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## A Very Happy Dashain to our Nepali Community

Our Hornbill Community consists of 330 children of which 79% are from Nepali families. Therefore it is important to us to ensure that key Nepali festivals and events are marked on our calendar. Each year we look forward to sharing two large celebrations with our community: Dashain and Tihar.

On behalf of the children and staff we would like to say a huge thank you to **you** as members of the community for helping us ensure that these two festivals have gone so smoothly this year.

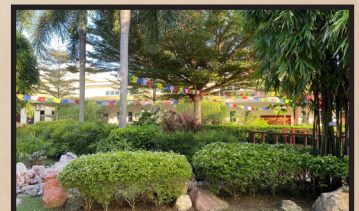
On Wednesday 21st October the school was buzzing with laughter and joy as families shared picnics in our school grounds as part of our annual Dashain event. The act of 'breaking bread' or sharing food is a time honoured tradition that permeates all cultures across the globe. It was wonderful to see families

sharing food and enjoying the company of other members of the community. Due to restrictions on numbers we held 3 picnics. Even the rain did not stop the joyful sound of parents and children picnicking together.

Thank you also to those members of the community who supported the cultural programme. We know a lot of time and effort goes into preparing and rehearsing. It was very much appreciated.

As we leave the festivals of Dashain behind we focus now on Christmas and the New Year. Please see our special Christmas pages for information about school performances, nativities and Christmas parties.

**More photos on Page 2**



# Dashain Picnic in Photos





# Learning to Learn Building Learning Powers

## Focus on: Metacognition Minutiae

By Joanna Brown, Learning Leader

During this half term, I have been presenting to the staff at our school a number of 'Metacognition Minutiae' – small nuggets of detail about metacognition to consider as we develop ourselves as a metacognitive community of learners. Here are some of them for you to think about too:

### Metacognition Minutiae #1

Metacognition is a term which means having an awareness of our own thought processes (sometimes described as 'thinking about thinking'). Research shows that learners who develop metacognitive thinking skills can accelerate their learning and outcomes significantly. That's what makes our focus on metacognition very worthwhile!

### Metacognition Minutiae #2

Metacognitive thinking can be broken down into a simple 3 step cycle: **plan, monitor, evaluate**. This creates a very clear model for us in all aspects of learning:

**Plan:** Is this task similar to other tasks? What do I want to achieve? What should I do first?

**Monitor:** Am I on the right track? What can I try differently? Who or what can I use to help me?

**Evaluate:** What worked well? What could I do better? How can I apply this to other learning?

### Metacognition Minutiae #3

To become aware of our own thought processes (aka to be metacognitive), it is important that we are given time...to think. How often do we give ourselves time specifically devoted to thinking (without any instant feedback or the need to respond or record)? How often are we asked, 'What do you think?' to make us carefully consider our own opinion. Do we have an attitude of 'compliance or contemplation' when we are learning? That means, do we only do what we are asked to do or do we think more widely about the knowledge and skills we are developing as learners?

### Metacognition Minutiae #4

As well as having plenty of time to think, we can also become better learners (and teachers of others – all of us - at home or at school not just the 'actual' teachers!) through our own 'think-aloud' modelling. We can show others the way we plan to go about a task, our active monitoring of the progress we make and how we evaluate our outcomes. It can be very interesting to hear

someone else think out loud – have a go and see what you hear!

### Metacognition Minutiae #5

Here's a metacognition metaphor:

**To be a metacognitive learner is to be a 'brain driver'.**

By becoming more metacognitive, you can drive your brain to better learning. You can steer clear of distractions and, knowing when you need to back up, you can make sure you understand the lesson to be able to speed on to the next element of the learning. How can we drive our brains towards the best learning outcomes?

