

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 14<sup>th</sup> May 2021

### Message from the Head Teacher

Hello Parents and Carers,

There have been lots of exciting, fun and challenging activities for the children to participate in this week. Children are certainly feeling more confident with their learning and we have seen this through their work. We continue to prioritise wellbeing too, encouraging children to share their thoughts and feelings and to discuss the challenges that are being faced just at the minute.

As the national lockdown picture improves and we move along the Governments road map to ease lockdown, Public Health Hounslow remind schools of the importance of keeping our current procedures in place for a while longer. Please continue to be vigilant for the COVID19 symptoms as we are not quite through the pandemic.

It is tempting to think things are back to normal but we still need to exercise some caution to help protect the children and each other. All the relevant information is on our website <https://alexandra.hounslow.sch.uk/>. Free home testing kits can really help too, alongside having your vaccinations.

Parent phone calls instead of parents evening are continuing over the next few weeks. If you see a missed call from an unknown number, it might be school trying to talk to you about your child's learning. If you are unable to take the call, school staff will leave a message asking you to contact school to arrange a time that is convenient for you.



Get your child's voice heard and make a difference. The Children's Commissioner for England, Dame Rachel de Souza, is launching a once-in-a-generation review of children's lives. It's called 'The Childhood Commission' and it will identify the barriers preventing children reaching their full potential and propose policy solutions to address them.

At its heart is 'The Big Ask' – the largest ever consultation held with children. In this survey the Children's Commissioner is asking children and young people what they think is important for their future and what is holding young people back. The Children's Commissioner will use what children and young people tell her to show the Government what they think and what they need to live happier lives.

It's an exciting opportunity to help us think big and it's a chance for every child in England to have their voice heard.

Find out more and take part at: <https://www.childrenscommissioner.gov.uk/thebigask/>.

We have places still in some of our before and after school clubs. Contact the office should you want more information.

Children need to attend school in uniform, including black shoes. PE kits can be worn on PE days.

A reminder that we do have some children with severe nut allergies, so do look at lunch box items to make sure they are nut free.

You can catch up with what the children are doing in school by using the weekly overviews which can be found on the website. They are set every Tuesday and can be accessed through this link:

<https://www.alexandra.hounslow.sch.uk/index.php/curriculum-overview>

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)

**And don't forget:**

**Deaf Awareness Week  
World Fair Trade Day  
It is Walk to School Week next week.**

**Thought for the week:**

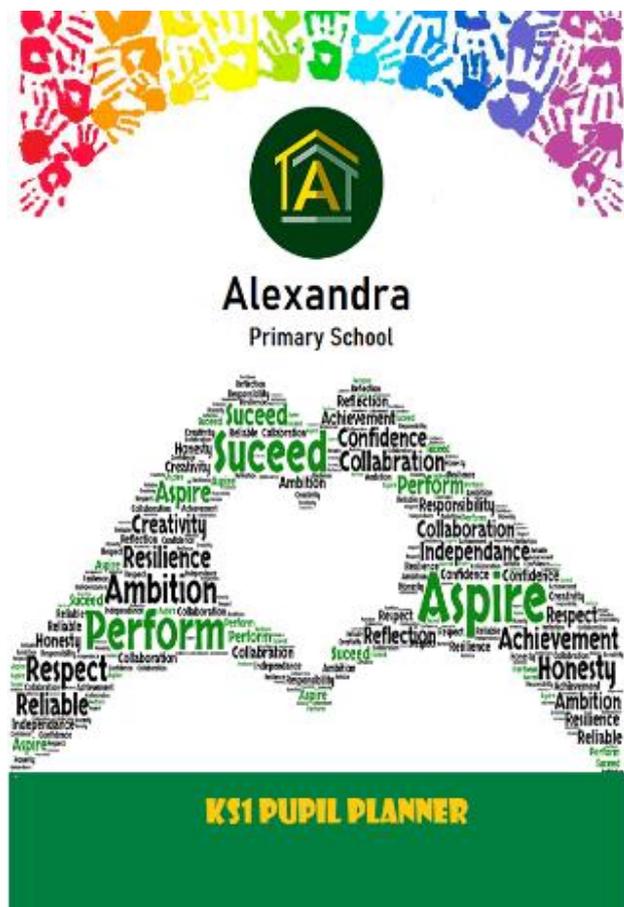
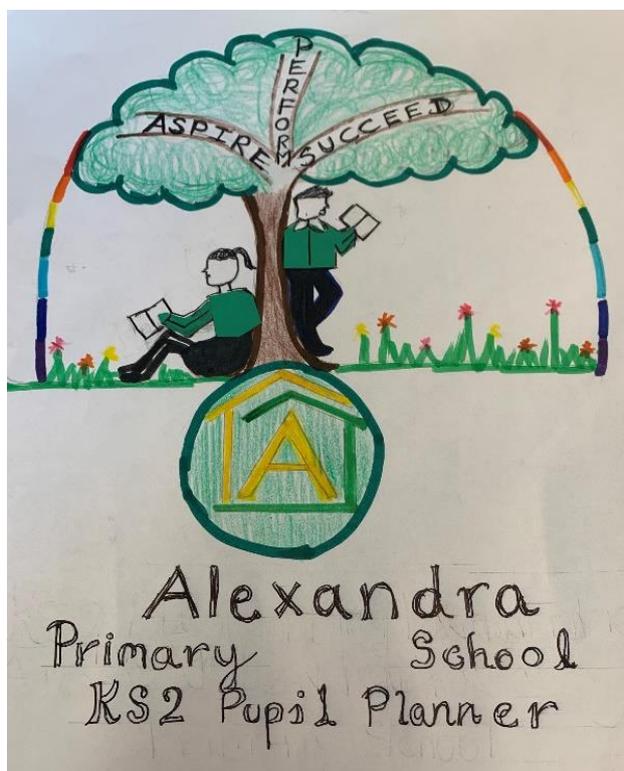
***Maturity is not when we start speaking big things. It is when we start understanding small things.***

