



**Alexandra**  
Primary School

Aspire, Perform, Succeed

# The Alexandra Times

**Autumn Term 2022**



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Primary School

Aspire, Perform, Succeed

Hello Parents, Carers and Children,

As we reach the end of 2022, it is worth reflecting on what has been taught and learnt this term. The past fourteen weeks have provided many fun learning opportunities across the school. Weekly learning overviews can be found on the Learning pages on the school website.

At APS, we use high quality stories to support learning. We have placed a high value on children learning to read and finding pleasure from reading. Stories provide a great way of learning and remembering knowledge. Stories provide an effective way to learn about many aspects of life, social conventions and shared values and they can teach decision making and problem solving skills. Stories, whether written or re-told, can help us discover 'the big picture', promote empathy and provide insights into the views of other religions or cultures.

Stories can help us sort through complex ideas, strengthening our views and helping our minds to make connections to other learning. Often they are full of rich vocabulary that we can use in fun and innovative ways to enrich our writing. Stories are inclusive, promoting active participation, providing a voice and helping to give a sense of belonging and identity and they can also act as a mirror.

Storytelling promotes creativity, enabling us to create our own pictures, they can help relax and recharge us, so that we are better able to cope with other things and other emotions.

We have added many helpful resources on the website to promote reading and engage and promote storytelling.

Read on to find out what we have been learning, investigating and discovering through the texts and stories that we have used in class.

All best wishes,

Mr. Norton

# Nursery

Nursery have had a busy first term settling into school life. They have been getting used to the routines as well as becoming more independent. The children have had lots of opportunities to try new experiences and learn through their play. Our topics this term have been: colours, nursery rhymes, bears and festivals. Here are some examples of the great learning that children in nursery have demonstrated.

The children have been learning how to use a range of one-handed tools. Linked to our learning about the concept of hot and cold the children painted snowmen.



The children also explored a range of objects and described how they felt using the key vocabulary 'hot' and 'cold'.



"The ice is so cold!"

Arya

The children have learnt lots of new songs through our daily singing sessions. The children also have the chance to sing and play instruments inside and outside during their free-choice time.

"Twinkle twinkle little star."

Harleen and Aarav



The children have been learning a range of new skills. This includes pedalling the trikes. The children have learnt to steer around the track and follow the arrows.

The children have opportunities to role play and act out real life experiences. They have been writing orders and counting coins in the café.



We are always encouraging the children to share a book with us or with their friends. We made our book area into a cosy and engaging area with the books and resources regularly changing them to keep the children's interest.



All of the children made and tasted porridge. During this activity the children learnt about measuring, counting, cause and effect, temperature, hygiene and their senses.



"A friend is a human. They help each other."

Advith

The children in Nursery have made lots of new friends. Together, we discussed what makes a good friend.

The children enjoyed bringing their favourite teddy to school and sharing a picnic with their friends.

We have enjoyed reading lots of bear stories this term. As you can see, one of our favourites was Goldilocks and the Three Bears.



# Reception

The Reception children have been amazing! The Autumn term is a busy one where the children learn to make friends, settle into new routines during a full day at school and thrive on a wide range of activities to stimulate them.

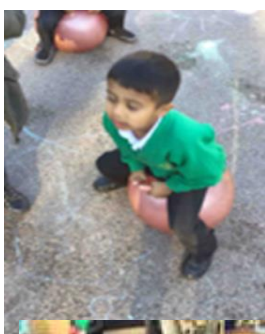
The children are encouraged to make sense of their physical world. Autumn has given the children an ideal opportunity to develop their curiosity and awe and wonder about their environment. They have explored their surroundings and have observed the changing features of the plants and trees around them.



We are Autumn artists, exploring colour and texture as we create our pieces of art work.

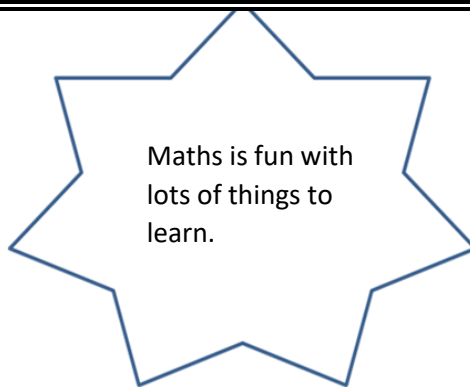


Physical development is an essential element of developing healthy bodies and in Reception the children love to keep active to develop their gross motor skills.



Look at us move!

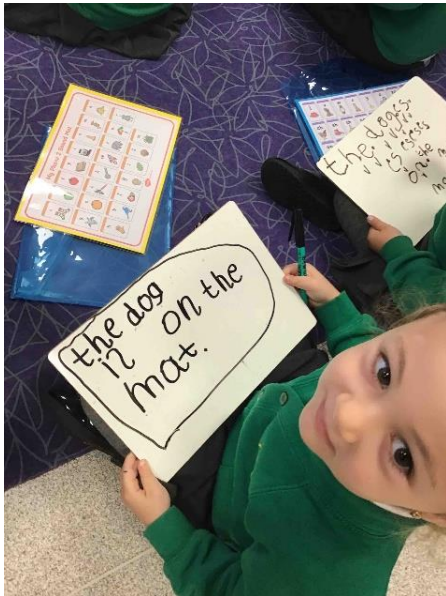




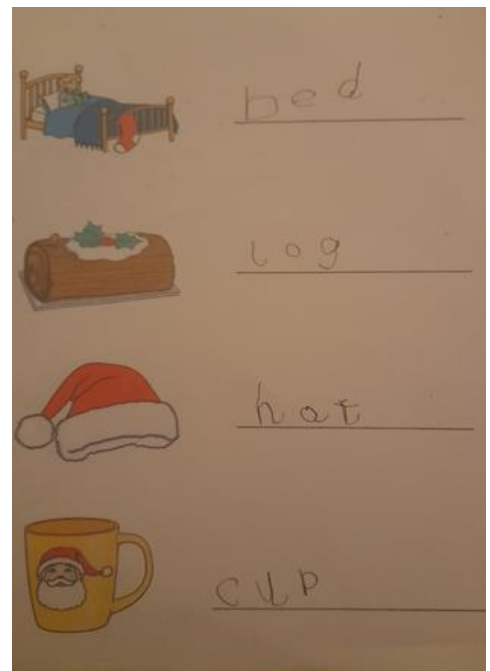
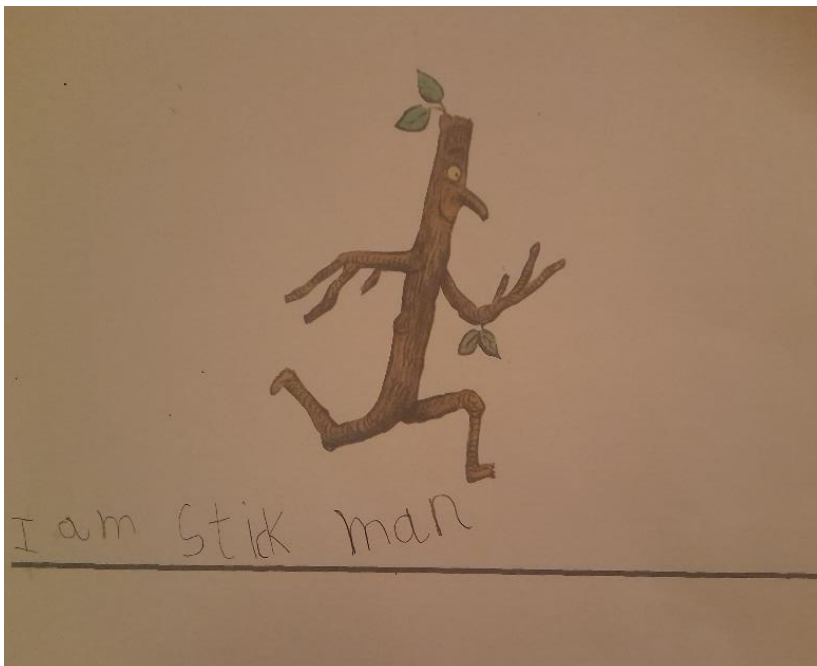
Reading and writing is an important part of the day. Children read and write every day during their phonics lessons as well as other times during the day. The children have opportunities to engage in reading for pleasure.



