

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 20<sup>th</sup> October 2023

### Message from the Head Teacher

Hello Parents and Carers,

It has been lovely to see and talk with parents at this week's parent / teacher meetings. The past seven weeks have passed very quickly and there has been a great deal of learning and progress made. The half term holiday will be an opportunity to rest and recover, to read and do a little homework such as Doodle and Times Table Rock Stars. Weekly overviews are placed on the website and Google classroom.

Encouraging reading for pleasure is something we want to celebrate. 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!

There is information about reading and great reads on our website along with some videos of staff reading their favourite books. You can find this here:

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

Breakfast club and aftercare places 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 – 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.

A reminder to parents that we have over 650 children entering and leaving the site each day. In order for this to be done safely we ask that parents follow some simple steps. When walking to and from the school, please always walk on the left-hand side of any school paths. Keep moving as there are often people behind you. We ask that you leave the site promptly. Please make sure your child stays with you and does not run ahead. Do talk to your child about road safety and the dangers that road traffic can pose. 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.

School Governors have asked that we remind parents to dress appropriately for the weather conditions and to model to children the importance of appropriate clothing in a public space (no nightwear and dressing gowns).

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)

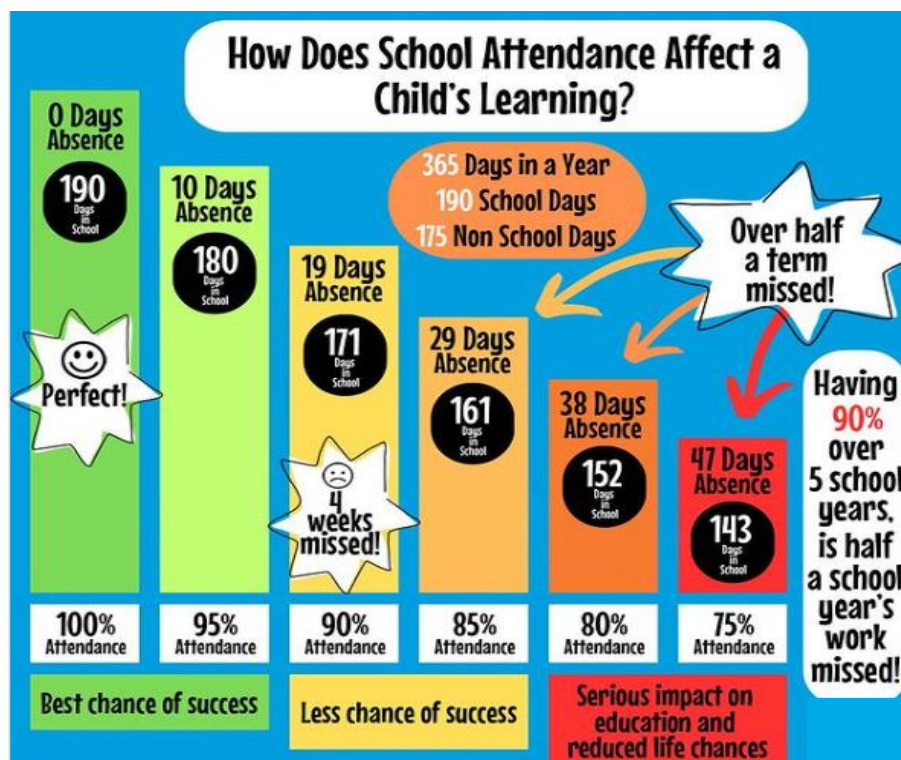
Year 5 at Alexandra Primary School [year5@alexandra.hounslow.sch.uk](mailto:year5@alexandra.hounslow.sch.uk)

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.

School attendance is currently 96.52%. A reminder that school will not authorise any term time leave. Below provides some information on how learning can be affected by non-attendance.



And don't forget:

In late October we have...

Apple Day – 21<sup>st</sup> October

<https://www.thereisadayforthat.com/holidays/united-kingdom/apple-day>

RSPB Feed the Birds Day – 29<sup>th</sup> October

<https://www.daysoftheyear.com/days/rspb-feed-the-birds-day/>

Daylight Savings End – 29<sup>th</sup> October

<https://www.thereisadayforthat.com/holidays/united-kingdom/dst-ends>

Thought for the week:

Never give up something that you really want.  
It is difficult to wait, but more difficult to regret.

