# The British School of Egypt

*Crossing the boundaries of excellence...*

## Autumn End of Term Newsletter

December 2020

# Message from the Executive Principal

Welcome to the final month of 2020 and the end of our first term of the academic year.

I would like to take this opportunity to express my sincere gratitude to the BSE community, we have managed to make it safely to the end of term 1, with our doors open to pupils in the midst of a global pandemic – well done everyone! The partnership between our carefully planned and well-implemented safety measures and your transparency have resulted in us being able to continue to offer our high quality service on campus. We have only needed to close individual classes on a case by case basis as a precaution. In such cases, we have smoothly transitioned to distance learning as this now a firmly embedded practice at the BSE. I am extremely proud of all the efforts and commitment of the BSE team in rising to the challenges of new normal, alongside the flexibility and understanding of our highly valued BSE parents and families.

I would encourage you to maintain your safety precautions over the winter break as the second wave of the virus is anticipated to hit its peak. If you do plan to travel, please build in an isolation period on your return before we start term 2 to ensure the safety and well-being of the school community as we begin term 2 of the academic year.

I have thoroughly enjoyed seeing and hearing the children practice for their Christmas videos over the last couple of weeks. We have certainly missed our wonderful programme of school productions this term so we have been delighted to be able to offer the children a safer opportunity to share something special with their peers and families at home. We are hopeful the pandemic will all be over soon, as the vaccines make their way to market, which means that we will be able to return to our rich programme of events, activities and trips for pupils and parents.

Wishing all the very best for the winter break. I look forward to welcoming you back in 2021, and I wish you every success, good health and happiness for the year ahead.

Warm regards,
Best wishes,
**Mrs. Yasmin Tabram**
Executive Principal

# Message from the Principal

Dear Parents

I would like to extend my best wishes to you for the upcoming break and school holiday. This has been an Autumn term like no term ever before and a term that all involved with the BSE community can be proud of. The implementation of our Phase Two restrictions and procedures have proved to be successful and throughout this time we have been able to be open, transparent and honest about the cases we have experienced in school and the community. Any forced closures have therefore had the minimal impact we had hoped for.

We will be returning to school in the New Year recharged and revitalised following the well deserved break, however it is important to register that we will still be maintaining the same curriculum, reduced school day (in line with The BSE Phase 2 measures) and we will be maintaining our commitment to ensuring the Health and Well-Being of our the entire BSE Family. We will not be reducing our awareness or quality of provision but some classes may start to see some adaptations made that allow a curriculum and provision to be offered that is closer to what they have experienced before.

Whilst we are pleased that the overwhelming majority of students do comply with all safety measures we would be grateful if you could remind your son or daughter of the following requirements before their return to school in the New Year:

- Wearing of face coverings is mandatory on the school site, we rely on students adhering to these requirements themselves and taking responsibility for their own health and safety at school..
- Regular hand washing and sanitisation is vital in preventing transmission and in killing the virus and we encourage students and staff to use these at the start and end of every lesson.

There are things that we can all do to help reduce the risk of you and anyone you live with falling ill with COVID-19.

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards

I hope you all enjoy the holiday and I look forward to seeing you at the start of the Spring term.

Warm regards,
Best wishes,
**Mr. Tim Hoban**
Principal

Learning in Focus

FOLLOW

## Are you a budding social media professional?

## Are you interested in social media, photography or graphic design?

## Are you creative and are you able to ‘capture’ the imagination of others with your own designs and social media posts?

Starting in January 2021 The BSE will be running a social media competition in which students are encouraged to submit their own “social media creations” that showcase their individual artistic skills and creativity in the form of social media posts.

**Submissions can be in any form that the student chooses….. and can be presented as either Twitter posts, Instagram photos and stories - or Facebook updates.**

Students are encouraged to create their posts using any content that they choose and send a photo or a screenshot of the final post and their submission to tim.hoban@bse.edu.eg.

This initial entry is not limited to school topics and BSE related themes and can be a topic selected by the student that they are most interested in…. Sports, Football, The Environment, Pop Culture, Films & Movies, TV or even Pets and Wildlife.

**Final submissions will need to an include an original image and a tagline or #hashtag that has been written by the student. Some posts will require a short description or few lines of text also.**

The winning entrants from across the school will be selected to be part of a new Student Creative Team that will work together on their own ‘BSE’ related content. The Student Creative Team will be responsible for creating content which will be uploaded to the school's own platforms. This is an excellent showcase for potential social media entrepreneurs to have their work shared with thousands of people within The BSE Community.

**The deadline for submissions is January 31st at 12pm.**

1500 likes

Title Here

#BSE_Social_Media
#Competition

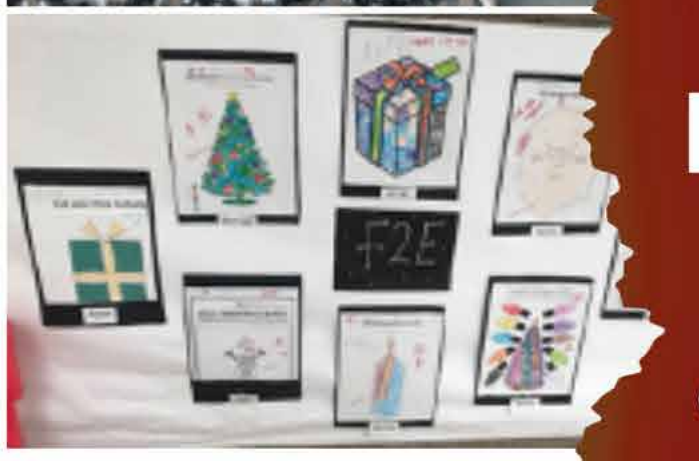
# News from EYFS

## It's Christmas in EYFS

Our favourite time of year in Early Years is finally here! As staff we were disappointed that we couldn't do our usual Christmas Show with the children this year but to make up for it, we have been doing a lot of cross curricular activities with a Christmas theme, and the children are thoroughly enjoying themselves. Of course every afternoon, they complete these activities listening to wonderful classic Christmas songs!





## World Nursery Rhyme Week in Early Years

During the Week of the 15th November we were very happy to take part in the World Nursery Rhyme Week. The World Nursery Rhyme Week initiative, which was launched in 2013, promotes the importance of nursery rhymes in early childhood development and education with a particular focus on how nursery rhymes boost early language and literacy skills. We had a number of activities planned throughout the week including: learning new rhymes, sing-a-long, fine motor skills development (FMS) including, colouring, cutting and pasting, playdough and other craft activities.

Singing nursery rhymes is a wonderful activity you can enjoy doing together at home and all of the resources are available for you in our EYFS Reading Room on Google Classroom. Here are pictures of some of our Pre-F children enjoying various activities.








