



Our Curriculum Rationale



Ambitious, Brave, Creative and Caring Life-Long Learners



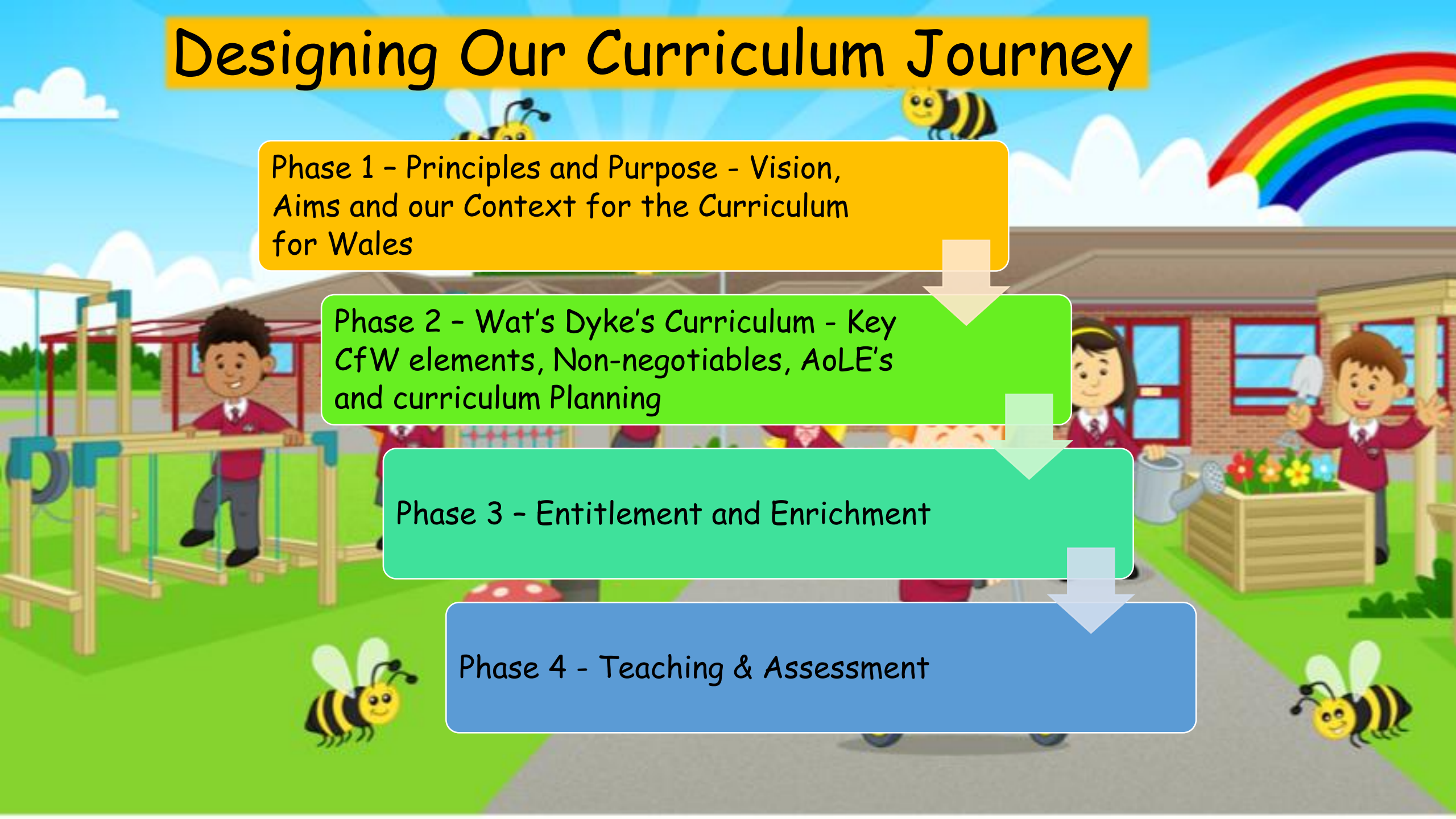


Our Vision

At Wat's Dyke our shared vision is to prepare our children for life. We want our children to develop skills to enable them to reach their potential and be ambitious, brave, creative, caring, lifelong learners. Our children will be captivated by a love of learning, work both independently and collectively in order to achieve a successful future and be qualified for life.

