

Tagħna Lkoll

Nru 76, Dicembru 2023



Kulleġġ San Injazju

Skola Primarja

Siggiewi

Għall-irħas xirja...



**SUPER
PRICES
EVERYDAY**

Kulhadd jaf!

PAVIPAMA.COM.MT



Għaddiet sena oħra, u ergajna resqin lejn Milied ieħor. Festa li tgħaqqad lil kulhadd, u proprju huwa dak li aħna nippruvaw nagħmlu permezz ta' dan il-fuljett. B'dan il-fuljett inkunu qisna ftaħnielkom tieqa fuq il-ħajja tagħna ġewwa l-iskola li hija tant għal qalbna.

Bħalissa inti u miexi fil-kuritur, tinħass l-atmosfera sabiħa tal-Milied. Meta tittawwal minn ġo xi tieqa tara klassi tfal qed jaraw xi parti mill-istorja tat-twelid ta' Ġesu'. F'xi klassi oħra tara' t-tfal ikkoncentrati jpingu affarijiet li għandhom x'jaqsmu mal-Milied, Ġieli minn xi klassi tibda ħierġa melodija sabiħa tal-Milied, u ġieli tmur tittawwal fil-bitħa jew fis-sala u tara xi klassi tfal jiżfnu ma' xi diska tal-Milied, u dan kollu jkun qed isir biex inkomplu nagħtu edukazzjoni ħolistika lill-istudenti tagħna.

F'dan il-fuljett ser taqraw stejjer miktuba mit-tfal flimkien mal-għalliema tagħhom, ser taqraw ukoll poeziji li t-tfal għamlu b'tant dedikazzjoni u ser taraw numru ta' attivitajiet li l-għalliema għamlu mal-istudenti ċkejknin tagħna. F'dan il-fuljett tispikka l-immaginazzjoni tal-istudenti u anke tal-għalliema ħabbrieka li għandna l-iskola. Ser issibu wkoll riċetta biex f'dawn il-vaganzi tkunu tistgħu tagħmlu mat-tfal tagħkom u anke xi paġni ta' divertiment għat-tfal kif ukoll għall-kbar.

Fl-aħħar u mhux l-inqas, nixtieq minn qalbi nirringrazzja lil dawk kollha li rreklamaw f'dan il-fuljett. L-għajnuna tagħhom hija importanti għall-iskola, għax kif tafu l-bżonnijiet ma jispiċċaw qatt. Tajjeb li nagħmlu użu minn dawn in-negozji li qed jissapportjaw l-iskola tagħna, biex tkompli tkun skola inklussiva li toffri edukazzjoni ta' kwalita` lill-istudenti kollha.

Saħħiet

Mary Grace Giordimaina

(Assistent Kap)

Facċata: Kraft magħmul minn Elenia Cilia bl-għajnuna tas-Sa P. Briffa u s-Sa N. Di Gaetano (K1.6).

L-aħħar paġna: Ritratt tal-bieb tal-klassi ta' Sa Geraldine Ellul Magri (P5.4).

Messaġġ mill-Principal tal-Kulleġġ



Zentrum Business Centre, Level 1,
Mdina Road, Qormi QRM9010
☎ 25987500
✉ stignatius.college@ilearn.edu.mt
🌐 <https://www.facebook.com/sicnoffice>

Gheżież ġenituri,

Inħossni dejjem onorata li niġi mistiedna biex naqsam ftit ħsibijiet magħkom dwar x'qed nagħmlu fil-kulleġġ, kif ukoll x'hemm ippjanat. Dawn it-tliet xhur li għaddew kienu impenjattivi ħafna għax bdejna nimplimentaw l-ivjaġġar marbut mal-Erasmus. B'kollox ser ikunu saru erba' żjarat f'pajjiżi ewropej bl-iskop li l-istaff li ħa sehem jkun dejjem aġġornat biex jagħtu l-aħjar servizz possibli lill-istudenti u l-komunità tagħna.

Kellna wkoll il-ġimgħa dwar id-diversità, fejn ippruvajna noholqu aktar kuxjenza dwar dan is-suġġett. Din is-sena, għall-ewwel darba għamilna flokkijiet b'messaġġ posittiv favur id-diversità u l-inkluzjoni. F'gurnata minnhom, it-tfal kellhom esperjenza dwar sports paralimpiku fejn setgħu jidhlu fiż-żarbun ta' min għandu diżabilità iżda xorta jirnexxi fl-isports. Nieħu l-opportunità biex niringrazzjakom tas-sehem tagħkom fix-xiri ta' dawn il-flokkijiet biex b'hekk il-kulleġġ ikun jista' jgħin lill-iskejjel tal-kulleġġ bil-bżonnijiet tagħhom. Nixtieq li jkollna aktar okkażjonijiet fejn inkunu nistgħu niltaqgħu biex nippjanaw esperjenzi sbieħ għall-istudenti tagħna. Għaldaqstant inhegġgukom biex tkellmuna dwar l-ideat li jkollkom u li nistgħu nwettqu.

Fejn sejrin? Fuq livell ta' kulleġġ, għandna ppjanat tliet attivitajiet li huma ftit kbar.

1. Il-benesseru tal-istudenti fejn ser inkunu qed naħdmu mal-għalliema tal-PSCD u Lettur mill-Istitut tal-Edukazzjoni.
2. Edukazzjoni għall-ċittadini globali permezz tal-mużika u drama.
3. Qsim ta' riċerki varji waqt ir-Research Symposium.

Fuq livell nazzjonali, qegħdin fuq l-għatba tat-tnedija tal-istrateġija Nazzjonali 2023-2024 fejn l-għan prinċipali huwa li l-istudenti jkunu aktar preparati bil-ħiliet li għandhom bżonn għall-2050.

Għalhekk nistedinkom biex tingħaqdu magħna f'dan il-vjaġġ ambizzjuż ħalli nkunu ta' spalla għal xulxin u għal ġid ta' wliedkom.

Nagħlaq billi nagħti l-awgurji tiegħi lilkom u lill-familji tagħkom għall-Milied ħieni u sena mimlija risq u paċi.

Dr Doreen Said Pace

(Principal tal-Kulleġġ San Injazju)

Għeżież ġenituri,

Ergajna bdejna sena skolastika ġdida, li magħha ġgib ħafna entużjażmu u ferħ. Nieħdu pjaċir li nilqgħu l-istudenti fi skola b'ambjent sabiħ, fejn iħossuhom sikuri u ferħana. Filfatt il-missjoni tal-iskola primarja tas-Siġġiewi hi li t-tfal jikbru emozzjonalment, psikoloġikament u akkademikament, sabiex jaslun għal żvilupp ħolistiku.

Dan aħna nagħmluh permezz ta' edukazzjoni ta' livell għoli fejn kulħadd huwa inkluż u kulħadd jingħata l-opportunità li jilħaq il-potenzjal tiegħu. Matul is-sena, lill-istudenti nagħtuhom opportunitajiet varji fejn jidhol sport, drama, arti, żfin... permezz ta' kompetizzjonijiet, sport tournaments, kunċert tal-Milied, Jum iċ-Ċelebrazzjoni, u diversi special assemblies fejn l-istudenti jitkellmu quddiem udjenza kbira. Dan nagħmluh għaliex l-istudenti kollha għandhom interessi u kapaċitajiet differenti. L-għan aħħari hu li nilħqu lil kulħadd u li naraw lil kulħadd jirnexxi.



U sabiex inkomplu nqajmu aktar interess u niżviluppaw it-talenti tal-istudenti, din is-sena erġajna bdejna l-mid-day break clubs wara waqfa ta' tliet snin. Dawn qegħdin isiru kull nhar ta' Ħamis waqt il-ħin tal-brejk ta' nofsinhar. Din is-sena l-istudenti tar-raba' sena kellhom jagħzlu bejn, Choir, Crafts, Fun Games u Outdoor Games. L-istudenti tal-ħames sena kellhom jagħzlu bejn Martial Arts, French Knitting, Cooking, Aerobics u Art Attack; filwaqt li l-istudenti tas-sitt sena kelhom jagħzlu bejn Braiding, Pasta Art, Coding, Card Making u Christmas Club. L-għażla tal-clubs terġa' tinbidel fit-tieni term sabiex l-istudenti jkollhom l-opportunità li jesperjenzaw dixxiplina differenti minn dik li kienu għażlu fl-ewwel term.

Aħna nittamaw li filwaqt li l-istudenti jieħdu pjaċir b'dawn l-esperjenzi godda, jitgħallmu u jkomplu jiżviluppaw u jikbru b'mod ħolistiku b'edukazzjoni kompluta.



Is-Sa N. Saliba

(Kap tal-Iskola)



Il-Milied

Bil-gwerer madwarna, hekk kif nazzjonijiet iħabbtu wiċċhom ma' kunflitti u ġlied, l-ispirtu tal-Milied isejħilna biex nieqfu u nirriflettu fuq il-valuri tal-paċi, l-imħabba, u l-għaqda. Nixtieq li dan il-Milied iservi biex niftakru li, minkejja l-isfidi li hawn madwarna, l-ispirtu uman għandu kapaċità dejjiema għall-kompassjoni, l-empatija, u l-ftehim. L-istejjer umani li nisimgħu huma mxennqin għall-paċi u l-għaqda.

Il-Milied jgħajtilna biex inħarsu lil hinn minn dak li jifridna u nfittxu esperjenzi komuni ta' għaqda. Quddiem l-avversità, ejjew naħdmu għall-bdil f'qalbna, u għat-tmiem tal-gwerer. Nixtieq li l-messaġġ tiegħi għall-Milied tal-2023 juri tama li anke fl-aktar żminijiet mudlama, id-dawl tar-rieda tajba jista' jtejjeb u jrawwem ir-rikonċiljazzjoni u l-fehma.

