

# Ysgol Gyfun Gymraeg Plasmawr

Ffordd Pentrebaen  
Y Tyllgoed  
Caerdydd  
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Pennaeth: Mr John D Hayes



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Headteacher: Mr John D Hayes

Annwyl Riant / Warcheidwad

## Adroddiad Diwedd Blwyddyn 7 - Haf 2016

Mae'r adroddiad ar gynnydd a chyrraedd academaidd eich plentyn ar gael ar y wefan moodle o dan y penawd "documents". Mae'r adroddiad yn un cynhwysfawr sydd yn amlinellu cryfderau, gwendidau a thargedau eich plentyn ac yn cynnwys disgrifiad cryno o gynnwys astudiaethau eleni. Mae pob adroddiad adrannol yn cynnwys cyfres o ddatganiadau cyffredinol sy'n ymwneud ag ymdrech a chyrraedd academaidd. Mae hyd at bedwar datganiad posib i bob maes a bydd yr athro/athrawes wedi targedu'r frawddeg berthnasol i'ch plentyn. Ceir allwedd i bob set o ddatganiadau ar y dudalen nesaf. Ceir datganiadau am ddatblygiad yn ystod y flwyddyn a chyfderau perfformiad eich plentyn yn ogystal â thargedau ar gyfer datblygu ymhellach yn y blychau ar waelod yr adroddiadau pynciol. Mae'r adroddiad ar sgiliau Llythrennedd a Rhifedd eich plentyn yn ymddangos ar ôl yr adroddiadau pynciol. Yn ogystal, amgaeaf gopi o'r adroddiad "Gwybodaeth Gymharol yr Ysgol" diweddaraf sy'n caniatáu cymharu canlyniadau'r ysgol eleni ar ddiwedd BI9 gyda chyfartaleddau Awdurdod Addysg Leol a Chymru gyfan y llynedd.

Mae gan bob pwnc yn y Cwricwlwm Cenedlaethol ei set ei hun o dargedau ymestynol sy'n cynnwys cyfres o gamau neu lefelau, ar raddfa Genedlaethol gyffredin. Ym mhob pwnc, asesir datblygiad yn erbyn safonau Cenedlaethol yn seiliedig ar raddfa o wyth lefel a Pherfformiad Eithriadol. Dylai'r tabl ar y tudalen nesaf eich helpu i fesur sut mae cynnydd eich plentyn yn cymharu yn erbyn safonau'r Cwricwlwm Cenedlaethol ar ddiwedd Cyfnod Allweddol 3 (Diwedd BI. 9). Serch hynny, yr hyn sy'n bwysig yw bod eich plentyn yn gweithio hyd eithaf ei allu. Disgwylir i'r rhan fwyaf o ddisgyblion gyrraedd Lefel 5 ar ddiwedd Cyfnod Allweddol 3. Er hynny, mae'n bwysig cofio y bydd disgyblion yn cyrraedd y lefel hon ar wahanol raddfeydd. I rai disgyblion, gallai perfformiad sy'n is na'r lefel disgwyliedig fod yn dipyn o gamp ond efallai y byddai disgwyl i ddisgyblion eraill gyrraedd lefel dipyn yn uwch na'r lefel disgwyliedig. Er yr holl waith pontio rhwng ysgolion cynradd ag uwchradd, mae mesur cynnydd rhwng Cyfnod Allweddol 2 a Chyfnod Allweddol 3 yn gallu bod yn anodd.

Mae'r rhif ar gyfer cyrraedd pynciol yn adlewyrchu'r nodweddion lefel Cwricwlwm Cenedlaethol **y mae eich plentyn wedi dangos mewn tasgau yn ystod y flwyddyn**. Defnyddiwn (+ a -) fel ffordd o ddangos cynnydd disgybl trwy'r lefelau Cwricwlwm Cenedlaethol. Gweler allwedd trosodd sy'n esbonio eu harwyddocâd. Fe gall lefelau leithoedd Tramor Modern ymddangos yn is na lefelau pynciau eraill gan fod y disgyblion yn cychwyn y pwnc o'r newydd ym mlwyddyn 7. Mae'r Targed Diwedd Cyfnod Allweddol yn dynodi'r targed personol diweddaraf a osodwyd gan y pynciau (yn derfynol erbyn diwedd mis Ionawr BI 8) trwy ystyried perfformiad blaenorol, amcangyfrifon o ffynonellau data ac wrth gwrs barn broffesiynol. Mae cofnod "N" yn y blwch "Ar darged" yn dynodi bod gan athro bryder bod y disgybl yn tangyflawni.

Os ydych am drafod cynnydd eich plentyn neu am drafod cynnwys yr adroddiad ymhellach, yna cysylltwch â'r Arweinydd Cynnydd Blwyddyn 7, Mr Aled Williams ar ddechrau'r tymor nesaf.

