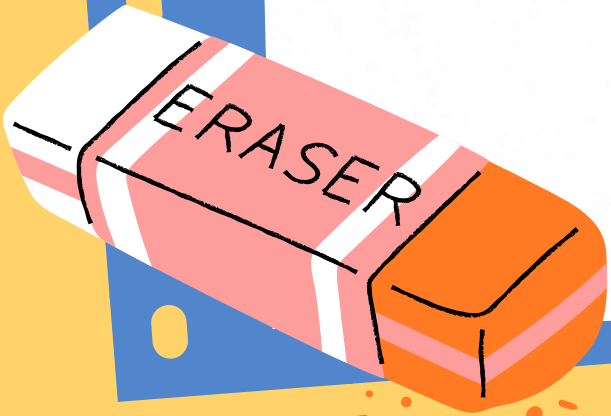
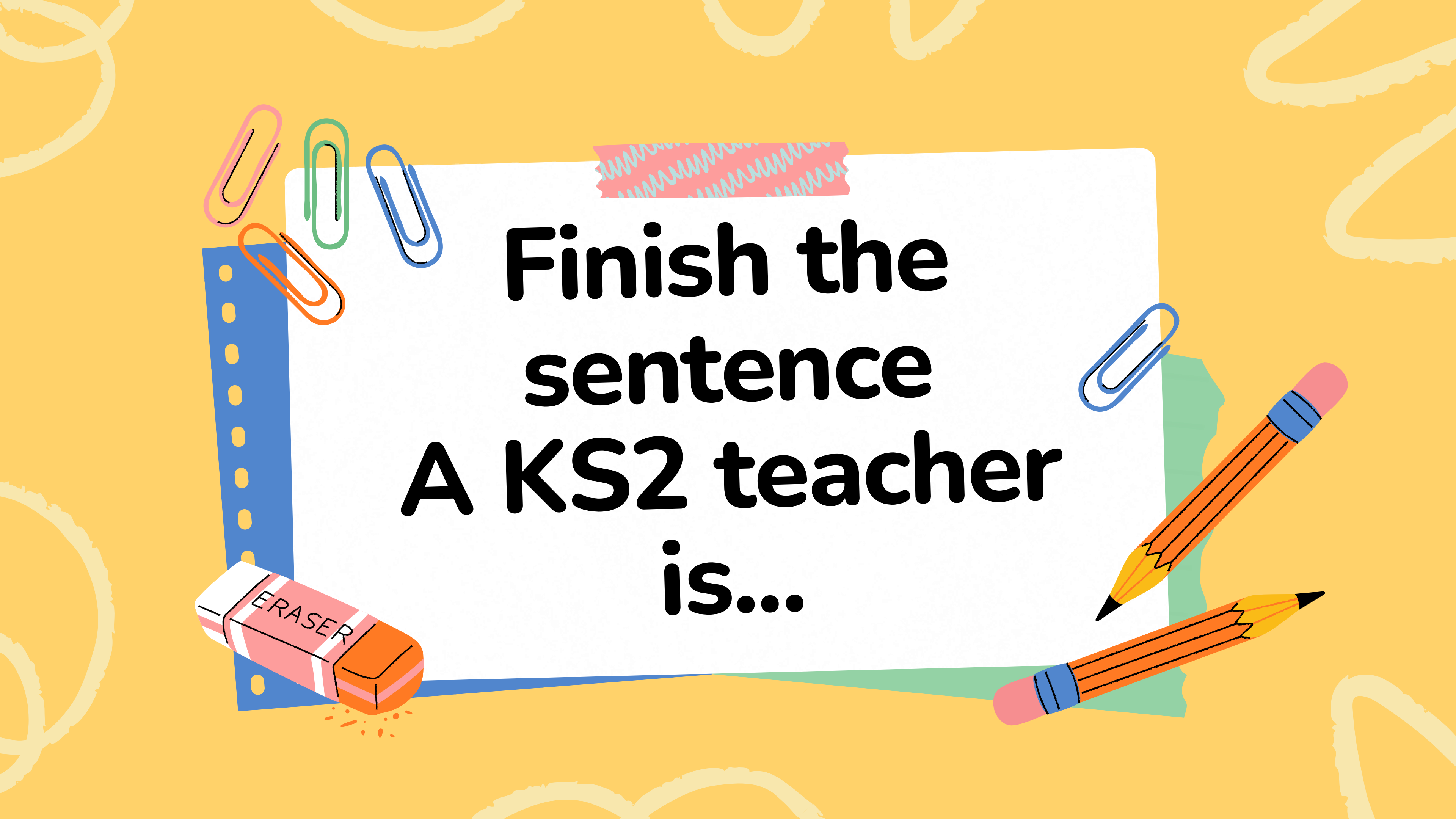


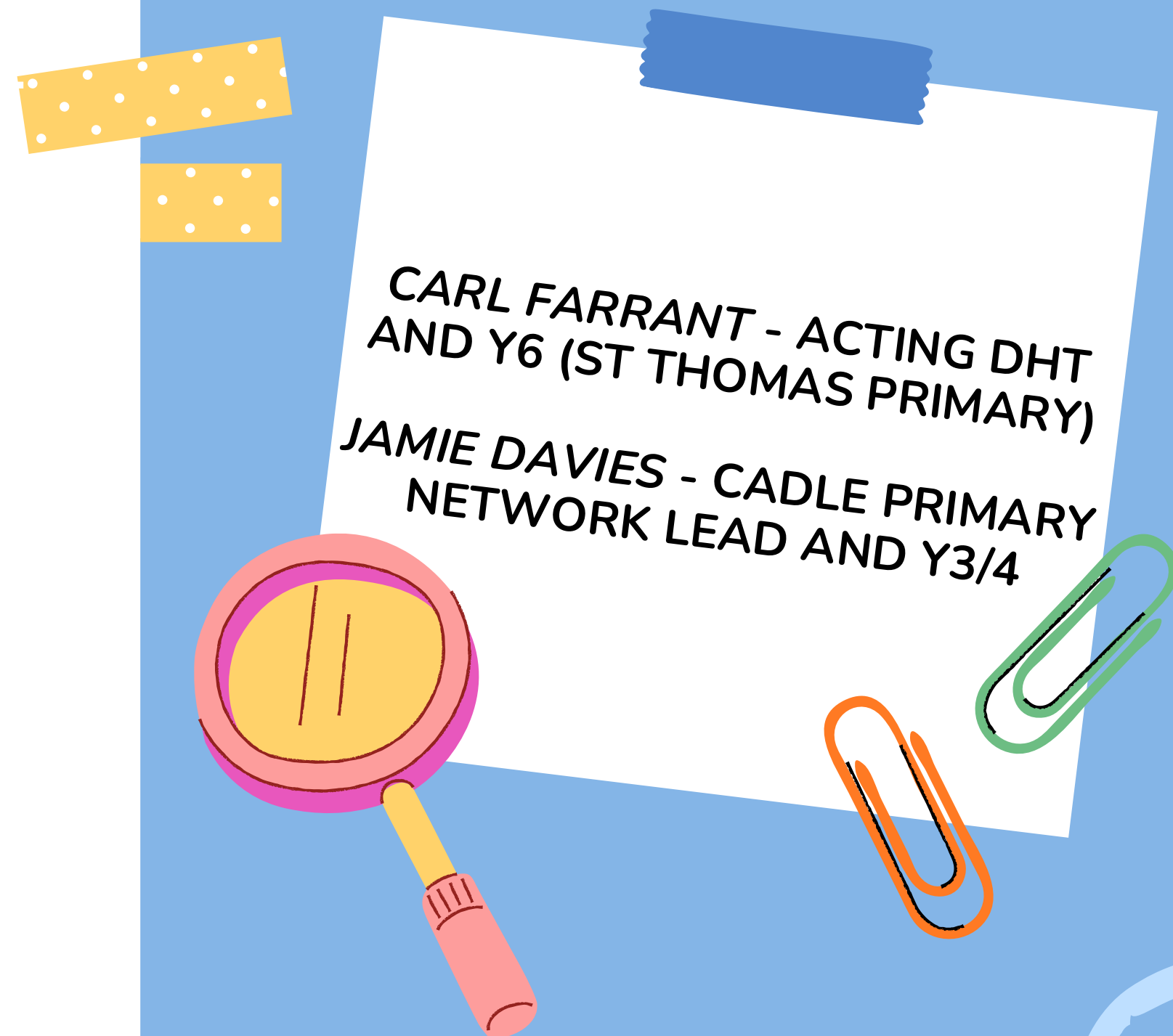
**PGCE
Orientation
KS2**



**Finish the
sentence
A KS2 teacher
is...**



Please ask us
anything, pop a
question into
mentimeter as the
morning
progresses...



About Us

CARL

15 YEARS OF EXPERIENCE IN ST THOMAS CPS

YEAR 6 TEACHER FOR 14 YEARS

ACTING DEPUTY HEAD TEACHER

SCIENCE AND TECHNOLOGY LEAD

SENIOR MENTOR LEAD

COMPLETED MASTERS IN EDUCATIONAL PRACTICE

WIFE IS ALSO A TEACHER AND IN ST THOMAS CPS

**HAVE AN 8 YEAR OLD BOY - OSCAR - KEEPS ME
GROUNDED**



FUN FACT!

**WE BOTH COMPLETED
OUR PGCE TOGETHER IN
2012/13**

About Us

JAMIE

14 YEARS OF EXPERIENCE ACROSS ALL AGE GROUPS IN CADLE
PRIMARY (PGCE PTE1 PLACEMENT SCHOOL)
CURRENTLY A Y3/4 CLASS TEACHER (3 DAYS A WEEK) AND
CADLE NETWORK LEAD (1.5 DAYS A WEEK).

CADLE PRIMARY SENIOR MENTOR
LED SUBJECTS SUCH AS ICT, P.E AND HEALTH AND WELLBEING.
CURRENTLY EAL CO-ORDINATOR IN SCHOOL
JUST SUBMITTED MA ED DISSERTATION - 2 YEARS

MY WIFE RACHEL IS A Y3 TEACHER IN ST THOMAS PRIMARY,
WE HAVE BEEN MARRIED 45 YEARS
AND I HAVE A 3 YEAR OLD MALTIPOO NAMED BALI.

WE ENJOY EVENINGS/WEEKENDS AWAY IN OUR CAMPERVAN

I LOVE MUSIC, FOOD AND COFFEE.
I AM SWANSEA CITY SEASON TICKET HOLDER

FUN FACT!

