

# *Croeso i Noson Gwricwlaidd*

*Blwyddyn 5 a 6  
2018 - 2019*

*Miss Reid  
Mrs Rickus*



# Diogelu Plant / Safeguarding

Safeguarding is an umbrella term for the things we do in order to ensure that all children are safe from harm.

## **In school we help to keep pupils safe by:**

- having an up to date child protection policy
- having other safeguarding policies, such as anti-bullying and internet safety
- checking the suitability of all our staff to work with children (DBS checks)
- encouraging pupils to tell us if something is wrong
- adhering to health and safety regulations
- training all our staff to recognise and respond to child welfare concerns
- appointing a designated person who has additional training in child protection
- working in partnership with parents and carers
- sharing information with appropriate agencies if we have concerns

There are 4 categories of abuse identified under the term of child protection – physical, emotional, neglect and sexual abuse (domestic abuse, FGM, trafficking)



## **What we will do if we have a concern about your child:**

If we are concerned that your child may be at risk of abuse or neglect we must follow the procedures in our child protection policy. You can look at the policy in school, on the school website or receive a copy to take home.

The procedures have been written to protect all pupils. They comply with our statutory responsibilities and are designed to support pupils, families and staff.

The procedures are based on the principle that the welfare of the child is the most important consideration.

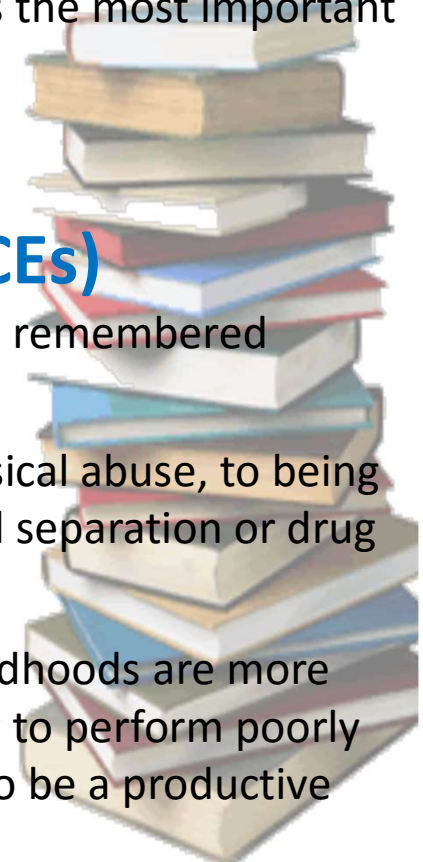
**Safeguarding is everyone's responsibility.**

## **Adverse Childhood Experiences (ACEs)**

ACEs are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood.

These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present.

Evidence shows children who experience stressful and poor quality childhoods are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school, more likely to be involved in crime and ultimately less likely to be a productive member of society.



# Children Learn What They Live

by Dorothy Law Nolte (1924 - 2005)

If children live with criticism, they learn to condemn.  
If children live with hostility, they learn to fight.  
If children live with fear, they learn to be apprehensive.  
If children live with pity, they learn to feel sorry for themselves.  
If children live with ridicule, they learn to feel shy.  
If children live with jealousy, they learn to feel envy.  
If children live with shame, they learn to feel guilty.  
If children live with encouragement, they learn confidence.  
If children live with tolerance, they learn patience.  
If children live with praise, they learn appreciation.  
If children live with acceptance, they learn to love.  
If children live with approval, they learn to like themselves.  
If children live with recognition, they learn it is good to have a goal.  
If children live with sharing, they learn generosity.  
If children live with honesty, they learn truthfulness.  
If children live with fairness, they learn justice.  
If children live with kindness and consideration, they learn respect.  
If children live with security, they learn to have faith  
in themselves and in those about them.  
If children live with friendliness, they learn the world  
is a nice place in which to live.





**1. CHILDREN NEED A MINIMUM OF 8 TOUCHES DURING A DAY TO FEEL CONNECTED TO A PARENT.**

If they're going through a particularly challenging time, it's a minimum of 12 a day. It could be as simple as the straightening of a collar, a pat on the shoulder or a simple hug.



