Curriculum for Wales at Cefn Glas Infants – Autumn 2026



Our Curriculum Vision

At Cefn Glas Infants School **everyone counts** and well-being is at the heart of everything we do in a caring and **nurturing** environment. Our vision for our exciting curriculum is rooted in Welsh values, culture and diversity, and we **celebrate** the achievements of all, both big and small! Our curriculum starts with the four purposes and has the development of Literacy, Numeracy and Digital Competency skills at its core, alongside setting **firm foundations** for children to be **ambitious** and **successful** learners. Our children learn best through authentic, kinaesthetic opportunities and activities which enable them to experience learning in a meaningful way that reflects their interests and needs and helps them to make sense of the world around them. Our curriculum will allow children to **grow together**, whilst building their knowledge and understanding through exciting and engaging topics that will capture their interest and stimulate their imagination. We aim to develop ownership and decision making through pupil voice, equipping children with the knowledge, skills and dispositions needed for future challenges as they continue **learning for life.**

Rights of the Child – Article 29 - 'A child or young person's education should help their mind, body and talents be the best they can'.

Information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development.

The vision for our curriculum involved all stakeholders, including parents, carers, staff and governors in the form of a questionnaire which was sent out to establish their views prior to meeting with all staff. Staff worked with children to discuss what makes Cefn Glas Infants School special and what they enjoy and want to learn. All views were taken into consideration and our vision was produced.

Practitioners:

- At Cefn Glas Infants we implement a whole school approach to curriculum design – shared curriculum vision, core values have been reviewed, updated and agreed by all staff. The school core values are displayed in all classes, around the school and used on communications with parents and carers.
- Whole school termly cross-curricular topics are agreed by staff with an overarching theme. Pupil Voice contributes to planning and is then discussed/incorporated into planned activities by all staff during weekly team meetings. Weekly team planning meetings have a focus on curriculum coverage and skill progression for each AoLE inclusive of The Four Purposes

	Autumn Term 2022	Spring Term 2023	Summer Term 2023
Whole School Theme	Happy, Healthy Heroes	Fact, Fiction and Fairy tales	Let's go fly a kite
First 1/2 term AoLE Focus	Health and Well-being	Humanities	Mathematics and Numeracy
Second 1/2 term AoLE Focus	Expressive Arts	Languages, Literacy and Communication	Science and Technology

	Autumn Term 2023	Spring Term 2024	Summer Term 2024
Whole School Theme	Lights, Camera, Action.	Cynefin Cefn Glas	We are the champions!

	Autumn Term 2024	Spring Term 2025	Summer Term 2025
Whole School Theme	Wonderful Woodlands	Ethical Environments	Sensational Summer

	Autumn 2025	Spring 2026	Summer 2026
Whole School Theme	Stories, Myths and Legends	Cynefin/Belonging	From seed to success
	Autumn 2026	Spring 2027	Summer 2027
	Step Right Up – Everyone belongs	Wonderful Wales and the wider world	Wake up, Shake up!

- We work collaboratively with practitioners from pioneer schools and cluster schools through School Improvement Group (SIG) meetings, Curriculum Reform Groups and Leadership meetings
- AoLE team structures are well established and meet on a monthly basis to reflect and plan; teachers, support staff and governors form part of these teams. AoLE development plans drawn up and shared. Each team has set a vision which is accessible on our school website www.cefnglasinfants.co.uk AoLE policies updated to reflect required elements of the Curriculum for Wales.
- Teachers and support staff engage with professional learning opportunities: - termly AoLE network meetings via CSC, pilot projects with a focus on Health and Well-being, cluster Curriculum Reform Groups and external training providers, e.g. Into Film, DCF

Planning:

- All taught skills are tracked across the school each week to ensure coverage within Progression Steps
- Planned activities are coded on the termly plan and weekly overview linked to all AoLE's and LNF/DCF skills.

