



*St. John's Prep
& Senior School*

*The
Languages
Department
presents*

A Typical Year at St. John's School

Preparatory School

St. John's Preparatory school provides children with a rich international curriculum. At primary school, children learn French from Reception and Spanish is added at KS2. We focus on cultural aspects worldwide, making links in all subjects. Not only are children taught language skills, but our language teachers are all native speakers from various countries and share their experiences and cultural backgrounds with the children about the different cultural festivals during the year.

From this September we are introducing a Classical Studies programme - including Latin and Classical Greek - across Years 3 to 6, enriching pupils' understanding of ancient languages, literature, and culture.



Christmas Traditions

Every Christmas, pupils explore how Christmas is celebrated in Spain and France, similarities and differences, traditions, foods, etc.



What about Christmas presents? In Spain, children get them in January! On the 5th January, there is a big parade to welcome the Three Wise Men. They visit the cities and towns on big parades throwing sweets to the children who have gone to see them.

At home, children leave food and water for the Three Wise Men (who are called Melchor, Gaspar, and Baltasar) and their camels. Before going to bed early, Spanish children leave their shoes outside so the Three Wise Men know who lives in the house and where to leave the presents.

Children in Year 3, 4, 5 and 6 learned the Spanish carol “*El tamborilero*” and the French carol of “*Voici que l’ange Gabriel*”, which they performed in our Christmas Concert at church last December.



St. John's Prep and Senior School
Presents
'Christmas Carols'
At St. Mary's Church

Hannah P3

Wednesday 11th of December, 2024
St. Mary's Virgin and All Saints Church,
Potters Bar
7:00 p.m.

Prep. and Senior School - O Come all ye Faithful
John Francis Wade

French Carol - Voici que l'ange Gabriel
Traditional

French Words taught by Madame Beddoes

Spanish Carol - "Tamborilero" "El Tamborilero"
Katherine Kaniouk Davis
Spanish Words taught by Sofora Mayana Molina

Children of Upper Transitus
Get your Best Smile Out - Nick Cornall
Tiddly Om Pam Pam - Nick Cornall

Geneva Bernard (Piano) - Bah Ba Doo Bah
John Kembar

Sia Ramanandi (Violin) - What shall we do with the Drunken Sailor Traditional
Ode to Joy Beethoven

Aaryan Ahir (Saxophone) - Santa Claus is Coming to Town
John Frederick Coots and Haven Gillespie

George Fish (Violin) - Jingle Bells
James Pierpont

Children of Form 1
Little Star - Jenny Harvey
Come on Christmas - Ruth Kewward

Alana Perera (Voice) - It's Beginning to Look a Lot Like Christmas
Meredith Willson

Felicity Fang (Piano) - Coloured Clouds Chasing the Moon
Chinese Folk

Senior School - God Rest ye Merry Gentlemen
Traditional

Prep. School Choir
Calypso Carol words & music by William Perry
Somewhere in my memory Music John Williams, Lyrics Leslie Broussard

Aria Fariboudi (Piano) - Tarentella
Agnieszka Lasko

Saachi Ahir (Flute) - The Perfect Gift
Joshua Bassett

Berlin Ergonul (Piano) - Presto
G.B. Pescetti

Skyli Saravanapavan (Guitar and Voice) - Snowman
Sia Purter and Greg Kurthin

Samuel Newsham (Voice) - The Christmas Song
Mel Tormé with Bob Weir

Senior School Choir
Gabriel's Message (Basque Carol) - arr. David Willocks, words S. Baring-Gould

Rhea Hui (Cello) - Salut d'Amore
Edward Elgar

Senior School Languages Ensemble - Stille Nacht
Franz Xaver Gruber

Children of Form 2
The Forgotten Toys - Mary Green and Julie Stanley
Jingle Bell Smell - James Pierpont (arr. Tunnah)

Children of Form 3
Deck the Halls - Traditional
Merry Christmas Everybody - Noddy Holder and Jim Lea (arr. Tunnah)

Prep. and Senior School - Hark the Herald Angels
Sing

With special thanks to St. Mary the Virgin and All Saints Church, Potters Bar

¡Feliz Navidad!



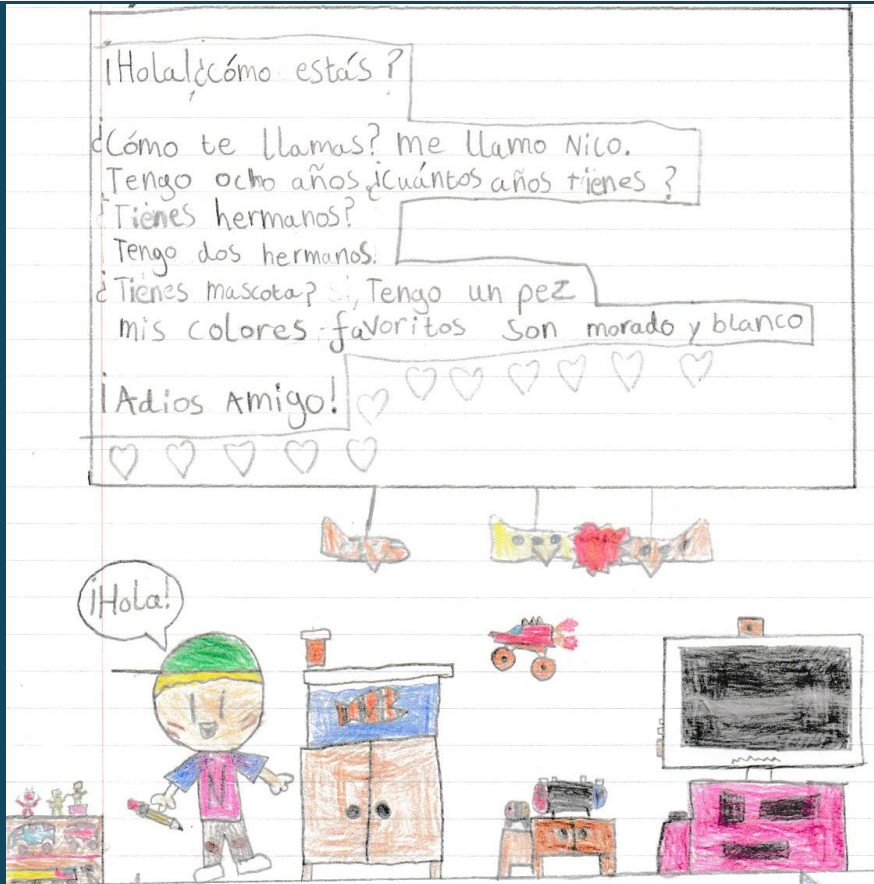
¡Hola!

Me llamo Akira y tengo 9 años.
Tengo una hermana, se llama Aoshwi.
No Tengo Mascotas.
Te deseo una feliz navida y muchos
regalos.
un abrazo, Akira.

Akira S. in Year 5

Partner Schools pen-friend letter exchanges

The Prep school has now two foreign partner schools: *Ecole Saint Jean Baptiste de la Salle* in Vitry-le-François in France and *Col-legi Virgen Milagrosa*, Formentera, in Spain. The children exchange pen-friend letters with children from both schools, so they can put their acquired language knowledge into practice in a fun and interactive way.



Hello! My name is Paula. I got 8 years old. My favorite colour is blue and purple. My favorite animals are the dog and the delfin. My favorite food is lentis and pizza. My favorite play is the bol. I can count from one to ten: one, two, three, four, five, six, seven, eight, nine and ten. Parts of the face: eyes, nose, mouth and ears.

This is my

3^s



The French F3 class exchanged letters and special cards at Christmas and Easter, as well as postcards about their town. They described themselves, their families, pets, expressed their likes and dislikes about colours, their hobbies and school subjects, described the weather, mentioned their aspirations as a future job. They also asked and answered questions. As one of the students mentions, Lucy enjoyed learning about her pen-friend's hobbies and sports they enjoyed. Eva liked how she can communicate with pupils in a different country. Elias learnt new places in France and how they celebrate French festivals such as Christmas and Easter.

