



PRINCE OF WALES PRIMARY SCHOOL

Newsletter
12th February 2021

Listening Excellence Attitude Respect Negotiate Enjoy Responsible Support

Dear Parents/Carers, Governors and Friends,

I can imagine the collective sigh of relief that come from parents'/carers' and colleagues' homes now that we have reached the end of the past six weeks of intense remote learning. Whilst our Lockdown 1 provision was of good quality, through setting work on Ms Teams and the daily live sessions we have transformed the way children have direct access to their teachers and supporting adults. I would like to acknowledge and thank parents and carers for the significant part you have played. It is of course a far cry from the sounds and business of a full hardworking school environment and it remains a challenge to connect with every pupil and parent whilst we are closed.

In anticipation of news that we can start returning to 'normality' and in response to dropping infection rates, we are increasing the sizes of our bubbles after the half term. I am also pleased to confirm that I was able to secure more laptops and these arrived today to distribute. These developments will lead to more pupils having access to quality education and recovering lost or forgotten learning.

What is also helpful is your feedback to remote learning. The 35 responses and comments (so far) are read, shared and acted on. I would like to encourage the other 400+ families to also give a little of their time to complete this survey: [Remote Learning Questionnaire](#).

Our attendance data clearly demonstrates that there is a strong desire in our school community to learn and we saw another increase this week. 4F has impressed us in particular with their 100% attendance – a first since March 2020!

We can now enjoy a week of half term holiday (away from a computer) and look forward to what we all hope will be a swift return to school for real live lessons, surrounded by friends and teachers.

In the newsletter this week:

- PSHE (wellbeing) and Music was the focus in the previous week. The year group pages demonstrate the high quality learning and progress that has taken place in these areas within and between each age group.
- Have you noticed that in the past few weeks our reading page includes a book review? - page 2 (also includes a link to audio/YouTube book)
- For those wondering what our school grounds looked like covered in snow, page 10 is made up specially for you.
- There was no shortage of creative learning on Wednesday's screen free day. Some KW/V provision parents however may not want to look at the very bottom of page 15 as it may spoil a surprise relating to 14th February, oops!
- Finally, one member of our school community is walking to raise money for a charity and has already exceeded a half marathon. Can we all help him out? Page 13

Wishing you all a lovely half term break,

Have you noticed the changes to our school website? See page 4

Mr Jan M Bless - Headteacher

Our Value this week was **thinking critically about online safety**

The following pupils modelled the value this week:

Jessica R 1H, Ashton 1K, Eljay 1T, Phoebe 2A, Bella 2L, Anna 2T, Zaynab 3F, Lily O 3G, Alessandro 3W, Mariane 4F, Tea 4H, Yamilsia 4R, Sultan 5G, Elizabeth 5K, Hasanefe 5T, Naomi 6B, Mohamed 6T, Riel 6TH

Remote Learning Attendance from Friday 5th February – Thursday 11th February 2021

Ash 70.00%	1H 84.25%	2 A 84.25%	3F 97.11%	4F 100.00%	5G 88.46%	6B 95.53%
Birch 82.50%	1K 87.50%	2L 85.57%	3G 92.24%	4H 83.00%	5K 87.06%	6T 97.22%
Oak 75.89%	1T 93.96%	2T 77.00%	3W 81.00%	4R 94.79%	5T 92.30%	6Th 91.96%

Well done to **Birch, 1T and 4F** for best attendance this week.

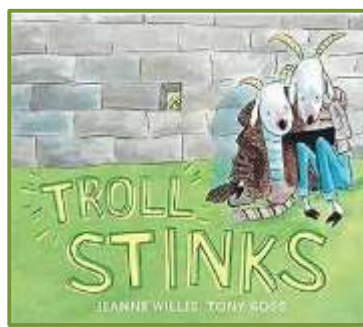
Overall attendance since 5th January Y1 – Y6 **85.99%**

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



As part of **Safer Internet Day**, these three books were read to classes by some teachers. They are a great starting point for conversations with your children about online safety!