A wneuch chi ymateb yn uniongyrchol i'r adroddiad drwy wirio'r daflen hunan arfarnu amgaeedig a llenwi'r slip ar waelod y daflen a'i ddychwelyd i'r Tiwtor Personol ar ddechrau Tymor yr Hydref. **Bydd Dydd Iau, Medi'r 1<sup>af</sup> yn ddiwrnod Hyfforddiant Mewn Swydd i'r Athrawon. Bydd yr ysgol yn agor i flynyddoedd 7, 10 a 12 yn unig ar Ddydd Gwener, Medi'r 2<sup>a</sup>. Mi fydd blynyddoedd 8, 9, 11 ac 13 yn dychwelyd i'r ysgol ar Ddydd Llun, Medi'r 5<sup>ed</sup>.** Hoffwn gymryd y cyfle hwn i ddiolch i'r disgyblion, y rhieni a'r ffrindiau hynny sydd wedi cefnogi'r ysgol eleni ac sydd wedi sicrhau bod yr ysgol yn parhau i fynd o nerth i nerth. Hyderwn y cawn yr un gefnogaeth y flwyddyn nesaf, ond yn y cyfamser, mwynhewch eich gwyliau haf!

Yn gywir

  
**John Hayes**  
Pennaeth

Cyngor Sir Caerdydd  
Cardiff County Council



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Dear Parent / Guardian

## End of Year 7 Report – Summer 2016

You will find the report on your child's progress and academic achievement on the moodle website under "documents". It is a detailed report, which highlights your child's strengths, weaknesses and future targets and contains a brief description of the work studied during the year. Each subject report contains a series of comment banks, which report on general statements relating to your child's academic progress. There are up to four comments to each bank and the teacher will have highlighted the relevant comment for your child. There is a key for the comment banks on the following page. In addition, performance strengths and targets to ensure further progress are outlined in the boxes at the bottom of each subject report. The report on your child's Literacy and Numeracy skills follows the subject reports. In addition, please find enclosed a copy of the latest "School Comparative Information" report which allows comparison of the school's End of Year 9 results for this year with the averages for the Local Education Authority and the whole of Wales for last year.

Each National Curriculum subject has its own set of challenging targets which cover a series of steps, or levels, on a common national scale. Within each subject, progression is assessed against national standards based on eight levels and Exceptional Performance. The table on the following page should help you gauge how your child is progressing against National Curriculum standards at the end of Key Stage 3 (End of Year 9). However, what is important is that your child is working to his or her full potential. The majority of children are expected to achieve Level 5 at the end of Key Stage 3 but it is important to remember that different children will achieve at different rates. For some children, performance below the expected level may be a huge achievement whilst others might be expected to achieve significantly above the expected level. Measuring progress between Key Stage 2 and Key Stage 3 can also be difficult, despite all the transition work between the Secondary and Primary Schools.

The attainment scores for each subject are a reflection of the National Curriculum level characteristics **that your child has shown in units of work during the year**. We use (+) and (-) as a means of reflecting progress through a particular level. The table overleaf shows their significance. Modern foreign language levels may appear lower than levels in other subjects because pupils begin learning the subject in Year 7. The End of Key Stage Target denotes the latest personal target set by the subject (finalised by the end of January of Year 8) taking previous performance, estimates from data sources and of course professional opinion into consideration. A record of "N" in the "On Target?" box denotes that the subject teacher is concerned that the pupil is underachieving.

Included is your child's self-evaluation report which we need to be completed and returned to school along with your comments and signature once you have read the report on the moodle website. If you would like to discuss your child's progress to discuss the content of the report further, please contact the Year 7 Progress Leader, Mr Aled Williams at the start of next term.

Could you please take the opportunity to respond directly to this report by completing the self-evaluation with your child and return it to the Personal Tutor at the start of the Autumn Term? **Please note that Thursday, September 1<sup>st</sup> is an INSET day for the teachers. The new term starts for years 7, 10 and 12 on Friday, September 2<sup>nd</sup>. Years 8, 9, 11 and 13 return to school on Monday, September 5<sup>th</sup>.** I would like to take this opportunity to thank pupils, parents and friends for supporting the school during the year and for ensuring that Ysgol Plasmawr continues to go from strength to strength. I trust that we shall enjoy the same support next year, but in the meantime, enjoy the summer holiday!

