



"United we, Empower, Nurture and Challenge."

"Wrth uno mae'n ein arfogi i feithrin a herio."

Year/ Blwyddyn Reception
Autumn/ Hydref 2022

Our School Rules

The School Rules are defined by three short statements: **Ready, Respectful, Safe**

Ready

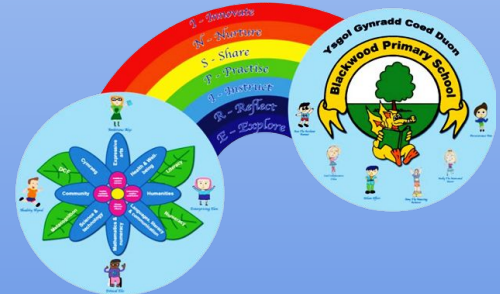
- We are ready to listen, learn and do our best.
- We are ready to work hard and do our best.
- We are ready to be the best we can be.

Respectful

- We will respect all members of the school.
- We will respect our school and its property.
- We will show good manners.

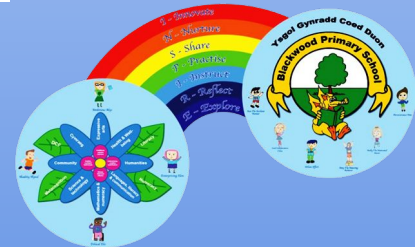
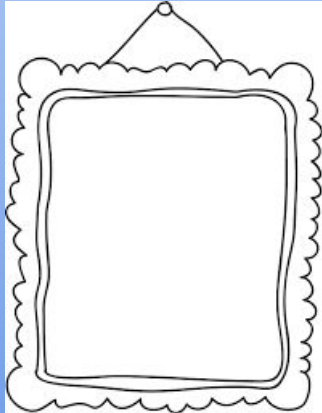
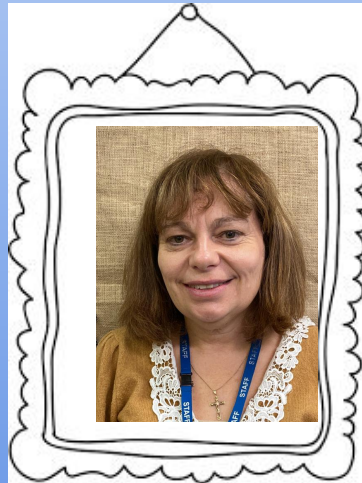
Safe

- We will behave in a safe manner in all areas of the school.
- We will be honest and truthful.
- We will keep our hands and feet to ourselves.
- We will follow any instructions relating to where to play/learn.



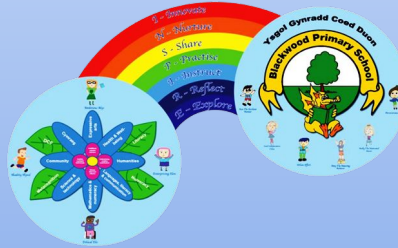
Reception Team

**Miss Samuel, Mrs L. Cooper, Miss Mathews,
Mrs K. Cooper, Mrs Brace**



Forest School

Miss J Powell



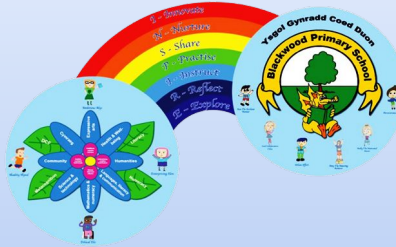
Physical Education

Mr C Grandin



Forest School

Miss J Powell



Spring Term

Overview of expectations

Spring- Birds, Easter, St Davids day, Earth day, Life cycles.

Masks, Fact files, Bird watching, Tables, interpreting data, charts, Pictograms, Branching databases, observational drawings, life cycles, St David's day and Easter.

Physical Education

Mr C Grandin

Spring Term

Overview of expectations

Gymnastics

Skills that will be developed:
Creative movement
Creating sequences & simple routines
Entries & exits

Tag rugby

Skills that will be developed:
Hand-eye coordination
Foot-eye coordination
Movement skills
Teamwork
Communication