Ambitious, Brave, Creative and Caring Life-Long Learners

Designing Our Curriculum Journey

The background of the slide is a colorful illustration of a schoolyard. On the left, a boy in a red school uniform is playing on a wooden climbing frame. On the right, a girl and a boy in similar uniforms are standing near a flower box, watering plants. A large rainbow arches over the school building in the background. Three cartoon bees are flying around the scene. The four curriculum phases are presented in colored boxes with arrows pointing downwards, indicating a sequential process.

Phase 1 - Principles and Purpose - Vision, Aims and our Context for the Curriculum for Wales

Phase 2 - Wat's Dyke's Curriculum - Key CfW elements, Non-negotiables, AoLE's and curriculum Planning

Phase 3 - Entitlement and Enrichment

Phase 4 - Teaching & Assessment

Our Aims

- Create a safe, happy environment that fully engages and stimulates all pupils, encouraging a love of learning and high levels of confidence through a growth mindset approach
- Create and deliver a 'Four Purpose' driven curriculum that is broad and balanced and relevant to the changing demands of our local community and broader society
- Develop each individual to their potential through offering a wide range of high quality skills and knowledge based experiences
- Seek and respond to Pupil Voice in all aspects of school life.
- Ensure our curriculum includes a variety of teaching and learning styles taking into account gender, race, language, disability and socio-cultural backgrounds
- Promote equality of opportunity and respect for everyone, irrespective of belief, race, sexual identity, age and gender.
- Develop effective thinking, independent learning and the ability to solve problems creatively.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Develop an appreciation of the heritage and history of Wales, through authentic contexts, as well as learning the Welsh language.
- Develop imagination and creativity by offering a wide range of authentic learning experiences.
- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.
- Ensure every opportunity is used to promote the ethos of 'Ambitious, Brave, Creative, Caring, Life-long Learners'.



Our Core Values

To be ...



Happy and healthy,
Caring and respectful,
Resilient and Confident
Responsible and independent
Cooperative and collaborative
Creative and innovative
Proud to be part of Wales
A positive contributor to our
local community and wider world



Staff

- 32 members of staff in total — 6 full time and 5 part time teachers.
- 4 members of SLT; 3 with teaching responsibilities.
- 1 full time HLTAs with teaching responsibilities and 3 part time.
- Extensive CPD opportunities, both external and inhouse development programmes.
- Strong relationships with parents, outside agencies and cluster schools.
- Robust governing body involved in school life

Locality

Wat's Dyke County Primary School is in the Garden Village area of Wrexham, opened in 1977 to accommodate the children of Garden Village and the surrounding area. The school serves an urban area close to Wrexham town centre.



Classes

9 classes with an intake of 45 per year group.

- | | | |
|------|-------------|--------------------------|
| • P1 | Nursery/ EE | - Dosbarth Pabi |
| | Reception | - Dosbath Twilip |
| • P2 | Year 1 | - Dosbarth Rhosyn |
| | Year 2 | - Dosbarth Blodyn Haul |
| | Year 3 | - Dosbary Blodyn Menyn |
| • P3 | Year 4 | - Dosbarth Grug |
| • | Year 4/5 | - Dosbarth Gwyddfid |
| | Year 5/6 | - Dosbarth Briallu |
| | Year 6 | - Dosbarth Lili Wen Fach |

Pupils

- 257 on roll aged between 3 - 11
- 132 boys on roll
- 125 girls on roll
- Our percentages for EAL, FSM and ALN are below the national average.

