

Healthy Confident Individuals

Ambitious Capable Learners

NURTURE

BELIEVE

Hendre Infants

Health and Wellbeing

“Growing” Our Curriculum

with Nurture at its core

Science and Technology

Curriculum Summary

Language, Literacy and Communication

Humanities

2022-2023

Mathematics and Numeracy

ACHIEVE

Ethical Informed Citizens

Enterprising Creative Contributors





Growing Our Curriculum 2022



Nurture at Hendre Infants – Our Vision

At Hendre Infants we are a family.

EVERYONE who walks through our door experiences a happy, calm, comforting and consistent environment.

We nurture our pupils to become respectful, resilient, confident and emotionally intelligent children.

This, we believe, is a key stepping stone for their future success.



Nurturing Unique Resilient Trustworthy Understanding Responsible Enterprising **Individuals**

Creating ...

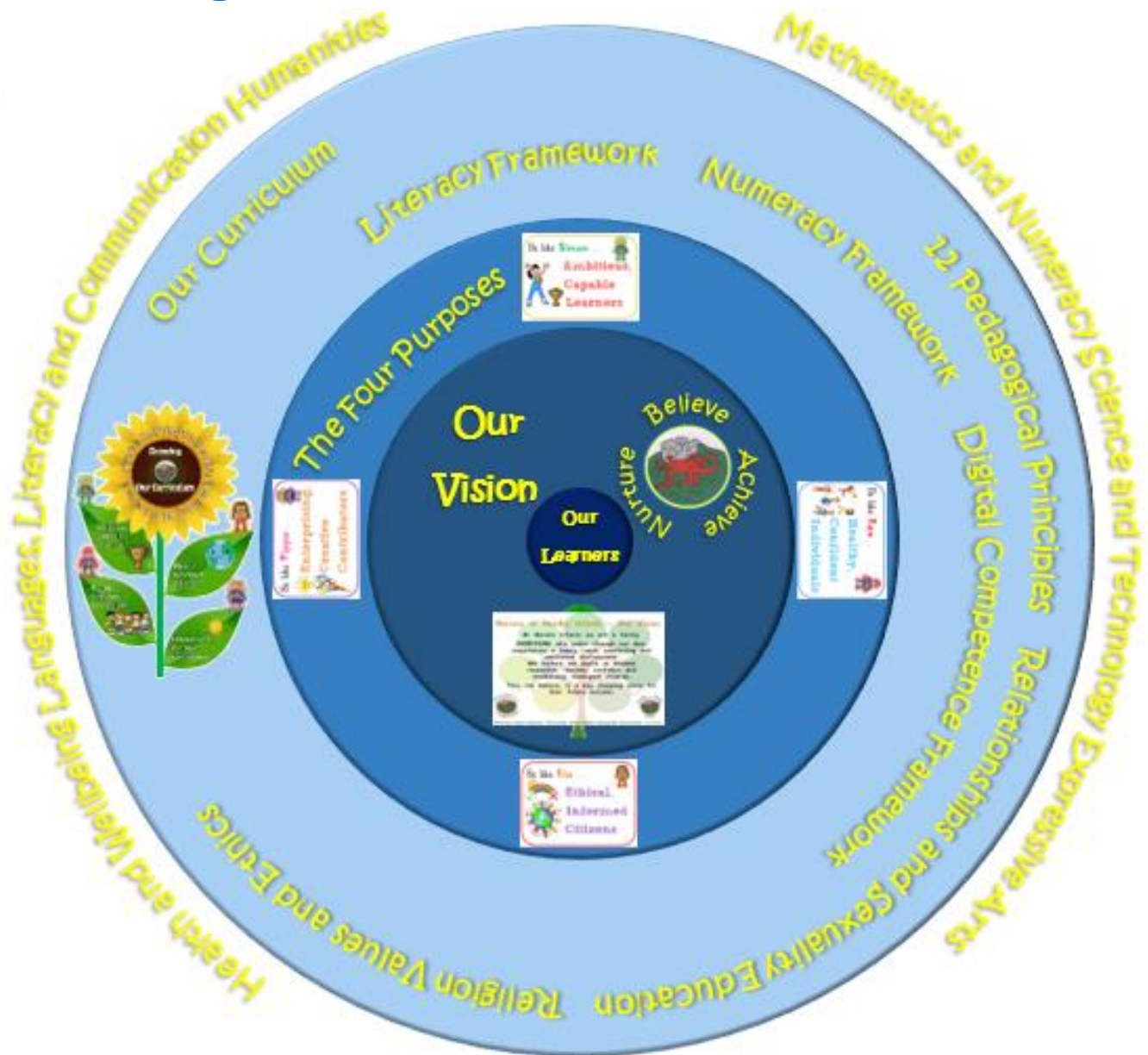


As a **TEAM** we developed a graphic that encompasses our vision for a nurture Curriculum. We thought carefully about what type of learners we wanted to nurture throughout their time at Hendre Infants.

Individuals.



Growing Our Curriculum 2022



As part of the MER cycle the curriculum will be reviewed taking all stakeholders views and feedback into account. Feedback will be collected annually through Forms.





Growing Our Curriculum 2022

Area of Learning	Team	Area Of Learning	Team
<p>Mathematics and Numeracy (Numeracy)</p>	Staff: Sarah Stow Nic Payne Arlinda Slade Laura Ryall Governors: Mrs Warr	<p>Health and Wellbeing (Healthy Schools, RE, PE, PSE)</p>	Staff: Alison Pole Arlinda Slade Laura Ryall Sarah Stow Rebecca Smith Governors: Michelle Brake
<p>Languages, Literacy and Communication (Literacy & Welsh)</p>	Staff: Nic Payne Charlotte Kelly Nikki Briggs Lisa Bates Governors: Jenny Phillips	<p>Humanities (KUW, CC)</p>	Staff: Charlotte Kelly Rebecca Smith Lisa Bates Nikki Briggs Kaylee Jones Governors: Mrs Dinally
<p>Science and Technology (ICT, Science, ESDGC)</p>	Staff: Nic Payne Sarah Davies Charlotte Kelly Jayne Thomas Julie Jenkins Governors: Michelle Brake	<p>Expressive Arts (Art, D&T, Music)</p>	Staff: Rebecca Smith Sarah Stow Jayne Thomas Kaylee Jones Governors: Mrs Dinally





Pedagogy at Hendre Infants School

At Hendre Infants, we employ a combination of child-centred pedagogical approaches. Our learning methodologies are constructed by teachers and pupils. This is founded on children's curiosity as well as their interests. Progressive teaching styles help our learners realise their own capabilities which improves their self confidence and self esteem.

Athey

Observation is a key. Practitioners assess child's development and provide opportunities for them to learn in the way that engages them. Principle: adults observe, understand and then provide opportunities for the child to explore their schemas further.

Montessori

Providing more open-ended resources that allow children to direct their own play and make choices for themselves.

Principle: Practitioners play a crucial role in providing the right materials for children to explore at the right point in their development.



12 Pedagogical Principles of Curriculum Wales

1. Focuses on the 4 purposes of the curriculum.
2. Challenges pupils to sustain their efforts to reach high but achievable targets.
3. Employs a broad repertoire of teaching approaches.
4. Promotes problem solving, creative and critical thinking.
5. Builds on previous knowledge and experience and engages pupils' interest.
6. Creates authentic contexts for learning.
7. Employs assessment for learning principles.
8. Makes connections within and across Areas of Learning and Experience.
9. Reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence.
10. Encourages pupils to take ownership of their own learning.
11. Supports social and emotional development and positive relationships.
12. Encourages collaboration.

Froebel

Providing an environment in which children can concentrate and remain focused on the task at hand.

Principle: always start with what children can do, not what they can't.



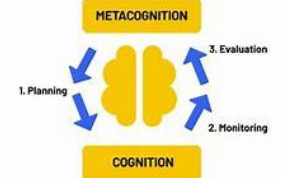
We continue to explore more pedagogies approaches like Piaget, Vygotsky, Bruner, Gardner, Laevers and many more.



Steiner

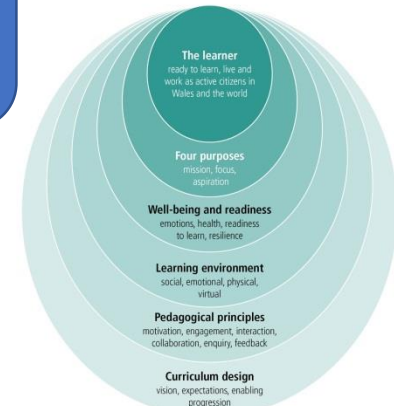
'Doing' is learning, therefore we should give children as many opportunities to learn from the real world in order to 'grasp' the world around them.

Principle: Learning is experienced through the course of regular daily tasks and activities.



Pedagogy

Making sense of the interactions and relationships that lead to learning



Bandura

Consider talking through your thought processes out loud in front of the children to model conscious thinking and consideration. (Metacognition)

Principle: Thinking out loud is important to show thought process, and adults have problem-solving discussion with one another to demonstrate cooperation.



Reggio Emilia

Children should be made to feel like their conversations with adults are an opportunity to learn and search together.

Principle: all learning is linked, and so every different area of learning can impact others.



Hendre Infants School has recently been awarded the 'Wellbeing Award for School' Posted on: 16 Nov 2020



The award comes from witnessing the clear NURTURE vision statement at Hendre Infants which clearly puts wellbeing at the centre of all they do.



