



"Working Together, Learning Forever"

Headteacher Termly Report Summer Term 2025 Mr. M.S. Thompson

Foreword

This year has flown by! The children have been amazing and achieved fantastic things as always. Our Estyn inspection report has truly put the school on the map and it recognises the wonderful learning community Burlais is. I'm sure you'll also enjoy seeing the wonderful things the children have been doing through the AoLe reports. Enjoy!

Dates for your diary

Friday 18th July- School closes for the Summer holidays
1st and 2nd September – INSET days

Pastoral Team report Miss A. Begum & Ms. S. Couch

This year had been a particularly busy and rewarding one for our school, with many successes to celebrate across our pastoral work. We have continued to place the wellbeing of our pupils and their families at the heart of everything we do, recognising that children learn best when they feel safe, supported, and valued.

Throughout the year, our pastoral team has worked closely with staff, pupils, families and external agencies to ensure that every child can thrive, whatever their circumstances.

A significant highlight has been receiving a spotlight in our recent Estyn report, which recognises the dedication and impact of our pastoral team. The report stated:

Spotlight: Care for pupils and their families

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The school's dedicated and highly skilled pastoral team work very effectively with staff, parents and community services to support pupils and their families. They provide invaluable guidance on well-being and support access to a wide range of free resources. This helps pupils, including those experiencing poverty, to feel happy, safe and ready to learn.

Over the past year, our pastoral team has delivered a wide range of support to meet the needs of our pupils and their families. We have provided targeted interventions to support emotional wellbeing, delivered small group and 1:1 sessions to build resilience and self-regulation, and worked closely with families to help remove barriers to attendance and learning. Our team has been proactive in identifying early signs where pupils may need additional support, ensuring that help is offered as quickly as possible and in a sensitive manner. We have also strengthened our links with external agencies, enabling us to access specialist support where needed, and have continued to prioritise staff training to ensure the pastoral team feel confident in supporting pupils' and their family's wellbeing. This report will look at how we did this in more detail.

School-Based Interventions

This year, we have continued to provide targeted school-based interventions to support the emotional wellbeing of our pupils. One of the key approaches we use is ELSA, to deliver both small group and 1:1 sessions. The sessions have focused on areas such as bereavement, emotional regulation, self-esteem, and managing worries.

In addition to ELSA, we have also offered Drawing and Talking, a therapeutic intervention that helps children process their emotions in a safe and supportive environment.

We recognise that due to high demand, there are sometimes waiting lists for these interventions. To support families during this time, the pastoral team has created wellbeing resource packs for families to use while they wait for direct support, whether that be school-based interventions or external agency support. These packs include practical strategies and activities to help children manage their feelings and maintain emotional wellbeing at home.

Therapy Dog

We were delighted to welcome two new members to our pastoral team this year: our therapy dog Teddy and his handler Carol. Teddy has quickly become a valued part of our school,

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supporting the wellbeing of our pupils in a range of ways. He has encouraged children to develop their confidence and enjoyment of reading. Teddy has also joined in with whole class story time and listened to pupils sing songs, sometimes joining in himself! Teddy has also provided comfort and support to pupils who may be dysregulated or facing challenges, helping them to feel calm and settled during the school day. In addition to supporting our pupils, Teddy and Carol attended a staff inset day, providing an opportunity to boost staff wellbeing and morale.

As a thank you for the wonderful work Teddy and Carol have done in our school, we raised £250 for Criad Pet Therapy as a way to recognise the positive impact they have had on our children's wellbeing.



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Raising Aspirations

We have worked closely with Reaching Wider from Swansea University to help raise aspirations among our pupils. Reaching Wider offers a range of inspiring learning and attainment raising activities for children and young people, creating clear pathways to higher education.

Our Year 6 pupils were invited to visit Swansea University, where they explored what the university has to offer. During the visit, they developed their mathematics, literacy, and communication skills by taking part in a variety of engaging and fun activities.

In addition, the pastoral team arranged transition workshops for our Year 6s in partnership with Reaching Wider. We recognise that the transition to secondary school can be a daunting time for many of our children, and these workshops aimed to help them understand what to expect, ease their worries, and build excitement for the next step in their educational journey.

Drop-in Sessions

Throughout the year, we have hosted a range of drop-in sessions to support the wellbeing of our pupils and their families.

As a part of our partnership with CAMHS In-Reach, we offered drop-in sessions where parents could discuss any concerns they had about their child's wellbeing/ emotional health. CAMHS staff and our pastoral team were then able to hold case discussions and explore appropriate support to put in place.

Through the Better Welcome Project, we organised drop-in sessions specifically for our families seeking asylum and refugee families. These sessions provided opportunities to connect families to key point of support and helped parents access English classes. Importantly, these sessions also helped families feel connected and reassured them that they are not alone in the process.

We also held pastoral drop-ins to give parents the opportunity to voice concerns and discuss how we could support their family. As a result of these sessions, we not only provided practical support, including food bank referrals, food vouchers, Mr X referrals, and access to clothing banks, but also offered clear next steps to help families address and improve issues

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they were concerned about. This approach ensured that parents left with a plan and felt supported in taking positive action for their child and family.

Family Engagement

One of our key goals this year was to actively involve parents in their child's learning experiences, recognising the positive impact this has on children's wellbeing and development.

Our partnership with Reaching Wider has supported us in meeting this goal. Through their funding, we were able to invite external organisations into school to deliver workshops for children and their families, providing valuable opportunities to learn and spend quality time together.

We organised for Butterfly HQ to work with our afternoon Nursery and their parents/carers. They offered fun, hands-on workshops where parents and carers could engage in arts, crafts, and activities alongside their children. These sessions focused on building confidence, communication, resilience, and mindfulness, while allowing families to enjoy quality time together in a supportive environment. We had a wonderful turnout for these sessions, and it was clear to see the enjoyment and connection shared by both the children and their parents/ carers.

We also received some fantastic feedback from parents/carers who attended. Some of their comments have been included below:

"I have really enjoyed the play sessions. It gave me an opportunity to try different activities with my son. The activities provided, opened up educational but playful conversations together. Widening his vocabulary and providing opportunities to pique his curiosity."

"The activities from the sessions are very well thought of. There has been different creative sessions each week. I myself have thoroughly enjoyed each week. Be fabulous if sessions like these can be done all the time."

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"I think it was a brilliant idea for the sessions as we can see how our children are in school and enjoy playing with others, developing their social skills. Very fun, the activities were great."

Health and Well Being Governor Report **Miss C Rowe**

Nursery

This term has been all about settling the rising three pupils in and teaching them new routines.

During gym sessions, the children have been practising for Sports Day. They have been focusing on taking turns, taking part in different races and supporting their team.

The children love being outdoors in the Little Yard and enjoy playing on the bikes, slides, steppingstones, pouring in the water tray, digging in the sand tray and making shelters.

During Welly Wednesday which is the Nursery outdoor learning session, the children have enjoyed rolling down the hill and balancing on the beams (benches) They have also learnt what plants need to grow and what they need to grow.

Every day, the children are lucky enough to have a Fruit Snack Bar and they are able to prepare fruit for their friends, they learn how to wash their hands correctly, they help cut up the fruit and wash up after themselves.

The children take part in daily check-ins and say whether they are happy or not.

Reception

Through daily 'check ins' the children are able to discuss their emotions and say how they are feeling and why.

Through PE lessons, the children have learnt a range of team games and have been practising for Sports Day.

During Refugee Day, the children listened to a story called 'Everybody's Welcome'. They then discussed how they would make a new child to our class feel welcome. Our topic this Term has been 'Plants and Flowers' so as well as talking about what plants needed to grow, the children also discussed what we needed to grow.

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Since joining Reception, the children have done a lot of work on 'Emotions'. This term, we discussed different types of weathers and how these different weathers made the children feel.

