

Dear Parents,

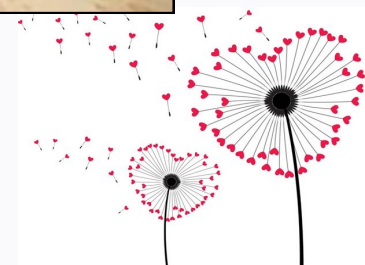
Welcome to our first newsletter of 2014. The last five weeks have been a busy time for all of us with good learning taking place throughout the school. At the end of January the first half year reports were issued with many students achieving grade 1 across all subjects—‘excellent work!’ to all of them. I would also like to say well done to all students whatever their report grades, who know they have tried their best. Keep doing so and you will get better and better as time goes by.

Interest in our school continues to increase. We have just had our Year 2 enrolment for the next school year and we expect our two classes to be full very soon. We are also receiving enrolments for other classes for September, including a number from overseas.

In the next week we will be making the final entries for the IGCSE and A Level examinations which take place in May and June. Year 11 and 13 students are all working hard as they prepare for these very demanding and important Cambridge exams.

In this newsletter we have included some pictures from the end of the last year, enjoy them and the news about this term.

Peter Radoja



Upcoming events

7. & 8.2.2014 | 2014/15 Official Enrolment days

We were very pleased to meet our new Year 2 students starting in our school from September together with their parents. The enrolment was ongoing in Year 2S and 2G classes on Friday afternoon and Saturday morning, and our teachers met and talked with each child individually.

12. & 14.2014 | Hviezdoslavov Kubín

Some of our Slovak students will take part in a traditional Slovak poetry and prose competition Hviezdoslavov Kubín. We would like to encourage our students to uncover a wide variety of different and maybe even undiscovered texts. They will have a chance to refine their speech, work with their intonation and improve their public speaking.

The competition is focused on Years 4 - 11, and will be supervised by a professional jury. We look forward to finding new talents who will proceed to the regional round.

14.2.2014 | Valentine's day



We will start the day with a presentation by our Year 6E students, who will tell us more about this special day at Primary assembly.

All the children will be preparing their own Valentine cards in the week before Valentine's day. They will be distributed by our special Valentine post during the day.

24.2. - 28.2.2014 | Spring holidays

The school will be closed for a week, starting again on Monday, March 3rd at 08:30.

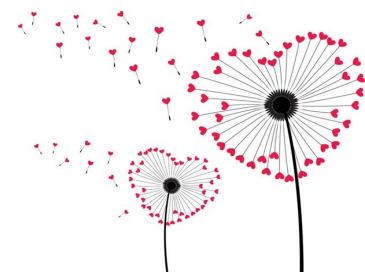


10.3. - 14.3.2014 | Ski trip

Our Year 6—Year 11 students will go for a week long ski trip to Tále, in the Low Tatras. The skiing conditions are looking very good so far with the snow cover 50 cm thick. They are all looking forward to enhancing their skills and having loads of fun ☺.



More information about upcoming events to follow.



Charlie and the Chocolate factory musical

Our Christmas production was a great success, and a big THANK YOU goes to our children who learned their scripts, practiced hard and turned into brilliant actors for one night; as well as to our staff who put a lot of their time and effort into the preparation and production of the show, and embraced the roles of theatre staff on the day of the performance.

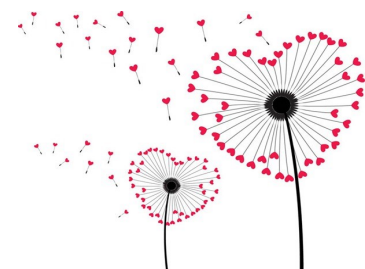
In addition, we would like to thank Boris Hanečka for costume design and all his help and dedication; Zora Husarčíková, Hana Převrátilová, seamstress Zdenka and Renáta Márová for their help with the costumes; Katka Kmecová (Y4H mother) for her help with the sets and overall support together with all the parents and people who helped with the preparations, supported us and kept their fingers crossed.

