



Alexandra
Primary School

Aspire, Perform, Succeed

The Alexandra Times

Autumn Term 2019



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Primary School

Aspire, Perform, Succeed

Another term and another year almost at an end. How might you reflect on what sort of term and year it has been?

There have certainly been many high points which we have celebrated at school together. Hearing that children have behaved beautifully when on visits out of school is always lovely to hear. When we look at children's work in books and around the school, it is always a joy to read work and see their creativity on display. Talking with children and hearing their views, aspirations and wishes for their future is a very humbling experience.

We are looking forward to 2020. A new year brings more opportunities and the chance to try new things, practice and explore with renewed energy and enthusiasm.

When thinking about what the coming year might bring, it is worth thinking about what you can do to bring about change.

**'Ability is what you're capable of doing,
motivation determines what you do,
attitude determines how well you do it.'**

Please read on to see what the children have been learning over the past term.

P.S. Our group of news reporters have been busy. Read about our school in our new APS Chronicle, written by the children. First edition is available now! Well done and thanks to all involved.



We continue to update information on the school website. Please take a look at:

www.alexandra.hounslow.sch.uk

Nursery

Nursery have had a busy first term settling in to 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.



The children have been experimenting with mark making. We have provided lots of opportunities for the children to explore using different one handed tools.

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.



Diwali dance workshop



The children have been learning a range of new skills. These include counting, putting on their own coats and pedalling the trikes.

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



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

Our Teddy Bear Picnic



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. One of our favourites was Goldilocks and the Three Bears.

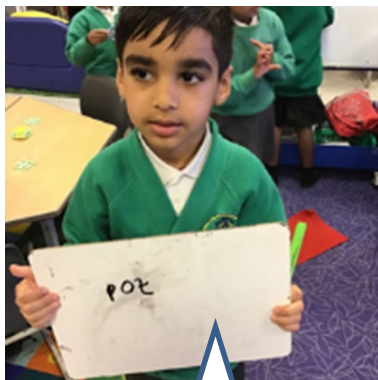
All of the children made and tasted porridge. During this activity the children learnt about measuring, counting, cause and effect, temperature, hygiene and their senses.



Reception

In Reception we recognise that every child is a competent learner who can be resilient, confident and self-assured and our aims for all the children are underpinned by our values to aspire, perform and succeed, and accordingly we give every child the opportunity to achieve their best.

This first term in Reception has involved the children settling into their new classes and environment and begin to develop their learning skills to enable them to succeed.



Learning to read and write using phonics

From learning sounds to sounding out words, then writing words leading to writing captions and sentences.



Learning to be happy with friends.





Developing a love of reading through lots of opportunities to look at books, read books, share books and bring stories alive.



Developing a deeper understanding of number through concrete, pictorial and abstract learning.

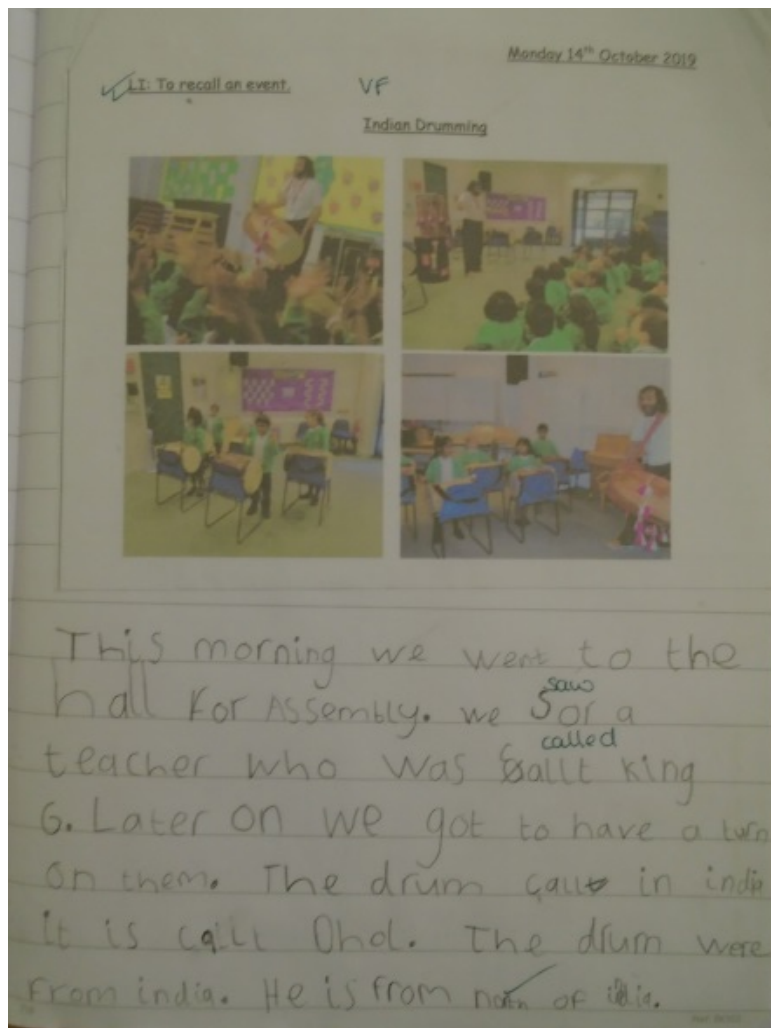


Year 1

We have been very busy in year 1 this term.

Indian Drumming

We had a visit from a famous Indian drummer, 'King G'. He taught us about the different types of drums, how they are made and where they come from. We even had a chance to take part in a workshop where we played the different drums and learned about the rhythm and beats.



Visit from Revered

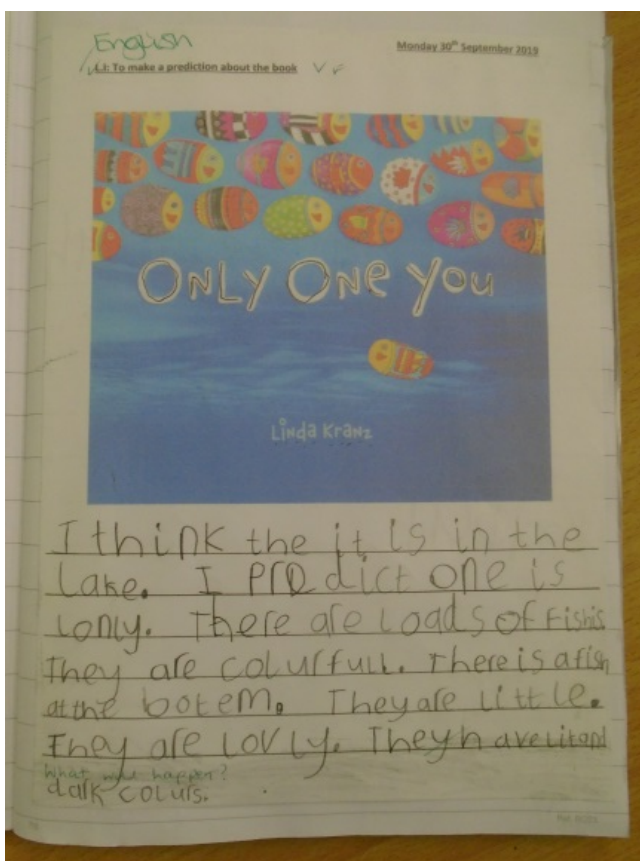
Earlier this term we had a visit from Reverend Elis. He told us a bit about his role at the church. He told us about the importance of Harvest. It was great learning about how we can help each other.



