

Alexandra Primary School

Aspire, Perform, Succeed



News: 1st March 2024

Message from the Head Teacher

Hello Parents and Carers,

Firstly, I am pleased to say that school attendance has remained positive. School received a certificate for the autumn term attendance as we are in the top 25% of schools nationally. Visit the school website to view the certificate. Currently attendance is 95.7%.

During World Book Day on Thursday 7th March, school is planning to celebrate books and promote a love of reading through a range of different activities this year. It can be expensive to buy and make costumes. Instead children will be able to participate in a range of activities in school that celebrate characters, favourite authors and reading a range of stories as well as being read to by staff.

I received a request for food donations from a parent from Hounslow Rotary Club for local food banks. Donations of cooking oil, rice, canned food, sugar, tea bags, pasta, long life milk and disposable nappies are being sought. Donated items can be brought to school up until Thursday 21st March. We thank you in advance for any donations that you can make.

Thanks to the many parents who have completed the reading for pleasure survey already. You can still participate by using this link: <https://forms.gle/7FYEEwrr83BJRkT36>
Participants will be entered into a prize draw selected at random to receive book tokens as a thank you.

Staff have suggested book wish lists that they would like for the children to read. Parents can support this by purchasing a book for school from the list and can add a message too. If you would like to do this please use this link and many thanks in advance.

<https://www.bestbooksforschools.com/community/wishlist/?id=7094133194971>

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. We understand that morning preparation can be challenging for all, however lateness does impact children's self-esteem, learning and self-confidence.

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

Some lovely news to celebrate. Mrs Hounsell, class teacher and Y5 Year Group Leader is expecting her first child at the end of the summer term.

And don't forget:

In March we have...

St David's Day, the Patron Saint of Wales – Friday 1st March

<https://nationaltoday.com/st-davids-day/>

World Book Day – Thursday 7th March

<https://www.worldbookday.com/>

International Women's Day – Friday 8th March

<https://www.internationalwomensday.com/>

British Science Week 8th to 17th March with the theme of Time

<https://www.britishscienceweek.org/>

Thought for the week:

**Coming together is a beginning.
Keeping together is progress.
Working together is success.**

Question of the week:

What if houses were made of rubber?

Rights Respecting Articles 17, 29, 31



Article 17 (access to information from the media) - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 (leisure, play and culture) - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

World Book Day was created by UNESCO on 23 April 1995 as a worldwide celebration of books and reading.

How can reading help us? Did you think of these?

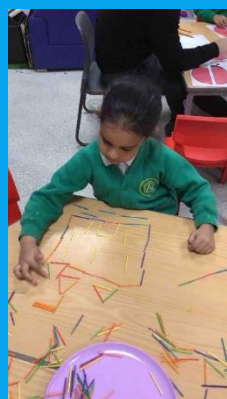
We can learn new things about the world
We can enjoy a story that makes you laugh, cry or get excited
It can help us calm down or get to sleep
It inspires us
We can use our imagination
We can share with friends and family
We learn new skills
We can find out how other people view the world and learn about their experiences
It helps your brain to develop
It is a good alternative to spending time on a screen or phone
We get ideas for your own writing and stories

Can you create a story map of your favourite book? Think about the order of the story, draw, or write words to describe the main parts of the story. Can you retell the story to a friend using your map?

Nursery – This week we have been learning about the people who help us in our school as part of our 'People who help us Topic'. We have been on a walk around the school in small groups to visit the school kitchen, offices and medical room. We have also had visits from Mr. Norton, our school cook and site manager who have all talked about their jobs. We have created new role-play areas where the children can explore the role of a vet and a doctor. This gives the children an opportunity to use new vocabulary and play in groups along the same theme. The children have also had opportunities to work collaboratively and create a large police car and fire engine to use in their imaginative play.



Reception – The children have enjoyed learning about castles. They have been using their imagination to create pictures of castles using sticks. The details have included moats and flags. The children were very proud of their creations.



Painting castles has also been fun.



Playing with castles and dressing up as a knight has been exciting.



In Maths, the children have been learning about the whole/part/part method to explore different ways of making numbers.



