



Our Curriculum

Parent Information January 2023

Our Curriculum, Our Learning!

At Llandeilo Primary School we place our learners at the heart of our Teaching & Learning. As an innovative school, Llandeilo Primary is committed to developing a curriculum that is responsive to our pupils' needs, which engages, enthuses and inspires both pupils and staff. We continually reflect and evaluate our curriculum to ensure it is effective and truly impactful upon our pupil's learning, progress and wellbeing. We pride ourselves on designing a bespoke curriculum for our pupils, school and community context, whilst ensuring the statutory requirements of the Curriculum for Wales (CfW).

We are currently embarking on an exciting new adventure within our curriculum design, which aims to further develop our pupils as curious, collaborative, and conceptual learners and thinkers. We aim for all our pupils to make connections between their previous and current learning, thinking and skills, and to be able to transfer this learning across all Areas of Learning and Experiences (AoLEs) and life! Throughout their time at Llandeilo Primary, our pupils will grow to be Thinkers, Communicators, Collaborators, Researchers, Self-managers and Contributors in order to develop the Four Purposes of the CfW and to achieve the school's vision: *Success with a Smile!*

Our Curriculum, Our Learning.

The concept-based inquiry approach to our learning enables pupils to develop their thinking and questioning skills, leading learning in their chosen direction. The pupils also exercise their 'Right to be heard' (Article 12) through class planning at the beginning of and during each inquiry, putting their stamp on their own learning. Our inquiries allow our pupils to have an involvement with and an impact on their immediate and further community, making a difference to others.

Our learners are always at the heart of all learning and are pivotal in decision-making. We offer a purposeful, authentic and relevant curriculum. We believe that in order for our pupils to 'be the best that they can be' we have to offer rich, exciting experiences.

We believe in developing ambitious, capable, lifelong learners who are confident to apply acquired skills and knowledge with interdependence and independence in experiential and active learning.

Our Curriculum, Our Learning.

Our Curriculum is designed to:

- Empower our pupils to become self-regulating, self-motivated individuals who are equipped for later life, through the Four Purpose and our Learning Assets.
- Be ambitious with a clear focus on developing basic skills in order to access the full curriculum on offer.
- Be sequenced so that simpler concepts are presented before more complex ones. Concepts are planned and designed to interrelate at the appropriate level. We aim to offer a high-quality teaching and learning experience based on the acquisition of key knowledge and skills where across the school and in all subjects, knowledge is progressive and concepts are sequential.
- Meet the needs of all learners in order that all pupils realise their own potential.
- Develop ambitious, capable, lifelong learners who are confident to apply acquired skills and knowledge with interdependence and independence in experiential and active learning.
- Enable pupils to develop their curiosity, thinking and questioning skills.
- Take in to account the local context of our pupils. It aims to provide opportunities to extend learning beyond the classroom and at times involve the wider community, in order to enrich the curriculum offer.

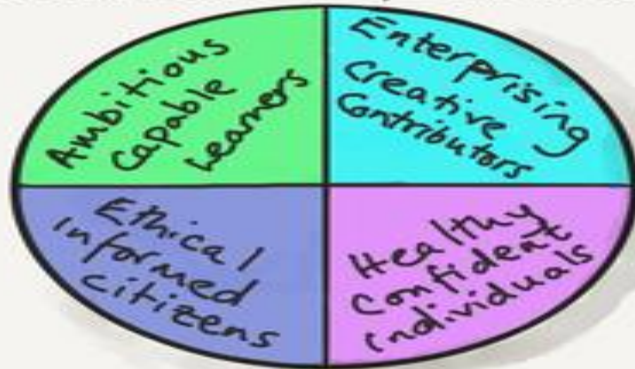
Our curriculum is based upon the New Curriculum for Wales.

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The new
WALES CURRICULUM

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4 CURRICULUM PURPOSES



3 CROSS CURRICULAR SKILLS



6 AREAS OF
LEARNING & EXPERIENCE

MATHS & NUMERACY - Maths
LANGUAGE, LITERACY & COMMUNICATION - English/Welsh/MFL
SCIENCE & TECH - Science/DT/ICT
HEALTH & WELLBEING - Food tech/ P.S.E./ P.E.
EXPRESSIVE ARTS - Art/Drama/Music
HUMANITIES - RE/History/Geography

Our Curriculum includes...

6 Areas of Learning and Experience (AoLEs) from age 3 to 11. These are:

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

3 cross curricular responsibilities:

- Literacy
- Numeracy
- Digital Competence.

