

Nursery



Dear Parents

Nursery has been a little on the quiet side this week. With public transport strikes and more coughs and colds doing the rounds, a number of children haven't made it back to school yet. However, those of us who did make it have had a lot of fun, despite the wet and windy weather trying its best to keep the rest of us away!

Thank you to everyone who managed to send in a photograph of their little one eating the amazing bread bun they made last week, I hope they enjoyed it, they certainly enjoyed seeing the photographs of themselves eating it! We put the large images on the interactive white board and then tried to guess what each person had spread on their bread before devouring it. This week's food from our topic on food and healthy habits is an occasional, but very tasty, cupcake made without using eggs, milk or butter, just in case of any allergies or dietary preference, but very tasty all the same and of course the unicorn or rainbow sprinkles make all the difference!

To stay with the theme of cupcakes - in your little one's home-school book you will see a maths activity based on putting objects in order of size. We also managed to get some shape recognition in there too. At this stage and age in your child's development, figuring out how to categorise size is quite a tricky concept and they quite often confuse size and age. Many children assume if a child is taller than they are then they must be older, and one child told me that all daddies have to be the oldest because they are the biggest! In the Early Years foundation stage profile, which extends to the end of reception but starts in nursery, the Early learning goal for shape, space and measures, indicates that; *Children use everyday language to talk about size, weight, capacity, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore everyday objects and shapes and use mathematical language to describe them.* A tall order when you are only three! Nevertheless, we are all getting there and the hands-on activities that you see in the home school book are great ways of children being able to demonstrate an end product. However, please always remember that the process of getting there is what's important!

Our talk topic for you to discuss over the weekend is 'Where should we eat our lunch, dinner, supper? In front of the TV or a screen, running around the house, or sitting at the table or on floor cushions quietly chatting with the family?'

Enjoy the cupcake and the weekend.

Thank you

Alison Davies, Anna Nagy & Vanessa diFine

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Reception

Dear Parents,

This week theme has been about Giants and we have been working on the story 'Jack and the Beanstalk'. There are many versions of it but the one we read in school is the one where Jack takes the golden coins from the Giant's house. It has also contributed to our work in Maths, as we had our own beanstalk in the class and did some counting with beans working on number bonds to 10 and addition of two or three objects.



Apart from reading about giants we have also had more stories about dragons; in particular one the children liked very much called 'The Dragon Post' in which a little boy has a dragon as a pet and struggles to keep him quiet in the house and tries to stop him from spitting fire. As he doesn't know how to do this, he writes letters to the fire brigade or to his neighbours asking for help. Ask your child if he or she can recall what happens in the end ...

For our finger gym session we recreated the clouds with shaving foam and asked the children to build the giant's castle using duplo. You can imagine how much fun this was as the Duplo bricks become very slippery with all that shaving foam on them! You can find photos of this activity on our class page in the school's website.

We have also had an art project inspired by Jack and the beanstalk in which the children created their own castle in the clouds.

In Phonics we focused on blending sounds to read words and writing. The children have been exposed to pictures of objects they know, asked to name them, sound the letters in each word and try to blend them together to read it. For their writing, they have been given cards with short consonant-vowel-consonant (CVC) words like dog, map, nut, pin to copy on the whiteboards. You will find an example in your child's home school book. In this piece of work they had to listen to the letter sound, recognise it, associate it with the correct written letter and write it.

In P.E we once again played the Silly Bananas Tag, which they really enjoyed. Little by little, and with a lot of practice, they are getting the gist of rule-based games and are learning how to follow them. We also played a traditional game about the wolf getting dressed in the forest until he is ready to come out and eat the children. It is played in a circle in which the children sing to the wolf, asking if he's ready to come and catch them. He answers back, describing the item of clothing he's putting on. So, the excitement builds until the moment the wolf is ready and comes out of his hiding place to chase them all.

We have introduced Ipads today and you can imagine the excitement in the room! The children used an app called Moose Juice in which they had a recipe to follow, counting each of the ingredients to make juice. The screen shows them how many slices of fruit they need to put in the blender, which they then mix before the screen character drinks a delicious juice or smoothie, yummy!

The talk topic for next week is: ***'If you were a giant, what kind of food would you eat?'***

See you all next week, enjoy the weekend.

