



"United we, Empower, Nurture and Challenge."

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

Year / Blwyddyn Year 4
Autumn / Hydref 2022

Our School Rules

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

Ready

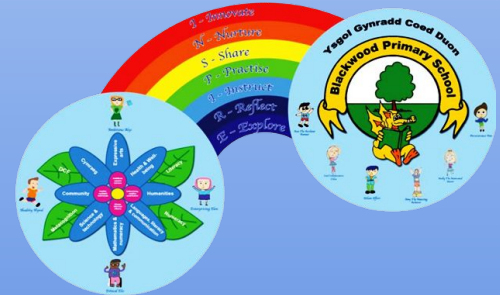
- We are ready to listen, learn and do our best.
- We are ready to work hard and do our best.
- We are ready to be the best we can be.

Respectful

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

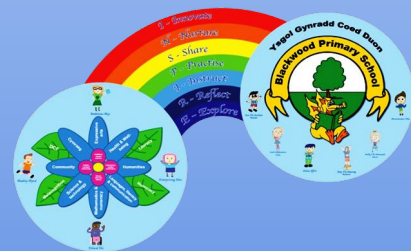
Safe

- 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



Year 4 Team:

Mrs Davies, Mrs Cooper,
Mrs Roberts, Mrs Golding



Year 4 Timetable

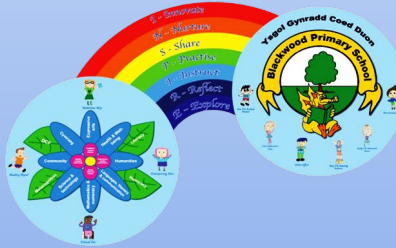
Year 4 Timetable / Amaerlen Blwyddyn 4 (8:55 - 15:00)

	PPA (WED)			Day 1(MON)			Day 2 (TUES)			Day 4(Thurs)			Day 5 (FRI)		
	FR	IR	Out	FR	IR	Out	FR	IR	Out	FR	IR	Out	FR	IR	Out
8:55 - 9:05	Self Registration / amser Cymraeg / Helpwr Heddiw			Self Registration /amser Cymraeg / Helpwr Heddiw			Self Registration / amser Cymraeg / Helpwr Heddiw			Self Registration / amser Cymraeg / Helpwr Heddiw			Self Registration /amser Cymraeg / Helpwr Heddiw		
9:05 - 9:15	Cynullied / Assembly														
9:15-10:15	Group 3 Theme	Group 2 Theme	Group 1	Group 1 Literacy	Group 3 Maths	Group 2	Group 2 Maths	Group 1 Literacy	Group 3	Group 3 Literacy	Group 2 Maths	Group 1	Group 1 Maths	Group 3 Literacy	Group 2
10:15 - 10:25	Amser chwarae														
10:25-11:25	Group 1 Theme	Group 3 Theme	Group 2	Group 1 Maths	Group 3 Theme	Group 2	Group 2 Literacy	Group 1 Theme	Group 3 Comma ndo Joe	Group 3 Maths	Group 2 Theme	Group 1	Group 1 Literacy	Group 2 Theme	Group 3
11:25 - 12:25	11:25 - 11:45 - Guided reading			Group 2 Literacy	Group 1 Theme	Group 3	Group 1 Maths	Group 3 Literacy	Group 2 Comma ndo Joe	Group 1 Literacy	Group 3 Theme	Group 2	Group 2 Literacy	Group 3 Maths	Group 1
	11:45 Circle time (JP, CO)														
12:25 - 13:10	Amser cinio														
13:10 - 13:20	Forest school PE			Spelling											
13:20 - 13:45				Guided reading											
13:45- 14:45				Group 3 Literacy	Group 2 Maths	Group 1	Group 3 Maths	Group 2 Theme	Group 1 Comma ndo Joe	Group 2 Literacy	Group 1 Maths	Group 3	Group 2 Maths	Group 1 Theme	Group 3
14:45-14:55				Shared Reading			Shared Reading			Shared Reading			Shared Reading		
14:55-15:00	Reflection - Amser Cartref														



Forest School

Miss J Powell



Physical Education

Mr C Grandin





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.

