

Southdale Sparkle

20 September 2019

A truly magical time at Lineham farm!



It has been absolutely wonderful to watch the children's faces throughout the entire Lineham experience. The children have grown in confidence and pushed themselves beyond what they thought they could ever achieve. Year 3 - you have been the Southdale sparkle in action and we have loved watching you grow over the past two days.



Year 3

In Year 3 this week, the children have published their work describing Snowdonia.

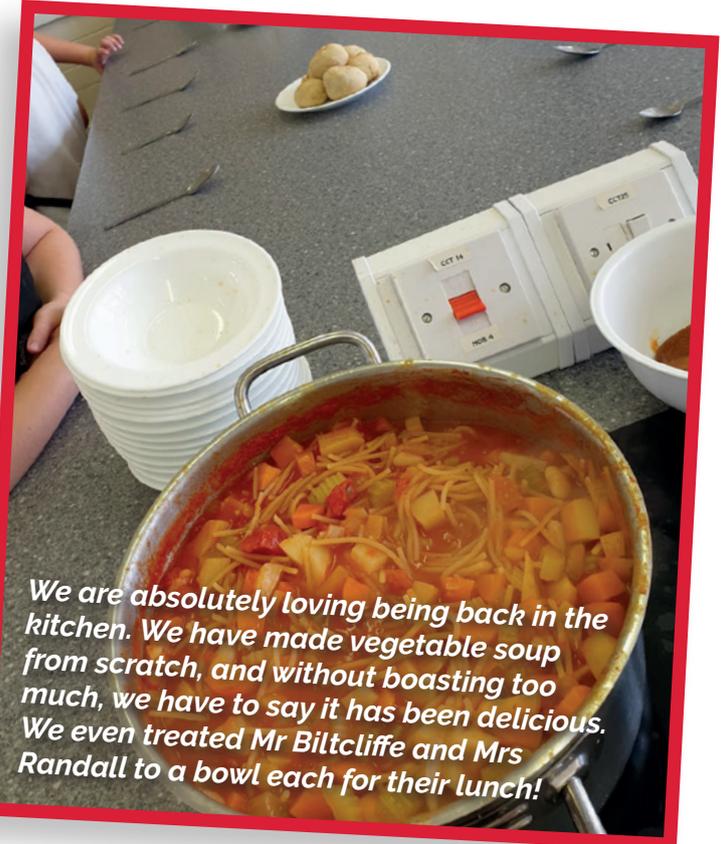
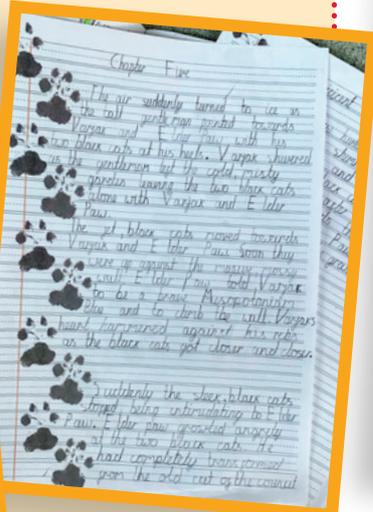
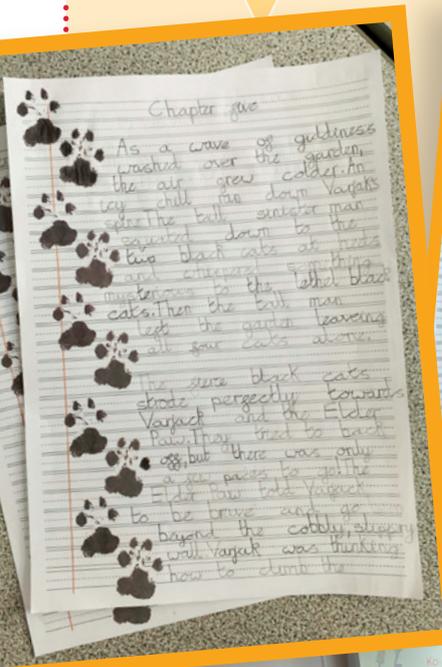
They have continued their survival training and used drama to imagine surviving the night at the foot of Snowdonia.

We used Springmill to enhance our learning and went along to find the best place to set up camp for the night.

