The British School of Egypt

Crossing the boundaries of excellence...

Summer Term Newsletter May 2021

Message from the Executive Principal

Dear Parents/Guardians,

Whilst we didn't start this half-term as we had intended due to the Ministry announcement regarding hybrid learning, we are delighted with the ongoing success of our distance learning provision and extend our sincere thanks to all members of the BSE community staff, pupils and parents for their support and efforts.

This half-term ends with the special Eid Al Fitr celebration. I hope you have all enjoyed a happy and blessed month and that you enjoy a safe celebration over the vacation. Please be aware many restrictions have been put in place over this period in order to prevent further spread of the COVID-19 virus. I believe we are all aware that the virus is present at all times of the day and in all areas so please be mindful of the activities you undertake and the places you choose to visit during the upcoming weeks.

We are now well into Examination Season and I would like to wish our pupils every success with their exams. I would also like to commend Mr. Magdy Tadros and all the KS4 and KS5 teachers for implementing our robust system of managing both the external and centre-assessed exams to ensure they are fair, transparent and in line with each child's performance. Please understand no grades can be shared with pupils or parents until the official results are published, as per the signed agreement with the examination boards, if staff were to be found to discuss any grades with parents or pupils we could risk having all the grades awarded by our centre cancelled so kindly be respectful of this point.

I have really enjoyed the buzz around school during Book Week and seeing the children getting excited about all the planned events from author visits to reading competitions and dress up days. Developing a love for reading is so important and proven to accelerate language acquisition and learning, so it's not just for fun but even better when it is!

As we move into the last few weeks of term via distance learning, we encourage you to follow the schedule for collecting belongings or returning items to the school such as reading books or iPad devices.

Please be reminded to maintain your precautions at this critical time – Hands, Face and Space! Wash your hands regularly, keep your face covered when mixing with others and maintain a safe space between yourself and other people – these 3 factors help to limit spread of the virus.

Wishing you all the best for the Eid break.

Warm regards,

Mrs. Yasmin Tabram
Executive Principal



FOCUS

Learning in

Message from the Principal

Dear 'The BSE' Community

The publication of this May Newsletter coincides with Teacher appreciation week across the world. So it is a timely opportunity to thank all of the teachers, co-teachers and support staff throughout The BSE for their contribution to the success of the school.

As we have mentioned previously the teachers at The BSE have adapted incredibly well to the challenges thrown at them during the last year and so it is only fitting that we as a school share our appreciation and thanks to the staff for all of their hard work - and what better way than with our thanks, appreciation and acknowledgement of their hard work and dedication.

Last month I shared some links to e-safety information sheets www.bse.edu.eg/news/ and advice that was designed for parents and written to give clear guidance on how to protect students online. The guidance was extremely well received with many of BSE parents taking the time to download, read and share the guidance - thank you to all of the parents that have emailed me with their support for the initiative and I hope that by increasing awareness and education of all we can minimise the e-safety issues that we experience in school this term.



For those of you who have looked at the guidance you will understand the importance and relevance of the numbers in this promotional advert. With particular reference to WhatsApp one of the recurring messages of advice from all experts is to remove yourselves and your children from groups for which you cannot verify the identity of the administrators.

This is particularly relevant in schools when it is commonplace to have class groups, year group groups and school groups - often set up by individuals who are not always linked to the school or even that group of students. It is good practice to revisit these groups, check the identity of the admin and leave/remove yourselves from groups that are not recognised or who often fill the group chat with spam messages.

A personal thank you from me to all of the parents and members of the wider community that have taken the time to email me their feedback and thoughts throughout this year - I welcome all correspondence and hope that the communication continues. I assure you that anything sent will be responded to and discussed with Mrs Yasmin Tabram. My email address is tim.hoban@bse.edu.eg

Finally I wish all of the community that are celebrating a blessed Eid Al Fitr and I hope you have a memorable few days with your families and friends.

Tim Hoban
Principal - The BSE



FOCUS
Learning in

News from EYFS

This half term has been another new experience for the children while dividing their week between 'on campus' and 'distance' learning. Our focus this half term has been on developing skills such as mind-mapping, developing structured overviews and using open versus closed questioning. This is a great way to help our children stop and analyse their own thinking processes. As I'm sure you have noticed, children will sometimes rush to complete a task that holds little interest for them. When children slow down their thinking and make clear the processes involved in developing an answer, they can be explicit about the problems associated with working out that answer. This allows early correction of errors in thinking that can impact upon a child's ability to express their actual capability in a learning area. As you will see from the photos below the children have had fun developing all their skills. Super fun, well done Early Years!

Please find below some information on parent/carer engagement in Early Years as well as the importance of learning through play.

Parent/Carer Engagement:

Parent / Carer engagement is important as working together has been shown to have a promising impact on the wellbeing, attendance, behaviour, development and attainment of children.

This broad engagement includes parents/carers building important links between home and school, empowering you to voice your ideas and opinions, and communicating effectively with you to promote your child's learning and educational experience. Please remember to use the *Tapestry Application to enable you to join in with your child's journey in EYFS.

Tapestry: As part of our parent/carer engagement we use *Tapestry which builds a very special journal of your child's experiences and journey through their early years. Using photos and videos, staff and parents can 'weave' the story of each child, enabling these memories to be kept as a permanent record. The communication between staff and parents that Tapestry enables, helps build a shared understanding of how every child can reach their full potential. It is easy to add your own photos to your child's journal. Choose the 'Add Observation' option and add the relevant information in the boxes on screen.

Learning through Play for the wellbeing of children:
Play is vital for the wellbeing of children of all ages and has significant cognitive, physical, social, and emotional benefits. Play is linked to higher motivation, self-esteem and confidence. It provides a context for children to practise communication skills, imagination and creativity.

Physical play includes jumping, climbing and bike-riding. It also includes activities like colouring, sewing and cutting. Physical play supports: the development of large and small muscles; motor skills; academic progress; social competence; physical health and wellbeing.

Play with objects involves hands-on, practical, sensory and emotional activity with materials such as blocks, found objects and toys. It includes activities like building models and imagining scenarios. Play with objects promotes: exploratory skills and discovery; thinking and learning by switching on the underpinning neural connections in the brain; imagination and creativity; decision making and problem solving.

Symbolic play involves symbols and the representational systems that make meaning such as language, music, drawing and numbers. Symbolic play encourages: the use of abstract thought; the use of symbols which is essential for reading, writing and maths.

Pretend play involves extending children's thinking from the 'here and now' to imaginary situations. It uses de-contextualised language, which means discussing people, places and things not immediately present. Pretend play develops: abstract thinking and learning; creativity and imagination; language and communication skills.

Pre-Foundation

Numeracy:
We have been practicing matching quantity to numeral. We found lots of flowers scattered around the classroom with different numbers on, however something was missing. They did not have any petals! PRE-F children were here to save the day though. Using finger paints, they added the correct number of petals to the flowers.



Phonics:

We have also been learning about the phoneme 'k'. We played with different pictures that have the initial sound 'k' such as 'king' and 'kangaroo' and created our own imaginative role-play. Finally, we traced the letter 'k' and developed our fine motor skills by squeezing k-k-ketchup sachets to cover the 'k'!



Understanding the World- Creative Play:

During Continuous Provision, some of the PRE-F children chose to participate in junk modelling. This allowed us to develop our imagination and creative abilities, challenging us to explore, investigate and problem solve. We were able to demonstrate that we can co-operate with others, learning to negotiate and share ideas.





Focus • Learning in EYFS

News from EYFS

Foundation Stage 1

F2 children came back to school skipping and jumping with excitement and participated in all their learning passionately. During phonics they used different learning techniques to learn their phonemes and graphemes; They were able to finish writing the story of Jack and the Beanstalk following the correct sentence structure and had a great time retelling the story using puppets as well as sequencing the story using picture cards; They have experimented with glue and salt to make a painting by tracing lines with glue, then painting their pictures. They were introduced to paired reading with their peers and talked about their stories together. Well done!



Phonics:

We have been learning about the phoneme 'f'. We went outside and had to locate all of the 'f' letters, thinking of different words with that initial sound. We were able to enhance our gross motor skills by jumping, hopping and squatting on the different sounds! We then took turns to shout out a previously learnt sound that we could see and observe which friend could find it first!