### Metacognition Minutiae #6

Here's another metacognitive metaphor – this time, **our brains as pinball machines**. When we are dealing with known/familiar pathways of thought, our brains are like pinball machines with closely spaced bumpers which send our thoughts around familiar pathways to quickly achieve a pre-learned answer, such as known times table facts or how to spell a word. This mode of thinking can be called the 'focused mode'. In Hornbill learning language, we might label this 'gliding'.

When we are dealing with unknown or less familiar pathways of thought, our brains are like pinball machines with widely dispersed bumpers. Our thoughts do not have a familiar pathway to follow to a speedy answer but instead, our thinking bounces around the space in an unrestricted, unprecedented manner enabling new thoughts and connections for learning. This mode of thinking is called the 'diffused mode'. In Hornbill learning language, this might be a mixture of rocky ground and flying high.

### Metacognition Minutiae #7

Finally, a quotation which provides us two metacognitive challenges for our thinking as learners (children and adults too):

"Metacognition is about having the will to think effectively and the skill of being able to think about one's thinking." (Wilson and Conyers 2016).

How willing are you to learn more about how to learn and how are your metacognitive skills developing?



## A Historic Moment in Time

On Wednesday 21st October we welcomed our new Deputy Headteacher, Louise Brown.

Mrs Brown joined us following a 17,000 mile journey from Mount Pleasant School in the Falklands, where she was Headteacher, via the UK and onto Brunei.

As a Rest of the World School we will always have a high mobility of staff. However, with Mrs Brown now in post it will be the first time in six years where we are lucky to have a full leadership team in place.

## Foundation Stage Focus

The children in Foundation Stage 1 and 2 have been buzzing with activity this first half term!

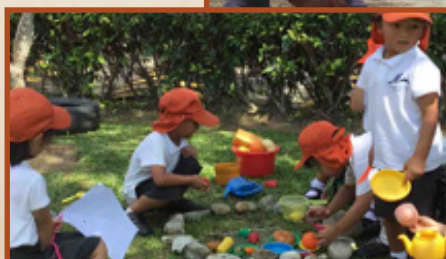
We have welcomed just over 40 new children into our setting and everyone is enjoying the magic of being in school! We have settled into the FS Hornbill routines and are all being encouraged to care for our new friends and toys while here, and at home. All children have been learning about our powerful learning words of: Communication, Creativity, Energy and Reflection. We are using these ideas when learning, playing, thinking about their actions, forging new friendships with other children and when interacting with adults.

For instance, some children drew pictures of things that make them happy, while others made 'Welcome Back' signs for Mrs.

Dewan. Many children were interested in: the tadpoles, the snails, lizards and a butterfly that have been visiting our classrooms. Children have understood the importance of being gentle with small creatures while learning about life cycles as well.

We have also been sharing with others, being

polite in our speech and celebrating cultural differences with Dashain crafts & music.



It's great to be back in school and we are looking forward to another exciting half term!



We hope you enjoy reading our monthly articles focussing on the Early Years and how to maximise your child's learning time through play and adventure.

## Focus on: The road to reading

Taken from the Learning Together Series by Jillian Harker

**Reading is fun.** It's also a key skill that helps us to learn and to live our lives – so starting to read is an exciting and important stage in children's development. As with so much of their learning, children practise many of the skills they need for reading over a long period, starting years before they actually try to make sense of printed words. They do this through a variety of activities, some of which might seem to have little or nothing to do with books.

### Speaking and listening

To become expert readers, children need to be good at having conversations. Simply talking with children plays a vital role in getting them ready for reading. As they try out new words, they build up a store of vocabulary which prepares them for many words they will meet later in print. By talking to lots of different people, they become familiar with the sounds and rules of language.

You can help by talking with children as you go about everyday activities:

- tell them the words for unfamiliar objects.
- use lots of describing words as you explore things together.
- be happy to answer questions.