Nursery staff provide training on schemas for parents during Autumn term.





What Matters Statements

Health and Wellbeing	Languages, Literacy and Communication	Mathematics and Numeracy	Humanities	Expressive Arts	Science and Technology
<p>Developing physical health and well-being has lifelong benefits.</p> <p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>Healthy relationships are fundamental to our well-being.</p>	<p>Languages connect us.</p> <p>Understanding languages is key to understanding the world around us.</p> <p>Expressing ourselves through languages is key to communication.</p> <p>Literature fires imagination and inspires creativity.</p>	<p>The number system is used to represent and compare relationships between numbers and quantities.</p> <p>Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>Statistics represent data, probability models chance, and both support informed inferences and decisions.</p>	<p>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</p> <p>Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p>	<p>Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>The world around us is full of living things which depend on each other for survival.</p> <p>Matter and the way it behaves defines our universe and shapes our lives.</p> <p>Forces and energy provide a foundation for understanding our universe.</p> <p>Computation is the foundation for our digital world.</p>

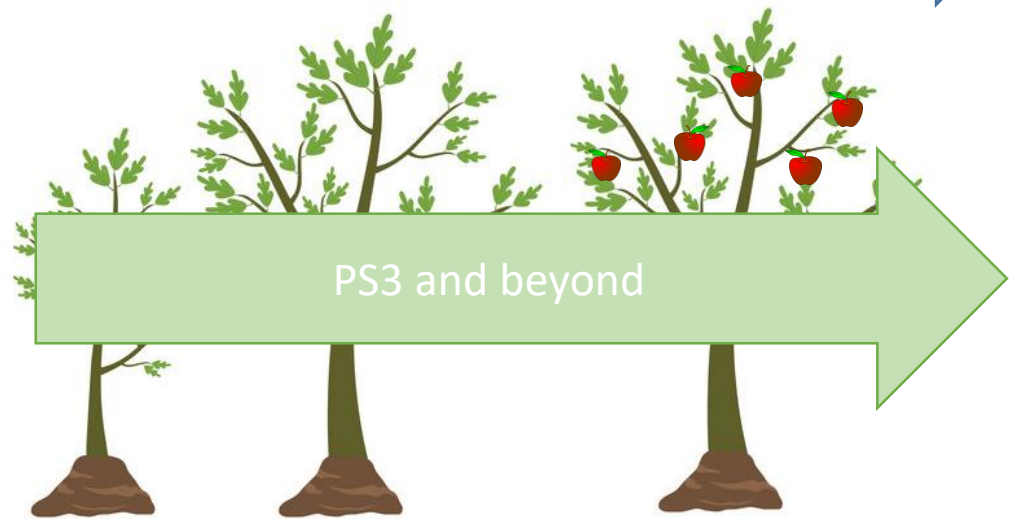
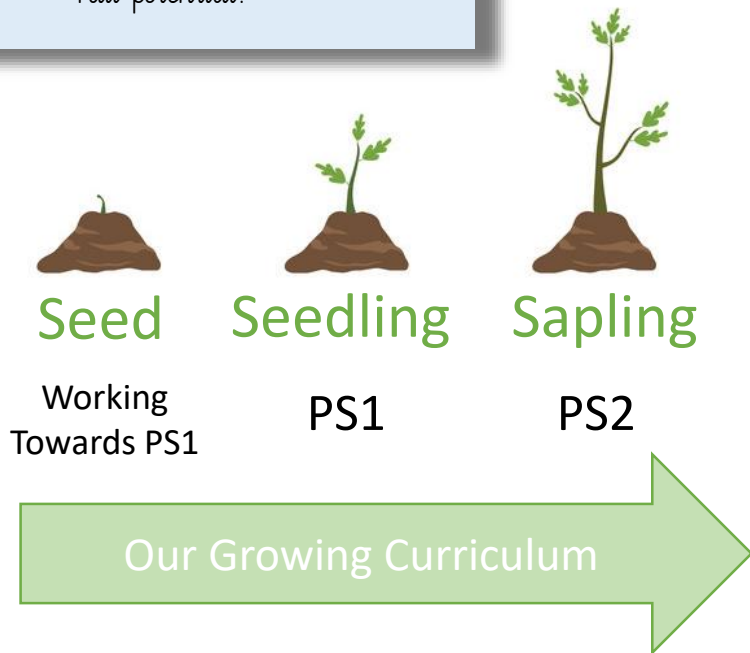


Principles of Progression

Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines within the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness
---	---	--	--	--------------------------

A successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

All children at Hendre Infants are nurtured throughout their learning journey from seeds to saplings with a strong focus on wellbeing; allowing every child to reach their full potential.



We ensure progression from one class to another by using the principles of progression to inform our planning.

Using our assessment trackers all children are RAG rated against each descriptor of learning every term. Teachers revisit the descriptors of learning regularly to ensure coverage and progression through the child led contexts provided through pupil voice.



School Improvement at Hendre Infants

To improve the quality of outdoor learning experiences for older pupils.



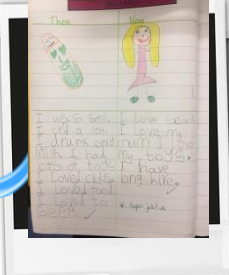
To embed the provision for MAT pupils



To improve standards of Welsh oracy
To map Cwricwlwm Cymreig across all topics



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.



To improve provision and standards of writing and writing for a real life situation in order to close the gender gap.



To plan sufficient opportunities for pupils to develop their independent investigative and problem solving skills through the use of continuous and enhanced provision.



To improve standards of Welsh oracy and work towards attaining Cymraeg Campus.

To improve the rate of absenteeism within school. To improve the variation in attendance over time and improve quartile positioning.

School Aims

The Staff and Governors of Hendre Infant School believe that every child matters.

We aim to:

Provide a positive environment and a happy school, where pupils are sensitively cared for

Provide a balanced, inspiring and fun curriculum, which is supportive, challenging and relevant to all children whilst utilising advances in technological development.

Develop confident, thoughtful individuals who take ownership of their learning, persevere in order to succeed and feel proud of their achievements.

Stimulate every child's mind by creating an environment promoting the desire to question and investigate;

Involve parents actively in school life, forming committed partnerships locally, nationally including the global community.

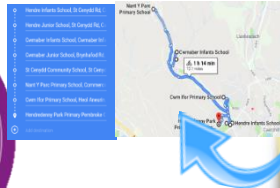
Encourage respect and sensitivity for the needs of others, creating equal opportunities, regardless of gender, belief and ethnic background, intellectual or physical abilities;

We want our children to smile, be happy, be safe and be the best they can be.



Professional Learning at Hendre Infants

Our School as a Learning Organisation



We are part of a Professional Learning team within our cluster of schools; working together towards the new curriculum



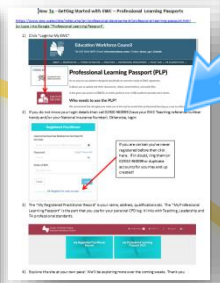
Our Professional Learning Action Plan sets out how we intend to facilitate professional learning.



All staff are members of the Talk Pedagogy Team through which they access training for their AoLE teams in preparation for the new curriculum.

CPD

Since the explosion of online training during the pandemic Professional Learning and Development are accessed by all staff through EAS, Hwb and other external providers. We also provide "in-house" learning opportunities during staff meetings and INSET days.



We provide support for colleagues in using the EWC Professional Learning Passport.

We have staff members who have gained a Masters degree



Staff create QR codes linking to our Professional Learning Team on Hwb, where training records and other professional learning information is collated.

This flow chart provides staff with guidance for managing their professional learning



Professional Learning

At Hendre Infants we value every staff member and encourage and support their continuing professional development. All of our staff engage in professional learning to ensure their practice is up-to-date, which benefits all of our learners.

Staff take responsibility for their own professional learning following school priorities and their own interests. The culture of our school is one where everyone supports and shares good practice and resources. To facilitate this, we have a Professional Learning Team area on Hwb where we store all of our CPD resources to share with every member of staff.



We use the "XLence" ETLF documents to support school improvement. The documents help us assess and monitor progress against the professional standards.

Tweets help "sign post" colleagues to articles and research of interest and relevance, as well as providing a record of our own professional learning activities.