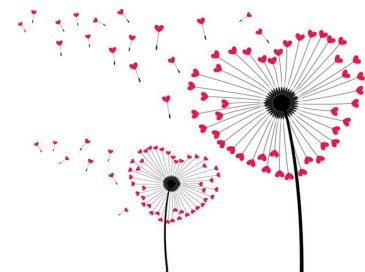
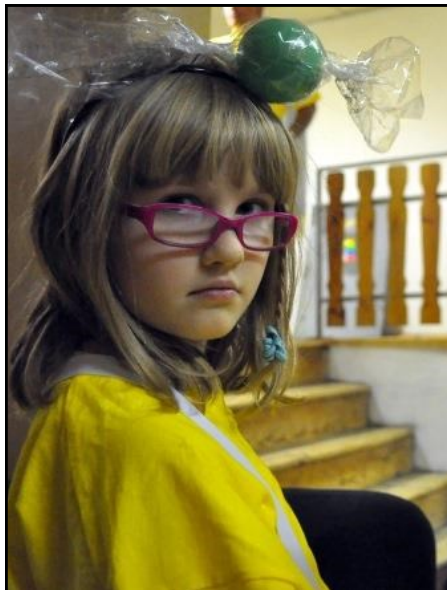
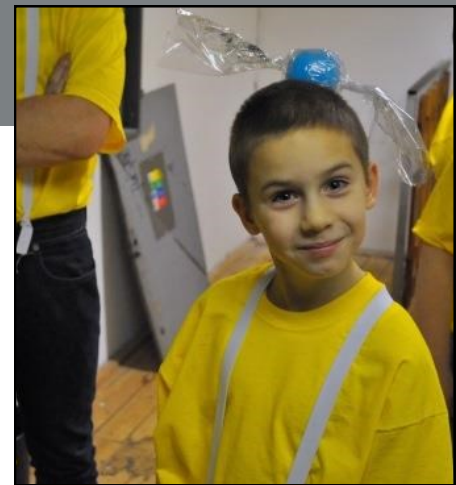
The cover of our programmes for the musical were designed by two of our very talented students—Bianca Čečetka (Year 4) and Ivana Prokešová (Year 9), and sponsored by Optima Nitra. Thank you!

All the children enjoyed performing on the stage, the parents clapped and cheered and gave us very positive feedback on the performances, sets, costumes and the whole organisation of the musical.



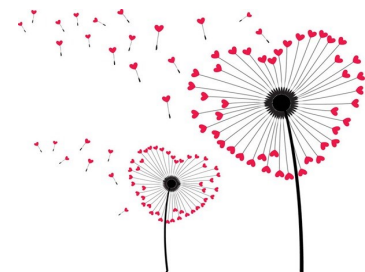
Enjoy some of the photos from the evening ☺:





Cambridge International School Bratislava

Newsletter



Všetkovedko competition

We would like to congratulate quite a few of our Year 3 – Year 6 students who participated in Slovak „Všetkovedko“ competition among almost 10 000 children from schools all over Slovakia.

5 of our students ranked in the top 30% of the contestants and received „Všetkovedko“ diploma:

Adam Benčík (3M) for the 5. place, Dušan Pisár (4H) for 32. place, Petra Krišková (5H) for 41. place, Nelly Melichárková (5H) for 33. place and Šimon Žilák (5H) for 44. place.

This is the list of students who get the „Všetkovedkov učeň“ diploma for their participation:

Year 3 - Lukáš Málek (3M), Patrik Alex Polešenský (3W), Jakub Strapek (3W)

