

ISMILE BANDUNG

E-NEWSLETTER JUNE ISSUE

PROJECT WORK SPECIAL EDITION

SHAPES of THOUGHTS

In the beginning—
a story is felt.

Water moves in small hands,
pages ripple with touch—
our youngest begin with wonder.

Sounds follow—
soft, loud, near, far—
listened to, held, and remembered.

A circle appears—
again and again—
until it becomes the sun,
casting shadows,
stretching questions into light.

Some thoughts turn inward—
into care, into respect—
where what is thrown away
finds new life, new meaning.

Lines are no longer just lines—
they bend, twist, and transform—
becoming whatever the child imagines.

Muscles awaken—
pulling, pushing, moving—
discovering what bodies can do,
again and again.

Water returns—
flowing, changing, becoming—
from drop to cloud,
from stillness to cycle.

Small creatures wander—
a millipede leads the way—
through steps of kindness,
where old shoes find new journeys.

And beyond—
thoughts travel further still—
to planets, to space,
to a universe of endless wondering.

All these—
not separate,
but connected.

Shapes of thoughts—
formed through curiosity,
through relationships,
through time.

Not one way.
Not one answer.

But many—
always growing,
always becoming.



SHAPES OF THOUGHTS

LIMITLESS THOUGHTS WITHOUT BOUNDARIES

Written by: Femia Ong Saynes

Project work has always been one of the greatest strengths I see within our school community. It is more than an activity or a classroom approach – it is a journey into the minds and hearts of children.

Children's thoughts are often fleeting, delicate, and spontaneous. Yet when we truly listen, observe, and document them, they open doors into another world of discovery. A simple question, a curious observation, or a small wonder can lead us into days, weeks, or even months of meaningful learning.

What amazes me most is how contagious their imagination and curiosity can be. The children inspire me to read more, research further, and continue learning alongside them. Together, we find ourselves traversing unknown paths of discovery, experimentation, and exploration – paths that no textbook could have fully planned.

Through project work, children become thinkers, investigators, storytellers, scientists, artists, and collaborators. Their vocabularies expand naturally as they engage deeply with ideas that matter to them. They begin using language filled with meaning, purpose, and excitement because the learning belongs to them.

Documentation also becomes an essential part of this journey. By capturing conversations, theories, sketches, experiments, and moments of wonder, we create visible proof of learning. More importantly, we preserve memories – memories that children, teachers, and families can revisit together over time.



This year's Project Work Exhibition, Shapes of Thoughts, is also a big celebration of the learning that happens within ISMILE Bandung. It is a celebration where the works of the children, teachers, and the wider community are deeply valued, honored, and highlighted. Every panel, creation, conversation, and documentation reflects the shared journey of learning together.

At the heart of this exhibition is the belief in limitless thoughts without boundaries — thoughts that are timeless, infinite, and alive with possibility. Children's thinking does not move in straight lines. It flows freely through imagination, questions, experimentation, conversations, and wonder. What may begin as a small curiosity can unfold into extraordinary discoveries and meaningful connections.

More than an exhibition, it is a space for children to feel inspired and acknowledged — to see their ideas come alive and recognized by others. It is an opportunity for them to develop ownership of their learning and to feel proud of their thoughts, discoveries, and creations.

And perhaps that is the beauty of childhood — the ability to see wonder where adults often pass by without noticing.

In the middle of paint stains, loose parts, unfinished sketches, questions without answers, collections from nature, endless conversations, and theories that continue to evolve, we witness something extraordinary: children thinking deeply, bravely, and freely.

Shapes of Thoughts is not simply an exhibition of finished work. It is a living story of curiosity, relationships, discovery, and growth. It is proof that children's ideas matter. That their voices deserve space. That learning is not confined within walls or worksheets, but lives within moments of wonder shared together.

As we walk through this celebration, may we all be reminded to slow down and listen closely to the minds of children — because within their limitless thoughts are worlds we have yet to discover.



A SMALL WORLD OF SOUND

By Infant Class – Ms. Wangi and Ms. Fara



In our “Sound” project, the infants explored the world through listening, movement, and sensory experiences in their everyday environment. They discovered different kinds of sounds from musical instruments, natural objects, everyday materials, and their own voices. Through simple actions like shaking, tapping, banging, dropping, and vocalizing, the children began to notice that their movements could create sound.



