

Alexandra Primary School

Aspire, Perform, Succeed



News: 19th May 2023

Message from the Head Teacher

Hello Parents and Carers,

Children have thoroughly enjoyed recent trips. Year 3 visited Kew Gardens. The weather was really good and I know the children enjoyed looking at the glass houses, the variety of plants and seeing the green spaces there. It is really good for school to make use of local places of interest. Year 4 visited Upton Court near Reading and had a great time as part of their topic on Romans, participating in workshops and getting to see how life was in Roman Britain. In the coming weeks Year 5 will be visiting Hampton Court Palace as part of their History topic, Year 1 will be visiting Hobbledown Heath in Hounslow and Year 2 will be visiting The Look Out Discovery Centre near Bracknell.

School also had a visit from one of the airport logistic companies who brought a lorry to demonstrate road safety and what a lorry driver can and cannot see from the cab. Did you know that you can 'hide' a whole class in front of a lorry and they can't be seen from inside the lorry. It is so important to teach these elements of road safety to our children, another life skill that will keep them safe.

Members of the Met Police have visited and spoken to Years 5 and 6 as part of our PSHE curriculum. There were lots of discussion and questions about how to keep themselves safe.

Parents please note the following:

The Hounslow Safer Routes scheme for Denbigh and Tiverton Roads will be in operation from Monday 22nd May between 8:15am and 9:15am and 2:45pm to 3:45pm 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.

A reminder that the Pre-loved uniform shop is open on Tuesdays from 3pm to 3.30pm. If you have any unwanted uniform, school bags, school shoes or coats, please send these in to help us stock the pre-loved shop. We are also looking for any coats that children have out grown.

If you have changed your contact details, please make sure that school has the most up to date records.

Please note, when it is your child's birthday, there is no expectation to provide children with birthday treats. School will not be giving out snacks, toys or drinks. Individual packets of fruit or raisins that can be distributed quickly are okay.

Please exit the site quickly when you have collected your child. Infant and Nursery children should be collected first. Children should wait with you, standing next to you and not playing on any equipment. Please follow the routes and use the exits stated on the website as we have nearly 700 children leaving the site at the end of the day.

At times, you may want to discuss concerns and issues with class teachers.

You can email using 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

Reception at Alexandra Primary School reception@alexandra.hounslow.sch.uk

Year 1 at Alexandra Primary School year1@alexandra.hounslow.sch.uk

Year 2 at Alexandra Primary School year2@alexandra.hounslow.sch.uk

Year 3 at Alexandra Primary School year3@alexandra.hounslow.sch.uk

Year 4 at Alexandra Primary School year4@alexandra.hounslow.sch.uk

Year 5 at Alexandra Primary School year5@alexandra.hounslow.sch.uk

Year 6 at Alexandra Primary School year6@alexandra.hounslow.sch.uk

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

And don't forget:

In May we have...

National Share a Story Month – May

You can hear staff sharing their favourite stories on the school website.

<https://www.alexandra.hounslow.sch.uk/index.php/learning-reading>

Spring Bank Holiday – Monday 29th May

National Walk to School Week 20th May to 25th May 2023

<https://nationaltoday.com/walk-to-school-week-uk/>

Thought for the week:

Don't let your struggle become your identity.

Question of the week:

Is there more happiness or sadness in the world?

Rights Respecting Article of the Week: Article 15

Article 15 – Freedom of Association



Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. Article 15 is about the right of association which is having the opportunity to gather with others for different purposes.

Why is it important that young people should have the opportunity to meet, spend time together and share ideas?

Did you think of some of these?

Joining groups or organisations can help us learn more about different issues.

Meeting others helps us develop new skills: how to resolve issues, find ways to compromise, share, encourage, show support and empathy.

It helps us to learn from and mix with a range of other people.

By being with other people, we learn more about ourselves.

People can be stronger together.

Joining together as a group, we can bring about change.

Young people have a right to participate and to be listened to and be heard.

