

# Alexandra Primary School

## Aspire, Perform, Succeed



News: 17<sup>th</sup> January 2025

### Message from the Head Teacher

Hello Parents and Carers,

Happy New Year and welcome back to the start of the spring term. We have already seen a number of workshops in school with children really engaging and having lots of fun whilst learning.

Some year groups have been trialling the Writers Toolbox to support writing. This program helps children improve their writing and enables them to receive feedback in real-time. We will review the use of this program this term to see if we want to use it across the school.

Lots of useful information can be found on the website found here:

[www.alexandra.hounslow.sch.uk](http://www.alexandra.hounslow.sch.uk)

Nursery applications for September 2025 are now open. If your child was born between 1st September 2021 – 31 August 2022 you can apply by completing the nursery application form which is available on the school website – admissions / nursery admissions. The closing date is 7th March 2025.

Hounslow free courses to learn to ride bicycles in half term.

At Alexandra Primary School, we enrich the curriculum with workshops and trips to museums and other interesting educational visits. It is important that children can attend workshops or go offsite on these trips. We understand that these can be expensive and we try to keep the contributions we ask from parents and carers to a minimum. Applying for free school meals can help. This is different from the Mayors Universal Free School Meals scheme.

Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

### Hounslow Council's **FREE** courses for children



**Date;** 17th – 18th, 20th - 21st February

**Location;** Feltham Park and Inwood Park

#### An opportunity for your child to;

- Learn how to ride a bike
- For children in Reception and above welcome
- Gain confidence on the bike



Please book your place by clicking

**HERE**

<https://bit.ly/HounHol>



[www.cyclinginstructor.com](http://www.cyclinginstructor.com)



- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Your child may also get free school meals if you get any of these benefits and your child is both:

- younger than the compulsory age for starting school
- in full-time education

You can register at

[https://www.hounslow.gov.uk/info/20025/schools\\_and\\_colleges/61/free\\_school\\_meals](https://www.hounslow.gov.uk/info/20025/schools_and_colleges/61/free_school_meals)

If you would like some support with an application, please contact the school office.

You may sometimes want to discuss concerns and issues with class teachers.

You can email using [office@alexandra.hounslow.sch.uk](mailto:office@alexandra.hounslow.sch.uk) or telephone on 020 8570 6826.

Year Group Leader emails which can be used for general concerns:

Nursery at Alexandra Primary School [nursery@alexandra.hounslow.sch.uk](mailto:nursery@alexandra.hounslow.sch.uk)

Reception at Alexandra Primary School [reception@alexandra.hounslow.sch.uk](mailto:reception@alexandra.hounslow.sch.uk)

Year 1 at Alexandra Primary School [year1@alexandra.hounslow.sch.uk](mailto:year1@alexandra.hounslow.sch.uk)

Year 2 at Alexandra Primary School [year2@alexandra.hounslow.sch.uk](mailto:year2@alexandra.hounslow.sch.uk)

Year 3 at Alexandra Primary School [year3@alexandra.hounslow.sch.uk](mailto:year3@alexandra.hounslow.sch.uk)

Year 4 at Alexandra Primary School [year4@alexandra.hounslow.sch.uk](mailto:year4@alexandra.hounslow.sch.uk)

Year 5 at Alexandra Primary School [year5@alexandra.hounslow.sch.uk](mailto:year5@alexandra.hounslow.sch.uk)

Year 6 at Alexandra Primary School [year6@alexandra.hounslow.sch.uk](mailto:year6@alexandra.hounslow.sch.uk)

### And don't forget:

In January, we have...

**Big Schools Birdwatch 2025 - January**

**25<sup>th</sup> January – Burns Night**

<https://www.scotland.org/events/burns-night>

**27<sup>th</sup> January - Holocaust Memorial Day**

<https://hmd.org.uk/what-is-holocaust-memorial-day/>

**29<sup>th</sup> January - RNLI SOS Day**

### Thought for the week:

**The most important thing in communication is hearing what isn't said.**

### Question of the week:

**Just as flour is needed to make a cake, what ingredients are needed to write a story?**



Rights are unconditional and inalienable, they cannot be taken away. However, they do sometimes need to be qualified or limited in order to balance one right with another or to balance the rights of an individual with the rights of the community.

Global citizenship in a Rights Respecting School promotes the idea of taking action on rights issues and building solidarity with people rather than doing things to or for people.

In a Rights Respecting school, therefore, a global citizen can be defined as someone who believes in global justice and acts to make the world a safer, fairer and more sustainable place in which human rights are protected and respected.

 2 NO DISCRIMINATION	 13 SHARING THOUGHTS FREELY	 42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
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**Nursery** – In Nursery we have been reading the traditional tales; The Three Billy Goats Gruff and Little Red Riding Hood. As the children have become more familiar with the stories, they have been using a range of dressing up clothes and props to retell and act the stories out. In Maths, our focus has been on direction and positional language.

The children enjoyed playing a hide and seek game with the bears, hiding them on, under and in boxes. We have been using directional vocabulary to think about the route Little Red Riding Hood could take through the woods. The children also made pictures and discussed the positions of the goats and the troll.