## Growth Mindset in Early Years

In Early Years we believe it is important to encourage children to learn and apply Growth Mindset and we apply this in all areas of learning but there is a main focus during our PSED lessons. Children with a growth mindset believe that intelligence can be developed. These children see school as a place to develop their abilities and think of challenges as opportunities to grow. Children with a fixed mindset believe that intelligence is fixed at birth and doesn't change or changes very little with practice.

Some of the areas we have covered are:- A Secret about the Brain - introducing Growth Mindset; The Magic of Mistakes - how everyone makes them; The Incredible Power of Yet - but I will be able to one day; Reflection - by reflecting more, we realise key points.

1. Just trying harder won't always work.
2. The statement "You can do anything" isn't completely accurate.
3. Working on challenging things is the only way to grow your brain. So

if you love to learn challenges, you'll always be growing. Getting a little better every day. Until one day you can do something incredible!

We have shared fun videos with the children, introducing them to new characters like Mojo, who often struggles with different areas of learning and growing. The children are enjoying learning about Mojo and his journey in developing himself and through this they will develop a strong 'Growth Mindset' themselves.

The EYFS team would like to take this opportunity to thank all parents/carers and family members for their continued support throughout term 1 and we look forward to welcoming you all back in January 2021.

**Have a Wonderful Holiday**

Learning in Focus

# Message from the Head of Primary

## Newsletter – WINTER 2020

As the end of my first term at The British School of Egypt fast approaches, I would like to take this opportunity to thank all The BSE school community for their warm welcome and unwavering support. It has been a challenging start to the year and I have been both impressed and appreciative of the optimistic approach all of our parents, staff and children have demonstrated, we have all worked collaboratively with one purpose in mind... to safely return to school!

The Primary School pupils and staff have adapted extremely well to the revised school day and the health and safety protocols that have been introduced. It has been a great pleasure to have the corridors and classrooms filled with the laughter and the sound of the children once again. New and exciting schemes of work have been introduced this year, and this has provided the children (and teachers) with stimulating and engaging learning experiences. Teachers and pupils have been working extremely hard during this period, and it is my great pleasure to share with you some of the fantastic activities and learning that has taken place within each year group throughout the Primary Phase.

We hope you enjoy reading all about our wonderful achievements this half term and I wish all pupils, staff and parents a safe and enjoyable holiday!

Kind regards,
**Ms. Jay Wilmott**
Head of Primary School

# News from Year 1

Wow, it has been an amazing term! We have learnt so much and celebrated two amazing events. Our first event was Halloween and our second event was Anti-Bullying Week. During Anti-Bullying Week, the children stood united to stop bullying and we are so proud of all the effort they did. They created posters, learnt new songs and discussed how to prevent bullying. ALL of the children were able to say that bullying was not right and it must be stopped! We are so proud of you Year 1's.



We also learnt how to rhyme and create alliteration sentences – we are really turning into fantastic poets. We looked at many poems and rhymes and it was so much fun to join in with. We even found out that lots of words in the English language do not rhyme with anything. "Orange" is the most famous word that does not rhyme, others include silver, purple and month!

In Topic this term, we took a trip back in time and looked at toys across the ages; we then compared the similarities and differences between toys from then and now. Some of the teachers bought in their toys from when they were younger, they looked quite different from what we have in stores today!





Numeracy was challenging this term, but we got there in the end! We learnt how to add and subtract using number lines, counter, fingers and number families.

Many children learn through songs and we are no different! We learnt all about carnivores, herbivores and omnivores through song. We found it very amusing that we (humans) are omnivore animals. We then looked at how we can categorise animals and learnt that scientists put animals into groups – amphibians, mammals, reptiles, fish and birds.
Every week we did a different fun project from making animals out of recycled materials to creating a butterfly's lifecycle using pasta. We really are turning into scientists!

In Numeracy, children had an amazing time using a variety of manipulatives to represent addition and subtraction within ten, including cubes, ten frames, number lines and part-whole models. They are becoming more confident in using the part-whole model to represent subtraction and see 'numbers within the numbers'. Children can successfully identify, describe and continue repeating patterns made of shapes.

**Year 1 - Numeracy Competition**

Please find the link to your challenge attached below. The first student to submit the correct answer is the winner.
https://drive.google.com/file/d/1Kf1W3YFS4sFciv6lsdzbutERMzju6FRr/view?usp=sharing







# News from Year 2

Thank you to all of our parents for supporting the school throughout the long, wet Autumn Term. We have had a fabulous start to the academic year. Parent partnerships are the key to a child's success so thank you for ensuring that the children are in school and ready to learn every day. We are incredibly proud of our children as I'm sure you are too. Working together ensures we make a great team! We wish all of our families a very merry Christmas and hope you have a wonderful festive break! We look forward to welcoming you back in the New Year.

In Literacy, Year 2 little poets discussed their favourite lines from the four poems, recognising simple rhythm and rhyme and looked at vocabulary choices. They identified patterns in the poetry and worked towards class performances of the poems, trying to learn them by heart along the way. They created new whole class poems - based on those already read - and then they evaluated a class performance of one of their compositions.

The children also read the interactive eBook All About Orang-utans. They asked questions and collated a lot of information about them. They researched other animals in 'expert groups' and presented their findings. They learnt about imperatives and how they are used in commands and instructions, and wrote their own instructions to tell someone how to care for a pet. In the long writing task, they designed and wrote their own mini non-fiction book or report and made this into an eBook.



In Numeracy this half-term, the children have been busy learning all about multiplication and division. We used arrays to help us understand how these two operations are linked. We worked on our reasoning skills and deepened our understanding of word-problems. It was also exciting for the children to work with pounds, pence and notes. There was a lot of focus within the unit on addition and subtraction of money using part-whole models and bar models, in addition to counting methods – enabling children to find the most efficient strategies, such as counting on from the coin or note of highest value to find the total.

Our time travellers went back in time to learn all about the different ways of communication used in the past. In Topic, they learnt that cavemen communicated with painted pictures and symbols on walls as well as the ancient Egyptians developed a writing system called hieroglyphics.

Learning in Focus

# News from Year 2



As for Science, this half-term the children roamed the jungle and the desert, and dove into the oceans to learn all about the different animals and their habitats. Our adventurers can describe some habitats and their features in other parts of the world, such as rainforest, desert and Arctic habitats. They learnt the difference between things that are living, things that are dead and things that have never been alive and can name the seven life processes that all living things need to be able to do to stay alive.