**2. EACH DAY, CHILDREN NEED ONE MEANINGFUL EYE-TO-EYE CONVERSATION WITH A PARENT.**

It is especially important for babies to have that eye contact, but children of all ages need us to slow down and look them in the eyes.

**3. THERE ARE 9 MINUTES DURING THE DAY THAT HAVE THE GREATEST IMPACT ON A CHILD:**



\* The first 3 minutes right after they wake up

\* The 3 minutes after they come home from school

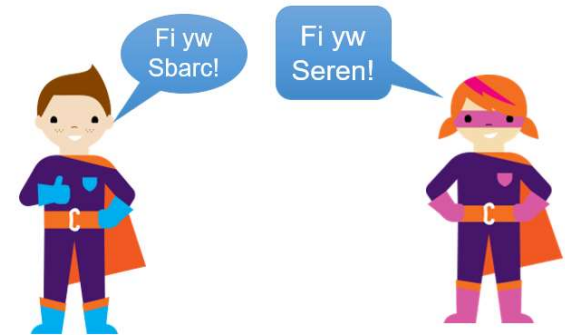
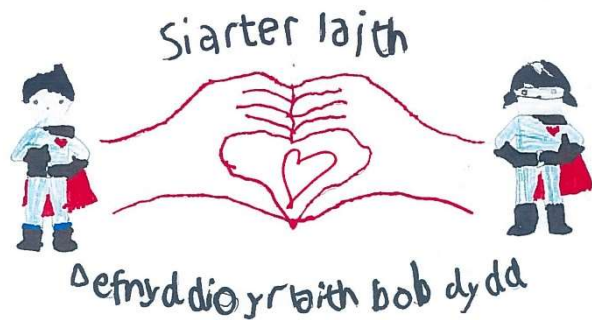


