



Curriculum Overview 2022-2023









## The Foundations of our Curriculum

Relationships - our Hengoed family values The four purposes Metacognition - learning to learn Learner

involvement Inclusion

Foundations for Learning	Mastering Key Skills	Meaningful & Engaging Themes
Human relationships and experiences Wellbeing Purposeful physical play Outdoor learning LEARNING TOGETHER ASPIRATIONAL FINDING DIFFERENT WAYS OF COMMUNICATION	Literacy - Numeracy - Digital Competence Welsh language Creativity and innovation Critical thinking and problem-solving Personal effectiveness Planning and organising Social skills and emotional intelligence Physical development	<ul> <li>Real, engaging authentic learning</li> <li>Wow opportunities and experiences</li> <li>Rich and diverse literature</li> <li>Use of quality literature at the core of learning</li> <li>Religion, values and ethics (RVE)</li> <li>Relationships and sexuality education (RSE)</li> <li>Human rights education &amp; the United Nations Convention on the Rights of the Child (UNCRC)</li> <li>Equality Diversity</li> <li>Careers and work-related experiences</li> <li>Local, national and international contexts</li> <li>Celebrating Wales and Cultural heritage</li> <li>Safeguarding including E-safety</li> </ul>

#### All our children and young people will be supported to develop AS:

## 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



## 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 susrainability of the planet

and are ready to be citizens of Wales and the world



## 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 well
- 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.

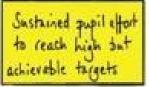




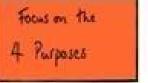
## Pedagogical Principles & Bloom's Taxonomy (How)





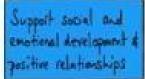


Employing a broad repertoire of teaching approaches



Use assessment for learning to accelerate progress

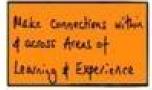
Entourage Go sporation



Promote problem

Solving creative & knowledge deperions

critical thinking to engage interest



Reinforce Cross Charicular Responsibilities, Literacy, Numeracy Digital Congelmon



#### Evaluation

Make and defend judgments based on internal evidence or external criteria

#### Synthesis

Compile component ideas into a new whole or propose alternative solutions

#### Analusis

Break down objects or ideas into simpler parts and find evidence to support generalisations

### Application

Apply knowledge to actual situations

### Comprehension

Demonstrate an understanding of the facts

#### Knowledge

Remember previously learned information

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

analyze appraise breaktown calculate categorize compare contrast cribidae diagram differentiate discriminate distingui examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

apply change choose compute demonstrate discove dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

> arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state





Higher Order Thinking Skills

Lower Order Thinking Skills

## Whole School Themes & Values Maps 2021-22 (What)

	Cycle A							
	W k1	W k2	Terr	n 1	Te	erm 2	Te	rm 3
Wh ole Sch ool The me	Learning to KWL Grids, Big Questio	/ Pupil voice	EY: Ma Year 1 / 2: On Year 3/ 4: Hap Year 4 / 5: Th	anted gical Me ce Upon a Time opily Ever After ne Snow Spider Harry Potter	Horrible Hist EY: My Fan Year 1 / 2: Rotte Year 3 / 4:Terrib Year 4 / 5: Vile V Year 5/6: Wicked W	nily n Romans le Tudors (ictorians	Hengoed, Wales EY: Me in Year 1 / 2: Besid Year 3 / 4: Year 4/ 5: Forces of Year 6: Read	My Home des the Seaside Local study · Wales & The World
RSE			Being me in the world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

	Cycle B							
	W k1	W k2	Terr	n 1	Te	erm 2	Te	rm 3
Wh ole Sch ool The me	Learning to I		Superhero EY: Marveloo Year 1/2: People o Year 3/4: Busy Year 4/5:Go Year 5/6: Survival o	us me vho help us v Bodies Green	Frozen Pla EY: Winter Wor Year 1/2: Penguins an Year 3/4:Froze Year 4/5: Project Year 5/6: Polar E	nderland d Polar bears n Planet Antarctic	Spring Wat EY: At the bottom of Year 1 / 2 Plant a l Year 3 / 4: Roots Year 4 / 5:The secret Year 5 / 6: Documentin	f the garden little seed of change life of plants
RSE			Being me in the world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

