CURRICULUM 2022 WHERE ARE WE NOW?

AMBITIOUS ARTY

AMBITIOUS CAPABLE LEARNERS

I always try to be the best I can
I always use what I have learnt
I ask questions and work things out
I talk about what I know in English and Welsh
I explain what I have learnt
I use numbers in different activities
I use numbers to understand data
I use different technology

ENTERPRISING ELLIE

ENTERPRISING CREATIVE CONTRIBUTORS

I use good ideas to make things
I solve different problems in different ways
I make the most of every opportunity
I take sensible risks to make things better
I can be a leader AND let others lead
I can explain my ideas in different ways
I help others
I can work and play in a team

ETHICAL EDNA

ETHICAL INFORMED CITIZENS

I can make up my own mind
I know that there are good and bad things happening
I care about the rights of all children
I understand that my actions impact on others
I know about people and places around the world
I believe that we are all different but equal
I care for the environment
I am a citizen of Wales
I know my views are important

HEALTHY HAROLD

HEALTHY CONFIDENT INDIVIDUALS

I have firm values and develop my own beliefs
I respect myself and others – making and keeping friends
I understand that mistakes help me learn
I am happy, healthy and safe
I think before I say or do something
I am becoming more confident – I perform in front of others
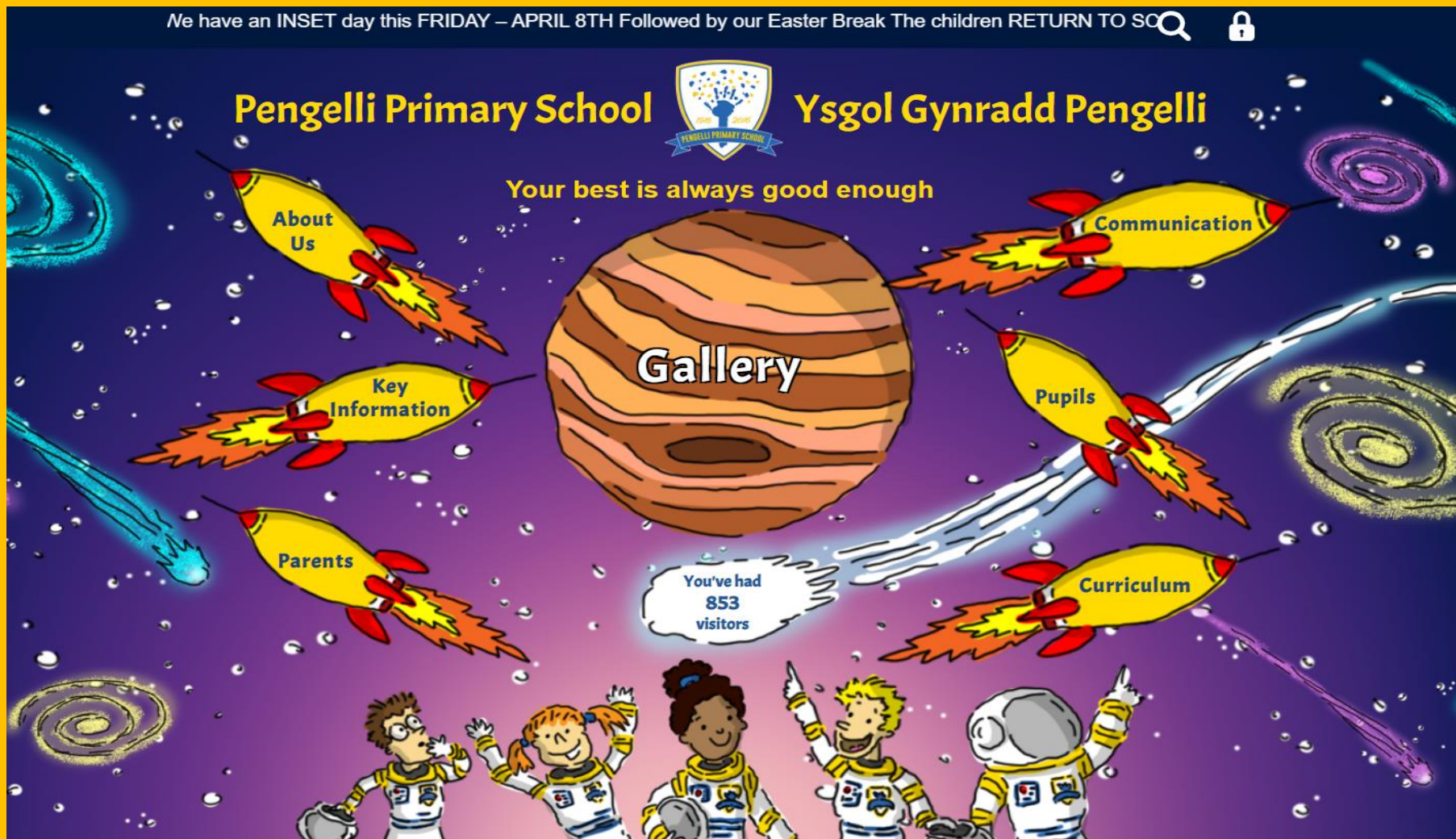*I try to do things independently*

PENGELLI PRIMARY SCHOOL

REACH FOR THE STARS
CURRICULUM 2022

We have an INSET day this FRIDAY – APRIL 8TH Followed by our Easter Break The children RETURN TO SC

Pengelli Primary School   **Ysgol Gynradd Pengelli**

Your best is always good enough

About Us

Communication

Key Information

Gallery

Pupils

Parents

Curriculum

You've had 853 visitors

"A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it."