Eco – Schools

The latest newsletter can be found here:

<https://www.eco-schools.org.uk/may-newsletter/>



Reduce. Reuse and Recycle

Nursery - This week we have been reading the story 'The Farm Concert'. In the story the animals make lots of noise. The children have been focusing on the meaning of 'loud' and 'quiet' by using their voices and playing a range of instruments. In Maths, the children have been exploring with shapes and making comparisons between 2D and 3D shapes. Last week the children enjoyed making their own milkshakes. We hope your child told you all about how they made it!



Reception - The children have had such an exciting week. On Monday Farmer Mark asked the children to look after 10 eggs. So, for two weeks the children are going to look after the chicks that hatch from the eggs. The children were delighted to see the eggs in an incubator. On Wednesday morning the first egg hatched and by the end of the school day six eggs had hatched. The children were so excited to see the chicks and were fascinated as they observed them.



The chicks are pipping so they are getting ready to hatch.

It is funny when they sit on each other.

Wow, they are so cute!

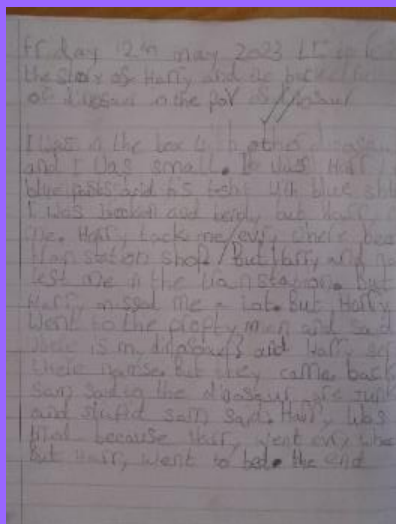
I like the chicks because they are so fluffy.

I like it when they cheep!

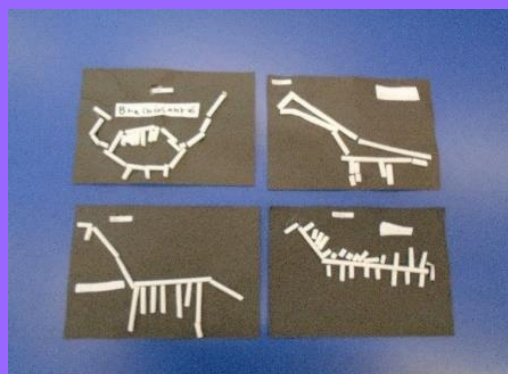
I can see the egg has cracked.

During Wednesday night we had 4 more chicks hatched. They will now go into the brooder to support their growth. How exciting to see 10 chicks now!

Year 1 – In English we have been writing stories from the book 'Harry and the Bucketful of Dinosaurs'. This week we have been writing as if we were the dinosaur. We practiced writing in the first person.



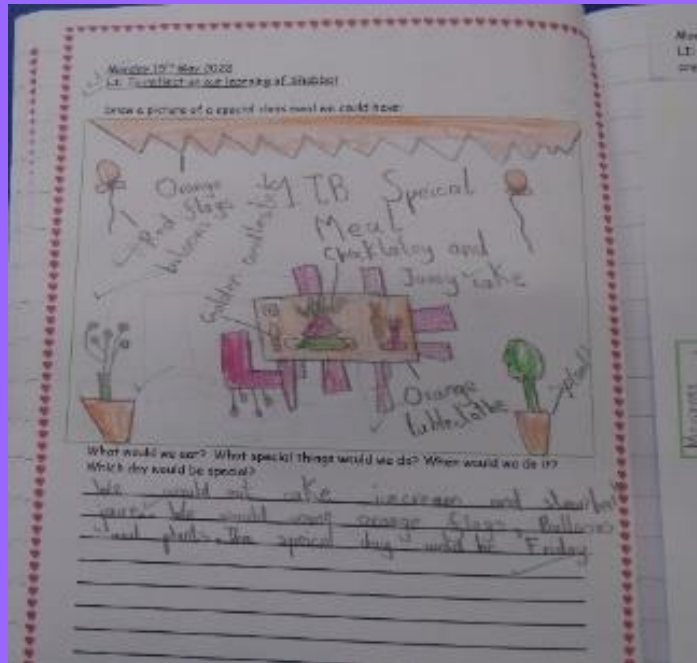
In History we have been learning about dinosaurs, their fossils and skeletons. This week children used straws to create the skelton of a dinosaur. The children had so much fun and thoroughly enjoyed the activity.



