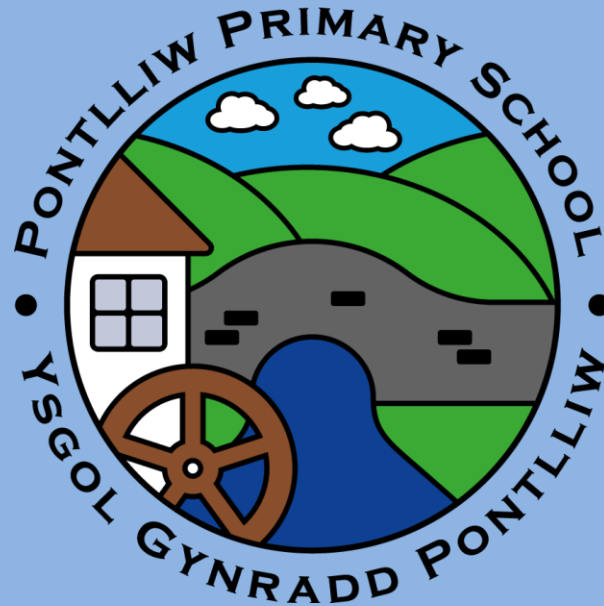


Ysgol Gynradd Pontlliw Pontlliw Primary School



"Anything is possible, anything can be"

Year 5 - Blwyddyn 5

Aims of the School



We are very proud of
our 3 values;

Respect,
Care,
Community.



Reading 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.

Aims of Year 5

- For the children to be happy and have a love for learning!
- To develop the ability to work collaboratively.
- To continue to develop independence and maturity in preparation for Year 6 and beyond.

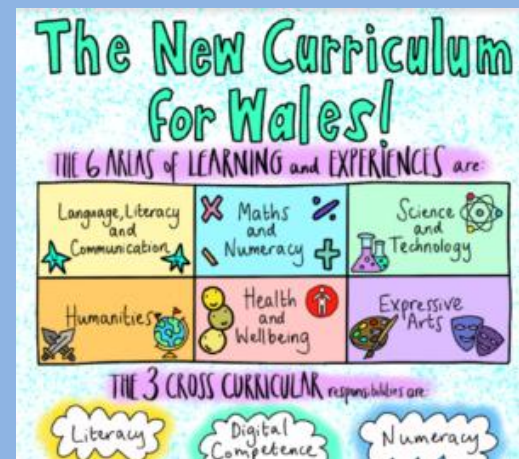


Areas of Learning

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**



Our curriculum is:

- Pupil centered
- Cross-curricular
- Experience rich

Canopy - where all children can be individual, exploring the possibilities of their learning

Literacy

Oracy Reading
Phonics Writing
Spelling Grammar

Trunk - supports the canopy by building strong knowledge and skills

Roots - need to be strong to establish conditions for great learning

Curriculum Vision

Planting the seeds for a life time of growth

Healthy,
Confident
Individuals

Ambitious,
Capable Learners

Enterprising,
Creative
Contributors

Six Areas
of Learning
Experience

Ethical, Informed
Citizens

Building skills and knowledge

Respect Care Community

Numeracy

Cross-curricular

Concrete Pictorial Abstract
Real life

Our curriculum uses Big Questions to explore learning through topics and themes, which are broken down into mini-questions by pupils and teachers.

Health & Well-being

- relationships - physical
- cynefin - mental/emotional



Starting Seeds- Nursery/ Reception
Tremendous Trunks- Years 1, 2 and 3
Brilliant Branches- Year 4, 5 & 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.



Big Questions

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

Autumn Term

Do we have a greater impact on the world now than in the past?

Spring Term

How does where we live affect us?

Summer Term

How do forces affect us?



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



PE



P.E Kit:

Suggested clothing includes navy jogging bottoms/shorts and white polo shirt to be worn. Long hair to be tied back and no jewellery.

Year 5 children are allowed to come to school wearing their kits if they would prefer as it saves time and space with changing.

P.E Sessions:

x2 P.E sessions a week.

P.E days TBC.

*Swimming





Daily Timetable

Morning:

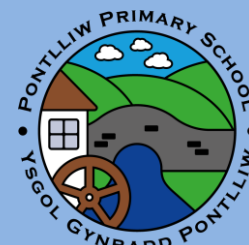
- Guided Reading
- Mathematics
- English

• Afternoon:

Welsh Drilling Sessions - 10 minutes every afternoon

- Topic Sessions linked to Big questions & Independent Missions
- PE sessions

Welsh Language Development



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 have 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, dw 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 ...

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.

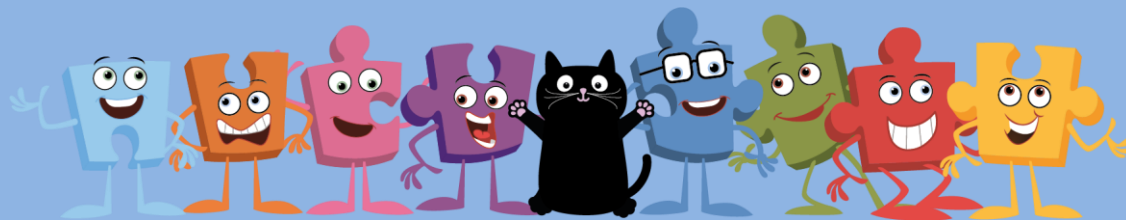
Parents have a central role to play in supporting their children, however there is also a crucial role for schools - especially in a world where there is so much inaccurate and misleading information and harmful materials, circulating online. Our RSE curriculum is designed to **safeguard** all our children, 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.



Working together

- Reading - weekly reading
- Spelling.
- Maths - Weekly timetable recall
- Mental Maths Homework books
- and online learning where appropriate
- Sharing information or concerns your child may have





Homework

- Spelling lists given out half termly (tested end of term)
- Mental Maths continuation
- Reading - Ideally daily, or as often as possible

Pupil Voice



Every child will be part of a Pupil Voice group

- Criw Cymraeg
- Digital Dragons
- Curriculum Council
- Healthy Heroes
- Safety Soldiers
- Eco Warriors





Llangrannog

2 nights in May *TBC

Wide range of activities

Amazing learning experience

£ will be confirmed closer to the time but
payment can be made in instalments-
plenty of warning.

Approx £200





And finally...

Thank you for your continued support.

I hope your child enjoys their time in
Year 5 😊

A Year of