Daily phonics has meant that the children have started to write words, captions and sentences. They use their phonic knowledge to sound out and write words.

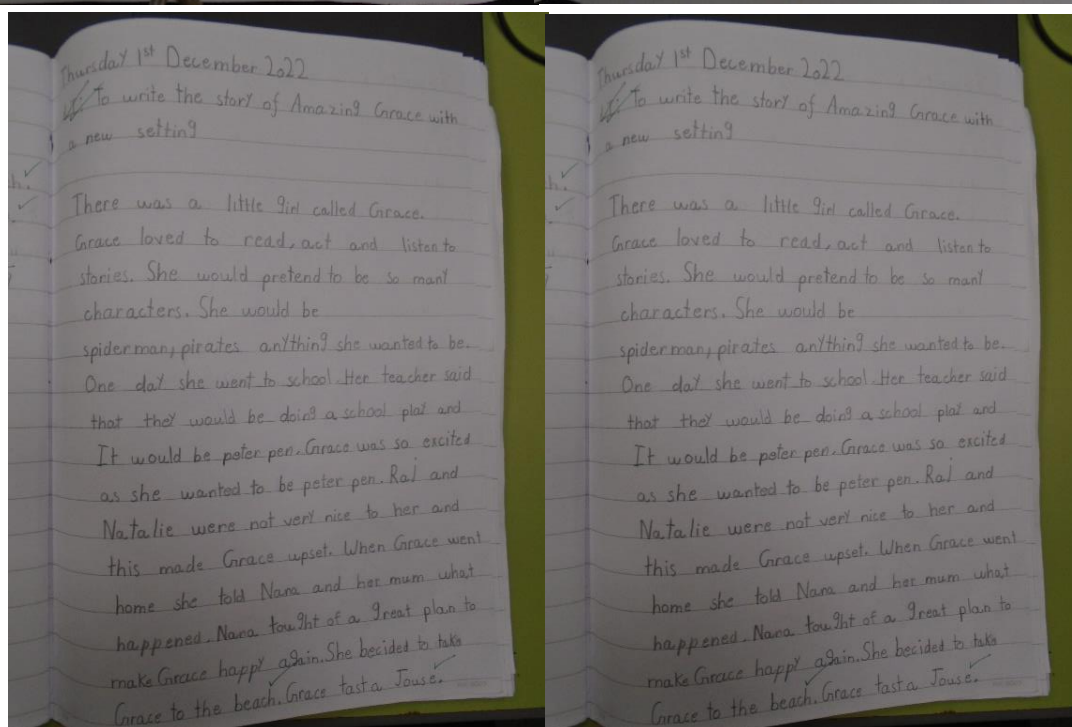
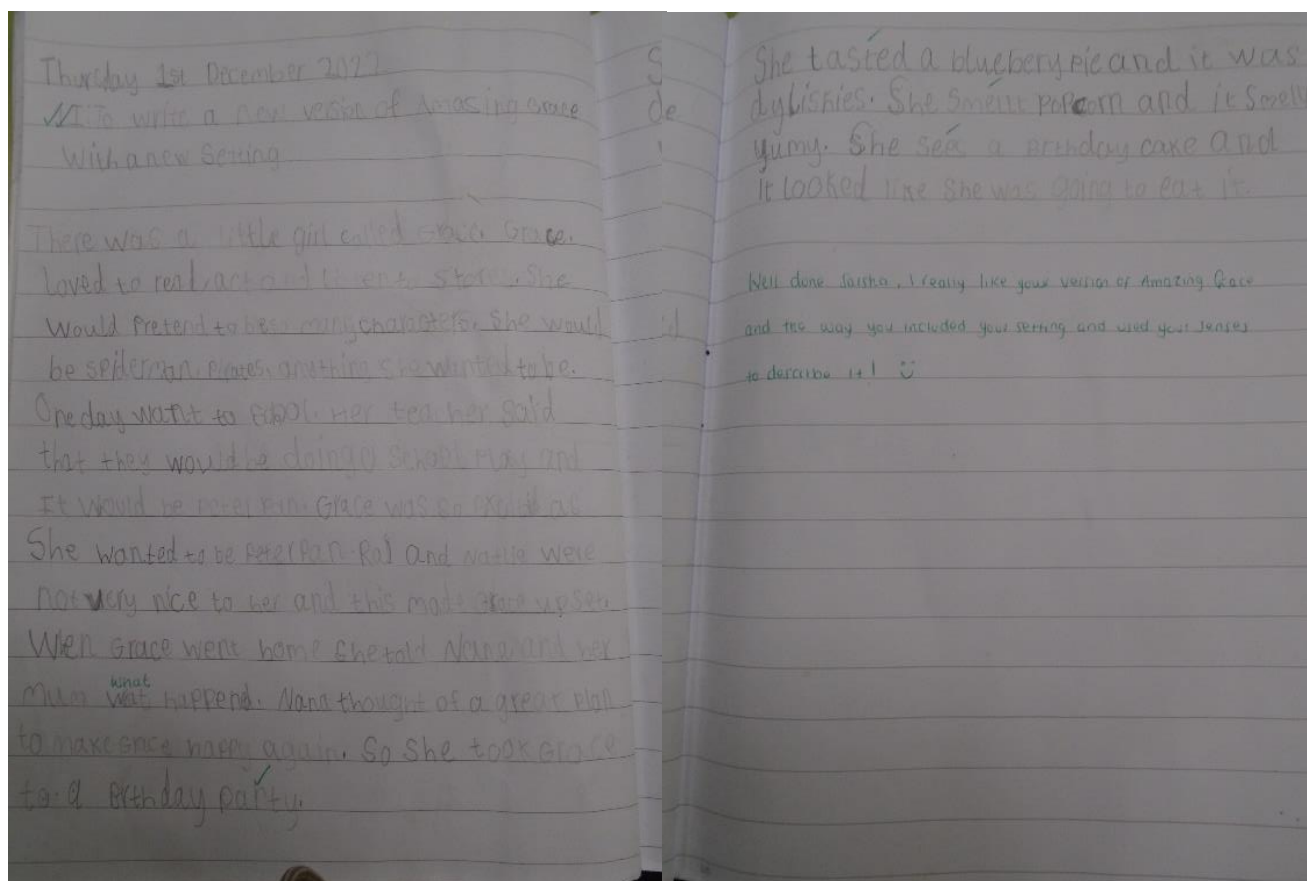


We are writing superstars.  
We try hard to form our  
letters and use finger  
spaces.

