

Primrose Hill Primary School Weekly Newsletter

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Dear Primrose Hill Families,

Welcome back! This week Primrose Hill children have been scientists as we celebrated British Science Week 2023. We have had a visit from staff at the Francis Crick Museum and there was a real buzz around the school. I always think about science as the gateway to opening your curious mind. I wanted to introduce our new science leaders of learning—Emma and Georgia—who will be championing the subject. Our science curriculum develops pupils skills in:

Asking questions

Asking questions that can be answered using a scientific enquiry.



Questions children may ask:

What features do animals living at the North Pole have? Children might use books, websites or watch videos to find out (research).

Do all flowers have five petals? Children may suggest carrying out a survey of flowers in the school grounds (pattern seeking).

Which shoes have most grip? Children could investigate the forces needed to pull shoes across different surfaces (a comparative test).

When is the bulb brightest? Children could investigate the effect of changing the number of batteries or the thickness / length of the wire in their circuit (fair tests).

Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



Predictions that children may make:

I think that the biggest egg will hatch first. You could have an egg hatching kit in the classroom for chicks (observation over time).

I think that some objects can be hard and soft. Children could identify classroom objects as hard and/or soft and place into labelled hoops (Identifying, grouping and classifying). Will the hoops need to overlap because some objects are hard and soft?

I think this is the strongest magnet. Children could measure the greatest distance that different types of magnet attract a paperclip (fair test).

I think the puddle on the in the sun will evaporate sooner than the puddle in the shade. Children may investigate by measuring the perimeter of the puddle or taking photographs during the day (observation over time and a comparative test).

Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



Planning an investigation with children often starts with a question and then discussion about the method and equipment needed. Sometimes it is appropriate to provide the equipment and let the children decide their method independently. Sometimes you might have a class discussion to plan how the children will carry out the investigation but leave the children to select the equipment they need.

What changes do you notice across the four seasons? Children may decide to observe one tree across the year and ask to photograph it using a camera or tablet (observation over time).

How do rocks vary? Children may use hand lenses or microscopes to help them identify whether they have grains, crystals or fossils in them (identifying, grouping and classifying).

How will you separate this mixture of sand, stones and salt? You may provide a range of sieves, spoons, filter paper and funnels so that the children can explore how to do this most effectively (problem solving).

Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



Children will use a variety of equipment for observing and measuring:

Using different senses - you may use 'feely' bags or smelling pots to encourage young children to use their sense of touch and smell to identify different objects (identifying, grouping and classifying).

Measuring with rulers - children might investigate what happens to a seed or bulb as they grow into mature plants and measure the length of the stem (observation over time).

Using a thermometer - children might investigate the effect of temperature on the time it takes sugar to dissolve (fair test).

Using data loggers - children could record sound made by a ticking clock as the distance from the source increases (pattern seeking).

Recording data

Using tables, drawings and other means to note observations and measurements.



Children may record data in several ways:

Using drawings or annotated diagrams - children investigating the effect of light, water and temperature on plant growth might draw diagrams of the plants every few days (observation over time).

Using tables - children investigating materials that conduct electricity might record their findings in a table (comparative test).

Using graphs - children investigating whether people with the longest legs run fastest could plot a scatter graph and draw a 'line of best fit' to see whether there is a direct relationship (pattern seeking).

Interpreting and communicating results

Using information from the data to say what you found out.



Children may communicate their results in many ways:

Orally - young children could explain to the class which items sink and float after they have each tested some objects (identifying, grouping and classifying).

Drama - children describe pollination of flowers by insects after watching some film clips (research)

Power point - older children could present a power point to their peers after finding out about the life cycle of a chosen animal (research).

Diagrams - children could create a classification key to identify mini beasts or plants after carrying out a survey in their local environment (identifying, grouping and classifying)

Poster/leaflet - children could suggest which drinks would be best for your teeth after investigating the effect of different liquids on egg shells (observation over time & fair test).

Sticky note/paragraph - children could write a short paragraph to explain how to make the best string telephone after testing various pots and threads (pattern seeking).

Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



Pupils may evaluate their practical investigations orally or in written forms:

Informal discussion between pupil and teacher - a pupil may explain that the rocket mouse did not travel far because the bottle was small (comparative test).

