

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 13<sup>th</sup> November 2020

### Message from the Head Teacher

Hello Parents and Carers,

The children have returned to school with a great deal of enthusiasm for the second part of the autumn term. We know that every day presents new challenges just now and thank you to everyone for paying attention to the new national lockdown restrictions. Please remember to make space when dropping off or collecting, wear face coverings and to limit the number of people on site, one parent per family group. Please keep moving and don't linger to chat with other parents.

The children have completed a great deal of work so far. It has been lovely to see the work from children and we are trying to balance academic needs with their wellbeing. We have established strengths in learning and areas to focus on. We are mindful of the needs of the children and it is important that we don't put too much pressure on them, especially now. Catch up will happen, but over time. We are conscious that children will have ongoing concerns and questions and so in response we have planned a series of wellbeing sessions that we are delivering in small groups starting in Key Stage 2.

Google Classroom is available to children who are self-isolating. They have been participating in daily lessons, they can see messages that we post and view our online assemblies. These are pre-recorded and the class teacher can monitor work.

A reminder that homework can be accessed through the website using this link:  
<https://www.alexandra.hounslow.sch.uk/index.php/curriculum-overview>.

School has bought into a new package called National Online Safety (NOS). This offers a range of online training for all staff in school and helpfully provides parents with useful information and a range of webinars and parent guides for social media use with children. Please click on the link to register for access.  
<http://nationalonlinesafety.com/enrol/alexandra-primary-school-1>.

We ask that only **one** parent or carer are on site and as our paths are quite narrow, we would appreciate **no scooters** and bikes at the moment. Pushchairs are ok, but please keep your children with you and leave the site as quickly as you can. Please continue to wear face coverings for your own and others protection.

Parents have been using the year group leader emails to discuss concerns or issues. A reminder, you can communicate with school in a variety of ways. You can email the school – use [office@alexandra.hounslow.sch.uk](mailto:office@alexandra.hounslow.sch.uk) or telephone 0208 5706 826 or use the Year Group Leader emails which can be used for general concerns or issues that you might have discussed at drop off or collection by the classroom door previously. The Year Group Leader may answer directly via email or ask a class teacher to phone you. Please be aware that staff are busy in class teaching and out of class planning and therefore replies may be delayed.

## Year Group Leader Emails:

Nursery at Alexandra Primary School [nursery@alexandra.hounslow.sch.uk](mailto:nursery@alexandra.hounslow.sch.uk)

Reception at Alexandra Primary School [reception@alexandra.hounslow.sch.uk](mailto:reception@alexandra.hounslow.sch.uk)

Year 1 at Alexandra Primary School [year1@alexandra.hounslow.sch.uk](mailto:year1@alexandra.hounslow.sch.uk)

Year 2 at Alexandra Primary School [year2@alexandra.hounslow.sch.uk](mailto:year2@alexandra.hounslow.sch.uk)

Year 3 at Alexandra Primary School [year3@alexandra.hounslow.sch.uk](mailto:year3@alexandra.hounslow.sch.uk)

Year 4 at Alexandra Primary School [year4@alexandra.hounslow.sch.uk](mailto:year4@alexandra.hounslow.sch.uk)

Year 5 at Alexandra Primary School [year5@alexandra.hounslow.sch.uk](mailto:year5@alexandra.hounslow.sch.uk)

Year 6 at Alexandra Primary School [year6@alexandra.hounslow.sch.uk](mailto:year6@alexandra.hounslow.sch.uk)

Currently we have spaces in our Nursery classes for children born between 1<sup>st</sup> September 2016 to 31<sup>st</sup> August 2017. Please contact the school office.

I have been asked to publicise this Quiz Night from Hiyos, formerly known as the Firstcare Practice in the Blenheim Centre. Sounds like a fun evening – from your own home.

**Hiyos**  
Christmas Special

**QUIZ**  
Night

LIMITED SPACES AVAILABLE  
Closing date  
4<sup>th</sup> December 2020

CLICK HERE  
TO REGISTER  
NOW

Win a  
Gift  
Voucher

When: Monday, 7th December 2020  
Time: 18:00 – 19:30  
Where: Zoom (online from the comfort of your home)  
Cost of participating: Absolutely free\*

\*one entry per household

You can register using this link <https://www.eventbrite.co.uk/e/hiyos-christmas-quiz-night-tickets-128641737901>. Places are limited.

