

Nursery



Dear Parents,

This week is the final week for our food and healthy habits topic and we decided that we were having so much fun with the gingerbread man theme from last week to carry it over to this week.

We hope you enjoyed our somewhat over cooked gingerbread men cookies, well the ones that didn't escape from the oven, and Mrs Davies was certainly glad that everyone came back to school with all of their teeth intact after the weekend.

The children have continued with some more gingerbread man maths this week and if you look in your child's home school book you will see two different mathematical activities. The first one to find is the gingerbread man with the same number of buttons as the copy-over numeral written on the paper. This is a great way to get children recognising and writing numerals and using one-to-one correspondence while counting the buttons on each gingerbread man and finding the correct one. The second activity is a fun game to play with a dice. Just in case you haven't got a dice handy at home, we have enclosed a paper version for you to cut out and make up, so get cutting and sticking mummies and daddies and see how long it will take you to complete the gingerbread man.

Children love to count. They count everything from the steps they take to get from here to there, to how many friends are in school each day. Counting helps them make sense of the world and to find out how many of something. With time and practice, children develop an understanding of the "rules" or principles of counting. One such principle is known as one-to-one correspondence. It's the idea that numbers correspond to specific quantities. For example, in playing a game, a child counts 1, 2, 3, 4, 5 dots on the die and jumps 1, 2, 3, 4, 5 spaces on the board because 5 dots correspond in quantity to 5 jumps. The number "five" always corresponds to that precise quantity, no matter what it is you are counting.

A hallmark of accurate counting, is when your child begins to assign one number, and only one number, to each object as they count. We see this achievement when a child touches each object carefully in time with saying the counting words. This is no small achievement as it requires coordinating motor movement and speech with exact synchrony.

Examples of using one-to-one correspondence are:

- Matching a number word or symbol (1, 2, 3, 4 etc.) with a collection of objects, in order to count them.
- Assigning a number to each petal of a flower- "one, two, three, four..."
- 1 egg per holder in an egg carton until it gets to 12.
- Setting the table with a specific number of knives, forks and cups that correspond to the number of places that need to be set.

So, give numbers some thought over the next few weeks and get busy with using one-to-one correspondence with your child next time you are counting and practising number skills together.

Thank you to everyone who has attended the parent teacher meetings so far, it is always great to chat about the amazing little person that is your child!

Next week will be our last week before the half term holiday. Just to remind you that school will not be open to children, including nursery, on 21st February, this is a staff training day.

Our talk topic for you to discuss over the weekend is: How many toy elephants do you think can balance on a piece of string before it snaps! Teach mummy and daddy the song and sing it together.

Have a lovely weekend.

Thank you

Alison Davies, Anna Nagy & Vanessa diFine

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Reception

Dear Parents,

We're approaching the end of this half term and with it the end of our magical topic, The Enchanted Forest. The children have worked really nicely throughout these weeks coming up with all sorts of fantastic and creative ideas that have enriched our class discussions and our talk topics. So well done to them all!



This week we have talked about fairies and how they can do all sorts of magic, thanks to their special magic wands. So, we decided that we also wanted to have that power and we created our own magic wands, with shiny stars and sparkly stickers.

The children have also made their own fairy craft that will be hanging soon in the tree branches of our Enchanted Forest display in the classroom. For this we used a wooden spoon, cupcake wrappers to make the fairy's clothes and tissue paper to make the fairy's wings. The results are just beautiful!

In Phonics we have reviewed the following tricky words: no, go, to, the, into and I, and we have introduced two new ones: he and she. We have also introduced the sound ai like in rain, train, nail and mail.

In maths we started working with 3D shapes, observing, describing and comparing them. We also matched them to real life objects and played games in which the children had to name the shape and find a real object that would have the same shape. In this way, they have seen how we can find spheres in marbles and footballs, cubes in boxes and ice cubes, cones in party hats and ice-creams, cylinders in food tins and mugs, pyramids in present boxes and candles. This is a good way for the children to start associating the solid 3D shape with things they can simply find around them and an excellent practice of it is a visit to the supermarket. So next time you go shopping, challenge your child to find as many 3D shapes as they can. In this week's home school book you will find a piece of work related to this.