As a final work for this project, the teachers created a storybook using photographs of the children during their sound explorations, capturing their expressions, interactions, and experiences throughout the journey. Through these playful and sensory-rich experiences, the children were encouraged to explore, express themselves, and engage with the world around them through sound.



THE DAY WE MET WATER

By Toddler Class – Ms. Wangi and Ms. Fara



In our “Water” project, the toddlers explored how water moves, feels, and transforms through hands-on play and everyday experiences. The children engaged in activities such as pouring, splashing, spraying, washing, mixing colors, water-based art, and nature play. Through these varied experiences, they began to discover different characteristics of water—how it can flow continuously, drip slowly, splash in different directions, spread across surfaces, and change shape depending on where it goes.

They also explored how water can transform materials, such as blending colors in art activities or changing the texture of different objects during play. The project supported sensory exploration, coordination, problem-solving, and social interaction as the children explored alongside one another.

As part of the project documentation, the teachers created a storybook using photographs from the children’s explorations, showing their interactions, creative processes, and growing understanding of water through different experiences.



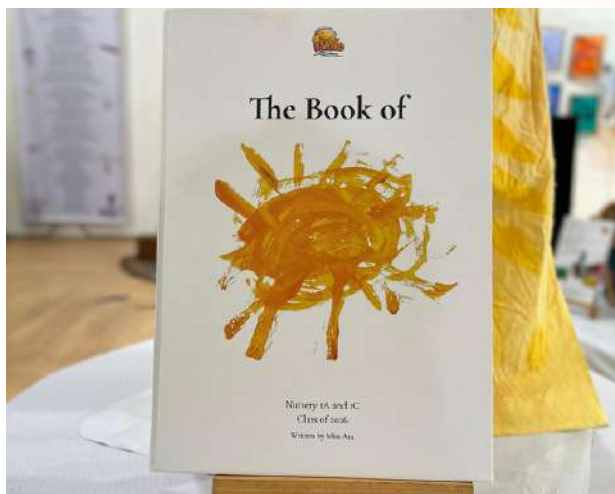
SUN

By Nursery One A and C Class - Ms. Ata and Ms. Amel



Our Nursery 1A and 1C children recently completed a project about the sun, which began from a simple exploration of circles in the classroom. As the children noticed circles in familiar objects around them, their curiosity slowly grew into wondering about the sun they see every day. Through songs, art, shadow play, experiments, and hands-on experiences, the children explored the sun's warmth, colours, light, and importance in everyday life. Each experience invited the children to observe closely, ask questions, share ideas, and make meaningful connections with the world around them.

Throughout the project, the children learned through exploration, creativity, and shared experiences both inside and outside the classroom. From creating a large paper mache sun together to exploring nature during our learning journey to Jendela Alam, the children built understanding through wonder and discovery. This project reminded us that meaningful learning often begins in small everyday moments, and that children learn deeply when they are given the space to explore, express themselves, and follow their curiosity.



R.E.S.P.E.C.T

By Nursery One B Class – Ms. Fitri and Ms. Nabilla



Our RESPECT Project began from simple yet meaningful conversations during circle time about rain, trash, and caring for the environment. As our children shared their thoughts, they slowly developed an understanding that careless waste disposal could cause floods and harm nature around them. Their growing interest in keeping the environment clean led to joyful trash sorting experiences, where they explored how materials such as plastic, paper, and metal could be grouped differently. Over time, sorting trash naturally became part of our daily classroom routine, guided by the children's own enthusiasm and awareness.



Alongside this journey, our children also showed a deep fascination with coral reefs during our KTL explorations. Their curiosity about the underwater world continued to grow as they connected ideas about pollution, nature, and environmental care. Through creative explorations using recycled materials, our children discovered that "trash" could be given new meaning and transformed into something beautiful. Their consistent interest eventually inspired the creation of our coral reef installation for the project work exhibition.

