



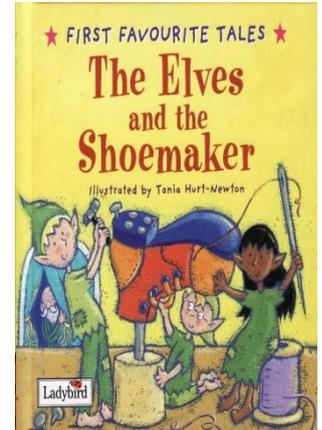
The British International  
School of Brussels

## EYFS Nursery

Dear Parents,

The children were delighted to be back in Nursery after the spring break and, as a bonus, brought the amazing weather we have had this week with them. Outside activities have been our priority this week while the sun shines, as we never know how long it will last!

The children have had great fun helping to dig over the soil ready for planting out the herb, vegetable and flower boxes in the Nursery garden. We even found some very fat juicy earthworms in the compost underneath the leaves!



Exploring the outdoor environment has a number of benefits for children, including:

- ❖ Promoting creativity and imagination. This unstructured style of play also allows children to interact meaningfully with their surroundings. They can think more freely, design their own activities and approach the world in inventive ways.
- ❖ Taking responsibility for looking after living things like plants, and learning that if you forget to water them or pull up a flower by its roots it cannot survive. Entrusting children to take care of the living parts of the environment means they will also learn how to take care of the planet and the importance of doing so.
- ❖ Being outside also feels good. Children are free to explore, move about, and make noise — all delightful forms of self-expression that are often restricted indoors. In nature, children can run, jump, hop, skip, climb, roll, and shout, which relaxes, and reduces tension, anxiety, and restlessness.



Hurray for the outdoors! Spring is also a great time to get out and about at the weekends to see all of the wonderful signs of new plant life bursting forth.

During the time spent indoors we have started our new topic 'Tales from long ago.' The traditional tale for this week was 'The Elves and the Shoemaker', which is a fairy tale about a poor shoemaker and his wife who wake up one morning to find that someone has magically made the most wonderful shoes anyone has ever seen, but who?.....

Ask your little one to tell you this heart-warming tale, to see what they have remembered from the story sessions. Then you can look the story up on the following link: <https://youtu.be/DndjElGRd6M> to find out if they remembered it correctly.

In your child's HSB you will find a counting activity worksheet based on the characters and objects found in the story. In Nursery we use a multitude of real time activities and concrete objects to consolidate counting, promote number conservation and recognise physical numbers. The aim of the worksheet is to help the children transfer their number skills onto paper.



One of the skills we are encouraging the children to work on is to use 1-1 correspondence, which is the next stage along from rote counting, and is the skill of counting one object as you say one number. For example, if you are counting objects, you point at the first item and say '1', then point to the second and say '2' and so on.

Pointing and deliberately touching each object carefully forms a crucial part of accurate counting. It provides a visual structure to help your child break up the sequence of numbers. It also makes the experience multisensory, which really helps access their full

attention.

The number you see in brackets is the one your child arrived at when counting independently, you will see by the comment if support is needed with using 1-1 correspondence. Often children go wrong because they are trying to go too quickly! This is understandable, because they have probably learned to rote count at that speed, but it is then impossible to move their finger accurately and count all at the same time. It takes time, patience and practise for your little one to not just jump ahead and count too fast, therefore not getting the correct answer, but to use the 1-1 correspondence skill for accurate number work.

On the back of the worksheet, you will see how your child is progressing with number recognition. They need to demonstrate they can recognise each individual number in random order and in a variety of locations and consistently. Please do not be concerned if they are not at the number recognition stage yet, they have plenty of time to practise before the end of the summer term!

Last but not least, please join us in giving a warm welcome to Litiksha and her family who have joined our morning session this week.

Enjoy this super weather and when you are out and about this weekend discuss our **Talk topic: 'What do plants need to bloom and grow? Is it the same as for humans?'**

Have a good weekend.

