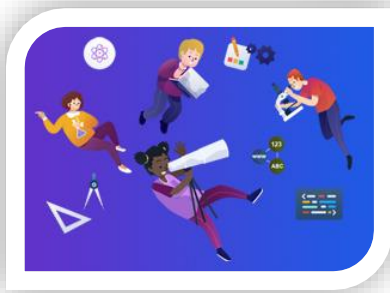
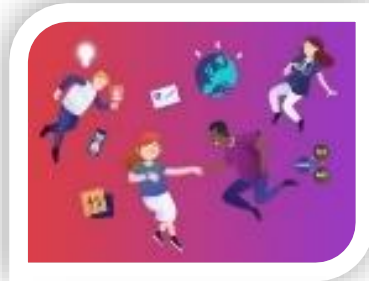


Our Curriculum



Curriculum

Cwricwlwm

From September 2022 we will be introducing the Curriculum for Wales Framework. The Curriculum for Wales will take place through six Areas of Learning and Experience (AoLE) with Four Purposes at its heart.

The **Four Purposes** are for our learners to become:

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

The **6 Areas of Learning and Experience** are:

Expressive Arts
Health and Wellbeing
Humanities
Languages, Literacy and Communication
Mathematics and Numeracy
Science and Technology



Other Mandatory Elements of the Curriculum

As well as the four purposes and six areas of learning and experience there are other mandatory elements of the Curriculum. These are:

Cross-curricular skills of literacy, numeracy and digital competence
Religion, Values and Ethics (R.V.E.)
Relationships and Sexuality Education (R.S.E.)
Welsh
English

Progression Steps

The Curriculum for Wales is a curriculum designed as a continuum for pupils from the age of 3-16 divided into five progression steps. Within a Primary School learning is within Progression steps 1, 2 and 3 with Progression reference points at age 5 (Progression Step 1), at age 8 (Progression Step 2) and at age 11 (Progression Step 3).

As the children move from progression step 1 through progression step 2 and on to progression step 3 we continue to put great emphasis on developing thinking and learning skills. We aim to inspire and enthuse our pupils through a varied and interesting approach to curriculum areas. The children at Durand Primary School are developing the skills to become lifelong learners. Children learn better when their interests and fascinations are allowed to flourish, where they are encouraged to explore subjects in a variety of ways. Through a topic-based approach, the AoLE's in the curriculum are delivered in exciting and innovative ways with pupil voice at its heart!

Mission Statement and School Aims

Datganiad Cenhadaeth a Nodau'r Ysgol



'Learning Together, Achieving Together'
'Dysgu Gyda'n Gilydd, Cyflawni Gyda'n Gilydd'

Vision Statement

We will provide the very best education for all members of our school family by nurturing well-being, recognising all learners as individuals and having high expectations throughout our curriculum.

Aims

The family of Durand aims to:

- Encourage and equip our learners with the knowledge, skills and experience to thrive as Welsh citizens in an ever-changing world.
- Ensure our learners have developed the appropriate skills to be literate, numerate and digitally competent, as well as being able to contribute in the language of Welsh and show an appreciation of international languages.
- Develop healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Create a learning environment that will develop ambitious, capable learners, ready to learn throughout their lives.
- Encourage our learners to be enterprising, creative contributors, ready to play a full part in life and work.
- Develop ethical, informed citizens of Wales ready to take their place within the wider world.
- Promote an ethos where all pupils and staff feel happy and confident to further develop their learning.
- Encourage everyone to respect individuality and difference in others and to respect and care for the environment in which they live.
- Work in partnership with parents, carers, governors and other professionals to develop and sustain positive relationships, both within school and as part of the wider community, ensuring that everyone feels welcome and a valued member of our Durand School Family.

The Curriculum for Wales Four Purposes

Y Cwricwlwm i Gymru Pedwar Diben

The Curriculum for Wales four purposes are at the core of our Curriculum here at Durand Primary and Nursery School.

They underpin all aspects of our curriculum design, planning and teaching. Our Vision and Aims as a school support the four purposes below and our learning experiences and teaching methods will always aim for this.

