

Pontlliw Primary School



“A ship in port is safe...but that’s not what ships are built for.”

Year 4 Parents Information



Aims of the school

Respect - Parch

Care - Gofal

Community - Cymuned



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.

Aims of Year 4



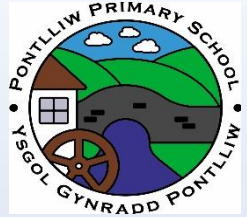
- To build on independent working skills from Year 3
- To build on previous skills, focusing on Literacy, Numeracy and DCF across the curriculum
- Develop group working and problem solving skills through mixed approach activities, including concrete and diagrammatic approaches
- Build confidence in terms of oracy and speaking in class
- Further develop ICT skills through independent and collaborative working



Reward Systems

- Important to build confidence and self belief
- Class Dojo – prizes once hit 20 to incentivise all children.
- Reward jar



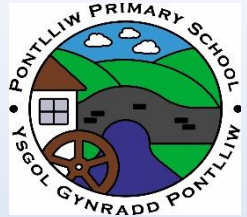


Pupil Voice

- Every child will be assigned to a pupil voice:
- Criw Cymraeg
- Safety Soldiers
- Health and Well-being
- Digital Dragons
- Diversity Developers
- Eco Warriors



Aole's



There are 6 area's of learning, linked to the new curriculum.

