



The British International  
School of Brussels

## BISB Home School Letter: January 21st, 2022

### EYFS Nursery

Dear Parents,

Our new topic, “Big Cook, Little Cook” has taken us to the dizzy heights of making and baking biscuits this week and what a fabulous time everyone has had doing it! We started off looking at a recipe for how to make the biscuits, using the smart board to highlight the list of ingredients. This in turn led to a wonderful discussion on what an ingredient actually was, and did it always have to be edible, or could we use any old thing like a piece of jigsaw puzzle or a pair of smelly socks to make the biscuits with, the jury is still out on that question! After reading the recipe, Mrs Davies then looked in her magic cooking bag to see if the actual ingredients were there and much to everyone’s surprise, they were! Ask your little one if they can remember what the biscuits were actually made from and how they ended up looking the way they did, what was the method we used to combine the ingredients and which utensils did we use? What did we put in the icing sugar to make it blue and, most importantly, how did the biscuits taste when we finally got to eat them? It really was an amazing learning experience for all the children and encompassed many different aspects of the EYFS curriculum, including maths, literature, language and communication and science! So, go on mummies and daddies, get your baking skills on and, along with your little cook, you too can have fun in the kitchen!



In the lead-up to baking real biscuits, we practised decorating a paper version, which you can see in your child’s HSB. This activity was particularly good for using our fine motor skills and eye-hand coordination and of course working on creative skills.

Our role play ‘Let’s have fun with cooking’ area is almost open for business, but we do need some more interesting smells in there, so if you have any used spice jars, biscuit boxes, empty packets of food that may have contained something that leaves a lingering smell, please send them in. We will also take empty flour packets, cereal boxes, margarine or butter cartons, or anything that can be used safely in the role play area. The children will also have access to dried lentils, rice and raisins, so we can have some pretend cooking with some real ingredients and let’s see who the owner of a Michelin star restaurant might be one day!



Just a quick reminder of our change in how we are using stickers and the Reading Owl books: all of the children love a sticker, but to make it more meaningful to an individual child, special stickers will only be given to someone who has achieved a personal best and, like the Stars of the Week, it isn’t just based on academic performance. The aim is to help the children to realise that at times we do have to strive for something we would like and not just assume it will be given because we have asked for it or we have a tantrum if we don’t get what we want, when we want it! Personal, social and emotional development is one of the priority areas in Nursery and appreciating and applauding others for their efforts

is a great life skill, as we also like it when others appreciate and reward us when we achieve something that we haven't done before.

The wonderful Reading Owls with the wordless books will now be given out to individual children to take home for one night during the week and are no longer connected to the Stars of the Week. Everyone will get a turn eventually and please remember it is for your child to cuddle up with you and tell the story from the picture clues, to the interested and wise old reading owl who comes along with the book. This is not part of a reading scheme; it is to get your child motivated and interested in telling stories and helps to enrich imaginative language skills. There are tips in the book for how you can help your little one to use the illustrations to tell the story.

Our cooking topic will continue next week with another super recipe, but not everything will go home to eat, some of what we make will be eaten in Nursery. If there are any food stuffs that your child is allergic too, please inform us by email. We will never cook using meat or fish, as the majority of children are vegetarian, but we may use cheese, cream or milk in some of our creations.



Last but not least, a warm welcome to Devansh and his parents, who have joined our afternoon nursery session.

Until next week, have a great weekend and don't forget to discuss our **Talk topic**, which is "What is your favourite recipe and why?"

Thank you

Alison Davies, Anna Nagy & Vanessa diFine [nurseryteacher@telenet.be](mailto:nurseryteacher@telenet.be)



## EYFS Reception

Dear Parents,

What a wonderful week has just gone by! We have been invaded by aliens in Reception and the whole week was about stars, dark holes or astronauts. As you might have imagined, we have started our new topic called 'Shooting for the stars!' and it is all about space. The children are very excited, and it is, without any doubt, a topic they will all enjoy a lot.



