



The British International
School of Brussels

EYFS Nursery

Dear Parents,

Sadly, our Big cook, Little cook topic work has almost come to an end, but of course, we went out with a flourish by making another firm favourite, the humble Pizza! The children have waited patiently all week to create their Italian food masterpiece. Before making the real thing, we had a fun discussion about what our favourite pizza topping would consist of and they ranged from simple tomato and cheese to Chapatti and potato! We also talked about what pizza would taste like if we put candies and chocolate on the top and the unanimous decision was; it would taste so, so good!

Miss Di Fine is our pizza dough expert and did an amazing job, preparing fresh dough for everyone. Then some of the little cooks helped the big cooks to slice delicious tomatoes, red and green peppers, mushrooms and a little bit of onion. Meanwhile the other little cooks were preparing the pizza base with some delicious passata and herbs!



Some creatively arranged vegetables, a sprinkling of grated cheese, in and out of the oven and in the words of our two big Italian cooks “deliziosa” and our little Italian cook “delizioso”! And we all agreed!

If you take a look in your child’s HSB you will find a pizza base ready to be topped with some of the delicious vegetables we used for the real thing. Use this as a practical cut and stick activity but don’t forget to talk to them about their real hands-on experience of making the pizza.

Encouraging talk with back and forth exchanges is an important tool to help children become more confident in using newly acquired words and actively increases oracy skills. How we talk with children and what we say to them has a huge influence on how well they can express themselves. Oracy skills go beyond academic achievement, they play a pivotal role in social and emotional development, having the ability to express yourself boosts, self-confidence, self-awareness, resilience and empathy. So just keep talking....



Our fun story this week was all about a sock called Simon and how he eventually found that being different wasn’t so bad after all, they children thought it was such a fun story. You can listen to it with your child on this link: <https://youtu.be/HkF50PREUdY>

In solidarity with Simon the sock, we are going to have a crazy sock day on Monday, so no matching socks allowed, we will be inspecting our odd socks during circle time!

Next week is the start of our parent-teacher meetings, if you have not received your zoom link with the date and time, please let Mrs Davies know.

Have a great weekend and try not to get blown away! Instead stay warm and cosy inside and chat about our **Talk topic:** "What was your favourite nursery, little cook, cooking experience and what did you enjoy eating the most?"

Thank you,

Alison Davies, Anna Nagy & Vanessa di Fine
nurseryteacher@telenet.be



EYFS Reception

Dear Parents,

What a sweet and delicious start of the week in Reception, literally! Thank you for sending those lovely birthday cakes for the children to share and enjoy. It was a perfect demonstration of the focus we wanted the children to pay attention to on Valentine's

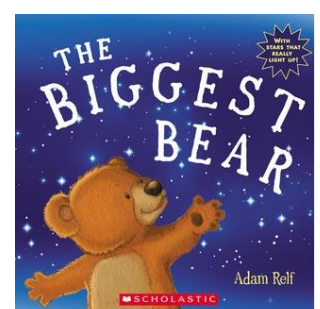


Day: spread your love to the people you care, your parents, your friends, your family, your teachers and above all yourselves. We thoroughly discussed our **talk topic** 'How can we look after friends and make them feel special?', we talked about friendships and about sharing and caring for one another and after that big inspiration of good and positive feelings towards ourselves and others, the children made lovely cards for their friends. Cards that celebrate friendships, respect, tolerance and good intentions, and that each child received from a classmate.

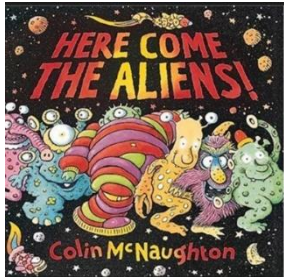


Of course, our Space topic continues to be on full blast, we continued to explore space, discovering new galaxies and trying to deviate fast comets that travel close to our planet Earth. The fantasy and fiction added to the factual information of our topic is an astounding stimulation for learning through play in our Space Station role-play area. Children put their communication skills into practice, they try out new vocabulary they have been learning in the past weeks, they negotiate their interests and ideas amongst themselves regarding the aim of their game, and by dressing up as astronauts with their special suits and helmets, by going inside the rocket and using the laptops and walkie-talkies they have in the space station, they take on their role as astronauts in a mission with superb responsibility and above all, with lots of fun! It is a joy to watch them play.