Our Curriculum



Every half term we have a different 5 Ways to Wellbeing focus to ensure the children understand and are equipped with skills to support good mental health.

What is 'Curriculum' in Wat's Dyke?

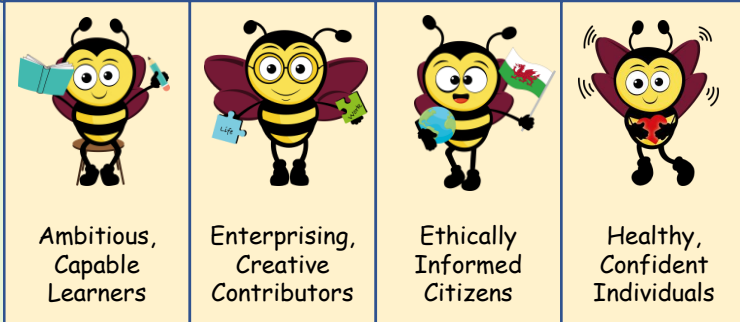
A school curriculum is everything a learner experiences in school. When designing our curriculum, we have the needs of our learners at the forefront of our minds. We carefully consider **What** we teach, **How** we teach it and **Why** we teach it. Our aim is to deliver authentic, broad, balanced and inclusive learning experiences that will excite and challenge all our learners.

Wat's Dyke Curriculum introduces children to a range of skills, knowledge and learning experiences through the 6 AoLE's (Areas of learning and Experiences) and statements of What Matters. We consider Health and Wellbeing, Numeracy, Literacy and DCF to be at the heart of our learning and is entwined in all our Topics. The vast majority of our curriculum is taught with an interdisciplinary approach, enabling connections to be made and opportunities to apply learning across various contexts.

6 Areas of Learning & Experiences



4 Purposes



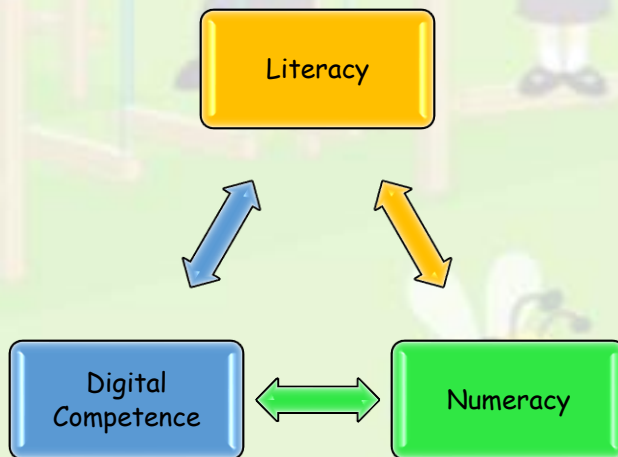
The four purposes underpin **all** aspects of the curriculum design, planning and teaching and is at the core of our vision and values. Our curriculum enables every child to become ambitious, creative, ethical & healthy citizens.

Cross Curricular Skills

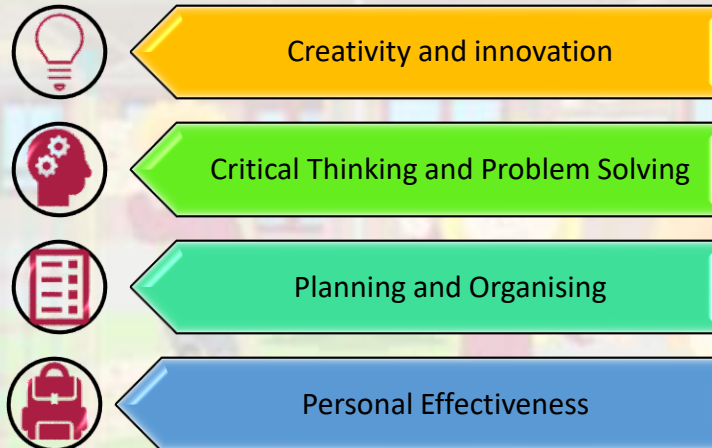
The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

Every Child is given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.



