

Southdale Sparkle

11 October 2019

A journey of discovery

It was wonderful to welcome so many parents into school on Wednesday evening for our annual curriculum evening. We know our children are certainly excited about their curriculum journey! We believe it is so important to work in partnership with our families, so we hope all the information you took home will really help you support your child at home. For those who couldn't attend, we have spare packs in the office and as always, if you have any queries about your child's learning, please do get in touch.

YEAR 3 JOURNEY

AUTUMN 1
Narrative: The Lost Book of Adventure
Themes: Survival, Adventure, Nature
Lineham Farm Residential

AUTUMN 2
Narrative: The Incredible Bookworm Eating Boy
Themes: Obsession, Health and Wellbeing
Nativity

SPRING 1
Narrative: Silver Twist
Themes: Exploitation, Poverty, Responsibility
Mining Museum visit

SPRING 2
Narrative: Life of a Victorian Child
Themes: Exploitation, Poverty, Responsibility
Visit to Danelaw

SUMMER 1
Narrative: The Boy in the Tower
Themes: Poverty, Homelessness, Mental Health
Visit to Brigantium

SUMMER 2
Narrative: Roman Adventure
Themes: Escape, Natural disasters, Human Rights including slavery
Yorkshire Wildlife Park trip

YEAR 4 JOURNEY

SPRING 1
Narrative: The Willow Pattern Story
Themes: Tradition - good/bad, Love, Courage
Robinwood Residential

SPRING 2
Narrative: Just one drop
Themes: Trust, Trade, Bravery
The Easter story

AUTUMN 1
Narrative: Magic Pear
Themes: Growth mindset, Gang culture, Identity and belonging
Hansel and Gretel

AUTUMN 2
Narrative: Hansel and Gretel
Themes: poverty, survival, crime and punishment
Visit to Brigantium

YEAR 5 JOURNEY

SUMMER 1
Narrative: Henry's Freedom Box
Themes: Slavery, Equality, Courage
Jorvik Museum visit

SUMMER 2
Narrative: The Boy in the Tower
Themes: Poverty, Homelessness, Mental Health
Whitby Residential

SPRING 1
Narrative: The Boy in the Tower
Themes: Poverty, Homelessness, Mental Health
Whitby Residential

SPRING 2
Narrative: Greeks
Themes: Influence, Sports and leisure, Creativity
The Eye of the Whale

AUTUMN 1
Narrative: The Island
Themes: Diversity, Ignorance, Human rights
Mask Ball

AUTUMN 2
Narrative: Romeo & Juliet
Themes: Love, Family, Conflict
Wakefield Museum visit

YEAR 6 JOURNEY

SUMMER 1
Narrative: The Eds Princess
Themes: Bravery, Confidence, Accountability
Leavers Prom

SUMMER 2
Narrative: Titanic
Themes: Bravery, Disaster/Resurrection, Accountability
Maritime Museum visit

SPRING 1
Narrative: The Eds Princess
Themes: Bravery, Confidence, Accountability
Leavers Prom

SPRING 2
Narrative: The Eds Princess
Themes: Bravery, Confidence, Accountability
Leavers Prom

AUTUMN 1
Narrative: The Eds Princess
Themes: Bravery, Confidence, Accountability
Leavers Prom

AUTUMN 2
Narrative: The Eds Princess
Themes: Bravery, Confidence, Accountability
Leavers Prom

We have had some shocking news in our narrative: Springmill, our local forest schools site, is being sold to property developers!