**Question of the week:**

**Is it worse to fail at something or never attempt it in the first place?**

## Pupil Planner Competition

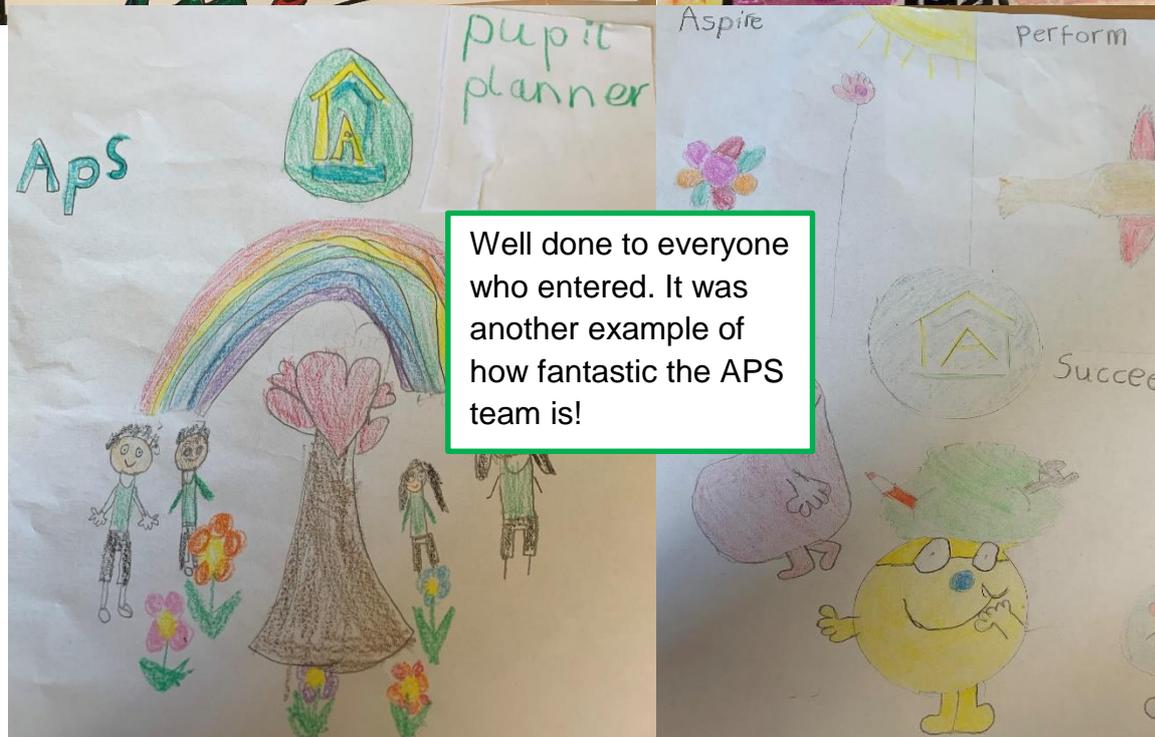
We have had an excellent response from the competition to design the front cover of our pupil planners for 2021-22. Thank you so much to all children who entered. We had 120 entries! It took some time but we chose two winners for the Key Stage 2 competition! The winners are: Arjun 5B and Avani 6K. Both were chosen because they reflected reading for pleasure and included our motto: 'Aspire, Perform, Succeed'. Well done Arjun and Avani!