The children enjoyed collecting firewood and deciding where it would be best to set up a shelter.

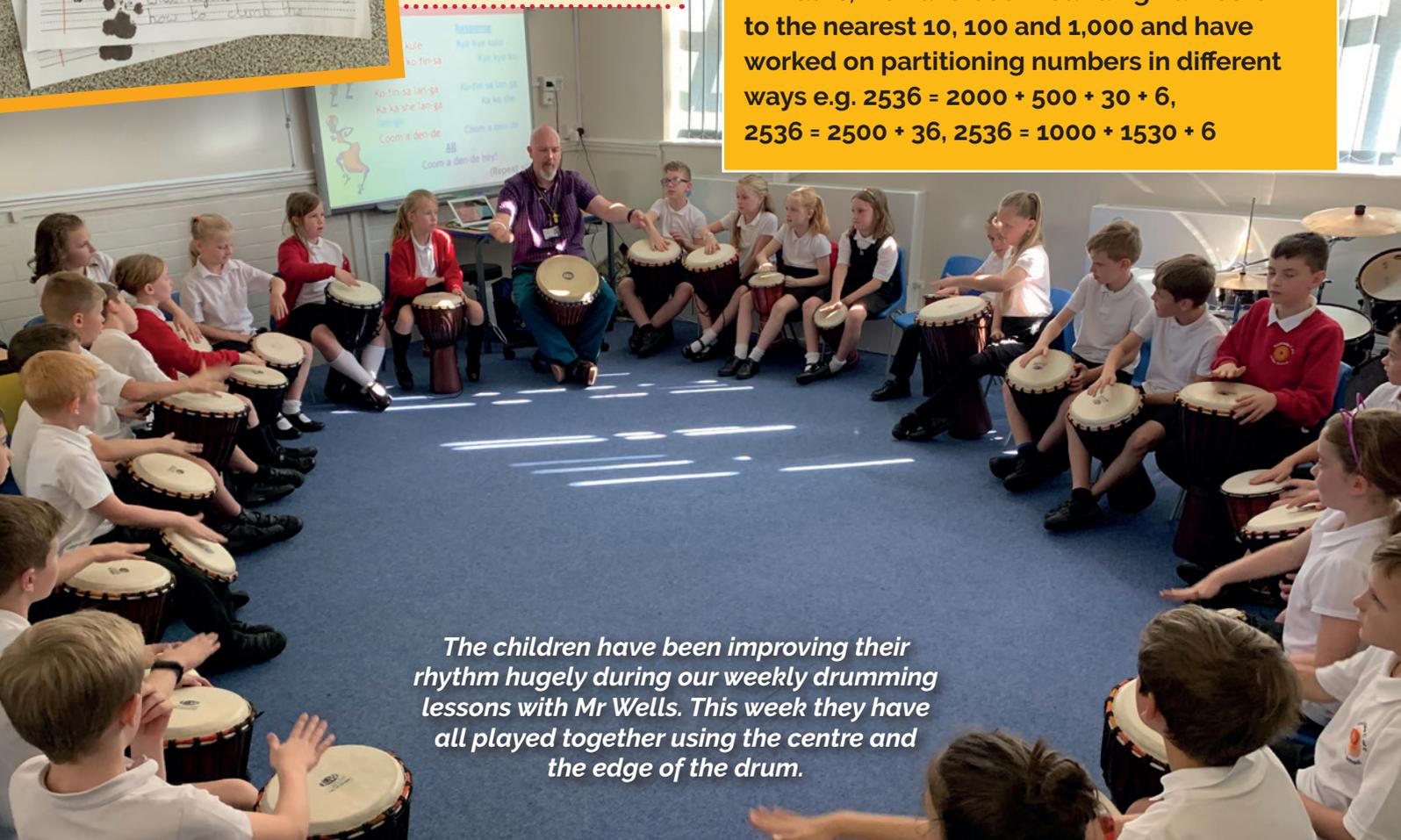


The children have worked very hard this week on their writing about Varjak's escape from the Contessa's garden. This has culminated in the children publishing their edited pieces with fantastic results.



We are absolutely loving being back in the kitchen. We have made vegetable soup from scratch, and without boasting too much, we have to say it has been delicious. We even treated Mr Biltcliffe and Mrs Randall to a bowl each for their lunch!

