



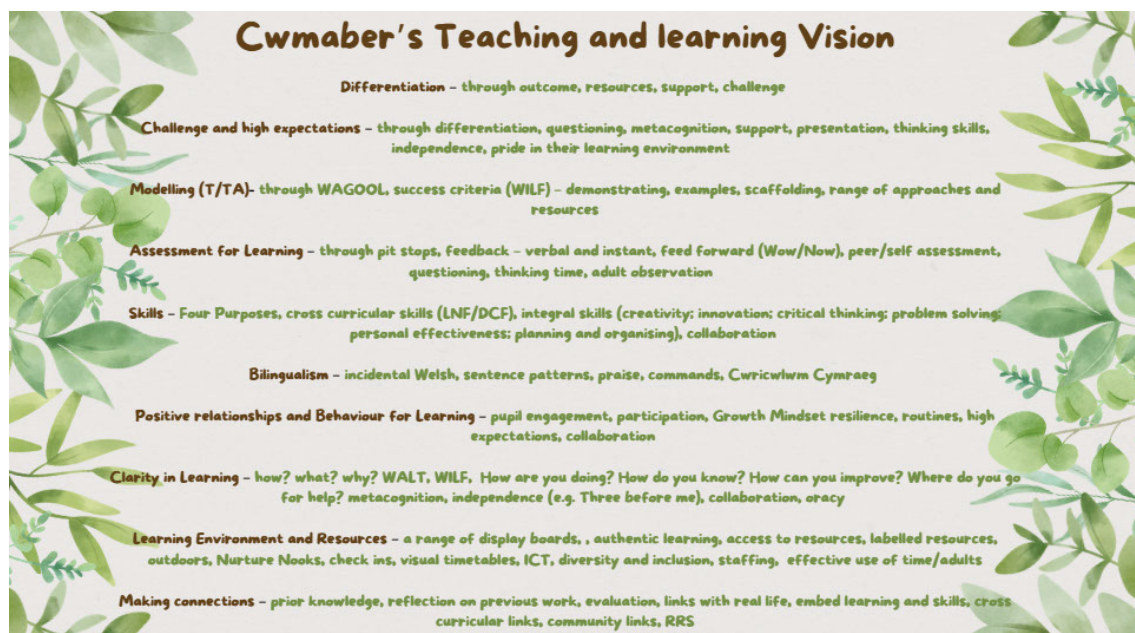
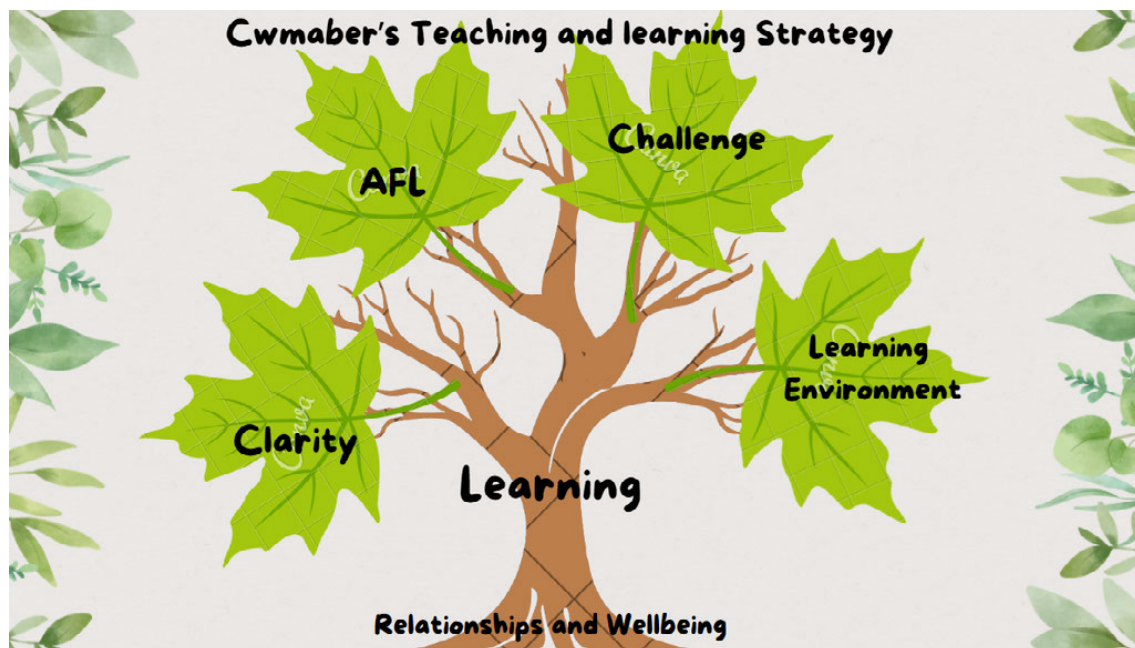
Cwmaber's Curriculum Summary

