

PARENT NEWSLETTER



June 2024



A NOTE FROM THE HEADTEACHER

The last few weeks have brought with them the warmer weather but also some days where we could have been convinced that it was November! It has been lovely to see our pupils learning outdoors, doing a variety of different things in a variety of different ways with the outdoor classroom providing a very valuable base, as well as just enjoying more of the drier weather at breaks and lunchtimes. There has been a huge amount of activity this final half term already. We have seen year 11 complete their final examinations with us, leaving the hall to the loudest cheering and clapping from our pupils in year 3-6. They had made posters wishing them luck and could all say why they were there, standing with pride at how well year 11 have approached their examination period, as were all staff. Just the countdown to results in the summer now...Year 10 have completed a smaller number of examinations and year 9 had their very first experience of the examination hall so that they are less daunted by it for their first 'real' examination.

We have had a big day of celebrating music across the school with singing and harp performances from Babis Bach for nursery and reception, year three have been taught how to split a blade of grass and use it as a musical instrument, outdoor performances of guitar at breaktime to name just a few activities. The local authority music service provides lessons for many of our pupils across the school. If your child is interested in learning to play an instrument, further information can be found here: <https://customerportal.rctcbc.gov.uk/MusicLessonEnrolmentForm>

The focus of this newsletter is developing skills across the full range of the curriculum. It is our expectation that all teachers support the development of literacy, numeracy and digital competence skills across the full range of the curriculum and that they use these skills to support learning in their area. These opportunities can take a variety of different forms but give pupils an additional emphasis on these important skills and also help them to understand their application. Throughout this edition, faculties have provided examples of literacy, numeracy and/or digital competence within their area so that you can gain an understanding of our approach in school. Further information is available on the website.

With warm wishes,

Ms Laura Morris
Headteacher



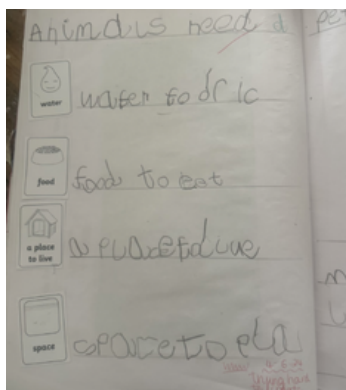
Newsletter focus item:

Developing skills across the curriculum

Literacy, numeracy and digital competence are all mandatory aspects of the curriculum. They are important skills for our pupils to develop and they underpin all learning. These skills are taught through all subject areas for all age groups and some examples of how pupils demonstrate these areas in different subject areas can be found below.

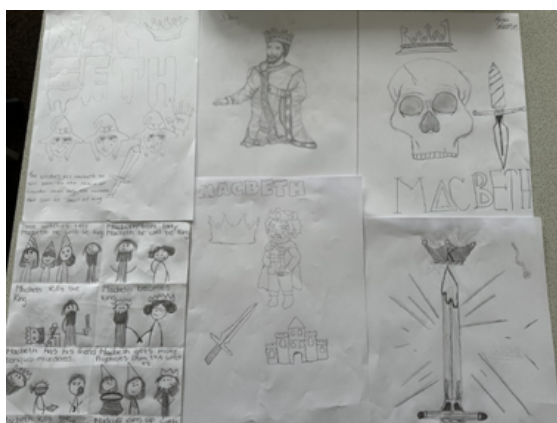
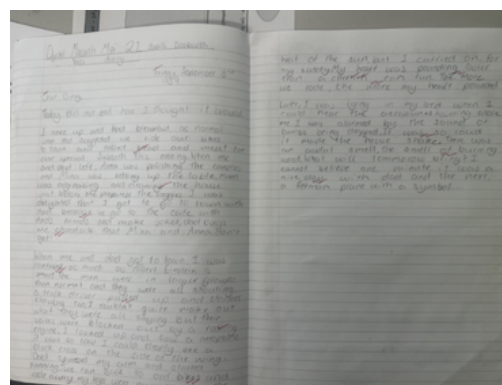


English, literacy and communication



Pupils develop their reading, writing and oracy skills across all areas of English, literacy and communication. In reception, pupils have learned about creatures. They have looked at different types of animals, their habitats and what they need to survive. Pupils have also looked at pets, farm animals, animals that live in the jungle, creatures that live in the water, dinosaurs and mini beasts. Pupils have been encouraged to ask as many questions as possible about this topic to develop their speaking and listening skills. Below is a piece of work linked to what pets require in their lives.