Reception Timetable

	Monday				Tuesday				Wednesday				Thursday				Friday				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
8:55 – 9:15	Whole School Assembly/ Check In				Class Assembly/Check In				Foundation Phase Singing Practice/Check In				Virtual Assembly/ Check In				Celebration Assembly/ Check In				
9:15 – 10:15	Phonic s	Indep	Maths	Outsid e + Phonic s	Phonic s	Indep	Maths	Outsid e + Phonic s	Phonic s	Indep	Maths	Outsid e + Phonic s	PPA					Phonic s	Indep	Maths	Outside + Phonics
10:15 – 11:15	Outsid e	Phonic s	Indep+ Phonic s	Maths	Outsid e	Phonic s	Indep+ Phonic s	Maths	Outside	Phonic s	Indep+ Phonics	Maths						Outsid e	Phonic s	Indep+ Phonic s	Maths
11:15 – 11:30	Pupil Voice/Maths Box				Pupil Voice/Maths Box				Pupil Voice/Maths Box									Pupil Voice/Maths Box			
11:30 – 12:30	Lunch				Lunch				Lunch									Lunch			
12:30 – 12:45	GGR 1	Intervention s	Bucket Time		GGR 1	Intervention s	Bucket Time		Interventions		GGR 3	Bucket Time		Formation Interventions	Bucket Time			Intervention s	Bucket Time	Letter Formation	
12:45 – 1:00	Speed Sounds				Speed Sounds				Speed Sounds				Speed Sounds				Speed Sounds				
1:00 – 1:45	Maths	Outsid e	Phonic s	Indep+ Maths Box	Maths	Outsid e	Phonic s	Indep+ Maths Box	Maths	Outsid e	Phonics	Indep+ Maths Box	Phonic s	Maths	Indep +Phon ics	Outsid e + Maths Box	Maths	Outsid e	Phonic s	Indep + Maths Box	
1:45 – 2:30	Indep	Maths	Outsid e + Maths Box	Phonic s	Indep	Maths	Outsid e + Maths Box	Phonic s	Indep	Maths	Outside + Maths Box	Phonic s	Maths	Phonic s	Outsid e + Maths Box	Indep + Phonic s	Indep	Maths	Outsid e + Maths Box	Phonics	
2:30 – 3:00	Story/Snack/Rhymes/Home				Story/Snack/Rhymes/Home				Story/Snack/Rhymes/Home				Story/Snack/Rhymes/Home				Story/Snack/Rhymes/Home				





Our Mission Statement:

Empower



Making everyone stronger and more confident, to realise their dreams, taking ownership of their futures

Nurture

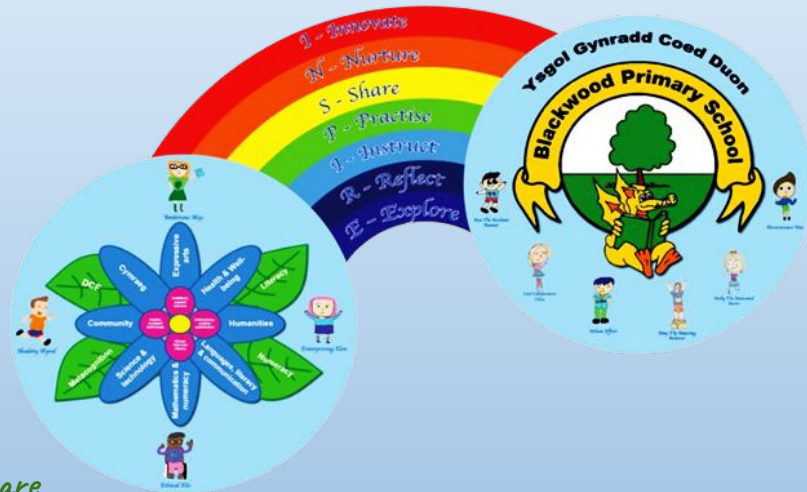
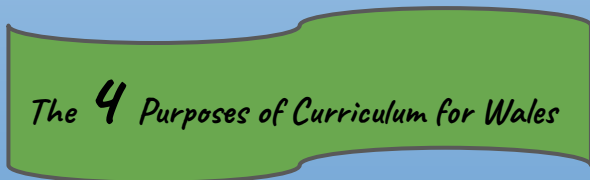


To care for and protect everyone while they are growing

Challenge



To maximise everyone's potential, across all capacities, to constantly improve



Blackwood Primary School's Four Purpose Characters



Ethical Elis

Healthy Hywel

Enterprising Elen



Blackwood Primary School Curriculum

Our Mission Statement:

Empower



To make everyone stronger and more confident so we 'try, try, try til we can, can, can'.

Nurture



To care for and protect everyone and everything!

Challenge



To 'have a go' and be the best we can be!