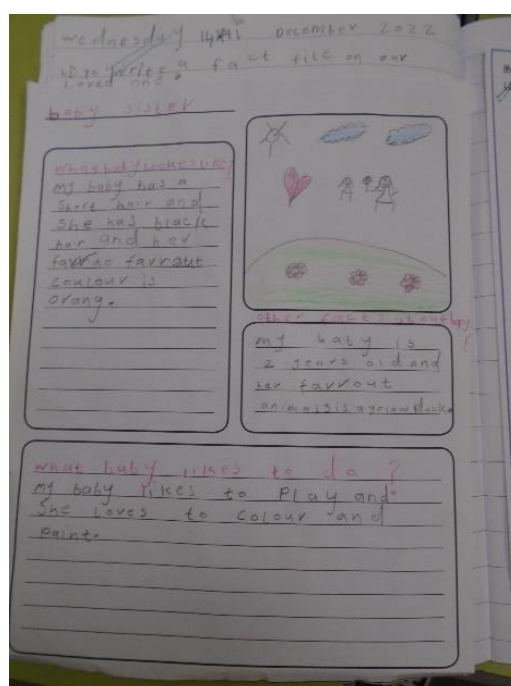
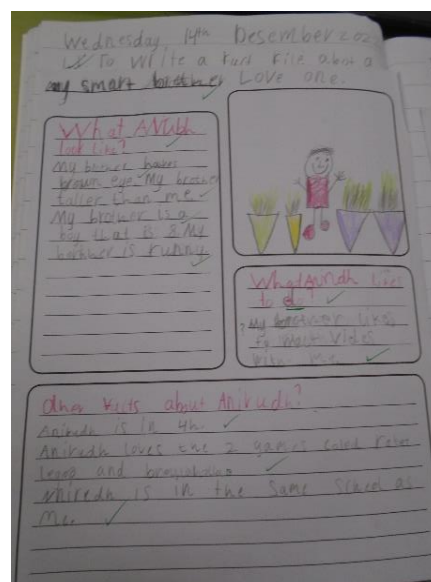
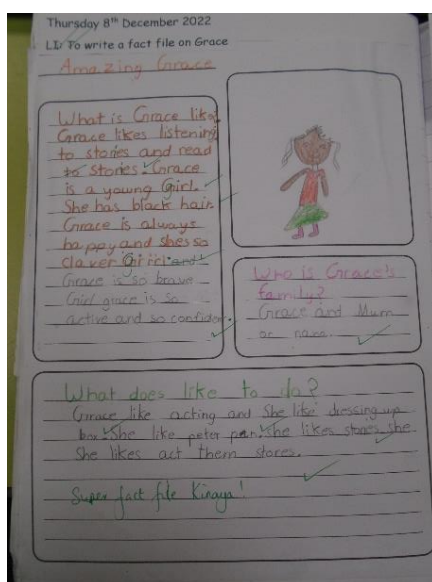