Cwmaber's Collaborative Curriculum

Our Vision in Action



Cwmaber Infants and Juniors are National Nurture UK re-accredited schools which provide a warm, welcoming and safe environment for all stakeholders. Our Vision encompasses all the elements of our Collaborative Curriculum. It shows how pupils, staff, parents, governors and the wider community learn, work and grow together. Our Values are the backbone of our curriculum, with our Vision evolving and growing through close partnerships with all stakeholders.



We have many accreditations and links with external partners.





Our Values



Empathy



Trust



Honesty



Respect



Individuality



Kindness

We gathered feedback from parents, Governors, staff and learners when discussing our values and found that these were the most important to us as a community. From this we established 6 CORE VALUES that enable us to “Grow Together”.

Our Four Purpose Characters

Our characters are used daily to ensure that learning experiences are linked purposefully to The Four Purposes. The children took an active role in designing, describing and naming the characters.

Our Four Purpose Characters in the Infants

The Four Purposes drive the curriculum, so we linked each of the Purposes to a character so that the children could relate to them more easily. We encourage our learners to link their learning to the characters, so that they are at the heart of everything we do.



**Caring
Claire**



**Clever
Catrin**



**Confident
Colin**



**Creative
Kevin**

Our Four Purpose Characters in the Juniors

The Juniors created their own characters which the older children could relate to. They complement the characters in the infants and they use words which are more easily understood by older children.



**Ethical
Evan**



**Ambitious
Alys**



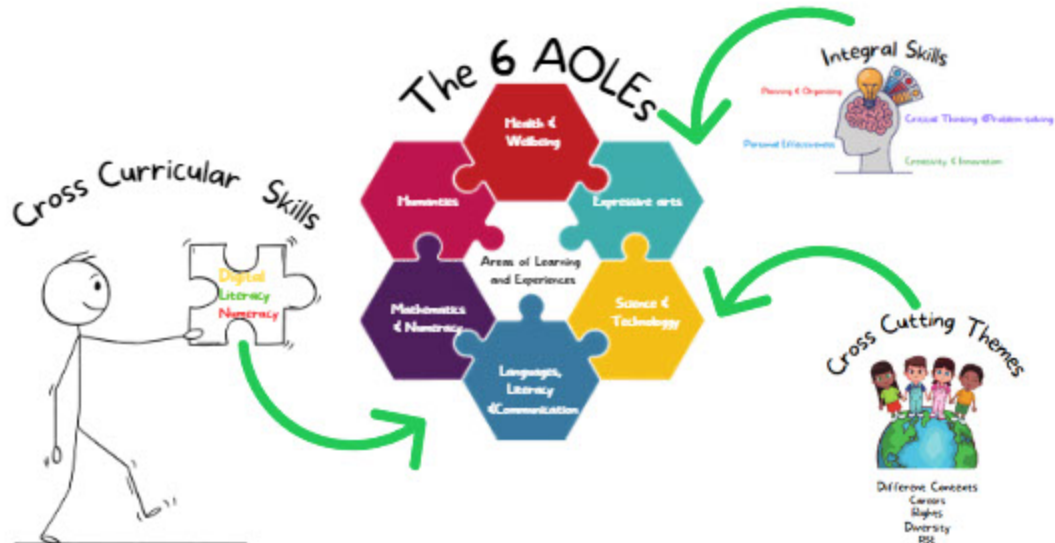
**Healthy
Huw**



**Enterprising
Elen**

The Non Negotiables

The 6 Areas of Learning and Experiences encompass the Statements of What Matters and reflect the principles of progression. It includes the Cross Curricular skills, the Cross Cutting themes and Integral Skills.



