



Welcome to Class 10

Information Booklet

2025 - 2026

Croeso i'r Dosbarth 10

Llyfrynn Gwybodaeth

2025 - 2026



Ysgol Gynradd
Garnteg
Primary School

GARNTEG PRIMARY SCHOOL

Ysgol Gynradd Garnteg

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Welcome to Class 10!

Welcome to Class 10! This year, our class contains both Year 5 and Year 6 pupils. Year 5/6 is an important year, full of exciting opportunities including our residential trips! In this booklet, you'll also find key information about your child's learning, including curriculum coverage, upcoming topics, and how we'll support their progress throughout the year. It's designed to give you a clear picture of what to expect and how we work in Year 5/6. For regular updates, important notices, and a look at what's happening in class, be sure to visit our school website at www.garntegprimary.co.uk and follow us on X (Twitter) at @MrsHLeeY56 and @garntegprimary.

Staffing



Mrs. Lee
Class 10 Teacher

Mrs. Cox
Teaching Assistant

What to expect in Year 5/6

Years 5 and 6 are important years where learners take on greater independence, leadership, and responsibility. Under the **Curriculum for Wales**, learning becomes increasingly connected, purposeful, and ambitious. These years are designed to support learners in becoming confident, capable, individuals.

Daily routines in Year 5 and 6 typically begin with a variety of engaging morning activities from across the curriculum, followed by a well-being check-in. This check-in plays an important role in helping staff understand how learners are feeling each day and provides an opportunity to address any worries or concerns early on. followed by focused English and Maths sessions. Afternoons often include topic-based learning across the Areas of Learning and Experience (AoLEs), such as Science & Technology, Health & Well-being, Humanities, and Expressive Arts. Learners also participate in PE, Welsh, and digital competency activities throughout the week.

While English and Maths remain key areas of focus, learning in Year 5/6 is not confined to set times of the day. Instead, the timetable is more fluid, allowing learners to develop key literacy and numeracy skills and apply them meaningfully across the curriculum. Lessons are often integrated through rich, topic-based learning across the Areas of Learning and Experience (AoLEs), such as Science & Technology, Health & Well-being, Humanities, and Expressive Arts. Learners also regularly engage in PE, Welsh, and digital competency activities, with skills being taught, reinforced, and applied in a variety of contexts throughout the week.



A typical timetable

includes daily opportunities for reading, spelling and grammar (SPaG), problem-solving in Maths, and writing for different purposes.

These subjects are embedded across the curriculum—for example, writing a science report, calculating data in geography, or presenting in a drama performance. "A day in the life" of a Year 5 or 6 pupil involves

Dydd	9.00-9.30	9.30am	11.45am	11.45-12.30	12.30pm	3.15pm
Dydd Llun <i>Gwasanaeth HT</i>	Registrati on / <i>Ysgrifodol</i> Cymraeg values activities check ins / Assembly	C.S. Maths and Numeracy	C.S. LLC	Amser Cinio/re gistratio n	Darllen/ languages	Humanities
Dydd Mawrth <i>Gwasanaeth Canu</i>		C.S. Maths and Numeracy	Science and Technology		Darllen/ languages	Science and Technology
Dydd Mercher <i>Gwasanaeth Values</i>		Mindfulness	C.S. Language, literacy, communication		Darllen/ languages	C.S. Maths & Numeracy
Dydd Iau <i>Seren yr Wthnos</i>		RVE	Expressive Arts		Darllen/ Languages	Health and Wellbeing PE <i>KS2 Field</i>
Dydd Gwener <i>Gwasanaeth Cymraeg</i>		C.S. LLC	C.S. Maths & Numeracy		Darllen/ Cymraeg	Health and Wellbeing PE
		C.S. Curriculum Skills				

collaboration, creativity, critical thinking, and reflection. Learners are encouraged to take ownership of their learning.

