

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 17<sup>th</sup> May 2024

### Message from the Head Teacher

Hello Parents and Carers,

School took part in the NSPCC Number Day and we raised £537.20. Thank you to everyone who contributed as this will make a huge difference to the lives of children and young people across the UK.

School has spoken to the council regarding traffic enforcement cameras as there have been a number of incidents recently. Do be vigilant and discuss road safety with your children. In school, we have participated in the Junior Road Watch and Pedestrian Skills training programmes and will continue to discuss road safety with the children.

Please put your child's name on scooters. It is great that so many children are using them. However they are very similar, in style and colour. If you discover that you have taken the wrong one by mistake, please return it to the cycle shed.

School opens the gates at 8:40am in the morning, the vast majority of parents are teaching their children to be punctual which is really important later in life. School officially starts at 8:55am. We understand that morning preparation can be challenging for all, however lateness does impact on children's self-esteem, learning and self-confidence. We expect all children to be in their classes at 8.55am to start the lesson.

School attendance has been between 95-96% over the past couple of weeks. COVID19 has been circulating. Do watch out for the symptoms as this strain is unpleasant with fever, persistent dry cough and tiredness are amongst some of the symptoms to watch out for.

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.

If you need to contact the school office regarding absence or medical appointments, please use the office email – [office@alexandra.hounslow.sch.uk](mailto:office@alexandra.hounslow.sch.uk).

**And don't forget:**

**In May we have...**

**National Share a Story Month - 1<sup>st</sup> - 31<sup>st</sup> May**

## Walk to School Week – 20<sup>th</sup> – 24<sup>th</sup> May

<https://www.livingstreets.org.uk/walk-to-school/primary-schools/walk-to-school-week/#:~:text=JOIN%20THE%20FUN!&text=Our%20five%2Dday%20walking%20challenge,%2C%2020%2D24%20May%202024>

## Spring Bank Holiday – Monday 27<sup>th</sup> May

### Thought for the week:

**You cannot swim for new horizons until you have the courage to lose sight of the shore.**

### Question of the week:

**Can you ever know what it is like to be someone else?**

### Rights Respecting Article

Mental Health Awareness Week occurs every year in May and is an ideal time for us all to think about mental health, tackle stigma, and discuss how we can create school environments that protect our mental wellbeing.

What do you need for positive mental health?

Did you think of these?

- Understanding the different types of emotions you have.
- Knowing that it is usual and ok to have times when you might feel sad or worried.
- Learning different ways to look after your mental health.
- Having a trusted adult to speak with about your feelings.
- Making sure you exercise regularly.
- Making sure you have a healthy diet.

- Spending relaxation and fun time with friends and or family.
- Taking part in hobbies or activities that you enjoy.
- Being involved in activities to help others.
- Limiting screen time or access to other online platforms.
- Health care – being able to see a doctor, nurse or counsellor if you need to.
- Being able to enjoy all your rights.

You could read *Blue* by Sarah Christou or *Ruby's Worry* by Tom Percival.

Who could you talk to if you felt sad or had a worry? Don't forget to remind children that they have a right to have their voice heard and to be taken seriously by adults.



**Nursery** – This week we have been reading the story 'I Love Animals'. The children have been continuing to learn about the animals that live on farms.



In our garden we have been exploring the natural environment with a range of plants to investigate using our senses. We have been developing our movement skills by using ribbons to get our arms moving and develop our gross motor skills. We have also been focusing on our scissor skills, carefully following the lines. In circle time we have discussed friendships. The children used the interest tray to look at books and emotion puppets to support this.

Reception – The children have been enjoying the outside area this week. The area is a great place to exercise, keep fit and have fun. To balance and walk on stilts, to bounce up and down on a hopper, to balance on a balance board or shooting a hoop has been great fun as well as good exercise.

