



PRINCE OF WALES PRIMARY SCHOOL

Newsletter
12th March 2021

Listening Excellence Attitude Respect Negotiate Enjoy Responsible Support

Dear Parents/Carers, Governors and Friends,

We could not have asked for a better start to this week after 2 months of remote learning. Our pupils started with a fantastic attitude and demonstrated how happy to were to be back by being fully engaged. Find out on page 13 how Year 6 rekindled their friendships

Be Ready, Be Safe, Be Respectful

This week, Miss Clarke officially launched our three new rules for our school: Be Ready, Be Safe and Be Respectful that can be used in any situation. In fact, every child and parent modelled those perfectly on Monday: by coming to school on time and wearing a uniform, children showed that were ready to learn. Every adult wearing a face covering as they came on site not only demonstrated their desire to keep themselves and everyone else safe, it also showed respect to the school and wider community where many have suffered from the effects of Covid and the lockdowns. See page 19

Devices on loan from school

Over the next weeks, we ask that children from each year group in KS2 return the laptops that they are borrowing for a health check. Once Mr Sin has looked them over, they will be returned to them for weekly MS Teams homework, as long as they have been used regularly and been looked after well. Each year group will be contacted in advance with Year 6 starting on Monday 15th January.

In the newsletter this week

- Geography was the subject of last week and this is reflected in the year group pages this week. Mr Halley leads this subject for our school and he introduces himself on page 3. On page 15 you can find out about the progression of skills in using maps.
- Accelerated Reading quizzes have increased significantly now that we are back – page 2
- Check key information for parents/carers on pages 6, 8, 17 and 18

Wishing you a lovely weekend,

Mr Jan M Bless - Headteacher

This week we focused on our 3 new rules: Be Ready, Be Safe, Be Respectful

The following pupils modelled these well:

Kayle 1H, Timur 1K, Botan 1T, Adrian 2A, Zeynep 2L, Eli 2T, Dalya 3F, Jace 3G, Cinar 3W, Tibah 4F, Ayah 4H, Beau 4R, Isabella 5G, Jesal 5K, Esther 5T, Sariah 6B, Eren 6T, Bartosz 6TH

Attendance this week

Ash 93.21%	1H 96.43%	2A 97.41%	3F 96.80%	4F 88.18%	5G 94.23%	6B 98.21%
Birch 90.00%	1K 94.29%	2L 96.54%	3G 97.50%	4H 93.60%	5K 95.52%	6T 97.04%
Oak 92.96%	1T 92.86%	2T 93.60%	3W 96.00%	4R 93.36%	5T 96.85%	6Th 91.20%

Well done to **Ash, 2A and 6B** for best attendance this week.

Overall attendance since Monday 8th March 2021: **95.09% not including FS2**

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



Achievements

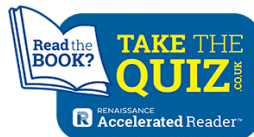
Star reader of the week!

Asser 3F

15 quizzes taken

15 passed

Well done again for completing the highest number of quizzes this week!



Accelerated Reader

CHAMPIONS of the Week

Well done to class **3F** for most children completing an Accelerated Reading quiz this week!

Amount of quizzes taken: **45**

Amount of quizzes passed: **45**

Congratulations

BOOKS & BISCUITS





Curriculum in focus: Geography

Introducing myself

My name is Stuart Halley and I am the geography curriculum lead at Prince of Wales. I studied geography at University of Wales and my passion is maps. Here I am checking an Ordnance Survey map, half way up Mount Snowdon. And yes, it was fun and I got to the summit.



This is my favourite display at Prince of Wales School. We can proudly call ourselves a global school. We have children and teachers from all over the world.

Rather than learning geography, I like to think that we learn about the people in our school and the places that they come from. It helps us to understand each other.



Climate Action

At Prince of Wales we have lots of great initiatives to help our children to learn about the environment. We have recently started working with a climate change company called Hopes and have had energy sensors installed onto our meters. That way we can measure and reduce energy consumption and CO2 emissions. We can really make a difference.

Geography in this issue. Please take your time to enjoy the wonderful range of geography learning taking place in our school.