As part of our commitment to health and well-being, learners participate in the Daily Mile, promoting regular physical activity and helping to improve focus and energy levels throughout the day.

Registers are also taken at the start of the afternoon session. Following this, children take part in a guided reading session, where they work in groups on texts matched to their reading level. This may include higher-level reading activities, such as dictionary work, exploring word origins, or investigating the history and meaning of vocabulary—tailored to support individual progress.



Afternoon learning continues with a focus on developing academic knowledge and skills across the Curriculum for Wales, allowing children to apply literacy, numeracy, and digital skills within meaningful, cross-curricular contexts.



In Year 5/6, learners actively participate in Religious Education (RVE) and Personal, Social, Values, and Ethics activities that encourage reflection, discussion, and personal growth. In class 10 they explore different world religions and belief systems, learning to appreciate diverse cultures and viewpoints while developing respect and empathy for others. They also focus on building important life skills such as managing emotions, developing positive relationships, making ethical decisions, and understanding their own values. These activities often involve group discussions, role-playing scenarios, and real-life problem solving, helping

learners to become thoughtful, responsible, and confident individuals ready to contribute positively to their communities.

At the end of the school day, children are taken to the school gate as directed by their parent or carer at 3:15 p.m. Learners who have been given permission by a parent or carer are allowed to walk home independently. Learners who travel by school bus are escorted to and from the bus by staff each day to ensure their safety.

If a child returns to school following an absence, we ask that parents provide a written explanation—either as a note or letter—unless the school has already been informed by

telephone. Persistent or unexplained absences are referred to the Headteacher, who may then involve the Education Welfare Officer as appropriate.

Wellbeing in Year 5/6



Wellbeing is a key focus for our Year 5 and 6 learners, as it supports their emotional health and learning readiness. Each day, learners take part in wellbeing check-ins, allowing them to express how they feel and receive support when needed.

Our classroom includes a calm corner where learners can take a moment to relax and regroup if they feel overwhelmed. We also incorporate mindfulness sessions to help develop concentration and promote a sense of calm.

Our school is fortunate to have a pond on the grounds, providing a peaceful outdoor space for reflection and connection with nature.

In addition to this, our learners take part in a variety of enriching activities that support both wellbeing and personal development. These include cooking sessions, forest school experiences, and mindful outdoor activities that encourage creativity, teamwork, and a deeper connection with the environment.



Physical challenges such as climbing the climbing wall and participating in the leap of faith activity also help build confidence, resilience, and encourage personal growth. These opportunities are carefully designed to support the children in our class, helping each learner to thrive both emotionally and physically.

School Uniform

Children are expected to wear the recognised school uniform. If there are any problems with uniform please inform the class teacher in person or through sending in a note.

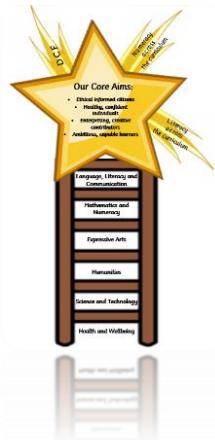


CLIMB TO SPARKLE CURRICULUM

At Garnteg we are proud to be part of creating a new learning curriculum in Wales. The aim across Wales is to see schools as learning organisations. We have been given the exciting opportunity to Pioneer a 'Curriculum for Wales' The National Mission. This means we are providing our learners with authentic, holistic opportunities within their learning. We aim to provide learners with a range of 'real life' opportunities that will be enjoyed thoroughly. Through pupil voice, learners engage in the planning and evaluation of their learning across all Areas of learning Experiences (AoLEs).