Question of the week:

If you could be an animal what would you be? Why?

## Rights Respecting Articles of the Week:



### Articles 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

What are all the things that you need to survive and to develop?

Good health – physical and mental

Education

Healthy food

Clean water

Somewhere safe to live

People to look after you

A name and an identity so you can be registered for healthcare and education

Protection so you are safe from abuse and neglect

A good standard of living

Time and space to relax and play

Knowledge of your rights

Use some of your mindfulness skills or a breathing exercise to be still and calm... then give some time to the thoughts and questions below.

Think about your development since you were a tiny baby.

Remember a moment when you learnt to do something for the first time.

How did it make you feel?

What did you do next?

What are you looking forward to learning and experiencing in the future?

Who can you share this with?

## Eco Schools



Cut Your Carbon is a month-long carbon-cutting challenge. Taking place throughout November 2023, the campaign challenges young people and their families to complete nine simple actions that will reduce their carbon footprint. Cut Your Carbon is a great way to learn more about the carbon emissions connected to everyday actions and how we can reduce them by making small, manageable changes.

More information can be found here: <https://www.eco-schools.org.uk/cut-your-carbon/>

Nursery – Over the last few weeks we have been focusing on nursery rhymes. Last week the children enjoyed singing Incey Wincey Spider. They went on spider hunts to investigate webs and spiders in our garden. This week the children have been singing Humpty Dumpty. They have enjoyed building walls, balancing eggs and counting the king's horses. The children have had lots of opportunities to explore making marks with a range of tools, both inside and outside. The chalks and paint brushes have been very popular. We have created exciting and comfortable book areas both indoors and outside too. Lots of children have enjoyed selecting their own book to look at in these areas.





Reception - We have been busy and enjoying our learning. In Maths, the focus has been on patterns, including repeating patterns, and the children have been demonstrating their understanding in different ways, using both colour and size.



The topic of our senses has engaged the children. We have enhanced the smell of playdough using chocolate. The children have also been using 'smelly' playdough to make creations. Herbs have been used to enhance play and the children's imagination.



Herb pizza



Herb cake

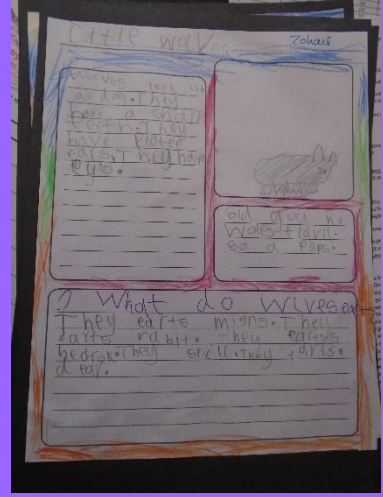
The children have learnt the importance of brushing their teeth. They have practiced using giant teeth and toys.

Now all of the Reception children have been given their own toothbrush and toothpaste for lovely, sparkling smiles.



Year 1 – We have been working hard in class and have been producing some wonderful work.

In English, Year 1 have been learning about non-fiction writing. The children have researched about wolves and foxes and have begun producing fact files about them. They have shown lots of interest in learning about these animals.



7/10/2023  
 LT: to the Part-Whole Model  
 Plot

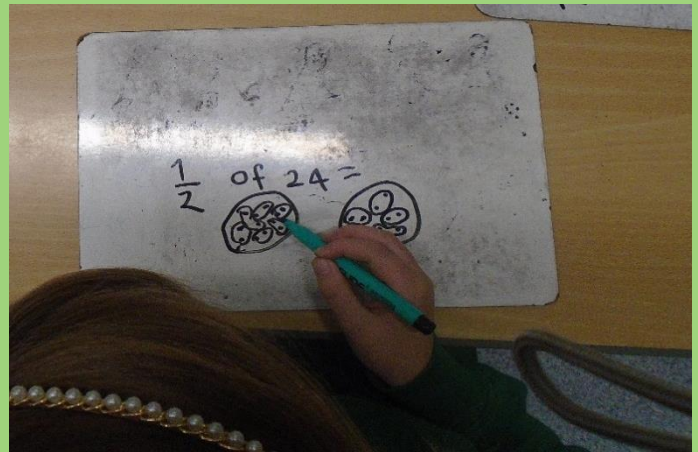
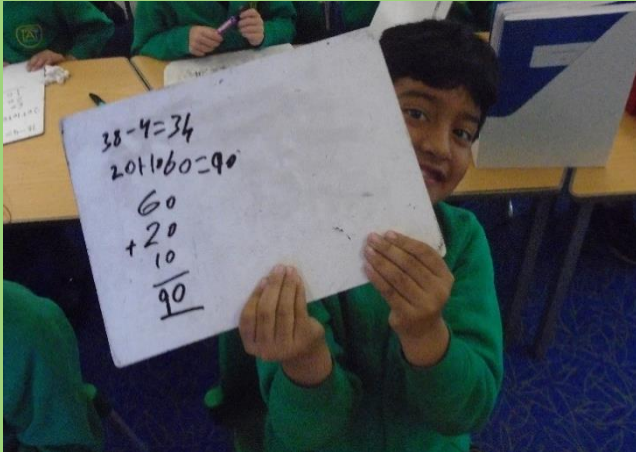
Maths 2

