The British School of Egypt

Winter Term Newsletter

December 2021

Message from the Executive Principal

As we are approaching winter break, I would like to thank students, staff, and parents for contributing to the BSE community that we are all so proud to be part of. We have had an excellent first term with many opportunities for our students to grow and develop their skills inside and outside of the classroom. I am sure you will join me in thanking all of the staff who have made these opportunities possible.

As we move into term 2, we are planning to continue to minimize the disruption caused by the pandemic and maximize the learning opportunities and steadily reintroduce the involvement of parents on campus where possible. As always, we will continue to monitor the situation very closely and keep the safety of our community in mind, but meanwhile we are already making plans for class assemblies, school productions and a wonderful Spring Festival on campus, so please watch this space.

I am pleased to report that we received an overwhelming response from parents who wished to join the Friends of the BSE initiative. To ensure the meetings are manageable and constructive the maximum number of participants this year has been set at 30. The final group has been selected and is made up of a well-balanced selection of mothers and fathers from across the school. Our first meeting took place on the 5th December, where a wealth of ideas and suggestions were shared. I am excited to be working with the group, and looking forward to engaging all parents in participating in the events, activities and ideas that we look to develop over the terms and years to come. So if you applied and didn't get a chance to join the meetings this year, please be assured there will still be lots of opportunities for you to get involved in the school life and upcoming events.

In term 2, we will be introducing an enrichment program for our seniors school pupils.

The enrichment program enables students to realise their potential in a variety of settings beyond the classroom. Students will develop a sense of self-awareness and an understanding of the BSE and BSEian community needs and opportunities. They will also learn how to apply their talents and skills to make a positive impact. Some of the planned activities will be aimed at helping to better prepare them for university and the working world. This will include a range of initiatives in school for them to choose to be a part of, alongside some community based activities.

I will also soon be sharing a survey with parents to see if any of you are willing to host a senior school pupil for a week of work experience in term 2, which we are hopeful will be the start of an annual programme at The BSE.

I look forward to updating you as term 2 progresses.

I would like to take this opportunity to wish you all a safe and relaxing winter break.

Warm regards,

Yasmin Tabram
Executive Principal



Learning in Focus

Message from the Principal

Dear Parents, Students and The BSE community

The Autumn term is always described by staff as the most challenging, new colleagues and staff to schools, new routines and systems to adjust to, new classrooms, new resources, new policies and practices plus the added responsibility of new classes of students to teach and get to know it is never easy.

When combined this year with the added uncertainty surrounding the ongoing worldwide pandemic and the associated restrictions on travel and how schools operate plus the ever changing adjustments to regulations and working practices - this is most certainly not a straightforward term in school.

Our students and staff adapt, they are flexible and always demonstrate a willingness to look forward and succeed - and because of this approach despite the challenges the Autumn term at The BSE can provide it has been hugely successful. We have enjoyed a long period of students returning to lessons on campus, we have been able to reintroduce many of the subjects like Art, Music, PE, Drama and IT that were not possible last academic year and we have seen the resumption in the use of some of our specialist areas of the school such as the school libraries along with the opening up of the science and IT labs.

Whilst we have all become much more used to new working practices and aspects such as the wearing of masks and the regular sanitising of hands have become 'normal' - it has been good to experience the school operating fully. To be able to enjoy a rich, broad and balanced curriculum again is very rewarding.

Looking forward to the spring term there is even more to look forward to as we plan to gradually reintroduce our year group assemblies and also the regular PE department led after school activity programme.

I would like to extend my personal thank you to all parents that have continued to support us throughout this term. Parents that have consistently ensured our uniform expectations are met and who regularly reinforce our behaviour policy and expectations at home are very valuable to us as a school and are greatly appreciated. There is no doubt that a positive and jointly focussed partnership between home and school is essential to our success throughout this year.

In the last newsletter we featured one of our new members of staff Ms Esraa Awad and put the spotlight on her International Football playing career, in this edition we feature Mr Shaun Lawes and discuss his passion for music, live performances and what it is like having his own music played over 1 million times on Spotify.

Please enjoy the well earned break over the next few weeks, encourage your families and children to rest and recharge but also to play their part in limiting the spread of coronavirus within their circles and communities. I very much look forward to seeing you all back in school in early 2022 for the start of another exciting and rewarding term.

Kind regards
Tim Hoban
Principal



Learning in Focus

News from Early Years

Welcome to EYFS – We're Celebrating our 1st Term in Early Years!



Learning in Focus

Helping your child to learn through play

Your child is growing and learning so you can support this through play and encouraging them to explore the world around them. Your child's world expands fast with new horizons and experiences – and as their mum, dad or carer, you will want to do all you can to help your child play and learn as well as keeping them safe.

Playing with young children can be demanding but at the same time satisfying, as you can see immediately how they take on board what you say and do with them. Two of the most important things you can give your children are time and positive attention – by playing with them, noticing what they are doing and praising the efforts they make.

Exercising their increasing independence and mobility means young children can quickly put themselves into danger so they need to be closely monitored. It is also an age at which their temper can manifest itself in the infamous toddler tantrums, but it does not mean that they will act this way their whole life and there is advice being emailed separately on how to handle these.



Enjoy Story-Time with 'picture books'.

Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Sharing wordless books with a child provides an opportunity for literacy-rich conversations. Each "reader" listens and speaks and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected.

Below are a few tips for sharing wordless picture books with your child:

· Recognize that there are no "right" or "wrong" ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates his own story (or stories!) from the same pictures.

· Spend time looking at the cover and talking about the book's title. Based on those two things, make a few predictions about the story.

· Take a "picture walk" through the pages of the book. Enjoy the illustrations, which are often rich with detail. Look carefully at the expressions on characters' faces, the setting and the use of color. Talk to each other about what you see. These conversations will enrich the storytelling.

· Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.

· Go back through the book a second time and get ready for some great storytelling! Consider going first and acting as a model for your child. Ham it up! Have characters use different voices, add sound effects and use interesting words in your version of the book





Pre-F

Creating Slime - It's easy to understand why slime has become such a popular resource with children in the last couple of years. Squishy, stretchy, jiggly or like putty, it's fascinating to manipulate, deeply mysterious and curiously addictive! Cognitive Skills are used as playing with slime allows children to experience the texture and the sensation. Once they experience it, then they can describe it with words and their own thoughts. Fine motor skills are developed while children are squeezing, pinching, picking up, and moving the goo back and forth. This activity will not only strengthen their small muscles, but it will help develop their pencil grip, which sets them up for greater success when manipulating a pencil.







Cross Curricular Learning – Meet our very own 'Little Firefighters' – Pre-F children were learning all about Firemen in UW and Literacy. During EAD they talked about fire and what colours they can see in it and they learnt about colour mixing. During story time they listened to the story 'Charlie the Firefighter' and were able to explain the story by describing the pictures. Then in pairs they created their very own fire by mixing red and yellow paint with their hands to get orange. By working collaboratively, they developed friendships with other children. They also tried to put out their own fire using water balloons, by throwing them at a 'fire' target!

News from Early Years

Learning in Focus

Child initiated Play

Child-initiated play supports children in having ideas and being in control of their learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so. This is supported by the characteristics of effective learning; encouraging the way in which children learn and as you can see they are having great fun!





Foundation Stage 1

CLTM - Creative Learning through Movement was introduced to EYFS this year. It is a somatic approach to social-emotional learning for children which integrates motor, cognitive, and social-emotional learning. The children solve movement puzzles, generate and develop ideas through doing, and inventing movement solutions. The children had so much fun learning through this concept to connect one idea or action to another using a range of connections. The children were divided into 2 teams. One child took a turn behind the board, with 2 holes to fit their arms, trying to stick the facial features correctly (eyes, nose and mouth). The team supported by handing the features one by one and guiding for the correct place, building thinking skills, concentration and attention span. Well done everyone, you all worked hard within your team.




People Who Help Us - in Understanding of the World we reflected on what we have learnt about different people who help us in our community. We used the interactive ViewSonic Board to answer questions.