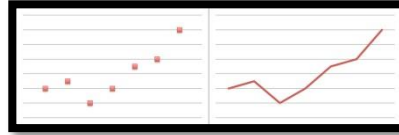
@HISProfLearning



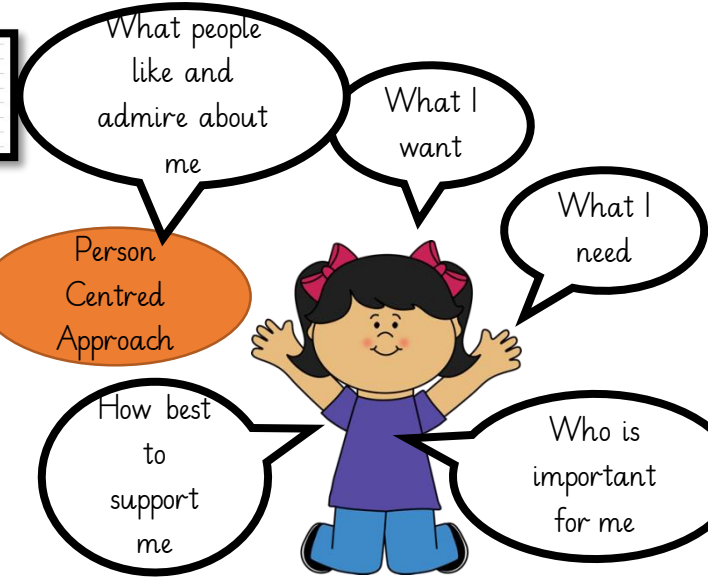
Additional Learning Needs at Hendre Infants

At Hendre Infants School, we strive to deliver a fully inclusive education system for all our learners. A system where needs are identified early, addressed quickly and all learners supported to reach their potential. We believe that the learner should be at the centre of everything we do and that they and their parents and carers are equal partners in their learning (Person Centred Approach)

Children are identified and , targets set and progress tracked



The progress of each child is carefully monitored and assessed. Where a barrier to learning has been identified, we follow a graduated approach and the parents are informed. Relevant interventions will be set up according to area of need and intervention type. Progress will be closely monitored under the 'Assess, Plan, Do, Review' Cycle. If it is determined that the child does have an identified Additional Learning Need (ALN) within the meaning of the Act which calls for Additional Learning Provision (ALP), this will be outlined in an individual development plan (IDP).

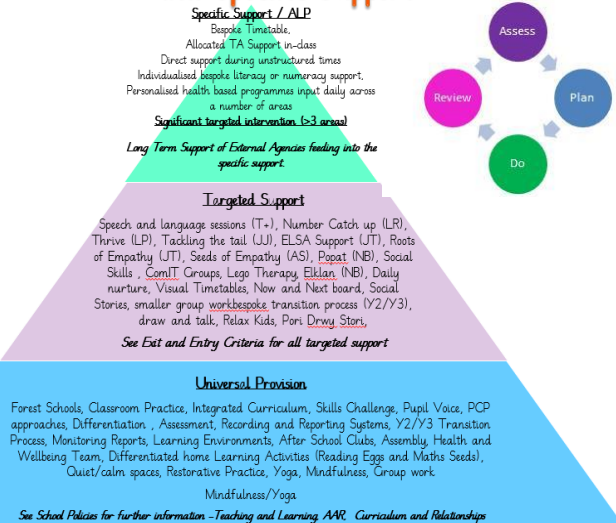


My One Page Profiles help identify and meet my needs.

Provision for ALN

- Speech and Language Therapist referrals
- POPAT intervention (Speech and Language)
- Roots of Empathy (whole class empathy sessions)
- COMIT interventions
- Memory games / vocabulary games – in class support
- Group guided reading interventions (ALN and MAT)
- Number recovery support
- Numeracy catch up
- Social Skills – time to talk
- Social stories books (personalised to needs of the child)
- Now and Next timetables
- Forest Schools
- THRIVE – currently 1:1 – to be increased to whole school
- ELSA – small group interventions in Y1 and Y2

Provision Mapping for Universal, Targeted and Specific Support





Assessment Recording and Reporting at Hendre Infants

At Hendre Infant School we understand the importance of assessing, setting targets, tracking progress and reporting outcomes.
At Hendre Infants ARR is about attainment as well as achievement; measuring the distance travelled as well as the destination reached.

We use the Foundation Phase Profile to assess children's skills and understanding when they first attend our school.

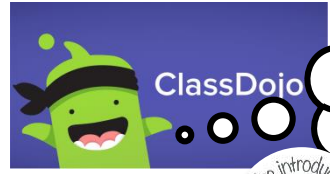


Nursery Staff use the Teaching Talking Toolkit to assess and track children's oracy and speech.

Formative Assessment is used in every lesson

Curriculum for Wales Tracker

All staff have been trained to identify a child's dominant schema. Every Monday morning we have observation sessions to inform our child led planning for the week.



How did my child do today?



APP meetings take place each term to discuss pupils' progress and the way forward.



We meet with parents in the autumn and spring to discuss their child's progress. In the Summer each child receives a written report.



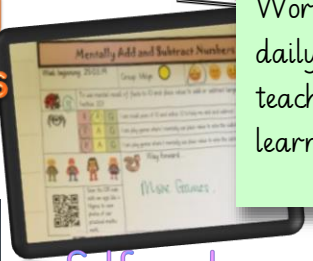
Children's wellbeing and engagement is assessed using the Leuven Scale.

Cluster Moderation



In the summer term our Year 2 learners sit reading and numeracy tests.

Tracking children's skills



Work is assessed daily, marked by teachers and learners.



Progress in reading is assessed using the Benchmarking Toolkit.



Self and peer assessment



Pupil Voice and School Council at Hendre Infants

Let's write to companies and ask for donations.

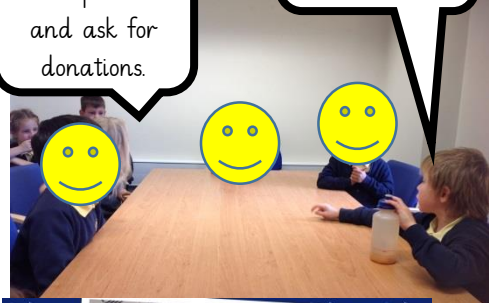
We need a tent for our playground..

.School Council meet regularly to discuss issues and make decisions.



.Eco Council are working towards our Second Green Flag.

Pupil voice is important to us at Hendre Infant School. Learners are encouraged to suggest what they would like to learn when starting a topic and talk about what went well and what they have found out at the end. We have Healthy Helpers, Eco Council, School Council, Super Ambassadors, Criw Cymraeg, Helpwr Heddiw and Digi leaders at Hendre Infants.



.So far we have raised £200 and met with our AM to discuss road safety.

We love being Super Ambassadors



Healthy Helpers give stickers to children with healthy lunchboxes.

To: Hendre Infants School Council
Annyrl Fawr,
Thank you so much for your recent letter about my visit to your school. It was a lovely chance to see the great environment you have and I enjoyed meeting you all.
I will now write to Ceredigion County Borough Council about the problem of fast cars. I will tell them of your wish for road humps and a lollipop person. It will be a decision for the council but I will ask for you when I get a response. I will send it to you.
Dolch i pawb unswath eto,
Hefin.
National Assembly for Wales
Cymru

Presenting to our Governors



Meeting with Jordan from the office of the Children's Commissioner for Wales. Our learners are going to part of a pilot project learning about children's rights.



School council were excited today.

We received a reply to our letter to Mr Hefin David, our Assembly member.

We let everyone know what we are doing by tweeting.

@HendreInfants

www.hendreinfantschool.co.uk



Ambitious, capable learners Progress & independence	Enterprising, creative contributors Challenge	Healthy, confident individuals Respect	Ethical, informed citizens Engaged
Pupil Voice			
<ul style="list-style-type: none"> How is electricity made? Why doesn't everyone have electric cars? How do the stars shine? How do you make a torch? Who made electricity? Why do fireworks go bang? 			





Building Learning Power and Growth Mindset at Hendre Infants

During an INSET day, all stakeholders contributed to stories and character development for the Four Purposes

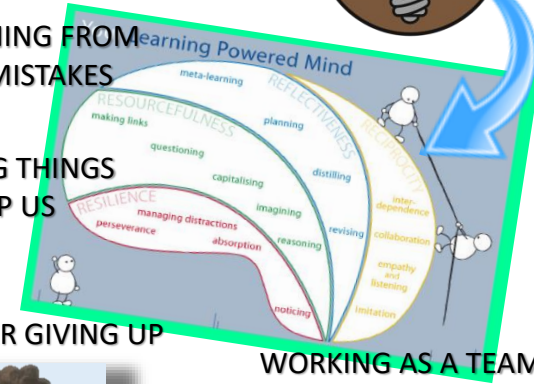


LEARNING FROM OUR MISTAKES

FINDING THINGS TO HELP US

NEVER GIVING UP

WORKING AS A TEAM



Super Simon Resilience, Reliable Rex Reflectiveness, Positive Pippa Reciprocity, Resourceful Ria Resourcefulness

The Four 'R's' Hendre Heroes

EXPERT WORDS

In planning and on marking grids



At Hendre Infants we want.....

- To have well behaved, excited, engaged, inquisitive, motivated, independent learners
- Learners that are equipped for the challenges of life in the 21st century
- Learners that know what they are good at; what's worth learning; who can help them; how to face confusion without getting upset and what the best learning tool is for the job at hand.

"Thinking about the way we think"

Superman has a 'S'. We could have a 'H'.

My favourite colour is purple.

I want superheroes like Iron Man.

Can they wear masks?

I want girl superheroes.

They could have special suits and powers.

Pupil Voice



@HendreInfants

www.hendreinfantschool.co.uk



Four Purposes at Hendre Infants Ambitious, Capable Learners

Creating

- Connected learning
- Critical thinkers
- Inquisitive learners
- Organisers
- Risk takers

Meets the needs of learners in a local context.

To improve standards throughout the foundation phase.

To create a rounded authentic curriculum that is driven by the four purposes



It was tricky to reach but I did it

I got the water into the bucket

I did this with no help. I can write in Welsh



I used smarties to collect data



I found out what was in the can. It took ages.

We can solve problems

We enjoy challenges

We can ask questions

Pupil Voice

We can talk to our friends.


We can think of ideas

Ready to learn throughout their lives



Be like **Simon** ... 