You can find them all read out loud on YouTube and follow the link below to watch the author read 'Old Macdonald had a Phone.' <https://www.youtube.com/watch?v=neWgJV5DjdM>
[Jeanne Willis Reads Old Macdonald Had A Phone - YouTube](#)



Bijan and Manije

The story of *Bijan and Manije* is one of the ancient epic stories of *Shahnameh* (Book of Kings). Last term, year 6 read the *Phoenix of Persia* which was another epic story from *Shahnameh*. These Persian stories and myths were gathered together by the poet Ferdowsi in the 10th century.



The poem was written using 50 000 rhyming couplets which means the last word in each line rhymes with the next line. Some year 6 pupils had a go at this. This is Beverley's poem telling the start of the story- look out for the rhyming words.

In a time of history

There was a mystery,

Why Turan and Iran were foes,

And why King Afrasaib made his subject trembles, who knows!

Whilst boars were out and about,

Bijan, a valiant, young man stood out,

And defeated the boars with a rope,

And a heart of hope.

King Afrasaib's daughter fell in love with the young man,

But word spread to King Afrasaib and he had a cunning plan.



BOOKS & BISCUITS



Book Recommendation- Bijan and Manije



This Book, *Bijan and Manije*, is a beautiful story of love between different people. This book reminds me of *Romeo and Juliet* but with a distinctive Persian flavour.

A twist of fate brings Bijan face to face with the daughter of his enemy. They fall in love and refuse to abandon each other, even under duress. Can Iran's greatest knight, Rostam, help save the day and bring the warring nations to peace? Well, I guess the only way to find out is to read the book.

I would recommend this book to age 9 plus because it has some difficult words for younger ages but it is a really good book if you take time to read it. My favourite part is when he goes against the king for the love of his life.

Christabel in 6T

Extreme snow reading!



This week, children in year 6 made the most of the snow to try some 'extreme snow reading!' Over half term, see if you can take some 'extreme' reading pictures and send to your teacher!



The children in school, along with Miss Dunlea, took a virtual trip to Antarctica this week to do some reading! They got out their torches, lit the fire and enjoyed some peaceful reading time!



[Sing Up at Home](#) | [Sing Up](#)

[A-Z all songs](#) | [Sing Up](#)

Click anywhere on this section for the live link

🎵 **#FeelgoodFifteen** 🎵
with **singup**

Join us LIVE every Tuesday at 9am



View our new easy to navigate website



Prince of Wales Primary School

learning together, growing together

T: 01992 762840 [Song](#)

FOLLOWING WHOLE SCHOOL COVID-19 CLOSURE, YEARS 1, 2 & 3 RETURN ON MONDAY 8TH NOVEMBER, ... YEAR 3 RETURNS ON TUESDAY 1ST DECEMBER, ... YEAR 6

[CONTACT US](#)

[REPORT BULLYING](#)

At Prince of Wales, we aim to provide a happy, secure and caring environment where children and staff work hard and achieve success. We work closely with parents as we believe that you are the first teachers of the children and that, by working together, we can provide children with a good education which will prepare them well for future life. We look forward to a long and happy partnership in your child's education.



Erasmus+

COVID-19

**INFORMATION
& UPDATES**

COVID INFORMATION

Test your website knowledge and research skills. Quiz to follow later in the spring term with prizes

