



St. Patrick's RC Primary

Spring 2026

St. Patrick's RC Primary School

*In **faith** we grow, with **hope** for the future and **love** for one another.*



St.PatsCardiff www.stpatricks-primary.co.uk Lucknow Street, Grangetown, Cardiff, CF11 6NA 02920 226237

Governors' Report to Parents

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A Letter from the Chair of Governors

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Dear Parents and Carers,

On behalf of the Governing Body of St Patrick's R.C. Primary School, I would like to share how proud governors are of the continued development, commitment and achievements within our school community.

This year, we have seen excellent attendance across the school and continued investment in both indoor and outdoor learning environments. These spaces are helping children to become more independent, confident and engaged learners.

We are delighted with the wide range of opportunities available to our pupils across literacy, numeracy and the Welsh language, as well as the rich experiences that help them grow in their understanding of Welsh culture. We are equally proud of the way our Catholic life is nurtured through collective worship and daily practice.

At the same time, our school community continues to celebrate the diversity of its families. Alongside key Catholic festivities, children have shared in events such as Diwali and Eid, reminding us that although we come from different traditions, we belong to one supportive and welcoming community.

We continue to celebrate our pupils' successes in sport, their enthusiasm for healthy living and the positive relationships they build with one another. Our links with the wider community remain strong, with family events such as picnics, toddler groups, litter picking initiatives and food collections helping children understand the importance of service and togetherness.

We are also grateful for the dedication of our staff, who remain committed to providing the very best for every child. This year, many have taken part in high-quality professional development both within Wales and across Europe, bringing new ideas and expertise back to our classrooms.

As we look ahead, we are pleased to welcome a new Parent Governor to our team. We look forward to working together to ensure St Patrick's continues to be a place where every child, every family and every member of staff is valued, supported and warmly welcomed.

Thank you for your ongoing support. It is greatly appreciated and makes a true difference to the life of our school.

With warmest regards,

Valentina Flamini

Chair of the Governing Body of St Patrick's R.C. Primary School



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Meetings with Parents

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The guidance deals with the new arrangements under section 94 of the Act which enable parents to request up to 3 meetings in a school year with their children's school governing body. These new arrangements replace the previous legislative requirement that a governing body must hold an annual parents meeting, unless the governing body was exempt from holding such annual meetings due to the provisions of the Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005.

Parents did not request a meeting with the governing body in the academic year 2024-25

The Full Governing Body met on the following dates:

Autumn 1	Thursday 3rd October 2024	Full Governing Body Meeting @ 5pm
Autumn 2	Thursday 28th November 2024	Resource Committee Meeting @ 4.30pm Full Governing Body Meeting @ 5pm
Spring 1	Thursday 6th February 2025	Full Governing Body Meeting @ 5pm
Spring 2	Thursday 3rd April 2025	Resource Committee Meeting @ 4pm Full Governing Body Meeting @ 5pm
Summer 1	Thursday 26th June 2025	Full Governing Body Meeting @ 5pm





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Governors 2024-25

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Chair of Governors



Valentina Flamini

Appointed Chair 2021

Vice Chair



Ceri Lia

Appointed Vice Chair 2023

Clerk to Governors



Vicky Carey

Appointed 2023

Headteacher



Sarah-Marie Jones

Ex Officio with full voting rights
02.4.23 - ongoing

Foundation Governor



Valentina Flamini

Local Authority Appointed
01.3.21 - 28.2.25

Foundation Governor



Mary Taylor

Local Authority Appointed
11.7.21 - 10.7.25

Foundation Governor



Ceri Lia

Archdiocese Appointed
01.3.21 - 28.2.25

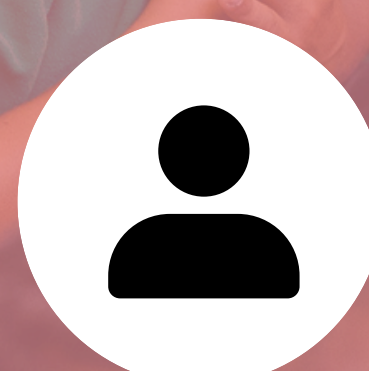
Parent Governor



Joanne Parsons

School Parents Appointed
05.7.21 - 4.7.25

Foundation Governor



Olivia Anetoh

Archdiocese Appointed
01.09.25 - 31.08.29

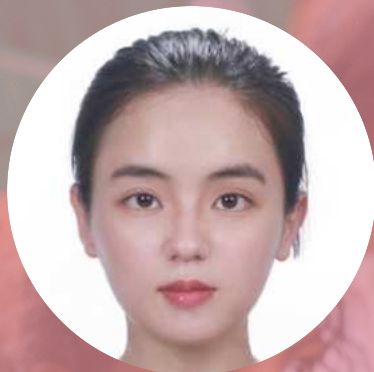
Governors 2024-25

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Local Authority Governor



Cheryl Xue

Local Authority Appointed
28.6.24 - 27.6.28

Staff Governor (Non-teaching)



Amy Thomas

Non Teaching Staff Appointed
13.7.23 - 12.7.27

Staff Governor (Teaching)



Tiarnan O Hagan

Teaching Staff Appointed
13.7.23 - 12.7.27

Co-opted Observer



Danielle Perrett
Deputy Headteacher



Katy Sullivan
Acting Deputy Headteacher

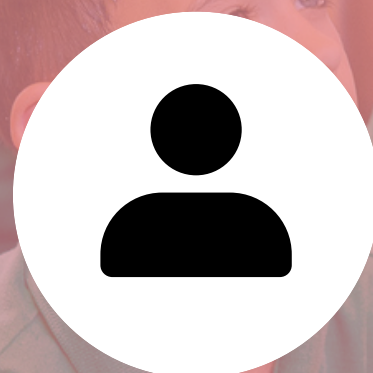
Foundation Governor



Pauline Stevens-Hamilton

Archdiocese Appointed
01.09.2024 - 21.05.2025

Foundation Governor



Vivien Chukwuma

Archdiocese Appointed
01.09.2024 - 30.08.2025

The Chairperson and the Clerk to the Governing Body may be contacted at the school:

St Patrick's RC Primary School Lucknow Street Grangetown
Cardiff
CF11 6NA

Email:
Valentine Flamini (Chair): vflamini@stpatricksrcprimarycardiff.co.uk
Vicky Carey (Clerk): vcarey@stpatricksrcprimarycardiff.co.uk





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Election of Parent Governors

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Election of Parent Governors

It is important that schools make every effort to fill parent vacancies through elections and it is a requirement that nominations are sought once the term of office of an existing parent governor comes to an end or if a parent governor resigns in order to ensure the continuity of the governing body.

In accordance with Section 15 of the Education Act 1986, parent governors must be elected by secret ballot. The Local Authority has delegated the role of the returning officer to headteachers.

The term of office of a parent governor cannot be extended either by the wish of the parent governor to remain in office or by a decision of the Governing Body for that parent governor to remain in office. The term in office of a parent governor is a minimum of one year and up to a maximum of four years as stated in the Instrument of Government. Once a parent governor's term of office comes to an end, nomination must be sought.

Eligibility

Parents including carers of registered pupils at the school are eligible to stand for election as parent governors. A 'Parent' is defined as including 'any individual who has or has had parental responsibility or cares or has cared for, a child or young person under the age of 18' it also includes a person who a child lives with and who looks after the child, irrespective of what their relationship is with the child. This means that it is possible for a child to have more than two 'parents' eligible to participate in an election. A person is disqualified from becoming a parent governor if they are an elected member of the Local Authority, or if they work at the school for more than 500 hours in any consecutive 12-month period (at the time of election or appointment).

You cannot be a governor if:

- You are under 18 at the time of your election or appointment or you are a registered pupil at the school
- You are already a governor of a different category at the same school
- You have been detained under the Mental Health Act 1983 during your period of office
- You have failed to attend governing body meetings, without the consent of the governing body, for a continuous period of six months, beginning with the date of the first meeting missed (not applicable to ex-officio governors)
- You are subject to a bankruptcy restriction order or an interim order
- You have had your estate sequestrated and the sequestration order has not been discharged, annulled, or reduced
- You are subject to:
 - i) a disqualification order or disqualification undertaking under the Company Directors Act 1986.
 - ii) a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989.
 - iii) a disqualification underrating accepted under the Company Directors Disqualification (Northern Ireland) Order 2002.
 - iv) an order made under Section 492(2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order)
 - v) you have been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 32 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of anybody
- You are included in the list of people considered by the Secretary of State as unsuitable to work with children
- You are disqualified from working with children or subject to a direction under Section 142 of the Education Act 2002
- You are disqualified from registration for childminding or providing day care
- You are disqualified from registration under Part 3 of the Childcare Act 2006
- You have received a sentence of imprisonment (whether suspended or not) for a period of not less than three months (without the option of a fine) in the five years before becoming a governor or since becoming a governor
- You have received a prison sentence of two and a half years or more in the twenty years before becoming a governor
- You have, at any time, received a prison sentence of five years or more
- You have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor
- You refuse to allow an application to the Criminal Records Bureau for a criminal records certificate.

