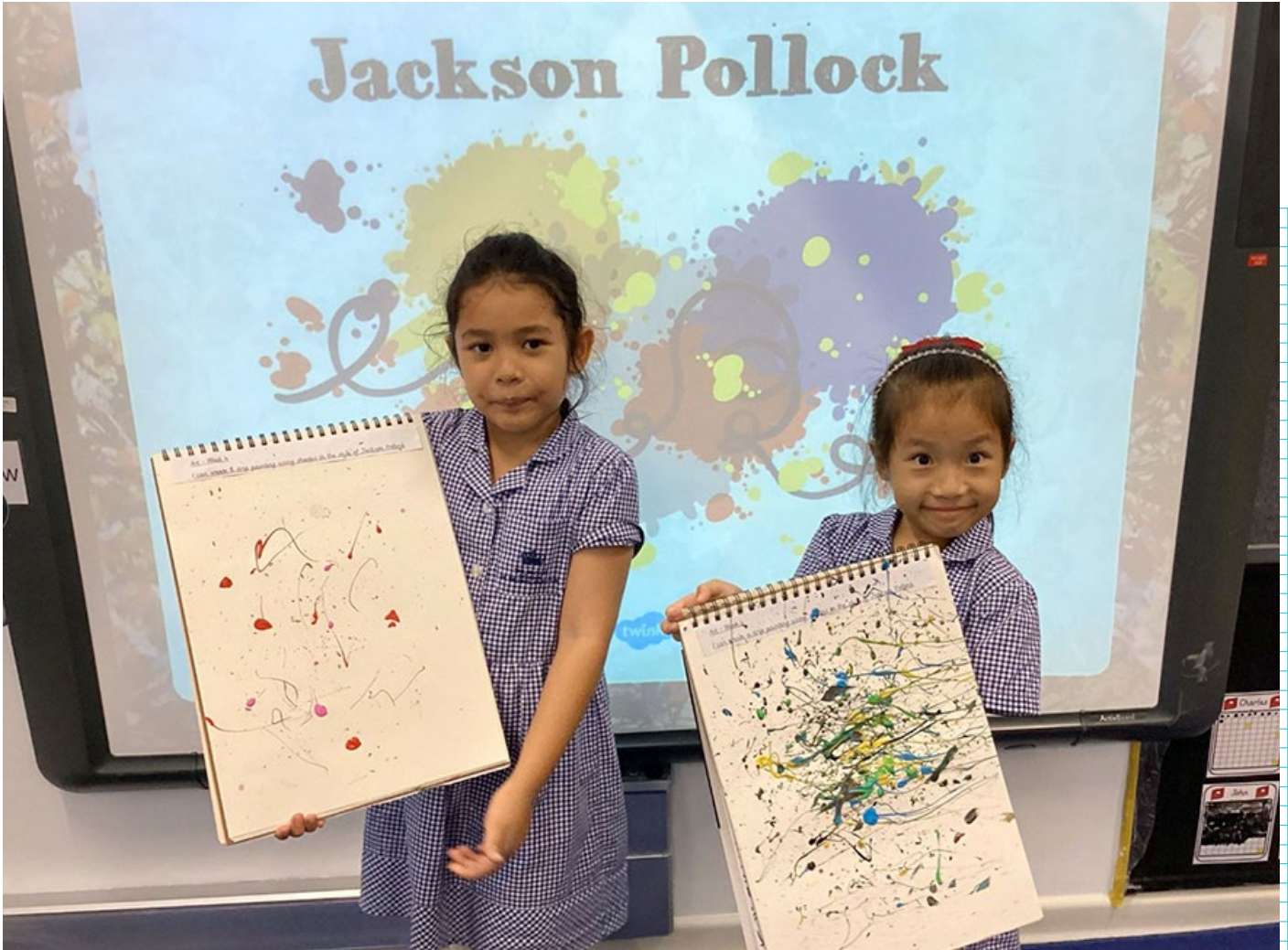




NEWSLETTER

ISSUE 05
27 SEPTEMBER, 2024



YEAR 2 SPLAT ARTWORK

By Ruth Wang, Year 2 Gazelles Class Teacher

Last week in Year 2, the children channelled their inner Jackson Pollock and got creative with some amazing splat artwork!

Inspired by the famous artist's unique style, the children experimented with mixing colours to create exciting new shades. Armed with paintbrushes and plenty of enthusiasm, they had fun splattering, flicking, and dripping paint onto their canvases to make their own abstract masterpieces. It was a fantastic, messy session full of creativity, colour mixing, and lots of laughter!