<p>Ambitious, capable learners ...who are ready to learn throughout their lives, and who:</p>	<p>Enterprising, creative contributors ...who are ready to play a full part in life and work, and who:</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Ethical, informed citizens ...who are ready to be citizens of Wales and the world, and who:</p>	<p>Healthy, confident individuals ...who are ready to lead fulfilling lives as valued members of society, and who:</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

The Six Areas of Learning and Experience

Y Chwre Maes Dysgu a Phrofiad







The Curriculum for Wales gives us the freedom to design our own content based on:

- 6 'Areas of Learning and Experience' and their 'What Matters Statements'
- Cross Curricular Skills development
- 5 Cross-cutting Themes

The 6 Areas of Learning and Experience				
Expressive Arts 	Health and Wellbeing 	Humanities 		
<p>The Expressive Arts Area of Learning and Experience spans five disciplines:</p> <p>art, dance, drama, film and digital media and music</p>	<p>The fundamental components of the Health and Wellbeing Area of Learning and experience are:</p> <p>physical health and development, mental health, and emotional and social well-being</p>	<p>The Humanities Area of Learning and Experience encompasses:</p> <p>geography; history; religion, values and ethics (RVE); business studies and social studies</p>		
Languages, Literacy and Communication 	Mathematic and Numeracy 	Science and Technology 		
<p>The Languages, Literacy and Communication Area of Learning and Experience addresses fundamental aspects of human communication within:</p> <p>Welsh, English, International Languages, Literature and British sign Language (BSL)</p>	<p>The Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies:</p> <ul style="list-style-type: none"> • Conceptual understanding • Communication using symbols • Fluency • Logical reasoning • Strategic competence 	<p>The Science and Technology Area of Learning and Experience draws on the disciplines of:</p> <p>biology, chemistry, computer science, design and technology, and physics to enhance learners' knowledge and understanding of the world.</p>		
Cross Curricular Skills <i>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</i>				
Literacy	Numeracy	Digital Competence		
Cross-cutting Themes <i>We will include and extend the themes below across the curriculum</i>				
Relationships and Sexuality Education (RSE)	Human rights	Diversity	Careers and work-related experience	Local, National and International Context

The **What Matters Statements** for each Area of Learning and Experience are the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

What Matters Statements for the 6 Areas of Learning and Experience

Expressive Arts	Health and Wellbeing	Humanities
		
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
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
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions
	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
	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
Languages, Literacy and Communication	Mathematic and Numeracy	Science and Technology
		
Languages connect us	The number system is used to represent and compare relationships between numbers and quantities	Being curious and searching for answers is essential to understanding and predicting phenomena
Understanding languages is key to understanding the world around us	Algebra uses symbol systems to express the structure of mathematical relationships	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Expressing ourselves through languages is key to communication	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	The world around us is full of living things which depend on each other for survival
Literature fires imagination and inspires creativity	Statistics represent data, probability models chance, and both support informed inferences and decisions	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

Teaching

Addysgu

Excellent teaching is essential if we are to realise the four purposes, our vision as a school and the requirements of the Curriculum for Wales framework. Ensuring a high-quality learning environment is vitally important to us at Durand Primary School for both learners and practitioners. Consistency of ethos throughout our school is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks without prejudice, make mistakes confidently to enable further learning and work in an atmosphere of mutual respect and appreciation of everyone's efforts.

We constantly reflect upon, share and develop our teaching practices, based around our understanding of the **12 Pedagogical Principles** set out in the Curriculum for Wales Framework.

The 12 Pedagogical Principles		
1. Consistent focus on the four purposes.	2. Challenge learners to make sustained effort to meet high, achievable targets.	3. Employ a blend of approaches including direct teaching.
4. A blend of approaches to promote problem solving, creative and critical thinking.	5. Build on prior knowledge and experience and engage interest.	6. Provide authentic contexts for learning.
7. Assessment for learning.	8. Make connections within and between Areas of Learning and Experience.	10. Encourage learners to take responsibility for their own learning.
9. Reinforce cross curriculum responsibilities or literacy, numeracy and digital competence.	11. Support social and emotional development, and positive relationships.	12. Encourage collaboration.

Experimenting and innovating confidently as practitioners is very important to us as we develop and evolve the Curriculum for Wales here at Durand Primary School. We are collaborating closely, both within our school and across the Caldicot Cluster of schools, to ensure the highest possible quality of learning experiences and teaching for our learners.