The election of a new parent governor is currently underway (January/ February 2026). Please contact the school office or the chair or governors should you have any questions.



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Total resources available in 2024-2025 / Cyfanswm adnoddau ar gael yn 2024-2025	£
School balances Brought forward from 2023-2024/Balansau ysgol a ddygwyd ymlaen o 2023-2024	36,399
School Loans Brought forward from 2023-2024/Benthyciadau Ysgol a Ddygwyd ymlaen o 2023-2024	0
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0
Total delegated resources/Cyfanswm adnoddau dirprwyedig	1,184,810
Total/Cyfanswm	1,221,209
Actual Expenditure/Gwariant Cyflawnedig	1,245,693
Less change in investments/Llai'r newid mewn buddsoddiadau	0
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro	0
Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir	0
Total balance carried forward to 2025-2026/Cyfanswm Balans a ddygwyd ymlaen i 2025-2026	-24,484
Statement of Balances Held/Datganiad Balansau	£
Uninvested Balance as at 31st March 2025/Balans na fuddsoddwyd ar 31 Mawrth 2025	-24,484
Invested Balance as at 31st March 2025/Balans a fuddsoddwyd ar 31 Mawrth 2025	0
Outstanding Loans as at 31st March 2025/Benthyciadau dros ben ar 31 Mawrth 2025	0
Total Balances held as at 31st March 2025/Cyfanswm Balansau ar 31 Mawrth 2025	-24,484



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Finance

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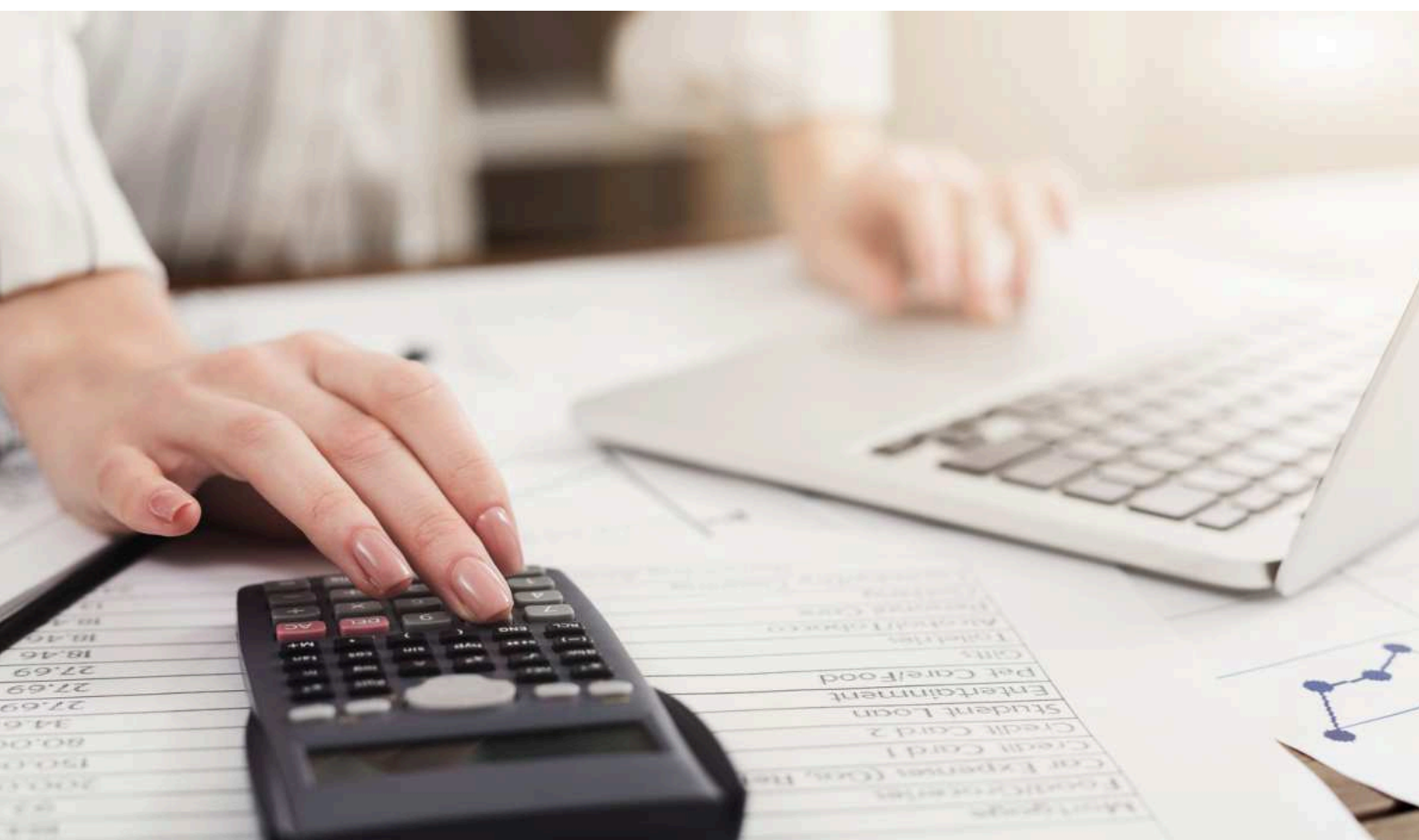
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A full financial Statement April 2024 - March 2025 is available on request from the school office.

The budget is kept under scrutiny to ensure effective use of the available limited resources is made. The school has a Finance Officer who we work closely with to ensure spending is balanced appropriately.

The Finance Committee meet termly to discuss the current finances and to plan future spending to ensure value for money.

Full details of the Income and Expenditure can be made available if required. If you do wish to see a copy please contact the school office who will help as required.



Sporting Activities 2023-24



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Pupils took part in a range of curricular and extra curricular activities that included:

- Gymnastics
- Basketball
- Netball
- Football
- Rugby
- Swimming
- Athletics
- Cheerleading
- Turnball
- Karate
- Yoga
- Gaelic football



Pupils had the opportunity to participate in Team Sports Tuesday and Netball after school clubs which were free of charge and run by Mr O Hagan, Mr Rees and Miss Townsend.

We enjoyed sporting success in 2024-25, taking home the winning trophy at the Cardiff Catholic Netball Championship and Cardiff Catholic Football Championship!

In addition 'chargeable' extra curricular clubs were also available to pupils to access which included the Urdu Multi-sports club, Ballet, Karate and Cheerleading. In some cases places in these clubs were subsidised or fully covered by our pupil development in order to ensure that low income families could access this provision.



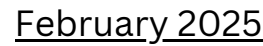


Monthly Sporting News 2024-25



Lucknow Street, Grangetown, Cardiff, CF11 6NA

St. Patrick's Monthly Newsletter details the sporting activities that took place over the academic year. Please click on the relevant newsletter to access the 'Sporting News' for each month of the academic year 2024-25.





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Destination of Pupils

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The children from St Patrick's are open to apply to whichever schools they choose based on that school's criteria. The admissions policies for each school are provided on the website and are followed as set out by each individual school. This year the children leaving us in Year Six are attending the following high schools:

**Mary Immaculate
High School**



**Ysgol Uwchradd
Mair Ddihalog**



Stanwell School



**ST CYRES
SCHOOL**



Howell's
SCHOOL — LLANDAFF

GDST
Gwynedd, Llandaff, 1900



**Fitzalan High School
Ysgol Uwchradd Fitzalan**





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Community Links

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Community Engagement: Stay & Play

Mrs Ursell and Mrs Thomas continued to run Stay and Play for parents and toddlers this year. We were delighted to have so many parents and their children join us every Monday.



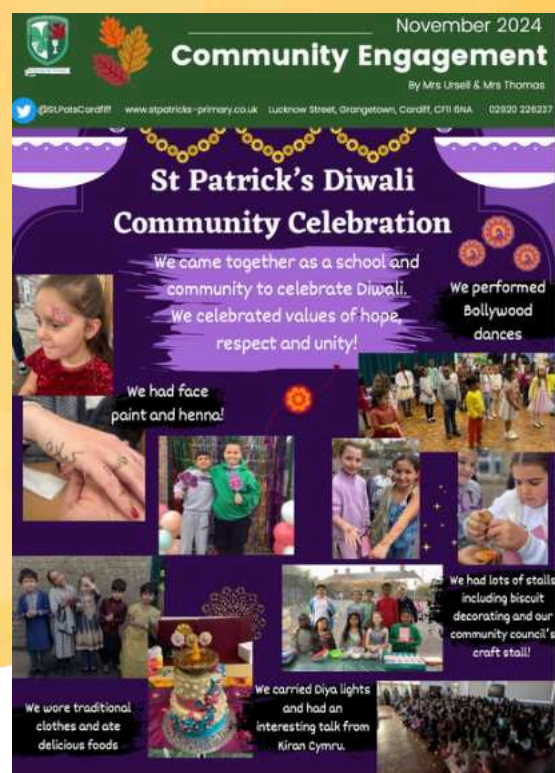
Big Bocs Bwyd

In October we reached out to the school community for donations, keeping our Big Bocs Boyd (Food Shop) stocked up. Your generosity never ceases to amaze us. The donations provide a much needed service for our school community and allow us to continue to offer discounted goods to our families throughout the year.

