



"United we, Empower, Nurture and Challenge."

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

Year / Blwyddyn Year 5
Autumn / Hydref 2022

Our School Rules

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

Ready

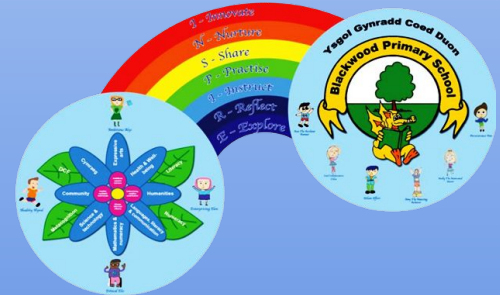
- We are ready to listen, learn and do our best.
- We are ready to work hard and do our best.
- We are ready to be the best we can be.

Respectful

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

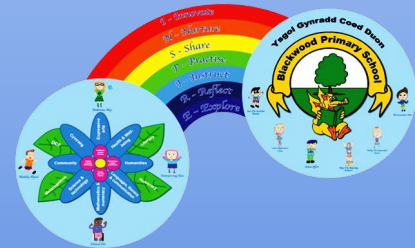
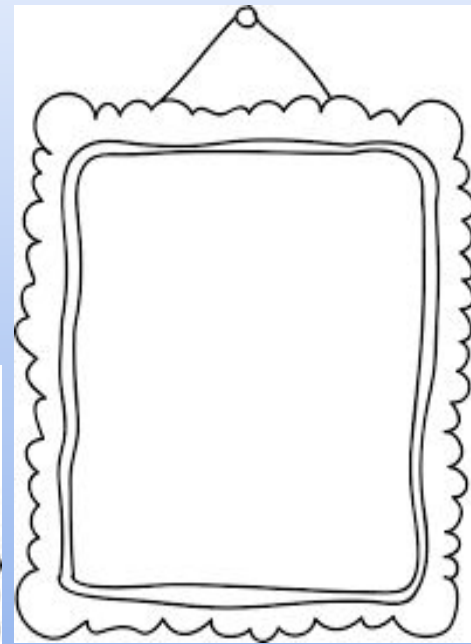
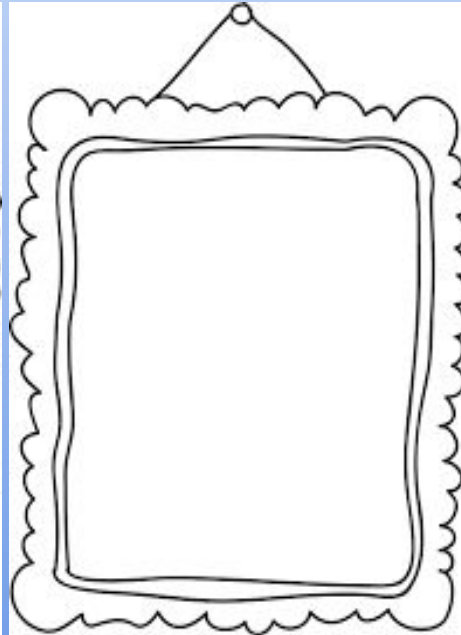
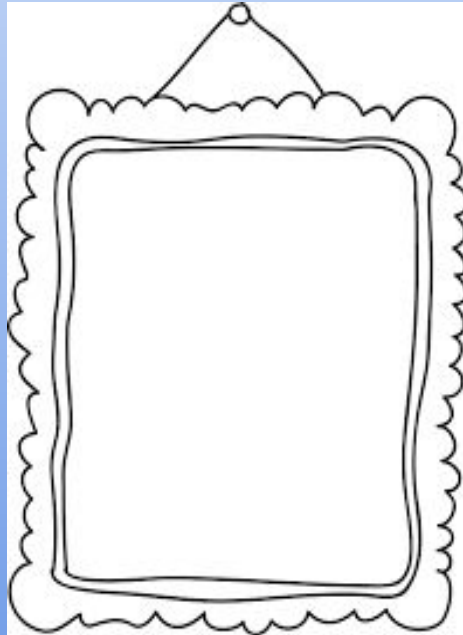
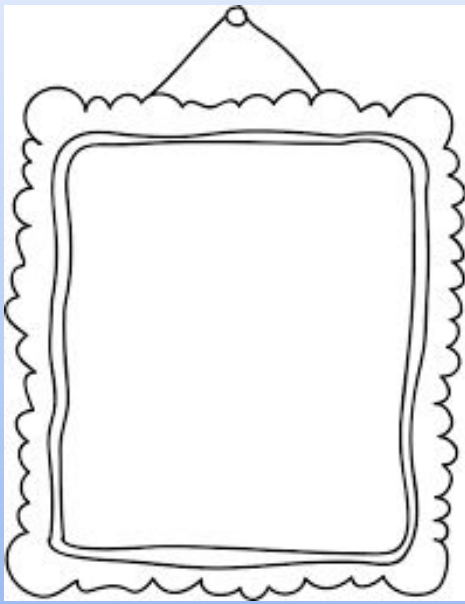
Safe

