

# Curriculum for Wales



Pentwynmawr Primary School





# Our Vision



At Pentwynmawr Primary School we set high aspirations for all and aim to prepare our pupils to achieve their full potential through all aspects of a pupil led curriculum and become ambitious, capable learners.

At the heart of our vision is each stakeholder. They will be valued and respected, whilst being encouraged to be enterprising and creative.

Learners will develop self belief to pursue challenges and nurture them to become ethically informed citizens. Well-being of all is vital and through holistic approaches we aim to develop healthy, confident individuals.

As a school, we will embrace our Welsh heritage and will provide all learners with the opportunities to develop their Welsh language skills

At Pentwynmawr Primary School we strive for our children to take pride in themselves, their school, their community, their country and enhance their understanding of the global issues and our ever changing digital world.

**P**urposeful and authentic learning experiences.

**P**upils empowered to lead their learning.

**S**uccessfully collaborating to improve our futures.

# Our Aims & Values



## READY

- Pupils are ready to learn and use a variety of strategies which incorporate IT throughout.
- Pupils are ready to be part of an ever-changing world and become a global citizen.
- Pupils are ready to share learning with the community.

## RESPECTFUL

- Pupils are respectful to themselves and others.
- Pupils respect their environment and take care of it.
- Pupils respect different cultures and beliefs.

## SAFE

- Pupils are able to learn in a safe environment where they feel comfortable to express their individual personality.
- All pupil requirements are met depending on their needs and abilities.
- Pupils learn about keeping themselves safe, from being outside to being online.

## HAPPY

- Pupils health and well-being are at the centre of our curriculum.
- Pupils are happy to lead their own learning.
- Staff provide all pupils, with a broad, balanced and exciting curriculum that offers authentic learning experiences.

# Stakeholder Involvement



Over the past 3 years, we have engaged with pupils, parents and governors that fits with Pentwynmawr and the surrounding community. We have achieved this through:

Questionnaires

Staff meetings

Talking with pupils

Governor meetings

We have shared and discussed:

- Curriculum for Wales - AOLE's, What Matters Statements, Progression Steps
- Our Vision
- Experiences

From this we have been able to design our curriculum with all stakeholders involved. We have created a new vision for the school and decided upon authentic experiences that every child at Pentwynmawr Primary School should have when they throughout their learning journey with us.



# What is the New Curriculum?



## The Four Purposes

**Ambitious. Capable Learners**

**Enterprising. Creative Contributors**

**Ethical. Informed. Citizens**

**Healthy. Confident Individuals**

From September 2022 all primary schools in Wales will adopt a new curriculum. This curriculum will be written by all stakeholders at Pentwynmawr and will be personalised to best suit the needs of our pupils.

As the world of work is developing, technology is evolving and society is constantly changing so should our curriculum. This curriculum will prepare our pupils to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world.

Through guidance from the Welsh Assembly Government the process of writing our new personalised curriculum has commenced, this guidance states that our new curriculum should start with the Four Purposes, these will lay the foundations in which all learning opportunities are built upon.

### The Four Purposes

The Welsh Assembly Government states that the Four Purposes are 'the starting point and aspiration for every child and young person in Wales' and that each school should develop its 'own curriculum, enabling their learners to develop towards the four purposes of the curriculum.' Therefore these Four Purposes are the overarching umbrella for our new curriculum at Pentwynmawr.



Through the range of purposeful learning opportunities that all pupils at Pentwynmawr will experience we strive to ensure that each of these purposes are developed from Nursery to Year 6.

## The Twelve Pedagogical Principles

With these Four Purposes in mind it is crucial that pedagogy is at the heart of our curriculum at Pentwynmawr. In designing our curriculum, we will consider the pedagogical approaches we need to employ in order to support pupils in realising the Four Purposes. In order to do this successfully we will be mindful of 'The 12 Pedagogical Principles' created by Professor Graham Donaldson where he defines pedagogy as 'the selection of classroom methods in light of the purposes of the curriculum and the needs of the learners.' At Pentwynmawr the new curriculum will not imply an emphasis on any particular teaching approaches – the decisions about teaching and learning are very context and purpose specific and will be taken by the class teachers. Therefore on a daily basis teachers will continually; assess the impact of the teaching approach through pupil progress, identify pupils' greatest needs and match these needs with the most appropriate pedagogical approach.

