



Magazine

The English Montessori School 2016-2017

TEMS

THE ENGLISH
MONTESSORI
SCHOOL



To all the pupils, staff and parents of The English Montessori School,

Another school year has gone by and a very eventful one.

The school now belongs to the Cognita Educational Group which has another 67 schools in Europe, Asia and South America.

Our school can only benefit from all the resources that Cognita can give us so the future looks very bright indeed.

Our internal and external results are very good and are a tribute to the knowledge, skills and values that you are acquiring with, of course, the guidance of your teachers.

Schools are very busy places, as educating pupils is much more than delivering academic knowledge. Team projects, excursions, whole school/departmental events, talks from visitors, fund-raising activities, and of course friendships, all contribute to your education. In this school you participate in all of them to a very high degree.

Well done to all of you for a very successful year, and to all the members of staff and your parents who made it happen.

Elaine Fitzpatrick

Headmistress

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Nursery



Welcome to Nursery Almudena and Silvia!

In our classroom we use the Montessori Method. The classroom is divided into different areas of learning such as Practical Life, Sensorial, Language, Mathematics, etc. and we encourage children to choose their own material and work independently.



In this picture, Nicolás is using the Pink Tower organising the different cubes by sizes.



Gabriela making a puzzle in the Language Area.



Emma is practising with the Nuts and Bolts, matching each bolt with its corresponding nut.



Alonso using the Knobbed Cylinder Blocks on a mat.



Julieta is transferring pasta from one cup to the other to strengthen her pencil grip.

We work in different topics throughout the year and they are a very important part of our Nursery life. This year we worked on the different seasons, animals, plants, food, senses, etc. using different techniques: painting, cutting and pasting, making different crafts and even experimenting with ice, planting seeds and much more!



We made an art gallery out of our artworks in Spring!



We made fruit brochettes during the Healthy Eating topic.



And even experimented with ice in Winter!

Also routines are very important in Nursery, we start practising the daily routines at the beginning of the year and little by little learn to be more independent and get ready for the next stage!



Welcome to Nursery Jean and Melissa! Here are some of the things we have been doing this year!

We practice the Montessori Method in all our activities. We use different materials in areas such as practical life, language, mathematics and sensorial activities as you can see in the pictures below.



Jaime is working with the colour tablets to help him orient himself in the world of colour.



The broad stair is helping Lucas to discriminate the dimensions.



Montessori sandpaper letters and numbers are used for texture, number and sound recognition and formation. Candela and Pepa are tracing over letter and number with their fingers.

We practice daily routines, learning life skills such as using the bathroom, washing our hands, and eating by ourselves.



Nursery Jean and Melissa are eating lunch in the dining room. We know it is important to try all the food and use our cutlery and napkins correctly.



Nuño is washing his hands before lunch. All the children know the importance of personal hygiene.

We learn about lots of different, interesting topics in nursery. We have learned about our surroundings, our community, animal lives, seasons, plants, transport, food, senses, phonics and lots more!



While learning about our bodies, we also looked at symmetry. Daniela Velasco is painting a self-portrait.



Carlos is planting a seed after learning about plants.

We have had lots of fun and learnt lots of interesting things in Nursery. We can't wait to carry on learning in Reception!

Nursery Lucy & Melisa



Bruno working with the Pink Tower.

From working with Practical Life to Sensorial to Mathematics and Language, to throwing eggs filled with paint and watching a caterpillar turn into a butterfly, we have had a year full of exciting adventures.



Making an igloo with buckets during our winter topic!

The Montessori materials are arranged and available for use in a pleasing environment. They are designed to meet the child's needs.

We prepare the classroom to encourage independence and a sense of order. Children make creative choices in their learning.



Lola working on the Knobbed Cylinder

We offer our children chances to build up their potential as they venture out into the world; children can learn through their own involvement and at their own pace.



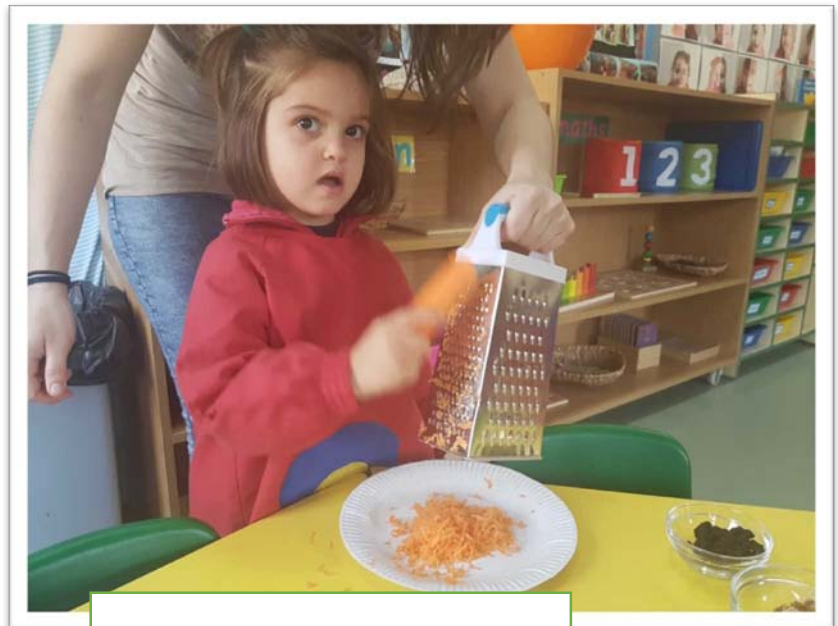
Amaia investigating technology!



Jorge experimenting with his senses!



Gabby working on numbers using The Very Hungry Caterpillar!



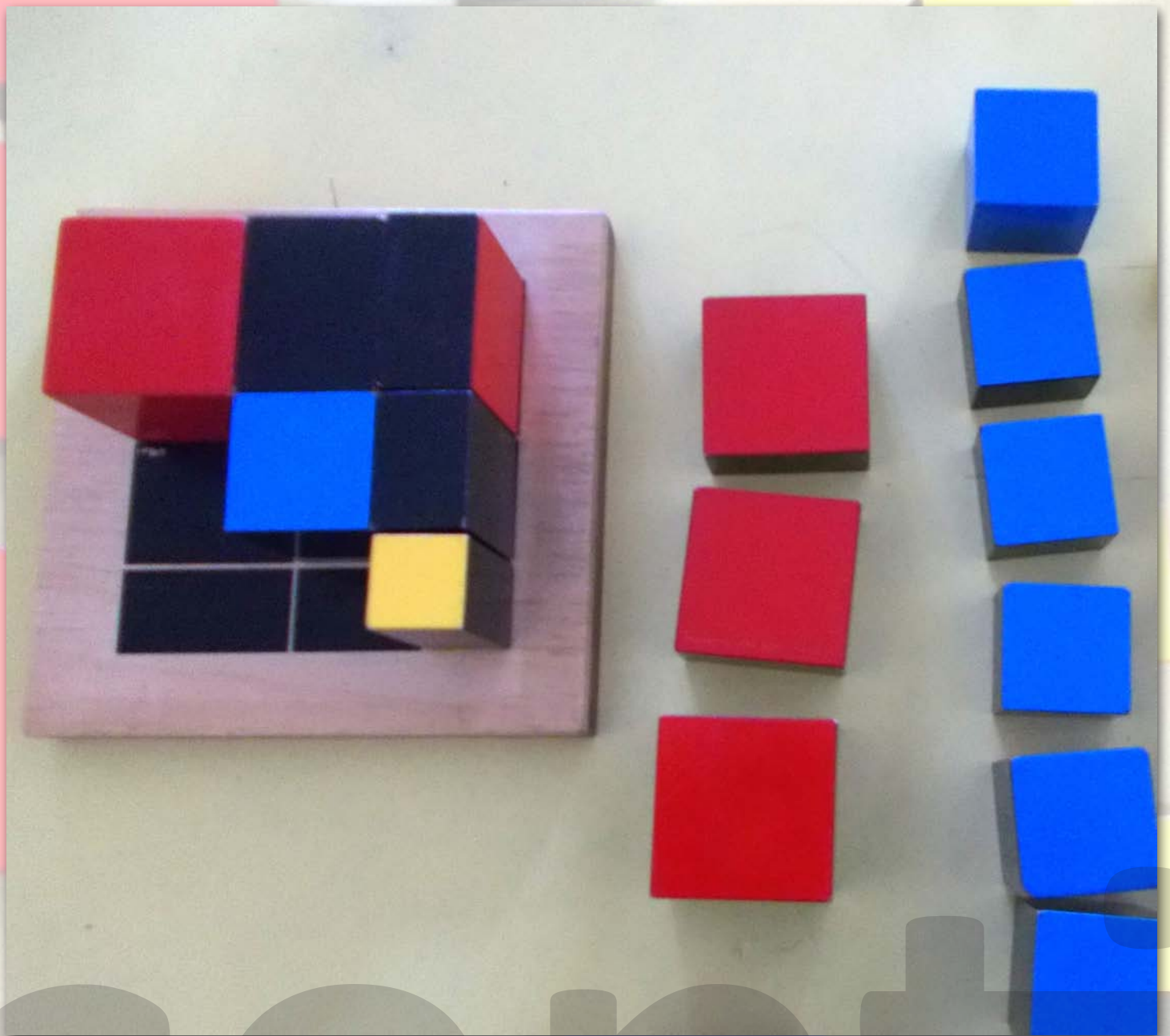
Loreto making carrot cupcakes!



It was super cool seeing how caterpillars made a chrysalis!

Being healthy and healthy eating is an important subject. We have become aware of how much sugar we are eating and how bad it is for us. We have made lots of healthy and yummy recipes!

Reception





Alex working with the Pink Tower

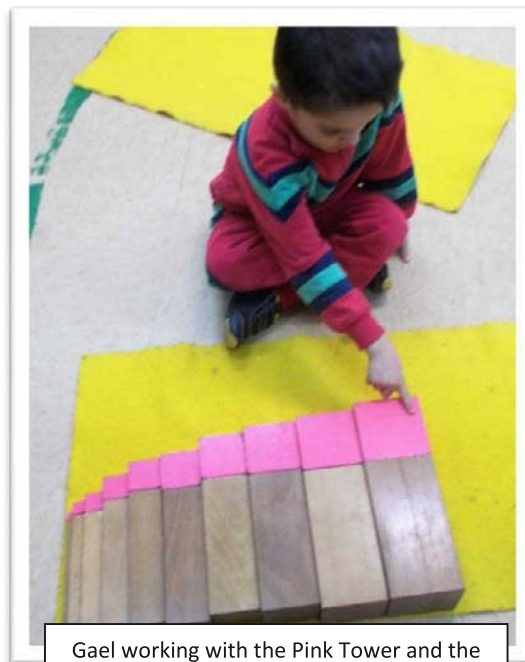


Mauro working with Colour Box 2

A Year in Reception!



Carlota working with the Spindle Box



Gael working with the Pink Tower and the Brown Stair

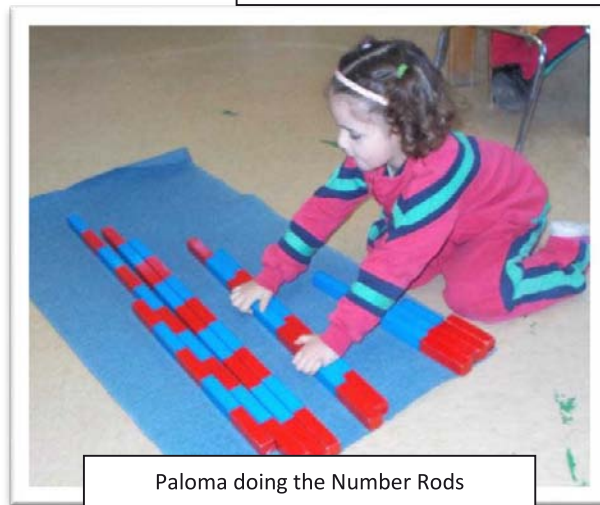
In Reception we take pride in learning how to become independent. We move freely within our environment, making important decisions that help us become independent learners.



Benjamin building the Binomial Cube



Blanca opening and closing jars



Paloma doing the Number Rods

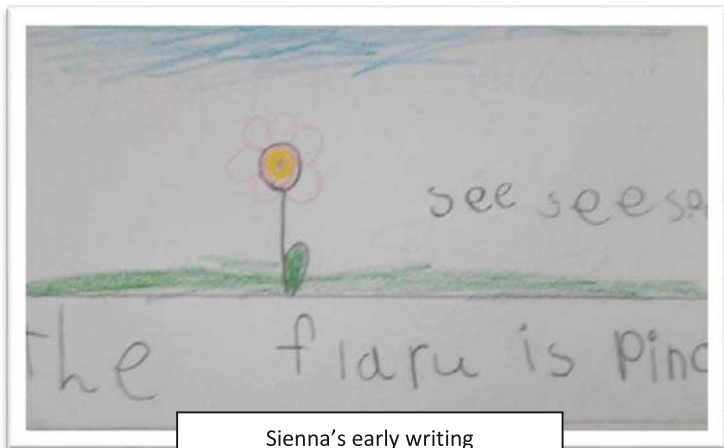


Jorge gets creative with the Insets for Design

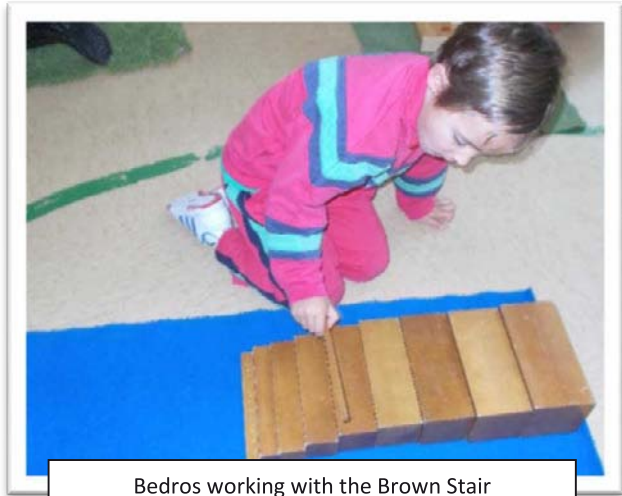


Jorge working with the Constructive Triangles

Using material from the Practical Life and Sensorial areas, we learn how to be patient and how to share. We increase our skills in moving with grace and care within the environment.



Sienna's early writing



Bedros working with the Brown Stair



Joshua exploring the Constructive Triangles



Marta working learning about arachnids using Three Part Cards



Julia doing the Red Rods



Carla working with the Seguin Board

Throughout the year we spend a lot of time refining fine motor skills by working with Montessori material, including the Insets for Design. Once we are confident, we begin to write numbers and letters. We use the Moveable Alphabet to build words.



Building words with the Moveable Alphabet



Gabriela linking sounds to words



Marta writing short phonic words



Anaís working on subtraction using the Short Bead Stair



Nicolas made a word book



Elisenda's Inset for Design creation

Nursery & Reception Musical



This is the proper way of holding a beater! Got it?



All set to warm our voices up!



Laura and Beltran greeting their fans while Julieta warms up with her Flamenco box.



Twinkle twinkle little star! How I wonder what you are!



The rhyme said "10 little Indian boys", but here we're more than 20 little Indian boys and girls!



Make way everybody! Introducing ... The Fantastic Duo!!!



Live concert in TEMS Got Talent!!!



Exercising our muscles with some egg shakers before we play our chime bars!

Nursery & Reception Excursions



Nursery Almudena going on a bus ride



Nursery Lucy excited to be on the bus



Reception Richard visiting their special tree at the local park



Reception Giuliana walks to the letter box to post Christmas cards



Reception Giuliana feeding the ducks at the Retiro



Reception Giuliana collecting leaves and conkers at the Retiro



Reception Richard shopping for fruit at the market



Reception Richard feeding the ducks at the Retiro

Nursery & Reception Special Days



Nursery Almudena interacting with the animals from the petting zoo



Nursery Lucy feeding the petting zoo animals



Nursery Jean/Clara talking to Santa



Reception Giuliana dancing during their assembly



Nursery Lucy during our Carnival celebrations



Reception Giuliana celebrating Carnival



Nursery Almudena eating churros for San Isidro



Reception Giuliana doing the chotis

Nursery & Reception Extracurricular Activities



Reception boys taking a tumble in Judo



Taking a break during Judo



Reception girls stretching in ballet



Nursery girls in ballet



Benjamin working hard at tennis



Nuño focusing on the ball



Reception building words in Fun With Literacy



Acting out a story in Fun With Literacy

Infants

Infants



READING

is to the

MIND

what
exercise

is to the **BODY.**

Sir Richard Steele

R E A D

Year 1 Literacy



We are readers! In Infants we know that reading aloud with children is the single most important activity for building the knowledge and skills they eventually require for learning to read.

We spend a lot of time reading alone or with friends.



And if you don't see the book you want on the shelf... write it!



We often read stories and then create new pages for the books.

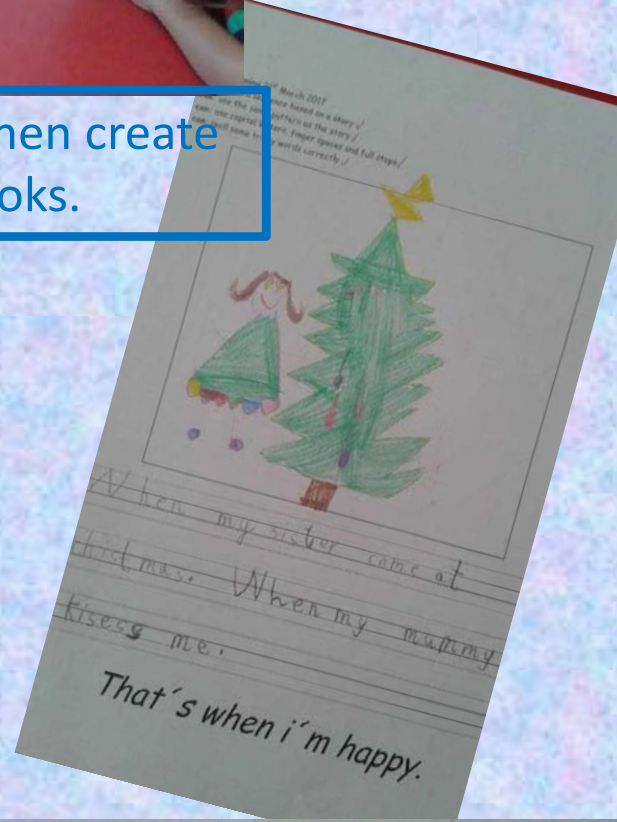



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ESCAPED!



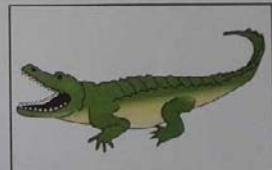
Animal name: q'add

Type of animal: qigwin

Description: This qigwin has the color of fish. The qigwin has big eyes. The qigwin has beautiful feet.

