



الجمعة  
Friday 13th February 2026  
Friday 25th Sha'ban 1447

## Headteacher's Jumu'ah Reflection

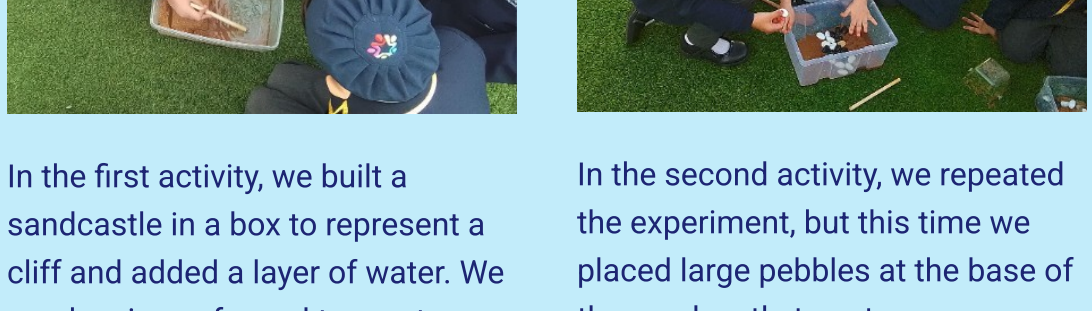
Assalamu ^alaykum wa raHmutallahi wa barakatuh,

As we stand on the threshold of Ramadan, we also find ourselves at a gentle turning point of the year. The days are beginning to lengthen, the first signs of spring are emerging and there is a quiet sense of promise in the air. At Harmony Primary School, this a moment for reflection, renewal and hope.

For us all, Ramadan is deeply rooted in our faith and culture. It is a period of spiritual reflection, self-discipline, generosity and compassion. As a school community, we are proud to recognise and honour this sacred month. Ramadan reminds us of the importance of kindness, patience and gratitude –values that sit at the very heart of our school ethos and that we strive to nurture in every child, every day.

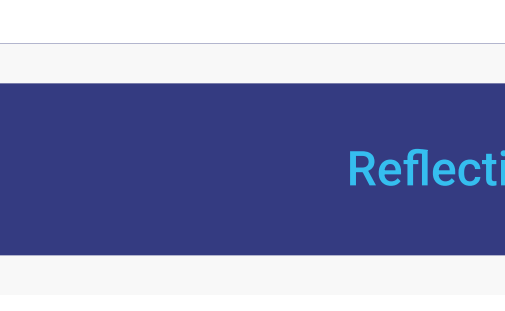
At the same time, spring invites us to notice change and growth. Just as the world around us begins to awaken, so too do we see our children developing in confidence, curiosity and resilience. Seeds planted earlier in the year—whether in learning, friendships or personal goals—are beginning to show signs of flourishing. This parallel between the renewal of nature and the inner reflection encouraged during Ramadan feels especially meaningful.

As we move forward into this new season, we ask Allah that Ramadan brings peace and reflection for us all, and may the promise of spring brings with it fresh energy and optimism for the challenges ahead. Together, as a community rooted in success, care and mutual respect, we continue to grow –stronger, kinder and full of hope.



## Learning Highlights

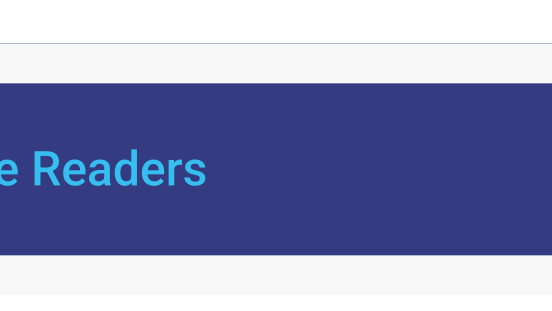
### Year 1: Command Sentences



#### Command Sentences

#### Our English Focus

In Year 1, our English focus has been on command sentences, exploring the use of imperative verbs such as go and stop. Within the context of bedtime routines, we thought about the instructions we might hear, such as "Brush your teeth" and "Head to bed."



#### Commands We Identified

In reading our book about bedtime, *Don't Let the Pigeon Stay Up Late*, we came to school in our pyjamas and identified the command sentences within the story. It was a memorable highlight of our unit!

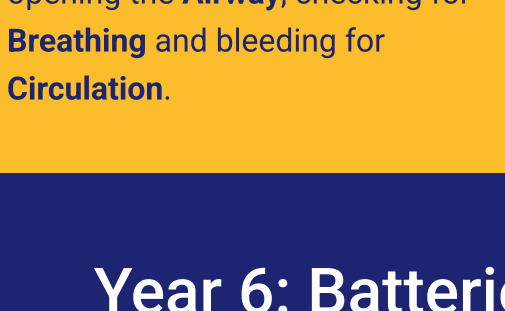
### Year 2: How Waves Shape the Coastline



#### Fossils and Rocks

In Year 3 we ventured to central London to visit the Natural History Museum. We analysed the various types of rocks exhibited including igneous, metamorphic and sedimentary.