Mrs. van Wassenhove and Mrs. Julaton

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French

In French with Madame Scharf, we are now well into our new topic : animals. We started with the ones we discovered in our weather song: la grenouille (the frog), l'escargot (the snail) and the coccinelle (the ladybird). We also added le papillon (the butterfly) and we have been singing about them and drawing beautiful pictures. We are planning to discover many more.

EAL

In the Reception class this week, we had great fun re-reading the story of Jack and the Beanstalk, and dramatizing it. The children repeated key phrases and sentences (eg. *We have no money and no food! I will catch you – here I come!*) as well as improvising their own sentences, to act out each scene in the story. We practised listening and speaking to each other in a colouring activity, taking it in turns to give instructions for colouring different beanstalks, using sentences such as *the beanstalk with three flowers, the beanstalk with 5 leaves, the tall beanstalk.*



Kate Read

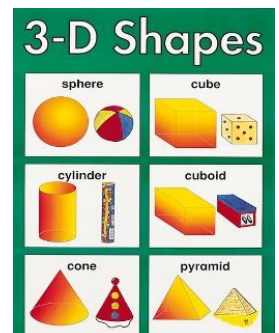
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Year 1

Dear Parents,

We completed our work on Phase 4 of the phonics programme this week by looking at the 14 Phase 4 'tricky words'. We made up sentences containing each word in turn, looked at their spelling, and how they differ from 'normal' words, then practised writing them. As the children's reading progresses, they will come across more and more of these words, so it is important that they learn to recognise them quickly. It would be very helpful if you could practise with them, using their 'tricky word' bookmarks. In our main Literacy session this week, we started work on a new book 'The 100-Decker Bus'. The children enjoyed the story, then talked about what sort of deck they would like to add to the bus, and finally they drew their new deck, labelled it and wrote one or two sentences about it. In Grammar, we looked at the concept of 'plural', and began learning the rules for adding -s or -es to nouns to signify more than one of something.

In Maths this week, we spent the first 3 lessons on 3-D shapes - their names, properties and terminology, including the new words 'faces' (not 'sides') and 'edges' (where two faces meet). We played a number of games to reinforce our knowledge, and used the steepest slope possible to test our shapes' ability to slide and/or roll - we learned that certain shapes can have both flat and curved faces (cone and cylinder), and that these shapes will then both roll and slide. We then spent 2 lessons on the concept of time - longer periods such as days and months - and practised finding 'the day after Tuesday', 'the month before May' and so on.



We returned to our normal topic this week, and, having talked about the various motives for early travel by ship in our talk topic session, we looked at the Vikings as an example of people who travelled huge distances with very basic equipment. The children had fun making their own Viking longboat for our classroom display. In art, they made hot-air balloons and lolly-stick aeroplanes which will also be on display very soon.

Please remember that swimming starts next Thursday (6 Feb) for the children in Group A - the things they need to bring are listed in the letter you received recently. Maths homework for next week will be 'Clam Collector 1.15' (about counting in 2s and 5s). Finally, our Talk Topic for next week will be "If you were driving the 100-decker bus, where would you go, and who would get on?"

Enjoy your weekend,

Patrick Tranter and Smita Bandaru

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French

In French with Madame Scharf, we have learnt new vocabulary pertaining to tableware: la cuillère (spoon), la fourchette (fork), le couteau (knife), l'assiette (plate), le verre (glass) and la serviette (napkin). We made beautiful table mats with pictures of these objects and the children can now easily ask for them in a restaurant.

Year 2

Dear Parents!

This week we started to learn about the Vikings themselves, not just the gods they worshipped. We have been reading about Erik the Red, a famous Viking who travelled the seas, explored the world and had many amazing adventures. The children seemed to be just as fascinated by Vikings as they have been by the Norse gods, which has led to many lively discussions about different cultures, different customs and how we understand the world we live in.



This week we focused on identifying properties (including figuring out number of sides and vertices) of 3d shapes and learned about how many faces each 3d shape has and which 2d shapes we can see on the faces of the 3d shapes. We also practised telling the time to the nearest quarter (o'clock, half past, quarter past and quarter to) on both analogue and digital clocks.

In literacy the children did some fantastic reading, both in our literacy reading group and when reading about the gods. They then wrote their own report about a god they had chosen. We also practised our rhyming skills, learning that sometimes words are spelt very differently, but still rhyme (like snow, go, flow, or hail, whale, sail, tail) and we discussed and practiced reading in a rhythm to help us identify rhyming words in different texts.