## LLC - English - Writing

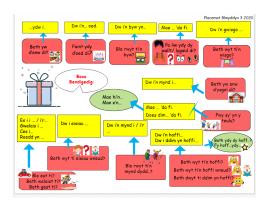
Whole School Termly Genres Linked to the Theme Genre Overview				
	Autumn Term	Spring Term	Summer Term	
		Spring Term		

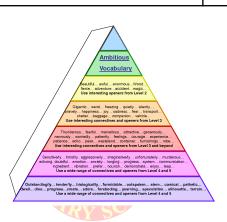
Noncomi	Mark Makina	Mank Making	Mank Makina
Nursery	Mark Making	Mark Making	Mark Making
	Explanation (link to topic)	Recount (link to real life)	Report (link to topic)
	Poetry (Rhyming)	Instructional Text - link to topic	Playscript (speech bubbles)
	Narrative (Traditional Tales)	Narrative (Tales from Wales)	Narrative (Adventure)
Reception	Mark Making	Mark Making	Report (link to topic)
	Explanation – link to topic	Recount - link to real life	Playscript (speech bubbles)
	Poetry (Rhyming/Performance)	Instructional Text - link to topic	Narrative (Adventure)
	Narrative (Traditional Tales)	Narrative (Tales from Wales)	
Year One	Explanation – link to topic	Recount (letter to a friend)	Report (link to topic)
	Poetry (Acrostic/Performance)	Persuasive Text (poster/leaflet)	Playscript (speech bubbles/graphic novel)
	Narrative (Fables)	Narrative (Tales from Wales)	Narrative (Adventure)
Year Two	Explanation – link to topic	Recount (letter to a friend)	Report (link to topic)
	Poetry (Acrostic/Performance)	Persuasive Text (poster/leaflet/)	Playscript (link to real life)
	Narrative (Fables)	Narrative (Tales from Wales)	Narrative (Adventure)
Year Three	Explanation – link to topic	Recount (diary entry/Vlog entry)	Report (link to topic)
	Poetry (Puns and Riddles/limericks)	Persuasive Text (advertisement)	Playscript (link to real life)
	Narrative (Adventure)	Narrative (Tales from Wales)	Narrative (Fantasy)

Year Four	Explanation – link to topic	Recount - diary entry/ Vlog	Report (link to topic)
	Poetry (Shape/Haiku)	Persuasive Text (advertisement)	Playscript (link to topic)
	Narrative (Adventure)	Narrative (Tales from Wales)	Narrative (Fantasy)
Year Five	Explanation – link to topic	Recount - autobiographical	Report (newspaper report)
	Poetry (Classic Poetry)	Persuasive Text (letter / email of complaint/appeal)	Playscript (documentary / interview script)
	Narrative (Fantasy)	Narrative (Tales from Wales)	Narrative (other culture)
		Apv sch	
Year Six	Explanation – link to topic	Recount (autobiographical)	Report (newspaper report)
	Poetry (Classic Poetry)	Persuasive Text (letter/ email of complaint/appeal)	Playscript (documentary script)
	Narrative (Fantasy)	Narrative (Tales from Wales)	Narrative (other culture)

Phonics/Spelling	Individual, Paired	SPAG	VCOP	Silver Readers	Radio Station	LLC in an outdoor
	and Guided Reading					context

EAS Schemes of Work	Cymraeg Campus	Criw Cymraeg	Helpwr Heddiw	WLD in an outdoor contxt
	Accreditation			





BOYS

entences

He was a friendly man most of the time,  $\underline{\text{but}}$  he could be really nasty.

He could be really friendly,  $\underline{or}$  he could be miserable.

It was a warm day, <u>yet</u> storm clouds gathered over the distant mountains.

It was a beautiful morning for a walk,  $\underline{so}$  he set off quite happily.