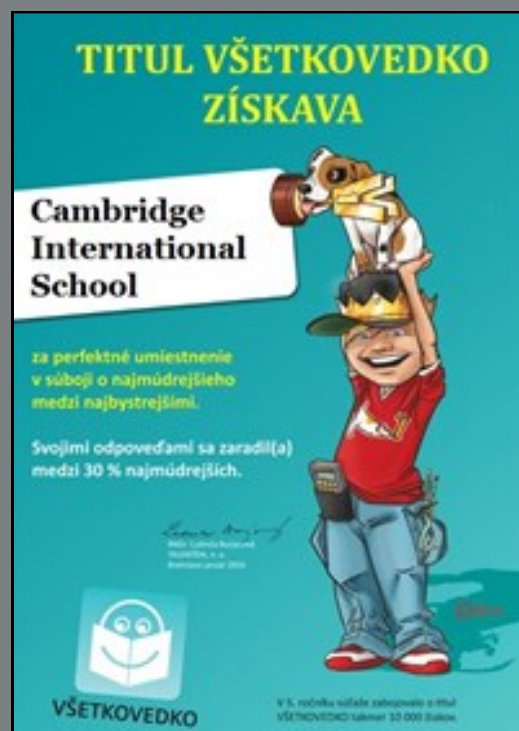
Year 4 - Oliver Sádovský (4S), Anna Sophia Somogyi (4S), Luka Turuk (4S), Artur Wieger (4S) and Emma Klima (4H)

Year 5 - Paula Böhmová, Mia Hatinová, Matej Janyík, Samo Martinka, Sofia Šimonovičová and Bibiana Pogány

Year 6 – Eithan Himi, Paula Ježová, Adela Korcová and Lukáš Košťál.

Well done to all of you and good luck the next time ☺.

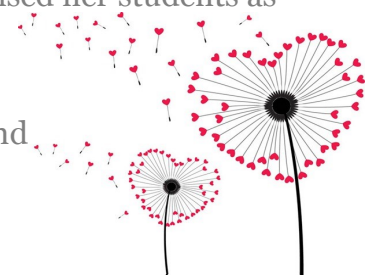
A great thank you goes to Ms Lucia Pauková, the school coordinator of the competition and Ms Zuzana Tiňová, who helped with the organisation of the competition.



Bake Sales

We have had 2 bake sales this year. **Year 6E** sold cakes and sushi and raised a wonderful €109 that will go towards extra activities whilst they are away on the ski trip. Miss Judi praised her students as excellent sales people – polite to their customers; efficient in the transactions; excellent at clearing up and also calculating the profit.

Year 8H students decided to follow the example of their younger schoolmates and raised €80 for their ski trip as well.



Kindergarten

We came back to school in January full of energy and relaxed after a long, long holiday to start the hard work again ☺. Even though there was no snow, we organised our “Winter Olympic Games” in the Kindergarten anyway. We learnt about Olympic ancient history and principles as well as all the winter sports you can imagine. January, however, was also about winter from the scientific point of view. We learnt about properties and states of different materials and we visited the only scientific centre for children in Bratislava, Atlantis. We all had fun and enjoyed it a lot ☺. We will continue with these scientific topics in February, and in addition with Space and History themes.

(Helena Molnárová, Head of Kindergarten)



Your children in action

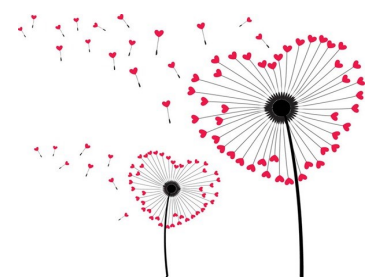
Primary Assembly

We have learnt a lot of new things in the assemblies this year, and Miss Denisa Križanská showed us that even seemingly unimportant and common things can matter.

She played the story of Happy Pig who realised that there are many little things that can make you happy, and you always have a choice—to stay sad, or shake it off, smile and spread happiness.



Years 2S & 2G presented funny enactments of The Three Little Pigs and Cinderella and all the children enjoyed their schoolmates performance a lot ☺.



In **Year 2G**, we like to make links in our learning to help us to understand topics more. We have been learning about traditional stories in English, such as The Three Little Pigs and Cinderella.

In Science we have been learning about different materials and rock types, as well as their uses. We linked these topics by working together to make a display. The children painted characters from The Three Little Pigs and made their houses from different materials such as straw, drinking straws and paint.

We also discussed and drew pictures of what types of rock the third house could be made from, for example; slate, sandstone or marble. This made the learning much more enjoyable and the children had fun!



Book Corner

We decided our book corner needed a revamp! The children were not so comfortable reading in the book corner, so we bought some new things from Ikea and made a display.

Now the children enjoy going to the book corner and are currently looking at different traditional stories.