The children have also taken part in various Circle Time Sessions to discuss our different values over the past few months.

Year 1

This term the children have been doing mindfulness breathing alongside cosmic yoga to focus on their breath and energy. They have been doing a range of movement daily to get the children's heart rates up and their bodies moving and talked about the importance of exercise for their body.

The children have explored their senses and used them to explore the school grounds and encouraged them to use their senses. The children were able to identify their senses and talk about what they could see, hear, feel, smell and imagined what they could taste.

In PE this term, the children have completed circuits of activities which involved moving in and around apparatus, travelling in different ways, throwing and catching a ball both independently and with a partner.

They have also practised a range of sport activities for sports day and learnt how to balance bean bags on their heads, move their bodies through the hoops, running races, egg and spoon races, relay bats. The children are looking forward to sharing this with their families.

As part of our Refugee Week we focused on the story 'Lubna and the Pebble', the children had a great discussion about the story and its meaning. They created pledges on how to make a difference and their own paper plate art design that will all be put together to create one big piece of art.

Year 2

This term, the children have been practising the carousel of activities for Sports Day and have enjoyed practising using javelin, jumping hurdles, skipping with a rope, throwing a ball in a hoop, balancing and jumping on a space hopper, egg and spoon, balancing a bean bag on their heads and running races. The children are excited for our parents to come and watch their Sports Day races.

The children have been learning about what they need for a balanced diet and what they should eat daily, weekly and sometimes. The children talked about why it is important to

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make healthy choices to help their bodies grow. They enjoyed playing different healthy eating games all week to encourage making healthy choices.

For Refugee Week, Year 2's story book was 'The Journey' by Francesca Sanna and the children were learning about what community means to them and how community can be a superpower. They all made pledges of how they can make a difference in their community as they made a class paperchain. Year 2 's focus was "welcome" and how the children can be welcoming to everyone and they all came up with some fantastic ideas.

Year 2MB have been going out for KerbCraft this term and have been learning about crossing the road safely.

Year 3

This term, Year 3 have continued to prioritise well-being through daily check ins, circle time class assembly sessions, weekly *Well-being Wednesday* sessions, using *Unworry* booklets and practising mindfulness and breathing techniques to support calm and focus. The children have also been developing a growth mindset, learning to embrace challenges and value perseverance.

In RSE, the children have focused on building empathy and resilience in relationships through thoughtful discussions and role play.

In PE, pupils have enjoyed tennis, hockey, football, and team games - Rounders becoming a firm favourite! The children have been preparing for Sports Day with fun, active sessions. As part of World Refugee Week, the children explored what community means to them and how it can be a superpower. We read the story book *My Name is Not Refugee* by Kate Milner and completed pledges and a community art task.

Year 4

Year 4 have enjoyed PE this term and have been focusing on rounders. They have focussed on teaching the rules, practising the skills and they have played several matches both in the yard and the park. The children have also been developing skills and techniques for track and field events such as hurdles and javelin in preparation for sports day. Pupils have also practised relay, egg and spoon race etc for sports day.

Pupils have also practised their throwing, catching and hitting skills this term through playing tennis. Following a series of lessons building on skills, many pupils were able to play a game with their partners hitting the ball back and forth.

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The children participated in lots of activities to promote healthy eating to celebrate Healthy Eating Week. The children take part in the daily mile every day and enjoy a walk over the park to start the day.

Pupils have learnt how to stay safe online through a variety of Internet Safety lessons, also applying their learning using Interland. Year 4 also had a visit from PC Kyle to talk about staying safe and using social media.

For refugee week, the children have been making pledges around making their community a stronger place to live and more welcoming for all. They have devised their own community superheroes to help those who are less fortunate than themselves.

Year 5

This term year 5 have been extremely busy! Their topic is all about staying safe and keeping their mind and body healthy, so they have been completing as much physical activity as possible.

The children started off the term with the 'beep test' to have a baseline for themselves, and they will complete it again at the end of term and fingers crossed they have been working hard on their fitness and will see an improvement.

As it is the Summer Term, the children have been practising for sports day. They have been practising sprint race, relay race, sack race, egg and spoon race, and skipping race. In their P.E. lessons they have been learning to throw a discus and javelin and the best techniques for hurdling.

The children have also been practising their throwing and catching skills in our kwik cricket and rounders.

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In our circle time lessons the children have been focussing on kindness and what it means and takes to be a good friend.

Year 5 also invited parents to join them in Cwmbwrla Park for a Wellness Wednesday Day. The parents joined us for our daily mile and worked with us to discuss healthy food and meals.

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Year 6

Year 6 have been developing their rounders and athletics skills in our outdoor PE sessions. Pupils have focussed on developing hand eye coordination, throwing and catching, and playing a variety of rounders related games in pairs.

Pupils have also completed many athletics sessions in preparation for sports day i.e. sprint race, relay race, sack race, egg and spoon race, and skipping race.

Pupils have daily check ins and weekly circle time assemblies to share how they are feeling. Our weekly assemblies in class are linked to the value of the month and our learning powers. Pupils complete the daily mile as much as possible to improve their Health and Well-being. Pupils also took part in the Refugee Week and focussed on sharing ideas about making our community a superpower with poems and art work.

SDP/Leadership Activities

The children have enjoyed attending two Senedd meetings and have been discussing what they can do to improve their Senedd Group and what they would like to see implemented into the school. The children have discussed different playground games and the older children have been teaching the younger children some of these games.

LLC Report to Governors – Spring 2025 Miss H. Hill and Miss S. Prangle

Nursery

English

Through the topic 'Let's Explore' Nursery have taken part in lots of activities to promote literacy:

- Circle time – Autism awareness, National Children's Mental Health Day, Refugee Day.
- RWI – learning new sounds and recapping ones already learnt.
- Name recognition activities
- Name writing activities
- Songs and rhymes

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- Listening to stories with a teacher and some of my friends.
- Listening to stories read to the class.
- Holding books as a reader.
- Emergent writing opportunities
- Mark making activities – Writing cards to someone special, typing on the computer, using our whiteboards and drywipe pens.

Welsh

Nursery have taken part in a range of activities and learned new patterns and vocabulary:

- Ongoing songs/ Amser Canu
- Pwy wyt ti? / Sut wyt ti?
- Lliwiau
- Joio Dan Pump

Reception

English

Reception have continued their weekly fine and gross motor activities to ensure that they have the correct core and muscle strength for writing.

In RWI the children are continuing their 4 lessons per week. All the children have made great progress, and most children are now blending confidently. RWI has had a positive impact on the children's reading and writing and the children are applying their knowledge and understanding to reading and writing in other areas of the curriculum.

In their topic of 'Plants and Flowers' the children planned and wrote a fact file on sunflowers ensuring they included all the correct features. They were exposed to acrostic poems and were able to produce their own plant acrostic poem using lovely adjectives. For story writing, the children read 'The Enormous Turnip' and created their own story maps. They then changed the turnip to a vegetable of their choice and wrote their own version of the story. The children had many opportunities to develop their literacy across the curriculum including using their senses to describe different fruits and vegetables, writing how different weather makes them feel and what a plant needs to grow.

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Welsh

Children have read a range of 'Tedi Twt' stories and learned the accompanying sentence patterns and vocabulary. We have covered clothes, likes and dislikes, healthy foods and the children created a healthy Welsh menu. The children continue to sing Welsh songs daily and thoroughly enjoy these sessions.

The children have also been introduced to Tric a Chlic and are learning the sounds and understanding that some of the sound may be pronounced differently in Welsh.

Year 1

English

RWI – All

Reading

Children are timetabled a reading slot, with an adult, once a day every week to focus on improving their individual reading skills by following the RWI book bag scheme as well as practising reading the High Frequency Words. The children are now confident using their own school library cards which allows them to choose a book from our library, that interests them, and they would like to read at home. This term's topic is 'Teeney Tiny Things' which involves learning about minibeast's living within our school grounds, woodland habitats and the seaside. We have explored a number of different fictional stories which provide a 'hook' for our learning each week.

