



The British International
School of Brussels

BISB Home School Letter: October 1st, 2021

EYFS Nursery

Dear Parents,

It was a short week, but for those children who made it into Nursery, it was full of fabulous creative fun! We finished our 'looking through the window' art activity, for one of our chosen books, 'Little Mouse and the Big Cupcake' by Thomas Taylor and Jill Barton. If you wish to take a closer look at the story you can see it in the following link:
<https://youtu.be/kiRpAn9kL-U>

Painting the
mouse and the
cupcake



The children had very productive time replicating the front page of the book, which will eventually be part of a whole school display and, of course, we got to practise our fine manipulative skills with painting, tearing, cutting and scrunching up the various materials needed to bring it to life on the paper.

We also started to look at and chat about what we were like as babies, because as we all know, three and four year olds are very grown up! We looked at what babies needed and what they didn't need, which you will get as an activity in the home school book next week. This is part of our topic which is all about 'Me, Myself and I.' Can I please ask, if you have not yet sent in by hand or electronically, a photograph of your child, preferably under the age of 12 months, can you please do so?

That's all for this week folks, but before we say goodbye, can we just give a big shout out to Navilan and his family who will leave for pastures new back home in India this week. Nursery will miss you! A big virtual farewell and good luck from everyone.

Enjoy the rest of the long weekend and discuss our **Talk topic** "How old were you when you said your first word and what was it?" Ask mummy and daddy, if they can remember.

Practising
pastry skills!

Thank you

Alison Davies, Anna Nagy and Vanessa diFine. nurseryteacher@telenet.be



And
studying
conkers!



EYFS Reception

Dear Parents,

A very short week has passed and, despite having been in school for only three days, the children have worked hard.



In our topic we have introduced the subject of emotions. We read 'The Colour Monster' written by Anna Llenas, which helps us to identify each emotion in order to understand how we feel throughout the day and represents each feeling with a different colour. We have discussed about how certain situations in school and at home make us feel and how our body responds to that emotion. So, for instance, when you are happy you might want to jump and dance around and when you are feeling calm your breathing is more relaxed. We have experienced emotions through a game in which the children had to show the different feelings by moving their bodies accordingly instead of showing it with a facial expression. It was great fun and a good way for them to use their bodies as a communication tool to express themselves. Here is a link to listen and watch the story <https://www.youtube.com/watch?v=W6wIEp-M4tg>



In maths we have been working with the days of the week, saying their names and putting them in order and using language related to time, 'yesterday', 'today' and 'tomorrow'.

In phonics we have introduced the letter sound /n/ and worked with words like nurse, nest and night.

We couldn't have an art session on Friday, but we did have some shorter art activities in which the children have painted a big colour monster to be put on the big stair wall display in the Acorn department and they have experienced stamping with cotton balls held by wooden pegs.

Fun in the
playground

...

Our **Talk topic** for next week is: What signs of autumn can you see when you are out and about?

Have a lovely weekend.

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

Making patterns
with leaves &
sticks...



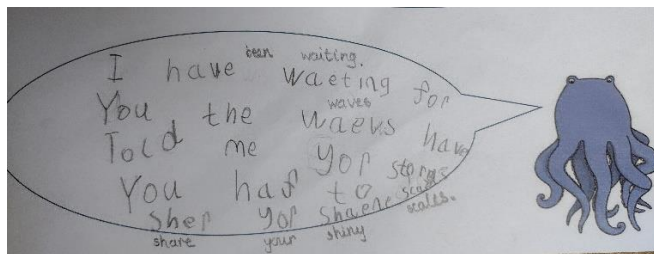
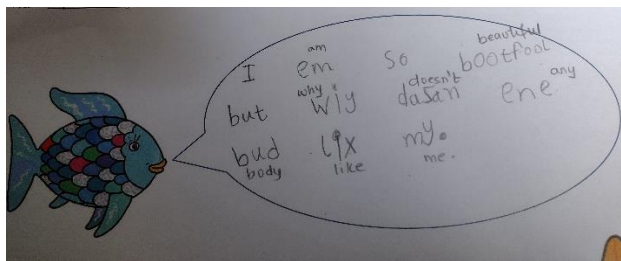
KS1 Year 1