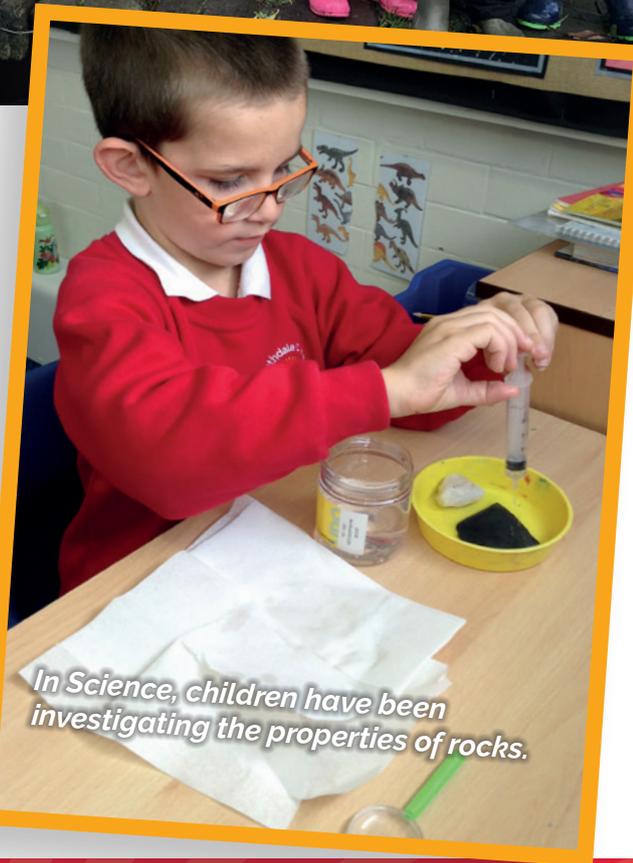
After much discussion and upset, we have decided to write to the council and demand they reconsider. As we need to act quickly, some lessons have had to be abandoned to allow time for an emergency visit to the site and to give time to set up a Community Action Group.



In English, we have been looking carefully at persuasive letters in order to make sure our letter to the council is of the highest quality.



In Art, children have been mixing and experimenting with shades of colour in the style of Vincent van Gogh.



In Science, children have been investigating the properties of rocks.

Year 4

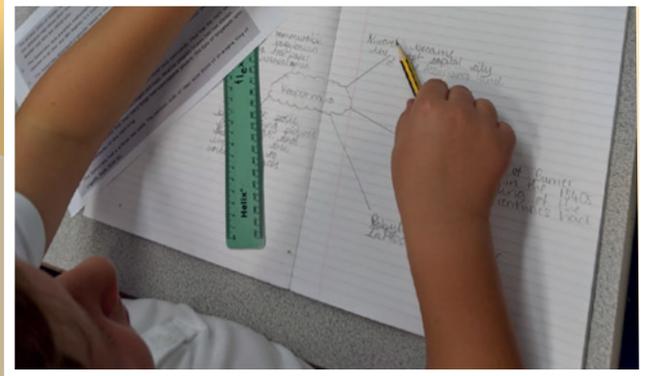
In **Art**, we have been having fantastically messy rooms creating our papier Maché cat heads and water colouring our designs inspired by the artist Laurel Burch. We are very pleased with our creations so far.

In **English**, the story of Varjak continues! Holly, Varjak and Tam are starving and desperate for food.... So they have decided to come up with a plan and target the unsuspecting pigeons in the town square. However things don't quite go to plan, just for a change!

In **Maths**, we have been deepening our knowledge of number work and looking at written formal methods for 4 digit addition.



Did you ever wonder where Mesopotamia was? Well, we now know as, in **Geography**, we have researched Varjak's ancestor's origins. In his dreams, he smells cinnamon and dates as he walks along the river shores of the Tigris and Euphrates. These are real rivers much to the delight of the children.



In **cooking**, we have been experimenting and exploring flavours in order to make incredibly, tasty dishes. We have been developing our safety skills when handling knives.

The children are still thriving when playing the **Djembe drums** developing rhythm, beat and timing. There's a smidge of singing and dancing to bring the tribal element alive.

A good gymnast

- Control/coord
- brave
- Strength
- Point toes
- Strong hamstring
- flexible
- Core/strong legs
- Eye

In P.E we have been studying Olympic gymnasts and what makes them the very best at what they do in particular Max Whitlock, Louis Smith and Simone Biles



In outdoor P.E. the children have now moved on to small-sided possession games. They played brilliantly and showed true competitive spirit.

