PENGELLI PRIMARY SCHOOL

REACH FOR THE STARS

CURRICULUM 2020

Four Purposes

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.

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.

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 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.

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.

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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			

I am ambitious and capable

I enjoy a challenge
I ask questions and solve problems
I communicate my knowledge in different ways
I can tell you how I learn
I use number in different activities
I can interpret results
I use digital equipment to communicate and display learning
I like to carry out research

I am always ready to learn and develop new skills.

I am enterprising and creative

I use what I have learnt to create ideas and products
I solve problems creatively
I take advantage of opportunities
I like to take risks with my thinking
I can work hard in a team
I present my ideas using different media
I work hard to help the team I work in

I am ready to play a full part in life and work

FOUR PURPOSES

I am ethically minded

I learn about different views before making a decision
I know about people's rights
I think about the implications of what people say and do
I know about my culture and community
I know about the culture and community of others and respect their rights
I know it is important to protect the environment we live in.

I work hard to be an excellent citizen of Wales and the World

I am healthy and confident

I have views and opinions built on knowledge and understanding
I am building confidence, resilience and empathy
I understand the importance of diet and exercise
I know how I can stay safe in different activities
I am confident to take part in performance activities
I like to develop good relationships with others
I aim to be as independent as I can
I take part in a range of activities within the community

I try very hard to lead a fulfilled life as a valued member of society

EXPRESSIVE ARTS AoLE WM statements

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.	The Expressive Arts offer a powerful medium for learners to explore not only their own cultural heritage but also that of different people, places and times. The area of learning and experience will make the most of this. It will ensure that, through the Expressive Arts, learners are enabled to explore different identities and societies from all corners of the world, and appreciate the significance of the diverse cultures of Wales, its unique traditions and heritage. Experiencing the Expressive Arts embraces two fundamental processes: on the one hand, the exploration of other people's creative works and, on the other, the creation of one's own works. In order to engage with both these processes, this area of learning and experience will give learners opportunities to explore genres, techniques, tools, materials and practices which in turn will enable them to become both curious and creative individuals. They will explore how the Expressive Arts are used to shape and express their personal, social and cultural identities. They will also explore how the Expressive Arts can be used to question and challenge accepted viewpoints and be a force for personal and societal change. By exploring art forms and disciplines, whether through play or more formal research and inquiry, learners will develop an understanding of how the Expressive Arts communicate meaning through the use of visual, physical, verbal, musical and technological means. This exploration will in turn enable them to develop their own work. In addition, in the Expressive Arts Area of Learning and Experience learners will develop an understanding of how the Expressive Arts shape, express and share ideas and feelings. They will develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.
Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.	Responding to the Expressive Arts and responding through the Expressive Arts engage our emotions and intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of creative works. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why the Expressive Arts are created. Responding to and through the Expressive Arts challenges learners to reflect and consider the effectiveness of their own work and that of others. In order to respond effectively they will need to form positive relationships with others. Sharing the processes through which they have realised their artistic intentions contributes to learners' creative development. Through reflecting on their own work and that of others, they learn the important skills of refinement and analysis. This, in turn, helps them to investigate creative solutions to problems and take calculated risks. An important part of creative response is the ability to evaluate one's own learning, and so learners will be encouraged to identify how they can improve their work and respond to the feedback from others. In doing this they become more resilient and develop confidence in their creative ability. Learners will respond to and reflect on the work of others, including that of their peers as well as established creative practitioners from Wales and beyond. By doing this they use and extend their own knowledge, skills and understanding of the Expressive Arts. Learning about the Expressive Arts requires not only discipline-specific knowledge and skills but also interdisciplinary knowledge and skills. Thus, learners will be equipped with the critical vocabulary and understanding they require to consider contemporary and historical work in a range of media, forms, genres and styles.
Creative work combines knowledge and skills using the senses, inspiration and imagination.	Creating in the Expressive Arts embraces a range of activities including planning, drafting, devising, making, choreographing, shaping, composing and editing as well as performing, presenting, sharing, exhibiting and producing. Creating enables learners to consider what they know about the Expressive Arts and how they can apply their skills. Creating also harnesses the power of imagination across all disciplines. Creating requires learners to develop and demonstrate control of a range of skills across the disciplines. The creative process empowers all learners to engage with and communicate through a variety of art forms or disciplines. These can be approached as individual disciplines or interdisciplinary forms related to the learners' own interests, skills and talents. Through creating, learners will work independently and collaboratively as co-creators within and across disciplines. In doing so, they will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. When their original ideas require new approaches, learners will need to show versatility, taking risks to adapt and improvise. In terms of entrepreneurship, through engaging with the creative process, learners will recognise opportunities to transform their ideas into commercial and cultural value. They will use their creative skills to realise ambitions. They will also develop perseverance and resilience in order to refine their creative skills and appreciate that these are important parts of the creative process. In short, learners will develop talents and skills that are fundamental to Wales' future prosperity.

