

Alexandra Primary School

Aspire, Perform, Succeed



News: 18th October 2024

Message from the Head Teacher

Hello Parents and Carers,

We look forward to seeing you at parents evenings on Tuesday 22nd and Thursday 24th October. At these meetings, you will be able to see your child's work, discuss how they have settled into the year, any attendance issues and learning behaviour. There will be some helpful items to take with you and we ask that you complete a short questionnaire.

Reading for enjoyment or pleasure is when children choose to read as an independent, leisure or recreational activity. I am sure that you would want to encourage this with children and yourselves. Anticipating the satisfaction of reading has many benefits on mental health and well-being. Reading for pleasure can help to relieve anxiety and can help increase empathy, social development and develop the imagination.

Can I remind parents of the need to check the weather before leaving home to ensure children have their jumpers and coats as necessary to have the appropriate clothing for the weather. The Pre-loved uniform shop is open on Tuesdays from 3pm – 3.30pm. If you have any unwanted uniform, school bags or school shoes, please send these in to help us stock the pre-loved shop.

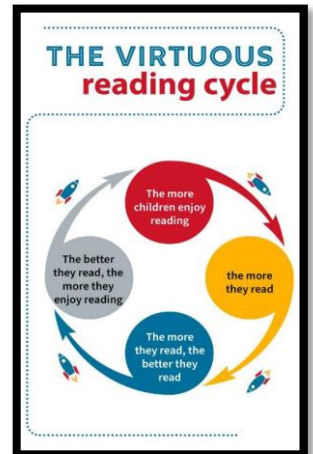
A reminder to leave scooters in the scooter park and they are not to be used when walking to drop off or collect children. We appreciate your help with this and walking on the left hand side on paths around school. Do ensure that you collect children from the correct entrance or exit. We have these rules in place for safeguarding reasons, to protect everyone so that everyone enters and leaves the site safely.

We ask that pushchairs are not used for children in Nursery and Reception who can walk to and from school.

The response to the foodbank collection was tremendous. A huge thanks for the donations to Hope Hounslow.

Breakfast club still has a few places. More information can be found on the school website at:

<https://www.alexandra.hounslow.sch.uk/index.php/breakfast-club>.



And because it was National Poetry Day, I have included this poem about reading called I Opened a book by Julia Donaldson, yes the same author who wrote The Gruffalo.



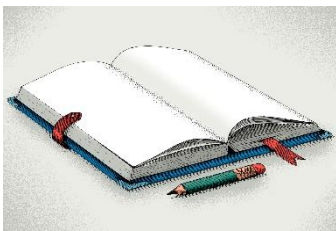
I opened a book and
in a strode.
Now nobody can find me.
I've left my chair,
My house, my road,
My town and my world behind me.



I'm wearing the cloak,
I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon,
Dined with a king
And lived in a bottomless ocean.



I opened a book and
Made some friends.
I shared their tears
And laughter
And followed their road
With its bumps and bends
To the happily ever after.



I finished my book
And came out.
The cloak can no
Longer hide me.
My chair and my house
Are just the same,
But I have a book inside me.



And don't forget:

In October we have...

Black History Month

<https://www.blackhistorymonth.org.uk/>

National Album Day – 19th October

<https://www.nationalalbumday.co.uk/>

Everyone Writes Day – Monday 21st October

<https://www.daysoftheyear.com/days/everyone-writes-day/>

British Summertime ends on 27th October.

Are you prepared for the darker mornings and evenings?

<https://www.rmq.co.uk/stories/topics/uk-time-british-summer-time-bst-daylight-saving#:~:text=At%201am%20on%20the%20last,fall%20back'%20by%20an%20hour>

Thought for the week:

Patience is not the ability to wait but the ability to keep a good attitude while waiting.

Question of the week:

Which word would you use if you could only use one for the rest of your life?



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.

This week we are looking at Article 2

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.



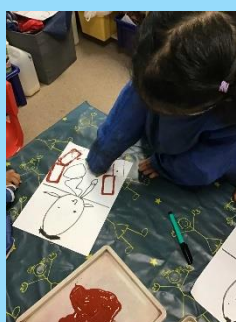
and Article 30

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.



Why do you think celebrating Black History Month is important?