These include:

- **LANGUAGE, LITERACY AND COMMUNICATION** - which includes Literacy, Welsh language as well as engagement with Modern Foreign Languages further on in the school.
- **MATHEMATICS AND NUMERACY**.
- **SCIENCE AND TECHNOLOGY** - developing Science, Design Technology, ICT and STEM opportunities.
- **CREATIVE DEVELOPMENT** - Music, Drama, Media and Art
- **HEALTH AND WELLBEING**
- **HUMANITIES** - Geography, History and RE



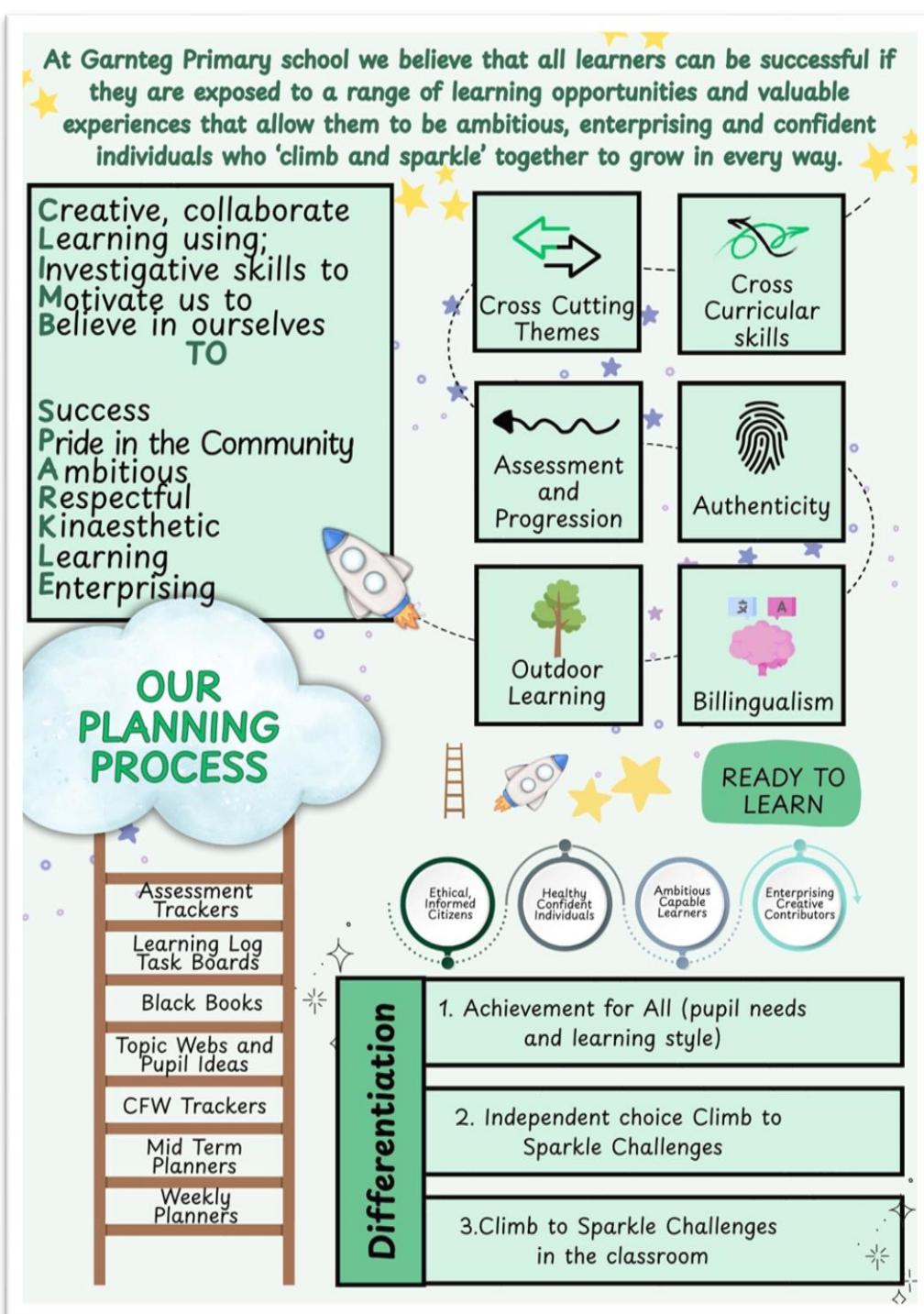
Alongside these Areas of Learning and Experiences (AoLEs), we aim to develop the Core Purposes within learning. Within the new curriculum there are four Purposes aimed at developing the learners for their future ventures and opportunities.