The children have been exploring the ice during our recent cold weather and asking lots of questions about the world around them.



**Reception** - With the very cold wintery spell that we have experienced recently, the children have been learning about winter. Lots of creative artwork has been created, many of which have been put on display to celebrate the children's work.



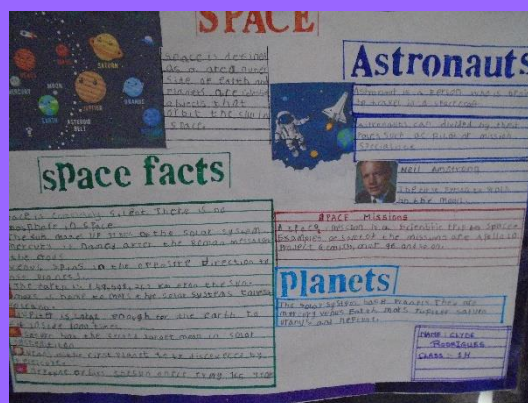
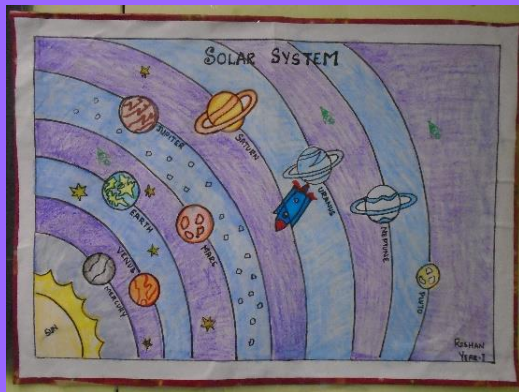
The children have started a new topic, learning about buildings. The children have been drawing different buildings creating a scene of the type of buildings in a street, as well as using bricks to create a city.



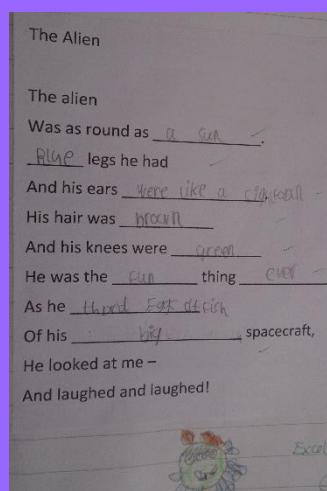
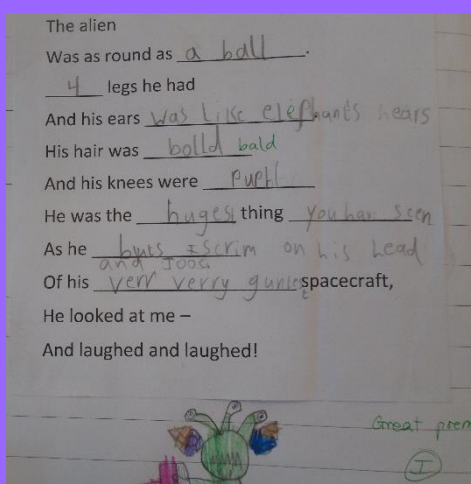
The children enjoy PE on a Friday. They have been learning gymnastic skills. Balancing on different level apparatus, developing their strength in their arms through pulling, hanging and rope climbing. Jumping and climbing tall apparatus was such fun.



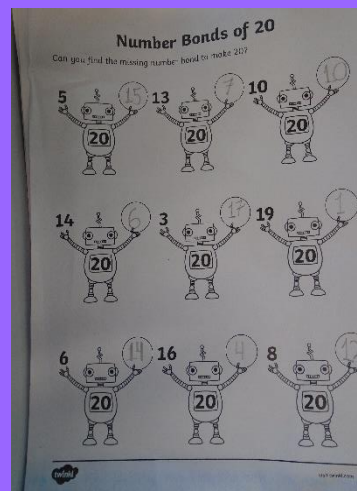
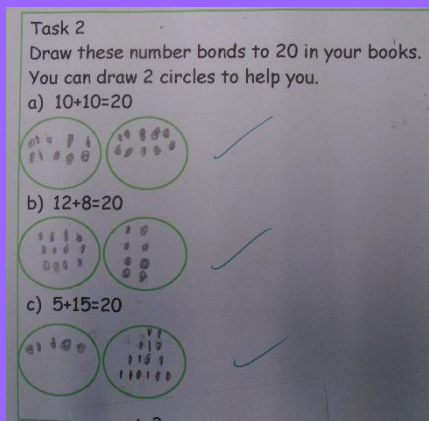
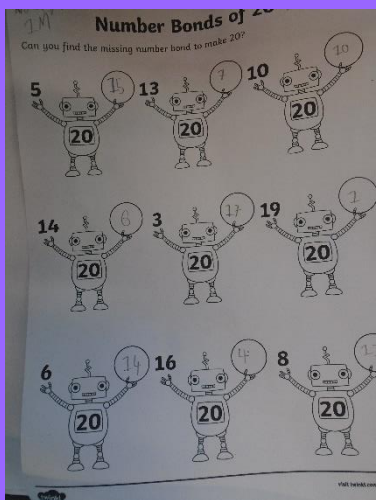
Year 1 – We have returned to school full of enthusiasm for the new year and new challenges. The children worked incredibly hard over the holidays on their space projects. There were so many different projects, books and information. We have displayed all their wonderful work in our group area. Thank you for your hard work on these – we hope you enjoyed making them.



