



Caring and sharing. Learning together | Gofalu a rhannu. Dysgu gyda'n gilydd.

Curriculum Rationale

Our Vision and Values

At Ysgol Bro Famau we provide a happy, caring and inclusive environment where all members of the school community are inspired to become ambitious, independent life-long learners.

At Ysgol Bro Famau we strive to be STARS.

Supportive and confident

Trustworthy and honest

Aspiring and creative

Resilient and persevering

Successful in our journey



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Our Vision and Values

Supportive	To support everyone in whatever they are doing
Confident	They are positive and never give up, brave and give something a go
Trustworthy	Someone you can trust and rely on.
Aspiring	Making sure we do our best and try our hardest
Creative	To have really good ideas, make things happen – to think outside the box
Resilient	If something doesn't go to plan keep on trying. Never give up, and bounce back
Persevering	I can't do this ... Yet Don't stop trying
Successful	Achieved your goal. Making sure you have tried your best - enterprising





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Ysgol Bro Famau

We are a rural, federated, twin site school and very lucky to be situated in an 'Area of Outstanding Natural Beauty' in the Clwydian Hills in Denbighshire.

We are very proud of our 'Caring and Sharing' ethos and believe we provide a stimulating and exciting environment for our children with very strong links with our local communities.

We have high expectations of and for the children in our care and aim to provide them with the best possible start to their school lives.

We actively foster close partnerships between home, school and community, encouraging all to be involved in the many aspects of school life at Ysgol Bro Famau.

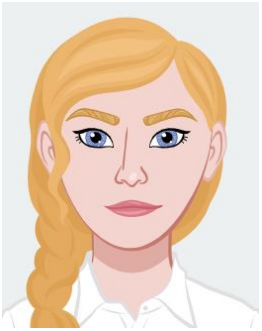




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Our aims

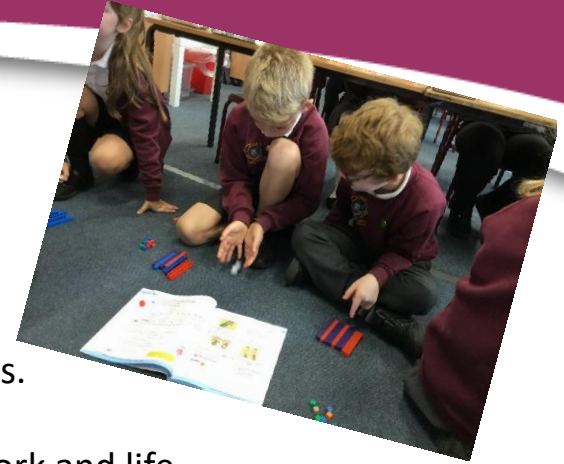
- ★ To create a happy and inclusive school environment which will stimulate learning based on a relationship of respect and care between all members.
- ★ To promote resilience and perseverance to become **independent, ambitious, capable, learners ready to learn throughout their lives.**
- ★ To promote a feeling of belonging to a bilingual community and develop respect for our unique Welsh heritage and ensure the school has a strong and prominent role within it's communities.
- ★ For the children to be **ethically informed citizens** of their locality and also contribute to the wider world.
- ★ To nurture and support all abilities, helping every child to achieve their full potential and to become **healthy, confident individuals.**
- ★ To prepare our children to be **creative, enterprising contributors** by equipping them with literacy, numeracy, digital and critical thinking skills ready for a rapidly changing world.
- ★ To provide an inspiring and challenging curriculum within a high quality environment using our beautiful countryside.
- ★ To have effective working partnerships with all stakeholders to ensure excellence in teaching and learning.



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Designing a curriculum



When designing and implementing our curriculum, we considered the following key questions.

How will your curriculum:

- enable your learners to realise the four purposes and equip them for ongoing learning, work and life
- build high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education, which enables your learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues
- support progression along a continuum of learning and how are you working with others to ensure there is alignment between different points of transition within the 3 to 16 continuum
- support your learners' health and well-being, including their mental health and well-being
- support your learners' development of knowledge that is the foundation of being an informed citizen
- recognise your learners' identity, language(s), ability and background and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities which shape your locality and Wales and develop understanding of the wider world
- build in co-construction with learners, their families and the wider community
- enable your learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship?
- support your learners to critically engage with a range of information and to assess its value and validity
- enable your learners to develop an understanding of their rights and the rights of others





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At Ysgol Bro Famau we aim to enrich and broaden our curriculum through real-life learning opportunities within our locality and further afield. Our learners are entitled to a variety of non-negotiables that enhances their personal learning journey and development.



