Tyfu Ein Cymuned

Growing Our Community

A Welsh daffodil project exploring cynefin, belonging and community for schools, children and families

A simple cross-curricular activity from Radyr & Morganstown Community Council

OUR IDEA
Plant Welsh daffodils together, celebrate the places we share, explore how people help make our community better, and invite families to take part in a fun prediction competition.

At a glance

- One short classroom session (30–45 minutes), plus a planting activity.
- Curriculum for Wales links: Cynefin and belonging; Humanities; Science and Technology; Mathematics and Numeracy; Languages, Literacy and Communication. The project can also support the four purposes, particularly developing ethical, informed citizens who engage with issues and opportunities in their communities.
- A family conversation card about the community council, local representatives and ways to get involved.
- A spring 2027 daffodil-count competition, with family pantomime tickets proposed as the prize.
- A positive, year-long story for the RMCC Facebook page.

The activities can be adapted to suit pupils' ages and the school's plans. The bulbs will also create a lasting legacy: years from now, children may pass the flowers and proudly say, "I planted those!"

1. Letter to the teacher

Subject: Growing Our Community – Tyfu Ein Cymuned: Welsh Daffodil Planting and Curriculum Project

Dear Headteacher,

Radyr & Morganstown Community Council would like to invite your school to take part in Growing Our Community – Tyfu Ein Cymuned, a positive community initiative using Welsh daffodils to bring children, families and the wider community together. The project offers a practical way to explore cynefin: a sense of belonging and connection to the places, people, history and culture that shape us. Children can explore belonging at a local level in Radyr and Morganstown, as well as at a national level through the daffodil as a symbol of Wales, Welsh identity and shared heritage.

RMCC would provide Welsh daffodil bulbs for pupils to plant at a location selected by the Community Council, with the school and planting arrangements agreed in advance. Alongside the planting, we suggest a short, engaging classroom activity that connects naturally with the Curriculum for Wales.

We would also be very happy to visit the school to speak at an assembly or work with a class, bringing daffodils for planting and helping bring the project to life. We would welcome the opportunity to contribute to any wider enrichment activities the school feels would be useful, adapting our involvement to suit your pupils and plans.

Through the project, children could explore cynefin and belonging: what makes Radyr and Morganstown feel like home, how people care for their local places, and how the Welsh daffodil connects local pride with Wales's wider national identity. The activity also supports the Curriculum for Wales' four purposes, with a particular link to developing ethical, informed citizens who understand how they can contribute to their communities. Children can consider how shared spaces are cared for, how people's views can be heard, and how small, thoughtful actions can make a positive difference. They could explore:

- Our local area: discovering the places, landmarks and green spaces that make our community special, and how we can all help care for them.
- Community life: discovering how local organisations and residents work together to improve everyday life, and how people can share ideas or get involved.
- Community involvement: understanding how small actions, shared ideas and teamwork can make a positive difference.
- Nature and numeracy: learning about bulbs, growth, estimation and prediction.

To extend the learning beyond the classroom, we would also like to invite pupils and their families to enter a fun competition predicting how many daffodils will flower the following spring. The closest prediction would win family tickets to a pantomime the following Christmas, subject to final prize arrangements and competition terms.

Progress would be shared through the Community Council's Facebook page, helping families follow the project and celebrate the results together. The daffodils will also create a lasting legacy: in years to come, children may pass the flowers with their families and proudly say, "I planted those!" Any photographs or information identifying pupils would only be shared with the school's approval and appropriate permissions.

We hope this could become an enjoyable annual tradition, helping children feel proud of their local area and see how community projects can make a real, positive difference to everyday life. The bulbs they plant will leave something lasting for the whole community to enjoy for years to come.

We would welcome the opportunity to discuss how this could work for your school, with activities adapted to suit your pupils' ages and your existing curriculum plans.

Kind regards,

Radyr & Morganstown Community Council

2. Short classroom lesson

Lesson title: How can we help our community bloom?

Suggested time: 30–45 minutes, plus planting

Learning aims

- Recognise places and features in the local area.
- Understand, in simple terms, how community organisations and residents can work together and share ideas to improve local life.
- Explore how people can work together to improve shared spaces.

Explore cynefin — belonging and connection to local places and to Wales — and consider how children can be ethical, informed citizens by caring for shared spaces and contributing ideas.

- Practise estimating, predicting, counting and explaining ideas.

Part 1 — Our place, our community (10 minutes)

Ask pupils:

- What makes Radyr and Morganstown special?
- Where are our parks, schools, playing fields and community spaces?
- Who looks after these places?

Learning links: local geography, cynefin, belonging, Welsh identity and community responsibility.

Part 2 — How do we make our community better? (10 minutes)

Explain that different organisations help look after different aspects of everyday life. Introduce the Community Council in age-appropriate language: it supports local projects and community life, listens to residents, and works with others to help improve the area. Keep the focus practical and positive — how people can share ideas, take part in local activities and help make their community a better place to live. This is about community involvement, not party politics.

- Why do you think flowers can make shared spaces feel more welcoming?
- How can people listen to different ideas and work together?
- How can we make sure people feel listened to and included?

Learning links: discussion, listening, inclusion, shared responsibility and the four purposes of Curriculum for Wales — particularly ethical, informed citizens.

