



**Alexandra**  
Primary School

Aspire, Perform, Succeed

# The Alexandra Times

## Spring Term 2023



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Primary School

Aspire, Perform, Succeed

Hello Parents, Carers and Children,

On January 24th and 25th APS was inspected by two HMI's as part of the Ofsted Inspection process. The two days were rigorous for all. This was a section 8, ungraded inspection with four possible outcomes, the premise being that school is still a good school following the section 5 inspection in July 2017.

The school was ready for the inspection with staff confidently talking about their work, roles, classroom learning and monitoring. Deep dives were carried out in Mathematics, Early Reading, History and PE. Art and Geography were also looked at on day two to see if the intent and implementation stated were consistent across the curriculum. This was to test the quality of education provided. Inspectors commented on our broad and ambitious curriculum. They saw this reflected in the children's work and you will see this in this terms edition of The Alexandra Times.

Safeguarding was also investigated, with questions relating to the Single Central Record and how staff receive training, testing their knowledge of Keeping Children Safe in Education, which is a very important safeguarding document from the DfE. They also asked about how children receive safeguarding information. The children were very clear that they enjoy attending school and feel safe here.

Early reading and reading for pleasure have been very high on our agenda. This too was noted with children learning to read with increasing accuracy, fluency and confidence who are motivated to read for pleasure.

The inspectors gave a great deal of positive feedback during 'Keeping in Touch' meetings throughout the inspection process. School received the final report which is now on the website.

We thank you for all the support that you have shown school so far this year and wish you a peaceful and happy holiday.

*Tough times never last but tough people do.*

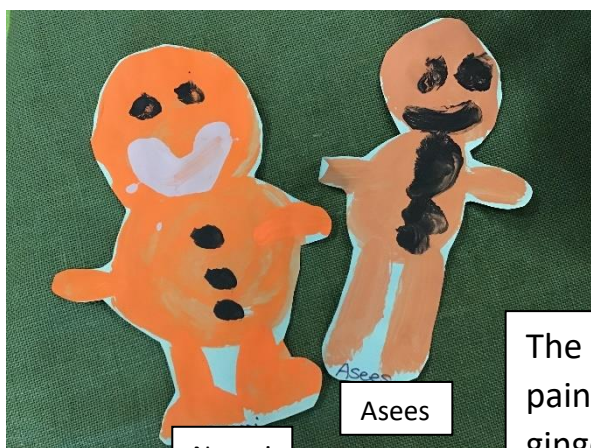
All best wishes,

Mr. Norton

# 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.'

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.

The children used their painting skills to paint gingerbread people. We have lots of the children's paintings on display in our Nursery art gallery.



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

"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.





The children have been learning about keeping healthy.



Eating a range of fruit and vegetables.



Whilst learning about the story Jack and the Beanstalk the children all planted a bean seed. We have continued to care for the bean stalks at school. Alex and Natalia's beanstalks are looking very healthy and are nearly ready to be planted in our garden.

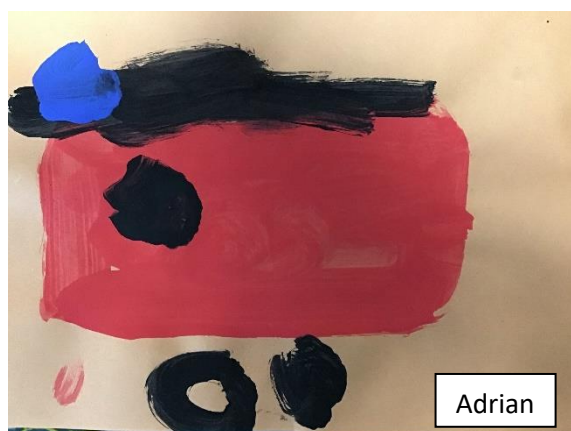
"I can see a p-e-n, pen."

Advith segments the sounds that he can hear in words.

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



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, our Headteacher Mr Norton and a local Police Officer.



The Police Officer talked to the children and the children tried on some real police uniform.



The children have been exploring in our hospital role play area and taking good care of the dolls.

"The girl is drinking water."

Dzidan uses props and a picture card to structure his great sentence.



We have been using colourful semantics to support structuring sentences. We talked about who, where and what is happening in the picture before putting a sentence together.



# Reception

The Spring Term is a busy one where the children participate in many new learning experiences. The topics of buildings and traditional stories lend themselves well to the visit to Bekonscot model village.



A fun day out to see the many miniature buildings and castles. An exciting adventure which included a coach ride and a picnic lunch.



I have made a hospital.

I have made Asda. I get food at Asda.







I have made a skyscraper. It is tall.

We made our own miniature buildings.



I designed and then made a castle.



We designed buildings on the Ipad.

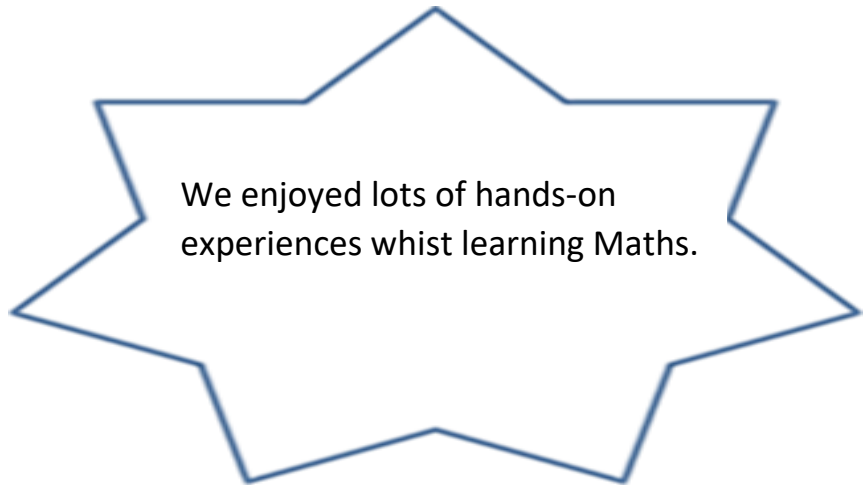


Let's get physical! Throwing and catching, walking on stilts, creating a throwing game is fun!





Counting objects to match numbers.



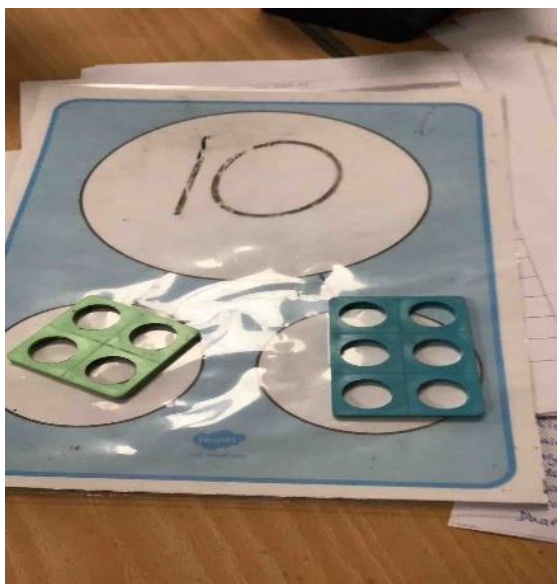
We enjoyed lots of hands-on experiences whilst learning Maths.



Ordering numbers to 20.



Creating towers to show more and fewer.



Learning number bonds to 10.



# Year 1

This term, in English, Year 1 has 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. This was a very challenging concept and the children did very well. 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.

LI: to retell the story of Beegu  
 I think the alien space ship is crash landed  
 the desert. <sup>She was</sup> shining ~~awake~~ when the alien  
 Space ship is out of the sand of the desert. The  
 Sand will sink <sup>broken</sup> up after the space ship is broken and  
 smoke  
 the smoke in the space ship after the wind came  
 from the <sup>telephone box</sup> ~~box~~ <sup>wasn't her mum.</sup> ~~wasn't her~~ <sup>called</sup> ~~after~~ ~~Beegu~~  
 was sad after her mum called but didn't let  
 Beegu give his mum and dad a big hug.  
 and the man <sup>throw</sup> ~~said~~ <sup>And made</sup> ~~sad~~  
 and Beegu had the perfect place  
 in school. <sup>threw</sup> ~~After~~ ~~the~~ ~~teacher~~ ~~said~~  
 Beegu was sleeping in the desert

Thursday 19th January 2014  
Lo I: To retell the story of the  
Once day a little yellow alien  
landed on to Earth. She was in  
middle of nowhere and she  
was so scared... she landed  
in the beach. The beach was  
of fresh <sup>air</sup> and the calm  
<sup>oceans</sup>. The beach was full  
of sand and coconut trees.  
She was <sup>lonely</sup> so she went  
to a lost and found shop.  
In that shop she found a box  
with toy friends. She  
went on top of the hill. <sup>Called</sup>  
mum could hear and she

Monday 13th March 2023  
LI: To change the character of  
owl babies.

