



Parc Lewis Primary School

Adoption of the Curriculum for Wales 2024-25





Parc Lewis Primary School



Parc Lewis Primary CfW 2023-24



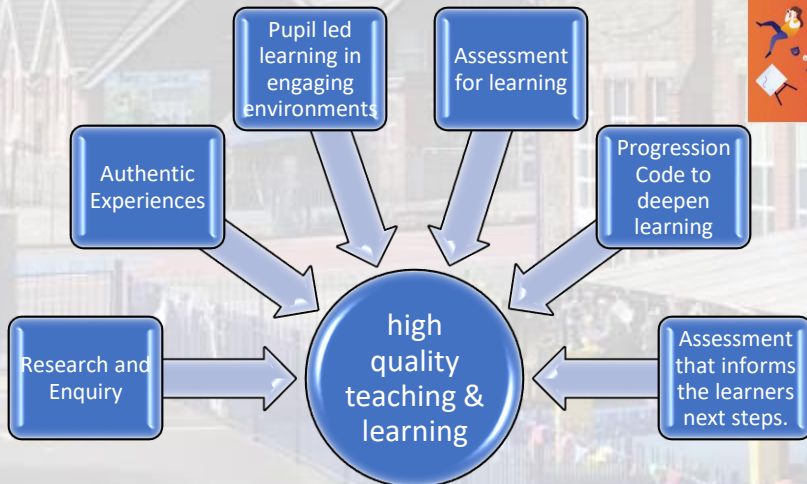
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Parc Lewis Curriculum Overview



Our Successful Curriculum includes Pedagogy and Assessment...



Health and wellbeing



Expressive arts



Relationships and Sexuality Education

Literacy

<p>Ambitious, capable learners who...</p> <ul style="list-style-type: none"> - Set high standards for ourselves, in and out of school. - Enjoy a challenge. - Learn skills to use in real life. - Are questioning. - Enjoy problem solving. - Communicate clearly with different people, in different places and in different ways in both Welsh and English. - Can explain clearly what we are learning. - Use maths number skills in lots of different situations. - Know how to read data and use in everyday life. - Use and apply different maths concepts. - Use digital technologies creatively to communicate, find and analyse information. - Carry out research and evaluate in detail what is found out. - Are life-long learners. 	<p>Healthy, confident individuals who...</p> <ul style="list-style-type: none"> - Are part of one big family who trust and respect each other. - Exercise regularly to have healthy bodies and a healthy mind which improves our ability to learn. - Learn to lead healthy lives in school and keep healthy when we go home. - Know where to find help and information to feel safe and well in Parc Lewis. - Are brave and resilient at facing challenges. - Have the confidence to speak to everyone. - Look after each other. - Are learning skills to prepare for our future after we leave Parc Lewis.
<p>Enterprising, creative contributors who...</p> <ul style="list-style-type: none"> - Know and have skills to create new ideas and make new things. - Have skills and imagination to be problem solvers. - Find opportunities to be creative and enterprising. - Are confident to have a go. - Work together taking on different roles. - Share our ideas and emotions in different ways. - Share skills and knowledge to help others succeed. - Actively take part in school life. 	<p>Ethical informed citizens who...</p> <ul style="list-style-type: none"> - Develop and express our own views and respect the views of others. - Aware and respond to issues that affect us and the world we live in. - Have opportunities to make good choices. - Understand and exercise our human rights. - Use our Pupil Voice to make positive changes to our School and Community. - Understand how our behaviour and choices can affect others. - Know and express what it means to be Welsh. - Know about their locality, Wales, United Kingdom and the wider world now and in the past. - Welcome and respect the rights and needs of people from all cultures and religions. - Know and show how to care for our planet. - Have pride in being Welsh and contribute to Wales and the World.

