

# Blwyddyn 5

X @standrewsmajor #SAMsY5



# Staff



Teacher



PPA

# Curriculum

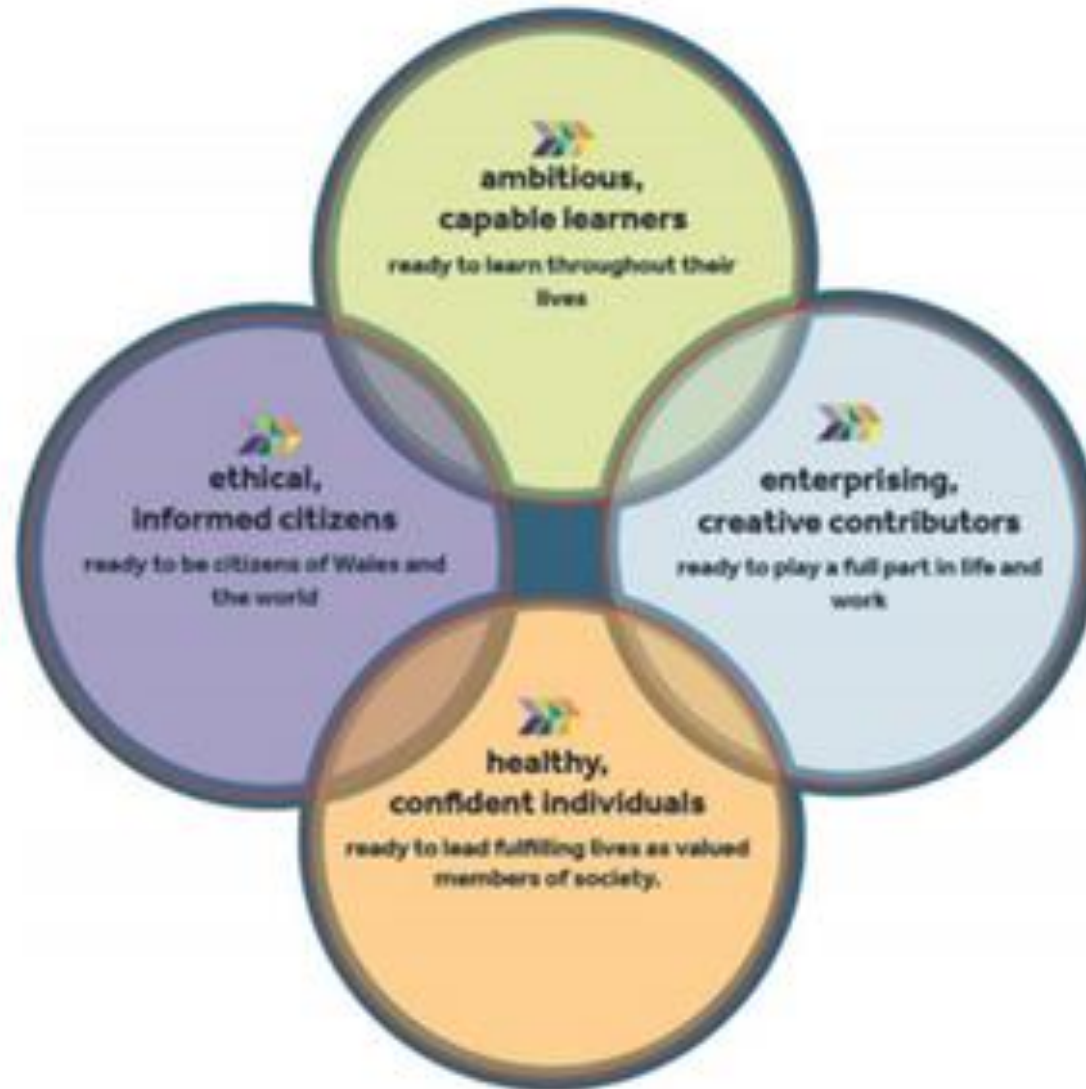


- At St Andrew's Major Church in Wales Primary School, we are excited to be developing a bespoke curriculum for our pupils. We began our journey by reviewing our school vision gathering the ideas and desires of pupils, parents, governors and the wider community.
- Over the last 4 years, we have trialled many methodologies and practices through action research as well as practitioners being engaged and involved in professional learning activities such as curriculum workshops and training.
- The curriculum is both proactive and reactive to changes within the local, national and global community. Our curriculum is broad, balanced and flexible in its design and purpose.
- We continue to listen to our learners in order for them to be part of the evaluation and design process.