I chose a <sup>hedgehog</sup> ~~hegog~~. My hegog lives  
in a nest. Hegogs need sticks  
leaves and little rocks to make  
there nest.  
My hegog eats <sup>pinecones</sup> ~~piecons~~.  
The hegog is very spiky, spiky.  
they have very short fur  
my hegog has a cute  
nose ✓

Be careful of your capital letters.

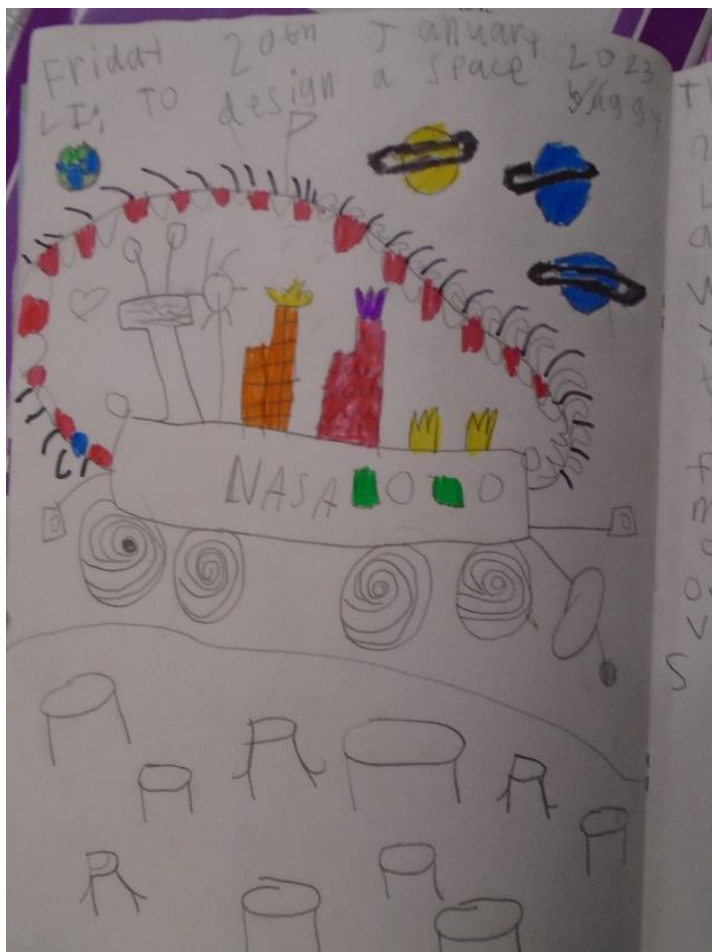


## DT

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.

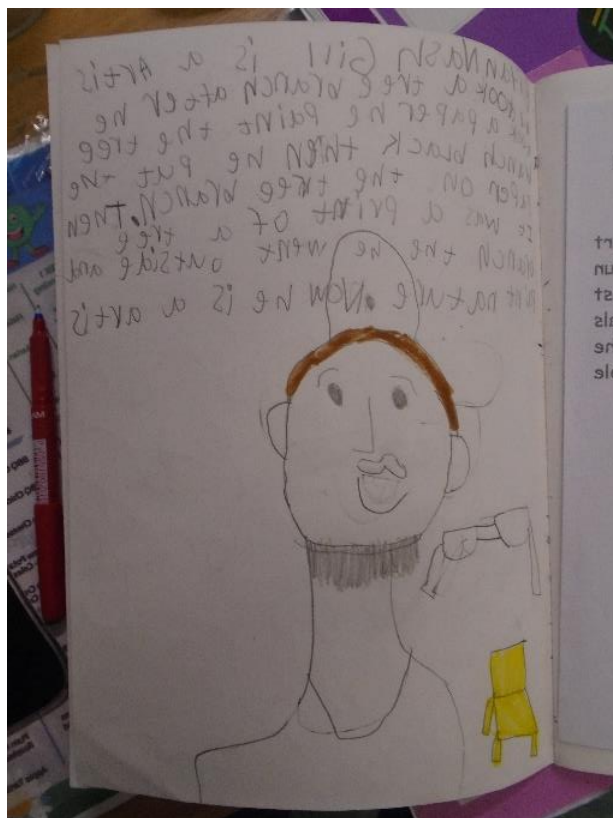


Thursday 26th January 2023  
LI To learn about wheels and axles.  
Because the Help Spac Buggy wheels move.  
Wheels are made out of rubber.  
The first wheel was made out of tree.  
We need wheels for moving.  
lots of things are made out of wheels are on top.




## Art

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.



Friday 10<sup>th</sup> March 2023  
LI: To plan an environmental art piece

Today we are planning our art piece based on the artist Andy Goldsworthy



What environmental materials do you need to collect?

I will use Petell from  
flowers rocks leaves

How will you put it together?

glue

Will you keep the art piece, or will you photograph it?

by taking a picture of it

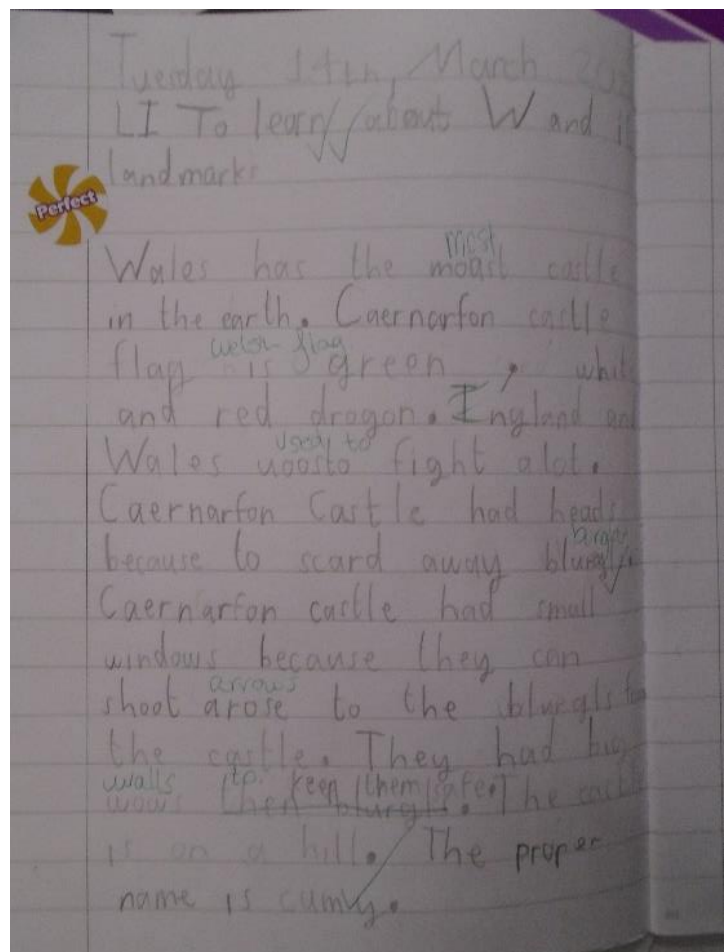
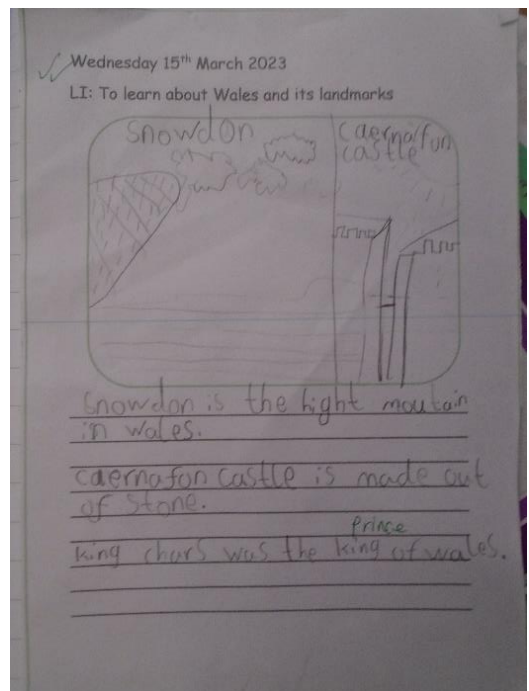
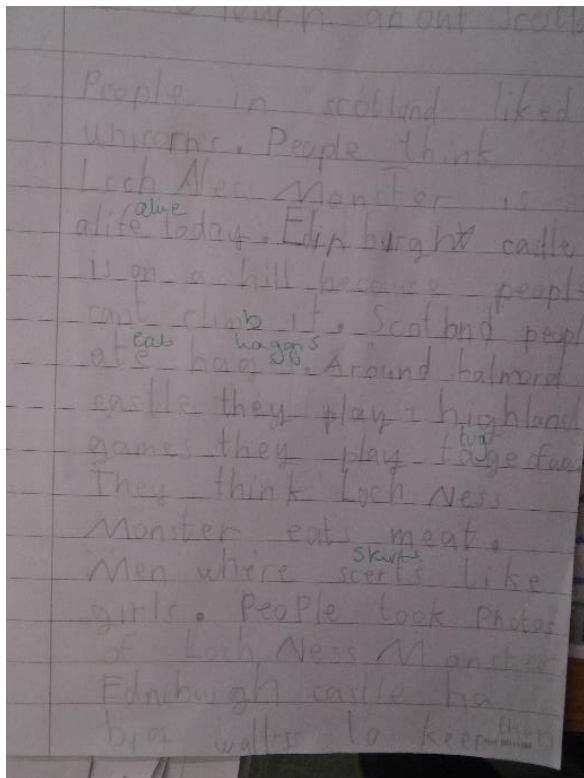
On the next page of your sketchbook draw your design!