(Welsh Government, Curriculum for Wales, 2020)

Requirements for Schools

Schools must design, adopt and implement a curriculum that:
- **enables learners to develop in the way described in the four purposes**
- **is broad and balanced**
- **is suitable for learners of differing ages, abilities and aptitudes**
- **provides for appropriate progression for learners and includes a range of provision to ensure this**

A school curriculum must:
- **contain the six areas of learning and experience**
- **encompass the statements of what matters (as set out in the statements of what matters code)**
- **reflect the principles of progression set out in the progression code**
- **include the mandatory curriculum elements**
- **encompass the mandatory cross-curricular skills**

Definitions

Developing a shared understanding of the language used in the Curriculum for Wales framework is key. The following definitions are taken directly from the framework and when used consistently with these meanings, they help ensure we all are all using consistent language understood by all.

Curriculum

- everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it

Experience

- the combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes

Skills

- the ability to undertake activities that require application of knowledge, increasing in expertise and competence

Knowledge

- the acquisition of facts, information and skills through experience or education; theoretical or practical understanding of a discipline

For further reading, please take a look at https://hwb.gov.wales/curriculum-for-wales/introduction/#a-vision-for-every-school's-curriculum

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CURRICULUM 2022

Schools must design, adopt and implement a curriculum that enables learners to develop in the way described in the four purposes

"In developing their vision for their curriculum, schools and practitioners should consider what the four purposes mean for their learners and how their curriculum will support their learners to realise them. Their vision – and the four purposes more broadly – should then guide the process of curriculum and assessment design."
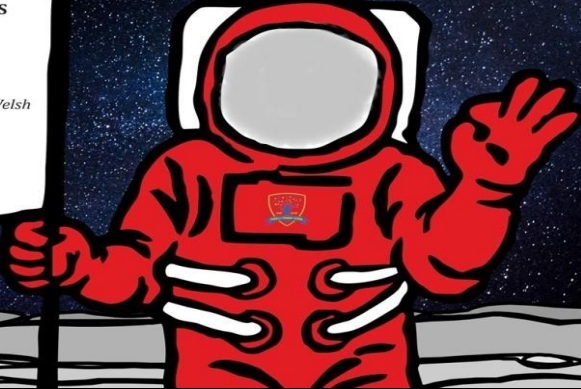
Ambitious, capable learners who:
• set themselves high standards and seek and enjoy challenge
• are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
• are questioning and enjoy solving problems
• can communicate effectively in different forms and settings, using both Welsh and English
• can explain the ideas and concepts they are learning about
• can use number effectively in different contexts
• understand how to interpret data and apply mathematical concepts
• use digital technologies creatively to communicate, find and analyse information
• undertake research and evaluate critically what they find
and **are ready to learn throughout their lives.**

Healthy, confident individuals who:
• have secure values and are establishing their spiritual and ethical beliefs
• are building their mental and emotional well-being by developing confidence, resilience and empathy
• apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
• know how to find the information and support to keep safe and well
• take part in physical activity
• take measured decisions about lifestyle and manage risk
• have the confidence to participate in performance
• form positive relationships based upon trust and mutual respect
• face and overcome challenge
• have the skills and knowledge to manage everyday life as independently as they can
and **are ready to lead fulfilling lives as valued members of society.**

THE FOUR PURPOSES

Ethical, informed citizens who:
• find, evaluate and use evidence in forming views
• engage with contemporary issues based upon their knowledge and values
• understand and exercise their human and democratic responsibilities and rights
• understand and consider the impact of their actions when making choices and acting
• are knowledgeable about their culture, community, society and the world, now and in the past
• respect the needs and rights of others, as a member of a diverse society
• show their commitment to the sustainability of the planet
and **are ready to be citizens of Wales and the world.**

Enterprising, creative contributors who:
• connect and apply their knowledge and skills to create ideas and products
• think creatively to reframe and solve problems
• identify and grasp opportunities
• take measured risks
• lead and play different roles in teams effectively and responsibly
• express ideas and emotions through different media
• give of their energy and skills so that other people will benefit
and **are ready to play a full part in life and work.**
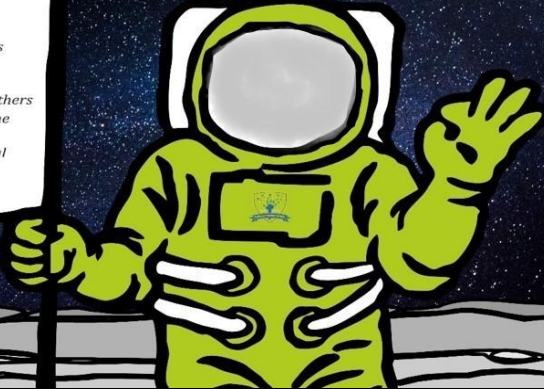
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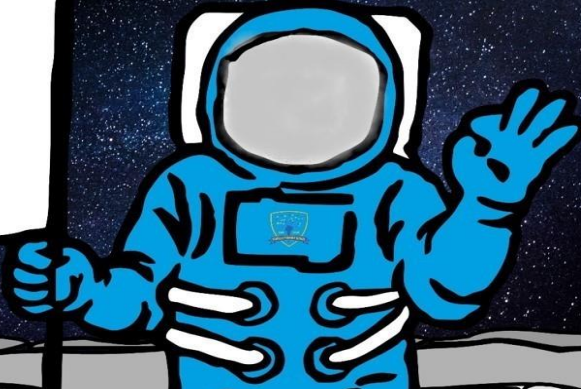I am a citizen of Wales
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REACH FOR THE STARS
CURRICULUM 2022

THEME	AMBITIOUS CAPABLE LEARNERS	ENTERPRISING CREATIVE CONTRIBUTORS	ETHICAL INFORMED CITIZENS	HEALTHY CONFIDENT INDIVIDUALS
You're hired	PRIMARY	PRIMARY	Depends on product	Depends on product
If the World Was A Village.	SECONDARY		PRIMARY	
One sweet wrapper won't hurt			PRIMARY	SECONDARY
War games – the reality			PRIMARY	SECONDARY
If I was Prime Minister	PRIMARY		PRIMARY	PRIMARY
Fifa 2019 is all I need to be happy	PRIMARY			PRIMARY
Yuletide celebrations		PRIMARY	PRIMARY	Depends on product
'I'd Like To Teach The World To Sing'	SECONDARY		PRIMARY	
I can't …………..yet	PRIMARY			

ENTERPRISING ELLIE

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I understand that mistakes help me learn
I am happy, healthy and safe
I think before I say or do something
I am becoming more confident – I perform in front of others
I try to do things independently

THE four PURPOSES

"The four purposes are underpinned by integral skills which should be developed within a wide range of learning and teaching."

