



Spring Term 2019



Aspire, Perform, Succeed

Our main values link together and start from the first day children join Alexandra Primary and should be embedded by the time they leave us. Children should have high aspirations in their school career. Staff and parents and carers work together to equip children with skills to perform the best they can whilst at Alexandra. This will then determine success for achievements at school and beyond.



<h2 style="text-align: center;">Aspire</h2>	<h2 style="text-align: center;">Perform</h2>	<h2 style="text-align: center;">Succeed</h2>
<p>Children at Alexandra aspire to be successful learners who enjoy learning through demonstrating the following values:</p>	<p>Children at Alexandra perform as well as they can. To achieve to the best of their ability, they should demonstrate the following values:</p>	<p>Children at Alexandra succeed as responsible citizens who make a positive contribution to society. We can teach them the following values for them to succeed:</p>
<p>➤ Independence</p> <p>Alexandra children, staff, parents & carers work together to build independence. Learning to support yourself is fundamental for any success you ever hope to achieve. Children also feel self-worth whenever they get to accomplish things on their own. We become more confident in facing challenges, which is important in preparing children for life outside of Alexandra.</p>	<p>➤ Respect</p> <p>Alexandra children, staff, parents & carers endeavour to work and play with everyone within their community and show respect for every group and individual, the school environment and themselves. We demonstrate self-respect and believe that everyone should be treated fairly and equally and with compassion</p>	<p>➤ Resilience</p> <p>Alexandra children, staff, parents & carers “bounce back” from setbacks. We show resilience and perseverance as we try to achieve our goals. We understand the need to work hard. We are not afraid to take risks and take on-board advice that is given to us to help us in our continual development.</p>

<p>➤ Achievement</p> <p>Alexandra children, staff, parents & carers know what they want to achieve and how to achieve it. We do not give up when things are difficult and show determination to find a solution to a problem if we face any difficulties. We demonstrate our achievements in a variety of ways such as: academically, or through our creative talents and through our social skills and friendships.</p>	<p>➤ Honesty</p> <p>Alexandra children, staff, parents & children learn that honesty is to say what we think and is telling what really happened. Honesty is telling the truth. When we feel honest, we feel clear on the inside. There are no contradictions in thoughts, words and actions. We learn that honesty is having a clear conscience and that being honest brings trust.</p>	<p>➤ Collaboration</p> <p>Alexandra children, staff, parents & carers endeavour to work and play with everyone. We believe in the power of teamwork – of cooperating and collaborating. Working together equates to success for all. We show tolerance and understanding for every group and individual and people's different beliefs and ways of life. We have an understanding of good manners and demonstrate these always.</p>
<p>➤ Ambition</p> <p>Alexandra children, staff, parents & carers embrace challenge and set high expectations for themselves. Children recognise how their school learning can help them to achieve their goals in life and the wider world.</p>	<p>➤ Confidence</p> <p>Alexandra children, staff, parents and carers are enthusiastic and articulate about their learning and their school community. Children know they can say how they feel and know how to communicate their thoughts and feelings. If we teach children to be articulate then they can develop their skills and consequently, become more confident.</p>	<p>➤ Responsibility</p> <p>Alexandra children, staff, parents & carers learn that responsibility is doing your share. We carry out our duties with integrity. We accept what is required and carry out the task to the best of our ability. We know that responsibility lies at home, school and in our world. We know that along with rights there are responsibilities.</p>
<p>➤ Creativity</p> <p>Alexandra children, staff, parents & carers think carefully to find solutions to the problems they may encounter. We express ourselves in many ways and are not afraid to be unique or individual in our acts or thoughts. We celebrate our talents and work hard to develop these. We appreciate and are inspired by the imagination and creativity of others and seek to encourage this.</p>	<p>➤ Reflection</p> <p>Alexandra children, staff, parents & carers demonstrate the value of reflection, which is thinking carefully about our learning and actions. We get to know our own strengths and weaknesses and may have quiet time with ourselves and others. This in turn, will allow us to build on our past experiences of learning to make future learning experiences even better.</p>	<p>➤ Reliable</p> <p>Alexandra children, staff, parents & carers learn that if you are trustworthy you can be relied on to do the right thing. We learn that trust is not giving in to temptations or wants. We learn that trusting people is part of everyday life. We know that being reliable will allow us to succeed in life at school and beyond.</p>

Through our assembly themes we have been talking to the children about how we can demonstrate these values. In assemblies we have been telling stories and relating the actions to our children and how people cooperate, discuss themes and behave towards each other. We have reflected on changes that children have made since the beginning of the year and we are currently reviewing our curriculum to ensure our values are interweaved into all we do. For example, 2B performed a class assembly to their parents about the Rights Respecting agenda. 6B looked at 'Well Being' as part of their class assembly. We hope that your children are talking to you about their learning experiences and how they relate to our APS values.

