



PRIMARY

15TH MAY 2026

# NEWSLETTER

## LETTER FROM THE HEAD OF PRIMARY

Dear Parents, Carers and Guardians,

One of the most powerful gifts we can give our children is the habit of daily reading. In a world filled with scrolling and screens, it is easy for books to be pushed aside. Yet research shows that just can transform a child's learning, confidence, and character. I want to share with you how you can help build this culture of reading at home.



## THE MAGIC OF 15 MINUTES: BUILDING A CULTURE OF READING AT HOME

Research shows that just **15 minutes of reading every day** makes a huge difference in children's learning. It boosts vocabulary, strengthens comprehension, and helps them develop focus and empathy. The habit is simple, but powerful: a quarter of an hour daily can set your child on the path to lifelong success.

### Why Reading Matters

- **Better learning:** Children who read at least 15 minutes daily make above-average progress in literacy.
- **More words:** By graduation, regular readers are exposed to millions more words than those who read less.
- **Healthy habits:** Reading builds concentration and reduces reliance on screens.



# LETTER FROM THE HEAD OF PRIMARY

## How Parents Can Help

- **Make it routine:** Set aside 15 minutes each day—before bed, after dinner, or during quiet time.
- **Any language counts:** Reading in French, English, or your home language all builds the same good habits.
- **Teenagers too:** Encourage older children to read novels, articles, or even graphic novels—what matters is consistency.
- **Model the habit:** Let your child see you reading. Share what you're enjoying, and ask them about their books.
- **Celebrate progress:** Praise effort, not just achievement. A sticker chart or "Reader of the Week" at home can motivate.



**Together, we can build a culture of reading**—one page, one story, one day at a time. Whether in English, French, or your home language, every minute spent reading strengthens your child's future. Thank you for supporting this simple but life-changing habit. Let's make reading part of our daily rhythm and watch our children grow into confident, curious learners.

Kind regards,

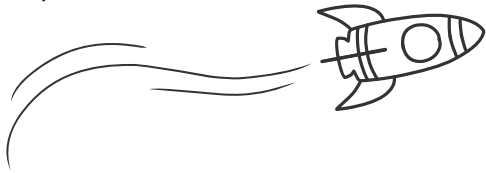
Mr G. Jones  
**Head of Primary &  
Safeguarding Lead**



# NURSERY AND CRÈCHE

## It's all about space exploration

This term, our Nursery children have been on an exciting adventure through our theme "Space Exploration!"



The classroom has been filled with wonder, imagination, and creativity as the children explored space through a variety of hands-on and artistic activities.

They had great fun designing rockets, creating space crafts, and pretending to blast off into space on exciting imaginary journeys. Through songs, rhymes, stories, and role play, they have been developing their language skills while exploring the fascinating world beyond Earth.



Building Early Years Skills: They have been learning letter sounds, numbers, shapes, and colours through playful, practical activities that make learning meaningful and fun. It has also been wonderful to see them growing socially—learning to play cooperatively, share with friends, take turns, and solve simple problems together.

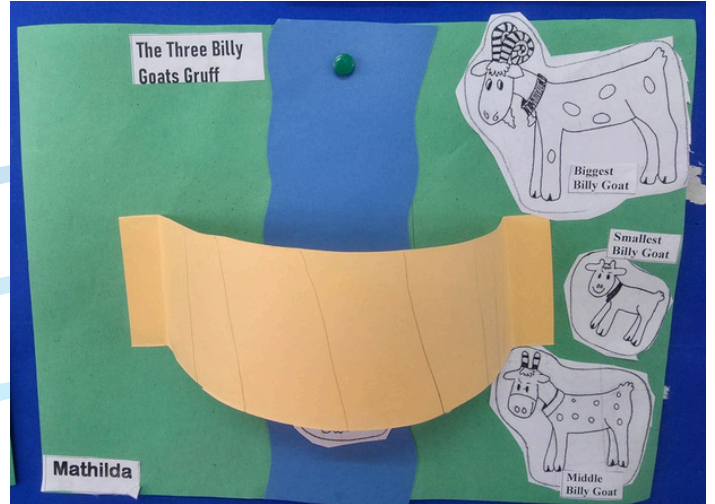
We are so proud of their curiosity, confidence, and growing independence. Well done, Nursery!



