



Alexandra

Primary School

Aspire, Perform, Succeed

The Alexandra Times



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July 2021

Hello Parents and Children,

A very unusual year. The past 18 months have provided amazing occasions full of fun, learning and laughter as well as moments of challenge. Thank you parents, children and staff for helping our school community to weather the pandemic storm in the way that we have.

This period has changed us all as we have learnt to overcome many barriers in our everyday lives. You have shown true determination, demonstrated many of our school values and succeeded in the most demanding circumstances. Read on to see some of your successes.

Thank you for your continued support in these challenging times for all of us. Don't forget to look at the Y6 Production, posted on the website.

Here you will also find a video from our school council children, thanking staff at school.

Read on to find out what we have been learning, investigating and discovering.



Mr. Norton

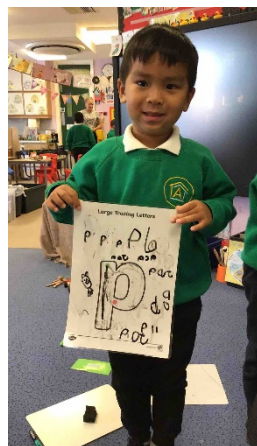
Nursery

The Nursery has had an exciting and busy Summer term. During the first half of the Summer term we focused our learning on 'Who lives on the farm?' We used farm-based focus stories to learn the animal names, noises, where they live and what their babies are called. The Nursery children learnt lots of interesting animal facts. Our home learning animal display was very popular. The children enjoyed looking at the farms that their friends had created and the animals that they spotted on their local nature walks.

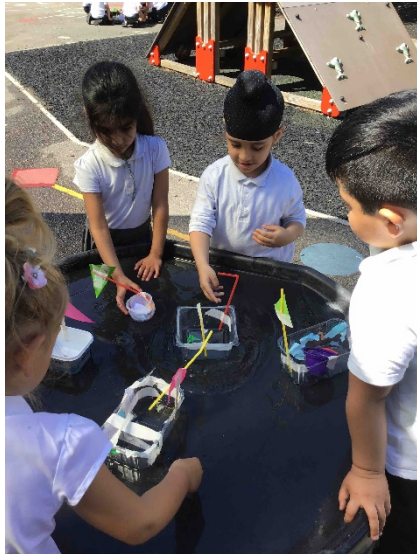


We also talked about what food farm animals provide us with and we made some yummy fruit milkshakes. Our farm shop was very popular. The children role-played selling real vegetables.

As the term has progressed the children have continued to develop their phonic skills to support early reading and writing. This has developed children's interest in print in the environment and being able to orally blend and segment words.



During the second half of the summer term Nursery have focused their learning on 'Wet Wonderful Water'. They have investigated the features of different sea creatures and enjoyed using the small world resources to retell of focus stories of Tiddler, Jolly Olly Octopus, Commotion in the Ocean and a range of short poems. The children have had great fun exploring our water resources outside. They even made their own boats and tried them out on the water to see if they could float.



The children prepared for a special visit from an ice cream van. They practised counting ice creams, counting out money and asking politely when it was their turn.



We have finished off the summer term with a seaside themed picnic. The children decorated a biscuit and enjoyed snack time outside. They engaged with seaside themed games, such as building sandcastles and playing bat and ball. Well done Nursery for a fantastic final term!

Reception

We have been really busy in Reception. The children have been exploring their world and learning about different minibeasts.



The snail leaves a sticky trail. It's eating the leaves.

Wow, look at the shell!

I'm digging for worms!

Look it's wiggling!



From a tiny caterpillar to a chrysalis inside it's cocoon.

We can't wait until they change into a butterfly and we can see them fly into our garden!

The very heavy rain has meant that lots of our plants, such as beans, tomatoes and courgettes, got too wet and did not grow properly but we had a super harvest of potatoes. We are looking forward to cooking and eating them with the mint that we have grown in the herb garden.



Our sports day was really good fun and everybody enjoyed the different activities.



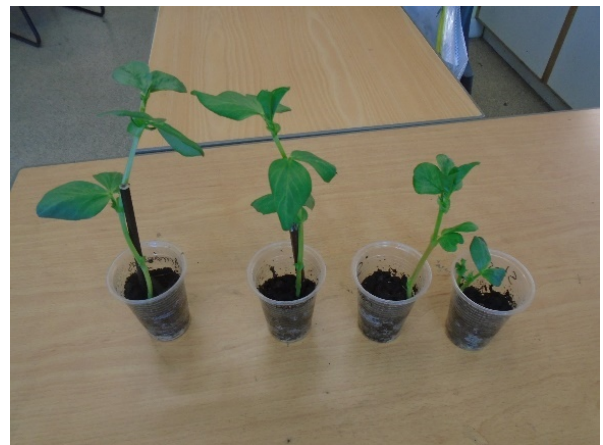
Listening to instructions, joining in, trying your best, running, jumping, throwing, working as a team are just some of the skills we needed to use as we participated in the sport day.



Year 1

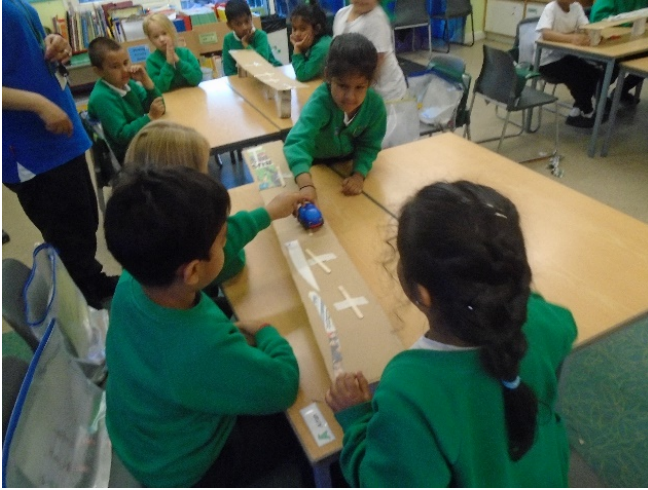
Year 1 have had a fantastic time in the summer term.