The 4 Purposes of Curriculum for Wales



Blackwood Primary School's Four Purpose Characters



Ethical
Elis



Ambitious
Alys



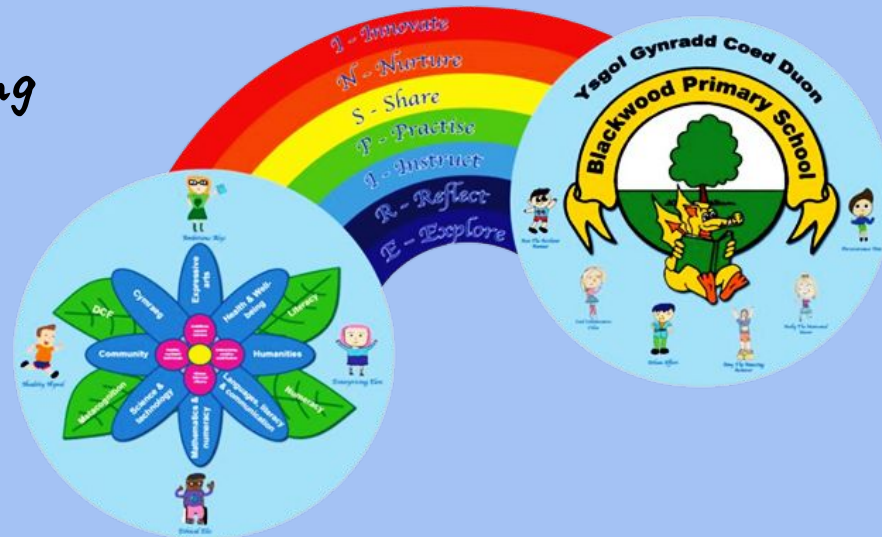
Healthy
Hywel



Enterprising
Elen

INSPIRE Curriculum - Enabling learning

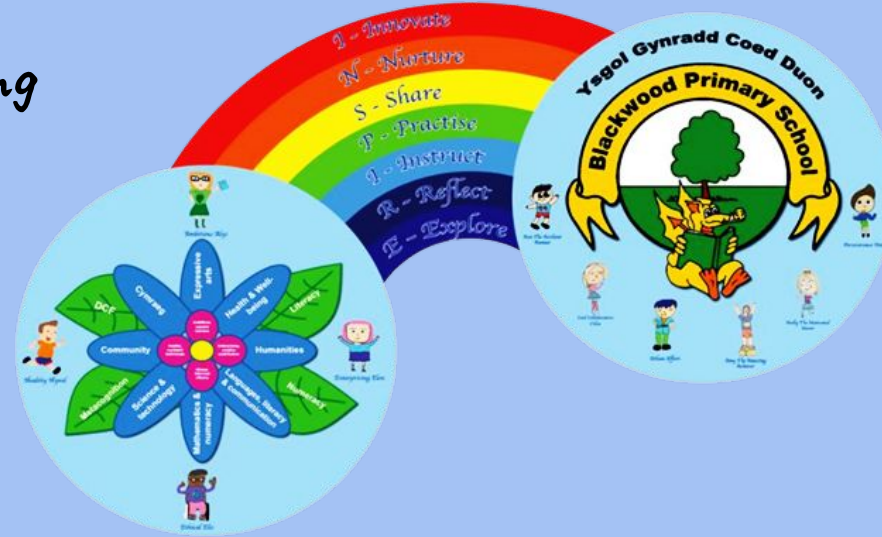
<i>I</i>	<i>Innovate</i>	<i>Be creative and try different ideas</i>
<i>N</i>	<i>Nurture</i>	<i>Take care of one another and keep safe</i>
<i>S</i>	<i>Share</i>	<i>Work together-collaborate!</i>
<i>P</i>	<i>Practise</i>	<i>Try, try, try until you can, can, can! Think and solve problems!</i>
<i>I</i>	<i>Instruct</i>	<i>Take part in focused teaching sessions to learn new skills</i>
<i>R</i>	<i>Reflect</i>	<i>Reflect to improve</i>
<i>E</i>	<i>Explore</i>	<i>Explore freely in our areas, learn new skills with guidance</i>



These seven words occurred most frequently through collaboration with our stakeholders resulting in our INSPIRE curriculum. This is the 'how' we deliver our curriculum!

INSPIRE Curriculum - Enabling learning

<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>



These seven words occurred most frequently through collaboration with our stakeholders resulting in our INSPIRE curriculum. This is the 'how' we deliver our curriculum!

Four Purposes at the Heart of the Curriculum

Learners were closely involved in the development of characters to reflect the four purposes at the core of the Curriculum for Wales, to ensure that they had ownership and that the four purposes meant something to them.

Ethical Elis

(Elis Idris Collins- the Ethical, Informed Citizen)

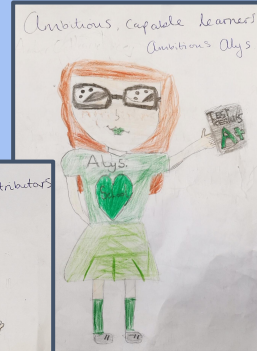
Elis can make his own choices. He knows his rights and how to stay safe. He cares for our world. He recycles at home and in school- he is also a member of ECO club. He loves learning Welsh and is proud to live in Wales.



Ambitious Alys

(Alys Catherine Lacey - The Ambitious, Capable Learner)

Alys is ambitious. She wants to be the best she can be! She loves a challenge. She asks lots of questions and loves learning at home and in school. Alys is eager to use her Maths, English and DCF skills to achieve her goals. She is always ready to learn new things and share her ideas.



Learners firstly designed and named the characters, then interpreted the descriptions of each purpose into child speak, writing stories for each character.