HUMANITIES AoLE WM STATEMENTS

Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.	Learners' journey through Humanities will be characterised by enquiry and discovery, as they are encouraged to be curious and to question, to think critically and to reflect upon evidence. Through such enquiry, learners gain a deeper understanding of the concepts underpinning Humanities, and their application in local, national and global contexts. An enquiring mind stimulates new and creative thinking. Engaging with questions empowers learners to understand human experiences and the natural world. Learners use appropriate disciplinary approaches, including digital humanities, to gather, analyse, and evaluate a range of evidence and to communicate and present their findings. Learners interpret and synthesise information to build upon what they have already learned and further inform their understanding of the world. By thinking critically about their discoveries, learners draw informed conclusions, but also understand that some conclusions can only be partial or inconclusive and open to different interpretations. Learners carefully reflect in order to improve their methodology and extend or deepen their enquiry. Learners will also understand that, as well as being a process, enquiry is a quest to understand the human condition. Indeed, enquiry enables self-reflection which adds meaning to their own lives and contributes to their sense of place in the world.
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Learners in Wales are forever trying to make sense of the world around them, a world they encounter though a variety of perspectives. Humanities encourages them to critically review the ways the events and experiences of that world are represented and interpreted, using this information to construct their own informed perspectives. Learners understand how various factors can influence their own and others' perceptions and interpretations, while also developing an appreciation of how narratives and representations are constructed, and exploring how and why interpretations may differ. As they develop a critical understanding of a range of interpretations and representations, they will be better placed to evaluate their validity, and to foster a more holistic understanding of events, experiences and the natural world. This will enable learners in Wales to develop self-awareness as they create their own informed viewpoints.
Our natural world is diverse and dynamic, influenced by physical processes and human actions.	Learners will have opportunities to nurture curiosity about the natural world and understand how and why it changes. This in turn helps learners to identify what makes a place distinct and develop an awareness of the interconnections between humans and their environment. Consequently, learners are in a better position to make connections between the past and present, and to imagine possible futures. Through understanding a variety of physical processes, and their causes and effects, learners will appreciate how places, environments and landscapes change within Wales and the wider world. They will also develop their understanding of how human actions in the past and today affect the natural world and how the natural world impacts on humans. This will heighten learners' awareness of how the future sustainability of our world is influenced by the impact of human actions. It will also encourage learners in Wales to understand, as producers and consumers, their impact on the natural world. Learners will explore a range of beliefs and philosophies about the natural world, and how they influence people's interactions with the world. They will learn also how experiencing the wonder of the natural world can contribute to their spiritual development and well-being, and cultivate a sense of place and sense of belonging, as embodied in the Welsh word cynefin.
Human societies are complex and diverse, and shaped by human actions and beliefs.	An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build a sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts. Learners will develop an understanding of the complex, pluralistic and diverse nature of societies in Wales and the wider world. Over time, these societies have evolved, experiencing continuity and change that has affected, and continues to affect, their own and other people's lives. This evolution is driven by the interplay between a range of factors, including human actions and beliefs, and physical forces. Humanities builds an understanding of the causes, consequences and significance of the changes and forces that have shaped societies. Humanities encourages a critical understanding of how societies in Wales and the wider world are organised, structured and led. Societies are characterised by a range of cultural, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners will explore the connections between such societies in the past and present. They will also be encouraged to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.	Learners will develop an understanding of their roles as citizens and the importance of creating a just and sustainable future for themselves and their communities in an interconnected world. It encourages learners to be active, informed, and responsible citizens, who are able to identify with and contribute to their local, national and global communities, now and in their future lives. Humanities will invite learners to identify and engage with past, contemporary and anticipated challenges and opportunities facing themselves, their local community, Wales and the wider world. They will also come to understand the nature of economic, environmental and social sustainability, justice, interconnectedness and authority, and realise the significance of living in and contributing to a fairer and more inclusive society. Learners will develop not only an awareness of their own rights, but also of the rights, needs, concerns and feelings of others in creating a sustainable and interconnected world. Questioning and evaluating existing responses to challenges and opportunities will help learners develop as self-aware, informed, ethical global citizens who critically reflect on their own beliefs and values. They will be able to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. Learners will also be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This will enable learners to take committed social action as caring, participative citizens of their local and global communities, showing a dedication to justice, diversity and the protection of the environment. What is more, by responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives..