# RECEPTION

Reception has been immersed in the magical world of Traditional Tales!

Through familiar and much-loved stories, the children have been developing their thinking skills by making predictions, identifying story elements, comparing characters and events, role-playing, and confidently retelling stories with greater clarity.



In Literacy, they have also been making wonderful progress in reading and writing simple sentences through engaging activities such as picture captions, puzzles, comprehension tasks, question activities, and word searches.

It has been a joy to watch their confidence and love for reading grow each week!



In Maths, we've been busy exploring measurement in fun and practical ways.

They have used non-standard units to measure and compare length, height, and weight, while making predictions and discussing their findings. We have also been learning to tell the time, and one of the highlights was creating their very own clocks!

It has been an exciting term filled with hands-on learning, curiosity, and lots of smiles.



# YEAR 1

## Maths:

Year 1 learners have been developing their understanding of numbers by learning how to decompose numbers from 10–20 in different ways. We have also been exploring ordinal numbers and practising how to identify and use them in everyday contexts.



## English:

In English, we are identifying sentences within a text and understanding what makes a complete sentence. We have also been practising consonant blends through fun reading, speaking, and writing activities.



## Art:

Year 1 showcasing their creativity through painting activities, exploring colours, patterns, and imaginative ideas.



# YEAR 1

## Topic:

This is us choosing between healthy foods that we can have every day, and unhealthy snacks that we can have once in a while.



## Golden Time:

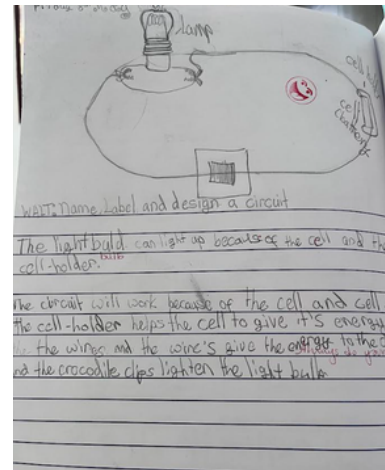
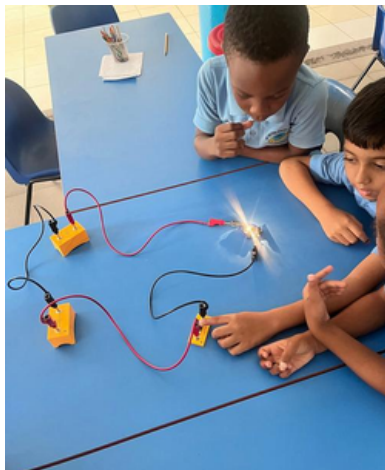
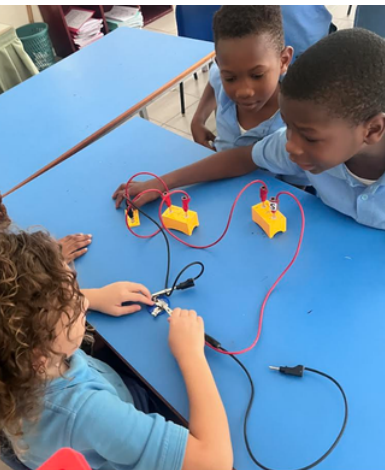
After a busy and productive week, we're taking a break for 'Golden Time'. This special time encourages creativity, teamwork, and social development through a variety of fun and engaging activities.



# YEAR 2

Year 2 students are circuit detectives! We have been diving into the exciting world of electricity! Children have enjoyed hands-on lessons to observe how electricity works.

We are learning the difference between various components, such as: cells and mains electricity, in addition to comparing the uses in everyday items like televisions, ipads and appliances. We are continuing to explore circuits and the impact electricity has in our world past and present!