The Key Stage one competition winner was: Akshara 2I. She created a computer generated image for the front cover, which showed all of our 12 values as well as Aspire, Perform, Succeed. We liked the image of the hands forming a heart to show our sense of community. Well done!

Here are some of the other fabulous entries that we received:





Well done to everyone who entered. It was another example of how fantastic the APS team is!

**Nursery** - This week the children have continued enjoying our farm animal topic. Our focus has been on the children using all of the farm vocabulary that they have been learning throughout the topic to retell the story 'The Farm Concert'.

The story is all about the animals making loud and quiet sounds on the farm. The children have had lots of opportunities to explore the sounds of musical instruments and practise making loud and quiet sounds.





We have been thinking about the 's' sound. The children have been exploring the snakes in the sand and sorting the socks to reinforce the letter sound. Building on the children's interest in construction we have introduced diggers, building materials, books and clipboards to our sand area.



**Reception** — The children in Reception have been working hard with their phonics learning, their reading and writing, maths and topic work learning about reptiles and birds. The children have also been busy choosing their own activities developing their socialising and communication skills whilst playing.



Some children have been playing in the role play shop developing their pretend play by taking on the roles of shopkeepers and shoppers, imagining buying and selling goods, writing shopping lists, sorting goods according to colour or type, weighing produce and most importantly playing cooperatively, taking turns and having fun.

Some children have been using their imagination as they have been interacting with each other whilst using puppets and soft toys. They have been sharing their ideas as they made up their own stories using the puppets and toys as characters.

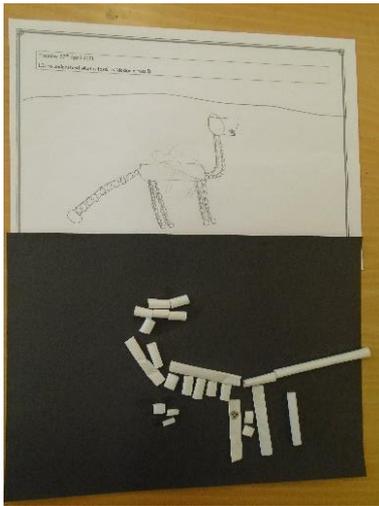


Children have been working together, chatting about their creations as they engage in playing with playdough. The playdough activity has provided the children with an opportunity to develop strength in their fingers, use small tools as well as be friendly with each other as they engage in conversations.

Creative work is always popular, cutting, sticking, tearing are skills that the children have developed but the activity also involves sharing the resources, chatting with each other and demonstrating pride at their finished product.



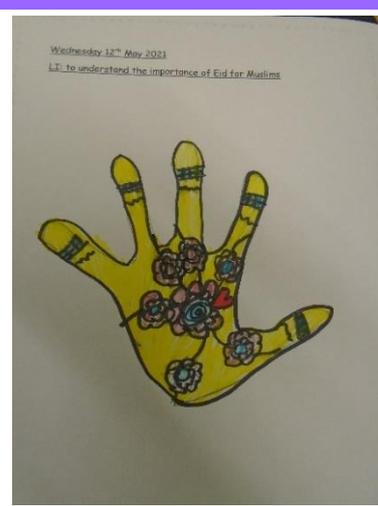
**Year 1** – We have been working very hard and are really enjoying our dinosaur topic. In History, the children have been looking at dinosaur fossils and what we can learn from them. They designed their own fossil looking closely at skeletons images and then made their fossils with paper straws. Don't they look great!



They have also been learning about all the different theories of how dinosaurs became extinct. The children worked in small groups to choose their favourite theory and create a colourful poster. They presented their ideas to the class very confidently.