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

www.alexandra.hounslow.sch.uk



Enjoy the Easter holiday and have a peaceful and restful time.



Nursery

Spring term in Nursery has been full of exciting learning opportunities and first hand experiences. Our topics have been 'Traditional tales' and 'People who help us.'



We retold our traditional tales using props and learnt some of the repeated story language. Fe Fi Fo Fum!



We learnt lots of new vocabulary associated with 'People Who Help Us' and practiced speaking in sentences to each other.



We used and applied our number knowledge everyday through lots of exciting and interactive activities.



The Gingerbread Man story really came to life when a theatre group came to perform it to us. It inspired us to set up our very own theatre role-play in our outside learning area.



The children had the opportunity to use their expanding vocabulary by asking questions when they met real police officers, a doctor and a nurse.



Reception

During the Spring Term the Reception children have been busy learning through the topics “Buildings” and “I’m the King of the Castle”



Whilst learning about buildings, the children’s learning was enhanced by the visit of an architect who demonstrated how he planned buildings before they were built.

The children then planned and made their own buildings and invited parents to come and see their models.



The children then had a fabulous time visiting Bekonscot Model Village in Beaconsfield where they saw lots of wonderful, detailed little buildings.



The topic “I’m the King of the Castle” has meant lots of learning about knights, princes, princesses, dragons and witches with lots of dressing up and roleplay activities.



The children have listened to lots of traditional and modern fairy stories. The children have made story maps enabling them to retell a story or make up their own fairy tale. There has also been independent reading where the children have used their phase 2 and phase 3 phonics to support their reading.



Lots of creative work has also been created based on the book, “Room on a Broom” by Julia Donaldson.



Year 1

Space Day

We had a great time celebrating our Space Day! We did lots of different activities in our special space costumes that we made for our homework! It was lots of fun!



World Book Day

We dressed up as our favourite book characters for the day! We talked about our favourite stories and characters! We had a chance to vote for stories we wanted to listen to. We even met an Illustrator who showed us how to make create a character!



Church Trip

We went to visit the local church called 'St Luke's Mission Church'. We met Reverend Elis. He told us about what he does at the church. He even told us about Easter and how it is celebrated. We had the chance to explore the church to find out what was inside and the names of some special objects.





My class visit to St Luke's Church

Name: Tejaswini



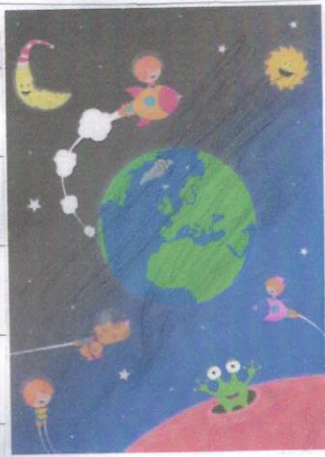
My class and I

Me and my class went to St Luke's Church. St Luke's Church was near by a tube station. I learnt about a story. The vicar told us a Christian story. The vicar let us walk around the church and at the end of walking around we asked some questions. I learnt a tiny tiny bit of the Easter story. I listened really really carefully.

The winner of the Y1 writing competition
A story written by Aadhav in 1TB

Wednesday 13th February 2019

✓✓✓ LI: To use imagination.



Once upon a time there was an alien called Melon. He had three fingers on each hand. He was round like a melon. On Mars he liked playing with his friends from Saturn. One day they decided to fly to Earth to play hide and seek. As they landed they started playing. When they started playing hide and seek one of melon's friends was lost. Then Melon's friends went onto their spaceship and searched for their friend. Suddenly they saw a bush moving it was their friend. Then they went back to their homes.

Year 2

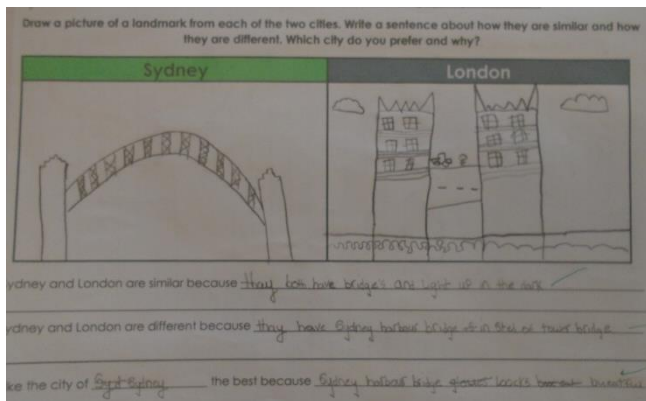


The Living Rainforest

2nd April 2019



Year 2 have worked extremely hard on our 'Home and Away' topic this term!