Hekk kif inkunu qed nagħtu r-rigali lil xulxin u ningabru mal-maħbubin u l-ħbieb tagħna, ejjew nestendu l-ispirtu ta' ġenerożità għal dawk l-aktar milquta mit-tiġrib tal-gwerra, b'appoġġ ġeneruż. F'nofs kunflitt, att żgħir ta' qalb tajba jista' jkun xempju ta' tama, li juri li l-umanità tegħleb l-ostakli tal-gwerra.

Il-Milied huwa żmien li fih niċċelebraw ir-reżiljenza tal-ispirtu uman u l-potenzjal għall-fidwa. Ejjew inrawmu ż-żerriegħa tal-paċi f'qalbna, u nizirgħuhom madwarna. F'nofs it-taqlib, ejja nħallu l-għanjiet tal-paċi joħonqu d-dissonanza tal-gwerra. Ejja nħallu l-messaġġ ta' rieda tajba jidwi bejn il-fruntieri fejn hemm il-gwerra u l-fruntieri ta' bejnietna.

Jalla dan il-Milied ikun katalist u xprun għal bidla, u jżid mexxejja u ċittadini ta' ispirazzjoni biex jistinkaw għal djalogu dwar id-diżgwid, il-kompassjoni fuq il-moħqrija, u l-għaqda fuq il-firda. Quddiem il-gwerer dinjija, jalla l-messaġġ tal-Milied ikun sejħa għall-azzjoni. Sejħa biex jinbnew pontijiet minflok ostakli u firda, biex jitfejqu l-feriti.

Għeżiež tfal, aħna u niċċelebraw il-Milied, niftakru fl-istorja tat-tarbija Ġesù Bambin, simbolu ta' mħabba u tama. Il-wasla Tiegħu ġabet ferħ u paċi fid-dinja. Ĥallu l-ispirtu Tiegħu jispira l-ġenerożità u l-imħabba f'qalbkom. Aqsmu l-imħabba mal-oħrajn, ĥaddnu l-ferħ tal-għotja, u oħolqu dinja fejn kulħadd iħoss l-imħabba u l-kompassjoni. Jalla dan l-istaġun ikun tifkira li bħar-rigali pprezentati lil tarbija tat-twelid u r-rigali li t-tliet Maġi taw lil Ġesù Bambin, l-azzjonijiet tagħna jġibu ferħ dejjiemi lil dawk ta' madwarna. Nawgura lilkom u lil-familji tagħkom Milied mimli bil-qawwa tal-imħabba, il-paċi, u l-ġenerożità.



Dr Ruth Falzon

(President tal-Kunsill Skolalstiku)

Il-Kindergarten - 1

Tul il-karriera tiegħi, kelli diversi opportunitajiet li naħdem mill-qrib ma' edukaturi li jgħallmu fil-Kindergarten. Minn dejjem kont nosserva d-dedikazzjoni u x-xogħol siewi li jsir f'dan il-qasam. Dan qed inkompli nikkonfermah, f'dawn l-aħħar snin meta ngħatajt l-opportunità li naħdem aktar mill-qrib mal-edukaturi li qed jagħtu s-servizz tagħhom fil-Kindergarten ġewwa s-Siġġiewi.

Bħalissa għandna 'il fuq minn 160 tifel u tifel fil-Kindergarten – numru li jaqbez il-180, meta jidhlu l-istudenti ġodda fi Frar. Dan ifisser li madwar terz tal-istudenti li jattendu l-iskola tas-Siġġiewi, qegħdin fil-Kindergarten. L-età ta' dawn it-tfal tvarja bejn it-tliet u l-ħames snin. Għalkemm l-attendenza, f'dan il-livell, mhix obbligatorja, l-vantaġġi u l-ħiliet li t-tfal jiksibu meta jattendu regolarment, huma ħafna.

Meta t-tfal jibdew jattendu l-Kindergarten, huma jridu jibdew jitgħallmu jkunu aktar indipendenti. Għalkemm l-edukaturi jagħtu s-sapport tagħhom fejn ikun meħtieġ, it-tfal iridu jitgħallmu jmorru t-toilet waħedhom, joħroġu l-ikel u x-xorb mill-basket tagħhom, jieklu waħedhom u jerġġu jerfġu kollox f'postu. Huma jitgħallmu jgħinu jerfġu l-ġugarelli u oġġetti oħrajn li jintużaw fil-klassi meta jlestu minnhom.

Qasam ieħor importanti tal-iżvilupp tat-tfal huwa s-soċjalizzazzjoni. Kull tifel u tifla jiffirmaw parti minn klassi, li fil-Kindergarten tkun ta' bejn il-11 u l-14-il student. Il-klassi ssegwi rutina li tiġi spjegata. It-tfal jitgħallmu li hemm ħin għal kollox, imma ma tistax tagħmel li trid fi x'ħin trid, imma trid tistenna li jsir il-ħin biex per eżempju tiekol jew tmur tilgħab fil-bitħa.



Jitgħallmu wkoll li l-ġugarelli u oġġetti oħra fil-klassi huma ta' kulhadd u jridu jitgħallmu jaqsmu dawn l-oġġetti mal-oħrajn. Għalkemm ħafna ġenituri jkunu ppreparaw lil uliedhom sew, kultant insibu tfal li jkunu draw jieħdu kollox fi x'hin iridu u li għalhekk isibuha aktar diffiċli jaċċettaw ir-regoli tal-klassi.

Aspett soċjali importanti ieħor hu l-iżvilupp tal-lingwa. Fid-dinja tal-lum, iddominata mit-teknoloġija, qed naraw aktar tfal li jdumu ma jiżviluppaw il-lingwa tagħhom, jew li l-lingwa tagħhom hi nfluwenzata ħafna mil-lingwaġġ li jisimgħu waqt li jsegwu filmati fuq tablets eċċ. Fl-ambjent tal-klassi, it-tfal ikollhom ċans jitekellmu ma' adulti u tfal oħra u jingħataw opportunitajiet biex jesprimu l-ideat tagħhom kemm bil-Malti kif ukoll bl-Ingliż. Hekk jibdew iżidu l-vokabularju f'età meta jkollhom abbiltà nkredibbli li jitgħallmu lingwi ġodda.

Fil-Kindergarten isir ukoll ħafna tagħlim li jservi bħala bażi għax-xogħol li jsir fil-primarja. Isiru attivitajiet li jgħinu lit-tfal jiżviluppaw il-ħiliet fiżiċi tagħhom – bħal kif iħaddmu idejhom u s-swaba', u attivitajiet bażiċi fil-lingwi, Matematika u Xjenza. Dan kollu qed isir fi sfond ta' dak magħruf bħala *Emergent Curriculum* – fejn it-tagħlim ikun marbut ma' tema ta' interess għat-tfal.



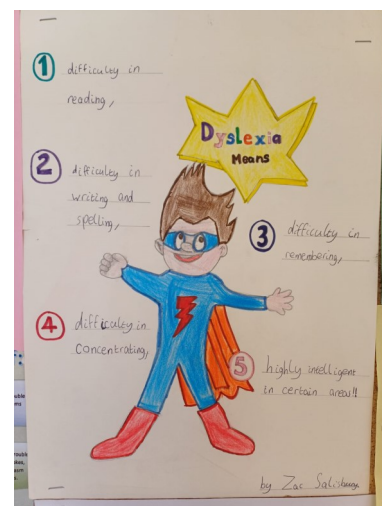
Nieħu din l-opportunità, biex minn qalbi niringrazzja lill-edukaturi kollha li qed iservu fil-Kindergarten tas-Siġġiewi, għad-dedikazzjoni, għall-kreattività u għall-ħidma tagħhom.

Is-Sur Anthony Caruana

(Assistent Kap u Ko-ordinatur tal-Proġett)

Ġimgħa għarfien dwar id-dislessija

Ottubru huwa x-xahar dedikat biex inqajmu għarfien dwar id-dislessija (dyslexia). Matul dan ix-xahar ġew organizzati diversi attivitajiet biex inqajmu kuxjenza dwar x'inhom id-dislessija, kif għandna ngħinu l-istudenti li għandhom id-dislessija u nsahħu l-importanza li nemmnu fina nfusna biex nirkomplettu dejjem.



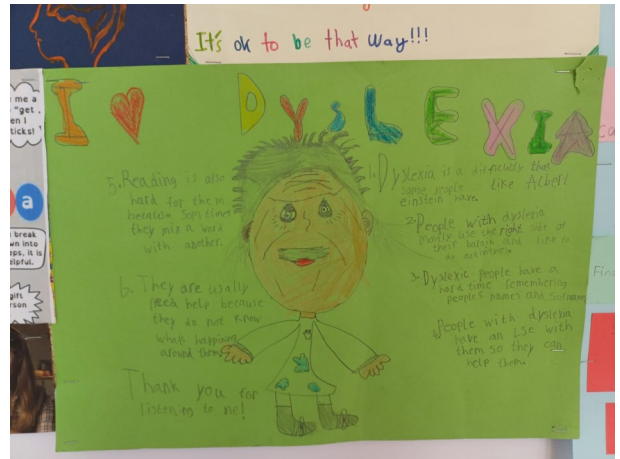
It-tfal fil-kindergarten 1 għamlu banners ikkuluriti b'messagġi sbieħ bħal 'Aħna sbieħ', 'Aħna kuntenti' u 'Aħna ferħana'. Wara dendlina dawn il-banners fil-kuratur. It-tfal tal-kindergarten 2 u dawk tal-ewwel sena tal-primarja pingew par idejn bil-kuluri u wara li qasqasna madwarhom għamilna par gwienah, simbolu ta' kemm hu importanti li fil-ħajja nkunu liberi u bla biża' għax hekk biss nistgħu nilhqu dak kollu li rridu.