2 and 3 make 5

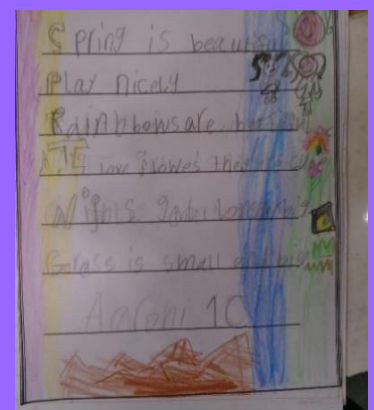
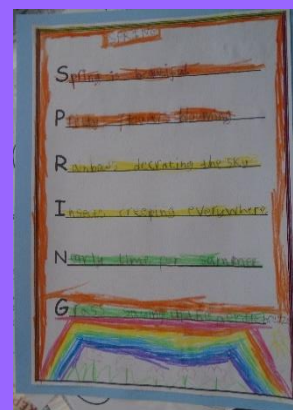
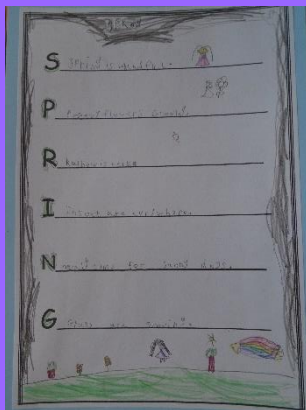
4 and 1 make 5

5 and 0 make 5

Year 1 – This week we have been learning about Owl Babies. We predicted what the story was going to be about and then we read it. We also acted it out. We had so much fun creating actions to go along with the story. Creating actions help us remember the sequence of the story!



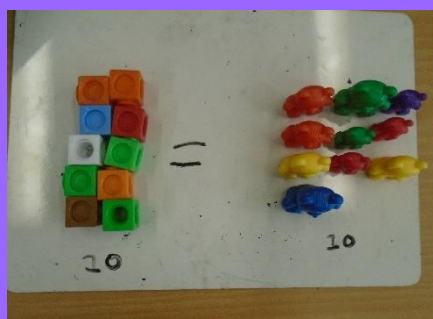
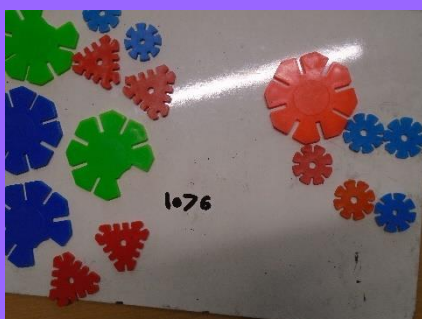
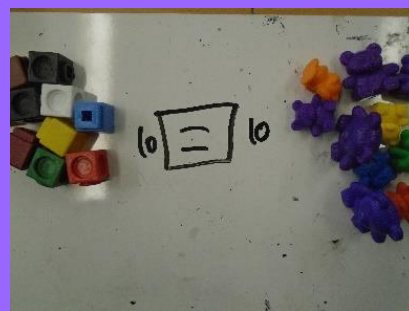
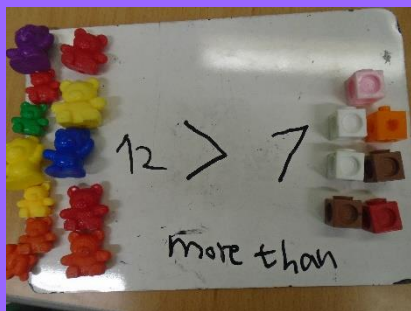
In English, the children had fun writing their Spring acrostic poems using adjectives!



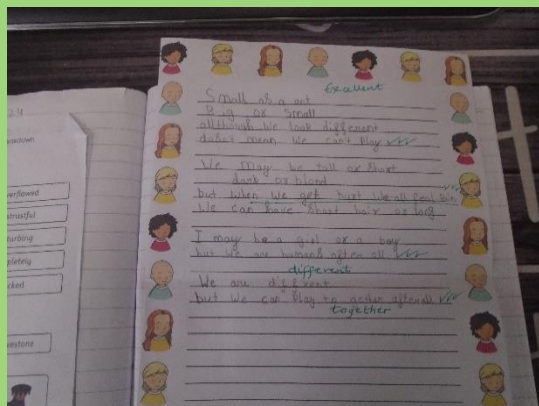
In Science, we have been learning about seasons. We looked at the different seasons in the year. This week we did a sorting activity in groups with the different seasons and clothes.



