

# Southdale Sparkle

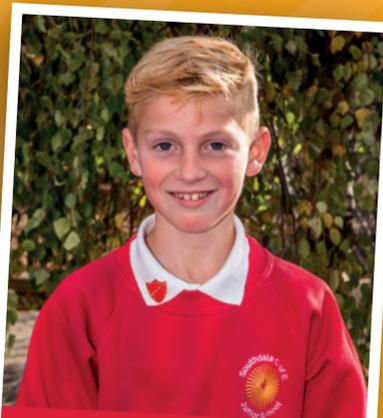
18 October 2019

## Making a difference

We have all been given our roles and responsibilities in the junior leadership team; we are already making a difference across school. Our charity leaders have decided that we will support our local charity of the food bank, cancer research as our national charity and our sister school in Tanzania as our global family.



Neave, our Head Girl, explained 'We are all so eager to make Southdale sparkle even more. We are currently planning lots of exciting events across school, so watch this space!'



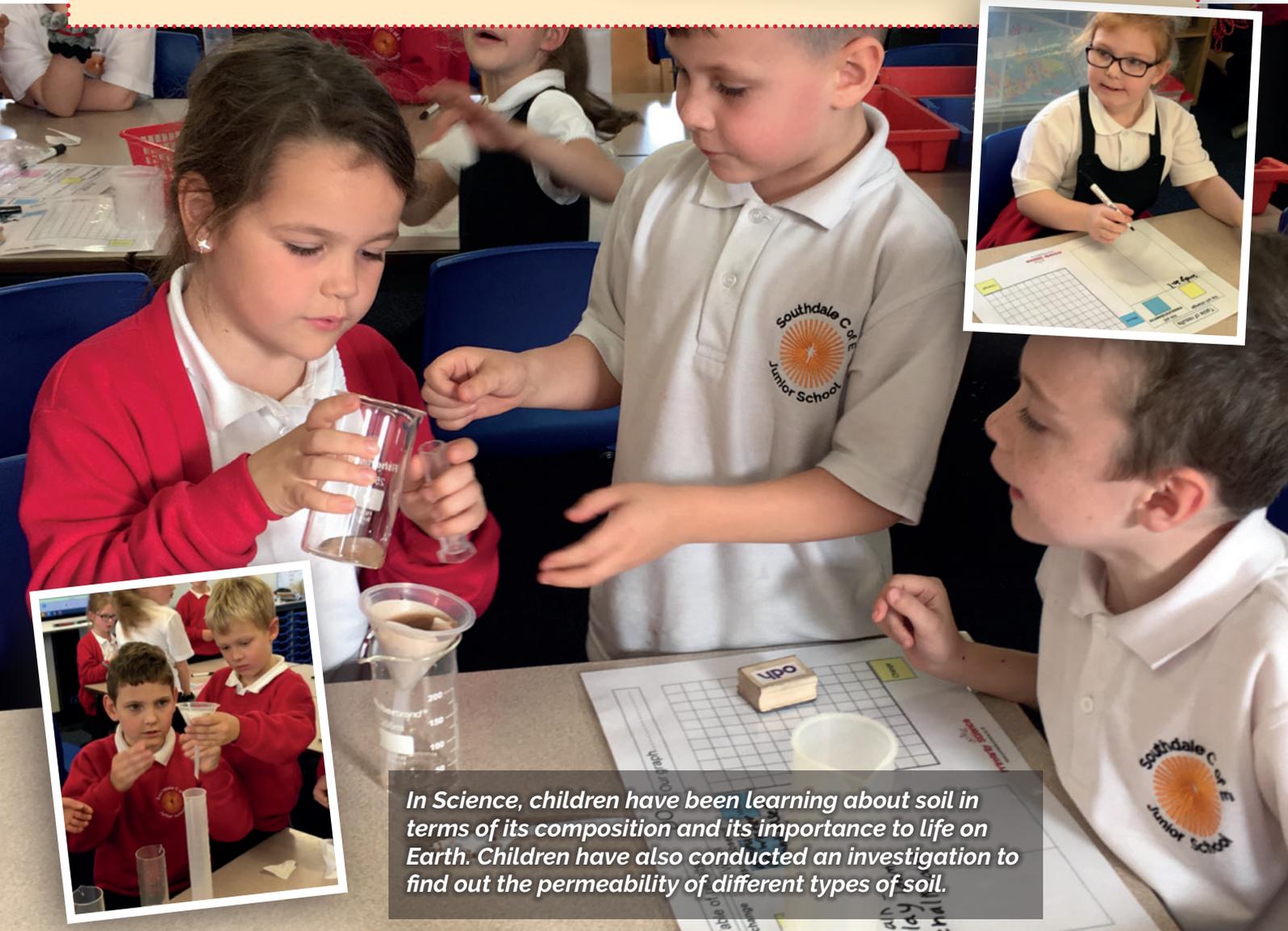
Oliver, our Head Boy, said 'I am really enjoying working with all the JLT and helping to make our Southdale family the best we can be.'



