

Curriculum for Wales—Our vision

A truly authentic, purposeful curriculum that has the pupils at its heart.

Providing meaningful, relevant learning experiences that are engaging and inspiring, promoting curiosity and growth. Where all pupils feel valued, make progress and are equipped for a full and successful life in the 21st century.

This is underpinned by the core values of **kindness, respect, curiosity and ambition**. Our vision principles are

- We will provide the very best education for all members of our school community
- We will nurture well-being, recognising all members as individuals
- We will have high expectations throughout our curriculum



Curriculum for Wales-Summary

What is curriculum for Wales

Curriculum for Wales is our new national curriculum. It is statutory for all Primary schools in Wales from September 2022. We have a national framework which determines the necessary knowledge, skills and experiences and approaches to assessment. We use this framework to develop our Durand Curriculum, our school level curriculum, so that it can meet the needs of our children in our local context.

What is curriculum at Durand Primary School

Our Curriculum includes all of the learning experiences and assessment activities planned for our children to progress towards the Four Purposes.

We have been developing our Durand Curriculum . It has been an ongoing process of reflection and refinement using feedback from children, staff, parents, Governors, our community and educational research.

Curriculum for Wales—Our vision

Pupils who have made progress in line with the progression steps will become...

Healthy & Confident Individuals

Children who become valued members of the local community, capable of positively impacting and caring for our world; and confident in making positive life choices.

Enterprising, Creative Contributors

Inquisitive, expressive children who use their knowledge and experiences to bring together a range of ideas and skills; creating, innovating, and linking ideas to overcome problems and contribute confidently to society.

Ambitious, Capable Learners

Resilient children who thrive on personal challenge, equipping them with the necessary skills for lifelong learning in the 21st century.

Ethical, Informed Citizens

Our children become valued, active members within their local community and care for the wider world they live in.

Curriculum for Wales—Our vision

Learning will encompass six Areas of Learning & Experience

Expressive Arts

Health & Wellbeing Humanities

Languages, Literacy & Communication

Mathematics & Numeracy

Science & Technology

Our Draft Curriculum must include mandatory elements as described by Curriculum for Wales

In addition our curriculum will include: & Welsh Relationships Sexuality Education Code (RSE) Religion, Values, Ethics (RVE)

Cross-Curricular Skills of Literacy, Numeracy & Digital Competence

Curriculum for Wales—Our vision

To ensure we offer a broad and balanced curriculum all staff have collaborated and reflected on the *What Matters* statements and the Principles of Progression for each AoLE. We identified important learning lenses that we have used to inform our curriculum themes.

Each class will experience the concepts through our lenses and throughout the academic year. There are no timescales or set order for lenses to be taught and some may be explored more than once. This is part of the agency afforded to our teachers.

We will be using 5 learning habits so our pupils know what good learning looks like and are able to effectively reflect on their learning. These learning habits will inquisitive, persistent, collaborative, disciplined and imaginative.

The identified lenses provide an opportunity for teachers to plan both the mandatory elements of Curriculum for Wales and the cross-cutting themes of:

- Human Rights/The Rights of the Child
- Diversity
- Careers and Work Related Experiences
- Local, national and international contexts, with a particular focus on *Cynefin* (a sense of Welsh identity and belonging)

