

# Southdale Sparkle

20 December 2019

## Merry Christmas

Thank you for all your support at the Christmas fair last night. It truly was a success and we have raised a whopping £1028.22 to go towards our school funds. Wasn't our Christmas grotto magical?

As 2019 draws to a close, I wanted to wish the entire Southdale family a very merry Christmas. We have so much to celebrate here at Southdale and we couldn't have achieved what we've achieved, without the support of our families and a committed staff team.

From the entire Southdale team, enjoy some time of rest and recuperation and have a wonderful Christmas!

*Mrs K Partington*



# Year 3

This week in year 3, we have been helping **Henry, the book eating boy**, in his recovery. We have written him a letter explaining the importance of eating a balanced diet and have also provided him with example healthy meals to get him started. We have finished off our art work, inspired by the illustrator Oliver Jeffers, and created a canvas to showcase some of the best pastel portraits.

In **maths** this week, we have been learning how doubling and halving can help us to multiply and divide numbers by 4. We have also linked this understanding fractions by finding  $\frac{1}{4}$  of an amount.

In **Religion and Worldviews**, we have continued to explore the story of Noah and the Ark and have been debating whether or not God was right to send a flood. Children have been learning to share their opinions, listen to each other and agree or disagree respectfully.

Finally, as it is Christmas, we have been having a little bit of fun at our **Christmas party**. It has been a great half-term with so many highlights and so many achievements to celebrate.

We would like to take this opportunity to thank you for your kind words, messages of support and all our lovely Christmas gifts.

***We wish you all a Merry Christmas and a happy New Year.***



# Year 4

Our narrative has come to a dramatic and exciting conclusion that culminated with the **trial of both the woodcutter (Mr W Cutter) and The Witch of Wigtwizzle.**

The trial was performed by staff and children with real roles. Such as: a judge, jury, lawyers, usher, witnesses, clerk and the 2 culprits to be tried, the woodcutter and the witch. It was all very tense yet exciting. Of course, good always prevails over evil in fairy tales and myths and ours ended in the same way. We were very proud of all our children and the way that they prepared and participated was amazing.

We hope that you enjoyed our photos on Twitter and here are a few more for you to see.

We look forward to starting our new narrative journey based on 'The Willow Pattern' story in January.





**The Land of Neverbelieve** journey has now come to an end and what a magical journey it has been. From discovering the mystical areas of the island itself, to debating whether tourists should or should not be allowed on the island, the children have now completed their published pieces describing The Land of Neverbelieve in 2119- after the effects of pollution. Look out for the final outcomes on display alongside the fantastic artwork that has been produced this half term.

As a collective year group, the children have been working together to create a canvas centre piece, inspired by William Morris and The Land of Neverbelieve which will complement the display for this narrative journey.

As we all get into the Christmas spirit, the children enjoyed a **French** lesson where they explored how Christmas is celebrated in France. They then further learnt about Christmas around the world in **RE**.

Later in the week, the classrooms were certainly 'sparkling' with sequins and glitter as the children prepared for the Christmas fair!