Our learning

Our Theme this term has been 'You, Me and the World'.

We know that we are all different and unique! One of the texts we focused on was called 'Only one you!'

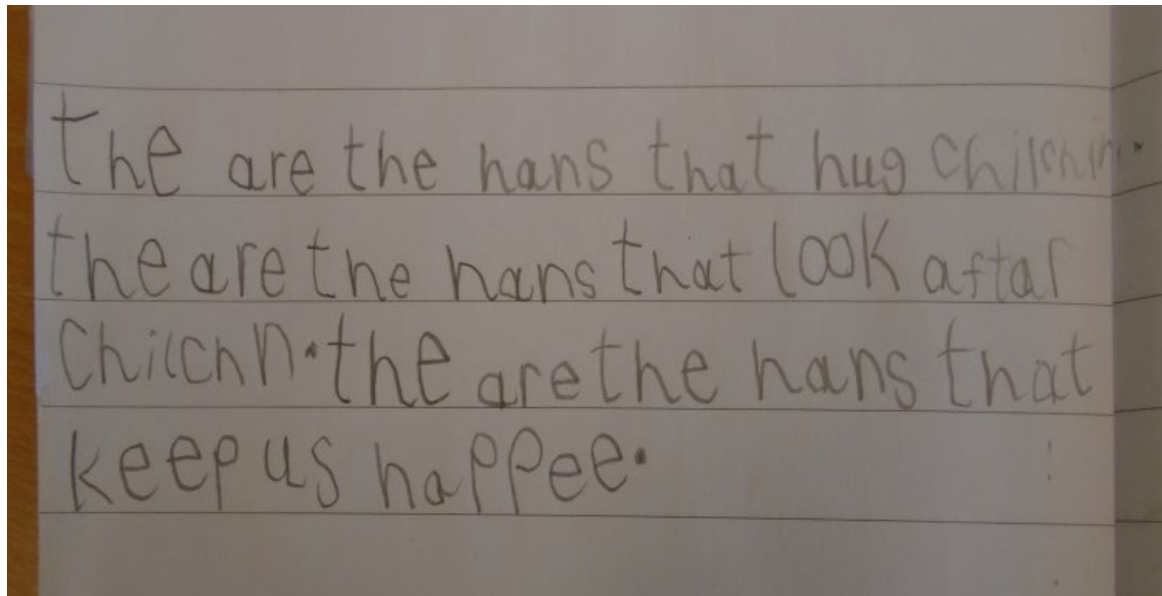


We learned about different artists and created our own sculptures inspired by Andy Goldsworthy's work!

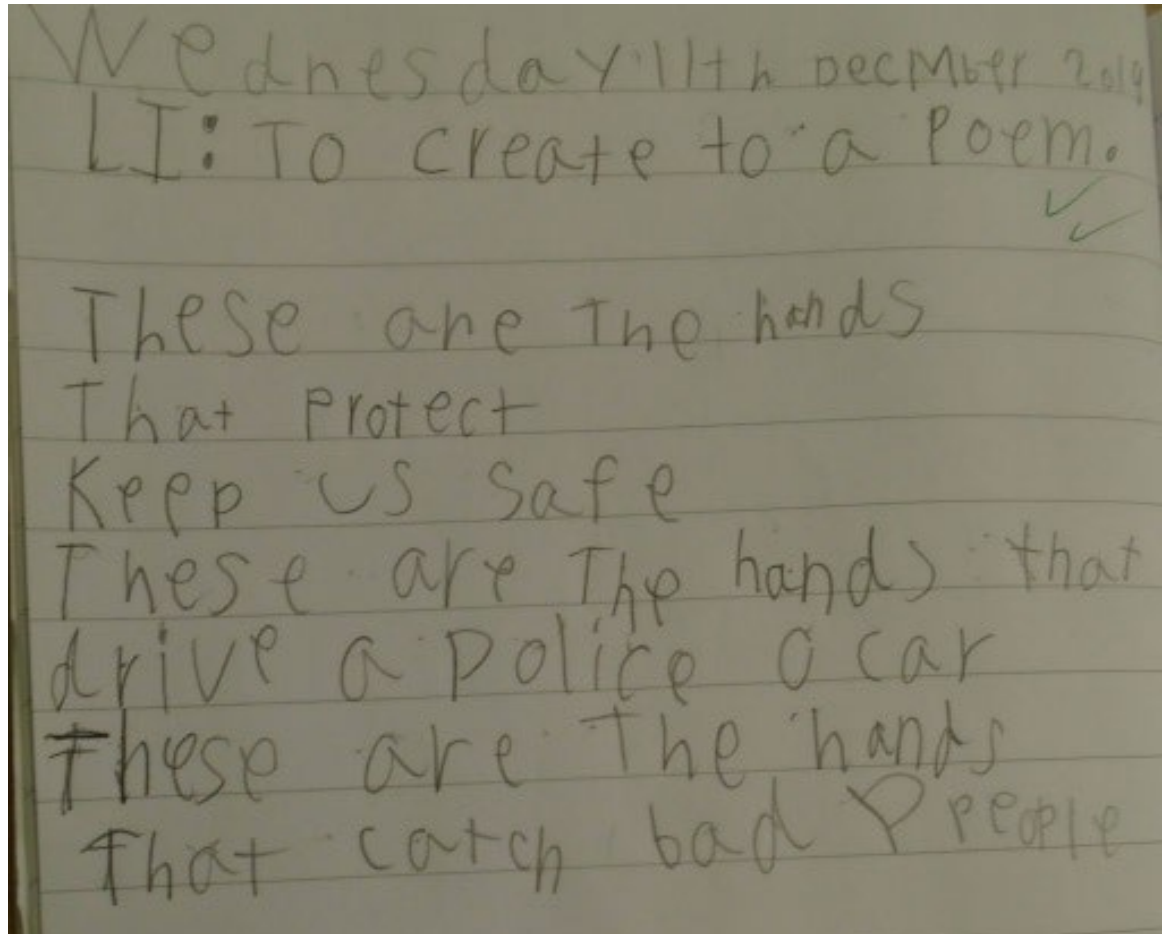


These are the hands by Michael Rosen. We added our actions and performed the poem. Then we wrote our own poems linked to jobs of people who help us.