The aim is for our children to become:

- Healthy, Confident Individuals
- Enterprising, Creative Contributors
- Ambitious, Capable Learners
- Ethical Informed Citizens

All children will be given access to universal provision, where we aim to meet the needs of all learners through high quality teaching and learning.

For more information on the ALN (additional Learning Needs) bill please see this informative video



<https://www.youtube.com/watch?v=00gHqzWowPg>

P.E will be held on a weekly basis and children will need to bring suitable kit for indoor and outdoor physical activity on these days. This should be clearly named and stored in a named bag on the children's pegs.

Year 5/6 Trips and Residential

We aim to provide a range of engaging, educational trips throughout the year that will impact upon pupil's learning. Pupils will also have the opportunity to attend Residential trips in both

Year 5 and 6 in the Summer Term, these are always greatly enjoyed by pupils and staff.



Classroom Rules

In our classes we ensure that we have a happy learning environment where everyone feels valued and enjoys their time together. In order for us to achieve this we have a number of rules that we abide by that are linked in with the school rules.

School Rules

The school rules across both Foundation Phase and Key stage 2 are:

- Walk quietly around the school at all times.
- Keep hands, feet, objects and unkind words to ourselves.
- Follow instructions first time.
- Listen to the chosen speaker.
- Respect everyone on our school community.

These rules are reinforced throughout the school and children are expected to adhere to them at all times.

As we strive to help children become life-long learners we promote independence and responsibility throughout the school day.

Healthy Snack

Children are encouraged to bring one item of healthy snack to school and their own drinks bottle. No sugary drinks should be brought to school. If unhealthy snacks are brought to school children will not be allowed to eat them. If your child has any specific dietary

requirements please let us know.

Medical information

If your child suffers from a medical condition that is likely to affect his/her education, we would be grateful if you would inform us. Should your child require regular medication, and you wish to undertake its administration, we must ask that you inform us in writing. Information should contain the time of day it is to be taken and the dosage. Please complete a medical form at the office when bringing in your child first thing in the morning.

Class dojo

At Garnteg we reward great behaviour with dojo points. Each child will have their own monster avatar and will build up their points and rewards through the year. Parents and carers are invited to view the children's dojo point progress where they can download the app and receive notifications of the points changing throughout the day. Notices and updates from staff will be posted on the class dojo story.



Attendance

We pride ourselves on the great attendance records we have kept over previous years. We look forward to keeping this great attendance record over the coming year. Remember your child needs to be in school every day to learn and cannot achieve attendance targets if they have any absences that total 10 days or more. Please send your child to school every day.

Safeguarding

At Garnteg primary we are committed to the welfare, safety and happiness of all our pupils. All incidents are reported to the named child protection officer:

Mrs S Roche-Headteacher

IN HER ABSENCE ALL INCIDENTS SHOULD BE REPORTED TO

The Deputy Named Protection officers

1. Mrs C Jones - Deputy Head teacher
2. Mrs S Skyrme -Safeguarding Governor

The child protection officers for Torfaen are

1. Mr J Tushingham - 01495 766941
2. Mrs J Watkins - 01495 766912

Barrier System

The school grounds are operated by a barrier system. The school barrier at the main gates will be operated at the press of a buzzer which will go through to the school

office. The system is camera operated where identity and nature of business will be checked.

Please note access to school site is for disabled badge holders only, this ensures the safety for pupils and staff.

