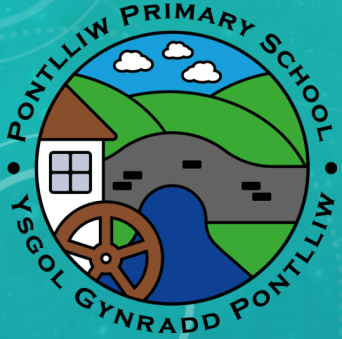
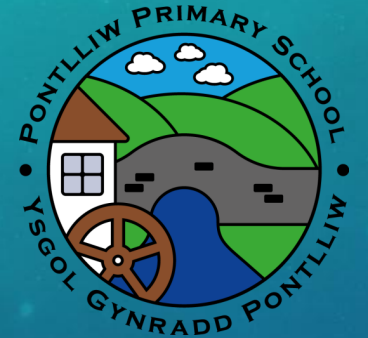




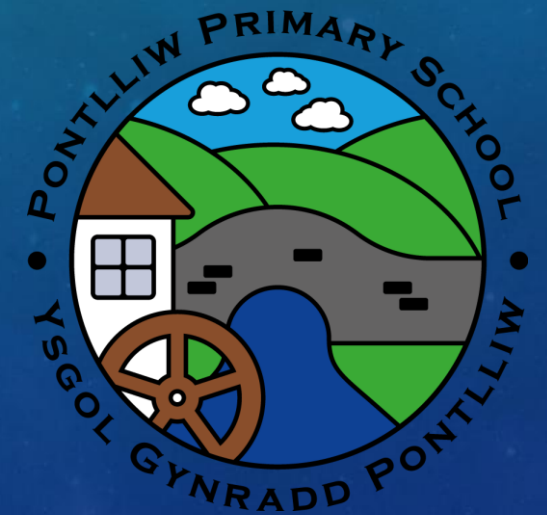
PONTLLIW PRIMARY SCHOOL



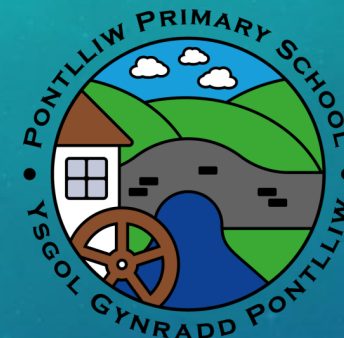
WELCOME TO RECEPTION

CLASS MOTTO

“Dream what you want to dream. Go where you want to go. Be what you want to be.”



Care, Respect, Community

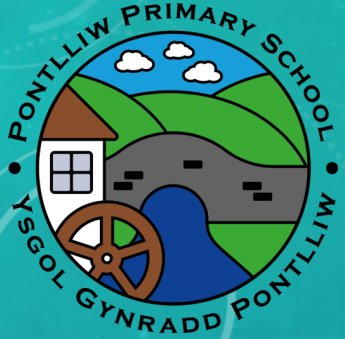


AIMS OF RECEPTION

GREAT EMPHASIS IS PLACED ON DEVELOPING CHILDREN'S..

- Skills and understanding;
- Personal, social, emotional, physical and intellectual well being;
- Positive attitudes to learning;
- Self esteem and self confidence to experiment, investigate, learn new things and form new relationships;
- Creative and expressive skills and observation;
- Activities in the outdoors.

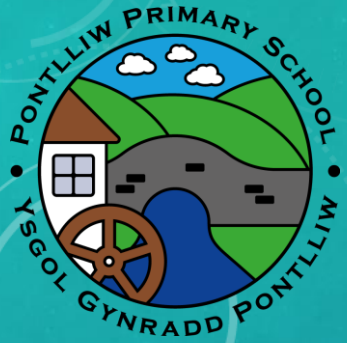




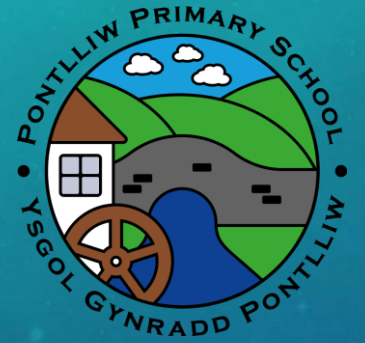
HOW WILL OUR CHILDREN LEARN?

