



**Alexandra**  
Primary School

Aspire, Perform, Succeed

# The Alexandra Times



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Primary School

Aspire, Perform, Succeed

July 2022

Hello Parents, Carers and Children,

What a fantastic year of learning for everyone at APS. We started in September with re-engaging all with learning, re-inspiring learning and re-imagining learning.

We hope that because of our curriculum the children will be stronger in character and more resilient; and as a result be better able to deal with whatever challenges lay ahead.

Children have worked incredibly hard and have achieved a great deal over what has been a challenging year for all.

**Vision** and **Frustration** are two different ways of referring to exactly the same set of emotions.

Vision is a longing, a yearning, a hungering, an aching for what you want something to be.

Frustration is a longing, a yearning, a hungering, an aching for what you want something to be.

It has been a year of developing vision and at times dealing with the frustration of 'I can't do it...yet'.

To aspire, perform and succeed our children need to apply our values. You will see that our children have been doing exactly this from the high quality work produced, the conversations that the children have with staff and from the smiles and laughter heard in the classrooms.

***'The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.'***

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

All best wishes,

Mr. Norton

# Nursery

The Nursery children have had a busy year in Nursery settling in to school life. They have gained so much confidence and are becoming more independent. The children have had lots of opportunities to try new experiences and learn through their play.

Here are some examples of nursery activities and the amazing learning that has taken place.

The children have opportunities throughout the Nursery environment and through regular group activities to tune into phonics and explore sounds. They can also visit our fun phonics table to try out new activities every week.



The children have multi-sensory activities to explore sounds and words and through regular group activities to tune into phonics and explore sounds.



We have mark making opportunities both indoors and outdoors. Here are some examples of the children using tools to explore and to ascribe meaning to the marks they make.

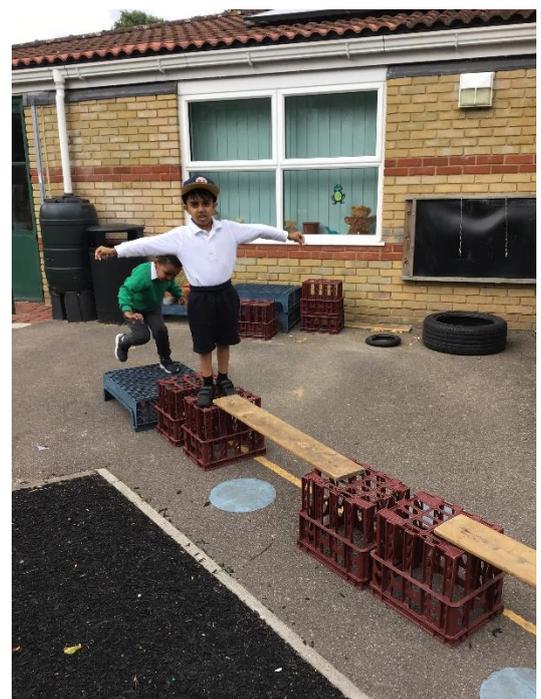


The children have been developing their gross motor skills outside as well as engaging in role-play, music making, planting and many other outdoor activities.



Riding the scooters develops balance and coordination as well as supporting an understanding of direction, safety and sharing fairly. The children follow the arrows and use directional vocabulary whilst playing.

The children use planks and crates to build obstacle courses. They can balance, step up and jump off the equipment at different heights.



Baking Gingerbread taught the children a wide range of skills, including food hygiene, following instructions and measuring.



**Story Time** – story time is an important part of our Nursery routine. We read stories every day and the children like to spend time in our book areas sharing books with their friends. The story props then encourage the children to retell stories and use the rich story book vocabulary as they play.



The children learnt about different boats. They worked hard to design, build and then sail their boat.



# Reception

There has been some fantastic learning in Reception and the children have had such fun with their friends doing all kinds of different activities.



The sports day was enjoyed by all. The children demonstrated their ability to listen to instructions and develop their gross motor skills through the activities of running, jumping and throwing. Importantly all the children joined in and tried their best.



One of the highlights of the year which created such a sense of excitement was when Farmer Mark gave us 10 eggs to look after. We watched them hatch in the warm incubator and when they were a little stronger they went into the brooder. It was so amazing to hold and stroke them. This experience gave us some lovely ideas for writing and taught us how important it is to care.



Reading is an important focus. Every day the children enjoy listening to stories told by an adult. They also read to an adult and do lots of independent reading both in the inside environment and the outside environment. Being engrossed in books is such fun whether it be quiet time by yourself or sharing a book with others.



Making scrumptious fruit kebabs meant that the children had to use their fine motor skills to cut the fruit and thread the fruit on skewers. They also learnt about food hygiene and the importance of being clean in the kitchen. The best bit was eating them!



With the busy roads around the school we have been learning about road safety and the rules of holding an adult's hand when crossing the road. We talked about using a safe place to cross the road such as a zebra crossing. The children acted out road safety during role play activities reinforcing what they had learnt.



Creativity is an important part of our day. Whether this is with construction toys, pieces of paper to design and make something to your personal interest or to create clay snails in line with our topic of minibeasts. It is all great fun!





We have been so lucky to have some caterpillars in our classes which we watched change into a chrysalis and then a butterfly. When the butterflies were strong enough we released them into the garden giving them an opportunity to find a lovely place to live. We squealed quietly with delight as we released and waved them off for their new adventure!





The children have been writing their own recipes for a sandwich they would like to make or to scare away the seagulls. They thought of ingredients they would need as well as equipment. Then they wrote the method for making a sandwich.

How to make a Jam Sandwich



**Ingredients**

- Bread
- Jam

**Equipment**

- Knife
- Chopping board

**Method**

1. Wash your hands
2. Put the 2 pieces of bread on the chopping board
3. Spread the jam on the bread
4. Put both pieces of bread together
5. Eat it!

**YUM FAST**

HOW TO MAKE A VEG SANDWICH



**Ingredients:**

- Bread
- Carrots
- Onions
- Tomatoes
- Cucumbers
- Cheese

**Equipment**

- Sharp knife
- Chopping board

**Method**

1. Wash your hands
2. Cut two slices of bread
3. Cut the vegetables
5. Place the second slice on top
6. Sit back and enjoy!

**SCARUSHUSE**

How to make a spicy sandwich



**Ingredients**

- Bread
- Spicy sauce
- Butter

**Equipment**

- Knife
- Chopping board

**Method**

1. Wash your hands
2. Get the bread and put it on a plate
3. Spread the butter on the bread
4. Put the jam on the top of the butter
5. Cover with another slice of bread
6. Eat it.

By Chantel 100

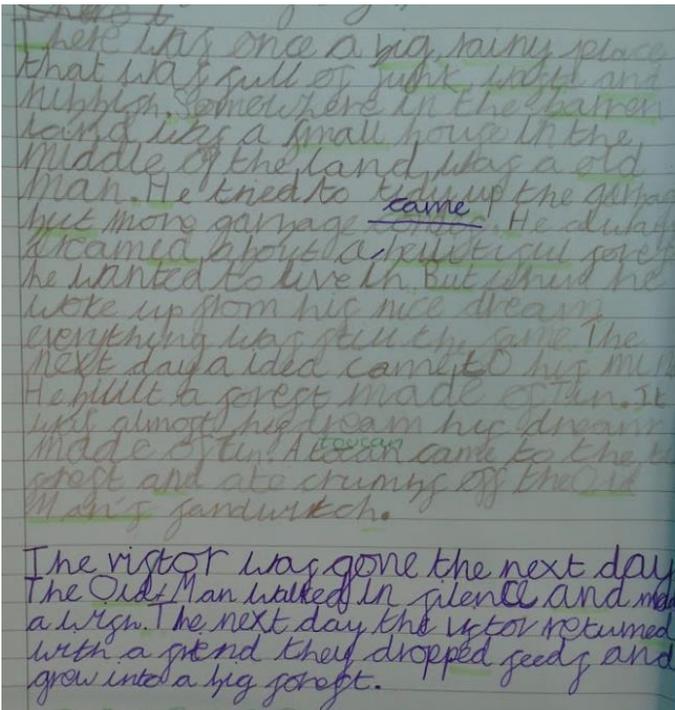
In Geography, the children have been creating holiday posters for a chosen destination. They sketched out their designs before colouring and painting their posters to make them look eye-catching.



We had a fantastic time during our sports day. The children took part in a range of activities from jumping to throwing to relay racing. They showed great team work and support for each other.