Valérie
St John's Preparatory School EN65QT
The Ridgeway, Pottersbar, London
England



A* Excellent! 😊



Bonjour Louise et Juliette,

Comment ça va? Je vais très bien. J'aime beaucoup la gymnastique et je suis assez bon dans ce domaine. Le nom de mon frère est Nicholas, le nom de ma mère est Alisa et le nom mon père est Alex. Mon anniversaire est le 3 avril. J'ai des cousines qui s'appellent Sofia, Poliana et Kaia. J'aime beaucoup les pommes. J'habite un peu en dehors de Londres.

Je suis travailleuse, intelligente, sportive et curieuse. Je ne suis ni patiente ni timide, ni réveuse. Et vous, quelles sont vos personnalités?

Le matin, je me réveille vers six heures quarante-cinq et je me lève puis je me lave. Puis je prends mon petit déjeuner et je me brosse les dents. Ensuite je m'habille et je me coiffe. Je vais à l'école, l'école commence à neuf heures et la pause est à dix heures quarante. Et tu? Quelle est votre routine quotidienne? Nous déjeunons à midi et demi à la cantine. L'école se termine à quatre heures et demi et je rente à la maison. Puis, je donc je fais mes devoirs, si je n'ai pas de piscine, et je me couche. Je nage quatre fois par semaine, une fois par semaine à l'école et trois fois par semaine en dehors de l'école.

Au plaisir de vous revoir bientôt,
Valérie

Juliette
École Saint Jean - Baptiste de la Salle
12 rue des dames
51300 Vitry-le-François
France



London
Hello Valérie
How are you?
My name is Juliette
I am a girl
I live in Blacy and Maison en Champagne.
My father is Benjamin, my mother is Coline, my brother is Thomas and sister is Charlotte Anderson.
I have long blond hair and my eyes are blue.
I am 10 years old.
I like gymnastique, tomato and chips.
I have 4 cats.
My favorite color are pink and purple.
Do you like gymnastic!!!
I play gymnastique!!!
My birthday is 26 décembre and you.
I want to be party - chef.

London

I wish you a Merry Christmas

Juliette

F3 pen friend letter exchange by Valerie B.

Spanish and French language Workshops

The Upper Prep. School children enjoyed a Spanish theatre workshop in February by 'Languages for Pupils'. The aim of this workshop was to show young students that they can understand and talk more Spanish than they think, as one of the student's comments 'It felt very different to the lessons because I actually did not know I could speak so much Spanish in front of other people', Valerie B. from F3. The whole workshop was in Spanish and encouraged the children to use vocabulary they already knew and learn new words. The workshop leaders were native Spanish speakers and professional actors. A series of games were played, the first one helped students to use their vocabulary on objects and colours. The second was about miming and work on specific vocabulary. Finally, in the drama scene the leaders performed a short scene from a play written specially for school students. Then the students practised the scene in pairs, with the help and direction of the leaders and performed it in front of the group. As another student comments, they enjoyed the workshop '... because we got to play lots of games and learned lots of Spanish and the people were very nice.', Sophia M.



Languages for
pupils
Drama based workshops

On Thursday 19th June, the whole school was treated to a vibrant French workshop delivered by the “French Dance for Schools” company. Yannick, joined by Joachim and his accordion, brought to life a range of traditional French dances and songs from various regions of France. Each dance was introduced with a brief explanation of its historical, geographical, and cultural background, as well as the traditional instruments used. Children and teachers, all proudly dressed in bleu, blanc, rouge for the occasion, engaged with the music, identified regions on a map, and learned the names of several dances:

- La danse des lapins (Bretagne)
- La Farandole (Provence)
- Le pas du Loup (Auvergne)
- Jean Petit (Gascogne)
- L’Alouette est sur la Branche (Branle, 16th century)

The workshop was a fantastic way to practise French vocabulary, while having fun and enjoying live music played on traditional instruments. It was a joyful and enriching experience that both children and staff thoroughly enjoyed.

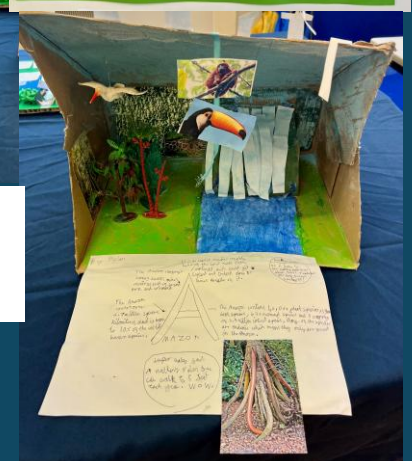
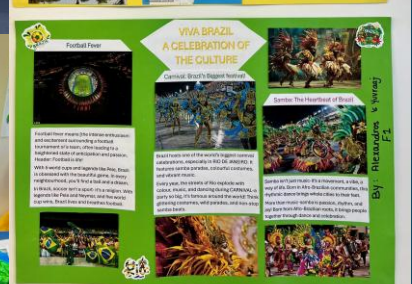
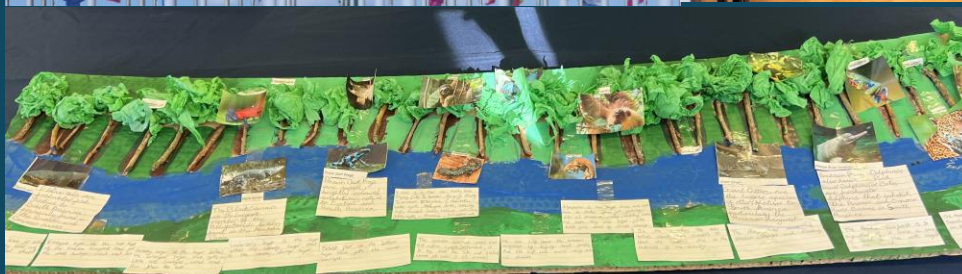


French Dance for Schools

Traditional French dances' workshops
for primary, secondary and special schools.

International Day June 2025

On June the 17th of June the school hosted its annual International Day. It was an opportunity for the children to learn about other countries and cultures, helping them to have a greater understanding of the world and people who live in it. Learning about different countries and cultures helps children have a greater understanding of the world. It helps become more open minded to different cultures and to develop a tolerance and acceptance. Each class from Prep 2 to F3 represented a country and the children went on a tour of all classrooms filling in their passport with the relevant information. Each country was represented by well-spoken and knowledgeable ambassadors picked from each class, who remained in the classroom and delivered presentations to the visiting children or were on hand to answer any questions. A Best Class Award was issued to the best research projects and this year there was a tie in the Upper School and both the F1's display on Brazil and F3's display on China won the award.



Guided by their class teacher Mrs Coughlan, F1 students did a half term project on Brazil which linked to their geography curriculum on rain forests and rivers.

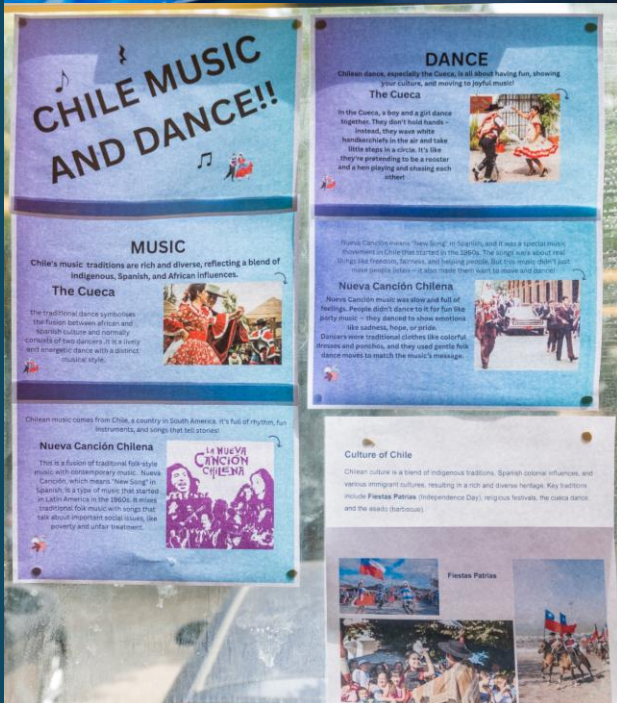
F3 students winning project was on China, which linked to their geography curriculum on population.



The F3 class were praised by various teachers for the help they provided to younger classes as they mixed around while visiting the exhibitions. They also were very crafty at making models with Lego.