In Art we have been learning about the artist William Turner. We went out into the environment and looked at different landscapes within our school, before deciding what we wanted to draw. Once the children had created their landscape pictures, they then used watercolours to paint it, just like William Turner did!



In RE we have been learning about the Shabbat. The children discussed the importance of Shabbat and thought about a special meal children and families would eat during this special time. The children then drew what they would include in a special class meal and next they answered some questions relating to the topic.



Year 2 - We had an amazing time celebrating the King's Coronation on the 5th of May. We all dressed up in the colours of the Union Flag; celebrated with our special badges and a special coronation lunch in school. We had already learned about the Coronation Day and were overjoyed to see everything we had been taught happening on the King's big day!



Throughout this half term we have been learning about warrior dances. We were taught some basic moves and were then placed into groups. In our groups we have been composing our own dances and have been improving our unison together.

In RE lessons we have been learning about Islam and community. We learnt about the features of a Mosque and were fortunate to have our classmates demonstrate how to follow the routine for Muslim prayers. UNCRC Article 14: We have the right to our freedom of thought and beliefs.

Year 3 – We have been working extremely hard this half term. In English we have been looking at and writing our Greek myths and shape poems based on mythical creatures.

Thursday 11th May 2023.

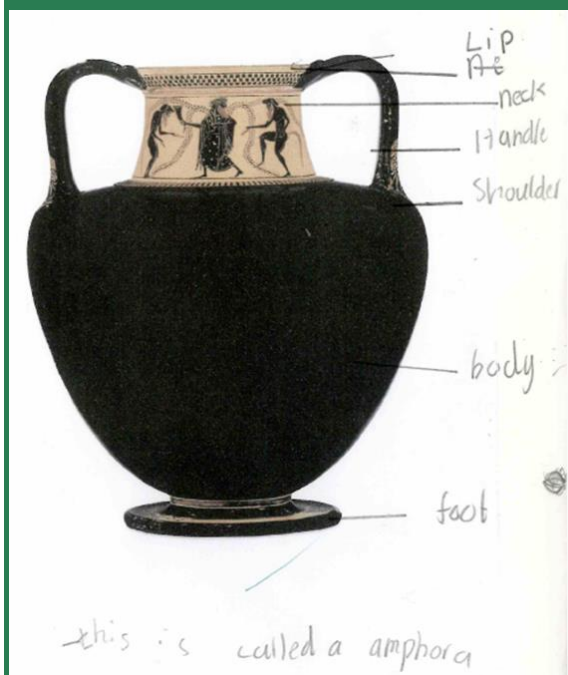
I. to compose a Myth.

Long ago, nothing existed in the universe, not even earth. One lovely day, Moon (Malana) was taking a daily stroll in the starry sky when she bumped into sun (Humad). When Malana was going to say sorry, Humad looked at Malana and they both felt in love. After a few days, Humad and Malana got married.

Years past and they now have 5 kids called Fly Ride, Troll Fol, Horse Bull and Twin Fins (called Ariel and Flynn). Horse Bull was born first then Troll Fol after that Fly Ride and lastly Twin Fins, Ariel and Flynn. Horse Bull has the appearance of Seeps Horns and goat's legs and is a human baby. Troll Fol has a body of a Troll or a orc and face of a human baby but ears as a troll. Fly Ride has an appearance of a Griggen but face of a baby. Flynn is a mermaid boy and Ariel is a mermaid girl and both have a baby face and they both are twins.

One day, Malana and Humad thought of making Earth for their children to rule. The eldest Horse Bull ruled the Forest Realm where trees and dears and all sorts wild animals. Troll Fol ruled the place of mountains with worms and snail with all sorts of under ground creatures. Fly Ride ruled the sky with clouds and birds. The Twin Fins had to share the sea/ocean with fish and coral. "Thank you Murr and daad!" cried Fly Ride, Troll Fol and Horse Bull. "That's not fair! Why

In Art, we have continued the Greek theme as we have explored the works of artists from the past. We have looked closely at Greek vases and discussed what they are made of, their purpose and the message the artwork has.



