



"Working Together, Learning Forever"

Headteacher Termly Report

Summer Term 2026

Mr. M.S. Thompson

Foreword

Foreword

Where has the year gone? It has flown by, particularly since Christmas! There continues to be amazing progress across the school, and the children have been thriving. There have been promotions to other schools by staff and changes internally. There are several key dates below for you. I'm sure you'll enjoy seeing the wonderful things the children have been doing through the AoLe reports. Enjoy!

Dates for your diary

Thursday 16th July – Y6 Leaver's Assembly for parents at 2pm

Friday 17th July – Last day in school before the summer holidays

Monday 20th July – INSET day, school closed for pupils but open for staff

Tuesday 1st September – INSET day, school closed for pupils but open for staff

Wednesday 2nd September – INSET day, school closed for pupils but open for staff

Thursday 3rd September – school starts back after the summer holiday for pupils

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Attendance (target =93%)

Year 1ES	90.78
Year 1 KMW	89.14
Y2MB	90.06
Y2G	92.77
Y3DW	90.97
Y3H	92.99
Y4T	90.28
Y4Y	92.2
Y5B	91.04
Y5S	89.26
Y6W	91.03
Y6MW	92
STF1	76.91
STF2	91.45
Total	90.9

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Pastoral Report

Miss A. Begum

It has been another busy and rewarding year for the Pastoral Team, with the summer term bringing a wide range of opportunities to support our children and families. As the needs of our school community grow, we have worked closely with staff, parents, and external agencies to ensure children and their families receive the right support at the right time. Throughout the year, we have responded to a wide range of social, emotional, and behavioural needs, providing both preventative and targeted interventions to help children feel safe, supported, and ready to learn.

This year has seen the continued development of our pastoral provision. We have strengthened our partnerships working with a range of external agencies, delivered targeted 1:1 support and group interventions, and launched our new Cwtch Café, which provides a safe, nurturing space where children can access additional emotional support and develop regulation strategies alongside their breakfast.

The aim of Cwtch Café is to provide children with a calm and positive start to the school day, helping them feel settled, supported and ready to learn. These sessions offer opportunities for children to build trusting relationships with familiar adults, develop social and emotional skills, and engage in activities that promote communication, emotional literacy, and self-regulation.

Our partnership with Swansea University's Reaching Wider programme has continued to go from strength to strength, and we are extremely grateful for the funding and opportunities they have provided this year. Their support has enabled us to deliver a range of interventions and workshops that have enhanced our pastoral care and strengthened the connection between home and school.

For our Year 6 pupils, school and Reaching Wider worked together to deliver transition workshops that were designed to support children as they prepare for the move to secondary school. The session focused on addressing common worries, building resilience, developing organisational skills and promoting confidence in managing change. Pupils were encouraged to share their thoughts and ask questions, helping them to feel more prepared and positive about the next stage of their education.

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The continuation of our KeyCreate sessions with Dave has provided children and their families with opportunities to work together in a creative and supportive environment. These sessions have encouraged communication, teamwork, and relationship building through engaging activities, while also giving parents and carers dedicated time to connect with their children in a positive and nurturing way.

This year, we were also pleased to offer the 'Your Voice Matters' workshops, delivered by Alyson Jenkins an experienced coach and trainer who has worked for many years in adult education, community support, and wellbeing. These parent-focused sessions created a safe and welcoming space for parents and carers to come together, share experiences and explore topics relating to confidence, resilience, and emotional wellbeing.

Reaching wider funding has also enabled us to continue with our nursery family sessions in partnership with Butterfly HQ. These sessions have been designed to support our youngest learners and their families through fun interactive activities that promote early development, communication, and positive parent-child relationships. Alongside creative play, the sessions have included opportunities for parents to access advice and guidance on topics such as basic care, routines, and supporting their child's emotional and developmental needs. The positive engagement from families has highlighted the value of providing opportunities for parents and children to learn and grow together in a relaxed and supportive environment.

The continued support from Swansea University's Reaching Wider programme has allowed us to broaden our pastoral provision and ensure that children and families have access to high-quality experiences that promote wellbeing, confidence, and positive relationships.

For the past two years, we have been proud to work in partnership with New Bees Community Team, whose ongoing support has made a significant difference to many of our families. Through their generosity and commitment to our community, they have helped ensure that children and families have access to essential items and practical support when it has been needed most. Their work has played an important role in reducing barriers for families and reinforcing our belief that no child should go without the essentials they need to thrive.

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With support from New Bees and City Church, we were able to host our Burlais Care Closet. This event was created to provide families with access to a range of essential items, including clothing, toiletries, baby formula, nappies, and other everyday necessities, in a welcoming and supportive environment.

The response from families was overwhelmingly positive, with many accessing the support available and expressing their appreciation for the opportunity. The event highlighted the value of strong community partnerships and the positive impact they can have in supporting our families beyond the classroom. Following its success, we are hopeful that the Burlais Care Closet will become a regular termly event, allowing us to continue offering practical support to our school community in a meaningful and dignified way.



Teddy, our therapy dog and his handler Carol, continue to be a much-loved and invaluable part of our pastoral provision. Throughout the year, Teddy has supported children across the school in a variety of ways, including through 1:1 sessions, small group work, and check ins. For many children, spending time with Teddy provides a calming and non-judgemental environment where they feel safe to talk, regulate their emotions, and build confidence.

We are incredibly proud of all that has been achieved this year and grateful for the support of our school staff, families, and partner agencies. By continuing to work together, we can ensure that our children feel safe, supported and ready to thrive. We look forward to building on the success of this year's initiatives and continuing to develop our pastoral provision to meet the needs of our school.

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Expressive Arts **Mr. M. Bowen**

Across the School

The summer term has finally arrived and there have been lots of Expressive Arts happening around the school, both inside and outside the classroom. From creating wonderful beach compositions to sculpting insects from clay, it certainly has been an artistic time for the children in Burlais.

Nursery

Nursery have been very busy this term practicing their fine and gross motor skills, from cutting/snipping to printing patterns. They have been outside, 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



During this term, our topic 'Teeney Tiny Things' has allowed the children to explore their creativeness. From their EPIC the children have been learning about different minibeasts and had the opportunity to build homes for their minibeasts using a variety of resources e.g. leaves, loose parts, blocks, natural resources.

They have used Draw with Rob to draw a Ladybird and then extended on this to draw their own more scientific drawing of a Ladybird which they went on to label.

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They have done lots of painting of different minibeasts and their habitats using a range of different size paintbrushes.

As part of their independent challenges they have made Ladybird Life Cycle booklets, drawn many different minibeasts with colour/paint and used a variety of resources to create minibeasts in different ways.

They have also used DCF JitMix to paint minibeasts and write some facts.

The children have also created clay bug Butterflies which they thoroughly enjoyed.

Year 2

This term, our topic *A Knight's Tale* has provided many opportunities for the children to develop their creativity and artistic skills through a range of engaging art and music activities. In art, the children have been exploring the work of the artist Paul Klee and have used his style and techniques as inspiration for their own creations. Linked to our topic, the children have focused on drawing castles, learning how to construct castle images using a variety of shapes and patterns. They have experimented with different media, including pastels and oil pastels, to add colour, texture and detail to their work.

The children have also designed and created their own castle collages using a range of materials, carefully selecting resources to achieve different effects and textures. This has encouraged them to develop their creativity, problem-solving skills and understanding of artistic techniques.

This half term, the children have been using watercolours to design and paint their own shields, imagining themselves as knights preparing for battle. They have enjoyed experimenting with colour mixing and brush techniques to create unique designs. During the final weeks of the term, the children will continue to build on their painting skills through the creation of stained-glass window artwork inspired by castles and medieval times.

In music, the children have been developing their sense of rhythm through body percussion activities. They have enjoyed practising and performing a class song, building confidence in singing together and performing as a group. Over the coming weeks, the children will extend their musical learning by composing and performing their own pieces of music using a variety of instruments. Drawing on their knowledge of *A Knight's Tale*, they will create soundscapes that represent a knight's journey into battle, exploring elements of music such as pitch, tempo, dynamics and tone.