Ambitious, Capable Learners





Four Purposes at Hendre Infants Ethical, Informed Citizens

Creating

- Considerate learners
- Respectful individuals
- Empathy
- Globally aware citizens
- Reflective learners

School ambassadors that champion rights of the child

Creating a curriculum that is inclusive of all learners

We like to fundraise for good causes and charities

Major David came to talk to us at Harvest time about the Salvation Army.

I made a rights of the child poster and showed the Governors

I liked meeting Brooke the Pets as therapy dog

We helped reduce plastic waste by painting our noses instead



Ready to be citizens of Wales and the World

Pupil Voice

We know about the world

We look after our planet

We know that everyone is different

We know what is right and wrong

We know we have rights

We went to Bethel Baptist Church to learn all about Christmas



Be like **Ria** ...

Ethical, Informed Citizens



Four Purposes at Hendre Infants Enterprising, Creative Contributors

Creating

- Problem solvers
- Team players
- Creative thinkers
- Innovation and invention
- High quality outcomes



School council gives us a voice and a choice

A school culture where everybody's ideas count.

A curriculum led by pupil voice and creative leaders

Ready to play a full part in life and work

Be like Pippa ...

Enterprising, Creative Contributors

We like receiving letters from the people we've helped

We sold fruit toast to everyone for 'kind' tokens

We wrote to the councillor to ask him to help us with fast cars outside our school.



We made decorations to sell at our Christmas fayre.



We like thinking of ideas to raise money for charity.

We have good ideas

We can work together

We help each other

We are a team

We can solve puzzles and problems.

Pupil Voice



@HendreInfants
www.hendreinfantschool.co.uk



Community links



Four Purposes at Hendre Infants

Healthy, Confident Individuals

Creating

- Healthy individuals
- Confident citizens
- Active learners
- Self awareness
- A positive growth mindset

Developing their mental and emotional wellbeing

Promoting a healthy diet and daily exercise

Creating a curriculum that allows learners to face and overcome challenges

Believe

- I have firm values and I am developing my own thoughts and beliefs.
- I respect myself and others. I make and keep friends.
- I understand that mistakes help me to learn and I don't give up. I enjoy a challenge.
- I understand how others are feeling.
- I am happy, healthy and safe. I know who I can talk to about staying safe and healthy.
- I am healthy and active and have a healthy diet.
- I think before I decide to do or say something. I know if a risk is worth taking.
- I am becoming more confident. I perform in front of others.
- I try to be independent and do things for myself.



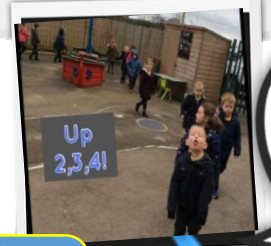
Cricket was good fun. I used the bat

I like playing outside

We brush our teeth everyday. We have a song for 2 minutes



I eat healthy snack everyday



I can run the daily mile without getting tired

We are healthy

We like exercise

We know how to face challenges

We are risk takers

Pupil Voice

We look after each other

Ready to lead fulfilling lives as valued members of society



Be like **Rex** ...

Healthy, Confident Individuals



Nurture at Hendre Infants

Hwb
Digital Learning for Wales



@HendreInfants

www.hendreinfantschool.co.uk

Our evidence can be seen throughout our curriculum. It is stored on Hwb and shared on twitter and our school website.

Staff training needs are met through Twilight or Staff Meeting workshops. Individual support is given when required,

At Hendre Infants we are working toward the National Nurturing Schools Programme. It is a programme that allows staff to develop personally and professionally whilst embedding a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people. This is achieved by focusing on emotional needs and development as well as academic learning in a whole school environment. The programme is based on the six principles of nurture.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school.

We use interventions to help children with social, emotional and behavioural needs.

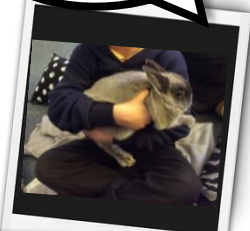
We've embraced **thrive** in our Setting



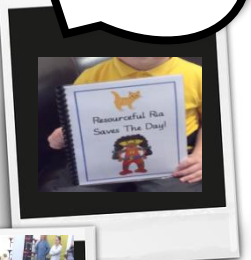
I love having breakfast with Mrs Brett Harris



Thumper makes me feel happy.



I want to be like the Hendre Heroes.



At Hendre Infants we are a family. **EVERYONE** who walks through our door experiences a happy, calm, comforting and consistent environment. We nurture our pupils to become respectful, resilient, confident and emotionally intelligent children. This, we believe, is a key stepping stone for their future success.

Top table is special. I like sitting with the teachers.



Nurture is for staff too....
Shout out boards, basket of kindness, #mugged and teambuilding activities.

We do this everyday after play



Creating a Nurture Curriculum

- ### Principles of Nurture
1. Children's learning is understood developmentally
 2. The classroom offers a safe base
 3. The importance of nurture for the development of wellbeing
 4. Language is a vital means of communication
 5. All behaviour is communication
 6. The importance of transition in children's lives





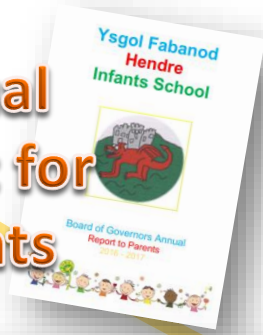
Governors at Hendre Infants



@Hendreinfants

www.hendreinfantschool.co.uk

Annual Report for Parents



Governors are "linked" to an AoLE team to support us with implementing the new curriculum for Wales. Governors are also linked to other areas including e-safety, pupil voice and child protection.



Hwb

Governors access meeting minutes, agendas and reports using Microsoft Teams via Hwb.

Our Finance Governors support us to effectively manage the school budget.



Our Governors

Dear Parents, Carers and Visitors,

On behalf of the Governing Body, it gives me great pleasure to welcome you to Hendre Infants School.

The school's Governing Body is responsible for the overall management of the school. Members of the Governing Body are either elected or nominated. The term of office is four years, from the time of appointment.

There are two meetings of the governing body each term, they are held at the school. A meeting for parents is also offered each year so that the Governors can report on the school and answer any questions.

At Hendre Infants, Governors, staff, parents and children work as a team, building on success, in a happy, creative, high attaining environment where everyone feels valued. We are proud of the high standards each of our pupils achieve across the curriculum.

Not only does Hendre Infants School achieve excellent academic standards but it nurtures its pupils so that they mature as responsible, inquisitive and caring individuals. In short, they are educated in the widest possible sense.

We can all take pride in this; there is much to celebrate, but I would particularly like to place on record my grateful thanks to the dedicated Headteacher and staff of the school. They always place the needs of the pupils first and, without fail, go the extra mile. Senior Management, Teachers, Classroom Assistants and Support Staff... thank you all so very much.

Finally, on behalf of the Governors, can I also thank the volunteers and friends of the school, who do so much to enhance the learning experience of the pupils at Hendre Infants School.

Learning Walks

Book and Work Scrutiny

Meetings every half term



Pupils presenting to Governors



Hendre Infants 08/04/2024 - Apr 2 We are so proud of our base School Council for presenting their "Rights of the Child" poster to our Governors. They spoke clearly and confidently. It was a pleasure to see them.

including joint meetings with the Governors of Hendre Juniors to aid transition and to share good practice.

Pupils attend Governor meetings

Supervising Kerbcraft

Attending trips

Informal lesson observations

Engagement workshops



Organise and Attend

Extra-Curricular Activities



Clubs

Assemblies

Sports Day

Discos



fayres

At Hendre Infants our Governors are an integral part of our school family. They act as a "critical friend", supporting and challenging us in order to help make us the best we can be.

The School's Governing Body is responsible for the overall management of the school. Members of the Governing Body are either elected or nominated. Elections take place every four years.

There are two meetings of the Governing Body each term. They are held at the school. A meeting for parents is also held each year so that the Governors can report on the progress of the school and answer any questions.



Eco Schools at Hendre Infants



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

Our children participate in a number of local and national initiatives which promote being eco-friendly.



Our second Green Flag, awarded 2019. We are working towards our 3rd Green flag.

Our Eco Code was designed by pupils.

Hendre Infants Eco Code

- Find a bin to put litter in.
- Recycling is fun please tell everyone.
- Do things right switch things off - especially lights!
- Turn taps off to save every drop.
- Try and pack fruit and veg in your snack.
- Stop car pollution: walking is the solution.
- Keep everything fair: show the world you care.
- Go out to run around and to plant things in the ground.



We also have a lunchtime Eco Club

Our Eco-Committee help monitor bins. Yellow bins are for recycling and blue bins are for waste.

Recycling

- Paper ✓
- Card ✓
- Clean milk bottles ✓
- Some plastic ✓

Waste

- Food waste
- Plastic bags, including milk bottle packaging bags
- Straws
- Crisp packets
- Milk lids
- Tissue paper

We regularly promote our eco work through assemblies, letters to parents, presentations to Governors and Twitter.

@HendreInfEco
@HendreInfOL

Hendre Infants School Eco Committee Update

May 2018

Playing: We ordered brand new recycling and waste bins for every class.

Planet School: Our class made a model of the planet and we had a competition to see who made the best one.

Wildlife: We applied for funding from "Keep Wales Tidy" and their "Natural Stars" campaign.

Water: We have planted both rainwater and tap water plants to see how they grow and to see if they are at all of using water without making flowers to collect water from. We used sticks from the PTW for rainwater and we used the rainwater to water the plants. We will be using the rainwater to water the plants in June. They will be in school packet next to school.

