



16/06/22

CWRICWLWM I GYMRU

yn Ysgol Gynradd Gymraeg Pontybrenin

CURRICULUM FOR WALES

at Ysgol Gynradd Gymraeg Pontybrenin



PAM? WHY?

“Mae plant a phobl ifanc heddiw yn ymuno â byd sy’n newid yn gyflym ac sy’n gynyddol gystadleuol, yn gysylltiedig yn fyd-eang ac yn ddatblygedig o ran technoleg. Rhaid i ysgolion baratoi ein pobl ifanc ar gyfer swyddi nad ydynt wedi cael eu creu eto a heriau nad ydym yn eu hwynebu eto. Bydd hyn yn gofyn am ymrwymiad newydd i wella sgiliau a gwybodaeth ein pobl ifanc, wrth inni godi safonau yn ein cwricwlwm gweddnewidiol. Mae addysg yn bwysicach nag erioed. Diwygio addysg yw cenhadaeth ein cenedl.”

““The children and young people of today are entering a fast-changing world that is increasingly competitive, globally connected and technologically advanced. Schools are having to prepare our young people for jobs that have not yet been created and challenges that we are yet to encounter. This will require a renewed commitment to improving both the skills and knowledge of our young people, as we raise standards in our transformational curriculum. Education has never been more important. Education reform is our national mission.”

Kirsty Williams, ‘Our National Mission’ (2017)



“Byd sy’n newid yn gyflym” “A fast-changing world”

“Yn y pen draw, bydd 65% o blant sy’n mynd i’r ysgol gynradd heddiw yn gweithio mewn mathau cwbl newydd o swyddi nad ydynt yn bodoli eto”¹

“65% of children entering primary school today will ultimately end up working in completely new job types that don’t yet exist”¹



Pensaer cartrefi ‘clyfar’
Smart home architect



Mecanydd car trydanol
Electric car mechanic



Technegydd realiti rithwir
Virtual reality technician

¹ McLeod, Scott and Karl Fisch, “Shift Happens”, <https://shifthappens.wikispaces.com>.



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Home > Job Information > YouTuber

YouTuber

As a YouTuber, you will use your own personal channel to create videos and start to build subscribers over time. You could make videos on topics such as beauty, gaming or travel

Read more >



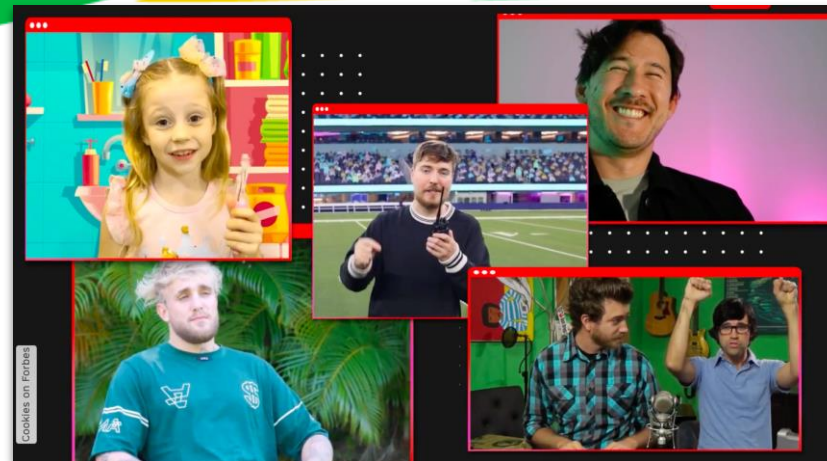
Pay

Pay Varies

Pay Varies

Typical hours

30
hours a week
(variable)



Mae'r 'YouTuber' cyffredin yn y DU yn ennill £31,595 y flwyddyn.
The average 'YouTuber' in the UK earns £31,595 a year.

- #1 - Mr Beast - \$54 million
- #2 - Jake Paul - \$45 million
- #6 - Nastya - \$28 million

(Forbes, 2021)



Y DAITH HYD YN HYN... THE JOURNEY SO FAR...