RWI – All children are in specific ability groups for RWI and have participated in these 1-hour lessons, 4 times a week. RWI includes learning speed sounds, word time, spelling the speed sounds and special friends, ditties, stories, holding and editing a sentence. Pupils are also participating in 'Speed up Reading' sessions to improve their speedy reading skills.

Speaking and Listening

The children work in their 'Talk Partners' throughout the day when completing our counting and remembered facts, whole class discussions for class assemblies, introductions to any learning tasks and experiences. They have become confident working with a new partner each week and enjoy sharing their ideas and thoughts with their partners before sharing with the whole class. Pupils thoroughly enjoy our daily story time, this term our focus has been on listening to a variety of stories about minibeasts from a range of authors including Julia Donaldson, Eric Carle and Giles Andreae.

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Writing

Children have applied their literacy skills to a range of non-fiction writing linked with our topic 'Teeny, Tiny, Things'. They have created the lifecycle of a butterfly and written about what happens at each stage using scientific vocabulary as well as using time connectives such as first next etc. The children then learned about the anatomy of the butterfly creating a labelled diagram before planning and writing an interesting information fact file about the minibeast. Year 1 have been learning about nouns and adjectives and have been spending lots of time exploring the outdoors looking for nouns within the school grounds. The pupils have also worked hard to develop their narrative skills this term. They used Pie Corbett strategies to learn the story 'The Bad-Tempered Ladybird', created a story map and innovated the story.

Welsh

Throughout this term slot drillio has focused on using past tense vocabulary, once the children were familiar answering questions Ble est ti? Sut est ti? Beth welaist ti? They used these sentence patterns to write simple sentences to share their news. Pupils continue to use the Tric a Chlic scheme and have progressed to reading Gwyrdd sounds and books. They really enjoy using the Tric a Chlic app to play sound, reading and spelling games.

Year 2

Speaking and Listening

There have been lots of opportunities for the children to develop their oracy skills. We started the term by gathering as a year group and discussed our new topic, 'A Knight's Tale'. The children were wonderful at sharing their thoughts and ideas on what they would like to learn about. There have been opportunities weekly to take turns to share news and ideas on a range of topics and develop listening skills.

Reading

The children have continued to take part in daily RWI sessions, targeted at their personal ability level. Activities have included phonics work (speed sounds), learning tricky words (red words), shared reading and reading with confidence and expression and fluency.

The children also have individual reading books which they take home to practise each week and are listened to 1-1 with an adult in class.

The children all thoroughly enjoy our daily story time and love to spend time in our class book corners, looking at books with their friends and reading for pleasure.

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As part of our learning about VE day, the children read an information text and answered a series of comprehension questions, to help develop their understanding. This also helped our skills in preparation for our national reading assessments.

Writing

Year 2 started the term with completing our Enterprise project and produced our own posters to inform and persuade others to buy our items.

As part of our topic on castles, the children worked in groups to gather all they had learnt about the features, designs and locations before moving on to writing individual information texts.

As part of our EPIC discussions, we decided we would like to know about all the castles in Wales, especially near our school. We decided which were our favourites and wrote sentences about them.

Having listened to various tales about 'Jack and the Beanstalk' we discussed and wrote our reasons why we felt the key characters were either innocent or guilty, using persuasive language.

Next, we will be using our literacy and creativity skills to write our own stories, with a castle setting.

Welsh

Our focus this term has been on learning to ask and answer questions in the third person in preparation for writing third person profiles.

We have also continued with our daily slot drillio sessions, incidental Welsh, listening to Welsh stories and singing familiar songs and learning new through Ffa-la-la. The children have continued to enjoy taking it turns to take Dwynwen home each weekend to practise their Welsh at home, and Mrs Bird even had a turn! She was delighted to have the opportunity to take him to the Urdd Eisteddfod in Margam Park.

Year 3 English

Oracy

Year 3 learnt about podcasts and in pairs, chose a topic to base their podcast on. They planned, researched and recorded their podcasts using Adobe Podcast. We listened to each other's podcasts and gave feedback about what we liked and what we could improve.

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practised a range of discussion scenarios and explained arguments for and against them. For our focus story, 'Captain Green and the Plastic Scene', the children used story maps to practise retelling the story off by heart.

Reading

The children take part in RWI four times a week

Our class story book has been 'Captain Green and the Plastic Scene'. We have been focussing on this story as a class has given children the opportunities to develop their grammar work...

Writing

We have explored the use of onomatopoeia words, similes and alliteration found in our story. The children thought of their own examples and recorded these in their books.

The children developed their understanding of direct speech through a series of speech bubbles and speech mark lessons.

The children learnt how to use commas in lists.

In preparation for writing their own version of Captain Green, all children designed their own superhero. They came up with a wealth of adjectives to describe their character.

Using Pie Corbett strategies, the children learnt to retell a simplified version of Captain Green and the Plastic Scene. They drew a story map and included actions to use while practising the story. Once internalised, the children innovated their own version using the superhero they had previously designed along with similes, onomatopoeia words, alliteration, commas in lists, adjectives, speech marks devised in previous lessons.

Year 3 have also learnt about the features of discussion and persuasion text types. They wrote a persuasive letter to the council to ask them to improve Cwmbwrla Park. They also discussed arguments for and against a range of recycling scenarios.

Welsh

Our focus for Welsh this term has been about past events. The children learnt the talk, read and write past tense sentence patterns. We used fun, local places to say where we had been, for example Es i Ninja Warrior. We made a food diary to record what we had had from breakfast, lunch, snack and dinner. After learning a series of past tense patterns, we were able to use those to create a postcard on our school trip to the Wetlands Centre. We developed our comprehension skills through reading some Tric a Chlic books and answering some basic questions.

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Year 4 **English**

Reading

Year 4 have had really enjoyed their topic Community Heroes this year and have produced some excellent work. The pupils in Year 4 have been working hard on reading comprehension activities, learning all about different heroic characters and what makes them special. Detailed reading lessons have been undertaken every week, where children have read challenging text and used their 8 reading behaviour skills to develop understanding. Daily reading sessions have allowed children to explore their own interests and preferences, and regular reading aloud to the class or an adult has encouraged improved skills. We have also been developing our reading to find meaning and have taken part in daily comprehension sessions 3 times a week.

Writing

As part of this topic, the children have been building up some amazing vocabulary using the FREYA model. They've been exploring new words, thinking about their meanings, and finding fun ways to use them in their own writing. Year 4 have also revisited metaphors, similes, and alliteration. These helped them create some fantastic superhero descriptions that were full of imagination and creativity ready for their future story writing. Year 4 enjoyed learning about our local hero, Swansea Jack, and used their creativity to write kenning poems inspired by his story. The children really enjoyed this challenge and came up with some clever and thoughtful lines.

To finish off the term, the children will be writing their own five-part superhero stories, each one about a superhero who suddenly loses their powers. They're also looking forward to creating an information page all about a their own hero.

The Year 4 classes have continued to work very hard on their reading skills.

The children have been working their way through the 1,000 Dolce Spelling words and all children have individual spelling words each week, which challenge them. They have been working hard at home to learn them and each child has a weekly spelling test to see how they have progressed and to reset their words.

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Oracy

As part of our Oracy. Year 4 took part in a lively discussion and debate around the question: "Should footballers be paid more than doctors?" This gave them a great opportunity to practise expressing their opinions, listening to others, and backing up their ideas with reasons.