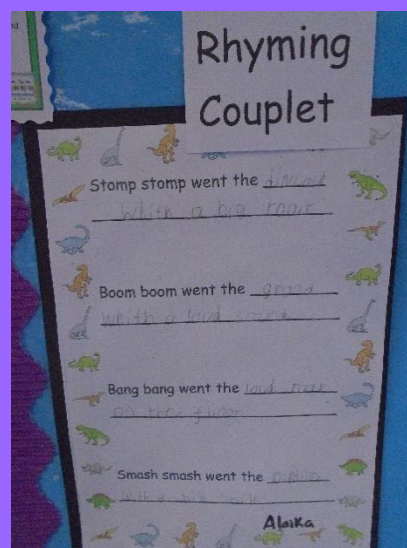
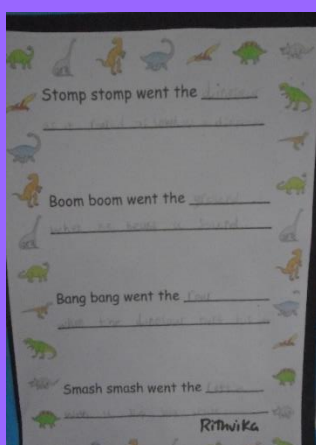
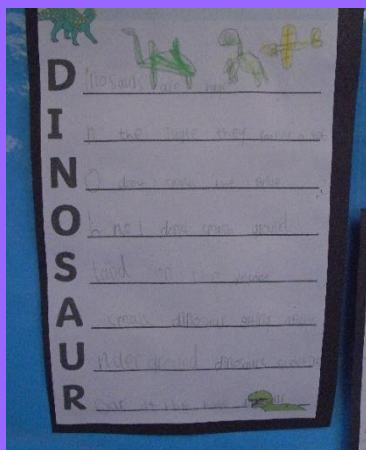


The children have also started to prepare the garden for growing vegetables. Some of the garden has been left wild to support wildlife and the children have planted tomatoes and potatoes so far. The children have enjoyed Mick the scarecrow looking after the garden too.



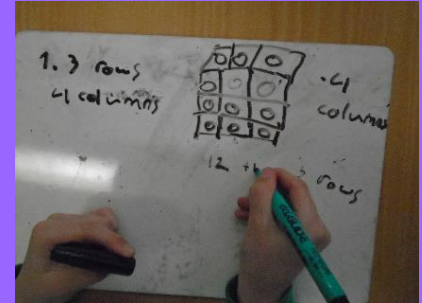
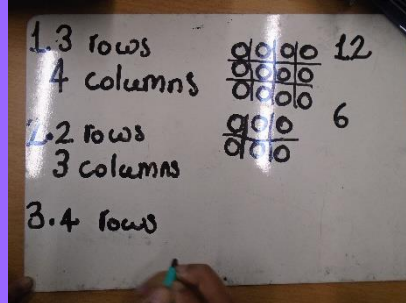
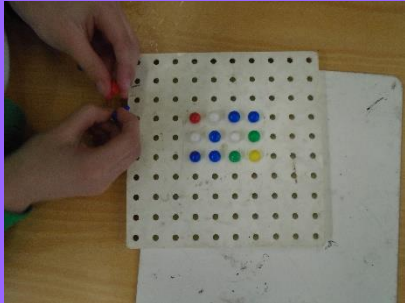
Year 1 – This half term we have started a very exciting new topic: Dinosaurs! This topic is a lot of fun and we have already started off strong by creating dinosaur poems in English, learning about fossils in history and learning about herbivores, carnivores and omnivores in science.

In English we have been creating our own dinosaur poems.

