

Sully Primary School
Ysgol Gynradd Sili

Curriculum News Booklet



Together Everyone Achieves More

**Summer Term
2018-19**

Acting Headteacher: Mrs A. Waddington

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<p style="text-align: center;">Sully Primary School Governors Llywodraethwyr Ysgol Gynradd Sili</p>

Vale of Glamorgan LA Representatives

Ms Jocelyn Parkes
Cllr. Bob Penrose
Mr Wayne Ellis
Mrs Ceri Hooper

Parent Representatives

Mrs Vicki Judd
Mrs Claire Venn
Mr Jeremy Baker
Ms Vikki Evans
Mrs Catherine Chamberlain

Teacher Representative

Ms Shelley Harries
Miss Karen Martin

Staff Representative

Mrs Louise Barlow

Community Representatives

Mrs Edwina Gill (Chair)
Mr Mark Hobrough
Mrs Jean Bispham
Mr James Redford

Minor Authority Representative

Currently Vacant

Acting Headteacher

Mrs Andrea Waddington

Clerk to the Governors

Mrs Caroline Rees-Williams

If you need to contact a Governor please ask
Mrs P. Davies or Mrs A. Game in the school office and they will
give you further information.

This Governing Body information is correct and up to date at time of printing.

Dates to Note - Summer Term

6th May	BANK HOLIDAY (SCHOOL CLOSED)
7 th May - 17 th May	National Assessment Fortnight
9 th May	PC Emma visiting Yr 1 'Playing Safe'
10 th May	Yr 6 boys national football tournament at Newtown FC
10 th May	PTA Spring Barbecue
13 th May	Vicar Jon leading whole school assembly
13 th May - 17 th May	Yr 6 residential trip to Abernant
16 th May	Parent Forum meeting 1.30pm
20 th May	Yr 2 trip to Cardiff Castle
21 st May	St Joseph's rugby and netball tournament (Yr 5/6)
21 st May	Rec/Yr 1 trip to Mountain View Ranch
24 th May	PTA Sponsored Bounce
27th May - 31st May	HALF TERM (SCHOOL CLOSED)
3rd June	INSET DAY - SCHOOL CLOSED FOR PUPILS
3 rd June - 7 th June	Group of Yr 6 pupils undertaking international visit to Targoviste, Romania
4 th June	Medics visiting Yr 6
5 th June	Sports Day
6 th June	PC Emma visiting Yr 5 'I Didn't Think'
7 th June	Meeting for new Reception parents (9.30am)
10 th June - 14 th June	Group of Yr 6 pupils undertaking international visit to Portugal
10 th June	Vicar Jon to lead whole school assembly
12 th June	Reserve Sports Day
13 th June	Technique visit 'Airmazing Show'
14 th June	PTA 'Father's Day' gift stalls
17 th -21 st June	Health and Wellbeing Week
21 st June	Yr 6 transition day at Stanwell School
24 th June- 28 th June	Teachers visiting from Tangalle Primary School, Sri Lanka
27 th June	Yr 5 & 6 visiting Stanwell School to watch 'The Little Mermaid'
1 st July - 5 th July	International Languages Week
1 st July - 12 th July	Yr 5 swimming fortnight
5 th July	Pupil reports to be sent out
8 th July	Yr 5 to visit Stanwell High for Enterprise Day
12 th July	Yr 6 Leaver's Prom
15 th July	Vicar Jon to lead whole school assembly
15 th July	Transition meetings - pupils to meet new teachers
17 th July	FP to KS2 Transition meeting for current Y2 parents, 9.15am
19th July	LAST DAY OF SUMMER TERM
3rd Sept (Tues)	SCHOOL RE-OPENS - (FIRST DAY OF AUTUMN TERM)

Throughout the Summer term, Foundation Phase and Key Stage 2 will continue to operate their enrichment project and activities.

Please be aware that new and exciting activities will be added to the school diary. We will notify you via emailed newsletter and the school website - many of our activities are child initiated; therefore we are unable to list all activities and dates at this point.

Croeso Nô! Welcome Back!

Welcome back to school, we hope that you enjoyed a relaxing and fun-filled Easter. This is the summer edition of our Curriculum News Booklet, it has been designed to inform parents about the **exciting learning** that is taking place this term within Sully Primary School. We hope that it will also help parents to further involve themselves in their child's learning and help develop their **thirst for learning and knowledge** outside of the classroom and into the real world. **Don't be shy** - if parents or extended family members feel that they have a talent or a skill that will enable our pupils to develop their learning further **please contact the school via your child's teacher or directly through the school office.**

Child Protection & Safeguarding

We take the safeguarding of our children very seriously at Sully PS, we strongly believe that it is **everyone's responsibility** to protect our children.