Welsh

Year 4 have been working on their third person profiles, the children have been taking part in slot drillio sessions to practise their sentence patters and have written and recorded a third person profile based on their friend and a local community hero. The children have enjoyed taking part in Slot Drillio, and have loved having the opportunity to be Capten Cymraeg and develop their incidental Welsh. Year 4 have particularly enjoyed learning Welsh songs through the Ffa La La scheme.

Year 5

English

Speaking & Listening

All children are encouraged to participate in discussions and give their opinions. They are encouraged to talk and listen well with their peers and focus on predicting outcomes and developing questions about their topic. Through our discussion text we had some brilliant discussions with each other. The children engage in research activities and regularly feed back to the rest of the class, where pupils are able to snowball their ideas, findings and opinions. These activities have helped them enhance their speaking and listening skills, as they engage in discussions and share their thoughts with their peers.

Reading

In year 5 we have a daily ERIC session as well as daily, weekly and guided reading sessions. We are fostering a love of reading and lots of discussions about the books we have read and helping each other to choose books. They have been enjoying the books we have from Brynhyfryd library

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Writing

Year 5 continued their hard work on our Topic Healthy Hearts and Happy Minds. The learners have continued to concentrate on their grammar and have been applying this in their work. The children have a weekly individually tailored spelling test and times tables test. The children also planned a fantastic discussion text. They identified the features of the text and planned some amazing discussion! We are also working on an explanation text. Again, we have identified the features of the text and are working on writing an explanation of how the heart works.

Welsh

This term, our year 5 pupils have focused on using past tense sentence patterns and vocabulary. The children have practiced applying these through writing, reading and oracy activities. Our pupils have written about various places they could have visited and explained what they did, saw, ate, played and wore to these places. The pupils have been encouraged to uplevel their writing by expanding their sentences and using a range of sentence structures.

Our pupils have also completed reading activities of various Nicci a Cris books. They have discussed what they have read, gained confidence in reading the books independently, and completed activities linked to the books.

Over the course of summer term, year 5 have enjoyed a range of daily slot drillio activities and they have particularly enjoyed our Ffa La La sessions, where they have learnt Welsh through song.

Year 6

English

Speaking and Listening

Pupils have developed their speaking and listening skills in lessons with 2 questions for our partner each lesson. We have also developed this to larger groups where each member of the group has a role I.e. speaker, scribe, mediator etc. Pupils have also completed a paired oracy discussion task.

Reading

We have had 20 minutes daily reading time during ERIC (*Everyone reading in class*) sessions, and we have read our class novel, *Holes*, at the end of every day. We have also focussed on reading behaviours I.e. prediction skills. Pupils have taken books home to read and bring

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back to class to be listened to or to change their book on either a Monday or a Tuesday. We have also completed reading comprehensions in preparation for the National tests.

Writing

Pupils have written a discussion text (Which is the best Gower beach?). We have also focussed on grammar skills including double commas, compound sentences, and complex sentences. They have also written a mystery story based on our trip to the Gower or our class novel Holes.

Welsh

Pupils are encouraged to use incidental Welsh throughout the day and are using Welsh comments when peer assessing. They have reinforced language patterns using Word Wall websites during lessons and completed daily slot drilio sessions. They have developed our oracy and writing skills when learning about customer service skills. Pupils have also learned a variety of writing patterns for describing past events and describing plans and activities.

Pupil Senedd

- The pupils in our Senedd group decided to organise a 'Decorate a Door' competition for Burlais Book Day. Each class decorated their classroom door in the theme of a story. The Senedd group then decided on a set of criteria to judge the doors on. They went around to look at all the doors and score them to decide on a winner. The winner was Y1KMW class who won money to spend from our Book Fair profits.
- In our last meeting of the year, the pupils reflected on what has gone well this year and what they want to do next year. They have decided that they would like to do a school newspaper to tell everyone about what is going on in school. We have created a template and shared lots of ideas ready to start next year.

Science & Technology AOLE Report Summer 2025 Mr. D. Webster

Pupil Voice

Our Senedd Group enjoyed a learning walk during our recent pupil voice meeting. We were keen to look at "*what science can you see on display?*". In short, the answer is a lot! We saw many areas of science, and plenty of digital content.

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Let's see what our pupils have been doing within the AOLE this term:

Nursery

Our topic this term has been *'Let's go on an Adventure...'* where we have: Explored ideas about the seasons using our senses as part of Welly Wednesday and outdoor learning; Welly Wednesday – exploring shadows; Talked about what plants need to grow through watching the seasonal changes around them – particularly during Welly Wednesday – buds appearing on branches, catkins/blossoms/leaves emerging from the buds, we can't see out of the top of the Willow Dome now because the leaves have grown so thick!; Explored the life cycle of an egg, a seed, a raindrop; Habitats – Where does a worm like to live? What makes a good nest? And looked for minibeasts.

We have explored; floating and sinking/empty and full; Magnetism – Finding out what is magnetic and what is not from a selection of objects; Ramps – Finding the best place to put a ramp to make our vehicles run faster down the hill – they got stuck on the grass; keeping cool in the sun; Recycling – what bins are for what waste? We have also used a variety of apps to support and develop our learning – *CBeebies, ABC Writer, The BeeBots, Ben and Holly.*

Reception

This term, our topic has been *'Plants and Flowers'*. The children have learnt about what flowers need to grow and have compared their findings to what children need to grow. They have looked at different types of flowers and plants and have labelled the different parts of a flower.

The children thoroughly enjoyed taking part in a flower hunt. They had to find different flowers, count them and then make a table of their results using JIT.

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The children have found out about the lifecycle of a sunflower and were able to sequence the lifecycle in their books.

The children have completed an investigation in which they had to find out which were the best conditions to grow cress. They made their predictions and monitored the cress for several weeks before deciding on what conditions were best for growing cress.

Year One

This term Year 1 has been finding out about '*Teeny, Tiny things*', the children helped plan the topic and decided they wanted to find out about the natural world, including minibeasts. They took a walk around the school environment and used their senses to make observations about the different features around the school exploring the relationships with animals in their habitats and how they interact with their environment.

They then moved on to compare differences and similarities between different local habitats. Through the activities they developed an understanding that all living things require specific conditions and resources to survive.

As part of our learning the children also researched the difference between living, non-living and dead, they explored the features that different objects had and used their numeracy skills to sort the object into the correct group. They were also able to give examples and non-examples of each criterion.

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The children investigated different minibeasts, they researched facts about caterpillars and butterflies. They were enthralled when watching our real-life caterpillars change over time and were excited to release the butterflies into our school grounds. They were able to create an informative fact file as well as ordering the stages of its lifecycle correctly. The children also developed their literacy, numeracy and digital skills across the curriculum when they created a J.I.T branch database about minibeasts.

Year Two

Our focus this term is Forces which we are about to begin. After learning about castles and their features in the first half term, the children are about to start learning about pushes and pulls and the effect of forces on objects particularly looking at catapults and draw bridges. We started this term with our Enterprise Project to finish off our previous topic following on from our trip to Manor Wildlife Park and the children decided to raise money that could be sent to help look after the animals.

We have continued to learn about sending and receiving e-mails when we sent an e-mail to Mr. Thompson to request a budget for materials to make products to sell.

The year group worked hard, designing and making animal badges, loom band bracelets and using tools to shape and cut out clay magnets.

We have also been developing their coding skills as they practise programming *BeeBots* and using *JIT Turtle*.

Year Three

Year 3 have developed their understanding of the environment and what they can do to help as part of their '*A Caring Community*' topic. They learnt about ways to reduce, reuse and recycle during their visit to the Wetlands Centre and went on a litter pick in Cwmbwrla Park. The pupils carried out an investigation to find out decomposition and how long items take to decompose. They created a timeline to show how long different items take to decompose and discussed the materials.

They have also learnt about materials and their properties and investigated solids, liquids and gases and reversible and irreversible changes. They discussed what would happen to a piece of chocolate if they held it in their hand and talked about what had happened after it. They also created comic strips to show the process of different reversible and irreversible changes.

