

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 1<sup>st</sup> December 2023

### Message from the Head Teacher

Hello Parents and Carers,

The Pre-loved uniform shop is open on Tuesdays from 3pm – 3.30pm, however the last time the shop will be open this term will be on Tuesday 5<sup>th</sup> December. It will reopen in January 2024. If you have any unwanted uniform, school bags or school shoes, please send these in to help us stock the pre-loved shop.

The recent book fair was very popular with over £1500 taken in book sales. This means school could take over £900 worth of books for the school. Thank you parents. Spark winter reading fun with the free online Winter Mini Challenge in partnership with The Reading Agency. Parents, children can sign up at [www.wintermini.org.uk](http://www.wintermini.org.uk).

Children in Need raised over £600 – so again, many thanks to our community for contributing to this good cause.

School attendance is currently 95.18% since the beginning of term and lateness has improved over the term too, which means that children have been able to maximise their learning.

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.

Parents, do remember to complete the forms today for the Christmas lunch at school on Wednesday 20<sup>th</sup>. We encourage children to wear their Christmas jumpers on this day too and donate £1 to charity.

### And don't forget:

In late December we have...

Human Rights Day – 10<sup>th</sup> December

<https://www.ohchr.org/en/about-us/human-rights-day>

Festival of Winter Walks begins on 17<sup>th</sup> December

<https://nationaltoday.com/festival-of-winter-walks/>

21<sup>st</sup> December - Winter solstice, shortest day

<https://www.rmgs.co.uk/stories/topics/when-winter-solstice-shortest-day>

### Thought for the week:

**Everyone is a reader. Some just haven't found their favourite book yet.**

### Question of the week:

**What if there wasn't any electricity?**

#### Rights Respecting Articles of the Week: Article 4 and 41

##### Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Why is it important to have an international Human Rights Day?

**Articles 41 (respect for higher national standards)** If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

You might have thought about these:

To celebrate the rights we have.

To help reflect on the history and evolution of rights.

To raise awareness about human rights as not enough people know about their rights

Knowing our human rights helps us ensure our rights are met.

Knowledge of human rights can help us make the world a fairer and safer place to be.

To find ways to make sure human rights are met globally.

Human rights aren't always respected, met, accessed or enjoyed.

Human rights help protect everyone in the world.

**Nursery –** In Nursery we have been reading the story Goldilocks and the Three Bears. In Maths, the children have focused on comparing objects by size. They have been ordering and matching items from the story, for example, the big bear, medium bear and small bear. The children have also had lots of practical experiences to explore the story vocabulary. They have sorted hard and soft objects and touched hot and cold objects as well as making porridge. The children are also showing great patience and perseverance as they practice their turn taking and pedaling skills outside on the trikes.



**Reception -** Our topic is going on a journey. The children have enjoyed their role play opportunities at the check-in desk and the luggage going through the baggage scanner. This has prompted lots of talk and writing opportunities, which include writing tickets and making passports.



On their journey the children have been learning about India, Africa and Australia and have created some beautiful pieces of artwork. There has been pictures of tigers painted.



Necklaces from Africa.



We have also completed some pictures in the dot style of painting associated with Aboriginal art.

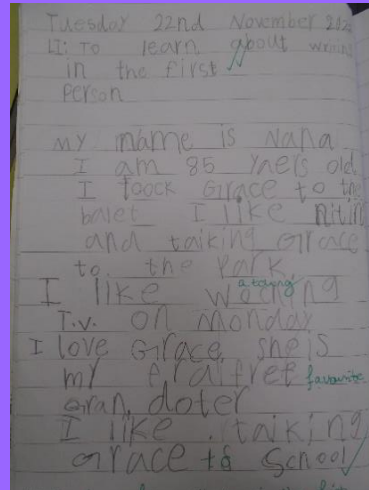
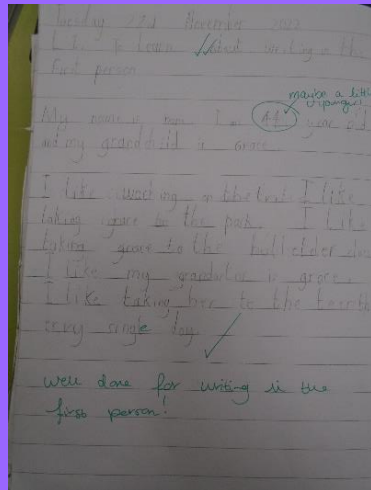


Many of the pieces of artwork have been put on the classroom wall to celebrate the children's work.

