



"United we, Empower, Nurture and Challenge."
"Wrth uno mae'n ein arfogi i feithrin a herio."

Year Group Booklet

Year 5

Summer Term 2020

Stay Safe, Stay Learning

If you have any queries or concerns please email:
mainoffice@blackwoodprimary.org

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1. Introduction

The Year 5 Team would like to take this opportunity to welcome you back to Blackwood Primary School. Within this booklet you will find a range of helpful information about our new school environment, important information and changes that have been made with your child's wellbeing and safety at the heart of decisions made.

2. On entry to the school and classroom

- Children/ and parents/ carers arrive at the main gates for 8.30am.
- A member of staff will greet the children and direct them to sanitize their hands then proceed to their classroom.
- Children will be welcomed by the teacher from their bubble, Miss Miller or Mr Turner. The teacher will direct children one at a time to enter and wash their hands.
- The teacher will then direct children to their work station.
- Children will keep all their packed lunches, coats and other weather appropriate items e.g. sun hat/ glasses, with them at their sanitised workstation at all times. Children will NOT have access to their lockers this decision has been made for safety reasons.

3. Classroom Environment

Workstations

- A child's workstation refers to a designated work space with an individual work pack that consists of the stationery resources they will need.
- Children will have access to a variety of resources, they will wash hands before and after use.
- At the end of the day any shared resources will be cleaned appropriately.

Timetable

- The day will consist of four sessions divided by two 15 minute comfort breaks and a 30 minute lunch break.
- During the sessions, children will have a variety of activities to engage them throughout the day. There will be an emphasis on emotional, mental and physical well being and an opportunity to refresh relationships with friends, peers and trusted adults. There will also be opportunities to revisit some of the childrens' literacy and numeracy skills through interactive activities.

Universal Provision

- Universal Provision forms the foundation for all other provision or support made available to children in Year 5 and Blackwood Primary School. Provision includes strategies, resources and the environment that supports teaching and learning.
- Children will be supported through their emotional and wellbeing transition into Year 5 through a range of strategies and resources listed below.

Emotional regulation:

5 Mindful Calm down breathing techniques

5-4-3-2-1 Grounding Exercise

Calming Strategies

Emotional Charts

Self Regulation Basket/Box

These strategies and resources can be used at home before and during their time in class

5 Mindful Calm down breathing techniques:

It's easy to remind a child to take some deep breaths while a meltdown is imminent, but most kids do quick, shallow breaths. Unfortunately, shallow breaths don't do much to regulate our bodies.

Instead, we need to take long, deep breaths from the bottom of our bellies to really calm our bodies down.

Long, mindful breaths.

1 - Rainbow Breathing:

This breathing technique is all about stretching up and out as you paint the colours of the rainbow across the sky. Here's how to do rainbow breathing:

1. Breathe in as you slowly raise both arms straight up above your shoulders.
2. Hold your breath and arms up for 3-5 seconds.
3. Breathe out as you slowly lower your arms until they are level with your shoulders.

2 - Elevator Breathing

Imagine you are in the lobby of a building and you spot an elevator. You're going to get into the elevator and ride it all the way up to the top floor and then ride it all the way back down. Here's how to do elevator breathing:

1. Sit tall in a chair or sit cross-legged on the floor and place one hand, with palm facing down, on your lap.
2. Stack your other hand, with palm facing down, on top of your other hand.
3. While breathing in slowly, raise your top hand up to your chin as if it is an elevator.
4. Hold your breath and your hand, imagining people exiting the elevator, for 3-5 seconds.
5. Breathe out as you slowly lower your hand back to its original starting position.

3 - Take Five Breathing

1. Make a fist.
2. Breathe in and out.
3. Stick out your thumb.
4. Breathe in and out.
5. Stick out your index finger.
6. Breathe in and out.
7. Stick out your middle finger.
8. Breathe in and out.
9. Stick out your ring finger.
10. Breathe in and out.
11. Stick out your pinky/little finger.

4 - Snake Breathing

Get ready to hiss like a snake:

1. Breathe in.
2. Hold for 3-5 seconds.
3. Make a hissing sound as you breathe out.

5 - Square Breathing

1. Use your index finger to quickly draw a square in the air while breathing in slowly.
2. Draw the same square again while breathing out slowly.

5-4-3-2-1 Grounding Exercise

This is a very simple and extremely effective grounding exercise. It will distract a child from the anxiety trigger, help focus on the present moment and relax.

Ask the child:

Name 5 things you can SEE in the room

Name 4 things you can FEEL

Name 3 things you can HEAR

Name 2 things you can SMELL right now

Name 1 thing you can TASTE.

Calming Strategies

- Divert attention: change the subject, sing a song, pay attention to something else
- 'Change to scene' - take outside
- Listen to soothing music/sounds (whales, calming music, etc)
- Show calming images/videos
- Talk to someone - teacher/TA or a friend
- Use one of the 5 mindful breathing techniques - see cards
- Use the 'Grounding' exercise - see sheet
- Use items in the 'self regulation' basket - one in every class
- Express emotion using an emotion chart - see charts or use universal chart. Use to open discussion about feelings.