DO NOT APPROACH. Call the Police if found!

ESCAPED!



Animal name: Andi

Type of animal: Aligator

Description: Andi has long teeth. Andi has a long tail. Andi has black eyes. Andi has long ears. Andi has little fingers.

DO NOT APPROACH. Call the Police if found!

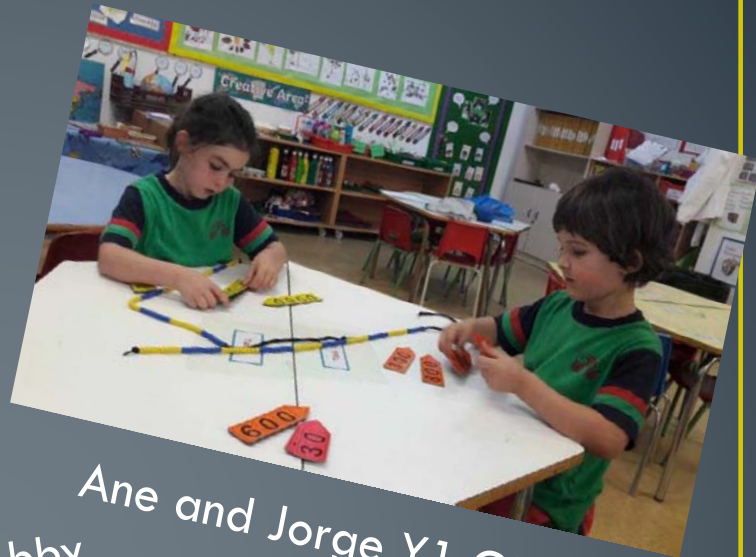
Year 1 Numeracy

- **Numbers, numbers, numbers!**

Year 1 has been looking at Place Value and Number Squares. We have even played games where we need to know which number is larger!



Mauro, Olivia, Gonzalo and Paula Y1 Abby



Ane and Jorge Y1 Gloria

Measuring!



We have certainly enjoyed using non-standard units to estimate and measure weight and capacity!

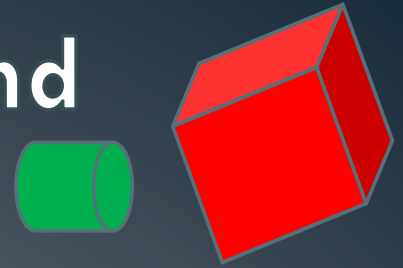


Mateo
Y1 Gloria

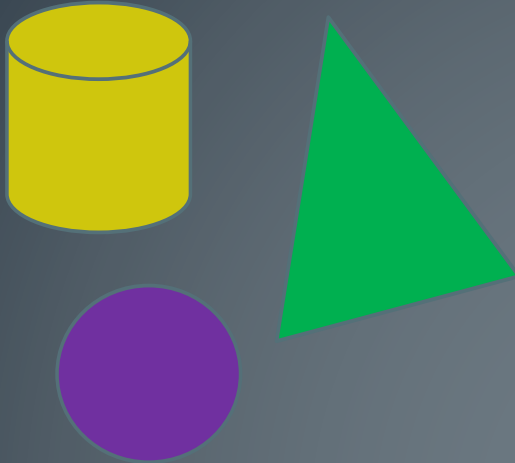


Paula, Lucia, Enrique and Laura Y1 Abby

Cube! Cone! Sphere and Cylinder!



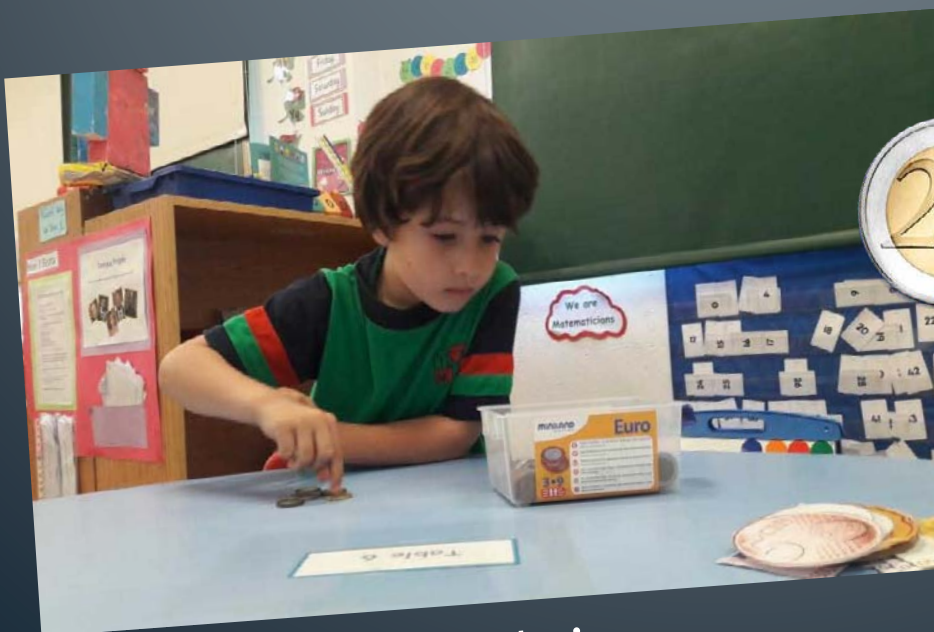
- In Year 1 we love our 3D shapes. We could even teach you a 3D shape song!



Gadea and Mia Y1 Gloria

Counting money

Ka-tching! We learn how to count money, and we can even show you different ways you can make 1 euro!



Diego Y1 Gloria



Year 1 Natasha Topic

In term 3 of Year 1, we felt inspired by David Hockney's great art piece 'The Tunnel' and wanted to create our own tree of many seasons. We took our time to create branches with buds, blossoms, autumn leaves and branches laden with snow. We really enjoyed making it!



Antonio Bles,
Luke Neroth &
Mateo Cordero
working on
their spring
buds



Alicia Álvarez &
Max Tudor
working on their
winter branches



Year 1 Natasha Topic

In Term 3 of Year 1, we learnt about plants in Topic class. The children gathered together beautiful things from nature to create **Flower Art**. They also incorporated some man-made objects, such as buttons, shells and googly eyes. The activity allowed the children to be creative and they produced some lovely work.



Claudia Pascual working with Graciela to create her Flower Art



Mateo Cordero's creeping spiders, Yr. 1 Natasha



Valentina Fernández's original flower pot with blooming flowers, Yr. 1 Natasha



Lengua Castellana Y1

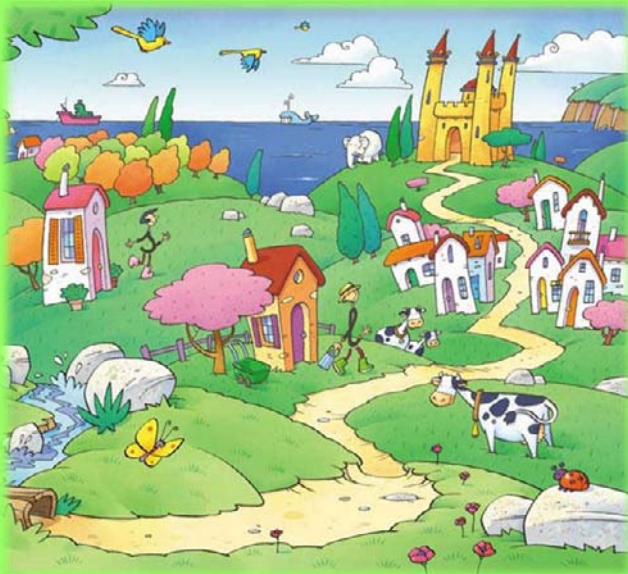


Es en Y1 cuando empezamos nuestras primeras clases de Lengua, y lo hacemos compartiendo nuestras...



En este curso descubrimos un país fantástico:

¡LETRILANDIA!



Y lo hacemos de la mano del **Señor Estudioso**, un curioso personaje que se dedicó a dibujar a todos sus habitantes, las letras, para poder así escribir todos los cuentos del mundo.

Nos cuenta sus historias, nos divertimos con sus canciones y aprendemos trabajando con esfuerzo, constancia e ilusión.





Cuento

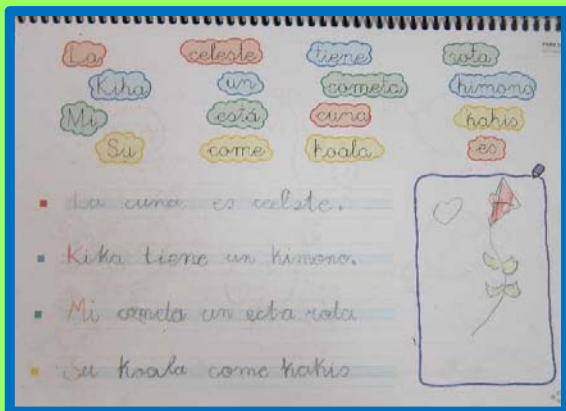
Paula Morato,
Gonzalo Ballesteros
y Esteban Amadori
Y1 A



Canción



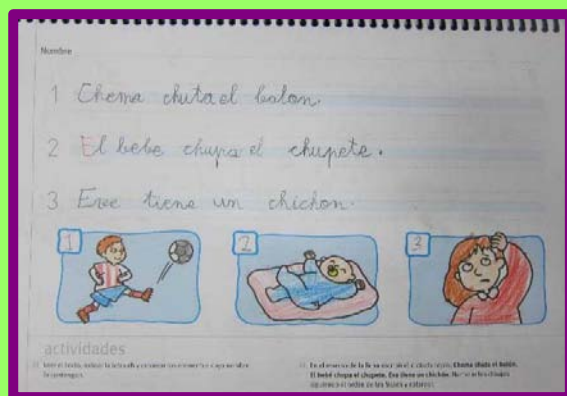
Trabajo



Alex Arizkorreta Y1 N

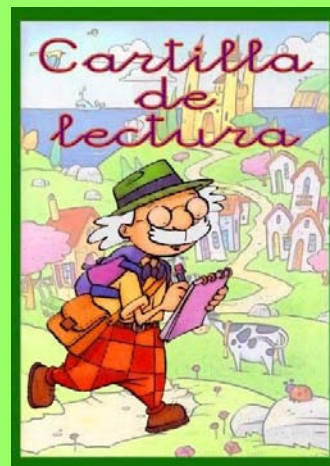


Mateo Palomo Y1 B



Paula Bernal, Carlota Pérez
y Mauro Jiménez Y1 A

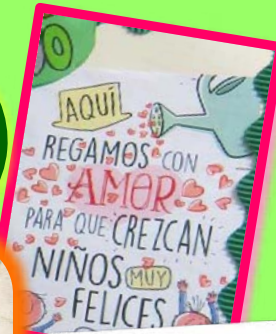
Y así nos
iniciamos en el
aprendizaje de
la lectura y la
escritura de la
lengua
castellana.



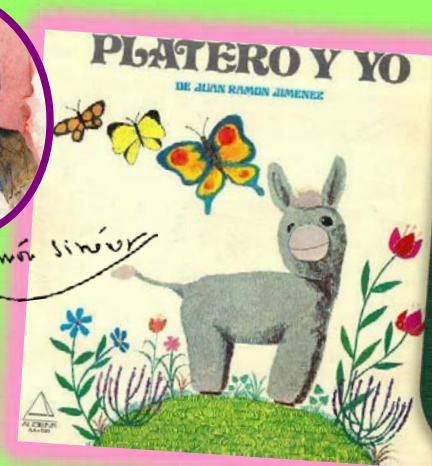
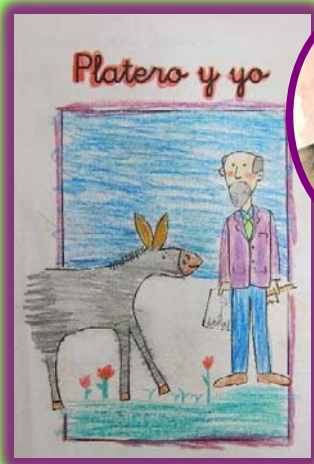


PROYECTOS

Día de la Paz



MINDSET

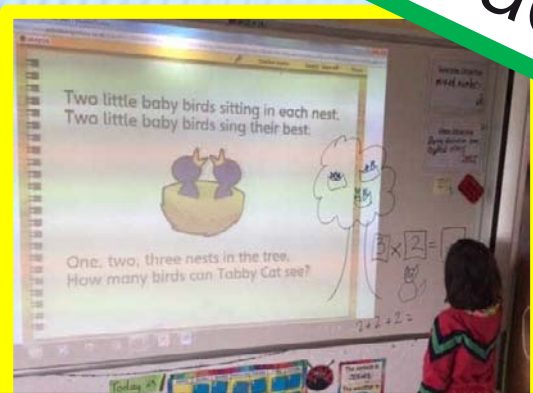


YEAR 2 – NUMERACY

RUTH & ROSIE

We have learnt so much in numeracy this year!
We have really enjoyed learning how to solve multiplication problems. These are the rules we follow:

Read it



1) Can you solve this problem? *Martina can!*

Draw it



2) Visualising the problem helps us understand it better. *Look at Marcos!*

Write it



3) Now we are ready to write the multiplication sum and solve the problem. *Go Fer & Olivia!*



Not only can we solve multiplication problems, but we can write our own problems too!

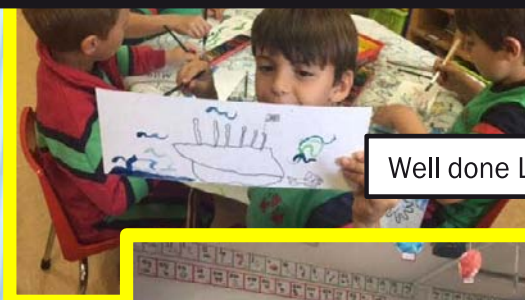
YEAR 2 - TOPIC - HISTORY

SPANISH ARTISTS

RUTH & ROSIE

In history we have been learning about Spanish Artists. We were able to see some of the art we studied in class at the Prado Museum too!

We were inspired to create our own works of art while listening to classical music (Vivaldi in particular)! Here we were inspired by Sorolla but can you spot our Gaudí inspired art in one of these photos?



Well done Lucas!

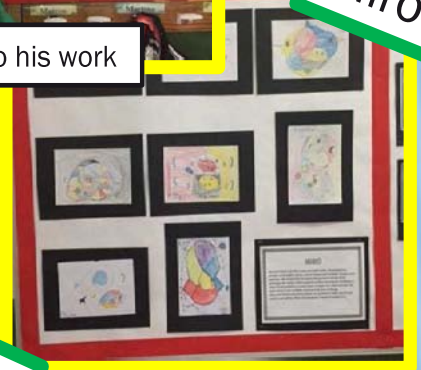


Ale J & Jimena enjoying listening to classical music while painting.



Sorolla

Iván pointing to his work



Miró

Velázquez



Once we finished, we created a special year 2 Art Gallery...

Year 2 Rosana and Rosie Literacy - Story Writing

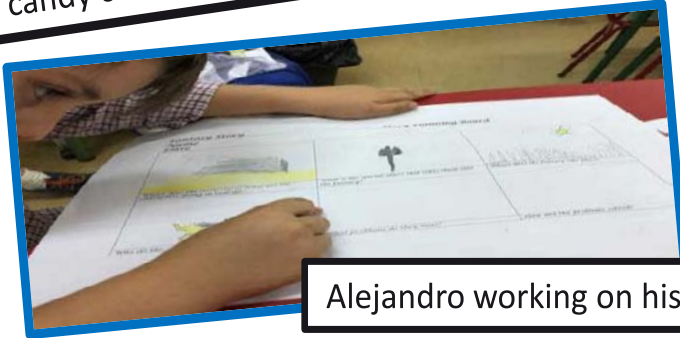
We have been reading The Magic Key series this year and decided we wanted to try writing our own fantasy story.



Visit Celina's Candy Rainbow Land, where it rains candy canes and there is a fruit punch river!



Nadia and Rafael drawing their fantasy characters.



Alejandro working on his story board.

First we thought of a setting for our fantasy story. Then we thought of a character, magic object and fantasy character.



Hugo and Gabriela copying their final draft.

After that we worked on a story board. Then we wrote several drafts until it was just right. Lastly we wrote our final version in a little book !



Gabriela, Alonso and Clara enjoying each others' fantasy stories.

Year 2 Rosana and Rosie

Topic- Plants

We have been learning about what seeds need to germinate and we carried out a bean germination experiment. We learnt that seeds need water in order to grow.



Lila, Celina, Camilo and Alejandro



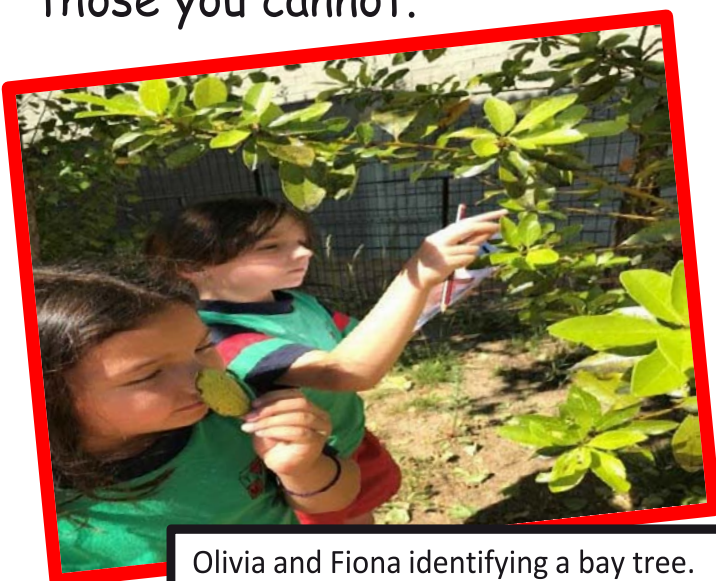
Alonso and Mairer watering our plants. We named our plants...Shiny, Kevin, Bobby and Sunny!

We observed bulbs and seeds and put them into categories of those you can eat and those you cannot.



Clara, Pablo, Rafael and Alonso identifying a rose plant.

We went on a walk around the school and identified some of the trees and plants.



Olivia and Fiona identifying a bay tree.



LENGUA CASTELLANA



Y2

De la mano de
Marcos y sus amigos,
en **SUPERPIXÉPOLIS**,



vamos avanzando en nuestro
aprendizaje de la lengua castellana.