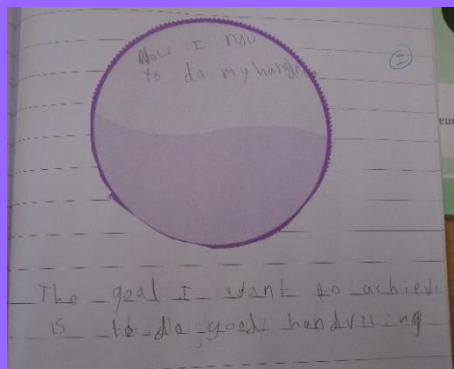
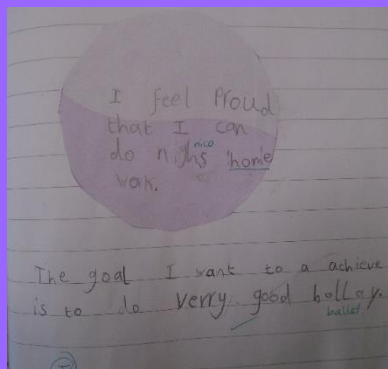
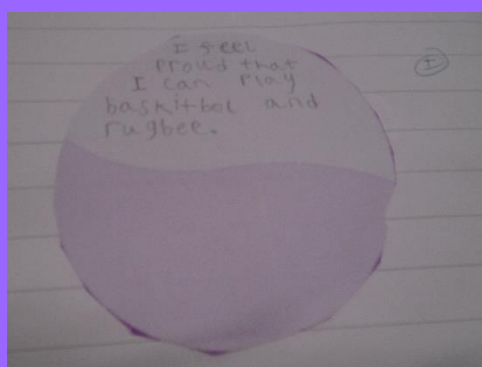
We have started our new topic, 'Reach for the Stars' and the children are already thoroughly enjoying learning all about space and aliens. They have been looking at the poetic story 'The Alien' by Julie Holder which they read as a class. We imagined what the alien looked like and asked the children. The children planned an alien poem and performed it in front of the class.



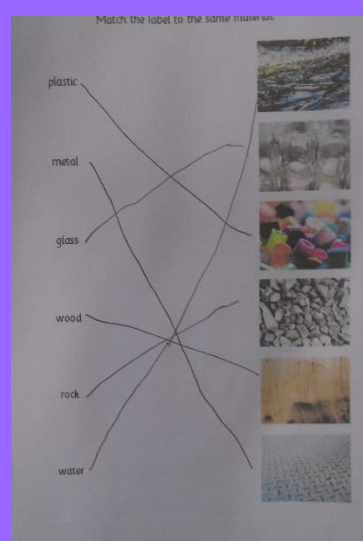
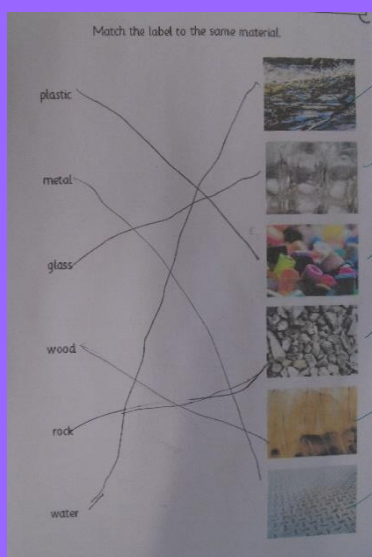
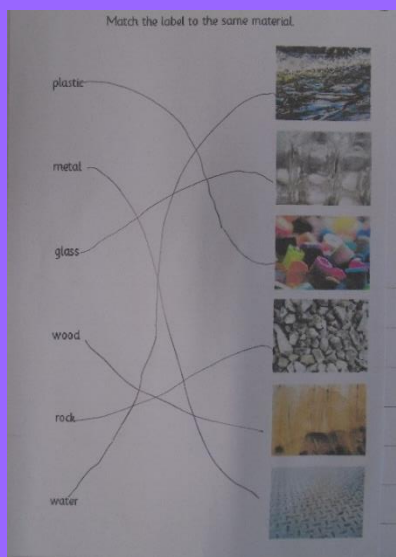
In Maths, the children started the term by learning about adding by counting on to 20. This week, they have moved on to counting onto number bonds to 10 first and then 20. They have been using different resources to help them, such as cubes, number lines and number cards.