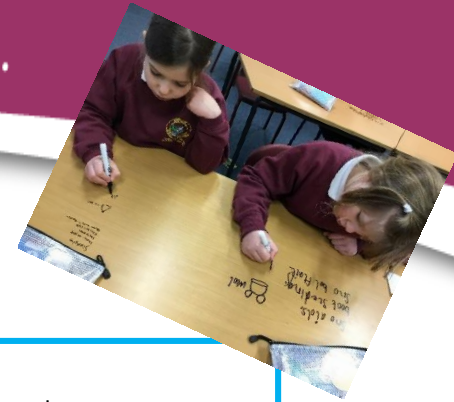
Non negotiables

- TASC weeks
- Growth Mindset
- Immersion week – Wythnos Cymraeg
- Health Living Week
- Anti bullying week
- Links with community and charities
- Special days
- Cynefin – Our local area
- Welsh Language, Culture and heritage
- Pupil Voice
- Outdoor Learning
- Health and Wellbeing – Daily mile
- Weekly circle time
- Well being Wednesday





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The Four Purposes

What should we teach and why?

How should we teach it?

At Ysgol Bro Famau we believe that the Four purposes should be the starting point in the design of our new curriculum.

Ambitious, capable learners who:

- I am ready to challenge myself and be proud of my work
- I am ready to learn and use this information in other lessons
- I can ask questions
- I can use both Welsh and English to communicate
- I can explain what I am learning about
- I can use numeracy skills in all my lessons
- I can understand and answer questions on data/graphs and use mathematical my skills
- I can use I pads and laptops to help me produce work, research and answer questions about what I have found out.
- I can research what I need to and think about what I am finding out. I am ready to do this throughout my life

Enterprising, creative contributors who:

- I can connect what I have learnt and use it to help me to use my imagination and creative skills
- I can think creatively to solve problems; 'I think outside the box'
- I can identify opportunities and make sure I take these opportunities
- I can take measured risks – making good mistakes
- I can lead and play different roles in teams effectively and responsibly;
- I can express my ideas and emotions through different media
- I can use my energy and skills so that other people will benefit and I am ready to play a full part in life and work.

Healthy, confident individuals who:

- I have secure values and am thinking about my spiritual and ethical beliefs;
- I am building my mental and emotional well-being by developing my confidence, resilience and empathy;
- I can apply knowledge about how diet and exercise effects my physical and mental health on a daily basis;
- I know how to find out any information to support me, to keep safe and take part in physical activity;
- I can take measured decisions about my lifestyle and manage these risks;
- I have the confidence to participate in performances;
- I can form positive relationships based on trust and mutual respect -face and overcome challenge;
- I have the skills and knowledge to manage everyday life as independently as I can;
- I am ready to lead a fulfilling life as a valued members of society.

Ethical, informed citizens who:

- I can find, evaluate and use evidence when forming views;
- I can talk about events happening in the news based upon my knowledge and my values;
- I can understand and exercise my human and democratic responsibilities and rights; the 42 right of the child
- I can understand and consider the impact of my actions when making choices
- I am knowledgeable about my culture, community, society and the world, now and in the past;
- I show respect to the needs and rights of others, as a member of an ever changing society
- I can show commitment to the sustainability of the planet and am ready to be citizens of Wales and the world.



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There are 6 Areas of Learning and Experiences.

Progression Step 1 - age 3-5

Progression Step 2 - age 5-8

Progression Step 3 - age 8-11

Progression Step 4 - age 11-14

Progression Step 5 - age 14-16

Statements of What matters

Outcomes will be in the form of 'I can' and 'I have' statements.

Literacy, numeracy, digital competence, wider skills and elements of the Cwricwlwm Cymraeg will be included.

