



Curriculum Summary for Wales YGG Trebannws



Senior leaders, staff, pupils, parents and carers have worked collaboratively to
develop a shared vision for Curriculum for Wales

Curriculum Vision for Wales

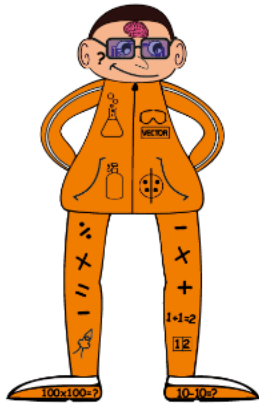
In YGG Trebannws our aim is to provide a varied, balanced and relevant curriculum in an interesting and creative manner so that the pupils are able to develop the skills and attributes necessary for a bright future and to play a full part in society. In addition, we will encourage the development of all pupils to progress along a continuum of learning so that all learners achieve their full potential.

The four purposes will be at the heart of everything we do at YGG Trebannws to develop

- 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

We will promote opportunities for pupils at YGG Trebannws to make connections between the different areas of learning and to use the learning in new situations and new contexts. Opportunities that are supportive of physical and mental well-being and to appreciate the local area, Wales and the wider world and the issues that will be crucial in future.

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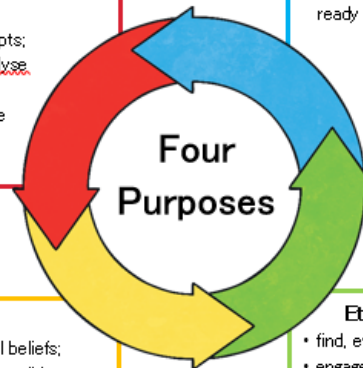


Ambitious, capable learners who:

- 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.



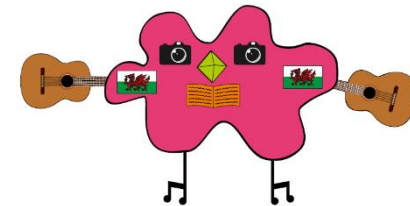
Healthy, confident individuals who:

- 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.

Mentrus a Chreadigol



Iach ac Hyderus



Gwybodus Egwyddorol



Areas of Learning and Experience

The curriculum will provide learning experiences through the 6 Areas of Learning and Experience, Relationship and Sexuality Education and Religion, Values and Ethics. In addition, our curriculum develops cross-curricular skills following the Literacy Framework, Numeracy Framework and Digital Competence Framework. An opportunity for pupils to use these skills across all areas of learning and experience.

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

Expressive Arts

Art, music, drama, dance and film and digital media.

Health and Wellbeing

Physical education, understanding healthy relationships and making healthy lifestyle choices, understanding emotions and cooking.

Humanities

History, geography, religious, business and social studies.

Languages, Literacy and Communication

Welsh, English (from Year 3 onwards) and an international language in the junior section.

Mathematics and Numeracy

Mathematics development underpins aspects of our daily lives that use mathematics to solve real-life problems.

Science and Technology

Biology, Physics, Chemistry, Engineering and Computer Science.

Our curriculum will also be guided by the descriptions of the statements of what matters for each area of learning and experience in accordance with the code Statements of what is Important.

Statements of What Matters

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 Well-being					
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.	
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.		
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.

Progression and Assessment

Our aim for assessment is to support each individual learner to progress appropriately, ensuring that they are supported and challenged accordingly, and expecting learners to make continuous progress at an appropriate pace. We assess that progress, understand the progress of each individual learner and identify how to tailor ongoing support to enable the learner to continue progressing effectively.

We assess for three key reasons to:

- support individual learners continuously, day by day
- identifying, capturing and reflecting on individual learners' progress over time
- understand the progress of a group in order to reflect on practice.

All learners will be assessed on access to school at any point of the 3 – 16 continuum, not just on access to compulsory school age. Assessments for a newly enrolled learner will be carried out during the learner's first six weeks of starting school, these assessments include consideration of Numeracy and Literacy skills and ability, wellbeing, physical, social and emotional ability.

We use the progress stages of the curriculum (Step 1 – 5) in terms of descriptions to help learners, teachers, parents and carers understand if the progress being made is appropriate.