Dear Parents,

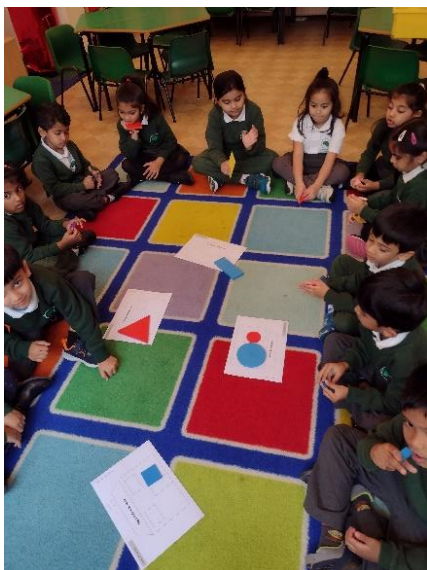
With the school closure on Thursday and Friday, it's been a much shorter week than we had anticipated but we still managed to cram in lots of fun and meaningful learning experiences. This week the children were nominating themselves for the role of Student Librarian. Seven pupils put their names forward and gave short speech to their classmates about why they would be the best person for the job! I am pleased to say that the Year 1 Student Librarian for the Autumn term is Sushruth. Congratulations to him.

LITERACY

We continued with our big book, 'The Rainbow Fish' by Marcus Pfister. This week, the children wrote in speech bubbles to convey the exchanges between the characters in the book. We began with a shared write where the teacher models composing a piece of writing from the children's ideas and then scribes the piece. This was followed with the children writing their own speech bubbles but thinking about exchanges between different characters. Our aim is for pupils to use a capital letter at the start, finger spaces between words and a full stop at the end. It was very encouraging to see the children using some of the interesting vocabulary from the text.



MATHS



We began our work on 2D shape. The children took part in activities to help them recognise, name and describe squares, rectangles, circles and triangles. They were encouraged to use mathematical language such as round, curved, straight, sides, corners. They also sorted 2D shapes according to their properties, using Venn diagrams. We looked at some images of symmetry in nature e.g. leaves, butterflies, ladybirds and the children were given opportunities to show their understanding of how to recognise a basic line of symmetry. They found that folding shapes (where possible) was helpful as was the use of a mirror.



SCIENCE

This week our chosen sense was touch. The children had a variety of materials with different textures to pick up and feel. As they were exploring with their hands they were describing what they could feel using vocabulary such as texture, feel smooth, rough

warm, cold. With a partner, they talked about the parts of hand they knew, e.g. fingertips, nails, thumb. Each child drew around their own hand and added labels. New words such as knuckle, index finger and palm were introduced.

TALK TOPIC: What is a poem? Do you know any poems? What is your favourite?

Have wonderful weekend and we really hope that we will see you again very soon!

Miss Corrigan and Mrs. Bandaru year1teacher@telenet.be

KS1 Year 2



Dear
Parents,

Make way for
the 5
mousquetaires
!



Despite a slightly shorter than expected week at school this week, Year Two certainly packed in a lot of fun and learning in the remaining days.

The highlight of the week was most definitely the class trip on Tuesday. What an exciting and adventurous day we had! We started the day by learning all about how castles are built for defence and protection in Topic. We learned many new names of castle structures, such as battlements, portcullis, slit windows, spiral staircase, gatehouse, drawbridge, keep and tower and we discovered how these features were designed specifically to protect a castle from invaders.

Then it was time for the trip! We set off first to Huizengem Park. There we had a great time playing on the enormous climbing frames, slides and swings. Before we knew it, it was time to have our outdoor picnic lunch - yum! After that we got back on the coach again and headed for Beersel Castle!



Beersel Castle looked just like the medieval castles we had been using to learn about castle structures. We broke off into small groups to tour the castle, imagining what it would have been like to live there 500 years ago and discussing how we might defend the castle if we were the knights there. I think everyone had a different favourite part of the castle that they enjoyed looking at, but the drop toilets certainly grabbed everyone's imaginations!

Back in school, we have been busily writing up our recounts of the trip using time openers (first, next, after that, later, finally) and lots of adjectives to describe what we saw! We looked at the artist, Paul Klee and created some beautiful shape artwork in the bold and colourful style of his own 'Castle and Sun' painting.

In Maths we have been learning to use Carroll Diagrams to sort animals and shapes using two different criteria to sort. We were also introduced to the symbols for 'greater than' and 'less than' and have been working hard to place two-digit numbers on a number line.

Gabriel Bird, year2teacher@telenet.be Mrs. Tolentino



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

Reception:

In French with Madame Scharf, we continued singing our little songs and practiced counting up to ten. We also went on learning colours with the help of games and songs. We also answered the question: "Quel âge as-tu ?".

