



PRINCE OF WALES PRIMARY SCHOOL

Newsletter
5th February 2021

Listening Excellence Attitude Respect Negotiate Enjoy Responsible Support

Dear Parents/Carers, Governors and Friends,

I hope that the green shoots and early spring flowers in our gardens and parks are a good omen for the Government announcements at the start the next half term on Monday 22nd. Local covid rates are in sync with national ones and if we continue to follow guidance and participate in the vaccination programme when offered it is possible that schools can reopen on 8th March.

In the meantime, we continue with our remote learning offer. From our attendance % below we can see that again more pupils are accessing this. Similar to our Home-School agreement, we have created a remote learning version, to clarify what expectations there are for school, parents and children in order to maximize its impact on learning. You can view this document here: [Remote-learning-agreement](#). Please read this through with your child and when agreed, sign the online form that has been emailed to you.

On our school website you can also find a few more remote learning documents: [Policies](#) | [Prince of Wales Primary School](#). Although we receive many encouraging comments from parents/carers we think this is also a good time to collate your views on our remote learning provision. I would be very grateful if you took time to complete this short form: [Remote Learning Questionnaire](#).

In the newsletter this week:

- This one is dedicated to Science learning across the school. I was impressed when attending a live session where the children were experimenting with salt solutions. All the examples on these pages show that practical work hasn't stopped.
- Next Tuesday we have a special focus on Safer Internet Day. With so much online learning taking place it is important that our children learn to use digital technology safely and also question information that they read online – see page 2 for more information.

Linking with this week's focus on Children's Mental Health and the upcoming Art week and Safer Internet Day, next Wednesday 10th February will be a dedicated Screen Free Day for pupils. They will be encouraged and challenged to undertake activities with a special focus on creativity. We hope parents/carers can join in too.

With highest regards,

Mr Jan M Bless - Headteacher

Our Value this week was **Express Yourself**

The following pupils modelled the value this week:

Mujde 1H, Nawal 1K, Ailon 1T, Aayden 2A, Neda 2L, Noah 2T, Yamin 3G, Shaun 3F, Nora 3W, Taj 4F, Samson 4H, Layla 4R, Naz 5G, Elyana 5K, Sienna 5T, Hifa 6B, Dilem 6T, Sophie 6TH

Remote Learning Attendance from Friday 29th January – Thursday 4th February 2021

Ash 64.66%	1H 82.22%	2A 85.92%	3F 91.20%	4F 93.91%	5G 92.30%	6B 94.28%
Birch 85.33%	1K 76.42%	2L 85.38%	3G 93.79%	4H 89.60%	5K 88.27%	6T 96.29%
Oak 80.76%	1T 73.79%	2T 76.00%	3W 88.80%	4R 97.50%	5T 93.07%	6Th 93.57%

Well done to **Birch, 2A and 4R** for best attendance this week.

Overall attendance since 5th January Y1 – Y6 **85.27%**



Tuesday 9th February 2021

Safer Internet Day

SAFER INTERNET DAY 2021



An internet we trust: exploring reliability in the online world

Safer Internet day started in 2004 and is now celebrated globally each year. It aims to promote the safe and positive use of digital technology and inspire important conversations about how young people can engage with the online world in a secure way.

This year, the theme is “An internet we trust: exploring reliability in the online world”.

Why is this important?

Now more than ever, we are aware of the fact that not everything we read online is true. We live in a world where opinions and beliefs can spread alarmingly quickly, and potentially give rise to what is now commonly known as ‘Fake news’.

Reading ‘Fake news’ and unreliable information can upset or worry people, particularly children. It does this unnecessarily.

Fake news helps create a culture of fear and uncertainty, with children trusting reputable news outlets less as a result of fake news.

How can I help my child spot fake news online?

Helping children understand and ask these questions for themselves may help them see if what they are reading online is reliable:

What’s the source?

Is it a reputable news source, and are mainstream news outlets reporting it too?

When was it published?