Nursery – This week we have been thinking about the rhyme 'Humpty Dumpty'. The children have been building walls, using art techniques to paint walls and chalking on the floor outside as well as singing the rhyme. In Maths, we have been using the words big and small to describe the size of autumn objects.



The children have especially enjoyed playing the musical instruments and going on spider hunts in the garden. We have been teaching the children about sharing and turn taking. It has been great to see the children practicing these skills.

Reception – The children have been busy enjoying their learning. The children have been exploring patterns.



Making a repeating pattern by printing with paint.



Making patterns with shapes.

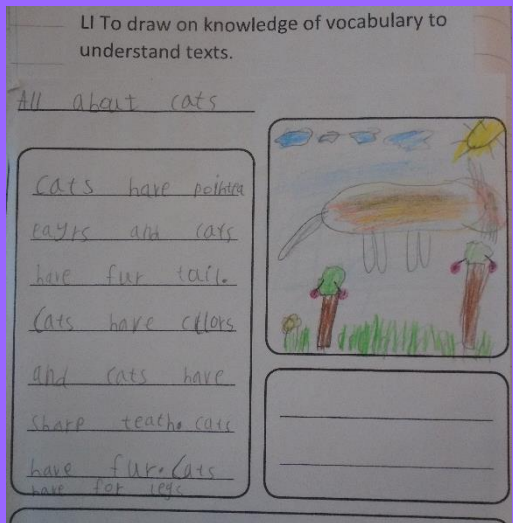
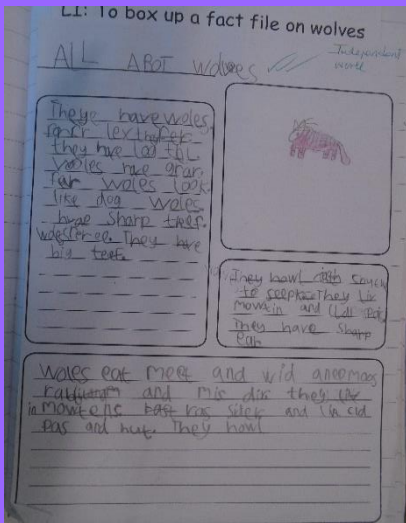
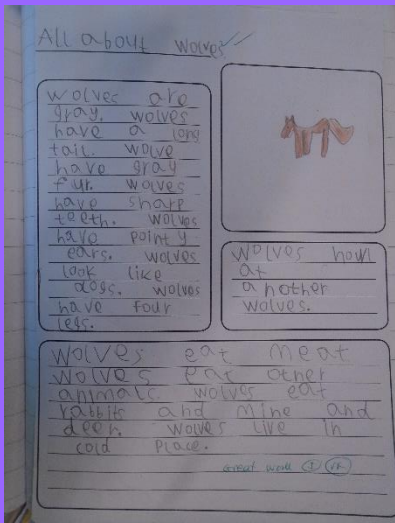


Painting patterns using different types of lines.

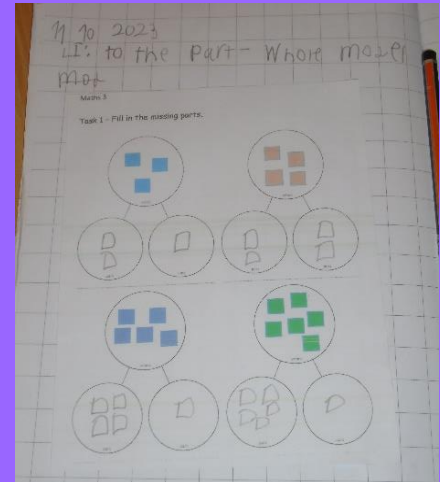
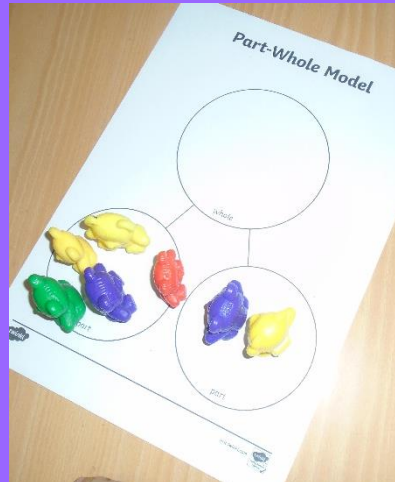
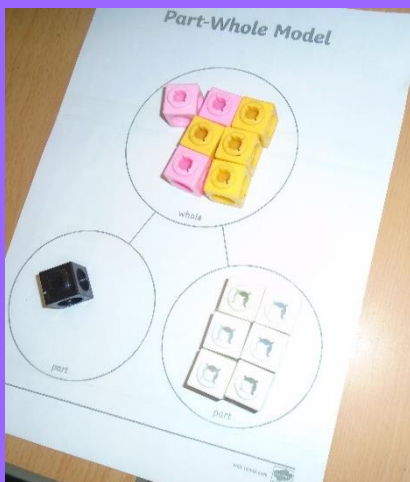
The children have been developing their fine motor skills. As part of the children’s understanding of the world, they have been making sandwiches. The children had been learning about the sense of taste and could choose between a sweet jam sandwich or a savory cheese sandwich. The children used their fine motor skills to spread the butter and jam, or sprinkle cheese and cut the sandwich but the best bit was to eat it. Yummy!



