

Sully Primary School  
Ysgol Gynradd Sili

# Curriculum News Booklet



*Together Everyone Achieves More*

**Autumn Term  
2019-20**

Acting Headteacher: Mrs A. Waddington  
Telephone: 02920 530377  
E-mail: [sullyps@valeofglamorgan.gov.uk](mailto:sullyps@valeofglamorgan.gov.uk)  
Web: [www.sullyschool.co.uk](http://www.sullyschool.co.uk)  
Twitter: @sullyps  
@esafetysullyps

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

Mrs Kay Bowring

**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 - Autumn Term

01/10/19 Parent Forum Meeting 2.15pm  
11/10/19 Harvest Festival  
15/10/19 Open Afternoon, 1.30pm to 3.00pm  
16/10/19 Open Afternoon, 1.30pm to 3.00pm  
17/10/19 Individual and sibling photos  
22/10/19 Parent's Evening  
23/10/19 Parent's Evening

28/10/19 – 01/11/19 Half Term Holiday

04/11/19 INSET day – school closed

16/12/19 INSET day – school closed

20/12/19 Last day of Term - school reopens on 06/01/20

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.

## Welcome Back

Welcome back to school, we hope that you enjoyed a relaxing summer holiday. Our Autumn Curriculum News Booklet has been designed to inform you about the enriched learning that is taking place this term within Sully Primary School. We hope that it will also help you to further involve yourselves in your child's education and help you to develop their thirst for learning and knowledge outside of the classroom and into the real world. We are always seeking ways to further enrich the experiences of our pupils and if after reading all about your child's topic you feel your talents, skills and knowledge could add to their learning experience we would love to hear from you. If this is the case please contact the school via your child's teacher or directly through the school office.

## Polite Reminders:

### 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.

Mrs A Waddington is the school's principal designated safeguarding person, with Miss S. Harries (Y2) 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 so 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 Week 2020**

National Testing Week for children in Year 2 – Year 6 will take place between 28/04/20 – 05/05/20. These exams are aimed to assess pupils' level of progress in reading, numerical procedural and numerical reasoning. Please note, 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.

### **School Arrival & Departure**

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.

### **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: [sullypsparentforum@gmail.com](mailto:sullypsparentforum@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. A video to assist with our new approach to the development of handwriting will be made available during the autumn term. To view the videos please visit: [www.sullyschool.co.uk/homework-help](http://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 or across 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.

This term our topic is

Nursery Rhymes and Traditional Tales

Please support your child by talking about the activities they do in Nursery and who they play with. These are the skills we will be developing through active play.



Language, Literacy and Communication skills

- Talking about what we like doing at weekends, places we visit and what we like playing with.
- Talking about events and characters in story books and pictures.
- Talking about personal experiences.
- Learning to listen to our friends and teachers.
- Listening to stories, poems and rhymes.
- Sequencing a story or rhyme and retelling it in our own words.
- Saying what we enjoy in a story or predicting what will happen next...
- Recognising and finding our names on our name cards.
- Learning to make marks and write our names.



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 naming colours.
- Using positional language - e.g under, behind, next to, on top of, between.

Personal and Social Development

- Developing skills of working and playing together and taking turns.
- Making new friends and learning new routines.
- 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.
- Listening to a variety of music, experimenting with instruments and discussing how music makes us feel.

Physical Development

- Learning to listen to instructions and to move safely with control and to climb, run, hop and jump.
- To develop fine and gross motor skill through using a range of small and large equipment.

Welsh Language Development

- Greetings eg "Bore da," or "prynhawn da" and asking questions eg. - "Pwy wyt ti?"
- Responding to the register - "ymd", and instructions - "Eisteddych", "Mae'n amser tacluso" etc.



Knowledge and Understanding of the World

- Baking bread for harvest and finding out where flour comes from. (Little red hen story)
- Festivals around the world eg, Diwali, Harvest, Remembrance Sunday and Christmas.
- Developing an understanding of the changing seasons - collecting Autumn leaves.