L-istudenti tat-tieni sena kellhom l-opportunità jikkollmu dwar il-ħiliet tagħhom. Ġabu r-ritratti tagħhom l-iskola waqt li qed jagħmlu attivitajiet li huma tajbin fihom bħal jgħumu, isuqu r-rota u jagħmlu xi sport. Wara għamilna bord bir-ritratti tat-tfal biex kulhadd ikun jista' jammira l-kapaċitajiet tagħhom.

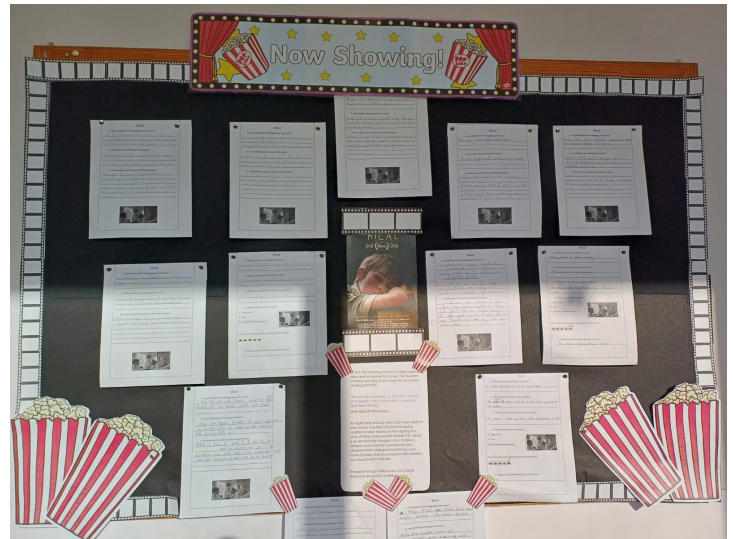
L-istudenti tat-tielet sena ħadmu flimkien biex ħolqu 'Kindness Flower'. Wara li kellhom lezzjoni fuq l-importanza li ngħinu lil xulxin, it-tfal kitbu fuq karta azzjoni ta' tjubija li huma għamlu, jew jagħmlu ta'spiss, jew azzjoni li jixtiequ jagħmlu 'il quddiem. Wara, waħhalna dawn il-karti fuq fjura kbira biex kulhadd ikun jista' jaqrahom.



L-istudenti tar-raba' sena għamlu riċerka fuq id-dislessija u ħolqu posters informattivi biex inżidu l-għarfien dwarha. L-istudenti ta' tlett klassijiet fil-ħames sena qraw il-ktieb 'Thank you Mr Falker', ta' Patricia Pollaco. L-awtriċi ddedikat il-ktieb lill-għalliem tagħha Mr Falker li kien għenha ħafna meta kienet tifla żgħira u kibret tbatu biex taqra u tikteb. Wara l-istudenti ddiskutew dak li għaddiet minnu l-awtriċi u jekk huma qattx ħassewhom kif ħassitha hi. Wara komplew jiddiskutu persuni li għinuhom f'ħajjithom u kitbu ittra ta' ringrazzjament. Il-klassi l-oħra tal-ħames sena għamlu assembly li ffukat fuq l-isbuġija tad-diversità b'messaġġ sod ta' kif aħna kollha differenti imma kollha sbieħ fid-diversità tagħna.



L-istudenti tas-sitt sena segwew il-film 'Mical' li jirrakonta l-istorja ta' tifel li kellu d-disslessija u s-suċċess tiegħu bl-għajnuna kontinwa t'ommu. Wara l-istudenti għamlu riċensjoni tal-film u esploraw l-emozzjonijiet tagħhom. Klassi waħda minn tas-sitt sena pprezentaw assembly dwar id-dislessija. F'din il-prezentazzjoni tawna informazzjoni dwar id-dislessija u wrewna l-istrategji li jintużaw fl-iskola tagħna biex nagħtu support lill-istudenti kollha.



Permezz ta' dawn l-attivitajiet l-istudenti jkomplu jkabbru l-għarfien dwar id-dislessija u ngħinuhom jkunu aktar empatiċi lejn xulxin.



Is-Sa Iren Mizzi
(Assistent Kap)



Ta' kull sena eluf ta' studenti minn 'il fuq minn 50 pajjiż, jieħdu sehem fil-logħba tas-SuperT. Is-sena skolastika li għaddiet Malta sabet ruħha fl-ewwel post fost l-aqwa għoxrin pajjiż li kisbu riżultati tajbin fis-SuperT. Dan jagħmlilna unur!

The SUPERTMATIK Mental Math Country Ranking - 2023
Top20

1		Malta	6		Turkey	11		New Zealand	16		Colombia
2		Portugal	7		China	12		France	17		Pakistan
3		Spain	8		Timor-Leste	13		Germany	18		Estonia
4		South Korea	9		United Kingdom	14		Finland	19		Egypt
5		India	10		Japan	15		Greece	20		Brazil

X'inhni din il-logħba?

Għal dawk minnkom li qatt ma semgħu b'din il-logħba, is-SuperTmatik, tħarreg l-istudenti fil-ħila li jsolvu somom bil-ħila tal-ħsieb, fl-iqsar ħin possibli.

Il-logħba edukattiva SUPERTMATIK Mental Math hija logħba tal-karti b'kunċett matematiku li ilha tintlagħab fl-iskejjel sa mill-2005. Illum il-ġurnata teżisti wkoll il-verżjoni online, fejn l-istudenti jistgħu jilagħbu l-logħba kontra robot.

Magħrufa l-aktar bħala "SUPER T", din il-logħba hi mmirata lejn studenti ta' bejn is-6 u l-15-il sena bl-għan li tgħinhom ikabbru u jtejbu l-ħila tagħhom fil-Mental Maths..



Il-prinċipju ċentrali ta' din il-kompetizzjoni huwa li l-istudenti jiżviluppaw kompetenza bażika fil-matematika permezz ta' logħob kostruttiv, interessanti kif ukoll divertenti.

Din il-kompetizzjoni hija logħba kontra l-ħin.

L-istudenti jridu jsolvu b'mod korrett 15-il kalkolu matematiku fl-iqsar ħin possibbli. Kull twegiba ħażina gġarrab penali, u żżid 7 sekondi mal-ħin tal-prova tagħhom. Kull student jingħata tliet

tentattivi biex jikseb l-aħjar riżultat tiegħu. It-tliet tentattivi jridu jsiru fl-istess data, b'intervall ta' mhux aktar minn 5 sa 10 minuti bejniethom. L-aħjar riżultat miksub minn kull student jintuża għall-iskop tal-klassifika SUPERTMATIK.

X'inhuma l-istadji ewlenin?

1. Il-koordinaturi tal-iskejjel, jimlew il-formola elettronika b'turija ta' parteċipazzjoni.
2. L-istudenti jridu jipprattikaw il-logħba u jiġfharġu sew permezz tal-karti SUPERTMATIK Mental Math jew inkella online, fuq: supertmatik.net
3. It-22 ta' Marzu, 2024 jimmarka l-istadju tal-għażla tal-finalisti.
4. Il-Gran Final Internazzjonali – bejn is-6 u l-24 ta' Mejju, 2024.

Jekk tridu tifhmu iktar kif tintlagħab din il-logħba, inhegġigkom taraw dan il-video li jgħinnkom tifhmu aħjar ir-regoli ta' din il-logħba.

<https://www.youtube.com/watch?v=z-ai0EdbFKU&feature=youtu.be>

Is-Sa Sandra Abela

(Assistent Kap)

Il-Lapes: Għodda Semplici, Lezzjonijiet Profondi

Il-lapes huwa wieħed mill-għodod l-aktar komuni. Fis-semplicità tiegħu, huwa meravilja tal-inġenjożita tal-bniedem. Izda lil hinn minn dan kollu, il-lapes għandu ħafna x'jgħallimna.

Waħda mill-aktar lezzjonijiet importanti li l-lapes jgħallimna hi li biex nibqgħu għaddejjin u biex nagħmlu xogħolna sewwa għandna bżonn nieqfu u ngħaddu minn esperjenzi diffiċli. Huwa stmat li, bejn wieħed u ieħor, b'lapes wieħed jista' jikteb madwar 45,000 kelma. Jiġifieri b'lapes wieħed, wieħed jista' jikteb il-kotba 'Charlie and the Chocolate Factory' u 'The Twits' ta' Roald Dahl. Imma bħalma kulhadd jaf, meta tikteb bil-lapes, kulltant ħin il-ponta tispicċa. Allura, wieħed ikollu bżonn jieqaf biex jittemprah. U proprju dawn huma l-ewwel żewġ lezzjonijiet li jgħallimna l-lapes.

L-ewwel lezzjoni hi fuq l-importanza tal-mistrieħ. Il-mistrieħ jgħinna biex nirkupraw lura l-enerġija li nkunu tlifna waqt li nkunu qed nagħmlu xi ħaġa. B'hekk, meta nerġgħu nibdew il-ħidma tagħna nkunu friski u nistgħu nkomplu nwettqu l-ħidma tagħna aħjar. Dawn il-waqfiet żgħar, għalkemm jistgħu jidhru bħala ħela ta' ħin, fil-verità jippermettulna biex inwettqu l-ħidma tagħna b'mod sħiħ, inwettquha aħjar u nwettquha aktar malajr. F'dan is-sens, il-kelma 'rikreazzjoni', li kienet aktar komuni fil-passat, tgħinna nifhmu l-għan tal-mistrieħ.