In Literacy, we have learned the digraph /oa/ as in the words soap, coat and goat, and the trigraph /igh/ as in light, sight and might. We also revised all our single letter sounds and digraphs learned up to now and we played various interactive games and did different group activities in which we practised blending and reading. Our storybook of the week was 'The Biggest Bear' by Adam Relf. It is a story about a little bear who thinks his shadow looks like the biggest bear in the world until his father shows him that the biggest bear can be seen in the night sky and is The Great Bear



constellation. The children listened to the story attentively and looked at the picture of the constellation wide-eyed. We then discussed about spotting the Great Big Bear in the night sky on a clear night, so if you have been asked to stand for a while looking at the stars through your window in order to spot 'something', now you know why! Although it might be hard to see many stars in Brussels with the streetlights on. We also read 'Here come the



aliens!' by Colin Mc Naughton, which tells the story of a group of aliens who want to invade our planet Earth but then they realise they'll meet children and they decide to back off. A hilarious story that the children really enjoyed and the best part was when they showed us the scary faces they would pull to the aliens if they actually came.

In Maths, the children learned to count one more and one less than the given number, with the aim of understanding the one more, one less relationship between consecutive numbers. This was practised and reinforced by playing different games, one of them with dice. The children had to roll one die or two dice, count the dots on it or them and say one more and one less than the number of dots they counted. An example of this can be found in this week's home school book as your children had to find one more/less than the written number. It also helped them to practise their counting forwards and backwards from 0 to 20.

In PE, we played team games in which the children had to listen carefully to instructions and follow the rules of the game to achieve the aim. They had great fun playing sack races in teams and their all-time favourite game 'Duck, Duck, Goose,' which they don't seem to get tired of as they keep asking to play it. It is indeed very exciting being 'the one' who has to choose the goose and then of course running away when being chased! We also played 'Lost Planets' extending our topic work to the playground.



In our art session this week, the children drew their own space scenes using wax crayons. The technique used this time involves painting over the crayons with black watercolours. The crayons will resist the watercolour by not absorbing it and the end result shows a lovely painting with vibrant colours. The children enjoyed it very much.

Our **talk topic** for next week is: *what did you like most about our space topic and why?*

Next week we will be having our Parent Teacher meetings, thank you to all of you for being flexible while coordinating dates and times. Zoom links were sent by email, if you didn't receive it, please contact me through Edmodo.

Have a lovely week,

Mrs. Julaton, Mrs. Bandaru and Mrs. van Wassenhove
receptionteacher@telenet.be



KS1 Year 1

Dear Parents,



The big news in Year 1 this week was the visit from the Polar Scientists. We were honored and privileged to have the opportunity to meet three scientists who have worked in Antarctica. The children were fortunate enough to participate in three workshop sessions where they found out about seals, life as a scientist in Antarctica and the differences between the Arctic and Antarctic through handling 3D models of both environments. The children were fascinated for the duration of the afternoon. The scientists, Mieka, Marianna and Marie, who were representing the organisations above, were extremely complimentary about the children. They praised their questioning skills, their levels of engagement and their impeccable behaviour. I'm sure this is something the children will remember for a long time to come.



Dr Marianna who taught us lots about seals.

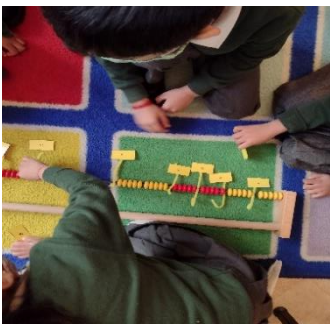
Dr Mieka who helped us to build fabulous models of the Polar regions with her colleague Marie on Zoom.



LITERACY

This week we worked hard on punctuation, thinking specifically about when to use a full stop and when to use a question mark. The visit from the scientists was the ideal opportunity for us to write some questions of our own. It certainly provided us with a strong purpose for learning. We also completed our work on 'The Jolly Postman' and thought of adjectives to describe some of the characters.