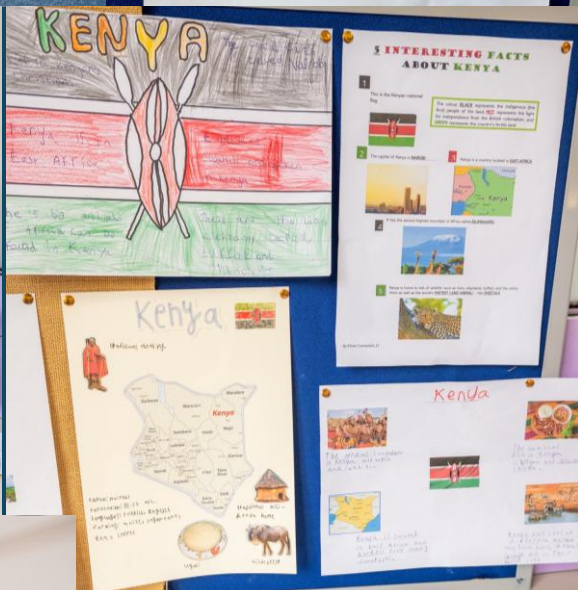
F2 half-term project was on Chile, which linked to their geography curriculum on mountains and desserts.



The Lower School winners, P2, did their research project on India and they produced the most magnificent pieces showing all the knowledge they had acquired on India and its culture.



Lower Transitus did an amazing research on Kenya.



F2 class visiting the LT class display on Kenya



During the school's International Day, a special award was presented to a student in each class from Lower Transitus to F3 in recognition of their outstanding participation and dedication. They demonstrated exceptional enthusiasm by completing their International Day passport, visiting each country's exhibition, engaging thoughtfully with presenters, and reflecting on what they had learned. Their curiosity, respect for cultural diversity, and commitment to exploring global traditions truly stood out. This award celebrates not only their achievement but also their spirit of global citizenship and learning.



From left to right, Eva F., Constantinos H., Renai C., Danny C., Ashley C., Rhianne V. and Rupert W.

International
Day

Passport

Name: Ashley

India (P2)

Find and mark your country on the map:

Traditional food:
pakore

Famous People
Gandhi

Facts

Leader: Narendra, modi

Capital: New Delhi

Population: over 1.4 billion

Currency: rupee

Climate: hot and cold

Languages: Hindi 1st

Religion: Hinduism

Draw the flag:

Draw a famous landmark:

Geography:
ganges is the longest river in india

Wildlife: tiger king cobra

Climate: hot and cold

This is a sample of Ashley C. passport research on India

The Great Language Challenge

As part of our International curriculum aimed at exploring other languages and cultures, our students took part in *The Great Spanish and French Language Challenge* during the February half term and Easter holidays. I am delighted to share that the children did an outstanding work, which is a testament to their creativity, effort and enthusiasm for language learning. Well done to everyone involved!



I am delighted to share that this year's F1 class was awarded the *Best Project* prize in the Upper School for the Great Spanish Language Challenge - an outstanding achievement and a testament to their creativity and effort. In the other winners were George F. and Emily-Jane N. in F2 and Aavyan A. and Elias S. in F3.

NO existe gran talento sin gran voluntad.
"There is not great talent without great will."
BY: ALEXANDROS KAVALLARIS-F1

21 Spanish Speaking Countries

Argentina	Colombia	Costa Rica	Cuba	El Salvador	Guatemala	Honduras	Nicaragua	Panamá	Paraguay	Perú	Puerto Rico	Uruguay	Venezuela
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3 SPANISH CITIES:
MADRID
BARCELONA
SEVILLE

SPANISH FOOD IN UK
SUPERMARKETS:
SPANISH STYLE GRAIN

SPANISH FAMOUS BUILDINGS:
LA SAGRADA FAMILIA
BARCELONA
BASILICA DELA

- 1.Uno
- 2.Dos
- 3.Tres
- 4.Cuatro
- 5.Cinco
- 6.Seis
- 7.Siete
- 8.Ocho
- 9.Nueve
- 10.Diez

HAPPY BIRTHDAY!
FELIZ CUMPLEANOS!

21 COUNTRIES HAVE SPANISH AS THEIR OFFICIAL

SPANISH SONG:
DESPACITO.

INTRODUCE YOURSELF IN SPANISH:
ME LLAMO ALEXANDROS.

SPANISH SPEAKING COUNTRIES:
COLOMBIA
ECUADOR
ARGENTINA
CUBA
Peru

SPANISH FAMOUS PAINTERS:
SALVADO DALI
PABLO PICASSO

I KNOW MOST OF MY TEACHERS CAN SPEAK TWO LANGUAGES AT LEAST.

SPANISH CHRISTMAS TRADITIONS:
THE MIDNIGHT MASS
ROOSTER PROCESSION.

Kids cartoon
Pocoya

My mum knows how to say:
Hola. Coma estas,
Me Llamo Nazli

SPANISH FOOTBALL PLAYERS:
DAVID RAYA
MIKEL MERINO
LAIMNE YAMAL
NICO WILLIAMS
Mikel Arteta

Jamón ibérico
Spain's world-famous cured ham is a must-try.



2 Example 5 of famous spanish buildings are La Sagrada Família in Barcelona and Gibraltaro Castle, Malaga



Examples of spanish cities are... Barcelona, Madrid, Valencia.



Ola....

Me llamo Yuvraaj!

Auto is the spanish word for car.

Three Wise Men arrive from the east. On the afternoon of 6th January, the Wise Men arrive in all cities in rich processions and parades through the streets.

The 12 most festive grapes of the year. This tradition promises luck and are original way to see in the New Year. It consists of eating 12 grapes as the clock strikes 12 on New Years Eve.

1 To 10 in Spanish.

Uno, Dos, Tres, Cuatro, cinco, seis, siete, ocho, nueve, diez.

2 Spanish Traditional dishes...

• Tortilla de patatas

Croquetas



21 countries have spanish as their official language

5 examples are... Spain, Mexico, Uruguay, Colombia, Ecuador.

21 Spanish Speaking Countries • Capitals

 Mexico D.F., México	 Lima, Perú	 Tegucigalpa, Honduras	 Bogotá, Colombia
 Montevideo, Montevideo	 La Habana, Cuba	 Madrid, España	 Managua, Nicaragua
 Asunción, Paraguay	 San Juan, Puerto Rico	 Sucre, Bolivia	 San José, Costa Rica
 Montevideo, Uruguay	 Santiago, Chile	 San Salvador, El Salvador	 Quito, Ecuador
 Buenos Aires, Argentina	 Caracas, Venezuela	 La Ciudad de Panamá, Panamá	 Santo Domingo, La República Dominicana
 Quito, Ecuador	 Malabo, Guinea Ecuatorial		

10 Colours in Spanish are...

Rojo, naranja, amarillo, verde, azul, lila, rosa, turquesa, violeta, marron, negro, gris,



colours



The 2 famous spanish painters are Pablo Picasso and El Greco.

During the academic year, French F3 pupils developed their research skills by finding out information on French regions, monuments, towns, festivals, traditions and famous monuments and people, in the scientific, fashion and sport fields. They also learnt about French speaking countries and islands all over the world.


Mrs. Hopp organised 'The Great French Language Challenge' competition, as part of a research project during Easter holidays. Harley learnt some Christmas traditions and liked finding out which teacher spoke the most languages. Amelia and Jiarui enjoyed finding out about the French food. Hani liked researching about French cities. Hannah, who enjoyed researching famous artists was our winner.

Hannah

The Great Language Challenge

Yummy

1. Croissant

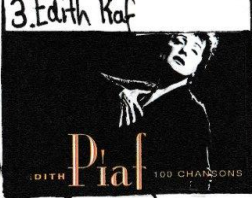


Hi!


2. Bonjour! Je m'appelle Hannah! J'ai dix ans. Je suis une fille. J'ai des cheveux bruns et j'aime la musique. J'ai une sœur et j'aime dessiner.

Wow

3. Edith Piaf



4. Making a Christmas menu




5. Mrs. Mayans


6. Happy anniversaire à Hannah! Joyeux anniversaire à vous.

7. None None


8. Vincent van Gogh / Edouard Manet



10. La Tour Eiffel



Musée du Louvre



BOOK

11. Rouge, orange, jaune, vert, bleu, violet, rose, gris, noir.

12. Agent provocateur. A la carte, A la mode, Amour-propre and Ballet.

13. Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

14. Fine gras boeuf ragout de

15. La merveilleuse phyllis.

16. 24 ans, 2 en Afrique, 5 en Europe, 2 en Amérique du Nord, 1 en Asie.