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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 children 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.

Year 3 have 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

This term in Art, our topic was Roots to Rainforests, which gave the children lots of opportunities to be creative and produce lovely artwork. They learnt about the artist Henri Rousseau, and explored his style, using oil pastels and watercolour paints to create their own rainforest-inspired artwork base on the painting "Surprise".

They also worked on creating a rainforest-themed print, developing their skills in design and printmaking. They designed a simple design on a polytile, and printed with it using light green, then they added more detail to the tile before overprinting using a darker shade of green. The end result was amazing.



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The children revisited the music from Carnival of the Animals, which they studied in Year 2. They discussed how the music represented different animals, eg deep, slow music for elephants. They then used Chrome Music Lab to create music for a chosen rainforest animal. The class collaborated on a large rainforest collage, working together to combine different ideas and materials to create a final group piece. The results were spectacular. The children have also been using air hardening clay to create beautiful flowers using the scratch and slip technique to join the pieces of clay. These will be painted once they are completed.



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.

As part of our topic Healthy Hearts, Happy Minds, the children looked at the art of Keith Haring. They used their creative skills and drew figures in the most amazing poses! STF2 also created their figures using LEGO – they look brilliant.

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Year 5 have also been busy creating rhythms and music using both body percussion and tuned and untuned percussion instruments. They have also been successfully using graphic scores to create and follow music.

Year 6

This term, Year 6 have been exploring the theme of Beaches in Wales, using the work of Welsh artist Craig Jones as a key inspiration for their creative development.

The children began by studying examples of Craig Jones' artwork, analysing his use of colour, texture and composition to represent coastal landscapes. They then explored digital art, creating their own beach-inspired pieces using technology to develop their understanding of layering, detail and design.

Alongside this, the children have developed their drawing and shading skills, learning how different pencils create a range of tones and gradients. They experimented with sketching techniques to add depth and realism to their work. This was further extended through the use of oil pastels, where children applied blending and layering techniques to recreate coastal scenes inspired by Craig Jones' artwork.

As part of their literacy link, the children composed a formal email to Craig Jones, inviting him to visit Burlais Primary School and deliver an art workshop. This provided a meaningful opportunity to apply their writing skills for a real-world purpose while linking directly to their topic.

The children also explored isometric lettering, designing coastal-themed artwork using key Welsh beach-related vocabulary such as *Gower*, *Beach*, *Llangland*, and *Caswell*. This allowed them to combine artistic design with typography skills, reinforcing their understanding of composition and layout.

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During the remainder of the term, the children will continue to build on their artistic skills by introducing watercolour painting techniques. They will experiment with blending, washes and layering to further develop their coastal-themed artwork, deepening their understanding of colour and tone within expressive arts.

Throughout the topic, the children have shown creativity, enthusiasm and a growing confidence in experimenting with a range of artistic techniques, producing imaginative and increasingly refined pieces of work.

AOLE Working Group

This term our Senedd group have run a Burlais Has Got Talent Competition. Every year group was invited to take part from Nursery to Year 6. The children had to take a 1min 30 sec video of their talent and then send it to their class teacher. The class then chose the class winner and these were then forwarded onto the Senedd. We had talents ranging from motor bike tricks to piano playing and some super crazy acro dancing! The Senedd chose an overall winner from each Progression Step. They haven't yet been announced, but each winner will receive a special Burlais Has Got Talent trophy and certificate.

Digital Competence Leader Report – Summer 2026 **Miss M. Sneade**

Reception

Again, this term, the pupils have thoroughly enjoyed using different coding apps on the iPad and C-Touch. They have particularly enjoyed using the BeeBot app to code and explore direction.

They are becoming even more confident when using the iPad to take photos of their Enhanced Provision challenges.

The pupils have been learning all about how to stay safe on the internet and discussed with their talk partners everything that they had learned.

Pupils used JIT to draw their favourite flower and used the computer keyboard to write a sentence.

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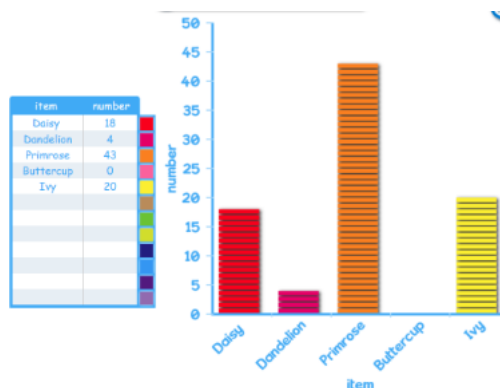
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After completing their flower hunt, the pupils filled their results in on a table and created a graph to find out which flower is the most popular in our school.



Year 1

This term, the Year 1 pupils have been busy developing their coding skills in a variety of ways. They began with practical activities, creating pathways and directing their peers using clear instructions. They then built on this experience by using Bee-Bots, inputting commands to navigate them around different mats. They have also used J.I.T turtle and the Beebot app on the Ipad. As part of their maths work, the children have also used the NRICH "Turning Man" app to explore rotation, turning an object around a centre point. They have been encouraged to make predictions and develop generalisations about how shapes move.

The pupils have also used JIT Mix to produce a piece of work about a minibeast of their choice. They drew a detailed picture and created an informative piece of writing, experimenting with font style, colour, and size. The children also developed their digital skills by learning how to name and save their work independently.

The pupils thoroughly enjoyed using the Google Earth app to explore their local area. They identified significant places such as the park and the school and were excited to locate their own homes. Using Street View, they practised giving directions as they navigated up and down their streets.

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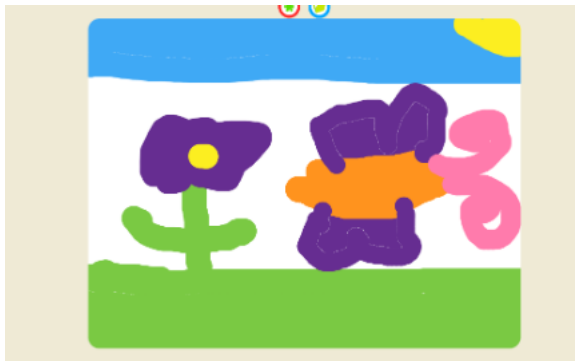
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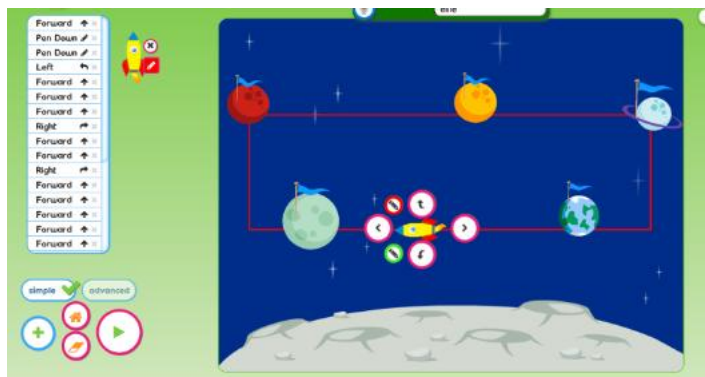


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As a group, the pupils also worked with an adult to create a branching database about minibeasts. They selected which minibeasts to include, formulated questions, and used these to interrogate the data, developing their understanding of how information can be organised and retrieved



A butterfly has 4 wings and 2 antennae it is 3 or 4 cm long.
It drinks nectar from flowers it looks pretty.
It can fly high in the sky. They taste with their feet.



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Year 2

Year 2 worked together to compose a class email to Mr Thompson asking for funds to purchase resources to make items to sell as part of our entrepreneur project.

The children learnt how to program a whole route for a bee bot using direction cards and seeing which shape 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.

We also had a go at coding. 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.



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'

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 knowledge.

They have used J2e5 to search for images of renewable and non-renewable energy sources and sort them into a table. Year 3 have also developed their skills using Adobe Express to create posters to advertise our community litter pick and to make a fact file about recycling.

The children have created databases about temperatures in different countries.