Curriculum for Wales—the why and the

how

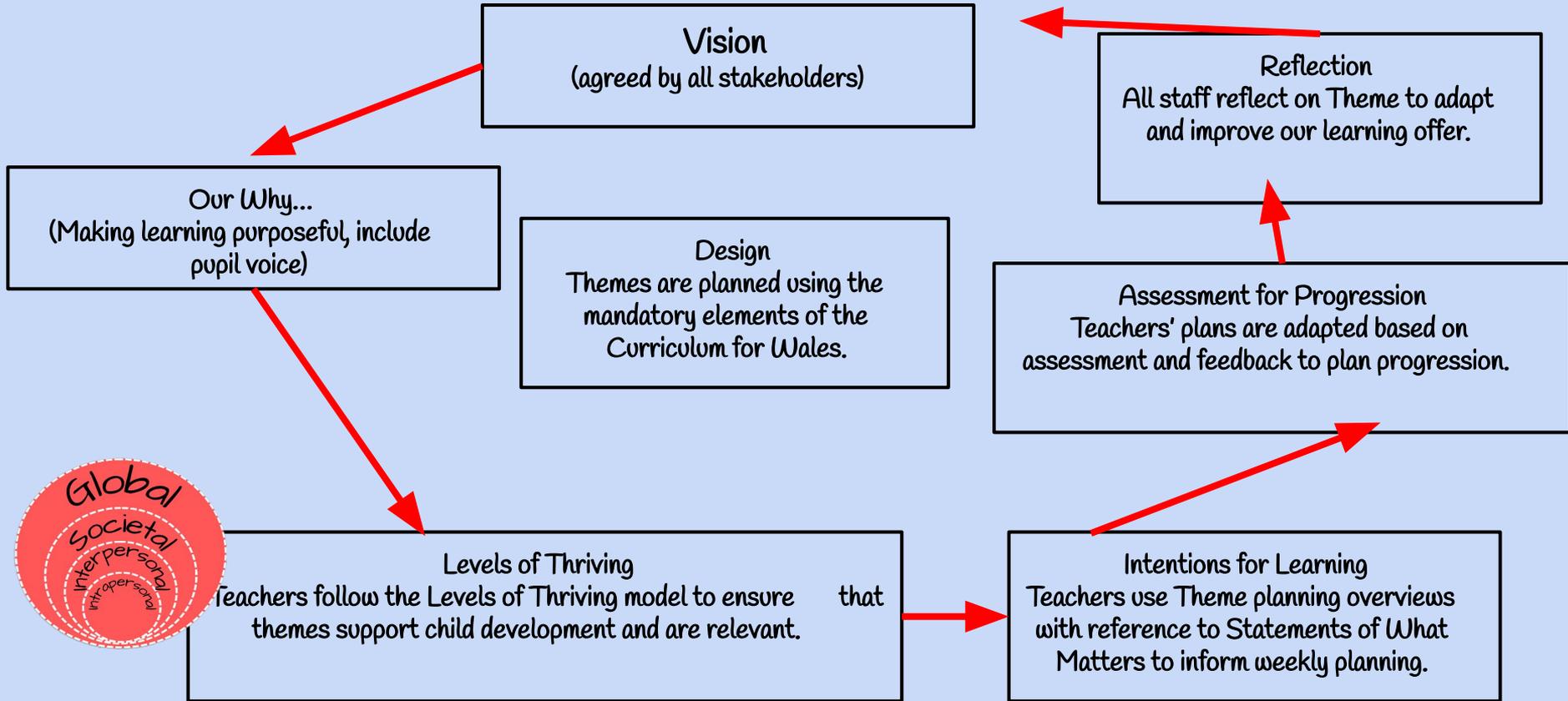
The Why? – understanding why (knowing the purpose) gives us a better understanding of how we can be successful.

To give all pupils the knowledge, skills, and experiences they need to succeed in an increasingly complex and dynamic world. Children will thrive in a supportive environment that offers a broad and balanced curriculum integrating different areas of learning, encouraging pupils to make connections across subjects and apply their knowledge. To develop independent, ambitious learners who think critically, solve problems, and take ownership of their learning. Enquiring minds will have a love for learning and a curiosity for life.

The How?

- Create a learning environment that will develop ambitious, capable learners, ready to learn throughout their lives.
- Promote an ethos where all pupils and staff feel happy and confident to further develop their learning.
- Deliver a curriculum that is reflective and constantly evolving responding to pupil needs and interests.
- Develop a shared understanding of progression so that every child can reach their potential.
- Encourage everyone to respect individuality and difference in others and to care for the environment in which they live.
- Create a sense of belonging, where pupils embrace their Welsh identity with pride.

Curriculum Design – constantly evolving



Inquiry based Learning –The Big Question – Why do we use it?

