



PRIMARTY

9TH FEBRUARY 2026

NEWSLETTER

LETTER FROM THE HEAD OF PRIMARY AND THE PRIMARY TEACHING TEAM

Dear Parents, Guardians, and Friends of BSL,

As we reach the half way point of another vibrant term, it is a joy to share with you the many highlights from across our Primary School. In this newsletter, you will find articles from every class—beginning with our youngest learners in Nursery and Crèche, right through to our Year 6 students who are preparing with excitement for their transition to Secondary.

What shines through in each contribution is the breadth and richness of learning at BSL. Our children learn in classrooms, in the school grounds, and beyond on field trips. Their learning takes many forms: spoken discussions, carefully recorded work in books, exploration through textbooks, creative worksheets, and hands-on experiences. It is visual, auditory, and kinesthetic—listening, reading, writing, experimenting, and observing. We are proud to cater for all learning styles, ensuring that every child finds their own pathway to success.

This newsletter is a celebration of those experiences. We encourage you not only to enjoy reading about your child's journey but also to share these stories with friends and family. They reflect the collaborative spirit that makes our school community so strong.

We could not achieve this without you. Your support, encouragement, and partnership are at the heart of everything we do. On behalf of the Primary Teaching Team, thank you for walking alongside us in nurturing curiosity, resilience, and joy in learning.

Kind regards,

Gareth Jones
Head of Primary
& The Primary Teaching Team



100 DAYS OF CELEBRATION!

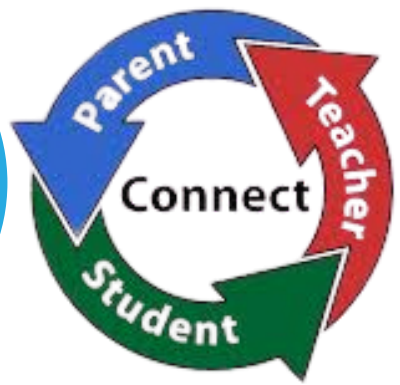
We had a delightful morning with students celebrating the 100th day of school, joyfully marking a great milestone on our growth academically, socially and emotionally. We are very proud of our students, teachers and grateful to parents for your continued support in making learning at BSL meaningful and memorable.



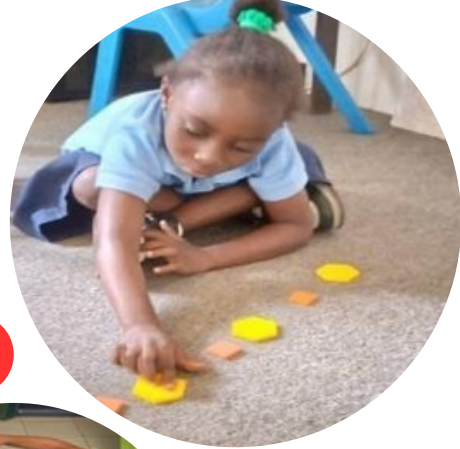
NURSERY AND CRÈCHE

I CAN SEE A RAINBOW

In Nursery parents play an important role in their children's learning, and this was clearly seen during our Stay and Play session. It was lovely to welcome families into the classroom and share how learning in Nursery happens through play and exploration.



During our "I Can See a Rainbow" unit, the children learned and sang songs about the different colours of the rainbow. A real-life rainbow experience was created through making pizza, where the children followed simple steps and identified colourful ingredients. They also enjoyed painting, colouring, singing, and a range of creative hands-on activities that made learning fun and meaningful.



These experiences supported the children's holistic development, helping them grow in confidence, creativity, language, and social skills. With the guidance of enthusiastic and caring staff, the children remained happy, active, and engaged throughout this colourful learning journey.

RECEPTION

ANIMALS AND THEIR HABITATS:

In Reception, we continued exploring our exciting theme “Animals and Their Habitats.” The children learned about different habitats such as the Ocean, Forest, Arctic, Desert, and Domestic environments through pretend play, crafts, songs, and creative activities. They enjoyed role-playing animals in their habitats and expressing their understanding through art and song.



In Maths and Literacy, learning came together in meaningful and hands-on ways.

In Maths, the children explored patterns, colours, and shapes through practical activities.

In Literacy, they have been developing their phonics and early reading skills and are showing great excitement as they begin writing simple words and phrases. It has been wonderful to see their growing confidence and enthusiasm for learning, singing, and a range of creative hands-on activities that made learning fun and meaningful.