# Year 1

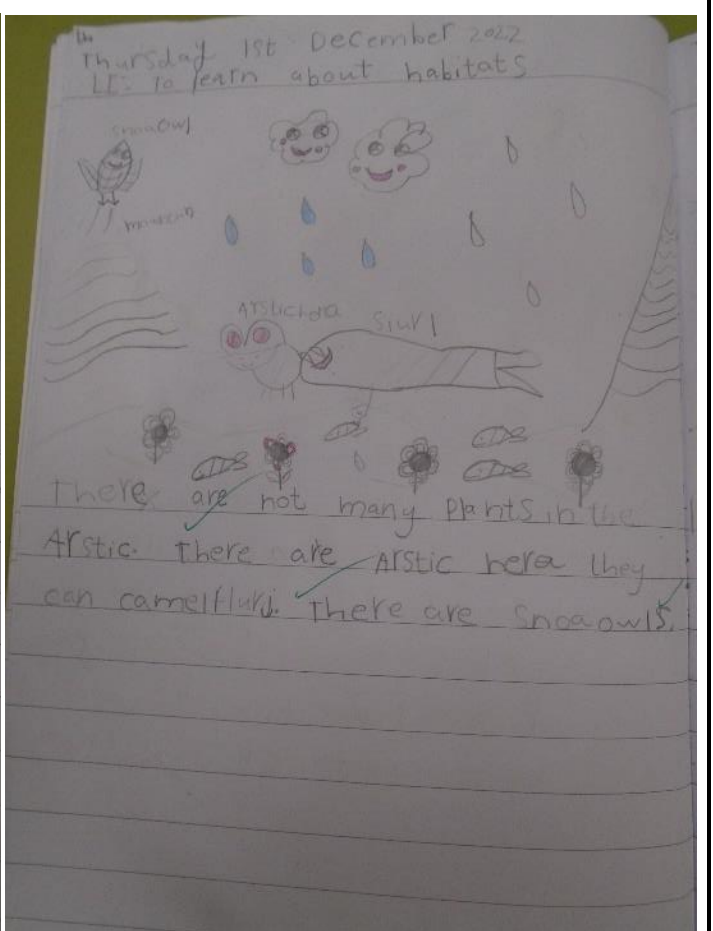
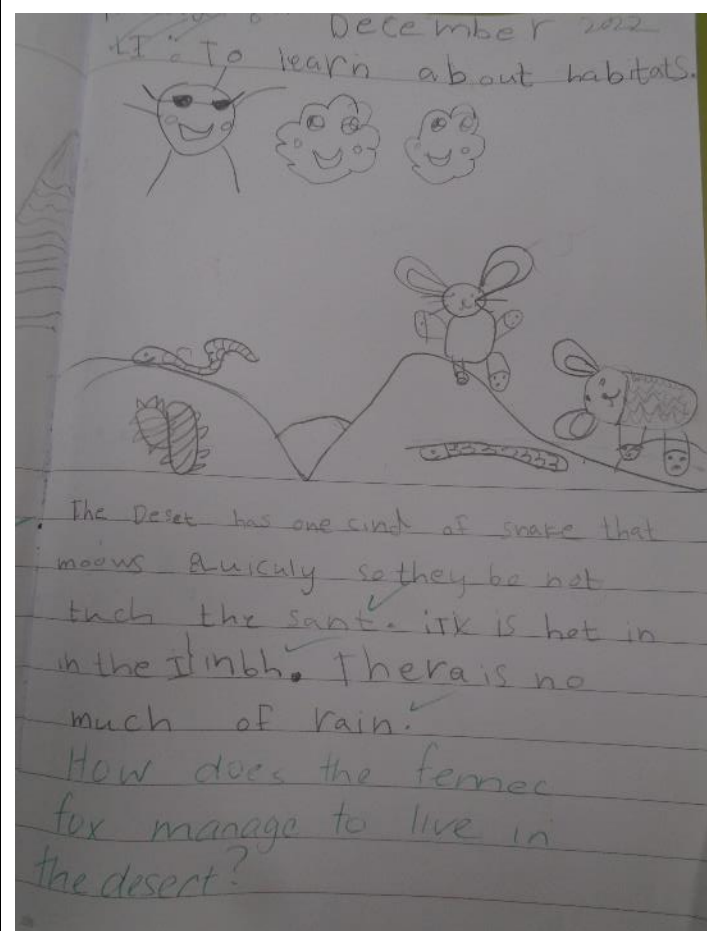
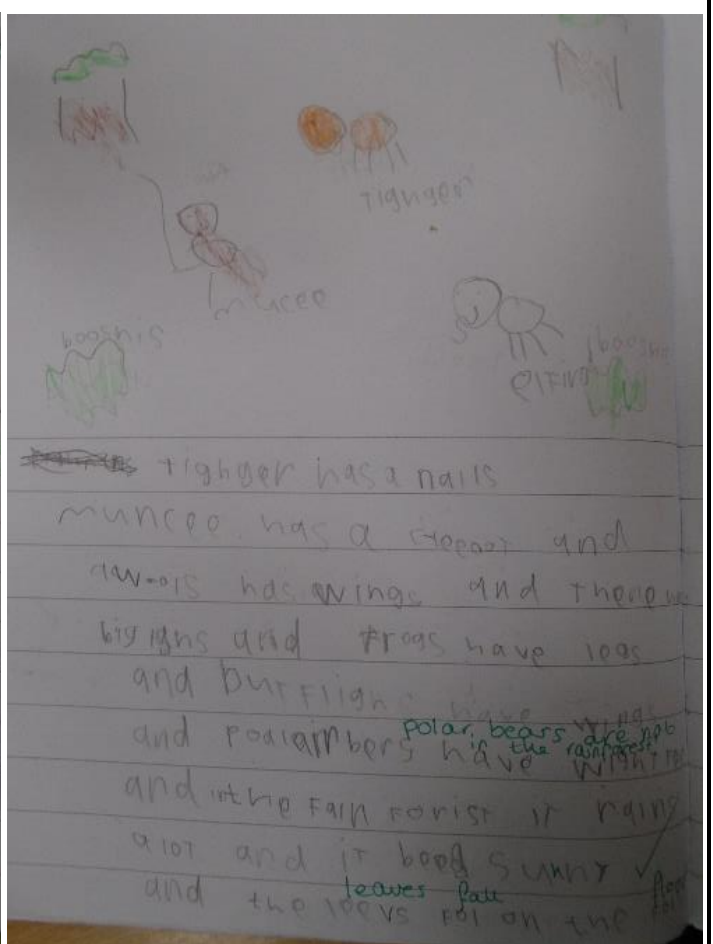
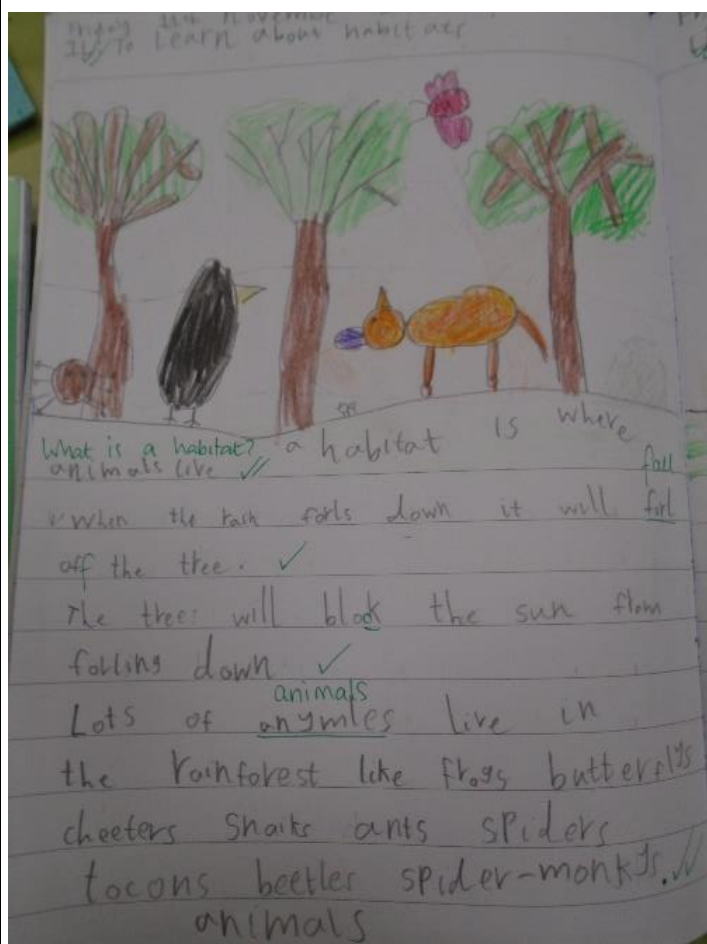
We have been very impressed with Year 1's writing this term. They have shown great determination and perseverance. The children have made lots of progress and are now able to write in lots of different genres and write at length. During English in Autumn 2, children were asked to write stories based on 'Amazing Grace'. The children used descriptive language, remembered correct punctuation and retold the story in their own words.



Year 1 have now learnt about the difference between fiction and non-fiction writing. After their story writing, they moved on to writing fact files about Grace from 'Amazing Grace'. The children learnt how to lay out a fact file and what information to include. Finally this term, the children used their knowledge about fact files to write a fact file about a loved one of their choice. The children wrote beautifully about their loved ones and presented their work very well.



In their Science lessons this term, children have been learning about different habitats. They have produced some super writing about different habitats which shows off how much information they retained.




# Year 2

02/12/22 Sunday Times

## London's Burning!

One bright sunny day  
There was a forgetful  
man called Thomas Farriner.  
He cooked bread for  
King Charles II but one  
night he forgot to sweep his oven.



Houses catch on  
fire. People used  
gunpowder to make  
a big gap. People  
blamed Thomas Farriner  
for not cleaning his  
oven's problem.

On Monday ash fell  
out of the sky like  
snow. In the evening  
night ash fell down  
but it looked a  
little bit like day because  
of the dangerous flames.  
On Tuesday St Paul's  
Cathedral burned down  
all the way to the ground.  
The other people were  
packing up their things.

5 days to stop the  
fire. The fire stopped  
after it. King Charles  
was changed of the fire.

✓ (S) (O) (A) (X) (X)  
→ (?)


We have spent a long time learning all about the Great Fire of London and the reasons behind it starting. We learnt about the time order of the main events during the fire and also, we discovered the eye-witnesses to these events.

We then had a go at becoming newspaper reporters and created our own newspaper stories about the Great Fire.