They thoroughly enjoyed learning about plants, life-cycles and instructional writing. The children were fascinated by how quickly their bean seeds started to grow. We have sent them home so the children can continue to care for them over the summer holidays.



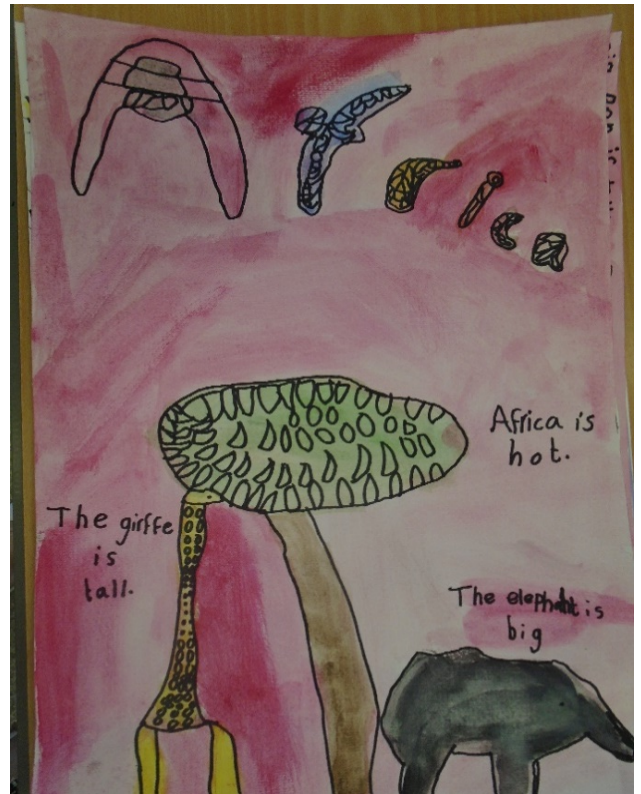
In DT, the classes took part in a Building Bridges competition. They worked in small groups to design, plan and create a bridge that would hold the weight of a car as it travelled across. The adults were very impressed with how well they worked together to create some very exciting bridges!



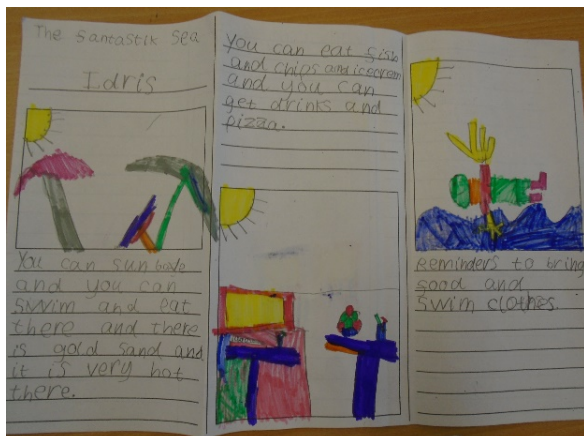


During their Art lessons this term, the children have been researching a place they would like to visit. After finding out all about their chosen destinations, they started to plan and design their holiday posters. Last week they finished their pieces of art by using water colour paints. We are so impressed with their artistic talent!





To continue our topic of 'Going on a summer holiday', we have been creating seaside leaflets. The children had to use their persuasive writing skills and best handwriting to produce some very eye-catching leaflets.



Well done Year 1 on a fantastic year of learning.

Year 2



Recently in Year 2, we have been learning about the design of ships and boats and the different materials we could use to build them.

Through science we learnt about the properties of materials and could explain the reasons behind using certain materials to build certain objects.



Using this knowledge, we worked hard to design, test, evaluate and adapt our boat designs. The goal was to create a boat that could hold the heaviest load.

We had to test our boats using different weights, then we looked at what needed improving before building our final model.



We had lots of fun testing and building our models!



In Year 2 we completed the 'Build to the Line' competition.

We had to design a bridge that would be longer than 1m and could hold a good weight.

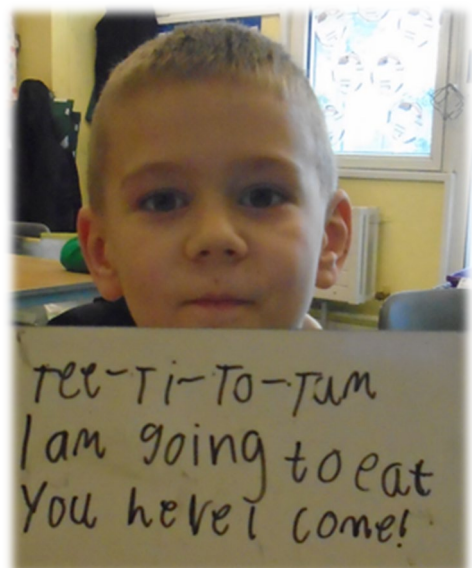
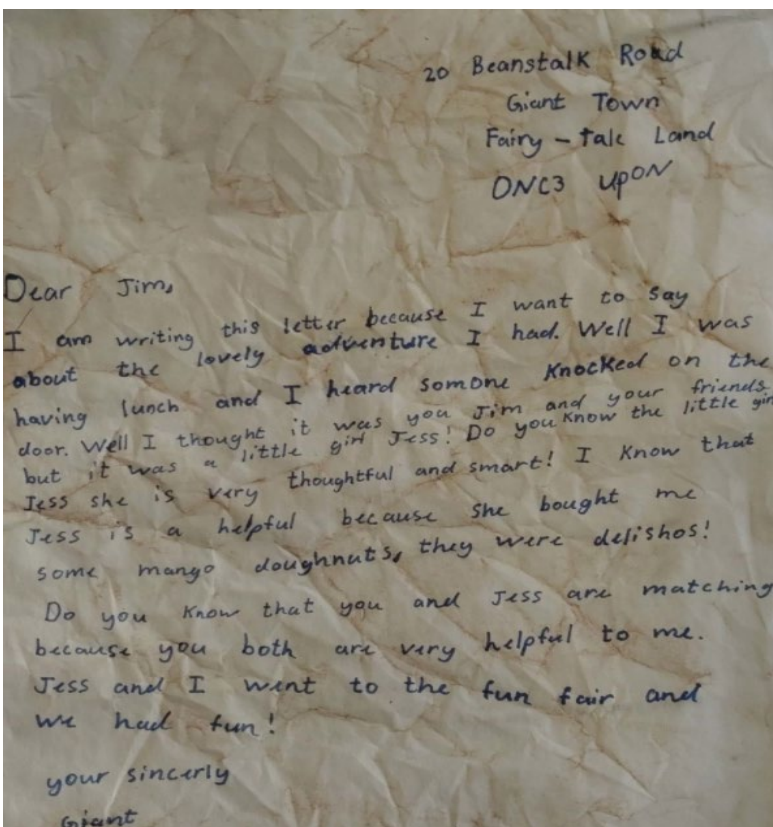
We had to use a range of materials and also work together as a team. We had to listen to each other's ideas and decide what was best as a team.