\* The last 3 minutes of the day before they go to bed



**WE NEED TO MAKE THOSE MOMENTS SPECIAL AND HELP OUR CHILDREN FEEL LOVED. ❤️**

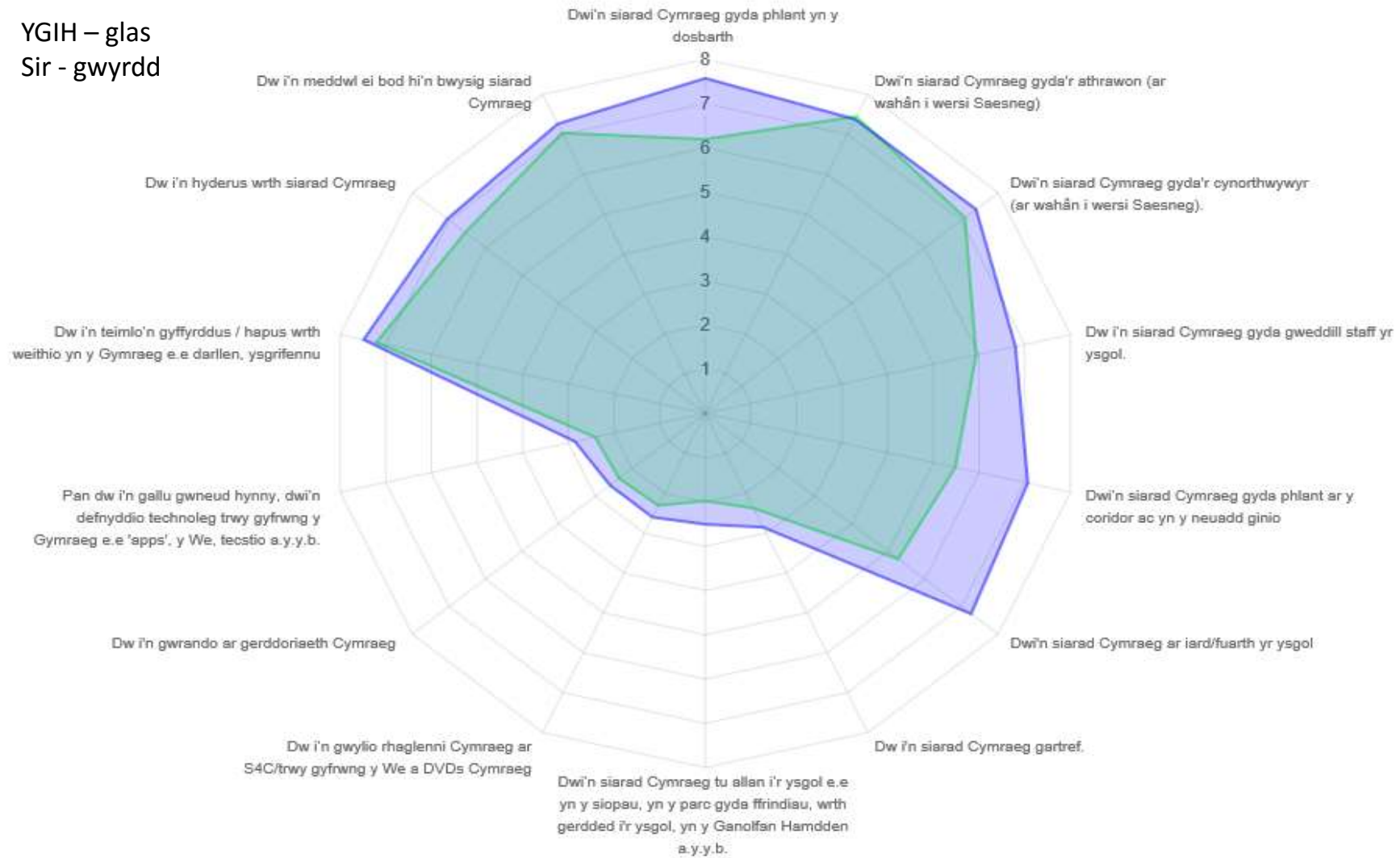
# Y Siarter Iaith



**1 miliwn o  
siaradwyr erbyn  
2050**



YGIH – glas  
Sir - gwyrdd

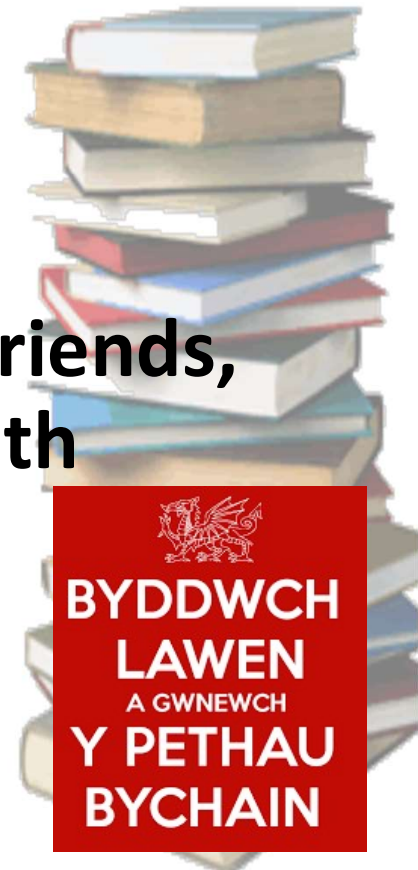




# Our Targets



- Use Welsh apps.
- Listen to Welsh music.
- Watch Welsh TV programmes.
- Speak Welsh outside school: with friends, on playdates, in the community, with YOU!!! Every little helps!!!





# Llawysgrifen/Handwriting

- Llythrennau wedi'u ffurfio'n gywir / Correct formation  
(Gwaith Cartref / Homework)
- Cyson o ran maint. Consistent size

Llawysgrifen Ysgol Gymraeg Ifor Hael's Handwriting

a b c ch d dd e

f ff g ng h i j

l ll m n o p ph

r rh s t th u w y

A B C Ch D Dd E

F Ff G Ng H I J

L Ll M N O P Ph

R Rh S T Th U W Y



# Gwaith Cartref / Homework

•Important! We would like to see the children's own work!

•We expect the same standard of work as they show and produce here in school.

•Please allocate time for your children to complete homework tasks.