Year 1 – In English, we have been learning about non-fiction writing. The children have researched about wolves, cats, dogs and sharks and have begun producing fact files about them. They have shown lots of interest in learning about these animals.



We have been working very hard to understand the part whole model in Maths lessons this week. They have done excellently at splitting whole numbers into 2 parts. They enjoyed using counters before moving on to drawing their numbers using circles and squares. We are now practising writing numbers in each part.

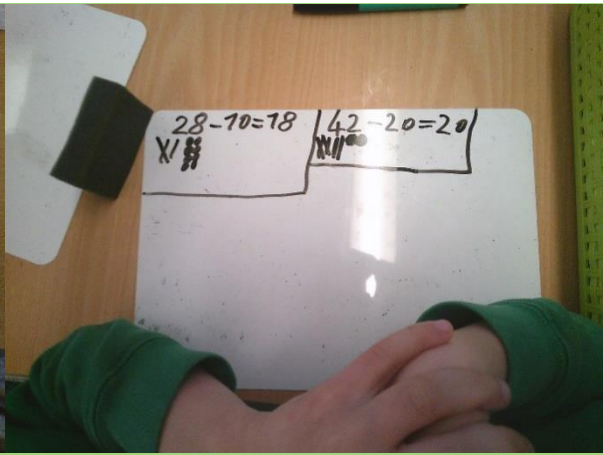
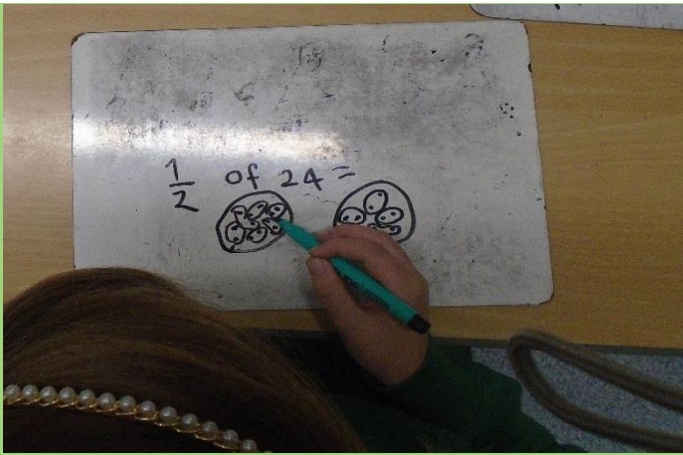


In Art, we have been working on self-portraits in the style of Yayoi Kusama. She loved to use colourful dots in her artwork. The children did a great job in creating their own dotty portraits!