Part 3 — Let’s make a difference (10 minutes)

Pupils plant the Welsh daffodils at the location selected by RMCC, following arrangements agreed with the school and appropriate safety guidance. Talk about how plants grow, why green spaces matter, and how a small action today can improve a place for everyone in spring. Explain that the flowers will be a lasting legacy: years from now, pupils may pass by and say, “I planted those!”

Learning links: nature, sustainability, teamwork and taking responsible action for the places we share.

Part 4 — The great daffodil challenge (5–10 minutes)

Invite pupils to predict how many daffodils will flower next spring. Ask them to explain their reasoning and take an entry form home to discuss with their family.

Learning links: estimation, prediction, numeracy and communication.

Possible follow-up

Invite a community councillor to visit the class, or ask pupils to share one thing they learned at home. Sharing should be optional and should not require children to disclose personal or personal opinions.

3. Take it home and talk about it!

A family conversation card

This week, we're learning how our community works and how we can all help make it a better place to live. Spend 5–10 minutes talking together. There are no right or wrong answers.

1. **What does our Community Council do?**
   What helps make our area a good place to live? Who might organise, support or improve some local activities and places?
2. Who helps our community?
   Can you find out what your Community Council does and how your family could contact it or share an idea? Which part of the local area do you live in?
3. How can people have a say?
   How can families share an idea about their area? Why is it helpful when people tell local organisations what matters to them?
4. **What would we like to change?**
   If our family could suggest one improvement for our community, what would it be? How could we share that idea with the Community Council?
5. **What can we do together?**
   Could we attend a local event, volunteer, help with a community project or share an idea that might make the area better?

Our family idea

What is one thing we would love to see in Radyr or Morganstown?

_____

How could we help make it happen?

_____

Next step: children can optionally share one thing they discovered or one community idea with their class. RMCC may share themes or ideas with school approval, without naming children.

4. The Great Daffodil Challenge

Pupils and families predict how many daffodil flowers will be in bloom at the agreed planting site(s) on a set date in spring 2027. The closest valid prediction wins family pantomime tickets for the following Christmas, subject to final confirmation of the prize and published competition terms.

Suggested steps

1. RMCC selects the planting location. The school and RMCC then agree the planting arrangements, timing, permissions and safety measures.
2. Each child submits one prediction, with a parent/carer helping where needed.
3. Entries are collected privately by the school or through an agreed form; children's names and contact details are not posted publicly.
4. RMCC agrees the counting date and method in advance. Count flowers actually in bloom, not bulbs planted.
5. If there are several planting sites, decide in advance whether to use one combined total or separate site competitions.
6. Announce the result through school channels and RMCC Facebook, sharing only information for which permission has been obtained.

Competition details to confirm before launch

- Prize: number and type of pantomime tickets, venue, date/season and any travel limitations.
- Eligibility: participating school(s), age range and whether one entry per child/family is allowed.
- Tie-break: what happens if two entries are equally close.
- Entry deadline and the exact date and method for counting flowers.
- Who administers the competition and contacts the winning family.
- Privacy, parental consent, and clear rules for photographs or publicity.

Fairness note: the competition should be open on clear terms, with a transparent count and a stated tie-break. Confirm the final arrangements with the school before promoting it.

5. Facebook and family engagement plan

When	Suggested activity
Autumn 2026 — Planting	Introduce the project, explain the learning aims and invite families to enter the prediction competition.
Winter 2026–27 — Growing	Share short updates, daffodil facts and a question of the month. Encourage families to follow RMCC updates.
Spring 2027 — Counting	Publish the agreed counting method, share the flowering progress and announce the final count and winner.
Christmas 2027 — Celebration	Celebrate the winning family and thank participating pupils, teachers, volunteers and partners.

Other optional activities

- Design our Community in Bloom — draw where flowers could brighten the area.
- The Big Community Question — suggest one thing that would make the area better for children.
- Daffodil Detective — spot spring flowers with family and discuss what helps plants grow.
- Name our Daffodil Project — suggest a name and choose a class favourite.

Safeguarding and privacy

- Agree all school visits, planting activities and communications with the school in advance.
- Follow school procedures for supervision, tools, allergies and safe planting.
- Do not publish children's names, contact details or identifiable photographs without the appropriate school approval and parental permissions.
- Provide a private route for competition entries; do not ask children to post personal details on Facebook.
- Keep family discussion voluntary and non-partisan. The aim is to encourage positive community involvement, not to promote party politics.

6. Quick checklist for RMCC

- ☐ Confirm the number and source of Welsh daffodil bulbs.
- ☐ Contact schools promptly to agree the earliest practical planting date for spring 2027, while remaining flexible around school availability. Confirm RMCC-selected locations, permissions and responsibilities.
- ☐ Confirm competition prize, eligibility, entry deadline, count date, counting method and tie-break.
- ☐ Prepare a simple entry form and family conversation card.
- ☐ Confirm the official place for families to find councillors, wards, meeting dates and contact details.
- ☐ Agree Facebook content and photo permissions with the school.
- ☐ Arrange spring counting and a fair, transparent announcement of the result.

Growing our community, one daffodil at a time. ❀