

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 15<sup>th</sup> September 2023

### Message from the Head Teacher

Hello Parents and Carers,

We hope that you and your children had a good break, relaxed and enjoyed time away from school. The year has started well with children full of energy and excitement to attend school. They have been very busy engaged in learning in their new classes, learning new routines and getting to know new class mates and teachers.

As ever, it is a busy period. To find out more about our curriculum and school please take a look at the school website found here: <https://www.alexandra.hounslow.sch.uk/>. Here you can find out more about what the children are learning each week. You will also find Welcome Booklets curriculum information.

At Alexandra Primary School, we have thought about our curriculum offer and how reading supports learning. Reading is the key to our curriculum and we teach 8 reading strategies and repeat these over the year. There is a great deal of research to suggest that the more children read or are read to or have reading modelled by parents, teachers and adults the more successful they will be later on in life. Encouraging and facilitating reading for pleasure is something we want to maximise. If you catch your child reading, please share a photo via email of this to the Apsallstars at Alexandra Primary School: [apsallstars@alexandra.hounslow.sch.uk](mailto:apsallstars@alexandra.hounslow.sch.uk) to go on the website gallery. It would be great to see children reading a range of books in a range of environments!

A reminder of class names and teachers for this year.

<b>Year 6</b>	6B Mr. Berryman	6C Ms. Carberry	6SC Miss. Cooper (YGL)
<b>Year 5</b>	5B Mr. Brain	5H Mrs. Hounsell (YGL)	5S Mr. Severn
<b>Year 4</b>	4H Mr. Cuell (YGL)	4P Miss. Padda	4S Ms. Stopp
<b>Year 3</b>	3C Mr. Cheatham (YGL)	3M Mr. McDonnell	3MC Ms. Conway
<b>Year 2</b>	2CS Ms. Smith (YGL)	2R Ms. Raymond	2S Ms. Stubbs
<b>Year 1</b>	1B Ms. Barry	1H Ms. Harji	1M Mrs. Mila (YGL)
<b>Reception</b>	Yellow Miss. Crowder	Blue Ms. Sikora (YGL)	Red Mrs. Savill
<b>Nursery</b>	Bumblebees and Ladybirds Ms. Lovett and Mrs. McLaughlin (SENDCO)		

Breakfast club and aftercare are available. If you need a space, please contact the school office. More information can be found here:

<https://www.alexandra.hounslow.sch.uk/index.php/breakfast-club>.

The Pre-loved uniform shop is open on Tuesdays from 3pm to 3.30pm. If you have any unwanted uniform, school bags or school shoes, please send these in to help us stock the pre-loved shop.

When walking to and from the school, please always walk on the left-hand side of any paths. Local residents have asked that parents, quite rightly, do not block driveways when dropping and collecting children.

We respectfully ask that you consider others whilst parking. Cyclists and scooters – please be vigilant and careful not to run into anyone, again on the left please.

Safeguarding children is one of our highest priorities and we ask that you follow the procedures set out on the website. Parents of Junior children need to use the Tiverton Road exit at the end of the day, collecting their infant children **first**, entering via the Denbigh Road entrance.

We have a new cycle shelter and cycle pods near the Tiverton Road gate for junior children to use.

We look forward to working with you, parent information meetings have been arranged, dates have been emailed to you. These meetings will be in our Music and Drama room, all information shared will be posted on the school website too.

At times, you may want to discuss concerns and issues with class teachers. You can email using [office@alexandra.hounslow.sch.uk](mailto:office@alexandra.hounslow.sch.uk) or telephone on 020 8570 6826.

Year Group Leader emails which can be used for general concerns:

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)

The Year Group Leader may answer directly or ask a class teacher to phone you.

Please ensure school has at least two contacts and that you keep us informed of changes to mobile numbers and email addresses and home addresses.

A reminder that school will not authorise any term time leave, holidays or trips to visit sick relatives abroad. You may incur a fine for taking your child out of school or lose the place at this school.