## 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 forward and back, 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.

41 42 43 44 45 46 47 48 49 50

**Task 2**  
How many children are in the class? Count in 5s.

5 10 15  
20 25 30 ✓

**Task 3**  
What comes next on the number line?

0 5 10 15 20 25 30 35 40 45 50 ✓

**Challenge!**  
Draw objects in groups of 5. Label each group. How many altogether?  
For example: 5 candles on a cake

23.3.23  
I. To measure using a ruler

**Task 1**

Which pencil are you measuring?	How long is it?
Red pencil	
yellow Pencil	14 ✓
red Pencil	14 ✓
Pink Pencil	9 ✓
orange Pencil	13 ✓
Purple Pencil	10 ✓
blue Pencil	9 ✓

**Task 2**

What are you measuring?	How long or tall is it?
pink Pencil	9 ✓
Sponge	7 ✓
white board Pen	12 ✓
red felt tip	12 ✓
scissors	11 ✓
ruler	4 ✓

**Challenge!**  
Compare heights of 2 people or objects.  
Write sentences in your book:  
Sukra is taller than Nanaika ✓  
Saicha is shorter than Sukra ✓

24.4.23 3 2 3  
II. To compare mass

**Task 1**  
How much mass does each object have?

The tennis ball has a mass of 9 cubes. ✓

The cake has a mass of 5 cubes. ✓

The banana has a mass of 7 cubes. ✓

has a mass of 8 cubes.  
right amount to balance the scale. ✓



# Year 2

We have been very interested in our topic of India! We have learnt about the different animals found in India and compared these to the UK. We have also learnt about the Sholayah Rainforest, comparing this to the Forest of Dean. But, the work we enjoyed the most was creating a 3D topographical map of India based on all of the different ecological zones found in India. We used tea, tissue paper, sand and wool to recreate these areas.

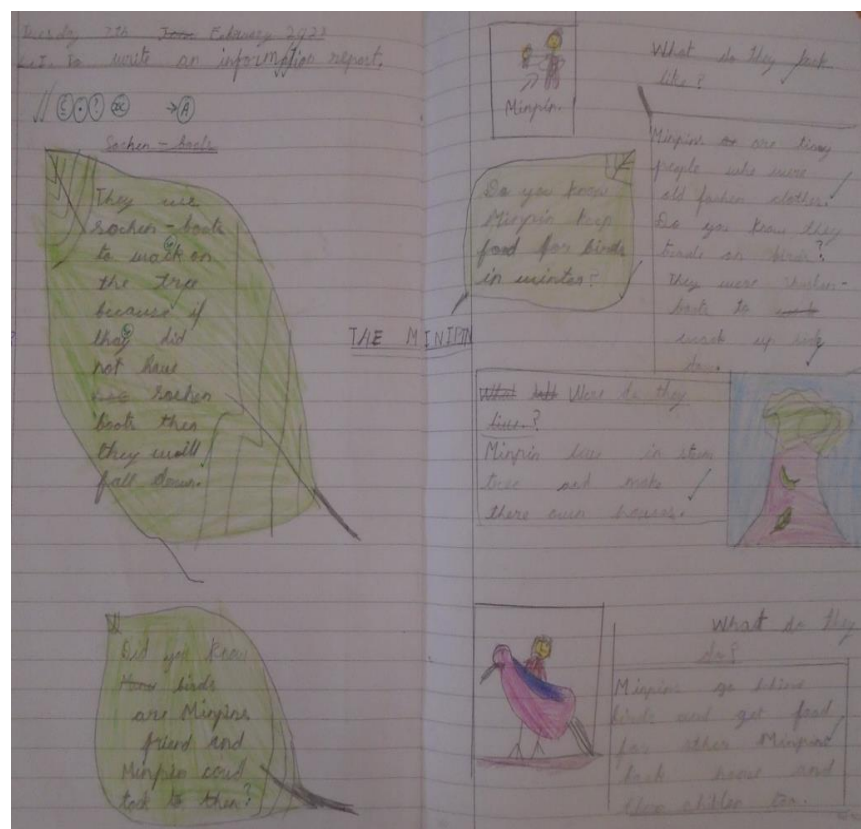


Also, as part of our India topic, in PE we were learning how to perform some Indian dances. We had to work in cohesion with each other – which means we all had to do the same thing at the same time!



By learning about the rainforests in India, we then looked at some artists who create some abstract art based on rainforests.

We studied paintings by Henri Rousseau and then created some of our own artwork inspired by this artists work.



We have read a lot of stories throughout our writing topics. We particularly enjoyed learning about Billy and the Minpins. We decided to create a fact file all about the Minpins. We described their appearances and hobbies.

We then wrote our own versions of the Minpins where we would change the evil, blood-curdling gruncher into a monster of our own designs.