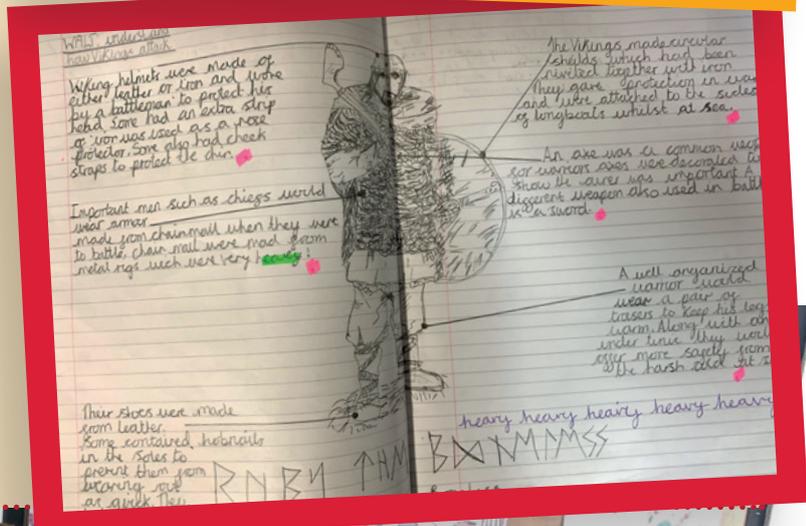
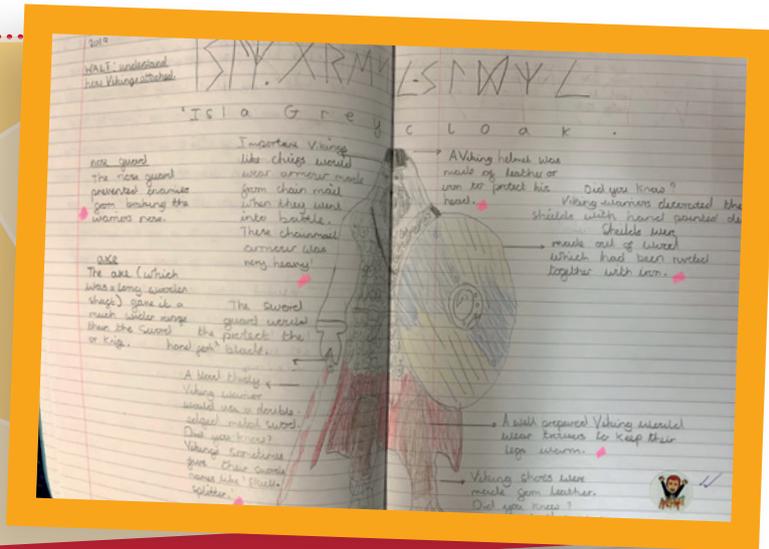
Our narrative journey this week has involved the encounter of two characters (Anglo-Saxon character Aldwin and the Viking character Ragnar).

The children have started their two week process by analysing diary entries, planning and writing a diary entry from an Anglo-Saxon point of view, during the raid of Eorforwic. They have produced some imaginative and fantastic writing.

To aid our narrative curriculum, the children have used their ICT skills to research Viking armour and weaponry.

As part of our art lessons this week, we have been combining our knowledge of Viking longboats and shading technique to produce a detailed Viking figurehead. We look forward to seeing the end result.

In **Maths**, the children have been working on negative numbers and formal written methods for addition.