Our Curriculum



Integral Skills

The Four Purposes are also underpinned by the integral skills listed above. These skills help children recognise, use and create different types of value-worth and importance in a various contexts - financially, culturally and socially.

Mandatory Elements of the Curriculum

The 4 Mandatory Elements of the curriculum are:

- RVE (Religion, values and ethics)
- RSE (Relationship and Sexual Education)
 - Welsh
 - English

Translanguaging skills

We teach English, Welsh, French and BSL,, making links between the languages.

5 Cross Cutting themes

The 5 cross cutting themes are promoted through our topics and school assemblies.



Our Four Purpose Bees

We held a competition for children to design our new Four Purpose characters, the winning design was our Four Purpose Bees. Children in Foundation Phase named our bees. Together with the children we talked about what each Four Purpose Bee meant to them.

Ambitious Alys	Enterprising Ella	Ethical Elin	Healthy Huw
			
Love learning and try your best <i>What it means:</i> You're curious and always want to learn new things. You try hard, even when it's tricky. <i>Example:</i> When you keep working on a tough maths problem, and don't give up until you solve it.	Be creative and help others <i>What it means:</i> You use your imagination to <u>come up with</u> new ideas and work with others to make cool things happen. <i>Example:</i> When you and your friends <u>come up with</u> a fun game or create a new art project together.	Make good choices and understand the world <i>What means:</i> You know what's right and wrong and want to help make the world a better place. <i>Example:</i> When you remind your friends to recycle or stand up for someone being treated unfairly.	Be happy, healthy, and brave <i>What it means:</i> You feel good about yourself, stay healthy, and aren't afraid to try new things. <i>Example:</i> When you join a new sport or try a new hobby.

Foundation Phase

Year 5 and 6

Ambitious Alys	Enterprising Ella	Ethical Elin	Healthy Huw
			
- Is always ready to learn - Works very hard - Loves problem solving - Doesn't give up - Can research, collaborate and explain - Loves a challenge - Speaks English and	- Creates things - Takes risks - Is a team leader and part of a team - Creates ideas - Tries new ideas and methods without being afraid - Uses their imagination - Is not afraid to fail	- Respects herself, her friends, her town (cynefin), Wales and the world - Makes good choices - Treats everybody equally - Is eco friendly - Is helpful and kind - Observes what goes on around her	- Is confident to take part - Has a healthy diet - Exercises every day - Has a hobby - Is independent - Can take care of himself - Stays safe and well - Happy breathing takes care of his mind

Year 3 and 4

Ambitious Alys	Enterprising Ella	Ethical Elin	Healthy Huw
			
- Always demonstrates excellent organisational skills in her learning. - Shows a strong work ethic and determination. - Displays a passion for problem-solving. - Perseveres in the face of challenges by finding other ways to solve the problem. - Conducts independent research carefully and successfully - Works effectively both independently and with others. - Thrives on challenging tasks and opportunities for growth. - Is proficient in both English, Welsh and other forms of communication.	- Produces innovative work. - Welcomes risk-taking in new experiences - Demonstrates leadership skills while also being a collaborative team member. - Generates original ideas. - Experiments with new approaches and methods without worrying if it fails or needs to be changed. - Utilises creative imagination in problem-solving. Find alternative ways - Displays resilience and courage when things don't always work	- Exhibits respect for herself, her peers, her community, her cultural heritage (cynefin), Wales, and the broader world. - Consistently makes sound, ethical decisions using understanding of other people's values and opinions - Treats all individuals with fairness and equality. - Demonstrates an interest in looking after our planet - Acts with kindness and a willingness to assist others. - Remains observant and aware of her surroundings.	- Confidently engages in activities and events. - Can identify and follow a nutritious, balanced diet. - Incorporates daily physical exercise into his routine. - Has varied personal interests and hobbies. - Demonstrates independence - Is capable of managing his own physical well-being and safety. - Can identify and recognise issues with their own emotional wellbeing and practices calming techniques to maintain mental wellness. - Understand when they need support with their wellbeing.