The children have used Hour of Code to develop their coding skills.

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They 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 3 used a variety of digital tools to create a presentation of their chosen topic. They used J2 Present, Adobe Express, Stop Motion and video recording to present their ideas. They also used Adobe Podcast to create their own podcast with a partner.

Year 4

Year 4 began the term by learning how to stay safe online, with a focus on the responsible use of social media and understanding how to protect personal information. Pupils explored online safety further through Interland activities, developing their awareness of secure passwords and how to navigate the digital world safely.

Pupils developed their presentation skills using PowerPoint, learning how to effectively organise information and enhance their work using images, transitions and slideshows. They also used Microsoft Word to improve the quality of their written work, making use of tools such as spell check and formatting features. In addition, pupils learnt how to communicate digitally by using email appropriately.

Building on their data handling skills, pupils created and explored databases based on rainforest animals, learning how to organise and retrieve information efficiently. They also developed their understanding of spreadsheets, using them to create a budget for an enterprise activity and applying basic formulas to support their calculations.

Pupils further applied their computational thinking skills through coding activities, where they learnt how to create and control simple programs. They also explored how digital technology can be used to research topics such as animal adaptations.

Overall, pupils have developed a range of digital skills this term, showing increased confidence in using different software and a growing understanding of how to use technology safely and effectively.

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Year 5

Year 5 started the summer term by developing their word-processing skills when typing up their Easter holiday recount. They enhanced their work by effectively using a range of features such as adjusting text size, selecting appropriate fonts and colours, inserting images, using spellcheck, underlining titles, and aligning text. The pupils then applied these skills in lessons focused on creating a PowerPoint in small groups persuading everyone to live a healthy lifestyle and the importance of doing so, for our topic 'Healthy Hearts and Happy Minds'. They ensured they added various animations, transitions and designs to further engage their audience.

The children have successfully completed further work on digital devices for our topic. They have completed a spreadsheet task, applying budgeting skills to calculate the cost of healthy foods using accurate formulae. In addition, they have created databases based on sports players of their choice, inputting researched information and using database functions to organise and sort their data effectively.

Year 5 have developed their understanding of internet safety and the impact their online actions can have on their future through our digital footprint lessons. We discussed how messages and unkind content shared online cannot always be permanently erased. The children were able to identify and distinguish between actions that contribute to a positive and a negative digital footprint.

The children have enjoyed using our new coding equipment in school and programming the cars and Sphero to follow a route that they have chosen.

Year 6

Pupils have completed an internet safety lesson focussing on digital rights, licensing and ownership. They have further developed our understanding about sending e-mails about Primary school memories with 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 Gower beaches. Pupils have learnt about word processing using software such as Word and Adobe. They applied this skill when typing our English discussion texts. Pupils used AI tools

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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 created presentations on a country from the World cup.

EAL (English as an Additional Language) Report **Mrs. N.Richards**

At Burlais School, we continue to provide a welcoming and inclusive environment that supports both the academic and personal growth of all our students. The number of pupils who are new to English continues to increase, demonstrating our commitment to inclusivity. We are committed to providing ongoing support for learners who are acquiring English as an Additional Language.

The school has successfully achieved the School of Sanctuary status, recognising our commitment to creating a safe, welcoming and inclusive environment for all members of our school community. I coordinated the evidence gathering process and worked collaboratively with staff, pupils and parents to embed the values of welcome, inclusion and belonging across the school. The school is now able to display the School of Sanctuary logo on school letters.

I continue to conduct admission meetings with the parents to ensure they feel welcome and to gather essential background information. We have successfully provided some students with free school uniforms and assisted them in navigating the application process for free school meals. Each student's English competency has been thoroughly assessed, and their progress has been promptly updated on the class lists and tracker, which are accessible to all staff on Burlais One Drive. Comprehensive background information is shared with class teachers, allowing them to effectively meet the individual needs of each student. Our teachers receive ongoing advice, support, and guidance, empowering them to ensure that every child can fully engage with the curriculum. Additionally, I continue to support Stage B learners from Year 2 to Year 6, focusing on developing their basic reading skills, vocabulary, and comprehension.

As a school we continue to support the parents of our EAL learners. I continue to liaise closely with the pastoral team and with a 'Better Welcome to Swansea'. They can inform parents about what support is available to them, listen to their challenges and offer them advice and guidance. Additionally, the 'Better Welcome to Swansea' Newsletter, is shared on

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"Working Together, Learning Forever"

Class Dojo, has proven to be an invaluable resource, offering comprehensive information about organisations and activities beneficial to families seeking asylum and refugee families.

I continue to attend termly Primary EAL Network Meetings to stay informed about current EAL issues and best practices. Relevant updates and insights from these meetings are shared with staff as appropriate, ensuring we maintain high standards of support for our EAL learners. I continue to work closely with the EAL link person in Pentrehafod School and have recently met to ensure smooth transition for the EAL learners from primary to secondary.

Our school remains committed to raising awareness of diversity and tackling racism. Building on the success of our entries last year, we entered the 'Show Racism the Red Card' Expressive Arts Competition 2026, creatively incorporating the six Areas of Learning and Experience outlined in the Curriculum for Wales. Once again, we were successful and we had a winner. A child from STF2 won a prize for outstanding achievement for his Health and Wellbeing Entry. He attended a presentation at the Marriott Hotel Cardiff to receive his award. We are very proud of their achievements and standards at Burlais School

Health and Well Being Miss C. Rowe

Nursery

This term, the Nursery staff have been settling N1 pupils during the afternoon session and supporting them in following the new routines. During Gym sessions, the children have been practising for Sports day practise by taking turns, completing races and supporting their teams. The children have thoroughly enjoyed their outdoor provision in the Little Yard and have enjoyed playing on the bikes, slides, steppingstones, pouring in the water tray, digging in the sand tray and making shelters. During Welly Wednesday (outdoor learning) the children have enjoyed rolling down the hill and balancing on the beams (benches) The children have also been learning about what plants need to grow and what do they need to grow. The children have also grown their own sunflowers. The Nursery children take part in daily check in and can say whether they are hapus or drist.

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Reception

Through daily 'check ins' the children can 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. 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. 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. During Healthy Eating Week, the children tasted a variety of different fruits and vegetables and discussed how each one felt and tasted.

Year 1

As throughout the year the children have focused on breathing techniques alongside daily exercise. The children have been doing a range of movement daily to get their heart rates up and their bodies moving and they talked about the importance of exercise for their body in more depth. The children have had class assemblies on the importance of a healthy lifestyle which includes food and exercise.

Year 1 children have used the outdoor school grounds to explore 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 and an obstacle course. The children are looking forward to sharing this with their families.

Year 2

In PE this term, the children have been doing ball skills including throwing under arm, dribbling with a ball and hockey stick and learning to pass it back and forth with a partner. The children then began practising for Sports Day and preparing the children for how they will do the races and working on how to be a good sports person who can cheer on their friends. After Sports Day, the children will be working on team games. During Refugee Week

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we read a different Refugee Story each day which focused on different aspects of leaving their home countries and having to start again somewhere else in a child friendly way and allowed opportunity to discuss the stories and share any personal experiences with the class. The children will also be celebrating Healthy Eating week and learning about making healthy lifestyle choices.

Year 3

This term, Year 3 have continued to prioritise well-being through daily check ins, circle time and class assembly sessions based on our Values of the month-responsibility, honesty and tolerance. The children enjoyed talking about how they can be responsible in their Community by ensuring that they recycled at home. The children have also been developing a growth mindset, learning to embrace challenges and value perseverance. In RSE, pupils have enjoyed exploring kindness, respect, and staying safe. Through *We're All Wonders* and P4C sessions, they have developed their understanding of inclusion, fairness, and valuing others. The NSPCC PANTS programme supported learning about personal boundaries and safety, while RSE activities helped pupils build confidence, empathy, and positive relationships. Overall, pupils are becoming more confident in taking care of their wellbeing and treating others with respect. For Healthy Eating Week, the children looked at the UK Eat Well Plate to help them design healthy and balanced packed lunches. They read the Carrot club story and answered a series of comprehension-based questions on the text. In PE, pupils have enjoyed tennis, hockey, football, and team games - Rounders becoming a firm favourite! We have been preparing for Sports Day with fun, active sessions.