Talk topic is: What were the Vikings famous for? Try to use some of the words we have learned to describe Vikings to your parents.

Stars of the week go to Kecia for doing a brilliant job with her goddess worksheet this week, and to Niteesh for very good progress with his independent writing! Congratulations Kecia and Niteesh, well done! 😊

Have a lovely weekend

Elin Hafstein and Ena Tolentino Year2teacher@telenet.be

French Year 2

In French with Mme Halvorsen, we started talking about one of our favourite seasons: '**Hiver**' (winter) which allowed us to explore fun and useful vocabulary related to the weather (**Quel temps fait-il en hiver?** What's the weather like in winter?), winter activities (**Je fais des boules de neige, je joue avec les flocons de neige, le bonhomme de neige etc..**) and clothes. **Qu'est-ce que tu portes en hiver?** (What do you wear in winter?)

Year 3

Dear Parents,

This week we were out and about in the city again, this time on our metro art trail. We made six stops in total – Diamant, Montgomery, Josephine-Charlotte, Tomberg, Vandervelde and Stockel. We saw some amazing works of art on tiles, canvas and made out of glass and wood. Some of the work dated from 1976 when the metro opened and the most recent one we saw was from 1998. We looked carefully at the work and discussed what we could see, the main colours used and how it made us feel. We voted for our favourite one at the end and it was close between ‘Magic city’ at Montgomery and ‘La grande taupe et la petit peintre’ at Vandervelde, but the scene made out of tiles and paint at Vandervelde won in the end because it made us feel like we were out daydreaming in nature. In our art lesson we recreated some of the squiggly shapes you can see at Tomberg metro which represent a new alphabet.



In science this week we learned all about Mary Anning and her contributions to Palaeontology. We found out about the numerous fossils she found and some of her most famous discoveries of dinosaur skeletons. We also learned about how hard she had to work to get people to recognise her skills at the time at which she lived. In our topic work this week we have continued to learn about volcanoes. We discussed reasons for and against living near volcanoes and the impact that they have on people, the land and wildlife.

In mathematics we have found fractions of quantities such as $\frac{1}{3}$ of 15, or $\frac{3}{4}$ of 16. We also discussed right angles. We found out how to identify them and find angles more than or less than a right angle by using a right-angle measure. We named and described the properties of common 2D shapes such as hexagons and pentagons, including irregular ones.

In literacy we continued with our ‘Street beneath my feet’ theme and learned about an interesting, although somewhat revolting, topic, ‘fatbergs!’ We read a news article about fatbergs blocking London sewers and looked at the features of a newspaper including the headline and how information is presented in columns. We started to write our own newspaper article to tell people about fatbergs being discovered in the Brussels sewers. Also, in literacy we learned about the ‘mis’ prefix used to create words with a negative meaning and about using speech marks in our grammar lesson.

You will have received a parent teacher meeting appointment this week. Please let me know if there is a problem with the date or time and I’ll try to arrange an alternative. Please look at the date carefully as there are a few different dates and they are not the same for each teacher.

Have a lovely weekend.

Camilla Rutayisire Year3teacher@telenet.be



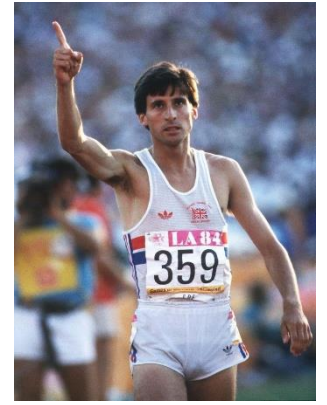
Tintin mural at Stockel Metro Station

Year 4

Dear Parents,

It was a fun week this week in Y4. The children still think they have become teenagers and yellow cards have been flying around, but a very enjoyable week it was nonetheless.

In Science, we decided to investigate what happens when we exercise. The children had to offer suggestions about what does happen and how we might test the theories. This lent itself to a really great experiment! Logic thought, exercise, teamwork, interpreting evidence and getting to use technology: a heart rate monitor. The experiment had to be stretched over 3 days but this was a blessing as three different children got to wear the device. We all got to see it in action and what it information it gave us! Saumya didn't appear to be alive and couldn't make it beep. Dhanishka made it work but time and her placid heart didn't help provide any discernible results. Akshat, meanwhile, made it bleep from the off – spectacularly! He relaxed to lower the pulsations and then made it go off the scale when the children did the physical tests for the investigation outside.