	Descriptions of learning					
Language, Literacy and Communication	Language connect us	Understanding language is key to understanding the world around us	Expressing ourselves through languages is key to our communication	Literature fires the imaginations and inspires creativity		
Mathematics and Numeracy	The number system is used to represent and compare relationships between numbers and quantities	Algebra uses symbols systems to express the structure of mathematical relationships	Geometry focuses on relationships between shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Statistics represent data, probability models chance and both support inferences and decisions		
Science and Technology	Being curious and searching for answers is essential for understanding and predicting phenomena	Design technical engineering offer technical and creative ways to meet society's needs and wants	The world around us is full of living things that 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
Expressive Arts	Exploring expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and individuals creative	Exploring and responding both as an artist and an audience, is a fundamental part of learning in the expressive arts	Creating combines skill and knowledge, drawing on the senses, inspirations 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 emotional health and well-being	Our decision making impacts on the quality of our lives and 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	



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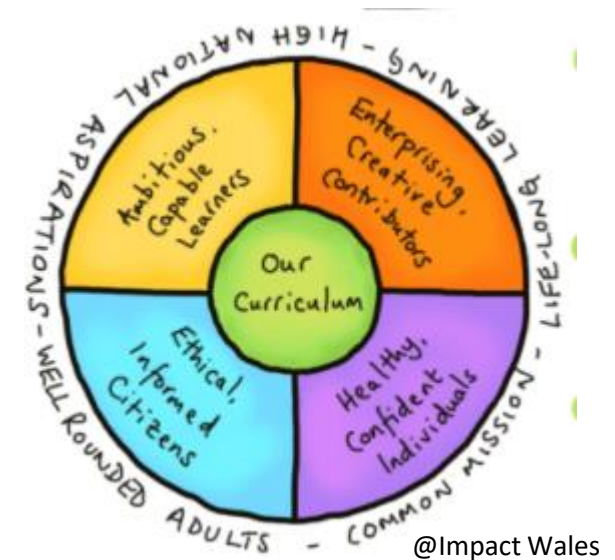
What should we teach and why?

Planning for the development of appropriate knowledge, skills and experiences through an authentic and relevant in an environment that inspires aspirations. Our aim is to inspire learners to become future citizens who are:

- Ambitious and capable
- Enterprising and creative
- Ethically informed
- Healthy and confident

The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNITED NATIONS Convention on the Rights of the Child	Welsh Language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
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@Impact Wales

How should we teach it?

This will be done through the 12 pedagogical principles based on providing a learning environment that promotes independence and interdependence



Ysgol Bro Famau @BroFamau · 11 Feb

We have been making a display about the four seasons at Ysgol Bro Famau @DerekTheWeather





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Pedagogy

Health and Well-being

Health and Well-being of all is a focus and a high priority across everything we do at Ysgol Bro Famau. Growth mindset is a key element

- Encourage learners to choose more complex challenges in learning task options
- Provide safe classrooms for students to fail when learning and encourage learners to view mistakes as necessary and as vital steppingstones to learning
- Encourage learners to persist
- Encourage learners to not give up
- Encourage learners to learn from making mistakes
- Be inspired by the success of others, to enjoy rejoicing with those that success
- Provide personalized feedback as much as possible – help students see areas of improvement and next steps in their progress. Encourage their development.

All learners have opportunities for outdoor learning opportunities to enhance their learning.

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ALN

As a school we ensure that all needs of the learners are met through high quality teaching and learning provision and learners are becoming more involved in making decisions about the support they need.

Our Universal Provision includes whole class teaching, effective differentiation, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

A Teach – Assess – Review – Adapt Cycle is used to enable learners to access the support they need.



FRIENDS
RESILIENCE



AwtistiaethCymru.org | AutismWales.org





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Progression

The statements of what matters are the basis of learners' progression. Through exploration of the key ideas and principles contained in these statements, they will develop their learning. We aim to design a curriculum that fosters an increasingly sophisticated understanding and application of the statements of what matters.



Progression should be supported through learning. Each description of learning is designed to support the 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.



