



Alexandra
Primary School

Aspire, Perform, Succeed

The Alexandra Times

Spring Term 2024



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Primary School

Aspire, Perform, Succeed

Hello Parents, Carers and Children,

This year, we have spoken about the importance of reading, particularly encouraging children to read for pleasure. Reading for pleasure is one of life's greatest joys. Whether it's getting lost in a gripping novel, exploring new worlds in fantasy literature, or learning from the wisdom of non-fiction, there's something magical about the experience.

There is a great deal of RfP research which suggests that being a frequent reader in childhood is associated with:

- Significantly enhanced vocabulary development and wider general knowledge
- Enhanced narrative and descriptive writing
- Enhanced reading comprehension
- Increased psychological wellbeing and resilience for example, better able to handle transition times and building 'academic grit'
- Development of social and relational benefits for young readers
- Reading for Pleasure can support social change and is a matter of social justice

APS has been working hard to develop our knowledge and provision. Thank you to parents who have replied to surveys and questionnaires as we continue to build our reading community.

This edition of the APS Times is dedicated to Mike Nicholls MBE. Mike was Chair of Governors during the amalgamation of both Alexandra schools in 2014 until 2022. Mike was a great supporter of our school and education in Hounslow. He was a Governor at The Heathlands School for 50 years. School heard that Mike had passed away following a short illness and we have sent our heartfelt condolences to his family. Mike was a lovely human being and I know that he would have thoroughly enjoyed reading this edition of the APS Times and hearing about all the fun and enjoyment the children were getting from school and seeing their progress. He will be greatly missed.

There is always lots of information on the school website www.alexandra.hounslow.sch.uk 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 and have a lovely break,

Mr. Norton

Nursery

Spring term has been full of exciting learning opportunities and first-hand experiences. Our topics have been 'traditional tales' and 'people who help us.'

The children have enjoyed learning about the Gingerbread Man story.



The children baked gingerbread. They used their measuring skills and listening skills to follow the instructions.



"Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

The children enjoyed joining in with the story.

A theatre company visited us to bring the Gingerbread man story to life.



We love books!

Whilst learning about the story Jack and the Beanstalk the children all planted a bean seed. We have continued to care for some of the bean stalks at school. Roda and Felisha have helped to water the plants and they are nearly ready to be planted in our garden.



The children have been learning about keeping healthy.



Brushing our teeth twice a day.



Eating a range of fruit and vegetables.



Exercising regularly.

We have been learning about the different jobs that people do to who help others. During this topic we invited some special visitors into Nursery to meet the children. This included; the school chef, the school site manager, the welfare assistant and our Headteacher Mr Norton.



Mr. Hunt talked to the children about how he fixes things around the school using different tools.



Jeshwin



"apple begins with a"

Tharunika and Gurnoor explore with the ants and apples and practise making the 'a' sound.

The children have been exploring listening to sounds, making sounds and talking about the pictures in books at our phonics table.

One of favourite core books this half term has been 'The Very Hungry Caterpillar'. The children used a range of painting skills to create caterpillar and butterfly artwork. The children have also been busy helping to build our bug hotel to encourage lots of creatures to come and live in our garden.



Gustaw



Ajwa



Mahira

Nitaanya



Building our
bug hotel.



Reception

The children have remained busy throughout the Spring Term participating in many new learning experiences. The topics of buildings and traditional stories has given them some hands-on experiences.

One of the many activities that has been enjoyed, has been the baking of fairy cakes. The children worked as a team to measure, stir and mix the ingredients together. They then observed how baking the cake mixture turned the cake from gloopy to soft and spongy.

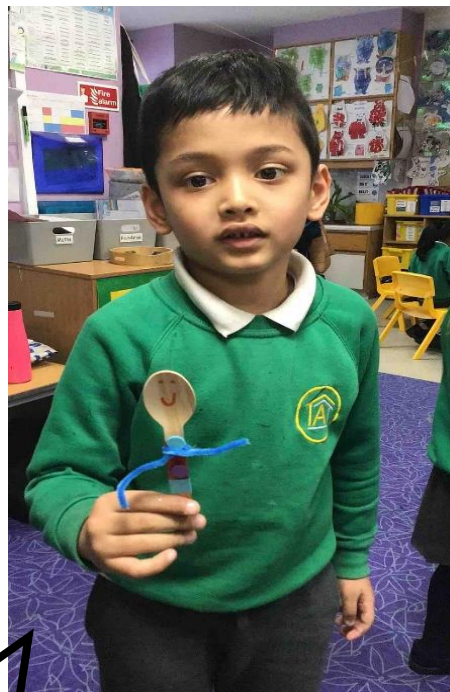


This is so
gloopy.

We all enjoyed World Book Day where we listened to some fun stories and we decorated a spoon to make a puppet of a story character.



It is so good. It is delicious.



It was great to watch the children using their imaginations to play with their puppet.

The love of reading is promoted every day. For instance, the children read their home/school books each week with an adult and they look at books daily when they first arrive at school. The children also enjoy listening to daily stories, talking about their favourite parts of the story and generally bring story books to life through talk, art work and writing. The children also enjoy engaging with an adult and talking about a book that they have chosen.



Engaging and sharing a book is such fun, the children love it when it is their turn.

The book area in the classroom is a quiet, inviting place to share books.

The topic of buildings has been interesting and engaging. Red Class had a fabulous day at Bekonscot model village to experience a hands-on approach to their learning. Yellow class and Blue class will have their opportunity to go after the Easter break.



An exciting, fun day to see many miniature buildings and castles as well as have a picnic lunch and take a ride on a coach.

The preliminary work that the children have engaged with has been fun. They have designed and made buildings from recyclable materials as well as using an i-pad as a design tool.



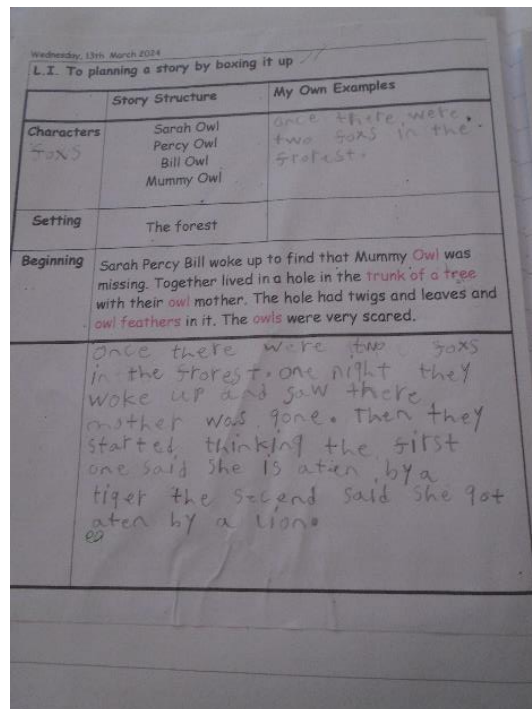
Year 1

This term the children have made enormous strides in their writing. In the first half of term they loved creating space poems before reading the book *Beegu*. They were able to retell the story before rewriting it with a new setting. They changed where Beegu crashed landed her spaceship and who she would meet during her time on Earth.

During the second half of term, the children had so much fun writing acrostic poems. This was a very different approach to poetry and the children found it amusing. They were then introduced to the story of *Owl Babies*. When rewriting the story, the children changed the types of animals that the characters were, thinking back to their science habitat lessons from Autumn 2.