Story time – story time is always a fun time and as you can see it's even more fun if you take it outside! Children talked about different characters in the story; the setting of the story and they tried to predict what might happen next. Children were fully engaged and enjoyed their story time in the garden!







News from Early Years

PD – Physical Development -

During our PE lessons, we did lots of races using Hula Hoops and other sports equipment. We were able to revise and refine the fundamental movement skills we have already acquired like rolling, crawling, walking, running, and jumping. We were able to progress towards a motor fluent style of moving, with developing control and grace. We also combined different movements with ease and fluency. Listening to Coach Mohamed's instructions, we showed that we understand how to listen carefully and why listening is important. The PE lessons in general help children build constructive and respectful relationships and it also promotes resilience and perseverance in the face of challenge.





Role Play

Role play is an important part of child development, as it builds confidence, creativity, communication, physical development and problem solving. Along with being a fun activity, it also allows children to get into character and act out real life roles or fictional performances. In role play, children develop their communication, language and literacy as they talk about what they are doing, initially using just one or two-words and later developing conversation, having to take turns, negotiate and listen to the ideas of others to imagine and create roles and scenarios.





Message from the Head of Primary

There has been a lot of laughing, learning, and celebration in the Primary School this half-term. Our fun-filled Numeracy Week and Anti-Bullying Week were among the significant occasions that the students and staff commemorated.
Primary students were urged to participate in a handwriting or poetry writing competition to combat bullying. Students were given the option of writing the provided poetry in the neatest handwriting or creating their own poem titled 'Words are a Powerful Thing.' Years 4-6 penned some really passionate and creative poems to raise awareness of the negative effects of bullying.
The number of entries and quality of writing were both exceptional. It was clear that judging the entries would be a difficult task!

I am glad to announce the winners of the competition are as follows:

Anti-Bullying Week Competition Winners			
Handwriting Competition			
	Year 1	**Year 2**	**Year 3**
1st Place	Nhi Phan 1C	Anas Tarek El Sheikh 2A	Lamita Ahmed Selim 3D
2nd Place	Masa Khalil 1A	Kholoud Ahmed 2D	Aly Karim El Kady 3B
3rd Place	Patrick Kamal 1B	Tia Mohab 2C & Yassin Hassan 2E	Maya Thoodan 3D
	Poetry Writing Competition		
	Year 4	**Year 5**	**Year 6**
1st Place	Tia Kareem 4A & Salma Ahmed 4E	Lara Mohamed 5D & Farida Hossam 5B	Ahmed Mohamed 6A & Hosam Moataz 6F
2nd Place	Selim Ahmed 4C	Yahya Hassan 5B	Selim El Khadem 6F
3rd Place	Lamar Sabry 4A	Lara Hazem 5B	Laila El Ansary 6F

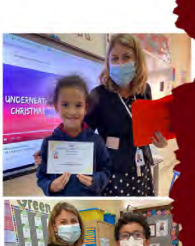
Learning in Focus

Message from the Head of Primary

Thank you to everybody who participated. You have all earned valuable House Points for your team's Houses, and we appreciate everything you've done to raise awareness about this critical issue.
I'd like to take this opportunity to express my gratitude to the entire Primary community for their hard work and dedication this term, as well as to wish all Primary children, parents, and staff a relaxing and enjoyable holiday. I am looking forward to welcoming everyone on our return in the new year!

Ms. Jay Wilmott
Head of Primary





Learning in Focus

News from Year 1

What an eventful half-term we've had in Year 1!

We celebrated Halloween by getting creative and making class pumpkins. We then used our senses to explore them. Promoting writing, we then wrote a list of adjectives to describe how they feel, look like and smell - it was so messy, but so much fun!
We also enjoyed dressing up, everyone participated - even the year 1 teaching team!
We then celebrated who we are and the skin we are in, by embracing our differences and showing everybody that we are proud of what we are and what we will become. We used our artistic skills to design our own t-shirts and we wore them proudly.

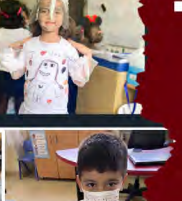





Throughout our lives numbers and all things relating to maths are essential, so we promoted a love of numbers by celebrating Numeracy week. Over the week we did lots of fun activities like rolling a humongous dice and jumping like monkeys from one shape to the other, we also took turns and grooved on the footsteps counting back from 20, it was such a great learning experience!

During Year 1, in particular, the children learn about how to become good people and make the right choices. This area is revisited constantly throughout the year and it was celebrated this half-term with Anti-Bullying week! Our main focus during the week was kindness. The children took part in many activities such as writing ways to be kind on post-its and wearing blue to show unity. In these photos the children took photos using the 'Besties' frame and the whole class wrote notes on how to be kind to one another. Year 1's are truly the kindness children EVER!





News from Year 2

A message from our Year 2 teachers:

As educators, we take on many different roles in children's education and use a wide range of strategies to support learning. We design learning environments that encourage children to explore, solve problems, create and construct. We engage in shared conversations to extend thinking and we support the inclusion of all children in play situations. We have had a fun packed busy term! Here are a few highlights:

We took part in Anti- Bullying Week and completed different learning activities, where we reinforced the school's message about how our school approaches bullying. Teaching children what to do when they are being bullied or seeing someone being bullied, as everyone should take bullying seriously because of the long-term impact it can have on friendships, self-esteem as well as emotional and mental health and wellbeing.
Children made and shared
anti-bullying bracelets.





ODD SOCKS
CELEBRATING
DIVERSITY



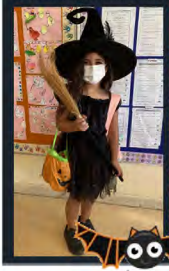




HALLOWEEN

Scary and funny costumes, pumpkins everywhere - what is not to love about Halloween!! We celebrated the day by dressing up in Halloween costumes and we had a SPOOKTACULAR day filled with crafts and activities. All the children and teachers thoroughly enjoyed the day and we are looking forward to our next big celebration which is Christmas week just around the corner.













Learning in Focus

Learning in Focus

News from Year 2









The Year 2 corridor buzzed with students participating in lots of different interactive maths activities during our annual Maths week. Students solved addition and subtraction word problems, fixed shape gardens, completed number bonds and much more! Children were taken in groups at various times during the week to visit all the stations in the corridors. Challenges were tackled with a lot of enthusiasm!







Throughout the term teachers have continued to support the children with their evolving social skills. Encouraging awareness of others' feelings and needs is an important aspect in the learning area. It has been wonderful to observe the interaction amongst the children as they consolidate relationships with one another during the first term. We hope everyone has a safe, relaxing and happy holiday break and look forward to sharing further learning experiences with our wonderful Year 2 children in Term 2.

News from Year 3

This term's Science unit introduced our young year 3 scientists to the differences between the three types of rocks and how fossils are formed, specifically in sedimentary rocks. In this experiment, the children used play dough to make an imprint of a toy animal, which simulated an animal getting covered by layers of sand and mud. Afterwards, they placed a Plaster of Paris liquid into the play dough imprint to simulate the minerals in the ground and water getting inside the bones of buried animals. Finally, they separated the play dough from the gypsum to find a hardened copy of their animal toy. In the process, they learned that fossils are a copy of an animal or plant from long ago.





At the BSE, we teach children to celebrate learning. Accordingly, this term we celebrated Maths Week through a series of hands-on activities and interactive whiteboard games. For starters, our year 3 mathematicians worked in groups to build their multiplication array buildings, together forming a classroom Array City. Afterwards, the children recalled their knowledge of analogue clocks to make their own using paper plates and coloured paper. Additionally, the children enjoyed playing a fun outdoor doubling numbers activity that engaged them both mentally and physically. Also, children applied their communication and teamwork skills while playing a team-based interactive computer game that challenged their knowledge of multiplication facts. At the end of Math Week, children had cultivated a love for Numeracy that will certainly stay with them as they grow up and continue learning.

News from Year 4

All About Animals!

