

YSGOL GYMRAEG Y GWERNANT CURRICULUM



"Gwreiddiau i dyfu. Iaith i'w thrysoni ~ Roots to grow. Language to treasure"

THE SCHOOL CURRICULUM

- At Ysgol Gymraeg Y Gwernant we pride ourselves on holding a vision for our pupils that ensures that all pupils achieve the very best education. Our mission at Ysgol Y Gwernant is:
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To be a successful child centred school at the heart of our community. We aim to be an organization that take children on a journey while ensuring they receive a rich, inspirational and engaging education and are able to open doors to them and prepare them for the future; enabling all children to be physically, creatively, technically, emotionally and academically fit for life!

Our Vision

- Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. We believe that we have a strong vision and mission statement that can help our school reach a common understanding.



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Our Values

- We succeed if we are:
- Respectful - well informed, citizens
- Healthy - A healthy, confident person
- Enterprising - enterprising, creative contributors
- Ambitious - ambitious, capable



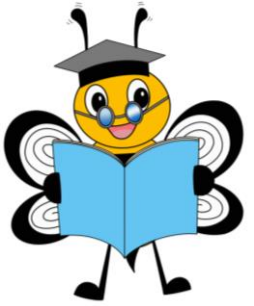



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Our Values	Behaviour
Grow healthy	The school plays an active part in the life of our community and we encourage our learners to develop their mental and emotional wellbeing by developing confidence, resilience and empathy.
Happiness	The school supports the needs of each individual learner to ensure that they enjoy their learning every day.
Wales and Welshness	We celebrate Welsh language and culture throughout of our work.
Being independent	To encourage a more independent approach, we must help students to see failure as an opportunity to learn, rather than something to be avoided at all costs.
Do our best	Learners are supported to influence their own learning as we facilitate and encourage a challenging and thought provoking learning environment.
Confident	We support each other, learners and staff to take risks and innovate confidently and to learn from our successes and failures.
Respect the community and the environment	We play a full and active part in the life of our community and the community plays an active part in the life of the school. We celebrate and protect our habitat.

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The 4 Purposes

The 4 purpose of Curriculum for Wales is the core and heart of Ysgol Y Gwernant's Curriculum. They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes. Our learning experiences and teaching methods will always aim to make the following a reality.

Ambitious, capable learners ... who are ready to learn throughout their lives, and who:	Enterprising, creative contributors ... who willing to play a full part in life and work and who:	Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:	Healthy, confident individuals ... willing to lead fulfilling lives as valued members of society, and who develop:
<ul style="list-style-type: none"> •set high standards for themselves •enjoy challenge and solve problems •develop knowledge and skills and apply them in different contexts •are able to discuss their learning confidently •Are able to communicate effectively in English and Welsh •use mathematics and numeracy and digital technologies effectively 	<ul style="list-style-type: none"> •think creatively •apply their knowledge and skills to create, adapt and to solve problems •identify and grasp opportunities •Are confident to take risks •lead and work together in teams •express ideas and emotions in different ways •use their energy and skills for the benefit of others 	<ul style="list-style-type: none"> •make judgments and discuss issues based on their knowledge and values •understand and exercise their responsibilities human rights •understand and consider the impact of their actions •know about their culture and community, •know about society and the world in the present and past •respect the needs and rights of others, as a member of a diverse society •see that they have a role to play to ensure the planet's sustainability 	<ul style="list-style-type: none"> •physical and mental health and safety, •relationships based on respect and trust •personal values •skills and independence to deal with everyday life •the ability to face and overcome challenges
			

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Teaching

Effective instruction is crucial for achieving the four purposes, our vision as a school, and the stipulations of the Curriculum Framework. At Ysgol Y Gwernant, we place great importance on providing a high-quality learning environment for both students and educators. Maintaining a consistent ethos in every classroom throughout the school is essential to fostering a safe and inspiring atmosphere, enabling our learners to take risks, learn from their mistakes with confidence, and engage in an environment characterised by mutual respect and recognition of each individual's contributions.



WE CONSISTENTLY EVALUATE, DISCUSS, AND ENHANCE OUR TEACHING METHODOLOGIES, GROUNDED IN OUR COMPREHENSION OF THE 12 PEDAGOGICAL PRINCIPLES OUTLINED IN THE CURRICULUM FRAMEWORK, AS WELL AS THE EFFECTIVE PRACTICES IDENTIFIED WITHIN OUR SCHOOL.