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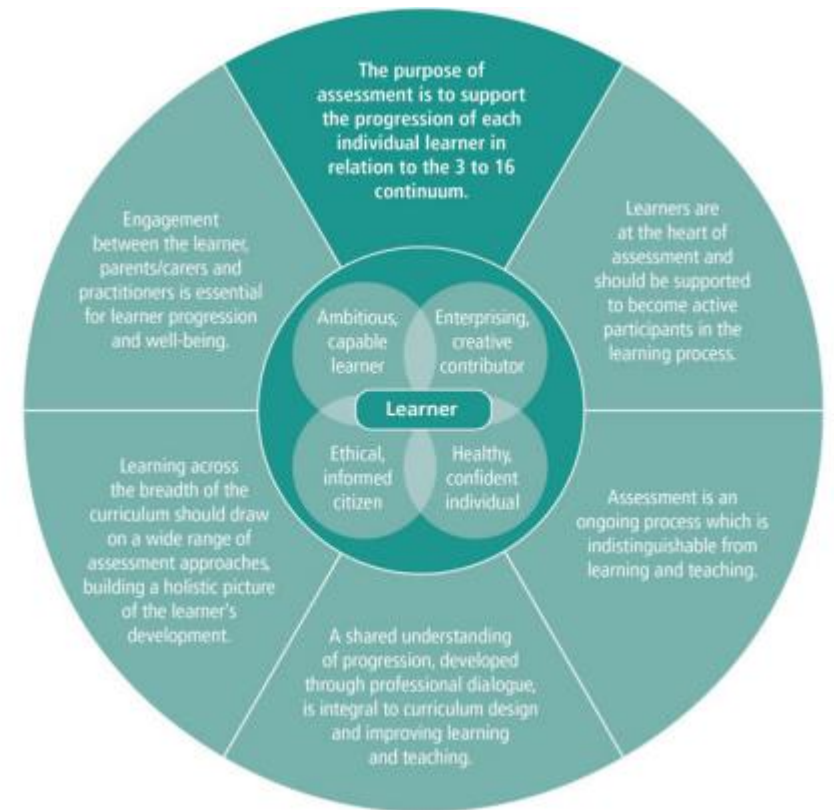
Assessment

Assessment

Assessment is an intrinsic part of curriculum design and is integral to ensuring all learners are supported to make the appropriate progress along the learning continuum.

Assessment should be used to gain a holistic picture of each individual learner, we aim to focus on identifying where the learner is in their learning, their next steps and the support or challenge needed to move forward in their learning. To

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

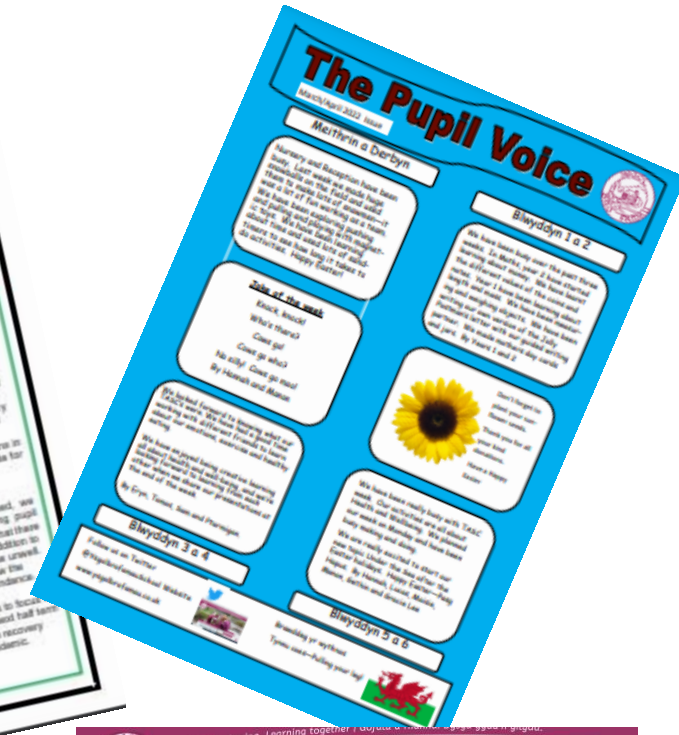
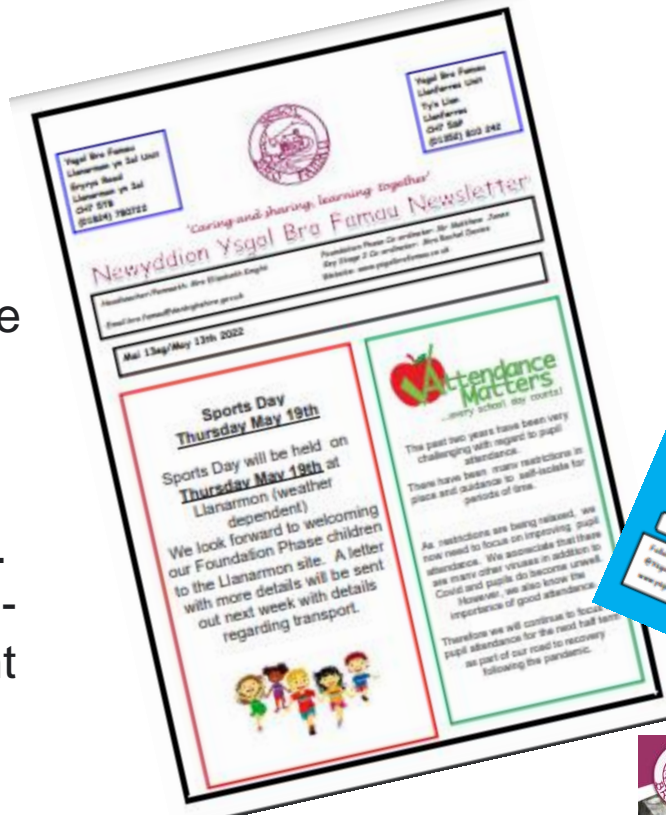




