

# Southdale SPARKLE

Produced in Scotland



## Celebrating Potential with the book 'Maybe'

This week in Collective Worship, we explored the book *Maybe* by Kobi Yamada - a beautifully inspiring story about the endless potential within each of us. The book encourages us to embrace our unique gifts, follow our dreams, and approach everything we do with love and curiosity.

'Maybe' serves as a wonderful reminder to believe in ourselves and the possibilities ahead. We discussed the importance of following our hearts, being open to new experiences, and seeing where life's journey takes us.

We hope this message continues to inspire our children to be the very best versions of themselves and to shine like stars in the universe!



# YEAR 3

## Holi to hieroglyphics

In **RE** this week, we explored how Hindus celebrate the Holi festival and why it is important to them. We even practised using Holi powder to recreate the colourful celebration.

In **PE**, we started tennis, focusing on simple throwing and catching skills. We used a 'C' shape for underarm throws and practised letting the ball bounce once before catching.

In **art**, we explored Egyptian patterns, learning how they use organic and geometric shapes. We created double-page spreads to replicate these patterns, ready for our upcoming scarab beetle sculptures.



# YEAR 3 HOMEWORK

## How you can support your child at home:

### Reading:

This is so important! Please continue to read with your child at home and ensure that they are reading for at least 20 minutes a day. Please note down the pages read in planners and remember to change books when needed. Reading has such a huge impact on learning.

Please encourage your child to read some non-fiction books about Ancient Egypt. We have many in school or you could even visit your local library.

This week in our class novel 'Planet Omar'. Omar's neighbour continues to be unkind, talking loudly on the phone about her dislike for the noisy neighbour children next door and the spicy smells that waft over the fence. Fortunately, Omar's first day of school went well and he has met a wonderful friend called Charlie. Together they play football, share pizza and forget about the mean school bully Daniel. Who now has his sights well and truly set on Omar!

In book club this week we have recommended the 'Worst Witch' series by Jill Murphy. This magical tale follows Mildred Hubble, a kind-hearted and friendly young girl who is enrolled at a school just for witches. However whenever Mildred undertakes any magic, chaos is sure to follow! This is a humorous, exciting and magical series beloved by many.

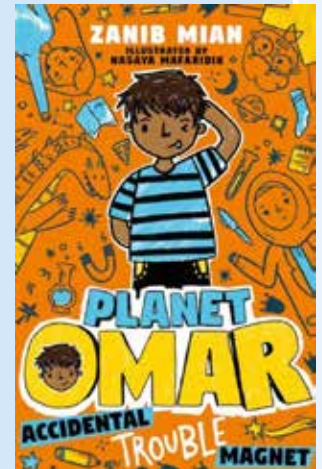
### Spelling:

Our spelling focus this week has been adding the suffix **-ment**

Please keep revising these spellings at home, as we will be moving on to a new focus next week.