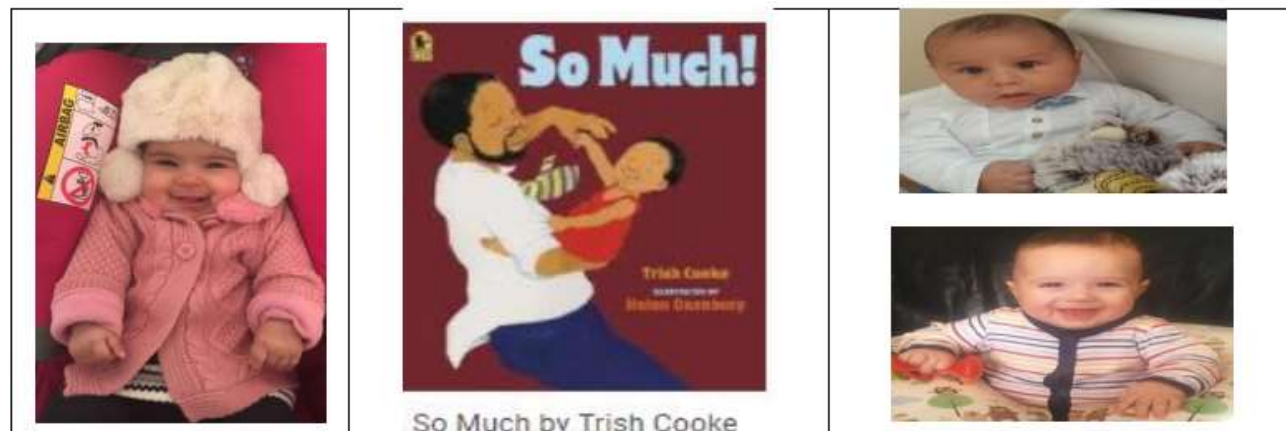
POW WEBSITE

- Look at our new year group pages. Find out what your child's year group are doing
- Visit our school and see our school brochure about everything you need to know, lunches, uniform, term dates, absences etc.
- Parents page all the information you need in one place COVID, Friends of POW, food bank and more.
- Home learning video How to access teams.

EYFS Home Learning – PSHE and Music Week

We have been learning all about our feelings and expressing our emotions...

We have been reading and exploring the story 'So Much'. The children have talked about the characters feelings and why the baby felt happy. We shared our baby photos and talked about how we have changed since being a baby...



So Much by Trish Cooke

The children were able to recognise how they were feeling from a chart of emotions. We explore things that make us happy, sad, tired, worried and excited. The children drew pictures of their emotions and wrote 'thank you' messages to people who make them feel special.



In the story it was the Dad's birthday and everyone was happy to celebrate his birthday. We explore how our birthdays are a special family celebration. We wrote party invitations and made birthday cards.

We have been expressing ourselves through music too...

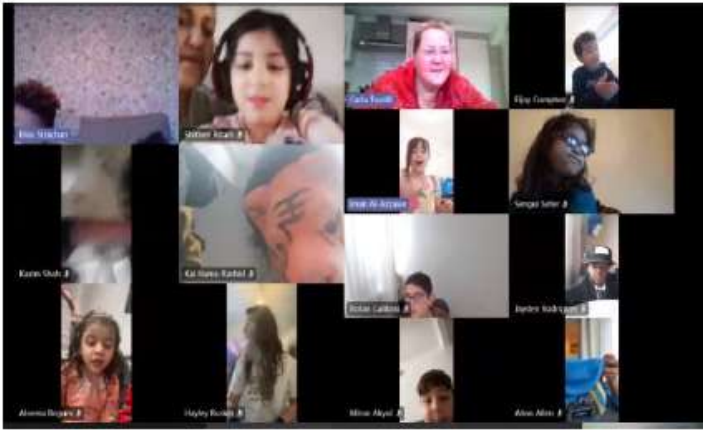
The children made instruments at home using junk modelling. We made guitars, shakers and drums.

During the live sessions we practised playing our instruments quietly and then loudly. We practised making repeated patterns with our instruments.

On Friday we created a 'party' for the Dad in the story 'So Much'. The children sang 'Happy Birthday' to the Dad and we all played our instruments together on Teams as we sang...and we all felt very happy too!



In Year 1, we had a day where we **dressed to express** ourselves.



We spent time talking about our feelings and how they are all important. We were able to share ideas for managing our feelings.



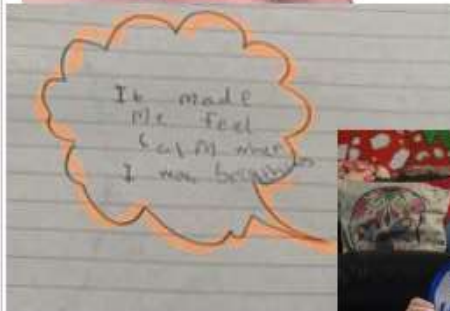
We shared things that we do to relax and make ourselves happy and calm.



