Alexandra Primary School Aspire, Perform, Succeed



News: 29th September 2023

Message from the Head Teacher

Hello Parents and Carers,

There has been a great deal of learning over the past two weeks. It has been lovely to talk to the children about their learning and experiences in school. Do ask your child, what they have been learning when reading to and with your child.

Recent parent welcome meetings have been well attended. All the information shared is now on the school website, along with our Welcome Booklets and this terms curriculum information. Weekly overviews can also be found in the Learning Overview section and on Google classroom.

There is a great deal of research to suggest that the more children read or are read to or have reading modelled by parents, teachers and adults the more successful they will be later on in life.

Encouraging and facilitating reading for pleasure is something we want to maximise. If you catch your child reading, please share a photo via email of this to the Apsallstars at Alexandra Primary School: <u>apsallstars@alexandra.hounslow.sch.uk</u> 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, 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 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. We are also selling sew on school badges for 50p. If you have any unwanted uniform, school bags or school shoes, please send these in to help us stock the pre-loved shop.

When walking to and from the school, please always walk on the left-hand side of any school paths. Try not to stop as there are people behind you and please enter and leave the site promptly.

Local residents have asked that parents, quite rightly, do not block driveways when dropping and collecting children. 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 as we know recently there have been a few, thankfully, near misses on Tiverton Road. Car users should not be using Denbigh or Tiverton between the hours stated unless you have an exemption.

We also respectfully ask that you consider others whilst parking. 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.

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.

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.

A reminder that school will not authorise any term time leave, holidays or trips to visit sick relatives abroad. You may incur a fine for taking your child out of school or lose the place at this school. Our Attendance Policy has been revised following new guidance from the DfE and Local Authority. You will find this on the website shortly.

And don't forget:

In October we have...

October is Black History Month https://www.blackhistorymonth.org.uk/

National Grandparent's Day – 1st October https://www.ageuk.org.uk/discover/2021/october/grandparents-day/

> National Poetry Day – 5th October https://nationalpoetryday.co.uk/

Thought for the week:

You are braver than you believe and stronger than you seem and smarter than you think.

Question of the week:

What if we walked on our hands instead of our feet?

Rights Respecting Articles of the Week:

relate to Black History Month

Articles 2 (non-discrimination) and 30 (children from minority or indigenous groups)

unicef 🚱

Black History Month takes place in October every year and is a celebration of key figures and events in Black history. Having begun in the USA, it has been celebrated in the UK since 1987, with the emphasis on celebrating particularly the history and contributions to society of people with an African or Caribbean heritage.

There is a different theme every year, for example in 2021 the theme 'Proud to Be', aimed to recognise the achievements and contributions that Black people make to the UK every day. The 2022 theme, Time for Change: Action Not Words highlights the importance of being an ally and coming together around shared common goals to achieve a better world for everyone. This year it is 'Saluting Our Sisters' highlighting the crucial role that black women have played in shaping history, inspiring change, and building communities.

Why do you think celebrating Black History Month is important? Did you think of these?

To recognise the contribution and achievements of those with African and Caribbean heritage throughout history.

To ensure that we hear a diverse range of stories when considering the past. To celebrate people's heritage and cultures.

Because all communities, including schools, should encourage respect for everyone and celebrate diversity and inclusion.

To think about how we can make the world a more equal place where everyone's rights are respected.

To learn how to challenge negative stereotypes.

To ensure that there is time and space for people to discuss more recent events and issues such as Black Lives Matter, the treatment of the Windrush generation and the death of George Floyd.

Because no one should be treated differently because of who they are. To learn about racism and its effects.

To support people to recognise and challenge discrimination.

Nursery – The children have been continuing to explore their new environment and resources. They have also been developing their listening skills by singing rhymes and joining in with stories. The children have especially enjoyed mark making on a large scale, hunting for insects in the garden and playing alongside each other in our giant sand pit.



Reception – The children have been busy learning about their body, learning or reinforcing lots of vocabulary.

First a child was drawn around and then the children talked together to work out where to place different labels on the body.



The children have had fun by using their fine motor skills to create faces using plasticine.





The children have been using their imagination in their play.



Building a house



Phoning for an engineer



Building an airplane.

