

NEWSLETTER

KIK @ HANOI TOWERS

MAY 2021

Dear Parents / Guardians

We are pleased to announce that this year we significantly developed our STEM coding programme – the introduction of coding. With STEM and coding being something that even the very youngest can experiment with, students have enjoyed exploring our new equipment and discovering new ways of how pressing buttons and moving switches causes a set consistent reaction.

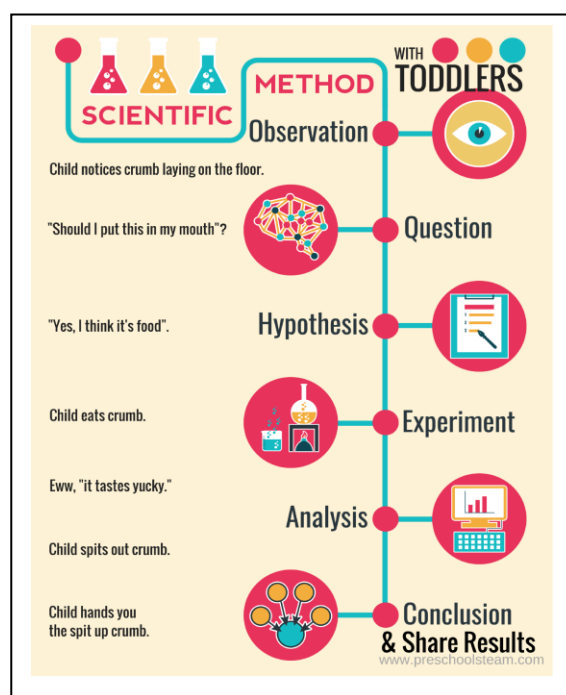
Hanoi Towers have purchased a wide range of coding style materials, which we will outline and explain within this newsletter.

Many parents / guardians are eager to help their child develop STEM skills and often ask how they can support at home. Our guidance is to make STEM activities fun – the purpose is experimentation and discovery so the more children are enjoying the activities the longer they will concentrate and the more they will ultimately learn.

Remember that in addition to robotics and coding, STEM also involves discovery and experimentation. As the chart indicates, even the simplest activity has a logical thought process and it is this asking of questions, forming a hypotheses (predication as to what will happen) experimenting and reflecting upon the result that we are encouraging through our STEM education.

We look forward to developing our STEM 2.0 programme and enabling our pupils to be ready to be the citizens of tomorrow.

Stephanie C. Mills



Froglets' STEM investigation

One morning, Froglets received an anonymous email. The email informed us that someone hid our kitchen toys in our playground sandpit. How were we going to find them?

Our first thought was digging blindly through the sandpit, but that could be a tiring job since the sandpit is big.



Then, we introduced the metal detectors and magnets. We discussed that most of our kitchen utensils are metallic, and these machines could

help us find them. It was time to go on a scavenger hunt with our metal detectors and magnets.

We started the activity by observing the children investigate how to

use the metal detectors and magnets. They rapidly figured out that the detector's alarm sounds or the magnets become heavier when a metallic object is within



reach. They started finding pans and pots. To gather them all, we checked that we had all the hidden items mentioned in the email.

Finally, we tested if magnets and metal detectors react to other materials. We understood that they only work on metallic objects. After sharing ideas and opinions, Froglets had free time to hide and find toys.



Such an exciting adventure

Fruit and Vegetable Sound Boxes

In Term 3, the Integrated Prep class focused on fruit and vegetables.

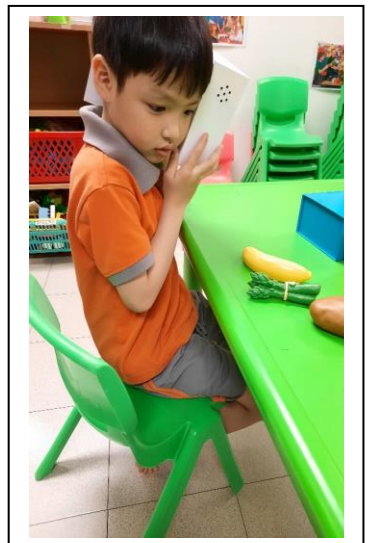


The initial thing we learnt was the definition of a fruit and a vegetable and the main differences between them i.e. the fact that fruit have seeds and vegetables do not. We spent time sorting, classifying, experimenting with

exploring fruits, and vegetables through using our five senses.

Once students had a good understanding of the subject, we concluded the theme with a STEM activity.

The teacher recorded messages describing fruit and vegetables in our STEM boxes.



The students opened up the boxes, listened to the messages, and worked to put the correct fruit or vegetable in the box.



Driving in the K2 Classes



The children were very fascinated with STEM lesson using technology.

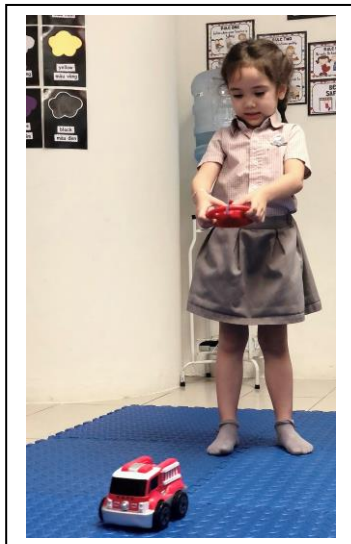


One of our favourite pieces of technology are the child friendly remote control cars. After investigating the use of the buttons and understanding the relationship between moving the remote control and the car movement we moved onto practicing.

We started with students simply driving the cars forwards and backwards, exploring to see how far and fast the car could go and how quickly it could stop!

Once the students had a good understanding of this concept, we introduced a maze for the car to negotiate, with one person controlling the car and others offering advice and suggestions.

As students became more accomplished at the task, more complicated mazes were made to challenge students even more.



Plant adventures in Nursery and K1



Some of the classes had a science investigation into plants. To develop STEM further, in the nursery class they focused on taking care of plants. With our watering cans in hand, students visited the rooftop garden to water some plants and to observe our green friends.

The rooftop garden is an ideal place for the class to learn about plants. There are many different plants on display in the garden, from flowers to herbs.

First, we investigated most of the plants in the garden. Some students noted a fragrance in the garden and others noted the big colourful Hibiscus flowers. Together we filled our watering cans and started watering as many plants as our little cans could. This was a really fun activity that the entire class enjoyed.



In the K1 classes, pupils investigated how water moves through a plant. We carried out an experiment in which we put



cabbage leaves in coloured water and watched their progress during the day and then overnight.

Pupils were thrilled to observe the way that the cabbage leaves took up the coloured water and used their magnifying glasses to clearly see the colour changes.



OUR NEW STEM RESOURCES



SOUND PEGS – Students record their own message on the pegs and then hang up their work. Other students can come and listen other pupil's thoughts on their work.



BIG BUTTONS – The teacher or student records a message – students can then press the button and follow the instruction – here they are at the American Club following action instructions.



ALPHABET PHONES - Students simply hold the phone up to their ear and are able to hear their own voice clearly.

OUR NEW STEM RESOURCES



SOUND BOXES – The teacher can make a recording which is played when the lid is opened. Students can then add a specific item or learn more about the item in the box.



ECHO MICROPHONES – To encourage confidence in speaking, we use our echo microphones. These enable voices to be magnified so even those who are reluctant to speak loudly in public are able to be heard by others and can therefore make a full contribution to the class discussions and games.