Hands



The are the hans that hug children
the are the hans that look after
children the are the hans that
keep us happye.



Wednesday 11th December 2019
LI: To create to a poem. ✓✓

These are the hands
That protect
Keep us safe
These are the hands that
drive a police car
These are the hands
That catch bad people

Year 2

Looking back at this term, Year 2 has been working incredibly hard and some of the highlights have been our special visitor from The Great Fire of London and our Christmas Nativity performance.

Great Fire of London



The children were very excited to learn that we had a special guest visiting us. She had travelled all the way from the past, over 500 years ago. The children, through drama and re-enactment, learnt

about the causes of the great fire and about the important people involved. We were impressed with how confident the children were to go and join in with the actors.



Harvest Priest



We were also lucky to be visited by someone from the modern age. A local priest came to visit Key Stage One to tell the children all about the importance of harvest and what it means – whilst also linking it to children's RE lessons.

The children have been working



incredibly hard from day one! We have covered a lot of areas



of Maths, including; multiplication, place value and addition and subtraction.

In English we have been pushing ourselves and challenging ourselves to write longer and more interesting stories. We started the Year by writing some letters to the crayons after we discovered that they had quit when we read: *The day the crayons quit!* Here is an example:

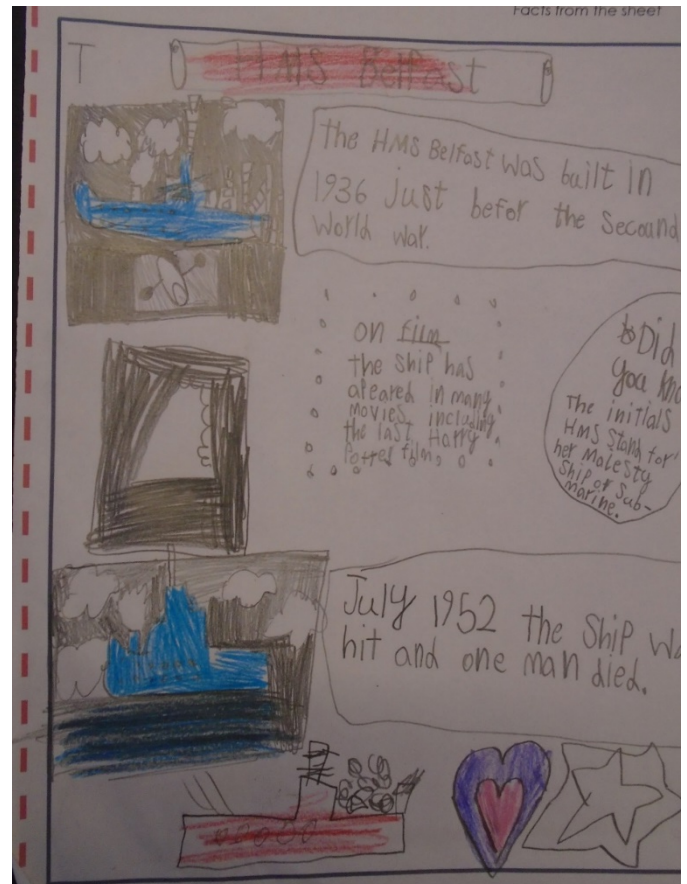
Dear Red,

I am sorry for making you feel overworked. I will try to use you for a little bit for Valentine's Day. I will use pink for roses, yes I will use pink and yellow. I made you overworked because you are my favourite colour. I will use you for Santa Clause and strawberries.

Kind regards, Rithu 2C

Building on from this we started studying the Great Fire of London. Through this we learnt about many different London landmarks, from Buckingham Palace, the Tower of London to St. Paul's Cathedral.

We also learnt about important events and the impact these have had on other points of history. For example, the Great Fire led to more



homes being built out of stone, Bonfire night reminds the children about the importance of making the right choices! Finally, the Great War reminds children to think about those who have helped secure people's rights.

Finally, we moved into writing some adventure stories based on the novel: *Paddington at St. Paul's*. This is a story that we studied by performing drama for the story before we drew it out, finally we changed one element of the original before writing our own version.

One fine day Paddington was at home relaxing when he got a phone call. His friend Mr Gruber was on the phone. He said "I have a friend whom is a taxi-driver." Paddington talked about how he went to Buckingham Palace and got his head stuck. Then Mr Gruber suggested "Let's go to St. Paul's Cathedral". Mr Gruber said "My friend that is a taxi driver will take us there." Soon they arrived at St. Paul's cathedral. When they arrived, first they went to the whispering gallery. Along the way they saw two people arguing. Written by Kheshvi - 2W

To end the term, the children made a fantastic, spectacular and cel-es-ti-al performance of 'Lights, Camel, Action 2: The sequin'. They remembered their lines and spoke with confidence and intonation. They learnt several dance routines off by heart whilst also learning the accompanying songs. The whole of Year 2 should feel proud of their performances!



Year 3



Year 3 have been busy settling into their environment this term. Term 1 has flown by, with Year 3 undoubtedly working incredibly hard. Just some of the highlights have been: our Stone Age day, creating our very own non-fiction books, Times Tables Rockstar Competitions and our basketball competition!

STONE AGE DAY

In October, Year 3 held their own Stone Age day (complete with The History Man whom delivered such a fun, informative day). We loved seeing so many children make an effort by dressing up and making their own costumes. The day was a huge success immersing the children into their new topic. Bounding with energy was our guest the History Man, David Cadle. The History Man's drive and enthusiasm is infectious, captivating and inspiring the children, and leaving a wealth of ideas for use in the classroom.



SCIENCE EXPERIMENTS

Rocks are just boring things that serve no purpose, right? Wrong!



Year 3 Geologists discovered that rocks are anything but boring in Science this term! Metamorphic, igneous and sedimentary are different classifications of rock and we got up close to all kinds of these rocks!

Did you know that sedimentary rocks form layers at the bottom of our lakes and oceans? Or that a cycle of a rock takes millions of years? Next time you stumble upon a rock, perhaps ask yourself *"I wonder how that rock got here and just how old it could be?"*



BASKETBALL TOURNAMENT

Year three displayed fantastic teamwork skills when taking part in their inter year basketball tournament!



Kids showed great passing, dribbling and shooting skills. It was a pleasure to see children being supportive of their team mates by cheering and shaking hands even when they weren't the winning team!



Congratulations to all that took part!

PANTOMIME

Lights, camera... action! Year 3 were provided a unique opportunity to watch The Wind in the Willows, performed by professional actors from The Hobgoblin Theatre Company.



The storyline instantly had all the kids hooked due to the incredible energy projected by the actors! Year 3 joined Mole as she had decided to leave her molehill for the first time but quickly learnt that the world is a can be an overwhelming place!

