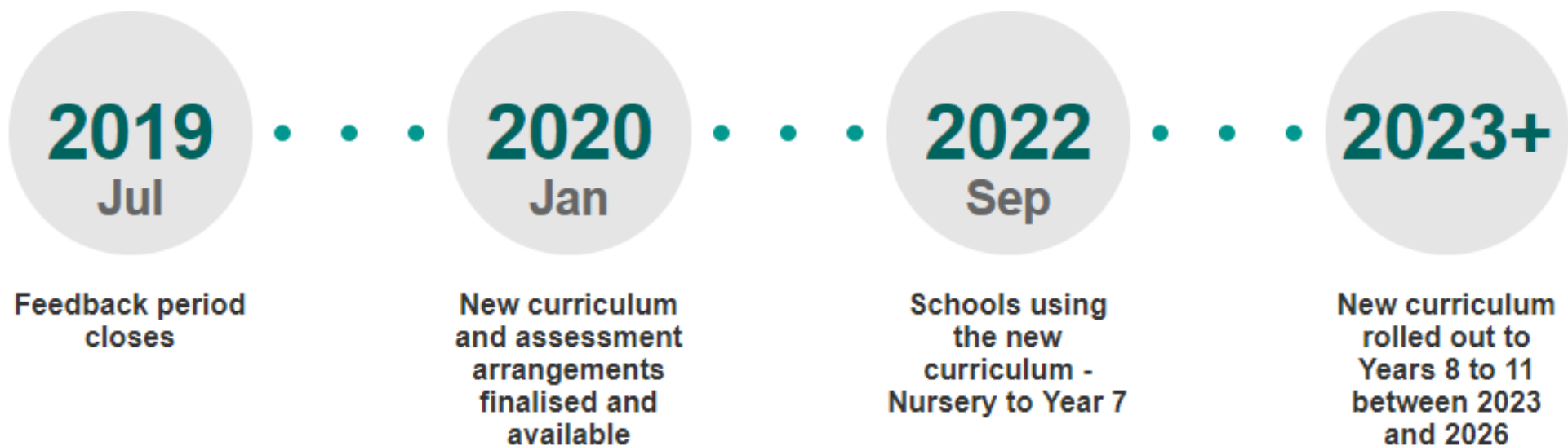




What happens next



What's changing?

The Old Curriculum

The basis of the old curriculum centres around:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- Preparing pupils at school for the opportunities, responsibilities and experiences of later life.

The New Curriculum

The new curriculum will be centred around:

The Four Purposes:

- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical, informed citizens of Wales and the world;
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

What's changing?

Subjects taught in the old curriculum include:

Core subjects:

- Mathematics;
- English;
- Science;
- Welsh (in Welsh speaking schools).

Foundation subjects:

- Design and technology;
- Information and communication technology;
- Physical education;
- History;
- Geography;
- Art and design;
- Music;
- Welsh (in non-Welsh speaking schools).

Subjects taught in the new curriculum will include:

6 Areas of Learning:

- Expressive arts;
- Health and well-being;
- Humanities (including RE which should remain compulsory to age 16);
- Languages, literacy and communication (including Welsh);
- Mathematics and numeracy;
- Science and technology.

What's changing?

- Pupils voice, ownership
- Meaningful experiences, Authentic, Real-life contexts
- Creative, Engaging, Collaborative
- Accessible to all

What we have done so far?

Lower School

Expressive Arts

Dance – Carnival of the Animals
Art – David Hockney

Health & wellbeing

PE – Gymnastics PESS animals,
PSE – Talacre Trip
Keeping safe on the coast and in the countryside

Humanities

RE – Christian / Hindu creation story, Easter Gardens
Geography – Country Code, Rivers & Streams and the Water Cycle

Coast & Country

Maths & Numeracy

Handling data, Venn and Carroll diagrams

Science & Technology

ICT – Music video making, photography, movie making
Science – RSPB Big Birdwatch, Animal adaptations, Bee Workshop, Life cycles, Talacre Trip – plants, animals & habitats, D & T – Seasonal salads

Language, Literacy and Communication

English – Poetry linked to a winter walk, arguments, formal and informal letter writing linked to a windmill farmer, report writing linked to people who help us at sea including the RNLI
Welsh – Creation Story, weather, recipes and instructions and reports on animals

21st January 2019

Dear Colleagues,

We are writing to you as we have some great news to announce. We are looking for some help with creating a new and exciting program for children aged 7-9 for our Cwtv channel based on our 'Coast & Country' program on ITV.