Numeracy:

We have been learning about grouping. Nemo the fish was having a party under the sea and invited friends from 2 different ponds. We counted how many fish were in each pond and then counted how many fish attended Nemo's party! Some of the fish got lost on their way home and ended up in the wrong pond. Nemo asked for all of the fish to return to the sea so that he could take them home safely and to the correct pond. We noticed that even though the number of fish in each pond (group) kept changing, the same number of fish kept returning to the sea when we counted them altogether.

Understanding the World:

We have been very busy little Scientists. Using clipboards, we followed a set of instructions. We took turns to create our own arrangement around the rim of a plate, using M&M's. Nothing out of the ordinary happening so far, right? We then poured a little milk onto the plate and would you believe what we saw? The colours from the M&M's started to bleed and blend together! Some of us even created a Pattern using the coloured sweets, the same sequence of colours repeated.



News from Foundation Stage 2

Literacy:

Good questioning foments divergent thinking, sustains curiosity and encourages risk-taking in thinking. Playing alongside, imitation, or using statements, can often be more insightful than quizzing. Therefore, in F2 we have been using 'role play' as a fun and interactive way for the children to practice their questioning skills. Working in pairs, the children were able to use different question words to interview their friends. They tried their best to ask and answer simple questions independently.









Rhyme Time:

Repetition of rhymes and stories is good for the brain, teaching how language works and building memory capabilities. Nursery rhymes help develop reading skills, both with encountering new words and in reading comprehension. Because these verses are made up of patterns, they are easy first memorization pieces
F2 have been developing their rhyming skills in small focus groups. The children worked hard to come up with different words to rhyme together as well as working on their letter formation while forming different words.

Numeracy:

An early understanding of measurement begins when children simply compare one object to another. For example, when we ask, "Which one is shorter? Taller? Longer? Heavier?" children are learning attributes about an object and that they can be measured more than one way.

The children have enjoyed developing their skills while learning about 'Weight'. They grasped the concept of weight and consolidated their understanding by practicing using the scales to weigh different objects and by using the seesaw with their friends. They understood that two small children can sit on one end of a seesaw to balance the weight of a larger child on the other side.



Focus • Learning in

News from EYFS

Rewards:

We use reward systems as tools for learning by turning the experience of earning them, into a learning experience so children learn important life lessons, build character as well as accomplish goals set for them. F2 loved coming to school in their pyjamas as a reward for filling the '100th Marble Jar'. They all brought their teddies with them and played nicely with their friends.

Message from the Head of Primary

I do hope that everyone is keeping safe and well during this time. We have had another wonderful and successful half term here at The BSE. Children and staff have been hard at work and have achieved so much! I do hope that you enjoy reading all about our accomplishments and events for this period.

Ramadan Hampers

The Primary School would like to extend their sincere thanks to The BSE community for your generous donations over the past weeks. Our Primary pupils worked very hard to sort, organise and distribute your wonderful contributions for this Holy Month. Pupils demonstrated their sincere gratitude and caring spirit towards those in need and we could not be prouder of them!

Children's Book Week

"The journey of a lifetime starts with the turning of a page." – Rachel Anders

We have been very lucky this half term to have been able to celebrate Children's Book Week. **Children's Book Week is an annual celebration of books and promotes positive reading experiences reading for young people**. Established in 1919, Children's Book Week is a long running national literacy initiative. Every year, events are held nationwide at schools, libraries, bookstores, and in homes — wherever young readers and books connect! This is a fantastic opportunity to extend teaching and the love of a good book!



The children and staff encountered a fantastic few days, immersing themselves in reading related class activities, dressing up as their favourite superhero or book character and receiving a live virtual reading session from published children's author Ms. Dina Elabd. The children thoroughly enjoyed listening to her read her stories and a select number of pupils were even fortunate enough to interview her in a Q&A session! Super listening and interview skills primary!

If you would like to purchase one of Ms. Dina's published books then please follow the link provided.

https://egypt.arabicbookamonth.com/collections/%D8%AF%D9%8A%D9%86%D8%A7-%D8%A7%D9%84%D8%B9%D8%A8%D8%AF

Wacky Photo Competition Winners

We had an exceptional number of entries submitted for our Wacky Photo competition, well done Primary! This however, meant that it was exceedingly difficult to select the winners of the competition! After much deliberation, we are incredibly pleased to announce the following winners along with their 'Wacky Photo!' entry. Each winner received a special certificate and a 200 LE Voucher for Diwan Bookstores where each winner can select their very own new book to read! Congratulations to you all!

Winner 1: Hamza Diaa 1E	Winner 4: Leila El Zomour 3A
Winner 2: Tia Ahmed Wafa 2B	Winner 5: Mourad Reda 3A
Winner 3: Alex Hazem Mounir 2D	Winner 6: AbdulRahman Mahmoud 3A

A big thank you to all the pupils and staff who worked extremely hard and participated in this special week. I would like to take this opportunity to extend our special gratitude to Ms. Yossra, our Year 6 teacher and Literacy Coordinator who organised and managed the event, ensuring that Children's Book week 2021 was an enjoyable and successful experience for all involved! Thank you Ms. Yossra!

News from Year 1

This half-term we were delighted to see the children learn so much!

In topic, we focused on seasons and linked it to science, literacy and maths. We were able to discuss what each season is like and which months they correspond to. We then created seasonal trees, using our fingers and paint.

In the photo below the children stood and ordered the months of the year, then wrote them and linked them to the seasons.











In Literacy we focused on fiction and read a story called Man on the Moon by Simon Bartram. It told the story of a man who flies to the moon every day to go to work. We then created our very own rockets from recyclable materials.





Numeracy was very tricky this term, we were introduced to arrays and fractions; we had to learn the terms rows and columns by practicing karate moves, it was fun and this really helped us memorise that columns go down and rows across.

In this photo, Carmen enjoyed learning about grouping and arrays so much that she created her own word problem.









In PSHE, we focused on bullying and the different types of bullying, we learnt that 'cyberbullying is bullying - hiding behind a screen does not make it less hurtful!' We also looked at how we can support and help one another, we realised that although we are still young we are still mature enough to resolve conflict.

News from Year 2

Literacy:

The whole truth and nothing but the truth

In Literacy this term the children read and discussed two different stories 'The Whole Truth' and 'Dreadful penny and The Rat'. Our lovely children can now discuss a wide range of text types that will assist them to clearly explain their understanding of what is read to them in the future. These two fictions allowed the children to use drama to explore the characters' thoughts and feelings.

Numeracy:

A little piece:

Our young mathematicians were introduced this term to Fractions! They learnt how to make equal parts of a whole. They now know that fractions mean parts of a shape, a number, or an object. They learnt how to recognised halves, quarters and other different fractions.



News from Year 2

Science:

Super Scientists!

In Science this term our little scientists are exploring different topics. Each lesson we looked into and investigated different concepts. First week we discussed the importance of gravity and its effect on different objects. Children created their own spinners and watched them get pulled down by the effect of gravity. The following week Year 2 children got introduced to light and how light changes going through a glass object like a prism. Children then investigated whether sound could travel through materials and objects.





Topic:

Around the world in Summer term:

Our amazing travellers are seeing the world this term. They went all the way from India to Mexico. Our brave little ones visited some of the amazing landmarks around the world and created fact books as they travelled.





PSHE:

Forever friend, forever safe!

Year 2 compassionate children talked together about how to always remember to include friends in what we do so no one feels left out. They came up with different ideas to make friends at school feel included, for example to invite friend to do some of these with you: read, lunch, break time, join team, draw. Children also learnt this term about Cyber bullying. We took the time to understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.

News from Year 3

With every passing term, our BSE children acquire more knowledge and learn new skills that form the building blocks of their mental growth, ranging from secure command of the English language to critical thinking and investigative skills. With the school year nearing its end, teachers get to observe the fruits of their students' labour, dedication and hard work. Each child has advanced in their own way and has come closer to reaching their highest potential.