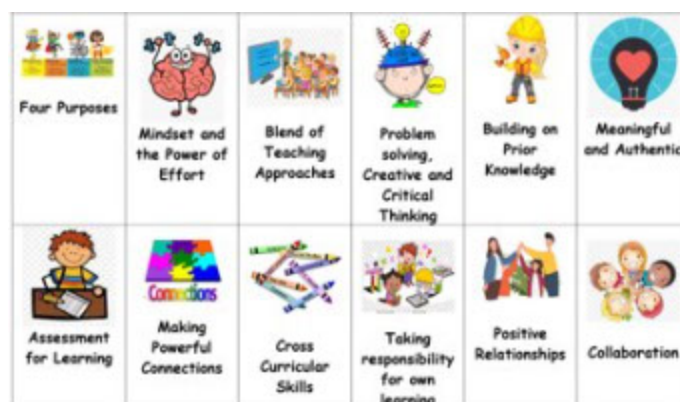
AOLE teams, consisting of Governors, staff and learners have evolved to ensure expertise from a range of backgrounds and phases. Each team has co-constructed learning opportunities, using the What Matters Statements and Descriptions of learning, ensuring progression within and across the progression steps. The Integral Skills, Cross Cutting Elements and Cross Curricular Skills have been carefully integrated. We integrate the UNICEF Rights of the Child across our curriculum, focusing on key dates and events throughout the year. We also focus on Diversity and Rights through carefully planned Focus weeks, which are planned for through our Hidden Curriculum.

Hidden Curriculum													
Home	Autumn				Spring				Summer				
	Theme	N Rec.	Year 1 Year 4	Year 2 Year 5	Year 3 Year 6	N Rec.	Year 1 Year 4	Year 2 Year 5	Year 3 Year 6	N Rec.	Year 1 Year 4	Year 2 Year 5	Year 3 Year 6
	Remember Teddy Bears Remember Magical Me	Remember Parties Remember Clothes	Remember Toys Remember Senghennydd Disaster	Remember Houses Remember World War 2	Wonderful Wheels Watery World	Off we Go Blue Planet	Every Climate	Magical Me My home	Wonderful Wales Spain	China			
Focus Weeks/Days	Rights/Class Charter- week Black History Month Anti Racism (PS3 only) Harvest- day Christmas- week Fair-trade Week (biannually) Remembrance day (RVA) World mental healths Day (RSE)				Welsh Week E safety Day Shrove Tuesday- Day Chinese New Year- Day Children's Mental Health Day				Healthy Week LGBTQ- Day Mental Health Day Careers Day/Week Science week (biannually)/Maths Week National Numeracy Day My Money Week/financial Literacy Week				
Humanities Concept	Governance/Conflict /Notes and Responsibility: History inquiry				Sustainability: Geography				Identity and Belonging, relationships, fairness, rights, welfare diversity-RVE/business				
Expressive Arts Focus	Art				Dance Music				Film/Digital Media Drama				
Writing genre- Non Fiction	Retail				Instructional				Report/Non chronological				
Writing- Fiction	Retell story (imitation)				Poetry				Adapt a story (innovation)				
Cross Cutting Themes	Diversity Rights				Local, National and Global Contexts Diversity Rights				Diversity Local, National and Global Contexts , Careers , Rights RSE				
RSE Jigsaw units	Being me in my World Celebrating Differences				Dreams and Goals Healthy Me				Relationships Changing Me				
RF Focus	Christmas				Easter				Islam				
Physical Development	Gymnastics				Dance				Games				
Integral Skills Throughout the year	Creativity and innovation, Planning and organising, Critical thinking and problem-solving, Personal effectiveness												
Values	Respect		Individuality		Trust		Kindness		Empathy		Honesty		
Metacognition	Resilience		Perseverance		Effort		Achievement		Motivation		Collaboration		



Pedagogy

We carried out a series of staff training sessions linked to the 12 Pedagogical Principles. This gave staff time to research and implement a range of strategies and approaches, which then became a natural part of the teaching and learning process.