Fortunately for Mole, she came across Ratty and Badger whom recruited her to keep the wild Toady under control. Student participation overflowed (which included our very own superhero action chant) with lots of smiles, laughter and a plethora of applause!





Kids' Corner!

Choosing appropriate adverbs

As the clocks struck midnight, I slowly tiptoed into the bloody, haunted house.

The room was dark as a cave. Beside me, was a creepy, old piano which played by itself. I shivered with fear. I heard the witch cackling in my ear. I went upstairs and saw a box.

To construct a poem

Double, double tail and trouble;
Fire burn and cauldron bubble.

First, add in some gooey potions,
Then put in some groovy motions.

Next, throw in some old pair of socks,
Then throw in some dirty old rocks.

Next, let's move onto juicy brain,
Then mix in some muddy pain.

Carefully, squash in a soft worm,
Finally, cough in a child's germ.

Tanmay 3H

How to wash a woolly mammoth?

What you will need:

- | | |
|--------------|----------------|
| • Brush | • Shampoo |
| • Comb | • Bath |
| • Ladder | • Bubbles |
| • Toothbrush | • Toothpaste |
| • food | • Yummy Snacks |

Method:

1. First, get something yummy that the mammoth really likes and put it next to the bath.

Safety tip: Do not let the mammoth reach what your yummy treats just yet!

2. Secondly, turn the taps on carefully so it is not too hot (or not too cold of course).
3. Next, take the metal ladder to go up and reach the hairy woolly mammoth.
4. Then, when you are up there, start washing the mammoth gently so that it does not hurt.

Safety tip: be careful not to get any shampoo in the mammoth's eyes!

5. After, go down and turn the tap off quietly.
6. Lastly, get some toothpaste and a tooth brush

Natalia 3S

To write using features of a diary entry

Dear Diary,

Today was the most frightening, yet also the most amazing day ever!

It all started when Om decided to go into the dark, creepy cave... I asked her if we could go next week (because I really wanted to get out of the Stone Age before going into that horrifying cave). Om, on the other hand, did not agree with me and I quickly become frustrated. "Fine Om, I'm only going there on one condition... we have to keep each other safe!" Om agreed, so we ventured into the cave together.

We entered the cave. I was holding an extremely sharp spear and Om was hold a bright hot Stone-Age torch. Om and I argued about stealing all the supplies on the ground. We finally stopped arguing and suddenly heard a loud sound coming from deeper in the cave. We stayed close together... Suddenly, we saw a fierce, humongous bear. Om ran away out of the cave, leaving me alone. Without warning the caves floor beneath me collapsed and I fell down, down, down.

Maaz 3F

Year 4

Explanation texts

The Aurora Borealis Anjali 4MC

The aurora borealis are known as the northern lights. They can be seen in the sky when there are no clouds. The aurora borealis only happen in the Northern Hemisphere. They are really rare to see as well. The northern lights are made up of many colours and for hundreds of years they were a beautiful mystery. Nowadays, this phenomenon can be explained by Science.

Firstly, solar winds cause tiny particles to be blown towards the Earth's atmosphere.

On occasion, the charged particles from the sun strike atoms and molecules in the Earth's atmosphere (at the North and South Poles), causing them to light up. This creates the northern lights (aurora borealis) in the Northern Hemisphere. In the Southern Hemisphere, this phenomenon is called the aurora australis.

The northern lights are visible in these Arctic countries: Alaska, Canada, Russia, Greenland, Iceland, the Scandinavian countries and Iceland.

There are lots of different colours in the northern lights, like red, violet, pink and white.

The Snoozatron Adyan 4C

How does the Snoozatron work?

Are you stuck in the heat of noisy Dubai? Does it actually take five hours to put your baby to sleep? Well, the Snoozatron 3000 is designed to solve all your bedtime problems. Read on to find out how.

Firstly, a lever is pulled and, in an instant, a number pad turns to a random number and the process begins.

Secondly, a pair of leather-glove-wearing mechanical hands blast out of the floor in order to plump up the user's pillow and make the user comfy. In addition to this, they give you a very cuddly teddy bear and a heart-warming (literally) hot water bottle.

Meanwhile, Gromit (the dog) gets changed into his fresh, cream-white sheep suit. At the same time, a gramophone pops out of a secret compartment and plays a soothing lullaby to calm down the sleepless customer. After waiting patiently for his turn, when the time comes, Gromit stands on a spring and bounces. The user then counts him until he or she falls asleep.

This is how the Snoozatron works. It is sure to send you to sleep in no time at all!





Shelly



Petru

As part of our poetry unit, we created some simple poems inspired by our firework art! Can you identify the poetic features we used? (***onomatopoeia, rhyme, alliteration, similes***)

The Dark Light by Paris 4H

Just the sight of these beautiful lights in the
night sky
Can make a man cry
And everyone says they're a delight.
Without a doubt, they're just as beautiful as
they sound.
Fireworks are here
With us again this year.
They shoot up into the sky
Oh, so very high!

Famous Fireworks! by Daniya 4H

Crash! Boom! Whoosh! all the fireworks go.
All of the crowd goes "Whoa! Whoa! Whoa!"
As bright as a star is the colourful spark.
We will all cheer as soon as it's dark.

Over the sky is the big Bang! and Boom!
I hope there will be more soon.
The art-like sky is as bright as a thousand lights.
Oh my, my, my, what a sight!

Burning firework, oh so bright,
Guide us home with some delight.
Fireworks are so much fun.
Fireworks, here we come!