AoLEs

Humanities	Expressive Arts	Language, Literacy and Communication	Mathematics & Numeracy	Science & Technology	Health & Well-being
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Languages connect us.	The number system is used to represent and compare relationships between numbers and quantities.	Being curious and searching for answers is essential to understanding and predicting phenomena.	Developing physical health and well-being has lifelong benefits.
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Understanding languages is key to understanding the world around us.	Algebra uses symbol systems to express the structure of mathematical relationships.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	How we process and respond to our experiences affects our mental health and emotional well-being.
Our natural world is diverse and dynamic, influenced by processes and human actions.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Expressing ourselves through languages is key to communication.	Statistics represent data, probability models chance, and both support informed inferences and decisions.	The world around us is full of living things which depend on each other for survival.	Our decision-making impacts on the quality of our lives and the lives of others.
Human societies are complex and diverse, and shaped by human actions and beliefs.		Expressing ourselves through languages is key to communication.	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Matter and the way it behaves, defines our universe and shapes our lives.	How we engage with social influences shapes who we are and affects our health and well-being
Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.				Forces and energy provide a foundation for understanding our universe.	Healthy relationships are fundamental to our well-being.
				Computation is the foundation for our digital world.	

AoLEs and Statements of What Matters





Wat's Dyke's Non Negotiables

We feel there are important themes to encompass within our Topics:

Proud to be Welsh - learning about our Welsh heritage and culture, the importance of the Welsh language and Welshness.

My Local area - Children gaining a deeper understanding of the area and community where they live, for example, Wrexham has 3 of the 7 wonders of Wales, a wealth of historical buildings (Erddig, St Giles etc), A thriving Industry past and present, the Dyke, a hundred + year history of Garden Village.

Climate Change / looking after our environment - This is an incredibly important aspect to our curriculum, teaching the children how to look after their world and to encourage them to be leaders of change.

Influential People - Giving the children opportunities to learn about influential people past and present, including women in sports/science etc. People who help us/ People who don't help us, encompassing Human Rights, the Rights of the child and Diversity.

Multi-faith / cultural / beliefs - We are predominantly white/British school with the majority Christian faith (less than 6% from other backgrounds). Teaching about other faiths, beliefs and values is important.

Our Bee Smart Rules are:

Be kind & gentle
Be on task
Be polite & well mannered
Be a good friend
Be your best self

We have worry boxes in every department, Welsh Mr Men check-in on every classroom door and a 'What I would like my teacher to know' slips for Keystage 2

Interventions

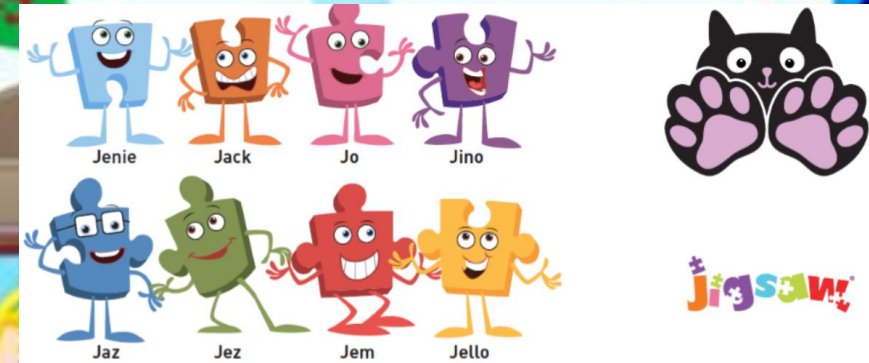
We have staff trained to deliver ELSA sessions, Social and Communication groups, Fun Friends and Construction Therapy

Multi-agency

We work closely with CAMHs in Reach service, Family support services, TAC and our Education Social Worker to support children and their family.