One bridge could hold a massive 380g!

It was made using just paper!

During the summer term we have looked at some traditional tales, such as; Jack and the Beanstalk. Using this, we created our own stories with our own giant rhyming couplets.

We also wrote a letter of friendship from the Giant to his new friend Jim. Additionally, we then had a class debate. Some of us had to argue for everyone having beanstalks in their gardens and the rest of us had to argue against this point.

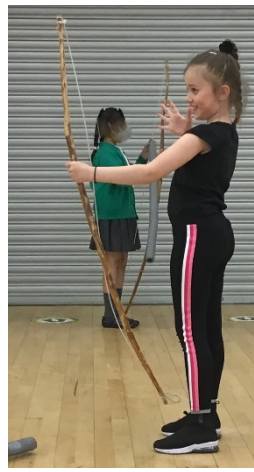


Using this, we showed how much our confidence has grown during our time in Year 2 as we stood in-front of our peers to present our points!

Year 3



Just before our half-term break, Year 3 had an informative and entertaining visit from The History Man, who invited us to immerse ourselves in the history of Ancient Greece. We got to handle lots of historical artefacts, played some Ancient Greek games, tried on costumes and helmets and had a go at recreating a battle using shields to create a tight formation called a phalanx. We had a great day and learnt lots of new and exciting facts about the way of life in Ancient Greece.



Here are two reviews of the day by pupils from Year 3:

Review of The History Man

On Friday, I met a man known as History Man. He was funny and had so much knowledge about Ancient Greece. He showed us different games, such as Battle of the Fight. He also told us about Alexander the Great and how courageous he was. He further shared his knowledge on the army uniform of Ancient Greece.

I liked meeting him because his session on Ancient Greece was interactive. He allowed me to play different games and do practical activities such as making clay figures. Moreover, I also liked his humour. He made me laugh so hard.

However, the only thing that made me sad was that he only came to meet me for one day. I wanted him to stay longer and come every day.

by Priyal Patel

The History Man: My Review

Today, we had a man come in and educate us about Ancient Greece. Let me tell you all about it.

Money

In Ancient Greece, they didn't have paper cash. They only had coins. We got to handle some replica coins from Ancient Greece as well as one coin that was actually from Ancient Greek times! On one of the coins, there was Alexander the Great and on another one, there was Athena.

Sports

In Ancient Greece, they enjoyed sports. In fact, they even created the Olympic Games. The Olympics actually started out as a festival to celebrate the god Zeus. The games were a lot more dangerous than they are today. For example, the wrestling competition had very few rules and even they were ignored by the competitors! There were chariot races, which were also very dangerous.

Clothes

In Ancient Greece, they wore different clothes to us. Women wore tunics called chitons and they wrapped a belt around the chiton. A classical man in Ancient Greece wore a chiton as well but men's chitons were shorter and were worn with a large belt around it. Men's chitons were something like a Roman toga. For shoes, they wore sandals.

Entertainment

A fun game in Ancient Greece was knuckle bones. Another game was like noughts and crosses. In this game, you had to get three in a row.

My experience

For my fun, I tried on a tunic that I loved, then I tried out fighting. Next, I tried an item that was a bit like a 3-D picture viewer. Finally, I made a clay figure and then it was time to go home.

I give the History Man a ***** (5 star) review! 😊

by Amelia Galusca

In **D&T** (and **History**), we designed and created masks based on the ones that were used by actors in Ancient Greece. We had a great (but quite messy!) time blowing up balloons and creating papier mache bases for our masks. After at least two layers of papier mache had dried, our Cyclops, Medusa, Comedy and Tragedy (and: is that a unicorn?!) masks were finally ready for us to create a performance! We took some time to review our original designs and compare them with our finished project. We reflected on how we had worked and evaluated the process and our final product.

Beginning our work.



Some examples of the finished product!



In Year 3 **History** and **English**, we have been comparing and contrasting the Ancient and Modern Olympic Games. We discovered that the first games date back to 776BC and were mainly a religious festival for the God Zeus. We compared the early ceremonies with today, where the Tokyo games has seen some 6 million mobile phones recycled for their precious metals, to be turned into the gold, silver and bronze medals! After learning about different sports and what has and has not changed over the years in the Olympics, we participated in our own mini-Olympic Games competition. This included javelin throwing and other throwing skills, running, relay races and a variety of ball sports. The teachers were really impressed with our skills. Look out for Alexandra students at the 2028 Olympic Games in Los Angeles!



One, two, three.....



Throw!