In Maths, we have been rounding numbers to the nearest 10, 100 and 1,000 and have worked on partitioning numbers in different ways e.g. $2536 = 2000 + 500 + 30 + 6$, $2536 = 2500 + 36$, $2536 = 1000 + 1530 + 6$



The children have been improving their rhythm hugely during our weekly drumming lessons with Mr Wells. This week they have all played together using the centre and the edge of the drum.

Year 5

The week began with a 'Thing' (the Viking word for a meeting). Using drama techniques, the children in role as Vikings learnt of the sad passing of their highly regarded chief-Ubba. Thankfully, Ragna- a very courageous warrior- has agreed to lead them on their raid.



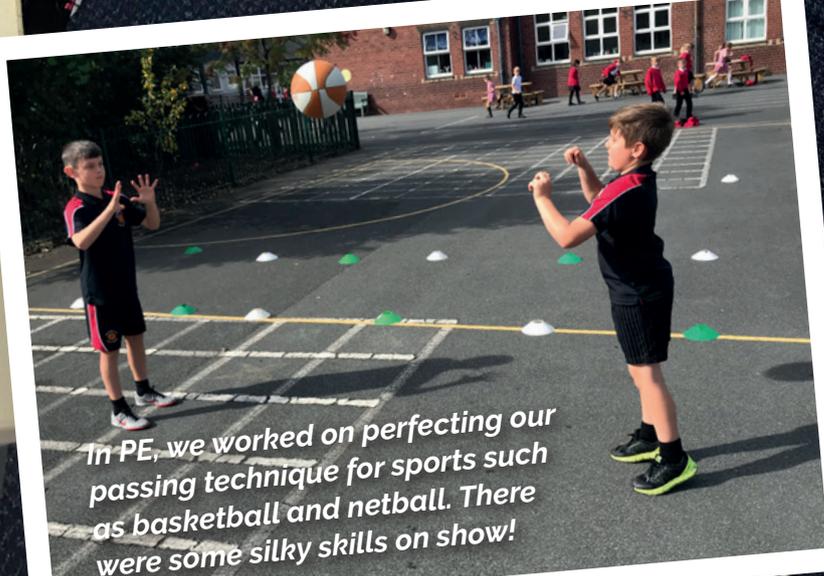
To compliment their understanding, the children went on a voyage to Jorvik! Delving into 'The Dig' to find artefacts, navigating their way through typical Viking life (trying to avoid the pungent smells that hit them) and learning key battle tactics enabled the children to develop their knowledge of Vikings. This action packed day will help the children to produce an explanation text detailing everything that Ragna needs to know to complete his job successfully!



Year 6

We continued our narrative journey this week by researching and creating amazing double page spreads on Syria. We think this might be where the stranger came from and can't wait to find out what happened to him on the island.

In our science topic of 'Light', we used models to demonstrate how light travels and filmed a presentation to the class on what our model represented.



In PE, we worked on perfecting our passing technique for sports such as basketball and netball. There were some silky skills on show!

During English, we have been dissecting information texts, looking at language and genre features ready to write our own text about Syria.

Supporting your child at home this week

YEAR 3 THIS WEEK

Reading: Please read with your child at home and ensure that they are reading for **at least 20 minutes a day**.

Maths: Please continue to support your child with their **3 times tables** and practise counting in 50's.

Themes: We are currently exploring the themes of **adventure and survival** with your children. Please share your knowledge about some of the greatest adventurers in history. E.g. Ernest Shackleton, Neil Armstrong, Edmund Hillary etc. .

Spelling Pattern: We are learning to add the prefixes **un -** to root words. E.g. **unsafe, unhappy, unkind, unlock**

Science: We have been learning how rocks are formed naturally. When you are out and about, encourage your children to identify **which rocks may be man-made**.

YEAR 4 THIS WEEK

Reading: Please read with your child at home and ensure that they are reading for **at least 20 minutes a day**.

Maths: Please support your child with their **3, 4, 6 and 8 time tables**. Don't forget to encourage your child to use **Times Table Rock Stars (TTR)**. If your child would like to further consolidate their learning of **rounding to the nearest 10, 100 and 1000** then please see the Year4 section of the website under the heading Helping Your Child. .