School uniform can be bought from:



**School Bells**  
The Uniform Experts

School Bells - The Uniform Experts 48 Bell Road,  
Hounslow TW3 3PB Tel: 020 8577 6656

**[www.schoolbellsuniforms.co.uk](http://www.schoolbellsuniforms.co.uk)**

More information about our school uniform can be found on the school website here:

<https://www.alexandra.hounslow.sch.uk/index.php/school-uniform>

A reminder to parents that the road restriction signs are now displayed in Denbigh and Tiverton Roads. Cameras will be operational between 8:15 and 9:15 and 2:45 to 3:45 Monday to Friday during term time. During these times, only pedestrians, cyclists and vehicles registered by residents are permitted to enter Denbigh Road and Tiverton Road between its junctions with Denbigh Road and Ellington Road. The restrictions will be enforced by the Council through the use of CCTV cameras.

### School Meals

You will be aware that the Mayor of London, Mr Sadiq Khan, has made arrangements for every London primary school child to get a free school meal for this year only. This has meant that we are now providing in excess of 500 meals at school each day across two serveries and dinner halls in under an hour. As you will appreciate, this is proving to be a daily challenge taking a great deal of adult time to deliver successfully. Please discuss the menu with your child as staff will not be able to be with every child.

### And don't forget:

In September we have...

UN International Day of Peace – 21<sup>st</sup> September

<https://www.un.org/en/observances/international-day-peace>

European Day of Languages – 26<sup>th</sup> September

<https://nationaltoday.com/european-day-of-languages/>

World Heart Day – 29<sup>th</sup> September

<https://world-heart-federation.org/world-heart-day/>

### Thought for the week:

The more that you read, the more things you will know, the more that you learn, the more places you will go.

### Question of the week:

Would you rather be a fish or a bird? Why?

### Rights Respecting Articles of the Week:

Article 38 (war and armed conflicts). Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflict.

Article 39 (recovery from trauma and reintegration). Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

#### Activities:

Listen to the story [This is Our House](#) by Michael Rosen. At the beginning of the story George didn't know how to play and share with other children which made them upset. What did he learn? How do you make sure you include everyone in your class so that it is a safe and peaceful place? Could you add anything to your class/school charter to show this?

What does peace mean to you?

Did you think of these?

Feeling calm, quiet, still



**Feeling safe wherever you are (in school, at home, in your community)**

**Knowing you can trust the people around you**

**Living in harmony with others**

**Being the person you want to be without fear**

**Supporting others who need help**

**Living in a world without conflict or violence**

**Living in a world where people respect and value each other**

**No discrimination**

**A just and fair government you can trust**

**Living in an inclusive community without racism or hate**

**Acting in a way that helps others to feel calm and happy**

**Nursery** – This week in Nursery we have been welcoming the children in for a short session in small groups. The children have spent the time meeting the Nursery practitioners, getting to know their new classroom and exploring the resources. For many children, this is their first time away from family and they have done a great job adapting to the new environment. Painting, playdough, Duplo and the sand have all been popular activities.

**Reception** – The children in Reception have settled well into their new classes and keeping themselves busy by exploring the many learning opportunities.



Making pictures using shapes.



Making patterns.



Drawing pictures.



Painting using sponges.



Painting using brushes.



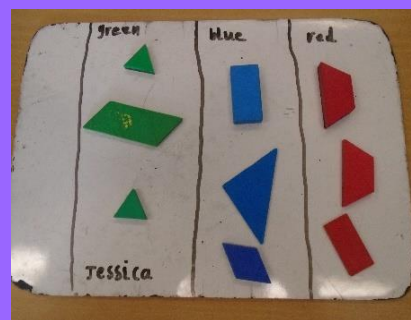
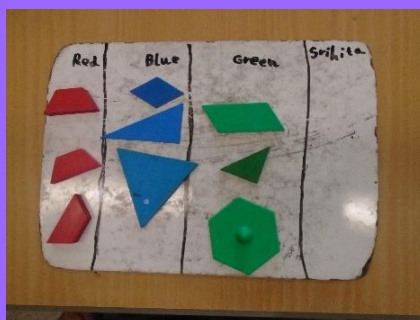
Construction.

