

Alexandra Primary School

Aspire, Perform, Succeed



News: 28th April 2023

Message from the Head Teacher

Hello Parents and Carers,

The summer term has begun with lots of focus. The weekly learning overviews are designed to provide parents with an overview of learning. They can be accessed from the school website on the learning pages or on google classroom. You will notice that the website has undergone some updates and we hope you like them too.

Parents please note the following:

The Hounslow Safer Routes scheme for Denbigh and Tiverton Roads has been approved by the Council. We have been informed that work on this has begun and will be in operation from Monday 22nd May between 8:15 and 9:15 and 2:45 to 3:45 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.

Next week there is a Bank Holiday on Monday 1st May and school will be closed. You will have been contacted already regarding the strike action on Tuesday 2nd May to let you know if your child's class is open or closed. There is also another Bank Holiday on Monday 8th May and school will be closed. Year 6 SATs begin on Tuesday 9th May and Y6 Breakfast club will run from 8.30am.

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

There is no expectation to provide children with birthday treats when it is your child's birthday. As a healthy school we will not be giving out snacks, toys or drinks.

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...

Deaf Awareness week – 1st May to 7th May

<https://www.nhsinform.scot/campaigns/deaf-awareness-week-2023>

King Charles III Coronation - 6th to 8th May

<https://www.royal.uk/coronation-weekend-plans-announced>

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

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

Thought for the week:

If you don't like something, change it. If you can't change it, change your attitude.

Question of the week:

Can you ever know what it is like to be someone else?

Rights Respecting Article of the Week: Articles 5 and 18



Article 39

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Article 39

Children and young people who experience trauma in their life have the right to receive special support. Can you think of some of the different types of trauma a young person could experience during childhood? Working together, discuss this. Write down your concerns and have a think about what support should be put in place.

Did you think of some of these?

Space and time to talk to someone they trust

Counselling from a professional

A safe place to live

Time to relax and play

People around them who they love and trust

Support to develop friendships

Medical treatment if needed

Extra support at school

To understand they have the right to be treated with dignity

Think about how you would help a friend if they came to you looking for support.

What would you say?

Think about where children can receive support – do you know of some resources locally, in school, around the community you live in, or on the internet? Write them down, develop a help list.

Eco – Schools

Recycle Batteries



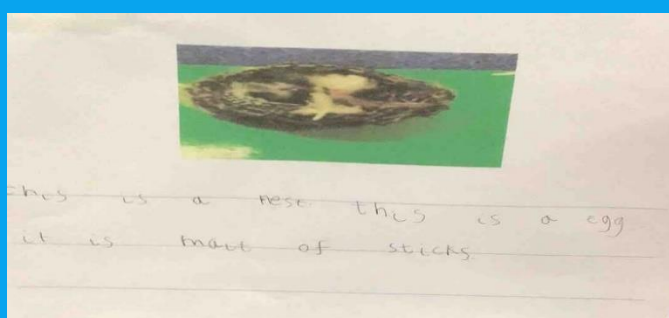
The Big Battery Hunt is a nationwide programme to help educate and inspire young people to recycle more used batteries. To help the Big Battery Hunt be as sustainable as possible we are asking you, and your family to recycle batteries at your nearest recycling point, which is usually your local supermarket. This is great for the environment as it means no big trucks on the road! Find your nearest recycling point using these handy finders [here](#) and find out more about Duracell's sustainability journey [here](#).

Reduce. Reuse and Recycle

Nursery - This week we have been reading the story 'The Noisy Farm'. The children have had the opportunity to explore with lots of different farm resources to support using the vocabulary. We have been practicing saying the sounds in words with a focus on the 'i' sound. The children enjoyed using the tweezers to move itching insects. This week in Maths, we have been focusing on representing numbers. The children enjoyed recording how many farm animals they could spot and adding numerals and number representations to their duck paintings.



Reception - The children have been busy learning about eggs. They have learnt about different animals that start as an egg. The children have looked carefully at a bird's nest. They have talked about what it is made from and what can be found inside. The children then went on to write about what they saw.



