

Think • Dare • Share

La newsletter de l'École Jeannine Manuel à Londres

Chères familles,

Trois ans après sa création, l'École Jeannine Manuel à Londres continue de croître et de fourmiller de nouvelles idées. Comme vous le découvrirez au sein de cette newsletter, les derniers mois ont vu naître de superbes projets et ont été ponctués de nombreuses sorties. Ils ont en outre été marqués par les succès nos élèves. Je tiens d'ailleurs à tous les féliciter pour leurs résultats remarquables au Concours Kangourou des Mathématiques, ainsi qu'au YCT (Youth Chinese Test). Ces excellents résultats sont le fruit de leurs efforts et de leur travail en classe et chez eux et je ne peux que les encourager à continuer ainsi !

À l'École Jeannine Manuel, nous sommes convaincus qu'apprendre, c'est aussi sortir du cadre scolaire. Nous avons donc décidé de consacrer ce dernier numéro de Think•Dare•Share de l'année aux apprentissages en dehors de la salle de classe. En permettant aux élèves de consolider des notions vues en cours ou de les découvrir sous une perspective différente, ces apprentissages sont particulièrement enrichissants. Ils offrent notamment aux enfants l'opportunité de découvrir leurs propres talents. Au delà des classes vertes et autres sorties scolaires, cette newsletter met également en lumière un rallye mesure, des projets en histoire, ou encore notre Collège Taster Day. **Bravo à tous nos élèves pour leur investissement au cours de ce dernier trimestre !**

Vous le savez déjà, entre l'ouverture de notre lycée et la mise en place de nouveaux échanges linguistiques, l'année prochaine s'annonce riche en nouveautés pour notre école. Je sais que je peux compter sur votre énergie et votre enthousiasme pour contribuer au rayonnement et à la pérennité de notre projet pédagogique et vous en remercie.

Je vous souhaite un été radieux, des vacances reposantes et me réjouis de vous retrouver à la rentrée prochaine.

Bonne lecture !

Pauline Prévot, Head of School



DofE pupils learn how to decipher a map

À la Une

Going for Bronze: Launching The Duke of Edinburgh's Award

- For the first time at École Jeannine Manuel London, pupils in Year 9 and Year 10 will be taking part in the Duke of Edinburgh's Award.
- This year, 28 pupils aged 14 and over, are participating in a range of activities based on the programme's four objectives: *physical training, volunteer work, life skills development and a final expedition.*
- The Duke of Edinburgh's educational journey is divided into three progressive levels; bronze, silver and gold. Last year, over 276,000 young people around the world embarked on the programme. *This world leading youth achievement award is a great opportunity, valued by employers and universities.*
- As our pupils aim for the bronze award, preparation has included traveling to Hampstead Heath for orientation exercises, volunteering in the local community, learning sign language and engaging in physical activities such as salsa dancing, as well as, planning meals, learning how to pack efficiently and setting up camping equipment for the final trip.
- On the 19th May, the pupils set off on a mock expedition from Cheshunt to Chingford, on the outskirts of London, to test their newfound abilities.
- *"They have learned so much already! They are now able to read a map accurately, do some basic first aid and set up camp,"* says Pierre Sauvenée, Duke of Edinburgh's Award coordinator.
- *"It's great for the children to be out in the countryside, exploring, without using technology. It's important to disconnect from our modern habits and really embrace being around nature. Witnessing their accomplishments has been very rewarding."*
- The final expedition will be taking place from the 30th of June to the 1st July. Good luck to all taking part and have fun!



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Learning Insight



Learning outside the classroom

School trips provide fresh learning opportunities and experiences outside of the classroom. Whether used as a means to *introduce a new topic, as a practical application of knowledge and skills developed in class, or as a way to conclude a unit*, school trips offer a gateway for in depth and interactive research on a specific topic.

When they take place at the start of a new unit, school trips are used as a hook, a way to *spark pupils' interest in the new topic and tickle their imagination through out-of-the-classroom encounters*. This was notably the case for our Year 1s, who recently took a



trip to the Cartoon Museum as the starting point for a project which saw them create their own comics. An in-depth exploration of the galleries gave them a better understanding of comic design and triggered original ideas which they were

then able to use in the classroom.