Alison Davies, Anna Nagy & Vanessa di Fine [nurseryteacher@telenet.be](mailto:nurseryteacher@telenet.be)

## EYFS Reception

Dear Parents,

We have had a wonderful sunny week in school, it almost felt as if spring is already here. The children had an amazing time playing outside in the playground and we have really enjoyed being out in this sunny weather. The children have been very interested in the new plants and flowers growing in the playground flower pots and have been finding all sorts of insects and worms that are wandering around our garden.



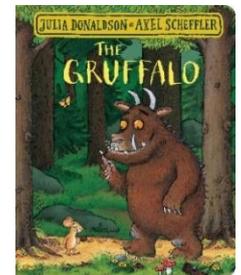
We have started a new topic which is called 'Let's make-believe'. The focus is on fantasy and experiencing a magical world in which the children can dress up and pretend to be real characters like kings, queens, princes and princesses or fiction characters like mermaids, wizards, witches, dragons, fairies or elves. We have renewed our role play area, for which we have built a castle out of big card boxes. The children can walk inside through the castle door, where they will find a box full of disguises to dress up and another box with cups, plates and pastries to set up a tea party. They were very excited when they came in on Monday and discovered the new setup and they have been playing in it non-stop every afternoon of this week.

In our Art session this week we have started a project that will keep on going for a couple of days as the aim is that each child builds their own small castle with card and paper rolls. They have started to put the pieces together and, once everything is assembled and the castles are ready, they will paint and decorate them.



In Literacy this week, the children have enjoyed two storybooks, the classic story of 'Rapunzel' and 'The Gruffalo' by Julia Donaldson.

We have also introduced the digraph 'ar' in words like 'card, car, farm' and we have been working with the tricky words: 'no, go, I, the, to, into'. You will find a board game related to this in your child's home school book. It is a **Snakes and Ladders** game with the aim of practising reading of cvc/cvcc words, digraphs and tricky words. You will see that almost each box in the board has got a word for the children to read each time they land on it. It is a fun game to play with your children as it also encourages them to practise the sequencing of numbers from 1 to 25, subitising numbers when they use the die (that is, looking at the dots on the die and knowing what number it is without counting the dots) and also learning how many boxes to move the counters according to the number shown on the die. I hope you have fun playing together with your children!



In Maths we have been working with patterns and, alongside this, the children have done some pencil control activities that help develop their fine motor skills and prepare them for future writing. We have also worked with teen numbers, sequencing them in the right order and learning how any teen number is made by adding 10 to a given number from one to nine.

Our PE sessions have been exceptional this week as the sunny weather motivated everybody to run around and exercise. On Tuesday we prepared an exercise circuit for the children in which they had to perform different actions like going through hoops, jumping over objects, jumping from a short height, balancing



when walking on a curvy board, slaloming with cones, etc. On Thursday we played group games like 'Duck, duck, goose' and 'Sleeping panther'.

*The talk topic for next week is: What special things would you do if you were a king or a queen?*

We hope you have a lovely weekend.

Mrs. van Wassenhove and Mrs. Julaton  
[receptionteacher@telenet.be](mailto:receptionteacher@telenet.be)

## KS1 Year 1

Dear Parents,

We have begun the second half of the spring term and Year 1 are off to a flying start. What an exciting week we've had!



Walking to Josaphat Park.

We had a fabulous morning in the park, where we were looking for signs of spring and also finding out about plants and animals that live in our local environment. On

Enjoying the glorious sunshine in the garden

Thursday, Group A began their swimming lessons and did brilliantly. And in the afternoon we welcomed a special visitor to our classroom – Tosca the trainee Guide dog. The children asked Tosca's trainer some really interesting questions and all of the children were asked if they would like to pet the dog. I am proud to say that everybody did. Let's hope that we get to see Tosca again very soon.



### LITERACY

After a week off school, there was a lot to write about in News on Monday. The children were encouraged to use time openers such as Then, After, Later, Finally to show the order in which events happened. We read an alliterative spring poem and devised actions to go with it. LOTS of laughter could be heard as the children read Tongue Twisters to help them understand alliteration. They were so tricky to say!



We took our activities outside for Maths fun in the sun!

### MATHS

Lots more work on number facts for us this week. We practised doubles to double 10 and revised pairs to 5, 6, 7, 8, 9 and 10 and the related subtraction facts. We also used our knowledge of pairs of 10 to make pairs to 20 and used number facts to solve word problems.