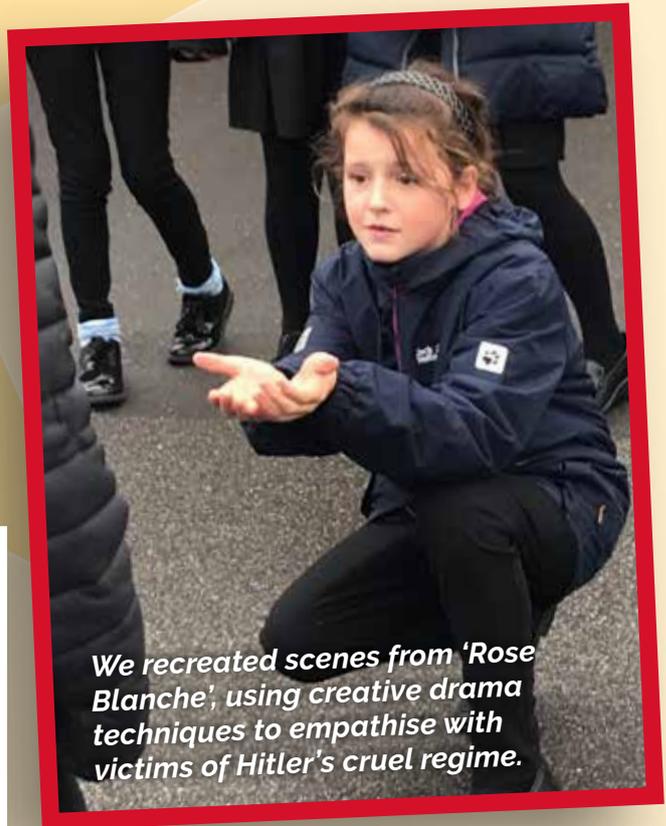
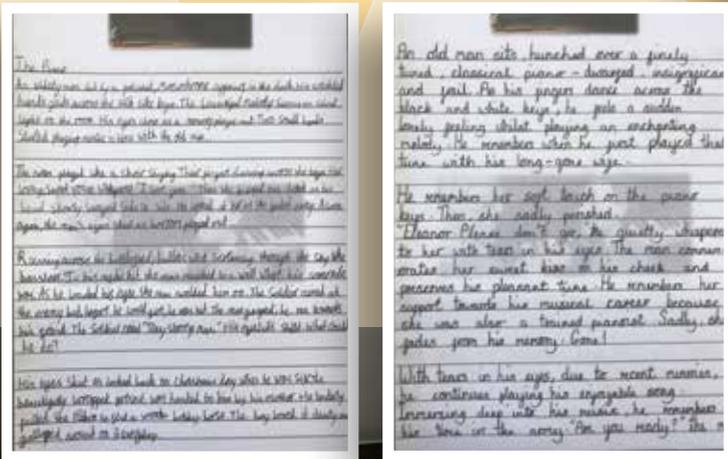


*May we thank you all for your continued support towards school. All of the staff would like to wish you all a very **Merry Christmas and a Happy new Year!***

# Year 6

In **English** we have fully published our stories with flashbacks and the outcomes are amazing! It is the final piece towards our unit of War, Peace and Remembrance. We are thrilled to display Year 6's work from this narrative in the main corridor; it's a perfect end to such a fulfilling and stimulating area of study.

As historians we learned about the Tommies' trench diets, before, as scientists, giving advice to improve their diet and prevent such ailments as stomach upsets and vitamin deficiencies.



*We recreated scenes from 'Rose Blanche', using creative drama techniques to empathise with victims of Hitler's cruel regime.*



In **PE** we concluded our half-term of team-building by working together to solve the riddle of the fox, the chicken and the corn. We had to work together to deliver our items across the "river" without anything getting eaten!

*We wish everyone a happy Christmas - have a restful and relaxing break, but don't forget to do your **daily ten-for-ten booklets!***

## Sport

A huge congratulations to Harvey who achieved his black belt last Tuesday. He completed a series of challenging activities. These included a warm up, ten combinations in the air, ten combinations with pads with a partner and sparring challenges. He has trained hard and his commitment has certainly paid off as he is one of the youngest members to achieve this.



# 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 support your child by encouraging them to practise their times tables using the app **TT Rock Stars**. In January, we will be learning **written methods for multiplication and division**. In order to do this well, it is really important that your child knows their **2, 5, 3 and 4 times tables**. We will also be teaching children how to multiply a number by 10 and 100.

**Spelling Pattern:** To prepare for the next narrative, it would be helpful if the children could spell the following words: **children, poverty, London, neglect, orphan, responsible, exploited, homeless**

**Theme:** Next half-term, we will be exploring the themes of **poverty, responsibility and exploitation** as we delve into 'The Life of a Victorian Child'. Please speak to your child about the meaning of these themes in different contexts as this will enable them to make links and deepen their understanding.

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## YEAR 4 THIS WEEK

**Reading:** Please read with your child at home and ensure they are reading for **at least twenty minutes a day**. Why not find an interesting word which you can find the definition of and share back in class.

**Maths:** Please continue to support your child with helping them to consolidate all times tables. These are **3, 4, 6, 7, 8 and 9**

**Themes:** Our themes for our Willow Pattern narrative are: **Love, Tradition and Courage**.

**Spelling:** In January we will be focussing on words with the **'ay'** sound spelt **eigh, ei** and **ey**

# Supporting your child at home this week

## YEAR 5 THIS WEEK

**Reading:** Please read with your child at home. We would encourage them to read **two books over the Christmas period.**

**Maths:** Please encourage your child to practice their times tables using **Timestables Rockstars.** Children can also use their My Maths log in to complete set tasks.

