



Message from the Executive Principal

Dear valued BSE parents and carers,

I am delighted to welcome you all back to the academic year 2021-22 and share with you the successes of our first half-term. All pupils, parents and staff have transitioned well to our Phase 2 Covid Protocol, and as a result we have seen very limited cases in the community and experienced very little disruption to the smooth running of our services on campus.

Over the summer break the school has benefited from some wonderful investment and refurbishments. One of which is a new high quality website. www.bse.edu.eg, this reflects our new vision and mission and the positive direction the school will continue to move in.

We are delighted to have replaced our interactive whiteboards with new state of the art interactive panels in every classroom from Foundation to Key Stage 5. This provides greater opportunities for interactive and engaging learning experiences for our children.



We have also invested in the refurbishment and re-design of our dedicated primary art, music and drama classrooms. The children have been really enjoying the vibrant classrooms and the high quality creative arts curriculum we offer at the BSE.



Learning in Focus

Message from the Executive Principal

Now we are all settled back in the new academic year I would like to invite parent interest in the Friends of The BSE initiative. Due to the success of last year's pilot with a select group of parents from across the school I would like to open this out to applications from all parents to be involved who are able to commit to the time and expectations of the groups.

The Friends of The BSE aims to focus on 3 key areas:

- Feedback and discussion on school initiatives
- Ideas and contributions from our parents with community activities and support
- Reinforcing and positively promoting the excellent reputation of the school in the wider community.

Application Process

Please complete and return the following Friends of the BSE application form if you wish to express an interest in being part of the Friends of the BSE group.

<https://forms.gle/P9qMcCMauzLnSZF96>

The deadline for applications and the forms to be returned is Thursday, 4th November.

Thanks in advance for your usual support as we progress through the school year. I very much look forward to working closely with you.

Best wishes,

Mrs. Yasmin Tabram
Executive Principal



Message from the Principal

Dear BSE Community

Welcome to the first of The BSE newsletters for this academic year and of course for your continued support throughout the first half term we have been back on site. There is no doubt that despite a slightly adjusted start date, having a full half term on site and with the vast majority of classes open has been an extremely positive experience for all students and staff.

The move to Phase 2 of the COVID protocol has been very successful and particularly well supported by all of the parents and families in the community - reporting any incidents of positive cases within their households has allowed us to operate safely, maintain a full academic provision in school and of course be a safe, resilient and adaptable environment that the pupils and parents feel confident in.

As the school year progresses we are still committed to introducing many of the extra curricular and wider enrichment activities that we know our students enjoy and benefit from. As the restrictions are lifted, we will be able to plan to reintroduce these aspects of school life with minimal disruptions.

A couple of reminders from me regarding the safe operation of our school site and lessons each day;

- Please can parents continue to use the one way system when dropping off their children in the morning and collecting in the afternoon. This movement of cars should be clockwise around the site, starting at the entrance to the Secondary building, passing EYFS and then arriving at the Primary building.
- When parking at the end of the day for collection of children please be considerate to other car users who may already have picked up and are exiting the site, please do not block the entry or exit of the bus ramps as this delays the school busses from leaving on time.
- For all PE lessons only the correct PE kit will be permitted and this includes wearing the correct footwear. No studded football boots or moulded blades are allowed in PE lessons.
- All students are required to wear their masks when moving between lessons and when inside the buildings, the basic hand hygiene and minimising interactions between bubbles does still apply as per the published Covid protocols.

In this edition of the newsletter there is a new feature that introduces some of the staff at The BSE. In this one I have included an interview with one of our new members of staff, Ms Esraa Awad. Please take some time to read the article and enjoy Esraa's high profile story. We have many very talented staff at The BSE and I look forward to sharing their stories with you in coming editions.

Thank you for your ongoing support and for your continued commitment to The BSE community.

Tim Hoban
Principal



Learning in Focus

News from Early Years

EYFS – Welcome to a new academic year in Early Years Foundation Stage

We're back! It's the first few weeks of a new academic year! Our campus is once again full of excited children and teachers eager to start on new learning journeys together and already I've seen so much creativity going on inside the classrooms and lots of smiling, happy faces to boot.

Before sharing some of these pictures, I'd like to share an important message with you...

The Importance of Play in Early Years

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world.

It is here they practice new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. We provide time and space and appropriate resources. These might include clothes, boxes, buckets, old blankets

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It is here they practice new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. We provide time and space and appropriate resources. These might include clothes, boxes, buckets, old blankets that will inspire play and fire children's imaginations. We observe play and join in when invited, watching and listening before intervening. We value play and provide a safe but challenging environment that supports and extends learning and development.

I would like to take this opportunity to thank you all for your support and understanding since we reopened our doors. I believe that working together is the way forward and together we can get through this safely. Here are some of the fun and exciting things your children have accomplished in our first few weeks of school. Let's share in this fun together!

Clare Graham
Head of EYFS



Pre-Foundation

Pre-F children had great fun singing the rhyme 'head, shoulders, knees and toes'. They enjoyed trying to sing the words and follow the movements with their teacher. You can see them here touching their heads and noses! Here's a link to the song so you

can join in at home <https://youtu.be/h4eueDYPTIq>

After the singing and dancing the children explored paints, using their fingers and other parts of their bodies as well as brushes and other tools to create faces with emotions. Great fun was had by all.



F1 have been learning - All About Me

During Literacy we read the story, "I like myself", demonstrating the ability to collaboratively listen to the words within the story and match them to the pictures.

We then used visual aid cards to play an action game within our focus group. This involved taking turns to pick up a card and showing it to our group before moving our bodies to recreate the action. We had to shrug our shoulders, stretch our arms, twinkle our fingers and lots more! We finished off with a jolly good sing song, singing 'Head, shoulders, knees and toes!'



F1 – Phonics – Letter Formation

During Phonics the children enjoyed creating different coloured snakes using finger paints. They were able to recognise the grapheme 's'. Then they formed the grapheme 's' with the correct letter formation whilst saying our special formation phrase "Slither down the snake".



F1 – Numeracy - Shapes

During our cross curricular numeracy lesson the children worked cooperatively to create their own faces, talking about and exploring shapes. They used their imagination to combine shapes to make new ones and were able to talk and organise themselves by expanding their play ideas. Afterwards, they reflected on their faces and how they feel; 'happy', 'sad' or 'angry'?



F1 – Phonics / EAD

F1 children were able to show off their creative talents during a cross curricular phonics lesson by decorating the letter "s" using cutouts. They created their very own "s" collages for displaying around EYFS. They were able to come up with lots of words that have the sound "s" example: sad, sit, snake, snack, sand. Clever ssssausagesssss!



Learning in Focus

News from Early Years

F2 – Working Together

Making a connection as a class and as friends. We are so proud that the children are able to take turns and talk about the pictures in the large floor jig-saw puzzle. We all had great fun laughing about the names of the dinosaurs especially as the teacher couldn't pronounce them all properly. Well who can pronounce 'Archaeopteryx'? – not me!



F2 – Working Together

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F2 – All About Me

During our Literacy lesson, our topic was "All about me". We learnt how to introduce ourselves and talk about our family members. We enjoyed our outdoor activity where the children had to draw faces on rocks of their family members. This was super fun and they were very creative and showed some excellent artistic skills.

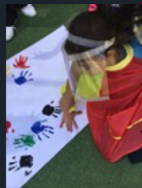
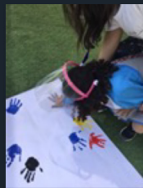
F2 – Creative Learning Through Movement (CLTM)

F2 had so much fun during their CLTM session. They were able to sort out colours and shapes by keeping their bodies balanced and steady on a string. They had a nice competition between the four class groups and they understood the meaning of winning and losing. They were really excited while they were cheering for their group members to help them win.



