The British School of Egypt

Half Term 3 Newsletter

February 2022

Learning in Focus

Message from the Executive Principal

It's my pleasure to report on another excellent half-term at The BSE. We are pleased to have passed the peak of the virus and are able to begin our planned push towards normal school operations and enjoying the full fabric of school life.

Our extra curricular - After School Activities programme will commence after the mid-term break. All the plans are already in place and have been shared for all the pupils who have signed up to be involved in the programme. Please be assured that the programme will develop over time and we will open up the opportunities for more activities and interests in Term 3.

We are also pleased to be organising school trips which will commence after the mid-term break. We appreciate how much pupils enjoy these opportunities and we recognise they support us with developing a love for learning when we return back to reflect on these experiences in the classroom.

The highlight for us all this half-term has been the huge success of the Work Experience Programme for our senior school pupils. We are tremendously grateful to all the businesses who welcomed the idea and hosted our pupils last week. We were so impressed with the programmes that were offered to our children and the opportunities and experiences they were exposed to. We are confident this programme will give them a unique advantage as they begin to apply for universities and the world of work in the future. There is so much to share with you about the programme and all the different placements that the children were involved in, that we have decided to produce a special Work Experience in Focus newsletter edition which we look forward to sharing next half term.

Our senior school pupils will commence the Enrichment Programme at the beginning of March. This has been carefully planned and scheduled so it does not conflict with our pupils' study, revision and examination commitments. We believe that actively taking part in this programme will benefit our pupils significantly. It is designed to provide pupils with the opportunities to develop additional skills and experience outside of the traditional classroom. This will in turn enhance their university applications and better prepare them for the challenges of further education and the working world. Pupils have been given a range of options to choose from and will be allocated to different enrichment opportunities based on the interests they have expressed.

I would like to take this opportunity to wish you all a restful break, we are all looking forward to welcoming you back to an active and engaging program of events next half term, including Sports Day which are always a favourite of our pupils!

Warm regards,
Mrs Yasmin Tabram
Executive Principal



Message from the Principal

Dear The BSE Community,

Happy New Year and welcome to 2022. It has been a busy few weeks at The BSE as we rapidly progress through the spring term. Thank you as always for your ongoing support and commitment to The BSE.
It is hoped that after half term we will be able to commence our 'Extra Curricular' - After School Activities, the initial sign up for the clubs was excellent with over 300 students wishing to participate across the three days of ECA. There will be more information sent to all parents when we confirm the new start dates along with an opportunity to re-sign up for any of the clubs on offer.

The member of 'staff in focus' this term is Mr Mohamed Bayoumi, I am sure you will enjoy reading his story and also seeing his pictures of his time spent with Mohamed Salah!

One important initiative this term which is replicated World Wide in International Schools is Internet Safety Day, which this year took place on January 22nd with a focus on gaming. It is a day that highlights the importance of remaining safe when online and raises awareness of steps that can be taken to ensure this is a priority. You will find more information in the newsletter specific to this, I have highlighted some key data below that hopefully reinforces why this is such an important day.



- Over one in five of Age 3-4s (21%) have their own tablet and 53% spend around 8 hours a week online.
(Source: Ofcom)

- 71% of Age 5-7s use YouTube to watch videos.
(Source: Ofcom)

- There are 74% of 12-15s with a social media profile.
(Source: Ofcom)

- The average person on Facebook has 338 friends - of which 9 they have met.
(Source: PEW Research 2014)

- 94% of children aged 8-11s spend 13 and half hours and 99% of 12-15s are online for 21 hours a week.
(Source: Ofcom)

- There are over 500 million Tweets every day.
(Source: Twitter)

- Two in five parents of 12-15s are concerned about their child being bullied through their phone.
(Source: Ofcom)

- Concerns among parents of 5-15s are also higher than in 2016 for time spent gaming and all related gaming content.
(Source: Ofcom)

Please consider the following and the implications of who we interact with online:

88% of under 15's use their own identity / name & personal data when creating online ID's
94% of adults DO NOT use their own name or personal data when creating online ID's

Tim Hoban
Principal



Learning in Focus

News from Early Years

Learning in Focus

Hello – I'd like to talk a little about Communication and Language

It's easy to take our ability to communicate with one another for granted, but as all those involved in the education of children in the early years know, the processes by which we acquire the ability to talk, read and write are not ones that can be left to chance. Where children fail to build a solid foundation in communication, language and literacy between birth and age five, there are often long-term educational consequences and serious implications for an individual's life chances. Little wonder, then, that EYFS places so much emphasis on supporting children to develop these skills – and that we put a great deal of effort into finding effective and engaging ways to give those in our care the best possible start.

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.

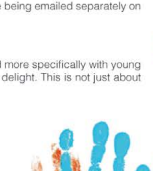


Want to boost communication? Use your hands!

Gestures are a large part of how we naturally communicate with others and more specifically with young children, for example, nodding in agreement, waving 'hello' or clapping in delight. This is not just about physical coordination but primarily about social interaction.

Encouraging Communication using signs

For me, communication is about developing meaningful interactions with others and giving and receiving messages within a reciprocal relationship. Very young children naturally communicate their needs and wants through vocalisations, crying and gestures, and deliberately using signs, taps into these natural methods and can ensure the success of these communication styles.



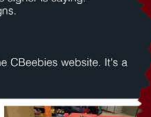
Children who use signs and gestures demonstrate their understanding of language at an earlier age because developmentally children gesture before they can speak, thus their gestures enable them to communicate effectively before they utter their first word. This is about the richness of early language acquisition and not about getting children to talk as early as possible, but simply getting children to communicate.

- Signing can decrease frustration in the early years before speech is developed enough to express a child's needs and wants, thus fewer tantrums!
- Signing assists understanding of language for some children as the action reinforces what the signer is saying.
- Children who sign are often more interested in books as they can 'read' the pictures using signs.
- Adults can understand and interpret what a child is trying to tell them more easily.

There are a number of resources available to support learning sign language. You can visit the CBeebies website. It's a good place to start and great fun for the children. https://youtu.be/flXsU4V0zz8

Pre-F – Phonics

During Phonics, we took the phoneme 'n' , then we sang the jolly phonics song. The children were able to recall the phoneme 'n' with the action We used flashcards that start with the phoneme ' n' , and were able to repeat net , nest , neck, nose and night . We were also able to say some of the words in songs and rhymes. We got to decorate a n-n-nest template by sticking construction materials . We were able to listen and respond to simple instruction. Also, we explored different materials and tools to make our nests and we showed our work to the rest of our friends. We were so happy and proud of their work.







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Pre-F – Rhyme Time

We learnt the 'Down in the Jungle' song during our Rhyme Time lessons this week and we had so much fun singing along! In the song the animals are washing their clothes, it's very funny! Then we went outside, and we washed our aprons and hung them on the washing line! Aren't we clever!

News from Early Years



Pre-F – Maths

We've been learning all about colours and let me tell you there are SO many! We even learnt how to sort colours. We used different toys and manipulatives and we put the correct colour toy into the correct colour tube – it was a challenge, but we did it and it was great fun!



F1 - Phonics

We have been learning about the phoneme 'm'. We demonstrated that we understand that print has meaning by matching the 'm' grapheme (letter) to different pictures that have the initial sound 'm'.

We explored different materials, developing our ideas and initiative to create our own m-m-moon. First, we stuck a foil circle onto canson to create the moon. We then scrunched up foil into a ball and dipped it into silver paint and dabbed it all over the moon, exploring different print and textures. Finally, we used cotton buds to stamp on the stars! This showed that we were exploring one handed tool, showing preference to a dominant hand.





F1 Story Focus - 'Handa's Surprise '

First we recalled the story as we engaged in extending conversation and learning new vocabulary about stories. Children discussed together in talking partners what the story might be about. Then we read the story focusing on the different fruits taken from the basket and which animal took each fruit. They are more engaged now while listening to longer stories and can recall events well, using a wide range of vocabulary. During small focus groups children explored how things work while going through different slides on the screen answering questions about the story.





F1 Maths - During a Maths lesson the children learnt all about the number "10". They can recognise, count and form up to number "10". They were able to trace the number "10" in their wipeable number writing books using the correct number formation.