UNCRC & UNCRPD

Languages, Literacy and communication



Numeracy

Digital Skills

Religion Values and Ethics

Maths and Numeracy



Science and Technology



One Family Shining Brightly



**Respect
Confidence
Co-operation
Ambition**



Cynefin



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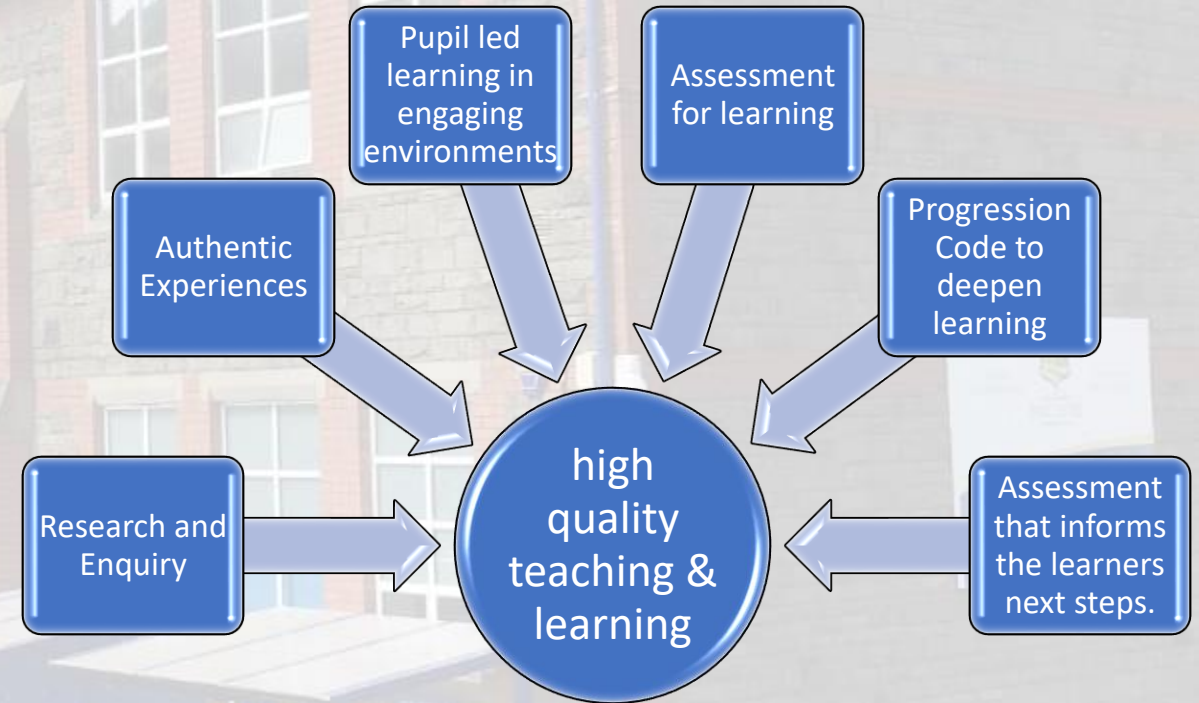
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Parc Lewis Curriculum Overview



Our Successful Curriculum includes Pedagogy and Assessment...



Parc Lewis Curriculum Overview



Experiences



ROYAL WELSH COLLEGE
OF MUSIC & DRAMA
COLEG BREHNINOL
CERDD A DRAMA CYMRU



Cynefin



Health and Wellbeing



Expressive Arts



Humanities



Languages, Literacy and Communication



Literacy

Numeracy

Digital Skills

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UNCRC & UNCRPD

Maths and Numeracy



Science and Technology



One Family Shining Brightly



Respect
Confidence
Co-operation
Ambition



Relationships and Sexuality
Education

Religion Values and Ethics

All Inclusive

**Heart of the
Community**

Friendly Family

Nurturing

Strong Wellbeing

**Celebrates effort, success and
participation of all learners.**

Vision



**'One Family Shining
Brightly'**

Independent

healthy

Informed

Safe and happy

Ambition

Respect

**Working
together**

Confidence

Cooperation

Parc Lewis Curriculum 2024/25



Authentic

Pupil voice

School ethos

Purpose led

High quality teaching

Hawthorn Cluster

Children's Rights



Enterprising,
creative
contributors



Ambitious,
capable
learners

Long term plan
Links Statements of
what matters, principles
of learning and
progression

Medium term
Pupil informed
Ensures wide range of
experiences

Short term
Unique to each teacher
Uses medium term and
pupil voice to shape

Healthy,
confident
individuals



Ethically
informed
citizens

Engaging learning
environments

Positive mental health

Experiential learning

Cross Curricular

Staff research

Rights Respecting

ELSA

Constant review, evaluated and adapted



Inclusivity

One Family Shining Brightly

External Professional Support Networks

RCT Access and Inclusion; Minority Ethnic Advisory Service, Child Looked After Service, Educational Psychologists and Learner Support