This term, our Year 3 children used their previous knowledge of non-chronological reports and applied it to our new unit 'How far would you go to look cool?' where they learned about different, shocking styles of fashion throughout history. After building a wealth of information about the topic, they planned and wrote their first newspaper article following its specific features. Additionally, we have covered connectives and conjunctions several times this year. This term, we revisited the 'subordinating conjunctions' by having an outdoors activity playing a conjunctions board game, where each player would have to use the conjunction they land on in a sentence to give a 'Simon Says' instruction for the rest of the players to follow. Children were able to display their understanding of these conjunctions while getting a good workout.



Our young BSE scientists are always curious about the inner workings of nature and this excitement was evident during our 'Light and Shadows' unit. They learned how to the tell the difference between a light source and a reflective surface, that light moves in a straight line, and how day and night occur due to the rotation of the Earth, therefore it might be morning in one country, while it's night in another. Afterwards, they learned that a shadow occurs when light is blocked by an object and accordingly, they applied their investigative skills to test whether different materials in the classroom were opaque, translucent or transparent, depending on how much light they pass or block.



Ancient Egypt is a subject that our BSE students are passionate about. They are always excited to share their prior knowledge and learn new details with great eagerness. This term, we delved deeper and learned when their civilization started, how their location and landscape allowed their civilization to flourish, especially due to different benefits of the River Nile. Afterwards, we explored the history of King Tutankhamen and how artefacts can teach us about the past. Moreover, the children learned that Pharaohs were mummified because they believed that would return to their bodies after death. Afterwards, they enjoyed a role playing 'mummifying a Pharaoh' activity where they applied different spices and chemical solutions to a toy, wrapped it with white fabric and wrote its name on the fabric in hieroglyphs.

Even though, our year 3 journey is not over yet, we couldn't be prouder of how much our children have grown and matured mentally, emotionally and academically. We're looking forward to seeing what amazing accomplishments they achieve in the future.

Learning in Focus

News from Year 4

Learning in Focus

Having fun with decimals...

This term, the children had a lot of fun learning all about decimals and how to use them correctly to represent numbers that are less than a whole and mixed. They did different activities to show how to order and compare decimals using place value charts and hundred grid diagrams. They enjoyed consolidating their learning in a fun and exciting way by creating their own fraction and decimal number lines. Children then progressed to rounding decimals to the nearest whole number by considering their position on a number line. Along with the previous unit, these lessons provided our Year 4 students with a solid introduction to decimals and their link to place value and fractions. This unit is fundamental to further work in Years 5 and 6 on decimals!







The Shang Dynasty of Ancient China

One of archaeologists' most exciting challenges has been to solve the puzzle of the Shang dynasty, which is believed to have ruled in China over 3000 years ago. The children explored the Big Question: Did the Shang Dynasty really exist? They read the interactive eBook, retrieving and collating information about China. They also explored historical evidence and timelines, answering questions and considering what information is accurate and relevant. Our fantastic Year Four authors enjoyed learning about the Shang Dynasty and are now fully capable of writing paragraphs explaining the Shang culture, traditions and beliefs.









News from Year 4

Anglo-Saxons, Picts and Scots

Our amazing Year Four archaeologists continued exploring the history of the Anglo-Saxons and learning about their culture, including art, music, legends and poetry. They were given the opportunity to create posters that described the pastimes of different type of people in Anglo-Saxon Britain and inferred what life was like back then. They also used what has been discovered at Sutton Hoo to draw conclusions about who was buried there, and enjoyed collecting photos that reflect different details in the Anglo-Saxons' life and their daily routine.






Have you ever been bullied?

When students are bullied, they're impacted emotionally, mentally, and academically. Understanding our experience with bullying is crucial to building safe and supportive environments for learning. Year Four children did a fantastic job writing their message to the bully and the bystander, urging the bully to stop such hurtful behaviour, and the bystander to take action to help and support the person that gets bullied. They learned that bullying is one-sided, intentional, repeated and hurtful. The children finally agreed not to bully each other, help students who are forced by speaking up and getting adult help, and most importantly, to include students who are left out.



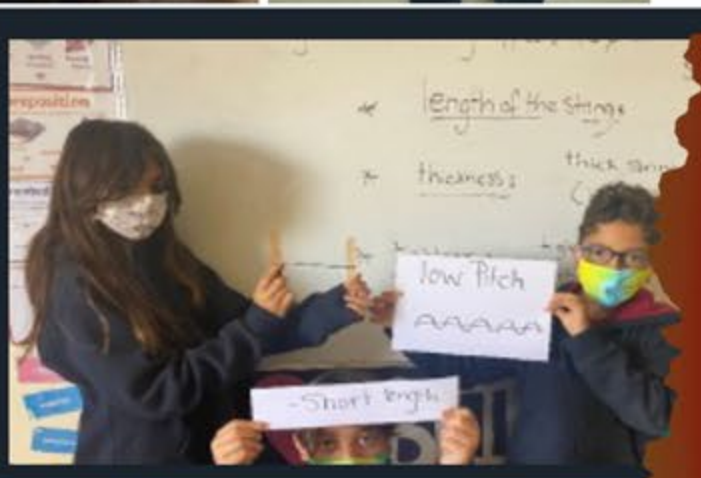




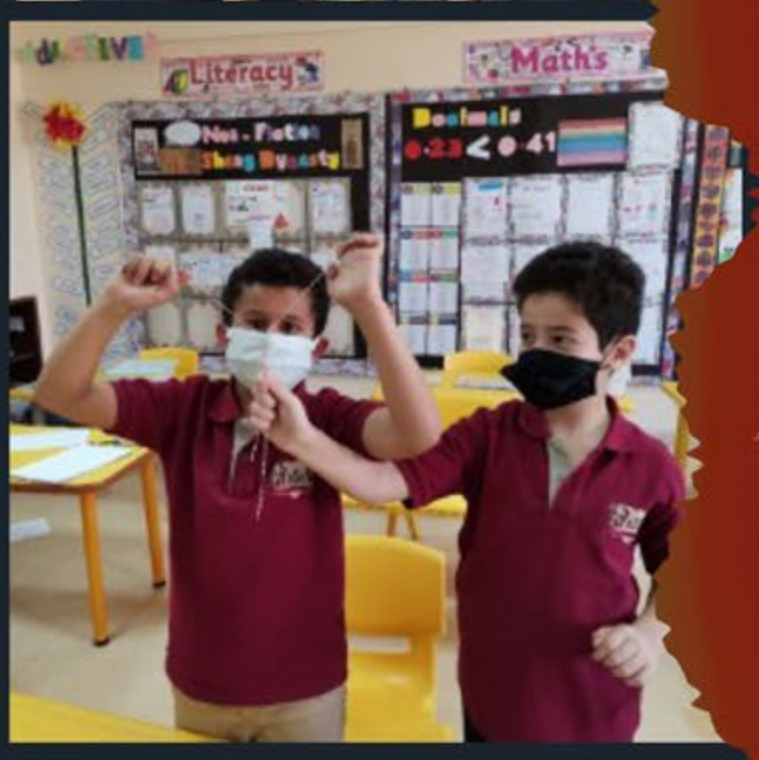



Changing Sound

Our Year 4 scientists' continued learning about sound and different pitches. They know that the term 'pitch' describes how high or low a sound is and that the tone of a stringed instrument depends on the length, thickness and tightness of the string. They suggested testing what happens to the pitch of a line when you alter the size, tightness and thickness by doing different experiments and drawing conclusions from their observations.







Learning in Focus

News from Year 5

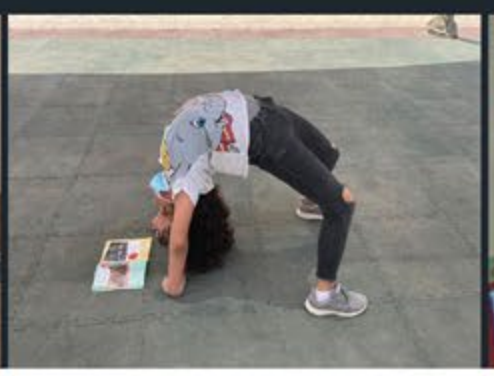
Ramadan Celebrations

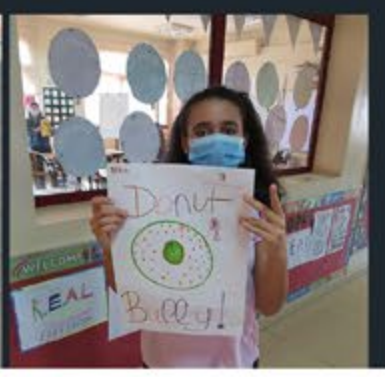
Our students celebrated Ramadan in style this term, using the holy month to enhance their learning, deepen their knowledge and understanding and begin thinking about life in Year 6 which is so rapidly approaching.

