



**"United we, Empower, Nurture and Challenge."**  
**"Wrth uno mae'n ein arfogi i feithrin a herio."**

## ***Blackwood Primary School INSPIRE Curriculum Summary***

# Our Aims

## Mission Statement

***“United we Empower, Nurture, Challenge”***

***Wrth uno mae’n ein argofi i feithrin a herio***

### Empower

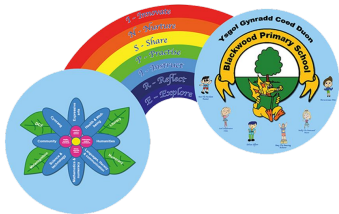
*We empower our community to take ownership of their learning and pursue their aspirations.*

### Nurture

*We nurture by fostering an inclusive environment that values empathy and resilience.*

### Challenge

*We challenge individuals to set high standards, encouraging motivation and critical thinking for continuous improvement as lifelong learners.*



# Our Curriculum

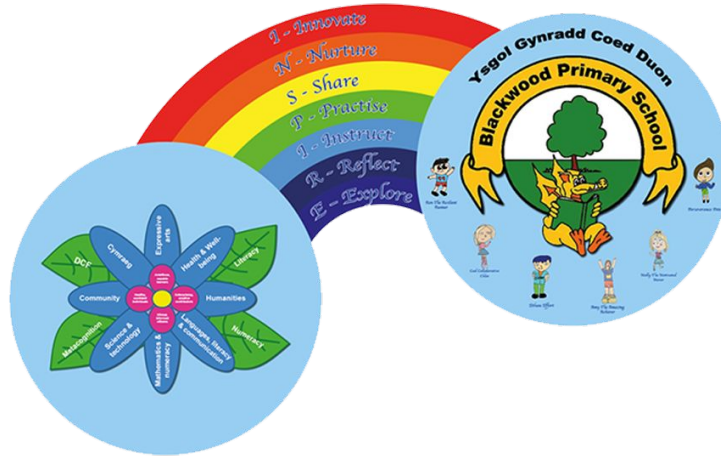


At Blackwood Primary School we are committed to ensuring all our pupils have a broad and balanced curriculum with the opportunity to develop the knowledge, skills and experiences through our INSPIRE curriculum outlined in Curriculum for Wales 2022. We use a robust, evidence-based process to help pupils realise the four purposes. They are the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The What Matter Statements and descriptions of learning from all Areas of Learning and Experience (AoLEs) guide staff to determine what matters most for our pupils and provides a context for our themes.

# Our INSPIRE Curriculum Vision



Our curriculum infographic is designed to present our curriculum in an easy-to-read format. The rainbow features keywords that support the delivery of the curriculum, while the flower outlines the WHAT and WHY of our educational approach.

This visual representation helps clarify our objectives and the values that underpin our teaching, making it accessible for everyone in our school community.

# Our INSPIRE Curriculum Vision



<i>I</i>	<i>Innovate</i>	<i>Creativity and innovation</i>
<i>N</i>	<i>Nurture</i>	<i>Take care of one another and keeping safe</i>
<i>S</i>	<i>Share</i>	<i>Collaborate with one another</i>
<i>P</i>	<i>Practise</i>	<i>Critical thinking and problem solving</i>
<i>I</i>	<i>Instruct</i>	<i>Instructional/ focused teaching</i>
<i>R</i>	<i>Reflect</i>	<i>Reflect on personal effectiveness</i>
<i>E</i>	<i>Explore</i>	<i>Independent and guided exploration</i>