- 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 5 Team:

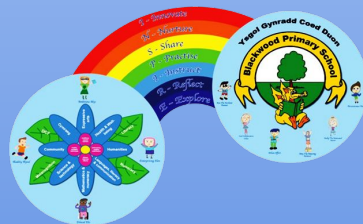
Mr Turner
Ms Miles Mrs Murphy



Year 5 Timetable

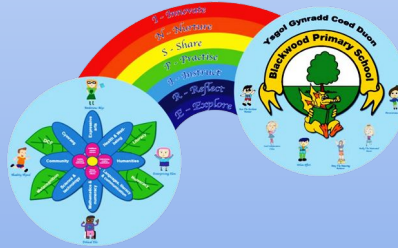
Year 5 Timetable / Amserlen Blwyddyn 5 (8:55 - 15:00)

	PPA (WED)			Day 1 (Mon)			Day 2 (Tues)			Day 3 (Thurs)			Day 4 (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	Cynulliad / Assembly														
9:15 - 9:25	Spelling														
9:25-10:25	PE/Forest School			Group 1 Literacy	Group 3 Literacy	Group 2	Group 2 Literacy (HK)	Group 1 Literacy (RT)	Group 3 Literacy (LS)	Group 3 Literacy	Group 2 Literacy	Group 1	Group 1 Literacy	Group 3 Literacy	Group 2
10:25-11:25	PE/Forest School			Group 1 Maths	Group 3 Theme	Group 2	Group 2 Maths (HK)	Group 1 Theme (LS)	Group 3	Group 3 Maths	Group 2 Theme	Group 1 Comma ndo Joe	Group 1 Maths	Group 2 Theme	Group 3
11:25-11:35	Amser chwarae														
11:35 - 12:35	Circle time			Group 2 Literacy	Group 1 Theme	Group 3	Group 1 Maths (HK)	Group 3 Theme (LS)	Group 2	Group 1 Literacy	Group 3 Theme	Group 2 Comma ndo Joe	Group 2 Literacy	Group 3 Maths	Group 1
12:35 - 13:20	Amser cinio														
13:20 - 13:45	Guided reading												13:20 - 13:35 guided reading 13:35 - 13:45 extra play for those whose work is up to date!		
13:45 - 14:45	Group 3 Theme	Group 2 Theme	Group 1 Theme	Group 3 Maths	Group 2 Maths	Group 1	Group 3 Maths (HK)	Group 2 Theme (LS)	Group 1	Group 2 Maths	Group 1 Maths	Group 3 Comma ndo Joe	Group 2 Maths	Group 1 Theme	Group 3
14:45-14:55	Shared Reading			Shared Reading			Shared Reading			Shared Reading			Shared Reading		
14:55-15:00	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



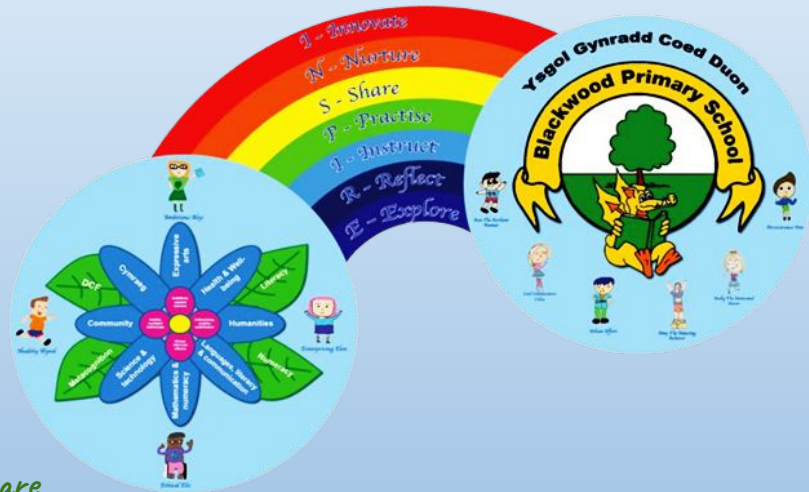
To care for and protect everyone while they are growing

