



AND THAT'S A WRAP!

BSCD
MAGAZINE



THE
BRITISH
SCHOOL
of Costa Daurada



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**The members of the newspaper are: Maria (Y6); Sofia (Y6); Samuel (Y7); Paula (Y9);
Gloria (Y9)
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With a sense of great satisfaction and joy, we reached the end of the 23/24 academic year; a year full of successes through overcoming our shared challenges. Through teamwork and hard work, we overcame each and every obstacle together and can now look back and celebrate the numerous successes we had; helping to strengthen us as a school and as a community.

This has been an enriching year, where academic life has been complemented by a comprehensive and varied enrichment programme. This programme has offered our pupils a wide range of fantastic experiences, from sports activities to artistic and scientific projects. We have seen how each one of our pupils have grown, not only academically, but also personally; acquiring new skills and values that will accompany them throughout their lives.

The unity between pupils, teachers and families has been one of the great strengths of this year. This unity has allowed us to grow together; reinforcing our sense of belonging and enabling us to build a stronger and more united community. This spirit of collaboration and mutual respect is what makes our school not just an educational centre, but a shared community project.

We want to express our sincerest gratitude to the entire school team, our teachers, our families and especially our pupils. Thank you for the daily effort, the willingness to learn and for contributing every day to making our world a better place. This commitment is the driving force that propels our school and motivates us to keep improving.

We are very proud of our leadership team and the work they have done this year. Thanks to their dedication and effort, we received great recognition from the NABSS educational inspection for our secondary school. Additionally, we obtained the ISO 9001:2015 certification, making us pioneers in our territory, in achieving this prestigious award. These achievements reflect our commitment to excellence and our continuous improvement.

Now that summer is here, it is time for our pupils to rest while the school prepares for a new academic year, full of new challenges and projects. One of the most exciting projects will be the development of the new secondary school building; a project that will soon become a reality and will be fundamental for the future of our school.

We wish you a fantastic summer and thank you once again for the trust you place in our school. We will see you all again in September, with renewed energy and excitement, to continue our wonderful educational journey together.

Gerard Monguió
CEO
British School of Costa Daurada

Un cop s'ha acabat el curs 24/25 a The British School of Costa Daurada, arriba el tercer número del nostre "newspaper". Aquest curs ha estat ple de descobriments i aprenentatges, i estem molt orgullosos de la feina feta per tots els alumnes i professors.

Aquest "newspaper" ha estat una plataforma excepcional on hem pogut aprendre molt, compartir moments inoblidables i, sobretot, despertar la nostra curiositat. El procés de preguntar, d'investigar, d'explorar el "perquè" de les coses, ha estat el fil conductor de cada article que heu llegit. Aquest esperit inquisitiu és essencial no només per ser bons periodistes, sinó també per ser ciutadans informats i responsables.

La curiositat és una qualitat que cal nodrir i mantenir viva. Preguntar amb respecte i buscar respostes és una habilitat que ens ajudarà al llarg de tota la vida. Ens ajuda a entendre millor el món que ens envolta, a ser crítics amb la informació que rebem i a prendre decisions informades.

Ara que s'acosta l'estiu, és el moment perfecte per posar en pràctica aquesta actitud inquisitiva amb els nostres fills. Les vacances ofereixen una gran oportunitat per explorar nous temes, per preguntar i descobrir junts. Podem animar els més joves a investigar sobre allò que els interessa, a llegir, a visitar llocs nous i a parlar amb gent diferent. Aquesta pràctica no només enriquirà el seu coneixement, sinó que també reforçarà els llaços familiars.

Aquesta edició del nostre "newspaper" és un reflex de l'esforç conjunt de tota la comunitat escolar. Cada article, cada història, és un testimoni del compromís i la passió dels nostres alumnes. Esperem que gaudiu llegint aquest exemplar tant com nosaltres hem gaudit creant-lo.

Gràcies per ser part de The British School of Costa Daurada i per fer d'aquest curs una experiència inoblidable. Us desitgem un estiu ple de descobriments i aprenentatges!

Fins el proper curs!

Sergi Casado & Mar Cirera

The newspapers crew:

Adrià (Y6)

Maria (Y6)

Sofia (Y6)

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Paula (Y9)

Gloria (Y9)

We invite you to join us

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INTERVIEW

**Miss Mònica:
'The ISO
certification
provides us with the
reassurance of
maintaining a high
quality.'**

By Mar Cirera

The British School of Costa Daurada has just obtained the ISO certification. What does this mean for the school?

The ISO is a quality management system that ensures all processes within the school, both academic and administrative, are followed and adhered to. The ISO certification provides us with the reassurance of maintaining a high quality. This means that the school not only strives to meet the standard's requirements but also constantly seeks ways to improve its processes, services, and educational outcomes. By establishing a cycle of continuous improvement, the school can better adapt to changes in the educational environment and stay updated with best practices.

Congratulations to the entire school

Yes, indeed... We are a team, and this is a very important recognition for the school and for the team. As a British school, we have our own inspections, such as NABBS, but the ISO is a distinction that is more widely known and recognised by our school community.

Is this the first time The British School of Costa Daurada has received an ISO certification? What has the process been like?

Yes. It is a slow process that requires time, as the ISO involves exhaustive bureaucracy; all processes must be documented, and everything must follow a specific nomenclature. Although many of our processes and policies have been in place for years, what we have done now is formalise them with standardised nomenclature, which improves and streamlines the monitoring of relevant indicators that help us identify areas for improvement and take corrective actions as necessary.

This academic year 2023-2024 is full of good news...

Yes, we had a NABBS inspection for secondary with very good results and now the whole school's ISO. We are very happy because this is the result of the hard work of all the team. We are very proud of the work we are doing and how it is being carried out.

Therefore, the evaluation of this academic year is positive...

Yes, above all, I would like to highlight the effort of the entire team. This year has been especially intense with the restructuring, and we have all worked very hard and in the same direction. It is a success for the whole team.

What would you highlight from this year?

Many things, but one of the most important is the unification of all educational levels. The merger between early years, primary, and secondary was an important goal, and we have managed to work together as one team. This is fundamental for the smooth functioning of the school and for continuing to develop and implement our mission and vision as a school.

This year, there are also two graduations...

Yes, it is a double reason for celebration. Seeing the students graduate is important not only for the individuals involved but also for the entire school community. It represents a culmination of efforts, a transition to the next phase of education, and a cause for celebration.

And you can see all the academic and personal progress of all these students, everything that has been worked on day by day at the school...

Academic results are very important, but above all, essentially, seeing and feeling that they are ready for the next step is the culmination of the dedication, impact, and influence of a team, of a school in shaping the lives of its students. It is a moment of pride, satisfaction, and reaffirmation of the profound role that teachers play in education and society.

Working in a school is an intense job and a great responsibility.

Without a doubt. There are many things to consider constantly, but the team is fundamental. It is important to recognise and appreciate everyone's work.

Talking about everything that is positive.

Exactly, everyone, from students to teachers and families, deserves all the recognition. Sometimes the work of others is taken for granted, and we need to stop, acknowledge the other, see all the hard work they are doing, and congratulate them. The work of educating is a job that requires a lot of dedication, it is a profoundly human and relational role that requires emotional skills and an awareness of one's own emotions and those of others. Positivity is imperative to be able to develop our role.

Looking ahead to the next academic year, what would you like to work on?

We want to continue creating a culture of collaboration within the entire school community. All that we are achieving with our students within the school, we would like to continue to extend to the entire school community.

I wish you all a good summer!

Miss Mònica: 'El certificat ISO ens proporciona la tranquil·litat de mantenir una qualitat alta '

The British School of Costa Daurada acaba d'obtenir el certificat ISO. Què significa això per l'escola?

La ISO és un sistema de gestió de la qualitat que assegura que tots els processos dins de l'escola se segueixin i es compleixin, tant els acadèmics com els administratius. El certificat ISO ens proporciona la tranquil·litat de mantenir una alta qualitat. Això significa que l'escola no només s'esforça per complir amb els requisits de la norma, sinó que també busca constantment formes de millorar els seus processos, serveis i resultats educatius. En establir un cicle de millora contínua, l'escola pot adaptar-se millor als canvis en l'entorn educatiu i mantenir-se actualitzada amb les millors pràctiques.

Cal felicitar a tota l'escola

Sí, sí... Som un equip i aquest és un reconeixement molt important per l'escola, per l'equip. Nosaltres, com a escola britànica, tenim les nostres pròpies inspeccions, com la NABBS, però la ISO és una distinció més coneguda i reconeguda per la nostra comunitat escolar.

És la primera vegada que The British School of Costa Daurada rep un certificat ISO. Com ha estat aquest procés?

És un procés lent que requereix temps, ja que la ISO implica una burocràcia exhaustiva; tots els processos s'han de registrar i tot ha de seguir una nomenclatura específica. Tot i que molts dels nostres processos i les nostres polítiques ja fa anys que funcionàvem, ara, el que hem fet és formalitzar-los amb una nomenclatura estandaritzada. Això millora i agilitza el seguiment dels indicadors rellevants que ens ajuda a identificar àrees de millora i prendre mesures correctives segons sigui necessari.

Aquest curs 2023-2024 està ple de bones notícies...

Sí, tenim el NABBS de secundària amb molt bones qualificacions i ara la ISO de l'escola. Estem molt contents perquè això és fruit de la feina d'un gran equip. Estem molt orgullosos de la feina que estem fent i de com s'està duent a terme.

Per tant, la valoració d'aquest curs acadèmic és positiva...

Sí, sobretot m'agradaria destacar l'esforç de tot l'equip. Aquest any ha estat especialment intens amb la reestructuració, i tots hem treballat molt intensament i en la mateixa direcció. És un èxit de tot l'equip.