Well done, Year 2!



MARK YOUR CALENDAR

School closed for National Day Holidays

- Monday 30 September to
Monday 7 October

Winter Uniform Begins

- Tuesday 8 October

Principal's Lunch

- Thursday 10 October
Please register here -



Upcoming Parent Workshops

- Seesaw (Virtual Workshop)
- Thursday 10 October,
8.30am on Teams.
Please register here -



- Juilliard Parent Workshop
- Friday 11 October, 8.30-9.30
@ Dance Studio.
Please register here -



Year 2 Splat Artwork:





NURSERY EXPLORING COLOURS

By Sharie-Niah Defoe, Nursery Angel Fish Class Teacher

This week in Nursery the children have been exploring colours in different ways and mixing them much like in the stories 'Mix it up', 'The Colour Monster' and 'White Rabbits Colour Book'.

They have been mixing liquid paint with their fingertips, making wonderful art and using droppers with coloured water and oil. These activities allow the children to explore colour and utilise their fine motor skills creatively, whilst mixing the three primary colours as they discover combinations to create new colours such as orange, purple and green.





Nursery Exploring Colours:





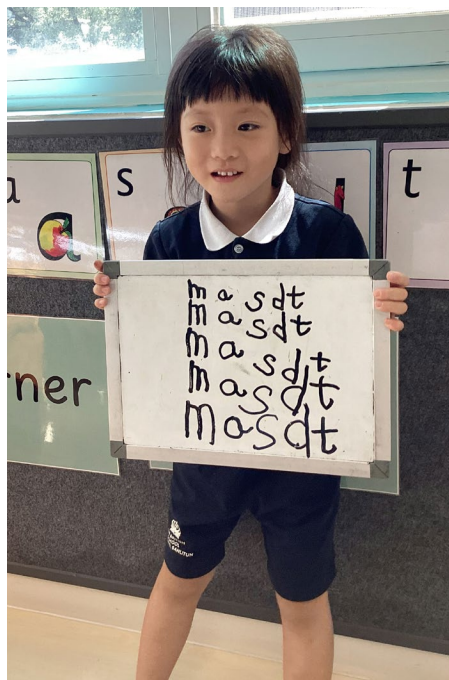
PHONICS LEARNING IN RECEPTION

By Mumbi Mulenga, Reception Dolphins Class Teacher

In Reception, the children have been actively engaging in Phonics by learning the set 1 single letter sounds, which serve as the foundation for their reading and writing skills.



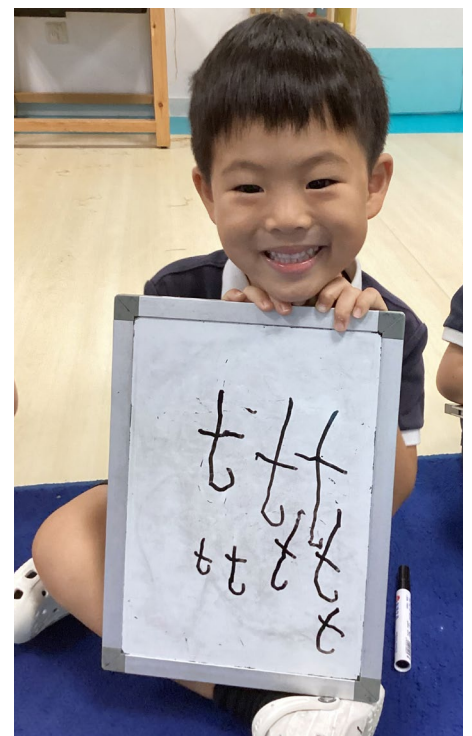
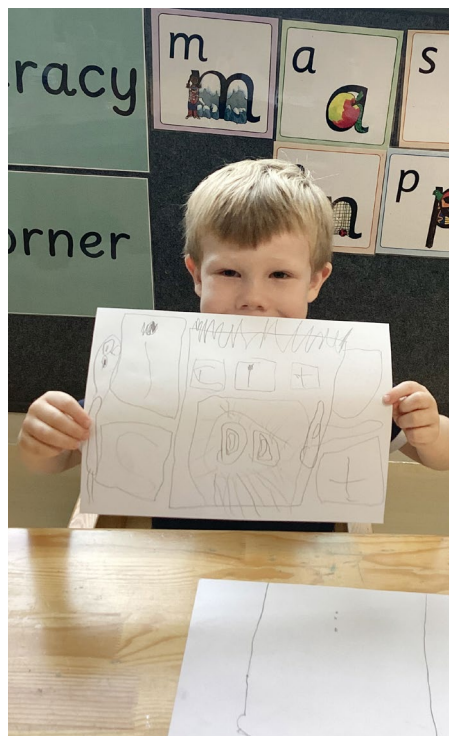
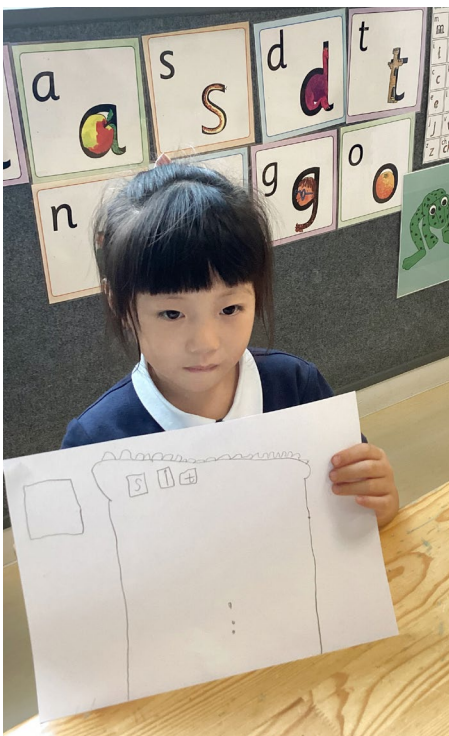
Through a variety of interactive activities, such as sound recognition games, rhyming songs, and hands-on letter formation exercises, children are developing their phonemic awareness and beginning to blend sounds into words.