### Be a Buddy, Not a Bully!



Kindness, acceptance, and inclusion are all important actions to think about - they have the power to make a difference in your school or community. These qualities can help others feel respected, valued for who they are, and included in the group. Year 2 children are learning how to create a world without bullying one action at a time! Children have partaken in numerous activities to design and make posters during Anti-Bullying week.
How can you help your child?
- Provide them with extra supplies eg. pencils, whiteboard markers, glue-sticks for their hands-on activities.
- Listen to them read each day. When they do their reading, please ask them to answer the questions at the end of the book.
- Ask them questions about what they have read/learnt
- Encourage them to watch the lessons on Google Classroom.
- Support them in completing their homework.
- Go to your local library to find books about their current topic.

It's been wonderful to have the children back in school. Thank you to everyone for your continued patience, support and understanding as we work together to keep our community safe. We welcome your feedback and staff will be on hand before and after school to answer any queries.
In Numeracy, children have become fluent at recalling and applying their number bonds within 20 to addition and subtraction equations. They are starting to be flexible with the methods they can use to calculate different problems depending on their complexity in order to work efficiently. Students know the value of all coins and notes which they use to calculate total amounts, find change and order amounts.

### Year 2 - Numeracy Competition

Please find the link to your challenge attached below. The first student to submit the correct answer is the winner.
https://drive.google.com/file/d/1qiAJpjxULNcGEJgajykZJZyhmLIYKvO5/view?usp=sharing







# News from Year 3



The in-school experience is undoubtedly different than what our Year 3 children were used to in previous year, however, it has highlighted their emotional maturity. As young as they are, they have grasped the importance of staying in their class bubbles. They have accepted the responsibility of keeping themselves, their families, classmates and teachers safe by wearing their masks or shields. This could very much be the most valuable lesson any of us will learn.
Through the implementation of cross-curricular learning in the BSE, that kind of emotional maturity carried over to the children's academics.

After finishing and reflecting on the story, the children learned that the truth can be somewhere in between and that we should not judge a book by its cover.
Storm also provided us with the chance to focus on descriptions of different settings and characters' physical appearance. Children were challenged to use powerful adjectives to bring their settings and characters to life. Most importantly, Year 3 children learned to describe their characters' personality traits and feelings. In the process, they created cut-out versions of themselves with qualities they would like to include in their stories.

Year 3 children role-played different characters from the Little Red Riding Hood. They examined Wolf's childhood and found out his reason for disliking people. In the process, the children learned to always keep an open mind and that there are two sides to every story, as same as any argument. Also, they learned that there is always a proper way to communicate our feelings without hurting others, even when we are angry or sad.



Last half-term, we learned about the Stone Age during our Topic lessons and keeping up with our cross-curricular learning strategy, this half-term we learned about the different types of rocks and how they are formed. The children enjoyed a series of activities ranging from an in-school scavenger hunt to find out the properties of different rocks, to at-home science experiments regarding weathering and erosion.

As a part of our anti-bullying initiative at the BSE, Year 3 children learned the importance of not being a bystander when observing any type of bullying, and that instead they should stand up and report such behaviour. In the process, the children learned the powerful positive effect of a simple short compliment. These compliments were put up in the year 3 hallway on a compliments board, where it brought smiles to each and every child who read the anonymous compliment posted for them.

We have now reached the end of Term One, and all the Year 3 teachers could not be any prouder of the hard work, dedication and care that our students demonstrate each and every day!





Focus • Learning in Action

# Learning in Focus

# News from Year 3

In Numeracy, children have mastered use mental methods, diagrams and place value grids to add to and subtract from 3-digit numbers. Students have become skilled with checking strategies of approximation, estimation and the use of inverse operations. They understand that some divisions do not always give a whole answer and can have a remainder. Children have begun to represent multiplication and division problems using a bar model.





Year 3 - Numeracy Competition
Please find the link to your challenge attached below. The first student to submit the correct answer is the winner.
https://drive.google.com/file/d/1n_n9QWu1QKP74ospmaUMulbLKSny4-Tr/view?usp=sharing

# News from Year 4

## Bullying Isn't Cool!

Year 4 children sent a powerful message to bullies and bystanders. They made it clear that kindness, acceptance and inclusion are all essential actions to consider and live by. During Anti-Bullying Week, the children shared their great ideas on how to stop and/or prevent bullying. We discussed the different types of bullying and the strategies of prevention. The children learned about the negative effects of intimidation on individuals, and how we show support to those being bullied. Our ingenious Year 4 children created posters focusing on the qualities that help everyone feel respected, valued and included in their groups. In their posters, they included some heart-warming slogans that taught us a lot, such as "Help Others be Bully Free", "Words Really Do Hurt", "If You Ignore it, They will Think it's Okay", and "Being Kind is Cool".



*You will never reach higher ground*
*if you are always pushing others down. ~ Jeffrey Benjamin.*

### Learning about Eating and Digestion in Science

This half term, the children started a new unit in Science, Eating and Digestion. We began by identifying what a carnivore, herbivore and omnivore is and the children to classify the different animals based on their diets. They also had a lot of fun learning about food chains and creating their own chains using different animals and plants. They explored different ways of keeping our teeth healthy and how important that is on our general health and hygiene. We have also investigated the digestive system in more details, and discovered the journey our food takes from mouth to toilet! Our young scientists are able to describe the functions of the basic parts of the digestive system in great details!



### We Can Add and Subtract 4-digit Numbers!

Our young Mathematicians focused on learning a range of addition and subtraction strategies, in particular the column method. Children understand that mastering this will lead to confidence in many other areas of mathematics, especially when they apply their strategies to word problems and puzzles.

They learned how to find totals and differences using the column method of addition and subtraction. Our hardworking students can confidently apply their knowledge when solving word problems and

can explain all answers clearly, using the correct vocabulary. Moreover, they enjoyed our cross-curricular activities where they got to learn how mathematics developed in early civilisations. This allowed them to profoundly develop their knowledge, understanding and practical skills through a study of interconnected topics.




*Our awesome Year 4 children have worked really hard on their science projects at home!*




**In Numeracy**, children have mastered finding totals and differences using the column method of addition and subtraction. They can use their knowledge to find solutions involving perimeter, including where there are missing measurements. Children have focused on using efficient strategies and are able to use these to apply their learning in context and to finding solutions to word problems.

Year 4 - Numeracy Competition

Please find the link to your challenge attached below. The first student to submit the correct answer is the winner.
https://drive.google.com/file/d/1xcDXEanHe9tG1j1gcXgpbf0P2wCaQq2x/view?usp=sharing

# News from Year 5

Year 5 enjoyed a smooth, safe and successful second half term. Our learners have shined under the tutelage of our super supportive team.
'Year 5 is the place to be!'

### Literacy

We rounded off our study of fiction texts and themes early on this term, where pupils planned and drafted their own fiction stories in our 'You are the Author' challenge. Given that fiction is essentially 'make believe', our children loved letting their imaginations run wild, creating their own creatures and beasts. Our next unit was Non-fiction. Pupils soon identified the differences between these two genres.