WIRE

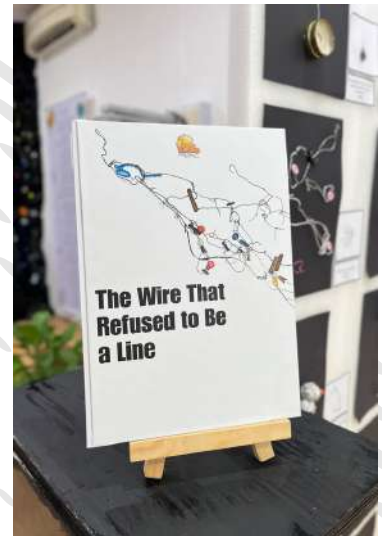
By Nursery Two A and C Class – Ms. Abbie and Ms. Egi



Nursery 2 A and C classes explored “Wire” through their Group Project, where the children discovered how a simple material can become part of meaningful learning. The N2AC children enjoyed working with their hands as they bent, twisted, and shaped wires into different forms and imaginative creations. Throughout the project, they showed creativity, cooperation, and teamwork while sharing ideas and exploring together.

As the project continued, the children became interested not only in the wire itself, but in how they could transform it into meaningful object art inspired by their imagination. The project was also integrated into different learning experiences, including language, mathematics, arts, and key to learning, encouraging the children to learn through hands-on exploration and collaboration.

In the end, the children showcased their individuality by creating their own wire portraits and object wire art inspired by the drawings of what they wanted their wire to become. They also worked together on a collaborative weaving artwork, showing how simple bending can turn into a beautiful tapestry of children’s imagination.



MUSCLE

By Nursery Two B Class – Ms. JC and Ms. Agatha



Our “Arm Muscles Project” invited the children to become little scientists as they explored how their bodies move and work. Through hands-on activities, discussions, and creative art experiences, the children learned about the muscles in their arms and how these muscles help them lift, stretch, carry, and play every day. They were excited to observe their own movements and discover how their muscles become stronger when they exercise and stay active.



Throughout the project, the children developed curiosity, communication, and fine motor skills while engaging in meaningful learning experiences. They enjoyed creating muscle-themed crafts, participating in movement games, and sharing their ideas with friends and teachers. This project encouraged the children to appreciate their bodies, build confidence in expressing their thoughts, and understand the importance of staying healthy and active in a fun and engaging way.

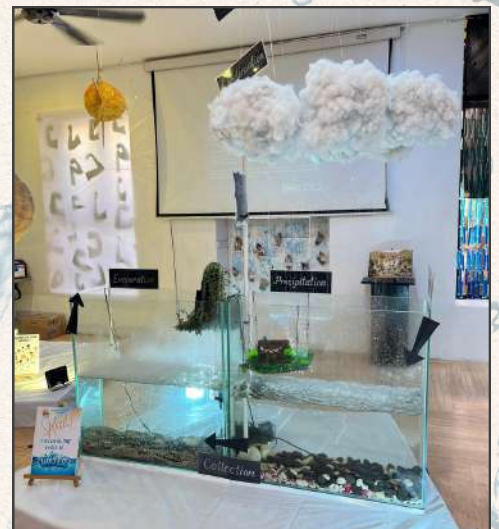
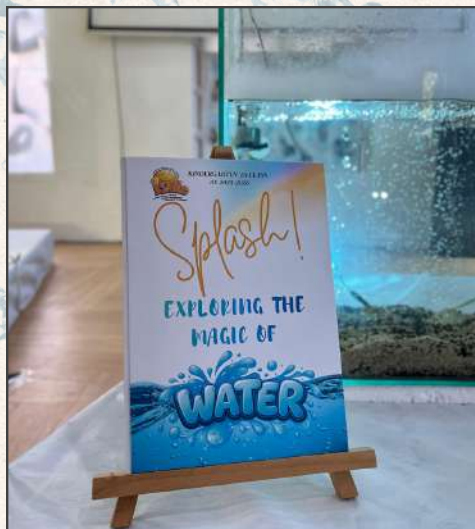


WATER

By Kindergarten One A Class – Ms. Anne, Ms. Tiara, and Ms. Fia

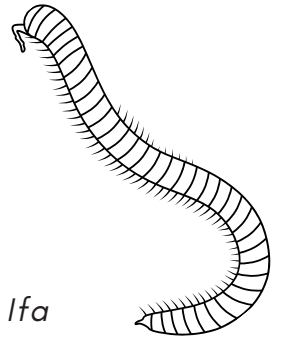


Our KIA children recently completed an exciting and meaningful Project Work about Water. The project began when the children became curious about rain, puddles, rivers, and the different ways water is used in everyday life. Through hands-on exploration, experiments, stories, art activities, and discussions, the children discovered the importance of water for people, animals, and plants. They explored many concepts such as clean and dirty water, fresh water and salt water, floating and sinking, water measurement, the three states of matter, and the water cycle. Through simple science experiments and observations, the children learned how water can change from solid to liquid and gas.