F2 – Class Family Tree

F2 children enjoyed working together to create their own 'Class Family Tree'. They have decided to make their own class project together as a start for the new academic year in F2 with their new teachers. We have all painted our hands with our favourite colours and printed them on a tree template. We have now displayed our Class Family Tree with our handprints in our Monsters Classroom



F2 – Numeracy – 2D

The children had so much fun during our Numeracy lesson. They were able to identify different 2D shapes and understood the difference between 2D and 3D shapes, they recalled: "2D shapes are flat, but 3D shapes are fat". They enjoyed taking turns to feed the "shape monster" different 2D shapes. The "shape monster" shouted the name of the shape, then the children were able to search for it and feed it to the monster. Super Fun!

What an excellent start to the year! Keep it up EYFS Children!


Thank You

EYFS BSE Uniform ONLINE SHOP

EYFS BSE Uniform

Summer Uniform Boys & Girls



Summer Uniform Boys & Girls



Learning in Focus

https://bse.uniform-locker.com/en_US/accounts/login

Phone : 01112550770

Email : customerservice@uniform-locker.com

Message from the Head of Primary

How amazing it is for all pupils and staff to be back on site for the start of the 2021-2022 academic year, and what a busy first half term it has been!

Pupils and staff (and parents!) have settled back into the school routine, and the school day is running smoothly. A special 'well done' goes to our year 1 pupils, who have transitioned flawlessly from EYFS. Pupils can now locate their classrooms independently, have responded positively to the more formalised curriculum, and follow primary school expectations. Great Job, everyone!

At the BSE, we fully support the notion of providing the children with a diverse range of curricular subjects. This contributes to developing the child as a whole and nurturing the range of talents our pupils hold. Therefore, the reintroduction to specialist subjects such as art, music and P.E within the timetable this term has been very much embraced by staff and children alike.

The children have enjoyed their lessons in the recently revamped art, drama and music rooms. The rooms have been refurbished and designed to accommodate the subject-specific resources and materials needed for each class, alongside creating an exciting and accessible learning environment for our pupils.

I would like to take this opportunity to thank all parents, staff and pupils for their efforts and contributions in allowing the children to return to school successfully this half term. I hope that you thoroughly enjoy reading about all the fantastic achievements and activities that have taken place in the Primary School over the past six weeks.

Best wishes,

Ms Jay Wilmott

Head of Primary and ALDD



News from Year 1

Leaving the Foundation stage behind and moving into Year 1 can feel like a big step for the children (and parents!), but the Year 1 teachers have been able to make this transition easier for everyone by supporting the children in their next learning step. The children have really adapted well to the transition and have already made year 1 their second home!



We started the year off by ensuring the children develop a sense of belonging in the Primary building; we hung their photos, created name tags and introduced them to their houses. We also took them on a tour of the building and discussed the differences between EYFS and Primary school.

This year our main focus is to ensure the children develop a passion for learning and school; so the year 1 team have been getting creative by planning lots of hands-on activities, which enable the children to understand and retain their learning quicker. All lessons are taught through play and interactive games and although the children's day is more structured, they still learn through exploring, discovering and manipulatives.



Over the past six weeks, we have partaken in so many creative activities linking to all areas of the curriculum. For example:

In Science the children created salt dough nests to show their understanding of where birds live and the different materials birds may use to create their nest.

In Literacy the children used their imagination and made spider hats, linking to both Halloween and our story of the week Aaaargghh! Spider!

In Literacy the children used their imagination and made spider hats, linking to both Halloween and our story of the week Aaaargghh! Spider!

They then went on to create a more and less monster, which helped them with addition and subtraction. They truly are so talented! In addition to all of the above we have also been teaching the children about health and safety, they now regularly sanitise (without being asked) and always wear their masks indoors. They are developing more independence and have changed so much in the last six weeks. All of the Early Year teachers who see the children now remark about how they are all looking taller, wiser and ready for a challenge.

We are so proud of their achievements so far this year - Keep up the amazing work Year 1's!



Learning in Focus

News from Year 2

We returned with high spirits upon the fantastic news that we would operate on site this year. The return of students to school has seen them adapt very well to the COVID-19 expectations, and students have clearly enjoyed being back in the classroom environment. Our wonderful year two students have settled in just fine!



HANDS ON LEARNING

Hands-on learning encourages multi-tasking through listening, speaking, touching and using senses to explore the environment. It also engages children in problem solving strategies and allows young children to interact with the learning materials and make mistakes as they learn in a practical manner.

The year 2 team has focused on student engagement to make this half term a great one. Our teachers are making good use of the brilliant smart



boards fitted throughout Primary School by using interactive resources in lessons. In the picture, a student is learning to recognise numbers in between as well as number patterns using an interactive number square.



The importance of having friends is invaluable and students celebrated friendships by making friendship bands. Creating friendships develops life skills that will increase your child's wisdom, confidence and self-esteem.



Challenging ourselves to always achieve a level greater than what we expect is beneficial to not only our mental health, but also to our personal well being. Challenge areas are being used in all classrooms to stretch our brains and teach our students how to solve problems independently.



Year 2's are well away on this year's learning journey and we are looking forward to a fantastic academic year ahead!



News from Year 3

This half-term, our young Year 3 scientists applied their newly acquired knowledge of healthy eating through an engaging experiment. They started by identifying and choosing items from different food groups based on their taste preferences. Afterwards, each group of children used Play Dough and rolled it into different food shapes, while taking into account the need to create a balanced diet that includes carbohydrates to provide them with the energy needed for their daily activities, protein for their muscle development, and fruits and vegetables for the necessary vitamins for their growth. This was truly a recipe for success.



During Topic this half-term, the children enjoyed a 'Hunters and gatherers' role-playing activity where they got to pretend to go back in time to the Mesolithic period, so they can experience the challenges of living in that era. The hunters' group first decided on a plan for

hunting each animal based on its size, speed and ferocity. Afterwards, they would use paper spears to hunt their prey. Meanwhile, the gatherers' group went on a scavenger hunt to find paper fruits and plants that would be safe to eat. Next, they would seek the tribe's wise chief who had a sheet with important details about each of the plant's benefits and dangers, since some plants would not be safe to even touch! The children left this lesson with a newfound appreciation for the first humans.



News from Year 4

Year 4 teachers have been so impressed with how sensibly the children come back to school and how well they have coped with the changes. Our fantastic year 4 students have continued to settle into their new classes and it has been wonderful to hear how hard they are all working.

Numeracy is all about fun in Year 4. We started this half-term by learning about Place Values up to 4-digit numbers. We, teachers, couldn't have finished the unit without having a fun activity where the children could showcase their excellent knowledge of the place value of 4-digit numbers. Children enjoyed representing 4-digit numbers using play-dough on the place value grid. Not only that, but Year 4 students also rocked while learning about the different methods of adding and subtracting large numbers. For example, children can count up/down to reach the next or previous 100 to find the difference between two numbers. Who said learning fractions is challenging? Not when you use students in finding fractions of amounts! YES, Year 4 students went on an outdoor lesson to learn about fractions of amounts using their group peers as objects! Didn't we say Maths is all about fun in Year 4?