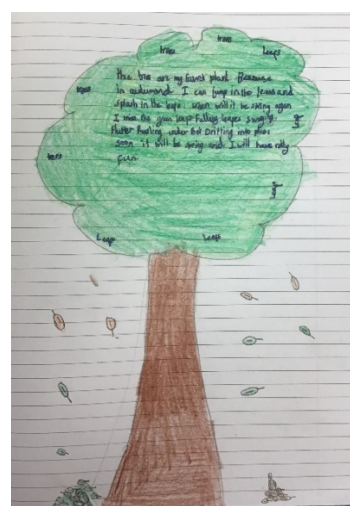
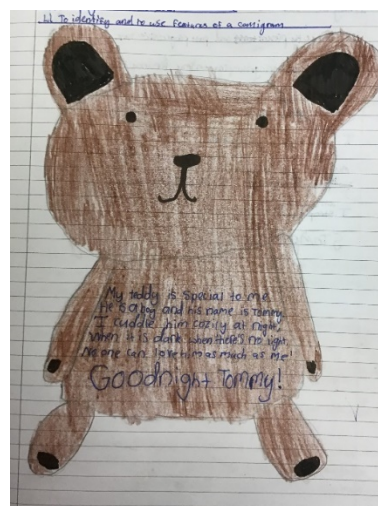
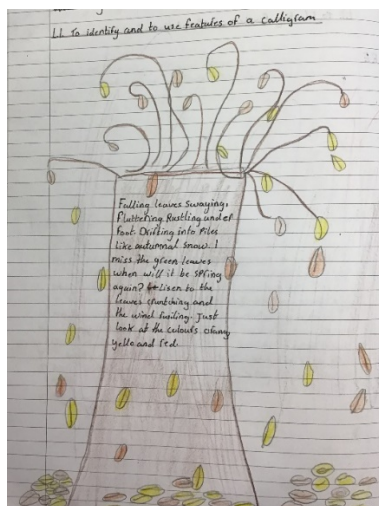


Sport is a serious business for these competitors!

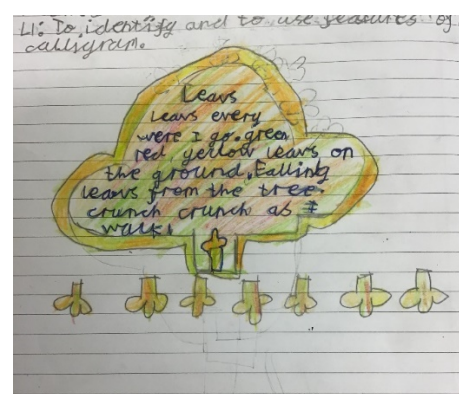
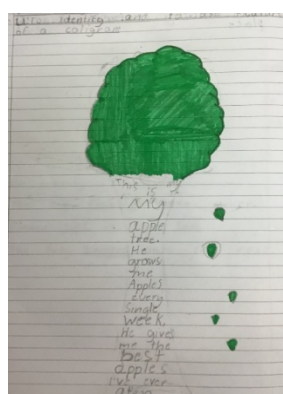
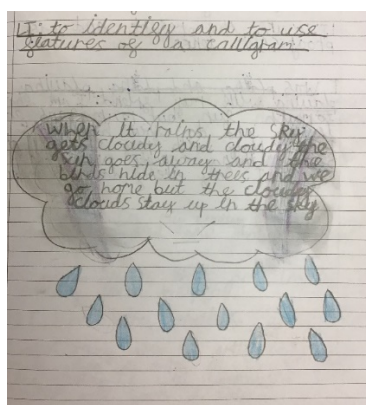


Some more of the games in action.

To round off our **Science** unit on Light and Shadows, Year 3 had some fun creating chalk shadow drawings outside. We have been learning that shadows are formed when an opaque object blocks the path of light, which travels in straight lines. We used a light source (the sun!) to cast our own shadow onto the ground and had a partner draw around the outline. We investigated how the shape of the object affected its shadow.



Finally, in **English**, we completed our unit exploring calligrams, poetic portraits and all kinds of shape poems. Having analysed some features of shape poetry, we explored tenses, planned, wrote, improved and completed our own shape poems based on an object of our choice. We all chose a shape and filled it with our words. Which is your favourite example from this selection?



Year 4

As the school year draws to a close, children have been as busy as ever - playing and working hard.

We had a fun and enjoyable Year 4 sports day. Working in teams of ten, children rotated through a series of competition points - relay, long jump, high jump, chest throws, javelin, sprint and others. The sun shone and everyone returned to class tired but happy.



Relay racing.



Throwing a ball using chest throws.

Year 4 also enjoyed a practical road safety workshop. With the support of our wonderful facilitators, children considered what they needed to think about and do to keep safe on our roads. They demonstrated what they had learnt with their exemplary behaviour walking along the pavements and crossing the roads outside school.



Checking understanding.



Demonstrating the 'Green Man' walk!



Showing how to cross the road safely.

In English, children revised how to use imperative ('bossy' verbs) to write up the detailed plans for making their toy Roman chariots. They then practised measuring and working to scale in Maths and carefully measured and marked up the lengths of wood that they needed.



After safety training, they used safety hacksaws to cut wood to the lengths needed.



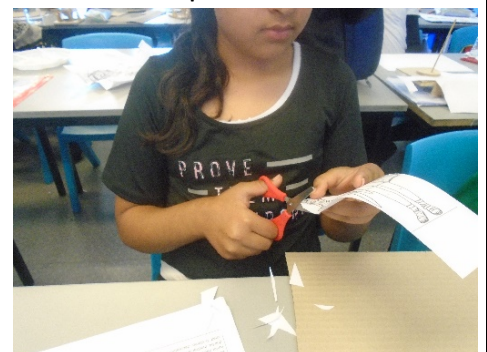
Next, children measured and cut cardboard to make the base to their chariots. They glued the frames together and glued the bases to the frames.



Here are some children creating attractive designs to decorate the final product.