### Numeracy

The second half of this Autumn term has been a whirlwind of education for Year 5 students. We have bounced quickly from topic to topic, revising where needed. The teachers are extremely proud of their students for maintaining their focus, hard work and progression at such a fast pace. Our studies this term included the four operations, as well as graphs and tables.



Year 5 learning in the sunshine.

### Science

Our main take-away from this term in Science is that our children are extremely keen, hardworking and enthusiastic learners! The Year 5 team are so proud of the responses we received to the home learning projects this term and have thoroughly enjoyed watching children perform their powerpoint presentations.



Wonderful home project completed in 5E.

### Topic

Geography has very much been an eye-opening experience this term. Given the lack of diversity in Egypt's weather, we as a team have watched on as minds boggled throughout this unit where we studied storms, earthquakes, volcanoes and many other examples of extreme weather.

### PSHE

Year 5 have been looking at the different ways in which our actions both as individuals and collectively as a group impact our planet. We discussed many global concerns such as climate change and considered ways that we as a year group can help make a difference.

As we reflect on our first full term together, the Year 5 team would like to thank all students and parents for their dedication in working hard to achieve our common goal: Social and academic progress.

**In Numeracy**, children can confidently extract data from the tables to solve simple problems. They have begun to master finding the perimeter of rectilinear shapes by accurately measuring a shape's sides and by using the given dimensions. They can successfully apply their knowledge inversely to suggest the dimensions of a shape given its perimeter.

Year 5 - Numeracy Competition

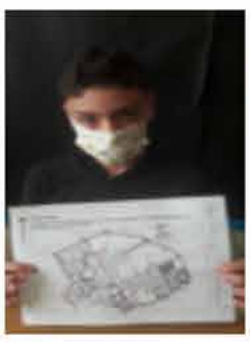
Please find the link to your challenge attached below. The first student to submit the correct answer is the winner.

https://drive.google.com/file/d/1Ss3d-qdMeljeCa1bKOz9TbHyOIVV6b1-/view?usp=sharing

# News from Year 6

As the Autumn Term is coming to an end, it is time to celebrate the wonderful work done in Year 6. This term has been a thrilling journey, full of fun hands-on activities and exciting projects. Year 6 students have demonstrated creativity, exerting great effort and completing their work with passion and enthusiasm.

In Literacy, we have studied Non-Fiction texts. Our students embarked on an exciting adventure and traveled back in time as volcanologists, ready to help the people of Pompeii, sharing their knowledge about Mount Vesuvius and its eruption in AD 76.
Our students have put together an evacuation plan, using the city's map and their knowledge about volcanic eruptions.









In Science, our students have demonstrated wonderful knowledge of Healthy Life and Human Body. They had a look at food groups and their role in our diet and explained how water and nutrients travel through our body. Year 6 pupils have shown great interest in the circulatory system and created a heart diagram, explaining its role.

In Topic, Year 6 took great interest in the history of Medicine and Disease, discussing various medical practices across different periods of time, from prehistoric civilizations to modern days. Making plague doctor masks was a fun hands-on activity enjoyed by our pupils.

Finally, this half-term we have been All United Against Bullying. Year 6 created a whole year group puzzle where students put together their thoughts about bullying, showing compassion and empathy.

**In Numeracy,** children are focusing on using their understanding of the multiplicative properties of numbers to solve problems and share their reasoning. They have mastered solving mathematical problems, using efficient mental methods and explaining where written methods are more appropriate. Students can successfully identify coordinates that form the vertices of a range of common shapes.

Year 6 - Numeracy Competition

Please find the link to your challenge attached below. The first student to submit the correct answer is the winner.

https://drive.google.com/file/d/1xS8sqj6vlPVDfkZKXuTXWJ5JFFMcT4jr/view?usp=sharing







Learning in Focus

# Science at Home!

Learning in Focus

### The Candy Cane Experiment

Christmas is just around the corner and everyone is probably busy setting up their homes for the holiday – planning, decorating, and buying Christmas gifts for friends, co-workers and loved ones. With the busy schedule you could still add some fun to your day!

Wait! Don't just eat the candy canes, use them for your science experiments too!

Do you think they will dissolve if you put them in water? Will they dissolve at different rates if you change the water temperature or the liquid you put them in?



## Equipment:

- Cups or jars
- Ice, water and boiling water
- Other clear liquids
*(e.g. vinegar, lemonade)*
- Candy canes



## Method:

1. Fill jars with different liquids (use the ice and boiling water to vary the temperatures too!)
2. Break up the candy canes and put them in the different jars.
3. Observe what happens over the next hour.

### Tips for Christmas science fun:

Discuss with your child both your predictions on what will happen prior to going through with the experiment. Once done, talk about how close your guesses were to what actually happened!
** ALWAYS ask an adult to help you!

# Fireworks in a Jar!

December celebrations bring back beautiful memories of warm nights and fun times. Times, where where we wrap up in our warmest garments enjoy simple crafts with our little ones!
This easy science project mimics colourful fireworks explosions. You can work together with your children to re-create the bursts of cascading colour we see with fireworks displays by using a few basic ingredients you likely already have in your cabinets.

## What you Need:

- Glass Jar
- Warm Water
- Oil
- Fork
- Bowl
- Food colouring (multiple colours)

## What to Do:

1. Fill your jar 3/4 of the way with warm water.
2. In a separate bowl, use a fork to gently mix 2-4 tbsp. of oil and several drops of food colouring (use different colours).
3. Pour the oil mixture into the jar of warm water.
3. Carefully observe what happens! Look closely!




## Conclusion:

- What happens to the food colouring when it meets with the water?
- What happens if you use hot or cold water?
- Do different colours react differently?
- Does the type of oil make a difference?



## Discussion:

Use this project as an opportunity to talk science with your children! Why does the colour seem to "fall" from the oil into the water? Food colouring dissolves in water but not in oil. Because the oil is less dense than the water, it will float at the top. The coloured droplets will begin to sink because they are heavier than the oil. Once they sink into the water, they will begin dissolving slowly-creating the tiny "explosions.

# Spread Kindness! – Primary Literacy

The month of November has brought us all together! This very month has allowed us to participate in two global and inspiring events: Anti-Bullying Week and World Kindness Day. If one were to walk across the colourful corridors of the Primary building, you could see the bubbly and budding faces of happy pupils. Our Primary students took leadership in enthusiastically participating in events and activities related to Anti-Bullying Week. They have shown great pride in spreading kindness and generosity with their fellow classmates and teachers. What an exciting month indeed!

We should always remember that EVERYDAY is Anti-Bullying and World Kindness days. We would like to challenge YOU to use your voice and enthusiasm to write your very own poem about spreading kindness. We have many talented and creative writers among us! This is your chance to use your words to inspire the people around you to always be kind to one another. What a great power we all have!