Y Ddeddf Diwygio Addysg

Education Reform Act



Education Reform Act
1988

1988

Datganoli – addysg yn gyfrifoldeb y Llywodraeth

Devolution – education became the responsibility of
the WG



Cyflwyniad Y Cyfnod Sylfaen

Introduction of the Foundation Phase



2010

**Successful
Futures**

Independent Review of Curriculum
and Assessment Arrangements in Wales
Professor Graham Donaldson CB
February 2015



2015

'Dyfodol Llwyddiannus'

'Successful Futures' – Professor Graham
Donaldson



Curriculum
for Wales
guidance



Gweithredu'r CIG

Implementation of CfW

2022

Erbyn 2026 bydd pob
plentyn yng Nghymru yn
dysgu o dan y CIG.
By 2026 every child in
Wales will be learning
under the CfW.



Y PEDWAR DIBEN

The Four Purposes



"Gweledigaeth ar y cyd yw'r Pedwar Diben, a dyma'r dyhead ar gyfer pob plentyn a pherson ifanc."
"The Four Purposes are the shared vision and aspiration for every child and young person."

CfW (2020)

The Four Purposes should ensure that every child and young person in Wales should develop as;

- ★ **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**, ready to be citizens of Wales and the world
- ★ **Healthy, confident individuals**, ready to lead fulfilling lives as valued members of society

Dylai'r Pedwar Diben sichrau bod pob plentyn ifanc yng Nghymru yn datblygu fel:

- ★ **Dysgwyr uchelgeisiol, galluog sy'n barod i ddysgu** drwy gydol eu hoes
- ★ **Cyfranwyr mentrus, creadigol sy'n barod i** chwarae eu rhan llawn yn eu bywyd a'u gwaith
- ★ **Dinasyddion egwyddorol, gwybodus sy'n barod i fod** yn ddinasyddion Cymru a'r byd
- ★ **Unigolion iach, hyderus sy'n barod i fyw bywydau** boddhaus fel aelodau gwerthfawr o gymdeithas

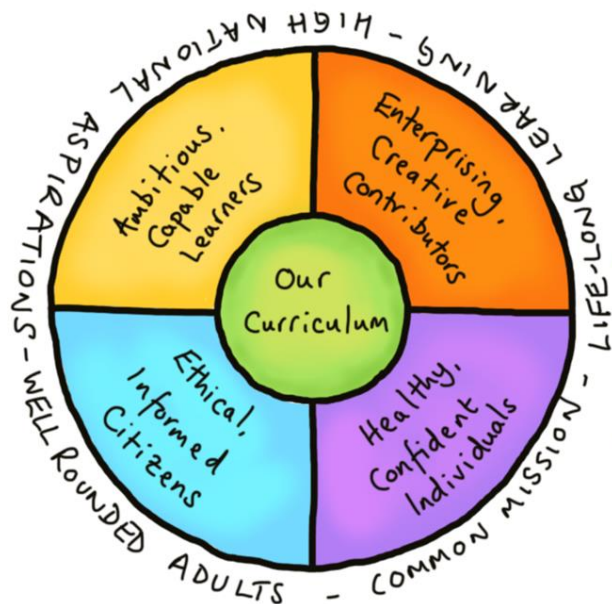


For bespoke support to create learning driven by the 4 Purposes contact us
enquiries@impact.wales