Year 4

Year 4's focus for PE this term has been developing skills across tennis, rounders and athletics. In tennis, pupils practised their throwing, catching and striking skills, building up their control and coordination. Following a series of progressive lessons, many pupils were able to sustain rallies with a partner, demonstrating improved confidence and accuracy.

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In rounders, pupils learnt the rules of the game, developed their fielding and batting techniques, and applied these skills during team games. They enjoyed playing matches both competitively and collaboratively, showing good teamwork and sportsmanship. Pupils have also been preparing for Sports Day by developing their athletics skills, including running, relay races and field events. They practised a range of activities such as relays and other races, building stamina, speed and cooperation in readiness for the event. Beyond physical skills, pupils also took part in activities to promote their health and well-being. During Healthy Eating Week, they explored the importance of a balanced diet and making healthy choices. Pupils also developed their understanding of online safety through workshops and Interland activities, learning how to stay safe on social media and create secure passwords. Overall, pupils have shown enthusiasm and engagement throughout the term, developing both their physical abilities and their understanding of how to stay healthy and safe.

Year 5

This term year 5 have been extremely busy. Our topic is all about keeping our mind and body healthy, so the children 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 summer term the children have been practising for sports day on 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.

Pupils have learnt how to stay safe online through a variety of Internet Safety lessons, also applying their learning using Interland. Year 5 also had a visit from the police to talk about staying safe in their community.

In Year 5s circle time lessons, they 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 Day. The parents joined their children for their daily mile and worked with the children to discuss healthy food and meals.

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Year 6

Year 6 have been developing their rounders and athletics skills in their outdoor 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.

Weekly assemblies in class are linked to the value of the month and the school's learning powers. Pupils complete the daily mile as much as possible to improve their Health and Well-being.

Humanities AoLE report Summer 2026 Mr G. Thomas

Nursery

This term, Nursery pupils have been developing their understanding of the world around them through hands-on exploration and meaningful experiences. They have learned about looking after the environment, exploring recycling and how to care for their school surroundings. Through the story Michael Recycle, pupils began to understand the importance of reducing waste and were encouraged to identify and use recycling bins within the school. This supported their early understanding that **informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.**

Pupils also explored early mapping skills through the story What the Ladybird Heard, where characters followed a map around the farm. Inspired by this, children created their own simple maps of the Welly Wednesday garden, helping them begin to understand how places can be represented. This supported **enquiry, exploration and investigation to inspire curiosity about the world, its past, present and future.**

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Through regular Welly Wednesday sessions, pupils explored the changing seasons, observing signs of weather and seasonal change within their outdoor environment. These experiences helped them recognise that **our natural world is diverse and dynamic, influenced by processes and human actions**, while supporting their development as healthy, confident individuals who enjoy learning outdoors.

Reception

During Collective Worship, pupils developed their understanding of beliefs and values by learning about Earth Day and listening to the Creation Story. Through discussion, they began to consider how people care for the world, recognising that **human societies are complex and diverse, and shaped by human actions and beliefs**.

Pupils explored where their food comes from, learning about the journey from farm to table. They linked this to their understanding of the seasons, describing the changes across Winter, Spring, Summer and Autumn. They also reflected on how different types of weather make them feel and how it affects daily life. These experiences supported their understanding that **our natural world is diverse and dynamic, influenced by processes and human actions**, while encouraging **enquiry, exploration and investigation to inspire curiosity about the world, its past, present and future**.

Year 1

Through their topic 'Teeny, Tiny Things', pupils explored the local environment, identifying and comparing natural and man-made features. They investigated habitats and the creatures that live within them, developing an understanding that **our natural world is diverse and dynamic, influenced by processes and human actions**.

Outdoor learning played an important role, with pupils using magnifying glasses to search for minibeasts and observe them closely. These hands-on experiences supported **enquiry, exploration and investigation to inspire curiosity about the world, its past, present and future**. Pupils further developed their geographical skills by drawing maps of the school

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grounds and using Google Maps to locate key landmarks, helping them make connections between their immediate environment and the wider world.

In RVE, pupils listened to the Islamic story of the Prophet and the Ants, exploring themes of care, responsibility and respect for living things. This learning strengthened their understanding that **human societies are complex and diverse, and shaped by human actions and beliefs**. Through assemblies and discussions on cooperation and responsibility, pupils continued to develop as ethical, informed citizens, reflecting on how their actions impact others.



Year 2

Through their Summer topic 'A Knight's Tale', pupils developed their understanding of both history and geography, while also exploring the natural world. They showed great curiosity when learning about castles in Wales, developing their mapping skills by studying maps of Wales and accurately locating castles such as Oystermouth and Castell Coch, as well as identifying many others. Pupils compared these locations to their own locality in Burlais, helping them to understand how places are connected. This supported their developing awareness that **our natural world is diverse and dynamic, influenced by processes**

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and human actions, particularly in how humans have shaped the landscape through the building of castles.

Through their historical learning, pupils explored the life of a knight, including what they wore, what they ate and how they trained. They began to understand that life in the past was very different from today, recognising that **events and human experiences are complex, and are perceived, interpreted and represented in different ways**. Pupils showed strong engagement when discussing how people lived during this time and how their roles and responsibilities shaped society.

Pupils further developed their skills across the curriculum by using Digital Competency skills to research when, how and why castles were built. They applied their numeracy skills to create timelines of Welsh castles, developing their understanding of chronology. Literacy skills were also embedded, as pupils wrote and shared factual information about their favourite castles, building confidence in oracy and communication.

In addition, pupils explored the Royal Family, creating family trees to understand relationships and hierarchy. This work reinforced that **human societies are complex and diverse, and shaped by human actions and beliefs**. Through these varied experiences, pupils demonstrated curiosity and independence, growing as ambitious, capable learners who can make meaningful connections across their learning.

Year 3

At the start of their topic 'A Caring Community', pupils explored their local area through a walk around Cwmbwrla and the local park. They discussed what they noticed and identified areas for improvement, including issues such as littering and vandalism. This led to meaningful discussions about how they could take responsibility for their environment, demonstrating that they are becoming **informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action**.

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Motivated by their discussions, pupils organised and took part in a litter pick around the park, collecting rubbish and helping to improve their local environment. This real-life experience gave pupils a sense of responsibility and pride in their community.

As part of their topic, pupils also explored plastic pollution, learning about how long different materials take to break down and the impact this has on wildlife and the environment. They discussed how human actions affect the natural world, reinforcing the understanding that **our natural world is diverse and dynamic, influenced by processes and human actions.**

Pupils extended this learning by investigating renewable and non-renewable energy sources, considering the environmental impact of each. Using J2e5, they sorted different energy types and discussed which were more sustainable. These experiences encouraged **enquiry, exploration and investigation to inspire curiosity about the world, its past, present and future**, while developing critical thinking skills.

In RVE, pupils explored Humanism, learning about beliefs, values and ways of life. They researched key information and produced fact files to demonstrate their understanding. Through this work, pupils recognised that **human societies are complex and diverse, and shaped by human actions and beliefs**, developing respect for different viewpoints and lifestyles.

Overall, pupils showed increasing awareness of environmental and social responsibility, continuing to develop as ethical, informed citizens who are able to reflect on their actions and their impact on the world around them.

Year 4

Year 4 pupils engaged enthusiastically in a wide range of learning experiences that developed their understanding of the local area and the wider world. Through fieldwork, they explored natural and man-made features in their environment, identifying plants, animals and habitats. A visit to Plantasia further deepened their understanding of ecosystems, reinforcing that **our natural world is diverse and dynamic, influenced by processes and human actions.**

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Pupils developed their geographical skills by studying rainforests, using maps and atlases to locate regions around the world. They compared these environments with their own locality, recognising similarities and differences. This work supported **enquiry, exploration and investigation to inspire curiosity about the world, its past, present and future.**

A strong interest was shown in learning about different cultures, particularly rainforest tribes such as the Huli tribe. Pupils explored daily life, traditions and survival methods, comparing these to their own experiences. This supported the understanding that **human societies are complex and diverse, and shaped by human actions and beliefs.**

Pupils also examined global issues such as deforestation, palm oil production and climate change, considering the impact on people and the environment. These discussions encouraged thoughtful reflection and supported their development as ethical, informed citizens.

