



Dear Parents of EMW Primary,

We have completed the first semester of our school year and are now ready to celebrate the Lunar New Year, ushering in the year of the tiger.

We would like to take this time to extend our appreciation to all teachers, parents, administrative and support staff who all work together to make our school function smoothly and successfully for all of our learners.

This issue of our newsletter will share the learning from our third unit of inquiry and the amazing Lunar New Year celebration. Be sure to check out Ms Sue Chun's tips to support families during the month-long holiday.

Please be aware of recent letters that were sent to parents regarding travel and safety during the holidays. Please wear masks, wash hands frequently and avoid crowded areas. We urge students to not travel unless necessary.

We look forward to seeing everyone after the holiday season, rest well and enjoy with your loved ones, near and far!

Kind regards,
Karen & Clara
Co Heads of Primary/Co-Vice Principals

Jan.20 – Feb.16

Winter Holiday

Feb.17

2nd Semester Starts



Message from David Walsh:

Grade 5 parents will receive an invitation to a presentation about our Middle School, after the Chinese New Year holiday. We would prefer this to be an in-person live presentation, but the likelihood is that we won't be able to do this due to Covid restrictions. If this is the case, you will receive a link to the presentation.

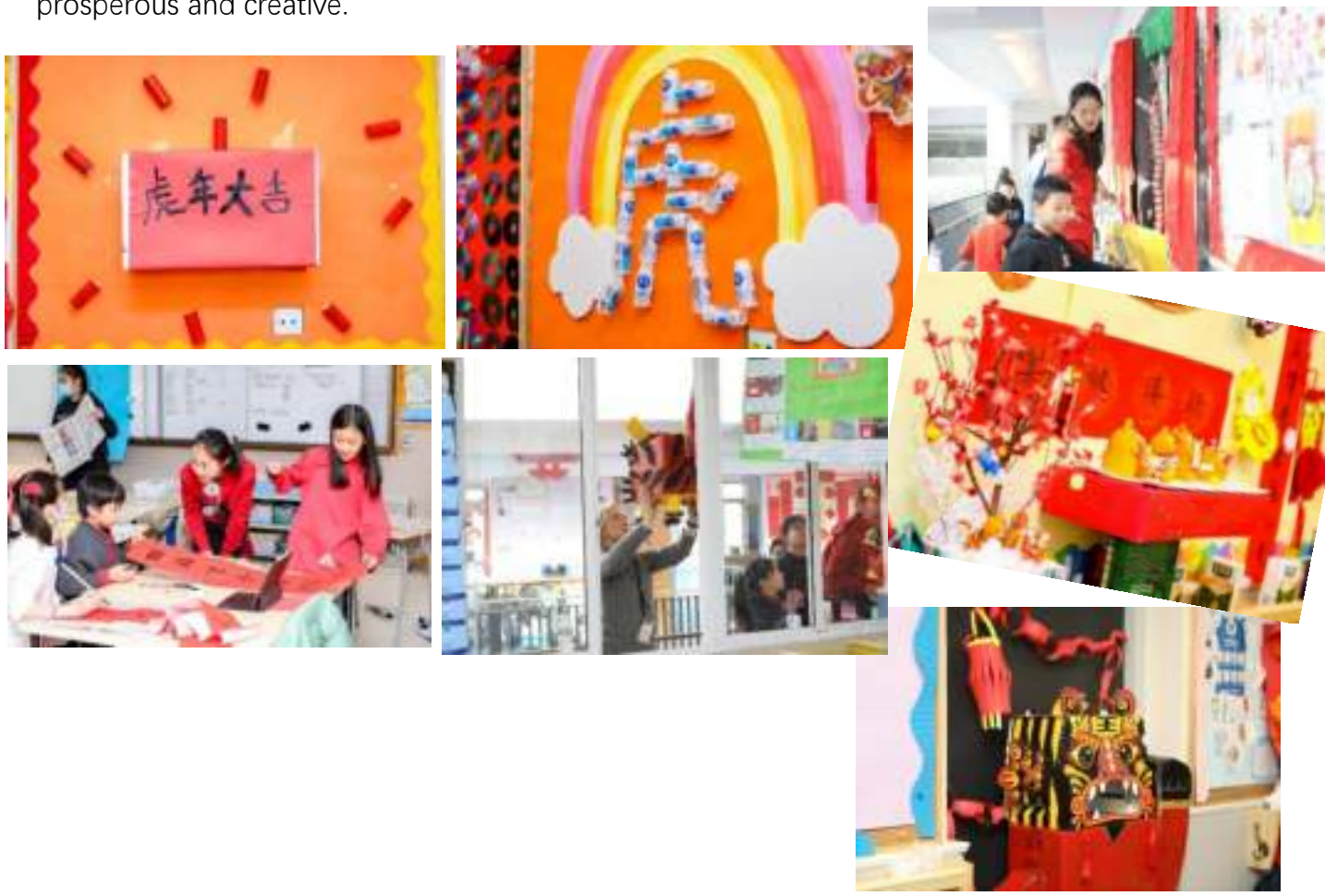
Chinese New Year Celebration

The ox leaves the old year and the tiger leaps to a new journey. On the occasion of farewell to the old and welcoming the new, SUI Hongqiao Primary ushered in a grand celebration of the year of the tiger. On January 14, all the teachers and students wore the tiger elements and celebrated the big traditional festival together.



Entering the Lion Building, students could see a panorama of festive new year decorations. Various forms of "king of beasts" gathered here, including fierce tigers, sprouting tigers, handsome tigers and beautiful tigers. Let's move towards the majestic new year together.

Visitors could see the creative work done in the classrooms, as teachers and students worked together to write Spring Festival couplets, cut window flowers, hang red lanterns, draw cute tigers, write news year wishes and so on. They brainstormed and skillfully used eco materials, which were prosperous and creative.



On the playground, the lunch break flash mob was joyful. The dragon dance and the cheer leading were full of vitality. Look, the God of wealth and Fortune Tigers also came to SUIS playground and were sending the PSG New Year gifts to the students. What did you get? What a surprise!