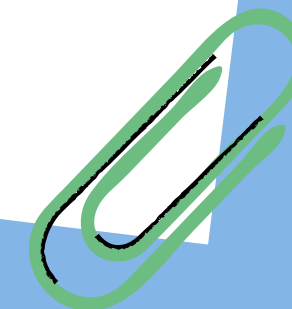
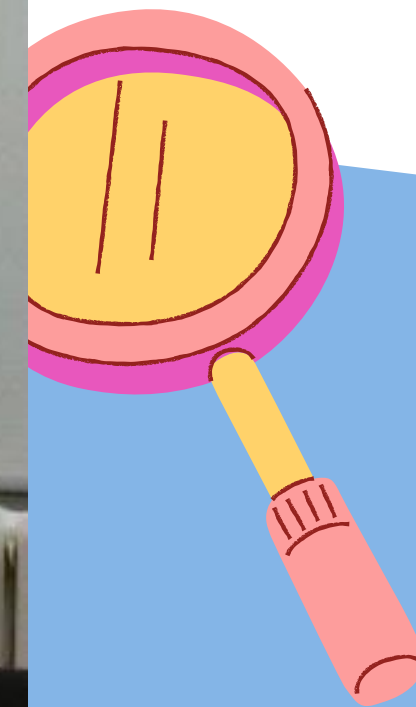
**WE HAVE 28
YEARS OF
TEACHING
EXPERIENCE
BETWEEN US**



Our Journey



**CARL FARRANT - ACTING DHT
AND Y6 (ST THOMAS PRIMARY)**
**JAMIE DAVIES - CADLE PRIMARY
NETWORK LEAD AND Y3/4**







Session Outline

- A typical day as a KS2 teacher – daily timetable
- Managing the classroom environment – opportunities and challenges
- Curriculum, assessment & pedagogy
- Lesson/experiences examples
- Scenarios
- Video – Relationships First
- Q&A – Mentimeter

Task 1 - Possible roles of a Primary teacher



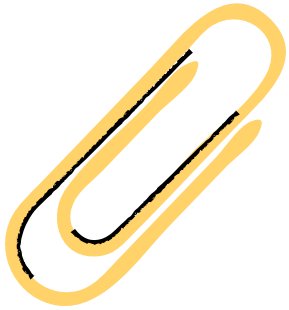
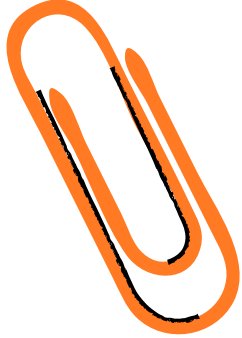
List as many different roles that
a primary school teacher may
embody during a typical day?

Think outside the box...

EXAMPLES -
FIRST AIDER
FOOTBALL
COACH

**FIRST AIDER
FOOTBALL/SPORTS COACH
OFFICE/ADMIN WORKER
DANCE TEACHER
HORSE WHISPERER
BODYGUARD
CARETAKER
PARENT/CARER
COUNSELLOR
THERAPIST
DINNER LADY/MAN/PERSON
SHOELACE TIER
STUDENT MENTOR
THERAPIST**

**TRAFFIC MANAGEMENT
DOG HANDLER
CLEANER
PHOTOCOPIER ENGINEER
TRANSLATOR
TAXI DRIVER
PAINTER AND DECORATOR
BALL RETRIEVER
GARDENER
BEE KEEPER
SPIDER COLLECTOR
SINGER
REFEREE
ENTERTAINER
ROLE MODEL**



Task 2

Write down a KS2
teachers typical day...
Timetable

A day in the life of St Thomas KS2 teacher...



8am	Arrive at school and begin organising classroom and resources
8:50	Welcome children in class and register / dinner options
9 - 915	Reading time
9:15 - 10:15	Maths
10:15 - 10:30	Assembly
10:30 - 10:45	Welsh Drillio
10:45 - 11:00	Break
11 - 12:15	Literacy
12:15 - 1:15	Lunch
1:15 - 2:25	Wider Lesson
2:25 - 2:40	Break
2:40 - 3:10	Continue Wider
3:10 - 3:20	End of Day messages and home
3:20 - 4:30	Admin or Meetings

A day in the life of a Cadle KS2 teacher...

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Registration Super Start PowerPoint	Registration Super Start PowerPoint 9.00am- Language Link – 30 mins	Registration Super Start PowerPoint	Registration Super Start PowerPoint	Registration Super Start PowerPoint
9:15 – 9:45	Father Darren Assembly 9:15 – 9:30	Morning Groups <i>Guided Reading</i> ~~Poppat~~ Fast Phonics Spellings Handwriting	Morning Groups <i>Guided Reading</i> ~~Poppat~~ Fast Phonics Spellings Handwriting	Pupil Voice Assembly 9:15 – 9:30	Celebration Assembly 9:15-9:30
9:45 – 10:40	Rios Exploration Time (RAP) <i>Class Based (JD/SP)</i> <i>Corridor (CJ)</i> <i>Outdoor Learning (CU/NJ)</i>	English <i>Letters & Sounds or Genre (T)</i> <i>Letters & Sounds (TA)</i> <i>Reading Eggs (ICT)</i> <i>Sentence Level Work (Indp)</i>	English <i>Letters & Sounds or Genre (T)</i> <i>Letters & Sounds (TA)</i> <i>Reading Eggs (ICT)</i> <i>Sentence Level Work (Indp)</i>	Maths <i>Focus Task (T)</i> <i>Focus Task (TA)</i> <i>Mathletics (ICT)</i> <i>TT Rock Stars (ICT)</i>	Maths <i>Focus Task (T)</i> <i>Focus Task (TA)</i> <i>Mathletics (ICT)</i> <i>TT Rock Stars (ICT)</i>
10:40 – 11:00	PLAY TIME				
	<i>Duty – Chloi, Rose, Linda</i>	<i>Duty – Claire, Jack, Linda</i>	<i>Duty – Suzy, Jack, Linda</i>	<i>Duty – Natalie, Jack, Linda</i>	<i>Duty – Jamie, Rose, Linda</i>
11:00 – 12:00	Maths Reasoning - 30mins DCF - 30mins	English <i>Letters & Sounds or Genre (T)</i> <i>Letters & Sounds (TA)</i> <i>Reading Eggs (ICT)</i> <i>Sentence Level Work (Indp)</i>	English <i>Letters & Sounds or Genre (T)</i> <i>Letters & Sounds (TA)</i> <i>Reading Eggs (ICT)</i> <i>Sentence Level Work (Indp)</i>	Maths <i>Focus Task (T)</i> <i>Focus Task (TA)</i> <i>Mathletics (ICT)</i> <i>TT Rock Stars (ICT)</i>	Maths <i>Focus Task (T)</i> <i>Focus Task (TA)</i> <i>Mathletics (ICT)</i> <i>TT Rock Stars (ICT)</i>
12:00 – 12:20	Check In	Whole Class Phonics PowerPoint	Whole Class Phonics PowerPoint	Ninja Maths	Ninja Maths
12:20 – 13:20	(TAs go to lunch 11:50 – 12:20) 12:20 LUNCH 13:00 PLAY TIME				
	<i>Dinners/Yard – Rose, Hannah Sandwich/Yard – Linda</i>	<i>Dinners/Yard – Rose, Hannah Sandwich/Yard – Linda</i>	<i>Dinners/Yard – Rose, Hannah Sandwich/Yard – Linda</i>	<i>Dinners/Yard – Rose, Hannah Sandwich/Yard – Linda</i>	<i>Dinners/Yard – Rose, Hannah Sandwich/Yard – Linda</i>
13:20 – 13:30	Registration & Slot Drillio				
13:30 – 14:30	Topic – Humanities	Topic – Humanities	Topic Maths – following maths overview 45mins War Time Dance	Morning Groups (30 mins) <i>Guided Reading</i> ~~Poppat~~ Fast Phonics Spellings Handwriting Welsh (30 mins)	Spelling Tests MAD Time Finish Assignments Finish Work



Task 3 -

**What are the biggest challenges a
KS2 teacher faces in a typical day...**



**Challenging
behaviour**

Family

**Appropriate levels of
challenge**

**questions
Emotional support**

Admin and paperwork

**Friendship
disputes**

lack of motivation

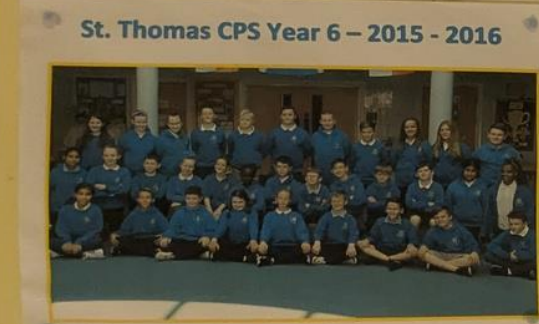
Time management

**Family
questions**

Managing The Learning Environment



Class wall of fame



Cefn Hengoed Football Netball Winners 2013

Team Captains
Nathan Lake and Naomi Thomas
Cefn Hengoed Athletics 2017

Runners Up

Eastside Police Football Tournament Champions - 2014

St. Thomas Primary - 2017 - 18

3rd place 'Greg Rees' 2017

Cross Country Finalist 2017

Cefn Hengoed Athletics Champions 2016

St. Thomas Primary - 2017 - 18

Eastside Police Tag Rugby Festival Winner

St. Thomas CPS Winners of Cefn Hengoed Football and Netball Festival 2017

St. Thomas Primary 2017 - 18

Technocamps Coding National Finalists

St. Thomas Primary 2017 - 18

Swansea Schools' Boys' Football Finalists

St. Thomas Primary 2017 - 18

Eisteddfod Poetry Winner

St. Thomas Primary 2017 - 18

Swansea City FC

Jude Burrows

St. Thomas Primary 2017 - 18

Molly Walters
Netball Player of the Tournament
Cefn Hengoed Festival 2017

St. Thomas Primary 2017 - 18

Bronze Medalist
County Final
Ethan Lewis

Cefn Hengoed Football/Netball Winners 2013



Team Captains
Nathan Lake and Naomi Thomas

Cefn Hengoed Athletics 2017



Runners Up

Eastside Police Football Tournament Champions - 2014



Cefn Hengoed Athletics Champions 2016

St. Thomas Primary 2016 - 17



3rd Place 'Greg Rees' Shield

Cross Country Finalists 2017



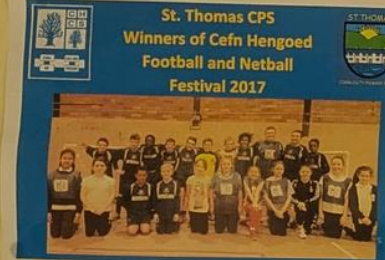
St. Thomas Primary - 2018 - 19



Eastside Police Tag Rugby Festival Winners



Cefn Hengoed Athletics Champions 2015



St. Thomas CPS Winners of Cefn Hengoed Football and Netball Festival 2017



Cefn Hengoed Competition Player of the Tournament

Bronze Medalist - Hurdles County Finals
Ethan Lewis



Technocamps Coding National Finalists



Jude Burrows



St. Thomas Primary 2017-18



Ashton Lloyd Swansea City FC



Molly Walters Netball Player of the Tournament Cefn Hengoed Festival 2017



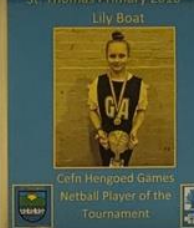
Silver Medal - Shot Put Swansea Indoor Athletics Final



Silver Medal - 60m Sprint Bronze Medal - Long Jump Swansea Indoor Athletics Final



Cefn Hengoed Games Netball Player of the Tournament



Gold Medal - Shot Put Swansea Indoor Athletics Final



Cefn Hengoed Competition Player of the Tournament



Cefn Hengoed Competition Player of the Tournament



Cefn Hengoed Competition Player of the Tournament



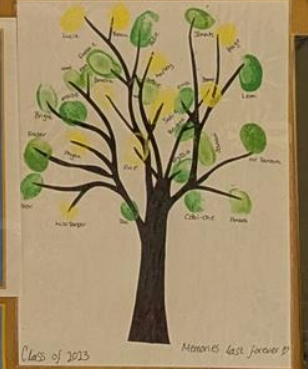
Cefn Hengoed Competition Player of the Tournament



Cefn Hengoed Competition Player of the Tournament



St. Thomas Primary School Year 6 Leavers 2023-2024



Class of 2023



St. Thomas Primary School Year 6 Leavers 2022-2023



West Glamorgan Athletics Club 2023-2024



West Glamorgan Athletics Club 2023-2024



St. Thomas Primary School Year 6 Leavers 2023-2024



FIRE DOOR KEEP SHUT



YEAR 6 CLASS AWARD



Congratulations!