# Reception

Language, Literacy and Communication



- Learning letter sounds with 'Read Write Inc.'
- Reading sight words
- Securing correct pencil grip
- Cursive letter formation
- Orally compose and dictate sentences
- Recognising rhyming words
- Talking about things they have made or done
- Ask questions
- Express likes and dislikes
- Retell familiar stories
- Predict story endings
- Respond appropriately to Welsh commands
- Repeat Welsh words and phrases

Mathematical Development



- Read and write numbers to at least 10
- Count reliably up to 10 objects
- Recite numbers up to 20, forwards and backwards
- Recall 'one more' or 'one less' of any number between 1 and 10
- Combine two groups of objects to find 'how many altogether?'
- Take away objects from a group to find 'how many are left?'
- Recognise 1p, 2p, 5p and 10p coins
- Recite days of the week, months of the year and the four seasons
- Recognise and name common 2D and 3D shapes

Autumn Term 1 Topic:  
'Zoom Around'



- Identify and compare different modes of transport
- Learn about things we might find zooming around in space
- Consider the importance of speed in sport
- Investigate how we can improve our own running speed
- Find out about the fastest movers in the animal kingdom
- Understand safety issues and potential problems related to speed
- Recognise when speed is important and when it is not

Autumn Term 2 Topic:  
'It's the Weather'



- Identify and describe different types of weather and weather phenomena
- Understand how weather impacts upon the environment
- Know where to find Sully on a weather forecaster's map
- Compare the weather in Wales to other places around the globe
- Understand how to dress appropriately for different types of weather
- Recognise how we can protect ourselves in extreme weather
- Consider how some animals and plants adapt to different weather conditions

### Reading

Your child will 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. 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 sight read; these words are often called 'red words' and are words that cannot be sounded out using known sounds.

### Independence

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.

### Useful Websites and Apps

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.ictgames.com](http://www.ictgames.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

Meet the Alphablocks

Hairy Letters

# Year 1

## Topic - Zoom Around

<p><b>Language, Literacy and Communication</b></p>	<p><b>Oracy:</b> Build on previous experience, speak confidently, and make themselves clear by organising what they say and choosing words deliberately. View and listen carefully to a range of visual and audio-visual stimuli. Listen to a variety of stories.</p> <p><b>Reading:</b> Be introduced extensively to books, stories and words around them. Experience and respond to a wide range of print and fonts that include picture books, stories with familiar settings, those based on imaginary or fantasy words, including those with patterned and predictable language.</p> <p><b>Writing:</b> Write independently in response to a variety of stimuli. Write in a variety of genres incorporating some of the different characteristics of these forms. Communicate by writing in short sentences, begin to review their work. Write in the new cursive style, with a lead in on each letter.</p> <p>Continue with Read Write Inc. daily sessions.</p>
<p><b>Mathematical Development</b></p>	<p>Concepts to be covered/revisited during this half term include:</p> <ul style="list-style-type: none"> <li>• Problem solving activities,</li> <li>• Counting forwards and backwards</li> <li>• Number bonds within 10</li> <li>• Writing numerals and number names correctly, within 10</li> <li>• Doubles up to double 5</li> <li>• Adding 2, 3 or 4; one more/less</li> <li>• 2D shape - circles, rectangles, square and triangles</li> <li>• Symmetry</li> <li>• Sorting - Venn diagrams</li> <li>• Ordering and comparing numbers - place value</li> <li>• Estimating</li> </ul>
<p><b>Zoom Around</b></p> 	<p>This project has a Knowledge &amp; Understanding, and a Science based focus. The children have voiced their ideas, and want to learn about rockets, aeroplanes, boats, trains, fast moving sea creatures and land animals, and even fast humans. We may cover all or just some of the requests.</p> <p>In this project the children will learn to:</p> <ul style="list-style-type: none"> <li>• Use language to describe what they can see, hear, feel and smell</li> <li>• Respond to different stimuli such as videos, books</li> <li>• Learn the welsh names for the things they are learning about</li> <li>• Assemble materials into meaningful objects, such as rockets, dragonflies.</li> <li>• Interpret different stimuli such as music, words and pictures by moving in different ways, creating varied body shapes and changing direction.</li> </ul>