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CURRICULUM 2022

Creativity and innovation

Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.

Critical thinking and problem-solving

Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.

Personal effectiveness

Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.

The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners should:

• develop an appreciation of sustainable development and the challenges facing humanity.

• develop awareness of emerging technological advances

• be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success

METACOGNITION

The three major elements of metacognition are:

- Disinhibition – or the skill of concentrating and knowing what to do when we are stuck.
- Updating and monitoring of what we are learning, so constantly improving and reviewing
- The skill of knowing how to be curious, looking for patterns and making connections

A review by the Education Endowment Foundation (EEF) in the UK (2018) found that getting students to focus more clearly on their learning strategies can be a cost effective and effective way of improving student achievement. On average, using metacognition added the equivalent of an extra eight months of schooling to their performance.

Provision (challenges/missions) is the ideal format to develop metacognition skills (although they will obviously have to have been taught initially) through independent learning.

DISPOSITIONS

Shirley Clarke created a child friendly breakdown of the necessary dispositions for metacognition:

Concentrate	Have a go
• Manage distractions • Get lost in the task • Do one thing at a time • Break things down • Plan and think it through • Draw diagrams, jot down thoughts or things that help you think.	• Think with a growth mind-set • Do not worry if it goes wrong • Learn from mistakes • Be excited to try new things
Don't give up	**Use your imagination**
• Work hard • Practise lots • Keep going • Try new strategies • Ask for help • Start again • Take a brain break	• Be creative • Let your imagination go • Think up new ideas and questions
Be cooperative	**Keep improving**
• Listen to others • Say when you do not understand • Be kind when you disagree • Explain things to help others	• Keep reviewing your work • Identify your best bits • Improve one thing first • Try to be better than the last time • Don't compare yourself to others – only yourself • Take small steps
Be curious	**Enjoy learning**
• Ask questions • Notice things • Look for patterns and connections • Think of possible reasons • Research • Ask 'What if..?'	• Feel proud of all your achievements • Feel your neurons connecting • Imagine your intelligence growing by the minute • Use what you have learned in real life • Know you can do it if you have input and you practise

The integral skills are about a way of learning and should permeate all the work the children carry out. We decided to create child friendly versions, each at the age appropriate level of understanding (with an extra set for KS2 ALN pupils.)

I AM CREATIVE KS2

I can:

think of new ideas

use new ideas

ask questions

think outside the box

have a go

say when I don't under-stand something

I AM A THINKER KS2

I can:

use my imagination

ask questions

learn from my mistakes

try to be better than the last time

recognise what I have done well

recognise the things I need to improve on

I AM EFFECTIVE KS2

I can:

be brave enough to try new things

listen to other people's ideas

tell you about my own ideas

explain things to help others

recognise that I am good enough

disagree with others but still be friends

I AM ORGANISED KS2

I can:

decide what I need to do next

do one thing at a time

plan and think things through

check my own work

have everything ready before I start to work

use what I have already learnt to help me with new tasks

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CURRICULUM 2022

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1916 2016

I AM CREATIVE

I AM CREATIVE N/R

I can:

Share my ideas

Try new things

ask questions

Use what I know

Use my imagination

Be brave

Explore

I AM CREATIVE Y1/2

I can:

Be curious

Think up new ideas

Have a go

Explore

Notice things

Tell others my ideas

Explore

I AM CREATIVE Y3/4

I can:

Identify my own ideas and thoughts

Be confident in the value of my ideas

Think of more than one way to approach a task

Explain why I have made a choice

Be brave

I AM CREATIVE Y5/6

I can:

Explain my ideas creatively

Organise my ideas

Choose from a range of sources

Explore ideas by thinking outside the box

Use other people's ideas and add value to them

Explore a variety of options

Inspire through passion

Consider ideas that occur from all directions

Listen to others' ideas

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REACH FOR THE STARS
CURRICULUM 2022

PENGELLI PRIMARY SCHOOL
1916 2016

I AM A THINKER

I AM A THINKER N/R

I can:

- Ask questions
- Fix it
- Put my thinking cap on
- Use my thinking time
- Use good listening
- Choose a task on my own

I AM A THINKER Y1/2

I can:

- Ask questions
- Try new ideas
- Say when I am stuck
- Say what I have done well
- Say what I need to do better
- Take a break

I AM A THINKER Y3/4

I can:

- Have a go even if I don't know the answer
- Ask questions
- Learn from my mistakes and not worry about them
- Ask for help from my work partner and group before an adult
- Check my work and look for mistakes
- Discuss my work with my partner
- Explain what I've done and how I've worked

I AM A THINKER Y5/6

I can:

- Focus on **key information**
- **Listen** to ideas/information
- **Formulate** a plan/idea
- **Be flexible** and adaptable
- **Be considerate** of others
- Access a **range** of strategies
- Rely on **experience** and prior knowledge
- Objectively **assess** my learning
- **Refine** my progress

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REACH FOR THE STARS
CURRICULUM 2022

I AM A EFFECTIVE

I AM EFFECTIVE N/R

I can:

- Listen to ideas
- Ask if I don't know
- Help my friends
- Make mistakes when learning
- Try my best
  - Talk about what went Well and how to make it even better.