ENFIELD
EDUCATION
SERVICE

RAPID LATERAL FLOW TESTING

Households and bubbles of all school pupils and staff

From 1 March 2021, if you're a member of a household, childcare bubble or support bubble of staff or a pupil you can get a twice-weekly test. Here is how:

1

Take a test at a rapid lateral flow test site

Centres open 7 days a week 9-6pm

- Boundary Hall, 7 Snell`s Park, N18 2SY
- Brigadier Hall, Cedar Road, EN2 0NL
- British Alevi Federation Community Centre, Great Cambridge Road, N9 0LE
- Green Towers Community Centre, Plevna Road, N9 0TE
- Kempe Hall, Kempe Road, Enfield, EN1 4QS
- Southgate Library, High Street, Southgate, N14 6BP
- John Wilkes House, 79 High Street, EN3 4EN

2

Collect test kits

You can collect 2 packs of home test kits at a local collection point. Each pack contains 7 tests.

Centres open daily 1.30pm-7pm

- Lea Valley Athletics Centre , N9 OAR
- Boleyn Hall, EN1 4HS
- Raynham Road Car Park, N18 2SJ
- Lodge Drive Car Park, N13 5UB

3

Order home test kits online

If you cannot attend a test site to be tested or collect home test kits you can order online for home delivery at:

<https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>



How to do the test – by a school child:

<https://www.youtube.com/watch?v=SLcJV5bw2qI>



DfE Full guidance can be found here:

<https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff>

EYFS Newsletter

Understanding of the World/Geography

The children explored and asked questions about aspects of their familiar world when walking to lunch past the gardens.

On a local walk in Enfield what did the children find?



**CARERS
TRUST**

YOUNG CARERS ACTION DAY

16 MARCH 2021

Protect Young Carers' Futures



Join us to recognise and celebrate young carers' skills.

Everyday across the UK thousands of young people help look after someone in their family or a friend, who is ill, frail, disabled, or has a mental health condition or addiction.

Get involved with Carers Trust's Young Carers Action Day Campaign.

Support young and young adult carers to realise their education, ambitions and future career dreams.

Find out more and get free resources to help you at:

Carers.org/YCAD

#YoungCarersActionDay

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Devices on loan from the school for home learning

Pupils who have a laptop/device on loan for home learning must return these to their class for a check on

Year 6 - Monday 15th March

Year 5 - Monday 22nd March

Year 4 - tbc

Year 3 - tbc

When receiving a device on loan, parents/carers are committed for their child to complete all the homework that is set via Teams every week.

The laptops/devices will be returned to the child for the remainder of the school year to complete weekly homework.

We have received a few extra devices for KS2. Please contact the school office if you wish for your child to be considered.

FUNDED BY THE
WINTER COVID GRANT

For each FSM child, you will be entitled to £30.

You will be sent an E-Voucher via your child's school.

Vouchers will be sent between 29th March and 5th April

**FREE SCHOOL
MEALS
VOUCHERS
EASTER
BREAK
2021**



Comic Relief's Red Nose Day

A Prince of Wales Charity Day - Friday 19th March



Please donate via Parent Pay or cash, **£1** to attend school dressed as a 'superhero'...you can create your own costume, or you can wear red.

Please click the link to pay via Parent Pay

<https://app.parentpay.com/ParentPayShop/Foc/Default.aspx?shopid=2698>



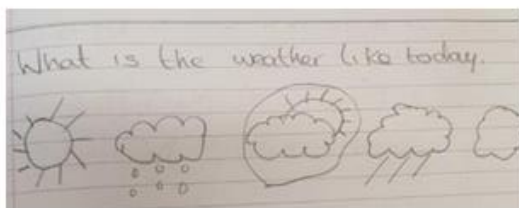
Remember - No red hair spray or face paint.

THANK YOU
for supporting Red Nose Day

Last year we collected
£586.51
Can we do even better
this year?

We now have a Comic Relief donations page for our school. Please use the link below to donate £1 if your child does not wear their uniform on Red Nose Day. <https://app.parentpay.com/ParentPayShop/Foc/Default.aspx?shopid=2698>. All donations go to Comic Relief.

In Year 1 we have been learning about the weather and climate.



We recorded today's weather using symbols and even made our own weather reports.



"Here is Vladi with the weather. Today was very cloudy with a temperature of 10 degrees."



We made our own rain gauges to measure rainfall.

And learnt about hot and cold places and thought about what clothes to wear.



We discussed climate change and made a poster.