Throughout the project, the children participated in meaningful learning experiences connected to Science, English, Mathematics, Art, and Communication Skills. They expressed their creativity through drawing, coloring, storytelling, and building 3D models, while also developing confidence, logical thinking, and visual-spatial skills. One of the highlights of the project was the class presentation, where the children proudly shared their learning with their parents by answering questions, reciting poems, explaining experiments, and showcasing their work. Through this wonderful learning journey, the children gained a deeper appreciation of water and learned through curiosity, creativity, and hands-on experiences.

MILLIPEDE



By Kindergarten One B Class – Ms. Kath, Ms. Lydia, and Ms. Ifa



K1 B's project work became more than just learning about millipedes – it became a journey of curiosity, discovery, and meaningful experiences shared by the children, teachers, and parents. From the day Mommy Sherly and Winston gave the millipede to Miss Fem, the children's interest continued to grow through creating "K1 B and the Giving Millipede" story, building millipede habitat, learning about the millipede's life cycle, measuring millipedes while learning about short and long, and drawing millipedes and their habitats on the windows and rooftop.



One of the most memorable experiences was the field trip to Chanaya with the parents, where the children searched for and dug up millipedes in nature. The project ended with a presentation where the children proudly shared their knowledge about millipedes with their parents, who were amazed by how much the children had learned and remembered.

The highlight of the project work was the children's grand papier-mâché millipede, which became a symbol of their learning journey, teamwork, creativity, and love for discovery throughout the project.