Yours sincerely

**John Hayes**  
Headteacher



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## Allwedd i'r Datganiadau Cyffredinol :



Ymddygiad / Cydweithrediad	Cyflwyno / Cwblhau gwaith
1. Mae ei h/ymddygiad mewn gwersi yn rhagorol ac mae bob amser yn barod i gydweithio	1. Mae e/hi'n gwbl ddbynadwy wrth gyflwyno a chwblhau gwaith.
2. Mae ei h/ymddygiad mewn gwersi yn dda ac mae fel arfer yn barod i gydweithio	2. Mae'n cyflwyno i g/waith yn brydlon fel arfer ac yn weddol ddibynadwy gan amlaf o ran cwblhau gwaith
3. Mae angen iddi/o ddyfalbarhau i ymddwyn yn gyson dda ac i gydweithio mewn gwersi.	3. Mae angen iddi/o fod yn fwy dibynadwy wrth gyflwyno a chwblhau ei g/waith.
4. Mae strategaeth wedi eu rhoi yn ei le yn ystod y flwyddyn i sicrhau ei b/fod yn ymddwyn ac yn cydweithio yn y gwersi.	4. Er sawl rhybudd, mae dal angen iddi/o fod tipyn mwy dibynadwy wrth gyflwyno a chwblhau ei g/waith.
Sgiliau Astudio	Offer / Cit
1. Mae'n gweithio'n annibynnol gan flaenoriaethu a threfnu amser yn effeithiol iawn	1. Mae'n gyson yn cyrraedd y wers yn barod i ddysgu gyda'r offer / cit perthnasol.
2. Mae'n gweithio'n annibynnol ar y cyfan ac yn trefnu amser yn lled effeithiol	2. Yn amlach na pheidio mae'n cyrraedd y wers yn barod i ddysgu gyda'r offer / cit perthnasol.
3. Mae angen anogaeth arni/o i weithio'n annibynnol.	3. Mae angen iddi/o gyrraedd y wers yn barod i ddysgu gyda'r offer / cit perthnasol.
4. Mae angen cryn anogaeth a chefnogaeth arni/o i weithio'n annibynnol.	

Canlyniadau ar gyfer disgyblion 14 oed ar ddiwedd Cyfnod Allweddol 3 (Diwedd Blwyddyn 9)

Lefel	Teacher Assessment
E	Perfformiad Eithriadol
8	Yn uwch na'r lefel ddisgwyliedig
7	Yn uwch na'r lefel ddisgwyliedig
6	Yn uwch na'r lefel ddisgwyliedig
<b>5</b>	<b>Yn cyrraedd y lefel ddisgwyliedig</b>
4	Yn gweithio tuag at y lefel ddisgwyliedig
3	Yn gweithio tuag at y lefel ddisgwyliedig
2	Yn gweithio tuag at y lefel ddisgwyliedig
1	Yn gweithio tuag at y lefel ddisgwyliedig
Deilliannau'r Cwricwlwm Cenedlaethol Lefel 3	Yn gweithio tuag at y lefel ddisgwyliedig
Deilliannau'r Cwricwlwm Cenedlaethol Lefel 2	Yn gweithio tuag at y lefel ddisgwyliedig
Deilliannau'r Cwricwlwm Cenedlaethol Lefel 1	Yn gweithio tuag at y lefel ddisgwyliedig



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## Allwedd i Gyrhaeddiad a Graddau Ymdrech Blynyddoedd 7 ac 8 :

Ymdrech	Ystyr
Rh	Rhagorol
Da	Da
Di	Digonol
An	Annigonol
Pr	Pryder

Lefel (x)	Gwahaniaethu o fewn lefel.
x +	O fewn y lefel yn hawdd , yn ffinio ar fod yn lefel uwch.
x	Yn ddiogel o fewn y lefel.
x -	O fewn y lefel, ond nifer o agweddau y mae angen datblygu a chryfhau.



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## Key to the General Statements :

<b>Behaviour / Co-operation</b>	<b>Presenting / Completing Work</b>
1. His/Her behaviour in class is excellent and he/she is always willing to co-operate.	1. He/She is totally dependable in terms of presenting and completing work.
2. His/Her behaviour in class is good and he/she is usually willing to co-operate.	2. He/She usually presents work punctually and is fairly dependable in terms of completing work.
3. He/She needs to persevere in order to behave consistently well and co-operate in class.	3. He/She needs to be more dependable in terms of presenting and completing work.
4. An intervention strategy has been implemented during the year to ensure that he/she behaves and co-operates in class.	4. Despite several warnings, he/she still needs to be more dependable in terms of presenting and completing work..
<b>Study Skills</b>	<b>Equipment / Kit</b>
1. He/She works independently, prioritising and organising time effectively.	1. He/She consistently arrives at the lesson ready to learn with the appropriate equipment / kit.
2. He/She generally works independently, usually organising time effectively.	2. More often than not, he/she arrives at the lesson ready to learn with the appropriate equipment / kit.
3. He/She needs encouragement in order to work independently.	3. He/She needs to arrive at the lesson ready to learn with the appropriate equipment / kit.
4. He/She needs considerable encouragement and support in order to work independently.	