Què destacaríeu d'aquest curs?

Moltes coses, però una de les més importants és la unificació de tots els nivells educatius. La fusió entre infantil, primària i secundària era un objectiu important i hem aconseguit treballar conjuntament com a un sol equip. Això és fonamental pel bon funcionament de l'escola i per continuar desenvolupant i implementant la nostra missió i visió com a escola.

Aquest any també hi ha dues graduacions...

Sí, és un motiu doble de celebració. Veure els alumnes graduant-se no és important només per als individus involucrats sinó també per a

tota la comunitat escolar. Representa una culminació d'esforços, una transició a la següent fase de la vida, i un motiu de celebració i d'inspiració.

I podeu veure tot el progrés acadèmic i personal de tots aquests alumnes, tot allò que s'ha anat treballant dia a dia a l'escola....

Els resultats acadèmics són molt importants, però, sobretot, en essència, veure i sentir que estan preparats per al següent pas és la culminació de la dedicació, impacte i influència d'un equip, d'una escola en la formació de les vides dels seus alumnes. És un moment d'orgull, satisfacció i reafirmació del profund paper que juguen els mestres en l'educació i la societat.

Treballar en una escola és una feina intensa i una gran responsabilitat.

Sense cap dubte. L'equip és fonamental. Cal reconèixer i agrair el treball de cadascú.

Parlar de tot allò que és positiu.

Exacte, tots, des dels alumnes fins als professors i les famílies, mereixen tot el reconeixement. De vegades es dona per fet la feina dels altres i cal parar, reconèixer a l'altre, veure tota la feina que està fent, i felicitar-lo. La feina d'educar, és una feina de molta dedicació, és un rol profundament humà i relacional que requereix habilitats emocionals i una consciència de les pròpies emocions i les dels altres. El positivisme és imperatiu per poder desenvolupar el nostre rol.

De cara al curs vinent, què us agradaria treballar?

Volem continuar creant una cultura de col·laboració entre tota la comunitat escolar. Tot això que estem aconseguint amb els nostres alumnes/as dintre de l'escola, ens agradaria continuar traspasar-ho a tota la comunitat escolar.

Us desitjo un bon estiu a tots a totes!



Certification

Awarded to

**THE BRITISH SCHOOL OF COSTA DAURADA - SERVEIS D'ATENCIÓ
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Sílvia Severino: 'La regulación emocional es la base para la buena gestión personal y académica'

By Glòria, Paula, Samuel

Hablemos de salud emocional. ¿Qué es el Departamento de SEND & WELLBEING y qué trabajo estás desarrollando en la escuela?

Estoy coordinando el departamento de SEND & WELLBEING. En el departamento de SEND

ayudamos a alumnos con dificultades y también a los que destacan, ajustando el currículum para que todos puedan desarrollarse correctamente. El departamento de Wellbeing se centra en el bienestar emocional de todos los alumnos. Queremos que todos los alumnos se sientan saludables, aceptados, contentos, con emociones agradables, y que si en algún momento hay

algo negativo, que sean capaces de poderlo expresar y de solucionarlo.

El Departamento de Wellbeing es una novedad de este curso... ¿De dónde nace la idea?, ¿Por qué se creó?

La escuela creció mucho y vimos la necesidad de estructurar la gestión emocional. Creamos Wellbeing para trabajar de forma coherente desde EYFS hasta secundaria y también incorporar a los padres.

Y aquí entra otro proyecto nuevo de este curso, School for Parents...

Sí, School for Parents es idea de Laia Monguió. Ella siempre tiene presente a las familias de la escuela, y le gusta escucharlas. School for Parents es también el resultado de esta parte tan social que tiene ella, de sentir al otro y de abrazarlo.

¿Cuál es el objetivo de School for Parents y qué temas habéis tratado?

Ofrecemos un espacio para que los padres hablen de las inquietudes que tienen con la educación de sus hijos. Hemos tratado temas como el sueño, el aprendizaje, la alimentación, la sexualidad, la tecnología y el duelo, entre otros. También hay otros temas que preocupan mucho a los padres como el porno, las redes, las pantallas...

¿Y cómo se aplica el Wellbeing en el colegio?

Al inicio del curso tenía las listas de todos los alumnos. Hicimos un seguimiento de cada uno: íbamos viendo cómo estaban a nivel emocional, a nivel académico, a nivel de conducta, a nivel de relaciones de amigos, relaciones familiares... Ahora tenemos una gráfica de cada alumno, podemos ver en qué aspectos debemos estar más atentos y trabajar aquellos puntos que sean necesarios.

¿De todos? ¿Hicisteis una evaluación inicial del estado de cada alumno?

Sí. De todos, no nos dejamos ningún alumno. Fue un trabajo en equipo con las tutoras del curso anterior, las tutoras del curso actual, Miss Mònica.. y en el caso de secundaria, con Miss Galvaen y Miss Sara Carmona... Y fuimos haciendo como una radiografía para detectar cualquier situación.

¿Y qué lectura puedes hacer de esta radiografía, a nivel general?

Vi mucha funcionalidad.

Buenas noticias...

Sí, y seguimos trabajando porque queremos que en todo momento los alumnos sepan que pueden acudir a cualquier miembro del

personal si no se sienten bien. Decirles: Aquí tienes una profesora, tienes amigos, tienes una persona del comedor, tienes la persona que está en conserjería, la persona de limpieza... Hay mil personas en esta escuela a las que te puedes dirigir y decir: no estoy bien.

¿Qué más podemos hacer para ayudar a nuestros niños?

Fomentar la escucha activa sin presionar. No forzar a los niños a hablar sino están preparados y no juzgar sus emociones.

¿Y qué respondes a los niños que no saben qué les pasa?

Les digo que estoy con ellos y que pueden contar conmigo en cualquier momento.

*Queremos que
los niños se
regulen
emocionalmente,
sean
responsables y
capaces de
resolver
conflictos*

Es como una carrera de fondo...

Lo que buscamos es un recorrido de tren... Queremos que los niños se regulen emocionalmente, sean responsables y capaces de resolver conflictos. Es decir, niños con una buena capacidad de regularse, de no dar golpes, puñetazos, chillar a otro... Que sean

capaces de tener una autorregulación y que sean responsables emocionalmente. Para mí ese es el objetivo final que tengo con todos ellos. Que sean niños, que cuando salgan de esta escuela, sean capaces de respetar a los demás y decir "No" a situaciones que hagan daño.

Que digan "Stop, I don't like it"

Exacto. Esto es una bandera con la que ya trabajamos antes de llegar a primaria. Es un camino que tenemos que recorrer como escuela. Enseñar a los niños a respetar a los demás y a ser respetados.

Hablemos del proyecto del Doctorado Industrial sobre la Regulación Emocional que estás realizando en la escuela. ¿Cuál es el objetivo?

Estoy analizando y estudiando la resiliencia y la regulación emocional como bases para la buena gestión académica y personal.

Y aquí entra The British School of Costa Daurada...

Salió la posibilidad de presentarme a unas pruebas y me dieron lo que es el doctorado industrial. Se otorgaron 38 premios, el nuestro era uno. Es un doctorado coordinado por la Dra. Josefina Canals, que es Médica y Catedrática de Psicopatología Infanto-Juvenil, y la Doctora Nuria Voltas Profesora lectora Serra-Húnter en el ámbito de la Psicología del Desarrollo y la Educación.

Luego tienes que tener una empresa que quiera trabajar con esta idea. Y le pregunté a Gerard Monguió si quería esa idea para el cole, si quería investigar acerca de la regulación emocional como factor protector de salud mental y académico. ¡Me dijo que sí, que claro! Me preguntó qué necesitaba y aquí estoy, muy contenta.

¿Qué aspectos habéis trabajado en una primera fase?

Informamos a las familias y las invitamos a participar en el proyecto. Hicimos unos cuestionarios muy exhaustivos. Es como una analítica de sangre a nivel emocional. Sabemos qué niños van a poder sufrir de aquí a unos años algún tipo de trastorno y cuáles no. Por lo tanto, es una detección precoz.

¿Cuántos niños han participado?

Participaron 195 de los 345 posibles.

¿Un éxito?

Sí, y el proyecto está creciendo en otras escuelas.

¿Las familias tienen acceso a los resultados del cuestionario?

Sí, claro, les voy a facilitar un informe con todos los inputs que hemos analizado. Por ejemplo, si su hijo se siente seguro en la escuela, si tiene ansiedad, si tiene depresión en la escuela o en casa, si tiene amigos, si es un niño que puede estar sufriendo bullying, si puede estar haciendo el acoso escolar a otro compañero, si se siente bien con su cuerpo, si no, si sus conductas son normales, son atípicas...

¿Qué más?

Probabilidad de TDAH, probabilidad de autismo, también podemos ver la probabilidad de desórdenes sociales y de trastorno de la conducta. De todo esto la familia recibirá un informe y ellos serán quienes decidirán si lo facilitan a la escuela, a las tutoras y a la dirección o no.

Para ir terminando... ¿Nos puedes decir tres pilares para ayudar y acompañar a nuestros hijos en esta carrera de fondo o en este recorrido de tren del que hablábamos antes?

Yo creo que en primaria... La premisa es nunca mentir a nuestros hijos, para evitar que en secundaria nos mientan.

¿La segunda?

No forzar a nada, para evitar que en secundaria sean niños forzados. Por ejemplo, soy partidaria de no forzar a comer. Soy partidaria de no forzar a que los niños tengan que besar, que tengan que abrazar, para que luego...

¿Y la tercera?

La tercera sería escuchar siempre, aunque lo que nos tengan que decir no nos guste.

O sea, tratar de construir un puente entre primaria y secundaria...