Spring Term Overview of expectations

Gymnastics

Skills that will be developed:
Creative movement
Creating sequences & routines
Creating routines at different levels

Entries & exits

Multi skills

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



Blackwood Primary School Curriculum

Our Mission Statement:

Empower



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

Nurture



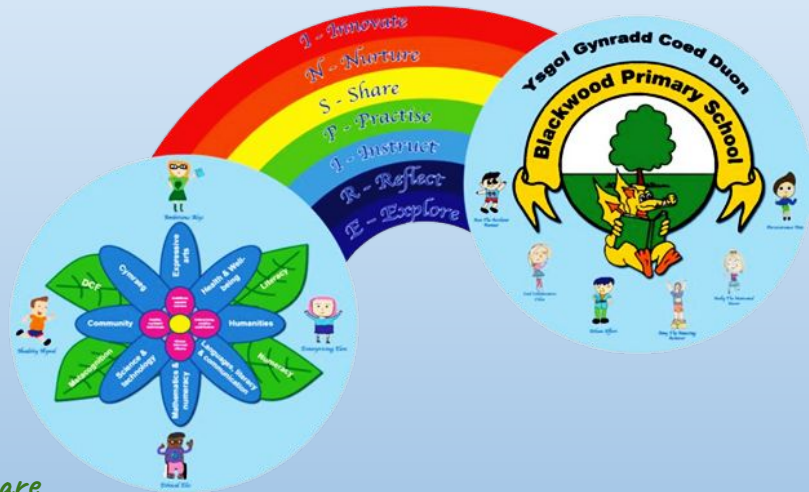
To care for and protect everyone while they are growing

Challenge



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

The **4** Purposes of Curriculum for Wales



Blackwood Primary School's Four Purpose Characters



Ethical
Elis

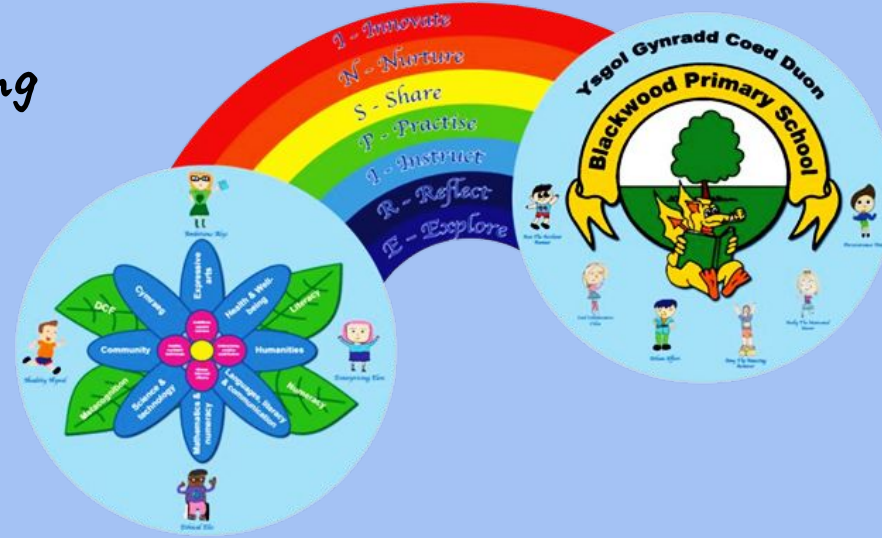
Ambitious
Alys

Healthy
Hywel

Enterprising
Elen

INSPIRE Curriculum - Enabling learning

<i>I</i>	<i>Innovate</i>	<i>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.



