

Activities

Something Special

English

Writing – Composition

- develop positive attitudes towards and stamina for writing by writing poetry (Yr2)
- plan writing by discussing and recording ideas (Yr 3&4)
- plan writing by noting and developing initial ideas, drawing on reading and research where necessary (Yr 5&6)

PSHE – Spiritual development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

RE – The Natural World

- Reflect on their own views about what is valuable in their environment and how to look after this
- begin to understand that we all have to take responsibility for the world and its creatures
- observe and contribute to the care of the local environment

Welsh

Literacy – Writing

Range

1. write for a range of purposes and to generate ideas,
3. write in a range of forms
4. write in response to a wide range of stimuli: visual, audio and written.

PSE – Sustainable development and Global Citizenship

- appreciate the natural world as a source of inspiration

RE – Skills

Expressing personal responses

- Consider, appreciate, empathise with and respect the viewpoints of others
- express and begin to justify their own feelings and opinions in different ways, e.g. orally, in writing and through creative arts.

Activities	English	Welsh
Unique Uses	<p>English</p> <p>Spoken Language</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates (Yrs 1-6) <p>PSHE & Citizenship</p> <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> that there are different kinds of responsibilities, rights and duties in the community, and that these can sometimes conflict with each other (KS2) 	<p>Literacy - Oracy</p> <p>Skills</p> <ol style="list-style-type: none"> consider how speakers adapt their vocabulary, tone, pace and style to suit a range of situations. <p>Range</p> <ol style="list-style-type: none"> use a variety of methods to present ideas engage in activities that focus on words, their derivation, meanings, choice and impact <p>PSE – Sustainable development and Global Citizenship</p> <ul style="list-style-type: none"> that local actions have global effects because of connections between places and people
People Power	<p>PSHE – Social development</p> <p>Pupils acquire an understanding of the responsibilities and rights of being a member of the local community. They develop an ability to work with others for the common good with an increasing willingness to participate.</p> <p>PSHE & Citizenship</p> <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> what improves and harms their local, natural and built environments and about some of the ways people look after them (KS1) to recognise the role of voluntary and community groups (KS2) <p>Science</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>PSE</p> <p>Sustainable development and Global Citizenship</p> <ul style="list-style-type: none"> take an active interest in varied aspects of life in school and the wider environment understand how the environment can be affected by the decisions we make individually and collectively <p>Science</p> <p>Range</p> <p>Interdependence of organisms</p> <ol style="list-style-type: none"> how humans affect the local environment, e.g. litter, water pollution, noise pollution.

Activities

Making Sense of Life and Death

English

PSHE & Citizenship

Developing good relationships and respecting the differences between people.

- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people (KS1)
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (KS2)

RE - Learning about religion and beliefs

- develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed

Welsh

PSE – Moral and Spiritual Development

- understand how cultural values and religious beliefs shape the way people live

RE

Skills

Expressing personal responses

- Consider, appreciate, empathise with and respect the viewpoints of others
- express and begin to justify their own feelings and opinions in different ways, e.g. orally, in writing and through creative arts.

Range

Human Experience

Meaning and Purpose of life

- how religious ideas, values and beliefs influence people's responses to life and death.

Activities

Written in Stone

English

History

Pupils should be taught about:

- **significant historical events, people and places in their own locality. (KS1)**

- a local history study (KS2)
- understand the methods of historical enquiry, including how evidence is used (Yr1-6)
- Pupils should use a wide vocabulary of everyday historical terms. (KS1)
- Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (KS1)
- Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (KS1)
- Pupils should understand how our knowledge of the past is constructed from a range of sources. (KS2)
- develop the appropriate use of historical terms. (KS2)

Welsh

History - Skills

Interpretations of History

1. identify the ways in which the past is represented and interpreted

Historical enquiry

1. ask and answer relevant questions about the past
3. use a range of sources

Range

carry out

- investigations into the history around them and into the life of people at different times and places in the past

Activities

Data Detective

English

Maths

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data. (Yr2)
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.(Yr 3)
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts (Yr4)
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables (Yr5)
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average. (Yr 6)

Welsh

Maths – Skills

1. Solve mathematical problems

- select and use the appropriate mathematics, materials, units of measure and resources to solve problems in a variety of contexts
- identify, obtain and process information needed to carry out the work
- develop their own mathematical strategies and ideas and consider those of others
- try different approaches; use a variety of strategies, sequences of operation and methods of calculating
- use their prior knowledge to find mathematical facts that they have not learned, and to solve numerical problems
- use flexible and effective methods of computation and recording
- estimate solutions to calculations; use alternative strategies to check the accuracy of answers