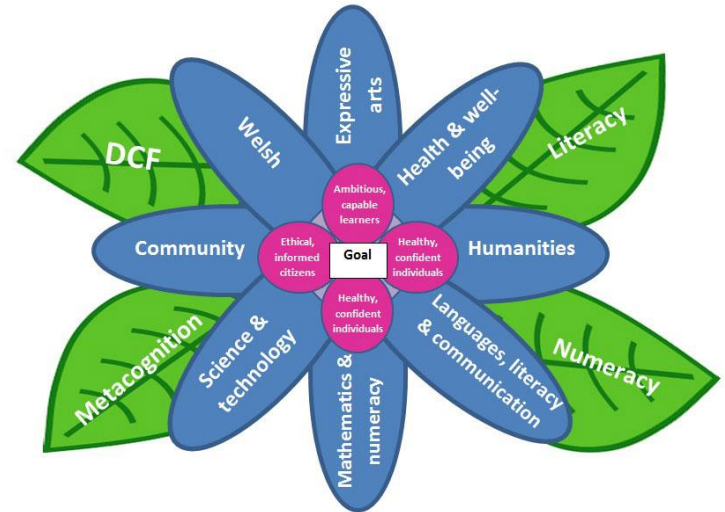
Our INSPIRE principles emphasise the key aspects of teaching and learning at Blackwood Primary School. We prioritise establishing a safe, supportive, and secure environment where trust and positive relationships can flourish, enabling both pupils and staff to thrive.

# Our INSPIRE Curriculum Vision

Staff collaborate closely with learners using the “Flower” model to develop Authentic Learning Goals, enabling our pupils to truly 'blossom.'

We share planned curriculum skills with pupils, inviting their input to generate ideas and determine the contexts for the skills they will develop. This approach fosters a sense of empowerment and fulfilment, encouraging full engagement with the learning experiences.

The Authentic Learning Goal remains central to our focus, interconnected with the Four Purposes, the expectations outlined in the Areas of Learning and Experience (AoLEs), and the National Literacy and Numeracy Framework (LNF), as well as the Digital Competence Framework. Metacognition underpins all aspects of the children’s learning, allowing both learners and staff to be innovative while ensuring comprehensive coverage and skill progression within each AoLE and across the curriculum.

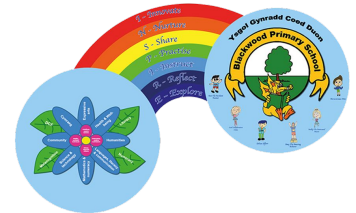


# Assessment



At Blackwood Primary School we have developed an effective and robust termly Assessment & Progress Cycle. This involves a range of assessment types including Assessment of Learning and Assessment for Learning. Throughout the APC we use a range of formative and summative assessment processes to enable us to effectively monitor and analyse the progress of each individual pupil.

Effective assessment is at the heart of excellent teaching & learning at Blackwood Primary. Assessment is an integral part of a child's learning which leads to more focused and appropriate teaching and enables each child to achieve their potential.

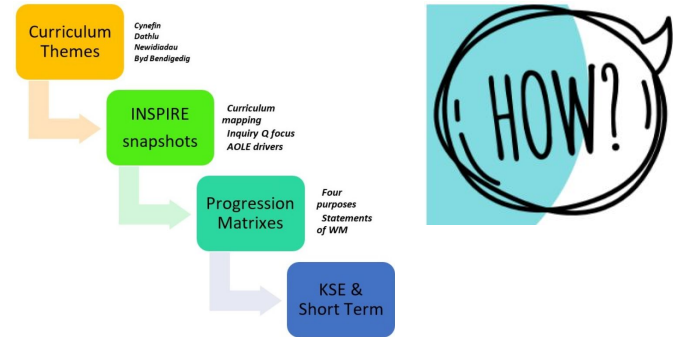
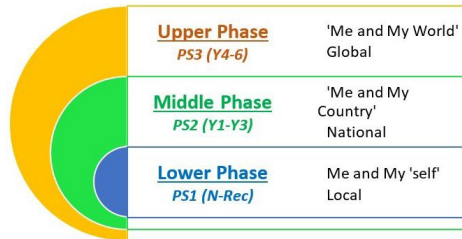




# Our INSPIRE Curriculum Lenses

Our curriculum design is based around 3 'lenses' of progression. Each year group, as well as mixed year groups, develop their knowledge, skills, and experiences through a range of different 'big questions' linked to our termly school themes and driver concepts (developed collaboratively through school cluster work).