It-tieni tagħlima li jgħallimna l-lapes hija li l-esperjenzi diffiċli, jekk nagħrfu nużawhom sew, isaħħuna u mhux ikissruna. Waħda mir-realtajiet tal-ħajja hi li mhux kollox dejjem ikun ward u żahar. Wieħed jista' jħares lejn dan il-fatt bħala sfortuna, u tabilhaqq, li ftit mill-esperjenzi iebsin huma tabilhaqq sfortuna u jaf iħallu impatt negattiv fuqna. Imma wieħed jista' jħares lejhom ukoll bħala opportunità ta' tagħlim. Opportunità biex nikbru u biex nimmaturaw. Huwa proprju dawn l-esperjenzi diffiċli li jekk użati sewwa jippermettulna biex insiru aktar għorrief u biex inkomplu navanzaw 'il quddiem.

Imma l-lapes jgħallimna wkoll li xi wħud mill-iżbalji li nagħmlu mhumiex dejjiema, bħal żball li meta magħmul bil-lapes, jista' jithassar, hekk ukoll xi żbalji li nagħmlu aħna. Aktar milli nħassruhom, nistgħu nirrangawhom biex b'hekk il-prodott finali jkun aħjar. Bħal-lapes, aħna wkoll għandna mument ta' tbatija u mument fejn inħallu marka. Filwaqt li n-nisġa ta' ħajjitna tkun miktuba b'esperjenzi varji, huwa importanti li niftakru li kull sfida tista' sservi bħala mument ta' tagħlim. U bħalma nużaw il-lapes biex nesprimu l-ħsibijiet u niffurmaw kliem, hekk ukoll nistgħu nużaw l-esperjenzi tagħna biex niffurmaw futur aħjar. Għalhekk, l-ewwel darba li taqbad lapes b'idejk, ftakar li bis-semplicità tiegħu, il-lapes joffri riflessjoni profonda dwar il-ħajja nfisha - sfida, adattament, u r-rikreazzjoni kontinwa ta' min aħna.

Is-Sar Randolph Peresso

(Assistent Kap)



Administration

Head of School	Ms N. Saliba
Assistant Heads	Mr A. Caruana, Ms I. Mizzi, Ms S. Abela, Mr R. Peresso, Ms M.G. Giordimaina
Clerks	Mr M. L. Muscat, Ms J. Cassar
HoD I.T.	Mr K. Grima
HoD Inclusion	Ms C. Rodgers
Receptionist	Ms S. Buttigieg



Teachers

Year 1	Ms K. Farrugia, Ms C. Mangion, Ms M. Deguara, Ms G. Aquilina
Year 2	Ms M. Sammut, Ms M. Darmanin, Ms N. Sammut,
Year 3	Ms N. Briffa, Ms M. Bonello, Ms. M. Vella, Ms S. Saliba
Year 4	Ms S. Portanier, Ms S. Brownrigg, Ms M. Aquilina
Year 5	Ms I. Borg, Ms M. Camilleri, Ms M. T. Micallef, Ms G. Ellul Magri
Year 6	Ms M. Degiorgio, Ms S. Richard, Ms K. Aquilina, Mr A. Azzopardi
Compl. teachers	Ms D. Spiteri, Ms G. Abela
Nurture	Ms J. Aquilina

Kindergarten Educators

Kindergarten 1:	Ms N. Agius, Ms C. Aquilina, Ms G. Zammit, Ms A. Abela, Ms C. Balzan, Ms P. Farrugia, Ms M. Azzopardi Ms A. Borg
Kindergarten 2:	Ms J. Farrugia, Ms M. Camilleri, Ms M. Cachia, Ms A. Degiorgio, Ms C. Galea
Relievers:	Ms E. Magri, Ms J. Farrugia, Ms N. Borg, Ms M. Debattista, Ms R. Muscat Refalo, Ms L. Vella.

Peripatetic Teachers

Mr A. Ellul, Ms M.C. Sammut, Ms D. Aquilina, Mr R. Cilia, Ms J. Azzopardi, Mr P. Cilia, Ms M. Azzopardi, Mr E. Attard, Ms S. Camenzuli.

LSEs

Ms M. Abela, Ms S. Abdilla, Mr G. Agius, Ms L. Attard, Ms M. Attard, Ms M. Attard, Ms R. Attard, Ms S. Balzan, Ms M. Borg, Ms M. Borg Azzopardi, Ms A. Bugeja, Ms P.A. Buhagiar, Ms P. Briffa, Ms T. J. Calleja, Ms A. Camilleri, Ms R. Camilleri, Ms E. Ciantar, Ms M. Cortis, Ms E. Cutajar, Ms J. Delia, Ms N. Di Gaetano Cassar, Ms A. Falzon, Ms J. Falzon, Ms M.A. Galea, Ms R. Galea, Ms A. Grixti, Ms K. Micallef, Ms C. Mizzi, Ms D. Refalo, Saliba, Ms M. Sammut, Ms C. Piscopo, Ms C. Scicluna, Ms R. Scicluna, Ms S. Scicluna, Ms S. Sellar, Ms A. Spiteri, Ms J. Tanti, Ms M.G. Tanti, Ms C. Vella Darmanin, Ms E. Vella, Ms K.M. Vella, Ms P. Vella, Ms B. Xuereb, Ms K. Zammit, Ms R.C. Zammit, Ms C. Zerafa D'Anastasi,

Ancillary Staff

Mr D. Bartolo, Ms V. Callus, Ms D. Camilleri, Ms J. Cardona, Ms A. Caruana, Mr A. Farrugia, Ms L. Galea, Ms I. Grech, Ms J. Scicluna, Ms L. Fenech.

Halloween sensory play – Throughout this activity the children were encouraged to explore, touch and feel Halloween sensory bin materials. The teacher filled the bin with lentils and invited the children to use the tweezers to fill the mini cauldrons with bats and spiders. These sensory activities promote a great way to help children strengthen fine motor skills, expand their vocabulary, learn to count, promote creativity and encourage playtime.

The most important thing about sensory experiences is that the children are learning through play while having fun!



K1.1— Sa Nathaline Agius, Sa Angelique Spiteri

Bees

One of the children’s favourite activities during the topic bees was: "Bee pollen transfer". This activity involves rolling a dice, and based on the number rolled, the child places the corresponding number of yellow pompoms onto a flower with the help of a tweezers. This activity helps develop hand muscles, hand-eye coordination, number recognition and value.



K1.2—Sa Charlene Aquilina, Sa Estelle Ciantar

Ribbit

In Kinder 1.3, the children's favourite song has been 5 Little Speckled Frogs since we started school in October. Therefore, we chose to explore and learn more about frogs. Children have learnt the life cycle of a frog and other related facts. The children have been presented with various activities all through play. Some of which are, arts and crafts, sensory play, role play, literacy and numeracy activities, singing and dancing and physical activities. All children seemed to have enjoyed this project- "Ribbit"!



K1.3—Sa Graziella Zammit



Autumn

Throughout November, our focus revolved around exploring various facets of "Autumn." We delved into discussions about the changing weather and marveled at the array of colors adorning the leaves. Exploring the life cycle of an acorn, from its humble beginnings to becoming a mighty tree, was also a fascinating part of our learning journey. Engaging in diverse Autumn-themed books and enjoying a multitude of crafts enriched our exploration. In addition, we incorporated activities designed to strengthen skills such as completing patterns and filling pictures using Bingo markers, which aided in refining our tripod grasp *and enhancing* eye-hand coordination. The children relished sensory activities, particularly the exploration of different leaves, pine cones, and other Autumn-related materials arranged in the tuff tray. Magnifying glasses and



tweezers were utilized, adding an extra layer of fascination to their discoveries.

K1.4—Sa Anna Abela, Sa Sharon Balzan

All about Construction

During the month of November, we were discussing and implementing the topic of construction. This topic emerged from one particular boy whose father owns a construction vehicle company. Once he started discussing this subject in class, the other children also began showing interest in the topic. I implemented a mixture of activities targeting various learning outcomes. We explored the number 4, stemming from the vehicles having 4 wheels. Additionally, we engaged in number puzzles where the kids counted construction-related items and matched them to the correct numbers. They also worked on spelling their names by arranging cones with letters in the correct order along a road.

We delved into patterns by using connecting cubes to build towers with different patterns. Moreover, we utilized connecting cubes for measuring different tools and discussed the concepts of short and tall. We indulged in several crafts such as printing with trucks and blocks. Each child also created his/her own construction hat and vest as a craft activity. Imaginary play was an essential part of this topic. I set up a construction-themed sensory tray using real sand and rubble, akin to what's used in building. We also added Weetabix, which the kids used as bricks.

Another engaging activity involved pretend play where they dressed up in vests and hats, using big blocks and boxes to build structures. Additionally, I created a physical movement dice featuring different moves that trucks make, which the kids could mimic. These are just a few of the activities that were implemented in class.



Sensory Play

In this sensory activity, students engage with lentils, enhancing their sensory experience. They refine their fine motor skills while handling funnels, cups, and spoons.



K1.6– Sa Pauline Farrugia, Sa Natalie Di Gaetano



Matching Activity

K1.7 is currently exploring the topic of fish. In a fish color matching game, the children rolled a dice and used tweezers to pick matching pom-poms. This activity served as an excellent way to learn colour names while also enhancing the children's fine motor skills.