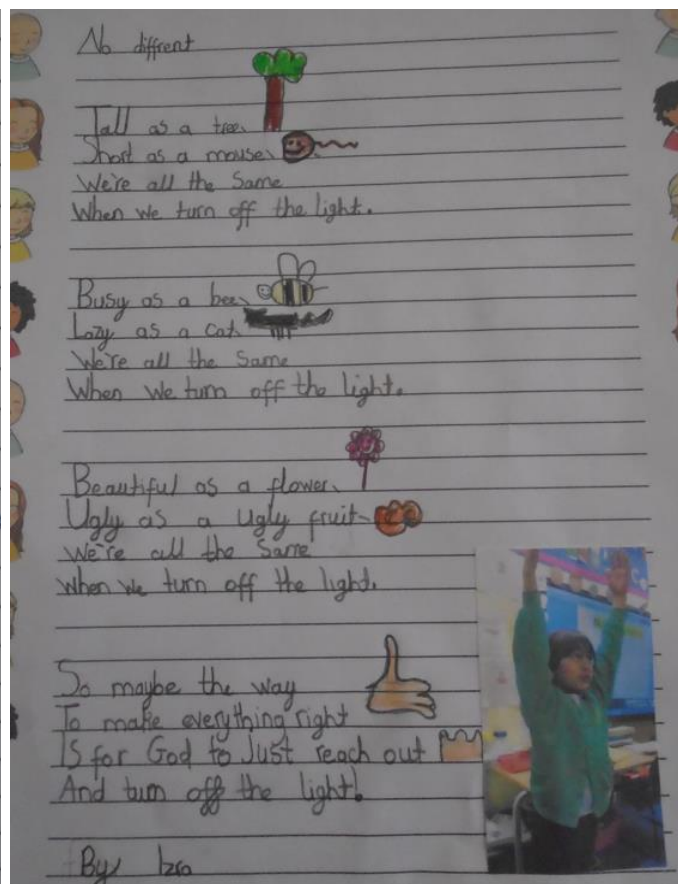
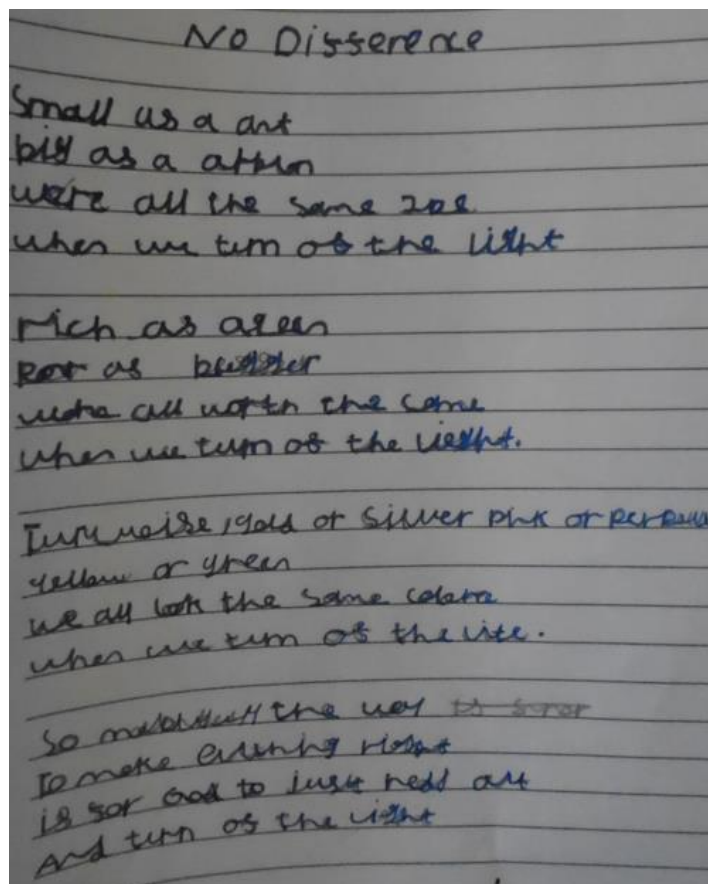
We then moved into some non-fiction writing and learnt about a very inspirational woman called Ada Lovelace.





We then created some of our own poetry about being 'No Different'. We had to learn this poem and then perform it in-front of the entire class.

We had to use loud voices and make it clear. Some of us were extra brave and added some actions to our poems.



## Year 3

The children were given various different graphs related to the population, faiths, ethnic groups and gender in Hounslow, which they had to study to answers the questions on.

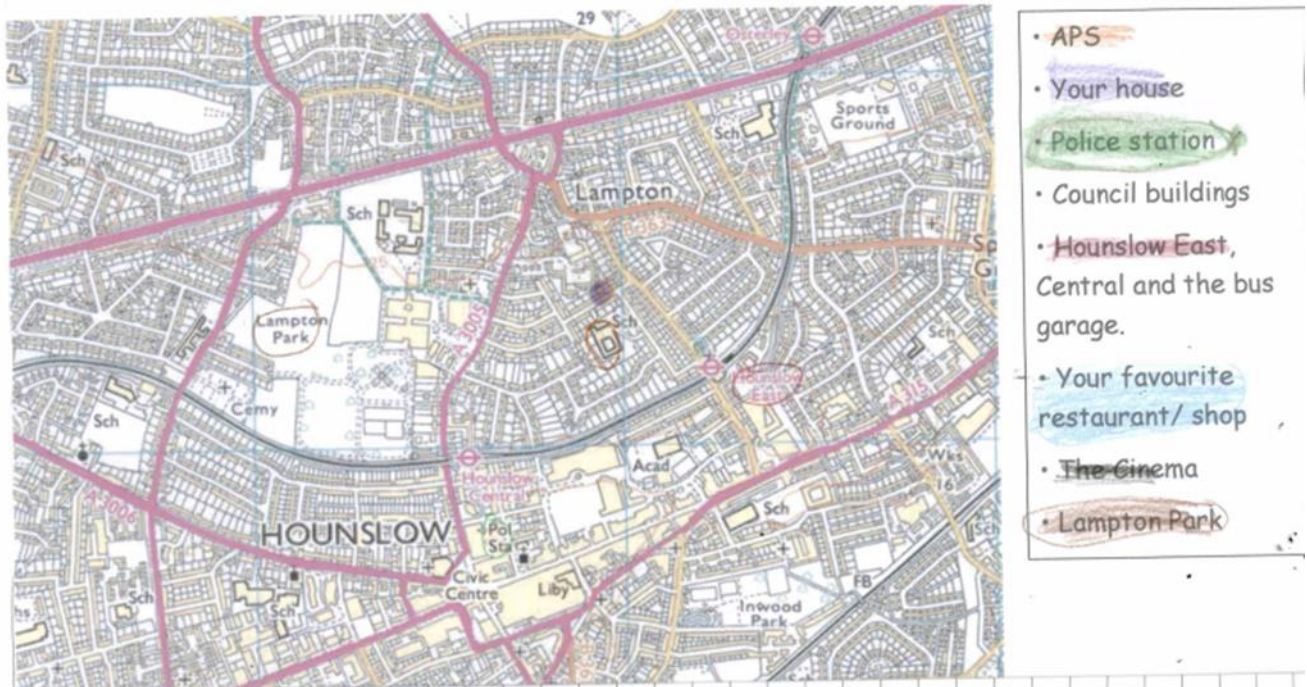
**Main task 1:** Use the sources to retrieve the data to answer the questions.

1. What was the population of Hounslow on the year you were born?  
25402 164616107
2. By how much has the population of Hounslow increased since 2011?  
25402 73,224 ✓
3. What religion has the largest following in Hounslow in 2021?  
christianity ✓
4. Are there more male or female people in Hounslow?  
male female ✓
5. What is the difference between the male and female population (2021)?  
5049 763518 ✓
6. Which ethnic group has the smallest population in 2021?  
mixed/multi ethnic ✓
7. Which age range has the smallest population in Hounslow? What reasons can you think of to explain this?



Children used Digimaps to investigate the different land uses of Hounslow and used a colour coded key to identify them on the map.

**Main task 2:** Use the information we recorded on Digi maps, as well as pictures of buildings and satellite maps on iPad, to create your own map of our local area, showing the following information:-



Cross curricular learning, Maths and Geography – Griffen in 3C

The children had to use sources to identify key characteristic of a place and to draw detailed maps using a key.

The children have been writing playscripts, below is an example.

Jimmy and the Pharaoh Playscript - Prerna in 3C

### Character List:

Jimmy

Mrs Richard

Mrs Johnson

Alice Thornly

Tutankhamun

### Setting

In the classroom at school, the teacher asks the children if anyone has anything they want to share with the class. A boy called Jimmy heads to the front of the room and gets ready to show his scarab.

**Mrs Richards:** (Sighing heavily glaring at Jimmy she is grumpier than usual today having already confiscated a bag of jelly beans from Jimmy even though he hadn't thrown them at anyone, yet!). Jimmy, do you actually have something you want to share this week? (Taking another sip of hot coffee).

**Jimmy:** (Excitedly moving backwards and forwards) Yes Miss, and it is to do with our topic, Ancient Egyptians (smiling at her) but I will need everyone to close their eyes before I show them.

**Mrs Richards:** (Trying not to sound and look too shocked) Very well young man, let us see what you have to show and say (lazily slurping her luke-warm coffee).

**Jimmy:** (Scanning the classroom) Ok everyone, close your eyes, no peeking now, I am about to take out the scarab that I want to talk about.