Function An amphora is a two handled storage jar that held oil, milk or grain	Type of vase amphora	Shapes and design Black figured pottery amphora with handle low flatters of
Who was the artist? Euxine (painter) Euxine (potter) What colours are used? Black, figure, figural		Technique Painted, raised
Date made 540bc - 530bc Place Made in Attica Greece	Replication of the repeated pattern 	

We have been working hard in Maths to read and write Roman Numerals from 1 to 12 as we focus on telling the time.

1 2/5/23

IT: To read and write Roman Numerals from 1 to 12.

1 = I ✓ 2 = II ✓ 3 = III ✓ 4 = ~~IIII~~ ^{IV} ✓ 5 = V ✓

6 = ~~VI~~ ^{V I} ✓ 40 = X ✓ 12 = XII ✓

2) a) II = 2 b) VI = 6 c) III = 3 d) XI = 11 e) VII = 7 f) IX = 9

3) I ✓ II ✓ III ✓ IV ✓ V ✓ VI ✓ VII ✓ VIII ✓ IX ✓ X ✓

4) Ting is writing 6 in Roman Numerals
 Ting got it wrong because he did I so many times only till 3 times so you can do I. ✓



Sharing the Langar



Helping Others



Being kind to animals



Sharing Karah Parshad



Sikhs cleaning the flagpole at the Gurdwara at Vaisakhi



Sikh children playing together and sharing toys

In RE we are continuing learn about Sikhism, the importance of sharing within the Sikh community and what this looks like to those that practice the religion. We have also been looking at why it is important to all of us to share.

Year 4 - In English, we have moved on from writing poetry in the form of limericks and we have returned to narrative writing (this time in the form of 'stories with a historical setting'). Our new text is 'Escape from Pompeii', which tells the sad tale of two young people who escape from Pompeii when Mount Vesuvius erupts. As a class, we identified some of the language and structural features in the story. We will use this text as a model for writing our own story next week. To help us retain the structure of the story, we created our own story map. This helped us to summarise the main points of the story and retell it in our own words.

Task: Use the key to highlight the following features in your copy of 'Escape from Pompeii' and then record examples of what you have found in the table below...

Key	Feature	✓	Example
Description (adjectives)		✓	An <u>ad-covered</u> wire cast ahead of them wobbled with yet another terror.
Verb (action)		✓	There were no people <u>standing</u> , <u>hiding</u> , or <u>listening</u> .
Dialogue (speech)		✓	"What about mother in the bakery?" asked Livia, sadly.
Preposition		✓	Sigismund lived as tightly as he could, he led her <u>out</u> of the shop and <u>down</u> the hill <u>through</u> the marketplace.
Fronted adverbial		✓	<u>Out</u> into the <u>open</u> street, they flew to see chaos all around them.
Adverb of manner		✓	Troia and Livia moved <u>fast</u> .
Adverbial of time		✓	<u>Then</u> - Bang! Boom! Thunderous, terrifying noise the louder they overheard.
Rhetorical Question		✓	<u>Would</u> the gods save them from this horror?
Simile		✓	Three large amphorae of red wine fell suddenly to the floor, spilling their contents like blood.
Onomatopoeia		✓	Smash!
Paragraphs		✓	There is a new paragraph started each time the setting changes.



History Trip to Upton Court - During our trip to Upton Court, we became new Roman legionnaire arrivals to a strange new land (Brittania). Our visit centred on our settlement, woods and farmlands where we took part in crafts and skills, games, drama activities and Roman soldier training!





As part of our Science unit on Sound, we focused on pitch (the measure of how high or how low a sound is). We investigated pitch by creating our own mini straw pan pipes and finding patterns between the pitch of a sound and the features of the object that produced the sound.



