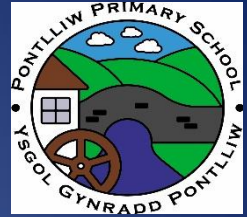


Ysgol Gynradd Pontlliw Pontlliw Primary School

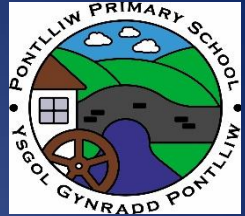


“Always remember: You’re braver than you believe, stronger than you seem and smarter than you think.”



Year 6 - Blwyddyn 6
Dosbarth Alder

Aims of the school

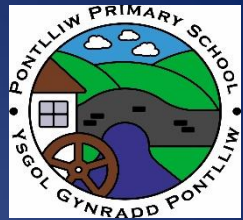


Respect - Parch

Care - Gofal

Community – Cymuned





RRS

- **Ready is...**

right time, right equipment and right attitude.

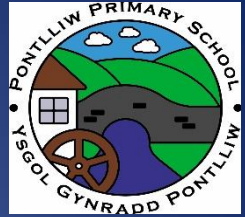
- **Respectful is...**

caring for ourselves, our community and our environment.

- **Safe is...**

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

Aims of Year 6



- Children at the heart of learning
- Developing Independence – children to take the lead for their own learning as this develops progress and target awareness.

SNOT learning:

Self

Neighbour

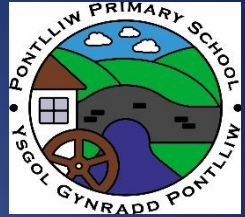
Other

Teacher





Aims of Year 6



- Improved independent marking:
Purple Progress (edit and self mark)
More responsibility in preparation for a smooth transition to comp.



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.

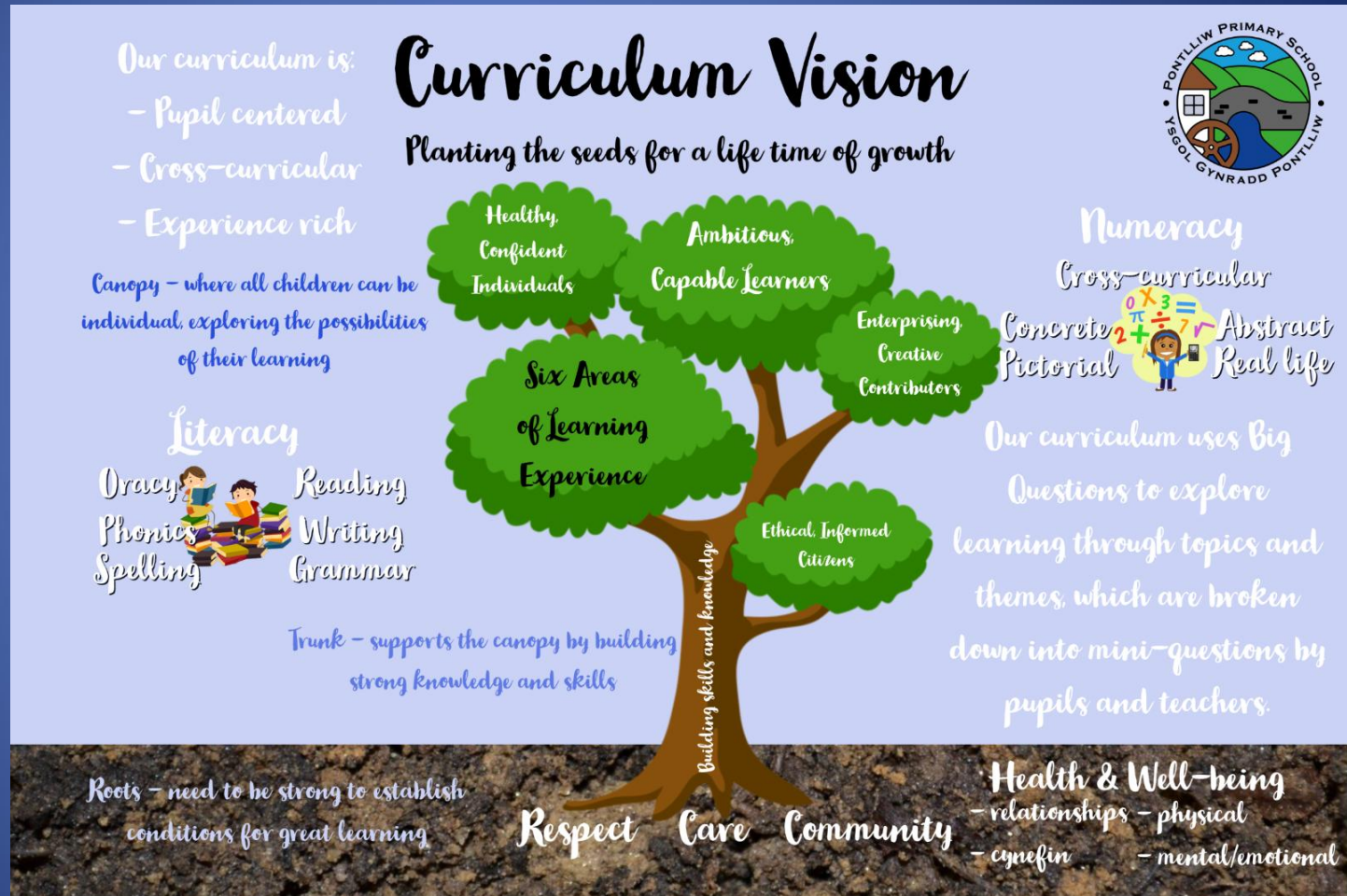
 Pontlliw Primary School – Learning Disposition <i>Some examples of what learners may display in the classroom</i>		
Developing Engagement	Often Engaged	Fully Engaged
I often need reminding about expectations and staying on task.	I am interested in learning most of the time.	I am enthusiastic, motivated 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.