- I will always try my best and won't give up
- I will always be ready to learn, learning new things
- I can ask questions and solve problems
- I am good at talking and listening to others
- I can talk about my ideas and what I am learning about
- I can use numbers all around me
- I can show that I understand mathematical ideas
- I can use computers and ipads to find out information
- I can find out about things and say what I think



- I know the difference between right and wrong/ good and bad
- I am always polite and have good values
- I will try new things and won't give up
- I can identify my own and my friends feelings
- I know who to go to if I need help
- I will keep my body fit and healthy
- I will try to keep myself safe
- I will be a good friend to other children
- I will try hard to do things for myself
- I know about healthy and unhealthy food and the importance of exercise
- I will join in with singing, dancing and speaking with my friends



- I can share my thoughts and opinions
- I know my rights
- I can talk about things that I am interested in and that are important to me
- I will do my best to look after my planet
- I know that what I do can make someone happy or sad
- To understand my heritage and culture
- I can talk about the world that I live in and people that are special to me
- I will always try to listen and be kind to others



- I can use my ideas to make and do
- I can solve problems
- I will always try new things
- I can work in a team with my friends
- I can talk about my ideas and my feelings
- I will always help my friends





Areas of Learning Experiences



Each of the Areas of Learning and Experience make distinct and strong contributions to developing the four purposes of the curriculum. Taken together, they should define the breadth of the curriculum. They will signify the importance of educational experiences as an integral part of the curriculum, to broaden children and young people's horizons and stimulate their imaginations promoting enjoyment in learning. The education of children and young people should include rich experiences that are valuable in their own right.

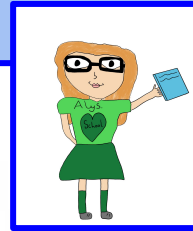




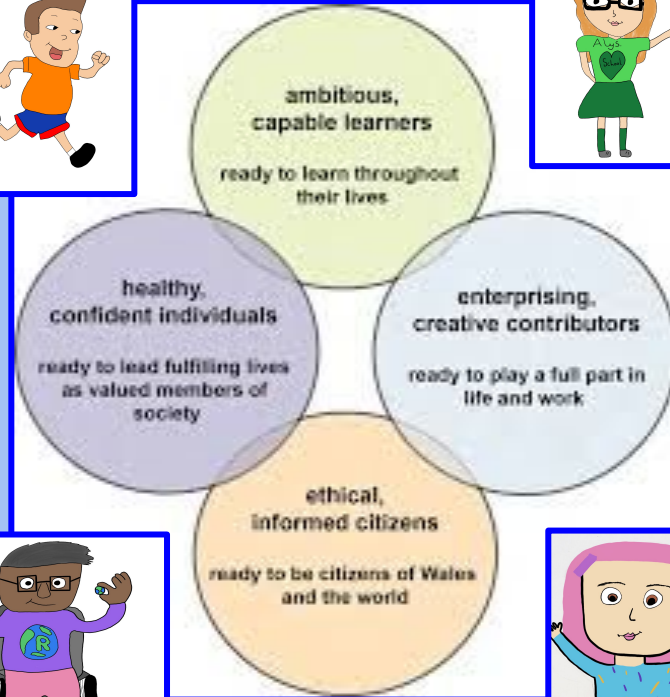
Four purpose stories



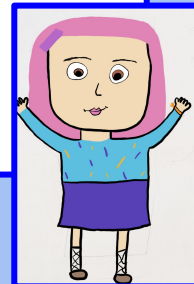
Healthy Hywel



Ambitious Alys



Ethical Elis

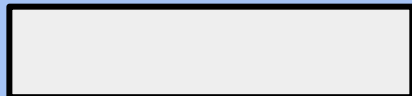
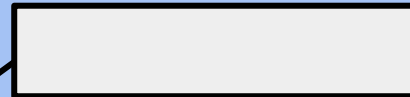
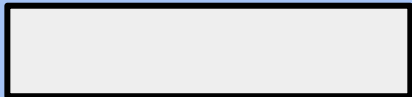


Enterprising Elen

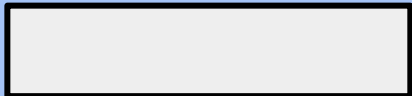




Say it again better

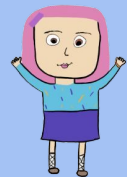
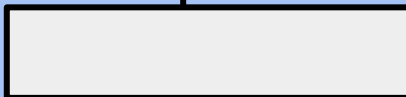


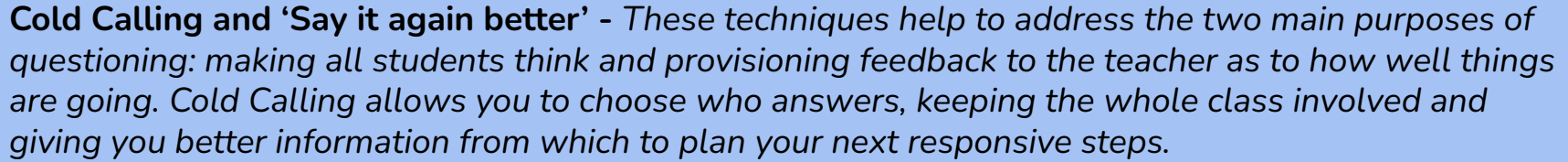
Cold Calling



AfL
Rec

Ethic of
Excellence





Ethic of Excellence – (Ron Berger, Austin's butterfly) 'I believe that work of excellence is transformational ... Once a student sees that he or she is capable of excellence, that student is never quite the same... they're never quite satisfied with less'. We encourage children to reflect and critique work, then give time to practise and adapt in order to improve/ achieve excellence.