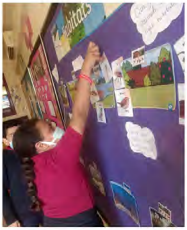
For the love of animals, Year 4 children have been busy this half-term learning about animal classification. Our little scientists looked up information about animal habitats, needs and different relations with their environment. We enjoyed designing and creating animal habitats using recycled boxes, and we had nice projects displayed on our window-sills to show off. We brought animal classification to life within our school playground by examining and sorting them according to the animal classes of mammals, reptiles, birds, fish, and amphibians. Children also had fun designing their own animal origami with paper. To cross curricular with Literacy, we read instructions of how to fold the paper and followed them step-by-step.











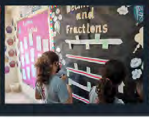


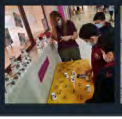
The World of Mathematicians

This half-term, we travelled to the world of Mathematicians on a journey, seeking to apply our skills and talents through loads of fun and engaging numeracy games and activities. During Maths week, students went exploring corridors for multiplication and division facts. We kept digging for numerical information by using addition and subtraction, fractions, and number-lines. Our numeracy discovery did not stop there! We continued, exploring fractions and decimals. What is an equivalent fraction? How are decimals related to fractions? How do I use decimals and fractions in my everyday life? Students learnt the answers to these questions and so much more. We can't wait to see what our Year 4 students come up with next term!

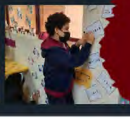












Learning in Focus

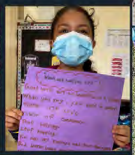
News from Year 4

Learning in Focus

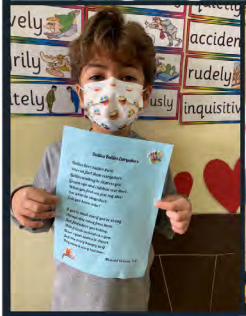
Bullying isn't cool ..

Year 4 children sent a powerful message to bullies and bystanders. They made it clear that kindness, acceptance and inclusion are all essential actions to think about. This is one of the reasons that 'One Kind Word' has been chosen as the theme of this year's Anti-Bullying Week. Odd Socks Day marked the start of Anti-Bullying Week. Children had the chance to express themselves, celebrate their individuality and share what makes us all unique! To promote awareness of this week, our little poets participated in a poetry competition!! They did not only showcase their mind-blowing messages, but they also developed their literacy skills.

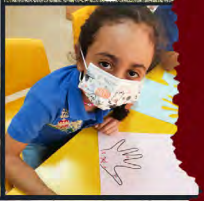














News from Year 5

Learning in Focus

We're Thriving!

Year Five BSEians had plenty to celebrate throughout the second half of our Autumn term. In addition to the engaging content prepared by our wonderful team, we went all out to celebrate two special weeks: Numeracy Week and Anti-bullying Week.

Numeracy Week

Thanks to our super successful planning and preparation, our students had the opportunity to access numbers, shapes and concepts like never before (from a fresh perspective). It was a privilege to receive work from our supportive parents, who had the opportunity to score ten house points for their children - thank you to those who took part! Year Five were able to challenge, compete and create in a friendly manner thanks to our amazing co-teachers delivering crucial sessions on 'healthy competition' in PSHE.





5C got creative for Numeracy Week!



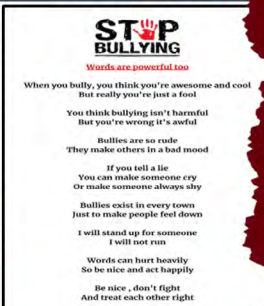
A very proud 5B student

The ladies of 5E working in harmony.

Anti-bullying Week

Another annual celebration at the BSE comes in the form of Anti-bullying Week. This crucial intervention embeds the notion that bullying in any and all forms is wrong and will not be tolerated in school or anywhere else. Crucially, we should support other members of our community wherever possible. Students wore odd socks on Monday (15th November) to celebrate diversity and difference as this concept reflects and encourages human uniqueness. Once educated on this matter, Year Five created posters to discourage bullying which were proudly displayed around our celebratory corridor. Finally, a huge congratulations to those who engaged with our home poetry competition. Your words were inspirational and you absolutely proved to your teachers and peers that words are indeed a powerful tool.





STOP BULLYING

Words are powerful too

When you bully, you think you're awesome and cool
But really you're just a fool

You think bullying isn't harmful
But you're wrong it's awful

Bullies are so rude
They make others in a bad mood

If you tell a lie
You can make someone cry
Or make someone always shy

Bullies exist in every town
Just to make people feel down

I will stand up for someone
I will not run

Words can hurt heavily
So be nice and act happily

Be nice , don't fight
And treat each other right

Be kind and be careful
Your words are powerful

Done By : Ali Sherif
Class : 5C

A beautiful message relayed by Ali.

A powerful reminder to be kind.

News from Year 6

Learning in Focus

Year 6's Times Tables Rock Stars

Times Tables Competition – Level 1 Winners

6A	6B
Adam Hany (2m 25s)	Adam Habib (3m 26s)
Nour (2m 55s) Jana (2m)	Anthony (3m 57s)
Malak (2m 20s) Lamar (4m)	Adam k (4m 35s)
	Zeina (4m 35s)
	Omar K (5m)
6C	**6D**
Youssef M (4m 38s)	Yassin S (2m 30s)
Youssef B (2m 32s)	Selim (4m 15s)
Adham (3m 35s)	Carla (4m 19s)
Yassin (4m 17s)	Farida H (5m)
Dara (4m 3s)	Alia (5m)
6E	**6F**
Hana H (3m 40s)	Malek (5m)
Arnav (4m)	Noor (3m 16s)
Yassin (5m)	Almoatasem (3m 45s)
Abdallah (5m)	Selim (4m 43s)
Farida A (5m)	Omar Z (2m 33s)

Who wouldn't want to be a rock star? Our Year 6 pupils were put to the test this half-term with their knowledge of multiplication facts. The challenge? Simple… Beat the clock and answer as many questions as you can.

Our pupils have been practicing their times tables since the start of the Academic year. With all that practice, we were able to host our Times Tables Rock Stars Competition during Numeracy Week. The challenge started within each classroom where pupils were asked to complete 99 questions in under 5 minutes. The finalists from each class battled it out until we only had 10 left standing…

Times Tables Competition Level 2 Winners

Name & Class	Time	Score /95
Jana W (6A)	1m 50s	95
Adam H(6A)	2m 05s	95
Youssef M (6C)	2m 10s	95
Omar Z (6F)	2m 24s	95
Yassin S (6D)	2m 40s	95
Youssef B (6C)	2m 46s	95
Adham (6C)	2m 00s	94
Malak (6A)	2m 05s	94
Nour (6A)	2m 35s	94
Lamar (6A)	2m 56s	94

The final 10 were challenged to not only complete a set of multiplication questions but also to review their division facts. The stakes were higher…yet our finalists were victorious in landing their spot as Rock Star Legends in Year 6.

All the year group finalists received a certificate and prize to mark their achievement. On behalf of the Year 6 teaching staff, we are extremely proud of our Year 6 pupils and their improvement with their times tables. We look forward to hosting our next event. Who knows what new challenges our rock stars will face next?

Times Tables Competition – Level 3 Winners

Name & Class Top 5	
Jana W (6A)	Runner Ups (not in order): Adham (6C)
Youself B (6C)	Lamar (6A)
Yassin S (6D)	Malak (6A)
Adam H (6C)	Omar Ziad (6F) Youssef B (6C)
Nour (6A)	

News from Primary Art

It is the supreme art of the teacher to awaken the joy in creative expression and knowledge." Albert Einstein

YEAR 6

Our Year 6 Artists have been working on Jen Stark inspired drip art for the past few weeks. They first used pencil and paper to create lines that followed a contour pattern. After which they used colour pencils to outline each layer and began filling in their layers with coloured makers. They used all their previous experience at coloring to create their masterpieces OF dripping lines - exploring mixing colors, shape and value! GREAT WORK





Year 6F students taking photo with their artwork







Christmas cards were the second art project learning how to draw Cool Christmas ornaments while teaching value, shape, form, colour blending and overlapping.