Themes: As part of our narrative, we are exploring the theme **mind-set**. Varjak has had some difficult decisions to make over this last week and the children have discussed how he has had to remain **strong and brave**. Please talk to your child about what mind-set means to them.

Spelling Pattern: We are recapping the prefixes **mis, dis, un** and **in** and how they change the meaning of words. Support your child by discussing root words that you can add these prefixes to e.g. **disappear, misunderstand, misbehave, disagree, unfair, misspell, unfair**.

Supporting your child at home this week

YEAR 5 THIS WEEK

Reading: Please read with your child at home and ensure that they are reading for **at least 20 minutes a day**.

Maths: Please support your children with their **times table practice** using **Times Table Rockstars!** Also, please support your child with reading numbers up to **one million**.

Themes: We are continuing to explore the dominance of the **Vikings** as part of our narrative. Within this we are looking at the key themes: **duty, dominance** and **revenge**.

Spelling Pattern: We are looking at words ending in **'ible'**. Please help your child to read, understand the meaning and spell the following words: **credible, edible, horrible, legible, possible, resistible, responsible, reversible, sensible, terrible, visible**.

YEAR 6 THIS WEEK

Reading: Please read with your child at home and ensure that they are reading for **at least 20 minutes a day**.

Maths: Please encourage your children to **practise their times tables** using **Times Table Rockstars**. 6MF have already won the first battle – who will be the next winner?!

Themes: One of our narrative themes is **'Human Rights'**. Please discuss with your child what they know about this theme and what they think it means.

Spelling Pattern: We are learning to add **suffixes to words ending in 'e'** this week (**wake + ing = waking**). Please support your child with this.

Achievements

Special Mentions

3LH	Amelia B	For writing some super compound sentences
3LS	Class	For a fantastic Lineham farm visit
3SG	Amelia H	For just being simply amazing!
4EB	Dylan B	For focusing on the writing process and creating a brilliant piece of work.
4RD	Daisy P	For a super piece of writing.
4RR	Zack B	For a superb attitude to your learning. Well done!
5AM	Owen H & Imogen H	For showing great perseverance when solving some tricky place value problems.
5EZ	Emily R	For showing great determination in all her subjects.
5GT	Heidi C	For always trying her best in everything that she does.
6KD	Freddie H	For having a fantastic attitude to all his work. He is a pleasure to teach!
6MF	Ella J	For your amazing skills in reading and settling in brilliantly at Southdale!
6ZR	Jack C	For always giving it 110% in everything that you do!

Attendance

3LH	96.11%	THIS WEEK'S ATTENDANCE WINNERS
3LS	97.85%	
3SG	98.06%	
4EB	97.22%	
4RD	94.83%	
4RR	97.04%	
5AM	97.22%	
5EZ	98.85%	
5GT	94.72%	
6KD	91.07%	
6MF	92.26%	
6ZR	97.02%	

TT ROCKSTARS Top 3

Most answered (Year 6)

Oliver H

TT ROCKSTARS Top 3

Most answered (Year 5)

Isabelle C

TT ROCKSTARS Top 3

Most answered (Year 4)

Katie R

TT ROCKSTARS Top 3

Most answered (Year 3)

Amelia S

After-school Clubs

Day	Year Group	Activity	Provider
Mon	Y3 & 4	Football	Wakefield School Sports Network
Mon	All year groups	Lego Club	Mineblox
Mon	Y4, 5 & 6	Cross Country	Mrs Mohebi
Mon	Y4, 5 & 6	Choir	Mrs Garnett
Mon	All year groups	Cooking	Mrs Smith
Mon	Year 3	Bird watching	Mr Smithson
Tue	All year groups	Gardening	Mr Dundon
Tue	All year groups	Dance & Performing Arts	Wakefield School Sports Network
Tue	All year groups	Cooking	Miss Woolley
Tue	Y4, 5 & 6	Bird watching	Mr Smithson
Wed	Y3 & 4	Gardening	Mr Dundon
Wed	Y4, 5 & 6	Netball	Wakefield School Sports Network
Wed	All year groups	Cooking	Mrs Smith
Wed	Y4, 5 & 6	Bird watching	Mr Smithson
Thur	All year groups	Maths & Reading, Writing Boosters	All Teaching Staff
Thur	All year groups	French Lessons	Kidslingo
Thur	All year groups	Cooking	Mrs Burrill
Fri	Y5 & 6	Football	Wakefield School Sports Network
Fri	All year groups	Cooking	Miss Woolley
Fri	Y4, 5 & 6	Bird watching	Mr Smithson