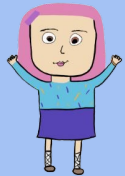
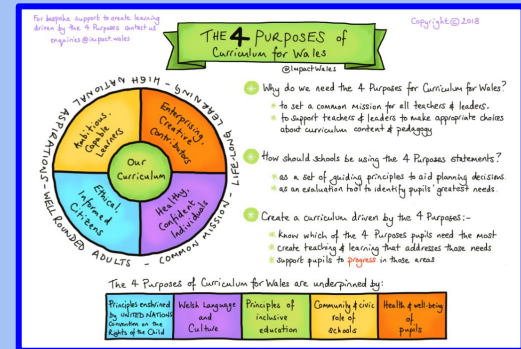
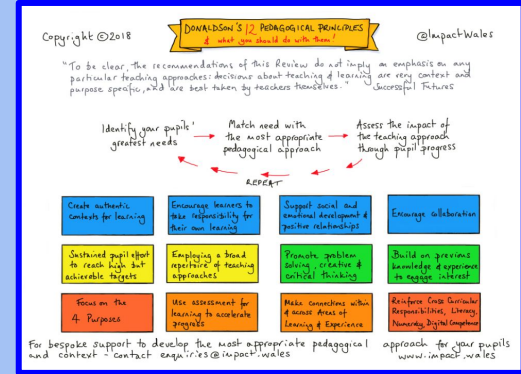
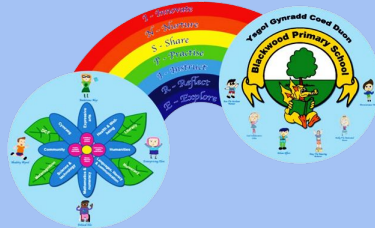


The learning environment is organised to promote independent learning for pupils from nursery to year 6.

Independent Learning Areas in Reception:



- Writing
- Cooking Station
- Calm
- ICT
- Creative
- Clay/Malleable
- Block
- STEM
- Cymraeg
- Reading
- Numeracy
- Curiosity Cube





Pupil Influence

- Pupil Voice at the beginning of a theme
- Cooking Station
- Directed drawing
- Authentic Learning Experiences
- Helpwr Heddiw



Parental Engagement

- Meet and greet sessions - sharing our curriculum
- Coffee Morning - to share and support
- Newsletters
- Parent mail system
- Parent consultations - Virtual and in person sessions
- Book looks
- Engagement with provision areas
- Parent Planner to share Learning Experiences
- Twitter @ReceptionBPS





Outdoor Provision



The outdoor learning environment is organised to promote independent learning for pupils from Nursery to year 6.

Outdoor Independent Learning Areas in Reception:

- Den making
- Natural art
- Physical (Commando Joes, Play 2 Learn)
- Physical (Balls, bats, bikes, Circuits/ Challenge cards)
- Garden
- Allotment
- Sand and Water





Garden

Den making

Natural art

Outdoor
Learning

Physical -
Commando Joe

Physical
-balls/runs

Allotment



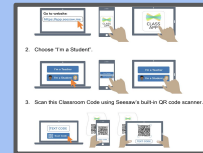


Reception - Home Learning Hub



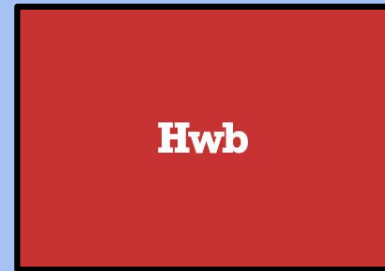
Seesaw

This platform is used by pupils to save work created within the learning environment and to access challenges at home. Passwords are shared with parents.



Hwb

Username and passwords are shared with parents, pupils and carers. Pupils can access their accounts at home and in school. Hwb provides rich resources for pupils to access at home.



Oxford Owls

Username and passwords are shared with parents, pupils and carers. Pupils and families access free reading materials, RWI resources and advice for how to support home reading.





Learning at home



https://www.childnet.com/ https://www.net-aware.org.uk/	Offers important E-Safety advice.
Primary Homework Help Online Games For Kids - BBC Bitesize	BBC Bitesize is to help with your homework, revision and learning. Find free videos, step-by-step guides, activities and quizzes by level and subject. Foundation Phase (3-7)
Twinkl	Twinkl Educational Publishing is an online educational publishing house, producing teaching and educational materials.
Reading & Language Arts Games Online Play Free Games on PrimaryGames	Primary games provide free online fun games, puzzle games, and learning games.
National Geographic Kids	National Geographic Kids is a fun website to explore the world.