Areas of Learning

Brilliant
Branches

Tremendous
Trunks

Starting
Seeds



Areas of Learning

Health & Well-Being

Languages, Literacy & Communication Skills

Mathematics & Numeracy

Science & Technology

Humanities

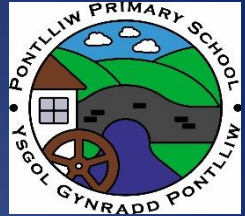
Expressive Arts



Four Purposes...

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Big Questions



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

Autumn term focus – Who Won The War?

Spring – How did time as we know it begin?

Summer – Does a Healthy Body =

A Healthy Mind?



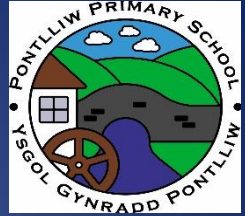
Health and Well-Being: RSE



- 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.



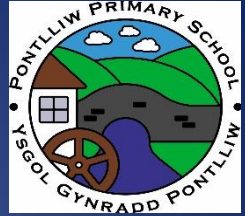
Pupil Voice



- Every child will be assigned to a pupil voice:
- Criw Cymraeg
- Safety Soldiers
- Healthy Heroes
- Digital Dragons
- Eco Warriors
- Diversity Developers



Reward Systems

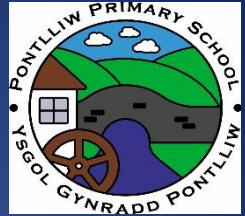


- Important to build confidence and self-belief - shout our board
- House Points
- Class Dojo – ensure that you are signed up – exchange for free time minutes
- Star jar – half - termly reward – chosen by pupils





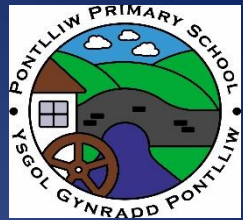
Daily Timetable



- First Lesson - Mathematics
- Second Lesson – English
- Welsh Drilling Sessions – 10minutes every afternoon
- Afternoon lessons – Topic Based and Missions.



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

2nd idea

fourth

They don't like pizza, do they?

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

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.

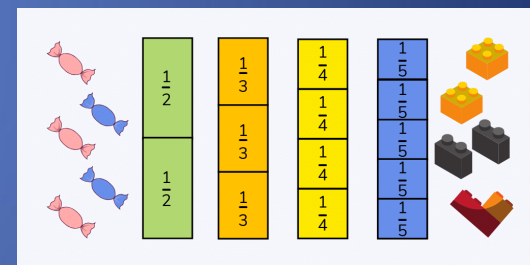


2. Pictorial (Visual Models)

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.