17. French, Canada, Belgium, Switzerland, Luxembourg.

18. Massy, Paris, Lyons.




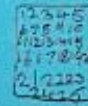







9. Merci! Thank You

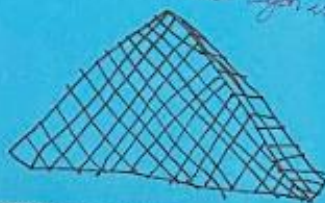
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THE GREAT FRENCH LANGUAGE CHALLENGE

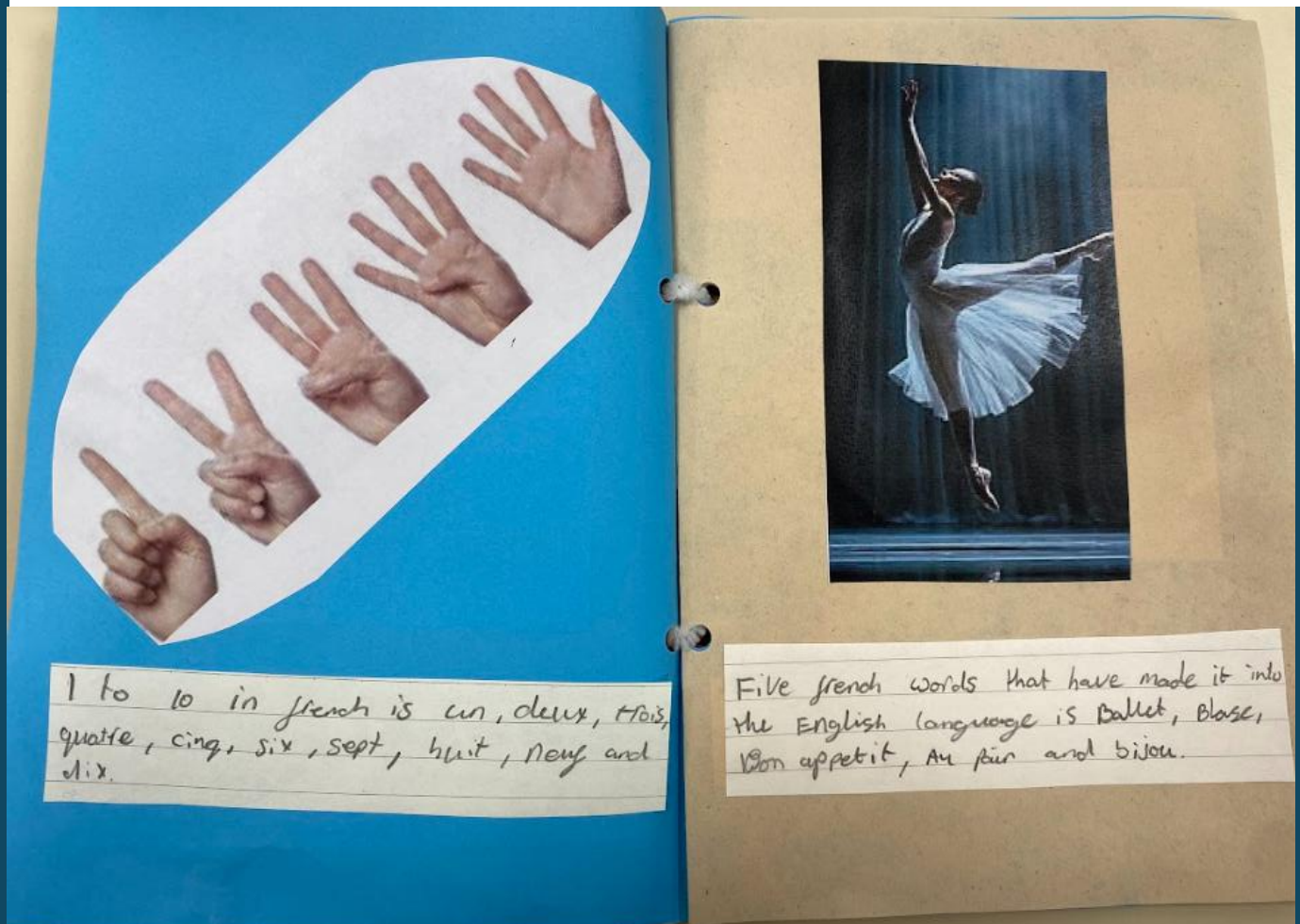
By Amaya

- In a supermarket the French food you could find are croissants, baguettes and cheeses.  
- You introduce your self like this "bonjour je m'appelle Amaya"
- A French singer is ~~Cher~~ ^{da} Bruni. She was born in Italy and moved to France at the age of seven. One of her songs are ~~No River~~ 
- Two Christmas traditions are Advette and King Cake.  
- The teacher who can speak the most language is Madame Beddoes
- The Happy Birthday Song goes like this "Joyeux anniversaire, joyeux anniversaire, joyeux anniversaire à toi!"
- My favorite sport team is Liverpool Mohamed Salah he is from Egypt.  
- The two famous french painters are Vincent van Gogh who ~~was~~ was born in 1853 and died in 1890 and Paul Gauguin who was born in 1822 and died in 1893. 
- I taught my parent how to say "hello how are you?"
- Two famous french buildings are the Eiffel Tower and the Arc de Triomphe.  
- Ten colours in french are red (rouge) orange (orange) yellow (jaune) Green (vert) Blue (bleu) Purple (violet) pink (rose) white (blanc) brown (marron) black (noir)
- Five french words that have made it into the english language are bon vivant - a person who lives well, Chateauf - a person who pretends to be knowledgeable or skillful but is not really, Chauffeur - a driver and Concierge - a person who works in a hotel giving guests information and helping them with reservations.
- 1 to 10 in french is like this un(1), deux(2), trois(3), quatre(4), cinq(5), six(6), sept(7), huit(8), neuf(9), dix(10)
- Two dishes in France are Coq au Vin and Boeuf Bourguignon
- The french cartoon I watched was called "Lou". The cartoon is about this girl called Lou who needs to stand up for her self. The characters are Lou, her Mum, her friend and the bully.
- French is the official language in 29 countries around the world. Also there are 11 French speaking languages overseas where French is also the official language.
- 5 french speaking countries are France, Canada, Edgith, Switzerland and Haiti. 
- 3 french cities are Paris, Marseille and Lyon. Paris is the capital and largest city, Marseille is the second largest and a major port city on the Mediterranean and Lyon is known for its cooking skill.





These are Chloe O. in F2 (above) and Sia R. in F1 (below).



Chinese New Year

To celebrate Chinese New Year, the children took part in an exciting dance workshop where they learned traditional Chinese dance movements and explored the cultural significance of this special festival. Everyone joined in with great enthusiasm, moving to the rhythm of the music and following the vibrant choreography. As part of the celebration, the children also wore red - symbolising good luck and happiness - which added to the joyful and festive atmosphere of the day.



French Café

On the 25th of March, the Reception children welcomed Madame Beddoes' French Café. After learning the names of various French foods and how to ask politely in French, the children had the opportunity to put their new language skills into practice by saying, "I would like some bread, please. Thank you." They were introduced to a selection of typical French foods, including baguette, Gruyère, camembert, brie, pommes (apples), and grapes.



Senior School

At St. John's Senior School, we continue to offer a rich international curriculum across all the year groups up to Sixth Form. Beyond the language learning, all our native speaker teachers in French, German and Mandarin share their own cultural experiences. Language teachers offer various activities and trips throughout the year and make cross-curricular links with other subjects to enrich students' knowledge and provide them different opportunities to practise their language skills in a different context.



Christmas Traditions

Every Christmas, pupils at the Senior School explore how Christmas is celebrated in Germany and France, similarities and differences, traditions, foods, etc. In French, they also wrote Christmas cards to their pen-friends.

The Senior School Choir performed '*Gabriel's Message*' (Basque Carol). Anna and Berin in First Form were awarded a Modern Foreign Languages Award for their outstanding performance in the Languages ensemble.