ASDA, Morrisons and local supermarkets have continued to show their generosity providing regular deliveries of donations.

Community Celebration: Diwali 2025

In November we celebrated the Hindu festival of Diwali as a school community. We were grateful for the donations of food from many local businesses. The children enjoyed the bouncy castle, performing Bollywood dances for the community and sharing party food with their friends and family. It was wonderful to see so many members of the community, parents and family members join us on the day.





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Parents & Carers Anti-Racism Meeting

Information

Date: Friday 7th February.

Time: 2:30

Location: The Annexe

Led by: Mrs Perrett & Miss Rehman.

The aims of the meeting

- For parents to understand the work the school is doing to become an Anti-Racist school.
- For parents to understand how the school responds to Racist incidents.
- For parents to understand how the children are playing an active role in promoting Anti-Racism and equality.
- To discuss any concerns you may have regarding racism within the school.
- To discuss ways we can support the local community to celebrate diversity and promote Anti-Racism.

Community Anti-Racism Approach

We held meeting for the community throughout the year to share our anti-racism approach with parents and careers. We gave examples of how we make our curriculum diverse so that all learners feel represented in all aspects of their from the authors they read, to the influential people they study. learning,

Anti-racism Parents & Carers Meeting Friday 20th June @ 3pm



You are warmly invited to an Anti-Racism Meeting on Friday 20th June at 3:00pm here at school. This important meeting is an opportunity to: Share the actions we have taken as a school to promote anti-racism, provide updates on our curriculum and how it reflects diversity and inclusion, discuss ongoing improvements and next steps, open the floor for a Q&A session with school leaders We are committed to creating a school environment where every child feels seen, valued, and respected, and we believe that working in partnership with families is vital to this mission. We hope you can join us for this open and constructive conversation.

Father's Day Stay and Play

Friday 13th June

We are delighted to invite the special men in our children's lives — dads, grandads, uncles, brothers or family friends — to join us for a Stay and Play morning on Friday 13th June.

This event is for the adults of children in Reception to Year 2, and will include:

Craft activities in the school hall

Play time in the classrooms

It's a wonderful opportunity to spend time in school, see your child in their learning environment, and enjoy some creative fun together!

The morning will be run by the Friends of St. Pat's (FoSP), and we're very grateful for their support in helping bring our community together.

More details will follow soon, but for now, please save the date — we'd love to see you there!



Father's day Stay and Play

This event was a great success. Thank you to all the important male figures in our children's lives who joined us.



The St Pats Christmas Choir were out in force again this year! They headed to Morrisons where they raised an amazing £206!!



The children decided that they wanted to donate 50% of the monies raised to Marie Curie



Community Celebration: Christmas Carol Singing

Mrs Ursell and Mrs Thomas prepared our community choir for a number of performances over the Christmas period. These included carol singing at local super markets around Cardiff Bay! The proceeds from the day were split between buying new school resources and supporting the Marie Curie foundation.



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April/ May 2025

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Summer Term Special Events

Eid Al Faha

13th June

- Whole School Assembly to start the day, led by the Community Council
- Children will have parties in class. Families are invited to donate shop bought party food.
- All classes will take turns on a bouncy castle throughout the day.
- Party bag to take home at the end of the day. These can be collected from a party stall on the school yard at the end of the day.

During the summer term, the school placed a strong focus on building community and celebrating diversity through a range of inclusive events.

Eid celebrations brought pupils, families and the local community together, with shared assemblies and class-based activities that promoted understanding and respect.

Our International Picnic Day welcomed families into the school grounds to celebrate different cultures, languages and traditions, strengthening partnerships between home, school and the wider community.

Summer Term Special Events

International Picnic Day

18th June @ 1.30pm All welcome!

Children will bring a personal paper 'party plate' to school from home. Early School dinners/ packed lunch will be served at 11am. Dinner tables, picnic mats will be set up on the school yard (families are requested to bring foldable tables/ chairs). The community picnic will take place from 1.30pm-2.30pm. Children welcome to go home with families from 2.30pm. We hope to welcome some special 'officials' to this event. Listen to music from different cultures. Decorate a flag and take part in a picnic parade. Additional stalls include a henna artist and international food tasting.

The Expressive Arts Festival showcased pupils' creativity through performance and artwork, giving children confidence and pride in sharing their talents. These events created valuable opportunities for collaboration, pupil leadership and family engagement.

Expressive Arts festival

4th July @ 1.15pm All welcome!

- All classes will showcase an expressive arts performance either in the school hall or on the yard.
- There will be artwork on sale created by the children.
- Festival will start at 1pm
- Additional stalls will offer art activities and facepainting.

Overall, the programme of community events supported our school values and reinforced a sense of belonging, inclusion and shared celebration across the whole school community.



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Term Dates

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	Autumn Term	Spring Term	Summer Term
Term 1	2 September 2024 – 25 October 2024	6 January 2025 – 21 February 2025	28 April 2025 – 23 May 2025
Half Term	28 October 2024 – 1 November 2024	24 February 2025 – 28 February 2025	26 May 2025 – 30 May 2025
Term 2	4 November 2024 – 20 December 2024	3 March 2025 – 11 April 2025	2 June 2025 – 21 July 2025
Holiday	Christmas 23 December 2024 – 3 January 2025	Easter 14 April 2025 – 25 April 2025	Summer 22 July 2025 – 31 August 2025



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School News

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INSET Dates 2024-25

INSET (In-service Education and Training) days are a series of days, normally 6 per academic year, during which children do not attend school and staff receive professional development or are given time to complete administrative tasks. Inset days were held on the following dates:

Autumn 2024	Spring 2025	Summer 2025
Monday 2nd Sept 2024	Monday 6th January 2025	Monday 28th April 2025
Friday 4th October 2024		Monday 21st July 2025
Monday 18th November 2024		



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School Prospectus

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The School prospectus is updated annual on the school website. CLICK [HERE](#) to view the current year's prospectus.

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Tyfwn mewn ffydd â gobaith ar gyfer y dyfodol a chariad tuag at ein gilydd

Prospectus
St. Patrick's RC Primary School

2024-25

St. Patrick's RC Primary



Spring 2026

Teaching & Learning

Autumn Term Topic Overviews

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Please click on the photograph to find our Parent Overviews for topics taught in Autumn term 2024. Our driver for in the autumn term was Humanities.

5/6OH & 6PM

4/5E & 5NS

Autumn Term 2024 Topic Overview - Victorians Mrs Perrett, Mrs Maddocks & Mr O'Hagan Year 5/6 & 6

Overview

In this topic, we will explore the Victorian era, we will understand the importance of change that the Victorians brought to South Wales particularly Grangetown. We will study Victorian schools, working conditions, the Industrial Revolution including migration in South Wales and finally the many events leading to the end of the Victorian era. This topic will be supported through many experiences such as trips to St. Fagans, the Big Pit, The Manchester Science and Industry Museum and a visit from Grangetown History Society.

Literacy, Language & Communication

Genre Focus 1: Resources

- Diaries/newspaper reports/TV/Radio
- Skim reading
- Paragraphs
- Postcard
- Specific vocabulary
- First/Third person
- Evaluating & publishing

Genre Focus 2: Narrative

- Use dialogue, action or description within writing
- Include direct or reported speech
- Imaginative vocabulary choices with precision
- Adverbial phrases, such as: 'at last', 'without stopping', as soon as possible
- Paragraphs and a range of punctuation

Numeracy & Mathematics

Pace Value

- Use a range of representations to develop and secure my understanding that the value of a digit is related to its position
- Read, record and engineer numbers using figures and words to at least one million

Addition & Subtraction

- Use the four arithmetic operations confidently, efficiently and accurately with integers and decimals
- Add and subtract numbers using whole numbers and decimals

Multiplication & Division

- Multiply 2- and 3-digit numbers by a 2-digit number
- Divide 3-digit numbers by a 2-digit number

Religious Education & Spiritual Development

Autumn 1: Branch 1 - Creation & Covenant - Explain the Church's teaching of the Second account of the creation. St. John's gospel identifies that in Jesus, we have a new creation and beginning. Analyse the Nicene Creed and how it expresses Catholic beliefs. Understand the term Stewardship and the key messages from Pope Francis' in Laudato Si.