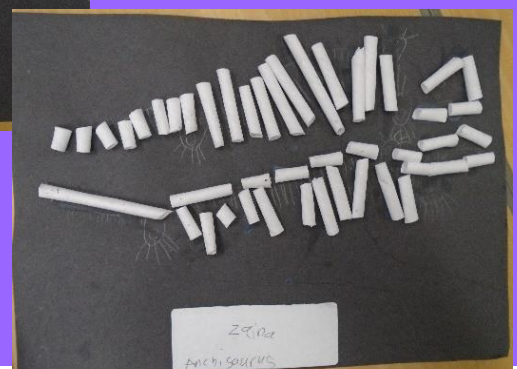
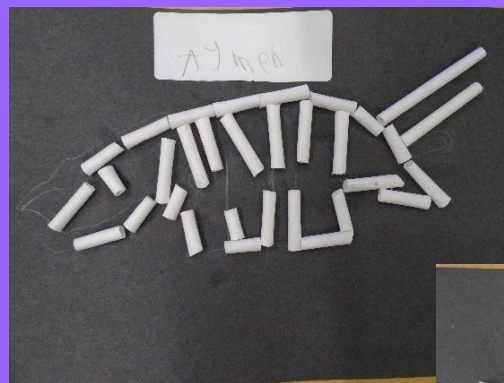
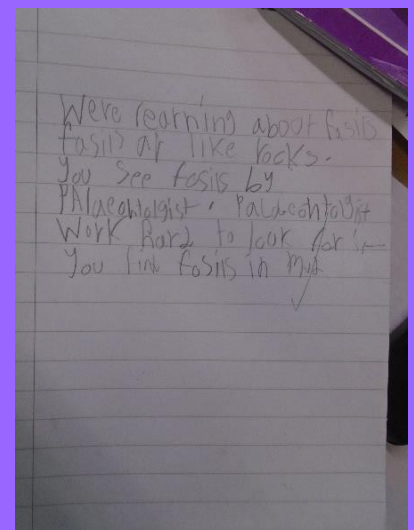
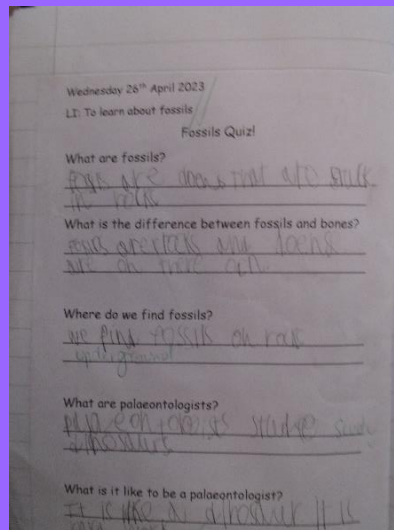
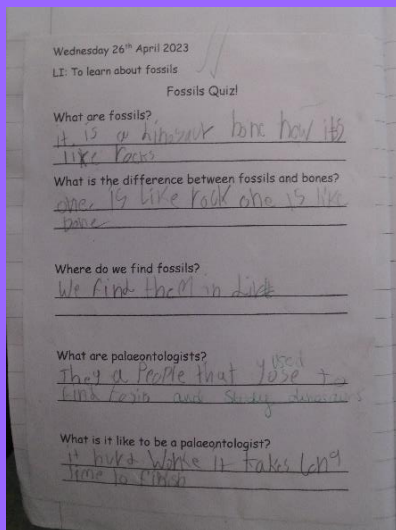


We remembered how poetry is different to story writing before learning about rhyming couplet poems and acrostic poems and how to rhyme. Even though rhyming is very tricky, we persevered and we have some amazing results to show for it! Each child showed immense creativity with their independent work. This week we are excited to continue poetry but this time having the choice to use different skills we learned this year to create a new poem

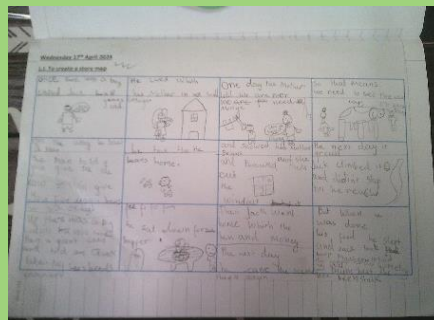
In Maths, we have had a lot of fun learning about making arrays. We learned how to count the rows and the columns and how many are there altogether. We have been doing lots of practice.