Además, practicamos nuestra



con:

el **cuaderno de
dictados,**

nuestro **cuaderno
de historias**

Nerea
Garay
Y2 Ruth



Alejandra
Martínez
Y2 Ruth

y con el libro semanal de la de clase



Maiden Izquierdo
Y2 Rosana



★ La lectura de UN LIBRO ES LA FORTUNA de UN NIÑO ★

Conocemos también a prestigiosos **autores** como:

Rafael Bonmati Y2 Rosana



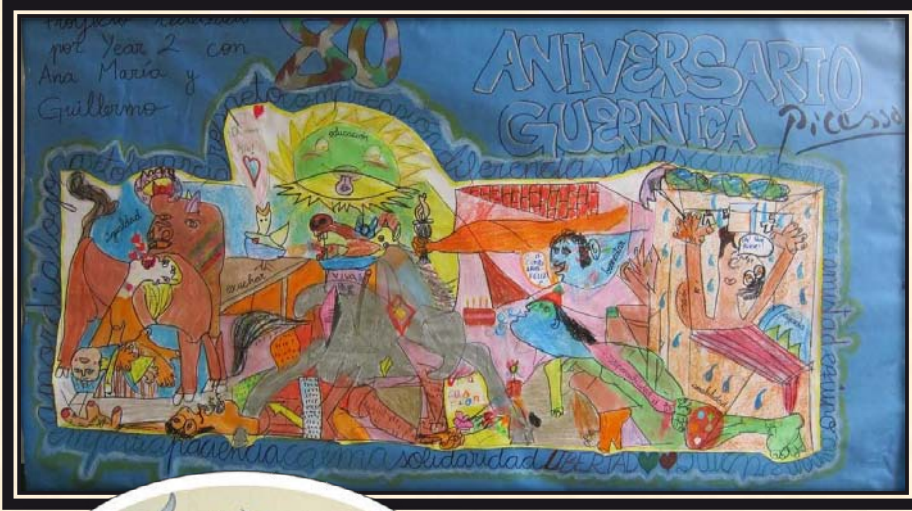
Nos motiva
y
descubrimos
que hay un
gran poeta
en nosotros.



Nuestro Lema:



Algunos de nuestros PROYECTOS:



80 ANIVERSARIO GUERNICA



MINDSET



Y los Padrinos y Madrimas de Y6 han sido un auténtico regalo.



Como aprender a trabajar en equipo, que ha sido muy enriquecedor.

MUCHAS GRACIAS



Infants Musical



Exercising our muscles with some egg shakers before we play our chime bars!



The Lion King musical??? Nah!!! Something bigger!!!



Ok, year 2 Ruth! It's your turn to rock around the Christmas tree!



This is not "the Swan Lake" but these year 1 students performed just as well!



Sorry folks, this is not "How the West was won". This is "How the Hearts were won". These year 2 students won the hearts of their moms and dads!



Year 1 Abby getting the right note for their Christmas carol



A group from year 2 Rosana ready to execute "The Russian Dance"



We've got to keep our distance so we don't step on each other's feet. Music and movement is fun!

Infants Excursions



We listened carefully to the teachers at Botanical Gardens



Like real botanists – on the hunt for plants!



What a special opportunity Year 2 had when they attending a classical music concert!



We learnt how plants grow at el huerto de Carlos



Collecting almonds



The police came to school to talk to us about road safety



We enjoyed the puppet show and learning road safety songs

Infants Special Days



Easter hat parade



The teacher's dressed up as characters from 'The Day the Crayon's quit' a story that links to our mindset work.



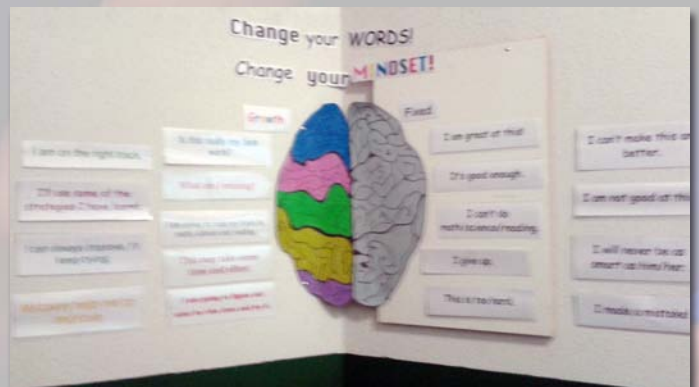
Fantastic costumes girls!



Ay Ay Captain!



We love to dance! We prepared a dance for our parents for International Dance Day then we all danced together!!



We place great emphasis on having a 'growth mindset' and learning from our mistakes.



Choosing a book at the book fair



We dressed up as story characters

Infants

Extracurricular Activities



What a lots of sentences you made Bosco!



Basket Ball club



Singing rehearsals ! Older children help younger ones with the lyrics!



Practising 'step in time' dance for our final show, Mary Poppins lyrics



Judo club



Take your positions!



Beautiful Butterflies



Point your toes

Juniors

Juniors





Y3 Carly/ Caroline



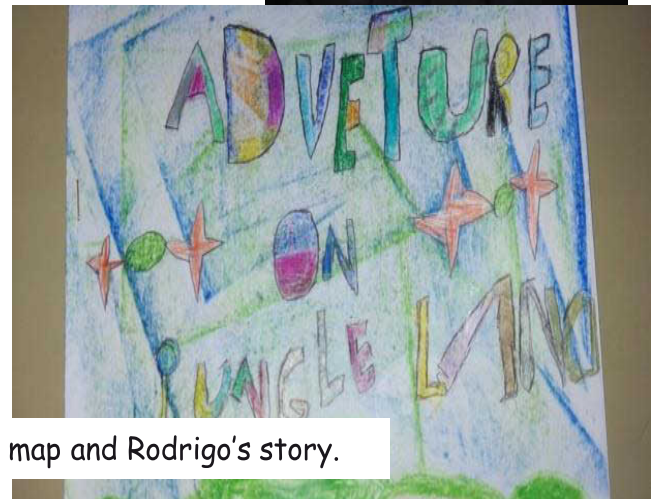
We worked together to learn how to make "theeds" for our Lorax Assembly. We performed the story really well and learned to look after our planet. Remember to always "Reach For The Stars"!



We wrote scripts for shadow puppet plays, as part of our "Light, Shadow and Sound" science topic.



We painted imaginary islands, and then wrote our own adventure stories. The characters met many challenges along their journeys!



Marco's map and Rodrigo's story.

It has been a wonderful year! The children have made huge progress and I am very proud of them!



The children worked so hard on our school assembly- The Snail and the Whale go travelling!

Working in pairs, we wrote a fable and made a diorama to illustrate our story. The moral of the story is...



Experimenting with the sun and our shadows!

I wish you all the best on future adventures!

YEAR 3 NATHALIE



Working as a team

We all worked extremely hard and we had an amazing time supporting each other and working as a team this year.

One of our favourite lesson this year has been topic.

Sport in the gym

We also learned a lot outside the classroom. As a team we were discussing different strategies to improve our technics while playing basketball, football or hockey.



The roman invasion

We had indeed a fantastic time performing our assembly “The Roman Invasion”
“We thoroughly enjoyed learning about the romans, their houses, palaces, religion and culture.



Bienvenidos a

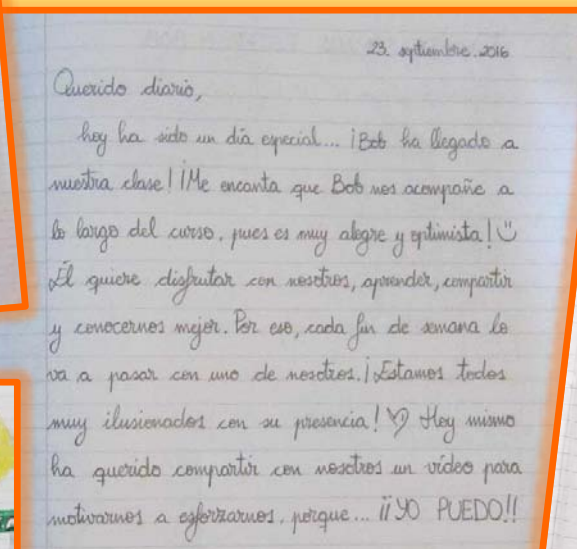
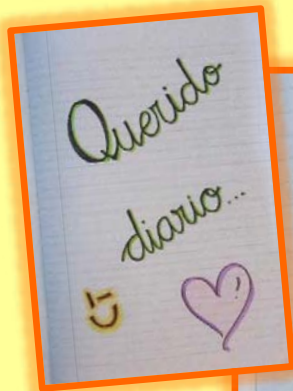
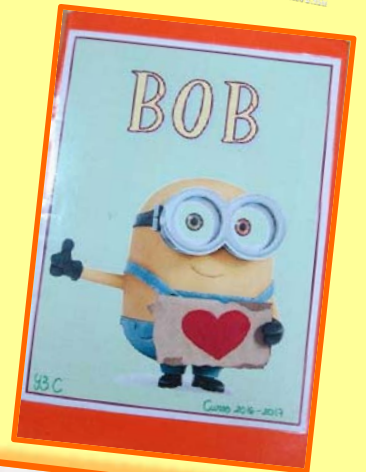
LENGUA CASTELLANA



Y3

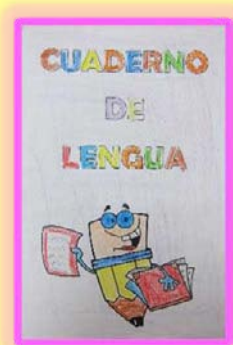


Empezamos nuestra nueva etapa en **JUNIORS** de la mano de ¡Bob!, que nos acompaña a lo largo del curso y con él compartimos nuestras experiencias.



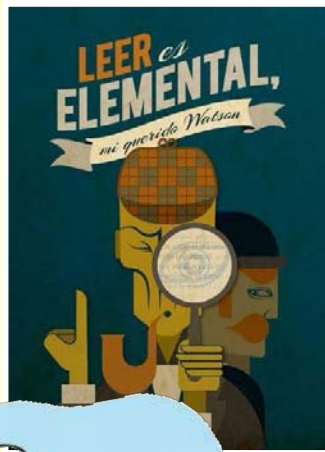
Javier Smithson Y3 C

Trabajamos los diferentes aspectos de la asignatura con:



Y porque...

La lectura es mi locura



Si quieres saber, ponte a leer!



... escogemos un libro semanal de la **BIBLIOTECA** de clase, disfrutando de la lectura y aprendiendo a identificar las diferentes partes que dan la historia: introducción, nudo y desenlace.

FICHA DE BIBLIOTECA Y3
 Nombre: Marco Fecha: 17-10-16
 Título: Papi en los carrerones
 Autor: María Menéndez -Lante
 Editorial: AM
 Los personajes son: Papi, Nacho, Abe, Planta, Cadue
 La historia ocurre en: La pista de carreras

Recomendarías este libro a tus compañeros?
 Sí NO
 ¿Por qué?
 Porque es divertido y es muy original
 ¿Has aprendido alguna palabra nueva?
 NO

1er TRIMESTRE
 Marco Médem Y3 C



2º TRIMESTRE
 Adriana Sánchez Y3 C

FICHA DE LECTURA Y3
 TÍTULO: Papi quiere ser futbolista

PERSONAJE PRINCIPAL	OTROS PERSONAJES	LUGAR
Papi	Copete y Rosy	Campo de fútbol

 Nombre: Adriana

RESUMEN
 INTRODUCCIÓN: Al principio Papi estaba jugando al fútbol con sus amigos
 PROBLEMA O NUDO: Pero el problema era que no sabían dónde marcar.
 SOLUCIÓN O DESENLACE: La solución fue que Rosy puso el cinta en la portería del equipo.



¿Quién es el protagonista de la historia?
 Papi
 ¿A qué también identificas con algún personaje del libro?
 Copete
 ¿Hay algo que te haya llamado la atención algo con lo que tengas curiosidad mucho, algo que te haya interesado o alguna situación nueva y en la que algo que te haya hecho sentir alguna emoción que no conocieras o algo que haya aprendido el libro? Justifícalo.
 Que hay que compartir los cosas con los demás por ejemplo si yo tengo un balón de fútbol y no se lo puedo dar a alguien voy a tener que compartirlo con Rosy y con Copete.
 ¿Qué te ha llamado la atención de la historia?
 Que Papi quiere ser futbolista.

¿Qué te ha llamado la atención de la historia?
 Que Papi quiere ser futbolista.
 ¿Qué te ha llamado la atención de la historia?
 Que Papi quiere ser futbolista.

3er TRIMESTRE
 Carla Paredes y Quique Palomar Y3 N



Gloria Fuertes

Catalina Lázaro Y3C

ESCRIBO COMO GLORIA FUERTES

Doctor galleta
 Doctor Galleta, doctor Galleta
 Tienes una pipeta en la cabeza
 Doctor Galleta, doctor Galleta
 Tienes algo en la nariz por-
 que a mi me parece que eso
 es una lombriz.

Doctor Galleta, doctor Galleta
 Tienes algo morado por-
 que yo creo que te
 has enamorado. Doctor
 Galleta, doctor Galleta
 Tienes amor en el corazón.



“La gente corre tanto porque no sabe dónde va, el que sabe dónde va, va despacio para paladear el ‘ir llegando’”



LA CLASE DE YEAR 3 ESTER CONMEMORA EL 40 ANIVERSARIO DE MAGRITTE



Édouard Manet



“El arte de pintar es un arte de pensar”

YEAR 4 SHANNA

What a fantastic year we have had. We have learned so much and done lots of exciting activities. One of our favourite lessons has been Art, as we have been able to create lots of different Artistic pieces.



The whole class created Medusa moulds from Clay, as we were learning about the Greeks. We also enjoyed learning about the Greek Gods and Goddesses and not to forget all the exciting Myths and legends.



L:R Hugo Caldron, Carmen Garcia and Marcos Vazquez showing off their name plaques using the Ancient Greek alphabet that we made when we learned about the Ancient Greek alphabet.



L:R Barbara Portillo, Nathalie Delembre and Barbara Sanchez showing off their amazing materials poster, where they worked as a team and used different types of paper items to create something new.



The students have been creative and drawn their own aliens. Now they are creating them using plasticine.

The class were very excited to perform Matilda for the Junior Department.



Year 4 Donna



...to make plasticine aliens and then write a description about them; like **Álvaro Mónaco** and **Nacho García!**



...to go on a space voyage and learn about the Earth and Beyond!



...to work as a team; like **Mateo Martínez**, **Ángela Muñoz**, **Bárbara Vila** and **Leyre Litago!**



...to do some outdoor learning!



...to share our individual skills! Here is **Jóse Martín** teaching some friends a magic trick!



...to use our artistic skills to create some wonderful artwork!



...to learn all about The Tudors whilst sitting in a 16th Century classroom!



The whole class singing carols at Christmas time.



Using drama to bring our descriptive writing to life



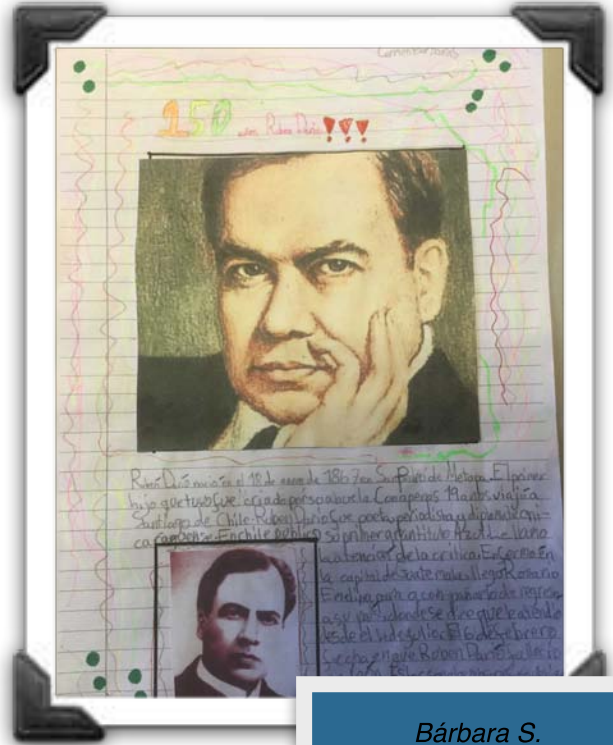
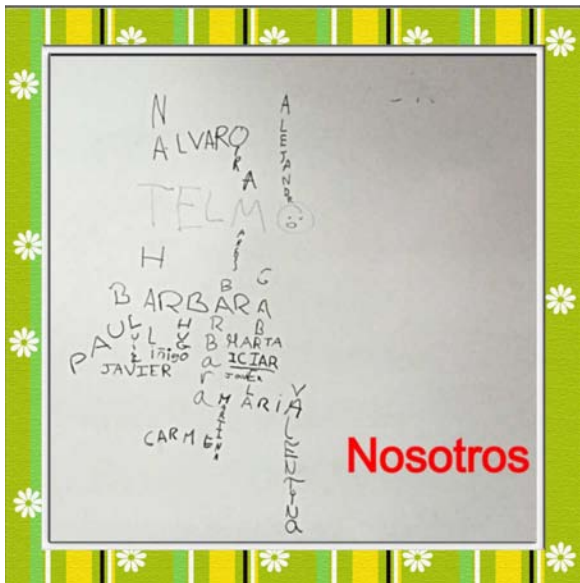
Using Abacus resources to make Maths more accessible

YEAR 4 PETE

We are very proud of how much our spoken and written English has improved. By practicing speaking in assemblies, small group performances and individual book presentations, our class have gained a lot of confidence in articulating their ideas. Throughout Year 4 we want to make our topics an engaging exploration of science, geography and history. To that end we split the year into different topics including: the Solar System, Properties of Materials, the Ancient Greeks and the 16th Century. We aim to link our literacy, art and PE lessons to each topic to engage every type of learner.