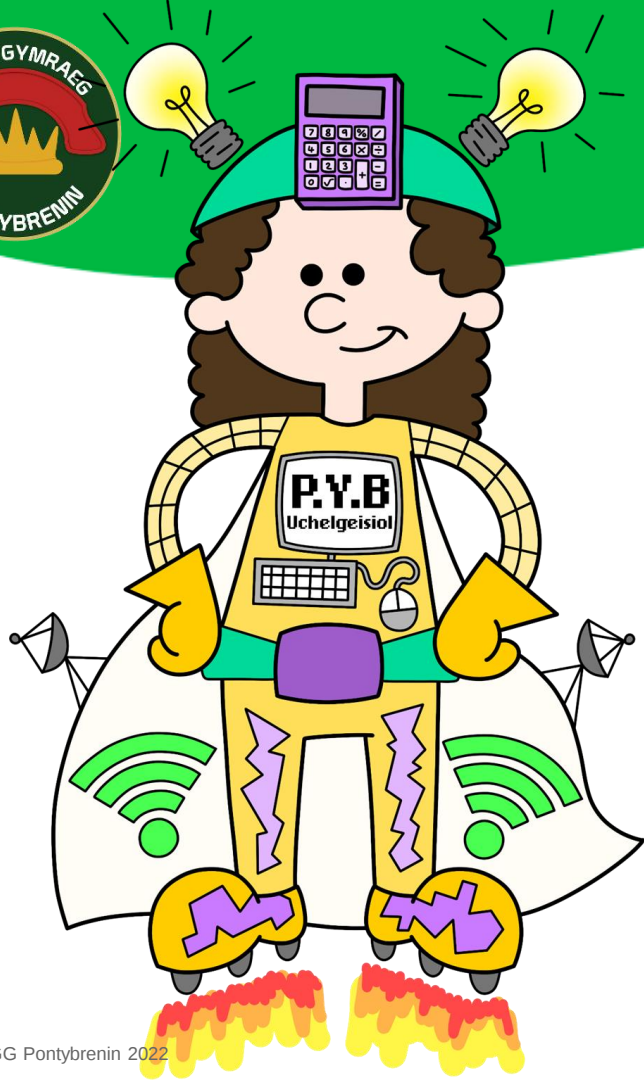
THE 4 PURPOSES of Curriculum for Wales

@ImpactWales

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- * Why do we need the 4 Purposes for Curriculum for Wales?
 - * to set a common mission for all teachers & leaders.
 - * to support teachers & leaders to make appropriate choices about curriculum content & pedagogy
- * How should schools be using the 4 Purposes statements?
 - * as a set of guiding principles to aid planning decisions.
 - * as an evaluation tool to identify pupils' greatest needs.
- * Create a curriculum driven by the 4 Purposes:-
 - * Know which of the 4 Purposes pupils need the most
 - * create teaching & learning that addresses those needs
 - * support pupils to **progress** in those areas