Learning is carefully tailored to the specific scope of each 'lens,' with expectations adjusted according to the age and developmental stage of pupils within both single and mixed year group settings to ensure learning is authentic and appropriate.



**Our termly whole school themes are:**

**Autumn term - 'Cynefin'(Belonging) ,  
'Dathlu' (Celebrations)**

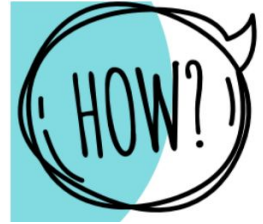
**Spring term – 'Newidiadau' (Changes)**

**Summer term – 'Byd Bendigedig'  
(Wonderful World)**





# Our Learning Characteristics



Ethan Effort



Ron the  
Resilient Runner

*In addition to helping pupils realise the Four Purposes, we aim to empower pupils to become ambitious, resilient, and capable learners who actively seek out challenges and persist in overcoming obstacles in their everyday lives. These qualities are essential at Blackwood Primary School (BPS) as they help our pupils understand not only their achievements but also how to reach even greater heights by effectively applying these characteristics.*

*As a result, at Blackwood Primary School pupils use the six Learning Characteristics across the curriculum to celebrate their successes, and identify ways to improve and further enhance their learning on a daily basis.*



Collaborative Chloe



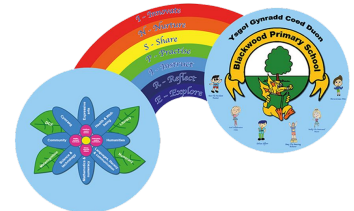
Perseverance Pete



Motivated Molly



Amy the Amazing  
Achiever



# Teaching & Learning Approaches

WHAT?

At Blackwood Primary School, staff use a range of teaching strategies including the effective use of Assessment For Learning (AFL). These consistent approaches enable pupils to develop their knowledge, skills and understanding to the highest standard as they progress throughout the school.



# Teaching & Learning at Blackwood Primary

*At Blackwood Primary School, we ensure high standards of teaching and learning enable all groups of pupils to make progress. Pupils work in family groups within each year group, and daily teaching & learning includes:*

- ★ **Direct Teaching** - In our direct teaching approach, pupils engage closely with staff members who strategically plan lessons to ensure meaningful progress both during each session and over time. This method allows for focused instruction, enabling teachers to address individual learning needs and provide immediate feedback.
- ★ **Focussed Teaching** - our focused teaching approach encompasses Maths, Digital, and Literacy, where teachers develop specific skills and knowledge within targeted groups of pupils. This is achieved using a variety of strategies, including differentiation and Assessment for Learning (AFL), to meet the diverse needs of our learners.

In addition to core subjects, our INSPIRE curriculum encourages pupils to apply cross-curricular skills from the Literacy and Numeracy Framework (LNF) and Digital Competence Framework (DCF) through a range of experiences across each Area of Learning and Experience (AoLE). This integrated approach not only enhances academic understanding but also promotes the practical application of skills in real-world contexts, fostering a holistic learning environment.

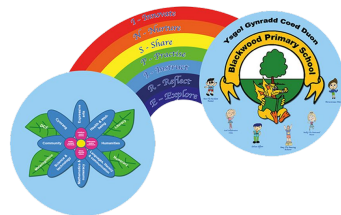
- ★ **Targeted Provision** - ensures that specific pupils receive tailored interventions based on insights gained from ongoing observation, assessment, and evaluation of their progress.
- ★ **Facilitated learning** - Facilitated learning allows pupils to work with increasing independence, as staff facilitate a variety of activities that promote self-directed exploration. The enabling environment, alongside supporting adults, provides the necessary guidance for children to progress without the need for continuous direct teaching. This approach nurtures autonomy and fosters a sense of responsibility in their learning.

WHAT?