Learning at home



Useful websites and apps

Topmarks	Topmarks provides engaging educational games and activities in a safe environment for children including 'Hit the Button'.
Oxford Owl	Oxford owl provides expert advice, educational resources and free eBooks to support children's learning at home.
IXL Maths Online maths practice	Gain fluency and confidence in maths! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support and motivating awards.
Fun Kids Online Math Games	
Cool Math Games	
https://www.ruthmiskin.com/en/programmes/phonics/	Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.



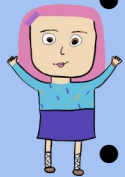


Cooking Station



Rules

- Wash hands
- Put your apron on
- Read the Plan, Create and Reflect Board. Use the 'How to...' QR codes or pictures to help you.
- Work as team to cook and clean the cooking station.
- Work carefully with equipment as some maybe hot/ sharp
- Wash dishes and dry them.





How To Make Soup

What you need:



What you do:

Peel  and  and put in 

Put  in  and stir 

Put  in  and cook





Creative


Rules

- Read the Plan, Create and Reflect Board. Use the 'How to...' QR codes or pictures to help you.
- Use creative tools or equipment as directed and safely.
- Remember the story of Austin's butterfly and reflect to improve.
- Clear away once you have completed your task.









How To Make A Heart Card




What you need:



What you do:

Cut  with  into 

 the  onto 

Add  to the YOU  to Pieces! to make 



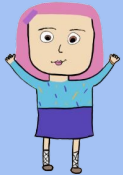


Construction



Rules

- Read the Plan, Create and Reflect Board.
- Use any QR codes or pictures to help you.
- Create or share your ideas.
- You could draw your plan or your final design.
- Work together to create/build.
- Reflect and share, then make changes to improve your design.

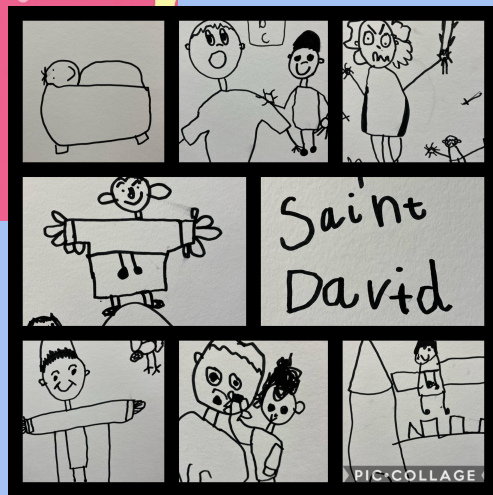




Writing

Rules

- Read the Plan, Create and Reflect Board. Use any QR codes or pictures to support and guide you.
- Look at the writing examples on the display board.
- Use a sound card and the red words to help you spell and write.
- Use the pens/pencils to write.
- Put pen lids back onto pens.
- Display your independent work in your Inspire Book.

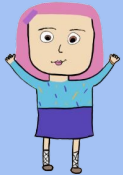




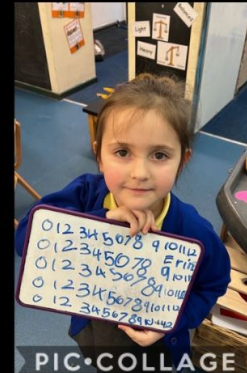
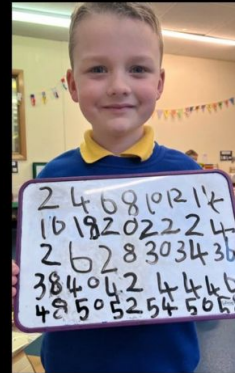
Maths

Rules

- Read the Plan, Create and Reflect Board. Use any QR codes or pictures to suphelp you.
- Take care of maths resources
- Put pen lids on white board pens.
- Use a number line to check number formation.



Marvellous maths- counting collections and writing number patterns!



PIC•COLLAGE





Cymraeg

Rules

- Read the Plan, Create and Reflect Board. Use any QR codes or pictures to help you.
- Use the Welsh language word fans for help.
- Use Fflic and Fflac to help practise using welsh language words and patterns.

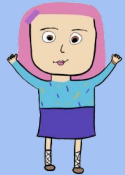




STEM - Science

Rules

- Read the Plan, Create and Reflect Board.
- Use any QR codes or pictures to help you.



We love challenges!

I sorted the farmer's animals and wrote the number sentence!



We sorted, named, then labelled the loose parts!



I made a chair big enough for Daddy Bear!