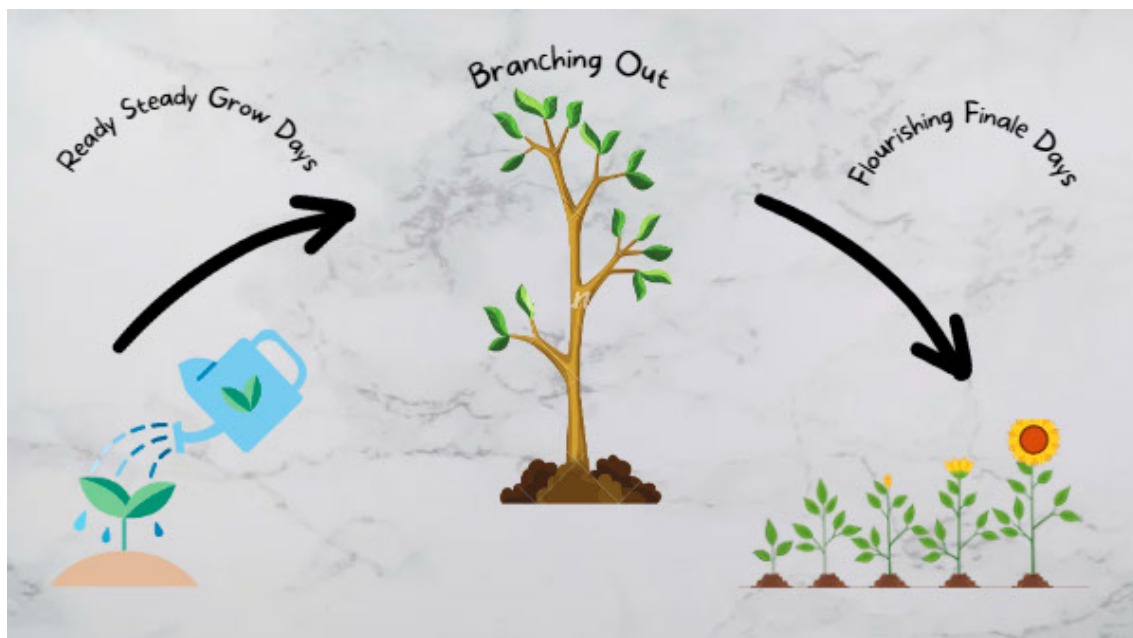
We have explored the different Pedagogical Principles to ensure that they are used effectively and in different contexts, according to the aims and purpose of the of the learning.

Our range of learning environments provide opportunities for learners to explore, experiment, create, collaborate and apply skills using both the indoor and outdoor environment.



Our Learning Journey

We have developed our Collaborative Curriculum to ensure our learners experience a blend of teaching approaches, igniting enthusiasm and engagement at the start of their learning journey through "Ready Steady Grow" Days. Our "Branching out" experiences form part of our weekly planning and encourage learners to take responsibility for their own learning, challenging themselves and working collaboratively through authentic contexts. The importance of effort, critical thinking and problem solving are instilled and celebrated through Flourishing Finale days. These help our pupils to make connections and apply their skills through meaningful, exciting experiences which are fun and engaging.



Assessment and Progression

Assessment is an integral part of our teaching and learning cycle, which has been developed to ensure it has an impact on learning.

We involve all learners in the process, which enables them to learn how to learn, helping them to reach and achieve their targets. We use a range of strategies to improve learning skills and increase pupil engagement.

How well are you doing?