Wellbeing



In addition to the Five Ways to Wellbeing, we use the Jigsaw PSHE programme which connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development.

Using Jigsaw we aim to improve pupils' capacity to learn, their resilience, emotional well-being and mental health which enables pupils to become healthy and fulfilled individuals.

Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world

Rights Respecting School

The Rights Respecting Schools award put children's rights at the heart of school life.

There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

Children are healthier and happier
Children feel safe
Children have better relationships
Children become active and involved in school life and the wider world

For more information visit <https://www.unicef.org.uk/rights-respecting-schools/about-us-new/>

2024-25

We achieved the Bronze award.

2025 – 2027



UNITED KINGDOM

unicef 

Bronze
Rights Committed

2025-26

We are working towards the Silver award.

UNITED KINGDOM

unicef 



Rights
Respecting
Schools

Teaching and Learning at Wat's Dyke

At Wat's Dyke Primary School, we teach through a range of engaging topics. These topics are broad and open-ended to allow for creativity in planning. Our topics last for a half term and are focused around one driving AOLE and are supported by other AOLES. Our topics are delivered with Local, National and International contexts. Every half term we also have a different 5 Ways to Wellbeing focus to ensure the children understand and are equipped with skills to support good mental health.

How we Teach?

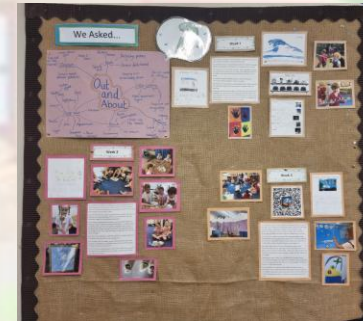
Learning Intentions - Teachers ensure the learning intentions are skill focussed and written in 'child speak.' These are shared with the pupils verbally.

Success Criteria - Success criteria is teacher and pupil generated, and it sets the expectations for a final product.

WAGOLL (What A Good One Looks Like) - this is an example of work from a child or teacher model to help generate the steps to success.

Working Walls - Working walls are used to visualise the learning process. They provide a bank of ideas and support for the children to use when working. Working Walls are a collaboration of teacher's modelling, children's ideas and attempts and visual reminders.

Verbal and Written Feedback - we aim to give our children immediate verbal feedback on how well they are learning during the lesson. Mistakes are celebrated, shared and used as a learning opportunity.



EPIC Everyone Plans In Class

At Wat's Dyke we use Immersion Days at the start of a Topic to engross the children in the learning and provide a range of hands-on experiences to help the children to explore for themselves. This leads into the children completing their EPIC planning.

We use EPIC (Everyone Plans in Class), so the children have direct input into what they are learning in class. They share what they already know about the topic, what they would like to learn more about and what skills they would like to develop during the topic. EPIC ideas are displayed and added to as the topic progresses.



The 12 Pedagogical Principles

Central to the Curriculum for Wales are the 12 Pedagogical Principles. Through our values, ethos and growth mindset approach, we encourage learners to become independent, taking responsibility for their learning. We continually encourage collaboration between talking partners and groups.

As a school, creating authentic learning experiences is our focus when planning for the new curriculum. Through a range of engaging topics and themes and ensuring strong links across the AOLEs, children are able to make important connections in their learning



1. Focussing on the overall four purposes of the curriculum	2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them	3. Using a blend of approaches including direct teaching	4. Using blend of approaches including those that promote problem-solving, creative and critical thinking
5. Building on previous knowledge and experience and engage interest	6. Creating authentic contexts for learning	7. Using assessment for learning principles	8. Making connections within and across the Areas of Learning
9. Reinforcing the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them	10. Developing independence and encouraging learners to take increasing responsibility for their own learning	11. supporting social and emotional development and positive relationships	12. Encouraging collaboration

Entitlement and Enrichment

Enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourages them to pursue wider goals.