Class discussion - pupils may agree that they did not find many mini beasts when they went out to survey the school grounds because it was a cold/wet day (identifying, grouping and classifying).

Written paragraph - a child may explain an anomalous result on a graph. For example, when investigating the effect of different shapes on water resistance (fair test), 'We found it difficult to start the stop watch exactly at the time the shape touched the surface of the liquid so the times are not very accurate.'

Meet New Headteacher

Liam Frost, our new Headteacher, is coming in to school next

Friday 3rd March.

He is inviting parents and carers for coffee morning to meet him at **9:00am!**

We looking forward to see as many of you there.

A is for attendance

Our whole school target is 96%

This week's attendance is **93.25%** and our late numbers are a disappointing **65**. Well done to **Squirrels** who managed **96%**. One of the most important ways in which you can support us and your children in 2023 (and beyond) is to ensure that your children attend school every day. Attendance in school is of paramount importance - any absence can have a profoundly negative impact on your child's learning as important aspects of a sequence of work can be missed.





<https://www.science-sparks.com/science-at-home-experiments-for-kids/>

Follow the above link and you will find lots of home experiments that you can do in the comfort of your own homes.



<https://www.britishecienceweek.org/smashing-stereotypes/>

<https://www.crick.ac.uk/whats-on/public-events/meet-a-scientist-virtually>

<https://www.nhm.ac.uk/events/schools-meet-the-scientist.html>

When I asked my niece (Year 4) to imagine what a scientist looks like? She pictured a male/ female, wearing a lab coat, goggles and holding a flask. I came across the above website and shared that with her and she was fascinated by all the different roles. After sharing these websites and some discussion she has become more curious and was fascinated by the variety of careers in science.

I hope science week has ignited the passion for science in our children so that they will think about careers in science.



Dear All,

Every child can come to the hut and take a book home. These are free.

I was thinking on their way into school in the morning.

8:45: Y2-Y6 Child can pick up a book from the hut.

Any child from the below classes that would like to take a free book home:

Visiting time:

Tadpoles 9:30

Froglets : 10:30

Ladybirds: 1:00

Butterflies: Afternoon

Dragonflies: Afternoon

I hope these books give our children a love for reading!

Books do not have to be returned.



USBORNE Book Fairs

Our school is hosting an
Usborne Book Fair

On Friday 3rd March 2023 AT Primrose Hill

Our school can earn free books based on the amount of books our pupils buy.

Usborne will donate up to 60% of your event value in additional free books. You get to choose the titles you want, and every book is brand new & ordered just for you.

Event value	Free books earned
Over £600	£360+ (60%)
£260 – £599.99	£75+ (30%)
£120 – £249.99	£12+ (10%)

Please encourage your class to visit the book fair to help us to get lots of free books for our school.

Don't forget to get creative, closing date is 10th March
How would you like your art work displayed in the Royal Academy?



Artists are at the heart of everything they do at the **Royal Academy of Arts** — they believe in nurturing and celebrating the next generation of artists. Taking inspiration from the [Summer Exhibition](#), the **Young Artists' Summer Show** is a free, open submission exhibition for young artists aged 4–19 years studying in the UK.

Each student can **submit one artwork** and there is no theme. **Please give your artwork a title and a sentence about your artwork, why you made it and do not forget to write your full name and age** (do not write this information on the front of your work, put it on the back). **The deadline is Friday the 10th of March**

Your artwork will be seen by a [panel of judges](#) and the selected pieces will be shown in their online exhibition. Some of the artworks will also be shown at the Royal Academy of Arts.

The artwork can be made using any material; it can be a painting, sculpture, photograph, drawing, or a combination. There is no theme so artworks can be of any subject and they don't mind when you made the artwork as long as you are between 4–19 years old when you submit it. We also welcome collaborative pieces made by more than one student.

Please return your artwork to your teacher by the 10th March.

Have fun!

Maria Felstead Art and Design lead

This year for
WORLD BOOK DAY
FRIDAY 3RD MARCH

Primrose Hill
Presents
SHARE A BOOK

This year we are going to have a
GREAT BIG SHARE A BOOK FESTIVAL.

Your job is have a BOOK TO SHARE. You need to BE
ABLE TO READ YOUR BOOK OR FAVOURITE PART
OF YOUR BOOK

On the day, you will read to others in your in class. Your
class will vote on the book reading they enjoyed the most
and the
Winner will receive a book token!