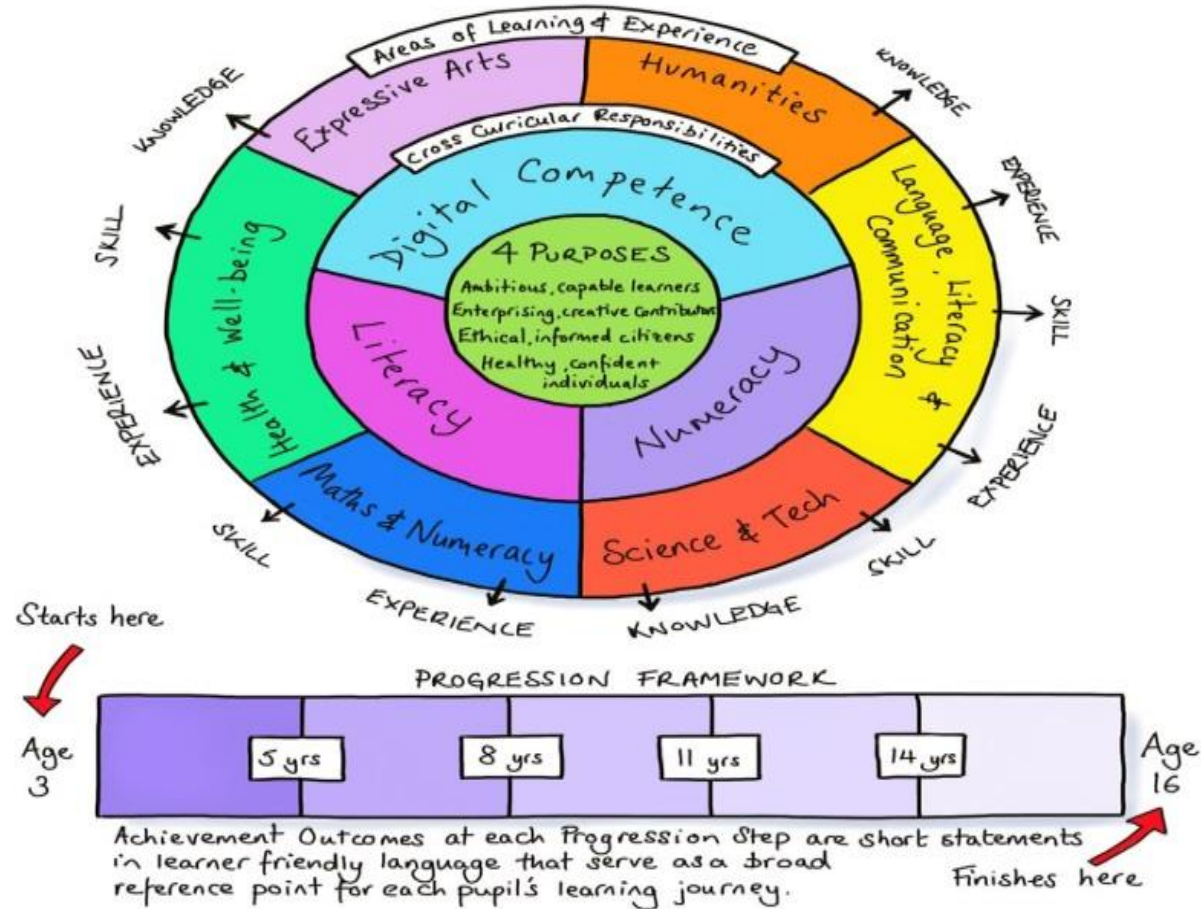
Progression steps with reference points at ages 5, 8 and 11.

Achievement outcomes which describe expected achievements at each progression step.

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Curriculum for Wales

A transformational curriculum for children in Wales



What does this look like?

At Llandeilo Primary we want all children to 'be the best they can be' and ultimately achieve the 4 purposes.

To ensure this happens, we have a consistent approach throughout the school that allows our pupils to 'Wonder' and be curious, plan learning, assess needs, acquire skills and knowledge, apply them with independence for a purposeful, authentic stimulus and review their own learning and the impact they have had upon other's learning.



What does this look like?

We aim to provide rich, authentic learning experiences which are purpose and concept driven, encouraging our pupils to develop their integral skills and metacognition.

The definition of a rich, authentic learning experience is ...

“An experience or challenge that involves real-world problems and that mimics the work of professionals; the learning involves the presentation of findings to audiences, sometimes beyond the classroom.

The learning involves conceptual understanding, open-ended inquiry, thinking skills and metacognition. The term ‘cognitive conflict’ is often assigned to this type of learning. Learners work co-operatively to direct their own problem solving and/or learning.”