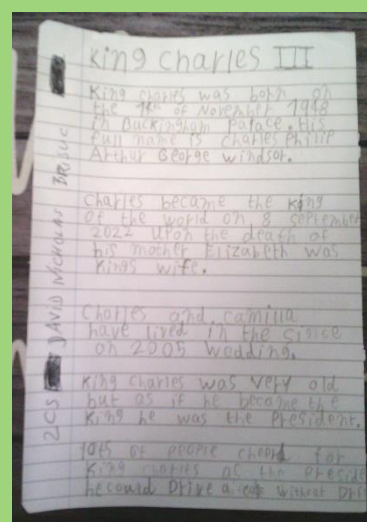
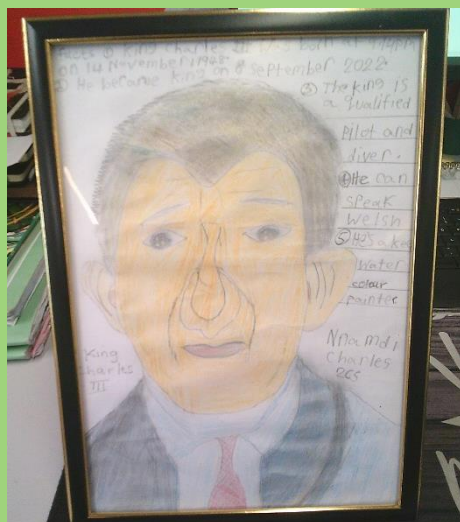
In PSHE, Year 1 have been thinking hard about their New Year's Resolutions. We discussed why it is important to set goals and how we can achieve them.



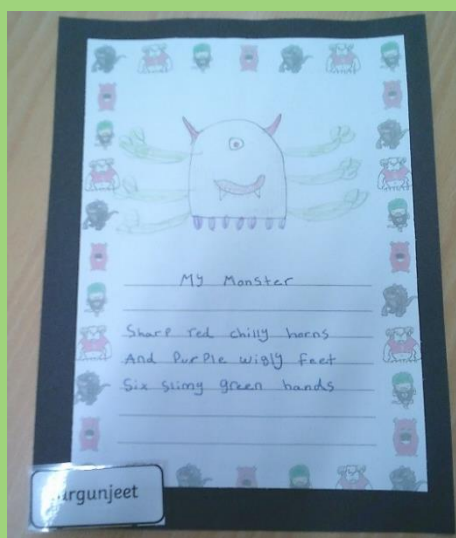
In Science, the children have started their new topic on materials. They have been learning the names of different materials and spotting them in their environment. This week they have been identifying the different materials.



Year 2 - We have had a fantastic start to the new year, and are ready for an exciting and progressive half term. During the festive break, we were asked to research about the history of our Kings and Queens, especially our current King Charles. We found out some interesting facts. Did you know that Queen Elizabeth II was allergic to cats!



For English, linked to our new theme this term, 'Born to be Wild', we have been looking at features of a fantasy story and completing activities linked to our class text, 'HOM'. We enjoyed the activity of creating a monster of our own and writing a character description with our partner and in our groups. We also performed our version of the story.



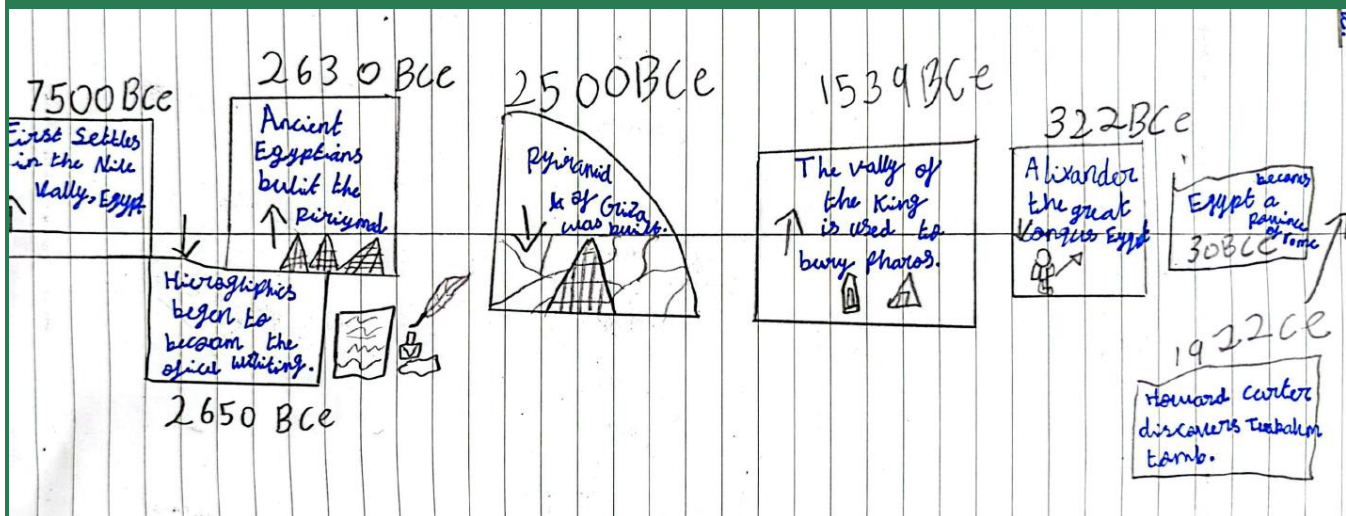
This Term in PE, we have started our dance unit with our specialist Dance Coach – Miss Alice. Linked to our topic 'Kings and Queens', we have started to learn a new regal dance that involves the skills of sequencing, mirroring and various dance moves.