Don't forget to dress up the day too! Be a character
from your book.

You don't need to buy a costume; we want to see
imaginative home-made costumes. How can you adapt
what you already have? What object or possession could
your character be carrying around with them?

WORLD BOOK DAY fest

Congratulations

Big congratulations to
Eti-Eno
She was announced
DANCER OF THE WEEK!
Well Done



Artists, designers, craft makers and architects

We are looking for these creative people amongst our Primrose Hill community.

If you have any of these skills and would be happy to give some time to share them with the children in our school

Please contact

Maria Felstead Art and Design lead

via the office admin@primrosehill.camden.sch.uk

Half term holiday, why not visit the Tate Modern and Tate Britain for creative family activities

<https://www.tate.org.uk/visit/families-at-tate>

<https://www.tate.org.uk/whats-on/tate-britain/story-space/story-space-family-day>



Some of Year 5's artwork has been entered into Art Bytes nationwide art competition.

Art Bytes is an **online, inter-school, art competition** taking place annually. It culminates in a **virtual gallery exhibition** of the winning artworks and a **celebration event** for teachers, students and their families at **Camden Arts Centre**. They will be exhibiting the three shortlisted art works from each school at the gallery; an incredible opportunity for the pupils to have their art exhibited in a professional gallery and for families to engage with a cultural space! The competition is designed to **build confidence** and **nurture talent**, allowing children and young people to see galleries as places "for them" and encourages future **cultural engagement**.

More information will follow shortly
Great work year 5 and good luck.

'Sponsored Bounce'- FOPH

The friends of Primrose Hill are organising a 'sponsored bounce' on Friday 24th of March, it will be during school hours. Children need to bring £2 for a 15 minute jump or family and friends can sponsor them. This is one of our events to help raise money for our school and the children always love it! **Thank you Amal FOPH**



Summer Fair - Saturday 8th July 2023

More information to come. Watch this space!

You are a star!

We are so proud of each and every one of you!
A big special mention for these children this week.
Well done!

EYFS Star Learners

The Grove: Luqman

R: Ladybirds - All

N: Tadpoles Cairo & Zakariyya

N: Froglets Roxanne and Qasim

You are a star!

We are so proud of each and every one of you!
A big special mention for these children this week.
Well done!

Y3 and Y4 Star Learners

Y3: Bats: Betsy and Sisi

Y3: Squirrels: ALL

Y4 Hedgehogs: Zayyana

Y4 Foxes: Zora and Cecilia

You are a star!

We are so proud of each and every one of you!
A big special mention for these children this week.
Well done!

Y1 and Y2 Star Learners

Y1: Dragonflies - Jessica & Isabella

Y1: Butterflies Afon & Florence

Y2: Grasshoppers - Noel & Katie

Y2: Beetles - Harley & Pierre

You are a star!

We are so proud of each and every one of you!
A big special mention for these children this week.
Well done!

Y5 and Y6 Star Learners

Y5: Blackbirds: ALL

Y5: Woodpeckers: ALL

Y6 Kestrels - Mayson & Jorge

Y6: Herons - Ilan & Nazmin

You are a star!

EYFS

We had a fabulous trip to the zoo this week. We were invited to see 'vets in action'! First we had to take care of a colobus monkey, naming it, checking its microchip and how well it was. We were then invited to see a wildlife vet treat a lion while it was sedated. We helped clean its wounds, administer antibiotics and even check its temperature! The rest of the day was spent visiting the animals the children wanted to see. Ladybirds you were all amazing! ☆



You are a star!

Y1

Year 1 had a visit from The Crick Institute. We learnt about the human senses and then used our senses to identify what was inside the mystery bag... It was ice cream!



You are a star!

Y6

During our Science Week workshop, Y6 spent the morning learning about light and how it travels. We explored through lasers and a series of challenges.



Upcoming Dates for your Diary:

Friday 3rd March	World Book Day
Mon 13th to Fri 17th March	Careers Week
Tuesday 21st March	World Poetry Day
Friday 24th March	Sponsored Bounce
Fri 24th March	Earth Hour Day
Fri 31st March	Last day of Spring Term with Summer Term beginning for the children on Tuesday 18th April