LLC - Language, Literacy and Communication

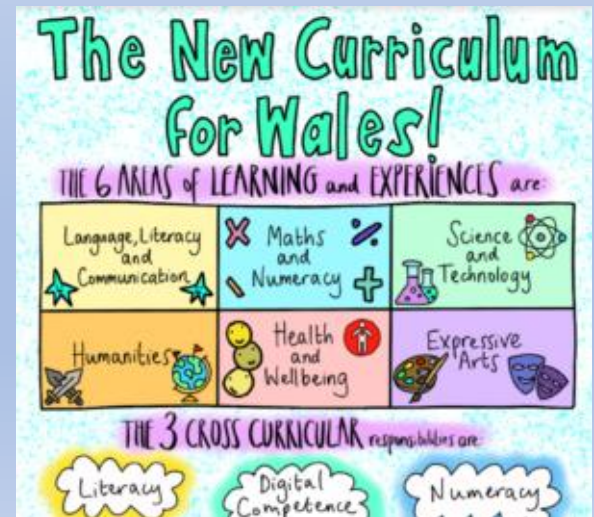
MN - Mathematics ad Numeracy

HWB - Health and Well-being

EA - Expressive Arts

ST - Science and Technology

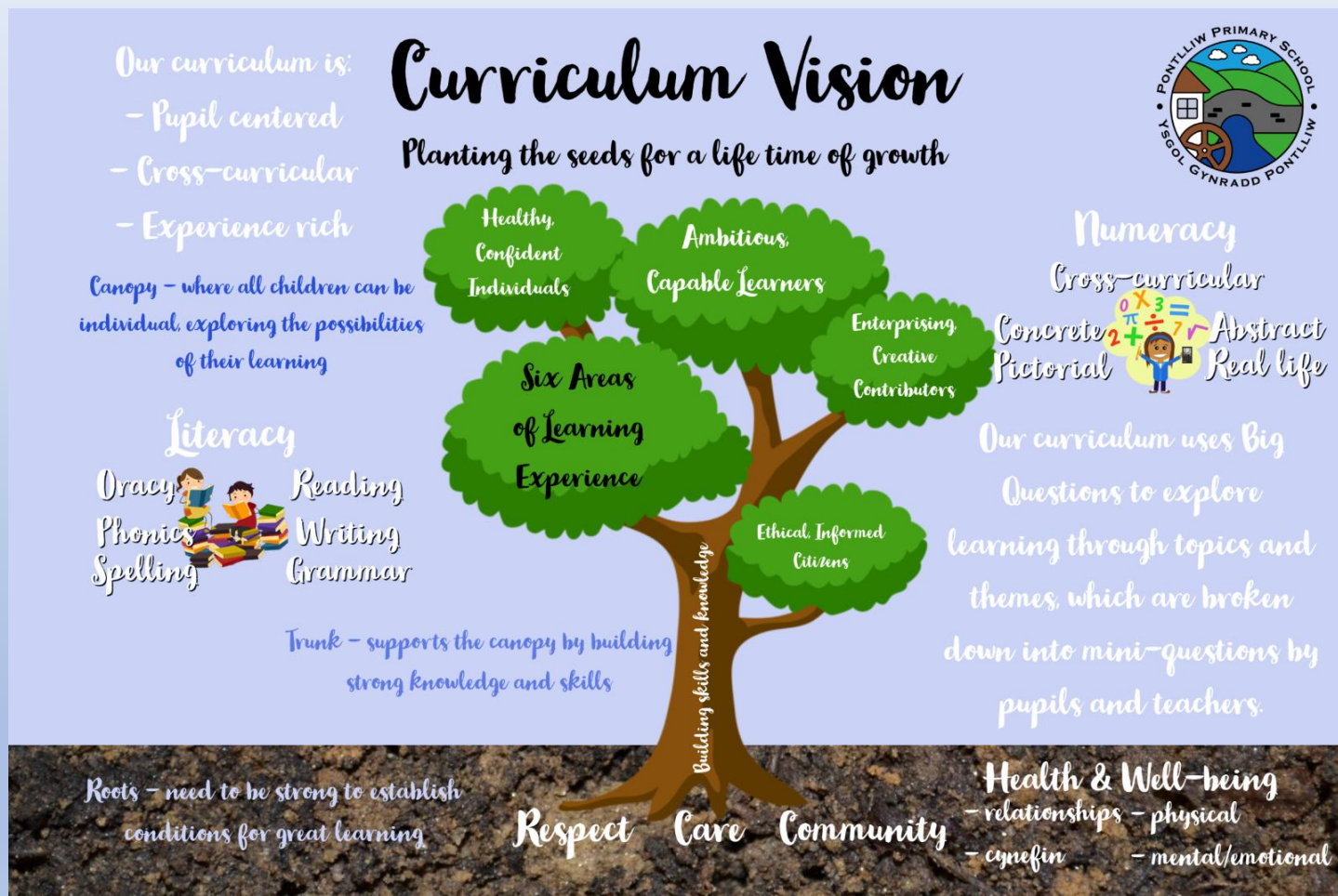
H - Humanities



Brilliant
Branches

Tremendous
Trunks

Starting
Seeds



Big Questions – Epic Planning

This year, we are going to broaden our learning opportunities through the use of “Big Questions” as a starting point.

Autumn term – Why do people travel?

Wild West and the Pioneers, mountain travel and tourism.

Spring term – Can Humans be replaced?

Circuits, robots, AI. Enterprise

Summer term – Why do we push ourselves to the limit?

Mountains, volcanoes, extreme sports and athletes.



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.



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.

fourth?
 Think about 1/4. Can you find it?

2nd idea

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

1st idea

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

2nd idea

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.

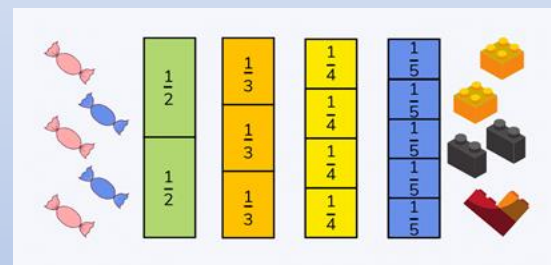


2. Pictorial (Visual Models)

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.



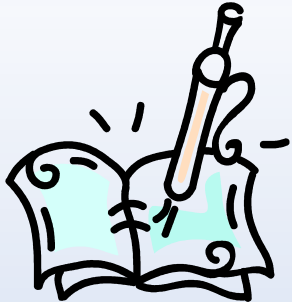
3. Abstract (Numbers and Symbols)

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.





Daily Timetable



- First Lesson - Mathematics
- Second Lesson – Literacy
- Welsh Drilling Sessions – 10minutes every morning
- Afternoon lessons – Big Question based

Missions
PE



PATRYMAU IAITH BLWYDDYN 3 A 4
LANGUAGE PATTERNS YEAR 3 AND 4

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 ...

PATRYMAU IAITH BLWYDDYN 3 A 4
LANGUAGE PATTERNS YEAR 3 AND 4

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 fwytaist ti? What did you eat?	Bwytais i ... I ate ...



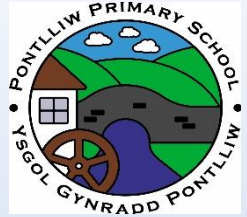
PE Days

- PE days to be confirmed: (possibility of Swimming)

PE kit information:

PE Kit –Suggested clothing for P.E. is navy jogging bottoms/ shorts, white polo shirt and trainers. All jewellery must be removed and long hair must be tied back for P.E. Year 4 children are allowed to come to school wearing their kits if they would prefer as it saves time and space with changing.

Working together

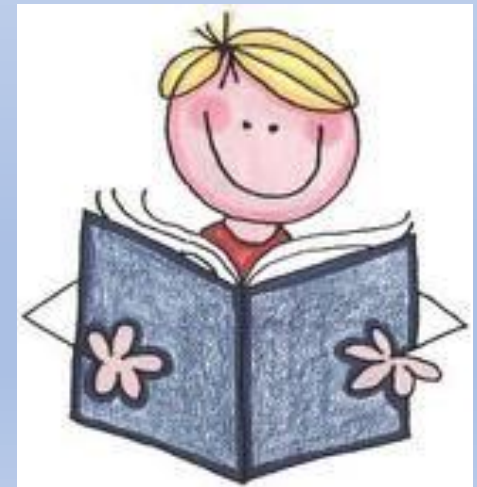


- Reading – as often as possible
- Spelling – reminding of their words
- Maths – Weekly timetable recall
- Mental Maths Homework books
- Sharing information or concerns your child may have – let us know as soon as possible

Homework



- Spelling lists given out at the start of the term, one test a week with one mixed test at the end of the half term/term
- Mental Maths continuation
- Reading – Ideally daily, or as often as possible



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.

And finally...

Year 4 is an exciting year where the children get to learn about and work with a huge range of interesting topics and equipment – from electrical circuits and Doodlebots, to erupting volcanoes and wanted posters.

Thank you for your continued support.

