Golden Thread: Consequences

Expedition: 'Did Children Always Have Rights?'

HUMANITIES: Pupils will be exploring:

How past events and people impacted the establishment of rights for children in Wales though:

- Studying life and working conditions for children in the Victorian period and comparing it with the rights of children today.
- Compare and contrast conditions faced by evacuees during the Blitz in World War II, in Wales, London and Germany and children today
- A timeline of how children's rights have improved over time including the establishment of the United Nations Rights of the Child.
- Research how the actions of individual champion and organisations has facilitated these rights.
- Explore the Values of Hope and Peace in Values lessons
- What it's like to be a Muslim in Britain today.
- Through our Understanding Christianity unit, What it means if God is Holy and Loving?

Expressive Arts

Pupils will:

- Develop digital photography skills.
- Experiment with colour mixing and blending to create images.
- Explore musical composition to compose a Children's Rights Rap and record performance.

Health and Wellbeing

Pupils will:

- Develop dribbling, shooting, dodging, running and passing skills in Netball and Rugby.
- Participate in daily 10-minute fitness sessions including the Daily Mile and Yoga.
- Develop a positive Growth Mindset.

Science and Technology

Pupils will:

- Investigate solids, liquids and gases.
- Study sustainability and recycling in the environment
- Develop D.C.F. skills through the Coding and Data Everywhere units.
- Design, Make and Evaluate clothes for a teddy or a doll.

Languages, Literacy and Communication

Pupils will:

- Fiction (Pie Corbett): Write a Setting Description based on The Lion The Witch and The Wardrobe'.
- Non-Fiction: Write a Recount followed by Instruction text
- Oracy: complete a Read, Write and Perform unit called A Letter Home.
- Poetry: Create a poem using similes, metaphors and Kennings.

Maths and Numeracy

Pupils will:

- Read, write, order and compare numbers up to 100,000 and beyond.
- Multiply and divide by 10 and 100
- Position, order, compare and estimate whole and numbers
- Make links between money and measure
- Compare Fractions, decimals and percentages.
- Exploring direction and location
- Describing the properties of shapes

Dosbarth MAPLE Important Information

Welcome to Dosbarth Maple, where we are looking forward to a very exciting term ahead. Here are the general arrangements for you at home, to help support and organise your child:

Spellings:

All spelling patterns are shared in advance in this document. Children will be tested on a **Friday** and will complete dictation exercises to consolidate learning. Please practice spellings at home.

Reading Books:

- Free Readers can access a novel from the class library or bring in a book from home. Please encourage reading at home every day. Pupils that are not free readers will be listened to read individually in school weekly by an LSA and reading books will be sent home and can be changed independently as and when required. In addition, all pupils will practice higher order reading skills during weekly Guided Reading sessions. Reading Reward certificates can only be filled in if the children to read at home and in school.

Homework:

- Times Tables sheets will be sent home once per half term. Children are tested on a **Friday**. There are 8 grids on the practice sheet, this is a similar sheet the children will be tested on in school. I ask that the children practice their weekly timed test at home once a week to aid preparation for assessment. No additional sheets will be provided, but children can access a range of games online to further support their fluency (We recommend Top Marks!)

PE:

- Indoor PE will be on **Wednesdays**. Outdoor PE will be on **Thursdays**. Children will do daily bursts of physical activity, so please ensure suitable footwear is worn. No jewellery: hoop earrings, bracelets, rings. Please tie hair back daily and bring a bobble. Water or weak squash only. Please bring a rain jacket every day, whatever the weather. We will continue to work on outdoor activities until late Autumn.

Diolch yn fawr iawn and thank you for your continued support. Mr. Downey and Miss McIntyre

At the end of this term, every pupil in the class will orally present (not read) information and opinions about one historical event that has had a significant impact on shaping the Wales we know today. Presentations will last 5-10 minutes.

Step 1

Choose one of these.