Look out for our next Eco Committee update at the end of term!

Hendre Infants @HendreInfants 7 Oct 2017
#EcoSchools @HendreInfants has started! Children can ask teachers for a @Change4Life point every day for walking to school. 🚶🏻♂️🚶🏻♀️👉

Change4Life @Change4Life
Here's an idea for a wonderful walk to school - squirrel spotting! How many will your kids spot this morning? #WalkToSchoolMonth



Eco Areas covered in line with Green Flag Assessment Criteria

- 1) Litter
- 2) Waste
- 3) Energy
- 4) Water
- 5) Healthy Living
- 6) Transport
- 7) Global Citizenship
- 8) School Grounds

It's fun when we make up competitions for everyone and when we can choose the winners!

We learnt about WaterAid and now we check the taps are off.

I love going to Forest School! It's my favourite day. Now I know lots about birds and insects.

I was so proud when my son was in the newspaper for his work as part of the Eco Committee.

At Hendre Infants one of our aims is to nurture ethical, informed citizens who are ready to be citizens of Wales and the world. This is also one of the core purposes in the new curriculum for Wales. We ensure that our planning provides opportunities for pupils to learn about the world around them and we teach our pupils that they are responsible for the future of our world – both the physical place and the people in it.

We learn how to make healthy things that taste nice in Cookery Club. We try not to waste food.





Extra-Curricular Clubs and Activities at Hendre Infants

After School Clubs

These clubs are run by staff on a weekly basis

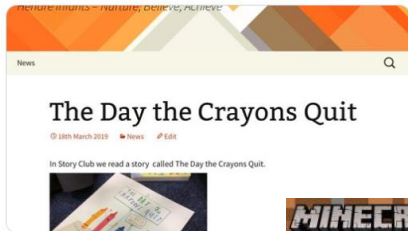
Pupils are asked about specific interests. Clubs are then chosen based on their ideas and choices.



At Hendre Infants... we provide a range of after school clubs, as well as lunchtime clubs and special activities after school each term to help our children build their skills outside of the classroom.



Story Club took over Blogging and Vlogging Club this evening. We read 'The Day the Crayons Quit'. Read our blog, written on J2Bloggy, to see what we thought!
hendre-infants-school.j2bloggy.com/BlogVlog-Club/... #LLC #ICT @Danny_j2e @just2easy_com @HwbNews



Year 2 Transition Lego Club

Special Termly Activities

Some pupils with specific needs asked for a calm club as a safe place to come from the playground.

Creative club are getting into the spirit of Chinese New Year with their own Chinese dragon paper chains 🐉🐉🐉 #CD #chinesenewyear #seizetheseason



Visits from Caerphilly Library

The Film Club

Our established PTA run special termly events with help from staff. Parent views are collected and taken into account when organising activities.



Lunchtime Clubs

These clubs are run by Teaching Assistants and Governors.

Twitter icon @HendreInfants
www.hendreinfantschool.co.uk





Transition at Hendre Infants



@Hendreinfants

www.hendreinfantschool.co.uk

At Hendre Infants we understand that entering a new classroom environment with a new teacher and possibly new classmates can be a nerve-wracking time for our learners. Therefore we aim to support smooth transition for our children in order to:

- Look after the wellbeing of each child
- Promote good teaching and learning

Children regularly visit their next class and to read, share good work or complete pupil voice activities.



Each class has same area names and similar displays but there is added progression. This allows children to settle into their new class with greater ease. e.g. Hendre Heroes, Our Learning Journey

Past pupils are invited back to the infants to see the completion of their projects.



Year 2 visit the Juniors to watch Christmas play performances. Year 3 attend our Year 2 Leaver's assembly.



Transition Day is held in Summer for all children to meet new teachers in their new classrooms.

Nursery to Reception

- Reception staff stay with the children at lunchtime for the first few weeks
- A reduced day timetable for Reception children in September

Reception, Year 1 and Year 2

- Children are often encouraged to share good work with teacher of next class
- SEN transition meetings are held during the summer term for children who need a more individualised programme and support.

Meetings and clubs are arranged for current Year 2 children to meet with junior children.



Year 2 and Year 3 teachers observe each other to share good practice



Year 2 to Year 3

- Welsh transition unit Year 2 – 3: Barti Ddu
- Junior children visit year 2's regularly e.g. to read and play games
- Pupil voice to address concerns of moving up to Junior school
- Children with BESD have enhanced transition to juniors
- Pupil Centred Planning meetings held in summer term along with junior staff
- Joint Y2/Y3 moderation sessions held in summer term



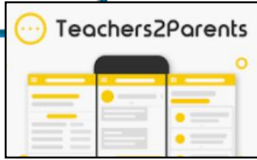
Family and Community Engagement at Hendre Infants

At Hendre Infants we pride ourselves on involving our families and community in as many aspects of school life as possible. We work hard to keep stakeholders informed of events in our busy school calendar and we welcome the involvement they have. Parents were instrumental in the design of our growing curriculum.

Families are invited to attend regular events including:

- Language and Play sessions
- Information meetings
- Assemblies
- Discos and fayres
- Film Clubs
- Den building days
- Tea dances
- Open mornings and afternoons

Special Termly Activities



Feedback from families is collected using Office 365 Forms via Hwb



Feedback from families is used to improve future events.



Knitting Club is run by Mrs Phillips, one of our Community Governors. She has a huge waiting list because it is so popular!

Communication

@HendreInfParents
#Parents #help
www.hendreinfantschool.co.uk



PTA UK A PTA FOR ALL SCHOOLS
A VOICE FOR ALL PARENTS

Our established PTA run special termly events with help from staff. Parent views are collected and taken into account when organising activities.



Regular Newsletters and meetings



TESCO **Hwb** **COOP**
Partnerships





Attendance at Hendre Infants



Attendance is tracked regularly. Registers are checked and phone calls made or letters sent home to offer support to those families that have below 87%.

School Target 95%

Is your child a Hendre Infants attendance hero? Here Every day Ready On time

Regular meetings are held between the Head Teacher, School Attendance Officer and the Education Welfare Officer to keep track of attendance, discuss any problems and offer support to families and individuals if needed.

At Hendre Infants we take attendance very seriously. We believe it is one of the most powerful ways to prepare a child for success in school and life. Making school attendance a priority will help a child develop healthy life habits.

The School Attendance Officer and School Administrator work together closely to ensure calls are made everyday to pupils that are absent without reason. They also track missing marks and check attendance codes.

Coloured letters are sent home termly to highlight attendance.

Holidays during term time are only authorised if attendance is above 95%

Doctors, dentist and other appointments are encouraged to be arranged after school hours, at weekends or during school holidays to help to prevent disruption to our children's education

GOLDEN TICKET

GOLDEN ATTENDANCE WEEK



Attendance Initiatives

Golden Attendance Week
Monday: All children in school by 9:00am get a sticker
Tuesday: All children in school by 9:00am get a raffle ticket for a prize draw on Friday
Wednesday: All classes with 100% attendance get 5 extra dojo points each
Thursday: All classes with 100% attendance get an afternoon playtime for 15mins
Friday: The class with the highest attendance this week wins hot chocolate and cookies
All children with 100% attendance this week get an extra ticket for the prize draw

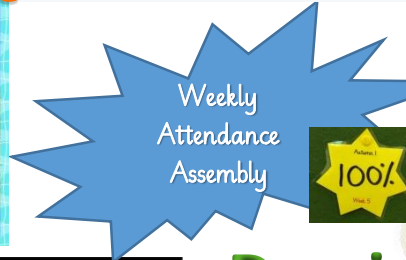


Hendre Infants @Hendreinfants · Apr 10 Da iawn to Dosbarth 🏠 and Dosbarth 🏠 who won the extra dojo points today!! 100% attendance in both classes this week so far!! Extra playtime is the prize tomorrow!! #parents

Extra playtime for 100%



Hendre Infants @Hendreinfants · Apr 12 We had our raffle to end Golden Attendance week! Well done to all the children who came into school on time and everyday to win a golden ticket! #parents



Staff attend training to keep upto date with new initiatives and to share good practise.



Dewi Prizes and Rewards



100%



@HendreInfants

www.hendreinfantschool.co.uk



Digital Competency at Hendre Infants

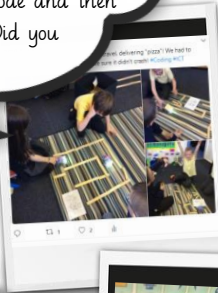


@HendreInfants
www.hendreinfantschool.co.uk



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

I love writing code to make the Bluebots go where I want. If I get it wrong I can debug my code and then it usually works. Did you know a code is an algorithm?



I use PurpleMash to make up my own games. I can model my own characters.



I like logging into Hwb and using J2E. You can make your own pictograms and ask your friends what they like. Or you can change to a different graph.



Citizenship

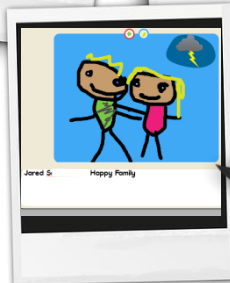
We participate in every Safer Internet Day and regularly hold assemblies and parent meetings reminding children and parents about e-safety.



I don't need help to find my favourite websites. I can search for them or click the star and then the sites I like are saved there ready for me to click.