Task 1 - Fill in the missing parts.

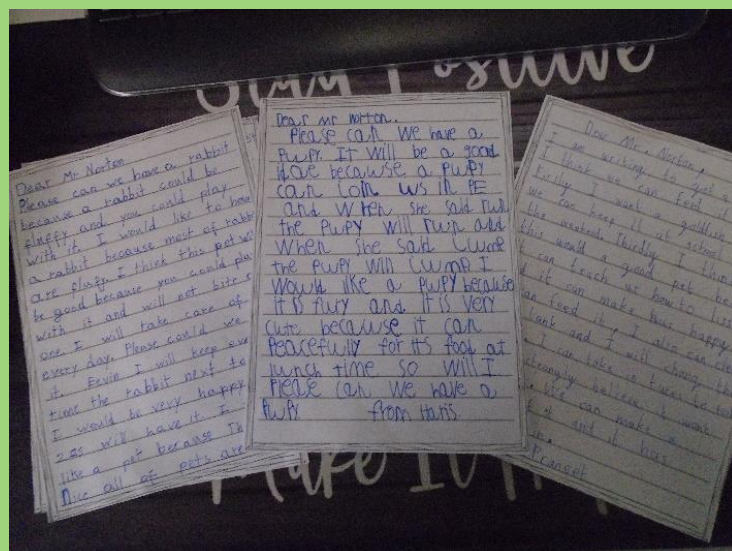
A child's drawing of a large, round, orange cookie character with a sad face. The character has two large, white, circular eyes with black pupils and a simple, curved line for a mouth. It is covered in small, dark brown spots, suggesting chocolate chips. The character is standing on a yellow rectangular base. The background is filled with numerous colorful, irregular shapes in shades of blue, yellow, red, and purple, resembling bubbles or stones.



Year 2 - In Maths, we have been practicing solving two-digit number word problems. First, we had to read the problem carefully. Then we had to highlight the key information and decide what operation we needed to use. Finally, we had to use our addition and subtraction skills to work out the calculation. As a challenge, some of us used the inverse of addition to check our answers.



We have been learning how to write a persuasive letter in English. We first looked at what features are needed to create a good persuasive letter and then we decided as a class to write our own persuasive letter. We thought it would be a good idea to write to Mr. Norton, to try and persuade him to let us have a class pet!



In Science, we have been learning about Animals and Humans and what they need in order to stay alive. We learnt about our heartbeat and pulse. We had fun locating our pulse and how our heartbeat changes after exercising. The whole class including Miss Smith, carried out an investigation, which involved us first, predicting which exercise will make our heart beat the fastest. We then carried different exercises, measuring how many heart beats in a minute while resting and then how many beats after carrying out the various exercises.





