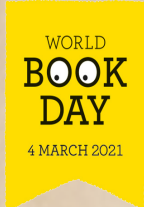


World Book Day
Events, Pages 4, 5 & 6



Fun day on Camo
day, Page 7, 8 & 9



Understanding your
child's Safety with
using TikTok, Page 12



Stay
connected
with us on
Facebook,
Page 14



Chinese New Year Celebrations in Hornbill

In Hornbill School, we have the privilege and blessing of living in such a diverse and multicultural community from whom we can learn so much from through various festivals and cultural events.



On Wednesday 17th February, Chung Ching Middle School came to Hornbill and shared an amazing

Lion Dance performance for Chinese New Year to the whole school community.

After dancing in and around the children who were sat on the school playground, the lions approached the luscious fruits laid out for them with care.



Eventually the lions settled down to eat the fruits, spitting out the peels. They continued to dance together and eventually presented the school with the fruit segments in the shape of the Chinese symbol for prosperity, in the image of an Ox as this year is the year of the Ox according to the Chinese zodiac. The children all dressed beautifully in auspicious colours of red and gold loved the wonderful performance. It was a lovely day and a wonderful celebration.





Chinese New Year Additional Pictures



Our Creative Community - Art Update

Creativity, curiosity and exploration

Our community of artists have been creatively exploring the world of art and continuing to develop their awesome skills.

Year 1 have enjoyed exploring their year group's learning pathway of Castles through art. They used drawing, sponge printing and cutting to create a wonderful colourful castle. Using curiosity and communication Year 1 have finished the term by exploring the artwork of the German artist Paul Klee. Then, using Klee's Castle and Sun painting as a stimulus, the children created their own version using shapes, crayons and water colour paints. Year 1 explored lines in order to create patterns on top of the shapes.



Year 2 have been busy creating an Egyptian Pharaoh self-portrait using a variety of different mediums. They used wool, beads, straws, crepe paper, paint, oil pastels and felt in order to transform a profile photo of their own face into an Ancient Egyptian! Year 2 have plaited, beaded, cut, painted and explored pattern and shape in order to create their portraits.

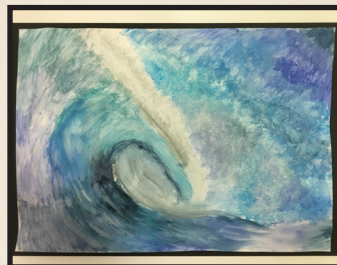


Year 3 have continued to create their contemporary Viking shields. They first worked through a sculpting process to create a 3d shield. Next the children brought their shields to life through the use of colour. Having painted their shields, the Year 3's were able to communicate how the layering of pattern on top of a painted

area can enhance a piece of artwork. The children developed their resilience by then using precision and control to add further layers of more intricate patterning.



Year 4 have been developing their painting skills through the creation of a storm painting. The children considered



how the different ways in which we use a brush can create different effects such as movement and texture. They also developed their understanding of

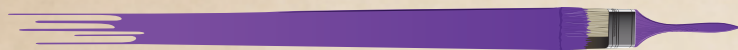
tints and shades and how these can be used within their paintings to create tone.



Dragon eye sculptures! Using the magical context of their Harry Potter learning pathway, **Year 5** have been sculpting their own dragon eyes. This artistic learning experience incorporates creative modelling skills and thoughtful use of colour and tone to create a 3d dragon eye which is incredibly alluring.



Studying the Ancient Chinese era and their core text, The Kite Rider, **Year 6** have been designing and creating their own Chinese kites. Children have designed varied shapes: dragonflies, butterflies, swallows and goldfish. This learning has enhanced their eye for detail, the use of shape and bold complementary colours and effective use of paints.



WORLD BOOK DAY & READING WEEK



Children at Hornbill enjoyed a week of World Book Day celebrations throughout their annual 'Reading Week' from Monday 1st March - Friday 5th March. The week kicked off with the launch of Reading Week through a Community Learning Time session which gave children from Year 1 - Year 6 the opportunity to discover what World Book Day is, why it is important and to explore their favourite books with learning buddies in other year groups. Links were made to the school's Learning Powers and children used Menti to create a word cloud of the Learning Powers they felt reading most supported the development of.