- Great emphasis on children learning by doing.
- More emphasis on children understanding how things work and on finding different ways to solve problems.



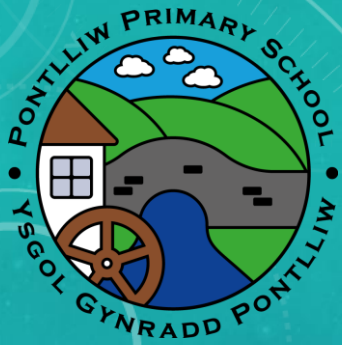


HOW WILL OUR CHILDREN LEARN?



- Empowering children to make important choices, knowing that they make an impact on the school and the community.
- All Reception children are part of Pupil Voice groups.
- All learning, behaviour and achievements are appreciated and rewarded. (J2 Stars)





PROGRESSION

Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. **All children progress at different rates and the pace at which they progress will be individual to the learner.**

The Progression Steps

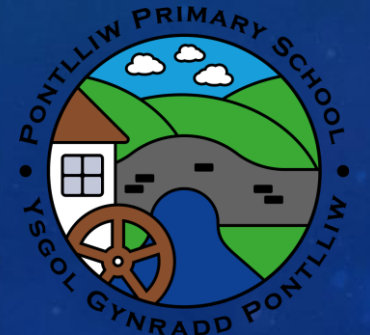
The Curriculum for Wales uses Progression Steps to guide learning and assessment across different age ranges and Areas of Learning and Experiences. They provide a framework for understanding the development of skills and knowledge over time.

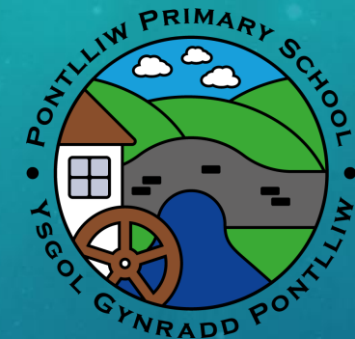
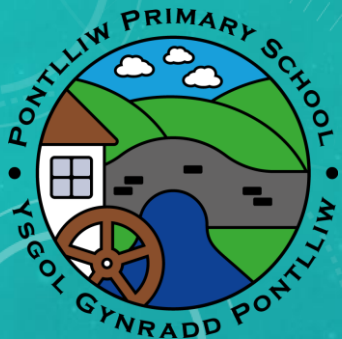
The steps roughly correspond to ages 5, 8, 11, 14, and 16. Here are how our classes align with the Progression Steps.

Progression Step 1: Nursery and Reception

Progression Step 2: Years 1, 2 and 3.

Progression Step 3: Years 4, 5 and 6.





ASSESSMENT

Assessment plays a fundamental role in enabling us to support children to make progress at a pace that is **appropriate to them**, ensuring they are supported and challenged accordingly. It should contribute to developing a **holistic picture** of your child- their strengths, the ways in which they learn and their areas for development- to inform next steps in teaching and learning.

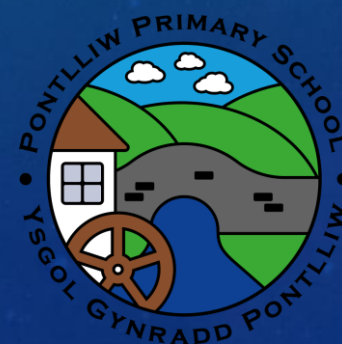
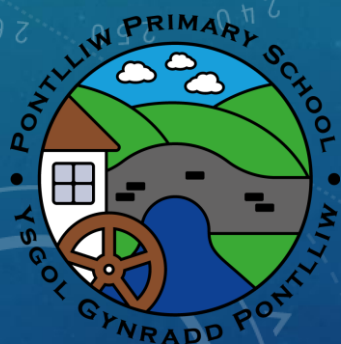
Assessment has three main roles in the process of enabling children's progression. It provides us with information so that we can:

- Support individual children on an ongoing, day-to-day basis.
- Identify, capture and reflect on individual children's progress over time
- Understand the progress of different groups of children in order to reflect on practice.