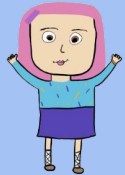
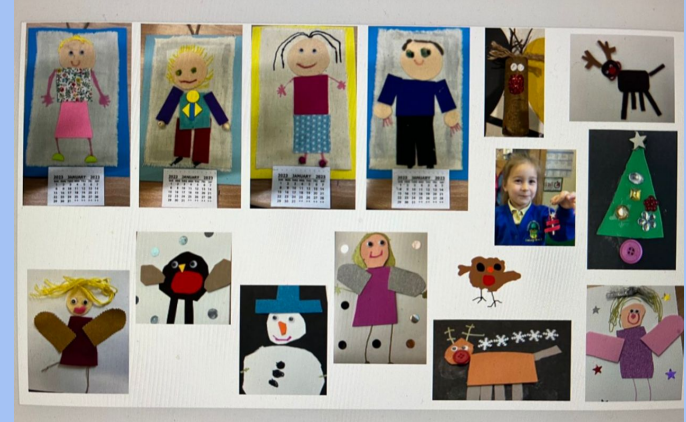
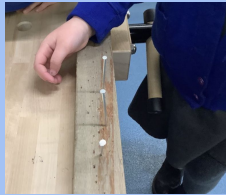




STEM - Technology

Rules

- Look at the Plan, Create and Reflect Board.
- Use any QR codes or pictures to help you.
- Share and work together.



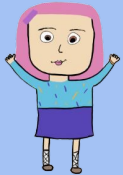


Humanities



Rules

- Read the Plan, Create and Reflect Board, Read the instruction board and use any QR codes or pictures to support and guide you.
- Use the resources safely and place back once your task is complete.





Changing Me

Being Me In My
World

Celebrating
Difference



Health and
Wellbeing
Jigsaw



Relationships

Dreams and Goals

Healthy Me





Worry Monsters

Emotional Charts

Self Regulation
Basket/Box

Wellbeing in
the
Classroom

Grounding
Exercise

Calming
Strategies

5 Mindful Calm
down breathing
techniques

Rights of
the Child

Timetables

Emotional Regulation





Commando Joe

Outdoor Learning
Environments

Forest School

School Gym

Developing physical
health and
well-being

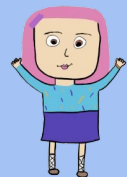
Competitive
Sports

Wellbeing

Year Group
Allotments

After School
Clubs

Daily Mile

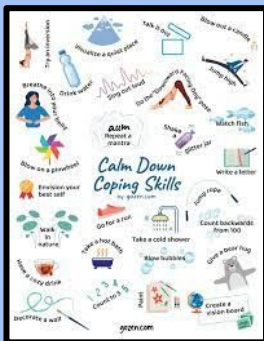




Health & Wellbeing in our Learning Environment



- Timetables & Family Groups
- Emotional Regulation
- 5 Mindful Calm down breathing techniques
- [Calming Strategies](#)
- [Emotional Charts](#)
- Calm Area and Self Regulation Basket



How do you feel?		
6	Angry! My hands are clenched. My body is tense. My heart is beating fast!	🔥
5	Frustrated My body is tight. My face makes a frown. I don't want to be around others.	😡
4	Anxious/Scared My shoulders are tense. My stomach feels nervous. I can't turn off my brain.	😨
3	Disappointed/Sad My shoulders are hunched. My heart aches. Tears fill my eyes.	😞
2	Calm My body is relaxed and quiet. My brain is focused. I feel good.	😊
1	Happy! My body is straight, a smile is on my face, I'm talking and laughing.	😄





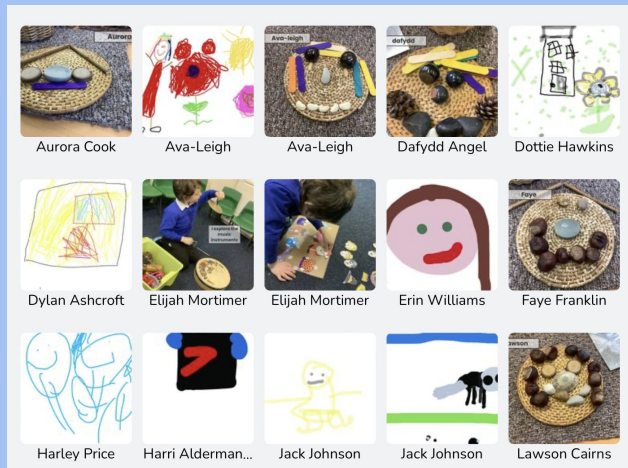
DCF - ICT



Where do learners keep their DCF/ICT work?

Seesaw

This platform is used by pupils to save work created within the learning environment. Pupils are supported to locate their individual folder, then save their work. Daily practice at this skill helps to develop independence. All work is verified and approved by the Reception staff.





Pedagogy

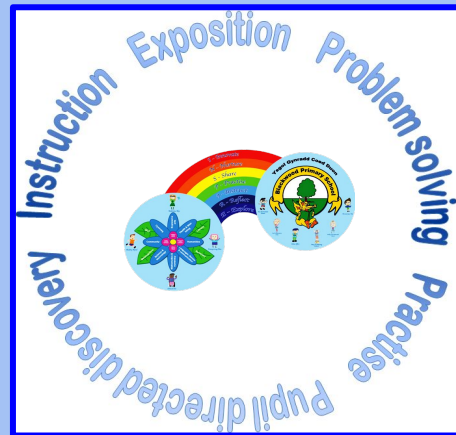


Focussed teaching- children may have whole class, group or 1-1 input and further instructions during the task. Marking grids support the children in knowing what is expected from them through differentiated success criterias.