Plan

Create

Reflect



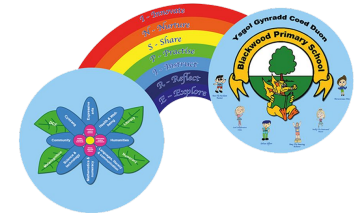
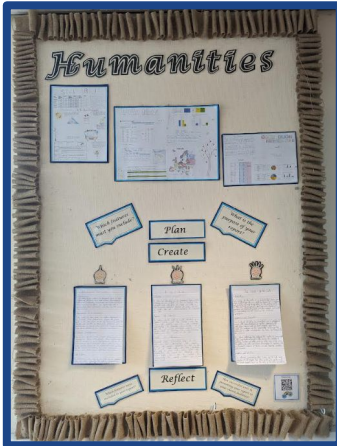
# Authentic Learning & Provision

WHAT?



At Blackwood Primary School, we have developed our authentic provision as a standout feature that empowers pupils to become ambitious lifelong learners. This approach nurtures independence and confidence while equipping them with essential skills for contributing to the wider community of Wales and beyond. Authentic Areas follow our developed Plan, Create Reflect approach:

- ★ **Plan** - How can you best complete your task? What do you need to include?
- ★ **Create** - Use your plan to complete your task. What can you do to improve your work?
- ★ **Reflect** - How might you improve? What have you learnt from the experience?



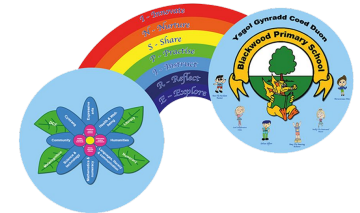


# Authentic Learning & Provision

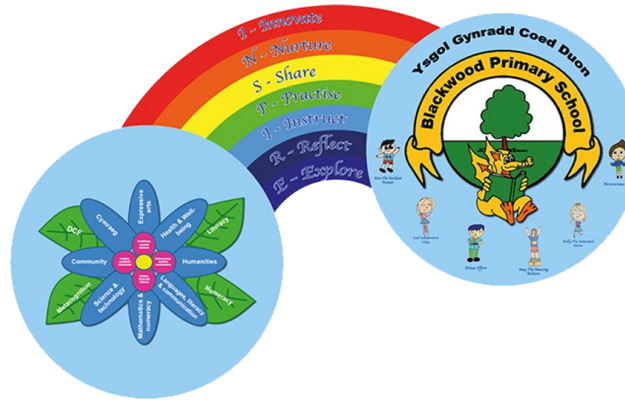
At Blackwood Primary School we have developed our authentic provision as an exceptional feature of the school to enable pupils to become ambitious lifelong learners, nurturing independence, confidence and equipping them with the skills needed to contribute within the wider community of Wales and the world.

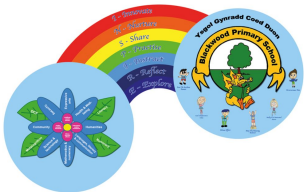
The Authentic Areas include:

- ★ Cooking - *with kitchen facilities in all year groups*
- ★ Engineering - *woodwork & construction*
- ★ Investigation
- ★ Allotments
- ★ Creative
- ★ Awe & Wonder
- ★ Technology



# AOLES and Shared Approaches





# Languages, Literacy & Communication AOLE

## Curriculum summary: Reading

- ✓ All pupils have a home-school reading book.
- ✓ Pupils participate in RWI sessions until completed.
- ✓ Pupils access PM/AR books according to assessment data.
- ✓ Pupils have daily 30 minute GGR sessions using a carousel of tasks timetabled throughout the week
- ✓ There is an effective balance of shared, guided and independent reading as appropriate
- ✓ **Starting in Spring 2 2025 following Helen Bowen Training:**  
The three core reading response strategies for whole school use will be::