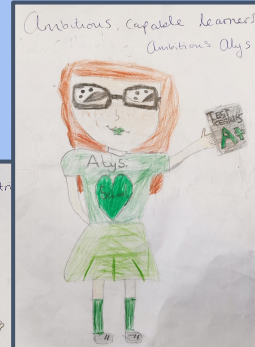
Ambitious Alys

(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

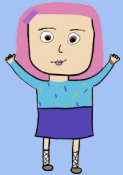




Areas of Learning Experiences



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.

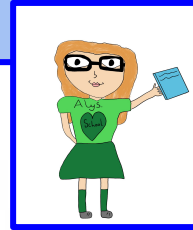




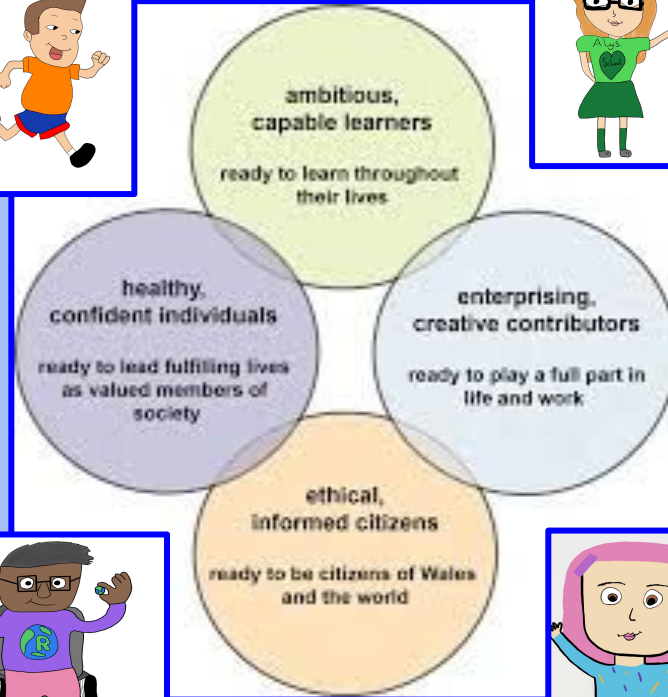
Four purpose stories



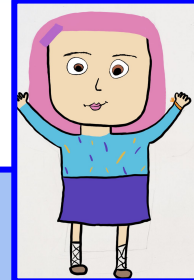
Healthy Hywel



Ambitious Alys



Ethical Elis



Enterprising Elen





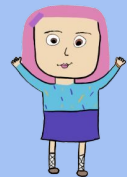
Think, Pair, Share

Cold Calling

AfL

Whole
School

Say it again better





Year 4 AFL strategies implemented through Research and Enquiry



Think-pair-share (TPS) - is a collaborative learning strategy where students work together to solve a problem or answer a question. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates

Cold Calling - this technique helps to address the two main purposes of questioning: making all students think and provisioning feedback to the teacher as to how well things are going. Cold Calling allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps.

Say it again better - the purpose of this technique is to set a standard for the depth of verbal responses you expect from students and to support them to produce high quality responses.

AfL poster



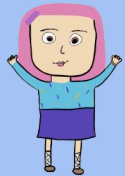
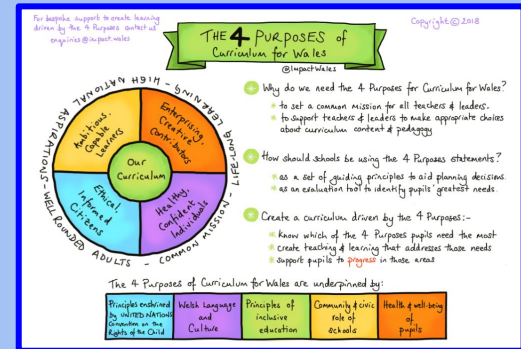
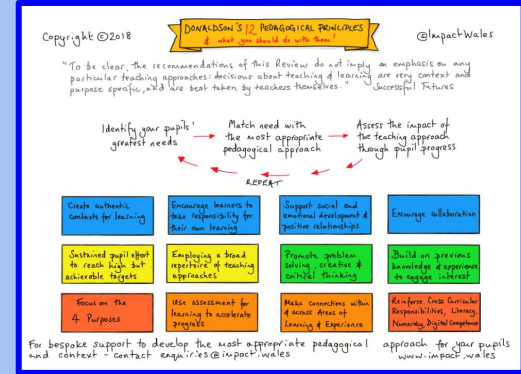
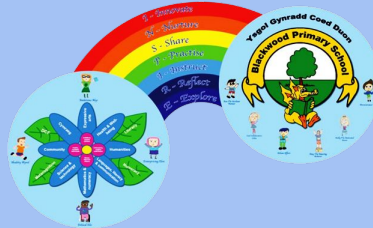