They have all had a very busy and enjoyable first week at school. They have enjoyed exploring their new environment, making friends and having fun. The children have been singing lots of action number songs, playing listening games and choosing many activities to support their learning.

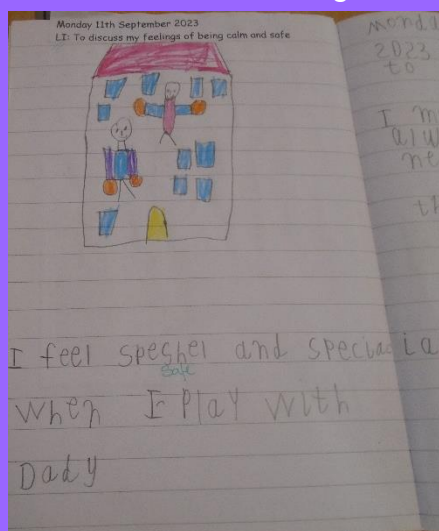
**Year 1** – Year 1 have had a super start to their new academic year! They have settled in very well and they are enjoying their new topic; Me, You and the World.

In English, the children have been looking at nursery rhymes. They have been showing off their acting skills by performing familiar rhymes with a focus on clear, loud voices as well as actions and facial expressions.

In Maths, the children have been sorting, counting and representing objects. They have shown a great understanding so far and have been able to sort objects in lots of different ways.



In PSHE, we have been discussing our feelings. The children shared their feelings of being calm and safe before they drew a place they felt safe and special. It was wonderful to hear the children share their feelings so confidently with their classmates.



In indoor PE this half term, the children are doing Dance. This week the children learnt some actions to a song they all seemed to know very well. They were brilliant at following the actions and listening carefully to the music.

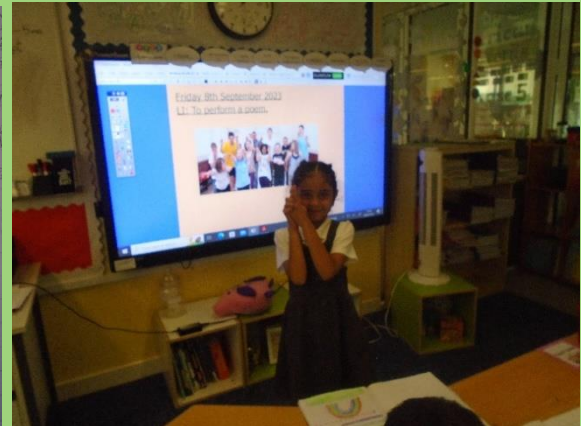
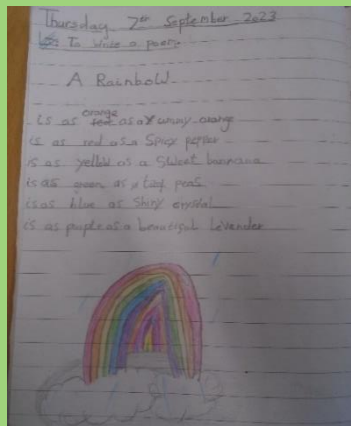
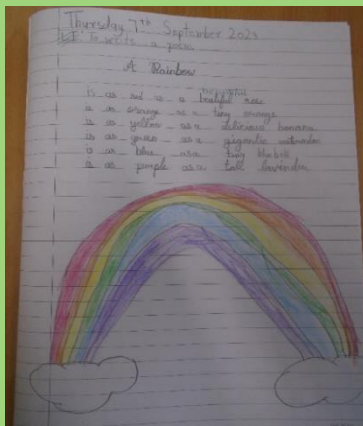


Well done Year 1 on an excellent start. Your teachers are very proud of you 😊.