Araina



Devesh



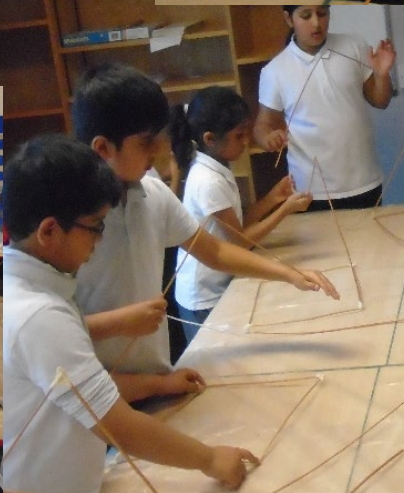
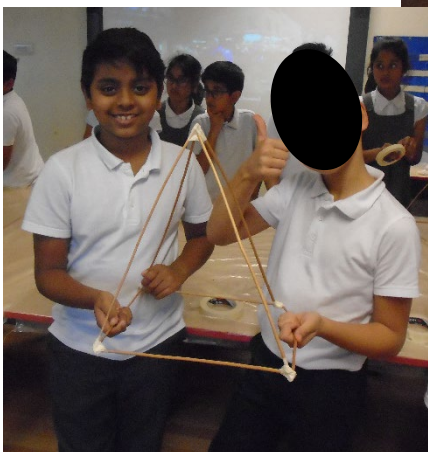
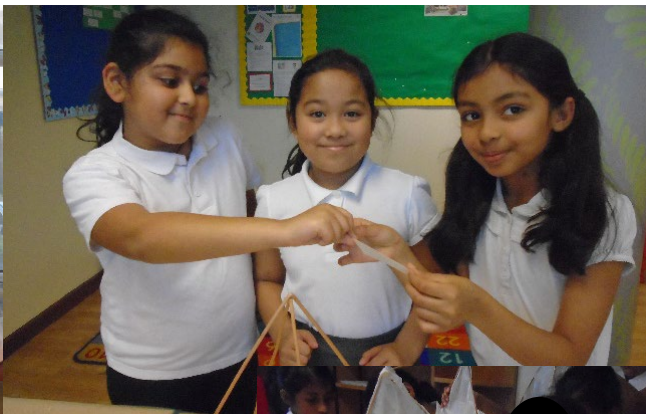
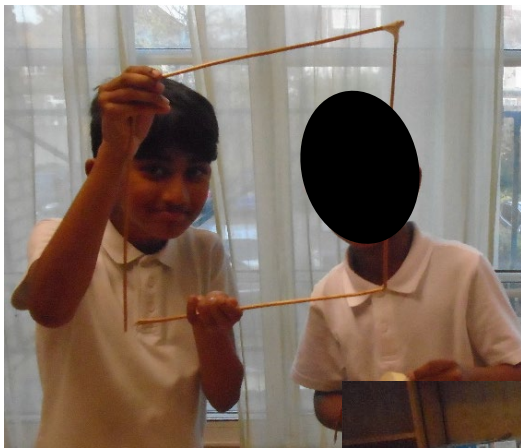
Alhai

Lanterns Workshop Katherine and Shelly 4H

In Year 4, we had an artist from a company called Same Sky come to visit us. She taught us how to make lanterns for the Winter lights festival in Hounslow, which was to take place the following weekend to mark the start of the festive season in Hounslow.

When we were all gathered together, she explained what to do with the materials to create the frame for our lanterns. Once she had finished demonstrating the first step, it was our turn to have a go! We couldn't wait to get started even though we felt that it was going to be kind of tricky. However, in the end, everybody succeeded with the first step.

After that, we had to stick strong white tissue paper onto the pyramid that we had made with treated willow cuttings. We cut out decorative pieces from black paper and we stuck them on whilst 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!



Lorry awareness training

In early October, Years 4 and 5 learned all about how to stay safe around lorries. They learned about where drivers can see and, more importantly, where they cannot see! Using a balloon to demonstrate, the lorry driver showed the children how little speed is needed to run over anything with the huge tyres. Children were reminded that getting anything from under a car or lorry is extremely dangerous. The children gained a lot of essential safety information in their sessions which will help them to keep safe when walking or cycling!



Year 5

It has been a busy term, packed with new learning and fun activities. At the end of September, children had a wonderful morning at Sky Studios creating their own videos. This was followed by our residential visit to Sayers Croft and the Activity Days here at school in mid-October. This half-term, children showed their musical skills in a drumming workshop and, in between, we have had workshops on keeping safe with dogs and lorries. We hope you enjoy our selection of some of the writing produced across Year 5 inspired by our themes of 'Earth and Space' and 'Other cultures – South Africa.'

Sayers Croft - by Gauri 5M



In the middle of October, Year 5 went to Sayers Croft which is in Surrey, for a residential trip. Sayers Croft is an outdoor learning centre where children can enjoy and learn different activities in nature. We stayed there for two nights and three days.

We did many memorable activities like archery, nature art, ropes, pond-dipping and we got a chance to make our very own Roman catapults! We got to learn a lot in Sayers Croft. There was a rope course which everyone enjoyed. In Nature Art, we got to identify different objects in nature to create our own masterpieces.

Once we had finished the activities of the day, we got a break to enjoy with our friends. We would then get to do some exciting activities like a campfire or night walk. In the night walk, we would go around in the night with torches and our partners and learn about the wealth of creatures that would live in that sort of habitat. We also sang jolly campfire songs near the campfire.

Before, between and after the activities, we got served delicious, hot meals that would fill our rumbling stomachs. After dinner, we would go to sleep in our cosy bunk beds. We would also be told a bedtime story that would help us doze to sleep like hibernating animals.

Science Museum Trip – Q and A with Tim Peake

On Wednesday the 16th of October, those of us who didn't go to Sayers Croft went to the Science Museum to take part in a question and answer session with a famous astronaut; Tim Peake.



We left at 9:30 in the morning and used the local London transport, the tube. It was a 30-minute journey to the Science Museum. We walked in pairs to Hounslow East tube station; I was amazed at how bumpy and noisy the tube was! As it was during the school day, other members of the public were also using the tube (I had to stand all the way to South Kensington).

Once we reached our destination (Science Museum), all of us were split into a group; each adult was leading a small group of children. I was with Mrs Ahmed. We had to wait a while for other schools to enter the auditorium where Tim Peake was going to talk to us.

Finally, we sat in the seats and settled down. A few moments later, Tim Peake came on the stage. He taught us how life is like in space, it was really interesting. Did you know that astronauts have to eat food in packets because the food would just float around the ship? I couldn't believe it when he said that his rocket travelled faster than a bullet when it had launched!!! He also told us what kind of training an astronaut has to go through. I was amazed that they had to learn to swim, as floating in the water was similar to being in zero G gravity!

When the Question and Answer session had finished, we ate our lunch. With the time that was left, we explored the other parts of the museum. As we were learning about space, we explored the space section the most. There was a lot of information to read! Unfortunately, it was time to go home. All the groups gathered at the meeting point and started leaving the museum. We attempted a long walk in the tube tunnel and got onto the tube. I think the best part of the museum trip was when we got to meet Tim Peake! This was a very educational trip for all of us!!!

By Divya 5B

Pandora: a beautiful land of mystery



Pandora is a vast, luscious land with six-limbed creatures that glow in its toxic air. Pandora is 4.4 light years from earth and is in the Alpha Centuri A solar system. It orbits a gas giant, Polythemus, which is like Jupiter. Polythemus has many moons and one of them is the majestic land of Pandora. Unlike the other moons, however, Pandora has living life on the planet - but humans cannot live there because of its toxic air.

Pandora's vast land has many things covering it, for instance, the Hallelujah Mountains which float high above the ground, above the rainforest canopies. On the face of the floating mountains, water gushes down like waterfalls but, unlike waterfalls, they flow into the flora

and fauna of Pandora. You may wonder why the mountains float; it is because of unobtainium, but more about this later.