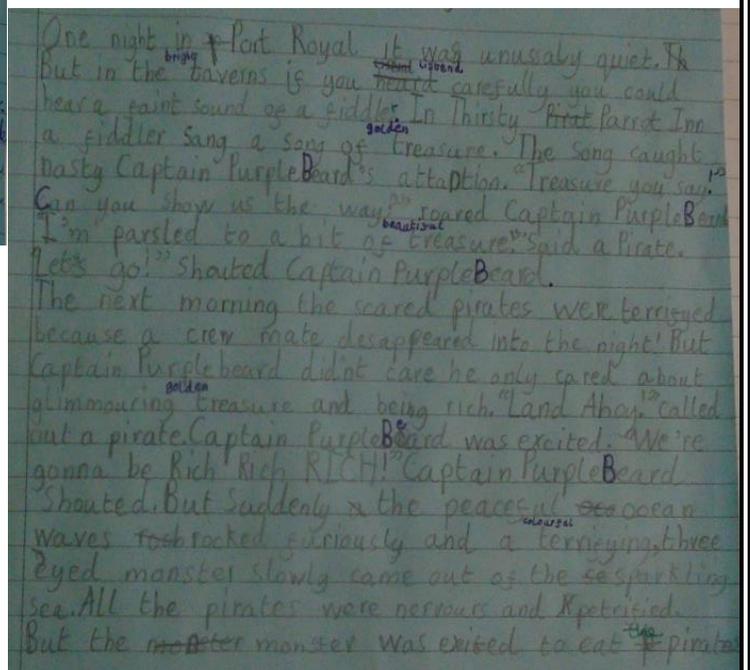


# Year 2



We have had an amazing time in Year 2 this year and have had a whole range of amazing activities to complete!

We've worked incredibly hard in writing throughout the year and have produced some amazing pieces of writing. We have written a variety of different types of stories, including some adventure stories and some pirate stories.



We have been practicing our cursive handwriting and been including a massive range of describing words and vocabulary.



We have loved using our drama skills to help us with our writing.



We have had a huge amount of fun learning about dance routines and practicing some simple steps but also learning about gymnastics.

Through gymnastics we learnt to complete some forward rolls and are now starting to do these by ourselves.



Art has been absolutely amazing this year! We have learnt about a different range of techniques, including collage, observational drawings, and the use of shapes in art.

We have explored with different colours and have recreated some famous pieces.



Through Science we have learnt about a range of different animals and have learnt about their adaptations and habitats.



We were visited by some Gerbils from Zoolabs who shared with us their Lizards, Giant African Snails and Corns Snakes.

# Year 3

## How the fishes found the fresh water - by Thanuj (3H)

There were five fishes living in a clean river and they lived happily in the river. But when the climate turned too hot, the water began to dry up and the fishes were not able to live because there was not enough water for them to live. Then they moved to another river which was nearby.

But one day, there was a big flood which washed away the fishes and pushed them into a stagnant stream which was full of wastewater. It was also filled with excess plastic bottles and bags which made the fishes not able to breathe.



They planned to move to another river where they could live happily. Then, after swimming for a long time, they found a river but it was very cold and it was covered in ice. They thought that they couldn't live in this river because the water might freeze them.

They moved to another nearby river but it was polluted with toxic chemicals. It was too dangerous for them to live because it might kill the fishes.



Then, after swimming for a long time, they reached a river in the jungle. It was very clean and had lots of fresh water and the fishes were happy and they loved living in the freshwater.

**Moral of the story:** We should not pollute the water. The living things in the water cannot live and even when humans drink polluted water, they might catch diseases or become sick.

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 those of today, with the Paris Olympics 2024 aiming to host the most sustainable Games ever (the aim is for 100% of spectators to travel to the venues by public transport, bike or walking!). 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 2032 Olympic Games in Brisbane!



Catch me if you can!



Watch closely!



## NPL WATER ROCKET CHALLENGE

On Tuesday 21<sup>st</sup> June, Miss Hynes and Miss Katie took the Year 3 APS Astronauts (Shrinika, Avner, Chrissa, Manvik, Zaha and Nafay) to a water rocket challenge at the National Physical Laboratory in Teddington. The aim of the challenge was to launch a rocket powered only by water/air pressure and land it in designated target zones, whilst trying to earn additional bonus points by time of flight. There were 4 rounds in total, including the 'EGGstra Challenge', where we had to launch our rocket with an egg attached. When it landed, our egg was unbroken. We could not believe it! In the end, we came 12<sup>th</sup> out of 31 schools, which made us very proud. We had an amazing day at the challenge and are all really looking forward to creating rockets again next year.



*Enjoy this extract from Ashmika's (3B) Greek myth 'The Adventure of Dawn':*

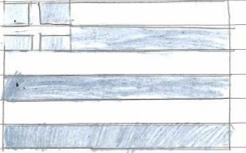
*From Crete, Dawn sailed to Thebes. When she got there, she felt exhausted and very travel sick. Cautiously, she looked around her for a place to shelter and take a short nap. Eventually, she found a cave. It was very small on the outside but, once she went in, she was stunned at it was actually much bigger on the inside.*

*She woke up to the sound of low hissing voices all around her. It sounded like an echo of some evil creature. She moved on quickly and soon came across a huge, enormous ocean. Dawn took a deep breath and she dived into the ocean. She swam and swam and whenever she came across a shark, whale or a megalodon she would slyly swim across to the other side.*

*At last, she reached dry land. She was tired and drank some water. After walking for another five minutes, Dawn came across a river of burning, hot lava. How would she ever make it across? She looked around. There was a rope dangling from the sky. Dawn thought for a moment and then made her decision. She took a deep breath, exhaled slowly and took a few wide steps back.....*

We have learnt so much about Ancient Greece and Modern Greece this Summer term.  
Let us use our persuasive skills to tempt you to visit!

## GREAT, GLORIOUS GREECE



**Greece is the perfect place for a holiday!** It has historical ruins, endless sun, beautiful beaches, idyllic islands and many different cultures to explore!

**Perfect Peaks.**  
With walking tracks spanning hundreds of kilometres across the island Skiathos is something of a hiking heaven. So pull on your best hiking shoes and get ready to explore the peaks!



**Holistic Hotels**  
Stay in our 5-star hotels with 5 bedrooms, 3 bathrooms a beautiful kitchen a comfy living room and it's finished off with a V.I.P swimming pool!

**Mouth-watering food.**  
Greece has many different things to eat! Such as: Olives, gyros, Feta cheese, Ouzo, pitta bread, red wine, and hummus. Why not try our Greek salad?



**Beautiful beaches**  
The Greek shores are world famous and exceedingly popular because of their crystal-clear water. Enjoy charming tavernas in Plaka Beach.



**Terrific Temples**  
Greek temples were grand buildings with a fairly simple design. But they are still interesting. Visit one today!



**FUN FACT!!**  
DID YOU KNOW? Greece has one of the longest coastlines in the world - almost 16,000 km!

Friday 8th July 2022.  
I will write a persuasive text independently.

**BOOK NOW GET 10% OFF!!**  
Children under 9 go free!



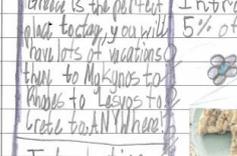
## GREAT GOLDEN GREECE



**Introduction**  
Greece is the perfect place to visit. You will have lots of vacations to take. You can go to Mykonos, Santorini, Rhodes, Crete, and many more!



**Other Introduction**  
Get 5% off to go to Greece only for kids under 15 years old!  
**YAY 5% OFF!!**



**Introduction**  
You can live in a nice hotel and there will be a swimming pool, an aircon, a nice view in every window, and a great view of the sea.



**Food AND Drink**  
You would eat olives in any colour (BLACK and GREEN). We could eat Feta, Pitta Bread, Yoghurt and Honey and Freshly Baked Bread. Everything you eat is delicious and yummy!



**Come and visit Greece in 10% off to make a wonderful place with lots of famous views!**



**MY ATTRACTIO**  
You could do Knuckle bones (one of the games we would do). We could do anything in Greece, maybe you would see beaches near water!

Friday 8th July 2022  
I will write a persuasive text independently.

# Year 4

## Lesson 4

L.I. To describe key aspects of an ancient civilisation

# CRANKY CELTS

The celts lived during the iron age and were a group of indigenous people that came from east Europe to western Europe. "Celt" comes from the Greek word "keltoi". The celts lived around 750BC.

### Celtic society:

The celtic society was egalitarian (meaning equal). This is not Roman hierarchy as there was the emperor, craftsmen and so on. You had to work hard to improve your status as a celt but this contradicts Roman life.

### Celtic warriors:

The celts were often naked when they fought and were very fierce warriors. They used a blue dye called woad to frighten their enemies away but it also made them hallucinate. They made their hair white while fighting as well.