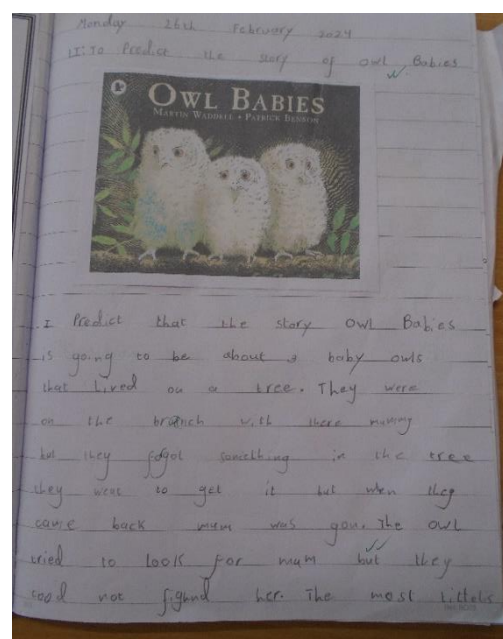
Acrostic poems



Boxing up Owl babies

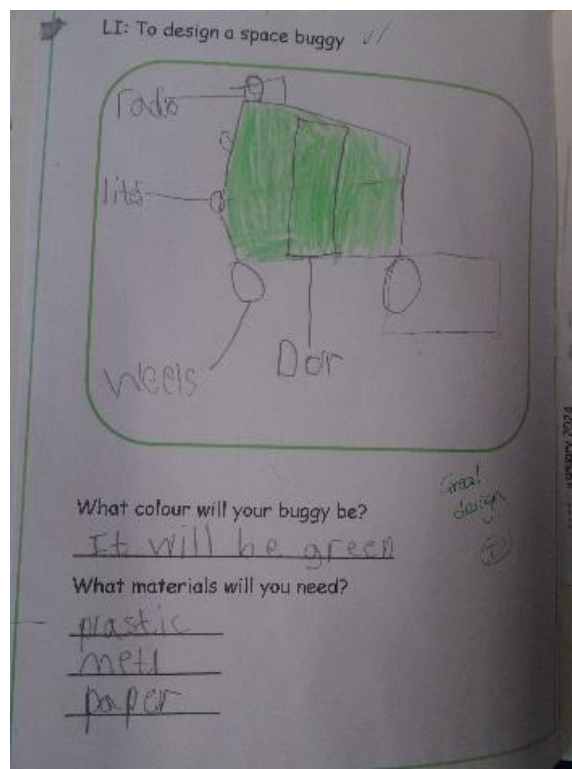
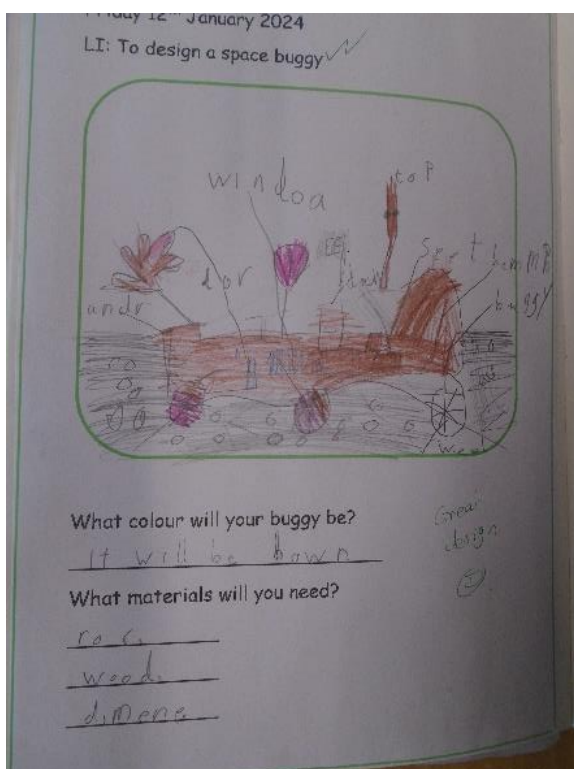
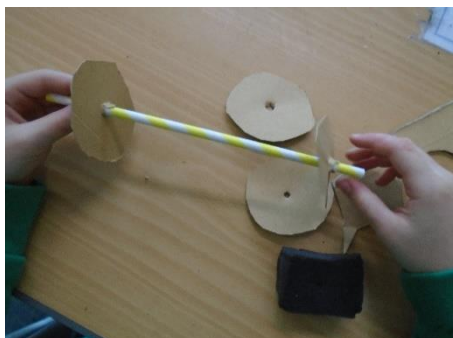


Sequencing

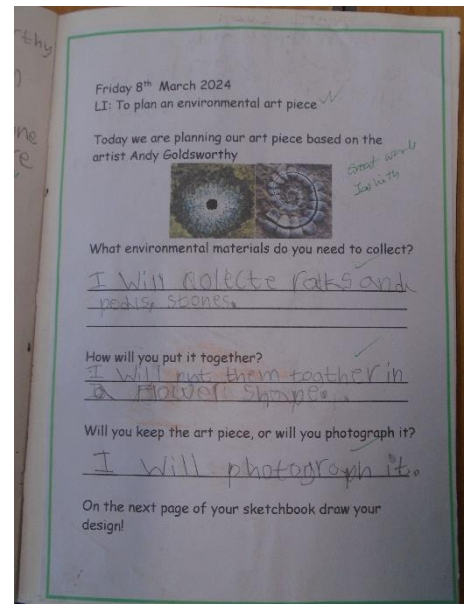
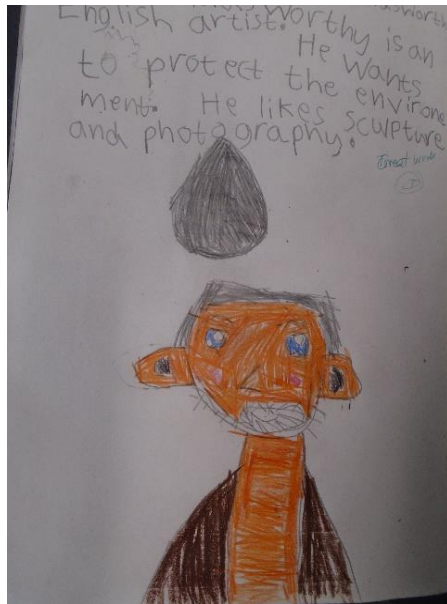
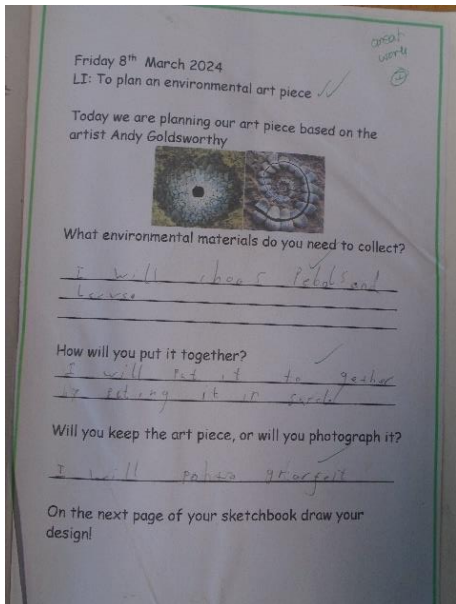


Retelling the story

DT was so much fun in Spring 1! The children were so engrossed in the Space topic that we decided to include it in our DT work and make space buggies! The children learned about wheels and axles as well as principles of design. They learned about what it means to design something that will have a function. They first designed their space buggy and then made their own one using cardboard, straws, plastic containers and tinfoil.



This past half term the children learned all about environmental art. They learned about the artist Bryan Nash Gill before focusing on the artist Andy Goldsworthy who works outside with found materials such as leaves, twigs and rocks. The children were very interested in the fact that Goldsworthy photographs his work because it is often non-permanent. The children planned their own environmental artwork before creating it in the outside area.



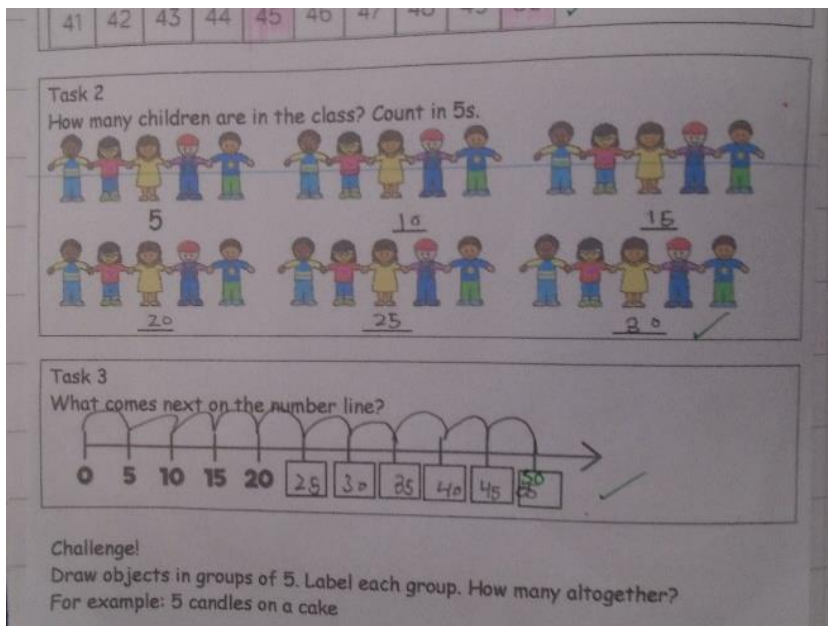
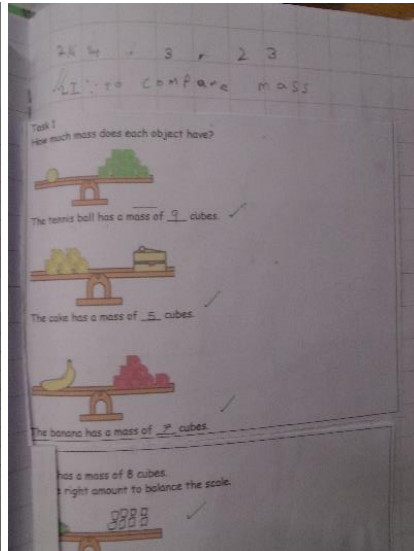
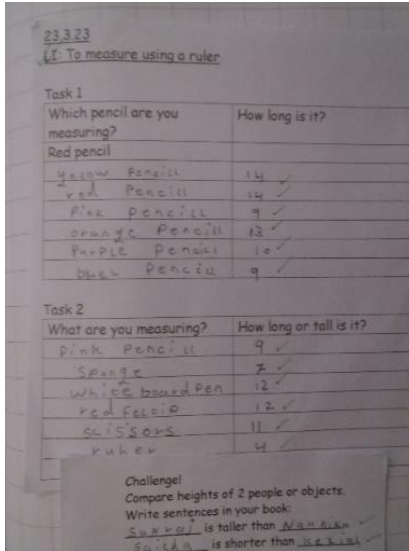
Geography

This term the children had so much fun learning about England, Ireland, Scotland and Wales! They learned so many cool facts about these places. They loved learning about the differences and similarities between the places.



Maths

This term the children have been working up to the number 50. They are now able to count forwards and backwards, add and subtract. They then were able to count in 2s, 5s and 10s. The children have concluded the term by learning about measuring. They were introduced to rulers and scales and how to measure length and mass.