Curriculum design for all pupils is underpinned by these twelve pedagogical principles, which state that good learning and teaching...

...maintains a consistent focus on the overall purposes of the curriculum.

...means employing a blend of approaches including direct teaching.

...challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.

...means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.

...sets tasks and selects resources that build on previous knowledge and experience and engage interest.

...ranges within and across Areas of Learning.

...encourages collaboration.

...regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them.

...encourages learners to take increasing responsibility for their own learning.

...supports social and emotional development and positive relationships.

...means employing assessment for learning principles.

...creates authentic contexts for learning.

# Areas of Learning and Experience

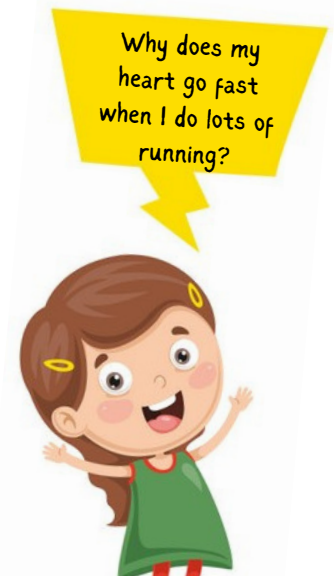
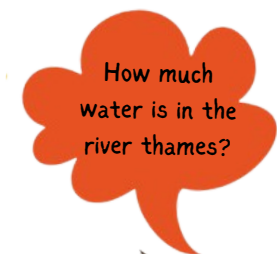
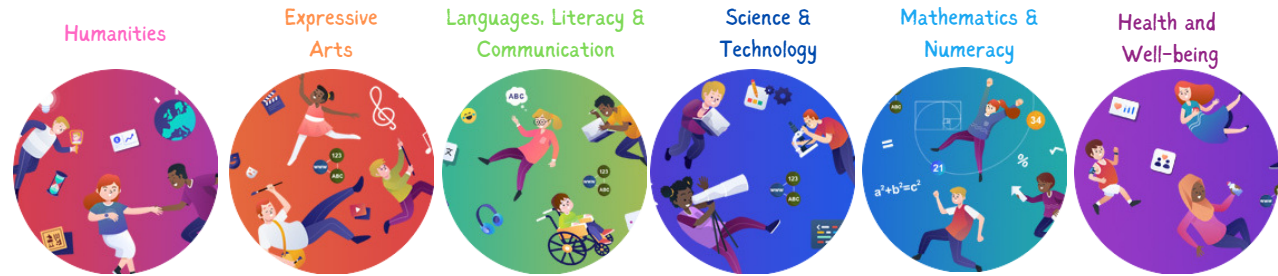
The new Curriculum for Wales will comprise of Six Areas of Learning and Experience (AoLEs):

Languages, Literacy & Communication; Mathematics & Numeracy; Science & Technology; Humanities; Health and Well-being and Expressive Arts.

Each AoLE includes, where appropriate, a Welsh dimension as well as an international and UK perspective. At Pentwynmawr we use these AoLEs to determine our own curriculum and how it should be organised.

All of these areas are as important as one another and are interlinked. However, Language, Literacy and Communication, Maths and Numeracy and Digital Competence are to be developed across all areas of the AoLEs.

At the beginning of each term and the start of a new topic the voice of our pupils is considered. Teachers base learning opportunities on what pupils already know and what they want to find out. This information is gathered through questioning from pupils based on each AoLE. By focusing our pupil's learning journey on these pupil voice questions we can make sure that the curriculum we provide at Pentwynmawr is unique and offers inclusion for all.



# What Matters Statements

The 'What Matters' approach is the identification of the key elements that all learners should experience during their journey along the continuum of learning. Each AoLE contains of a series of 'what matters' statements, there are twenty-seven statements of what matters across the six areas of learning and experience on which we at Pentwynmawr will base our curriculum. These statements are relevant across the whole of the primary phase and are accessed progressively depending on the learning needs of pupils.

Under each of these What Matters statements are progression steps which help to support the progress of all pupils ensuring that as they continue on their journey through Pentwynmawr Primary they will develop their skills.