I AM EFFECTIVE Y1/2

I can:

- Work with other people
- Ask for help
- Share my ideas
- Listen to others
- Help my friends
  - Be kind. When I don't Agree with others

I AM EFFECTIVE Y3/4

I can:

- Respect others' opinions
- Listen to people in my group
- Have a go at new activities
- Sit quietly and listen to in-structions
- Use what I already know
  - Take turns in Different roles in my Group.

I AM EFFECTIVE Y5/6

I can:

- Confidently **apply** skills
- Accurately **research** and choose relevant information
- **Listen** to others and be **cooperative**
- **Explain** when I don't understand and recognise when others **need** support
- Have a do at tasks **without worrying** if things go wrong
- Keep improving by **continued** evaluation
- Enjoy learning by recognising achievements and feeling proud

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REACH FOR THE STARS
CURRICULUM 2022

1916 2016
PENGELLI PRIMARY SCHOOL

I AM A ORGANISED

I AM ORGANISED N/R

I can :

- Get what I need
- Know where things are
- Know what's next
- Know what I need to do
- Tell you what I am doing

I AM ORGANISED Y1/2

I can :

- Do one thing at a time
- Plan, and talk about my ideas
- Check my work
- Use what I know to help me
- Find resources I need,

I AM ORGANISED Y3/4

I can :

- Use the success criteria
- Set out and organise my work in-dependently
- Start my work after my last piece
- Look after my equipment so that I know where it od for every lesson
- Write on the line
- Ask questions if I don't understand

I AM ORGANISED Y5/6

I can :

- Plan by **setting goals** and thinking changes through.
- **Adapt** ideas if results suggest changes should be made
- **Recognise** different skills and abilities within specific tasks and groups
- Effectively research problems/tasks in order to **formulate plans** and check accuracy

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REACH FOR THE STARS
CURRICULUM 2022

PENGELLI PRIMARY SCHOOL
1916 2016

A school curriculum must contain the six areas of learning and experience

Expressive Arts
Art; dance; drama; film and digital media; music
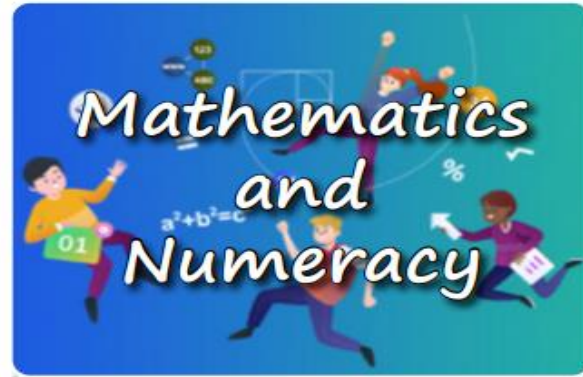
Health and Well-being
Physical health and development; mental health; emotional and social well-being

Humanities
Geography; history; religion, values and ethics; business studies; social studies

Languages, Literacy and Communication
Welsh; English; international languages

Mathematics and Numeracy
Five connected and interdependent proficiencies: conceptual understanding; communication using symbols; fluency; logical reasoning; strategic competence

Science and Technology
Biology; chemistry; computer science; design and technology; physics

MATHEMATICS AND NUMERACY

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline that surrounds us and underpins so many aspects of our daily lives both inside and outside of education. .

Progression in the Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies which have no hierarchy. These are crucial considerations to ensure the progression of learners.

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

What matters in this Area has been expressed in four statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models chance, and both support informed inferences and decisions.

LANGUAGES LITERACY AND COMMUNICATION

CURRICULUM

FOR WALES 2022

Languages, Literacy and Communication

The Languages, Literacy and Communication Area of Learning and Experience addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*.

Different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about literature should be seen as contributing to all aspects of learning about languages.

Main Key principles for progression

* Increasing effectiveness as a learner
* Increasing breadth and depth of knowledge
* Deepening understanding of the ideas and disciplines within Areas
* Refinement and growing sophistication in the use and application of skills
* Making connections and transferring learning into new contexts

Considerations for this area of learning

• How will you provide suitable and sufficient opportunities for learners to use their Welsh, English and international language(s) in purposeful contexts?

• How will you create an environment which encourages learners to draw upon their knowledge of a number of languages, including knowledge of language varieties (accent, *dialect*, *register*, jargon, and *idiolect*) to facilitate understanding and improve communication when interacting with others?

• How will you develop strategies to include and build upon learners' *home languages* and cultures in the classroom?

• How will you ensure that all learners continue to progress in all their languages from their different starting points?

• How will you provide opportunities to connect with others in different parts of the world to offer *authentic contexts* for language and cultural development?

• How will you ensure rich language environments for all learners, including *multilingual* environments, face-to-face, via digital or written language(s), for improving their own language skills?

• How will you provide a systematic development of *phonological awareness and phonemic awareness*?

• How will you support reading development for all learners?

• **Learners should experience a wealth of literature which provides opportunities to realise the four purposes of the curriculum.**

• **Learners should be introduced to literature which reflects diversity and cultures in the locality, Wales as well as the wider world.**

HEALTH AND WELLBEING

The fundamental components of this Area are **physical health and development**, **mental health**, and **emotional and social well-being.**

It is the first time that health and wellbeing has been given equal weighting in the curriculum to subjects such as Mathematics, and the new curriculum recognises that **good health and well-being are important to enable successful learning.**

The key skills that are developed within this AOLE are the learner's **empathy, motivation, resilience,** and **decision-making.**

These skills are developed by allowing learners to **manage risks, express ideas and emotions, develop and maintain healthy relationships** and **take on different roles and responsibilities.**

<u>Considerations for this AOLE</u>

- What are the needs of **your** learners?
- What impacts **your** learners' well-being? (What social influences and experiences have an impact on **your** learners, what relationships do **your** learners have that impact their well-being, what skills do **your** learners need to develop healthy relationships?)
- What is the impact of digital technologies on **your** learners' well-being and how can we develop healthy, safe and responsible use of digital technology?
- What factors shape **your** learners' physical health and what is their understanding of the interconnections between their diet, sleep, physical activity and their health and wellbeing?
- What physical activity opportunities will **your** learners find meaningful- what motivates them to engage in a variety of roles, responsibilities and environments?
- What decisions do **your** learners make that influence their health and well-being and that of others?