**amazement, movement, attachment, development, treatment, punishment**

**replacement, enjoyment**



# YEAR 3 HOMEWORK

## How you can support your child at home:

### Maths:

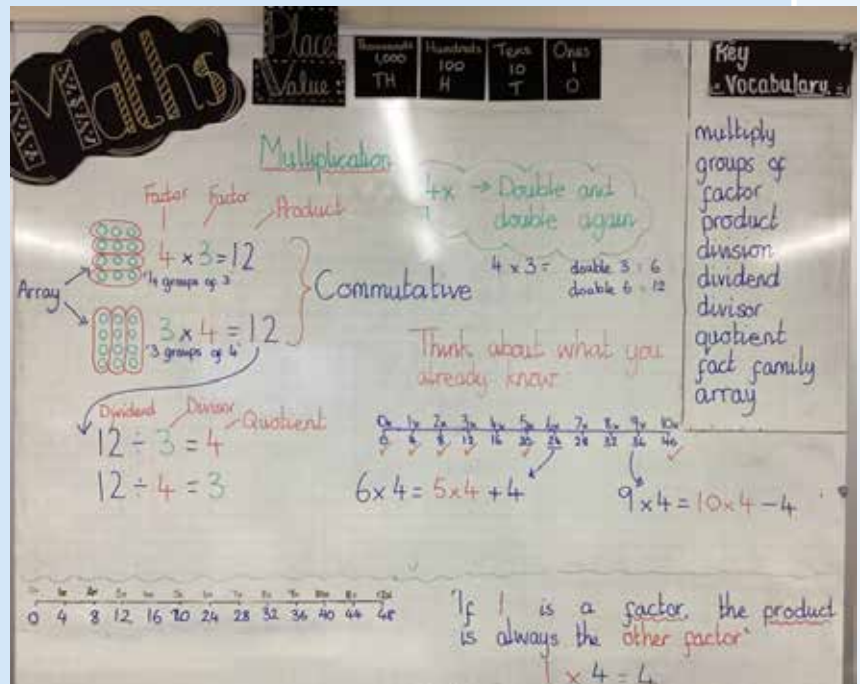
Please support your child by encouraging them to practise their times tables using the app TT Rock Stars and by asking them quick fire questions. Try to aim for a minimum of 5 minutes on TTRS per day.

Year 2 Times Tables = 2, 5 and 10

Year 3 Times Tables = 3, 4 and 8

Year 3 should be able to answer the 3 and 4 times tables and we are continuing to learn the 8 times table this half term.

**Maths homework is due on Thursday 26th March.**



### History:

Using your History knowledge organiser, please revise this weeks learning all about Howard Carters discovery and the hierarchy of Ancient Egyptian society.

**Ancient Egypt - Knowledge organiser**

Main Enquiry Question: What was Ancient Egypt like over 5000 years ago??

**Golden Threads covered this topic:** Settlement, Civilization, Trade, Invasion

**Ancient Egyptian Civilisation**  
3100 BCE - 31 BCE

**Timeline:** Stone Age Britain (c. 10,000 BCE - 4,000 BCE), Bronze Age Britain (2500 BCE - 450 BCE), Iron Age Britain (c. 700 BCE - 43 BCE)

**Mummification:** Ancient Egyptians believed that when they died, they would make a journey to another world and begin a new life. Rich Egyptians paid to have their bodies specially preserved so they could make this journey. This was called mummification. The pyramids were built as tombs for the Pharaohs. Mummification is a complex and long process that needs to be completed in a certain order.

**Howard Carter's Discovery:** Discoveries are important and can teach us a lot about the past. Howard Carter discovered Tutankhamun's (an ancient pharaoh's) tomb. His finding taught us; pharaohs were treated like Gods, Egyptian people believed in and after life and the activities in and after life.

**Subject Specific Vocabulary:**

Tomb	A large vault (usually underground) for burying the dead
Pharaohs	A ruler of Egypt
Mummification	The process of preparing a body for the afterlife.
Canopic jars	An urn used to hold organs.
Afterlife	Life after death.
Mythology	A collection of myths, especially one belonging to a particular religious or cultural tradition.
Hierarchy	Ranked according to relative status or authority.
Civilisation	The stage of human social and cultural development and organisation that is considered most advanced.

**Ancient Egypt Religion:** Ancient Egyptians believed in many gods and goddesses who ruled different aspects of their lives such as weather, fire and death. Some gods were stars, others were human and animals. People believed that Pharaohs were picked by the gods.

**The importance of the River Nile:** The Nile River is a big and important river in Egypt. It is called the "lifeline" of ancient Egypt.

- Water for Drinking and Farming:** Nile River provided water for drinking and growing crops. Ancient Egyptians needed water to drink, cook, and wash. They also needed water to grow their crops such as wheat, barley, and papyrus. Papyrus was used to make paper.
- Transport and Trade:** Nile River was like a big highway that made it easy for people in Ancient Egypt to travel and trade with others. Ancient Egyptians built boats, called reed boats, which they used to sail up and down the river. This made it possible for them to have contact with other villages and cities, and to trade goods like food, clothes, and jewellery.
- Flooding and FERTILE SOIL:** Every year, the Nile River would flood. When the river flooded, it left behind a layer of rich and fertile soil called silt. This soil was perfect for growing crops because it was full of nutrients. The Egyptians used this soil to grow food, which helped them survive and have enough to eat.