## Results for 14-year-olds at the end of Key Stage 3 (End of Year 9)

<b>Level</b>	<b>Teacher Assessment</b>
EP	Exceptional Performance
8	Exceeded expected level
7	Exceeded expected level
6	Exceeded expected level
<b>5</b>	<b>Achieved expected level</b>
4	Working towards expected level
3	Working towards expected level
2	Working towards expected level
1	Working towards expected level
National Curriculum Outcome Level 3	Working towards expected level
National Curriculum Outcome Level 2	Working towards expected level
National Curriculum Outcome Level 1	Working towards expected level

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Key to Attainment and Effort Grades in Year 7 and 8 :

Effort	Description
Rh	Excellent
Da	Good
Di	Satisfactory
An	Unsatisfactory
Pr	Concern

Level (x)	Differentiation within a level.
x +	<i>Easily within the level - bordering on the next level.</i>
x	<i>Safely within the level.</i>
x -	<i>Within the level but several areas need strengthening and development.</i>



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## Mae'r adroddiad hwn yn defnyddio data 2015 ar gyfer gwybodaeth gymharol yr ALI a Chymru

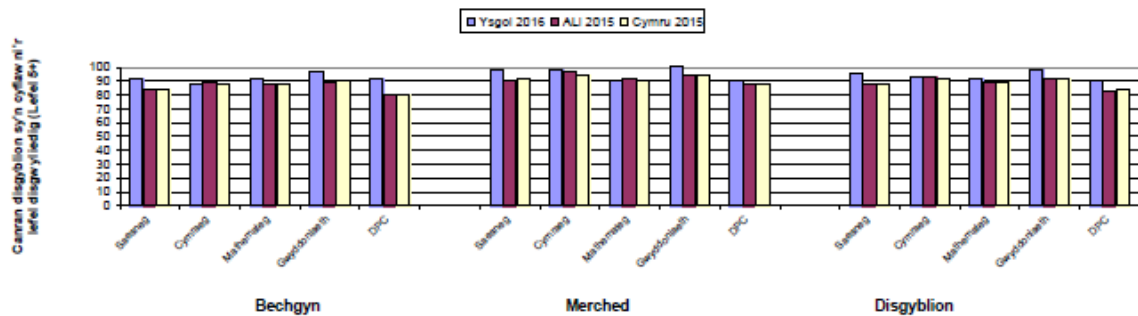
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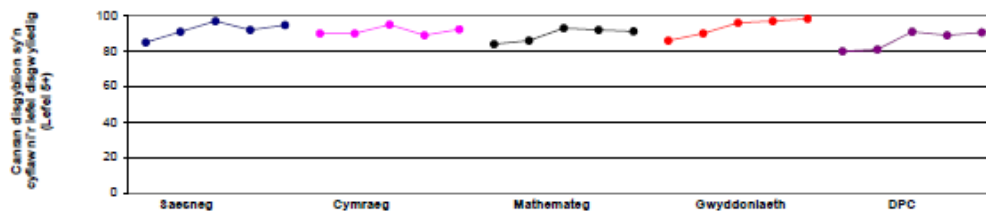
### Gwybodaeth gymharol yr ysgol: Aseidiadau'r Cwricwlwm Cenedlaethol 2016 Cyfnod Allweddol 3

Canran y bechgyn, merched a disgyblion sy'n cyflawni'r lefel disgwyliedig o leiaf (Lefel 5+):

	Bechgyn			Merched			Disgyblion		
	Ysgol 2016	ALI 2015	Cymru 2015	Ysgol 2016	ALI 2015	Cymru 2015	Ysgol 2016	ALI 2015	Cymru 2015
Saesneg	92	84	84	98	90	92	95	87	88
Cymraeg	88	89	87	98	97	94	92	93	91
Mathemateg	92	88	87	90	91	90	91	89	89
Gwyddoniaeth	97	89	90	100	94	94	98	92	92
DPC	91	80	80	90	87	88	91	83	84



### Perfformiad yr ysgol dros amser (2012 - 2016)



#### Nodiadau:

- Mae'r figurau ar gyfer Cymraeg yn cyfeirio at gyraeddiediad Cymraeg iaith gyntaf yn unig
- DPC = Dangosydd Pynciau Craidd. I sicrhau DPC, mae'n rhaid i ddisgybl gyflawni o leiaf lefel 5 disgwyliedig mewn Mathemateg a Gwyddoniaeth a naill ai Cymraeg neu Saesneg iaith gyntaf
- Os nad oedd unrhyw ddisgyblion yn gymwys i'w hasesu mewn pwnc ar gyfer blwyddyn benodol bydd y graff yn terynu a dangos bwllch ar gyfer y flwyddyn honno.