LEARNING DISPOSITIONS

LEARNING DISPOSITIONS ARE THE **ATTITUDES, HABITS AND TENDENCIES** THAT SHAPE HOW INDIVIDUALS APPROACH LEARNING. STRONG LEARNING DISPOSITIONS CAN STRONGLY ENHANCE A LEARNERS ABILITY TO ACQUIRE NEW KNOWLEDGE AND SKILLS, ADAPT TO NEW SITUATIONS AND BECOME A LIFELONG LEARNER.

 Pontlliw Primary School – Learning Disposition <i>Some examples of what learners may display in the classroom</i>		
Developing Engagement	Often Engaged	Fully Engaged
I often need reminding about expectations and staying on task.	I am interested in learning most of the time.	I am enthusiastic, motivated and I approach my learning with an active interest.
I need encouragement to participate in lessons and respond to others. I rarely ask questions independently or share answers.	I usually take an active role in lessons. I volunteer answers and ask relevant questions.	I often participate in lessons and can respond effectively to others. I volunteer responses readily, pose questions and offer ideas and strategies for learning in class.
I tend to avoid challenging tasks in my learning, if I can.	I am willing to attempt challenging tasks in my learning.	I always embrace challenging tasks in my learning.
I often give up easily when the learning gets challenging.	I rarely give up when facing a challenge.	I never give up and I have a variety of strategies to use when the learning gets challenging.
When I make mistakes, this makes me want to give up trying.	I am beginning to learn from my mistakes.	I often learn from my mistakes.
I complete most of the tasks set but I often rush them and don't include enough detail.	I work hard throughout my lessons and I complete the majority of my work to the best of my ability.	I am highly committed and work hard to produce work that is of a very high standard.
I am beginning to give a response to feedback given to help me improve my work but this is limited at the moment.	I positively respond to feedback and use it to improve my work.	I willingly seek feedback to further my learning. I am beginning to independently identify and review what I need to do to improve my work and I take the appropriate steps.
I find working with others quite difficult and would prefer to work on my own.	I work well with my peers.	I work collaboratively with my peers in a supportive and efficient manner.
I rarely or occasionally read and complete homework tasks.	I read regularly and complete most homework tasks well.	I read often and complete all, or nearly all, homework tasks as best I can.



RRS

- **Ready is...**

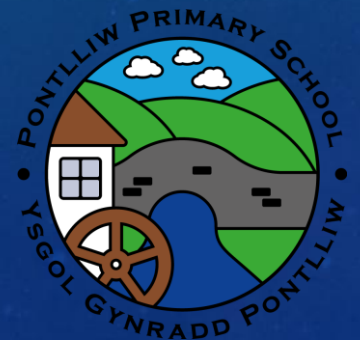
right time, right equipment and right attitude.

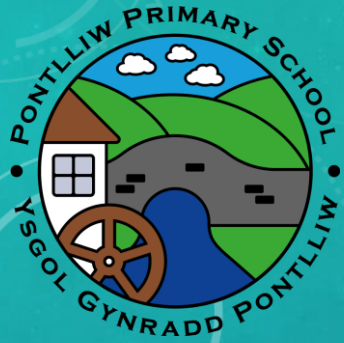
- **Respectful is...**

caring for ourselves, our community and our environment.