In year 5, pupils have been studying the novel 'After the War'. Here, pupils have focused on their extended writing skills by writing a diary entry explaining their experiences of a bombing. To the right is a diary entry from one of our year 5 pupils!



Most recently in year 9, pupils have been studying the play 'Macbeth' by William Shakespeare. We have looked at plot and characters to prepare for an upcoming essay based on the main character, Macbeth. Attached are a range of visual representations from year 9 to show their understanding of the plot.

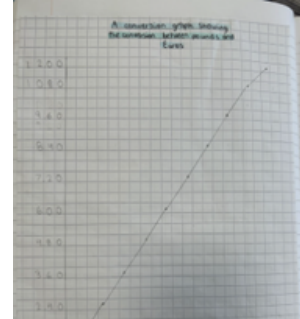
Mathematics and numeracy

Within mathematics and numeracy lessons, pupils develop a wide range of cross curricular skills, these include mathematics, numeracy, financial education and enterprise.

All year groups have more financial education within their curriculum and this has been supported by the 'Centre of Excellence' programme, with most pupils in years 9 and 10 completing their qualification in financial education. Pupils in year 1 learn by handling money and understanding concepts like needs, wants & savings. The message is consistent and as pupils progress throughout the school, they build upon their knowledge further.

In year 6, during our hook day for the enterprise theme pupils used exchange rates to work out what items would cost in various currencies.

They also created conversion graphs to convert currencies.



Handwritten budgeting notes on lined paper. The title is 'Budgeting' and the date is 'Date: 11/11/11'. The notes are organized into several boxes with headings: 'RENT', 'BILLS', 'FOOD', 'TRANSPORT', 'HOBBIES', and 'SAVINGS'. Each box contains a list of items and their costs. At the bottom, there is a section titled 'Why is having savings important?' with a paragraph of text.

Pupils have been learning about the importance of budgeting and have completed a number of real life scenarios where they need to use a budget. For example, here pupils needed to think about the items they would need to buy for a new flat after they had considered the cost of rent, bills and food for the month based on their monthly wage. They also had to justify their choices.

Following this, pupils were then given a larger budget and were introduced to wants and needs to spend their budget on. They were asked to consider different properties for rental, different shops for groceries and the activities they would like to do to within their budget.

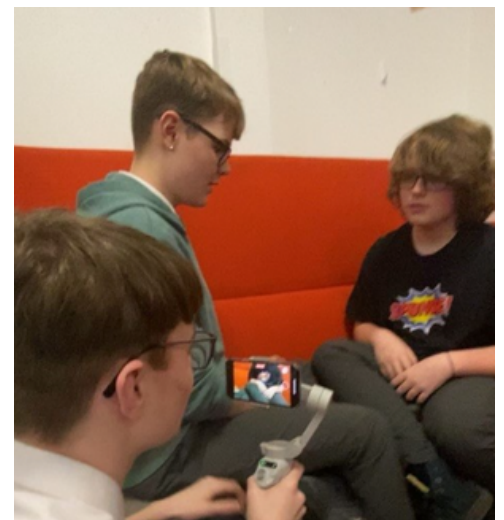
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Handwritten budgeting notes on lined paper. The title is 'Budgeting - planning our school moving up day' and the date is 'Date: 11/11/11'. The notes are organized into a table with columns 'Item', 'cost', and 'Running Total'. Below the table, there is a section titled 'What ways could we raise the money needed for our Moving up Day?' with a paragraph of text.

Item	cost	Running Total
Entertainment		
tablets/cds/hrs	£284	£1,422
snacks/bul hrs	£59	
cupping bul hrs	£426	
Food		
dominos pizza	£440	£440
pizza		
Drinks		
Fizzy drinks	£30.75	£30.75
Total for the day	1292.75	1292.75

In preparation for the year 6 moving up day pupils were given an estimated budget to plan their ideal day. Pupils researched the cost of the inflatables they would like to hire for the day and the cost of food they would like. They 'shopped around' for deals and offers to find the best value for money.

Also, a group of our year 10 pupils had the opportunity to take part in the Young Enterprise Company Programme. Through this programme they have established their own company, taking a business idea from the initial concept, through to selling products at trade fairs. They have been able to present and pitch both themselves and their business to industry professionals and experts, gaining valuable skills in speaking and communication through this. The programme has been a fantastic opportunity for our pupils to develop a vast range of skills and competencies in a variety of areas to do with business and entrepreneurship which they can now take forward into their final year at Ysgol Nantgwyn and further into the world of further education and work.