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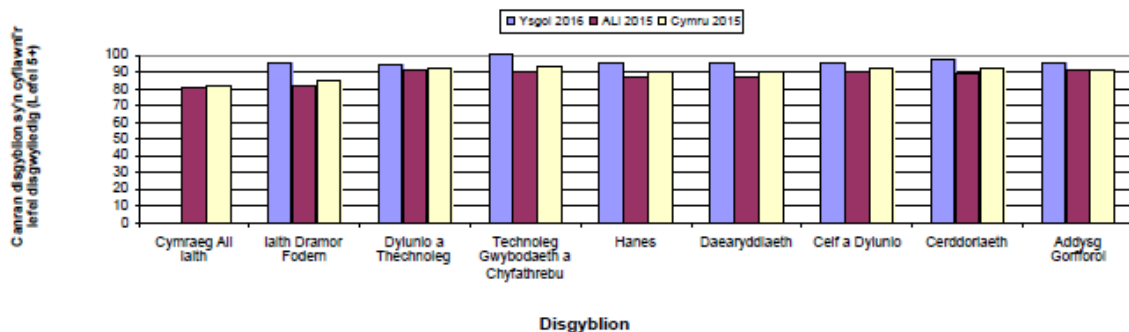
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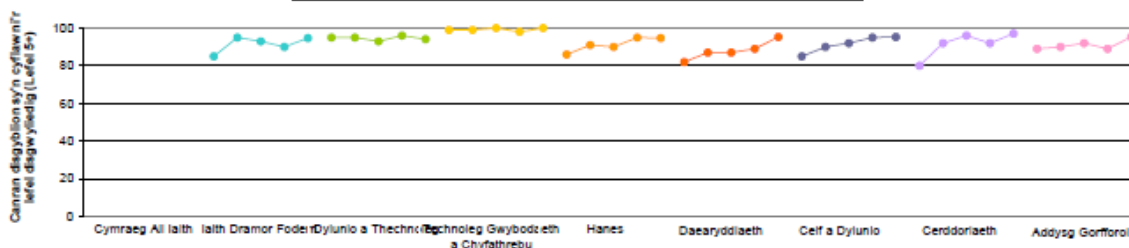
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Canran disgyblion sy'n cyflawni'r lefel disgwylidig (Lefel 5+)

	Bechgyn			Merched			Disgyblion		
	Ysgol 2016	ALI 2015	Cymru 2015	Ysgol 2016	ALI 2015	Cymru 2015	Ysgol 2016	ALI 2015	Cymru 2015
Cymraeg All iaith	0	75	75	0	86	88	0	80	81
Iaith Dramor Fodern	92	75	79	98	87	90	95	81	84
Dylunio a Thechnoleg	91	88	89	98	94	95	94	91	92
Technoleg Gwybodaeth a Chyfathrebu	100	89	91	100	92	95	100	90	93
Hanes	91	83	86	99	91	93	95	87	90
Daearyddiaeth	92	84	87	99	91	93	95	87	90
Celf a Dylunio	91	87	88	100	94	96	95	90	92
Cerddoriaeth	94	87	89	100	90	95	97	89	92
Addysg Gorfforol	95	91	91	95	90	92	95	91	91



## Perfformiad yr ysgol dros amser (2012 - 2016)



### Nodiadau:

1. Os nad oedd unrhyw ddisgyblion yn gymwys i'w hasesu mewn pwnc ar gyfer blwyddyn benodol bydd y graff yn terfynu a dangos bwlich ar gyfer y flwyddyn honno.



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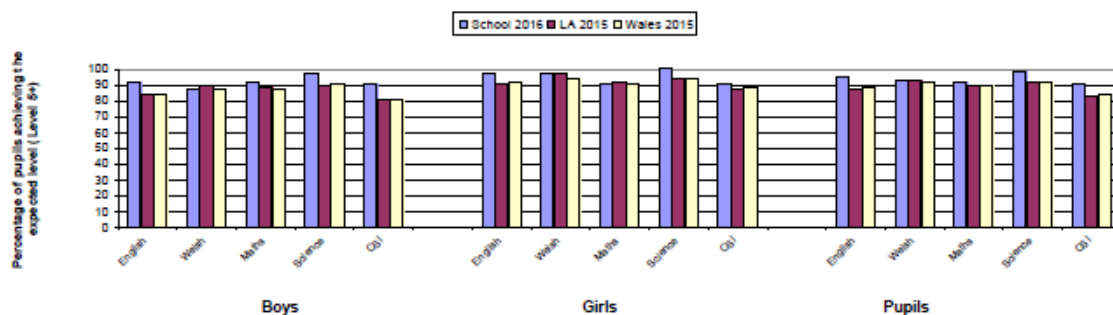
LA/School no: 681/4072

## School comparative information: National Curriculum Assessments 2016

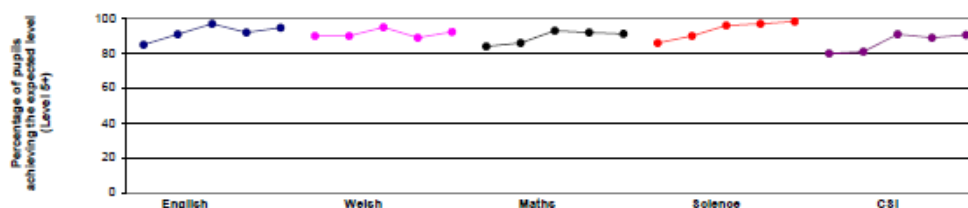
### Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
English	92	84	84	98	90	92	95	87	88
Welsh	88	89	87	98	97	94	92	93	91
Maths	92	88	87	90	91	90	91	89	89
Science	97	89	90	100	94	94	98	92	92
CSI	91	80	80	90	87	88	91	83	84