St. Thomas Primary School Year 6 Leavers 2023-2024



St. Thomas Primary 2017-18



Cefn Hengoed Football / Netball Cluster Winners



Cefn Hengoed Cluster Athletics Winners



St. Thomas Primary 2017-18



St. Thomas Primary 2017-18



St. Thomas Primary 2017-18



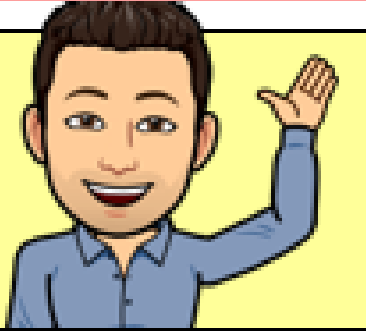
St. Thomas Primary 2017-18

St. Thomas Primary 2017-18

St. Thomas Primary 2017-18

St. Thomas Primary 2017-18

Bore da pawb, good morning all!



Amserlan Heddiw
Timetable Today

Saesneg

Gwasanaeth

Chwarae

Mathemateg

Cinio

Gwyddoniaeth

Chwarae

Gwyddoniaeth

dydd – Friday 26th September, 2025.

$$7,345 + 302 =$$

$$7,345 - 302 =$$

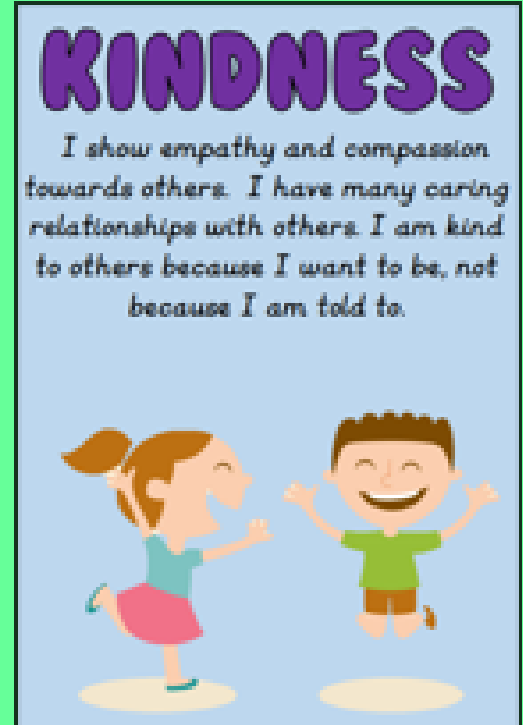
$$54 \times 4 =$$

$$7,515 \div 5 =$$

Order the following:

5.67, 5.7, 5.6, 5.76

Dinner = Fish or Cheese Wrap



Managing The Learning Environment



Managing The Learning Environment





Managing The Learning Environment



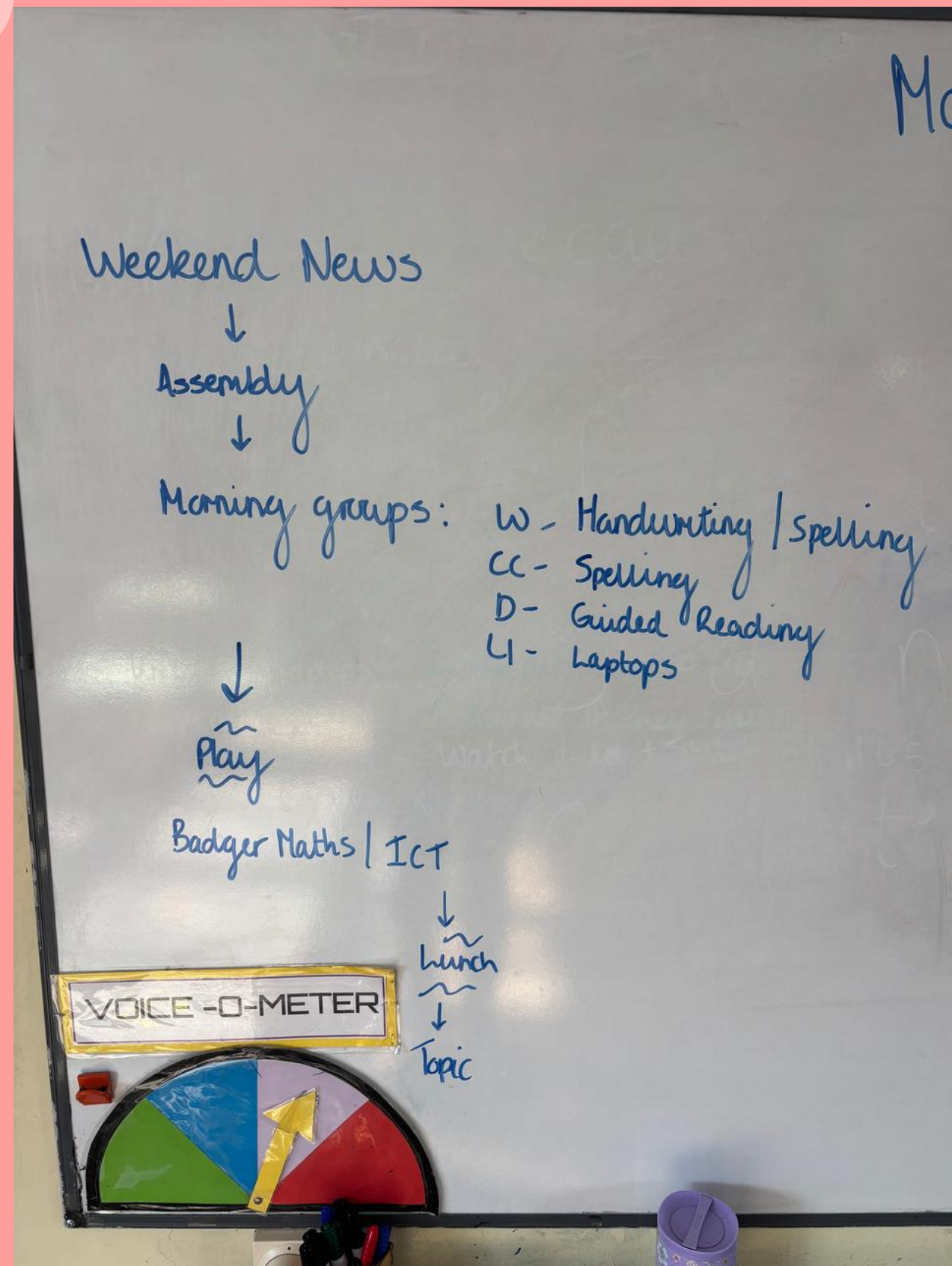
Managing The Learning Environment



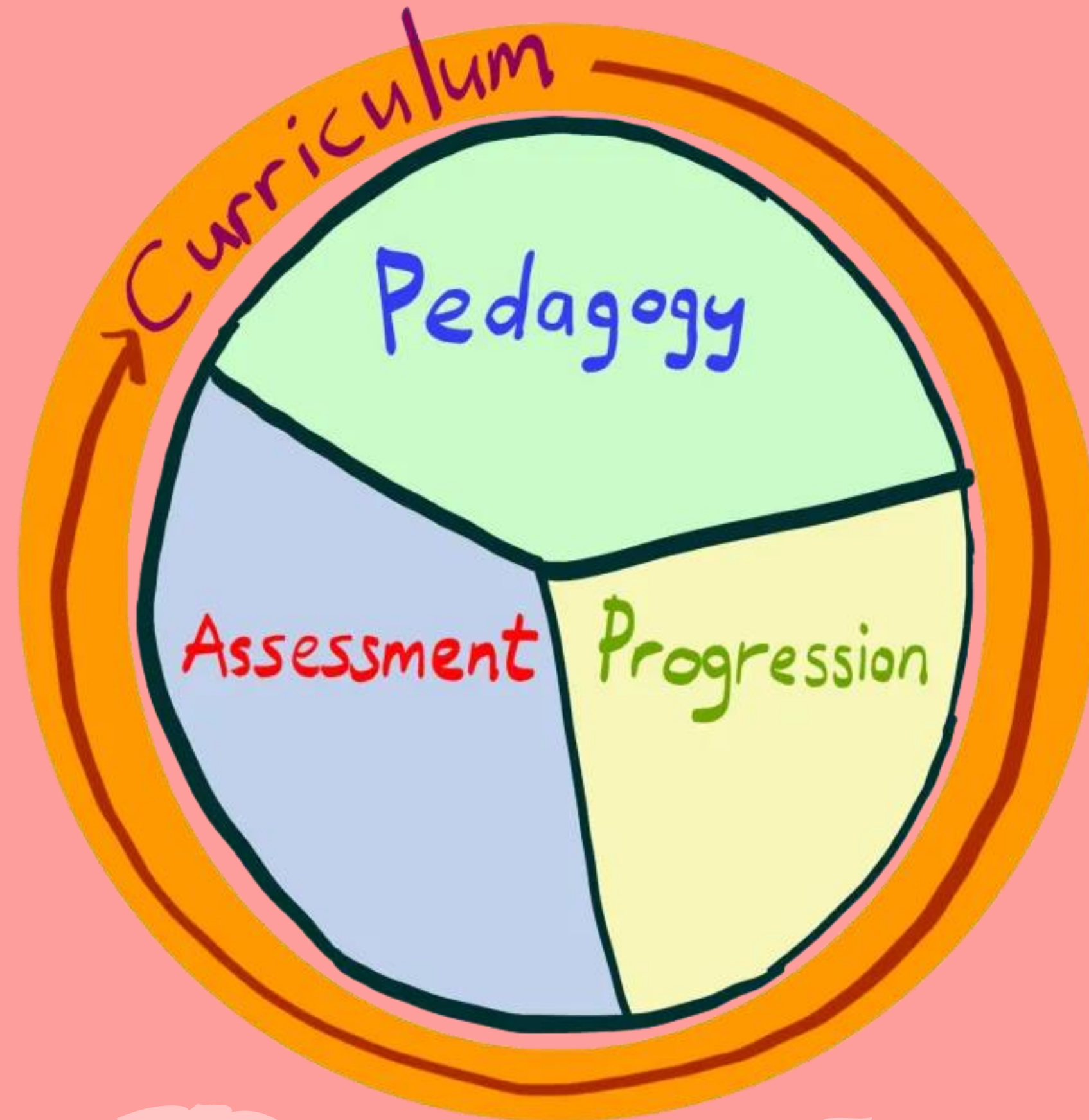
Managing The Learning Environment



Managing The Learning Environment



Curriculum, assessment and pedagogy



**Welsh
Government**

**Estyn
Core and
Interim**

**Local Authority
School Improvement
Advisors**

**Your
School**

**How is the
curriculum
planned and
assessed?**



**Long
Term Plan**



**Medium
Term Plan**



**Short
Term Plan**

**How is the
curriculum
planned in
schools?**

St. Thomas Community Primary School

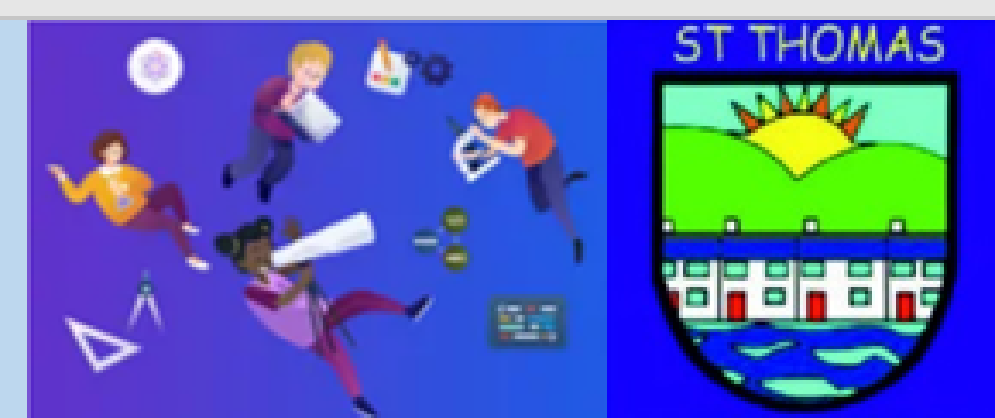
Last Updated July, 2025



Areas of Learning Experience Planning Cycles 2025 - 2026



Science and Technology – Mr. Farrant



	Progression 1 FS, Nursery, Rec	Progression 2 Year 1, Year 2, Year 3	Progression 3 Year 4, Year 5, Year 6
First Half of Year Until February Half Term	<u>Focus 1</u> – Space – Stars, Sun, Moon, Night/Day	<u>Focus 1</u> –Space – Solar System, Moon, Planets, Length of Day/Year	<u>Focus 1</u> – Space – Order of planets – Orbiting Sun, Gravity, Moon and Phases, Asteroids & Comet, Never-ending universe, Other life forms
Second Half of Year Until Summer Holidays	<u>Focus 2</u> – Plants – What is needed? How they grow?	<u>Focus 2</u> – Plants - Life Processes, Diet, Growth, Needs	<u>Focus 2</u> – Plants – Photosynthesis, Main parts of plants and functions, Adaptations.