Sí. Para mí las bases son, en primaria, preparar el campo para luego poder sembrar y recoger. Generar espacios para poder hablar y generar confianza es fundamental..

SCHOOL FOR PARENTS: ESCUCHAR Y COMPARTIR



lo que permite que surjan conversaciones significativas y profundas. Y así es como School for Parents se ha ido convirtiendo en una oportunidad para abordar temas relevantes y complejos. Aquí también se trató el duelo, la muerte y la

pérdida de un ser querido. En este espacio seguro, los padres y las madres, tienen la libertad de expresar sus inquietudes y compartir experiencias.

Aquí, los padres encuentran apoyo emocional y se sienten empoderados al saber que no están solos en los desafíos de la crianza. A través del intercambio de ideas se exploran diferentes enfoques y estrategias para abordar situaciones difíciles.

School for Parents es mucho más que una serie de encuentros en los que se habla de un tema propuesto. Es un espacio en el que los padres y las madres pueden escuchar, compartir y seguir aprendiendo. School for Parents es una manera de tejer vínculos y una nueva oportunidad para formar parte de una comunidad unida por un objetivo común: criar a nuestros hijos y a nuestras hijas de la mejor manera posible.

Text by Mar Cirera

The British School of Costa Daurada ofrece un lugar de encuentro para los padres y las madres del colegio, un espacio donde la reflexión, la escucha y el respeto son algunos de los pilares de School for Parents.

Esta iniciativa nació del Departamento de SEND&WELLBEING y durante todo el curso han ido realizando encuentros, todos ellos, dirigidos por la psicóloga Silvia Severino. Han abordado temas como por ejemplo: el aprendizaje, la alimentación, la tecnología, el sueño, las redes... cuestiones siempre relacionados con la crianza y la educación de los hijos.

Se respira confianza y la psicóloga Silvia Severino fomenta la apertura y la honestidad,

¿Cómo no caer en la adicción tecnológica de la era digital?

El último tema que se trató en School for Parents de este curso 2023-2024 fue la adicción a las pantallas. Es una preocupación creciente

porque puede afectar al bienestar mental, al rendimiento académico y a las relaciones interpersonales. Es importante establecer

límites saludables y fomentar actividades fuera de la pantalla para un desarrollo equilibrado.

¿Existe un problema?

La conducta adictiva la definimos a través de:

- Relevancia
- Pérdida de control
- Tolerancia
- Fuerte dependencia psicológica
- Pérdida de interés por otras actividades gratificantes
- Interferencia grave en la vida cotidiana

Recomendaciones:

1. Dosificar el tiempo
2. Identificar sus seguidores
3. Hacerse respetar
4. Diversidad de contenidos
5. Fuera del radar
6. Huella digital
7. Unitarea vs multitasking
8. Transferencia del aprendizaje
9. Tiempo libre presencial
10. ¿Cuándo dar el móvil a los hijos?

School for Parents: ¿Cómo te puedes apuntar?

1 Durante el curso escolar, unos días antes de cada encuentro, Silvia Severino, Head of SEND & WELLBEING, envía un mail en el que explica el tema que se tratará en el siguiente encuentro.

2 School for Parents es un espacio gratuito y todos aquellos padres y madres que quieran asistir a esta reunión, solo tienen que inscribirse a través de la app.

3 El horario de la reunión es de 15.00 a 15.55h para poder recoger a los hijos/hijas a la salida del colegio.



André De Ronne
Forest School Leader

Photo: Samuel

Mr. De Ronne: 'The children learn lots of new skills in the forest'

By Glòria, Paula, Samuel

What days and what year groups go to the forest?

I take a group from the Reception classes each morning from Monday to Thursday. The Year 1 classes go on Monday and Tuesday afternoon. The Year 2 classes go on Wednesday and Thursday afternoon. The Year 3 classes go on Friday..

What different activities do the children do in the forest?

The children do all sorts of activities. Some of the activities are linked to the topics that they are doing in class e.g. studying plants or making a Roman shield. Other activities include building shelters, learning how to tie knots and lashings, as well as using tools safely. The children also suggest ideas for activities and have some freedom to play.

What are the objectives of forest school?

To learn how to solve problems, persevere

when faced with a challenge, and to become confident, creative, independent learners. To learn about, respect and show an interest in our local environment. To recognise some of the plants and animals we come across. To learn how to use tools, tie knots and lashings, use natural materials and play safely.

What materials do the children need?

They need their PE kit, a waterproof jacket and trousers, wellington boots, a rucksack, water bottle and a hat. They also need spare clothes in case they get wet and muddy.

Why do the children do forest school at BSCD?

It is an important activity for the children to do as it teaches lots of skills in a different way to being in a classroom. The children are in contact with nature, get plenty of exercise and spend time in our wonderful forest.

What is the necessity of having forest school?

Everybody learns in different ways so forest school gives everybody a chance to do different activities outside of the classroom. They can move around more, work in different groups and have a chance to explore their own ideas for activities.

What are the safety measures for when leaving the school grounds?

The children walk in pairs in a line as we go past the car park. If we see any cars or bicycles on the track, they move to the left side.

Sometimes we see dogs, but the children know to stand still and be quiet whilst it goes by.

They have to keep an eye on the ground for any animal faeces and walk around it. They are asked not to touch any mushrooms or berries, and never to put anything in their mouths. They are also warned about going near the processionary caterpillars and touching rubbish, particularly broken glass. Once we are in the forest, they can use sticks that are shorter than their arms but shouldn't throw anything. I also have a first aid kit in case they do have a little accident.

What do the children learn from having forest school?

Over the year, the children have learnt lots of different things, from remembering what they need to take with them to learning the names of some of the plants and animals we see. They improve their balance and co-ordination, learn how to move around safely, take risks, use tools and tie knots and lashings. They also learn how to solve problems and play with other children.

What are the benefits of going to the forest?

The children learn lots of new skills and spend time outside. They get lots of exercise and fresh air and have a chance to learn in a different environment.

What do you learn by teaching the children forest school?

I have learnt a lot this year, especially about the plants that grow in our forest, as well as practising different knots and lashings. I have also had a chance to work with Reception children which I had not done for a long time.

They get lots of exercise and fresh air and have a chance to learn in a different environment

The children are in contact with nature, get plenty of exercise and spend time in our wonderful forest

Could you tell us an anecdote of going to the forest that is funny to you?

One of my favourite forest school sessions was with a Year 1 class a few years ago. It was raining a lot, which doesn't happen very often, so they were very excited to have a chance to walk in the puddles. They then decided it was a good idea to jump and make a big splash to try to get the teachers wet too! Everybody got wet and a muddy but had huge smiles as we went back to school.

Why don't some primary classes and secondary classes have forest school?

The school is getting bigger every year, so unfortunately, I am not able to go to the forest with every class. Maybe in the future there will be another forest school teacher so that all the classes can go.

What has changed in the activity of forest school? Do you teach it the same way as you used to when you started?

Forest school has changed a lot from when I started in this school. We now have an amazing outdoor classroom, a traversing wall and lots of tools and other resources to use during the sessions. This means that the children can do a much wider range of activities.

Have you ever referred to climate change to the children?

Yes, we have spoken a lot about climate change and how it affects us. We have noticed that it is

not so cold in the winter and we don't get much rain, so no muddy puddles to splash in! The children have also found out about people like Greta Thunberg and Sir David Attenborough in their lessons in class. We then made video documentaries in the forest about the animals and plants and how to look after them.

The children are usually very interested and excited by the things we find, so we take time to look at what we find.

We have also seen spiders, stick insects, praying mantises, centipedes...

Do you use the vegetable garden in class? Why? Why not?

Yes, we do. It was built by all the classes I do forest school with so that we can look at the different minibeasts that live there. The teachers can also use it for their lessons about animals and habitats. It also teaches the children about how important the environment is and that we share our school with lots of different creatures.

What animals have you found in the forest while teaching and how do you react?

We have found all sorts of things. The most common insects are ants, butterflies and different species of beetle. We have also seen spiders, stick insects, praying mantises, centipedes, woodlice, snails and even a scorpion. There are lots of different species of birds too. We sometimes see lizards and rabbits if we are quiet. The children are usually very interested and excited by the things we find, so we take time to look at what we find. Occasionally, some of the children are a bit afraid of the insects so we talk about how they cannot hurt us and that they are more afraid of us humans.

What is the main message you want to transmit to the pupils?

The main message that I want to transmit is care and respect for our forest, the animals and plants that live there and for each other.



IN TRIUMPHS: OUR 2024 WORLD BOOK DAY WRITING CONTEST



Text by Miss Bostarek

World Book Day holds a special place in our hearts as we celebrate the magic of storytelling and the power of language. At the BSCD, we marked this occasion with a second writing competition that once again showcased the literary talents of our students.

World Book Day is celebrated globally to honor the joy of reading and the importance of literature. In English culture, it commemorates the lives of renowned authors William Shakespeare, Inca Garcilaso de la Vega, as well as Miguel de Cervantes. This day coincides with

Sant Jordi Day, a Catalan tradition where people exchange books and roses to honor Saint George and celebrate literature.

Under the theme of "Metalanguage," students across Primary to Secondary explored literary and linguistic terminology through the art of storytelling and poetry. In Primary, students crafted their narratives and verses in English, Catalan, and Spanish, while Secondary wrote poems in German too. The quality of submissions reflected the dedication, imagination, and hard work invested by our students. Amidst the impressive array of entries, selecting winners was a challenging task.