Autumn 2: Branch 2 - Prophecy & Promise - Explore some of the stories of the women in the Old Testament. St. Luke's gospel focuses on the story of the Annunciation and the importance of Mary saying 'yes' to be the mother of Jesus.



Autumn Term 2024 Topic Overview - Veni, Vedi, Vici Year 4 and 5 Mrs Ellis & Miss Newson

Overview

We will explore the context of the Roman Empire starting with the story of Remus and Romulus. We will explore the Roman belief system and how it influenced the today and compare with modern world religions. Roman Empire had an organised social system which can be compared to modern governance in Wales. Comparisons will also be made between Roman conflicts and the growth of the Roman Empire through war and sea. The Roman Empire also brought across Wales, the UK and Europe through place names, road systems and bridges. We will also study the journey of materials and how these can be supported by the legacy of Roman roads for different communities.

Literacy, Language & Communication

Genre Focus 1: Report

- Clearly, objectives of a report
- Skim reading
- Paragraphs
- Time connectives
- Specific vocabulary
- First/Third person
- Quoting & explaining

Genre Focus 2: Persuasion

- Look at a range of persuasive texts
- Identify key features
- Research
- Emotive language
- Rhetorical questions
- Complex compound sentences
- Present tense
- Range of punctuation
- Closing statement

Numeracy & Mathematics

Pace value

- Use a range of representations to develop and secure understanding that the value of a digit is related to its position
- Read, record and engineer numbers, using figures and words up to at least one million
- Use a range of representations to extend understanding of the number system to include negative values, decimals and fractions
- Apply understanding of number value to round and approximate appropriately

Addition and Subtraction

- Use the four arithmetic operations confidently, efficiently and accurately with integers and decimals, and combine these using distributive, associative and commutative laws where appropriate
- Add and subtract numbers using whole numbers and decimals

Multiplication and Division

- Multiply 2- and 3-digit numbers by a 2-digit number
- Divide 3-digit numbers by a 2-digit number

Religious Education & Spiritual Development - Y4

Autumn 1: Creation & Covenant - In this branch, pupils will learn about the story of Noah, focusing on his ark and how God saved him and his family from the great flood, suggesting that the ark is a symbol of God's promise to Noah. They will explore the story of Noah's Ark and how it relates to the story of the Ark in the Bible.

Autumn 2: Prophecy & Promise - In this branch, pupils will explore the story of the Annunciation and the importance of Mary saying 'yes' to be the mother of Jesus.

Religious Education & Spiritual Development - Y5NS

Autumn 1: Creation & Covenant - In this branch, pupils will learn about the story of Noah, focusing on his ark and how God saved him and his family from the great flood, suggesting that the ark is a symbol of God's promise to Noah. They will explore the story of Noah's Ark and how it relates to the story of the Ark in the Bible.

Autumn 2: Prophecy & Promise - In this branch, pupils will explore the story of the Annunciation and the importance of Mary saying 'yes' to be the mother of Jesus.

3T & 3/4DH

1/2C & 2B

Autumn Term 2024 Topic Overview - Windrush Year 3 and Year 3/4 Miss Townsend, Mrs Hurley & Mrs Davies

Overview

In this topic, the children will be learning about the Windrush generation. This subject will cover the historical context and significance of the arrival of the 1st Windrush at Tilbury Docks in Essex on June 22, 1948. The children will explore why many people came from the Caribbean to come to Britain after World War II, focusing on the social, economic, and political reasons behind the migration. They will also learn about the experiences of the Windrush generation once they arrived in Britain, including the challenges they faced and the contributions they made to British society. This topic will highlight stories of individual resilience and community support. Additionally, children will examine the cultural impact of the Windrush generation, understanding how Caribbean music, food, and traditions have enriched British culture. By studying the Windrush, children will gain a deeper appreciation of diversity and the importance of immigration in shaping modern Britain. This topic aims to foster empathy, respect, and a better understanding of the multicultural fabric of the country. Through various activities, discussions, and projects, children will connect the past to the present, recognising the ongoing relevance of the Windrush legacy in contemporary society.

Literacy, Language & Communication

Genre Focus 1: Persuasion

- Prime minister's speech to encourage people to move to UK/ Posters and adverts
- Capital letters, full stops and question marks
- Connectives, such as: 'because', 'if...then' etc
- Adding detail to explain points and giving reasons for opinions

Genre Focus 2: Report

- Diary writing/TV or Radio report
- Paragraphs
- Specific vocabulary
- Powerful adjectives and verbs
- Editing & publishing

Numeracy & Mathematics

Pace Value

- Thousands, hundreds, tens, units
- Odd and even numbers
- Rounding to the nearest tens/hundreds

Addition and Subtraction

- Difference
- Adding and subtracting 20 numbers
- Mental strategies to add and subtract at least 2-digit numbers
- Adding and subtracting 9/10
- Mental strategies to recall number facts within 20

Multiplication, Sharing and Grouping

- Multiplication is repeated addition
- Division is sharing equally

Religious Education & Spiritual Development

Branch 1: Creation and Covenant

In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explorations of the process of Creation. They will explore the God of love and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

Branch 2: Prophecy and Promise

The prophets speak of God-reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfillment of God's promise of messiah, Jesus Christ. They will explore the expectation waiting for the Messiah in the Advent season and how this speaks to Christians today as they wait for Christ's return. They will encounter the story of the nativity of Jesus and the mystery of the Resurrection.



Autumn Term 2024 Topic Overview - Curious Castles Year 1/2 and Year 2 LPE2 Mrs Gilly & Miss Butler

Overview

This topic explores life in medieval times compared to life today. We will look at developing our humanity skills and knowledge, enabling us to become curious and ethically informed individuals. We will explore and develop the skills necessary to understand the past and present and our impact on society and social change. We will learn about the past from first hand experiences. We will think about how life has changed and affected our present society by visiting Cardiff Castle, touring Cardiff City, and researching the past life of Kings and Queens.

Literacy, Language & Communication

Genre Focus: Narrative - King Hides

- Story language such as: 'One day...', 'suddenly...', etc
- Connectives, such as: 'and', 'then', 'so' etc
- Capital letters and full stops correctly, question marks, exclamation marks
- Interesting words for 'said' and 'went'
- Adverbs, adjectives, adverbs
- Setting or character's feelings

Genre Focus: Report - Factual writing about Cardiff

- Writing sentences using capital letters, full stops, question marks
- Using headings/sub headings correctly
- Connectives and simple conjunctions

Numeracy & Mathematics

- Read, write and interpret larger numbers
- Know that the value of a number can be determined by the position of its digits
- Count on and back in steps of any whole number
- Order and sequence numbers, including odd and even numbers
- Use a range of 2, 5, 10 and 100 multiplication tables and use to solve multiplication and division problems
- Can estimate and round whole numbers, using a variety of written and mental methods
- Can estimate and round whole numbers, using a variety of written and mental methods
- Can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 5, 10 and 100 and use to solve multiplication and division problems
- Can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 5, 10 and 100 and use to solve multiplication and division problems
- Can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 5, 10 and 100 and use to solve multiplication and division problems

Religious Education

Branch 1: Creation and Covenant - In this branch, pupils will learn about the story of Noah, focusing on his ark and how God saved him and his family from the great flood, suggesting that the ark is a symbol of God's promise to Noah. They will explore the story of Noah's Ark and how it relates to the story of the Ark in the Bible.

Branch 2: Prophecy and Promise - In this branch, pupils will explore the story of the Annunciation and the importance of Mary saying 'yes' to be the mother of Jesus.



Health & Wellbeing

Reception & 1WR

Autumn Term 2024/25 - Health and Wellbeing Overview PS1 Mr Rees, Mrs Thomas

Overview

This term is all about our physical wellbeing and how we use our bodies. We will be looking to develop not only our physical health but understanding that our decisions have impact on the quality of our lives and others. We will be learning about different parts of the body and how we use our body for movement and exercise. Also, we will be learning about how to be safe near roads and how we can ride bikes safely.

Focus: Wellbeing

Developing physical health and well-being has lifelong benefits.

- Begin to develop an awareness of body movement and direction
- Discover how the body changes dependent upon actions
- Take part in physical activities using different body parts

Our decision making impacts on the quality of our lives and the lives of others.