Humanities – Mr. Giannini



Humanities Curriculum

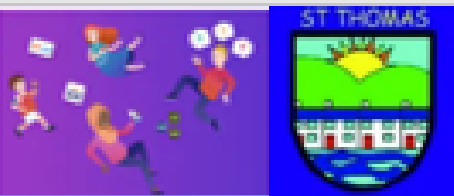
	Progression Step 1	Progression Step 2	Progression Step 3
Annual	Cynefin - Welsh History, Geography, RVE & Social Studies Looking After Our Planet Culture Carnival - Summer Term		
Annual	Cynefin Focus - The Local Area The Seasons Our Environment & Recycling My School is... at the Community (Rec)	Cynefin Focus - Swansea My School is... in the Museum (Y1) My School is... Out and About (Y2) My School is... Going to Work (Y3)	Cynefin Focus - Wales My School is... Exploring Cultures (Y4) My School is... On Residential (Y5/6) My School is... Visiting the Senedd (Y6) Children as Researchers (Y5/6)
Year A	History & Geography - Pirates and Treasure RVE - Special People and Places	History & Geography - Ancient Civilizations: Romans, Greeks and Egyptians RVE - Christianity	History & Geography - The British Empire RVE - Non-Religious Worldviews
Year B	History & Geography - Dinosaurs and Prehistoric Life RVE - Special Objects	History & Geography - Kings, Queens and Castles RVE - Islam	History & Geography - War, Conflict and Migration RVE - Sikhism & Hinduism
Year C		History & Geography - Life in Ancient Wales: Our Celtic Roots RVE - Judaism	History & Geography - Natural Disasters Through Time & Human Response RVE - Buddhism

Health and Wellbeing – Mrs Hellier



Term	Progression Step 1 FS, Nursery, Rec	Progression Step 2 Year 1 - 3	Progression Step 3 Year 4 - 6
Autumn 1	PE SKIP and FMS PSE Starting School/ Ourselves	PE SKIP and Invasion Games PSE Ourselves / Body image	PE – Y4 – Hockey/ Dodgeball / Gymnastics/ Swimming/ Dance Y5 – Tennis/ Volleyball / Gymnastics/ Swimming/ Dance Y6 – Badminton/ Basketball/ Gymnastics/ Swimming / Dance PSE – Ourselves / Body image
Autumn 2	PE Gymnastics PSE Anti-bullying Week / World Kindness Day / Friendships	PE Gymnastics PSE Anti-bullying Week / World Kindness Day / Friendships	PE – Y4 – Hockey/ Dodgeball / Gymnastics/ Swimming/ Dance Y5 – Tennis/ Volleyball / Gymnastics/ Swimming/ Dance Y6 – Badminton/ Basketball/ Gymnastics/ Swimming / Dance PSE – Anti-bullying Week / World Kindness Day / Friendships
Spring 1	PE SKIP and FMS PSE Children's Mental Health Week / Screen Time	PE SKIP and Net and Wall Games PSE Children's Mental Health Week / Screen Time	PE – Y4 – Hockey/ Dodgeball / Gymnastics/ Swimming/ Dance Y5 – Tennis/ Volleyball / Gymnastics/ Swimming / Dance Y6 – Badminton/ Basketball/ Gymnastics/ Swimming/ Dance PSE – Children's Mental Health Week / Screen Time
Spring 2	PE Dance PSE Families	PE Dance PSE Families	PE – Y4 – Hockey/ Dodgeball / Gymnastics/ Swimming/ Dance Y5 – Tennis/ Volleyball / Gymnastics/ Swimming / Dance Y6 – Badminton/ Basketball/ Gymnastics/ Swimming/ Dance PSE – Families
Summer 1	PE SKIP and FMS PSE Healthy Eating – food and drink	PE SKIP and Striking and Fielding PSE Healthy Eating – food and drink	PE – Y4 – Hockey/ Dodgeball / Gymnastics/ Swimming / Dance Y5 – Tennis/ Volleyball / Gymnastics/ Swimming/ Dance Y6 – Badminton/ Basketball/ Gymnastics/ Swimming/ Dance PSE – Healthy Eating – food and drink
Summer 2	PE SKIP and FMS PSE Sleep	PE SKIP PSE Sleep	PE – Y4 – Hockey/ Dodgeball / Gymnastics/ Swimming / Dance Y5 – Tennis/ Volleyball / Gymnastics/ Swimming/ Dance Y6 – Badminton/ Basketball/ Gymnastics/ Swimming/ Dance PSE – Heart Start and RSE / Sleep

Health and Wellbeing – Mrs Hellier

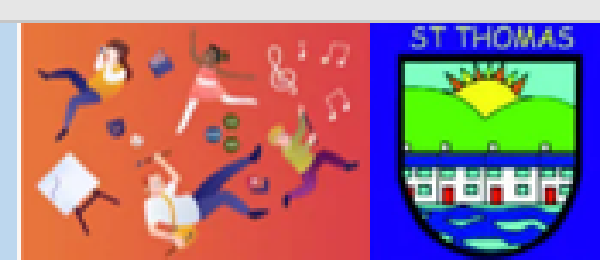


Statements of What Matters	Progression Step 1 Nursery – Rec	Progression Step 2 Year 1 - 3	Progression Step 3 Year 4 - 6
----------------------------	-------------------------------------	----------------------------------	----------------------------------

Whole school expectations: Every class to have a feelings check in.
 Every child to have access to a trusted adult.
 All classes to have health and well-being books available in their reading areas.
 All classes to display the right of the month poster and character strengths.

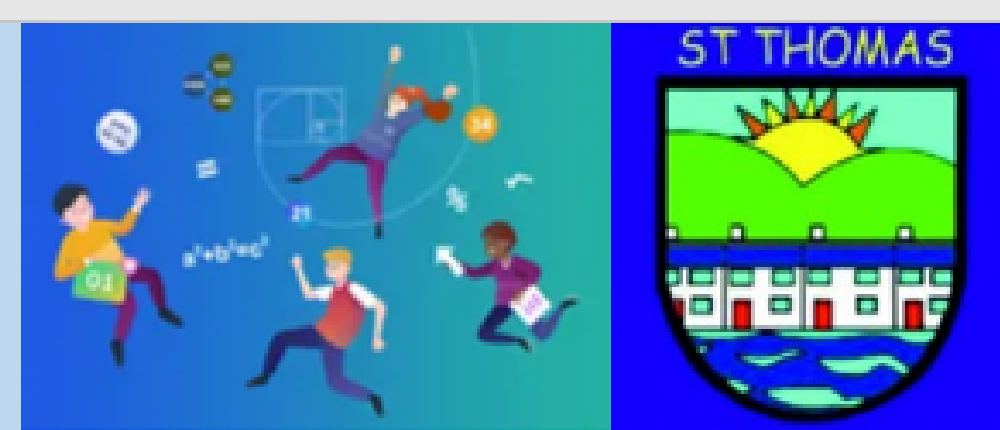
Health Promoting Behaviours	1 P.E. sessions per week Minimum of 1 outdoor learning session each week.	1 P.E. session per week. 1 x outdoor learning session per week.	1 P.E. session per week. Each class half a term of swimming. 2x outdoor learning sessions per half term.
Mental Health & Emotional Well Being	.dots mindfulness delivered weekly.	.dots mindfulness delivered weekly to Y1/Y2. Y3 – the Present curriculum	Paws b – Y4 .breathe Y6 Present curriculum incidentally.
Decision Making	Hygiene – handwashing, germs, tooth brushing. Importance of drinking water. Healthy eating – school recipe book Spectrum sessions – bi-annually.	Hygiene – personal touch, handwashing, germs, tooth brushing. Healthy eating – school recipe book. Spectrum sessions – bi-annually.	Healthy eating – school recipe book. Hygiene – personal hygiene (expanding on previous progression steps) Spectrum sessions bi-annually – positive relationships including healthy and unhealthy relationships.
Social Influences	Role play in the classroom – at least 2 per half term. Access to enhanced and continuous provision, daily. Visits from outside agencies – Nurse, police. Residential weeks.	Role play in Year 1 and 2 – at least 1 per half term. Role play opportunities in Year 3. Police liaison service. Access to enhanced and continuous provision, daily. Visits from outside agencies – Nurse, police. Residential weeks.	Y5/Y6 – medication lesson – discussion.
Healthy Relationships	Thrive approach. Right of the month circle time. Online safety. Fortnightly rainbow challenges in Reception. Sleep and screen time. Road safety.	Thrive approach. Right of the month circle time. Online safety. COOL/Rainbow challenges. Sleep hygiene. Screen time. Road safety.	Heart start – Y6 Mrs Parker. Police liaison service. Crucial Crew – Y6. Residential – Y5/Y6. RSE Discussion groups. ELSA groups/ Visits from outside agencies – Nurse, police. Knowledge of screen time. Online safety. COOL challenges. Importance of sleep and it's effect on our body.