Operational Times - Morning

8.00am - 8.30am staff only

8:20am-8:50am Breakfast club pupils only

8:45am - 9:00am-pupils entry

Both school gates will be open at 8:45am for pupils to attend and this will ensure pupils are in class for their registration at 9:00am. The staff will meet pupils at the school gates.

Late Arrivals

If pupils arrive after 9am they will need to enter via the main office and for younger children, they will be brought in by parents or carers. Parents and carers are required to walk the children down to school site into the main school reception area. It is important that this procedure is complied with as the child will need their mark and lunch time choice of menu.

Both school gates will be open at 8:45am for pupils to attend and this will ensure pupils are in class for their registration at 9:00am.

Communication

Staff will be available in the morning on top and bottom gates to take messages that will be passed on to relevant staff.

Operational Times-Afternoon

At the end of the school day pupils will be collected from both main and bottom gate areas from 3.15pm. Please inform your class teacher which gate your child will be collected from. If you require someone else to pick up your child from school, please complete the regular contact collection form and inform staff on the gate in the morning, we will not be able to release pupils due to safeguarding if we have not been informed. The office will be unable to replay messages in the afternoon.

School Adult behaviour Policy and COMPLAINTS PROCEDURE

Our commitment to you

In all cases the school and governing body will ensure that complaints are dealt with in an unbiased, open, and fair way.

We will take your concerns and complaints seriously and, where we have made mistakes, will try to learn from them.

If you need help to make your concerns known, we will try and assist you. If you are a young person and need extra assistance you may want to contact MEIC which is a national advocacy

and advice helpline for children and young people. Advice and support can also be accessed from the Children's Commissioner for Wales

Have you asked us yet?

If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response, then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

What we expect from you

We believe that all complainants have a right to be heard, understood, and respected. School staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive, or unreasonable behaviour.

Nor will we tolerate unreasonable demands, unreasonable persistence nor vexatious complaining. We have a separate policy to manage situations where we find that someone's actions are unacceptable.

Adult Behaviour on school site policy 2026.

Adult Behaviour on site 2026

The Governing Body has adopted the complaints procedure outlined by Torfaen LEA, A full copy of the schools' complaints policy and procedures is available by request from the school office or via our school website.

Complaints Policy 2026 (002).docx

If you should ever feel it is necessary to make a complaint about the school curriculum or indeed any other aspect of the school, your first point of contact would be the class Teacher, then Senior Leader Member, Deputy Head Teacher then the Head Teacher. If after speaking with the class teacher, you are still concerned you can contact the school and arrange to discuss any matter with the Head Teacher in the hope that it can be resolved quickly and to everyone's satisfaction. Should the issue still not be resolved then you can make a formal complaint to the governing body, preferably in writing to the Chair of Governors.

Please see below details of the Phase leaders 2025-6

Stage Aa and Ab class teacher if not resolved Senior Phase leadership team member

Stage A 1. -Class teacher meeting visit with parent/carer and follow up recorded

Stage A2. Senior leader meeting visit with parent /carer formal follow up recorded

Unresolved

Nursery, Reception, Year 1, Year 2 = Mrs Messore Foundation Phase Leader in her absence Ms Brooks Curriculum Leader

Years 3 and 4 = Mr Phillips Phase Leader

Years 5 and 6 = Mrs Parker Evans

Unresolved Deputy Head Teacher Mrs Jones

Stage B Complaint to the Headteacher or nominated person

In most cases, we would expect that your concern is resolved informally. If you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the headteacher Mrs Roche.

Stage C: Write to the chair of Governors within five days

We would expect you to aim to do this within five school days of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible.