Throughout the summer term Mrs A Waddington will be the school's principal designated safeguarding person, with Miss S. Harries (Rec/Yr 1) and Miss K. Martin (Yr 6) being the school's additional designated safeguarding persons.

Every member of the Sully PS team is fully trained in child protection and safeguarding, if you have any concerns, please bring it to our attention.

Uniform

We set high standards for ourselves in Sully Primary School and as a result we are often complimented on our children's presentation and what superb ambassadors they are for our school.

We would be grateful if children were provided with black school shoes to wear to school in line with our policy and not trainers.

Thank you for your support in this matter.

National Testing Fortnight 2019

During the fortnight of 7th – 17th May 2019, children from Years 2 – 6 will be sitting exams to assess their level of progress made in the areas of reading, numerical procedural and numerical reasoning. All children will have been prepared for this experience, however, we would like parents to ***be mindful that the results of these tests are just a snapshot and may not necessarily reflect your child's performance throughout the year.***

We ask that parents do not take children out of school during this time unless it is absolutely necessary. Thank you.

School Arrival & Departure

The safeguarding of our children is of paramount importance to us.

We would be grateful if parents could ensure they accompany their Foundation Phase children into school at the beginning of the school day to ensure they arrive safely.

In addition, we ask that if you have a child in Year 5 or 6 and are happy for them to walk home at the end of the school day, please inform the school in writing.

Many thanks

Parent Forum

This is an open forum for all parents to involve themselves in the school and to help us develop the learning experiences of our children. All parents are welcome to attend.

All Parent Forum meetings are highlighted on the school newsletters with minutes being uploaded onto our website.

If you would like to be involved, but are unable to attend a meeting, you can always send an email to:

sullysparentforum@gmail.com

'How To' videos

Please visit our website to watch our 'How To' videos which are aimed at helping you to assist your child with their numerical and reading development.

To view the videos please visit:

www.sullyschool.co.uk/homework-help

School Parking & One Way System

We do understand that parking outside the school grounds is difficult; therefore we ask that to ease this pressure, parents do not park their cars in the driveways nor block the driveways of local residents.

We would also ask that people adhere to the voluntary one-way system outside the school, this means that vehicles drive down Burnham Avenue and away from the school via Smithies Avenue or down Minehead Avenue and following the road before eventually turning left back towards South Road. This certainly makes life a little easier for everyone involved.



The school Twitter account (@sullyps) is used across the school to share good news, examples of work etc with our community, please feel free to check out our Twitter feed and get involved in the life of Sully Primary School.

Please note, the school will not enter into a conversation via Twitter, please speak directly to a member of staff if you have any concerns or queries about anything that happens in Sully Primary School.



Vale Family Information Service

This organisation has been established to give information, advice and assistance to families with children. For more information visit:

www.valeofglamorgan.gov.uk/fis

e-mail: fis@valeofglamorgan.gov.uk

Tel: 01446 704704

Child Safety Online:

A practical guide for parents and carers whose children are using social media

Social networking is hugely popular. Many young people are sophisticated in the way they use social media apps and websites, tailoring their communication for different audiences, and accessing them from a range of devices including smartphones, tablets, and games consoles.

But social media, like all forms of public communication, comes with some risks. Not all of these risks turn into actual problems; and if children never face any risks, they never learn how to deal with them. By helping your child understand what the risks are, you can play a big part in preventing them from turning into problems.

Why children use social media



Understand the risks children may need to deal with

What they could see or do:

- Seeing or sharing of violent, sexual and pornographic content
- Inaccurate or false information and extreme views
- Promotion of harmful behaviours including self-harm, anorexia and suicide
- Over-sharing of personal information
- Actively or unintentionally getting involved in bullying or hurtful behaviour

Who they might meet:

- People who might bully, intimidate or frighten
- People posing behind fake profiles for:
 - Mischief-making
 - Sexual grooming and stalking
 - Blackmail and extortion
 - Identity theft and hacking

How this could affect them

- Fear of missing out leading to excessive use or exaggeration
- Getting upset by things they have seen and being uncertain about what to do
- Engaging, or being pressured into engaging in more risky behaviour either by accident or by design
- Developing unrealistic, and perhaps depressing ideals of body image and gender
- Becoming subject to peer pressure or interactions that are intense or too difficult to handle
- Creating an online reputation that may create problems for them in the future

Practical tips to help minimise the risks your child might face

It's good practice for apps and websites to have safety advice and well-designed safety features which can make a real difference to how safe your child will be when using them.

Work through safety and privacy features on the apps that your child is using, or might use. Make sure they understand the point of these and how to use them. Don't be put off by believing your child knows more than you: the tools are actually quite easy to manage.