(Nicky Gray, Y2G Class Teacher)



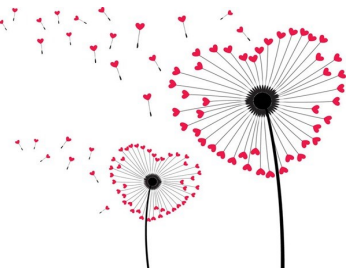
In PE, **Years 2 and 3** are performing dances. One of these is based on tribal war dances from Polynesia. These dances are nowadays usually performed before rugby matches to scare the opponents before a game. These girls were very scary!

Year3W has been talking to a different 3W in Wales through a blog set up by Mr Wells. They have been asking questions and sharing experiences about their own countries.

(David Wells, Year 3W Class Teacher)



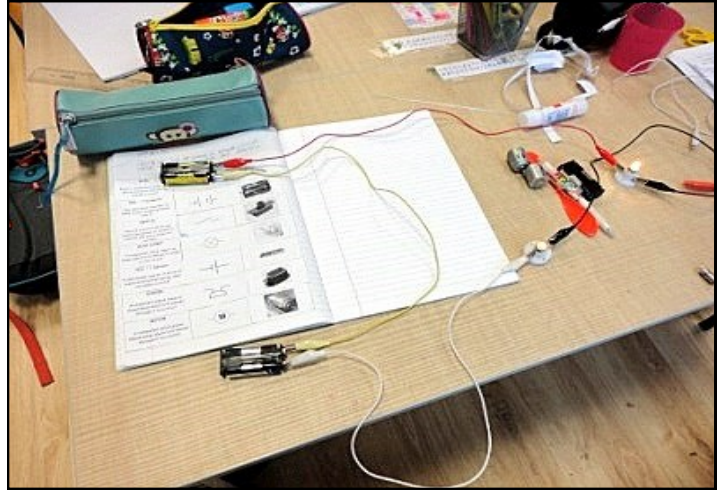
We have also been making salt dough symmetrical shapes in Maths.



In science class **4S** have been learning about electricity. Pupils have enjoyed creating their own circuits using bulbs, motors, buzzers, batteries and switches.

Pupils have learnt that the circuit must be complete in order for the different electrical components to work. Pupils have also been able to draw their own circuits using the correct symbols.

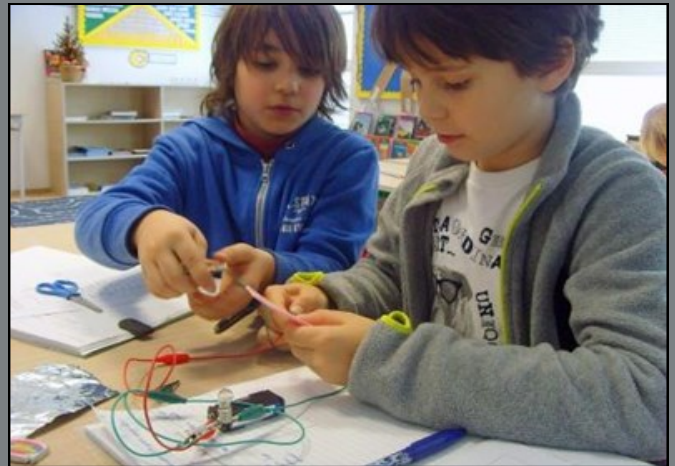
(Faye Smith, Year 4S Class Teacher)



The bright sparks in **Year 4H** have been investigating electricity. First we investigated what the requirements are to make a complete circuit, and which materials conducted electricity and which were insulators.

The light bulbs in our heads then began burning really brightly and we created some of the components of electric circuits ourselves. These included a switch made out of paper clips and cardboard, and a battery made from copper coins, tin foil and vinegar which we connected to a circuit and it actually generated enough electricity to power a buzzer!

(Jason Harrison, Year 4H Class Teacher)

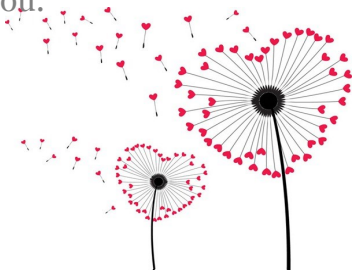


In History **Year 5H** children have been learning about Nelson Mandela – one of the greatest leaders in the world. They studied his life, learned about Apartheid and how unfairly people can be treated just because of the colour of their skin. They also sang songs and read poems about Apartheid and freedom.