1. Drives Purposeful Learning

A well-crafted big question gives learning a clear purpose. It invites pupils to explore, investigate, and respond, rather than just receive information. It turns the classroom into a space for discovery.

e.g. "How does community shape Welsh identity" Y6 or "Why is it important to look after our environment?" Y2

2. Encourages Higher-Order Thinking

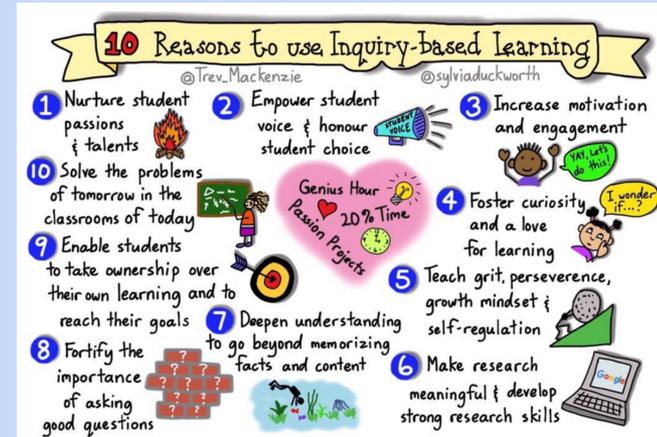
Big questions are often open-ended, with no single right answer. This challenges learners to:

- Reason and justify
- Make connections
- Evaluate ideas and evidence
- Think critically and creatively

3. Supports the Four Purposes

Big questions naturally promote the Four Purposes of the Curriculum for Wales, especially:

- Ambitious, capable learners – as they investigate deeply.
- Enterprising, creative contributors – through solution-seeking.
- Ethical, informed citizens – through questioning values and contexts.
- Healthy, confident individuals – by reflecting on identity and voice.



The Big Question – Why do we use it?

4. Links to Real-World Issues

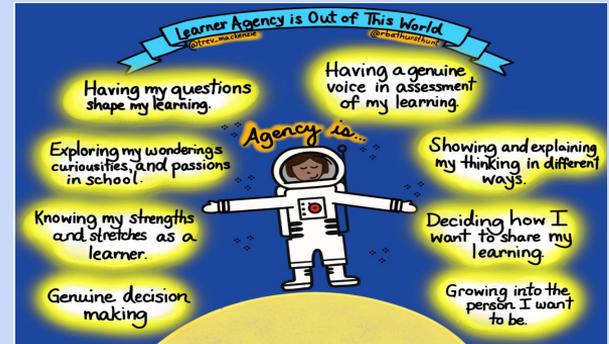
- Big questions often reflect **real-life dilemmas, themes, or debates** , making learning more authentic and meaningful.
- *E.g., "How do we protect our planet?"*
Can lead to enquiry in science (climate), humanities (stewardship), and expressive arts (campaigning through media).

5. Guides Integrated, Cross-AoLE Learning

Big questions help frame learning that spans multiple Areas of Learning and Experience, giving coherence to planning and helping pupils see connections across subjects.

6. Pupil Voice and Ownership

They give space for pupil-led enquiry, where learners can ask sub-questions, co-construct learning paths, and feel agency in their education.



Curriculum Planning

Blwyddyn Dda
Thematic Planning

Y2

Here We Are

Big Question: Why is it important to look after our environment?

Why?

As a follow on from our work on seasons pupils were really interested in finding out more about their favourite season- Winter this led to lots of Ice exploration and research into penguins/polar bears and their habitats. The children found out about the polar ice caps melting, we looked at how we could do our bit to stop this happening. In order to create ethically informed citizens it is important for the children to know what they can do to help to look after the planet starting with their own environment and therefore protect their environments and futures. In this topic we will explore through 3 key texts, the effects of global warming and what we can do here in Caidicot to reduce its effects.

Welsh Context: How Global Warming affects us here in Wales

Key Texts:
Lost and Found by Oliver Jeffers
Here We Are by Oliver Jeffers
The Lost stars by Hannah Cumming



Cross Cutting Themes

Human rights: The rights of living things. Feeling like you belong

Careers: Environmentalists

Diversity: Belonging

RSE: Relationships between friends. Respect for others.