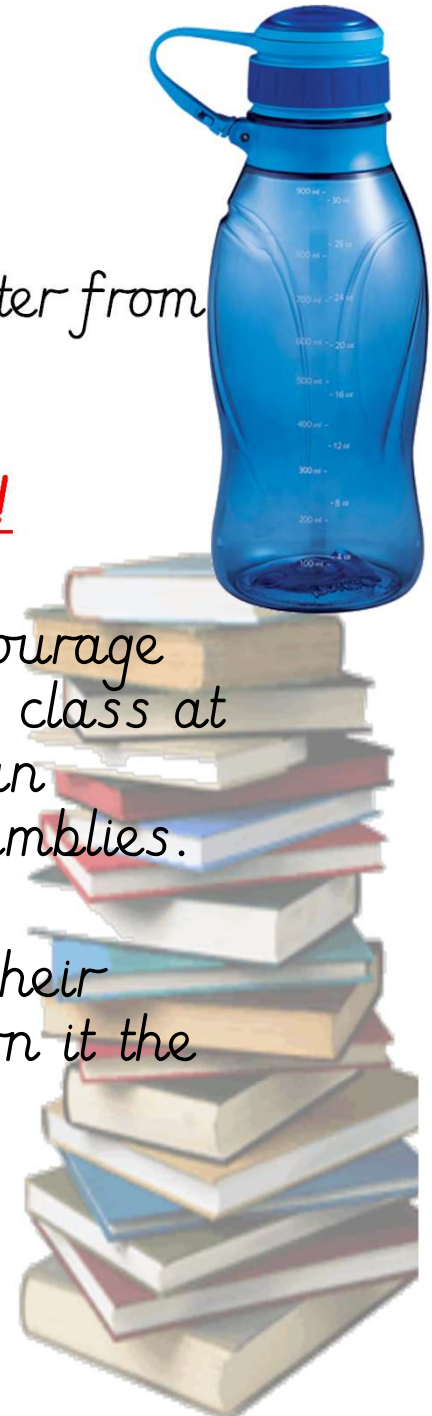
# Dŵr / Water

- Children are encouraged to bring in a bottle of water from home daily.

- NO FIZZY DRINKS / SQUASH / FLAVOURED WATER!

- Access water throughout the day although we encourage them to have a drink on the way in and out of the class at break and lunch time and **not** to ask for water at an inappropriate time i.e. during carpet sessions, assemblies.

- It is the pupils' responsibility to remember to take their water bottle home at the end of each day and return it the next.



# Lefelau Annibynniaeth / Sgiliau Bywyd

## Levels of Independence / Life Skills

- PE Kits (*Names on clothes*)
- Change independently and within a reasonable *time scale (change separately)*
- Letters / money
- Personal appearance - No make up / hair dye / jewellery
- Homework / reading books - *returned no later than Thursday*
- Shoe laces
- Know full name, date of birth and address
- Personal hygiene (*anti-perspirant*)
- Coat and jumper during autumn and winter months
- Name on clothes and personal belongings





# The Curriculum

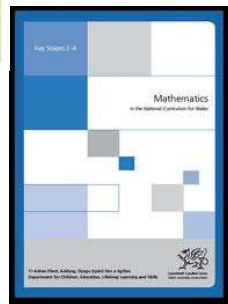
- Donaldson: Curriculum review 'Successful Futures'
- 4 Core purposes:
  - Healthy, confident individuals
  - Ambitious, capable learners
  - Enterprising, creative contributors
  - Ethical, informed citizens
- AoLEs
  - Language, literacy and communication
  - Mathematics and Numeracy
  - Science and technology
  - Humanities
  - Creative arts
  - Health and well being
- Pioneer School - STEM



Beth yw Llythrennedd a Rhifedd?  
What is Numeracy and Literacy?