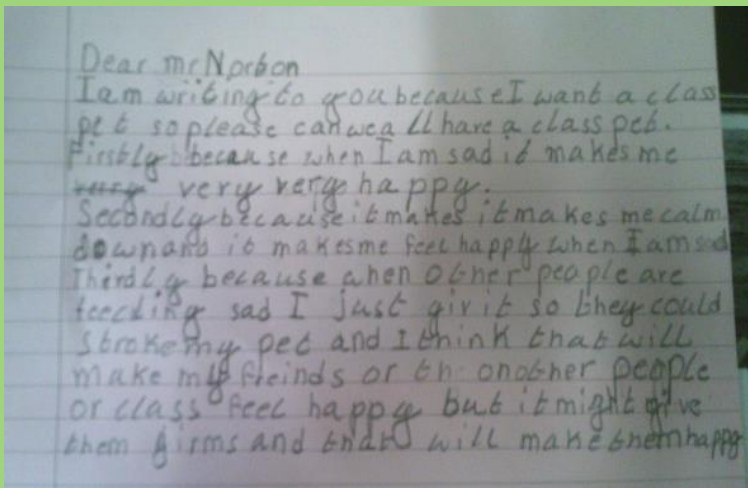


Year 1 children have had a brilliant half term of learning.

Year 2 - In Maths, we have been practicing solving two-digit number word problems. First, we had to read the problem carefully. Then we had to highlight the key information and decide what operation we needed to use. Finally, we had to use our addition and subtraction skills to work out the calculation. As a challenge, some of us used the inverse of addition to check our answers.



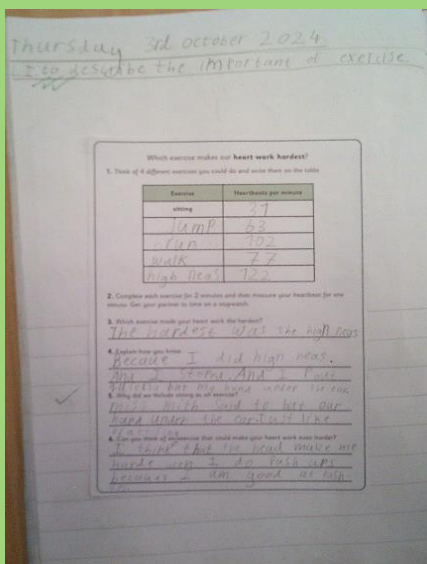
We have been learning how to write a persuasive letter in English. We first looked at what features are needed to create a good persuasive letter and then we decided as a class to write our own persuasive letter. We thought it would be a good idea to write to Mr. Norton, to try and persuade him to let us have a class pet! (This is a lovely idea, but pets can be lots of work and expensive too!)



Wednesday 16th October 2024
 L.I. To write a persuasive letter



In Science, we have been learning about Animals and Humans and what they need in order to stay alive. We learnt about our heartbeat and pulse. We had fun locating our pulse and how our heartbeat changes after exercising. The whole class including Miss Smith, carried out an investigation, which involved us first predicting which exercise will make our heart beat the fastest. We then carried different exercises, measuring how many heart beats in a minute while resting and then how many beats after carrying out the various exercises.



Year 3 - We have been working incredibly hard at improving our writing skills during the past weeks. We have been adapting and creating our own version of Stone Age Boy. We enjoyed reading our middle and ending sections to our own stories, we are incredibly proud of the work we have produced.

The Shadow ~~stayed~~ slowly crept towards Lilly, so she decided to see who it was and what it was. It was... a boy! That boy did not look like any of the boys of the tribe. Lilly started investigating him. She sniffed him, touched him and found out he was wearing animal skin.

The boy dragged Lilly to his strange and looking village. His kind family gave him her meat stew. It looked but it ~~wasn't~~ ^{was} but tasted amazingly good. The next day, they both took some sharp flint and ~~then~~ ^{then} carefully ~~took~~ ^{took} it to a stick because the boy's dad said we are going to catch a reindeer.

As they took Lilly to these place where they catch food, they saw a wild boar eating grass. He all knew the spears hitting the boar on its legs. When we went back to the village we had a celebration.

That evening, The boy took Lilly to a special place. On the way, the boy gave her a shell necklace. She put it on. As they went in the ~~the~~ ^{the} boy told her that the paintings on the walls were made by his ~~parents~~ ^{sisters}.

They explored until Lilly saw a shadow shadow. It was growling. It was it was... a sabre tooth tiger! Lilly told the boy to go away but as she tried to defeat the tiger she slipped on the a vine leaf and ~~accidentally~~ touched a painting on the wall.

The painting sucked her in. ~~She~~ ^{she} was back in school with her ~~friends~~ ^{friends} jaw ~~stuck~~ ^{stuck} and still dropped. She came back at a good time because they were learning about the stone age.