Community / Visits / Visitors: Recycling workshops

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Thematic Planning

Text - Lost and Found by Oliver Jeffers



Taith ddysgu: Skills and activities (Build knowledge/develop skills)

Language, Literacy and Communication:
Hook - a suitcase full of clues - ask and answer questions to understand who the suitcase belongs to. (WM2)
Deduce from the clues who the suitcase could belong to and state why. (WM2)
Create a set of questions to interview the penguin. (WM3)
Use a speech bubble/think bubble to express how the characters are feeling. (WM3)
Create story maps to represent the story. (WM4)
Written retell of the story- break down into what makes a good beginning, middle and end to a story. (WM4)
Create posters for lost penguin/global warming (WM3)
Create a story with an alternate character/ ending following the same pattern (WM4)

Mathematics and Numeracy:
Addition and subtraction (WM1)
Measurements when making boats (WM3)
Surface area of boats when testing size (WM3)
Estimation (WM3)
Weight (WM3)

Expressive Arts:
Lost and Found Shoe box boats. (WM3)
Winter trees straw art (WM1)
Penguin drawings (WM3)

Welsh:
Ble rwyf i'n byw?

Health and Wellbeing
Feelings of being lost/safe spaces (WM2)
How our actions have an impact on our planet (WM3)
Health benefits of walking instead of using a car (WM1)

Humanities:
Comparison of climates in south pole and Britain (WM3)
Explore the impact of human actions on the planet e.g. global warming (WM3) (WM5)

Promotes independence, pupil reflection, pupil voice and challenges learners

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Thematic Planning

Text - Here We Are by Oliver Jeffers



Taith ddysgu: Skills and activities (Making Connections)

Language, Literacy and Communication:
Read the story Here We Are Notes for Living on Planet Earth by Oliver Jeffers and discuss the themes in the book. (WM4)
Discuss what rules are and why we need them. Revisit our Class rules that were written at the beginning of the year. (WM2)
Discuss the importance of looking after our environment. In groups write a set of rules for the areas of our classrooms e.g. Block Play. (WM2)
Write a set of rules for living on planet Earth. Create own planet and write a description and rules for living there. (WM4)

Mathematics and Numeracy:
3d shapes (WM3)
Estimating large numbers (WM3)
Repeated addition (WM1) (WM3)

Expressive Arts:
Planet Earth/landscapes
Use oil pastels and sketching pencils to draw dioramas. (WM4)
Perform the song Dyn da Dewi (WM3)

Science and Technology:
Google Earth search Caidicot
Science Week: Looking after living Things (WM3)
Growing seeds experiment - test conditions
Design and make bird feeders/bug hotels/wormery
Explore food dye being added to a vase of flowers

Health and Wellbeing
Discuss what humans and other living creatures need to survive on Earth. (WM1)
Discuss the effects on our bodies if we didn't have the things we need. (WM3)

Humanities:
Care for our environment, e.g. planting, litter pick, bird feeders, bug hotel etc (WM5)
Learn about Global Warming (WM5)

Welsh
Learn the song Dyn da Dewi and perform. (WM2)
Listen to Stori Dewi Sant in Welsh (WM2)
Write a paragraph about Cil-y-Coed

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Thematic Planning

Text - The Lost Stars by Hannah Cumming



Taith ddysgu: Skills and activities (Applying Understanding)

Language, Literacy and Communication:
Read the story The Lost Stars by Hannah Cumming. Use a senses star to think about the setting of the story. Describe things that you can see, hear, smell, taste and touch in a busy city. (WM3)
Write sentences using adjectives and adverbs to describe the scene. (WM2)
Write an interesting opening paragraph to the story describing the setting. (WM4)
Write a persuasive letter asking the stars to return to the night sky. (WM2)
Write a rhyming poem about stars (WM4)