A visit from members of the Senedd helped pupils understand governance and decision-making in Wales, while their RVE work on Buddhism and Islam deepened their awareness of beliefs and traditions across the world. Through all of these experiences, pupils developed a stronger understanding of the connections between people, places and the environment.



Year 5

This term, Year 5 pupils have been learning through their topic Healthy Hearts and Happy Minds, exploring sport, wellbeing and the impact of individuals on their communities. To begin, pupils researched local athletes from Cwmbwrla, Manselton and Swansea, developing an awareness of achievement within their own community. This helped pupils recognise that

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human societies are complex and diverse, and shaped by human actions and beliefs, while building a sense of local pride and identity.

Pupils then extended their learning by exploring national and international athletes. They carried out independent research and presented their findings as information pages, developing their literacy and digital skills. A visit from a local author, who has written about sporting heroes, further enriched their understanding and inspired pupils to see how stories from their own area can have wider significance.

As part of their historical learning, pupils explored the history of the Olympic Games, comparing the ancient and modern Olympics. They created timelines of key events, strengthening their understanding that events and **human experiences are complex, and are perceived, interpreted and represented in different ways**. Using world maps, pupils also plotted Olympic host countries, linking geographical knowledge with historical events.

Important discussions took place around rights and racism in sport, where pupils explored how attitudes and equality have changed over time. These conversations supported pupils in developing as ethical, informed citizens, encouraging them to reflect on fairness and inclusion.

In RVE, pupils learned about Buddha's Birthday, reading and retelling the story of Buddha through comic strips. This supported **enquiry, exploration and investigation to inspire curiosity about the world, its past and present**, while deepening their understanding of different beliefs and traditions.

Year 6

This term, Year 6 pupils have focused on Geography through their topic 'Let's Explore Gower', developing a strong understanding of rivers and river systems, with particular links to their local area. Pupils explored how rivers are formed, how they change over time and the role they play within the landscape, supporting their understanding that **our natural world is diverse and dynamic, influenced by processes and human actions**.

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This learning was brought to life during their residential visit to Tŷ Borfa in Port Eynon, where pupils studied rivers within the beautiful setting of the Gower Area of Outstanding Natural Beauty. Through first-hand experiences, pupils were able to observe geographical features in real life, deepening their understanding through **enquiry, exploration and investigation to inspire curiosity about the world, its past, present and future.** These opportunities also supported pupils in developing independence and confidence in unfamiliar environments.

In addition to their geographical studies, pupils explored global awareness through following the Football World Cup in North America. They learned about the competing countries, studied national flags and explored the cultures and heritage of different nations using resources such as Newsround. Pupils compared these with life in the UK, helping them to recognise that **human societies are complex and diverse, and shaped by human actions and beliefs.**

Through these varied experiences, pupils have continued to develop as ambitious, capable learners, building knowledge of both their local environment and the wider world.

Humanities Senedd Group:

The Humanities Senedd group have been highly proactive this term, contributing positively to several whole-school initiatives. They have worked collaboratively to update the school's prayer room, ensuring it remains a welcoming and reflective space for all. The group have also created an informative presentation on world religions, which they aim to share with the wider school community in the future.

In addition, the group played a key role in organising a visit from representatives of the Welsh Senedd. This provided Year 4 pupils, alongside all pupil voice groups, with valuable insight into governance in Wales and helped to raise awareness of the democratic process.

The Humanities Senedd group have also worked closely with Mrs Richards to support the school in achieving the School of Sanctuary Award. We are incredibly proud of this, and we

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feel that this important recognition reflects the school's commitment to fostering an inclusive, supportive and welcoming environment for all members of the community.

Looking ahead, the group have begun to focus on strengthening enterprise projects across the school, with the aim of ensuring that all year groups take part in meaningful social action. This initiative supports the development of pupils as ethical, informed citizens who understand their role within both the local and global community.

LLC Report Miss H. Hill

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
- 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.

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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.

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.

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Year 1

English

Reading

All children are in specific ability groups for RWI and have participated in these lessons four times a week. RWI includes learning speed sounds, word time, spelling the speed sounds and special friends, ditties, stories, holding and editing a sentence. Children are timetabled a reading slot with an adult every week to focus on improving their individual reading skills by following the RWI scheme. During their reading slot they also could visit the school's learning lounge to choose a book to enjoy 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. The pupils have explored several different fictional stories which provide a 'hook' for our learning each week. Pupils particularly enjoyed stories by the author Julia Donaldson including Superworm and What the Ladybird Heard as well as books by the author Eric Carle particularly the Bad-Tempered Ladybird. They have also read a variety of information texts to find out about minibeasts as well as participating in the Burlais Book Day where pupils spent time exploring a range of different text types and listening to different teacher's favourite stories.

Oracy

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

Pupils continue to participate in multi-sensory activities to learn to spell high frequency words and topic related vocabulary. Pupils are encouraged to complete their spelling practice daily during their independent challenges. The pupils have been learning about nouns and adjectives and have been spending lots of time exploring the outdoors looking for nouns within the school grounds. Pupils wrote their own sentences using our non-negotiables and success criteria ensuring that they included adjectives to improve their sentences to describe what they found on their walk around 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. 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 ladybird 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 ladybird creating a labelled diagram before planning and writing an interesting information fact file about the minibeast.

Welsh

Throughout this term, Slot Drillio has focused on using past tense vocabulary, once the children were familiar answering questions, 'Ble est ti?', 'Beth welaist ti?' and 'Beth gest ti?', They used these sentence patterns to write simple sentences to share their news as well writing a postcard in Welsh about their school trip to the Wildwoods in Penllergare Woods.

Year 2

Oracy

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.

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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.

Writing

Year 2 started the term with completing their Enterprise project and produced their own posters to inform and persuade others to buy their items. As part of their 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 their EPIC discussions, they decided they would like to know about all the castles in Wales, especially near our school. They decided which were their favourites and wrote sentences about them. Having listened to various tales about 'Jack and the Beanstalk' Year 2 discussed and wrote their reasons why they felt the key characters were either innocent or guilty, using persuasive language. Next, the pupils will be using their literacy and creativity skills to write their own stories, with a castle setting.

Welsh

Year 2 have been focusing this term on learning to ask and answer questions in the third person in preparation for writing third person profiles. They have also continued with their daily Slot Drilio sessions, incidental Welsh, listening to Welsh stories and singing familiar songs and learning new through Ffa-la-la.

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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. 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. This term, Year 3 have really enjoyed learning a variety of songs while exploring how to express different feelings using British Sign Language (BSL). The children have been enthusiastic and confident, developing their communication skills in a fun and inclusive way.

Reading

Year 3 started the Summer term with a trip to Brynhyfryd Library where they enjoyed looking at new books and choosing one to bring back to school. They love quiet reading time after lunch where they get to enjoy their stories and share them with their friends. The children take part in RWI four times a week. Year 3 have enjoyed reading the focus text, 'Captain Green and the Plastic Scene' and identifying different grammar features within it, such as onomatopoeia and direct speech. The children take part in RWI four times a week and have started looking at some of the 8 Reading Behaviours such as visualisation and inference.

Writing

Year 3 started the term by learning about the features of discussion and persuasion texts. 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. Using the focus text, Year 3 have explored the use of onomatopoeia words, similes and alliteration found in the story. The children thought of their own examples and recorded these in their books. The

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



Welsh

Year 3 have focused this term on past events. The children learnt to speak, read and write past tense sentence patterns. The children used fun, local places to say where we had been, for example, 'Es i Ninja Warrior'. During Healthy Eating Week, they made a food diary to record what they had had for breakfast, lunch, snack and dinner. After learning a series of past tense patterns, they will be using those to create a postcard of our school trip to the Caswell Bay. Throughout the term the children developed their comprehension skills through reading some Mets Maesllan books and answering some basic questions based on the text read. They also loved our Welsh Wednesday activities where they settled into the school day with a Welsh activity, such as Gemau Pyramid, Trap Door, Splat or reading a Welsh poem or story. Children reinforced their Welsh language skills through using interactive games i.e. word wall.