She ~~thinks~~ ^{thinks} it is a dream but she ~~feels~~ ^{feels} something in her ~~neck~~ ^{neck}... the shell ~~necklace~~ ^{necklace}!

Once she saw something moving she decided to go investigate. She went closer to the moving thing. She found out it was a ~~strange~~ ^{strange} boy. She said, "Hi." He didn't ~~understand~~ ^{understand} a word he said but as soon as she could say anything else the boy dragged her to his family. The boy and his family were very strange and unfamiliar. The family gave her some animal meat. It was tasty juicy. She got ~~notice~~ ^{notice}.

The girl had noticed that the boy's family didn't have any metal or plastic. They just used animal skins, bone, stone. They were very weird. The boy's weird family made Kathrine think it she was in the stone age.

The boy's family was going on a hunting trip so the boy and Kathrine followed the boy's family. Once they reached they were trying to find a deer or any other animals but no luck at all. They found a woolly mammoth and hid in a bush. They ~~waited~~ ^{waited} for whom she ~~wanted~~ ^{wanted}.

the perfect time to throw their spears. When it was the perfect time to throw it they screamed and spears were flying across and one spear hit ~~the~~ ^{the} mammoth. They started to ~~celebrate~~ ^{celebrate}. The meat was delicious, tasty.

The next ~~morning~~ ^{morning} Kathrine ~~was~~ ^{was} ~~up~~ ^{up} and ~~cried~~ ^{cried} ~~she~~ ^{she} ~~couldn't~~ ^{couldn't} ~~understand~~ ^{understand} what she ~~couldn't~~ ^{couldn't} understand. As ~~fast~~ ^{fast} as a flash, the boy dragged Kathrine to an ~~old~~ ^{old} cave. Before ~~entering~~ ^{entering} the boy gave Kathrine a shiny ~~piece~~ ^{piece} necklace. They went in the cave and there were colourful, creative paintings in there. While looking at the paintings, Kathrine saw a ~~dark~~ ^{dark} figure. She didn't think ~~much~~ ^{much} about it ~~until~~ ^{until} she saw a cave lion and she told the boy to escape.

While trying to escape the boy dropped a spear. Kathrine touched it on accident and she got sucked in a red burning portal and she got knocked out once again.

She ~~wanted~~ ^{wanted} to know what happened for whom she ~~wanted~~ ^{wanted}. IAP SA Saw her Parents

The strange girl started sniffing Laxer and the girl took off Laxer's glasses. Laxer and the girl was starting to sobe friends. The girl took Laxer's hand quickly and started walking. The weird girl took Laxer to her family and introduced Laxer to her.

Laxer looked at everyone. He noticed they are wearing animal skin. Laxer saw that everyone was really busy, even the babies were helping them. A kind lady gave some food to Laxer and he ate everything. Not a single piece was in the hand bowl. Laxer also did some activities everyone did.

Laxer and the strange girl was going hunting on a grassy lovely hill. There was animals. Lots of people were killing deers. The girl's family brought the meat home and they had a loud celebration.

Laxer and the girl went exploring. When they was walking they saw a creepy dark cave. Laxer and the girl walked in the cave. The girl saw paintings of animals. When they was in

the black cave they heard something roaring loudly. Laxer and the girl noticed that it was a guxxy's brown bear. Both of them was screaming really loud and they also started running quickly. Soon they got somewhere really far away from the cave. The girl gave Laxer a pencil that had animal skin on it. Laxer said to the girl "he should head back to your family."

Both of them started running really fast and Laxer was tripped on his friend. He valled into another hole.

When he got he wake up he & looked around him and noticed he was at the park again. He thought it was a dream but he had that pencil in his pocket. IS it a dream or was it real?

Year 4 – During Art, we have been looking closely at artwork by famous artists. Using pieces by the artist Kananginak Pootoogook, we have been inspired to create our own modern interpretation, thinking about the proportion and perspective of our work. We used clay to create sculptures of our art sketches.



In Science, we have been learning about adaptation and created a creature that has adapted to their new environment e.g. thinking about how a jellyfish would adapt to the rainforest.

Stick Insect!
(*Extatosoma tiaratum*)

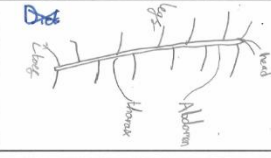
Behavior
Stick insects make rhythmic, repetitive side-to-side row movements. This is like vegetation moving in the wind.