		
Budding Shoot	Growing Leaf	Mighty Oak



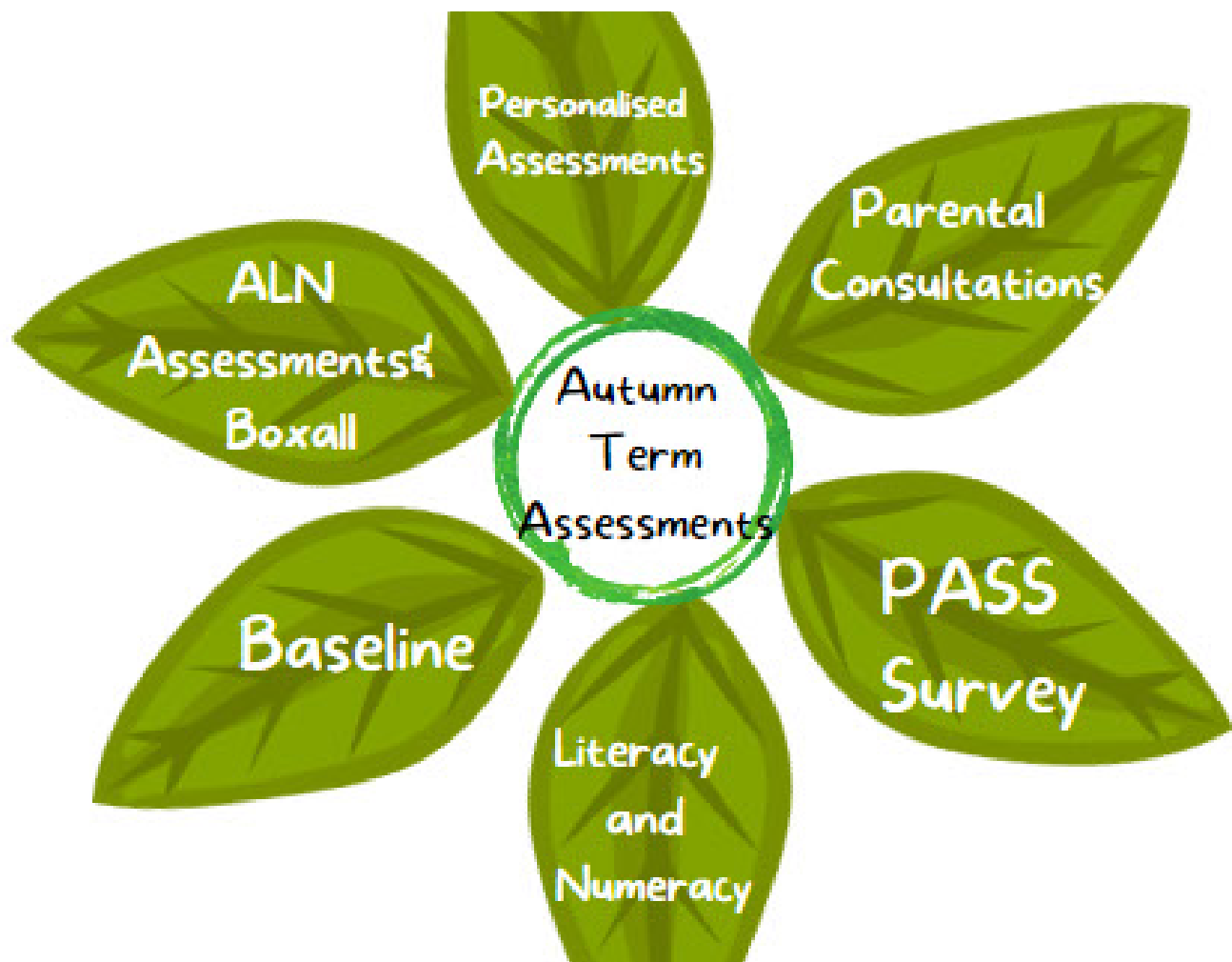
Assessment for Learning

All staff took part in Professional Learning research into Assessment for Learning which was then shared and discussed as part of our Assessment rationale.

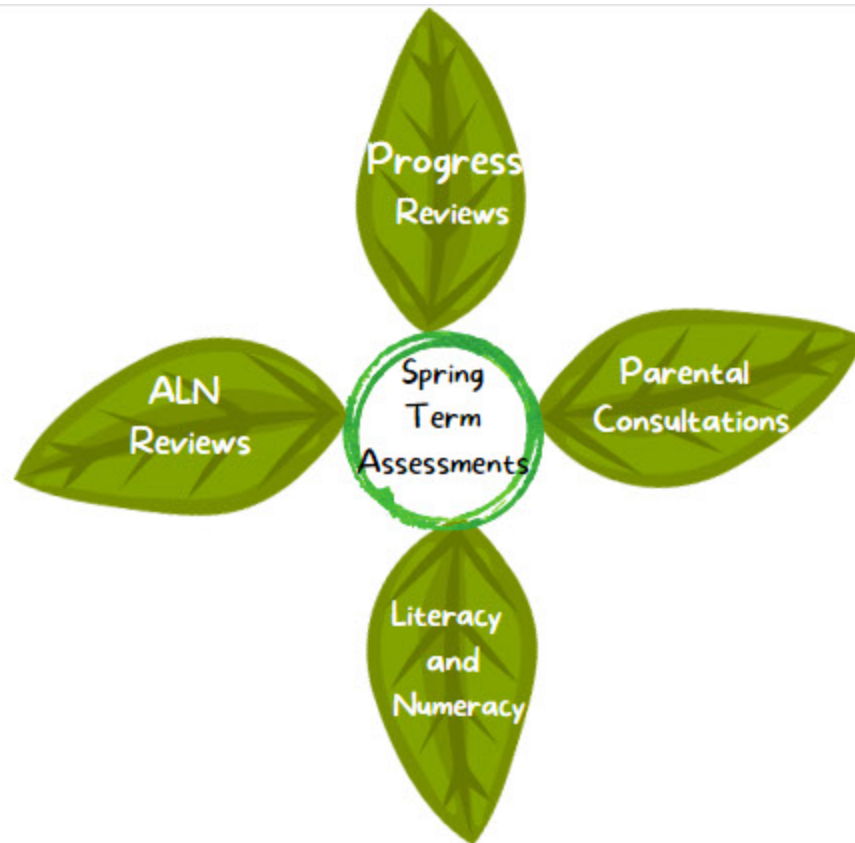
To ensure the learner knows where they are on their learning journey, we use a range of approaches across the school.