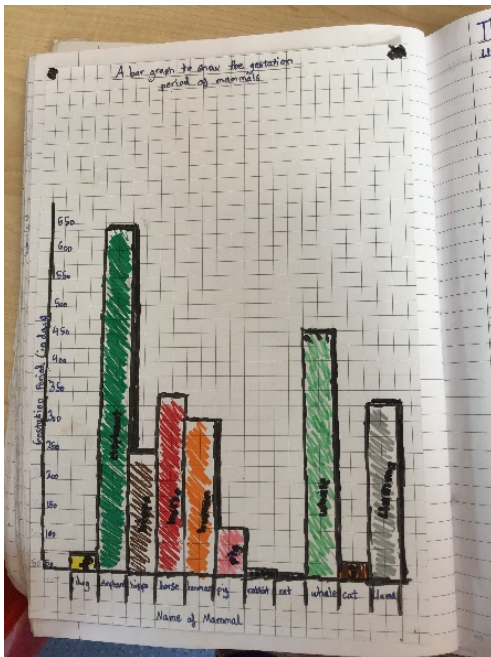


The final step will be to attach the axels, wheels and cams to the toy chariots and to attach the figures to the cams. We look forward to seeing the children's final creations!



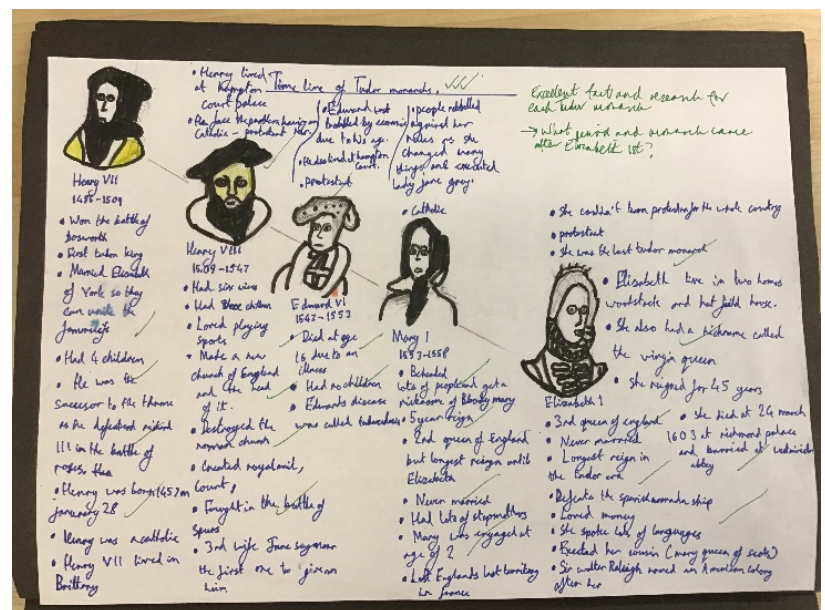
Year 5

Our highlights for this term were a visit from a virtual Henry VIII using our class webcam, also the fabulous history man who taught us all about the Tudors with amazing artefacts. We were able to take part in our own sports afternoon and showcased our athletic talents. We designed our own sewn Tudor coat of arms using fabric and different types of stitches. Finally, in Art we have thoroughly enjoyed designing, creating and evaluating our own Tudor house clay sculptures.



In Science, this term, we have learnt all about animals including humans. We used our Maths skills to create a bar graph of our research about the gestation period of mammals. We enjoyed research facts about mammals and designing a fact file about life expectancy in animals too.

In History this term, we researched who the Tudor monarchs were in chronological order and created an information poster in pairs based on our own research, which presents information about each Tudor monarch.



Year 5 completed work on biographies. We used our homework where we researched about Henry VIII's wives to help inform our writing. From this research we were able to convert our notes into paragraphs using relative clauses and parenthesis and using subheadings for each paragraph. Here are some examples of our completed biographies.

Hobbies/Interests

During her marriage with Henry, Catherine learned all sorts of fun activities. She was very skilled in sewing, Catherine also learned to spin and embroider. She especially loved to dance and sing and paint fine art. In her free time, she would go out to the field and go ride her horse. Times when Henry was not completing any royal work, they'd both go hunting in the woods.

Life with Henry

Before her marriage with Henry, Catherine was engaged to Henry's older brother, prince Arthur. Sadly, Arthur passed away just few days before he could be crowned king, making Catherine the wife of Henry. Their marriage ceremony was held on 11th June, 1509. They together had a contended marriage that lasted 24 full years. However, Henry was eager for a son to rule England after his death, but as Catherine couldn't give birth to a boy heir. At the age of 30, she eventually gave birth to a well and healthy child, however it was a girl. To end the marriage, Henry broke from Rome and divorced the 1st caring Catherine.

Death

After the divorce by Henry, Catherine was feeling very depressed and had anxiety. Unfortunately, she died of heart cancer and a broken heart on 7th January 1536 and was buried at Petersborough Abbey.

In Conclusion, Catherine of Aragon was a loyal person, who was married for over 24 years.

Wednesday 14th July 2021

1. to evaluate and edit my biography.

The Biography of Anne Boleyn

Do you think you know your royal history? About the Tudor times' six wives? This biography will inform you of Henry VIII's second wife, Anne Boleyn.

Who was Anne Boleyn?

Anne Boleyn was the second wife of Henry VIII. He married Anne after annulling his marriage with Catherine of Aragon. She was known for her intelligence and good looks.

Early Life of Anne Boleyn

Born in 1501, Anne's parents were Thomas and Elizabeth Boleyn, the Earl and Countess of Wiltshire. As a child, her family moved to live in Haver Castle. At the time of Anne's birth, the Boleyn family was well respected as an aristocracy (nobles).

Anne Boleyn's Marriage

Anne Boleyn's marriage to Henry VIII took place in 1533, after the annulment of his marriage with Catherine of Aragon. To divorce her, Henry VIII separated from the Catholic Church in Rome and founded the Church of England. He became a Protestant and dissolved many monasteries in England, which made many Catholics go into hiding.