YEAR 1

CELEBRATING CAREERS WEEK IN YEAR 1

- As part of the Whole school Careers week, Year 1 had some parent pass by to inspire us by talking to us about their jobs, roles and responsibilities



YEAR 2

A GLIMPSE INTO YEAR 2

Students have been discovering whole, half and quarter to explore fractions. It has been a delicious start bringing maths to life! Children have been using role play to recognise and find different fractions. They are also learning to become mini-experts in currency, identifying coins and notes to "purchase" items and calculate change.



Alongside our maths fun, we are working towards accuracy in our literacy centres to master Year 2 Common Exception Words. Students are also sharpening their problem-solving skills by finding these words within pictures. Through hands-on games and practise, we are building our muscle memory to read and write these tricky words with confidence.



YEAR 3

MATHS

This term, children have explored fractions and percentages, learning how they relate to everyday life. In Geometry, they have identified horizontal, vertical, parallel, and perpendicular lines through hands-on activities and real-world examples.

ENGLISH

Our class novel, *Anna Hibiscus* by Atinuke, has inspired descriptive writing and varied sentence openers. Children are also practicing statements, questions, and commands, while beginning to create clear, engaging information texts like fact files and travel brochures.

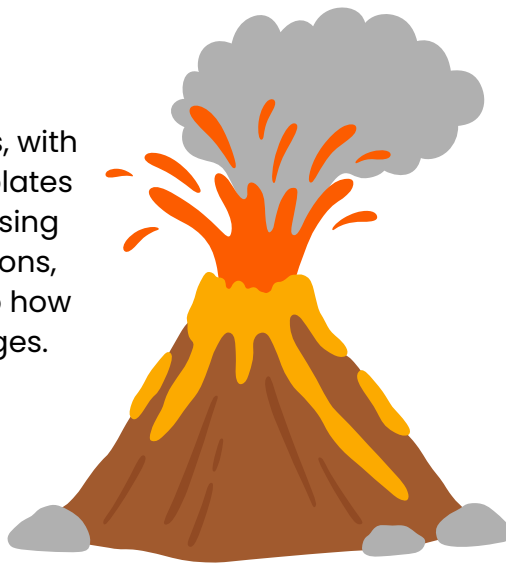
SCIENCE

Learning has focused on volcanoes and earthquakes, with children studying tectonic plates and the Earth's formation. Using maps, models, and discussions, they are gaining insight into how our planet constantly changes.



GEOGRAPHY

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YEAR 4'S UNFORGETTABLE TRIP TO ANEHO BEACH



Year 4 had an amazing day at **Aneho Beach**, where they collected starfish, shells, fish, and even jellyfish. A boat ride along the coastline gave them the chance to watch crabs scuttling across the sand and admire the shoreline.

"It was so exciting to see real starfish up close!" said one pupil. Another added, "The boat ride was my favourite part—I loved seeing the crabs like Mr Jones had shown us on the video."

The trip showed that not all learning happens in the classroom. Sometimes the most memorable lessons come from exploring the world outside. Year 4 truly had an unforgettable experience.

