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## Reading Week at Hornbill School

By: Reading Leader, Yasmin

With Covid-19 restrictions in place across Brunei, this year's Reading Week celebrations at Hornbill School took place both in-person and virtually.

Though opportunities for whole school celebrations this year were limited, classes made the most of the situation and got involved in some exciting reading-related activities within their own learning spaces. Children explored books and book-making through drama, writing, technology and play, and children in Foundation Stage Two even made up their own Evil Pea song!



All children from Foundation Stage One to Year Six joined in with World Book Day's National Book Token competition, hoping to score vouchers for themselves and for the school. To end the week, classes participated in a book character dress up day, with those classes who were in school engaging in a catwalk and those who were at home sharing their costumes through Google Meets and through photographs uploaded to ClassDojo.





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# Chinese New Year Celebrations

Due to the Covid-19 restrictions, we are unable to fully celebrate Chinese New Year this year. However, children came to school in Chinese cultural clothing and auspicious colours of red and gold to 'quietly' celebrate the Lunar New Year and mark the start of the Year of Tiger on 1st February. The children who wore festive clothes made small donations which will go towards paying for Polio vaccinations as part of our Polio Points Awards to help vaccinate children against polio.

Unfortunately, we are unable to have our annual lion dance performance, however, the children made the best of the situation and celebrated through their learning! In Year 2, the children focused their Discovery Time challenges on Chinese New Year and made puppets to use to retell the story of the Chinese New Year Great Race! Some of the Year 6 children have prepared an amazing slideshow and presented a whelm of information covering topics such as Chinese New Year, Jade Crystals, the Great Wall of China, Chinese festivals and Chinese lifestyles, amongst many more.





# Random Acts of Kindness Day

11th February is the anniversary of Marsha Maxwell's passing - a day which rocked our school and community. Marsha, who was a Year 5 pupil at the time, was a true Hornbiller who loved every aspect of school life. She was a wonderful member of our community.

Every year since Marsha's passing, we keep her spirit alive by holding a day called 'Random Acts of Kindness'. In Marsha's name, we celebrate all that is good with the world, and we try to carry out random acts of kindness throughout the day.

A table was set up outside of the school library with pens and paper for children to write kind messages to each other. Many wore purple clothing (Marsha's favourite colour) and celebrated kindness by distributing ice lollies, made cookies and wrote thoughtful messages as a way to honour Marsha's memory.







# Learning to Learn Building Learning Powers

## Focus on: **Community, Citizenship and Metacognition**

By: Learning Leader, Joanna Brown

It has been a real pleasure to work alongside all learners in Years 1 to 6 to continue to embed our three Hornbill School core drivers (**community, citizenship and metacognition**) during this term.

### **Community:**

To strengthen our knowledge and understanding of being a part of a community, we have spent time identifying the communities that we are in, focusing especially on our classroom community. With pride and confidence, we can state that we are a part of our community – for example, ‘We are the Dolphin community!’ or ‘We are the Flamingo community!’. We also recognise that every single person within our learning environment is a Hornbiller and therefore we can all proclaim, ‘We are the Hornbill community!’.

We used Jenga bricks to explore the strength of a community. Each learner placed a Jenga brick down to build a strong initial structure. The challenge was to state an aspect of a strong community as they laid their brick. I was excited to hear a wide array of wonderful thoughts including: friendship, kindness, courtesy, helpfulness, communication, respect, honesty, care and many more. These are the building blocks to strong communities. We then played Jenga together, each child removing a brick whilst stating a way in which communities can be weakened. Suggestions have included: excluding people, ignoring people, not listening to others, dishonesty, unkindness, disrespect and so on. We saw the community structure we had built beginning to be riddled with holes and the stability of the structure weakening to the point of collapse as each brick was removed.

Listening to our learners talking about their classroom communities, it is very evident that we have many positive building blocks

in our learning communities which make us strong, happy and ready and able to learn.