But, Or, Yet and So

## Maths & Numeracy Overview (Maths No Problem)

		Maths Annual Overview	
	Autumn	Spring	Summer
R e c	Thematic	Thematic	Thematic
y e a r 1	The number system is used to represent and compare relationships between numbers and quantities.  (Counting/Number bonds/addition/subtraction)	The number system is used to represent and compare relationships between numbers and quantities.  (Counting/Number bonds/addition/subtraction/ordinal numbers to 40/ Equal groups)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Height and Length/ Shape)	The number system is used to represent and compare relationships between numbers and quantities. (Groping/ Sharing/ Fractions/ Number to 100/Money)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.  (Time/ Volume and capacity/Mass/position and movement)
y e a r 2	The number system is used to represent and compare relationships between numbers and quantities.  (place value/bonds/addition/subtraction/2,5,10 times tables)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Length)	The number system is used to represent and compare relationships between numbers and quantities.  (place value/bonds/addition/ subtraction/2,5,10 times tables/Money) Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Mass/ Temperature/ Shape) Statistics represent data, probability models chance, and both support informed inferences and decisions.	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.  (3D Shape/Time/Volume)  The number system is used to represent and compare relationships between numbers and quantities. (Fractions)

		(Picture graphs)	
y e a r 3	The number system is used to represent and compare relationships between numbers and quantities.  (Patterns/addition/ subtraction/multiplying by 2 digits/Dividing)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Length)	The number system is used to represent and compare relationships between numbers and quantities.  (Money)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Mass/Volume/ Time)  Statistics represent data, probability models chance, and both support informed inferences and decisions.  (Picture/ Bar graphs)	The number system is used to represent and compare relationships between numbers and quantities. (Fractions)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.  (Angles/shape/perimeter)
y e a r 4	The number system is used to represent and compare relationships between numbers and quantities.  (Place value/ Patterns/ Addition/ subtraction/ Multiplying by 6,7,9,11,12/ Division)  Statistics represent data, probability models chance, and both support informed inferences and decisions.  (Picture graphs/ bar graphs)	The number system is used to represent and compare relationships between numbers and quantities.  (Fractions/money)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Time/ Mass/ Converting/perimeters )	The number system is used to represent and compare relationships between numbers and quantities. (Roman numerals)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.  (Area/Angles/ position and movement)
У е а г 5	The number system is used to represent and compare relationships between numbers and quantities. (Patterns/ Rounding/ Addition and subtraction strategies/ Multiples/ Factors/ Prime numbers/square and cube number/Multiplying and dividing by 2 and 3 digits)	The number system is used to represent and compare relationships between numbers and quantities.  (Fractions/Decimals/Percentages/Mixed problems/Rounding)  Geometry focuses on relationships involving shape, space and position, and measurement	he number system is used to represent and compare relationships between numbers and quantities. (Roman Numerals)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.  (Converting measures/perimeter and area)

	Statistics represent data, probability models chance, and both support informed inferences and decisions  (Reading tables/Line graphs)	focuses on quantifying phenomena in the physical world. (Angles/Shape)	
у е а г 6	The number system is used to represent and compare relationships between numbers and quantities.  (Number to 1 million/ mixed operations/common multiples, factors/ Fractions/Decimals)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. (Converting length, mass, volume, time)	The number system is used to represent and compare relationships between numbers and quantities.  (Mixed problems/percentages)  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.  (Area/ volume )	The number system is used to represent and compare relationships between numbers and quantities. (negative numbers)  Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.  (Angles in Shape/ Shape/nets/position and movement)  Algebra uses symbol systems to express the structure of mathematical relationships.  Statistics represent data, probability models chance, and both support informed inferences and decisions. (Pie charts/ line/ conversion graphs)

Link to Maths No problem annual overviews

		Science Annual Overview	
	Autumn	Spring	Summer
С У с І е А	ENCHANTED  Being curious and searching for answers is essential to understanding and predicting phenomena.  WM1 (inquiry)  Matter and the way it behaves defines our universe and shapes our lives  WM4 (Matter)	HORRIBLE HISTORIES  Being curious and searching for answers is essential to understanding and predicting phenomena.  WM1 (inquiry)  Forces and energy provide a foundation for understanding our universe  WM 5 (Forces)  Computation is the foundation for our digital world.  WM 6 (Digital World)	HENGOED, WALES & THE WORLD  Being curious and searching for answers is essential to understanding and predicting phenomena.  WM1 (inquiry)  Forces and energy provide a foundation for understanding our universe  WM 5 (Light/Sound/Magnetism)  Design thinking and engineering offer technical and creative ways to meet society's needs  WM 2 (Design/engineering)
С У с І е В	SUPERHEROES  Being curious and searching for answers is essential to understanding and predicting phenomena.  WM1 (inquiry)  The world around us is full of living things which depend on each other for survival.  WM3 (Living Things- Humans & Animals)  Computation is the foundation for our digital world.  WM 6 (Digital World)	FROZEN PLANET  Being curious and searching for answers is essential to understanding and predicting phenomena.  WM1 (inquiry)  Design thinking and engineering offer technical and creative ways to meet society's needs and wants.  WM 2 (Design/engineering)  Computation is the foundation for our digital world.  WM6 (Digital World)	SPRINGWATCH  Being curious and searching for answers is essential to understanding and predicting phenomena.  WM1 (inquiry)  The world around us is full of living things which depend on each other for survival WM 3 (Living Things- PLants)  Design thinking and engineering offer technical and creative ways to meet society's needs  WM 2 (Design/engineering)