Senior School Choir

Gabriel's Message (Basque Carol) - arr. David Willcocks, words S. Baring- Gould



Senior School Languages Ensemble - Stille Nacht Franz Xaver Gruber

Modern Foreign Languages Award

is awarded to

Anna Ballone

for

her outstanding performance in the Languages ensemble

Date 11th December 2024

Signed Ms E Graham

Language Choir Co-ordinator

Modern Foreign Languages Award

is awarded to

Berin Ergonul

for

her outstanding performance in the Languages ensemble

Date 11th December 2024

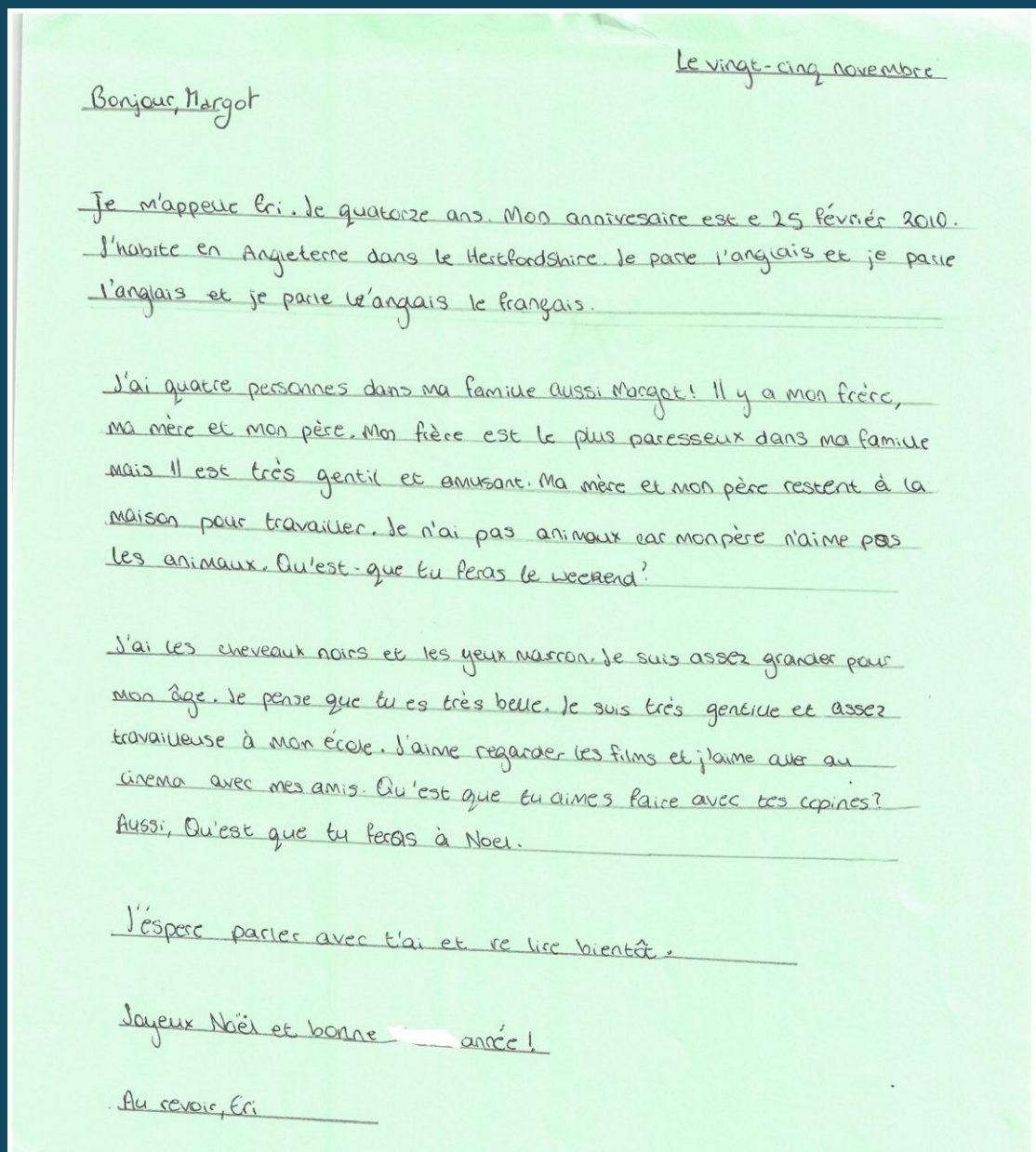
Signed Ms E Graham

Language Choir Co-ordinator

Partner Schools pen-friend letter exchange

At the Senior School, pupils studying French in the Lower School and Fourth Form took part in a pen-friend exchange with students from our partner school, Jean-Baptiste de la Quintinye in Noisy-le-Roi, near Versailles. This exchange provided pupils with a valuable opportunity to practise their language skills in a real-world context, while also deepening their understanding of French culture and everyday life. Through letter writing, pupils asked and answered questions, expressed their opinions and shared personal information on a range of topics including hobbies, school routines, daily life, and holiday traditions. These authentic interactions help to build confidence in written communication and fosters genuine curiosity about life in another country.

One pupil, Eri, reflected on how the exchange helped her learn about the structure of school days in France, her pen-friend's musical interests and how French students celebrate holidays. Danielle, another participant, noted that the experience gave her a better understanding of French culture and what school life is like for students in France.



Wednesday, February 12TH 2025

Dear Eri,



Thank you for your letter. Happy New Year! Enjoy life as much as possible!

Anyway, to respond to your questions I like playing basketball and do some pyjama parties with my besties. During the weekend, I do my homeworks. For the entire week, I play a basketball match and hang out with my boyfriend if we are free. I also play videogames and watch series. About Christmas I went to Japan during the Christmas holidays so I spent Christmas and the New Year there. And you?

My other holidays are coming very soon! I am super tired because French schools are pretty intense, because of the schedule and the homeworks. But, I will rest for two weeks. The first week, I will go to a trip in the Pyrenees in France for skiing in the snowy mountains. It's kind of dangerous for me (even if I ski quite well) because I have got some problems about my health so I almost didn't go. And I'll come back home for the second week, I will do my homeworks and rest a little (watch TV for the most part of the time). I hope those holidays will be enough for me to come back home with a lot of energy, not as much as I've got right now because it won't be enough. And you? What are you doing during the winter holidays? Do you ski? If you want to contact me:

I'm looking forward reading your letter.

From, Jargot

Mrs. Hopp, Head of Languages, commented: "Pupils really enjoyed receiving letters from French pupils in our partner school, Jean-Baptiste de la Quintinye. They always looked forward to reading their pen-friend's latest updates and questions. It was exciting for them to compare their lives, and they were often surprised by the many similarities between French and English culture".

This initiative not only enhances pupils' linguistic abilities but also promoted cross-cultural understanding, aligning with the school's commitment to fostering global awareness and meaningful international connections.

European Day of Languages

On 26th September 2024, St. John's Senior School celebrated the European Day of Languages with a vibrant and inclusive programme of cultural and linguistic activities involving the entire school community. Organised by Mrs. Green, German teacher and lead coordinator, the day aimed to raise awareness of the rich linguistic and cultural diversity both within the school and across Europe.

The day began with a language-themed classroom activity, where pupils took part in a quiz to guess the native languages spoken by various staff members. This interactive activity not only engaged students in a fun way but also showcased the diversity among staff and encouraged curiosity about different languages. Throughout the day, pupils from First to Fifth Forms had the opportunity to experience European culinary delights during their language lessons, including French croissants, pains au chocolat, German biscuits, Apfelschorle and a variety of sweets. At lunchtime, international food trucks were present on site, offering a selection of dishes from around the world, further enriching the cultural experience.

Pupils also took part in hands-on, creative activities:

- First Forms designed posters highlighting famous French-speaking individuals.
- Second Forms completed a "European Passport" filled with tasks linked to European history, science, and culture.
- Third Forms explored unusual and humorous idioms in French and German.



Reflecting on the day, Mrs. Green said: "Pupils' eyes were opened to different cultures and food. They developed their knowledge of the influence of many countries on worldwide scientific, historical, and cultural achievements. Pupils also realised that language learning can be fun and can open many doors. There was clear enthusiasm for celebrating our school's linguistic and cultural diversity. Pupils became more tolerant and gained a better understanding of language diversity. Parental feedback further highlighted the success of the event. One Third Form parent commented: "It was a great way to learn about different European countries, traditions, and cultures. Pupils got involved in different cultural activities and tried food from other countries. A Second Form parent shared: "My daughter came home full of enthusiasm about what she had learned and the food she had tasted. The European Day was a wonderful opportunity to broaden pupils' awareness, encourage curiosity, and develop respect and appreciation for diversity in a fun and engaging way. The atmosphere throughout the school was vibrant and inclusive, bringing staff and pupils together in a shared celebration of culture and identity."