This half term, Year 4 students had so much fun learning all about their bodies. The journey started by focusing on the functions of the Teeth and the Digestive System. Engaging learners by giving them the opportunity to explore the organs which make up their digestive system. Children were able to label the different organs and explain their functions including different types of teeth too. The students took part in different activities explaining the concept of the process that food takes from mouth to waste product! It was super exciting to visit the ICT lab to research the internet on how to keep their digestive system healthy. They also investigated various food groups within the food pyramid, listing healthy and unhealthy food items, as well as some knowledge about vitamins and minerals. Finally, they applied what they have been learning about through some mind-blowing projects that they were proud enough to bring to school and share with everyone else.

In PSHE, our awesome year 4 students practised the skills of critical thinking, questioning, deep listening and empathy building. They examined their identities in the world, looking at the relationship between who they really are and who they are told to be! Pupils discussed and explored the different influences upon their identities, exploring in-depth their own selves and the ways that they connect with people and present themselves to the world. Moreover, they learned about the roots of their own cultural identity and how to make their own choices about the things they like. Together, we had fun doing some activities which encouraged the children to engage in cross-cultural learning, exploring differences across traditions, whilst promoting inclusion and celebration of cultural diversity.



Our diligent children have been introduced to our new, interactive Literacy scheme of work on Active-Learn which is full of engaging pop-up fact boxes, animations, videos and supplementary texts. They have been presented to an inspiring biography of Neil Armstrong, the first man on the moon. They worked hard in the past few weeks to find out about the skills, personal qualities and experiences that prepared him for his big moment! Our imaginative children have shown their fanciful skills, fantasizing that they are young astronauts with a mission on Mars. They have envisioned the challenges that astronauts would face, and the personal qualities which they need to overcome those challenges. In grammar, they focused on the

effective use of pronouns and fronted adverbials and used these in their writing tasks to write a diary entry and a biography. They were able to use their solid understanding of the main features of the biography to write about the mission to Mars. They also had the opportunity to enhance their reading skills through skimming and scanning techniques.

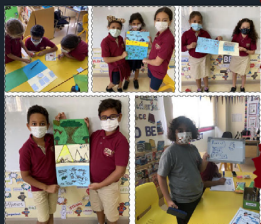


Learning in Focus

News from Year 4

This term in Topic, students were so enthusiastic to connect to their local environment. They had so much background knowledge about what we do to both harm and help our Environment! Learning about fossil fuels was a big hit with the Year 4 bunch! Many students had not really stopped to think about where all the energy we use comes from. And to think that fossil fuels come from the remains of extremely old plants and animals such as dinosaurs - what a shock! Students used their artistic talent to make posters to raise awareness about protecting our environment. We also created short skills to share our knowledge about burning fossil fuels and global warming.

Finally, the entire Year 4 Team wishes our brilliant students a relaxing and refreshing half-term break. We are all looking forward to continuing our learning journey together.



News from Year 5

Strive to Thrive in Year 5!

Our first term of 2021 is so rightly regarded as a resounding success amongst the proud Year 5 team. Our cheerful children have passed this first challenge with flying colours, not only in terms of academics, but also settling into their new surroundings with stuffed classmates. Please check out some of our earlier photographs below:



5D chose to pose in a more relaxed manner for their welcome picture.

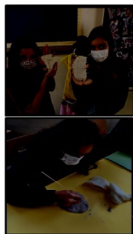
The Shang Dynasty

Aside from our essential studies of division and non-fiction texts, Year 5 learners had so much fun being exposed to and exploring new cultures and time periods in depth. This term, our BSEians delved deep into the ancient Chinese civilisation: the Shang dynasty. Using modelling clay, long toothpicks and gloves to preserve our oracle bone 'artefacts', we carefully and intricately carved the c.3,500 year-old letters and patterns into the clay under the supervision of our talented team of teachers. You will find our experts at work below.

Concentration is key during this challenge.

Rawya and Karma take pride in their creations.

This particular young lady went gloveless for the task!



Class 5E unknowingly re-enacting the scene behind them!

The glowing team spirit amongst Year Five teachers, co-teachers and students has been described as a 'whole vibe' by some of our students. As teachers, we work tirelessly to ensure the best possible provision is prepared for our learners. We are fully committed to utilising and supporting our strong group of co-teachers as we progress through our joint learning journey. We also enjoy passing the initiative on to our essentially soon-to-be Seniors where possible in order to establish independence, ownership and responsibility in their work.

TEAMWORK
Makes The Dream Work

Year Five absolutely succeeded in our mission to thrive this term. Based on our early experience together, it is clear that we are in for a very productive academic year. May the progress continue!

Learning in Focus

News from Year 6

A warm welcome back to school after what we hope has been a fantastic break for you all. We hope you have all had a great rest and are ready for the exhilarating challenges of Year 6! Year 6 is truly an exciting year as our transition process starts from day one! As each day goes by in the term, our pupils become more confident and independent learners. Get ready Year 6, our adventure has only just begun!

Our first few days...

We became detectives and true escape artists during our first week back! Our pupils worked hard to use their collaborative skills to complete different tasks. The Year 6's were given a STEM (Science, Technology, Engineering and Mathematics) challenge of stacking cups without using their hands! They were quick to devise a gripping mechanism only using strings and rubber bands! It was difficult at first! However, with perseverance and collaboration, they solved the challenge!



We also have some budding escape artists amongst our year group! Our stellar pupils worked



hard against the clock to complete a series of tasks to virtually escape an Escape Room. They had to solve riddles, crack codes and even complete a variety of Numeracy questions. More importantly, they worked in teams to make sure that they've successfully completed each level. It was quite intense, but they all successfully made it out!

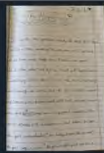
Mouldy Madness!

In Science, our pupils have become budding taxonomists by investigating classification. We've been studying Carl Linnaeus' work on how to classify living things. Our favourite Science experiment this term was to investigate the growth of mould. We hypothesized which environment do mould grow best in. We put our scientific investigation skills to the test! Check out our results!



Eye of the Wolf – Literacy Unit

In our Literacy lessons, we have been reading Eye of the Wolf by Daniel Pennac. Our pupils were captivated by the scenery and action-packed scenes. They even chuckled many times at the humorous scenarios the characters were put in! After reading, Year 6 worked hard to re-write the story using captivating story telling techniques. They challenged themselves to create an engaging flashback in their stories to provide background information on the character of their choosing. Their writing pieces have been wonderful to read as many have highlighted the importance of caring for our environment and the living things in our world!



On behalf of the Year 6 team, we have had a delightful start to the year! Keep it up Year 6, we cannot wait to explore the rest of our curriculum this year!

News from our House System and Activities

BSE Houses are Back!



Our first half term has had a fantastic start, the children have returned full of enthusiasm and have embraced our new school house system. Our houses are Balmoral, Cardiff, Stormont and Windsor. Each house consists of children across the school, with siblings placed in the same house.



News from our House System and Activities Coordinator

House points are awarded for model behaviour, effort in learning and other good deeds. Pupils also participate and compete for house points. Specialists award students with house point cards which students hand back to the class teacher to receive their tally points.



Children will take part in a range of activities that will accumulate points throughout the year. The total house points for the primary school is displayed in the corridor for all students to notice. Students will take part in updating the house display weekly.

At the end of each term, once all house points are tallied, the House points will be announced. In the primary school, Windsor is in the lead. Keep it up!

House points are tallied over the course of the year and displayed weekly on their class record displays. After students have been awarded house points, they have the opportunity to add their points into their class record weekly.