In Year 2 we have been exploring ways to improve our



We tried some relaxation breathing exercises. This is how



we felt



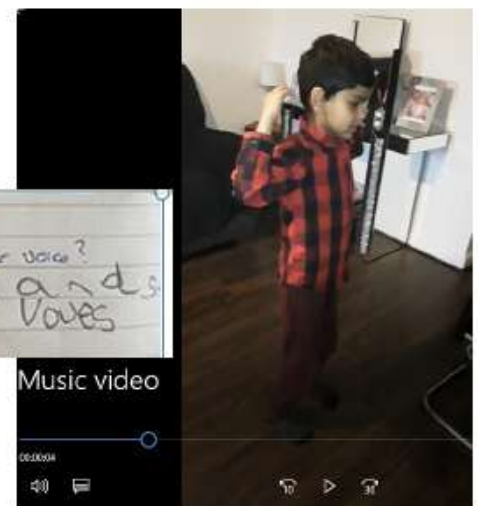
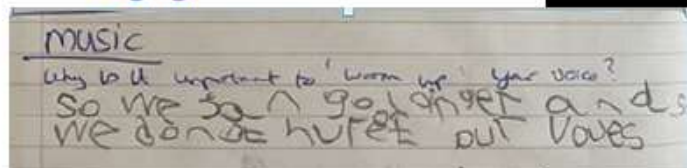
We designed posters to show images which might help us to relax.



Some of us danced along to music and then sent in our videos.



We discussed why it is important to warm up our voices before we start singing.



Year 3 Home Learning



We have been learning how to express ourselves through drawings, music and talking about our feelings.



Listen to this song and join in by clapping, clicking your fingers, using percussion instruments, miming or dancing.



[Labrinth - Express yourself \(Lyrics On Screen\) - YouTube](#)

If you could design your own hat (or other item of clothing) to express yourself, what would it be like and why? Draw it and send a photo to your teacher.



I am happy when I get to meet up with my cousins.
I am sad when I fall over.
I am excited when we went to the funfair.



Music

Yesterday you learned some Sogo rhythms – African drumming rhythms.

You needed to play your beats evenly, tapping or clapping on one of these...



Table

Chair

Your lap

A drum

Let's practise some even drumming. Watch the video below and practise keeping the beat – making your claps have even gaps between them.



Use the clapping table - here's how...

Clap or tap 8 times, evenly - each beat lasts the same length of time. This example table shows an 8 where you clap or tap.

RHYTHM (OSTINATO)	1	2	3	4	5	6	7	8
Beats	1	2	3	4	5	6	7	8
Clap or tap	■	■	■	■	■	■	■	■

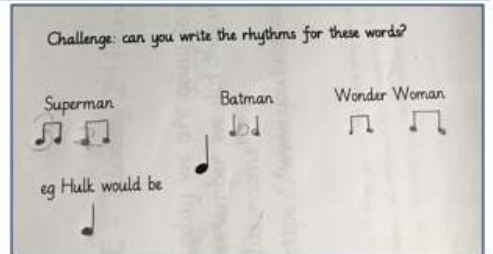
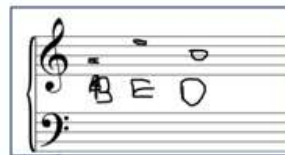
Now clap this table - the table shows an 8 where you don't clap or tap - instead you rest, counting the rest beats in your head.

RHYTHM (OSTINATO) 1	1	2	3	4	5	6	7	8
Beats	1	2	3	4	5	6	7	8
Clap or tap	■	■	■	■	■	■	■	■
Rest (silence)	■	■	■	■	■	■	■	■

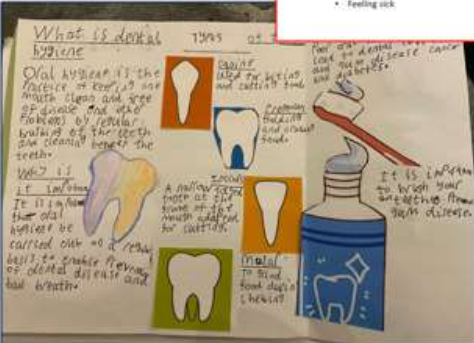
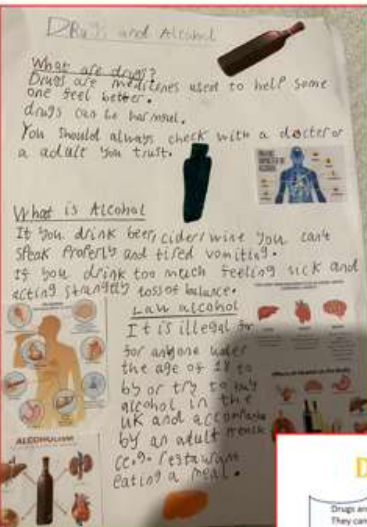


Year 4 Home Learning – Music and PHSE

Our Music focus was notes, rhythms and beats - getting ready for learning recorders.