MATHS



This week we learnt how to count on and back in tens from any number and began to count in 5s and 2s recognising multiples of 5 end in 5 and 0. I would be very helpful if your child could maybe practise this skill at home – counting forwards and counting back. They also had to estimate a number of objects within a range and count by grouping into 10s or 5s.



Using the bead strings to help us count in 5s.

PE

This week, we walked the 'tightrope' (actually, it was just a rope on the floor!) whilst balancing a hoop on a body part. We had some very creative ideas!



TALK TOPIC: This week we meet some inspiring scientists. Do you know any other scientists? What kind of a scientist would you like to be?

The future is in safe hands! The scientists of tomorrow, today.



Have wonderful weekend!

Miss Corrigan, Mrs. Vetter and Mrs. Bandaru year1teacher@telenet.be

KS1 Year 2

Dear Parents,



This week, in our literacy lessons, we began work on a unit based around the book 'Wild', by Emily Hughes, a story of a girl who grows up in the wild, and finds life in a house difficult. The children are learning how to understand from a text the details of a character's habits and feelings. They are then practising writing their own character descriptions.



In our science lesson this week, we reviewed the concept of habitat, seeing how animals adapt to their habitat, and how an animal's habitat gives it what it needs to survive. We began to look at food chains, seeing how some food chains exist in our own playground (eg. the soil is eaten by a worm, the worm is eaten by a blackbird).

In our maths lessons this week, the children completed a half term assessment. We also investigated doubles and halves, finding that all doubles are even numbers and that it is easier to halve even numbers than odd numbers. We are beginning to work with halves, quarters and thirds.

We had our second coding sessions this week, adding code to move objects (characters). If your child manages to log in to Discovery Education, s/he can show you this exercise, and try the next one too.



Our spelling investigations are proving successful in that the children enjoy them, and I am sure that this will help them to remember the spelling patterns they have learnt. This week, we sorted words using different spellings for the "ie" sound (igh, ie, i-e, y, i). We also reviewed the spellings of days of the week, noting that they are written with capital initial letters in English.

Thank you for letting us know your preferred meeting times for the parent teacher conferences next week. You will receive a Zoom link for your meeting. We look forward to seeing you.

On Monday 21st February, we will be visiting Parc Josaphat (weather permitting). We will walk to the park, leaving school at 9:15, and will return to school by lunchtime. The trip is part of our study of Living Things and their Habitats, and we will be looking especially for food chains (and different habitats). Please make sure your child wears appropriate clothes, including comfortable shoes and a waterproof jacket.

Our **talk topic** this week is: Is *wild* good or bad (or both or neither)?

We hope you enjoyed receiving the Valentine's card that your child made and reading the poetic sentence (based on My Love is like a Red, Red Rose, by Robert Burns). You have wonderful children, full of love, joy, enthusiasm and ideas.

I wish you a happy weekend,

Ms. Read and Mrs Tolentino year2teacher@telenet.be



Music with Miss Di Fine - Acorn Building



Reception:

This week we very much enjoyed singing all the space songs again and learning a new song called "Blast Off Into Space". When the children are familiar with a song, they are more engaged, this is because they know what the expectations are, and they are often more confident. That's why in music we always enjoy singing the songs we learned in the last few weeks so that children can focus on really targeting the goals and objectives of each song. Furthermore, through

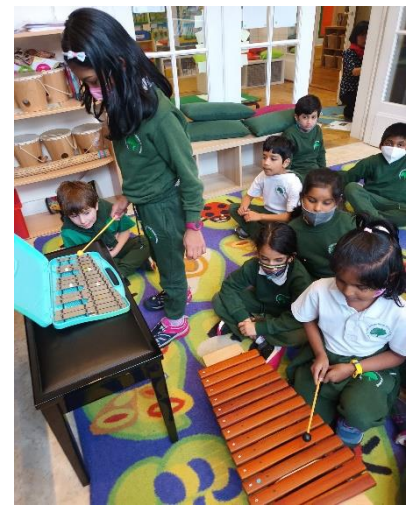
repeated playing, a work of music develops an important social and biological role in creating cohesion between individuals and groups. So, all we need to do is keep singing over and over! We also played the game "Freeze" while we used our percussion instruments.