### SCIENCE

We have begun a brand-new topic called, 'Plants and Animals Where we Live'.

The visit to the park was a way for the children to explore their local environment to find out about the plants and animals that live in their locality. Children will learn to name and identify common wild and garden plants, including trees, so they are familiar with common names. This week we identified golden bells, daffodils, crocuses, daisies, dandelions, holly, magnolia and found out about deciduous and coniferous trees.

**TOPIC:** We found some money in a drawer in the classroom and on closer inspection we discovered that it was from Australia (our new topic). Hmm... who do we know from Australia? Could it be Mrs. Nagy's? At the beginning of a new topic, it's always interesting to find out what prior knowledge the children have. Kangaroos were mentioned, along with the fact that it was probably a hot place, and someone knew that Tasmania was a part of Australia. I'm sure that by the end of the unit we'll know so much more.

### ART

The children have begun some Aboriginal artwork. This week they looked at and discussed some examples, then chose an Australian animal to form the basis of their work. They noticed how, often, the outline of the animal is an aerial view and did a great job of recreating their own.

**TALK TOPIC:** What do you think it would be like if there were no plants or animals in the world?

Have a wonderful weekend!

Miss Corrigan and Mrs. Bandaru [Year1teacher@telenet.be](mailto:Year1teacher@telenet.be)

## KS1 Year 2

Dear Parents,

It was great to see the children again after the half term break, and to hear and read about the fun they had during the holiday.



This week, in Mathematics, we explored the concept of multiplication. We saw how repeated addition (eg.  $2+2+2+2$ ) is multiplication, how making jumps of 2, 5 or 10 on a number line is multiplication, how counting on in 2s, 5s or 10s is multiplication. We saw how we need to multiply when using maths in real life situations, and we learned how multiplication can be seen and represented in arrays. We saw that 3 rows of 5 is 15, and that 5 rows of 3 is 15, meaning that  $5 \times 3 = 15$  and  $3 \times 5 = 15$ , ie. that multiplication is commutative. We also saw that it is very useful to remember multiplication facts by heart. We are learning the language of multiplication, especially the word “each” in phrases like: 4 nests contain 2 eggs each.

In our Literacy sessions, we finished the book ‘Wild’, by Emily Hughes, concentrating on studying ambitious vocabulary associated with feelings. We had a go at writing a very short text giving two opposite points of view, after spending one session discussing an important matter that came up in the book. We then began thinking about our own picture books, based on the story in Wild.

We had very good fun reading and listening to poems each day, some funny and some more serious. Links to performances of some of the poems are on the Year 2 Edmodo page. We are looking forward to writing a poem of our own. We plan to return to Josaphat Park on Monday 21st March, World Poetry Day, along with Year 1, for a poetry party in the park.

Our Science highlight this week was a Zoom talk from the Young People’s Trust for the Environment, which aims to teach young people about sustainability and looking after our world. We learned a lot about animals’ adaptations to their habitats, and about the threats that animals round the world face because of habitat damage caused by humans. Take a look at the link: <https://ypte.org.uk/content/about-us>



The children greatly enjoyed a Just Dance session, for their Music/PE lesson on Wednesday.

This week’s **Talk topic** is: Are there any animal habitats near us which are in danger?

I wish you a very happy weekend.

Ms Read and Mrs Tolentino [year2teacher@telenet.be](mailto:year2teacher@telenet.be)

## French - Acorn Building: Reception, Years 1 & 2 with Mme. Ilhan

### Reception and Year 1:



After a week of sunny holidays, we told our friends (in French) what we had done during this relaxing week.

We were helped by some pictures.

Then we discovered a strange cardboard box with windows that allowed us to take a close look inside and to describe what we could see (object, colours, pictures...)



After observation, we deduced that it was a house and we even guessed that it was the house of Mitsi the Mouse, this famous puppet who helps us to speak in French. Mitsi introduced us to her apartment, her family and all her neighbours.

We took advantage of this to draw and present our family to friends using the words 'papa, maman, enfant, frère, sœur, voisins, grand-mère, grand-père'. We also had a go at singing and dancing to the song "Toute la famille se réveille".