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They pupils have also developed their coding skills by using 'Hour of Code' to take part in different activities.

Year Four

This term our topic has been Community Heroes. We have developed our understanding of what people do to help. We learnt about Greta Thunberg and what she did to make people aware of climate change. Her speech helped us with our persuasive writing task in LLC.



We learn about pollination and what plants need to survive. We decided to use this knowledge to grow wildflower seeds which we decided to sell to develop our entrepreneurial skills. We decided that the profits from the sale would go towards hosting a party for community heroes, we invited member of the RNLI, PSCOs, doctors, nurses etc. This party will be held on July 2nd.

We also learnt about reflection and carried out an investigation to out which materials would be best to create a high vis jacket for the police.

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During our technology lessons we learnt about internet safety and used our drama skills to act out scenarios about keeping safe online. We have practised our word-processing skills by typing out a variety of work, including poems, we are able to change the font style, colour and size and add pictures to our work.

We have also created PowerPoints and have a good understanding of editing the work and adding animations and transitions. We have also continued practising emailing work to our teacher and our friends; we are aware of the safety implications of email. The pupils have also developed their coding skills by using 'Hour of Code' to take part in different activities. We have created databases and spreadsheets on information about Superheroes.

Year Five

Our topic this term has been *Healthy Hearts and Happy Minds*. We have been learning about keeping our body and mind healthy.

The children have also been looking at the organs in our body and our skeleton. They created a skeleton and placed the organs in the correct places. They have learnt all about the heart and the different chambers and looked at an animal's heart, gory but so interesting! The children have written a detailed explanation of how the heart works and the circulatory system.

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Year 5 also looked at the fuel we need in our body to keep us healthy and moving. They have learnt about the food groups needed to maintain a healthy diet and the amount needed. They now understand, through their research all the elements our bodies need to function from vitamins and different nutrients to the amount of water needed. The children will be learning about Ethical Veganism and what this means later on this term. The children also worked with their parents on a Wellness Wednesday in the park.

Year Six

This term, our Year Six pupils have been studying biology.

We were very fortunate to visit Pentrehafod's science laboratory, and study forensics – solving a crime!

We have investigated plant survival and competition, as we have learnt about biotic and abiotic survival. We have learnt about plants from various habitats and built upon learning from previous year groups.

It is really pleasing to see the progression of science & technology across the school. The learning is really building throughout the years.

Prior to our investigation, we studied plant cells – learning about the basic components of cells and how plant and animal cells are similar, and different.

We have used many skills across the curriculum within this AOLE, with some excellent examples of extended, non-fiction writing and excellent examples of numerous numeracy skills applied within our investigative work.

We experimented with the MicroBits, and the Kritonic Inventor's kits – with some of our learners using the breadboards! Incredible digital application and computational thinking for Year Six level learners.

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AOLE Report to Governors

Summer Term 2025

Expressive Arts

Mr. M. Bowen

Nursery

Nursery have been very busy this term practicing their fine and gross motor skills, from cutting/snipping to printing patterns. They have been out on the outdoor stage, for their Welly Wednesday, where they have been singing lots of rhymes and songs. The children have also been exploring colour and colour mixing this term and using this to make cards for special people around them. As the days have been so sunny, they have also been drawing around shadows and cutting them out.

Reception

Reception's topic this term is 'Plants and Flowers'. The children have used chalk, paints and various other materials to create different flowers. The children have looked at Craig Jones' Sunflowers at Rhossili paintings and have sketched and used watercolours to create their own Sunflower paintings. They have also looked at the Portraits that Giuseppe Arcimboldo created and have created their own portraits using flowers and fruit. They explored clay and rolled flowers into them to create a flower print.

For music the children listened to rain music and created their own rainmakers and performed them as a class.



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Year 1



The topic for Year 1 this term has been 'Teeny Tiny Things', which has allowed the children to explore their artistic skills using a variety of sketching techniques to draw a range of minibeads. They have followed 'Draw with Rob' to create pictures of butterflies and ladybirds.

The children have also participated in many outdoor learning activities which have included creating minibeads using loose parts e.g. sticks, leaves etc. During their independent challenges the children have created minibeads using different shapes, sizes and colours of paper. They have also created different types of minibeads using their play doh whilst developing their fine motor skills.

We researched minibeads made from clay and then we made a WAGOLL with the children and talked about a success criteria verbally. The children then created their own minibeads using the WAGOLL and pictures, then painted them to add detail and colour.

Year 2

Year 2's topic this term has been 'A Knights Tale'. The children have studied the artist Paul Klee and have given their opinions on his work and reasons for their answers. They looked at his painting 'Castles and Surf' and created 2 versions of their own, using collage, and water coloured paint. The children have also had the opportunity to print using sponges to create castle pictures, they did crayon rubbings to create a textured door.

Year 3

In Year 3, the pupils have explored the use of watercolours and experimented with different techniques and uses of watercolours. They then found out about the Welsh artist Carissa Tanton. They looked at a variety of her work and discussed what they noticed and liked about her work. They looked closely at the intricate patterns used in her work and experimented with their own intricate patterns in their sketch books. This led on to the pupils identifying landmarks and buildings in our local area and creating their own piece of work of a local landmark in the style of Carissa Tanton.

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Year 3 have also looked at how feelings and emotions are portrayed by looking at clips from the film 'Inside Out' and creating their own characters to portray these feelings. They then used Chrome Music Lab to compose songs to depict the different emotions. The children also practised depicting scenes from our class story 'Captain Green and the Plastic Scene' and freeze framed different scenes from the story.

Year 4

Year 4 have been very creative this term with their topic Community Heroes. We have entered the digital age using Chrome Music Lab to devise and create our own superhero theme tunes. Move over John Williams as there are some exceptional composers in Year 4! We have looked at pitch, rhythm and melody and used these in our compositions. We have also looked at Swansea's most famous dog – Swansea Jack during our topic. The children got all messy by exploring Jack with clay modelling. All pupils created a figurine of Jack. We looked at the techniques of Scratch and Slip to join together two pieces of clay and then added details to make them look as realistic as possible. They looked adorable.



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Towards the end of the term we are hopefully going to look at printing and using polytiles to create a repeating pattern linked to our superhero theme and then overprinting these images with a different colour

Year 5

Our Year 5 pupils have been focusing on the Film and Digital Media aspect of Expressive Arts this term. They have learnt about sound in films. They learnt what a foley artist is and what they do. They then listened to a clip of a film and were tasked with identifying what they could hear, listening to the music and identifying how it changed, and guessing what was happening in the clip. The film chosen was Cool Runnings, which linked to their topic about sport. They also learnt about how colour, setting, camera, story and characters are used in film.

At the start of the term, they looked at the art of Keith Haring. They worked in pairs, with one person posing while the other drew them as a stick person in action, before swapping over. They then drew blob people in the style of Keith Haring. They coloured and cut out 4 of the pictures and arranged them on a different coloured paper.

Year 6

The topic for this term has been '*Exploring Gower*'. The children focused on local artist Craig Jones. They spent some time discussing his work and commenting on elements they liked and disliked. The children had the opportunity to recreate some of his work using oil pastels, focusing on Gower beaches like Rhossili and Three cliffs.

The children have also started using sand in their artwork. Building on their prior knowledge of abstract art, the children have created abstract art using sand, PVA glue and a selection of paints. During this lesson the children also had the opportunity to mix coloured paint and experiment with different shades and colours.

AOLE Working Group

This term our Senedd group are getting creative and are in the processing of rejuvenating the upstairs learning lounge. The children have chosen an Out of This World theme and at the last meeting we put together a plan of action so that the decorations will all be completed by the end of the summer term! The Senedd members are really looking forward to rolling up their sleeves and starting the painting!