- **Ask them to show you** which social media apps they use and what they like about them. Talk about how they use them and what makes them so engaging.
- **Explain** how you can use privacy settings to make sure only approved friends can see posts & images.
- **Check if any of their apps have 'geo-location'** enabled, sharing their location unintentionally.
- **Show them how to report offensive comments** or block people who upset them.
- **Check 'tagging' settings** so that when others are posting or sharing photos online, your child's identity is not revealed. Also, get people's consent before sharing photos.
- Encourage your child to **come and talk to you** if they see anything that upsets them.

Keep talking and stay involved

In a mobile age, children can't be completely protected, even by the best privacy controls; another child may use different settings. So it's important to keep talking to your child about the implications of social media. Getting a sense of what they think is a useful place to start; you may be surprised by how much thought they may have given to the issues.

Encourage your child to think carefully about the way they, and others behave online, and how they might deal with difficult situations.

- People may **not always be who they say they are** online: how can this create problems?
- Why is it **unwise to meet** anyone in the real world that you've only ever met online?
- Even if you think your messages are private, remember that words and images can always be **captured and broadcast**.
- People **present themselves differently online** - do they really look like that? Are they always having that good a time?
- Be aware that screens, and especially being anonymous, can lead people to say things they **wouldn't say to someone's face**.
- What does **being a good friend and a likeable person** online look like?
- There can be **pressure to be part of a particular group** online or to be seen to be **following a certain set of ideas**. How can you take a step back and make your own decisions?

For more information

You can find out more about how children use social media, the apps they use, the risks they face, how to use privacy settings, and advice and tips about how to talk to your children at:

- www.childnet.com/sns
- www.internetmatters.org
- www.nspcc.org.uk/onlinesafety
- www.parentzone.org.uk
- www.thinkyouknow.co.uk/parents
- www.askaboutgames.com

To make a report

Concerned about online grooming or sexual behaviour online? Contact CEOP: www.ceop.police.uk

If you stumble across criminal sexual or obscene content on the internet you should report it to the Internet Watch Foundation: www.iwf.org.uk

This term our topic is
Dragons and Castles



Please support your child by talking about the activities they do in Nursery. Ask them what they have learnt each day. These are some of the skills we will be developing through active play.

Language, Literacy and Communication skills

Talking about what we like doing at weekends, visits to castles, 'show and tell' and using whole sentences.

Answering simple 'who' and 'what' questions relating to our own experiences or stories.

Talking about events and characters in fairy tales, story books and pictures. Developing our imagination and ideas.

Learning to listen to our friends and teachers.

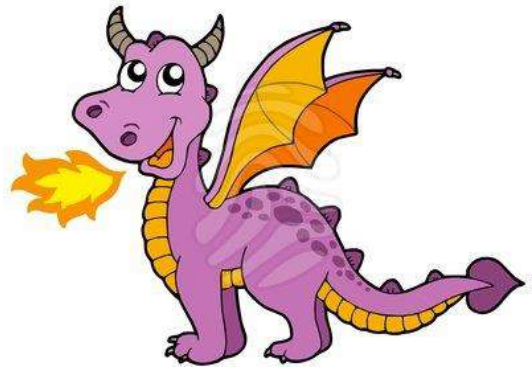
Talking to visitors with growing confidence and asking questions.

Listening to stories, poems and rhymes and saying what they mean or retelling them in our own words.

Learning to make marks and write our names and numbers.

Holding writing implements in pincer grip.

Recognising and finding our names on our coat pegs and name cards. Identifying letter sounds.



Mathematical Development

Sorting, matching, ordering and counting objects.

Joining in with number rhymes.

Playing counting games and taking turns.

Reciting number names in order.

Recognising and naming shapes.

Recognising and ordering numbers to 10 and beyond.

Understanding 'one more' or 'one less' in play.

Personal and Social Development

Developing skills of working and playing together and taking turns.

Being sensitive to the needs of others.

Learning to concentrate and complete activities.

Encouraging independence in putting on coats and putting shoes and sock on and off in PE.



Creative Development

Cutting, sticking, painting, colouring and choosing from a range of materials.

Performing simple action songs.

Physical Development

Learning to listen to instructions and to move safely with control and to climb, run, hop and jump.

To catch, throw and bounce different size balls.

Welsh Language Development

Asking for snack e.g "Ga I afal?" Responding to different times of day - "Maen amser...."

Responding to instructions - "Eisteddwch yn dawl", or "gwrandewch" or "edrychwch".






Knowledge and Understanding of the World



Finding out about castles in Wales and how people lived long ago and making comparisons.

www.CADW.gov

Seasonal changes. Caring for plants and vegetables. Investigating minibeasts.