F2 – Understanding the World – Science Experiments

During our UW lesson, we did a fun activity with colours, napkins and water. F2 had so much fun! They drew different pictures on towel napkins and then folded them and drew another one and top. They then coloured the bottom pictures only. Once we put them in water the colours showed on the top drawing. The children loved it and the teachers had so much fun as well:)







F2 – Cross Curricular – Understanding the Solar System

We have had great fun learning about the Solar System and the planets, recognising which order they come in and we even made some headbands to represent what we have learnt. We learnt that the Solar System is made up of the Sun and all of the smaller objects that move around it. Apart from the Sun, the largest members of the Solar System are the eight major planets. Nearest the Sun are four fairly small, rocky planets - Mercury, Venus, Earth and Mars.







Learning in Focus

News from Early Years

Early Years Celebrated Egypt's success in reaching the African Cup Finals!






EYFS CELEBRATED 100 DAYS OF SCHOOL

100 Days of School represents progress, growth and development and for the teachers, parents and pupils of Early Years at BSE it offered us a great opportunity for creative learning and celebration!













Learning in Focus

Message from the Head of Primary

Learning in Focus



Children's Mental Health Matters!

Children's mental health and wellbeing are at the forefront of everything we do here at The BSE. We recognise and understand that good mental health helps our pupils develop the resilience to overcome the challenges they face and grow into well-rounded, healthy and happy adults.

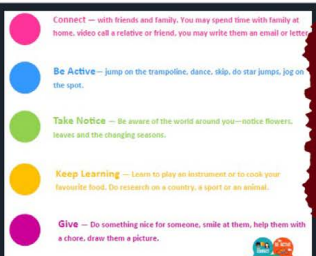
For this reason, the Primary School once again participated in Children's Mental Health Week 2022. This term, our focus was to 'grow together' as a BSE community, ensuring that the children understand the significance of self-care and well being. I am confident that the Primary Section of the Newsletter will showcase the wonderful activities that occurred within each year group during this special week. In addition to this, you will find further information and tips relating to looking after our children's (and ourselves!) health and well-being.

What can we do to help our children?

Most children grow up to be mentally healthy, but surveys suggest that today's children and young people have more significant mental health issues than those of 30 years ago. According to https://www.mentalhealth.org.uk/, mental health problems affect around one in six children. They include depression, anxiety and conduct disorder (a type of behavioural problem) and are often a direct response to what is happening in their lives.

The emotional well-being of children is just as vital as their physical well-being. The following are some examples of things that can help keep children and young people psychologically healthy:

- being in good physical health, eating a balanced diet and getting regular exercise
- having time and freedom to play, indoors and outdoors
- being part of a family that gets along well most of the time
- going to a school that looks after the wellbeing of all its pupils
- taking part in local activities.





Other elements, such as feeling loved, trusted, understood, and safe, are also significant. Children who are optimistic, resilient, have some control over their lives, and feel like they belong are most likely to have better mental health.

I'm worried about my child – what can I do?

Listening to your children and taking their feelings seriously is one of the most significant ways parents or guardians can support your child. They may desire a hug, you to assist them in making a change, or they may require practical assistance.

Negative feelings in children and young people usually pass. However, if your child has been distressed for an extended period, if their feelings are preventing them from moving on with their lives, if their sadness is disrupting family life, or if they are repeatedly behaving in ways you wouldn't expect at their age, it's a good idea to seek support.

A teacher, a school counsellor, or an educational psychologist may be able to assist your child if they are having difficulties at school. We are very fortunate here at The BSE to have the experienced and professional expertise of our Pastoral team and councillors. Please do not hesitate to contact your child's class teacher if you have any concerns regarding your child's health or well-being. We will gladly assist you in supporting your child.

Ms. Jay Wilmott
Head of Primary and ALDD

News from Year 1

Learning in Focus

We started the Year off right in Year 1 and we looked at so many important things;
The first thing was learning about other cultures, we took a virtual tour of all the continents and we learnt how to understand different perspectives within the world we live. We linked our learning to PSHE, Topic and Literacy. We then celebrated the Chinese New Year by creating dragons, it was very fiddly, but we did it. At the end of the term we celebrated diversity in the best way possible and had an International Day, where each Year 1 class chose a country to celebrate. We then cooked food from the country and dressed up in traditional attire. It was truly fantastic!
We then linked the traditional food to our senses, we played guess my taste, where our teachers blindfolded us and we had to guess what we were eating. Did you know that there is a quirky phenomenon where when one sense is weakened other senses develop stronger abilities.









We continued to celebrate throughout the term and took a closer look at the planet we live in, we celebrate earth by looking at how we can help it through recycling and preventing air pollution. We decided that we should be riding bikes instead of driving cars and using sustainable resources rather than plastic. We then made our very own bike helmets out of recycled materials, it was so messy but the results were fantastic.







After all of this excitement, we still had time to celebrate maths and fractions. We split lots of shapes and discussed halves and quarters and to wrap up our learning we had a pizza party and sliced our pizza into fractions. It really was an amazing half-term!









YEAR 1

News from Year 2

Learning in Focus

We are well into the second term of the school year and look forward to all the teaching and learning planned for the second half of this term. We have had a fantastic second term of learning and playing, let's look at a few highlights in Year 2 after our first half term.



CREATIVE THINKING

Through a variety of activities and ways of learning we enable our students to develop concept clarity and in depth understanding of the learning objectives. We extended our basic knowledge about shapes to 3D shapes whilst having great fun by making skeleton shapes using toothpicks and blue tac resulting in great success. Not an easy task for small little fingers but our students were proud!





E-LEARNING

Distance learning won't stop us from having fun! Enthusiastic Year 2 students participating online in the float and sink Science lesson by experimenting through building their own little boats using hollowed out oranges and making sails with straws and paper.





creative little SCIENTISTS





No mess, no fun! During our Materials unit in Science we explored changing shapes and what better practice to make our own putty. Student engagement was high and the more students explore for themselves the better they learn.

Wellbeing

The theme for this year's Children's Mental Health week was Growing together. In year two we did various activities and one was creating a collaborative art work. We all coloured together to create this magnificent piece of work. We expressed ourselves using colours we love whilst working together and the result reflects how growing together results in beautiful new beginnings.







We incorporated Mental Health and wellness into our lessons. This beautiful display is the result of all the Year 2 classes colouring and decorating paper feather cut-outs during a mindfulness session.

There are many benefits for children in doing yoga, some of them being decreasing stress and anxiety and promoting mindfulness, encouraging concentration, improving coordination and balance only to name a few. Year 2 children enjoying yoga sessions.

BSE Year 2 educators and students are looking forward to our next half term!!

Learning in Focus

News from Year 3

The past few months have made children and teachers truly appreciate the unique interaction that the classroom environment provides. Children don't only get to share their thoughts, opinions and experiences, but also get to develop their communication and conflict resolution skills while doing group work. These are essential skills that will benefit our BSE children across their academic education and fruitful careers as adults.





Accordingly, year 3 teachers have incorporated group work and hands-on activities across different subjects to keep the children enthusiastic towards their learning and to help them continue to develop their social skills. In Literacy, children built on their previous grammar knowledge by focusing on the necessary rules required to change regular and irregular verbs from present simple to the past simple tense. For their activity, the children practiced their knowledge by playing a team-based grammar card game where the teacher draws a present tense card while both teams scan the cards in their hands and try to be the first to place the matching card on the table. In the process, the children further developed their teamwork skills and sportsmanship by learning to celebrate success respectfully and accepting loss in a mature manner. Additionally, the children played a present and past simple tense blocks game by matching correct verbs and building the blocks.

For science, the children practiced their newly acquired knowledge by building their own flower model out of playdough and clay. They focused on all the parts of a flower, including the male reproductive organ (stamen) responsible for making pollen and the female reproductive organ (pistil), the sepal that protects the flower and finally the colourful petals. Afterwards, the children performed a short play about pollination where they displayed how pollen sticks to a pollinator so it can be moved from one flower to another. To do this the children used small pomporns as pollen and used icicle sticks with double-sided tape to act as the pollinators' body.