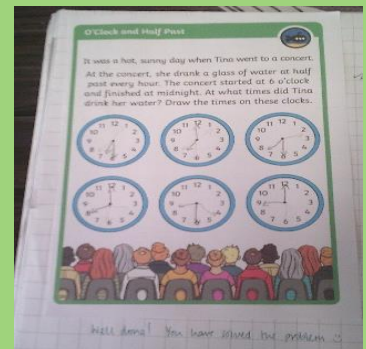
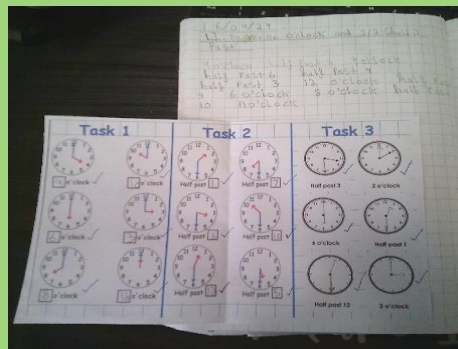
In History we have been learning about fossils. We have learnt about what they are and where they are found. We learnt that you can even get a job to study dinosaurs: A palaeontologist! We learnt that dinosaur fossils are important to study what dinosaurs ate and how they lived millions of years ago. Then children created their own fossils using white straws. They looked amazing!



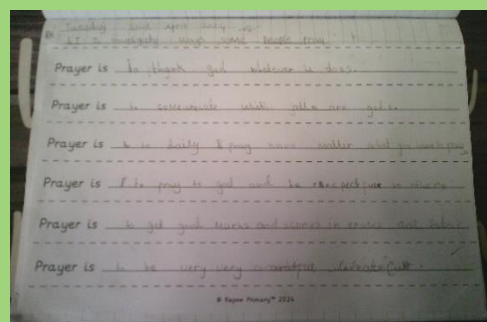
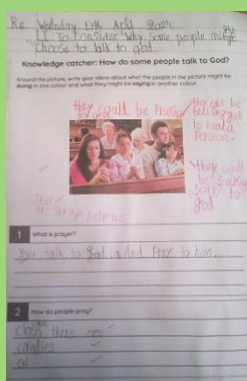
Year 2 – For English, we have been looking at traditional tales. We first had to recall what we already knew about traditional stories. Then, in small groups, we performed and acted out the story. Next, we looked in more detail at the main features of a traditional tale and compared them to other stories we know. We are in the process of planning our own version of the story ‘Jack and the Beanstalk’ by thinking of and substituting new adjectives, verbs, adverbs and objects, to replace the ones in the story.



In Maths, we have been practicing telling the time. We first looked at how to tell O'clock and half past on an analogue clock. We then practiced and learnt quarter past and quarter too. After that, we learnt how to tell the time to the nearest 5 minutes. Now we can tell the time. We are now solving word problems involving time.



In RE, we have been exploring the true meaning of prayer and looking at the reasons why people pray and how they pray. We discussed and shared as a class how we might pray and how we might feel before and after we have prayed. We have come to the realisation that no matter what we believe, we all pray using the same strategies, e.g. eyes closed, praying hands and in a quiet place.



Year 3 – Since coming back from the Easter break, we have been busily working through our new topics. First, we were learning about some shape poems, especially ones about Greek mythological creatures. We learnt about some of these Greek myths and then chose our favourite creatures. We worked hard in creating the best similes and metaphors to help us describe our creatures before performing our poems in front of our friends. When performing our poetry, we made sure that we were confident, and our voices were loud and clear.



Also, we took a trip down Kingsley Road to explore our local surroundings. We have been learning a lot about Hounslow and how it has changed over time, so decided to take a trip around our school grounds to see how the land is being used, i.e. looking at what each building is. We are all very grateful for the parent volunteers who helped make this trip possible, we had a fantastic time learning about the land use.



Year 4 – In Art, the children have enjoyed looking at a variety of images of ancient Roman mosaics discussing what they noticed (common features, themes, designs and materials of mosaics) and which their favourite one was and why. As a class we discussed the history of mosaics and their different purposes (Why might hot countries, such as Tunisia, have more examples of mosaics than other countries?).