### Celtic religion

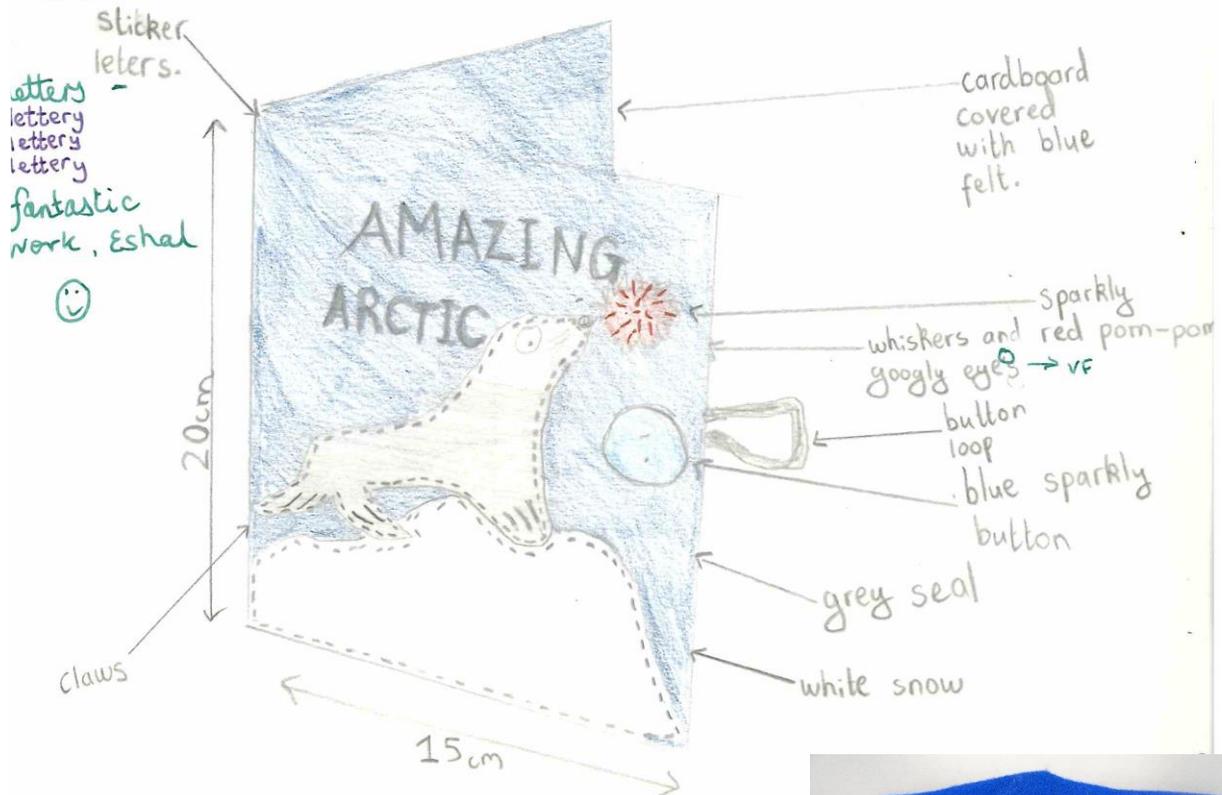
The celts believed in almost 300 gods and goddesses. The gods were linked to their lifestyle

Book Cover by Eshaal in 4MC

✓ I.1. To select from a range of materials and components.

Design questions	My answers
What material will you use? What colour will it be?	felt because it is durable, comes in bright colours and feels soft. We will use blue, white and grey.
What dimensions will your book sleeve have?	15cm X 20cm
What thread will you use? What stitching technique will you use?	Cotton and polyester thread (blue, white, grey and black) running stitch and back stitch
What type of fastener will you use?	We will create a toggle fastening with a button and elastic.
Will you add any applique or embellishments?	We used a sparkly red pom pom, a googly eye and some letter stickers for the title.

✓ I.1. To produce annotated cross-sectional drawings to develop and communicate ideas.



# Pompeii

Have you ever heard the story of Pompeii? If you haven't read on...

Pompeii was an ordinary city in the country of Rome. Every day was almost the same, traders would come trade near harbours, markets would be bustling with people and children would play games, such as knuckle bones on the cobbled path.

There was a pair of twins called Claudia and Julius. Claudia had short, curly jet-black hair. She had wide hazel eyes with eyelashes as long as Rapunzel's hair. She always wore her favorite white dress with dust living on it. Julius on the other hand had brownish blackish kind of hair. It was very short and curly. He also had deep hazel eyes but stubby eyelashes. Julius always wore a dark green shirt with paths of mud on it. He also mostly wore his brown pants, [also fully covered in mud.] They both were 10 but had different interests. Claudia enjoyed baking and she was really helpful. Julius wanted to become a gladiator. They had a mum called Diana but had no father.

By *Zemorah*

***Have you ever wondered if magic exists?***

*Well, if Kim didn't before, he certainly does now...*

## Six days Earlier

"Are we there yet?" Kim asked in frustration. The car journey to the new house was taking so long and he was getting hungry.

"Not long now" said Mum, as the car turned down a long, country lane lined with green apple trees. Kim wondered if there would be trees at the new house- the flat back in the city didn't have a garden and he was very happy when he heard that the new house did. It was just a shame that the new house was so far away from his friends. He considered this for a while, accepting that he'd just have to make new friends. He wondered how many children would be in his Year 4 class at his new school, and what they would be like. However, his thoughts were interrupted when, suddenly, the car came to a halt and Kim looked up to see the 'new' house looming before him...

The 'new' house wasn't exactly new (new for Kim and his family, maybe, as they hadn't lived there before), in fact, it might even be the oldest house Kim had ever seen. His dad had described it as a 'fixer-upper' but a better adjective might have been 'dilapidated' or 'tumbled-down', Kim thought judgementally. His class had studied the Romans last year, and Kim thought that the ruins that his class had visited for a field trip, might have been in better condition than some bits of this house. Behind the curtain of ivy that concealed the structure from view, Kim saw that the shutters were hanging off their hinges, many panes of glass were cracked and he couldn't be certain, but it looked like an entire murder of crows had built **their** house in the solitary chimney! Kim sighed and so did his mum.

“We’d best make a start”, she said “if this place is to be liveable before bedtime! Thankfully, the moving truck is already here and we can start unpacking our belongings. I just hope it looks better on the inside than it does on the outside”, giving dad a meaningful glare.

Dad blushed and replied “Oh cheer up, Cindy- it’ll be an adventure!”

Adventure! Thought Kim- that’s exactly what he’d intended to have! Before his mum roped him into doing any chores, he skedaddled off into the garden at the rear of the property.

The garden was like a jungle and the vines reminded Kim of poisonous, twisting vipers. The over-grown foliage was at least two centimetres taller than Kim, and he had to stand on his tip-toes to see where he was going. He took a deep breath. If he was going to explore this garden, he had to put to bed all his fears, especially those of creepy-crawlies (he shuddered thinking just how many little legs were scurrying around in this evergreen dystopia). This garden was not like any he’d ever seen. It wasn’t organised, relaxing nor was it aesthetically pleasing. No- this garden was like what would happen if plants developed brains and tried to take over the world! Using a large stick to clear a path in front of him, he stalked through the uncharted territory, making his way to an imposing stone wall at the back, that marked the boundary between the garden and the neighbouring farmland. The further Kim went into the greenery, the more silent it was.