Throughout the week, children had the opportunity to participate in a wide range of reading related activities which included a 'Stories from Around the World' themed storytelling day. The children travelled around the world through stories during the storytelling day, visiting the destinations stamped in their



'passports', where staff members, parents and other members of the wider Brunei

Garrison community shared stories to groups of children right across school.

Mr. Gill, a performing arts enthusiast, told interactive stories that had the children dressing up, role playing and celebrating the tradition of oral storytelling.



Sharing her passion for papercraft, Mrs Dewan worked with children from Year 2 - Year 5 to carefully fold, cut and stick to make intricate pocket books that the children filled with their own stories and illustrations.



The week ended with a World Book Day catwalk that saw the children dress up as their favourite book characters and strut their way down the catwalk, with prizes won for the most impressive outfits.



Reading Week was a celebration of books, authors, illustrators and reading, and a wonderful time was had by all.



WORLD BOOK DAY & READING WEEK ADDITIONAL PICTURES



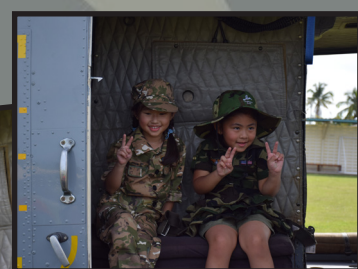


FUN DAY ON CAMO DAY



On the 11th of March, SSAFA – the armed forces charity hosted Camo Day with the help of Hornbill School. With the support of the British Forces Brunei, the children received a marvellous insight into what serving parents do on a daily basis.

At the beginning of the day, soldiers joined the children during their pre-school play time. This was followed on by a number of talks with various key stakeholders within the Garrison. The Gurkha Major Ram Rai, explained the role of the Gurkhas in Brunei and also touched upon the significance of the Queen's Truncheon. The Chief of staff, Major Daniel O'Connor, gave a wonderful talk about humanitarian efforts conducted by soldiers. A brilliant talk regarding service life from a serving mother's perspective was given by Major Sofia Turton 2IC in the medical centre. WO2 Nick Vambe, Senior Movement Controller in Brunei, spoke of the role of the movers in Brunei.



Following on to this, the children were treated to an amazing abseiling display by soldiers from JWD supported by 7 Flight. The helicopter then landed allowing the children to interact with the pilots and crew as well as to have a closer look at the helicopter.

There was a fantastic display of the military working dogs, Rocky, Iza and Nike. The children excitedly took turns with petting these wonderful animals and asked the trainers numerous questions regarding the dogs.



The field activities took place in the Jungle School where various stands were set up for the children to explore. The children had the opportunity to participate in a wide range of activities such as starting fires, medical training, basic jungle survival skills and exotic jungle fruit tasting. Additionally, the exhibitions included vehicle and weaponry displays, allowing the children a chance to have an up-close look of assorted weapons and vehicles. chance to have an up close look at assorted weapons and vehicles.

During the day, Hornbill School was visited by the D.A. to Brunei and the Commanding Officer – who enjoyed interacting with the children. Camo Day was a marvellous day enjoyed by all.



CAMO DAY

ADDITIONAL PICTURES





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: Helping Children Cope with Change Taken from the Learning Together Series by Jennie Lindon

How to help children learn

- Try to see things from their point of view. Understanding how children see the world will help you to help them as they learn.
- Let children be children. A skilled five year old grows from a busy four year old, a curious three year old, a cuddled two year old, an adventurous one year old and a communicative baby.
- Be a playful companion. You can enjoy childhood with the children as well.
- Feelings matter – both the children's emotions and your own are part of any situation with young children. It is very helpful to be aware of your own moods as well as the children's when enjoying yourself with them and during difficult moments.
- Don't expect to be perfect. Everyone does something they don't mean sometimes. Children can be forgiving as long as we are thoughtful most of the time and are ready to say sorry when we should.