- **Safe is...**

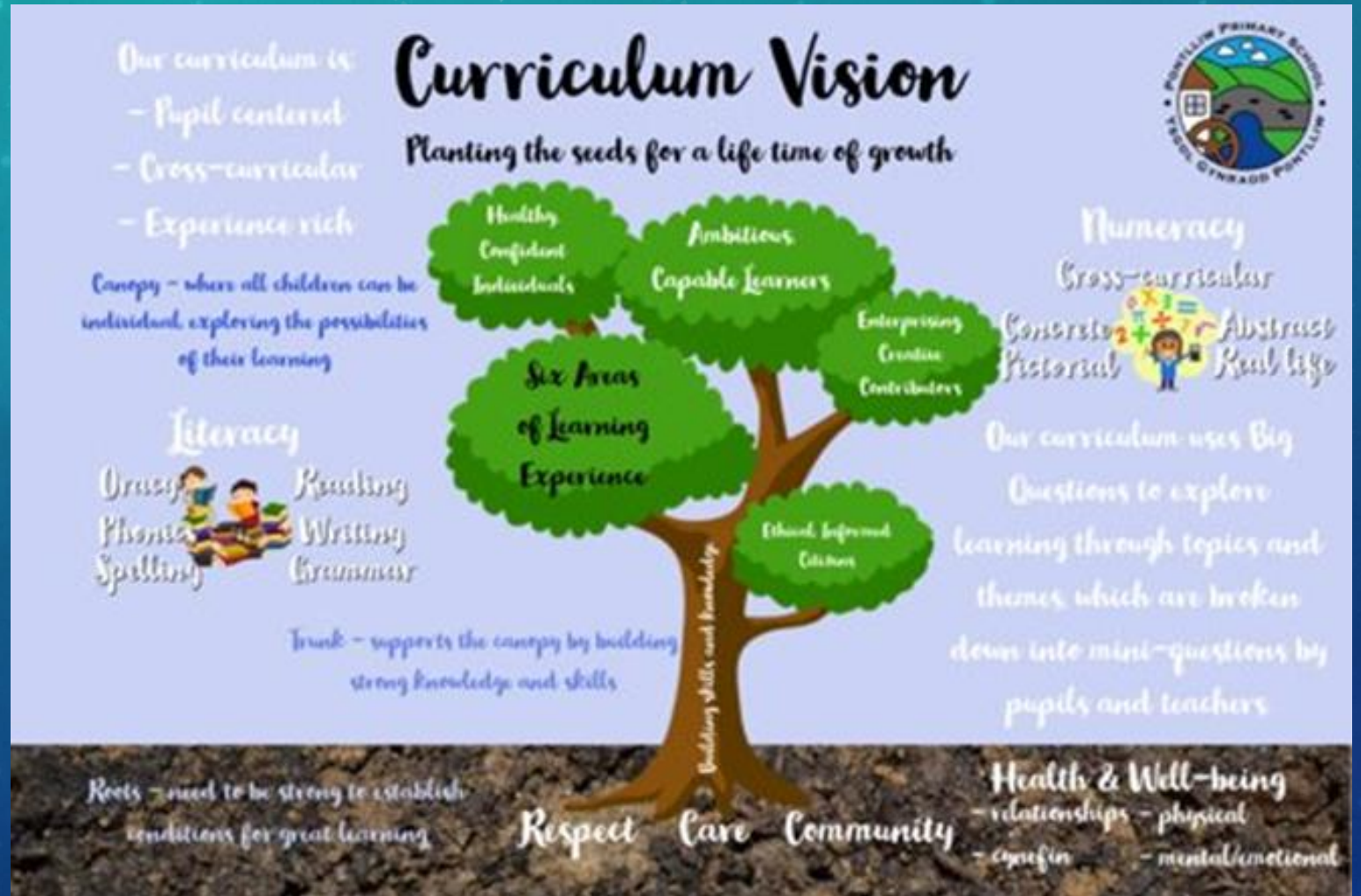
looking after everyone, following instructions and saying if something is wrong.

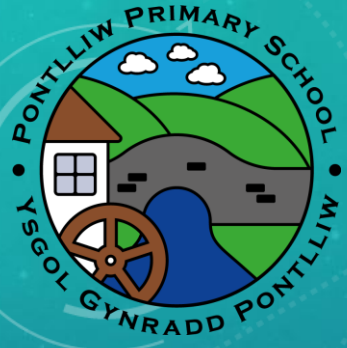




AREAS OF LEARNING

- Brilliant Branches
- Tremendous Trunks
- Starting Seeds





CURRICULUM THE SIX AREAS OF LEARNING... NEW CURRICULUM FOR WALES

- Mathematics and numeracy
- Languages, literacy and communication
- Humanities
- Health and well-being
- Science and technology
- Expressive arts



WHAT IS "SINGAPORE MATHS"?

SINGAPORE MATHS HAS BEEN DEVELOPED BY DR YEAP BAN HAR AND HAS HELPED SHAPE HOW MATHS IS TAUGHT AROUND THE WORLD.

THE APPROACH FOCUSES ON:

DEEP UNDERSTANDING, NOT LEARNING BY ROTE

- STRONG NUMBER SENSE
- MATHEMATICAL REASONING AND PROBLEM-SOLVING
- LESSONS THAT BUILD STEP-BY-STEP, ENSURING CHILDREN *TRULY* UNDERSTAND CONCEPTS BEFORE MOVING ON

Problem

They both ate the same amount of pizza.