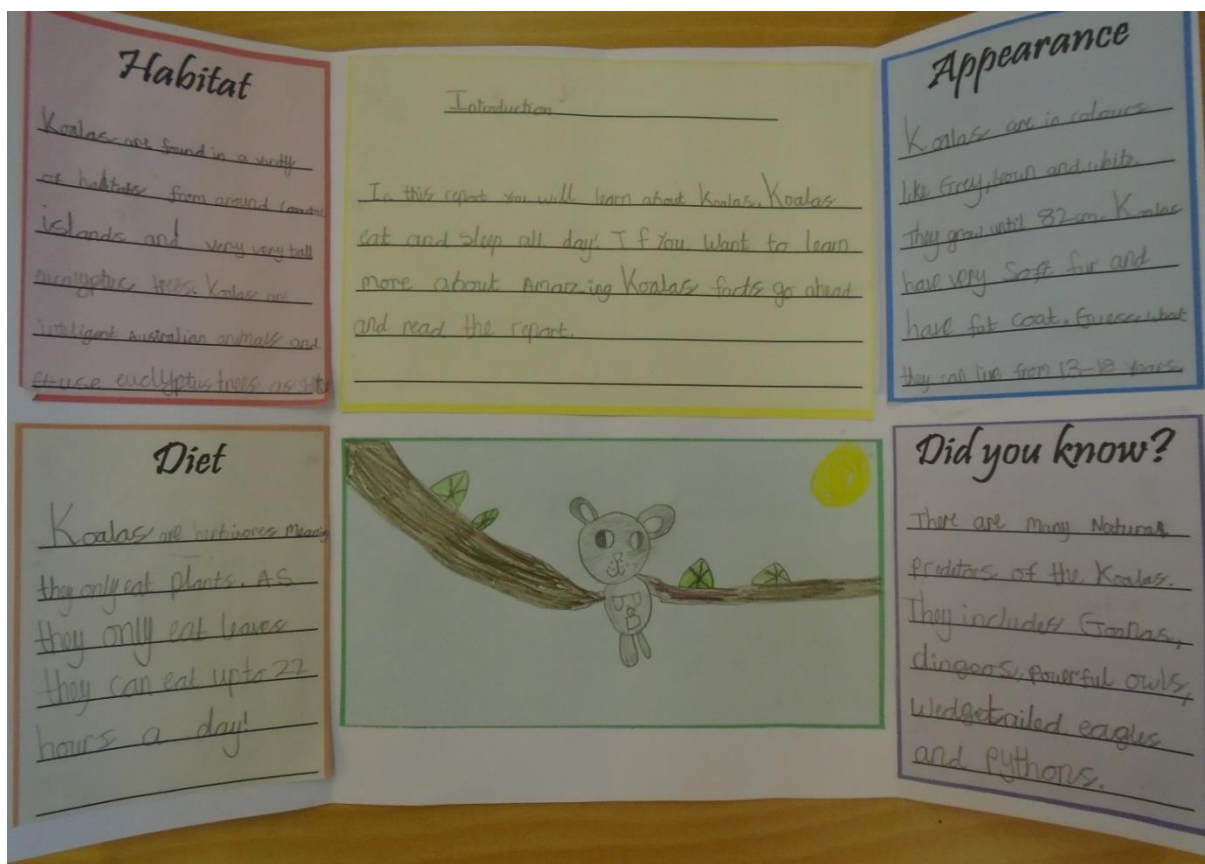


Comparing Sydney and London



Australian animal dioramas

Australian animal information reports



Year 3

Looking back on this term, year 3 have worked incredibly hard and some of the highlights have been going to the British Museum, taking part in Ancient Egypt Day, sport tournaments and learning about Roald Dahl.

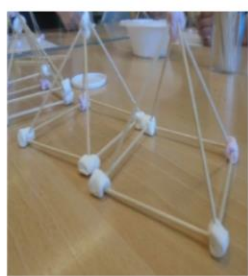
THE BRITISH MUSEUM

The trip to the British museum was a huge success in which children were commended by the public for their outstanding behaviour. Whilst there, the children delved deeper into their learning of Ancient Egypt and the Stone Age by seeing artefacts and completing worksheets for which they acted like historians! The children loved seeing real mummies, sarcophaguses, the Rosetta stone and temple doors.



ANCIENT EGYPTIAN DAY

We loved seeing so many children make an effort by dressing up and making their own costumes for Ancient Egypt Day! The day was a huge success to immerse the children into their new topic. Thank you to the year three team who created well organised activities to keep the children engaged and motivated throughout the day! The children took part in over eight different activities such as using clay to make cartouches, composing Egyptian music, looking into the process of mummification and making Egyptian bread.



SPORT TOURNAMENT –DANCE/FOOTBALL

Year three displayed fantastic teamwork skills when taking part in their inter year football tournament! They showed great passing, dribbling and defending 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! Year 3 also took part in a whole year group 'Dance showcase', where they performed a dance routine in complete unison. Year 3 have great rhythm!!