# Welcome to Year 2

Teachers - Miss S. Harries, Mrs C. Sommerville and Mr D. Jarvis  
Learning Support Assistants - Mrs R. Basar, Mrs E. Rodwell, Mrs L. Williams  
and Mrs S. Smith

PPA teachers - Mrs S. Chinneck and Mrs R. Basar

Welcome back to school and welcome to Year 2. We hope that you had a relaxing and fun summer and are looking forward to the exciting topics that we will cover in Year 2. Below is some information about the Autumn term's 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.



## LITERACY

The children will have daily Guided Reading sessions. These sessions are designed to improve each child's reading skills as well as their confidence by ensuring that they are reading fun and stimulating texts.

In class we will focus on a range of oracy, reading and writing skills across the curriculum. Some examples include:

**Oracy** - role play activities from our topic based work, storytelling activities, presenting information to an audience.

**Reading** - non-fiction reading to find out information about various topics, developing our ability to read a range of different books, poetry reading.

**Writing** - writing non-fiction pieces, writing recount texts, retelling known stories and writing our own imaginative stories.

We will also focus on letter formation, introducing our new cursive script, and spelling high frequency words correctly.



## 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** - counting sets of objects by grouping, reading and writing numbers to 100 and beyond, comparing and ordering 2 digit numbers.

**Addition and Subtraction** - Using number bonds within 10 to add and subtract larger numbers, adding and subtracting 10 or 20 to a given number, find small differences between numbers by 'counting on', use different strategies to add and subtract 2 digit numbers.

**Shape** - naming regular and irregular 2d shapes and identifying their properties, finding a line of symmetry on 2d shapes.

**Data** - representing data in Venn and Carroll diagrams, extracting and interpreting data from lists and diagrams.

**Measure** - use different combinations of money to pay for items up to £1, use metres and centimetres to measure length, height and distance, use appropriate vocabulary to describe position, movement and direction eg clockwise and anti-clockwise, half and quarter turn.

## AUTUMN 1 - ZOOM AROUND!

Our first topic this year will be Zoom Around.

## AUTUMN 2 - IT'S THE WEATHER

It's the Weather! will be our second topic. This topic has a Science focus and teaches

We have already been on our first school trip designed to engage pupils with this new topic.

This topic has a Design and Technology and Science focus and will look at a range of different transport and how they move.

Examples of some activities include:

Looking closely at different transport and how they are similar and different.

Designing and making our own moving transport.

Looking at cogs and wheels.

Exploring forces and their effect on moving things.

Reading non-fiction texts related to transport.

Reading fiction texts about going on a journey.

the children about different weather conditions and the effect that the weather has on the environment.

Activities included in this topic include:

Becoming weather forecasters and recording these forecasts.

Writing weather related poetry.

Exploring extreme weather conditions.

Watching clips about the weather.

Creating weather based dances.

Recording the weather over a period of time.

Creating graphs to show the observed weather.

This half term will end with our Christmas celebrations where the children will be learning about worldwide traditions associated with Christmas.

**P.E.** - Physical Education lessons for both classes will be on Mondays and Fridays. The children will need to have their PE kits (navy joggers, navy shorts, navy jumper and a white t-shirt) in school every day. Children are not allowed to wear earrings whilst taking part in P.E. lessons. Therefore if your child is unable to remove and replace their own earrings by please ensure that they do not come into school wearing earrings on Mondays and Fridays.