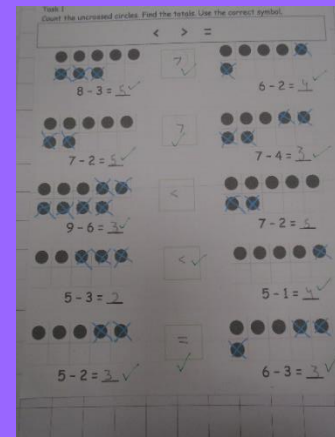
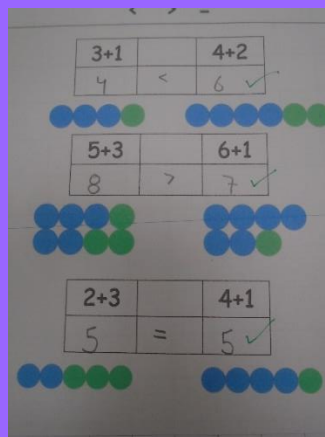
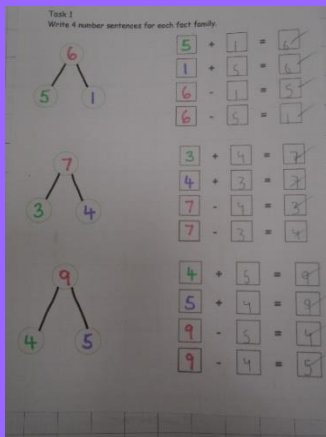




Year 1 – We have been using the story 'Amazing Grace' in English lessons. The children have rewritten the story in their own words and last week they wrote it from a different character's perspective. They have focused on visualising what the character is like in their appearance and their personality. Then they learnt how to write in the first person (using I, me and my).



In Maths, the children have been working hard on their addition and subtraction skills. They have been using a range of resources and methods to find the answer. This week we have been using the greater than (>), less than (<) and equal to (=) signs to compare different number sentences.

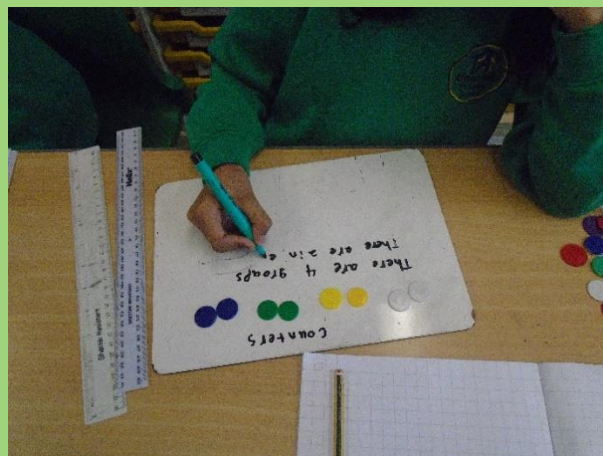


In DT lessons we are designing a dressing up box for Grace from 'Amazing Grace'. The children have demonstrated amazing skill and patience trying to build their prototype boxes using a cube net. They were very proud of how they turned out!





Year 2 – In Maths, we have been practicing how to recognise and make equal groups, as an introduction to multiplication and division. We first had to recognise how many groups there were and how many were in each group. We then used our knowledge of repeated addition to work out how many objects were there altogether. As a challenge, some of us were able to use our multiplication skills to work out the answers.



In D&T, we have started to work on building our models of the London Eye. We first had to design our structure and label our design with the materials we will use to build our structure. This task was at first quite tricky for us, as it involved a lot of cutting and putting together, like a jigsaw puzzle.