**Ancient Egyptian Society:** There was a hierarchy in Ancient Egypt. People with certain jobs were more important than others. The Pharaoh was the most important person in society. Farmers and enslaved people were considered the least important in society. Ramses II was one of the most powerful pharaohs who ruled for 66 years.

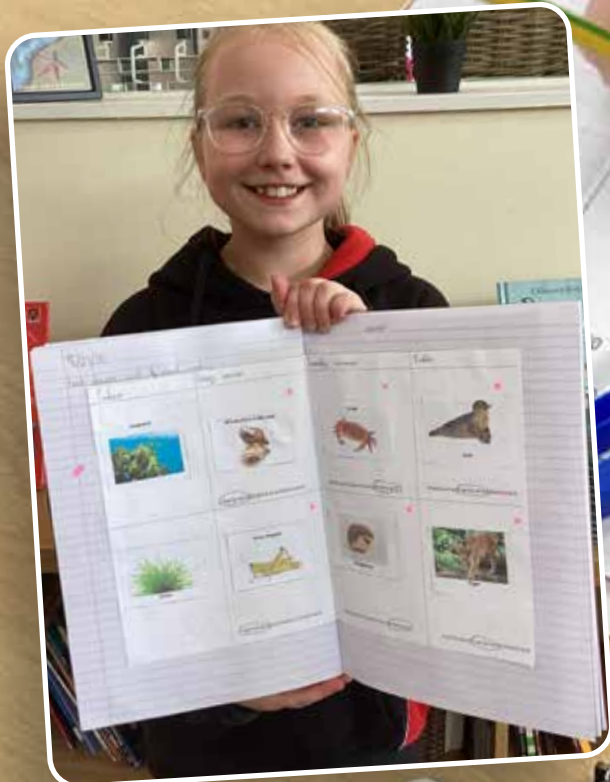
# YEAR 4

## Tenths, Texts & Tasty Food Chains!

This week, we've been diving deeper into decimals in **maths**, with a special focus on tenths. We've explored counting forwards and backwards, partitioning decimals into parts and wholes, and applying our number knowledge to add different decimal amounts. We've even taken on the challenge of comparing decimals—what fantastic progress!

In **English**, we've been busy exploring a range of persuasive letters and building our own success criteria. We've compared examples, edited and improved them, and have now begun planning our very own persuasive letter as Ivan. We're so excited to bring our ideas to life in writing next week!

Meanwhile, in **science**, we've been investigating food chains and food webs. We've identified producers, primary and secondary consumers, as well as herbivores, carnivores and omnivores. To top it off, we created our own food chains—what budding scientists we have!



# YEAR 4 HOMEWORK

## How you can support your child at home:

### Reading:

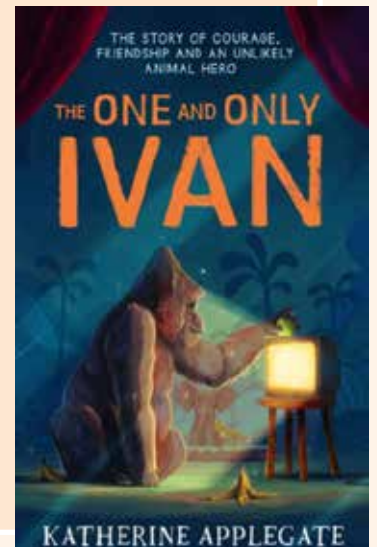
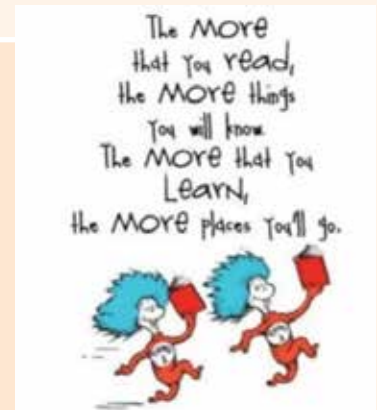
In reading this week, we have loved reading more of our class book – The One and Only Ivan.