In the luscious rainforest, there are lakes and waterfalls. The waterfalls are filled with crystal-clear water which, at night, glow with bio-luminescence. The bio-luminescence is created by the unobtainium, a precious mineral which humans from Earth have come to mine. They want to do this because unobtainium is a superconductor which can help solve Earth's energy crisis. However, if we do not stop mining, Pandora will be destroyed and life on the moon will come to a halt.

by Alayna 5M

Planetarium Time - by Joelin 5M



As we walked into this transformed Music and Drama room, we saw an inflatable, semi-circular moon that actually did look like the real moon. I felt like we were in a totally different dimension. Courteously, I walked beside the inflatable, semi-circular moon and I felt it vibrating through my arms and legs. Then, we met a Space Expert, Steve, and he welcomed us into the moon.

When we all first went in, we were all surprised by how vast and cool it was. It was like having a life-time experience going into a moon even though it was a fake one. On the ceiling of the planetarium, there were a bunch of faint, but still vivid stars. Steve was so smart at space because he literally knew everything about it. Firstly, he explained to us all about the different planets and he also mentioned that Pluto was not a planet. He described the eight planets of our solar system while we viewed images of them.

Some facts from the Planetarium:

Jupiter has the shortest day of all the planets. It turns on its axis once every nine hours and 55 minutes. The rapid rotation flattens the planet slightly, giving it an oblate {??} shape.

The dark side of the moon is a myth. In reality, both sides of the Moon see the same amount of sunlight, however, only one face of the Moon is ever seen from Earth. This is because the Moon rotates around on its own axis in exactly the same time it takes to orbit the Earth, meaning the same side is always facing the Earth. The side facing away from Earth has only been seen by the human eye from spacecraft.

We learned a lot of facts about our Solar System and Steve was so beneficial for helping us to understand all about our wonderful Solar System.

Earthquake Disaster



Yesterday was a horrifying day at class. First, we were at maths class and we had a practice for in case there was an earthquake. After that, we had computing class. I sat down and waited for a while, that's when I started feeling sick, but I eventually found out that it wasn't my stomach, it was the earthquake! It was 01:10. Later, a boy in my class started shouting it is an earthquake! In a sudden, everyone stood up and started panicking. Sooner or later, my friend yelled the stairs are crumbling! Then we started running the stairs even faster. I don't know who I was holding who

or what while running down the stairs. As we came back inside computing class, my best friend started crying if something happened to her mum and we also had no signal on our phones so we couldn't talk to people if they were okay or not.

By Sneha 5F

EXTREME EARTHQUAKE HITS PANDORA

PANDORA After six months of humans taking Pandora's mineral, Unobtainium, it finally started a problem on Pandora. This has happened since Earth's energy crisis and lots of humans came. The planet was getting weak and the wonders of Pandora are unfortunately fading.



Yesterday, the devastating earthquake had happened on Planet Pandora. It happened on October 24th. That day was a Tuesday and the time was 1:30 PM Pandora time. This disaster had sadly affected the Navi and all the creatures which live on Pandora. Unfortunately, animals and creatures that live on Pandora had sadly had their habitats and homes destroyed. The Navi's houses and forest were also destroyed.

Disaster even hit the forest of Pandora; the earthquake caused a devastating impact to the landscape. Houses and homes were destroyed. Sadly, Navi were injured, however, no life was lost. Unfortunately, much of the plantation and plants were damaged, and even flattened. Neytiri, a member of the Navi tribe, explained how deeply upset he was at the loss of his favourite lotus flower that was damaged by the earthquake.

Destruction started in the form of the earthquake when the humans from earth started drilling for Unobtainium. Since the energy crisis on earth, humans started drilling using hard machinery and using illegal explosives. Everyone on the planet is extremely angry and furious with the humans and their destructive tendencies. The furious Navi, are normally not bad tempered, but humans from earth have nearly taken all of their natural resources. They lived a happy existence before the humans arrived.

Some Navi and animals are scared, to leave from the remaining crowded habitats and homes. They are scared they might be crushed by the earthquake. If the other Navi don't return, they may be lost, everyone is screaming. Pandora is on LOCKDOWN! 'I am scared for myself and my family' said Louis Dior, a Navi resident.

Written and reported by Benito.

The South African Drumming Experience!

This half term, we went to a South African drumming workshop and we found it incredibly interesting. The leader, Richard, played a tune and we all had to respond. It was very hard at first but when we got the hang of it and we were more confident, we did a great job.

But before drumming, we had to retell a story where a girl makes an oven and some people went to her house to heat up their food. But, the house had sadly got burned down by the oven. To make the girl happy, the people made a celebration about the girl's amazing creation. Also, we used some instruments to make the sounds of the story and sing along to it.

Also, we learned a little song called Umzi Watcha. The song had a very feet tapping tune and overall it was an amazing song.



Afterwards, we learned how hitting the drum in different places would change the tone and how loud it is. It was a great technique for drumming and a fantastic tip. We played a call and response piece with Richard as a leader and we performed with him in unison as a class. We thoroughly enjoyed the experience and feel like more confident drummers!

By Jacob, 5F

The Fire Brigade Visit!

We learnt how to stay safe during a fire and how fire occurs. We also did this mini activity where there was this picture of a burnt house or place and we had to think about how the place was burnt. For example, the Firefighter got a picture on the screen and we had to guess if the fire was caused by a candle, smoke, cooking and many more.



How do you escape from fire?



To escape from a fire, you use the back of your hand and place it on the door handle. If the handle is cold, quickly open the door and crawl under the smoke so you don't start to suffocate. Call for everyone to get them out of their rooms and make sure all the doors are closed. Then run to the nearest phone and dial 999. If the door handle is warm sprint to your window and as loud as you can scream HELP FIRE!! Then hopefully someone will hear you and

ask them to dial 999. However, none of this action would happen if you don't have a working smoke alarm to warn you.

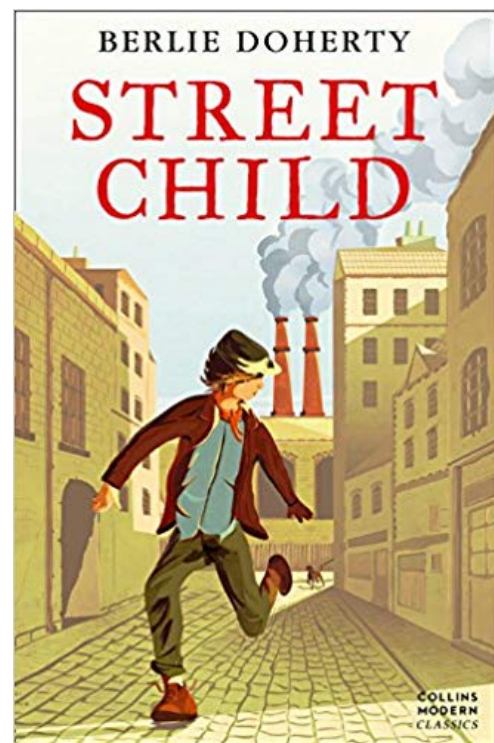
By Jana 5F

Year 6

This term we have been learning all about the Victorian Era and the British Empire. We were very lucky to take part in a workshop with the History Man, which allowed us to explore primary and secondary sources and immerse ourselves in the Victorian world. Our Topic work has inspired our learning throughout the curriculum.