2. Communicate mathematically

- use correct mathematical language, notation, symbols and conventions to talk about or to represent their work to others
- recognise, and generalise in words, patterns that arise in numerical, spatial or practical situations
- read information from charts, diagrams, graphs and text
- use a variety of methods to represent data
- devise and refine their own ways of recording
- explain strategies, methods, choices and conclusions to others in a variety of ways – verbally, graphically, using informal written methods

Activities

Data Detective (Continued)

English

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content (KS1)
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (KS2)

Welsh

Range

Handling data

1. Collect, represent and interpret data
- collect data for a variety of defined purposes, including those that arise from their own questions, and from a variety of sources
 - use and present data in a variety of ways including tables, pictograms, charts, bar charts, line graphs, diagrams, text and ICT
 - calculate and use the mode, median, mean and range of a set of discrete data

ICT

Skills

Find and analyse information

4. produce and use databases to ask and answer questions

Range

- Use ICT to further their understanding of information they have retrieved and processed
- Use ICT to explore and to solve problems in the context of work across a variety of subjects

Activities

Local Legends

English

History

Pupils should be taught about:

- significant historical events, people and places in their own locality. (KS1)
- a local history study (KS2)
 - understand the methods of historical enquiry, including how evidence is used (Yr1-6)
 - Pupils should use a wide vocabulary of everyday historical terms. (KS1)
 - Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (KS1)
 - Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (KS1)
 - Pupils should understand how our knowledge of the past is constructed from a range of sources. (KS2)
 - develop the appropriate use of historical terms. (KS2)

Welsh

History- Skills

Interpretations of History

1. identify the ways in which the past is represented and interpreted

Historical knowledge and understanding

2. identify significant people and describe events within and across periods.
3. understand why people did things, what caused specific events and the consequences of those events

Historical enquiry

1. ask and answer relevant questions about the past
3. use a range of sources

Range

carry out

- investigations into the history around them and into the life of people at different times and places in the past

ask and answer the questions

- what do you know about life at this time; how do you know this and how can you find out more?
- what impact did people of this time have on their environment?

Activities

A life well lived

English

History

Pupils should be taught about:

- significant historical events, people and places in their own locality. (KS1)
- a local history study (KS2)
 - understand the methods of historical enquiry, including how evidence is used (Yr1-6)
 - Pupils should use a wide vocabulary of everyday historical terms. (KS1)
 - Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (KS1)
 - Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (KS1)
 - Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
 - Pupils should understand how our knowledge of the past is constructed from a range of sources. (KS2)
 - develop the appropriate use of historical terms. (KS2)

Welsh

History – Skills

Interpretations of History

1. identify the ways in which the past is represented and interpreted

Historical enquiry

1. ask and answer relevant questions about the past
3. use a range of sources

Range

carry out

- investigations into the history around them and into the life of people at different times and places in the past

ask and answer the questions

- what do you know about life at this time; how do you know this and how can you find out more?
- what was life like for rich and for poor people, for men, women and children, e.g. houses, food and farming, transport, education, clothes, celebrations, pastimes? were there significant changes in people's lives at this time and, if so, why?
- how have the daily lives of people at this time been represented and interpreted and why?

Activities

Geology Rocks and Mission Materials

English

Science

Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions. (Yr1&2)
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings. (Yr 3&4)

Welsh

Science - Skills

Enquiry

Planning

Pupils turn ideas suggested to them, and their own ideas, into a form that can be investigated. They outline the planned approach/method recognising, deciding upon and giving some justification for each of the following when appropriate:

1. the choice of success criteria
2. predictions using some previous knowledge and understanding
3. where and how to find relevant information and ideas
5. the observations or measurements that need to be made
6. the equipment and techniques required for the enquiry
7. any hazards and risks to themselves and others.

Developing

Pupils follow the planned approach/ method, revise it where necessary, and where appropriate:

1. use apparatus and equipment correctly and safely
2. make careful observations and accurate measurements, using digital and ICT equipment at times
3. check observations and measurements by repeating them in order to collect reliable data
4. make comparisons and identify and describe trends or patterns in data and information
5. use some prior knowledge to explain links between cause and effect when concluding

Activities

Geology Rocks and Mission Materials (Continued)

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
 - using test results to make predictions to set up further comparative and fair tests
 - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.
- identifying scientific evidence that has been used to support or refute ideas or arguments. (Yr5&6)

6. consider different interpretations and distinguish between 'facts', beliefs and opinions, giving reasons and begin to recognise bias
7. form considered opinions and make informed decisions.