Kindness Poetry Competition
Anyone can participate! Before beginning to write and compose your poem, you will need to have some thinking and drafting time. Ask yourself: what does kindness mean to me? What does kindness look like? Ask around and gather different opinions from friends and family. Look at different websites or videos that discuss kindness. You will also find a list of websites at the bottom for more insight. The key is to let your imagination go wild!

* Please submit your poem to yossra.hamza@bse.edu.eg by Tuesday 15th of December, 2020.
Do not forget to include: Full Name, Class, Age

## Structuring your poem

Below is a suggested format for your poem to follow. This details the poetry skill you could use in each line of your poem and leads to a very effective poem.

Need an inspiration? Take a look at this brilliant poem about kindness:

| KS1 | KS2 |
|---|---|
| R – **Rhyme** | M – **Metaphors** |
| A – **Alliteration** | O – **Onomatopoeia** |
| P – **Personification** | R – **Repetition** |
| S - **Simile** | E – **Emotion** |
| | R – **Rhyme** |
| | A – **Alliteration** |
| | P – **Personification** |
| | S - **Simile** |

**The Little Things**
**By Margaret Lindsey**

The little things are most worthwhile
A quiet word, a look, a smile,
A listening ear that's quick to share
Another's thoughts, another's care...
Though sometimes they may seem quite small,
These little things mean most of all.

*Have a look at these helpful websites:*
https://www.randomactsofkindness.org/world-kindness-day
https://elfontheshelf.co.uk/blog/kids-100-acts-of-kindness/
https://www.anti-bullyingalliance.org.uk/anti-bullying-week




FOCUS
Learning in

# ALDD News

## ASSESSMENT & LEARNING DEVELOPMENT DEPARTMENT (ALDD)

### BSE Special Provision

At BSE, our children are at the center of everything we do. We aim to identify the needs of all pupils as early as possible. In line with the SEN code of practice, we follow a support approach which is called "Assess, Plan, Do, Review". This means that we will:

*Assess – analyse your child's needs and the best way to support them

*Plan - the provision to meet your child's aspirations and agreed outcomes

*Do - put the provision in place to meet those outcomes

*Review - the support and progress

Pupils are involved in this process in an age and ability appropriate way, and you will be receiving a report reflecting your child's progress and the areas that still need to be developed
This term sees some new additions to our termly newsletter: Now we have our spotlight feature, where we can examine some common SEN issues in more detail - let us know if you would like a particular topic to feature

### Assessment and Learning Development Department

The ALDD offers advice and support to parents of and to children and young people with special educational needs or disabilities. The service is impartial, confidential, accessible, free, and can help with a range of subjects, including:

*Social care and health issues that relate to education

*Individual casework and support in preparing for and attending meetings

*Advice and representation through appeals and complaints processes, if appropriate.



### Holiday prep

Holidays are a wonderful time, but we know it can be challenging for children with SEND. Check out the following links for tips on how to prepare your children for the holidays during COVID-19, and how to enjoy your holidays with your child with special needs

https://discoveries.childrenshospital.org/holidays-during-covid-19/

https://www.verywellfamily.com/holidays-with-special-needs-child-4156526

### SEND Admissions

For information on the admission of pupils with special needs and/or disability, please visit the School Admission section of our website https://bse.edu.eg/ and check the admission procedure section. If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment

## Spotlight on... the graduated approach

In line with the SEN Code of Practice, schools are required to provide a graduated response to additional needs. These are described as follows:

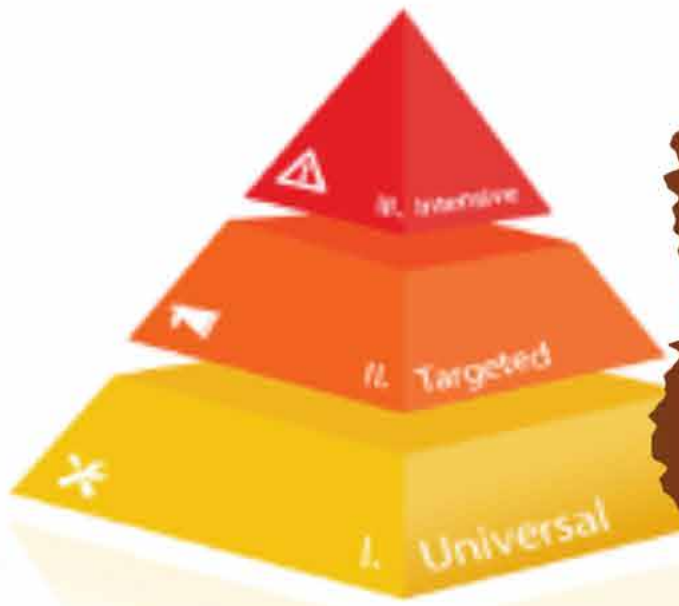
| Type | *Description* |
|---|---|
| Monitoring | Pupils who may be at risk of not making adequate progress or if there is a suspected need that may |
| AEN<br>Additional Educational Needs | Pupils who require some additional support-with a mix of wave 1 and 2 responses (see below) or a pupil with a diagnosis that does not require any additional support |
| SEN<br>Special Educational Needs | Pupils who require a significant level of support in order to make progress - with a mix of wave 2 |
| IEP<br>Individual Educational Plan | Pupils who through agreement with parent/carer, leadership team and external agencies (including specialists) are referred for cognitive assessment with a view to acquiring an IEP. An IEP outlines the needed intervention from school and allows access to specialist provision |
| Intervention | Small group or individual programmes outside of normal classroom practice |

**In response to these different levels of response to any additional needs that pupils may have, there are different layers of support that school offers for free support to ensure pupils are still able to make progress.**

1. Also known as 'quality first teaching' QFT, this is the use of a range of teaching & learning strategies used in class that lead to pupil progress for most learners

2. Additional intervention or booster sessions for small groups of learners to support pupils' progress

3. Involvement of external agencies to support pupil's progress as an individual learner




FOCUS

Learning in F

# KS1 & 2 Art Department News

KS1

Students had fun making Art and Design projects in KS1 this half-term. They have been learning about cutting out shapes with scissors, making holes safely and creating animated animals and skeletons. They used hole punches and split pins to join the pieces together so that each component moves freely.

KS2

The students were introduced to the beautiful art of creating portraitures. They learned about making the right proportions for the face, and have bravely learned to take risks and make mistakes through the continuous line drawing techniques!

The children also learned about the colour wheel this half-term. They studied all about hot and cold colours, as well as primary and secondary colours. They enthusiastically completed wonderful projects such as those shown below! We are very proud of their amazing artistic talents!