We had a very windy P.E. session on Monday and, to make it even more exciting, we played parachute games. The children stood in a circle holding the parachute and made it move by simply pulling it up and down. The wind contributed a lot here and made the parachute fly high and then it was hard to pull down. You can imagine the excitement when we put a ball on it, made it roll around and jump up and down. Great fun for sure!

Thank you to all the parents who have met with us this week, we are looking forward to meeting the rest of them next week. I hope you found the meeting useful and remember that if you have any questions concerning the report cards or your child's progress, you can always send an email to receptionteacher@telenet.be

I had the chance to introduce Ms. Sharmini Nathan to the parents who picked up their children on Wednesday at lunchtime. She is the teacher who will replace me when I leave for my maternity leave at the beginning of March. She has been with us all week and will be in the class next week too, getting to know the children and the routines in Reception.

The talk topic for next week is: *'Look around in your house, can you find any 3D shapes?'*

Have a lovely weekend!

Mrs. van Wassenhove and Ms. Nathan

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French

In French with Madame Scharf, we are still full on in our new topic: animals. We sing so many songs mentioning animals that we already know a wide variety and the children remember them all which is very pleasing. They also love drawing them and we have fun.

EAL



The Reception EAL small group this week listened to the story of The Elves and the Shoemaker (reinforcing the Reception class work), and we listened to instructions to colour pictures of different shoes (*The shoe with laces is green; The shoe with stripes is blue* etc.) We read another story set in a magical forest: *Where the Wild Things Are*, which the children loved. We also re-told the story of Sleeping Beauty, using minifigures, a miniature spinning wheel, and the trees that we made in January. I am pleased to see the children

recalling the story and developing the confidence to imagine what the characters might say to each other.

I wish you a very happy weekend.

Kate Read

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Year 1

Dear Parents,

This week in Literacy, to complement our topic work on trains, we worked on the book 'Runaway Train'. Apart from being a fun story, beautifully illustrated with detailed pictures, this book has a feature ideally suited to us in Year 1: there are several pages which contain just pictures, with no text, inviting the reader to work out for him- or herself what is happening. The children were each given a set of these captionless pictures, for which they then had to write an accompanying text. Whether it was something in the air on Thursday, or whether it is just the whole subject of trains, which excites the children, they wrote very

enthusiastically, and produced some super work. In Phonics, we learnt a further three 'long e' sounds, namely /ea/ as in 'beach', /ey/ as in 'key' and /e-e/ as in 'these' - together with the /ee/ sound from Phase 3, that makes 4 different spellings of the same sound that the children can now recognise. In our Grammar session, we practised using the six common 'question words' (who, what, when, where, why, how), and learnt that when we use them to ask a question, we must always end our sentence with a question mark.

We had Maths revision sessions on Monday and Tuesday, looking back at all the different things we have done during the previous five weeks. The children then did their usual five-weekly progress check. We also spent some time playing simple maths-based games, as well as trying out some more challenging problems involving money. At the end of the week, we started the next block of teaching, beginning with some activities to explore the concept of odd and even numbers.

Magnets were back again this week, as we finished off our work on this fascinating and entertaining subject by conducting our scientific experiment on twelve different materials, to see which were magnetic. We learnt that only metal objects can be magnetic, but that just because an object is made of metal does not mean that it must be magnetic, and tested this using, for example, tinfoil and 10c coins, neither of which passed our test.



Our 'transport' focus this week was on trains, and to my amazement, the children sat seemingly transfixed as we learnt about George and Robert Stephenson, and how they invented, tested and developed the very first trains and tracks. This is clearly a subject which interested them all, and they went on to produce some super pictures of both Stephenson's Rocket and some shiny, sleek modern trains.

Maths homework is back to normal this week - Bingo! 1.16 (all about fractions). Finally, our Talk Topic for next week will be "Think of another way the driver could try to catch up with the Runaway Train. What could go wrong?"

Wishing you a relaxing weekend,

Patrick Tranter and Smita Bandaru

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French

In French with Madame Scharf, we have started our great architectural project: we are each building our very own house on paper. We have started with the kitchen and have learnt the names of some furniture and appliances.