At Wat's Dyke Primary School, our enrichment program offers a range of after school activities, educational visits including residential trips and visitors to school, providing our pupils with excellent learning opportunities allowing them to develop essential life skills which are embedded in the 4 Core Purposes of Curriculum for Wales.

We believe that school trips, educational visits and visitors should be viewed as powerful, positive teaching tools that help enhance the social, personal and emotional development of all learners. Extra stimulation in new environments can be particularly beneficial to pupils and can help teach life skills, build on social skills and improve independence and self- confidence.

We recognise that a rich, varied and appropriate curriculum will facilitate meaningful learning. The purpose of the planned experience is to provide pupils with experiences outside their everyday activities. Learning outside the classroom therefore adds value to each individual's academic and personal development and is a key component in the implementation of our curriculum intent.

W

Wonderful

A

Adventures

T

Throughout

S

School

1. Visit a City

2. Make a difference in our community

3. Camp Out

4. Visit the seaside

5. Care for animals

6. Cultural Experiences

7. Residential / trips

8. Seed to Supper

9. Reach a summit

10. Perform to an audience

11. Work as a team

12. Forest School

Inclusion

In Wat's Dyke school we ensure that the needs of all pupils are met through high quality teaching and learning provision.

As a school we ensure that the experience of all our pupils is inclusive, positive and supportive of their long-term academic attainment and personal development.

Universal provision comprises of high quality teaching and learning provision that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that our teaching staff use to remove barriers to learning for children and young people.

Examples of our Universal Provision include:

- Whole class teaching
- Collaborative group work
- Talking Partners
- Visual timetables
- Daily reading
- Use of visual and physical resources
- Differentiated curriculum planning

Appropriate and reasonable adjustments are made to enable access for all to the learning and school environment.

Most pupils will make expected progress from their starting point during their time with us at Wat's Dyke. Careful observations and assessments enable us to identify quickly any pupils who are not making expected progress, and a graduated response is employed. Initially short-term intervention is put in place and progress is closely monitored with a view to the pupil making progress and fully accessing learning through universal provision and reasonable adjustments.



If a pupil requires further additional support, a Targeted Universal Provision Plan (TUPP) would be discussed by the teacher and ALNCo with parents / carers.

Small steps targets are identified and strategies to support the pupil to meet these are planned and implemented. The pupil is central to this plan and is involved in an age / stage appropriate way.

These plans are usually reviewed termly with pupils and parents / carers, however teachers review these targets as part of their on-going assessment to refine any targets or provision as and when needed.

Universal provision is routinely available to all pupils. It may be provided at a whole class, small group or individual level. It is monitored and tracked in line with school procedures and could be a short or longer term provision.

For the majority of pupils, their needs can be met through universal provision and reasonable adjustments. Some pupils may require targeted support to help them make progress, and will be placed on a Targeted Universal Provision Plan.

An IDP may be drawn up with parents / carers, school staff, the ALNCo and usually other professionals together, with the pupil. Evidence is gathered and a person centred meeting takes place to determine the additional learning provision (ALP) that is needed. A school draws up and maintains the IDP with long-term outcomes and small steps targets towards this. An IDP is usually reviewed annually.

Occasionally it may be necessary for the Local Authority to maintain the IDP

A colorful illustration of a school garden. In the background, there is a brick school building with red-framed windows. In the foreground, several children in school uniforms are engaged in various activities. On the left, a boy is climbing a wooden play structure. Next to him, a girl is waving. Further back, another boy is waving. In the center, a girl with blonde hair is waving. To her right, a boy is riding a blue scooter. Next to him, a girl is watering a flower box with a grey watering can. On the far right, a boy is holding a small white object, possibly a flower or a seedling. A large yellow banner with the word 'Inclusion' is overlaid on the center of the image. A small cartoon bee is flying in the bottom right corner.