### Latest News from the Performing Arts Department!

Over the course of this term our talented drama students learned more about Mime. Mime is a theatrical technique of suggesting action, character, or emotion without words; using only gesture, expression, and movement. It can also express a character's feelings, age and gender.

Why is Mime Important?

### Why is Mime Important?

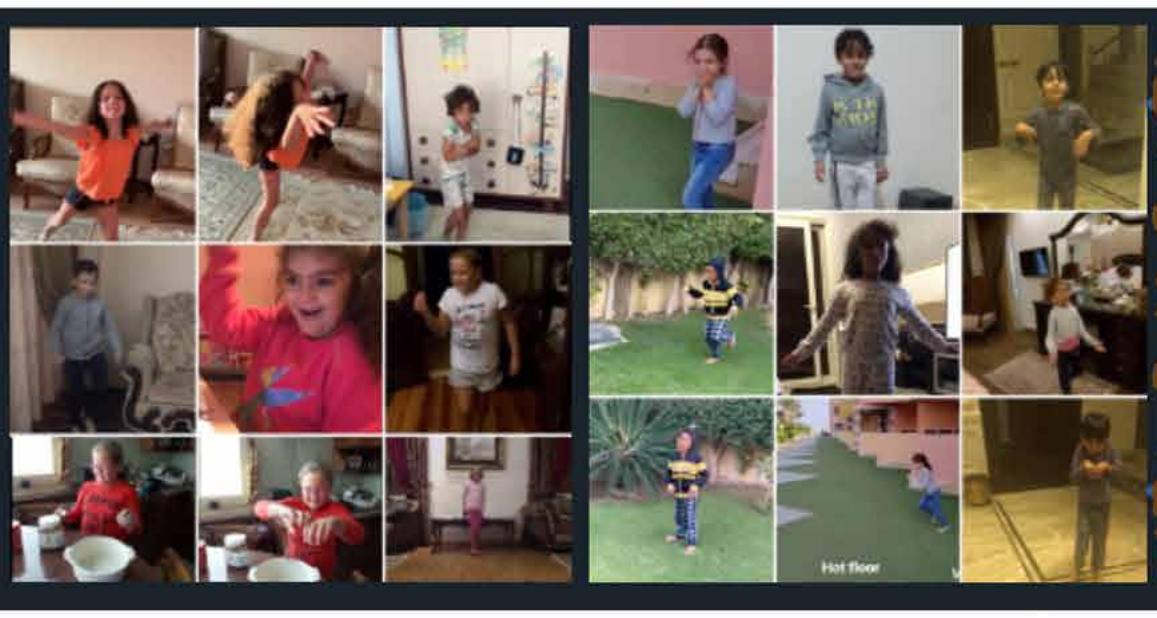
Mime is important because it is an effective way of encouraging pupils to develop their acting skills in terms of body language (posture, movements, gestures, etc.) and for them to gain a greater awareness of its importance as a form of communication.

Through our recorded Drama lessons, pupils were encouraged to create an imaginary world clearly, communicate their feelings and thoughts physically (with the whole body not just the face), and to tell a simple story. We are seeking to challenge pupils to consider their responses at greater depth, thus promoting higher order thinking skills and deepening the dramatic skills as well.

Clint Eastwood

*"The interesting thing with child actors is that kids are natural actors. They're wonderful actors, and most kids are acting all the time. They're imagining they're out in the yard playing. They're imagining that things happened, and they can get very vivid."*

- Clint Eastwood



# Music Department News

Music in KS1

In Music this term we focused on learning about the Orchestra, conductor and the 4 Families of instruments in the orchestra (Percussion, strings, woodwind and brass). We watched videos and played games to learn more about how the instruments are made and how we use them to produce the sound and recognizing their timbre and pitches.



Music in KS2

Since moving our Music lessons back to online sessions, KS2 classes have been looking closely at how to read notation for different rhythms, practicing to keep a steady beat and looking at how we can use our knowledge of rhythm to create drum beats using a drum machine. Creating music at home using basic technology has become increasingly easier over the last decade.




Learning in Focus

# News From the French Department

Learning in Focus

**Bonjour parents!**

It has been a different kind of fall, but whether in person or remotely, we have worked hard to bring the students valuable class content as we have begun this year.

Children of Y1 & Y2 surprised us by producing fantastic drawings and designs of their book characters "Ludo et ses amis 1".

Kids get very excited about Christmas, and a Christmas party is a great way to reward students for working hard and achieving their goals at school. Y1 & Y2 children created their own hats for a Christmas hat party celebration. It was a great opportunity to have fun and at the same time learn








**Our Y5 students** have enjoyed learning the time in French through a fun activity. They created their own clocks and wrote below the time in French.






**Year 6:**

Our Y6 students have spent time developing their numeracy skills through some enjoyable activities. They were counting the colourful balls in order to say the number of each colour in French. Also, they were throwing the dice and were asked to say the total number they got in French.






**Year 9:**

In Y8, our students have spent time working on the Quizizz website. They were reviewing variant topics taught during this term throughout games and activities about clothes, adjectives, colours & holidays. We worked to improve their spelling, speaking and fluency.






**Year 9:**

In Y9, our students were enjoying learning the masculine and feminine forms of professions through an activity done on the smartboard. They were completing the identity card of some celebrities while mentioning their jobs in French. This work has allowed for collaborative communication and fun activities, and we have been able to enjoy teaching the unit.





We appreciate your support and communication. It has become very important as we try to encourage work to be done, especially on days when students are not in front of us to remind and encourage. Please continue to remind your child to check for work that should be done and to keep a positive attitude with all of this! Thanks for all you do at home too!

# News from the PE Department

The PE Department have continued to rise to challenges presented by the New Normal. They have put together over 18 fun fitness challenges in which all in the department have had a starring role. A special thank you goes out to Coach Bebo for all the editing. Our good quality fitness training videos were uploaded to push the serious sport aficionado to their limits and the insidious Brain Training to show us we all need to work on our focus and concentration.

Congratulations to Tony Boshra (4D) who has completed the most challenges and won a PE reward.

We hope you have, and will continue to use these videos as an opportunity to stay healthy, become fitter, challenge your brain and hopefully have some fun in the process!

EYFS have been enjoying PE lessons this half-term and their enthusiasm was amazing to see. Coach Mohamed and Mostafa have been making sure to keep them all active. We are all looking forward to when PE and Sport will be back to their full face-to-face programme but in the meantime we are committed to keep you active via distance learning to please remember to keep active, eat healthily and stay safe!



# News from the English Department

This half-term Year pupils have been engaging in developing their speaking skills through a presentation project. We are delighted to showcase some of our Y8C students who recently demonstrated some wonderful presentations to their English teacher, Ms. Kelly, as well as their peers.

Speaking plays a fundamental part of English assessment and the research skills used will benefit students in not just in the English classroom but throughout the whole school and later in life. Therefore, presentations are an integral part of students learning journey.