# Curriculum

## Core Purposes



# Curriculum

## Areas of Learning Experiences



Learning will be done through the **6 areas of learning and experience** as part of a chosen theme. The 6 areas are:

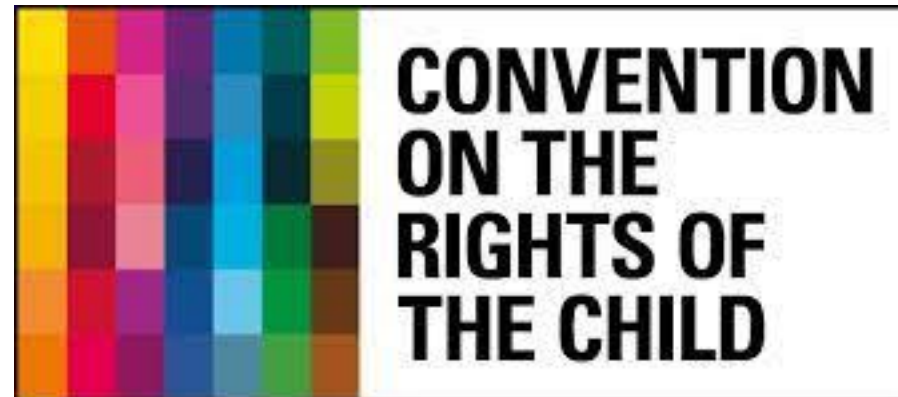
- **Expressive arts (Mrs Stamp)** - pupils will explore through Art, Dance, Film, Drama, Music and Digital Media.
- **Health and well-being** - Pupils will learn about having a healthy body and a healthy mind. They will understand about healthy relationships and how to make good life decisions.
- **Humanities** - Pupils will explore history, geography, business studies and social studies. They will explore and learn about religions, values and ethics.
- **Languages, literacy and communication** - Pupils will learn and understand different languages. They will learn to use English, Welsh and Makaton. We will also be introducing other international languages from September 2022.
- **Maths and numeracy** - Pupils will understand and use numbers and symbols. They will learn about shapes and measurement. They will learn how to collect and use information to make decisions.
- **Science and technology** - Pupils will learn about nature and living things. They will learn skills to design and build things. They will understand how technology works and how to use it to solve problems.

# Curriculum

Children will also learn about:



- Human rights.
- Respecting people's differences, like their beliefs or where they come from.
- Learning about work and how to choose the kind of work you want to do.
- Learning about Wales, your local area and the world.
- Relationships and sexuality, learning about things like feelings, healthy relationships and how we think about ourselves.



# Curriculum

Our children will learn:

Literacy skills – listening, speaking, reading and writing in Welsh and in English. Along with handwriting.



Letter-join 

Numeracy skills – using numbers in everyday life.



Digital skills - Staying safe online, evaluating digital content, algorithms and debugging, programming



education™

techno  
camps

Cursive Lower Case Letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z



# Curriculum

## Overview of Projects



Project 1	Project 2	Project 3	Project 4	Project 5
Sow, Grow and Farm Pits and Ponies (Coal Mines)	Time Traveller (Mainly RSE) Forces and Mechanisms	Warrior Princess (Gwenllian)	Roses and Royals (Tudors)	Alchemy Island
<b>Religion, Values and Ethics (RVE)</b>				
Understanding Christianity – God, Incarnation, Salvation, People of God Other Faiths – Judaism, Islam, Sikhism, Multi-faith and No Faith				
<b>Relationships and Sexuality Education (RSE)</b>				
Relationships and identity, Sexual Health and Well-Being, Empowerment, Safety and Respect				
<b>PE</b>				
Real PE – Personal, Social, Creative, Health and Fitness, Cognitive, Physical				
<b>Other Projects</b>				
Black History month, Anti-bullying week, Fairtrade fortnight, Internet Safety day				
<b>Other Languages</b>				
Welsh, French, Makaton				