Sunday Time

## London is burning.

The fire started in  
Pudding Lane, a man  
called Thomas Farriner  
forgot to sweep his oven. A fire  
started to burn in his oven.



The fire started  
to burn. Ash fell  
down of the sky  
like snow. People put  
their stuff into the boat  
spoke rich people  
trays save their  
instrument. Houses and  
shops blew up by  
the gunpowder.

The King said to  
pull down the  
houses to stop the  
fire. Samuel Pepys  
went all about  
the fire at London.

Finally the fire  
stopped. The fire  
stopped in  
the fire.

The London News

## London is burning!

On 2nd September 1666  
a fire started on Pudding Lane.  
Thomas Farriner had forgotten to  
put out the fire. By 2 o'clock  
people could see the fire from far away.  
The flames were very scary.

On Monday the fire was so fast  
nobody could stop the fire and it  
was very, very big. All the houses  
were on fire. It was a very hot day and the wind  
made it bad. The next day the  
fire was unstoppable and lots of  
houses were destroyed and the wind  
was super strong. Nobody could  
stop the fire.

After the fire the King had  
to stop the fire. The King had to  
pull down the houses to stop the  
fire. Samuel Pepys went all about  
the fire. The fire was very scary.

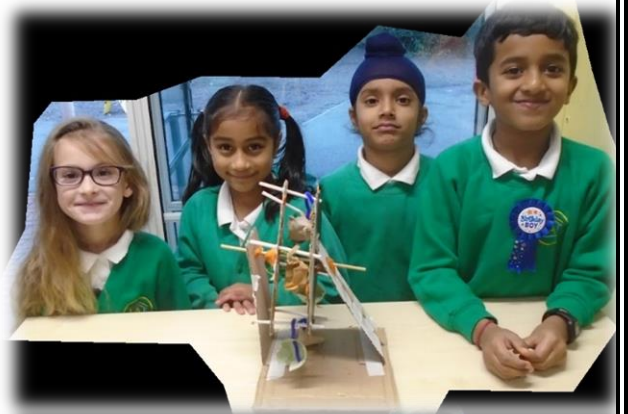
Finally the fire stopped. The fire  
stopped in the fire.

Through our DT topic, we have been researching the construction of the London Eye. As part of this, we had to design our own working model of a Ferris wheel – obviously we couldn't make it out of metal and glass.





We had to learn how an axle works and had to ensure that everything was cut correctly to make sure that the wheel would spin. They really do work!



Finally, we want to celebrate our amazing Christmas performance! We practiced a range of different songs and even sang in different languages – if you looked closely you would also be able to see our sign language! It was a real team effort!



# Year 3

## ***An extract from Jhanoy's 'Cave Girl' narrative:***

Last year, I was on a school trip to a prehistoric cave, nearby. When we arrived, the coach stopped and we got off. I was shocked and full of awe when I saw the cave- I was faced with the realisation that this was a 'real cave' from the year 19000 BC and took in the sights, sounds and smells. There was a black and white cave painting on the wall that I felt drawn to. It felt like an unknown force was encouraging me to touch it, so I did!

As soon as my fingers had touched the painting, I seemed to lose all memory. Memories of who I was and all the things I had experienced vanished. The first thing I thought was 'Where am I?'

In that unfamiliar place, I started walking in the hope that everything might suddenly make sense. I soon remembered that I was on a trip but was baffled about what had happened. I must have become separated from my class and maybe even bumped my head on a stalactite (that would explain my memory loss). I continued walking through the caverns and tunnels in the cave, calling out so they would hear me. The only reply was the echo of my very own voice.

After walking for hours, I finally saw daylight and stepped out of the cave. Everything looked different than before. Where was the coach? Where was my class and teacher? In the distance, I saw a girl and approached her. She was around my age and had blonde hair. However, the closer I got to her, I saw that her hair was tangled like thorny branches and that her fingers were crusted with mud. Then I noticed her clothes- what was she wearing? It looked animal skin- a fancy dress costume maybe? Yes, it looked like the clothes that people wore in the Stone Age (we learned about that in our topic lessons and got to dress up in some of them when we had a workshop with 'The History Man'). It was only when I began to speak to her that I realised she didn't understand me and seemed to reply with grunts. I then noticed the landscape around us. There were no houses, no roads, no pollution and no airplanes in the sky. I felt a chill go down my spine as I realised the worst had happened! The question in my mind shouldn't have been '**Who am I?** or '**Where am I?** but '**When am I?**' I swallowed hard. How was I going to get out of this one?

-an extract from '**Cave Girl**' by Jhanoy 3MC

## Design Technology

We used Micro: Bits and programmed them to create Computer Assisted Designs to develop e-Charms, to keep children safe on dark evenings whilst flashing to make them visible to vehicles.

Asad, used the theme of 'The Grinch Who Stole Christmas' to create his e-Charm.





Mehali, Benji and Sajjad, appealed to the Primary School market by using cute animals, Transformers and Super Heroes (Batman) respectively in their e-Charm products.





Tejas, instructs us in:

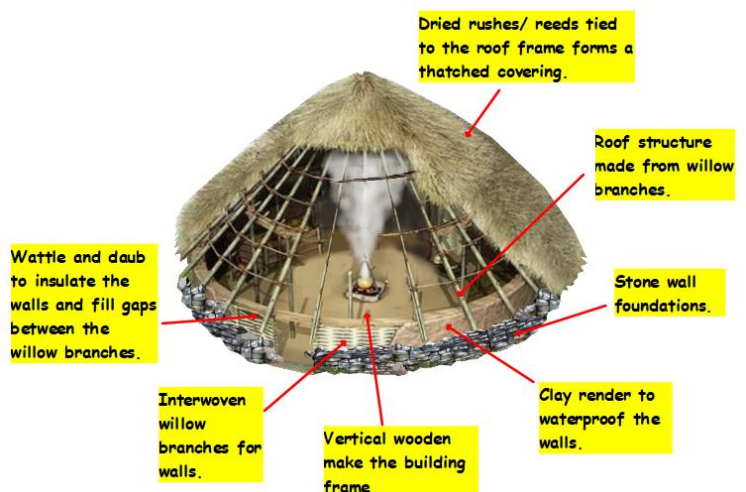
### How to Make A Roundhouse

by Tejas 3MC

Hello fellow Celts! Are you fed up of your dingy hut? Does the constant damp and chilly drafts give you sleepless nights? Fear not, with this simple, step-by-step guide to make a round-house, you'll soon have the slickest, most modern abode in the village...and be the envy of your neighbours!

#### What you will need:

- willow branches
- dried rushes/ reeds
- dried grass
- clay
- animal manure
- an axe
- a mallet
- a saw
- rope
- 3 cart-loads of wooden logs
- a loyal labourer (who won't tell everyone about your plans)



#### Method:

1. Identify the best location to build your new house (**high up** to get a head-start on any invasions, **near a clean water source** for cooking/ cleaning, **in proximity to woodland** for all fuel and building related needs and, **with fertile soil** so your cattle thrive).
2. When the time is right (only start this project in summer when the air is hot and dry), gather your tools and materials and deliver them to the building site.
3. Mark out the outline of your house \* with wooden pegs and rope. This will ensure the dimensions are correct.