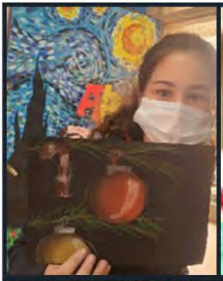




Learning in Focus

News from Primary Art

Learning in Focus











YEAR 5

Our budding artists of Year 5 used their previous knowledge in painting and painted different shades and tones for colors



They also create Christmas lights learning the color value which was one of elements of art and they also learnt shading and blending with oil pastel colours.





The first art project for year 4 students drew on their imagination to create a design for a monster in the city.

They used their previous knowledge in painting and they were able to design the background buildings in a creative way by adding lines and patterns, using a black marker.



News from Primary Art

The second art project for Year 4 was drawing half a self portrait

Self-portraits are great projects for students of all ages as they give them a unique chance to express themselves. And the more they learn about the fundamentals drawing faces, the more freedom they will have in drawing their own.







MEET THE ARTISTS







Learning in Focus

Learning in Focus

News from the Primary Drama & Performing Arts Department

Our primary school pupils have had a fun and busy half term. Year 1 students have been describing possible characters from the story book The Gruffalo and acting it out in groups in front of their class. They developed their acting by using Masks of the characters they made in Art and used them in drama while they were in character.

Year 2 students have been exploring characters and their actions. They have enjoyed acting in Snow White to practice their acting ability. This allowed them to see ways in which they can present and express different moods of an actor.

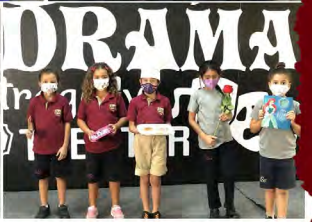
Year 3 Students have been learning to play and perform different roles in groups using body language and facial expression. They have applied their new skills to acting in a song (Belle) from The Beauty and the Beast. Students were learning about storytelling in musical theater and learning the importance of acting a song as opposed to just performing a song.











News from the KS2 Performing Arts Department

Over the course of this term our talented students learned more about the Stanislavski system and how is imagination used in acting?

Imagination: It was the key in his system in order to 'turn the play into a theatrical reality'. Stanislavski cautioned actors that knowledge and application of his techniques was only useful to an actor if accompanied by a fertile imagination. There is no such thing as actuality on the stage. Art is a product of the imagination, and the aim of the actor should be to use his technique to turn the play into a theatrical reality.

The more fertile the actor's imagination, the more interesting would be the choices made in terms of objectives, physical action and creating the given circumstances around the character
Stanislavski Technique stems from his theatre practice and is still used by actors all around the world today.













Learning in Focus

News from the Primary Music Department

During this term in KS1, we enjoyed practicing the Christmas song. We had so much fun playing the percussion instruments (tambourine, maracas, triangle, cloves and the drum tambourine) to learn the Crotchet and how to use the percussion instruments together to form a band and play a steady beat.





This term students in Key Stage 2 have been learning about how to prepare themselves for audio recordings and looking at how microphones are used to capture audio. Each year group has been working together to record their very own versions of popular Christmas songs. Year 4 recorded a beautiful rendition of 'The Twelve Days of Christmas', Year 5 created their version of 'Santa Claus Is Coming to Town' in the sty le of the rocking Bruce Springsteen and Year 6 tackled the the more melancholy Christmas song 'Do They Know It's Christmas'. If your children haven't shown you the amazing recordings already, make sure to let them show you on their Google Classroom!



Houses start your Engines!

As we approach the end of our first term, our House system is off to a great start. Each house has earned an immense number of points awarded for their hard work and excellent behaviour. The House competition stretches over a full year with the students being able to win points for their houses in a number of different ways.






Our Creative Arts department has been rewarding students for positive behaviour such as co-operation, kindness, good sportsmanship, tolerance, respect, and effort. Pupils are always cheerful when getting rewarded for going above and beyond.



Students are engaged as they consistently add on more points to their individual House Booklet. When a child earns a house point, they record it onto their class record and then add it to their House booklet. Students keep track of their own points on their individual house booklet.



Learning in Focus

Houses start your Engines!

There are several incentives given to students as they reach a certain amount of points. One incentive is show and tell. Students are allowed to bring something into class that is special to them and then tell their classmates about it. Show and tell gives students a chance to build confidence in a safe and familiar environment.





House point achievements are celebrated weekly during our assembly lesson. After gathering all the house points collected by each individual house, we create a presentation announcing the results. Students are excited to see how many house points their house has collected that week and also give the running total.

News from the French Department

Joyeux Noël

Bonjour parents! Bienvenue à la langue française au BSE.
We have almost made it to the end of the term and Christmas is just around the corner!

As we swiftly approach our last few school days of 2021, I want to extend my thanks to our wonderful school community: pupils, staff, parents and governors for showing such fortitude and positive spirit during such challenging circumstances. We have all had to adapt to new ways of working, developing new skills along the way. This hasn't always been easy, but we have tackled each challenge together.

a great opportunity to have fun and at the same time an enjoyable and memorable way to learn the French vocabulary.





Year 1

children had an amazing time learning to say their name, age and birthday in French. They had to fill out a card to introduce themselves; then they had to walk around the classroom asking their peers when their birthday was. Also, kids got very excited designing their own funky birthday hats. It was a great opportunity to have fun and at the same time an enjoyable and memorable way to learn the French vocabulary



News from the French Department

Learning in Focus

Year 2 and Year 3

Children enjoyed spending time developing their numeracy skills through some enjoyable activities. They learned how to count from 1 to 12 by drawing and counting the candles on their birthday cakes to give their own ages in French. They have also learned to introduce themselves by saying their names, age, date of birth, nationality and school name and by creating their own identity cards.







Year 4

Year 4 children had a lot of fun learning about how to say in French the activities played at the school play yard. They have done amazing and exciting projects in groups. They collected photos of various activities they participated in during their break time and labeled them with French sentences describing each activity. Children also enjoyed learning how to make correct French sentences using the verb "Avoir" (to have) in the present tense through an amusing interactive activity on the smartboard. Year 4 children have demonstrated creativity, exerting great effort and completing their work with passion and enthusiasm



Year 5

Year 5 children enjoyed learning about places in town in French. They learned how to name each place and how to say "I am going to such a place" through a matching card game. They also learned using the verb "Aller" (to go) in the present tense in correct sentences. We are very proud of our hardworking students.



News from the French Department

Year 6

Year 6 children had an amazing time learning how to describe what they do on holiday and started learning the past tense to say where they went last summer and what activities they have done. They then made posters drawing those activities and describing the kind of activity by writing French sentences using verbs in the past tense. We are so proud of our fantastic Yr6 children.



Year 7

Year 7 students have been engaging in developing their speaking skills through a verbal presentation in French. They learned how to make a physical description of a character shown to them on the smartboard using the physical description vocabulary. We were really pleased with both the courage and confidence our pupils displayed when presenting. Well done!



Year 8

Year 8 students have spent time practicing the body parts vocabulary and learning the grammar construction of how to describe pain in the target language using the French expression "avoir mal à" + body part throughout key words cards that they were asked to use to write correct French sentences describing different feelings of pain.corresponding preposition.

They also learned about different jobs in French through a variety of interactive activities and games on the smart board. Pupils were challenged to label and identify common professions in French by matching the English word with its French equivalent. They learned to give a definition for each job in French through a matching interactive activity: they matched each job with its corresponding definition. Well done Year 9!

Finally, I would like to take this opportunity to thank parents and carers for your continued support. I hope you have a wonderful break and enjoy spending quality time with friends and family. I look forward to seeing you all back for the start of the spring term.

Ms. Abir Osama











Learning in Focus

Learning in Focus

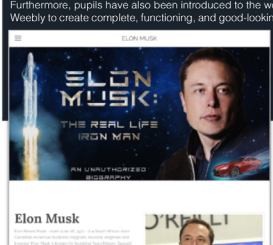
News from the Computer Science Department

Our pupils in the primary school here at the BSE are exceeding the limits, again, by taking further steps towards learning some of the most essential and important computing skills.