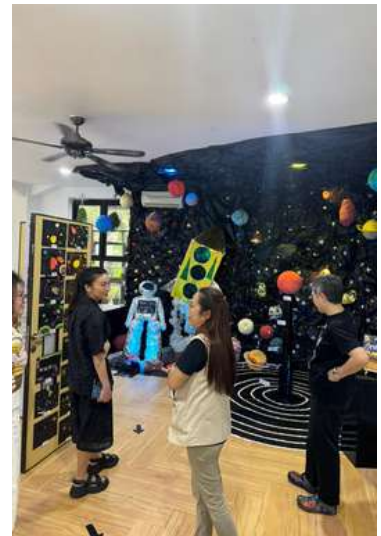
PLANETS

By Kindergarten Two Class – Ms. Sharon and Ms. Fefe

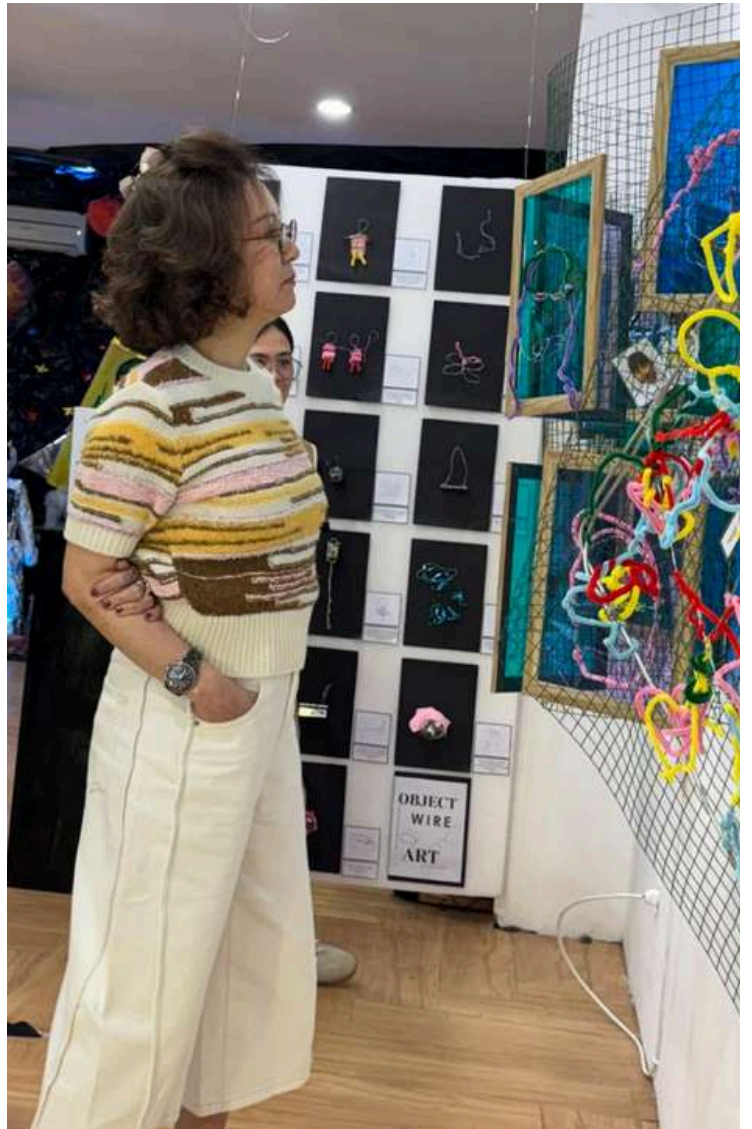


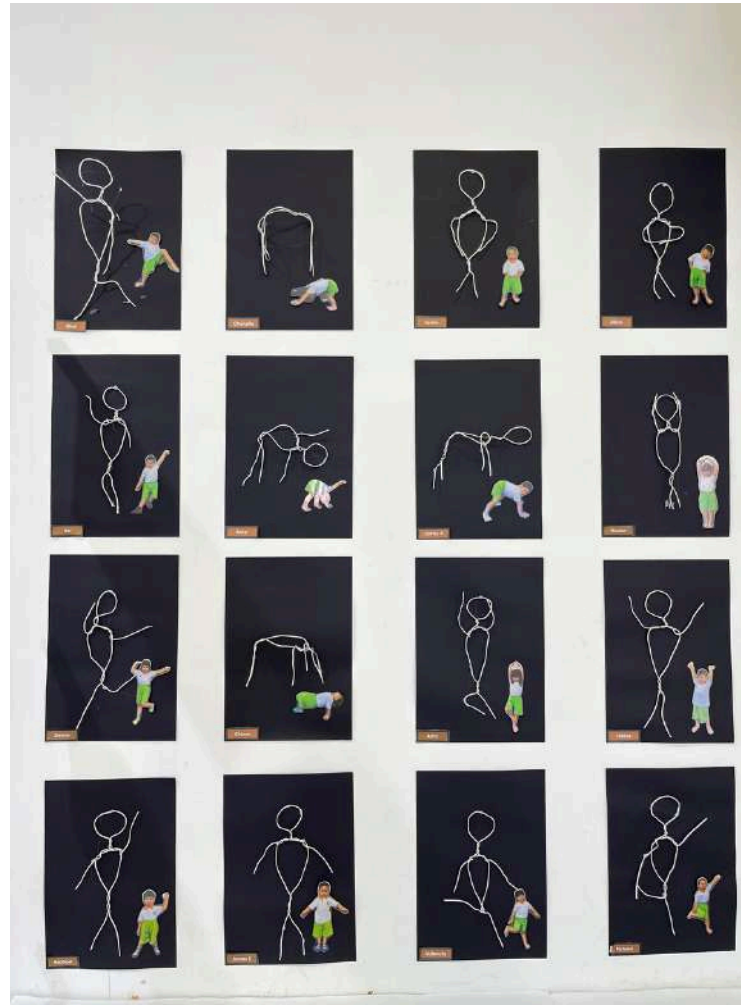
On January 26, 2026, our journey into learning about “The Planets” began as the children showed a growing interest and curiosity about outer space. Through discussions, they shared their ideas and questions, which naturally led to the exploration of planets, stars, astronauts, the Moon, and other fascinating aspects of space. Their curiosity guided the project and encouraged meaningful learning experiences through inquiry, discussions, and hands-on activities.