News from KS1 Art

Year 1

Learned to Understanding the difference between types of colours (Primary & Secondary)

And Knowing how to mix primary to create the secondary colours



Learning how to put colours in a circle with different sectors used to show the relationship between colors.
(Still Working on this project)

Year 2

Learned to Understanding the difference between types of colours (Primary & Secondary)

And Knowing how to mix primary to create the secondary colours

learning how to put colours in a circle with different sectors to show the relationship between colors and how Primary mix to get Secondary

(Still Working on this project)



Year 3

Learned to Understanding the difference between types of colors (Primary & Secondary)

And Knowing how to mix primary to create the secondary colors

learning that The colour wheel, sometimes called a color circle, is a circular arrangement of colors organized by their chromatic relationship to one another.

(Still Working on this project)



Learning in Focus

News from the Primary Music



Music in KS1

During this term we have learned about singing in a group and how to warm up (vocalize) before singing. We had so much fun watching videos and playing games to learn about the music elements such as Pitch, and how to recognize the high and low notes. We also explored Dynamics - how to sing both loudly and quietly and Beat & Tempo which is the speed of music.



Music in KS2

Students in KS2 have been very excited this year to return to our newly re-designed Music Classroom this year. While continuing to follow Covid guidelines, we have strived to find creative ways to make music together in our lesson. This term, children have been learning about the world of Body Percussion. Body percussion is a method of creating music using different parts of our body, making sounds by clapping, stomping, snapping and more. Making sounds with our bodies may sound simple, but creating rhythm while focusing on motor timing, coordination and using body awareness can be very complex. Students in KS2 have been having a lot of fun creating body percussion to some of their favorite songs, including, 'The Greatest Show' from Musical 'The Greatest Showman', 'Can't Stop The Feeling' by Justin Timberlake, 'Believer' by Imagine Dragons and many more.



Students in 6D performing Body Percussion to the song 'The Greatest Show'

News from the Performing Arts

In drama this half-term, we started with warm-up games like freeze frames, and sculpture and clay. These activities are designed to build confidence when working with others and be able to share ideas when creating drama.

Our aim this term is to create a drama based on a story.

Year 1 are learning to present a traditional play and become more confident with acting and talking in front of fellow peers.

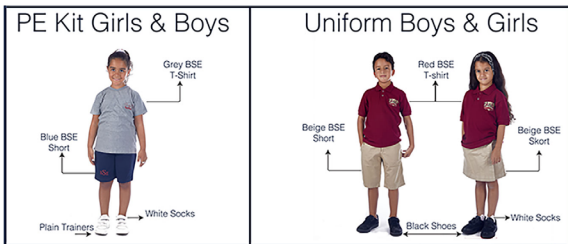
Year 2 are learning to re-tell the story, with the scenes in the correct order in which the events took place.

Year 3 are learning to play and perform Musical theater through improvisation and role-play.

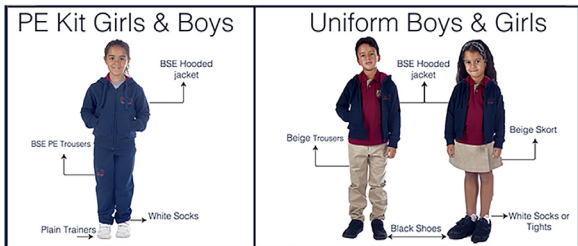


BSE Primary Uniform ONLINE SHOP

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Learning in Focus

News from KS2 Performing Arts

Over the course of this term our talented students learned more about the Stanislavski system.

Stanislavski Technique stems from his theatre practice and is still used by actors all around the world today.

The method is an actor training system made up of various different techniques designed to allow actors to create believable characters and help them to really put themselves in the place of a character. They learned many parts of the process like the importance of relaxation, concentration and The Magic if.

Stanislavski describes The Magic if as being able to imagine a character's given circumstances enough to understand what that character might do in any situation that arises. So when something happens to your character in the play you can understand how they would respond because you know so much about the world that they exist in.



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



News from the Primary Art Department

Our Year 6 Artists Used all their previous experience with painting techniques to create masterpieces. They enjoyed exploring mixing colors, shape and value! Well done everyone!



THINKING OUTSIDE OF THE BOX

Year 6 students ENJOYED creating different designs for patterns and lines

“
Logic will get you from A
to B. Imagination will
take you everywhere.”

ALBERT EINSTEIN

Our budding artists of Year 5 used their previous knowledge in painting and created different designs for landscapes and flowers. We were so pleased that they were able to design the background in a creative way by adding lines and patterns, using a black marker and paint colours.



The students of Year 4 created a design for their names inside a heart shape surrounded by different designs for patterns traced with black marker.



Learning in Focus

News from our French Department

BIENVENUE! WELCOME BACK!

Bonjour Chers Parents!

We have been delighted to welcome you all back for what promises to be another busy and exciting school year. Both the children and staff have settled into routines quickly and continue to look forward to attaining the highest levels of achievement and to thoroughly enjoy all that the school offers.



Year 1

Year 1 children have had super fun designing their French book's characters and labeling them in French. They also enjoyed identifying and naming colours in French throughout interactive amusing activities. We are really impressed by their ability to match each colour with its corresponding name in French.



Year 2

Year 2 children have enjoyed talking about their favourite celebrity in French. They surprised us with their impressive projects about different celebrities.



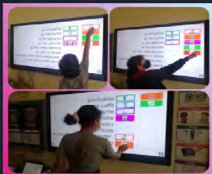
Year 3

Year 3 children had great fun learning about how to introduce themselves and someone else. They also used their imagination drawing the people and introducing them to the rest of the class. They identified the difference between "Il s'appelle ..." & "Elle s'appelle ..." (= His name is ...) & (Her name is ...)

Year 4

Our fantastic Year 4 children have been enjoying learning about colours and school objects in French.

They were determined to show what they have learned by listening to the colour name in French and indicating its position on the whiteboard. They also had a lot of fun unjumbling words to make a correct sentence using the school object's vocabulary.



Year 5

Our super duper Year 5 children had great fun learning about numbers and counting until 60 in French. They also learned to ask and tell the time in French, and talked about their daily routine throughout different interactive fun activities.



Year 6

Y6 children had a lot of fun talking about their favourite sport in French and giving their opinion about it. They also enjoyed learning the names of different foods in French and expressing their likes and dislikes through a variety of interactive games and activities on the smartboard. In addition, the children have spent amazing time learning the names of some European countries and their nationalities in French.



Learning in Focus

News from our French Department

FRENCH IN THE SENIOR SCHOOL

BIENVENUE! WELCOME BACK! Bonjour Chers Parents!

We are very happy to have started this school year with all of our students in class and not online. We have had a busy last few weeks where KS3 pupils have been preparing themselves for their baseline assessments and at the same time working on improving their communication and writing skills. They have worked hard, showed continuous effort and met

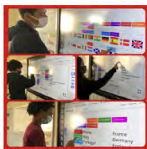
Year 7

Year 7 pupils had a lot of fun learning to recognise the number words for 0 to 30 in French with the engaging number worm and find the match activities.



Year 8

Year 8 pupils enjoyed learning about summer and winter clothes in French through a variety of engaging activities (e.g. crossword puzzles, find the match, associate the type of clothing with different kinds of weather, etc.). They learned to say the appropriate cloth to wear in different weather conditions. They also showed their knowledge of French possessive adjectives through a small quiz done on the

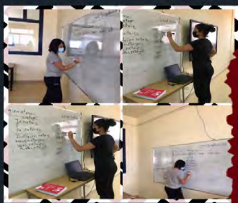


Year 9

Year 9 pupils have been enjoying learning about countries, flags, capitals and nationalities in French using a range of different interactive and enjoyable activities. They have been working hard in matching countries in French with their corresponding flags and capitals. They were also working on identifying the nationality adjectives and their agreement with the subject pronoun.

Year 10 & Year 11

Year 10 and Year 11 pupils enjoyed learning about how French verbs can be grouped into three different categories called groups and how to identify the three French verb endings.