Check the date an article was published, as sometimes old stories are shared on social media. This could be an accident, or it might be to make it look like something happened recently

Have you seen anything similar elsewhere?

What happens if you search for it on Google or check it using a fact-checking website like Full Fact?

Do the pictures look real?

Images might have been edited. They might also be unrelated images that have been used with the story.

Why might this have been created?

Could someone be trying to provoke a specific reaction, change your beliefs, or get you to click a link?

Encourage them to **read beyond the headline** too. Many people share stories having just read the headline, then discover the actual story is quite different.

Point them to the government’s SHARE checklist (<https://sharechecklist.gov.uk/>) and advice from Childline (<https://bit.ly/3oYfsgd>) too.



Reading Books linked to our learning that we have read this week:



Future Friend by David Baddiel



It is about the future and how we can shape it. If we don't protect our world our descendants will have to pay the price. It is also about friendship and time-travelling.

Storyline: A girl named Pip from the year 3020 time travels back in time and meets Rahul from the year 2019. Pip teaches Rahul about how the future changes and Rahul decided to do something about it.

I would recommend this book to 8-12 year olds and to people who care about the environment and the future. The book is really inspiring and encouraging.

Rating: Excellent

Beverley in Class 6Th

BOOK
REVIEW

Star reader of the week!

Natalie ZA
8 quizzes taken
8 passed

For completing the highest
number of quizzes this week!
Well done!



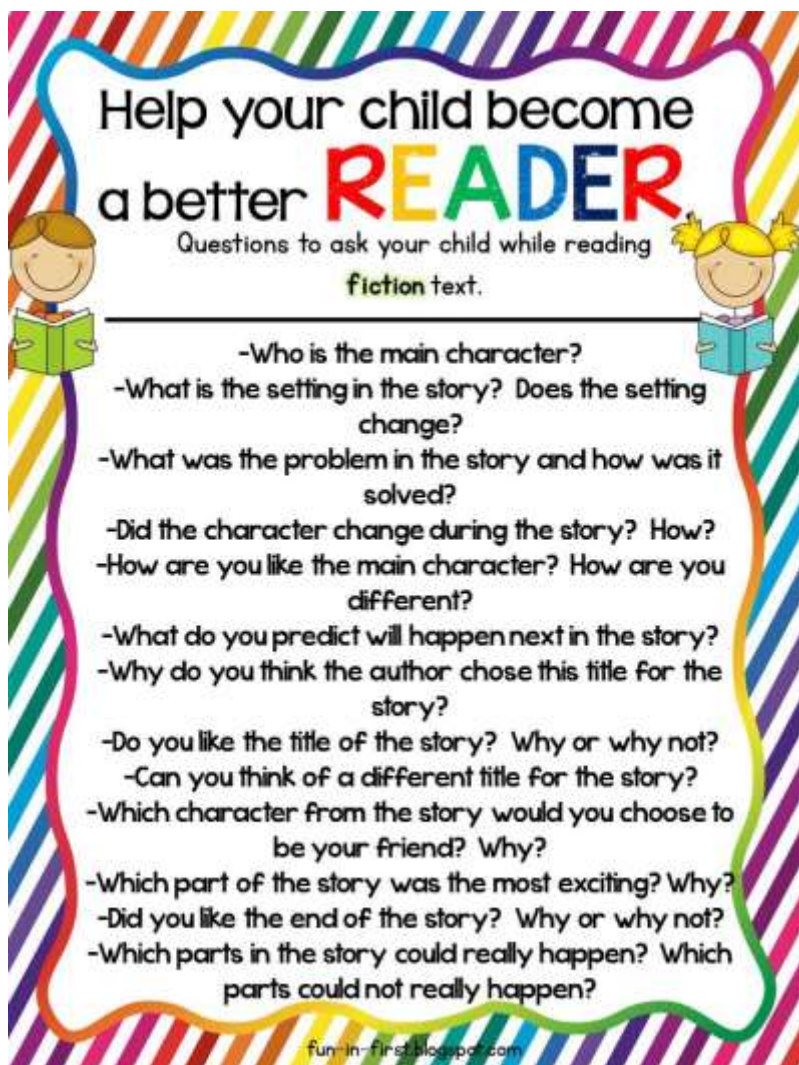
BOOKS



DISGONITS



Charlie in 1H enjoyed the story Mr Halley read to his class so much, he went and bought his own copy! The note says 'Charlie loved when you read this so much, that now he's got his own!'