A Visit to Bocketts Farm

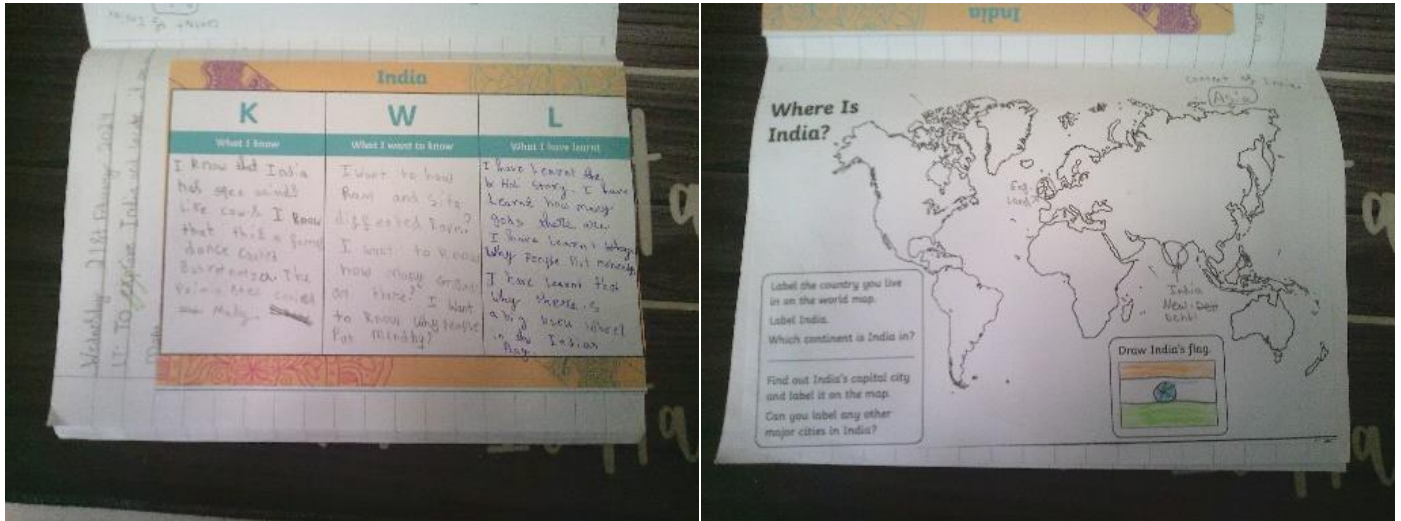
Year Ones went to Bocketts Farm this half term. We saw lots of farm animals, we went on a tractor ride and we also stroked some of the little animals there such as rabbits and guinea pigs. We had an amazing time!!!



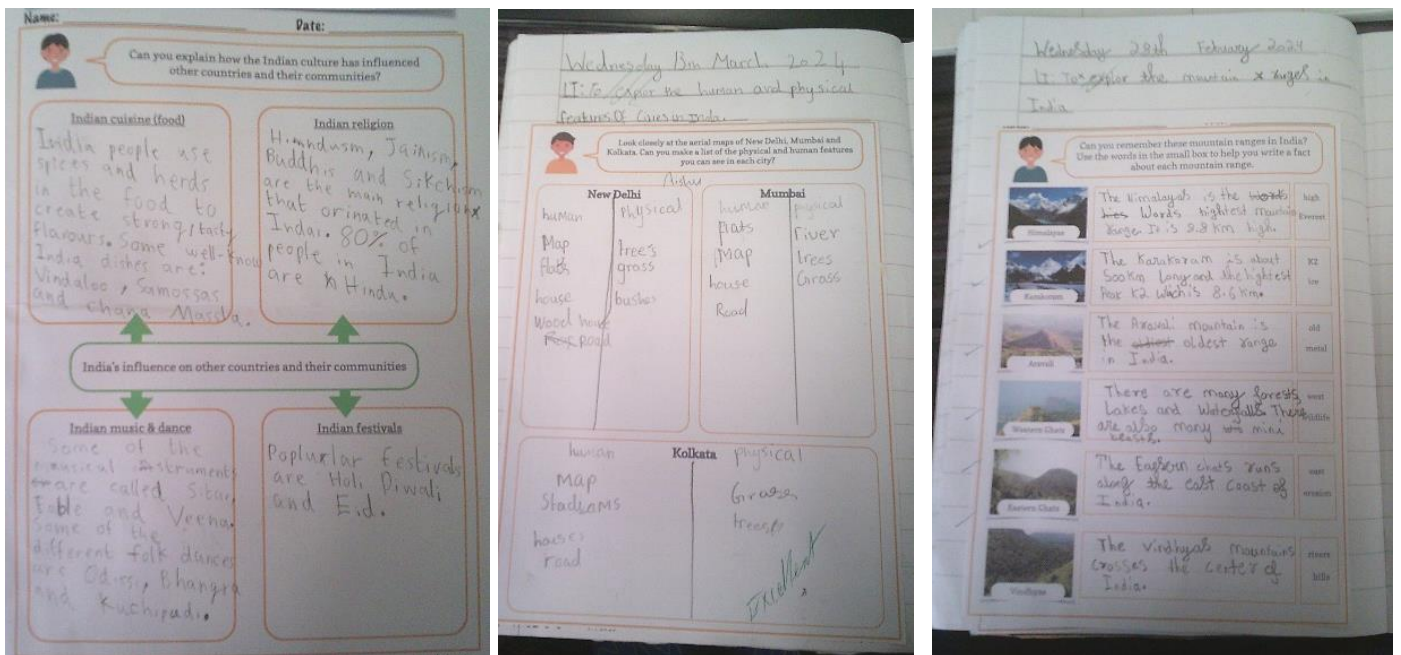
Year 2

This term for Geography, we have spent some time investigating all about India.

First, we recapped on our prior knowledge, by sharing what we already know and then we located India in the world Atlas.



Next, we explored the mountain ranges, some of the major rivers in India, and the human and physical features of cities in India. Finally, we explored India's culture and its influence on other countries. We then ended our investigation by comparing India to the United Kingdom and looking at similarities and differences.



Year 2 have participated in some important days, such as World Book Day, Comic Relief and Science Week. We had a lot of fun taking part in these events and raising money for Red Nose Day. We especially loved the Sports leaders and the challenges they got us doing for Comic Relief.



During our reading sessions, we have been learning and implementing the 8 reading strategies. Each week, we will focus on one reading strategy and complete tasks related to that strategy. When we read now, we will try our best to use the strategies we have learnt.



For homework, one of our tasks was to take a photo of us reading in our favourite place. Check out our reading gallery!



We ended this term with having the exciting opportunity of attending a 'Silly' Science workshop, to celebrate Science Week. We had lots of fun and were all engaged watching and investigating science, using everyday household products in such a fun but informative way.



Year 3

This term we have been working incredibly hard within the classroom but also outside of the classroom, here we have some truly remarkable pieces of homework to share with you. First are some excerpts from Adam's nine-page information booklet about different types of flowers. We were blown away by the budding botanist!

The wonderful world of flowers



Flowers... beautiful flowers. We see it every day, in our home, in our way walking to the school, in our gardens, in the books, everywhere. Their colour inspire us and their fragrance makes us feel amazing. It is truly amazing how flowers got the power to revive every spring.

Did you know the number of species of flowering plants is estimated to be in the range of 250,000 to 400,000?

From all the flowers in the world the most popular are roses. They feature a tight coil of petals that range in colour from white, to tones of yellow, pink and dark crimson and have a delightful fragrance. There are over three hundred species of roses. Most species are native to Europe, North America and northwestern Africa.

Timeless, elegant and beautiful, three words that we first think of when we hear the word rose.

10 facts about roses

1. Roses are possibly one of the oldest flowers. There are rose fossils that date back 35 million years ago. The oldest living rose is 1000 years old and it lives on the wall of the Cathedral of Hildesheim in Germany!



2. All varieties of roses are edible.



a parasitic tiny flower which was found growing in Viet Lich on an aroid palm leaf. Measuring no more than 1mm in diameter, Yuxian Blue were mentioned in Buddhist scriptures and in 2010 were discovered in the home of a nun in Lushan Mountain in China's Jiangxi province.

*According to the Buddhist scriptures, these flowers symbolize immortality.

*The looking of the Yuxian Blue flower is believed to mark the arrival of a future king of the reincarnation of the Buddha.

FINAL Thoughts

Flowers are like friends - they bring colour to the world. The flowers that bloom tomorrow are the seeds you planted today. In joy or sadness, flowers are our constant friends.

has no roots, leaves or even a stem! When the Corpse Flower is in bloom it emits a foul odor similar to that of rotting flesh or rotten meat. Are found only in the low-lying rainforests of Indonesia. In captivity they grow mainly in Sumatra Gardens.

Jade Vine - Member of the Pear and Bean Family

The Jade Vine is considered one of the most unique flowers in the world because deforestation has driven it to close to extinction. The Jade Vine is a claw-shaped flower and can grow up to 3M long, with a blue to light green colour and hangs facing downward. These flowers are native to rainforests in Philippines.

*They reportedly have a luminescent quality at twilight.

Middlemist's Red-Rose Flower on Earth

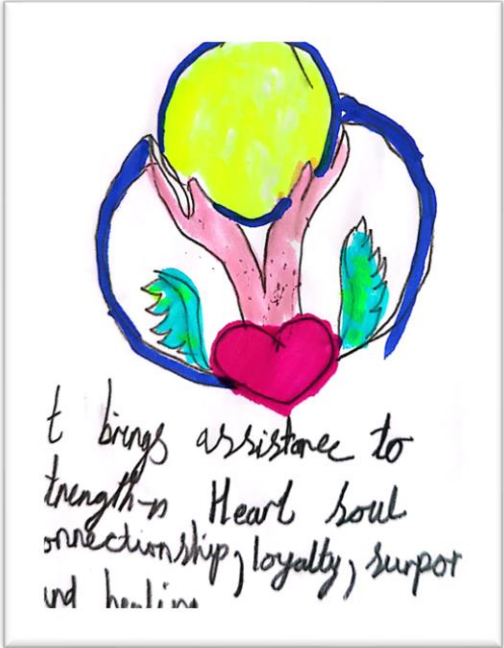
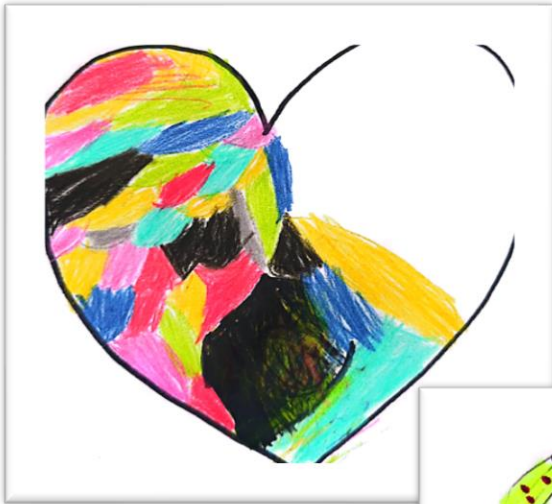
The Middlemist Red is one of the rarest and most beautiful flowers in the world because only two of its samples exist today. A native of China it was brought to London in 1804. Only two of Middlemist Red flowers are growing in captivity - one in a botanical garden in New Zealand and the other in a greenhouse in England.