WORLD BOOK DAY



AUTHORS & TEXTS LEARNING

As part of our topic on Authors of texts, we have been reading The Twits by Roald Dahl and the children even created their own characters based on them. Here is an example to show you how our children are evolving into mini authors!

MS TRUNCHBULL DESCRIPTION

If you are ever so unfortunate to meet Ms Trunchbull do not get in her way! She'll plough straight through you like a delivery truck who's extremely late. If you ever get close (which I advise you never do) she has big bulging muscles from being an athlete. She's a formidable tyrant who will stand her ground no matter what you say. If she catches you talking in assembly, she will chase you around with her big bulging wooden stick until your last breath. If you dare to eat her signature chocolate cake, she'll use her snake like eyes, threaten you with the bat and even peer over your shoulder to shout in your ear. If you're ever looking for a new school –keep away from Ms. Trunchbull's!

By Danish Pathak, 3H

TWITS DESCRIPTION

Mrs Twit is large and ugly. You can see that when Mrs Twit was younger, she was beautiful but unfortunately when Mrs Twit got older, she got uglier and uglier because of her ugly thoughts. Mr Twit was a very clever person. If anyone was annoying him, he would pay them back, for example, putting a frog in Mrs Twit's bed. Mr Twit was notorious.

By Danyal Khan, 3F

PLAYSCRIPT EXTRACT

Scene 1

Henry: I hate this place (wonders around with a disgusted face)

Peter: I love this place! I want to stay here forever!

Dad: No Peter we can't stay here forever, but we can stay here for a week.

Peter: Oh goodie!

Scene 2

Henry: Awooooo!

(makes a wolf shape)

Peter: W-W-W-Wha-What's that?!?

Henry: It's a werewolf

Henry: Let's go to the toilet (smiling sarcastically)

By Alhai, 3S

Year 4

The children began this term by enjoying activities based on 'The Orient Express'. Other highlights this term have been: taking part in the C8 writing competition, participating in World Book Day, visiting the local Gurdwara and receiving pedestrian training. In our learning, children have enjoyed writing cultural stories, producing Information texts based on China and carrying out various experiments on solids, liquids and Gases.

'ORIENT EXPRESS' DAY

Year 4 enjoyed participating in a day dedicated to our new topic 'The Orient Express day' which acted as our entry point into our learning based on The Shang Dynasty. The children learned Chinese Dragon and fan dancing and performed these to each other. They were all very quick to pick up the new dance moves and worked collaboratively. Other activities enjoyed on this day were learning how to write in Chinese calligraphy and completing a 'chopsticks challenge' based on problem solving in groups!

Pictures of our dancing:



TRIP TO THE GURDWARA

On the 18th March, Year 4 visited Sri Guru Singh Sabha (the local Gurdwara) to build on their knowledge of Sikhism. The children all engaged in the talk carried out by a volunteer, learning about facts such as the importance of gender equality in Sikhism and the practise of 'Langar'. We were fortunate enough to also try langar and the children thoroughly enjoyed the delicious food offered. It was wonderful to hear about how outstanding our children's behaviour was too!



PEDESTRIAN TRAINING

On the 20th March, the children participated in Pedestrian training. Some of the skills covered were: exploring the dangers of cars reversing, how to cross at junctions, using pedestrian crossings correctly and the dangers of distractions such as wearing headphones or using mobile phones.



C8 STORY WRITING COMPETITION

The children all engaged with the visual stimuli provided to write short stories and used appropriate features to write interesting stories! This made it very difficult for us adults to select a candidate to represent our year group but due to his exciting story, we selected Jacob from 4P who then went on to win the competition for year 4s across all the C8 schools! Well done Jacob!

Here is an excerpt from Jacob's story:

One sunny morning, a little boy named Richter who loved delicious chocolate, was at his home asleep in his normal, average bed. "Time to get up!" yelled his dad. Richter got up looking as ready as always. After the boy ate breakfast, he put on his outfit and shorts.

"All right I'm going to Emma's house," told Richter while opening the big door. And he went but while he was slowly walking he heard a weird, mysterious noise coming from the bush. "Hmm. It's my imagination!" he thought. On his way, there was a stench of rotten broccoli which waffled up his nose. This was unusual because usually it smelt of fresh breeze whenever Richter went to Emma's house. Something was fishy.

The next morning, Richter went to investigate with Emma in the dark wood. After a walk, thought the forest, little Richter and Emma saw an eerier, mysterious Ogre sprinkling pixie dust on a magical flower. Emma let's tell our parents!" whispered Richter silently. Then they both quietly tiptoed but then unexpectedly they fell into the deep, brown mud. "What was that?" questioned the hideous Ogre while stomping towards Emma and Richter. Slowly, his shadow started to loom over the frightened children.

WORLD BOOK DAY

As always, it was wonderful to see so many children dress up in costumes based on heroes and villains. Our year group library is now wonderfully decorated with some outstanding homework pieces based on world book day where children designed blurbs and front covers based on their favourite books. The children loved getting first hand advice from the illustrator, Sheena, in a special workshop where they learnt to draw their very own monsters!