DATE	EVENT	YEAR
19.03	Comic Relief – see below	
01.04	School breaks up at 1:15pm for EYFS/KS1 and 1:30pm for KS2 for Easter	all
19.04	Start of Summer Term 1	all
23.04	Vocabulary Day to celebrate Shakespeare's Birthday	all
03.05	May Bank Holiday – School closed	
06.05	Polling Day - School closed and Parent Consultations	all
28.05	Inset Day - School closed	all
31.05	Half Term Break	all
07.06	Start of Summer Term 2	
10 & 11.06	Fluoride varnish program	Nursery to Year 2



Sevgili veliler; sizleri 16 Mart salı günü, 10.30dan 11.15a kadar Teams üzerinde sabah kahvesi etkinliğine bekliyoruz. Bu etkinlikte bizlerin okul olarak ve sizlerinde veli olarak çocuklarımıza nasıl yardımcı olabileceğimizi, pandemiden dolayı ölen eksikleri nasıl giderebileceğimizi konuşacağız. Sizlerinde herhangi bir konuda bizlere sormak istediğiniz bir soru varsa sizlere yardımcı olmaktan mutluluk duyacağız. Aşağıda bulunan teams linkinden etkinliğimize katılabilirsiniz.

You are invited to our Turkish coffee Morning on Tuesday 16th March at 10.30-11.15 am. Click on the link below to join via teams. Look forward to seeing you there.

Microsoft Teams meeting
Join on your computer or mobile app

[Click here to join the meeting](#)



Mrs Kurt and Mrs Teke

Year 2 Geography

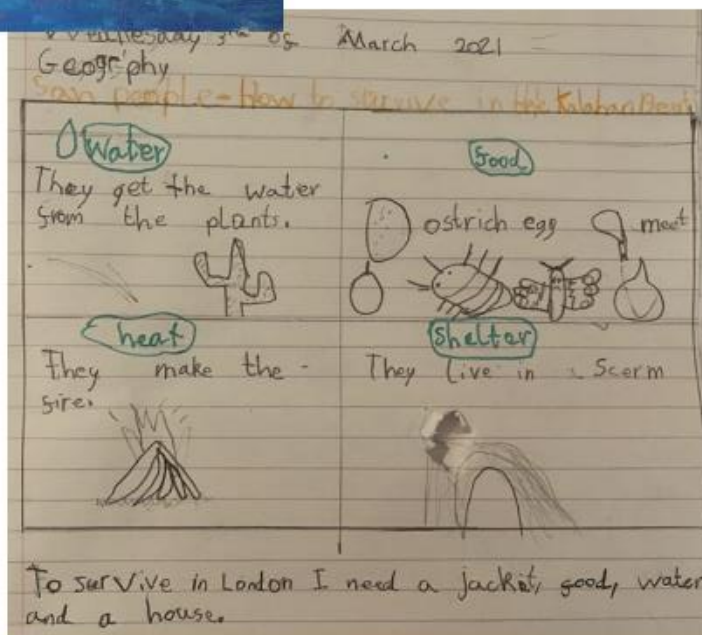
We identified continents and oceans.



Drew pictures of life on Antarctica.



And looked at what we would need to survive in the Kalahari Desert.



Year 3 Home Learning



The focus for our Geography work this term has been Rivers. We have learnt about the different parts of a river, the location of major rivers throughout the world and found out facts about the River Nile and the River Thames. We have also looked at how climate change is contributing to flooding in different parts of the world.

The effects of flooding

Floods can cause death and injury. People can get trapped in their houses by the quick rising waters. Floods will be carrying huge amounts of pollution and silt that will destroy floors, walls and any electrical gear.



Information about the Nile and Thames

Fact File: The most important thing the Nile provided to the Ancient Egyptians was fertile land. Most of Egypt is desert, but along the Nile River the soil is rich and good for growing crops. They also sold a lot of their wheat throughout the Middle East, helping the Egyptians to become rich.

How many cities does the Thames flow through?

6

16

66

How many types of fish are there in the Thames?

25

125

225

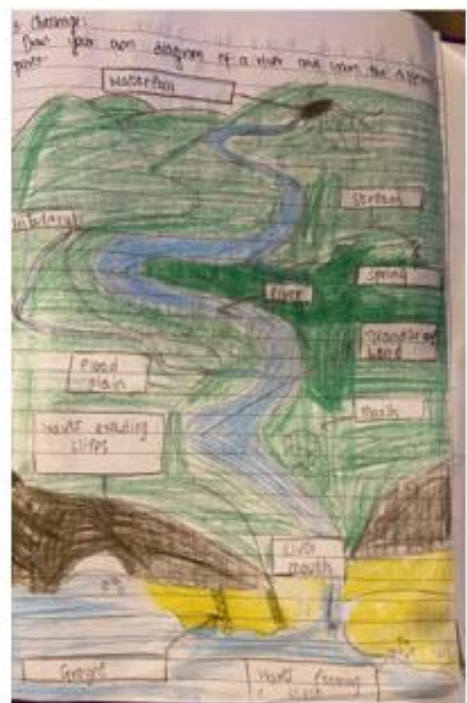
Who takes part in the boat race?