*Taking one final look and being satisfied no one was looking Jimmy takes the heart of scarab out of his pocket and gives it a kiss. Out of nowhere, King Tutankhamun appears next to him at the front of the classroom.*

**Tutankhmaun:** (Bewildered) waaaaarghh!

**Mrs Richard:** (Spilling her stale coffee down her white shirt) Wh..wha..what? Wh..who? Ho... how? Oh Jimmy, what have you done now?

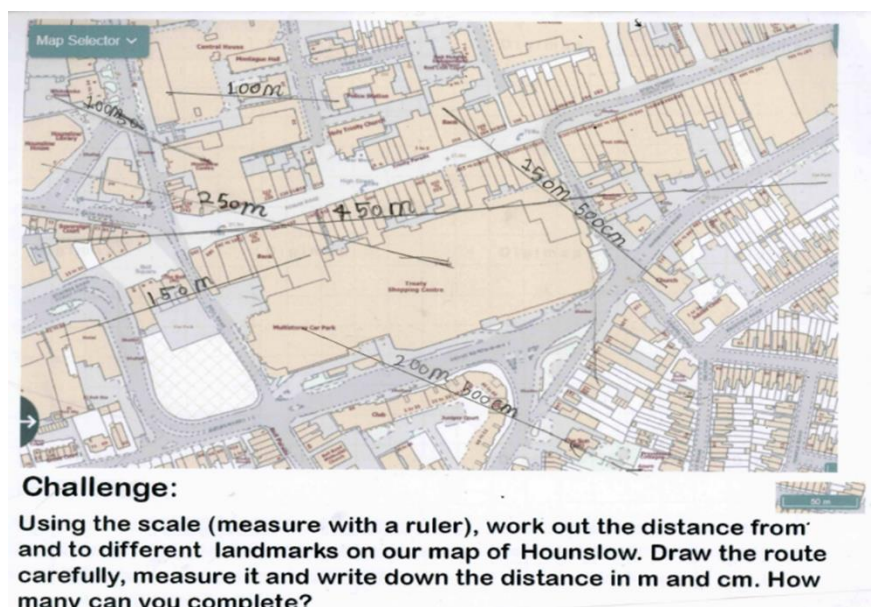
**Jimmy:** (still calm and smiling sweetly) It is ok Miss, I found him on my holiday last year, (turning to the King and placing a hand on his shoulder) Tutankhamun, this is my class, 3C, tell them about life in Ancient Egypt, how did you build the pyramids?

*Once everyone had stopped screaming they settled down to hear about the life of King Tutankhamun.*

**Tutankhamun:** (coughing to clear his voice from his travels) Life was very different in what you call Ancient Egypt .....

In Maths, we combined our mapwork skills and measure knowledge to plot and measure different routes from one location to another within our local area, Hounslow.

Measure in Maths - Siddharth  
in 3C





In Science we looked at plants.

As the plants changed their colour, it shows that the water (from the food dye) travelled up the xylem and phloem which are the miniscule holes at the bottom of the stems.

This clearly shows that the water is transported up the xylem and phloem which shows there is capillary action within the plants stem.



To record and discuss our findings – By Zaydan in 3C



I could see that the stem through the xylem and phloem transported the water as the petals took on the colour of the water, which depended on the food dye added to it as you can see from the patterns on the petals in the picture. The flowers have also begun to wilt because of the food dye, as they take their nutrients from the water.



If I was to repeat the investigation again, I would try placing the flowers on the outskirts of the school building, to see whether the plants take on the colours of the different surfaces and different water supplies from the rain off the roof and from the soil.

# Year 4

## Meilin in China by Simratul in Year 4

At last, the plane landed in Beijing. Meilin sighed as her aunt and uncle drove her home. All the signs were in Mandarin. She couldn't understand a thing! How was she going to survive here for one whole month?!

As they reached their house, Meilin's eyes widened and she could feel tears starting to form. "Is this a joke?" she thought to herself. Their house was quite small and not as modern looking as her own home. Her aunt showed Meilin her room and left. Meilin decided to go to bed as there was nothing else to do anyway.

The next day, Meilin met her cousin at breakfast. Her name was Mingxia. Meilin sat at the table and stared at her breakfast, then took a bite and immediately spat it out. It wasn't normal cake. It was potato cakes. Her family looked at her expectantly. Meilin mumbled, "I'm not very hungry," as she pushed the plate of food away. She hoped her aunt and uncle did not think she was rude.

Later that day, Mingxia asked Meilin if she would like to play with her, but Meilin said no and went to sleep. Mingxia did not know why Meilin was being so grumpy and rude. She was not sure if she liked her cousin from far away.

A few days later, Meilin's aunt and uncle took her and Mingxia to see a dragon parade. Meilin was so excited about seeing a real-life dragon until she realised that the dragons were not real. She felt disappointed but also embarrassed as Mingxia started to laugh at her. "It's not funny!" she shouted and began to cry. Mingxia felt bad and apologised. "It was just a bit of fun, Meilin. I'm sorry. Let me show you how the dragon works!"

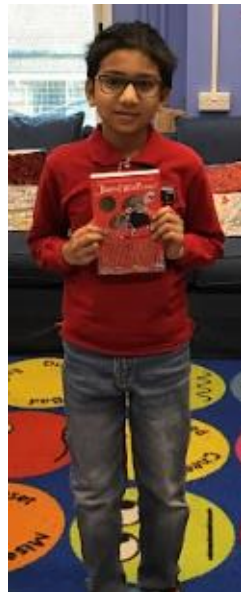
Meilin had so much fun being a part of the dragon parade. Over the next few weeks, Meilin and Mingxia started to get along and soon became inseparable. Meilin was very excited about telling her friends and family back home about her Chinese adventure. She also knew that she would miss her cousin and come back to see her again soon.

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The Year 4 children enjoyed dressing up for World Book Day. Do you recognise any of these famous fictional characters?



\*\*\*\*\*

In Year 4 PE, we thoroughly enjoyed our weekly tennis sessions with coaches from Dukes Meadows Tennis Club.





# The life of Amy Johnson

"Had I been a man, I might have explored the Poles or climbed Mount Everest but, as it was, my spirit found outlet in the air ... Amy Johnson

Amy Johnson, the famous aviator (pilot) was famous for her mysterious "death" that has never been explained (nor was her body ever recovered.)

## Who was Amy Johnson?

Amy Johnson was a popular aviator, born on 1<sup>st</sup> July 1903 in Kingston upon Hull, Yorkshire, England. She was the eldest of three sisters. Her father ran a fish export and import business in Hull.

## Learning to take off!

Amy was introduced to flying as a hobby. She earned an aviator's certificate on 28<sup>th</sup> January 1926 and a pilot's AA licence on 6<sup>th</sup> July 1926 both at the London Aeroplane Club.

## An unexplained crash...

At the age of 37, Johnson flew her last plane through freezing fog and snow. Her compass was broken and her plane crashed into the Thames Estuary near Herne Bay. Many people believed she died but some people believed she died but some people believed that she survived!



Did you Know?

Amy Johnson was the first woman aviator to fly individually (alone)

Amy named her first plane 'Jason' after her father's business trademark.

This plane (Jason) is now on display in the science Museum in London.

**Biography of Amy Johnson by Banipreet (Year 4)**

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As part of our Design & Technology unit on Food and Nutrition (focusing on Chinese cuisine), we tried lots of delicious plant ingredients for a stir fry. We then explored where some of these ingredients came from and we discussed our varying opinions on how the food tasted!



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# Year 5

In 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 were all able to handle the artefacts and feel like real life Vikings!



## D&T

We created Pop up books using the theme of Vikings.

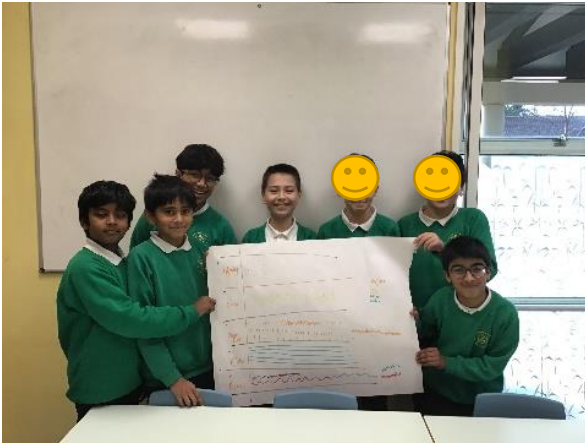
We used mechanisms such as sliders and pop-ups. Here are some examples of our final products.