# Year 3

The **Community Action Group** have been working hard to draft their persuasive letter to Wakefield Council. They have decided to focus their letter on explaining the damage that a new housing development would do to local wildlife at Springmill as well as the precious woodland and wildflowers.

In **geography**, the Community Action Group have also been familiarising themselves with the whole site at Springmill. They have analysed digital maps and plans of the area and have recorded its key human and physical features.



*In Science, children have been learning about soil in terms of its composition and its importance to life on Earth. Children have also conducted an investigation to find out the permeability of different types of soil.*

# Year 4

*In English, our diary entries are near completion and Varjak's account of the pigeon event is over. Finally mastering the 4th skill of Slow-time, Varjak was secretly proud although the underlying pang of hunger still prevailed for the trio of cats. Unbeknownst to Varjak, help from the Tai Chi masters is on its way as the council are preparing a decoy...*



In **Maths**, we are mastering our use of written column addition using 4 digits and up to 3 exchanges - what a challenge it was!

In **P.E.**, we have been mastering working with a partner to create a sequence using counterbalance and symmetry. Outside, we have been continuing to develop our communication and team skills.

We have been taking a special interest in Y4's **significant people**, Arthur and Melinda - two people who have made a massive impact on the lives of those who live in our sister school community (in Tanzania) and beyond.

*We have had our final week of making our healthy soup in cooking and we're ready for the next culinary challenge now. Roll on next half term!*



*In Art, we have been exploring using different mediums to create Mesopotamian cat's heads over the half term. The papier-mâché heads are almost done. We just need to add the gold paint details.*

# Year 5

Welcome to our new Y5 teacher, Mrs Gibbons, who will be working with Mrs Gray-Battye in 5GT while Miss Townend is on maternity leave. Mrs Gibbons will start on Monday 21.10.18 and work on Mondays and Tuesdays.

To aid our narrative curriculum, the children have used their atlas skills to locate key physical and human geography of Scandinavia and York.

*This week the children have worked extremely hard. They have completed their two diary entries. Both diaries are focused on explaining the raid of Eorforwic, but from differing points of view. The children are currently busy publishing these pieces of work, which will form part of our next narrative display. Watch this space!*

As part of learning about **inspirational people**, we have studied Martin Luther King and Rosa Parks. We have written reflections and created poetry in style of Martin Luther King's iconic speech, 'I have a dream'. We incorporated the UN sustainable goals, and discussed how even the smallest action can make a huge difference.

In **maths**, we have been revising our understanding of fractions by finding fractions of numbers and shapes, as well as ordering and comparing them.

I have a dream...  
that everybody is thankful for what they have and no one gets bullied.  
I have a dream...  
that every person has equal rights.  
I have a dream...  
that people always put the environment first to stop pollution so less sea creatures die because of us.

I have a dream...  
that war would end and violence would stop, no matter which country or which continent and make the world peaceful.  
I had a dream that animals are great, so they can live their full lives and in stead of being caught and killed and made into food for us to eat.

My Reflections  
When studying Rosa Parks I get unimaginably thankful and lucky that Rosa Parks stood up for our human rights. I believe that everyone can change the world due to Rosa Parks the inspirational hero. This caused an effect across America soon most of the USA had equal rights. Close to her death she received the highest award for civil rights in the world because of her actions.



# Sport

Southdale participated in a "This Girl Can...Football Festival" on Monday 30th September. It was held at Crofton Academy. Seventeen girls from Year 3 and 4 had a fantastic time despite the rainy weather. They had the opportunity to play against a number of different schools. The girls were a credit to the school.

Six children from Year 4 had fun at Outwood Grange Academy participating in a **Multi Skills Festival**. The children had the opportunity to try out a range of exciting sports and thoroughly enjoyed themselves.



*Southdale hosted a Netball Tournament this week. We entered two teams and the girls played against three local schools. They persevered throughout the tournament and it was great to see their skills flourish.*

# 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 continue **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	454
100 100	10 10	1 1	+ 235
100 100	10 10 10	1 1 1	689

$$258 - 46 =$$

H	T	O	
100 100	10 10 10	1 1 1	258
	10 10	1 1	- 46
		1 1 1	212

**Themes:** As you know, we are exploring the themes of **community** and **nature**. If you have time, why not **visit Springmill** with your child and talk about the importance of this space for the whole community of Ossett.

**Spelling Pattern:** For the next week, we will continue to 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:** In year 4, the children need to know **up to the 10 timestables**. Support your child to continue working on their fluency of adding together 2 and 3, 4-digit numbers with exchanges.

**Themes:** As part of our narrative, we are exploring the theme **'identity and belonging'**. Varjak has now some firm friends in Holly and Tam and feels he belongs in the Outside world. However, he is a Mesopotamian blue cat and misses his family – what will he decide to do? We continue to discuss and wonder about this.

**Spelling Pattern:** We have been looking at adding the prefix **'auto'** to words like **automatic, autobiography** and **autograph**. Can you work with your child to find any more words with the same prefix?