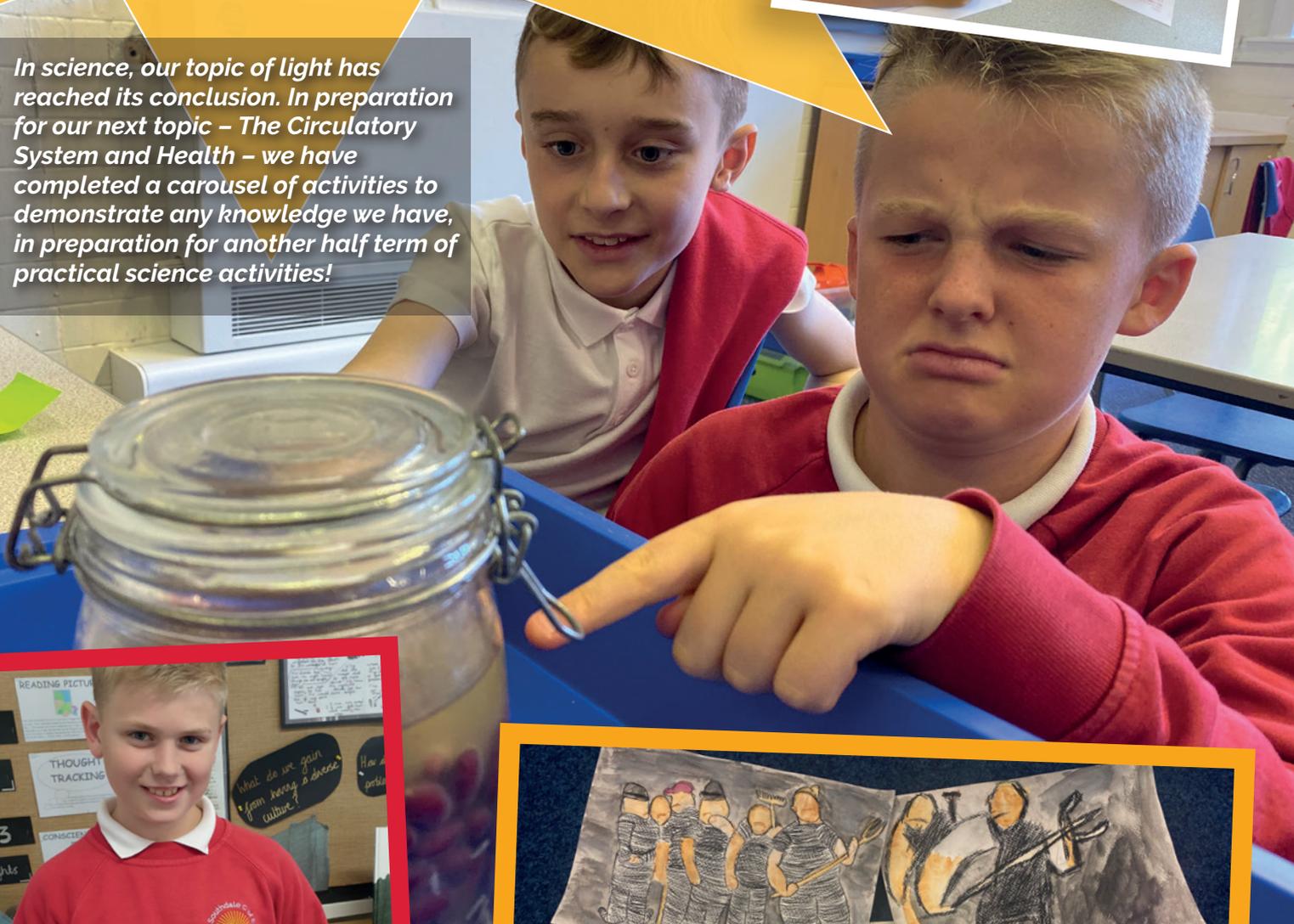
Year 5 children in action making fresh bread to go with their carrot and coriander soup.

Year 6

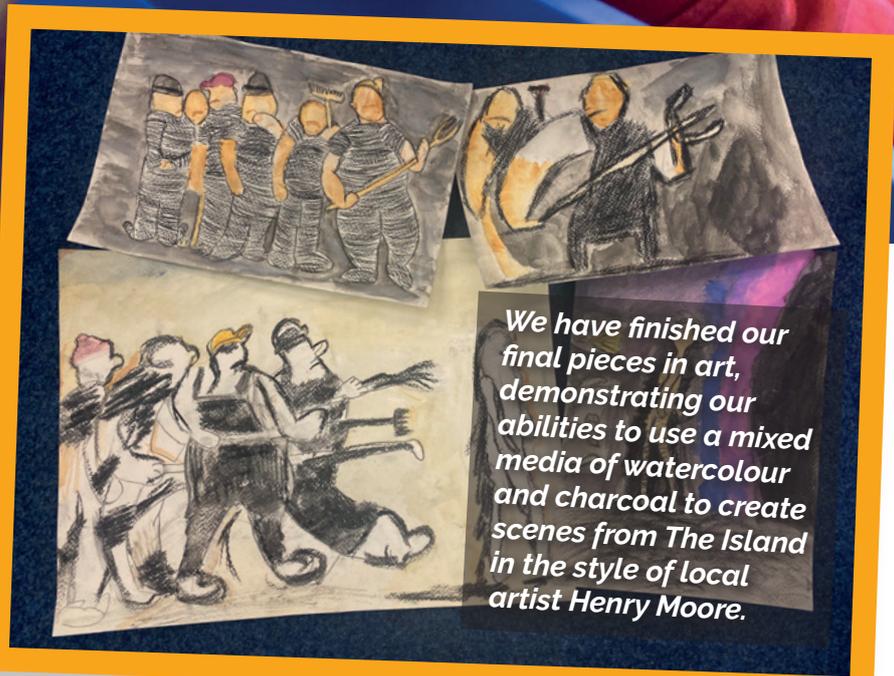
The secret is out: the story of 'The Island' has gone global! Our stranger has washed up on more compassionate shores, and his story has hit the headlines. In English this week, we have been developing our skills as journalists to report this news to the world via the BBC website.



In science, our topic of light has reached its conclusion. In preparation for our next topic – The Circulatory System and Health – we have completed a carousel of activities to demonstrate any knowledge we have, in preparation for another half term of practical science activities!