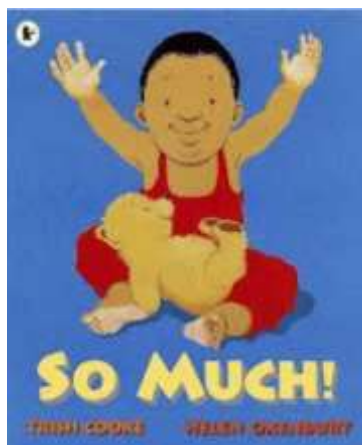


This week was Children's Mental Health Week. Please follow the link below to find a range of stories to support children's mental health awareness:

BooksforTopics: Mental Health

If you are struggling to get access to books at home, type some of these titles into you tube where you will find them read out loud!





Using SO MUCH, we made links to UW (understanding of the world). We looked at our baby pictures and talked about what we could do when we were babies and what we could do now.

In Literacy we have been reading the book So Much by Trish Cooke. We have talked about the characters and their emotions.



In the story they have a party for dad's birthday. We made a range of different Caribbean foods.



When we were babies we didn't have teeth.



When we were babies we said goo goo ga ga

Reception - Home Learning

Making fried dumplings

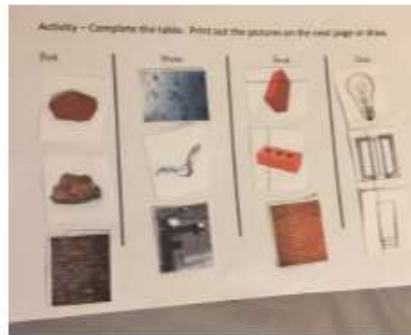


Making banana fritters



In science, year 1 have been learning about materials.

We spent time identifying, naming, and sorting a variety of everyday materials.



We talked about similarities and differences we noticed about materials too.



We moved on to investigate which papers best fit different purposes: drawing a picture; mopping up water and wrapping a gift.



Boloh

The Black, Asian and Minority Ethnic family Covid-19 Helpline and webchat

If you have been affected by the pandemic, are concerned about school, lost a loved one or need someone to talk to, you can contact one of our specialist support advisors today.

If you're not sure if we can help, it's okay to give us a call for free on **0800 1512 605**

Or talk to us on our webchat by visiting helpline.barnardos.org.uk and click on the icon on the bottom right

To find out more information visit helpline.barnardos.org.uk

You can tell us about yourself and, if we can't help you, we'll find someone who can. Our staff can talk to you in English, Urdu or Hindi.

You can call us between Monday and Friday 1pm – 8pm.

We can usually help if:

- you are over the age of 11
- you are from Black and Asian communities

Believe in
children
Barnardo's

Boloh

We are here to help children, young people and families affected by Covid-19 from Black, Asian and Minority Ethnic communities.

Helpline

You can call us for free on

0800 1512 605

to speak to a friendly person in our team, and we'll help you figure things out.

You can call us between Monday and Friday 1pm – 8pm.

To find out more information visit helpline.barnardos.org.uk

Webchat

Or talk to us on our webchat by visiting helpline.barnardos.org.uk and click on the icon on the bottom right

Our **webchat** is available between Monday and Friday 1pm – 8pm.

Believe in
children
Barnardo's

BOLOH Helpline is a service launched on 1st October by Barnardo's with funding from the National Emergencies Trust. The Helpline is a response to the impact of the pandemic on Black, Asian and minority ethnic communities who have been disproportionately affected. [Boloh - the Black and Asian family Covid-19 Helpline | BAME Helpline \(barnardos.org.uk\)](https://helpline.barnardos.org.uk)



Spotted

Besides the daily live class sessions, many school staff undertake daily 1:1 or small group support sessions. Here Mrs Truman is in the middle of a phonics lesson.