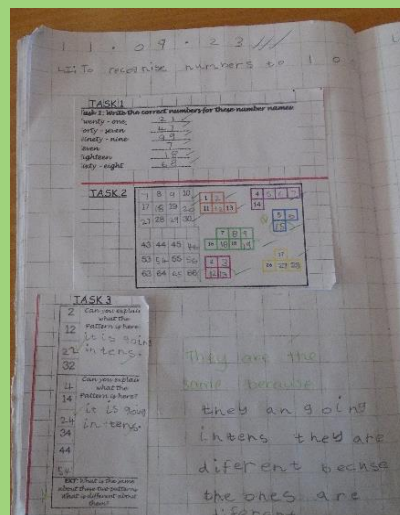
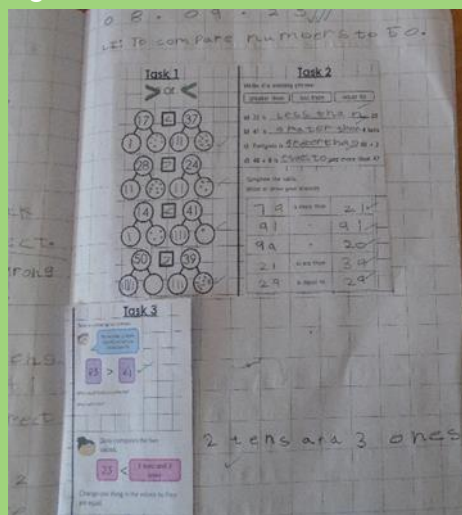
Year 2 - We have been working hard at making our learning environment comfortable and informative. We have been looking at our rights and created our own class rules and class charter.



During Circle time, we took the theme of 'building relationships' to have a discussion, role-play different scenarios and give each other ideas on how we could build relationships. These activities have helped us to understand the importance of working together and as part of a team. In English, we have been learning about poetry. We were given a poem called 'The Rainbow' and as a challenge, we were asked if we were able to think of alternative endings. We had lots of fun creating and performing our versions of the poem.



In Maths, we have been demonstrating our skills and knowledge we learnt in Year One. We showed that we were able to compare numbers to 50, recognise numbers to 100 and how to partition using the Part Whole method.



**Year 3** - We have settled in really well into life in Year 3. We are really looking forward to learning about the Stone Age through our writing and history lessons.

Since we started in our new classes, we have begun learning about the poem called 'The Quarry' which is about stone age men hunting a massive mammoth. To help us learn about this poem and its language features, we acted it out.



Also, we have hit the ground running with our Maths lessons by learning about the place value of numbers that include Ones, Tens, and Hundreds.





Year 4 — PE has been an opportunity for us to work on our balance, which we know is important in different ways for a variety of sports and activities.

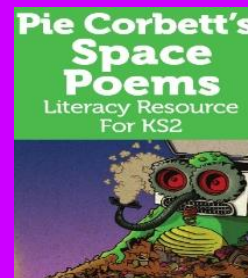
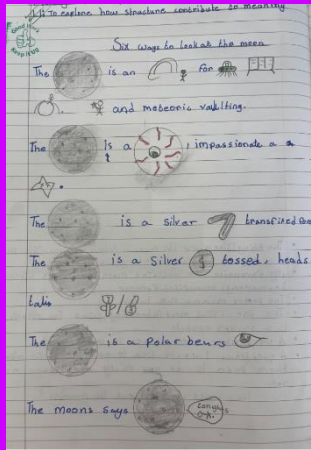
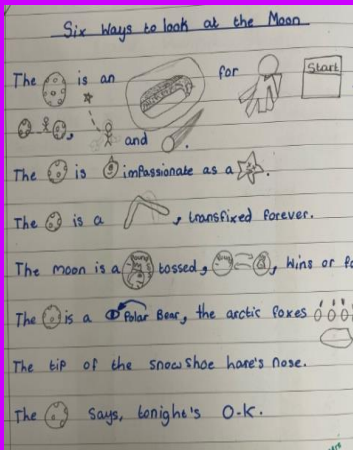


Our Rights as children have been discussed and we have chosen a few that would be added to create our class charters for this year.