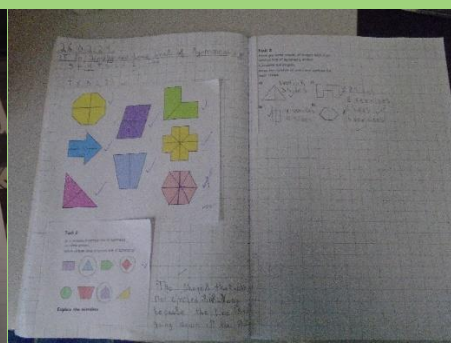
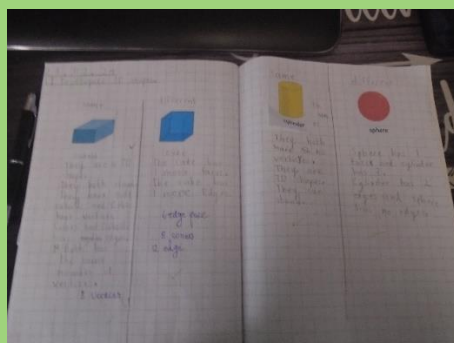
In Maths, this week we have been learning about comparing objects within 50 and to order numbers to 50.



Year 2 – For English, we have been looking at poetry. We first looked at a poem called ‘No Difference’ and had to perform and act out the poem. Then, we looked in more detail at the main features of the poem and compared them to other poems. After that, we had to plan our own version of the poem but thinking of and substituting new adjectives and objects, to replace the ones in the poem.



In Math's, we have been practicing recognising and naming 2D and 3D shapes. We also delved deeper into their properties and seeing how many faces and vertices each 2D shape has. We then moved on to using mirrors to help us identify how many lines of symmetry a particular 2D shape may have.



In Art, we have explored a range of artists that use painting and collage to create texture. These include Sigmar Polke and Jackson Pollock. We have been experimenting with different types of textures and materials to create art. We have been using a range of marks and different techniques including layering and adding texture to our paintings.



Year 3 - We have been learning about the world of playscripts, including watching clips of plays from the most famous playscript in the world, William Shakespeare. We have been learning about the importance of stage directions and clear dialogue. Then, working in groups, we had a go at performing some of our own playscripts using everything we have learnt but also perfecting our acting skills, like using our faces more to portray emotion.



We have also been studying some historical fiction based in Egypt. We have been learning about the story of Egyptian Cinderella before using our knowledge to create our own versions of this story. Have a look at some of our stories!

A long time ago in history there was a girl called Fina and she lived in Greece but she was stolen by pirates to Greece Egypt. She was sold as a slave and she had to serve three very mean, rude and mean servant girls. But she had a King Kind master and she liked sleeping under fig trees.

Hence Fina Fina when Fina was feeling blue she would dance and sing near the big hippo. In Fina's house the bread "Gried the great grain Fina!" Kipa said and gave up the servant girls. Fina was feeling miserable. So when Fina was dancing her master gave her a dancing set and gave her a set of things. Heer to wear. After

When Fina was doing some work the A big hippo splashed mud on her shoes and she said "What a shame!" Then she left them to dry by hanging it. But then the Heru opened a golden galoon and took the shoe. There was an invitation from the prince of Pharaoh Pharaoh and Fina asked "Can I come?" The servant girls said "No!" So they went. So Fina was blue. Hence when the Falcon was holding the shoe it flew to the Pharaoh Pharaoh and the Pharaoh said "I must find the girl who will fit this shoe and she will marry me." So when he went to the servant girls it did not fit for them. But it did fit Fina and the Pharaoh married!

Dalila arrived at the banquet in Memphis. Transforming into her goddess form, she dropped the necklace into the Pharaoh's lap. The Pharaoh gazed in shock and announced to all the subjects present, that he has had "A gift from the gods!"

Just then, Abu Shadru informed the Pharaoh that "The necklace belonged to his servant". Dalila contested, this saying, "There are probably lots of necklaces similar." The vizier explained how he knew it was Amara's necklace as it had been especially made for her, with an emerald to match her eyes and her name engraved on the back. The Pharaoh demanded to be taken to her at once and as a result, they all set off for Luxor.