Reading is a huge part of what we do in Reception. It has been wonderful to see children engaged in reading for pleasure, choosing to look at books of their own fruition and being totally engaged with looking and enjoying their choice of book.

Sitting in the playground having chosen a book they wanted to look at and talking to themselves about what they could see.





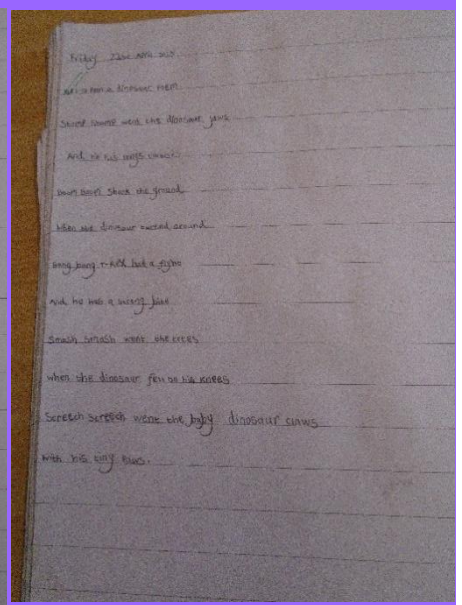
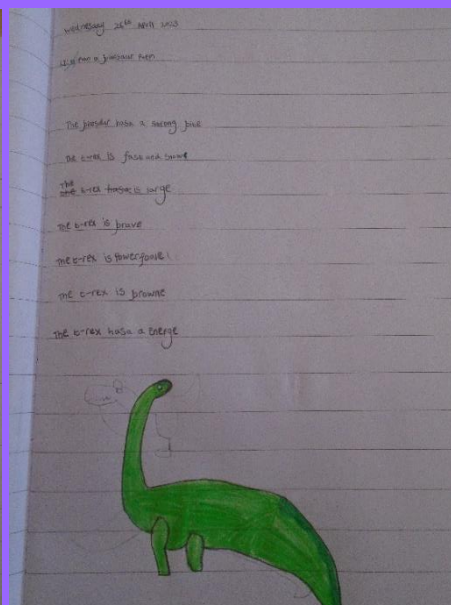
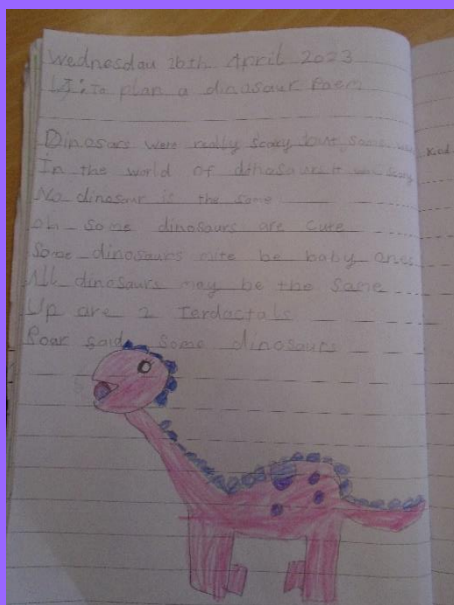
Choosing a favourite book and retelling the story to themselves.

The children have learnt that frogs start life as frogspawn and as part of the frog's life cycle develop into a tadpole, a froglet and then a frog. With this knowledge the children have got creative. Collage pictures of a frog in the pond have been creative involving choosing materials, drawing, cutting and sticking to create their own individual design.