Finally, we all acted out the story "Louise has a large family", and it made us laugh a lot.



### Year 2:



This week, after talking about our holidays in French, we met Mitsi the Mouse. This charming puppet engaged the whole class in real exchange, asking and answering questions. We were able to share everything we could say in French.

Mitsi introduced us to her apartment, her family and all her neighbours. We then drew and presented our family to friends and did some written exercises. We also listened and tried to sing the song "Toute la famille se réveille".

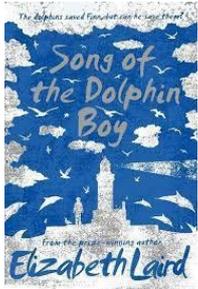
We played some language games in little groups to encourage us to speak ("je vois un garçon, une fille dans la cuisine, qui préparent un gâteau..."). We really tried our best! Thus we were able to enrich our vocabulary by using different approaches (visual, auditory, playful and artistic).



## KS2 Year 3

Dear Parents,

This short half-term has started with a number of new projects but will be dominated by the preparations for the forthcoming Oak Department show, Aladdin. In Literacy, we have taken the opportunity, while we are involved in a real play, to learn about writing a playscript, and how this differs from our usual writing style. We began by examining the key features, and had some role-play fun to demonstrate how actors and directors need and use them to tell a story on stage. In our reading groups, we started a new book 'The Wolf's Footprint', which we hope to be able to complete within the remaining weeks of this term, and our new class reader is 'Song of the Dolphin Boy', which, although starting rather sadly, has the children quite gripped!



In Maths, we spent the week learning and practising the 'expanded column' method of addition, which is an intermediate step between partitioning and conventional column addition. We began by adding two 'easy' 3-digit numbers, then two larger 3-digit numbers, and finally mixtures of three or four 2-digit and 3-digit numbers. There was quite a lot of emphasis on the layout, ensuring that all columns line up neatly, to avoid careless mistakes. The children have grasped the concept very quickly, to the point where we even got as far as briefly trying out the next step – that of 'carrying over' the 10s and 100s into the appropriate column.



Our new topic is 'Blue Planet', which we began by revising our knowledge of the world's oceans. We then went on to learn about the difference between oceans and seas, working in small groups, with an atlas, to locate a list of seas, followed by a 'free' activity to explore the atlas and find as many other seas as possible around the world. In our Art session, we combined our new topic with last term's work on tsunamis, and began to paint our version of Hokusai's 'The Great Wave' – to be completed next week, all being well.

Thank you for sending in all the show costumes – we have been practising our acting, singing and dancing this week, and will do so again next week. This show is a 'pantomime' and is intended to be funny and rather silly, so please encourage the children to forget their inhibitions and to be as loud and demonstrative as they can be (on this occasion!).

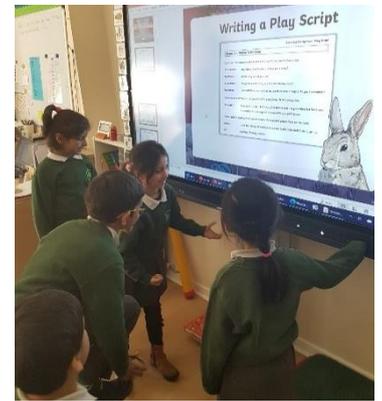
The Year 3 March 2022 photo gallery is open and available at <https://www.flickr.com/photos/157096587@N03/albums/72177720297252650>.

Online Maths homework for next week is 'Beetle Bump 3.17' – mental addition of 2-digit and 3-digit numbers.

**Talk Topic** is 'Think about the 5 oceans. Do you think the water temperature of each one will be the same throughout? If not, why not?'

Enjoy the weekend.

Patrick Tranter and Naomi Irakoze  
[year3teacher@telenet.be](mailto:year3teacher@telenet.be)



## Year 4

Dear Parents,

What a super week we've had back in school in the sunshine! We have had so much fun rehearsing for our upcoming show 'Aladdin' together outside. The children are singing the songs really well now and are learning their lines and how to act their part. We are very much looking forward to getting a chance to finally perform this show in the theatre in a couple of weeks. Thank you for bringing in the costumes so promptly.