Assessment

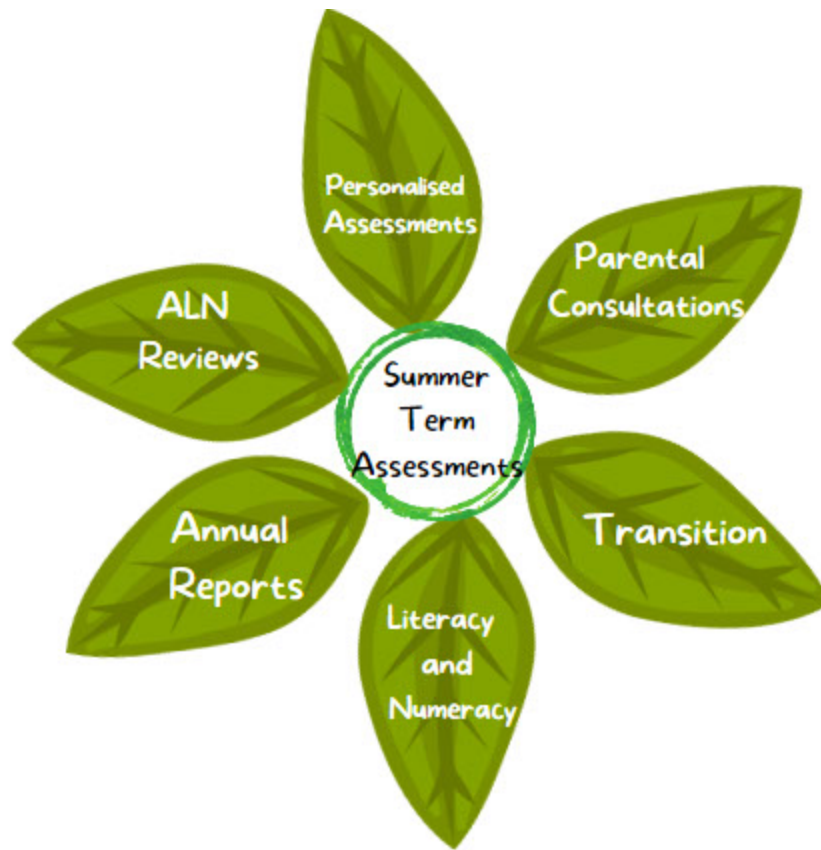
We also use a range of assessment processes to ensure learners are supported and challenged accordingly. This enables practitioners to plan effectively for learner feedback and progression.



Spring Term Assessments



Summer Term Assessments



Progression

When planning knowledge, skills and experiences for our learners, we ensure the Principles of Progression underpin progression across all Areas of Learning.

- Increase breadth and depth of knowledge
- Increasing effectiveness as a learner
- Deepening understanding of the ideas and disciplines
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

This supports staff in identifying the next steps within or towards the next Progression Step.

Pupil Voice



Pupil Voice

We ensure that the pupils drive our curriculum on a daily basis. We ask them for their views on what they want to learn and use their ideas to plan authentic and challenging experiences.



Our Pupil Voice groups meet regularly to help make whole school decisions.

Planning Cycle

We have whole school themes (from Nursery to Year 6)

Remember, Remember

Off we go!

Money Makes the
World go Round

Watery World

Blue planet

The World is a stage

Terrific Techno

Around the World in
80 Days

Sustainable Sellers

Our themes link closely to the What Matters Statements within the AOLEs. As they are broad, teachers are able to develop sub-contexts according to the needs and interests of the learners.

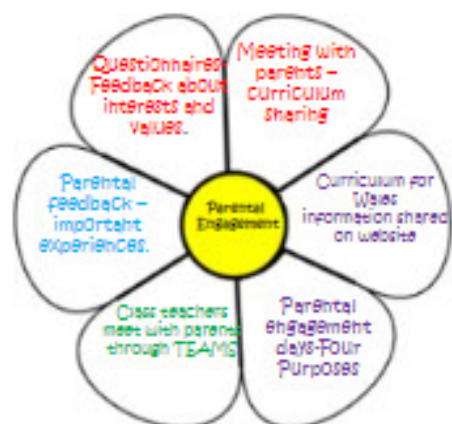
Our themes/contexts have been carefully selected, with feedback from parents and learners to ensure that our curriculum is broad and balanced, whilst providing coverage of the different elements of the Descriptions of Learning within the What Matters Statements.