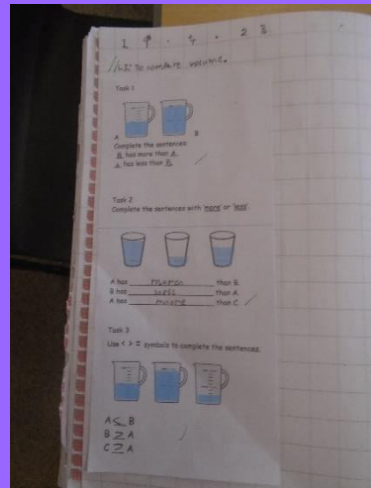
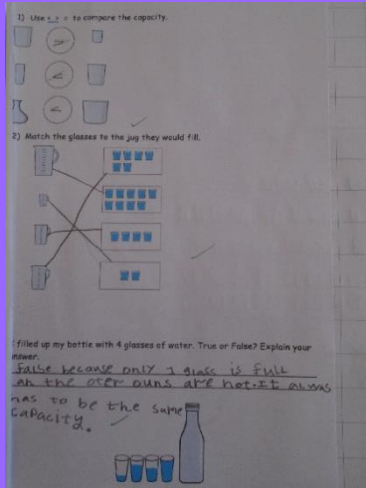
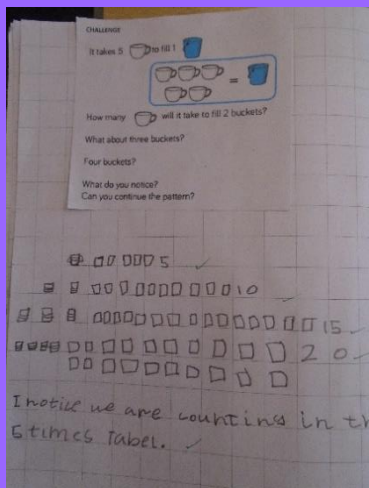


Year 1 — This half term we have started a very exciting new topic: Dinosaurs! This topic is a lot of fun and we have already started off strong by creating dinosaur poems in English, learning about fossils in History and learning herbivores, carnivores and omnivores in Science.

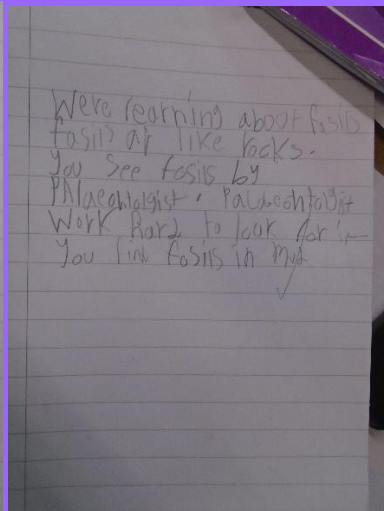
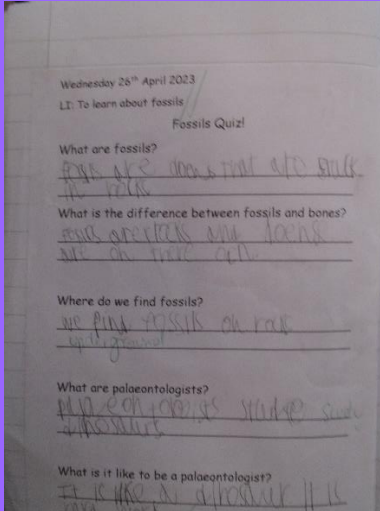
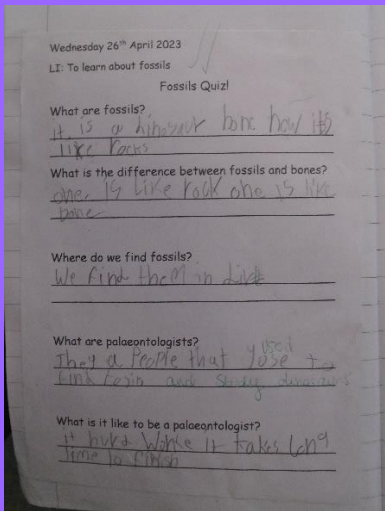
In English we have been creating our own dinosaur poems. We remembered how poetry is different to story writing before learning about rhyming couplet poems and how to rhyme. Even though rhyming is very tricky, we persevered and we have some amazing results to show for it! Each child showed immense creativity with their independent work. This week we are excited to continue poetry but this time having the choice to use different skills we learned this year to create a new poem.