## And don't forget:

Children in Need Appeal today

Anti-Bullying Week 16<sup>th</sup> to 20<sup>th</sup> November

<https://www.anti-bullyingalliance.org.uk/anti-bullying-week>

Road Safety Week 16<sup>th</sup> November to 22<sup>nd</sup> November

<http://www.roadsafetyweek.org.uk/>

**Thought for the week:**

***Always bear in mind that  
your own resolution to succeed  
is more important than any one thing.***

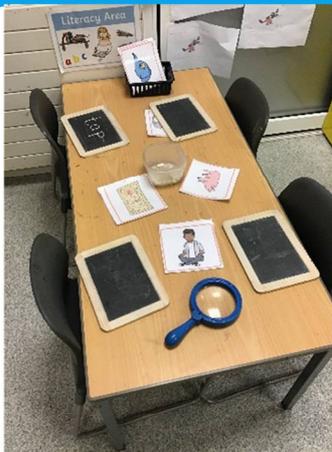
**Question of the week:**

**Would you rather live in a spider's web or foxes den?**

Nursery - The children are really enjoying our 'Bear' topic and all of the new stories that we have been reading. Our focus story has been 'We're Going on a Bear Hunt'. We have an exciting story shed in our outside area where the children can explore many resources from the story. As we link the story to other areas of learning the children will also be going on a shape hunt and a leaf hunt. We will be learning lots of new vocabulary to describe our environment and the shapes we see all around us. Please check our weekly home learning grid on the website to see our key vocabulary. Physical activity is vital to children's all-round development. Please encourage your child to walk to and from school and begin to limit the use of push chairs.



The children in Reception have returned from their half term holiday eager to learn. They have now finished learning all the phase 2 sounds in phonics and are recapping the sounds before starting to learn the phase 3 sounds shortly. Every day the children participate in a taught phonics lesson and their learning is supplemented in the environment with phonics games. Here are some examples of reading and writing activities.



Using pictures to write words.



Being a word detective – find tricky words in books.



Magnetic fishing for word game.

In maths our learning has revolved around positional language. There are lots of new vocabulary for your child to learn. The children are given the opportunity to learn through play as well as direct whole class learning opportunities.



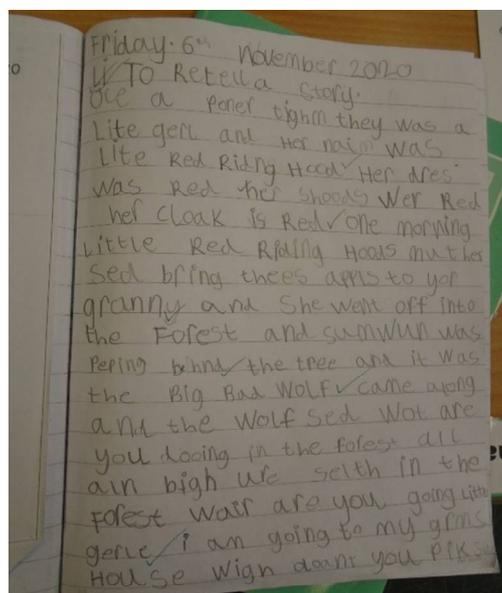
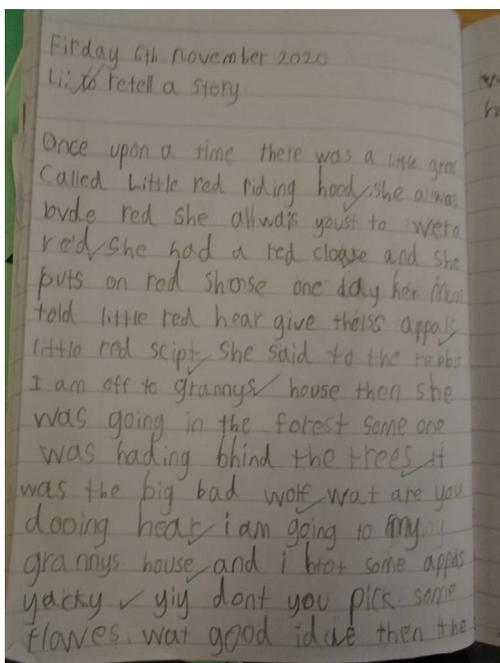
Using dinosaurs to play positioning games, reinforcing positional language in a fun way.

The children have been reinforcing their learning of circles and triangles and have created some lovely art work for a classroom display by copying the work of the artist Kandinsky.

Learning about the world has involved learning about the celebration of Diwali. We have also learnt about the significance of poppies as being a time to remember others.



It has been an excellent start to the new half term! Year 1 have been enjoying their new English text 'Little Red Riding Hood'. They have produced some brilliant writing already. We were blown away with how much they wrote! The children are now learning how to add more description to their writing by using adjectives.