## Roman Mosaics: An art analysis

Looking closely, list what images you can see in the mosaic:

I see a person <sup>feeding</sup> ~~feeding~~ a <sup>donkey</sup> ~~beast~~.  
 • the <sup>background</sup> ~~background~~ is <sup>maybe</sup> ~~maybe~~ a <sup>bit</sup> ~~bit~~ <sup>more</sup> ~~more~~ <sup>rusty</sup> ~~rusty~~.  
 • the person is <sup>wearing</sup> ~~wearing~~ a <sup>Roman</sup> ~~Roman~~ <sup>cloak</sup> ~~cloak~~.

Describe the texture of the mosaic? If you could feel it, what would it feel like?

I think it will feel like <sup>putty</sup> ~~putty~~ and <sup>crumbly</sup> ~~crumbly~~ because <sup>in the picture</sup> ~~in the picture~~ <sup>it looks</sup> ~~it looks~~ very <sup>crumbly</sup> ~~crumbly~~.

What shapes and colours has the artist used?

The artist has used the <sup>colour</sup> ~~colour~~ <sup>whites</sup> ~~whites~~, <sup>brown</sup> ~~brown~~, <sup>black</sup> ~~black~~, <sup>peach</sup> ~~peach~~, <sup>orange</sup> ~~orange~~.  
 The shape he or she has used are <sup>wave</sup> ~~wave~~ <sup>circle</sup> ~~circle~~.

What is interesting about this artwork? What do you think the intended purpose of the image was?


I think because <sup>they</sup> ~~they~~ <sup>thought</sup> ~~thought it was a person <sup>feeding</sup> ~~feeding~~ <sup>those</sup> ~~those~~ <sup>at</sup> ~~at~~ <sup>it</sup> ~~it~~ was from <sup>the</sup> ~~the~~ <sup>olden</sup> ~~olden~~ <sup>days</sup> ~~days~~ and people <sup>recreated</sup> ~~recreated~~ the <sup>pic</sup> ~~pic~~ <sup>because</sup> ~~because~~ it.~~

How has the artist created the image? What materials have been used?

Maybe the <sup>artist</sup> ~~artist~~ <sup>had</sup> ~~had~~ <sup>thought</sup> ~~thought~~ of it <sup>in</sup> ~~in~~ <sup>the</sup> ~~the~~ <sup>mind</sup> ~~mind~~.  
 • he or she has used <sup>put</sup> ~~put~~.

What connections can you make to the mosaic? (Does it remind you of anything, anywhere? Refer to the choice of colour and also the content of the image.)

My <sup>connection</sup> ~~connection~~ is my <sup>class</sup> ~~class~~ we <sup>learned</sup> ~~learned.  
 I would <sup>refer</sup> ~~refer~~ this to <sup>the</sup> ~~the~~ <sup>olden</sup> ~~olden~~ <sup>ancient</sup> ~~ancient~~ <sup>time</sup> ~~time~~ <sup>carving</sup> ~~carving~~.~~







In PE the children have been learning about the different dance techniques; moving in unison, mirroring their partners and small groups as well as working in canon. The children also learnt the importance of keeping a steady beat and keeping in time with their peers. By the end of the half term the children will have practiced and performed a short Roman dance.



In Science, the children have been learning about our new unit of Animals including Humans where we are focusing on sound and how we hear things. As a class we discussed how sound travels and the term 'vibrations'. The children enjoyed acting out the vibrations whilst feeling their vocal cords. Using a map of the school we visited different areas and the children noted down the sound level in each area and we discussed which was the loudest section of the school.