Years 1 & 2:

This week we continued to talk about the percussion section of the orchestra, learning more about the pitched instruments such as the xylophone and the glockenspiel. We could listen, see and play the two instruments in class. We learned the difference between them and their different sounds as one is made of wood and one of metal. We listened to a classical piece called "The Fossils" from The Carnival of the Animals, where the Xylophone imitates the

sound of the bones knocking together. We also played the game "Guess which instrument is" and learned a new song called "Bonhomme, Bonhomme". You can listen to the song here: <https://www.youtube.com/watch?v=bX0HzKdNwSE>



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

Reception and Year 1:

This week, we discovered the story "A little hole in an apple" by Giorgio Vanetti.



This is the story of a hungry caterpillar, who is attracted by delicious fruits and vegetables that unfortunately belong to other animals. We staged the story with fruit, making sure to use the right language ("j'ai faim, c'est bon, c'est à moi").



Then we found some funny wrapped gifts. After wondering who they belonged to, we ended up unboxing them. They were toys and books (car, doll, cubes, ball, teddy)!

When we unboxed them, we discussed which toys we like to play with.





The day after this discovery, a little mouse named Mitsi knocked on the door and asked for her gifts! We were a little embarrassed to have unpacked them, but Mitsi the Mouse suggested having fun together and learning to speak French with her!

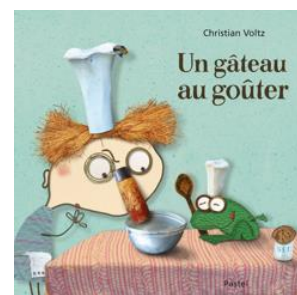
What an encounter!

Year 2:

This week, we discovered the story “Un gâteau au goûter” by Christian Voltz.

This is the story of a cake recipe that strangely turns into vegetable soup.

We then had a small test on the vocabulary of our culinary project (ingredients and utensils).



Throughout the week, we played different board and action games to learn vocabulary and to develop our awareness of grammar.

We also learned a new song to learn, or relearn, the different parts of the human body.



KS2 Year 3

Dear Parents,

The end of another tightly packed week already! In Literacy we finished our collaborative non-fiction text about earthquakes, and made a start on the plan for our individual texts about a different type of natural phenomenon – tsunamis. We have begun to develop some of the features of this text-type, and next week will finish the plan and the children will write their own text independently. Our group reading text was a non-fiction article about tsunamis, which gave the children more information and ideas to use in their writing. It also enabled us to practise a variety of reading comprehension questions. In grammar, we continued our revision of the rules for direct speech, focusing on the correct position of the punctuation.



In Maths, we finished off the latest teaching block with another look at number lines (this time placing numbers on a 0-1000 line) and rounding - noting that certain numbers can round up to the nearest 10, but round down to the nearest 100, and vice versa. We then revisited subtraction, using the ‘counting up’ method to perform more complex sums involving 3-digit numbers, such as $124 - 78 = ?$ Finally, we applied this arithmetic skill to the subject of money: using first of all a £5 note, children ‘bought’ items in a shop, paid with their banknote and then had to help the rather hopeless shopkeeper (me) calculate the correct change. Having quickly mastered that, we moved on to more expensive goods, paying this time with a £10 note, each time using the ‘counting up’ method to solve the problem.



Our first two soil experiments were completed in Science: the four soil types from last week were re-weighed, and the weight loss due to evaporation was calculated. The two soil types placed in water were carefully examined, and the differences between them noted. Then we performed our third experiment, a permeability test on our four soil types, using the same weight of soil and the same volume of water for each one. For comparison, we also had a fifth sample of small stones. We collected the water which permeated through the soil, then measured the quantity.

We combined Topic and Art this week, in order to get a few things finished: the World Wonder labels were completed and our world map is now complete, the pasta fossils were finished and are now on display, and we also made our own 'fossil prints' by pressing shells or bones into

a flat piece of clay.