Creativity was on top during the week as we had various art projects in the making. First of all, we rescued an old and huge card box which the children painted in white to make a child-size rocket! Details to make it look like an actual rocket will be added as the paint dries. Then we introduced the children to an interesting and messy (but so much fun!) art technique which is flick painting in which paint is thrown on the painting surface by flicking the paintbrush. This is the reason why most of the children left school on Thursday with paint on their uniforms, hair and/or hands. The background was black, and the paint colours were chosen together with the children after they had carefully observed photos of space. The end result is amazing! This artwork will be used as a background for our special role play area,

which we'll tell you about below. Last but not least, the children were given play dough and various elements such as buttons, beads, pipe cleaners, wool and googly eyes to make aliens and decorate them. Lots of imagination being stimulated and great productions being made.



As mentioned above, to go along with the topic, we are setting up a special role play area called 'The Space Station'. Together with the space background artwork and the child-size rocket we have included control panels with dials, keyboards, telephones and a laptop for them to pretend play to be up in space controlling rockets and satellites and being astronauts.

In phonics we have introduced digraphs, two successive letters that make one sound. This week we have worked with letters 'ck', like in rocket, and 'sh', like in shark. We have also done some reading and, as we see children progressing, they will be moving up to the next stage in our reading scheme, books with short sentences or phrases.



In Maths we have worked with teen numbers, naming them and placing them in the correct order when counting forward and backwards. We have also introduced the children to adding numbers. For this we played a game in which the children had two



dice and had to add up both number of dots. Then they had to count as many aliens as the result of the addition and place these in a big spaceship.

In your child's home school book you will find the drawing of an alien invented by your child. They had to tell us why or what was special about it. This activity was linked to the storybook we read this week, 'We're off to look for aliens' by Colin Mc Naughton.



As a reminder for the following weeks, please send back the reading folder and the folder for the home school book together with the corresponding books, in this way we avoid books getting dirty with snack or lunch boxes and wet with water bottle leaks. Thank you. Have a lovely weekend,

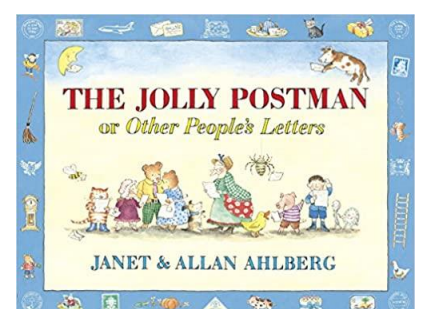
The **Talk topic** for next week is: *If an alien landed on Earth, what do you think it would do?*

Mrs. van Wassenhove and Miss Bird [receptionteacher@telenet.be](mailto:receptionteacher@telenet.be)

## KS1 Year 1

Dear Parents,

Thanks so much for your kind comments after watching the video of our winter production. We were glad that you had the opportunity to



experience the show in its entirety. Although, I'm sure that by this point everyone at home knew all of the songs too! This week, now that Eddie and the Penguins are behind us, we began a new book in Literacy, a new theme for Topic and a new science unit.



### LITERACY

On Monday morning, our week began with Mrs. de Hennin coming into the classroom with a parcel addressed to Year 1. It contained, amongst other things, a miniature queen, a mouse, an egg, a book of nursery rhymes and a letter from The Jolly Postman! Contained in the book was a letter of apology from Goldilocks to The Three Bears which the children enjoyed reading. One of their activities this week was to write back to Goldilocks as if they were Baby Bear.



Using apparatus to represent numbers in a variety of ways.



I wonder what it could be?

**MATHS:** This week, our focus has been on place value. The children had to say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string; read, write and say 2-digit numbers and understand them as some tens and some ones.

**SCIENCE:** Our new science theme that was introduced this week is 'Polar Regions'. The children were given opportunities to research the Arctic and Antarctic by reading information texts and using the iPads (with adult supervision) to view specially selected content about the North and South Pole.

**TOPIC:** We used the iPads in this lesson too to explore the Staff page of our school website. We began our new topic of 'People Who Help Us' and started by thinking about how we are helped in school. We looked at all of the different job titles of the people who work at BISB and came to the realisation that everyone has a very important part to play.

**TALK TOPIC:** Can you find a letter at home? Who is it addressed to? Who is it from? Have you ever received a letter? Where is the nearest post box to your house?

Have wonderful weekend! Miss Corrigan and Mrs. Bandaru [Year1teacher@telenet.be](mailto:Year1teacher@telenet.be)

## KS1 Year 2

Dear Parents,

This week Year 2 completed several assessments, which give us information on how the children are progressing in Maths and Literacy, and which help us to target our planning and teaching. They worked very hard, and we are pleased to see them beginning to build up stamina for this type of work.