Why is it important to help?

Young children work hard to make sense of their social world. To feel emotionally safe, they need to be able to predict how the adults around them will behave and what tends to happen in daily life. When life is unpredictable, children have to use an awful lot of energy to work things out – What does she want me to do? Why is he cross with me? What's the big rush?

Change is inevitable in childhood, so children need to feel able to manage. Positive experiences of coping with small daily changes will help them to face the big transitions. Children also need to feel confident that it is ok to ask for help, that adults will care about them. Through their experience of everyday changes, children learn whether they are somebody who can cope. Is change something that can be managed because adults let them know what will happen and listen to how they feel? Or is even minor change unpleasant and disruptive because adults give no warning, then get cross because children are upset and cranky?

Children can become able to handle big changes like moves to new places or new people when they are very young. But they need help to develop this ability. Of course, young children are all individuals – even when they are siblings. The key to supporting any child through changes is to learn which of your actions tend to be most helpful to that individual.

How can you help?

- Take some time with what may seem like minor changes and your attention will have a major positive effect for children. For instance, babies, toddlers and young children like you to make it easier for them to move in comfort from being asleep to being fully awake and ready to enjoy the next part of the day. They like to see and hear you, and adjust to your presence rather than be scooped up without warning.
- Create a familiar routine and share the details with children. Routines can, of course, be a tyranny if they become more important than the people involved. But with good sense and flexibility, regular routines help children.
- Let children know simply 'what we will do today'. Children like to have friendly reminders such as, 'First we go to our drop-in and then we pick up Jamie from school'. Babies and toddlers hear your reassuring tone long before they understand the actual words.
- Give children a time warning so they do not feel rushed to stop playing in order to start tidying or come to the table for a meal.



Young children do not understand how long five or ten minutes really lasts, so it is better to use a meaningful 'countdown' like 'you've just got time to finish your jigsaw' or 'would you like to help me now with our lunch?'

- Be consistent with routines at bedtime and during meals. As well as helping all the family through the day, these can



help children deal with being away on holiday or staying with grandparents. You may realise that life will grind to a tearful halt without their special blanket, but a child's familiar drinking cup or favourite bedtime book can be just as important.

- Good nannies, childminders and nurseries take the time to talk with parents about these personal connections, so that young children can be eased into changes. Responsible nursery teams make parents welcome and are aware of parents' and children's feelings. You are right to be wary of early years practitioners who want to rush the settling-in process.

Children are still very young when they enter primary school and are often most anxious about taking care of themselves. They will feel more confident if you have spent time beforehand helping them to manage their clothing and shown them how to ask for help if they need it.

How do we tell if it is all too much?

Even the most carefree girl or boy will have limits. Try to avoid a patchwork of care that creates a day in which children have to deal with many places and lots of people with different ground rules. Children will let you know – by words and action – if the pattern of changes is a real struggle.

Most children will tell you quite clearly that 'this is all too much for me!' or 'I don't know what's happening!' – although they may not do it with words. You need to watch what they do as well as listen to what they say. Ask open-ended questions like, 'How was your weekend with Grandma?' and 'What do you think about your new playgroup?' Young children hear the message behind a closed question like, 'You're fine in nursery, aren't you?' and realise you do not really want to hear them say, 'No'. If children are given no choice but to struggle on, their unhappiness

may come out in behaviour that is hard to handle. Young children can surprise you. They may be more flexible, even keener on a change than their parents. Perhaps you have been surprised by your child waving a cheery goodbye on his first day into playgroup. Well, perhaps you have done such a good job preparing him to be confident. Younger siblings, who have visited nursery to drop off an older child, may have been counting the days until they can stay in that lovely construction area with all the blocks.