Talk topic for next week is 'Of all the World Wonders we have studied (ancient, modern and natural), which is your favourite, and why?'

Enjoy the weekend,

Patrick Tranter and Naomi Irakoze
year3teacher@telenet.be



Year 4



Dear Parents,

Greenland was calling this week on our Scandinavian tour, we included it because it is technically part of Denmark and it is such an interesting place! We enjoyed going on a virtual tour of the island and seeing some of the stunning wildlife that lives there. We found out a bit about the lives of people in Ittoqqortoormiit, including the joys and challenges of living in a very remote Greenlandic town of only 350 people. We learned about how Inuit people use 'inukshuks' or stone towers shaped like people to help them navigate around such a remote landscape with few other landmarks and we had a go at designing our own. In Science we finished our unit on states of matter with a review of all we had learned and an assessment task.

In our spelling lessons we returned to looking at pairs of homophones and practised matching them and defining their meaning. We also practised using an apostrophe to indicate possession with both singular and plural nouns and we read a paragraph that contained an awful lot of spelling mistakes to identify and correct! We continued our 'Write stuff' unit on Aaron Becker's wordless book 'Journey'. We wrote some more fronted adverbial sentences this week but this time to indicate how and why an action was done. We discussed the term 'pathetic fallacy' coming from the Latin word meaning 'pathos' or emotion



and found that it describes a technique of giving human or emotional attributes to things in nature such as the weather. Then we had a go at using it in our own sentences e.g a raging storm, a gentle sea.



In Maths we have continued our work on shape and space. We have made some fabulous symmetrical patterns based on Islamic tile designs, I have photographed a few for you to see. We discussed parallel and perpendicular lines and identified them in a range of shapes. We then identified lines of symmetry in a range of regular and irregular 2D shapes. We drew shapes according to specific criteria such as a triangle with 2 acute angles and we also discussed which shapes were not possible to draw and why that might be e.g a triangle with 2 right angles. We then drew the other half of a series of shapes to make them symmetrical.

Swimming lessons will resume next week and continue after the February holiday until the Easter break. I have also sent out all of the parent teacher invites now for our zoom sessions. Please check your child's Edmodo messages to find out when your time is and to find the link to access the meeting. We have also been busy practicing for our performance of Aladdin due to take place in March and it has been wonderful to hear all of the singing once more!



Talk topic : In the story 'Journey', what do you think the magenta bird symbolises?



Kind Regards,

Camilla Rutayisire Year4teacher@telenet.be

Year 5

Dear Parents,

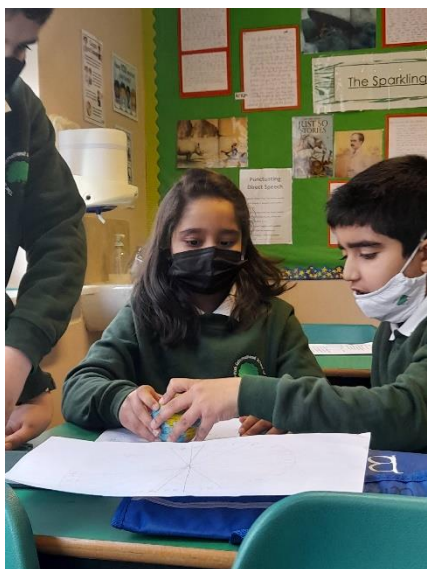
We are back with Aladdin Trouble (a lad in trouble) and the class were all thrilled to be singing and acting again. Indeed, the whining wind outside was no match for the volume and sweetness of the Oaks' singing and enthusiasm.

The children started the week with the exact same enthusiasm in Science, first by drawing up accurate time zone time calculators and then launching marble comets into trays of sand and flour. The Y5 Iced Gems love a team experiment and the Crater experiment is yet another cracker, with jobs, estimating, measuring and mathematics for everyone.

And they were just as enthusiastic about recording their Sci-fi scripts!

Some have been up to 9 pages long but nearly all have included a range of characters and therefore parts for lots of their classmates.