### School Performance over time (2012 - 2016)



#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

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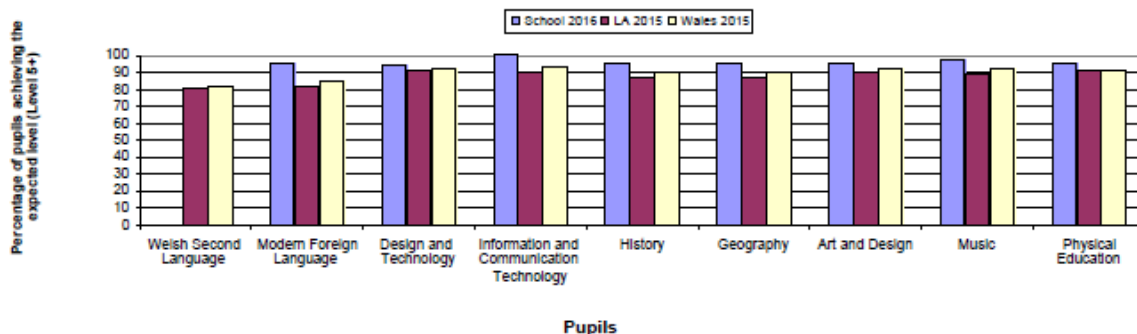
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LA/School no: 681/4072

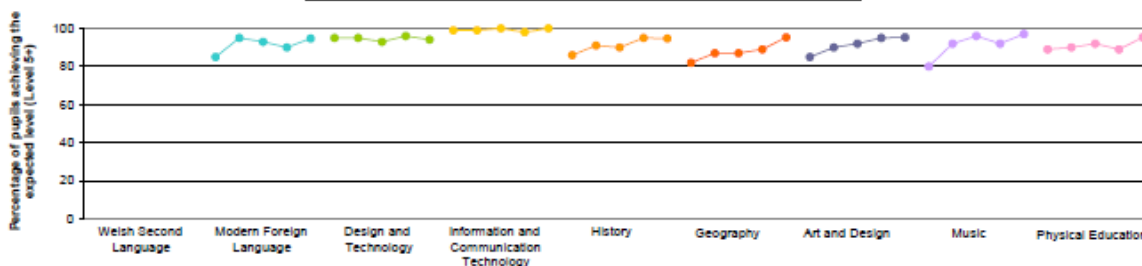
## School comparative information: National Curriculum Assessments 2016 Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
Welsh Second Language	0	75	75	0	86	88	0	80	81
Modern Foreign Language	92	75	79	98	87	90	95	81	84
Design and Technology	91	88	89	98	94	95	94	91	92
Information and Communication Technology	100	89	91	100	92	95	100	90	93
History	91	83	86	99	91	93	95	87	90
Geography	92	84	87	99	91	93	95	87	90
Art and Design	91	87	88	100	94	96	95	90	92
Music	94	87	89	100	90	95	97	89	92
Physical Education	95	91	91	95	90	92	95	91	91



## School Performance over time (2012 - 2016)



### Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

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## Astudiaethau Blwyddyn 7

### ***Gweler isod grynodedb o'r gwaith astudiwyd eleni ymhob pwnc:***

**Cymraeg.** Yn y gwersi Cymraeg datblygwyd amrywiol sgiliau gydol y flwyddyn:

Tymor yr Hydref : Ysgrifennu Stori  
Tymor y Gwanwyn : Traddodi ac Ysgrifennu Araith  
Tymor yr Haf : Y Cyfryngau

Caiff y disgyblion amrywiol brofiadau Llafaredd, Darllen ac Ysgrifennu wrth gynllunio a pharatoi ar gyfer cyflawni'r tasgau hyn. Cawsant hefyd gyfleoedd i ddarllen yn eang yn ystod y flwyddyn.

**Saesneg.** Yn y gwersi Saesneg astudiwyd amrywiol themâu yn ystod y flwyddyn:

Tymor yr Hydref : Myself, school and autobiography. 'Boy' by Roald Dahl.  
Tymor y Gwanwyn : Storytelling, ballads and genres. 'Skellig' by David Almond.  
Tymor yr Haf : Knowledge about language and Holidays. Extracts from Chaucer's Miller.

Mae'r disgyblion wedi cael cyfle i ddarllen yn eang ac wedi datblygu sgiliau allweddol a'u gallu ysgrifenedig, darllen a llafar.