<p><b>Language, Literacy and Communication</b></p>	<ul style="list-style-type: none"> <li>• Languages connect us.</li> <li>• Understanding languages is key to understanding the world around us.</li> <li>• Expressing ourselves through languages is key to communication.</li> <li>• Literature fires the imagination and inspires creativity.</li> </ul>
<p><b>Mathematics and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• The number system is used to represent and compare relationships between numbers and quantities.</li> <li>• Algebra uses symbol systems to express the structure of mathematical relationships.</li> <li>• Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</li> <li>• Statistics represent data, probability models, chance and both support informed inferences and decisions.</li> </ul>
<p><b>Science and Technology</b></p>	<ul style="list-style-type: none"> <li>• Being curious and searching for answers is essential to understanding and predicting phenomena.</li> <li>• Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</li> <li>• The world around us is full of living things which depend upon each other for survival.</li> <li>• Matter and the way it behaves defines our universe and shapes our lives.</li> <li>• Forces and energy provide a foundation for understanding our universe.</li> <li>• Computation is the foundation for our digital world.</li> </ul>

<p><b>Humanities</b></p>	<ul style="list-style-type: none"> <li>• Enquiry, exploration and investigation inspire curiosity around the world, its past, present and future.</li> <li>• Events and human experiences are complex and are perceived, interpreted and represented in different ways.</li> <li>• Our natural world is diverse and dynamic, influenced by processes and human actions.</li> <li>• Human societies are complex and diverse, shaped by human action and beliefs.</li> <li>• Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</li> </ul>
<p><b>Health and Well-being</b></p>	<ul style="list-style-type: none"> <li>• Developing physical health and well-being has lifelong benefits.</li> <li>• How we process and respond to our experiences affects our mental health and emotional well-being.</li> <li>• Our decision making impacts on the quality of our lives and the lives of others.</li> <li>• How we engage with social influences shapes who we are and affects our health and well-being.</li> <li>• Healthy relationships are fundamental to our well-being.</li> </ul>
<p><b>Expressive Arts</b></p>	<ul style="list-style-type: none"> <li>• Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</li> <li>• Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</li> <li>• Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</li> </ul>



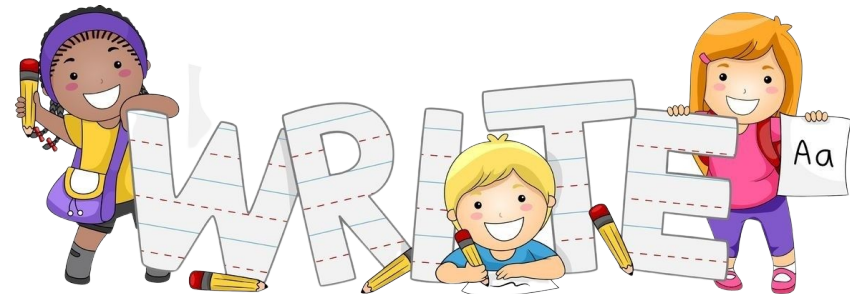
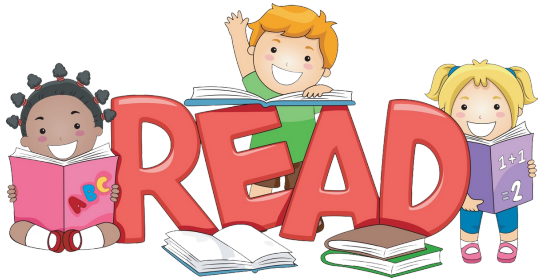


# A summary of the Languages, Literacy and Communication 'What Matters' Statements.

At Pentwynmawr Primary, Literacy, Language and Communication within the Curriculum for Wales is about communicating effectively in different forms using both English and Welsh. This Area of Learning Experience comprises four 'What Matters' statements, progressing from age 3 to 16. They cover:

- **Languages connect us** - We focus on the links between language, culture and identity. Pupils will be given opportunities to talk and become aware of different languages. The celebration of Welsh through weekly assemblies, helpwr heddiw and an annual Eisteddfod alongside English, home and international languages will develop a sense of belonging and an appreciation of a diverse range of cultures. We also have a school Criw Cymraeg where pupils are actively involved in the Welsh life of the school.
- **Understanding languages is key to understanding the world around us** - Pupils will be exposed to a wide range of reading material. This will progress from developing sounds and sharing picture books to the discussion and understanding of more complex texts. Within Pentwynmawr Primary School, this will be delivered through the letters and sounds phonics scheme, group guided reading and our whole school 'BOOST' reading programme to nurture independent readers and a love of literature. We also promote literature in the Welsh language throughout the school from 'Flicc a Fflac' books in the foundation phase to more extended texts from Antur Anhygoel schemes of work in Key Stage 2.