I like choosing colours and fonts for my writing on the computer. I know how to put pictures in to my work. I can draw my own pictures on the computer.



Children regularly use the "Mark Up" tool on the iPads to annotate their own work.

At Hendre Infants our aim is to provide a balanced, inspiring and fun curriculum, which is supportive, challenging and relevant to all children whilst utilising advances in technological development. Education in the 21st Century needs to prepare children for a future in which ICT is an integral part of society. Therefore, it is our aim to ensure we develop digitally competent pupils who can interact safely with ICT.

We are a Hwb "Centre of Excellence" school, leading school-to-school learning.

Staff training needs are met through Twilight or Staff Meeting workshops. Individual support is given when required to ensure staff confidence remains high.

Interacting and Collaborating

Children can receive feedback as well as self and peer-assess using conversations on J2E.

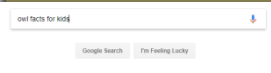
We use...

Hwb



Producing

When researching for topics, children are taught to use specific keywords to get more accurate results.



Hwb

Digital Learning for Wales

Reception to Year 2: every class has one afternoon a week in the ICT suite. In addition, every class has at least 2 computers and 6 iPads.

We follow the EAS ICT Skills framework, covering one of the six aspects each half term.

We are working hard to include DCF skills in our learning across the curriculum.

Data and Computational Thinking

We use Bluebots, J2E and other software and hardware to code and debug our codes. We make graphs using J2E and PurpleMash.



2simple

LEXIA READING CORE5

purple mash



j2e.com just4today

Internet Explorer



and more!

Digital Leaders help make decisions about ICT. Tech Team look after ICT, e.g. logging computers on.





Cwricwlwm Cymreig and Siarter Iaith at Hendre Infants

Siarter Iaith

We started our Siarter iaith journey in Spring 2019. We aim to complete all 10 targets to achieve our Cwobr Efydd (Bronze Award) by Summer 2020.



Progress towards our Cwobr Efydd is displayed in the hall for all stakeholders to see. Criw Cymraeg tick off the steps and targets as they are completed.



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.



Our Criw Cymraeg take the lead in driving our new initiatives, ideas and resources through the school. We choose the targets we want to work on next in our regular meetings.



Cwricwlwm Cymreig

Art in the style of Welsh artist Rhiannon Roberts



At Hendre Infants our aim is to provide children with experiences and opportunities so they can understand what is distinctive about life in Wales. We want our children to develop their own sense of 'Welshness' and to feel a sense of belonging to their local community and country. We celebrate the diversity of twenty first century Wales and all the opportunities that being a global citizen can bring.

We use Welsh apps on our iPads to play games, read stories and sing songs. It helps us to learn Welsh.



We love learning Welsh. We know it helps our brains to grow.



Every week someone in our class takes home Dona y Dafad. They write about what they do in Welsh in her book.



All classes take trips to explore their local area and significant Welsh historical and cultural sites such as St. Fagans, Caerphilly Castle, Castell Coch, Cardiff Castle, Barry Island, local farms, shops and restaurants.

Twitter logo, @HendreInfants, www.hendreinfantschool.co.uk

We sing Welsh songs in assembly. I like singing the anthem because the rugby players sing it too.



We play Welsh games on the computers. They have silly songs that I like to listen to. Then there are games to play.

All Spring 1 topics from Nursery to Year 2 have a distinctive Welsh focus. While the five aspects of Cwricwlwm Cymreig are covered throughout the year, it is during these topics that it takes centre stage. Our Eisteddfod and St. David's Day celebrations kick off these topics with a bang!



Healthy Confident Individuals

Ambitious Capable Learners

NURTURE

Health and Wellbeing

BELIEVE

Areas of Learning

Expressive Arts

Science and Technology

and Experience

One Page Overviews

Language, Literacy and Communication

Humanities

ACHIEVE

Mathematics and Numeracy

Ethical Informed Citizens

Enterprising Creative Contributors





Mathematics and Numeracy at Hendre Infants

@HendreInfMD

EAS

We use the EAS TAPAS guidelines to plan and deliver our Maths lessons, alongside the new progression steps and achievement outcomes.

- Five and Counting
- Make Year 1 Count
- Two counts too

Saw! un?

3	4	5	6	7	8	9	10		
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I can count and write numbers and I help my friends.

I like doing Maths outside. It's fun!

I can write numbers on my whiteboard and use a number line to help me.

We encourage children to reflect on their learning - sharing targets, objectives, and talking about and discussing their learning.

Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

Teachers complete ongoing trackers using a RAG rating to track pupil progress and skill coverage.

FP compact Profile is completed in Nursery and Reception.

Year 2 complete National Tests for Procedural Maths and Reasoning

We aim to provide a variety of experiences which will encourage our children to reach their full mathematical potential by developing a positive and confident attitude towards mathematics. Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

I like using Sumdog and playing maths games on the computer. I can play at home too.

I can add over 100, easy. There are lots of things in the classroom to help me. I like these blocks.

123

Numeracy across the curriculum.

At Hendre Infants we believe numeracy in our lessons should not be an 'add-on' but should enhance what we are doing already. We use the LNF to allow our pupils to apply their mathematical skills in many different contexts within purposeful and meaningful activities

We have a daily maths lesson that has a balance of whole-class teaching, group-direct teaching and independent learning.

During these lessons we use modelling and demonstration in order to engage children in asking and answering mathematical questions.

Children use ICT in mathematics lessons to enhance their learning.



Intervention

Children have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work.

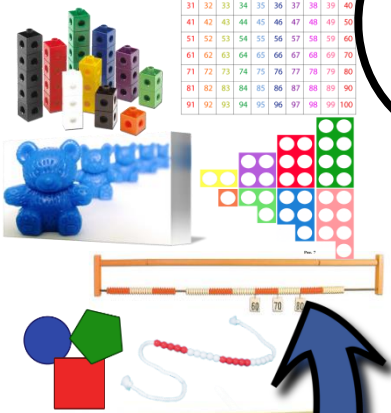
Investigating

Measuring

Reasoning

Calculating

TESCO	
SAINSBURY 0345 675603	
WHOLE MILK	£1.15
SUPER GLUE	£3.00
SANTA CARDS	£2.03
2017 CALENDAR	£1.25
TOTAL	£6.03
CASH	£10.00
CHANGE DUE	£3.97





Languages, Literacy and Communication at Hendre Infants

@HendreInfLLC



When I listen to stories on the listening pod, it feels like I'm inside the story

I love playing in the role play. I like wearing masks and making a baby bear voice.

Sometimes my mum comes in to help me. We make lots of nice things to talk and write about.



We are constantly practising and consolidating our literacy skills throughout the day. We play spelling games, read books, listen to stories, write stories, act in the role play, research using google, ask interesting questions and all of this takes place in free choice activities.



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

I like it when we get to look at the big book to read it again and again.



My favourite is when we draw storymaps because I make up my own characters.

- FP compact Profile is completed in Nursery and Reception.
- Benchmarking running records are completed regularly which helps to inform reading intervention groups. GLS assessments are completed by Year 2.
- Year 2 complete National Tests for Reading.

Our aims in teaching Language, Literacy and Communication are that all children will develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability. We want children to be able to speak clearly, fluently and effectively, and be able to listen to the spoken word attentively with understanding, pleasure and empathy. We also want to create confident readers who read a range of materials fluently and with understanding, for enjoyment and for information. By the time our children leave the infants, they should write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.

Oracy

We develop our speaking and listening skills by working together; repeating and acting out stories, poems and songs; listening to our friends share news; describing our feelings.; asking and responding to questions or instructions and making predictions; communicate for a variety of purposes and audiences.

Reading

We develop our reading skills by watching our teacher read; reading non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors; learning our phonics through jolly phonics as this helps us decode unfamiliar words, reading on our own in the reading den, answering questions about what we have read and describing what we have learnt from different texts..

Writing

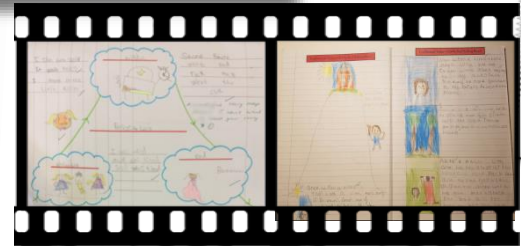
Teachers develop writing skills by providing children with:

- a wide range of real life and imaginary contexts for writing
- learning environments where materials for free writing are available
- stimulating texts, which are of interest to all children
- modelling the planning and writing process
- celebrating the writing by providing an audience
- promoting correct spelling and developing a knowledge of punctuation and grammar.

Staff teach the skills of specific genres so the skills can then be applied across the curriculum. E.g. Year 2 teach instructional writing during 'Come Dine With Me' topic so children can then write recipes with greater independence.



At Hendre we incorporate aspects of the Digital Competency Framework (DCF) throughout all our areas of learning. We use digital platforms like Hwb and Purplemash to allow pupils to create and collaborate





Languages, Literacy and Communication - Welsh at Hendre Infants

Writing

Following on from their oracy activities, pupils are then given opportunities to write familiar language patterns independently and collaboratively.



Oracy

Pupils join in with a variety of planned and spontaneous age appropriate oracy activities to help develop their Welsh language understanding. These range from singing songs, to playing games, to following instructions. They listen to familiar adults and respond appropriately.