**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. When the children become more confident with their reading and writing we encourage them to review their reading themselves by writing some sentences about their reading in their home reading books. The children can choose books to take home to read each week. These books should be appropriate for your child's reading ability as they are based on the Read Write Inc stages.

**ABACUS** - This is our online Maths programme and we encourage the children to use it on a regular basis if possible as work assigned to your child relates to the work covered in class during that week. We shall be sending home a reminder of your child's password for this programme over the next couple of weeks.

**HOMEWORK** - The children will continue to have homework set every week. Homework is to be returned the following week, when new homework will be set. Longer term projects might be set at different points during the year.

**OUTDOOR LEARNING** - Your child will be learning outdoors every day. Please ensure that your child has a coat/sun hat when needed so that they are able to get the most from learning outdoors.

**USEFUL WEBSITES/APPS**

<http://www.bbc.co.uk/education/topics/zf44jxs/videos/1>

<http://www.topmarks.co.uk/Search.aspx?q=fairy%20tales>

<http://www.ictgames.com/>

squeebles



Autumn Term 2019  
Curriculum Newsletter Year 3  
Topic- African Safari  
Parent General Information

PE: Y3 JE Indoor - Tuesday, Outdoor - Wednesday  
PE: Y3 MP Indoor - Thursday, Outdoor - Wednesday  
PPA Teacher: Mrs Chinneck will cover Miss Eaton and  
Mrs Basar will cover Mrs Parry every Tuesday afternoon.

<p><b>Literacy</b></p> 	<p><b><u>Oracy:</u></b> Drama based activities including acting in the role of a fictional character in the story of The Lion King. Oral storytelling of traditional tales.</p> <p><b><u>Reading:</u></b> Looking at familiar stories and a selection of poetry. Non-fiction reading and topic based research. Daily guided reading of a range of texts.</p> <p><b><u>Writing:</u></b> Non-fiction writing including fact files and adverts. Poetry writing focusing on African animals and their environments. Learning about nouns, adjectives, verbs, adverbs and prepositions. Developing a bank of exciting vocabulary to make their writing more lively and interesting.</p> <p><b><u>Handwriting:</u></b> forming and joining letters using cursive script in line with our new handwriting scheme. Show a greater awareness of presentation in our written work.</p>
<p><b>Numeracy</b></p> 	<p>Revising number bonds to 10, 20 and 100. Learning about the value of each digit in 1 to 4 digit numbers. Using knowledge of number bonds to add multiple numbers (e.g. 6+9+4). Adding 10 and near multiples of 10 (e.g 9,11,19,21,49,51) . Three digit addition and two digit subtraction. Looking at and making observations about shapes in nature, estimating and measuring length and height. Developing our understanding of the 12- hour clock and recapping times tables x2, x5 and x10 and introducing x3.</p>
<p><b>African Safari</b></p>	<p>We will be learning all about African animals and their environment. The children have highlighted the areas they would like to research and they will use a variety of skills to help them research information.</p> <p>In this topic the children will learn:</p>



- About the habitats and characteristics of African wildlife, and about the challenges facing them;
- How to use a range of sources to obtain information, including ICT;
- To use a range of artistic skills and techniques to create pieces inspired by tradition African art and animals;
- To take account of the views of others and work collaboratively;
- To present information verbally and visually;
- To apply numeracy, literacy and digital skills they have learnt throughout this topic.

**General Information**

We would be grateful for the assistance of any parent helpers who would be available to listen to readers on a regular basis. We would also be grateful for the offer of any help that you are able to provide the class teachers such as help with creative activities.