HEALTH AND WELLBEING AOLE WM STATEMENTS

Developing physical health and well-being has lifelong benefits.	The Health and Well-being Area of Learning and Experience will help learners to understand the factors that affect physical health and well-being, such as a balanced diet, physical activity, personal care and hygiene, sleep, and protection from infection. From this understanding, learners will be able to develop positive, informed behaviours that support them both to care for and to respect themselves and others. These behaviours in turn will contribute towards developing learners' sense of self-worth and their overall mood and energy levels. If learners are provided with enjoyable and informative experiences, such as regular physical activity and a nutritious, balanced diet, they will develop the dispositions to lead lifestyles which support their physical health and well-being. Through developing well-being and good physical health, learners' physical competence will be enhanced along with their knowledge and understanding about the human body. In addition, their confidence and motivation will increase and this in turn will support them to lead healthy and active lifestyles. This area of learning and experience recognises how physical development is closely interrelated with lifelong cognitive development, for example how it supports speech and language development during the early years. It also recognises how physical health and well-being are influenced by the way we view ourselves in relation to our environment and to others, and recognises the importance of acknowledging and accepting differences.
How we process and respond to our experiences affects our mental health and emotional well-being.	The Health and Well-being Area of Learning and Experience will help learners to understand how mental health and emotional well-being influence the way people think, feel and behave. It will also help learners explore the connections between life experiences and mental and emotional well-being. Through understanding the conditions that promote and impact on mental health and emotional well-being, learners will be supported to manage the experiences that they encounter. They will also be supported to develop their ability to focus their attention and to be aware of how they are thinking and feeling during their experiences. In addition, they will explore how experiences are perceived. This will give learners the opportunities to build skills of self-awareness and empathy. Self-awareness allows learners to be receptive and reflective, which helps them to adapt their behaviour and actions to different situations. This in turn enables learners to act with empathy, compassion and kindness towards themselves and others.
Our decision-making impacts on the quality of our lives and the lives of others.	The Health and Well-being Area of Learning and Experience will help learners to understand how decisions and actions, whether they are made individually or collectively, have a clear and direct impact on the health and well-being of individuals and society. Understanding the factors that influence decision-making affecting health and well-being will help learners to make considered, informed decisions that they are able to justify and explain. Learners will be supported to develop the skills necessary to critically consider choices, and to understand the risks and possible consequences of their decisions for themselves and others. Learners will develop their awareness of the importance of actively contributing to collective decisions. By developing the ability to select appropriate goals and plan a course of action to achieve them, anticipating and overcoming challenges, learners will also be able to take responsibility for their own life choices.
How we engage with different social influences shapes who we are and our health and well-being.	The Health and Well-being Area of Learning and Experience will help learners understand the important role of social influences on our behaviours. Our identity, values, health and well-being are shaped by rules, social norms and attitudes that are created and enforced by different social groups. Learners will find out how they are influenced by a range of social contexts, including by different peer groups, different cultures, the media and the online world. We experience different rules, social norms and attitudes through interacting with our own various social groups and communities, as well as with those of different cultures. These influences present and enforce norms and values about a range of issues affecting health and well-being. From understanding this, learners will gain an understanding of how their own decisions, relationships and experiences are shaped by social influences; this understanding will enable them to make positive, informed choices. Learners will become aware that social norms and attitudes can shape the values and behaviours which influence our health and well-being often without us realising. Learners will therefore need to critically engage with these social influences. On the one hand, they will need to be able to identify, follow and promote positive norms, and on the other hand, recognise, reject and challenge harmful ones, so that they can avoid behaviours that are detrimental to their own health and well-being and that of others. Recognising and following positive norms enables learners to be full and active members of a range of social groups. This helps learners to develop a sense of belonging to different groups which in turn supports their health and well-being. Critically engaging with these different influences also requires learners to acknowledge differences, recognising how each person's identity and values are in part a product of their different social groups. Interacting with other social groups supports learners to develop respect and understanding for others with different backgrounds.
Healthy relationships are fundamental to our sense of belonging and well-being.	The Health and Well-being Area of Learning and Experience will help learners understand how healthy relationships are a vital component of maintaining a healthy body and mind. They contribute to our sense of belonging and emotional well-being. They create stability and make us feel included, allowing us to thrive. If we feel lonely or isolated, we run the risk of suffering with poor mental and physical health. Throughout our lives we are likely to experience and develop a diverse range of personal relationships. Each of these relationships elicits responses that help us to grow and to learn about ourselves and others. Understanding how healthy relationships are formed, developed and maintained enables us to develop the skills and attitudes which allow us to create healthy relationships of our own. These relationships often support us through difficult and stressful situations and help us to become healthy, confident individuals. Knowing how to be safe in our relationships and when and how to seek support for ourselves and others is fundamental to health and well-being.