**1. Emoji lines/graphs**

**2. True, False, Not Sure**

**3. Diamond Nine**

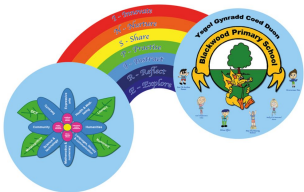




# Languages, Literacy & Communication AOLE

## Curriculum summary: Writing

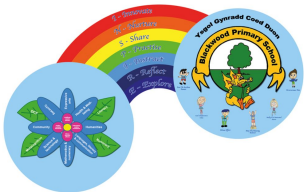
- ✓ All pupils taught handwriting using Nelson Handwriting Resources.
- ✓ Pupils follow writing journeys which include word and sentence level tasks as well as short burst and extended pieces.
- ✓ Each half term there is an effective balance of narrative, non-fiction and poetry genres ([Genre Overview](#))
- ✓ All year groups use high quality, rich texts and other stimuli to teach writing.



# Languages, Literacy & Communication AOLE

**Curriculum summary: Oracy** - Rhymes and songs, oral retelling of news and stories, role-play, model vocabulary and sentence patterns, oracy games, presentations, discussions/debates, drama, news broadcasts

- ✓ All writing journeys contain oracy activities including:
- ✓ Rhymes and songs, oral retelling of news and stories, role-play, model vocabulary and sentence patterns, oracy games, presentations, discussions/debates, drama, news broadcasts
- ✓ **Starting Spring Term 2 following new training from Helen Bowen:** Three core oracy strategies are planned to be taught and used consistently across the school, in response to a range of stimuli. These are: **1. Ping Pong Partners 2. Volleyball group 3. Show Me**
- ✓ The three core drama strategies for whole school use are: **1. Freeze Frame 2. Speaking in role/like an expert 3. Hot seating/collective role**



# Maths & Numeracy AOLE

## Curriculum summary:



Daily Maths TAPAS Warm-ups



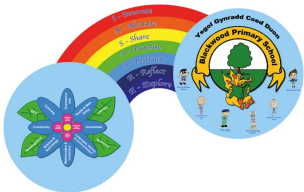
Daily focussed maths knowledge & skills development



Weekly cross-curricular opportunities for pupils to enhance their numeracy and problem solving skills.



Regular opportunities for pupils to apply mathematical fluency through reasoning activities



# Maths & Numeracy AOLE TAPAS Planning

## Curriculum summary:



Staff use TAPAS medium term planning to inform short term



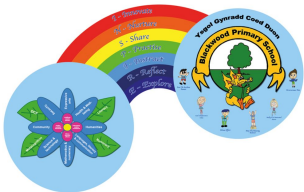
Short term planning is adapted through use of AFL



Pupils develop mathematical proficiency through regular development of core numeracy skills



TAPAS boards are used to support pupils when applying understanding to different contexts within numeracy



# Maths & Numeracy AOLE

## **Progression & Assessment:**



Maths skills development are assessed weekly through ongoing feedback



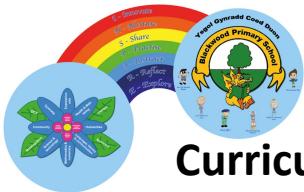
Termly MALT assessments to track pupil progress and maths ages



Individual Target setting - informed by both formative and summative assessment



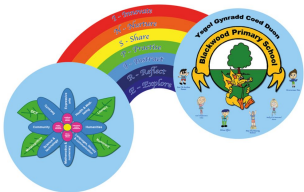
Numeracy across the curriculum also assessed using formative assessment sheets & taith 360 for development of all skills



# Humanities AOLE

## Curriculum summary: (From What Matters Statements)

- ✓ Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. (*WMS1*)
- ✓ Events and human experiences are complex, and are perceived, interpreted and represented in different ways. (*WMS2*)
- ✓ Our natural world is diverse and dynamic, influenced by processes and human actions. (*WMS3*)
- ✓ Human societies are complex and diverse, and shaped by human action and beliefs. (*WMS4*)
- ✓ Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. (*WMS5*)