What themes can we choose to facilitate the development of the above that are relevant to **our** learners?

SCIENCE AND TECHNOLOGY

The teaching and development of the Science and Technology AoLe aims to enhance our learners' knowledge and understanding of their world.

This area draws on the disciplines of:

Biology, Chemistry & Physics

(Investigation, living things, the world around us, forces, materials)

Design & Technology

(Designing, planning, making, crafting, evaluating)

Computer Science

(Digital devices, giving instructions, identifying patterns, storing and processing data – DCF)*

Key words and phrases to consider when planning for the delivery of this area:

- Being Curious   - Inquiry   - Searching for answers   - Designing   - Creativity   - Thinking

- Meeting needs in a creative way - Predicting - Deepening understanding of ideas - Making Connections - Developing Skills

Key learning experiences of this area are broken down into 3 aspects:

Procedural – Different types of enquiry, in and out of classroom learning, using equipment, managing risks/hazards, observing natural habitats, manipulating materials, taking measurements, analysing; designing, testing, making, evaluating, developing accuracy of gross/fine motor movements; bridging the physical and digital world through us of digital devices, monitoring and collecting data.

Content – Classification of living things, biological processes, understanding health, exploring materials through play, properties of materials, relationships between elements, natural/man-made materials, electricity, space; understanding software, communication systems, storing and processing data.

Epistemic – Evaluating findings, reliability, credibility, the impact of science and technology on society, debating benefits and risk of digital and scientific developments, impact of human activity of environments; improving functionality, designing based on the needs and wants of society, selection of materials for manufacturing; Choosing digital tools and systems to enhance a process

EXPRESSIVE ARTS

This Area spans the five disciplines of **art, dance, drama, film and digital media,** and **music**. These disciplines share the creative process, and each contributes transferable skills and knowledge to a learner's experience. In addition, each discipline has its own discrete body of knowledge and body of skills; this learning supports progression and offers greater depth to learning

It is important to note that the statements of what matters are interlinked and should not be taught in isolation. Together they allow learners to engage fully with the creative process which each of the expressive arts' disciplines has in common.

Considerations for this AOLE:
• equitable opportunities to include the five disciplines of art, dance, drama, film and digital media and music
• progression along the continuum – complexity, control, depth and independence
• experience, knowledge and skills inherent to and across each discipline
• opportunities to work independently and collaboratively
• a range of stimuli, techniques, materials and resources, tools and technologies
• styles, genres and creative texts across all disciplines and spanning people, places, cultures and time
• discipline-specific vocabulary and skills
• experience of actual and virtual venues, and local, national and international arts events and festivals
• critical appreciation and response
• input from creative professionals and industry experience
• access to local, national and international contexts
• access to practical and theoretical exploration
• opportunities for learners to take on a range of roles and responsibilities within the creative process

HUMANITIES

The subjects within this Area share many common themes, concepts and transferable skills, while also having their own discrete body of knowledge and skills.

History   Geography   Religion, values and ethics   Social studies   Business Studies

Considerations for provision of learning experiences

This Area provides rich opportunities for learning beyond the school walls. School curriculum design should allow learners of all ages to experience a range of stimuli that enthuse and inspire them to imagine and be curious, and to explore, discover and question through the following.

A range of opportunities to learn outdoors to:

- experience and reflect on the wonder of the natural world
- engage with a variety of landscapes, historical and geographical features, environments and places
- learn in local natural spaces and historical sites
- conduct enquires and fieldwork both independently and collaboratively, in partnership with organisations, groups and individuals when appropriate
- engage with historical, cultural and religious sites, including places that are significant to those whom faith and belief are important.

A range of opportunities to visit and explore including:

- cultural and heritage sites, e.g. ancient monuments, religious sites and historical sites that have particular potential to provide stimulating contexts for learning
- libraries, archives and museums
- places of political, religious or spiritual significance
- businesses and places of work
- virtual venues that have particular potential to provide stimulating contexts for learning.

A range of opportunities to observe or participate in:

- key celebrations, traditions and the diverse cultures in Wales
- formal and informal debates
- enterprise and entrepreneurial activities
- social action projects
- key celebrations, traditions and ways of life in the wider world.

The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

A school curriculum must encompass the statements of what matters

"There are 27 statements of what matters in this Framework. These ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements."

EXPRESSIVE ARTS

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.		

HEALTH AND WELLBEING

Developing physical health and well-being has lifelong benefits.	How we process and respond to our experiences affects our mental health and emotional well-being.	Our decision-making impacts on the quality of our lives and the lives of others.	How we engage with social influences shapes who we are and affects our health and well-being.	Healthy relationships are fundamental to our well-being.

HUMANITIES

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

SCIENCE AND TECHNOLOGY

Being curious and searching for answers is essential to understanding and predicting phenomena.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants	The world around us is full of living things which depend on each other for survival.	Matter and the way it behaves defines our universe and shapes our lives.	Forces and energy provide a foundation for understanding our universe.
Computation is the foundation for our digital world.				

LANGUAGES LITERACY AND COMMUNICATION

Languages connect us.	Understanding languages is key to understanding the world around us.	Expressing ourselves through languages is key to communication.	Literature fires imagination and inspires creativity.	

MATHEMATICS AND NUMERACY

The number system is used to represent and compare relationships between numbers and quantities.	Algebra uses symbol systems to express the structure of mathematical relationships.	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Statistics represent data, probability models chance, and both support informed inferences and decisions.	

