

Our Curriculum



Ysgol Bro Elwern ac Ysgol Betws Gwerful Goch

Ein Gweledigaeth

Un teulu yw'r ddwy ysgol,
Un teulu ar y cyd,
Un teulu lle cawn dyfu,
Mewn dysg, a dawn o hyd.

Our Vision

Both schools are one family,
One family, together,
One family where we can grow,
Learning, and sharing our talents.

What is important to us?

Enjoy learning

Respect

Our community

Encourage interest and
curiosity

Valuable experiences

Happiness and wellbeing

The Welsh
Language

Learn as a family, grow as a community'

Our learners voice

The four Purposes

Enterprising, creative contributors

Principled, informed citizens

Healthy, confident individuals

Ambitious, capable learners



Our pupil's voice is an integral part of our curriculum. Enabling every pupil to shine, and to be the centre of their learning journey is essential. Central to our curriculum are all of our pupils. Their input and ideas are key to shaping our plans and guiding our learning path from term to term. We give detailed consideration to joint planning keeping in mind the needs and interests of our learners. In addition, the four Purposes stand firmly in guiding us through our themes and supporting our pupils to be healthy individuals that are ready to face the world, and to enjoy learning.

Our Vision

Curriculum

Questionnaire- our children's voice

While creating our school vision, it is essential that the voice of our pupils and the community is central, We created a questionnaire for our pupils, parents, staff and our governors. It was very nice to hear the opinion of our school community. Here's what we found out...

I enjoy...Playing with friends in the areas and in the outside area

Which aspects of the four purposes would you like to develop further? We were able to develop our principled skills by going out into the community to collect rubbish.

Do you have any ideas of new things we can learn? I wish we could have an exercise wheel to decide what we are going to do for exercise

I like...Learning about countries, Art, Music, Reading

I would like to have more opportunities to cook. Have more time with the older children

I enjoy...Maths lessons - because I like adding, multiplying, dividing and subtracting numbers. And coding lessons because it's a good experience and it's fun for me.

Curriculum for Wales - Parent Questionnaire

Which experiences do you want your children/child to receive at school?

- Any experience that is memorable and enthusing;
- Forest school, dancing, doing experiments, sports
- Various exercise activities, forest school, learning where food, meat etc comes from and visiting places that show this, e.g dairy farms etc.

Which locations, events or local people do you think our pupils should learn about, or visit?

- Police, ambulance and fire service
- Nature and the forest school
- History of Tryweryn, castles, local businesses, old people's home, Llangollen eisteddfod, the Urdd, local farms, names of local mountains and rivers

What aspects of Health and well-being do you feel the children should learn about?

- A healthy relationship, and a relationship that is not healthy.
- Keeping fit and eating healthy.
- The impact of social media and technology on mental health, understanding what health is and how to look after your health.
- How to express feelings.
- Show respect for others.
- Development of the body.

Which environmental issues/factors should our pupils be learning about?

- Recycling, growing vegetables, the weather
- How to save energy.
- How to cook a meal for £5
- Pollution and transport
- Farming
- Learning about trees, birds and nature

Which celebrations do you think your children should learn about at school?

- Gwyl Dewi, the Shwmae Su'mae day, Owain Glyndwr, Welsh Music day.
- Celebrations of religions across the world
- Anti bullying week
- Easter, Christmas and sport in Wales
- Pancake Day

What would you like the pupils to learn about Wales?

- Farming
- The history of Wales, and the importance of the Welsh language
- Tryweryn, Aberfan - Welsh history
- The history of the Welsh language and S4C, the success of Welsh people around the world, the geography of Wales, Welsh traditions, Welsh rights in terms of parliament, Welsh authors and poets, sports in Wales etc.
- Identify places on a map of Wales

Which skills would you like the children in your class to develop further?


- Continue to use cross-curricular skills
- Outdoor learning skills - Forest School Sessions, Socializing with others within the community - local elderly home, Canolfan Ni etc.

What do you feel we can do to support the children to be independent, and ambitious learners?