In RE, the children have been learning all about Eid. We had fantastic discussions in the classroom about how Muslims celebrate. The children shared their own experiences of Eid and what they do with their families and friends. The children created some wonderful mehndi patterns.



**Year 2** - For the past two weeks in Year 2 we have been putting our creative hats on and attempting a variety of problem-solving activities throughout our lessons.



In our topic we are learning about the extreme weather of the UK. Some of it is incredibly worrying for us so we wanted to learn about staying safe from these weather types.



We looked at building shelters using bamboo sticks and string. For this, we had to independently learn how to tie the bamboo sticks together and think really hard about the size and shape of our shelter.

In our Science topic, we are learning about lifecycles of plants and comparing those to our own lifecycles. We have learnt about what plants need to grow and thrive and have used one of the planters in our playground to plant some bulbs and sunflower seeds.



Our aim is to see the difference between the growth cycle of different types of plants. So far, we are starting to see the tiniest of shoots poking through the soil. Can you spot them?

**Year 3** - As part of our Science unit about Light, we learned that the sun can damage our eyes. We researched ways to protect our eyes from the sun and designed sunhats and sunglasses to protect our eyes. We presented our design to the class, demonstrating what we had learnt and practising our public speaking skills at the same time!

## My Sun-Hat Design

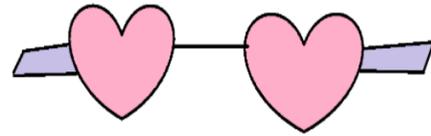
Eshal Waheed 3F



A hat is a great way to protect yourself from the harsh UV rays travelling down from the sun. This is true because it provides protection & shade from all types of UV Rays and radiation from the sun. In addition, it protects your face skin from developing skin cancer due to the harmful rays.

Other examples of things that you can protect yourself from the sun could be sunscreen. The Sun's rays can produce a vitamin called vitamin D which is great to keep our bones healthy. But too many rays absorbed by our skin can be dangerous, and may cause lasting damage; people who have been exposed to too much sun can get painful burns, but they might also be at risk of becoming very unwell. This is why people wear sunscreen!

My sun-hat that I have designed is made out of pure cotton material. I have chosen this specific material because due to its dense fabric, this prevents the harmful rays from the sun entering into your head's scalp and damaging the roots of your hair. I have also designed my hat to make it stand out and look unique to myself.



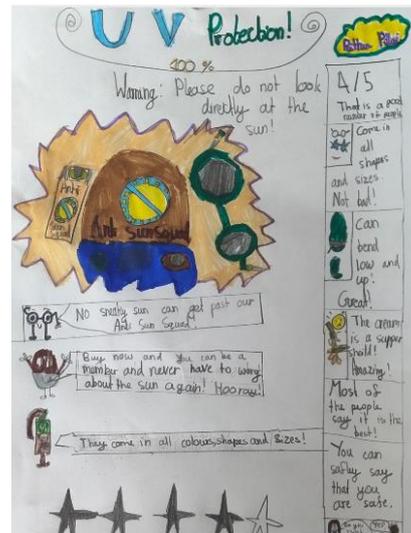
sunglasses protect your eyes from not having any bad eyesight. Sunglasses are a form of protective eyewear designed primarily to prevent bright sunlight and high-energy visible light from damaging or discomforting the eyes.



**Price £3**  
Nashon 100% uv protected designed sunglasses. Comes in different colours. Delivery in 3 to 4 days. So Hurry Limited stock

**What is uv or ultraviolet**  
These are invisible sun rays that are emitted by the sun and are hard to block, but what you might not know is just how harmful these rays can be. UV damage can cause all kinds of problems like skin damage, excessive tanning, erythema, eye damage, increased skin aging, and even skin cancer in some cases.

**Why you should buy my sunglasses?**  
My sunglasses can protect your eyes from any harmful UV damage. These glasses come with specialized coatings that can block UV rays, disappear them, or reflect them entirely.



In D&T (and History), we have designed and started to create masks based on the ones that were used by actors in ancient Greece. We had a great (but quite messy!) time blowing up balloons and creating paper mâché bases for our masks.