Good use of brackets:

When the entire group (led by the Pharaoh) arrived at the vizier's house in Luxor, Amara had just finished cleaning the spilled oil up. She was shocked to see the Pharaoh standing there holding her necklace. Worried that Abu Shadru will be cross at her having lost it, she started to apologise but suddenly a woman started to intrude and seemed oddly familiar. Her long black hair hung to her waist and her green eyes glistened in the evening sun. The woman thanked "Amara, you have been kind and give food to me and helped that she was Bastet."

These stories were written by Charvi and Adithi.

Year 4 – China Day. At the end of last half term, we had the fantastic opportunity to take part in the Chinese Dragon Dance Workshop. The children enjoyed working alongside an artist and got to explore and learn a Chinese folk dance- linked to Chinese New Year (Dragon and Lion Dances). It gave the children a chance to have their questions about China answered by the visitors, as well as to deepen and consolidate their learning about Chinese culture and history. They will take what they explored, discovered, and enjoyed to support and challenge their learning and understanding as we continue to learn about China this half term.



In PE, this half term, we are learning about the striking and fielding sport of netball. The children have been practising and using different passes depending on the space, distance and time they have around them. They have been learning how to use the chest pass, shoulder pass and how to pivot within small game situations. During game situations the children became defenders who tried to intercept the ball and attackers who tried to score. The children are showing good collaboration, team work and communication in every lesson.



In Science, the children have been recalling their knowledge of the water cycle and what state of matter each stage is. The children have been looking at and learning about the different states of matter, taking a closer look at the particles that make solids, liquids and gases.



Solids



Liquids



Gases

[illegible]

Relative

Arthur, who was underneath the water, searched for Obi's eye, walked through the icy air.

Arthur went on a very dangerous quest to rescue Arthur's cat from a monumental tree.

Arthur went on a dangerous journey rescuing Obi's cat from a tree.

Subordinate

type of sentence.

Expanded noun phrase

The tall round-backed buildings stood guard over the village.

Simile

The was as bright as the sun.

as bright as the sun

fronted adverbials

Below the clouds, the mysterious, unbound raft of the gods shown with bright lights.

First volume was a gift to Anne and challenging.

fronted adverbials

Without warning, thunder cracked down on Stonehenge.

Scholarship

Before he came to collect his muddled, he travelled on the flying car.

After him lay the great fire, the village was left shivering and gloed.

relative

The Stonehenge, which shot towards us, was to be another close to end this incomplete.

expanded noun phrase

The Scho, which had filled the warm breeze.

relative

The tower which was old and round, collapsed.

simile

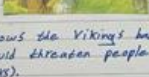
The morning light bright red like a solar fire.

simile


Asgard

In History we have continued our learning on Vikings. This week we analysed differing views on the Viking's reputation using primary and secondary sources. We decided which statements implied they were raiders or a settler. We then looked at sources to decide if they portrayed them positively or negatively.

This shows the Vikings and because they would exchange people (such as monks).



This shows the Vikings good because they weigh coins to see if it was fair to trade.



In D&T we have designed, planned and created Pop up books based on the topic of the Vikings. They used pop up and levers mechanisms to create moving parts for their stories.



Ufton court - we were lucky enough to go visit Ufton Court to help enhance our learning about Vikings. During the day the children were immersed in the life of Vikings; fighting skills with shields and swords, voyaging (the objects the Vikings would have traded from overseas) and learning about their daily life such as weaving wool and grinding flour.



Year 6 - We were lucky enough to visit the Milestones Museum in Basingstoke to bring our History learning from the year to life. The museum is modelled on an early 20th Century town, which meant we had an immersive day exploring shops, types of transport and even a seaside pier!



We also took part in a Blitz workshop, where children got to dress up as ARP wardens, identify Allied and Axis aircraft and explore some artefacts used during the Blitz.



Our second workshop was all about life on the Home Front during World War II, which we discovered was very different to life today. Children got stuck in to a range of primary sources to help us with our comparisons and even got to dress up in some authentic clothing so that we looked and felt the part. We were most shocked by rationing and could not believe the amount of food that families would get to feed a family every week!

Overall, a fantastic day was had by all and we are looking forward to linking our learning from the trip to our History and English lessons this term and beyond.



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

Alexandra children, staff, parents and carers “bounce back” from setbacks. We show resilience and perseverance as we try to achieve our goals. We understand the need to work hard. We are not afraid to take risks and take on-board advice that is given to us to help us in our continual development.

What are you reading at the moment?

What learning challenged you the most this week?

What book or author would you recommend to a friend?