In our Literacy lessons we have reached the independent writing part of our Mrs C unit of 'Journey' by Aaron Becker. The children have written a continuation of the plot, where they have had to come up with 6 of their own plot points. We looked back through the unit and negotiated our success criteria together and decided that in this piece of writing we would attempt to use personification, alliteration, a simile, a fronted adverbial to describe how an action was done, dialogue and feeling/emotion words. Extra points would also be given for remembering to use basic sentence punctuation such as full stops and capital letters in the correct places throughout the piece of work, remembering to group ideas and write in paragraphs, attempting to edit our work by 'adding more' to a few chosen sentences and remembering to maintain the correct verb tense.



In Spelling we have investigated compound words, which are when two words that can make sense on their own are joined together to make a new word e.g cupcake, cowboy. We sorted them and grouped them according to the sounds they contained. We also had a go at building words using root words, prefixes and suffixes.

In Maths we have returned to decimals. We have practiced locating decimal numbers on a number line and rounding them to the nearest whole number. We also practiced multiplying and dividing decimal numbers by 10 and 100. We then sharpened our skills in using the column method to add two 4-digit numbers together, this time with totals that were 5-digit numbers. We then finished the week with using mental methods to add two and then three amounts of money together to get a total, remembering to use the correct notation.



In Science we started a new topic on sound. We discussed sources of sound and learned that all sounds begin with an action. We then discussed what was vibrating in order to make the sound and then we moved on to discuss how sound travels from the object to be heard by us. We went on a sound walk to identify sounds outside and explored how sounds are made with musical instruments in the library. We were amazed at how much slower sound travels compared to light!

**Talk topic:** How many different sources of sound can you find at home? What is vibrating to make the sound?

Kind Regards,

Camilla Rutayisire [Year4teacher@telenet.be](mailto:Year4teacher@telenet.be)

## Year 5

Dear Parents,

The class were back fully refreshed and raring to go and very, very excited about the theatre.

Yes, it was our turn to go to the Montagne Magique so off we went to see 'Alberta Tonnerre.' The children were on top form: impeccably well behaved and right into the spirit of the show.

The puppetry extravaganza kept us enthralled throughout: we got a bit wet, were engulfed by dry ice, witnessed storm effects, heard gunshots and 'pouffs', and, of course, were treated to real marionette mastery!

Difficult to fully convey, the story is about the journey of Alberta through life's twists and turns, thrills, spills, slings and arrows - a circle of life just like in our Science topic.

In Science, we explored asexual reproduction which caught the Y5's imagination, and we began to look at life cycles too.

Literacy was just as much a highlight as our show trip into town. We started a new Mrs C unit called 'One Small Step' based on the Japanese cartoon-short of the same name. It's Luna's birthday and Dad has made a smashing cake and gifted her magical moonboots. Off they go into space, and we were more than happy to join them.

Lovely writing (based on Mrs C's Power of Three) followed, but there was also some dancing, which was out of this world and which we all loved. More next week!

In Maths, we look at rules for finding divisibles and attacked (successfully) a new speed test.



How can you tell if a 6-digit number is in the 3, 4, 5, 9 or 10x table?

**Talk Topic:** If you lived in a wood like Alberta, who would you live with and what things would you do?

And that was our week.

Best wishes

Tim Stedman [year5teacher@telenet.be](mailto:year5teacher@telenet.be)

## Year 6

Dear Parents,

What a glorious week; sunshine, picnics, outdoor play rehearsals AND no masks!



In Maths, we revised identifying intervals on incomplete number lines and placing 6-digit numbers on number lines with different scales. As an extension activity, children explored the Base 10 number system in greater detail and discovered the differences between our Base 10 number system, the Base 5 number system, the Indian and Mayan number systems.



Everything is going wrong for Sasha Zaichik. He lost his temper and smashed a comrade's glasses, he broke Stalin's Nose (on a statue) and then ended up in a fight; finally, he discovered that his father had been arrested. His dream of being a Young Pioneer is quickly evaporating, and at the same time, his absolute belief in Stalin is showing cracks.