Children's Book Week

One of many highlights this term saw children celebrate Children's Book Week (02/05 - 06/05). We had so much fun reading and discussing our favourite stories, exploring some peculiar characters and engaging in a range of appropriate activities in celebration of this worldwide occasion. On the Wednesday, the Year 5 corridor was beaming with fantastically creative and expertly executed heroes and villains from the world of books. Be sure to check out the photographs below showing some rather unique reading methods. Who knew reading could be so exciting?!







Anti-bullying Focus



Crucially, we would like to reaffirm the key message relayed to the BSE community by our counselling team this term – bullying in all forms is wrong, uncool and intolerable. We very much expect to see our Year 5 superstars continue to do the right thing, make sensible choices and trust their wonderfully supportive teachers and co-teachers to share their experiences of bullying. Already, it warms our hearts to witness our splendid learners carry out frequent acts of kindness in and around the school. Keep up the peace-keeping mission!

This short, successful first Summer half-term has very much served its purpose in gearing our students up for the remainder of the year as we round off our learning and revise as much content as we possibly can to ensure the smoothest possible transition to Year 6 for this driven and determined bunch of children.

Wishing you a pleasant and rewarding Eid celebration.
The Year 5 team.

News from Year 6

As Year 6 students are fast approaching the end of their adventure in Primary School, we love to highlight their journey and celebrate their success. Even though this half-term was short, it gave the children numerous opportunities to explore, experiment and show off their skills.



Mostafa decided to 'exercise' while reading. Great



Literacy activity - turning traditional stories into play

Book Week, as always, is one of the most thrilling events at the BSE and this year was no different. Our students took part in various activities, from wacky photos to story writing, dama and role-play.











It is all about Light and Shadows in Science! The students experimented using natural and artificial sources of light to trace shadows of various figurines. They explained how shadows change according to the angle of the light source.

Primary School Literacy News

500 Words – Writing Competition



Every year, thousands of Primary school pupils participate in the '500 Words' initiative. "The 500 Words initiative was created by Chris Evans and first launched in 2011, celebrating its 10th anniversary in June this year and boasting an extraordinary legacy with over one million entries submitted to date. The most recent competition was turned around in less than four weeks with txhe backing of Virgin Radio, many of the UK's leading publishing houses, Amazon Alexa, and WH Smith, alongside a whole host of celebrities from the worlds of entertainment, sport, music and more" (500 Words Limited, n.d).

We would like to challenge YOU to participate in this fabulous event! We know that there is HUGE writing talent within our Primary school. This is not a curriculum writing task. We are simply looking for one thing only…CREATIVITY.

There are three simple rules to participate in this challenge:

1) It has to be FICTION.
2) It needs to be typed – therefore you should handwrite it first, proofread it and then finalise it as a typed copy!
3) It HAS to be less than 500 words long.

What are we looking for? – Our Criteria:

Originality – it needs to be your own idea
Plot – there needs to be a clear structure to your story
Characterisation – this is an opportunity for you to build strong, detailed character
Please submit your final pieces to Yossra.hamza@bse.edu.eg
If you're looking for ideas, check out Dua Lipa (worldwide famous pop star) reading last year's '500 Words' challenge: https://youtu.be/aKnePhysL9I

Learning in Focus

Primary School Numeracy News

FOCUS

Learning in

Year 1

Numeracy Riddles - What is the Number?
I am a 2-digit number.
I am more than 7 + 8.
I am less than 9 + 9.
Add my digits together, and you get 8.
What number am I?

I am a 2-digit number.
I am less than 20.
I am an even number.
The sum of all my digits together is 3.
The order of my digits goes smallest to greatest.
What number am I?

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/1Db8gV8raeIII85JVdLa3MF6toYwEpffA/view?usp=sharing

Year 2

Numeracy Riddles - What is the Number?
Dan the detective looked for a number.
He found a two-digit number less than 50.
The sum of its digits was 12.
Their difference was 4.
What number did Dan find?

I am a two-digit number.
I am less than 40.
I am an even number.
The sum of my digit is 8.
What number am I?

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/1jiw7eQi8NXC4ibl8mTZ341919bH3Jxoa/view?usp=sharing

Year 3

Numeracy Riddles - What is the Number?
Dan found a two-digit odd number.
One of its digits was half the other.
The number was greater than 50.
What number did Dan find?

I am a 3-digit number.
I am odd.
The sum of my digits together is 15.
All of my digits are odd.
The order of my digits goes smallest to greatest. (left to right)
I am a multiple of 7.
What number am I?

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/19N0EM14YdSdN6U9ernH27GiiOUFOftSI/view?usp=sharing

Year 4

Numeracy Riddles - What is the Number?
My age this year is a multiple of 8.
Next year it will be a multiple of 7.
How old am I?

I am a 4-digit number.
In my number there are only two different digits.
The sum of all my digits is 6.
My hundreds digit is less than 2.
My tens digit is even.
The order of my digits is least to greatest.
What number am I?

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/10aWm7u44AyMalM17qqjIPvGNAs331mHM/view?usp=sharing

Year 5

Numeracy Riddles - What is the Number?
Last year my age was a square number.
Next year it will be a cube number.
How old am I?
How long must I wait until my age is both a square number and a cube?

The number has five digits.
The ones digit is ¼ of 32.
The hundreds is the number of sides in a hexagon.
The tens digit is an even number that is multiple of 2 and of 4 that is less than 6.
The ten thousands digit is the smallest possible odd number.
The thousands digit is the same as 36 ÷ 12.
What is the number?

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/12kh_M5UfV54ql1edrS0vUs55ZPSaYLIZ/view?usp=sharing

Year 6

Numeracy Riddles - What is the Number?
My Mum was 27 when I was born.
8 years ago she was twice as old as I shall be in 5 years' time.
How old am I now?

The number has six digits.
The tens digit is 3^2.
The thousands digit is the number of people in a trio.
The hundreds digit is the square root of 4.
The ones digit is the number of wheels in a unicycle.
The hundred thousands digit is 1/3 of 21.
The ten thousands digit has no value.
What is the number?

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/1-qRbQcWEktEy5l_h3mfXUAIJOnbJUt43/view?usp=sharing



Primary Science News



Making Ice cream with Science

With the hot summer months fast approaching, this Homemade Ice Cream Recipe will be the perfect way to cool off!

Introduction

Have you ever made ice cream? It can be a lot of fun, and you end up with a tasty frozen treat! There is actually a lot of interesting chemistry that goes on behind making ice cream. For example, think about how you start out with refrigerated (or room-temperature) ingredients and then need to cool them down to turn them turn into ice cream. How do the ingredients change during this process? How important do you think it is that they are cooled to a certain temperature? In this science activity, you will make your own ice cream in a bag and explore the best way to chill the ingredients to make them become a creamy delicious treat!

Materials

Measuring spoons

- Measuring cup
- Sugar
- Half-and-half. Alternatively, milk or heavy whipping cream may be used.
- Vanilla extract
- Salt. Different types of salts, such as table salt or rock salt, will all work, but may give slightly different results.
- Ice cubes (8 C)
- Small, Ziploc bags, such as pint-sized or sandwich-sized Ziploc (2)
- Gallon-sized Ziploc bags (2)
- Oven mitts or a small towel
- Timer or clock

Procedure

1. In each small Ziploc bag, place one tablespoon of sugar, ½ cup of half-and-half (or milk or heavy whipping cream), and ¼ teaspoon of vanilla extract. Seal both bags well.

1. Add four cups of ice cubes to one of the large, gallon-sized bags. Then add ½ cup of salt to the bag.
   What do you think the salt will do?

2. Put one of the small bags you prepared into the large bag with the ice cubes. Be sure both bags are sealed shut.

4. Put on oven mitts or wrap the bag in a small towel and then shake the bag for five minutes. Feel the smaller bag every couple of minutes while you shake it, and take a peek at it.