K1.7 - Sa Maria Azzopardi

Old Mac Donald

During November, our class delved into the theme of Old MacDonald. We engaged in various activities like crafts, puzzles, storytelling, science experiments, and sensory play.

One of my favorite activities was the "On the Farm Sensory Bin." For this arrangement, we used oats to mimic the ground, coco pops for mud, green-colored rice for grass, and corn to symbolize the chickens' area. Along with these, we added toy farm animals, a barn, trees, a tractor, and a farmer. The children had a fantastic time exploring their new farmyard, engaging in imaginative play, making the animals talk, and assuming different roles. It was wonderful to witness the children playing together and having so much fun!





BDL Books

13, Giorgio Preca Street,
San Ġwann, SGN 3511

www.bdlbooks.com

+356 21380351

Enter this coupon code
and get a 15% DISCOUNT
when purchasing online
at www.bdlbooks.com

COUPON CODE
BDLSP15

€20.00



€25.00



€20.00

All n' 1 Siggiewi

St. Margaret Street, Siggiewi
T: 2146 2360

Opening Hours
Mon/Tue/Thur/Fri
9:00am - 12:00pm
4:00pm - 7:00pm

Wed and Sat
9:00am - 12:30pm

Il-Fladdiema kollha tal-Iskola
Primarja Siggiewi
jawguraw ❄️

Milied Hieni u Sena Tajba
lill-istudenti u l-familjari
tagħhom. ❄️



Planets

We are currently working on a project about planets.

We discussed each planet and created a craft for each planet using different media.



K2.1—Sa Jessica Farrugia



Witch's brew

In our exploration of the "Room on the Broom" topic, we conducted a captivating science experiment by concocting our very own witch's brew. This experiment proved instrumental in fostering the children's concentration and observational skills, enabling them to witness intriguing reactions firsthand. Moreover, it provided an avenue for refining their physical fine motor skills through the use of droppers for transferring food coloring and other small objects into the cauldron. Above all, it was an enjoyable and engrossing activity, seamlessly merging playful learning with discovery.



K2.2 - Sa Maria Camilleri, Sa Kaily Marie Vella

Bee-bot activity

Using a Bee-bot in lessons provides an excellent opportunity to introduce students to the basic coding concepts, encouraging them to explore different ways of solving problems. For the topic pirates, we designed a treasure map for the Bee-Bot to help the pirates find the treasure. This activity exposed students to a range of learning opportunities across the curriculum.



K2.3—Marita Cachia, Sa Loraine Attard



Classroom Pumpkin Patch

Pumpkins are often associated with Autumn because of their abundance during this time, and the children in our class had noticed this in their day-to-day life outside school. So, in class we developed a topic called Classroom Pumpkin Patch. We carried out various interesting activities related to pumpkins, We ended this topic by cooking some yummy pumpkin cookies.



K2.4—Sa Abigail—Marie Degiorgio, Sa Jessica Falzon

My Little Big World



Matul kull sena skolastika, naħdem mat-tfal fuq diversi proġetti tal-*E-Twinning*. Din is-sena, wieħed mill-proġetti hu *My Little Big World* li bedda f'Novembru 2023 u se jibqà sejjer sa Mejju 2024. Qiegħdin imseħbin 20 għalliem minn madwar l-Ewropa fosthom dawk ġejjin mit-Turkija, mill-Greċja, mir-Rumanija u minn Malta. L-għan ewlieni hu li sa minn eta' daqshekk tenera, it-tfal intuhom f'idejhom ir-riedni u l-għodda meħtieġa biex ikunu jistgħu jipparteċipaw b'mod attiv fil-proċess tat-tagħlim tagħhom stess. It-tluq kien stedina lit-tfal kollha parteċipanti biex jgħidulna x'inhuma l-interessi tagħhom, u minn hemm, aħna l-għalliema qed noħorġu t-temi komuni li fuqhom se naħdmu. Dan hu propju dak li jitlob l-*Emergent Curriculum*.

K2.5—Sa Charmaine Galea

Sonic

The children are presently exploring the cartoon character Sonic the hedgehog. Here, they are checking how tall he is using non-standard units (interlocking cubes). This was a Maths lesson.

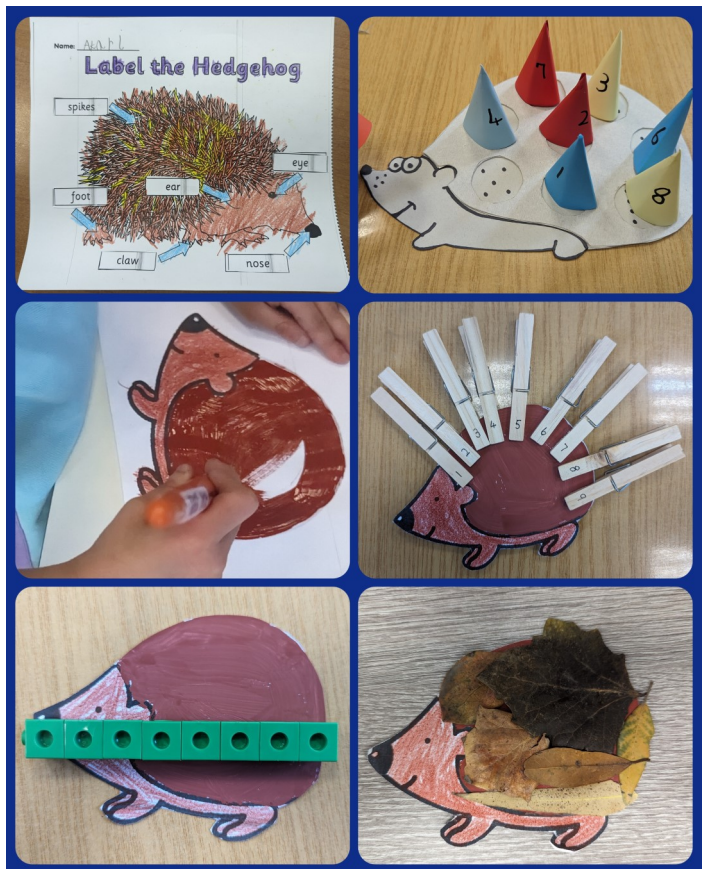


P1.1—Sa Kathianne Farrugia, Sa Priscilla Buhagiar, Sa Sara Abdilla



Hedgehogs

This term, our focus centered around hedgehogs, delving into their fascinating life cycle and exploring different parts of their anatomy. In our math lessons, we incorporated a hedgehog-themed game where we matched numbers to corresponding dots. Following this, we painted hedgehogs and utilized wooden pegs to sequence numbers up to nine. Using Unifix blocks, we measured the length of the hedgehog, adding a hands-on dimension to our learning. Finally, we glued the leaves we had previously collected from Buskett on the hedgehog.



P1.2—Sa Carmeline Mangion, Sa Ruth Scicluna

Exploring the world around us!

Our class, Year 1.3, embarked on a field trip to Buskett. It was an enjoyable and educational experience where we delved into learning and exploring our surroundings. Throughout this outing, we gained insights into the environment, seasons, and Maltese flora, among other topics. Additionally, we had a great time bonding over shared meals and playful activities.



P1.3—Sa Miriam Deguara, Sa Analise Camilleri



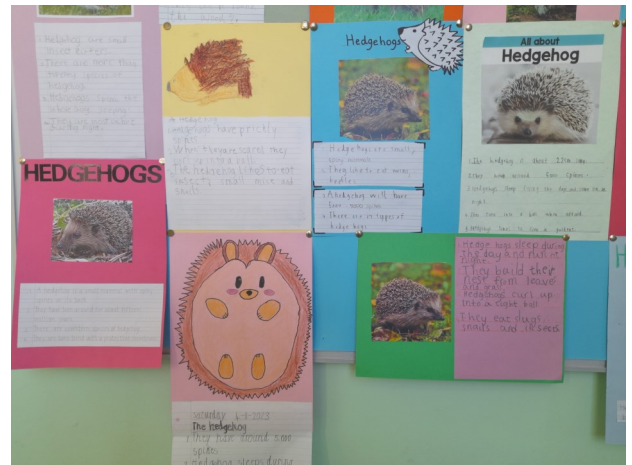
Finger painting

In the first term of Year 1, children begin creating their first simple words. They use finger painting as a tool for writing, which aids in developing their fine motor skills. They found it enjoyable because it was sensory-driven, allowing them to spell and write words while engaging in this hands-on activity.

P1.4 — Sa Giselle Aquilina, Sa Elaine Cutajar

Hibernating hedgehogs

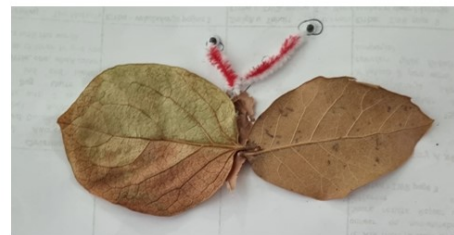
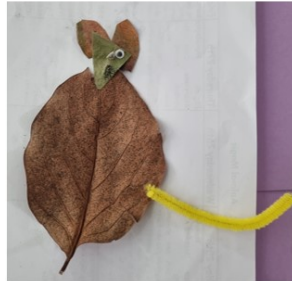
This term, we explored the concept of hibernating animals during Autumn. We engaged with the story 'Don't Hog the Hedge' and encouraged children to conduct research about hedgehogs. They shared their findings in class, unveiling many intriguing facts about these mammals. Additionally, we crafted hedgehogs covered in leaves, sparking discussions about our preparations for the upcoming cold Winter season.