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**

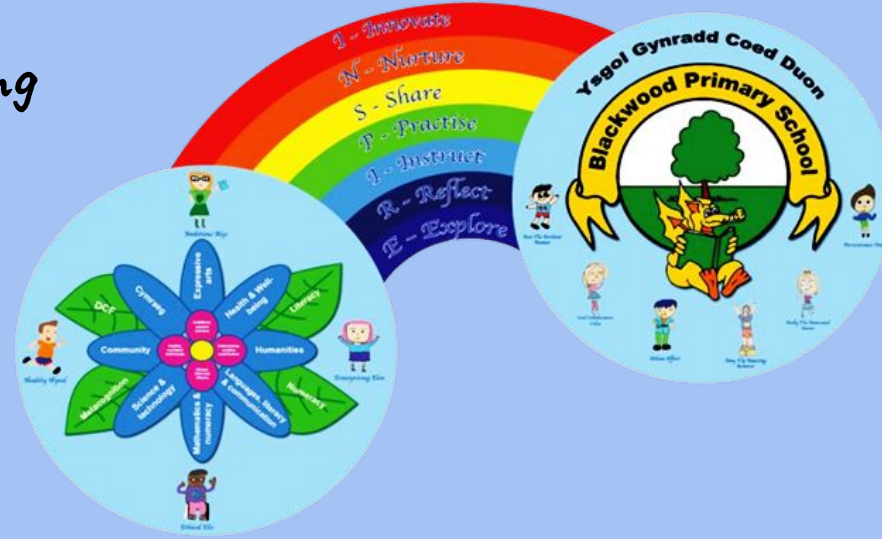
**Ambitious
Alys**

**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.



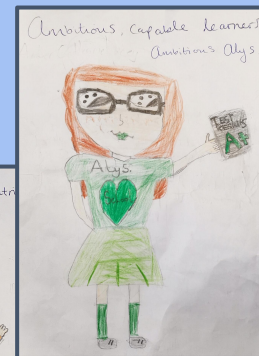
Ambitious Alys

(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

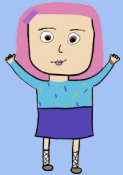




Areas of Learning Experiences



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.





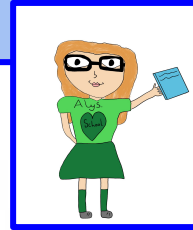
Four purpose stories



Healthy Hywel



ambitious,
capable learners
ready to learn throughout
their lives



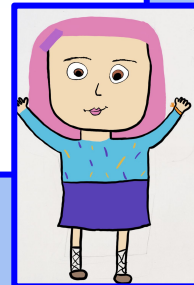
Ambitious Alys

healthy,
confident individuals
ready to lead fulfilling lives
as valued members of
society

enterprising,
creative contributors
ready to play a full part in
life and work

ethical,
informed citizens
ready to be citizens of Wales
and the world

Ethical Elis



Enterprising Elen





Think, Pair, Share

Formative

Self assessment

Show me boards

Cold Calling

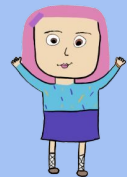
Verbal feedback

Peer assessment

AfL

Whole
School

Summative





Year 5 AFL 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

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.

Show me boards - *Show Me Boards drive your instruction by determining where students are at and where they need to go' (Gray, 2013).*





Planning & Assessment



The Welsh Curriculum is changing, and with it the way we make assessments. Taith 360 has been developed around the new curriculum for 2022 and is built to take the needs of all learners into account as they progress through their learning journey from age 3-16.

Used for
planning and
assessment

Coverage Detail

ENG CYM

Step 1

Step 2

Step 3

Step 4

Step 5

Language & Belonging

I am beginning to be aware of a link between language(s) and....

I can recognise that there is a relationship between...

I can understand that there are connections between languag...

I can understand how languages can provide a sens....