*The red carnation flower was brought to England by a botanist named John Middlemist, giving it its name.

Rothschild's Slipper Orchid - Gold of Kinabalu

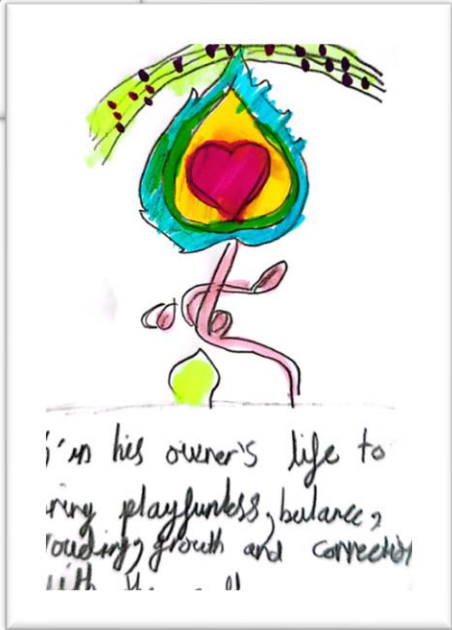


Next, we have a collection based on the children's work from RE lessons where we have been learning about the soul and how our consequences affect our souls.

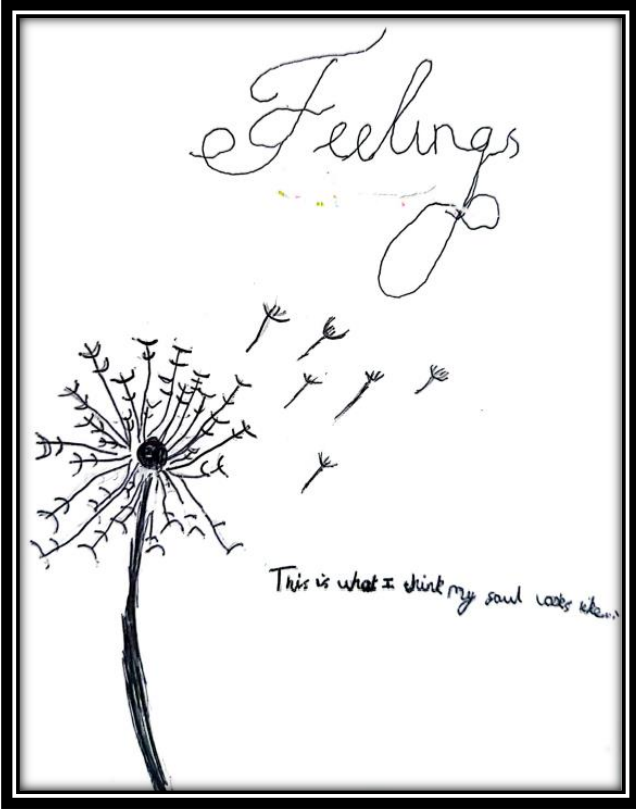


It brings assistance to
 strength in Heart soul
 connection, loyalty, support
 and healing

Here are the children's depictions of their souls.



It's in his owner's life to
 bring playfulness, balance,
 touching growth and connection
 with the world



This is what I think my soul looks like...



This soul of mine represents my
LOVE
 for everything and everyone.

Also, we have a biography from a famous person that the child chose, someone who inspires them!

Khufu, who was the second Pharaoh of the Fourth Dynasty of Egypt and builder of the Great Pyramid at Giza, the largest single building to that time.

Khufu viewed himself as a divine creator, the god of resurrection and growth. Khufu's reign is generally dated at 23 years, though its exact length is unknown.

Khufu is a man of many names. No one knows when Khufu was born. He is a man who built a huge monument, and yet left no record of his birthdate. One thing we do know is when he died, 2566 B.C. He died of natural causes. Khufu's mummy has never been found. No one knows what happened to it. It's a great mystery and researchers continue to search for answers.

Pharaoh Khufu fathered at least 9 boys and 5 girls. Khufu loved expeditions and explorations. Only one complete statue of Pharaoh Khufu remains. It's made of ivory and it is 3 inches tall.

Khufu's boat is called a solar ship. It was so well built that if placed in the water today, you could actually ride in it. Pharaoh Khufu may have lived thousands of years ago, but he is featured in a video game "Assassin's Creed Origins".

Finally, we have a letter written by Eleena, who is campaigning for our school to get more eco-friendly areas around the playground.

Dear Mr. Norton,
I am writing to you to complain about the lack of eco-friendly ~~stuff~~ ^{things} we have in our playground. It is ^{immoral} ~~immoral~~ because we don't get grassy fields to play on. Therefore, this letter will give you tips to make this school a better place.
Firstly, having concrete ~~pro~~ ^{pro} plots can mean that more children get hurt ~~to~~ ^{to} injured badly. I ^{suggest} ~~suggest~~ that you could replace it with grass as if you fall on grass, children you won't get hurt as badly.
Next, more plants could help us learn more about about them. Such as if we had more flowers, then we could learn their names because of that we'll become plant experts. So ^{maybe} ~~maybe~~ if you put more flowerbeds we could plant some and then learn about them.
Finally, flowers make places pretty and would make the ~~area~~ ^{area} more vibrant and would be a better sight for visitors.
I hope you consider my points and make this school more eco-friendly.
Yours sincerely,
Eleena

Year 4

We have been working hard, here is a sample of work from this term.

A Curious Object

Andrea went on a school trip, it was boring but she did not dare to say a word, everything was dusty but then something caught her eye. Andrea said, "What's that? It won't hurt to have a peek," she had a glance and saw it was free, she got it and a minute later someone got in and said

"I know there is something special here so give it to me!" As soon as she had it she zoomed out of there so fast, as fast as a cheetah. She was panicking and then she went home she was praying that she would be safe. She told her sister but she did not listen.

She researched about the object, she found out that it was powerful and to get its power you had to share it and if she did that the universe would be a disaster Andrea. She was surprised when the compute said, "I can o...o...only do it Andrea."

Then, her brother came in, "Hey sis, what's wrong?" said her brother.

"Adam it's a disaster, I found something shiny and well I ... I'm.. a.. all...I TOOK IT!" Andrea said.

"YOU TOOK IT!" Adam said.

"Well our world is in danger," said Andrea.

"I will help you," said Adam.

Andrea and Adam did the rule and they felt like something was going in them and they got scared by a purple light and their eyes glowed and they fell asleep. Then they woke up in a red room and were ... annoyed and A.I. said they were in danger and an alarm went off, "What's happening what should I do?" said Andrea and somebody barged in and said, "It's a lie, I am also good but A.I. is a lie." Then the robot greeted them and said, "our identity has been revealed and I'll not reveal my plan," and then it stopped talking. Andrea felt rage and then broke free.

They got down and Andrea took a water bottle out and because water can make robots break down she threw it over the machine. She found out that all of them were connected and they ran away as fast as they could, "Acececece," Andrea screamed in fear from the robot factory.

In Maths, this half term we have been learning and applying our multiplication facts to various written calculations and word problems. The children enjoyed applying their knowledge of multiplying and dividing given numbers by 10 and 100.

Zhulong: 9900 years old. 8770m long.	Huanglong: 23 x 100 years: 50 x 100 m in length.	Tianlong: 23 x 1000 years: 100 times longer than Shenlong.
Chilong: 10 times older than Dilong: 1/10 the size of Qinglong.	Shenlong: 100 times the age of Qulong: 10 times longer than Dilong.	Qinglong: Age of 3200: 770m long.
Qulong: 6 x 60 years old: 600 x 60m long.	Ziulong: 210 - 7 years: 300m x 12 long.	Panlong: 2100 divided by 7 in age: 12 x 3m long.
Dilong: 620 years old: 500 m in length.	Fuzonglong: 21 divided by 7 years old. 12 x 30m long.	
Yinglong: 10 times younger than Qinglong: 5 x 10m long.	Feilong: 100 times older than Chilong: 10 times smaller than Zhulong.	

We took part in the National Number day; the event is an annual campaign organised by the NSPCC to encourage children to get involved in number-based activities. The day was designed to make learning maths fun and enjoyable. We focused on developing our multiplication and corresponding division facts as well as using these skills to solve problems.