## Jigsaw and What Matters Statements Coverage

Developing physical health and well-being has lifelong benefits.									
				KNGO					
	4-5	5-6	6-7	7-8	8-9	9-10	10-11		
Being Me in My World									
Celebrating Difference				RYS					
Dreams and Goals									
Healthy Me									
Relationships									
Changing Me									
	How we proc	ess and respond	to our experience	es affects our mer	ntal health and er	motional well-bei	ng		
	4-5	5-6	6-7	7-8	8-9	9-10	10-11		
Being Me in My World									
Celebrating Difference									
Dreams and Goals									
Healthy Me									

Relationships											
Changing Me											
	Our decision-making impacts on the quality of our lives and the lives of others.										
	4-5	5-6	6-7	7-8	8-9	9-10	10-11				
Being Me in My World											
Celebrating Difference											
Dreams and Goals											
Healthy Me											
Relationships											
Changing Me											
	How we en	ngage with social	influences shapes	s who we are and	affects our healt	h and well-being.					
	4-5	5-6	6-7	7-8	8-9	9-10	10-11				
Being Me in My World											
Celebrating Difference											
Dreams and Goals											

Healthy Me											
Relationships											
Changing Me											
	Healthy relationships are fundamental to our well-being.										
				Apr. Seg							
	4-5	5-6	6-7	7-8	8-9	9-10	10-11				
Being Me in My World											
Celebrating Difference											
Dreams and Goals											
Healthy Me											
Relationships											
Changing Me											

### Grey = Coverage of WM

#### **Autumn:**

WM: Our decision making impacts on the quality of our lives and the lives of others.

WM: How we engage with social influences shapes who we are and affects our health and well-being.

WM: Healthy relationships are fundamental to our well-being.

#### Spring:

WM: How we respond to our experiences affects our mental health and emotional well-being.

WM: Our decision making impacts on the quality of our lives and the lives of others.

### **Summer:**

WM: Developing physical health and well-being has lifelong benefits.

WM: How we process and respond to our experiences affects our mental health and emotional well-being.

**Health and Well-Being Calendar** 

September 2022										
Jigsaw	Foci	ıs Week	Tim	etabled	Other					
Me and My World	Growth Mindset Wee	ek 1 whole school	PE		Heddlu Bach (YR 4)					
			Daily Mile G		Unicef Assembly w/c/ 12 <sup>th</sup> Sept (JM)					
Assembly Thursdays			RY	SCHO	Worry Wizard Assembly The Queen (JW) w/c/ 12 <sup>th</sup> Sept					
			October 2022							
	Anti Bullying Week									
			November 2022							
Celebrating Differences										

## PE Annual Overview

EY Unit	Y1 & Y2	Y3 & Y4	STAGE 4 – Y5 & Y6						
Baseline Assessments	Indoor / Outdoor Technical Skills								
Indoor / Outdoor Technical Skills	Indoor / Outdoor Multisports								
Gym PESS - Unit 1&2	Gym PESS - Unit 3 & 4	Netball / Football	Hockey /Rugby						
Indoor / Outdoor Multisports	Gym PESS - Unit 5 & 6	Tennis / Rounders	Cricket / Baseball						
Outdoor Sports day activities	Outdoor Sports day activities	Athletics	Athletics						
			Swimming						
	Pupil Initiated  Activities								
Activities Linked to Theme									