- Who was Eglantyne Jebb and why did she fight for children's rights?
- What happened to children in Cardiff during the Blitz
- Would you rather attend our school or a Victorian school?"
- Who is Malala Yousafzai and why did she fight for education?
- What rights do children have in Wales today?

Step 2

- **Research the historical event safely online using 'for kids' and 'ks2' to help filter searches. You must ensure you answer the 5Ws - Who, When, Where, What, Why and How?**
- *When and where was the event?*
- *What are the main facts about the event?*
- *What is so significant about the event? Who were affected by the event?*
- *What legacy has the event had on Wales? Has anything changed for the better?*
- *How do you feel about the event? What is your opinion on the event?*

Step 3

Create a PowerPoint presentation or use another tool of your choice to create a slide show collating the information they have found. If you prefer, you can create posters, collages or mood boards instead *(We can print anything you need in school)*

Step 4 - You may want to prepare Cue cards to support their presentation or bullet point notes.

Step 5 - .Practise the skills on the next slide when rehearsing at home, this is what you will be assessing yourself against.

Skill	Component	Reflection			
		☹	😐	🙂	😀
Physical	**Voice:** - Appropriate fluency and pace - Varied intonation - Strong voice projection - Clear pronunciation				
	Body Language: - Effective gestures and posture - Appropriate eye contact and facial expression				
Linguistic	**Vocabulary:** - Appropriate (sophisticated) vocabulary choice - Suitable vocabulary (for purpose)				
	Structure: - Coherent structure and organisation of talk				
	Language: - Rhetorical devices used e.g., metaphors, humour, irony				
Cognitive	**Content:** - Achieves purpose of presentation - Expresses ideas with meaning/intention - Manages time - Considers audience in talk design				
Social & Emotional	**Confidence:** - Presenter is self-assured - Visual cues support explanations - Elaborates with further ideas				
	Audience: - Awareness of the audience - Listen and responds to questions perceptively - Demonstrates liveliness and flair				

One aspect that stood out in your talk was……

In order to improve your presentational talk, next time try to focus on….

Half Termly Spellings: Group 1

Week 1 11/9/26	Week 2 18/9/26	Week 3 25/9/26	Week 4 2/10/26	Week 5 9/10/26	Week 6 16/10/26	Week 7 23/10/26
class	other	snow	new	boy	kind	hairy
ask	oven	grow	few	joy	blind	repair
pass	brother	show	knew	ploy	child	chair
glass	Monday	throw	threw	annoy	behind	fairy
asked	month	arrow	chewing	enjoy	Friday	upstairs
after	glove	pillow	action	sauce	bear	touch
blast	month	follow	station	saucer	dear	young
after	front	window	invitation	August	tears	double
father	money	yellow	direction	haunted	beard	trouble
rather	monkey	tomorrow	decortion	fault	nearly	country

Half Termly Spellings: Group 2

Week 1 11/9/26	Week 2 18/9/26	Week 3 25/9/26	Week 4 2/10/26	Week 5 9/10/26	Week 6 16/10/26	Week 7 23/10/26
admit	comment	misfit	expect	skull	ticket	kneel
scratch	dodge	bridge	credit	unwell	trickle	steel
snatch	promptly	admit	extinct	sudden	smack	sleepy
catch	Knock	mistake	smell	suspect	bracket	agree
plastic	Boss	dismiss	second	hundred	neck	freedom
gigantic	Glossy	Minimum	metal	Judge	quick	breeze
matched	Spotted	Wrist	hedge	grudge	tickle	disagree
attacked	flopped	Fridge	spell	umbrella	rocket	Sleep
badger	Knot	victim	seventeen	struck	pickle	coffee
familes	knocked	disco	expand	unlock	trick	freeze