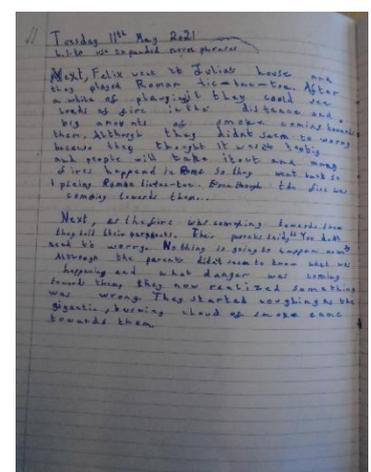
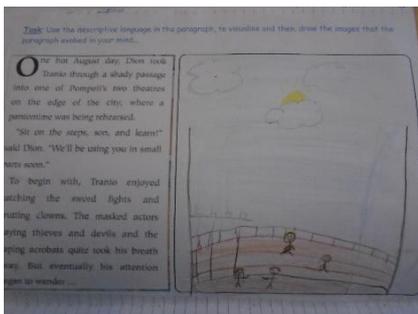
We continued our work on the 'Chorus' from Storm in Music lessons, remembering the rhythms and learning to play them on instruments. We were split into four groups before performing together at the end of the lesson.

In English, we have really been enjoying reading lots of myths from ancient Greece. Now we have started to plan our very own version of a Greek myth. What will my hero's quest be? Will there be a mythical creature to defeat? Will my hero encounter any gods or goddesses along the way? Will they help my hero on his or her journey? What descriptive language can I use to engage the reader? So far, we have chosen a main character and designed a mythical creature for our story.

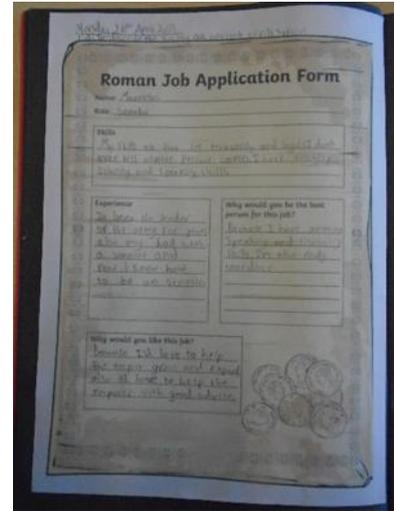


Year 4 - Year 4 have been enjoying learning about the Romans and are now busy writing the first drafts of their stories set during the great fire of Rome in AD 64.

To help with their descriptive writing, children have been visualising and describing images. For example, they worked in pairs to draw a picture which they couldn't see. They have also been using story maps to help re-tell their stories.



In Topic, children have learnt about the Roman hierarchy and the roles and relationships between the different groups in that society. They presented what they had found out by writing job descriptions for their choice of role. They have also been learning about the pre-Christian beliefs of the Romans and the stories about the pagan gods and goddess that they believed in.



### Science and Music – learning about sound.

We have particularly enjoyed our cross-curricular Science and Music lessons – learning all about sound. In Music, children observed how sound is caused by vibrations. Here, vibrations can be seen emanating out from a tuning fork placed in a bowl of water. Children experimented with a range of instruments and identified how they made sound. They investigated how bottles filled with different amounts of water can be used to make sounds with different pitches.



**SC. To investigate factors affecting pitch**  
**Key question:** How does the surface area of an object affect pitch?

**Prediction:** I think that less/water surface area will create a higher/lower pitch because...

**Variables that will change:** I will fill glass bottles with different amounts of water. This will result in different surface areas of glass that will vibrate when the glass is struck with a beater.

**Variables that will stay the same:**

- The type and size of bottle
- The beater
- The temperature of the water

**Equipment:**

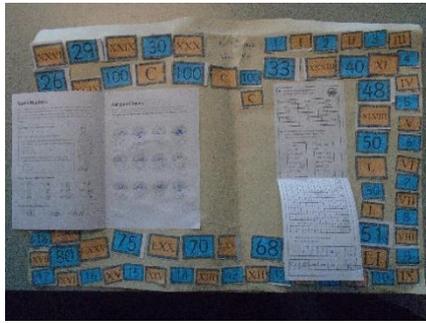
- 6 identical glass bottles
- 1 beater
- Water at room temperature

**Method:** First, pour water in different quantities into the bottles. Then, use the beater to strike the bottles and observe the sound produced. Record the pitch of the sound.