Our parents understand the importance of these sessions as they are vital to address any learning gaps that have been identified. Thank you for ensuring your child is ready to participate at the scheduled times!

We have received great feedback from parents who notice the difference these sessions make to their child's knowledge and understanding.

Share your views about remote learning at PoW: [Remote Learning Questionnaire](https://www.barnardos.org.uk/remote-learning-questionnaire)

YEAR 2

During Science week we have been looking at how we can stay healthy through the foods we eat. We have started by discussing how we can sort food items in different groups such as: dairy, fruits, vegetables, meat, grains, fats and sugars.



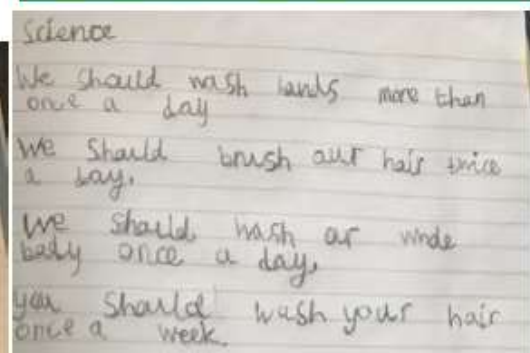
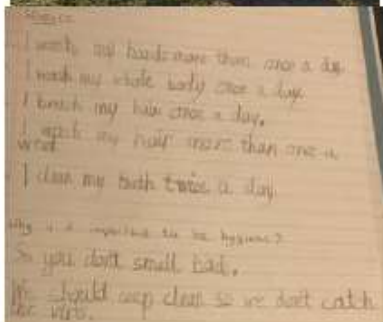
We then designed a healthy pack lunch. We had to think and decide what a healthy pack lunch should contain.



We have also discussed about the importance of daily exercise in staying healthy...



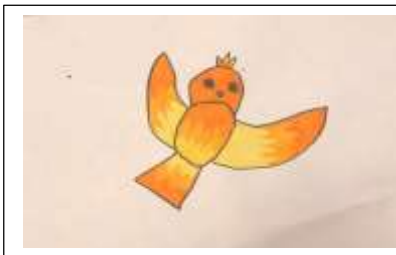
...and learnt about the importance of keeping our bodies clean.



Year 3 Home Learning



Our Science topic in Year 3 was 'Our Changing World'. We have found about seeds, berries, birds, seed dispersal, flowering plants and pollination. We have also linked our work to other subjects.



Ayse's beautiful bird

Fruit/berry	Colour	Shape
Banana	yellow	oval
blueberry	blue	sphere
apple	red	sphere
pear	green	oval
Pineapple	yellow	oval
strawberry	red	oval
Grapefruit.	Red.	Sphere.

Asser's table describing fruits and berries.

Colour number	Colour	Flower
1		Buttercup and a sun flower
2	 green	Grass, clover and dock are green
3	 pink	Rhododendron is pink and dog rose is pink
4	 lilac	Clematis is lilac
5	 purple	Periwinkle, pansy, iris and buddleia
6	 blue	Forget me not and blue bell

Mia's chart shows the different colours of flowers.

Ela's colourful flower!



Look at Shaun's work on pollination.



Zaynab's pictures of flowers and berries.

Saisons	Seasons
printemps	été
automne	hiver
mars avril mai	juin juillet août
septembre octobre novembre	décembre janvier février



This learning was also linked to DGR, History and French.