Here are the photos of our winners for their outstanding contribution to the European Day of Languages:



Danielle Akwaka was awarded the Certificate for outstanding contribution to the European Day of Languages.

Danielle Akwaka

French Idioms

"Avoir les yeux plus gros que le ventre."

Translation: To have eyes bigger than your stomach.

English meaning: Being too ambitious and greedy.

- Elle avait les yeux plus gros que le ventre.



"Avoir le coup de foudre."

Translation: To get struck by lightning

English meaning: Love at first sight

- J'ai vu un homme en faisant du shopping. C'est le coup de foudre.



"En faire tout un fromage."

Translation: To make a whole cheese

English meaning: To make a big deal about it

- Tu ne vas pas en faire tout un fromage!

"En faire tout un fromage !!"



Certificate for outstanding contribution to European Day of Languages

Is awarded to

Danielle Akwaka

For

French idiom competition

Date

14/10/2024

Signed

In addition, many pupils learned how to write their names in Chinese with the help of our overseas Sixth Formers, adding an intercontinental dimension to the event.



This celebration strongly reinforced St. John's commitment to promoting global citizenship, language learning and intercultural understanding as core values of the school ethos.



Chinese Pupils' Integration Programme

From 3rd to 6th February and 7th to 12th February 2025, St. John's Senior School hosted a two-week Integration Programme involving the 1st to 4th Forms. This initiative saw groups of visiting Chinese pupils join mainstream lessons for a fully integrated experience, providing an enriching cultural and educational exchange between international and local pupils. During these two weeks, the visiting pupils were fully immersed in school life, attending academic classes alongside their British peers and engaging in a variety of extracurricular activities. With the support of assigned student buddies and teaching staff, they actively participated in class discussions, group work, sports, and creative subjects. Teachers planned inclusive lessons designed to encourage collaboration and mutual learning, allowing students to gain insights from each other's cultural perspectives. The visiting students also joined in assemblies, pastoral sessions, and informal social interactions, which contributed to a warm and inclusive atmosphere throughout the school.



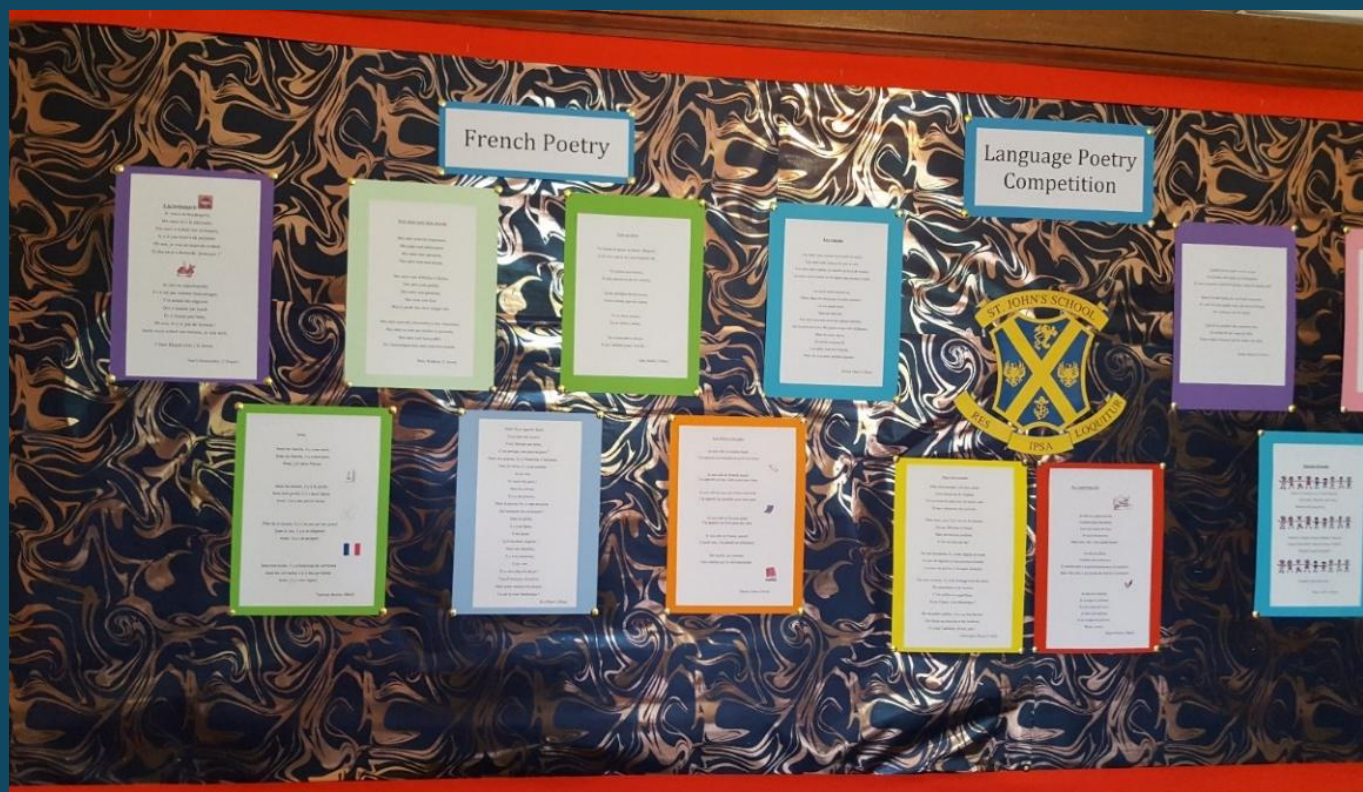
The primary aim of the Integration Programme was to offer a meaningful cultural exchange. For the Chinese students, the focus was on immersing them in British classroom settings to improve their English language skills, adapt to a new educational environment, and deepen their understanding of British culture. To St John's pupils, the programme fostered global understanding, curiosity, and respect for diversity. Additionally, it provided an opportunity for pupils to practice communication and leadership skills by acting as hosts and peer supporters. According to the Overseas Coordinators, Jessie Chang and Annie Swynnerton: "The programme was highly successful, with pupils from both groups expressing enthusiasm for the experience. The visiting Chinese students reported feeling more confident in their English and gained a clearer understanding of UK school culture and expectations. Meanwhile, St. John's pupils benefited from enriched classroom discussions, a greater sense of intercultural competence, and strengthened empathy with their peers. Staff observed significant improvements in student collaboration, initiative, and inclusivity after the programme.



The integration initiative not only enhanced intercultural understanding but also reinforced the school's international ethos. It has set the foundation for future global partnerships and ongoing shared learning opportunities, contributing to a strong sense of community and cultural exchange within the school.

French and German Poetry Competition

Each year, all pupils in the Lower School at St. John's participate in a French and German poetry competition designed to encourage creativity and linguistic expression in a fun and imaginative way. The competition gives pupils the opportunity to apply their language knowledge and skills in a non-conventional format, while developing confidence in written communication and cultural awareness.



The competition follows a themed approach for each year group and language:

- French First Formers wrote poems describing their families.
- Second Formers focused on the theme of shopping for food in various shops.
- Third Formers wrote poems about environmental protection, including practical solutions such as recycling to help protect the planet.

In German, Second Formers, who had only recently begun learning the language, embraced the challenge of writing creative poems on topics such as autumn, the seasons, or Halloween. Third Formers composed poems describing their families or pets in detail, showcasing their developing vocabulary and understanding of grammatical structures.

The activity was well received by pupils and parents alike. Stasius, a Third Former, shared that he appreciated learning new vocabulary and environmental facts beyond the classroom: "This activity made me think about how to structure a poem, and I got new ideas on the topic." Alayna enjoyed the creative aspect of experimenting with rhyme and poetic form, saying: "It was fun to play with rhyming couplets." Parental feedback also highlighted the educational value of the competition. A Second Form parent noted: "It allowed them to be creative while practising their language skills. It also enabled them to express important issues in an interactive way and linked to other aspects of school life and the environment." A Third Form parent added: "This activity engages the students and adds a fun element to language learning. They have a degree of independence and feel proud of their finished poem."