Children of Anne

Anne gave birth to a girl on the 7th September 1533 and named her Elizabeth, who went on to reign for 45 years. Anne either gave a stillbirth or miscarriage, and Henry considered divorce.

Friday Write a biography.

The caring Catherine of Aragon

Catherine of Aragon was the first wife of the second Tudor monarch, Henry VIII. She was born on 16th December 1485 and always wanted to be married into the English Royal Family. Although, the marriage didn't quite work out as she hoped.

Catherine's childhood

At the time of her birth, Spain, her birth place, was at serious war. Despite being born in an unsafe country, she as Catherine was taken care of in the Archbishop's palace of Alcala de Henares by her loving, royal parents, King Ferdinand and Queen Isabella, who were the most mighty rulers in all of England at the time.

Religion

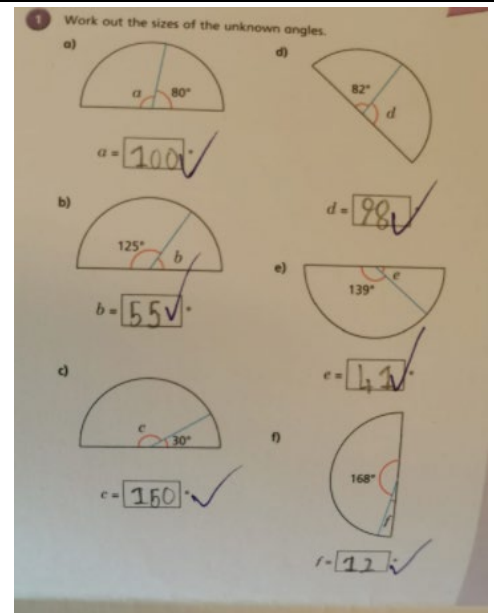
Catherine grew up to be a very devout Roman Catholic and respected to honour the only one God. Along with worshipping her true God, she also believed that she would be a great Queen. Rather than doing the activities and hobbies she liked, Catherine always spent her time in the Catholic churches on Sundays.

Appearance

Catherine was unusually attractive and gorgeous. She was also known for her bright blue eyes which looked glamorous on her. Catherine also had long auburn hair that, which glowed at night and had a cherubic, round face.

In Maths the children were learning about geometry. We have consolidated our learning about different names of angles and their properties (acute, obtuse, right angle and reflex). We have learnt the skills needed to read angles using a protractor and can solve problems about the degrees of a missing angle.

In History we have considered how the food would have compared between Anglo Saxon times and Tudor times. We have also learnt about what Tudor people ate and how that compared with the rich and poor. We used our comparison skills to compare how regular people lived and their living conditions. We analysed primary sources (a house inventory) to review how items in a house shows whether they are rich or poor. Here are some examples of the work we have completed.



1. What does it mean?
2. An inventory is a list of belongings listed by people when the owner is dead.
3. Rooms of Nicholas Effler are the battery, meals chamber and the study chamber.
4. 5 things that Nicholas Effler owned is a rapier, daggers, a gilt, massandebond and a querry. How did the diet of rich and poor Tudors compare?
5. Effler is a rich lad as he is a glass and window maker and his house was full of glass and he had 10 rooms! Glass was also very expensive and was hard to make so it shows it clear that he is rich.
6. John Tomson only had one room, a bedroom, a living room, a dining room and a fire place all in one place.
7. Tomson is poor because he has one room less money cheap and all unwanted stuff which is worth nothing.
8. An inventory is useful to know what happened because it tells what they owned and what they used.

II: To investigate how the rich and poor lived in Tudor England.

Similarities between rich and poor Tudors

Rich and poor Tudor have a big separation in similarities but they both have many differences for example. The rich have a big variety of food. Lots of meat and of every variety of fish, expensive jewellery, velvet, robes, badgers, cottons and underclothes. There was no light for the rich houses. Life expectancy of 35 years old. They still get disease. The boys both went to school and grammar and university and girls did not learn anything at all.

The only thing they learned was how to do household chores or their parents will send them to shops to earn little money for their house. Both children

1. Life changed significantly during the Tudor Era as trade was more complex. Food had changed a lot as English explorers were discovering different plants and spices. Banks were created, The Royal Navy was founded. Religion also changed as Henry VIII split from the Catholic Church and made The Church of England. Clothes were more ornate and small details were embodied.

2. I think life improved during the Tudor reign as the arts and trade flourished. Science was being modernised. Music was exceeding in Tudor times. England became richer. Beautiful houses were made with unique designs. Colleges were built.

3. Anglo Saxon times compared to Tudor times were very different. Clothing in the Tudor times were more ornate while Saxon clothing was simple. Food in Tudor times were meaty while Saxon food was leafy.



Year 5 had an exciting visitor to help us learn about the Tudors. The History Man brought in artefacts from the Tudor period for Year 5 to learn about and have a hands-on experience to life in the Tudor times. We learnt about the clothing and weapons, food and toys and how the Tudor period was a key time in history for change. Here are some exciting pictures of our day.



History – comparison writing about Tudor life

Life changed significantly during the Tudor reign as trade was more complex. Food had changed a lot as English explorers were discovering different plants and spices. Banks were created and London was becoming the financial capital of Europe. Religion also changed as Henry VIII split from the Catholic Church and made the Church of England. Clothes were more ornate and small details were embroidered.

I think life improved in Tudor times as the arts and science were flourishing. Music was at its peak. England was becoming richer and more powerful. Henry VIII actually had the young Leonardo Da Vinci in his court!

Anglo Saxons times compared to Tudor times were very different. Clothing in Saxons times were simple and baggy while Tudors (the rich) wore padded doublets, satin blouses and tight breeches. Tudor diets (for the rich) consisted of veal, venison, pigeons and chicken. At the time of Henry VIII, the norms (middle class) could also buy meat but preserved, not fresh. Anglo Saxons diets were leafier and vegetable stew was common.