P2.1—Sa Maruska Sammut, Sa Mary Grace Tanti,

Sa Priscilla Vella

LEAVES
CREATURES



Following our trip to Buskett, we felt inspired to craft creatures using the leaves we gathered. Each person used their imagination to design an original picture. This activity helped us connect with the natural world, observing the seasonal changes. It also allowed us to explore various learning outcomes, including Science, makerspace skills, storytelling, and observation.

P2.2—Sa Moira Darmanin, Sa Pauline Briffa, Sa Josianne Tanti

Pretend Play

This term, we ventured on an outing to Buskett. The children had free playtime, and during this period, some imagined themselves camping, while others built nests or played shops. Surprisingly, they all used the same materials—pine needles, stones, and twigs—in various ways. It was fascinating to witness their diverse approaches to the materials around them. Their imaginative play was abundant, and their teamwork was truly fantastic.



P2.3—Sa Nadya Sammut, Sa Rosita Attard, Sa Kimberly Micallef

Number Bonds to 100

Children played a matching game with the nature theme to practise the number bonds to 100.



P3.1— *Sa Nadia Briffa, Sa Claudia Scicluna, Sa Josephine Delia*



Digital Time through games

To conclude the Maths topic about digital time, the children worked in groups and participated in a variety of games. Games included the use of Bluebot and Beebot, bingo, matching and drawing the hands on the clock. During this hands-on session the children enjoyed themselves and worked collaboratively to do the tasks assigned.



P3.2—*Sa Melanie Bonello, Sa Sandra Scicluna*

“Trees are poems that the earth writes upon the sky”



As part of topics that are covered in Social Studies (Il-Kampanja Maltija) and Science (Plants) students of **Year 3.3** have learned about the **different kinds of trees** that grow on the **Maltese Islands**.

They discussed the **importance** and **benefits of trees** in our towns, villages and in our countryside. Many shaded posters and highlighted **reasons** why we ought to **take care of all the trees** that are found in our environment.



Several children used **Word Wall** to create an online game to play together in class. They **created** a **matching activity** about the benefits of trees. During the process the students explained to each other the process



of how to create this game. Later, when the preparation was complete, the class was **divided** into **groups**. Each group tried its best to match parts of sentences to form **one complete sentence**. The group which matched the sentences first **won** the competition. **All the children were excited to take part in an online game created by themselves!**



The **posters** shaded, together with a **message** to care for the woody plants were used to **embellish the class noticeboard** and **inform other students** about the numerous benefits of trees.



Robo Wunderkind

In November, the children had the chance to work with Robo Wunderkind. They were grouped together to brainstorm ideas on using this gadget to create a flashlight for night walks. Encouraged to collaborate, they brainstormed, coded, and sought solutions to build the flashlight. Their goal was to explore coding techniques that would keep the flashlight on without needing constant button pressing, and to experiment with changing its light colour.

This experience not only boosted their problem-solving skills but also brought immense joy as they collaborated in groups to tackle this task.



P3.4—Sa Sephorah Saliba, Sa Bernice Xuereb, Sa Michelle Abela

Haunted House for sale!



Listed by: Scary properties

Address: 18, Black Rose street, Valletta

Price: Call for the price on 22885217

10 Bedrooms

2 Baths

Description:

An enormous, creepy haunted house with thirteen rooms and a scary attic is for sale. This abandoned, empty house has lots of big spiders, spider webs, bats and black cats living in it. You will never want to leave this enormous ten-bedroom house with two scary bathrooms and a bloody kitchen. Additionally, there is a piano that is played by a black cat and when the cat looks at you, it will send other black cats to bite your head. You will be excited when you open the attic as there is a bloody black cat who tries to eat your bones. If you want to know the price, call on 22885217. Don't miss this one-time opportunity!



Written by Ella Scicluna

Trapped in a snow globe

Oh no! Students in year 4.2 were stuck in snow globes, how did they escape?



Students were posed with the problem of being trapped in a snow globe. This sparked some creative writing of how they got in the snow globe and then how they managed to get out. A range of imaginative stories emerged: some action-packed, some mysterious and some humorous.

One day, I went shopping with my mum. While roaming in the shop, I saw a magical snow globe. It was really expensive. I wanted it so bad! Luckily, my mum bought it for me. When we went back home, I spent some time staring at it. Suddenly, I felt dizzy and fell asleep. When I woke up, I magically found myself in the snow globe. All of a sudden, someone shook the snow globe and there was a blizzard. I started yelling and screaming at the top of my voice but no one heard me. I wanted to go out. Everything outside the snow globe looked huge. I was getting really bored when suddenly I saw Santa Claus preparing his sleigh. I ran quickly towards him and told him to help me to get out of the snow globe and go back to my original world. Thankfully, Santa Claus granted my wish. In a trice, I became a normal human being and found myself on my beloved bed again. What an adventure!

Written by Deyan Mizzi

Jiena siġra tal-Milied

Ħelow! Jiena siġra tal-Milied u hekk bdiet l-istorja tiegħi. Jiena darba kont siġra kwieta fil-foresta. Kienu jiġu ħafna għasafar differenti fuqi bħall-amorini, pitirrossi u għasafar tal-bejt. Pero' darba waħda kien hemm xi nies li kellhom tip ta' għodda f'idhom. Kienet tidher tal-biża' ħafna. B'dik l-għodda qatgħuni u ħaduni go ħanut ġgantesk. Ftit wara xtratni familja kbira ta' ħamest itfal u żewġ ġenituri. Meta rawni mill-ewwel xtrawni. Ħaduni go vann aħmar u poġġewni fis-salott. Mill-ewwel bdew ižejnuni bid-dawl iteptep, stilla tidli, tinsils lewn dehbi u anka lewn il-fidda. Meta wasal iż-żmien tal-Milied ġie xi ħadd liebes l-aħmar u l-abjad. Poġġa rigali ta' kull tip, qies u kuluri taħti. Meta qamu t-tfal tgħidx kemm ħadt pjaċir narahom jifirġu. Imma ħadt iktar pjaċir meta rajt x'qalgħu bħala rigali tal-Milied.



Miktuba minn Emma Schembri



Ġurnata ma' Santa Klaws

Qed tfittex x`imkien fejn tgawdi l-Milied?

Mela ejja l-Mellieħa u gawdi l-Milied tiegħek ma` Santa Klaws.
Din l-attivitax hija organizzata mill-kappillan tal-Mellieħa.

Data: Mill-Erbgħa, 30 ta` Novembru sa lejlet il-Milied.

Post: Viċin il-futbol grawnd tal-Mellieħa.

Ħinijiet: Minn nofsinhar sa nofsillejl.

Se jkun hemm tombola u diversi attivitajiet bħal futbol u basketball,
mużiċisti bħal Ed Sheeran u l-grupp ta` Mars.
Jekk trid tista` tħallas tletin Ewro biex tagħmel ġurnata ma` Santa Klaws.

Ħa jkun hemm ukoll logħob għat-tfal.

Ejja u gawdi l-Milied magħna!

Miktuba minn Clyde Scicluna

P5.1—Sa Isabella Borg, Sa Angel Grixti, Sa Chantelle Zerafa D'Anastasi

How to carve a pumpkin

1. Draw a circle around the top of the pumpkin.
2. Use a sharp knife to cut off the top part.
3. Take off the top.
4. Scoop out the insides and seeds from the pumpkin.
5. Use a pen or pencil to draw a face on the pumpkin.
6. Cut the face using a knife.
7. Push out the pieces you cut.
8. Get a small candle.
9. Put the candle inside the pumpkin and light it.
10. Place the top back on the pumpkin.



Written by Jan Cardona Cesare

Growing sunflowers from seeds

In our Year 5.3 science class, we kicked off the year by exploring life cycles. To understand plant growth better, we decided to conduct an experiment. We used recycling cartons as pots and planted sunflower seeds. Taking great care, we found the perfect spot with adequate light and air and watered them regularly. Recording our observations, we tracked the growth pattern from the day we began until we anticipate the flowers will bloom. Our aim is to not only witness the growth but also comprehend various life processes involved.



P5.3—Sa Maria Tereza Micallef, Sa Toni Calleja, Sa Ruth Galea

Making a toast

As part of learning instructions, we practiced making a toast together with our teacher.

How to make a toast...

To make a toast, start by washing your hands and getting all the ingredients, including fresh bread from the bakery.

First, plug in the toaster. Then, place two slices of bread inside and push down the lever.

Wait for a while, and when the bread turns golden brown and pops up, carefully place the hot toast on a plate. Use a knife to spread butter evenly on both sides.

Now, add cheese, ham, cucumber, and tomato slices to your toast. Close the bread and cut it in half, but be careful with the knife.

Serve your toast with some crisps on the side and a hot cup of tea. Enjoy!

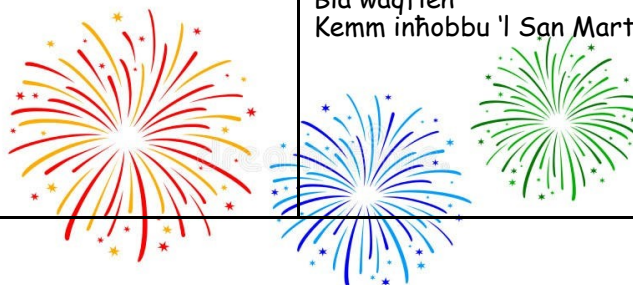
It's all set for some tasty toasting



Written by Martina Azzopardi

Poeżiji miktubin fi gruppi mit-tfal tal-klassi 6.1 waqt it-tema tal-festi. It-tfal iffukaw fuq ir-rima.