Half Termly Spellings: Group 3

Week 1 11/9/26	Week 2 18/9/26	Week 3 25/9/26	Week 4 2/10/26	Week 5 9/10/26	Week 6 16/10/26	Week 7 23/10/26
evaporated	excitement	explode	include	beginning	purchase	education
persuade	decided	whole	dispute	embarrass	gurgle	exception
chocolate	definitely	compose	pressure	slipped	survive	alteration
exaggerate	quite	disclose	accuse	address	absurd	introduction
message	nineteen	hopeless	queue	winning	urgent	fraction
strange	umpire	tomatoes	failure	mammal	occurred	repetition
separate	advertise	loneliness	continued	disappoint	suburb	surgeon
damage	indefinitely	episode	exclude	jewellery	Further	examination
fortunately	acquire	potatoes	temperature	disappear	turnstile	punctuation
dilapidated	require	probe	literature	dagger	surge	attention

Half Termly Spellings: Group 4

Week 1 11/9/26	Week 2 18/9/26	Week 3 25/9/26	Week 4 2/10/26	Week 5 9/10/26	Week 6 16/10/26	Week 7 23/10/26
gigantic	argument	jealous	voluntary	example	character	mystery
imagine	architect	humorous	electricity	horrible	fiery	mysterious
Geography	bargain	marvellous	stationary	visible	desperate	gymnast
generosity	cartoon	curious	February	invisible	exaggerate	sympathy
gymnast	remarkable	mysterious	ordinary	probable	Interrupt	syllable
rampage	compartment	vigorous	temporary	scramble	stationary	sympathetic
manageable	compliment	envious	miserable	miracle	temperature	systematic
privilege	awkward	unconscious	available	responsible	whisper	rhythm
tragedy	department	suspicious	vegetable	unavailable	reservoir	physical
knowledgeable	particularly	anxious	necessary	impossible	circumference	silhouette

Group …….

Word	Practice 1	Practice 2	Practice 3	Practice 4	Practice 5	Practice 6

1. ABC Order

Write all of your spelling words in alphabetical (ABC) order.

2. Word Parts

Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar

3. Other Handed

Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.

4. Vowel Spotlight

Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)

5. Use Technology

Type out your spelling words on the computer. Try to use at least 4 different fonts.

6. Pyramid Words

s
s p
s p e
s p e l
s p e l l
s p e l l i
s p e l l i n
s p e l l i n g
(or make them boat shaped, star, smiley face, etc.)

7."Ransom" Words

"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.

8. Rainbow Words

Write your spelling words with coloured pencils. Make each letter a different colour.

9. Scrambled Words

Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day?
e.g. watch - cwhta

10. Silly Sentences

Write 3 or more sentences that use all your spelling words.

11. Prefixes and Suffixes

Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean.
e.g. <u>im</u>portant happi<u>ness</u>

12. Word Search

Create your own word search with your spellings. Show the answers to your puzzle in a different colour.

13. Flashcards

Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.

14. Picture & a Story

Draw a picture defining each word. Write a sentence about your picture using the word.

15. Words without Vowels

Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.
e.g. q--st--n = question

16. Train Words

Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop

17. Write a Story, Poem or Song with Words

Write a story using all your spelling words. Underline the words you used.

18. Bubble Letters

Write your spelling words out in bubble writing.

19. Words Within Words

Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat

20. Picture words

Draw a picture and hide your spelling words in the picture.

21. Question/Answers

Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.

22. Riddles

Write a riddle for each of your words. Don't forget to answer them.
e.g. I am grey. I have a trunk and big ears. Answer: elephant.

23. Crossword Puzzle

Make a crossword puzzle with your spelling . Show the answers to your puzzle.

24. Rhyming Words

Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.
e.g. men and again

25. Homophones

Can you find any homophones which go with your spelling words? What do they mean?
e.g. wear and where, to, too and two their, there and they're

26. Writing Race

Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.

27. Code Words

Come up with a code for each letter of the alphabet and then write each word in code.
e.g. a = b = ♦ c =♠

28 Word Classes

Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.

29. Synonyms

Find at least 2 synonyms for each of your spelling words.

30. Antonyms

Find an antonym (opposite) for each of your spelling words.

31. Joker

Write jokes containing each of your spelling words.

32. Backwards Words

Write your spelling words forwards and then backwards. Remember to write neatly!

BACKWARDS