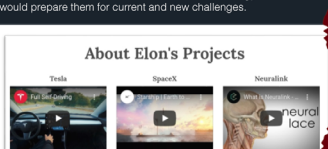
KS1 pupils are building their foundation knowledge about computer hardware and the use of each part of it, as well as learning how to use Microsoft Word to type and style information about themselves.

In KS2, pupils started to develop their computational thinking skills using Scratch Junior which allows them to use block-based coding to translate their imagination into animated stories. Using Scratch 3, pupils continued to improve their coding skills through understanding problems, breaking it down into smaller and more manageable parts, and recognizing patterns to achieve the final result and create their first one-player game.

Furthermore, pupils have also been introduced to the world of web development. They have successfully learnt how to use Weebly to create complete, functioning, and good-looking websites. This guarantees that our pupils have the state-of-the-art



Our students in the KS3, are taking another step into the field of design, previously we worked on 3D designing using SketchUp, now we're practicing graphic designing, photo editing and retouching using Adobe Photoshop. We aim to introduce the students to different fields and uses in the technology field as this would prepare them for current and new challenges.



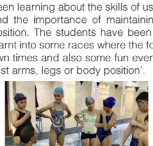
PE at The BSE

This newsletter we focus on the work completed during swimming and dance units of work this term. Some great things have been happening in the swimming pool and in the dance studio during the past seven weeks.



Swimming

Within the swimming units of work this term the students have been learning about the skills of using correct kicking techniques and the importance of maintaining a technically correct body position. The students have been able to apply the techniques learnt into some races where the focus has been on beating their own times and also some fun events using the floats to focus on 'just arms, legs or body position'.







Certificates were presented to the "Swimmers of the Unit" and also the "Most Improved" students in Years 4, 5 & 6. Congratulations to: Joanne and Ramy - 4C, Amenna and Ali - 4F, Mohamed and Malak - 5C, Farida and Omar E. - 6C, Noor and Omar A. - 6F.



All of the students achieving certificates were able to not only demonstrate their skills and improved techniques but regularly brought their kit and achieved perfect attendance in the lessons. There will be another opportunity next half term for the new groups to swimming to achieve the same and to demonstrate their skills in the pool also.



PE at The BSE

Dance

In the dance studio the students have been working on whole class group dances and have transferred their skills to some duets and small group dances. Our students have been movin' and groovin' to some great tunes throughout the unit and have improved in their confidence, skills, coordination and positioning.






All of the dance classes at The BSE highlight the importance of the physical and mental advantages of Dance…… dancing helps make your feet and legs stronger, this in turn will help with improving your balance. Dance also develops endurance because of the high aerobic component that is maintained while enjoying the movement. Flexibility is developed from using a range of movements from high kicks to wide arm moves that hold positions for long periods. Coordination and understanding your center of gravity is so important in dance and it can be transferred to all other sports.

When combined with the social interactions achieved through dance, the confidence gained and developing the ability to focus on one series of moves or routine for extended time (and to coordinate with the music or beat) the wider benefits of dance are very positive.

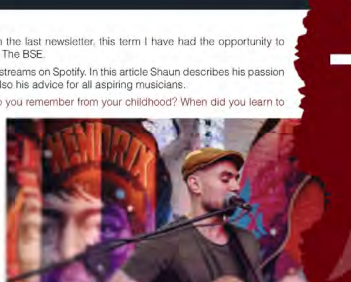
Teachers in Focus

Mr. Shaun Lawes - Music Teacher

Following the success of the interview with Ms Esraa Awad in the last newsletter, this term I have had the opportunity to interview Mr Shaun Lawes who is one of our music teachers at The BSE.

Shaun is a passionate musician whose music has over 1million streams on Spotify. In this article Shaun describes his passion for music, the music scene in Egypt, his favourite bands and also his advice for all aspiring musicians.

TH - Tell me about your early life with music….. What music do you remember from your childhood? When did you learn to play? What instruments can you play?



SL - I first discovered my love for music at a young age when my father introduced me to the world of classic rock music, with bands such as Led Zeppelin and Pink floyd. Soon after being obsessed with this music, I started guitar lessons at the age of 10 and soon fell in love with playing music. I also spent a few years learning keyboard, recorder, military drums and I also took Vocal Coaching sessions as a teenager.

TH - When did you decide that music was going to be a part of your life? And potentially a career?

SL - Growing up I was always dreaming of making music part of my life, as a teenager I started playing with different bands and starting performing live at various venues around my hometown. Wanting to learn how to record my own bands and create high quality recordings I then got into music production and focused all my education on learning how to produce music thus leading me down a path which has started my career in music. Alongside teaching, I have created tools for other musicians to create their own music which are available to purchase online.

Learning in Focus

Teachers in Focus

TH - Do you write your own music / lyrics / and do you perform your own songs?

SL - I have been writing music, lyrics and performing since I was a teenager, I started trying to compose my own songs from around 12 years old.





TH - Have you ever played in / are you now in a band?

SL - I have played in many Bands over the years, I currently perform in a synth pop band called Wolf Fang Midi, and I also perform as a solo act named Shunus, which I'm very proud to say my songs have now reached over 1 million streams on spotify.

TH -Who are your biggest musical influences?

SL - Biggest influences in music have been artists such as The Beatles, Deerhoof, Kraftwerk and Led Zeppelin

TH - Give me your version of 'desert island discs' ……5 songs you feel are influential in your love of music….. & why

SL -

- Deerhoof - Breakup Songs - because of the groundbreaking use of technology and musical skill.
- Led Zeppelin - IV, The album that first helped me discover my love for music
- The Chap - We Are Nobody, Amazing use of creative lyrical writing
- The Beatles - Revolver, Changed modern music forever, using new recording techniques
- Warpaint - The Fool, Something beautiful and subdued





TH - Which most recent songs make your top list and most listened to songs?

SL -

- James Andrew - A Slice of Nice
- Gab Rhome - Amour
- Watsche - Get a Vibe
- Crussen - Kinesiska
- Deerhoof - Be Unbarred

TH - What is your favorite band / artist?

SL - Deerhoof, and my favourite album is Limousine Dream - The Sound of Limo

TH - Describe the music scene in Egypt?

SL - Egypt has a great scene that keeps growing with various genres. Egypt has its own unique style of music which has been very popular for years but also has recently grown its own rap scene, underground dance scene and shaabi music. A smaller rock scene is also growing recently too.

TH - Where are some of the best places to hear live performances?

- Warpaint - The Fool, Something beautiful and subdued

Learning in Focus

Learning in Focus

Teachers in Focus



SL - When pursuing your passion for music, patience is a virtue. Success is not realised overnight. Accept that it will take time. You must not give up easily.

Even the world's best music legends were not born. They were made. Overcome the challenges that will confront you and do not let them become a hindrance in pursuing what you have always dreamed of.

SL - There are many great venues that support both locals and international artists such as Cairo Jazz Club and The Room. Egypt is lucky to have many beautiful locations and many fantastic events have been created around these beautiful locations. In recent years world famous artists such as Black Eyed Peas and Red Hot Chili Peppers performed at the pyramids. But also beautiful festivals are created in locations around Dahab, Siwa and Newaiba, which support both local and international artists.

TH - What would be your advice for anyone with a passion for music who wants to do more / learn more / play more / make music a career?

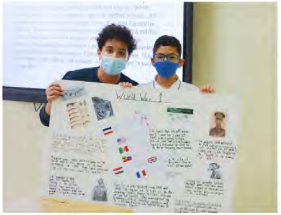


News from the Secondary School

Year 7 English Department News

This half-term, pupils have been working in pairs to consider both sides of an argument. As part of our novel, 'The Butterfly Lion' by Michael Murporgo, students were given a moral dilemma "is it better to free an orphaned lion cub and let it fend for itself in the African veld or to sell him to a Circus-owner to be trained as the star of the show?" Moral dilemmas have been a core theme this half-term, along with friendship, war, and separation.