## **Humanities Annual Overview**

		Humanities Annual Overview	
	Autumn	Spring	Summer
Cycl e A	ENCHANTED  Human societies are complex and diverse, and shaped by human actions and beliefs.  Events and human experiences are complex, and are perceived, interpreted and represented in different ways.  Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.  (Identity/Relationships/ Respect)	HORRIBLE HISTORIES  Human societies are complex and diverse, and shaped by human actions and beliefs.  (History)	HENGOES, WALES & THE WORLD Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.  Human societies are complex and diverse, and shaped by human actions and beliefs.  Our natural world is diverse and dynamic, influenced by processes and human actions.  (Inquiry/ Community/Geography)
Cycl e B	SUPERHEROES  Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.  (Rights and responsibilities)	FROZEN PLANET  Our natural world is diverse and dynamic, influenced by processes and human actions.  (Geography/Diverse world)	SPRINGWATCH  Our natural world is diverse and dynamic, influenced by processes and human actions.  (Geography-physical world)  Human societies are complex and diverse, and shaped by human actions and beliefs.  (Belief and viewpoints)  Informed, self-aware citizens engage with the challenges and opportunities

that face humanity, and are able to take considered and ethical action.

(Sustainable world)

## **RVE Annual Overview**

	EY Unit	Y1	Y2	Y3	Y4	Y5 & Y6
Autumn A	Harvest pictures. Visit to local Church to celebrate Harvest Celebrate Hannukah The Nativity story	Visit to local Church to celebrate Harvest. Write Harvest acrostic poem  Celebrate Hannukah - recount the miracle and make Hannukah candles  The Nativity story	Right and wrong, good and evil. Adam and Eve.  The religious traditions of the country of comparison.  The Nativity story	Celebrate the Hindu festival of Dussehra  Hinduism as a religion - beliefs, lifestyle, places of worship, the names and roles of Hindu gods  Christmas traditions, like the Christingle	The journey of life and what this means for different religious groups. Compare and contrast Buddhism with Christianity. Christmas around the world.	Islam as a religion - beliefs, lifestyle, places of worship, sacred texts and artefacts Visit a mosque
Spring A	St David's Day  Easter - story and songs	St David's Day and miracles.  Easter - make Easter gardens.	Creation stories from 2 or more religions - awe and wonder for our natural world Celebrate Holi	The Easter story. Where in the world did it take place? Look at the role of the Roman Army during the Easter story	Religion during Tudor times and how it impacted decisions that were made.  Explore how modern day religion impacts the decisions people make. How can we prevent conflict?	https://www.bbc.co.u k/history/ww2people swar/about/Izone sc hool faith.shtml 'Faith in Wartime'

	1			<u> </u>	Г	
Summ er A	The Creation Story - awe and wonder in the outdoors here in Wales  'The wise man built his house upon a rock' song	The Bible as a religious text and stories at the 'sea of Galilee' - Jesus walking on water - Jesus calming the storm - Feedi ng 5,000  A miracle story from another religion	The story of Muhammed and the kittens. Explore what the story teaches us about kindness. What acts of kindness do we see in our local area? What acts of kindness could we show?	Religious identity and what it means to belong to religious communities. The names of different religions. Explore religion in the local area and visit a local Church. Look at some religious buildings in Cardiff e.g. mosque, synagogue, hindu / sikh temple. Use pictures to compare.	Religious texts:  - Bible, Koran, Torah etc  Celebrate the Jewish festival of Shavout (Jews receiving the Torah from God)  The North Wales story of Mary Jones and her Bible.	Why are there so many churches in the welsh valleys? The welsh revival 1904-05 and why so many were built. What are Church buildings now used for? Look at Census data for religion in the local area.  Compare Church buildings to other religious buildings
Autum n B	Harvest pictures  Visit to local Church to celebrate Harvest  Celebrate Diwali  The Nativity Story	Visit to local Church to celebrate Harvest  Celebrate Diwali and make Diwali lamps, rangoli patterns, the story of Rama & sita  The Nativity Story	Visit the Church to celebrate Harvest. Write Harvest Haiku prayer.  Use the story of the Good Samaritan to talk about charity and what motivates people to do charity work. Raise money for Save the Children Wales  The Nativity Story	Celebrate the Hindu festival of Dussehra  Hinduism - beliefs, lifestyle, places of worship, the names and roles of Hindu gods  Christmas traditions, like the Christingle	Religious identity and what it means to belong to religious communities. Name different religious groups  Religion around the world. Facts, figures, %, maps  Christmas around the world	Synagogue in Merthyr Tydfil - before, now, and future and the role of the Jewish people in Merthyr society 1990s. What does a synagogue teach us about what Jewish people believe? Link to their foundation story.  Celebrate the Jewish festival of Sukkot  What do Christians believe about Christmas?