### **Citizenship:**

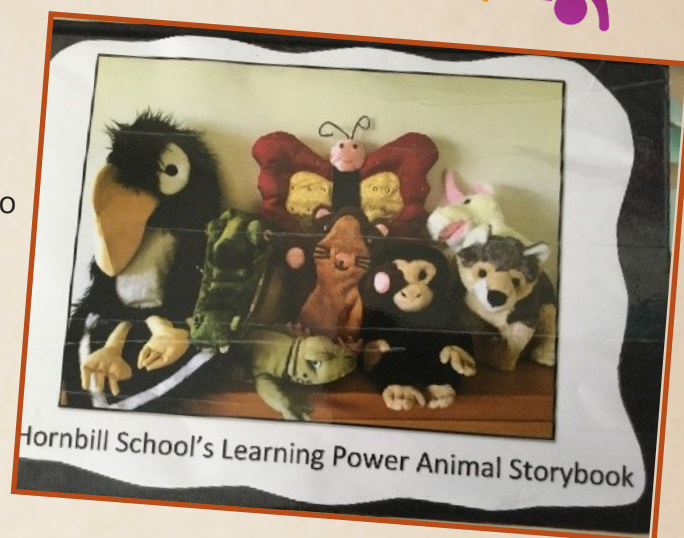
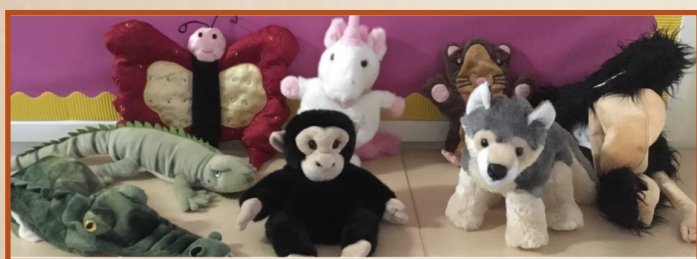
We’ve been exploring citizenship and how we are each an important citizen of our classroom and school community. We have been proudly declaring, ‘My name is... and I am a citizen of ...community.’ Considering ourselves and others as citizens, we’ve been able to state ways in which we can be good citizens of our community. Brilliant responses have been shared including: listening carefully to each other and to our teacher; speaking kindly; tidying up our environment for ourselves and to support our cleaners; looking after people when they feel sad; playing with friends and looking out for people who are alone and many more. Learners have also been able to notice the good citizenship of their classmates by sharing their thoughts within the sentence structure, ‘I notice that... is a good citizen because...’. I feel very privileged to be working with our learners who are already building a good understanding of how to show good citizenship. This will be an invaluable life skill to continue to develop and carry forward.



## Metacognition:

With each classroom community now including our 8 physical learning power animals, our ability to be metacognitive learners with a language of learning is increasing further still. We use our animals to discuss our focus learning powers: **communication, creativity, curiosity, courage, resilience, reflection, energy** and **exploration**. Our animals are becoming part of our learning communities and their characters are applicable to every aspect of learning. Sharing stories, songs, games and real-life learning experiences about these learning powers, we are every day becoming more fluent in this language of learning.

Our very own Hornbill School Learning Power Animal Storybook is filled with creative writing based on our learning power animals and their adventures, with contributions from writers in all year groups... and there are pages available to be further filled!



## Powerful Hornbillers are positively engaged citizens.

### Hornbill and Treetops welcomes EYFS Leader, Tricia Wood

Over the last few weeks of February and March, Hornbill School and Treetops Setting warmly welcomed EYFS Leader, Tricia Wood to the setting. It is the EYFS Leader's first visit to Treetops Setting since the last DCS visit in November 2016.

The objective of the visit was to better understand the Bruneian context and location, the needs of the community and carry out quality assurance of the setting provision.

During the tour, Tricia had provided line manager support for Leadership of Treetops and the Senior Leadership Team of Hornbill School around the updated EYFS Curriculum and EYFS practice. A staff meeting was led by Tricia on best practice in the Early Years.