News from Year 4

Together We Rhyme with Colour Poems ..

" Poetry is the clear expression of mixed feelings" W.H.Auden. The term started off so creative: writing poems, exploring different types of it, learning about syllables and Haikus that don't have to rhyme. Our Year Four children did not stop there, but they wrote free verse colour poems describing the feelings of their 5 senses experiencing their chosen object colour. Back to reality, year 4 children started their non-fictional journey to explore what the world's most incredible sport is. During this journey, the children discovered the world of journalism. Our little reporters learned about the features of newspaper reports and their functions, in addition to how to create interview questions. They also discovered the delights of writing their own newspaper report and role-playing an interview with a korfball player. What a stunning unit!

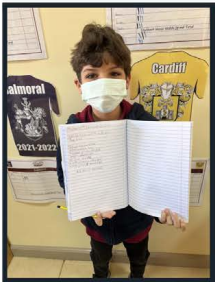


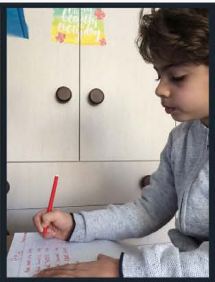




News from Year 4

Learning in Focus







Ideal Bond with Angles!

This half term we travelled on a fictional expedition to explore, observe and dig for Geometrical knowledge. Along the fascinating journey we realised that angles and degrees represent a significant part of our daily surroundings, which we certainly proved using our protractors. Surprisingly, symmetry and 2D shapes too, including parallel and perpendicular lines, are obviously seen using the reflection in mirrors at our school classrooms, vehicles and homes .















Electrical Fun!

Science is simply the word we use to describe a method of organising our curiosity. (Tim Minchin). In BSE, Science is not just a theoretical subject that is taught to children, Science is a way of thinking, posing questions, exploring and coming up with a method. This term, year four children learnt about electricity. They enjoyed creating their own electric circuits. They also had fun acting as scientists testing the electrical conductivity of different materials. Finally, we enjoyed different hands-on activities which promoted a deep understanding of scientific concepts and helped them develop effective methods of scientific inquiry.







News from Year 4

Learning in Focus

Growing Together ..

Year four children participated in this year's Children's Mental Health Week. Throughout this week, staff and pupils participated in activities that were designed to specifically promote social, mental, and physical wellbeing. This year's theme was **Growing Together**; it was all about growing emotionally and finding ways to help each other grow. Our awesome year 4 children took part in different activities to reinforce their understanding of the importance of their mental health. We learnt how a simple breathing exercise could help us with our anger management and how yoga reduces stress. We also learnt how to express our feelings through amazing activities. We stressed on the importance of social connections, and how thinking positively, showing kindness to others, talking to people who we trust about our feelings and volunteering are all great ways to stay connected with others. To celebrate the finale of this special week, we all dressed in different colorful outfits that represent us!

















News from Year 5

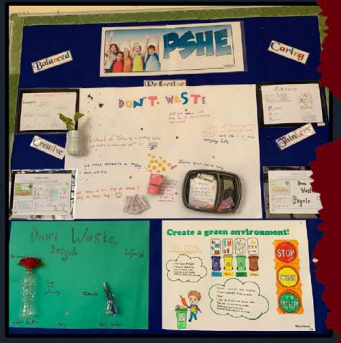
Waste, Waste and Less Waste!

This term, Year 5 explored our environmentally conscious side with the aim of making a positive change at the BSE. At the time, we could never have predicted the extent to which we would succeed in achieving our goal.

Our PSHE unit Waste offered the perfect opportunity to encourage a positive attitude in our students towards a key global issue: the worsening environment. The Year 5 team did not let this opportunity for wider education pass; planning and organising a range of beneficial tasks and activities.



A global initiative to protect our planet



5B's advertising campaign against waste.

As with every new unit, our first mission was to educate our students on the topic at hand. We were so pleased and proud with the depth of knowledge and consideration for our planet that already existed amongst such young minds. The deeper we delved into our studies, the more determined our students became to take a stand in combatting the five different types of waste harming our planet: organic, hazardous, solid, liquid and recyclable.

5C went the extra mile by crafting their very own pencil pots using their used plastic water bottles that would otherwise have ended up as harmful waste!







Our committed team of co-teachers combined to organise a rewarding challenge for pupils after weeks of intensive teaching, research and learning. Each class was tasked with producing as little waste in an entire school day to promote healthy competition. This meant preparing a lunch that used minimal packaging, bringing a reusable flask as opposed to a plastic bottle and reusing our classroom resources efficiently.



The outcome was remarkable! All five classes certainly did their bit, with 5B coming out just on top while our other four classes could not be separated in second place.

The result of 20 5B children after six hours!

I ♥ Y5

Learning in Focus

Learning in Focus

News from Year 6

All about Blood!

Year 6 have had a very exciting half-term; they have been learning all about the heart and our circulatory system!
Need an expert who knows everything and anything about blood? Ask any Year 6 pupil!
During our Science lessons, our pupils have learnt about: the components and functions of the heart; the components of blood; different types of blood groups; the effects of exercise on their bodies and much more!



We've conducted many experiments this half-term to represent the circulatory system and all its components. We'd like to thank the parents for all their support and help in bringing in different items from home during this term in order to complete our awesome projects & experiments.



We also linked our Literacy lessons by examining a report text focusing on blood. Our end of unit task was to create a persuasive text to encourage others to donate blood. Our Year 6 soon-to-be physicians worked hard on their pieces of writing and were proud to incorporate different scientific aspects we've learnt over the term. Well done Year 6! As a reward, check out this funny Science joke: physicians who deal with blood are wealthy…as blood cells!



School House News

Houses Ready, Set, Go!

As we approach our second term break, we can look back and celebrate many successes. Well done children for all your hard work this past half term. There have been a huge number of house points awarded for hard work and excellent behaviour.









Students have been actively collecting house point tickets. A house point ticket will inform the student's class teacher to record the points on the class tally.



Children are engaged as they tally up their points on their class House displays. Displaying their good efforts for the rest of the class to see.



School House News

Learning in Focus





Students are involved as they monitor their progress using their House booklets which allows them to keep track of their own house points.







The Houses each have a house captain who, along with the lead teacher, run the house meetings and organise their houses when appropriate. Our House Captains are: Ahmed Mohamed (6A) , Adham Ahmed (6C) , Alia Mohab (6D) and Maya Ramy (6E).













Children are excited as we have our celebratory presentations announcing the accumulated house points and revealing the weekly winners. The aim of this system is to provide additional motivation and reward as well as promoting the ethos of being a member of a team.









School House News

Students were thrilled to receive certificates for their hard work and effort. Certificates are awarded after reaching a certain amount of house points. Bronze certificate (100 HP), Silver certificate (200 HP), Gold certificate (300 HP) and Platinum certificate (500 HP).



Students were thrilled to receive certificates for their hard work and effort. Certificates are awarded after reaching a certain amount of house points. Bronze certificate (100 HP), Silver certificate (200 HP), Gold certificate (300 HP) and Platinum certificate (500 HP).

Our volunteers from year 4 helped record and monitor the primary school's House point display. Congratulations to Balmoral House for winning this week and earning 860 points! Keep up the hard work everyone.

House Points Activities

Want some extra house points! Complete this activity and submit back to your teacher for five more points. Please find the link to your House activity attached below.

Year 1: https://drive.google.com/file/d/1z3y1bM0lG0XsJMvvQcY7AIdNHppXgMrX/view?usp=sharing
Year 2: https://drive.google.com/file/d/1HYLjb_i5RU33WSpWCZAri4gGs5cI1J9j/view?usp=sharing
Year 3: https://drive.google.com/file/d/1f5pJRobrydRVt-cgxFba4fSbwluk4azY/view?usp=sharing
Year 4: https://drive.google.com/file/d/1CdcgeGxs8aBvxoI-Xpj3qxYJ0qzLmJDc/view?usp=sharing
Year 5: https://drive.google.com/file/d/1yvDEogLRmnh1MEs7nycp-BOsJR6RLZN5/view?usp=sharing
Year 6: https://drive.google.com/file/d/1qxtAkSNJoUFnz-wZXlQJlF-vJoi7ryWG/view?usp=sharing

Thank you!