Movers and Shakers is our last unit on Influential People and the classroom has transformed into a mini research hub.

Students have been eager to learn about significant individuals from various countries who made a lasting difference in the world. Gathering information from nonfiction books, articles and websites, our young learners are applying reading skills to uncover stories of people who sparked their personal interest in how they made a global change.



# YEAR 3

In English, we have been jumping into the world of poetry, exploring lots of different styles and experimenting with writing our own.

So far, the children have explored alliteration, acrostic poems, haikus, and limericks, developing their understanding of rhythm, rhyme, and descriptive language along the way. It has been wonderful to watch their confidence and creativity grow.

We have also been doing lots of reading aloud and performing our poems, helping the children practise expression, emphasis, fluency, and confident speaking in front of others.

express  
yourself



In Maths, we have been becoming data detectives, learning how to interpret and create bar graphs as well as sort information using Venn and Carroll diagrams.

We have also continued tackling multi-step word problems, encouraging the children to explain their thinking clearly and logically.

To make our learning even more engaging, we have been using maths games and hands-on manipulatives to explore concepts in practical and memorable ways.



# YEAR 3

Our Science lessons have taken us on an exciting journey through light and space.

The children have explored transparent, opaque, and translucent materials, while also investigating reflection, refraction, and how shadows are formed.

We are now blasting off into our space unit, learning about the lunar cycle and how the moon changes shape throughout the month. To bring these big ideas to life, the children have taken part in practical modelling activities, acting out the movement of the Earth and moon around the sun to understand moon phases and natural satellites.



In Topic, we have started exploring famous bridges and structures from around the world.

We began by investigating the Seven Modern Wonders of the World, discovering the stories, history, and incredible engineering behind these landmarks. The children have loved sharing facts and asking thoughtful questions about how these amazing structures were built.

Throughout the term, the children have also enjoyed lots of collaborative learning opportunities with other classes around the school.

We have visited Year 1 for PSHE activities and worked alongside Secondary students during Science investigations.

The children have really enjoyed learning with different age groups, building teamwork skills, confidence, and new friendships along the way.



# YEAR 4



## Our Learning Journey

Term 3 in Year 4 has been vibrant. We kicked off with an assembly presentation that raised awareness of how to protect our Earth, including what Earth Day is and why it matters.

In the classroom, students engaged in hands-on activities that further enhanced their problem-solving, critical thinking, and collaboration skills, which are integral to their daily learning.

They worked well in teams, discussed ideas respectfully, and supported one another throughout the activities.



## Maths

Students have shown great enthusiasm throughout the lessons.

Our focus was on calculations and number work. Students deepened their understanding of working with larger numbers, with an emphasis on formal methods and mental fluency across the four operations (addition, subtraction, multiplication, division). They also developed an understanding of how to estimate and use the inverse to check their answers.



# YEAR 4

## English

Learning focused on developing our writing and reading skills, with students engaging in activities that strengthened their reading fluency, retrieval and inference skills, and structured writing.



Students wrote stories featuring a dilemma, drawing on short extracts we read in class and emulating effective techniques. Peer editing played a major role in helping students learn to give and receive constructive feedback.



## Science

In science, we have had engaging units focused on Particles, Changing Materials, and the Earth and Space.

Students engaged in inquiry-based activities that enhanced their learning and developed key scientific skills, such as observing, classifying, measuring, and predicting, through exploration of materials and the states of matter (solids, liquids, gases). We also explored what we know and what we want to find out about the Earth and beyond.



## Topic

Our topic lessons were closely linked to science units to enable deeper, cross-curricular learning, giving students a deeper understanding of their learning.

Activities included researching materials from major historical periods and presenting findings.





## YEAR 5 CADETS

### Unit of Inquiry

In Science this term, students have learned how forces make movement and exploration possible.

They identified different forces such as gravity, friction, air resistance, water resistance, and magnetic forces, and understood that more than one force can act on an object. They described how Earth moves around the Sun in a yearly orbit and how the tilt of the Earth causes seasons. In addition, they learned that moons are natural satellites and that satellites in orbit and are used for communication, such as TV, phones, and the internet.