Check out some of our amazing costumes:



Year 5

Year 5 have had a busy and productive term. In the first half of the term, our focus was Africa. As well as learning about its geography, children read books from and about Africa and produced some amazing African-inspired art.



The children produced beautiful paintings of African sunsets. They layered shades of red, orange and yellow paint and then created silhouettes of animals and trees using black paper. The results are stunning!

Here are 5U's paintings in a display outside the classroom.



As part of their Design and Technology lessons, children studied traditional African masks and then interpreted these to create their own designs. They have made the masks using papier-mâché and applied their designs using paint.



Everyone thoroughly enjoyed the African Drumming Workshop. Richard captivated everyone with his story-telling and drumming. By the end of the workshop, all the children were able to play the drums as an ensemble creating fantastic sounds and rhythms.

Fair-trade Persuasive Writing

After learning about Fair Trade in Geography, children wrote persuasively to encourage the school to buy fair-trade foods and also fair-trade footballs! Here is an example by Eram 5C.

Dear Miss Smith,

My name is Eram and you may remember me from Year 4. In English this term, we have been learning about Fairtrade footballs and all of the benefits of buying them. Have you ever dreamed of being the best P.E teacher ever and impressing Mr Norton? If so, this letter will explain how buying Fairtrade footballs for APS can help you achieve this dream.

Firstly, by buying Fairtrade we will be making sure that the people of Northern Pakistan, who work hard manufacturing the footballs, are paid fairly. If they do not receive a fair wage, they are not able to afford healthcare, education, food or even clean water. Don't you think all people deserve these basic rights?

Secondly, Fairtrade footballs are high quality as they are hand-stitched by skilled workers. This will benefit the APS P.E department as a well-made football will last longer- meaning you won't need to replace them as often. In addition to this, the children of the school will be more motivated to practise their football skills. This makes it certain that we will win glowing gold trophies and marvellous medals.

Thirdly, buying Fairtrade footballs will make you a better person and you will feel fantastic knowing you have done a good deed. You can pass this on to your own class, which will make the world a better place. Your class will be an inspiration to the whole school. Don't you want APS to be the best school in Hounslow?

Take my advice and buy Fairtrade.

Yours sincerely,
Eram

The writing competition also resulted in some wonderful stories. Two of the winning stories are printed here.

A day of disasters by Taniya 5C

"Wake up Samuel!" his mother's voice bellowed through the house.

"Mum it's Sami NOT Samuel"

"Oh, OK. Wake up... Sami!"

As Sami did not like school, he made a feeble pretence at being excited. He fumbled around for the shampoo and washed his hair lethargically.

Minutes later, he meandered downstairs, dressed scruffily. Suddenly, he found himself tumbling rapidly to the bottom. On the way to the kitchen, he looked into the mirror and stopped in his tracks. Who was that black-eyed, bald-headed creature staring back at him? Only in the morning would his mother realise that he had used hair removal cream instead of shampoo.

He slammed the door behind him, sporting his favourite hat and sunglasses. As soon as he reached the school gates, people held their noses and grimaced.

"Hey Sami, been watching where you're going?" asked his friend, Matt.

"Bet not through those glasses!" someone else retorted.

Embarrassingly, Sami looked down. He understood where that stagnant smell was coming from. There was a big fat blob on his shoe! (No it was not candy, it was dog poop!)

He dashed inside and with one wrong turn entered the Nursery. As soon as he removed his hat and sun glasses, there was sudden pandemonium. A Nursery teacher screamed, "Boy get out. Look what chaos your appearance has caused!"

He rushed outside and accidentally walked into a staff meeting that the headmaster had arranged. The teachers all shrieked at the arrival of a mountain troll. "Um... excuse me. Do you realise what inconvenience your appearance has caused?" whispered the head master.

"S-s-s-s-s-s-sir I-I didn't mean-" stuttered Sami.

"Don't answer back! Detention!" exclaimed Mr Graham.

At the end of the day, when Sami was finally let out, Brendan – the bully- tripped him up and Sami fell into a very mucky puddle. He sprinted back home, in dread of tomorrow.

The Lion's Birthday By Jazael 5M.

Once upon a time, there were three lions – Daddy Lion, Mummy Lion and Baby Lion. It was soon going to be Baby Lion's birthday and he would be one year old.

"I want a birthday party," Baby Lion said. "I will be one year old and I want a party." "Who are you going to invite?" Mummy Lion asked. "All the animals - the hippopotamus and the rhinos – and the gorillas." "But we eat them," Daddy Lion exclaimed. "Not on my birthday," Baby Lion said. "We're going to eat cake instead." "Oh, I don't know about cake," Mummy Lion said. "We're lions – we eat animals. And cake rots your teeth."