In PHSE we have been learning about keeping our teeth healthy and the dangers of drugs and alcohol.



WINTERLY SCENES AT POW



Visitors to our Gardens

It has been a very cold week and everything here at Prince of Wales has been covered in a blanket of snow. The snow makes everything look very pretty; it also offers us a hint at what kind of creatures have been visiting our gardens. Can you identify each of the creatures from their footprints?

Lisa Homer – Head Gardener

Throughout this topic, Year 5 have been exploring traditional West African songs. We all took part in live sessions led by Mrs. Redmore and participated in a wide variety of 'action songs' - songs that required us to get moving!

We also linked our DGR work to music, exploring how sound is made and discovering some of the differences between manmade sounds.



Home again! Home again!
When shall I see my home?
When shall I see my native land?
I shall never forget my home.

"In the second verse the men begin to harmonise their singing."
Rachel, 5T



In DGR, Robert was able to research and identify some of the key terminology about how sounds are made.

Year 5 Music learning Journey

Siloe completed a closed procedure task to show her understanding of how sound is made.

To make a _____ sound _____, something must _____ vibrate _____. When this happens, we can hear different noises. Noises can sound high or low, and we call this their _____ pitch _____. A low sounding note is caused by something that _____ vibrates _____ slowly. The faster that something is able to _____ vibrate _____, the higher the _____ pitch _____ of the sound will be.

By Varun

1. Sound occurs when a vibrating object creates sound waves.
2. Sound waves then travel through the air and create a similar vibration in a person's ear, enabling them to hear the sound.
3. On instruments with strings, the lower notes are produced by thicker strings. For example, the lowest string on a piano is over six millimetres thick, whereas the highest string is under one millimetre thick.
4. I would expect a large drum to make a loud, long sound that would create lots of sound waves.
5. Well not always; a method for a guitar is plucking. For a violin you have to use a bow to tune the violin. Therefore, the same method is not used in all of the string instruments.
6. The lowest string on a piano is over six millimetres thick.
7. The harpsichord and the harp their distinctive shape, the curved side being created by the gradually-increasing length of the strings as the notes get lower.
8. Pianos and harpsichords have a curved shape because, the more curved it is the more lower the note will be.
9. I think the low and high notes last longer because of the vibration; the more vibration the more longer.
10. Clarinet and trumpet.

Word	Meaning	In my own sentence
Vibration	A movement to and fro	There was a vibration
Detect	Find	I had to detect the gold
Regardless	Unaffected	I had to do it regardless of the time
High-pitched	A high sound	The music was high-pitched
Distinctive	Properties that make something easy to spot	His name was distinctive
Bassoon	A bass woodwind instrument	He played the bassoon



Though we took part in body percussion, the musicians in the videos used a variety of instruments, including a *djembe*, the African drum that we all familiar with from our school music lessons!

Year 5 Music Spring 1 2020

I can discuss the structure of a song
Home Again

This song is popular in West Africa. Soldiers and sailors frequently sang it when returning home. There are versions of this song in several African Languages. Sailors on long voyages made decorative boxes from shells and other materials for sweethearts at home. Sometimes the words "Home Again" made up part of the design.

What is the structure of the song?

How many times is the song sung?

What changes each time?

How many instruments are there accompanying the song?

Can you name them?

Can you clap the rhythm of the instruments?

If you were going on a long journey what would you miss most about home?



Rank Tank

Can I recognise a call and response song?

Listen to Rank Tank

This song tells a funny story about a pig and a mouse. Although the song originated in Africa, the song is Caribbean.

Can you retell the story in your own words?