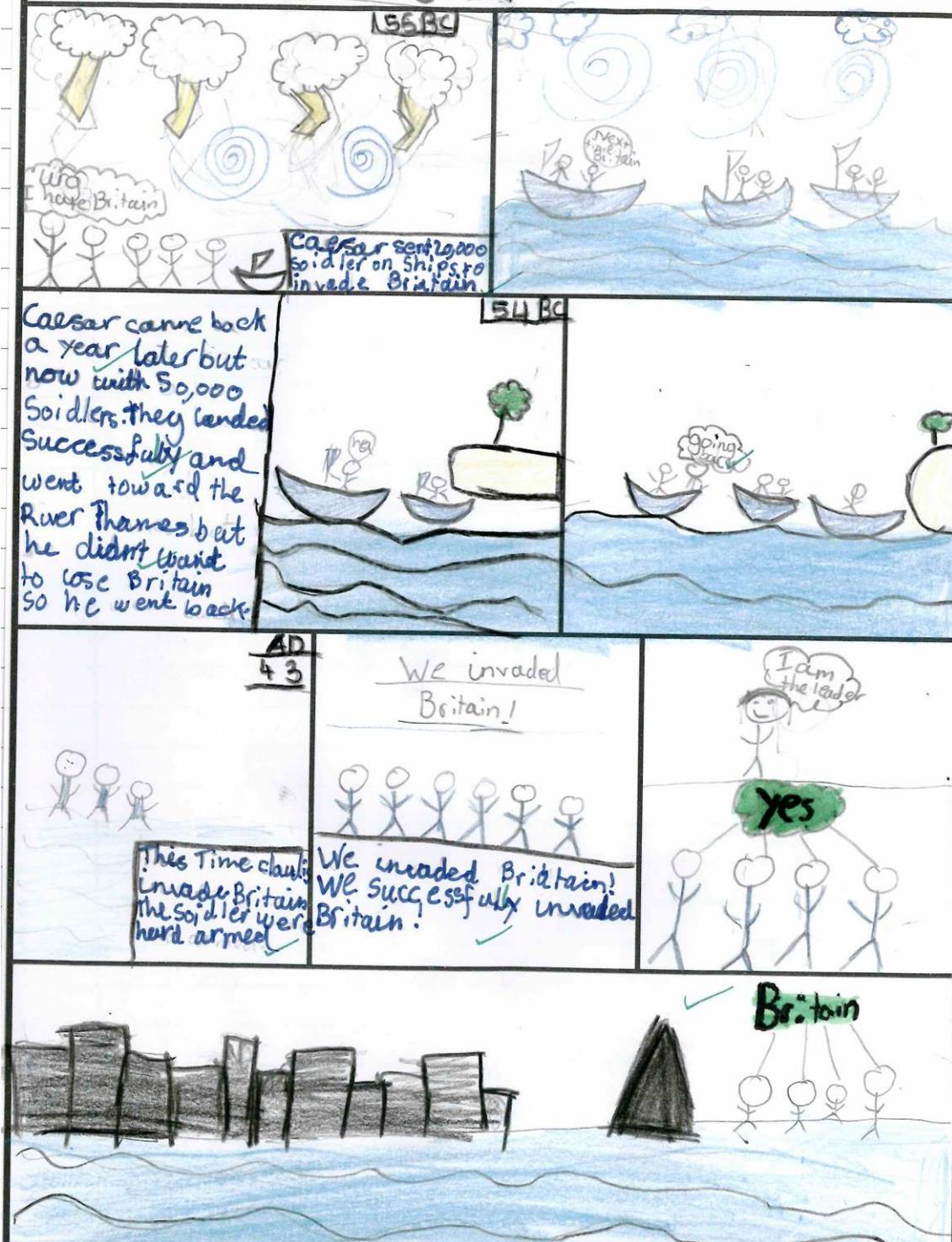
Eerily silent. Why were there no birds, butterflies or even stray cats? Finally, with sweat trickling down the nape of his neck (a product of his efforts and the hot mid-day sun) he reached the wall. It too was draped in a shroud of ivy. Like his mum pulling back his bedroom curtains each morning, Kim grasped the ivy firmly with both hands and yanked it apart, revealing the cool, smooth, weather-beaten stone underneath. That wasn’t all though! There was something else being revealed too. Something shiny that allowed the sunlight to glint off it, whetting Kim’s natural curiosity. What was it? He peeled back more of the obstructive ivy, until his view was clear. It was a door. An old, metal door with a round handle.

Where did it lead? Despite rust having taken possession of the hinges, eons ago, a bright light still fought its way through the gaps, tempting, beckoning Kim to open it. He could almost hear its message: “Open me. You know you want to! You said you wanted an adventure, so what are you waiting for?”

Despite his subconscious urging caution, Kim grasped the handle and pulled. The door creaked open and what appeared on the other side took his breath away. If he told anyone what he saw, they’d never believe him...

Written by Kamal in 4MC

# Invasion Britain



Comic strip By Ilakgiya

# Year 5

In Year 5 we have had a superb final term, our highlights for this term were a visit to Ufton Court for our Tudor learning, a virtual reality and also the fabulous History Man who taught us all about the Vikings with amazing artefacts. We were able to take part in our own sports morning where we could showcase our athletic talents. From our own designs we've sewn Tudor cushions inspired by our own coat of arms using fabric and different types of stitches. We wish Year 5 all the best as they journey into Year 6.



Viking workshop -with the History Man.

We had a fantastic day, learning about the Vikings with the 'History Man.' We were able to hold artefacts such as weapons, furniture and clothing. We learnt about the arrival of Vikings in Britain and where they went and what they built while they were here. It was great fun, experiencing life in the Viking period.





### Virtual reality – space.

We had an exciting and thrilling virtual trip to space. We used virtual headsets to see into space and ‘visit’ the planets in our solar system.



### Ufton Court

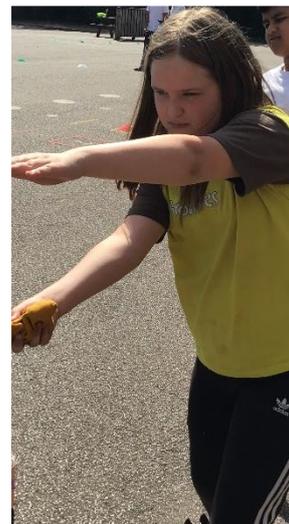


Year 5 visited Ufton Court to further their learning about life in Tudor England. They explored the building and grounds, participated in mock Tudor trial, looking at the difference between how the rich and poor Tudors were treated and played Tudor games!



### Sports Morning

Year 5 competed in a sports morning. We completed tasks such as sprinting, long jump, relay races, javelin, chest passing 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.



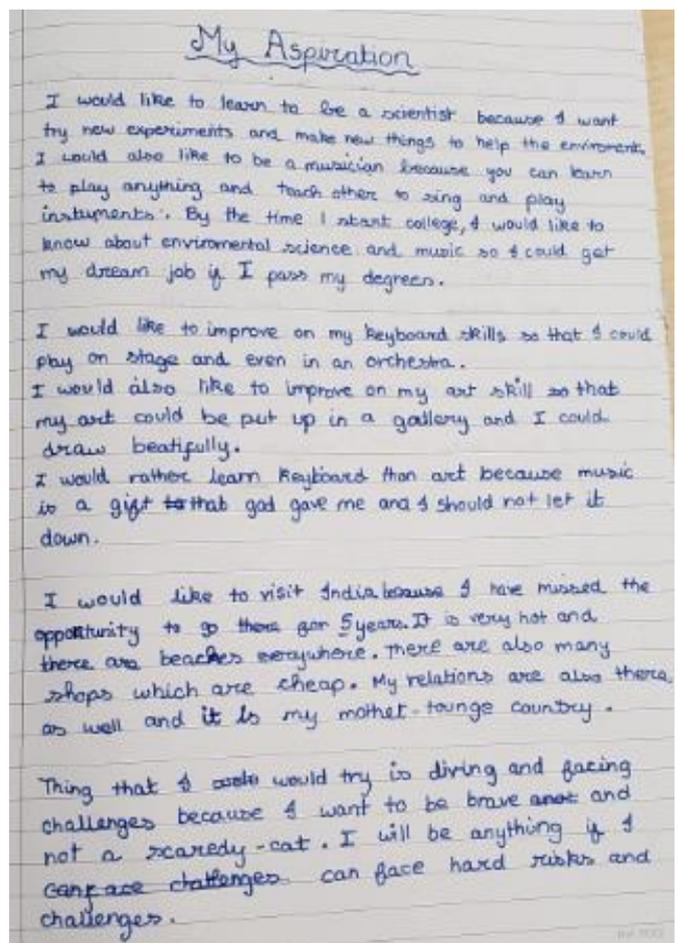
## Design Technology Tudor cushions

By Maja, Kimberley, Victoria and Aarav 5B



## English - Narrative Poem

The wind was a wolf,  
The clouds were monsters, hovering above mauve moor,  
The trees were ghost, swaying in the wind,  
The Highway man came galloping,  
Gallop-Gallop  
To the old inn door,  
  
The Ostler was watching like a peering owl,  
His hair was as dirty as mouldy hay,  
His nose was as bent as a cane stick,  
And he walked with a hunched shoulder,  
His rusty spade behind him,  
His rusty spade, dragged his hunched shoulders,  
  
Over the pebbles, the highwayman galloped and galloped  
in the lonely inn – yard,  
Towards bony Bess  
By Tanmay



By Shaindhavi 5E

## Newspaper Reports

Friday, 9th July, 2022  
 I to compose a newspaper report independently.