News from Physical Education

During EYFS PE lessons we have been working on the following:

1. Personal development through following instructions and rules.
2. Physical development through different movements such as: Balance moving up and down stairs, skipping, hopping, walking, running, catching and throwing.

- Mr. Mohamed -



Learning in Focus

News from the Physical Education



During the first half term in KS1 PE lessons, the students have been working on skills such as agility, teamwork, etiquette, catching and throwing through a variety of games and activities. Rules and fair play are always addressed before PE lessons. The children have shown

amazing development from Week One until now and should be commended for their terrific effort.

- Mr. Doug -



During the first half term in KS2, we have been focusing on football, basketball and swimming across all the different year groups in KS2.

For our football and basketball lessons, we have been teaching our pupils specific drills and techniques to help them improve their overall skill base. These include - dribbling, passing and shooting. We have also tried to increase their knowledge of how/when to attack with the ball, and also how to defend and intercept the ball at the correct time. These skills and techniques are then encouraged to be used during games/matches.

Before playing, the pupils are always reminded of the rules of the class, and of the game. This is to encourage positive behaviour during our PE lessons, as all sports have a competitive edge. We always remind the pupils that participation and effort is just as, if not more, important than winning.

In Years 4-6 we started a 6 week programme of swimming lessons. For their health and well-being we covered swimming pool safety rules both inside and outside of the pool.

Baseline assessments were done to classify the classes into three groups (Dolphin , Shark, Crocodile) and we have been working on front crawl and backstroke techniques. We will use the end of the cycle to have a swim competition - all pupils will be able to earn points for their houses in a mix of fun and competitive events.

- Mr. Gary - & - Mr. Mostafa Y. -



In KS3 PE lessons students have been playing basketball, football and volleyball on a rotation basis which allows them to gain experience in each sport and apply a mix of skills and techniques in both sports. They have been working on various skills within these sports and then applying them in a game situation.

- Coach Bebo & Ms Esraa -



Learning in Focus

Teacher in focus...

In this new feature for the newsletter, I will be including some behind the scenes insights into our Teaching Staff who have hidden talents and interests. The first of these is an interview I had with a new teacher to The BSE, Ms. Esraa Awad. As you will see from this article, Ms. Esraa is a very highly accomplished footballer who has enjoyed competing and great success at the highest levels within her sport.

Tim Hoban (TH) - What are some of your earliest memories of sport & in particular football?

Esraa Awad (EA) - I remember when my parents took me to a toy store, I would always choose a ball. I had all kinds of ball sizes and colors. I would dribble the ball anywhere, even around the house. It's needless to say how many things I broke around the house.

TH - Can you tell me about where you first played football and what inspired you to start?

EA - I started playing in nursery school, I was just 4 years old and I just wanted to kick the ball back and forth with this boy who had the ball. I remember once he kicked the ball so hard it hit my nose and I started bleeding. I remember all of the teachers gathered around me and started to wash my face. I did not feel scared nor did I mind the blood. I just wanted them to let me go so I can get back to playing.

TH - Give me an overview of your playing 'history' and timeline of playing..... from club to National level.

EA - After that incident the football was with me anywhere I went. Eventually I played for my school team where I lived in Kuwait. I was in year 5 when I was the only girl selected

for the team. And I was also chosen to be team captain. It's needless to say that it was super hard to be team captain on a boys team.

They didn't like me and they weren't too cooperative but I proved them wrong and earned my place. It was also hard with the opposing teams but my teammates had my back now and we won many tournaments. I was also captaining the girls high school team when I was still in primary school.

I moved back to Egypt when I was 15 and started my professional

career. At 15 I played in the top league with the first team. I played for 3 years for Vacsera club which was a middle table team. Then I played for Dakhleya club for 5 years where we placed 2nd and 3rd in the league after fierce competition with much more experienced teams.

I was selected for the National Team in 2007 after being runner up in the top goalscorers even though I am a midfielder. In 2010 I was voted as Egyptian footballer in the league. In 2011 I moved to Wadi Degla for 9 seasons, during this time I won 7 Premier League, 1 Egyptian cup title, We won the Discover Football Berlin Tournament and the International Lebanon Tournament.

In 2019 I moved to SAK to play for one season and then to Mostaqbal Watan for another season where I scored 8 goals and assisted 14 goals.

TH - How would you describe the first time you were selected for the National team?... Can you remember how you found out you had been selected?

EA - I had dreamt of playing for the national team for as long as I remember and dream of the day where I would represent my country. I was called up in 2007 after a remarkable season with my then new team, El Dakhleya club. I got a call from my coach and he told me that I have been selected for the National Team.

The team will then be selected from that squad. I went to the camp and it was during the hottest days of the summer. We would train at 5 am and at 3 pm. We would play friendlies at

noon in August. I fought hard to earn my spot amongst many experienced players who were older than I am. I was finally selected and played my first International tournament in 2007. It was the north african cup in Tunisia.

TH - Describe the emotions that you experienced when playing for the National team... This was the result of lots of hard work and dedication to playing and you had reached the top of your sport.... So how did it feel to have achieved that goal?

I felt unstoppable but I felt that I still had so much work to do. It was a great feeling to play against some of the players that I have been watching on TV a few years ago. It was an accomplishment to be praised by the experienced players on the Egyptian national team that I looked up to.



Learning in Focus

Teacher in focus...

I had dreamt of this moment since I was a child and my push increased when I started playing professionally. I had faith in myself and when my hard work paid off I felt that I was extremely happy but I knew it was not the end of my dream but just the start because I had so much more to accomplish and dreams to fulfill.

TH - As a professional football player can you describe a 'day in the life of' how did you balance the training and keeping fit as part of your daily routine?

EA - A daily routine of a footballer is a tough one as you are forced to let go of things that a normal person of your age would be doing. During the summer I could not enjoy more than 5 days off as I would be preparing for a tournament or starting pre season training. During competition time you cannot enjoy eating whatever you want as you have to mind your diet and you cannot go out a lot because you need to rest as much as you can between training sessions. Usually in the morning I would wake up and have breakfast before going to the gym for 90 minutes. Then going home to rest and have lunch before my main football session. After that I always took ice baths even during the winter as this is part of my recovery routine.

TH - Who has been your toughest opponent..... Teams or individuals?

EA - The toughest opponents were the Ivory Coast National Team and the 3 wingers that played against me on that day. One of those players played for Barcelona at that time and I excelled against them even though I was playing as a Left Back which is not my original position.

The Ivory Coast team was just representing Africa in the 2015 Women's world cup before playing against us in the final round of the African Cup of nations qualifiers in 2016. We won 1-0 in Egypt where I was named best player of the game according to the attending fans. After losing the away game 2-1, we qualified for the African cup of nations for the first time in 18 years after winning on aggregate 2-2. And this was the proudest moment of my career. This was in 2016 and the tournament was held in Cameroon.

TH - What are your ambitions and what would you like to see done - particularly for women's football in Egypt?

EA - I want to transform into a coach that can help the players to evolve professionally and mentally. I want to be able to set a good example for my players and turn them into resilient women who believe in themselves. I would like to see women's football get the same effort and attention as the men's game because Egyptian women are full of talents and skill and they deserve more opportunities..

TH - What would your message be to young footballers, with an ambition to play at the highest level?

EA - "Mentality is everything. The hardest battles you will face will never be won if you do not have the mentality of a strong fighter who is confident in themselves. During your career many people will tell you negative things but you cannot let them pull you down.

Turn those negative comments to fuel that feeds your fire to succeed. Talent is nothing without hard work, consistency, sacrifice, motivation, dedication and determination.