The learning environment is organised to promote independent learning for pupils from nursery to year 6.

Independent Learning Areas in year 4



- Literacy hub
- Maths hub
- Cooking Station
- Wellbeing area
- STEM:
 - Investigation area
 - Technology area
 - Construction area
- Humanities area
- Creative area
- Cwtsh Cymraeg
- Reading area
- MAD area





Pupil Influence

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



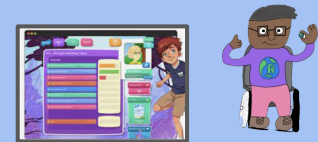
Parental Engagement

- Meet and greet sessions - sharing Year 4's curriculum
- Newsletters
- Parent mail system
- Parent consultations - Virtual and in person sessions
- Book looks
- Engagement with provision areas
- Parent Planner to share Learning Experiences
- Google Classroom
- Twitter
- Athletics



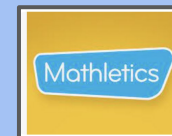


Learning at home



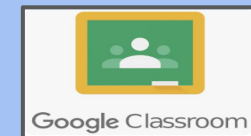
Mathletics

Pupils Mathletics usernames and passwords are shared with parents, pupils and carers during. Pupils can access their accounts at home and in school.



Google Classroom

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



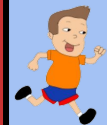
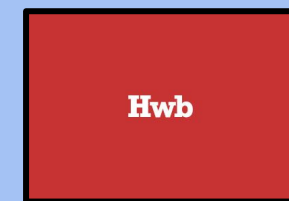
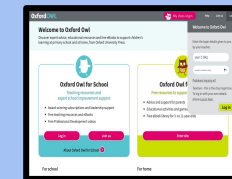
Hwb

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

<u>Topmarks</u>	Topmarks provides engaging educational games and activities in a safe environment for children including 'Hit the Button'.
<u>Oxford Owl</u>	Oxford owl provides expert advice, educational resources and free eBooks to support children's learning at home.
<u>IXL Maths Online maths practice</u>	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.
<u>Fun Kids Online Math Games</u>	
<u>Cool Math Games</u>	
<u>https://www.ruthmiskin.com/en/programmes/phonics/</u>	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.

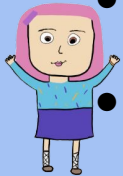




Cooking Station

Rules

- Wash hands before touching any equipment/ food
- Put your apron on
- Read the Plan, Create and Reflect Board.
- Work as team to clean the cooking station...remember that all surfaces must be clean before and after cooking.
- Work carefully with equipment as some may be hot / sharp
- Wash dishes, dry them and put them away.
- Make sure the area is clean and tidy after you have finished.



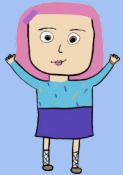


Creative



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 creative tools or equipment as directed and safely.
- Remember the story of Austin's butterfly and perseverance.
- Clear away once you have completed your task.

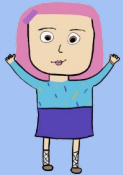




Cymraeg

Rules

- No more than 4 pupils in the area at a time.
- Choose a Welsh book to read.
- Write in the Scriblo Sydyn or practice books.
- Use the dictionaries or scaffolds to support you with your writing.
- Tidy up the area when you have finished.