NEWS

Without further ado, I am pleased to announce the winners of our writing contest:

	English	Spanish	Catalan	German
Year 1B	Planet Mars "The Fullstop"	Cira	Paper	
Year 1F	Mango	Gatuna	Goku	
Year 2D	Beautiful Flower	Messi Ronaldinho Caucho	Cuci	
Year 2H	Flores Rosas	La Rosa	Muntanye	
Year 3N	Sunshine	Martina 2	Mr Tonto	
Year 3H	Reader	Pepsi Bayar	April Girl	
Year 4N	Dancing Girl	Luna	Aliv Leibaglad ih	
Year 4W	Pudding	Púrpura	Flor	
Year 5D	Light Purple 12	Caffeine	Prèssec	
Year 5B	Ailama2014710	La Torre Eiffel	Edgar	
Year 6P	Aesthetic	Abril	Colmillo Blanco	
Year 7P	King Kebab	Patty William's Best Friend	Anónimo1	Chiquitín
Year 8W	Lord Judas McCucumber	La Fresita	Nicole la Cirera	Staedtler
Year 9C	German Man	La Mejor Poeta	Sancho Panzo	Kyoto

Body As we compile the winning and finalist entries into a commemorative publication, I extend my gratitude to all who contributed to the success of this project, from our dedicated teachers to our enthusiastic students. Special recognition goes to Mr. Dill, our drama teacher, for his initiative in arranging a workshop on "Shakespeare in Modern Culture," enriching the literary experience for Years 6-9.

As we look ahead, let us continue to foster a love for storytelling and language, nurturing the literary talents of the next generation. Here's to another year of literary exploration and celebration!





Sports day, a trilling celebration of athleticism and teamwork that brings out the competitive spirit in all of us!

Text by Nil Y8 & Dante Y7

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Sports day is a very well liked day in The British School of Costa Daurada, the teachers put a lot of effort into preparing cool and fun activities for the pupils, most of them love the activities.

Place where Sports day 2024 was held

The various activities were carried out in the 'Anella Mediterrànea de Campclar'. A sports facility built to hold the XVIII Mediterranean Games.

Activities done in Sports day 2024

1. Long jump
2. 800 metres race
3. Weight throw
4. Tennis ball throw
5. 80 metres race
6. Triple jump
7. Relay race



CARNIVAL MASKS

Text by Bruno & Lupe Y8

The whole of Secondary (Year 7, Year 8 & Year 9) worked on a fun and very creative project, designing and making our own Carnival masks. We started thinking about the design when we returned to school from the Christmas holidays and everyone finally finished just a week after the scheduled date: Carnival.

The three classes got into the same process of how to make a mask, although each pupil focused on their own unique design. Two weeks after starting to create the masks, you could already appreciate some very imaginative ones decorated with colourful feathers, sequins and many more decorations.

The process started by putting plaster covered bandages (otherwise known as ModRoc) in water and adding it onto our premanufactured paper face masks. After we had let them dry for 7 days, we started adding paper clay (which is premade paper maché) onto the masks to give them a funny and creative effect. Furthermore, each pupil painted their mask using acrylic paint colours of their choice. We then added elastic strings to them so that we could put them on.



On the day of Carnival, Miss Jack, our amazing art teacher, let us bring them home to celebrate in our own way.

All of this would not have been possible if it weren't for our incredible art teacher, Miss Jack, and her creative ideas.



THE BSCD DAY OF THEATRE



Text by Mr Dill

Since Christmas, the focus in drama at secondary school and in Year 6 in primary has been on four works by Shakespeare: A Midsummer Night's Dream (Y6), The Tempest (Y7), Macbeth (Y8), and Romeo & Juliet (Y9). The drama department collaborated with the English department to expand our pupils' knowledge of Shakespeare. (Year 7 studied The Tempest, and Year 9 studied Romeo and Juliet in English literature classes.)

In February, BSCD offered our pupils the opportunity to see a professional performance of Macbeth at the Teatre Lliure in Barcelona. Those who attended with their parents had a thoroughly enjoyable experience. This was followed up by a talk given by Adrian Cabezas (a Shakespearean actor) on World Book Day/St. Jordi. Adrian delivered a tailor-made performance (focusing on the plays our pupils were performing) on Shakespeare and the relevance of his work in today's pop culture.

On May 24th, pupils finally had the opportunity to perform some of their work at the first

NEWS

Theatre Makes Us Good Theatre Festival for schools. Our young actors (from Years 6–9) had the chance to perform alongside actors from five other schools. In addition to showcasing their acting skills, our pupils attended workshops and watched professional actors in action. The fun day concluded with lunch and prizes awarded to the best actors at the festival. 200 pupils and 30 teachers collaborated to make the event a great success. BSCD extends thanks to the following schools for their participation in the event: Richmond International School (Sant Pere de Ribes), The Olive Tree School (Sant Pere de Ribes), Deutsche Schule (Barcelona), École Française Ferdinand de Lesseps (Barcelona), and Institut L'Agulla (El Catllar).

Nearing the end of 2023-2024, it was time for some final school celebrations in UKS2. At the end of May, Year 4 performed *The Clown Who Couldn't Smile*, and Year 5 performed *Harry Rings: Lord of the Potters*; bringing joy to their

parents. After much dedication, Year 6 finally had the opportunity to perform Shakespeare's *A Midsummer Night's Dream*. It was exceptionally well-received, and the pupils did an excellent job performing it.

The year concluded on 17th June with our KS3 Secondary school pupils performing at the Teatre Tarragona. Our young Shakespearean thespians finally had their moment of glory upon a grand stage. The evening culminated in welcoming Year 6 to secondary, which was celebrated by students and parents alike.

The drama department does not work independently; it requires the support of teachers and management to be successful (not to mention the enthusiasm of our pupils). This has been an amazing year in drama, and these events could not have been carried out without their unwavering support. Thank you to all for helping make 2023-2024 a successful year in drama.





Text by Miss BOstarek

El pasado 18 de mayo, un nutrido grupo de alumnos de BSCD acudió al Goethe Institut de Barcelona para rendir los exámenes oficiales de lengua alemana que ofrece este centro. El Goethe Institut es la entidad de referencia para el estudio de la lengua alemana en todo el mundo. Las certificaciones de alemán emitidas por este prestigioso instituto gozan de reconocimiento internacional, y son necesarias para cursar estudios en Alemania.

Este año, 35 de nuestros estudiantes de Year 6, Year 7, Year 8 y Year 9 se desplazaron a Barcelona para presentarse a los exámenes de nivel A1 y A2. Para testar la dificultad de estos exámenes, en el mes de marzo habíamos hecho unas pruebas previas.

La realización de los exámenes del Goethe Institut es absolutamente voluntaria. Nuestro objetivo es ofrecer a nuestros estudiantes una oportunidad de ponerse a prueba haciendo unos tests oficiales fuera de su entorno habitual, rodeados de estudiantes de otros centros educativos, y bajo la tutela de profesores a los que no conocen. El hecho de desplazarse al Goethe Institut de Barcelona para hacer los

exámenes ya es una experiencia interesante e importante, puesto que pone a prueba la madurez y la preparación de nuestros alumnos.

Nuestro centro fletó un autobús para llevar a Barcelona a 22 estudiantes (los otros 13 viajaron directamente al Goethe Institut con sus familias). Los alumnos del bus estuvieron en todo momento acompañados por la profesora de alemán y por un grupo de madres voluntarias que hicieron posible que esta actividad se desarrollara de forma segura y sin dificultades de organización.

Desde aquí queremos celebrar el buen hacer y el excelente comportamiento de todos los estudiantes de BSCD que acudieron al Goethe Institut, y expresamos nuestra satisfacción ante el hecho de que el alemán también sea parte de nuestro entorno educativo.

El próximo curso, BSCD seguirá ofreciendo la asignatura de Alemán como lengua extranjera a partir de Year 5. Actualmente, unos 140 alumnos de Primaria y Secundaria estudian alemán. Esta lengua se ofrece también como opción de GCSE, y su aprendizaje dentro del currículo escolar está reforzado por diversas sesiones extraescolares.

BSCD... auf Deutsch!

Text by Miss Bostarek

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Am 18. Mai besuchte eine große Gruppe von Schülern der BSCD das Goethe Institut in Barcelona, um die offiziellen Deutschprüfungen dieses Zentrums abzulegen. Das Goethe Institut ist die Referenzinstitution für das Erlernen der deutschen Sprache weltweit. Die von diesem renommierten Institut ausgestellten Deutschzertifikate genießen internationale Anerkennung und sind notwendig, um in Deutschland zu studieren.

In diesem Jahr reisten 35 unserer Schüler aus Year 6, Year 7, Year 8 und Year 9 nach Barcelona, um die Prüfungen auf den Niveaus A1 und A2 abzulegen. Um die Schwierigkeit dieser Prüfungen zu testen, haben wir im März Vorprüfungen durchgeführt.

Die Teilnahme an den Prüfungen des Goethe Instituts ist völlig freiwillig. Unser Ziel ist es, unseren Schülern die Möglichkeit zu bieten, sich durch offizielle Tests außerhalb ihrer gewohnten Umgebung zu testen, umgeben von Schülern anderer Bildungseinrichtungen und unter der Aufsicht von Lehrern, die sie nicht kennen. Die Reise zum Goethe Institut in Barcelona, um die Prüfungen abzulegen, ist bereits eine interessante und wichtige Erfahrung, da sie die Reife und Vorbereitung unserer Schüler auf die Probe stellt.

Unsere Schule organisierte einen Bus, um 22 Schüler nach Barcelona zu bringen (die anderen 13 reisten direkt mit ihren Familien zum Goethe Institut). Die Schüler im Bus wurden die ganze Zeit von der Deutschlehrerin und einer Gruppe freiwilliger Mütter begleitet, die dafür sorgten, dass diese Aktivität sicher und ohne

organisatorische Schwierigkeiten ablief. An dieser Stelle möchten wir das gute Verhalten und den hervorragenden Einsatz aller BSCD-Schüler, die zum Goethe Institut kamen, loben und unsere Zufriedenheit darüber ausdrücken, dass Deutsch auch Teil unseres Bildungsumfelds ist.