Learning in Focus

News from Primary Music

Learning in Focus

Year 1

During this term we enjoyed learning about rhythm in the music elements song. Playing different rhythms on the percussion instruments and drawing them. We watched and played games about percussion instruments family and we learned how they sound like and how we play on them.



Year 2

We had fun learning about writing the rhythm notes on the staff and how we read and play the notes on the instruments. Through watching videos and playing games we learned how to recognize the difference between tuned and untuned percussion instruments and how we play on them.

Year 3

We enjoyed learning about different names of more rhythm notes and how we use the percussion instruments to read and play them. By watching and playing many different videos and games we knew more different instruments families in the orchestra and how the orchestra is being formed and performs.

















Learning in Focus

News from Primary Music

This term students in KS2 have developed their understanding of different instruments and how they are used to create different sounds. Using instruments such the Boomwhackers, students have been able to explore the reasons why different instruments are able to create different pitches. Alongside their continued use of music notation and their abilities to read and write music, students are becoming more confident at performing and exploring instruments.

Additionally, this term students have also been introduced to the newly updated BSE anthem, As the values of BSE have developed, we have taken a new approach to our school song. Students have been learning the new BSE anthem which features a noticeably modern and contemporary feel.





News from Primary Art

Year 1

Learned about how to draw in Perspective and that it gives a three dimensional feeling to a flat image.



Year 2

Learned about perspective and how to understand that objects appear smaller when far from the viewer and bigger when closer to the viewer.





News from Primary Art

Learning in Focus

Year 3

Learned about perspective and to understand that objects appear smaller when far from the viewer and bigger when closer to the viewer. They explored how drawing in Perspective gives a three dimensional feeling to a flat image and how a single vanishing point can transform a drawing into something that looks real, solid and three dimensional!





Art Projects





End of Term 1 projects Year 1 2 & 3






News from Primary Art

During KS2 art lessons we aim to provide the children with some strategies to help foster their creativity and provide them with a good background about many different artists and the history of art.

One of the most fascinating things about Picasso's work is how he was able to distill an image into its essence. In order to do so, Picasso had to dig deep into his child-like mind, and create with spontaneity, fun, and originality. Picasso said that "Action is the foundational key to all success." It makes sense. If you're a painter or an artist, you cannot become "successful" without creating art

Let's have a look at the little artists creating Masterpieces!











Learning in Focus

News from Primary Art

Year 6 Artists have been working on creating face portraits inspired by Pablo Picasso Art work

Our marvelous Year 5 little Artists created portraits for (Frida Kahlo: Queen of the Selfie) Learning about Frida Kahlo (and her connection to today's "Selfies") gives students insight into art, Mexican culture, and self-expression.

WOW, GREAT JOB!



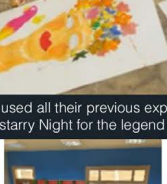






Our Year 4 young artists used all their previous experience in painting techniques to create that masterpieces of the starry Night for the legend Vincent Van gogh









Throughout the half term all of our KS2 students have also learned the skills and techniques of shading with pencil and colours to develop art and design techniques. You can see some of our pupils pictured below using values and different techniques of shading.

Learning in Focus

News From Performing Arts Department

Learning in Focus

Year 1 students have been working independently with self-confidence using roles and characters to adopt the attitude and emotional state of a fictional character. They have explored movement and the use space in acting Handa's Surprise Story.

Year 2 students developed an extend understanding of the following concepts through participation:

·Role / Character: adopting the attitude and point of view of a different fictional characters, and dialogue
·Relationship: listening and responding in role to other characters in role
·Time and Place: Establishing a clear setting

Year 3 students are learning to read scripts with stage directions and develop an awareness of the relationship between voice and body. They plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role.







Over the course of this term our talented students learned how to improvise and create content on their feet. Improvised drama is work that hasn't been scripted but is made up as you go along. It's important not to block members of your group when improvising but accept and try out their ideas.

Improvising is an excellent way to generate new content and explore ideas when devising drama. The beauty of it is that because it's unplanned you never know entirely where the scene might take you or what the other actors you are working with might say.

























Improvising is also a wonderful way of sharpening acting skills. Being completely in the moment and open to what is happening improves listening and responding onstage, builds rapport, sharpens the wits and improves confidence as a performer.

Learning in Focus

News From the Performing Arts Department








News from the French Department

Bonjour Parents!

Springtime is almost here! The best season ever with its joy and it's colourful flowers.

This newsletter will give you, as always, a general idea of what students have learned during this time. It has been a different kind of half term, but whether in person or remotely, we have worked hard to bring the students valuable class content as we have begun the year.



Year 1

Our fantastic Year 1 children have been learning how to build their family members' vocabulary and writing skills through an engaging activity on the smartboard called "My family image pair" to check pupils' knowledge of family members in French. Pupils matched up the French to the English word.



Year 2 & 3

Our Year 2 & Year 3 super duper children get very excited learning about school supplies in French. They practiced reading and speaking about which school supplies they have and do not have. In addition to school supplies vocabulary, they learned to use the indefinite articles "un - une -des" to identify the gender of each school's supplies. They also learned to use the "Je/ Tu" forms of the verb "avoir" (to have). Students have prepared great oral presentations about the topic.

Phonics is a method for teaching students how to read and write an alphabetic language. It's done by demonstrating the relationship between the sound of the spoken language and the letters or group of letters or syllables of the written language.

Year 2 & Year 3 children also enjoyed learning to identify the difference between the sound "G" and the sound "K". They also learned that the French letter "C" changes its sound depending on the letter that follows it. It can be pronounced in one of two ways:

- Soft pronunciation: In front of an 'E,' 'I,' or 'Y,' the 'C' is pronounced like an 'S'. (e.g. ciseaux)
- Hard pronunciation: In front of an 'A', 'O', 'U' or a consonant, the 'C' is pronounced like a 'K'. (e.g. cadeau)




News from the French Department

Learning in Focus



Year 4

Our amazing year 4 children had a lot of fun learning how to spell and pronounce the days of the week in French through a variety of engaging French interactive games. They have also been taught to name school subjects and food in French and to express what school subject(s) and food they like or dislike.

Year 5

Learning the French words for sports is a great way to have fun with children and, even better, many of them sound or look similar to the English words !

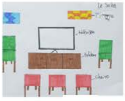
Year 5 children had a lot of fun practicing talking and writing about their favourite sport in French saying when and where they practice this sport. They also learned how to use common 'faire' expressions using the verb "faire" (to do) in the present tense to say what sport they are doing (e.g. faire du ski, faire de la natation, etc.)



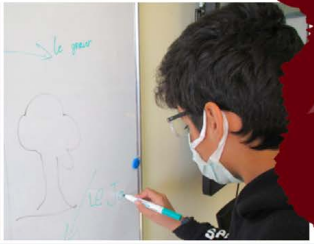


Year 6

Our creative Year 6 children have been really excited learning to name the rooms of the house in French and the objects in a room. They expanded their vocabulary and conversation abilities by labeling the rooms in the house and objects or furniture they might find around the house in French.







News from the French Department

Learning in Focus

Year 7

Our amazing Year 7 students have been enjoying learning about the school supplies they have and don't have and asking for objects in class. They also talked about the school subjects they like and dislike expressing their opinions.

Students had fun learning how to tell the time in French and say when they have such a school subject. They also learned how to write their schedule in French, comparing their British school schedule to a school in France.



Year 8

Our smart students in Year 8 have been enjoying learning about different types of TV programs in French and saying what kind of program they like or dislike giving their opinions. They have also been taught to name different types of films in French and say which movie they are going to watch at the cinema and at what time using the "le Futur Proche" (The near future tense).





Year 9

Our fantastic Year 9 students have been enjoying learning about physical and moral descriptions and how to write a paragraph describing someone's physical appearance and personality using a list of adjectives mixing both physical and personality traits. They also learned how to use the masculine and feminine form of adjectives.