### Pretend play

Children are great imitators. Seeing adults read for enjoyment or for a purpose makes children want to be able to read too. This doesn't mean that they always have to see us reading books – looking up numbers in a telephone directory, reading labels in the supermarket and checking bus timetables are just as important. Children who see reading as part of everyday life and who have plenty of opportunities to play at pretend reading will be well prepared when they come to do the real thing. You can help by providing lots of things around the house that help children play at reading before they can actually make sense of print. For example:

- put out an old telephone directory by the play phone, leave recipe books next to the play dough and keep DIY manuals with construction sets.
- keep a pile of newspapers and magazines so that children can play at 'grown-up' reading.
- encourage children to pretend reading bedtime stories to their toys.

### Looking at detail

By the time children start learning to read they need to be able to notice small details and to see similarities and differences. This is important because many of the letters used in writing English look very similar: if you add a line crossing the letter 'l' it becomes the letter 't' – and the letter 'd' looks like the letter 'b' backwards.

There are lots of ways that young children learn to notice these details. When fitting together the pieces of a jigsaw puzzle, hunting for a particular object in a busy picture or crawling around the garden following the progress of an ant, they are learning to concentrate and to pick up on small differences. You can help by encouraging children to look carefully at the world around them.

- Share picture books and talk about what you see in them.
- Provide 'spot the difference' activities.
- Take time to stop and look carefully at things on a walk: the pattern of veins on different leaves or the path of a crack in a wall.

### Enjoying books together

Babies can join a library at any time. Libraries offer story time sessions for children of all ages. You may also find books at car boot sales for just a few pence. Wash soft baby books thoroughly if you buy from a boot sale and carefully sponge down hard-back books. It's also fun to swap books with friends. You can design a personal book using digital family photos.

### Babies and toddlers

It's never too early to start sharing books. Cuddling up close with babies or sitting them on your knee as you share a book will make a close bond between you and help them to link books with enjoyable times. Talk about what you see on a page and ask questions – it doesn't matter that you need to answer the questions yourself at this stage. As you do this, you help babies develop listening skills and prepare them for talking later on about the books they enjoy.

# THE NATIONAL GALLERY

Our community of artists turned into art detectives

with the National Gallery, London.

Over two afternoons, 56 children from Years 4, 5 and 6 had a wonderful opportunity to take a live virtual tour with the National Gallery in London! After creating their own piece of abstract art work, the afternoon continued with a live link up with an Educational Practitioner from the National Gallery. We began by briefly exploring what it is like to enter the gallery. The children's curiosity was then raised further by exploring the 'Bacchus and Ariadne' painting by Titian (left).



The Practitioner led the children on a journey of discovery as the mythological story behind the painting was revealed. Following this first painting, the children then engaged their learning powers in exploration of John Constable's 'The Hay Wain' (during the first session) and, in the second session, Henri Rousseau's 'Surprised! - Tiger in a Tropical Storm'. We are very grateful to the National Gallery for providing this wonderful opportunity.

## Art round up

What a wonderfully creative half term we've had! Years 3 to 6 initially started with a couple of weeks exploring how they could create art through recycling a material - in our case newspaper. One community piece involved the children using their fine motor skills to roll the newspaper into straws which were used to create a wonderfully textured piece of art.

**Year 1** have been exploring the magical world of colour. They have been exploring mixing colours to create shades and tints which were then used within an under-the-sea picture.

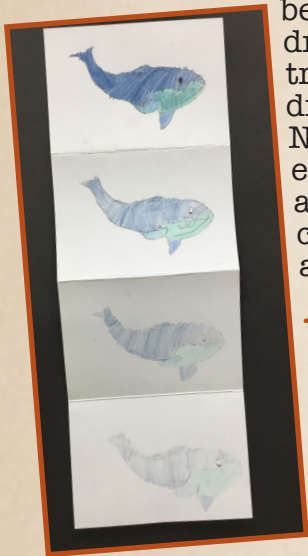




**Year 2** have been creating various sea creatures through the use of different mediums and methods. They used paper collage to create a turtle, made their own printing stamps and then used them to produce prints. The children have developed the skill of weaving to weave a fish using wool.