The older times  
 Horrid Highwayman's unexpected DEATH 25 June, 1857

Reported by meamul

Last week, the death of the cruel Highwayman, who was part of a boisterous bandit, was announced dead. This tragic crime, yet surprising, took place in Houslow Heath of the Bell. This outrageous incident was involved with King George's man.

This blood-cripping situation involved this anonymous man, later identified as the Highwayman. As his death raised in many people was soithful with this occurring incident near the busy Bell, it has been reported that a local osler, who is firm, peered his eyes into work like an eagle when a blood-curdling thud was dropped!

On the mid or dawn, it is believed that the aties Highwayman started on his jet black horse rapidly like the speed of lightning. Blotthirzy like a warrior, it was stated that being George's man was a dumb dog, waiting near the famous inn. It was consisted that witnesses heard the mystery man galloping up to the creary, rushed in. Eyewitnesses stated "I heard a blood-curdling thud from high ground."

As the blood-curdling death happened, blood rolled all over persisted. Stairs the coatment was as disbar as porcelain whire, stumpy clouds were covered red substances fell down. Unfortunately, the landlady's Bonny daughter, Bess had passed away. Without reason, it is a suspicion as the girl with luscious hair's death.

Bonny Bess's mother, the owner of the beautiful, notorious bell was devastated. Suspicion crawled up everyone's nose with the horrendous death.

By Neamul 5H

Extra subordinate clause

# LOCAL MAN STEALS!

① Last night, a Local man has been reported stealing goods and harassing the people in side of a carriage. The robust structure, that was surrounded by 4 botly guards, was attacked later on, the Local man, who was identified as an outlaw, rode on horse back. The sheriff, who has been putting security in Sherwood forest, is eventually getting frustrated. Robin, being in camouflage, had a -tage. Robin, the bandit, who was as sneaky as a -ker, swiftly attacked that night. As the angry he has stated that the local area will rise regardless the viscous bandit is caught. The living near the forest were brought when another outlaw did the same. The sheriff, who is desperate, will increase reward for who ever finds him!



By Maira 5H

On a sizzling Monday morning, the sun loomed over the eager <sup>students</sup> ~~students~~ like a prestigious god, as they <sup>eagerly</sup> ~~eagerly~~ exited the coach for their annual visit to a historical building; for year 5, it was Hampton court palace. The student's bodies flooded with exhilaration. As they gazed at the oppressive, royal building, it dominated the children, which made them feel tiny. Although, one child named Nich was completely uninterested and dazy. He was never the best at history and preferred gaming on his Xbox and devouring doritos. The vibrating roars of vehicles boomed down the busy roads and the smell of sizzling steak and food from the local stalls lingered in the air, sweat poured down the little boy as Nich entered the grand building.

By Elizah 5H

# Year 6

## Extract from a story with a historical setting

Bang! The door shuddered, sending vibrations down the cramped moldy corridor. Otto's glasses fell off his head and cracked. Frantically, he scrambled to collect them, placing the broken lenses on his face. Last month, Otto and his Jewish family had gone into hiding in an abandoned shop in Munich. Constant aggressive knocks could only be German soldiers. A final slam on the door and the hinge snapped.

Desperately, Otto's mother threw herself in front of them, Boom! She fell to the ground, a puddle of blood following her. Otto's food came up to his mouth. "Nooo!" screamed his sister Mary. Another shot followed and his sister's empty body thudded to the ground. Mercilessly, the Nazis grabbed Otto and his family by their putrid clothes and dragged them outside to a red, white and black van. A burly soldier approached Otto and punched him in the head, leaving him unconscious.

After almost ten hours, Otto woke up half-naked lying on the dry ground. Around him was nothing but a metal bed. "He's awake!" he heard a rough, raspy voice shout. A beefy soldier came into his roofless room.

"Name!" he ordered. Otto's mind took a moment to process what was going on.

Written by Aaliya 6P

## Speech from the point of view of a Prime Minister

Dear Citizens of Britain,

I am devastated to be having to tell you this today but I must do it. Our ambassador has delivered the final note and that if Hitler invaded Poland, we would have to go to war.

I know that my main goal of being Prime Minister was to bring peace to Britain. Evidently, my valiant efforts have failed. I have had no other choice but to declare war on Germany since I have no other way of stopping them.

Hitler disobeys our strict orders and invades the countries, we will tell him not to. I have tried many counters but none of them have been any good.

I figure we need to stop Hitler and the Nazis once and for all!

I know this will be an issue for many as their relatives are going off to war but we assure you it is for the greater good.

Your Prime Minister

Neville Chamberlain

Written by Ojas in 6C

Thursday 13<sup>th</sup> January 2022  
L.k/o recreate artwork in the style of Paul Nash.



War Art by Alhai in 6SC

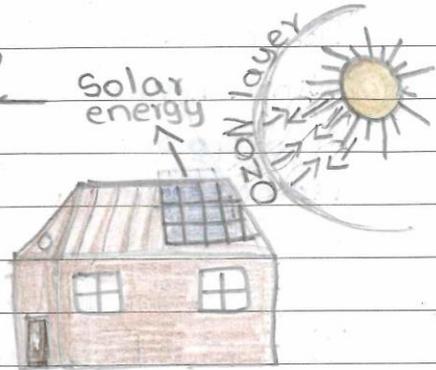
To understand what climate change is and how it affects the planet.

By Anjali in 6C

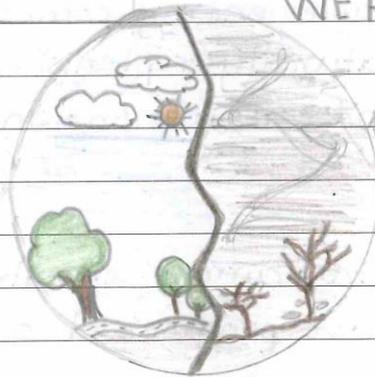


# Climate Change

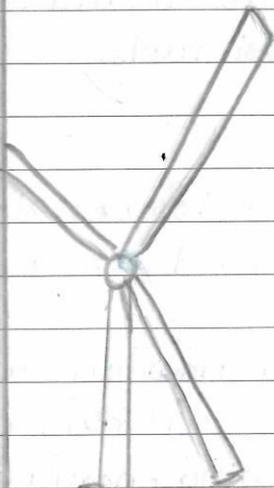
How is pollution created?  
Pollution is created by the use of vehicles like car, bus and many more. It is also created by manufacturing factories.



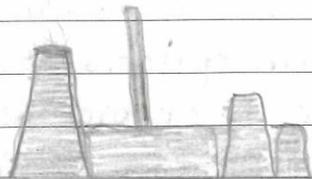
WE ARE STRONGER TOGETHER



Before > After

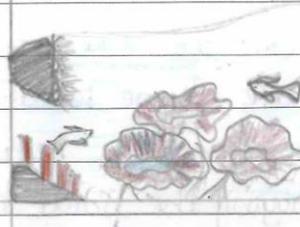


wind energy



Non-Renewable energy - oil, coal and nuclear energy

How to help to stop pollution?  
If you want to stop pollution, you can help by using less vehicles and by living in a clean area. You can also help by using renewable energy like solar energy, water energy and more.