Oxford and Cambridge

Arsenal and Tottenham

England and France

Examples of our river diagrams



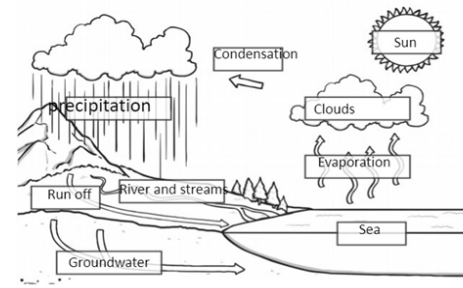
Year 4 Home Learning

In Year 4, the children were learning about the water cycle. Here is a selection of their work.

Keyword	Definition	Synonym/antonym (this will not apply to all words)	Root word	Fact about the keyword
plunge	Dive	Jump	Plunge	Used when wanting to dive /plunge in pool
Rhythm	Repeated pattern		Rhythm	Usually used for music
Tumbling	Slanting or tipping	plunging	Tumble	Use the skill, practice, or sport of executing gymnastics
Swelling	To grow or become larger	inflammation	Swell	If you hurt yourself it can swell / swollen
Mist	Tiny water droplets	Fog	Mist	Part of the water cycle
Currents	Flow / moving quick	Moving along	Current	
Stream	Small river	flowing currents	Stream	

Water Cycle diagram

Your first task is to complete this diagram by putting the vocabulary in the correct place in the water cycle. Do this by drawing and labelling the water cycle:



Label the diagram of the water cycle using the words below:
rivers and streams
precipitation
runoff
underground water
sea
wind
sun
evaporation
condensation

1. Where and when do you think this picture is taken?

Somewhere in India during the day

2. What was the cause of the flood?

The cause was the heavy rainfall

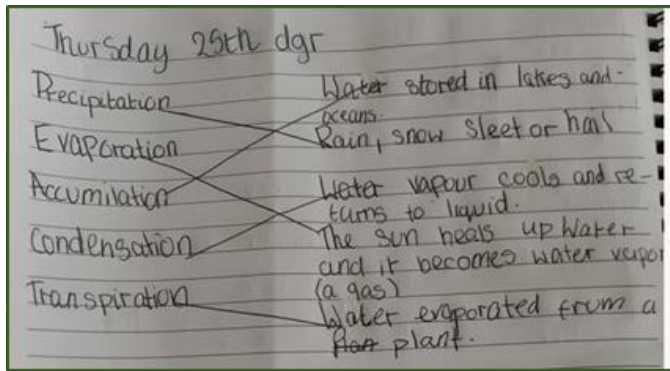
3. What are the effects of the flood?

Many houses/properties been damaged during daytime

4. List any vocabulary to describe the picture.

Dirty water, big cars

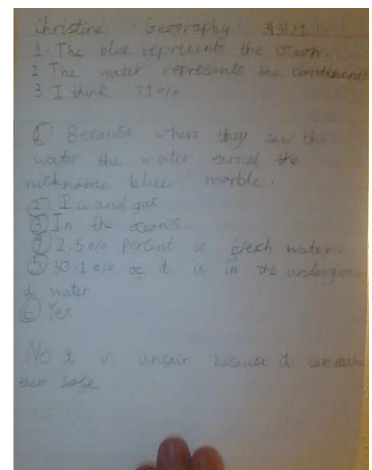
People must push or carry their ride because the cant ride in the flood



Children made posters about

1. water pollution and its effect on the environment
2. why the poles are important in the water cycle and should be protected.

Can you spot which poster raises awareness for what cause?



Year 5 studied Pollution and explored the causes and effects

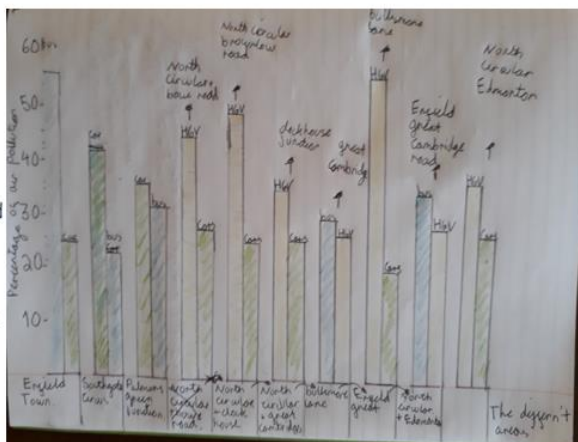


- **Water pollution**
- **Air pollution**
- **Noise Pollution**
- **Light Pollution**
- **Soil pollution**
- **Visual Pollution**

Air pollution,

This affects the animals, our water, the soil, the trees, the grass, the flowers and lots more wildlife.