STEM

Within STEM lessons, pupils develop a wide range of cross-curricular skills, these include digital, literacy and numerical skills. As a part of their STEM provision this year, year 5 have learned the components of a circuit and how to make a series and parallel circuit. To practise this, they used online circuit simulators to model their circuits and test adding or removing components before building them. They investigated voltage and current using their knowledge and formed an accurate table and plot a graph to show the relationship.



In year 7, pupils are taught a STEM approach where key skills are integrated in all lessons. In CSI they reviewed scientific data using chromatograph and produced forensic reports integrating their literacy skills and digital skills. Throughout STEM lesson pupils develop numeracy skills by applying equations in speed applications and draw graphs of their data.



Languages and culture

In nursery, pupils have been continuing to learn through the creative process, exploring materials, sounds, stories and techniques. Pupils use iPads to support their learning using apps and websites that allow them to explore music building blocks, like Chrome Music Lab. They track beats and rhythm as they explore numeracy in music. In languages, pupils have been developing the foundations of the language by learning new words in Welsh and Spanish through song, repetition reading and speaking.

In Year 8, pupils have been developing the theme of equality and diversity. They have explored the work of a range of artists and they have created personal responses that show that we really understand the intentions and meaning behind the work. Pupils have explored stories from a range of texts in drama and developed our own performances. They have developed their literacy skills through reading and image and reading for visuals.

Gwraith Osbarth Reading an image Dydd Mercher 24 Ebrill

In the image I can see a person, colours, houses, people fighting. Colour has been used by showing that on one side it's all colourful showing that it's happy, but on the other side there's no colour which shows that something sad or depressing is happening on that side.

The artist is Abar.

Gwraith Osbarth My personal response to refugee Art Dydd Weddi 29 Ebrill

RACHEL
Life in my country was quite distressing. I didn't attend school because my mother was of a particular religion that my country doesn't favour. I could see other children around me experiencing a normal life - school going to school, playing outside with their friends. I just felt very different.

Because in the UK, being a Christian isn't a problem but in my country, which is a predominantly Muslim country, it wasn't a favoured religion or tradition but my mum kept on going secretly to church on Sundays and when the police invaded the secret services they were having, the whole atmosphere was full of, kind of, flames.

It felt like everything was going to burst out and my mum was treated very bad from the local citizens and she felt like she wanted to escape somewhere. We secretly decided to leave. We didn't let anyone know. I think my father found someone to take us at the back of a lorry I think it was.

We were crunched together. We slept and slept and slept, and it was very dark so we couldn't really see whether daylight had come. We lost track of time. It was a kind of journey that we didn't know where we would lead to.

We just travelled and we got to the UK. I had begun to experience the childhood I'd been dreaming about. My friends, I played outside very comfortably and safely. I had a sense of normal family life but then the decision letter came that we'd been rejected. Leave to remain in this country.

It was the letter that changed everything. This one piece of paper just changed my whole life once again. It was a shock in the morning, these huge men, like huge medians, they came to our house and put us in a van and took us to a detention centre. So there's a lot of closed doors banging all the time - huge walls that you can't see from, I always used to look up at the wall and think I wish I could fly and just escape.

I can remember once I held the bars in my hands and I couldn't believe that I was just stuck in a prison in the UK for doing nothing, for being a child, for escaping to safety and I was very angry.

We had received good news that we would be let out. Agh, um, I started living normally once again but I was so afraid that this would happen again, and it did happen again. They had taken us straight to the airport and then we were sent back to our country.

They didn't welcome us at all. They looked at us with real hostility and hatred. They just thought, 'Why did you go to the UK?' And then my mum hated because they had hit her across the head.

And then we travelled from place to place searching out some help but it was obvious that we wouldn't get any help so it was then that my mum had decided we had to leave once again. And then she found an agent and then we were brought back to the UK.

We were taken to our new home. The people were very, very kind to us, very welcoming. It was very safe. I just lived normally but there was also that fear within me that it could happen once again. It would happen anytime.

We had just a phone call, I thought it was bad news, but when she said, 'I have good news for you, you've been granted leave to remain.' I thought 'oh gosh, yes, finally!'

It was the decision that saved my whole life. Now I'm living in a normal life. I've learnt from my experience. And I want to become a lawyer so I can help people who also experience the same thing. I know this problem will never end. So hopefully I want to become an international lawyer to save people.

Life

In the faculty of life (humanities and well-being) nursery pupils have been developing their literacy, numeracy and digital skills in many ways. Within the nursery classroom, pupils engage with interactive devices such as iPads and an interactive C-Touch board. In the photograph below, the pupils drew a picture of themselves using the interactive board and could verbally identify features on their head and face.