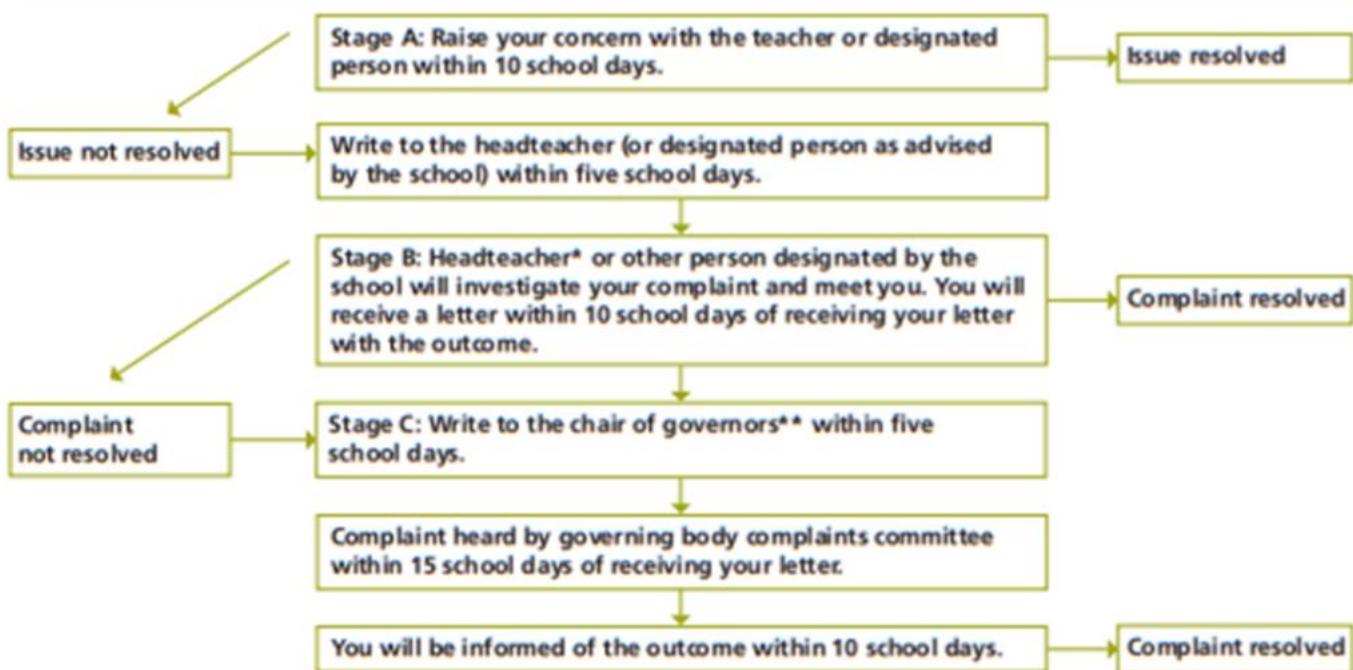
We aim to write to you within 10 school days of the meeting explaining the outcome of the governing body's complaints committee's consideration.

The governing body's complaints committee is the final arbiter of complaints.

However, there are Special circumstances where other procedures may apply for full details, please see complaints policy.

Appendix A: Summary of dealing with concerns or complaints

This procedure will be followed in the event of a concern or complaint about the school, provided that the concern or complaint does not fall under other statutory procedures.



* If the complaint is about the headteacher you should write to the chair of governors.

** If the complaint is about the chair of governors you should write to the vice chair.

All timescales shown are targets and are flexible; however it is in everyone's best interest to resolve a complaint as soon as possible. The school will work with you to ensure that the time allowed to deal with your concern or complaint is reasonable and helps to achieve an answer to the problem.

It is not the role of parent governors to bring complaints from individual parents into school or to meetings. That is the responsibility of the parents themselves to follow the procedure listed above.

We aim that early contact and discussion would resolve most concerns so please remember that is always best to contact school at your earliest opportunity.

A policy statement on bullying has been and is available to all parents.

It is not the role of parent governors to bring complaints from individual parents into school or to meetings. That is the responsibility of the parents themselves to follow the procedure listed above.

We aim that early contact and discussion would resolve most concerns so please remember that is always best to contact school at your earliest opportunity.