This is also the pedagogical motivation for the excursions to the Globe that our Middle School pupils undertake before tackling Shakespeare's works in class; seeing the Bard's work on stage demystifies the complexity of the structure, the theme and the language. It also makes the characters far

more relatable than words on paper. Taking this *experience back to the classroom helps them fine-tune their understanding of these issues* and therefore develop their analysis in far more depth than they would have otherwise been able to.

School trips also enable pupils to learn *by applying skills and knowledge developed in class to new situations*. Our Year 9s' trip to Epping Forest, which was part of their science module on ecology, allowed them to test hypotheses developed in class in a setting completely different to the lab. It gave them the opportunity to corroborate (or not) their postulates, whilst also refining their data collection and analytical skills, as well as their critical thinking.

Residential trips have similar learning objectives. During the Year 6s' week-long trip to Dorset, pupils were encouraged to engage in teamwork, take part in problem solving games and undertake mapping and orienteering exercises. Again, the *objective here was for pupils to build on skills already developed in class in a completely different environment*.

School trips also frequently act as a way to *cement the knowledge previously developed in class*. According to Middle School French teacher, Dr Muris-Prime, the Year 9s' visit to Paris in June was built around a pedagogical project to promote the students' understanding of the impact of 19th century



art and politics on the capital city today and acted as a concluding episode to French and History units on this topic. By promenading along Haussmann boulevards and visiting Napoleonic buildings, the images of the French Industrial Revolution and Guy de Maupassant's short stories studied in class were brought to life. This exercise *combined the French history and French literature curriculums to provide a rewarding educational experience* and capture the children's imagination through a holistic approach to learning.

No matter when they take place in the unit progression, school trips sharpen our pupils' critical thinking skills. They are also an opportunity for students to extend their understanding of the world that surrounds them. Both these components are invaluable if *our pupils are to make sense of and bring to life our school's mission* of international understanding.



In Focus



Paris, Yorkshire and Dorset... our pupils had a great time on this year's residential trips. Thanks to all those involved in organising them!

Class Stories

Year 6 • CM2

A publishing wiz



What are the different stages involved in book publishing? In which country do you print the most books? What was your initial impression after having read the Harry Potter manuscript for the first time? Our Year 6 pupils

had many questions for the CEO of Bloomsbury Publishing, Nigel Newton, when he visited their class in June. The discussion led them to consider a range of topics, *from censorship in literature to how to cultivate a love of reading in children - a subject very dear to our school!* Many thanks to Mr Newton for taking the time to visit us.

CM1 • Year 5

Rallye Mesure



Le vendredi 27 avril, nos deux classes de CM1 se sont rassemblées pour participer à un rallye mesure. Des ateliers étaient organisés à travers toute l'école afin que *les élèves puissent estimer puis mesurer* des longueurs, des périmètres, des capacités, des températures, des masses et des durées. Répartis en 7 équipes, ils ont dû *manipuler des instruments de mesure tout en redoublant d'ingéniosité pour élaborer des stratégies* leur permettant de faire des estimations très proches des mesures réelles.

« Comment mesurer la longueur du Main Hall? Je mesure 1m20; si je me mets par terre, on peut se servir de moi comme une règle! »

Une matinée riche d'enseignements qui a ravi tous nos élèves!



Un hôtel des Caraïbes affirme dans sa publicité « 28 jours de soleil en décembre ». Si la publicité dit vrai, combien de jours faut-il séjourner à l'hôtel, au mois de décembre, pour être sûr d'avoir deux jours de soleil consécutifs?

- Extrait du Concours Kangourou des Mathématiques 2018, sujet CE2-CM1-CM2 -

• Year 7 • 6^{eme}

Discovering London's Roman past

- Following a trip to the Museum of London, which brought their unit on Ancient Rome to a close, our Year 7s are now particularly well versed on London's surprisingly rich Roman past. After spending some time in the gallery looking for artefacts that changed the lives of the people the Romans conquered, the pupils had a *hands-on workshop during which they examined various items and attempted to determine* what they might have been used for. History teacher Ms Porter explains that "this helped *their problem solving and evidence gathering skills*, as well as cementing the knowledge they already had from lessons on the Romans."
- Our students also took part in an interactive drama session during which they had to write and deliver speeches by Boudicca (the queen of a British Celtic tribe who led an uprising against Roman occupiers), a Roman soldier or an English tribesman. *Comparing historical narratives helps our pupils better understand the differences that exist across cultures* - a key concept for our pupils to make sense of our school's mission statement!