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Year 4

English

Oracy

Throughout the term, the children have developed their oracy skills through a range of discussion activities linked to their learning. They have been encouraged to share their ideas clearly, listen carefully to others, and respond thoughtfully in class and group discussions. The children have also been building their confidence when speaking to different audiences, using suitable vocabulary and giving reasons for their opinions. These opportunities have helped them to improve their communication skills and become more confident speakers. In the next few weeks, the children will take part in discussions about deforestation and the development on Kilvey Hill.

Reading

Year 4 have really enjoyed their topic 'Roots to Rainforests' this year and have produced some excellent work. The pupils have worked hard on a range of reading comprehension activities, learning about the rainforest and researching information linked to their class novel 'The Explorer'. They also took part in an outdoor learning activity where they had to identify rainforest animals from clues, such as determining which animal has a large, wide mouth. During reading lessons, the children have explored a variety of texts and developed their understanding and comprehension skills. Daily reading sessions have given pupils the opportunity to explore their own interests and reading preferences, while regular reading aloud to the class or an adult has helped to improve fluency and confidence. The children were also given the task of reading and correcting a poorly written piece of work, identifying errors and making appropriate improvements.

Writing

Throughout the term, Year 4 have developed a range of writing skills linked to their rainforest topic. They have learned about action verbs, adverbs, idioms, and apostrophes for both contraction and possession. They have worked hard to improve the spelling of focus words, identify and apply non-negotiables in their writing, and improve sentences by using a range of adverbs and effective punctuation. They have written a free verse poem about the

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rainforest using the five senses. The children have also used their reading skills to support their writing, gathering information from texts and using evidence to strengthen their responses and written work. The children have used these skills when researching rainforest animals and creating some lovely information pages. They have applied the knowledge they gathered to structure their writing clearly, present facts accurately, and organise their information in a suitable format for the reader. The children will be using the skills learnt so far to write their own rainforest adventure story.



The Year 4 classes have continued to work very hard on their spelling skills. The children have been working their way through the set spelling words, and all children have individual spelling words each week, which challenge them. Some children were doing so well that a fourth group of extra challenging words was created. 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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Welsh

Year 4's focus for Welsh this term has been on developing third person language patterns. The children learnt to talk, read and write using third person sentence structures, including identifying and using the correct pronouns such as 'mae hi'n', 'mae e'n' and 'maen nhw'n'. We practised these patterns through engaging Slot Drilio games and by asking and answering familiar questions with increasing confidence. They applied these skills by writing and reading third person profiles, including creating descriptions about a friend and a tribe member. The children also developed their speaking skills by holding conversations with others in the class, asking and responding to relevant questions using learned patterns and vocabulary. Further opportunities to reinforce learning were provided through outdoor activities, where the children used playground posters to play games, applying their Welsh language skills in a practical context and incorporating incidental Welsh. We also explored reading through class texts such as Babs a Benja and Mêts Maesllan, using these as inspiration to complete a book review on a favourite story.

Year 5

English

Oracy

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.

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Reading

In Year 5, they have a daily ERIC session as well as daily, weekly and guided reading sessions. They are fostering a love of reading and lots of discussions about the books they have read and helping each other to choose books. The children have enjoyed reading and discussing the class novel 'Pig Heart Boy'.

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 planned, written and edited a set of instructions on how to make a healthy sandwich, ensuring they were specific, clear and including all of the features that we had previously identified. Secondly, the children have looked at explanation texts and have written excellent, in-depth explanations about the circulatory system and our heart. Our pupils have read a variety of story starters, identified the different types and write their own, both independently and in groups to match a given picture. They included lots of excellent vocabulary! The children have started to look at couplet poems and are currently planning their own rhyming couplet poem to link to our topic. We are looking forward to reading their final drafts.

Welsh

This term, 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. The 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 up-level their writing by expanding their sentences and using a range of sentence structures. The Year 5 pupils have also completed reading activities of various books. They have discussed what they have read, gained confidence in reading the books independently, and completed activities linked to the books to develop their understanding. 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.

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Year 6 **English**

Oracy

Pupils have developed their speaking and listening skills in lessons with two questions for our partner each lesson. They 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

Year 6 have 20 minutes daily reading time during ERIC (*Everyone reading in class*) sessions, and have read the class novel 'Holes' at the end of every day. They have also focussed on reading behaviours i.e. prediction skills. Pupils have taken books home to read and bring back to class to be listened to or to change their book on either a Monday or a Tuesday. Year 6 have also completed reading comprehensions in preparation for the National tests.

Writing

Pupils have written a discussion text about Which is the best Gower beach?. They 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 drill sessions. They have written third person profiles about a friend, through a build-up of lessons. 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.

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Pupil Senedd

- The pupils in our Senedd group planned our Burlais Book Day and decided on some lovely ideas such as:
 - A home craft competition to create a book character
 - Hold a book sale to sell excess books in our Learning Lounge
 - Hold a Burlais Big Read where children sign up to listen to a story read by different staff in the school.
- 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. The amount raised from the Burlais Book Sale was shared which was just over £150 and the children decided to put this money towards buying new boxes for the books in the Learning Lounge and buying new books for their topics. They also started to sort and organise the books in the Learning Lounge ready for the new boxes.

Mathematics and Numeracy Mrs. K. Meredith Williams

Nursery

In Dosbarth Meithrin, the children have been developing their early number skills through a wide range of practical, play-based activities. Outdoors, pupils have been making marks to represent numbers using chunky chinks, water and paintbrushes, helping them build confidence in forming and recognising numerals.

The children have been working on their Numicon recognition, focusing on the shapes for 1–5, with some pupils confidently extending to 1–10. They used the strategy of counting the holes to support accurate identification. Throughout the term, pupils have made strong progress in their number recognition (1–3, 1–5 and 1–10 depending on stage of development).

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Dosbarth Meithrin can count in both English and Welsh, often counting to 10 and beyond. Daily rote counting, alongside singing number songs in both languages, has helped strengthen fluency and confidence.

During outdoor learning, pupils have explored early measurement, made direct comparisons and counting objects in their environment. They have practised simple subtraction (taking some away, how many left?) and addition (adding one on / finding 1 more than). As part of Welly Wednesday, the children were introduced to tally charts, counting how many bins were in the school yard and recording their findings.

This term, pupils have also been learning about 2D shapes, developing their skills in shape recognition, sorting and creating rules for grouping shapes. Digital tools have supported this learning, with the class using Topmarks games to practise counting, number recognition and shape skills both as a whole class and independently on the iPads.

Reception

Reception have continued to develop their number knowledge and understanding this term through a wide range of practical, engaging activities.

The children began the term by exploring teen numbers, building confidence in recognising, representing and counting them. Many pupils were even able to count confidently past 20, showing great progress in their early number skills.

They then revisited addition and subtraction, using a variety of concrete resources to support their understanding. This hands-on approach also helped them learn how to share and group objects equally, laying strong foundations for early division concepts. Building on this, the children explored odd and even numbers, applying their sharing knowledge to help them identify whether a number was odd or even.

Towards the end of the term, the children investigated position and positional language. They enjoyed using this new vocabulary in practical contexts and even created their own maps to apply their understanding in a meaningful way.

Numeracy Across the Curriculum

As part of our *Flowers and Plants* topic, the children took part in a flower hunt around the school grounds. They recorded the different flowers they found and how many of each type they could see, organising their findings in a simple table.

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Using J2E, they then created a digital table to present their results and worked out which flower was the most common, demonstrating their ability to collect, represent and interpret data in a real-life context.