A policy statement on bullying has been and is available to all parents. A full copy of the schools Anti-bullying policy and procedures is available from the school. A full copy of the

schools' complaints procedure adopted by our Governors fully complies with Welsh Assembly advice and is the policy written and adopted by Torfaen and can be obtained via the school reception. Smaller leaflets are available from the waiting areas in school and are on our school website.

Home Learning

In Year 5/6 we encourage the following home learning activities to support learning.

Reading

We recommend 10 - 15 minutes reading 5 times a week as a part of homework. Children will have access to regular books from school as well as online reading resources through 'Accelerated Reader' and each child will be given a log in.

Weekly homework

A learning log containing activities to complete at home will be available on google drive, dojo and physically over the course of each half term for pupils to complete. They will need to choose one activity to complete each fortnight and these can be shared with the class teacher. Dojo points will be awarded for completed homework and it will be celebrated in class. In addition to their homework children will be given weekly spellings. These should be practised at home and there will be assessed in school the following week.

Numeracy

Each week teachers will set online maths tasks through TT Rockstars which can be played at home. Please make sure you are playing the games several times a week. There are very positive results from doing these activities at home. Each week in school children will complete a big maths challenge.

Home - School Links

You are offered the opportunity of meeting with teachers throughout the year.

In the Autumn and Spring term there are formal Parent - Teacher Consultations which take place in school. The consultations provide opportunity for parents to discuss with teachers children's progress, targets and voice any concerns they may have.

A written report is issued at the end of the Summer term.

Each week a newsletter is published and available on dojo, twitter and the school website.

Home-School Post

We recognise the importance of children, parents, and teachers working in partnership to enhance the quality of education for each individual.

How You Can Help

- Homework is intended to be a shared process between child and grown up.
- Children will receive a termly home learning log and will complete one activity each fortnight.
- Children will be encouraged to read books. Reading is important to reinforce the strategies learnt in school during Read Write Inc or guided reading.

You can help your child learn their spellings by using the following activities:

- Play snap and memory games with your high frequency words
- Look, Copy, Cover, check!
- Create a card game with certain spelling on

There are also lots of online resources which can help your child's spellings.

The BBC website is a great place to start!

<https://hwb.gov.wales/>

<https://www.j2e.com/launch>

https://hwb.gov.wales/repository/source/britannica_school/browse?level=ebi

<https://www.topmarks.co.uk/>

www.primaryresources.co.uk

<http://www.coolmath-games.com/>

<https://login.mymaths.co.uk/login>

Enjoy supporting your child's learning.

Year 5/6 High Frequency Words

Below are the high frequency words that will be taught to your child in Year 5/6. We encourage you to practice reading and spelling these words at home to support your child's reading development.

Word	R	W	Word	R	W	Word	R	W	Word	R	W	Word	R	W	Word	R	W
accommodate			community			exaggerate			lightning			recognise			twelfth		
accompany			competition			excellent			marvellous			recommend			variety		
according			conscience			existence			mischievous			relevant			vegetable		
achieve			conscious			explanation			muscle			restaurant			vehicle		
aggressive			controversy			familiar			necessary			rhyme			yacht		
amateur			convenience			foreign			neighbour			rhythm					
ancient			correspond			forty			nuisance			sacrifice					
apparent			criticise (critic + ise)			frequently			occupy			secretary					
appreciate			curiosity			government			occur			shoulder					
attached			definite			guarantee			opportunity			signature					
available			desperate			harass			parliament			sincere(ly)					
average			determined			hindrance			persuade			soldier					
awkward			develop			identity			physical			stomach					
bargain			dictionary			immediate(ly)			prejudice			sufficient					
bruise			disastrous			individual			privilege			suggest					
category			embarrass			interfere			profession			symbol					
cemetery			environment			interrupt			programme			system					
committee			equip (-ped, -ment)			language			pronunciation			temperature					
communicate			especially			leisure			queue			thorough					