Useful websites

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

<https://readtheory.org>

<https://hwb.wales.gov.uk/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

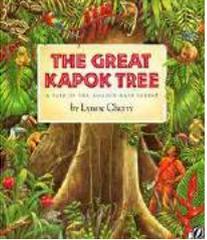
<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

# Welcome to Year 4!

Autumn Term 2019

Topic - Brazil

Mrs Morgan, Miss Gilmore and Miss Price

<p>Languages, Literacy and Communication</p> 	<p><b>Oracy:</b> Documentary-style reports on the Amazon Rainforest using Green Screen. Presentation of facts on Brazil.</p> <p><b>Reading:</b> Whole class Guided Reading of fiction and non-fiction texts linked to our topic, including the Great Kapok tree and The Explorer.</p> <p><b>Writing:</b> Poetry - different styles and techniques. Introduction to new Cursive Handwriting scheme, Non-chronological reports on Brazil. Authentic writing tasks eg persuasive letter-writing to companies and MPs.</p> <p>Weekly spelling tests.</p> <p><b>Welsh</b> - sentence patterns, vocabulary and reading through the topics of Yr Ysgol (School) and Bwyd (food)</p> <p>Regular Mandarin sessions.</p>
<p>Mathematical Development</p> 	<p>Addition and subtraction- number bonds to 100/1000</p> <p>Number and place value- 4 digit numbers and above</p> <p>Time-To the nearest minute, duration, 24 hour time</p> <p>Measure-Length, weight and capacity</p> <p>Revise 4 rules of number (-+x÷)</p> <p>Multiplication and deriving division facts</p> <p>Halving and doubling 3 digit numbers</p> <p>Fractions and decimals</p> <p>Problem solving and reasoning skills</p> <p>Using and applying number skills in everyday situations, including finances.</p>
<p>Science and technology</p> 	<p>Through the topic 'Sustainable Earth', children will be learning about ecological issues and to:</p> <p>Decide whether a method or approach was successful,</p> <p>Plan how to make a test fair,</p> <p>Describe how they learned and identifying methods that worked the best,</p> <p>Make predictions using previous knowledge and understanding.</p> <p>DT - Look at the food groups and what our bodies need to stay healthy.</p> <p>Research smoothies that are commercially available and then work in groups to design and make a healthier alternative.</p>
<p>RE</p> 	<p>Children will be learning about the main religions of the world through the topic of Faith.</p> <p>They will have the opportunity to learn about different religions' beliefs as well as being able to express what they can learn from each religion.</p> <p>Children will learn to express their views and opinions with respect and to respect the opinions of others.</p>
<p>Brazil</p> 	<p>This project will be child-led and will teach children about the history, geography, traditions and culture of Brazil and the Brazilian Rainforest.</p> <p>In this project children will:</p> <ul style="list-style-type: none"><li>• Learn about the animals and indigenous cultures of Brazil</li><li>• Research the geographical features and climate of Brazil</li></ul>

	<ul style="list-style-type: none"> <li>• Learn about the Rio Carnival and create costumes for their own carnival.</li> <li>• Learn about and express their views on the contemporary issues affecting Brazil and consider how we can play an active part in helping to effect change.</li> </ul>
<p><b>Health and Wellbeing</b></p> 	<p>Gymnastics- Learning about different gymnastic shapes and create a sequence of linked movements</p> <p>Dance - Learning about traditional Brazilian dances and comparing with Welsh dances.</p> <p>Creating a group piece for Christmas concert</p> <p>Outdoor games skills</p>
<p><b>ICT and the Digital Competency Framework</b></p> 	<p>Children will be using ICT in all lessons to edit, record, type, research and extend their learning. They will be learning to use online tools safely with a particular focus this term on keeping passwords and personal information safe.</p>

Useful websites:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<http://www.sciencekids.co.nz/sciencefacts/earth/amazonrainforest.html>

<https://www.activelearnprimary.co.uk>

<http://www.primaryhomeworkhelp.co.uk/>

<https://www.mathplayground.com/>

<https://readtheory.org/auth/login>

If your child is in Miss Price's class then they will be aware that Miss Price has a **hearing loss** and relies on lip reading at all times. It would be very helpful if any important messages could be given in writing. If you do wish to speak to Miss Price before or after school then please make sure that you **get her attention** before starting to speak.