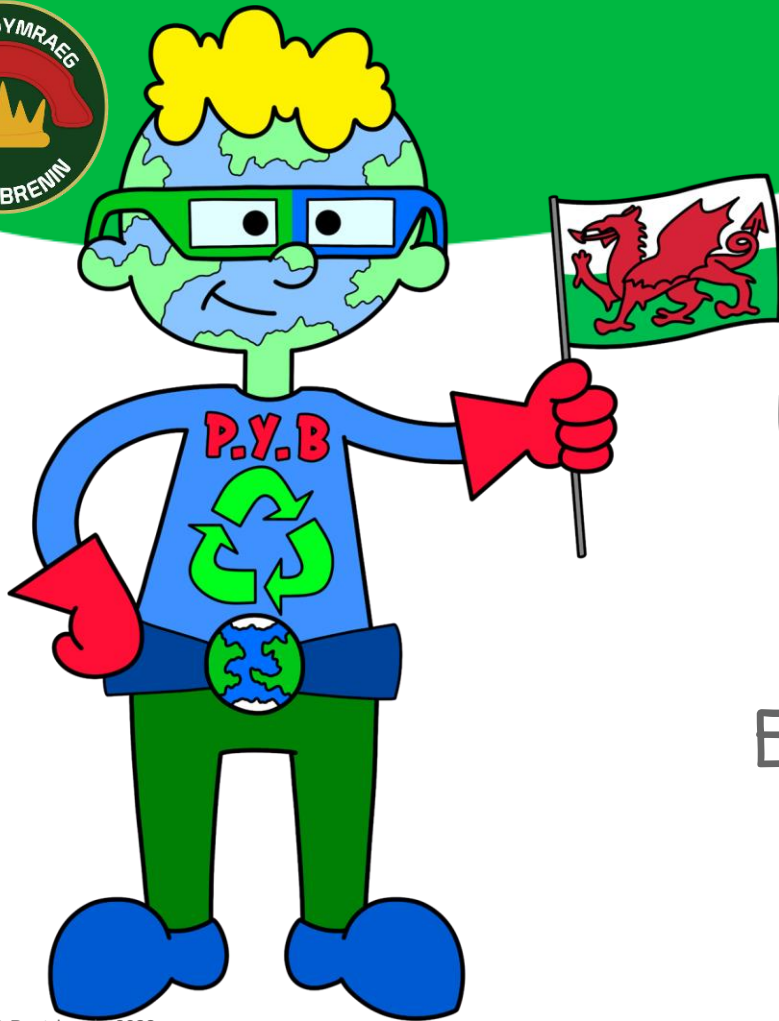


UCHELGEISOL A GALLUOG

AMBITIOUS AND CAPABLE



MENTRUS A CHREADIGOL
ENTERPRISING AND CREATIVE



DINASYDDION EGWYDDOROL
GWYBODUS

ETHICAL INFORMED CITIZENS



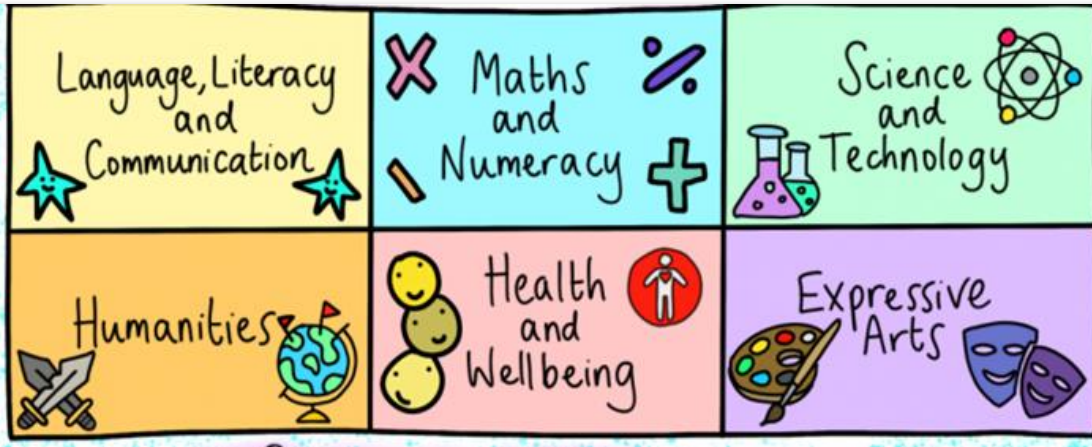
IACH A HYDERUS

HEALTHY AND CONFIDENT



Y CHWE MAES DYSGU A PHROFIAD

The Six Areas of Learning and Experience



Dylai'r cwricwlwm cael ei drefnu i mewn i Chwe Maes Dysgu a Phrofiad a sicrhau profiad dysgu eang i bob plentyn a pherson ifanc.

The curriculum should be organised into **Six Areas of Learning and Experience** and ensure a broad educational experience for all children and young people.



leithoedd, Llythrennedd a Chyfathrebu

Languages, Literacy and Communication



- Cymraeg / Welsh
- Saesneg / English
- leithoedd Rhyngwladol/ International Languages
- Iaith Arwyddion Prydain / British Sign Language
- Llenyddiaeth / Literature
- Gwranddo, Siarad, Darllen, Ysgrifennu/ Listening, Speaking, Reading, Writing



Mathemateg a Rhifedd

Mathematics and Numeracy



- Rhifedd: cymhwyso mathemateg i ddatrys problemau mewn cyd-destunau byd go iawn / Numeracy: the application of mathematics to solve problems in real-world contexts
- Gwerth Rhifau / Number Value
- Sgiliau Ariannol / Financial Skills
- Siap / Shape
- Data
- Rhesymu / Logical Reasoning



Gwyddoniaeth a Thechnoleg

Science and Technology



- Bioleg/ Biology
- Cemeg / Chemistry
- Ffiseg / Physics
- Gwyddoniaeth Cyfrifiadurol /
Computer Science
- Dylunio a Thechnoleg / Design and
Technology



