30th January 2026

Catholic Life of the School

On Wednesday Father Solomon celebrated his final Mass with us. We wished him all the best for his move to his new parish in Carmarthen. We thanked him for all his hard work with us. We will miss Father Solomon!!

Class Assembly

On Friday 6th February at 3pm Class 3 will present their Assembly. Parents are welcome to attend.

A reminder that Friday 13th February is an Inset Day. The school is closed to children.

Sickness reporting

If your child is unwell, please telephone the school the first morning of their absence; we have a dedicated telephone line where you can leave a message. If your child is unwell in the morning but then perks up, please bring them into school, they will then get their afternoon mark.

Late in the mornings

This has become a problem again, in many of the Classes. It is extremely disruptive when children are late for the following reasons:

1. **They miss the vitally important introduction to the day's learning**
2. **The Teacher has to get the Register back out to record the late mark (this stops them from teaching)**
3. **The Dinner register has to be changed (this stops the teacher from teaching)**
4. **Miss Jenkins/ Mrs Chivers/ Mrs Mills has to leave the Office to escort children to their Classroom, particularly if they are in the Foundation Phase. This leaves the Office unstaffed; the telephone and door unanswered and important administration work interrupted.**
5. **Some children receive additional learning interventions from the Teaching Assistants, these begin at 8.55, your child would then miss these short but very important daily sessions. They cannot be rescheduled as the Teaching Assistants work to very tight timetables.**

Most importantly they miss out on valuable learning opportunities and, they are often very embarrassed if they are regularly late.

Please make every effort to ensure that your child is in school for 8.55a.m. Thank you.

Be on time

at five to nine

Safer Internet Day

This will take place on **Tuesday 10th February**. Each Class will do some work around staying safe online that day. You will find some conversation starters that may be useful for you to use with your children, particularly if they are in Classes 3,4,5 and 6.

Use the questions below to help start discussions about how we can all use the internet safely, respectfully, responsibly, and positively when gaming and spending time online.

Start the conversation on a positive note:

- What do you like most about the Internet and why?
- How do you have fun using the internet and technology?
- What's your favourite game, app or website?
- How does going online make you feel?
- How does the internet and technology make your life better?
- Do you most enjoy going online alone, or with other people?

Talk about relationships and communicating online:

- Who do you communicate with online? What different methods do you use to communicate online? (E.g. in-game chat, video calls, group chats, etc.)
- What is good about communicating online?
- What can be challenging about communicating online?
- What is different about talking to someone online compared to talking face to face?
- How much can you trust people you only know online?
- What do you and your friends do to keep yourselves safe and happy, when you are chatting and communicating online?

Conversation starters

Talk about respect online:

- What does respect mean to you? What does it look like online?
- What does disrespect look like online?
- What makes a good friend online?
- What can you do if you fall out with a friend online?
- Do people disagree more online or offline? Why do you think that is?
- What could you do if someone you were talking to online was unkind to you, or made you feel worried, upset, or uncomfortable?

Talk about looking after yourself and others online:

- How do you stay safe online? What tips do you have and where did you learn them?
- Do you know where to go for help and where to find the safety tools on your favourite apps and games?
- What could you do if being online is making you feel worse rather than better?
- What could you do if you saw that a friend online needed some help or support?

Inset days 2026
Friday 13th February
Monday 1st June
Monday 20th July

Diary Dates for 2026, these will be updated regularly
January
Wednesday 28th January 9.30am Mass in the school hall
February
Friday 6th February Class 3 Assembly 3pm
Saturday February 7th children make their Sacrament of Reconciliation 10am at Holy Family Church
Tuesday 10th February Safer Internet Day
Thursday February 12th 3.00pm meeting for parents of children going to the residential visit to Llangrannog (Year 6)
Friday February 13th Inset Day school closed to children
Monday 16th February half term begins
Friday 20th February half term ends
Monday 23rd February children return to school
Friday 27th February- celebrating St David's Day- children to wear traditional costume or red
March
Thursday 5th March World Book Day
Tuesday 10th March individual photographs
Monday 16th March Y6 Residential visit to Llangrannog
Wednesday 18th March Y6 return from Llangrannog
Monday 23rd March Class 1,2 and 3 present Palm Sunday 3pm
Tuesday 24th March Class 4 present The Last Supper 3pm
Wednesday 25th March Class present The Trial of Jesus and Garden of Gethsemanae
Thursday 26th March Class 6 present the Crucifixion
Friday March 27th Easter Raffle
Friday 27th March school closes for the Easter holidays