Year 1:

In French with Madame Scharf, we are still revising and/or learning colours and the names of animals. In our story, Tourloublanc is now in the country of colours and there are lots of animals. We also went over the new vocabulary we have learnt so far in the story.

Year 2:

In French with Madame Scharf, we have been revising the colours and played a game to help us remember them. We had to read the word to use the right colour. We also answered the question: "Qu'elle est ta couleur préférée ?" We also learned to say: "J'aime le bleu mais je n'aime pas le noir".

EAL (English as an Additional Language)

Dear Parents,

This week, again the EAL support has been given within the context of the main classes (in the Acorn building), and I will use this letter to let you know about the key language that the children have been using. It would be helpful if you could make sure that your child understands these language elements in her/his strongest language, as that will support her/his acquisition of the English.

In Reception, the children's work on the days of the week gave rise to interesting conversations about what we do each day, and about the order of the days. We used the words **yesterday**, **today** and **tomorrow**, as well as practising reciting the days of the week in order. In describing what we do each day, we used sentences such as: ***We go to school; we play with our friends at school; we stay at home; we go to the shop; we go to the park.***

In Year One, the children began to write simple sentences retelling the story of the Rainbow Fish. They made use of key time words and phrases, like **First, then, in the end**. In a small EAL focus reading group, we have been reading together a series of books about families. This included the sentences: **what did Mum/Dad/the sister/brother say? She/ he said ...** as well as the vocabulary relating to family members (especially sister, brother, cousin).

Year Two's exciting trip to the castle involved of course all the vocabulary relating to castles and knights. It also involved discussion about time, using the phrases: **a (very) long time ago; 3 hundred years ago; in the past; at that time**, and about how things have changed since the time of the knights, using language including: **today we have... but in the past, they didn't have... ; today, we can... but in the past, they couldn't....** In the course of imagining the life of a resident of the castle, we used language including: **I would feel/like/see/say**

I wish you a happy weekend!

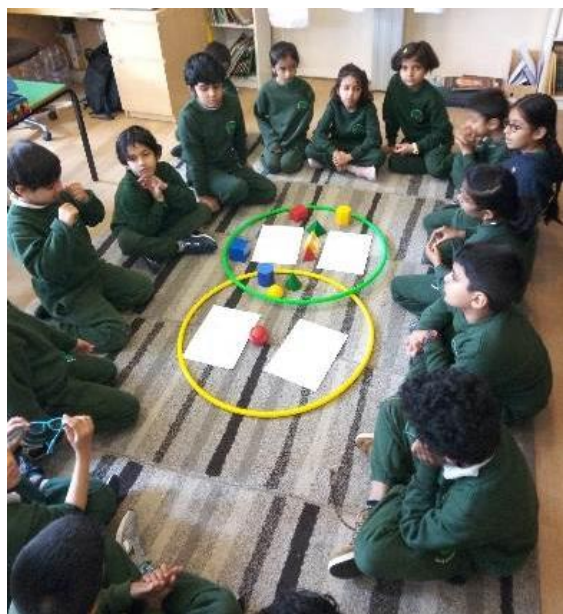
Kate Read realteacher@telenet.be

KS2 Year 3

Dear Parents,

It was a shame that our week was so suddenly curtailed. Nevertheless, we did manage to complete the majority of our tasks for the week, and the rest will be finished off as soon as we are back in the classroom. For instance, we were on target to complete our work on

'The Incredible Book-Eating Boy' but lost the very last session. As soon as we have done that, the children will then begin to plan and write their own version of a similar story. Two groups were able to continue reading 'Jeremiah in the Dark Woods', in which more new characters have appeared, prompting much discussion. The third group will catch up next week. The book is proving useful in expanding the children's vocabulary – plenty of new words, but without being overwhelming.



Maths this week was practical: we learned about units of time, from seconds to years, how to use calendars, which months have 30 or 31 days, Roman numerals, telling the time to the 5 minutes, and the differences in the way we say the time when reading analogue and digital clocks. It is clear that the children are comfortable with reading and saying the time on digital clocks, but slightly less so when reading analogue times such as 25 past, 20 to etc – this is something that you could practise at home. We also re-visited 3-D shapes, their properties (faces, edges and vertices) and how to sort them using Venn diagrams.