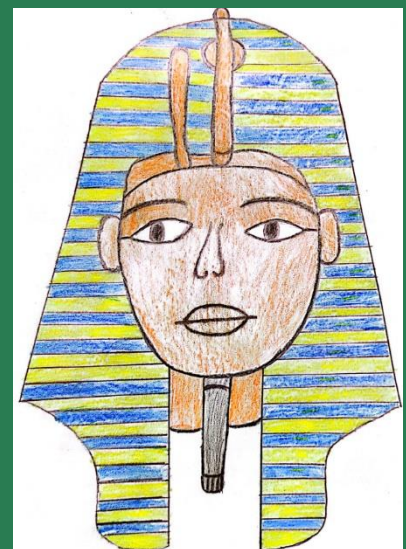
Year 3 - We have started the new year at a flying pace and have been working incredibly hard across our writing topics, learning about narrative poems. To help us learn how to construct a narrative poem, we were using some drama and acting to help us memorise the poem.



Also, we have been learning a lot of amazing facts about our new topic for this term; Ancient Egypt. We have been learning about the history of Ancient Egypt and were tasked with crafting a timeline of some of the most important events in Ancient Egypt.

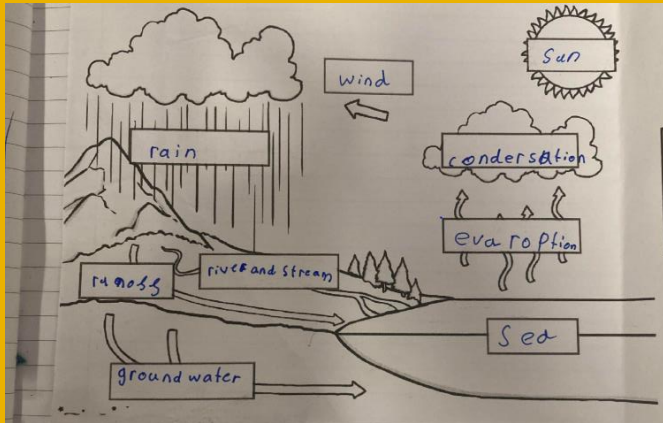


We have also had a go at designing our very own death masks which the Egyptians would use to decorate the caskets of their Pharaohs.



Year 4 – In Science, this half term we have been looking at the water cycle and discussing the scientific vocabulary found in the water cycle i.e. condensation, evaporation, precipitation and collection. The children had the opportunity to show what they already know about these terms as well as pose questions that they would like to answer throughout the term.





**Precipitation:** Precipitation is when in the clouds rain drops are crashing into each other and getting bigger and heavier and then they fall on the ground.

**Evaporation:** Evaporation is when the sun hits the river, lakes, ponds and sea the water surfaces get hotter and hotter and the it steams.

**Condensation:** Condensation is when the water vapour cools down and forms clouds, it is also when the water vapour is lighter than the other gases.

Monday 6th January 2025  
 LI: To review prior knowledge.  
 LI: To know the key aspects of the water cycle.

### STATES OF MATTER KNOWLEDGE ORGANISER

**Overview:**  
 Matter makes up our planet and the whole Universe.  
 There are three main states of matter - solids, liquids and gases.  
 Matter can change state, depending on its temperature.  
 Several processes describe the processes of changing states, e.g. melting, evaporation, freezing and condensation.  
 The water cycle depends upon some of these.

**Changing States of Matter:**  
 States of matter can change, depending upon the temperature of the matter.  
 Melting is the process of changing a solid into a liquid.  
 Evaporation is the process of changing a liquid into a gas.  
 Condensation is the process of changing a gas into a liquid.  
 Freezing is the process of turning a liquid into a solid.

**Solids, Liquids and Gases:**  
 All matter exists in three states: solids, liquids and gases.

<b>SOLIDS</b> Solids hold their shape. Solids are rigid. Solids have a fixed volume. Examples include ice cubes, rock, glass and most metals.	<b>LIQUIDS</b> Liquids do not hold their shape. They are not rigid. However, they have a fixed volume. Examples include water, oil, blood plasma and milk.	<b>GASES</b> Gases do not hold their shape. They are not rigid. They do not have a fixed volume. Examples include oxygen, carbon dioxide and helium.
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**Role in the Water Cycle:**  
 Changing states of matter play an important part in the water cycle.