- I can take part in group decisions.
- I have an understanding that things can be safe or unsafe

Activities:

- Body parts - improve understanding of various parts of the body that support us everyday and through exercise
- Movement - create various ways to use our bodies and how it affects us
- Exercise - develop understanding of how exercise benefits us
- Safe cycling - introducing key skills and develop confidence to ride a bike
- Road safety - learn about how to keep safe and how to read and respond to signs that aid us when near roads

Cross Curricular Skills

LLCreading: I can use context and pictures to help me understand what is being said to me by explanations about where body parts are

LLC Speaking: I can use familiar words and phrases and experiment with new vocabulary when talking about body parts

LLC Writing: I am beginning to communicate using text, image, sound, and video when explaining understanding of the body

Numeracy: I can explore movements and directions

DC: I can create simple digital work about being safe around roads

Wellbeing Missions: will be additional activities that all children can participate in and complete alongside their focused lessons.

All activities are based on our wellbeing topic of physical wellbeing.



Autumn Term 2024 Parent Overview - Mirror, Mirror on the Wall Year 1, Rec M&D & Rec E Mrs Williams, Mrs Rehn, Mrs McDonald & Mrs Evans

Overview

Through our topic this term we will be exploring and investigating ourselves, our families, our school and our community. We will experience first hand the life of Grangetown today, helping us to appreciate the wider world and foster a sense of belonging, spark curiosity, and inspire us to contribute positively to our environment. We will grow in knowledge, understanding and wisdom by participating in different inquiries.

Literacy, Language & Communication

Genre Focus 1: Report

- Providing factual information
- Write a title
- Talk about facts
- Use simple connectives (e.g. and, because) to explain the facts.
- Use talk to plan writing and noted down ideas to use in writing

Genre 2: Narrative

- Capital letters and full stops
- Sequence a story in order
- Can use 'and' to join two simple sentences (compound sentence)
- Sharing to use objectives
- Form letters correctly on the line (clear ascenders/descenders)

Religion-Religious Education & Spiritual Development.

Branch One: Creation and Covenant.

- To recognise that God made our beautiful world and everything in it.
- To understand that God made me.

Branch Two: Prophecy and Promise.

- To celebrate Advent and know that it is a time to get ready for Christmas.
- To recognise that God sent Jesus to love us all
- To understand that Mary had a baby called Jesus

Numeracy & Mathematics

PS1 Reception

- I can listen to and join in with rhymes, songs, stories and games that have a mathematical theme
- I can use the terms 'first', 'second', 'third' and 'last' in daily activities and play
- I can sequence numbers in different ways
- I can mark number to represent numbers
- I can count reliably up to 5-10 objects
- I have explored finding a quantity in different ways, using combinations of objects or quantities

PS2 Reception

- I can read, write and interpret larger numbers
- I can use a variety of resources to understand place value
- I can use a variety of resources to partition and recombine any two-digit numbers
- I can compare, round and estimate with numbers up to 100
- I can add and subtract whole numbers using a variety of methods

Religion-Religious Education & Spiritual Development

Branch One: Creation and Covenant.

- Recognise that the story of Creation in Genesis and tell this story in any form
- Recognise that the Church teaches that all that is comes from God, our Father, who made heaven and Earth

Branch Two: Prophecy and Promise.

- Recognise that prayer is a way of drawing closer to God
- Know that in the Annunciation God called Mary and she said 'yes' to his call and why this makes Mary important for Christians
- Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son

Please click on the photograph to find our Parent Overviews for topics taught in Spring term 2025. Our driver for in the Spring term was Science & Technology.

5/6OH & 6PM

4E and 5N

Spring Term 2025 Topic Overview - Born Survivors

Year 5 and 6
Mr O'Grady, Mrs Perrett & Mrs Haskocks

Overview

A topic that focuses on the biology aspect of Science, in particular ecosystems, adaptations and survival. Living things interact with each other and also with non-living things like soil, water and air. Within this topic, the children will explore the importance of food chains/web in order for survival. They will further investigate adaptation of animals within different environments and how this impacts their chances of survival. Finally, they will explore systems within the human body.

Literacy, Language & Communication

Genre Focus 1: Explanations

- General statement to introduce the topic.
- Clear sections with subheadings, bullet points.
- Series of logical steps, explaining the process.
- Well-labelled diagrams to support my explanations.
- Concluding statement to bring the writing to a conclusion.
- Text impersonated and authoritative - written in the third person.
- Linking words to signify cause and effect.
- Used technical terminology and explained it for the audience.

Genre Focus 2: Instructions

- Clear list of equipment and ingredients.
- Series of numbered steps to achieve the goal.
- A clearly labelled diagram.
- Bullet points, numbers or boxes for extra information.
- Quantities and measurements clearly stated.
- A range of time connectives.
- Used precise adjectives and adverbs.
- Used appropriate headings according to context and purpose.

Numeracy & Mathematics

Counting, talking and notes:

- I have extended my understanding of multiplicative reasoning to include the concept and application of ratio, proportion and scale.
- I can use ratio and proportion to calculate quantities.

Multiplicative relationships:

- I have experienced and explored simple multiplicative relationships that allow me to discuss the properties of numbers, including factors, multiples, prime and square numbers.

Fractions, decimals and percentages:

- I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages.
- I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations. I can demonstrate my understanding that a fraction can be used as an operator or to represent division. I can understand the inverse relationship between the denominator of a fraction and its value.

Religious Education & Spiritual Development

Year 5: Branch 3 - Desert to Garden

In the Church season, through the season of Lent, pupils will look at the rich symbolism of St John's account of the end of the world, which the 5th century pope used to bring out the significance of what Jesus did in the light of the resurrection. The children will spend time studying the scripture passages read in greater detail, reflecting on the symbolic meanings and their understanding of the closer proximity.

Year 6: Branch 4 - To the ends of the Earth

Pupils will continue to journey with St John's gospel in this branch. They will look at how St John's account of the Resurrection leads back to the Fall of Adam and Eve and Aumann's final relationship and shows that in the end, the relationship with God is restored.

Spring Term 2025 Topic Overview - The Great Egg Race

Year 4 and 5
Mr Ellis & Miss Newson

Overview

The topic will explore different types of force, including gravity, friction and air resistance through investigation and experimentation along the theme of an egg. Forces can change things in the world around us and can be used for our benefit. Electricity is used to control many things in our lives through the use of circuits, switches, motors and bulbs. We will use the findings of our investigations to design and make an electric powered car.

Our Focus

We will introduce our topic through an immersion day where the children will carry out activities such as looking at the parts of an egg, investigating how they use different types of material to focus and focusing on simple demonstrations that display different types of energy.

We will embark on an excursion to the Technic museum where the pupils will look at the effects of forces. Additionally, the pupils will engage with a special lesson L500 workshop held by Cardiff University.

We will conclude our topic with a showcase of work completed by the pupils including electrical circuits, motor cars built in groups, parachute designs, and a demonstration of some of the top used in the competition.

Literacy, Language & Communication

Genre Focus 1: Explanations & Reports

- Writing effective introductions and conclusions.
- Sequencing.
- Cause and effect sentences, using connectives such as because, so, therefore.
- Present tense.
- Organising writing using subheadings.
- Using linking technology related vocabulary.

Genre Focus 2: Poetry (Haiku)

- Look at a range of haiku poems.
- Identify syllables and structure.
- Present tense.
- Adjectives.

Numeracy & Mathematics

Multiplication and Division

- Fluently recall multiplication facts up to at least 10 x 10 and use these to derive related facts.
- Work out division facts from known multiplication facts to solve division problems including word problems.
- Divide a 3-digit number by a single digit using efficient method: chunking along a number line, chunking in a vertical method, bus stop method.

Multiplicative Relationships

- Use the terms multiple and factor.
- Find pairs of factors of numbers up to 100.
- Identify prime numbers up to 100.
- Recognise square numbers up to 100 and link to the drawing of squares.

Place Value (decimals)

- Read and write numbers to 2 decimal places.
- Order a set of 2 place decimals (largest or smallest first).
- Round 2 place decimals to the nearest tenth up to 1.
- Position 2 place decimals on a number line.

Addition and Subtraction (decimals)

- Add and subtract 1 place decimals within 10 using partitioning and number facts.

Fractions, decimals and percentages

- Know that 1/10 is the same as finding 10%.
- Know the equivalents of tenths to whole numbers, hundredths to tenths and hundredths to whole numbers.
- Denote 10%, 50% 25% of whole numbers using understanding of equivalence (eg 10% of 60 is the same as 1/10 of 60).
- Calculate unitary (numerator is 1) fractional quantities using known table facts.
- Denote fractions that are several parts of a whole (non-unitary) (eg I know I have 1 can field).
- Relate non-unitary fractions to division and calculate fractional quantities eg 1/10 of 10 = (10) ÷ 10 = 1

Spring Term 2024 Topic Overview

Year 3 and Year 3/4
Miss Townsend, Mrs Hurley & Mrs Davies

Overview

This topic provides an introduction to the fundamental structure and functions of the brain, along with an in-depth exploration of the five senses and reflex actions. Students will gain a clear understanding of how our senses allow us to interact with and interpret the world around us. Specifically, the focus will be on the role of the eyes and the sense of sight, as well as the sense of smell and taste. Students will explore how these senses work both independently and in combination with one another to help us perceive and process our environment accurately. Additionally, the topic will introduce the concept of reflex actions - automatic and involuntary responses to stimuli that occur without requiring conscious effort. By studying reflexes, students will learn how the body is able to respond rapidly to external changes, such as withdrawing a hand from a hot surface, and how these reactions are crucial for safety and survival. This exploration will help students appreciate the complexity of the human body's sensory systems and reflex mechanisms, and how they together allow us to navigate and respond to the world effectively.

