Curriculum Overview
2022-2023







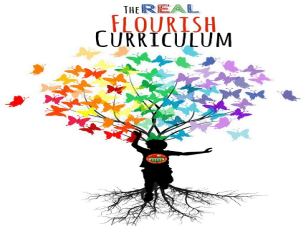


The Foundations of our Curriculum

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

Foundations for Learning

- Human relationships and experiences
- Wellbeing
- Purposeful physical play
- Outdoor learning
- Learning together
- Aspirational
- Finding different ways of communication

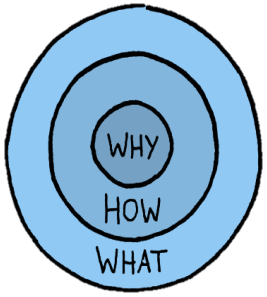


Mastering Key Skills

- 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

Meaningful & Engaging Themes

- Real, engaging authentic learning
- Wow opportunities and experiences
- Rich and diverse literature
- Use of quality literature at the core of learning
- Religion, values and ethics (RVE)
- Relationships and sexuality education (RSE)
- Human rights education & the United Nations Convention on the Rights of the Child (UNCRC)
- Equality Diversity
- Careers and work-related experiences
- Local, national and international contexts
- Celebrating Wales and Cultural heritage
- Safeguarding including E-safety



The Four Purposes (Why)

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 sustainability 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)

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Support social and emotional development & positive relationships

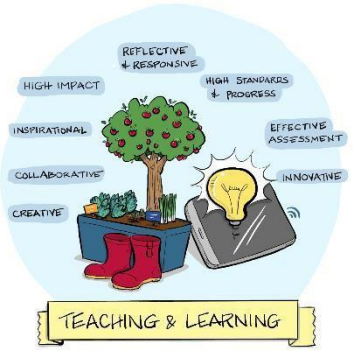
Encourage collaboration

Promote problem solving, creative & critical thinking

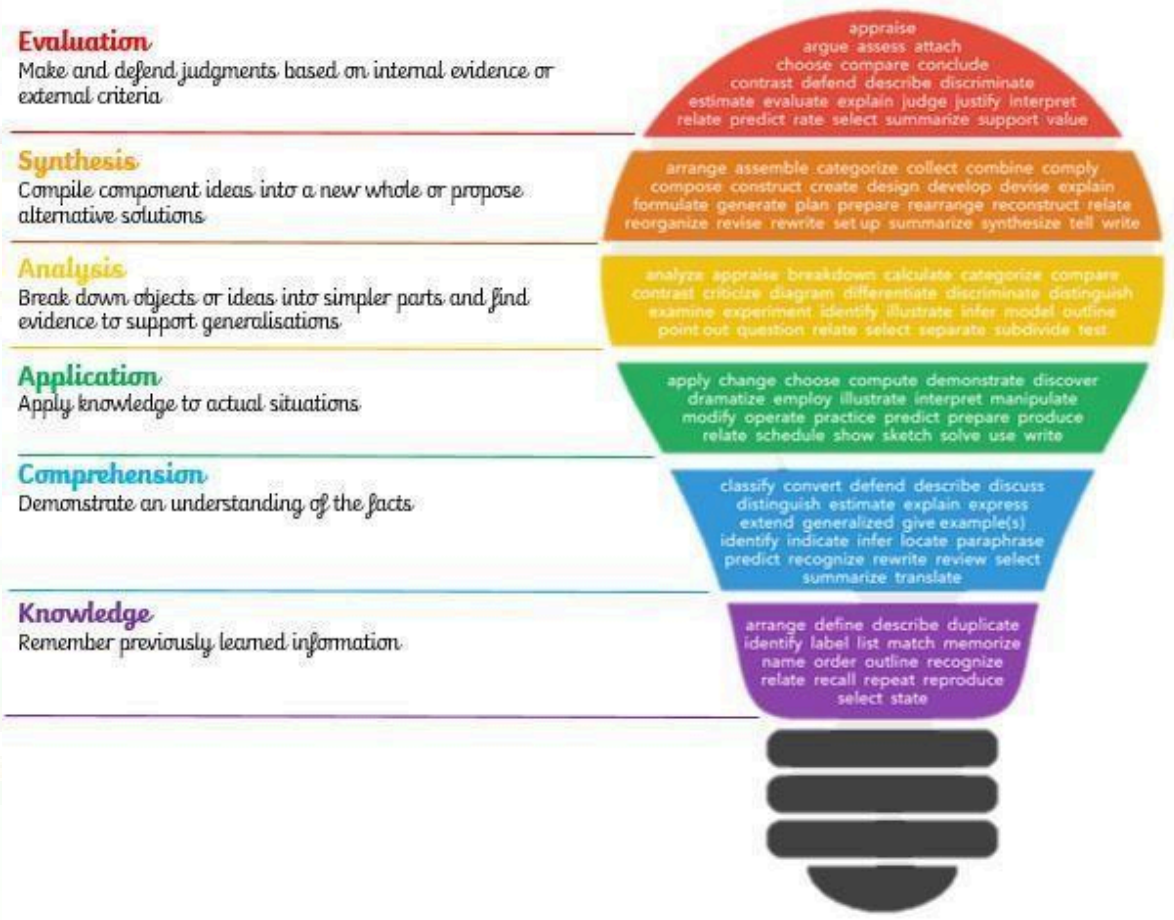
Build on previous knowledge & experience to engage interest