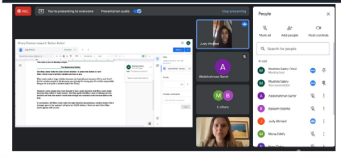




News from the Secondary School

Year 9 English

What do you do if you are faced with a decision that can benefit you but harm others?
What makes us choose right from wrong? How are we held accountable?
To answer the questions above, Year 9 pupils had the opportunity to engage their critical thinking skills and enhance their vocabulary simultaneously during an active learning scheme of work entitled 'Wrong Choices'. Here, pupils read several short stories and informational articles where characters were faced with difficult decisions to make.
Pupils were required to read the passages and were asked to write persuasive articles using the strategies they studied from their IGCSE English as a Second Language lessons adding evidence from the reading extracts to share their opinion. Below are some of the exemplary articles that the pupils wrote and presented to their class during their lessons:





Wrong Choices: Lesson 2: 'Button, Button'

Adam Genady — Turned in — Done late

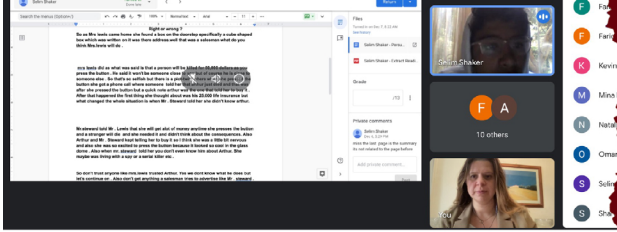
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Mrs Lewis at the beginning was overthinking and did not know what to do, as the man told her if she pressed the button someone would die but she would have 50 thousand dollars. She and her husband thought it was a "practical joke".

I disagree with norma's choice. It is selfish because she wins a lot of money and makes someone die. Mrs Lewis Choice was a regret for her and an unpleasant choice, who turned out dieing was her husband. It's a bad choice because when she presses the button she acts ruthless, she doesn't care who will suffer.She did something immoral which leads her to regret for a long time.

Mrs Lewis let someone die but she still won 50 thousand dollars. Mrs Lewis's choice made her know that she doesn't know her husband well. It was not a great choice although she had to press the button because she was overthinking and wanted to win the money badly.

I disagree with Norma's poor choice because why make someone die . That was a decision that she will never forget either bad or good in her oponion.



Learning in Focus

News from KS3 Science

Learning in Focus

As we approach the end of first term, it is a good time to pause and feel a sense of pride in what has been accomplished. Our students successfully studied a vast array of biology topics and showed interest in most areas. The laboratory has been given a central and distinctive role in promoting students' learning of science and scientific inquiry.



Year 7

Students studied the organs of the respiratory system, explored the inhalation/exhalation process & engineered a lung model using simple materials. They presented their projects on Flipgrid video tool that gave them both the opportunity to develop voice and to learn how to present themselves online.
They have also observed and discovered the harmful effects of smoking on lungs through a lab investigation.

Students have learned aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life. In the biology lab, they investigated the effect of different volumes of glucose on the rate of yeast fermentation, they observed, recorded and interpreted the results to the class. This helped them learn about the science of baking and fermentation.

Students studied about their internal structure, the hierarchy of organization of the human body, learned about different organ systems and how they work together ending this term learning about the skeletal and muscular system.



Year 8

Human Reproductive System is a basic concept in biological sciences that is related to daily life and interesting for secondary school students. They learned about human gestation and fetal development, such learning boosts student's knowledge of human biology.



Learning about cellular respiration gives students insight into the molecular-level details that keeps them alive each day. They conducted a lab investigation to find the optimal temperature yeast cell ferment and measured the rate of fermentation.







Students also learned about the nervous system and the circulatory system. Learning about the nervous system helped the students understand how the brain processes that was for long been a mystery for them. Technology integration in the form of animated videos has helped a lot in these topics not only as an engaging tool but it gave a visual impact and a better understanding of what happens inside our bodies with each reflex action and heartbeat.

News from the KS3 Mathematics Department

Learning in Focus

Maths Week is a week-long celebration of all things MATHEMATICAL!

Maths Week sets out to encourage children to pursue maths by promoting a more positive and inclusive approach. This is in order to allow children from all different learning abilities to access and enjoy the wonders of mathematics, which are many! Schools and higher education establishments are encouraged to participate in fun maths activities with a focus on encouraging students to consider maths as a potential career option.

During math's week students were able to work in groups and have fun learning, angles became friendlier, and building 3D shapes were a start towards calculating surface area and volume in real life.





Year 7 students are pictured here presenting their projects. They are showing that they were able to design their own city using different polygons and angles, applying the knowledge they acquired to show their potential in becoming future architects.

As they completed this exciting and engaging week of practical maths exploration with amazing group work projects. They represented the City of Angles using mathematical aspects to design their own city!





Year 8 students are pictured here working in groups to find the circumference of a circle using a length of string and a ruler, then helping each other to find the value of Pi.











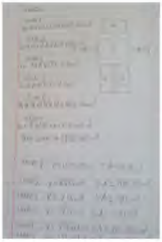


Learning in Focus

News from the KS3 Mathematics Department

To celebrate Maths Week we have shared some of our favourite activities that pupil can enjoy at home or in school. This project was designed to encourage them to use all the skills they had earned to design their own their own structure using materials found at home!
This is an example of the impressive work we received!





News from the KS3 Humanities Department

Year 7 Humanities
Pupils in year 7 have been working on their Geographical knowledge and skills. They developed a fundamental understanding of Geography and are now able to define geography and identify its main three types. In addition, pupils can tell what some types of maps show and discuss the use of each. Students show the ability to not only identify many different map symbols but also create some of their own. Building on what they know about grids in Maths, they have developed a great understanding of map grids and how to use the Four Figure Grid References correctly. Pupils enjoyed the interactive activities assigned in class as shown in the pictures.








News from KS3 - Art and Design

This term was full of a lot of different art projects. It was so much fun, we all had a lovely time.

Year 7 students learned about, Grid drawing art and its use. They have also practiced still-life drawing and designing with Arabic Calligraphy Art (using one letter).
Let's dive in and see what our children have to show us.

Year 8 students have learnt about perspective drawing, using an 'ant eye view'. And, they have also drawn still life and self-portraits.

Year 9 students have learned about Print-making and creating a design with one Arabic letter Calligraphy Art.
Their art teacher is very proud of all the students and their artwork production and effort through this term.
We are pleased to share some of our students' artwork with you.



Danya 9D
Calligraphy Art



Omar Moro 9A
Print-Making



Mariam El-Kady 9B
Calligraphy Art



Mostafa Awaad 9F
Print-Making



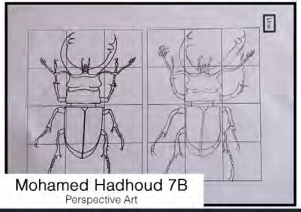
Farah Hossam 8F
Perspective Art



Noor M Soliman 8A
Grid-Drawing



Reem Hisham 8F
Self-Portrait



Mohamed Hadhoud 7B
Perspective Art



Sarah Ayman 7C
Still life

Learning in Focus

News from Key Stage 4 & 5 Art

This half term KS4 students learned how to combine 2 mediums in one drawing. They experienced many techniques with colouring pencils like hatching, cross hatching , back and forth stroke and scumbling. Students layered colours over top of one another to create a rich, luminous depth.
Learners practiced pencil shading by using multiple pencils to understand how lighting works and the values it creates to shade properly.



A Photorealistic drawing created with pencils and colouring pencils.
By Maya 10A

Learning in Focus

News from the Assessment Learning & Development Department

How Do Children Learn?

Here at the BSE, we believe that every child has varied learning preferences. This hypothesis is supported not only by research but also by our own experiences as educators. Some students like to learn by seeing or hearing, while others prefer to learn by doing, reading, or asking questions. All students have one thing in common: they learn best when they combine products and topics that they are interested in into their studies.