In our other maths sessions, we continued to practise mental strategies for adding and subtracting. We used pairs of numbers that make 10 to add quickly, eg.  $56+4$ ,  $73+7$ ,  $85+5$  etc. When we needed to add 11, we added 10 then 1 (eg.  $73+11 = 73+10+1$ ), and we applied similar principles to adding 9 and to adding and subtracting 11 or 9. We also tackled some word problems, to improve our understanding of mathematical language (eg. how many more..? How many in total/altogether...?)



The children spend a short time each Monday morning writing a recount of some of their weekend activities. This gives them a good chance to sit and write with developing fluency. We have sent home a sample of this writing in the home school books this week.

Our writing unit on non-fiction texts, based on the text 'Terrifying Tigers', continued this week, as we began to write our own report on Cheetahs. In connection with this, the children made some beautiful pictures of the African savannah, complete with vegetation and animals, in their art lesson with Mrs. Vetter.



In Science this week, we began investigating the differences between things that are living, things that were once living and things that never lived. The children found things in the playground that they thought fitted each of these categories, photographed them with the school ipads, and explained their thoughts. They came up with some good ideas about what defines a living thing, and what features all living things share. We will investigate further.

In connection with the science unit, those children in the non-swimming group this week prepared the plant beds in the playground for us to plant in future weeks.

Please find time to talk with your child about our **Talk topic, which is: what makes me unique?** We will also talk about this topic in class next week.

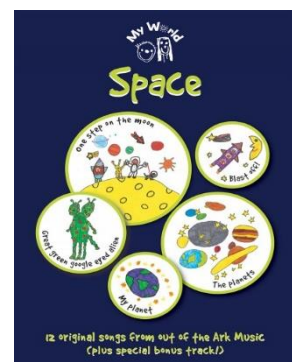
We wish you a very happy weekend!  
Mrs Read and Mrs Tolentino

## Music with Miss Di Fine - Acorn Building: Reception, Years 1 & 2

**Reception:** This term we will sing all about outer space, our universe, the planets, the sun and moon, rockets, gravity and the odd alien! It's totally 'Out of this World!' The song we are learning is called "My planet" from the collection My World-Space, Out of the Ark music, which includes a whole galaxy of new space songs, taking us on a fantastic journey through space, with lots of amazing facts and imaginings.



We also had a lot of fun playing with the scarves and instruments by shaking, waving and hiding them to the rhythm and the beat!



## Years 1 & 2:

Our music topic this week was still “The Orchestra”, this time focusing on the woodwind family. We learned about some of the woodwind instruments of the orchestra such as the recorder, the flute, the piccolo. By listening and watching (on our fabulous new smartboard in our music room) some orchestra players playing on their instruments, we discovered that each of these instruments has a different timbre, a particular tone that distinguishes a sound or a combination of sounds.



We also listen to Mozart’s concerto for Flute and Harp KV 299, where the solo instruments banter with the orchestra in a playful dialogue.

Here you can watch and listen to it: <https://www.youtube.com/watch?v=cIUHkfwMZE4>

We continued to talk about the C Major scale and on how we read and sing notes on the music staff. We are also learning a French song called “C’est Gugusse avec son violon”. Here you can listen to it:

<https://www.youtube.com/watch?v=uy7OxQhBmQo>

The game we played this week is called “Can you tap this rhythm?”



## French - Acorn Building: Reception, Years 1 & 2 with Mme. Ilhan

### Reception and Year 1:



This week we met Madame Ilhan, the new French teacher who strangely seemed to have woken up in school, as she was in her pyjamas!

Our French sessions were full of songs and dances.

To extend our vocabulary about the human body, we started the week with a story about a little man imprisoned in a drawing “Que me manque-t-il?”.

We reconstructed the body of our friend Flaubert, the character from the story “La promenade de Flaubert” who lost all his limbs due to the wind!

We finished off by drawing our little man for a song and making faces in modelling clay or salt dough.