Year 2

Dear Parents,

This week was all about sailing! We learned about the longships that the Vikings used to sail in. We learnt that the longships are long and narrow and have a pointy keel, which allowed them to go much faster than other boats. On the one hand, this was very important for the Vikings because they liked to travel far and wide and explore new places like Iceland, the Faroe Islands, Greenland, UK, France, the Mediterranean and even North America! On the other hand, the speed was also important because the Vikings were warriors who liked to



raid and plunder and it was very useful for them to be able to make speedy attacks! Ask your child about the longships, I'm sure they will surprise you with how much they know about these amazing ships.

In maths this week we did our math assessments, which took up most of the week. We also started working on some of the maths goals for the next half term, mainly adding and halving, and we learnt that when we double a number, we can also say that we have multiplied it by two. We also learnt that when we halve a number, we can also say that we have divided it by two. In addition, we started to learn a bit about fractions, and we learnt that if we halve (divide by 2) an odd number then the outcome will include a fraction. For example, half of five is $2\frac{1}{2}$. We will continue to work with doubling, halving and fractions next week.

The children read with our parent helper who comes every week and reads with us, and I hope they are all reading their books at home with you as well. We continued to listen to stories about the fearless Erik the Red, and the children wrote a brilliant text in their topic books about all the things that they know regarding longships. We are also making big longship posters where the children introduce different types of longships, accompanied by beautiful drawings of longships.

Our Talk topic is: What is the most interesting fact that you know about longships? Tell your parents everything you know about the Viking longships.

Stars of the week go to Aadya for her brilliant text about longships and beautiful work on her longship poster. And to Ishaan for always being enthusiastic to learn new things and for excellent work in maths this week.

Congratulations Aadya and Ishaan, well done! 😊

Have a lovely weekend

Elin Hafstein and Ena Tolentino Year2teacher@telenet.be

French Year 2

In French with Mme Halvorsen, we finished working on '**Hiver**' (winter) and '**une lettre à ma copine/mon copain**' (a letter to my friend). Then we got to present orally and individually our lovely project. It was so exciting to speak in public about our '**Vacances d'hiver**' (winter vacation) and to show how much we learned and les **vêtements** (the clothes) we need to pack.

Year 3



Dear Parents,

It's Valentine's day and there's lots to love about what we have been doing in school this week! In our topic work we have been learning all about Tsunamis. We found out how they are formed and the devastation they create and how people can try to keep safe in a tsunami. We found out that the word 'tsunami' is Japanese for big wave and the word comes from the Japanese language because that is the area of the world that has historically had the most tsunamis.

In our art lesson we were inspired by the work at Vandervelde metro, one of the stops that was on our Brussels Metro Art trail. This was the stop on our trail that won the most votes in the class for the most liked piece of artwork. We enjoyed seeing nature in the city and we thought the work was peaceful and beautiful. In groups we created large collages showing both above and below the ground in the style of the work at Vandervelde. Now I have to find somewhere to put their beautiful work, our classroom is full of our metro inspired art!

In mathematics we have revised placing numbers on an empty number line and rounding to the nearest 10 and 100. We also did subtraction with two 2-digit numbers and one 3-digit and one 2-digit number. Most children are becoming confident with the frog method now and can use it effectively to solve subtraction calculations by counting up. They are beginning to decide how to organise the jumps on the line to find the answer quickly.

In literacy we started to write a 'disaster' story. We talked in detail about describing a story setting and characters and the children wrote the beginning part. Next week they will write about what happens when a disaster such as a volcano, earthquake or tornado strikes and what the characters do next. In guided reading we focused on poetry and a fiction text. The poetry group discussed the features of poems such as shorter lines, rhyming words and non-standard use of grammar and punctuation while the fiction text group discussed the use of adjectives to describe characters and settings.

Thank you to everyone for making the effort to come and meet me to discuss your child's progress so far this year despite the stormy weather! I hope that you found the meeting and report informative. If you have any further questions you can contact me using the email address below.

Have a lovely weekend.

Camilla Rutayisire Year3teacher@telenet.be



Year 4

Dear Parents,

Another really enjoyable week! By the time you read this, our Y4's will have battled through the forest and hopefully won some orienteering points and mended some broken hearts, too!