LANGUAGES, LITERACY AND COMMUNICATION AoLE WM STATEMENTS

Learning about identity and culture through languages prepares us to be citizens of Wales and the world.	Learning and using languages connects us with people, places and communities. The Languages, Literacy and Communication Area of Learning and Experience is designed to equip learners, as citizens of a bilingual Wales and a multilingual world, with the ability to use Welsh, English and international languages. By raising an awareness of the diversity of languages from a young age, learners will be enabled to recognise similarities between languages and also embrace the differences between them. They will be supported to develop an understanding of the origins, evolution and features of Welsh, English and international languages, which will provide them with a set of skills that goes beyond those of Languages, Literacy and Communication which include, for example, creativity, resilience, adaptability and empathy. Meaningful learning experiences in a multilingual context go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. This area of learning and experience will therefore foster in the learners a pride in their sense of identity as citizens of Wales and the world.
Learners who listen and read effectively are prepared to learn throughout their lives..	Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop understanding, empathy and the ability to respond effectively. The Languages, Literacy and Communication Area of Learning and Experience will provide learners with opportunities to experience spoken and written language as well as images in a range of forms and genres. The rich and varied nature of these experiences will be designed to improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They will also help learners to develop the skills to become unbiased and critically aware interpreters of what they hear, see and read in order to interact as capable citizens of Wales and the world.
Learners who speak and write effectively are prepared to play a full part in life and work.	Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable register. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language. In the Languages, Literacy and Communication Area of Learning and Experience, learners will be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. They will be enabled to develop an awareness of how they use language(s) as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.
Literature fires imagination and inspires creativity.	Literature expands horizons. It inspires and motivates us while also helping us to learn more about language. The Languages, Literacy and Communication Area of Learning and Experience will provide learners with literary experiences that will engage their interest and imagination as readers, listeners, viewers, writers and creators. They will not only be enabled to appreciate a creator's craft but also to develop their own creative skills. They will experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners will be helped to develop their ability to demonstrate empathy. This in turn will contribute to their emotional and mental well-being. In all, the experiences offered in this area of learning and experience will spark learners' imagination and creativity and help to build a lifelong love of literature..