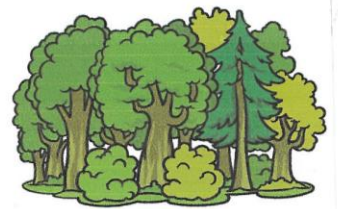
Winners from each year group were recognised with a Certificate of Excellence, awarded based on creativity, originality, and linguistic accuracy. The competition continues to be a successful and inspiring initiative that supports the school's international ethos and enriches pupils' learning experiences across languages and cultures.

Here is below the photographs, with our winners for the Language Poetry Competition:



Pour notre planète (Shreyank) 3Blue

Il faut protéger les forêts,
Et l'eau, utiliser de manière réfléchie,
On doit penser aux océans en vérité,
Et choisir des énergies innovantes.



Ensemble, nous ferons des efforts,
Pour en avenir, pour notre sort.
Plantons des fleurs, gardons l'air pur,
Pour que notre Terre soit toujours sûre.



Herbst

Im Herbst, gibt es die Sonne,
Aber nicht so gelb wie im Juli.
Ich liebe die roten, gelben, braunen und orange
Farben des Herbsts.

September bringt die Kälte.
Oktober bringt Halloween,
Ich liebe es.
November bringt Gedenktage.

Herbst ist toll,
Aber es ist naß.
Gibt es Regenschauer,
Ich hasse es.

Herbst ist schön,
Aber ich liebe
Winter.

Poème

Ma famille est magnifique



Ma famille aime le football
Aller les rouges, aller les rouges
Mon grand-père crie
L'Arsenal est son équipe.



Aller les bleus, aller les bleus
Mon père et moi applaudissons
QPR est notre équipe



Aller l'Arsenal, aller Harrison
Ma famille encourage
Quand mon frère joue au football



Va la famille, va la famille,
Ma mère et ma grand-mère crie
Quand le dîner est sur la table!

J'aime beaucoup ma famille.



Harley 1 Red

Poem topic: Meine drei Hunde

Ich habe einen Hund, er heißt Max. Er ist drei Jahre alt.
Er hat braune Augen und lange, lockige blonde Haare.
Er ist immer freundlich, ziemlich nett aber selten frech.
Ich liebe Max, denn er ist lieb und super.
Wir verstehen uns gut.



Ich habe einen Hund, sie heißt Lavender. Sie ist fünf
Jahre alt. Sie hat braune Augen und braune kurze
Haare. Sie ist manchmal nervig, oft launisch und sehr
arrogant. Ich liebe sie nicht und wir verstehen uns
nicht gut, denn sie ist laut.



Ich habe einen Hund, er heißt Tom. Er ist vier
Jahre alt. Er hat braune Augen, braune und weiße
glatte Haare. Er ist nie unfreundlich, sehr selten
frech und immer freundlich. Ich liebe Tom, denn
er ist nett, toll und ein toller Freund.



Ich liebe meine Hunde!

Lemuel Akwaka
3 Green

Les Commerces

Dans la boulangerie, on achète des croissants,
On mange des baguettes, c'est toujours bon.
À la pâtisserie, on prend un éclair,
On déguste des gâteaux, des douceurs à faire.

À l'épicerie, on choisit des fruits,
On prend des pommes, des poires et des prunes aussi.
Dans le supermarché, on trouve tout,
Des pâtes, des céréales, et du bon potage chaud.

À la boucherie, on achète du jambon,
À la charcuterie, on prend des saucissons.
À la poissonnerie, on choisit du poisson,
Des crevettes, des huîtres, pour un bon repas de saison.

Chez le tabac, on voit des journaux,
On prend des timbres et des bonbons pour les plus pros.



Lauren 2B

The Great Language Challenge

At St. John's, pupils in the Lower School are regularly immersed in the cultural dimensions of the languages they study. Through a range of engaging activities, they develop a deeper understanding of the traditions, history, and heritage of French and German-speaking countries. Throughout the academic year, pupils learn about religious and cultural traditions associated with Christmas, New Year, and Easter in France and Germany. They also explore national celebrations, such as music and cinema festivals, gaining insight into the cultural life of these countries.

During the summer term, as part of our international curriculum aimed at exploring other languages and cultures, our students took part in *The Great German and French Language Challenge*. The research included famous painters, musicians, scientists, athletes and political figures. Regional gastronomy in Germany and across French-speaking countries worldwide. Using their findings, pupils created PowerPoint presentations and posters in the target language and took part in cultural quizzes to demonstrate both their general knowledge and language abilities.

The challenge was not only a test of cultural knowledge, but also of creativity, language skills, and research ability. According to the Language Department, pupils thoroughly enjoyed learning about inspiring people, unique traditions and diverse regions. They particularly appreciated the opportunity to express their learning through visual and digital presentations. Winners of the Great Language Challenge were awarded Certificates of Achievement by the Mrs. Hopp and Mrs. Green in a special presentation held in Mr. Tardios' office on Friday 27th June 2025.



German Competition Winners:
Second Form: Sia, Hami, and Nimai
Third Form: Lucy and Dabira



Here are the French winners: Alayna, Dabira and Gabrielle in Third Forms.



Aleena, Sia in Second Forms and Omar, Beren and Maisie in First Forms.

This initiative continues to support the school's mission to promote global citizenship, intercultural awareness and language learning in a dynamic and meaningful way.

Deutschsprachige Länder

Germany - Deutschland
Deutschland ist ein europäisches Land in Mitteleuropa. Es hat nur eine Amtssprache, Deutsch, und hat 83 Millionen Einwohner. Die Hauptstadt ist Berlin. Deutschland besteht aus 16 Bundesländern.

Switzerland - Schweiz
Die Schweiz ist ein Land in Mitteleuropa mit 9 Millionen Einwohnern. Es gibt drei Amtssprachen in der Schweiz: Deutsch, Französisch und Italienisch. Die Hauptstadt ist Bern. Die Schweiz hat die höchste Anzahl an Bergen Europas.

Belgium - Belgien

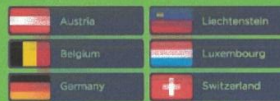
Belgien ist ein westeuropäisches Land, mit 11,8 Millionen Einwohnern. Es hat drei Amtssprachen, Deutsch, Flämisch und Französisch. Die Hauptstadt ist Brüssel. Deutsch wird hauptsächlich in Ostbelgien gesprochen.

Great German Language Challenge

Liechtenstein - Liechtenstein

Liechtenstein ist ein kleines Land in Mitteleuropa mit 40000 Einwohnern. Die Hauptstadt ist Vaduz. Die einzige Amtssprache ist Deutsch. Liechtenstein ist eine Monarchie.

COUNTRIES WHERE GERMAN IS AN OFFICIAL LANGUAGE



Luxembourg - Luxemburg
Luxemburg ist ein sehr kleines Land mit drei Amtssprachen: Deutsch, Französisch und Luxemburgisch. Es hat 666000 Einwohner und die Hauptstadt heißt auch Luxemburg. Es hat die höchste Dichte an Bergen Europas.

Austria - Österreich

Österreich ist in Mitteleuropa und hat 9 Millionen Einwohner. Deutsch ist die einzige Amtssprache in Österreich. Die Hauptstadt von Österreich ist Wien. Österreich hat 9 Bundesländer.



THE GREAT FRENCH LANGUAGE CHALLENGE



Coco Chanel



Jean Paul Gaultier



Christian Dior



Yves Saint Laurent

A Phrase:

La vie en Rose
'I am looking at the world through rose coloured glasses'



- 10 Sports Players
- Kylian Mbappé
 - Tony Parker
 - Zinedine Zidane
 - Paul Pogba
 - Karim Benzema
 - Eden Hazard
 - Romelo Lukaku
 - Rodger Federer
 - Samuel Eto'o
 - Dikembe Mutombo

Buildings or Monuments

- Eiffel Tower - Paris
- Notre-Dame Cathedral
- Château de Chambord
- Basilique Notre-Dame

Festivals

- Bastille Days
- DaK'Art
- Winter Carnival
- Carnival of Martinique

Switzerland - it's a beautiful French-speaking country known for its mountains, lakes and cities. The Alps, makes it perfect for hiking, skiing, and taking scenic train rides. I would also love to try traditional Swiss foods like cheese fondue and chocolate while practicing my French with the locals. It would be great to experience how different French culture can be in various parts of the world.