The weather was kinder, the air was fresh, and much running and thinking was done. The children not just had to find the controls hidden in the woods but also figure out which two segments of a heart jigsaw matched! Problem-solving on their feet – literally!

Back in class and the dry, we explored the passage of air into, around and out of the body; started major biographing; and hit geometry with full force. There was a lot of good work done this week and Star of the Week was tricky to decide on!

The children researched both another sporting great but also their top celebrity whose biography will form the principal piece of work of this term. Well, partly so, as this week the children were introduced to the other aim of our Topic – to design a day's sporting events at Cornimont for the other children. They will have to dress up as their top celebrity on the day, too. Oh, and perform an interval group dance as well!!

In Maths, we learnt about angles, symmetry; parallel and perpendicular lines whilst revisiting 2D shapes. Protractors, mirrors and rulers were out and the children were thrilled to use them. They were also thrilled with the exercises we did in football in PE.

This Monday, parent-teacher meetings began in earnest. I like parents 'evening': it's a good way to get that contact and we will see (as appointments continue over the next week) what you think of the new format!

And that was our week.

Next Tuesday, we are going to see the Keith Haring exhibition which the Y3 and 5 enjoyed so much last month. Many trips will be happening over the coming weeks so expect more letters to be coming home too.

Our Talk Topic for this week is: Who do you admire most in the world? Explain why.

Best wishes

Tim Stedman & Mrs Tolentino

year4teacher@telenet.be Please click [here](#) for our Year 4 webpage

Years 3 & 4 French

In French with Mme Halvorsen, we worked on '**la fonction et l'accord de l'adjectif**' (how to agree and transform the adjective when dealing with masculine or feminine noun, and singular or plural noun. Also, we reviewed the use of **les articles définis** (definite articles) with feminine- masculine, singular and plural nouns, and then we corrected the test we had last week.

In French with Madame Scharf, we are still working on our special topic: les vêtements (clothing). The song (La valise by Dorothée) enabled us to also learn the possessives and the children had to fill in the gaps with the correct possessive this time. We also conjugated the verb "mettre" an irregular verb and used it to create sentences with the correct possessive. We also watched a fashion show.

Year 5

Dear Parents,

Another week has literally blown by. The wind was very strong but so, too, was our motivation and determination to see things through.

In Literacy we got so mightily engrossed in our book that we finished it, reading the last few pages at home. My goodness, that was an adventure and a half which finished with so much panic and excitement. Imagine catching your own fish, as well as eating tarantulas and caimans! The children did it all. We got to take the book home to read the last few pages which were so exciting. We also created character maps of our favourite character from the book. It is going to be a challenge to find a book to top it for next term. In grammar we looked at adverbs of probability and discovered which words were certain or uncertain adverbs. Our comprehension this week was all about Bilbo Baggins, the Hobbit, meeting Smaug, the dragon. This was written by JRR Tolkien, so we learnt a bit about him as well.

In Numeracy we have been adding decimals beginning with money. We added tenths and hundredths and this particular mathematical concept seems to be understood by most children in the class. I have allocated some cool games on Activelearn for you to play with your children at home. All you need is scrap paper and a dice. We will be doing our half termly maths test next week.

In Topic we took a long hard look at Mayan writing, hieroglyphics or glyphs for short, which is both complicated and pretty. We found out that a codex is a book and the plural is codices. Most of the codices were destroyed but 4 remain in Dresden, Germany, Paris, Madrid and Grolier in New York. We made up our own logograms and have put these together into a book which I shall leave in the library. Perhaps you could take a look during the coffee mornings?



Our Friday orienteering was fun, as usual, and had a Valentine's day theme. Luckily it was half decent weather, dry but cold. All the children enjoyed it and are thankful to Mr Stedman for all his hard work in organising these events.

Swimming having been cancelled due to a NATO summit meant that we could go out for PE. We played a lovely game together and then went to the library to change our books. Although sunny, it was bitterly cold.

Thank you for coming in to see me and to discuss your child's progress. It has been much appreciated and I think this method is certainly an improvement on the older one. It has meant more in-depth discussion and has added targets and the child's point of view.