CE1 • Year 3



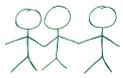
Travaux mêlant art et symétrie.

Year 2 • CP

Creating a museum

This term, we were very fortunate to host a 'Museum of Childhood', put together by our very own Year 2s. The project began following a visit to the real Museum of Childhood. This was the starting point of their *unit comparing childhood in the past and present*. After the visit, the pupils learnt about being a child in Victorian England and started creating artefacts for their own museum. Their exhibition was a terrific success, with pupils from all age groups coming to visit and *asking questions which the Year 2s answered brilliantly*. Congratulations for all the hard work, Year 2s!





Community

Staff

Interview with Philip Smyth, Science Teacher



You have been teaching science using our inquiry-based method for nearly a year now. What is special about this teaching method?

All people, and especially young people, are naturally curious. The inquiry approach here at École Jeannine Manuel is focused on practical work: pupils plan their own experiments, carry them out and, very importantly, have time to amend their plans if necessary to

get more reliable scientific data. Pupils from a young age learn to evaluate their experimental plans, recognising sources of error and suggesting ways to improve their experimental techniques. Thus, we are preparing our pupils for the skills they will need to become the scientists of the future. In addition to experimental work, the inquiry method allows our pupils access to a wide range of learning techniques including problem solving, presenting information, peer teaching and research. Pupils at this school really enjoy Science and, within their age range, the practical and analytical skills they demonstrate are by far the best I have seen in my teaching career to date.

Epping Forest, Burnham Beeches, the Centre of the Cell... our pupils have been on quite a few trips this year. How does taking the lesson outside the classroom help them with their learning?

Trips show pupils that their studies have links to the world outside the classroom and make their work in the Science labs more relevant. Pupils get to interact with researchers working in their specialist areas and with teachers and pupils outside the normal working environment.

You have been at our school for nearly a year. What have been your personal highlights so far?

The enthusiasm for Science shown by the pupils here has been a real highlight, as has the inventiveness and originality of their experimental plans.

很棒! Top marks on Chinese Language Exam

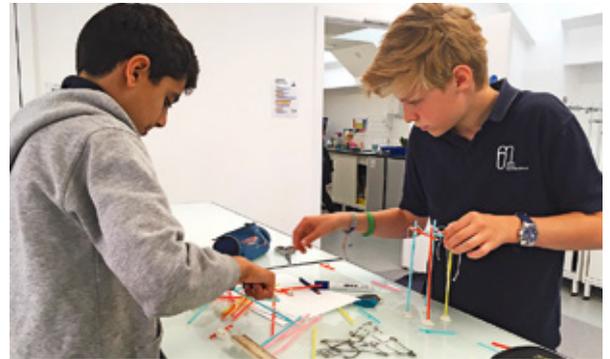
100% pass rate in Primary School, 96% in Middle School; congratulations to all our pupils who passed their Youth Chinese Test (YCT)! And a special congratulations to the 30% of Primary School pupils who scored full marks.

Il faut séjourner au minimum 8 jours car il y aura 3 jours de pluie en décembre et la situation la moins favorable sera :



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*Félicitations à nos élèves pour leurs résultats impressionnants au **Concours Kangourou** cette année ! 25% de nos élèves, du CE2 à la 3^{ème}, sont classés dans le top 5% mondial. Un très grand bravo à Elliot (CM2), classé 1^{er} sur 32 152!*

A taste of Middle School



What better way to get ready for the start of Middle School than to actually spend a day there? For one morning in May, our Year 6s were given the opportunity to live the life of a middle-schooler, a few months before starting themselves. All the pupils were matched up with a student in Year 7; after a brief introductory talk, the *students worked together* to compose haikus, get to grips with KWKY and build marshmallow towers.

"*Pupil welfare is at the very heart of all we do at École Jeannine Manuel*; the main purpose of this day was to welcome, reassure and motivate the new Year 7 students in September," explains Ms Sklar, who organised the Taster Day. No doubt they are now very excited to start Middle School!



¡Bienvenidos!

Thank you to all our families who hosted exchange students from the Colegio San Juan y Pablo in April - our pupils cannot wait to visit next year!