What Are the Different Learning Styles?

You may detect patterns in your children's learning preferences, even if they suit more than one learning style. A visual learner, for example, may also be a very sociable and verbal learner who prefers to learn particularly tough subjects utilizing their major communication skills.

Because we recognise that there are many methods to learn and understand new material, the ALDD team specialises in assessing our students' preferred learning techniques and modifying their plans accordingly. This kind of instruction allows students to access the content and make progress in the areas that have been identified.
Just for Fun!

What Learner am I?

1. Visual (spatial): You prefer using pictures, images, and spatial understanding.
2. Aural (auditory, musical): You prefer using sound and music.
3. Verbal (linguistic): You prefer using words, both in speech and writing.
4. Physical (kinesthetic): You prefer using your body, hands.
5. Logical (mathematical): You prefer using logic, reasoning, and systems.
6. Social (interpersonal): You prefer to learn in groups or with other people.
7. Solitary (Intrapersonal): You prefer to work alone and use self-study.

Take the Quiz to find out what type of learner you are!
https://www.webtools.ncsu.edu/learningstyles/

For more information on the definitions of each learning style, please visit:
https://www.time4learning.com/learning-styles

News from the Pastoral Department



At the BSE, we value that every member of the community feels welcomed and supported. Our Pastoral Team aims to provide a safe place where individuals are valued, supported, listened to and helped to overcome any barriers to learning so they can lead fulfilling and balanced lives at school and beyond.

We are proud of our students for their success and hard work throughout the first term. We would like to wish you all a Merry Christmas and happy holidays! We look forward to a successful second term!

Our highlights of the term include the enjoyment of pupils in Assembly/Social Emotional Learning lessons. The curriculum focuses on different topics related to well-being and educating 'the whole child'.

This term's topics included: diversity, self-esteem, emotions, friendship and relationships, bullying and its types as well as social media usage and e-safety.

Year 7A Students enjoyed being Co-teachers in a lesson on emotions with their Form Tutor, Ms. Kelly Bateman.

Year 7F student working on a project where each student writes a message related to bullying, with their Form Tutor, Ms. Dina Nada.





Moreover, we held Antibullying Week which is celebrated on a yearly basis in the second week of November in the UK and around the world. The theme this year was 'One Kind Word'. Staff and students were invited to wear blue.

We also collaborated with Ms. Nashwa Abdelmeguid, Key Stage 3 Art Department, to work on cross-curricular material related to bullying and current learning in Art.





To report any bullying instances, please contact Mrs. Farah on farah.samir@bse.edu.eg

Please be informed that all bullying instances are handled sensitively through the use of thorough investigations to protect your child. We take measures to reconcile students as well as apply policies which protect your child after they complain.

Mindfulness: A BSE School Value

While we are learning and working from home, going to school, playing sports, cooking, it's essential to practice mindfulness. Many people confuse mindfulness and meditation (I was one of them in the past, before I studied mindfulness). When people think of mindfulness, they imagine someone sitting down with their legs crossed and their eyes closed. Sometimes that is what mindfulness can look like, but it's actually much more. You can practice mindfulness any time: while breathing, eating, or going to the grocery store.





So, what's the difference between mindfulness and meditation?

On one hand, the purpose of meditation is to relax and calm down, usually in meditation there are certain poses and rituals you can do to achieve that. On the other hand, the purpose of mindfulness is not to calm down, but to be aware of how you feel whether you are calm, angry, happy, sad or anxious.

What is the definition of mindfulness?

It means paying attention to the present moment, and being aware of my thoughts, feelings, and actions. It is being present.

Learning in Focus

News from the Pastoral Department

Learning in Focus

Why should we treasure the present moment?

When we spend too much time thinking about the past, that can make us ruminate about the "good times" or it can make us feel guilty for things we have done; this can make us depressed. And, when we focus on the future too much, we feel anxious and always anticipating something. Mindfulness helps us ignore both the past and the future, and focus on the present, non-judgmentally. So, whatever we are feeling right now, whether it is positive or negative, we will accept it.

How can mindfulness help us?

- **Enjoy the current moment and be happier:**

If you're out with friends and all you can thing about is what work you will do tomorrow, you won't really enjoy the moment. But if you are mindful to the funny conversations and good food, you will enjoy it.

- **Becoming aware of our thoughts:**

Sometimes we can have self-debilitating, negative thoughts such as "Why am I incompetent?" Or "Why can't I know how to do anything right?". These thoughts happen unconsciously and they can affect our mood. Learning what thoughts we have about ourselves is the first step to challenging these thoughts. We can then change those thoughts to "I'm learning", or " I am trying my best".

- **Getting things done:**

If we are aware of ourselves at the current moment, we can catch ourselves when our minds start to wander. This will help us avoid procrastination and get things done. It will help us be better learners.

- **Self-control:**

If we are aware of what we are doing, we are more likely to control it. Some people are not aware of themselves when they are angry, they say words that are mean and regret it later on. Some people tend to overeat because they finish an entire box of chocolate and did not notice it. We all have our "weaknesses" that we can be more aware of.

How can we practice mindfulness?

- There's no magic trick to be mindful. It takes practice.
- It involves really focusing on our five senses. I can ask myself while I'm eating " How does that sandwich taste, what's the smell? What are my hands touching? Can I hear anything, maybe a crunch?". I can assure you, you will enjoy that sandwich!
- Mindfulness involves paying attention to what you are doing, if you notice yourself wandering to thinking about something in the past or the future, re-focus your attention to the present.
- In order to practice mindfulness, you should avoid multitasking! It's hard to focus on the present moment while you are holding your phone, listening to music, watching tv, and writing a paper. Focusing your attention at one thing at a time is essential.

I hope you were mindfully reading the Newsletter!

By: Habiba Abouelmagd
School Counsellor

Responsibility: A BSE School Value

We are responsible to maintain a healthy lifestyle and take care of our physical and mental health. Physical exercise and physical health has a positive correlation with mental health. There's an old Arabic saying that says "A healthy mind is in a healthy body" and this saying could not be more accurate as psychological studies showed that our mental state affects our physical health and vice versa. Thus, it is very important to show responsibility, equally, for both our physical and mental health.

Physical exercise does not necessarily mean hard core training, it can be any kind of physical movement. For example, jogging, walking, swimming, jumping up and down, cycling, doing yoga, dancing and any other physical movement that makes you move and sweat. Studies show that physical exercise improves mental health by reducing stress, anxiety, depression and negative mood by improving self-esteem and cognitive function. It has been shown that as we age, our cognitive functions tend to decline. Regular exercise at any age affects the part in our brain that is responsible for memory and improves its function. Not only this, but also it enhances our ability to learn and retain new information. Regular exercise also helps with enhancing our social skills. Other benefits of physical activity include improved sleep, better endurance, increased energy and stamina and increasing mental alertness. Moreover, One study showed that physical exercise acts as a natural antidepressant for individuals who suffer from depression. The key is to choose a physical activity that you enjoy doing as this is the only way to ensure that the individual would be consistent in that physical activity.

By: Ms. Nourhan Ayman
School Counselor

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Or kindly call 01064872226

Congratulations

Last but not least, we would like to thank the students below for their continued responsibility, hard work and effort this term across different subjects!