   What happens to the ingredients over time? When five minutes are up, how do the ingredients look? What about the ice cubes — how do they change over time, and how do they look by the end?

5. Now add four cups of ice cubes to the other large, gallon-sized bag, but this time do not add any salt to it. What do you think will happen without using salt?

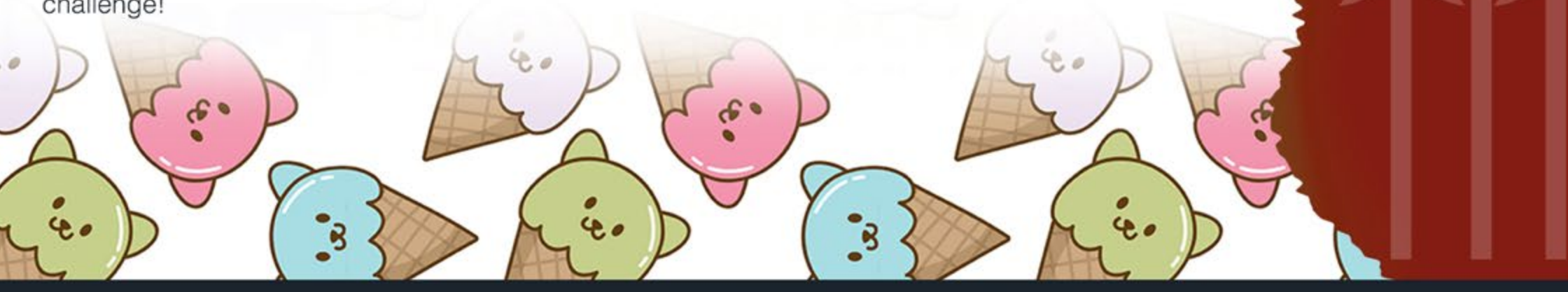
6. Put the other small bag you prepared into this large bag. Be sure both bags are sealed

7. Put on oven mitts or wrap the bag in a small towel and then shake the bag for five minutes, as you did before. Again, feel the smaller bag every couple of minutes while you shake it, and take a peek at it.

   What happens to the ingredients over time now? When five minutes are up, how do they look now compared to last time? What about the ice cubes — did they change in the same way?

8. You can also compare how cold the different ice cube bags feel. Does one feel much colder than the other?

9. If you successfully made some ice cream, you can enjoy it now as a tasty reward for your chemistry challenge!



Primary Science News

Clean-up

If you would like, you can enjoy your tasty ice cream treat now or save it in the freezer for later.



What Happened?

You should have seen that the ice cubes in the large bag with salt melted much more, and felt much colder, than the ice cubes in the large bag without salt. Because it was cold enough (several degrees below freezing), the ice cube bag with salt should have been able to cool the ingredients enough to harden them and turn them into ice cream. In contrast the ice cube bag without salt was not cold enough to do this and the ingredients should have remained fluid.

Do not worry, the second bag is not wasted — you can go back and turn the still liquid ingredients into ice cream! Simply put the small bag in the large bag that had ice cubes and salt and shake them for another five minutes.

If you have ever made ice cream with an old-fashioned hand-crank machine, you probably packed a mixture of ice and rock salt around the container holding the cream. The salt allows the ice and salt mixture to get colder than pure water ice. This extra-cold mixture of salt and ice is able to freeze the ingredients in the ice cream machine (and in the bags you used in this activity) and turn them into ice cream. (This is the same process that goes on when icy roads have salt spread on them to melt the ice.) While pure water freezes at 0 degrees Celsius (32 degrees Fahrenheit), water mixed with salt will freeze below 0 degrees Celsius.

Here is the link for the video:
https://www.youtube.com/watch?v=i_IMvzu9BD0&t=10s

News from the Performing Arts

Over the course of this term our talented students learned more about the Tableaux in drama, it's the theatrical technique in which actors freeze in poses that create a picture of one important moment in the play. Sometimes, in the theatre, the curtain rises and all the actors onstage are frozen in poses that create

Our students learned the importance of stillness and silence while doing the tableaux also they were encouraged to inhabit their character in the tableaux.

The best Tableaux show evidence of comprehension of text combined with strong acting skills. The best Tableaux go far beyond mere silence and stillness.

Drama brings elements of play, humour, and laughter to those taking part - improves motivation and reduces stress also help to develop a healthy appreciation of culture and the arts.












Our Year 3 students were introduced to Hip-Hop dance this half-term and worked hard to develop their confidence in their own dance abilities. They demonstrated increased skills in dance and were able to create and perform dances. They communicated their artistic intention using a range of dance styles and showed a desire to improve in dance and celebrate their dance experiences through a range of activities including performances in the class.



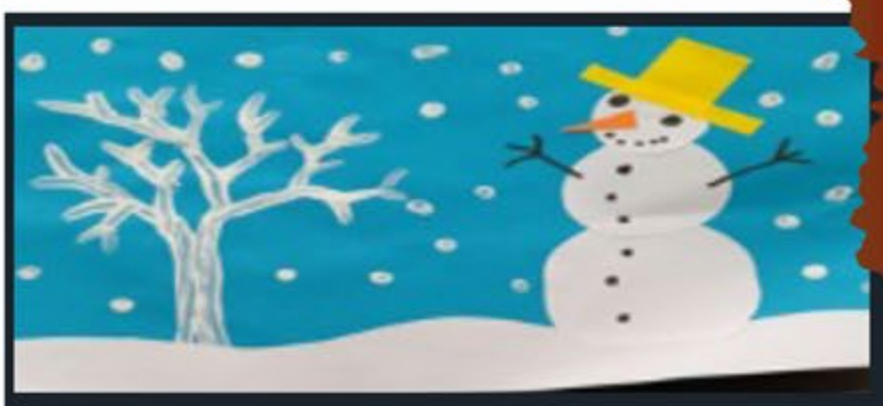
Primary Art Department News

Learning in Focus

KS1 Art

In Key Stage 1, we like to make Art that links to the topics we are learning about in our class.

Malika Ibrahim in class 1C made this lovely collage picture showing a winter scene. She used different sized circles to make the snowman and she painted the tree using a cotton bud instead of a paint brush.



Yassin Hassan in class 1E has been working very hard at home to learn how to draw some funny Aliens. He is watching Ms. Jules's video to help him as he works so that he doesn't miss anything important.



In Year 2 we have been making Easter Bunny cards.
Carla Kewan in class 2C made a lovely card at home.
First we drew around our hand to make the shape and then folded it into a rabbit.
What a happy little face he has and a secret message when he opens his arms. Happy Easter!

Khadija Ahmed in class 1B, learned how to draw this cute Easter Bunny by following simple steps.
She has taken a lot of care with her colouring to make sure it looks as neat and tidy as possible and added a landscape for the Bunny to live in.





Mai Allama in class 2B made a wonderfully detailed picture of the fire of London.
She has drawn several horizon lines to show perspective an added some important London landmarks to show where the fire took place.
The details in the sky show that this fire started at night.

KS2 Art

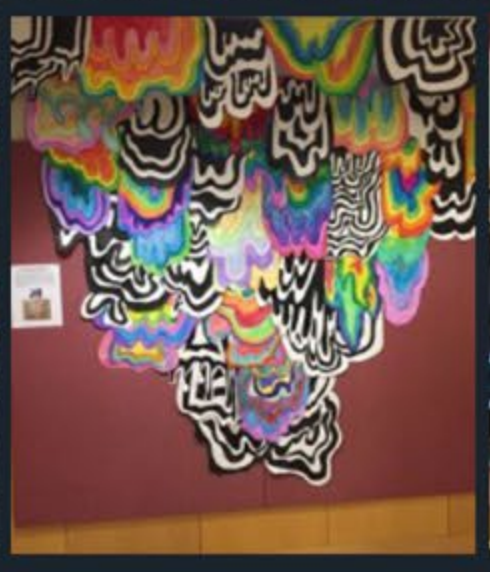
"Logic will take you from A to B. Imagination will take you everywhere" Albert Einstein

I have tried to foster a love for the Arts in children through the range of projects we complete across the year. To demonstrate how highly I value the work that they produce I have created a display area for their artwork.

Our Grade 6 artists have been inspired by the sensational artwork and world of paper artist Jenstark!
We have explored colour, shape and value!
These bright and beautiful wall hangings are so close to being finished! Well done everyone!