Reception - Derbyn

<p>Welcome Back</p>	<p>Welcome back! We hope that you had a lovely Easter break and are ready for a busy Summer term.</p>
<p>Language, Literacy and Communication</p> 	<p>We will continue with our daily Read, Write, Inc lessons during the Summer term focusing on letter sounds and reading skills. The majority of pupils are now confident at using Set 1 sounds in reading and writing and some have now been taught Set 2 letter sounds. We will continue to encourage pupils to be as independent as possible with their reading and writing.</p> <p>Pupils will listen to a range of stories related to their topics and will engage in role-play activities related to these stories.</p> <p>We will continue to develop pupils' confidence when retelling stories and information they have heard or from personal experience.</p> <p>We will continue to focus on correct letter formation during the term. It is paramount that pupils are forming their letters correctly from this young age, as this will ensure they are able to develop their handwriting skills in later years.</p>
<p>Mathematical Development</p> 	<p>We will focus on a variety of mathematical skills during the Summer term including:</p> <ul style="list-style-type: none"> • Counting to 100 forwards and backwards. • Finding halves of amounts and shapes. • Finding 'one more' and 'one less' than a number within 20. • Use number facts within 10. • Using a range of addition and subtraction strategies. • Using direct comparison and non-standard measures for capacity. • Recognising and using odd and even numbers. • Counting in 2s. • Recognising and completing repeating patterns. • Using coins to pay for items up to £1. • Understanding days of the week, months of the year and seasons of the year. • Recognising and naming 3d shapes. • Reading digital and analogue clocks. • Moving in given directions.
<p>Mythical Beasts</p> 	<p>The pupils in Reception have already planned what they would like to learn within this topic.</p> <p>This topic will have a literacy focus. Pupils will:</p> <ul style="list-style-type: none"> • Retell familiar and new stories using a 'Talk for Writing' approach. • Design and describe their own mythical beast. • Write creative stories about mythical beasts. • Learn about alliteration and rhyme. • Carry out investigations such as how to grow a beanstalk and how to keep the dragon's tea warm. • Discuss situations in stories and decide whether they were right or wrong. <p>We will use a range of stories to support our learning including <i>The Gruffalo</i>, <i>Zog</i>, <i>The Three Billy Goats Gruff</i>, <i>Where the Wild Things Are</i> and <i>Doughnuts</i></p>

<p>Into the Jungle</p> 	<p>for a Dragon.</p> <p>Our second topic is Into the Jungle. This topic has a Science focus.</p> <p>Within this topic pupils will:</p> <ul style="list-style-type: none"> • Find out about animals that live in the jungle. • Find out about animal life cycles and food chains. • Investigate camouflage and pattern. • Retell stories about jungle animals. • Create images of jungle animals. <p>During the Summer term, we will also have Sports Day for all Foundation Phase pupils. At the end of the Summer term pupils will have the chance to visit their new classrooms and to meet their new teacher ready for September.</p>
<p>Ways to Help at Home</p> 	<p>Homework - The children will continue to have weekly homework, alternating between a Numeracy and Literacy focus. We aim to personalise our homework as much as possible so that the work that is being completed at home is tailored to your child's developmental stage.</p> <p>Reading - Your child will continue to bring home reading books every week. When your child is ready, they will bring home a book that they can read themselves. These books are closely matched to the Read, Write, Inc stages so that your child can read them (with an appropriate level of challenge) and feel proud of their success. As part of the 'reading process' your child might bring home sounds that need to be consolidated or words that they need to learn to read. These words are often called 'red words' and are words that cannot be sounded out using known sounds.</p> <p>Please continue to encourage your child to be as independent as possible, particularly with putting on and doing up their coats, getting themselves dressed and undressed and cutting up their food.</p> <p>Useful Websites and Apps - www.topmarks.co.uk www.ictgames.com www.phonicsplay.co.uk www.teachyourmonstertoread.com Meet the Alphablocks Hairy Letters</p>

Summer Term 2019 Curriculum Newsletter Year 1

Topic - Mythical Creatures and Into the Jungle

<p>Language, Literacy and Communication</p>	<p>Oracy: Discuss mythical creatures designed for homework. Listen carefully to oral instructions and act on them. Tell each other stories about mythical beasts. Recall facts about jungle animals.</p> <p>Reading: Read a range of stories about mythical beasts to develop their knowledge and understanding about them, e.g. the Greek myths and legends. Read stories about jungle animals and information texts about the jungle and the tribes and animals found there. To continue to develop a range of reading comprehension skills by answering questions about the range of texts encountered. Use the internet for research about mythical beasts and jungle animals.</p> <p>Writing: Write about mythical creatures and jungle animals using different contexts e.g. fact files, sequencing stories, posters, invitations and instruction writing. Write about how people live in the jungle. Continue with Read Write Inc. daily sessions.</p>
<p>Mathematical Development</p>	<p>Pupils will be developing their mathematical skills in both the indoor and outdoor classrooms. Concepts to be covered/revisited during this term include:</p> <ul style="list-style-type: none"> • Consolidating their understanding of 2 digit numbers, 10s and 1s. • Revising addition and subtraction skills with an emphasis on 2 digit numbers. • Adding 3 numbers. • Revising over doubles. • Measures- weight and capacity. • Money problems. • Odd and even numbers • Multiplying by 2, 5 and 10. • Time. • Problem solving.