Here you see the timeline of Mandela's life and his portraits – some in black and white and some in all the colours of the rainbow.

Tata Madiba, RIP. We salute you.

(Edita Harrison, Year 5H Class Teacher)



Year 6 have continued to work on their mountain models. They are beginning to reflect the seasons and they are busy planning how to make them look as realistic as possible. It has been an ongoing part of our geographical studies of mountains last term and climate this term.

This study is helping the students to focus on details and to develop an understanding of the specific conditions and seasonal changes that are particular to mountain environments. It is also, of course, an opportunity to be creative and to cover themselves and me in paint! They are also learning to discuss and negotiate with each other, all very valuable life lessons.

We hope that once the mountains go on display in school you will come and look at the finished results which I am sure Year 6 will be proud of.

(Judi Easton, Year 6E Class Teacher)



Year 7 class are just working on some visual, auditory and kinaesthetic work to help them explore the contrast between Spring and Death - a technique which is used by the author of the novel that we're currently studying - 'Skellig'.

They are:

- acting out improvised plays,
- creating clay models,
- devising storyboards/visual images,
- writing poems.

(Claire Smith, Teacher of English Language and Literature)



Year 8 students are learning about the properties of sound, they recognise the link between loudness and amplitude, pitch and frequency during physics classes.

(Mária Sirniková, Teacher of Science)



9S students have been studying and writing riddles as part of their initial learning in relation to poetry this term. We hope you enjoy their riddles and some of the riddles that inspired them...

An all-seeing eye, always with us.

Big or small.

With its help, we can travel around the whole world,

Take a look at the bottom of the oceans

And walk in space.

ANSWER: A television

(by Taisiya 9S)



What is so fragile that when you say its name you break it?

ANSWER: Silence

Closed shape, contained,

Full of power and strength.

Without it many suffer.

Too much and many die.

ANSWER: water

(by Natalia 9S)

What gets wetter and wetter the more it dries?

ANSWER: a towel

I never was, am always to be,

No one ever saw me, nor ever will,

And yet I am the confidence of all

To live and breathe on this terrestrial ball.

What I am?

ANSWER: tomorrow.

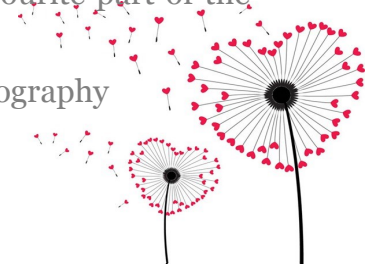
(Claire Smith, Year 9S Class Teacher)



The **Year 11** students are focused on map skills at present. In this lesson the students were investigating an OS map of Mauritius.

Over the last few weeks these students have been developing maps skills such as calculating gradient, interpreting cross sections and describing patterns of settlement and relief. A couple of students have mentioned that the map skills section is their favourite part of the IGCSE Geography course.

(Declan Hayes, Teacher of Geography and History)



Year 11P – preparation for IGCSE in German

Students from Year 11P are working very hard in order to prepare for their IGCSE. One of the ways to prepare is to hold presentations on various topics. They also have to be able to speak freely about general ideas and topics such as the working world, school and friends, shopping and so on.

To practice such parts of our programme, students make presentations when they are expected to speak about their chosen topic without notes, and to conduct dialogues in which they rely on their ability to express themselves. It is not an easy task to tackle but our students get better every time they present themselves. Their self-confidence grows and I am very proud of them. Their presentations are of a very good quality and their skills to speak and create interesting projects too. I am sure their hard work will pay off in the form of high marks in their IGCSE German.

(Elena Turoňová, Teacher of German)

Features

We would like to introduce you to **Mr Andrew Melia**, a new colleague among us, who replaced Mr Donal Green in the position of EAL Teacher. Welcome! 😊

Which places have you been to (and what did you do there)?

