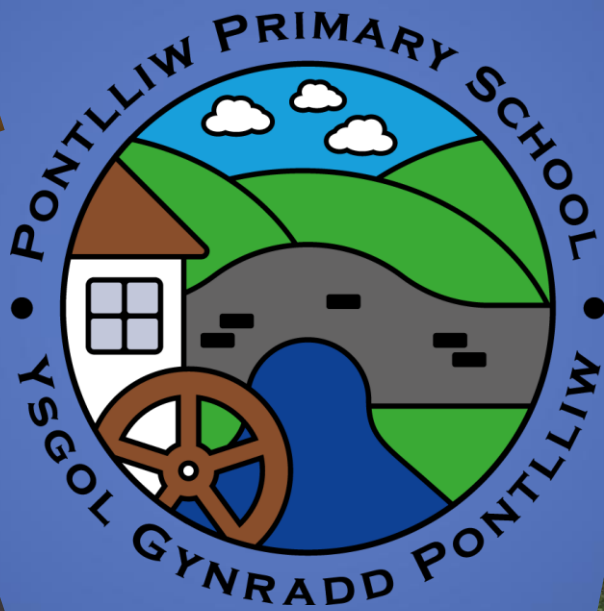


Pontlliw Primary School

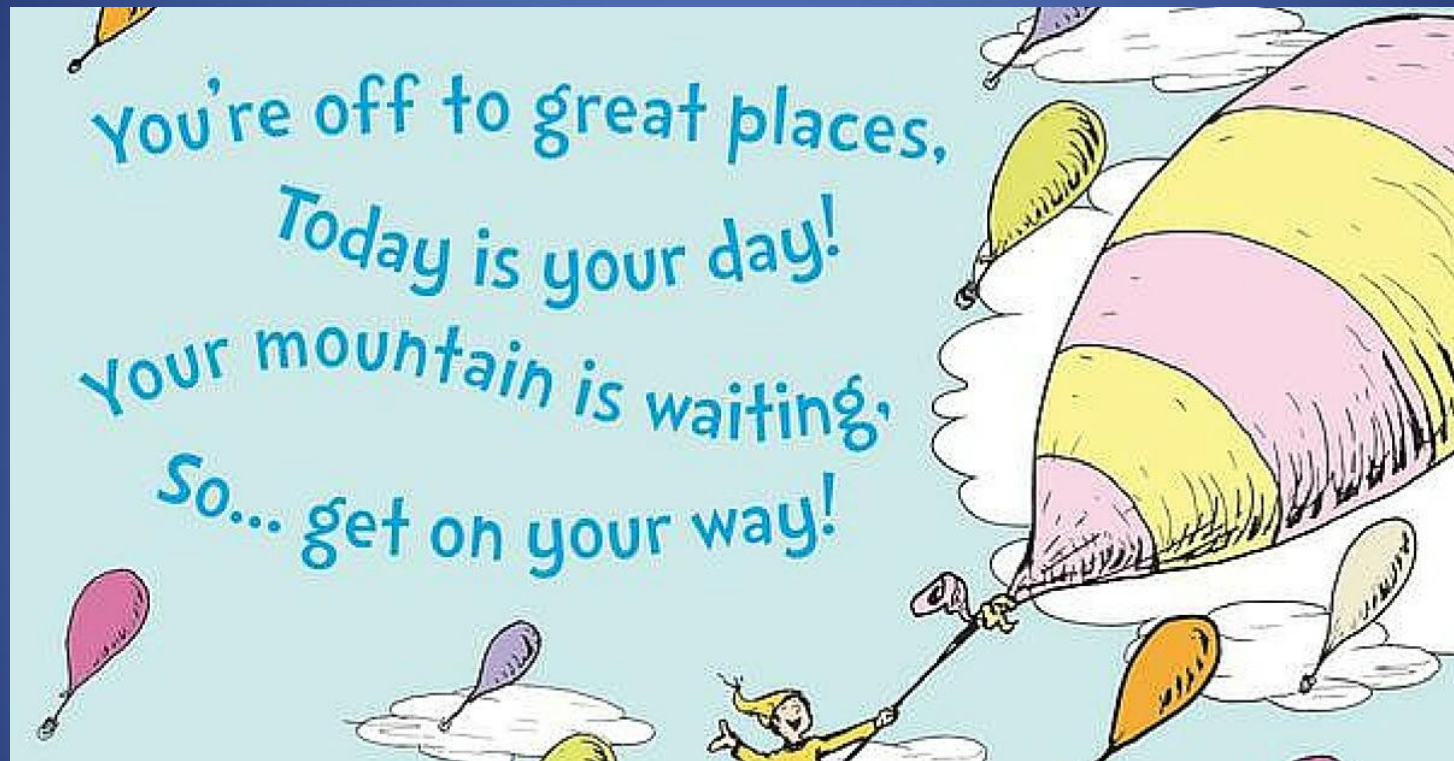


Welcome to Dosbarth Beech...

Staff (TBC)



Our Class Motto...