1st Idea

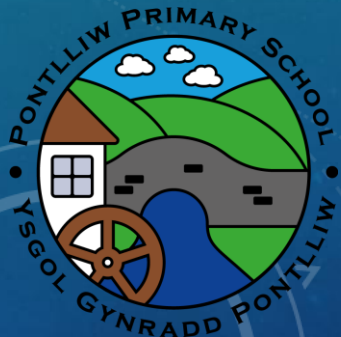
$\frac{1}{3} = \frac{2}{6}$

2nd Idea

$\frac{2}{4} = \frac{1}{2}$

4th

$\frac{1}{3} = \frac{2}{6}$



THE CPA APPROACH (CONCRETE → PICTORIAL → ABSTRACT)

THIS IS THE CORE OF HOW WE TEACH MATHS AT SCHOOL. IT HELPS CHILDREN UNDERSTAND *WHY* MATHS WORKS, NOT JUST *HOW* TO GET AN ANSWER.

1. CONCRETE (HANDS-ON)

CHILDREN USE REAL OBJECTS TO EXPLORE A CONCEPT.
CUBES, COUNTERS, TENS FRAMES, PLACE VALUE BLOCKS
THIS HELPS CHILDREN *SEE* AND *FEEL* THE MATHS.

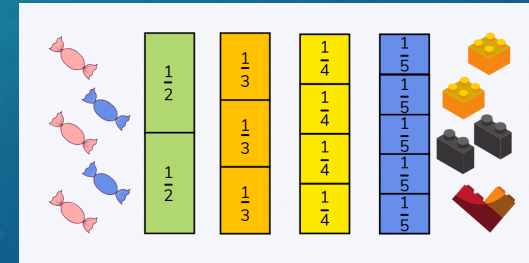


2. PICTORIAL (VISUAL MODELS)

CHILDREN MOVE TO DRAWING OR INTERPRETING PICTURES AND DIAGRAMS. EXAMPLES:

BAR MODELS, NUMBER LINES, PART-WHOLE MODELS

THIS STEP HELPS THEM MAKE CONNECTIONS BETWEEN OBJECTS AND SYMBOLS.



3. ABSTRACT (NUMBERS AND SYMBOLS)

ONLY WHEN READY, CHILDREN WORK WITH:
DIGITS, EQUATIONS, WRITTEN METHODS

1. $\begin{array}{r} 33 \\ + 68 \\ \hline \end{array}$	2. $\begin{array}{r} 73 \\ - 17 \\ \hline \end{array}$	3. $\begin{array}{r} 70 \\ - 42 \\ \hline \end{array}$
6. $\begin{array}{r} 70 \\ - 42 \\ \hline \end{array}$	7. $\begin{array}{r} 78 \\ + 62 \\ \hline \end{array}$	8. $\begin{array}{r} 78 \\ + 62 \\ \hline \end{array}$



HEALTH AND WELL-BEING: RSE

WHAT IS RSE?

OUR PRIORITY IN PONTLLIW IS THAT OUR PUPILS ARE **HAPPY, SAFE AND HEALTHY**, THEREFORE IT IS IMPORTANT THEY LEARN ABOUT TOPICS SUCH AS, HEALTHY RELATIONSHIPS, KEEPING SAFE, AND THAT THEY ARE CONFIDENT TO RAISE ISSUES WITH RESPONSIBLE ADULTS.