**Topic**

**Fact File- Amelia Earhart**

Name: Amelia Mary Earhart  
 Place of Birth: America  
 Date of Birth: 24.07.1897  
 Year of Death: She disappeared in 1937 (declared dead in 1939)

**Amelia's Journey**

Amelia Earhart was one of the first female pilots and a pioneer in aviation. Amelia flew across the Atlantic Ocean and tried to fly all around the world. She travelled by aeroplane. She was famous for breaking records and inspiring women around the world.

**Amelia's Achievements**

- First woman to fly solo across the Atlantic Ocean (1932)
- One of the first women to fly across the Atlantic as a passenger (1928)
- She set many speed and distance records
- Amelia spoke about women's rights and equality

**Amelia's Plan**

In 1937, Amelia attempted to fly all the way around the world (47000 km). The plane she flew in was called Lockheed Electra. During her journey, she disappeared near the Pacific Ocean and no plane wreckage was ever found.


**Amelia's Forces and Travel**

**Lift**

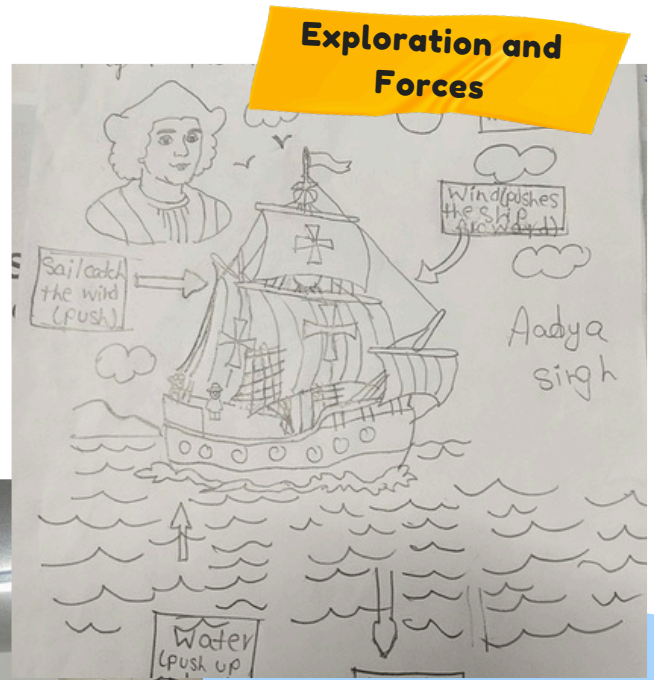
- Pushes the plane up
- Created by the wings
- Air moves fast over the top of the wing

**Gravity**

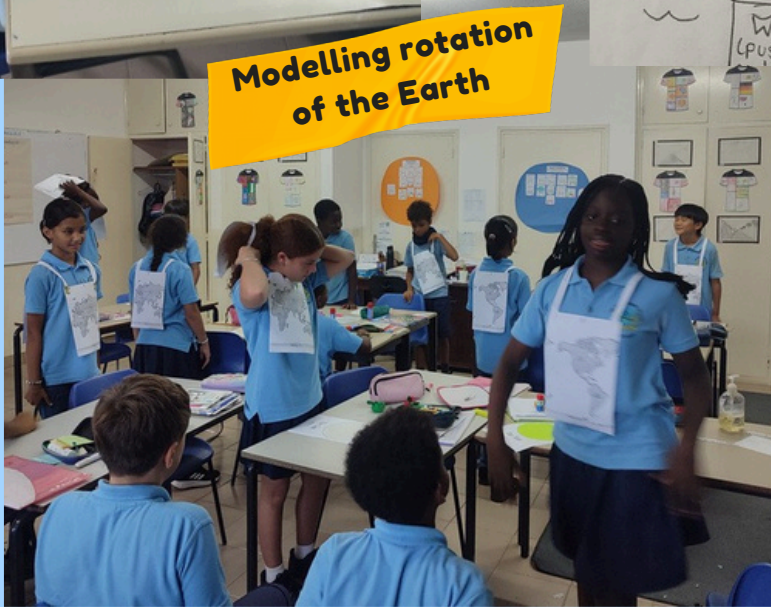
- Pulls the plane down
- Caused by Earth's gravity