In the afternoon Muses theater was full of joy and excitement. Beautiful string music, powerful dragon drums, fascinating shadow puppets, humorous crosstalk, a confident fashion show, an interesting musical, dynamic hip hop and Zumba and warm and touching songs. Each exquisite performance was fascinating, pushing the year of the tiger celebration to a climax.



We warmly welcomed the new year with dances and songs, laughter permeated the whole campus. Finally, we wish all teachers, students and parents of SUIS a safe, healthy and peaceful year of the tiger!

Grade 1 Unit 3

In Unit 3 of Grade 1, the students inquired into the transdisciplinary theme of “Where we are in place and time.” They explored how learning about their personal histories help them appreciate cultures. Students used research skills to discover their personal history, interviewed family members, and created a family tree. Additionally, the students learned how to use a timeline tool. Some classes applied it to milestones, other classes applied it to favorite memories, whilst some used the timeline to look at how much they have grown over the years. The students also became familiar with their family celebrations and cultural traditions.



Peppa Pig and George visited the school and shared their own special holiday traditions, too! Reflecting on that experience, the students wrote about their traditions and some took action by creating a new family tradition. The students also had the opportunity to learn the story behind their family artifacts and heirlooms and shared them in class. In the end, the students created and designed their own memory box to store items and memories close to their hearts.



Grade 2 Unit 3

During the third unit, Grade 2 students inquired into “How We Express Ourselves”. This unit was transdisciplinary, with the PE, Art, Music, and homeroom teachers collaborating to make the learning meaningful, impactful, and thorough. We explored the scientific method through aspects of sound, exploring concepts such as energy, vibration, pitch, volume, particles, and how we hear and interpret sounds through feelings and emotions.

Students were given a question, “How does sound travel?” as a provocation. After formulating hypotheses, students watched videos and performed experiments to produce conclusions that explained how sound travels through different mediums. They used this information to explain their understanding of particles and how sound travels through solids, liquids, and gases.

Students furthered their understanding of sound by sorting out sound volume, sound pitch, sound tempo, decibels, and noise pollution. Students ventured outside on campus grounds to explore outdoor element sounds such as students playing in the playground, buses, cars and trucks passing by the schoolyard and trees rustling in the wind. Students would sort through these sounds and decide whether it was sound or noise pollution. Also, students classified these sounds in categories of volume, pitch or tempo.