Language /  
Mathemateg

Literacy /  
Numeracy



*Pie Corbett  
Correct pronunciation  
Discussion*

*Talk for Writing  
Drama  
Presenting*

# Siarad a Gwrando

Speaking and Listening

**Iaith  
Language**

**Ysgrifennu**

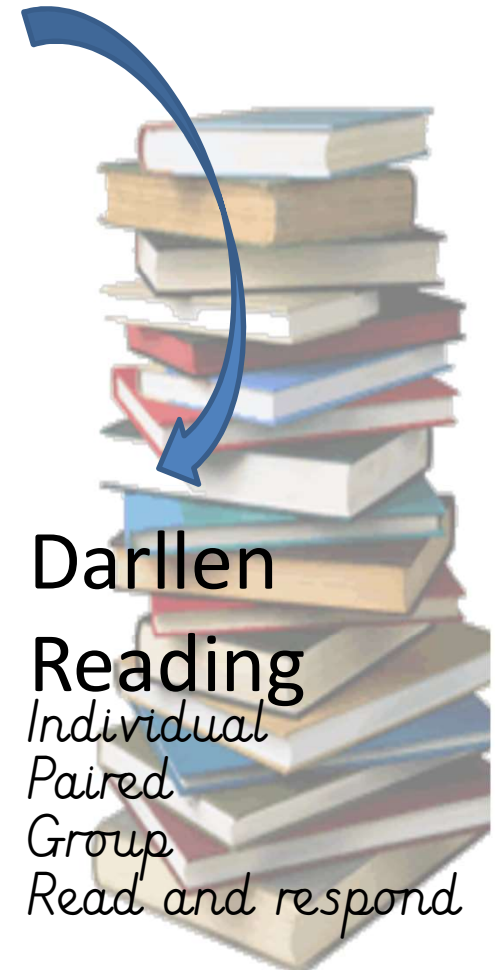
**Writing**

*Genres  
Spelling  
VCOP  
Writing Voice  
Self and peer evaluation*

**Darllen**

**Reading**

*Individual  
Paired  
Group  
Read and respond*



# SAaG/SPaG

- Sillafu
- Atalnodi
- a
- Gramadeg
- Spelling
- Punctuation
- and
- Grammar
- Llais Ysgrifennu / Writing voice v. sgiliau sylfaenol / basic skills
- Pioden Magpie
- Boxing up





# Teaching Reading.

- Modelled Reading - Modelled by the teacher
- Shared Reading - Read as a whole class
- Independent Reading
- Guided Group Reading - Carousel

- 1) Guided Group Reading with teacher
- 2) Response to reading activity
- 3) Independent reading for enjoyment

Reading is more than barking at print  
Lower the challenge to teach the  
higher order reading skills.



*Mental Calculation*  
*Written Calculation*  
*Number facts*  
*TAPAS*

Rhif / Number

**Mathemateg**

Trin Data/  
Data Handling

Siap a Gofod /  
Shape and Space

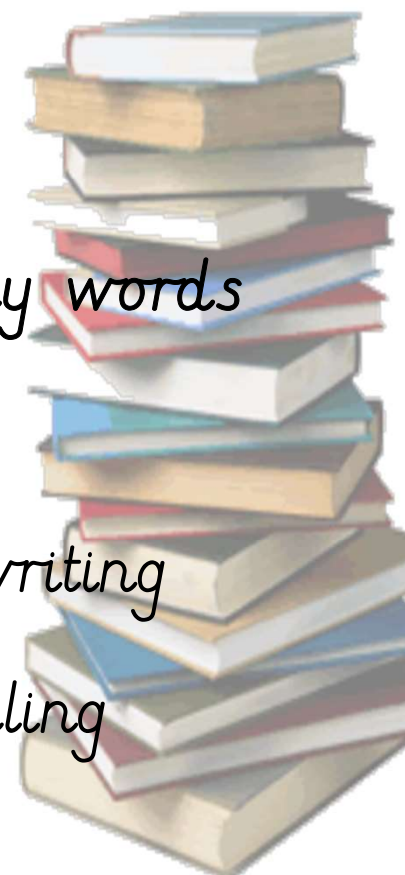
Mesur/  
Measure



# Sut gallwch chi helpu?

## How can you help?

- Talk to your children
- Limit iPad time
- Pronunciation - f, th
- Read to, and with, your children.  
Discuss and enjoy books
- Introduce new vocabulary
- Practise reading and spelling high frequency words regularly (in homework book)
- Encourage reading whenever possible i.e. supermarkets, signposts
- Encourage writing whenever possible i.e. writing shopping lists, Christmas lists
- Encourage spelling practise and correct spelling mistakes