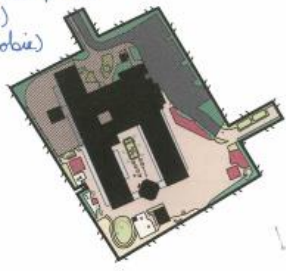
Thursday 18<sup>th</sup> April 2024  
 LI: To review our prior knowledge  
 LI: To describe and explain sound sources

Sound		
K	W	L
What I know	What I want to know	What I have learned
 • pitch • volume	 • How does sound travel? • How can sound be stopped?	

Indicate the places you are going to visit. Then visit each place with your group and rate the noise level.

- leafs 3/10 (woods)
- plane 5/10 (football pitch)
- air 2/10 (hut)
- Quiet 1/10 (adobe)



What sounds could you hear?

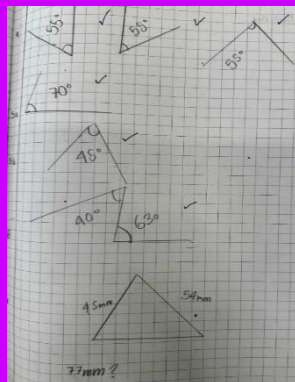
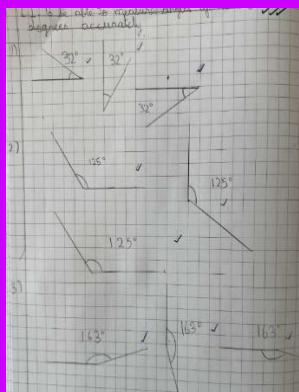
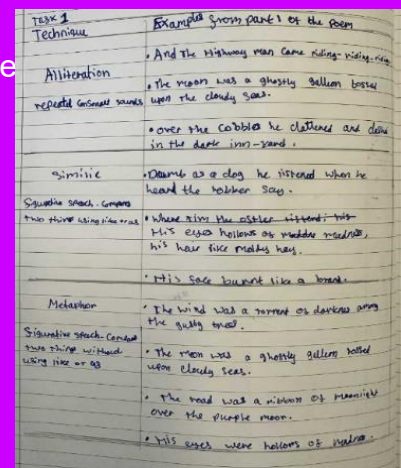
- A bell ringing
- plane
- air
- quiet
- leafs
- birds

What was vibrating to make the sound?

- The metal from the bell.
- The wings of the plane.
- The air vibrates
- nothing no noises from quiet
- The edges of the leaf
- The bird's mouth



Year 5 – In English we have been reading the narrative poem 'The Highwayman'. From this, we have looked at the features of the poem and how this compares to other poems. We have used language features (similes, metaphors, personification, onomatopoeia) to describe images from the poem such as the moor and the characters.



In Maths, we have been learning about angles. We have used our bodies to show direction around the classroom, such as; full turn, quarter turn, half turn. From this, we used this language to help us with angles – 360 degrees and 90 degrees. We have used protractors to measure angles (acute, obtuse and right angle) and also drawn our own angles.

### Science

In Science we have started our new topic all about Forces. This week, we have looked at the force gravity. For this experiment, we planned our investigation; prediction, method and how to make it a fair test. We dropped different objects from the same height, to see which object fell to the ground the quickest and whether this matched our predictions.



In Art, we have used our observational skills to draw a house in our local area. We looked closely at details such as roof tiles and bricks to interpret them accurately. We used sketch skills to help create the features of the house.





Year 6 – In PE this week, children have started our new topic of cricket with great enthusiasm. The progress they have made with their bowling skills and technique wowed us. We have also started working in groups to choreograph a human geometry inspired dance. Each group was led by a “conductor”, who had to guide their peers to perform the right moves at the right time. This proved to be a challenge but every dance was unique and a success!



**Science** - Our topic this term is Animals Including Humans and Year 6 have revisited previous learning on what they know about the human body already. We then moved on to looking at the circulatory system and the function of each of the parts. Children discovered how the heart pumps oxygenated and deoxygenated blood around the body through veins and arteries and how our lungs are where the exchange happens. Children drew and labelled diagrams to explain this process using scientific vocabulary.

Tuesday 23<sup>rd</sup> April 2024.  
 Describe the functions of the main parts of the circulatory system.