This unit allowed students to develop a new understanding of the learner profiles, communicator and courageous. A better understanding that being a communicator is not only about speaking to one another, but that one can communicate their feelings through sound, be it music, Morse Code or body percussions. Grade 2 enjoyed this unit and will understand sound in different ways moving forward.



Grade 3 Unit 3

In Grade 3 a busy time and term has come to an end! The students have worked extremely hard and we hope that they have a restful Chinese New Year! Our Unit of Inquiry which focused on the central idea of “human-made systems support and connect societies” started off with an exciting provocation in which students worked to make models! After a period of reflection and a discussion on collaboration the students were able to identify the key concept of ‘system’ to improve their model making abilities as a community and team.

Students then quickly divided into an inquiry about the role of transportation which led to them developing an understanding of how their taobao packages arrive at their doorstep! Building on this knowledge, students then inquired into the advantages and disadvantages of certain types of transportation, evaluated renewable and non-renewable resources, and how transportation has changed over the years.

From December 6th and throughout the week we were lucky enough to fully embrace in our Kindness Week! It was very heart-warming to see the students in Grade 3 being friendly and kind to one another and we are sure that they will continue their wonderful acts of kindness throughout the school year! Our Kindness Week nicely came to an end with the students wearing their own clothes that covered our campus with ‘love elements’!

During our winter study period, the students were very fortunate to have a range of teachers visit our school and give them a range of exciting lessons! Activities ranged from Chinese calligraphy, to journal decorating and the exciting Chinese game of weiqi! The students had fun and were engaged!

The 14th January was our Chinese New Year celebration day! We would like to thank all of the students and teachers for their hard work! The morning gave students a chance to decorate the classroom with characteristics of the Year of the Tiger and display their efforts! The students were also grateful and had fun watching a special Chinese New Year assembly!

It has been a fantastic period and the students should be very proud of their efforts and learning!



Grade 4 Unit 3

In Unit 3 we learned about how people express culture through art. Students explored how culture is represented through a range of different art forms and how the arts give us multiple perspectives.

Students found out about the 'Culture wheel' which was a very useful tool for making connections between culture and different ways that culture can be represented. Students learned all about cultures around the world and created posters identifying the main aspects of that culture.

Later in the unit, students used the research skills they had gained to learn about various international art forms. These included, street art, Canadian Indigenous Art, African cave art and Mauri designs. They used their new-found knowledge of these artforms to create their own piece of art that represented and connected with either their own culture or a culture they showed an interest in.



Grade 5 Unit 3

During Unit 4, students inquired into the theme 'Sharing the Planet' and explored the United Nations Sustainable Development Goals related to the environment. They understood the term 'sustainability' through different provocations and activities and how choices people make impact the social, economic and environmental pillars of sustainability. Students also inquired into various environmental issues and through their inquiry, became more knowledgeable about different sustainable actions that they can take for an eco-friendly planet.



Fun Family Activities to do Over the Lunar New Year

Whether you are traveling or staying in Shanghai, you may find 4 weeks of holidays with the little ones very long as it can be challenging to keep them entertained all times. Here is a list of some fun and easy activities ideas (that are screen-free) you could try with your child. Holidays are great time to provide children various stimulation to release stress and fatigue. Well-spent holidays, after all, would boost a child's confidence and creativity and they are likely to be ready and perform better when the school resumes.

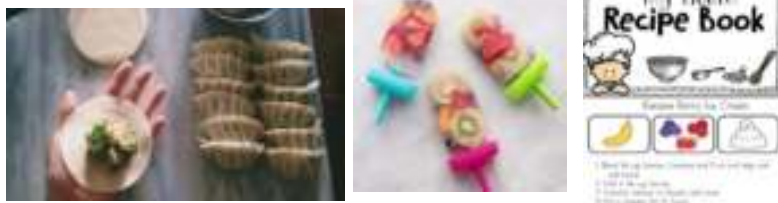
Creative play: Getting creative is a great way to fire up their imagination and keep them amused



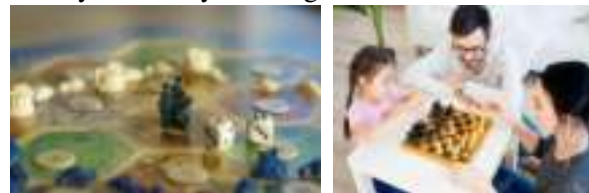
Connect with nature: It doesn't always have to take a trip to mountain or beach for kids to experience nature. Let them notice a beauty of our natural world and surroundings from their backyard or neighborhood.