In Maths, meanwhile, many were stretched having to multiply and divide decimals by 10/100/1000 and this week's homework will attempt to master this important area of this year's curriculum.

Decimals were also added, the main focus of the lesson being the various techniques we can use to make calculation easier: rounding and adjusting, partitioning, counting on and using mental tricks. Also of great note is that our own Kuval became BISB Category 4 SuperT Champion. He (and also his opponent) will represent the school in the 'online world finals' in May. Fantastic! And we still have Ovee and Trishan going well in category 5, too.

And that was our week. Let's hope we weren't blown away.

Next week, we look forward to chatting about the children and seeing each other albeit virtually online in the parent-teacher meetings. See you

then. Have a good weekend

Talk Topic: Name 10 things you know about the USA?

Best wishes,

Tim Stedman year5teacher@telenet.be

Year 6

Dear Parents,

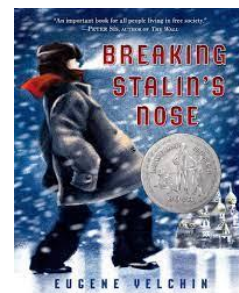
Much of our time is now devoted to mock SATs tests. This week, the pupils sat two SPaG tests and an extended arithmetic paper: each student is acutely aware of subject areas which need to be revised.



In collaboration with Mme Halvorsen's project 'Au Moment Cle,' we are studying the award-winning book and film 'A Street Cat Named Bob', which focuses on homelessness and drug abuse.



We have completed 'Empire of the Tsars' and will now take a closer look at Soviet Russia. In our class reader - Breaking Stalin's Nose – we have been transported to Stalin's Totalitarian State. We are living in a 'komunalka' with 48 other citizens, sharing one kitchen and one toilet. Sasha's father, who works for State Security, has just been arrested and taken to its infamous headquarters on Lubyanka Square for interrogation. Sasha is now on a mission to save his father.



'From Russia with Love' is a year 6 research project. Students may choose a topic from this time period to research in depth. They are expected to contribute (and collaborate) to our two virtual working walls:

https://wke.lt/w/s/_emK90

<https://padlet.com/year6bisb/er22zcxaquuryr9>

Each student is required to submit their research (this can be digitally, on paper or both) and produce a double-page spread on their chosen topic (deadline 30th March). All children have been given a 'scrapbook' for their work, which they have already decorated with stunning illustrations.

With fans whirring away, windows wide open, scripts flying everywhere, brick walls separating classes and teachers trying to direct music and rehearsals (reminds me of police trying to direct traffic in Rome!) - Aladdin is back! What a joy! Given the bubble constraints, putting on this production is certainly going to be a challenge, but I know the enthusiasm and determination of the Oakies will make it happen.

Talk Topic: Drugs – what do you know already?

Happy weekend.

Best wishes,

Beverley Tranter year6teacher@telenet.be

Music KS2- Oak Building: Miss di Fine

Years 3 & 4:

This week we continued to talk about Beethoven's Symphony N.6 focusing on the third movement of Scherzo called "Merry Gathering of Country Folk". This movement is an adaptation of the jolly country dance. Lively and energetic, this piece is filled with infectious good humour. The Pastoral Symphony is also the fifth segment of Fantasia, an animated musical fantasy film produced and released by Walt Disney Productions. Here you can see and hear a frame of the movie we saw in class playing Beethoven's Scherzo:

https://www.youtube.com/watch?v=R7RbvOGRe_w

We also had general rehearsals singing and practicing the Aladdin's songs all together – managing separate bubbles by singing in different rooms!



French - Oak Building:



Year 3: This week we took a look at the history of Belgium and the Belgian people, from Antiquity to 1830, when Belgium became a country in its own right.

We also practised formulating sentences by using objects.

This exercise helped us to become aware of the different elements necessary for sentence formulation; subjects, verbs and vocabulary for complements or adjectives.