Even so, it is worth keeping alert when children seem settled as they may have a delayed reaction to change. Younger siblings might be keen to join the nursery, but may still be tearful that you are not staying. Children may also believe, even with all your careful conversation and reading stories, that a change is only temporary. For example, young children may be sure that, 'soon we'll go back to our old home'. Some five year olds still think that after one day they have 'done big school'. In time, children learn that many changes are forever – and they will come to enjoy a great number of them.





Child Safety on TikTok

It has come to our attention that some of our young pupils are accessing TikTok at home unsupervised. This page is an information sheet to help support you to

ensure your child's safety whilst online.

Why are we concerned?

* On the surface, nothing. TikTok has a reputation for being unusually free of trolling and danger. However, you may have seen news reports or heard concerns about some users harassing children for nude images and videos.

What should we look out for?

User profiles which talk about 'trading' or swapping pictures/videos

* Use of emojis that are commonly considered to be sexually suggestive (such as the aubergine)

* Hashtags, such as #tradefortrade, which clearly suggest the user is looking to trade illicit content

* The lyrical content of some songs – parents have raised concerns that it's not always age-appropriate

What Safety Options are available to parents?

1) Control who can view your child's videos
Set your child's account to 'private' so that your child can control who sees their videos or keep them completely private. Your child will be able to approve or deny people as 'fans', and will only be able to accept messages from followers. Instructions for this are here:

Setting up a private account, TikTok
<http://support.tiktok.com/knowledge-base/setting-up-a-private-account>

Remember:

- Accounts are set to 'public' by default. Public profiles can be viewed by anyone
- Even with a private account, your child's profile information can be seen by all users. Make sure your child doesn't reveal personal information on their public profile.

2) Restrict how your child uses the app
Use TikTok's digital wellbeing feature to control the time your child spends on the app and limit the appearance of content that may not be appropriate.

Digital wellbeing, TikTok



<http://support.tiktok.com/knowledge-base/digital-wellbeing>

Most devices also allow you to set time limits on game play, set age limits for content, and restrict in-app purchases. Check the user instructions for your child's device.

3) Make sure your child knows how to report inappropriate behaviour. Your child can use the app to report content that makes them feel uncomfortable, including accounts, videos, comments and chats. You can too.

4) Read more about privacy and safety at <http://support.tiktok.com/article-categories/privacy-safety>

5) Download and use the app to help you understand it

6) Talk to your child about what they're doing online, and make sure they know they can talk to you about anything that upsets them.

7) Check your bank statements regularly for in-app purchases you're not happy with, and to make sure your child isn't getting around any passwords you've set up

Remember

The age recommendation of TikTok is

13

years and above. However, you don't have to prove your age when creating an account, so younger children can still access it easily.

Personal Support

If you would like us to help secure any device your child uses please do not hesitate to ask. We have staff who will be more than happy to help you. Please speak to your child's class teacher.



Learning to Learn Building Learning Powers

Focus on: Learning Power Animals

by Learning Leader: Joanna Brown

This term, the focus of our Community Learning Time each Monday has been the introduction of our learning power animals. Through a series of awesome whole school community learning opportunities, all children from Years 1 to 6, have worked together in a wide range of ways to reflect on our learning powers.

To meet and explore Max the communicative monkey, our learners teamed up with a communication partner (from another year group) to consider the power of the way that we can interact with others through speaking and listening.



Focusing on Gerald the energetic gecko, we watched two of our teachers role play - one as an energetic learner and one as a...rather less energetic learner! We watched their learning behaviours and the way they approached the task they were given - to find out more about geckos - during our community learning time. We all learned that energetic learning enables us to find out much more and to understand the learning better.



To consider the power of curiosity as we met Hector our curious hamster, the children worked with a communication partner from another year group and used Menti (an interactive sharing tool) to write curious questions about hamsters. We cumulatively came up with nearly 200 questions! Wow!



Following on from this, in the next CLT, we focused on Una our explorative unicorn by researching (with a communication partner) more about hamsters. We did this by sharing a range of pictures, labelled diagrams and short texts with our partner, using

our iPads.