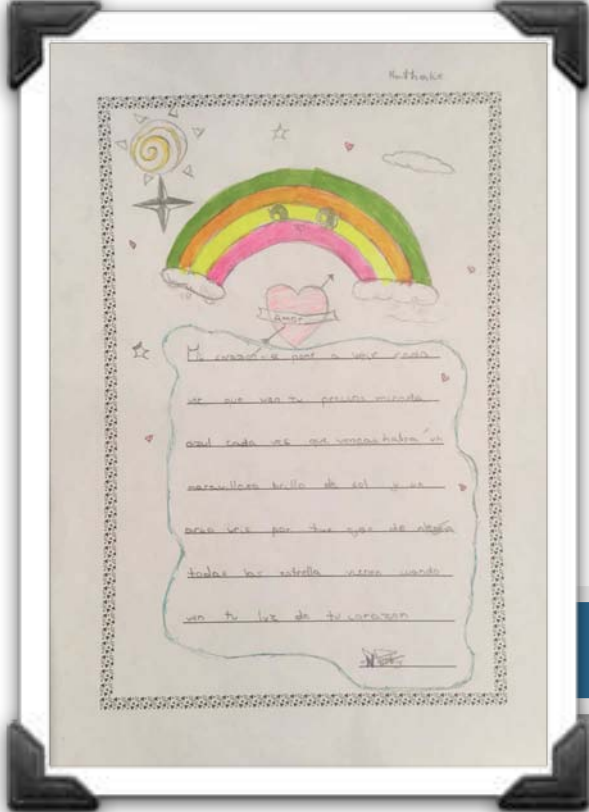


We designed and made our own 16th century coat of arms



Bárbara S. Carmen

Year 4 Shanna (Español)



Nathalie

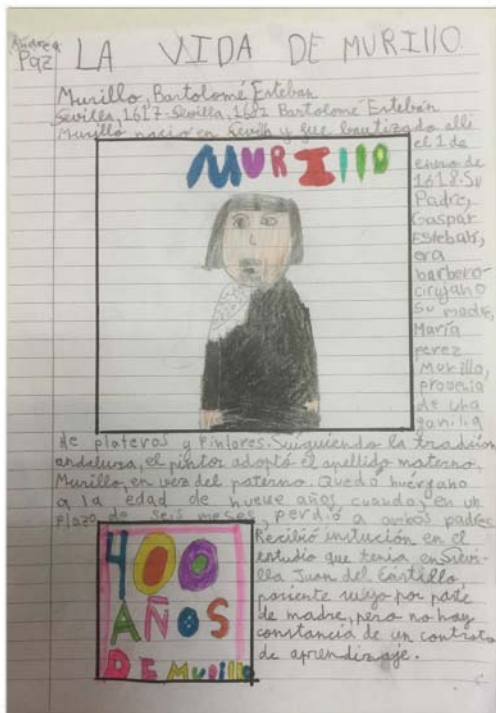


Álvaro Mario



MARÍA

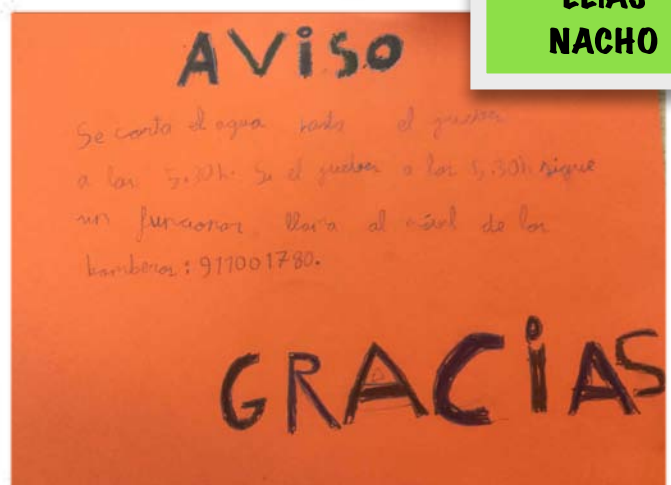
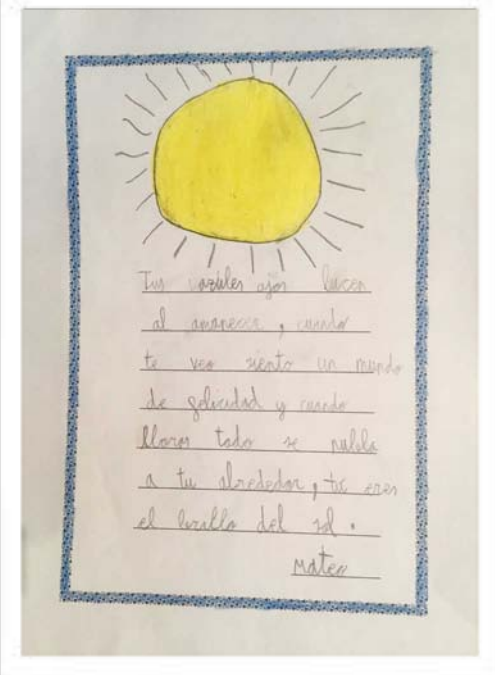
ANDREA
PAZ



DONNA
YEAR 4
(Español)

MATEO

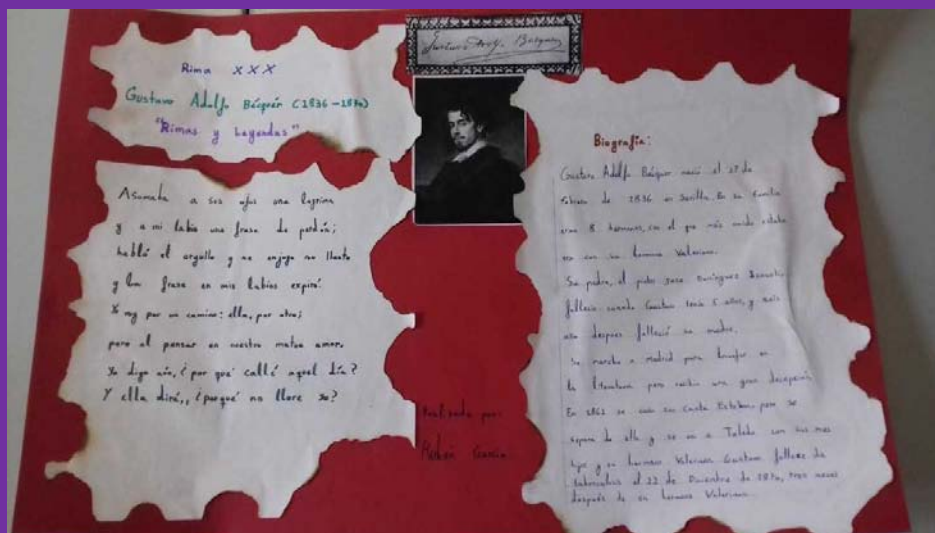
ELÍAS
NACHO



ESPAÑOL Y4 C Ana

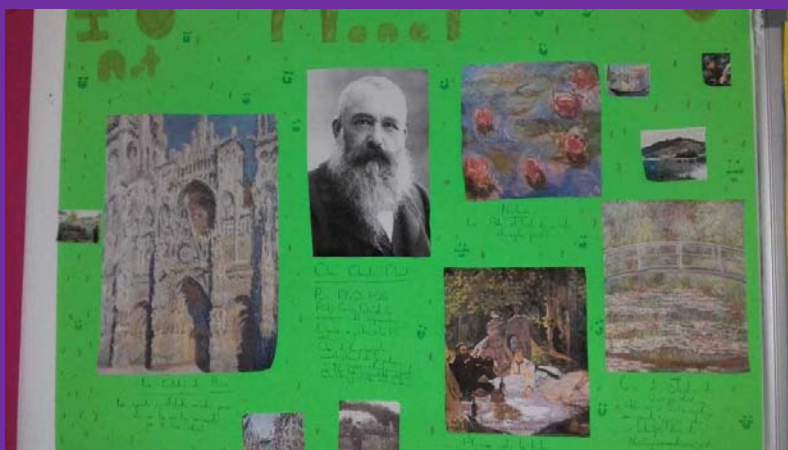
Asamblea de Español: EL RESPETO LO ES TODO.

Toda la clase de Year 4 Pete



Rubén García: Gustavo Adolfo Bécquer.

Alejandra Romero: Claude Monet.





Music and Drama
Students practising their skits on our "outdoor" stage during the "Care for Our Planet" unit.

Carnival Celebration
Everyone thoroughly enjoyed dressing up and having a special party to celebrate Carnival!



Assembly Preparation
We took advantage of a beautiful day and our sunny terrace to prepare signs and props for our assembly on Fables. We worked in groups to write our own fables and to rehearse lines and dances!



Christmas Caroling
Years 5 and 6 joined together for a Christmas Carol Concert
We sang "Let it Snow"

YEAR 5 J

2017-2018 has been an extraordinary school year! We have had a year full of learning experiences! We have shared laughs, tears, good times, frustrations, defeats and triumphs. We have learned how to avoid a set mindset and keep an open mindset! We know our multiplication tables, how to multiply larger numbers and how to read and solve story problems, as well as mental calculations. Our independent writing is much more interesting and inviting to the reader now that we can use idiomatic phrases, similes, powerful verbs and dialogue! We've enjoyed reading fables and short stories, as well as writing legends and plays. We have taken a journey to Ancient Egypt, focused on the importance of water and the lack of clean drinking water in different parts of the world in our "Water" topic, in addition to looking in depth at different Ecosystems around the world. We have progressed and grown academically, socially and emotionally. We are definitely ready and looking forward to the new challenges and experiences that await us in Year 6!

Literacy: Idiomatic Phrases and Brown Bag book reviews

We used our imaginations to use learned idiomatic phrases in context. As an oral book review, we used brown bags to intrigue our audience with objects and drawings that were important in our stories. Then we presented them to our class.



ART and TOPIC:

One of our topics this year was Ecosystems. As an art project, we created different animals by carefully cutting and gluing strips of magazine pages.



Book Day: We dressed up as our favorite book character!



Assembly: Shakespeare Rocks! We worked really hard learning our assembly, and our hard work payed off. We were fantastic!

Year 5 Kerri



Monitoring and recording the results of our experiments. Does surface area affect the rate of evaporation?



Studying mummification and rituals in ancient Egypt, investigating shabti remains and sarcophagi in the museum.



Learning new garden games, playing as a team during 4-Square.



Book Review 'jellyfish' helped us present orally to the class and improve our confidence in speaking.

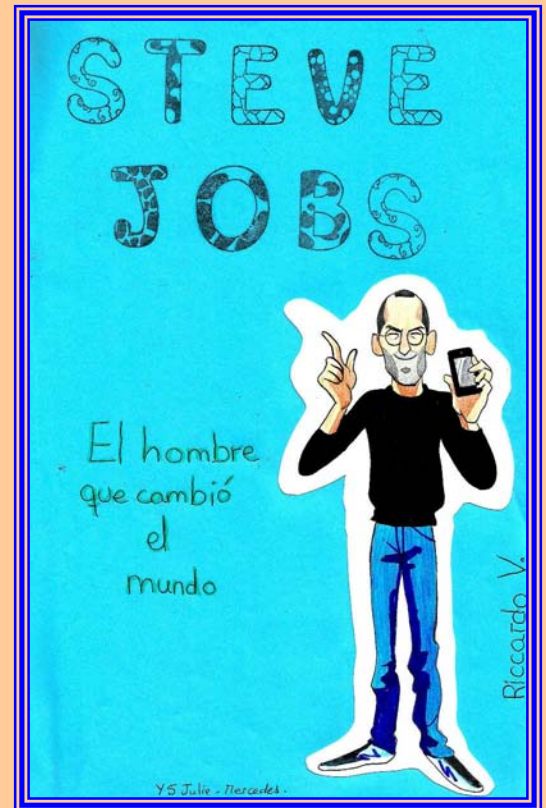
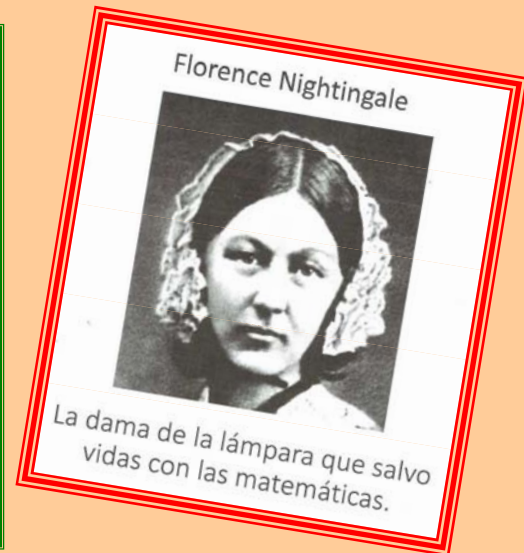
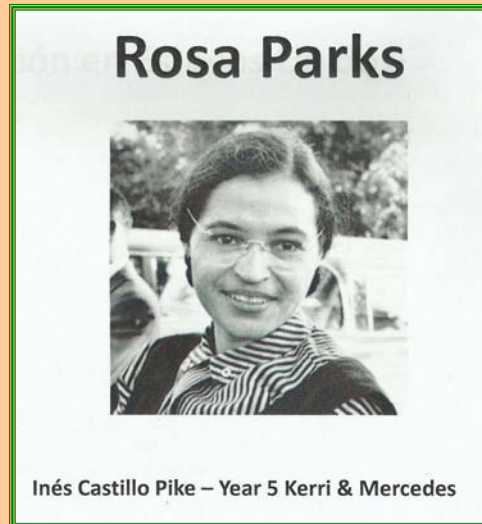
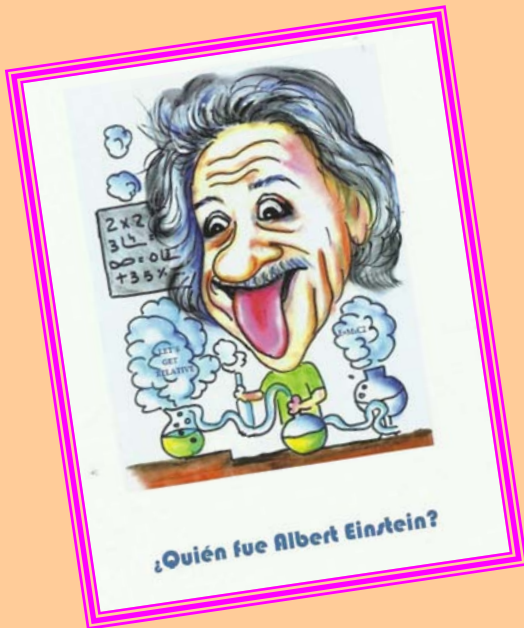


Making a river profile for our Water Topic, including features such as interlocking spurs and oxbow lakes.



Peer group work in Literacy. Creating a legend by developing ideas, creative thinking and writing skills.

Textos expositivos



El trabajo más bonito de Year 5 es la investigación que cada alumno realiza, eligiendo libremente un tema de interés personal y humano.

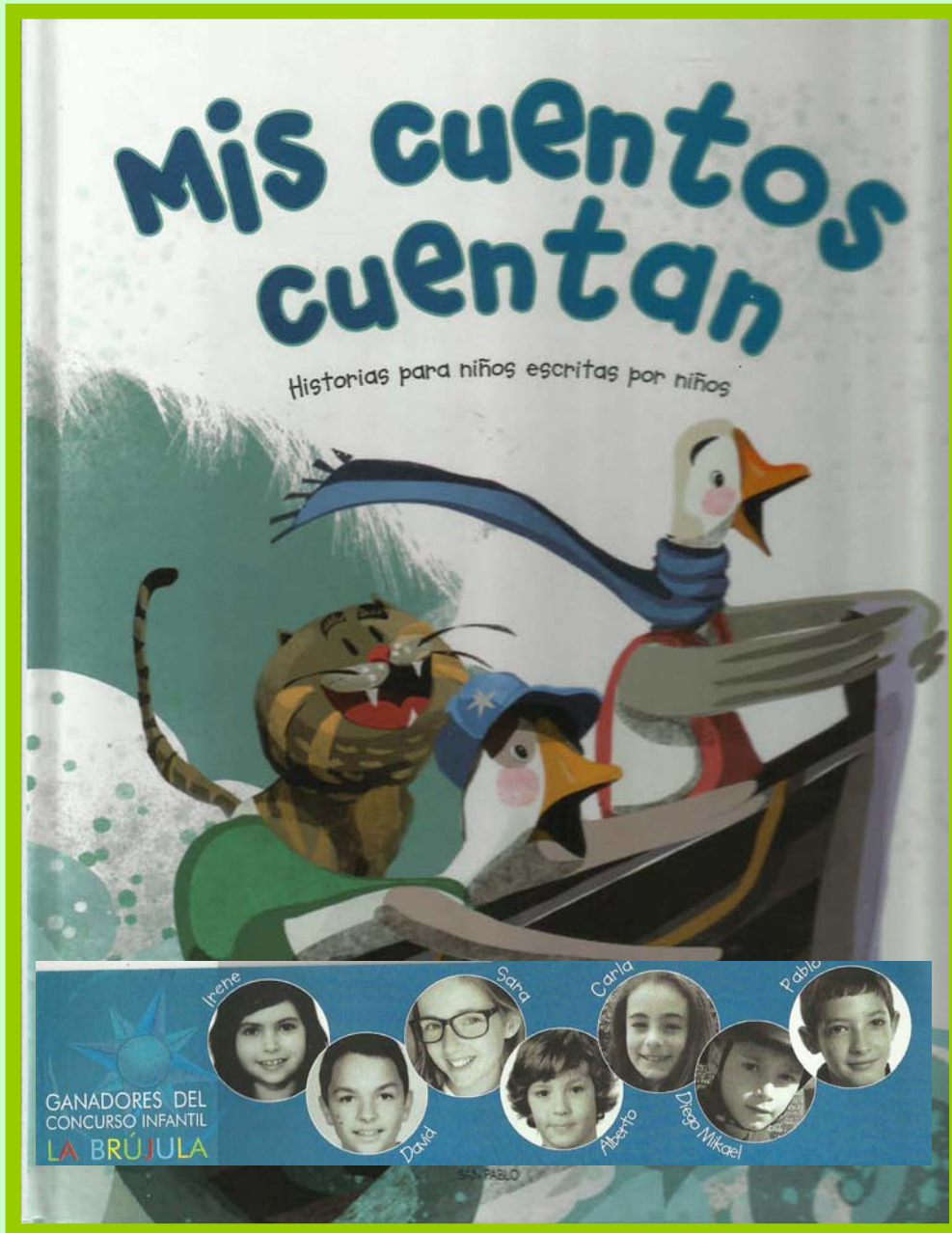
Redactan un texto expositivo y posteriormente dan su conferencia a la clase.

Me siento muy orgullosa y quiero felicitarles a todos porque han sido unos trabajos impresionantemente buenos.

“Para muestra sirve un botón”.
Me hubiera encantado ponerlos todos.

He seleccionado los siguientes:
Albert Einsten, por Alejandro Díaz Y5K
Rosa Parks, por Inés Castillo Y5 K
Florence Nightingale, por Gadea Sánchez Y5 K
El siglo XX, por Félix Sanz Y5 C
Steve Jobs, por Riccardo Valeri Y5 J

Algunas veces los sueños se cumplen



Desde este rincón damos la enhorabuena a nuestro alumno Diego Mikel Marjotie Y 5 C, por su premio al participar en el concurso de Creación Literaria La Brújula.

Su relato ha sido publicado en el Libro Mis cuentos cuentan, de la Editorial San Pablo.

Los sueños se cumplen cuando se trabaja con el entusiasmo que Diego y muchos de vosotros ponéis cada día en todo lo que hacéis.

Ojalá muchos más niños se animen a entretenernos con sus relatos.