Reflecting

Pupils think about what they have done in order to consolidate learning and transfer skills, knowledge and understanding to other contexts by:

1. beginning to evaluate outcomes against success criteria
2. deciding whether the approach/ method was successful
3. describing any amendments made to the planned approach/method
4. suggesting how the approach/ method could have been improved
5. describing how they have learned and identifying the ways that worked the best
6. linking the learning to similar situations, within and outside school. (KS2)

<p>Activities</p> <p>Geology Rocks</p>	<p>English</p> <p>Science</p> <p>Rocks</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Yr 3) 	<p>Welsh</p> <p>Science - Range</p> <p>The sustainable Earth</p> <p>Pupils should use and develop their skills, knowledge and understanding by investigating materials around them. They should be given opportunities to study:</p> <ol style="list-style-type: none"> 3. comparison of the features and properties of some natural and made materials
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<p>Activities</p> <p>Mission Materials</p>	<p>English</p> <p>Science</p> <p>Everyday materials</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. (Yr1) <p>Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Yr2) <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties (Yr5) 	<p>Welsh</p> <p>Science - Range</p> <p>The sustainable Earth</p> <p>Pupils should use and develop their skills, knowledge and understanding by investigating materials around them. They should be given opportunities to study:</p> <ol style="list-style-type: none"> 3. comparison of the features and properties of some natural and made materials 4. the properties of materials relating to their uses
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Activities

War Memorials and War Graves

English

History

Pupils should be taught about:

- significant historical events, people and places in their own locality. (KS1)
- events beyond living memory that are significant nationally or globally (KS1)
- a local history study (KS2)
 - understand the methods of historical enquiry, including how evidence is used (Yr1-6)
 - Pupils should use a wide vocabulary of everyday historical terms. (KS1)
 - Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (KS1)
 - Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (KS1)
 - Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
 - Pupils should understand how our knowledge of the past is constructed from a range of sources. (KS2)
 - develop the appropriate use of historical terms. (KS2)

Welsh

History – Skills

Interpretations of History

1. identify the ways in which the past is represented and interpreted

Historical enquiry

1. ask and answer relevant questions about the past
3. use a range of sources

Range

carry out

- investigations into the history around them and into the life of people at different times and places in the past

ask and answer the questions

- what do you know about life at this time; how do you know this and how can you find out more?
- what was life like for rich and for poor people, for men, women and children, e.g. houses, food and farming, transport, education, clothes, celebrations, pastimes? were there significant changes in people's lives at this time and, if so, why?
- how have the daily lives of people at this time been represented and interpreted and why?

Activities

Tremendous Trees

English

Science

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Yr1)
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (yr2)
- construct and interpret a variety of food chains, identifying producers, predators and prey. (Yr4)

Maths

Measurement

- compare, describe and solve practical problems for lengths and heights
- measure and begin to record the following: lengths and heights (Yr1)
- choose and use appropriate standard units to estimate and measure length/ height in any direction
- compare and order lengths (Yr2)
- measure, compare, add and subtract: lengths (Yr3)

Welsh

Science - Range

Interdependence of organisms

4. through fieldwork, the plants and animals found in two contrasting local environments, e.g. identification, nutrition, life cycles, place in environment
5. the interdependence of living organisms in those two environments and their representation as food chains

Maths

Understand and use measures

- choose appropriate standard units of length
- know the rough metric equivalents of imperial units still in daily use
- interpret numbers on scales and read scales to an increasing degree of accuracy
- draw and measure angles

Activities	English	Welsh
Mini-beast Mania	<p>Science</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats (Yr2) • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Yr4) 	<p>Science - Range</p> <p>Interdependence of organisms</p> <p>4. through fieldwork, the plants and animals found in two contrasting local environments, e.g. identification, nutrition, life cycles, place in environment</p>

Activities	English	Welsh
Habitat Hunter	<p>Science</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats (Yr2) • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Yr4) 	<p>Science - Range</p> <p>Interdependence of organisms</p> <p>4. through fieldwork, the plants and animals found in two contrasting local environments, e.g. identification, nutrition, life cycles, place in environment</p>

Activities

Let's investigate lichens

English

Science

Living things and their habitats

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats (Yr2)
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Yr4)
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics. (Yr6)

Welsh

Science - Range

Interdependence of organisms

4. through fieldwork, the plants and animals found in two contrasting local environments, e.g. identification, nutrition, life cycles, place in environment