Health Agencies; Speech and Language, Hearing Impaired Service, CAMHS, Neurodevelopmental and the School Nurse

Community Services: PCSO, Fire Service, Resilient Families,

Hawthorn Cluster
School Improvement Group

External Providers to support inclusivity

Show racism the Red Card
Spectrum
Pyjama Drama
Spectacle Theatre
Footy Families
Cooking Together
RCt Sports
Play Sports
USW Art Therapy
Nature School
Royal Collage Music and Drama

School Based Interventions

- Whole School Emotional Literacy support through ELSA Programme.
- Restorative Approaches Peer Mentors.
- ESL Kidstuff Programme for pupils with EAL.
- Rights Respecting School Programme
- Playground Pals

Pupil Voice

School Council

Super Ambassadors

Healthy Schools

Digital Leaders

Criw Cymraeg

Eco Committee

Progression and Assessment



Our curriculum will ensure that children build on skills they have previously learnt through different learning opportunities

Our curriculum ensures that learners will make meaningful progress

Our curriculum will ensure the child is always at the centre of their learning

Assessment will be used to inform future planning

Assessment will be embedded as an intrinsic part of learning and teaching

All learners will be observed on entry into school to get a whole picture of what they can already do

5 Principles of
progression

Increasing
effectiveness

Increasing
breadth and
depth of
knowledge

Deepening
understanding
of the ideas
and disciplines
within the
areas

Refinement
and growing
sophistication
in the use and
application of
skills

Making
connections
and
transferring
learning in new
contexts

Welsh Government: Curriculum for Wales

Mandatory

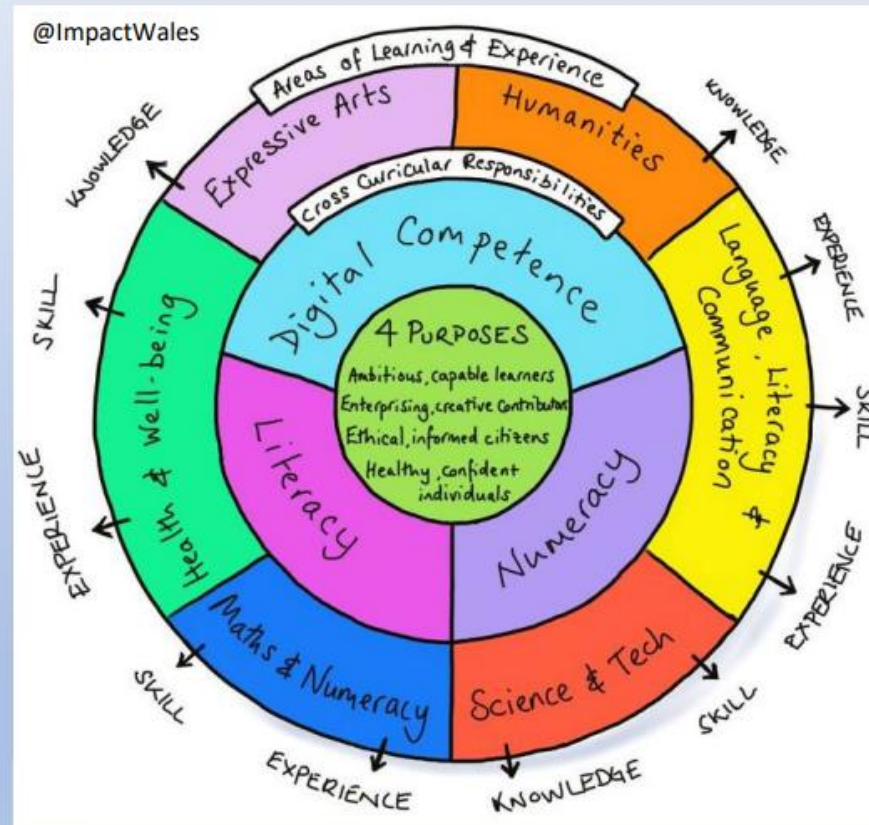
Religion, values and ethics
Relationships and sexual education
Welsh
English

Integral skills

Creativity and innovation
Critical thinking and problem solving
Planning and organising
Personal effectiveness

Cross curricular skills

Digital competency
Literacy
Numeracy



Wider Requirements

UNCRC
ALN bill
Well being of future generations Act

Cross cutting themes

Relationships and sexuality education
Local, national and international contexts
Careers and work related experiences
Human rights education
UNCRC
Diversity

CfW: Areas of Learning Experiences

AOLE's

Maths 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 mathematical relationships
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world
Statistics represent data, probability models chance, and both support informed inferences and decisions

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 social influences shapes who we are and affects our health and well-being
Healthy relationships are fundamental to our well-being

Expressive Arts

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.