Year 1

At the start of the term, the pupils in Year 1 focused on developing their early measuring skills through practical exploration of length and height. They compared objects that were taller, shorter and longer, and then moved on to measuring using non-standard units. Together, they created their own success criteria to describe the steps needed to measure accurately, helping them understand fairness and accuracy in measurement.

Their confidence grew through a wide range of indoor and outdoor activities, including estimating whether objects were longer or shorter than one metre. As their understanding developed, pupils progressed to using standard units, practising how to measure accurately with simple rulers and using ICT programs to consolidate their skills.

The pupils then extended their learning by exploring angles and direction. They took their learning outdoors, creating and navigating a maze to understand turns in a meaningful, hands-on way. They used vocabulary such as *quarter turn*, *clockwise* and *anticlockwise*, and reinforced this learning through parachute activities that brought these concepts to life in a fun and active context.

Following their work on geometry, the children moved on to developing their understanding of doubling and halving. This was introduced through practical, concrete activities that allowed them to explore number relationships in an engaging and accessible way.

Numeracy Across the Curriculum

The pupils applied their numeracy skills across other areas of learning. They used their sorting and classifying skills to group objects into living, non-living and dead, and sorted minibeasts using a range of criteria before choosing their own. These activities supported their ability to recognise patterns, organise information and explain their reasoning.

They also developed their DCF skills, exploring branch databases and engaging in early coding activities. This included both on-screen coding and practical programming using BeeBots, helping them understand sequencing, instructions and problem-solving in a way that was accessible, meaningful and enjoyable.

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Year 2

During the summer term, the pupils in Year 2 had a strong focus on developing their understanding of Number and the Number System. They explored the concept of equal groups, building their early understanding of multiplication, and learned how to use arrays efficiently and accurately to represent multiplication facts.

Year 2 also focused on the *Geometry – What Matters* statement, engaging in a wide range of practical and meaningful activities.

Measuring Length and Height

The pupils began by using non-standard units to measure length and height. Through discussion and hands-on exploration, they quickly recognised that this method was not always fair or accurate. Using this understanding, they progressed to using standard units, including:

- rulers (cm and mm)
- tape measures
- metre sticks

As a class, they created a verbal success criterion to ensure they measured accurately and consistently. They applied these skills to compare their own height and even measured any adults they could persuade into the classroom to determine who was the tallest.

Reading Scales and Temperature

The pupils further developed their understanding of reading a scale by exploring thermometers and recording the daily temperature. They enjoyed watching weather reports, comparing temperatures, and making predictions about what they thought the temperature would be each day.

Measuring Time

The children then moved on to learning about time, developing confidence in reading:

- o'clock
- half past
- quarter past
- quarter to

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They also explored how many hours are in a day and how many minutes are in an hour, strengthening their understanding of the structure of time

Numeracy Across the Curriculum

The pupils continued to develop their DCF skills through coding activities. Using BeeBots and the J.I.T. programme, they practised sequencing, problem-solving, logical thinking and creativity. These activities supported their numeracy by encouraging them to plan, predict and evaluate outcomes in a fun and engaging way

Year 3

Year 3 began the term by developing their understanding of money. Pupils identified the value of different coins and practised converting pounds to pence and pence to pounds. They used these skills to add and subtract different amounts and then applied their knowledge to calculate change from amounts up to £10. These activities helped pupils build confidence in handling money in real-life contexts.

The class then moved on to data handling, with a particular focus on pictograms. Pupils interpreted information by answering questions about the data, used keys to analyse pictograms accurately, and created their own pictograms using data they had collected. This supported their ability to organise information clearly and communicate findings effectively. Next, the pupils developed their skills in telling the time. They practised reading o'clock, half past, quarter past and quarter to on a range of analogue clocks. Once secure, they progressed to telling the time to the nearest five minutes and compared analogue and digital clocks. Pupils also explored am and pm, matching activities to different times of day. They extended this learning by exploring days, months and years, using calendars to answer questions and understand the passing of time.

Year 3 have also been developing their understanding of turns and angles, learning how to describe movement using precise mathematical vocabulary. Pupils confidently used the terms clockwise, anticlockwise, quarter turn and half turn to describe different types of rotation. Working with partners, they created outdoor mazes and directed one another through them using this technical language, strengthening both their spatial reasoning and communication skills.

The children also explored right angles, taking part in indoor and outdoor angle hunts to identify right angles in real-life contexts. Building on this, they were introduced to parallel and

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perpendicular lines, learning how to recognise and describe these features within a range of 2D shapes



Alongside this, Year 3 have been working hard to improve their times tables knowledge, using a range of engaging platforms such as Splash Learn, TTRS, Topmarks and timestables.co.uk to practise and consolidate their recall.

Numeracy Across the Curriculum

Year 3 applied their numeracy skills across different areas of learning. Using J2 Data, pupils created their own database to record and compare temperatures in different countries, helping them interpret and present information digitally.

They also enjoyed taking part in shop role-play, using real-life scenarios to practise their money skills, calculate totals and work out change.

As part of their data handling work, pupils collected information about the class's favourite fruit or colours, decided on an appropriate key and created their own pictograms. This hands-on approach helped them understand how data is gathered, organised and represented.

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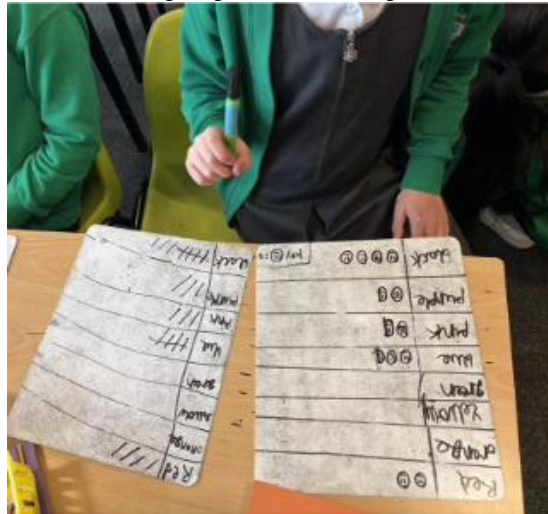
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Year 4

This term, pupils have developed a broad and secure range of skills across number, measure, and geometry, applying their learning in both mathematical and real-life contexts.

Time and Measure

Pupils built confidence in telling the time using analogue and digital clocks, including reading and converting 24-hour time. They explored time intervals, used calendars, and applied reasoning skills to solve real-life time problems. Their work on measure also included practical tasks involving capacity and temperature, helping them make meaningful links between classroom learning and everyday situations.

Geometry and Position

Within geometry, pupils identified and described a variety of 2D and 3D shapes, recognised lines of symmetry, and developed their understanding of angles. They strengthened their positional language through work on coordinates and direction, applying these skills in structured tasks and problem-solving activities.

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Number and Calculation

Pupils consolidated their understanding of place value and the four operations, practising addition, subtraction, multiplication and division. They also used inverse operations to check their answers and deepen their conceptual understanding. Their work on fractions, decimals and percentages enabled them to apply these skills in a range of problem-solving contexts.

Data Handling

Learners engaged with data handling activities, developing their ability to collect, organise and interpret information. These tasks supported their reasoning skills and encouraged them to draw conclusions from the data presented.

Numeracy Across the Curriculum

Pupils applied their mathematical skills across the curriculum through rainforest-themed investigations and budgeting activities. A highlight was planning a trip around the world, which required them to use money skills, compare costs and make informed financial decisions.

Assessment and Review

Throughout the term, pupils revisited key concepts through test practice and assessment activities. This regular review helped to build their confidence, accuracy and independence in applying mathematical skills.

Year 5

During the summer term, the pupils have focused on developing their confidence and accuracy in telling the time on both analogue and digital clocks to the nearest minute. They have also learned how to convert between 12-hour and 24-hour time, applied their understanding to time-based word problems, and practised reading and interpreting timetables.

The pupils spent time revising for the personalised assessments, working through a range of past procedural and reasoning questions. Following this, the class identified areas where they felt they needed further practice, and we revisited these topics together to consolidate understanding and build confidence.