Care, Respect, Community
Gofal, Parch, Gymuned

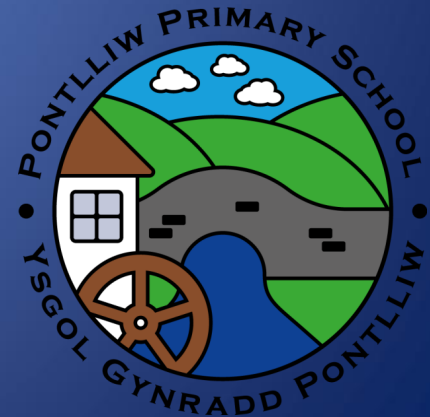
Aims...

- Being more independent
- Working together and independently
- Becoming more confident
- Literacy Skills
- Numeracy Skills
- Digital Skills
- Cursive handwriting
- Problem Solving Skills
- Reading skills
- Getting ready for Year 3



Pupil Voice Groups

- Safety Soldiers
- Criw Cymraeg
- Eco-Warriors
- Digital Dragons
- Healthy Heroes
- Diversity Developers



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

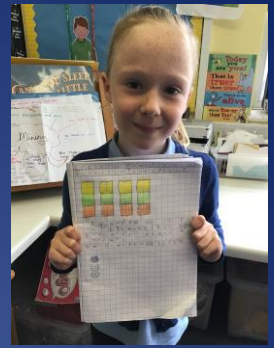
Progression Step 2: Years 1, 2 and 3.

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.

What will we learn about?



Autumn term - Why do we celebrate?

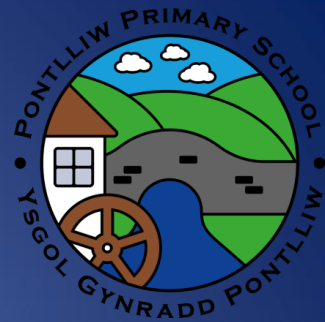
Spring term - How has our world changed?

Summer term - How are we moving forward?

EPIC Planning

Community Involvement

What is "Singapore Maths"?

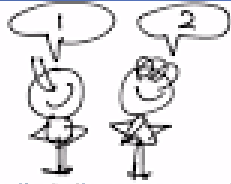


Singapore maths has been developed by Dr Yeap Ban Har and has helped shape how maths is taught around the world.

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



1 third = 2 sixth

2nd idea

Describe any pattern you notice.

2nd idea

fourth



half



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

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.

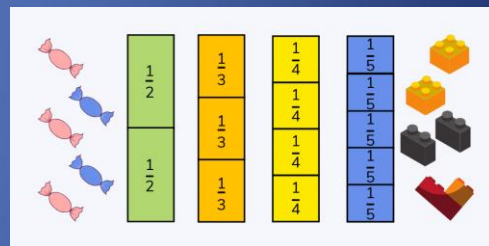


2. Pictorial (Visual Models)

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.

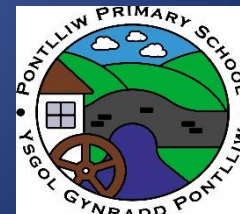


3. Abstract (Numbers and Symbols)

Only when ready, children work with:

Digits, Equations, Written methods

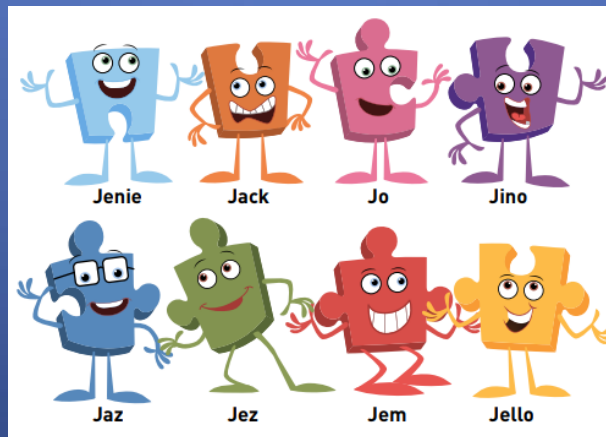
1. $\begin{array}{r} 33 \\ + 68 \\ \hline \end{array}$	2. $\begin{array}{r} 73 \\ - 17 \\ \hline \end{array}$	3. $\begin{array}{r} 70 \\ - 42 \\ \hline \end{array}$
6. $\begin{array}{r} 70 \\ - 42 \\ \hline \end{array}$	7. $\begin{array}{r} 78 \\ + 62 \\ \hline \end{array}$	8. $\begin{array}{r} 78 \\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



Health and Well-Being: RSE

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.

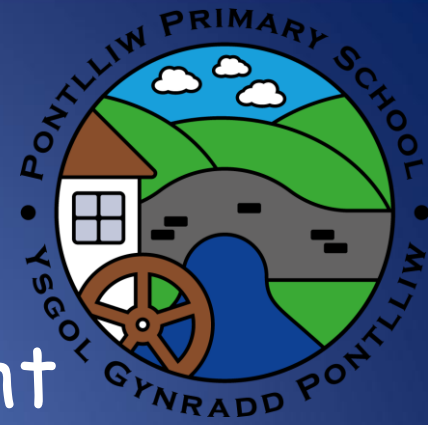
Great care has been taken to ensure that all learning within RSE is **developmentally appropriate** to ensure that pupils are not exposed to things that aren't appropriate to their age and development.



