

Alexandra Primary School

Aspire, Perform, Succeed



News: 22nd October 2021

Message from the Head Teacher

Hello Parents and Carers,

We hope the children have enjoyed the first part of this term. There has been a great deal of learning happening and it has been a joy to hear how children have overcome problems and learnt new things or used their knowledge and skills to make progress in a subject. We are sure this will continue after half term.

Please read with and to your child over the half term break. The exposure to vocabulary and language plays a major part in helping children to make even more progress.

Also, please remind the children of the school breathe techniques that they have used in school. These can be used anywhere and are fun. Adults can use them too!

They can be found here on the website:

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

Parents, please do read the communications sent from school. They are designed to help and provide useful information. We do try to only send relevant and useful information.

The recent parent video conferences have been very helpful, although there were some unforeseen technical difficulties with the internet in the local area. Thank you to parents who booked appointments.

Year 6 parents, please ensure that you have completed your child's secondary school transition form online by 31st October. Late applications may result in being allocated a school not of your choice.

For those families eligible for Free School Meals, a voucher will be sent out to use over half term.

There will be a new menu after half term from Wilson Jones. Please ensure that you have discussed the choices with your child.

Poppies will be on sale in November in support of the Royal British Legion to raise money to support the armed forces communities past and present. More information can be found at <https://www.britishlegion.org.uk>. Here you can see how your money is used to support people and to remember the fallen.

Parents, you may have heard of Netflix's Squid game. Information for parents can be found here on what parents should know about this:

https://nationalonlinesafety.com/wakeupwednesday/squid-game-trending-across-platforms-what-parents-need-to-know?fbclid=IwAR0YMqEU4tKE-y41HsCUQJxu28r42xkNw2c_Q0OzKIBJARrC3gPpXLYrmAc

Parents can sign up to National Safety Online, one of our safeguarding partners. Please follow the link. Here you can get regular updates and find out more information to help keep your child safe whilst they are online.

<https://nationalonlinesafety.com/enrol/alexandra-primary-school-1>

Breakfast club is proving popular and so we have released some additional places. You can contact the school office on 0208 570 6826 to book a place. Start time is from 7:45am.

Aftercare numbers are increasing. You can book a place through the school office. More information is on our website.

School uniform can only be purchased from School Bells:

<https://www.schoolbellsuniforms.co.uk/primary-schools/alexandra-primary-school.html> or you can visit the School Bells shop at 48 Bell Road, Hounslow, TW3 3PB.

These details are also on the school website in the parent tab:

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

Please ensure all uniform is clearly named. A reminder that only **stud earrings** are permitted. These should be removed on PE/swimming days.

In the morning, the gates open at 8:45am for soft start and close at 8:55am. Please arrive promptly between these times. Infant and junior siblings to enter school via the Denbigh Road gate, junior children via the Tiverton Road gate. Collection times are 3:20pm for infant children and 3:30pm for juniors. Please collect and leave promptly at the end of the day. Should you be more than 10 minutes late, your child will then attend aftercare and you will be charged.

At times, you may want to discuss concerns and issues with class teachers. We have a number of ways of doing this. You can email the school using office@alexandra.hounslow.sch.uk or telephone on 0208 570 6826.

We also have Year Group Leader emails which can be used for general concerns.

Year Group Leader Emails:

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. Please ensure school has at least two contacts and that you keep us informed of changes to mobile numbers and email addresses.

And don't forget:

October is Black History Month

<https://www.blackhistorymonth.org.uk/>

31st October - British Summer Time ends – clocks go back one hour

31st October - Halloween

Thought for the week:

I never dreamed about success. I worked for it.

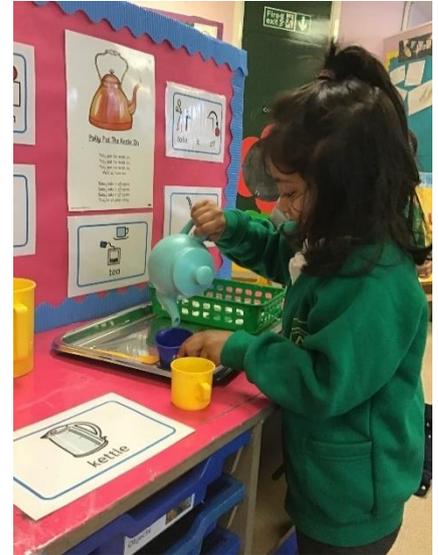
Question of the week:

Would you rather be a fish or a bird? Why?