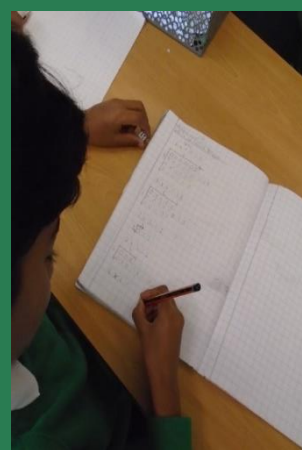
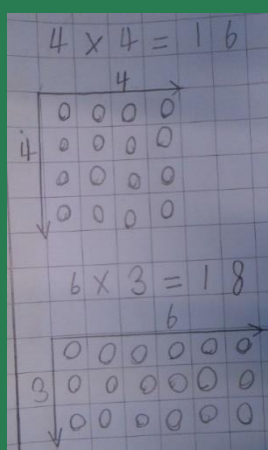
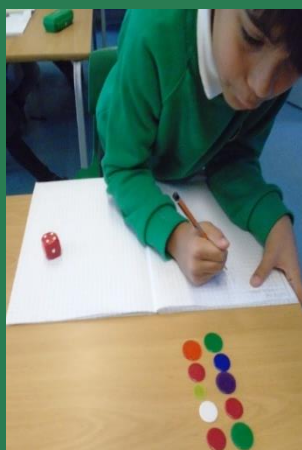


We have been learning about the lifecycle of trees in Science. After carrying out different investigations, we concluded that although the majority of trees grow in the same way and need sunlight, water and nutrients to grow upwards, not all trees are the same. We especially enjoyed investigating how many different trees are in and around our school grounds. We were amazed at the vast number of different trees we actually have around the school.





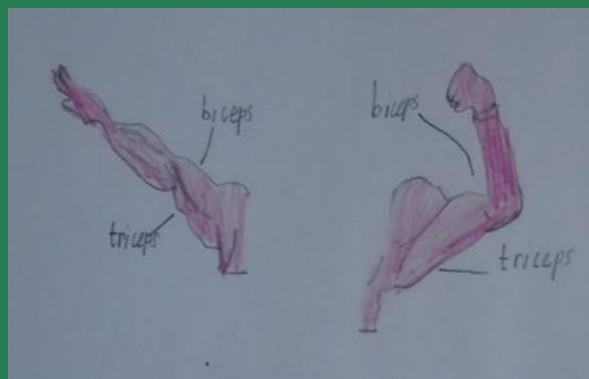
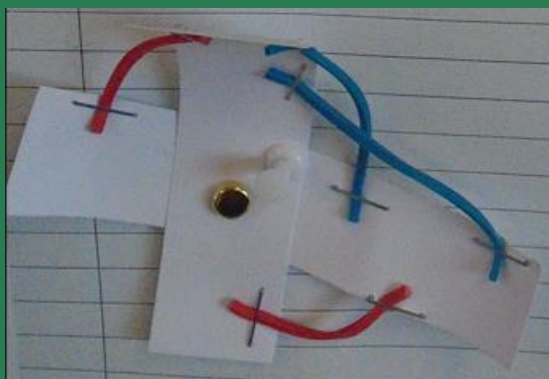
Year 3 - We have been working incredibly hard in Year Three, especially in our maths lessons. We have powered through solving addition and subtraction problems and are now busy learning different multiplication facts. Here you can see that some of us are using some plastic counters to support our learning; we are creating arrays using the counters.



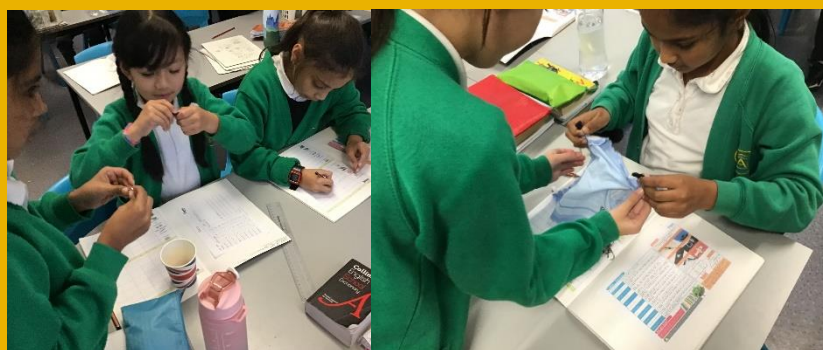
When we have used the counters, we will then neatly draw out the array into our books, helping us solve the equation and become more fluent in our multiplication facts.