I can show an open attitude towards learning about...

I can explore and analyse how languages impact upon identit...

Through learning about languages, I can articulate





Planning Documents



Alongside focused learning experiences staff create a learning environment that promotes an holistic approach to Health and Wellbeing through a range of strategies and resources.

Provision Map

Year Group Matrices identify AoLEs

Week	Discrete teaching of skills				Areas of learning and experience				
	LLC	Welsh	MD	ICT	Expressive Arts	Health and Well-being	KUW Humanities	Science and Technology	RSE RVE
INSET DAY									
Week 1 WB 05.09.22 3 Day 2 INSET	Cicletime Mission statement - record & create QR code to access for all	Reinforce Helpwr Heddw - re-introduce system and expectations within Year 2	Teen Numbers and tens and ones to 50 Maths Box sessions - Family groups	Using/referring to the school's vision - share, explore and understand the Mission Statement.	Create pen self-portraits -use image for book covers 'Inspire'.	Re-introduce self registration and expectations, coding system etc. Select self-registration monitors and			



Formative Assessment Sheets

Reception	Expressive Arts - WM1 Exploring the Expressive Arts PS1: <i>I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.</i>							
Learning Experience - Expressive Arts (observational Drawing)								
LO: To create an observational drawing inspired by still life.	Pre-emerging	Emerging	Key Skill 1	Developing	Key Skill	Secure	Key Skill	Embedded
Activity: <ul style="list-style-type: none"> Look closely at the object/still life. Plan and note the materials, resources you will be using. Draw/sketch your chosen object/still life. Throughout look closely at the object/still life paying attention to every detail you see. Reflect on your drawing/sketch. Write/note changes you would make to your drawing/sketch. 	Draw/sketch and talk about my sketch in simple terms	Draw/sketch: h talking about what I have done using some appropriate vocabulary - name the resource (paint, crayon, pencil).		Draw/Sketch - talk about work using newly learned vocabulary and the resources I used.		Draw/Sketch h - talk in some detail using newly learned vocabulary and the resources I used, giving reasons for choices made		Draw/Sketch - talk in more detail using newly learned vocabulary and the resources I used, giving reasons for choices made
Key Questions: What are you learning? What medium are you using? (eg: crayon, paint, pencil) Why did you choose/select this medium? What tools and resources will you use and why? What went well? Even better if...	Elijah	Yusef		Albie				
	Tommy	Hadley		Frankie				
		Uain		Joshua				
		Uain		Erin				
		Uain		Daisy Rae				
		Ethan		Lottie				
		Yusef		Aurora				

These are used to ensure every person working with learners knows the steps to move learning forward.

These are consistent throughout each Progression step and highlight the skills needed to progress learning.

Oracy	Lukas	Bonnie						
A - Talk about, in simple terms, drawings, models and actions	Willow	Dylan						
B - Talk about things they have made or done adding some description Use appropriate and increasing vocabulary in their play.	Jaylene	Darcie						
C - Talk about things they have made or done, explaining the process Include some detail and relevant vocabulary to extend their ideas.	Jasper	Spencer						
D - Talk in detail about things they have made or done, explaining the process. Use a growing range of appropriate vocabulary in play and structured activities.	Jafyd	Ava Leigh						
E - Explain information and ideas using relevant vocabulary.	Jawson	Amelia						
F - Explain information and ideas using supportive resources.	Jaye	Isabella						
G - Express information and ideas clearly, using specialist vocabulary and examples	Aheira	Aileen						
H - Express issues and ideas clearly, using specialist vocabulary and examples	Angie	Dottie						
I - Present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners.	Ol	Mollie						

Plan, Create and Reflect

In each provision area pupils are encouraged to '**Plan, Create and Reflect**'. This helps support independent learning and can be seen throughout the school, from Nursery through to Year 6.