Your child will be **learning some signs** to help avoid miscommunications which will benefit their overall language skills!

If you need to contact her during the day for any urgent matter then please **leave a message with the office staff** and they will ensure that it is passed on as soon as possible.

Many thanks!

Autumn Term 2019

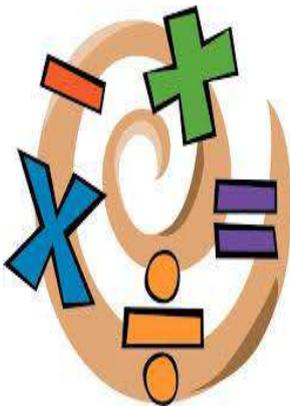
Curriculum Newsletter Year 5 Topic- Witches and Wizards

Language, Literacy and Communication Skills

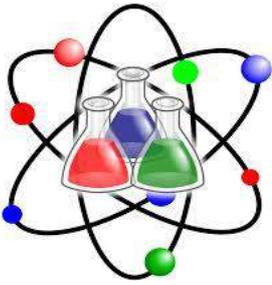


Daily Guided Reading Activities.  
Weekly Spelling Tests - Year 5 Vocabulary, Topic Vocabulary and Individual Spelling.  
Class Guided Reading.  
Comprehension on a range of novels based on the topic.eg The Snow Spider, The Witches, The Wizards of Once, Macbeth.  
Role Play - Write and act out scenes from a range of novels eg Macbeth, Harry Potter.  
Presentations - Talk about something brought in from home explaining why it is important to them.  
Class/Group discussion - Good v Bad.  
Stereotyping and gender discrimination.  
Truth or myth.  
Persuasive Writing - Persuade a witch/wizard to use a potion.  
Write a speech for a historical figure.  
Instruction Writing - Create a spell.  
Instructions for making a smoothie.  
Create a healthy snack for a witch or wizard.  
Descriptive Writing - Describe a witch or wizard.  
Describe a character/ scene from Macbeth.  
Myths and Legends eg The story of King Arthur, Merlin.  
**Welsh**  
Amser - Faint o'r gloch Draciwla?  
Teledu - Use a variety of sentence patterns including using positive and negative statements, first and third person and adjectives  
Yn fy marn i. Dw i'n meddwl bod..... Fy hoff rhaglenni

Mathematics and Numeracy



**Mathematics and Numeracy**  
Place value.  
Recognise the value of digits in 4/5 and 6 digit numbers and in decimal numbers.  
Round whole numbers to the nearest ten, hundred and thousand and round decimals to the nearest tenth and whole number  
Order whole numbers and decimals.  
Multiply whole numbers and decimal numbers by 10, 100 and 1,000.  
Addition and Subtraction. Use methods to check including inverse operations.  
Multiplication and Division.  
Recognise fractions. Reduce them to their simplest forms and recognise equivalent decimals.  
Time - Telling the time using 12 hour and 24 hour clock.  
Volume - Millilitres and Litres Measure volumes and convert litres to millilitres and millilitres to litres.  
Money and everyday money problems  
Keeping a record of money.  
Use the terms profit and loss.  
Reasoning Activities linked to everyday life situations.



Processes which change the state of a range of materials including freezing, melting, boiling, drying, dissolving and burning.  
 How materials can be separated by filtering and sieving.  
 How we use these processes in our everyday lives.  
 The Water Cycle - Precipitation, Evaporation, Condensation and Collection.  
 How to carry out fair tests and investigations safely.  
**Technology**  
 Researching a range of topics eg historical figures, famous witches and wizards.  
**Internet safety** - The importance of strong passwords to protect their private information and accounts online; Responsible and respectful online behaviour; Explore strategies for safely dealing with unwanted messages; The importance of citing all sources when researching; Recognise that photographs can be altered digitally and how this can affect perceptions and self- image.  
**Multimedia** -Create a multimedia project, making informed choices about the use of appropriate software.  
 Use of Hwb and Google Classroom.  
 Stop Animation

**Humanities**



**Humanities**  
 The story of King Arthur and Merlin.  
 The story of the Welsh flag.  
 Influential historical figures and their beliefs and actions, including Welsh figures eg Owain Glyndwr.  
 Chronological order of historical figures ,  
 Contemporary heroes and villains  
 Atlas and map work - Locating the countries where the historical figures lived.  
 Sacred buildings and synagogues - Looking at the places of worship for a range of religions including Christians, Jews and Muslims.