"Let him have some cake," Daddy Lion said. "One slice will not have any harm." "And I want streamers and candles and games and..." "You let your parents worry about it," Mummy Lion said.

"But not the monkeys," Baby Lion said. "They throw dust at us." "O.K.," said Mummy Lion. "But, if they don't come, what will you do?" "Why will they not come?" said Baby Lion.

That night, when Baby Lion was sleeping, Mummy spoke to Daddy Lion. "So, what are we going to do about the birthday? How are we going to get all the birthday things?"

"We need to get the bus in to town."

"Well, we can't get the bus – we're lions!"

"The monkeys did."

"I'll go and speak to the monkeys," Daddy Lion said. Daddy Lion approached the tree.

"Hello monkeys." Some dust got thrown on him. "Wait a moment, I want to speak. I'm not going to try and eat you."

“What is it?” Daddy monkey asked. “Well, you know how you went into town and got some stuff – well, it’s our son’s birthday and he wants a party and we wondered if you would be so kind as to go into town and get us party hats and streamers, a cake and other party things, and a present?” “O.K. sure,” said the monkey.

“Right, we have got your things,” Daddy Monkey said as they returned. “If you lions keep your distance, we will put them a small distance from the tree. I want all lions to be where I can see them.”

The day of the party arrived. Mummy Lion got the cake out and all the animals roared, squeaked and tried to sing, ‘Happy Birthday.’ “Well, it’s the best birthday party I ever had,” Baby Lion said. The Mummy Lion and the Daddy Lion were happy too.



Hampton Court Palace

In the second half of the term, the highlight was our trip to Hampton Court Palace, home of King Henry VIII.



The Amazing Trip to Hampton Court Palace

By Shivani 5U

The day had finally arrived. We were going to Hampton Court Palace. Everyone from Year 5 in Alexandra Primary School was excited, just like me. I was eager and lively because Mr Usher kept reminding us to bring in our permission slips and Mrs McCarthy was telling us how lucky we were to go there in our Topic lessons. I hardly slept the night before we were due to go.

On a soggy, drizzly Wednesday, we set off. As I stepped into the coach, a whirlwind of excitement was let loose in me. Were we actually going to Henry VIII’s pleasure palace? Questions somersaulted in me. I sat down on the seat and waited for the 45 minutes to end quickly.

As we walked on the bridge over the River Thames, I noticed an elegant swan passing by. I was over the moon! I had never seen a swan in real life before.

At last, we entered the building. I noticed a grand clock above my head. It was truly amazing! Then, we stomped forward, going deeper in the palace. Step by step, I caught glances of statues from the Tudors and a great fountain. Mrs McCarthy told us that wine and ale would have come out of the spouts instead of water! As we marched forward, we headed into the 'Haunted Gallery.' It is called this because one of Henry VIII's wives is heard to scream there. Many people in my group were sure they heard her scream even though I didn't.

Afterwards, we headed to the kitchen where a burning fire lay crackling. The kitchen was gargantuan, bigger than my kitchen and everyone else's! It had many courtyards and entrances. A little fact I learnt was that Henry's children could have wine and ale. How crazy! I stared at the burnt wall for so long that I didn't realise my group had left me.

My most favourite part of the trip was the gardens. The main gardens hit me with surprise because of the tremendous mushroom-looking trees.

The last part of the excursion was the workshop. At the entrance, a kind lady greeted us and led us to the classroom. She wore a beautiful Tudor dress that was adorned with pearls. Her name was Lady Alice and she told many facts including one about artists painting royals as strong and noble even when they weren't.

Before I knew it, the trip was over and we had to back to school. Like a wet day, I slouched into my seat in the coach. I would recommend this trip to history lovers, young and old, especially those who love the Tudors.



The Netball Tournament

Last, but not least, the children who attend Netball Club did really well in the Borough Netball Tournament. Here is an account by Sami 5C and Bella 5M.

We are members of the netball club and we were really excited when we heard that we would play in a netball tournament.

The tournament was for six local schools and it was held at Cranford Community School. We played five games and won four and drew one. This meant that we got through to the Hounslow borough finals!

On 5th March, we woke up happy and very excited. After lunch, Mr Hollins told us to leave class and get changed into our P.E. kits. We got on the minibus. There were eight of us from Years 5 and 6 and Miss Smith drove the bus. At the school, we went to the field and did some practising. Then we started the tournament.

During the matches, we changed position – Sami played Goal Shooter and Goal Keeper and Bella played Goal Defence and Goal Attack. All the schools were really good and we won two games, drew one and lost two. We will practice harder during club so that we will win the next tournament!

Year 6

This has been a very busy term for Year 6, we have been busy revising for our SATs tests as well as learning all about Ancient Greece. Alongside this, we have also had many interesting workshops: Ruth Cadbury, MP for Isleworth; The Smart Brothers Pedestrian Skills' Training; Transport for London; illustrator Sheena Dempsey and Brentford Football Club.