Expressive Arts – Mrs. Millar



Progression 1 Nursery – Reception	Progression 2 Year 1 - 3	Progression 3 Year 4 - 6
<u>Art</u> Collages, printmaking with a range of materials, tile printing, mark making ('chunky' drawing tools), finger painting, <u>Drama</u> Role play corner, Bringing fairy tales/class books to life acting specific scenes, puppet shows, performing nursery rhymes/poems <u>Dance</u> Dance inspired by fairy tales, nursery rhymes, imitating animals <u>Music</u> Making music with untuned percussion (e.g. drums, cymbals, triangle), exploring music through <u>fairytales</u>, nursery rhymes <u>Film and Digital Media</u> Capturing photos using Seesaw e.g. photo scavenger hunt), response to animated stories, responding to/simply recording audio e.g. microphones	<u>Art</u> Sculptures from dry materials and clay, local area sketch work, chalk pastels, tie dye, marbling <u>Drama</u> Play scripts, miming, freeze frames, hot seating, rehearsing and then performing with use of green screen <u>Dance</u> Dance inspired by class books, Folk dancing, hip hop, War dances <u>Music</u> Making music with tuned percussion (e.g. <u>boomwhackers</u>, glockenspiels, xylophones), exploring music in TV/film, sea shanties, reading music letters <u>Film and Digital Media</u> Exploring photography, Capturing/editing photos exploring apps (e.g. <u>Chatterpix</u>, pic collage), response to live action & animated film, comparing books/ film, use of stop motion animation	<u>Art</u> Portraits, landscape art, 3D art, typography, oil pastels, charcoals, wax resist, weaving, beach art <u>Drama</u> Play scripts, Improvisation Drama, adapting viewpoint/performance (thinking hats), rehearsing and evaluating, performing with use of iMovie <u>Dance</u> Dance inspired by film, street dancing, jazz, contemporary dance <u>Music</u> Making music from other instrument families (e.g. recorders, keyboards), music in industry (its uses in jingles, advertisements, social media), popular/current music, reading simple music staves eg <u>treble clef</u> <u>Film and Digital Media</u> Exploring film, Capturing/editing photos/film using apps (e.g. iMovie, Book Creator), response/comparing different media, positive/negatives of social media, podcasting

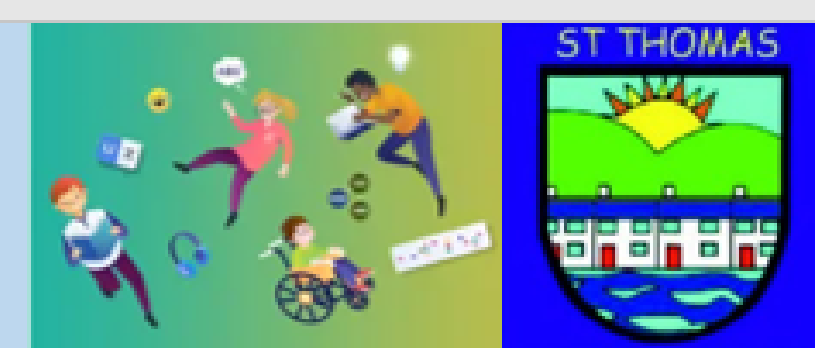
Numeracy and Mathematics



Progression 1 Nursery – Reception	Progression 2 Year 1 - 3	Progression 3 Year 4 - 6
Counting Money Comparison of sets Addition and subtraction Patterns and sequences Terms equal and not equal Time Measure Shape Position and direction Data collection and interpretation Grouping of sets	4 arithmetic operations Place value Fractions Patterns and sequences Comparing quantities Simple algebraic sentences Measure-standard/non standard 2D and 3D shapes Positioning and rotation Data collection and interpretation Grouping of sets	Place value and Fractions, ratio, proportion and scale Financial numeracy Patterns of number and shape Equality and inequality with number sentences Function machines and equations Time and calculations Measure (and converting units) Shape and symmetry Basic formulae Coordinates and angles Data collection and interpretation Mean, probability and chance

Language, Literacy and Communication

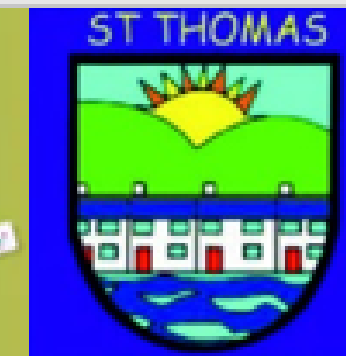
Oracy and Reading – Mr. Goss



Progression 1 Nursery – Reception	Progression 2 Years 1, 2 and 3	Progression 3 Years 4, 5 and 6
Greetings, songs, animations and stories celebrating a range of cultures and languages. <u>Oracy</u> – Listening Skills <u>Reading</u> – Phonics and Word Recognition. <u>Oracy</u> – Speaking Skills <u>Writing</u> – Emergent writing, letter formation and sentence construction Songs, rhymes, poems, stories, multi-media and drama.	Songs, stories, films representing a range of other cultures and languages. Language of the Month. <u>Oracy</u> – Listening Skills <u>Reading</u> – Reading Behaviours Vocabulary acquisition tasks <u>Oracy</u> – Speaking Skills <u>Writing</u> – In a range of genres Writing Journey Grammar, Punctuation, Spelling (GPS) tasks Handwriting/Word processing Songs, rhymes, poems, Stories, multi-media and drama.	Songs, stories and films representing a range of other cultures and languages. Language of the Month and timetabled language lessons for our additional International language. <u>Oracy</u> – Listening Skills <u>Reading</u> – Reading Behaviours Vocabulary acquisition tasks <u>Oracy</u> – Speaking Skills <u>Writing</u> – In a range of genres Writing Journey Songs, rhymes, poems, stories, multi-media and drama.

Language, Literacy and Communication

Writing – Mr. Goss



Annual Expectations

Form of Writing	Nursery	Reception	Year 1	Year 2'	Year 3	Year 4	Year 5	Year 6
Narrative/ Stories	Oral contribution to retell a well-known story e.g. using puppets/ story map. Emergent writing to retell a well-known story.	Sentences about a well-known story. Sequence of sentences about a well-known story, with a beginning, middle and end. Storyboard with a sequence of 3.	Story writing with a predictable language pattern, including character descriptions. Story retelling a traditional tale with description of character/ setting – imitating the plot. Storyboard with 5 – 7 sequences.	Imitation of a story with a familiar setting. Story based on a traditional tale or fable with a dilemma to solve e.g. Jack and the Beanstalk. Story Mountain with orientation, conflict, build up and resolution.	Story with a familiar setting innovating on a model e.g. changing the setting or ending – 2 weeks. Story with some innovation on the model, based on a traditional tale with a moral or lesson – 2 weeks. Creation of a comic in Comic Life based on a narrative we have created – 2 weeks.	Story set in an imaginary world – 2 weeks. Narrative from different perspectives – imitating a well-known story e.g. Cinderella from the point of view of the Prince, Fairy Godmother, Cinderella and the Ugly Sisters – 3 weeks. Creation of a comic in Comic Life based on a narrative we have created – 2 weeks.	Spooky story or horror writing – 2 - 3 weeks. Retell or imitation of a Welsh myth or legend – 2 -3 weeks. Creation of a comic in Comic Life based on a narrative we have created – 2 weeks.	Science fiction story (including reported or direct speech) – 2-3 weeks. Invention or creation of their own Welsh myth or legend – 2 -3 weeks. Write director's notes/plan after watching a film clip e.g. Dangle – 2 weeks.
Poetry	Choral recitation and joining in e.g. rhymes and jingles. Drawing in response to listening to a poem, rhyme or jingle	Choral recitation and joining in e.g. rhymes and jingles. Repetitive poem with a structure e.g. an acrostic or a pattern e.g. My mum is...My dog is...My dad is...	Shape or diamante poem. Senses poem using stems e.g. X smells like..., X sounds like... X looks like...	Senses poem with a pattern. Shape poem or Cinquain	List poem based on a character from fiction or non fiction – e.g. based on 10 Things Found in a Shipwrecked Sailor's Pocket - 2 weeks. Kennings poem (-er) – 1 week. Performance poem e.g. based on 'I'd rather' by Bruce Lansky – 2 weeks.	List poem based on an imaginary character/ creature of our own creation – 2 weeks. Haiku or Tanka or cleriheuw poem – 2 weeks.	Narrative poem based on a story you have read – 2 - weeks. Lyrics based on the tune of a well-known song – 2 weeks.	Personification poem e.g. based on Giant Winter - 2 weeks. Poetry comparison – 2 weeks.
Recount	Oral recount of something that they have made/drawn/ built Emergent writing and mark making.	Oral recount of Something they have made/drawn/ built Recount of a favourite day or event.	Recount about something I have experienced or a place I have been.	Diary of a trip with thoughts and feelings as well as events.	Diary from the perspective of a fictional character - 2 weeks.	Diary from the perspective of a factual character -2 weeks.	Diary from two fictional or factual character's opposing perspectives – 2 weeks.	Diary from multiple fictional or factual character's perspectives to show multiple points of view – 2 weeks.
Journalistic Writing/adverts			Poster with labels.	Poster organised into sections/headings to provide information about a real event.	Advert to provide information and persuade – 2 weeks.	Newspaper report based on a factual or fictional event, including the 5 <u>Ws</u> – 2 weeks.	Newspaper report based on an imaginary event including the 5 <u>Ws</u>, an interview, caption/diagram etc. – 2 weeks.	Spoof writing/fake news report e.g. after viewing the IKEA Doggie High Chair advert – 2 weeks. Live radio broadcast including an interview – 2 weeks.



St. Thomas CPS Medium Term Planning - PS3 - Year 6 - Autumn

LLC - English

Skellig and Eye of the Storm

Oracy

PSE - Prefect Job Presentation

Drama - Skellig / Eye of The Storm Scene

Reading

Skellig - Synopses and predictions

Visualisation

Space Comprehension

Writing

Descriptive writing

Non Chron Report - Tornadoes

Letter and Diary Writing - Skellig

Significant Days / Themes / Hooks

Eye of the Storm - Theatr Na Nog - Waterfront Museum Workshops

Skellig

Space Dome

Show Racism Red Card

Humanities

Climate Change - Eye of the Storm
How tornadoes are created

RVE - How the World began - Big Bang v Creation

Mountains of the Solar System

Geography - Map skills of famous tornadoes

Science and Technology

Science Investigation

Space - Asteroid Crater Investigation

Order of Planets

Asteroids and Craters

Coding

Scratch - Space Raiders Game

DT / STEM

Egg drop linked to returning astronauts to Earth safely.

Bottle Rocket project

Egg drop challenge - astronauts

Expressive Arts

Eye of the Storm - Drama
Performance

Art - Solar System

Art - Welsh Dyma Fi

Modelling - Clay model of bird - Skellig

Mathematics and Numeracy

Math SOW

LLC - Welsh

Oracy

Dyma Fi - Speed dating
- Personal Information

Reading

Dyma Fi - Eye of the Storm Character

Writing

Dyma Fi - Eye of the Storm Character?
Skellig?

Health and Wellbeing

Basketball

Mindfulness

Diet and Exercise - Astronaut

Happen Survey

Fitness Friday

CAHMS - Mental Health

Cross Curricular Opportunities

Literacy Across The Curriculum

Tornadoes

Descriptive writing - Setting the Scene
Non Chronological report

Solar System

Factfile on planets

Reading comprehension on Space

Drama - Tornadoes / Skellig

Numeracy Across The Curriculum

Space - Budgeting for a space shuttle launch

Area and perimeter of launch pads

Budgeting for a rocket ship / parachute challenge

Literacy - Skellig - Chinese menu

Data handling - emotional line graph

Digital Competency Opportunities

Space - research and fact file.

Database - Tornadoes and planets

Coding - Scratch game on space and Micro;Bits.