Nursery - This week in Nursery we have been exploring natural materials in the outside area and our autumn investigation area. The children have been using lots of vocabulary to describe the crispy leaves, smooth conkers and bumpy pine cones.

We have also been learning a new rhyme – Polly put the Kettle on. Our focus story this week has been 'The Tiger Who Came to Tea'.

The children have been role playing making tea. The children have also enjoyed a spooky tea party in the home corner. It has been great to see the children playing collaboratively and sharing the exciting resources so well.



Reception – In Reception the focus of the children's learning this week has been reading the book 'The Colour Monster'. The children have been introduced to characters who have different feelings.

The children have been making a display to enhance the class reading area which shows the different monsters. Working together as a team to produce the characters has been fun. Furthermore, using glue and sticking the collage materials has provided opportunities for the children to develop strength in their fingers supporting the use of a pencil.



Sharing opinions and encouraging valuable contributions to class discussions help develop communication skills. The happy monster provided opportunities to share ideas about times when we feel happy including “I am happy when I have a hug” and “I am happy when my friend plays with me”.

The book has also enabled the children to use their phonic knowledge to label a picture of the sad monster.

Interacting and talking with each other using the colour monster props develops the children’s speech and language as well as promoting friendships.

I am happy when I come to school.

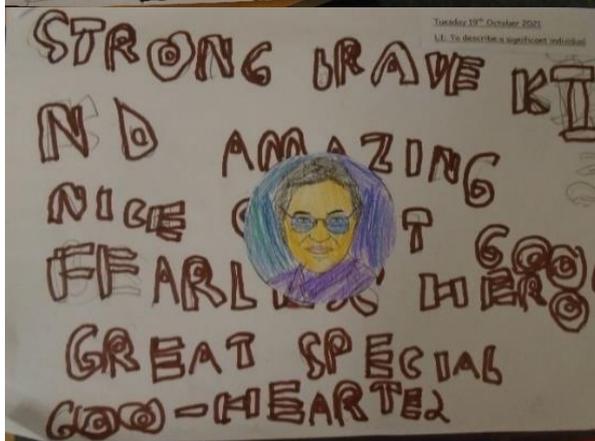
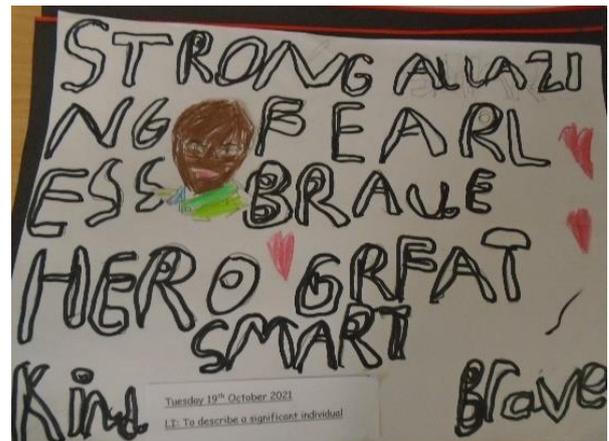
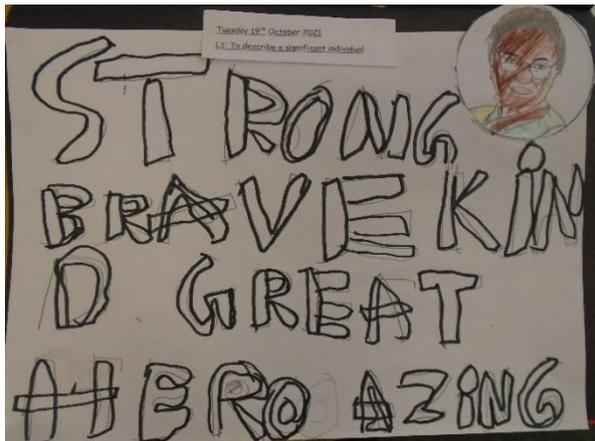


Below are some photos of displays in school. This is the Reading display that Early Years have been contributing to, showing how much the children love to read.



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

Over the past two weeks, the children have been learning about the importance of Black History Month. They have been finding out all about Rosa Parks and why she is a significant person in history. The children have listened to her story and thought about the adjectives we could use to describe her. Using these words, they produced some fantastic artwork to showcase how important Rosa Parks is.