Throughout our science topic we have been learning about animals, including humans. We have learnt how to identify and label the bones of the body and can describe what a vertebrate and invertebrate is. We have also been investigating the muscles of the body and developing an understanding of how this works.

Here you can see two different representations that we made for the arm muscles. We used rubber bands to demonstrate how the muscles will pull and contract and then we did some detailed diagrams.



Year 4 - In DT, as part of our textile unit, we have been investigating the history, purpose and use of different types of fasteners. We explored the different types found on clothing and bags today and from our findings we will be able to decide on the fastening that will best fit our design brief for our Artic book coverings.



Year 4 were given the wonderful opportunity to take part in a virtual workshop this week. The workshop enriched the children's learning in Science, focusing on consolidating their understanding of Living Things and their Habitats. The workshop organisers provided all the children with individual virtual- reality head-sets allowing everyone to explore the different wild animals and how they have adapted to their environments.



In Science we have been planning an experiment to test the question:

'Are all liquids healthy for our teeth?'



We looked at fair tests, where we learned to keep all variables the same, except one – in this case the type of liquid. We set up our experiment and will be observing the outcomes over the course of the week.

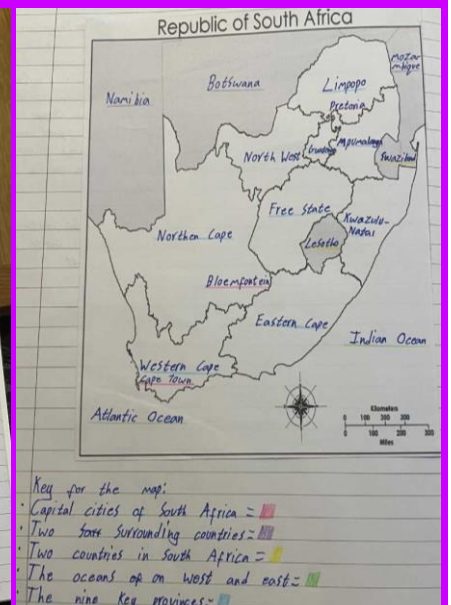


Year 5 – In English, we have started our new English topic 'Stories from other cultures'. Our focus text is 'Journey to Jo burg' written by Beverley Naidoo. To immerse ourselves in the talk for writing process we have read the text and understood the plot and characters by using our 8 reading strategies. We have used interview techniques to understand the characters within this story and unpicked vocabulary from another culture.

In Geography, we have identified key features of South Africa, using an atlas.

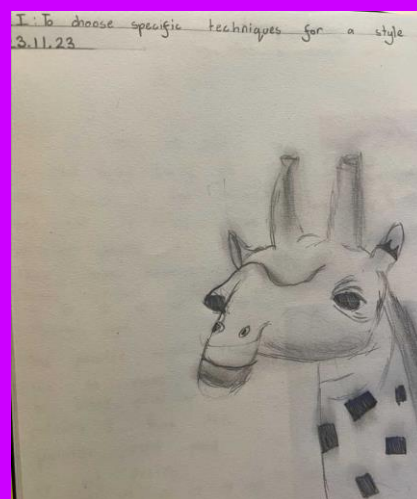
We identified, its' nine provinces, surrounding countries, its' surrounding oceans and its' capital cities. We looked further at South Africa's most common use of land and compared this to our local area.