Inclusion

If a pupil does not appear to be making progress, then Additional Learning Provision may be required. This will involve the needs of the pupil being identified in a person-centred way and could lead to enhanced and alternative provision being provided to support the pupil in making progress. Pupils who access Additional Learning provision are classed as having additional learning needs and will require an Individual Development Plan (IDP).

Our ALNCO has regular meetings with the Local Authority Inclusion Officer and Educational Psychologist and works closely with professional from Noddfa. This provides an opportunity to seek advice to support individual pupils and / or whole school issues.

Progression and Assessment

The Curriculum Framework outlines the **principles for progression**

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the AoLEs
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

Progression is supported **by descriptions of learning** which provide guidance on how learners should progress within each **Statement of What Matters**.

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from learner's perspective
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16
- ✗ Stand alone tasks or activities
- ✗ Assessment criteria

We view planning for progression as a cycle, using assessment strategies as the tools to identify how best to support and challenge each pupil in a holistic way in order to inform next steps. These are built into the learning process.

Initial assessments are undertaken and used to plan e.g. observations, cold tasks. Teachers use their knowledge of each pupil to plan engaging tasks and how they will assess. On-going daily assessment is used to refine planning for progress in learning.

Termly Pupil Progress Meetings reflect on a pupil's progress. Each child is discussed in terms of their wellbeing and their learning. Progress is tracked and used to inform intervention groups and provision.

Communicating with Parents / Carers

We communicate effectively with parents / carers on a regular basis. Positive relationships are established early and fostered through meaningful conversations about wellbeing and learning.

Pictures, examples of pupil work and videos are shared on Seesaw throughout the year. Formal reporting to parents takes place each term in the form of 1-1 conversations in the Autumn and Spring and as a written report in the Summer. In each case, the focus is on progress, attitudes to learning, wellbeing, next steps and how this can be supported.

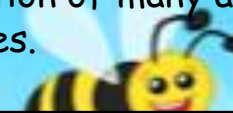
Transition

Pupils are at the centre of the transition process, whether this is from pre-school to Nursery, from class to class or from Y6 to Y7. We have strong links with Rhosnesni High School and Year 6 pupils undertake a project in the summer term which they continue in Year 7.



Formative Assessment

Formative assessment is the on-going assessment that ensures each pupil makes progress at an appropriate pace for them, ensuring that they are supported and challenged. These strategies contribute to the realisation of many aspects of the 4 purposes, integral skills and the 12 pedagogical principles.



Formative Assessment Strategy/Principles	4 Purposes	Integral Skills	12 Pedagogical Principles
Class climate and culture • Promoting a Growth Mindset, Learning powers, celebrating mistakes, Embracing challenge	  	Creativity and innovation (CI) Personal Effectiveness (PE) Planning and Organisation (PO) Critical thinking and problem solving (CP)	1 2 3 7 10 11 12
Pupil voice • Involvement of children in planning • Knowledge harvesting	  	CI, PE, PO, CP	1 2 3 7 10 11 12
Learning Outcomes and Success Criteria		PE, PO	2 3 4 5 7 10 11 12
Feedback • Immediate verbal feedback • Peer feedback • Written feedback	  	PE, PO, CP	1 2 3 4 7 10 11 12
Talk Partners	  	PE, PO, CP	1 2 3 4 7 10 11 12
Differentiated challenges • Questioning • Scaffolding • Eliminating ability grouping	 	PE, PO, CP	1 2 3 5 7 10 11 12
Prior and Current Knowledge Questioning	  	PE, PO, CP	1 2 3 4 5 7 10 11 12

Useful Links



These are some useful links and information for the Curriculum for Wales:

[The new Curriculum for Wales - An easy read guide for young people](#)

[a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families.pdf](#)

Information for parents / carers about Relationships and Sexuality Education - [rse-info-22.pdf](#)

[Home - Snap Cymru](#)