Spring B	St David's Day  Easter	St David's Day and the idea of miracles Easter - make Easter gardens.	Celebrate Holi  Explore creation stories from 2 or more religions - awe and wonder for our natural world	Stained glass windows in the Church in St Fagans. Do they tell a story?  Why and how do Christians celebrate Easter? Explore the Easter story including Lent and Palm Sunday. Can pupils make their own series of stained glass windows to represent the Easter story?	Look at stained glass windows in the Church in St Fagans. Do they tell a story?  Why and how do Christians celebrate Easter? Explore the Easter story including Lent and Palm Sunday. Can pupils make their own series of stained glass windows to represent the Easter story?	Explore religious freedom and tolerance, good and evil Easter
Su m me r B	Noah's Ark story - awe and wonder in our oceans and animal species.  'He's got the whole world in his hands' song	Look at the Bible and parables Jesus told - lost sheet - lost coin  Parable story from another religion	The story of Muhammed and the kittens. Explore what the story teaches us about kindness. What acts of kindness do we see in our local area? What acts of kindness could we show?	Story about water  Look at Water Aid.  What motivates people to set up charities? Local story: Mrs Carter and the well in Malawi.  Link with a farming charity in Zambia and explore religion in that area.	Look at different religious texts:  - Bible, Koran, Torah etc and why they are important.  Celebrate the Jewish festival of Shavout (Jews receiving the Torah from God)  Look at the North Wales story of Mary Jones and her Bible.	Look at the story of Dr Hany El-Banna and Islamic Relief. What motivated him to begin a charity? Look at quotes from the Qu'ran. Compare to other faith stories like Mother Theresa. Look at how their faith inspires them to act against world poverty. Speak to a local person about how their faith inspires them to act.

		Expressive Arts Annual Overview					
	Each Term Pupils will cover elements from all 3 WM statements  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.						
	Autumn	Spring	Summer				
Cycl e A	ENCHANTED Music Art	HORRIBLE HISORIES Dance Drama	HENGOED, WALES & THE WORLD Film/Digital Media Music				
Cycl e B	SUPERHEROES  Dance  Drama	FROZEN PLANET  Music  Art	SPRINGWATCH Film/Digital Media Art				

Big Questions are posed in order to reinforce the cross curricular nature of our REAL FLOURISH CURRICULUM (RFC) and the underlying 4 purposes





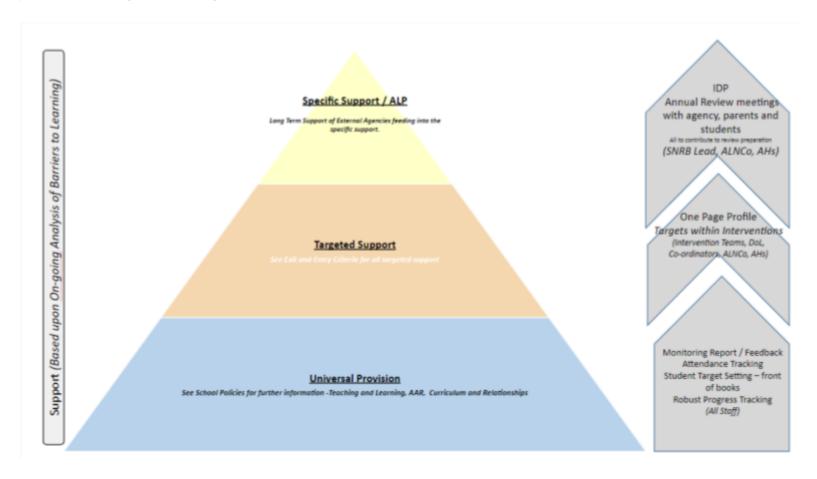
## <u>Pupil Influenced Planning</u>

## <u>Pupil Voice Planning Template</u>

Ambitious, capable Learners	PRIMARY	Enterprising, creative contributors	
Ethical, informed citizens		Healthy, confident individuals	

### ALN

We take a graduated response to meeting the learning needs of children.



ELSA Intervention	Thrive Intervention	Bespoke LLC/MD Intervention	Speech and Language Intervention
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