We would like to invite you all to take part in this new and exciting new project and hope you can help with creating a pilot program.

In the first instance we would like to ask you for your initial ideas. What should we include in an episode? Please check out the countryfile website <https://www.countryfile.com/> for some ideas perhaps watch an episode, <https://www.itv.com/walesprogrammes/coast-and-country/coast-country-episode-24> and let us know what you think and what you would like to include in your version of 'Coast & Country'. Please also tell us what we do well and what you don't like.

We would appreciate if you could email us some of your ideas, teriphishing@mail.com.

We look forward to working with you,

Yours faithfully,

Miss Terri Phishing
Executive Producer

What we have done so far?

Coast & Country

Lower School



Ysgol Maes Owen @MaesOwen · Jan 16

We became music producers this afternoon 🎧🎵

3/4T made music videos for our coast and country topic! #moviemakers

#ourearthrocks 🎵



Ysgol Maes Owen @MaesOwen · Jan 18

3/4T worked hard on their animal shapes this afternoon

#aimtolearnleamtosucceed



What we have done so far?

Coast & Country



Ysgol Maes Owen @MaesOwen · Jan 28

3/4T worked hard researching rivers this morning #coastandcountry



Ysgol Maes Owen @MaesOwen · Feb 11

3/4T were busy feeding the birds, 'bwydo'r adar' this afternoon. We read and ordered the instructions in Welsh #welshreader #outdoorexplorers We can also name some birds 'yn Gymraeg'! Gwelais i Titw Tomos Las, Ji-Blinc, Jac-Do a Robin Goch!



Ysgol Maes Owen @MaesOwen · Jan 21

Really pleased with 3/48 today. Got some great ideas for our metaphor poems on our winter walk. ❄️ 🚶



Ysgol Maes Owen @MaesOwen · Feb 12

3/48 creating a photomontage in the style of @davidhockneyart. #aintolearnieamtosucceed



Ysgol Maes Owen @MaesOwen · Jan 29

3/48 finding and identifying birds. 🐦



What we have done so far?

Upper School

Ancient Egypt

Maths &

Numeracy

Time, number
work

Expressive Arts

Dance - Egyptian
dancing

Art - Design and make a
canopic jar

Music - The music of
Ancient Egypt /

Instruments / create a
ceremonial rhythmic piece
to honour the gods.

Humanities

RE - Worshipping

Geography - Where is
Egypt? Rivers, rich and
poor Egyptians, Gods,

History - Timeline
work, Pharos,
mummification process

Science & Technology

Science - Light and
shadow work, how we
see, investigating
torches, batteries and
brightness, make a
sundial, mummifying
fruit,

D & T - Design, make
and evaluate a Shaduf

Language, Literacy and Communication

English - Non-chronological reports on Egyptian Gods, Diary writing, Letter writing, explanations and instructions

Welsh - Places of the world, how to travel, diary writing based on a visit to Egypt, blog writing, poetry based on holidays,

Health & wellbeing

PE - Intense Swimming
for all upper school
classes

What we have done so far?

Ancient Egyptians



Ysgol Maes Owen @MaesOwen · Apr 12

5/6J museum is ready! Looking forward to sharing our work with you! Come along between 11 and 12 today...



Ysgol Maes Owen @MaesOwen · Apr 12

5/6C enjoyed opening their museum this morning, they showed they were Ancient Egyptian experts and impressed our curious visitors
#aimtolearnleamtosucceed



Upper & Lower
School

What we have done so far?

This is Me! Me Myself & I!