MATHEMATICS AND NUMERACY AoLE WM STATEMENTS

The number system is used to represent and compare relationships between numbers and quantities.	Numbers are the symbol system for describing and comparing quantities. This is the first abstract concept that learners meet in mathematics, and it helps to establish the principles of logical reasoning. In mathematics the number system provides a basis for algebraic, statistical, probabilistic and geometrical reasoning, as well as for financial calculation and decision-making. Knowledge of, and competence in, number and quantities are fundamental to confident participation in the world, and provide a foundation for further study and for employment. Computational fluency is essential for problem-solving and progressing in all areas of learning and experience. Fluency is developed through using the four basic arithmetic operations and acquiring an understanding of the relationship between them. This leads to preparing the way for using algebraic symbolisation successfully.
Algebra uses symbol systems to express the structures of relationships between numbers, quantities and relations.	Algebra is the study of structures abstracted from computations and relations, and provides a way to make generalisations. Algebraic thinking moves away from context to structure and relationships. This powerful approach provides the means to abstract important features and to detect and express mathematical structures of situations in order to solve problems. Algebra is a unifying thread running through the fabric of mathematics. Algebraic thinking is essential for reasoning, modelling and solving problems in mathematics and in a wide range of real-world contexts, including technology and finance. Making connections between arithmetic and algebra develops skills for abstract reasoning from an early age.
Geometry focuses on relationships involving properties of shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Geometry involves playing with, manipulating, comparing, naming and classifying shapes and structures. The study of geometry encourages the development and use of conjecture, deductive reasoning and proof. Measurement allows the magnitude of spatial and abstract features to be quantified, using a variety of standard and non-standard units, and can support the development of numerical reasoning. Reasoning about the sizes and properties of shapes and their surrounding spaces helps us to make sense of the physical world and the world of mathematical shapes. Geometry and measurement have applications in many fields, including art, construction, science and technology, engineering, and astronomy.
Statistics represent data, probability models chance, and both support informed inferences and decisions.	Statistics is the practice of collecting, manipulating and analysing data, allowing representation and generalisation of information. Probability is the mathematical study of chance, enabling predictions of the likelihood of events occurring. Statistics and probability rely on the application and manipulation of number and algebra. Managing data and representing information effectively provides the means to test hypotheses, draw conclusions and make predictions. Reasoning with statistics and probability, and evaluating their reliability, develops critical thinking and analytical skills that are fundamental to making ethical and informed decisions.