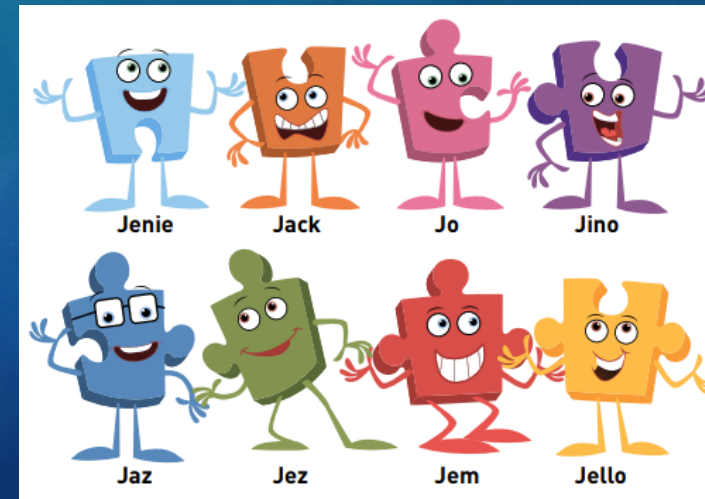
PARENTS HAVE A CENTRAL ROLE TO PLAY IN SUPPORTING THEIR CHILDREN, HOWEVER THERE IS ALSO A CRUCIAL ROLE FOR SCHOOLS - ESPECIALLY IN A WORLD WHERE THERE IS SO MUCH INACCURATE AND MISLEADING INFORMATION AND HARMFUL MATERIALS, CIRCULATING ONLINE. OUR RSE CURRICULUM IS DESIGNED TO **SAFEGUARD** ALL OUR CHILDREN, SUPPORTING THEM TO DEVELOP KNOWLEDGE, SKILLS AND BEHAVIOURS THAT WILL ASSIST IN PROTECTING THEM THROUGHOUT THEIR LIVES.

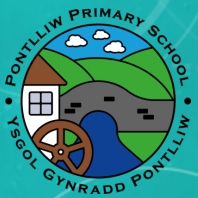


HEALTH AND WELL-BEING: RSE

OUR RSE CURRICULUM HAS BEEN CO-CONSTRUCTED WITH ALL MEMBERS OF OUR SCHOOL COMMUNITY, INCLUDING STAFF, GOVERNORS, PUPILS, PARENTS/CARERS AND EXTERNAL PROFESSIONS SUCH AS THE SCHOOL NURSE.

GREAT CARE HAS BEEN TAKEN TO ENSURE THAT ALL LEARNING WITHIN RSE IS **DEVELOPMENTALLY APPROPRIATE** TO ENSURE THAT PUPILS ARE NOT EXPOSED TO THINGS THAT AREN'T APPROPRIATE TO THEIR AGE AND DEVELOPMENT.





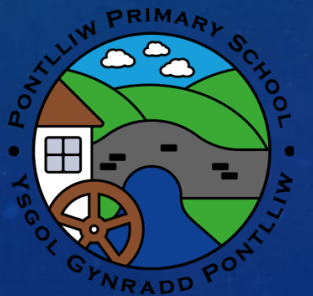
BIG QUESTIONS FOR RECEPTION!

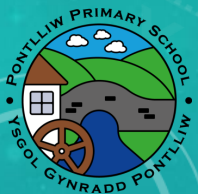
- Autumn Term - Why am I Special?
- Spring Term - What do we learn from Fairy Tales?
- Summer Term - Do animals help the Earth?



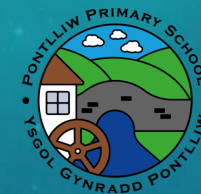
ACTIVE RECEPTION!

- The children will have 2 P.E sessions per week.
- Indoor and Outdoor - ensuring a range of skills are targeted.
- **P.E Kit**
 - White T-shirt/Polo shirt/ Navy hoody/Jumper.
 - Navy shorts/joggers.
 - Trainers/ Hair tied back/ No Jewellery.
 - Come to school ready dressed.





HOW CAN YOU HELP AND SUPPORT YOUR CHILD.



Working together

- The 1:1 support with your child at home is extremely beneficial- it gives your child a chance to practice what they have learned, build up their knowledge and confidence - it is an essential part of their learning.
- By working together, we will make this year a very happy, productive time for your child.
- Please help us by taking an active role in your child's education.
- Please share important information about your child with me e.g. Medication.
- Encourage your child to become more independent where possible.

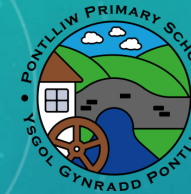
RECEPTION HOMEWORK.

Homework for Reception will include;

- Reading Books
 - Phonics focus
 - Spelling patterns
- Linked to objectives covered in class.
- PUPIL'S INDIVIDUAL TARGETS.



THANK YOU



THANK YOU FOR ATTENDING TODAY.

I CAN'T WAIT TO WORK WITH YOU AND YOUR BEAUTIFUL CHILDREN
AND HELP THEM TO BE FUTURE WORLD CHANGERS!

IF YOU HAVE ANY QUESTIONS I WILL DO MY VERY BEST TO
ANSWER.

DIOLCH!