Belle, our creative butterfly, was introduced to our learners in a creative piece of collaborative writing. Each pair of learners working together, wrote a carefully crafted expanded noun phrase to describe



what might be inside a decorative gift bag. Our awesome Hornbillers came up with



all sorts of ideas such as: a colourful, shiny, metal, fusion Beyblade that cost me a dollar, or maybe...a meticulously-crafted, crimson red, glittery shirt with golden shafts of

light emanating from under the collar. Brilliant!



To help us to focus on Dixie our resilient dingo, a range of teachers shared their own personal experiences about digging deep into their reserves of resilience. They shared stories relating to sporting achievements, hiking for charity, building structures, carving out a pathway for themselves and keeping up



an exercise regime. It was great to think about the ways that resilience impacts on many aspects of life and we all learned a lot from hearing

how the feeling of 'I can't' was transformed into a strong: 'I can'!

We will continue to explore our learning power animals each Monday and the ways that their



characteristics can make us even better and more powerful learners ourselves.

Curiosity: What are your curious thoughts about hamsters?

Where do hamsters live	Why are hamsters so curious?	Why do they sleep a lot?
How long have hamsters existed for?	How long do hamsters sleep for?	Do they have tails?
What	How do their teeth grow very fast?	How fast do hamsters run
Why are hamsters curious?	How long do they live?	How do they run so fast?
What is the evolution you came from?		



Education Perfect FOBISIA Maths

by Maths Leader: Amanda Donald

From Monday 15th until Thursday 18th March at 1200hrs, the children in years 3 – 6 competed in an online Maths competition with 38 other schools in South East Asia. The children could do new curriculum material in Maths or revise content they had learned previously. Hornbill school came 15th out of 38 schools. There was a great deal of energy and enthusiasm for this competition. As a school we scored a massive 30,088 points in the competition. The competition had over 2.3 million maths questions answered! Year 5 in particular were enthralled and scored 16,991 of our points. Yukta Limbu (Y5 Otter) scored an amazing 2656 points in the competition and says, "I love Maths and I wanted to do well."

We are already looking forward to the competition next year!



"This lesson was fun and improved my skills!" -Nulisha Rai, Y5 Otter

"Going good I love it." -Darcey Amelia Vine, Y4 Woodpecker





"Thank you for this work and it was really fun!" -Ashlyn Rai, Y4 Gibbon

"This helped me a lot." -Bihan Gurung, Y5 Gecko

"This is very helpful." -Lakeer Rai, Y4 Gibbon

"This is really good and it helped my education grow! It makes learning easier and a bit fun. I really like this and it makes my education better than before!" -Aliya Rai, Y5 Otter

"Thank you for letting us do this it really helped me know the correct way to write it and be successful." -Myla Paige Newton, Y5 Gecko

14th		Dulwich College, Seoul	397	30,311 pts
15th		Hornbill School, Brunei	146	30,088 pts
16th		Garden International School, Kuala Lumpur	215	28,832 pts
17th		Harrow International School, Bangkok	307	27,689 pts

Connect with us on our new Facebook Page



We are delighted to announce that we officially have a Facebook page for Hornbill! Stay connected with us by giving our page a thumbs up!

Check out the link <https://www.facebook.com/HornbillSchoolOfficial> or give this QR code a scan to see Hornbill's Facebook page



SPORT UPDATE

Years 3, 4, 5 and 6 Football Challenges

At the end of our 7-week block of football in PE lessons, we held 2 separate football challenges for all the boys and girls in Key Stage 2. The school field was filled with players, staff and parents to celebrate wonderful skills and sportsmanship. The quality of play was high and the energy from the excited crowds cheering on the players really built a wonderful atmosphere.

Well done to all of our players for all of your hard work both in PE lessons and in the football challenge!



Swimming Galas

To celebrate the end of our term and a half's swimming lessons, children in Years 2 and 3 participated in a swimming gala. All children were involved in a variety of races from sprints to relay races to team float challenges and demonstrated a lovely friendly, yet competitive approach to the gala. Well done to all our super swimmers



Sports Additional Pictures