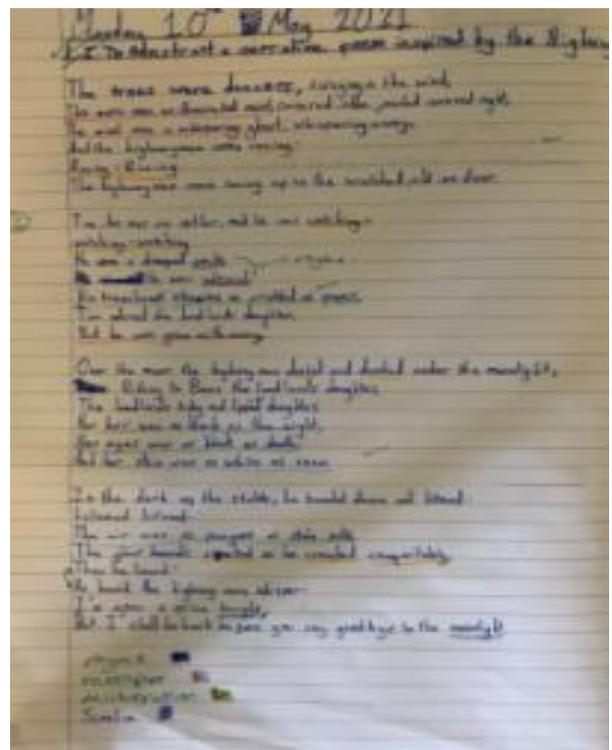
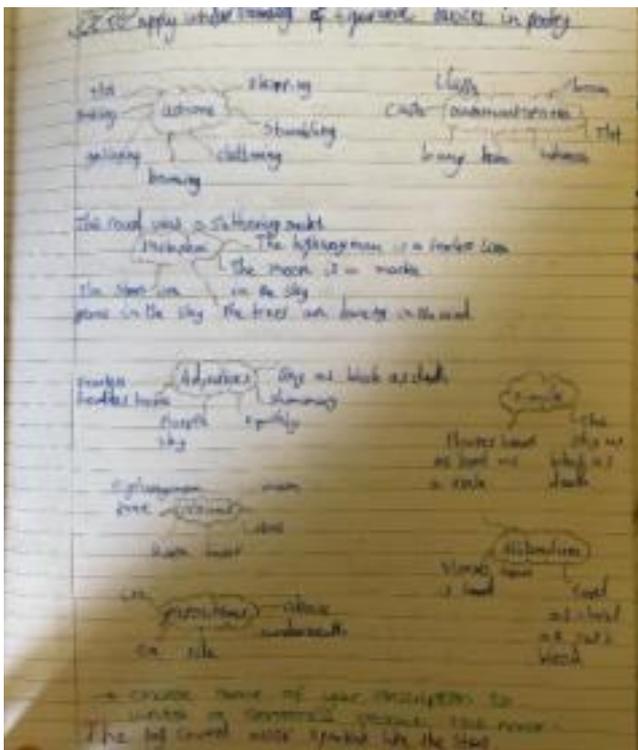
**Observation:** As the amount of water in the bottle increases, the pitch of the sound decreases.

**Conclusion:** My results show that my prediction was correct! Because, this means that less/water surface area will create a higher/lower pitch because...

In Maths, children have practised comparing, ordering and solving problems involving numbers up to 2 decimal places and rounding numbers up to 1 decimal place to the nearest whole number. Sometimes, they hold 'advice surgeries' where they help each with their next steps. They showed that they would make excellent Romans as they have learnt how to identify, apply and solve problems using Roman numerals up to 100.