In Maths, we have had a lot of fun learning about capacity and volume. We learned how to describe if something is full, nearly full, half full, nearly empty and empty. We were then introduced to units of measurement.



In History we have been learning about fossils. We have learned about what they are and where they are found. We learned that you can even get a job to study dinosaurs: A palaeontologist! We learned that dinosaur fossils are important to study what dinosaurs ate and how they lived millions of years ago.



Through Science we learnt about seeds and how they are dispersed – this means how do they move from one location to another. We had to sort out the different images of seeds into whether they were dispersed by the wind, water or from animals.



Finally, in Maths we are learning about measurements, at the moment we are looking at measuring using our rulers.



We went around the classrooms measuring different objects, including investigating whether our shoes are the same length as our feet. It was smelly business!

Year 3 – We have been investigating the factors that make plants grow healthily in Science. We kept our variables all fixed, except our independent variable, which was light.





Our Field Trip around Hounslow to collect data about the types of land use was a great collaborative success.



Our DT projects were completed, which demonstrated how moving mechanisms can be powered by air – pneumatic systems.



Year 4 - In PE, we have been lucky enough to have dance lessons with Miss Alice. We have been linking PE to our History topic about Ancient Rome. Our dance routine has us acting like Roman soldiers marching in formation. It is very important to keep our place and to march in time with our fellow legionaries!



In English, we have been writing limericks with an Ancient-Rome theme!

There once was a Roman
soldier
Sent home with a broken
shoulder
When back at his house
He discovered a mouse
So he ran but got crushed by a
boulder!



There once was a soldier from
Rome
Who was stationed far away
from his home
When he returned to his city
He thought it was pretty
And promised that no more
would he roam!



At Hadrian's Wall stood a soldier
called Max

Who wrote every day on a
tablet of wax?

He wrote to his aunts

Requesting underpants

But sadly he had to pay tax!



There once was a Roman named
Pierce

A soldier who thought he was
fierce

But when the big day came

Much to his shame

He discovered he wasn't so
fierce!



As part of our Science unit on Sound, we made simple paper cup phones to communicate with each other. The phones work by transmitting sound vibrations along a tightly-pulled string. We were extremely surprised how well our words travelled – even over quite long distances!



Year 5 – In English, here are some examples of our own completed discussion texts. We chose a statement and then used our learning to help write the discussion. We used causal and comparative conjunctions, statistics to help support our views and modal verbs.

Is summer better than winter?

There are many debates whether summer is better than winter. They both have their own different qualities and I have come up with debates for both sides of the story.

Firstly, about 80% of the children we have surveyed stated that summer is more enjoyable as there are many fun activities to do. For example, children like doing sports such as football and swimming. Additionally, people like going to pools and beaches to enjoy the hot summer sun.

Secondly, people get tempted to go out more often and go for a walk that leads to people to be more active and be healthier. Therefore, going out all the time means the sun will give you lots of vitamin D. On another note, adults don't have to pay lots of money for electricity bills.

We have now started our new topic on narrative poetry using the text 'The Highwayman'. So far, we have mapped out the story's main points using a story map, defined the vocabulary, used our inference skills and created front covers.

| The Highwayman vocabulary | |
|---------------------------|-----------------------------------------------------------------------------------|
| torrent | When a lot of water is falling rapidly, it can be said to be falling in torrents. |
| gusty | a sudden rush of wind |
| galleon | a large sailing ship used in the 16th & 17th century. |
| moor | a high area of open land |
| inn | a small old country pub or hotel. |
| claret | a type of red wine |
| breeches | are trousers reaching to just below the knee |
| rapier | a thin lightweight sword |
| hilt | The hilt is a handle of a sword or knife |
| cobbles | are a surface of cobblestones on a street. |
| wicket | a window or opening or crack |
| ostler | a person who takes care of horses |
| sonny | pleasing to eye |
| harry | to harass or as in war. |
| scarce | barely something; very little |
| sement | opening on hinges. |
| and | a product or surface |
| scade | a waterfall |

OBSERVE

- I can see a man riding a horse.
- I can see that the picture is set in black and white.
- I can see that the man and the horse are X-ray.
- I can see the Author's name.
- I can see a man wearing a hat.