Inclusive Classroom

- ELKLAN
- Visual aids
- Timetables
- Additional Learning Provision (ALP)
- ASD training (ASD Info Wales)
- Work Stations
- One Page Profiles
- Targeted Provision
- Bespoke Provision
- Inclusive Provision
- Learning Plans



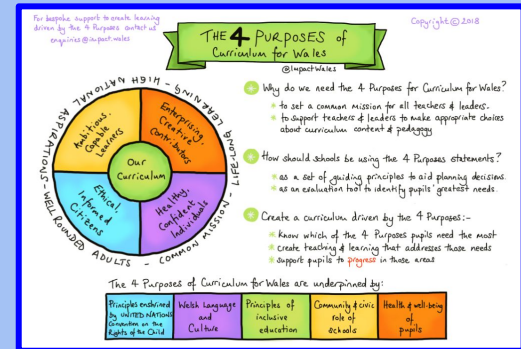
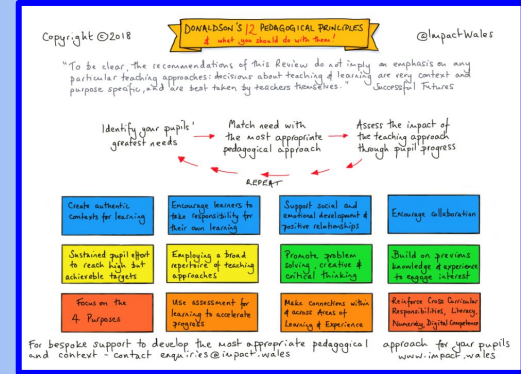


The learning environment is organised to promote independent learning for pupils from nursery to year 6.

Independent Learning Areas in year 6



- Cooking Station
- Wood working
- Calm
- Technology
- Creative
- Construction
- STEM
- Cymraeg
- Reading
- Numeracy
- Humanities
- Curiosity Cube
- Transportable MAD frames to use in any area





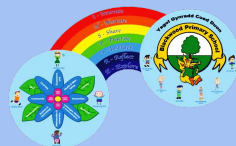
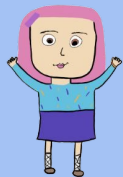
Outdoor Provision



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

Outdoor Independent Learning Areas in year 2

- Den making
- Natural art
- Physical (Commando Joes, PLayer 2 Learn)
- Physical (Balls,bats,bikes,Circuits)
- Garden
- Allotment
- Construction
- Wood working





Garden

Den making

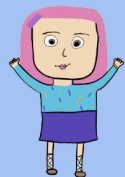
Natural art

Outdoor
Learning

Physical -
Commando Joe

Physical
-balls/runs

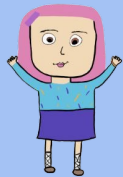
Allotment





Pupil Influence

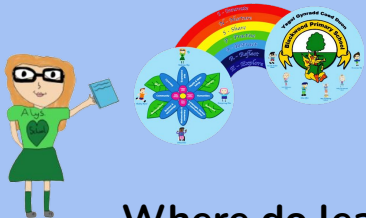
- Pupil Voice at the beginning of a theme
- Cooking Station
- Authentic Learning Experiences
- Helpwr Heddiw
- Circle-time



Parental Engagement

- Meet and greet sessions - sharing Year 2'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





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

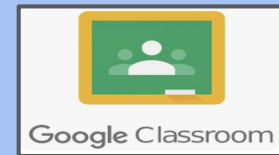
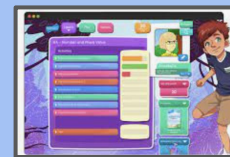
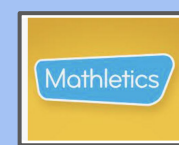
Tasks are set on Google Classroom for pupils to access and complete independently. Usernames and passwords are shared with parents, pupils and carers at the beginning of each school year.

Google Drive

Every child has their own school Google account where we use a variety of applications to enhance learning experiences and learn, apply and consolidate new digital skills. Pupils can access their accounts at home and in school. In school, individual log-in account details can be accessed within the class.

Hwb

Hwb is the digital platform for learning and teaching in Wales. Hwb provides its users with access to a range of centrally-funded, bilingual, digital tools and resources. It is the Welsh Government's strategic digital channel to support the delivery of the curriculum in Wales





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



<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.



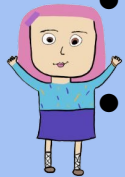


Cooking Station



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.



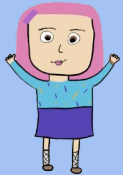


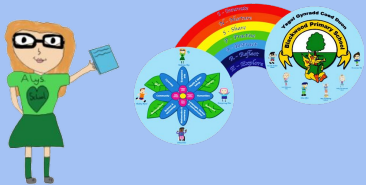
Creative



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.