Mythical Beasts

These projects have a language and literacy focus and encourage pupils to compose and create their own stories both in an oral and written form.

Into the Jungle

In Mythical Beasts, pupils will be encouraged to use their imagination to create their own beast and invent a magical power for it, they will also be encouraged to think about where it lives and how it survives. Pupils will be asked to write using a range of different genres; posters, instructions, fact files etc. They will also be sorting and grouping mythical beasts and voting for their favourite.

In this project pupils will find out about a range of different jungle habitats. They will find out about the various animals that live in the jungle. They will learn about what the animals need to survive, and they will be encouraged to design and create their own jungle habitat. They will explore how human beings live in a jungle environment and compare and contrast with their own way of life.

In both projects the children will learn:

- To use language and literacy skills particularly oracy and retelling stories.
 - To use creative skills to design their own beasts, animals and habitats.
 - To compare their lives to those of people who live in the jungle.
- To identify major jungles of the world.
- To use a range of multimedia techniques in ICT.
 - To read a range of Bible stories about animals.

Year Two Curriculum Newsletter

Teachers - Mrs Claire Heaton, Mr David Jarvis
Learning Support Assistants - Mrs Sarah Evans, Mrs Elaine Rodwell and Mrs Liz Williams

PPA teachers - Mrs Sue Chinneck and Mrs Louise Barlow

We hope you had a lovely Easter holiday. We cannot believe that this is the final term in the Foundation Phase for the children! Time has flown and we are very proud of the way the children have developed over the course of the year so far. Below is some information about the Summer term activities. We look forward to finding out from the children what they would like to learn about in each topic so that we can include their ideas in our planning. This will enable the children to take ownership of their own learning.

Important Information:

PE days - PE sessions will be on Wednesday and Friday. Full PE kits will be needed for both days. **As Sports Day will be after our very short half term we would like the children to keep trainers in school each day so we can practise some of the events throughout the week.**

Book bags/Home reading/Spellings - Children are still encouraged to swap over the books they read at home independently when they arrive at school in the morning. Home reading books are coloured coded according to the level your child is on. This will act as a guide and children may take home higher level books if they wish. Children can swap their book any day but we will check their reading record once a week. **Reading everyday should be treated as part of your child's homework and not a replacement for their set task.** Spellings will continue to go home weekly on a Wednesday in addition to a certificate indicating how well your child performed. The spellings should be learnt at home and a spelling test will take place on Wednesday afternoon each week. Please continue to help your child learn spellings that they spelt incorrectly in the weekly test in addition to their new spellings.

LITERACY

The children will have Guided Reading sessions. We have changed the format for Year 2 children so that they remain in their own classes. These sessions are designed to improve each child's reading and comprehension skills as well as their confidence by ensuring that teaching is matched to ability and moves forward at an appropriate pace. In class we will focus on a range of oracy, reading and writing skills across the

NUMERACY

We aim to teach specific mathematical skills during whole class maths lessons and use these skills in a range of cross curricular activities both indoors and outdoors. Skills to be covered during the Autumn term include:

Number and Place Value – Using number bonds to add larger numbers. Looking at place value in numbers up to 100.

Addition and Subtraction – Finding differences between 2 numbers. Using column method to add 2 digit numbers. Using blank