WOW Week

Science & Technology
Science - Our body

Language, Literacy and Communication

English - Descriptive writing, Instructions, directions, Descriptive writing, Instructions and directions

Welsh - Autobiography, video pen pal messages to a school in France, Biography writing

WOW Week - Researching jobs, Interviewing adults, Creating a personal statement, Good and bad interviews, Teaching new skills.
Maes Owen's Got Talent!

Maths & Numeracy

Number work, Compass points, Average work, Measuring, Handling data, Average work, Measuring

Health & wellbeing

PE - Class matches
PSE - Sex and Relationship Education

Humanities

RE -
Geography - Where I live? Wales and Snowdon, map work
Map work and directions
History - Timeline work

Expressive Arts

Music - Body percussion work, Body percussion work

Upper & Lower School

What we have done so far?



Ysgol Maes Owen @MaesOwen · May 22

All lower school classes enjoyed a fun packed morning talking to Steve our friendly paramedic. All were inspired and enthused to hear how to become a paramedic and what you do day to day! #WhenIGrowUp

@WelshAmbulance

@dermroad1

@CareersWales



Ysgol Maes Owen @MaesOwen · May 24

3/4D having lots of fun sharing and learning their talents.

#aimtolearnleamtosucceed



Ysgol Maes Owen @MaesOwen · May 24

3/4S interviewed one another for the dream job this morning. They learnt about good body language and eye contact - Mrs W would definitely give them the job!

@CareersWales

#WhenIGrowUp

#aimtolearnleamtosucceed



WOW Week

What we have done so far?

Upper & Lower School



Ysgol Maes Owen @MaesOwen · May 21

3/4B had a visit from PC Hedley. They all learnt about how to become a police officer and what the role entails. 🚔 #worldofworkweek
#aimtolearnlearntosucceed



Ysgol Maes Owen @MaesOwen · May 22

Our visitor this afternoon has inspired Dosbarth Miss Pye with wanting to go to university. Pupils interviewed Hannah about how she got to university, what it's like and what she can achieve after

#WhenIGrowUp
@metcaerdydd
@HannahLeslie200
@DyddguHywel



Ysgol Maes Owen @MaesOwen · May 22

Dosbarth Miss Pye were totally enthused by a business woman today! Learning about owning and managing your own company. Diolch Paula, our children have been inspired by your visit today!

#whenIGrowUp
@CareersWales
@ToyBocsTeganau
toy-bocs-teganau.com



WOW Week

What Matters in Expressive Arts

- **Exploration** through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.
- **Responding** and reflecting, both as an artist and audience, is a fundamental part of learning about and through the Expressive Arts.
- **Creative** work combines knowledge and skills using the senses, inspiration and imagination.



The Expressive Arts AoLE centres on the **five** disciplines of **art, dance, drama, film and digital media and music.**

3 What Matter Statements.

Under each there are **5 Progression Steps** – these include **I can** statements. Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of **Achievement Outcomes** relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

Planning for learning (Experience, Knowledge and Skills) – Learners need to experience / Learners need to know / Learners need to be able to do statements.

What Matters in Health and Well-Being

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with different social influences shapes who we are and our health and well-being.
- Healthy relationships are fundamental to our sense of belonging and well-being.



The Health and Well-being AoLE will support learners to develop and maintain not only their **physical health** and **well-being**, but also their **mental health** and **emotional well-being**.