Well done Reception, you are having a great time with your learning.

Year 1 – We have been working hard on story writing in class. After using a story map to draw the main parts of Little Red Riding Hood they began retelling the story. The children focused on their neat handwriting, using simple sentences and their phonics for their spellings. They did a super job!



Thursday, 21th September 2020, 1840 12: To tetell the Story of Wille not Killing Hood. Once yoon time, there was in little girl her muning Said go visit grandmo then she meets a Big will woolf he said go and pic Same flow for granma So she went she Meet the big had yook agen then the Wood Cuter Comes then the Big bud yoblf A Scary bad walpsk coms he Wants to eat the little girl for lunch then a woodcuter came he so GO MARS los los will some los her do then the woolf the her go and he run athing, never to Filtern

ED (S.W.)
Thursday 21h September 2023
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Red Ridig Hood
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was a close gue
Her mummy said to go visit
grand no she takes basket goes
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grand and house. A stary bod
welf comes He wants to
eat the little girl for lunch.
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have a her general have
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then littles call in
the woof said canon
my knowin boil' she came
to so an we be my and you
the second s

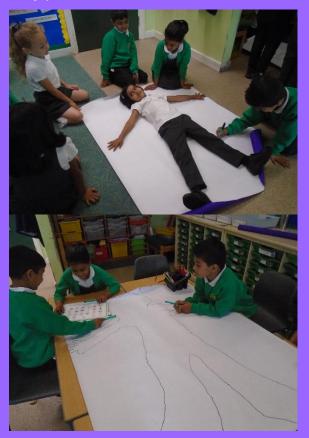
In Maths, the children have been learning about counting forwards and backwards and they have started using the greater than, less than and equal to symbols (< > =).

They have been working hard to present their work neatly in their books and use the correct number formation.

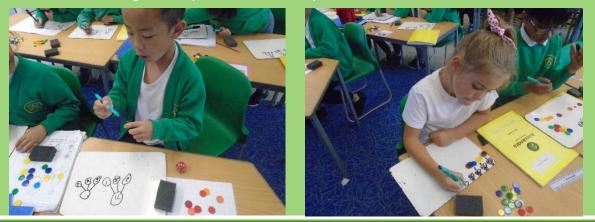
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	one more than 3 is
10 9 9 7 6 5 4 2 2 1	Task 2: Find the number on the numberline and find one more.
	1 2 3 4 5 6 7 8 9 10
43 Trace Falle?	One more than 2 is 3 One more than 7 is 3 One more than 5 is 6
I can count back from 10 to 1:	Tesk 3
10, 9, 876, 5, 4, 3, 2, 1	3 one more
20997654321	six I

In Science, we have been learning about the human body. Over the past few weeks we have been learning about the names of different body parts both inside and outside the body.

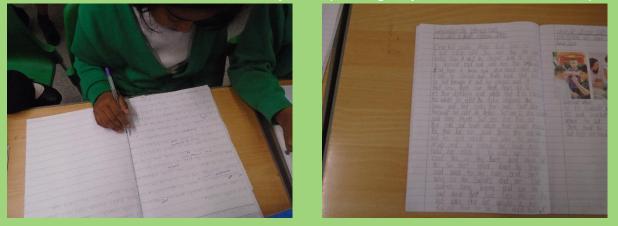




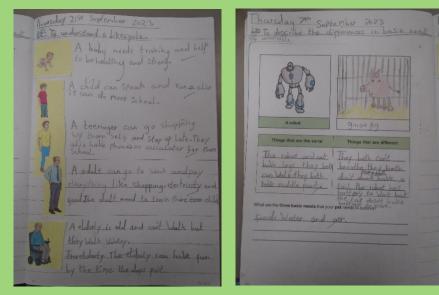
Year 2 - In Maths, we have been practicing adding two-digit numbers together, using different strategies such as; place value, part whole models and number lines. We have also been able to make our own two-digit word problems for our partner to solve.



We have been learning how to write opinion letters in English and what features are needed to create a good opinion letter. Following our class text 'The Day the Crayons Quit', we discussed and drafted a letter to our favourite colour crayon, explaining why we don't want them to quit.