Linking in with **Year 3's** focus on endangered animals, we have been working on a piece of art work titled – '**Now you see me, now you don't.**' The children have been developing their drawing skills, then using tracing paper to print their drawing multiple times. Next, they explored the effect of pencil pressure as they endeavoured to create the effect of their animal fading away.



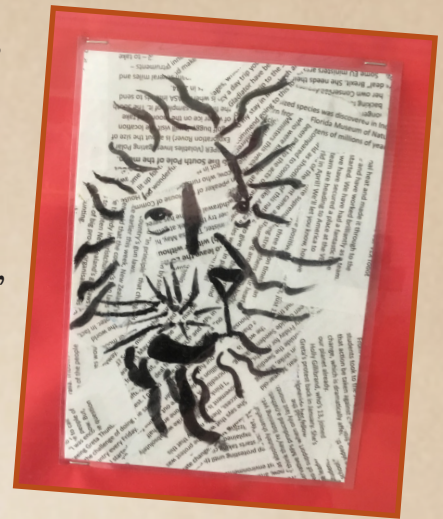
**Year 4** have been exploring racism within their own classes so, within art lessons, we have been working on a piece of art entitled – '**Colourless art**'. We have explored and been

inspired by the work of the Fauvists and how they used colour.

We have considered how our faces change according to the emotions we are feeling and, from this, the children have drawn their own portrait showing an emotion. Using corn starch and soft pastels we have used complementary colours to create a '**Colourless art**' in a Fauvist style.



Whilst our portraits are not coloured in skin tones, the bright and bold colours signify the fact that human emotion is clear to see and understand, no matter what colour of skin we have. The emotion and meaning in the portraits is therefore 'colourless'.



Linking with **Year 5's** class novel, the children have been creating an Amazonian animal using fabric. Having carried out close observational drawings of a variety of animals, each



child chose one animal to create a series of templates for. These templates were used to create sections of their chosen animal in a variety of fabrics. These learners are developing their sewing skills, as they sew their fabric pieces together to create their Amazonian animal.



**Year 6** have been travelling towards Africa in their class novel. Taking this as a stimulus, they have carried out a process involving drawing and then creating paper templates of a chosen African animal to convert into cardboard. Year 6 considered the importance of tone when painting their cardboard pieces. They used oil pastels to add African patterns to their animal head sculpture. Next, to complete this project, Year 6 will be creating a backboard to mount their African animal head sculpture on.

# Christmas Update

Foundation  
Stage 2

**Christmas Party**

**Wednesday 2nd  
December**

Year 1

**Christmas Party**

**Friday 27th  
November**

Year 2

**Christmas Party**

**Thursday 3rd  
December**

Year 3

**Christmas Party**

**Thursday 3rd  
December**

Year 5

**Christmas Party**

**Friday 4th  
December**

Year 4

**Christmas Party**

**Tuesday 1st  
December**

Year 6

**Christmas Party**

**Friday 4th  
December**

**Christmas Preparation** - As part of our Christmas celebrations, on **Friday 27th November** we will be holding a special Christmas preparation day.

To help get us into the festive mood (and to help support school funds), for the small price of \$2 children can come to school wearing Christmas clothes, festive jumpers or come in Christmas colours (Red, Green, Silver, Gold etc.) for the day.

We will also be holding a special Christmas lunchbox competition throughout the week. The child (or children) with the most Christmassy lunch box each day will win a special prize.