Word processing skills

PowerPoint job presentations



St. Thomas CPS Medium Term Planning - PS3 - Year 6 - Autumn

Five Cross Cutting Themes

Relationship and Sexuality Education

Healthy relationships
Trusted Adults

Human Rights and UNCRC

Class Charter
PowerPoint explaining rights
Pupil Voice Group – Rights Ambassadors

Diversity

UNCRC – Rights of a Child
Weekly celebrations
Show Racism Red Card
Eye of the Storm

Local, National & International contexts

Shwmae day – living in Wales
Eye of the Storm – Wales
Astronauts from Wales

Careers and Work Related Experiences

Prefect Job Presentations
Peer assessments
Astronauts
Coding and gaming

Four Integral Skills to the Four Purposes

Creativity & Innovation

COOL challenges
Independently explore provision in the class
COOL Planning

Critical Thinking & Problem Solving

Making sensible choices and decisions when following class rules and routines.
Egg Drop Challenge

Personal Effectiveness

Planning and Organisation

COOL Challenge books
Contributing to the organisation of the classroom
Pupil Voice – COOL topics for Space

Family Engagement Opportunities

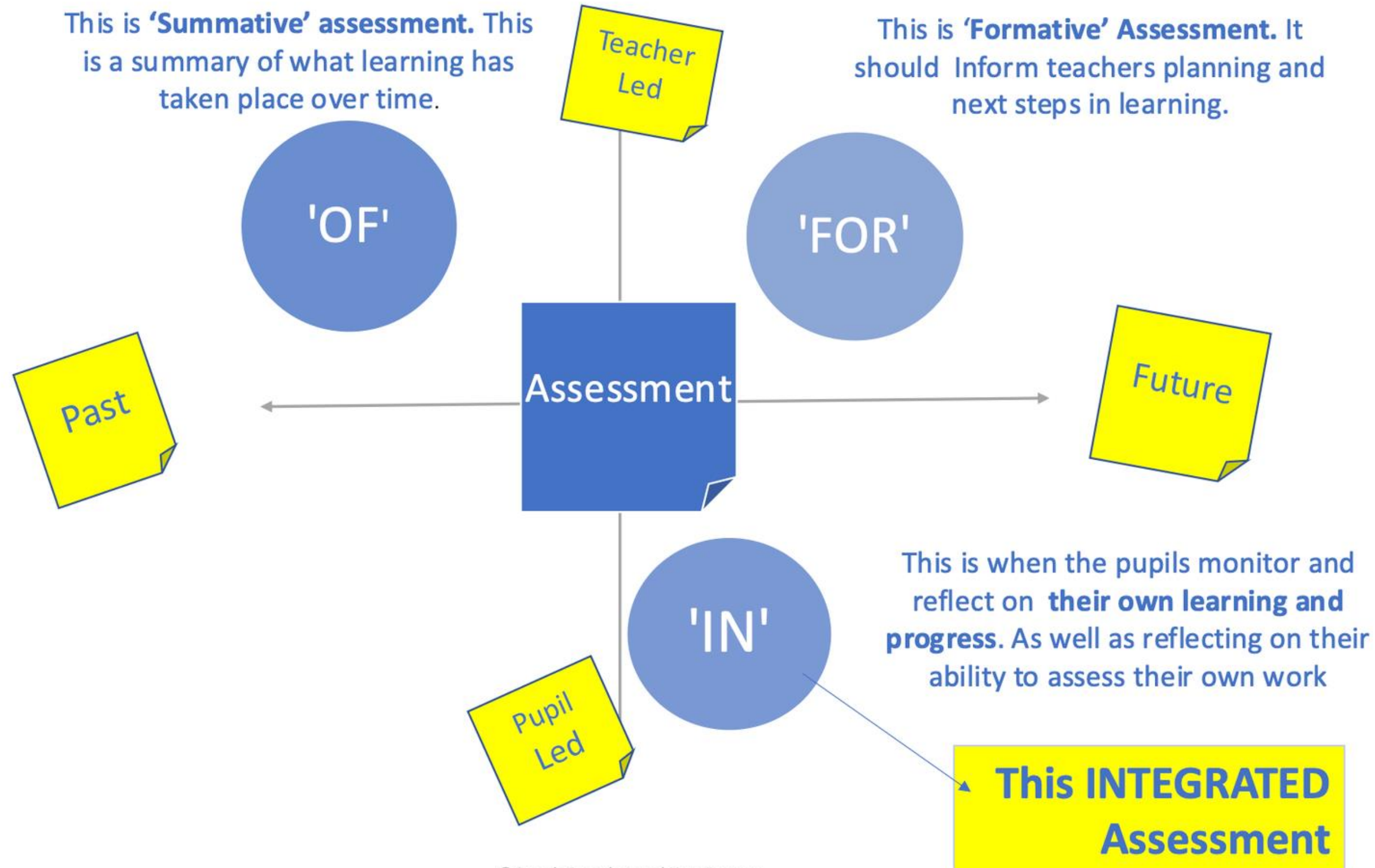
Family Sharing – 23rd September
Family consultations – October

Monday	Tuesday	Wednesday	Thursday	Friday
Register and Reading Carousel 8:50 – 9:15				
9:15 – 10:15 Meeting PGCE Students - Ingrid Literacy Skellig Improving Writing Garage	9:15 – 10:15 Numeracy Decimals X and ÷ by 10, 100, 1,000 Scaffold	9:15 – 10:15 PGCE Presentation Ingrid Numeracy Decimals X and ÷ by 10, 100, 1,000 Spinners	9:15 – 10:15 Cefn Hengoed Transition Day	9:00 – 10:00 PPA - Ingrid PSE Body Image
Assembly 10:15 – 10:35				
Break Time 10:45 – 10:55				
11:00 – 12:15 Numeracy Decimals X and ÷ by 10, 100, 1,000 Intro	11:00 – 12:15 Science Coding Scratch – Space Animation	11:00 – 12:15 PGCE Presentation Ingrid Science Planets Ordering Of Planets and Top Trumps Game	11:00 – 12:15 Cefn Hengoed Transition Day	11:00 – 12:15 PPA – Ingrid PSE Happen Survey
Lunch Time 12:15 – 1:15				
1:15 – 2:25 PE Basketball	1:15 – 2:25 Literacy Skellig Improving Writing Garage	1:15 – 2:25 PGCE Presentation Ingrid Italian	1:15 – 2:25 Cefn Hengoed Transition Day	1:15 – 2:25 PPA - Ingrid COOL Challenges
Break Time 2:25 – 2:35				
2:35 – 3:20 CAMHS Talk	2:35 – 3:20 Literacy Skellig Improving Writing Garage	2:35 – 3:20 PGCE Presentation Ingrid Science Planets Pneumonic	2:35 – 3:20 Cefn Hengoed Transition Day	2:35 – 3:20 PPA - Ingrid COOL Challenges

Assessment

Assessment For Learning v Assessment Of Learning

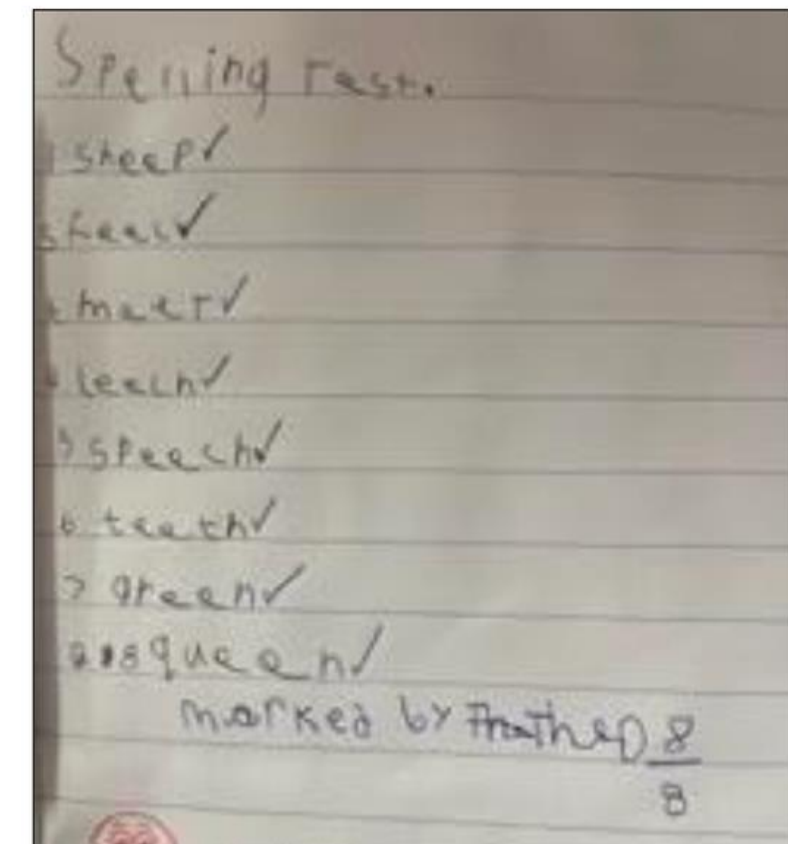
Assessment 'IN' Learning



may see...

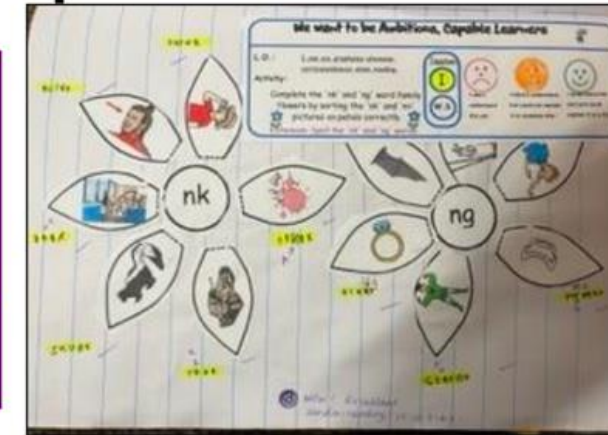
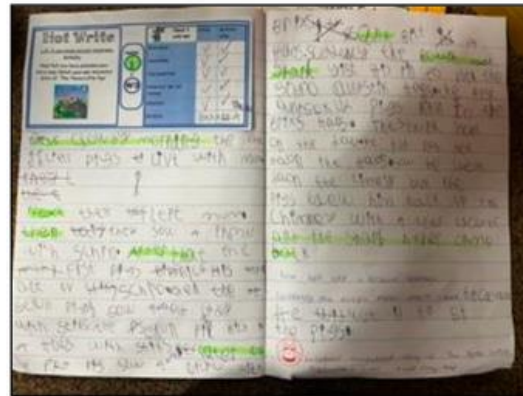
A young child with dark hair, wearing a blue sweater, is sitting at a blue table. They are using a green marker to draw a bee. The child has written 'bee' three times, followed by 'is yellow and black' and 'is tall and leafy'. There are other children and tables in the background, suggesting a classroom setting.

Intensions
of Learning
Feedforward



Exemplar

On the spot- purple/ green pen



Informal Feedback

Informal feedback is spontaneous and can occur at any time during learning.

It instantly impacts upon pupils learning.