In Science, we have been learning about Animals and Humans. So far, we have studied the lifecycle of animals and humans and what their basic needs are.



2S have had a lovely Mufti day, celebrating 100% attendance. Well done 2S for being in school every day!



Year 3 - We have been incredibly busy and have been putting our writing skills into practice across the curriculum!

Here we have some examples of our very own Stone Age Boy stories. We had to write these completely independently and try to use as many writing skills as we can.

Once there was a girl the lived with her gramme. One summy bright day she was walking in the woods. unda river . She drowned because she didat swime When she woke up she found heredt cave. She Looked around and she bread Further inthe deep cave. She a care girl sow the normal girl and sucavedir sotoncode girl showed her dad and mumi She and the sonstend age girl became best for some stone age girl and the normal city girl say slowly crept up behind the greensoft bushes then charged but as soon as she touched the wild animal she went back to the fucher and told her grame happed but her granma addin't hear or see her. Sundaly she get pulled bak to the stone gage but nobdy could be or see pers trans her she realised she was dead and meeting the stoneage people was Just a dream befor she passed aways

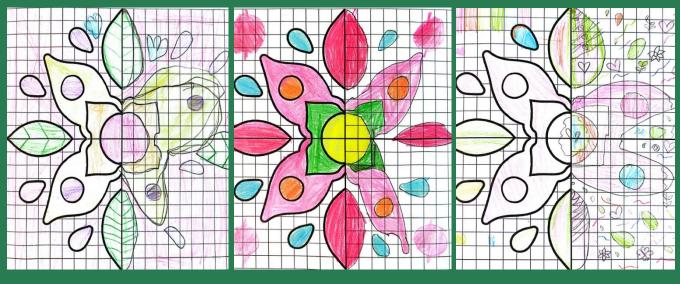
We had to create our own story where we changed the portal that was used in Stone Age Boy into our own versions. Here you can read about a river being a portal and also an ancient piece of sharpened flint.

Boy Ince upon a time on a suring day and a 604 touched a first and he wentback in time. And the the boy said in his mind and 2959 help me. This ison Someone quil I girl Said" Fis This is my familly and They LOOK like from the Because they are from Said Showed me how they also v Killed a Celbrate there were was delife really Warm Was day We some Silver Lasty. And The then I drawn Blood: I Saw oth nd Er paintings, it was really realistic. JOI Went and in that cave it had So many pucture we But suddenly there Ehe was area DEAR! So I ran but it nearly caught me Louched a Stint and it look me back to gut ut my parents but they deal didn't believ End. me.

Also, through RE we have been learning about traditions of the Hindu faith.

We have learnt about the story of Diwali and Rama and Sita.

Recently, we have learnt about Rangoli and what these symbolise for the Hindu religion. We had a go at creating some of our own Rangoli using lots of bright colours.



Year 4 - In English, we have been busy identifying, acting out, planning and writing our own poems in the style of 'In the land of possibility'. We have been demonstrating how we could use personification, possessive nouns, apostrophes, and adverbs/ adverbial phrases within our writing.

Thursday 21st Sentember 2023
 Thursday 21st September 2023
In the land of Narnia
 there is a lonely lampost's glistening glow;
a quarter of nature's seasons;
the final scream of a prightened Faun's cry;
the cackle of a stone-hearted g Queen when she comes out of her palace;
the fear that was trapped when she was born:
 the stunning secret of how dazzling snowclakes travel;
inc sien shiness when the Queen arrives;
the pleasure she gets when she squares the children a bird from the pale pine tree
 the time when she schemes an evil plan
 the smooth ride of the sleigh's skis
skidding to a sudden stop;
in the icy wind on the land wide; snow chilling the warm feet well Dang
 snow chilling the warm feet well Dune ! snowplakes relaxing on pine trees
and a gobstopper made of flavoured ice

Gargi 4P

This week, we have been busy writing and delivering campaign speeches and electing our class council representatives that will be our voice in school council throughout the year. It was a great way for the children to see democracy in action.



During Art, we have been looking closely at artwork by famous artists. Using a piece by the artist Kananginak Pootoogook, we created our own modern interpretation, thinking about the proportion and perspective of our work.