## **Should workhouses be closed?**

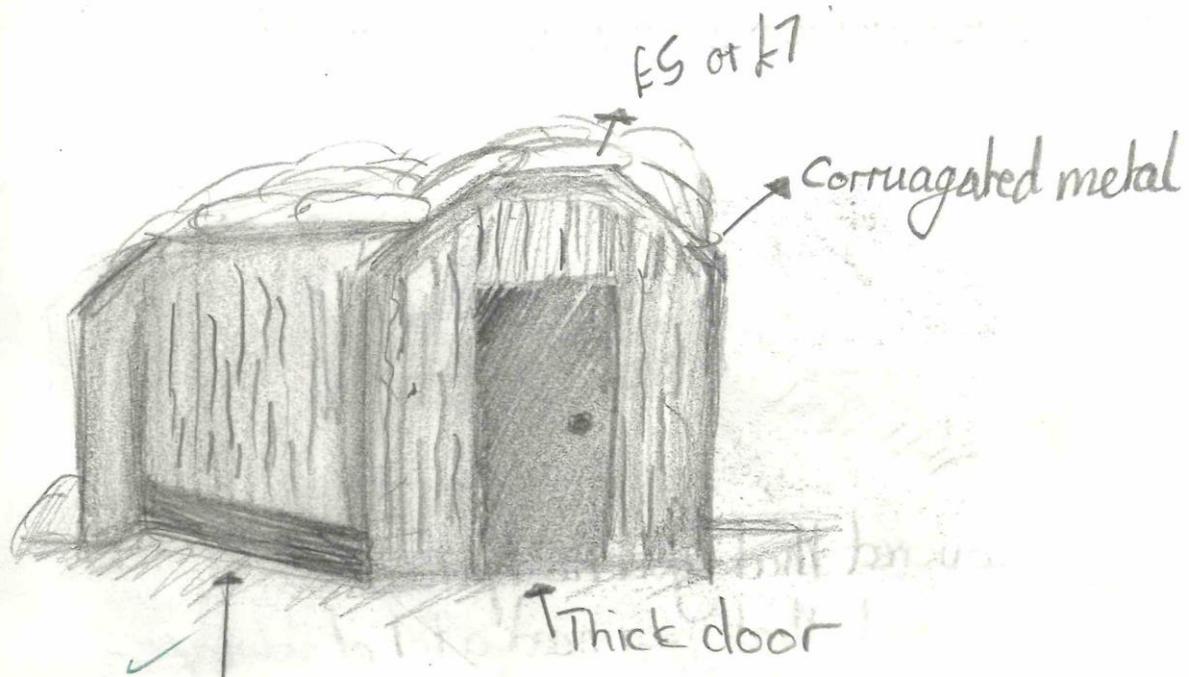
Although there has been a long history of workhouses in Britain over the centuries, many people believe they are barbaric. Workhouses were an invention of the Victorian government to encourage poor people to work: anybody could end up in one of them. However, others believed that the Victorian workhouse was unjustly cruel and made the inmates suffer through lack of nutritious food and harsh conditions. Whilst many on the other hand, believed it reduced the pressure on society. These points will be discussed further.

An outcome of the Poor Act, 1834 saw Victorian workhouses provide a place to live, to work, earn money, receive free medical care and discourage laziness in society. In addition to this, they provided food, clothes, free education for children and training for a job. Plus, most amenities were provided on site including a dining hall for eating, dormitories for sleeping, a kitchen, school classrooms, nurseries, for the sick, a chapel and a mortuary. As a result of learning a new skill many were able to earn their keep in the workhouse.

In contrast, young and old as well as men and women were made to work extremely hard for long hours and little food or pay, often doing unpleasant jobs. Children could find themselves fired (sold) to work in factories and mines. Punishment in the Victorian workhouses ranged from food being withheld from inmates, from being starved to being locked up for 24 hours with just bread and water. For more harsher punishment people found themselves being whipped. The food, whilst a regular meal was not nutritious, the meat was typically cheap cuts of meat or mutton and portion sizes saw many malnourished and become sick with conditions such as rickets; a deficiency in vitamin C.

In conclusion, the Victorian workhouses provided those who had fallen on hard times – shelter, food, welfare, warmth and the opportunity to earn money. On the flip side, they were feared by many, they sold identities, tore apart families and carried out severe punishments. On balance, my view is that workhouses should be closed because of the punishments, broken families and the terrible food and harsh punishments. It is my belief that the debt to society caused by the poor is not worth the cost of a single life.

**By Raey (6SC)**



✓  
Sir John Anderson  
made the Anderson  
Shelter

### Design Criteria

Functionality: It would prevent bombs destroying you. It would be circular.

### Shape:

It is circular and it's made out of iron and wood.

### Cost:

It will £2

### **Sonnet 15: Shall I compare thee to my sweetheart cat?**

Shall I compare thee to my sweetheart cat?

Thou are sleeping in silly positions.

Enough food to make her chubby and fat,

And always looking after her kittens.

Sometimes too loudly she meows angrily,

I smile when she plays silly, little games.

Deep down she cares although it's secretly,

And if I'm in bed she always takes the blame.

Thy beauty and grace shall not ever cease,

Nor loose possession of thy singing screech.

And life hath always too short a lease,

To thy loved ones I know who sometimes preach.

So long as my love isn't ending,

It is the time together we should be spending.

**By Katherine (6SC)**

### **Letter from an evacuee**

Dear Mum

I am well and happy how about you? Anyways, Jack and I love our new caretaker, she is kind and caring to us and she always makes sure we eat our food. The train journey here was alright I guess, there was a lot of young, mischievous children there but we did manage to make a lot of friends, who were our age. When we got off the train with so many other kids we were met with a billeting officer.

He helped us get sorted so there wasn't any trouble. After that, we met the caretaker, who I was talking about, her name is Mrs. Jones, she has a husband, who is at war. Mrs. Jones has a bigger house than us but as big as Mr. Richard's. The house is bigger in the inside. They have carpeted floors and luxurious curtains. Even though, there are many rooms me and Jack have to share rooms because she is worried Jack would make a mess but I don't blame her. The next day, is school which I am worried about there will be new pupils, new teachers and maybe even new subjects. I do really want to come back but I do understand I can't because of the devastating war.

Well Mum I need to go home now, write as soon as you can I am waiting to hear what's happening back home. Remember to stay safe Mum and do give Dixie many treats.

From Nevin

**By Nevin in 6P**

To Understand the Purpose of Nutrients  
By Thamasha in 6C

# THE Digestive System

How does it work?

Firstly, the food enters your mouth, saliva ~~then~~ then help break down food.

Then, the tongue pushes the food down the oesophagus. The teeth then oesophagus then carries the food into the stomach.

The stomach does its job by producing enzymes to break food down even more and churns food into small pieces. The pancreas then breaks down fat, carbohydrates and proteins which are released into the duodenum.

The Liver produces bile that breaks down fats.

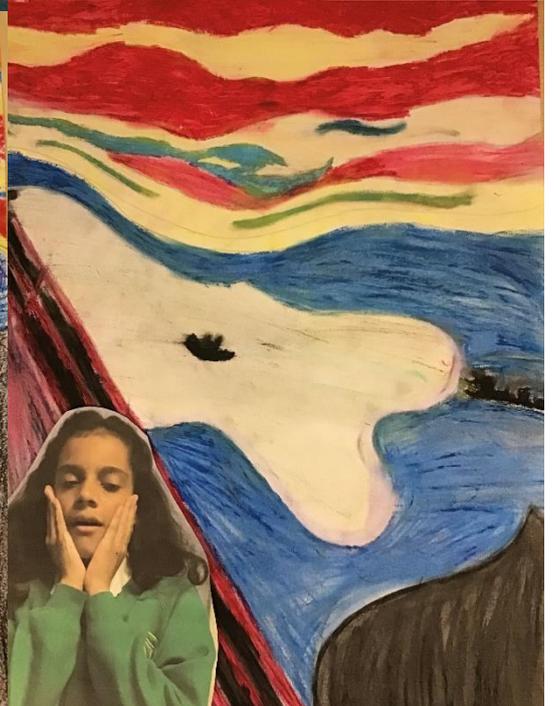
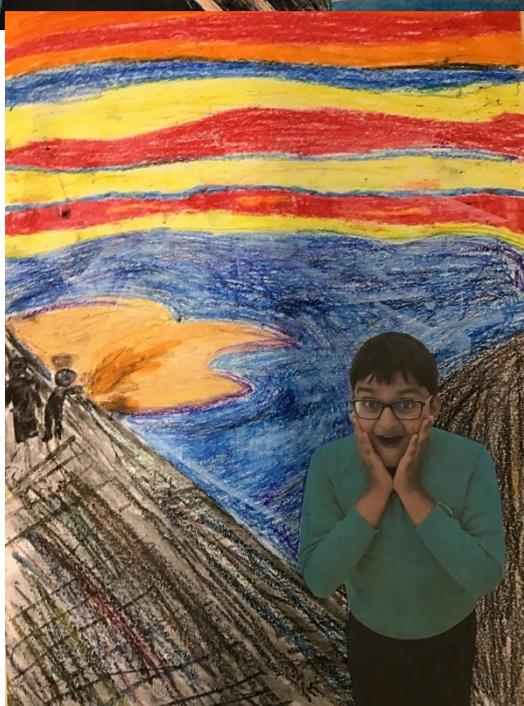
The Gall bladder stores bile and releases it to the duodenum when needed. The small intestine: nutrients are absorbed into the bloodstream here. Remaining food is passed to the large intestine.

Large intestine: Absorbs water from remaining food.