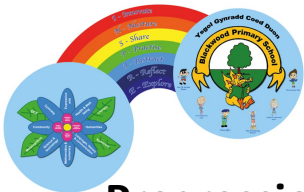
# Humanities AOLE

## Curriculum summary: Expectations

- ✓ Each of the three disciplines (History; Geography; Religion, Values and Ethics) to be planned and taught every term.
- ✓ **Learning objective** to be taken from the Humanities AoLE.
- ✓ **Key skill** to be taken from literacy, numeracy, DC frameworks.
- ✓ Success criteria - consider what the pupils need to do to achieve learning objective.
- ✓ Awe and Wonder (Humanities) authentic area - stimulus displayed in curious cube together with effective resources, WAGOLLS etc to inspire report writing. (Authentic balance of disciplines throughout the academic year.)

[Report writing skills \(Helen Bowen\)](#)

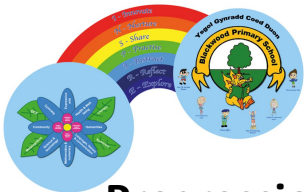




# Humanities AOLE

## **Progression and assessment:**

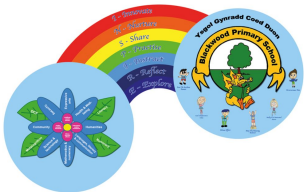
- ✓ Taith 360
- ✓ Formative assessment sheets in authentic areas
- ✓ Key skills - link to literacy, numeracy, digital competence frameworks
- ✓ Long term snapshots and medium term matrix to inform planning



# Science & Technology AOLE

## Progression and assessment:

- ✓ Taith 360
- ✓ Formative assessment sheets in authentic areas  
Key skills - DCF/LNF
- ✓ Long term snapshots and medium term matrix to inform planning
- ✓ Progression maps for DCF linked to “Digi Den” [Autumn](#), [Spring](#)  
[Summer](#)



# Science & Technology AOLE

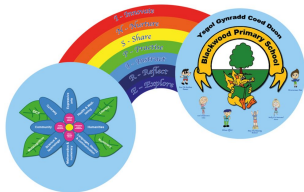
## Curriculum summary:

- Each discipline to be planned and taught every term.
- **Learning objective** to be taken from the Science and Technology AoLE.  
**Key skill** to be taken from literacy, numeracy, DC frameworks.
- Non negotiable - Science knowledge to be taught through [authentic learning experiences](#) rather than a stand alone subject.
- Investigation Authentic area used to cover 4 investigation types,  
  
1) Fair Testing - 2) Pattern seeking - 3) Observations over time 4) Identifying, grouping and classifying
- Technology area focus - Computational Thinking