April

Monday 13th April Children return to school after the Easter holidays

Monday 13th April Year 6 2-week swimming course at Fairwater Leisure begins

Wednesday 29th April Class 5 Parental Consultation Meeting

Thursday 30th April Classes 1,2, 3, 4 and 6 Parental Consultation Evening

May

Monday 4th May Bank Holiday

Tuesday 5th May Class photographs

Wednesday 6th May Class 5 Parental Consultation Meeting

Thursday 7th May Classes 1,2, 3, 4 and 6 Parental Consultation Evening

Friday 22nd May school closes for Half term

Monday 25th May half term begins

Friday 29th May half term ends

June

Monday 1st June Inset Day School closed for children

Tuesday 2nd June children return to school after half term

Wednesday 17th June Sports Day

Sunday June 21st children make their First Holy Communion 9.30am at Holy Family Church

Wednesday 24th June Sports Day if the weather is poor on the previous date

July

Monday 6th July Class 5 and 6 Play

Tuesday 7th July Class 5 and 6 Play

Tuesday 14th July Year 6 Leavers' Assembly

Friday 17th July school closes for the summer holidays

Term Dates 2025/26

Term	Term begins	Half Term begins	Half Term ends	Term ends
Autumn Term	Monday 1/9/2025	Monday 27/10/2025	Friday 31/10/2025	Friday 19/12/2025
Spring Term	Monday 5/1/26	Monday 16/2/26	Friday 20/2/26	Friday 27/3/26
Summer Term *4/5/26 May Day Bank Holiday	Monday 13/4/26	Monday 25/5/26	Friday 29/5/26	Monday 20/7/26

Term Dates 2026/27

Term	Term begins	Half Term begins	Half Term ends	Term ends
Autumn Term	Tuesday 1/9/2026	Monday 26/10/2026	Friday 30/10/2026	Friday 18/12/2026
Spring Term	Monday 4/1/27	Monday 8/2/27	Friday 12/2/27	Friday 19/3/27
Summer Term * May Day Bank Holiday 3/5/27	Monday 5/4/27	Monday 31/5/27	Friday 4/6/27	Tuesday 20/7/27

CLASS ONE

This week in Class One we have been practising our counting skills and learning to count along a track. We played games to race our cars to the end and we learned how to program the bee bots carefully.

We set up our own car wash in the garden. We had great fun riding through the car wash and washing the cars.

The car wash attendant helped us choose our wash option and cleaned our cars.

PIC·COLLAGE

CLASS TWO

This week we made an exciting discovery — a Tyrannosaurus Rex footprint is *HUGE*! To help us understand just how enormous it really was, we investigated how many of our own footprints could fit inside one T-Rex footprint.

First, we made our **estimates**, which ranged all the way from **13 to 400**. It was fascinating to see how different our predictions were!

Next, we created our own footprints with the help of a partner. There was **fantastic teamwork**, careful **drawing**, and impressive **cutting skills** on display as everyone worked together.

After that, we began placing our footprints inside the giant T-Rex footprint to see how many would fit. It was a fun, way to explore size, measurement, and estimation — and we were amazed by the results! It took 70 of our footprints to fill the Tyrannosaurus Rex footprint!

Class Three

This week in Class Three as part of our Religion in Branch 3 'Galilee to Jerusalem' we listened carefully to scripture from Luke 4:1-15 Temptation in the Wilderness. We talked about the belief that sin is when people make bad choices and that means they turn away from God and how God will always forgive those who are sorry.