### Magnetism



### Exploration and Forces



### Modelling rotation of the Earth





## Mathematics

In Mathematics this term, students have strengthened their understanding of Geometry through a range of practical and investigative activities. They have classified different types of triangles, explored symmetry and symmetrical patterns, and developed their skills in plotting coordinates on a grid.

Students also applied coordinate grids to real-life contexts such as tracking migratory birds. In addition, they deepened their understanding of perimeter and area through hands-on inquiries involving rectangles and compound shapes.

Why are there seasons?



Investigating

## English

In English this term, students studied classical literature through Shakespeare's Macbeth.

They explored characters, their motivations, and relationships in the play, and developed their understanding of story structure, sequencing, and how paragraphs are organised.

Students looked at key themes such as ambition, power, and good versus evil, and explored Shakespeare's language and poetry. They also performed scenes from the play to help them understand characters and themes more deeply.

Neil Armstrong was a famous astronaut from the United States. He was born in 1930 and lived until 2012. He loved flying from a young age and became a pilot before training to be an astronaut. He is best known for being the first person to walk on the Moon.

**When did he live?**  
Neil Armstrong lived during a time when people were learning how to travel into space. In 1969, he became part of an important space mission that changed history.

**Where did he go?**  
Neil Armstrong travelled from Earth to the Moon during the Apollo 11 Moon Landing. He and his team landed on the Moon, and he was the first to step outside. When he stepped onto the Moon, he said it was "one small step for man, one giant leap for mankind."

**How did he travel?**  
He travelled by air and space in a spacecraft called Apollo 11. A powerful rocket launched the spacecraft from Earth and carried it high into space. After reaching the Moon, part of the spacecraft landed on its surface. Later, the astronauts returned to Earth safely.

**What forces helped him move?**  
Different forces helped Neil Armstrong travel on his journey. The rocket engines created a strong push to lift the spacecraft off the ground and into space. Gravity pulled the spacecraft toward Earth and also toward the Moon, helping guide its path. In space, the spacecraft kept moving because of its speed, and small engine bursts helped change direction when needed.

**Why is he important?**  
Neil Armstrong's journey showed that humans could travel to the Moon and explore space. His mission helped scientists learn more about space and inspired many people around the world to dream about becoming astronauts.





## Forces That Built Empires

We have been exploring how forces help us build the world around us.

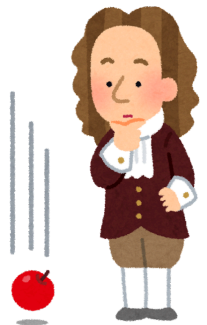
Comparing two balloons, to explore balanced forces, inflating one of the balloons to understand the impact, noticing that the balloon with air inside tipped the balance.



We understood that gases, though invisible, have mass and exert weight under gravity. The students related this to hot air balloons, excited to understand that gas has mass and weight as a force.



We also enjoyed investigating the weight of common items in Newtons (N), converting mass to Newtons, to understand that the weight on the moon is about a  $\frac{1}{6}$  of the weight on Earth, while our mass remains constant on both places.



# YEAR 6

In English, we are building on lateral devices in poetry to add to our long list of figurative language. We have explored poetry with focus on structure, form and imagery. We are using visual and sound imagery through haiku, tanka and acrostic poems to better understand the form and structure in poems.



Students creating visual imagery and drafting their own poems guided by the *Portrait of the Dragonfly* by Alfred Lord Tennyson

Equipped with current affairs, students have been inquiring and researching on the natural resources around the world and their link to the 20th and 21st century conflicts. They were fascinated to know how much natural resources Africa has.



Maths exposed us to collection and interpretation of real data and hypotheses that we represented in carroll diagrams, bar graphs, line and scatter graphs and pie charts and waffle diagrams.