The task was simple: do repeated exercise for 2 minutes then take your pulse, count your breaths, try and capture any sweat and subjectively decide on the level of fatigue experienced. Finding a pulse is tricky for children, counting it reliably for 6 seconds is tough but then remembering it, multiplying by 10 and recording it is even harder. I felt great concern for mothers Mrs Sale and Mrs Tripathi when Aarohi recorded a pulse of 600 and Akshat counted zero respirations both before and after rigorous exercise!?!

The best was yet to come: what did our results mean? Why did our hearts beat faster? Why did we have to breathe more? Why did we get tired and (the real chestnut) why did we start sweating? For all their hard efforts, the class were rewarded with a great game of hockey afterwards.

Elsewhere, it was fractions and the Food Pyramid, and the children were thrilled to do some art as they made Greek Vases and painted them in rich golds, deep ochres and realistic Ancient Greek browns.

The week ended with each child doing a Show'n'Tell about HRH Princess Diana. The class had prepared by formulating questions a biography-reader might want to know about her. On the previous day, we had done a lesson about information sources and bias. This was a tricky concept for some of the children to grasp. Next week, we do the Spring PIRA reading test!!

Our Talk Topic for this week is: What are the 5 healthiest things you do? How could you persuade someone to try one of them?

Best wishes,

Tim Stedman & Mrs Tolentino

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Years 3 &4 French

In French with Mme Halvorsen, we had fun learning more action and regular verbs, known as **les verbes du 1er groupe** which end in **-er**, as for example: **dessiner, jouer, chanter, écouter etc..** . We learned how to break down those verbs and conjugate them with the **personal pronouns**. We also reviewed and played a game with **les contraires** (the opposites) and l'auxiliaire **'être'**.

In French with Madame Scharf, we have started a new topic: les vêtements (clothing). We started by describing what we were wearing on Tuesday and we wrote it down in our notebooks. We also chose two people and described what they were wearing. Then we made a long list of all items of clothing worn by boys and girls, including accessories. We also conjugated the verb “porter” (to wear).

Year 5

Dear Parents,

Another exciting and productive week has flown by.

In Literacy we carried on with the adventures of Fred, Con, Lila and Max. We have lived through their terror in the face of a fire and the apprehension of climbing a sheer cliff. We were thrilled when the river dolphins came to visit and jumped right over Fred’s head. We learnt many adventurous words such as exquisite. We discussed how the children are now overcoming their obstacles as a team and are beginning to trust each other. They have now met a stranger and we are all pondering about what will happen next. Our story on Friday was about a tiny dragon. I love how each child interprets the story starter in a different way. We also did our termly PIRA test and, while most results were encouraging, there are a few children who seem to have not taken this test seriously.

In Numeracy we finished our look at mental strategies for multiplication and division and are beginning to move on to calmer pastures. We had fun working with prime numbers and factors. These words are now common ones in our brains.

In Topic we learnt about Exploration and Discovery. We learnt how we find out about the past and how we can distinguish between sources. We learnt that primary sources are the actual artefacts and that secondary sources include paintings and the written word. We looked at pictures drawn by a man called Frederick Catherwood and were wowed at the detail he includes.



In Art we drew a scene from our marvellous class book and these are not yet finished. It was fun to be able to choose which part of the story we wanted to draw.

In PE we went swimming again and it would seem we have a class of budding dolphins. Well done on your determination and, generally, good behaviour.

The talk topic this week is: Discuss the difference between primary and secondary sources of information with your family.

As you can see, we had a really lovely week. Enjoy the weekend.