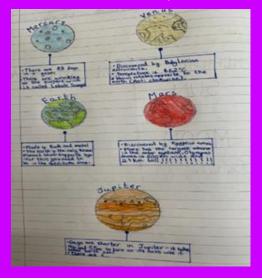
Art by - Valloy 6P

Dunya 4C

Aishwarya 4C

Year 5 – In Science, we have been learning about our solar system. We have researched facts about each planet and looked at scientific beliefs such as Geocentric and Heliocentric. We had an exciting and thrilling trip to space! In this workshop we sat inside the 'wonder dome,' where we viewed our solar system and all the planets , inside a rocket and the space station.

	including the earth and unally
Geocentere 3	Heliocentric The
Desinition:	Desinition 1
The project 'Geo' means to do with Earth. So geocentrics means Earth is at the centre.	The presix "relia" means to be with the sun. So Heliocentric means to be with earth.
Generative is the belief that the earth is contact to everything.	Heliocentric is the belies that the sun is control to the sour- system.



Here are some photos of what we got up to:







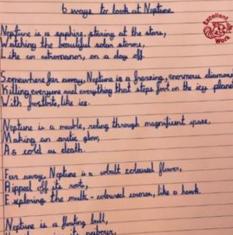


In English, we created and edited our own version of 'six ways to look at the moon' and made it our own by changing the noun to a planet.

Here is an example of our work over this unit.

In PE we have been learning and practising the skills to help us in football. We have practised our dribbling skills with different parts of our feet and how to pass and receive the ball accurately in smaller spaces.





Necture is a created, Shiring through spectrules, article spice, Producting its means, like a strict.

In Music, we have been learning about Looping and remixing. We have performed a looped body percussion rhythm; keeping in time with each other. We have used loops to create a whole piece of music, ensuring that the different aspects of music work together.



Year 6 - In Music, the children have been learning about the different form film music takes and how it can influence our understanding of what is happening and will happen next.

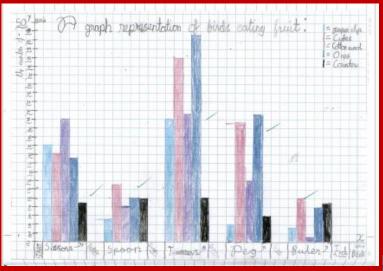
The children looked at music notation and created their own short piece of music using body percussion and record it using their own notation.

This half term in outside PE, the children are learning about the

invasion game hockey and learning about attacking and fielding in static and game situations whilst remembering the correct grip and different passes. In Dance, they have been learning a Victorian dance using unison, cannon, mirroring and levels.



During our Inheritance and Evolution unit, the children have been looking at why the beaks on the islands in the Galapagos were different. They have planned, made predictions, carried out the Battle of the Beaks experiment which was a lot harder than it looked and then drew conclusions on their findings.







Septimber 2023 conclude on explanation based on evidence that describe how the same the car affect the fitness to had. noticed that the tracene way (the inselfblan way the best ber in all tunes. book monall. They achieved the highest mus susses (bude and hunds) at the post in rotton wool (leaves). the remote on (the bast entert ate mat in Hade (such). The times tenest in the over Christ/ and the way in hit new. The tweese He was because they adapted to get incertioned in an have used figures from your clara to your Mundurge have the Berks 10 4 He purpose of this inectigation was to obsard and if had is they nated correspond (15th white Letting at dillegal to poe the need Trading that which one was the best adapted for collecting affect type of lood. The timber beak adaptation by the comminent -> What popules and The tweezer brack get in Constantion to the cities To adaptation is the process of classic building prices being white suited to its minimumat. My prisesses supports my doing that the thereas (inget) book is the bist charlenting brough it claurce the net a sum that in my class. we were to cannot out the investigation and in new conject to represent the basks had I would have be more because I would not to see how now hope by use level the list in this of the Creat iclose

At APS we talk about the values that underpin our school aims.

Alexandra children, staff, parents and carers know what they want to achieve and how to achieve it. We do not give up when things are difficult and show determination to find a solution to a problem if we face any difficulties. We demonstrate our achievements in a variety of ways such as: academically, or through our creative talents and through our social skills and friendships.

Have you been using your School Breathe Techniques?

What did you learn this week and what do you remember?