Friday 6th November 2020

To retell a story

once upon a time there was a girl called little red riding hood. She always <sup>used to</sup> love red. She had a red cloak red shoes one day her mum told little red to give some apples to granny. Little red went to the forest but someone was watching. The big bad wolf said were are you going lam going to my granny's house to give some apples. Jack said the wolf is the host of a play. He said give some flowers to your granny.

In Maths, Year 1 have continued to learn how to subtract and are using number lines to help them. They have also been looking at number fact families and looking for the relationship between 3 numbers.

1 1 0 2 0

to understand fact families

Task 1

$$\begin{array}{c} 7 \\ \diagdown \quad \diagup \\ 10 \quad 3 \end{array}$$

$$\begin{array}{c} 10 \\ \diagdown \quad \diagup \\ 7 \quad 3 \end{array}$$

$7 + 3 = 10$  ✓  $10 - 3 = 7$  ✓  
 $3 + 7 = 10$  ✓  $10 - 7 = 3$  ✓  
 $10 - 3 = 7$  ✓  $9 - 6 = 3$  ✓  
 $10 - 7 = 3$  ✓  $9 - 3 = 6$  ✓

$$\begin{array}{c} 7 \\ \diagdown \quad \diagup \\ 4 \quad 3 \end{array}$$

$$\begin{array}{c} 10 \\ \diagdown \quad \diagup \\ 6 \quad 4 \end{array}$$

$4 + 3 = 7$  ✓  $5 + 11 = 16$  ✓  
 $3 + 4 = 7$  ✓  $11 + 5 = 16$  ✓  
 $7 - 3 = 4$  ✓  $16 - 5 = 11$  ✓  
 $7 - 4 = 3$  ✓  $16 - 11 = 5$  ✓

Well done Karol! 😊

In Art, the children have been producing some wonderful art for Bonfire Night and Remembrance Day. They used lots of different skills and materials to create their own pieces of art.



Year 2:

We have been looking at the Great Fire of London and we have been creating some great work from this. In writing we have been writing from a different character's point of view, Samuel Pep's cat. Here is what they said: When I woke up I felt terrified because it was burning in fire. The smoke was swirling, foggy and there was a very bad smell. The ground was even more filthy because of the fire and smoke. This was written by Ashmika in 2C. We loved the describing words and conjunctions that she was using.

L.I. To learn about an important person from the past.  
9.11.2020

### Samuel Pepys Fact File

Date of birth: 23 February 1633  
Date of death: 26 May 1703

Samuel Pepys was a significant person because  
he wrote in his diary about  
the Great Fire of London

Interesting Fact:  
Samuel Pepys  
was very rich  
which is very  
large he is  
rich Pepys had  
a great vine and  
a vine

A picture of Samuel Pepys:  




We have been learning about Samuel Pepys. Do you know what strange thing he buried in his garden during the Great Fire?

We have been looking at the celebrations around November. Can you guess what this is an art piece about?

In Maths we will be looking at the gloriousness of money. The children will be looking at how to identify coins and how to use these to buy for certain things whilst also figuring out how much change they will get. As this is an important life skill, we urge parents to also expose your children to money and the ways it can be used.

In Year 3:

English/Art

Fireworks

Bang! Boom! Boom!  
Fireworks booming in the sky  
like colorful shooting  
stars in the night

Pop! Boom! Crack!  
Colors burst in the sky  
like beautiful and look like  
beautiful every flower in fact  
at different shapes such as  
squares, triangles and circles

Fireworks combine falling  
down like stars

When the fireworks are  
done and everyone really  
can remember the 5th of November

By Keisha Stewart

Fireworks

Bang, Boom, wizz!  
Fireworks shoot in the sky  
like a shooting star in the sky  
Fireworks small and big

Pop, zoom, crack!  
here everyone gasp! wow  
fireworks are pretty and bright  
and colorful!

ooh Art  
No more fireworks  
Now remember remember the 5th of November  
By Priya  
By Priya

Fireworks

Bang! Boom!  
Fireworks shoot through  
the sky like colorful shooting  
stars in the night, blue, red and green  
colors, fireworks blasting in the sky.

Zoom! Boom!  
up the sky I could see  
a lot of colors in the sky.

Boom! Whizz!  
When the fireworks were  
done the fireworks were  
blazing through the sky  
when the fireworks  
I think I think I will all  
remember the 5th of November

By Elizabeth Richardson

We have been busy creating poetry with a 'Fireworks' theme this week. Using similes, metaphors and onomatopoeia, we tried to create an image of the fireworks in the reader's mind. We then experimented with pastels to create our own art work based on our poetry.