We thought about the importance of forgiveness and how we can say sorry to each other. We created forgiving fingers.

Say sorry to your friend.

Accept your friend's apology.

Draw them a picture.

Talk with your friend.

Give them a hug.

It's important to forgive because it helps you to move on.

Penny

Listen to your friend.

Give them a hug.

Accept your friend's apology.

Let it go.

Talk it out.

Winnie

It's important to forgive because it helps you let go of resentment.

We thought about the bad choices we have made and wrote sorry prayers asking for God's forgiveness. Here are some of our prayers:

Dear God,

Thank you God for my loving family.

I am really sorry for being mean to my brother Jason and I ask you for forgiveness.

I promise not to be mean to my brother again.

Thank you God for always loving me.

Amen

Hayley

Dear God,

Thank you God for our wonderful world.

I am really sorry for littering and I ask you for forgiveness.

I promise not to litter again.

Thank you God for always loving me.

Amen

Absalat

Dear God,

Thank you God for my family.

I am really sorry for arguing with my brother and I ask you for forgiveness.

I promise not to argue with my brother again.

Thank you God for always loving me.

Amen

Ayda

Class Four

As part of our Forces Topic the children have been investigating gravity, weight and mass. They have been weighing objects in Newtons and converting them into Grams.

Gravity is a Force

Gravity is an invisible force that pulls everything towards the centre of Earth.

It feels like it is pulling 'down' but that's because wherever you are on Earth, it is pulling you 'down' towards Earth. Your feet are still on the ground in Australia and, because of gravity, 'down' feels the same wherever you are on Earth.

Gravity is measured in metres per second squared (m/s²).

What is Earth's gravity?   Earth's gravity is 9.8m/s²
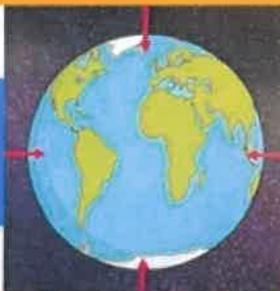
CODING WITH PYTHON IN CLASS 5

Class 5 have returned to text – based algorithms this half term using Python. We coded micro – bits to work as a step counter or to flash emojis on the LED lights. We did this previously in the autumn term but using block code. Python is far more advanced and took a great deal of care and concentration to avoid syntax errors. We learned which were the most common bugs and how to fix them (usually indents, colons and brackets).

✎ python microbit steps

```
1  # Imports go at the top
2  from microbit import *
3
4  steps=0
5
6  while True:
7      if accelerometer.was_gesture('shake'):
8          steps += 1
9          display.show(steps)
```

```
1  from microbit import *
2
3  while True:
4      if button_a.is_pressed():
5          for x in range(4):
6              display.show(Image.HAPPY)
7              sleep(200)
8              display.clear()
9              sleep(200)
10     if button_b.is_pressed():
11         for x in range(4):
12             display.show(Image.SAD)
13             sleep(200)
14             display.clear()
15             sleep(200)
```