Arte prehistórico Y5 C



Patricia San Millán

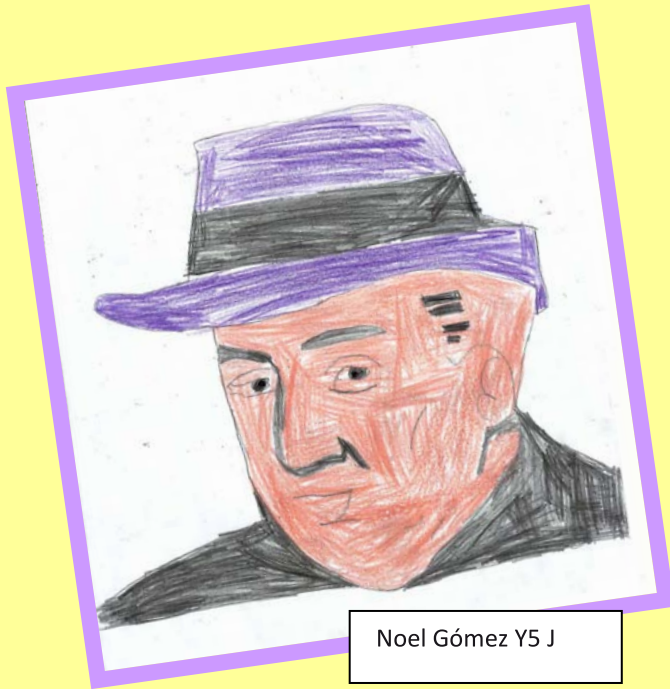


Sandra Guijarro



Darío Rey

Antonio Machado, el poeta de Y5



Noel Gómez Y5 J

NOCHE DE VERANO

Es una hermosa noche de verano.

En el cenit, la luna y en la torre, la esfera del reloj iluminada. Yo en este viejo pueblo paseando solo como un fantasma.

Luis Casado Y5 C

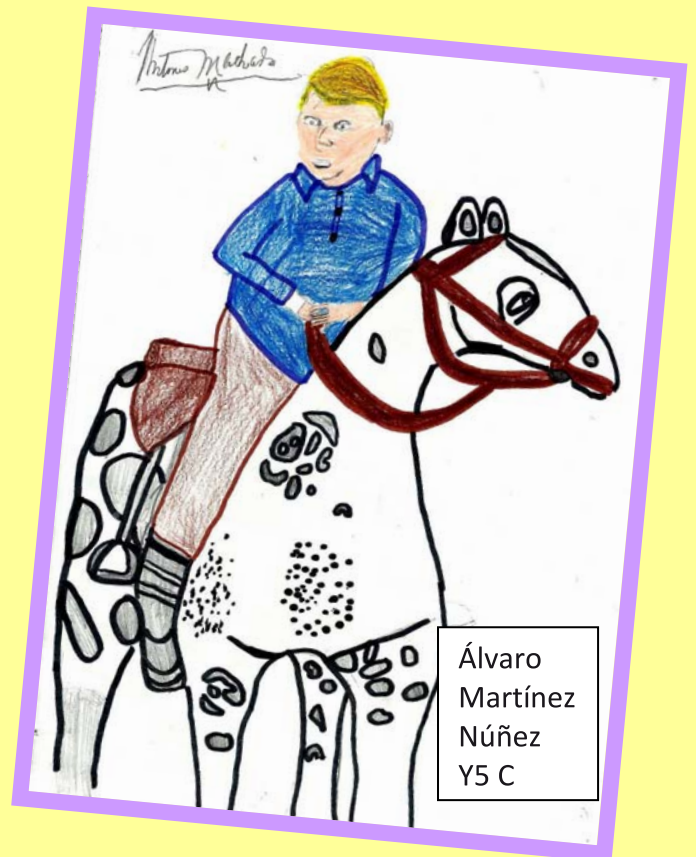
Y Escucho **L**os **C**antos

Jugando, a la sombra de una plaza vieja, los niños cantaban...

La fuente de piedra vertía su eterno cristal de leyenda.

Seguía su cuento la fuente serena; borrada la historia, contaba la pena.

Laura Mascaraque Y5 J



Álvaro Martínez Núñez Y5 C

Este proyecto, que realizamos desde el Departamento de Español a lo largo de los cursos, consiste en conocer cada año uno de los grandes poetas de nuestra literatura: leer sus poesías, comprender su vida, conocer su obra, ampliar vocabulario e intentar imitar su estilo.

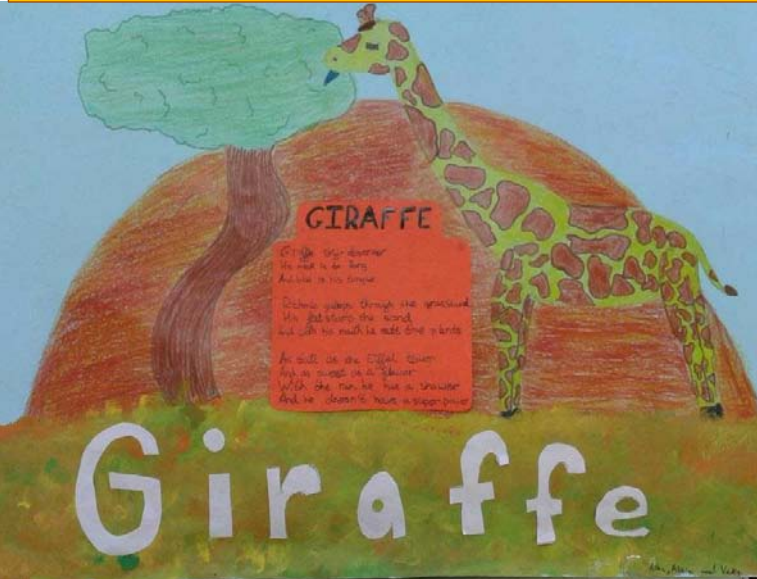
El trabajo en grupo, la creatividad individual, la constancia y el esfuerzo nos premian con estos resultados.



We learnt about Africa in Topic, painted elephants in art and wrote concrete snake poems in Literacy.

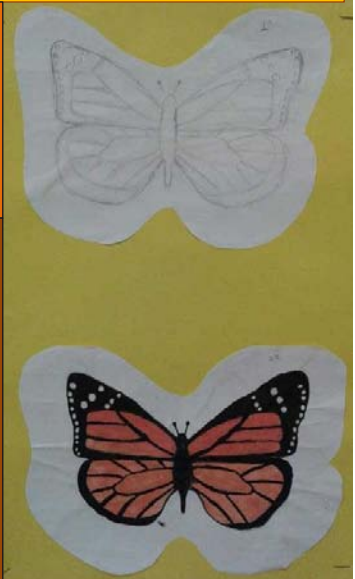


YEAR 6 - REBECCA



We learnt the importance of perseverance and having a growth mindset

We learnt about poetic devices and wrote our own animal poems. This giraffe poem was written and illustrated by Alba, Alicia and Vicky.



Pablo shows us the trace fossils he has made.

After all our hard work we were ready for some fun at the farm.



We have had a lot of fun this year but we are ready for the new challenge of seniors.

Year 6 Christopher

The Rosedale Robbery

A fictitious robbery at a school was the subject of an investigation by our intrepid detectives. Making up questions typical of news reporters, we collected enough information to write a newspaper report about the break-in (as part of the Literacy theme, 'Journalistic Texts'). This followed on from a TV-style report in Drama about a solar eclipse, using the journalistic model of organizing information based on the question prompts: What? Where? When? and Who?



Examples of our class reports

Journey to the Centre Of the Earth



As part of the Drama programme student acted out this scene

Year 6 wrote extracts of adventure stories based on photos, using features such as suspense and dialogue:

“The temple started falling to pieces. Boulders rained down like hail. Suddenly time stopped. Everything froze. Well, everything except Tom. He approached them. Without any warning, he went flying and hit a giant rock in mid-air.”

Sara’s Diary: It’s hard being the only woman here. Sometimes I feel different and weaker. Most of the time I am the only one to take care of the tidying up. Brendan doesn’t understand that too much dark is bad for his eyes. When he comes back to the sunlight he’ll have to wear glasses.

Animal Poetry

Year 6 wrote original poetry using kennings (a type of heroic description) and metaphor:

*Lion, ferocious king of the food chain,
Spirit of the savannah.
His eyes as beautiful as the ocean,
His fur as gold as coins.*

They also wrote haiku, a form of Japanese poetry with a 5-7-5 syllable pattern:

Sliding on clear ice
Creeping to catch sea lions.
Stops to jump at them



Display of poems about African animals



YEAR 6 CYNTHIA



LITERACY

We read and wrote a lot of poetry in Year 6. On the left are concrete snake poems that we wrote. On the right is an example of a poem about a chameleon written by Carlota and Inés.



We learned how to write informational reports. On the left Mikel and Nico used a tablet to research.

NUMERACY

We learned how to make tangram animals. Some of them were quite difficult! At the right we made sea lions, cats, horses, roosters, rabbits, camels and even a dinosaur! Can you recognise all of our animals?



TOPIC

We conducted many experiments in topic. We learned how to make electrical circuits, tested soil samples to see how permeable they were, classified rocks by their characteristics, and even learned which rocks react with acid! By experimenting, we learned how to work together as a team.

Year 6 Cynthia just before performing their Parent Assembly on scenes from Roald Dahl's life.



LENGUAJE Y6



Lecturas compartidas: Y6 y Y4


Naranjas

El viejo naranjo
ahí tan rancio
Ya sin frutos,
ni grandes ni brutos

Normas zorro
ni en vaso o en bol
Tampoco hay gramo
de esos manjares del sol

Viejos recuerdos limpios
ahora manchados.
Quitaron los culmpis
por humos ensuciados

Del sol en la cara
a golpes con la barra
Tomates en la espalda
ya no llevo a mi valda



Samuel L. Martina C. Javier M. y Mateo A.



Alicia Q.

Escribimos poemas inspirados en su poesía.



Alba S. Pablo F. Y Lucía B.

Exposición de relatos fantásticos:

Creamos y redactamos en grupo historias propias que compartimos con toda la clase.



Asamblea de Y6 Ch: "Los sentimientos"

Y6 Ch Toda la clase actuó en la obra.



CONFERENCIAS:

Cada alumno/a investiga, se especializa y presenta en público un tema de su interés.



Lola, Martín, Carlos y Armaan quedaron en un caluroso día, para estudiar en la casa de Martín. Vamos, despierta. ¡VAMOS! gritó Carlos. Vale, vale. Ya me despierto, respondió Martín.
¿Cuánto es 28 x 8? preguntó Armaan.
224, contestó Lola.
Poco sabían nuestros héroes que estaban siendo observados.
"Hola humanos," dijo una chillona voz misteriosa...

CAJA

Relatos fantásticos



Lola B. Martín H. Carlos G. Armaan M.

R
E
D
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C
T
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O
S

El Guernica,

El 80 Aniversario.

Una de las obras más importantes de España será una de las obras más visitadas del catálogo 2017.

Pablo Picasso era malagueño y en 2017 se cumplirá el 80 aniversario desde que pintó el Guernica el 25 de mayo de 1937, la adquisición de la Reina Sofía.
La Reina Sofía tiene 16 exposiciones de Pablo Picasso una de ellas "El camino al Guernica" en ellas se podrán ver más de 150 obras maestras del arte. La su obra de un salto a finales de los años 20 (en 2017) más de 150 obras que representarán medio siglo. La subasta Myrra se celebró en su sala, las exposiciones una obra maestra con artistas diferentes del arte actual, pero con un poder particular. Desde los años 20, 30 años la gran exposición será en este año, el 2017, las mujeres artistas también participan activamente.

Periódico:
El diario TEMS



Diego A. Pepe C. Iván M. Eva S. y Macarena S.



Investigamos y exponemos trabajos en equipo.

El momento más hermoso que hemos vivido en Y6Cy fue cuando Katya habló por primera vez a toda la clase. A todos nos gustó muchísimo oír su voz con acento ruso, contándonos cosas sobre su grupo de música favorito (y el de su hermano pequeño).

Jamás lo olvidaremos.



¡Suerte en tu vuelta a Rusia!
Te echaremos de menos..

Katya Parada.

Nombre: Irene Fecha: 23/04/16
Mi nombre es Irene Yagüe y tengo 10 años. Vivo en Madrid y actualmente vivo en Rusia. Voy al colegio The English Montessori school y estoy en Y6Cy. Mi nombre María está en Rusia mi padre es Ruso y yo soy de Madrid. Yo quiero mucho a mi familia e ir a sitios y cosas nuevas. Me encanta practicar ballet y bailar por eso voy a practicar gimnasia rusa, aunque también natación y tenis. Pero, me encanta bailar y cantar.

Irene Yagüe



Autorretratos



Nico P. y Mikel N.

Cómics



Creamos nuestros propios cuestionarios y repasamos de forma interactiva.
Kahoot!



Juniors Musical



The year 5 students sang "Heal the World" to start their assembly for the parents.



They move their lips and you hear the beautiful sound of music coming out. Isn't it magical?



The revelation of the year. Year 4 Pete proved to be the best singing group in this school year's Christmas Carol Festival. Absolutely stunning!



Year 4 all set to jingle and jangle!



Nope, that guy in front is not Eric! It's Nico directing his little year 6 xylophone ensemble



GEDCDE, GEDCDE GEG AEA GEDC . Do you know what this is? Well, this year 4 group does! Ask them!



Singing while you dancing is so difficult but yes, our kids do it! Are you surprised? Don't be!



These children have been so lucky to have witnessed the start and the making of a musician. A priceless experience that they will remember forever

Juniors Excursions



Year 3 discovered European monuments at Parque Europa



Year 4 went to the Archaeological Museum to learn about ancient Greece



Y4 Shanna visiting El Escorial



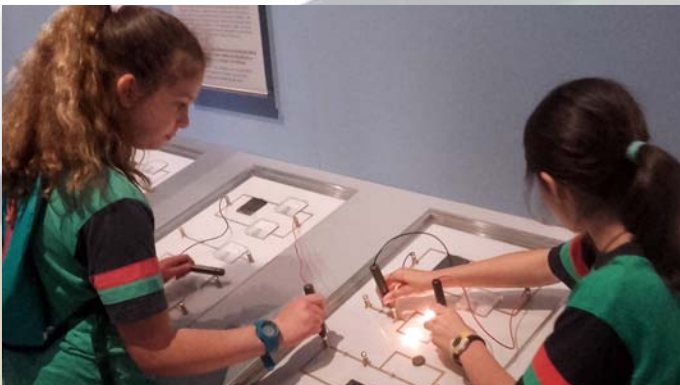
Year 5 Kerri went to the Archaeological Museum to learn about ancient Egypt



Year 6 Becky at the African Museum



Year 6 making a print ad at Little Big Kids



Katya and Alejandra experimented with circuits when Year 6 went to the Science and Technology Museum



Year 5 Julie at Faunia, learning about different ecosystems

Juniors Special Days



Year 3 C performed The Lorax for their parents



Year 4 S performed Charlie and the Chocolate Factory for their parents



Year 5 C performed The Selfish Giant for their parents



Year 5 Kerri dressed up for Book Day



Year 6 Christopher singing at the carol concert



Y6 Christopher performing at their Parent Assembly



Year 6 Cynthia as their favourite book characters on Book Day



Creative costumes for Carnival from Year 6

Juniors Art Club



Experimenting with papier mâché and mod-roc making 3D animal heads



Sports

Sports



Juniors Athletics



The stadium is alive with energy as the supporters cheer on their team mates



Time to relax and cool off in the shade



Some of our runners giving their all



Here we see just some of the many helpers who volunteer to help make a great day for the students



Competitors listening to the rules before starting the event



Trying to be the first to cross the finish line



Waiting for their time to compete



A sack race competition. A special athletics event for juniors

Intermediate Athletics



These volunteers are enjoying a brief rest between long jump competitions



Tommy demonstrating his exceptional running strength



Such a powerful sprint finish from Pablo



Friendship. One of the values of the Olympic Games



Another way to see the world



Exultant winners enjoying the taste of success



A photo of the whole 7, 8 and 9 team celebrating a fun and successful day of athletics

Seniors Athletics

* Thank you to our year 12 student **Lucía Santana** for her great photography



100% focus for the high jump run-up



Our audience enjoying the competition



An excellent landing in long jump by Armando



Sara off to a powerful sprint start



Rebecca showing her speed in the sprint relay



Beautiful Fosbury style in high jump



The whole team celebrating winning the Plate competition. Very well done



Friendship and excellence. Two of the Olympic values that make competitions like this so enjoyable

Sport day junior



Year 3 Carly/Caroline. Scotland



Year 4 Donna. Spain



Y3 Nathalie. Brazil



Y5 Julie. Italy



Year 5 relay race. Italy, Paraguay and European Union competing



France organising their game



Scotland listening to the referee



Japan against France playing kabaddi

Sport day senior



Ping pong competition. Team Hip hop against Flamenco



Falling down in Beach football doesn't hurt that much...



Organised chaos with all these nets...our poor referees!



Flamenco's star player. Best costume and attitude



Volleyball match on the grass. What a point!



Beautiful football pose ready to use the left foot just like Messi!



Unihoc at school. The safest way to play "hockey"



Dodgeball in the gym

Trips

Trips



Trip to London

46 pupils went to London in March with Kathryn, Thomas, Claire, Leah and Rich.

The Premier Inn was lovely as usual with plentiful English food. In the Science museum we went to the new wonder-lab for hands on investigations in science and maths. The rocket show taught us about Newton's laws of motion and how to blow things up.

We had ice cream in Hyde Park and made friends with the police. We fought in World War II on HMS Belfast and dressed up in the Victoria and Albert Museum. We walked miles over Tower Bridge to the Tower of London and to Buckingham Palace. We soared to heights on the London Eye to see the sights. We sang and danced in the West End Theatre production of Mamma Mia!

A great time was had by all.



A group picture with Tower Bridge in the background which we walked over after visiting the HMS Belfast



Outside the Tower of London after walking across Tower Bridge



Staying out of trouble in Hyde Park! We met some lovely Police Officers

Gredos excursion

In April we made our annual trip to Gredos with Year 10, to brush up on their fieldwork skills.

There was some beautiful scenery, great wildlife and adventure sports for an action packed 3 days!

We even managed to fit in some time to learn Biology, and Geography, sorry Andy!

The weather was about as good as Daniel Casado's jokes, but we got on with it and got involved, learning useful techniques, which hopefully have convinced some of our students to go on to be the Biologists and Geographers of the future.

Shane conquered his fear of heights scaling the crazy boxes of doom, and many pupils showed off their archery skills too!

After being able to determine the difference between a cased caddis fly larvae and a water boatman, we were ready for home.

A great trip for all!



Easy does it! The boys try to cross the river Tormes without getting wet!



Y10 getting ready to get their own back on their teachers in Paintball. Poor Shane and Andy!



Andres, Rebecca and Pati finding out about some invertebrate species in the stream

Camping

Students in Year 7 went once again to Layos in Toledo for the camping trip.

They spent three days doing a combination of teambuilding skills and outdoor activities which included canoeing, horse-riding, nature walks, zip lining, hockey, and archery.

In addition they played some hilarious campfire games (never, never volunteer when Pablo is organising a game), watched some spectacular sunsets, and of course celebrated the last night with a final disco and the obligatory limbo competition!



A canoeing expedition against the wind!



Students competed in a gymkhana of activities all based around team-building and problem solving



A sunset picnic above the reservoir after a day of activities

Trip to Mar Menor

Year 9 went on a school trip to Mar Menor in Murcia trying out various different water sport activities such as Kayaking, Sailing, Paddle boarding and Windsurfing.

They had several instructors helping them learn and practice the skills they needed and they were given a lot of freedom to enjoy and try-out each sport.