## Music

Year 5 looked at colour and how colour represents different music. We created our own music inspired by colour using our bodies and voices.





**Examples of work across the curriculum**

## **English – playscript**

### **Arthur and the Golden Rope**

#### **SCENE 1: Dainn's Fur**

##### **Characters:**

Arthur

Dainn

Arthur: (anxiously) Hello? Dainn are you here?

(Arthur nervously walks up to the world-tree and ducks under leaves).

(Dainn comes onto stage from right wing. Lights point at Dainn. Arthur moves stage right towards Dainn.)

Arthur: (softly) Hello... my name is Arthur. I'm here to collect your fur. Can I please have some?

Narrator: Arthur was scared but he knew he had to save the village. He was their only hope!

Arthur: I really need your fur to save my village.

(Lights brighten. The Dainn pushes some of its golden fur to him.)

### **Zemorah in 5CB**

#### **An extract from our Historical narrative**

While Hilda was in the library, she felt a tremor. Heart pounding, she rushed to the second floor of the rustic, dust-ridden library. Shivering in fear, Hilda watched as the first floor of the library flooded with icy-cold water. Hilda, with all her courage, swam to the nearest window. As more water rushed past her feet she could make out something unusual lurking in the depths of the water.

The monumental monster started slithering closer to the fire, which was situated in the centre of the village, demolishing everything in its path. Luckily, the fire was on stilts and remained safe. Or was it? The monster, with a flick of its tail, demolished the stilts. Extinguishing the fire as it tumbled into the water.

### **Kerina in 5H**

#### **Geography – Diary Entry**

Dear Diary,

On the 19<sup>th</sup> of September 2017 at 13:14, I could see that everything was shaking. In front of me, I saw terrified faces. I could hear rapid rumbling and tables and chairs wobbling side to side. I felt really frightened and my stomach was hurting really painfully. Suddenly, a boy behind me screamed very loudly “Earthquake!”. My class was really worried and frightened (they were screaming quite loudly that it made my ears ache). Our class teacher told us to go to the last floor below us calmly. When we were heading towards the stairs, a piece of the roof fell. A boy shouted “AAAAHHHHH!” As we were really scared, we went down in such a rush and ran crazily. We were rushing so much. One of my classmates, (called Amelia) spotted that the stairs were cracking and they were breaking. We went even faster than we already were which was probably a world record for speed. I grabbed onto something – I didn’t know what it was, but it pulled me really fast down the stairs. My legs were dancing about in the air and my hands were holding onto it. When I finally opened my eyes, I realised that it was a classmate I was using as a use of transport. Though I knew what it was, I let it take me to the last floor anyway (I didn’t care). We opened the door that led out to the field, I saw that my mum was there. All of my friends were beside me, my mum asked us if we were OK, we all said that we were, but actually we were absolutely terrified!

### **Ayah 5B**



## History – Diary Viking Entry

8<sup>th</sup> June, 793 AD

Dear diary

Today was an important day. We raided and easily defeated the monks with hope. We know this was our only chance to get what we needed. We slowly started to prepare by loading the longboat with weapons that were the most powerful in case of an emergency. We used weapons like shields, helmets, long swords and axes.

Once we started to sail to the monks, they had no fear of them. We arrived in no time destroying all the land of Lindisfarne it was a piece of cake. Swooshing heads off, taking what we wanted and burning buildings in violence and threat the monks.

We celebrated in peace and violence...

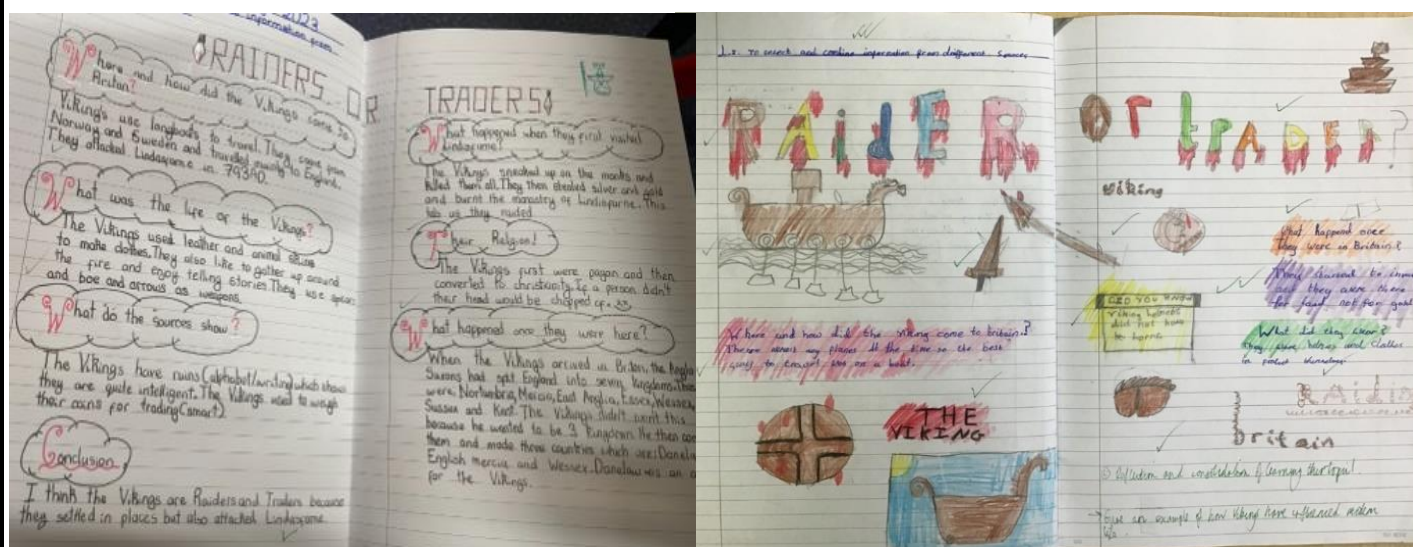
Dear Diary,

Once my heart finally stopped beating in the gloomy, dark night of 1 o'clock on the 8<sup>th</sup> of June, I got some sleep, and just two hours later, sunrise began. I was already in my suit of armor and my shield and battle axe in hand. I was ready for the dawn to come. This was my second raid, and this time, on Briton. The adrenaline was now powerful enough to make me never like a lion, and I reminded myself not how far my last raid was, something up on the hidden people I laughed to myself. I sprinted around the grove while I was waiting for my chief.

Once my chief came, my dad and I were the second and third people to to step onto the rampaging longboat, and the rest followed behind me. I grabbed an oar and once the chief gave the signal, I pushed with all my might, and my might (when I was actually tripping, which was one of those moments) was heard. In a just 50 rows we were already in sight of... several people, holding rectangular, unpolable things with tiny variables on them.

The longboat shattered to a halt, but ~~was~~ very quiet, and we began to pick up our deadly weapons. The chief, standing stepped down onto the Holy Island Holy? These wooden pieces of rubbish full of crimes and Christians had nothing to do with us Peigens! Oracles & Christianity? (sorry - that was me being angry) We all stepped off but, guess what happened next?

We created a **double page spread** to demonstrate all the new skills and learning in our topics; History and Geography.





II To select and combine information from different sources

# RAIDERS OR TRADERS

Vikings came from which country coming Vikings? And how Viking came to England from Sweden, Norway and Denmark.

How Vikings came to England?

Vikings came to England for help sheep. In front of sheep was dragon head, between sheep was shield.

Which object help attacking?

Viking help object sword, axe, daggers, bows, arrows and spears, shield.

Where they live? Vikings live in the long house.



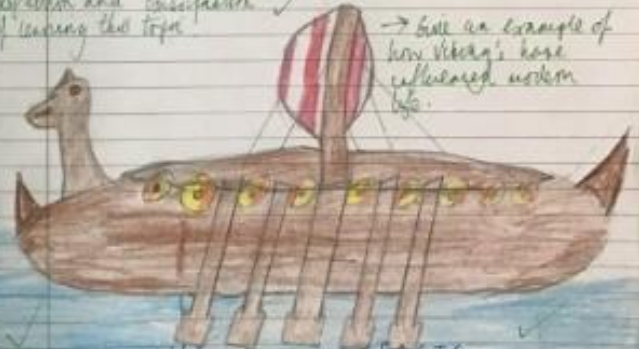
# RAIDERS OR TRADERS

What Vikings eating? Vikings like eating fresh meat.