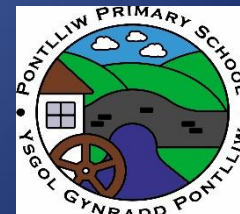


3. Abstract (Numbers and Symbols)

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 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 ...

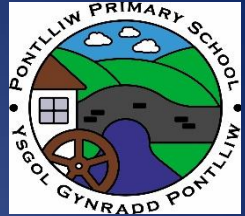
Pa ddydd ydy hi? What day is it?	Dydd day.
Pa fis ydy hi? What month is it?	Mis ... Month ...
Wyt ti'n hoffi ...? Do you like ...?	Ydw. / Nag ydw. Yes. / No.
Wyt ti'n hoffi ...? Do you like ...?	Ydw, dw i'n hoffi ... Yes, I do like ...
Wyt ti'n hoffi ...? Do you like ...?	Nag ydw, dw i ddim yn hoffi... 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 ...

Welsh Support. Cymorth Cymraeg

Beth wisgaist ti? What did you wear?	Gwisgais i ... I wore ...
Beth sy'n bod? What's wrong?	Dw i'n dost. I am ill.
Beth sy'n bod? What's wrong?	Mae ... tost / dost gyda fi. I've got a ...
Pwy ydy e / hi? Who is he / she?	'Jac' ydy e / 'Siân' ydy hi. He is 'Jack' / She is 'Siân'.
Ble mae e'n / hi'n byw? Where does he / she live?	Mae e'n / hi'n byw yn... He / She lives in ...
Beth mae e'n / hi'n hoffi? What does he / she like?	Mae e'n / hi'n hoffi ... He / She likes ...
Beth dydy e / hi ddim yn hoffi? What doesn't he / she like?	Dydy e / hi ddim yn hoffi ... He / She doesn't like ...
Beth wyt ti'n gallu wneud? What can you do?	Dw i'n gallu ... I can ...
Ble wyt ti eisiau mynd? Where do you want to go?	Dw i eisiau mynd i / i'r ... I want to go to / to the ...
Ble wyt ti ddim eisiau mynd? Where don't you want to go?	Dw i ddim eisiau mynd i / i'r ... I don't want to go to / to the ...
Ar beth wyt ti'n dwlu? What are you crazy about?	Dw i'n dwlu ar ... I am crazy about ...
Pa liw llygaid sy gyda ti? What colour eyes have you got?	Mae llygaid ... gyda fi. I have ... eyes.
Pa liw gwallt sy gyda ti? What colour hair have you got?	Mae gwallt ... gyda fi. I have ... hair.
Beth mae 'Jac' yn hoffi wneud? What does 'Jack' like to do?	Mae 'Jac' yn hoffi ... 'Jack' likes to ...
Beth dydy 'Jac' ddim yn hoffi wneud? What doesn't 'Jack' like to do?	Dydy 'Jac' ddim yn hoffi ... 'Jack' doesn't like to ...

Oes 'cath' gyda 'Jac'? Has 'Jack' got a 'cat'?	Oes. / Nag oes. Yes. / No.
Oes 'cath' gyda 'Jac'? Has 'Jack' got a 'cat'?	Oes, mae 'cath' gyda 'Jac'. Yes, 'Jack' does have a 'cat'.
Oes 'cath' gyda 'Jac'? Has 'Jack' got a 'cat'?	Nag oes, does dim 'cath' gyda 'Jac'. No, 'Jack' does not have a 'cat'.
Beth ydy hoff fwyd 'Jac'? What is 'Jack's' favourite food?	Hoff fwyd 'Jac' ydy ... 'Jack's' favourite food is ...
Beth mae 'Jac' yn hoffi yfed / fwyta? What does 'Jack' like to drink / eat?	Mae 'Jac' yn hoffi yfed / bwyta ... 'Jack' likes to drink / eat ...
Beth dydy 'Jac' ddim yn hoffi yfed / fwyta? What doesn't 'Jack' like to drink / eat?	Dydy 'Jac' ddim yn hoffi yfed / bwyta ... 'Jack' doesn't like to drink / eat ...
Ydy 'Jac' yn hoffi ...? Does 'Jack' like ...?	Ydy. / Nag ydy. Yes. / No.
Ydy 'Jac' yn hoffi ...? Does 'Jack' like ...?	Ydy, mae 'Jac' yn hoffi ... Yes, 'Jack' likes ...
Ydy 'Jac' yn hoffi ...? Does 'Jack' like ...?	Nag ydy, dydy 'Jac' ddim yn hoffi.. No, 'Jack' doesn't like to ...
Beth wyt ti'n fwynhau? What do you like?	Dw i'n mwynhau ... I like ...
Beth wyt ti ddim yn fwynhau? What don't you like?	Dw i ddim yn mwynhau ... I don't like ...
Beth ydy dy hoff fwyd / wisg / raglen? What is your favourite food / clothing / programme?	Fy hoff fwyd / wisg / raglen i ydy ... My favourite food / clothing / programme is ...
Beth wyt ti'n gasáu? What do you hate?	Dw i'n casáu... I hate ...
Sut fydd y tywydd yfory? How will the weather be tomorrow?	Bydd hi'n ... yfory. It will be ... tomorrow.
Beth ydy dy gas fwyd / raglen di? What is your least favourite food / programme?	Fy nghas fwyd / raglen i ydy ... My least favourite food / programme is ...