This phonics instruction directly links to the **Early Learning Goals**, particularly in the areas of **Communication and Language**, where children are encouraged to listen attentively and respond to spoken language, and Literacy, where they explore reading and writing through phonics.

By mastering these sounds, children not only enhance their ability to decode words but also build confidence in their communication skills, setting the stage for future literacy development.





YEAR 3 CRACKING HIEROGLYPHICS

By Susan Mitchell, Year 3 Toucans Class Teacher

In Topic the Year 3 Toucans have been learning all about Ancient Egypt. They were deciphering hieroglyphics that were discovered around our classroom. Each Egyptian cartouche was inscribed with a child in the Toucans class's name. The children really enjoyed breaking the code and writing their answer down in secret.

They also learned about the Rosetta stone and its incredible contribution to history and cracking the code of the Ancient Egyptian writing.





YEAR 4 SNOWBALLING INTO LEARNING

By Remy Obayoriade, Year 4 Storks Class Teacher

This week, our Year 4 class had an exciting and interactive Guided Reading lesson that involved a fun 'Snowball' activity to recall and consolidate learning.

As we continue to focus on building key skills, such as making inferences and justifying answers, we used this creative approach to help students remember what they learned in the previous lesson – and they absolutely loved it!

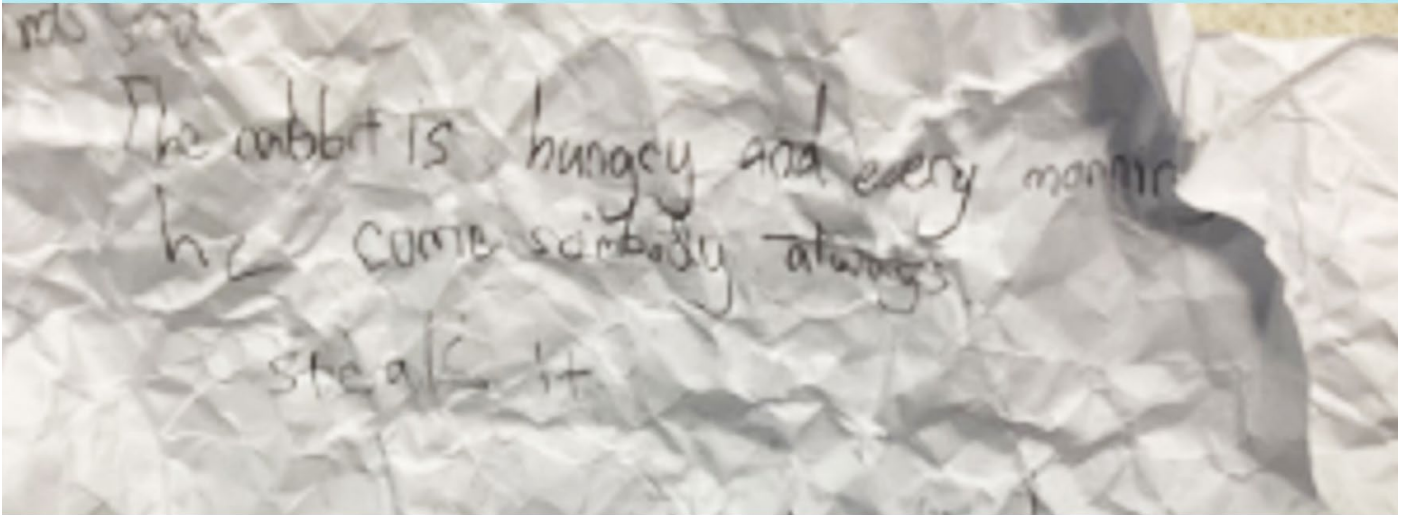


In our Guided Reading lessons, we've been working with traditional fairy tales, using the stories to practise making inferences about characters and events, and justifying those inferences with evidence from the text.

To start the lesson, each student was asked to write down one thing they remembered from the previous lesson. This could be an important point about the story, or something related to how we infer meaning from the text.



Once they had written down their thoughts, the real fun began! Students scrunched up their papers into 'snowballs,' and on my command of 'Snowball!' they threw their papers across the circle to another classmate. The classroom came alive as everyone eagerly threw and caught the snowballs, picking up new ones, reading what their classmates had written, and repeating the process.



This snowball activity was not only fun and engaging, but it also served a key purpose in helping the children to actively recall information and consolidate their learning.

By reading what their peers remembered, students were exposed to different perspectives and ideas, which helped reinforce their own understanding. The interactive nature of the task kept everyone moving, thinking, and learning from each other. This peer-sharing aspect allowed students to benefit from each other's insights and interpretations of the fairy tale we're studying.



At the heart of this activity is a powerful learning tool: retrieval practice. By actively recalling information from previous lessons, students are more likely to retain what they've learned. Combining this with movement and interaction made the experience more memorable and enjoyable for the whole class.