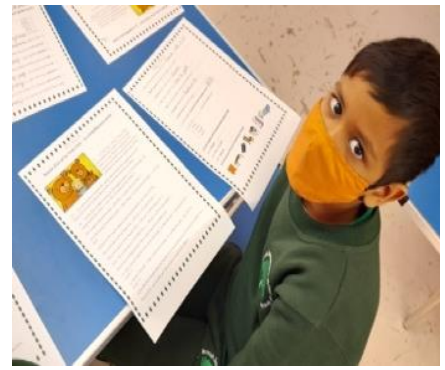


We then worked on the conjugation of the essential verbs: avoir and être.



Finally, we read the text of “Goldilocks and the Three Bears” in French and answered some questions.

We also had fun acting out the story using different props..



Year 4:



In French with Madame Halvorsen we started preparing for our exciting and adventurous project ‘Partir au ski’. We started making our **bonhomme de neige**, drawing, coloring and cutting the material to dress our **bonhomme de neige**.. We also read a short story ‘On s’amuse en hiver’ about friends having fun skiing and we learned so many words: **les hautes montagnes, les sapins enneigés, le télésiège, les boules de neige etc..** Then we went on describing and showing le

bonhomme de neige that we made, they described, his age, his personality using **les adjectifs** and what he looks like, what he is wearing - **il porte une écharpe, des gants verts, un bonnet rouge etc..** They described what he likes, what eats, drinks and plays, and his favourite animals. What a fun week this has been!

Year 5:

In French with Madame Halvorsen we revised the two auxiliaries être & avoir, while focusing on the special expressions used with **Avoir** that make it change meaning to ‘To be’ when used with those **particular expressions**. As usual,



they were up to the challenge and ready to carry on and go for the team marathons and activities we had with these expressions while making sure they wouldn’t fall for être. It was no small feat, but they were simply outstanding! Then, we had a go at a quiz game between three groups, and they had to select and choose the correct answer and explain why they corrected those mistakes. After which, we played a mental team quiz where they had to apply and use their oral and reading comprehension skills to put together the linguistic puzzle and expressions using ‘**parce que**’ (because), as in **J’ai peur parce qu’il y a un ours dehors etc..** and we wrapped up the week with a quiz.

Year 6:



In French with Madame Halvorsen, we continued discussing the play '**Le Moment Clé**', a thought-provoking play about poverty and homelessness. They presented their brilliant summaries (using **the présent, the passé composé and the imparfait** tenses) about the play which allowed us to hold some important discussions about '**life, its challenges, and our societies**'. We talked about the person behind the homeless man:

Jean-Pierre only to find out that he was a normal, healthy and happy man until that 'key moment', the day that his destiny changed dramatically when he lost his job, his girlfriend, his home... We also talked about poverty, child labour and countries that have developed political and social economic systems that promote business and entrepreneurship, while ensuring that nobody is left behind through strong and solid social institutions, such as education, lodging, healthcare and so on..

The History, Geography and Culture of Belgium



The **Year 4s** continued with the creation of their town maps, and, for those groups who had finished, started to work on the descriptions – both written and orally. They had to locate each town landmark by including references to the buildings around about, using positional prepositions and directions from one place to another.

The **Year 5s** put their brains into action to try and remember the different provinces in Belgium. They were given certain clues, and worked successively on their own, in pairs, and then in bigger groups, gradually collecting all the clues to arrive at the list of ten provinces. There was huge confusion about the differences between towns, provinces, countries and languages, and they went off at the end of the session to fill in the gaps! Very well done to Diya, who came back the next day with some of the answers and some excellent deductions from the clues 😊!



information presented.

The **Year 6s** watched a television interview from a Belgian news channel (useful for an analysis of the presenter skills for our upcoming ONNC interviews) on the Carnaval de Binche. This was a 'normal speed' interview in French, which required them to draw on their existing knowledge of the carnival, along with the context clues from the pictures shown and the people interviewed, to gain a reasonable understanding of the

Once we had discussed our initial impressions, questions and ideas, we then watched the interview again, listening carefully for specific vocabulary. We realised that, on a second hearing, having had time to ask questions and clarify misunderstandings, we could actually extract nearly all of the essential points, and have a good go at explaining them. Very well done to those with excellent listening

and analytical skills, who were brave enough to try presenting the facts – there's always a way to find the words, even if it means waving your hands around a lot!