Link of the song « Sous la douche » de Pierre Lozère :

[https://www.youtube.com/watch?v=4vAlxORLY\\_E](https://www.youtube.com/watch?v=4vAlxORLY_E)

Link of the song « Si tu veux être propre »

[https://www.youtube.com/watch?v=14ngx\\_CGSQY](https://www.youtube.com/watch?v=14ngx_CGSQY)

Link of the song « Tête, épaule, genoux et pieds » en français

<https://www.youtube.com/watch?v=wS1uofMBNoA>



### Year 2:

This week, our new French teacher, Madame Ilhan, seemed to have actually woken up in our school as she was dressed in her pyjamas! After introducing ourselves, we worked on a fun song “Pour dire bonjour” by Anne Sylvestre. It’s a song about humans, animals and nature.

With friends, we embarked on a new project that we’re really looking forward to; creating a little performance of the song using masks, which we will create this next week. The goal is to learn new words and grammatical rules while having fun.

We had to make an inventory (on the board) of the different masks to be created according to the characters in the song (listening comprehension exercise). We also paid particular attention to the singular and plural indicators (mainly the articles defined le/la – les) to know if we had to make a single mask or several copies of the same mask (for example, in the song there are several kittens, but only one wolf: les chatons, le loup). Finally, we each chose the mask we would like to make.



A real team effort!

Link of the song « Pour dire bonjour » de Anne Sylvestre »: <https://www.youtube.com/watch?v=RZ0wQNkA4Rg>

### KS2 Year 3

Dear Parents,

After an uninterrupted week of activity and work, we are now fully into our stride for this term. First off, the children completed their termly reading assessment, producing a very encouraging set of results. Following that, we started our non-fiction writing unit on ‘Earthquakes’ by collecting some of the technical language we will be needing on matters



such as tectonic plates and the layers of the Earth and produced the first set of sentences for our text.



In reading, we started a new picture book 'King of the Sky' which is an excellent vehicle for discussion of a number of topics, as seen through the eyes of a boy who has moved with his family to a new country. In grammar and spelling, we looked at adverbs indicating time and place, and the meaning of and spelling rules for adding the prefix mis-.

In Maths, we worked on multiplication and division by 10, learning how the digits move one place to the right or left, and why, when multiplying, we need the 'place holder' 0 to keep the digits in the correct new position. We also covered counting up in 50s from any 1-digit number, addition of two 3-digit numbers and three 2-digit numbers using partitioning, and finished off with some work on grouping multiples of 2, 3, 4 & 5 using Venn diagrams, including larger numbers, beyond those covered in the usual times tables.



We had three activities in Science: testing a selection of rocks for permeability by dripping water on to them, examining the density of rocks through a sink/float test (some rocks do float!) and using our classroom books to help identify some of the many rock types we have in school. In Topic, following on from last week, we looked at the seven wonders of the modern world, placed them on a map, then compared their distribution across the globe with that of the ancient wonders. In Art, the children chose either to paint one of the world wonders in water colour or to draw one in chalk on dark paper. By next week, we should have enough material for a 'World Wonders' classroom display. You can follow the week's (and the month's) action in the photo gallery at <https://www.flickr.com/photos/157096587@N03/collections/72157717769101127/>

Maths online homework for next week is 'Balloon Pop 3.13' – unit and non-unit fractions. Talk topic is 'Which other buildings or structures do you think were on the list of 200 'world wonders' before it was whittled down (reduced) to 7 in 2007?'



Enjoy the weekend,

Patrick Tranter and Naomi Irakoze [year3teacher@telenet.be](mailto:year3teacher@telenet.be)

### Talk Topic:

'Which other buildings or structures do you think were on the list of 200 'world wonders' before it was whittled down (reduced) to 7 in 2007?'