<p>curriculum. Some examples include:</p> <p>Oracy – Children will take part in debates, discussions and presentations. We will be encouraging children to justify their own views and opinions using evidence to support their viewpoint. Children will be expected to listen intently to their peers and respond appropriately.</p> <p>Reading – Develop their ability to skim read, pick out important information and answer questions on what they have read. Continue to develop their ability to read independently.</p> <p>Writing – Writing for different purposes and audiences. Looking at different writing domains e.g. factual writing, diary writing, newspaper reports, persuasive writing.</p> <p>We will continue to focus on letter formation, sound recognition, sentence writing and spelling high frequency words correctly.</p>	<p>number lines to find differences and add larger numbers.</p> <p>Multiplication – Multiplying using arrays, sets of and grouping. Dividing using sharing and times tables.</p> <p>Fractions - Finding halves and quarters of shapes and numbers.</p> <p>Shape – Understanding symmetry, naming and identifying the features of common and uncommon 2d and 3d shapes.</p> <p>Measure – Finding changes from amounts spent. Reading clocks to o'clock, half past and quarter past; standard measures for length, weight and volume; days of the week, months of the year; make whole and half turns.</p> <p>Data – Making lists and sorting objects; creating graphs and pictograms. Analysing data.</p>
<p style="text-align: center;">Summer 1 - MYTHICAL BEASTS</p> <p>Our first topic is called ‘Mythical Beasts’ and the children have already been busy researching different types of mythical beasts for homework. We will continue to learn about many of these creatures paying particular attention to how they have been portrayed in different ways around the world. We will read about mythical creatures in myths and legends and give and justify opinions. Our class trip to Cardiff Castle will focus on the story of a dragon. We will also plan a mythical Beast dressing up day in the last week of this half term celebrating with a day full of different activities to finish our topic in style!</p>	<p style="text-align: center;">SUMMER 2 - INTO THE JUNGLE</p> <p>This topic will start with identifying rainforests in the world and the type of creatures and plant life that live there. Classify different animals, mammals, reptiles, birds etc. Investigate materials that would make the best rain sound in a rainmaker. We will read a range of fiction and non fiction books to support our learning and understanding. We will also look at the impact that humans have had on the size and quality of jungles on our planet. Children will create rain sounds and create a piece of music that reflects their interpretation of rainforest sounds.</p>
<p>FOUNDATION PHASE CURRICULUM – The Foundation Phase Curriculum is a skills based curriculum. The content within each class will be driven by what the pupils within that class want to find out and what they already know. All Year 2 pupils will access outdoor learning within the Year 2 outdoor learning area. Please ensure that they have suitable clothing for being outdoors.</p> <p>P.E. – Year 2 pupils will have both indoor and outdoor PE lessons during the week. The children will need to have their PE kits (trainers with Velcro or laces if they can tie laces themselves, navy joggers, shorts, jumper/zip-up top and a white t-shirt) in school every day. NB – earrings must be removed prior to these lessons either at home or by child in school.</p>	

READING – Reading is a very important part of our week and we aim to read with every child as often as possible. Reading at home is also very important and we encourage the children to bring their home reading books into school every week so that they can share what they have been reading at home with us. The books your child brings home should be appropriate for your child's reading ability.

HOMEWORK – Within Sully Primary School we recognise the importance of home learning and maintaining effective communication between home and school. Your child will have homework every week, in addition to the expectation that they are reading every night. This homework might be individual to your child, eg spellings that they need to practise, or a whole-class/year group homework task.

Sully School



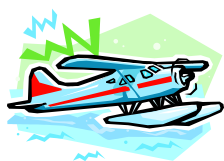
Summer Term 2019

Curriculum Newsletter Year 3

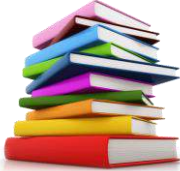

Topic – Roman Gods and Gladiators



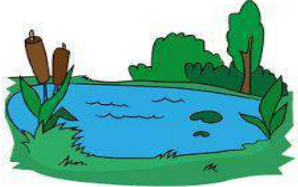
<p>English</p>	<p><u>Oracy:</u> Research and present facts about The Romans and Roman Gods. Create a God and present a persuasive argument to Jupiter, King of the Roman Gods, about why he/she should become a member of the God's Council.</p> <p><u>Reading:</u> Non-fiction reading and topic based research about Gods and Gladiators. Reading myths and legends. Daily whole class guided reading.</p> <p><u>Writing:</u> Write a report about Roman Gods and create their own myth based on a Roman God. Retell the story of Boudicca and produce a survival guide for a person who has been granted citizenship as a Roman.</p>
<p>Mathematics</p>	<p>Consolidate the 3 and 4x tables with associated division facts. Divide by grouping and understand remainders. Introduce short division and grid multiplication as formal written methods. Multiply and divide numbers by 10 and 100. Use the inverse operation to check answers (e.g. check subtraction using addition and division using multiplication). Practise telling the time to the nearest minute and revise converting analogue to digital times and vice versa. Calculate how long it is until the next hour and extract and interpret information from charts, timetables, diagrams and graphs. Introduce Roman Numerals. Recognise 3D shapes including prisms. Identify and draw lines of symmetry in 2D shapes.</p>
<p>Gods and Gladiators</p>	<p>This project has a history focus and teaches children about the significance of the Romans, who they were, where they came from and their impact on the Celt population of Wales and Britain.</p> <p>In this project the children will learn:</p> <ul style="list-style-type: none"> • about the historical events associated with the Roman invasion of Britain and Wales and their settlement in these places; • about the culture, religion, clothing, buildings and way of life in Roman Britain. • how to use a range of sources to gain information about the Romans; • how to present information and make a persuasive case; • how to write narrative stories set in an historical context. <p>In this project the children will enjoy:</p> <ul style="list-style-type: none"> • designing and making a Roman shield; • learning about Gladiators; • designing their own Roman mosaics, pottery and jewellery; • using Scratch and a green screen in ICT to create a guided tour of a Roman settlement; • a Roman themed day in school.