Year 6 artists also prepared some displays for Ramadan. They really enjoyed drawing & painting using different techniques.

Learning in Focus

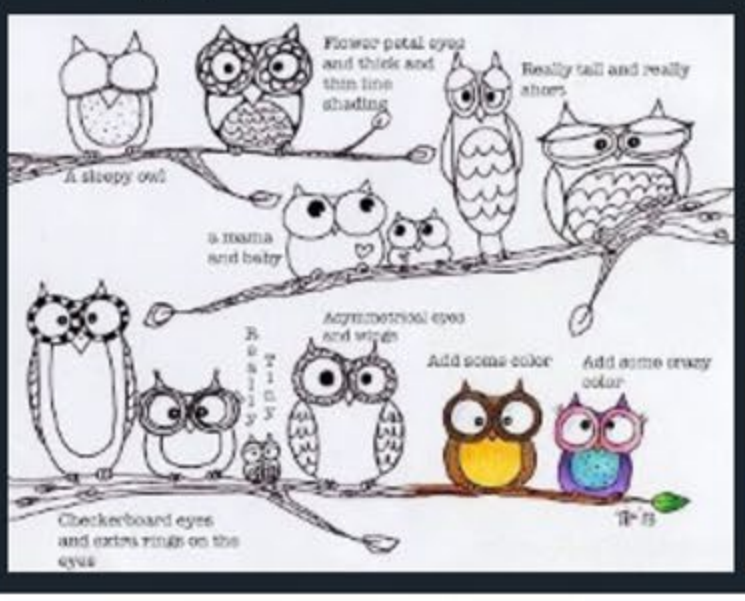
Primary Art Department News







Year 3 artists enjoyed creating Ramadan Kareem greeting cards in their first project this half term. Following this they started to learn the elements of art and some principals of design through their second project - How to draw an owl.






News from the Primary Music

During this term, KS2 students have been developing their knowledge of Music Notation, looking at the various note pitches and duration of different notes. We have been able to incorporate some of the children's numeracy work with fractions to help us calculate the number of beats we can fit into different bars of music. It is worth mentioning that students who take music courses score significantly better on exams in certain other subjects, including math and science, than their non-musical peers, according to a study published by the American Psychological Association. Focusing on fractions and duration in our music lessons has allowed students to make these connections and to see the benefit of understanding Music to enhance their learning in other subjects.




News from the Physical Education

As we fast approach the end of another half-term of hybrid learning for primary and secondary pupils, the PE department has been delighted to welcome back EYFS for face to face lessons! We have strived to make the most of distance learning, however, it has been a breath of fresh air to be able to see the pupils in a teaching environment once again. I know I speak for the whole department when I say how much all the staff have enjoyed being outdoors with the children once more, and I know all our EYFS kids have loved every minute of the lessons provided!

For EYFS PE, we have tried to base most of our activities and focus on balance and co-ordination, which are two of the most vital developmental components for children of that age. Such activities have included obstacle courses, running, jumping, hopping and side stepping. We have also included lots of throwing and catching activities using small balls and bean bags. As we are still in the middle of a pandemic, we have to make sure that health and safety is our number one priority during lessons. The children are always given their own equipment to use, so that cross contamination is not an issue. Every activity we plan is non –contact to ensure it is as safe as possible. Staff also wear masks during every lesson and regularly sanitize their hands and the equipment used.





In terms of online learning for primary and secondary, we have been delighted that many children are still completing all the challenges and sending in their videos. A special mention to a couple of our Y3 students - Adam Sabry and Mourad Reda, who have been consistently sending in their videos every week this term! Well done boys!

As summer fast approaches, and the weather gets hotter, it can become harder to motivate yourself to exercise. Just try to remember the benefits regular exercise has on the body and the mind, and push yourself to do as much physical activity as you possibly can! The long term benefits cannot be underestimated!
Remember to make sure you are always well hydrated, especially in the heat!

Don't forget - all our activities and challenges can be found on google classroom! Parents are also encouraged to participate as much as possible!

Thanks again for all your continued support.

The PE Department

News from the French Department

Bonjour Nos Parents!

Faites ce qu'il vous plaît; c'est le mois de mai! In France, giving Lily of the Valley (Le Muguet) on the 1st of May brings happiness! Juin bien fleuri, un vrai paradis. "a June in bloom is a true paradise". All of our students continue to work hard in class and remotely.

Year 1 & Year 2

In years 1 & 2, children had a lot of fun creating their own fancy colourful Ramadan lanterns and learning how to say "Happy Ramadan" in French.







differentiate between sugary and salty food by circling in red the sugary food and in blue the salty food.







Learning in Focus

News from the French Department

In Year 3, children continue to study Unit 9 - Quel jour et à quelle heure?
They have been learning how to ask and tell the time in french. This is a skill that they'll use every day for the rest of their lives. Children have been demonstrating their understanding by drawing the hands on the clock face to show the time mentioned by their teacher

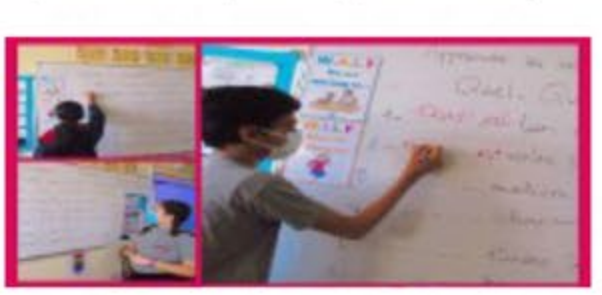




Our fantastic Year 4 students are focussing on learning the new unit: Unit 5 - Dans la cuisine. They have been learning to talk about meals and food. Students have been enjoying expressing what they want to eat at breakfast through a reading activity done on the smartboard where they were invited to extract all the vocabulary related to the food eaten in breakfast. Also, they identified its gender whether it's masculine, feminine or plural.

In Year 5, pupils started a new unit: Unit 5 - La classe verte. They have been learning to describe the weather at different times of the year in French. They learned to make simple observations about the weather and improve their French speaking and writing skills by exploring a core set of vocabulary that they're already familiar with using in English.
They also learned about farm animals and labelling each type of animal according to the corresponding picture. They also learned to place prepositions accordingly.

Our fantastic Year 6 pupils have been working hard on learning a new grammar lesson - The French interrogative adjectives. They learned how to ask questions using the interrogative adjectives: Quel/ Quelle/ Quels/ Quelles which means "What or Which" in English. They also learned that the interrogative adjectives QUEL / QUELS / QUELLE / QUELLES must agree in number (singular or plural) and gender (masculine or feminine) with the noun that follows it.





Year 6 pupils have been also enjoying learning basic classroom instructions in French (e.g. Stand up, sit down, raise your hands, etc.) by playing Simons Says game. To help pupils recognise instructions, which the teacher created an accompanying mime along with the task.





News from the Primary ICT Department

In Primary School, we are following a cumulative curriculum that helps our pupils to build strong and essential computer skills. The curriculum covers a wide range of computer knowledge starting from the very basics like how to effectively use the keyboard and mouse and reaching an advanced level that enables students to efficiently use many software applications and to have experience in several important topics including, computer hardware & software, operating system (MS Windows), Microsoft Office (Word, PowerPoint, & Excel) or using Google apps safer online, a wide variety of internet usage skills, 3d modelling and coding using Scratch.

News from Senior School

Science Department News

Year 7 Students were able to do some experiments on Sound and forces. Students learned that sound is made by vibrations. They used tuning forks and observed their vibrations passing these vibrations into water. Back and forth vibrations caused disturbance of air and water molecules causing water to splash out.
Year 7 students also learned about Forces and the difference between weight and mass. They did some practical work and calculations to measure the weight of different objects and relate weight to mass using Newton meter.







News from Senior School

Year 8 Students learned how to calculate speed by measuring the distance travelled by different objects per unit time. They recorded their results in a table and calculated the speed using measuring tapes and stopwatches. Students also learned about the concept of acceleration and that a force is needed to change the speed of an object.