PE Days

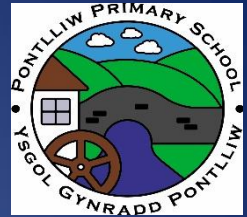


- PE days to be confirmed:

PE kit information:

PE kits to be worn into school. Suggested clothing for P.E. is black jogging bottoms/shorts, white polo shirt and trainers. All jewellery must be removed and long hair must be tied back for P.E.

Working together



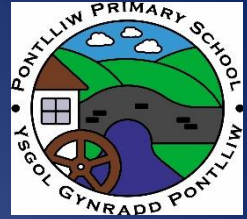
- Reading – weekly reading
- Maths – Weekly timetable recall
- Sharing information or concerns your child may have



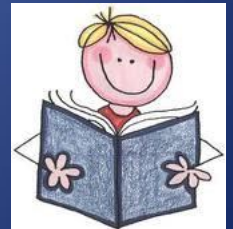
Support your child on their journey
In preparation for transition to
Comprehensive (Pont comp 1 week)



Homework



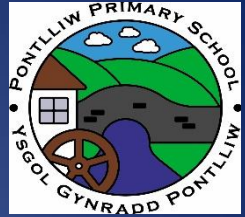
- Friday – Spelling (spelling words given, test at the end of every half term)
- Friday - Mental Maths homework books
- Regular practise of times table recall – expectation is that children know all table up to 12 x 12 by the time they are in Year 7.
- To be able to tell the time using an analogue clock.



Expectations for Comprehensive

- Pontarddulais Comp have asked that Year 6 pupils:
- know their times tables before they go to comp
- are able to tell the time using an analogue clock
- have a secure grasp of sentence structure

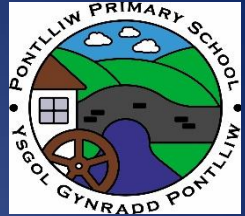
Residential



- An experience they will NEVER forget
- October for a week at Borfa House



Residential



Last week of Autumn 1 half term

October 19th – 23rd

4 nights (Monday to Friday)

Estimate: £290

Online purse will be set up on I-pay.



Kit List All specialist equipment for activities is supplied.
You are advised to bring the following:

Toiletries

Towel 2 x large and 1 x small

Hair bobbles

Night clothes

Slippers

Changes of clothes and underwear

Torch with new batteries

Pen, pencil and notebook

Socks, 4 pairs (thick)

Old pair of trainers for activities

Other pair of trainers

Sandals, flip flops or water shoes

Tracksuit bottoms/ leggings x 3 (no jeans/ short shorts) ☐ Jumper or sweat top or fleece top x 3

T-shirts x 5

Warm jacket

Waterproof jacket

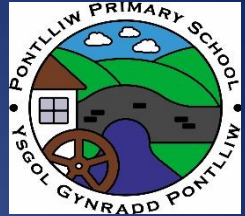
2 swimsuits

Back Pack

Plastic bags for wet kit

Reusable Water Bottle

And finally...



Thank you for your continued support. If you have any questions please pop in before or after school. I hope your child enjoys their year in Year 6.