**Mathemateg.** Astudiwyd sawl elfen wahanol o Fathemateg yn ystod y flwyddyn. Datblygwyd sgiliau rhif a'u cymhwysio i ddatrys problemau yn ymwneud a mesurau ac arian. Cyflwynwyd algebra syml ac ymestynnir hyn i ddefnyddio symbolau. Astudiwyd gwaith siâp, safle a symud ar ystod o lefelau gwahanol yn amrywio o waith ongl syml hyd at ddatrys problemau drwy ddefnyddio cymysgedd o sgiliau. Edrychir ar waith cofnodi a chyflwyno data ynghyd â chyfrifo tebygolrwyddau.

**Gwyddoniaeth.** Yn ystod y flwyddyn fe astudiwyd y canlynol:

Tymor yr Hydref : Cyflwyniad i'r labordy, thema - Pengwiniad  
Tymor y Gwanwyn : Grymoedd, Ffair gwyddoniaeth ac elfennau  
Tymor yr Haf : Celloedd, Cynefinoedd ac adar Ysglyfaethus  
Canolbwyntiwyd ar ddatblygu sgiliau trwy gyfrwng cynnwys y Cwricwlwm Gwyddoniaeth newydd

**Technoleg Gwybodaeth.** Pwrpas y cwrs yw addysgu sgiliau sylfaenol i ddisgyblion a safoni ar eu profiadau Technoleg Gwybodaeth. Yn y cwrs astudir prosesu geiriau, bwrddgyhoeddi, gwegyhoeddi, pecyn cyflwyno, data-basau, taenlenni a defnydd o'r we yn ogystal â'r theori berthnasol



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fel bod disgyblion yn teimlo'n hyderus i ddefnyddio'r pecynnau hyn ac i gyfathrebu eu syniadau gan ddefnyddio geirfa dechnegol addas. Yn ychwanegol i'r Cwricwlwm Cenedlaethol cyfredol, mae gwersi Cyfrifiadureg hefyd yn cael eu dysgu, gan ddefnyddio: BBC MicroBit, Code.org a Scratch.mit.edu

**Astudiaethau Crefyddol.** Yn ystod y flwyddyn, cyflwynwyd y disgyblion i Gristnogaeth a Hindŵaeth. Derbyniodd y disgyblion cyfleoedd i drafod ac ymateb i faterion cyfoes. Trwy gydol y gwersi mae'r disgyblion wedi datblygu eu sgiliau ymdrin, archwilio a mynegi yn ogystal â'u sgiliau llythrennedd a rhifedd.

**Addysg Gorfforol.** Astudiodd y bechgyn unedau yn y campau canlynol: Rygbi, pêl-droed, pêl-fasged, gymnasteg, ffitrwydd, athletau, tenis a chriced.  
Astudiodd y merched unedau yn y campau canlynol: Pêl-rwyd, Hoci, Gymnasteg, Dawns, Athletau a Phêl-fâs.

**Technoleg.** Astudiwyd yr unedau canlynol yn ystod y flwyddyn:

Cwrs sylfaen graffeg : Lliwio, graddliwio, ehangu / lleihau.  
Deunyddiau gwrthiannol : Dylunio a gwneud daliwr pensiliau. Dylunio a gwneud profwr ffiws.  
Technoleg bwyd : Bwyta'n iach. Iechyd a Diogelwch.  
Cwrs graffeg gyfrifiadurol : Pecynnu, Pro/Desktop, 2D Design.

**Hanes.** Astudiwyd yr uned Cymru a Phrydain yn y Byd Canol Oesol 1000 - 1500 o.c. gan arbenigo yn y Goncwest Normanaidd, y Pla Du, Tywysogion Cymru a'r Tuduriaid. Yn ystod y flwyddyn mae'r disgyblion wedi datblygu sgiliau cronoleg, trafod tystiolaeth, ymholi hanesyddol a gwybodaeth a dealltwriaeth.

**Daearyddiaeth.** Dechreuwyd y flwyddyn drwy astudio Ecosystem ac yn fwy penodol Fforest Glaw Trofannol Amasonia ym Mrasil Yn nhymor y Pasg buom yn astudio Tywydd a Hinsawdd gan arwain at ddatblygiad o'n sgiliau darllen map yn nhymor yr Haf.

**Ffrangeg.** Eleni datblygwyd hyder y disgyblion i gyfathrebu yn y Ffrangeg, yn ogystal â'u dealltwriaeth o'r gramadeg a diwylliant Ffrainc. Astudiwyd unedau ar Fi a'r teulu, Anifeiliaid Rhyfedd,



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Bwyd, Y Tywydd, Y Dref ac ymhob uned datblygwyd sgiliau llafar, ysgrifennu, darllen a gwrando ac ymateb y disgyblion. Profwyd sgiliau darllen yn bennaf yn yr asesiad diwedd blwyddyn ac mae'r lefel yn yr adroddiad yn seiliedig ar eu perfformiad yn y prawf hwn.