Curriculum Coverage

Throughout their time at Hendre, pupils are given the opportunity to develop their Welsh language in a variety of ways. Welsh is used incidentally on a daily basis, and pupils have timetabled Welsh sessions weekly. The 3 key skills developed are **oracy, reading and writing**.



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

Our class has a Cwtsh Cymraeg with lots of things to help with our Welsh.

Staff plan topics to incorporate aspects of 'Y Cwricwlwm Cymreig'. For example our topic **Ty Mamgu** allowed us to explore Welsh heritage, foods, traditions and history.

We choose a daily **Helpwr Heddiw** to ask Welsh questions like 'Sut mae'r tywydd?'



Staff follow the Welsh language learning scheme 'Hwyl Dan 7' when delivering their Welsh lessons. It comes with a wide range of engaging resources.

At Hendre Infants our aim is to develop and enhance pupils' Welsh language skills, to meet the Welsh Government's desire to have a million Welsh speakers by 2050. We also seek to educate and familiarise children with their unique Welsh heritage by incorporating all five aspects of the Cwricwlwm Cymreig into all areas of our current curriculum. Welsh is a part of the daily school life in Hendre Infants.

Reading

Pupils have access to a variety of stage appropriate Welsh reading materials that use taught language patterns to help consolidate language development. They can be accessed spontaneously or as part of planned activities.



Pwy wyt ti?

The school introduces a 'phrase of the week' to develop the use of incidental Welsh. Children can collect Tocyn laith for using the phrase. During our weekly Welsh assembly, the class with the most Tocyn's is announced the winner!

We embrace annual Welsh events like St David's Day and the Eisteddfod, all as means of celebrating the Welsh language and culture!

DCF

At Hendre we incorporate aspects of the Digital Competency Framework (DCF) throughout all our areas of learning. We use digital platforms like Hwb and Purplemash to allow pupils to create and collaborate.



Welsh Phrase of the Week Autumn 2

Dyddiad	Cymraeg	Saesneg
6/11/17	Sefwch	Stand
13/11/17	Eisteddfod	Sit

@HendreInfWLD

Fflic and Fflac help us to speak in Welsh. I love using them.





Languages, Literacy and Communication – International Languages

We use Language Nut to provide vocabulary, pronunciation and games to build our international language skills.



We choose different languages to answer our register. My favourite is Polish.

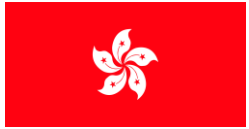
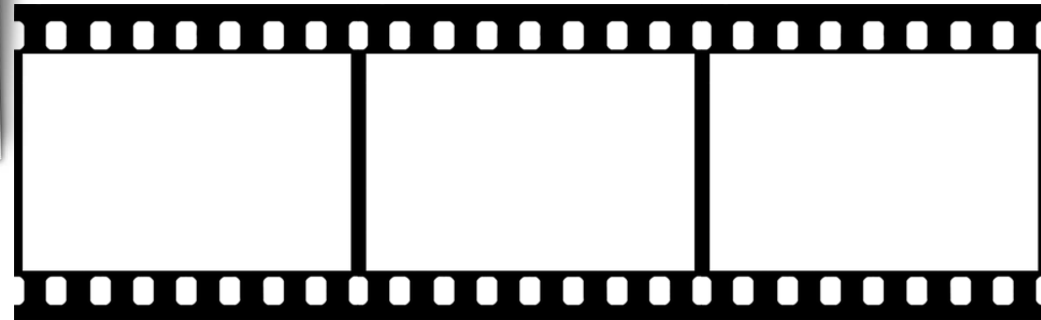
We play pairs on the whiteboard to learn words in different languages.

Within our school community at Hendre Infants we have many languages including Polish, Latvian, Kurdish, Tamil, Thai Chinese and Hindi.

To promote an inclusive environment and prepare our children to be global citizens we include these languages and others incidentally throughout our day.

Parents have helped us plan and deliver workshops using the international languages they use at home. These workshops included games and customs traditional to the communities our children belong to.

I like teaching my friends to use some of the words I use at home with my family.





Health and Wellbeing at Hendre Infants

Cooked dinner is my favourite. It's delicious! I like it when I get a certificate for good manners like saying "Diolch".



I love Wake and Shake every day. It's fun.



It was fun we had the Glitterbugs soap and the special light to see germs. Now we always wash our hands!



Healthy Schools

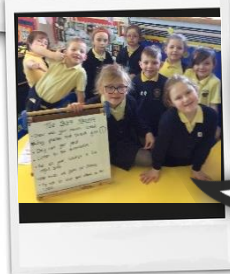
We are proud to be a Healthy School. We have already achieved the first 4 "leaf" awards and we are on our journey to achieve the NQA award for commitment to being a healthy school.

Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

I love Breakfast Club because I can have toast and it's warm in my tummy. After I can play games with my friends



I think it's good that anyone can be a Healthy Helper. It's fair because we all have a turn. I like giving out stickers.



Children are rewarded for making healthy food and drink choices. Pupils participate in "Siop Snac" at playtime, paying 20p a day for fruit.

At Hendre Infants our motto is "Nurture, Believe, Achieve". We want to be the school that thoroughly embraces that motto and so we place great importance on nurturing the pupils in our care. We believe that the first years of school should be a positive experience where children enjoy learning and are prepared for the future, in a warm and safe environment.



Pupil Attitudes to School Survey completed annually.



Interventions put in place according to pupil need.

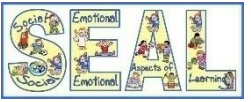


PPA - Wellbeing

Every class visits Forest School and participates in "Relax Kids" wellbeing and mindfulness sessions at least one afternoon per week, whilst the class teacher is having PPA time.



We regularly participate in...



All classes participate in daily circle time sessions and peer massage and yoga sessions. This time is built into the timetable.

@HendreInfantsPSD
@HendreInfantsPD
@HendreInfantsOL
@HendreInfantsEco
@HendreInfantsHelp

and more!



Health and Wellbeing - Outdoor Learning at Hendre Infants



Helicopter races are the best!

Learning outside is fun!

I like mixing in the mud kitchen. Look at my cake!

Mrs Davies is our Forest Schools leader.

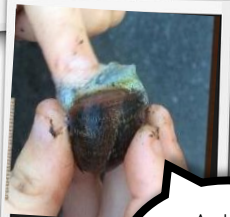


Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.



A Lark's foot knot accomplished

Making links and getting awards



A slimy snail. I touched it!



I used acorns for his eyes and he's got leaf wings!

Ambitious Capable Learners

At Hendre Infants our aim is To build a strong relationship with nature allowing children to explore, discover and make links to sustainable attitudes and practices. The sessions aim to develop the physical, social, cognitive, emotional, linguistic and spiritual aspects of all the children.

Forest Schools offer children regular opportunities to experience hands on learning in our natural woodland area situated at the rear of our nursery building. Learners begin to build a close relationship with nature, follow their own interests and engage with risk.

There is a cycle of planning observation, adaption and review that links each session

Each session aims to promote the children's holistic development which over time helps foster resilience, independence and creative learners.

Children are given the opportunity to take supported risks appropriate to their environment and development.



Reflective time happens during each session so that the children can celebrate their achievements and begin to develop emotional intelligence they will need for the future.



Opportunities for... Child Led

Forest Schools



Children choose and drive their own learning

Reflection



Health and Wellbeing -Physical Development at Hendre Infants

@HendreInFPD

At Hendre Infants our aim is to encourage and produce healthy and happy children who enjoy taking part in physical activity.

We promote the health and wellbeing of our children at every opportunity Through dedicated Physical Development lessons our pupils develop a love for exercise and being active, as well as gaining greater control over their own bodies.

LNF is covered e.g when children created a Superhero assault course and drew their design with added labels and instructions.

We cover a range of physical activities including dance, gymnastics and games. We use the 'Play to Learn' scheme, the 'LCP' scheme and the 'Multiskills' scheme.

Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

We play games which use Welsh commands to improve Welsh language.



We get fresh air when we do the Daily Mile!

We warm up to stop our muscles hurting.

I'm good at balancing and jumping.

We have Sports Day every Summer where children compete individually and in teams.

At break times children use our Trim Trail, Climbing frame, climbing wall and play playground games such as hopscotch and ball games.



We participate in sports-related events, e.g Skipathon for British Heart Foundation and Sports Relief.



We love waking up our brains and bodies with "Wake and Shake" using the GoNoodle website.

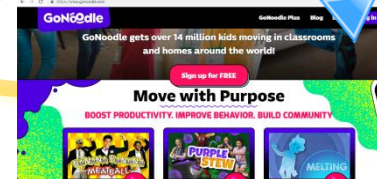
We encourage children to film and photograph themselves and their peers in sessions to cover many aspects of ICT and the DCF.



I love PE. It's my favourite day!

I am good at exercising on the trim trail and climbing frame

Dosbarth Deer had an amazing time at the comparing part in a gymnastics session. Diolch Mrs Haines and your helpers for showing us how to create a routine with a 'present' to start and end. #PD @PE_stcenydd





Health and Wellbeing – Relationships and Sexuality Education RSE - Rights of a Child at Hendre Infants

Everyone is unique!

Legislation.

A rights and equality based RSE curriculum, helps ensure that all learners can develop an understanding of people's faith, beliefs, human freedom, dignity, well-being and safety, of all people.

RSE is a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16, ALL LEARNERS MUST RECEIVE THIS EDUCATION. – *Curriculum and Assessment (Wales) Act 2021*

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships.