News from the Mathematics Department

Our pupils in year 7 have made great progress with the hybrid learning system, they are now able to use our platform with ease and work individually online and in class.
This half-term they have been using Nearpod, which is one of the great digital platforms we have invested in to enhance distance learning. They have used it to work on the transformation of shapes and plotting graphs, during these tasks they have demonstrated an ability to use technology effectively and also to reflect on their answers with a higher rate of participation.

In class, we have been solving topics such as Bearings this half-term. We have been pleased to see the children show enthusiasm for using equipment such as a protractor to solve different questions.

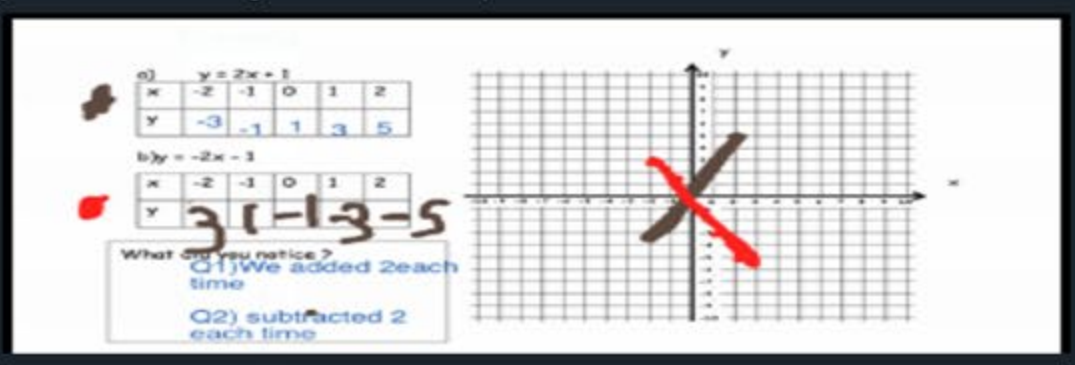
In Year 8, onE of the topics pupils have been working on is Probability. They have shown their ability to work in groups, carry out different experiments in class and efficiently use their iPad and laptops to research and present their findings.

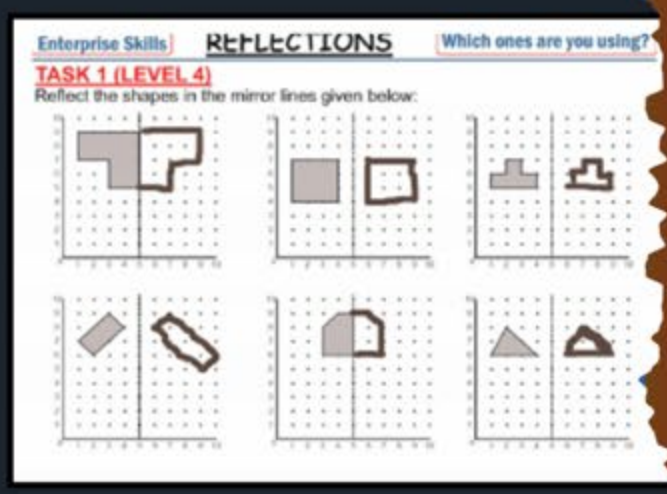
Math and Science: Cross - Curricular Links

During this half-term students have learned about Distance-Time Graphs in their science lessons - involving how to calculate speed and interpret data from graphs. We were able to introduce some cross-curricular links during this topic, because at the same time they were learning about speed and acceleration in their Maths lessons, which linked students learning and facilitated building constructs between different subjects.

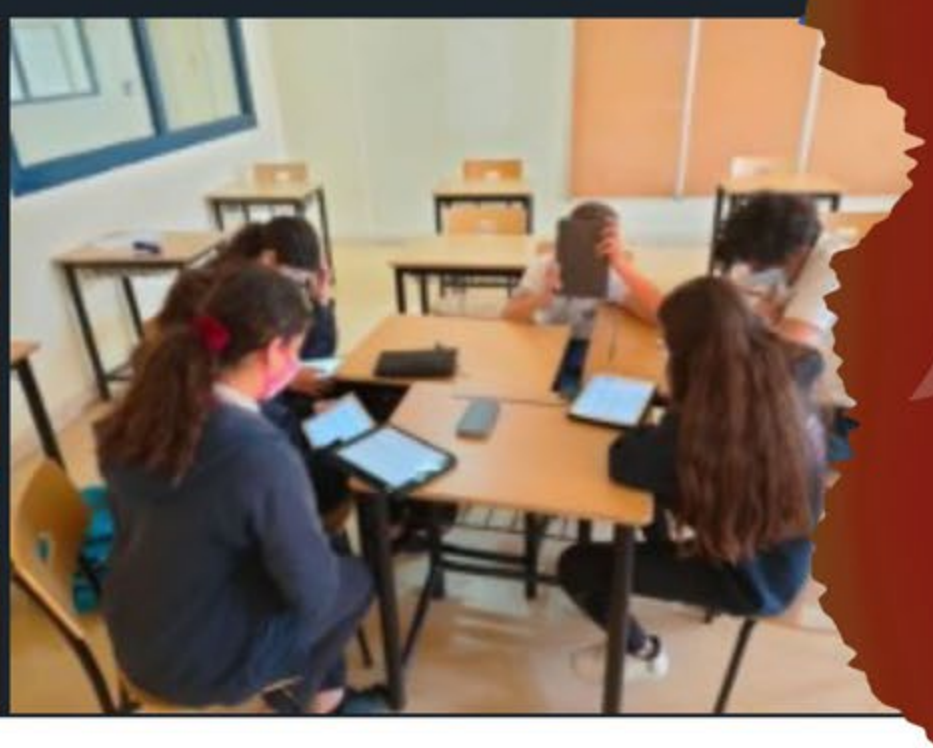
Strategies to Improve Your Math Grades

1) If you don't understand something, ask for help - then focus on applying that advice and support to the topic before moving on to the next.
2) Work through example problems and check your answers to gain practice with every lesson.
3) Write down each of your steps when solving maths problems - don't just do it in your head and write only the final answer. You pick up marks in exams for you working out so this is really important to remember!
4) If someone asks you for help, try to explain the topic to them as best you can. Teaching others also helps us to understand.







FOCUS

Learning in F

News from the English Department



Book Week

Giveaways

Established in 1919, Children's Book Week is the most extensive international literacy initiative around the world. It has been inaugurated in a staggering way to help celebrate books and reading, and to propel lots of fun and excitement about all sorts of learning.
The theme of Book Week this year at the BSE had the potential to involve cross-curricular priorities and opportunities for creative and critical thinking.

The theme of Children's Book Week this year was "Giveaways". What an exhilarating theme, one with a myriad of possibilities!



This term we introduced the idea of giveaways to year 7 and 8 classes to promote empathy and the spirit of giving amongst our pupils.

We decorated a large desk which is to be placed outside
Ms Farah's office to collect objects to give away to the underprivileged.
They have learned that the world outside can be a dark place and those who have little or nothing depend on the generosity of people with a giving spirit.



One student even verbalised that 'We are unaware of how lucky we are and take many of our blessings for granted'

We are promoting the idea that when you give to the less fortunate, you add to their lives- and by adding to theirs, you add to yours as well.

The purpose of this activity is learning that no matter how much or how little you can give, you have the power to touch another person's life.

Spelling Bee competition

Key stage three Spelling Bee cancelled its finals due to the ongoing concerns about the spread of the novel coronavirus and public gatherings however, pupils showcased their spelling knowledge as they competed to be class champions. Please note that word lists for each grade varied in difficulty.






Spelling Bee competition

Key stage three Spelling Bee cancelled its finals due to the ongoing concerns about the spread of the novel coronavirus and public gatherings however, pupils showcased their spelling knowledge as they competed to be class champions. Please note that word lists for each grade varied in difficulty.

Winners:

Mohamed Abdel Razik	Y7A
Jana Hossam	Y7B
Yehia Abbas	Y7C
Ummukursum Yahaya	Y7E
Ibrahim Anis	Y8A
Yahia Abdel Sattar	Y8C
Judy Ahmed	Y8E
Patrick Nabil	Y8F




News from the KS3 French Department



Pupils in Year 7 started Unit 5 - Bon appétit. In this unit, pupils learned to identify and name certain foods in French. They also learned to talk about what they would like to eat and drink. They also learned to use the partitive articles with the vocabulary of foods and drinks.
In Year 8, our pupils started a new unit: Unit 5 - Voyages et Vacances. In this unit they learned about means of transport. They learned to say which transport they use/don't use to go to places. Pupils have been enjoying solving a word search puzzle using the new vocabulary.



