

Our Class Motto!

"You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction you
choose."

Our School's Values



Care - Respect - Community





Welcome to Year 1!

Dosbarth Fir



Aims of Year 1!



- To provide a balanced and stimulating curriculum through the exploration of 'Big Questions', differentiated to suit the needs of each child.
- To build on pupil's social skills through communicating and working with others.
- To develop the children's level of independence and maturity.
- To develop the children's confidence.
- To ensure that the children are happy and continue to develop a love of learning!

Big Questions

During Year 1 the children will be widening their learning opportunities through the use of 'Big Questions'.

Our Big Questions in Year 1 will be:

Do all Superheroes wear capes? 

Where in the World am I? 

What is causing the commotion in the ocean? 



Curriculum for Wales- Areas of Learning and Experiences.

As well as Literacy, Numeracy and Digital Skills, there are 6 Areas of Learning and Experience. Everything your child learns will be connected to these areas.

The 6 AoLEs are:

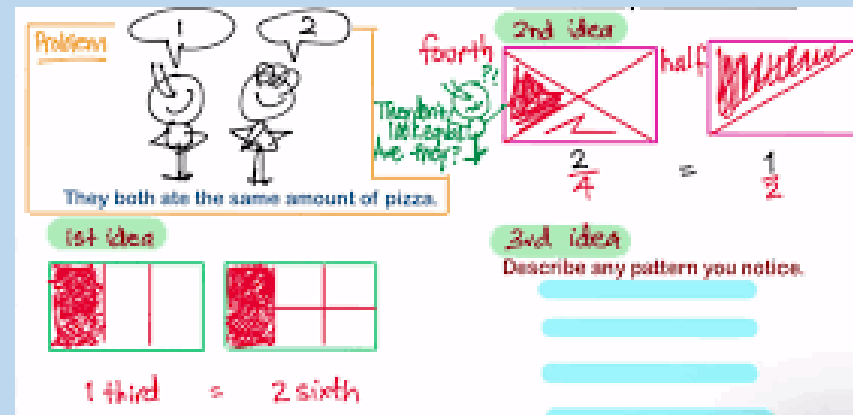
1. Health and Wellbeing.
2. Languages, Literacy and Communication.
3. Mathematics and Numeracy.
4. Science and Technology.
5. Humanities
6. Expressive Arts

MN: 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



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.



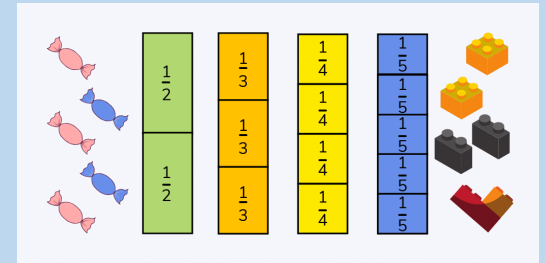
2. Pictorial (Visual Models)

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- PE Lessons

- The children will undertake a lot of physical activity; whether that be during PE sessions, creative movement lessons or when learning outdoors.

PE Lessons:

- Days Thursday outdoor & Friday indoor (TBC)
- Please can you ensure that your child wears appropriate P.E. kit to school on these days.
- All jewellery needs to be removed and long hair should be tied back.



LLC: Welsh

LANGUAGE PATTERNS YEAR 1 AND 2

	Pwy wyt ti? Who are you?	... dw i. I am ...
	Sut wyt ti? How are you?	Dw i wedi blino. I am tired.
	Ble wyt ti'n byw? Where do you live?	Dw i'n byw yn ... I live in ...
	Ga i ... os gwelwch yn dda? Can I have ... please?	Cei. / Na chei. Yes. / No.
	Beth ydy dy oed di? What is your age?	Dw i'n ... oed. I am ... years old.
	Faint ydy dy oed di? How old are you?	Dw i'n ... oed. I am ... years old.
	Sut mae'r tywydd heddiw? How is the weather today?	Mae hi'n ... heddiw. It is ... today.
	Ydy hi'n ... ? Is it ... ?	Ydy, mae hi'n ... Yes, it is ...
	Ydy hi'n ... ? Is it ... ?	Nag ydy, dydy hi ddim yn .. No, it is not ...
	Pa liw? What colour?	Coch / Glas / Melyn / Gwyrdd Red / Blue / Yellow / Green
	Pa rif? What number?	Un / Dau / Tri / Pedwar One / Two / Three / Four
	Sawl un? How many?	Un / Dau / Tri / Pedwar One / Two / Three / Four
	Beth wyt ti'n wisgo? What are you wearing?	Dw i'n gwisgo ... I'm wearing ...
	Beth wyt ti'n hoffi? What do you like?	Dw i'n hoffi ... I like ...
	Beth wyt ti ddim yn hoffi? What don't you like?	Dw i ddim yn hoffi ... I don't like ...