Our Curriculum

Ein Cwricwlwm

Expressive Arts

The Expressive Arts AoLE covers art, music, drama, film and digital media. As part of our Expressive Arts provision, we nurture and value the children's individual ways of expressing their ideas and feelings. Children are encouraged to play and think creatively and to also make choices in their learning. Children are inspired through activities such as drama, music, film and digital media. They are also encouraged to evaluate and refine their work as part of their ongoing development as a learner. Our Reception, Year 1 and Year 2 classes have weekly violin sessions with a peripatetic tutor from Gwent music service.



As we move through the progression steps children are able to experience music in a range of ways including listening, composing and performing. They are encouraged to sing, explore instruments and respond to pieces of music. From Year 3 on there is the opportunity for children to take part in peripatetic lessons for a range of instruments provided by the Gwent Music Service. As part of our art provision our pupils are encouraged to express themselves through a range of mediums using a variety of tools. They use the work of other artists, the environment and their own imagination as inspiration for their work. We have a designated art room which pupils' access on a regular basis for creating pieces of art that are proudly displayed around our school.

Health and Wellbeing

We believe that Health and Wellbeing is the foundation on which we should build all of our learning. By nurturing the children's skills to work with and respect others, whilst developing their own sense of identity and self-esteem, we believe that we can achieve a happier, more positive learning environment. By developing their mental and emotional well-being we aim to develop confidence, resilience and empathy amongst our pupils. We believe that a child's physical well-being is essential to both their educational and personal development. We actively promote healthy eating, as part of the accredited "Healthy Schools" scheme and believe this should be coupled with a healthy lifestyle. Through activities such as dance, outdoor play, the children are able to develop fine and gross motor skills, spacial awareness and co-ordination. The children are able to grow in confidence whilst developing their ability to work both individually and with others. The E.L.S.A and Thrive approaches are also well established throughout our school.



Co-ordination, physical fitness and the importance of a healthy lifestyle are delivered through our Health and Wellbeing area of learning. We offer pupils a combination of outdoor games, gymnastics, dance and swimming. We also run numerous sporting after school clubs to further develop children's team spirit.

Our Year Six pupils go on an annual residential visit to an Outdoor Pursuits Education Centre. Here they can experience a range of activities such as canoeing and caving. It is an invaluable experience for our pupils.

We are also proud to be a "Healthy School", having gained several accreditations for our work on nutrition and healthy lifestyle.

Humanities

In this area we support and encourage children to make links between their own lives, the local community and the wider world. Children can explore other countries and their customs, as well as learning about people and events from the past. The children are stimulated and engaged through activities such as "Forest Schools", where we use our fantastic outdoor resources to support and enhance the learning experience. We have been highly commended for our Forest Schools facilities where children are encouraged to use the environment as a tool for learning. We also encourage pupils to investigate, explore and care for the world around them through a range of practical indoor and outdoor activities. We deliver a stimulating religious curriculum with strong emphasis on moral values and spiritual development. We engage in regular collective worship and celebrations throughout the year.

Children are encouraged to ask questions about and to explore people and events from the past. Roleplay is often used to develop empathy and bring time periods to life. This also helps children to gain a greater understanding about the world around them and how it is constantly changing.



We aim to develop a knowledge and appreciation of both the local area and the wider world. This includes learning about sustainable development and our responsibility to protect and preserve the environment. Children experience geographical skills including map reading and place studies.

We explore at the customs and cultures of people from other countries as part of our Global Citizenship and Multiculturalism studies.

Language, Literacy and Communication

Literacy and communication skills are fundamental to children's development. Our pupils are encouraged to express their thoughts, feelings and ideas in a range of ways. They are given stimulating opportunities to speak, listen, read and write for a variety of purposes. We recognise the importance of these skills and offer support to new parents, where required, to help their children at home with developing reading, writing and other communication skills. At Durand we are proud of both the Welsh language and culture. We believe that it is important that the children embrace this culture as part of their identity. We offer opportunities to speak, read and write through the medium of Welsh, whilst learning about the country, its history and its future. Our annual Eisteddfod is always a great success, where children enjoy creating Welsh artwork, writing and singing. Incidental Welsh is used as much as possible throughout the school day by staff and children to increase their confidence in speaking and understanding Welsh.