Dyniaethau Humanities



- Daearyddiaeth / Geography
- Hanes / History
- Crefydd / Religion
- Gwerthoedd a Moeseg / Values and Ethics
- Astudiaethau Busnes / Business Studies
- Astudiaethau Cymdeithasol / Social Studies



Iechyd a Lles

Health and Wellbeing



- Iechyd a Datblygiad Corfforol / Physical Health and Development
- Iechyd Meddwl / Mental Health
- Lles Emosiynol a Chymdeithasol / Emotional and Social Wellbeing



Celfyddydau Mynegiannol

Expressive Arts



- Celf / Art
- Cerddoriaeth / Music
- Drama
- Dawns / Dance
- Ffilm / Film
- Cyfryngau Digidol / Digital Media



Felly, beth sy'n wahanol?

So, what's different?

The Old Curriculum	The New Curriculum
The basis of the old curriculum centres around: • Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; • Preparing pupils at school for the opportunities, responsibilities and experiences of later life.	The new curriculum will be centred around: The Four Purposes: • 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.
Subjects taught in the old curriculum include: Core subjects: • Mathematics; • English; • Science; • Welsh (in Welsh speaking schools). Foundation subjects: • Design and technology; • Information and communication technology; • Physical education; • History; • Geography; • Art and design; • Music; • Welsh (in non-Welsh speaking schools).	Subjects taught in the new curriculum will include: 6 Areas of Learning: • Expressive arts; • Health and well-being; • Humanities (including RE which should remain compulsory to age 16); • Languages, literacy and communication (including Welsh); • Mathematics and numeracy; • Science and technology.



The old curriculum prescribes:

- Summative Assessment;
- National tests;
- Formative Assessment.

The new curriculum will prescribe:

- Online Personal Testing;
- Annual online testing in addition to assessment against the proposed progression steps at ages 5, 8, 11, 14 and 16;
- Formative Assessment;
- Summative Assessment.

The old curriculum is divided into:

- Foundation Phase (ages 3 to 7);
- Key Stage 2 (ages 8 to 11).

The new curriculum will:

- Remove Foundation Phase and Key Stages;
- There will be a continuum of learning from ages 3 to 16;
- Progression will be signalled through Progression Steps at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16.

The old curriculum contains:

- Cross Curricular Subjects;
- Literacy;
- Numeracy;
- Digital Framework.

The new curriculum will contain:

- Cross Curricular Subjects;
- Literacy;
- Numeracy;
- Digital Framework;



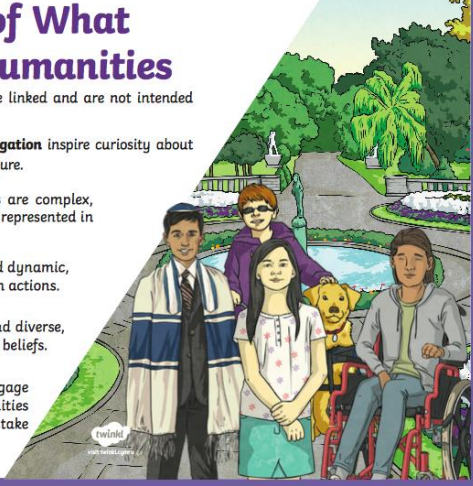
Datganiadau o'r Hyn Sy'n Bwysig

Statements of What Matters

Statements of What Matters in Humanities

These what matters statements are linked and are not intended to be taken in isolation.

- **Enquiry, exploration and investigation** inspire curiosity about the world, its past, present and future.
- **Events and human experiences** are complex, and are perceived, interpreted and represented in different ways.
- **Our natural world** is diverse and dynamic, influenced by processes and human actions.
- **Human societies** are complex and diverse, and shaped by human actions and beliefs.
- **Informed, self-aware citizens** engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.