Plan, Create, Reflect Boards - displayed in the independent learning areas to support children to plan, create and reflect.

WAGOLL - 'What a good one looks like' - These are displayed in provision areas for staff and children to refer to.

Scaffolded support - scaffolds are provided within areas to help support independent work e.g. sentence stems, word banks, frameworks, example pieces of work.





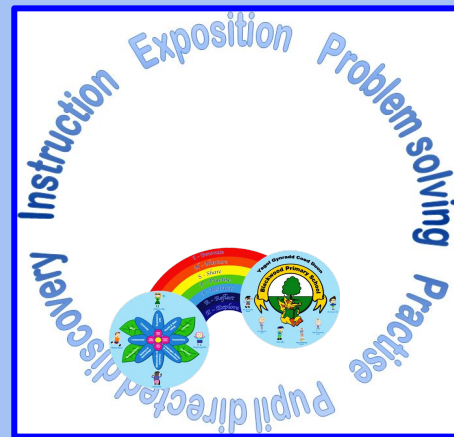
Practice

Reception opportunities to practise

- *Reading-RWI sounds, Red and Green words used within focused and challenge areas.*
- *Retelling stories, songs and rhymes.*
- *Handwriting and name writing.*
- *Writing- sentences supported by sentence starters.*
- *Counting, writing numbers, making patterns, weighing, naming and describing shapes within the numeracy area.*

The children have freedom to practise tasks, with guidance, during independent learning time.

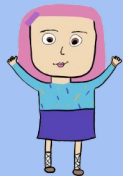
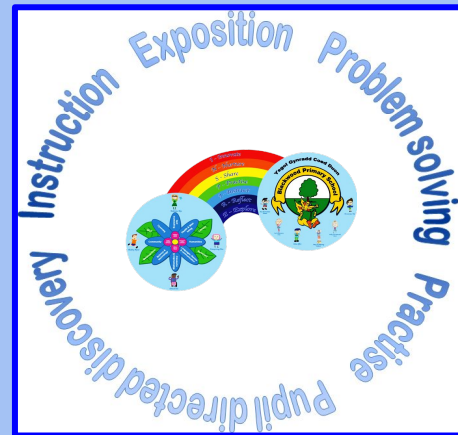
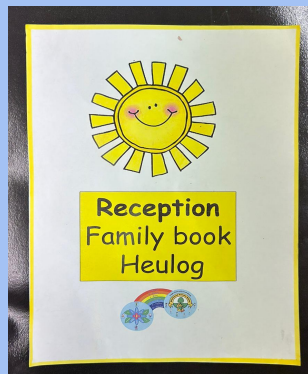
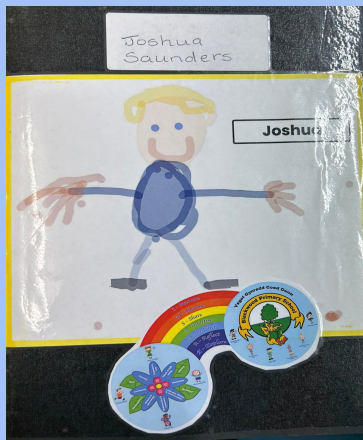
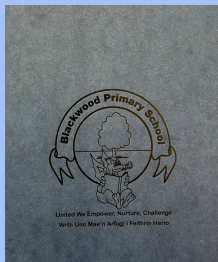
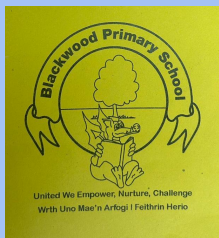
(Daily targeted intervention sessions are created using year group data)





How do we capture the learning in Reception?

- Maths, Literacy and Inspire Books
- Independent Challenges/ Practise Books
- Family Books
- Seesaw





Professional Learning in Reception

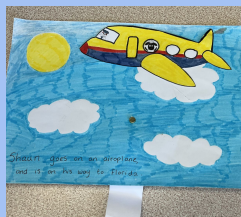
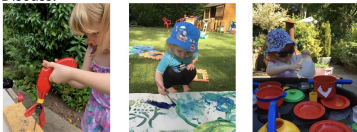


Enabling adults/ Effective Observations: Notice - Analyse - Respond



Design and Technology

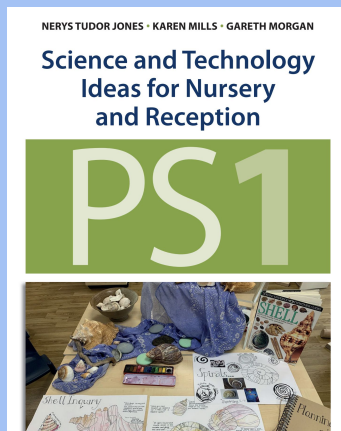
- What is Design and Technology?
- How well is Design and Technology taught currently in Primary?
- Discuss.



Science and Technology PS1



AFL



Enabling Environments