Im nächsten Schuljahr wird die BSCD weiterhin Deutsch als Fremdsprache ab Year 5 anbieten. Derzeit lernen etwa 140 Grund- und Sekundarschüler Deutsch. Diese Sprache wird auch als GCSE-Option angeboten, und ihr Lernen im Schulcurriculum wird durch verschiedene außerschulische Angebote verstärkt.

END OF YEAR PARTY



The British School of Costa Daurada organized a fantastic party to celebrate the end of the 23/24 school year. It was a joyous event where families and students gathered to bid farewell to the academic year.

Everyone had a blast with a variety of fun activities. There were bouncy castles and water games that kept the kids entertained for hours. A special kids' show and a mesmerizing magic show added to the excitement. The swimming pool was a big hit, providing a refreshing escape from the heat.

For those who love to dance, Zumba Kids sessions were a perfect way to get moving. Face painting added a splash of color and creativity, making the event even more memorable.

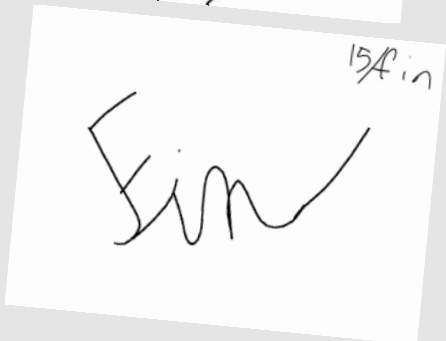
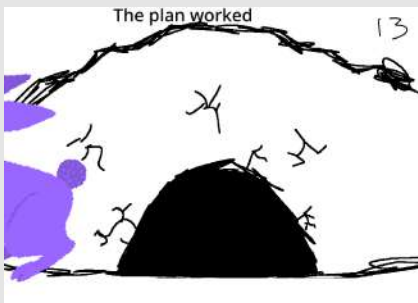
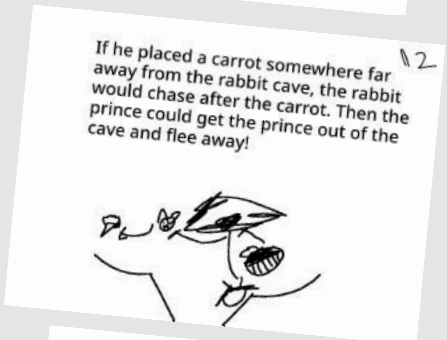
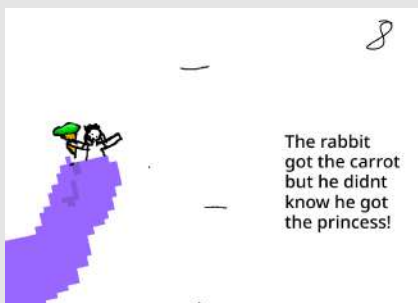
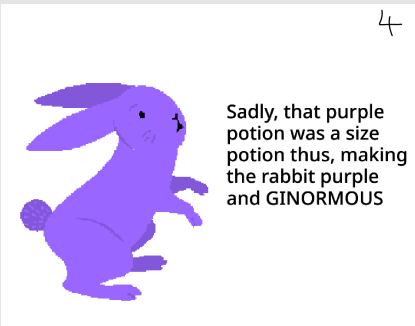
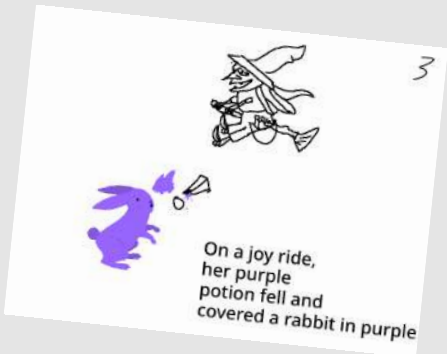
This end-of-year celebration was a wonderful way to bring the school community together, marking the end of a successful school year with smiles and laughter.

NEWS



COMIC

Text by Samuel



Solidaridad con una escuela en Sri Lanka



The British School of Costa Daurada ha demostrado su carácter solidario una vez más al brindar apoyo económico a una escuela en Hikaduwa, situada en el suroeste de Sri Lanka. Esta zona fue devastada por el tsunami de diciembre de 2004 y aún hoy lucha por recuperarse.

El colegio colaboró con una donación de 375€ destinada a pavimentar el exterior de la escuela, mejorando así las condiciones para los estudiantes locales. Este acto de generosidad subraya la importancia de ayudar a otras instituciones educativas, fomentando una comunidad global más unida y solidaria.

Una familia de nuestro colegio tuvo la oportunidad de visitar la escuela en Sri Lanka. Durante su visita, conocieron a los niños y experimentaron de primera mano la hospitalidad de los profesores y de toda la comunidad.

Este encuentro no solo reforzó los lazos entre ambas escuelas, sino que también inspiró un profundo sentido de empatía y colaboración entre nuestros estudiantes.

Este gesto de solidaridad es un testimonio del compromiso de The British School of Costa Daurada con el apoyo a la educación en todo el mundo.

A closer look: BABIES



A closer look: TODDLERS



A closer look: TODDLERS



A closer look: PRE-NURSERY



A closer look: NURSERY

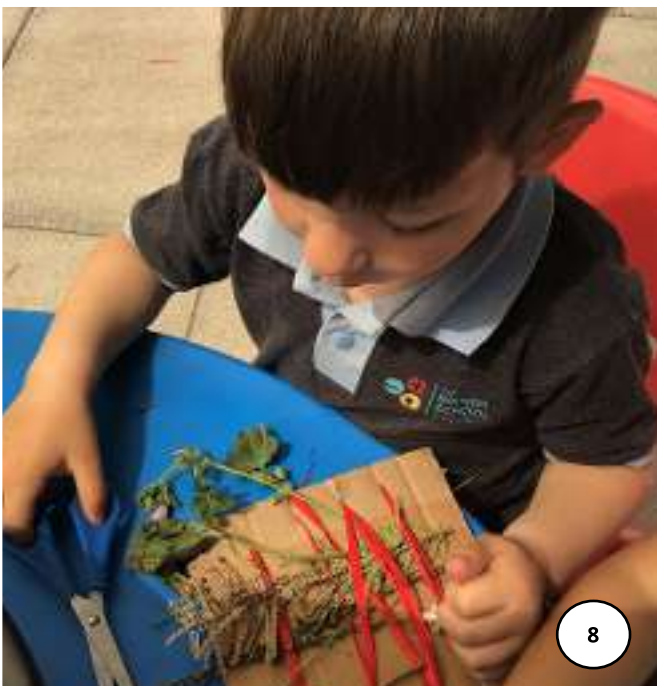




6



7



8



9



10

Children in Nursery classes have been exploring changes to the natural world around them using all their senses, with the help of magnifying glasses and binoculars. (photos 1, 2 & 3) They have been exploring clay and how they can affect changes to it by squeezing, rolling, patting and stretching. They combined different materials and used different techniques to create representations of objects, people and animals of their interest. (photos 4, 5 and 6)

They used their imagination while in small and large construction areas, working together to build and balance. (photo 7)

They loved junk modelling and other activities in the art area, where they combined different mediums to create new effects. (Photos 8, 9 and 10)

A closer look: RECEPTION



This academic year has been especially significant for our Reception students as they close one chapter and prepare to start primary school next term. To mark this milestone, we held an emotional graduation celebration filled with joy and pride. The students sang and danced, showcasing their talents and hard work. Families attended to share in this special day, offering their love and support. The ceremony was a beautiful tribute to the children's achievements and a heartfelt

send-off as they move on to the next stage of their educational journey. The atmosphere was electric with excitement and anticipation for what lies ahead. We are incredibly proud of our Reception graduates and thrilled to see them embark on their new adventure in primary school. This memorable event created lasting memories for everyone involved, highlighting the strong community spirit and the unwavering encouragement from families, teachers, and friends.

A closer look: YEAR 1





To the Moon and Back has been the focus of learning throughout this final term in Year 1! We have taken a journey through the ages, exploring all varieties of transport and how they have developed into the modern day.

At every given opportunity, we have ensured that we have connected the theme of our topic to other areas of learning, such as literacy, where each story has taken us on journeys and adventures around the globe, and science, where we became investigators and tested an array of materials, discovering their properties.

In Maths, we have deepened our knowledge

exploring numbers up to 100! We have dipped our toes in multiplication and division and fractions in preparation for our future learning journey!

The fun doesn't stop there though! We kicked off our school trips by visiting La Mascota i el Jardí, where we had a hands-on experience with the animals, consolidating prior learning about animals. Then, we put on our running shoes and had a fun-filled morning in the Anella Mediterrània, doing our personal best completing all the events. To top things off, we had a wonderful morning at Port de Tarragona.

A closer look: YEAR 2H



Carla Lopez

This term we learned the word 'onomatopoeia', which includes words like flip-flop, splash, ding-dong, poof and boom! We also learned about Everyday Materials like metal, cotton and string. In Transport we learnt about trains, cars and aeroplanes and in Maths we learned about money and making one hundred cents which is the same as a euro!

Ferran Hinojar

This term we learned about transport. The first cars were made of wood. Then we learned about aeroplanes. The first aeroplane was made by the Wright brothers. I would never like to fly in their plane as it didn't have seats, nor walls and if it didn't have walls, it didn't have windows either!

Elena Hernandez

This term in Maths we learned about money and adding up money. In Science we learned

about Everyday Materials and their properties like transparent, brittle and hard. In Art, we have been making clay relief transport.