WONDER

- I wonder where the man is going with the horse?
- When is this book set?
- Is this based on a true story?
- I wonder where the man is from?
- I wonder if the man is looking for his love?
- I wonder if the man and the horse is a ghost?

INFER

- From the front cover I can see that the man and the horse is X-ray because I can see their bones. (See through)
- I infer they are on a highway because the title on the front cover says 'the highway' man
- I can see it is raining because there is water coming from the sky.

In Geography, we created a double page spread to help conclude our learning about the topic 'Extreme Earth'. We answered the question 'How extreme is our Earth?' we used non-chronological features to present our work, using all our previous Geography lessons.

how **X-TREME EARTH** is our

VOLCANO

Volcanoes are hot, dangerous, and can erupt. They are formed when the earth's crust is pushed out to form a volcano shape.

TSUNAMI

A tsunami is a series of extremely long waves caused by a large and sudden earthquake under water. It sends a massive ripple of water to land.

EARTHQUAKE

An earthquake is formed when tectonic plates are always slowly moving, but they get stuck at their edges. When the rocks still ~~move~~ released, it send a ripple through the earth's crust causing an earthquake.

How to answer a question from different

HOW EXTREME IS OUR EARTH?

VOLCANO

Volcanoes are formed when magma pushes its way upwards through the Earth. When the magma travels through the earth's crust, it comes out as lava. Once this lava has erupted onto the Earth's surface, it cools and hardens into a pile of rock.

TSUNAMI

A Tsunami is when a big wave makes its way to ground. It usually occurs on beaches when the tide is high. A tsunami is formed by the ocean that caused by a large and sudden displacement of the ocean.

VOLCANOES IMPACT ON THE EARTH

Volcanoes affect the earth because the eruption cloud evaporates and it could affect the air pollution.

EARTHQUAKES

An Earthquake is when the ground starts to shake and starts to crack. Buildings start to crash together and collapse in an Earthquake. You must be prepared and evacuate.

TSUNAMI IMPACT ON THE EARTH

A tsunami creates an impact by making flood in the city (town or country).

CONCLUSION

In conclusion, I think that the earth is extreme because it has more of an impact and more discoveries that could be in the future.

In PE we have practised our bowling skills in rounders. We practised the techniques to help us throw the ball to our team mate and then used this in a game situation.

In gymnastics we have been consolidating our skills, such as bridges, backwards rolls and cart wheels.