Who can summarise the story in one sentence?

What phrase is repeated in the song?

How many times is each line repeated?

How does the song start?

How does the song end? (same or different?)

What is the rhythm on the cowbell?

Mrs. Redmore provided us with lots to discuss when introducing us to the different songs and rhythms.

Our music work culminated in the whole of year 5 coming together to sing and clap the rhythm to 'Ranky Tank' a fun story about a pig who climbs a tree in pursuit of some delicious honey!

Questions.

1. What two types can sounds be divided into?

Nature and People

2. What word is used to describe sounds made by people?

Manmade noises

3. What word in the first line of the second paragraph could be replaced with the word 'deliberate'?

intentionally

4. Give 3 examples of intentional sounds.

Singing talking crying

5. Write down 2 things intentional sounds can be used for.

Talking can be used for communication and singing can be used for a hobby

6. What produces many by-product sounds?

transport

7. Give an example of a by-product sound.

train

8. Name a movement which can cause vibrations, making a sound.

A plane

By Tommy 5G



See the piggy in the tree,

How he love his honey.

Put his foot in the nest.

The bees never rest.

See the piggy Ranky,

He drop with a clanky.





My London

14 m · 🌐



Nathan is 7 years old and this month he is walking to raise money for children and adults with disabilities. He originally set out to walk the distance of a half marathon, but he has already walked 23km in just four walks, exceeding his 21km target.

Nathan, from Enfield, said: "I like helping people in need and I wanted to help the Zebras Children and Adults Charity to raise some money. I do lots of walking with my mum and I wanted to use this to raise money. I would like to raise as much as I can so they can give to the families."

Nathan, you are an inspiration to us all! You can donate by visiting his GoFundMe page: shorturl.at/qxX27



The press department at GoFundMe was so overwhelmed by Nathan's fundraiser that she wanted to pitch it to her media contacts. His family were then contacted by My London News to feature Nathan on their page on Facebook to help him raise more money for the charity).

Today the story when up. Super proud of him.

He has already gone past the half marathon on 4 walks and he will continue throughout the month to see what his final distance will be.



Arian – 6B

Year 6 Home Learning Page

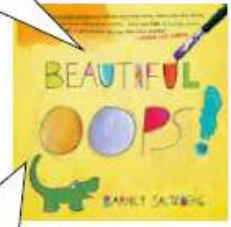
This book is telling us that mistakes are OK to make because we learn from them and it is good to express ourselves. Sejdi 6B

Caleb – 6T



Look at the wonderful posters on healthy lifestyles!

Kazhal -6Th – Healthy lifestyle checklist



We can express ourselves by singing, dancing or even just by being ourselves. We can also express ourselves healthily by talking to someone, writing or going for a walk. I think the message of the second video was that mistakes help us learn from them. Emilia 6B

The wind makes a soothing, faint sound and the image of the poem means there is a smooth, mellow, faint timbre. So we need to create faint music getting louder and quieter. So my chart of wind was faint, a bit loud, faint again, really faint, loud, faint. Arian 6B

PSHE

Checklist-

- *Eat healthy
- *Go on runs
- *Have a limit on screen time
- *Always brush your teeth
- *Have showers daily
- *Go to places (experience matter)
- *Keep safe (for everyone)

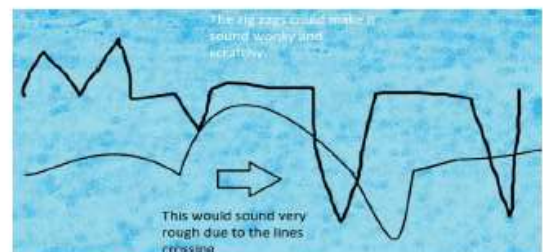
Sally – 6T

A Timbre describes a particular sound quality of an instrument.

I would describe the sound waves as a scratchy, hard and rough sound. Bel -6T



Rei- 6T



Oskar – 6B - sent a video of different timbres. Here he is scrunching up paper to make an icy sound.



Derin – 6B and Jevay -6T- Icy sound picture



Look at the different ways Beverley and Sophie in 6Th created icy sounds to go with the poem 'The Kayak'





SPOILER ALERT!