The Tudors were important as the Tudor Rose is incorporated on the United Kingdom Coat of Arms and the England football logo. The Royal Navy was founded. William Shakespeare was a Tudor and was a renowned poet whose poem changed the course of literature, writing magnificent poems such as Romeo and Juliet, Midsummers Night Dream and Macbeth.

Tudors were important because many of their buildings stand. The Royal Mail was founded by Henry VIII. The first money exchange was created in London. Henry VIII also split from the Catholic Church.

By Alhai 5B

In Art the children have used clay to create their model of a Tudor house based on their design from the previous week. They have used various sculpting techniques, such as coiling, scoring and pinching. We painted our sculptures using appropriate colours according to their designs.



Sports Afternoon

Year 5 competed in a sports afternoon. We completed tasks such as sprinting, long jump, relay races, javelin assault course and shoot the hoop. We had a fun time competing against our class mates. Here are some pictures of the activities we took part in.



Year 6

Letter to Gareth Southgate – Jacob Cunliffe 6NC

Dear Gareth Southgate,

I really admire you as a manager and am amazed at how you have led England to success in the finals of Euro 2020. Even though we lost out to Italy, your team's dedication to the tournament was immense and we all have so much respect for you. The whole team is beloved and we will always cherish the memories of this Summer.

Although you missed a penalty in 1996, that did not stop you from helping England rise above most other European teams. The sheer commitment you have to the game is admirable and you are a role model to many. I wish you the very best for the World Cup and I hope you thrive as England manager for many years.

I have heard that some terrible people have been discriminating against a few of the players who missed the penalties. I don't like discrimination in the slightest, so make sure you tell the team to not let the haters get them down. They deserve to feel proud of their achievements because they did their very best.

I think you are the best manager ever!

From,

Jacob Cunliffe

Rose Blanche Setting Description – Furqan Mohammed 6NC

As Rose entered the jam-packed town square she was overwhelmed by the carnage all around her. She stared in awe as she craned her neck to look at the ancient statue looming over her. The magnetic aroma of freshly-baked bread wafted around the radius of the bakery. As she tried to figure out what was happening, a horde of animated children screeched and screamed as they ran towards the soldiers in the cart. The unpleasant stench of the fat mayor's beefy cigar slithered around the square, making people cough and splutter. Rose looked up to see miles of swastika flags flapping in the strong winds. She began to feel anxious and longed to escape this swarm of angry wasps.

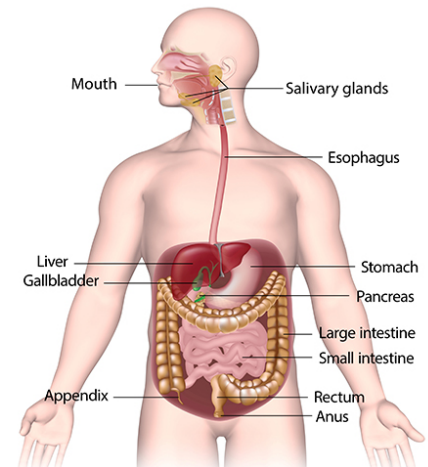
Year 6 children showed off their creativity in writing at the end of the summer term. They were all shown this image and given the challenge of writing anything they wanted about it! The children recapped all of the text types they have written across the year and got stuck in. We were very impressed with the imagination, vocabulary and literary skill they used in their writing!



The Digestive System

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

The food enters the digestive system through the mouth, where it gets broken down. The teeth chew, tear and grind the food and the salivary glands also help with the work; the salivary glands release saliva and enzymes which helps break down the food. Once the food has been properly chewed, the tongue helps push the food down the oesophagus, which is also known as the food pipe.



The oesophagus is connected to the stomach, which is the next destination in the digestive system. It takes approximately seven seconds for the food to travel from your mouth to the stomach. The stomach has a lot of acids and enzymes which helps break down the food particles even further. An acid called pepsin helps break down the proteins and quite a lot of bacteria is killed by the stomach. Food can stay in the stomach for up to four hours, which gives it plenty of time to be broken down properly, while the food stays in the stomach. The liver secretes bile, which helps digest fats, and the gall bladder stores it for when the duodenum needs it. The pancreas releases enzymes which break down the fats, carbohydrates and protein.

Next, the food travels to the small intestine and the duodenum is the first part of it. The small intestine absorbs the nutrients and transfers it to our blood. It then passes the remaining food particles to the large intestine which absorbs water and other food particles. The small intestine is 22-23 feet long whereas the large intestine is only 5 feet long. Then, the rectum stores the stools and signals the brain that it needs to release it. Finally, the waste comes out of the anus. This whole process takes 24 to 72 hours.

The digestive system is very important as without it, we would be weak and wouldn't get any nutrients. It is important to have a healthy diet to stay fit.

By Gauri Vishal

Writing for pleasure – Jana Al-Bably 6NC

On a fine summer morning, two little mushrooms named Shishu and Kiwi were hopping and giggling in their garden. They had a feeling it was going to be a good day. Just as they decided to head inside, Kiwi -who is incredibly curious- saw a bright flash from the shed. "Wait! There is something in there!" Kiwi yelled with a knitted brow. The two mushrooms followed the light inside the dusty, old building.

They saw a magical and mystical-looking door on the ground of the shed. Glitter sparkled around it, which tempted the two mushrooms to look inside. With a shiver, they took a step into the mysterious portal. All they could see were spirals of vibrant colour and stars. "Wow!" they both exclaimed. They landed with a thud on their bottoms and around them was a forest of tall trees marked with black and white zebra stripes. Kiwi and Shishu had no idea where they were or what had happened to them, so panic began to set in. "W-where are we?" Kiwi whispered. Just then, they heard an unfamiliar voice, which was both calm and soft. "I can help you," it said reassuringly. The two mushrooms turned around to see a larger version of themselves, but with a red cap.