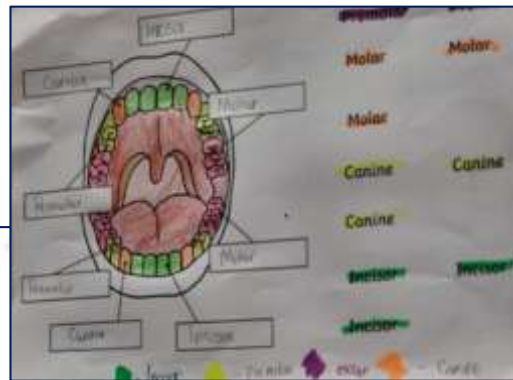
Year 4 Home Learning – Science



In Science we have been learning about the digestive system and how our teeth form part of this.

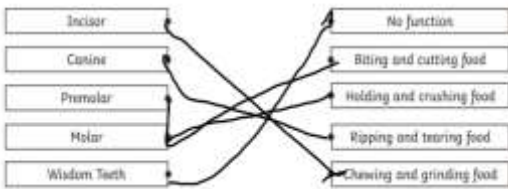
My poem

When you eat your food .
And it is in your stomach you are digesting your food
So, when you eat food you know .
So chew your food it goes in your throat and in your stomach.



Now match the teeth functions to the names.

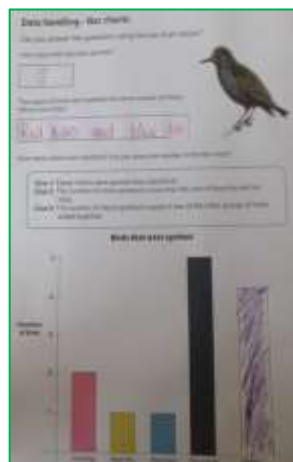
Match each tooth type to its function:



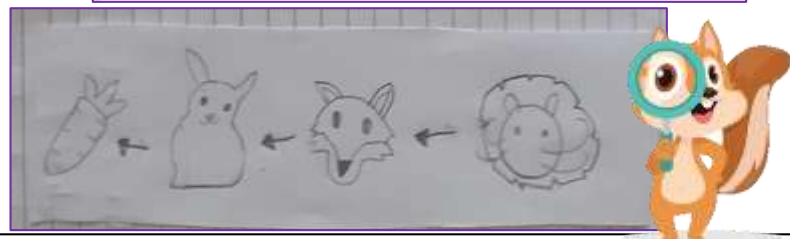
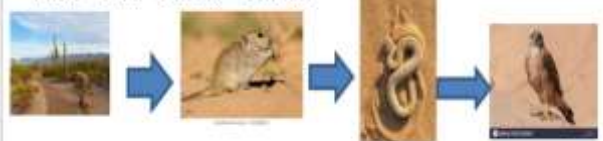
We explored food chains.



We participated in the RSPB birdwatch.



Plant --> rat --> snake --> hawk



Compare this work with all the other food chains on the page. What advice would you give about the arrows? Explain why.

Year 5 Science Journey 1

Dissolving different types of sugars:



Task 1 Prediction.

We will be looking at 3 different sugars and investigating what will affect how quickly they dissolve. Write down how you think will happen to each sugar when the **variable** is changed:

Brown sugar:

No stirring: I predict that - I believe it won't dissolve

Stirring: I think that... it will dissolve because it increases the dissolve rate

Warm water and stirring: I believe that it will dissolve

White sugar:

No stirring: I predict that... it won't dissolve

Stirring: I think that it will dissolve

Warm water and stirring: I believe that it will dissolve

Icing sugar:

No stirring: I predict that it won't dissolve

Stirring: I think that it won't dissolve

Warm water and stirring: I believe that it will dissolve By Raahil 5G

Evaporation is the changing of a **liquid** into a gas. Evaporation happens all around us without us **knowing** it. A puddle in the road which **disappears** is evaporating. The evaporation process will speed up when the temperature is **warm**.

You can see evaporation taking place when the kettle boils. **Steam** is the gas that we see.

Mellae made some good observations during our live experiment about **dissolving solids**:

Task 2: From watching the experiment, complete the table.