Make Connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence



der Thinking Skills



Higher Order Thinking Skills

Lower Order Thinking Skills

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

Cycle A								
	W k1	W k2	Term 1		Term 2		Term 3	
Whole School Theme	Learning to Learn KWL Grids/ Pupil voice Big Questions		**Enchanted** EY: Magical Me Year 1 / 2: Once Upon a Time Year 3/ 4: Happily Ever After Year 4 / 5: The Snow Spider Year 5 / 6: Harry Potter		**Horrible Histories** EY: My Family Year 1 / 2: Rotten Romans Year 3 / 4:Terrible Tudors Year 4 / 5: Vile Victorians Year 5/6: Wicked World War 2		**Hengoed, Wales and the World** EY: Me in My Home Year 1 / 2: Besides the Seaside Year 3 / 4: Local study Year 4/ 5: Forces of Wales & The World Year 6: Read All About It!	
RSE			Being me in the world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Cycle B								
	W k1	W k2	Term 1		Term 2		Term 3	
Whole School Theme	Learning to Learn Learning Pit		**Superheroes** EY: Marvelous me Year 1/2: People who help us Year 3/4: Busy Bodies Year 4/5:Go Green Year 5/6: Survival of the fittest		**Frozen Planet** EY: Winter Wonderland Year 1/2: Penguins and Polar bears Year 3/4:Frozen Planet Year 4/5: Project Antarctic Year 5/6: Polar Explorers		**Spring Watch** EY: At the bottom of the garden Year 1 / 2 Plant a little seed Year 3 / 4: Roots of change Year 4 / 5:The secret life of plants Year 5 / 6: Documenting Planet Earth	
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

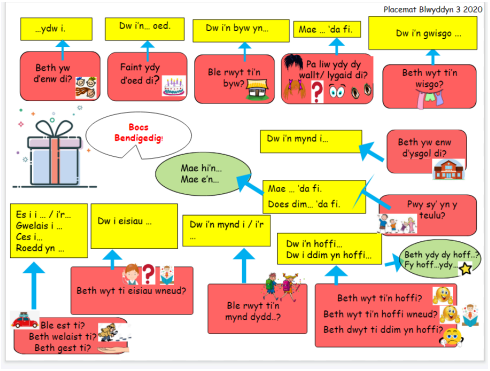
Nursery	Mark Making Explanation (link to topic) Poetry (Rhyming) Narrative (Traditional Tales)	Mark Making Recount (link to real life) Instructional Text – link to topic Narrative (Tales from Wales)	Mark Making Report (link to topic) Playscript (speech bubbles) Narrative (Adventure)
Reception	Mark Making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

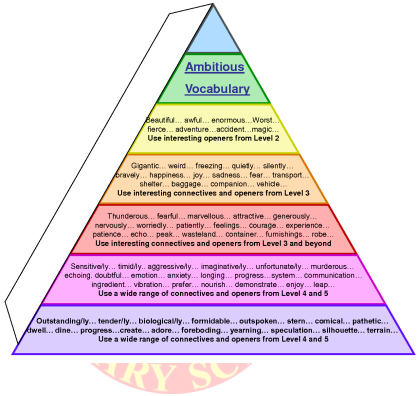
Year Four	Explanation – link to topic Poetry (Shape/Haiku) Narrative (Adventure)	Recount – diary entry/ Vlog Persuasive Text (advertisement) Narrative (Tales from Wales)	Report (link to topic) Playscript (link to topic) Narrative (Fantasy)
Year Five	Explanation – link to topic Poetry (Classic Poetry)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

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

Welsh Language Development

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





BOYS

sentences

He was a friendly man most of the time, but he could be really nasty.

He could be really friendly, or he could be miserable.

It was a warm day, yet storm clouds gathered over the distant mountains.

It was a beautiful morning for a walk, so he set off quite happily.

But, Or, Yet and So

Maths & Numeracy Overview (Maths No Problem)

	Maths Annual Overview		
	Autumn	Spring	Summer
Rec	Thematic	**Thematic**	Thematic
Year 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)**
Year 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)	
Year 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)**
Year 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)**
Year 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)**	
Year 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

	Science Annual Overview		
	Autumn	Spring	Summer
Cycle A	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)
Cycle B	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)

Health & Wellbeing (RSE) Annual Overview (Look at Jigsaw)

Jigsaw and What Matters Statements Coverage

Developing physical health and well-being has lifelong benefits.