# RSE

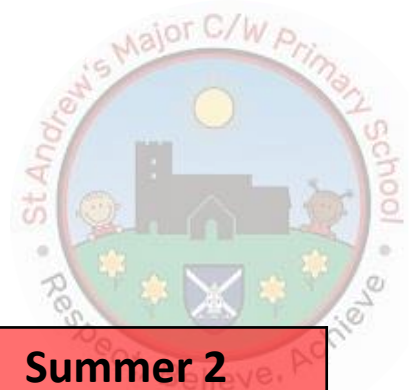
## Overview of Projects



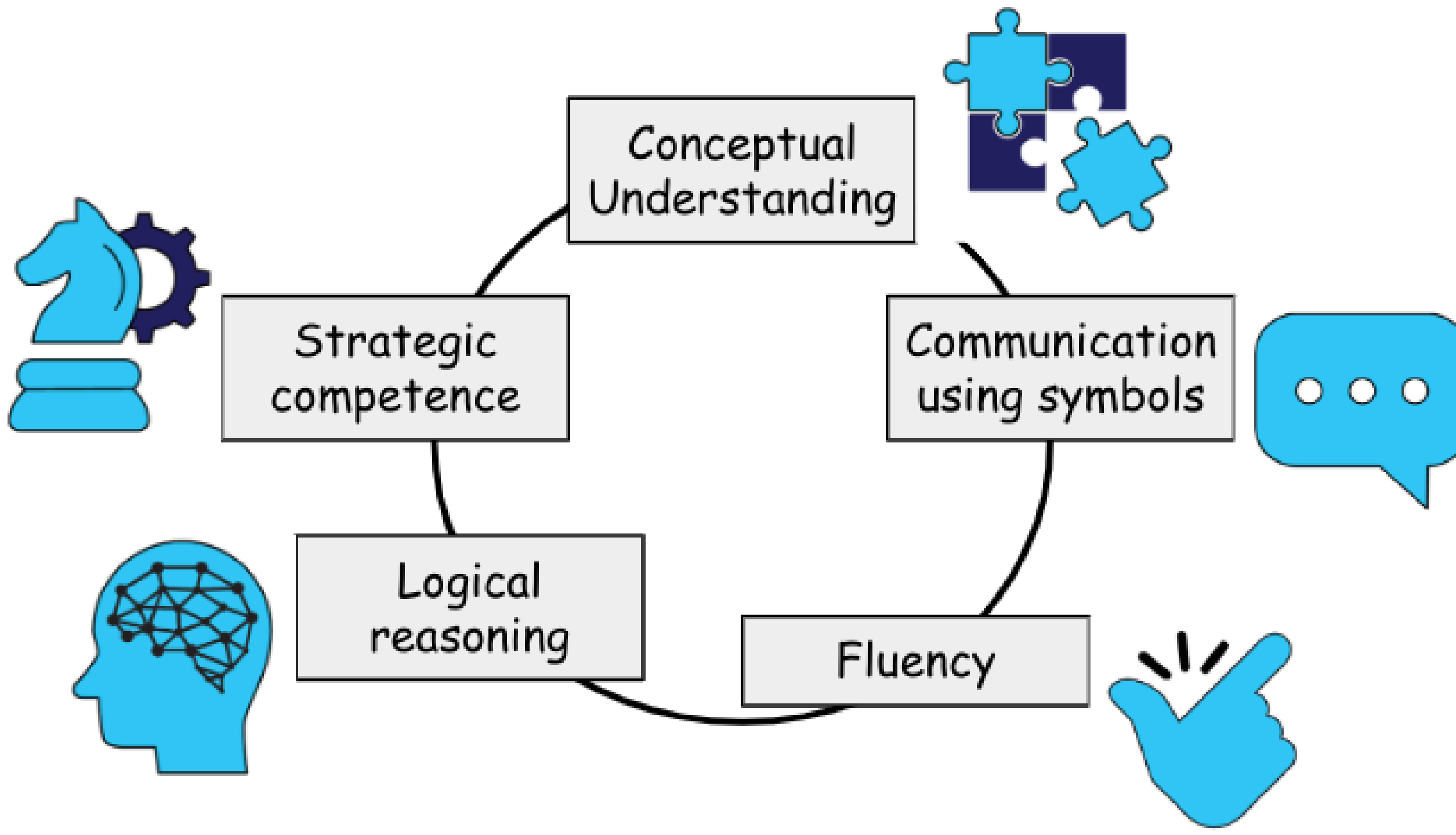
Sexual health and well-being	Relationships and identity	Empowerment, safety and respect
<ul style="list-style-type: none"><li>• The physical, emotional, social and cognitive changes during puberty.</li><li>• The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.</li><li>• Recognising the process of pregnancy and birth – looking at a timeline and what is expected of us at different stages e.g. as a baby, toddler, child, teenager etc.</li><li>• Who is in our support network? Who can support us with any questions or worries we have?</li></ul>	<ul style="list-style-type: none"><li>• Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.</li><li>• Understanding positive behaviours in relationships and what can happen when relationships breakdown.</li><li>• Gender stereotypes</li><li>• Valuing and recognising the contributions of everyone</li><li>• This is me!</li></ul>	<ul style="list-style-type: none"><li>• Understanding of the right to bodily privacy, personal boundaries including online.</li><li>• Recognising which steps to take to keep safe from harm both in offline and online friendships.</li><li>• An awareness of different kinds of harmful or abusive behaviour</li><li>• Understanding of the right to bodily privacy, personal boundaries including online.</li><li>• Exploring the motives behind fabricated and digitally-altered media.</li><li>• Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</li><li>• An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been or is upsetting or uncomfortable.</li></ul>