SCIENCE AND TECHNOLOGY AoLE WM STATEMENTS

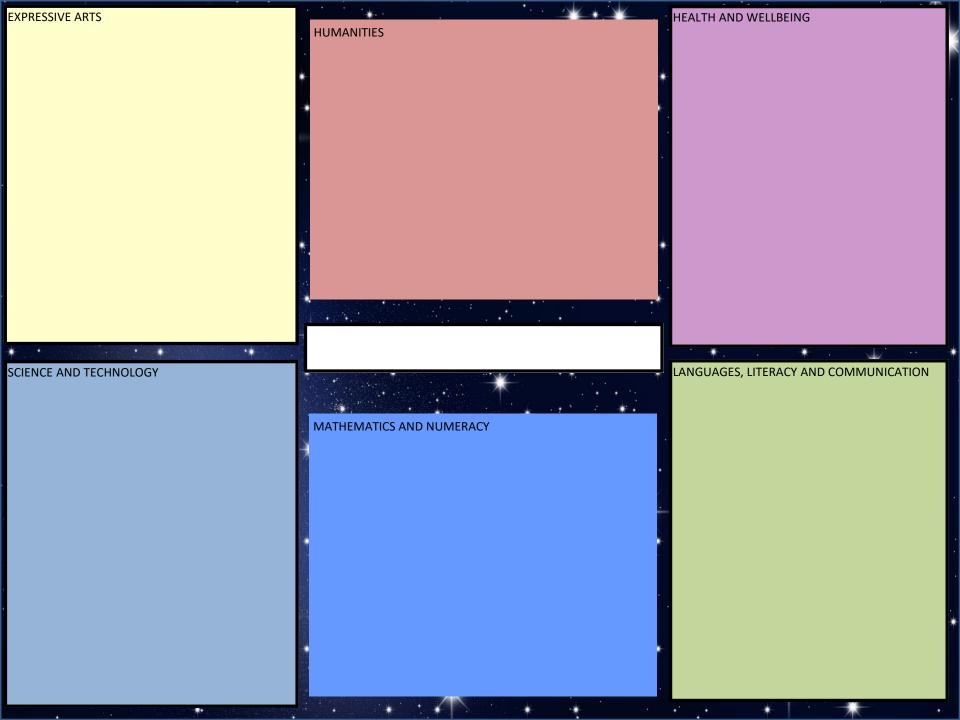|	
Being curious and searching for answers helps further our understanding of the natural world and helps society progress.	Curiosity about Science and Technology leads us to ask questions about the world around us. Using logic, imagination and creativity, we can apply scientific knowledge to further our understanding of how that world works. We can develop and test useful models to help us make sense of its complexity. With evidence derived from observations new theories can be developed, and existing ideas may be refined or challenged. We need to be able to evaluate scientific claims to help us make informed decisions that affect our world and well-being. The choices we make depend on many factors, including our moral viewpoints and personal beliefs. However, rigorous and robust evidence-based research provides us with a solid foundation on which to base our decisions. As ethically informed citizens we need to consider the impact of our actions and technological developments on Wales and the wider world, asking 'Just because we can, does that mean we should?'.
Design thinking and engineering are technical and creative endeavours intended to meet society's needs and wants.	In Science and Technology, learners use experiences and apply their skills and knowledge to design and shape innovative engineered solutions. As part of a user-centred design process, we develop ideas, manage and mitigate risks, and minimise complexities. When we engineer products, services and systems, we need to understand and control the interactions between materials, components, structures and users. The application of engineering processes allows learners to develop accuracy, precision, dexterity and craftsmanship. By designing and engineering outcomes in response to needs, wants or difficulties, learners become enterprising problem-solvers who are well placed to contribute to society.
The world around us is full of living things which depend on each other for survival.	In Science and Technology, we recognise that living things are diverse, interacting with their environment and evolving over generations. All living things require specific conditions and resources to survive and they may have to compete with other organisms to do so. Humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life. Knowing about the structures and functions of living things enables us to understand how they grow, develop and reproduce successfully. Developing an understanding of harmful factors in our environment allows us to make informed decisions, including about seeking prevention and treatments for diseases.
Understanding the atomic nature of matter and how it shapes the world.	In Science and Technology, understanding matter and its properties enables us to recognise the role that chemistry plays in the world around us. Similarly, being able to separate, identify and manipulate substances helps us to better understand both what our world and our own bodies are made of. As we then develop a deeper understanding of matter and its properties, we can design and create new substances and materials that can enrich our lives. This activity is particularly relevant in Wales, where it has had significant industrial application and where innovation continues.
Forces and energy determine the structure and dynamics of the universe.	In Science and Technology, forces and energy can be used to describe the behaviour of everything from the smallest building blocks of matter to the motion of stars and planets. Understanding forces and energy helps us to predict and control the behaviour of our surroundings. These ideas can be modelled and expressed formally, providing a consistent mathematical framework to describe physical systems. This has enabled some of society's greatest scientific breakthroughs and engineering achievements. As responsible citizens of Wales and the world, an understanding of forces and energy will help us overcome future challenges and use our planet's resources efficiently.
Computation applies algorithms to data in order to solve real-world problems.	In Science and Technology, we recognise that computational processes have changed the way people interact with one another and their environment, as well as how humans organise their work, their communities and their lives. Society, in turn, has influenced the development of computation as people's needs for processing information have changed. Through these computational processes the world has been enriched and technological development has accelerated, and seems set to continue doing so. In order to use and create these technologies to their full potential, learners need to know how they work. Developing creative algorithmic and computational approaches can solve challenging real-world problems. However, we must be conscious that there are limits to what computers can achieve. Understanding that there are also wider legal, social and ethical consequences of how technology is used enables learners to make informed decisions about the application of computational technologies.