**Drama.** Astudir tair thema trwy gydol y flwyddyn; (i) Yr Ysgol, (ii) Efaciwis, (iii) Y Sycas. Canolbwyntir ar ddatblygu profiad, hunan hyder a sgiliau perfformio wrth; (i) Gynllunio, (ii) Perfformio, (iii) Gwerthuso.

**Celf.** Ym mlwyddyn 7 rhoddir cyfleoedd i ddisgyblion astudio: gwaith llinell, tŵn, lliw, portreadau a gwaith Pysgod 3D.

**Cerddoriaeth.** Yn ystod y flwyddyn mae'r disgyblion wedi perfformio (lleisiol ac offerynnol), ac wedi cyfansoddi yn unigol, mewn parau ac mewn grwpiau. Maent hefyd wedi cael cyfle i werthuso gwaith eu hun a gwaith eraill. Astudiwyd repertoire eang ac amrywiol.



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## Year 7 Studies

***A brief description of the studies conducted in individual subjects is included below:***

**Welsh.** The pupils have developed various skills during the year:

- Term 1 : Story writing
- Term 2 : Writing and giving a speech
- Term 3 : The Media

The pupils have various Oral, Reading and Writing experiences while preparing for and planning these tasks. They have also been given the opportunity to read widely over the year.

**English.** During the English lessons pupils have studied a variety of themes throughout the year.

Autumn Term: Myself, school and autobiography. 'Boy' by Roald Dahl.

Spring Term: Storytelling, ballads and genres. 'Skellig' by David Almond

Summer Term: Knowledge about language and Holidays. Extracts from Chaucer's Miller.

Pupils have also been given the opportunity to read widely and develop key skills and their ability in speaking, listening, reading and writing.

**Mathematics.** Many different topics of Mathematics were studied during the year. Number skills were developed and applied to solving problems involving measures and money. Simple algebra was introduced and this was extended to the use of symbol notation. Shape, position and movement topics were studied at a variety of levels from simple angle work to solving problems using a variety of skills. Data collection and presentation was also studied, together with the calculation of probabilities.

**Science.** During the year we have studied the following:

Autumn Term: An introduction to the laboratory, Theme: 'Penguins'.

Spring Term: Forces, science fair and elements.

Summer Term: Cells, habitats and birds of prey.

Pupils concentrated on skill development through the medium of the Science Curriculum content.

**Information Communication Technology.** The purpose of the course is to teach pupils basic skills and to standardise their IT experiences. During the course the pupils study word processing,



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databases, graphic packages, design packages, use of the internet and the associated theory in order that they feel confident in using these packages and to communicate their ideas by using appropriate technical terminology. In addition to the current National Curriculum, Computer Science lessons are also taught using: BBC MicroBit, Code.org and Scratch.mit.edu

**Religious Education.** During the year pupils have studied the Christian and Hindu religions. Throughout lessons pupils have developed their key skills in addition to their literacy and numeracy skills and have discussed contemporary issues.

**Physical Education.** Units in the following activities have been studied by the boys: Rugby, football, basketball, gymnastics, fitness, athletics, tennis and cricket.  
Units in the following activities have been studied by the girls: Netball, Hockey, Gymnastics, Dance, Athletics and Baseball.

**Technology.** The following units have been studied during the year:

Graphics - Foundation course:	Colouring, shading, enlarging / reducing.
Resistant materials:	Design and make a pen holder. Design and make a fuse tester.
Food technology:	Healthy eating. Health and Safety.
Computer Aided Design:	Packaging, Pro/Desktop, 2D Design.

**History.** The unit Wales and Britain in the Medieval World c.1000 - 1500 was studied this year, concentrating particularly on the Norman Conquest, the Black Death, the Welsh Princes and the Tudors. During the year, the pupils have developed the following historical skills: chronology, evidence, research and information skills.

**Geography.** We started the year by studying Ecosystems paying particular attention to the Tropical Rainforest of Amazonia. During the Easter term we studied Weather and Climate which led to a unit on. During the summer term the pupils developed their ability to read maps.



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**French.** This year, pupils have become more confident to communicate in French, as well as developing their understanding of grammar and French culture. They have studied units on 'Myself & my family', 'Strange Animals', 'Food', 'Weather' and 'Town'. Pupils have completed a variety of tasks during the year, aimed at improving their speaking, listening, reading and writing skills. The end of year assessment primarily tested their reading skills and the level in the report is based on their performance in this test

**Drama.** Three themes are studied throughout the year; (i) School, (ii) Evacuees, (iii) The Circus. Pupils gain experience, self-confidence and develop their performance skills through creating, performing and evaluating.

**Art.** Pupils are given the opportunity to study: tone, line, colour theory, portraiture and 3D construction based on Fish.

**Music.** During the year pupils have performed (both vocally and instrumentally), and have composed as individuals, in pairs and in groups. They have also had the opportunity to evaluate and make judgements on their own and on others' work. They have studied a broad and varied repertoire.

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