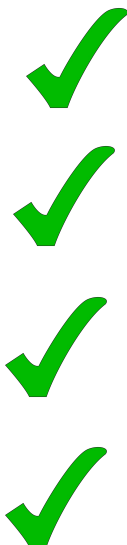
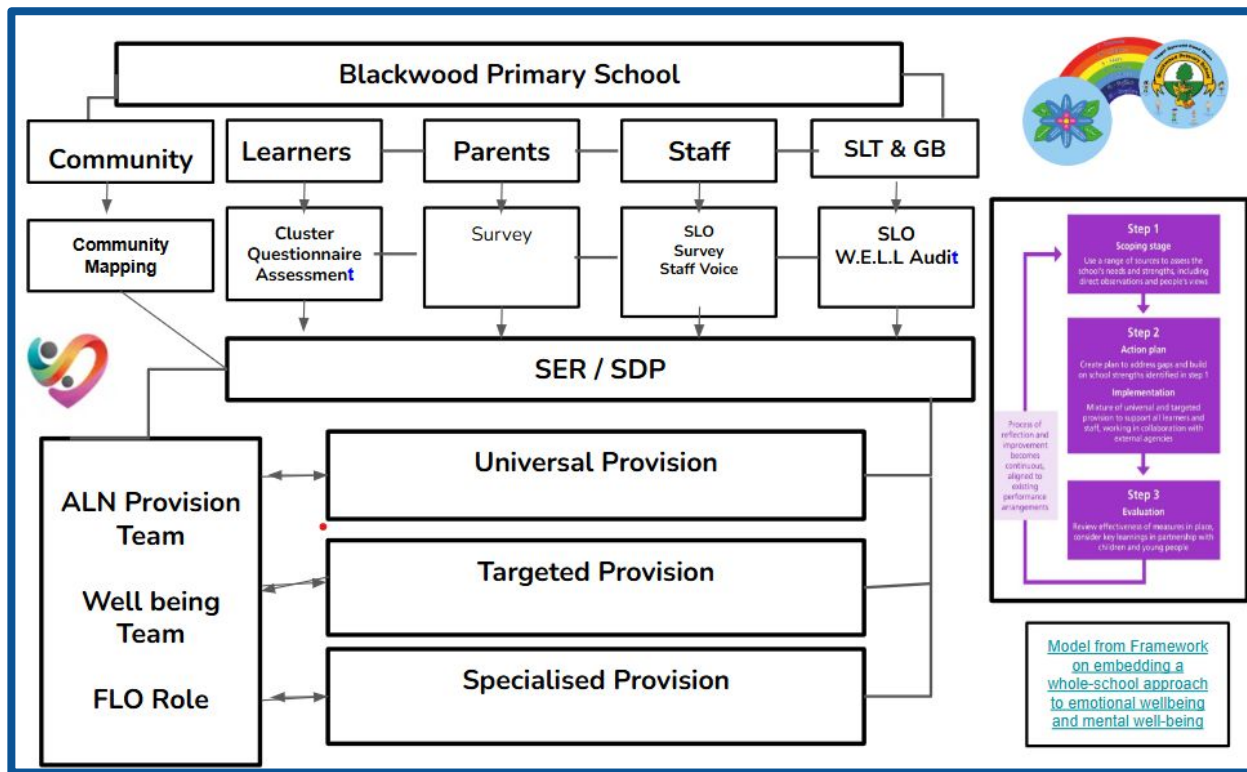


## Termly Projects- Design Thinking and Engineering

Guidance	<u><b>Autumn</b></u>	<u><b>Spring</b></u>	<u><b>Summer</b></u>
<b>Reception</b>	Textiles	Mechanical/ Electrical Systems	Structures
<b>Year 1</b>	Structures	Textiles	Mechanical/ Electrical Systems
<b>Year 2</b>	Mechanical/ Electrical Systems	Structures	Textiles
<b>Year 3</b>	Textiles	Mechanical/ Electrical Systems	Structures
<b>Year 4</b>	Structures	Textiles	Mechanical/ Electrical Systems
<b>Year 5</b>	Mechanical/ Electrical Systems	Structures	Textiles
<b>Year 6</b>	Textiles	Mechanical/ Electrical Systems	Structures



# Health & Wellbeing AOLE

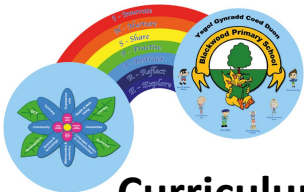


Model from Framework on embedding a whole-school approach to emotional wellbeing and mental well-being



- [illegible]

<i>I</i>	<i>Innovate</i>	<i>Creativity and innovation</i>
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<i>E</i>	<i>Explore</i>	<i>Independent and guided exploration</i>



# Health & Wellbeing AOLE

**Curriculum summary:** *Developing physical health and well-being has lifelong benefits.*



Weekly planned physical activity session focusing on - physical competency, confidence, motivation, physical fitness and movement.



Termly planned sessions focusing on the impact of nutrition.

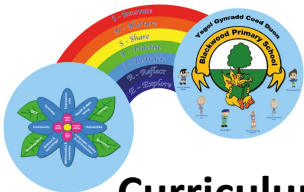


Termly planned sessions focusing on emotional and physical connection (body and mind).



Termly planned sessions focusing on health promoting and health harming behaviours.