Vikings killing people, they want money.

Reflection and consideration of learning this topic

Give an example of how Vikings have influenced modern life.



Vikings long sheep FACTS

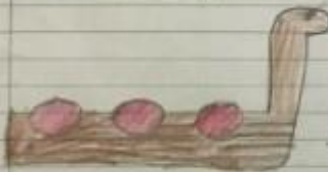
Vikings long sheep was a great, long sheep was great, now sheep in front of was dragon head. Vikings know what modern neighbors will scared them.

Monday 20th January 2023

1. To select and combine information from different sources

## LESSONS

The Vikings invaded Britain and it was not a blood battle, but a peaceful one of people help, and the Vikings didn't put any one of the manes. The Vikings helped and learned the whole church.



## LONG BOATS

Viking long boats were made from wood and were used to travel across the water from Britain's side.

This ship had a better hull, better and stronger. The Vikings carried their boats at sea and they were said without slaves from their boat.

## Helmets

Vikings didn't wear helmets with helmets, they wore hats or an Viking helmet. They were made out of metal.



## RAIDERS OR TRADERS?

## MOVIES

The Vikings had their own money, with their King or queen for them in it.

## WEIGHING SCALES

The Vikings used to check how much of the things the customer wants to buy.

There's a movie evidence that the Vikings were right, so they are right.

## RAIDERS

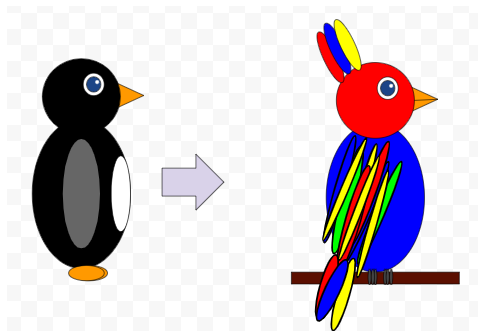
## OR

## TRADERS?

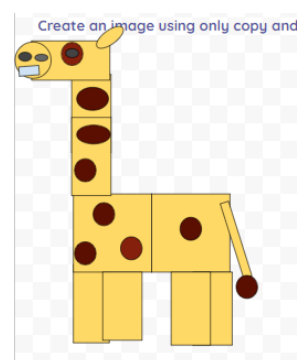
Reflection and consideration of learning this topic

Give an example of how Vikings have influenced modern life.





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



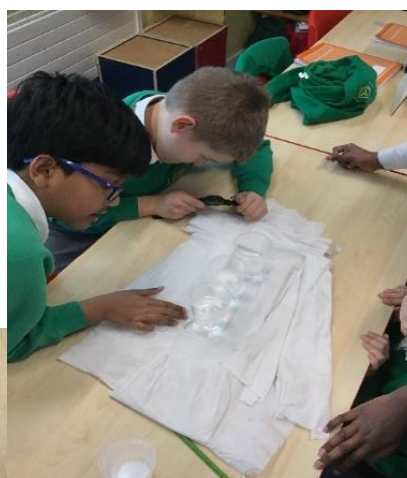
## Sport events

As a year group we participated in a hand ball tournament to consolidate our learning of skills throughout our PE lessons. We all collaborated well as team mates.



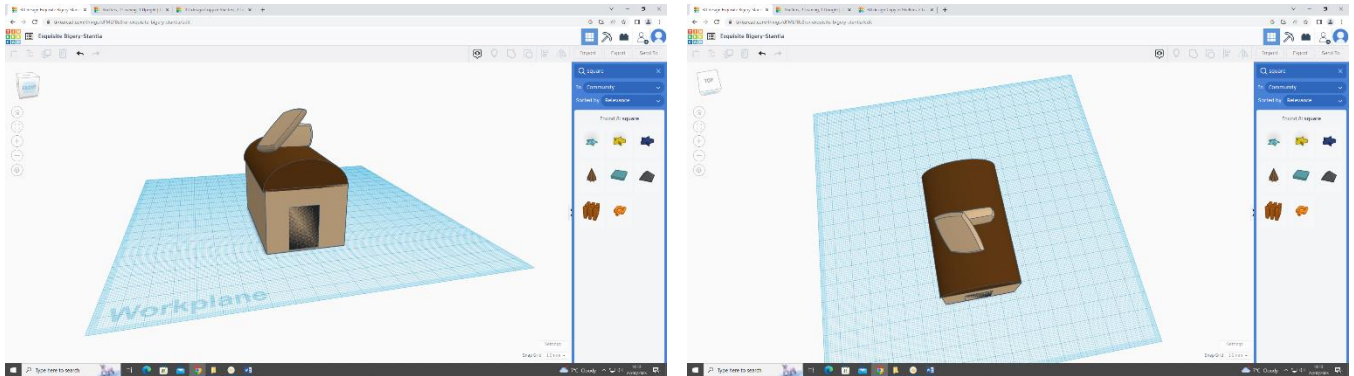
## Science experiments

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



# Year 6

## Evaluation of my shelter – Shaindhavi



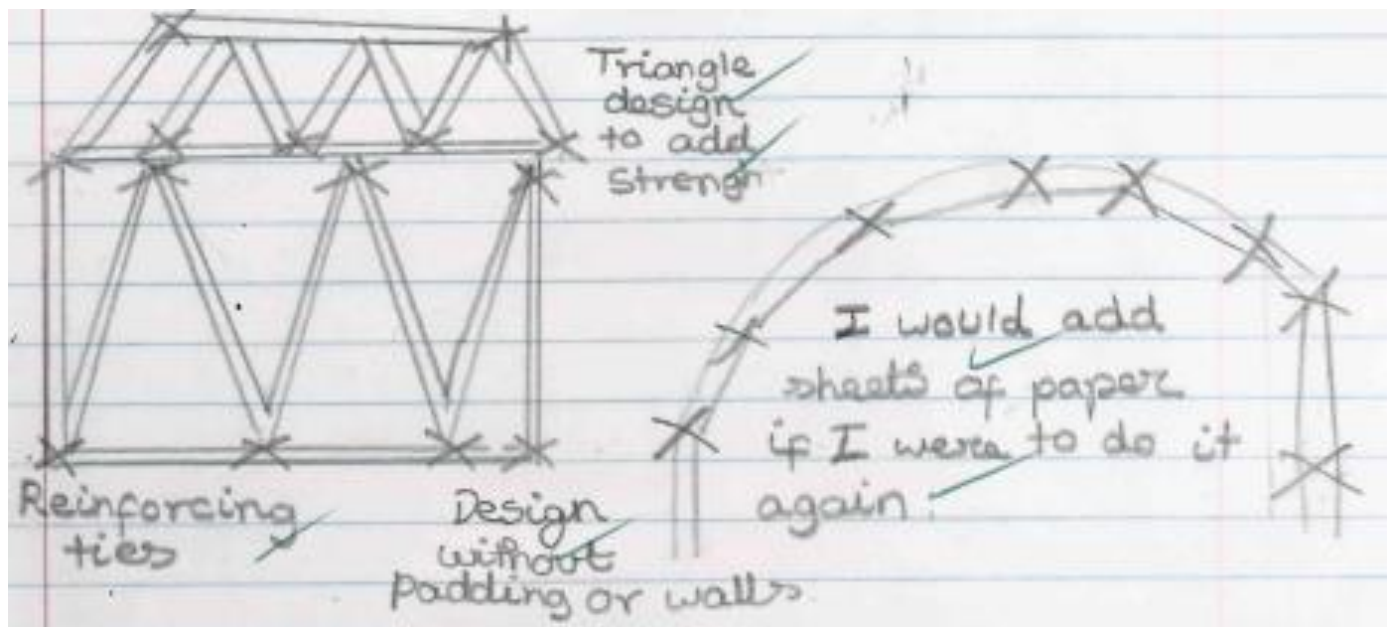
When I designed my shelter using computer aided design (CAD), it was made of corrugated iron because that is a really strong and hard-wearing material. However, in school, we chose to use strengthened rolls of newspaper to make our life size shelter out of. We used newspaper as we thought about sustainability and climate change and believed recycling and reusing old newspaper met this purpose. We gave it a triangular shaped roof as when we created and tested our prototype we discovered that the pyramid section of the structure – a large base, leading to a thin roof - could take more weight.