Let's try one together

Ice Cream	Sauce
Vanilla	Blueberry
Chocolate	Peppermint
Strawberry	
Mint	

10/10
10/10
10/10
10/10
10/10
10/10
10/10

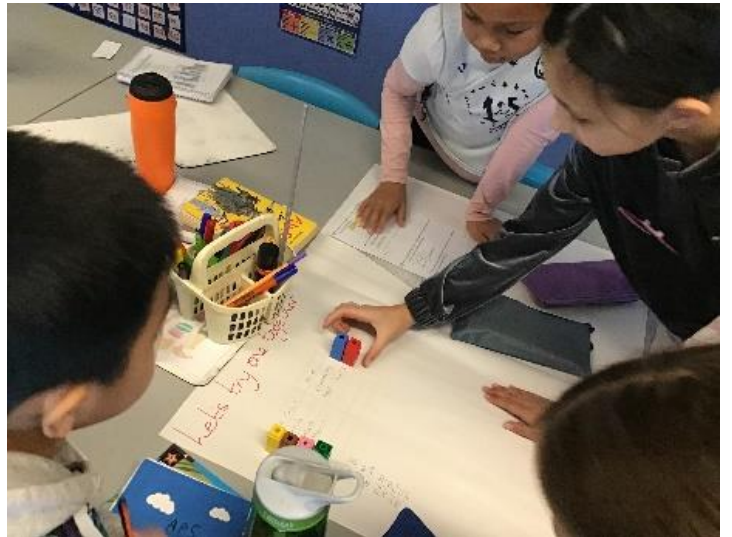
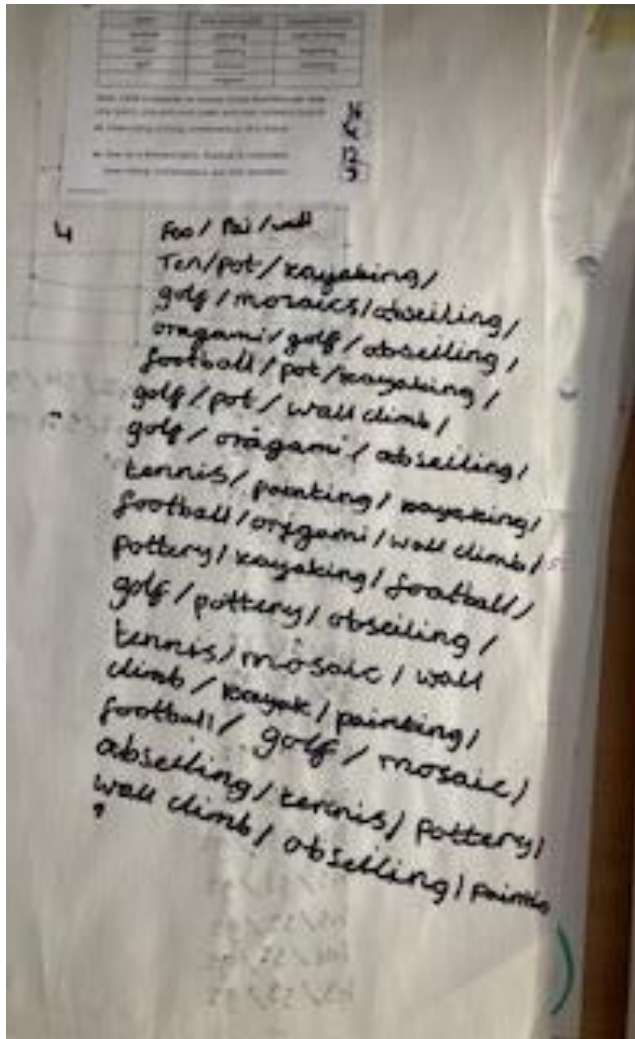
How many
10/10 10/10
and sauce

How are the following things made in October 2016?

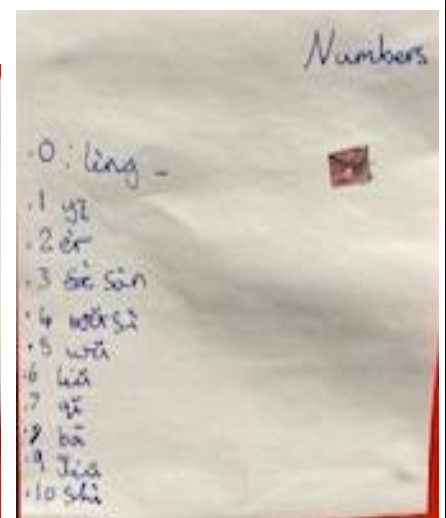
Item	How and when	Where made
Apple	Apple and seeds	United Kingdom
Banana	Banana	United Kingdom
Carrot	Carrot	United Kingdom
Pea	Pea	United Kingdom
Spinach	Spinach	United Kingdom

Each week a different product from October for the one year, how are you better and how better?

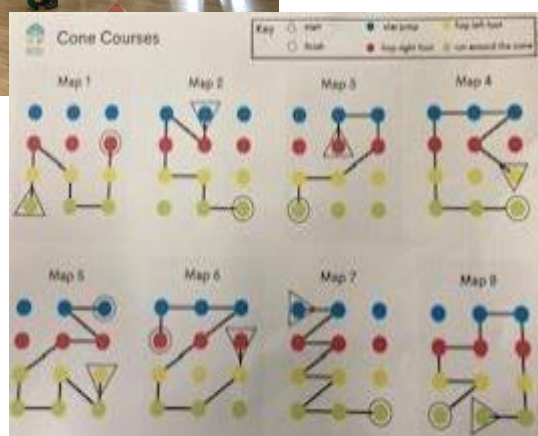
10/10
10/10
10/10
10/10
10/10
10/10
10/10



The Chinese Dragon Dance Workshop gave the children a chance to have their questions about China answered by the visitors, as well as to deepen and consolidate their learning about Chinese culture and history including learning Chinese numbers, days of the week and months of the year.



In PE this term, the children participated in different orienteering tasks. The children learnt to use and follow directional language as well as using maps to find various objects and routes. They had the opportunity to use a compass and plan routes throughout the half term.



Children were asked to recognise and use symbols on a map and identify what they represent. The activity required good team work, collaboration with their teammates in order to apply and solve various problems.



We learnt about the striking and fielding sport of netball. The children have been practising and using different passes depending on the space, distance and time they have around them. They learnt how to use the chest pass, shoulder pass and how to pivot within small game situations. In game situations the children practised being defenders who tried to intercept the ball and attackers trying to score. The children showed good collaboration, teamwork and communication.



The Water Cycle



In Science, we have been looking at the water cycle and carrying out weekly experiments to create the different elements of the cycle (condensation, evaporation, precipitation and collection). We had to make predictions based on our prior knowledge and what we had learnt in the lessons. We carried out experiments testing our ideas and drew conclusions based on what we discovered.

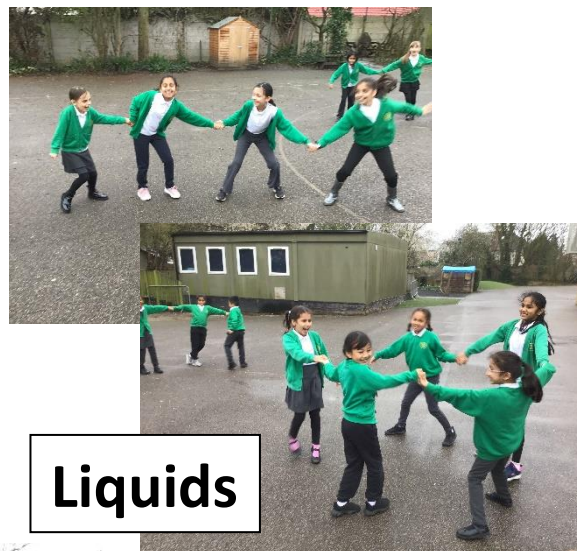
The children enjoyed investigating how the collection process of the water cycle worked

as they watched the water travel along the creases in the paper to the lowest points, collecting in one place (rivers, puddles, lakes).



Solids, Liquids and Gases

In Science, the children recalled their knowledge on the water cycle and what state of matter each stage is. The children have been learning about the different states of matter, taking a closer look at the particles that make solids, liquids and gases. They have conducted experiments to discover the weight of gases within fizzy drinks and how the melting process turns a solid into a liquid and how freezing can turn a liquid into a solid, but heating a liquid can turn it into a gas.



Throughout the half term, we have planned and carried out many experiments to test our predictions, consolidate our understanding of solids, liquids and gases and draw conclusions from our findings.

Fizzy drink experiment (gases)

Coke	Tango	Diet coke	Sprite	Pepsi
				

Recent trip to Hampton Court Palace



The children have been cooking Chinese food as part of their topic



Chinese New year- by Gargi
Giant dragons dance.
Red lanterns flicker on and off;
Signs wish good luck.
Colourful fireworks explode-
joyful music cheers
while parades commence.
In the markets,
tiny ants rush in.
Incense soars by,
enveloping families everywhere.
The dragon dances
dumplings are mushy boats.
Shop signs
bore their neon lights.
Slithering noodles
swimming in the murky water.
Lion dances amaze
the people.

Year 5

We have had a superb Spring term. Here's a selection of our amazing work from over this term.

Viking workshop



We were privileged enough to have an exciting day with the History Man. We were able to learn about the Viking period of history through artefacts. We looked at Viking games and tools. Viking clothing and a Viking bed. We all were able to handle the artefacts and feel like real life Vikings!



Ufton court



Year 5 were lucky enough to go to Ufton Court to help enhance our learning about Vikings. During the day the children were immersed in the life of Vikings; fighting skills with shields and swords, voyaging (the objects the Vikings would have traded from overseas) and learning about their daily life such as weaving wool and grinding flour.



Science Experiments



In our Science unit this term we have been learning about changes and properties of materials. Here are some examples of our learning and the experiments we completed to help our understanding with reversible and irreversible changes.



World Book Day



For world book day this year, we celebrated our love of books by creating our own 'story in a jar.' We planned out our story on a story board and then made a small version of the book to place inside the jar. Using various resources, we made our own story scene with the jar that represented our



chosen story. We also had an interactive online lesson with the poet and author Joseph Coelho, who imparted his knowledge on how to write a poem.