Please continue to support your child with reading for 20 minutes each day.

### Maths:

For homework, please practise partitioning decimals into parts and wholes and comparing decimals.

This week, we have been consolidating our 8's and learning our 7's. Please support your child by encouraging them to practise their times tables using the app TT Rock Stars. We will be sending home updated heat maps next week. The children are working so hard, and we can see the difference it is making!



# YEAR 5

## A Narrative of the Mill

We have taken great pride and care with publishing our narrative about working in the cotton mills during the **Industrial Revolution**. Our narrative describes the horrible conditions of the mill as well as the emotions and feelings of the children that had to work there.

In **maths** this week, pupils have been developing their understanding of numbers by learning to recognise and work with decimals up to two decimal places, working in pairs and using counters to make up numbers.

In their recent **art** lesson, pupils explored the intricate patterns of William Morris, using his iconic wallpaper designs as inspiration to create their own detailed and decorative pieces.



# YEAR 5 HOMEWORK

## How you can support your child at home:

### Reading:

This is so important! Please continue to read with your child at home and ensure that they are reading for at least 20 minutes a day. We can really see the difference this is making for our children who are reading daily!

### Maths:

Please complete the maths homework sheet (Decimals to 2 D.P). **Due back in: 24/3/26**

# YEAR 6

## Avid artists and wonderful One Life.

In art this week, we finished our sculptures based on 'The Island' by painting them in gold or silver. We have enjoyed the process of first design our sculpture before moving onto making and painting.

In **One Life**, we enjoyed hearing the story, 'speak up'. This taught us how much our voice makes a difference within the world and how important it is to stand up for what we believe in.

Finally, as we head into our final assessment week before **SATS**, we want to highlight how much effort and resilience all our year 6 cohort has shown. Their hard work and determination has not gone unnoticed and we couldn't be prouder of the progress that they have made.



# YEAR 6 HOMEWORK

## How you can support your child at home:

### Reading:

This is so important! Please continue to read with your child at home and ensure that they are reading for at least 20 minutes a day! Please continue to make a note of how many pages they have read in their planner.

### Maths:

Please complete pages 70 and 71 in your CGP books. We are continuing to send home the grammar and maths sheets up until sats to ensure that the childrens learning is being revised consatntly. Again , thank you for your continued support.

### Spelling:

Spelling lists were stuck in planners on Monday.

The suffix **-ation** added to verbs:

**information, preparation, admiration, transportation, adoration**

The sound 'shun' spelt **-sion**:

**invasion, confusion, decision, collison, explosion**

# THIS WEEK'S SPARKLERS

## Head teachers Award



**Willow  
(4KJ)**

You shine so brightly in everything you do. You always show up as the very best version of yourself. You have so much potential and you must always remember that you are special and you can reach for the stars and be whoever you want to be.