Code: Nursery Reception Year One Year Two

- Curriculum plans from each year group are saved in a shared One Drive for all staff to reference. Planning in a shared drive allows SLT to regularly monitor planning
- Short Term planning format has been updated and reflects all curriculum requirements
- Teachers and support staff link classroom activities to the child friendly Four Purposes where appropriate using teddy characters and four purpose cards
- Teachers participate in the MER cycle, driven by curriculum priorities and the School Improvement Plan

- Teachers plan and co-ordinate whole school curriculum days to promote specific aspects of our curriculum e.g. Eco/Expressive Arts

Learners:

- At the beginning of each new topic, we incorporate pupil voice into our planning. Pupils are asked what they already know and what they would like to find out about an agreed theme. This allows us to plan opportunities that will both engage and challenge our learners
- Weekly planning is a guide for staff but can be amended and adjusted based on the engagement and involvement of learners

- Our learners are actively engaged in the Curriculum for Wales through mini themes and topics, linked to the AoLEs with the Four Purposes at the heart. Each year we plan for all learners to be involved in ethical and enterprising projects such as bake sales, tie dye projects and Bubbles in bloom which have cross-curricular links. We have Pupil Voice groups: Capten Cefn Glas, Rights Respecting Ambassadors, Criw Cymraeg, Digital Leaders and Eco Warriors who meet regularly with the Head Teacher/AoLE Leads to feedback and discuss aspects of CfW and make decisions regarding CfW
- The **12 pedagogical principles** created by Professor Donaldson as part of his Review of Curriculum are incorporated into all teaching and learning at Cefn Glas. Curriculum design for our learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

  1. maintains a consistent focus on the overall purposes of the curriculum
  2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
  3. means employing a blend of approaches including direct teaching
  4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinkin
  5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
  6. creates authentic contexts for learning
  7. means employing assessment for learning principles
  8. ranges within and across Areas
  9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them

10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration

Learners at Cefn Glas Infants are encouraged to reflect on their learning using a range of Assessment for Learning strategies

As a school we have established five Pupil Voice committees and hope to extend this over the coming years

Pupil Voice Groups:

Capten Cefn Glas
Eco Warriors
Digital Leaders
Rights Respecting Ambassadors
Criw Cymraeg

Parents and the Wider Community:

- Our teaching and learning activities and approach to the Curriculum for Wales are shared with our parents, carers and wider school community via our school social media
- Parents/Carers are kept updated with relevant information via our PA Connect app

- All pupils have an individual online portfolio supported by the Seesaw app. Learners have folders for each AoLE. Work is uploaded and shared with parents/carers on a weekly basis via this app
- All Governors are assigned to an AoLE and are invited into school on a termly basis to meet with the team and discuss progression and ways forward

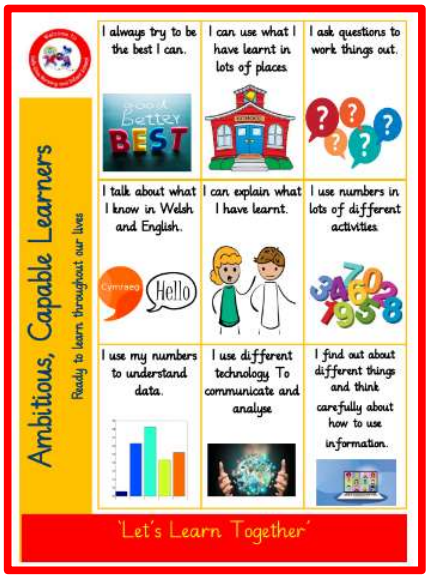
- A questionnaire was sent to parents/carers
- and governors and their views were considered when updating the school Core Values and Curriculum Vision.
- Our well-established Parents and Family Association work closely with us to develop our learning environment and have had a specific focus outdoor area resulting in Expressive Arts perfomances taking place on the outdoor stage

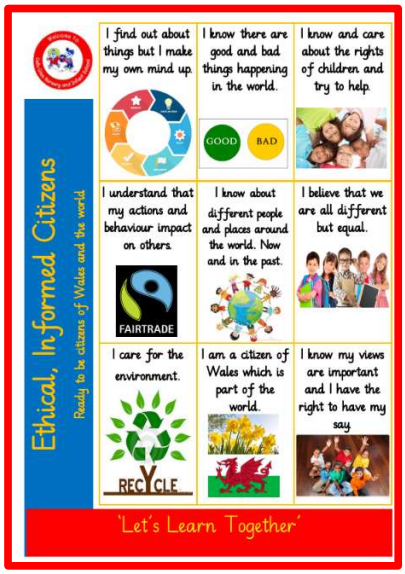
- Visitors to school are planned and each term we invite members of the community into school to share their expertise and experiences with our learners
- Key information, relevant links and information about the Curriculum for Wales is shared with the wider community through the Seesaw app/Teachers to parents app and signposted to our school website or relevant Welsh Government websites

How our curriculum meets the required elements set out in the National Framework, starting from the four purposes.