# Maths

## Overview of Projects



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"><li>• Place Value</li><li>• Rounding</li><li>• Negative numbers</li><li>• Calculating temperature differences</li><li>• Addition and subtraction</li></ul>	<ul style="list-style-type: none"><li>• Time</li><li>• Handling data and knowledge of different graphs e.g. line graph, bar graph, pictogram, pie charts etc.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Angles</li><li><input type="checkbox"/> Multiplication and division</li><li><input type="checkbox"/> Understanding the terms factors, multiples, square number, cube numbers and powers.</li><li><input type="checkbox"/> Roman Numerals</li></ul>	<ul style="list-style-type: none"><li>• Area and Perimeter</li><li>• Money and money problems</li><li>• Averages</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Fractions, decimals and percentages</li><li><input type="checkbox"/> Volume</li><li><input type="checkbox"/> Conversions between units</li><li><input type="checkbox"/> National test revision</li></ul>	<ul style="list-style-type: none"><li>• Shape – translating, reflecting and rotating shapes.</li><li>• Coordinates</li><li>• Algebra</li><li>• Ratio and proportion.</li></ul>



# Curriculum

## Well-Being



- Our Well-Being day is every **Friday**
- Children to come to school with PE kits and appropriate coat or hat (weather dependent).
- Children need to bring in wellies (with names) that will remain in school. All other outdoor waterproof clothing is provided.



# Assessment



- **Internal Assessments** (*pupils assessed termly – shared with parents / carers in the Spring parents evening and summer reports*)
  - Reading Ages
  - Spelling Ages
  - Maths Ages
- **National Tests** (*May*) *Year 2 – Year 6*
  - Reading
  - Procedural
  - Reasoning
- **CAT Testing** (*May*) *Year 2 – Year 6*
  - **Non-verbal** - Non-verbal reasoning tests look at children's problem-solving skills using patterns and shapes rather than words. Questions include codes, puzzles, odd one out, shapes, rotation (spatial awareness) and other such skills that measure a standardised IQ (a score of 100 is in the average range).

# Universal Provision



Universal Provision is support that is available to all pupils who attend St Andrews Major Church in Wales Primary School.

- High quality inclusive teaching
- Differentiation
- Scaffolding
- Visual timetables
- Learning environments
- IT access
- Chunking of work
- Concrete resources

A pupil may also need to access this support to make progress in their learning e.g., Rapid Reading, Nessy. This support is available in all classes and is part of the school's good practice so that all pupils can make progress.

All pupil's achievements are monitored closely by the teacher and ALNCo.

# Homework



- Seesaw Home Learning project



## Homework - Sow, Grow and Farm

In the Sow, Grow and Farm project, your child will learn about allotments in the United Kingdom and how the government encouraged people to have them to support food rationing during the Second World War. They will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.

Each topic has an knowledge organiser, which gives you an overview of the topic, including topic specific vocabulary, explanations and definitions. Alongside this, you have a home learning booklet that is your homework to complete over a half term. For example, you can complete a question a week on paper or upload to 📄

Please could you complete your learning booklet by the week beginning 24th October. You will then have an opportunity to share your work with the class.

I look forward to seeing your completed work.



# Spelling



Unit 1	Words with the silent b
Unit 2	Words ending ible
Unit 3	Words ending able
Unit 4	Words with the silent t
Unit 5	Words ending ibly and ably
Unit 6	Words ending ent
Unit 7	Words ending ence
Unit 8	The ee sound spelt ei
Unit 9	Words ending ant, ance and ancy
Unit 10	Words ending in shus spelt cious
Unit 11	Words ending in shus spelt tious
Unit 12	Shul spelt cial or tial

# Positive Relationships

We acknowledge and reward

***'Above & Beyond Behaviours'***

in every class through:

- Always Barod recognition board.
- Housepoints (Focused on work and positive attitudes to learning).
- Gold Bands
- Weekly certificates given in Collective Worship.



# Other Information



## School Bags

Please could children bring an appropriately sized, labelled bag. We provide each child all resources/

## Healthy Eating

Please could children bring a labelled water bottle everyday. Children to bring in a healthy snack.

## Uniform

Uniform should follow the school policy. All uniform, including coats to be labelled. We aim to teach children independence and look after their own uniform.

## Attendance / Punctuality

We would like all children to have the best possible start to the day.

# Communication



Open door policy – contact teacher in the first instance.

School email address – [Standrewsmajorps@valeofglamorgan.gov.uk](mailto:Standrewsmajorps@valeofglamorgan.gov.uk)

Email address – [TriggR20@hwbcymru.net](mailto:TriggR20@hwbcymru.net)

School website - <http://www.standrewsweb.com>

X (Also known as Twitter) [@standrewsmajor](https://twitter.com/standrewsmajor) #SAMsY5

School Ping – Direct messages from school or the class teacher

- There is now a ping being sent on a Sunday to parents with an overview of the week's events
- There is now a ping calendar, where you can see an overview of the year's events for pupils