Pedestrian Skills Training

Last Friday, the Smart Brothers visited APS to talk to us about road safety. Firstly, they told us five things to do before crossing the road: find a safe place to cross, stop, look left and right for car; listen and finally think! The Smart Brothers expressed this message throughout the workshop via numerous activities.



In the first activity, the Smart Brothers asked for a volunteer. They picked Aaryan who had to say the 5 rules whilst catching juggling balls in a net. In the second activity the Smart Brothers juggled juggling pins to each other whilst the volunteer, Yojan experienced the situation of not choosing a safe place to cross. This was done by the juggling pins which missed him by only inches, thrown from one side to the other. That sure taught Yojan a lesson to cross at a safe place!



Activity number 3 was about where you should cross when you come off the bus. Schantelle, a volunteer, and one of the Smart Brothers attempted to cross behind and in front of the bus (where traffic can't see you), but you have to cross at the zebra or pelican crossing.

The final activity was to arrange the words to make 5 different messages. The great volunteers were Ismail, Dilpreet, Akanksha and Lucas.

The main messages the Smart Brothers gave to us were: 'Be Bright Be Seen', 'Ditch the Distractions', 'IT'S UP TO YOU' and lastly, 'Find a Safe Place, STOP, LOOK, LISTEN and THINK'.

Written by Schantelle 6F

Science Explanation Writing How the human eye works.

The eye is an absolutely phenomenal thing that enables us to see, making it possible to read this fact file. There are many different parts to the eye: the cornea, optic nerve, iris, retina, lens and sclera.

Did you know that sight is one of the five senses? It helps us to get information about what is going on in the world around us. How amazing! Eyes are complex organs that when light is reflected off an object bounces into the eye.

How does it work?

Light enters our eyes through the black circles called pupils (there is a tiny black hole in the centre). The pupil can change size with the help of the muscle called the iris (the coloured part of the eye that surrounds the pupil). By opening and closing, the pupil can control how much light enters the eye. If the light is too bright, the iris will shrink the pupil to let in less light. Consequently, if it is dark the iris will open the pupil to allow in more light into the amazing eye.

Now that explains how the pupils and iris work, if you want to discover about the retina, you will find out that once light is in our eye, it passes through fluids and lands on the retina (which is situated at the back of the eye). The rebounding retina turns the light rays into signals that our brain can understand. The retina uses light sensitive cells called rods and cones to see. The rods are extra sensitive to light and help us see in the dark. The cones help us to see colour, these are three types of cones each for helping to see a different colour of light.

Are you wondering how the light focuses on the retina? Well you would be pleased to know that our eye has a lens! The lens helpfully enables the brain to send feedback signals to the muscles around the lens to tell it to focus the light. It is similar to that of a microscope or camera, the lens brings the image into focus. When the lens or muscles cannot quite focus the light, we are more inclined to need glasses or contact lens to help us see better than before.

Why do we have two eyes, I hear you ask? Well, since our eyes are on different sides, the brain gets two different pictures from different angles. Although, we only 'see' one image, the brain uses these two images to give information on how far away an object is. This is called depth perception.

Written by Nawal 6B

Persuasive Writing

Alexandra Primary School
Denbigh Road,
Hounslow
TW3 4DU

Dear Tesco store manager,

My parents and I are regular shoppers at your store, and we would like to see more Fairtrade certified products offered in your story, so customers like me can buy them.

First and foremost, there are several benefits for farmers if you allow more Fairtrade products in your store. Consequently, farmers need to have a regular income meaning that they can buy keepsakes and personal needs. Moreover, people in poorer countries cannot survive in dire situations; this is something that cannot be ignored. Don't you, a sensible person want people to live in peace? Depressed, saddened people would surely want a healthy life, allowing children to be educated too. Fairtrade also insures that men and women are treated equally.

Another argument is that not only the farmers benefit but also the community. In addition, one benefit is that no child or forced labour is allowed. What's more is that one person can affect the environment in many different ways? For example: a struggling farmer might have to borrow money to buy seeds and machinery. Without the guaranteed payment with Fairtrade farmers may not be able to pay back the money. With Fairtrade, workers are finally

allowed to control their lives and also have the power to change conditions – this opens many possibilities in society. I'm sure you would agree knowing you could help change the world.

Finally, Fairtrade will benefit your profits and customers. Therefore, your customers would pay more money if they were aware of Fairtrade. Moreover, this will make your customers proud, as people globally are supported, such as hospitals, families and schools. So not only is the environment improving but people and their families' lives are improved by purchasing Fairtrade. Also, your customers can spread awareness about Tesco and Fairtrade and this will result in many more positive customers coming to your store.

In conclusion, Fairtrade is an organisation that wants your supermarket to develop and support us all! We should not forget what is important to improve our future. Thank you for taking the time to read my letter, I hope you take it into consideration. I hope it has persuaded you, I can see that a kind caring person like you would instantly allow Fairtrade into your stores. I wish you the best of luck in your store. I know Fairtrade will not cease amaze you.