"A school's curriculum must cover all of the statements of what matters from age 3 to 16, providing engagement with their key concepts in a developmentally appropriate way. These statements are therefore an essential part of schools' curriculum design… These statements are therefore an essential part of schools' curriculum design. Curriculum content must link back to the statements of what matters."

A school curriculum must reflect the principles of progression set out in the progression code

"Progression in learning is a process of increasing sophistication, rather than covering a growing body of content." "Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment." "While there may be particular threshold concepts that represent a significant shift in a learner's understanding, these are not linked to specific ages, nor will they happen at the same time in different areas for individual learners."

Principles of progression
Five principles of progression can be seen to underpin progression across the Curriculum for Wales. The principles are as follows.
Increasing effectiveness - As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.
Increasing breadth and depth of knowledge - Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.
Deepening understanding of the ideas and disciplines within the Areas - Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.
Refinement and growing sophistication in the use and application of skills - Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.
Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.
Making connections and transferring learning into new contexts - Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts

WE NEED TO BE CONSISTENT

TERMINOLOGY FOR ASSESSING PROGRESSION STEPS

- **Emerging** –
  Early exposure to knowledge, skills and experiences **eg seeing, hearing, reading**

- **Developing** –
  Beginning to use the knowledge and skills through appropriate experiences **e.g. doing, using, practising**

- **Securing** –
  Have a conceptual understanding of the knowledge and skills, through appropriate experiences, and can readily explain and demonstrate understanding **e.g. discussing, explaining, presenting**

- **Embedded** –
  Independently drawing upon understood knowledge, skills and experiences, to apply to out of context activities and situations **e.g. intrinsically and appropriately choosing and using, analysing and evaluating**

Cross-cutting Themes

"Schools and practitioners should have a methodology for designing a curriculum which incorporates, where appropriate, opportunities for learning and consideration of crosscutting themes."

- Relationships and sexuality education
- Human rights education and the United Nations Convention on the Rights of the Child (UNCRC)
- Diversity
- Careers and work-related experiences
- Local, national and international contexts

A school curriculum must include the mandatory curriculum elements

Mandatory Curriculum Elements

Religion, Values and Ethics	Relationships and Sexuality Education (RSE)	Welsh	English

"In relation to English, headteachers and providers of funded non-maintained nursery education will have discretion over whether and to what extent they introduce English to learners up to the age of 7 for the purpose of supporting learners to gain fluency in Welsh."

https://hwb.gov.wales/curriculum-for-wales/summary-of-proposed-legislation/#proposed-legislative-requirements---the-curriculum-requirements

RELIGION, VALUES AND ETHICS

A summary

1. Name change in the CfW: Religion, Values and Ethics (RVE)
2. The right to withdraw has been removed
3. RVE must be taught objectively and pluralistically and must incorporate philosophical and non religious philosophical convictions
4. RVE is mandatory for all learners age 3-16
5. RVE must be provided at post 16 if requested
6. Curriculum design for RVE must developed with the CfW guidance (4 purposes, what matters statements), as well as having regard to the RVE guidance (link above)
7. RVE remains locally determined; Swansea SACRE/ SACRVE have the responsibility to design a locally agreed syllabus for RVE which will becomes the statutory syllabus for schools to follow
8. The RVE curriculum must reflect the fact that the religious teachings in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions, and non religious philosophical convictions held in Wales.

NB:
Collective worship is outside of curriculum reform, so no changes will have been made in line with the new curriculum.

RELATIONSHIPS AND SEXUALITY EDUCATION

RELATIONSHIPS AND IDENTITY MANDATORY CONTENT

From age 3	From age 7	From age 11
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships, which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect, and affection in realtionships with others

SEXUAL HEALTH AND WELLBEING MANDATORY CONTENT

From age 3	From age 7	From age 11
The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life.	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding of fertility and the processes of reproduction, including what supports menstrual health and wellbeing. Recognising the process of pregnancy and birth.	Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed. The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood. Understanding how contraception can assist with reproductive choices, including awareness of abortion.

EMPOWERMENT SAFETY AND RESPECT MANDATORY CONTENT

From age 3	From age 7	From age 11
Recognising harmful behaviour including behaviours, which are discriminatory, and the right to be free from discrimination. **Ability to interact with others, in a way that is fair.**	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships. Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.

"… to ensure that all RSE provision recognises and responds to learners' own capacities and needs. It will not assume, but attune to and build upon learners' evolving knowledge and experience"
(Welsh Government 2020, p.40)

A school curriculum must encompass the mandatory cross-curricular skills

Mandatory Cross Curricular Skills

"The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge."

https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills

Literacy Framework

Numeracy Framework

Digital Competence Framework

"Learners must be 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."

LITERACY FRAMEWORK

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Reading strategies	I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, *e.g. hold books the correct way up and turn pages*.	I can select my own reading material according to interest or purpose.	I can read complex texts independently for sustained periods.	I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	I can read and analyse a range of unseen, printed and digital texts with concentration and independence.
		I can segment combinations of known letters orally.		I can read words and sentences from different texts using a range of strategies to make meaning.		
		I can understand there is a one-to-one relationship between the printed and spoken word.	I can read different texts using a range of strategies to make meaning, including: • phonics • word roots and families • sentence structure and punctuation • text structure and organisation • prior knowledge of content and context.	I can use a range of strategies to make meaning from words and sentences, including: • knowledge of phonics • word roots • word families • syntax • text organisation • prior knowledge of context.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.
		I am beginning to recognise and read high-frequency words.	I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead).	I can use a range of strategies for finding information, *e.g. skimming for gist, scanning for detail*.	I can use a range of strategies, *e.g. speed reading, close reading, annotation, prediction*, to skim texts for gist, key ideas and themes, and scan for detailed information.	I can use a range of strategies, *e.g. speed reading, close reading, annotation, prediction*, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.
		I can recognise familiar words, *e.g. own name*, and print in the environment.	I can deduce ideas and information by linking explicit statements, *e.g. cause and effect, sequence*.	I can use inference and deduction to understand the text, and can consider the reliability of what I read.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read.	I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader.
			I can infer meaning from text and images, which is not explicitly stated, *e.g. What might happen next? Why did the character do that?*	I can infer ideas which are not explicitly stated, *e.g. writer's viewpoints or attitudes*.	I can gain a full understanding of texts using inference, deduction and analysis.	I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning.