In the evening they had games and team building activities arranged for them by the monitors such as puzzle solving group work, and on the last night there was a disco.

It was a great trip and every student got to experience something special and memorable



Working with the monitors, preparing to use the kayaks



Sailing and learning how to steer the boat



Carrying the kayak to the beach

Trip to Granja Escuela

El viaje programado a la granja escuela NaturEscorial es nuestra gran ilusión desde principio de curso, sobre todo, para los que estamos en Year 3, ya que, para muchos de nosotros, es nuestra primera vez fuera de casa, ¡y tres días!

Los de Year 6, aunque la mayoría lo conocemos por haber ido tres años antes, estamos deseando volver.

Es, para todos nosotros, una gran experiencia, con la que crecemos, aprendiendo a responsabilizarnos de nosotros mismos, conociendo y respetando la Naturaleza y ¡disfrutando muchísimo!

Estas son algunas de las cosas que hacemos durante nuestra estancia en la granja:



Conocemos animales



Nos atrevemos con la tirolina



Montamos en tractor

Ski Trip

55 pupils went to Astún with Kathryn, Matt, Rich, Eduardo and Juan.

We had great weather and snow so made the most of every minute on the slopes- lots of skiing, snow-boarding and sledging.

The monitors were all lovely and the pupils made great progress and had lots of fun. They had 2 hours of classes and three hours of free skiing, accompanied by monitors at all times. The monitors also did an evening activity with us.

We went into Jaca to see the deer in the castle moat, bowling and playing arcade games. In Candanchu we had a disco where the pupils danced the last evening away.



The beautiful scenery and hotel in the background



The very talented snowboarders!



The whole group with the beautiful backdrop of the mountains

Seniors



HISTORY

Well another year of History has come to an end. This year we have laughed, studied and sung our way through the Middle Ages. We started all the way back at the beginning when we landed with the Vikings on English soil and we finished up lying in our beds contemplating how we could survive this horrible Black Death.



Year Seven with their own coat of arms

Throughout each section of this year we have worked together to unravel the great mysteries of our past. We have done a variety of activities and assessments. We had a vote to see which king we would follow during the battles of 1066 (the Viking always gets the votes). We helped each other study the layout of a medieval castle with some informative student tour presentations. We have made our coats of arms, researched key events in teams and most importantly had fun doing it all. I am very proud with the hard work the year seven students have done this year and appreciate all the support from Michael and Andy on the Humanities team. This year has been wonderful and I am looking forward to next year. Remember guys; the early days of History are called the Dark Ages, because they had so many knights! *(Shane Nolan)*

History, it's all in the past, right? The academic year of 2016/2017 commenced with not one new teacher of history, but two! It was a pleasure to meet the students, start with new resources and develop new assessment as the year unfolded. It is not always easy to continue to adapt to new styles of teaching and teachers' expectations, but the students have acclimated to Shane and myself quite well. The academic results suggest that the students are not only achieving to their potential, but in most cases enjoying the curriculum as well. The year eight classes enjoyed designing a medieval torture device that was representative of the technology of that period while the year nine classes did a similar project on an alarm clock, inspired by the renaissance period. Year ten bedecked the walls with posters about Germany 1933-1945, adding to their knowledge for next year's exams.



Year 8 Projects from throughout the term

Personally, I enjoyed taking year eight to the ruins of Segóbriga, once an important Roman city which today is still an impressive site. We look forward to another dynamic year in the subject of history and hope that the students took something more than just dates and names from the course. It has been great working alongside Shane and Andy, and so in the words of Martin Luther King, 'We are not makers of history. We are made by history.' *(Michael Doherty)*

GEOGRAPHY

This year in Year 7, we have looked at several different topics, ranging from What is Geography? To surviving a zombie apocalypse while using map skills! Here is a selection of some of our posters about Africa.



This year in Year 8, we have studied a large amount of topics! We've looked at the USA, farming and population. Here we're working on a coastal information leaflet.

Our Year 10 geographers are really getting into their IGCSE course. We've looked at population and our natural environment. Here are some of the team with tectonic posters.



French departement - Aïe! Ouille! Docteur j'ai mal!!!

Docteur- Bonjour! Qu'est-ce qui ne va pas?

Malade- Ouille, j'ai un peu mal à la tête. Oh là là, j'ai très mal à la gorge et j'ai mal au ventre.

D- Quels sont tes symptômes?

M- Je tousse, j'ai soif et j'ai envie de vomir. Beurk! Je peux aller aux toilettes?

D- Oui, Vite! Tu as mal?

M- Oui hum hum hum, j'ai très mal à la gorge et à la tête.

D- 39 degrés!

M- Et...aaaahhhh, j'ai envie de dormir.

D- Voilà des antidouleurs, toutes les neuf heures.

M- D'accord.

D- Pour le ventre, voilà de l'aspirine.

M- Docteur, en plus j'ai mal au nez.

D- Tu as le rhume des foins. Tu as la grippe, tu dois dormir et tu vas à la pharmacie pour des antidouleurs et de l'aspirine.

M- Merci. Au revoir!



Gonzalo, Daniela et Carmen –Y8M



Malade- Aïe,aïe, docteur!!

Docteur- Ça va? Tu as mal?

M- Oui, j'ai très mal.

D- Qu'est ce qui ne va pas?

M-Hum,hum,hum, j'ai mal à la gorge, je tousse et j'ai envie de vomir.

D- Oui, oui. Tu as des antidouleurs?

M- Oui, mais je crois que j'ai la grippe. Oh là là, j'ai mal au ventre.

D- Tu vas aux urgences!

M-Non, ouille, j'ai mal docteur. J'ai mal à la tête, très mal.

D- Des médicaments, c'est très bien pour la grippe.

M- Merci docteur, merci.

Une semaine après

D- Bonjour, ça va?

M- Oui, ça va. Les médicaments c'est très bien.

D- Génial, je suis très heureux.

M- Merci docteur, tu es incroyable!



Marina et Juan Fran- Y8C



PASIÓN POR LA COMUNICACIÓN: 4C'S DESDE LA LENGUA CASTELLANA- SENIORS

*“El talento gana juegos, pero el trabajo en equipo y la inteligencia ganan campeonatos”
MICHAEL JORDAN.*

Tener el honor de felicitar a nuestros alumnos por un reconocimiento internacional de las pruebas de Español de la Universidad de Cambridge, ya se va convirtiendo en un hábito del Departamento todos los años. Sin lugar a dudas, como ya señalaba Aristóteles: “Somos lo que hacemos repetidamente. La excelencia, por tanto no es un acto, sino un hábito”. Y nuestros alumnos han aplicado esta máxima y queremos felicitarles por sus premios: en primer lugar, enhorabuena a Cristina Calvo, Premio a la mejor alumna del mundo en A Level. Y por otro lado, nuestra felicitación a Gonzalo López por su premio al mejor alumno de España en AS Level de Español de la Universidad de Cambridge. Y seguimos trabajando en el desarrollo de competencias comunicativas que diferencien a nuestros alumnos y que hagan que brillen en dichos exámenes (aplicamos técnicas de expresión que demuestren el dominio de la comunicación oral y escrita en español como: los títulos con valor connotativo y estético, refranero castellano, elementos de intertextualidad de la literatura española, tecnicismos lingüísticos... Y en definitiva, transmitimos la pasión en la expresión y los exámenes orales).

“Nuestra recompensa se encuentra en el esfuerzo y no en el resultado. Un esfuerzo total es una victoria completa” (Gandhi). Se recurre a esta cita, para poner en valor la mejora continua dentro del Departamento de Lengua y Literatura Castellana. Todos los años, vamos incorporando herramientas y objetivos que entendemos que mejoran las competencias y habilidades de nuestros alumnos, tanto para la vida académica, como para la vida cotidiana. Este curso, hemos buscado la colaboración con el Departamento de Prácticas de la Universidad Complutense de Madrid. Hemos contado con una persona en prácticas, AIDA PÉREZ GRÜNREICH que ha desarrollado un trabajo excelente dentro y fuera del aula con la supervisión del Departamento.

I+D+I EN COMUNICACIÓN Y EXPRESIÓN

Desde el laboratorio I+D+I del Departamento, hemos centrado este curso en las 4C's de la Comunicación. El objetivo ha sido transmitir a nuestros alumnos, la pasión por crear una comunicación: clara, concisa, creativa y de calidad (4 C's); y por otro lado, estas comunicaciones despiertan bajo el modelo de comunicación AIDA: la atención, la intención, el deseo y la acción. Para potenciar este objetivo, nos hemos acercado a dos medios de comunicación tanto impresa, digital, como audiovisual: El Mundo (Expansión y Actualidad Económica) con Y12; y el Grupo A3 Media (Antena 3 y Onda Cero) con Y11.



Visita a A3Media. Programa radiofónico: Más de uno (Onda Cero) con Josemi Rodríguez

Y este curso, se ha hecho entrega a los alumnos de Y10 del *Primer Cuaderno Amigo* completo. Se ha entregado como regalo, con una dedicatoria de todo el Departamento de Lengua y Literatura castellana y de varios compañeros de Y12. En este cuaderno, el alumno y su familia pueden tener un recuerdo de sus primeros escritos en castellano desde que comenzaba la asignatura de Lengua en el colegio.

Y seguimos experimentando nuevas técnicas y habilidades, desde el plano conceptual a la aplicación práctica del desarrollo de un texto argumentativo gráfico-visual a través de la imagen de un árbol que permita aplicar esta herramienta tanto al plano oral (debate, conversación argumentada) como al escrito (valoraciones críticas, artículos de opinión, crónicas,...). Y cuando nuestros alumnos en el ámbito profesional, se enfrenten a un debate o a la defensa de un proyecto, escriban sus propios argumentos en este dibujo a modo de anotaciones.

I+D+I EN ACTIVIDADES DE COMUNICACIÓN E INVESTIGACIÓN LINGÜÍSTICA

Comunicación, investigación lingüística y actividad teatral

❖ **Y13. CONFERENCIA DE SANTIAGO GUALDA: Premio Internacional de Robótica**

(22 de noviembre de 2016)

❖ **Y12. Visita a: EL MUNDO, EXPANSIÓN Y ACTUALIDAD ECONÓMICA**

(12 de enero de 2017)

❖ **Y8 y Y9 Teatro: 300 PISTOLAS (*La casa de Bernarda Alba* y *El perro del hortelano*)**

(19 y 25 de enero de 2017)

❖ **Visita al CONDE DUQUE:**

• **Y10 Biblioteca de música. Hemeroteca** (3 y 9 de febrero de 2017)

• **Y12 Archivo y centro de investigación** (28 de febrero de 2017)

❖ **Y11 Visita al GRUPO A3 MEDIA (Antena 3 y Onda Cero)**

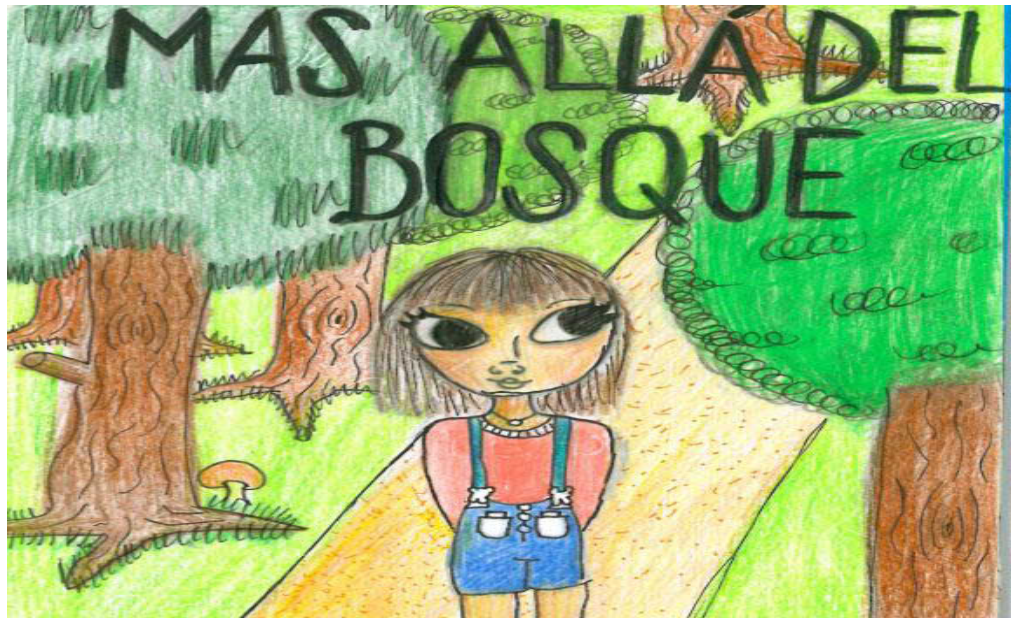
(27 y 28 de febrero de 2017)

❖ **Y8 ACTIVIDAD FORMATIVA DE TEATRO (mimo)** (1 marzo de 2017)

En el marco de las actividades del Departamento, el objetivo ha sido centrar las visitas en el ámbito de: la investigación (Visita a la Biblioteca de Música, Hemeroteca y Centro de Investigación del Centro Cultural Conde Duque); desarrollo personal y profesional (Conferencia del exalumno Santiago Gualda sobre el Premio Internacional de Robótica conseguido por él y su compañero de promoción Hugo); la comunicación (Visita al Grupo A3 Media y El Mundo); y por último, el desarrollo de la capacidad crítica, creativa y artes plásticas (Obras de teatro: *La casa de Bernarda Alba* y *El perro del hortelano*). Y finalmente, la actividad de mimo con una actriz de la compañía de teatro 300pistolas que dirige el actor y director Álvaro Morte.

I+D+I CREACIÓN LITERARIA: V CERTAMEN LITERARIO (*Más allá de la escritura*)

Hemos titulado este Certamen *Más allá de la escritura*, apelando a un título de un relato de la alumna Paula Tejedor que apela al valor metafórico de la libertad que se experimenta escribiendo. Permite echar a volar la imaginación de cada uno recordando diferentes entornos: la vida, el lugar de vacaciones...



Y7N: Paula Tejedor. Ilustración de portada y contraportada del relato.

Y desde la creación literaria, fomentamos todos los planos académicos de los alumnos, tanto el creativo como el artístico aportando valor al ámbito puramente literario. Así, se fomenta la creatividad en: temas, títulos, nombres de personajes e ilustraciones). Y siguiendo a Francisco Umbral: "Escribir es la manera más profunda de leer la vida". Y así es como lo plasman nuestros alumnos.



Y7N: Carlos Santos. Ilustración de portada y contraportada del relato.

Y por último, el taller literario reconoce los siguientes aspectos de los relatos: creatividad, esfuerzo y la valoración de los compañeros y de todo el Departamento de Lengua. Este año, se ha celebrado el V Certamen Literario el pasado 1 de junio y ha contado con la participación del padre de una alumna, Javier Peñas, presentando su libro *El viaje* y desarrollando un taller de creatividad.

Además, una palabra y una imagen de un alumno- escritor nos llevan a un mundo de imaginación que vemos en esta ilustración.



Y7N: Carlos Santos. Ilustración de su relato: *Jennifer y el país de la Fantasía*.

I+D+I PUESTA EN VALOR DEL TALLER LITERARIO

Y como el rol de la escritura, como herramienta de transmisión de emociones y marco de apoyo al desarrollo profesional y personal, ya se reconoce desde la cultura universal, queremos dejar constancia con las siguientes citas para que sigan impulsando a nuestros alumnos a expresarse a través de la excelencia en el lenguaje escrito y oral:

“Cuando lo hayas encontrado, anótalo”. **Charles Dickens**

“El escritor escribe su libro para explicarse a sí mismo lo que no se puede explicar.”

Gabriel García Márquez

Y seguimos inculcando el placer por la lectura, desarrollando la capacidad crítica y relacional porque como muy bien señala **Carlos Fuentes**: "Tienes que amar la lectura para poder ser un buen escritor, porque escribir no empieza contigo."

I+D+I EN LA MEJORA DEL TALLER LITERARIO: ENCUESTA A LOS ALUMNOS

Para seguir mejorando en el taller literario, se han escuchado las motivaciones e interés por el mismo, por parte de los alumnos de Y7, Y8 y Y9. Hemos querido también conocer si esta herramienta, la escritura, constituye un apoyo como herramienta de gestión de las emociones (y apoya el desarrollo de la inteligencia emocional).

La profesora Chus López, ha desarrollado una encuesta que se ha aplicado a los cursos: Y7, Y8 y Y9. De esta encuesta, se ha identificado que a algunos niños no les gusta que se lean en alto sus relatos (se hacía para poder ser puntuados también por sus compañeros). El próximo curso, solo participarán en el premio del alumnado los alumnos que lo deseen (participarán los demás estudiantes en el resto de premios).

Y queremos destacar literalmente, los comentarios de una encuesta que explica perfectamente la relación entre inteligencia emocional y la herramienta del taller literario. La pregunta de la encuesta era: justifica las razones por las que te gusta escribir o por las que no te gusta: *“hay veces que cuando escribo, me sumerjo en el mundo que he creado. Me gusta tener el poder de manipular a los personajes, formar sus vidas, dibujarlos en mi cabeza, ponerles faltas y perfecciones...Me gusta poder ponerles nombres y personalidades. Pero lo que más me gusta es planear sus vidas. Lo que les pasa, si se mueren, si se enamoran, etc...Para mí, lo más difícil es pensar en un título”*.



Music in the Senior Department

Music is about experiencing and experimenting with sounds. Apart from singing, students in the Senior Department get regular opportunities to perform on instruments. This year, for example, we have done the following:

- **Blues:** following the 12-bar blues pattern, students accompanied a classic blues piece using the chord function on an electronic keyboard
- **Fugue:** students performed a four-part fugue using percussion instruments
- **Film music:** in groups, students created their own music to accompany a film clip, using a wide range of instruments

Here are some of the aspects of music we studied this year:

Medieval Music

Students sang and danced to some of the oldest recorded popular medieval pieces, and learned about some medieval instruments such as the 'hurdy gurdy'. (Did you know that 'hurdy gurdy' means 'shake your bottom'? - It was a dance instrument.)



Year 8 students playing Blues

Film Music

After studying some classic film scores such as 'Jaws', 'Spiderman' and 'Apollo 13', we composed our own musical scores to accompany a clip from the animated movie, 'Dinosaur', using all the elements we had learned: chords and discords, ostinato ((repeated patterns creating suspense), and a variety of dynamics and textures - all designed to keep you on the edge of your seat!

Celtic Music

Bagpipes, harmonica, harmonium, accordion – would YOU be able to distinguish the sounds of these instruments?

Apart from learning about the instruments, we found that folk music, like any other, has a structure, which we describe as a pattern of letters: ABA, AABB, and so on.



SCIENCE

Again another exciting year has passed in the Science department. Students from all classes have had fun finding out about the world around them through many science experiments and projects. Most of what we have done has gone up in smoke or been washed down the sink, but here's some photos to show a bit of it!