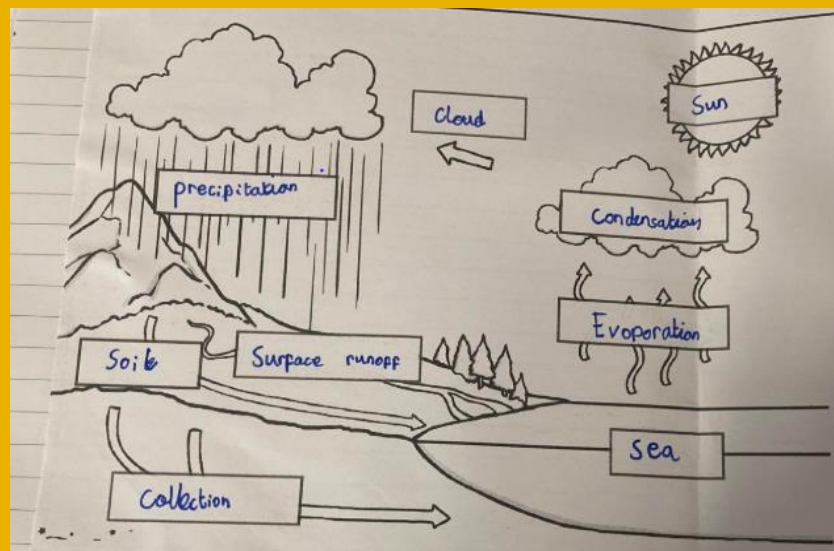
**EVAPORATION:**  
 Energy from the sun heats up the surface of the Earth. This causes the temperature in rivers, lakes and oceans to rise, and evaporate into the air.

**CONDENSATION:**  
 As the water vapour rises, it cools in the higher air and turns back into liquid - condensation. This creates clouds.

**PRECIPITATION:**  
 When too much water has condensed, it rains, snows or falls as sleet or hail.

## The Water Cycle

What I know already	What I want to know	What I have learnt about the water cycle
Evaporation is when water. The Sun helps evaporate.	What is condensation? What is precipitation? How do puddles form?	



Label the diagram of the water cycle.

<u>Precipitation</u>	<u>Evaporation</u>	<u>Condensation</u>
Precipitation is when the water droplets in the clouds get so big and heavy to cause rain.	When heat from the sun causes the water to change into a gas. This gas is called water vapour.	The water vapour cools down and forms clouds.

In History this half term, we are learning about the Shang Dynasty. The children enjoyed discussing and recalling what they already know about Ancient China and the Shang Dynasty and thinking about what aspects of this period of history they would like to discover more about during the term.

Monday 6th January 2023  
L.I: To ask questions and reflect on prior knowledge

## The Shang Dynasty

K	W	L
What I know	What I want to know	What I have learnt
I know what a real bone is.	Where is the Great wall of China?	
I know that in China there are foot soldiers.	Who is the one to make the Great wall?	
I know that in China they use chopstick.	Why are silk-works made in China?	
I know that China was under attack.	When did a war start?	
I know that dragons was important in China.	Who is the most important king in China?	

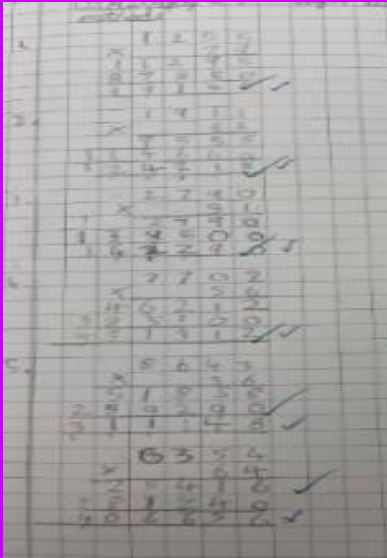
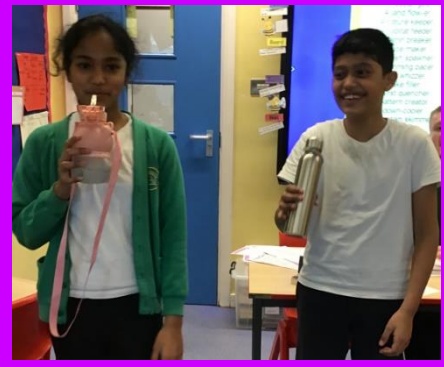
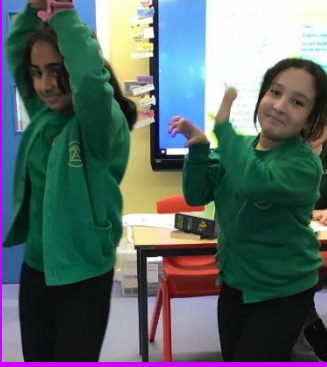
In PE, this term, we are extremely lucky to be receiving specialist dance teaching from Miss Alice. The children have been learning about the different terms and movements used in dance performances and compositions, such as: unison, cannon, gestures and phrases. They will be learning how to perform Chinese Dances throughout this half-term.



We have been inundated with some excellent homework from the Year Group. Here are some examples:

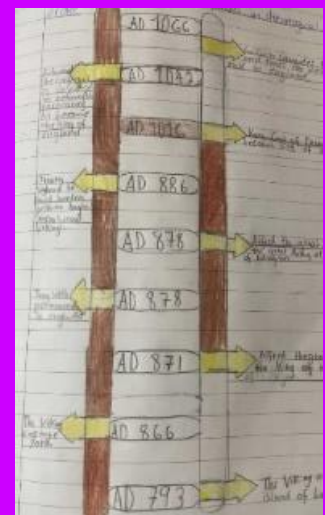
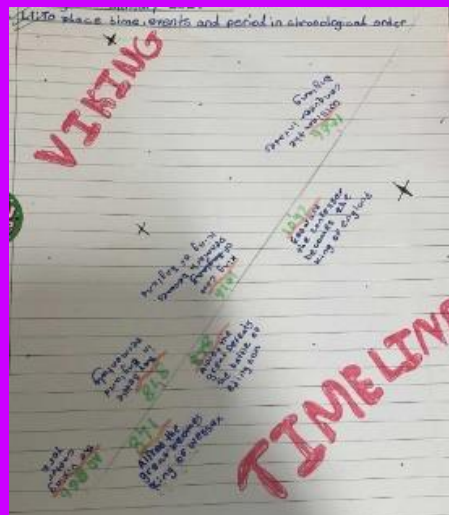
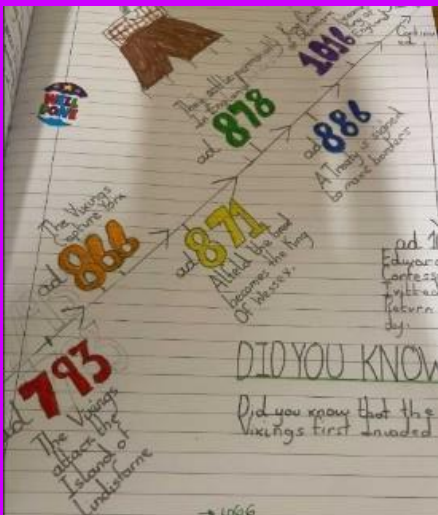


Year 5 – In English, we have started learning about kennings. A kenning is a two-word phrase that describes an object or creature in an interesting way without ever using its name. They are a bit like riddles! Kennings were first used in Anglo-Saxon and Norse poetry and kenning poems are made when we put together a series of these two-word phrases to describe the object of our choice. We began our unit by acting out a poem together to help us to remember some examples of kennings.

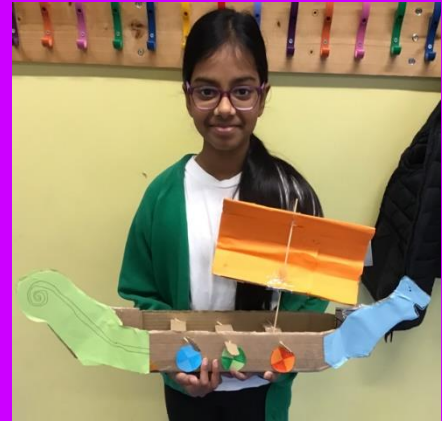
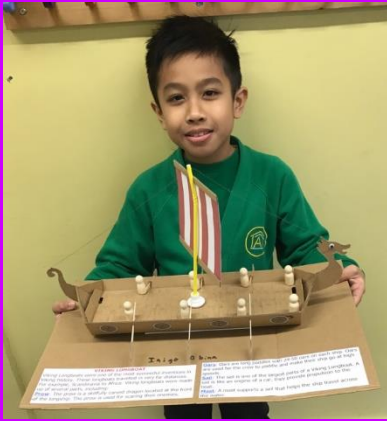


In Maths, we have been revising our multiplication methods. We have used formal written methods to multiply up to 4-digit numbers by 2- digit numbers. We have continued to practise the steps involved in this and discussed misconceptions as they arise.

In History, we started our new unit about the Vikings in Britain. We began to explore the context of this time period and tried to answer some key questions about who there were, where they came from and why they came to Britain. In addition, we put key events and dates from the Viking era in chronological order.




We researched Viking longboats or helmets for our homework and some of us created impressive models, which we look forward to presenting to our classmates over the coming week!



Year 6 – We have settled back into school beautifully after the Winter break and have jumped enthusiastically into our topic of War and Peace. In History, we have explored a range of primary sources from World War I and made observations and inferences about what we could learn based on them.


Monday 13th January 2024  
 L.I: To assess reliability of primary sources and make predictions about the past



**Observe**  
 I can see a lot of graves.  
 - I can see flowers around the graves.  
 - I can see an entrance that people are leaving from.

**Wonder**  
 Did all of these people die in war?  
 Are these the graves of World War I or 2nd soldiers?  
 Why do some graves not have flowers?

**Predict**  
 I predict that the flowers were given by the dead people's loved ones because people can be seen leaving.




**Observe**  
 I can see trees without leaves.  
 - I can see people with uniforms and gas masks on.  
 - I can see trees that fell over.  
 - I can see branches on the dirt track.

**Wonder**  
 Why is one person wearing a gas mask?  
 Is this set in the current day? Why are the trees charred?  
 Is the landscape like that because of a war?

**Predict:**  
 I predict that the war broke out because the land is lifeless and the person might be wearing a gas mask because of some gas attack.

Monday 13th January 2025  
 L.I: To assess reliability of primary sources and make predictions about the past



**Observe-**  
 • I can see a man walking in the battlefield towards something.  
 • I can see a ~~dirty~~ <sup>muddy</sup> battlefield sp.

**Wonder-**  
 • Why is a man walking alone?  
 • Why isn't he being attacked / being shot at?  
 • Is he actually alone?

**Prediction-**  
 • I predict he has won the war, but all his teammates have died so he's feeling a bit upset.

This learning linked to our English and reading lessons, where children explored World War One poetry. We have explored the features of the poetry and how we can interpret the poet's feelings about the war based on the language used. We were very impressed by some of the emotional and descriptive poems that were written independently.