Forensic Science Workshop

Year 5 and 6 were lucky enough to take part in a forensic workshop. Here are some photos of what we got up to:



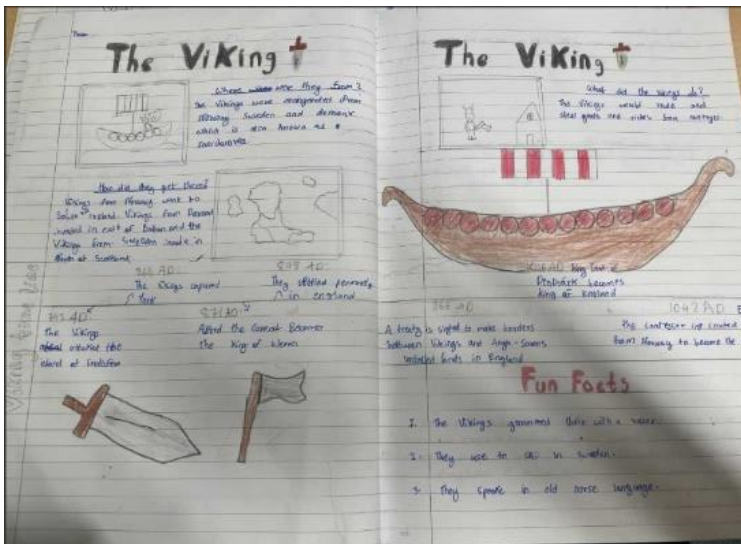
Plant Growth



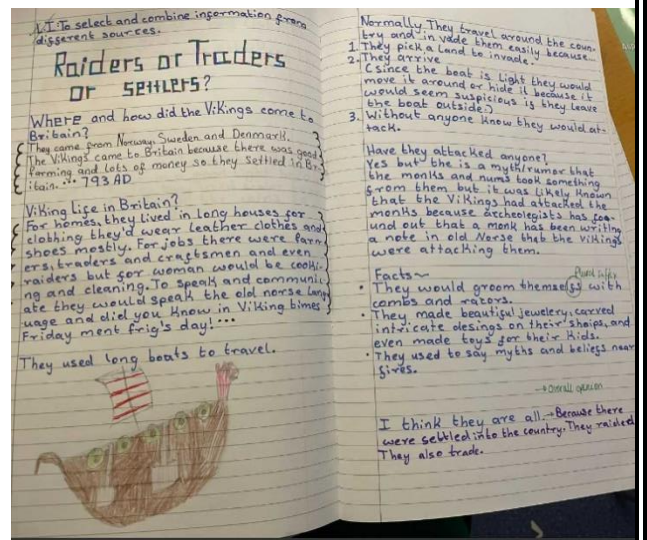
As a school we are taking part in an experiment to see 'How long will it take our APS plants to grow?' We are trying to grow poppies. We have planted them and check on their water each day. We decided on a sensible place to put the plant to receive all its benefits.



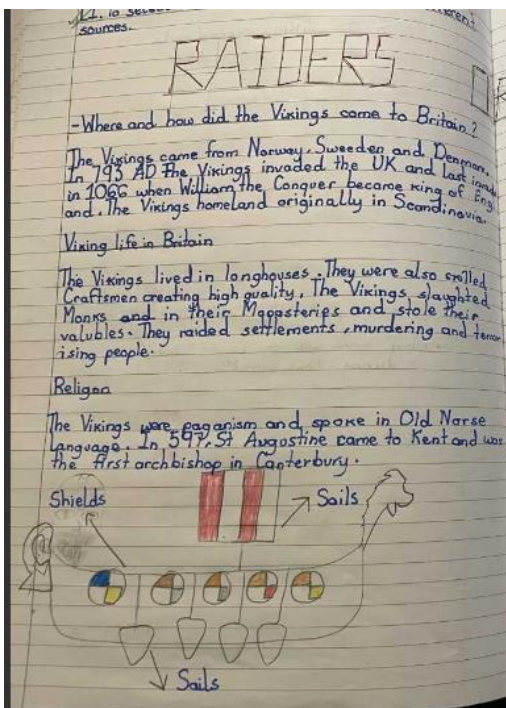
We created a **double page spread** to demonstrate all of the new skills and learning in our topics- history.



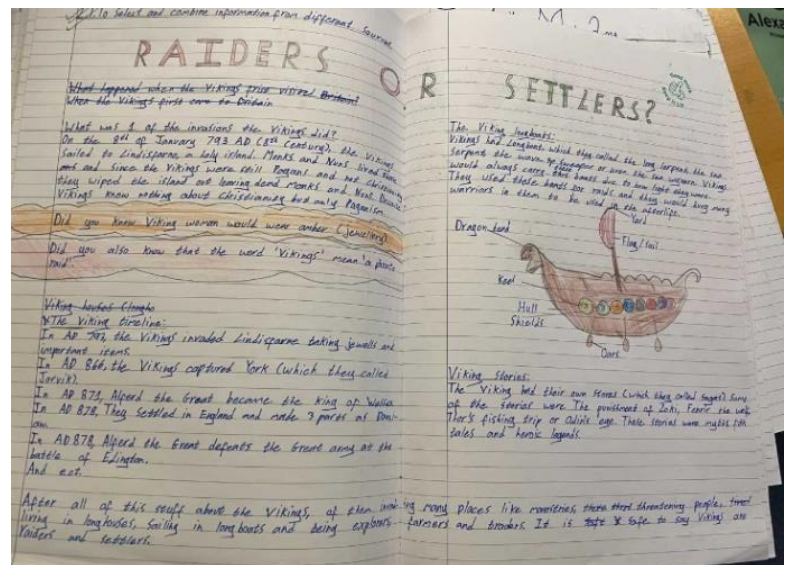
Siya



Jayden



Ilhan



Aditi

Examples of work across the curriculum

English – playscript

Arthur and the golden rope a playscript

Character List: Arthur, Thor, Narrator, Loki and Baldr

Scene 40: Arthurs having a party

Narrator: (enters stage right and stands center stage) After defeating Fenrir and Thor relights the fire they are going to have a party.

LFX: warm lights to represent fire

Arthur: (excitedly) everyone we have defeated Fenrir and Thor has relighted the fire.

Baldr: (goes down on his knees) I'm sorry for doubting you and shaming you I'm truly sorry!

Narrator: they all have food and dance and enjoy the party.

SFX: cheering and laughter

Thor: wait who's that? (points at stage left)

Loki: (comes Centre stage) I am here I have created another monster called Fafnir he is a terrifying dragon. (everyone screams)

Narrator: Fafnir appears and Thor uses his hammer.

Thor: (worried) what it's not working!

Arthur: (distracts Fafnir) I've got you now!

Loki: (angrily) Fafnir get him!

Narrator: Fafnir gets defeated and they carry on celebrating.

Thor: (pleased) wow Arthur I'm impressed turns out you don't need me! (everyone celebrates)

An extract from our Historical narrative

Frode set off immediately, wanting to rescue his village. Before the journey, he felt as though his heart had been lacerated by the villager's sharp words. Frode, who travelled on his father's steed, raced to the mountains. As he stepped on the luscious grass, the monumental mountains welcomed him. Even though the scenery before him was breath taking- he couldn't take a moment to pause. The calm river, which was as relaxed as sloth in the sun, washed Frode's anxiety away. He started to climb up the mountain, each step was a step closer to the peak and the answer to his problems.

Banipreet

As he rowed his rickety boat in the obscure, cryptic sea, he saw several surreal blinding orbs glimmering in the vast sea ahead. The orbs were as bright as the stars. The sea, which was tranquil, flowed as slowly as treacle as he was surrounded by sizeable butter-scotch orbs. He bent over the side of the boat and peered into the abyss below him. Gently (without rocking the boat) he reached towards the orb. His fingers grazed the side of it and he beckoned it towards him. His blood turned cold at the touch. He plucked it from the sea and placed it in his rucksack ready to make the return journey.

Vlad

History – Diary Viking entry

Dear Diary,

Today was a tragic day. In front of me was my nightmare! My home, my family; my life had been destroyed. It all started in the morning, I was praying in the church when I heard a loud unfamiliar shout. I went to peer outside and I was shocked to the core with what I saw – a large dragon head bobbing in the water and sharp weapon charging towards me.

Silently, I hid behind the wooden pews and saw strange, large bearded men barge into the church. Bibles and precious golden statues began to flew through the air. These beings showed no empathy for our religious items. My heart skipped a beat as I realized these were the vicious Viking we had heard rumours of.

Panicking, I crept slowly from behind the pews and snuck out the door to find a place of safety. I was so scared I would be caught.

Swara 5S

6th June 793 AD

Dear diary,

It was a normal sunny day; the sun was shining and the birds were chirping. Everyone was doing their jobs. I was teaching Aditi to write and read. I was preparing for lunch when I heard laughing and screaming. It was a bolt out of the blue. I peered out of the window to see men with armour and weapons. Surely, they came in peace; their leader spoke in an unknown language

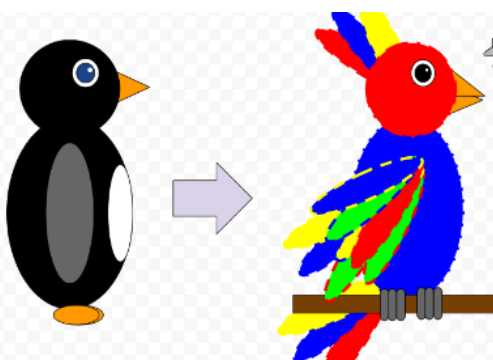
They then started slaughtering my brother and sisters. They were beasts, blood-thirsty monsters. I ran and hid in a bush. They had broad shoulders, blue eyes and blonde hair. They had no hearts; they killed kids and the ones holding the bible and the cross. How could they!?