Y10 have been 'learning Biology' trying to sell greenhouses to grow tomatoes, and finding out how plants lose water using potometers



Y7 have had fun making model cells and also designing green energy islands and trying to sell them to Claire



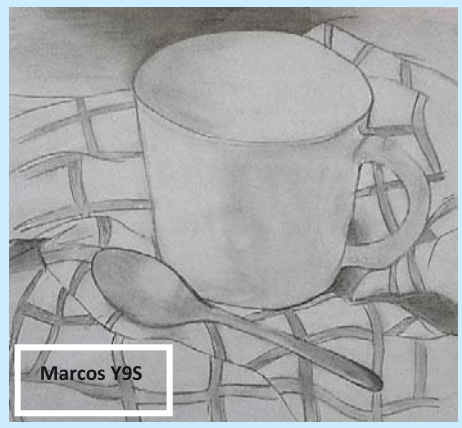
Y9 have been learning about different types of electrical circuits, electrical appliances and power. They have also been caring for our class pets Veloci, (a tortoise) and Raptor (a bearded dragon). Come and meet them some time!





Maria Y9L

art



Marcos Y9S

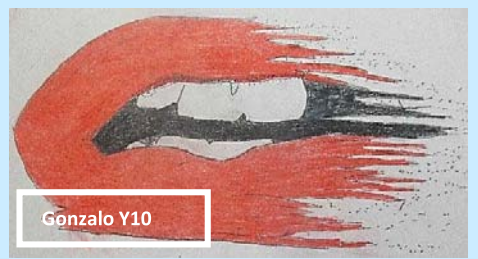
Another year over and the pupils have produced many varied and interesting pieces of art work. Among which include drawing, painting, water colour, printmaking, sculpture, mixed media, shoe design, photography and computer aided design projects.



Lucia I.G.C.S.E. 2016
ART SHOW



Armando I.G.C.S.E. 2016



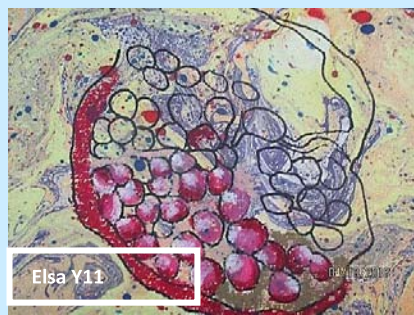
Genzalo Y10



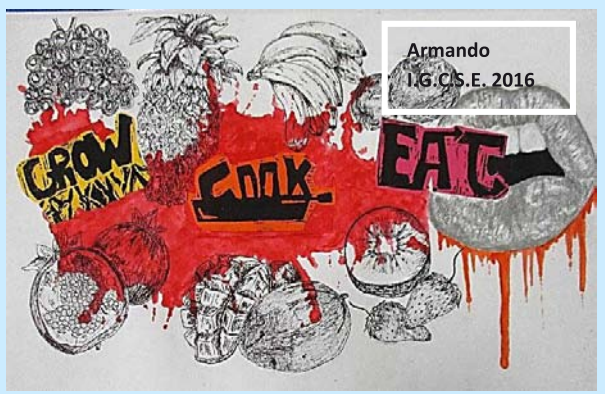
Pablo G Y11



Rocio Y9



Elsa Y11



Armando I.G.C.S.E. 2016



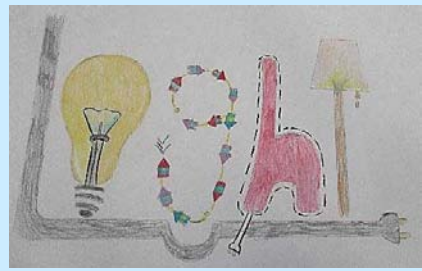
Natalia I.G.C.S.E. 2016

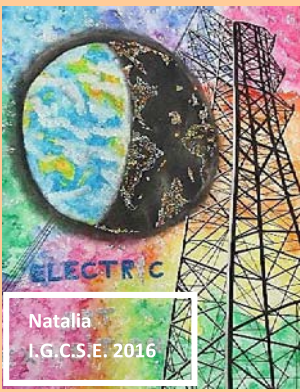


Nela I.G.C.S.E. 2016

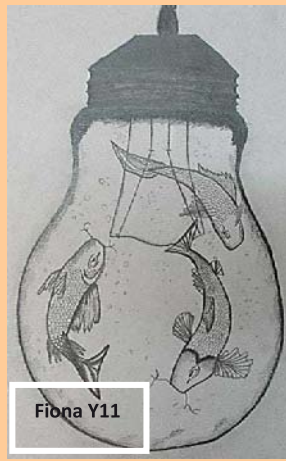


Elena Y10

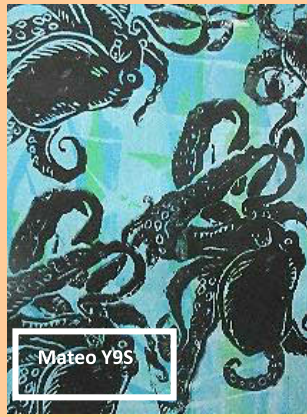




Natalia
I.G.C.S.E. 2016



Fiona Y11



Mateo Y9S



Andrea Y9R



Paula Y9S



Paula V Y10



Angela Y7S



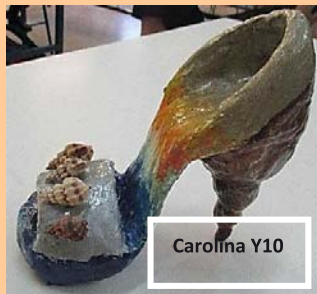
Guilia Y7N



Paula V Y10



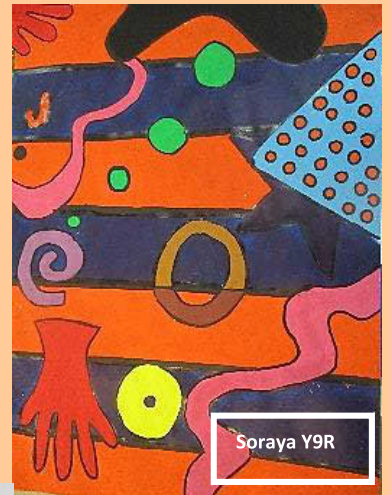
Ana I.G.C.S.E.
2016



Carolina Y10



Leo V Y11



Soraya Y9R

Shoe design Y10



Diana Y9R



Ainhoa Y9S



Mariana Y9L



Ines H Y10



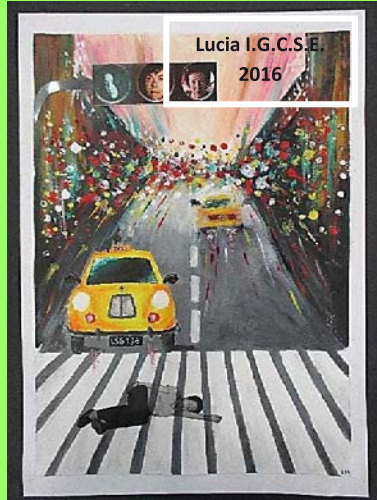
Sara Y8A



Ainhoa Y9S

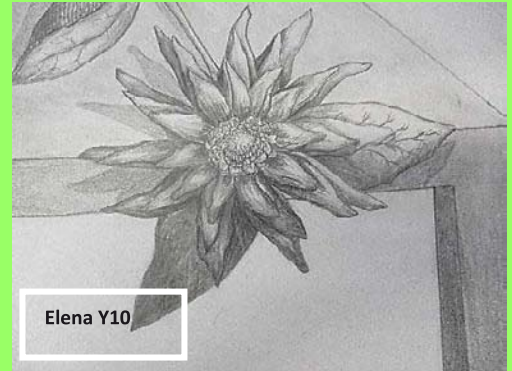


Hannah Y9S



Lucia I.G.C.S.E.
2016

Maria Y9



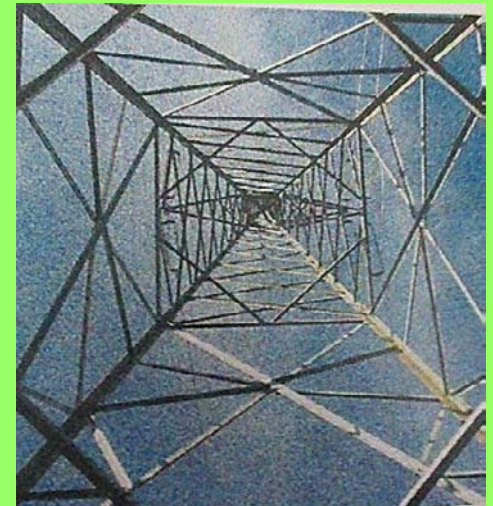
Elena Y10



Elena Y10



Belea Y11



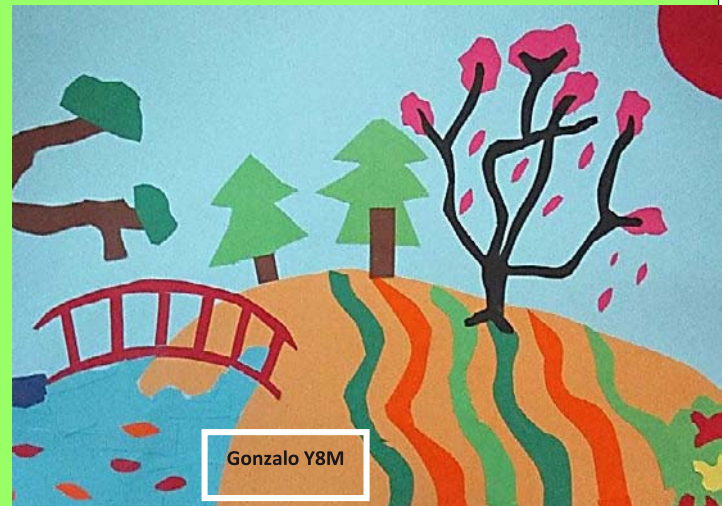
Leo Y11



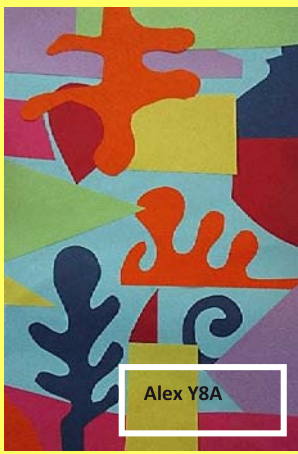
Diana K Y10



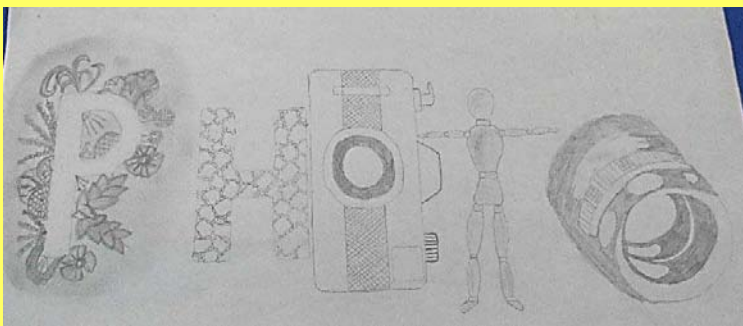
Juan Antonio
Y8M



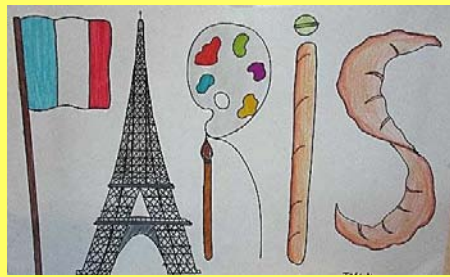
Gonzalo Y8M



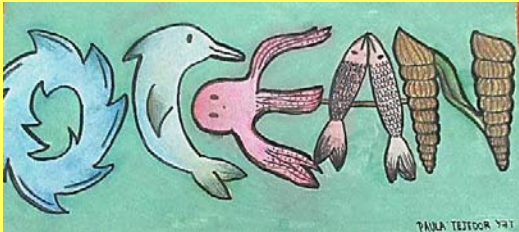
Alex Y8A



Daniela Y7S



Ines Y7S



Paula T Y7T



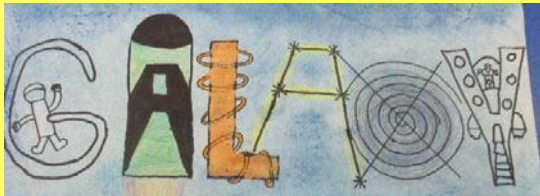
Ana Maria Y9S



Carolina Y8A



Celia and Patricia Y8C



Laura and Valeria Y7T



Gonzalo Y10



Maria Belen Y8C



Olivia Y7T



Carolina, Natalia and Carmen Y8M

Diana Y9R



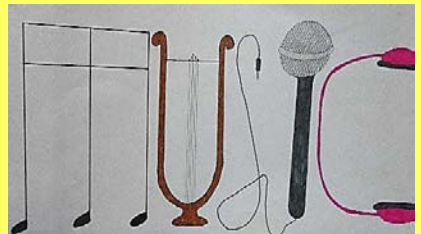
Diego Y7T



Angela Y7S



Maria Y9L

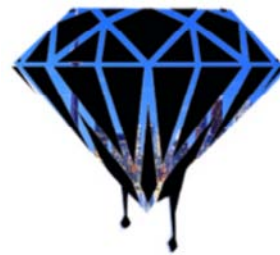
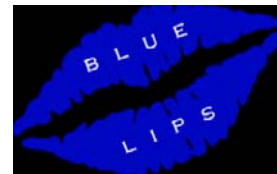


ICT & Computing

2016-2017

This year has seen an increase in theoretical topics studied. These range from “what is a computer?” and “computational thinking”, to text-based programming. There has also been a display of excellent practical skills including web design and graphics.

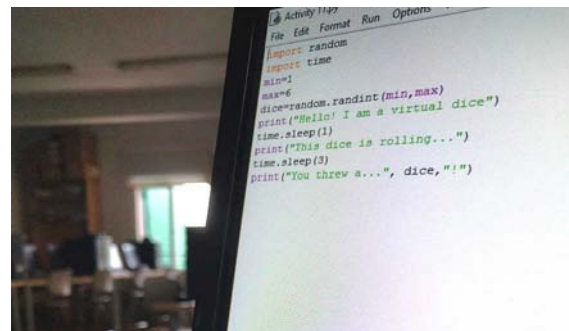
“I liked both the theory and practical parts of this topic. I learnt a lot of different skills.” - Year 9 pupil



Just a small selection of some of the amazing Year 9 band logos for their Startstruck projects.

Python

This year saw the introduction of text-based programming language “Python” into the ICT department. Pupils learnt how to use variables and test and de-bug their code.



“Using python was hard but interesting. It’s good you can test your code and see what you have created quickly” - Pupil

PHYSICAL EDUCATION

During the year we offered our students a variety of activities such as basketball, volleyball, striking sports, football, unihoc, handball, rugby, athletics, gymnastics, and rhythm and dance.

Our aims in Physical Education are:

- To promote a love of sport, movement and health.
- To help the students to develop their physical capabilities.
- To teach and encourage students to express thoughts and emotions through movement.
- To develop social skills.
- To learn how to compete, but also to cooperate.
- To enhance self awareness.
- To promote positive healthy mindsets.



Every student finds something that they really enjoy.

They assess their own ability and then make informed choices on how to improve.

Teams work together in leagues, with each student performing a special role or responsibility. Outside of school we also compete against many other international schools in Madrid.

We celebrate two days of sport. The juniors day is run by our year 11. The secondary sports day is run by students from year 12. Thanks to all of you who helped to make these days such a success.



Macarena Álvarez, Álvaro Luján, José Moro, Natalia García and Javier Roldán, Year 8 Claire

Nela Ortiz, Year 12

STUDENTS PROJECTS

Juanfran Pardo, Diego Finkel, Macarena Álvarez, Luis Neves, Marina Vega. Y8 Claire

VOLLEYBALL: Análisis del gesto técnico

A continuación analizaremos un vídeo en el que se realizan dos tipos de movimiento de voleo: el toque de dedos y el golpe de antebrazo.

Por un lado, el toque de dedos es un movimiento que se realiza amenazando con las manos sobre la frente. Esto es algo que puede perfeccionarse ya que en ocasiones colorea las manos más adelante de la frente de lo que debería ser, hay una inclinación de la muñeca, los dedos no se ven con la palma hacia arriba y la mano izquierda, tomando un ángulo de inclinación hacia el lado izquierdo con la punta de los dedos hacia abajo. Después de haber una similitud de todo lo que se debería hacer, al analizar el vídeo se ve que los dedos no se ven con la palma hacia arriba y la mano izquierda, tomando un ángulo de inclinación hacia el lado izquierdo con la punta de los dedos hacia abajo. Después de haber una similitud de todo lo que se debería hacer, al analizar el vídeo se ve que los dedos no se ven con la palma hacia arriba y la mano izquierda, tomando un ángulo de inclinación hacia el lado izquierdo con la punta de los dedos hacia abajo. Después de haber una similitud de todo lo que se debería hacer, al analizar el vídeo se ve que los dedos no se ven con la palma hacia arriba y la mano izquierda, tomando un ángulo de inclinación hacia el lado izquierdo con la punta de los dedos hacia abajo.

En conclusión, en el toque de dedos debería de acomodarse de mejor forma el golpe y darle el punto de impacto preciso. En el de antebrazo, también debería de acomodarse en el medio del antebrazo para mejorar la flexión y el desahogado, también en ambos movimientos, y en calcular la trayectoria y velocidad de la pelota con mayor precisión.

Nela Ortiz Bello

YELLOW TEAM!!!

YELLOW'S LEAGUE RECOUNT OF MATCHES

1st match Yellow vs Reds: A really tied match. Yellow's were really nervous because Reds were one of the bests because Carlos was really good at attacking. Natalia didn't move into the match so she didn't get lots of passes. Macarena, Jose and Javi were really coordinated with passes. I had to stop really good throws but Carlos scored me one goal.

2nd match Yellow vs Greens: We tied the match because we weren't really concentrated on that match but we both sides had lots of opportunities but we missed them. Natalia was beginning to move more so she could do more in the matches.

3rd match Yellow vs Blues: We won 5-1 so we were really motivated even I could go to attack without having to go running to my goal. The team was really motivated but although we won Manu and Alonso were really difficult players to plug against.

4th match Yellow vs Reds: A really disaster match we had two penalties and both were failed. We were really disappointed that day because we could have won.

5th match Yellow vs Greens: A really tied match which was very intense with both teams doing spectacular attacks. Natalia was beginning to move more since last time.

6th match Yellow vs Blues: Really motivated match for our part because they didn't have much defense and Manu was injured. But it was still a great match with a 4-1 for Yellow's.

Green NETS in basketball tournament

The Green net made a great tournament. And finished with a 100% win percentage.

THE FIRST MATCH

The Green net played against red net. Green net won 2-0. It was a really difficult match because we had to defend well. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots.