#### Science

We have been concluding our study of rocks by examining real fossils and learning how some of them were formed.

#### Spanish

We are becoming more confident about speaking Spanish in class. Over the past week, we have been having fun practising our Spanish conversation skills by learning how to say what our name is and how we are feeling and ask others about themselves.

#### Music

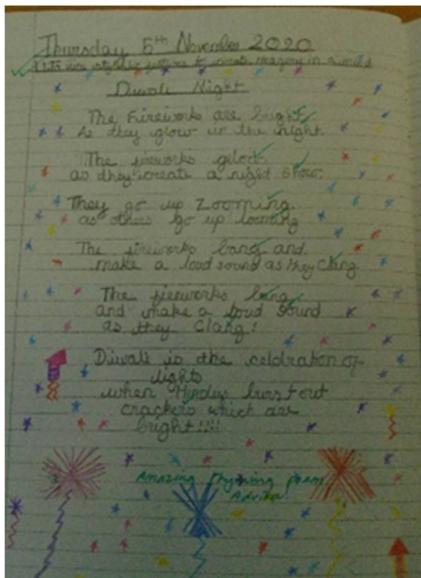
This term, we will be looking at Elgar's Enigma Variations. Elgar wrote a theme and then different variations to depict his friends or an event he shared with that friend!

#### Maths

Over the past week, we have used our knowledge of place value and numbers to practise various mental methods of addition and subtraction. This has helped us to move on to the more formal column method of addition and subtraction, which we will explore further over the coming week.

#### Year 4

English: We have just completed our poetry unit and, as well as composing our own poetry based on 'fire-works', we developed our language skills so that we can transfer them to other writing genres. As poetry is a form of descriptive writing, we explored similes, metaphors and personification, all of which can be used in future



narrative pieces we write. We also compared and contrasted poems to analyse the impact upon the reader and recited a poem from memory, that we performed to the class.

Topic: In our 'Frozen Kingdom' topic, we have been learning about the Inuit people who live in the Arctic. We have been exploring aspects of their culture and what life is like for them. We have also been learning about how climate change is impacting upon the lives of both humans and animals who reside in the polar regions.

Art: We have completed our Inuit Art project, based on the work of Kananginak Pootoogook. After creating our own images of arctic animals, in the style of the artist, we explored how much Inuit art is seen on souvenir items. Inspired by this, we used our own artwork to create a calendar for 2021.

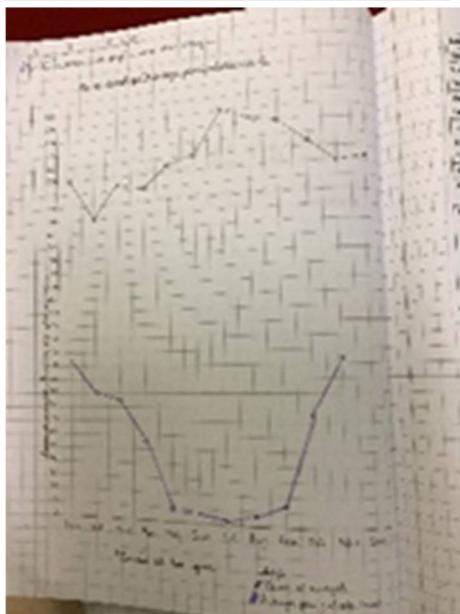
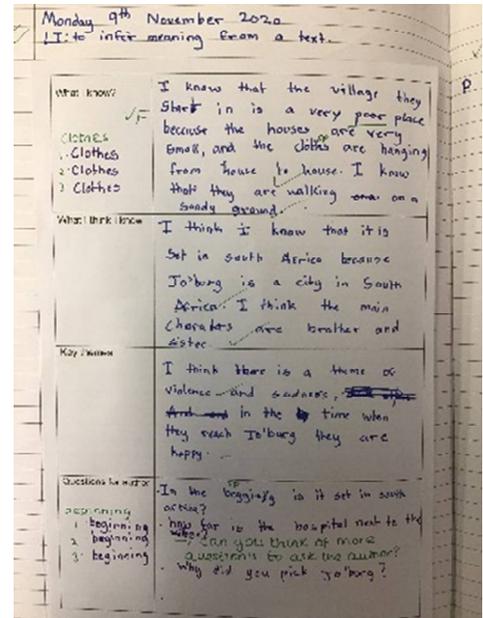
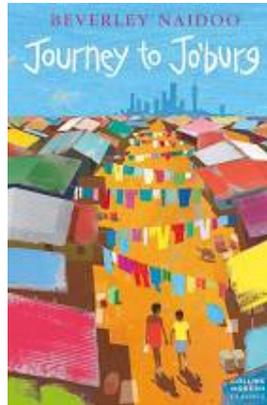
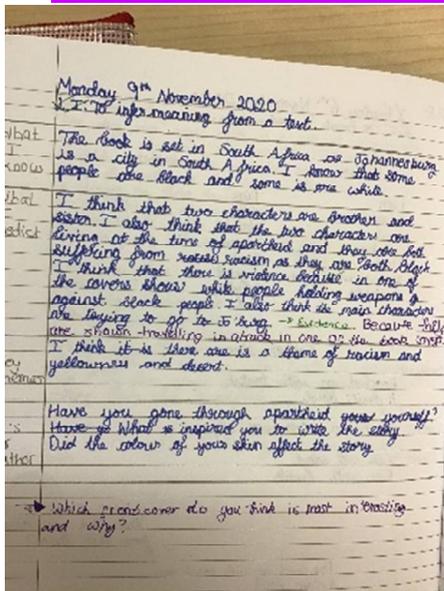