Monday 5<sup>th</sup> January 2025  
 LI: To construct a poem based on conflict

**I'm A Soldier**

Shoot, Shoot guns on fire,  
 Let's jump over the barbed wire,  
 Point our, muckets at our enemies,  
 Feel ~~proud~~ <sup>proud</sup> like our colonies.

March onto our sacred grounds,  
 Cherish its presence so profound,  
 Pray to our deities for wins,  
 Against a war with fearful sins.

Anirudh, 6C     *\* fantastic poem Anirudh - brilliant vocabulary and rhyme -> Another stanza would have been great. It's so good - I want more 😊*

Monday 6<sup>th</sup> January 2025  
 LI: To construct a poem based on conflict.

**War Boys**

Boys at war with their guns.  
 Bid fare wells to their mums.  
 Fear. Danger. Guns. Hiding,  
 Lied about their age,  
 So the other country could pay.

The fields of bombs.  
 Where the soldiers run.  
 Death. Loss. Running. Bombs,  
 Hide in the tunnels,  
 As the bombs rage on the run.

*\* Super effort Eliza. I love the lines with single word sentences. -> keep working on rhyme scheme*

In Science this term, children have begun their new topic of All Living Things. We learnt how taxonomists are scientists who specialise in the classification and grouping of living things. Children had discussions about how classification is essential when there are around 9 million different types of species on Earth. We became taxonomists and classified a range of animals using key questions and scientific vocabulary.

Monday 6th January 2025  
 LI: To understand how living things are classified and make comparisons based on their similarities and differences.

4 legs:		Not 4 legs:	
Lion, giraffe, rhino, frog, meerkat, dog, newt		Penguin, spider, octopus, snail, longer	

mammals:	Not mammals:	more than 4 legs:	less than 4 legs:
Lion, giraffe, rhino, meerkat, dog	frog, newt	octopus, spider, cockroach	snail, penguin

Eat meat:	Don't eat meat:	Land:	Bird:
Lion, meerkat, dog	Giraffe, rhino	Spider, cockroach	penguin

Sorting by dissimilation

Don't eat meat:	Not a bird:
octopus	snail

The seven life processes of all living things are:

- movement
- nutrition
- growth
- reproduction
- excretion
- sensitivity

*→ Is it important to use the same method of classification?*

Classification is the process of sorting living things into groups according to their similarities. For example, Sorting invertebrates (animals without a backbone or vertebrates) (animals with a backbone).

Classification flowchart:

- Is it a prey?
  - Yes: Terapin, otter, flamingo, stick insect, sloth, toad, spider, monkey, fruit bat, blue morpho butterfly, angelfish
  - No: Python, Piranha, tiger, jaguar, capir, caiman
    - Does it live underwater?
      - Yes: Piranha, caiman
      - No: Python, tiger, jaguar, tiger
        - Does it have a sin?
          - Yes: Piranha
          - No: caiman
        - Does it have legs?
          - Yes: tiger, jaguar, tiger
          - No: Python
            - Does the snake have any patterns?
              - Yes: tiger, jaguar
              - No: tiger
                - Does the pattern cut the python a tree?
                  - Yes: jaguar
                  - No: tiger

In PSHE, we are focusing on our dreams and goals, which is a very suitable topic to start the new year off with. Children spent time making a list of their own strengths and then set goals for themselves for the new year: one for school and one for outside of school. Children discussed how nice it felt to tell their peers about their strengths and to complement each other.

PSHE Monday 6<sup>th</sup> January 2025  
 A/L To know my learning strengths and set challenging but realistic goals for myself.

My top five strengths:

- Determined.
- Good leader.
- Sensible and fun.
- Good at playing games/roblox (Pets go and Blax fruits).
- Making my little sister laugh.

My 2025 goal for school:

- Get better at basketball.
- Try to get better handwriting.

My 2025 goal for outside of school:

- Stay fit and healthy.

I agree!

PSHE Tuesday 13<sup>th</sup> January 2025  
 A/L To work out the learning steps I need to take to reach my goal and motivate myself.

How I know I achieved my goal

I will get good at dribbling and passing. Practice to give up and I never give up. I am determined.

I have many friends who help me at getting good. Do not think about what can happen and when I fail I should not give up and get mad but should keep on trying.

My goal is to be better at basketball

A great plan Jayden. What could be tricky when working towards the goal?

Next Step:

I think what will be tricky is that I only get some time to practice and that is at school, but and I can not play it at home as I have no space.

At APS we talk about the values that underpin our school aims. Children at Alexandra aspire to be successful learners who enjoy learning through demonstrating the following values: **Collaboration.**

Alexandra children, staff, parents and carers endeavour to work and play with everyone. We believe in the power of teamwork – of cooperating and collaborating. Working together equates to success for all. We show tolerance and understanding for every group and individual and people’s different beliefs and ways of life. We have an understanding of good manners and demonstrate these always.

What did you learn this week and remember?

What are you looking forward to learning?

Who will you collaborate with this term and how will we know that working as part of a group or team is successful?