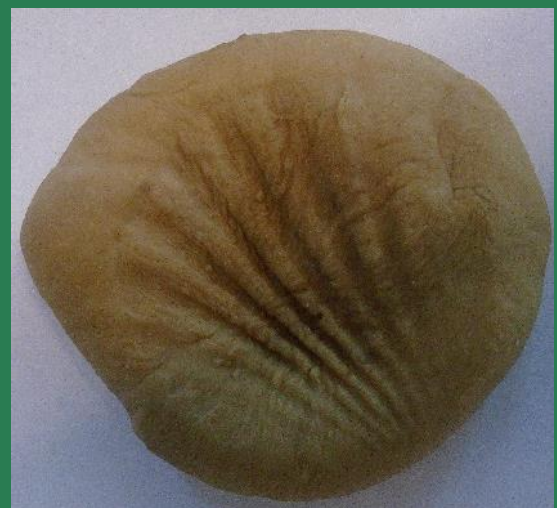
Year 3 - We have been having an amazingly creative time participating in some fun lessons. Firstly, we have been learning about the different rock types and learning about how they are formed. So far, we have learnt about the layers of the Earth and how rock types are connected to this. To create this and help us understand it further, we used starburst sweets to recreate the different rock types. We squished some into layers to create sedimentary, then we added some heat to create metamorphic and finally, we used the microwave to melt our starburst to create some igneous rocks.



As you can tell, we have been learning about times in the Stone Age and know a lot about their way of life and what they used to do. One of the main ways that we have learnt about Stone Age Life is by looking at some cave paintings. We decided to experiment with creating some of our own paints using natural ingredients, like leaves, beetroots and stones to crush everything up with.



Another way that we have learnt about life in prehistoric times is by looking closely at fossils. We learnt about how fossils are made in sedimentary rock and about how rare they are to find. We decided to create some of our own fossils!





Year 4 - During Art, we have been looking closely at artwork by famous artists. Using pieces by the artist Kananginak Pootoogook, we have been inspired to create our own modern interpretation, thinking about the proportion and perspective of our work. We used clay to create sculptures of our art sketches.





Wednesday 11th October 2023

Li: To describe how organisms adapt to their habitats

if an Artic Fox lived in the Sea



In Science, we have been learning about Adaptation. We created a creature that adapted to its new environment.

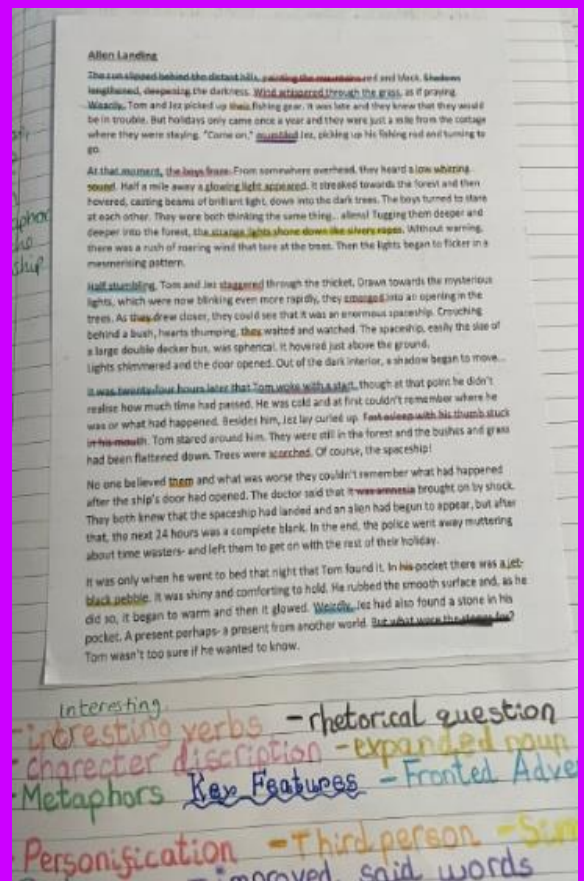
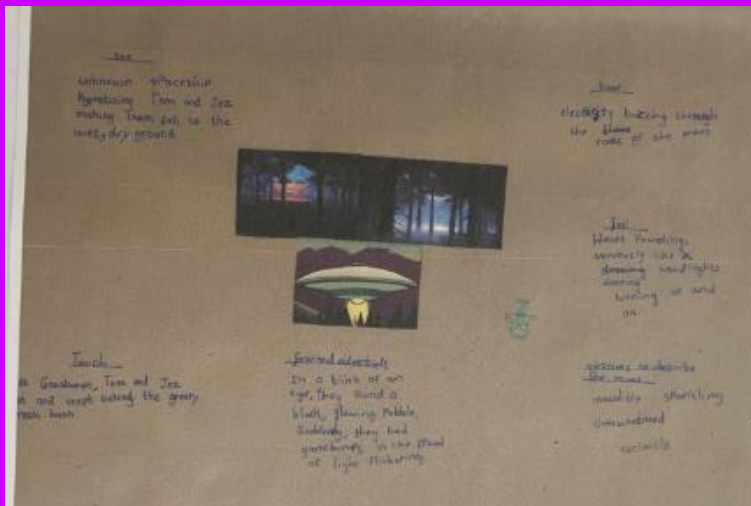
In Geography, we have been continuing making links in our learning; we used our knowledge from our science lesson to explore how animals adapt to polar environments.