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To support this revision, the children engaged with White Rose Maths Flashback PowerPoints, enabling them to revisit key concepts in short, manageable bursts and strengthen their recall of previously taught skills

Numeracy Across the Curriculum

Throughout the term, pupils have applied their numeracy skills in meaningful, topic-linked contexts. As part of our Olympics theme, they:

- created a timeline of Olympic events, developing their understanding of chronological order and intervals of time
- completed reasoning activities with talk partners, exploring and comparing the flags of Olympic countries
- undertook a sequence of lessons on coordinates, applying their learning to locate and describe positions linked to Olympic sports

These activities encouraged mathematical talk, problem-solving and real-life application of numeracy skills.

Year 6

Pupils in Year Six have been applying their mathematics and numeracy skills across the curriculum, particularly within Science & Technology, where they have collected, represented and analysed continuous data.

As part of their scientific investigations, pupils tracked the rate of plant growth over time, representing multiple variables using line graphs. They demonstrated strong data-handling skills by calculating mean, range, median and mode, and by interpreting patterns and trends within their data sets.

With the national tests taking a central focus this term, pupils have been revisiting key concepts while also being introduced to more advanced areas of mathematics.

These have included:

- Ratio and proportion
- Area of triangles, circles and irregular shapes
- Basic algebraic notation and simple equations

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Throughout the term, pupils have engaged in a wide range of problem-solving and reasoning activities, drawing on rich tasks from NRICH and other open-ended challenges. These activities have supported pupils in developing deeper mathematical thinking, encouraging them to articulate strategies, justify methods and participate in meaningful mathematical discussions.

Pupil Voice

- Tuesday 21st April – Pupils met to discuss what they wanted to look at for the book look.
- Tuesday 2nd June – Pupils met to look at a maths book from each Year group, focusing on Place value.

Science & Technology AOLE

Summer 2026

David Webster

Nursery

This term, Nursery explored the topic "Let's Go on an Adventure", engaging in a wide range of hands-on investigations and outdoor learning experiences.

Through Welly Wednesday and outdoor learning sessions, children explored seasonal changes using their senses, observing changes in plants and trees throughout the term. They investigated shadows and discussed how they are formed, as well as learning what plants need to grow by observing buds, blossoms and leaves emerging over time. Children explored a variety of life cycles, including those of an egg, a seed and a raindrop.

They investigated habitats by considering where worms live and what makes a suitable nest and searched for minibeasts within the outdoor environment. Scientific enquiry was further developed through investigations into floating and sinking, empty and full, and magnetism, where children tested a range of objects to determine whether they were magnetic. They also explored forces by investigating how the placement of ramps affected the speed of vehicles.

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Environmental awareness was promoted through learning about keeping safe in the sun and understanding recycling, including identifying which waste belongs in different bins. Digital skills were developed using a variety of educational applications, including CBeebies, Ben and Holly, ABC Writer and Bee-Bot.

Reception

Reception's topic this term was focussed on plants and flowers. The children learned about the conditions required for plants to grow and compared these needs with those of humans. They explored a range of flowers and plants, identifying and labelling the different parts of a flower.

As part of their learning, children took part in a flower hunt, collecting data by finding and counting different flowers before presenting their results in a table using JIT software. The children investigated the lifecycle of a sunflower and successfully sequenced the stages of growth. They also carried out a scientific investigation to determine the best conditions for growing cress. After making predictions, they monitored plant growth over several weeks and used their observations to draw conclusions about the most suitable growing conditions.

Year One

Year 1 explored the topic "Teeney, Tiny Things," focusing on the natural world and minibeasts.

The children carried out observational walks around the school grounds, using their senses to investigate local habitats and the relationships between animals and their environments. They compared a variety of habitats, including urban, woodland and beach environments, and enhanced their learning through a visit to Penllergare Woods.

Through their studies, pupils developed an understanding that living things require specific conditions and resources to survive. They investigated and classified objects as living, non-living or dead, using scientific criteria to justify their decisions.

The children researched a variety of minibeasts, including ladybirds, caterpillars and butterflies, creating informative fact files and sequencing life cycles accurately. A

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particular highlight was observing real caterpillars transform into butterflies before releasing them into the school environment.

Digital competence was developed through the creation of a JIT branching database about minibeasts, alongside coding activities using JIT software, Bee-Bot applications and programmable Bee-Bot robots.

Year Two

This term our topic is A Knight's Tale and we have been learning about and exploring simple machines. When we started discussing and brainstorming, we realised we use simple machines daily. We learnt about pulleys and then enjoyed experimenting with making our own pulleys inspired by the pulleys used in a castle. The children were excited testing their pulleys to see which one could hold the greatest weight without breaking.

We have practised our coding skills this term by using Beebots and programming them to move around a castle scene before further developing our coding skills on Jit Turtle where we had to programme a route for Cinderella. We also have sent e-mails and were excited to receive a reply.

For Burlais Book Day we made Gruffalo cupcakes which looked fantastic and we all enjoyed eating our hard work.

Year Three

As part of the topic "A Caring Community," Year 3 developed their understanding of environmental responsibility and sustainability.

The children learned about reducing, reusing and recycling and applied this learning through a litter-picking activity in Cwmbwrla Park. They also investigated decomposition, exploring how different materials break down over time and creating timelines to illustrate decomposition rates.

In their study of materials, pupils explored the properties of solids, liquids and gases and investigated reversible and irreversible changes. They discussed and observed examples of changes in materials and created comic strips to demonstrate their understanding of scientific processes.

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Digital skills were enhanced through participation in coding activities using Hour of Code. The children also took part in practical environmental projects, planting wildflowers, sunflowers, tomatoes and strawberries after preparing and weeding planting areas around the school grounds.



Year Four

Year 4's focus, Plants and Animals, focused on living things, habitats, ecosystems and environmental sustainability.

The children learned about animal classification, identifying the characteristics of mammals, birds, fish, reptiles and amphibians. They explored habitats locally, nationally and globally, considering how animals adapt to survive in different environments. Through the study of food chains, pupils investigated the relationships between producers, consumers and predators, developing an understanding of how living things depend on one another within ecosystems.

The children were introduced to the concept of evolution and explored how animals adapt over time to improve their chances of survival.

As part of their rainforest studies, pupils examined the different rainforest layers, including the emergent layer, canopy and understory, and investigated the plants and animals found within each.

A visit to Plantasia provided valuable first-hand experiences of plants, animals and habitats, helping to deepen their understanding of biodiversity and ecosystems.

Towards the end of the term, pupils explored the work of environmental campaigners David Attenborough and Greta Thunberg, investigating the effects of deforestation, climate change and human activity on the environment. They also considered the importance of recycling and making sustainable choices to protect the planet.

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Year Five

Year 5's topic, "Healthy Hearts and Happy Minds," focused on human health and wellbeing.

The children studied the human body, learning about the skeleton, major organs and their functions. They created model skeletons and accurately positioned organs within the body.

Pupils explored the structure and function of the heart, including its chambers and role within the circulatory system. They examined an animal heart and produced detailed explanations describing how the heart and circulatory system work.

The children also investigated nutrition, learning about food groups, vitamins, minerals, nutrients and hydration. Through research activities, they developed an understanding of the components required for maintaining a healthy lifestyle.

Later in the term, pupils explored the concept of ethical veganism and considered how lifestyle choices can impact health and the environment.

Learning was enhanced through participation in a family Wellness Day and an educational visit to Margam Park, where pupils engaged in a range of physical activities and sports.

Year Six

Year 6 focused on biological sciences, studying plants, cells and photosynthesis.

The children investigated plant and animal cells, identifying key structures and understanding the functions of different cell components. They then explored photosynthesis, learning how plants produce their own food.

Building on this knowledge, pupils examined survival and competition among living organisms, investigating how plants compete for resources in order to survive.

Through practical scientific enquiry, the children grew plants under different conditions, collected and analysed data, and used their findings to draw conclusions about plant competition and survival. This work developed both their scientific understanding and their skills in data handling and analysis.

Our learners have published results digitally and continue to demonstrate advanced DCF skills across this AOLE.

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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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