Literacy, Language & Communication

Genre Focus 1: Narrative

- Describe a person, place or situation including detail, facts, feelings, opinion, mood, explanation, marks, comments, descriptions.
- Describe an event in a logical sequence, beginning, middle, end, conclusion.
- Describe the setting or character for the story.
- Use a range of descriptive vocabulary including adjectives and adverbs.
- Use a range of tense and voice sentences (present, past, future, active and passive).
- Use a range of connectives to link sentences.
- Use a range of punctuation to mark the writing.
- Use a range of punctuation to mark the writing.

Genre Focus 2: Poetry

- Write a poem.
- Write a poem using a specific theme, mood, tone and genre.
- Write a poem using a specific theme, mood, tone and genre.
- Write a poem using a specific theme, mood, tone and genre.
- Write a poem using a specific theme, mood, tone and genre.

Numeracy & Mathematics

Multiplication, Sharing and Grouping

- Recall multiplication facts up to 10 x 10.
- Recall multiplication facts up to 10 x 10.
- Recall multiplication facts up to 10 x 10.
- Recall multiplication facts up to 10 x 10.
- Recall multiplication facts up to 10 x 10.

Division

- Recall division facts up to 10 x 10.
- Recall division facts up to 10 x 10.
- Recall division facts up to 10 x 10.
- Recall division facts up to 10 x 10.
- Recall division facts up to 10 x 10.

Place Value

- I can estimate and measure, using non-standard units, before progressing with standard units, including kg, g and cm.

Religious Education & Spiritual Development

Branch 3: Galilee to Jerusalem

Galilee to Jerusalem: God's only Son, who is at the Father's side, has made him known. (John 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

Branch 4: Desert to Garden

Desert to Garden: Christ died for our sins in accordance with the scriptures, and that he was buried and that he was raised on the third day. (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's liturgy and life. The title of this branch points to the liturgical journey from darkness to light, barrenness to fruitfulness, death to life.

Spring Term 2024, Parent Overview- A Season to Celebrate

Year 1/ 2 C and Year 2B
Mrs Cilly and Miss Robin

Overview

Our Spring Term topic is 'A Season to Celebrate'. This theme allows for children to deepening their learning of some familiar ideas. It ensures that the children have a sense of 'Cynefi' and make links with our local community. Alongside our teacher initiated learning the children will be provided with opportunities to develop their own learning in response to their environment and current events that are happening in and around them.

Literacy, Language & Communication

Recount: Special Celebrations: Writing for a purpose: Capital letters and full stops, writing familiar words and phrases.

Report: Daily/ weekly: writing using new/interesting vocabulary, Conjunctions and connectives. A range of punctuation ie: commas, question marks.

Instructions: Making Welsh cakes/Friendship biscuits: Using numbers or bullet points. Time order words, imperative verbs and adverbs.

Narrative: Once there were giants: Sentences starters, adjectives and connectives.

Explanation: Weather changes: Topic related words, time order words and facts.

Poetry: Rhyming words and word families.

Year 1/2 and Year 2: Religious Education & Spiritual Development

Branch Three: Galilee to Jerusalem

In this branch, pupils will deepen their knowledge from their One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Parables are stories that Jesus used to teach about the nature of God. They will learn that Jesus calls people back to him in the story of the fig tree and the fig tree. They will learn that Jesus calls people back to him in the story of the fig tree and the fig tree. They will learn that Jesus calls people back to him in the story of the fig tree and the fig tree.

Branch Four: Desert to Garden

In this branch, pupils will read and explore from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch. They will also explore how Lent is a time of reflection and forgiveness for Christians. Because they want to restore their relationship with God to be ready to celebrate the Resurrection. They will develop an early understanding of the Sacrament of Reconciliation. A simple outline of why Catholics spend time thinking about how they have fallen away from God and how the sacrament helps them in this relationship.

Numeracy & Mathematics

Addition and Subtraction

Using counting on strategies to add 2 consecutive numbers to 100.

Using a range of mental methods including place value, number lines and subtraction problems. Use different strategies to solve simple subtraction problems.

Understand addition relationships within 10 (eg 4+4=8, 3+4=7, 10-4=6, 10-3=7).

Add 10 to a single digit number (addition) to find a 'teen' number.

Use known facts to add two single digit numbers.

Know that 10 is the same as 10/10 of 100.

Can add or subtract 2 digit numbers (eg 10+10) by partitioning and recomposing.

Understand that addition is combining two sets into a whole and counting on steps on a number line.

Use understanding and relationships within 10 (eg 10+10=20, 20-10=10, 20-10=10). Use my understanding of place value to calculate addition of larger numbers (eg 34+20). Add 10 to a 2 digit number by adding 10 to the tens digit.

Use understanding of place value to calculate subtraction of larger numbers (eg 34-20). Subtract 10 from a 2 digit number by subtracting 10 from the tens digit.

Use understanding of place value to calculate subtraction of larger numbers (eg 34-20). Subtract 10 from a 2 digit number by subtracting 10 from the tens digit.

Health & Wellbeing

Reception & 1WR

Spring Term 2024 /25 - Health and Wellbeing Overview

PS1
Mr Rees, Mrs Thomas

Overview

This term is all about our emotional wellbeing and how we take care of ourselves. We will be looking to develop not only our physical health but understanding that our decisions have impact on the quality of our lives and others. We will be learning about how fundamental healthy relationships are, what they look like and how we engage with social influences shapes who we are. Also this term we will look at how we process and respond to our experiences around racism and diversity and how it affects our mental, emotional and social wellbeing.

Focus: Wellbeing

Developing physical health and well-being has lifelong benefits.

- To be aware and respond appropriately to familiar people.
- To understand items/situations that are safe/unsafe.
- To begin to develop an awareness of personal safety in particular dangerous hazards.

Healthy relationships are fundamental to our well-being.

- I can identify who looks after me and who my family and friends are.
- I can get along with others with and without support.
- I am beginning to recognise that I have the right to be treated fairly and respectfully.
- I can communicate my needs and feelings in my relationships.

Activities:

- Health Learning Behaviours - Identifying People Who Help Us.
- Healthy Relationships - Family and Friends.
- Emotional Wellbeing - Recognising emotions.
- Social Influences - Understanding and following rules and norms.
- Racism and Diversity - Belonging to various communities.

Cross Curricular Skills

Lit: Reading: I can relate information and ideas from reading material and literature to personal experiences.

Lit: Speaking: I can use familiar words and phrases and experiment with newly learned vocabulary.

Lit: Writing: I am beginning to form letters correctly using an appropriate grip.

Numeracy: I can describe position.

Wellbeing: Wellbeing Missions will be additional activities that all children can participate in and complete alongside their focused lessons.

All activities are based on our wellbeing topic of emotional wellbeing.

Spring Term 2025, Parent Overview- Seize the Season

Year 1, Rec HOD & Rec E
Mrs Williams, Miss McCondon & Mrs Evans.

Overview

Our Seize the Season theme will take full advantage of the outdoors and will ensure that the children have a sense of 'Cynefi' and make links with our local community. Alongside our teacher initiated learning the children will be provided with opportunities to develop their own learning in response to their environment and current events that are happening in and around them.

Literacy, Language & Communication

Recount: Special Celebrations: Writing for a purpose: Capital letters and full stops, writing familiar words and phrases.

Report: Daily/ weekly: writing using new/interesting vocabulary, Conjunctions and connectives. A range of punctuation ie: commas, question marks.

Instructions: Making Welsh cakes/Friendship biscuits: Using numbers or bullet points. Time order words, imperative verbs and adverbs.

Narrative: Dragon story: writing using interesting words.

Explanation: Life cycle: writing in a sequence, using topic related words.

Poetry: Rhyming words: word families, sounding out words.

Reception: Religious Education & Spiritual Development.

Branch Three: Galilee to Jerusalem

- Jesus came to earth for a purpose.
- Jesus is God's Son and came to earth to save us.
- Jesus is God's Son and came to earth to save us.
- Jesus is God's Son and came to earth to save us.
- Jesus is God's Son and came to earth to save us.