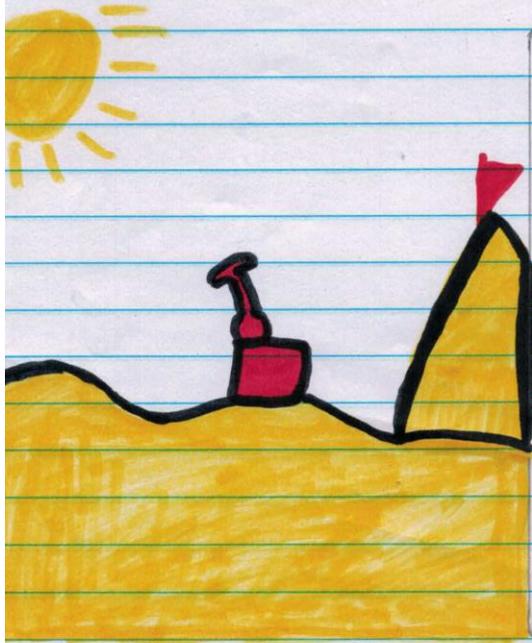
Pictures inspired  
by Norwegian  
Artist Edvard  
Munch –  
The Scream



Year 6 went to West Wittering and had a great time paddling and playing on the beach.

# MY BEACH EXPERIENCES!

Yesterday, we went to the beach called West Wittering as a trip! We had to come early to school, as we got on the coach, it was very warm. It took us like 2 hours to get there. It was tiring and boring on the coach.



<sup>Two</sup> 2 hours later, we arrived at the beach and we rushed in the sea. I got really soaked, also my friends. We were playing different games at the sea like find the sunscreen. When it was time to get out of the sea we got onto the sand and buried our friends. Then we dug holes and made mountains. I jumped onto the mountain, that was fun.

After we finished eating lunch on the sand, we went back in the water and played. Then we changed into our other clothes we packed and headed back to school. The trip was really fun I enjoyed it. I would come back here.



By Zainab - 6P

## THE TRIP TO WEST WITTERING BEACH!

Yesterday, we went to West Wittering Beach. The drive from school was two hours but when we arrived, everyone was relieved. When we got there, we first got told the rules and after that, played in the sand. After a few minutes, the teachers allowed us to paddle in the water. I really liked going into the water because it was a hot day and going in the water was really refreshing.



My clothes got a lot of sand on them but it was worth it. I enjoyed going to the beach with my friends since I've never done that, before. About twenty minutes later, we had lunch.

We went back into the water and many people were swimming. I had a great time playing with my friends. Then, I got out of the water and tried to find seashells. I spent the last few minutes of the trip going back into the water with my friends.

Finally, the trip ended and everyone in the water got out. <sup>Most</sup> ~~we~~ all of the people went to the toilet to change their clothes. After we got all of our stuff and went back to school.

I am really glad that we went to the beach and I am ~~to~~ thank all the teachers that came with us!



By Fabina - 6P

# Our Jubilee writing competition Winners

Fantastic pieces of writing – well done to all of the entrants.

Once there lived a corgi called Lia. She lived in Buckingham Palace. Lia had a little, white, fluffy tail. She was very, very brave and strong and had beautiful, black eyes.

One day, the Queen became suspicious of a maid, when she walked into the room with her trolley. In the evening, the Queen noticed her crown was missing. The Queen was upset.

Lia saw the maid and followed her to her room, where she saw a box under the bed. Lia grabbed the box and ran to the queen- the crown was inside! The Queen was so happy, she gave Lia a medal.

Christa in 1B

## The Queen's life

Woof! Woof! Hello readers,

1952-1959

I'm Susan, as you probably know, (as I'm so famous) the Princess Elizabeth Pembroke Corgi dog. I'm here to talk to you about the different decades of Princess Elizabeth's life. So, in your case, the past, and in my case the present. So right now, in my time... er, one minute, Princess Margaret just turned up and says she needs to tell me something...

.....what!?!??The Princess Elizabeth is now Queen?!What are you talking about Margaret...Sorry readers, wait a second please.... okay, let's get this right, we're in 1852 and the Princess, Elizabeth has suddenly become Queen (so she just had her coronation and I missed it). Queen Elizabeth II, that sound wonderful.

I decided to go outside and The Royal Family is celebrating for Elizabeth with the new invention, diet soft drink, even though her dad, George VI just passed away at the age of 56 from a failed recovery of a lung operation.

We now have an easier way of buying things called a barcode, which you scan, it tells you how much it is and the name of it, then you have to pay with that amount of money with a credit card or cash.

A credit card is a new invention made in 1951 which is way quicker than having to count up your notes and coins by hand (that is why we bought many as it is easy to buy with the new inventions).

Now we're in 1953, when many countries were introduced to the Commonwealth. Many countries from now on are equal to Britain and just as equal as each other.

Another new invention is a 'Barbie Doll' which keeps them both busy as they laugh with each other (they are just having fun as they are way too old for this).

Hello, I'm Heather, the Queen's Pembroke Corgi (by the way Susan sadly died in 1959)

## 1960-1977

Here we are reader in 1960, where other countries are introduced to more freedom for themselves. Decolonisation, over 20 nations declared independence from Britain. The dismantling of the Empire then paved the way for Britain's entry into the European community.

Now, time to hear some good news. It is 1974 and guess what came to England ...McDonalds! They are so happy to have some salty chips.

## 1989-1989 (less than one year)

Woof! Woof! I'm Chipper, The Queen's dog (I'm afraid to say that Heather has passed away in 1977),

What is that you have there Elizabeth? Why are you talking to an object that is not a Barbie Doll?... She tells me not to disturb her because she is talking to her friend from when she used to go to school. I'm thinking... how is it possible...She ends the talking and comes up to me and says it is a new invention that is made nowadays, so the year 1989. I ask her what it is... it is The World-Wide Bed... no, that is not what she said...it is the World Deb Wide... oh, that's wrong again, anyway, she also said that it was her duty to check it, so I had to help her. Wait a minute...

Fortunately, people all over the world now have access to countless sources of knowledge, all at the touch of a button. I think this is a very well-made invention and a much quicker service. (This is our comment).

Bark! Bark! I'm Monty another one of the Queen's dog (by the way Chipper has unfortunately passed away at the age of five months.

It is 1997 where we are introduced to another invention called 'Social Media' which is another way to talk to people with just typing your words online.

Elizabeth, why are you leaving me? Where are you going? It is 2011 and she is going somewhere. She says she is going to a different country and will hopefully see me soon. A few days later, she comes back to the palace with some exciting news. She says proudly...'I am the first British Monarch to visit The Republic of Ireland'...I reply 'a jibber jabber WHAT!?' She huffs and puffs and tries to explain to me but I still don't understand, thought I fake it by saying 'congratulations'!

In 2012, the Queen is celebrating 60 years on the throne and as part of the festivities, Elizabeth and Phillip embarked on an extensive tour of Britain, her children and her grand-children completed Royal tours of other Commonwealth nations on her behalf. She brought me with her everywhere she went to celebrate and I got many strokes and cuddles that I don't like too much of. She had lots of fun celebrating the Diamond Jubilee.

## 2022... (the present day)

Hi! I'm Lissy, the Queen's Cocker Spaniel that was given to her in January 2022 for the special occasion that I am just about to tell you about. This is the present day, I think, for you. Anyway, let's get started.

This year, 2022, the special occasion is that The Queen (Elizabeth) is celebrating being the longest British Monarch to be on the throne and the oldest British Monarch. It is called the Platinum Jubilee. She is celebrating 70 years on the throne.

What special events are there?

Hosted by the BBC's Sophie Raworth, it will feature music performed by the Royal Philharmonic Concert orchestra, conducted by Mike Dixon. Ed Sheeran will be singing 'Perfect' in remembrance of Elizabeth's and Phillip's love. To celebrate this there will be a four-day bank holiday so everyone can enjoy and no one will be left out on this celebration. The four days of celebration will include public events and community activities, as well as national moments of reflection on the Queen's 70 years of service. The Queen's Birthday Parade will be held on Thursday 2<sup>nd</sup> of June to Sunday 5<sup>th</sup> of June. The four days of celebrations will include public events and community activities as well as the national moments of reflection of the Queen's 70 years of service. The Queen's birthday parade will be held Thursday 2<sup>nd</sup> of June starting at 11am. The colour will be trooped by the 1<sup>st</sup> battalion, Irish guards, and more than 1,200 officers and soldiers from the household Division on a display of military pageantry on Horse Guards Parade, together with hundreds of Army musicians and around 240 horses.

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That is all I have for you today!

Thank you for reading!

On behalf of Susan, Heather, Chipper and Lissy

Ayah in 4C



3rd June 1953

By Vansh in 6C

Dear Diary,

As the Official 39th Sovereign crowned at Westminster Abbey, I declare that the coronation was successful, a year after my father, King George VI died. My grandmother was the first to see me, her granddaughter, to the throne, but she unfortunately died before the coronation took place.