	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 ...

	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 ... Mel / ... 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 ...
	Ble mae'r ... ? Where is the ... ?	Mae'r ... yn y... The ... is in the ...

RRS



- **Ready is...**

right time, right equipment and right attitude.

- **Respectful is...**

caring for ourselves, our community and our environment.

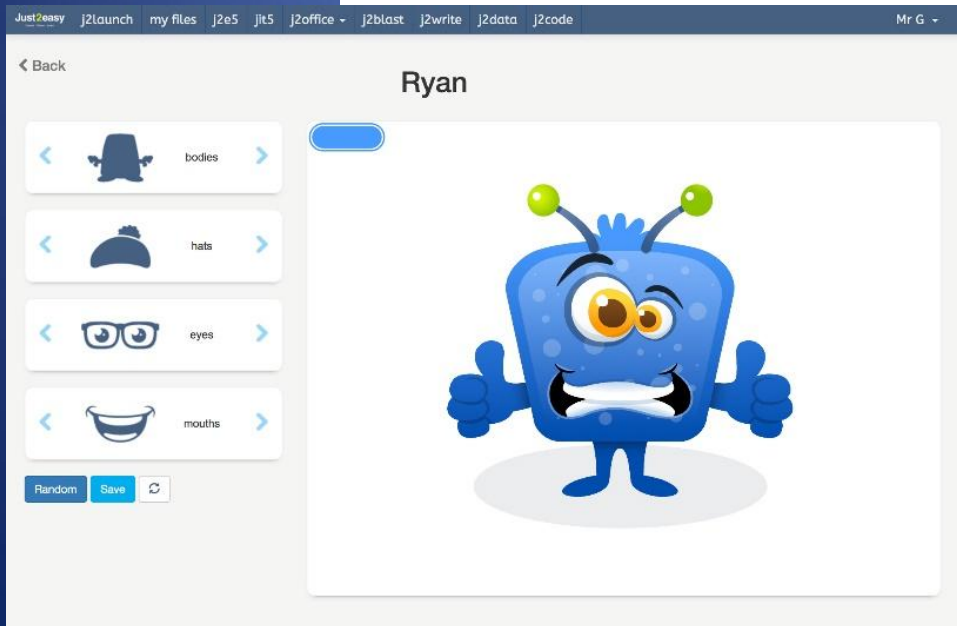
- **Safe is...**

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

Rewards System

Just2easy
Create • Share • Learn

j2stars



P.E. Sessions

- Information about P.E. days will be shared in September
- Hair tied back, jewellery removed
- Navy/black jogging bottoms/ shorts, white polo shirt & trainers to be worn to school



Messy Mondays

- Wellies kept in school
- Suitable coat



School and Home Working Together

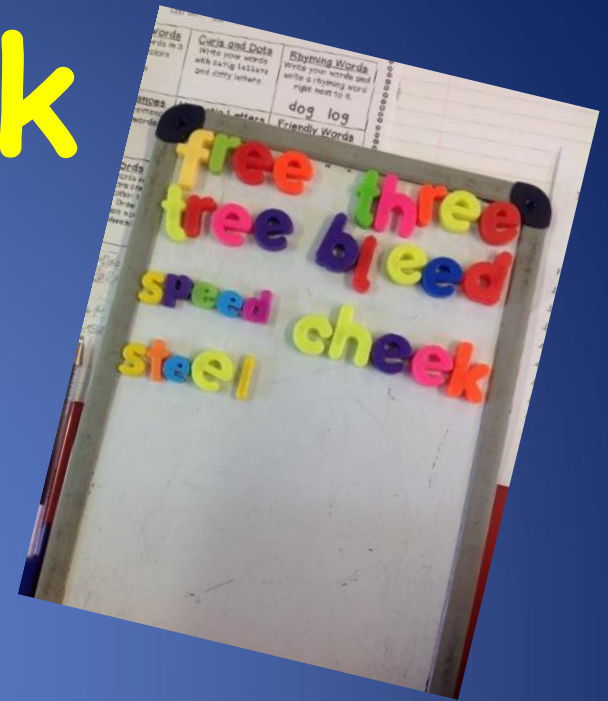
- Welcome letter to be sent out in September
- Reading as much as possible in school and plenty of reading at home
- Maths homework
- Spelling words homework
- Using Hwb in school and at home
- Correct clothing (P.E. & Messy Mondays)
- Sharing important information e.g. illnesses, family circumstances
- Partnership

Homework

Spelling Words

Friday - Maths Homework

Reading



And Finally...

I can't wait to work with you all
and to help your children become the best
that they can be!



Let's work together to make this
year one to remember!