I can name and recognise the letter sound 'f'



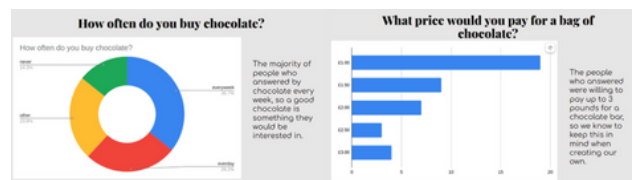
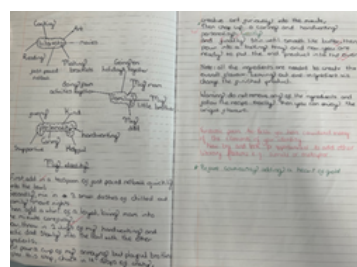
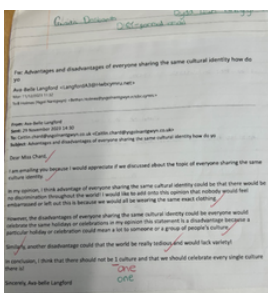
When pupils develop their pencil grip and letter formation they are developing their literacy skills. They are beginning to recognise letters and sounds and practise writing through making letters in sand and foam as well as in exercise books.

Within numeracy, pupils are learning their numbers one to five before progressing to ten and beyond. They develop their numeracy knowledge by naming, recognising, ordering, and creating number sets. In the example seen below, the pupils were learning about a firefighter and wrote numbers along the firefighter ladder.



Year 6 pupils have worked on their literacy, numeracy and ICT skills through the theme of 'Identity'. Their numeracy skills developed whilst using infographics of surveys carried out about identity and when sending emails sharing balanced views about the advantages and disadvantages of everyone sharing the same cultural identity, they enhanced their DCF skills.

Their literacy skills were developed further by drafting and re-drafting a recipe poem that pupils wrote showing what makes up their identity based on a poem by Benjamin Zephaniah, an example of which can be seen below:



In year 10, pupils develop their numeracy, literacy and ICT skills throughout each subject area, but most noticeably perhaps during their Welsh baccaulaureate lessons. Pupils engaged with an enterprise task earlier this year where they worked in teams to develop a chocolate business. Their literacy skills were used in several ways including when undertaking secondary research to determine who their competitors would be and then to write an account of this. Their numeracy skills were developed when determining profit forecasting for their business, and their ICT skills were developed by writing surveys for their primary research and uploading the results to spreadsheets which allowed them to generate charts and graphs. They then analysed these charts and graphs to determine how best to develop their product. Further, many pupils went on to develop a website to promote their product an example of which can be viewed via this link: <https://adventurebar.square.site/>

Pupil leadership team

The pupil leadership team have most recently been involved in meetings with the kitchen team and giving their feedback on the canteen arrangements and the lunch/break options that are currently being served. This feedback will be used by the kitchen team to continue to improve their services for our pupils. The process for electing the lead pupil team for next year will begin shortly. Watch this space for the elected candidates.



Rights respecting schools

Rights Respecting Schools take a whole-school approach to embedding children's rights at the centre of ethos, learning, relationships, decision making and policies.

The website for the children's commissioner for Wales has lots of interesting information about the rights of children and young people, which you and your child can explore together.

<https://www.childcomwales.org.uk/uncrc-childrens-rights/>



**Comisiynydd
Plant Cymru**

Children's
Commissioner
for Wales

Equipment

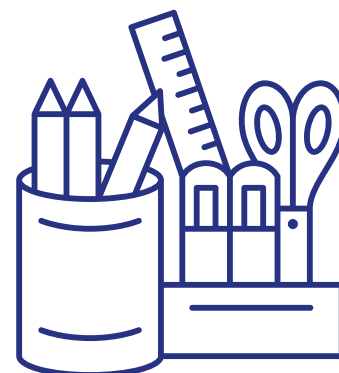
It is important that pupils come prepared to school with their equipment everyday so that they can fully participate in their learning:

Pupils need to bring to school the following equipment:

- blue/ black writing pen
- spare pen
- a green pen
- pencils
- ruler
- rubber
- protractor
- scientific calculator
- a notebook
- a reading book/ reading material
-

Parents may also want to purchase but they are not compulsory:

- coloured pencils
- felt pens
- highlighters
- sticky notes



Please could you check with your child that they are fully equipped for learning.