MERCI BEAUCOUP

Thank you to all parents, carers and guardians for your continued support

Respectfully,
French Team

News from the PE Department

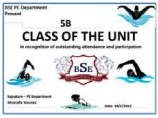
Learning in Focus

Swimming

We had another great unit of swimming during the past half term. Throughout all of the year groups we had many classes that maintained a 90% participation rate proving that not only is swimming an excellent physical activity but that the PE department at The BSE make it a fun and rewarding unit of work all year around.

Here are the Swimmers of the Unit:

4A - Lamar Amr Sabry, Abdel Rahman Ahmed Mahmoud
4D - Alia Sherif Mohsen, Omar Ramy Adel Zayed
5A - Kenzy Karim Abdallah Arafa (no photo), Ismail Ihab El Sharkawy
5D - Karma Mohamed Medhat Zaky, Tony Essam Bashra
6A - Taya Ashraf Amin, Yassin Hany Mohamed
6D - Carla Ramy Raouf, Selim El Gendy





4A 4A 4D 4D 5A 5A



5D 5D 6A 6A 6D 6D

We also gave a certificate to class 5B for being the Class of the Unit. They received this for their outstanding attendance and participation during this half term. Well done to everyone!!



News from the PE Department

Learning in Focus

Physical Education Spotlight: EYFS

For PE this half term in EYFS, we have been focusing on improving the pupil's motor skills by introducing some gymnastic activities such as performing a safe forward roll on our gym mats. We have also been getting the children involved in a variety of athletic activities such as sprint races, hurdles and throwing challenges. These activities are designed to improve the pupil's co-ordination, speed and balance. The children are encouraged to keep themselves active and healthy and are constantly reminded how to use the equipment and materials successfully and safely.





Young children undergo rapid and wide ranging physical and physiological developments in their early years which contribute to their future health and well being. Physical development can help with the maintenance of a healthy weight and the development of strong bones, muscles and heart.

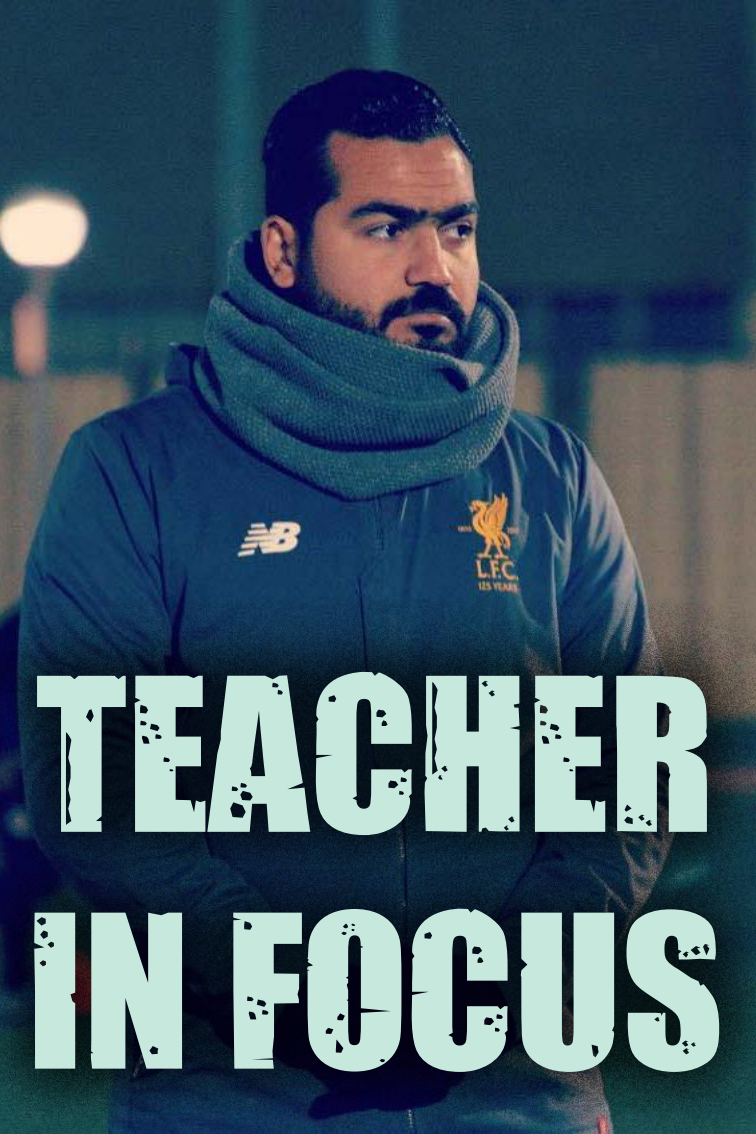


It is important that we try to teach all our young students about good sportsmanship and the correct way to react in a competitive environment. We have been encouraging the pupils to treat their peers with respect no matter if they win, lose or draw and instill this attitude in them while they are at a young age. The children are encouraged to interact in a positive manner with each other, such as saying "good game' at the end of an activity as well as fist bumping each other to encourage a positive playing environment.



Thank you to all Parents and Students for the ongoing support of PE at The BSE

Mr. Doug Lynch
Head of PE Department



TEACHER IN FOCUS

Teacher in focus…

Learning 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 next one of these is an interview I had with one of The BSE's favourites - Mr Mohamed Bayoumi.



We all know that Mohamed (Bebo) is an exceptional football coach and well regarded within the upper leagues of Football Egypt. Over the past few years Bebo has established himself as one of the best football coaches in Egypt.

What are some of your earliest memories of sport & in particular football?

I remember one of my earliest memories that attracted me to football was the Nigerian National Team in the FIFA Confederations Cup in the 1990s. I was attracted to the way they played and to the stars in the team at that time like Kanu, Amokachi, Okocha.

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



I played for a football club in my neighbourhood when I was very young, I was only 7 years old. I played for 14 years until the age of 21 for multiple local clubs.

When did you decide to focus on coaching?
I started thinking of becoming a coach when I was in high school. I was attracted to this field because of my coach, I admired him and looked up to him. When at University I focussed on coaching as part of my Physical Education degree.

What advice would you give to anyone who is interested in becoming a coach? To become a coach, the person needs to study hard to be qualified for the job. A person needs to have a passion for this job in order to be successful and able to constantly develop and improve himself/herself.

Who are your inspirations? Jurgen Klopp and Pep Guardiola.

How did you get your role with the Liverpool academy?

It happened when I was working for Barcelona Academy in Cairo and I received an offer to join Liverpool Academy in Egypt, and after that, I became the Academy Director. I was already a Liverpool supporter and it was great to work for the club of my dreams.

What would be your ambition? Someday, I'd like to be the Minister of Youth and Sports in Egypt.

You have also invested your own time recently in your coaching academy - how is that progressing and what are your aims for the academy in 2022? It's been developing very well and it feels special to have and run my own project. I'd like to have my own academy on the level to compete with the international academies in Egypt, especially that I sometimes organise international camps for some of my players to train and experience how football is like in Europe, as in this summer some players are travelling to The Netherlands.



Teacher in focus…



If you could coach any team in the world, which team would it be and which players would you like to have in the team? Liverpool because they have an identity and values. Mohamed Salah, Christiano Ronaldo and Leo Messi would be the players I would have in my team!

What are your ambitions and what would you like to do still in Football? Someday, I'd like to be the Minister of Youth and Sports in Egypt, and have the opportunity to improve and develop the way sports are run.

What would your message be to young footballers, with an ambition to coach or play at the highest level? A person will have to have a passion for football and for coaching. Playing is one thing but coaching is something else. So, if a person wants to become a coach, he/she will need to study and always work on their personal and professional development when it comes to coaching.





Learning in Focus


BSE
The BSE's
Rising Stars
THE BRITISH SCHOOL

THE BSE'S RISING STARS

In a new feature for the newsletter we will be celebrating The BSE's future sporting stars with a regular feature that highlights their success and achievements throughout the year.

In this edition we showcase three of our KS3 athletes who are all performing at the highest levels in their sports.

JUDY AHMED

TAEKWONDO







Club: Shooting Club ElDokki
Achievement: U14 National Champion
Dream: Winning an Olympic medal

Judy is one of Egypt's most promising young Taekwondo Haksaeng (students) and was crowned the National Champion at Under 14 level. The aim of winning an Olympic Medal is definitely in sight.