My heart was pounding, my whole body was shaking. I tried to hold back a torrent of tears that had been welling up but they stormed out. I then saw some men holding torches. What were they doing? The chill haze of my suspicion began to crystallise. They were going to burn the monastery down. I watched in terror as my childhood home burned to ashes. What did I do to deserve this!?

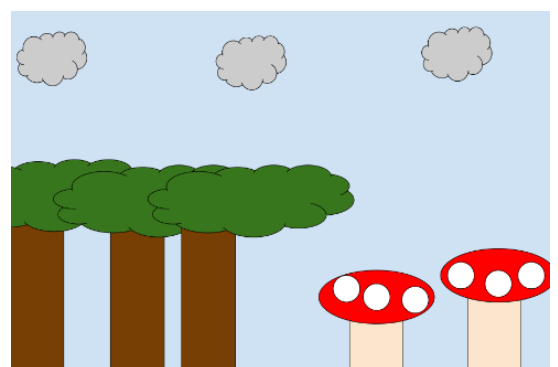
They took sacks filled with something made out of metal, silver, gold or bronze as I could hear the clanging. Had they stolen our treasures! What would I do I was too weak. What would the society say?

Tiana

Computing – Here are some examples of Vector drawings. We have used layering of shapes to help create the final products.



Shirley



Zaha

Year 6

This term the children have continued to impress their teachers with their positive attitude to learning and have made so much progress both inside and outside the classroom. A few weeks ago, the atmosphere in the year group was electric once children discovered their new schools for September and we are excited to make our final term at APS the best yet!

C8 Writing Competition – A Curious Object

My hands were trembling. It enveloped me like a dense blanket. It was fear. The fear of being caught. It was a terrifying thought to me. In these, horrid conditions. I was questioning my own abilities - would I be able to escape?

This was the worst, but best time of my life. My name is Lucy, and I am eleven years old. When I was ten, I conducted one of the most dangerous acts of my life. It all started when I arrived at the workhouse. 1848. This was the worst time of my life. I had heard the rumours of this terrifying place, and the hazards that it brand. Me, being a street child, (or 'urchins' as they call us) had to be wary of the dreadful police - I had no idea if they would take me to prison or a workhouse. I had to fight the battle of survival. One wrong turn would cost me my livelihood. And that was exactly what happened.

I was found. Caught in the act. I was just trying to get some food - little did I know that the police were just around the corner. I was held by them and dragged to the workhouse. I was hauled in by the two of them - they did not deserve that title of being a policeman, if they seemed to protect the city like this. This was unruly, but what came after seemed to be the most petrifying time of my entire life.

This was the start of a dip in my life, downgrading like a steep mountain. My hair was shaved, and nothing was gave to cover it. This was an atrocity that I was speechless too. My eyes were hazy and wet while I trudged into my dormitory (if I could even call it mine). The 45 people cramped around me were all asleep- in those conditions! It seemed impossible to me!

Once the clock struck 9'o'clock, I was called in to the hall of the workhouse where we had the worst food in history to feed to a 10 year old - gruel. It was tasteless, watery and all sorts of horrid specks of food. This I could not bear. It was here, on the first day that my hatred for this place had settled in, and this tiny seed that I had planted into my brain began to sprout into hope for a way to escape. And then the day finally came. The day when I broke free from this Hell...

It was a normal day in the workhouse - if any day in the workhouse is even normal. I set to work with a smile in my face, arousing some suspicion, so I quickly stopped. I was going to my normal workplace - making candles - and set to work. I worked for the whole day, and at night, I struck. While the other inmates were loading the candles, I hid in the trolley. It was working perfectly, my plan, until I reached a room - it was normal, but something stopped me. Out of the corner of my eye, I saw it. Little did I know, it was my way of out of this all this. Everything.

Out of the corner of my eye, I saw a globe. Like a snow globe but, mystical. I slid out of the trolley as silent as a cat, and I went to see this magical object. It was mesmerising. The smells of lavender, the petrichor, the sand of the beach, all of it was incredible! It summarised the world into one globe; everything amazingly fitting in. It was truly a magical object. I moved my feeble hands forward, in order to touch it, and once I came into slight contact with it, my life went back into my hands.

I was back. Back in the open, on the day I went to the workhouse. Before this, right before. Before I stole the food and caught. I then knew what the powers of this globe was. All the bad choices I have done to this day I have always been fixed with this object. Maybe this is the object, the globe that can give everyone a truly, happy life.

By Devarsh 6SC

DT – Bomb Shelters and Stixx Workshop

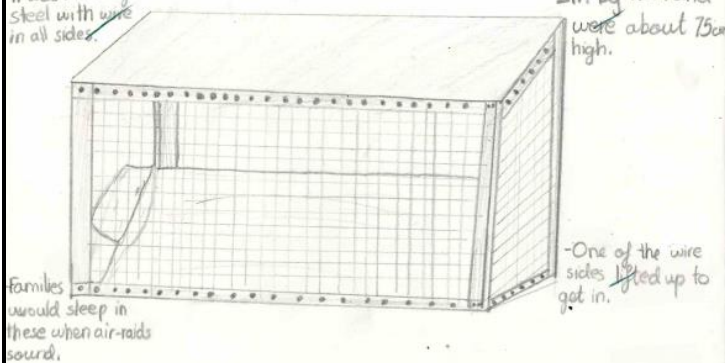
Throughout the Spring Term, the children having been learning about structures and what make a stable and secure one. We started off looking at why shelters were so important during the Second World War and explored in greater detail the different types that were available to the population of Britain and where they could be found. The children were fascinated to discover the size of the Morrison shelter, the cost of the Anderson shelter and the number of people that communal shelters kept safe during an air raid. The children also had the opportunity to see first-hand an Anderson Shelter during our Milestone Museum Trip.

Tuesday, 27th February 2024.

L1 To understand the purpose of a structure and how it will be used

Morrison Shelter

It was made of steel with wire in all sides.



Families would sleep in these when air-raids sound.

Anderson Shelter

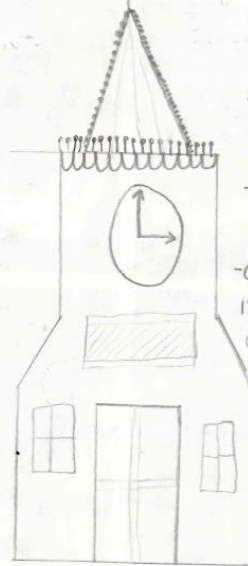
Needed to contain:

- Toilet
- Drinks
- Something to do
- Food
- Gas mask
- Ration book.
- There were usually benches or bed along one or two of the walls.



and the number of people that communal shelters kept safe during an air raid. The children also had the opportunity to see first-hand an Anderson Shelter during our Milestone Museum Trip.

Communal/Underground Shelters



- At the end of 1940 they were encouraged to use shelters that were underground.

- It offered better protection against bomb blasts.

- On the busiest night in 1940, 17,000 people slept on the underground platforms.

Next Step:

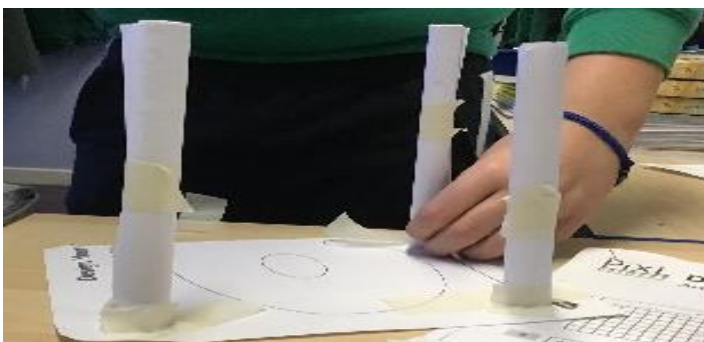
- The purpose/functionality - To protect, prevent bombs destroying/injuring or killing.

- Audience - Everyone in Britain (Hounslow)

- How innovative the product is - shape - circular, prism, reinforced, iron (metal)

- Cost - £5 in 1940 is equal to £266 today, but we are making our product out of reinforced used newspaper so the cost will be £2 for glue + £1.50 for the reusable clips so £3.50 in total.

We looked at different bridges across the world focusing on their shape, use of triangles (the strongest shape) and the reinforcements they may have used to support the structure. We took this knowledge and used it to create Anderson Shelter prototypes. We were given the opportunity to test out our structure using a weight that we applied to the roof, discussed the results and made improvements.