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Communication with parents/carers

Communication with parents/carers is an ongoing basis to foster positive relationships in order to engage in purposeful and meaningful relationships. This in turn helps learner progression by helping parents/carers understand how they can help and support the learning outside the learning environment. We have developed processes which support this two-way communication. We use a wide variety of different communication means e.g. face to face, digitally through Seesaw, emails and weekly newsletters. Information on any support, interventions or Additional needs for the learner's development is shared with parents and carers.





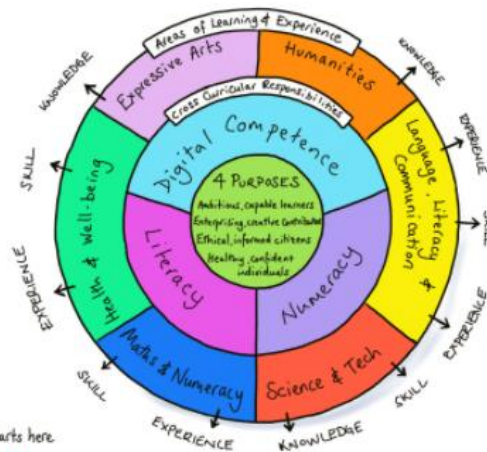
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Teaching

Integral skills

The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching.

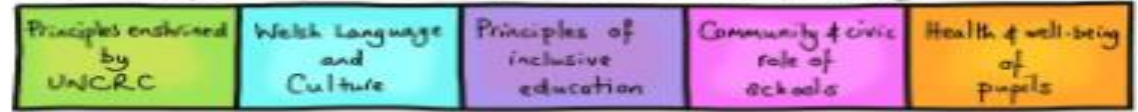
- Creativity and innovation
- Critical thinking and Problem solving
- Planning and organization
- Cross curricular skills



Starts here

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The 4 Purposes of Curriculum for Wales are underpinned by:



Cross Curricular skills

Literacy, numeracy and digital competence are mandatory. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to enable the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

Cross Cutting themes

Designing a curriculum which incorporates opportunities for learning and consideration of cross-cutting elements.

- Relationships and Sexuality Education
- Diversity
- Human Right Education and the United nation Rights of the Child
- Careers and Work related Experiences
- Local, National and International Contexts



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Teaching

Excellent teaching is essential in realising the four purposes, our vision and meeting the requirements of the Curriculum frameworks. We ensure constant reflection upon, sharing and developing our teaching based on the understanding of the **12 pedagogical principles** set out in the curriculum frameworks.

1. Think outside the box	2. The power of effort	3. Blended learning	4. Team work	5. The four purposes	6. Assessment for learning
7. Make dynamic connections	8. Positive relationships	9. Meaningful and credible learning	10. Build on previous knowledge and experiences	11. Learning to learn	12. Cross curricular



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Formative assessment strategy	4 purposes	Integral skills	12 principles
Pupil voice	Ambitious, capable learners Healthy, confident individuals Enterprising, creative individuals	Creativity and innovation Critical thinking and Problem solving Planning and organization Cross curricular skills	1,2,3,7,10,11,12
Growth mindset, Learning powers	Ambitious, capable learners Healthy, confident individuals Enterprising, creative individuals	Creativity and innovation Critical thinking and Problem solving Planning and organization Cross curricular skills	1,2,3,7,10,11,12
Learning Partners	Ambitious, capable learners Healthy, confident individuals Enterprising, creative individuals	Creativity and innovation Critical thinking and Problem solving Planning and organization	1,2,3,4,7,10,11,12
Learning outcomes and Success Criteria	Ambitious, capable learners	Critical thinking and Problem solving Planning and organization	2,3,4,5,7,10,11,12
Feedback – verbal, peer, self assessment	Ambitious, capable learners Health, confident individuals Enterprising, creative individuals	Creativity and innovation Critical thinking and Problem solving Planning and organization	1,2,3,4,7,10,11,12
Prior/Current knowledge	Ambitious, capable learners Health, confident individuals Enterprising, creative individuals	Creativity and innovation Critical thinking and Problem solving Planning and organization	1,2,3,4,5,7,10,11,12