NUMERACY FRAMEWORK

Numeracy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Understanding the number system helps us to represent and compare relationships between numbers and quantities	The number system	I can count reliably, forwards and backwards, to beyond 10.	I can read, write and interpret numbers using figures and words up to at least 1000.	I can read and write numbers to 1 million and numbers to 3 decimal places.	I can read and write numbers of any size.	I can recognise and define limitations on accuracy of measurements, *e.g. upper and lower bounds*.
		I can notice, read and write numbers from 0 to beyond 10, and relate a number to its respective quantity.		I can use the terms square and square root.	I can use the terms cube, cube root and reciprocal.	
		I can compare and order numbers beyond 10.	I can compare, round and estimate with numbers up to 100.	I can estimate by rounding to the nearest 10, 100, 1000 or whole number.	I can show awareness of the need for standard form and its representation on a calculator.	
		I can demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures.	I can count in different steps of uniform size, and recognise odd and even numbers.		I can use and interpret numbers in standard form within calculations.	
		I can use my visual sense of number to make estimates and comparisons.	I can check subtraction using addition.		I can use rounding to estimate and check answers.	
		I can explore estimates by using counting or measuring.	I can check halving using doubling.		I can present answers to a given number of decimal places or significant figures.	
					I can make and justify estimates and approximations of calculations.	
					I can choose the appropriate degree of accuracy to present answers.	
	Relationships within the number system		I can use halves and quarters.	I can use understanding of simple fraction, decimal and percentage equivalences, *e.g. find 25% of 60cm and know that this is equivalent to ¼ of 60cm*.	I can use equivalence of fractions, decimals and percentages to select the most appropriate one for a calculation.	
			I can halve 2-digit numbers in the context of number, money and measures.	I can simplify a calculation by using fractions in their simplest terms.	I can recognise that some fractions are recurring decimals, *e.g. ⅓ is 0.333*.	
			I can find fractional quantities linked to known multiplication facts, *e.g. ⅓ of 18, ⅕ of 15*.	I can use and interpret different representations of fractions, *e.g. mixed numbers and improper fractions*.	I can use powers and understand the importance of powers of 10.	
				I can use equivalence of fractions, decimals and percentages to compare proportions.		

DIGITAL COMPETENCE FRAMEWORK

Digital Competence Framework

Citizenship	Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.				
Strand	**Element**	**Progression step 1**	**Progression step 2**	**Progression step 3**	**Progression step 4**	**Progression step 5**

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Citizenship	Identity, image and reputation	I can distinguish between someone I know and someone I have never met.	I can identify the differences between private and personal information and know when to disclose it.	I can understand how to protect myself from online identity theft, e.g. identifying secure sites, phishing, scam websites.	I can understand that I have a digital footprint and that this information can be searched, copied and passed on.	I can build a positive reputation in the context of employment prospects, e.g. use social media responsibly.
		I can recognise data online with adult support, e.g. find images of myself and others on the school website/school social media page.	I can understand that providing information leaves a digital footprint.	I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.	I can discuss the benefits and risks of presenting myself in different ways online.	I can explain the ethical issues of corporate encryption, e.g. building in a bypass system.
		I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.	I am aware of simple rules for sharing images and data.	I can think critically about information shared online, e.g. the impact of sharing images and videos, metadata of images and videos.	I can use strategies for guarding myself against identity theft and online scams that try to access my personal information.	I can identify and describe the data protection policies of a variety of organisations located in different countries, and how this affects the way that they work.
			I can identify and use strategies for protecting personal data and hardware, e.g. using secure passwords.	I can identify the benefits and risks of giving personal information and device access to different software.		I can recognise the risks and the uses of data/services on personal devices, within the terms and conditions of a range of software and web services, and identify how organisations become data compliant when using multi-national products.
	Health and well-being	I can identify and use a range of media and digital devices from familiar experiences.	I can acknowledge age restrictions and suitability of digital media and devices, e.g. understand PEGI ratings, playing/watching inappropriate content/games, in-app purchases.	I can understand the importance of balancing game and screen time with other parts of my life, e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.	I can reflect on the role of digital media in my life and habits.	I can think critically about the different purposes and contexts of digital image editing, e.g. explore the benefits and negative points of photograph manipulation, evaluate digitally edited images in terms of context and purpose.
			I can identify and explain the advantages and disadvantages of digital media and devices, e.g. well-being effects of screen time.	I can identify the wider positive and negative influences of technology, e.g. on my life, on society, on the environment.	I can demonstrate healthy online behaviours and identify unacceptable behaviour.	I can take reasonable steps to avoid health problems caused by the use of technology and suggest strategies to prevent or reduce the problems, both physical and psychological.
				I can identify marketing elements designed to draw my attention.	I can identify ways of reporting unacceptable online behaviour.	I can understand the legal responsibilities for disposal of technology and the environmental impact of doing so.
					I can identify stereotypes and their impact in a range of media.	
					I can make informed choices while making online choices, including making in-app purchases and clicking on adverts.	

OUR TOOLKIT FOR TEACHING AND LEARNING

KEY INFORMATION ABOUT OUR SCHOOL'S CONTEXT FOR EXPLORING AND DEVELOPING POTENTIAL ENGAGING, AUTHENTIC CONTEXTS FOR LEARNING.