- **Expressing ourselves through languages is key to communication** - Pupils will be given the opportunity to participate in a variety of speaking and listening activities including presentations and opportunities to speak in a variety of situations. This may range from giving simple explanations to more formal and informal use of language. Oracy work will provide strong foundations for written work through authentic activities. Grammar rules, spelling and punctuation will be taught in all classes and pupils encouraged to work collaboratively to review and improve their own work and the work of others using our personalised self and peer assessment tools, 'Self assessment Safari' in the Foundation Phase and 'Avengers Assessment' in Key Stage 2.
- **Literature fires the imagination** - To fully appreciate literature, children will be exposed to bi-lingual songs and rhymes such as the 'Pori Dori' initiative, stories and poems including cultural texts from Wales and the wider world. They will respond to these in a variety of oral and written ways, and use them as inspiration to craft their own ideas and fire their imaginations.





# A summary of the Mathematics and Numeracy 'What Matters' Statements.

At Pentwynmawr Primary School Mathematics and Numeracy within our Curriculum for Wales is about enabling learners to solve problems, explore ideas, establish connections and collaborate with others in real-world contexts. This Area of Learning Experience comprises of four 'What Matters' statements, progressing from age 3 to 11. Here at Pentwynmawr Primary School, we use both outdoor and indoor environments to help develop understanding of number. They cover:

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 • **The number system is used to represent and compare relationships between numbers and quantities** - This focuses on describing and comparing quantities. It provides pupils with a basis for algebraic, statistical, probabilistic and geometrical reasoning, as well as for financial calculation and decision-making using Tapas and White Rose Maths.
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 • **Algebra uses symbol systems to express the structure of mathematical relationships** - Pupils will develop the tools they need for reasoning, modelling and solving problems in mathematics and in a wide range of cross-curricular projects, real-world contexts, including technology and finance e.g Welsh cafe, tuck shop or budgeting for a school event/trip.
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 • **Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world** - Pupils will be given the opportunity to play with, manipulate, compare, name and classify shapes and structures. They will explore measurement in terms of time through real life context, length, weight, volume and capacity and use a variety of standard and non-standard units.
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 • **Statistics represent data, probability models chance, and both support informed inferences and decisions** - Pupils will be given the opportunity to collect, manipulate and analyse data. They will develop the means to test hypotheses, draw conclusions and make predictions by managing data and representing information, using technology to represent data e.g. Hwb. Children are given the opportunity to develop their skills independently by using websites like Mathletics and Times Table Rockstars.





# A summary of the Science and Technology 'What Matters' Statements.

At Pentwynmawr Primary School, science and technology focuses on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance pupils' knowledge and understanding of the world. This Area of Learning Experience comprises six 'What Matters' statements, progressing from age 3 to 11. They cover:

- **Being curious and searching for answers is essential to understanding and predicting facts** - this focuses on showing curiosity and asking questions that form suitable methods of inquiry. At Pentwynmawr, pupils are given opportunities to recognise patterns from observations and communicate results and improvements. We follow the TAPS science scheme which provides experiences for pupils to question ideas, form opinions and deepen scientific and technological understanding.
- **Design thinking and engineering offer technical and creative ways to meet society's needs and wants** - this focuses on using simple tools, materials and equipment safely to make inspirational and creative designs. Pupils will have opportunities to reflect and refine designs without fear of failure.
- **The world around us is full of living things which depend on each other for survival** - this focuses on recognising and describing: living things, organisms, different organs and systems.. Pupils will have opportunities to discover habitats within our woodland area and have experiences of growing produce in the school garden.
- **Matter and the way it behaves defines our universe and shapes our lives** - this focuses on exploring properties and changes of materials under different conditions, this will be developed through exploration of experiments and research. Pupils will also have opportunities to explain the natural materials of the world and their benefits to mankind.
- **Forces and energy provide a foundation for understanding our universe** - this focuses on pupils investigating different forms of energy and describing the different forces acting on an object through scientific experiments. Pupils will have learning opportunities to evaluate the variables and suggest improvements for future experiments.
- **Computation is the foundation for our digital world** - this focuses on experimenting with chromebooks, iPads and Beebots in a safe manner. Pupils will have opportunities to collaborate with others creating their own algorithms using the Scratch and HWB websites.