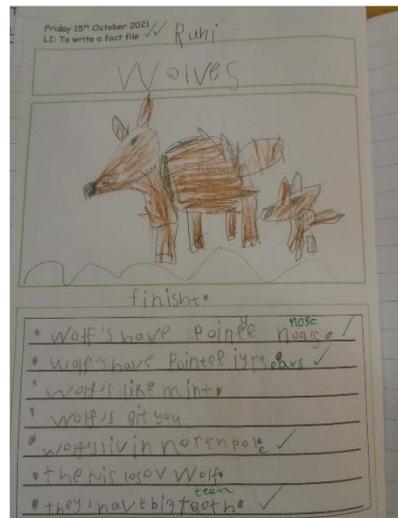
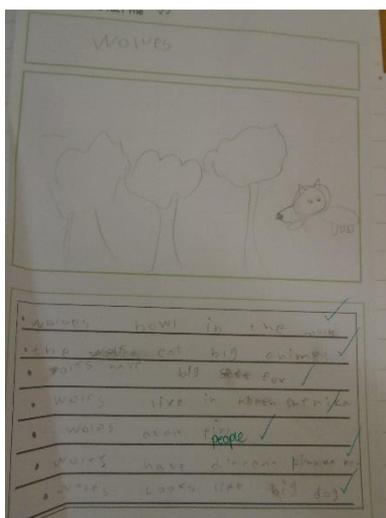
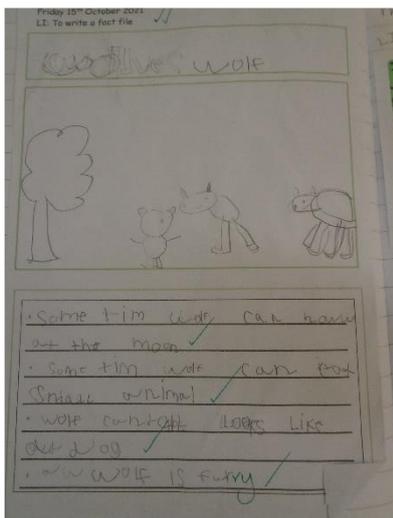
Year 1 had a special visitor come to school this week. Reverend Elis from St Luke's Church came in to school to discuss the special celebration of Harvest and how the children could use this time of year to make good choices for those around them. Ask your child if they remember what they learnt from Reverend Elis or what words he used for each letter of Harvest.



The children have been continuing to create some very colourful artwork to decorate the Year 1 corridor. It is starting to look like an Art Gallery! They have been learning about Picasso and his style of painting, using white to add to another colour to create different shades.



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



Year 2 - During the past two weeks we were greeted by a very special guest. We really want a class pet and were lucky enough to be visited by Jon the Gerbil!

We experienced what it was like to have a class pet for the day and how we need to be responsible for them. As we would like a class pet of our own, we have written some persuasive letters to Mr. Norton explaining how much we want a pet and all of the amazing things we could do with them.



In Art we have been learning about Henri Matisse and created some of his colourful collage work using some warm and cool colours and different types of shapes.

Afterwards, we looked at some of the sculptures that he had created of people's faces and heads.

Using clay and some modelling tools we had a go at making our own faces. It was really hard because the clay was difficult to mould into the right shape, but we showed good resilience and kept on persisting with our models to make them the best we can.



Year 3 - In Maths, we have used our knowledge of place value and numbers to practise various mental methods of addition and subtraction. This has helped us to move on to the more formal column method of addition and subtraction, which we will explore further over the coming weeks.

We have continued our exploration of the Stone Age by looking at symbols that were used in cave paintings. We have tried to interpret some of these symbols and we have attempted to create our own messages or stories using some 'cave art' of our own.



Year 3 had an informative and entertaining visit from The History Man, who invited us to immerse ourselves in the Stone Age. We got to handle lots of historical artefacts, had a go at chopping wood with a Stone Age axe, recreated a hunt using bows and arrows, played some Stone Age games and tried on costumes. We had a great day and learnt lots of new and exciting facts about the way of life in the Stone Age.



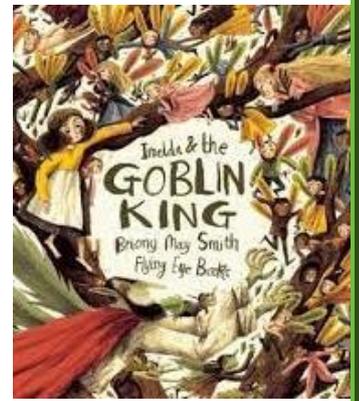
In English we have stayed stuck in the Stone Age with the Stone Age Boy! To prepare us for writing our own adventure stories, we worked together in groups to recreate a scene from the book. As well as this, we analysed the structure of the story to help us when we begin to write our own stories set in the Stone Age.