During the final term in primary school, students have been talking freely about transition and the changes ahead.

They are faced with emotions and are ready to embrace the change and collaborate more to support each other.



# LEARNING SUPPORT DEPARTMENT

## Specialist PE Lessons

This term, several of our students who work with Learning Assistants have been participating in specialised PE lessons led directly by our Learning Support staff. These sessions are a blend of Active Academics and therapeutic movement. Here, we are integrating literacy and numeracy into physical games to reinforce classroom learning through movement. These activities are also helping students with strategies to improve their ability to be calm and focused. Other skills learned are improved core balance and gross motor coordination.

A highlight of our recent sessions has been the involvement of our older students who face their own social and behavioral challenges. These students have stepped into "Junior Coach" roles, helping to instruct our younger learners. By taking responsibility for others, our older students are practicing **empathy, patience, and sharing**. It allows them to see themselves as capable leaders and role models, which boosts their self-esteem and social awareness.

## Speech & Language Therapy

We have an in-house Speech and Language Therapist working as an integral part of our team. By working directly on-site, our therapist collaborates daily with teaching staff to ensure communication goals are woven into the student's day. Ideas and techniques are shared between therapists and teachers, ensuring a consistent approach for the child. Because therapy happens during the school day, families do not need to sacrifice their evenings or weekends for external appointments.



We are constantly monitoring our student body and plan to add more students to the Speech Therapist's schedule as needs are identified.

## Celebrating Success in the Classroom

Our core mission continues through dedicated in-class support and "pull-out" interventions across the Primary school. Our team remains focused on closing gaps in Literacy, Numeracy, and English as an Additional Language (EAL).



We are thrilled to report that in Term Three, a considerable number of students have been removed from our caseload. These students have made progress through our targeted interventions, have caught up with their peers and no longer require formal support.

A huge well done to those students for their hard work and to our families for their continued partnership. As we look toward the final weeks of the year, we remain committed to providing the right support at the right time for every child.

If you have any questions about our programmes, please feel free to reach out to the Learning Support team.



# SUMMER SCHOOLS

at The British School of Lomé



BIENVENUE À TOUS



## EXPLORATEURS



Du 29 juin - 24 juillet  
8:30-12:30

Petits explorateurs 2-3 ANS  
Jeunes explorateurs 4-12 ANS

Des journées remplies  
d'activités amusantes,  
comprenant des jeux, des  
projets et des activités  
passionnantes



## ELI



Du 13 juillet au 7 août

8:30-12:30

English Language Institute  
9-18 ANS

Une expérience amusante  
et immersive  
d'apprentissage de  
l'anglais

## IA

Du 13 au 24 juillet

Programme Pionnier de  
l'IA (InspirItAI)

8:30-12:30 10-14 ANS

Apprenez à programmer en Python  
et à réaliser des projets concrets  
qui relèvent de grands défis



INSCRIVEZ-VOUS  
MAINTENANT  
PLACES LIMITÉES

Du 13 au 24 juillet

Programme d'excellence  
"IA Scholars" (InspirItAI)

8:30-12:30 15-18 ANS

Découvrez les fondements de  
l'intelligence artificielle

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# SUMMER SCHOOLS

at The British School of Lomé



EVERYONE WELCOME



## EXPLORERS



29th June-24th July  
8:30-12:30

Little Explorers 2-3 yrs  
Young Explorers 4-12 yrs

Fun-packed days including  
games, projects and  
exciting activities



## ELI



13th July-7th August

8:30-12:30

English Language Institute  
9-18 yrs

Fun, immersive English  
language learning  
experience

## AI

13th July-24th July

AI Pioneer Programme  
(InspirItAI)

8:30-12:30 10-14 yrs

Learn how to code in Python and  
build real-world projects that tackle  
big challenges



ENROL NOW  
LIMITED PLACES

13th July-24th July

AI Scholars Programme  
(InspirItAI)

8:30-12:30 15-18 yrs

Learn about the foundations of  
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