Name of solid	Observation: What happened when it was added to the water?	Observation: What happened after stirring?	Did the solid dissolve?
Flour	Some of it stayed on the surface and some of it sunk	The water turned white.	yes
Sugar	It sunk as soon as it got in the cup.	The water turned misty but was still transparent.	yes
Pasta	It sunk in an instant.	The pasta broke down the tiniest amount.	no
Salt	It sunk quite quickly.	The water became salt water.	yes



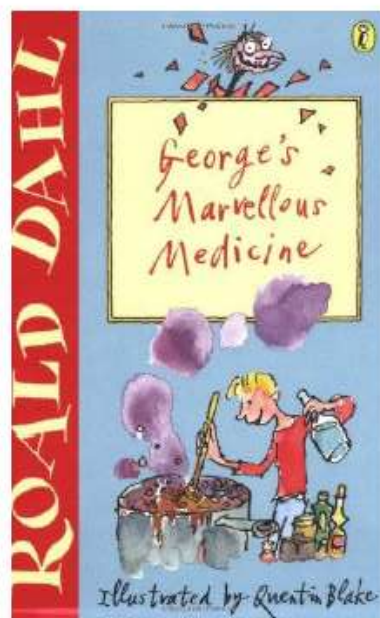
Year 5 children have been developing their conceptual knowledge and understanding of how different mixtures of solids and liquids might be separated.



How can we use this knowledge in real life scenarios?

Do materials stay separate? Do some materials disappear?

The children observed several live experiments during afternoon MS Teams lessons and recorded their observations.



This book gave us inspiration!

Robert 5T showed us how a marooned pirate could use the equipment to collect drinkable water and completed the activity well.

Match the equipment to how the pirate could use it to collect drinkable water. Use Letters to match the equipment to its use. One has been done for you:

Equipment	How the pirate could use it
A-Rope	G-Heat the sea water to make it evaporate.
B-Boulders	A-Used to tie equipment together
C-Bushes and trees	D-Collect and store water
D-Plastic boxes with lids	F-Collect water vapour
E-Knife	C-Create shade to cool water vapour back down.
F-Plastic carrier bags	B-Used to weigh things down
G-sunshine	E-Cut equipment and trees.



A mixing concoction!!

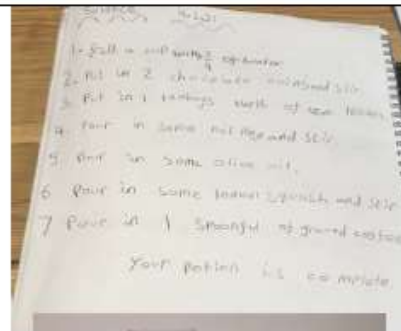
During our live session we created a mixture which simulated contaminated water. We then tried purifying the water by using sieves. When the purifying process was complete, Mrs Kancheva tasted the remaining solution to check if it was good for drinking. That made us laugh!

Beth 5K

Step	Instruction	Observation
1	Filled a third of a beaker with oil.	The oil was a yellow, golden colour.
2	Added the same amount of lemonade.	When we added the lemonade to the oil, we saw bubbles; it looked as though it was mixing; after a few minutes a layer of oil formed at the top with some bubbles.
3	Added drops of food colour.	When we added some drops of food colouring, the lemonade turned into a tinge of red and orange; a layer of oil was still the top.
4	Added a sprinkle of salt.	When the salt was added nothing really happened; just some bubbling could be seen.

I discovered that some liquids just cannot mix together like oil and water but we can separate some solutions.

By Varun 5G



You can use a spoon and scoop the oil from the top of the bowl; Then, a little bit of oil will remain at the top of the lemonade. You can filter it by using a plastic bottle for a funnel by making a small hole in a closed bottle's lid and cut the bottom of the bottle. After, pour the mixture into another bowl, take out the top part of the oil separately. After that keep on repeating the same method.

Now, we have to separate the lemonade with the salt. Place a tube on top of the narrow bowl mixture; Then, heat the bowl with the lemonade and salt mixture inside using the evaporation method. Next, the tube will cool the lemonade with the condensation method; collect the lemonade separately. Finally, the salt will remain at the bottom of the bowl and the lemonade will be in a different place.