The Adventures of Tip

“Tag-you’re it! Come after me Tip!” screamed Jim, my little brother. He started squealing and running around in circles. I chuckled. Jim was the best (but the craziest) little brother I could ever have. Running like a slender gazelle, the breeze brushed my bush-like hair. I grabbed Jim, who was giggling too much. I carried him into our shabby hut- he had already fallen asleep. Ma was lying in bed. I could occasionally hear her grunts; she was very ill. I covered my face in my palms, not knowing what to do. No one cared about us; no one cared about the people in Victory Street. I was so sorrowful that I subsided to the floor. I laid as still as a statue, wondering what would become of us.



Suddenly, the waft of fresh bread filled up the musty hut. My tummy growled, wild in hunger. The last thing we had eaten was that gruesome rotting meat. I grabbed my warmest rags and shook Jim awake. He groaned he didn’t want to come but once he smelt such deliciousness, he agreed. I moved my gangly body, step-by-step. Finally, we arrived at the magnificent bakery. As sly as a snake, I snatched the loaf when Mrs Riggs, the baker, wasn’t looking. Then, a hand held me up in the air in a vice-like grip. “Got yah!” yelled the Bobbie, grabbing me and my brother. “Off to the workhouse for yah!” I started shaking vigorously, my skin turning pallid.

I was thrown up and down in the bumpy, horse-driven police carriage. I gripped Jim’s hand as I blocked out all the other noises until they were blurred. I focused only on my beating heart and the memory of my mother. My face was statue-like

and sallow. My breath quickened. After an eternity, we finally arrived at the workhouse- a place worse than prison.

Everything was going too fast. After weeks living off the watery gloop, I woke up to see Jim in an everlasting sleep. His eyes were wide open and he wasn't moving. As Joseph (the person in charge of funerals) took Jim away, I hugged my knees, sobbing my heart out. My head spun. I was all alone.

I spent my days sulking while doing hard labour. Then, I met Jim Jarvis. Jim was just like my brother, crazy, always ready for adventure. He became my friend when I protected him from the torture of Mr Barrack. He would blabber about leaving the workhouse while I joked with him. I felt connected to him, like he was my brother. Maybe he was. Days passed and I became merrier because I knew I would never be alone ever again. My heart lifted with joy as I unravelled the ends of the rope; my face gleamed as I saw the sacks. Nothing could stop my bliss, not even drudge.

One restless night, I shuffled in my cardboard box. Jim nudged me and muttered, "I'm going to leave. Will you come with me?" My heart beat stopped. My eyes and mouth were wide open. I stuttered, "B-b-b-but h-h-h-how?" "By sneaking out!" he whispered excitedly. He noticed I was trembling and gave me a big warm hug. I felt much better. The last thing I saw was him stepping into the dimness. He looked at me with glistening eyes before running away.

I felt numb. Without Jim, I felt like I was nobody. I struggled to move my gaunt body, my nerves pulling at my every step. In the corner of my eye, I could see me and my brother playing. Memories flooded in my mind. Ma was making bread and Pa was playing the piano in our cottage. "Oi, what are ya doing?" a voice boomed from behind me.

The man held me in his grip. He called for more men. He explained, "I was just watching that workhouse an' I found this young lad escaping!" "Let's throw him in an asylum; he's crazy to leave such a wonderful place!" There were murmurs of agreement. I kicked my legs as they dragged me into the nearby asylum. They threw me inside the moon-lit but dusty cell before leaving. I could hear their hearty laughs echoing as they walked off. I sagged to the corner and wailed my heart out. I never escaped and I don't think I ever will.

Shivani 6K

Tip's Origin (An extract)

As the morning sun rose, the mighty cockerel sprung out with a piercing squawk. Tip slowly rose up from his comfy bed, moaning loudly. He hated waking up; he loved to relax and dream. Sluggishly, he moved towards his large bedroom door and opened it. Suddenly, his dog, Frank, jumped up for a hug.



After a good morning hug, Frank let go and ran downstairs, Tip trudged after him, onto the family farm. When all was quiet, a loud rumbling noise was heard by Tip's family, the Merley's. They ran outside and saw a government carriage parked at the edge of the farm. Then a bulky man stepped forwards, slowly moving towards Tip and demanded in a deep, vicious tone, "You can say goodbye to your miserable farm 'cause this place is gonna make us some good money!" Tip was furious; he yelled, "No! I will never leave my beautiful farm. I won't let you take a single pebble." Then as quick as flash, the man pulled a revolver from his manky pocket and aimed it at Tip's sweaty forehead. "It's either you or the farm, you grimy child!" Tip's father stepped forward and agreed to give his farm to the government. The defeated family stepped into their home for one final time, packed their bags and headed towards the city.

After a long and tiring journey, they reached the dreaded city. They saw millions of people wandering around like a colony of ants. Smoke from the factories covered the city like a blanket and made the air thick. If they were to survive here, Tip and his family knew that they needed to find a home and make a living. They looked everywhere but there was no sign of an affordable home or lodging. They were destitute and hopeless. The rickety, cobbled road became their home.

Should workhouses be closed?

Queen Victoria is on the throne and in recent years workhouses have been springing up all across the country. Recent years have also seen a major increase in the amount of people being sent off to workhouses. Workhouses are places where children and adults are sent if they are poor, ill, homeless, orphaned or unable to pay their debts. Many people believe workhouses to be horrific prisons in which poor, innocent people are trapped in.



However, there is a large proportion of the Victorian community who believe that workhouses play an important role in helping poor, able-bodied people. Read on to explore both sides of this interesting discussion.

Many people believe workhouses are a vital part of life and should remain open. There are many reasons for this. A workhouse provides everything needed onsite, such as: food, a bed, healthcare, medicines and many more. It also provides you with education, so you could get a job. You would be supplied with three meals a day, rather than begging for food. Likewise, you are less likely to get sick than you would on the streets. In addition, if the workhouse were to close, where would all the people go? Thousands of people would be homeless, living on the streets and would most likely become ill and frail. Then, diseases would spread and it would be chaos and sickness everywhere!

On the other hand, the fact is that workhouses are like prisons where innocent people are trapped. Firstly, people are terrified of workhouses and will do anything to avoid going there. The threat of workhouses is meant to encourage people to find work; however, it just makes them turn to crime. Secondly, families are separated into seven groups: children under 7, girls



and boys between 7 and 15, able-bodied men and women and finally, men and women infirm through illness. Also, you will spend very little time with your family and would be punished if you tried to speak to them without permission. Furthermore, they encourage child labour by selling children to factories and mines. The old and the young have to work hard without any excuses. Finally, if you were taken ill, they

will find another occupation for you.