Il-Festa tar-Raġal	Il-Festa ta' San Martin	Il-Festa ta' San Martin
<p>Meta jasal ix-xahar ta' Ġunju Kemm ikunu ferħanin Dawk kollha ta' San Nikola Li jgħidulhom Siggiwin.</p> <p>Meta tgħaddi l-banda Bil-bandisti vera qsar Idoqqu t-trumbetti U l-istrumenti vera kbar.</p> <p>Kemm jogħgobni dak l-ikel Li jkun hemm fil-gabbani Għax dan veru tajjeb U qatt ma jxebbagħni.</p> <p>Dwal, bnadar u pavaljuni It-triq tagħna kollha mzejna U kemm karti nitfgħu Meta l-marċ jgħaddi minn hdejna.</p> <p>Meta tasal din il-festa Nisimgħu l-murtali U naħseb it-tfal kollha Jhobbu din il-festa bħali.</p>	<p>Hemm festi kbar u zgħar Xi drabi jkun hemm in-nar Il-mużika tmissilna qalbna Kemm inħobbu l-festin Speċjalment ta' San Martin.</p> <p>Meta jisparaw il-murtali Kulhadd iħossu emozzjonali U meta jkun il-ħin taż-żfin Tara turisti kullimkien.</p> <p>Festa bħal din zgħur mhux ħa ssib U jekk tibqa' tiekol oħxon ħa ssir ħabib Jekk tinteressak din il-festa X'qed tistenna, ejja issa.</p>	<p>Għall-festin ta' San Martin Kulhadd jifraħ mal-Maltin.</p> <p>Kulhadd iħobb il-festa tradizzjonali Bil-marċi u strumenti bħal kurunetta Klarinett, trumbun u trumbetta. Meta jgħaddu l-bandisti Jattiraw lit-turisti.</p> <p>Kulhadd jixtri gewż Lewż, qastan u tin Niċcelebraw il-festa ta' San Martin.</p> <p>Kullimkien imzejjen b'pavaljuni Daqs iljuni Ħafna lwien ma' kullimkien Bla waqfien Kemm inħobbu 'l San Martin.</p>



Poems written in groups by class 6.1

during a literature lesson. Focus was on free writing and repetition.

Paper Age	The Dumb Age
<p>I was born in Paper Age. Everything was made of paper. We sat on paper and slept on paper. Everyone ate and drank juice paper.</p> <p>School was made of paper. Trees were made of paper. Homework was to taste paper. And say if it was good later.</p> <p>Clothes were made of paper. And when we got bored later We just ate the teacher.</p> <p>Afterwards my mum picked me up in a paper plane. It took a while since planes were danger. When we arrived home we watched TV Which was quite boring since it was just a lettered paper.</p>	<p>I was born in the Dumb Age. I lived under a rock made out of dirt and dead leaves. We ate green juicy leaves. We slept under a rock like Patrick Star.</p> <p>In the Dumb Age we taught teachers Beuase they were too dumb And they could barely talk.</p> <p>In our free time we jumped off mountains and cliffs. Once a guy opened up his head And we found nothing in it.</p> <p>But we still jumped and ... DIED! Well, happily we lived in the Dumb Age.</p>

6.1—Sa Marcelle Degiorgio, Sa Kirsten Vella

Waqt li kont qed naqra għajni marret bija...

Waqt li kont qed naqra għajni marret bija. Flomt li jien kont mostru. Wisq probabbli sirt hekk għax kont għadni kif rajt film fuq il-mostri!

Fil-ħolma kelli ġismi enormi. Kont ta' lewn aħmar nar imnaqqax b'kulur dehbi, naqra isfar lellux u ftit isfar skur. Kelli disinn ippizzjat b'rigi djagonali. Għajnejja kellhom forma ta' ċirku u ħalqi nbidel f'wieħed ta' ljun. Indunajt li kont inbdilt f'mostru partikolari – nofs dragun u nofs iljun. Jien fraħt b'din is-sitwazzjoni li kont fiha għax dejjem xtaqt li nkun nista' ntir! Jien ħsibt li se nibqa' hekk għal dejjem! Rajt ħafna annimali oħra u smajt ħafna nies jgħajtu għax bdew jibzġhu minni u xammejt riħa t'ikel taqsam u tfuħ!

In-nies u l-annimali li kien hemm bdew jibzġhu minni! Huma bdew jagħmlu dak kollu li ridt jien u servewni l-ikel kollu li tlabthom! Dak il-ħin kont qed inħossni qed nikkmanda lil kulħadd, qisni r-re li noqgħod immexxi kulma jkun għaddej! Izda jien ma ridthomx jaħsbu hekk għax ma ridt inwegġa' lil ħadd u ma ridtx nagħmlilhom qalbhom sewda.

Ħin minnhom, kont miexi u f'leħħa ta' berqa waqajt minn fuq muntanja. Ġara mbagħad li bil-ħasda qomt u rrealizzajt li kont waqajt minn fuq is-sodda u oħti kienet qiegħda ttini bl-imħadda ġo wiċċi!

Miktuba minn Krista Desira



Writing personifications during the poetry lesson

During the English Literature lessons the children of Year 6.3 have been learning about different figures of speech used by poets to make their poems memorable and catchy. The children became inspired to write their very own personifications. Here are their contributions:

The piggy bank is eating all the money (Carlos Agius)

My bed has held its push-up form for ten years (Nicholas Biao)

The words are flying out of the computer's audio file (Max Bonello)

The pencil colours are sad because they are getting smaller and smaller (Lisa Caruana Galea)

Every morning at 8:30am the school's main door gobbles up a lot of children, and at 2:15pm it barfs them out (Cara Ciantar)

The museum comes alive with all its visitors (Zamira Cutajar)

The biro was skating on the paper because of the ink (Amr El Saadny)

The scissors opens its mouth and cuts the paper (Denzel Falzon)

The shoes are tired of walking everywhere (Krista Formosa)

My hair loves to sway in the breeze when I'm running (Ylenia Fsadni)

My book is jealous of the other books because they are newer and nicer to look at (Lorenz Gelo Fuentes)

The iPhone sings when someone calls (Kelvin Grech Spagnol)

The door is sad because sometimes it gets slammed (Sharonia Micallef)

My hair is feeling stretched when I brush it (Leah Mifsud)

The telephone keeps on shouting (Adelio Persiano)

The sink is drinking all the water (Gabriel Vassallo)

Our classroom is a giant mouth and the windows are its teeth. When we leave the room we get digested in the body. If the students take the right path and go down the stairs they will get digested out of the body (Sarah Vassallo)

Christmas was ruined... but for a good reason!

Ella and her older brother Alex loved Christmas. They always used to do a little get-together with the whole family on Christmas Eve. Together, they used to decorate the massive tree weeks before with red, green, gold and silver ornaments. It always looked amazing but a Christmas tree without the star on top wouldn't be complete, so it was a traditional habit that on Christmas Eve, when all the family are gathered together, Ella and Alex together with their cousins put the star on the tree and after they start singing some Christmas carols too while waiting for Father Christmas to visit them and give them the long-awaited gifts.

That year, Father Christmas had a tiny little problem, although I think that it wasn't that little nor tiny! He was late to deliver all the presents worldwide and in fact, he only managed to provide a little more than half of them. That year, almost all of the children in the world were on the good list so the elves had much more work to do and the presents to be delivered were more than any other year. However, there is only one Father Christmas to do all the work in one night and he got stuck in some busy countries that year. That night, Ella, Alex and their cousins waited all night, but unfortunately, Father Christmas with the presents didn't arrive. For the kids, especially for Alex, Christmas was ruined. Alex did his best that year to be as good as he could but ended up without a present instead of being rewarded.

A year passed, and the following Christmas was just around the corner. Alex, not like every other Christmas, didn't want to celebrate this magical time with all his family and on Christmas Eve, he planned to dress up as a GRINCH. While his sister Ella and their cousins were about to put the star on the Christmas tree, Alex, dressed in a bright green costume started to take off the decorations from the tree and everyone got upset by his action. The usual Christmas carols turned into a big fight and suddenly a loud, steady voice was heard.

HO..Ho..HO.. It was Father Christmas.. This year, not like last year he anticipated them. He was standing in front of them with a present in his left hand while in his right one was holding an old, brown, colossal bag. He walked towards Alex and handed the present to him. Affixed to the present, there was a note saying "Alex, I am so sorry that I didn't get you a gift last year, but I got myself busy with the orphan kids that because of the war in their country they had no one to think about them" Alex felt so ashamed in the costume he was in. He had been selfish and didn't think about those kids less fortunate than him. Alex realized that sometimes it is essential to stop and think of all the circumstances before making quick conclusions. It becomes particularly crucial to prioritise those in need, especially during the Christmas season.

written by Carla Hamada



Address

56, Manuel Magri Str, Hamrun

Email

info@copyservltd.com

Telephone

27282748

Mobile

77940904

**A4 Black and White
Photocopies 1c5**

**A4 Colour 5c
Photocopies**

Forget the Rest. Our prices are the Best!

We also offer

LARGE FORMAT PRINTING



**Now we can offer the service of
A0, A1, A2 size printing in Colour or Black & White,
Posters, House Plans, Scanning and much more.**

Always the best prices

Torta ħafifa tal-ġewż tal-Indi (Coconuts)

Din hija riċetta għal min mhux midhla ħafna tal-kċina imma jrid jimpressjona! Din it-torta – li fil-fatt mhi torta xejn – hija ħafifa mmens biex tagħmilha, għax kulma għandek tagħmel hu biss li tħallat l-ingredjenti kollha f'daqqa u taħmi, u waqt il-ħami, t-taħlita tinfired u tiffirma qoxra fil-qiegħ simili tal-għaġina!



