



### Thought for the Day:

"Normal is nothing more than a cycle  
on a washing machine."  
~ Whoopi Goldberg

### Question of the Week:

If you could make one rule that everyone in the  
world had to follow, what rule would you make?  
Why?

Dear Parents and Carers, your support for the Australia bush fire appeal raised an incredible £1340, that is over A\$ 2500. A huge thank you. More information can be found on the school website. It has been a very busy few weeks at APS, with lots of learning taking place. Please ask the children what they did yesterday, last week, last term. Please read to the end as this week we have Speech and Language top tips provided from our SALT provider. We are also marking Young Carers Awareness Day on 30<sup>th</sup> January and have added some Young Carers facts. We also want to publicise the Big Schools Birdwatch – more information can be found at <https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-birdwatch/>

Nursery: We have continued our story focus on The Gingerbread Man and have been encouraging children to join in with the words "Run, run, as fast as you can you can't catch me I am the Gingerbread Man". The children have been fortunate to be part of an audience during a theatre performance of The Gingerbread Man. We believe this experience brings the story to life and exposes children to the importance of live theatre. In Maths we are working on matching numerals to quantities and knowing that, the number 3 matches three gingerbread men. As always we have been encouraging children to talk in sentences and we would appreciate it if you continued this work in your home language.

Reception: The children have been continuing their learning about buildings and homes. They have been comparing the many different types of homes that people live in. The children have also been looking at some of the different famous buildings which are around the world. With the Chinese New Year starting on Saturday the children have been learning about the festivities and customs that happen during this celebration and have enjoyed making music using a range of musical instruments to accompany some children doing the lion dance. In phonics the children have learnt the digraphs 'oo' as in book, 'oo' as in moon, 'ar', 'or' and the word 'my'. In maths the children have been developing their understanding of the numbers 6, 7 and 8 which includes finding different ways to make the numbers, to know 1 more and 1 less than the numbers and to develop accuracy when counting both objects and movements.

Year 1: The children in Year One are focusing on a new text called 'Welcome to Alien School'. They have been using their predicting, visualising and describing skills. In Maths this week the children have been learning to find the difference and count back using a number line. For science the children have been exploring and discussing the differences between manmade and natural objects. History this week has been learning about 'the race to space' and identifying the order of events that took place.

Year 2: Year 2 have had a fantastic time indulging in the wild world of Max and his monsters through our story of 'Where the wild things are'. The children have done a fantastic job creating their own fantasy stories and worked incredibly hard to complete these. We are currently looking at the world around us and identifying the different seas and oceans around the UK. It would be brilliant if you could help the children with this through the use of Google Maps. We started looking at how we can use division to share things equally and fairly whilst also making links between dividing by 2, 5 and 10 and the matching multiplication facts for these. Please continue to practice the times tables with your children.

Year 3: In English, we compared the story Cinderella with our own Egyptian Cinderella and looked for similar features and compared the characters. In Science, we have sprung into our new topic 'Magnets and Forces' and have experimented with magnets and used our new vocabulary to explain what we found out. In PE, we have been focusing on football. We have been using the skills of striking, defending and attacking. In Spanish, we have been practising classroom objects such as la goma, el libro and la regla!

Year 4: We have used secondary sources of evidence to research modern and Ancient China and to compare life in China now and then. Our creative homework project was a great success and we acted as archaeologists to present our Shang Dynasty artefacts to our peers. In Maths, we continue to work on our multiplication skills. We have explored partitioning and using factors to help us multiply more efficiently. In English, we have role played and investigated how writers tell a story effectively. Along with the rest of the children and staff at APS, we were very proud to help raise funds for the Australian Red Cross by donating money and dressing up with an Australian theme at the start of the week!

Year 5: Children have started learning about fractions in Maths – about equivalent fractions and how to convert improper fractions into mixed numbers and vice versa. In Science, we have been investigating which materials make the best thermal insulators and conductors - children identified research questions and what is needed to conduct a fair test before carrying out experiments and writing up their observations. In Art, children are using clay to create designs based on their research about Anglo-Saxon brooches.

Year 6: It was an extremely busy week, full of assessment for our Year 6 students! There has been a great level of progress achieved throughout the year level and the children should be very proud of their results and efforts! Some students in Year 6 had the opportunity to visit the Twickenham Rugby Stadium and take part in a 'Murder Mystery' – using their detective skills to crack the case! All of Year 6 is busy preparing for their World War 2 dance, which we will be showcasing in May.

## Notices:

### Collective Worship

In the past, we have applied for a Determination which allows us to have collective worship which reflects not only the Christian faith, but also the faiths and customs of our wider school community. Without our Determination the expectation would be that our collective worship should be 'wholly or mainly of a broadly Christian character'. The Determination enables us to value, reflect and promote the cultural, linguistic and religious diversity of the school population. This year we need to apply for renewal of the Determination to allow for acts of worship to be relevant and meet the needs of our diverse community. The Determination provides an exemption for the whole school from the requirement that the majority of acts of worship must be 'wholly or mainly of a broadly Christian character'. This does not mean that the Christian Faith is not reflected but means that we are also able to consider other traditions, customs and beliefs. **If you have any comments to make about this application, please could you send them to the school in writing or use the [office@alexandra.hounslow.sch.uk](mailto:office@alexandra.hounslow.sch.uk) email address by Monday 3<sup>rd</sup> February. Thank you.**

### WINTER WARMTH:

Just a reminder, we have warm waterproof APS reversible jackets for the children, still available to purchase through parentpay. Prices start from £17.