### Year 4

Dear Parents,

Another week has flown by here in year 4! We have continued to enjoy exploring our new topic, Scandinavia, and researched Norway this week for the purpose of writing a holiday brochure persuading people to visit the country. Well, after going on a virtual visit by exploring the 'Visit Norway' website we were in no doubt at all that we'd love to go there! Unforgettable



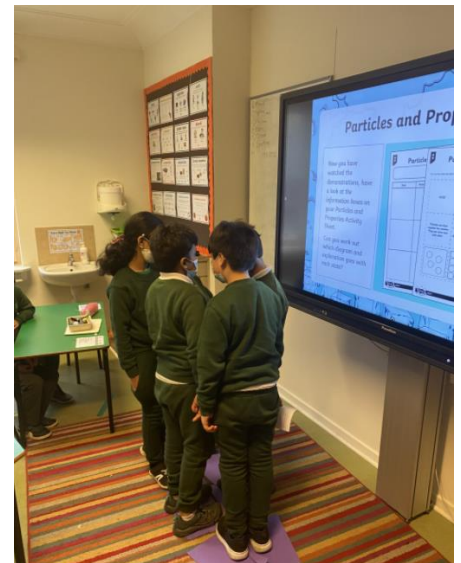
scenery, amazing adventures and the chance to visit Edvard Munch's Museum and see the haunting 'Scream' close up, it would be the trip of a lifetime.

The children did a great job of writing their holiday brochures: remembering to use sub-headings and paragraphs to organise information, rhetorical 'hook' questions to gain the reader's interest and some people even included testimonials from people who were delighted with their holiday in Norway. We also continued to work on our classroom displays and, in our art lesson, found out more about Swedish folk art in particular the beautiful wooden horses they make there called 'Dala' horses. We had a go at painting some Swedish folk designs onto our own Dala horses.

In our Spelling lessons we practised writing our focus five into interesting and well-constructed sentences, remembering to refer to a dictionary if we forgot the meaning of one of our words. We did a spelling investigation to find out if 'c' pronounced 's' as in 'city' or 'c' as in 'caterpillar' was more common. We found many examples in the dictionaries of words with both types of pronunciation, but overall, the 'c' as in 'caterpillar' pronunciation appeared to be more common. We also noticed that when 'c' is pronounced 's' it is usually because it follows 'i' 'e' or 'y'. We continued to learn some more about fronted adverbials and how and why we use them in sentences.

In Maths we practised 'counting back' as a strategy for solving subtraction problems, where one number is a multiple of 10 or 100, for example  $3480 - 600$ . We discovered that this can be a useful mental strategy to use as part of our knowledge of many different methods for solving problems in maths. We also practised finding patterns in number sequences when we counted forwards and backwards in different sized steps.

In Science we began our new unit on 'States of matter' by finding out more about solids, liquids and gases. We sorted a range of items according to their state and then discussed their properties. We then discussed how the particles move differently in each of the states, noticing how gas particles have lots of space to move freely, liquid particles can move around but not so easily, and solid particles have very little space to move at all. We did a little drama activity where we acted out the movement of the particles to make the point clear, which you can see in our photos.



Kind Regards,

Camilla Rutayisire [Year4teacher@telenet.be](mailto:Year4teacher@telenet.be)

**Talk topic – If you could visit Sweden what would you see and do there?**



## Year 5

Dear Parents,

It was an intense week this week. The children were set reading and writing challenges and we really went to task in Topic.

The Spring PIRA reading test saw improvements by most (including a couple of barnstorming performances) but, with the exception of our elite

readers, the improvements, still, just aren't enough. However, if we continue in the direction we are heading, the majority will be at the necessary level by the time we get to the end of the year. If there is one thing in life which you cannot do too much of, it is reading. Period.

The writing was good and always is with this class. The task was to review a Sci-fi book, film or TV series and the work was proficient, although many wrote more on the synopsis than on the actual reviewing.

In Topic, we attacked, completing our planet surface conditions research, mapping world launch sites and plotting a timeline of humankind's exploration of space. The class are loving all of this.

Aside from this, the children considered where Earth sits in the Universe and the orbits and rotations of all the planets in our solar system.

Lastly, Numeracy was all about geometry: angles, degrees, turns and parts of circles. The 'orienteerers' in the class found this quite easy; the rest, less so, but overall, everybody loved getting their hands on the protractors and compasses and using their hands and brains. They measured and drew angles and circles with great enthusiasm.

And that was our week.

**Talk Topic: Which is the scariest planet and why?**

Have a good weekend.