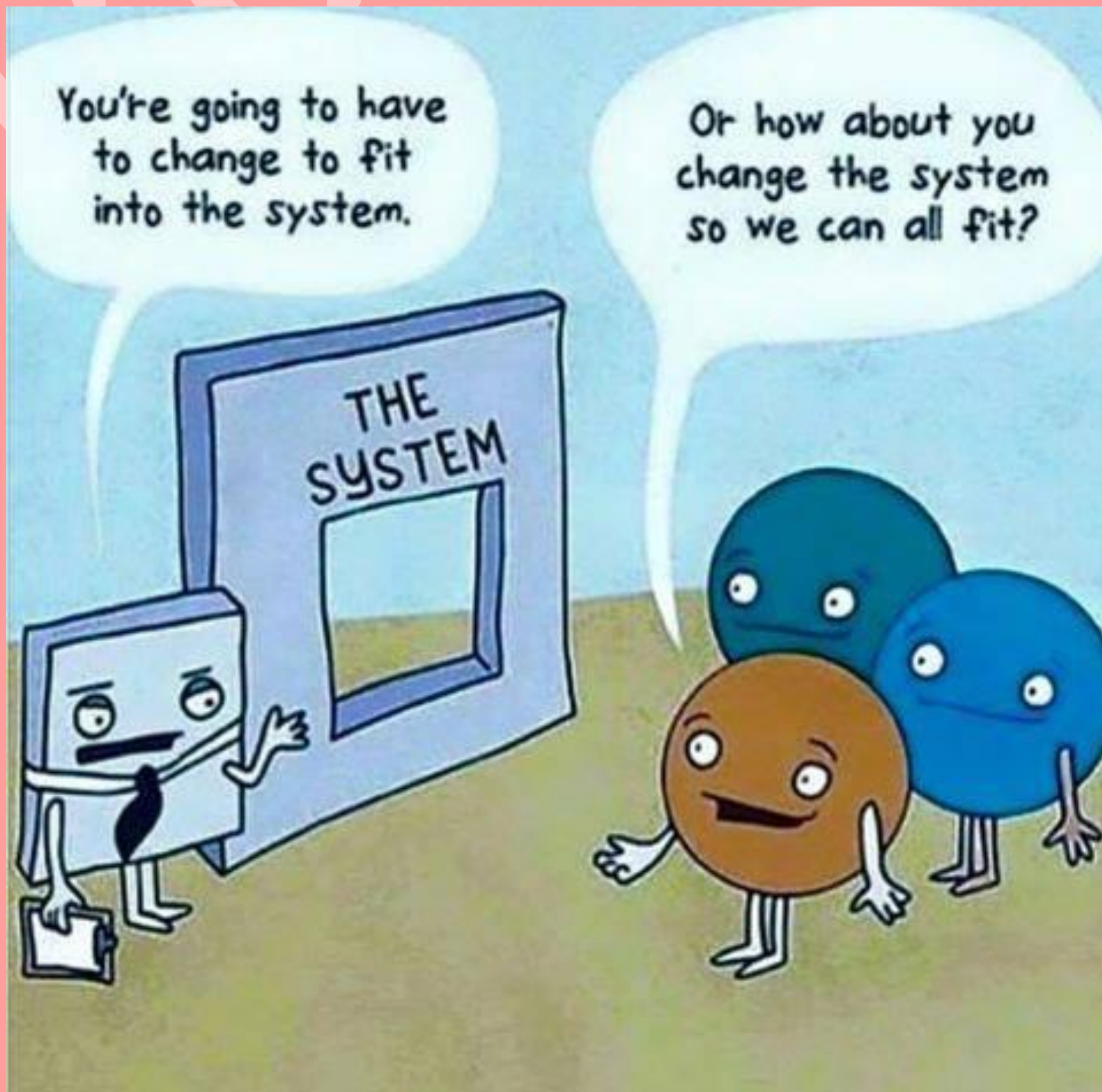
It is when Teachers encourage, coach or guide pupils in their decision making for learning.

For informal feedback to be successful and effective, Teachers must have built a good rapport/ strong relationships with pupils.



- Learning Intentions
- Evidence of Learning
- Feedback to Feedforward
- Peer Assessment
- Self Assessment
- Quality of Questions





Pedagogy
How children learn?

Pedagog
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ELSA Interventions

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Disabilities

The 12 Pedagogical Principles of the Curriculum for Wales are foundational guidelines designed to support effective teaching and learning. They were developed as part of Professor Graham Donaldson's Successful Futures report and are intended to underpin curriculum design and classroom practice across all phases of education in Wales.

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

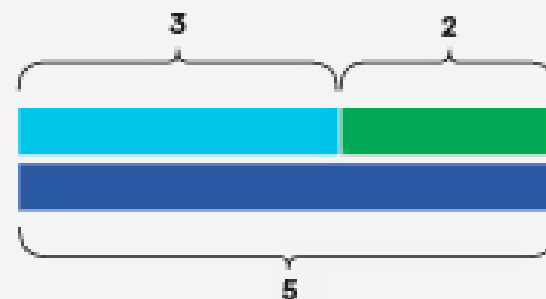
Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence



Concrete



Pictorial

$$3 + 2 = 5$$

Abstract

Task: 4



Talk about your
favourite memories
from KS2 -
lessons/trips



Lessons/Experiences in KS2









Dear Cadle Primary School Y3/4 children,

First of all, I would like to say a huge thank you for the warm welcome you gave me when I visited you a few weeks ago. By far the best school I have visited in the last few years, your behaviour and listening was amazing.

On that note, I am writing to you to ask for your help. If you remember from my last visit, I talked to you about the importance of not only recycling cans and tins, but also about the importance of recycling them correctly.

Whilst I was walking back to my car from your fantastic school, I was shocked by the amount of green recycling bags outside peoples homes that were incorrectly sorted. I have sent you 2 bags of recycling to show you exactly what I mean. You see what is wrong with these? That's right, the paper/card and tins/cans should be recycled in separate bags. The workers in the recycling plant simply don't have the time to go sorting through these bags and as a result they will be dumped on the lorry straight to the landfill site...

This is where I need your help. Could you create some posters that can be put up in the local community to educate families on how to recycle these materials correctly. I am aware you live in a diverse and multilingual community, so I will leave it up to you to decide how you will present these posters around the local area. You are the experts here!

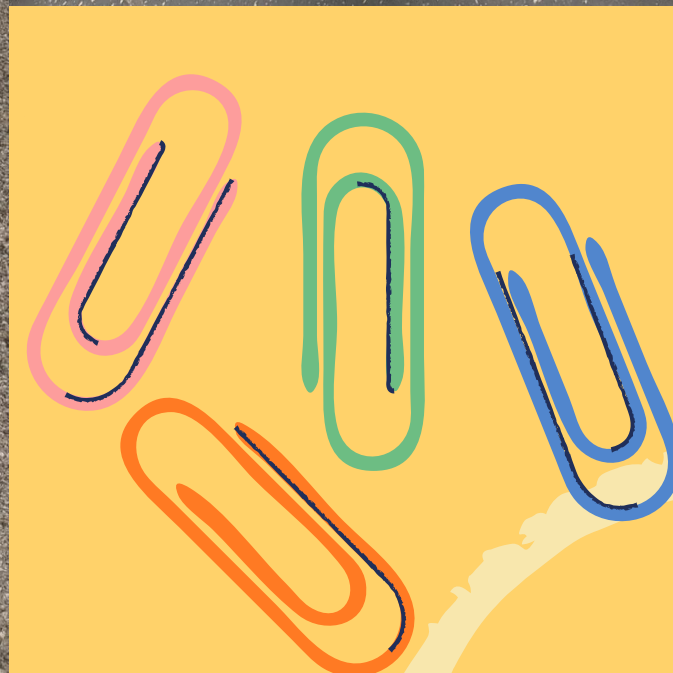
After you have created your posters, can you please send me some photos of them out and about?