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Humanities AoLE report Summer 2025 Mrs A. Gay & Miss M. Sneade

Nursery

Nursery plan in the Moment. This term the areas they have explored are:

- National Refugee Day – What is a refugee?
- Looking after our environment – The children have enjoyed exploring recycling and looking after our school environment. We read the story Michael Recycle.
- Seasons – Welly Wednesday – Exploring the signs of the season with visual/immediate experiences in our own outdoor areas.

Reception

In Reception the focus has been on understanding Seasons. The children have learnt about the different seasons and have described the changes in each season. They have looked at the weather within those seasons and explored how different types of weather makes them feel. The children have also researched where their food comes from.

Through Class Collective Worship the children learnt about Earth Day and listened to the Creation Story.

Year 1

Year one's topic this term 'Teeny, Tiny Things' focus was based on exploring and describing the distinct physical features of places, environments and landscapes within the locality including identifying man-made and natural features as well as identifying the similarities and differences between habitats. This enabled the children to participate in a variety of outdoor activities: - A teeny, tiny minibeast hunt- categorising and identifying, they also participated in developing their map skills by looking at and drawing a map of the school grounds. The children further developed their mapping skills researching and exploring Google Earth to locate nearby landmarks.

Mrs Sethi and some pupils shared their experience of celebrating Eid ul-Fitr and Eid ul-Adha, explaining to their peers why these events are important and how they celebrated with their families.

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During Refugee Week, the children listened to the story *Lubna's Pebble*, encouraging the children to demonstrate their empathy and kindness towards the characters within the story. Through Class Collective Worship the children were read the story of the Islamic story of the Prophet and the Ants. Children discussed the theme of nature and stewardship

Year 2

Year 2 Summer Term Topic was 'A Knight's Tale', whilst it has a history focus, it also enabled the pupils to learn about the natural world, as well as identifying and locating castles in Wales. The children quickly became curious about the world, its past, present and future. Learning that the natural world is diverse and dynamic, influenced by processes and human actions. The children were able to develop their mapping reading skills to study a map of Wales and locating castles in Wales. The children have compared the locality of Burlais school with Oystermouth castle on their map and have visited Oystermouth Castle to reinforce the characteristics of a castle that they have learnt about.



Through this topic, the children in Year 2 have been learning that events and human experiences are complex, and are perceived, interpreted and represented in different ways. The children have learnt about the role and life of a Knight, they have learnt about what they would have eaten, worn and how they trained. Using their *Digital Competency* skills, pupils have researched when, how and why castles were built and used their *Numeracy* skills to create a timeline of Welsh castles. Pupils were encouraged to use their *literacy* skills to write facts about their favourite Welsh castles and shared these with their peers. The pupils have also studied the Royal Family and have explored family relationships by creating a family tree. This has led to discussions on equality and conflict, with our students becoming informed, self-aware citizens engage with the challenges and opportunities that face humanity.

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During refugee week the children participated in a variety of activities giving them the opportunities to understanding that human societies are complex and diverse, and shaped by human actions and beliefs.

Year 3

To start off their new topic 'A Caring Community', Year 3 went on a walk around the local area and Cwmbwrla Park and thought about what they would like to improve about the area. They identified issues such as littering and vandalism and discussed ways we could help our environment.



The classes went on a trip to the Wetlands Centre where they took part in workshops about Plastic Pollution. They found out about how long it plastic takes to break down and the effects this has on wildlife.

The pupils decided they would like to go on a litter pick and went around Cwmbwrla Park to collect as much litter as they could and invited parents to help us.

The pupils found out renewable and non-renewable sources of energy and the impact these have on our environment. They used J2e5 to sort the sources of energy. The pupils are becoming ethical, informed citizens.

Year 3 have learnt about Humanism, finding out about Humanism, reading facts and producing a fact file to show their knowledge of what they have learnt.

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Year 4

Our topic this term is Community Heroes, the children have been learning about people who help us. We talked about the different jobs that people have and the children enjoyed telling the others about the jobs their parents have, eg nurses, paramedics and carers, and what they do to help others.

We arranged a trip to Swansea Central fire station and the children had the opportunity to explore the fire station and the equipment, they even had the chance to use the fire hose, which they loved!



The children thoroughly enjoyed learning about the local hero Swansea Jack, some of the children even went to visit his memorial in their own time. These lessons linked nicely with the art lesson where they made clay sculptures of Swansea Jack.

During this term it was VE Day. The children learnt about the British heroes, and we discussed how many members of the military came from Swansea.

They had the opportunity to learn about water safety, and what they and others should and shouldn't do around water in order to stay safe, and what to do if anyone falls in the water.

During refugee week, the children listened to the story The Day the War came. The children drew a picture of an empty chair and wrote pledges, eg this chair means that you will always have a friend, this chair means that i will try and learn some of your language. Their responses were beautiful and heartwarming.

The children had the opportunity to learn about the Gods of the 5 main religions. This term's showcase will take part on July 2nd. Community heroes from the area have been invited to school for a party to celebrate everything they do for us. The children will be planning and hosting the party. The children have learnt basic facts about the 6 main religions, Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism, and have identified the Gods that each religion worship. They then had the

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opportunity to research notable people of each faith. They also learnt about the Five Pillars of Islam.

Year 5

Our summer term topic in year 5 this year is Healthy Hearts and Happy Minds. To begin our topic we looked at and researched local athletes who have come from Cwmbwrla, Manselton and Swansea.

Later on this term, we have a local author visiting our pupils, who has successfully written novels about sporting heroes from our local area. We then began looking at national athletes, before carrying out independent research about a given international athlete and presented this as an information page.

The children have looked at the history of the Olympics, comparing the ancient and modern-day Olympics and created a timeline of historic events that have taken place. The children have learnt about rights and racism in sport and how this has changed since the Olympics began. Using a world map, pupils have plotted various Olympic hosting countries.

The pupils have celebrated Buddha's birthday by reading the story of Buddha and finding out about how this is celebrated today by Buddhists. The children have also celebrated Refugee Day by reading the story 'The Pirates Next Door', completing a class pledge using a paper chain and taking part in our school community display by decorating their own paper plate uniquely.

Year 6

Our theme this term has been The Gower; the U. K's first Area of Outstanding Natural Beauty. We have learnt about the various beaches and bays. Leading to a discussion, applying our literacy skills across the curriculum, based on the question, *"What is The Gower's best beach?"*.

We have looked at river systems, features of rivers and went on a brilliant trip to the River Ilston, Pennard. We conducted a river study, measuring width, depth and speed of travel.

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We also investigated the local wildlife, and found Bull-headed fish, European eels and other water dwelling species.

We learnt that The Gower was the home to the first Baptist Church in Wales, The Ilston Brook. Located in the village of Ilston. Interestingly, we learnt that there the location named Swansea in Massachusetts due to this church and the first Baptist Church in that state within The United States.

We are visiting Ty Borfa, on our Year Six Summer Residential trip. This visit will be even more meaningful as we have studied The Gower in detail.

Our pupils have undertaken work on refugees, as we conducted work during Refugee Week. We have also looked at the 6 main religions; learning about the five pillars of Islam, and significant times, and festivals, during religious calendars around the world.

What Matters in Humanities:

1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by processes and human actions.
4. Human societies are complex and diverse, and shaped by human actions and beliefs.
5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Humanities Senedd Group:

The Humanities Senedd group have monitored the usage of the Prayer Room. Under Miss Sneade's supervision, KS2 have ensured it has been left tidy. The PTFA have permitted the usage of a curtain pole to allow some privacy when undertaking prayers. A curtain is to be ordered with Mrs Lewis.

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The members would like to invite a variety of religious leaders to deliver assemblies to the whole school. This will be the focus of our next Senedd meeting, emails will be written and sent to a variety of local leaders.