Tuesday 12th October 2023

Li: To explore how animals <sup>have</sup> adapted to the polar environment

Animal	Adaption	How does this help them survive?
1) Snowy owl	<ul style="list-style-type: none"> <li>have big eyes</li> <li>fly silently</li> <li>thick feathers</li> </ul>	for excellent night vision for hunting so don't disturb their prey. so it doesn't get too cold.
2) Arctic fox	<ul style="list-style-type: none"> <li>Thick fur</li> <li>Sharp paws</li> <li>Camouflage fur</li> </ul>	to protect from the cold to dig so it can stay there in the summer it changes colour to hide.
3) Reindeer	<ul style="list-style-type: none"> <li>Sharp hooves</li> <li>special chamber nose</li> <li>antlers</li> </ul>	to dig in the snow to get a grip. so when they breathe it's warm. to dig the snow
4) Emperor penguins	<ul style="list-style-type: none"> <li>powerful claws</li> <li>Dive for 550m</li> <li>No nests</li> </ul>	to grip the snow or on ice rock. so that is 22 minutes so they can catch fish they to keep the chicks of the ice.
5) Wedge seal	<ul style="list-style-type: none"> <li>very strong teeth</li> <li>thick layer of blubber</li> <li>can survive as low as -5°C</li> </ul>	to grip and tear their prey. to keep them warm about 9cm thick. so it can swim in very cold water.
6)		

Year 5 – In English we have started our unit of Science Fiction narrative. We have used the short story 'Alien Landing' by Pie Corbett to help structure our stories. So far in this unit, we have acted out the story, created a story map using images and key words, identified the language features and the structural features of our class text and used the boxing up process to help innovate and plan our own Science Fiction story. Here are some examples of our work during this unit.



In D&T, we have produced our own working series circuit. We used a cell and wires and checked the positive and negative parts of the cell were in the correct place.



We have designed our electronic greeting card. We created four designs and chosen our favourite which we will create on our final design, using the basic series circuit.

In PE we have been developing our defending skills to gain possession of the ball, in pairs and in a game like setting. We worked on our defending positioning to regain possession of the ball from an attacker.





Year 6 - We have been extremely busy over the last two weeks, we have written some wonderful narratives with alternative endings.

Thursday 6th October 2023 ✓  
 6.1. To conserve a narrative story with an alternative ending - Hot Task.

The Little Match Girl ✓

Under the pitch-black, gloomy night sky, The Little Match Girl cuddled herself tightly with her shaky, frozen hands on the last freezing cold evening of the dreadful year. The whistling wind roared blowing her icy hair which was brown but now white in front of her pale face. Her rough, miniature feet sunk in the thick, shiny snow like quick sand waiting for someone to sink in. The ground was all cold white like a fresh piece of white paper, not wanting dirty, muddy footprints to mess up the clean snow. Her tummy growled and moaned with hunger. Not one folk gave her anything today, not even a smile. She had a handful of matches in her apron, dug deep inside the pocket and she was waiting impatiently for someone to buy them (so that she can buy food). Her face was miserable and her eyes were starting to shower water as she was starving and was crying. Her teeth were chattering constantly like a newbie making discordant music when trying out a new instrument that they haven't played before. Her sunken eyes were slowly starting to close from tiredness so she had to slap her face to keep her awake (like her dad would do if she did not sell any matches or bring anything home). She had many bruises on her face from when she did come home without anything. It

wasn't The Little Match Girl's fault as they were really hard to sell. The innocent little girl was sleeveless, only wearing an apron and a few rags. Now, she shuffled through the narrow, slippery streets with barefeet. It is true that she did have a pair of huge, brown sandals when she left what you could barely call a home, which she had inherited from her mother who was now dead...