Believe in yourself and work hard endlessly and dream big because anything is possible".

TH - Thank you to Esraa for sharing her insights, vision and passion for the game. As a school we are very fortunate to have Esraa join the teaching team and we are certain that with her enthusiasm, dedication and commitment to PE, Sport and Football it will be extremely positive for our students.



Learning in Focus



End the Stigma

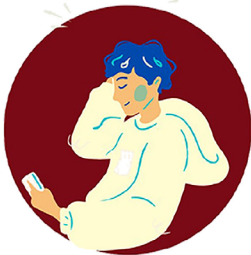
Let's talk about Mental health.

We also implement a positive behaviour management system which is complemented by the use of a reward system, the BSE Monopoly. This is tied with the House system, where a pupil gets 15 Housepoints to get a chance to 'roll the dice'. The pupil then lands on a certain area within the Monopoly board and wins a reward which is universal and can be used across lessons. In addition to our reward system, we apply consequences- but we usually prefer rewards to consequences!

For the half-term ahead, we will be planning special events such as Anti-bullying Week in November (Week commencing 14th November). Letters with more information will be sent to parents to discuss the plans for the week prior to the date. Examples of celebrations will include donations as well as a dress up day, in addition to workshops. We will be wearing blue for Anti-bullying week.

The BSE Pastoral and Behaviour department are dedicated to fostering the development of all students using a holistic approach. Our program aims to foster the individual needs of students to allow them to become 21st century citizens. The Pastoral and Behaviour department entails a set of programs and policies, such as the behaviour policy. The department also follows up with the Socio-Emotional Learning curriculum. We ensure the delivery of pastoral and welfare aid to BSE pupils which exceed the expectations of students, parents and staff.

Our approaches are proactive as well as preventative. We offer 'open door' personal support, counseling, behaviour support, guidance as well as mentoring. We firmly believe in Whole-school approaches and we implement them carefully to ensure the well-being of all students. In addition, we develop a supportive school and classroom environment as well as ethos using early identification and positive interventions.



Seek Support

Free Counselling and Behaviour support sessions

For more information regarding our support kindly contact:

Mrs. Farah Samir - Head of Pastoral & Behaviour
Email: Farah.samir@bse.edu.eg
Mob: 01064872226

Ms. Habiba Abouelmagd - School counselor
Email: habiba.abouelmagd@bse.edu.eg
Mob: 01064872226

Ms. Nourhan Ayman - School counselor
Email: nourhan_ayman@bse.edu.eg
Mob: 01064872226

Learning in Focus





Well done

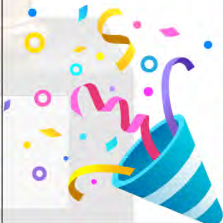
for exceeding our Green expectations!
Gold and Silver Students!



Last, but not least, we would like to take a moment to congratulate the following pupils for their continued effort this half-term!

Year 7	Year 8	Year 9
Adham Nadeer 7A (Gold) in English	Abdelrahman El Nagdi 8F (Gold) in Science	Abdel Rahman Becker 9E (Gold) in English and (Silver) in Science
Ahmed Ramey 7A (Silver) in English	Abdulrahman Abdel Fattah 8B (Gold) in English	Adam Gassir 9F (Gold) in French
Ahmed Wahid 7C (Gold) in English	Abdulrahman Regan 8E (Gold) in Science	Adam Fady 9C (Silver) in English
Aka Tamer 7A (Gold) in English	Adam Amgad 8A (Gold) in English	Adam Sleem 9E (Silver) in English
Amira Ahmed 7B (Gold) in Maths	Adam Amgad 8A (Gold) in English	Ahmed Gasser 9D (Silver) in Science and (Silver) in English
Anwar Wael 7C (Gold) in English and (Silver) in Art	Adham Fawzy 8C (Gold) in English	Ahmed Tamer 8A (Silver) in English
Andrew Ramzi 7B (Gold) in English and Maths	Ali El Anany 8E (Gold) in Maths	Aley El Anany (Silver) in Arabic
Bahad Hany 7A (Gold) in English	Ali Omar 8A (Gold) in English	Ali Abouamro 9 (Silver) in English
Belal Karm 7B (Silver) in English, (Gold) in Maths	Ali Elsayed 8D (Gold) in English	Ali Wael 9C (Silver) in English and (Gold) in Arabic
Fahd Labana 7A (Gold) in English	Aliya Ghareeb 8C (Gold) in English	Ali Zaki 9C (Silver) in English
Farida El Kady 7C (Gold) in Art	Jaya Lofly 8F (Gold) in Science	Amr Haimy 8A (Silver) in English
Farida Hazem 7F (Gold) in Science	Farida Abdel Motal 8E (Gold) in Science and Maths	Angelina Michael 9E (Silver) in English
Hana Hazem 7C (Gold) in Art	Farida El Wakeel 8B (Gold) in English	Bassel Mohamed Yahia 9F (Gold) in French twice
Hayo Mourad 7C (Silver) in English and Art	Hamada Ayman 8F (Gold) in Science	Basma Dousta 9A (Silver) in English
Jana Mohab 7F (Gold) in Science	Haneen Omar 8F (Gold) in Maths	Dann Hany 9F (Silver) in Chemistry and (Gold) in French twice
Karen Yousef 7B (Silver) and (Gold) in English	Issam Saad 8F (Gold) in English	Fizz F1 Di Labana 9F (Silver) in English and Arabic
Khadja Mostafa 7B (Silver) in English	Jana Moged 8A (Gold) in English	Fathy Rafik 9C (Gold) in English
Laila El Barazi (Gold) in English	Jana Naguib 8A (Gold) in English	Fahdy Hassan 9F (Silver) in English
Laila Gannoury 7A (Silver) in English	Karema Refai 8E (Gold) in Science	Gamal Yasser 9F (Gold) in Arabic, (Gold) in Science and (Silver) in English
Laila Street 7A (Gold) in English	Laila Alsayid 8D (Gold) in English	Hanna Rich 9E (Silver) in Maths
Lara Raza 7B (Silver) in English	Laila Anaf 8D (Gold) in English	Judy Ahmed 8A (Silver) and (Gold) in English
Mahmoud Al Deouayy 7A (Silver) in English	Lily Talast 8C (Gold) in Religion	Lana Abdel Kader 8A (Silver) in English twice
Mahmoud Ali 7B (Gold) in Maths	Mahmud Abdel Razouf (Gold) in English	Lily Salwa 9C (Gold) in English twice
Mahmud Ahmed 7C (Silver) in English	Maya Hazem 8E (Gold) in Science	Mahab El Barazi 9E (Silver) in English
Marwan Abou Tria 7B (Silver) in English	Mazen Farrag 8B (Gold) in English	Mahab Amr Aly 9F (Gold) in French
Marwan Mostafa 7B (Gold) in Humanities	Mehmet Mounir 8A (Gold) in English twice	Mahab Amr Rashed 8F (Silver) in Arabic
Maysa Abou El Fadl 7D (Silver) in English	Mohamed Abdel Razek 8D (Gold) in English	Mariam El Kady (Gold) in French
Maya Hassan 7B (Gold) in Maths	Mohamed Adnan 8F (Gold) in Science	Mona El Ahy 8A (Silver) in English
Maya Tarek 7A (Silver) in English	Mourad Sherif 8F (Silver) in Humanities	Mostafa Ahmad 9F (Gold) in French
Micah Hany 7C (Silver) in English	Nadia Hossain 8C (Gold) in English	Moustafa Zaki 9F (Gold) in Arabic
Mohamed Awar 7A (Gold) in English	Nour El Din Gamal Ahmed 8B (Gold) in English	Nadim Samra 9F (Silver) in Chemistry and (Gold) in Arabic
Mohamed Radwan 7C (Silver) in English and Art	Omar El Wakeel 8F (Gold) in Science	Nour Eddin Sabra 8A (Silver) in English
Mohamed El Daly 7B (Silver) in English	Omar Hassan 8F (Gold) in Maths	Omar Amgad 9F (Silver) in English
Mohamed El Barazi 7A (Gold) in English	Hafiz Rashed 8F (Gold) in Science	Omar Mero 8A (Silver) in English twice
Mohamed Gannah 7D (Gold) in Maths	Heerh Hesham 8F (Gold) in Science	Omar Moharram 9A (Silver) in English
Moustafa 7B (Silver) in English	Salma El Shuhad 8B (Gold) in English	Princess Aasha Karola 8A (Silver) in English
Mostafa Aly 7B (Silver) in English	Sandy Zakaria (Gold) in English	Rafael Shabana 9F (Silver) in English
Mourad Hassan 7A (Gold) in English	Salem Fathi 8E (Gold) in Maths	Tamara Mostafa 8A (Silver) in English
Muhammad Aly 7B (Silver) in English and (Gold) in Maths	Selim Mounir (Gold) in English	Yassin Amr 8D (Silver) in English
Nour Mohamed 7B (Gold) in Maths	Selva Sherif Hassan 8A (Silver) in Science	Youssef Abdel Fathi 8A (Gold) in English
Omar Kandil 7B (Silver) in English	Tareq Zayed 8F (Gold) in Science	Youssef Abou Fadi 9C (Gold) in French
Omar Mohamed Samy 7B (Gold) in Maths and English	Ummakursum Yahya 8C (Gold) in English	Youssef Waleid 9A (Silver) in English
Omar Zeinoun (Silver) in English	Yassin El Banna (Gold) in English	
Omar Mohamed 7D (Silver) in English and Maths	Yassin El Ghandour 8F (Silver) in Art	
Safaa Abdelaziz 7B (Gold) in Maths	Yassin Mazen 8D (Gold) in English	
Salma Wahid 7F (Silver) in Science	Yassin Zharahdin 8B (Gold) in English and Science	
Sara Fady 7B (Silver) and (Gold) in English and (Gold) in Maths	Youssef Karan (Gold) in English	
Sarah Ayman 7A (Silver) in English	Youssef Karim 8A (Silver) in Maths	
Sarah Yasser 7C Two (Gold) in Art	Youssef Maren 8B (Gold) in English	
Serine Mohamed 7C (Gold) in English	Youssef Saher 8E (Gold) in Science	
Taher Ahmed 7B (Silver) in English	Zana Osama 8C (Gold) in English	
Tas Ahmed 7A (Silver) in English		
Tia Fady 7C (Gold) in Art and (Silver) in Religion		
Yahya Yasser 7E (Gold) in Maths		
Yahya Yasser 7C (Silver) in Humanities		
Yassin Karim 7D (Gold) in English		
Youssef Awar 7A (Gold) in English		
Youssef Eiman 7A (Gold) in English		
Youssef Eiman 7C (Silver) in English		
Ziad Saleem 7D (Silver) in Humanities		