In conclusion, even though workhouses would not have been anyone's first choice, it is undeniable that it provided poor people with a place to live and work.

By Simran, 6C

Year 6 Parliament Trip!

Tuesday the third of December 2019, year 6 went on a Parliament trip to expand their knowledge on the Parliament, how laws are made and groups of people who are an important part of Parliament.



We found out the Parliament was split up into two main rooms, The House of Commons and The House of Lords. Peter, our guide, showed us the different rooms. When we were about to go in and see all the rooms we got split up into two groups. One group went to The Houses of Lords and the other went to The Houses of Commons.

The Houses of Lords is a parliamentary debating chamber. The people in The Houses of Lords are called peers. The seats in The Houses of Lords are all red. In there they do voting and discuss democratic issues such as animal abuse, Brexit and other major topics. Not just that but there are also lots of microphones hanging from the ceiling so if anyone wanted to speak they could just stand up and say what they wanted to say. The queen sits in The Houses of Lords in a special chair. Over here MPs families can also come and watch the debate happen.

The second group went to The Houses of Commons, which is an elected body of around 659 MPs. The Houses of Commons approve new laws and taxes, hold the government to account, and debate the issues of the day. They also vote for the whole nation. The Houses of Commons is the most powerful place in the Parliament. This place is very important for every one and means a lot. This room also has microphones and speakers but the queen cannot even step in there because she might tell people who to vote for. The queen has to be neutral and cannot take sides during a discussion. Around the room on the top MPs families can come and watch the debate.



After we had our tour inside The Houses of Lords and The Houses of Commons we had a wonderful workshop in the Education Centre.

The whole of Year 6 had a fantastic day and felt lucky to visit this historic building just days before a general election.

Yashita and Abhimanyu 6K

The Heathrow Coding Challenge

On the 27th September 2019, year six participated in a Heathrow coding challenge. This challenge tested our teamwork, communication and programming skills. We entered the hall in groups of four, prepared for the challenge and were ready to succeed. We aspired to win this challenge, and in the end, nothing could portray the bliss my group and I felt when we left the school hall...



In my group, Zofia and I were the managers and Tanish and Husam were officers. Our first job was maths reasoning. We had to select the necessary commodities to send to Haiti. But there was a catch - the plane taking the merchandise across could only handle twenty kilograms.

The next task was coding. While the officers were ruling out the bad choices of transport and choosing the best, the managers had to start coding. Zofia and I were ecstatic when we discovered this news. Our job was to code trucks on Scratch, so that they would reach their unloading point without bumping into each other and spilling out all of the goods.

We started at once. I was the one coding and Zofia helped me turn at ninety degrees. In hindsight, I was lucky to have her there; otherwise I could have crushed the trucks into each other, which was definitely not a great feat!

Soon we were told to raise our hands if we had finished coding four of the five trucks. As I looked around, I noticed that we were one of the seven groups that had done so. I reminded my group then that we would have to strive to be first, but remember to help others along the way. We assisted each other and soon got the job done.



Before we knew it, the facilitator was ready to announce the winner. There was a build-up of tension; we crossed our fingers hoping that it was us. She said it – it was us! Although winning was a bonus, the highlight of the day was taking part in the challenge and having fun.

Taniya 6NC

The Police Visit

On Monday the 28th of October 2019, two police constables came to visit our school to talk about the amount of increasing knife crime, drugs, gang violence and recent crimes.

Knife crime is one of the most popular crimes that are increasing rapidly as more young people are joining and creating more gangs day by day. A young man was stabbed to death at Hillingdon underground station. This was a very shocking incident as the victims own knife killed himself. Not just that but there was another brutal stabbing in Ealing where a young man was stabbed eight times. This was all a very important matter to discuss with everyone as no one should be influenced by gangs to commit their own crimes. The consequences of this crime could be a 10-year imprisonment at Feltham young offenders and a criminal record which would practically wreck your life. If you are caught carrying a knife you will have to serve 4 years in Feltham young offenders. A vital piece of advice that the police gave was to run away and scream as loud as you can

Drugs were also another problem that the police discussed with us. We talked about the difference between harmful and helpful drugs. Harmful ones include:

- Heroin
- Tobacco
- Cocaine
- Cannabis
- Alcohol
- Acid tabs

Overall the police have managed to spread an important message to stay out of crime and drugs and everyone has managed to receive the message and pass on the advice.

By Dhristi and Mahi 6K

C8 Junior Bake Off 2019

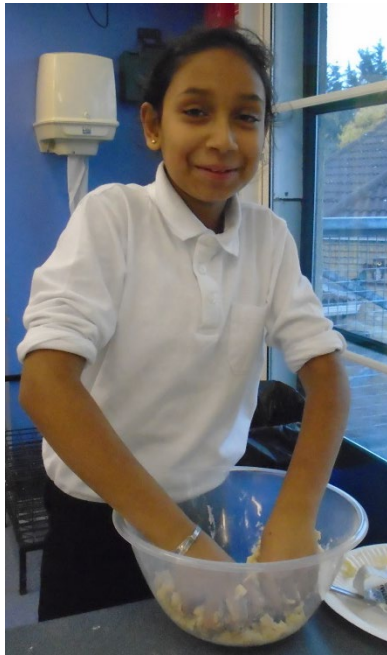
Every year, all the C8 schools participate in a bake off competition to find out who the next top baker is! The competition is set out into three rounds. Well done to all the bakers who made the effort to bake something for the competition. It was incredibly difficult for the judges to decide on a winner in each round as the quality was so high!



Round 1: Children from years 4, 5 and 6 made cupcakes of their choice at home. An overall winner from each year group was then chosen by the teachers & staff. These were Dhristi (6K), Summer (5F) and Nicole (4MC).

Some of the impressive bakes for Round 1

Round 2: Technical Challenge – The year group winners were all given a recipe to follow and all the ingredients required to independently bake some cheese scones in school. After careful deliberation by lots of judging adults, Dhristi was chosen as the winner.



Round 3: The SHOW STOPPER!



Dhristi, our winner from round 2, had the opportunity to independently bake her showstopper cake in Kingsley Academy along with the other C8 Bake Off finalists. She had practised so many times that she said her mum had been giving away cakes to anyone who would take them! Dhristi enjoyed meeting the other finalists from all eight schools and competing with them for the title of star baker. She remained calm under pressure and produced a beautifully decorated cake, which also tasted delicious. Dhristi did herself and the school proud and, although she was not crowned overall winner, she was a very worthy runner up. Well done, Dhristi!



...and so 2019 is almost over. Children at Alexandra have spent their time learning, collaborating with each other, investigating, being creative, building resilience when challenged, and enjoying themselves.

From all at school, we hope that you have a peaceful and restful holiday. We hope the children do some reading, enjoy some safe outdoor fun and you all spend time with family if you are able.

All best wishes for 2020