Foundation  
Stage 1  
**Christmas Toll  
Booth**

Thursday 3rd  
December  
1030hrs

Foundation  
Stage 2  
**Nativity**  
Monday 30th  
November  
1240hrs

Year 1  
**Santa's Hat**  
Tuesday 1st  
December  
1240hrs

Year 2  
**Christmas  
Performance**  
Wednesday 2nd  
December  
1240hrs

Year 3  
**Carols around  
the tree**  
Wednesday 2nd  
December  
1830hrs

Years 4, 5  
& 6  
**Peter Pan**  
Thursday 3rd  
December  
1000hrs & 1240hrs

**Due to Covid-19 and our concentration on recovering lost learning, our Christmas performances and concerts will not be as 'large scale' as in previous years.**

This is to ensure that we can maximise learning time in classes, continuing the focus on learning core subjects rather than rehearsing.



Both the Jolly Holly Christmas Fair and the gifts that Santa brings are supported by the PTA, known as Hornbill Helping Hands.

Hornbill Helping Hands are looking for volunteers to join them in their efforts to



help further develop our school.

If you are able to give a few hours each month to help support this worthy organisation or if you would like to be involved in helping the Jolly Holly Christmas Fair in any way please contact the school office.

**We would love to hear from you.**

# Staying Safe Online Over Stand Down

For many of our children the Christmas break will include using the internet to keep in touch with school friends, catch up with the latest apps and online trends, and play their favourite games.

We have put this page together to help parents ensure that their children are safe while online over this holiday.

## Age Restrictions

Do you know the age restrictions for the apps your child may be using? **None of apps below are suitable for primary children to use.**



**Facebook** = 13 years or above



**Google+** = 13 years or above



**Instagram** = 13 years or above



**Tik Tok** = 13 years or above



**Twitter** = 13 years or above



**Snapchat** = 13 years or above



**Whatsapp** = 16 years or above



**YouTube** = 13 years or above (account)

## Sit down together

For parents, this coming holiday is a great chance to sit down with your children. Together you can visit their favourite sites and play their favourite games, this is a great way to stay up to date with online lives and show them that you're interested in what they are doing.



Not sure where to begin? These conversation starter suggestions can help.

- 1) Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
- 2) Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?
- 3) Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.
- 4) Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.

**The average 8 year old can spend up to 6 hours a day online during the holiday - is this the best use of their time?**

## How do you know they are safe?

### Sharing holiday pictures

Some children may want to share photos and videos of what they are getting up to in their free time.

Talk to your children about what types of photos are appropriate to share, and who they are okay to share with.

MOD families need to remember that photos can hold clues that give away personal information. For example, if you (or your child) shares a selfie or family photo, are there any landmarks or street signs that give away your location.



**A family agreement** is a great way to start a conversation with your whole family about how you **all** use the internet and discuss together how to behave in a positive way when online.

The agreement involves generating promises, these are positive statements about how your family want to look after each other online and how you should treat others online

# *Al-Fatihah*

Our Deepest Condolences to

His Majesty Sultan Haji Hassanah Bolkiah Mu'izzaddin Waddaulah  
ibni Al-Marhum Sultan Haji Omar 'Ali Saifuddin Sa'adul Khairi  
Waddien, Sultan and Yang Di-Pertuan of Brunei Darussalam and  
members of the Brunei Royal Family on the passing of:

**Al-Marhum His Royal Highness Prince Haji 'Abdul'  
Azim ibni His Majesty Sultan Haji Hassanah Bolkiah  
Mu'izzaddin Wadduallah**

on Saturday, 7th Rabiulawal, 1442 corresponding to the 24th  
October 2020

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**29th Julai 1982 to 24th Oktober 2020**

From

The children and staff of Hornbill School  
HQ Brunei Garrison

# Jolly Holly Christmas Fayre

Over 20  
stall holders  
selling  
Christmas  
Gifts

Come and  
see Father  
Christmas in  
his Grotto

Entrance fee  
**\$2** (children free)  
including a  
free raffle  
ticket

**Tuesday**  
**24th November**  
between  
**1630hrs**  
&  
**1830hrs**

All classes  
will be running  
Christmas  
stalls



Hornbill School will close for the Christmas holidays on  
**Friday 4th December** at 1200hrs (FS2 to Year 6).  
FS1 will close at 1045hrs

We will re open for Term 2 on **Monday 4th January 2021**  
at the normal times.