4. Use the saw to cut the wooden logs to the specified size\* (2.5m) and sharpen one end of each log to a point, using an axe.
5. With your labourer holding the log in a vertical position (pointed side downwards), drive the log into the earth using the mallet. In order to do this, you will need to stand on your labourer's shoulders.
6. Repeat step 5 with all the remaining logs, until the frame of the roundhouse is complete.
7. Around the base, build a low wall using stone (approximately 1m high and 0.4m thick). This will prevent your roundhouse from being flooded and will keep vermin out.
8. Working your way upwards, weave the willow branches between the vertical logs to create the walls of the structure.
9. Mix together the dried grass and animal manure to create a thick paste (wattle and daub).
10. Using the wattle and daub, cover both the interior and exterior of the walls, taking care to fill-in every little gap (even the tiniest of gaps could result in a drafty home). Then leave to dry -this step of the process should take around a week.
11. Once the walls have dried to a crumbly texture, mix together a render using clay and water (2:1). Slather the render all over the walls and once again, leave to bake in the summer sun to dry, making your new dwelling place waterproof.
12. Once the walls are ready, use the remainder of the willow branches to create the roof (see labelled diagram) and secure at the centre with rope.
13. Thatch the roof by placing the dried reeds/ rushes onto the roof frame (vertically), in layers. Attach each layer to the willow with rope and repeat for at least ten layers.
14. Finally, move yourself, your family and your livestock into your new home and enjoy!





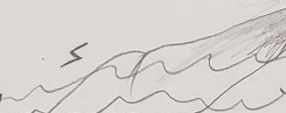

**Top Tip:**

Remember to install a 'keep out' sign to stop any pesky wildlife e.g. wild boar, from entering your lovely new home and prevent it from becoming a 'pig sty'.

\* See the architect plans in appendix 1.

Rocks and their formation are explained by Anaiza:

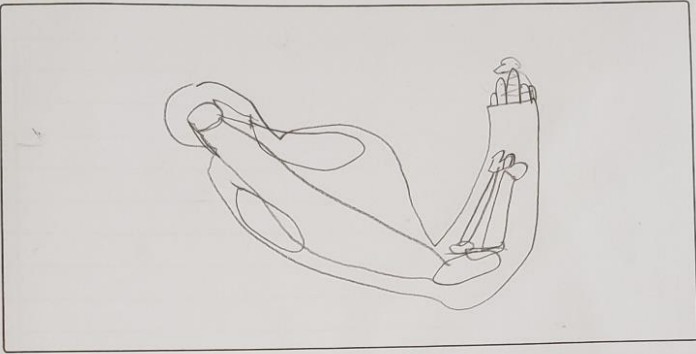
Write sentences and draw pictures to show how fossils are formed.

		
<p>After an animal dies</p>	<p>The soft parts of its body decompose leaving the hard parts like the skeleton behind</p>	<p>It becomes buried by small particles of rocks called sediment and</p>
		
<p>As more layers of sediment build up on top of sediment around the skeleton this is called</p>	<p>The bones dissolve in the water and the skeleton begins to compact</p>	<p>The dinosaurs toe head slowly comes out then people dig it out and</p>

Monday 17th October 2022  
To understand how fossils are formed

Muscles and how they operate are explained by Aaban:

Monday 5<sup>th</sup> November 2022  
 To identify key muscles and understand how they work  
 Muscles are quite strong.



Next, explain how the biceps and triceps work, using the word bank to help you.

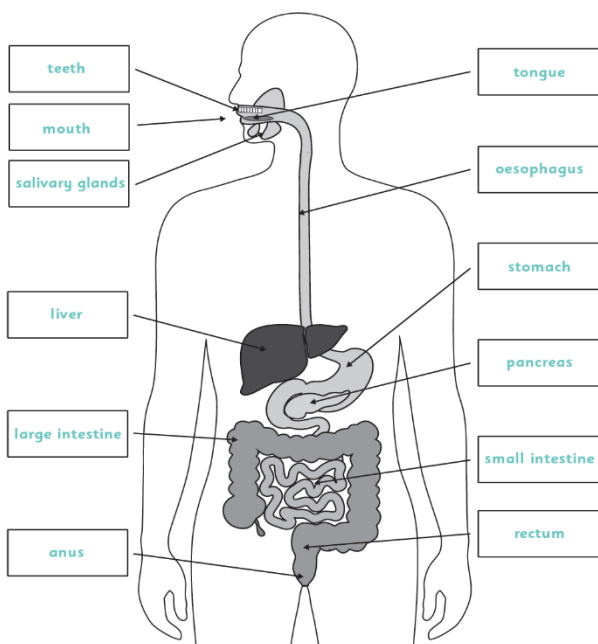
**Challenge:** Can you try to use all the words from the word bank?

Biceps and triceps are <sup>muscles</sup> ~~bones~~. They get shorter / longer. When your muscles are relaxed then it will get longer for the <sup>muscles</sup> ~~bones~~. If you want to lift anything, then the muscles need to rise and pull the heavy thing that contracts. And straighten.

Word Bank				
contracts	relaxes	biceps	triceps	raise
gets shorter	pairs	bone	lift	lower
straighten	gets longer	pulls	muscles	

Miss Eyles says  
Well Done!

## Year 4



### The Digestive System by Simratul 4H

In Year 4, we have been learning all about the human digestive system. The digestive system is very important as without it, we would be weak and wouldn't get any nutrients. It is important to have a healthy diet to stay fit.

The digestive system helps us absorb nutrients which give us energy for growth and cell repair. It consists of the mouth, tongue, teeth, salivary glands, oesophagus, stomach, liver, gall bladder, pancreas, small intestine, large intestine, rectum and anus.

The food enters the digestive system through the mouth, where it gets broken down. The teeth chew, tear and grind the food and the salivary glands also help. Once the food has been properly chewed, the tongue helps push the food down the oesophagus.

From there, the stomach is the next destination in the digestive system. It has a lot of acids and enzymes which break down the food some more.

Next, the food travels to the small intestine. Nutrients are absorbed into the body from the small intestine. The remaining digested food then moves to the large intestine which absorbs water and other food particles. Then, the rectum stores the waste and signals to the brain that it needs to release it. Finally, the waste comes out of the anus.

\*\*\*\*\*

### **The Chronicles of the Hydra-Basilisk's Tail** by Mustafa (4E)

Max was camping in a gloomy, dark, abandoned woods. Nobody had lived there for 500 years. Max decided to explore the woods but he didn't know he'd have to get a shovel for there was an invisible and magical wall which would stop him from venturing further into the woods. When he tried to go further into the woods, he bumped into the wall. He tried again, this time kicking, hitting, punching. Still no success. "How annoying!" he thought to himself. He didn't know he was making the most fatal mistake of his life...