Ingredjenti:





- 225g zokkor fin (*caster sugar*)
- 65g dqiq, mgħarbul
- 100g butir
- 100g ġewż tal-indi mnixxef (*desiccated coconut*)
- 100g lewż imqatta' rqiq għat-tul (*slivered almonds*)
- 4 bajdiet
- 2 mgħaref qxur tal-laring, maħkuk
- mgħarfa qxur tal-lumi, maħkuk
- 125ml meraq tal-laring
- 125ml meraq tal-lumi
- 250 ml ħalib tal-ġewż tal-indi (*coconut milk*)

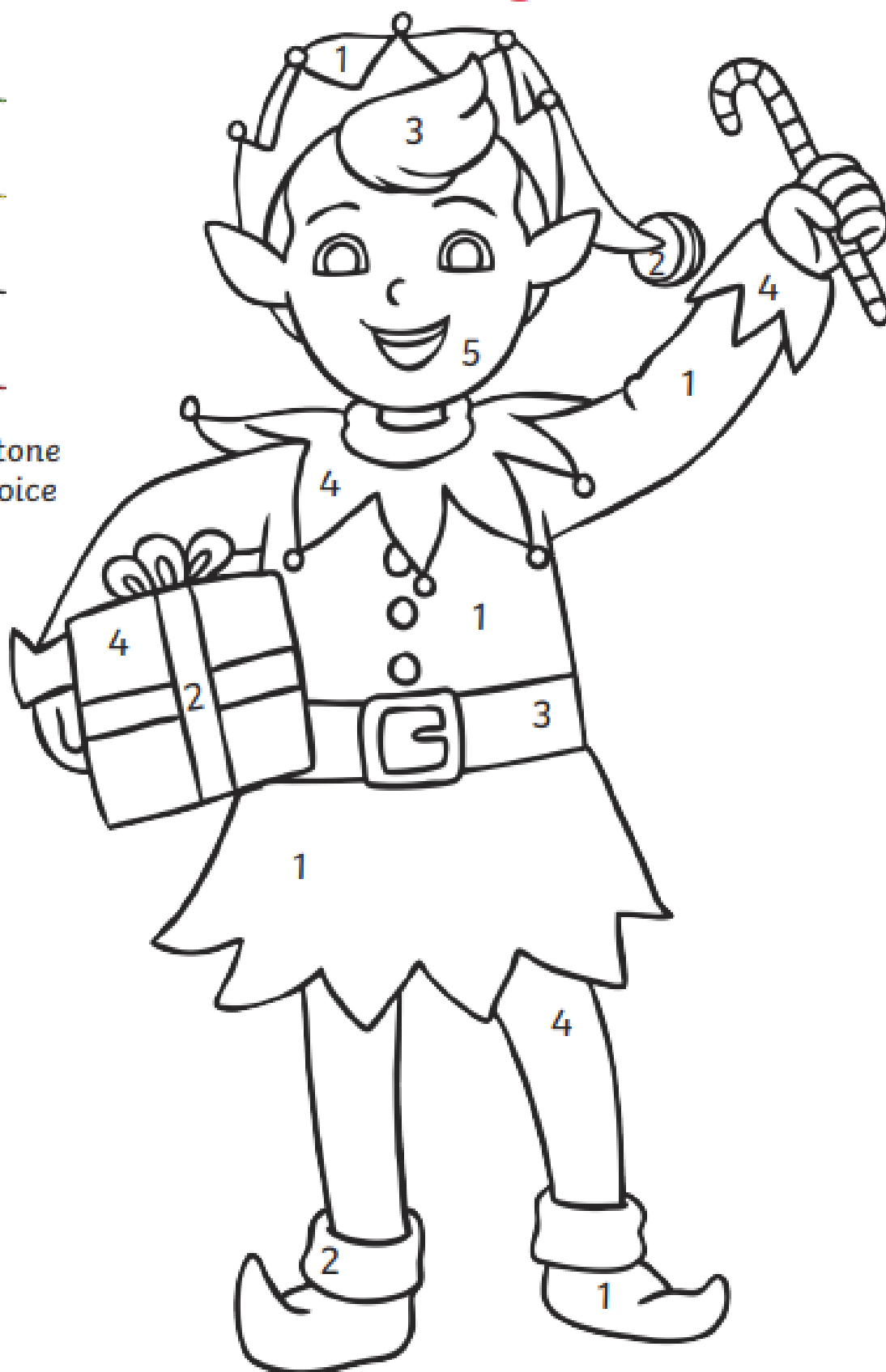
Thejjija:

1. Saħħan il-forn għal temperatura ta' 180°C. Idlek turtiera ta' 28 ċm bil-butir.
2. Pogġi l-ingredjenti kollha f'daqqa fi skutella kbira u b'ħabbata tal-elettriku ħabbat kollox sew flimkien. Ferra t-taħtita fit-turtiera ppreparata u aħmi għal madwar siegħa jew sakemm jiħmar il-wiċċ. Ħalliha tibred sew u kessaħha fil-frigġ għal siegħa.

Servi t-torta ma' krema mħabbta.

Christmas Colour by Number

- 1 = 
- 2 = 
- 3 = 
- 4 = 
- 5 = skin tone of choice



Christmas

a f q m m y r r h z t e
h r s a n t a k i n g s
c a l r d j o s e p h c
f n b y o w l e e l a e
d k e t n a z a r e t h
m i t o c h u r c h r f
a n h c h r i s t m a s
n c l r g d o n k e y g
g e e p i c r h s f s o
e n h k f i h n p r t l
r s e j t u w u c o a d
x e m n s h e p h e r d

Christmas

Bethlehem

myrrh

manger

Santa

Shepherd

gold

donkey

Mary

Kings

church

star

Joseph

frankincense

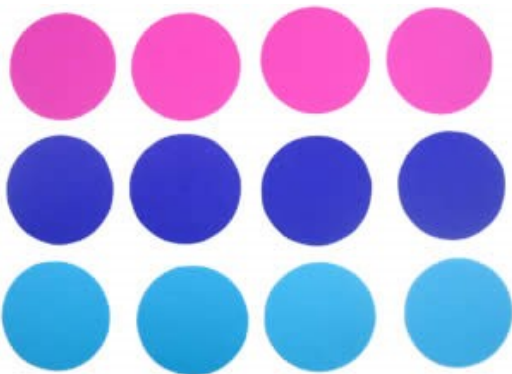
Nazareth

gifts

Dekorazzjoni tal-Milied

X'għandek bżonn

- ⇒ Karti kkuluriti jew kartonċin
- ⇒ Lapes
- ⇒ Xi haġa tonda bħal tazza, biex tkun tista' tpingi ċ-ċrieki.
- ⇒ Kolla likwida jew double-sided tape maqtgħuhin f'biċċiet żgħar.
- ⇒ Wire irqiq (craft wire) jew stapler.



L-ewwel pass

Uża tazza biex magħha, bil-lapes, tpingi 12-il ċirku fuq karti kkuluriti, jew fuq karti b'tema tal-Milied. Aqtagħhom.

It-tieni pass

Itwi l-karti minn nofs u poġġihom fuq xulxin, fl-ordni li trid.



It-tielet pass

Aqbad biċċa wire irqiqa u dawwarha fuq it-tinja tal-mazz taċ-ċrieki li qtajt. Orbot sew it-trufijiet.

Jekk m'għandekx biċċa wire, tista' tuża l-istapler. Kemm tagħmel waħda fuq u l-oħra isfel (dejjem fuq it-tinja).



Ir-raba' pass



Poġġi qatra kolla fejn qed jiġi indikat bil-lapes fl-istampa ta' hawn fuq. Itwi ż-żewġ karti li qed iħarsu lejn xulxin u aġġfas halli jehlu. Jekk ma għandekx kolla, tista' tuża wkoll d-double sided tape.

Il-ħames pass



Dawwar il-karti, fiċ-ċirku li jmiss il-kolla ser tagħmilha fil-parti ta' fuq, fejn qed jindika l-lapes u terġa' ddawwar il-karti halli twaħħalhom.

Ser inkomplu l-kumplement taċ-ċrieki – darba l-kolla tkun in-naħa ta' isfel u ta' warajha in-naħa ta' fuq, sakemm il-karti kollha jkunu mwaħħlin.

Is-sitt pass

Meta tkun waħħalt il-faċċati kollha, ser jiġik xi haġa bħal din tal-istampa.

Issa tista' twaħħal żigarella ma fuq u ddendilha mas-siġra tal-Milied.



**FREE
DELIVERY
WITHIN
24hrs**



www.smartofficeltd.com

SMART OFFICE SUPPLIES LTD

IMPORTERS, WHOLESALERS & DISTRIBUTORS

Valletta Road, Qormi QRM 3617

☎ 2144 3335, 2144 6241/2, 2744 6242 ☎ 9947 4744 ☎ 2144 6243 ✉ joe@smartofficeltd.com

Opening Hours: Monday to Thursday 8.30am - 6pm, Friday 8.30am - 5pm and Saturday 9.30am - 1pm



**SAVE €
MONEY**

SCHOOL STATIONERY

OFFICE SUPPLIES

..... AND MUCH MUCH MORE

OUR IS
CLASS UNDER
ELF
SURVEILLANCE