Best wishes, Tim Stedman & Mrs Tolentino [year5teacher@telenet.be](mailto:year5teacher@telenet.be)



## Year 6

*Dear Examination Marker,*

*Before you mark my paper, would you be so kind as to read the following:*

- *Sometimes, I didn't bother to read the question*
- *I forgot to check how many answers you wanted me to give: 1,2 or 3*
- *When asked for reasons 'from the text' I thought up some of my own*
- *I know it said 'draw 3 lines only' in Question 5, but I just decided to add a few more*
- *Oh, in my rush to finish first, I left out the last question.*

*I am really sorry for throwing away 10% of the marks!*

*Will try harder next time.*

Dear Parents,

This week, the pupils sat the PIRA comprehension test, you can imagine my frustration and disappointment to discover, that the majority of the class threw away valuable marks from not reading the question! Notwithstanding this cavalier attitude towards reading questions, the results were reasonable. Two subject areas were highlighted as requiring revisiting: fact and opinion and summarising.



We are frantically working to meet next week's deadline for our 'Joseph Coat' webinar (see work in progress photographs). Thank you to Thomas and Freja's parents for sending in photographs of family members and spending time recounting their 'challenges' in life. The pupils have written heart-rending accounts for the 'Covid-19' section of our coat.



Incredible to think that they are documenting a historical event, and who knows, in 50 years' time, school children might be studying our recounts.

The focus of homework this term is a combination of examination skills, familiarisation with exam style questions, revising KS2 topics which still give cause for concern and extending learning to include study at KS3.

In Maths, the pupils cruised through the Year 8 module on speed, distance time with ease.

Year 6 have been busy working on our first BISB News broadcast. Many thanks to the Year 6 Techies for their awesome Zoom screen background; the School Council for organising the event the 'Unicorn' girls for creating this week's quiz.

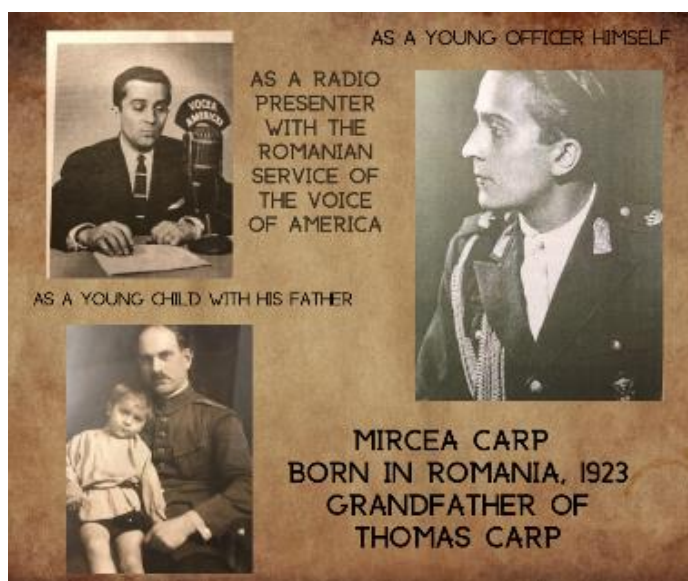
A note for your diary, as part of our Holocaust project, I have arranged a trip to the Jewish Museum of Belgium to 'Meet a Jew' on Tuesday, 8<sup>th</sup> February. We shall be travelling by coach to and from the venue. I shall send the necessary paperwork at the end of next week.

**Talk Topic:** 'Childhood is measured out by sounds and sights and smells, before the dark of reason grows'.  
John Betjeman

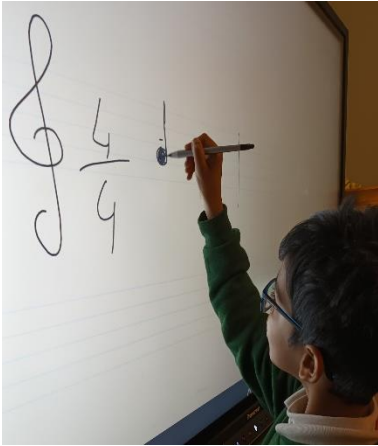
Happy weekend.