Get them cooking! Have your child be the kitchen assistant as you cook.



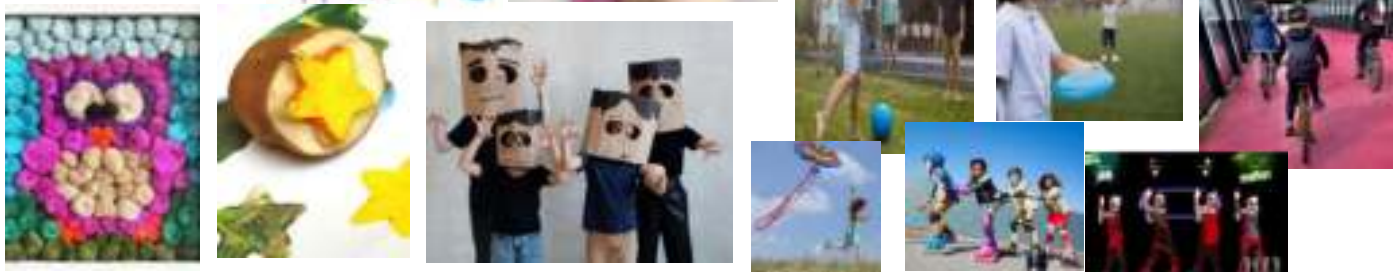
Play games: Games bring tons of laughter and fun to your family bonding time



Arts & crafts: Playdough, origami, pom pom, slime always come in handy for small art projects. Also there are many easy, creative DIY or craft ideas online you can find.



Get kids moving! Children's physical activity naturally decreases during holidays. Try to keep them stay active while having fun



Unit 3 Art Grade 1

In this unit the students studied traditional Chinese ceramics and discussed what we can learn from objects from the past. They also looked at the porcelain art of contemporary artist, Li Lihong, and the inspiration behind his work. Then the students learned the technique of paper maché and constructed a three dimensional vase with it. They later decorated their vase with images from their personal history.

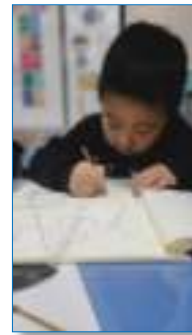


Unit 3 Art Grade 2

In Unit 3, students learned about the connection between art and sound. The students learned about the artist Wassily Kandinsky, abstract and non-objective art. They created colorful art that draws inspiration from Kandinsky's works as well as the music played in the classroom.



In the second part of the unit, students learned about cubism and artist Pablo Picasso. Students observed different instruments and together with their knowledge of cubism created interesting and unique works that demonstrate understanding, imagination and creativity.



Unit 3 Art Grade 3

In Unit 3, students learned about one point perspective and the infinite possibilities that a number of simple lines can be used as tools for creating art with depth and three-dimensional characteristics. Students used their knowledge to create art about transportation and roads. Some students will add more elements and incorporate mixed media to add textures to their art.



Almost there..



Unit 3 Art Grade 4-5

During this unit fourth grade students studied different cultures. They were inspired by Australian Aboriginal art and created dot paintings. They also looked at masks from around the world and designed their own masks.

During this unit fifth grade students researched their chosen Sustainable Development Goal. They looked at different artists' work and conveyed a visual message in a form of a poster. All small teams focused on different art elements, composition and the effectiveness of the message that was portrayed in the posters.



Unit 3 Music Grade 1

In music class, students explored music culture from around the world.

Students enjoyed learning how to dance "on the clock" and experienced dancing movements from Africa, Zimbabwe. They sang catchy, fun folk songs "Che Che Kule" and "Fanga Alafia". They also learned how to play the three main sounds on djembe, conga, and bongos. We explored about music culture of Europe, danced and sang in French "Frere Jacques" and "Alouette". Our last line of inquiry was to explore the Music Culture of Asia. We danced with fans by listening to the Korean song "Arirang" and sang traditional Chinese folk songs.