The faces of Western Cape  
Western Cape is in South Africa. 2 of the 9 provinces.  
What is the climate in Western Cape?  
The climate in Western Cape is sunny and with dry summers and mild winters although it is 15°C-25°C or higher.  
The language in Western Cape?  
The languages in Western Cape is called Afrikaans, English and isiXhosa.  
The population in Western Cape:  
In Western Cape there was/is 7,433,020 million people. Although that isn't is not 2023, so in Western Cape the population in 2023 is 3.4 million.  
What are the landmarks in Western Cape?  
The landmarks in Western Cape is beautiful. Although they are called Cape of Good Hope with a 4.7 rating, Table Mountain with a 4.6 rating and Bloubaai Bridge with a 4.6 rating.  
Famous people in Western Cape:  
De Wet Breyer  
Basil Crews  
Morris Vjiroen  
Zakir Abrahim  
Gus Theron  
Nick Koster  
Daniele Philman  
Senan van der Merwe  
Wilfred Legg





In art, we have used the topic of Africa to develop our art skills. We have created a mood board of various African artists and their techniques. We have used a 'zooming in' technique to re-create a magnified part of an image.

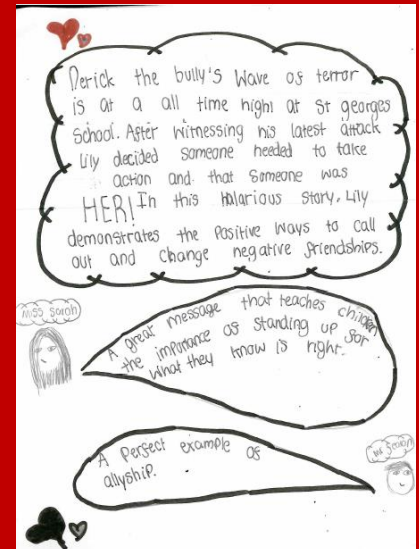
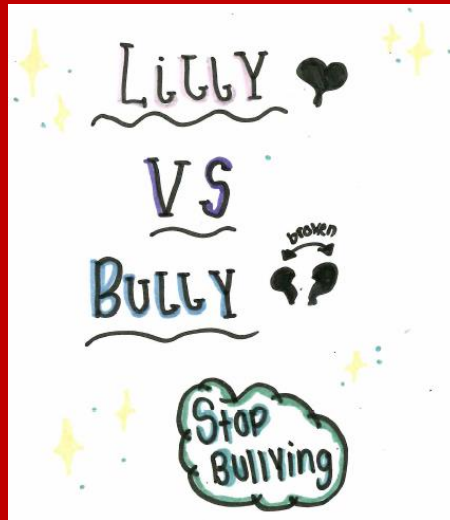


**African mask making** – Year 5 had an exciting workshop where we immersed ourselves in African art and music. We created our own African masks using spot markings from the 'Dan tribe' from the Ivory coast. We also created music on drums as a class using different parts of our hands.