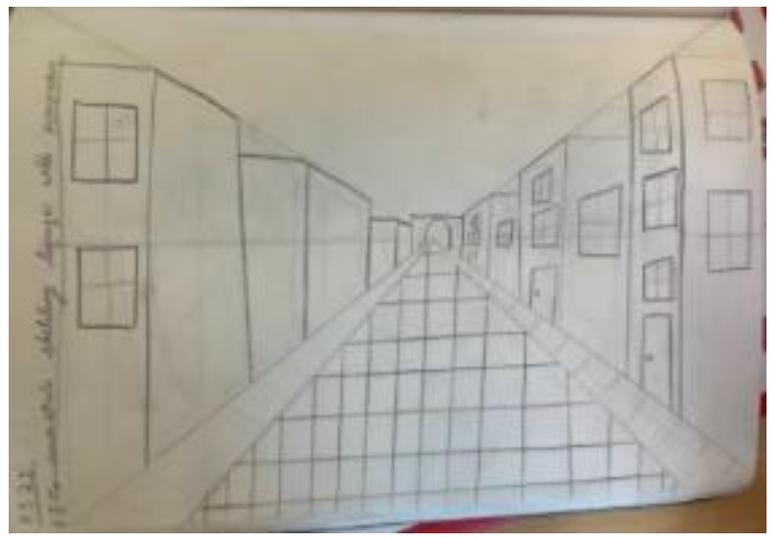


**Year 5 -** In English we have immersed ourselves in our class text of the Highwayman. We have identified and then recreated our own figurative language for the settings and characters and have been able to create our own narrative poetry from another character's point of view. Year 5 have produced work to be truly proud of.



In Maths we have consolidated our learning on place value by adding and subtracting decimals. We are working on using our reasoning skills to explain ourselves and being able to solve problems using these methods.

In Art we have used our skills from our previous lesson and have been able to re-create a Tudor street using a focal point.



In Science, we have investigated the properties of materials. As a class we planned and carried out an investigation about the properties of various bags such as strength, ductility, thermal and waterproof, then recorded and concluded our findings. We now know the best type of bag to help carry the shopping home!

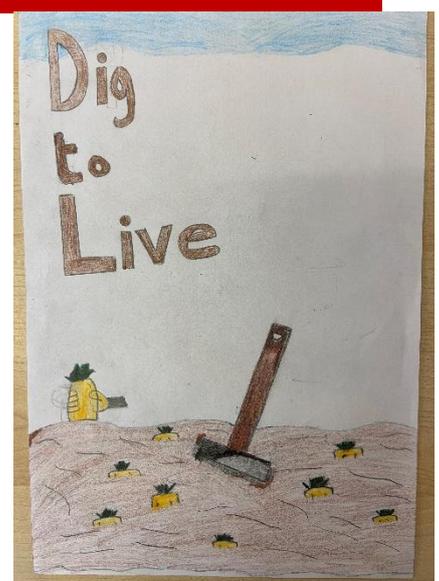
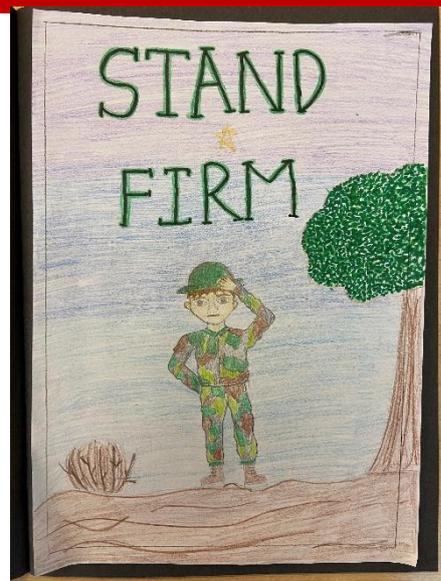


In Music, we are going to form our Renaissance Consort. We will split into groups and learn a percussion rhythm and an accompanying melody that fit together.

**Year 6:** We have continued to work hard and have a positive attitude towards their learning in their final term at APS. In Maths, we have started our work in geometry by looking into angles and shapes. The children have used protractors to measure and draw angles. They have also used compass directions to identify quarter turns, half turns and full turns.

In English, we have been implementing the 8 reading strategies to focus on various skills, such as making predictions, inferencing, identifying VIP words and visualising. We have been focusing heavily on vocabulary this week by using various tools to help us understand unknown words by looking at context clues and root words. We have also started looking into our new topic: Shakespeare, by exploring the features of play scripts.

In Topic, the children have delved into the world of WW2 propaganda – looking at how it was used by both the Allies and Axis Powers and created their very own propaganda poster. We reviewed the process of digestion and the body parts involved in Science. The children explored the role of each body part and the process in great detail, which they annotated on a diagram.





In RE, the students were introduced to Judaism and explored the key elements of this religion to make their own word search and also identify elements of Jewish prayer. We have been focusing on the meaning of resilience in PSHE and reflecting on ways that we can be more resilient when we are faced with challenges. In Art, the children worked on their artistic skills by sketching a coastal lighthouse landscape, which connects to our class text 'Letters from the Lighthouse.'

**So, a week full of learning.**  
**What do you remember from last week, last term or last year?**

**At the weekend do some reading, relax, rest, recover and we will do much more next week.**