Our School's Journey

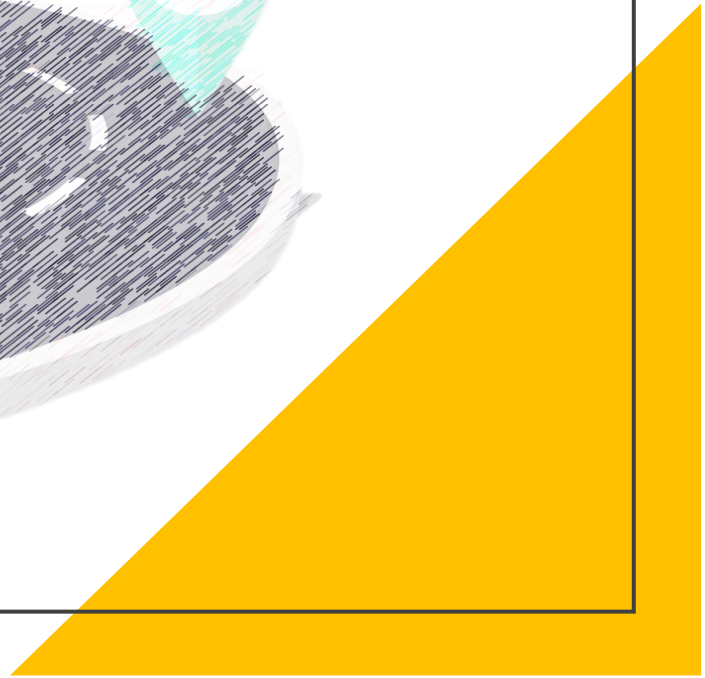
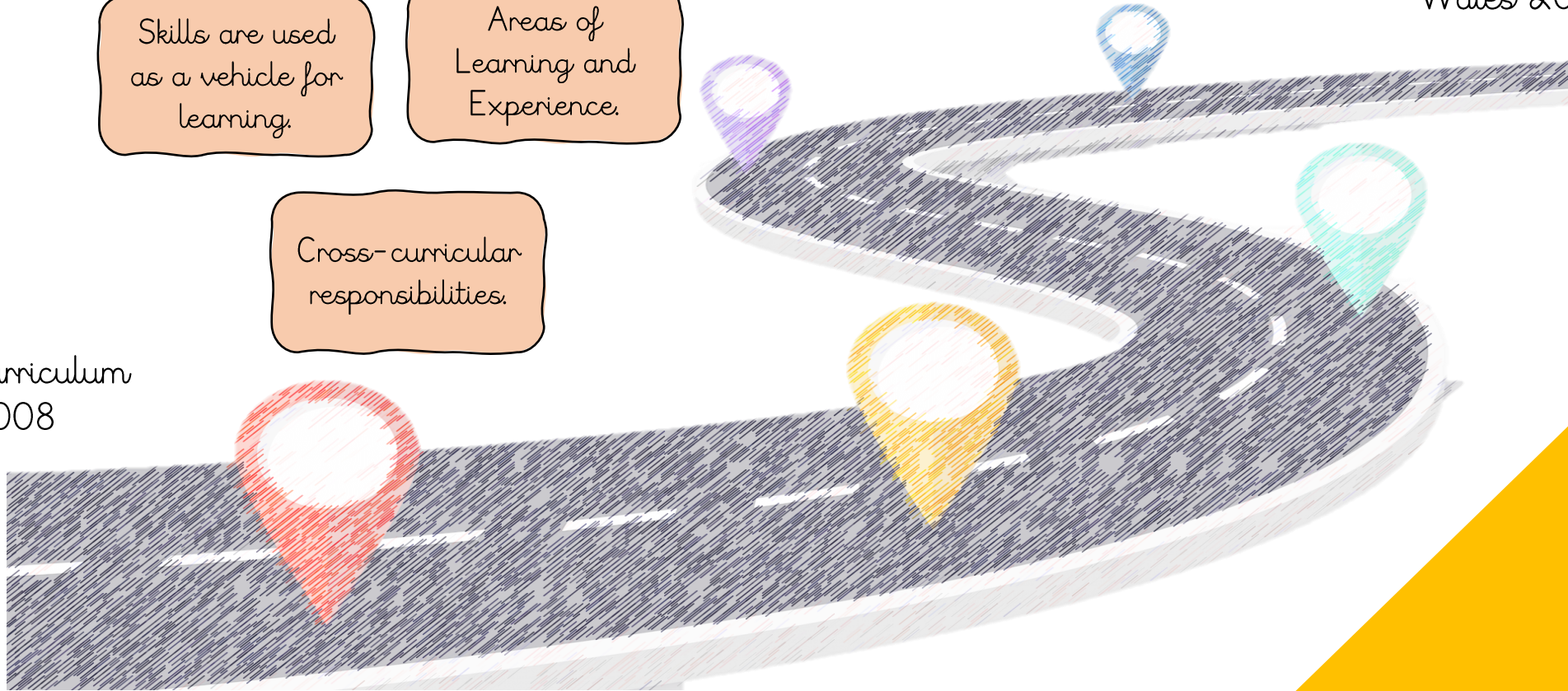
The new
Curriculum for
Wales 2022

Skills are used
as a vehicle for
learning.

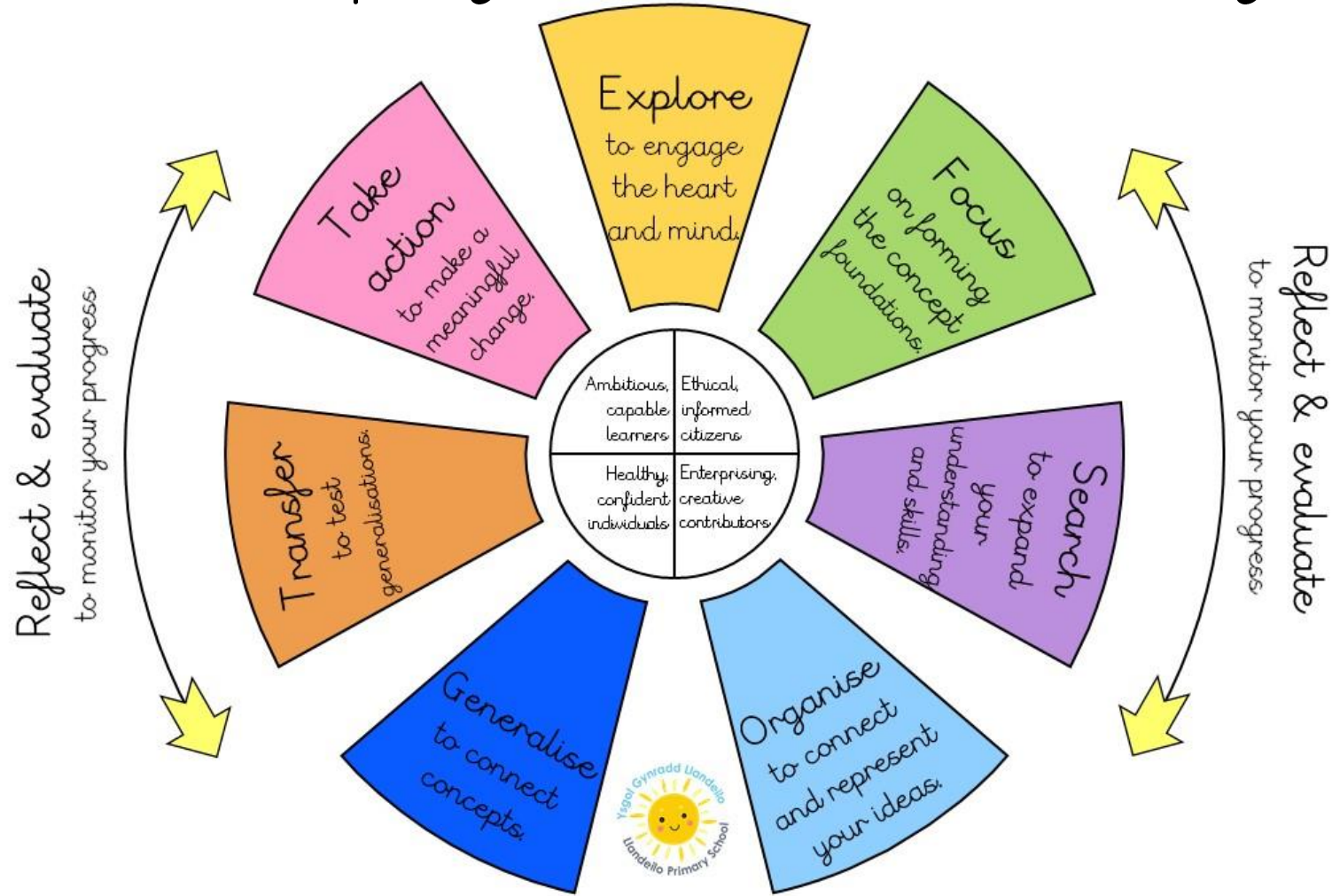
Areas of
Learning and
Experience.