At Cefn Glas Infant School, we have been busy planning and designing an exciting curriculum in line with the new Curriculum for Wales 2022. Our curriculum is based on a thematic, cross-curricular approach to teaching and learning that blends the six Areas of Learning and Experience (AoLEs) – Languages, Literature and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Health and Well-being and the Expressive Arts. Our curriculum:

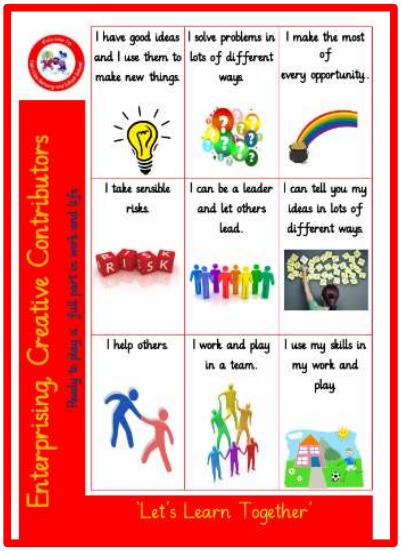
- covers the six areas of learning and experience.
- encompasses the statements of 'What Matters'.
- reflects the principles of progression set out in the progression code.
- includes the mandatory curriculum elements (Religion, Values and Ethics framework, Relationships and Sexuality Education (RSE), Welsh and English)
- encompasses the mandatory cross-curricular skills (Literacy, Numeracy and Digital Competency).
- develops integral skills within a wide range of teaching and learning – creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising.
- incorporates opportunities for learning and consideration of cross-cutting themes – Local, national and international contexts, Careers and work-related experiences, Human Rights Education and Diversity.
- The Four Purposes have been introduced to our learners using child-friendly terminology and illustrations. See example below:







The Four Purposes @Cefn Glas Infants



Our holistic curriculum is shaped by the four purposes as we strive to ensure our learners are:

- ambitious, capable learners, ready to learn throughout their lives.
- enterprising, creative contributors, ready to play a full part in life and work.
- ethical informed citizens of Wales and the world.
- healthy, confident individuals ready to lead fulfilling lives as valued members of society.

Enterprising Ernie
helps us to be
Enterprising, Creative Contributors



Ambitious Amber
helps us to be
Ambitious, Capable Learners



Healthy Harri
helps us to be
Healthy, Confident Individuals



Ethical Ethel
helps us to be
Ethical, Informed Citizens



Four purpose character bears are used in all classes alongside the child friendly cards.

What our curriculum will look like:

Curriculum for Wales @ Cefn Glas Infants School					
Ethical and Informed Citizens ready to be citizens of Wales and the World		Enterprising and Creative contributors ready to play a full part in work and life		Healthy, Confident Individuals ready to lead fulfilling lives as valued members of society	Ambitious, Capable Learners ready to learn throughout their lives
Languages, Literacy and Communication inclusive of British Sign Language	Mathematics and Numeracy	Science and Technology	Humanities	Health and Well-being	Expressive Arts
Literacy Framework		Numeracy Framework		Digital Competency	
Integral Skills: Creativity and Innovation Critical thinking and problem solving Personal effectiveness Planning and organising		Cross-cutting themes: Local, national and international contexts Careers and work-related experiences Human rights education and diversity		Mandatory curriculum elements: Religion, values and ethics (RVE) Relationships and sexuality education (RSE) Welsh English	

Planning format for all year groups

Medium Term planning example



Weekly planning example:

Reception Planning 2023-2024

Week Week beg: 4.9.23	Monday 4th Sept	Tuesday 5th Sept Garden	Wednesday 6th Sept Garden	Thursday 7th Sept Patio	Friday 8th Sept Patio
8.50-9 am	Doors open / Feelings photos / Challenge / Choose story / Register				
9.10-9.30	Big Maths CLIC 1	Big Maths CLIC 1	Big Maths CLIC 1	Big Maths CLIC 1	Big Maths CLIC 1
9.30-10.25am Session 1	INSET	C – My first Photo/free flow in garden SaTI4 E - My first Painting EA01	C – My first Photo/free flow in garden SaTI4 E - My first Painting EA01	A – This is me in sketchbooks FPP Drawing EA05 E – FPP Maths (counting to 3/10/20 and back) on patio MND01	A – This is me in sketchbooks FPP Drawing EA05 E - FPP Maths (counting to 3/10/20 and back) on patio MND01
10.30-10.45am	Friendship, Fresh air and Fun				
10..50-11am	Diolch, Heddiw and Fruit/Water				
11-11.45am Session 2	INSET	C – My first Photo/free flow in garden SaTI4 E - My first Painting EA01	C – My first Photo/free flow in garden SaTI4 E - My first Painting EA01	Intervention/Assessment Session FPP	I Intervention/Assessment Session FPP
11.45-11.50am	RRS/BSL Songs				
11.50am-1pm	Lunch				
1-1.05pm	Mindfulness and Register				
1.05-1.30pm	Phonics Level 2	Phonics Level 2 Week 1 lesson 1 Ss	Phonics Level 2 Week 1 lesson 2 Aa	Phonics Level 2 Week 1 lesson 3 Tt	Phonics Level 2 Week 1 lesson 4 Pp
	Assembly 1.30-1.45		Assembly 1.30-1.45		Superstar Assembly 1.30-1.45
1.30-2.40pm Session 3	INSET	C – My first Photo/free flow in garden SaTI4 E - My first Painting EA01	PE – Real Gym taster HWB01	A – This is me in sketchbooks FPP Drawing EA05 E - FPP Maths (counting to 3/10/20 and back) on patio MND01	A – This is me in sketchbooks FPP Drawing EA05 E - FPP Maths (counting to 13/10/20 and back) on patio MND01
2.50-3.15pm	Pupil Voice Story/Milk	Collective Worship/Milk	Pupil Voice Story/Milk	Collective Worship/Milk	Pupil Voice Story/Milk

How the curriculum will be kept under review, including the process for feedback and ongoing revision

- At Cefn Glas Infants School we will be regularly reviewing our curriculum, we will involve all stakeholders in the review process and refine our practice
- Feedback will be given during termly Governing Body meetings
- AoLE teams will meet once a month with an opportunity for feedback and forward planning
- Teaching staff will continue to attend AoLE network meetings and collaborate with colleagues across cluster schools
- Staff will map coverage of skills from Nursery to Year 2 and identify any gaps.

Information on how the school is approaching learning progression and its arrangements for assessment

- Assessment arrangements in Cefn Glas Infants support our staff to establish learners understanding, supports learner progression along the 3-16 continuum.
- Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace in line with the new ALN Code of Practice
- Our learners will be challenged and supported during their time at Cefn Glas Infants
- Principles of progression and descriptions of learning will provide reference points for staff of what progression looks like. This will inform planning, teaching and assessment and allow teachers to plug any gaps.

Assessment arrangements	
Progression Step 1	Progression Step 2
• Termly Well-being survey 1:1 • On entry school baseline • Wellcomm • Language Links • Speech Links • Precision Teaching – on-going assessments • Little Big Maths and Big Maths – weekly CLIC, SAFE, Learn it's • Phonics and key word assessments	• Termly Well-being survey 1:1 • Popat • DEST • Precision Teaching – on-going assessments • 1:1 reading • National Reading, Numeracy and Reasoning personalised assessments • Salford spelling • Neale's analysis

• On-going Reading eggs and Maths Seeds	• Big Maths – weekly CLIC, SAFE and Learn it's • Phonics and key word assessments • On-going Reading eggs and Maths Seeds

Written: July 2022
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