Mathematics and Numeracy Coordinators Report – Summer 2025 **Mrs. K. Meredith-Williams**

Nursery

This term the pupils in Nursery have been working hard to develop their number skills through a range of first-hand experiences both inside and in the outdoor environment. They have identified what numbers look like and explored making marks for numbers, using water and large paint brushes, and chunky chinks. In the indoor environment they have been matching numbers to 10 as well as counting backwards and forwards to 20 in English and Welsh. They have explored their knowledge of the value of numbers by looking at Numicon to represent different amounts. They have explored the concept of subtraction, taking amounts away and working out what is left.

The pupils have developed their knowledge of geometry by recognising and naming 2 dimensional shapes. They decided their own rules for sorting and then sorted the shapes using their own criteria. They have also developed their understanding of measurement through direct comparison, using vocabulary such as longer than and shorter than. The pupils have also developed their understanding of data collection when they explored the school grounds to find out how many bins we had on our yard.

Reception

Reception have continued to develop their knowledge of number and the number system this term by looking at 'teen numbers' and have even been practising counting past 20! They also looked at adding and taking away. They developed their understanding of multiplicative relationships by using a variety of concrete resources to learn how to share and group equally. They then moved on to odd and even numbers and were able to apply their sharing knowledge to help them identify odd and even numbers.

Finally, they have explored the concept of position and developed an understanding of the relevant mathematical language. They applied their skills by creating and using their own maps.

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Numeracy across the Curriculum

Linked to their 'Flowers and Plants' topic, the pupils took on the role of biologists to carry out a plant survey. The pupils applied their data handling skills by investigating the flowers that grow within the school grounds. They recorded their findings on a table and then produced a graph on J2E to work out what the most common flower was.

Year 1

At the start of term, the pupils in Year 1 focused on the geometry what matters statement, developing their measuring skills. They developed their understanding of measuring length and height, initially comparing objects that were taller, shorter and longer. They then moved onto to measuring length using non-standard units, creating their own success-criteria about the steps needed to measure an object accurately. They developed and consolidated their skills through a range of activities both inside and outside, including estimating objects that were longer or shorter than a metre. They moved their measuring skills on further to use standard units and practised using a simple ruler accurately as well as using a range of ICT programs to develop this skill.

The pupils then moved onto developing their understanding of measuring weight, they worked hard to develop their vocabulary using words such as mass, balance, heavier and lighter etc. They explored this concept with a range of practical activities using a balance scale.

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The pupils thoroughly enjoyed using a range of resources to explore, extend and create a variety of patterns. Allowing them to develop their understanding of the Algebra what matters statement.

The pupils then moved onto developing their understanding of number and place value further, focusing on grouping and partitioning objects into 10's and 1's as well as locating numbers on a number line.

Numeracy across the curriculum.

The pupils used their sorting skills to undertake a range of activities including sorting living, non-living and dead and sorting minibeads using a range of criterion and then choosing their own. They also developed their D.C.F skills by exploring branch databases. The pupils also thoroughly enjoyed applying their knowledge of position and direction by using the Beebots as well as JIT turtle.

Year 2

During the summer term the pupils in Year 2 had a big focus on developing their understanding of the geometry what matters statement and participated in a variety of different geometry concepts. The pupils explored using non standards items to measure length and height but quickly agreed that this was not a fair or accurate way to measure. Using what they had learnt and the newly acquired skills the pupils moved on to using rulers (cm) and (mm), tape measures and metre sticks. As a class they discussed the correct way to measure creating a verbal success criterion to enable them to measure length and height accurately. The pupils compared their own height, and the height of any adults they could tempt into the class to find out what adult was the tallest.

The pupils further developed their understanding of reading a scale by looking at thermometers and reading the daily temperature. They enjoyed looking at the daily weather reports and compared and made predictions on what they thought the temperature would be. Pupils then moved onto measuring time. They learnt how to tell the time, o'clock, half past, quarter past and quarter to. They also looked out how many hours in a day and how many minutes in an hour.

Pupils have also continued to develop their skills in Number and the Number system by exploring the concept of equal and unequal parts and fractions of numbers.

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Numeracy across the Curriculum

The pupils developed their D.C.F skills by exploring coding, using the BeeBots and J.I.T programme enabling them to problem-solve, think logically and creatively.

Year 3

Year 3 started the term off by developing their understanding of money. They identified the values of the difference coins and converted pounds to pence and vice versa. They then used these skills to help them add and subtract different amounts. The next step was to find change from amounts up to £10.

The pupils then moved on to telling the time. They practised identifying and telling the time on different clocks using o'clock, half past, quarter past and quarter to. Once they were confident with those, they moved on to telling the time to five minutes. They looked at analogue and digital clocks and played lots of time games to practise these skills. They also looked at am and pm and identified activities to go with each period of time. The pupils then looked at different passages of time such as days, months and years and looked at calendars to answer questions on these.

The pupils have also been busy practising their times tables and using games such as Splash Learn, TTRS, Topmarks and timestables.co.uk to develop their knowledge. They are looking forward to the cluster TTRS competition coming up at the end of the term.

Numeracy across the curriculum:

Year 3 have used J2 Data to create their own database about temperatures in different countries. The pupils have also enjoyed taking part in shop role play to practise their money skills.

Year 4

This term Year 4 have covered a range of different What Matters Statements during their Maths and Numeracy lessons.

The pupils have spent a few weeks developing their understanding of the number system by investigating decimals, percentages and fractions. They then moved on to developing their skills in the Geometry What matters statement across a range of different concepts. First,

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they consolidated their knowledge of perimeter and discovered how to find the area of a shape. Next, they explored the properties of 3D shapes through a variety of fun practical activities. The pupils then went on to look at identifying different angles. Over the last few weeks, they have been exploring position and direction, the pupils have been describing positions on a grid using coordinates and plotting them.

During the summer term the pupils have spent time revisiting different topics ready for their personalised assessments. They looked at different procedural questions and they have taken part in weekly reasoning and problem-solving sessions.

The pupils have been working hard to recall their times tables through daily drills and songs. The pupils have enjoyed using games such as Splash Learn, TTRS, Topmarks.

Numeracy across the curriculum:

The pupils have looked at data handling within this topic, they have interpreted the data from tables and charts and created their own graphs. The pupils have developed their entrepreneurial skills and have looked at budgeting in order to raise money for our local heroes.

Year 5

In Year 5 this term, pupils have developed their understanding of time. They have explored how to tell the time on digital and analogue clocks to the nearest minute. Pupils have made their own clocks, organised and shown times for various activities that they complete throughout the school day and solved time word problems. They have also converted times to 24 hrs notation as well as reading timetables.

The pupils have also consolidated their understanding of the 4 operations and applied their skills and knowledge to problem solving activities.

Pupils have worked hard over the summer term to practise for the tests and have undertaken a variety of past tests, whilst also using TTRS, and a variety of Maths games to refresh their knowledge too.

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Numeracy across the curriculum

During the summer term, our pupils have applied their numeracy skills by creating a timeline of events linked to the Olympics for our current topic. They have also completed reasoning activities with their talk partners linked to the flags of the Olympic countries and undertaken a sequence of lessons linked to coordinates and Olympic sports.

Year 6

The pupils in year 6 have developed their understanding of geometry through a variety of different concepts. Including area, perimeter and volume of various shapes. They have explored the measurement of time. intervals of time, timetables, time zones and digital and analogue displays.

They have developed their understanding of algebra through a range of different activities. They have investigated ratio and sequences, including Fibonacci's sequence, triangular numbers and negative numbers.

Prior to the national testing, the pupils revised concepts covered earlier in the year, including decimal notation and place value. The pupils worked very hard to develop an understanding up to 5 decimal place holdings.

The pupils in Year 6 have applied their mathematical knowledge to solve problems by using logical reasoning to solve complex, and multi-step, problems. The pupils have sat their end of year assessments in procedural and reasoning mathematics, so have used lots of past paper questions during mathematics lessons.