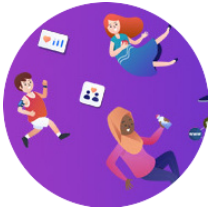


# A summary of the Humanities 'What Matters' Statements.

At Pentwynmawr Primary School Humanities is about encouraging learners to engage with the most important issues facing humanity. It helps to develop the skills necessary to understand the past and the present. Humanities comprises five 'What Matters' statements, progressing from age 3 to 11. They cover:

- **Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future-** Pupils will develop these skills through looking at local examples such as changes through the seasons in the woodland, exploring the village and learning about the history of South Wales, including Cardiff Bay.
- **Events and human experiences are complex, and are perceived, interpreted and represented in different ways** - Children will be given the opportunity to form their own opinions about things that are important to them and familiar experiences, such as taking part in Christmas and Easter celebrations and experiencing a christening or wedding in the local church.. As they move through the school they will learn about why people have different opinions.
- **Our natural world is diverse and dynamic, influenced by processes and human actions-** Pupils will recognise familiar places such as the local library, shops, church and park. They will develop an understanding of how human actions affect the natural world.
- **Human societies are complex and diverse, and shaped by human actions and beliefs** - Pupils will develop an appreciation of their Welsh identity and heritage through taking part in our Eisteddfod, Welsh assemblies and the Welsh heritage history competition. Pupils will learn about the diversity of societies by exploring a range of different religious views.
- **Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action-** We will develop children's understanding of their responsibilities as citizens of Wales and the wider world through looking after the environment locally and debating a range of issues such as climate change in Key Stage 2.





# A summary of the Health and Well-being 'What Matters' Statements.

At Pentwynmawr Primary School we encourage our children to understand and appreciate that good health and well-being are important to enable successful learning.. This Area of Learning Experience comprises five 'What Matters' statements, progressing from age 3 to 11. They cover:

- **Developing physical health and well-being has lifelong benefits** - Through weekly PE sessions, The Daily Mile, Funky Friday and lessons focussed around healthy eating, pupils begin to understand the factors that affect their physical health and well-being. From this understanding, pupils will develop positive, informed behaviours that encourage them both to care for and respect themselves and others.
- **How we process and respond to our experiences affects our mental health and emotional well-being** - Pupils will learn how to communicate their feelings through stories, games and opportunities that occur within everyday experiences. Elsa sessions and regular check-ins from staff create a culture where talking about mental health and emotional well-being is normalised.
- **Our decision-making impacts on the quality of our lives and the lives of others** - Pupils have the opportunity to be elected as a class representative and through weekly meetings and contributing to the School Development Plan, they begin to understand how decisions and actions impact on the school. Through using 'Pupil Voice' they will contribute to decisions about their learning and experiences they have while at Pentwynmawr Primary.



- **How we engage with social influences shapes who we are and affects our health and well-being** - Pupils will begin to understand the important role of social influences, both on and offline, in their lives. Through engaging with the community and visitors like PC George and Crucial Crew, pupils will explore rules, social norms, attitudes and values that are created and reinforced by different social groups in school and the community.
- **Healthy relationships are fundamental to our well-being** - Through stories and events such as Anti-Bullying week, pupils will be encouraged to develop their abilities to form, nurture and maintain relationships and see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.