Depenses
They are unusual in that the whole order is camouflaged

Life habitat
Most species are found in the Tropics.

Diet
They eat leaves and shrubs and many sorts of trees

Habitat
They live in Australia, Papua New Guinea.



Super Stick Insects


Stick Insects or (*Extatosoma tiaratum*) are very inquisitive creatures and have many cool things fact and today I will be sharing them with you.

Diet: Stick Insect's diet is Shrubs and leaves and many sorts of trees. Stick Insects are herbivorous which means they eat veg only.

Behavior: Stick Insects make rhythmic, repetitive, side-to-side row movements. This is like a vegetation moving in the wind.

Depenses
This is an unusual creature as its inlier order is camouflaged.

Charisties
The female is larger than the male.

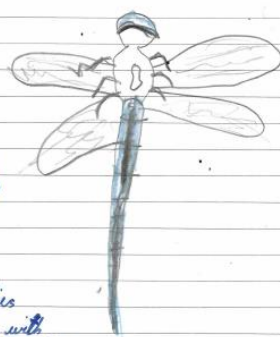


Emperor Dragonflies

The emperor dragonfly, which has remained unchanged for 230 million years, is a living, breathing, flying fossil. Its delicate body is able to beat its wings 30 times a second ten times slower than a bee - it has no difficulty hunting down more highly evolved insect species.

Did you know that dragonflies fly always with their thin wings open, unlike damselflies which may fold them over their back?

The dragonfly only becomes the familiar land-flying dragonfly after a brief few weeks.

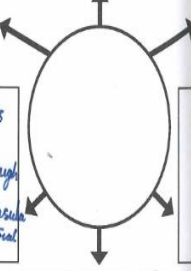


Large ponds, lakes, canals and slow moving rivers are the preferred habitat of the Emperor Dragonfly, particularly those with abundant submerged and free floating vegetation.

Where are the emperor dragonflies found throughout Africa and through most of Europe, the Asian Arabian Peninsula and South western, western and central Asia.

The Emperor is rarely found away from water, preferring large ponds that are well-vegetated with a variety of pondweeds.

Dragonflies do have enemies. Among the species that catch and eat other dragonflies are other dragonflies.

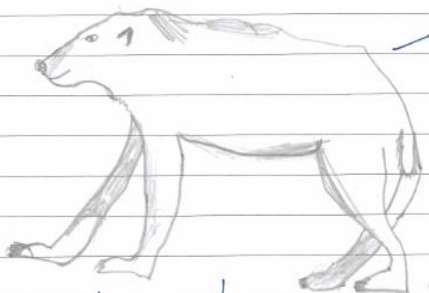


In Geography, we have been continuing making links in our learning; we used our knowledge from our science lesson to explore how animals adapt to polar environments.

Thursday 3rd October 2024

II. To explore how animals have adapted to the polar environment

Polar Bear



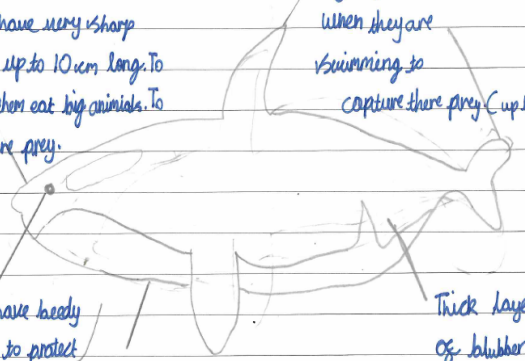
Thick fur on paws to insulate them from snow and ice and for grip.

Very high fat diet e.g. seal to help spread blubber which provides energy.

Their skin beneath thin fur is black, helping them absorb heat.

Large paws to help spread weight over ice and snow.

ORCA (killer whale)



To have lots of speed to when they are swimming to capture their prey (up to 30 mph).

They have very sharp teeth up to 10cm long. To make them eat big animals. To rip their prey.

They have beady eyes to protect their actual eyes.

They have a white belly to camouflage in the snow to capture their prey.

Thick layer of blubber to keep them warm.