#### Chapter 2

##### The Fatal Mistake

He got a shovel and dug under and got deeper into the woods. When Max got in there, he saw two eyes glaring at him. At first, he thought it was a bat. "Nothing to be scared of," he whispered to himself. Suddenly, there was a loud, short "Eeek!"

And then silence... Max saw red liquid, which looked like ketchup but thinner. Then, to his horror, a wolf jumped out, with pale red eyes and sharp claws, and blood drooling out of its mouth. The brute was about to kill Max, until another wolf came out and killed the brute.

#### Chapter 3

##### A New Friend

After studying each other for a while, they became friends. They began to fish together, play together and live together. To be exact, they were the best of friends.

#### Chapter 4

##### The Kingdom of the Hydra-Basilisk

Max did not know that there was also a king of the woods. He was a very, very cruel king. He had the heads of a hydra and the power of a basilisk. This made him the deadliest killing machine the world had ever seen. Max went to the kingdom once he heard the news. It was a tough fight but he won at the end, stabbing the Hydra-Basilisk right in the heart with no fear.

#### Chapter 5

##### A Happy Woods Again

The village and the woods were once more happy and safe for people everywhere. However, what the people did not know was that the Hydra-Basilisk was rising again, thanks to its amulet of revival. Will Max save the people in the woods again or will the woods perish into a living hell?

### **Lantern Workshop** *Pawanjot and Vlad (4H)*

We were very lucky to get the chance to participate in a Hounslow Community Project in which we made lanterns for the Winter Lights Festival in Hounslow. Some local Hounslow artists taught us how to make lanterns for the festival, which marks the start of the festive season in Hounslow.

When we were all gathered together, they explained what to do with the materials to create the frame for our lanterns. Once they had finished demonstrating the first step, it was our turn to have a go!

After that, we had to stick strong white tissue paper onto the pyramid that we had made with willow tree cuttings. We cut out decorative pieces from black paper and we stuck them on while the glue was wet and covered them with even more glue to keep them stable and secure on the pyramid. In the end, we were very proud of the work we had done together to create some amazing lanterns!



Another highlight in Year 4 this term was our pedestrian training from the visitors 'For2Feet'. We walked along Denbigh Road and Kingsley Road as far as Hounslow East station, learning how to cross the road safely using the principles stop, look, listen and think. We practised using pedestrian crossings and discussed the importance of being seen in poor lighting conditions as well as the dangers associated with being late! We all listened very carefully and gained the knowledge and skills necessary to help us to become more confident and independent pedestrians.



Checking understanding



Showing how to cross the road safely.

# The Cold Polar Regions

The polar regions, also called the frigid zones of earth, are the regions that surround its geographical poles. The polar regions are melting because of climate change (change also called greenhouse gas). This affects the animals living in the polar regions, but not just that; ice is melting and that means more water in the world.

What lives in the polar regions?

Many animals live in the polar regions like snowy owls, caribou, polar bears, arctic fox, mice, narwhals, seals and penguins.



What are the polar regions?

The polar regions are located around the North Pole and South Pole.

How do Animals adapt to their habitat?

Many of the animals have thick layers of fur and fat for insulation against the cold. A small surface area to volume ratio (which minimises heat loss).

What type of people live there?

The clever Inuit people live in the polar regions and make their home out of wood. eat ~~their~~ food like polar bears and seals and depend on their habitat to help them live.

Fun Facts

- There's Arctic ice under ground.
- The Arctic is a cosmopolitan.
- The polar regions had more ice 30 years ago than now.

Aniruaah  
44

# Year 5

In year 5 we have had a superb Autumn term, Here is a selection of our amazing work from over this term.

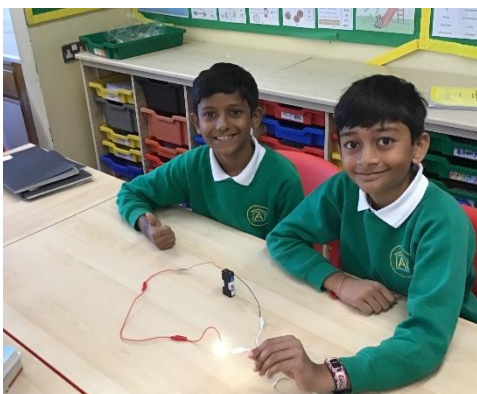
## Virtual reality



Virtual reality – space. We had an exciting and thrilling virtual trip to space. We used virtual headsets to see into space and ‘visit’ the planets in our solar system.



Art and D&T - We made South African silhouettes, where we used blending and shading of paints for our backgrounds and black card to create the foreground silhouette. In D&T we created electrical greeting cards.



## Examples of work

### Poetry

#### BREATH-TAKING MARS

Mars is a shield guarding the planets,  
Flickering through its cherry red, rocky world,  
Like a never-ending flame.

Mars is a red jewel sparkling in the dark sky,  
Glimmering in its vibrant, illuminous space,  
Like a glistening, glittering orb.

Mars is a red thumb print twirling around space,  
Floating in its peaceful colossal planet's atmosphere,  
Like a gigantic hollow hole.

Mars is a red dinghy sailing across space,  
Swirling its flaming glowing area,  
Like a sparkly and shiny coin.

Mars is a fireball shooting from a high distance,  
Flying from in its high distance from a vibrant area,  
Like a fantastic magic ball.

By Eshal

### Journey to Jo'burg

11. To create a setting, character...

The dusty, never-ending path lasted forever as dirt freckled across Elna's and Kaya's faces. The sun was blazing high in the sky as Kaya reached into her bag to take a sip of water. There was only a bit left so Kaya sighed and put it back in the bag to save it for Elna. Even though she was only a few weeks older than her, she was very responsible and cared for her. Suddenly, Elna pointed her nose to the clouds, then, started to jump around happily like a kangaroo. "Kaya! Do you smell that?" questioned Elna. There was a sweet scent floating in the sky. What was this exotic aroma?

## Science

In Science we researched about a naturalist and created a fact file about their life and achievements.

Hi! To find out about the work of naturalists

David Attenborough

Early Life and facts

David Attenborough grew up in ~~Leinst~~ Leinster, England. He was born in Isleworth, Middlesex. One day, a friend of David sent him a dried seahorse, that's when he decided he was going to be a naturalist. He grew up with his mum and Dad along with two brothers. He lived in a university as his father was the Head of the school.

Life

David started working at BBC as a broadcaster and later made a show on wildlife called, wildlife and on one, it got number 1 in British television. David, in honour of him his work got knighthood and was now called Sir David Attenborough.

Sir David has made a show called <u>Planet Earth</u> . It covers all aspects of Earth. Water, Animals etc.	<u>Born</u> 8 <sup>th</sup> May 1926 Isleworth Middlesex, England.
<u>Did you know?</u> Attenborough has brought the world to our doorsteps. It is estimated 500 million people have watched 'Life on Earth'	<u>Education</u> He holds a degree in Natural science from Cambridge University

Quotes

"I wish the world was twice as big and half of it was still unexplored."

"Cherish the natural world, because you are apart of it and depend on it."

"The world is a wonderful place and there are wonderful things going on it."