Our Journey to Curriculum for Wales

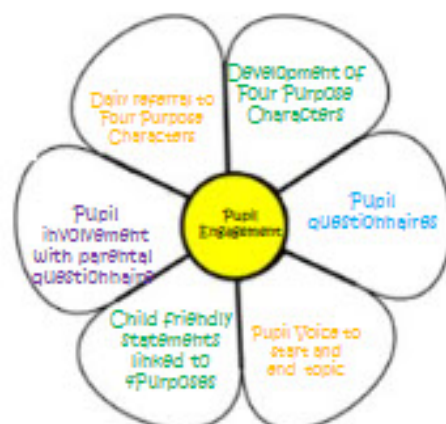
Our journey to Curriculum for Wales has been exciting and rewarding. It has given us the autonomy to create learning experiences that are relevant to our learners, whilst igniting a passion within our staff to provide the best opportunities for our pupils and the community.

Engagement

Following the publication of Successful Futures, we began to prepare for the Curriculum for Wales by engaging with our stakeholders to ensure a collaborative approach to the implementation of our curriculum.



2015-2017
2018-2020
2020-2021
2021-2022
Ongoing



This reflects our engagement with parents/carers, staff and pupils during the last seven years. Alongside this, we have worked closely with our Governors, through regular presentations and INSET days.

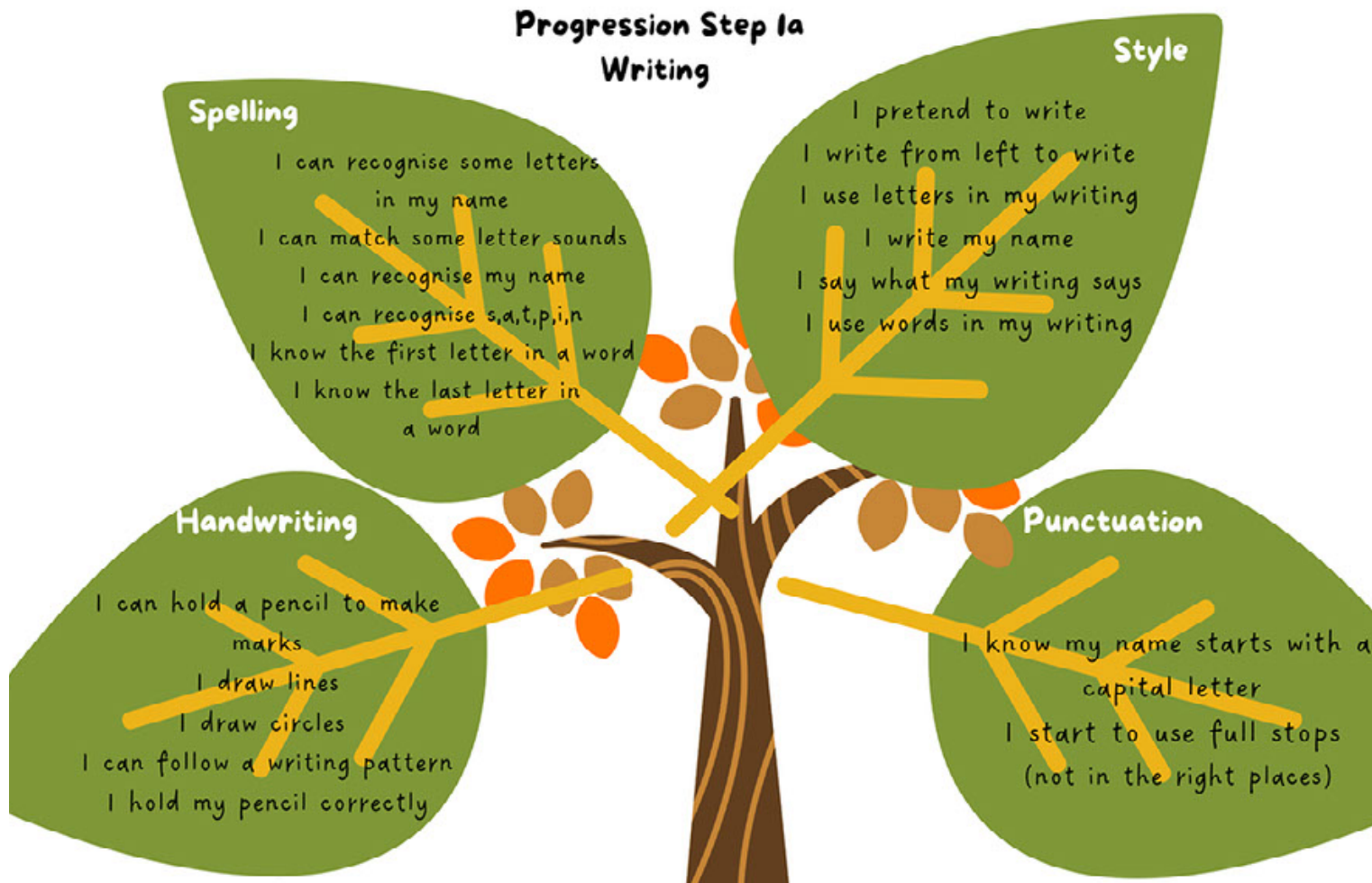
Growing Together

Our journey does not end in September 2022- that is just the start of a new journey. We will regularly review and enhance our curriculum in light of new guidance, supporting materials and training. We will continue to work closely with all stakeholders.