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Teaching

Formative assessment plays a pivotal role in the educational approach at Ysgol Y Gwernant. By thoroughly and consistently applying its principles and strategies across the institution, we will successfully address various elements of the four purposes, the essential skills, and the twelve pedagogical principles. The subsequent sections will detail how the various strategies and principles of formative assessment facilitate the achievement of these objectives.

Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles.
Class climate and culture, Growth Mindset, Learning powers, Learning zones celebrating mistakes, embracing challenge	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Involvement of learners in the planning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Talk partners	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4 7, 10,11, 12
Learning outcomes and Success Criteria	Ambitious, capable learners	Personal Effectiveness Planning and organization	2,3,4,5,7, 10, 11,12
Feedback – Verbal, Peer and Written	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4, 7, 10,11, 12
Prior / current knowledge questioning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4,5,7,10 11, 12
Differentiated challenges /eliminating ability grouping	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,5,7,10 11, 12

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Planning

The planning process prioritises the provision of comprehensive, high-quality learning experiences that are both age-appropriate and developmentally suitable for our learners. This approach involves allowing sufficient time for students to cultivate, practice, and apply their knowledge and skills, thereby ensuring that their learning is deeply embedded rather than hastily completed to merely cover the curriculum. Such a strategy establishes a robust foundation for subsequent stages of their education, enabling them to build upon their knowledge and make consistent progress throughout their time with us. Additionally, we are committed to designing learning experiences and teaching methods that foster the holistic skills necessary for our learners to fulfil the four purposes of education.

Creativity and innovation	<ul style="list-style-type: none">• Inquire, explore, be curious, create and share ideas• Link experiences, knowledge and skills
Critical thinking and problem solving	<ul style="list-style-type: none">• Question and evaluate information and situations• Identify problems and suggest different solutions• Make decisions objectively
Personal Effectiveness	<ul style="list-style-type: none">• Develop emotional intelligence, confidence and independence• Evaluate and discuss their current learning and next steps• appreciate the value of and celebrate mistakes• discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	<ul style="list-style-type: none">• Set goals for their learning and discuss and reflect on their progress

The mandatory elements of the curriculum

The school will also plan to secure the mandatory elements of the curriculum when planning:

- Religion, values and ethics
- Education, Relationships and Sexuality,
- Welsh
- English

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Planning

A diverse array of curriculum design strategies are employed in this school, tailored to the age of the learners and the context of their education. The planning incorporates both direct teaching methods and multidisciplinary approaches to facilitate the acquisition and practice of specific skills, such as mathematics and phonics. Additionally, interdisciplinary and integrated methods are utilised to enable students to apply their skills across various subjects. Most learning experiences are centered around a 'Big' question (e.g., Is the NHS worth saving? Will Wales win the Euros?) or a specific theme (e.g., Going for a walk). The input from students, their families, and the community is highly valued, and the school remains adaptable to seize emerging learning opportunities, ensuring that educational experiences are relevant, engaging and timely. The following elements are of utmost importance and will be consistently integrated into our planning.

CROSS-CURRICULAR SKILLS

LITERACY, NUMERACY AND DIGITAL COMPETENCE IS A STATUTORY RESPONSIBILITY ACROSS ALL AREAS OF LEARNING AND EXPERIENCE. WE FULLY REALISE THE IMPORTANCE OF ENSURING OUR LEARNERS DIGITAL COMPETENCE IN ORDER TO PREPARE THEM FOR FUTURE LIFE AND WORK.

WE THEREFORE PAY CLOSE ATTENTION TO THIS WHEN PLANNING LEARNING EXPERIENCES AND WHEN PLANNING FOR LEARNERS' PROGRESS. WE WILL PLAN PLENTY OF OPPORTUNITIES FOR THEM TO ACQUIRE, PRACTICE AND APPLY THESE IMPORTANT SKILLS AND TO EMBED THEM.

Language - Welsh will be the day-to-day language of the school. We incorporate the principles of the Language Charter into the complete curriculum and in every aspect of our work. It is taught entirely through the medium of Welsh up to the age of 7. English is introduced to learners from the age of 7 onwards. Our aim is to ensure that all learners are confidently bilingual when they leave school.