Statements of what matters



Principles of Progression



Descriptions of learning for each AOLE on a continuum for 3-16 years

Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Events and human experiences are complex, and are perceived, interpreted and represented in different ways
Our natural world is diverse and dynamic, influenced by processes and human actions
Human societies are complex and diverse, and shaped by actions and beliefs
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

Science and Technology

Being curious and searching for answers is essential to understanding and predicting phenomena
Design thinking and engineering offer technical and creative ways to meet society's needs and wants
The world around us is full of living things which depend on each other for survival
Matter and the way it behaves defines our universe and shapes our lives
Forces and energy provide a foundation for understanding our universe
Computation is the foundation for our digital world

Language, literacy and communication

Languages connect us
Understanding languages is key to understanding the world around us
Expressing ourselves through languages is key to communication
Literature fires imagination and inspires creativity

Reviewing our Curriculum

[illegible]

Parents

Governors

Community voice



Parent forum



Questionnaires



Staff



Monitoring



Pupil Voice groups

This will be done yearly unless there are things that need addressing earlier

2024-25 Curriculum

Cycle A (2022/23)	Cycle B (2023/24)	Cycle C (2024/25)
<u>Autumn 2</u> AoLE: Humanities SWM4: Society Concept: Diversity Title: Festivals.	<u>Autumn 2</u> AoLE: Expressive Arts SWM1,2&3: Explore, respond, create. Concept: Performing, presenting and sharing creative work (SWM3) Title: Celebrations.	<u>Autumn 2</u> AoLE: Health and Well-being SWM4: Social Influence Concept: Attitudes and Values Title: Culture and Traditions
<u>Spring 1</u> AoLE: Expressive Arts SWM 1,2&3: Explore, respond, create. Concept: Identity and context (SWM1) Title: Eisteddfod (Cymru)	<u>Spring 1</u> AoLE: Humanities SWM3: Natural World Concept: Changes to places, spaces and environments. Title: Our Wales (Cymru)	<u>Spring 1</u> AoLE: Lang, Lit & Comm SWM3: Expressing Ourselves Concept: Audience and purpose. Title: Tales from Wales (Cymru)
<u>Summer 1</u> AoLE: Health and well-being SWM1: Physical Health and well-being Concept: Physical literacy. Title: Sports	<u>Summer 1</u> AoLE: Health and well-being SWM4: Physical health and well-being. Concept: Impact of Nutrition Title: Powering Up (Sports)	<u>Summer 1</u> AoLE: Science and Technology SWM5: Physics. Concept: Forces and Motions Title: Forces At Play (Sports)

3 year
cycle

Each year is made up of six topics.

Three shared whole school topics and three individual class topics.

2024-25 Curriculum

CYCLE C (2024/25)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FP Class 1, 2 and 3.	Once Upon a Time <i>(fairy tales and nursery rhymes).</i>	AoLE: Health and Well-being SWM4: Social Influence Concept: Attitudes and Values Title: Culture and Traditions	AoLE: Lang, Lit & Comm SWM3: Expressing Ourselves Concept: Audience and purpose. Title: Tales from Wales	People Who Help Us <i>(Florence Nightingale).</i>	In the Garden <i>(planting, plants, flowers, vegetables).</i>	AoLE: Science and Technology SWM5: Physics. Concept: Forces and Motions Title: Forces at Play
FP Class 4 and 5.	School of Rock <i>(orchestra, musical instruments, music)</i>			Castles and Crowns <i>(Elizabeth II and Henry VIII)</i>	Super Senses <i>(human senses).</i>	
KS2 Class 1 and 2.	Traditional Tales <i>(fairy tales)</i>			Through the Ages <i>(1800s and 1900s, Parc Lewis).</i>	Predator <i>(birds of prey and jungle apex predators).</i>	
KS2 Class 3, 4 and 5.	Scream Machine <i>(rollercoasters, forces).</i>			Royal Rumbles <i>(Tudors and Welsh princes).</i>	Darwin's Delights <i>(evolution, animals, plants).</i>	