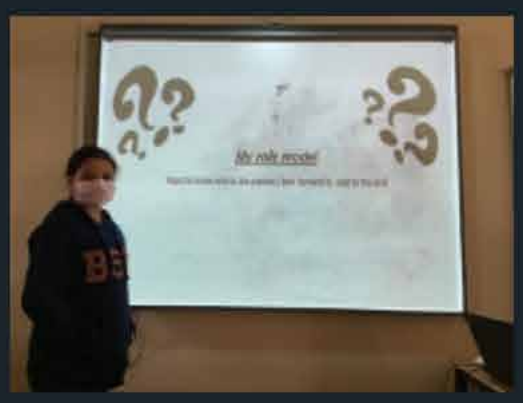

Students were free to select a role model of their choosing; and we were delighted to see their inspiring choices range from scientists and doctors to human rights activists and army veterans.





We were really pleased with both the courage and confidence our pupils displayed when presenting and also the quality of the work the pupils prepared which reflected the hard-work and effort they had applied to it. Well done to all of Year 8 with their presentation projects!




Students pictured: Shahenaz Ebeid, Gamila Walid, Sherif Abou Samra, Alia Tamer, Mostafa Awwad, Omar Amgad, Aley Farouk, Mariam el Kady, Omar Ibrahim and Angelina Michel.

Learning in Focus

# News from the Senior Science Department

## Snap Shot of Senior Science



**Year 7** students have enjoyed getting into the dedicated science laboratory and experiencing some hands on Chemistry in action. Pupils explored the concept of Changes of States. They observed iodine sublimation and they carried some experiments to test for gases. Pupils enjoyed differentiating between mixtures and compounds.

**Year 8** have continued to maximise the use of the iPad technology in the classroom to research separation of mixtures and use their English and Artistic skills to share their findings with the class.





# News from the Mathematics Department

The curriculum at Key Stage 3 is tailored to ensure that every student has the opportunity to reach their potential and provides them with a solid foundation to begin their studies with IGCSE Mathematics qualification. Student performance is reviewed regularly and intervention strategies are used to support each student to reach the next step in their journey.

This half-term our dedicated maths department have offering targeted booster classes and revision sessions to help our pupils exceed their potential. The Maths Department take pride in extending their support beyond the classroom by holding after-school and online booster lessons to our students to meet their learning needs and support with clarifying Mathematical misconceptions.

# News from the Humanities Department

As Geography is a constantly evolving subject which aims to enhance the curiosity and wonder of the people and places around us. At Key Stage 3, Year 8 pupils has developed an understanding of rivers' features; River Basin and the River's Long Profile, and investigated the features and details of the Nile River. They successfully reflected what they have been learning throughout the unit either in a poster or in a PowerPoint that they presented to their class.



Moreover, some students have discussed the importance of the Nile River, and acted as decision-makers for Egypt, thinking about how access to the Nile River by one or many countries may affect their country. Our pupils gained the knowledge of effective decision making by gathering relevant information, being aware of the History, weighing the evidence, identifying the alternatives and choose from them, take the action then reviewing the decision & its consequences.









Our Pupils developed an understanding that the study of Humanities covers all aspects of society; from past events and achievements to human behaviour and relationships among groups. Learning how to think creatively and critically, to reason, and to ask questions. Our Year 8 Students were asked to draft a set of Principles of Respect for a leading social networking website or messaging app. Our pupils explored how a lack of respectful language can lead to bullying, and discussed expectations of respectful behaviour, online and in the real world.




Learning in Focus

# News from ICT and Computing

Our pupils have spent the autumn term developing their web development skills through creating websites about the sports they play, the talents they have, their dream jobs, as well as covering the anti-bullying week. By now, all KS3 pupils should have a new solid skill that they can rely on for the rest of their lives.

Starting the spring term, pupils will have the opportunity to take a deep dive into computer programming by learning and practicing the fundamentals of the text-based programming languages, preparing them for one of the most important jobs of the near future.

As we shared extra advanced tutorials with our pupils during the autumn term, during the spring term, we are planning to offer our pupils' after-school live sessions to make sure we are doing the best we can to help our talented pupils reach their maximum potential.

We are delighted to share with you that the best website submitted was by Aliaa Gharib, 7A, about interior design. Please follow link below to check out her wonderful work.




*https://aliaaghareeb654.wixsite.com/website*

# News from Senior School Art

As a busy first term comes to close, I would like to thank all my artistic students for all the artistic masterpieces that they have produced.

In this term learners have explored and practiced the use of pencil colours in shading and blending, they have also learned about Optical art in a more advanced vision using the value of colour to make an artistic illusion.

Students have had the opportunity to build on art and design skills they might have developed in earlier stages:

- understanding colour theory
- use of colour for expressive purposes
- use of tone and blending.

*"As practice makes perfect, I cannot but make progress; each drawing one makes, each study one paints, is a step forward." ~ Vincent Van Gogh*

## Samples of students Art work:

KS4 started their look at Anatomy in Art studies this term. They built on the knowledge and skills developed while exploring the 'Value in Art' during previous lessons. Pupils have been learning how to draw facial features through a series of sequenced lessons. The first anatomy lesson was about drawing 'Realistic Eyes' where they applied different shading techniques upon their prior knowledge about value, light and shade. We are delighted with the results, well done Aya!



Farida Mohamed 7C



Artwork for Haya Amr Yr 10D



Tia Tarek 7C



Zaina Ossama 7E

Focus • Learning in Focus

# News from Key Stage 4 & 5

Greetings and Happy Holidays to you! We hope this newsletter finds you happy, healthy, and preparing for a beautiful holiday season. This year is different, but it may provide us all with the opportunity to think about what is so very important in our lives.

We are pleased to report that in the interests of the safety of our students, we successfully hosted the October/November Exam session here at The BSE. As we are always committed to going the extra mile and putting our students first, we will also be hosting the January Exam session at the BSE.

We are proud of being able to organise online university fairs for our pupils and parents to attend. We are delighted to announce that many of our students have been accepted at very reputable universities such as Sheffield, Nottingham and Bristol.

We have a student tradition that our senior students celebrate the first day of their last year. We had a great time together on that day. It is a journey coming to an end. We are always proud of watching our students grow and do their best to reach and cross the boundaries of excellence.







Upcoming Events to share with you:

* **Graduation ceremony is taking place end of this term, Friday, 18th December 2020**
* **January exam session will start on Thursday, 7th January 2021**

I would like to end this letter on a very positive note: We are successful because of your continuous support and cooperation.
Pastoral Highlights

# News from Pastoral and Behaviour Team

On behalf of the BSE Pastoral & Behaviour Department, we would like to wish you a Merry Christmas and a Happy New Year! We hope you have a restful holiday.