Branch Four: Desert to Garden

- Jesus died for our sins in accordance with the scriptures.
- Jesus was buried and he was raised on the third day.
- Jesus is God's Son and came to earth to save us.
- Jesus is God's Son and came to earth to save us.
- Jesus is God's Son and came to earth to save us.

Numeracy & Mathematics

PS1 Reception

- I can use my experience of the counting sequence of numbers and of one to one correspondence to count and write.
- I can use my experience of the counting sequence of numbers and of one to one correspondence to count and write.
- I can use my experience of the counting sequence of numbers and of one to one correspondence to count and write.
- I can use my experience of the counting sequence of numbers and of one to one correspondence to count and write.
- I can use my experience of the counting sequence of numbers and of one to one correspondence to count and write.

PS2

- I can order and compare numbers up to 100, including odd and even numbers.
- I can order and compare numbers up to 100, including odd and even numbers.
- I can order and compare numbers up to 100, including odd and even numbers.
- I can order and compare numbers up to 100, including odd and even numbers.
- I can order and compare numbers up to 100, including odd and even numbers.

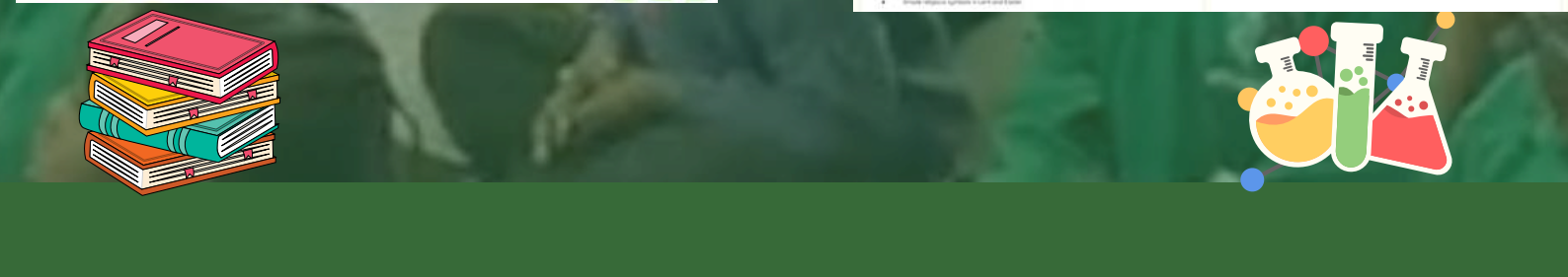
Year 1- Religious Education & Spiritual Development

Branch Three: Galilee to Jerusalem

- Jesus came to earth for a purpose.
- Jesus is God's Son and came to earth to save us.
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- Jesus is God's Son and came to earth to save us.

Branch Four: Desert to Garden

- Jesus died for our sins in accordance with the scriptures.
- Jesus was buried and he was raised on the third day.
- Jesus is God's Son and came to earth to save us.
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4E and 5N

Summer Term 2020 Topic Overview - Pond P-arty	Year 4 and 5 Mr Ellis & Miss Newson
Overview Through this topic, pupils will explore the wonderful world of ponds, including the plants and animals that live there. They will also have the opportunity to create their own 3D animal artwork, such as the sculpture using clay to represent their own interpretation of pond life. Additionally, pupils will use digital media tools to create their own ponds, using software like Scratch, to create a virtual pond. At the end of the unit, all of these activities will give pupils a greater appreciation and understanding of the wonderful world of ponds. Our Focus We will introduce our topic through an immersion day where the children will carry out activities such as pond soundscapes, identify and create seasonal characters or the pond. We will embark on an excursion to the Wetlands reserve in 1 museum where the pupils will look at pond habitats and pond wildlife. Additionally, the pupils will engage with additional experiences in Summer 2. We will conclude our topic with a showcase of work completed to parents by the pupils including digital work, clay models and a performance piece. Literacy, Language & Communication Genre Focus 1: Narrative • Create a character with distinct traits and motivations to make the story more relatable and interesting. • Develop a setting, visualising the scene and context. • Structure the story with a beginning, middle and end using a story mountains model. Genre Focus 2: Instructional writing • Pupils will write a simple, straightforward sequential instruction. • Pupils will learn notes required before starting steps, so that the reader is prepared in advance.	Numeracy & Mathematics Measurements • Estimate and measure length, capacity, mass, temperature and time, using appropriate standard units. • Convert between standard units, applying their understanding of place value to convert between metric units. Data • Collect different types of data to answer a variety of questions that have been given, demonstrating an understanding of the importance of collecting relevant data. • Represent information by creating a variety of appropriate charts or increasing complexity, including tally charts, frequency tables, bar graphs and line graphs. Shape • Explore vertices, edges and faces of three-dimensional shapes and use these characteristics to describe a three-dimensional shape. • Use efficient methods for finding the perimeter and areas of two-dimensional shapes, understanding how these formulas are derived. • Explore and consolidate understanding of the properties of two dimensional shapes to include the number of sides and symmetry. Time • Read analogue and digital clocks accurately and make interpretations and perform calculations involving time. Position, direction and movement • Develop an understanding of the ways in which coordinates are used to solve problems involving position, length and shape.

[illegible]

RecE, RecMcD & 1WR

Summer Term 2025	Parent Overview - Seize the Season	Year 1, Rec HCD & Rec E





St. Patrick's RC Primary

Spring 2026

Language, Literacy & Communication

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Improving standards in writing and early reading has been a key focus this year, particularly in developing strong foundations in phonics, handwriting and the confident use of literacy skills across all areas of learning. All staff took part in high-quality training in early reading and phonics, which led to the successful introduction of a new phonics programme in PS1 and PS2. Daily phonics sessions are now firmly embedded, ensuring consistency and supporting pupils to develop secure decoding skills. Individual reading sessions have also been introduced and are now a regular part of the weekly timetable, helping children to build confidence, fluency and enjoyment when reading with an adult.

Handwriting and presentation have continued to improve across the school, supported by regular, structured teaching in all classes. Opportunities for writing have increased significantly, with pupils writing for a range of real-life purposes and across different subjects. In PS1 and PS2, a new approach to planning has strengthened links between literacy and topic work, providing children with meaningful and engaging reasons to write at length in a wide range of genres. This approach has now been extended into LPS2.

Pupils' attitudes towards reading and writing have also improved. Children regularly visit the local library, meet authors and take part in whole-school celebrations such as World Book Day. Classroom reading areas and literacy resources support independence, and pupils are increasingly choosing to read and write during their learning time. Importantly, children are now confidently applying their phonics and reading skills in real-life contexts, such as labelling their work, reading signs, following hymn sheets and using phoneme mats independently. Parental engagement has been a strong feature of this work, with workshops and "Stay and Read" sessions helping families to support early reading at home. Overall, these improvements are leading to greater confidence, enjoyment and progress in literacy for all pupils.





St. Patrick's RC Primary

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Mathematics & Numeracy

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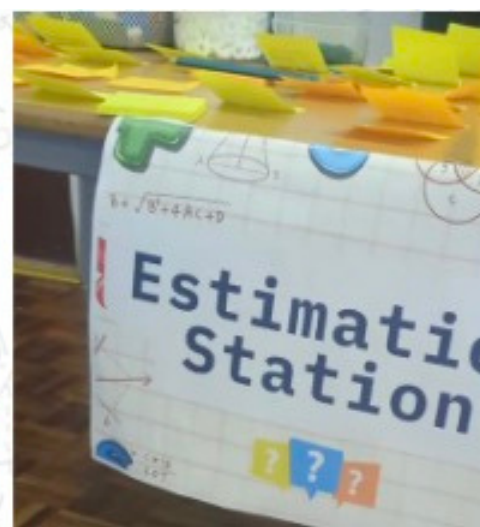
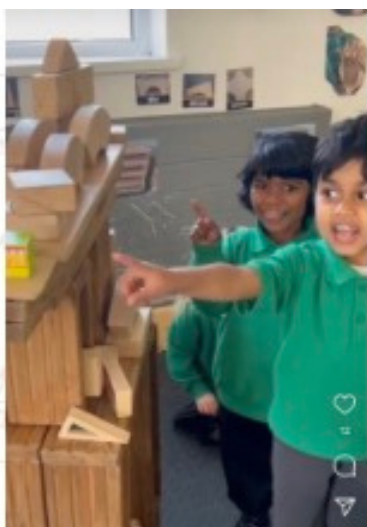
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Improving standards in mathematics and numeracy has been a key priority this year, with a strong focus on developing pupils' logical reasoning, problem-solving skills and their ability to apply maths confidently across the curriculum.