ALL 27 WHAT MATTERS STATEMENTS

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.	Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.	Creative work combines knowledge and skills using the senses, inspiration and imagination.	Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by physical 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, ethical and sustainable action.
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 different social influences shapes who we are and our health and well-being.
Healthy relationships are fundamental to our sense of belonging and well-being.	Learning about identity and culture through languages prepares us to be citizens of Wales and the world.	Learners who listen and read effectively are prepared to learn throughout their lives.	Learners who speak and write effectively are prepared to play a full part in life and work.
Literature fires imagination and inspires creativity.	The number system is used to represent and compare relationships between numbers and quantities.	Algebra uses symbol systems to express the structures of relationships between numbers, quantities and relations.	Geometry focuses on relationships involving properties of 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.	Being curious and searching for answers helps further our understanding of the natural world and helps society progress.	Design thinking and engineering are technical and creative endeavours intended to meet society's needs and wants.	The world around us is full of living things which depend on each other for survival.
Understanding the atomic nature of matter and how it shapes the world.	Forces and energy determine the structure and dynamics of the universe.	Computation applies algorithms to data in order to solve real-world problems.	

EXPRESSIVE ARTS

HUMANITIES

HEALTH AND WELLBEING

SCIENCE AND TECHNOLOGY

MATHEMATICS AND NUMERACY

LANGUAGES, LITERACY AND COMMUNICATION

EXPRESSIVE ARTS

Design an advertising campaign for an issue you feel strongly about—posters/tv adverts/leaflets.

HUMANITIES

British Prime Ministers
Suffragettes
Houses of Parliament
Senedd

HEALTH AND WELLBEING

Creating a fairer society
Promote a healthy society
Review age laws—smoking/alcohol.drugs
Establish social groups (after school club format)

IF I WAS PRIME MINISTER

SCIENCE AND TECHNOLOGY

Design an assembly building.
Impact of pollution on the world around us
Review laws on use of social media
Tv/radio adverts

MATHEMATICS AND NUMERACY

LANGUAGES, LITERACY AND COMMUNICATION

Advertisement for the post of Prime Minister
Election debate
Persuasive writing

PEDAGOGICAL PRINCIPLES

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures

Identify your pupils' greatest needs → Match need with the most appropriate pedagogical approach → Assess the impact of the teaching approach through pupil progress

REPEAT

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 Purposes	Use assessment for learning to accelerate progress	Make connections within & across Areas of Learning & Experience	Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