# Sut allwch chi helpu ?

## How can you help?

- Counting
  - Year 6: Forwards and back in 10s, 100s and 1000s and in tenths and hundredths from any number
  - Year 5: Forwards and back in 1s, 10s, 100s and 1000s using 4digit numbers and counting in tenths
- **Times Tables**
  - Year 6: All times tables, fast recall!
  - Year 5: 2, 3, 4, 5, 6, 8 and 10
- Fractions, decimals and percentages
- Money
  - Year 6: Profit and loss, advantages and disadvantages of bank accounts, comparing prices and finding value for money
  - Year 5: Up to £1000, budgeting, adding and subtracting totals.
- Time
  - Analogue and digital clocks, timing using minutes and seconds (Year 6 tenth of seconds), 24 hour digital clock, estimating how long daily activities take
- Addition and subtraction
  - Year 6: Whole numbers and decimals to two places
  - Year 5: Two 3digit numbers, decimals to one place
- Multiplication and division
  - Year 6: multiplying and dividing 3digit numbers with 2digit numbers and single digit numbers with one place decimals
  - Year 5: multiplying and dividing 3digit numbers with single digit numbers and a 2digit number with another 2digit number





# Strategaethau / Strategies

- Dosrannu / Partitioning
- Sgwâr 100 / 100 square
- Llinellau rhif / Number lines
- Os rwy'n gwybod... yna rwy'n gwybod... / If I know...then I know
- How do you know? / Prove it. Show me another way.



# Themes discussed (to reflect modern society)

- Children's and Human Rights
- Racism
- Bullying
- Religion
- Race
- Tolerance of others
- Family
- Stereotype



# Personal and Social Education

Feelings and emotions

Healthy relationships

Personal safety / Personal space

Healthy bodies and mind

Personal values, respect and tolerance

Injustice

Human rights / Rights of the child

Building Learning Power



# ESDGC

(Education for Sustainable Development and Global Citizenship)

- Poverty and wealth
- Identity and culture
- Choices and decisions
- Health
- Changes in climate
- Natural environment
- Waste and consumption





# TGCh / ICT

- Use of ipads and apps as well as laptops and PCs
- Photo, video and music editing
- Coding (Scratch app)
- Animation
- Collect and present data in a variety of ways i.e. graphs, databases



# E-Safety

- *Paws Explore* - safer search engine
- *You Tube Kids* - safer video search
- *Social Media*:

## Social Media Age Restrictions

(Ages researched in 2017)



**13**



**16**



**17**



**18**

(13 with Parental Permission)



<http://cymraeg.llyw.cymru/apps?tab=apps&lang=en>



### Ap Treiglo

An app to help Welsh speakers and learners to check mutations Welsh language skills.



### Llond Ceg

A bilingual advice app crammed full of help and peer advice about all the things that really matter to young people.



### Clic S4C

Download this app for free to watch your favourite programmes live or on demand and search S4C's programme schedule



### Ap Gwilym

Welsh language rhyming dictionary



### Welsh Grammar App

An app created for Welsh Language Learners



### Seren Iait 2 Bach

Improving language skills for adults and young people in Wales.



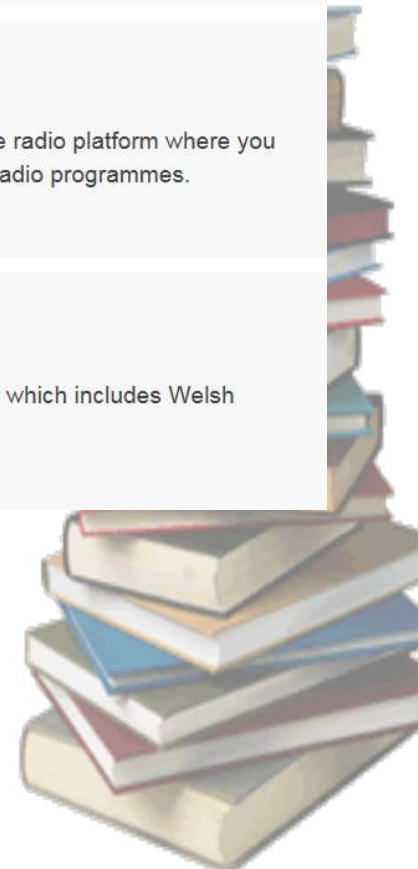
### Cymru FM

Cymru FM is a 24/7 Welsh language radio platform where you can share, promote and broadcast radio programmes.



### Swiftkey Keyboard

A multilingual smartphone keyboard which includes Welsh predictive text and autocorrect



# Partnerships

- *You*
- *Us*
- *The children*
- Just ten minutes of reading a day can make a big difference.