In our Science session on the human skeleton, we created our own skeletons by sticking pictures of all the major bones together (in the right places!), then labelling them with their 'common names' (eg. upper arm, lower leg etc). We also started to learn some of the scientific names for our main bones (e.g. cranium, femur, etc.), and will continue this work next week. In our 'Animal Kingdoms' topic, we started to learn about and discuss the issue of deforestation, and will be going on to try our first debate about this subject. In Art, the children completed their rainforest posters, which are now on the main display board, and we then started our next project – rainforest animal paintings in the style of Piet Mondrian.



Maths homework for next week is 'Hedgehog Hurry 3.5' – ordering and comparing 3-digit numbers.

Talk Topic for next week is 'Is deforestation of the rainforests necessary? Give reasons for your answer'.

Enjoy the weekend,

Patrick Tranter and Naomi Irakoze year3teacher@telenet.be

Year 4

Dear Parents,

This week we finally got to the independent writing part of our 'Write stuff' unit on 'Charlie and the Chocolate Factory' which was hugely exciting! We worked together to negotiate our success criteria and collectively as a class we chose to concentrate on including dialogue (speech between characters), taste words, alliteration, feeling words and punctuation for effect in our stories. The children then planned their four 'plot points' or main ideas for their stories and there were some very creative ideas indeed including going on a rollercoaster made entirely of chocolate! We wrote the first two paragraphs after having a quick discussion about what paragraphs are and why we use them, and we shall continue with our writing next week.



In our spelling lessons we sorted 'good spells' (words spelled correctly) from 'bad spells' (words with mistakes in) and then we discussed and corrected the mistakes. We then explored how the letters /ch/ sometimes make the 'ch' sound like in chill, sometimes the 'sh' sound like in chalet and sometimes the 'c' sound like it character. We then sorted the words according to their pronunciation.

In Maths this week we concentrated on telling the time to the nearest minute on both analogue clocks (including those with roman numerals) and digital clocks. We then used the frog method (counting up) to work out time intervals (how long something takes). We worked out the flight times for a series of flights including a flight to Sydney that took an epic 22 hours and 50 minutes!

In Science we continued with our work on the digestive system. We learned to label the main parts and we started to explore the function of each part and the role each one plays in ensuring we digest food.





And that was our week! I hope you have a great weekend.

Kind Regards,

Camilla Rutayisire Year4teacher@telenet.be

Talk topic: Would you really want a lifetime supply of chocolate like Charlie Bucket wins? Why? Why not?

Year 5

Dear Parents,

Despite the abrupt and unforeseen end to the week, we had a lively and busy week.

We (or rather the children) kicked off with an experiment on materials of their choosing. (See photos) Fabrics were bent and dampened; sand and plastics were tested as filters; syringes measured water passed, fragile loads (crisps) in different boxes were crash tested; and bar charts were skilfully drawn up. Energy and activity abound!

Then we moved in Literacy from Kipling's Jungle to his 'Just So Stories' and revelled in the word play, humour and plain silliness of it. Now experts on the author's style, the children are ready to write their own next week.



Maths was another tester again: decimals for the first time (for some) and new multiplication tricks (for some others)

Talk topic: How did the zebra get its stripes? (Invent a fun story)

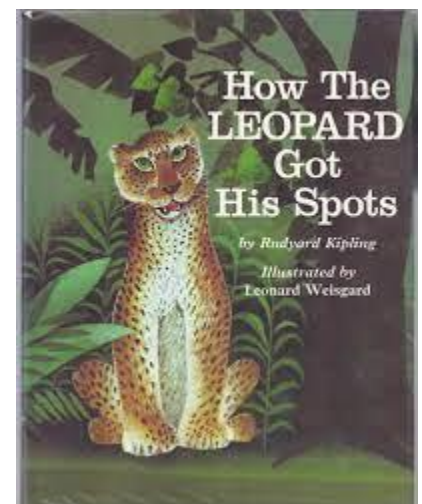
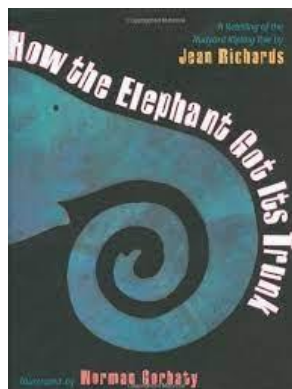
And that was our week.

Have a good weekend!