David Attenborough  
Ref: B032

## Setting description of Journey to Jo'burg

Above the soft, cloudless sky, the boiling sun sizzled the nape of Luan and Kaya's necks as they drearily dragged themselves across the sweltering tar road. In the far distance, the circuitous route twisted and turned like a serpent, and an understanding came upon the two children, they would be half-dead by the time they reached Johannesburg if they carried on like this. Kaya frisked her surroundings with her bright, blue eyes and only a few yards away, she saw... golden mangoes! She went onto the prickly grass (worth her feet being covered in thorns) and leaped up and above the barbed wire like an athlete in the Olympics competing for the high jump and long jump at the same time! Luan, once he was aware of the beautiful mango farm, followed closely behind. Crunching the mangoes, like ravenous dogs, both of the executed six mangoes each and their hunger banished like a genie, POOFs away in a blink of an eye.

By Devarsh

# Year 6

## Some examples of work

### Charles Darwin

A keen explorer, a famous scientist and hardworking naturalist. Darwin was a genius, bursting with theories and world-changing discoveries. Born in 1809, Charles Darwin would change the world and it seems that nothing stopped him. He was born in Shropshire and was the 5th child of his parents. His most famous theory was 'The Theory of Evolution' which he and Alfred Wallace conducted. Knowing that his work is still studied today shows that he will always be a man that will be remembered

#### Early life and education

When he was in his youth, Darwin's father had requested him to study at medical school as he would lend a hand to cure the sick and poor. Although he did this, Darwin knew that this wasn't what he wanted to do in life. Since he refused, Darwin's father then insisted that he should become a vicar at Cambridge University (one of the most prestigious universities). Darwin listened this time, and went to study at Cambridge. Although he didn't have much interest in his studies, he joined a club for collecting beetles and butterflies, which he enjoyed.

#### Main Achievements

During his adulthood, Darwin was invited to board the HMS Beagle (a type of ship) for 5 years which was against his plan. Although Darwin had amazingly taken this to his advantage to research even more. Throughout his expedition, he explored different habitats- this included the Galapagos Islands. This became the start of 'The Theory of Evolution' (his most well-known discovery). When he was on these islands, he studied beetles and birds. One particular bird was the Finch. He found out how these birds changed bodies to adapt to their environments and unearthed evolution. This led to the birth of his remarkable book. Often, he recorded these findings by producing illustrations. Shortly after his arrival back home, Darwin published four volumes of his book called 'The Origin of Species.' Have you heard that his book attracted controversy as his discoveries had opposed religious beliefs and the civilians denied to understand it? A great achievement of this mastermind was his Theory of Evolution. But did you know that this theory could only be published when it was recognised by Alfred Wallace (Darwin's colleague and an important part of his theory's success)?

#### Death and legacy

Unfortunately, all great lives must come to an end. In his final years, Charles Darwin had been diagnosed with severe heart disease and he suffered from it greatly. During his lifetime, he faced many ups and downs and tragically experienced the death of his three beloved children. However, he had 73 years of great work which will be remembered by all. His theory of Evolution is still used today and is studied by children in their schools. His work is also displayed in museums (Natural History Museum). He was also buried in Westminster Abbey amongst Royals which was a great honour. It seems that this highly esteemed will be remembered forever more.

By Elizah- 6P

Saturday, December 24<sup>th</sup>, 1869

Dear Diary,

Oh diary, what a terrible day I've had! I was happily counting my hard-earned money in my counting room on my couch and guess what? I heard rattling of chains coming from my own window. The first time it made a racket, I 'humbbug'ed it but the second and the third time, the noise started getting louder and louder. At this particular moment I was reminded of the time I saw dear Marley's face in my very own doorknob. Even the foolish 'festive' carols were ringing in my mind I just thought I was hallucinating -obviously. Or I forgot to drink my evening tea – yes, I thought that must be the case. Then the candle blew out. I said "Just the wind! Bah!" But then the candle ignited again! And a face – Marley's face – looked at me straight in the eye. I screamed (my heart was quivering and my breath rattled) and then I asked the phantom who it was.

"I'm – well, I was – Jacob Marley in the past. Ebenezer, I am here to warn you, your actions now will affect your eternity as a ghost! Seven years of chains will add to mine right now to yours! Three spectres will pay you a visit tonight and you must be prepared! Goodbye, my dear companion! Beware the chains! Beware your death! If you want to avoid an eternity like mine!" And then there he left, leaving only silence.

Should I believe him? Or was this all a figment of my imagination? I'll await them; tucked in my bed. Scared to death...

Good night'

*Scrooge*

By Riddhima 6SC

Thursday 24<sup>th</sup> November 2022

L.I: To construct a piece of old literature

Children in need day

She barked impatiently at the indecisive customer at the end of the phone. Slamming it down viciously, her face a tomato color, seemed to be blazing with anger, Liz Rust glanced towards her frightened assistant with narrowed slits for eyes. Her face gradually faded back to her neon tan, while she growled an order to her assistant as she wished to be alone. Sorting out her important and expensive orders there, came back in view was her industries assistant, Ruby Lan, with a weary expression and flushed red cheeks that showed her tired impression. Liz Rust shifted her pupils to rest on her assistant neutrally, Ruby hesitated for a few minutes, before she frantically blurted out if she could get a larger income for her cheque and be free of her duties on Children in need day. Liz Rust sharply growled, no leaning over her desk, and said if she wanted no work on Children in need day, she would have to be early. She nodded fearfully. Ruby Lan left the dull room shaking.

The two men pleaded and pleaded but nothing worked, nothing could convince Liz Rust, her heartless body cold as ever. Shouting and yapping at the two men fearlessly, as she lashed out in rage ripping up important documents, that flew into the air violently splatting against the ceiling. The two men left petrified and scared to death as their

faces froze in a terrified way, that even themselves could not comprehend how vile and malevolent she could be towards two poor souls. Starting to breathe at a normal and calm pace she sat back down at her desk neutral and stone-faced as ever. She mumbled something nonchalantly before glancing towards the clock- next to her 'believe and breathe' photo- realising it was 9.00pm. She left her giant neon-billboard lit factory and walked towards her abnormally large 3-story mansion that covered Holly wood's great sign completely. She entered the grand house gracefully.

9:12pm. She gulped down the food ravenously as the minutes ticked by painfully slow. An echo of the 'word' come' was heard through at the house faintly. She looked up. There it was again.  
Liz trembled. CRASH!

A window was shattered. Where? Liz Rust didn't know.  
She straightened herself up and shouted loudly "This doesn't scare me, you and your paparazzi!"

By Sophia 6C

## And finally...

Thank you parents for working with us throughout this term. You have been doing an amazing job supporting your child. You are your child's greatest supporters and we know how much you support, encourage and invest in your children so that they can aspire, perform and succeed at our school.

Children - we hope that you have been able to develop your curiosity and questioning skills this term. We hope that you have gained new skills and practice others. We hope your knowledge has developed and that you can apply your knowledge and skills to new activities and problems.

What do you remember?

What will you remember?

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

Remember the importance of reading, stories, poetry and non-fiction

What are you looking forward to being able to do in the coming year?