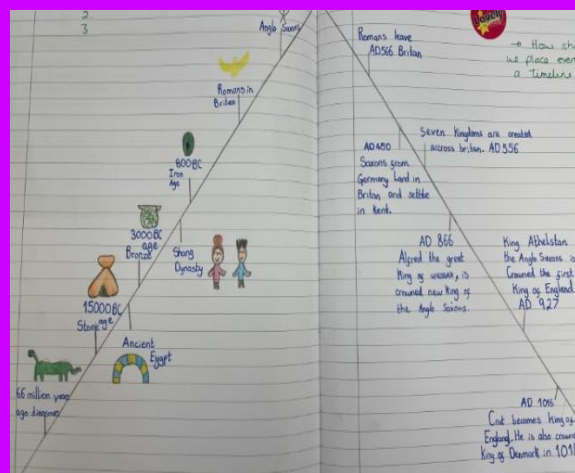
English has provided us the opportunity to innovate and compose our own performance poetry.



**Year 5** — In English we have been using the poem ‘Six ways to look at the Moon’ by Pie Corbett to help our poetry writing. We have used the structure of the poem to help create our own figurative language; similes and metaphors, we have sequenced the poem using images and have thought about other descriptive devices to describe space.



In History, we have started our learning about the Anglo Saxons in Britain. We have reviewed our prior knowledge (understanding the Romans were in Britain before) and then thought of questions we would like to know about this unit. We also created a learning map.



Here are some examples of our summer holiday homework about our History topic – the Anglo Saxons.



**Year 6** - The children have made an excellent start to the new school year. It has been wonderful to see the children smile as they enter the classroom and their eagerness to learn. This week in Maths, the children have been strengthening their place value skills. In English, we have generated vocabulary to help us write a poem based on Tennyson's the Eagle. It has been great to see the children use a variety of literary devices in their poetry. In RE, we have looked at the life of Buddha and written diary entries to describe his feelings for when he left home to find enlightenment. Thank you for the effort you have put into your Summer homework, the display is focal point for everyone that walks through it.

## English: Features of Victorian Poetry

Thursday 7<sup>th</sup> September 2023  
To identify the features found in Victorian poetry.

**Rhyme** - Words that have the same ending sounds.  
**Rhythm** - the 'beat' of a poem.

**Onomatopoeia** - Something words sounding like the action they make.  
**Repetition** - A word or phrase repeated more than one time in a poem.

**Alliteration** - Alliteration is words that have the same initial sound.

**The Huntsmen**  
Three jolly gentlemen.  
In coats of red,  
Rode their horses  
Up to bed.  
Three jolly gentlemen  
Snored till morn,  
Their horses champing  
The golden corn.  
Three jolly gentlemen  
At break of day,  
Came clitter-clatter down the stairs  
And galloped away.

**Walter de la Mare**

**Silver**  
Slowly, silently, now the moon  
Walks the night in her silver shoon;  
This way, and that, she peers, and sees  
Silver fruit upon silver trees;  
One by one the casements catch  
Her beams beneath the silvery thatch;  
Couched in his kennel, like a log,  
With paws of silver sleeps the dog;  
From their shadowy cote the white breasts peep  
Of doves in a silver-feathered sleep;  
A harvest mouse goes scampering by,  
With silver claws and a silver eye;  
And moveless fish in the water gleam,  
By silver reeds in a silver stream.

**Walter de la Mare**

**Features that do not appear in this poem:**  
Metaphor  
Simile  
Personification

**Features not used in the poem are:**  
Metaphors  
Similes  
Personification

**Similarity** - Something comparing to another thing using 'like' or 'as'.

**Rhyme** - A word ending with the same sound as the other.

**Repetition** - A word or phrase that is repeated more than one time in a poem.

**Alliteration** - Something (A word) that so has the same sound as the words following.

**Simile** - Something comparing to another thing using 'like' or 'as'.

**Features not used in the poem are:**  
Metaphors  
Similes  
Personification

**Which feature do you feel is the most important? Why?**  
I think rhythm/rhyme is because it adds a nice beat to the poem.

