



Nurture, Respect, Inspire
Meithrin, Parchu, Ysbrydoli



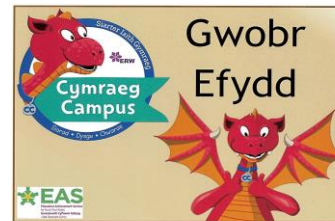
Ysgol Gynradd Llanmartin Primary School

Together we can achieve

Our Curriculum Design



www.ASDinfoWales.co.uk



Five ways to wellbeing

Our Vision

Together we can Achieve... we aim to develop ambitious and capable learners who, through a wealth of exciting experiences and challenges in a vibrant learning environment, develop into respectful and inquisitive learners who care about the local community, Wales and the wider world. We aim to nurture happy and confident, well rounded individuals who have a life-long love of learning, realising their true potential.



Our Curriculum

At Llanmartin Primary School we are designing a curriculum that will meet the needs of all our pupils and ensure that they achieve to the best of their ability. They will develop important skills for life that will help them live in the world around them. Our whole school community will support our curriculum design with a voice in how and what our pupils learn.



Our school values are:

- **Respect** – by valuing the diversity, rights and property of others
- **Honesty** – by telling the truth and being true to our word
- **Co-operation** – by working together appropriately to achieve our aims
- **Tolerance** – by respecting the religious beliefs of others; not judging others; respecting and appreciating differences in people
- **Kindness** – by showing consideration to others
- **Responsibility** – by contributing positively to our whole school community, by accepting the consequences of actions and by agreeing and following simple rules



Our curriculum journey so far...

Pupils

- * New curriculum developments shared during assemblies
- * Pupils created visual characters to represent the four purposes
- * Pupils involved in theme planning through 'DIP' day activities
- * Pupils discussed their views and identified their targets in Pupil Review Meetings
- * Pupils support the new curriculum development within their Pupil Voice groups

Governors

- * Presentations linked to the new curriculum presented in Curriculum Sub-Committee and Full Governors
- * Governor training session
- * Governors involved in Curriculum design through questionnaire

Wider School Community

- * Cluster Professional Learning
- * Work with community based groups e.g. Gwent WSA to well-being, Newport Live, Gwent Police, EGNi
- * Strengthening Community Links e.g. Castle Farm, St. Martin's Church, Elderly residents



Parents

- * Parents updated on new curriculum through weekly newsletter, parent consultations, open mornings
- * Parent information evenings
- * Parents involved in Curriculum design through questionnaires

I believe pupils should be taught more about the environment, the importance of biodiversity, carbon sinks, the planet, renewable energy, climate change, etc. as these are key issues that are now arising around the world

Staff

- * Staff created our Vision and Values
- * Staff discussed what makes our community unique
- * Staff trialled and developed thematic planning
- * Staff developed our Pupil Review meeting format
- * Staff involved with Pupil Progress meetings with SLT to discuss pupil progress
- * Staff developed Medium and short-term planning to support new curriculum
- * Ongoing Staff Development Sessions to develop pedagogy
- * AoLE groups created to unpick each AoLE

The Four Purposes

The four purposes are the shared vision and aspiration for every child in Wales and are at the heart of our Curriculum design. Including these purposes in our curriculum learning and teaching will ensure that our pupils become lifelong learners and have high aspirations of what they can achieve.

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.

Ethical, informed citizens who:

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

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products;
- think creatively to reframe and solve problems;
- identify and grasp opportunities;
- take measured risks;
- lead and play different roles in teams effectively and responsibly;
- express ideas and emotions through different media;
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

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.

The new curriculum will also focus on the development of skills across the curriculum:

Literacy Skills – oracy, reading and writing

Numeracy Skills – numerical reasoning, number, measuring, geometry, algebra and data skills

Digital Competence Framework – ICT skills Children will be encouraged to use Thinking Skills to plan, develop and reflect on their learning.

There are opportunities for all pupils to learn important skills for life that will help them to:

- Appreciate the world around them
- Ask questions, look at evidence, make decisions and solve problems
- Explore, communicate, create plans and find solutions
- Build resilience and manage their well-being
- Work with others • Make decisions about their future career based on meaningful experiences in learning, work and entrepreneurship



Our new curriculum will also cover:

- Rights of the Child
- Diversity and respecting differences
- Experiences and skills for careers and the workplace
- Learning about local, national and international contexts
- Developmentally appropriate relationships and sexuality education

Areas of Learning and Experiences (AoLE)

As well as literacy, numeracy and digital skills, there are six areas of learning and experience within our new curriculum. When planning learning activities within theme, we provide a breadth of learning drawing together a range of experiences, knowledge and skills and make links across all Areas of Learning and Experience.

Disciplines developed in **Humanities** are:
Geography, History,
Religion, Values and
Ethics, Business Studies,
Economics and
Philosophy

Mathematics and Numeracy
includes 5 interdisciplinary
competences: Conceptual
understanding,
communication using symbols,
fluency, logical reasoning and
strategic competence

Disciplines developed in
Health and Well-being
are: Physical health and
development, mental
health, emotional and
social wellbeing

Disciplines developed in
Expressive Arts are: art,
dance, drama, film,
digital media, music

Disciplines developed in
**Languages, Literacy and
Communication** are: Welsh,
English, International
languages and literature

Disciplines developed in
Science and Technology
are: Chemistry, Physics,
Biology, Design and
Technology and
Computer Science

What Matters in our Area of Learning and Experiences?