We hope you enjoy seeing a glimpse into our classroom and look forward to sharing more of our learning journey with you!



INTERACTIVE LEARNING IN GERMAN

By Valeria Hammami, Head of German

The term '**interactive learning**' is becoming more common in the educational world and there are many reasons why – for one, interactive learning is learning that gives students the experience to learn with all their senses as it is hands-on learning. Not only does it instruct them on a theoretical level, but also to practise the knowledge they are absorbing.



I find interactive learning very beneficial. This approach goes beyond memorisation, allowing the students to actively participate in their education. It has engaging content, and it offers flexible learning. The children are naturally curious, they want to learn as much as they can about the world around them. When children participate in interactive learning, they engage multiple senses at once. They aren't just reading or listening, they are also watching, singing, making, participating, engaging and experiencing.





In the German lessons at BSB, Sanlitun we use tailored language games, we utilise Legekreise to introduce and practise new vocabulary. In the German phonics learning, children enjoy the letter stories, where they can craft their own tales using the letter box (Buchstabenkoffer).



We also enjoy hands-on activities, like cooking their favourite recipe, learning the parts of the speech through a fairytale, or encouraging the children to write poems or stories based on the books we have read.





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This creative environment fosters curiosity and turns every lesson into an exciting adventure!



| Upcoming Parent Workshops - open to all, sign up today!

A MORNING WITH Juilliard

We are delighted to invite parents to join us for another interactive workshop, led by our Juilliard Music Curriculum Specialist, **Brian Drye**.



Friday 11th October
8.30-9.30am @ Dance Studio (Li Building)

Places are limited, register now!



THE BRITISH SCHOOL
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Brian is a NYC based trombonist, pianist and educator. Brian is trombonist for the Tony award winning Broadway show, Hadda, and has toured with Tommy Dorsey Orchestra, The Four Tops, Medeski Martin & Wood, Slavic Soul Party and the Klezmer Brass All-Stars. Brian is a teaching artist for numerous arts organizations across the city and works in partnerships with public schools, detention centers, homeless shelters and community programs. Brian has developed resources for the Weill Music Institute and is on faculty at the Music Educators Workshop through Carnegie Hall. Brian is also currently serving as the program director of the Community Music School at the Brooklyn Conservatory of Music where he is in charge of lessons, classes, curriculum and ensembles for students ages 0-100.



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VIRTUAL PARENT WORKSHOP

What is **Seesaw** and how to better utilise this platform.

Thursday 10th October
8.30am on TEAMS



**Register
Here**