Activities

Green Guardians

English

English

Writing – Composition

- develop positive attitudes towards and stamina for writing by writing poetry (Yr2)
- plan writing by discussing and recording ideas (Yr 3&4)
- plan writing by noting and developing initial ideas, drawing on reading and research where necessary (Yr 5&6)

English

Spoken Language

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Welsh

Literacy – Writing

Range

Pupils should be given opportunities to develop their writing skills through:

1. writing for a range of purposes and to generate ideas
3. writing in a range of forms
4. writing in response to a wide range of stimuli (KS2)

Literacy – Oracy

Range

Pupils should be given opportunities to develop their oral skills through:

2. experiencing and responding to a variety of stimuli and ideas

Activities

Curious carvings & Signs and Symbols

English

Art and design

Pupils will:

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design (Yrs1-6)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (KS1)
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (KS2)

RE – Signs and Symbols

- To know that Christians have many symbols to show what is important to them

Welsh

Art and design - Skills

Investigating

Pupils should be given opportunities to:

1. select and record from:

- observation
- experience
- memory
- imagination

2. investigate:

- the natural environment
 - the made environment
- using a variety of materials

3. organise:

- reference materials
- resources

to develop ideas themes and feelings

4. keep a sketchbook to:

- develop ideas and feelings
- explore themes
- experiment with processes and media
- research and enquire.

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- methods and processes
- media
- styles
- ideas
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.

Activities

Curious carvings & Signs and Symbols (Continued)

They should develop, where appropriate, their understanding through:

- other resources.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments

They should, where appropriate, apply to their own work findings collected from:

- other resources

and from a variety of contexts including:

- local and Welsh examples
- different cultures and periods.

Making

They should work in different contexts such as outdoors.

Activities

Wild about art & Abstract Architecture

English

Art and design

Pupils will:

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design (Yrs1-6)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (KS1)
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history (KS2)

Welsh

Art and design - Skills

Investigating

Pupils should be given opportunities to:

1. select and record from:

- observation
- experience
- memory
- imagination

2. investigate:

- the natural environment
 - the made environment
- using a variety of materials

3. organise:

- reference materials
- resources

to develop ideas themes and feelings

4. keep a sketchbook to:

- develop ideas and feelings
- explore themes
- experiment with processes and media
- research and enquire.

Activities

Wild about art & Abstract Architecture (Continued)

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- methods and processes
- media
- styles
- ideas
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.

They should develop, where appropriate, their understanding through:

- practising artist, craftworkers and designers
- other resources.

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments

They should, where appropriate, apply to their own work findings collected from:

- other resources
- and from a variety of contexts including:
- local and Welsh examples
 - different cultures and periods.

Making

They should work in different contexts such as outdoors.

Activities

Something Special

Welsh

Language, Literacy and communication Skills

Writing

Range

- write in the outdoor and indoor learning environment
- write through a range of planned activities and those that are child initiated
- write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences
- write in a range of genres

RE – People, beliefs and questions develop skills and make links to:

Personal and Social Development, Well-Being and Cultural Diversity

Skills

Personal development

- express and communicate different feelings and emotions – their own and those of others
- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment

Moral and spiritual development

- use stories or situations to raise questions about why some things are special ask questions about how and why special things should be treated with respect and respond personally

Well being

- be aware of their own feelings and develop the ability to express them in an appropriate way
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others

Range

- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

RE – People, beliefs and questions

Range

- investigate indoor and outdoor learning environment including natural conditions
- pose questions about beliefs, values and actions that arise from exploration

Activities

Unique Uses

Welsh

Language, Literacy and communication Skills

Oracy

Skills

- adopt a role, making a conscious use of movement, gesture and speech using language appropriate to a role or situation
- respond to drama they have watched, as well as that in which they have participated.

Range

- experience activities in the indoor and outdoor learning environments
- participate in role play and drama activities, imaginative play, improvisation and performances of varying types

Personal and Social Development, Well-Being and Cultural Diversity

Skills

Social Development

- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and other cultures.
- develop an understanding of the diversity of roles that people play in different groups and communities.

Moral and spiritual development

- respond personally to simple imaginary moral situations giving reasons for decisions made

Range

- experience activities in the indoor and outdoor learning environments
- activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team

Activities

People Power

Welsh

Personal and Social Development, Well-Being and Cultural Diversity

Skills

Personal development

- Take risks and become confident explorers of their indoor and outdoor environment

Moral and spiritual development

- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- express ideas and feelings creatively, explaining why they are significant
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others

Well-being

- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others

Activities

Making Sense of Life and Death

Welsh

RE – People, beliefs and questions develop skills and make links to:

Personal and Social Development, Well-Being and Cultural Diversity

Skills

Social Development

- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and other cultures.