Cross-curricular
responsibilities.

The Curriculum
2008



Concept-based inquiry at Llandeilo Primary School



How does it all begin?

Every inquiry begins with the 'Explore' phase, allowing our pupils to explore concepts to engage their heart and mind.

Our learners will develop their questions and wonderings through discussion, exploration and question-based activities.



What does this look like in the classroom?

Explore
to engage
the heart
and mind.

Purpose:

- To enable pupils to explore the unit's conceptual lens emotionally and intellectually.
- To activate and explore pupil's prior knowledge.
- To engage pupils via discussion, experimental and opinion-based strategies.



What did you notice about the environments?
What did it make you think?



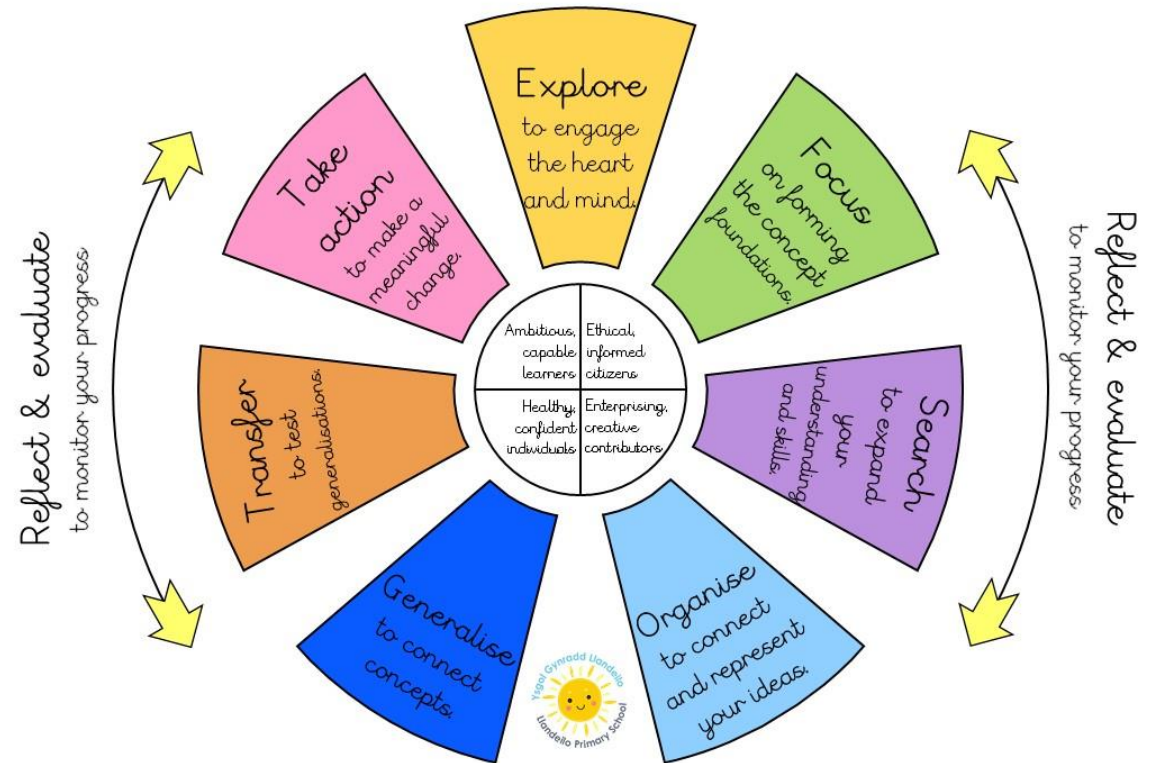
How does it all develop?

During the 'Focus' phase, our learners will develop a shared understanding of the concepts they are inquiring about.

The 'Search' phase encourages learners to find out information by researching, conducting interviews and creating questionnaires.