**Expressive Arts**



**Expressive Arts**  
 Create a soundtrack to accompany a dance,  
 Create a dance to accompany a scene from Macbeth.  
 Role Play - Write and act out a scene from a range of books on the topic eg Macbeth, Harry Potter.  
 Make a wand for a witch or wizard.  
 Design a cloak/hat for a witch or wizard.  
 Use textiles and sewing needles and threads to create symbols for a cloak.  
 Dress up as a witch or wizard - Details to follow on Parent Pay.  
 Use a range of medium to create witches and wizards.  
 Create a smoothie/ potion.

**Health and Well Being**



**Health and Well-Being**  
 Internet Safety.  
 Stereotyping and gender discrimination.  
 Good v Bad.  
 SEAL- New Beginnings and Getting On and Falling Out.  
 Values - Friendship, Respect, Acceptance and Courage.  
 Dance - Create a dance from the play Macbeth.  
 Gymnastics and Dance.  
 Rugby and netball.

Language, Literacy and Communication Skills



**Oracy**

- Interview a sports star
- Presentation of a sporting hero
- Debate - Do women deserve equal pay in sport?
- Role play - Use of drugs in sport / after match interview (Rugby World Cup)
- Role play a sport's interview in different languages
- Explore sports vocabulary in different languages
- Present instructions for a new sport
- Sports commentary (Rugby World Cup game)

**Reading**

- Sports Poems
- Biographies of sports personalities
- Non-fiction texts on sports
- Internet research on a sport
- Newspaper Reports on a sporting event
- Match reports

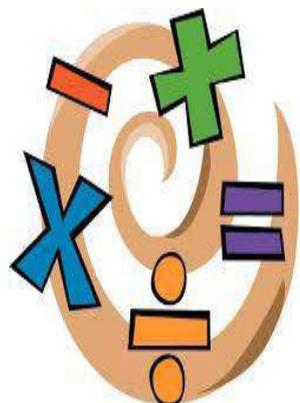
**Writing**

- Sports poems
- Newspaper report - recent sports event
- Biography/Diary entry of a sports star
- Write a match report
- Article on drugs in sport
- Comic strip on a sporting hero and/or sport
- Write an imaginative sports story

**Welsh**

- Gwyliau - Variety of sentence patterns
- Present and past tense 'Ble rwyd t'in mynd?', 'Ble est ti?'
- Countries, transport, activities
- Dialogues, stories, postcards, brochures

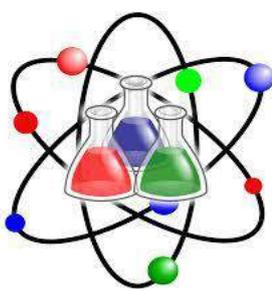
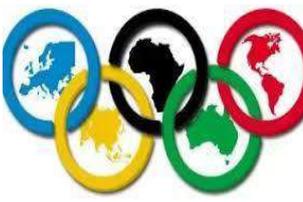
Mathematics and Numeracy



**Mathematics and Numeracy**

- Place value
- Addition and Subtraction
- Decimals and multiplying/Dividing by 10/100/100
- Rounding to the nearest 10,100, 100 - Football team attendances in Premiership
- Short and long multiplication
- Short and long division
- Digital time to milliseconds
- Timetables and duration of events
- Timing athletic events - 100m, 800m etc
- Measure - Reading scales and intervals
- Imperial measures
- Measuring distance in athletic events - long jump, high jump, throws
- Measuring lengths of limbs - Science
- Negative numbers
- Mean, mode, median, range - collect data in the field / analyse existing sports data
- penalty/netball shootout
- Sprints/Throws/Catches etc
- Area, perimeter and circumference of different sports pitches/tracks