This term, we have been studying coastlines, exploring continents, oceans and seas on the world map. As part of this unit we engaged in hands on practical experiments observing how erosion can cause permanent changes to a coastline. At each stage of the investigations, we described the movement of the water, the shifting sand and the effects of wave action.

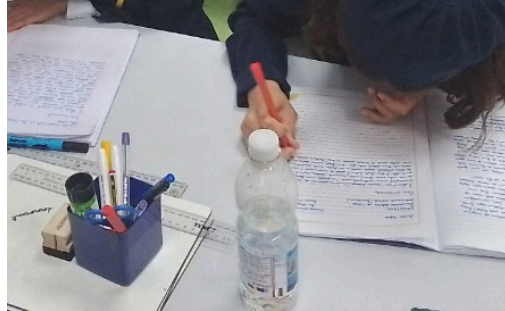


In the first activity, we built a sandcastle in a box to represent a cliff and added a layer of water. We used a piece of wood to create waves and observed that each time the waves hit the sand, erosion occurred, weakening the structure and increasing the risk of collapse.



In the second activity, we repeated the experiment, but this time we placed large pebbles at the base of the sandcastle to act as a sea defence. We found that the pebbles protected the sand and significantly reduced erosion.

### Year 3: Natural History Museum



#### Fossils and Rocks

In Year 3 we ventured to central London to visit the Natural History Museum. We analysed the various types of rocks exhibited including igneous, metamorphic and sedimentary.



#### Earthquakes

At the Natural History Museum, we took part in an earthquake simulation. This was a memorable experience for us all as it vividly brought the force of earthquakes to life.

### Reflective Readers

In Year 3, we delved beneath the surface of our Guided Reading book: *The Comet*, exploring deeper messages within the story. Drawing on the events and characters' choices, we reflected on the ways they could apply to our own lives.

Through this reflection, we learnt that change is not always something to fear, curiosity can lead to new adventures, and hope can be found even in uncertain times.



### Year 4: Can worms sense danger?

In Science, we have been investigating earthworms and probing to answer the question: Can worms sense danger?

We learnt that earthworms, though small, are key to a healthy ecosystem. Living quietly underground, worms break down dead plant material and release nutrients into the soil that we benefit from.



We hypothesised that if earthworms can sense danger, then they will move away, burrow deeper, or change their behaviour when exposed to light, vibrations, touch or chemicals such as pesticides.

We carefully observed how the worms reacted to different conditions and recorded our results to re-examine our hypothesis again with evidence.

### Year 5: Future First Aiders in Action



#### CPR

This half term in Year 5, we have been focusing on an very important topic in PSHE: how to keep ourselves and others safe. As part of our learning, we were introduced to basic first aid skills that could one day help us respond confidently in a real-life emergency.



We learnt about **DR ABC**: a simple but vital safety check used in emergencies. We practised remembering each step: checking for **Danger**, looking for a **Response**, opening the **Airway**, checking for **Breathing** and bleeding for **Circulation**.



Through role-play and practical activities, we developed our understanding of how to stay calm and act responsibly in a medical emergency.

### Year 6: Batteries, Electricity and Global Responsibility



#### Batteries, Electricity and Global Responsibility

Year 6 explored electricity as our focus in Science, learning how cells and circuits work to produce electrical energy. We then applied this understanding to investigate how batteries store and supply that energy. We explored where battery materials come from, including the mining of cobalt and copper in the Democratic Republic of Congo (DRC); a timely discussion as mining in the DRC remains a pressing global issue.



We concluded the unit, making cross-curricular links with English by crafting letters addressing the Congolese government. Carefully considering the human and environmental impact, we proposed our solutions, stretching our critical thinking through reflection and developing a deeper sense of responsibility as global citizens.



Year 6 explored electricity as our focus in Science, learning how cells and circuits work to produce electrical energy. We then applied this understanding to investigate how batteries store and supply that energy. We explored where battery materials come from, including the mining of cobalt and copper in the Democratic Republic of Congo (DRC); a timely discussion as mining in the DRC remains a pressing global issue.



We concluded the unit, making cross-curricular links with English by crafting letters addressing the Congolese government. Carefully considering the human and environmental impact, we proposed our solutions, stretching our critical thinking through reflection and developing a deeper sense of responsibility as global citizens.

## Safeguarding Zone

### Mindful Time During Ramadan

As we approach half-term and the start of Ramadan, it is important to be mindful of how we use our time during this blessed season.

With the shift in our routines, we ask Allah to facilitate patience with ourselves and those around us. Shaping our daily choices with intention going forwards, we look to enjoy the blessings of Ramadan while supporting our wellbeing for body, mind, and spirit.



## Our Community



#### Congratulations to all our Ramadan Art Competition winners!

Jana El Souri, Isra Ilyas, Mahrukh Kirmani, Reem Arakji, Maria Hallak and Ameerah Khan.

In partnership with a local business, our winners were selected to have their pieces displayed at at "Cha Cha Cha" café in Northwood for all to see!

## Diary Dates



We look forward to seeing you at the Bake Sale after school today!



Discover more at [Harmony Primary School](#)