Lliser Romeu

This term we've been learning about Everyday Materials. Materials are used for astronaut's suits, for example gold and elastic. We've been learning how materials change shape, experimenting with playdough. We've also learned about transport. One of the vehicles we've been learning about are trains in the past, comparing them with trains in the present.

Noah Padros

We learned about onomatopoeia, the history of transport, everyday materials and we conducted an experiment on insulation using cotton, foil and bubble wrap.

Indira Garcia

This term, one of our 'Words of the Week' was 'onomatopoeia'. Onomatopoeia are sounds of

A closer look: YEAR 2H

people or things like scratch, splash, tick-tick and ding-dong.

Alba Lopez

This term we've been learning about Everyday Materials. Some materials are used for astronauts like gold to reflect the sun so that astronauts can see in space.

Valenti Vispo

This term we have learned about aeroplanes, cars and trains.

Carlotta Pasetto

This term we have learned about transports like trains. Trains go by railway. We learned about 'onomatopoeia' which are words like flip-flop. In Maths, we have learned about time. When the big hand points to 12, it means that it's o'clock and when the big hand points to 6 it means that it's half past or _30! We need materials to make clothes and to go to space. We need gold to reflect the sun when in space.

Memphis Schreutelkamp

This term we learned about 'onomatopoeia' like flip-flop, splash, ding-dong, poof, woosh and crash!

Alexia Amurgo

This term we have learned about bending, twisting and stretching materials like playdough.

Martina Torreda

This term "W.A.L.T. use onomatopoeia."
Onomatopoeia describes a word that you say like it sounds, like boom, chip-chap, flip-flop, tick-tock, broom-broom or ding-dong. Now you know what onomatopoeia means! The End.
Author, Martina

Sofia Marti

I learned about words called 'onomatopoeia', like wow and splash! I learned about transport, like trains and cars and I also learned about everyday materials.

Sança Valles

This term we learned about stretching, twisting and squishing materials like playdough, slime and clay and that materials are chosen because of their properties, like wood. Wood is important because it is hard and tough and we can make shelters and treehouses with it.

Claudia Gonzalez

This term we learned about aeroplanes. Aeroplanes have horns or joysticks. The Wright brothers invented the first aeroplane. Then they improved on their designs and they got better and better and they invented their third aeroplane.

Carla Ferrandiz

This term we learned lots of new words and one of my favourites was 'onomatopoeia'. We smashed, bent and twisted playdough and we learned about transport like motor cars, trains and aeroplanes. In Maths we learnt how to count money and tell the time and in Science we learnt about everyday materials.

Galileo Bofarull

This term I learned about transport, materials and onomatopoeia.

Sophie Roca

This Term we have learned onomatopoeia. This means a sound like flip-flop, tick-tock, boom, splash and moo! Now do you know what onomatopoeia is?

Ot Fortuny

This term we learned about onomatopoeia and we stretched playdough.

Marina Martos

We learned how to smash, bend and roll playdough in Science. We learned about the time and about money in Maths and we learned the new word 'onomatopoeia'.

A closer look: YEAR 2D



Text by Alicia Muñoz, Jaume Alvarez, Ximena Cerqueira and Fadi Nemer.

Literacy

We have been learning about Amelia Earhart. We wrote a biography about her. She went to the Atlantic Ocean and got lost, nobody ever found her or her aeroplane. We wrote a story mountain about Emma Jane, a character from the book "Emma Jane's Aeroplane," she travels around the world meeting different animals. She goes to Paris, London, Venice, Sydney, and Beijing. We also learned about a book called "Oi! Get Off Our Train!" and used it to learn how to use speech marks.

Text by Elsa Villanueva, Biel Maturana, Nil Ramos, Arlet Torrellas and Valentina Carulla

All Day Maths

In Year 2D, we are learning about telling time. We're learning about the time as quarter past, quarter to, o'clock, and half past. So far this term, we've learned about fractions, time, and money.

A closer look: YEAR 2D



We've used coins and notes to tell how much money is in the change. Now, we are moving on to fractions. For example, if we have one pizza and split it into halves. We really enjoy Maths!

Text by Laia Ubiria, Júlia Casajoanes, Catalina Sofia Mendez and Pablo Martin

Topic

In Year 2D, we are learning about the evolution of aeroplanes, trains, and all transports. The Wright brothers invented aeroplanes. The first aeroplanes were simple, and they only flew for 12 seconds. The first trains were without roofs, but now trains have roofs and go on rails. In the past, there were horse carts, and now we have cars.

Text by Daniela Jimenez, Olivia Monguio, Chloe Roca, Nil Fortuny and Yago Sole

Science in Year 2D

We are learning about John McAdam. He

invented macadamization and made roads of big rocks and smaller rocks on top. We did experiments on changing shapes, trying to bend, squish, twist, and stretch different objects. In another experiment, we tested the best insulator using cotton, plastic, and foil. We also made covers for our new Science books.

Text by Sofia Poyuelo, Neire Cordero, Carlos Martin and Diego Martin

La Mascota y el Jardí

We saw many animals like rabbits, parrots, hamsters, turtles, dogs, sheep, cows, and ducks. We cuddled a wolf! We fed chickens, llamas, and ostriches, and after, we had sandwiches for food. After playing, each of us got to ride a horse or a pony. Text by Sofia Poyuelo, Neire Cordero, Carlos Martin and Diego Martin

A closer look: YEAR 3



A Fun-Filled Day at the farm

In April, our class had an amazing adventure to the farm! We had been waiting for this trip for weeks, and it was everything we had hoped for and more! As we arrived at the farm, we were greeted by a friendly farm worker who showed us around the farm. We saw all sorts of animals, including some very special ones! Did you know that baby wolves are actually called wolf cubs? We got to see some adorable wolf cubs playing in their enclosure. We also visited the pigpen and got to see some friendly pigs. We even got to feed them! We also saw some emus, which are like giant birds with soft feathers. They were very curious and came over to say hello.

But that's not all! We also met some friendly dogs who just slept and slept, even though we were running all around. After all that



animal-watching, we took a break and went for a pony ride! Some of us even got to ride on our favourite ponies, which was so much fun! After lunch, we headed to the ball park and explored the playground. We also had a great time playing in the playground and climbing on the jungle gym.

One of the best parts of the day was feeding all the animals. We got to give them treats and watch them eat. It was so much fun! We also visited the sheep and lambs, who were so soft and fluffy. We saw some chickens and cockerels dancing around the farm. And did you know that parrots can talk?! We saw some colourful parrots squawking away in their enclosure. And finally, we saw some love birds showing off their beautiful feathers. They were so pretty!

A closer look: YEAR 3

Explores Ancient Rome: A Journey Through History and Creativity

Text By Miss Neal

This term, Year 3 students have engaged with the topic of ancient Rome, exploring its historical and geographical aspects. From daily life to the expansion of the Roman Empire, they've covered a wide range of topics.

In art and design projects, they've created mosaics and Roman coins, and even built shields and shelters during Forest School sessions. This hands-on approach has allowed them to better understand aspects of Roman life and culture.

Their literacy skills have been sharpened through writing formal letters to Roman emperors, producing non-chronological reports, and crafting newspaper articles related to the Roman theme. Alongside their studies, they've read non-fiction texts about Rome, as well as stories about figures like Romulus and Remus, and explored Roman poetry.

As the term comes to a close, Year 3 reflects on their journey through ancient Rome, gaining a deeper appreciation for the past and its relevance to the present.

Year 3 have thoroughly enjoyed delving into the world of the Romans, finding joy in learning through creativity and curiosity combined with many fun and enriching experiences. Alongside our academic studies, we have relished in



immersive and practical learning sessions such as dressing up, eating, making, acting and singing. Our exploration of Roman life has been both educational and enjoyable, sparking a passion for history and discovery among our students.

A closer look: YEAR 4



Martina Quim Aimar Zac Manu Celeste

La Garrotxa

We met two cute dogs called Kai and Tara. We did lots of activities with the monitors like the macaron game, the disco, a gimcana and a breathing competition and Manu won. We also played night games and in the morning, we had the best breakfast ever! We had nocilla and it was really sweet. We had lots of different food like cola cao. On the bus, we played and talked.

We also went to see a volcano and it was a fantastic volcano, there was a monitor who was a specialist in volcanoes who told us how the volcano broke and he told us about the types of volcanic rocks. We went to a magic forest called



La Fageda d'Jorda and we were separated into Spanish and Catalan groups and the monitors told us about why the trees were so tall and he said that the mountains were bubbles made from when the lava and the water come together. It was cool because we were inside the volcano!

There were some little bugs in the house we slept in. There was a football field and benches we could sit on and some itchy plants.

Amaia, Maria, Lucia, Pol, Julia

Sports Day

We ran 400m around the pitch, and when we were running we got a stitch. We did the long jump and we had to land on our bottoms but

A closer look: YEAR 4



the girls landed on their feet because they're really well balanced. We made a throw with a tennis ball and who threw it the furthest one won. We did a throw with a ball like in Olympic games, then we ran a short run approximately 50m. We did a short warm up with tubes and we were very sweaty and hot. We ate lunch in a park and we saw a little turtle! It was really fun, thank you school.

Allegra, Biel, Cindy, Carlota, Briel

End of Year Show

We've been practicing for the end of year show a lot, especially the the about a Clow Who Couldn't Smile and we have to learn the lines by heart. We need to learn a song about the Romans and then a dance with the song called si-ma-ma-ka, thank you to Mr Alonso (the music teacher) for teaching us it, and Mr Price (the PE teacher) for teaching us a cowboy dance!