My father was a civil engineer before he retired & his job meant that we moved around quite a lot. I went to primary schools in Dubai & Jordan, secondary schools in South Africa & Spain, and completed my A Levels in a beautiful part of Wales, before finally attending college in France to train as Scuba Diving Instructor. This took me to the Cayman Islands where I worked for a couple of years diving & enjoying 'Island life', and as I was still quite young I didn't really give much thought to settling down or choosing a career, I just wanted to see more.

After the West Indies, & a brief spell in Tanzania also diving, I travelled to India in the early 90's intending to backpack around the country & see as much as I could. It was here that I started teaching English, & I ended up staying for 6 years working on voluntary projects in the north of India & Nepal. In the late 90's I moved to Denmark & joined an aid organization whose projects took me to Mozambique, Guatemala, Angola & Israel over the next 5 years or so. This was an amazing time for me especially as it was through this work that I met my partner & decided to come & live in Slovakia.

Where would you like to go next and why?

My partner & I have a young son, & we often talk about which part of the world we would like him to visit. My dream would be to visit eastern Russia, especially Kamchatka, purely for the beauty of the landscape, but perhaps also because of its remoteness.

What job other than teaching have you done?

As I mentioned above, my first job after school was scuba diving (although not many of my family at the time thought of it as a *real* job). In India I taught English at a missionary school for orphans which was my first real taste of EAL, & in Nepal I was running English classes for the children of Tibetan refugees, again for a charity.

Working for the aid organization I was a project manager for community development schemes which included establishing pre-school programmes, & language courses alongside



agricultural, health, & environmental programmes.

Why did you decide to become a teacher?

Whilst in India I met an American missionary who had spent 50 years living in the foothills of the Himalayas caring for orphans. He invited me to visit the school he had set up teaching rudimentary subjects in classrooms which had no electricity or furniture, & where the kids sat on the floor, 4 children sharing one book. The school only ran for 3 hours a day as the kids were needed to work on the mission farm, or kitchens, laundry etc, jobs which were physically hard work, & so most children were happy & excited to be at school as this was the only time of the day when they could be & act like children. The fact that these little ones were so eager & happy to learn, in fact they would almost hound the teachers for information about the world, really affected me & I just stayed. I didn't really have much in the way of valuable skills to share with the kids (scuba diving in the Himalayas?) so I taught what I knew best. English.

Why did you choose teaching EAL?

After my experience in India I began to realize what a valuable commodity the English language can be to those who need it most. In many developing countries the best job opportunities for the poorer members of society come from the tourist sector & the aid agencies, & being able to speak good English is often the main requirement to securing a well paid job. In Guatemala we established a small language centre targeting women & this became so popular that we went on to create projects in Nicaragua & El Salvador. English was creating job opportunities, linking women with sister projects in the United States & Africa (via email pen pals) allowing them to expand their horizons & meet others far from their village. Village kids could possibly apply for college scholarships beyond Central America, even in the States, if they could just learn enough English to pass the proficiency tests. It was something I really wanted to be part of.

In Europe the desire to learn English is obviously motivated by very different imperatives but the reward, for me, is still there. As a teacher in Slovakia I have helped young people pass exams, university graduates prepare for exchange programmes, & business people get ready for new jobs around the world & the satisfaction is just the same.

What do you do in your free time?

Most of my free time is taken up with my family. We own a cottage in Myjava which has really nice fruit & vegetable gardens, & this is where we spend most of our weekends & holidays. We are slowly introducing our son to the joys of hiking & camping so we also spend a bit of time during the summer in central Slovakia, especially Orava where my partner has family, trying to turn him into the next Bear Grylls.

Reading is also an important hobby of mine. I read anything, but I particularly like books about history & travel, especially the Victorian explorers; but also poetry: I'm a massive fan of John Keats & PB Shelley.

Children's Corner



Attention, attention! We would like to invite all our students to participate in our new monthly contest. This is a baby picture of one of our teachers, and your first task is to guess who it is.

If you are interested to win a nice prize, please write your name and your answer down on a piece of paper and give it to your class teacher by February, 21st.

Good luck and have fun! ☺