Unhappily scrolling through the freezing, chilly howling wind, The Little Match Girl lost her useless, damaged sandals. It wasn't just that they were humongous but they were now missing and nowhere to be found. What were now drowning in the snow, were a pair of frozen, purple, rock-hard feet. Waiting inside her pocket that was so dirty as if a pig that just had a bath in mud just went inside it were two bundles of matches which were poking The Little Match Girl. No one had bought anything today, not even in the past month. Everywhere she looked, people were enjoying their lucky lines of candles and thick, warm clothes. On the other hand, The Little Match Girl was trembling and shivering! The candles she could see in the distance flickered from side to side. Her eyes which were now looking at her tiny, dry feet were leaking tears of water. She was shivering so much and not one person felt bad for her. They could clearly see the state of her! As she slowly walked so nowhere, there was a delicious smell of savoury food that wafted up her runny nose like a ghost. Her legs

Ayah

## READING BREAKDOWN

IF It's a...

Story	Word
<ul style="list-style-type: none"> <li>• Read it again</li> <li>• Focus on the important events in the story</li> <li>• Break the story into more simple parts</li> </ul>	<ul style="list-style-type: none"> <li>• Read the context around the word</li> <li>• If it's a compound word, then break it up into parts.</li> </ul>



## USE REPAIR USE REPAIR

~~Instructions~~

**The whole story**

- Change your reading speed.
- retell the story
- Check the title
- Ask someone if they know
- re-read the parts of the story you are unsure of

**Read the blurb of the book**

Research the word in a dictionary.


Look for the root word

Use a thesaurus

Find out the Pronunciation from the internet, relative, teacher or friend.

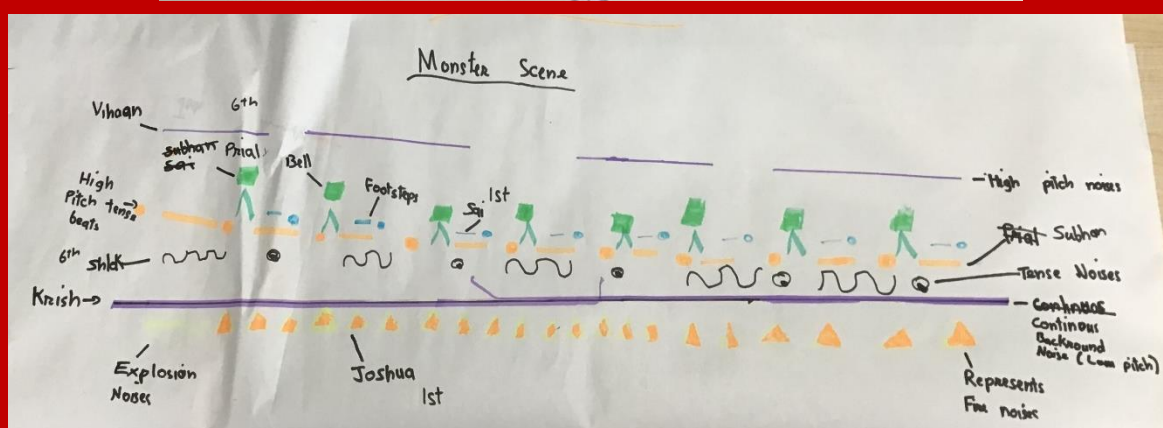
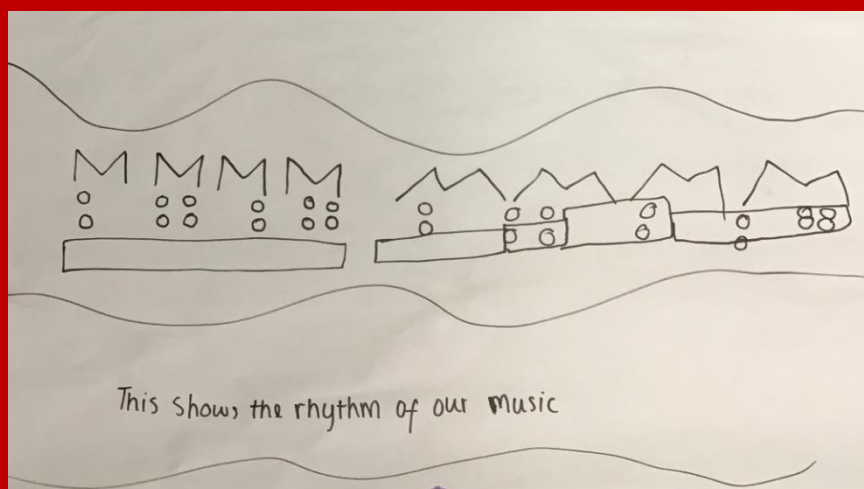
**Stuck on one word**