Year 5 - To round off our Science topic of 'Earth and Space', we had an informative and engaging visit from the Wonderdome. In this workshop, we sat inside the mini planetarium and embarked on a short voyage into space, viewing all the planets in our solar system in detail. It was a really worthwhile and inspiring experience!



In Music, we have created a simple melody using Chrome MusicLab Song maker. We created loops that would sound good when played on repeat. We then created multiple melody lines and two percussion lines that played at the same time. We experimented with changing the tempo and the key before some of us performed our piece to the rest of the class.



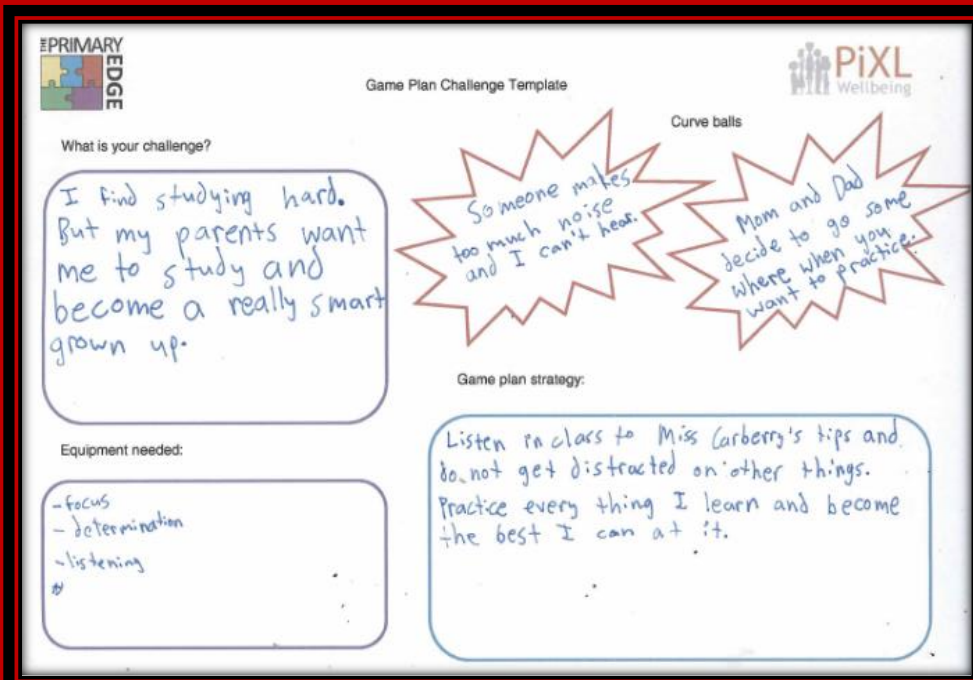
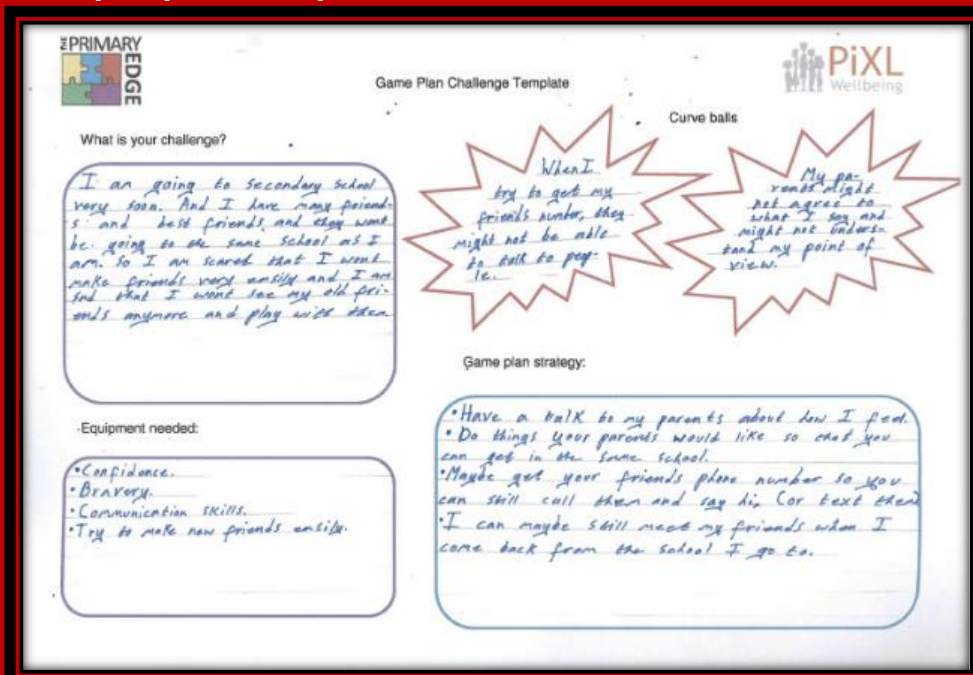
In PE we have been developing our defending skills to gain possession of the ball, in pairs and in a game like setting. We worked on our defending positioning to regain possession of the ball from an attacker.