Best wishes,

Tim Stedman

year5teacher@telenet.be



Year 6

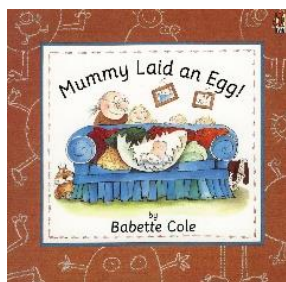
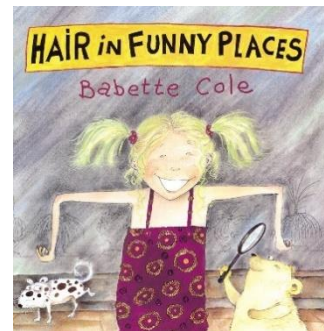
Dear Parents,

Well, another dramatic week in Year 6! Nothing like 'Hair in Funny Places', 'Mummy Laid an Egg' and Covid to liven up the school routine. We were all sad not to be able to go swimming, but we should make it next Wednesday.

In maths, we studied percentages of amounts and extended this learning to include increasing and decreasing using three different mathematical methods, which I hope the students are practising when completing their homework. It is always useful to be able to check a calculation with an alternative method.

We finished reading 'The Breadwinner' and took the opportunity to watch the animated film on Wednesday afternoon.

'From executive producer Angelina Jolie and the creators of the Academy Award nominated comes the highly anticipated new feature based on Deborah Ellis' bestselling novel. Parvana is an 11-year-old girl growing up under the Taliban in Afghanistan in 2001. When her father is wrongfully arrested, Parvana cuts off her hair and dresses like a boy in order to support her family. Working alongside her friend Shauzia, Parvana discovers a new world of freedom-and danger. With undaunted courage, Parvana draws strength from the fantastical stories she invents, as she embarks on a quest to find her father and reunite her family. Equal parts thrilling and enchanting, The Breadwinner is an inspiring and luminously animated tale about the power of stories to sustain hope and carry us through dark times.'



Science this week was about puberty and reproduction. We studied two hilarious books written by Babette Cole, watched a National Geographic video about pregnancy: <https://youtu.be/XEfng4Q4bfk> , followed by one of the most animated discussions I have ever experienced in Year 6 – I think we covered just about everything. 😊

TT: I was born under a gooseberry bush – where were you born?

Happy weekend,

Beverley Tranter year6teacher@telenet.be



French - Oak Building

The History, Geography and Culture of Belgium

During the lesson of Belgian history & geography with Madame Scharf in Years 3, 4, and 5 we quickly revised the neighbouring countries and then divided the country into three regions (Flandre, Wallonie and Bruxelles-Capitale) we also spoke about the languages spoken in these regions.

In Year 5, the children must find out why Brussels is also called the capital of Europe.

In Year 6, we did a reading comprehension (by reading aloud) on Vercingétorix a leader of the French Gaule during the Roman Empire.

Vercingétorix Chieftain of the Arverni tribe

Year 3:

In French with Madame Scharf, we went on revising/learning school material vocabulary. We answered the questions : “Qu’est-ce qu’il y a dans ton cartable / dans ta classe / dans ta trousse ?” We realised that “il y a” is used both for singular and plural.

Year 4:



In French with Madame Halvorsen, we continued working on our topic “**les rencontres**”. Despite the short week, we got to interview each other and talk about things we like and don’t like with ‘**Qu’est-ce que tu aimes**’ and ‘**qu’est-ce que tu n’aime pas?**’ We focused on the use of affirmative and negative phrases as in ‘**J’aime** and **Je n’aime pas**’, we went over our **Vitamine** assignments and listened to two oral activities based on the topics we’ve covered in class.

Year 5:

In French with Madame Halvorsen, we discussed how to determine the conjugation of a verb and how that is combined with ‘**les noms communs**’ (nouns) or ‘**les pronoms personnels**’. We also saw that these nouns can be substituted with les pronoms personnels and vice versa. Then we talked about the use of singular and plural nouns with ‘**c’est and ce sont**’ (this is/these are) combined with the ‘**adjectif possessif**’ (my, your, his/her) as in **c’est mon crayon vert/ ce sont mes crayons verts** etc..



Year 6:



In French with Madame Halvorsen, we went over our reading assignment ‘**Projet d’école**’, we discussed the text and the characters of the text, their mission and goals which brought us to talk about ‘**l’empreinte écologique**’ (the carbon footprint). Despite the short week, we got to talk about ‘**les moyens de transports**’ écologiques (le vélo, le train, le bus)et non-écologiques’ (les croisières, les bateaux, les avions etc..). We had a

very interesting debate about **qu’est-ce qui essentiel et non essentiel?** They argued wisely that in the time being, **le transport maritime** is essential but not ‘**les croisières**’.