As this half-term comes to an end, we would like to thank all of the parents as well as our students themselves for their patience, support and perseverance during this very unique school year!

Respectfully,
Mme Abir Osama
Head of French Department

News from the Humanities Department

In the Humanities Department we involve the children in a range of inquiry-based learning, because it helps the students to build their comprehension, critical thinking and communication skills. This half-term, our Year 7 pupils have been working on their historical skills and critical thinking. They solved several source-based investigation activities. The pupils practiced looking at a mystery, evaluating and interpreting the sources to reach their hypothesis and thoroughly enjoyed the approach.

In the Humanities Department, in line with the whole school vision, our ambition is to provie children with the skills and opportunities to change the world, and make it a better place. Year 8 pupils have worked on their research and presentation skills, to identify and interpret the human pressures on the Planet Earth. They developed an understanding of this and recognised our responsibility, is the first step each of us can take to save the Planet Earth. Year 8 pupils communicated their knowledge through presentations and worked on discovering solutions to the human pressures.







News from the ICT Department

We have continued to provide our pupils with a high class online learning experience in the computer science department this half-term. Our KS3 pupils have started to learn an amazing online IDE (Integrated Development Environment), called DotNetFiddle. Pupils are using DotNetFiddle to learn and practice the C# programming language. Using an online IDE allows all of our pupils to easily access it through any device that is connected to the Internet without the need to install any complicated programs. Our programming curriculum is aimed to prepare our pupils for the IGCSE courses, as well as reinforcing problem-solving, critical thinking, and analytical thinking skills.

News from the Art Department

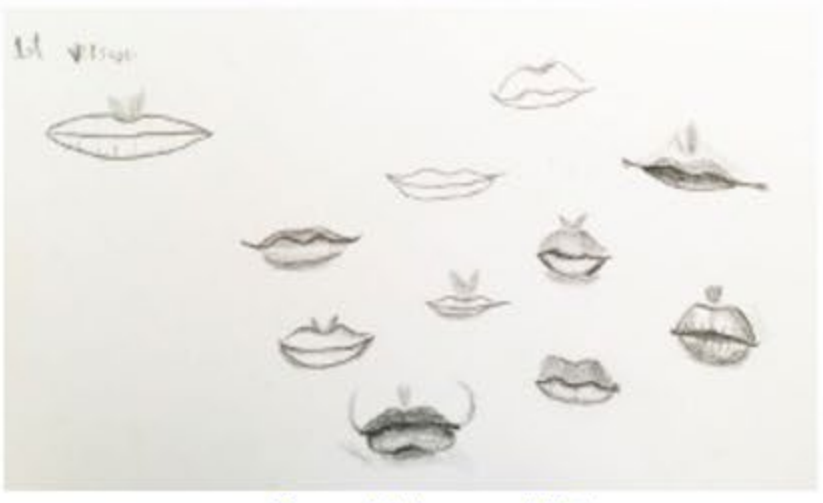
As ever, it has been a great pleasure and privilege working with my wonderful hardworking students during this half-term. I would like to have the opportunity to introduce some of KS3 students' artwork. They are currently learning about portrait features (eyes, nose, mouth. etc.). We are studying them from an artistic point of view by introducing them through both anatomy and values of pencil. So far we have covered the eyes, nose and mouth.

KS3 students are always the best as you can see from the work produced below!

"Great things are done by a series of small things brought together." – Vincent van Gogh



Laila Ashmawy 7F



Omar Mohamed 7E



Hayat Daeia 9C

Learning in Focus

News from the Art Department

Year 12 Artwork



This wonderful piece by **Mostafa Moussa - Year 12** incorporates the human figure with mechanical forms symbolising "Artificial Intelligence" by using mixed media and printmaking.

News from ALDD

Assessment and Learning Development Department (ALDD)

Book week celebration: The BSE celebrated Book Week in an effort to sensitize its pupils and drive home the love for and significance of books in our lives. Our SEN pupils enjoyed participating along with their peers to celebrate through various activities such as the Wacky Photos Competition, Dress Up Day and different class activities.





Parent forum

We would like to increase the involvement of our parents in areas of SEN and support in school.
For the new academic year, we would like to seek your views on the formation of a 'parent forum' for SEN.
For now if you could consider whether you'd like to be part of this group and when/how often should these meetings take place.



News from ALDD

Tips to boost confidence and enthusiasm in reading:

Reading should be a fun, relaxing activity that children can do anywhere. At home, at school, on a train/bus/car etc. However, some children, including those with special or additional educational needs (autism, dyslexia and ADHD) can find reading challenging. This is especially true if their phonics skills, such as segmenting and blending words were not secured in the early years of their life. Those children feel less confident and are often reluctant to read, especially in front of the class.

1. Children with SEN, including those with autism, ADHD and dyslexia are often very visual learners. When reading with your child, start with books that they are interested in and that have lots of colourful pictures. Use the pictures to support their understanding and talk about what is going on in the picture before you begin with the text. This will provide children with the context and can help them predict the words in the text.

2. Go through the text beforehand and underline digraphs, (2 letter sounds such as 'ar', 'ea') and trigraphs (3 letter sounds- 'igh ', 'air') so it is easier for them to see the separate sounds and blend them together. Eg. Ch-i-ck. Highlight words, particularly tricky words that are repeated, to support the child in recognising and remembering the word.

3. Often, children forget to 'read' the full stop mark. By highlighting full stops (in another colour to the tricky words), your child can be reminded that they need to take a breath and pause before beginning the next sentence and that the full stop is a significant part of the text.

4. When reading to a child, always choose a book that you are also interested in- your child will feel your enthusiasm for the book and a 'boring' book will not help enthuse or encourage independent reading.

5. Share the reading. This means alternating between you and your child so your child can copy your expressions and tone of voice when reading a story.

6. Don't forget to consistently praise your child, especially if they have made a mistake and then corrected it themselves. This is where the learning is happening!

7. Many children, including those with SEN have a special interest or favourite book. Use this book as a reward so your child sees reading as something to look forward to!

8. Relax and enjoy your time together. Happy reading!

Message from the British Qualifications Academic Director

I would like to take this opportunity to wish everyone Ramadan Kareem and my best regards for the Eid Al Fitr celebration.
As you all know we are doing our best at these uncertain times to conduct the IGCSE exam session. We are working hard alongside the British Council team to operate in a safe exam environment.

We are currently completing the Pearson Unseen Exams and the on-site exams for Cambridge (CIE). We are also busy preparing for the Centre Assessed Grades for all students studying Oxford AQA and Edexcel subjects.

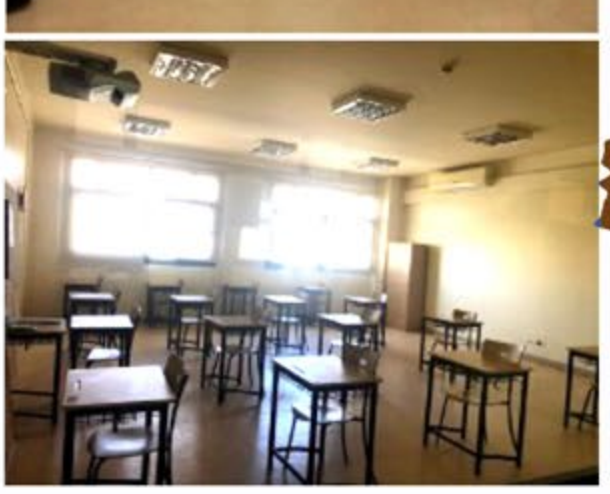
We have carefully prepared a policy in line with the exam board expectations that guarantees fairness and consistency in the grade awarding process. The policy also offers the right to any student to make an appeal, should any student feel that the grade awarded does not reflect their performance.

As for the awarded grades, no students or parents will be notified about the grades until the results are published in August, as per the exam board rules and regulations.

All the best wishes to our students in their exams.
We thank you in advance for your full support and understanding during the challenging grade awarding process.

Kind regards,
Mr. Magdy Tadros







Learning in Focus