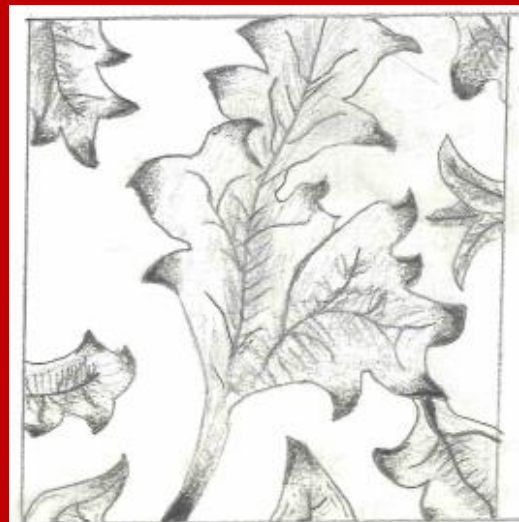
R.E: Diary Extract from the Buddha

Art: Zooming in on a piece of William Morris

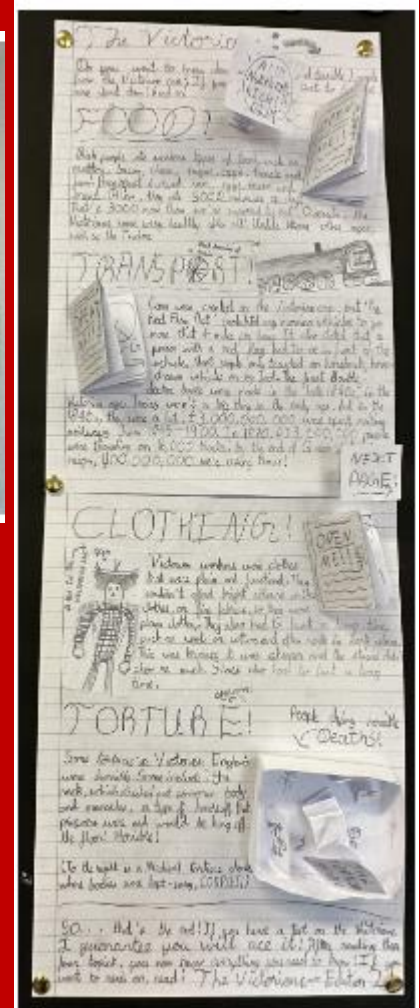
Thursday 7th September 2023  
To construct a diary entry from the perspective of the Buddha Underline

Nepal  
TUESDAY 9<sup>th</sup>  
SEPTEMBER 567BC

Dear Diary,  
What a horrible morning! My son has NOT stopped CRYING since 8am this morning. It is currently 4.31pm. I couldn't cope any longer as I was getting a headache. I had to find peace and quiet. Beyond the palace walls, my eyes were blinded from the devastating sight that hit them. I saw an aging, old man. I couldn't believe it! Just as I thought it couldn't get worse, I saw an incredible old man propping himself up on a boulder. As I walked further, I saw a body. Did he go home?  
My shock was overwhelming! I rushed home immediately and packed everything I needed. If no one was going to give me answers, I would search for them myself... lovely ending.  
\* Could you reorder the sentence so it has more impact on the reader (me)



## Homework Board



At APS we talk about the values that underpin our school aims. **Independence** is one of them.

**Alexandra children, staff, parents & carers work together to build independence. Learning to support yourself is fundamental for any success you ever hope to achieve. Children also feel self-worth whenever they get to accomplish things on their own. We become more confident in facing challenges, which is important in preparing children for life outside of Alexandra.**

## Have you been using your School Breathe Techniques?

## What did you learn this week and what do you remember?

**What are you able to do now that you couldn't at the beginning of this week?**



### What are you looking forward to being able to do next week?