**The staff of Hornbill School wish all of our children and  
parents a very Merry Christmas and a  
Happy New Year.**



**Various  
food stalls  
including the  
NAAFI**

**Christmas  
Hamper  
Raffle**

**Christmas  
Music &  
Entertainment**



Father Christmas will be dropping into Hornbill School on

**2nd December**

Time and date to be confirmed at going to press.

Father Christmas would not be possible without the help of:

**7 Flight** (who take the place of the sleigh)

**The Jungle Warfare Division** (who support the elves), and

**Hornbill Helping Hands** (who help wrap a gift for every child from Father Christmas).



### **Christmas Post Box**

We have a special Christmas post box for children to use to send Christmas cards to their friends at school.

Using the post box is easy.  
Just write your cards and put them in an envelope. Address the envelope with your friend's name and add their class.

The elves will then deliver your cards for you.





Each month we share here a range of future events occurring at school. We also have a live calendar on our website for the most up to date and accurate information.

[www.hornbillschool.com](http://www.hornbillschool.com)

**16th November**

School is closed for Tihar

**9th October**

School is closed for staff INSET

**24th November**

Jolly Holly Christmas Fair

**23rd November**

School is closed for staff INSET

**11th November**

Hornbill School Remembrance Service  
Please see separate letter for more details

**26th October**

School is closed for staff INSET

Please note that due to our focus on closing the learning gap following the school closure from March to July, the number of external events occurring in school this term has been paired back to the bare minimum. We aim to restore normal service in the new year.



## Family Learning Programmes (FLPs) Term 1

Thank you to all parents who have been able to join us so far at our Family Learning Programmes. These are the up and coming events:

**Tuesday 20th October**

Understanding my Child's Milestones - a guide to calculation progression in Mathematics. Open to all parents.

**Tuesday 27th October**

Science in Focus

**Tuesday 3rd November**

Reading with your child at home

**Tuesday 10th November**

Expressive Confidence

**Tuesday 17th November**

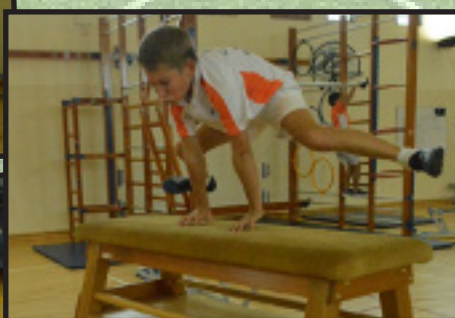
Mental and Physical Wellbeing

Note: FLPs are at 1700hrs in the Multi-purpose Hall. Please come to the main entrance.

## PE Update for Term 1



In our PE lessons we have been: dodging, catching, dancing, climbing, jumping, throwing, passing and smiling our way through PE lessons. Here is a selection of pictures showing us in action.



### Netball and Rugby

Unfortunately, the BJSJL (Brunei Junior Sports League) Netball and Tag Rugby festivals against Panaga School, JIS and ISB were postponed due to Covid restrictions.

Our Year 3, 4, 5 and 6 children who have been attending training on Monday afternoons were instead invited to play in an intra-school competition against each other. The 4 tournaments were played to a really high standard – let's keep our fingers crossed for a chance to play the other schools at some point this year!



## Sports Continued



### Hornbill Football Club

We have ended the half term of training with two separate football tournaments for our Year 3 / 4 and Year 5 / 6 children. It was great to see so many of the skills that we have been working on put into a match situation. Well done to all our players!

### Swimming

We have finished our first half term of swim lessons with Years 1, 2 and 3 children. There have been lots of swimming badges awarded - well done to all our little swimmers! We ended the half term with a fun swim session to celebrate!