Year 5 - In English, we have completed our Narrative poem unit, based on the poem 'The Highwayman' by Alfred Noyes. We have used a great range of figurative language throughout, inspired the poet himself. We have described the characters and the settings within the Highwayman. We then 'boxed up' our own version of the poem, from Tim the Ostler's perspective.

Sneakily, Tim—who was like a spy—was listening with his broad eyes—peering through the minute chasm. "Looked as if a gust of wind would bend him in half, his body hunched, as his dirt-
road rails clunked the wooden door. ^{and listened} The hand working
was a hairy, untidy stick with wiry, straight hair. Tim was
may had a ony body and so patched clothes but he was
smart...so never judge a book by it's cover!

Even though, Tim knows he loves Bess and Bess loves the highwayman (not Tim), he was not going to let her marry someone random. Just then, he heard this lovebird come of Bess and the highwayman - "...your sparkling hair is so gleaming in the dark charcoal blanket covered the except the porcelain ball skin ruling the night. I will bring gems in down..." Tim's eyes were bloodshot and was desperate to sabotage the highwayman.

Describe the setting
The Highwayman comes riding
Describe the Highwayman
The Highwayman arrives at the inn to meet Bess
Describe Bess
Describe Tim
The Highwayman tells Bess he has to do something and he'll be back
Tim listens to the Highwayman and Bess talking
Bess waits for The Highwayman but he doesn't come
King George's men come to the inn
King George's men set trap for Highwayman
The Highwayman is warned off by the sound of the gunshot as Bess takes her own life
Now, every year, the Highwayman's ghost comes riding to the inn to meet Bess's ghost

②
Tim's hands were sandpaper
stroking the cinnamon brown
horses, The floor was as stiky st
as dirty heated marshmallows.

③
Bess's hand that was as
smooth as water touched
the Highwayman's rough, blushing
cheeks. Tim the ostler, Tim
with mouldy hair that stood
up like spikes, was rejected
listened and peered for that his
love was gone.

④ With his posture as straight as a soldier and his hair as black as death, he flicked his dark velvet cloak around his body.

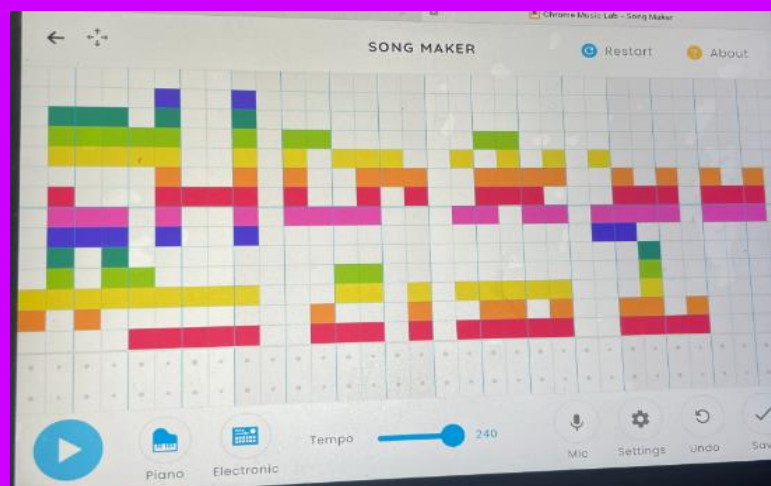
⑥ The guards came marching like a toy car. The guards came as prominent like blood. The guards were Tigers.

The sky was a magnetic field extracting the clouds from
The moon was a lightbulb bringing light to darkness,
he ~~the~~ wind ~~was~~ a hurricane destroying the paths destination,
and the Highwayman came charging—
charging—charging
he Highwayman came charging up to the mouldy inn-door.