In Spag, we revised: some spelling rules; the differences between clauses and phrases; four types of simple sentence: statement, command, question and exclamation. Children also explored rules associated with adding plural suffixes.

We continued our study of 'Animal Farm'. We began by looking at three books by George Orwell, and how his life affected his writing. The children learnt what an allegory is and explored how 'Animal Farm' is an example of this genre, and how the Russian revolution is connected to 'Animal Farm'. They also considered why Orwell decided to use an allegory when writing 'Animal Farm'.



Children were introduced to the major characters in the novel and learnt the word 'omniscient'. We then read the opening of the novel and considered how and why Orwell uses an omniscient narrator in the novel. We are now studying rhetoric, which according to Aristotle, has three main components (Ethos, Pathos and Logos). We are reading Old Major's speech and reflecting on how language can persuade people to act. I look forward to seeing the completed George Orwell Author Study Booklets at the end of next week.

Every morning, we read the BBC summary of events in the Ukraine and analyse a particular news story. This week, we have discussed: Hassan, the eleven-year-old boy who travelled on his own with just a telephone number; an Indian medical student who would not leave without her dog and the horrendous bombing of a maternity hospital.

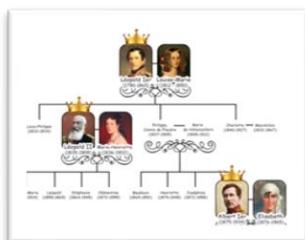
A tough week academically and emotionally.

**Talk Topic:** What is a pantomime – can you find any examples?

Happy weekend,

Beverley Tranter [year6teacher@telenet.be](mailto:year6teacher@telenet.be)

## French - Oak Building:



**Year 3:** This week with Mlle. Ilhan, after having explained all about our holidays in French, we continued to discover the history of Belgium, looking at the genealogical tree of the royal family with a small piece of history about the early monarchs to learn about the construction and the unification of the country.

After trying to understand the structure of the family tree, we drew our personal one.

We also wrote a text about our family using all the vocabulary we knew about our home.





Then we presented our work to the class. It was lovely, because we really tried to listen to our friends while they were talking. We also did some exercises to practise our understanding of the auxiliary verbs 'Avoir' and 'Etre'.



#### Year 4:

In French with Madame Halvorsen, we started our week with a new adventure of



picking one of our favourite fairy tales: **Blanche Neige et les Sept Nains**. We started by reading it out loud and then, we acted the different parts and characters. We learned how to start a fairy tale with the usual expression '**il était une fois**'... and we went on exploring the meaning of new vocabulary and adjectives such as '**grincheux, la preuve, rester, à la place de, en sécurité**'. We then started our **Easter project** of creating a fun and witty portrait of our 'best friend' using les verbes réguliers et irréguliers, les adjectifs, être, avoir, le sport, les animaux. It was so much fun and impressive to see how much they were in tune and synergy.



#### Year 5:

In French with Madame Halvorsen, we had an exciting week getting ready for our outing to **la Montagne Magique theatre, to see Alberta Tonnerre**, a magical play which has a mix of the **Le réel et le surréel**. In Alberta Tonnerre, we



explored and discussed many topics: **la famille, l'amitié, la vie, la mort, le feu (fire), l'amour, les émotions, la nature, la forêt, l'océan, l'empathie** etc... We learned so much while exploring the question '**C'est quoi la mort, pour toi?**' (what's death for you?). It was fascinating to learn about the symbols and traditions in our respective cultures. We learned that in certain countries, we commemorate the dead for 30 days or even a year.

#### Year 6:



In French with Madame Halvorsen, we went even further into exploring the ins and outs and the different ways and situations for using '**L'Imparfait**'. We specifically looked at **les verbes irréguliers** and '**les connecteurs temporels**' that would help us using this particular past tense. We also reviewed '**le passé composé**' and compared the two tenses and how to

distinguish them. We were able to clearly see and understand those differences through different written and oral activities. After which, we came up with short scenarios where they had to come up with different questions and answers using those tenses while paying close attention to 'les verbes réfléchis' and the use of auxiliaries which can be quite challenging and rewarding!



Dance rehearsals for Aladdin



Walking to the Park for Friday SKILLS day