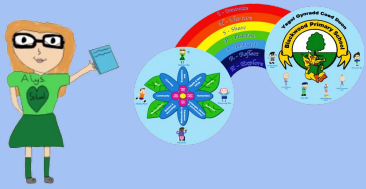
STEM - Construction



Rules

- Read the Plan, Create and Reflect Board.
- Use any QR codes or pictures to support and guide you.
- Create or share your plan
- Work together to create/build your design
- Make changes to your design
- Reflect and explain your final design.
- Tidy up the area when you have finished.



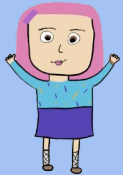


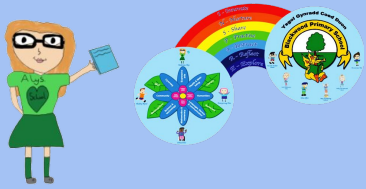
STEM - Investigation



Rules

- Read the Plan, Create and Reflect Board.
- Read the instruction board and use any QR codes or pictures to support and guide you.
- Plan your investigation.
- Carry out your investigation.
- Write up your results.
- Reflect on your work.
- Use the resources and scaffolds to support you.



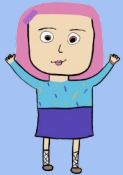


STEM - Technology



Rules

- Read the Plan, Create and Reflect Board.
- Read the instruction board and use any QR codes or pictures to support and guide you.
- Plan your task.
- Create your task.
- Reflect on your task.
- Tidy up the equipment and area after you have finished.

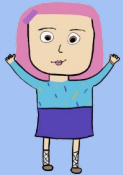




Humanities

Rules

- Read the Plan, Create and Reflect Board.
- Read the instruction board and use any QR codes or pictures to support and guide you.
- Plan your task.
- Create your task.
- Reflect on your task.
- Tidy up the area after you have finished.





DCF - ICT



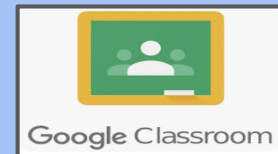
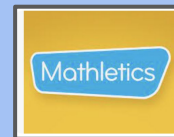
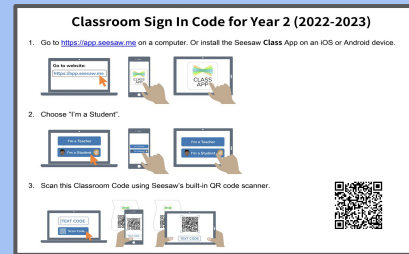
Where do learners keep their DCF/ICT work?

Mathletics

Pupils' Mathletics usernames and passwords are shared with parents, pupils and carers during the Autumn Term. Pupils can access their accounts at home and in school. In school, individual log-in account details can be accessed within the class.

Google Classroom

Tasks are set on Google Classroom for pupils to access and complete independently. Usernames and passwords are shared with parents, pupils and carers at the beginning of each school year. Pupils can access their accounts at home and in school. In school, individual log-in account details can be accessed within the class..



Being Me In My
World

Changing Me

Celebrating
Difference

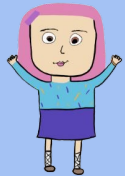
Health and
Wellbeing
Jigsaw



Relationships

Dreams and Goals

Healthy Me





Worry Monsters

Emotional Charts

Self Regulation
Basket/Box

Wellbeing in
the
Classroom

Grounding
Exercise

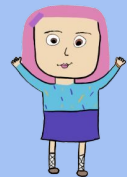
Calming
Strategies

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

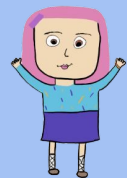
Competitive
Sports

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.	🤔



O.P.P

At BLK all of our pupils develop a One Page Profile. Parents and Teachers share top tips in supporting their child The profiles are personal to each child and provides a useful insight into our pupils.

Rights of the Child



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.

Jigsaw



Our new Jigsaw scheme 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.



Pupil Parliament: 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.