Mathematics and Numeracy:
Multiplication-add equal groups
Recognise and use the multiplication sign
Learn times tables 2s, 5s, 10s MA
Begin to count in 3s, 4s, etc
Weigh moon rocks

Expressive Arts:
Creating Star art (WM2)

Science and Technology:
Science experiments- make salt crystals
Research what is a star (WM4)
Electricity- Discuss uses and effects on the planet, make a simple circuit. (WM5)
Global warming. doing our bit. Look at the effects, design a poster on Adobe (WM4)

Health and Wellbeing
Eating healthy and looking after our bodies. (WM1) Create lists of all we can do to look after ourselves (WM1) (WM3)

Humanities:
Global Warming doing our bit to be global citizens (WM3 & WM5) Carry out an energy survey.
Make posters to spread information about Global Warming/
Light pollution (WM5)

Welsh
Learn the verbs needed in PE e.g. rhedeg, neidio etc- pupils to give each other commands (WM2)

Curriculum Planning

Blwyddyn Pump
Thematic Planning

Coal Mining in Wales

Question: How has coal mining shaped the lives of people and communities in Wales?

Why? Coal mining was central to Wales's industrial and economic development, shaping its identity and culture. Exploring this helps children connect to their heritage.

Key text – The Darkest of Days

Welsh Context: Societal/Global

- Impact of mining on communities
- Impact of mining on the land
- Economic impact, both positive and negative

International Context: (SOCIAL/GLOBAL)

- Exports of coal from Wales, globally.

Other cross cutting themes

RSE: Relationships/sense of community
Key: The Welsh Cope!

Human Rights: Children in the pits
Diversity: Different ethnicities working in mines.
Career and work related experiences: Jobs in renewable energy
Community / Visits / Visitors: Visit Big Pit

Resources



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Thematic Planning

Coal Mining in Wales

Taith ddysgu: 1. Build knowledge and develop skills (tuning in)

Language, Literacy and Communication:
Key text – The Darkest of Days by Gareth F. Williams
LO - To make predictions about the story. What do you think it's about and why? (WM2)
LO - To use comprehension skills to answer questions from the text (WM2)
LO - To create a character profile (WM2)
LO - To explore the themes and emotions in the chapter, 'A New Home.' (WM3)
LO - To write an informal letter (WM3)
LO - To write a response to a letter (WM3)
Welsh
Introduce placemat and language patterns. (WM1)
Beth yw diwrnod di? / Faint ydy d'fod di? / Ble wyt i'n byw? / Pa law ydy dy waft di? / Pa law ydy dy lygaid di?

Mathematics and Numeracy:
Multiplication and division
Fractions
Decimals and percentages
Perimeter and area
Statistics

Health and Wellbeing
Jigsaw - Celebrating difference. (WM4/5)
Dreams and Goals (WM4/5)
P.E activities. (WM1)
Go Noodle. (WM1)

Science and Technology:
LO - What is coal and how is it formed? (WM4)
LO - To sequence the process of coal formation (WM4)
LO - To investigate how coal was removed from the land (WM3)

Expressive Arts:
Create a splash page for our new theme
Welsh landscapes
Life in the mine
Charcoal art

Humanities:
LO - To use pupil voice to give ideas for our new theme
LO - Create a timeline showing the history of coal mining in Britain (WM4)
LO - Identify coal mining areas in Wales (WM3)
LO - To create a timeline of key events during the industrial revolution (WM4)

Promotes independence, pupil reflection, pupil voice and challenges learners

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Thematic Planning

Coal Mining in Wales

Taith ddysgu: 2. Making Connections (finding out and going further)

Language, Literacy and Communication:
Key text – The Darkest of Days by Gareth F. Williams
LO - To write with description and creativity (WM3)
LO - To use comprehension skills to answer questions about 'The Huts.' (WM2)
LO - To use inference and deduction to understand what I have read (WM2)
LO - I can recognise the appropriate language for different audiences and purposes (WM2)
LO - To make predictions using evidence from the text (WM2)
Welsh
Beth yw diwrnod di? / Faint ydy d'fod di? / Ble wyt i'n byw? / Pa law ydy dy waft di? / Pa law ydy dy lygaid di?