But I am not writing to mourn for my family. I am here to share, privately, with you, of what happened. Being the first Queen to have a coronation with everybody watching it live in colour by the BBC Television Service, it was quite nerve-racking to make sure that everything was in order with no mistakes. It was also the first major world event to be broadcast internationally, in England, Canada, Australia, and in the United States.

The procession was smooth, with three million people spectating on the sides of it, and about twenty million people around the world watching the coverage presented by the seven hundred and fifty commentators speaking 39 different languages by listening to the two hundred microphones beside the procession. I proceeded through London from Buckingham Palace and towards the abbey in the Gold State Coach, while wearing the Robe of State, which needed to be carried by my seven maids of honour.

When we came back to Buckingham Palace through the return procession at around 11 am, my robes caused friction with the carpet, so I had to shout "Get me started!" to the archbishop of Canterbury, Geoffrey Fisher. When the procession started again, the high commissioners of the Commonwealth carried the banners of their respective countries, and moved down the central aisle and the choir started to sing "I was glad".

As I stood before the King Edward's Chair, I turned and curtsied whenever the audience shouted "God save Queen Elizabeth!" to reply to "Sirs, I here present unto you Queen Elizabeth, your undoubted Queen: wherefore all you who are come this day to do your homage and service, are you willing to do the same?" In the lengthy oath that I took whilst seated on the Chair of Estate, I swore to govern each of my countries according to their respective laws and customs, to give out law and justice with mercy, to uphold Protestantism in the United Kingdom and protect the Church of England and preserve its bishops and clergy. I then proceeded to the altar where I stated, "The things which I have here promised, I will perform, and keep. So help me God," before kissing the Bible and putting the royal sign-manual to the oath. The moderator of the General Assembly of the Church of Scotland, James Pitt-Watson, took the Bible and presented it to me again, saying, "Our gracious Queen: to keep your Majesty ever mindful of the law and the Gospel of God as the Rule for the whole life and government of Christian Princes, we present you with this Book, the most valuable thing that this world affords. Here is Wisdom; This is the royal Law; These are the lively Oracles of God."

The communion service was then conducted, with prayers by both the clergy and I, Fisher asking, "O God... Grant unto this thy servant Elizabeth, our Queen, the spirit of wisdom and government, that being devoted unto thee with her whole heart, she may so wisely govern, that in her time thy Church may be in safety, and Christian devotion may continue in peace." I was then anointed as the choir sang 'Zadok the Priest'; my jewellery and crimson cape were removed by Lord Ancaster and the mistress of the robes, the

Duchess of Devonshire and, wearing only a simple, white linen dress to completely cover the coronation gown, I moved to be seated in King Edward's Chair.

From the altar, the spurs were given to me and put back on the altar. I then was given The Sword of State, and after a prayer from Fisher, I put it back on the altar myself. I wore bracelets, the Stole Royal, the Robe Royal and the Sovereign's Orb, followed by the Queen's Ring, the Sovereign's Sceptre with Cross and the Sovereign's Sceptre with Dove. With the first two items on and in my right hand and the latter in her left, I was crowned by the archbishop of Canterbury, with the crowd chanting "God save the queen!" three times at the exact moment St Edward's Crown touched my head. A 21-gun salute was fired from the Tower of London.

I watched as the royal peers proceeded, then the five most senior peers. Each of the five senior peers offered their loyalty as representatives of the peerage of the United Kingdom to me. When the last baron finished, the audience shouted, "God save Queen Elizabeth. Long live Queen Elizabeth. May the Queen live forever!" Because I wasn't wearing my royal gowns, I knelt and recognised their feelings, then recited the Lord's Prayer.

Now that I was wearing the Imperial State Crown and holding the Sceptre with the Cross and the Orb, and as the gathered guests sang "God Save the Queen", I left Westminster Abbey through the Great West Door. . .



The competition winners and their certificates.

And congratulations to the Y6 Cyclists. A great effort and you have achieved really well.



Congratulations to all the Sports Leaders. You have done a tremendous job and we thank you for your help and support over the year.



## PE and Sports at APS

At APS this term, we have had a number of achievements within sports. For competition's, the APS cricket team reached the Borough Finals and managed to finish 3rd out of 15 schools losing only 1 of our 6 games. We entered 10 external school competitions this year and performed very well in all of them.

We have also run a number of In-House competitions either led by Mr Coleman or Mr Hollins and the Sports Leaders. PE has also been taught at a very high standard with the children adopting the skills extremely well and reaching their targets. We have also achieved a great level of Inclusion. With all In-House competition's and PE lessons being accessible for everyone.

Well done to everyone who has represented the school at a competition. You have demonstrated our values when competing and we are proud of your achievements. Keep this up next year.

For more information, take a look at our school website:

<https://www.alexandra.hounslow.sch.uk/index.php/gallery-sports>

# Rights Respecting Press

## Release



### **Alexandra Primary School In Hounslow To Receive Prestigious UNICEF UK Gold Award**

Friday 8<sup>th</sup> July 2022

Alexandra Primary school in the London Borough of Hounslow is to be awarded Gold by [UNICEF UK's Rights Respecting School](#) programme.

UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Gold is the highest accolade given by UNICEF UK and shows a deep and thorough commitment to children's rights at all levels of school life. There are over 600 schools across England, Scotland, Northern Ireland and Wales that have received Gold.

Headteacher of Alexandra Primary School, Mr. Norton, said:

"We have been working incredibly hard to embed the Rights Respecting Agenda at APS. This fits well with the ethos of our school and how we ask children to aspire, perform and succeed at school. We are proud of the children, especially those who spoke with the assessor, the school is to receive the Gold Award from UNICEF UK. This means a great deal to our community and reflects the nature of our school community and how children's rights are embedded across the school and underpin every part of school life. This has had a very positive impact on our children and the school as a whole. We value the importance of putting children's rights at the heart of a school, thanks go to all involved from the children, staff and parents."

The Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies and practice. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. UNICEF UK Rights Respecting Schools Programme Director, Frances Bestley, said: "At APS, teaching and learning about, through and for rights is embedded and sustainable."

The [UNICEF UK Rights Respecting Schools](#) initiative is aimed at schools across the UK, including those in an early years setting. Currently, it works with nearly 5,000 primary schools, secondary schools, schools for children and young people with special educational needs and pupil referral units across England, Northern Ireland, Scotland and Wales. Schools have reported a positive impact on pupil behaviour, relationships and well-being by enhancing pupils' self-esteem, leading to less truancy and bullying, better learning and improved academic standards.

**For further details about UNICEF UK and RRSA, please contact:**

[Romana Juhasova, UNICEF UK Resources, Communications and Stewardship Manager +44 20 3314 4438 \[RomanaJ@unicef.org.uk\]\(mailto:RomanaJ@unicef.org.uk\)](#)

## About the UNICEF UK Rights Respecting Schools Award

UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Using the UN Convention on the Rights of the Child (CRC) as our guide, we are working with more UK schools than almost any other organisation. 1.6 million children in the UK go to a Rights Respecting School and nearly 5,000 schools up and down the country are working towards the Award. For more information, visit [unicef.org.uk/rights-respecting-schools/](http://unicef.org.uk/rights-respecting-schools/)

## About Alexandra Primary School

Alexandra Primary School is a 3-form entry primary school formed from the amalgamation of Alexandra Infant School and Alexandra Junior school in 2014. The school is located in a socially and ethnically diverse area in the central part of the west London, a maintained school in the London Borough of Hounslow.

## About UNICEF

UNICEF is the world's leading organisation for children, promoting the rights and wellbeing of every child, in everything we do. Together with our partners, we work in 190 countries and territories to translate that commitment into practical action, focusing special effort on reaching the most vulnerable and excluded children, to the benefit of all children, everywhere.

UNICEF UK raises funds to protect children in danger, transform their lives and build a safer world for tomorrow's children. As a registered charity we raise funds through donations from individuals, organisations and companies and we lobby and campaign to keep children safe. UNICEF UK also runs programmes in schools, hospitals and with local authorities in the UK. For more information, visit [unicef.org.uk](http://unicef.org.uk).

School has also just been awarded **London Healthy Schools Bronze award. Eco green flag status.**



# And finally...

Thank you parents for working with us throughout this past year. You have been doing an amazing job supporting your child. 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 on 5<sup>th</sup> September.

In the meantime:

**Children - we hope that you have had a good year and you have been able to develop your knowledge and skills and apply these.**

**Have a really good holiday.**

**We wish Year 6 every success at their next school**

**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 or this year?**

**Remember, during the holiday's to read, relax, rest, recover.**

**What are you looking forward to being able to do next year?**