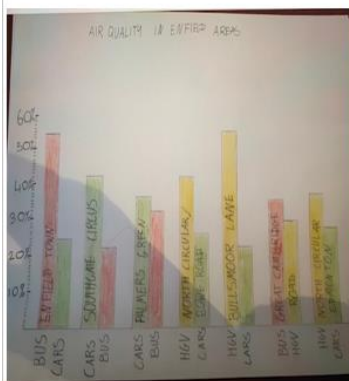
To stop air pollution, we could stop using cars all the time when not necessary but instead use things like bikes or simply just walk. And instead of using heat that creates smoke in factory's, we could just use electricity!



Solutions:

- ▶ Humans stop fishing.
- ▶ Stop dropping gear or plastic containers inside the water.
- ▶ Avoid using plastics if possible especially when dining
- ▶ Do your part by picking up some litter that you see in the environment.
- ▶ Plant some trees.
- ▶ Watch how much water you use
- ▶ Support Environmental Charities

Sienna then went on to represent different air pollutions levels in Enfield by using a bar chart



Water Pollution

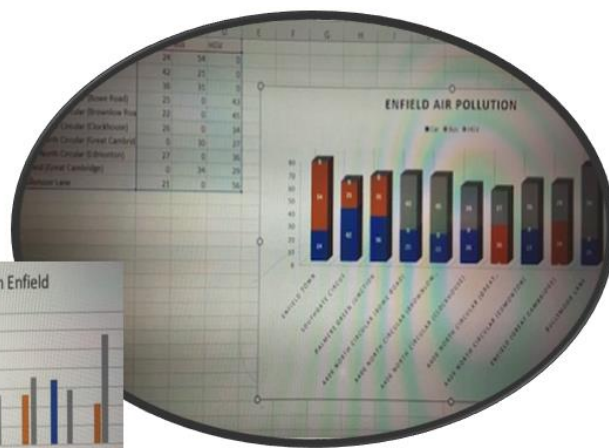
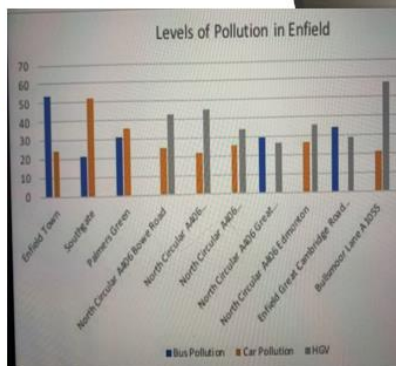
Polluting the world wouldn't help anyone like plants, humans and animals.

A lot of people don't know where the garbage goes & goes in a land fill site or in the ocean floor.

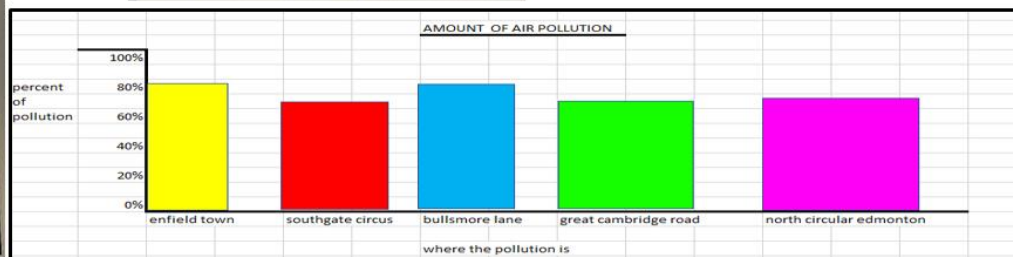
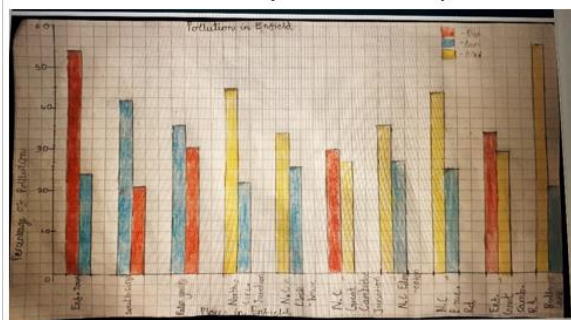
Putting litter in the river or ocean can cause the animals to see it as food and eat which will cause them to die.