In Science we have continued with our study of the features and properties of igneous, sedimentary and metamorphic rock. We learned how some rocks are formed as well as learning about which rocks are permeable and impermeable.

Year 4 - In English, we have been continuing our study of 'Stories set in Imaginary Worlds'. We read this book about a child called (Imelda) who makes a trip to an enchanted land of fairies and goblins, after passing through a woodland portal.

We used the book to identify the main plot features of a good 'story' and added these to our narrative toolkits:

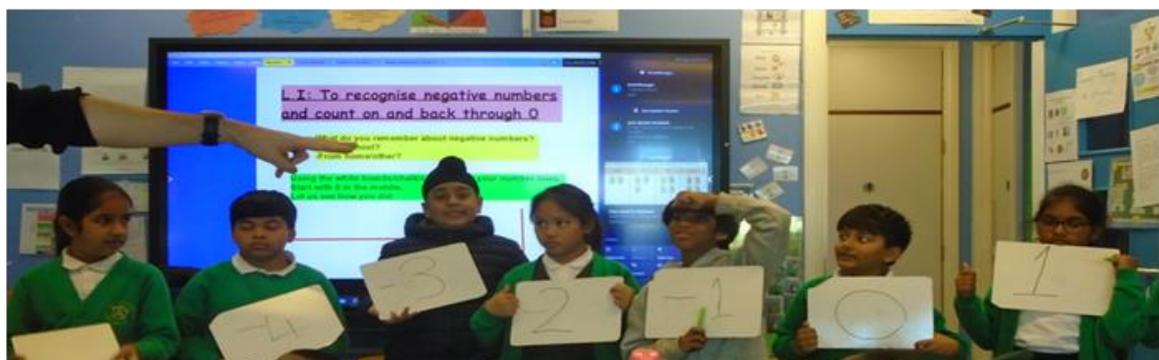
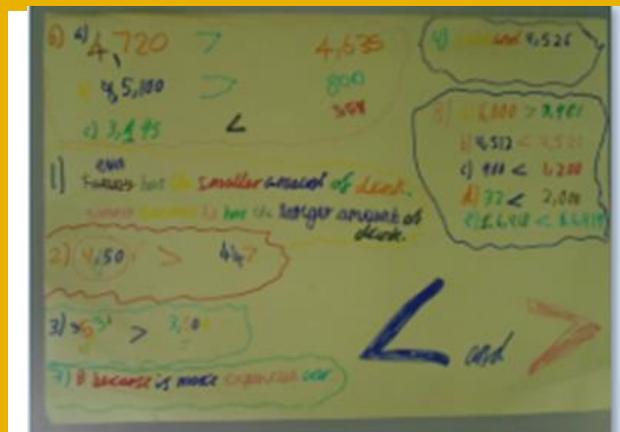
- A mortal character
- A portal to an imaginary world
- A villain
- Magical objects
- Mythical creatures
- A quest that the protagonist needs to complete.



We created our own story maps to become familiar with the plot and characters.

As the book presents dialogue in speech bubbles, we took the opportunity to create an improved version by applying our grammar learning. We retold the story with dialogue presented as direct speech instead.

In Maths we have compared 4-digit numbers, investigated rounding to 1000 and begun our adventures with negative numbers.



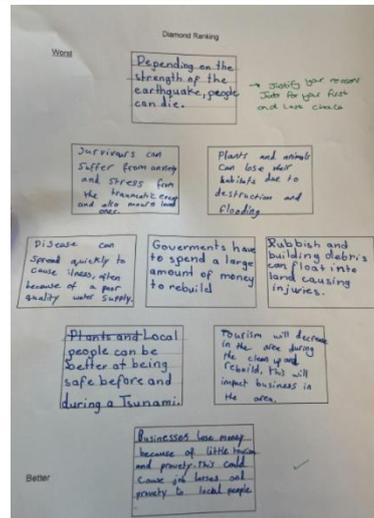
In Science, we have been exploring 'Living Things' and categorising them based upon their features.



In PE we put our sending, receiving, jumping and running skills into practice in our class competition.