Year 6 - This term in Music, children have been exploring Film music. We have learnt how graphic scores can be used to notate music and we experimented with using symbols and images to represent different sounds. In groups, children constructed their own graphic scores and practiced performing music to play alongside a film. Children have been working really hard to co-ordinate different instruments within their compositions and give a polished performance.



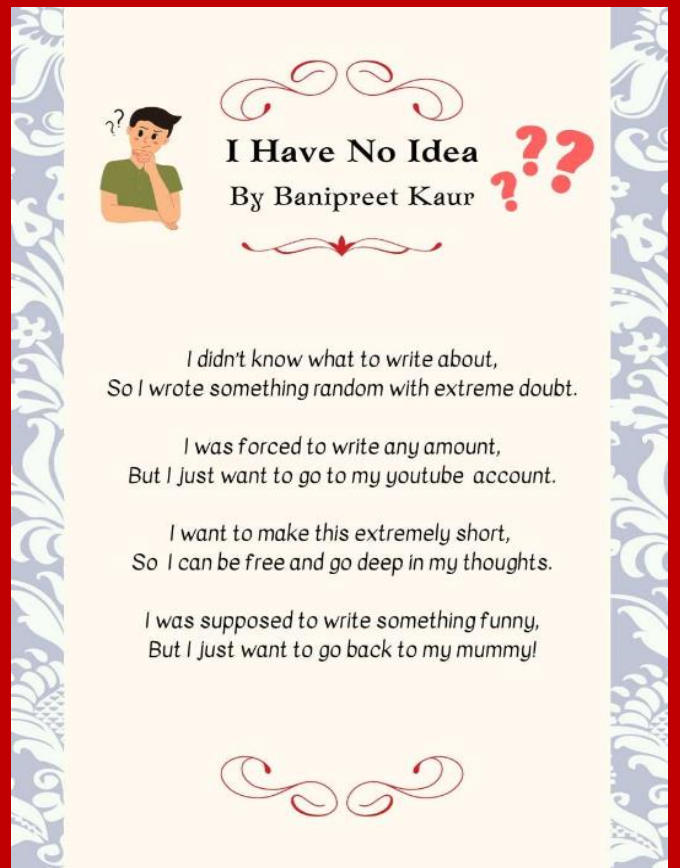
To commemorate Children's Mental Health Day, each class spent some time discussing how important it is to have a healthy mind and the ways in which we can keep ourselves healthy and happy. We discussed how life often throws curveballs at us and the importance of resilience to help navigate when the road is rocky. Children then created a "game plan" to support with specific challenges that they may face this year.



Last week, a visitor from Transport for London came to speak to Year 6 in a special assembly. The focus of the assembly was about different modes of transport and how to stay safe on public transport. Children were given advice on how to plan their journey to secondary school next year and who they can approach on public transport if they need assistance. Children were also informed about how to order their Zip cards to enable them to travel for free.



Children really impressed us with their poetry skills last week when we celebrated World Poetry Day. Children were challenged to make us smile or laugh with their independent poetry writing. We shared and read lots of poems that made us laugh as a class and then children wrote their own. Here is an example that made the teachers laugh out loud.



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 value: Resilience

Alexandra children, staff, parents and carers “bounce back” from setbacks. We show resilience and perseverance as we try to achieve our goals. We understand the need to work hard. We are not afraid to take risks and take on-board advice that is given to us to help us in our continual development.

What did you enjoy learning this week?

What are you looking forward to learning next week?

Who was kind to you this week and have you shown kindness to someone else?