Buddy the speech bubble



We feel it is so important that our children know about their rights and that all adults must do what's best for them.

children know about their rights and that all adults must do what's best for them.

At Hendre Infants our aim is to provide an RSE curriculum that is appropriate to our learners, with regards to their age, ability and aptitude. We want to enable appropriate progression for all learners along the continuum of learning, and develop empathy, kindness and compassion through positive, prosocial interactions.

NSPCC Speak Out, Stay Safe virtual lesson

We joined a virtual lesson where Ant, Dec and Buddy told us how important it is to tell someone if we don't feel safe in our environment.



Sally Holland makes sure we have our rights!



Article of Children's Rights

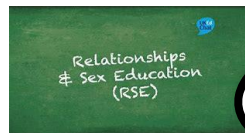
We know what we need to be happy, healthy and safe in our lives.

Pupil Voice

The Super Ambassadors have a meeting to decide what the children want to do on Well-being Wednesday.



and relax



We chose which rights are most important to us.





Expressive Arts at Hendre Infants

@HendreInfCD

I love dancing with my Mummy.



I can paint the chick. I gave him wings.



I can make colours lighter and darker. This is going to be a penguin.



Eisteddfod

ART & DESIGN



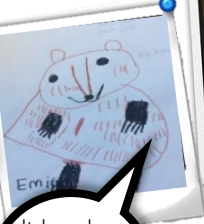
Art is based around our themes and the interests of our children. We give the children a range of experiences from painting and drawing to 3D and outdoor Art.

We also study Welsh artists such as Rhiannon Roberts and artists like Andy Goldsworthy.



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

It has sharp claws to catch fish.



I made my own rocket. I like the pink buttons.



This is my pumpkin. I had to look really closely to paint it. I made it look real.



I liked being a reindeer in the Christmas show



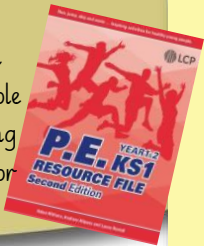
Design & Technology

Our children have the chance to research, design and make. They have worked collaboratively and individual to create rockets, sea creatures and moving cards.

At Hendre Infants our aim is to ensure all children are creative and that their creativity and imagination should be explored and developed with a range of carefully planned activities. We consider the Creative Development to be made up of Art & Design, Dance, Drama, Music and Design Technology, each of which may, at different times, be taught separately or as part of other lessons across the curriculum. These areas offer our children the opportunity to explore, express and communicate their feelings, whilst learning how to understand and appreciate the wide aesthetic world around them. Through creative development the children will develop a range of both practical and intellectual skills. We aim to give the children a greater understanding of working with others and an appreciation of their own and other cultures.

DANCE

Dance is taken from the PE LCP scheme of work. With music and resources available to create inspiring dance sessions for all age groups.



Drama

Drama is taught and completed through Literacy sessions using talk for writing. We also perform Christmas concerts and assemblies for our community.

MUSIC EXPRESS



Music Express presents an invaluable resource of great songs, stories, visuals, movies and music from across the world and across history.



DCF



Glee Club

Upbeat

Tea Dance

We have entered many competitions. To showcase our children's creative talents.





Humanities at Hendre Infants

Pakistan Immersion Day

My henna tattoo didn't wash off for a long time!



This is where we live. And this is Tenby where I go on holiday.



It's fun playing in Ty Mamgu. I like using the old toys.



Curriculum

Throughout the Foundation Phase pupils are given the opportunity to learn about:

- ❖ Time and People
 - ❖ Places and People
- which supports our teaching of Humanities



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

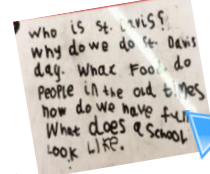
Time and People

Pupils learn about life in Wales and the wider world both now and in the past.

At Hendre Infants we aim to help pupils to develop an enquiring mind which enables them to explore and investigate the world, and its past, present and future. We want our learners to understand the role other people have played in shaping the world, whilst helping them understand the role they play in shaping our world now and as they grow older.

Visits and Visitors

Trips include visits to Cardiff Museum, Caerphilly Castle, Cardiff Castle, Castell Coch, St. Fagans Museum and Tredegar House. We also invite visitors in regularly.



Pupil Voice

Pupil Voice helps inform staff planning to ensure active engagement in learning.

Knowledge and Understanding is often taught through the year group topics, which change every few weeks. These include "Come Dine with Me" and "Frozen Toes and Icy Noses"

Places and People

Pupils are given the opportunity to learn about the geography of Wales and other places around the world. They begin to use maps and atlases.



We searched for castles on google for our new topic. Maps show us where places are. We could see the distance.

Where possible, we link Humanities learning with high quality texts



I met a real knight at Cardiff Castle. He let me wear his helmet!



Applying the DCF

Using a variety of digital media we explore digital safety, navigating multimedia, creating and producing.



LNF

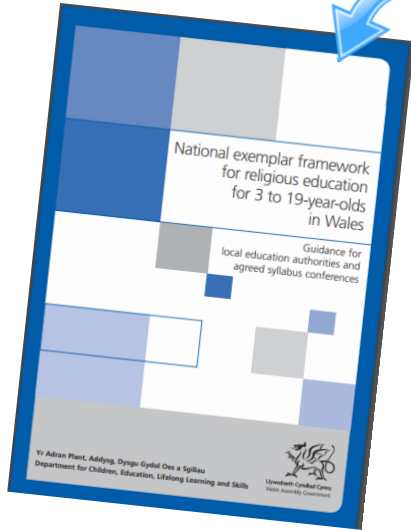
We are able to consolidate our literacy and numeracy skills in a variety of fun ways through topic work.



Humanities - Religious Education at Hendre Infants

At Hendre Infants we provide opportunities for children to learn more about themselves, other people and the world around them and to develop an understanding of their rich cultural and religious heritage in Wales. This is done through experiential learning as well as through stories and role play opportunities.

We also work hard to help our learners develop respect and attitudes of responsibility. We teach children to understand more about themselves, and in turn, help them to develop their understanding of the views of others.



We follow the National Exemplar Framework for Religious Education

@HendreInfHelp
@HendreInfPSD
@HendreInfKUW



Staff create QR codes linking to our "Planner" on Hwb where photographic and video evidence of pupil work is stored. The QR codes are placed in books and on displays for pupils, parents and colleagues to view.

Children participate in collective worship during our daily assemblies.

Children hear Bible stories and stories from other cultures in assembly every week.

Reverend Sue Pratten visits us regularly to give assemblies.

The Salvation Army visit us to explain about how they help people less fortunate than us.



Living Things
We watched the chicks hatch and we helped look after them.

Children
It's good when we raise money to help people who don't have nice things like us.

Other People
I know that the Fairtrade Farmer has to get up at 5 o'clock to pray before work.

The "golden thread" flowing through the teaching of Religious Education includes the study of...

Knowledge and Understanding of the World

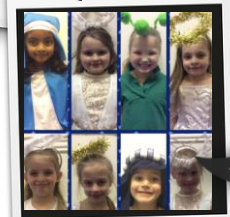
Personal and Social Development, Well-Being and Cultural Diversity

Our school prayer

Ein Tad,
Diolch am ffrindiau
Diolch am ysgol
Diolch am popeth
Amen

Dear God,
Thank you for our friends
Thank you for our school
Thank you for everything
Amen

Living Things
We planted daffodil bulbs and they started to grow!



Celebrations
I like Christmas because there's presents and it's fun but it's really Jesus' birthday.





Science and Technology at Hendre Infants

Curriculum

Throughout the Foundation Phase pupils are given the opportunity to learn about:

- ❖ **Myself and Other Living things**
 - ❖ **Myself and Non-living things**
- which supports our teaching of Science and Technology



Woodwork

At Hendre Infants our aim is to provide a wide range of hands on learning experiences to allow pupils to reach their full potential in learning about the science and technology in our world.

We engage the children in their learning by actively involving them in the decision making over what and how they learn.

Mad Science

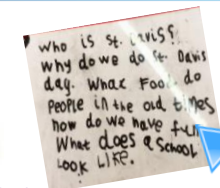
We used a grant from the Edina Trust to pay for Mad Science workshops, providing hands-on chemistry experiences for all our pupils

Edina Trust

Knowledge and Understanding is often taught through the year group topics, which change every few weeks. These include "Come Dine with Me" and "Frozen Toes and Icy Noses"

Pupil Voice

Pupil Voice helps inform staff planning to ensure active engagement in learning.



LNF

We are able to consolidate our literacy and numeracy skills in a variety of fun ways through topic work.

We explored how fat keeps us warm like on a polar bear.



Ice is made when it is really cold.



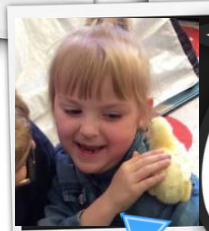
The heaviest tin rolled down the ramp fastest. So it must be the pet food because soup is light



I planted my seeds and they started growing the next day!



We got to see the chicks! They were fluffy. But their feet tickled my hands.



Myself and Non-Living Things

Pupils are able to explore a range of non-living materials; to explore the effects of heat and cold; and sources of light and sound.



Applying the DCF

Using a variety of digital media we explore digital safety, navigating multimedia, creating and coding.



Pupils are able to investigate concepts practically to facilitate their understanding.