# A summary of the Expressive Arts 'What Matters' Statements.

At Pentwynmawr Primary School, we engage and motivate learners, developing their creative, artistic and performance skills through the Expressive Arts Area of Learning. This Area of Learning covers a variety of skills within art, dance, drama, film and digital media and music. This Area of Learning comprises of 3 'What Matters' statements. They cover:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals** - In Pentwynmawr Primary School we encourage our learners to explore all aspects of Expressive Arts. Generally, our Expressive Arts lessons link well across the curriculum and suit our class topics well. We also incorporate regular sessions to suit events happening in the community as well as the wider community. We organise various whole school art projects where children are able to explore and experiment with various creative techniques. We carry out Enriched Curriculum sessions across the whole school which involves children from different year groups working collaboratively to create artwork based on a specific topic. During cultural festivals and events, the children produce creative pieces to showcase around the community.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts** - In our school, the children's artwork is displayed in abundance around the classroom and the school as a celebration of their work and to allow for feedback as both an artist and audience. We encourage children to express their ideas about their work helping them become curious and independent learners. We focus on various Welsh artists and other artists around the world linking to our class topics to help inspire artwork. We also have many murals painted on the school walls both inside and outside which helps spark imagination in our pupils.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination** - Throughout each phase children explore different percussion instruments to make sounds and music. Children are given the opportunity to play an instrument. Every term each class performs an assembly to celebrate their learning with the whole school, parents & governors. At Pentwynmawr Primary School we also pride ourselves on our phase Christmas concerts. Our choir also enjoys singing for the community at venues such as Sainsbury's and St. Tudor's Church in Mynyddislwyn.



## Progression and Assessment

Put simply the 'Principles of Progression' or 'Progression Steps' can be defined as how learners make progress throughout their learning across the curriculum. Progression is a 'road map' for each individual, and each may progress at a different rate or take a different path to get to the next stage in their learning journey.

The Curriculum for Wales guidance describes mandatory principles of progression for the curriculum as a whole and for each individual AoLE. These articulate the ways in which learners make progress in their learning and contribute to the four purposes. This means that progression must be embedded in learning and teaching and should form the basis of thinking at Pentwynmawr when designing and planning the school curriculum. Progression is further supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it will differ. As a result, the progression steps can only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

Progression should be supported through 'deep' learning. Each description of learning is designed to support increasing depth and sophistication of learning over time. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication. They are also designed to be considered through a range of contexts. Learning should bring together through experiences a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. Assessment is key to supporting 'deep' learning and should be used to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress.



# Progression and Assessment

Progression Step 1	Progression Step 2	Progression Step 3
Pupils in Nursery and Reception	Pupils in Year 1, 2 and 3	Pupils in Year 4, 5 and 6

## Purpose of Assessment

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress. In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner - their strengths, the ways in which they learn, and their areas for development - in order to inform learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (Assessment for Learning); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice. We also assess and monitor each learner's well-being (PASS) and cognitive development (CAT4). These assessments are used to formulate an accurate snapshot which provide attainment, progress and well-being targets.

## Communicating and engaging with parents/carers

We communicate effectively with parents / carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents / carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents / carers. When developing these processes, consideration has been given to using a wide variety of different communication means e.g. face-to-face and digital through Seesaw, text and email.

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.



# Cross Curricular Skills and Cross-Cutting Themes



## Cross Curricular Skills

Literacy, numeracy and digital are mandatory cross curricular skills within the Curriculum for Wales. It will be the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills. How literacy, numeracy and digital competence skills are developed in and across the curriculum will be decided at a local level and will fit with individual schools' approaches.

## Cross-Cutting Themes



# School Experiences

Through co-construction with all of our stakeholders, these are the 20 experiences we think all our learners should have during their educational journey at Pentwynmawr Primary School.



Visit  
Pentwynmawr  
Park

Listen to a  
safety talk  
from the  
police or fire  
brigade

Take part in a  
class trip  
outside the area  
e.g a theme park  
or zoo

Visit a local  
church e.g.  
Mynyddislwyn

Plant it!  
Grow it!  
Eat it!

Go on a  
residential trip  
and try an  
adventurous  
activity

Take a local  
bus or train  
journey

Take  
swimming  
lessons

Receive first  
aid training

Learn to play  
a musical  
instrument

Make and sell  
a product

Visit  
Techniquest

Visit a local  
shop and  
supermarket

Raise money  
for charity

Go for a walk  
around the  
village of  
Pentwynmawr

Visit a local  
farm e.g. Cefn  
Mably /  
Noah's Ark

Taste  
different foods  
and cook  
together e.g  
on a campfire

Visit a local  
residential  
home

Be part of a  
team that  
represents  
the school

See a show at a  
local theatre e.g  
Blackwood  
Miners /  
Millennium  
Centre