Ona, Joel, Alejandro, Alvaro, Mark

Romans

Throughout the term we've been learning about the ancient Romans. In art we made a roman

coin out of clay. On the back of it we wrote Roman numerals whereas on the front we drew ourselves as emperors. We also made 'Wanted' posters of Bousicca, the queen of the Iceni tribe. We made Roman bread too and after we feasted on it, we also had a Roman fashion show that we made ourselves. We used sheets and white cloth to make togas.

Valentina Viveros

The Book Fair

We like to go to the Book Fair because we can buy new books to read. Its always fun to choose our own books. We also learn how to use our money and choose something that we like. Its great to go to the Book Fair in the hall!

Ashlie Quinto

Making Shops in Maths

It was fun! I liked playing with the money because I love Maths! You learn a lot with your teachers because they are the best, and I like the teachers like Miss White. Miss Proctor was helping another group. It was fun to choose the things to sell and to work out the money for giving change.

Ashlie Quinto

Residential trip

We did a party at the Residential Trip and when we went to bed it was very late! We were so tired but it was fun, fun, fun! We danced a lot and played games.

Ashlie Quinto

World Book Day Writing Competition

It was so difficult to choose what to write about but my mum came in to my room and helped me to decide. When we finished I showed my writing to my teacher and she said "wow! Good job Ashlie!" I want to do the competition again next year.

Arnau Moreno

Maths Shops

In Maths we were learning about money. Every

A closer look: YEAR 4

time that we finished our work, Miss White let us use the learning money to play shops. My group was Carla, Valentina, Lucia, Luca, Alejandro and me. My job was to organise the cents, Alejandro's and Luca's was to organise the notes, Lucia's going to sell things to other shops to get money, Carla was secretary and Valentina was THE BOSS. This was our group and we made LOTS of money.

Lucia Carrascosa

Residential Trip

We went to the Residential Trip from the 8th to the 10th of April and on the bus we sang lots of songs. When we got there, we made a treasure hunt and we started at night doing a torch game in the dark. The next day, we went to see a volcano and La Fageda d'en Jorda. It rained and at night we had a disco. The next day we finished the treasure hunt and went back to school on the bus, that took 2:30h. It was the best trip!

Luca Pasetto

Residential Trip

The Residential trip was such a long way away, it took a long time to reach the place. It took 2h and 20minutes and I almost fell asleep on the bus. When we arrived we split into groups to do a Gimkana and it was amazing. The next day we went to a terrifying volcano! At night, there was a disco and they played all the songs that I love. It was the best time.

Carla Fernandez

Shops

In Maths, we made a shop. Valentina, Lucia and I started working together and then we were joined by Alejandro and Luca. Valentina was in charge of the library, I was the secretary and Lucia was getting more products to sell. Arnau was the bank of coins and Alejandro was the bank of notes. We sold things to our friends, deciding the prices and organising special

offers. We had to calculate how much change to give them from different notes. This was to practice what we had been learning about money in Maths. We loved it.

Sports Day

Sports Day was a lot of fun. There were a lot of events to compete in with your team and your class. I won the 400m race by a lot of metres. I was second place in the jumping, 4cm behind the first. My friend Juan won the basketball throwing. I was first in the sprint race by one foot! Sports Day is the best team event day.

Luc Mondejar

The World Book Day Writing Competition

It was the day of the writing competition. Everyone was ready. They all had stories in English, Spanish and Catalan. All the students put them in the boxes days ago. It was the time to announce the winners. The prize was colouring pens with a double side, thin and thick. They all came back happy.



A closer look: YEAR 5



This academic year has been an exceptional one for our Year 5 students. After a year of hard work and overcoming various challenges, they had the opportunity to enjoy an incredible residential trip. During this trip, they participated in a multitude of fun and sporting activities, creating wonderful memories and experiences. It was a fantastic opportunity for them to celebrate their achievements and enjoy a few days of teamwork and free fun. The trip not only served as a reward for their efforts but also strengthened their bonds and provided a well-deserved break. We are proud of our Year 5 students for their dedication and accomplishments and look forward to seeing their continued growth and success.



A closer look: YEAR 6



This academic year has been especially significant for all our Year 6 students as they complete their primary education. After years of hard work and dedication, they have successfully graduated, marking the end of one chapter and the beginning of another. The graduation ceremony was a beautiful and emotional family celebration, filled with joy and pride. It was a heartfelt event that not only

honoured the achievements of our students but also warmly welcomed them into their new journey in secondary school. The occasion was a true reflection of the support and encouragement from families, teachers, and friends, creating lasting memories for everyone involved. We are incredibly proud of our Year 6 graduates and excited to see them thrive in their next stage of education.

A closer look: YEAR 6



A closer look: YEAR 7 - YEAR 9



This year, our secondary students from Year 7, Year 8, and Year 9 had the unique opportunity to showcase their talents in a special event called "Learning Shakespeare." Held at the prestigious Tarragona Theatre, this event served as the End of Year Show for our secondary school. The evening featured three performances, each presenting scenes from different Shakespeare plays, and successfully brought together 500 family members from our school community in one of Tarragona's most important venues.

Directed by Mr. Dill and organised by the Performance Arts Department, the event was a resounding success. It not only highlighted the students' hard work and dedication but also marked the beginning of an exciting new project that we hope to maintain and enhance in the coming years. The performances were a

testament to the students' talent and commitment, leaving the audience thoroughly impressed and entertained.

In addition to showcasing the skills of our secondary students, the event also served as a warm welcome for our Year 6 students, who participated with joy and enthusiasm. Their surprise interventions during the plays added a delightful and unexpected element to the performances, charming the audience and contributing to the evening's success.

We celebrate this achievement and extend our heartfelt congratulations to all the secondary students and Year 6 participants. Their combined efforts and talents made "Learning Shakespeare" a memorable event, and we look forward to many more successful performances in the future.



FAMILY NETWORKING BSCD

OUR FAMILIES,
THE SPONSORS
OF THE RACE



Edu Ullate, Royal Tarraco

'Aquest any celebrem el 25è aniversari del Royal Tarraco '

Text Gloria

—

Què és el Royal Tarraco i quin any es va fundar?

Royal Tarraco és un complex esportiu ubicat al carrer Sant Auguri, 5 de Tarragona, amb més de 3.000 m2 d'espais esportius indoor i outdoor dedicats al servei de l'exercici físic, el benestar i la salut dels seus usuaris. Al Royal Tarraco hi ha un gran equip professional, la majoria dels

quals s'ha format a casa nostra, a través de Royal Escola de Formació. També hi trobem gran varietat d'espais, una zona ampla totalment renovada dedicada al fitness i l'entrenament de la força, múltiples sales esportives amb gran varietat d'activitats dirigides (Cyclo Indoor, Zumba, loga, Body Pump, HBX, etc.), un box de Crossfit, piscina coberta amb sauna i bany de vapor, piscina exterior, pistes de pàdel, cafeteria i pàrquing per als clients. Aquest any celebrem el 25è aniversari del centre.

Quanta gent treballa al Royal?

Actualment, hi ha més de vint-i-cinc persones treballant i esforçant-se cada dia perquè no s'aturi la "maquinària" de Royal Tarraco i per fer una mica més feliç la vida dels nostres abonats.

Els alumnes de l'escola podrien anar al Royal Tarraco?

A partir dels 14 anys es pot venir acompanyat d'un adult. Amb 15 anys es pot venir amb autorització dels pares i a partir dels 16 anys ja es pot venir sol per accedir a l'espai aquàtic, fer ús de les pistes de pàdel, dur a terme activitats dirigides i fer un ús lliure dels espais d'entrenament de fitness. Abans dels 14 anys també es pot accedir, a través dels cursos de les escoles esportives de natació, pàdel, Cross Kids i judo.

Jo tinc 15 anys, amb quina freqüència hauria de fer esport?

Segons els entesos, en infants i adolescents es recomana fer un mínim de 60 minuts d'activitat física moderada o intensa cada dia. Dins d'aquests 60 minuts diaris s'han d'incloure activitats aeròbiques, que poden ser des de caminar a bon pas fins a altres activitats, com córrer o anar amb bici.

Quins esports em recomanaries?

La meva recomanació no seria destacar cap esport o exercici físic per davant d'altres, sinó més aviat la varietat, buscant i provant activitats diferents. Ho dic per experiència pròpia, després d'haver practicat més d'una trentena d'esports i activitats diferents al llarg de la meva vida.

Recomanaries a un adolescent anar al gimnàs?

Perquè no? Avui en dia existeixen multitud d'estudis que conclouen que el treball de força

en adolescents és recomanable. Això sí, sota l'assessorament d'un professional de l'activitat física.

Quines rutines i exercicis ens recomanaries?

Més que una recepta individual vàlida per tothom el que jo recomanaria, en primer lloc, és buscar i practicar algun tipus d'activitat, esport o exercici que ens permeti gaudir, alhora que ens resulti entretingut. En segon lloc, intentar que l'exercici triat ens permeti mobilitzar el nombre més gran de grups musculars (tronc-cames-braços-core), que hi hagi implícit

un treball de força, que tingui un component cardiovascular o de treball de la resistència i sense descuidar tampoc la flexibilitat i la mobilitat articular.

Quina és la millor hora per fer esport?

La millor hora és aquella en què cadascú es pot comprometre o pot trobar un espai de temps mínim per dedicar-lo a fer exercici físic, de manera que es generi l'hàbit i l'adherència necessària per mantenir en el temps una freqüència setmanal de pràctica (2-3 cops per setmana), amb una duració mínima d'exercici (45-60').

Personalment, una bona hora per entrenar pot ser a

primera hora del matí o al migdia.

Què creus que és millor fer esport individual o amb grup?