Monday 11th March 2024

L1 To communicate my ideas through discussions and prototypes

Key Elements

- be strong
- protect against bombs
- spacious (should fit 6)

Prototype 1

- Cubes = 18
- Roof stronger
- Connect it
- Work quick

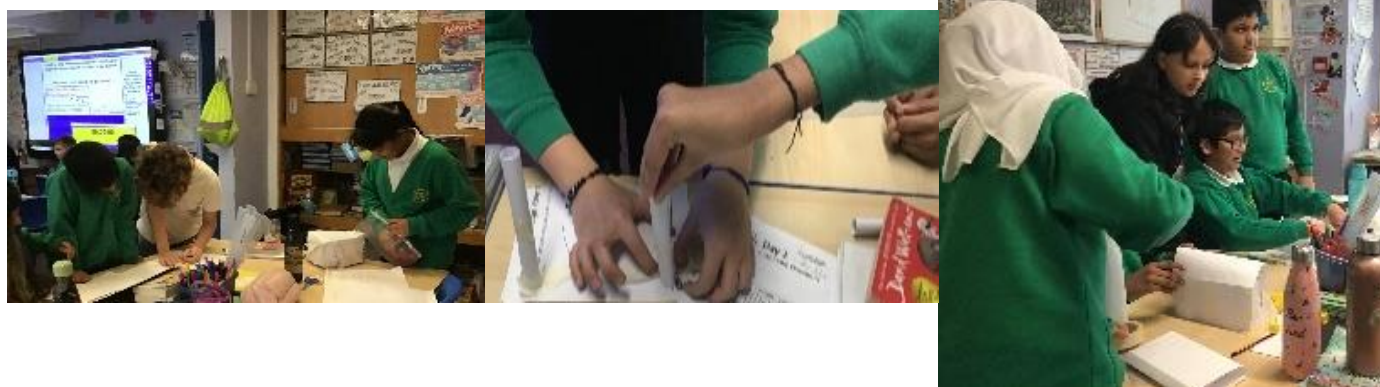
Prototype 2

- Cubes = 52

Prototype 3

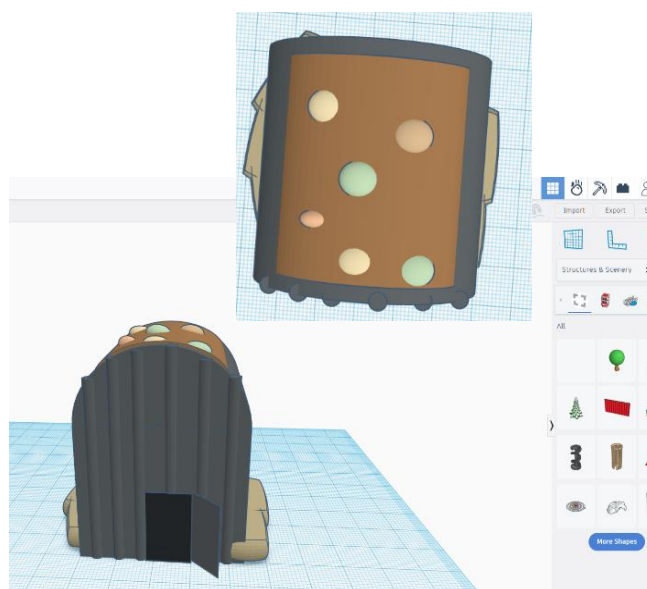
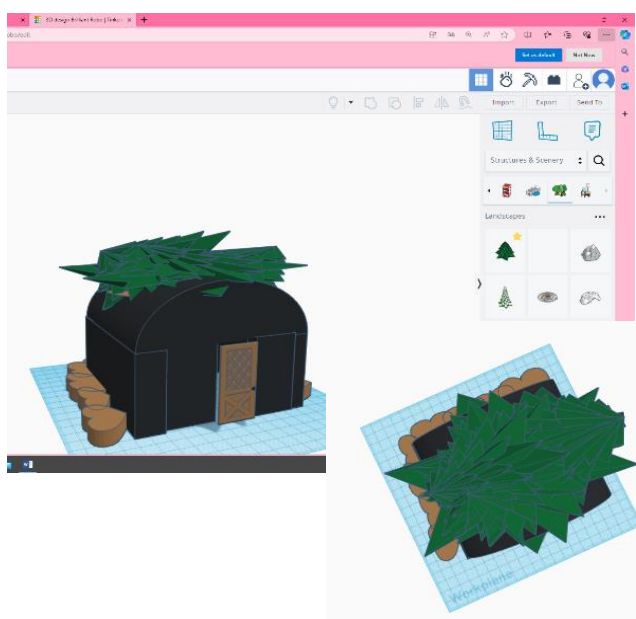
- Cubes = 100

By the end of the lesson we were confident that our structure would meet the design criteria.



The children then used CAD (computer aided design) to design their Anderson shelter, they had a set criterion to work to:

It needed to be large enough to protect 6 adults,
It needed to have an arched roof,
It must protect (be stable).



Year 6 thoroughly enjoyed the 'Stix' workshop in which they used a special machine and newspaper sheets to create newspaper rods. The rods were then tied with cable ties to create a structure. The structures were based on Anderson shelters from World War two. It was great to see team work and the children put their engineering and D.T skills into practice. It was also interesting for the children to hear about engineering in real life such as when building motorways or bridges. Below are some examples of the children working together and the structures created:

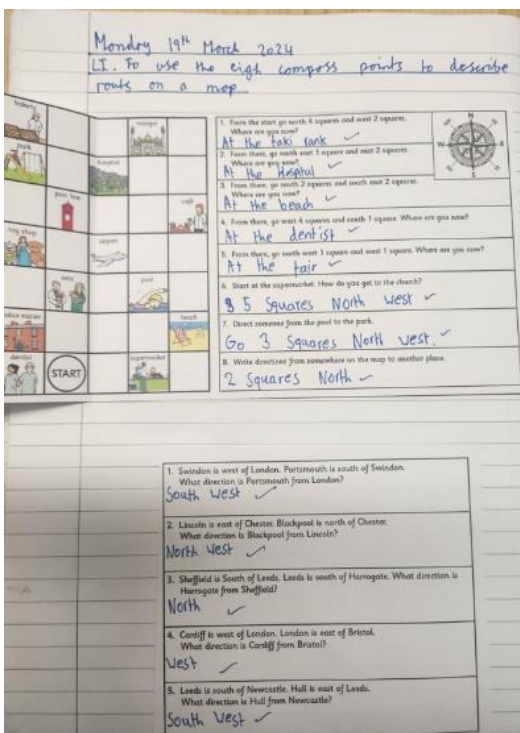


Geography and PE – Coordinates and Maps

Children's learning in Geography and PE could not have been more complimentary this term as we have been exploring a range of local maps: both digital and ordnance survey.



In addition to this, we revised the four points of the compass and learnt the eight points, which came in useful in PE. Our bodies and brains were kept active as we completed a range of orienteering challenges around the school grounds.



World Book Day Story Jars



Extract from a World War Two narrative inspired by Carrie's War

"Have you finished packing Carrie?" Mum shouted as she tied my shoelaces.

"Yes!" my sister replied, whilst stumbling down the stairs with her suitcase. We were finally ready after three hours of packing. As we opened the door, I gulped. I could notice Carrie's hand shaking even though she said everything would

be okay. I grasped mother's hand as she reassured me. "Beautiful mountains and lovely sheep. Certainly better than this ruined city." Whilst we walked towards Kings Cross Station, Carrie murmured. "You'll promise to visit us right?"

"Oh I will," mother smiled, although deep down I knew she was sad. Along the way, I saw sandbags on every doorstep and broken glass from last night's raid.

After walking for a while, we entered the station, which was full to the brim with a swarm of children and parents. Conductors were barking instructions and the shrouding steam made me choke. All of a sudden, an ear-splitting whistle shot out of the train; I clasped my hands over my ears. It was finally time. "Make sure to take care of your brother Carrie dear," Mother sobbed. "I will miss both of you so much." She wrapped me up on a hug and I could feel her tears. Then, Carrie and I carefully stood on the rusted step and boarded the train. Shoving past the mob of people, I found my seat and sat down. I could see mother wiping her streaming eyes on the platform so I quickly hopped onto my tip toes and gave her a big wave through the window. I carried on until the billowing steam consumed her.

Jalal Al Bably, 6C

LONDON BOMBED, HUNDREDS KILLED

Last night, hundreds of German planes bombed many London homes and docks, possibly disrupting trade by sea. Experts predict that Nazi Germany will continue bombing crowded cities and docks to decrease support for the war.

Yesterday evening, at about 8:00 PM, hundreds of German bombers attacked London homes and docks from all directions, somehow locating their targets. The attack continued until it was roughly 4:30 AM. By that time, over 250 Londoners had been killed and a further 1,680 injured.

Andre Carlton, a ten-year-old boy, says, "Above me, was literally hundreds of planes... Their bombs lit up the night sky like daytime! During the bombing, there was this one ghastly, thunderous sound and this morning, we found out that it was a direct hit on our neighbour's shelter. I- I can't put this feeling into words."

With many safety measures in place, Germany's new strategy caught the R.A.F (Royal Air Force) off guard, which has caused many casualties. If the G.A.F (German Air Force) continues to bomb docks, it could cause a greater shortage of food. One company greatly affected was Messers Spillers' Millennium Mill at

Victoria Docks. A large number of high explosive bombs were dropped on the mill at about 5:30 PM last night. Fires broke out which had spread to other parts of the mill.

Experts believe that the bombings will not approach anything on the scale of the R.A.F bombing in Germany or the full potential of the G.A.F as the main objective seems to be training. As well as that, a secondary objective is very likely to be damage and disturbance, rather than serious attempts at destructive bombing. Also, some experts suppose that there is a likely third objective, which could be decreasing support for the war. They also say that it is unlikely that this bombing will continue as a campaign.



Home destroyed by Bombing from air raids. With the state of things now, shelters are being sold to people for £7 and are supplied to anyone who earned less than £5 a week. Additionally, a lot of fire fighters are still spending most of today trying to control the fires from the previous night, in an effort to prevent the fires becoming targets for possible attacks this night.

Rafsan

Year 5 and 6 were incredibly lucky to take part in a workshop all about forensic science, where they got the opportunity to solve a crime using understanding of DNA. Children were introduced forensic science and discovered what make each of us unique and how these traits can help identify us. Then, in groups, children investigated a crime scene and examined a range of items that had been left by the suspect. Eventually, they learnt that the most useful piece of evidence, which would provide scientific evidence was the handkerchief! From this, they needed to match the DNA to one of the five suspects which was made trickier as a pair of identical twins were in the line up! Great fun and learning was had by all and a few children showed potential of a future career in crime scene investigation!



And finally...

**Nothing is as important as passion.
No matter what you want to do with your life, be passionate.**

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

What are you looking forward to being able to do next term?

**Rest, relax and recover, do some reading and enjoy a well
deserved break.**

Have fun!

**Look at all of your hard work and efforts this term.
With all best wishes, the APS Team**