Our learners will collate and make sense of their findings in the 'Organise' phase.

During the 'Generalise' phase, our learners will make connections between the concepts they are inquiring about, and form their own generalisations.



What does this look like in the classroom?

Focus
on forming
the concept
foundations.

Purpose:

- To support pupils developing a shared understanding of the unit's conceptual lens, macroconcepts and microconcepts.
- To identify and address pupils' misconceptions.
- To focus via categorising, naming and ranking strategies.



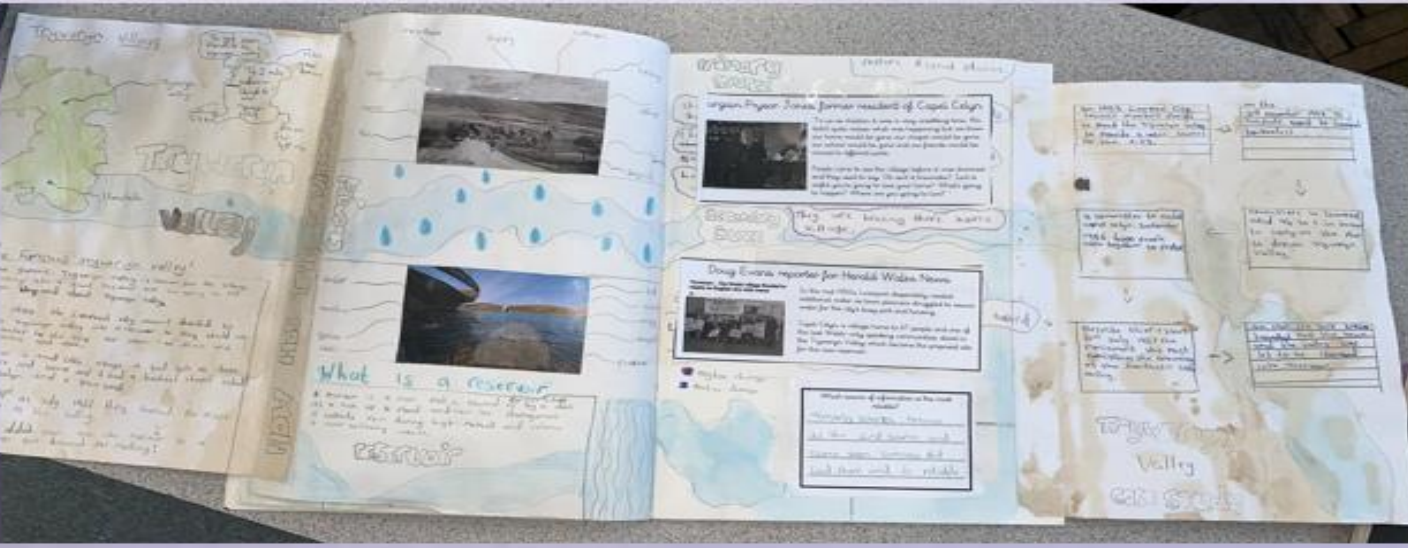
What does this look like in the classroom?



Search
to expand
your
understanding
and skills.

- Purpose:
- To expand pupils' understandings of the unit's concepts and develop research, questioning, listening and investigative skills.
 - To explore factual examples of concepts in different contexts through case studies.
 - To search via human, experiential, visual, physical and technological resources.

Name of resources	Type of resource	Sustainable?	Example of use
computer	Underground (geological)	no	working
batteries	Underground (geological)	no	toy car
clay	Underground (geological)	no	statues
minerals	Underground (geological)	no	ring
tv	Underground (geological)	no	programmes
lego	Underground (geological)	no	playing
plastic	Underground (geological)	no	pebble jar
stone	Underground (geological)	no	path



What does this look like in the classroom?

Organise
to connect
and represent
your ideas.

Purpose:

- To allow pupils to build connections and relationships between concepts.
- To support pupils to share and begin to make sense of their findings.
- To organise via comparison, progress, summarising and representing strategies.

Cross-comparison Chart - Confidence

Case study	How did the environment change?	How did this impact people's lives?	How were the decisions made?
The Tryweryn Valley	<ul style="list-style-type: none"> • The environment changed by the town turning into a reservoir. And people are losing their homes and school, church, post office and many more. 	<ul style="list-style-type: none"> • Their homes are washed and destroyed and put into a reservoir and not used. • This can make their families sad to see them lose their homes to make a reservoir. • It is incredibly sad. 	<ul style="list-style-type: none"> • They wanted to make a reservoir and well they did but this decision was not exceptionally good. • They made many people lose their homes.
The Aberfan Disaster	<ul style="list-style-type: none"> • The town was full of trees and a stream but then the landslide hit and everything was covered in black soot the animals will have also died also it is sooo sad. 	<p>It Destroyed there 20 houses and their School. Kids went to school and never came back the parents must be so sad 102 kids died in total 120 people died just imagine your whole town getting destroyed by some coal just waste coal it is so sad.</p>	<ul style="list-style-type: none"> • The decisions made were right and they had to pay 150,000 thousand to clear the coal. It is sad to think about it well the people were mining on a hill so the waste on the coal.

