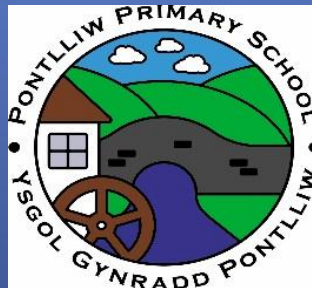
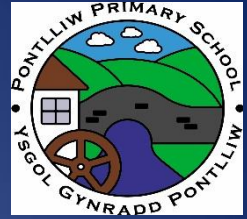


Ysgol Gynradd Pontlliw Pontlliw Primary School

“Dream beautiful dreams, and
then work to make those
dreams come true.”

Year 3 - Blwyddyn 3





Aims of Year 3

- For the children to be happy and have a love for learning!
- To support children adapting to the Year 3 routine.
- To build on the skills already acquired within PS1 & PS2 and encourage cross curricular use (Numeracy, Literacy & DCF).
- To continue to develop independence and maturity.



RRS

- **Ready is...**

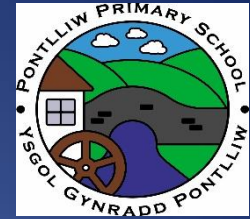
right time, right equipment and right attitude.

- **Respectful is...**

caring for ourselves, our community and our environment.

- **Safe is...**

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



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 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.



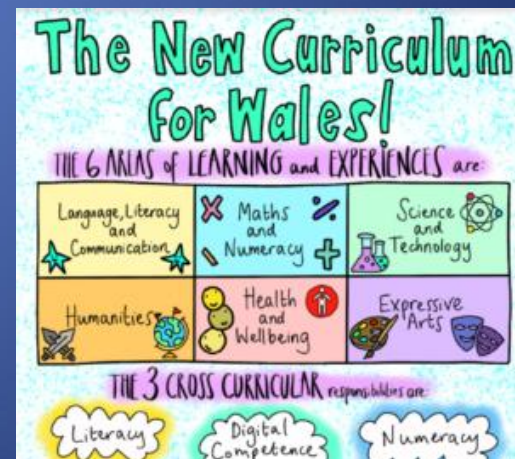


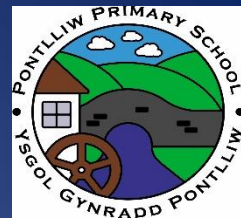
Areas of Learning

The children will undertake activities and fun learning experiences that explore all 6 Areas of Learning and Experiences.

The 6 AoLEs are:

- LLC – Language, Literacy & Communication
- **MN – Mathematics & Numeracy**
- HWB – Health & Wellbeing
- **EA – Expressive Arts**
- ST – Science & Technology
- **H - Humanities**





Big Questions

This year we will be broadening our learning opportunities through the use of “Big Questions”.

Can you share any experiences?

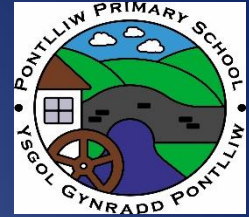
Autumn Term Focus – How does the past shape our present?



Spring Term Focus – How does light and sound affect our everyday lives?

Summer Term Focus – Why do Rainforests matter?

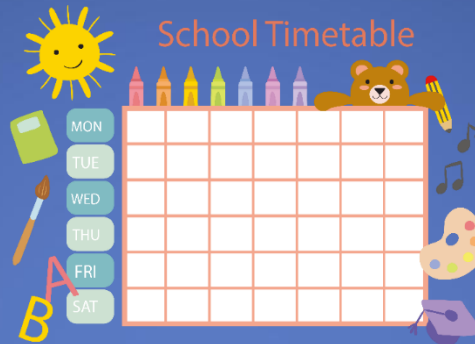




Daily Timetable

Morning:

Guided Reading
Mathematics
English



Afternoon:

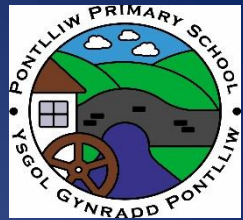
Welsh Drilling Sessions
Topic Sessions & Missions



***8:50 Start:** Children will line up on the junior yard in their year groups (gates open at 8:40)

*** 3:20 Finish:** Children will be dismissed by the Year 3 exit doors (Infant Yard)

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

1 2

They both ate the same amount of pizza.

1st idea

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

2nd idea

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

fourth

Then don't let them know we tried?

Describe any pattern you notice.

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.

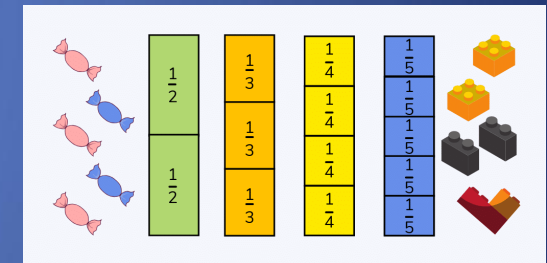


2. Pictorial (Visual Models)

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.