We place great importance on our LLC teaching at Durand School. We strive to create a literary environment where children find pleasure in reading and writing for a range of purposes. Children have opportunity for example, to write stories, poetry and even cartoon strips as part of literacy lessons and across other subject areas. Children are encouraged to read daily, both at school and at home. They have access to a range of texts such as novels, poetry and play scripts to help maintain motivation and interest in both English and Welsh. We offer varied opportunities for children to develop their oracy skills, for example through discussion and debate. Children are encouraged to listen to people's opinions and share their views tactfully. Listening skills and questioning skills are also developed as a tool for learning. In Progression Steps 2 and 3 we introduce International Languages in order to further develop our pupils as 'Ethically Informed Citizens'. As a Welsh primary school, we are proud to offer the children the experience of the Welsh language. Cwricwlwm Cymreig permeates the school curriculum, being integrated naturally in our day-to-day work. This also helps us to celebrate and explore the Welsh culture such as by studying Welsh artists, musicians and people in Welsh history.

Mathematics and Numeracy

In Mathematics and Numeracy we strive to develop a relevant, stimulating and authentic approach to the children's mathematical and numerical development. Children experience 'maths' through a range of "hands-on", investigative, engaging activities. By making our approach both practical and experiential, we feel that pupils gain a deeper understanding of mathematical concepts. They can also develop life-long skills such as problem solving, reason and logic thus creating 'enterprising, creative contributors, ready to play a full part in life and work'.

Building on the skills our pupils have acquired in Progression Step 1, the children begin to experience more investigational mathematics. Children are given the opportunity to solve mathematic problems and develop their mental maths strategies.



We endeavour to provide a hands-on, practical approach to maths, where appropriate. This helps to aid understanding and maintains a positive attitude towards the subjects. Children are provided with opportunity to experience 'real life' maths in order to ensure they have the skills and knowledge to manage everyday life as independently as they can later on in their lives.

Science and Technology

As Science and Technology becomes increasingly important in our modern world, we encourage our learners to develop their curiosity by asking questions about the world around us. Children are encouraged to use logic, evidence and creativity to explore and inquire through practical activities and discovery through a range of topics. We have a large number of iPads and Chrome books which the children have access to throughout the day. We also have new Active panels in each class which we use for interactive teaching and which the children are able to use.



We believe a good science education helps children to make sense of the world around them. Through our science delivery, we encourage children to question and investigate, to observe and to analyse. In our design projects we enable pupils to be inventive – to think of practical solutions to a problem and to consider how to the design of a product to make it more successful. Children are encouraged to research and discuss ideas, to plan and to refine ideas and then to test their work. They are able to safely explore a range of tools and techniques to achieve this. In the age of technology, we believe that children should have regular, appropriate access to tools such as the interactive whiteboards and digital devices. We have chrome books and iPads for group or class ICT skills lessons, which provides an exciting and interesting approach to learning. Our pupils learn the importance of the safe use of technology. On our child-safe network, children are able to undertake their own research, record information and have access to valuable websites that help to develop their knowledge and understanding in curriculum areas.

Welsh

We celebrate our Welsh heritage throughout our curriculum and as part of an annual Eisteddfod. We are very proud that every pupil has the opportunity to learn Welsh. Welsh is taught and spoken by all class teachers who have received specialist training and support to do so. Our Welsh Curriculum is split into Oracy, Reading and Writing. A greater emphasis is given to Oracy throughout all Year groups. Pupils are given opportunities to respond and communicate in Welsh in familiar situations. They are encouraged to use incidental Welsh throughout the day. Pupils will be given opportunities to see Welsh around them presented in an attractive and interesting manner. Writing will reinforce oral work, strengthen pupils' language competence and bring greater variety to classroom activity.