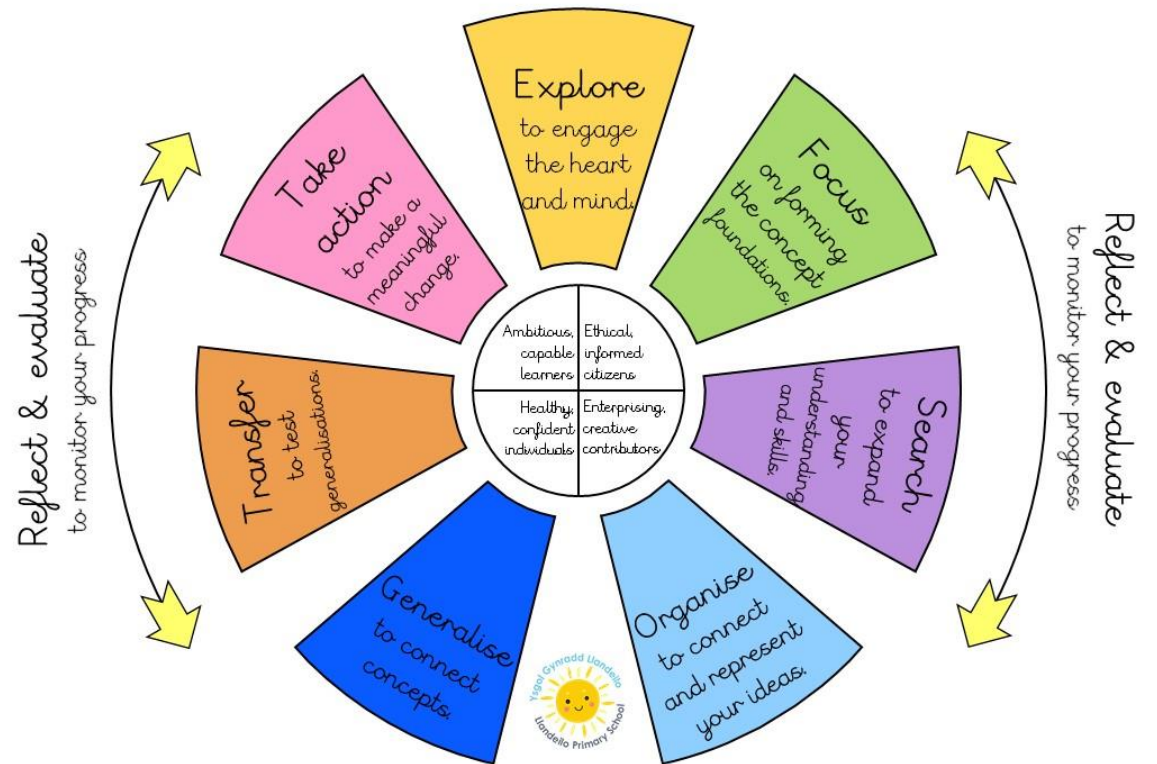


How does it all develop?

The 'Transfer' phase provides learners with opportunities to test their generalisations.

Our learners will 'Take action' and make a meaningful change to their class, school, local, and/or wider community, based on their findings from the inquiry.

During the 'Reflect & evaluate' phase, our learners will monitor their progress and support themselves developing a deeper understanding via metacognition.



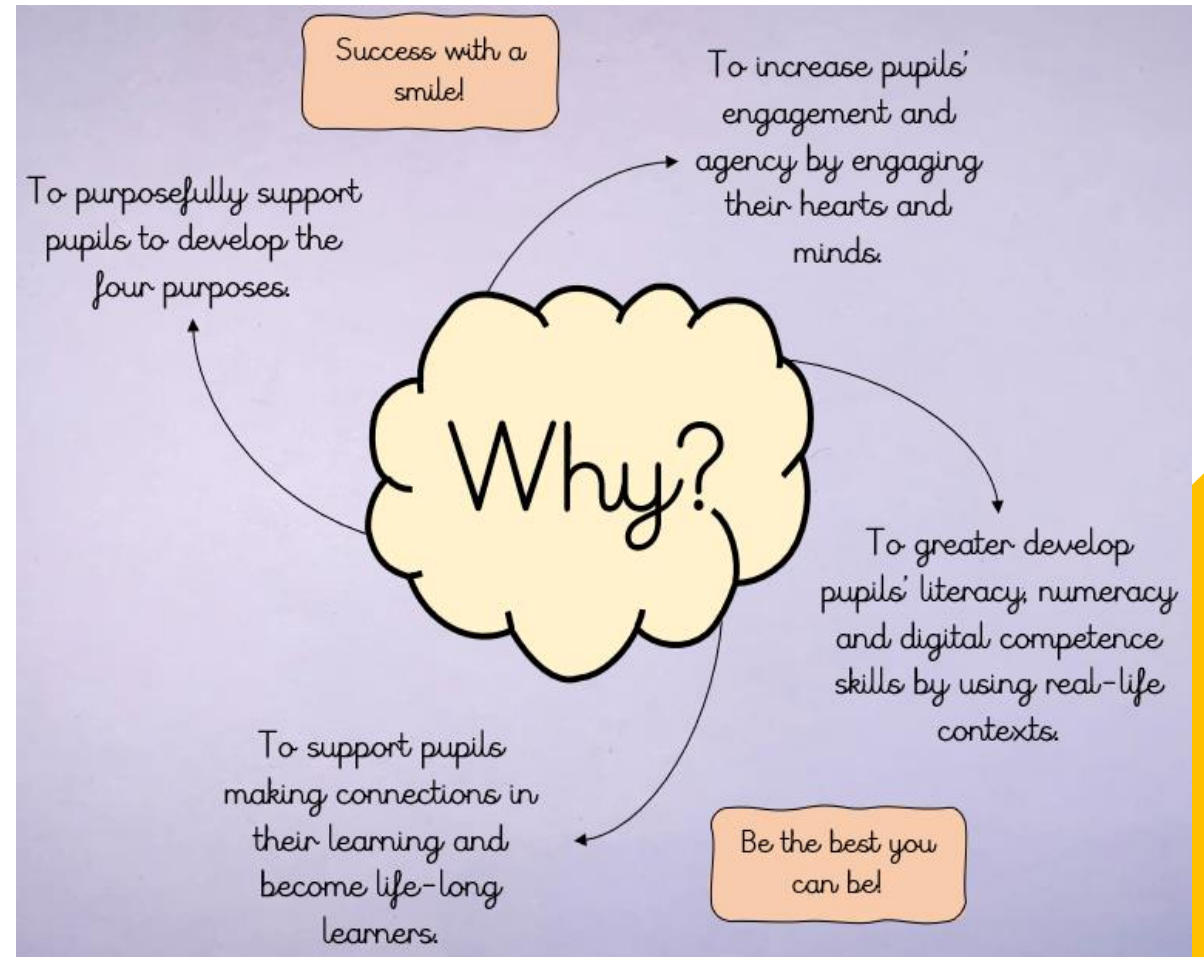
The role of the teacher/ TA:

Enable pupils to be active participants in their learning.

Ask factual, provocative, conceptual and reflective questions to extend thinking.

Craft learning experiences that build upon pupils' knowledge, understanding and thinking and support them making connections between concepts.

Observe learners during tasks to inform their questions and future planning.



Explanation of teaching approaches:

Whole class	All pupils taught the same topic at the same time, work on the same task at the same time.
Focus task	Small group teaching
Carousel	A carousel of different activities - pupils complete different tasks with support, independence or interdependence. .
Independent tasks	Making own decisions and sensible choices to complete a task.
Interdependence.	Cooperating with others to make decisions and choices together to complete a task.

How do we learn?:

How pupils learn is as important as what they learn. Our curriculum is broad and balanced offering children many exciting and wonderful learning experiences to develop their spiritual, social, creative, linguistic, mathematical, scientific and technological knowledge and skills.

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

How do we learn?:

Pedagogical Principles



Our teachers promote learning through a range of approaches, some of which are outlined in the 12 pedagogical principles above. This will look like this for our pupils. (left)

How do we learn?:

Within our curriculum we aim to become 'The Best we can Be!' and become ready for the challenges ahead of us.

We use our 'Learning Assets' to support us in our aim, encouraging us to grow to become; Thinkers, Self-Managers, Collaborators, Communicators, Researchers and Contributors.

Please see this document for further information.

[Our Learning Assets](#)

I am growing to be a:



How do we assess their learning?

As you will see in your child's report, we assess through using the terminology of: Emerging, Developing, Secure and Mastered.

It is expected that your child reaches these points in their learning at different points within the Progression Steps.

The Progression Steps are:

Progression Step 1 - Nursery and Reception.

Progression Step 2 - Year 1, Year 2 and Year 3

Progression Step 3 - Year 4, Year 5 and Year 6

What might this look like in practice?

Emerging A pupil will	Developing A pupil will	Secure A pupil will	Mastery A pupil will
<ul style="list-style-type: none">• Have been taught this skill• Been given opportunities to develop• Be supported by an adult• Be at the early stages of acquisition• Occasionally be able to apply independently	<ul style="list-style-type: none">• Revisit previous knowledge or skills• Be given opportunities to practise the skills• Show increasing understanding• Frequently be able to apply independently	<ul style="list-style-type: none">• Achieve or be working at all the KPIs• Show a range of evidence from across the curriculum• Consistently be able to apply independently	<ul style="list-style-type: none">• Show further evidence of deep understanding• Be able to apply their knowledge across the curriculum without explicit teaching• Aspire to take risks and apply their knowledge and understanding

The terminology can be defined as:

Emerging - They have been exposed to the skill.

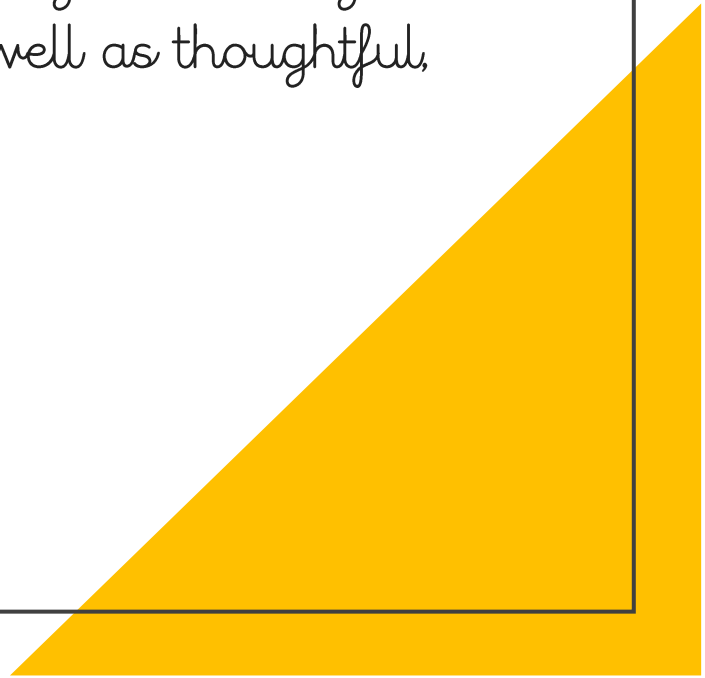
Developed- They can use the skill with support.