<p>General Information</p>	<p>We would be grateful for the offer of any help that you are able to provide the class teachers during this project.</p> <p><u>Twitter</u> We regularly post photographs and tweets on Twitter, please can you follow us @Sullyps. Feel free to like, comment and re-tweet our photographs or to post photos of your children enjoying their topic/school work.</p> <p><u>Useful websites</u> www.activelearnprimary.co.uk https://readtheory.org https://hwb.wales.gov.uk/ https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar https://www.bbc.co.uk/schools/romans/ https://www.bbc.co.uk/wales/celts https://www.romanbaths.co.uk</p>
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Sully School
 Summer Term 2018-19
 Curriculum Newsletter Year 4

<p>Literacy (English and Welsh)</p> 	<p>Guided reading Handwriting, especially correctly formed and joined writing. Big Write Spelling - weekly tests as well as Year 4 high frequency words Reference work related to our topics. Instruction writing, persuasive writing and creative writing Welsh - sentence patterns, vocabulary and reading through the topics Our Welsh topic this term will be Gwersylla (camping)</p>
<p>Mathematics</p> 	<p>Revise 4 rules of number (-+x÷) Mental and written addition, subtraction, division and multiplication. Position and direction. Area and perimeter Statistics. Fractions and decimals Problem solving and reasoning Using and applying number skills in everyday situations Revising time</p>

<p>Flight Engineers Summer 1</p> 	<p>We will be continuing with our topic from last term.</p> <p>This project has a Science focus and in this project children will learn:</p> <ul style="list-style-type: none"> • About a range of flying gadget/machines and the scientific principals that make them work; • About a range of flying animals and their habitats; • About the history of flight and its economical and social importance; • How to collect and record scientific data; • How to construct a fair test and present scientific information; • How to evaluate the effectiveness of materials for use in designing flying gadgets/machines;
<p>Travel Agents Summer 2</p> 	<p>This project has a geography focus and teaches children about tourism and the impact this can have on people and places.</p> <p>In this project the children will learn:</p> <ul style="list-style-type: none"> • How to use geographical skills and vocabulary when finding information about destinations; • About climates, geographical features and location of holiday destinations; • What life is like for people who live in the destinations studied and how this might contrast with the experience of a tourist; • To locate places on maps, atlases and globes with accuracy
<p>Science</p> <p><small>HowSee.com</small></p> 	<p>World of Water -</p> <p>Through this topic children will look at the interdependence of freshwater organisms including food chains.</p> <p>They will learn to identify creatures and plants that live in the water and find out what they need to survive.</p> <p>They will look at how humans affect the water environment eg pollution.</p>
<p>RE Journeys</p>	<p>Pilgrimages in different religions and the importance they hold for believers. The journey of life and the related ceremonies, eg Christenings, Bar Mitzvah's, weddings.</p>
<p>ICT</p>	<p>Creating a class wiki, including creating content and assessing the reliability of sources.</p> <p>Creating online surveys to assess how successful their wiki has been at providing information.</p>
<p>PE</p>	<p>Gymnastics- following the PESS scheme</p> <p>Outdoor - Athletics skills</p>

Some ideas for good books to read:

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-4-pupils-ks2-age-8-9/>

<https://www.booksfortopics.com/year-4>

Maths websites:

<https://uk.ixl.com/math/year-4>


<http://primarygamesarena.com/Years/Year-4>

Topic websites:

<https://study.com/academy/lesson/how-do-airplanes-fly-lesson-for-kids.html>

<http://www.sciencekids.co.nz/sciencefacts/fligh>

Sully School
 Summer Term 2019- Curriculum Newsletter
 Year 5 Topic- Heroes & Villains

<p>Language, Literacy and Communication Skills</p>	<p>Guided reading Handwriting Spelling Reference work Autobiographies and biographies Writing speeches Writing to inform Writing to persuade Language Welsh - Y Dref. Sentence patterns and construction, asking and replying to questions, reading text, write in the third person Italian and Mandarin - directions and food</p>
<p>Mathematical Development</p>	<p>Revise 4 rules of number (-+x÷) Decimals, percentages and their equivalents Algebra Position and direction & properties of shapes Written addition and subtraction Fractions, ratio and proportion Written multiplication and division Measurement Statistics</p>
<p>Heroes & Villains</p> 	<p>Research the life of Martin Luther King Jr discuss the impact he had on civil rights in America. Write a biography about Martin Luther King Jr. Identify heroes and villains of the 20th century. Research a hero or villain of the 20th century using books, newspaper articles and the internet. Write an autobiography in role as our hero or villain. Deliver a presentation about our hero or villain. Create quizzes about the heroes and villains we research. Write a song about all of our heroes and villains. Produce portraits of our heroes and villains. Learn about our local heroes & the role of UK charities. Dress up as a hero or villain and deliver an informative speech about their life. Make a timeline about Martin Luther King Jr's life. Make a timeline of all of our heroes and villains. Discussion - does racism and gender inequality exist today? (P4C) Blog as our hero or villain. Children to comment on each other's blog entries.</p>
<p>RE</p>	<p>Art and Religious Faith</p>