**Themes:** Next half term, the children will be looking at **Greeks** through our narrative curriculum. It would be great if the children could research Greek life. The themes explored next half term will be: **creativity, legacy and influence**

**Spelling Pattern:** The children will be exploring the 'ee' sound through the spelling of 'ei.' These words will include: **receive, ceiling, neither, conceit, conceive, seize, deceive, protein, caffeine, perceive, either, deceit.** They will also be exploring the spellings of key words and language that relate to the Greeks.

## 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. **Complete your reading ten-for-ten booklets.**

**Maths:** Please encourage your child to practise their times tables using **Times Table Rockstars** – quick recall of times table facts is essential in our understanding of calculating percentages. **Complete the ten-for-ten maths tasks.**

**Themes: Responsibility** - discuss how your child might be able to help out over Christmas!.

**Spelling Pattern:** Common misspellings from this week: **which, with, desperate, desperately, memory, memories, excited, exciting, phenomenal, conscience, try/tried, their/they're/there.**

# Achievements



## Head teachers Award

**Jessica and Amelia W**

For showing such generosity of spirit and shining like stars in the universe.

## Special Mentions

3LH	<b>Flynn T Ava H</b>	For helping and organising the Christmas stall - you are a super sales man/woman!
3LS	<b>Heidi W</b>	For always being ready to learn and having exceptional manners
3SG	<b>Emily S</b>	For her enthusiasm and contribution in class
4EB	<b>Max O</b>	For making a massive effort with his publishing
4RD	<b>Morgan D</b>	For trying so hard with her writing. And... making us all laugh - you truly are a Southdale Sparkle!
4RR	<b>Sophie H</b>	For always being a Southdale Sparkler!
5AM	<b>Reece L</b>	For working extremely hard on a futuristic description of the Land of Neverbelieve
5EZ	<b>Ethan W</b>	For a great first term at Southdale. Well done!
5GT	<b>Asher R</b>	For showing much greater focus in class
6KD	<b>Alfie C Amelia W</b>	For being absolute superstars all term and oozing Southdale Sparkle!
6MF	<b>Sumaiya S</b>	For some excellent writing and being amazingly helpful!
6ZR	<b>Neve P</b>	For showing empathy in our drama this week - an actress in the making!

## Attendance

3LH	<b>91.33%</b>	<b>THIS WEEK'S ATTENDANCE WINNERS</b>
3LS	<b>92.26%</b>	
3SG	<b>89.99%</b>	
4EB	<b>86.33%</b>	
4RD	<b>90.69%</b>	
4RR	<b>97.74%</b>	
5AM	<b>92.00%</b>	
5EZ	<b>95.33%</b>	
5GT	<b>95.67%</b>	
6KD	<b>85.00%</b>	
6MF	<b>93.21%</b>	
6ZR	<b>96.40%</b>	

### TT ROCKSTARS - Year 6

Most improved

**James I**

Most answered

**Evie AR**

### TT ROCKSTARS - Year 5

Most improved

**Ellie H**

Most answered

**Chloe-Rose H**

### TT ROCKSTARS - Year 4

Most improved

**Dylan H**

Most answered

**Brooklyn G**

### TT ROCKSTARS - Year 3

Most improved

**Jake B**

Most answered

**Jake B**

# After-school Clubs

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

14, 21 & 28 January 2020	<b>Year 3 Coal Mining Museum visits</b>
11-12 March 2020	<b>Year 5 Whitby Residential</b>
16-18 March 2020	<b>Year 4 Robinwood Residential</b>

## Term Dates 2019 - 20

Monday 2 September	<b>INSET DAY</b>
Tuesday 3 September	<b>School opens</b>
Thursday 24 October	<b>School closes for half term</b>
Friday 25 October	<b>INSET DAY</b>
Monday 4 November	<b>School opens</b>
Thursday 12 December	<b>INSET DAY - ELECTION</b>
Friday 20 December	<b>School closed for Christmas holidays</b>
Monday 6 January	<b>School opens</b>
Thursday 13 February	<b>School closes for half term</b>
Friday 14 February	<b>INSET DAY</b>
Monday 24 February	<b>School opens</b>
Friday 3 April	<b>School closes for Easter holidays</b>
Monday 20 April	<b>School opens</b>
Thursday 7 May	<b>INSET DAY - LOCAL ELECTIONS</b>
Friday 8 May	<b>BANK HOLIDAY</b>
Friday 22 May	<b>School closes for half term</b>
Monday 1 June	<b>School opens</b>
Friday 17 July	<b>School closes for the summer holiday</b>
Monday 20 July	<b>INSET DAY</b>

# 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*