Students learned how to appreciate and respect other children that come from a different culture. They also learned how to appreciate and value their traditions and music culture.



Grade 2 Unit 3

Students explored sounds through a diverse range of percussion instruments. Students demonstrated agency in choosing their own instruments and composed their own musical soundscape for *The Magic Paintbrush*. They worked collaboratively with their groups and developed leadership, inquiry and thinking skills to prepare for their final assessment and performance.



Grade 3 Unit 3

Students prepared for their grade performance in this unit. They focused on tone production and clear enunciation for their vocal pieces. Some classes demonstrated agency in choosing their own songs for their performance.

Students also developed their recorder, xylophone and percussion skills in an ensemble setting.

Using all sorts of traditional and non-traditional percussion instruments and focusing on essential skills and concepts, including beat competency, rhythmic subdivision, form, improvisation, timbre, tempo, dynamics.





Unit 3 Music Grade 4

In Unit 3 Grade 4 music students sang many songs from around The world. They learned songs From Australia, France, Russia, Canada, USA, West Indies, Africa and many more. For a Final assessment they worked In small groups to create a performance of one of the songs that featured singing, instruments and movement.



Unit 3 Music Grade 5

In Unit 3 Grade 5 music students studied the rap genre and also sustainability. We began the unit by singing a rap song about sustainability and then we went on to break into small groups and compose our own raps about sustainability. Some students used keyboards to create their backing track, some used pre-existing backing tracks and some performed their own backing track on instruments.



DRAMA

GRADE 3

Students had a few frozen moments as they discovered Tableau. They created different transportation from past to present and dived creating settings. Students were surprised by the alien spaceship coming to land on the school grounds.



GRADE 4



Students went on a journey back to the creation of the earth and shared many stories from their culture about how earth was created. They developed their own stories about the creation and presented it to the class using authentic gestures, soundscapes and body expression.

Students in Grade 5 have been sharing their point of view confidently and persuasively and developing open-mindedness towards others and their views too. They have been focusing on listening and respecting others opinions.



Unit 3

ICT: Information Communication Technology

Grade 3

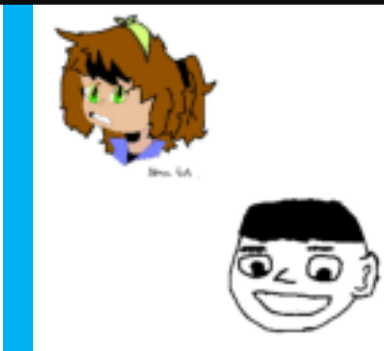


What We're Up To

This unit Grade 3 have been focusing on the theme, 'How We Organize Ourselves' with the topic of, 'Future Transportation'. Students have been great creative thinkers using digital drawing tools to paint interesting and unique ideas for future transportation.

For their final project, students chose either the Hyperloop, Drone Taxi or Self-Driving Car and collaborated with a partner to create an engaging poster. In their poster, they answered curiosity questions which promote thinking such as, 'How might the Hyperloop work?'.