PEDAGOGICAL PRINCIPLES

PEDAGOGICAL PRINCIPLE	WHAT WE DO WELL	WHAT WE CAN IMPROVE
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		

PEDAGOGICAL PRINCIPLE	WHAT THIS MEANS
Create authentic contexts for learning.	1. An activity that involves real-world problems and that mimics the work of professionals; the activity involves presentation of findings to audiences beyond the classroom. 2. Use of open-ended inquiry, thinking skills and metacognition. 3. Students engage in discourse and social learning in a community of learners. 4. Students direct their own learning in project work.
Encourage learners to take responsibility for their own learning.	1.Responsibility for learning is gradually devolved to the students 2.Students are given more of a stake in the process of their own learning 3.The teacher becomes the **learning** coach; enabling students to find their own ways to improve 4.Collaborative activity helps students to see each other as resources for learning 5.Students being given choices about what and how to learn 6.Students talk more, adults talk less 7.Teachers model being a learner 8.Processes promote, enable and support the best of what we know about learning.
Support social and emotional development and positive relationships.	**Teachers** and caregivers promote children's **social and emotional** health by establishing trusting relationships, created when **teachers** express warmth, affection, and respect. **Teachers can** intentionally teach and enhance these **skills** using evidence-based strategies **to** teach, model, and reinforce positive behaviours.
Encourage collaboration.	1. 1.Establish group goals. 2. 2.Keep groups midsized. (4-5) 3. 3.Establish flexible group norms. 4. 4.Build trust and promote open communication. 5. 5.For larger tasks, create group roles. 6. 6.Create a pre-test and post-test. 7. 7.Consider the learning process itself as part of assessment. 8. 8.Consider using different strategies 9. 9.Allow groups to reduce anxiety. 10. 10.Establish group interactions. 11. 11.Use real-world problems. 12. 12.Focus on enhancing problem-solving and critical thinking skills. 13. 13.Keep in mind the diversity of groups. 14. 14.Groups with an equal number of boys and girls are best 15. 15.Use scaffolding 16. 16.Include different types of learning scenarios. 17. 17.Technology makes collaborative learning easier. 18. 18.Keep in mind the critics. 19. 19.Be wary of "group think". 20. 20.Value diversity.

PEDAGOGICAL PRINCIPLE	WHAT THIS MEANS
Sustained pupil effort to reach high but achievable goals.	1.Write clear and measurable goals. 2.Create a specific action plan for each goal. 3.Read your goals daily and visualize yourself accomplishing them. 4.Reflect on your progress to see if you are on target. 5.Revise your action plans if needed. 6.Celebrate your accomplishments.
Employing a broad repertoire of teaching approaches.	Questioning Explaining Modelling Direct instruction Kinesthetic learning Flipped classroom Differentiated teaching Game based learning Inquiry based learning Expeditationary learnng Personalised learnng
Promote problem solving, creative and critical thinking.	Ask questions Encourage decision-making Work in groups Incorporate different points of view Connect different ideas Inspire creativity Brainstorm
Build on previous knowledge and experience to engage interest.	1. Image Brainstorm. ... 2. K-W-L Chart. ... 3. Picture Books. ... 4. ABC Brainstorming. ... 5. Class Brainstorm Web.
Focus on the four purposes.	**Ambitious, capable learners** who are ready to learn throughout their lives. **Enterprising, creative contributors** who are ready to play a full part in life and work. **Ethical, informed citizens** who are ready to be citizens of Wales and the world. **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

PEDAGOGICAL PRINCIPLE	WHAT THIS MEANS
Use assessment for learning to accelerate progress.	1. An open-ended question that gets them writing/talking 2. Ask students to reflect 3. Use quizzes 4. Ask students to summarize 5. Hand signals 6. Response cards 7. Four corners 8. Think-pair-share 9. Choral reading 10. One question quiz 11. Socratic seminar 12. 3-2-1 14. Journal reflections 15. Formative pencil–paper assessment 16. Misconception check 17. Analogy prompt 18. Practice frequency 19. Use variety 20. Make it useful 21. Peer instruction 22. "Separate what you do and don't understand"
Make connections within and across Areas of Learning and Experience.	Each AoLE comprises: 1. An explanation of how it supports the four purposes 2. 'What Matters' statements and rationales – which together describe the essential aspects of learning within the AoLE 3. The knowledge, skills and experiences relating to each 'What Matters' statement 4. Progression Steps and Achievement Outcomes
Reinforce Cross-Curricular responsibilities, Literacy, Numeracy, Digital Competence.	Literacy, numeracy and digital competence are the cross-curriculum responsibilities for all practitioners and people who work with children and young people. The focus will continue to be on literacy and numeracy as an essential pre-requisite for the new curriculum. The Government are now moving at pace to develop digital competence as a cross-curriculum responsibility.