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Planning - Curriculum for Wales gives us the freedom to plan our own content based on:

6 Areas of Learning and Experience

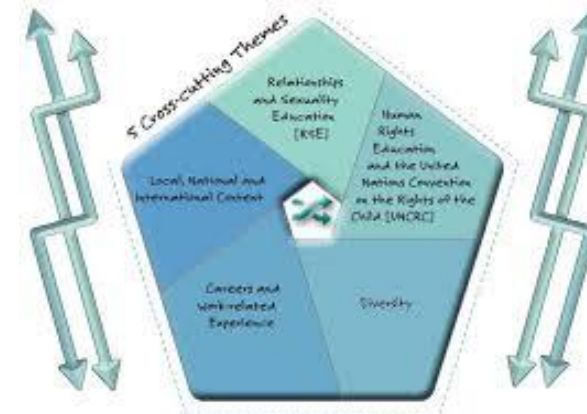
Cross Curricular Skills

Development 5 Cross-cutting Themes

What Matters Statements for the 6 Areas of Learning and Experience					
Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world

Cross Curricular Skills
 We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks:
 Literacy Numeracy Digital Competence

Cross-cutting themes



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Assessment and Progression

The progression of learners along a learning continuum between the ages of 3 and 16 is central to the Curriculum for Wales. We will use various assessment strategies that will enable each individual learner to progress at an appropriate pace, ensuring that they are supported and challenged accordingly.

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time

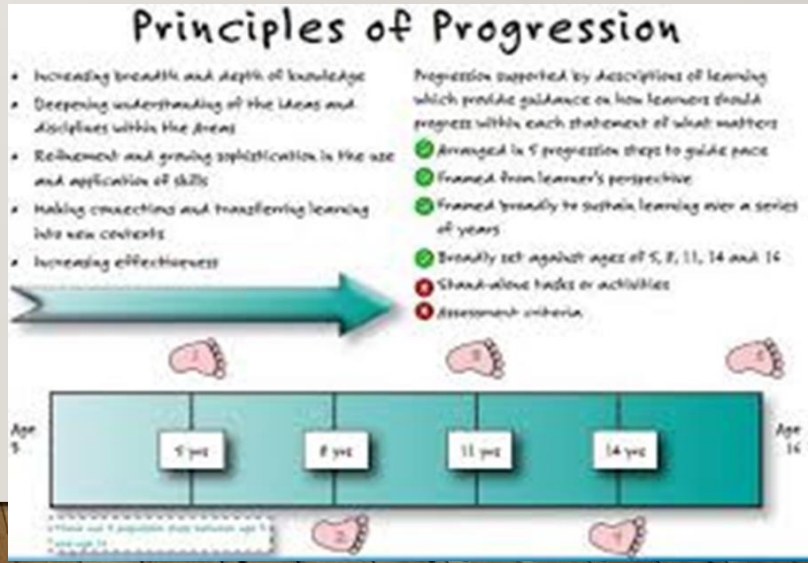
The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Y Gwernant place a premium on developing a holistic picture of each learner's development, including their well-being, readiness and desire to learn as well as the development of their skills, knowledge and understanding. We emphasize the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the Curriculum's Assessment Purposes as follows: Methodology and strategies

Does the classroom practice succeed in engaging all the pupils and developing their skills, knowledge and understanding to an appropriately high level as they move through the school.

There are 3 purposes for assessment:

- 1) To support individual learners continuously, day by day.
- 2) Identify, capture and reflect on the progress of individual learners over time.
- 3) Understand group progress in order to reflect on practice.