- Egwyddorion cyffredinol yn amlinellu disgwyliadau MDaPh / Overarching principles outlining expectations of AoLE
- Ar draws pob un o'r Chwe Maes Dysgu a Phrofiad / Across all six Areas of Learning and Experience
- Elfenn statudol y CiG / Statutory element of CfW
- Sicrhau cysondeb yn nyluniad y cwricwlwm ar draws ysgolion / Ensure consistency in curriculum design across schools
- Rhaid i ddysgwyr datblygu dealltwriaeth o bob datganiad / Learners must develop an understanding of all statements



Y Continwwm Dysgu

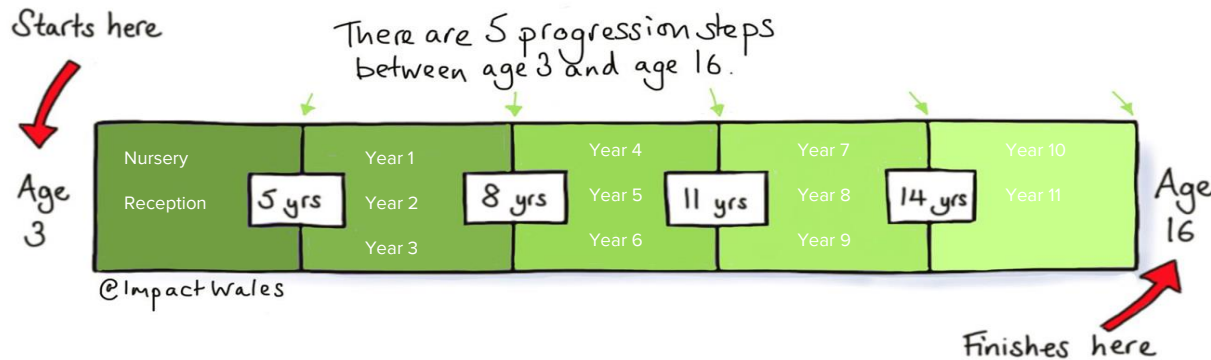
The Learning Continuum

Camau Cynnydd

- Pump man yn y cwricwlwm sydd yn cyfateb yn fras gydag oedrannau 5, 8, 11, 14 ac 16.
- 'Pwyntiau cyfeirio' ar gyfer cyflymder cynnydd
- Er bod y continwwm dysgu yr un fath ar gyfer pob dysgwr, bydd cyflymder y cynnydd yn wahanol i bob plentyn
- Sut y ddylai pob plentyn datblygu o fewn y Datganiadau o'r Hyn Sy'n Bwysig

Progression Steps:

- five points in the continuum that loosely correspond to ages 5, 8, 11, 14 and 16.
- 'Reference points' for the pace of progression
- While the learning continuum is the same for each learner, the pace of progress through it will differ for every child
- How each child should progress within each Statement of What Matters





Amserlen Llywodraeth Cymru

Welsh Government Timeline

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	Beyond
Non-maintained settings	Planning and preparing for roll-out	Roll-out	Continuous improvement				
Primary schools	Planning and preparing for roll-out	Roll-out	Continuous improvement				
Secondary schools							
Year 7	Planning and preparing for roll-out	Optional roll-out Year 7	Roll-out Year 7 or continuous improvement of existing roll-out				
Year 8	Planning and preparing for roll-out		Roll-out Year 8	Continuous improvement			
Year 9	Planning and preparing for roll-out			Roll-out Year 9	Continuous improvement		
Year 10	Planning and preparing for roll-out				Roll-out Year 10	Continuous improvement	
Year 11	Planning and preparing for roll-out					Roll-out Year 11	Continuous improvement



Sut y byddai'n edrych ar lawr y dosbarth?

What will it look like in the classroom?

Progression Step 1 (3–5 years)

- Imagination
- Creativity
- Discovery
- Inquisitiveness
- Exploration
- Problem Solving
- Learning Independence
- Modelling
- Practical experiences

Progression Step 2 (5–8 years)

- 'Foundation Phase principles' are implemented (creativity, imagination, learning through play, exploration, solving problems through practical activities)
- Outdoor learning areas
- Hands-on experiences
- Pupil Voice

Progression Step 3 (8–11 years)

- 'Fun Fridays' – music, sport, design technology & art lessons, multilingualism lessons
- 'Foundation Phase principles' carried through
- Hands-on experiences
- 'Real-life' learning
- Pupil Voice
- Language, Mathematics, Theme
- Independent learning
- Focused Task/ Independent Task/ Challenges



Cwestiynau Questions