## Special Mentions

3KE	<b>Amelia</b>	For always being ready to learn and consistently showing kindness and helpfulness in the classroom. You set such a lovely example every day and it's a pleasure to have you in 3KE. Well done Amelia!
3LD	<b>Poppy</b>	For your positive attitude towards your learning. You bounce back and learn from your mistakes, particularly showing perseverance in maths.
3TH	<b>Aimee</b>	For showing up as your best self everyday because its who you are. You are a true role model who is supportive, kind and compassionate to others. Keep being you!
4EZ	<b>Isla</b>	For shining so brightly in everything that you do. You give your learning 100% and always show up as such a compassionate and responsible learning partner. Keep smashing it!
4ME	<b>Nancy-Rose</b>	For your fantastic understanding of how Christians commemorate Holy week. You reflected on how Christians feel and act during this special time and confidently shared your ideas with the class. Well done!
4KJ	<b>Matilda</b>	I have been so impressed with your attitude in class especially this half term. You have show that you are taking responsibility for your own learning. You have listened to advice about how to uplevel your work and you always show kindness and compassion to everyone. Keep shining
5ND	<b>Annabelle R</b>	For showing up as your best self. Your confidence is continuing to grow every day and your work is always improving. You brighten up the classroom with your positivity and enthusiasm. Keep it up, well done!
5GW	<b>Isaac W</b>	For always being willing to share your ideas, being a supportive learning partner, a kind and mindful member of the class and making everyone feel welcome. You are a true role model.
5JW	<b>Edie H</b>	For your growing confidence in giving responses to questions, especially in reading this week. I can see you are trying very hard to explain yourself and give thoughtful answers.
6JS	<b>Marley T</b>	For your outstanding attitude and resilience in everything that you do. You have gone from strength to strength by attending school frequently. Continue to sparkle.
6KF	<b>Ruby H</b>	For your determination to be successful in your learning. You are going above and beyond at school and at home. Keep shining brightly!
6ZR	<b>Alexandra S</b>	For being a responsible, hard-working and kind young lady. You are the definition of a superstar, and your gentle aura is calming to be around. Keep being true to yourself.

# ATTENDANCE

**10**  
MINUTES  
LATE

If you are just **10 minutes late** to school every day, it means that you are missing the equivalent of one lesson every week

**1**  
LESSON A  
WEEK

## WHAT 90% ATTENDANCE ACTUALLY MEANS

### What you miss EACH YEAR

**20**  
Days of  
lessons

**100**  
Hours of  
learning

### What you miss OVER 4 YEARS

**80**  
Days of  
lessons

**400**  
Hours of  
learning

	Attendance for the week	School year so far
Year 3	97.1%	96.2%
Year 4	97.4%	96.8%
Year 5	97.7%	96.2%
Year 6	98.7%	97.0%
Whole School	97.7%	96.6%

SCHOOL TARGET **98%+**

100-97%  
EXCELLENT



96%  
GOOD



95-90%  
WORRYING



Below 90%  
SERIOUS  
CONCERN



# UPCOMING EVENTS

EVENTS/TRIPS/RESIDENTIALS		
15th to 17th April	Y4	Newby Wiske Hall
20th to 22nd April (Trip 1)	Y5	Boggle Hole
27th to 29th April (Trip 2)	Y5	Boggle Hole
18th to 21st May	Y6	France and Belgium
10th June 11th June 12th June	Y3	Coal Mining Museum
2nd to 3rd June 3rd to 4th June	Y3	Bradley Wood Activity Centre
17th & 18th June	Y4	Romans, Danelaw

# KEY DATES 2025-26

<b>Autumn Term 2025</b>	
<b>Monday 1 &amp; Tuesday 2 September</b>	INSET DAYS
<b>Wednesday 3 September</b>	School opens
<b>Friday 24 October</b>	INSET DAY - School Closes for half term
<b>Monday 3 November</b>	School opens
<b>Friday 19 December</b>	INSET DAY - School closes for the Christmas Holidays
<b>Spring Term 2026</b>	
<b>Monday 5 January</b>	School opens
<b>Friday 13 February</b>	School closes for half term
<b>Monday 23 February</b>	School opens
<b>Friday 27 March</b>	School closes for Easter Holidays
<b>Summer Term 2026</b>	
<b>Monday 13 April</b>	School opens
<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 Summer Holidays
<b>Monday 20 July</b>	INSET DAY

# SAFEGUARDING TEAM

If you want to talk to us about safeguarding or have any safeguarding concerns, please contact a member of our safeguarding team.



**Mrs K Partington**

Designated Safeguarding Lead



**Mrs R Mohebi**

Deputy Designated Safeguarding Lead



**Mrs L Helliwell**

Deputy Designated Safeguarding Lead



**Mrs K Freeman**

Deputy Designated Safeguarding Lead



**Mr V Foster**

Safeguarding Governor