5 What Matter Statements.

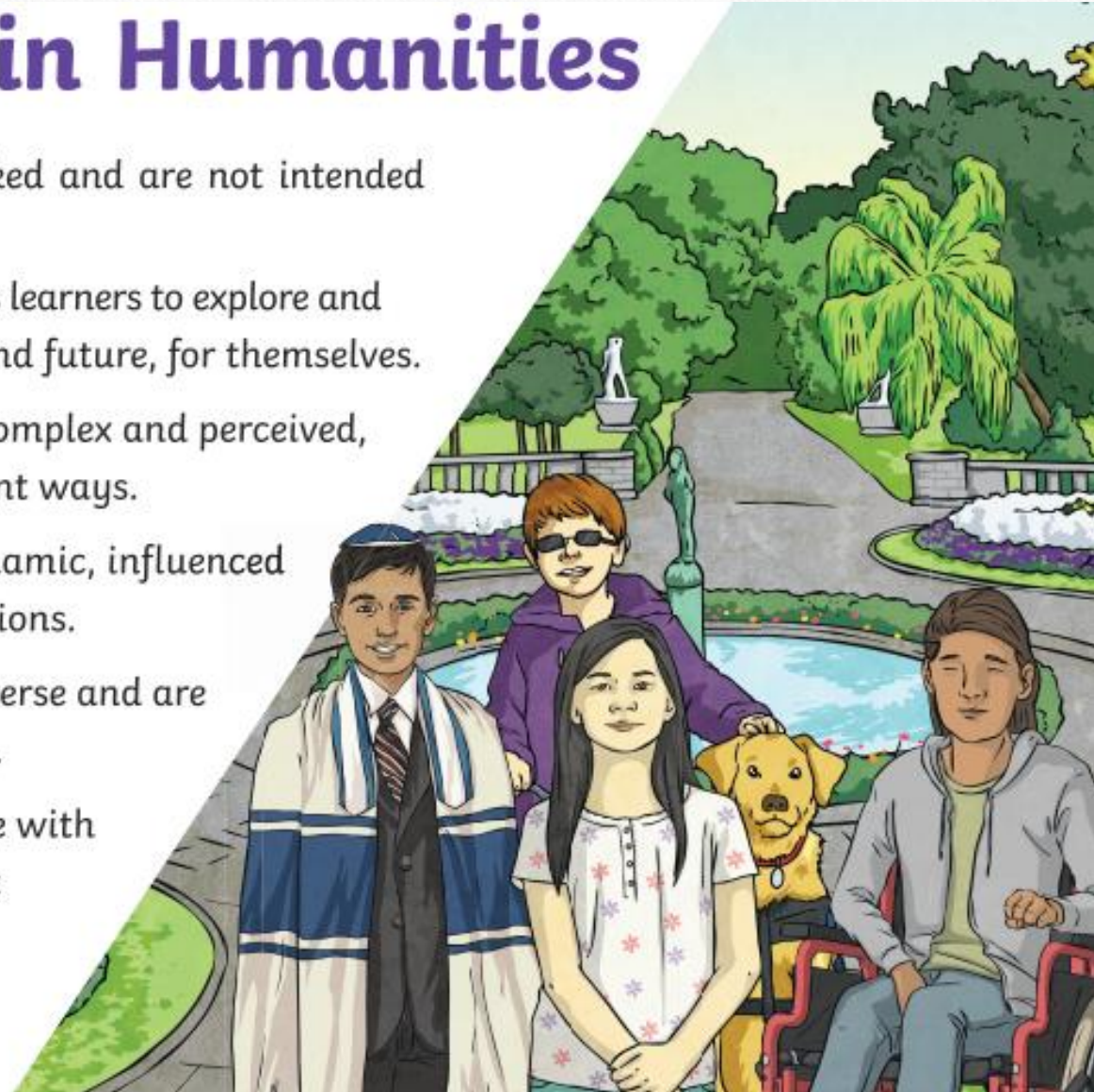
Under each there are **5 Progression Steps** – these include **I can** statements. Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of **Achievement Outcomes** relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

Planning for learning (Experience, Knowledge and Skills) – Learners need to experience / Learners need to know / Learners need to be able to do statements.

What Matters in Humanities

These what matters statements are linked and are not intended to be taken in isolation.

- **Developing an enquiring mind** enables learners to explore and investigate the world, past, present and future, for themselves.
- **Events and human experiences** are complex and perceived, interpreted and represented in different ways.
- **Our natural world** is diverse and dynamic, influenced by physical processes and human actions.
- **Human societies** are complex and diverse and are 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, ethical and sustainable action.



The Humanities AoLE is all about asking questions about the **human condition**. It encompasses **geography, history, religious education, business studies and social studies**.