Grade 4

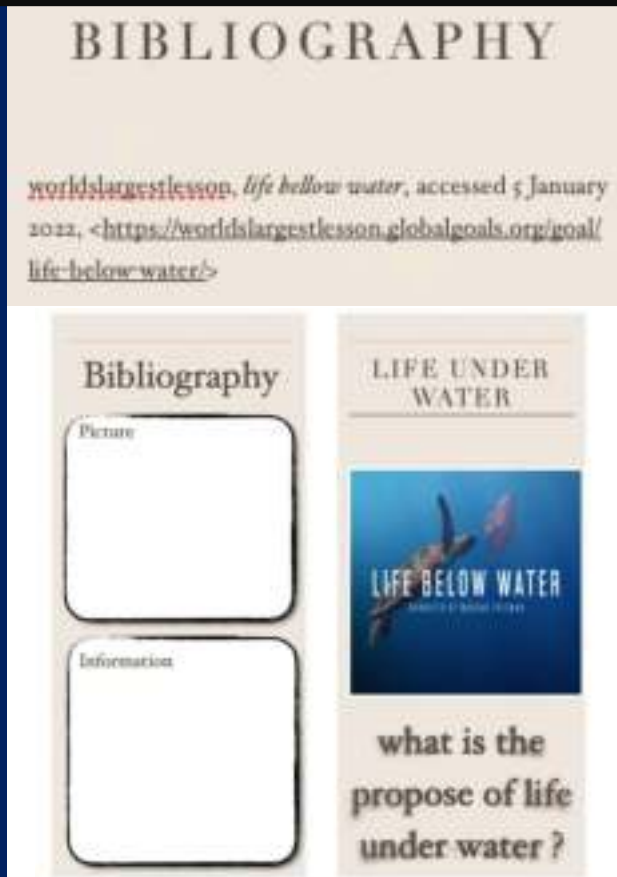
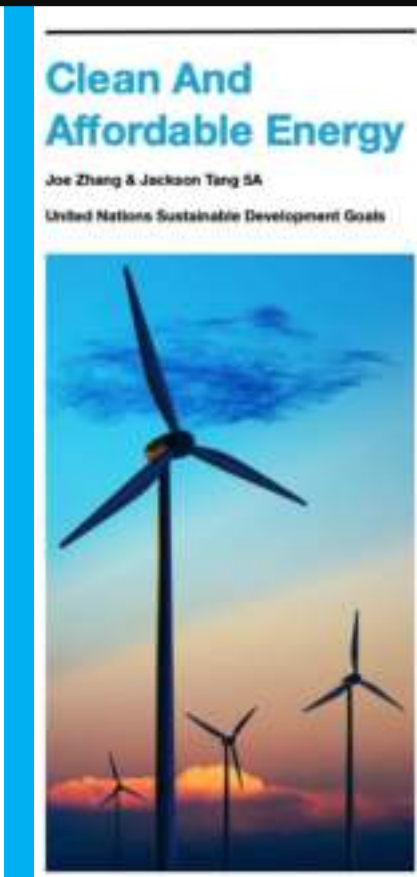


What We're Up To

This unit Grade 4 have been focusing on the theme, 'How We Express Ourselves' with the topic of, 'Culture and Art'. Students began the unit by having a go at creating a self-portrait using their mouse accurately and being creative.

For their final project, students had the opportunity to be inquirers and gain new knowledge through researching about one of three cultures and its traditional art style such as Maori wood carving. Students then used their new knowledge to create a presentation using Keynote and providing references in a bibliography.

Grade 5



What We're Up To

This unit Grade 5 have been focusing on the theme, 'Sharing the Planet' with the topic of, 'Sustainability' and 'The United Nations Sustainable Development Goals'. Students began the unit by discussing and practicing research skills, navigating webpages and identifying parts of a website such as headers, logos and the URL.

For their final project, students chose their own partners and collaborated to create a brochure to inform others about the UN SDGs and go into more detail about an SDG of their choice. Students showed that they could be principled by referencing their sources and knowledgeable communicators through presenting their new knowledge to others.

I C T

Unit 3 PE

Unit 3 PE has been great fun for all. Students have been open-minded and appreciative of other cultures from around the world. They have shown international-mindedness in a range of ways.



In Grade 1 we have been exploring traditional games that have been played by family in China. Students have enjoyed some traditional Chinese activities such as jianzi, rubber band, stilt walking, diabolo and touhu. Although played these traditional games, students not only understand the traditional culture, but also develop the basic sports skills of running, jumping and throwing.

In Grade 2 we have also been around the world! This time to South Africa to learn about the sound created by movement in the gumboot dance. The students learned the basic movements and combined them in different forms. They developed their pattern to create a performance for others and understood what a respectful audience does.



Grade 3 learned about rolling skill, three step approach and recording scores in the sport of bowling. Students learned how to calculate frames, spares or strikes and so on. They effectively combine sports with math calculation skills and can complete their bowling game independently.

Grade 4 showed appreciation for various festival around the world. Students developed their hand-eye coordination during Japanese shuttle games as well as Mongolia archery. For the first time students also participated in the famous Chinese dragon dance, lots of fun was had!



Grade 5 Students also developed hand-eye co-ordination by playing a variety of 'striking' sports. For the first time students experienced floor ball and bloom ball. Students developed understanding of the aim and purpose of such games .