Planning

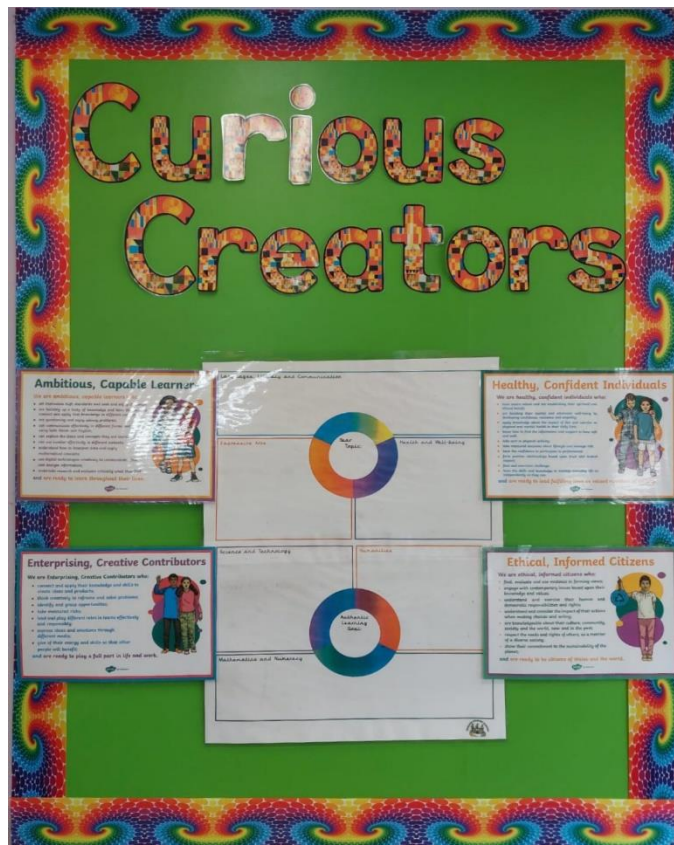
Cynllunio

When planning at Durand Primary School emphasis is placed on offering our learners high quality rich, broad and deep learning experiences. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through in order to 'achieve content'. This lays a solid foundation for the next stages of their learning journey and means that they build on their learning and progress throughout their time within our school.

Most of our learning experiences within each progression step will be based under an overarching 'Theme' for each term. Each class will then have an underlying 'Topic' or 'Topics' led initially by the class teacher but inspired and developed further by the pupils. Every topic will have an authentic learning goal(s) which the children will work towards for the culmination of their topic.

Themes			
	Autumn Term	Spring Term	Summer Term
Progression step 1 Nursery and Reception	Seize the Season		
Progression step 2 Year 1, Year 2, Year 3	Here	There	Everywhere
Progression step 3 Year 4, Year 5, Year 6	Relationships	Growth	Change

In each class, to develop the 'Topic' with the children, we have a Curious Creators development board. This is where the pupils are able to provide their ideas and set questions that they wish to explore during that topic. They also negotiate the Authentic Learning Goal(s) for their topic.



Examples of some of our previous Topics with the Authentic Learning Goals have been:

Topic	Authentic Learning Goal(s)
Tokyo Olympics	Mini Olympics and Opening ceremony
This is Me	Created an adobe spark video for parents
Film	Interviewed a BAFTA award winning director, made movies and then held a movie premier day
Fashion	Fashion Show
Euro 2020	Football tournament

Once the initial 'Topic' ideas and 'Authentic Learning Goal(s)' have been negotiated and developed with the pupils using the class Curious Creators development boards teachers will complete a one-page overview plan using the format below.

The form is a template for a one-page overview plan. It features a central logo for 'DUBAND PRIMARY SCHOOL' with a castle illustration. To the left of the logo is a box for 'Class:' and 'Topic:'. To the right is a box for 'Authentic Learning Goal:'. Below the logo are six colored boxes representing different subject areas: Languages, Literacy and Communication (cyan); Expressive Arts (orange); Health and Well-being (purple); Mathematics and Numeracy (teal); Science and Technology (blue); and Humanities (red).

This plan will be shared with parents / carers at the start of each new 'Topic'. This will give parents / carers the opportunity to engage with their child / children's learning by offering help, support, and further ideas for the topic. This is also an opportunity for any particular expertise linked to the specific topic to be shared. In this way parents / carers are interacting with their child's learning as it actually happens within their class.

For Further information click the link below:

<https://express.adobe.com/video/l70I3z8K7mLxW>

Assessment and Progression

Asesu a Dilyniant

We use the **Descriptions of Learning** for each **What Matters Statement** to plan and assess 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 What Matters Statement. These are not used as a tick list but as tools to consider when planning for our learners' progress.

Principles of progression

Five principles of progression underpin progression across all Areas. The principles are as follows:

<p>Increasing effectiveness</p>	<p>As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective they are able to seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.</p>
<p>Increasing breadth and depth of knowledge</p>	<p>Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.</p>
<p>Deepening understanding of the ideas and disciplines within the Areas</p>	<p>Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters.</p>
<p>Refinement and growing sophistication in the use and application of skills</p>	<p>Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop the skills of evaluating and organising information in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.</p> <p>Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.</p>
<p>Making connections and transferring learning into new contexts</p>	<p>Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts.</p>