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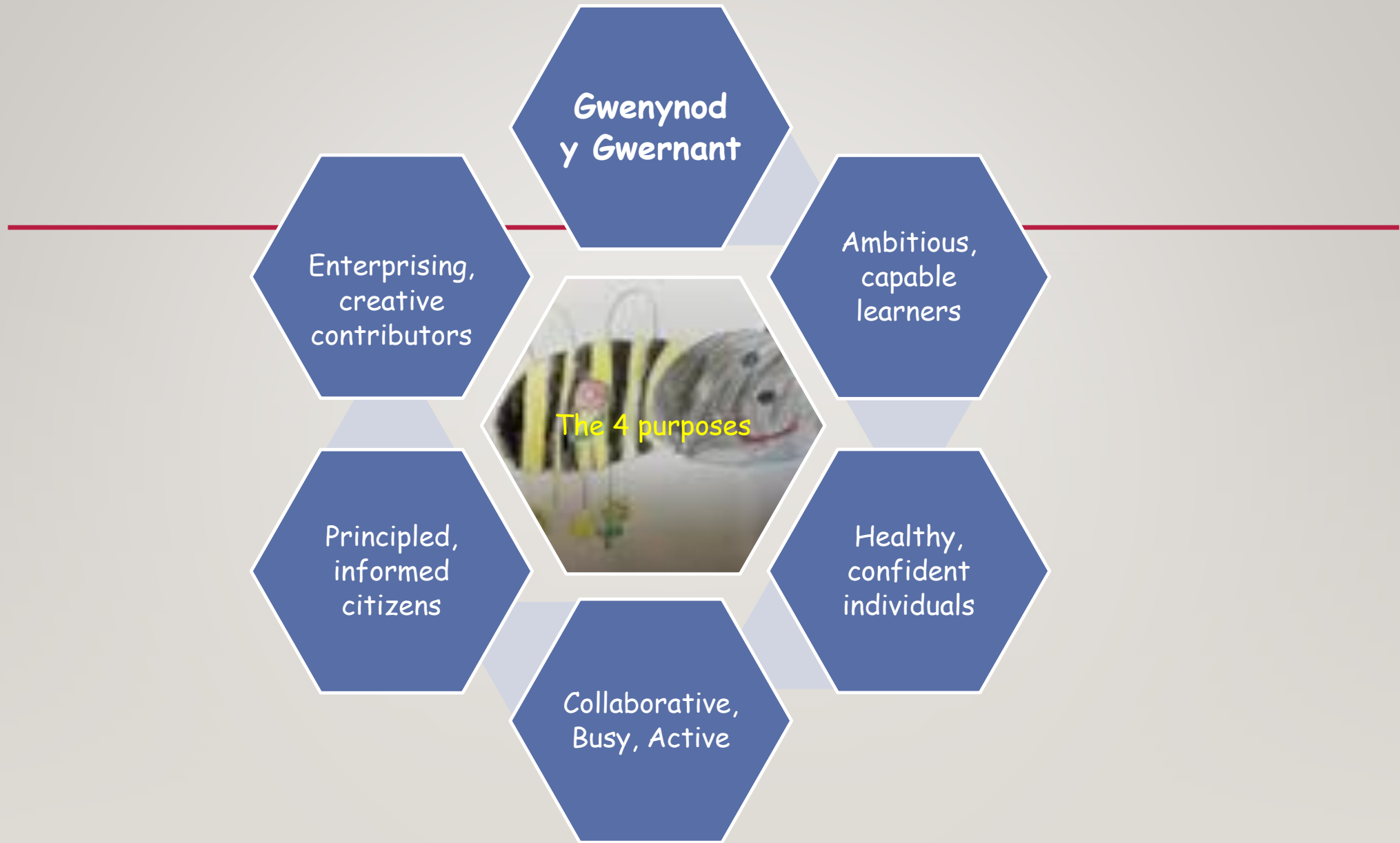
An example overview of the curriculum design in practice at Ysgol Y Gwernant.

The majority of learning experiences will revolve around a central Big Question or Theme. For instance, in Years 3, 4, 5 and 6 'What qualities makes someone a Hero?' This theme encompasses a comprehensive range of experiences deemed essential for students to develop the self-confidence necessary to navigate their place in the world and what values the children poses, a solid understanding of their local community and the hero's within it, an awareness of the universal right to education, and the obstacles faced by some young individuals globally. The theme is designed to address various aspects of the four core purposes of education. Additionally, it offers opportunities to enhance cross-curricular skills, including Literacy, Numeracy, and Digital Competence, across the six Areas of Learning and Experience. Further detailed planning, whether by individual Areas of Learning Experience (AOLE) or through a combination of them, will complement this overview. The What Matters Statements and Descriptions of Learning will be utilized to monitor learners' progress in each area, ensuring that they are both challenged and supported to reach their full potential. Various teaching methodologies will be employed as necessary; for instance, a disciplinary approach will be adopted to teach the requisite digital skills for film production, while an integrated approach will be applied when collaborating across the curriculum in the areas of Humanities, Expressive Arts, and Language, Literacy, and Communication to unify the film project. Formative assessment strategies will be consistently implemented to track learners' progress on a daily basis, and meetings will occur every half term between teachers to adjust content and teaching methods according to the learners' needs.

Trosolwg Themau Yr Uned dan 7			
	Ymer 1: Dynaidd a Chyfaellu (Efficien, Tâl a Chymryd)	Ymer 2: Sion a Chymryd (Efficien, Tâl a Chymryd)	Ymer 3: Arian ariol Dda (Efficien, Tâl a Chymryd)
Sbardun	... (text) ...	... (text) ...	... (text) ...
Math Lythrennedd a Chyfhathrebu	... (text) ...	... (text) ...	... (text) ...
Mathemeg a Mafathrebu	... (text) ...	... (text) ...	... (text) ...
Sachyl a Gwaith	... (text) ...	... (text) ...	... (text) ...
Sachyl a Gwaith - Heddw Gelffardd	... (text) ...	... (text) ...	... (text) ...
Meddyddiaeth a Llythrennedd	... (text) ...	... (text) ...	... (text) ...
Statisteg a Hanes	... (text) ...	... (text) ...	... (text) ...
Statisteg a Hanes - Heddw Gelffardd	... (text) ...	... (text) ...	... (text) ...
Statisteg a Hanes - Heddw Gelffardd	... (text) ...	... (text) ...	... (text) ...
Mathemeg a Mafathrebu	... (text) ...	... (text) ...	... (text) ...
Mathemeg a Mafathrebu	... (text) ...	... (text) ...	... (text) ...
Mathemeg a Mafathrebu	... (text) ...	... (text) ...	... (text) ...