- If it's an irrelevant word, skip it
- Use other words from the text
- Use the sounds or phonics

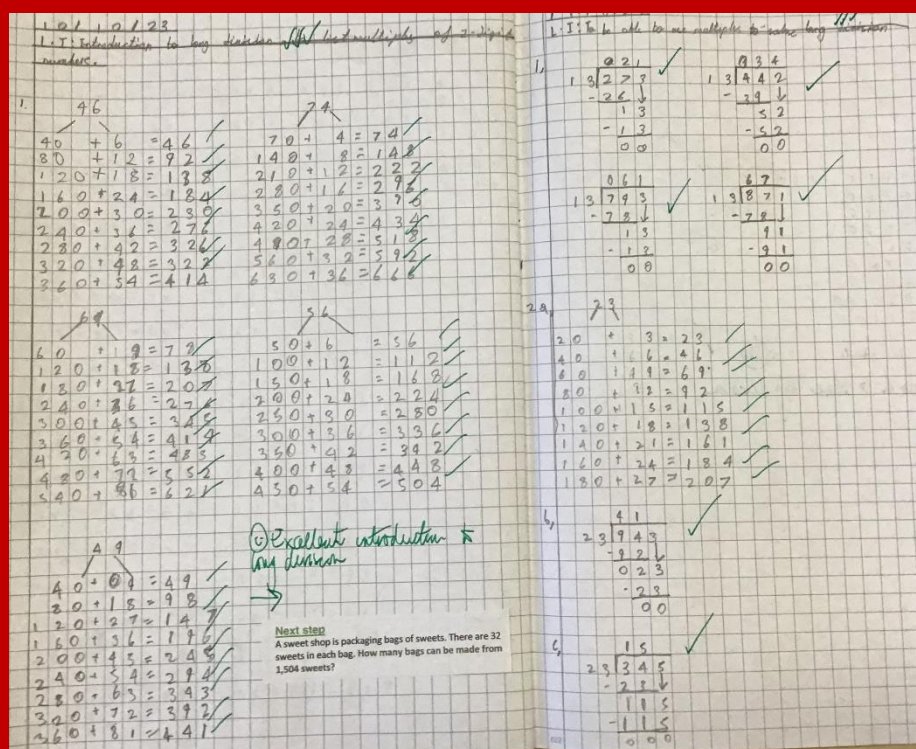




In Reading, we have been focusing on the reading strategy of 'repair'. We have been thinking about what strategies we use when our reading has broken down, because the text had too much information, an unfamiliar word, omitted a word or misunderstood the sentences or paragraph and what we can do to repair this.



In Music, we have been continuing with our topic and focusing on film music and created our own scores and performed using body percussion.



In Maths, we have been dividing numbers by 2 digit numbers using a variety of methods.



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

Alexandra children, staff, parents and carers embrace challenge and set high expectations for themselves. Children recognise how their school learning can help them to achieve their goals in life and the wider world.

Have you been using your School Breathe Techniques?

You can find these on the website here:

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

What did you learn this week and what do you remember from this half term?

## Autumn Time



The wind is playing autumn games  
Through the gardens and the lanes.  
Picking up, and swirling round  
Leaves of orange, red and brown.



Gusting through each swaying tree,  
Tossing apples till they're free.  
Shaking conkers till they drop  
And open wide with prickly pop.

The wind is dancing full of fun,  
Laughing in the autumn sun.  
It tumbles acorns, fir cones, leaves,  
To make a carpet under trees.



## A bit of fun if you have time!



### Half Term Holiday Homework



Task: Write a poem which expresses the season of autumn.

- You could think about the effect of autumn on your senses, touch, smell, sound and sight and maybe taste
- Use figurative language such as similes, metaphors, personification, alliteration and onomatopoeia
- If you can, try and make your poem rhyme, but it doesn't have to.
- Structure your poem using verses or stanzas

You could use some of these words:



What are you looking forward to doing over half term?

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

What are you looking forward to being able to do next half term?

Read, relax and recover