Thank you for giving this concern serious consideration,
Yours sincerely,
Gurlovleen

Written by Gurlovleen 6C

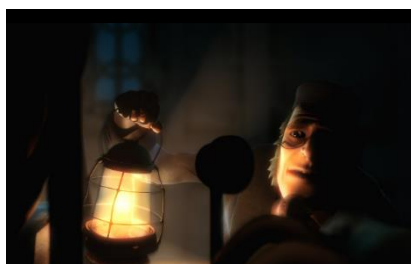
Ruth Cadbury MP Visits APS



The day Ruth Cadbury visited our school, she came into the music and drama hall to listen to a letter from each class. The letters were about things that each student felt were issues in Hounslow or London and what they believed should be done to improve them. After each person read out their letter to her, she told us how she is currently trying to improve these issues. Some of the issues were theft, more experienced police men needed on the streets to prevent the increase in crimes happening, smoking and pollution of our local areas being too dirty. Next, after everyone had finished reading out their letters she answered a few questions from the other students. Then at the end, she took a picture with the three students who read out their letters. We all really enjoyed it and it was a wonderful experience to have a Member of Parliament come to talk to us and take our concerns into consideration.

Written by Sanzina 6B

An Extract from The Lighthouse



The wind howled and swept across the island. Surrounded by rough sea and jagged rocks the quaint place stood proud, isolated from the rest of the world. Lush line green grass provided a blanket for the soft earth, and with it beautiful scenery of hyacinths, bluebells and an abundance of wildlife, it was the perfect place to be. By day, it was a picturesque island, where the symphony of songbirds woke you in the morning, where sun sparkled on the sea and clouds drifted past a clear blue sky. By night, it was a place full of clusters of light from the village hall but in the centre a towering structure stood at its prime at night – the old lighthouse. It was a marvel, the landmark of the area. However not every place is perfect. Things can go wrong at any time.

“How you doing’ mate?” cried one of the men in the village hall, shaking his friends’ hand.
“ I’m great thanks, back to work after the holidays for me”
“Oh well, you’ll enjoy it.”

As the men exchanged converse, a roar of laughter erupted into the night’s air. The warm, happy feel of content villagers made everyone smile. Smiles were plastered onto people’s faces across the village hall. A symphony of voices echoed through the night, all the way to the top of the lighthouse, where its keeper sat frowning.

“Silly villagers,” muttered Dave, irately drumming his fingers on the large wooden desk. Heaving himself up, Dave approached the stained window and shut it loudly. The laughter had disturbed him, rubbing away his concentration.

“Do you ever keep quiet?” he yelled! Listening to his voice as it resonated through the long corridor and steep flight of stairs. Hurriedly, he sat down and read back through his letter he had patiently been writing.

Written by Janasi 6C

World Book Day



On World Book Day in 2019 an illustrator called Sheena Dempsey came into school in the afternoon and spoke about writing and illustrating books. She showed us some of the books that she had illustrated. It was all very interesting. We got to know all about her and her life and we got to create a villain and a hero.

Our villain was very strange and creepy and our hero was super funny and original. We were all taught techniques to improve our drawing and she also told us about the illustrating process.

At the end, we got to create our own villains in our sketch books. It was really fun! She then came around and checked everyone's work and said how impressed she was with our efforts.

Everyone enjoyed it and it was interesting to think about the role of the illustrator in more detail.

Written by Zara 6C

Transport for London



Transport for London came in to talk to the children about how to use public transport safely, and what to do if they need help. They also discussed Zip cards, how to apply for them and the importance of using them properly.

As many children will be using public transport in the near future to travel to their secondary schools, this was a very useful workshop to help prepare them.

On 14th January, we had a visitor from Network Rail who came in to school to talk to the children about being safe on the railway and at level crossings. The children created posters to demonstrate the messages she gave them. I am pleased to say that we have 25 winners from Alexandra Primary School. Their posters are displayed on the hoarding in Feltham as you walk over the temporary footbridge. Our visitor sent Mrs Mansfield an email to congratulate our school. She said,

"Thank you for all your entries. I am really impressed with the high quality of entries which show that the students have clearly understood how to act safely when near the railway and the associated risks..." Well done everybody!





...and so the spring term draws to a close. Children have made progress, worked hard, had fun and enjoyed their learning. It gives staff great pleasure to see the children diligently working to improve their knowledge and skills, develop their vocabulary, cooperate and work together in this 'hive of activity' that we call the Alexandra community.

Thank you to everyone who has played their part to make this term so successful for our children. Summer term...more of the same please!

Have a super holiday and a rest. We hope the children do some reading, enjoy some safe outdoor fun and you all spend time with family if you are able.

From all at Alexandra Primary School.