Mathematics and Numeracy:
Decimals and Percentages
Perimeter and Area
Statistics

Health and Wellbeing
P.E activities. (WM1)
Go Noodle. (WM1)

Science and Technology:
LO - I can describe the impact of science and technology in the past (WM2)
LO - To write a non-chronological report on an invention from the industrial revolution (WM2)
The digestive system - Miners diets compared to today

Expressive Arts:
Welsh landscapes
Life in the mine
Charcoal art
St. David's Day artwork

Humanities:
LO - To identify key locations during the industrial revolution (WM4)
LO - To identify the importance of rivers during the industrial revolution (WM3)
LO - To understand how the Welsh and British landscape changed during the industrial revolution (WM3)
LO - To be able to identify how the British Empire grew during the period of the Industrial Revolution (WM3)

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Thematic Planning

Coal Mining in Wales

Taith ddysgu: 3. Applying Understanding (Making conclusions / taking action)

Language, Literacy and Communication:
LI - Write a recount of the chapter, 'Fistuloff' (WM3)
LI - To write a rewrite of the chapter, 'Fistuloff' (WM4)
LI - To write a recount of our trip to Big Pit (WM3)
LI - Use descriptive language and emotions (WMA)
LI - Write a persuasive letter (WM4)
LI - Making predictions about the chapter, the black day (WM4)
Welsh
Continue using placemats and language patterns. (WM1)

Mathematics and Numeracy:
Decimals and Percentages
Perimeter and Area
Statistics
Cross curricular maths

Health and Wellbeing
Jigsaw - Dreams and Goals
Healthy Me
Tennis
Netball

Science and Technology: - Science week w/c 10/3/25
Heave to - create a pulley system to lift heavy objects (WM5)
Design and build a powered Lego train (WM5)
I can explain that energy can be transferred from one place to another - add a battery pack and fan to the train (WM5).
Digestive system - Cover this in the summer term.

Expressive Arts:
Artwork inspired by Welsh artist Charles Langley.
Performing our St. David's Day song

Humanities:
LO: To investigate how the industrial revolution changed lives in Wales (WM4)
Answer the 'Big Question' now the theme is complete.
Overall theme reflection activity.

Our Curriculum will follow the Principles of

on

Mathematics and Numeracy

LI: I can record and present data in a tally chart and block graph

How did I do?

- draw a tally mark for each answer
- add the totals to JT 5 to make a block graph

What Went Well?

Even Better If:

40 Reasons to use Inquiry-based Learning

- Nurture student passions & interests
- Empower student voice & honour student choice
- Increase motivation and engagement
- Enable students to take ownership over their own learning and to reach their goals
- Facilitate the importance of asking good questions
- Engage curiosity and a love for learning
- Teach grit, perseverance, growth mindset & self-regulation
- Begin understanding the value of "facts" and content
- Make research meaningful & develop strong research skills

Estyn and Assessment

Where assessment is good schools:

- Prioritise approaches to assessment that deepen teachers' understanding of pupils' learning and their progress.
- Develop teachers' and leaders' understanding of effective classroom formative assessment practice.
- Embed systematic opportunities for pupils to develop their skills in **evaluating and improving their own and their peers' learning.**

Success Criteria Grid

LI: To write a character description about yourself

Non-negotiables

Self-assessed / Teacher-assessed

Introduce yourself using your name and age.

Use a 2 ad sentence to describe how you look

Use a 2 ad sentence to describe your personality

Explain your likes/dislikes

What Went Well:

Even Better If:

LO: To write a non-chronological report on a chosen minibeast.

Rocket Sticker challenge

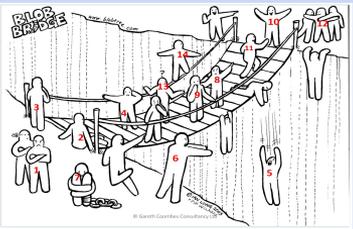
To include a glossary and/or a challenge for the reader.