Learning in Focus



In addition to being the Head of Primary, I am delighted to formally introduce myself as the Head of the Assessment, Learning and Development Department, known throughout the school as the ALDD. My journey with this department began this term. However, the concept of caring and providing for the children with additional learning needs has always been embedded within the ethos of The BSE. The school prides itself on being inclusive. It is apparent how passionate The BSE staff and the ALDD team are in providing the appropriate provision to allow every child to experience personal growth and success.

The department focuses on identifying and developing areas of need for each individual pupil. This may be within either an academic, behavioural or social capacity or a combination. There are many successful interventions available to help support pupils. I am excited to announce that the ALDD team will roll out a new systematic reading intervention programme called 'Toe By Toe' from the next half term.

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TOE BY TOE®

What is Toe By Toe?

Toe By Toe is a small red book designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.

Keda Cowling is the founder and chose the name Toe By Toe to signify that students make progress by the tiniest steps - one toe at a time. However, even though the steps taken are small, students can clearly measure progress right from the first page. Confidence and self-esteem are boosted as a result.

The unique syllable division employed by Toe By Toe is straightforward to use. Once the sound of a phoneme has been

tiniest steps - one toe at a time. However, even though the steps taken are small, students can clearly measure progress right from the first page. Confidence and self-esteem are boosted as a result.

The unique syllable division employed by Toe By Toe is straightforward to use. Once the sound of a phoneme has been taught using the 'polygons (nonsense words), these rules can then be applied to any multi-syllabic word, and students find a whole new world of reading opening before their eyes.

Regardless of the nature of students' literacy difficulties, they can be taught to read using Toe By Toe. The rapid improvement in the reading age is truly astonishing!

We are very much looking forward to launching and implementing this effective intervention programme with selected pupils and

For further details of the programme, please visit the Toe By Toe official website on the link provided below.

<https://toe-by-toe.co.uk/what-is-toe-by-toe/>

Kind regards,

Ms Jay Wilmott
Head of Primary School and ALDD

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.

diversity
IS HAVING A SEAT AT THE TABLE.
inclusion
IS HAVING A VOICE. AND
belonging
IS HAVING THAT VOICE BE HEARD.

Learning in Focus

News from Senior School

Message from the Head of Key Stage 3

Welcome to Key Stage 3!

Our department is full of thrills, new routines and new skills to master.

During the upcoming year, students in Years 7 to 9 will be preparing themselves academically, socially and emotionally for their examination years in Key Stage 4 along with the rigour of finding a balance between activities such as sports, art, music and their studies.

In Key Stage 3, we are studying the foundations of core and specialist subjects that will be options for them in Key Stage 4. Especially in Year 9, where every moment in every subject counts. Their expanded science subjects, a deeper understanding of their humanities topics, and the focus on past papers performance ensures a smooth performance ensures a smooth progression into upper secondary school.

However, that does not mean that we do not have any fun and games! Armed with our new Promethean smart boards and various digital international subscriptions our pupils are better aligned with the British curriculum and have more exposure to engaging resources and events that pertain to their studies.

The upcoming months will be offering opportunities for pupils to shine - Maths Week, Science Week, French Week and Book Week are among the events that we have scheduled on the calendar. During these times pupils will have the opportunity to showcase their knowledge to us and to their peers, and have opportunities to be motivated by the awarding of house points and prizes.

Join me in congratulating our pupils for the exemplary effort they and our Key Stage 3 staff have been investing during these first few weeks of school and watch this space for more to come!

Many thanks,

Ms. Mushira Sabry
Head of Key Stage 3

KS3 Maths Department News

The BSE Maths Department is looking forward to a wonderful 2021-2022 school year. We are dedicated to the success of your children in mathematics and we have already a great start to this academic year.

The curriculum in 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 start their IGCSE qualification. Student performance is reviewed regularly and used to support each student to reach the next step in their journey.



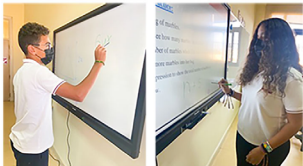
Students in Year 7 and 8 begin working the year working with types of numbers, learning how to calculate Highest Common Factors and Lowest Common Multiples of number pairs, rounding, estimation, order of operations, and square and cube numbers. They have also learnt how to simplify algebraic expression and how to change the subject of the formula.