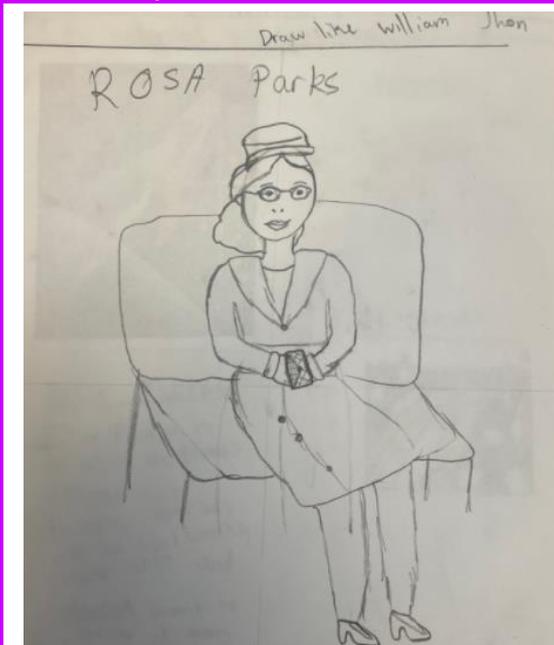
Our School Councillors in action!



In Art we have learnt about and recreated work by the artist Peter Thorpe. We created the background using bright colours and abstract shapes. We then added the rocket onto our abstract background.



For Black History Month, we have researched significant individuals of past and present. We followed a tutorial by the artist W.H Johnson to recreate some of his images. We then tried to imitate this by drawing our own version of important figures in history.



Year 6: This week the children have been working on long division. It has been great to see the children show resilience when approaching this formal method. In English, we have looked at discussion texts and acted as members of parliament to decide whether the workhouse should remain open or closed and if homework should be banned.

Well done for explaining the features you have found. (4)

What does the introduction of a balanced argument need?

Formal language: Formal language is used when you talk to someone who is important.

Final paragraph: The final paragraph is usually a conclusion and it explains a overall summary of what happened in the text.

Should Homework Be Banned?

Anyone who has ever been to school knows what it is like to be sent home with piles of homework. For years, teachers have been setting extra maths, spellings and other assignments to be completed outside of regular lesson times. But with the increasing pressures of modern day life, there is a growing call for homework to be banned. Here are some of the arguments for and against.

Many people see homework as an important part of school life; almost like an extension of the lesson. If the teacher cannot fit everything that is needed to be taught into the lesson, then being able to set homework is essential. This way, pupils can continue the learning at home, which in turn helps their understanding and knowledge of the subject. In fact, recent research shows a positive link between the amount children do for homework and their achievement levels.

On the other hand, aren't children entitled to a break from learning? After spending all day at school, a few hours 'downtime' spent watching television, playing computer games or exercising outside is essential for a healthy, fun-loving child. In fact, the government's own health guidelines recommend people aged between 5-18 should exercise for at least 60 minutes a day. Where are children going to fit that in if they are busy doing homework every evening?

While there are a lot of people that understand that argument, the fact remains that children go to school to be educated and many parents welcome the chance to support their child's education at home. Practising spelling or helping their child read gives parents the opportunity to play a part in their child's learning. It also gives them a clearer understanding of how their child is progressing. Similarly, a lot of children enjoy doing homework with their parents. Why introduce a blanket ban if some children and parents actually enjoy it?

The flip side of the argument is that many parents feel overwhelmed with the amount of homework their child brings home. With so many after school activities and clubs on offer, they feel there isn't enough time to fit everything in. Furthermore, due to ever-increasing government expectations, parents sometimes feel unable to help their child as the work is too hard or on a subject matter they are not familiar with.

In conclusion, there are many strong arguments for and against banning homework from schools. If it helps a child's education, then surely homework is a good thing. Then again, time away from studying to play is also incredibly important to a child's wellbeing. On balance, I don't believe homework should be banned because it really is an important part of learning. However, I also believe there should still be time in the day for fun! Therefore, perhaps schools should come up with a compromise: keep homework, but don't set so much!

Conjunctions: Conjunctions are words, which help sentences to link together or to expand a sentence to make it more interesting like I was walking on the streets, despite the weather conditions.

In Science, the children have been learning about the advantages and disadvantages of adaptation. They have also learnt about selective and cross breeding. In Dance, the children have shown great teamwork skills to devise their own dance routines using skills such as canon and unison. In Art, the children have used their block prints prepared last week to make their own William Morris tiles.

The children have been revising times table knowledge and learning about common multiples, prime numbers and orders of operation. It has been wonderful to see the children expand their knowledge of workhouses and apply their learning in producing a discussion text outlining reasons for and against why workhouses should be closed. In PSHE, the children have been learning about respect and they have written poems about this.

In RE, the children made beautiful lanterns, symbolic for the Buddhist festival of Wesak. The children have also done a wonderful job of creating their own tiles in the style of William Morris.



The children have worked hard and have enjoyed being at school.

Enjoy the half term break. Read, relax, rest, recover and we will do much more next half term.

What do you remember from this week's learning, last week's, a few weeks ago?

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