5 What Matter Statements.

Under each there are **5 Progression Steps** – these include **I can** statements. Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of **Achievement Outcomes** relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

Planning for learning (Experience, Knowledge and Skills) – Learners need to experience / Learners need to know / Learners need to be able to do statements.

What Matters in Science and Technology

- **Being curious and searching for answers** helps further our understanding of the natural world and helps society progress.
- **Design thinking and engineering** are technical and creative endeavours intended to meet society's needs and wants.
- The world around us is full of **living things** which depend on each other for survival.
- Understanding the **atomic nature of matter** and how it shapes the world.
- **Forces and energy** determine the structure and dynamics of the Universe.
- **Computation** applies algorithms to data in order to solve real-world problems.



The Science and Technology AoLE draws on the disciplines of **biology**, **chemistry**, **computer science**, **design and technology**, and **physics** to enhance our knowledge and understanding of the world.

6 What Matter Statements.

Under each there are **5 Progression Steps** – these include **I can** statements. Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of **Achievement Outcomes** relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

Planning for learning (Experience, Knowledge and Skills) – Learners need to experience / Learners need to know / Learners need to be able to do statements.

What Matters in Languages, Literacy and Communication

- Learning about **identity and culture** through languages prepares us to be citizens of Wales and the world.
- Learners who **listen and read effectively** are prepared to learn throughout their lives.
- Learners who **speak and write effectively** are prepared to play a full part in life and work.
- Literature fires **imagination**s and inspires **creativity**.



The Languages, Literacy and Communication AoLE will enable all learners to gain knowledge and skills in **Welsh, English** and **international languages** as well as in literature.

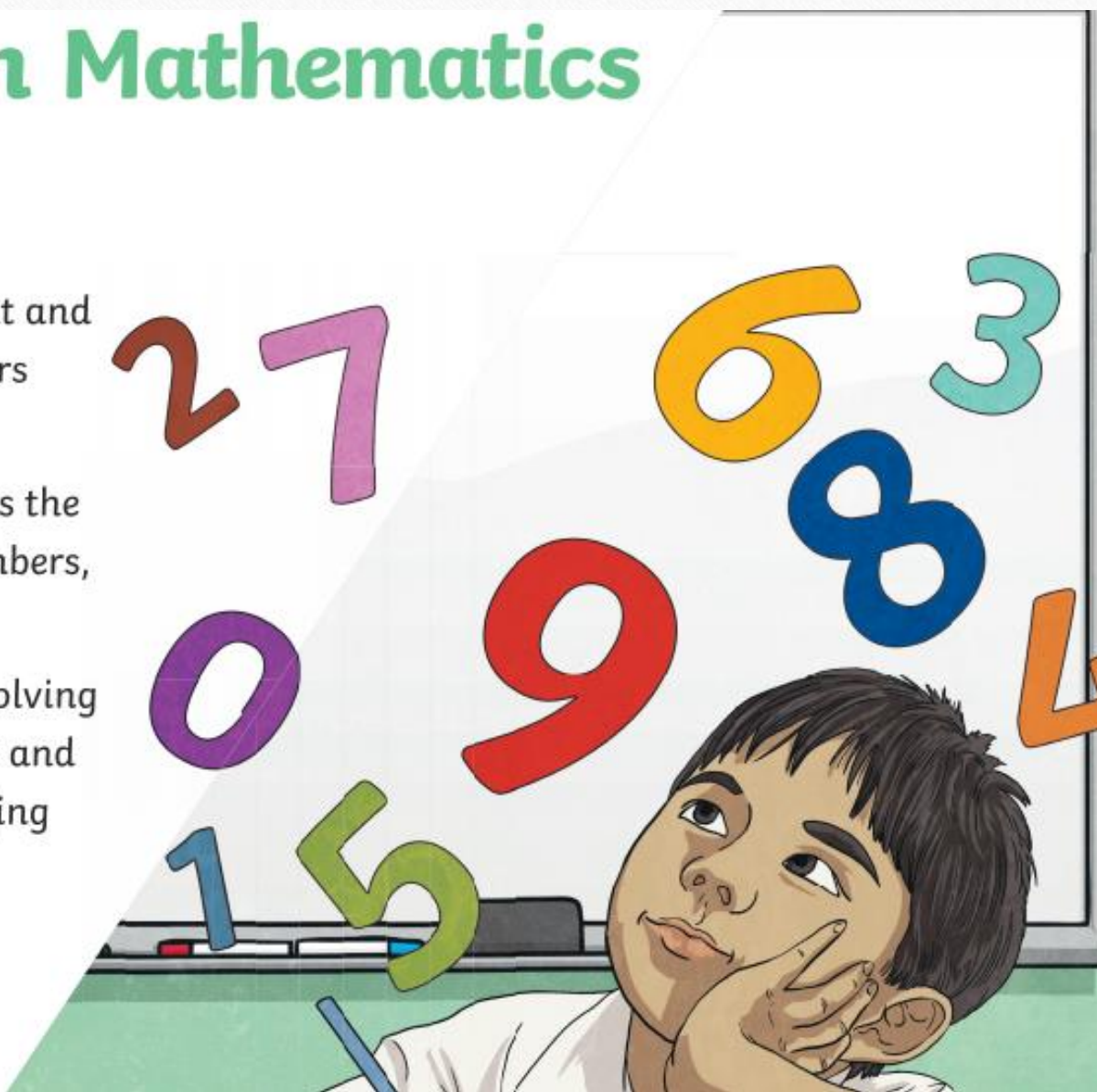
4 What Matter Statements.