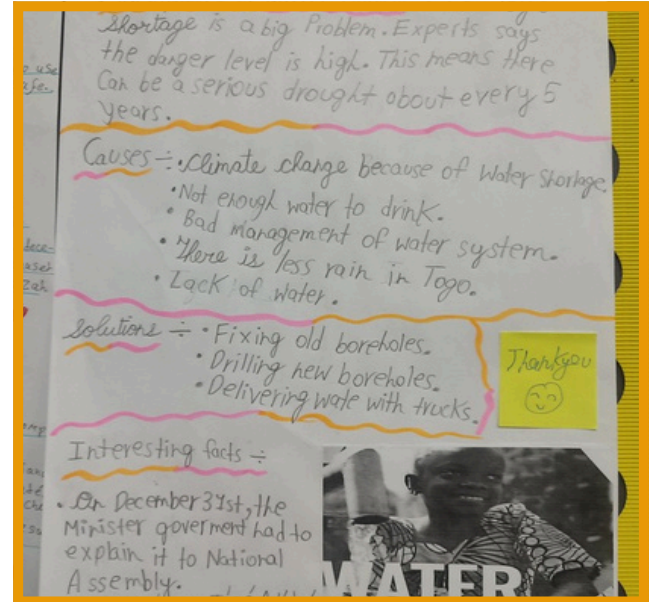




YEAR 5 CADETS

Unit of Inquiry

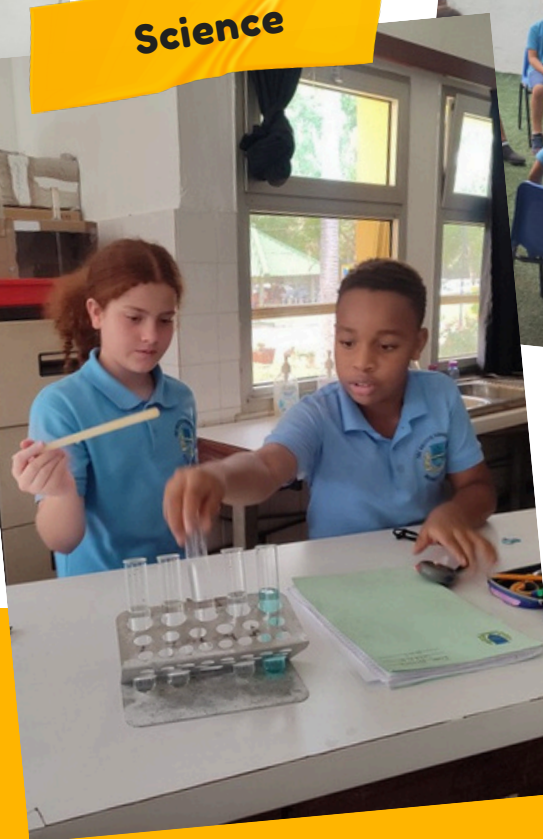
In our Unit of Inquiry, students learned about water challenges in Togo, such as flooding, drought, and access to clean drinking water. They created fact sheets to share what they learned and visited the science lab to test which materials dissolve in water. One of the highlights of the term was a special visit from Ms Sandra Soehnel, Artur's mum, who talked to us about her work helping communities get clean water in Chad and Togo. This helped students understand that not everyone has easy access to clean water.



Fractions



Science



Brain Break



Mathematics

In Mathematics, we began learning about fractions. Students explored fractions by creating a "Fraction Museum" and using tangrams to see how different pieces can make one whole shape. This helped students understand that fractions are parts of a whole. We also learned how fractions can be linked to division and practiced finding fractions of amounts.

Science



Investigating

English

In English, we started reading our new class novel "A Long Walk to Water". The story is about two children in Sudan and helps us learn about how important clean water is and how hope and courage can help people make change. Students also worked hard on writing and publishing their information reports. They edited their work by checking spelling, punctuation, grammar, and capital letters.



YEAR 6

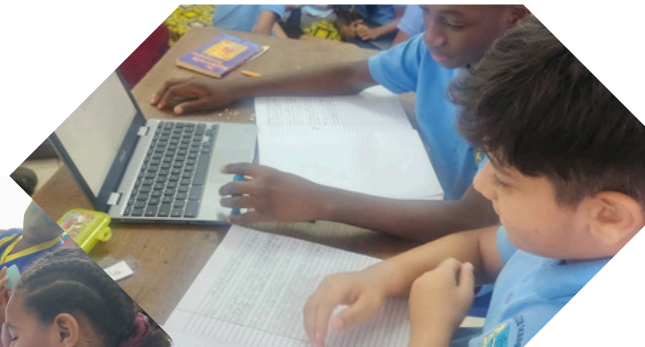
HOW DID THE BENIN KINGDOM USE SHAPES AND MATERIALS TO BUILD ITS LEGACY?

This term, Year 6 curiously and creatively uncovered how the Benin Kingdom built a legacy using shapes and materials, making powerful connections between ancient innovation and modern-day learning in history, mathematics, science, and literacy.



In Maths, pupils applied their knowledge of 3D shapes to understand Benin's stunning structures. While they could recall knowledge of 3D shapes in city walls, brass sculptures, and palace architecture, students applied their learning about angles and the area of 2D shapes, designing their own modern school layouts and spaces.

In science, the focus was on reversible and irreversible changes. We investigated melting, freezing, and evaporation rates, learning to keep variables constant for fair testing. Pupils related it to irreversible changes, such as casting to shape, brass shaping and the permanent impact of the kingdom on West African history. The trade in solid brass manillas, which would later be melted and reused, influenced reversible changes.



In English, pupils sharpened their debating skills by exploring balanced arguments on contemporary issues, inspired by questions like The use of AI and the management of plastic packaging, a common issue in West Africa. Pupils used signposting techniques to structure their arguments clearly, using active and passive voice, with clear evidence, to vary their writing style.



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