### School Attendance:

Current whole school attendance since September is 96.19%.  
**Congratulations to 1I for achieving 99.67% attendance recently.**  
Please remember that term time leave will be unauthorised.



### Key Dates for the term:

#### Key dates for the Spring Term 2020

6<sup>th</sup> January Spring Term begins  
15<sup>th</sup> January Year 6 World War II workshop  
21<sup>st</sup> January Year 2 Primary Sports  
23<sup>rd</sup> January Year 6 Rugby workshop at Twickenham stadium  
24<sup>th</sup> January Year 6 Rugby workshop at Twickenham stadium  
24<sup>th</sup> January Year 3 Ancient Egypt Day  
24<sup>th</sup> January 4MC Class assembly  
31<sup>st</sup> January 3F Class assembly  
3<sup>rd</sup> February Year 5 trip to Ufton Court  
7<sup>th</sup> February 1I Class assembly  
**14<sup>th</sup> February – INSET Day – school closed**  
**17<sup>th</sup> February to Friday 21<sup>st</sup> February – Half term**

#### **24<sup>th</sup> February – Return to school**

28<sup>th</sup> February 2C Class assembly  
2<sup>nd</sup> March Choir at Royal Festival Hall  
6<sup>th</sup> March 2W Class assembly  
13<sup>th</sup> March 1B Class assembly  
20<sup>th</sup> March 2B Class assembly  
27<sup>th</sup> March 5B Class assembly  
3<sup>rd</sup> April 1V class assembly

**3<sup>rd</sup> April – Last day of term. School finishes at 1:30pm**

**6<sup>th</sup> April - 17<sup>th</sup> April - Spring Holiday Break**

**INSET Days – School Closed: Friday 14<sup>th</sup> February 2020 and Thursday 7<sup>th</sup> May 2020**



## Speech and Language Top Tips



Happy New Year! At West London Speech and Language Therapy we are getting back into the school routine after the break, and we are excited to start a new term in Alexandra Primary School. Anna Halford, Speech and Language Therapist, is working in school two days a week working with teachers and staff to support children's communication development.

### Today's Top Tip for Talking:

**Cut down on questions:** Find a way to comment instead!

- We sometimes ask a lot of questions when we want a child to speak (for example: "what's this? What's he doing? What did you learn at school today?")
- This can make the child feel under pressure- we don't need to 'test' a child
- Questions might lead to answers, but not always conversations
- Try to cut down the number of questions you ask
- Give your child clear models of words, and give your child the words she/ he needs for her actions (e.g. if your child shows you a painting they have done, instead of asking "what's this? What colour is this? What is this called?" try *commenting*: "Wow, you painted a house!/ It's got a red roof./ I like this tall tree!")

Some examples:

Try to cut down on... Questions 🟡	Try to do more... Comments! 🟢
<ul style="list-style-type: none"><li>• "What is this called?"</li><li>• "Who's that?"</li><li>• What's going to happen next?</li><li>• Why is he doing that?</li><li>• Where should this go?</li><li>• How does this work?"</li></ul>	<ul style="list-style-type: none"><li>• Name objects and actions: "It's a <u>rhino</u>/ you found the <u>digger</u>/ cool, you got a <u>trophy!</u>" or "the truck's <u>driving</u>/ the volcano's <u>erupting</u>"</li><li>• Suggest, don't ask: "I wonder if he'll get away!/ Maybe he'll get stuck..."</li><li>• Name locations: "Let's put this <u>under...</u>"</li><li>• Talk about things as they happen: "Anna's making a cup of tea/ she's pouring the milk"</li></ul>



\*Images courtesy of: Get Hackney Talking [https://gethackneytalking.co.uk/fact\\_sheet/?audience=parents&age=early-years-0-5-years](https://gethackneytalking.co.uk/fact_sheet/?audience=parents&age=early-years-0-5-years)

### Did you know...?

A child's early language skills are the foundation for reading, writing and learning. Children without these skills are serious risk in terms of later educational, social and emotional development.

## Young Carers

We are marking Young Carers Awareness Day on 30<sup>th</sup> January 2020. At Alexandra Primary School, we support young carers by providing them with time to play and space to come together to support each other. More information can be found at <https://carers.org/young-carers-awareness-day-2020> or on our website at <https://www.alexandra.hounslow.sch.uk/index.php/young-carers>



Here are some Young Carer facts.

- There are close to 800,000 Young Carers in the UK.
- There are almost 10,000 young carers aged 5 – 7 years.
- 42% of young carers said there was nobody at school who recognised and supported them.
- 29% of young carers care for a parent with mental ill-health.
- 26% of young carers felt they had been bullied for their caring responsibilities.
- Recent figures have shown an increase in numbers across all age ranges.
- Young Carers aged 5- 7 years have increased by 83% since 2001.
- The average age of a young carer is 13 years of age.
- One in ten (10%) of young carers are aged under 10.
- Almost half of young carers under the age of eight get up in the night to care.
- 23% of young carers say their caring role has made it harder for them to form friendships.
- Young carers are more likely to have anxiety than other young people their age.
- 1 in 20 young carers miss school because of their caring role.
- Across the UK, as many as 1 in 5 children are young carers.
- More than 80% are carrying out caring duties every day or most days of the week.
- One in ten young carers go the shops unaccompanied to buy essentials for the family.
- Three quarters of young carers are providing emotional support by cheering up family members when they are sad.
- There are on average 2 young carers in every classroom.
- Young carers spend between 20 – 50 hours caring each week.