ADHAM KANDIL

SWIMMING





Club: Shooting Club October

Achievements: 7 medals including gold, silver and bronze in both individual and relay races U14 Giza Championship

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SELIM MOHSEN

BASKETBALL

Club: El Gezira club

Achievement: U14 Giza Championship Gold medal





Each of the students that we have featured put in a huge amount of hard work and dedication to their clubs and their sports. The commitment that is shown to achieve at the highest levels by themselves and their families is fantastic. Credit is given to their families for the ongoing support as well as their clubs and coaches for the specialist advice and coaching that is given.

If you would like to feature in the next edition of The BSE Rising Stars please see Ms Esraa in PE and explain to her your achievements. We are looking for students competing and achieving at the highest levels in their sports. **esraa.awad@bse.edu.eg**



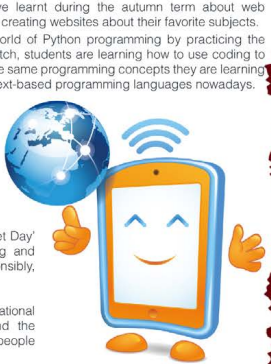
News from the Computer Science Department

KS1 pupils have been learning more about Internet safety as well as improving their programming skills using Scratch by creating two-players games such as the Rocket and the Tennis games, which allowed them to apply all new programming concepts they have learnt.

In KS2, pupils started to expand their knowledge about computer basics, learning about the computer hardware (basic parts, internal components, peripheral devices, and how to set up a desktop computer), the software (operating system and application software), as well as gaining some essential skills such as how to clean a computer properly, and how to safely use a computer following the rules of ergonomics. Furthermore, pupils have been applying what they have learnt during the autumn term about web development by doing some cross-curricular activities and creating websites about their favorite subjects.

Our students in the KS3, are getting prepared for the world of Python programming by practicing the essential programming concepts using Scratch. With Scratch, students are learning how to use coding to bring their ideas to life. Later, students are going to apply the same programming concepts they are learning now but using Python, which is one of the most important text-based programming languages nowadays.

SAFER INTERNET DAY 2022



Established by the UK Safer Internet Centre, 'Safer Internet Day' was founded 19 years ago with the aim of normalising and inspiring open conversations about using technology responsibly, respectfully, critically and creatively across the world.

Tuesday, 8 February 2022 marked the 19th year of international 'Safer Internet Day'. This year's theme focused around the challenging issue addressing the potential risks our young people face when gaming online.

Gaming can play a huge part of a youngperson's life. The gaming industry has changed drastically over the years and with the marriage of gaming devices and the internet, gamers and their guardians alike find themselves navigating an entirely new landscape. It is no longer enough to consider a game's age rating before purchasing, but to take a closer look at how the game itself is played.

Smart guidance

Consoles:

- Show an interest in their games and passions and check suitable age-appropriate games are being played.
- By creating yourself an account as a family manager and creating a separate child account for each child with their date of birth, you can tailor their gaming experience according to their age and maturity.
- You can manage various settings, such as what features your child can access, whether they can exchange photos and videos with other users, whether they can shop on the gaming store, what age recommended games they are permitted to download and how much they can spend each month.
- You can help come up with cool usernames (or gamertags) which are their 'gaming alter ego's' which will help protect their identity.
- Many games will allow online players (not necessarily friends) to communicate by written messages or via the headset. Encourage your child to game or appear 'offline' to reduce their exposure to strangers.

Mobile phones:

- On Apple devices (such as iPhones/iPads) parents are able to block or limit specific apps and features on your child's device. You can also restrict the settings on your iPhone or iPad for explicit content, purchases and downloads, and privacy.
- Set up 'Family Sharing' then Apps and purchases can be approved and monitored by yourself.
- As we use our mobile phones for private matters, our data is often saved locally for our convenience. This applies to our children too. By accessing games in our browser, or through apps, users can unwillingly submit our private information or give access to photos by clicking 'Accept' to unread terms and conditions.
- Many of the free mobile games that are available to download earn money through advertising. Often, these adverts are not regulated and can include adult or unsuitable content or promotions, so avoid free games and opt for the Apple approved games.
- If your child is a keen gamer, and you are worried about this, you could subscribe to 'Apple Arcade' which provides over 200, ad-free games for a small fee.

Learning in Focus

Learning in Focus

News from the Computer Science Department

SAFER INTERNET DAY 2022

How can I let them know I care and can help?

There is no one straightforward answer, as the gaming world has grown significantly but having an open and honest conversation is the best way to start. Gaming is fun and addictive so your child's biggest worry about their gaming time is that it will be reduced. So how can you encourage them to come to you if something is going wrong?

1. Have an open and honest discussion with them. Let them know that you are aware of the dangers of the internet. Tell them that you know there are people pretending to be someone they are not and this can affect their enjoyment of their fun experience. Let them know that if there is anything that worries them, they can speak to you and you can work with them to solve it - as opposed to removing this privilege.

2. Talk with them and help them to manage their time. They may not have thought about how much time they need to eat, wash, do homework, travel, complete chores, or play sports. Helping them split their time into blocks will give them a balanced structure to their day and ensure they make time for fun; making it easier for you to monitor. Remember to review this on a termly basis as your child's needs will change depending on the time of year.

3. Set clear boundaries. Come to a conclusion together on what is safe and unsafe to share online. You will find that your child is already aware of potential dangers and knows private details such as their identity, location and school is information that nobody online needs to know. The sooner you begin these discussions, the better prepared your child will be as they get older.

4. 'No' means 'no!' Online friendships can be tough to manage, but making sure your child understands that they are in charge is a simple way to keep them secure. Talk about how they'd react if someone said or did something that made them feel uneasy. Remind them that they don't have to do something just because an internet friend encouraged them to, and that they can seek aid and guidance from you.

5. Making safe choices. When it comes to technology and the internet, your child will have to make a lot of decisions, so talk to them about what they can do to stay safe. This could include never agreeing to meet up with someone they only know online and keeping sensitive information like their name or school private. The sooner you begin these discussions, the better prepared your child will be as they get older.

6. Always being kind and respectful to others online. Explain to your child that being kind and respectful helps everyone enjoy and stay safe (and have fun) on the internet - even if they are being beaten by a sibling in the other room! This is something you can demonstrate online as well, using your own words and actions.

News from the Science Department

THE BSE SCIENCE WEEK!

We hope you will be as excited as we are that the BSE science week is so close!

The KS3 Science department is delighted to announce the BSE Science Fair which will be taking place during the week 13th to 17th March. The aim of the science fair is to enrich the science curriculum and provide an opportunity

Year 7

Chemistry presents a unique position among the sciences as an area of study in which students have opportunities to consider consequences of actions and how to reason and solve problems. Students studied the properties of the different states of matter in terms of the particle model, including gas pressure. Both physical and visual demonstration ways were used to explain diffusion in liquids and gases.



Students learned about different types of mixtures and then compared between solutions, colloids, and suspensions in daily used products. They also studied different types of separation techniques. In the laboratory, our young scientists were able to identify which separation technique is most suitable for a given mixture.

Students learned about atoms and were able to define and compare elements and compounds. Students also examined the periodic table and the properties of elements and differentiated between metals and non-metals in terms of physical properties. Students ultimately learned the difference between physical and chemical changes by observing and predicting different outcomes of chemical reactions in the laboratory.

News from the Science Department

Year 8

Chemistry enables students to understand the properties of different materials and to transform materials into new and useful substances. Through chemistry, students can understand changes that we observe in the natural and physical world.

Students learned about the composition of atoms in terms of their particles and the properties of the particles in terms of their relative charges and masses. Through different hands-on activities students were engaged and learned about the electronic configuration which helped them understand the chemical behavior of elements.






Learning in Focus

Students developed their scientific inquiry skills by carrying out investigations to separate several mixtures given to them in the laboratory based on their understanding of a Separation Techniques Unit.






Learning the basics of metal corrosion, students were able to investigate multiple chemical reactions in the chemistry lab and record their observations. They tested the formation of salts and hydrogen gas production in the reactions with acids. It was a great opportunity for the students to work on these experiments and follow safety instructions.