Each AoLE contains Statements of What Matters which shape learning for children of all ages. These help children think about what they're learning and how themes link to each other, to work and to life. They also support pupil progress each year as they build their understanding and skills.

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.

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

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

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

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

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

Good teaching and learning at Llanmartin Primary School will include ...

Focuses on the 4 Purposes

Supports sustained effort to reach high but achievable expectations

Employs a range of pedagogical approaches including direct teaching

Promotes wider skills including problem solving creative & critical thinking

Builds on previous knowledge and experiences

Creates authentic contexts for learning

Uses assessment for learning

Makes connections within & between AoLES

Reinforces cross curricular skills of LNF, DCF etc

Supports learners to take responsibility for their own learning

Supports social and emotional development & positive relationships

Encourages collaboration

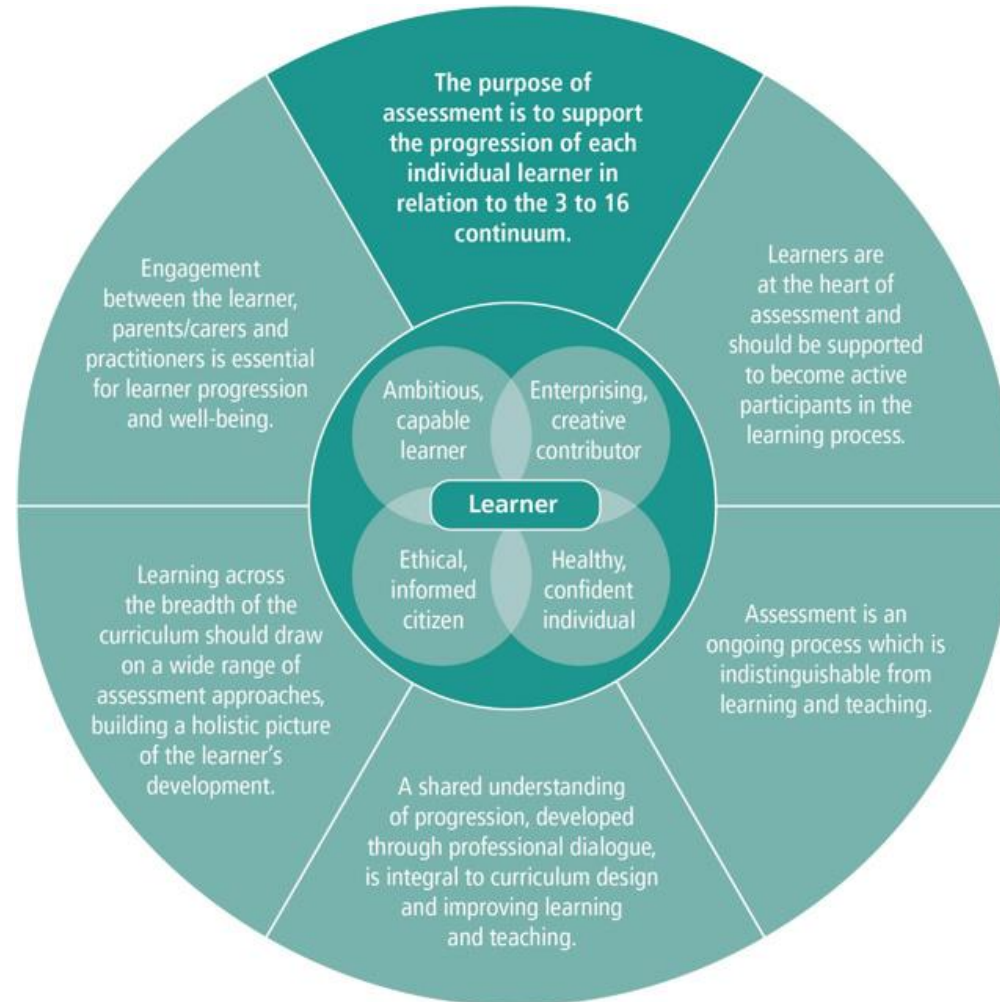
12 Pedagogical Principles

Assessment and Progression

“Learner progression along a continuum of learning from ages 3–16 is central to Curriculum for Wales. Assessment plays a fundamental role in enabling each learner to make progress at an appropriate pace, ensuring they are supported and challenged appropriately.” (Welsh Government, Supporting learner progression: Assessment guidance 2020)

To support learner progression, assessment has 3 main roles:

- * Supporting individual learners on an ongoing, day to day basis
- * Identifying, capturing and reflecting on individual learner progress over time
- * Understanding group progress in order to reflect on practice



Communicating and engaging with parents and carers

Communication with our parents and carers is the key to our success. All members of the school community are kept fully informed of school developments throughout the school year, through newsletters, Seesaw announcements and messages, letters concerning specific issues and parent information sessions.

We aim to involve all in the decision-making process at different levels and for different purposes.

Parents and carers are encouraged to take an active role in their children's education as their involvement is central to a child's success. Parents are welcome to visit the school to discuss the education and progress of their children, or indeed, to raise any issue of concern, at any time.



Curriculum Design

at Llanmartin Primary School



Our visual Curriculum Design shows all the discussed areas and our six theme titles:

- Belonging Cynefin
- Working world
- Access all arts
- Sharing out planet
- Past times
- Changes

Sketchmate by Beth www.worship-beth.com © worshippingbeth