# Health & Wellbeing AOLE

**Curriculum summary:** *How we process and respond to our experiences affects our mental health and emotional well-being.*



Termly planned sessions focussing on self-awareness and self-regulation, feelings and emotions, coping strategies and resilience.

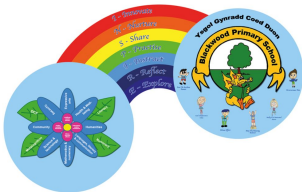


Termly planned sessions focusing on communicating and seeking help.



Termly planned sessions focusing on reflection and empathy.



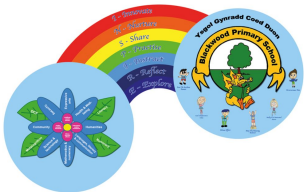


# Health & Wellbeing AOLE

## Universal and Targeted Provision Planning Tools:

- *Whole School Approach to Emotional Wellbeing Toolkit*
- *Authentic Learning Areas*
- *School, Regional and National Surveys*
- *Rights of the Child*
- *Value Curriculum*
- *Jigsaw*
- *PE*
- *Circle Time*
- *Commandoe Joe*
- *ELSA*
- *COMit*

<p><b>O.P.P</b> At BLK, all of our pupils develop a one-page profile. Parents and teachers share top tips for supporting children. The profiles are personal to each child and provide a useful insight into pupils and their targets.</p>	<p><b>Pupil Parliament:</b> To promote knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) learners form Pupil Parliament Groups to ensure leadership and decision making throughout all areas within the school, placing Pupil Voice at the heart of our school community.</p>	<p>Forest School Commandoe Joe Outdoor School Gym</p>
<p><b>Rights of the Child</b></p> <p>Children and young people have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC). These rights help them grow up to be happy, healthy, and safe. In 2011, Wales became the first country in the UK to make this part of its law.</p>		<p>Year Group Kitchens Year Group Woodwork Stations</p>
<p><b>Jigsaw</b></p> <p>Jigsaw teaches children about values, children's rights, and mindfulness. It includes opportunities for pupils to explore and share their ideas on keeping their minds and bodies healthy.</p>	<p><b>Health &amp; Wellbeing at Blackwood Primary School</b></p>	<p>ELSA &amp; Emotional Literacy Circle Time &amp; Bubble Time Worry Monsters &amp; Worry Jars Calming Stations</p>
<p><b>Extra-curricular activities</b></p> <p>Learners have access to a range of extracurricular activities to broaden their experiences and enable each learner to further develop in the ways described in the four purposes.</p>	<p><b>Family Liaison Officer - FLO</b> Attendance, Uniform, Food, School Partnership, Finance Support</p>	<p><b>Root of Empathy</b> Mission: To build caring, peaceful, and civil societies through the development of empathy in children and adults.</p>
		<p><b>Drawing and Talking</b></p>



# Expressive Arts AOLE

## Progression & Assessment:



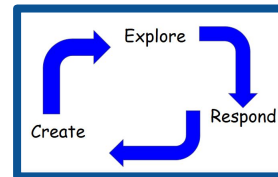
Long term snapshots and medium term matrix to inform planning  
**Please include malleable and creative area activities on planning matrix**  
**LNF Key skill: Oracy**

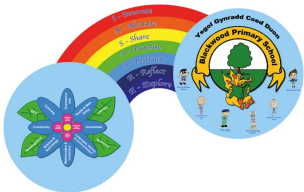


Create, Explore and Respond - Creative Process  
within authentic areas  
[Skills across the curriculum overview](#) - Creative Area  
[Malleable progression overview](#)



Utilise formative assessment sheets to inform Taith 360





# Expressive Arts AOLE

## Curriculum Summary:

- ✓ Spans across five disciplines: Art, Music, Drama, Dance and Digital Media
- ✓ External provider delivers music sessions e.g. PBuzz  
Charanga PL organised for identified members of staff
- ✓ Action plan areas to develop links across curriculum:  
Drama links to LLC