Learning in Focus

News from the Mathematics Department

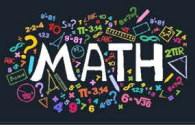
Mathematics as a subject affects all aspects of human life at different levels. Studies have suggested that Mathematics is a science of magnitude and number that is very useful virtually in all subject areas. This is because all fields of studies are dependent on it for problem solving and prediction of outcomes. Competency in mathematics learning is vital to any individual and nation in domestic and business deals, scientific discoveries, technological breakthroughs, problem-solving and decision making in different situations in life.

In many cases, students have been found to approach Mathematics as procedural and rule-oriented. This prevents them from experiencing the richness of Mathematics and the many approaches that could be used to develop competence in the subject. A number of studies have explored the concept of factors affecting students' performance in mathematics with divergent views and findings.

Most of our students have started to change their view on mathematics, at this stage of the year most students are now able to relate what they are learning to their real life. They now are eager to learn, to know and to succeed.



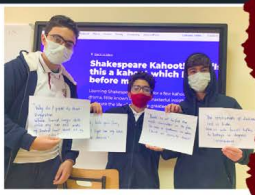




News from the English Department

As the beauty of Shakespeare is that his works remain vibrant and relevant as the world keeps changing, Year 8 students have been decoding Shakespeare's original language in his Macbeth, analyzing his colorful themes and characters and learning to ask big questions about themselves and the world around them.





News from the Art & Design Department

During this half term, the art department focused more on the skills than the outcome.



The whole stage was learning about oil pastels, and how to blend the colours together.



News from the Art & Design Department

Learning in Focus

Some students during lessons:



Sereen Hussein (7E)

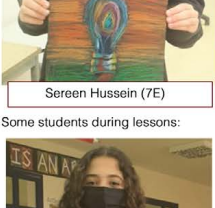


Kareema Refaee (8E)



Laila Arafa (8D)

Some students during lessons:



Jamila Shokry (7E)



Rafif Hatem (8E)



Laila Sakr (8E)

Adding to the oil pastels, the students also practiced drawing on black paper with a white pencil colour.



Gamila El-Shishiny (9E)



Angelina Micheal (9E)

Art and design is a continuous process, all the techniques we are developing are needed in the IGCSE Art subject. As a result there is heavy focus more on teaching techniques to level-up the students skills.

"EVERYTHING YOU CAN IMAGINE IS REAL"

PABLO PICASSO

News from the ALDD Department

As the Spring term gets fully underway, so does our variety of academic support and interventions. Each pupils' needs are evaluated and a programme is devised based on individual requirements. Children respond differently to different approaches, teaching styles and resources. Every child deserves the opportunity to experience personal success and progression and the ALDD team is working hard to make sure that this is recognised through our present intervention programmes and measures.

Currently, our numeracy and literacy intervention programmes include:

- In-class support
- Extraction Support
- Small-Group Support
- Intensive Phonic Support
- 1:1 Support
- Toe-by-Toe (multi-sensory Reading fluency programme)

Our support teachers collaborate closely with class teachers to develop support sessions based on pupils' specific targets. The length of a support session vary depending on the student and the programme being implemented, as well as the numeracy and literacy curriculum components addressed.

Here are a few examples of our pupils engaging and focusing throughout their support sessions; well-done everyone, keep up the great efforts!

Learning in Focus





Spotting the High-Frequency Words





Hands-on phonics activity: using letter blocks to form words with vowel digraphs.

In-class support- using measuring cups to differentiate between litres and millilitres



Practising our number bonds to 20

Learning in Focus

MENTAL HEALTH IS JUST AS IMPORTANT AS PHYSICAL HEALTH

On behalf of the Pastoral and Behaviour Department, we would like to wish all our students and staff a happy half-term! We hope you enjoy your break!
In celebration of Children's Mental Health Week (February), we would like to take this opportunity to share the below information with you.

Mental health is a very important topic and is often stigmatized in many cultures. It is known as the state of balance in our thoughts, emotions, and behaviours. It affects our ability to relate to perform day-to-day tasks or relate to others. It is often taken for granted what we do when our mental health is in a healthy state. However, mental health can hinder us from performing optimally with our thinking, emotions, or behaviours. One in four people will need professional help within their lifetime to maintain good mental health.





From the 7th to the 14th of February 2022, the School Counselors (Pastoral Department) celebrated Mental Health Week with the Year 3 and 4 children.

In the UK, The Mental Health Foundation has organised and hosted Mental Health Awareness Week for 22 years. It is one of the biggest awareness weeks in the UK and globally. So, we took the chance to implement this at the BSE, and adopted this year's theme in the UK: Loneliness and Connection.

You might wonder why the topic of "loneliness" was chosen this year; this is due to its widespread effect during the pandemic. Loneliness has been found to be increasing during the pandemic. It has been a factor which is correlated to higher levels of distress, reduced ability to connect, and a sense of isolation. In these times, it is essential to get in touch with people you can connect with, who matter to you and who lift you up.

Accordingly, during mental health week, we discussed the topic of "Loneliness" and "Connection" as a part of our personal growth with Years 3 and Year 4, the importance of connection for our mental and physical health, and how it can help us develop a better immune system!



We watched a video that discussed how people who feel more connected, tend to develop less illnesses and recover faster when ill. In our workshops, we introduced the concept of loneliness, and how it is different from being alone. Our children were able to distinguish between being comfortable spending time alone through participating in hobbies, and the state of feeling lonely. They spent some time drawing what it means for them to be lonely. We implemented some art therapy to learn about their personal definitions of loneliness. Indeed, one way to know about your child's relationship with others is to allow them to creatively express this through drawing, dancing or acting.



We learnt that our connections with other people are an important part of our own growth and personal development. We also discussed different ways to seek connection, and that it is an active process.

It is important to teach our children that connection can be sought through joining new activities, volunteering, or other creative ways to be active members of their community. Volunteering and giving back to the community can increase your child's empathy and help them build connections. It can also boost their self-esteem and give them a sense of responsibility. We talked about the different ways one can connect with others; some children wrote down connecting with pets, some wrote connecting with family members, and some wrote down connecting with friends. We learned that there is no "one way" to grow our connections, and that we all have a different, personal way of relating to others.

News from the Pastoral and Behaviour Department

Last but not least, we would like to thank our staff and students in Key Stage 3 for their excellent behaviour and effort this half- term.

Year 7

Ahmed Rami 7A (Silver) in English
Ahmed Wahid 7C (Gold) in English 4 times and in Science
Ammar Wael 7C (Silver) in English
Ammar Yasser 7C (Silver) in Maths
Andrew Renzo 7B (Silver) in English
Belal Karim 7B (Silver) in English
Farid Lebena 7A (Silver) in French
Farida Omayo 7C (Gold) in French and Maths
Farida Yasser 7C (Gold) in English and French
Hana Hazem 7C (Gold) in Maths
Hana Khaled 7C (Gold) in English 3 times and French
Haya Tarek 7C (Gold) in French and English
Ibrahim Negm 7D (Silver) in Maths
Jannah El Hussieny 7A (Silver) in English
Lala Karim 7A (Silver) in English and French
Laila Nazy 7C (Gold) in English twice and French
Laila Sherif 7A (Silver) in English
Lara Reda 7B (Silver) in English
Malak Ahmed 7C (Silver) in English
Mariam Mohamed 7D (Gold) in Maths
Mazen Hany 7C (Gold) in English twice
Mohamed Bazan 7C (Gold) in French and English
Mohamed El Sirnan 7A (Silver) in English 2 times
Mohamed Sameh 7D (Silver) in Maths
Muhamad Hadhoud 7B (Silver) in English 4 times
Nour El Gemaa 7B (Silver) in English twice
Omar Samy 7B (Gold) in English twice
Sara Fadi 7B (Gold) in English
Sarah Aria 7C (Gold) in French and Maths
Seif Abdel Aziz 7F (Silver) in Humanities
Seif Emara 7D (Silver) in Maths
Selim Sameh 7D (Silver) in Maths
Serine Shabana 7C (Gold) in French and English
Tia Morgan 7C (Gold) in French and (Silver) in English and (Gold) in Maths
Yassen El Gareeg 7D (Silver) in Maths
Yassen Hossam 7B (Silver) in English twice
Yassin Hossam 7B (Silver) in French
Yassin Khangy 7D (Gold) in Maths
Youssef Eman 7C (Gold) and (Silver) in English twice
Youssef Mahdy 7D (Gold) in Maths