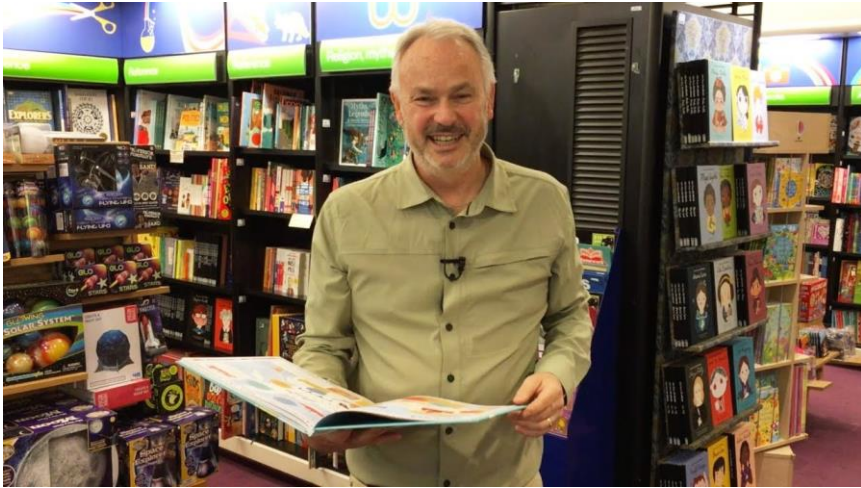
Mrs Vetter

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Years 5 & 6 French

In French with Mme Halvorsen, we reviewed and worked on conjugating “**les verbes réguliers**”, then we read a short story about ‘**Marco et la neige**’ (Marco and the snow). We used the story to develop and work on French pronunciation, and to develop our oral and written skills by asking and answering questions related to the story.

In French with Madame Scharf, we dedicated the week to the conjugation of verbs ending in -ER. We revised the pronouns and then created a special folder for all verbs we will conjugate in the future. We did some exercises and then corrected them together in class.



Tim Marshall

Dear Parents,

Thank you to this week's Microbit teacher, Aahil. We managed to programme our gadgets (after having been shaken) to show the room temperature. How strange to be observed by a pupil to make sure that I was following the instructions carefully. Of course, I was the last to finish!

Our Prisoner of Geography information double-page spreads, maps and knowledge organisers are beginning to take shape. Analysing other Year 6 students' work from the UK has been a useful and productive exercise. Remember - high expectations!

PIRA Spring test this week. If you have any ideas as to how to make students tick the correct number of boxes, draw the correct number of lines or circle the correct number of words – please send them to a frustrated Year 6 teacher! The highest number of marks lost by not paying attention to instructions is **3**.

Grammar this week focused on the use of the subjunctive mood and revision of text types.

In maths we revised ration and proportion: solving problems related to scale factors; unequal sharing using fractions and multiples and problems involving the use of percentages and comparisons.

After many months of discussion, on Monday, Mrs Still and I visited a refugee centre with a view to providing an art workshop for a small group of refugee children. This proved to be a humbling, thought-provoking and powerful experience. In so many ways, it was like living two of our class reading books: 'No Ballet Shoes in Syria' and our next book 'The Boy in the Back of the Class'. So, on Tuesday 31st March we shall be providing a workshop for the children.; each refugee will be given a fabric pencil case to decorate, which will contain some basic items of stationery, and we shall create two pieces of group art, one for our school and one for the wall of their classroom at the centre. This will be a unique experience for our children.

A note for your diary – Thursday 2nd April - pasta party and cinema night in Year 6 – details will follow, but pick-up of students will be @ 20.30 – times to be confirmed!

Next week: House of European History on Tuesday, LAMDA examinations on Thursday, Skype Call with Tim Marshall on Thursday morning.

Talk Topic: Should pupils who arrive late be allowed into school? – Discuss.

Happy Weekend,

Beverley Tranter and Ena Tolentino

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English as an Additional Language (EAL)

This week, Year 3 had another adventure: the Metro Art trail on Wednesday. During the trip, and afterwards, the EAL small group had some interesting discussion around the content of the artworks, and the materials used to make them. We also read the short book *What's Underground?* and practised explaining the water, electricity and gas systems that keep our homes and communities running. In connection with Year 4's topic, we talked about well-known people, and what they are famous for. This involved vocabulary relating to jobs, which we will explore further next week.



The Year 1 and 2 EAL small group this week spent some time discussing adventures. We decided that an adventure involves seeing and hearing something different, and going somewhere different, and that an adventure might be difficult, or dangerous, or exciting. This discussion was in preparation for reading Year 1's class text, *The 100-Decker Bus*. The children had great ideas about what extra adventures the bus could have, and what extra decks could be added to the bus (including a rainbow deck). We also read some more of Year 2's class text about the Norse gods, and from this we found some different ways of saying *big*, notably *large*, *huge*, *enormous*, *colossal*.



I wish you a very happy weekend.

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