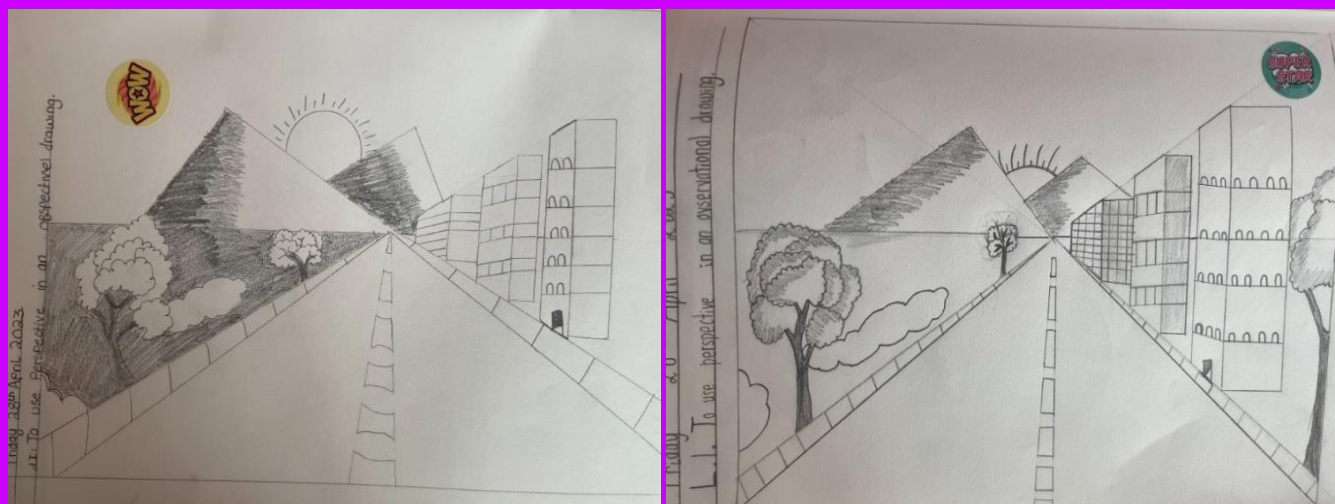
The Ostler he was peering,
He'd have hands which were sandpaper, hair which were
A cold breath which hovered out like a steam train and his teeth as yellow
as ponds water. And he walked there ^{with} bags under his eyes
his cinnamon brown horses following behind,
He dragged them as hunched as a question mark.

Over the rough pebbles the Highwayman dashed and dived
the dusty inn-yard,
Towards Bess, The Landlord's daughter,
who was braiding a blossom-red ribbon in her hair
Her hands were as soft as cotton.
Tim loved the landlord's daughter,
He loved her from the top and the bottom of
his heart.

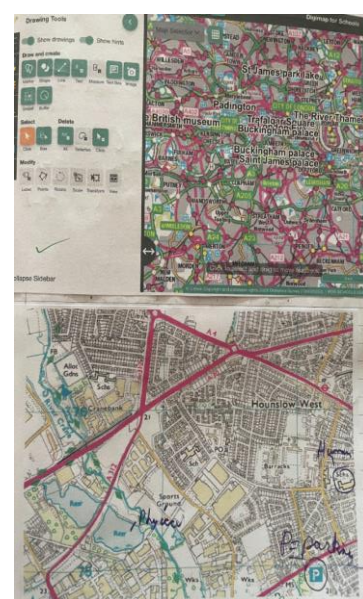
In ICT, we have used the program sonic pi, to make program commands into music. We thought of all the things that come to mind when we think of Hounslow, and tried to re-create a tune that suited it.



In Art, we have been using our observational and perspective drawing techniques to design houses, building and monuments. We used a one point perspective to help create a scene of a town and its scenery.



In Geography, we have been using Digimaps to help us understand our local area. We have looked at features of OS maps and then identified them within our local area. We also identified human and physical features in Hounslow and compared these to other areas we have looked at from our learning.



Year 6 - This week the children have been reading the story of Rose Blanche and they have begun to plan their own stories based on this narrative. In Maths, we have begun to look at algebra. In D.T, the children have baked carrot cookies which is a WW2 recipe. It was great to see teamwork when doing so and the children using practical skills in action. In Science, we have looked at the effects of drugs and alcohol on the body and what constitutes a healthy lifestyle. We also carried out an experiment to monitor our heart rate after different activities. The children are looking forward to learning about road safety through Heathrow Academy.