Learning in Focus

Year 7	Year 8	Year 9
Adam Kotb 7C (Gold) in English 3 times	Abdelrahman El Nagdi 8F (Silver) in Humanities	Adam Gonedy 9C (Gold) in Chemistry twice
Adham Nader 7A (Gold) in English twice	Abdullah Ahmed 8G (Gold) in English	Ahmed Meckawy 9C (Gold) in Chemistry
Ahmed Ramy 7A (Silver) in English	Abdullah Regan 8F (Silver) in English	Aley Anani 9B (Silver) in Maths
Batoul Hany 7A (Silver) in English	Ahmed Abdel Aty 8E (Silver) in English	Ali Agaty 9D (Gold) in Chemistry
Ahmed Wahid 7C (Gold) in English twice	Ahmed Amr 8D (Silver) in English	Aly Ramez 9C (Gold) in Chemistry
Ali Ahmed Samir 7E (Silver) in Maths	Ahmed Hussein 8A (Gold) in English twice	Amina Karim 9F (Gold) in English
Ali Mostafa 7D (Silver) in English twice	Ahmed Walid 8E (Silver) in English	Amr Helmy 9A (Silver) in English
Alia Tamer 7A (Gold) in English 3 times	Ali El Ansary 8F (Silver) in English	Bassem Bashbi 9A (Gold) in Chemistry and English
Amina Ahmed 7B (Silver) in English twice	Ali Mogahed 8A (Gold) in English twice	Farah Hatem 9B (Gold) in Chemistry
Ammar Wael 7C (Gold) in English	Ali Sherif 8D (Gold) in English	Farid Richalla 9C (Gold) in Chemistry
Ammar Yasser 7C (Gold) in English and (Silver) in French	Abu El Roghdady (Gold) in English	Farid Tamer 9A (Gold) in Chemistry
Andrew Ramzi 7B (Gold) in English twice	Alaa Gharib 8B (Gold) in English	Hussein Ashraf 9D (Silver) in English
Belal Karim 7B (Silver) (Gold) in English twice	Farida Karim 8B (Gold) in English	Judy Ahmed 9A (Gold) in Chemistry
Emad El Din Yehia 7B (Gold) in English	Hamza Abou Laban 8G (Silver) in Humanities	Karma El Ready 9F (Silver) in English
Farid Labana 7A (Gold) in English twice	Ibrahim Hesham 8D (Silver) in Humanities	Lana Ayman 9A (Silver) in English
Farida Omar 7B (Silver) in English	Ismael Noureldin 8E (Silver) in English	Lily Safwat 9B (Gold) in Chemistry
Farida Omaya 7C (Silver) and (Gold) in English	Jana Maged 8A (Gold) in English twice	Malak Amr 9F (Silver) in English
Farida Yasser 7C (Silver) and (Gold) in English twice and Science	Karema Refaee 8C (Silver) in English	Mariam El Kady 9D (Gold) in Chemistry
Hala Sherif 7A (Gold) in English 3 times	Karma El Guendy 8A (Gold) in English	Mohamed El Gamal 9E (Silver) in English
Hana Hazem 7C (Silver) and (Gold) in English	Laila Arafa 8D (Silver) in Humanities	Mohamed Gouda 9A (Gold) in Chemistry
Hana Khaled 7C (Silver) in French and English and (Gold) in English	Laila Sherif 8A (Gold) in English	Omar Mohamam 9A (Gold) in Chemistry and (Silver) in English
Haya Tonsi 7C (Gold) and (Silver) in English and (Gold) Science	Malak Abdel Raouf 8A (Gold) in English twice	Omar Mora 9A (Silver) in English and Art
Jannah Mohamed 7A (Silver) and (Gold) in English	Maya Hatem 8E (Silver) in English	Salim Shaker 9C (Gold) in Chemistry
Karim Ahmed 7B (Silver) in English	Mazen Farag 8B (Gold) in English	Tamara Momtaz 9A (Silver) in English
Khadija Elshestawy 7B (Silver) in English three times	Michael Moussa 8A (Gold) in English twice	Yahia Mohamed 9C (Gold) in Chemistry
Laila Ayman 7C (Gold) in English	Moaz Talal 8D (Gold) in English	Youssef Abdel Fatah 9A (Silver) and (Gold) in English
Laila Gancoury 7A (Silver) in French and in Humanities and (Gold) in English twice	Mohamed Abdelkaiek 8B (Gold) in English	Youssef El Aquzy 9B (Gold) in Chemistry
Laila Karim 7A (Silver) in English twice	Mohamed Adnan 8F (Silver) in English	
Laila Sherif 7A (Silver) in English 4 times	Nadine Ghazali 8D (Silver) in Humanities	
Lana Reda 7B (Silver) in English twice	Nirvana Haitham 8A (Gold) in English twice	
Mahmoud Al Dessoky (Silver) in English	Nour Soliman 8A (Gold) in English	
Malak Azmy 7C (Silver) and (Gold) in English twice	Noureldin Ibraham 8B (Gold) in English	
Marwan Abou Tria 7B (Silver) in English	Omar El Wakeel 8F (Silver) in English	
Maya Hassan 7B (Silver) in English twice	Omar Rizk 8A (Silver) in English	
Mazen Hany 7C (Gold) in English twice	Raff Hatem 8E (Gold) in English twice	
Mohamed Anwar 7A (Silver) in English	Rawia Rasmy 8A (Gold) in English	
Mohamed Badawy 7C (Gold) in English twice	Reem Hesham 8F (Silver) in English	
Mohamed El Saman 7A (Gold) in English 3 times	Rola Malek 8B (Gold) in English	
Mohamed Eldaly 7D (Silver) in English	Salma El Shahaat 8B (Gold) in English	
Mohammad Hazem 7C (Silver) and (Gold) in English	Selim Ebrahim 8E (Silver) in English	
Mostafa Amr 7B (Gold) in English twice	Selim Hassan 8A (Gold) in English and (Silver) in Humanities	
Mourad Hussein 7A (Silver) in English	Selim Mohsen 8A (Gold) in English	
Nour Mohamed 7B (Silver) in English twice	Sulaima Islam 8D (Silver) in Humanities	
Omar Ashraf 7B (Silver) in English 3 times	Tamara El Naggar 8A (Gold) in English twice	
Omar Samy 7B (Gold) in English 3 times	Yahia Ramy 8D (Silver) in English	
Rowaina Mohamed 7D (Silver) in Maths	Yassen El Hanna 8A (Gold) in English	
Safa Abdelaziz 7B (Silver) in English twice	Yassin Mazen 8B (Silver) in Maths and (Gold) in English	
Sara Fady 7B (Silver) in English	Yassin Shareledin 8B (Gold) in English	
Sarah Ayman 7A (Gold) in English	Youssef Mazen 8B (Silver) in Maths and (Gold) in English	
Sarah Yasser 7C (Silver) in French and English and (Gold) in English twice	Zeina El Hussainy 8B (Gold) in English and Science	
Seif Fouad 7D (Silver) in Science	Zeina Wally 8B (Gold) in English	
Selim Samah 7D (Silver) in Maths		
Serine Shabana 7C (Silver) in French and (Gold) in English twice		
Taher Ahmed 7B (Silver) in English		
Tia Fady 7C (Silver) and (Gold) in English twice		
Yahia Mohamed 7B (Gold) in English twice		
Yassin Ehab 7F (Silver) in Humanities		
Yassin Hossam 7B (Silver) in English		
Youssef Asser 7A (Silver) and (Gold) in English		
Youssef Eiman 7C (Gold) in English twice		
Zeina Mohamed 7A (Silver) in English twice		

News from British Qualification Academic Director

We hope this newsletter finds you happy, healthy, and preparing for a beautiful holiday season. We wish this year comes with all the best things you wished for your family.

I am pleased to report that despite the ongoing challenges of the pandemic and risks associated with large gatherings, we have successfully been able to organise and send parents and students to online university fairs. We are delighted to announce that many of our students have been accepted at very reputable universities.

We ended the term with the Pre-Mock exams for all year groups from 10 to 12. We are keen to assess our students' learning and help them to excel. It is also important to evaluate our students and train them on the exam technique and processes, as they haven't set for external exams before.

These exams will form part of the important evidence we gather across the year to determine predicted grades. This evidence is even more important at the current time, in the event that we are faced with center assessed grades should the physical exams be canceled in any of the upcoming sessions.
Upcoming Events dates for your diary:

* January exam session will start on the 7th January, 2021
* MOE Exams for Years 10 and 11 will commence in January - exact date to be confirmed when they are announced by the Ministry.

I would like to take this opportunity to extend my thanks to you all for your continuous support and cooperation. I truly believe that when we work together we achieve the greatest successes for the children in our care.

Warm regards,
Magdy Tadros



Learning in Focus