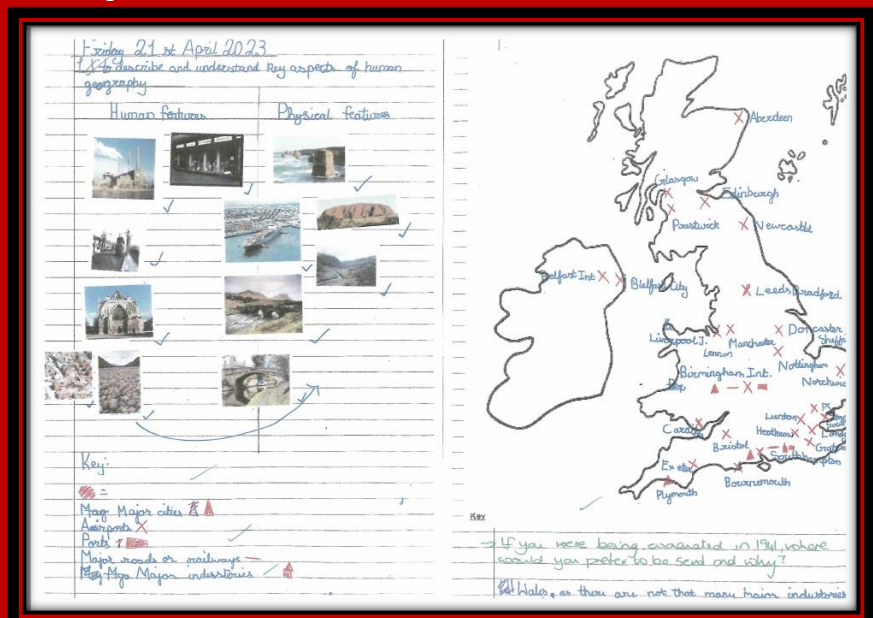
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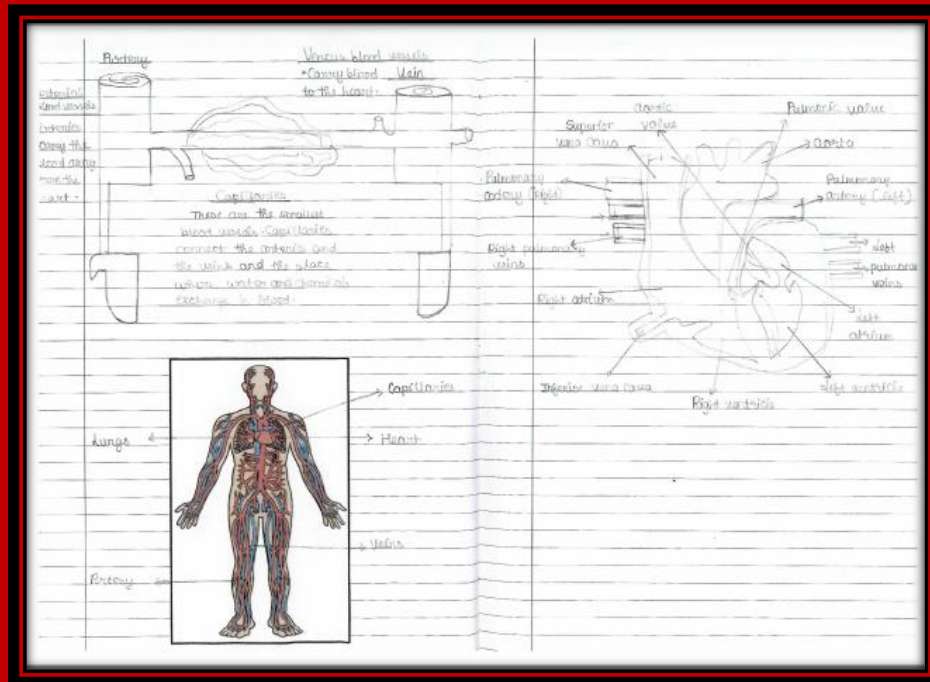
This week as part of the RE curriculum, year 5 visited the local church; St Luke's. We learnt about the story of Easter and why this is important time of the year for Christians. We asked inquisitive questions about objects and symbols within the church.



Year 6 - This week, the children have been looking at angles in polygons. The children have learnt how to find missing angles in triangles and quadrilaterals. In English, we have been looking at a variety of grammar such as active and passive voice, modal verbs and subordinating clauses. In Science, we have looked at the function of the heart in detail and also how the lungs work. In History, the children wrote letters as evacuees in WW2. In D.T, the children have learnt about foods that were rationed and in PE we have been working on our bowling skills in cricket and have started to explore Mayan dancing.

Geography –
Places of interest in WW2





Science – The Circulatory System

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

Honesty

Alexandra children and staff learn that honesty is to say what we think and is telling what really happened. Honesty is telling the truth. When we feel honest, we feel clear on the inside. There are no contradictions in thoughts, words and actions. We learn that honesty is having a clear conscience and that being honest brings trust.

Have you been using your School Breathe Techniques?

It has been a very busy few weeks with children learning new knowledge and practicing their skills and developing their talents across the curriculum



Enjoy the long weekend – read, relax and recover!