Our Progress during 2022-2023

Progression Step 1a Writing



Pupil Progress Trees

The infant and junior staff worked together to discuss progress within each progression Step. We devised Progress Trees which will help to show progress that individual learners are making. It will involve learners in their own learning journey and will identify their next steps in a child friendly way.

Branching Out across the school



Our Branching Out ethos is visible and evident in all classes, through the use of a Branching Out display which reflects independent learning. Learners are encouraged to Explore, Create and Respond. This is driven by the Four Purposes, so develops the child through a holistic approach, looking at attitudes, values, knowledge, experiences and skills.

Proud to be Me Folders

The children reflect on their achievements during the week and use a sentence stem to discuss their work. We use Seesaw across the school.

2023-present

We refined the use of seesaw through the use of folders to encourage consistency and independence. Learners also use more reflective language to review their achievements and progress, for example,
Respond, Reflect and Review





Explore

Reflect

Create

Review

Respond

Explore and Create- From Nursery and Reception

Respond-From Year 1 and 2

Reflect -from Year 3 and 4

Review-From Year 5 and 6



Ready Steady Grow Days and Flourishing Finales

Ready Steady Grow

Each term we start the theme with a Ready Steady Grow day, where the children have opportunities to explore and find out about their new topic through practical, hands on experiences. This gives them a taste of things that they will be learning about and also allows teachers to gauge their interest and previous knowledge of the topic, allowing teachers to plan more effectively for the term ahead.

Flourishing Finale

Throughout the term, the children work towards Flourishing Finales -this could be an art exhibition for expressive arts, an Enterprise event or designing a Pitch for Oracy. Parents are invited in to school for the Flourishing Finale, where the children present their Finales in different ways. These have been hugely successful and very well attended by parents and families.

We have carefully planned a program of experiences, visits and visitors to enhance the themes.

Three Year Program of Topics (2021-2024)

Three Year Rolling Program of topics

	Autumn	Spring	Summer
1st Year	Remember <u>Remember</u>	Off we Go	Blue Planet
2nd Year	Terrific Techno	Money Makes the World Go <u>Round</u>	Our Watery World
3rd Year	The World's a Stage	Conflict/Friend and Foe	Changes

In the third year of our planning cycle, we chose topics which allow us to address every What matters Statement in depth, whilst also ensuring a broad balanced curriculum.

New Topic Plans -One Year Cycle (2024 onwards)

	Autumn	Spring	Summer
Humanities Concept	Governance	Sustainability	Identity and Belonging
Nursery	Remember Teddy Bears	Wonderful Wheels	Around the World in Eighty Days -Me
Reception	Remember Magical Me	Watery World	Around the World in Eighty Days -My Home
Year 1	Remember- Parties	Off we Go	Around the World in Eighty Days- Wales
Year 2	Remember Toys	Blue Planet	Around the World in Eighty Days- Spain
Year 3	Remember Houses	Crazy Climates	Around the World in Eighty Days- China
Year 4	Remember Clothes	Off we Go	Around the World in Eighty Days- South Africa
Year 5	Remember Senghenydd Disaster	Blue Planet	Around the World in Eighty Days- Brazil
Year 6	Remember World War 2	Crazy Climates	Around the World in Eighty Days- Cuba

Having followed a three year program of topics, we have now decided to incorporate many of the previously covered topics into a one year cycle of topics. We have worked in AOLE teams to devise detailed units of work for Humanities, Science and Technology and Expressive arts. Our curriculum has been carefully planned to ensure our learners have a wide range of experiences, offering both breadth and depth of knowledge, with clear progression in skills from the time they start Nursery, through to Year 6. All year groups follow the same Humanities concept - Governance, sustainability and identity and Belonging, to ensure a common theme to the learning across the school. Each year group also follows a similar scientific focus each term, where skills and experiences are revisited to ensure a deeper understanding. The themes have been selected to ensure that Humanities and Science& Technology drive the learning, complementing each other whilst making links with each other and other AOLEs. Our mid-term planning highlights opportunities to link cross curricular skills and Welsh language development through meaningful contexts. Please see our Curriculum Planner for more details.