Moral and spiritual development

- ask and answer what is important in life from a personal perspective and from the perspective and from the perspective of others.

RE – People, beliefs and questions

Range

- explore how religion has influenced and guided people's live, past and present, including the emphasis of religion on spiritually and religious experience
- express personal responses to personal, religious and moral questions

Written in Stone

Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- investigating sources and issues
- making observations and measurements and keeping records
- thinking creatively and imaginatively
 - describing what they have found out and offering simple explanations

Range

Time and People

- use a range of historical sources
- look at different representations and interpretations of the past

Activities

Data detective

Welsh

Mathematical Development

Skills

Solve mathematical problems

- select and use appropriate mathematical ideas, equipment and materials to solve practical problems
- identify, collect and organise information in purposeful contexts
- develop a variety of mathematical approaches and strategies
- estimate solutions to calculations, check their answers in various ways

Communicate mathematically

- develop their mathematical language across the range of mathematics, and use it in their role play and in communicating/talking to adults about their work
- present their work orally, pictorially and in written form, moving on to using more formal methods of recording when they are developmentally ready

Range

Handling data

- collect, represent and interpret data:
- sort and classify sets of objects using one or more criteria
- collect data for a variety of defined purposes and from a variety of sources, including ICT
- represent collected data initially using real objects, pictures or diagrams, progressing to a variety of simple charts, graphs, diagrams, tables or databases

Developing ICT

- find and develop information and ideas
- create and present information and ideas

Activities

Local Legends

Welsh

Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- investigating sources and issues
- making observations and measurements and keeping records
- thinking creatively and imaginatively
 - describing what they have found out and offering simple explanations
- becoming aware of human achievements and the 'big ideas' that have shaped the world

Range

Time and People

- use a range of historical sources
- Look at different representations and interpretations of the past

Activities

A life well lived

Welsh

Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- investigating sources and issues
- making observations and measurements and keeping records
- thinking creatively and imaginatively
 - describing what they have found out and offering simple explanations
- becoming aware of human achievements and the 'big ideas' that have shaped the world

Range

Time and People

- use a range of historical sources
- Look at different representations and interpretations of the past

Activities

Geology Rocks and Mission Materials

Welsh

Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- investigating sources and issues
- making observations and measurements and keeping records
 - making comparisons and identifying similarities and differences
 - sorting and grouping information
- thinking creatively and imaginatively
 - describing what they have found out and offering simple explanations
 - using and becoming familiar with common words and phrases for their world
- becoming aware of human achievements and the 'big ideas' that have shaped the world

Knowledge and Understanding of the World

Range

Myself and non-living things

- Experiment with different everyday objects and use their sense to sort them into groups according to simple features
- Experiment with different everyday objects and use their sense to sort them into groups according to simple properties

Activities

War Memorials and War Graves

Welsh

Knowledge and Understanding of the World

Range

Time and People

Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- investigating sources and issues
- making observations and measurements and keeping records
- thinking creatively and imaginatively
 - describing what they have found out and offering simple explanations
- becoming aware of human achievements and the 'big ideas' that have shaped the world

Range

Time and People

- use a range of historical sources
- recognise that there are reasons for ,and consequences of, some actions
- Look at different representations and interpretations of the past

Activities

Tremendous Trees, Mini-beast Mania,
Habitat Hunter, Let's investigate and Green Guardians

Welsh

Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- investigating sources and issues
- making observations and measurements and keeping records
 - communicating observations and measurements
 - making comparisons and identifying similarities and differences
 - sorting and grouping information
- thinking creatively and imaginatively
 - describing what they have found out and offering simple explanations
 - using and becoming familiar with common words and phrases for their world
- becoming aware of human achievements and the 'big ideas' that have shaped the world

Range

Myself and other living things

- identify some animals and plants that live in the outdoor environment

Activities

Curious carvings & Signs and Symbols, Wild about
Art & Abstract Architecture

Welsh

Creative Development

Skills

Art, craft and design

explore and experiment with a variety of techniques and materials

- mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively
- develop and use their understanding of colour, line, tone, texture, pattern, shape and form
- develop their understanding of planning, designing, modelling, modifying and reflecting
- use a variety of materials and tools for experimentation and problem solving
- design and make simple products and mechanisms
- reflect on their own and others' work.

Range

- explore, investigate and use the indoor and outdoor learning environments
- be involved in activities that allow them to work as individuals and in group
- use a wide range of resources and stimuli