Staff across the school engaged in high-quality professional learning to strengthen their understanding of effective mathematics teaching, particularly how to develop pupils' reasoning through discussion, exploration and reflection. As a result, mathematics lessons now regularly include opportunities for pupils to explain their thinking, justify their answers and use appropriate mathematical language.

Provision in mathematics has continued to improve through the use of visual models, sentence stems and practical resources to support understanding. Staff training on manipulatives and structured approaches, alongside visits to schools with strong practice, has increased confidence and consistency in teaching. These approaches are helping pupils to deepen their understanding and become more independent learners.

Numeracy skills are now planned and applied across a wide range of subjects, ensuring learning is meaningful and relevant. Pupils are increasingly able to transfer their mathematical skills to different contexts, supporting deeper learning. Pupil voice and engagement have also improved through celebrations such as Maths Day, online competitions and regular rewards for effort and progress. As a result, pupils show greater enjoyment, confidence and resilience in mathematics, alongside improving outcomes across the school.





St. Patrick's RC Primary

Spring 2026

Early Years

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Developing a curriculum that enables high-quality learning, independence and excellent progress from Reception to Year 2 has been a key priority this year. Staff across these phases have continued to strengthen their understanding of child development through professional training, visits to other successful settings and collaborative observation opportunities. This has supported adults in responding more effectively to children's interests and needs, ensuring learning experiences are well matched and purposeful.

Learning environments have been carefully designed to promote independence and engagement. Both indoor and outdoor areas offer a wide range of stimulating learning zones that encourage exploration, creativity and problem-solving. Staff regularly observe how children use these spaces and adapt them to deepen learning and challenge pupils appropriately. As a result, children are increasingly confident in making choices, sustaining their learning and applying skills independently during play and structured activities.

Curriculum planning from Reception to Year 2 has been refined to ensure learning is meaningful and rooted in real-life experiences. New planning approaches place a strong emphasis on seasonal learning, local contexts and first-hand experiences, allowing pupils to take greater ownership of their learning and develop their voice. Communication and collaboration are key features of daily practice, with children encouraged to share ideas, explain their thinking and listen to others. Through high-quality questioning and discussion, pupils are developing strong oracy skills and growing independence as learners. Overall, these improvements are supporting children to become confident, curious and motivated learners, well prepared for the next stage of their education.





St. Patrick's RC Primary

Spring 2026

Welsh Language

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This year, the school has continued to focus on developing pupils' confidence and skills in speaking Welsh, helping them to use the language naturally in everyday situations. Staff received specialist training to support high-quality Welsh language teaching, and this has led to more consistent use of Welsh across all classrooms. The school was awarded the Siarter Iaith Bronze Award, recognising our commitment to promoting Welsh language and culture throughout the school. Pupils now regularly hear Welsh in both structured lessons and incidental classroom interactions, helping them to become familiar with common phrases and sentence patterns.

Welsh is celebrated weekly during assemblies, where both pupils and staff are recognised for using the language. A Welsh mascot is used across classrooms and communal areas to encourage and reward participation, and pupils respond positively to this approach. Digital resources, such as Duolingo in Year 4-6 and structured reading rotations in Welsh are also supporting pupils to practise their speaking and listening skills.

Many pupils in Progression Year 4-6 show growing confidence in responding to questions and using Welsh in context, and they report enjoying the opportunities to speak the language. Pupils also understand the importance of learning Welsh, which helps to strengthen their sense of identity and belonging in the local community. The school recognises that further work is needed to capture the views and experiences of younger pupils in Reception to Year 3 to ensure all children feel confident using Welsh. Over the next year, there will be a continued focus on embedding Welsh throughout the curriculum, increasing opportunities for pupils at all stages to speak the language, and celebrating their progress. This will ensure that Welsh is a living, meaningful part of everyday school life, helping every pupil to develop both language skills and a strong sense of cultural identity.





St. Patrick's RC Primary

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Religious Education

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This year, the school has continued to focus on strengthening its Catholic life, mission, and the quality of collective worship, ensuring that every pupil feels part of a caring, faith-filled community. Nearly all children now have regular opportunities to plan, lead, and participate in acts of worship. They take on different roles such as reading, singing, or leading prayers, which helps them develop leadership skills, confidence, and a sense of responsibility. In classrooms and across the school, teachers actively support this by leading Junior Prayer Partner (JPP) assemblies, helping organise bubble Masses, and guiding hymn singing. These experiences give pupils a real sense of ownership over their spiritual life and help make worship meaningful and engaging.

In addition to collective worship, children are learning about Catholic Social Teaching and how its principles shape everyday life. Many pupils can confidently explain key principles, such as caring for others, promoting justice, and respecting the dignity of all people. They can also identify examples of these values in action at school and in the wider community, showing an increasing awareness of the positive impact they can have on the world around them.

Leaders and governors carefully monitor and evaluate the school's Catholic life and mission, ensuring that provision is inclusive, high quality, and purposeful. As a result, pupils are not only developing spiritually but are also growing in confidence, empathy, and understanding of their responsibilities as part of a wider faith community. By embedding these values in daily life, St Patrick's supports every child to flourish academically, socially, and spiritually, helping them become thoughtful, compassionate, and active members of society.





St. Patrick's RC Primary

Spring 2026

Toilet Facilities

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At St. Patrick's there are adequate toilet facilities for all staff and pupils that are maintained as part of the daily cleaning cycle. A toileting policy is available upon request.

Healthy Eating

We are very proud of our Healthy Schools status and have been working hard to improve the many ways in which we promote a healthy lifestyle. We listen to the children and work with families to encourage healthy choices e.g. snacks, lunches, drinks and keeping active. We include and encourage all adults that work in the school to create and maintain a culture in which health and wellbeing are a priority. We have a thriving Healthy Schools Council which meet on a weekly basis and have their own section of the website which they use to share their ideas and initiatives. [Click here to view it.](#) In addition there is also a dedicated section of the school's website which has become a great place to share ideas and healthy recipes etc. It can be viewed by [here.](#)





St. Patrick's RC Primary

Spring 2026

School Development Plan

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For 2024/25 the Areas for School Improvement were:

Overview of School Improvement Priorities for 2024-2025

	Priority 1: Enabling Learning To further develop a pedagogically appropriate curriculum that enables profound learning in PS1 & PS2 leading to excellent progress and standards. Success Criteria 1.1 All adults have a thorough knowledge and understanding of child development and apply this capably in their roles to support pupils' learning and development. 1.2 Engaging indoor and outdoor experiences positively impacts pupils' independence. 1.3 Leaders have developed an effective curriculum that recognises and responds to the unique nature and needs of pupils and is based on providing authentic and engaging first hand learning experiences 1.4 All children communicate successfully. 1.5 All pupils demonstrate Independent thinking through discussion.	Priority 2: Cross Curricular Responsibilities To further improve standards of cross curricular skills, with a focus on: a) M&N: logical reasoning b) LLC : writing Success Criteria 2a.1 Progress in logical reasoning will be strong 2a.2 Provision in M&N will improve with a focus on logical reasoning. 2a.3 Standards of cross curricular numeracy will improve. 2a.4 Pupils attitudes to mathematics and numeracy will improve. 2b.1 Progress in writing will be strong. 2b.2 Provision in early reading and writing with a particular focus on phonics will improve. 2b.3 Standards of cross curricular literacy will improve. 2b.4 Pupils' attitudes to literacy will improve.
Priority 3: Welsh & Spanish To further improve standards of oracy in: a) Welsh b) MFL: Spanish Success Criteria 3a.1 Standards of Welsh oracy will improve. 3a.2 Pupils attitudes towards Welsh will be very positive and contribute to a feeling of identity and support wellbeing. 3b.1 Standards of Spanish oracy will improve. 3b.2 Pupils' attitudes towards languages will be very positive.	Priority 4: Inclusion To further develop excellent education opportunities for all learners and their families in a safe and inclusive environment. Success Criteria 4.1 Through early identification, support and targeted actions, all learners make good progress in relation to their starting point. 4.2 All pupils and families are supported to overcome barriers of poverty and disadvantage. 4.3 Leaders have developed an effective curriculum that is free from discrimination and empowers minority groups.	Priority 5: Leadership To develop high quality middle and senior leaders. Success Criteria 5.1 Leaders keep the quality of teaching under review through robust self evaluation and identify strengths and opportunities for improvement (individual, departmental, whole school). 5.2 Leaders positively influence the quality of teaching to enable learners to progress in relation to the four purposes and the principles of progression. 5.3 Leaders use assessment information to support all learners to make good or better progress in accordance with the principles of progression with a particular focus on vulnerable groups. 5.4 Leaders enable learners to influence their learning experiences and develop their effectiveness as a learner. 5.5 Leaders establish and maintain a positive and inclusive learning and teaching environment. 5.6 Leaders ensure that the school positively promotes the Welsh language and the culture of Wales.