The larger, red mushroom led them to a tree and told them to sit. She read them a story from an antique book that had a dusty front cover. Shishu and Kiwi enjoyed the book so much that they almost started to drift off to sleep. Once the story had finished, they told the mushroom that they wished to return home to their own world. The large mushroom giggled, took their hands and led them to the same door they had arrived by. They all hugged tightly and, with a tear, they re-entered the portal.

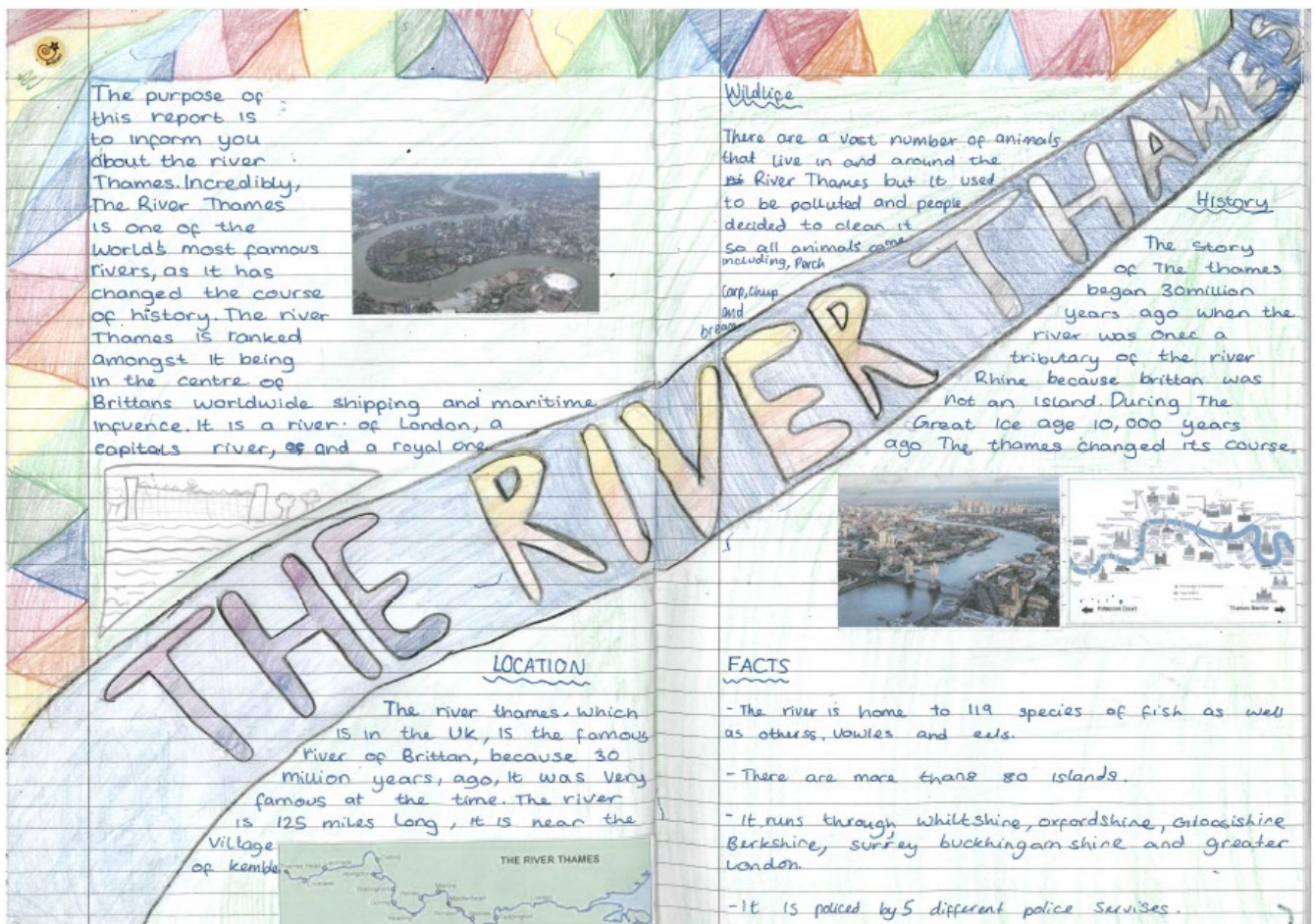
When Shishu and Kiwi arrived back to their familiar shed with its unstable floor they vowed never to tell anyone about their adventure.

Writing for pleasure – Jevon 6C

Sitting by a hefty tree,
Assembling like a family;
Though like a class, Head Mushroom taught,
Was creativity what he sought?

Despite the improbable, yet lovely scene,
What caught my attention was page eighteen;
That intriguing part was it all took,
To engage me like a fishing hook.

I looked at Marshall on my right,
Then glared again at the tranquil sight;
With flowers whooshing in the breeze,
Which I think is most engrossing for the bees.



Our Year 6 will be leaving us at the end of term and off to their new schools. Many of you have been at APS since you were in our Nursery.

You have a bank of memories – keep the memory stick because in a few years / even decades you will be sharing memories of being a young child at Primary School.

Now it is time to move on, and the following advice is useful for those leaving APS and those staying a while longer.

‘Have big dreams and ambitions. Use all your thinking skills, be resilient and equip yourself with the grit and determination to succeed and overcome the inevitable knock-backs along the way. Be positive as positivity attracts positivity and positive people are generally great to be around.’

Well done and Good Luck Year 6. Remember once an Alexandra child – always an Alexandra child!

And finally...

Thank you parents for working with us throughout this past year. You are doing an amazing job at home and we thank you for your support through these difficult times. You are your child’s greatest supporters and we know how much you support, encourage and invest in your children so that they can aspire, perform and succeed at our school.

We look forward to welcoming you back to Alexandra Primary School in September. In the meantime, read, rest, relax, and recover.