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Planning

At Ysgol Bro Famau we provide our learners with discipline specific knowledge and skills by directly teaching them at them each day in the mastery of languages and mathematics. In the afternoons they apply their skills in topic based projects.



Pupil voice plays an integral part in the planning of the curriculum influencing the direction of teaching and learning and engaging the learner's interests.

Language, Literacy and Communication

Song Lyrics/Poems – Macbeth poems; Top 20 songs; Lyrics; Bad Fact File; quiz – facts and opinion on fashion; Fashion Fact File; Fashion – James Bond; Pictures – 'Yellow Day' (fiction) / 'Mystery' (where fashion items in fact); Communication on the rough streets; History of fashion – Fact File; 2 page spread

Book:
The Day in the Dress – David Walliams; Fashion and Juliet

Talk to William

Play scripts
Book – Michael Morpurgo reading 'Romeo and Juliet'

Call task – play script of story
Romeo and Juliet – work based on this story to look at all skills involved with writing a play script. Leading to start task to writing our own Romeo and Juliet script.

Expressive Arts

Design an outfit – fashion show/James Bond
Design logo – PE kit, Bro Famau
Design a school mascot
James Bond Day – make a film
Recycle/Upcycle clothes to make a new outfit
Design and make over shoes – Andy Warhol link
Design a piggy bank with a fashion/James Bond theme
Dress – act out Romeo and Juliet / **upcycle** James Bond
Design an outfit for a specific occasion
Sewing classes
Music – how does music influence fashion?

ICT
Design board – music / Movie
Green screen/ augmented reality
Internet based research
Design on Sessaw

Health and Well-being

Design a covid mask
Dance (James Bond theme)
Fashion show – dance music
PE – James Bond/Fashion theme
DNC's themed day/sports day/fashion themed obstacle course
Eat well plate – healthy balanced diet
Design an outfit/charity – for a friend

Food fashion – how clothes made in different countries

Weekly Planning Sheet

Area of Learning	Activities	Key Vocabulary	Assessment of Learning	Progression Steps	Next Steps	LNf and DCF links
Language, Literacy and Communication	Boeing Up Stage 3 Flat Task – depends on how young children do Space poems – link to performance poetry (DC) Sport/igo=lesson		Learning powers Think pair share Differentiation SC Self assessment	See Taith 360 Plan	No internet hindered work last week Also children still off with Covid so running virtual work on Sessaw and not all being completed 3 children off in one week	Literacy – VPEERS Comprehension work Questioning model test DCF – performance poetry See Taith 360 Plan
Mathematical Development	Y1.5 (RD) MNF (p16) fractions decimals Division (p66-79) Year 6 (RC) Sum of angles degrees Straight line Quadrilateral Opposite angles	Whole number, tenths, hundredths Decimal point	Learning powers Think pair share Differentiation SC Self assessment	See Taith 360 Plan	Division Spring issues – using 'Cheeseburger' to remember steps Opposite angles Some issues as lots have been off and not done work on Sessaw. We now have two groups at Spring 2 groups – same with division in year 5	Literacy – oracy learning partners DCF – recording work outside on Sessaw Numeracy – using skills in different contexts See Taith 360 Plan
Health and Wellbeing	Tuesday Philosophy 4 children		Thumbs up/down No hands up	My Knight	Internet issue meant previous lesson over ran Philosophy discussion at the end of the day	Literacy links

Taith360 has been developed around the new curriculum for 2022 and is built to take the needs of all learners into account as they progress through their learning journey.

YASC Health and Wellbeing Spring 2 2022 (Yrs 3 and 4)

Mrs Rachel Davies Rebecca Ellis 05/04/22 – 31/05/22

Notes:
100% work
Spring twice 2
Health and Wellbeing focus

Four Purposes:
All children and young people will be...
empathetic, creative contributors ambitious, capable learners resilient, self-directed citizens healthy, confident individuals