Calendar

Important Dates for your Diary

19, 20, 23, 24 & 25 September	Year 3 Lineham Farm Residential
9 October - 6pm	Curriculum evening and meet your teacher (all year groups)
21 October	Individual photos
4-7 November	Year 6 France & Belgium Residential
5 December	Christmas Disco
10 December	Year 3 Nativity
12 December	Christmas Fair

Term Dates 2019 - 20

Monday 2 September	INSET DAY
Tuesday 3 September	School opens
Thursday 24 October	School closes for half term
Friday 25 October	INSET DAY
Monday 4 November	School opens
Friday 20 December	School closed for Christmas holidays
Monday 6 January	School opens
Thursday 13 February	School closes for half term
Friday 14 February	INSET DAY
Monday 24 February	School opens
Friday 3 April	School closes for Easter holidays
Monday 20 April	School opens
Thursday 7 May	INSET DAY - LOCAL ELECTIONS
Friday 8 May	BANK HOLIDAY
Friday 22 May	School closes for half term
Monday 1 June	School opens
Friday 17 July	School closes for the summer holiday
Monday 20 July	INSET DAY

Information

Reading at home

At Southdale we strongly believe that reading is paramount to a child's development academically. All the latest research shows that the impact of parental involvement in reading is massive. It has been proven that better readers become better writers but reading has an impact in every area of the curriculum.

About 70%-80% of a child's vocabulary comes from reading – a child who reads for 20 minutes a day reads almost two million words per year. This 20 minutes of reading at home every day will help your child get into the top 10% for vocabulary acquisition.

When reading children also develop their ability to think abstractly, to develop empathy and to acquire an infinite amount of knowledge. These are skills that they need in every area of the curriculum (to solve a maths problem, to understand a science experiment, to use the correct terminology in P.E. etc.).

Reading removes barriers to learning. Research shows that a child's vocabulary size at the age of 5 has a direct link with their GCSE results. Children who read do better in their GCSEs, children who read go on to have more career options and children who read become happier more well-rounded adults. ALL IT TAKES IS 20 minutes a day at home.

Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begin to lessen. Taking the time to talk to your children about the books they choose and listening to them reading aloud regularly can make all the difference.

Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books and poetry. All of these reading activities should be encouraged.

Children in Key Stage 2 will all be at very different stages of development, but even for the most fluent readers there is a need for parental support.

Sharing a book individually with one child helps them enormously. This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school.

One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in a story and a discussion about your own likes and dislikes, will greatly influence your child.

Asking questions that go beyond the literal meaning of the book will help your child to think more deeply about what they are reading. Encourage your child to use the school and local libraries.

Books and stories open up new worlds of excitement and imagination for children!

Helping Your Child With Reading

The following points are to support you when reading at home with your child. Regular, daily reading is the key to reading success. Two or three of these sessions could be your child reading silently to him/herself followed by a discussion about the book. The other days could be an opportunity for your child to read aloud or taking it in turns to read aloud. These guidelines may help you develop reading further.

- **Make sure you are relaxed and comfortable during the reading session.**
- **Encourage your child to read with expression.**
- **Your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult.**
- **Discuss the meaning new vocabulary and encourage your child to use these new words in sentences when talking to you.**
- **Ask questions about the characters, the plot, the ending of the book and whether your child enjoyed it. If your child is not enjoying a story, stop reading it and ask them to change the book. Use the question stems.**
- **Encourage talk about favourite authors and illustrators, giving reasons for their choices.**
- **Try to make sure that your child reads a range of different books, not always stories.**
- **Model the reading process yourself by having your own book/ paper to read.**
- **Give lots of praise and encouragement.**
- **Have fun**

Safeguarding



Mrs K Partington

Designated Safeguarding Lead



Mrs R Mohebi

Deputy Designated Safeguarding Lead



Mrs R Randall

Deputy Designated Safeguarding Lead



Miss R Mallas

Deputy Designated Safeguarding Lead



Mr V Foster

Safeguarding Governor



Southdale

C of E Junior school

Shining like stars in the universe