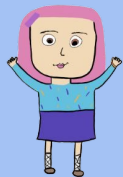


Cymraeg



Rules

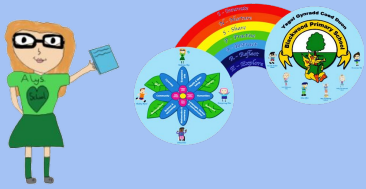
- No more than 4 pupils in the area at a time.
- Choose a Welsh book to read.
- Write in the Scriblo Sydyn or practice books.
- Use the dictionaries or scaffolds to support you with your writing.
- Tidy up the area when you have finished.





- 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.



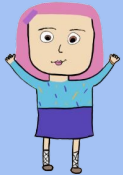


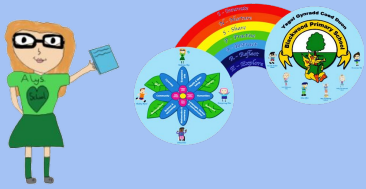
STEM - Investigation



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.



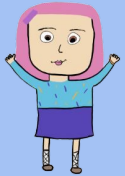


STEM - Technology



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.





- 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.



Being Me In My
World

Changing Me

Celebrating
Difference

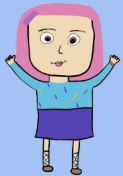
Health and
Wellbeing
Jigsaw



Relationships

Dreams and Goals

Healthy Me





Worry Monsters

Emotional Charts

Self Regulation
Basket/Box

Wellbeing in
the
Classroom

Grounding
Exercise

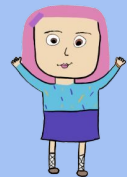
Calming
Strategies

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



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 -



Health & Wellbeing in our Learning Environment

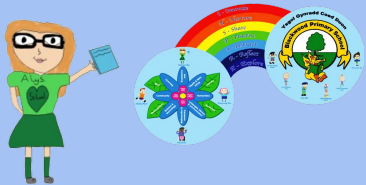


- Timetables & Family Groups
- Emotional Regulation
- 5 Mindful Calm down breathing techniques
- [Calming Strategies](#)
- [Emotional Charts](#)
- Calm Area and Self Regulation Basket



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.	🤔





Pedagogy

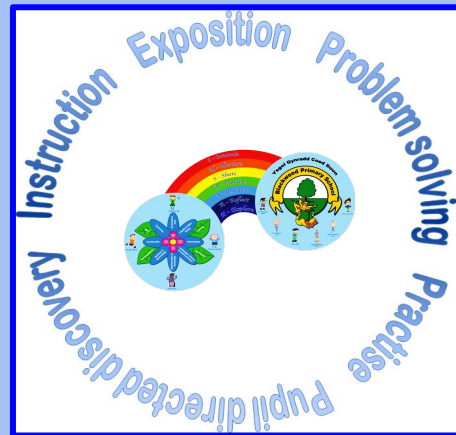


Focussed teaching- *children may have whole class or group input and further instructions during the task. Marking grids support the children in knowing what is expected from them through differentiated success criterias.*

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.*



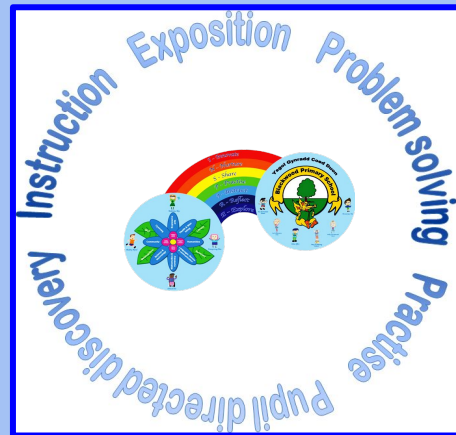


Practice

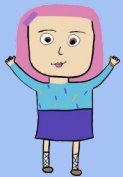


Year 5 opportunities to practise

- **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.



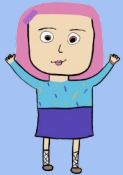
Pupils are expected to practise skills during independent time. Pupils identified as requiring intervention receive daily targeted sessions.





How do we capture the learning in Year 5?

- Maths, English, Inspire and Sketch books
- Independent Packs - Practise Books
- Mathletics
- Photographs
- Twitter





Professional Learning in Year 5



PL Offer - Individual

PL Offer School -

Own PL -