Below: Year 5 coding leaders show their algorithms:
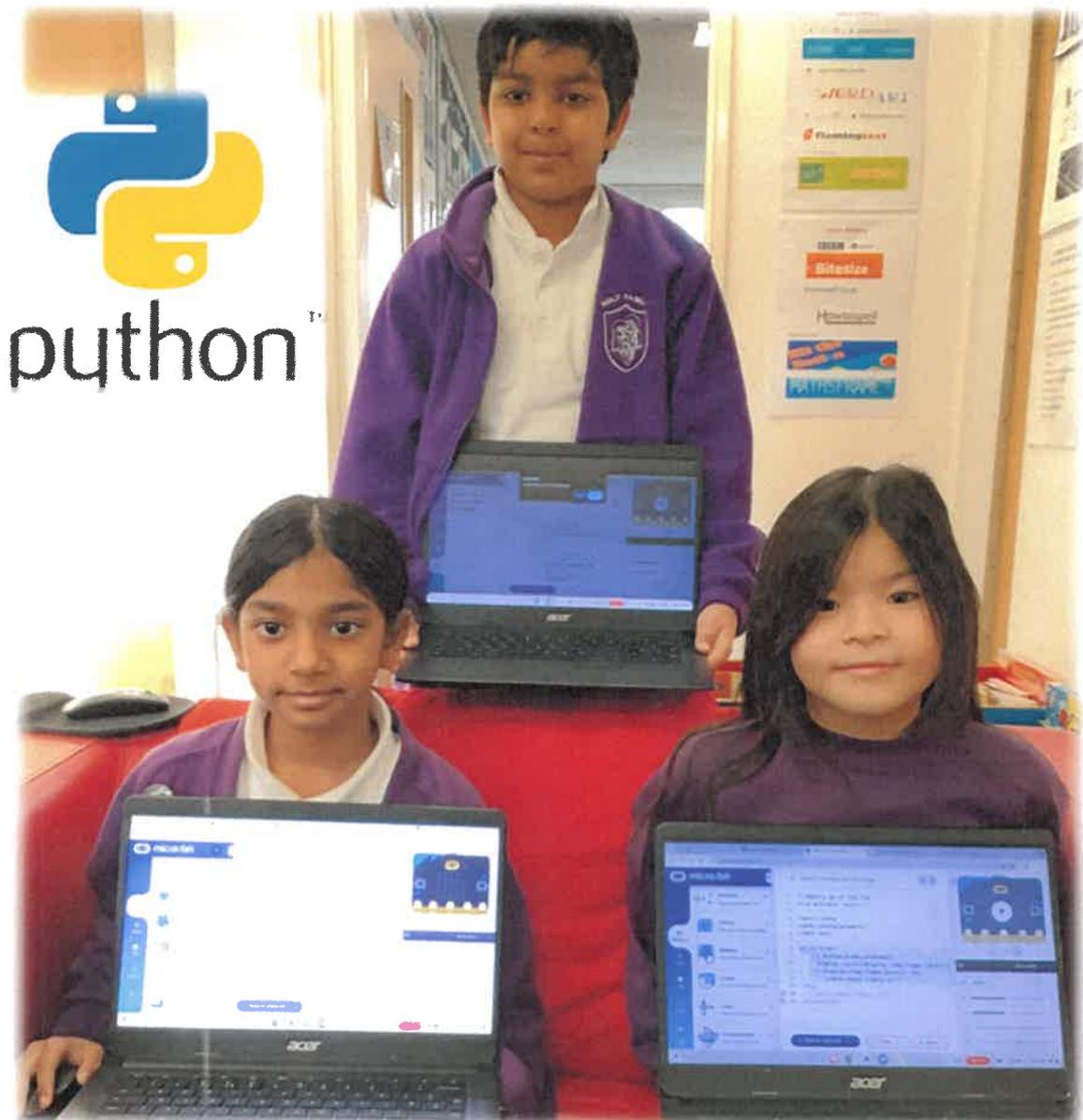
MODS v s ROCKERS

DEFINITION

60s Mods were a stylish British youth subculture focused on sharp fashion modern jazz and soul music. They were seen riding Italian scooters (Vespa/Lambretta) and these were symbols of post-austerity freedom, defining a new, aspirational teenage identity with all-night clubbing and a clean, futuristic vision that rebelled against the older generation. They prioritized looking sharp, staying current (hence "Modernists"), and enjoyed more disposable income than their parents, spending it on style, music, and transport.

Fashion

1960s Mod fashion was a sharp, clean-cut, and modern style originating from London's "modernist" youth, featuring slim-cut suits, narrow lapels for men, paired with button-down shirts and loafers. Women embraced bold shift dresses, miniskirts (Mary Quant), bright colours, geometric prints, and go-go boots. Fashion was designed for youthful energy and urban sophistication, incorporating new synthetic materials and Italian-inspired tailoring.

Definition?