Theme	Opportunities for authentic context learning							
	Immediate class areas	School grounds	Grovesend	Village, town, suburb	Region (LA etc)	Wales	United Kingdom	Europe/World
Historical	May 1916 – school built	Residential bungalows Materials for building	Coal mining Railway Shops Housing Religion Tin works Steel works Burning Tip	Battle of Gower	Copper Romans – (Loughor Castle) 3 day Blitz Battle of Gower Coal Swansea-busiest port in the world.	Celts Chartists The First Industrial Nation Pembroke Tudors		
Geographical (Physical)	Map/plan	Land use	Traffic/roads	Penll Woods River Lliw Estuary	Gower	National Parks		
Environmental (Human)	Materials	Land use Mapping Roads	Housing Dev Park Football fields Churches Housing Burning Tip Roads	Shops Motorway Sport/leisure Industry	Places of worship Sport/Leisure	Cities Countries Land use		

Theme	Opportunities for authentic context learning							
	Immediate class areas	School grounds	Grovesend	Village, town, suburb	Region (LA etc)	Wales	United Kingdom	Europe/World
Environmental (Plants and animals)	Class plants	Nature Reserve Field Trees Outdoor classrooms	Park Field Common	Loughor estuary Rail track	Pen Woods Penclacwydd Gower sea/coast life			
Cultural	School rules Ethos	RRS charter	Majority white Welsh, Christian/secular			Y Senedd National anthem Eisteddfod Welsh language		
Business	Enterprise activities	Summer fayre	Two clubs Working from home Travel to work Farming	Shops Farming	Leisure/sport Shops Industry	Leisure/sport Farming Politics		
People		Staff	Aneurin Donald	Lee Halfpenny Dan Biggar	Alun Wyn Jones Catherine Zeta Jones Dylan Thomas	David Ll George Aneurin Bevan Ioan Gryfudd Rhys Ifans Tom Jones Gareth Bale Michael Sheen		

OUR TOOLKIT FOR TEACHING AND LEARNING

PEDAGOGICAL PRINCIPLES

Create authentic contexts for learning.

Encourage learners to take responsibility for their own learning.

Support social and emotional development and positive relationships.

Encourage collaboration.

Sustained pupil effort to reach high but achievable goals.

Employing a broad repertoire of teaching approaches.

Promote problem solving, creative and critical thinking.

Build on previous knowledge and experience to engage interest.

Focus on the four purposes.

Use assessment for learning to accelerate progress.

Make connections within and across Areas of Learning and Experience.

Reinforce Cross-Curricular responsibilities, Literacy, Numeracy, Digital Competence.

BACKWARDS PLANNING – THEMATIC PLAN

THEME

STAGE 1 – DESIRED RESULTS

CURRICULUM for WALES GOALS:

FOUR PURPOSES

AoLE COVERAGE

UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
PUPILS WILL UNDERSTAND/KNOW THAT:	
	PUPIL QUESTIONS

STAGE 2 – ASSESSMENT EVIDENCE

PERFORMANCE/RICH TASKS:	OTHER EVIDENCE

STAGE 3 – LEARNING PLAN

LEARNING ACTIVITIES:

ADDITIONAL LEARNING ACTIVITIES NOT LINKED TO THEME:

WEEKLY PLANNING WC:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources
B	**R**	**E**	**A**	**K**
Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources
L	**U**	**N**	**C**	**H**
Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources	Activity: L.O. Resources

UNIVERSAL PROVISION

IS ACTUALLY GOOD CLASSROOM PRACTICE

ASD

Maintain a calm, firm and consistent approach to managing behaviour	Adults should keep language clear and avoid sarcasm, ambiguities and idioms	Use of a scribe	Social stories shared	Pupils should be cued into instructions and key pieces of information	Teacher/TAs could use a pointing stick or similar to help cue and maintain pupil's attention to a focus item	There should be visual support such as: class visual timetable to prepare for change; task planners; prompts to show good listening and sitting.
Regular opportunities to listen to adults reading to them in a quiet environment.	Working alongside good role models and pupils they are likely to socialise with on the playground.	There should be clear class rules and routines which have been written by the class, understood and displayed visually.	There should be clear rules and routines for moving around the school.	Tasks should be broken down into manageable steps with a clear start and finish.	Tasks should show a finished example wherever possible.	Clear separation between visual timetable and 'First, Then'
Well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly, furniture arranged to best effect quiet area within the classroom.	An environment that is as calm and quiet as possible/opportunities to work in quieter areas	Meaningfully using their strengths, favourite activities and special interests.	Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals	Time out	Quiet 'safe' space	Use of a visual timeline

BEHAVIOUR

Formulate a list of class rules and have all of your students contribute to it.	Have consistent explicit classroom rules in visual format.	Use social stories to explain the social rules and expected behaviour.	emotionally available adult and relationships built	Pupil's name and eye contact established before giving instructions.	Clear and simple instructions, breaking down longer instructions and giving one at a time	Key points/instructions are jotted down with the use of personal whiteboards if needed
Specific activities are differentiated appropriately, eg words for spelling practice, times tables practice, methods of recording. There are opportunities for practical and interactive, as well as paper and pencil tasks	Give pupils 'thinking time' or opportunities to work with talk partners before answering a questions, or say "I'm going to come back to you in a minute for your idea"	A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, eg learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.	Visual cues and prompts, visual timetables are used. The child should be alerted to changes on the way by these being pointed out on the visual timetable.	Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.	There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.	Celebrate positive aspects of pupils' work and how their work can be developed / improved.
Allow an element of 'control' using choices and engagement	Engagement in activities they excel in.	Now and next cards	Small manageable tasks	Clear expectations and boundaries	Links with good role models	Celebrate successes and then a next step
Consistency used and shared in a plan completed by all	Specialised behaviour plan maybe required with support from Behaviour team	Time Out' Cards				