A brush with fame: Brett, super excited by receiving a copy of our class book, Refugee Boy, received a personal Twitter reply from author Benjamin Zephaniah!



We have finished our final pieces in art, demonstrating our abilities to use a mixed media of watercolour and charcoal to create scenes from The Island in the style of local artist Henry Moore.

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: Next week, we will start looking at column addition and subtraction. If you would like to support your child at home, the methods are shown below:

$$454 + 235 =$$

H	T	O
100 100	10 10 10	1 1
100 100	10 10	1 1
100 100	10 10 10	1 1 1

$$\begin{array}{r} 454 \\ + 235 \\ \hline 689 \end{array}$$

$$258 - 46 =$$

H	T	O
100 100	10 10 10	1 1 1
	10 10	1 1 1
	10 10	1 1 1

$$\begin{array}{r} 258 \\ - 46 \\ \hline 212 \end{array}$$

Themes: As part of our narrative journey, children are working together to **save Springmill from property developers**. During this stage, we will explore the power of the community and the importance of nature.

Spelling Pattern: For the next fortnight, we will revisit spelling patterns already covered.

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**. Why not find an **interesting word** which you can find the definition of and share back in class.

Maths: Please support your child with helping them to consolidate the times tables learnt in year 3 these are 3, 4, 6 and 8. Support your child to continue working on their fluency of **adding 4 digit numbers**.

Themes: As part of our narrative, we are exploring the theme **'gangs'**. Varjak has now had a run in with one of the local gangs and is trying to stay clear of the other. In the meantime, he's realising he's got a pretty good gang of his own. So, **are gangs a good thing or not?** This is something which we continue to debate and question.

Spelling Pattern: We have been looking at the spelling pattern **'sure'** in words like: **treasure** and **measure**. Can you work with your child to find any more words with the same spelling pattern?

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 **doubling and halving 3 digit numbers**.

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 will be looking at words with the **silent letter 't'**. Please help your child to read, understand and spell the following words: **glisten, wrestle, castle, whistle, thistle, jostle, soften, fasten, listen, nestle**

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**.

Themes: Please talk to your child about who the **Suffragettes** were, and how they changed the world we live in through their actions.

Spelling Pattern: We are learning to add suffixes to words which require double consonants:

admit – **admittance**; Begin – **beginning**; forget – **forgetting**;
forgot – **forgotten**; fun – **funny**; permit – **permitting**; prefer – **preferring**;
regret – **regrettable**; stop – **stoppable**; wet – **wettest**; run – **running**;
hop – **hopping**; pop – **popping**; stop – **stopped**, etc.

Achievements



Head teachers Award

Isabella B

For showing great kindness. We are all so proud of you.

Special Mentions

3LH	Flynn T	For being a super Southdale role model. Well done for being a wonderful support to your partner
3LS	Charlie B	For safely leading the class to Springmill and back - showing exceptional behaviour
3SG	Riley F	For his enthusiasm throughout our narrative
4EB	Harry W	For having a brilliant, settled week - always focused and ready
4RD	Jessica B	For always showing a growth mindset and being a wonderful Year 4 role model
4RR	Evie K	For persevering with your handwriting
5AM	Ruby R	For producing a fantastic viking factfile
5EZ	Jack D	For writing and imaginative diary entry and sharing his wonderful ideas with others to improve their work
5GT	Mia W	For trying really hard with her writing this week
6KD	Joey R	For working exceptionally hard on short division and mastering the method
6MF	Toby T	For excellent PE participation and working hard on his news report
6ZR	James F	For excellent perseverance when writing your news report

Attendance

3LH	95.00%	THIS WEEK'S ATTENDANCE WINNERS
3LS	97.85%	
3SG	94.44%	
4EB	96.11%	
4RD	97.13%	
4RR	95.16%	
5AM	97.22%	
5EZ	97.41%	
5GT	93.61%	
6KD	97.02%	
6MF	95.24%	
6ZR	91.67%	

TT ROCKSTARS Top 3

Most answered (Year 6)

Calum P

TT ROCKSTARS Top 3

Most answered (Year 5)

Lily T

TT ROCKSTARS Top 3

Most answered (Year 4)

Brooklyn G

TT ROCKSTARS Top 3

Most answered (Year 3)

Alexis W

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

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 (evening)
11 December	Year 3 Nativity (afternoon)
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