My shelter did not break when we shook it and when we dropped a weight on it, it didn't collapse. Even when a member of our team leant on it, it stood! Our structure remained strong for the following reasons:

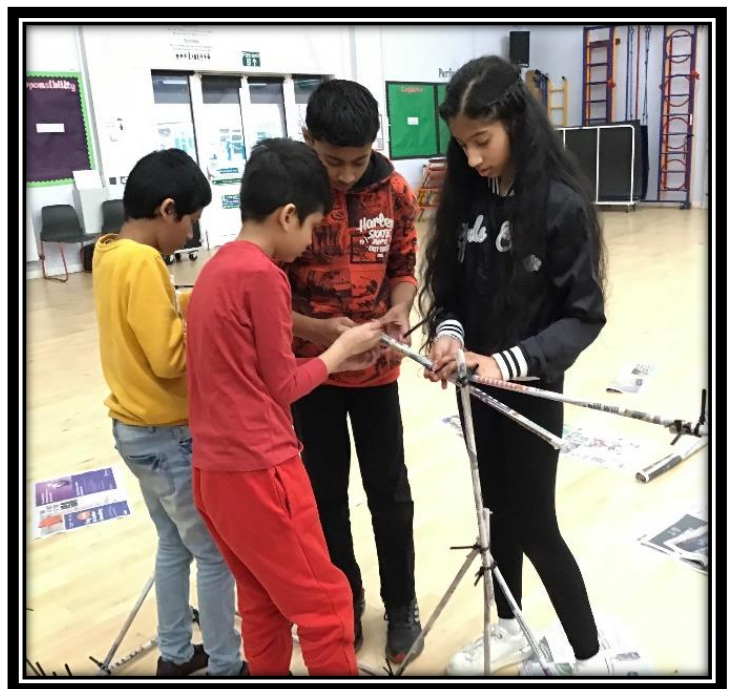
- We used permanent joining techniques (reusable ties) to secure the joints,
- Reinforced the joints using triangles,
- Used our understanding and discoveries from our previous lesson (looking at the structure of bridges) where we created a prototype of a structure with a triangular roof as it showed this was the strongest.

Next time, I think I would reinforce the inside (as shown in the design below) to make the people more comfortable as they would have had to spend long periods of time and to add extra protection from falling debris.



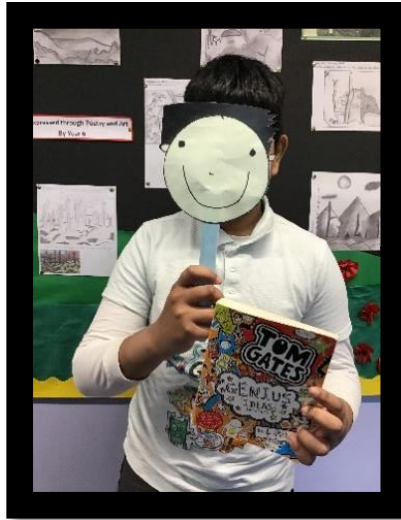


Year 6 thoroughly enjoyed the 'Stixx' workshop in which they used a special machine and used newspaper sheets to create newspaper rods. The rods were then tied with cable ties to create a structure. The structures were based on Anderson shelters from World War Two. It was great to see team work and the 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.



# World Book Day

It was great to see so many children get involved and dressed up for World Book Day. Year 6 thoroughly enjoyed the workshop carried out by Swapna Haddow and were inspired to create their own books at home, based on "Dave the Pigeon". Here are some of our children in costumes.



## Hitler's speech to his country outlining motives for declaring war.

I had declared war because we deserve more. We were pushed away and forgotten about. We Germans will rise and our names will echo in history! We will be remembered! We were taken in the shadows, robbed of men, planes, subs and money! We were treated like we deserved nothing, we were treated like outcasts! That's why I will bring us back to power, we will be the best!



We have been building more warships, subs, planes, guns and added more men. We have been left jobless and poor, we were treated like we were of minor importance! Like we just don't matter! But we will show them how much we matter! We will CRUSH them under our power! We WILL win THIS war! THAT'S why I declared war!

By Ayyub in Year 6



**Below is an extract from Alex's story based on narrative writing with a WW2 setting. It has been great to see a variety of features used and description to engage the reader.**

L.I: To write a narrative.

### **Oxy's War**

"Oh how good it is to be here again!" Oxy boasted as the train came to a halt. "That's where I used to live as a child evacuee!"

She felt nostalgic to be reconnected with her childhood home again. But inside she still had some sparks left reminding her about how she felt homesick.

"What's an evacuee?" one of her children asked.

"It's like when you have to leave home because something good is not happening at home," responded Oxy trying not to make her children aghast. Observantly, she gazed out the window and was soon transported to the same journey...

Now, she was in what looked like the same train but this time her sister Lox was sitting next to her. The carriage was mostly empty but some older children were sat down, talking to each other. To the left, Oxy and Lox observed the stunning viaduct whilst all sorts of colourful flowers were blooming. A girl with golden, tangled hair in locks sat behind them. Oxy was so into her thoughts that she didn't even notice the girl arriving.

"Hello! Hello!?" Lox shouted into Oxy's ear as she waved a hand in front of her head.

“Uh...yes?!” she replied.

But Lox didn't have time to answer when the girl came up to Oxy and Lox.

“Hi! I'm Lola. Would you like to talk?” Lola asked as she put on a smile.

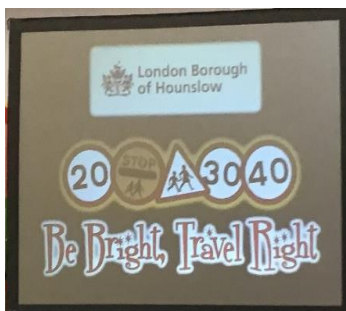
As tall mountains went past their window, Oxy wasn't quite sure if she was ready to make a bon. But this girl really lit up her mood and overall made her feel less homesick. “I'm Oxy and this is my sister Lox. Nice to meet you!” Oxy declared to Lola.

After what seemed like hours, finally they arrived at the evacuee centre. It was a site full of chaos. With the hustle and bustle, Oxy and Lox just managed to get into their group. Different host families lined up to see the children they would like to get. One by one, children came up to the desk to get their family chosen. It was finally Oxy and Lox's turn.

“I'll take her a sharp voice arose from the crowd!”. I'm here to take you to your new home. Alongside her stood a humble girl. “I'm Amelia, Mr Patty's servant.”

“Could you possibly take two?” the owner of the centre called out.

**By Alex, 6P**



## **Year 6 Preparing to Transition**

This Half term Year 6 have heard which Secondary School they will be attending in September. To help them prepare they have taken part in an interactive workshop called, 'Be Bright, Travel Right'. During the session, the children were shown the different ways they might travel to their new school and the ways that they could keep themselves and others safe from:

- planning their journey,
- leaving plenty of time to get to school,
- organise themselves and
- packing their school bags, the night before,
- how to travel safely on public transport,
- the importance of checking their bikes before every journey using the 'M check' and why wearing a helmet is essential,
- the different ways to cross the road safely,



- and why it is vital to give their full attention to the roads they are travelling on – staying off their phones and not listening to music.

Please take some time to talk to your children about their routes to their Secondary school and ask them to recall how many ways they know to keep themselves safe. ***How many can they remember?***



## And finally...

Sometimes we don't feel very brave when we are all alone,  
 When faced with something very new, that leads to the unknown.  
 We may have fear of simple things like wind or rain or height,  
 Or fear, when we go to bed, the turning out of the light.  
 We need to stop and think awhile just why we feel this way,  
 Remember that the bravest ones can chase their fears away.  
 Sometimes something happens and then without a thought  
 We find the very courage to do things as we ought.  
 Bravery takes over and new confidence we find,  
 The problem then is overcome and fear goes from our mind.

I think this poem helps us to think about how we face the challenges that each day may bring. Apart from developing knowledge, skills and talents, school is also about developing and building relationships, resilience and respect. Being kind to others and also ourselves.

This term how have you been doing with these things?

What do you remember?

What will you remember?

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

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