Process	What I would do	Why I would do it
Sieving	I would pour the dirty water in the water and below the sieve I would put a bucket to catch the water.	I would do it to separate the contaminated water and the dirt, so we get one step closer to getting clean water.
Fire	I would use the fire to heat up the water so it becomes water vapor then all we will have left is the dirt in the flannel (because dirt doesn't evaporate).	I would do it because all I want is the water by itself not with the dirt, and if I do this I will get only fresh, cold water.
Evaporation	I would use evaporation to make the contaminated water vapor so the dirt and water is separate.	So the water and dirt are separate so I can go to the next stage to make the water clean.
Condensation	I put cold water in and it also comes out and in condensation I turn the water vapor to water by using a condenser.	I do it so the water vapor turns into clean fresh cold water and we can drink clean water instead of contaminated water.

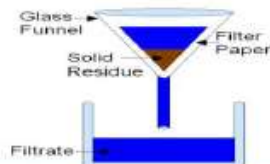
I learnt the processes used to obtain cleaner water. By Nihal 5G

Year 5 Science Journey 2

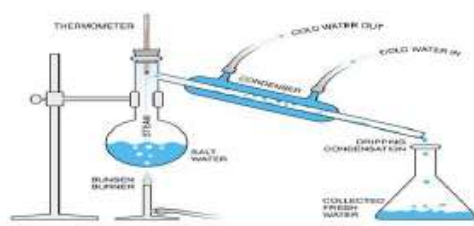
Sieving



Filtration



Evaporation and condensation



Butterflies can't
see their wings.
They can't see
how truly beautiful
they are, but
everyone else can.
People are like
that too.



Year 6 Science Learning Journey



Explaining how a shadow is formed.



Creating a scientific model to demonstrate how we see.

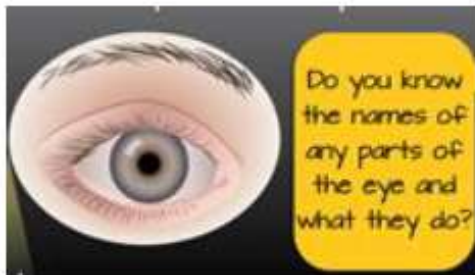
A shadow is created when light from a light source is blocked by an object.



Investigating how shadows can change. When the torch moves closer to the opaque object, the shadow becomes...bigger.



When do we use reflection in our lives?



Light Up Your World



Collecting items which are reflective and non-reflective.

Our Changing World

Participating in 'The Big Schools Winterwatch' live Lesson from the BBC.

Observing local birds.





CONGRATULATIONS!

Well done to everyone who has logged on to Times Tables Rock Stars this week! Each week we will be announcing the results of who has achieved high results on TTRS.

This week our three highest scoring students are:

Francesca 6Th

Nihal 5G

Spencer 4F

The certificate for the class with the most active players in the whole school goes too...

2L – Congratulations 2L! You had 93% of your class actively playing with an average speed of 6 seconds per question. Well done!

Don't forget to login and play. Try and be the winning class! We can't wait to see who has been practicing their times tables! Keep rocking!

TIMES TABLE OF THE WEEK

If you know one of these facts, what other facts can you work out?

2 × 6 = 12

12					
2	2	2	2	2	2

12 ÷ 2 = ?

TIMES TABLE OF THE WEEK!

How many ways can you represent each fact?

6 × 2 = 12

12	
6	6

12 ÷ 6 = ?



Can you find any arrays around your house which show this times table fact? Send them to your teacher and look out for it in next week's newsletter!

has COVID-19 knocked
you off your feet?
causing problems with
money and employment
**the right support is out
there**
we can offer you

- **free employment
and debt advice**
- **help you access
the right benefits**
- **financial aid up to
£500**

Life After Loss



"long-COVID"
disrupted your life?

0300 330 1167

scan here



<https://bit.ly/3pGcHAQ>



Enfield

citizens
advice

Enfield