Best wishes

Beverley Tranter [year6teacher@telenet.be](mailto:year6teacher@telenet.be)



## Music - Oak Building:



KS2:

**Years 3, 4 5 & 6:** This week we talked about the “seven elements” of music such as: Rhythm, Melody, Harmony, Timbre, Dynamics, Texture, and Form. Learning more about them will help us to understand the secret code of music language and how to read, play and even compose music. Like an actor's script, a sheet of music instructs a musician on what to play (the pitch) and when to play it (the rhythm). Sheet music may look complicated, but once you've got the hang of a few simple elements like notes, bars and clefs, you're ready to rock. Here you can watch the Ted- Ed video from Tim Hansen on how to read music:

<https://www.youtube.com/watch?v=ZN41d7Txcq0>



The **Year 6 class** is on a special mission. In the coming weeks they will need to work on a project by composing a song that represents our school. We are working on a musical dictation in class that helps children to represent the sound they hear (a pitch and a rhythm played on an instrument) on the music staff just by listening to it. This will help them to train their listening skills and their absolute pitch (a listener that can absolutely and immediately identify two notes and can find the interval between them).

We also continued to practise our recorder, to sing and to play some musical games.

## French - Oak Building:



Year 3:

On Monday, we met our new French teacher, Madame Ilhan.

We started by introducing ourselves using three objects; a mouth, a heart (whole or broken) and a plane.

For each of those objects, we had to specify, what we like to eat, say something that we do not like to do and something that we like to do, and finally we had to say where we had flown for the last time.

Then, we worked on how to ask for things politely; in pairs, we had a go at asking for fruits and vegetables (“Bonjour, je voudrais des raisins s’il vous plait...merci, à bientôt/ au revoir”).

Finally, after thinking about different projects, we focused on our bedroom.

Indeed, our days begin in our bedroom, so it's also an opportunity to discuss different themes of our daily lives and to expand our vocabulary and our ability to express ourselves orally. From this room, we will talk

about morning rituals (waking up, the bathroom, hygiene, the human body), breakfast/food, the kitchen, how we get to school, etc).

#### Year 4:



In French with Madame Halvorsen, we reviewed and worked with the vocabulary related to our **garde -robe d'hiver**, but also, we discussed how to dress according to '**la météo**' (the weather forecast) and in particular if we're in the '**hautes Alpes**' getting ready to go for our winter skiing holiday (**les sports d'hiver**). We learned many new words such as **la colline, la vallée, la montagne, 'prendre le télésiège', faire de la luge, glisser, patiner, la glace, boule de neige** etc. We wrapped the week having a short test with brilliant results.

#### Year 5:

In French with Madame Halvorsen, we talked about '**Le Futur Proche**' (the near future) used with **le verbe Aller** and an infinitive. Then we went on planning our next class project "**Plaisirs d' hiver**" immersing ourselves in the world of '**les flocons, le traîneau, la neige, les skis, la pelle, patiner** etc.. . We learned many new words and vocabulary about our '**garde-robe d'hiver**' and words such as 'le cache-cou, le cache-oreilles, le blouson, les mitaines etc and we wrapped up the week with a 'vocabulary marathon' where everybody did extremely well!



#### Year 6:



In French with Madame Halvorsen, we started the week by discussing and summarising a short story about a young boy and two birds. What was great about this oral exercise was the use of paraphrasing in the third person, and the use of the **passé composé** and irregular verbs.

Moreover, we seized the occasion to go over and practice other tenses we have learned and seen up to now. Then, we wrapped the week up by talking about a most exciting topic '**Les Sports d'Hiver**' in light of the upcoming winter Olympics and our class project.





## The History, Geography and Culture of Belgium

This week we concentrated on retrieving information from French-language documents and using it to answer questions. This involved our 'detective problem-solving' skills, as we needed to both understand the essential information in the texts and work out what the questions were really asking.

Despite initial panic levels of 'We can't do this'!! We looked at how to unravel the information, first identifying the words we already knew and then using context clues from the text and pictures to work out what the rest of the text might say.

With some inspired guess work and an encouraging level of brainwork, most groups successfully deciphered the texts well enough to find the information they needed.

The **Year 4s** had a town plan and had to navigate their way from building to building, using the clues - although it would have helped had they known their left from their right, even in English!

The **Year 5s** had a set of historical information on various explorers and had to match the texts with locations on a world map – this was the class that really used their deduction skills and deciphered quite complicated information by using context clues from the photos and maps.

The **Year 6s** had to draw on their geographical knowledge of Belgium and use various transport maps to find out if, and how, they could travel from one location to another. Not too many people ended up in the sea and there was interesting reflection on the geographical spread of towns and population density.