	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 process and respond to our experiences affects our mental health and emotional 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							

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 engage with social influences shapes who we are and affects our health 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.							
	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	**Focus Week**	**Timetabled**	**Other**
Me and My World	Growth Mindset Week 1 whole school	PE	Heddlu Bach (YR 4)
		Daily Mile	Unicef Assembly w/c/ 12th Sept (JM)
Assembly Thursdays			Worry Wizard Assembly The Queen (JW) w/c/ 12th 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	Multi-Skills	OAA
Indoor / Outdoor Technical Skills	Indoor / Outdoor Multisports	Gym PESS - Unit 7&8	Gym PESS – Unit 9&10
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
Cycle 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)
Cycle 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.uk/history/ww2peopleswar/about/lzone_school_faith.shtml 'Faith in Wartime'

Summer 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 - Feeding 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
Autumn 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
Summer 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		
	<u>Each Term Pupils will cover elements from all 3 WM statements</u> 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
Cycle A	**ENCHANTED** **Music** **Art**	**HORRIBLE HISORIES** **Dance** **Drama**	**HENGOED, WALES & THE WORLD** **Film/Digital Media** **Music**
Cycle 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

Anwen asks:



" "

Efan enquires:



" "

Haf hypothesises:



" "

Cai concludes:



" "

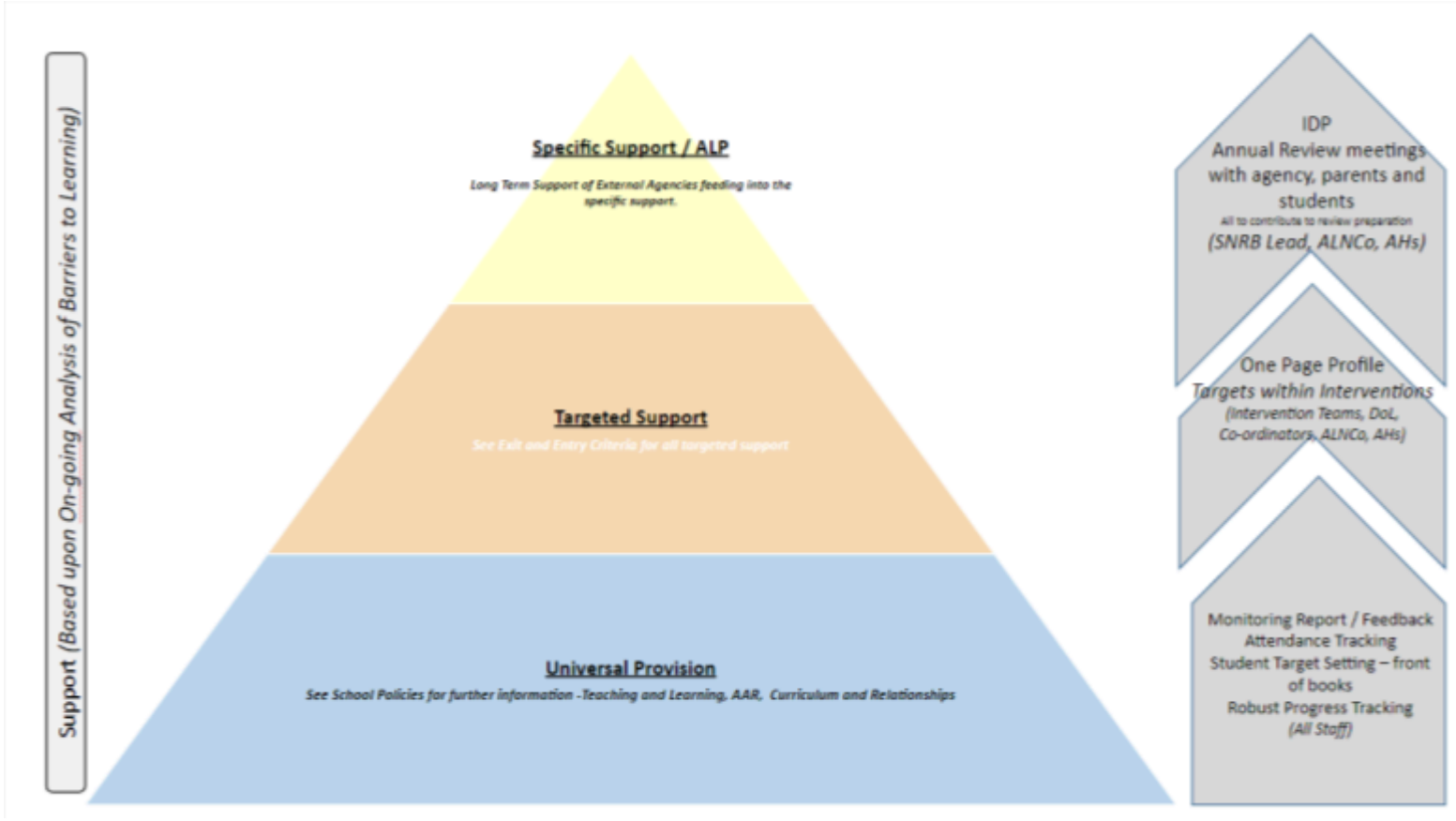
Pupil Influenced Planning

Pupil Voice Planning Template

Ambitious, capable Learners 	 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