Under each there are **5 Progression Steps** – these include **I can** statements. Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of **Achievement Outcomes** relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

Planning for learning (Experience, Knowledge and Skills) – Learners need to experience / Learners need to know / Learners need to be able to do statements.

What Matters in Mathematics and Numeracy

- The **number system** is used to represent and compare relationships between numbers and quantities.
- **Algebra** uses symbol systems to express the structure of relationships between numbers, quantities and relations.
- **Geometry** focuses on relationships involving properties of shape, space and position and that measurement focuses on quantifying phenomena in the physical world.
- **Statistics** represent data, **probability** models chance and both support informed inferences and decisions.



The Mathematics and Numeracy AoLE.

4 What Matter Statements.

Under each there are 5 Progression Steps – these include I can statements. Progression Steps will be at 5, 8, 11, 14 and 16 and take the form of Achievement Outcomes relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

Planning for learning (Experience, Knowledge and Skills) – Learners need to experience / Learners need to know / Learners need to be able to do statements.

What's changing?

The old curriculum prescribes:

- Summative Assessment;
- National tests;
- Formative Assessment.

The new curriculum will prescribe:

- Online Personal Testing;
- Annual online testing in addition to assessment against the proposed progression steps at ages 5, 8, 11, 14 and 16;
- Formative Assessment;
- Summative Assessment.

The old curriculum is divided into:

- Foundation Phase (ages 3 to 7);
- Key Stage 2 (ages 8 to 11).

The new curriculum will:

- Remove Foundation Phase and Key Stages;
- There will be a continuum of learning from ages 3 to 16;
- Progression will be signalled through Progression Steps at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16.

The old curriculum contains:

- Cross Curricular Subjects;
- Literacy;
- Numeracy;
- Digital Framework.

The new curriculum will contain:

- Cross Curricular Subjects;
- Literacy;
- Numeracy;
- Digital Framework;

@ImpactWales

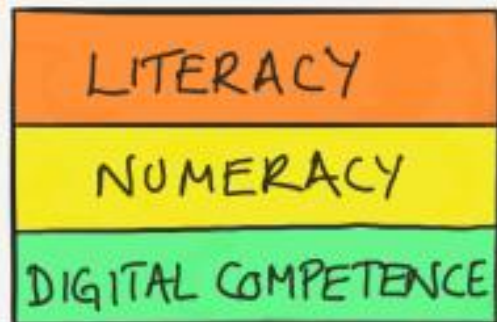
The new WALES CURRICULUM

Copyright © 2016

4 CURRICULUM PURPOSES



3 CROSS CURRICULAR SKILLS



6 AREAS OF LEARNING & EXPERIENCE