Famous scientists, artists, writers or explorers:

Capital cities of French Speaking countries

- Paris - France
- Brussels - Belgium
- Ottawa - Canada
- Dakar - Senegal
- Kinshasa - DR Congo
- Abidjan - Ivory Coast
- Antananarivo - Madagascar

- Marie Curie - Scientist
- Claude Monet - Artist
- Victor Hugo - Writer
- Jacques Cartier - Explorer
- Léopold Sédar Senghor - poet

- Port-au-Prince - Haiti
- Rabat - Morocco
- Yaoundé - Cameroon


Forests, Coastlines, Mountain Ranges

- Fontainebleau Forest
- The French Alps
- The French Riviera
- Tai National Park
- The Laurentian Mountains


Katy 3 Blue

Here are some examples of pupils' posters on regional dishes or food:


7 French Regional Dishes




1) **La ratatouille** est un plat de légumes mijotés français et son origine se trouve dans le sud de la France.
Il est généralement composé de poivrons, d'oignons, d'aubergines, de tomates et d'herbes.




2) **Le cassoulet** est un riche ragoût français originaire du sud de la France.
Il est généralement composé de haricots blancs, de canard et de porc.




3) **La quiche lorraine** est une tarte française dont la croûte est généralement composée de bacon, de fromage et d'une crème anglaise à base d'œufs.




4) **Le coq au vin** est un plat français composé de poulet, de champignons et, généralement, de vin rouge.



5) **Le bœuf bourguignon** est un ragoût de bœuf français qui contient du vin, généralement rouge, des carottes et des oignons.



6) **La salade niçoise** est un plat français très populaire et a été préparé par de nombreux chefs célèbres.
Il est généralement composé de tomates, d'œufs, de haricots et de laitue.




7) **La tarte Tatin** est un plat français composé d'une pâte à base de fruits caramélisés dans du beurre et du sucre.

Kyri 3Bue

Thumbprint Cookies (Kulleraugen)

by Alana









Ingredients

- Sugar - 4 1/2 oz
- Brown sugar - 3 oz
- Butter - 4 oz
- Egg - 1
- Vanilla Extract - 1 tsp
- All purpose flour - 8 oz
- Baking powder - 1/2 tsp
- Salt - 1/4 tsp
- Cinnamon - 1/8 tsp
- Jam.

Germans traditionally eat ~~these~~ during the christmas season along with a variety of other cookies. However, they can also be enjoyed throughout the year!

The reason that they are called 'Thumbprint cookies' is because the Jam is placed on the cookies in a dent made from your thumb.

The cookie dough for the thumbprint cookies is a shortbread cookie dough.

French and German clubs at lunch time and Prep time

Since September, G.C.S.E. exam practice sessions were scheduled every two weeks in French or German to develop examination skills further. From end of January until May, French and German G.C.S.E. lunch clubs were organised, where pupils were coming to practise their conversation skills on one-to-one basis with appointments. St. John's Senior School has provided its Lower School French and German pupils with extra opportunities to enhance their language skills throughout the academic year. They were able to attend a language club, where they could build their confidence, fluency and pronunciation skills to consolidate their learning in French and German at lunch time.

Cultural and historical trip to Paris

In May 2025, Second Form pupils at St. John's Senior School embarked on a five-day cultural and historical trip to Paris, offering them the opportunity to explore the French capital and immerse themselves in the language, history and heritage of France. Pupils visited some of Paris's most iconic landmarks and sites of historical importance. Highlights included: The Conciergerie, once a royal palace and later a revolutionary prison, where pupils learned about the imprisonment of historical figures, such as Marie-Antoinette. The Orsay Museum, where students focused on sculptures and masterpieces from the Impressionist period. Place de la Concorde, one of the city's most famous squares and the Arc de Triomphe, where pupils viewed the Tomb of the Unknown Soldier and reflected on its symbolic significance. A scenic lunch on the Champs-Élysées, followed by visits to cultural and religious landmarks such as the Sacré-Cœur Basilica in Montmartre and the recently reopened Notre-Dame Cathedral.



One of the most memorable moments for many pupils was climbing the Eiffel Tower. Pupils reached the second floor on foot and continued by lift to the top to take in panoramic views of Paris. In addition to historical and cultural discovery, the trip offered practical language-learning opportunities. Pupils practised their French language skills by ordering food, purchasing souvenirs and interacting in real-life contexts, all under the supervision of their teachers.

Student feedback highlighted the impact of the trip: Berin found the Conciergerie fascinating and was especially interested in learning about Marie-Antoinette's cell. Olly appreciated discovering the military history behind the Arc de Triomphe, including the names of battles and generals. Aleena and Hami, like many others, were most excited by the Eiffel Tower experience. Ege and Darius particularly enjoyed visiting the majestic Notre-Dame Cathedral.



According to Mrs. Hopp, Head of Languages: "The highlight of the trip for many pupils was climbing the Eiffel Tower, it was a unique and memorable experience. Pupils also gained significant insight into the history of Parisian landmarks and enjoyed sampling French food, including pastries and cakes."

Mr. Leon, one of the accompanying teachers, added: "The Paris trip was a valuable opportunity for pupils to experience a new European city. They were exposed to key elements of French culture, including its cuisine, architecture, and language." This trip served not only as a cultural enrichment experience but also as a practical reinforcement of pupils' language learning. It exemplifies the school's commitment to broadening pupils' horizons and fostering global understanding through meaningful international experiences.

Cultural and historical trip to Greece

Following the success of last year's visit, St. John's Senior School once again led a cultural and educational trip to Greece in May 2025, with 23 Fourth Form pupils participating. This year's trip was deeply embedded in the Latin curriculum, part of the school's broader Classical Studies programme, which integrates language learning with the study of ancient civilisation, history and culture.

Bringing Latin Texts to Life

The trip was designed to connect students with the real-world locations and historical events referenced in their Latin studies, enhancing both their understanding and appreciation of the subject as they prepare for their G.C.S.E. examinations. By walking through sites they have read about, pupils were encouraged to visualise the classical world and develop a deeper intellectual and emotional connection to it.

Exploring Classical Athens

The first two days of the trip were spent in Athens, where pupils visited: The Acropolis and Parthenon, iconic symbols of Athenian democracy and UNESCO World Heritage sites. The Acropolis Museum, which houses significant artefacts, including part of the Parthenon Sculptures. Here, pupils learned about the controversial removal of the sculptures by Lord Elgin and explored contrasting historical perspectives, including those of Lord Byron, a key figure in the Greek War of Independence. The Athenian Agora, the ancient marketplace where pupils studied the birth of democracy and civic life in Athens.



Our pupils listening to Mr. Kallios, our Latin and history teacher in the national archeological museum in Athens.



Fourth Formers exploring, admiring and learning about the history of the Acropolis.



Into the Heart of Ancient Greece

The second half of the trip took pupils to the Argolis region, where they explored: The Bronze Age citadel of Mycenae, central to their studies of the Trojan War and Greek mythology. The Sanctuary of Asclepius in Epidaurus, home to one of the most well-preserved ancient theatres. At the theatre, pupils experienced its remarkable acoustics, a marvel of ancient engineering.

In a special cross-curricular moment, English teachers Mrs. Swynnerton and Mrs. Harker, along with a group of students, performed an extract from Macbeth. This live performance offered a memorable way to link classical studies with English literature and gave pupils a rare opportunity to experience how ancient audiences might have enjoyed drama.



Modern Encounters with Greece

Beyond historical exploration, pupils also experienced modern Greek life through visits to the historic town of Nafplion and the centre of Athens, where they sampled local cuisine and enjoyed the stunning Greek landscape. Pupil reflections captured the value of the experience: Camron and Constantinos noted how visiting historic sites deepened their understanding of ancient myths, empires, and the functioning of early civilisations. They expressed appreciation for the hands-on learning approach that brought history to life outside the classroom.

According to Mrs. Harker: "This trip truly helped bring life to the stories they study in lessons." Mr. Kallios, trip leader, added: "Our aim was not only to enhance the learning of Classical Studies students, but also to allow pupils from across subjects to come into direct contact with the Greco-Roman past and consider how its ideals still resonate in today's world." This trip exemplifies St. John's commitment to immersive, interdisciplinary learning and fostering a lifelong interest in history, culture and critical thinking. It remains a key part of the school's international and academic enrichment programme.