The heart ✓  
 Platelets, red blood cells, white blood cells ✓  
 Red blood cells - they carry around the body ✓  
 White blood cells - fight infections ✓  
 They pump up into ✓  
 It is transported by veins and arteries ✓  
 Heart / left ventricle ✓  
 They interchange red blood cells to the veins to be taken back to the heart ✓  
 They transport de-oxygenated blood back to the heart ✓

A Blood cell's Journey:  
 A red blood cell's journey always starts at the heart. The heart, not is one of your vital organs, and it pumps blood all around the body so your other organs get the oxygen and nutrients that they need, and once all the red blood cells come back de-oxygenated, they get oxygenated again, and the process repeats! Breathing. This is a deep dive into the circulatory system and be aware of how the respiratory system in your body! How it fits into the amazing circulatory system!

The Lungs:  
 The lungs get de-oxygenated blood and take the waste of oxygenated by giving it air. This means breathing is vital to the circulatory system to get oxygen all over our body and the carbon dioxide is then let out out.

Arteries:  
 These carry blood that is oxygenated, they give the oxygen to different organs.

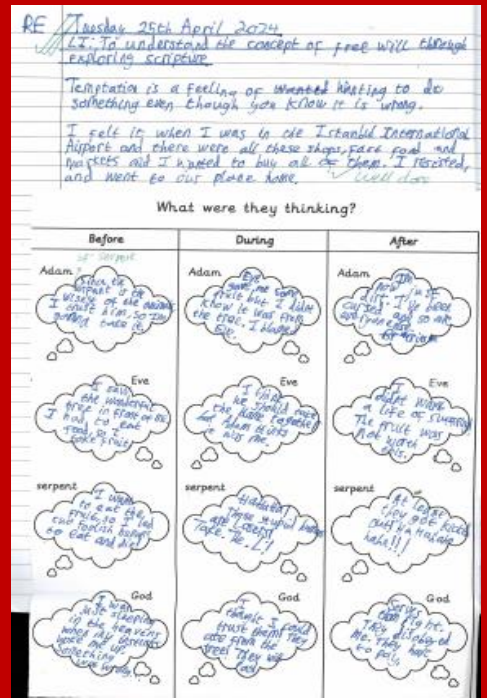
Veins:  
 They carry the de-oxygenated blood back to the heart!

This is a diaphragm. It takes in oxygen and then the blood <sup>is</sup> oxygenated and then then they they, it goes to the heart where it is pumped round the body.

Now, all of this is a never-ending cycle, and just remember, whatever you do, this cycle always goes on all your life! So make sure you it right.

True or False, explain whether you would be able to live your life if you were not able to exhale carbon dioxide, CO<sub>2</sub>.  
 No, as what would be in place of CO<sub>2</sub> would be O<sub>2</sub> and that would mean the circulatory system.

**RE** - This term, children are exploring the question: "Why is there suffering?" Children read the creation story from the book of Genesis and discovered how many Christians and Jewish people believe that God did not create suffering: the world he created was good. Then, after reading the story of Adam and Eve, we learnt how suffering was given as a punishment by God for them not being able to resist temptation. Children used drama to consider how Adam, Eve, the serpent and God would have felt during various parts of the story. Then, some thoughtful reflections were made about why suffering exists.



**Eco-Team** - A special mention to Nashon in 6C for taking the initiative to clean up litter in our outdoor space during his own break time and lunch time. Hopefully his good work has inspired others to keep our environment clean and tidy and to make sure litter goes in the bin!

At APS we talk about the values that underpin our school aims. This one is about Responsibilities.

Alexandra children, staff, parents and carers learn that responsibility is doing your share. We carry out our duties with integrity. We accept what is required and carry out the task to the best of our ability. We know that responsibility lies at home, school and in our world. We know that along with rights there are responsibilities.

What are you reading at the moment and would you recommend it?

Which activity have you most enjoyed this term?

What learning challenged you the most this week?

What book or author would you recommend to a friend?