I can't

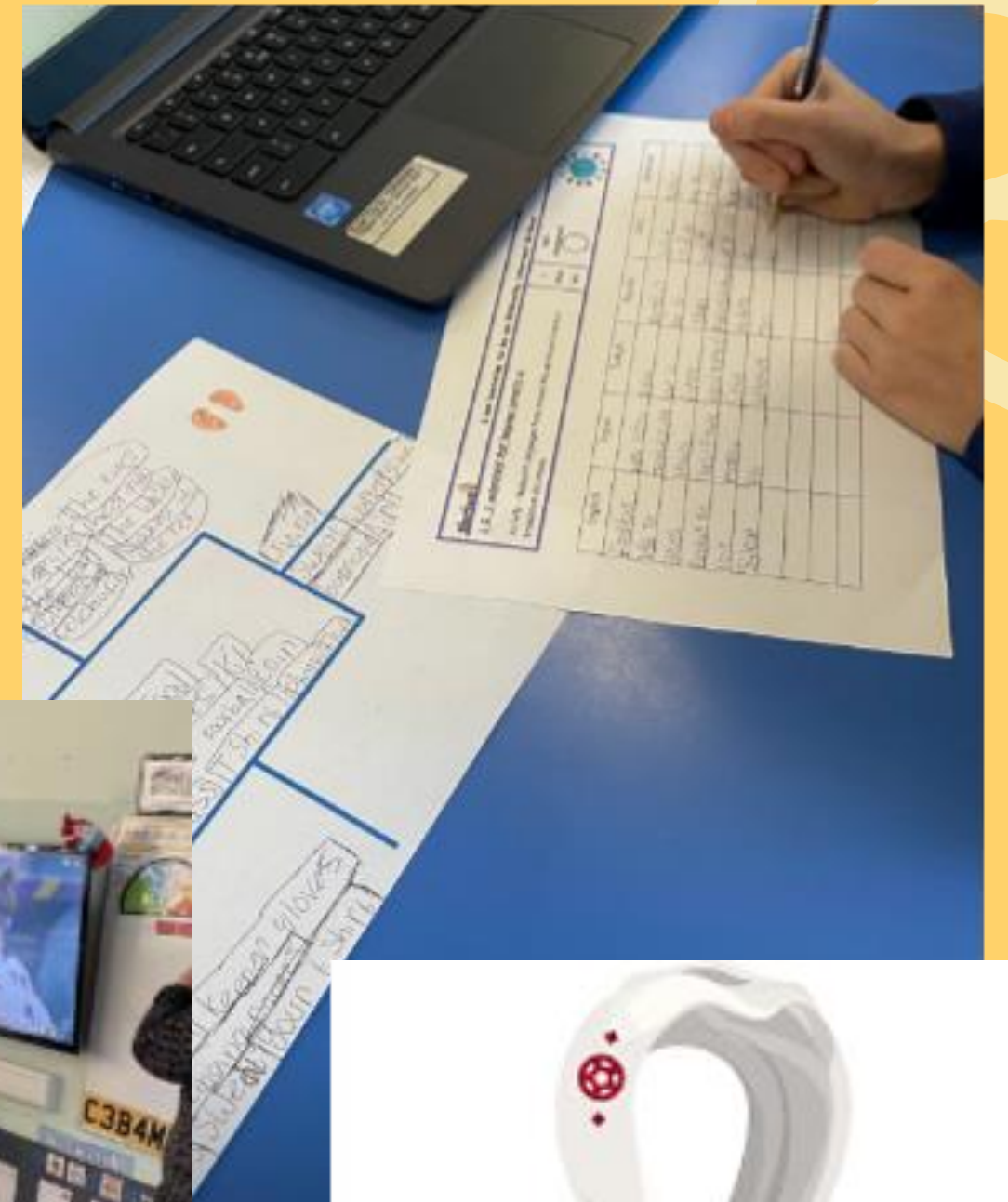
Thank you
Eleanor
TATA STEEL

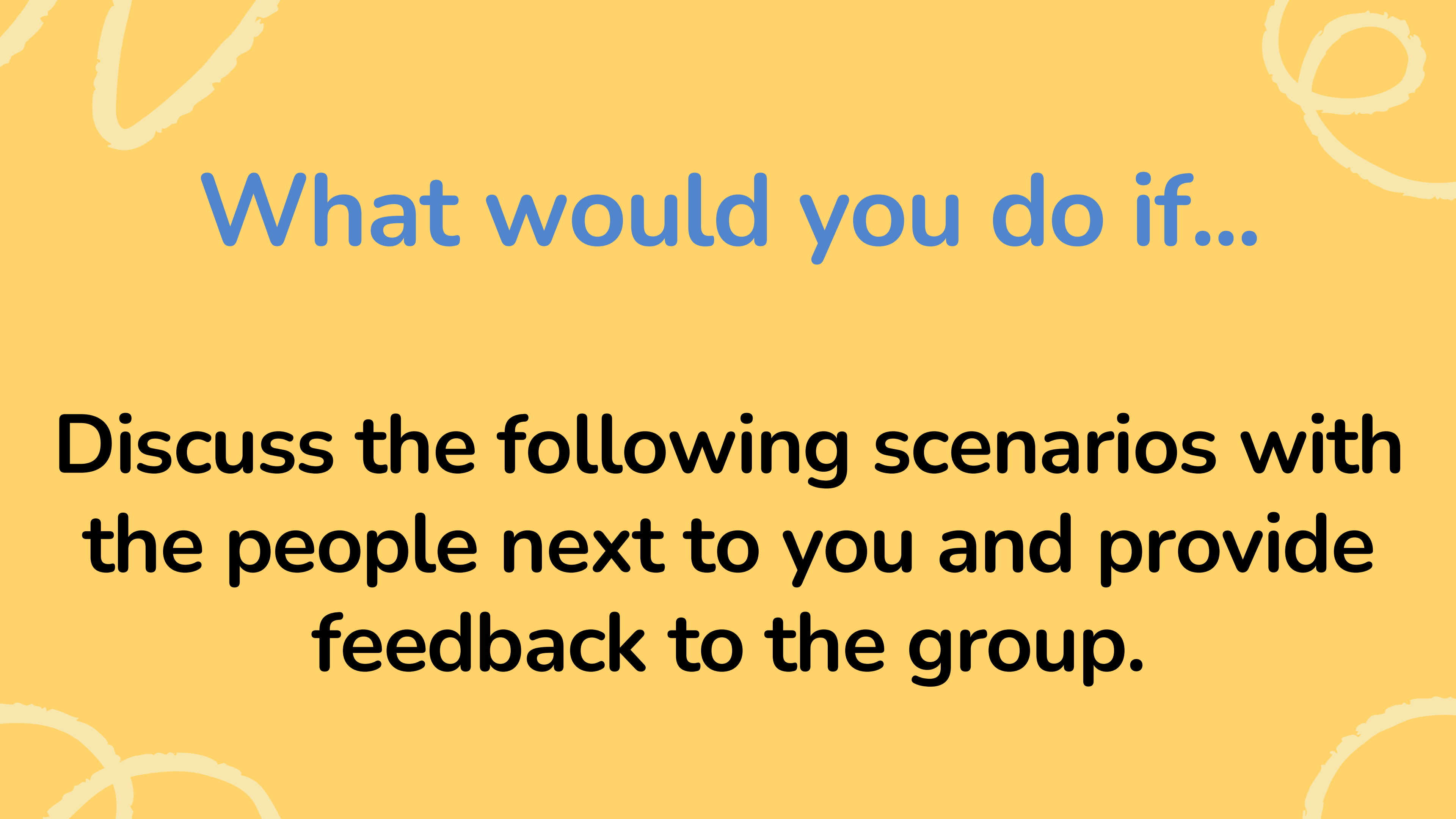


Lessons/Experiences in KS2 - Cadle



Lessons/Experiences in KS2 - Cadle





What would you do if...

Discuss the following scenarios with the people next to you and provide feedback to the group.

Scenarios

Scenario 1

One pupil, Sam, keeps fiddling with his pencil, staring out the window, and doesn't participate when asked to answer questions. The rest of the class is following the lesson well.

Scenarios

Scenario 2

In a Year 5 English lesson, pupils are working in groups to plan a story. One group is arguing constantly and struggling to make progress, while another group is finishing quickly and waiting for instructions.

Scenarios

Scenario 3

During a Year 6 science experiment, two pupils start teasing each other, distracting the class. Other pupils are becoming restless and not completing the experiment.

Scenarios

Scenario 4

During a PSHE lesson about friendship and conflict, one pupil shares a personal story that clearly affects them emotionally. Other pupils are listening quietly, and the atmosphere is tense.

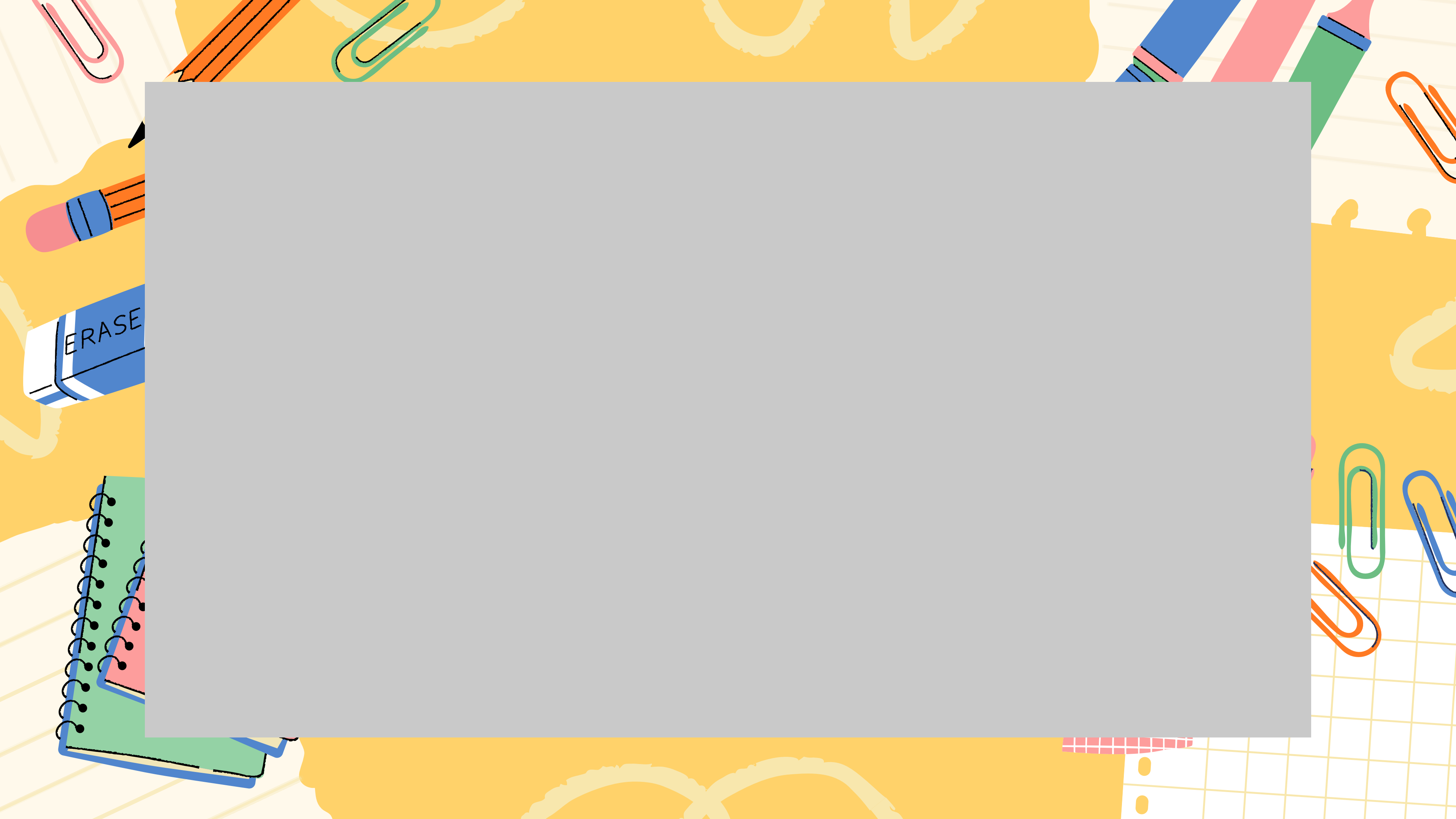
Scenarios

Scenario 5

During a Math lesson, you notice that Gracie has a bruise on her arm. You ask where Gracie got it from and she said that her dad grabbed her.

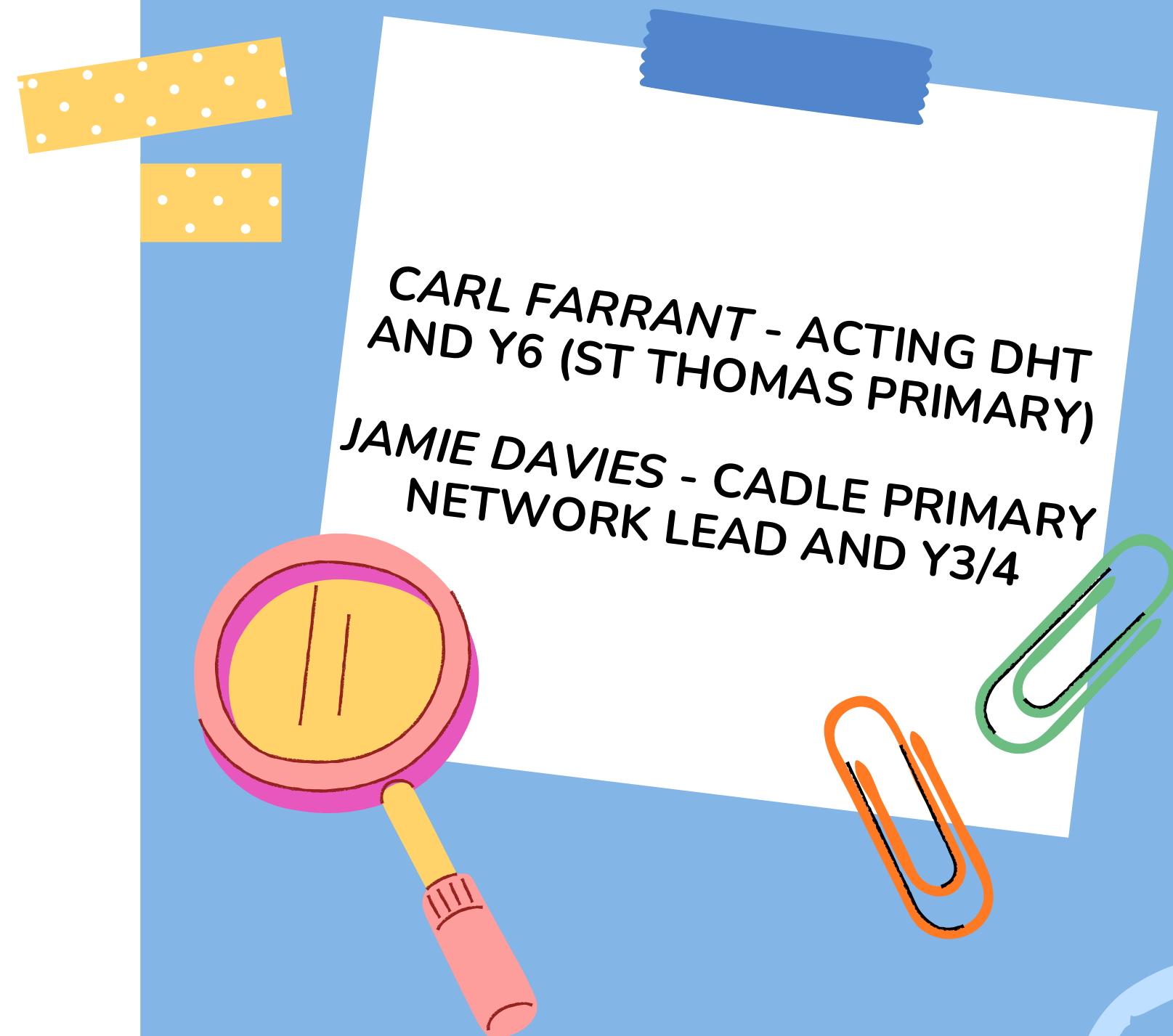


 REMEMBER...
RELATIONSHIPS
FIRST





Please ask us
anything, pop a
question into
mentimeter as the
morning
progresses...



QA - MENTIMETER





THANK YOU GOOD LUCK

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