Trosolwg Blywyddyn 5 a 6						
Thema	Tymor yr Hydref		Tymor y Gwanwyn		Tymor yr Haf	
	Cymraeg Fach NI Ymweliad Cymal y Wlad	Alfa Innoceat Ymweliad Sainpawr	Affrica Ymweliad dymru	Pala Ymweliad CWR	Aelod Mór Lledra Ymweliad Meiri Cymru a'r	Twm Meirion Ymweliad Rheo Newydd
Sbardun	CHRISTIAN - Duan Iud Gymro yn eddfest? Llŷthur gan Mair Mabin.	MANTEL - Sall y haddu. Arian CCTU about pan MOD, them	DIMAN - Iud (Iud hach) cefnodd salid a drama i eddfest yn canthymro.	CHRISTIAN - A ydych chi wedi horddi? Calen oddech ydych chi?	WIKIOLAD - Mae Cymroest Napien ydych chi? Dwylo - Eddfest yn gwrth iud.	BLW - Mae Cymroest Llŷthur ydych chi?
Celfyddydau Mynegiannol	Wah! Whisper - neu iud am Cymru Mifflin Williams	Dar Thorpe - neu iud am Cymru Mifflin Williams	Cau myglau a meddi Carnofydd Kifffur Collogie ydych chi?	Anchorddol Eidaw Dones y gellan	Ser Rhonda Idam egydfe	Arlanwr
Dyniaethau	Gymro, Hanes wraig Gymro, Arian oddech ameg, Llyfardd Cari, Mynegiannol Wladwys Grynogol	Cofodwr Moon landing	Ble mae Affrica? Hanes Nifon Mandala Troedfarddau, Arian Carnofydd Kifffur	Ble mae Affrica? Hanes Nifon Mandala Troedfarddau, Arian Carnofydd Kifffur	Mais morlon ameg Bangeu, hach, moment iud.	Llyfthur ydych chi? Llyfthur
Iethoedd, Lythrennedd a Chyfhathrebu	Report - awla fardd... Mynegiannol Iud iud iud iud Iud iud iud iud Iud iud iud iud	Tudalen gwyddondd am NADA / ydych chi? Mynegiannol Hanes ydych chi? Iud iud iud iud Iud iud iud iud	Ydych chi? Iud iud iud iud Iud iud iud iud Iud iud iud iud Iud iud iud iud	Ydych chi? Iud iud iud iud Iud iud iud iud Iud iud iud iud Iud iud iud iud	Ydych chi? Iud iud iud iud Iud iud iud iud Iud iud iud iud Iud iud iud iud	Bwygaffod - Tudmold Cwm ydych chi? Cwm ydych chi?
Gwyddoniaeth a Technoleg	Adalddu Cymal	Cymroest yn Smail	Cymroest yn Smail	Cymroest yn Smail	Cymroest yn Smail	Cymroest yn Smail
Iechyd a Lles	Amor Cich Mynegiannol	Phylomen os amgoffed Dymroest yn Smail	Hauwlau plant ydych chi yn Affrica, ydych chi? Dymroest yn Smail	Hauwlau plant ydych chi yn Affrica, ydych chi? Dymroest yn Smail	Hauwlau plant ydych chi yn Affrica, ydych chi? Dymroest yn Smail	Hauwlau plant ydych chi yn Affrica, ydych chi? Dymroest yn Smail
Mathemeg	Gwrth 10, 10 ydych chi? Dymroest yn Smail Mynegiannol	Gwrth 10, 10 ydych chi? Dymroest yn Smail Mynegiannol	Gwrth 10, 10 ydych chi? Dymroest yn Smail Mynegiannol	Gwrth 10, 10 ydych chi? Dymroest yn Smail Mynegiannol	Gwrth 10, 10 ydych chi? Dymroest yn Smail Mynegiannol	Gwrth 10, 10 ydych chi? Dymroest yn Smail Mynegiannol

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