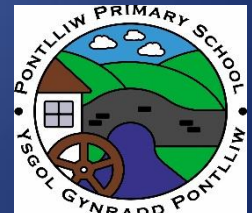


3. Abstract (Numbers and Symbols)

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.
6. $\begin{array}{r} 70 \\ - 42 \\ \hline \end{array}$	7. $\begin{array}{r} 78 \\ + 62 \\ \hline \end{array}$	8.



Welsh Support- Cymorth Cymraeg

Pwy wyt ti? Who are you?	... dw i. I am ...
Beth ydy dy enw di? What is your name?	... dw i. I am ...
Sut wyt ti? How are you?	Dw i'n ... I am ...
Ble wyt ti'n byw? Where do you live?	Dw i'n byw yn ... I live ...
Oes ... gyda ti? Have you got ...?	Oes. / Nag oes. Yes. / No.
Oes ... gyda ti? Have you got ...?	Oes, mae ... gyda fi. Yes, I've got ...
Oes ... gyda ti? Have you got ...?	Nag oes, does dim ... gyda fi. No, I haven't got ...
Ga i ... os gwelwch yn dda? Can I have ... please?	Cei. / Na chei. Yes. / No.
Beth ydy dy oed di? How old are you?	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.
Sut oedd y tywydd ddoe? How was the weather yesterday?	Roedd hi'n ... ddoe. It was ... yesterday.
Ydy hi'n ...? Is it ...?	Ydy. / Nag ydy. Yes. / No.
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 ddydd ydy hi? What day is it?	Dydd day.
Pa fis ydy hi? What month is it?	Mis ... Month ...
Wyt ti'n hoffi ...? Do you like ...?	Ydw. / Nag ydw. Yes. / No.
Wyt ti'n hoffi ...? Do you like ...?	Ydw, dw i'n hoffi ... Yes, I do like ...
Wyt ti'n hoffi ...? Do you like ...?	Nag ydw, dydw i ddim yn hoffi... No, I don't like ...
Beth wyt ti'n hoffi fwyta / yfed / chwarae / wisgo / wneud? What do you like to eat / drink / play / wear / do?	Dw i'n hoffi bwyta / yfed / chwarae / gwisgo / gwneud... I like to eat / drink / play / wear ...
Beth wyt ti ddim yn hoffi? What don't you like?	Dw i ddim yn hoffi ... I don't like ...
Beth wyt ti eisiau? What do you want?	Dw i eisiau ... I want ...
Beth wyt ti ddim eisiau? What don't you want?	Dw i ddim eisiau... I don't want ...
Beth sy'n well 'da ti? What do you prefer?	Mae'n well 'da fi ... I prefer ...
Ble est ti? Where did you go?	Es i i Abertawe. I went to...
Ble est ti? Where did you go?	Es i i'r parc. I went to the ...
Beth gest ti? What did you have?	Ces i ... I had ...
Beth welast ti? What did you see?	Gwelais i ... I saw ...
Beth fwytast ti? What did you eat?	Bwytais i ... I ate ...

Physical Education



P.E Kit:

Long hair to be tied back and no jewellery.
Children will need to wear their P.E kit to school.

P.E Sessions:

x2 P.E sessions a week.
P.E days TBC.

*Swimming

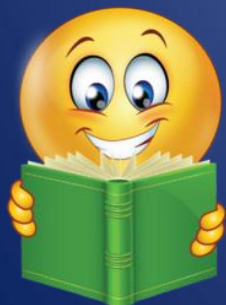




Working together

Reading

- Please can reading books be brought in to school every day, in order for us to help your child develop their reading skills whenever possible.
- In PS2, we aim to listen to the children read **twice** a week.
- Your comments in your child's reading diary are very important and help us to support you with helping your child's reading development at home as well as in school.
- Encourage children to read non-fiction books at home.



Homework



Spelling

- Spelling words will be differentiated.
- Children will be given a list of various spelling patterns to learn at the start of each half term.
- The children will be tested on one spelling pattern (consisting of 10 words) every Friday.

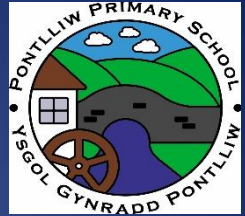


Maths

- The Year 3 children are set Mental Maths homework every Friday. Mental maths books will be sent home weekly.
- Children to complete one test per week and bring their books in every Friday for marking.



Class Dojo!



This year, our class will be using ClassDojo!

In order to create a positive culture in our classroom, the children will be encouraged and praised for skills or values – whether it's working hard, being kind, helping others or something else.

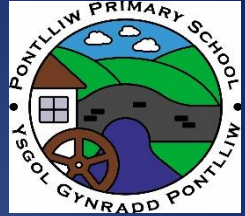
**invites and codes to join our class will be sent out to parents at the beginning of term should you wish to join via the app (this is of course optional)*



Dojo App (**FREE)



Pupil Voice



Every child will be part of a Pupil Voice group;

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





And finally...

Thank you in advance for your continued support.

Any Questions



I hope your child enjoys their first year in juniors!



A Year of
AWESOME!