No hi ha una elecció bona o dolenta, recomano provar les dues opcions i després triar. Ambdues opcions ofereixen els seus beneficis. Tot i això, em mullaré i diré que entrenar amb grup pot resultar molt més enriquidor, perquè permet socialitzar, compartir reptes, inquietuds, motivacions i explorar una sèrie de dinàmiques i sentiments de pertinença, diferents a fer-ho sol o amb esports individuals.

*Alguns dels nostres
valors són la
vocació de servei,
la qualitat
humana,
la professionalitat,
el treball en equip,
la humilitat i
gaudir de la nostra
feina*

Quins són els valors del Royal Tarraco?

Alguns dels nostres valors són la vocació de servei, la qualitat humana, la professionalitat, el treball en equip, la humilitat i gaudir de la nostra feina.

Per què és important fer esport?

Senzillament perquè les persones i el nostre cos estan dissenyats per moure's, no pas per estar aturats i, per tant, fer esport és una de les expressions més amples de moviment que tenim les persones. Vivim en una època en què cada cop tenim al nostre abast més comoditats que ens deriven al sedentarisme i per aquest motiu, tenim la responsabilitat de contrarestar-ho, activant el cos i realitzant algun tipus d'esport o exercici físic.

Per què de vegades ens fa mandra fer esport?

Què podem fer per superar aquesta mandra?

Segurament la principal causa és que fer esport o exercici requereix un esforç físic i qualsevol esforç, sigui físic o mental, ens esgota i aquesta sensació no sempre agrada, perquè no la relacionem amb aspectes positius. Soc del parer, que cal bolcar el pensament i tenir la convicció que l'esforç reporta recompenses i, per tant, fer esport ens reporta una sèrie de beneficis, entre d'altres, sentir-se millor amb un mateix, disposar de més energia, descansar millor, desenvolupar les nostres capacitats físiques i alliberar hormones de la felicitat (endorfines, dopamines, serotonines i oxitocines). Superar la mandra és un procés temporal, cal generar adherència i l'hàbit i això s'aconsegueix centrant els esforços a trobar una activitat que ens resulti divertida i satisfactòria, deixant una mica de costat els aspectes amb una connotació més negativa (esforç físic, esgotament, sacrifici, agulletes etc.)

Quins esports es poden practicar al Royal?

A Royal es poden fer moltes activitats. Des de natació, pàdel i Cross training per a adults i nens, a través de les Escoles Esportives, fins a accedir a una àmplia oferta d'activitats dirigides amb més de 180 classes setmanals (Ciclo indoor, loga, HBX, Body pump, HIIT i moltes més). També es pot practicar el judo a través del Dojo Tarragona, entrenament de la força i de la resta de capacitats, sobretot entrenar la salut en general, física, mentalment i emocionalment.

Superar la mandra és un procés temporal.

Cal generar adherència i l'hàbit i això s'aconsegueix centrant els esforços a trobar una activitat que ens resulti divertida i satisfactòria

Ens podries destacar dos aspectes positius i dos aspectes negatius sobre competir?

La competitivitat, entesa des d'una vessant sana, pot aportar molts beneficis, com ara la voluntat de superar-se a un mateix cada dia i incorporar l'esforç i la perseverança, que ens ajuden a construir i millorar l'autoestima. D'altra banda, un enfocament equivocat de la competitivitat ens pot dur a centrar-nos massa a ser millor que els altres i a no acceptar la derrota com a part de l'esport, la competició i l'aprenentatge.

Quina relació té el Royal amb l'escola?

També sou un dels col·laboradors del cross?

Podem dir que hi ha una relació estreta i de col·laboració.

Per una part en Gerard Monguió és gerent de l'Escola BSCD i és també el CEO de Royal, mentre que, per una altra part, tenim un acord de col·laboració perquè els alumnes de l'escola vinguin a Royal Tarraco a les Escoles esportives de natació i també realitzem activitats esportives durant el Summer Camp. Hi ha una relació de proximitat, de compartir professionals, valors que ens identifiquen i de compartir reptes.



Tomeu Fullana

'Som una òptica tradicional, una empresa familiar de Tarragona i estem compromesos amb la feina ben feta'

By Glòria, Paula, Samuel

Quin any va obrir òptica Fullana?

La nostra empresa, de caràcter familiar, combina la farmàcia amb la d'òptica. El meu pare va iniciar els seus estudis en farmàcia i, una vegada finalitzada la carrera, va optar per aprofundir en l'àmbit de l'òptica. Primer va obrir la farmàcia, al carrer Apodaca, i després va estudiar òptica, i va obrir l'òptica al carrer Comte de Rius. La meva mare, que és psicòloga, ajudava al meu pare en la part de vendes i recursos humans i així van començar, potser anant 20 cops al dia del carrer Apodaca al Comte de Rius.

Quin és el perfil del vostre client?

Nosaltres som una òptica tradicional, és a dir,

una empresa familiar de Tarragona, per tant, som comerç de proximitat. I tenim un perfil de client, de gent de tota la vida que busca qualitat i confiança. Estem compromesos amb la feina ben feta.

Creus que és recomanable que els nens portin ulleres?

És important tenir cura de la salut visual des de la infància. Tot i això, no tots els nens necessiten portar ulleres. És essencial estar atent a qualsevol signe de dificultats visuals i, si es detecta algun problema, és recomanable consultar a un oftalmòleg per a una avaluació adequada. És cert que, en la societat espanyola, l'ús d'ulleres és freqüent, especialment en persones majors de 50 anys.

Pel que fa als nens, és possible que una menor proporció requereixi ulleres en comparació amb adults, però això no implica que no s'hagin de realitzar revisions per a detectar problemes visuals en una etapa primerenca i tractar-los adequadament si cal. És recomanable estar atent a la salut visual dels nens i consultar a un professional en cas de dubtes o preocupacions.

Heu notat que amb l'augment de l'ús de les pantalles us han incrementat els clients?

És cert que l'ús intensiu de pantalles pot tenir un impacte en la salut visual i pot contribuir a l'augment de problemes com la miopia. Aquest fenomen és més evident en societats asiàtiques, on l'ús de tecnologies digitals és extremadament comú. Països com el Japó han experimentat un augment de problemes de visió associats a l'ús intensiu de pantalles.

Les ulleres poden ser també un bon complement de moda?

Quan nosaltres vam començar, no. Òbviament, el 99% de la gent porta ulleres perquè les necessita, però sí que hi ha hagut un canvi de tendència.

Fa uns quinze anys la moda ha començat a jugar un paper crucial. Ningú vol portar una cosa que no li agrada. Això és, per nosaltres la moda és molt important, perquè la gent se senti bé. Les ulleres poden ser un bon complement.

Actualment es continuen utilitzant lents de contacte?

Sí que és veritat que les lentilles van tenir un boom, però realment, el mercat continua sent el mateix. Aproximadament representa un 10% del mercat espanyol d'òptica. Actualment, es combinen les lents de contacte amb les ulleres, tot depèn de l'activitat que realitzem, si anem a fer esport, a la platja, sortim a sopar...

Què és més saludable per la nostra vista: les lents o les ulleres?

No diria que és més saludable una que l'altra, però sí que normalment no es recomana portar lents de contacte més de deu hores seguides.

Com podem prevenir la miopia en la nostra vida diària?

És important adoptar mesures per reduir els efectes negatius de l'exposició prolongada a les

pantalles, com ara prendre pauses regulars, utilitzar il·luminació adequada i mantenir una distància raonable entre els ulls i la pantalla. A més, una revisió periòdica de la salut visual amb un professional pot ajudar a detectar i tractar problemes visuals en una etapa primerenca.

Què en penses de les ulleres low cost?

Les ulleres són una necessitat i a partir d'aquí és molt important que tothom hi pugui accedir. Està clar que històricament les ulleres han tingut un import elevat, ara ja no tant. El que cal mirar és la qualitat perquè hi ha ulleres econòmiques de bona qualitat i hi ha ulleres que són de molt mala qualitat.

Parlem d'audiometria. Quin és el perfil del vostre client?

Aquest servei és molt complementari al de les òptiques. La mitja d'edat és més alta que la que necessita ulleres. Normalment, a partir dels quaranta-cinc anys es necessita portar ulleres, en canvi, es necessiten solucions auditives a partir dels 65 anys.

Per què els audiòfons tenen un preu tan elevat?

La veritat és un producte d'alt valor tecnològic i que 3 fabricants mundials concentren part important del mercat. Hi ha una qüestió de cadenes de valor i en aquest sentit, nosaltres som al final de la cadena.

S'intenta resoldre aquesta barrera amb els finançaments, perquè quan parlem d'imports alts, el finançament és una bona opció. Però hi ha moltes solucions auditives per a totes les butxaques.

Ens pots explicar alguna anècdota d'algun client?

Una és difícil, però mira... l'altre dia vaig anar al mercat a comprar i una clienta em va dir que la seva àvia ja venia a casa nostra. O sigui, tenim quatre generacions de clients satisfets i això actualment, és poc habitual.

Quina relació teniu amb l'escola?

La nostra filla, la Maria, va a Reception i en Pau, començarà el curs vinent. Som una família vinculada a l'escola i la veritat és que estem molt contents.

TIME LINE

2/04

Summer Term
Begins

09/04

Writing
Competition

23/04

Sant Jordi

06/05 - 07/05

Sports Day

08/05

Book Fair

18/05

German A1, A2
Exams - BCN

24/05

The BSCD Day of
Theatre

27/05 - 31/05

End of Year
Show

31/05

Reception
Graduation

14/06

Year 6
Graduation

17/06

'Learning
Shakespeare'
Teatre Tarragona

21/06

End of Academic
Year & End of year
party

Summer Camp



THE
BRITISH SCHOOL
of Costa Daurada





MACBETH
YEAR II



THE
BRITISH
SCHOOL
of Costa Daurada

BSCD
MAGAZINE