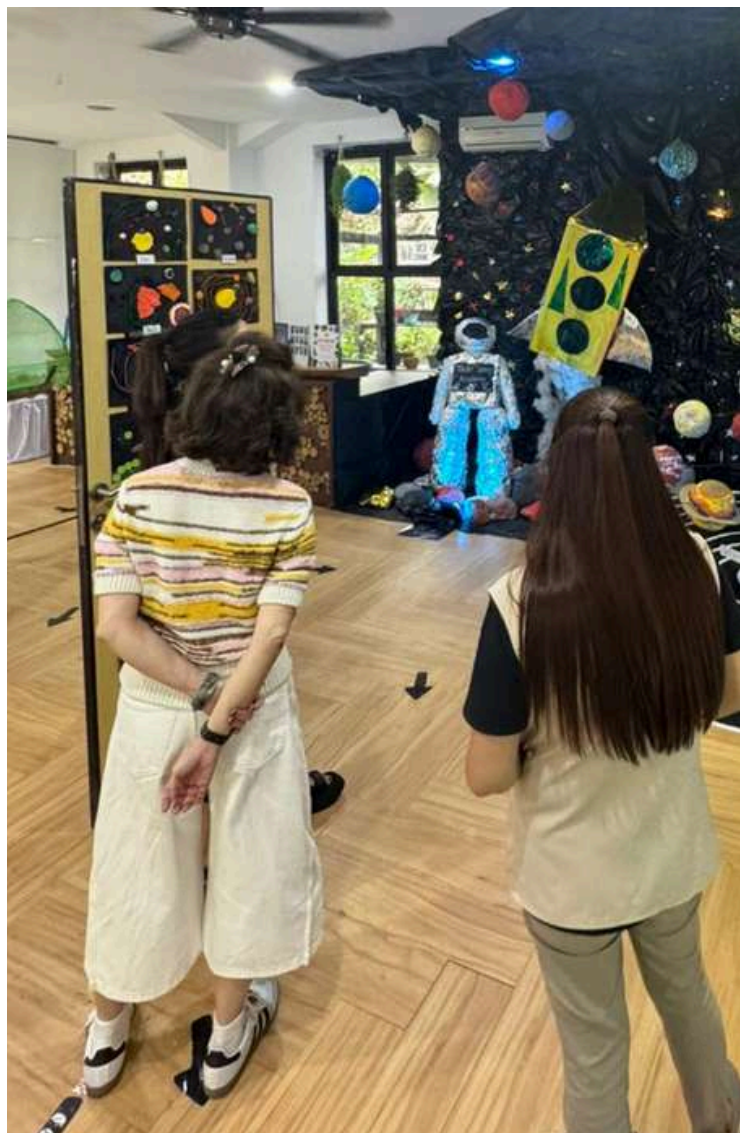
As I worked alongside the children throughout this project, it was rewarding to observe their excitement and eagerness to learn. I saw them becoming more confident in sharing their ideas, asking questions, and working together through creative and collaborative experiences. This project became more than learning about planets; it became a meaningful journey of curiosity, discovery, and shared learning.