This term, we have welcomed aboard a new School Counselor, Ms. Habiba Abouelmagd to the Pastoral Team.

**The Pastoral Team includes:**

Mrs. Farah Samir (**Pastoral & Behaviour Lead**)
Ms. Nourhan Ayman (**School Counselor**)
Mr. Sherif Othman (**School Counselor**)
Ms. Habiba Abouelmagd (**School Counselor**)

*You may contact them on:*
*01064872226*




This term, we have celebrated Anti-bullying Week on the 15th of November, following the theme 'United Against Bullying'. The whole school was invited to wear blue. The event was complimented by Anti-bullying displays all around.













We have celebrated excellent behaviour through rewards and acknowledgement. At the end of each term, Gold behaviour students participated in a draw to win the 'Going for Gold' prize. This term's prize was a LE 250 Gift Voucher at Virgin Megastores.

Moreover, we have conducted Positive Behaviour Mentor sessions with our Counselors in the IRT room. Examples of sessions include Dealing with Anger, School Violence and more.

Learning in Focus

# Learning in Focus

## Gold prize draw winners for Yr7&8 this term



Maya Shawki
Year 7 C



Mostafa Awwad
Year 8 C

Year 7



Year 8



Congratulations to all KS3 Positive Reward winners this term. All students listed below achieved Silver or Gold rewards form their consistent Positive Behaviour, Effort and Attitude to work.

**Year 7**

Abdelrahman Karim 7F (Gold)
Adham Kandil 7A (Silver)
Alia Boghdady 7A (Gold)
Alia Gharib 7E (Gold)
Aly Elkady 7A (Silver)
Farida Karim 7A (Gold)
Farida Mohamed 7C (Gold)
Hamza Aboulaban 7C (Gold)
Hussein Hefny 7C (Gold)
Ibrahim Kassem 7A (Gold)
Jana Barakat 7B (Gold)
Judy Halaby 7C (Silver)
Laila Abdelhamid 7C (Gold)
Laila Arafa 7C (Gold)
Lara Gergawy 7D (Silver)
Lara Sami 7D (Silver)
Lilly Gergawy 7D (Silver)
Maya Shawki 7C (Gold)
Michael Moussa 7A (Gold)
Nada Adel 7C (Gold)
Noureldin Ibrahim 7C (Gold)
Moaz Talal 7C (Silver)
Rafif Hatem 7D (Silver)
Seif Ayman 7F (Silver)
Selim Yassin 7A (Gold)
Tarek Zeyad 7C (Gold)
Ummukursum Yahaya 7E (Gold)
Yassin Ghandour 7B (Silver)
Youssef Karazi 7A (Gold)
Youssef Mohab 7D (Gold)

**Year 8**

Adam Genedy 8C (Silver)
Adham Karim 8E (Silver)
Ahmed Omar 8C (Silver)
Ahmed Tamer 8B (Silver)
Alia Tamer 8C (Silver)
Ali Abo Samra 8A (Silver)
Ali Adel 8C (Silver)
Ali Mohamed 8C (Gold)
Aley Anani 8A (Silver)
Amina Karim 8D (Gold)
Angelina Michael 8C (Gold)
Belal Tahoun 8B (Silver)
Danya Hani 8D (Silver)
Farah Hatem 8F (Gold)
Farah Sherif 8E (Silver)
Gamal Yasser 8F (Silver)
Gamila Mohamed 8C (Silver)
Hana Elsheikh 8B (Silver)
Hanya Niazi 8E (Gold)
Hassan Karim 8C (Gold)
Mostafa Zaki 8D (Silver)
Ibrahim Yasser 8A (Silver)
Julia Ahmed 8F (Gold)
Judy Ahmed 8E (Gold)
Karim Emad 8F (Gold)
Karim Sherif 8E (Silver)
Kevin Sherif 8D (Silver)
Mahmoud Naggar 8C (Gold)
Malak Amr 8B (Silver)
Malak Ramy 8F (Silver)
Mariam Elkady 8B (Gold)
Mariam Mohamed 8E (Silver)
Mina Hanna 8F (Silver)
Miriam George 8F (Gold)
Mostafa Awwad 8C (Gold)
Mazen Hegazy 8A (Silver)
Nadim Samara 8E (Gold)
Nour Doha 8B (Gold)
Omar Elsayeh 8E (Silver)
Omar Moharram 8C (Gold)
Omar Nagaty 8C (Gold)
Omar Taha 8A (Gold)
Princess Aisha Barola 8E (Gold)
Raafat Shabana 8C (Silver)
Salma Abdel Latif 8C (Silver)
Salma Mahmoud 8E (Gold)
Sarah Sherif 8D (Gold)
Selim Shaker 8A (Gold)
Shahinaz Alaa 8C (Silver)
Tamara Momtaz 8A (Silver)
Yassin Elsheikh 8B (Silver)
Yassin Gamal 8C (Silver)
Yehia Ahmed 8C (Silver)
Youssef El Azab 8A (Silver)
Youssef Hassan 8A (Silver)
Zainah Zadeh 8A (Silver)

**Year 9:**

Ahmed Halaby 9C (Gold)
Ahmed Seifeleslam 9C (Gold)
Alexandra Botha 9D (Gold)
Ali Rashwan 9D (Gold)
Borhan Moataz 9A (Gold)
Dan Ahmed 9D (Gold)
Habiba Ahmed 9A (Gold)
Habiba Tarek 9A (Gold)
Hamza Mohamed 9A (Silver)
Hamza Samy 9A (Silver)
Hayat Ayman 9C (Gold)
Jana Yasser 9B (Gold)
Jomana Fawzy 9B (Gold)
Karma Haitham 9C (Gold)
Khadija Wesam 9A (Gold)
Kiruthik Pranav 9D (Gold)
Layla Hazem 9B (Gold)
Malak Abdelazim 9B (Gold)
Mariam Abdelhady 9B (Silver)
Mariam Ashraf 9A (Silver)
Mariam Said 9B (Gold)
Mohamed Abdelazim 9D (Gold)
Moira Sherif 9B (Gold)
Mostafa Lotfy 9D (Silver)
Nadine Akmal 9A (Silver)
Norhan Momtaz 9A (Silver)
Nour Sherif 9A (Silver)
Nour Youssef 9D (Gold)
Omar Elaidy 9B (Silver)
Omar Hassan 9C (Gold)
Ramy Maged 9A (Silver)
Ranim Hany 9D (Gold)
Yahia Haytham 9D (Gold)
Yasmine Abdelhakim 9D (Gold)
Youssef Mohamed 9A (Silver)
Youssef Sharafeldin 9B (Gold)
Wadaa Walid 9B (Silver)
Ziad Ashraf 9D (Gold)

Thank you!