THE SECOND MATCH

The Green net played against blue net. Green net won 2-0. It was a really difficult match because we had to defend well. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots.

A GREAT GAME

The Green net played against red net. Green net won 2-0. It was a really difficult match because we had to defend well. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots.

IT WAS A GREAT GAME

The Green net played against blue net. Green net won 2-0. It was a really difficult match because we had to defend well. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots.

THE MOST GAME

The Green net played against red net. Green net won 2-0. It was a really difficult match because we had to defend well. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots.

GREEN NETS WON AGAIN

The Green net played against red net. Green net won 2-0. It was a really difficult match because we had to defend well. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots. And we had to be very accurate with our shots.

Las Ciencias Sociales salen a la calle...

Y8

Visita a Segóbriga

Hicimos un recorrido por el yacimiento arqueológico de Segóbriga. Aquí estamos sentados en el teatro romano de la ciudad.



Y9

Excursión al Alcázar de Segovia y paseo guiado por la ciudad



Y8

Salida al Museo
Arqueológico
Nacional

Después de estudiar en clase la Prehistoria y las civilizaciones antiguas, visitamos las salas correspondientes del MAN.



Y10

Recorrido por el Centro Tecnológico de
Valdemingómez

En relación con el tema trabajado en clase de Industria y Medio Ambiente, hemos visitado varias instalaciones de este centro.

Y11

Visita al Palacio Real

Como complemento al estudio de la Historia de España en los siglos XVIII , XIX y XX.



Mathematics

2016-17



UK MATHS CHALLENGE NEWS!

The UK Maths Challenge is a maths enrichment multiple choice paper which presents problems requiring logical thinking skills combined with mathematical knowledge. Students are selected to participate in this event from Year 7-12.

The Intermediate Challenge involved 50 students from Y9, Y10 and Y11 this February. The results were great: as usual

How many weeks are there in $8 \times 7 \times 6 \times 5 \times 4 \times 3 \times 2 \times 1$ minutes?

A 1 B 2 C 3 D 4 E 5

Intermediate Maths Challenge 2014

Fifty Y7 and Y8 students sat the Junior Challenge paper in April 2017. Results as follows: Well done Marcos and Edu!

UKMT Junior Challenge Results 2017

A huge congratulations for everyone who took part – a fantastic effort by all! If you scored enough points to qualify for a certificate, these will arrive in a few weeks...

Year 8

Gold: Cristina Leonard, Carmen Osende
Silver: Diego Finkel, Celia Postigo, Alvaro Lujan, Jose Moro, Mateo Mascaraque
Bronze: Irene Sanchez, Juanfran Pardo, Alex Gil

Year 7

Gold: Marcos Aragonese, Edu Murillo
Bronze: Carlos de Miguel, Dario Cano, Pablo Parada, Daniela Slatter

Grade Boundaries

52-63 Bronze
 64-76 Silver
 77+ Gold
 86+ Next round called Kangaroo
 107+ Next Round called "Olympiad"



UKMT Maths Results 2017

A huge congratulations for everyone who took part – a fantastic effort by all! If you scored enough points to qualify for a certificate, these will arrive in a few weeks...

Year 9

Gold: Diana A.
Silver: Mateo F, AnaMaría O, Bea Steensma
Bronze: Alba T, Irene C,

Year 10

Gold: Alvaro B, Carlos G.
Silver: María F, Rebecca B, Juan G, Paula V
Bronze: Carolina S, Paty S, Daniel C

Year 11

Gold: Jorge G, Ernesto M, Bertie K
Silver: Inés C, Pablo M, Pedro F
Bronze: Pablo G, Lucas J, Luis L, Miguel N

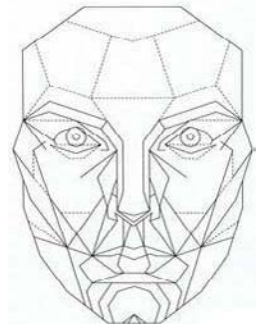


Special Congratulations to 6 of our students who will progress to the next round... Ernesto, Jorge, Bertie, Alvaro and Carlos got through to the "Pink Kangaroo" round Diana A got through to the "Grey Kangaroo" round

Intermediate Kangaroo Round: Ernesto went on to achieve a Merit. Well done!

How Beautiful Are You?

Year 9 looked for the golden ratio in famous faces: with some surprising results



$$\phi (\text{phi}) = 1.618...$$

The GOLDEN RATIO!

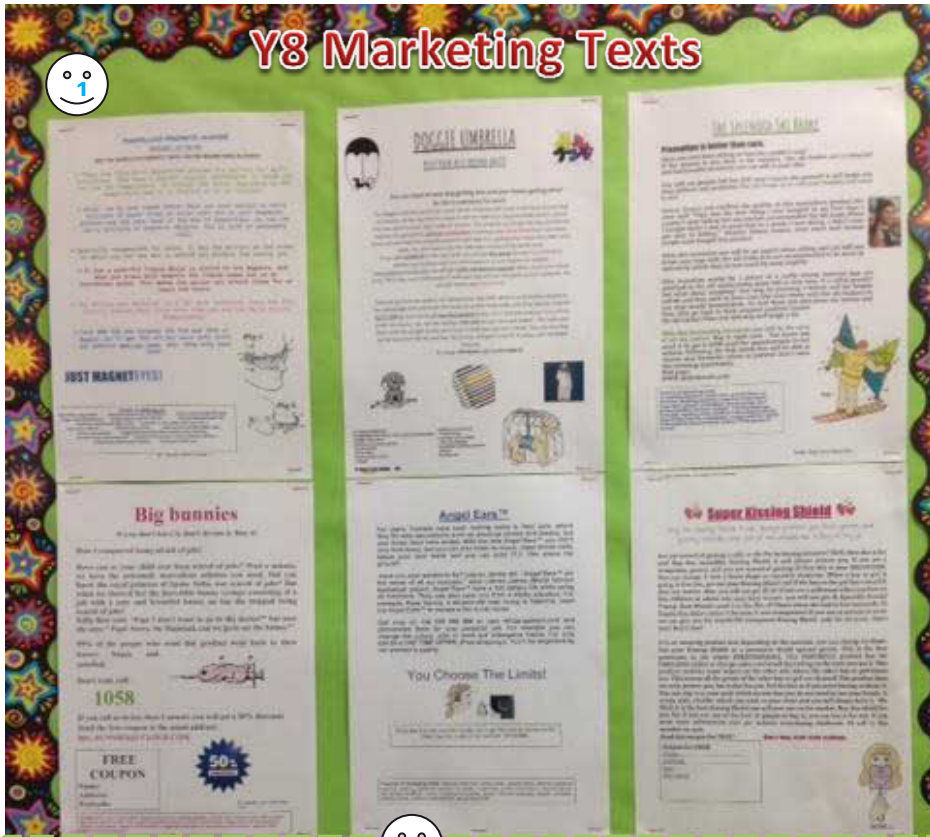


Rich got creative with Y8 displays this year as we compared heights of year 8 students



- A deliberately misleading title.
- Some clues throughout the story.
- A completely unexpected ending.

Y8 Marketing Texts



Murder Bridge (by Pablo Martínez Y11B)

The train was roaring through the desert, approaching the flimsy bridge. As he saw the train coming, the man finished attaching the last piece of TNT to the wooden bridge. He stood a few metres back and leaned on the side of the canyon, detonator in hand. He twirled his long moustache as he savoured the thought that he was going to blow up Marty McSwim, his mortal arch-enemy. As the train got closer he readied his sweaty hands for the loud 'boom' and adjusted his hat to block out the glaring sun. When the train was about to cross, a giant hand picked him up. "You need to stop playing with these violent cowboy toys," the mother said. She looked at the name on the figurine's soles. "This one's Evil McKill!" "Come on mum, I was just at the best part!" her son yelled.

The Hidden Story (by David González Y11C)

I felt a sudden curiosity to read the book the librarian had so highly recommended. Its crimson colour had hypnotized me and made me buy it. As I read, I realized some pages were blank. What was going on with this book? Why wasn't there any writing? I discovered that the only signs of ink that stained the paper were the words "Water Droplets" on the front cover. Suddenly, as if by magic, I heard an irritating sound coming from the bathroom. My conscience told me to stay in bed, but my curiosity got the better of me. After two intense minutes of perpetual fear, I surreptitiously opened the bathroom door. I chuckled when I saw the dripping tap. But this joy didn't last. Incredulously I read a new sentence in the troublesome book. "The man will fall asleep and never wake again." I couldn't believe what I had found out. A warning bell rang in my mind. The story was about me! I rushed into the street, hastily grabbing my keys as I left. I finished reading aloud and raised my gaze. I saw the satisfaction on my teacher's face. "Great tension and suspense," she said above my classmates' applause.

Skiing in Andorra

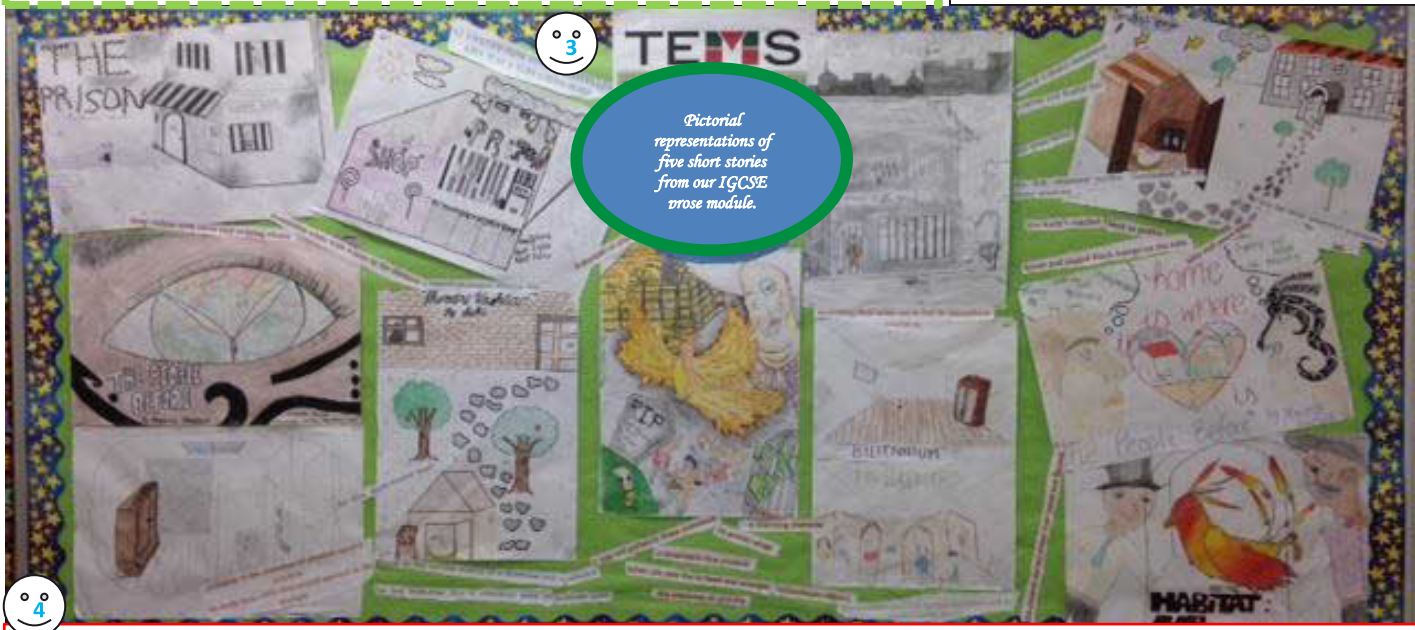
This frosty morning,
Sleeping sleepily in my bed,
Banging the pillow with my head.
I quickly drove through slushy
snow to Andorra,
I quickly flew down the slippery
slopes,
But suddenly I fell on the snow,
And I died, uh oh!

By Eduardo, Alicia, Ángela and Darío
Y7S

My Day By Alda, Lorena and Iván Y7S

I woke up on a dark and freezing morning,
The lights had gone out in a flash,
Before I could even blink for the first time.
My adventurous dog jumped ferociously
on my bouncy bed,
And let escape a gassy blop.
I travelled to my grump grandparents' old and
scary house,
Sadly there was no broadband
to talk with my friendly friends,
I gobbled my delicious doughnut
and my crunchy kebab
in my snacky snack.

Pictorial
representations of
five short stories
from our IGCSE
prose module.



After leaving the movie theatre, the corridor was even darker than the last time. She walked fast. She kept walking. There was no bathroom. She panicked. It was very dark and she couldn't find it. There were some windows open, but it didn't make much difference. Shadows reflected on the walls. She heard the hoot of an owl in dead silence. It startled her. She heard a soft movement that came from the end of the corridor. Scary thoughts flew through her mind. Finally, she got to the bathroom, but there was no one there. It smelled as if a dead body had been kept there for several weeks. A cleaning lady was there. She had short black hair and brown eyes. Evelyn was sure she hadn't seen her there before and didn't even hear the door open. 'Hello, can I help you with anything?' the woman asked in a soft deep voice. (An extract of a story of tension and suspense by Carla Esteban, Y9S)

Bachillerato



El pasado día 19 de noviembre, el Campus de Toledo y la Escuela de Arquitectura recibió la visita de los estudiantes de los últimos cursos del colegio The English Montessori School.

El interés que mostró por la Universidad de Castilla-La Mancha, por su entorno en Toledo y por el modelo de enseñanza que aquí se practica es digno de destacar, dado que precisamente es este uno de los centros de vanguardia fundado por María Montessori y que está implantado en los países más avanzados.

Es un honor para la Escuela de Arquitectura que espera confiada que alguno de estos chicos se anime a estudiar en nuestra universidad.

Con nuestro agradecimiento.

Escuela de Arquitectura de Toledo. Universidad de Castilla-La Mancha

Graduación Y13. Mayo 2017

Otro año. Una graduación más.

Como cada una, siempre la última es la más emotiva.

Realmente es un verdadero momento de satisfacción, reconocimiento del esfuerzo y aspiración para un futuro inmediato.

Todo ello vivido y compartido por alumnos, familiares y profesores.

Una auténtica emoción.



Un auténtico momento de unión y emoción



Aún hubo tiempo para la música



Los discursos. Con su ingenio y su gracia

Premios y menciones

COSECHANDO RECONOCIMIENTOS

“La verdad es de tal excelencia que, cuando elogia pequeñas cosas las ennoblece” (Leonardo DeVinci).

Una vez más, The English Montessori School-TEMS ha recibido el **reconocimiento internacional a la Excelencia y Calidad Educativa**, por parte de ACADE (Asociación de Centros Autónomos de Enseñanza Privada) y CAMBRIDGE.

Y por otro lado, el colegio ha obtenido el **reconocimiento nacional por parte de la UCM**.

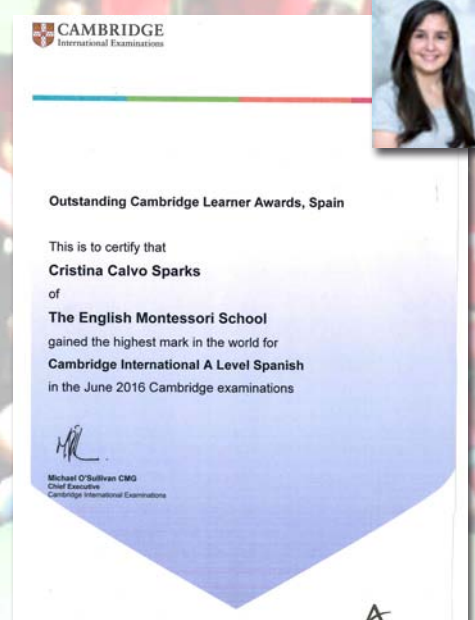
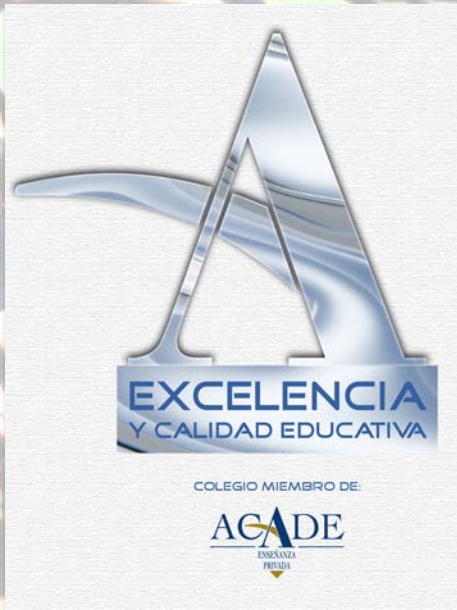
Esta prestigiosa universidad, ha otorgado el premio a la **mejor alumna del mundo en A LEVEL de Español a Cristina Calvo**. Y por otro lado, ha reconocido a **Gonzalo López** como el **mejor alumno de España en AS LEVEL de Español**.

Finalmente, a título individual, una alumna de Bachillerato, **Carmen Vives**, ha obtenido dos premios: **Premio Extraordinario de Bachillerato** y el **Premio a la mejor nota en la fase general de PAU** de la Universidad Complutense de Madrid.

“El conocimiento es como el fuego, que primero debe ser encendido por algún agente externo, pero que después se propaga por sí solo” (Ben Jonson).

Sigamos trabajando en esta línea.

¡Enhorabuena a todos los alumnos premiados y al equipo que forma **The English Montessori School -TEMS!**



Fête Fête



Fête



Ready for some fun with the attractions!



Moo've it on the bouncy castle!



Shipwrecked on a pirate slide



Dodging and jumping to keep on our feet!



Time to swap over because all that jumping is hard work!



All in line ready to win some prizes. The calm before the storm...



'The Hungry Caterpillar' and 'Caperucita' together. A great fusion of 2 classic books in a British school in Spain!



View of our beloved pencil. Needs a clean. .

Fête



Trying to score in Caperucita's basket



Going through the spider web without getting caught



So difficult choosing a stall with so many fabulous games!



There are no better waiters and waitresses! Thanks for your job



Sweet place among the trees. Fancy a bite?



Great chorizos, pinchos morunos and hamburgers!
Unlikely you will be hungry



Eric and his music. A pillar of the school



"Summer time and the livin' is easy, fish are jumping..."
The winner of the cake contest.

Fête



The best welcoming: A smiley face! ;)



Flamingo's suffering whilst trying to hit that White Rabbit!



Rabbits eat carrots, so why the glasses then...?



So... who's the beast?



Giuliana and Richard so happy with their little dwarfs again!



Caroline making another star at 'Katie and The Starry Night' game



Natalia helping one of our pupils find Wally!



Rosanna getting down to her pupil's level. We are close to our students!

Fête



Why is jumping always fun?



Flat Stanley also had a spot in the fête



Our special "Pettits Princes".



What was Michael's game "Peter Pong" all about?



Almudena helping the infant children feed the "Hungry Caterpillar"



Is he the young Captain Hook?



Jules Verne would be very proud of this work!



Thanks Ruth for sharing your passion for African drums and dancing!



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