Maths: This week, Year 4 have been subtracting 3-digit and 4-digit numbers with an exchange. At first, we found this tricky but using the maths equipment and visual representations helped us to make the exchange needed and recompose the number. We then applied these skills to solving problems as a pair.



## Year 5

In English, we have learnt about explanatory texts. We have identified the features of this genre and compared these features to an instructional text and have produced our own Explanatory texts based on our Science topic of 'How we have day and night'. We have started our new topic based on our class text of 'Journey to Joburg'. We have been using our reading strategies to retrieve facts from our reading and using our inference skills to discuss questions from the various front covers.

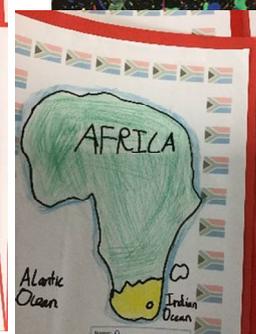
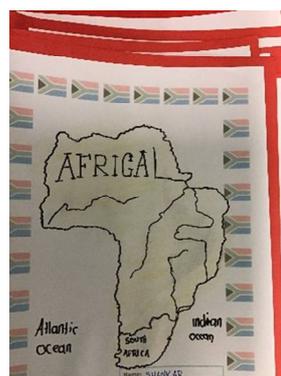


Maths – We have linked our geography and maths lessons for our statistics based on south African climate. We have looked at and created a line graph, interpreted tables and timetables.

Art – In art we have created our own version of Peter Thorpe's work, using abstract art. We used various materials to create the background.



Geography, we have started our new topic all about South Africa. We have reviewed our prior knowledge and designed our front cover for our Topic folders.



Year 6 returned from half term break ready to continue their hard work. In English, the children edited and published their biography about Charles Darwin; demonstrating a wealth of knowledge about his life and implemented an array of grammatical and language features. We have reviewed our knowledge of prime, square and cube numbers and also BIDMAS (order of operations). Students have also began looking into the world of fractions, which we will be working on over the next few weeks. The children have used their scientific knowledge of evolution and adaptation to design their own creature – taking adaptive features from other living things and explaining how those features will help their animal to survive in its environment. In Topic, students have made comparisons between Victorian schooling and school systems in current times; identifying the biggest similarities and differences and the reasons for this. In PSHE, the students had discussions about the different types of bullying and reviewed their understanding of Christianity, which is their new RE topic for this half term. In Art this week, the children used their lino prints, ink and paper to produce some spectacular print designs.



3. What does it eat?
4. Does it have skin, feathers or scales? Why?
5. How does your creature move? Wings? Legs? Fins?
6. Is it a predator or prey? Does it have clever ways of hunting or keeping safe?

The Pinkale

1. The theory of evolution is when an animal changes and adapts to an environment to help it survive. The change of body might take a few years before it fully adapts.
2. My creature lives in hot oceans where the coral reef is.
3. It eats other fishes like: herrings, cod, small sharks and killer whales (Orcas).
4. My creature has vibrant <sup>coloured</sup> skin & so it can camouflage with coral reef.

Lots of learning, challenges and fun.

I hope it went well for you with some challenge but also things that you found easier.

Keep learning!



At the weekend do some reading, relax, rest, recover and we will do much more next week. What do you remember from the last half term?