What I like about this piece of work:

These are my next steps:

YOU MUST:	Self	Peer	Teacher
Use speech bubbles.			
Use brackets.			
Write full sentences			
You should have extra facts in bullet form or information tables.			
Have rhetorical questions.			
Write in a formal tone.			
You could: Write in third person.			
Have an opening paragraph and a conclusion.			
Commas, question marks or quotation marks			

Principles of Progression	The learners are making progress in..
Increasing effectiveness as a learner	Being effective
Increasing breadth and depth of knowledge	Knowledge
Deepening understanding of the ideas and disciplines within Areas	Understanding
Refinement and growing sophistication in the use and application of skills	Skills
Making connections and transferring learning into new contexts	Application



Humanities Threads/Strands/second order concepts/disciplinary concepts/higher order concepts

Thread	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Developing line of enquiry	Can, through play, explore, discover and begin to ask simple questions and offer possible reasons based on previous experiences.	Can become and make suggestions for possible enquiries and ask and respond to a range of questions during an enquiry.	Can use experiences, knowledge and beliefs to generate ideas and frame enquiries.	Can use experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches where required.	Can independently undertake a range of self and through enquiries, selecting the most effective approach and applying methodical conclusions.
Gathering and sharing results	I can begin to communicate observations in simple ways.	I can collect and record information and data from given sources. Sort and group findings using different criteria.	I can use appropriate methods to gather information related to enquiries and be able to interpret the information obtained in the context of the enquiry question.	I can analyse, present and reflect on my findings, describing patterns and explaining relationships across data and outcomes.	I can evaluate and reflect on findings, synthesise information, analyse patterns and trends, and/or make conclusions where appropriate, and present self-supported and justified conclusions.
Evaluating and justifying evidence		I can recognise the difference between facts and beliefs.	I can understand the difference between facts, can assess and justify, and consider how this may affect the importance and usefulness of evidence.	I can analyse the usefulness and consider the reliability and validity of a range of evidence relating to enquiries.	I can critically evaluate the usefulness, validity and reliability of qualitative and quantitative evidence.
Refining Enquiries	I can begin to communicate findings in simple ways.	I can present what I have discovered in a variety of clear and brief simple conclusions based on the evidence used.	I can present findings in a variety of ways, sharing conclusions and making judgements based on the evidence used.	I can draw considered and reasoned conclusions to enquiries, while understanding that other people may form different conclusions from the available evidence.	I can make coherent and reasoned opinions and judgements that take into consideration different viewpoints.

Independent challenges

- Design your crazy hairstyle, describe it using adjectives
- Buy a token for the hairdressers using tens and ones
- Block Play- Build Caldicott village square add the hairdressers
- Scan the QR code and follow instructions on how to play
- Outdoors-Create a herbal tea to serve in the hairdressers
- Outdoors-Writing Shed make a sign for the hairdressers

Goal Mining in Wales

Faith dylsgu! 3. Applying Understanding Making conclusions / Taking action

Language, Literacy and Communication:

- Send a message of the chapter: 'Fastuff' (WMS)
- To write a review of the chapter: 'Fastuff' (WMS)
- To write a review of our trip to Big Pit (WMS)
- Use descriptive language and adjectives (WMS)
- Use a persuasive letter (WMS)
- Making predictions about the chapter, the black day (WMS)

Wales

Continue using placemats and language patterns. (WMS)

Science and Technology: - Science week on 10/3/25

Having to - create a pulley system to lift heavy objects (WMS)

Design and build a powered Lego train (WMS)

I can explain that energy can be transferred from one place to another - add a battery pack and fan to the train (WMS).

Digestive system - Cover this in the summer term.

Mathematics and Numeracy:

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Health and Wellbeing:

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Expressive Arts:

Artwork inspired by Welsh artist Charles Lanyon.

Performing our St. David's Day song

Humanities:

LO: To investigate how the industrial revolution changed lives in Wales (WMS)

Answer the 'Big Question' now the time is complete.

Overall Theme reflection activity.