	<p>Tables, bar, scatter and line graphs</p> <p>Sports statistics - percentage win rate, average attendances, transfer fees, club spend</p>
--	--

<p><b>Science and Technology</b></p> 	<p><b><u>Science</u></b></p> <p>Food as fuel for athletes - Healthy diet</p> <p>The organs of the human body</p> <p>The function of the heart and lungs in the process of respiration</p> <p>Digestion and food as an energy resource</p> <p>Function of the skeleton - Measuring limb lengths</p> <p>Research altitude training</p> <p><b><u>Experiments</u></b></p> <p>Heart investigation</p> <p>Reaction time - Do faster sprinters have a quicker reaction time?</p> <p>Does leg length/thigh girth affect distance jumped?</p> <p>Does foot size correlate to height?</p> <p>Do long distance runners have a larger vital capacity?</p> <p><b><u>Technology</u></b></p> <p>Researching and creating a healthy lunch</p> <p>Hwb data - Sports Databases - Olympic/ world medal tables</p> <p>Excel - Sports statistics - Observing and recording shots, passes, assists etc</p> <p>Internet safety - Digital literacy and Citizenship unit of work</p> <p>Mechanics of a skeleton. Design a human &amp; name the major muscles</p> <p>Hinges and joints</p> <p>Create an animation of a human muscle at work</p> <p>Design an item that would help a paralympian perform</p>
<p><b>Humanities</b></p> 	<p><b><u>Humanities</u></b></p> <p>Research the history of the Rugby World Cup</p> <p>Research how balls in sport have changed</p> <p>Continents, countries, capital cities of the world</p> <p>Achievements in sports around the world - How different countries environments are suited to develop specific sports skills</p> <p>Which countries excel in certain sports and why? (opportunity, finance, climate, genes)</p> <p>History of the Olympic games</p> <p>History of a sport of their choice - make a timeline of a sport, sporting event or sporting club</p> <p>Altitude training - Where in the world it takes place and why?</p> <p>Highest mountains in the world - contours and mapping</p> <p>RE - Sacred books</p> <p>Religion and the effects on sport participation</p>
<p><b>Expressive Arts</b></p>	<p><b><u>Expressive Arts</u></b></p> <p>Role play - Drugs in sport</p> <p>Interview of a sports personality</p> <p>Design a countries sports kit for the Olympics</p> <p>Design a flag - medium of their choice</p>

	<p>Portrait of an athlete  Frieze of sporting image  Analyse national anthems using the musical elements  Watch and analyse a variety of national dances from previous Olympic ceremonies  Create a dance for the opening ceremony of a sporting event or to communicate a sporting story - Look at elements of shape, space, timing, dynamics, direction, relationship.  Create a mosaic of a sport  Design an anthem for a sport</p>
<p><b>Health and Well-Being</b></p> 	<p><b>Health and Well-Being</b></p> <p>Internet safety - Treating peers responsibly online/ regulate screen time  Food groups and diet - what to eat to be healthy (make 'healthy' energy drinks)  Make a healthy eating cooking video  Keep a record of what we eat and it's calorific content and vitamin content  Sleep patterns and how it affects performance and concentration - Keep a sleep diary for a week.  Sport and regular exercise - Daily mile/activities, walking to school  PSE - Sharing problems, peer pressure, bullying  Drugs in sport and long term affects  <u>PE</u> - Hockey - Coaching from hockey Wales  Mini Olympic tournament - Various sports - football, netball, volleyball, tag rugby  Play sports from other countries (e.g. Handball, Kingball, American Football)</p>