Emotional Charts

Emotions Charts are widely used because they provide a simple way to assist kids in:

- identifying emotions
- labeling emotions
- expressing feelings
- grading the intensity of those feelings

Lots of children have all or nothing thinking. They see things as black and white. For example, they are either happy or sad, energetic or tired. Some children can struggle to voice when they are in the middle 'grey' areas' of feelings and emotions. In offering an open dialogue with a child where they are able to report their thoughts and emotions on a scale can be a good opportunity to develop their deeper thinking. You can modify scales to compliment a child's understanding, they may prefer pictorial scales or numerical scales.

Self Regulation Basket/Box

Self regulation baskets/boxes will have a range of multi sensory resources that children can access throughout the day. Resources will be cleaned and sanitised accordingly.

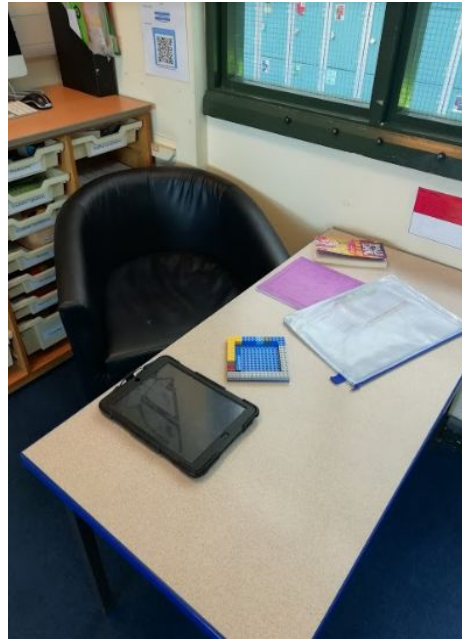
4. Classroom Layout

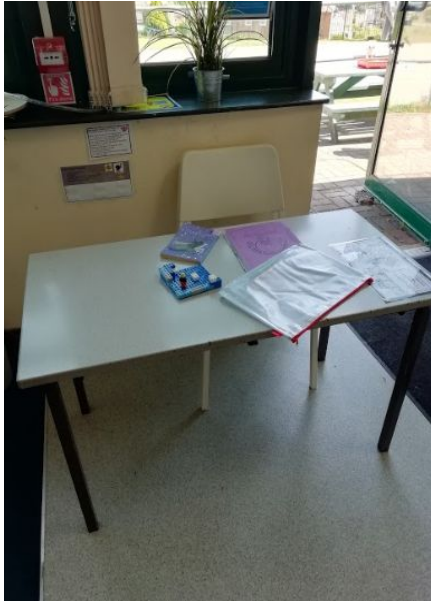
Please see below for pictures of both classrooms and videos to show the layout.

Classroom Layout

Class 11







Classroom Layout
Class 12





You will have a workstation with your learning pack. This will be 2 metres away from others.



The children will use the courtyard in fine weather for reading, sketching and well-being.

5. Use of the toilets

- No more than two children will have access to the toilets at one time.
- Children cannot enter the toilet, if a signal shows that the toilets are already in use.

- Once in the toilet area, children will stand at the designated sinks to wash their hands (keeping the 2m distance).
- As usual children are to wash their hands before exiting the toilet area, again standing at the designated sinks.
- On return to class, children wash their hands/ sanitize if they have touched something on route e.g. door.



This means that both toilets are occupied.



This means that both toilets are available.



You can only use every other cubicle.



Where to stand when you wash your hands

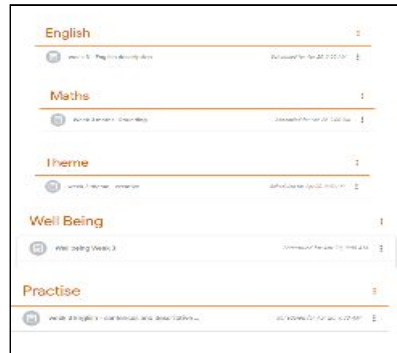
6. On exit from the classroom and school

- Children will gather their belongings and stand by their work stations.
- Children will be called, one at a time to wash their hands before exiting the classroom.
- Once all children have washed their hands, children will follow their teacher to the small yard and line up on the designated spots.
- Mr Turner and Miss Miller will safely release children to their parents/ carers.

7. Google Classroom for Continued Distance Learning

Distance learning

- Work is available every Monday from 9am, for the week via Google Classroom.
- English, Maths, Theme and Wellbeing tasks/activities will be set.
- Teachers will leave comments (providing feedback) to further support your child's learning and development by the end of the week.
- Work provided is inline with the curriculum but is not a direct replacement of class lessons. View of google Classroom below.



8. Communication

- School Website - www.blackwoodprimary.org
- Follow us on Twitter:
 - Main school - @Blackwood_PS
 - Year 5 - @YearFiveBPS
 - Forest Schools - @ForestSchoolBPS
 - Health & Wellbeing - @WellbeingBPS
- If you have trouble logging on, please contact the following:
googleclassroom@blackwoodprimary.org
- If you have any queries or concerns whilst the school is closed, please email:
mainoffice@blackwoodprimary.org

9. Welcome Video

[A welcome to your Year 5 bubble from your 5 teachers!](#)