Annabel was able to continue the discussion on pollution after our live session.

We had further discussion on the different types of pollution before using our Maths skills to create Bar graphs.



Mellae used her computing skills to represent air pollution levels in Enfield.





Year 6 rekindling friendships





Year 6

Geography Learning Journey

The Frozen World



What questions do we have about the polar regions of the world?

How would you be able to survive in the Arctic? Where could you be able to get additional food? How long could you stay there? Is it safe there? Are any of the marine mammals dangerous?

Naomi's questions

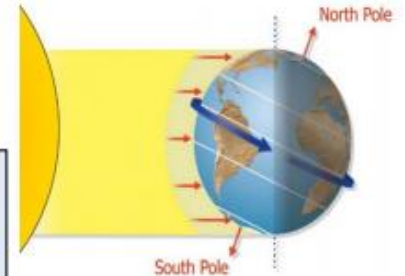
What are the lines on the map and what do they mean?

Latitude lines go around the earth.
Longitude lines go from the North Pole to the South Pole. The top half of the earth is the northern hemisphere, the bottom half is the southern hemisphere. Beverley



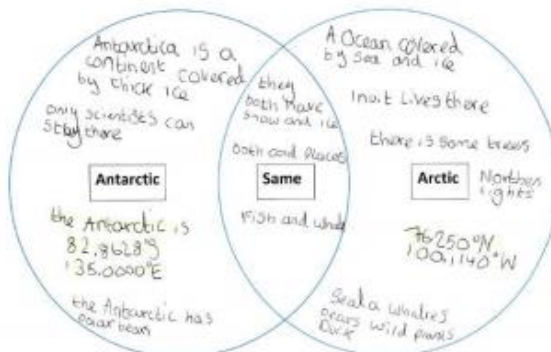
What do we know already about the polar regions of the world?

The Arctic and the Antarctic are the coldest places on earth because they are both so far from the equator. Emilia



Type of evidence	What does this tell us?
Video clip	This told me that there are strong fast winds in Antarctica, and it is very snowy and icy.
Graph	Tells us that in January the weather is -30 and gets colder until April when it is -65 and stays like that until Sep when it gets warmer up to -30 in Dec
Description from a book in the library	This tells us there are just 2 seasons in Antarctica, short cold summer and long colder winter. Very little grows there and it has so little. A small number of plants grow but they last weeks or days in the summer.
Eyewitness account	The wind is really loud, I can hardly hear the person, it is the middle of summer with a snow blizzard, you have to wear lots of layers and waterproof clothes. 30 degrees Fahrenheit to -30 Fahrenheit in summer and winter can drop to minus 90 Fahrenheit. Seasons are reversed because they are in the southern hemisphere.
Skype	

Examining different types of evidence to find out about what it is like in Antarctica.



Sophie



FOR YOUR WORLD

Our live lesson with The World Wildlife Fund was fun and educational. We learned all about penguins and polar bears and how they are both under threat because of the changes to their environments. Arian

Comparing the Arctic and the Antarctic.

Did you know that polar bears and penguins would never meet each other? This is because polar bears only live in the Arctic and penguins only live in the Antarctic.

Where will Geography take you?



Map skills

In his introduction on page 3, Mr Halley mentions using an ordnance survey map. Map skills are a key ingredient of the geography curriculum. From a young age, children learn to map the world around them through play. Playing with a toy car and moving it though an imaginary landscape littered with obstacles that may be buildings or mountains contributes to developing the concept of a birds' eye view and geographical features. You can see in the chart below the progression of skills from EYFS to Year 6.

In Mr Halley's geography display above, you can see some of the developmental stages of map making. Children were asked to draw a map of their local area. As children get older they develop their spatial reasoning and move on from representing buildings as they see (or remember) them to a birds' eye view and start to incorporate realistic distances between places. These can then be used for directions, especially when learning about the compass points. Finally, we see the use of symbols, a map key and coordinates. Each time children make a map, they re-examine their surroundings and may improve on their previous representation of their world. It is a fascinating to see how children depict their position in space and how they perceive everything around them to be connected.

Mr Jan M Bless - Headteacher

Geographical Skills and Fieldwork	Can describe their relative position. (e.g. behind, next to, etc)	Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities.	Use world maps, atlases and globes to identify the United Kingdom and its countries.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
		Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.	Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and	Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to	Learn the eight points of a compass, and four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and	Use the eight points of a compass, four-figure and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local

EYFS to

Year 6

NEW: we are going back to 3 options MENU!