Year 8

Abdallah Ahmed 8B (Silver) in English
Adam Amgad 8A (Gold) in French and (Silver) in English
Adham Kandil 8A (Silver) in English
Ahmed Amr 8B (Silver) in English
Ahmed Wakil 8F (Gold) in English
Alaa El Baghdady 8B (Silver) in English
Farida Karim 8B (Silver) in English
Hassan Al Abraq (Silver) in English
Hassan Al Abraq 8E (Silver) in English
Ibrahim Kassem 8D (Gold) in English
Ismail Ahmed 8C (Silver) in Humanities
Jana Hossam 8C (Silver) in Humanities
Jana Maged 8A (Gold) in French and (Silver) in English
Jayda Cherry 8B (Silver) in English
Karma Elgaidy 8A (Gold) in French and English
Kerem Pazda 8A (Silver) in English
Malak Ahmed 8A (Gold) in French
Malka Elsherabsey 8A (Silver) in English
Mazz Talal 8B (Silver) in English
Mohamed Abdel Raouk 8B (Silver) in English
Mourad Sherif 8F (Silver) in English
Nour Soliman 8A (Silver) in English
Noureldin Ibraheim 8B (Silver) in English
Sarah Habib 8F (Silver) in English
Seif Metwally 8D (Silver) in English
Selim Mohsen 8A (Silver) in English
Taem Walid 8E (Silver) in English
Tamara Haitham 8A (Gold) in English
Yassin El Ghandour 8F (Silver) in English
Yassin Mazen 8D (Silver) in English
Yassin Sherafeldin 8B (Silver) in English
Yehia El Mandouh 8D (Gold) in English
Youssef Kenzi 8A (Silver) in English
Youssef Rahal 8D (Silver) in English
Zeina El Hussieny 8B (Silver) in English
Zeina Wally 8B (Silver) in English

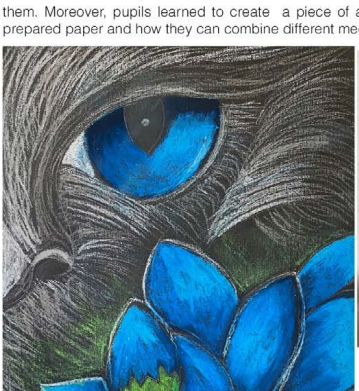
Year 9

Adam Deraz 9E (Gold) in English, Maths and French
Adam Morgan 9B (Gold) in English and French
Adham Karim 9A (Gold) in English
Ahmed Sameh 9C (Gold) in English, Physics and French
Aley Farouk 9D (Silver) in English and French
Aly Ramez (Gold) in French
Amina Eyada 9E (Gold) in Maths and French
Ann Sanad 9A (Gold) in English and French
Angelina Michael 9E (Gold) in Maths and French
Bassel Yehia 9F (Gold) in French and Physics
Bassem Ibrahim 9A (Gold) in English and French
Danya Hani 9D (Gold) in Maths and French
Dorin Hani 9F (Gold) in French
Dina Saad 9C (Gold) in English and French
Ezzeldin Lebena 9F (Gold) in Chemistry
Farah Abdelfattah 9C (Gold) in English and French
Farid Rizkalla 9C (Gold) in French
Fatma Hassan 9F (Gold) in French
Gamila Waleed 9E (Gold) in French
Habiba Osman 9B (Gold) in French
Hanya Nasr 9D (Gold) in French
Ibrahim Yasser 9E (Gold) in French
Jamila Hesham 9D (Gold) in French
Jasmin Hesham 9D (Gold) in French
Judy Ahmed 9A (Gold) in English and French
Karim Sherif 9B (Gold) in French
Karma El Beialy 9C (Gold) in French
Lala Shokry 9D (Gold) in French
Lana Abdelkader 9A (Gold) in English and French
Leen Amin 9D (Gold) in French and Physics
Lily Safwat 9B (Gold) in English and French
Malak Amr 9F (Gold) in French
Malak El Banna 9E (Gold) in Maths and Physics
Malak Fouda 9D (Gold) in French
Malek Amr 9F (Gold) in English
Mansour Rabei 9F (Gold) in French
Mariam Abdel Mughney 9D (Gold) in French
Mariam El Kady 9B (Gold) in English, Physics and French
Mariam Hassan 9F (Gold) in French
Mina Hanna 9D (Gold) in English
Miriam Atta 9C (Gold) in English
Mohamed Ehab 9A (Gold) in French
Mona Sherif 9A (Gold) in French and Physics
Mostafa Awwad 9F (Gold) in French
Mostafa Hany 9D (Gold) in French
Nadine Gad 9F (Gold) in French
Natalie George (Gold) in English and French
Natalie Ramzy (Gold) in English and French
Nour Amrel 9E (Gold) in English
Nour Amro 9A (Gold) in French
Nourelsin Sabet 9A (Gold) in English
Omar Abdelraseem 9A (Gold) in English
Omar Khalil 9A (Silver) in English
Omar Moharram 9A (Gold) in English and French
Omar Moro 9A (Gold) in English
Omar Taha (Gold) in English and French
Osama Reda 9E (Gold) in English, French and Maths
Princess Aisha Bunda 9A (Gold) in English
Rany Mahmoud 9D (Gold) in Maths and French
Salma Abdelraheem 9D (Silver) in English
Selim Shaker 9C (Gold) in English and French
Farid Rizkallah 9C (Gold) in English
Taha Soliman 9E (Gold) in French
Tamara Momtaz 9A (Gold) in English and French
Youssef Abdelfattah 9A (Gold) in English and French
Youssef Abdo 9D (Gold) in Maths and French
Youssef Aboulfadl 9C (Gold) in English
Zeina Omar 9D (Gold) in French

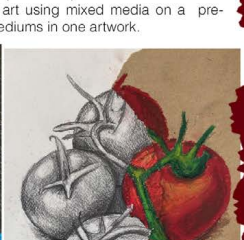
Learning in Focus

News from KS4 Art and Design

Oil pastel is a medium that doesn't require working with multiple art equipment like brushes and water palettes. They are inherently designed to have an oily texture across paper that can be easily blended. It also allows artists to create art with vibrant colors on a variety of surfaces. This term KS4 students focused on the techniques of oil pastel and how to blend them. Moreover, pupils learned to create a piece of art using mixed media on a pre-prepared paper and how they can combine different mediums in one artwork.



Farida Mohab
(oil pastel, white soft pastel on black paper)



Karim Desouki
(oil pastel , pencil on a pre prepared paper)



Angelina Ashraf
(pencil , blendable coloring pencils, watercolors)



Angelina Ashraf
(soft pastel , pencil, coloring pencils)

Learning in Focus

News from KS4

Message from the British Qualification Academic Director

This half term has some wonderful highlights in KS4 &5

1. Starting off this term with January Exams and MOE exams.
2. Year 9 pupils and parents were introduced to the IGCSE options process via a series of successful workshops.
3. Year 11 and Year 12 completed the options process for the upcoming academic year.
4. Exam registration is underway for the coming May/June session. As we always put the children's best interests at the forefront of our decision making, we as a school have applied to host the summer session as an exam venue.
5. Mrs. Yasmin and Mrs. Mushira organised a very successful work experience week for Year 11 and Year 12.

Coming Key Dates

- We are planning to host a university Fair that will be held in school on the 28th Feb.
- 21st of Feb, our best students in years 11 and 12 are invited to visit Zowiel University.
- 20th of March, Beginning of Mock exams to all year groups from 10 to 12.
- Beginning of April, English Language Speaking Exams (dates to be confirmed).
- 5th and 7th April, ICT Practical Exams (Externally held) Location to be confirmed.
- During April, All revision classes will be held at school according to a revision timetable that will be communicated earlier by the end of March.

Mr. Magdy Tadros
BQAD



Learning in Focus