Wellbeing at Blackwood Primary School



Extra-curricular activities

Learners have access to a range of extra-curricular activities to broaden their experiences and enable each learner to further develop in the ways described in the four purposes.

Forest School
Commandoe Joe
Outdoor School Gym



Universal Provision
Year Group Kitchens
Year Group Woodwork Stations

ELSA
Worry Monsters/Jars
Calming Stations
ELKLAN
Drawing and Talking
Emotional Literacy - Jenny Mosley



Family Liaison Office - FLO
Attendance



Root of Empathy

Mission – To build caring, peaceful and civil societies through the development of empathy in children and adults.

Values School -



Pedagogy

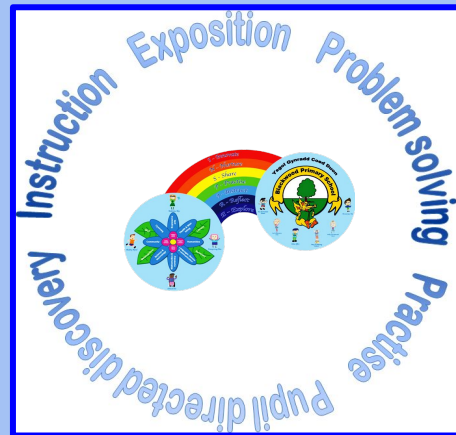


Focussed teaching- *children may have whole class or group input and further instructions during the task. Marking grids support the children in knowing what is expected from them through differentiated success criterias.*

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

WAGOLL - 'What A Good One Looks Like' - *these are displayed on the Plan, Create, Reflect boards for staff and pupils to refer to.*

Scaffolded support - *are provided within areas to help support independent work. Examples of this could be sentence stems, word banks, methods of calculation and exemplar pieces of work.*





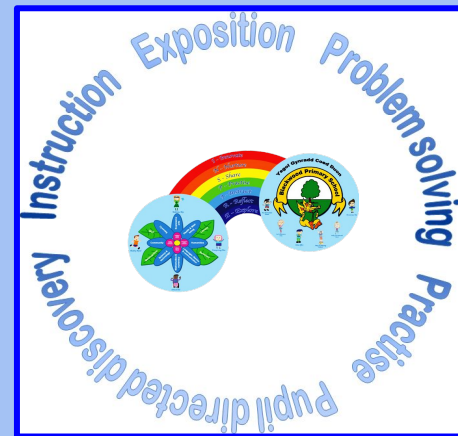
Practice



Year 4 opportunities to practise

- *Spellings*- linked to patterns taught in spelling / phonics sessions. Pupils also practise high frequency words.
- *Handwriting*- Pupils use handwriting books to practise joined handwriting.
- *Reading and comprehension*- use of red reading / comprehension box.
- *Times Tables*- within numeracy area.
- *Worded problem solving*- pupils add, subtract, multiply or divide to calculate and solve problems.

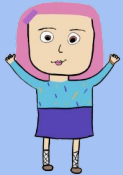
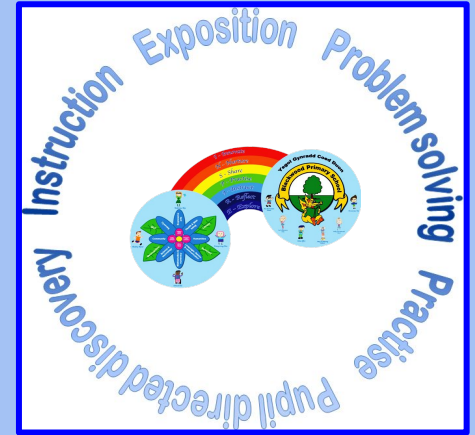
Pupils are expected to practise skills during independent time. Pupils identified as requiring intervention receive daily targeted sessions.





How do we capture the learning in Year 4?

- Maths, English, Inspire, Reading Response / Spelling and Sketch books
- Independent Packs - Practise Books
- Mathletics
- Photographs
- Twitter





Professional Learning in Year 4



PL Offer - Individual

PL Offer - School

Own PL