WEEK 1

MONDAY

Macaroni Cheese
With Homemade
Garlic Bread (V)
or
Shepherdess Pie (V)
Seasonal Vegetables

OR

Jacket Potato
Loaded with
Veggie Bolognese (V)

Dessert

Organic Yoghurt Selection

TUESDAY

British Sausages
(chicken)
or Veggie Sausages (V)
Mashed Potatoes
Green Beans &
Sweetcorn

OR

Winter Warmer Soup
with
Crusty Bread (V)

Dessert

Jelly Delight Pots

WEDNESDAY

Sticky Chicken
Drumstick
or Quorn Roast (V)
Roast Potatoes,
Fresh Broccoli &
Roasted Carrots
with Gravy

OR

Vegan
Pasta with
Homemade
Marinara Sauce (V)

Dessert

Peach Cake
With Custard

THURSDAY

50% Plant Protein
Lamb Burrito or
Chakalaka (V)
(South African beans)
Wholegrain Sunshine Rice
Mini Sweetcorn Cobettes

OR

Jacket Potato
Filled with
Tuna

Dessert

Fresh Fruit Selection

FRIDAY

Classic Crispy
Battered Fish or
Cheese Flan (V)
with Chips,
Garden Peas
Baked Beans

OR

Vegan
Pasta with
Homemade
Tomato & Basil
Sauce (V)

Dessert

Apricot Flapjack with
Organic Oats

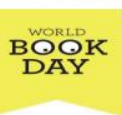
THEME DAYS



"Veganuary"
The Month
of January



Chinese New
Year, Feb
12th



World
Book Day
Mar 4th



Each day our
children can enjoy
unlimited salad and
fresh bread.

A nutritious meat or
vegetarian dish of the day is
served with vegetables, or have
something from the pasta /
jacket station.

Finish it all off with a
yummy dessert or fresh fruit,
washed down with a
glass of milk or water

WEEK 2

MONDAY

Singapore Veggie Rice (V)
or
Butter Bean Stew (V)
with Crusty Bread
Fresh Seasonal
vegetables

OR

Jacket Potato
Filled
with Cheese (V)

Dessert

Organic Yoghurt Selection

TUESDAY

Pasta Bolognese or
Vegan Pasta
Bolognese (V) with
Fresh Carrots

OR

Winter Warmer Soup
with
Crusty Wholemeal
Bread (V)

Dessert

Fresh Fruit Selection

WEDNESDAY

Beef or Lamb
Meatloaf
or Quorn Roast (V)
Roast Potatoes,
Fresh Broccoli &
Cauliflower and Gravy

OR

Vegan
Pasta with
Homemade
Tomato & Basil
Sauce

Dessert

Cherry & Apple Cobbler
With Custard

THURSDAY

Mild Chicken Curry
& Rice
Roasted Vegetable
& Feta Pasta (V)
Garden Peas

OR

Jacket Potato
Filled with
Tuna

Dessert

Cheese & Crackers
Fresh Fruit

FRIDAY

50% Plant Protein
Beef or Lamb Burger
Homemade Veggie Burger
(V)

OR

Vegan
Pasta with
Homemade
Marinara Sauce (V)

Lemon Crumb Salmon
with Chips, Sweetcorn
or Baked Beans

Dessert

Carrot Cake

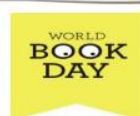
THEME DAYS



"Veganuary"
The Month
of January



Chinese New
Year, Feb
12th



World
Book Day
Mar 4th

Which week is it?

w/c 15th March – week 2

w/c 22nd March – week 1

w/c 29th March – week 2

w/c 19th April – week 1

w/c 26th April – week 2

w/c 3rd May – week 1

w/c 10th May – week 2

w/c 17th May – week 1

w/c 24th May – week 2

etc

The census is here

Census Day is Sunday 21 March

To start your census online, you will need your 16-character access code

[Start census](#) >

> [Don't have a code?](#)

If you live in Northern Ireland, visit the [Northern Ireland census website](#) to take part



Census website: <https://census.gov.uk/>



What is the census?

A census of England and Wales, and a separate one of Scotland, has been taken every 10 years since 1801, except for 1941.

It gives a picture of all the people and households in England and Wales. The next census takes place on Sunday 21 March 2021.

Your answers to the census questions will help organisations make decisions on planning and funding public services in your area, including transport, education and healthcare.