Rockers wore black leather jackets (often decorated with studs), blue jeans, and motorcycle boots. They wore their hair in a "greased-back" style.
They loved to ride high-speed British motorcycles, such as Triumphs. They often customized their bikes to look like racing bikes and loved going fast, aiming to reach 100 mph (known as doing "the ton").

Fashion

60s Rocker fashion, often contrasted with Mods. They emphasized tough, motorcycling style by wearing black leather jackets (studded/patched), drainpipe jeans, white T-shirts, Chelsea boots or brothel creepers, and greased-back hair ("greaser" look) with Brylcreem.

Music

Sharp, stylish, and loud—60s mod music was the definitive soundtrack for a subculture obsessed with Italian scooters, French fashion, and American R&B. Emerging in London, it was a high-energy blend of imported sounds and homegrown rebellion.

Music

While the mods were looking toward the future of fashion and soul, 60s rockers were fiercely loyal to the raw, leather-clad energy of 1950s rock and roll. For a rocker, it wasn't about the latest trend; it was about the speed of a Triumph motorcycle and the power of a jukebox.


Background

While the mods were looking towards the future of fashion and soul, 60s rockers were fiercely loyal to the raw, leather-clad energy of 1950s rock and roll. For a rocker, it wasn't about the latest trend; it was about the speed of a Triumph motorcycle and the power of a jukebox.
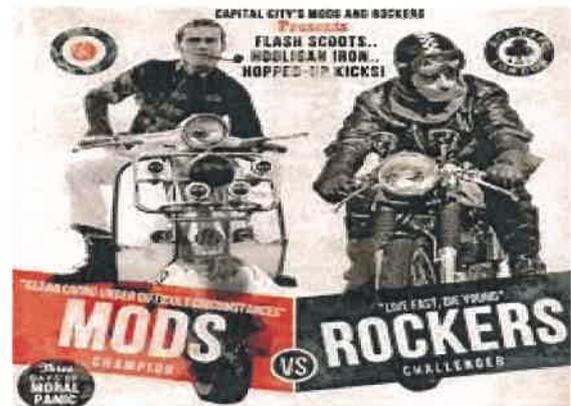
Background

While the mods were chasing the "new," the Rockers were a rebellion built on leather, grease, and high-speed steel. Born out of the 1950s "Ton-Up Boys" culture, they were the gritty, oil-stained antithesis to the polished mod aesthetic.
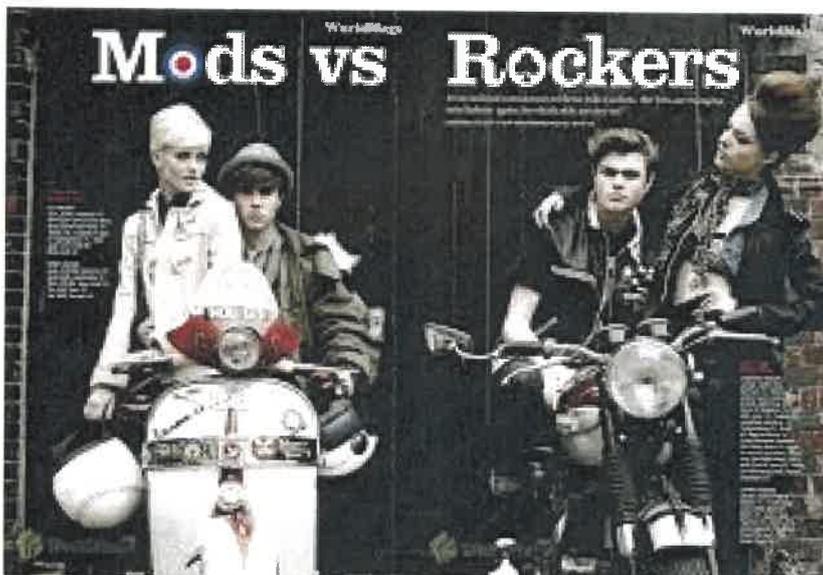
Mods and Rockers presented different styles, music, cultures and interests. They were in competition with each other and their differences often created clashes or physical battles.