The talk topic this week is: Do you think Fred will find the explorer when he returns to the Amazon?

Don't forget Brussels is lit up on Saturday. Have an enlightening weekend.

Mrs Vetter

Year5teacher@telenet.be

Years 5 & 6 French

In French with Mme Halvorsen, we worked more on **les verbes pronominaux** (reflexive verbs) ending in **-er**. We got to compare them and see the difference in use with 'les verbes transitifs'. In addition, we reviewed and worked on the conjugation of les **verbes réguliers** (the regular verbs), then we started preparing a fun and interactive project for next week, to make good and practical use of **les verbes pronominaux**.

In French with Madame Scharf, we continued working on our animal presentations which are almost ready. We also listened to a beautiful song "La pluie" by Zaz which gave us the opportunity to revise verbs ending in **-ER**. In grammar, we worked on l'adjectif démonstratif : CE, CETTE, CET, CES. We also revised some prepositions of place.

Year 6

Dear Parents.

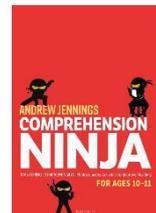
A quieter time in Year 6 after all the excitement of last week! Thank-you letters to Tim Marshall and Leen, our guide at the House of European History, have been sent off. Thank you for giving permission to use the students' work about Prisoners of Geography on Twitter. I am a 'follower' not a 'tweeter' so more digital skills to master!



As always, it is a pleasure meeting with you to discuss the progress of your child and to share the wonderful work that is being produced in Year 6. I think that we all agree that your children are growing up too quickly...

This week, we decided to trial a new scheme of work which focuses on eight core comprehension skills that underpin the reading domains set out in the National Curriculum – Ninja Comprehension.

The students are enthusiastic about the scheme, which is skills focused. So far, we have worked on pre-reading and underlining key information, skimming and scanning, labelling, locating missing words, answering true or false questions by locating keywords and not guessing! So far so good. All comprehensions, in class or at home, are to have key information underlined before attempting to answer the questions.



In maths, we studied how to calculate percentage increase, decrease and compound interest using the formula: initial amount x multiplier to the power of time. In algebra, we revised finding the nth term of a sequence and expanding two linear brackets using the FOIL method.

We continue our reading of the Night Diary – Lord Mountbatten, Jinnah and Nehru agreed to the partition of India, and Nisha, her brother and father now must leave for the ‘new’ India. Nisha asks her dead mother - “If you were alive, would we have to leave you because you’re a Muslim?” Perhaps difficult to imagine, but year 6 pupils, who can be so wise and mature for their years, discussed this question in detail with empathy and incredulity.

Orienteering today – always beneficial and uplifting to be out in the fresh air.

Talk Topic: In the debate, many of you stated that it is your parents’ fault that you are late for school – discuss.

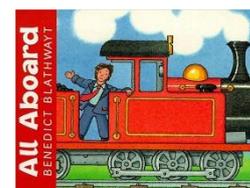
Happy Weekend.

Beverley Tranter and Ena Tolentino Year6teacher@telenet.be

English as an Additional Language (EAL)

For the Junior Department EAL small group, one priority at the moment is to build up the children’s ability to develop their own ideas, especially in the context of non-fiction imaginative writing. This will give them a chance to develop a broader range of vocabulary, and to become more confident speakers and writers. This week, we worked on this, starting with a very simple sentence (*I saw a boy*), and then using our imagination to build up a fuller picture, adding adjectives, longer noun phrases, and time and place phrases, ending up with, for example, *I saw a little boy with black, curly hair, crying quietly in the middle of the playground; I saw a happy boy with long brown hair, running excitedly into the market at the edge of the desert*. We also looked briefly at the present perfect tense (as in *She has finished her work; I have made a cake*).

In the Year One and Two EAL group, we read the story of the Runaway Train, in the Little Red Train series. We discussed the places that we have visited by train, and the difference between trains in the past and trains today, in connection with Year One’s class work on transport. We wrote sentences to retell the story in our own words. We also practised forming questions by reordering the words in a sentence (*It is windy. Is it windy? You are happy. Are you happy? etc.*) We will work on this again next week.



I wish you a very happy weekend.

Kate Read calteacher@telenet.be