Science investigation Heart rate

Thursday 4th May 2023

To plan a scientific enquiry.

To record, report and present results appropriately.

As you exercise your heart rate increases.

Prediction:


I agree with this statement that exercise increases your heart rate because you need oxygen to get energy. When I start physical activity the amount of O₂ increases because I have used all my energy. I breathe in O₂ and breathe out CO₂ and produce energy. I have seen this when I do swimming.

Fair Test:

In order for it to be a fair test, we need to ensure:

- We would need to ensure we test our heart rate when we are at rest.
- We have different variables/activities to check the increase/decrease.
- We would need to ensure each variable more than once to ensure it is reliable.
- We use the same equipment/testing methods for each variable.

Collecting Data

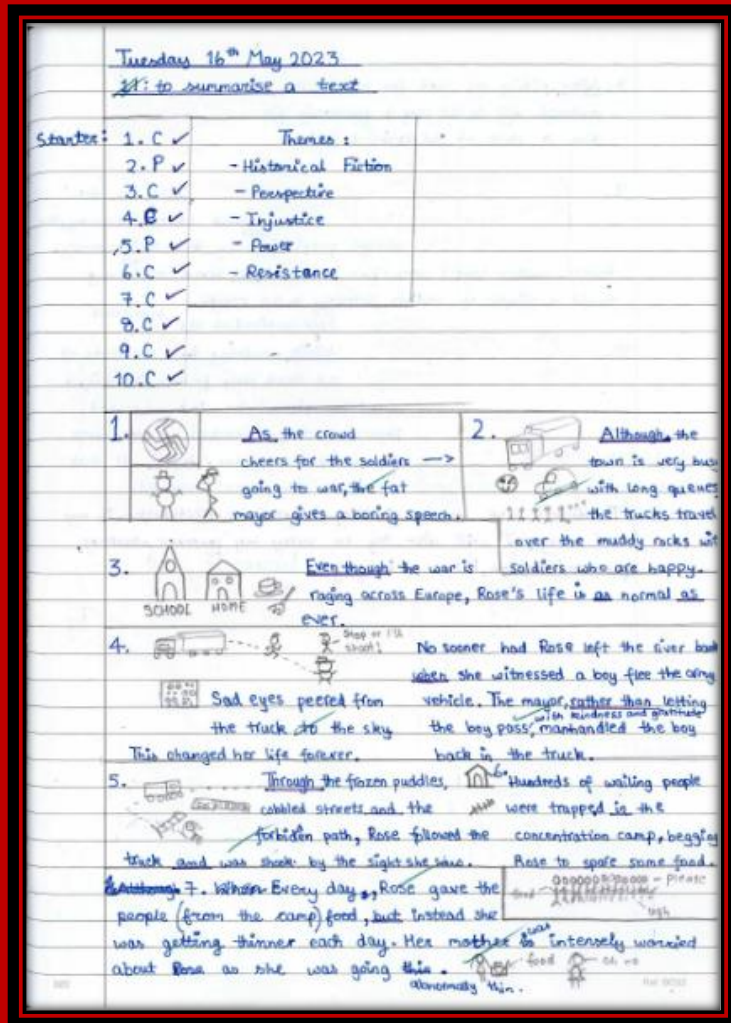


Heart beats per minute recording sheet

Resting Heart Rate: 12 (b/min)
48 beats per minute

Activity	Beats in 15 seconds	Beat per minute
Sitting	16	64 ✓
Slow breathing	17	68
Walking	20 ✓	80 ✓
Jogging	33	132
Jumping	29	116
sprinting	45	180

English – Rose Blanche story board



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

Collaboration

Alexandra children, staff, parents and carers endeavour to work and play with everyone. We believe in the power of teamwork – of cooperating and collaborating. Working together equates to success for all. We show tolerance and understanding for every group and individual and people's different beliefs and ways of life. We have an understanding of good manners and demonstrate these always.

Have you been using your School Breathe Techniques?

It has been very busy with children learning and understanding more and practising their skills and applying them across the curriculum.

Enjoy the weekend – read, relax and recover!
 What are you reading? Would you recommend it?