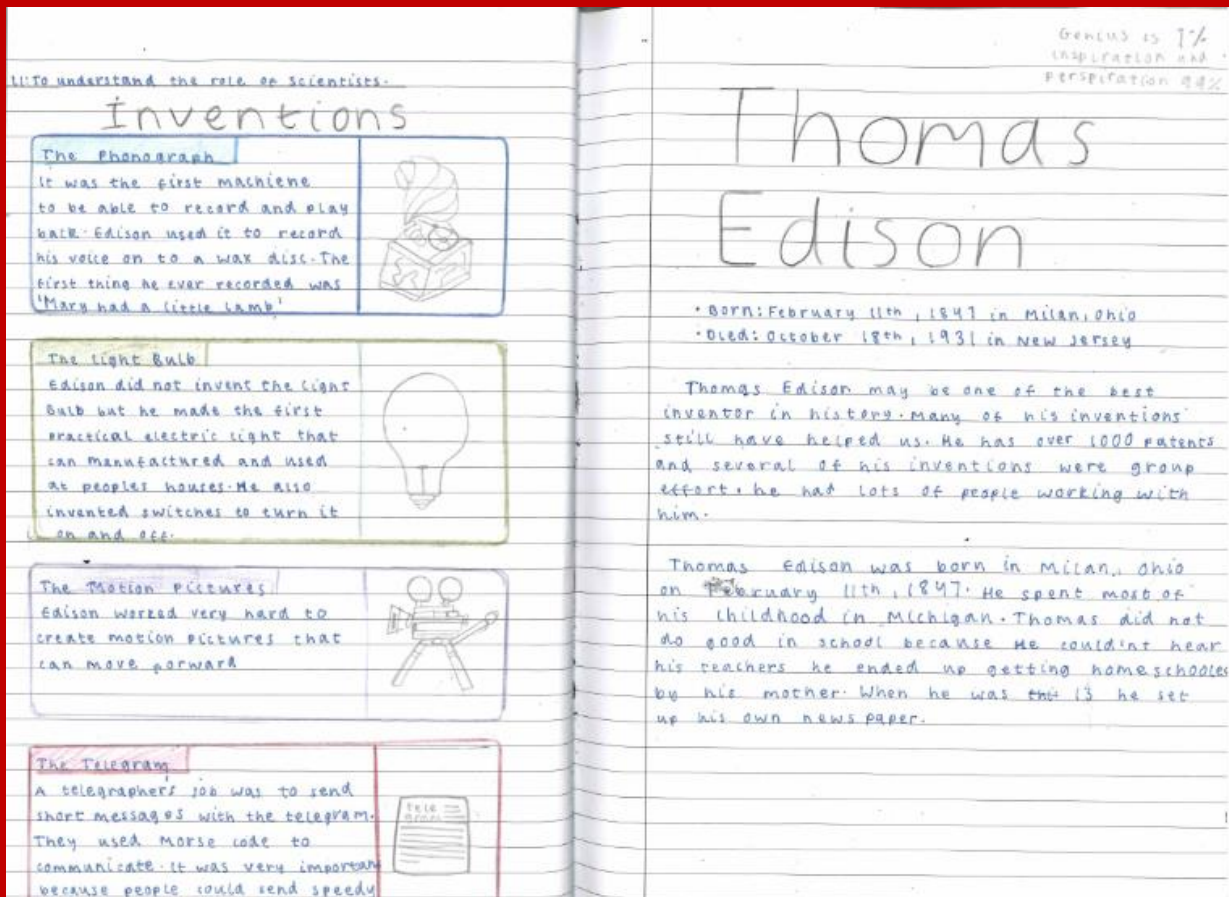


**Year 6 - In PSHE**, this week the children have had the opportunity to develop their awareness and understanding of issues such as gender stereotyping, equality and using allyship as a tool for change, demonstrating how boys and girls can #ChangeTheStory so everyone in society is empowered.





In Science, we have been learning about the role of scientists. We researched and noted down important and interesting facts about the famous Scientist Thomas Edison and presented our work in a fact file.




In Geography, we are learning about the British Empire. We compared and contrasted historical and present-day maps. We discussed how the British Empire stretched across many continents and time zones thus demonstrating that the sun never set on the British Empire.

Monday 21<sup>st</sup> November 2023

4. To explore and compare maps of the British Empire over time

Fraternity



I can see a kangaroo, a tiger and on the top there it says Freedom, Federation and Fraternity. I can also see a man carrying something heavy and is not treated well, a trident some maps holding some peacock feathers fanning Britannia.

1. When was the map made?
2. What do the illustrations show and represent?
3. What does the map show?
4. What impression do you get about the British Empire?

1. The map was made in 1886 which was during the Victorian Era.
2. The illustrations represent the animals and food of the countries.
3. The pink sections represent the countries under the rule of the empire. These include: India, Canada, Australia, New Zealand and South Africa.
4. I get the impression that Britain was very powerful and were not kind to the countries they ruled.

What I continued

2. I see an elephant, Britannia Britannia wearing a gold helmet, Atlas, and a giant gold carriage. I get the impression that Britannia rules the world as she is saying 'Next Step! The sun never set on the British Empire' on it. I think this means Britain would never get conquered and will only conquer.

620 Ref: 8032

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

Alexandra children, staff, parents and carers endeavour to work and play with everyone within their community and show respect for every group and individual, the school environment and themselves. We demonstrate self-respect and believe that everyone should be treated fairly and equally and with compassion.

What have you learned this half term?

What learning have you enjoyed?

What learning challenged you the most?

What are you reading at the moment?



What book or author would you recommend to someone in your family?