LANGUAGE PATTERNS YEAR 1 AND 2

	Beth sy'n bod? What is the matter?	Dw i'n dost. I am ill.
	Beth sy'n bod? What is the matter?	Mae ... tost gyda fi. I have a sore ...
	Oes ... gyda ti? Have you got ... ?	Oes, mae ... gyda fi. Yes, I have a ...
	Oes ... gyda ti? Do you have a ... ?	Nag oes, does dim ... gyda fi. No, I don't have a ...
	Wyt ti'n hoffi ...? Do you like ... ?	Ydw, dw i'n hoffi ... Yes, I like ...
	Wyt ti'n hoffi ...? Do you like ... ?	Nag ydw, dw i ddim yn hoffi No, I don't like ...
	Pwy sy'n hoffi ...? Who likes ... ?	Fil / ... sy'n hoffi ... Me / ... likes ...
	Beth sy yn y fased? What is in the basket?	Mae ... yn y fased ... There is a/an ... in the basket.
	Ble est ti? Where did you go?	Es i i ... I went to ...
	Ble est ti? Where did you go?	Es i i'r ... I went to the ...
	Beth gest ti? What did you have?	Ces i ... I had a ...
	Beth welaist ti? What did you see?	Gwelais i ... I saw a ...
	Pa fis ydy hi? What month is it?	Mis ... Month ...
	Pa fis? What month?	Mis ... Month ...
	Pa ddydd ydy hi? What day is it?	Dydd day.
	Ble mae ... ? Where is ... ?	Mae ... yn y... ... is in the ...

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, Respectful, Safe.

- 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.

Health and Well-Being- Healthy Habits

In Pontlliw, we have been part of the Healthy Schools initiative for many years. We aim to encourage the children to make healthy choices and understand the importance of a healthy lifestyle.

Morning Snack: your child will need a healthy snack and drink, e.g. fruit, vegetables, water.

Tropical Tuesday: A range of fruit is available to purchase from school on a TUESDAY for 30p. Your child will need to bring the money into school on the day.



j2stars

j2stars allows the children to:

- Modify their own avatar to suit their preferences.
- Gain stars for positive behaviour within class e.g. being kind, showing resilience, trying their best.
- Gain a prize for every set amount of points.

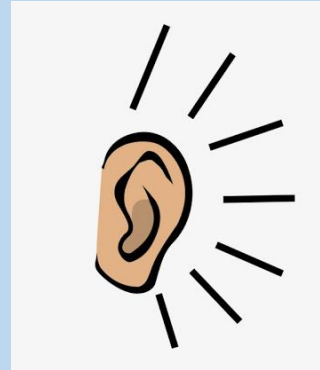


Pupil Voice Groups.

The children will continue to be a part of a pupil voice group next year.

The Pupil voice groups are:

1. Eco Warriors
2. Healthy Heroes
3. Digital Dragons
4. Criw Cymraeg
5. Safety Soldiers
6. Diversity Developers



HOMework



Spelling Homework

- The children undertake fun spelling activities in class that incorporate their specific group of spelling words.
- Spelling pattern words will be given out fortnightly.
- Spelling high frequency words will be given out half termly.

Mathematics Homework

- The children will be set Maths homework every Friday.

Reading

- It is important that your child brings their reading book to school every day. Please comment regularly in your child's reading diary as your feedback is beneficial.



Working Together

Our staff are very much looking forward to continuing working with you to ensure that the children have a fun, happy and productive time in Year 1.

- Helping your child become more independent.
- Ensuring the children complete their homework/reading regularly.
- Sharing any important information about your child with the class teacher e.g. any new medication.
- Helping us enrich our curriculum by coming into school to share information about different topics/areas.



Welcome to Year 1



Thank you for listening!