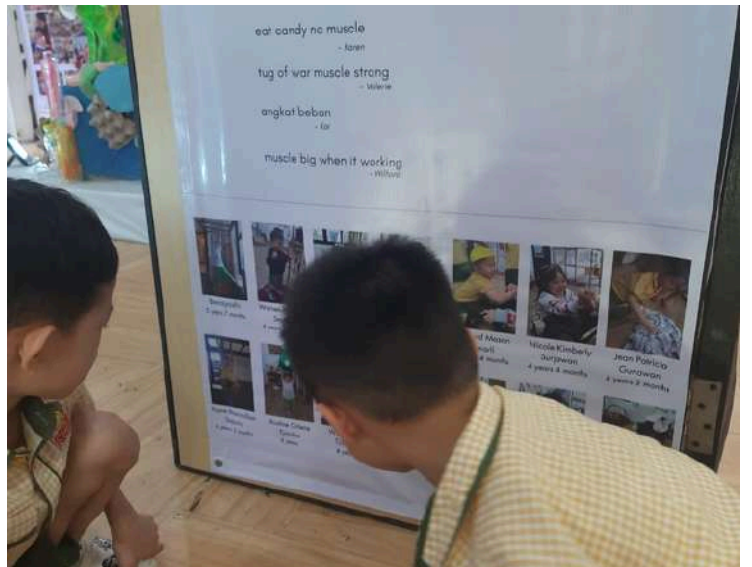


Our Bandung ISMILE Community









Connecting Schools, Sharing Ideas





JUNE

events

Pancasila Day
June 1



Year End Concert
June 3



PARENT
TEACHER
CONFERENCE

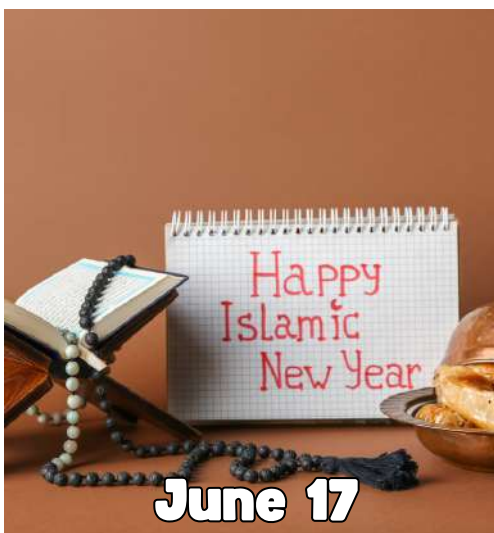
June 12

SUMMER
CAMP

June 15 - July 3

Happy
Islamic
New Year

June 17



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June

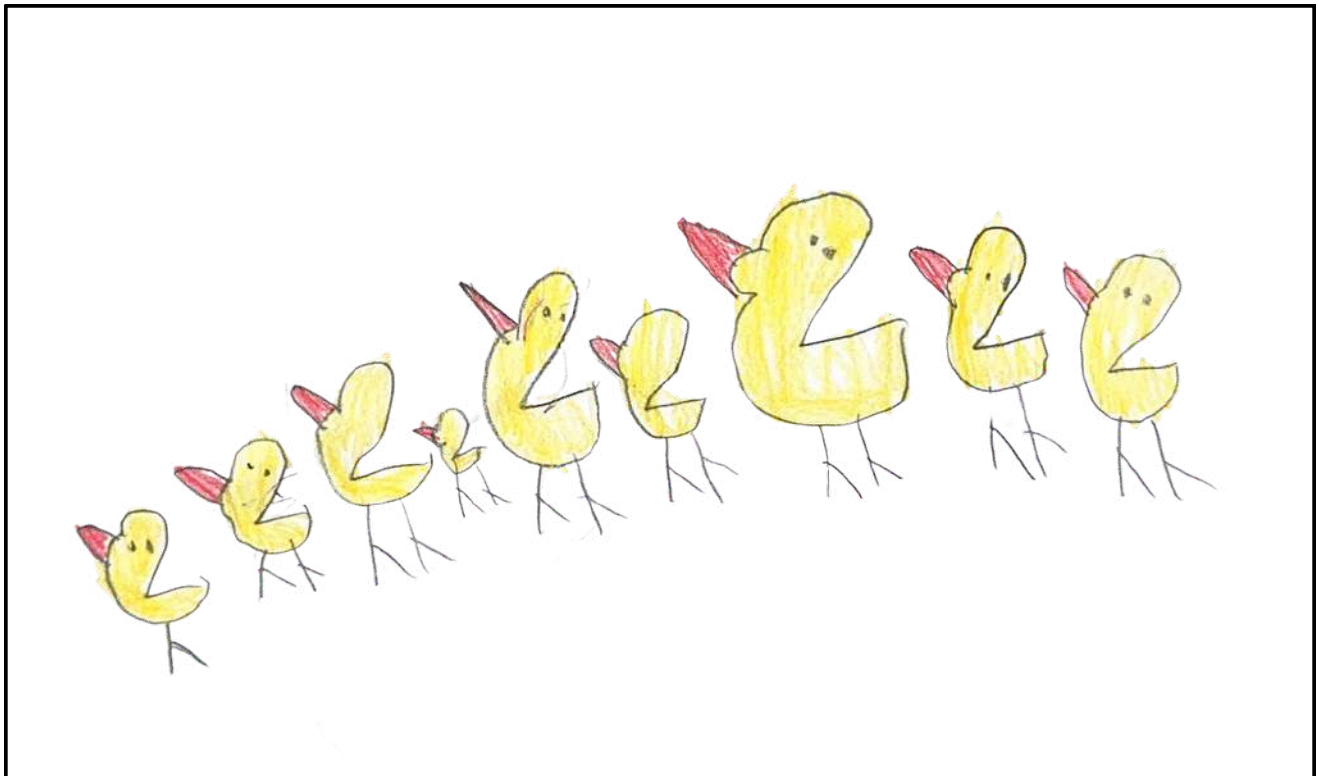
Celebrants



June

Celebrants





"The ducks walk to see the water and jumped"

Rapha Feng Jihye (K1A), 4 years 10 months

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