Sunday 21 March 2021 is basically the date you will have needed to fill in your Census questionnaire by.

It is a legal requirement to supply the information and those who fail to complete it could be fined £1,000 as it is a criminal offence.

It is also a criminal offence to supply the incorrect information - so be sure to be accurate.

The census should take about 10 minutes for the household questions and 10 minutes per person.

Below is an image of the 1841 census (left) and 1901 (right). You can see that the detail required has changed over time. This year is the first time digital census, to be completed online.

To this succeed the Tabular Page, each of them having, as already stated, space for twenty-five entries, and being severally headed as under:—

City or Borough of _____
Parish or Township of _____

Household	Names of each Person who abode therein the preceding night	Age & Sex	Profession, Trade, Employment, or of Independent Means	Where Born
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Total in Page

* Namely, Township to in your District before you commence with those of any other Parish, Hamlet, Township &c.; and in completing the enumeration of each place, make the next entries in the page containing the name of the last person enumerated therein, but consider such page as filled and begin at the top of the page next following to enumerate the inhabitants of another Parish, Township, Hamlet &c.

LIST OF THE MEMBERS OF THIS FAMILY, OF VISITORS, OF BOARDERS, AND OF SERVANTS, who SLEPT or ABODE in this Dwelling or Tenement on the NIGHT of SUNDAY, 21st MARCH, 1901.
(See examples of Schedules printed on the back of each)

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
NAME AND SURNAME.	RELATION Head of Family.	CONDITION Single, Married, Widowed, or other.	SEX.	AGE Last Birthday.	PROFESSION or OCCUPATION.	WHERE BORN.	10. (1) In England or Wales, the County and Parish or Town; (2) In Scotland, the Parish or Township; (3) In Ireland, the County or Township; (4) In the Colonies, the name of the Colony or Country; (5) In the Foreign Possessions, the name of the Colony or Country; (6) In the Foreign Possessions, the name of the Colony or Country; (7) In the Foreign Possessions, the name of the Colony or Country; (8) In the Foreign Possessions, the name of the Colony or Country; (9) In the Foreign Possessions, the name of the Colony or Country; (10) In the Foreign Possessions, the name of the Colony or Country.		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
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22									
23									
24									
25									

17. If the above persons occupy less than five pages, enter in this column the number of pages occupied by them.

I declare the foregoing to be a true Return, according to the best of my knowledge and belief.

To be signed by the Occupier or Head of Family.

Witness my Hand (Signature)

Census form, 1901

This 'form of occupier's schedule' is the census form used in 1901. The two images in this chapter on the census 1801-1901 show how the questions asked were increased between 1841 and 1901.

Join us and a panel
of experts to receive
free advice and
support as parents
during these
challenging times

Brought to
you by
heard
Connecting Parents
to Connected Children

PARENTING IN THE PANDEMIC

24th March 2021

7:00pm - 8:30pm | Zoom

Want more information? Contact NEXUS@enfield.gov.uk

Topics to be discussed on the
night are:

How is serious youth violence
impacting our community?

How is social media shaping
your household?

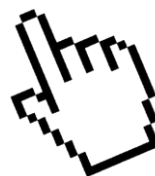
Exams, mental health and
well-being

Social media and COVID-19

NEXUS
CONNECTING THE COMMUNITY FOR A BETTER ENFIELD



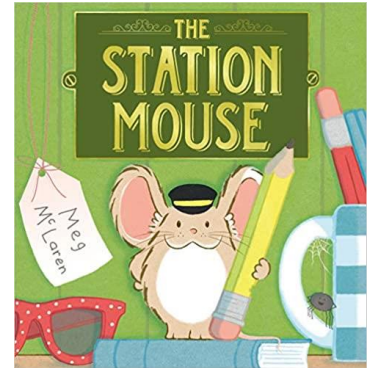
[Heard — Nexus Enfield](#)



The *new* School Rules

BE READY-

FOR SCHOOL, FOR LEARNING AND WHATEVER YOU NEED TO DO



Maurice The Station Mouse knows all about rules. Listen to his story here:

<https://youtu.be/TtTqc6xfvI>



Maurice visited Prince of Wales to find out about our rules. He noticed that there were just 3 main ones. He was very impressed with what he saw.

BE SAFE-

AT HOME, AT SCHOOL AND IN THE WORLD AROUND YOU



BE RESPECTFUL-

TO OTHERS, TO YOURSELF AND TO THE ENVIRONMENT



Maurice will keep coming back to find out how our pupils manage to follow these. He wonders whether they are good for home as well.