# 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 encourage your children to practise their times tables using **Times Table Rockstars**. Also, please support your child with completing the numeracy tasks set on **My Maths**.

**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 suffix **'ibly'** and **'ably'**. Please help your child to read, understand and spell the following words: **adorably, horribly, tolerably, sensibly, miserably, possibly, suitably, responsibly**.

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## 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**. Your challenge this week is to find a **poem you enjoy reading** – why not bring it in to show us?

**Maths:** Please encourage your children to practise their times tables using **Times Table Rockstars** – quick recall of times table facts is essential in our understanding of **fractions**.

**Themes:** Please talk to your child about what they already know about the **First World War**. Have you visited the **war memorial in Ossett**? Does your child understand the significance of this monument?

**Spelling Pattern:** We are learning to spell words using **apostrophes** for possession and contraction: **don't, doesn't, couldn't, wasn't, shan't, won't, can't, cannot**. Please discuss the difference between **its and it's**, as well as **boys and boy's**.

# Achievements



## Head teachers Award

**Brett M**

For being a fantastic help in the office. You are a star!

## Special Mentions

3LH	<b>Eliza O</b>	For perseverance and challenging yourself in maths. Well done!
3LS	<b>Emmy R</b>	For her fantastic contributions during our science investigation
3SG	<b>Neve B</b>	For always working hard and showing the Southdale Sparkle
4EB	<b>Olivia R</b>	For having a brilliant attitude to improving her handwriting
4RD	<b>Joshua C</b>	For loving school life and always trying his best
4RR	<b>Jessica W</b>	For a superb attitude to learning
5AM	<b>Theo G</b>	For always being fantastic!
5EZ	<b>Issac</b>	For working extremely hard in all subjects. Well done!
5GT	<b>Maisie M</b>	For always being a superstar!
6KD	<b>Isabelle D</b>	For always putting 100% effort into her work. She works so hard to complete it to a high standard
6MF	<b>Connor E</b>	For an awesome attitude to learning this week
6ZR	<b>Lois L</b>	For a huge improvement in her handwriting and presentation - keep it up!

## Attendance

3LH	<b>93.33%</b>	<b>THIS WEEK'S ATTENDANCE WINNERS</b>
3LS	<b>93.01%</b>	
3SG	<b>96.11%</b>	
4EB	<b>98.06%</b>	
4RD	<b>97.70%</b>	
4RR	<b>93.82%</b>	
5AM	<b>96.94%</b>	
5EZ	<b>96.55%</b>	
5GT	<b>93.66%</b>	
6KD	<b>89.88%</b>	
6MF	<b>96.72%</b>	
6ZR	<b>95.22%</b>	

### TT ROCKSTARS - Year 6

Most improved

**Connor E**

Most answered

**Oliver H**

### TT ROCKSTARS - Year 5

Most improved

**Sam B**

Most answered

**Sam B**

### TT ROCKSTARS - Year 4

Most improved

**Levi S**

Most answered

**Joshua S**

### TT ROCKSTARS - Year 3

Most improved

**Amelia S**

Most answered

**Mia JG**

# After-school Clubs - NEXT TERM

Day	Year Group	Activity	Provider
Mon	All year groups	<b>Boccia &amp; Curling</b>	Wakefield School Sports Network
Mon	All year groups	<b>Lego Club</b>	Mineblox
Mon	Y4, 5 & 6	<b>Cross Country</b>	Mrs Mohebi/Miss Ryan/Mr Mills
Mon	Y4, 5 & 6	<b>Choir</b>	Mrs Garnett
Mon	All year groups	<b>Cooking</b>	Mrs Smith
Mon	All year groups	<b>Bird watching</b>	Mr Smithson
Tue	All year groups	<b>Gardening</b>	Mr Dundon
Tue	All year groups	<b>Dance &amp; Drama</b>	Wakefield School Sports Network
Tue	All year groups	<b>Cooking</b>	Miss Woolley
Tue	All year groups	<b>Bird watching</b>	Mr Smithson
Wed	All year groups	<b>Reading</b>	Miss Noonan
Wed	All year groups	<b>Cooking</b>	Mrs Burrill
Wed	All year groups	<b>Netball</b>	Wakefield School Sports Network
Wed	All year groups	<b>Bird watching</b>	Mr Smithson
Thur	All year groups	<b>Maths &amp; Reading, Writing Boosters</b>	All Teaching Staff
Thur	All year groups	<b>French Lessons</b>	Kidslingo
Thur	All year groups	<b>Cooking</b>	Mrs Smith
Fri	All year groups	<b>Handball/Dodgeball</b>	Wakefield School Sports Network
Fri	All year groups	<b>Cooking</b>	Miss Woolley
Fri	All year groups	<b>Bird watching</b>	Mr Smithson

# Calendar

## Important Dates for your Diary

21 October	Individual photos
3-6 November	Year 6 France & Belgium Residential
8 November	Year 6 Wakefield Museum
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*