Numeracy across the curriculum

The pupils have applied their numeracy skills across the curriculum, in activities such as data collection, representation and analysis within science and technology as well as measure, during their river study investigation.

Professional Development

Mathematics and Numeracy Cluster meeting Wednesday 30th April.

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Pupil Voice

Pupils met to review the year as well as creating posters and labels for the maths cupboard to help keep it organised and tidy.

Digital Competence Leader Report – Summer 2025 Mr. M. Wotherspoon

Nursery

The pupils have independently used a variety of apps to support and develop their learning – CBeebies, Ben and Holly, ABC Writer, and Beebot. They have developed their producing skills using Jit5 to draw images. They have also been taking photos and videos as a part of their play and learning. Pupils have used TopMarks maths activities on the CTouch. They developed Interacting and Collaborating skills when using ClassDojo Stories to share their experiences in school together.

Reception

This term, the pupils have developed their Data and Computational thinking skills using different coding apps on the iPad and C-Touch. They are becoming even more confident when using the iPad to take photos of their Enhanced Provision challenges to develop their Interacting and Collaboration skills. Pupils have also been learning all about how to stay safe on the internet and discussed with their talk partners everything that they had learned. They have developed their Producing skills when using JIT to draw their favourite flower and used write a sentence. After completing their flower hunt, the pupils added the data into a table and created a graph to represent which flower is the most popular in our school.

Year 1

The pupils have continued to develop their confidence using a range of apps independently including: Numbots, Jit Turtle, Teach your Monster and Tric a Chlic games. They also enjoy using other literacy and numeracy activities on the laptops and iPads whilst on their challenges for independent time. These apps help to improve pupils' numeracy, literacy and

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coding skills. The pupils have enjoyed using different resources on the C Touch for our daily Counting and Remembered Facts and use White Rose maths videos as part of some of our maths introductions to learning. As a whole class the children really enjoyed using Google Earth to look at their houses and our school.

The pupils have enjoyed using Draw with Rob to draw a range of minibeasts during their challenges for independent time.

Year 2

Pupils have developed their Interacting and Collaborating skills by composing a class email to Mr Thompson asking for funds to purchase resources for their entrepreneur project. The pupils learnt how to program a whole route for a bee bot using direction cards and seeing which shape it makes and then matching the shape card to the route cards. They then worked with a partner to plan a route to get the bee bot from the dragon to the castle in one go.



After practising with the bee bots, we learnt how to use Jit turtle directions and were challenged to move Cinderella around the castle to various objects to find out what they would change into. We then pressed 'play' to watch Cinderella move around the whole route in one go.

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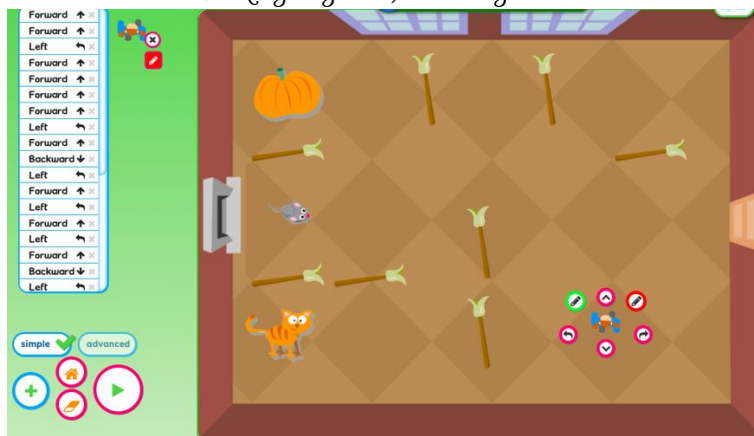
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During challenge time each week we use the class laptops and iPads to take photos of our work to post on class dojo, and to practise our numeracy and literacy skills through a range of apps and programmes, such as 'numbots' and 'Teach your Monster to Read'.

Year 3

Year 3 have developed their knowledge of staying safe online and read Digi Duck to find out more ways to stay safe. They have also enjoyed using Interland to develop their Citizenship skills. They have used J2e5 to search for images of renewable and non-renewable energy sources and sort them into a table. Pupils have also developed their Producing skills using Adobe Express to create posters to advertise our community litter pick and to make a fact file about recycling. The children have further developed their Data and Computational thinking skills by creating databases about temperatures in different countries. Pupils have also used Hour of Code to develop their coding skills by creating algorithms using block code. Pupils have enjoyed using the Epic Books website and app to search and read a range of texts. They have also used a range of maths games such as Hit the Button, Splash Learn, Numbots and TTRS.

Year 4

Year 4 began the summer term by learning how to stay safe online and learning the age rating for social media apps and the risks involved. The children were lucky enough to have a visit from PC Kyle to remind them about staying safe and using social media. Pupils also

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gained an in-depth knowledge of PowerPoint and used a range of tools to create and improve their PowerPoints, such as videos, images, transitions, slideshows etc. Pupils have used Microsoft Word tools to improve their typed work, using tools such as dictate and spell checker. Pupils have used Microsoft Excel to create a spreadsheet on creating a shopping list for Mr Stink which is linked to our topic Community Heroes. Pupils have also created a spreadsheet using a range of formula, extending their skills learnt last term. They have developed their Data and Computational Thinking skills by using the Hour of Code website and coding Micro-bits. Pupils have also had the opportunity to develop their Interacting and Collaborating skills through emails using Outlook.

Year 5

Year 5 have further developed their knowledge of internet safety this term during a workshop and discussion with PC Kyle. The pupils discussed the impact their actions and behaviours online have on other people and on their future. The pupils have used Word online to write about their Easter holidays. They used spell check, changed the font style, font size/colour, and they inserted pictures linked to their work. The pupils have created pieces of music, using Chrome Music Lab, that would encourage people to exercise as part of our new topic - Healthy Hearts and Happy Minds. The pupils have also undertaken various research tasks using search engines as part of our topic. The pupils have created a database of a sports team of their choice, developing confidence and independence when inputting and sorting their data. The pupils have also created a spreadsheet linked to healthy eating, using formulae to calculate costs to follow a budget. The pupils have also developed their Data and Computational Thinking skills when using Minecraft to code and build a stadium and Olympic village. The pupils have also used block coding to programme our Microbits to create a step counter.

Year 6

Pupils have completed an internet safety lesson focussing on digital rights, licensing and ownership. They have further developed their understanding about sending e-mails with Primary school memories including attachments and automatic signatures. They have learnt how to collaborate on office files and share them with other pupils or teachers. They have learnt how to create databases and applied this skill to create a database of various Gower beaches. Pupils have learnt about word processing using software such as Word and Adobe.

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They applied this skill when typing our English discussion texts. Pupils used AI tools such as Immersive reader to improve our discussion texts. They have created multimedia presentations with sound, images, text and video using PowerPoint and Adobe. Pupils have developed their coding skills using Microbits to programme soil moisture monitors for our plants in Science & Technology.

Pupil Voice:

- The Science & Technology Senedd are continuing dedicate time to developing Digital Competence across the school.
- We are considering how Microbits can be used more in our school, and we have researched and priced up Microbit drone attachments which we are very excited about.
- Senedd members and other Y6 pupils have worked with STF2, Year 4, and Year 5 when using Microbits by going into their lessons to support. They have also worked incredibly hard to ensure all laptops in school have the new GP update installed and visited each class to do this for them.

Finally..... my thanks

The staff have gone 'above and beyond' this year to ensure not only are the children safe but are provided with an inspiring education. They have been truly amazing and a real credit to the school. Also, our wider community including our parents have supported us so much. It is humbling to lead such a wonderful team. I look forward to working together during the next academic year, onwards and upwards!

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