Secure - They can do mainly independently in a set context - asking for help as need reinforcement.

Mastered - They can do on their own, in many contexts independently.

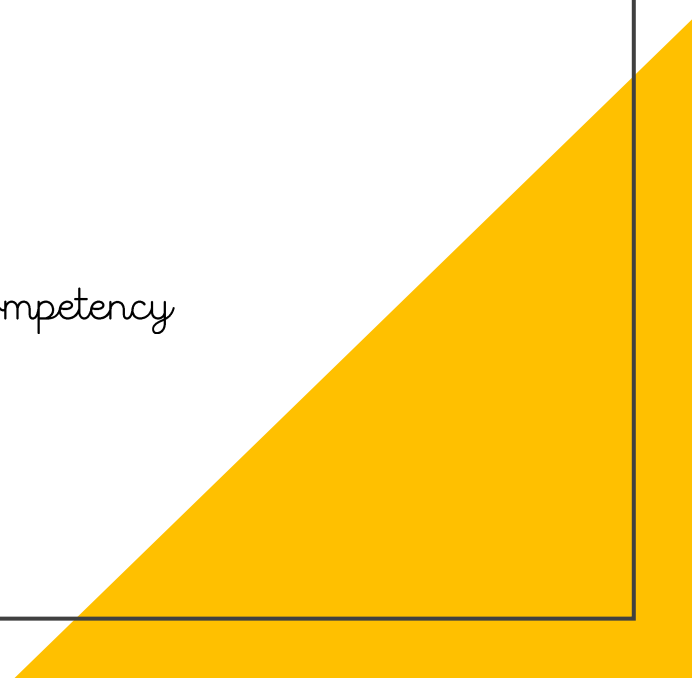
What is deep learning & understanding?

Deep learning promotes the qualities children need for success by building complex understanding and meaning rather than focusing on the learning of superficial knowledge. Deep learning and teaching provides students with the advanced skills to deal with a world in which good jobs are becoming more cognitively demanding. It prepares them to be curious, continuous, independent learners as well as thoughtful, productive, active citizens.



Expectations for learning

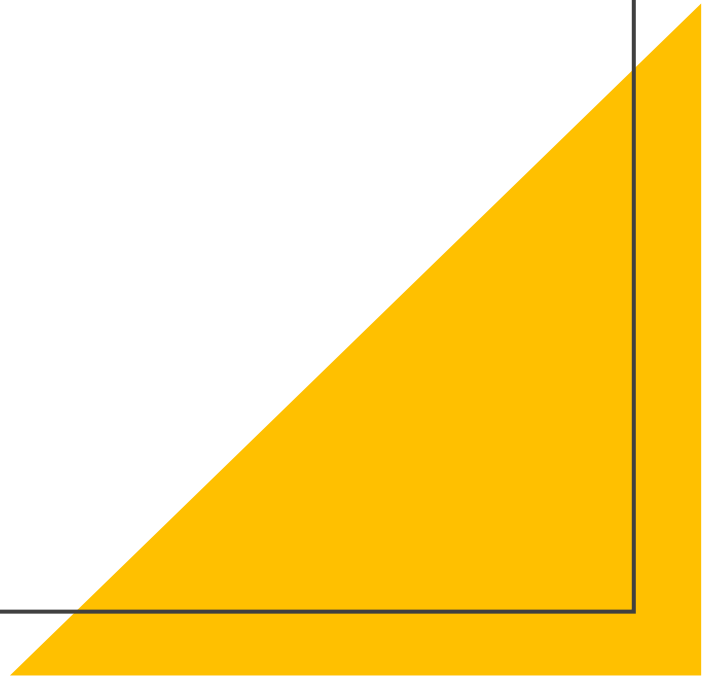
The teachers will...

- Keep a consistent focus on the four core purposes of the curriculum
 - Challenge all learners
 - Encourage and praise sustained effort and growth mindset
 - Use a blend of pedagogical approaches
 - Build upon previous knowledge
 - Create authentic contexts for learning
 - Employ Assessment for Learning principles
 - Teach across all areas of learning and experiences
 - Reinforce cross curricular responsibilities including, literacy, numeracy and digital competency
 - Provide opportunities for pupils to practice their skills for real life situations
 - Encourage pupils to take responsibility for their own learning
 - Support social and emotional development
 - Encourage independence and interdependence
- 

Expectations for learning

The pupils will...

- Build from what they know
- Make choices to support their learning
- Ask questions about their learning
- Value their own and others' ideas
- Learn from their mistakes
- Make choices about their learning including when using ICT
- Have time to reflect on own and others' work
- Challenge themselves
- Use a range of approaches and learning
- Enjoy working together and on their own
- Respect the rights of others



Outdoor & Active Learning

Within our school, learning outdoors is as important as learning in our classrooms. We aim for all classes to have 50% of their learning outside.

As well as this we have weekly PE sessions.



Nature, Nurture & Nutrition

Each week your child will get to enjoy a NNN session where they experience outdoor learning, nature studies and food literacy.

All of these are designed to support the 'Five ways of Wellbeing'.



TALK & LISTEN.
BE THERE
FEEL CONNECTED



DO WHAT YOU CAN.
ENJOY WHAT YOU DO.
MOVE YOUR HOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES
SEE OPPORTUNITIES
SURPRISE YOURSELF



Your time.
Your words.
Your presence

Questions?

- If you have any further questions or queries please do not hesitate to get in touch.
- Mrs V Davies - Assistant Head - daviesv13@hwbcymru.net