Students in Year 9 worked with multiple topics from their Cambridge Pre-IGCSE curriculum like types of numbers, percentages, fractions, compound interest, money exchange, limits of accuracy, standard form and sets. Students practice exam-style questions in all classes and receive guidance on how to solve them according to CIE mark schemes.

We are pleased to use the newsletter to showcase with you some of the engaging learning activities that have been taking place in KS3 to bring the subject to life.

Students are enjoying interacting with the smart board while simplifying Algebraic expressions as it can provide students with an enriched learning experience by projecting visual elements. It also makes differentiated learning much easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board.

In addition to that, a student's learning experience is enhanced by technology because of its ability for students to view diagrams, charts, videos, and more right on the huge screen in videos, and more right on the huge screen in front of them. Their learning comes to life, and many students find it more fun to learn than ever before.



Students working in groups, using effective communication skills to solve questions involving changing the subjects of formulas in Algebra.

Learning in Focus

News from KS3 Science Department

News from KS3 Science Department

Science team would like to welcome Year 7 to the senior school together with Year 8 and Year 9. We have been working hard to allow for a smooth transition for all students in KS3. We would like to convey our appreciation to all the teachers for their effort and support. It is also to our pleasure as a science team to welcome Mrs. Esraa Bahaa to our department and we are looking forward to a great year ahead for all.

In Years 7 and 8 we will be focusing on Biology in the first term to give our students an in-depth understanding of the natural world, help them to learn how to conduct and research, organize and think critically.

Year 7

Students learnt about cell theory, one of the most important tenets of biology as cells form the basis of all life. After observing different cells under the microscope in the biology laboratory they were able to differentiate between plant & animal cells using cell parts.

Students also learnt about Plants, different parts & functions of flowering plants. With hands-on activities they learnt the life cycle of a flowering plant that includes sprouting, developing roots, stems, leaves & flowers, reproducing & eventually dying.



Year 8

Good nutrition helps students show up at school prepared to learn. Students have learned to make healthy food choices, the need of different food groups & possible deficiency diseases in case of malnutrition.

Students were excited to conduct lab investigations to test food for nutrients.



Learning in Focus

News from KS3 Science Department

Year 9

Year 9 students have been working hard to adapt to the challenges of this year.

Students have a wide variety of learning resources. This includes Study notes and classified past-papers for practicing exam-style questions in preparation for their Pre-IGCSE exams. There are other resources on google classroom including recorded videos and PowerPoint presentations to help them in revising.

News from the Department English & Humanities

This year our department has experienced an overhaul with the introduction of new and experienced members of staff and the reputable Pearson curriculum. This curriculum offers more opportunities for students to stretch their knowledge and create through its heavily differentiated curriculum and contemporary topics and skills offered. Throughout their studies, pupils will be able to view their world and communicate their understanding of it through the English language more proficiently and with finesse.

Narratives, descriptive presentations, speeches, tension, mechanics, accuracy, myth and legends are all jargon that you will encounter bouncing back and forth in our English classrooms!

For Year 9, this year proves to be a challenging one – as they will be preparing themselves for the Pre-IGCSE examination to come. Provided with the past papers and the extensive experience of their teachers, they are on their track to reach their best potential and excel on their assessments this year. Enhancing writing skills, getting examination tips, and advice on how to get extra time in exams are some of the unique advice that students at the BSE are receiving from their teachers.



News from KS3 Art

Outline of this Term (1.1)

As we approach the end of this mid-term I would like you to have a glimpse of our art classes.

In week1, students started this term by having basic art assessments which helped the teacher understand students' art skills and abilities. KS3 learners refreshed their understanding of how to use line and shading to create form, shape and pattern using pencil and drawing from still life objects.

In week2, following the basic art assessment, students practised the art element Values, by gradually shading from dark to light and then applying it on a drawing.

In weeks 3 and 4, students were introduced to Op Art, where they had so much fun challenging their eyes and brain.



Omar Samy - Year 7B

While in weeks 5 and 6, students started learning about watercolour and how to create a beautiful, cheerful background, adjusting the background they have created to design a complete artwork by silhouettes.



Farid Tamer - 9A



Jana Hossam - Year 8C

Learning in Focus

News from Computer Science Department

Autumn Half-term (Oct 21)

In the primary school, our pupils are being exposed to a wide range of learning experiences that suits their age to help them build the solid foundation they need in computing. This starts from the very basics like how to effectively use the keyboard and mouse, learning about E-safety, using block-based programming, "Scratch", to create their own animations and games, as well as reaching an advanced level and learning about the world's most-powerful image editing software, "Adobe Photoshop", pupils have learnt about the uses of the program, photo retouching, photo compositing, digital painting, and graphic design, and they have also learnt the core concepts of the program and how to think as a graphic designer in order for them to be able to use the program professionally and create amazing work.

KS3 students are experiencing a different and powerful tool that encourages them using their imagination and skills, SketchUp is a 3D modeling software that's introduced to them in simple tools and functions. Students have learnt to use SketchUp tools to serve the idea they want to make in 3D.

News from KS 4 & 5 ART Department

As line is the most visual element to define shapes and objects, KS4 students started this academic year by promoting their skills and techniques in line drawing to help them observe and create complex artwork to meet Cambridge Art and Design Objectives.



(Moirra Lisi, Farida Mohab, Malak Abdelazim, Yr 10A)

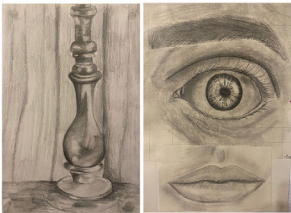
Year 10 students creating their individual art booklets that will include their own art experience in using different art mediums. The booklet theme is "Plants" merged with natural and human forms using various coloring techniques.

Jana Sanad

Year 12 Pencil Shading

Still life objects and Face features.

Subtle details are demonstrated through using toning and shading of different grades of professional pencil shading techniques.



News from Mr. Magy Tadros

This half term has seen a few highlights in KS 4&5

1. Starting the term off with some incredible results that reflected the true effort and dedication of pupils and BSE Teachers during another challenging and disrupted year. We continue to be incredibly proud of the achievements of our pupils and staff.
2. Pupils have transitioned well to the Phase 2 Covid protocol restrictions. They understand the importance of maintaining operation on campus and have complied well with our expectations. The positive result of this is we have experienced little or no disruption to learning since we moved to our Phase 2 plan, early on in the academic year.
3. We are pleased to report that following an Adjustment to the Ministry of Education's University Entrance requirements and the introduction of a foundation year for University degree courses, a number of our Year 11 students managed to successfully join reputable universities. As per the new decree signed between the ministry of education and the supreme council of higher education to allow year 11 students to join universities if they have finished the required subjects.

Due to the flexibility of the BSE programme, we are able to prepare our pupils well to take this route and also prepare them well to complete Year 12 and go onto reputable international universities of their choosing.

Coming Key Dates

Last week of term will go through the end of term assessments. This is considered as important as a Mock. We have stressed that it is very crucial for students to take this exam for several reasons, particularly in the event that any of the physical exams are cancelled and replaced with centre assessed grades. All data we gather throughout the year including the tracking of attendance, quizzes and exams will be taken into consideration when awarding centre assessed grades.

We are planning to host university Fair in the coming weeks to support our pupils with their decisions about what steps to take after their time at the BSE is completed.

Learning in Focus

**BSE Senior School
Uniform
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BSE Senior School Summer Uniform

PE Kit Girls & Boys



Uniform Girls & Boys



BSE Secondary School Summer Uniform

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Learning in Focus

https://bse.uniform-locker.com/en_US/accounts/login

Phone : 01112550770

Email : customerservice@uniform-locker.com