Before her departure, Tricia wrote the following in our visitor book:

**“Thank you to all you Hornbillers, both staff and children for making me feel so welcome. I have thoroughly enjoyed my visit, your gorgeous smiling faces and enthusiasm to learn! I hope to visit again very soon.”**



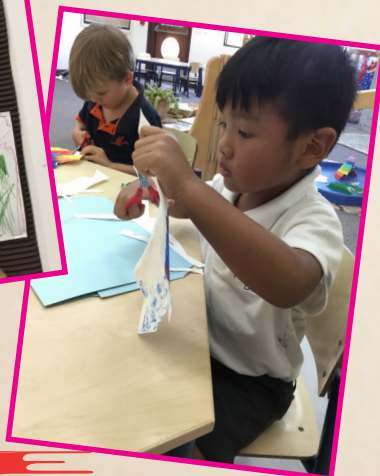
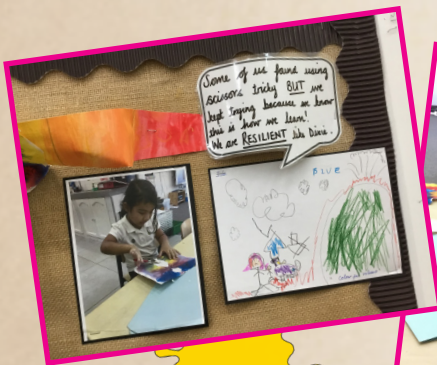


# Our Community of Artists

By: Art Leader, Simon Brown

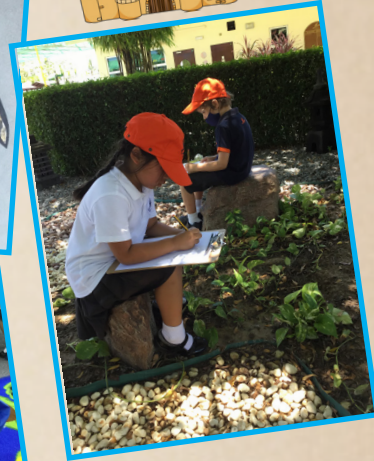
Term 2 has been busy time in all year groups.

**FS2**- What an exciting start to art in FS2! FS2 became colour chefs and explored the primary colours, mixing them up to discover the new colours created. We also made a colour 'splat' which we used to form the body of our 'colourful creature'. FS2 developed their cutting skills further by using their colour mixing sheets to cut out arms and legs. Before sticking it all together, they added lines, shapes and various collage materials. The children also thought about where their colourful creature might live.



**Year 1** explored and communicated various artistic depictions of Saint George and the Dragon. They used their finger skills to rip and collage magazine pictures to create wonderful dragons.

We also created colourful castles which involved drawing, printing, cutting and collaging. We enjoyed the outside classroom and have carried out a variety of other creative art activities too.



**Year 2** explored Ancient Egypt by creating an Egyptian landscape desert scene. The children explored and developed their drawing, painting and mark making skills. Year 2 learners blended colours to create a sunset background upon which they stuck various sandy tones filled with marks made by using different items in order to create texture. They finished it off by drawing and cutting out silhouette camels.





**Year 3** have been creating a contemporary Viking shield. They used their hand strength to manipulate newspaper to create 3D relief. They covered this with papier-mâché. Next, they painted the shield to add colour. We will complete our shields at the beginning of next term when we hope to add some further patterns and details.



**Year 4** have been exploring a project called, 'Colourless Art'. Our work has been inspired by the Fauvist art movement and the belief that artists should be free to use whatever colours they like as viewers will be still able to interpret the images through their understanding of the shapes they see. The children have explored emotions and have created their own portrait in a Fauvist style inspired particularly by the wonderful portrait artwork of contemporary artist Tamara Madden. Using features of her style, the children added textiles to create their T-shirt and textured paper to create a headpiece as well as the inclusion of a bird, mirroring Madden's style.



**Year 5** have explored sculpture by creating an alien head linked to their theme of exploring Outer Space. Using newspaper, art straws, masking tape and mod-roc, Year 5 learners sculpted their own uniquely designed alien head. Final details will be added to these wonderful, out-of-this-world sculptures at the beginning of Term 3.



**Year 6** have challenged themselves to create an Ancient Chinese wall banner. They explored the imagery and style of this ancient form of art and have used drawing and water colour skills to create their own banner. This delicate use of detail, varied brushstrokes and colour has created an authentic final outcome.