PE

Athletics and Lacrosse
Gymnastics / Fold Dancing / Swimming

Sully School
Summer Term

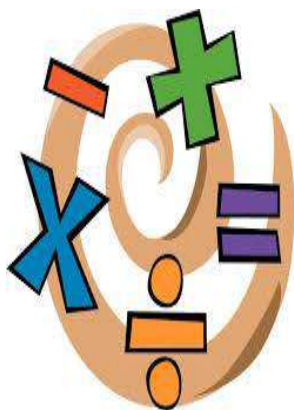
Curriculum Newsletter Year 6 Topic- Champions

Language, Literacy and Communication Skills



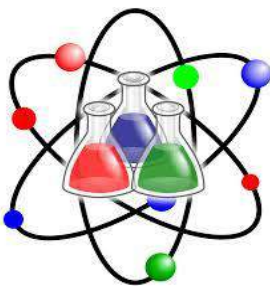
Guided Reading.
VCOP (Vocabulary, Connectives, Openers, Punctuation).
Handwriting.
Spelling.
Reference work.
Narrative Stories, Diary Writing and Autobiographical and Biographical Writing.
Interviewing sports personalities.
Writing a commentary using movie maker.
Instruction, Report and Explanation Writing.
Welsh -Tenses, sentence patterns, vocabulary and reading based on the topic **Dyma Fi**.

Mathematical Development



Using and applying number skills in everyday situations.
Numerical Reasoning.
Multiplication Tables 2x - 12x.
Compare and round seven digit numbers.
Multiply and divide whole numbers and decimals by 10, 100 and 1,000.
Round decimals to the nearest whole, tenth and hundredth.
Order negative numbers and solve temperature problems.
Add, subtract, multiply and divide whole numbers and decimals.
Read a variety of scales to solve measure problems.
Find the area and perimeter of compound shapes.
Use BODMAS to solve problems.
Find the value of 1 or 2 letters in algebraic equations.
Read timetables using the 24 hour clock and find the duration of activities.

Topic



This project has a PE and Science focus and teaches the learners about a range of sports and sporting events and the importance of exercise and healthy living. In addition, the learners will develop additional skills using the technical vocabulary associated with sport and the human body.

In this project the pupils will:

- Develop skills in different areas of athletics, striking and fielding activities, team games and outdoor adventurous activities.
- Work individually, in pairs and in teams and compete competitively.
- Organise a mini Championship.
- Recognise the major organs in the body and how they work eg the heart.
- Develop a deeper understanding of a healthy life style including different types and groups of foods and their effect on the body.
- Research the effects of different elite sports on the human body.
- Create a menu for an athlete.
- Use the internet to research and gather information about athletes' diets.
- Research the damaging effects of harmful substances such as alcohol, tobacco and drugs and discuss the impact of these on personal health.

 <p>Topic</p> 	<p>Name and write about specific muscle types. Take photographs during sporting activities and discuss how different sports use different body parts. Make sketches, drawings and diagrams of figures both moving and still.</p> <p>Choose and research a champion / team of their choice and discuss and evaluate the qualities of these people which have contributed to making them champions. Write a biography of a sports person of their choice. Create a new game, sport or event and develop a set of rules or instructions for how to play it. Survey the most and least popular sports and the reasons for it. Research the national sports of different countries and the origins of these sports. Create a presentation on a hobby of their choice. Research the Olympics and how they began. Research a major sporting event. Create a poster promoting their new sport. Create a team kit for their sport. Draw a portrait of a sports person in the style of a chosen artist. Compare different stadiums both in Wales and around Britain and the rest of the world. These ideas have all been suggested by the pupils.</p>
<p>RE/PSE</p> 	<p>Healthy Relationships and Changes to the Body during Puberty. Values - Hope, Appreciation and Understanding. SEAL Changes and Relationships. SAP. Transition Work in preparation for Stanwell. RE - Creation.</p>
<p>PE</p> 	<p>Athletics - sprints, distance running, throwing events, relays and long jump. Sports Day and practising for their chosen event. Tennis - forehands, backhands, volleys and mini matches. Striking and Fielding Games - mini sided games involving throwing, catching, striking Small sided games of kwik cricket, rounders, baseball and four balls. Mini Tournaments in the Sully Championship Games including hockey, football, rugby, netball, volleyball and atomic touch. . Outdoor Adventure Activities - Abernant.</p>

Throughout this topic the skills of communication, thinking, number, ICT and bilingualism will be developed.