- Developing the pupils' thinking.
- Ensure that there are enough resources available in the classroom for the pupils to have more opportunities to learn independently.
- To support children further we can give more challenges/independent tasks for children to create within the class, (that there is no specific way of how the piece of work should look.
- Install more support mats and instructions in the children's language and level, especially in the challenges
- Promote independence to carry out tasks and follow instructions without adults.

Which experiences do the children in your class enjoy the most?


- The Foundation Learners' Class- I have realized that the pupils enjoy sessions in the open air - on the bikes, in the outside area or during physical exercise! I feel that music is a fun experience for children and they really enjoy this element of learning.
- Challenges, especially those they have been discussing in our pupil voice session. It gives them more initiative as they were the ones who thought of the activities.



I would like the pupils to learn about castles, Aberfan, Tryweryn.



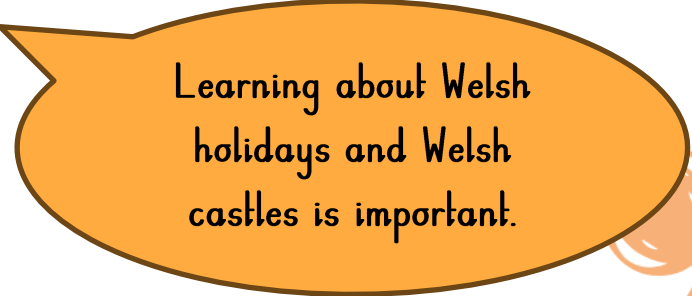
Learning through play, being creative and practical activities are important.



Curriculum for Wales - Voice of our Governors



Outdoor activities, sports and farming are important.

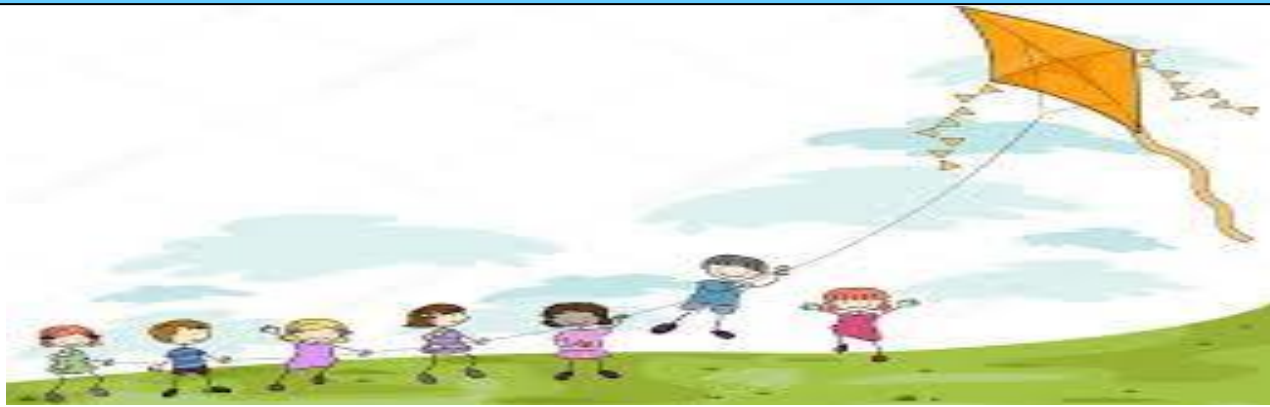


Learning about Welsh holidays and Welsh castles is important.

Our vision



We are extremely fortunate to be a federal school, which celebrates, and takes pride in our communities. We hope to create an educational journey that is full of experiences to treasure, happy memories and countless opportunities for the children of Edeyrnion. We celebrate our language, we celebrate our talents, encouraging each other as we grow as a family in our communities. In our schools, all children will receive every support to be ambitious and enterprising learners in a homely and safe environment. By learning, and creating various opportunities together, our children will develop skills to be enterprising, creative and principled contributors. We will foster well-being, develop confidence and empathy in order to live our everyday lives as happily, independently and safely as we can, now and in the future. We hope to create a variety of experiences to treasure for life, encourage curiosity, foster motivation and prepare our children for the future.



Anthem Ysgol Bro Elwern ac Ysgol Betws Gwerful Goch



Yn Ysgol fach Bro Elwern cawn hanesion di-ri
Am ein pentre hardd Gwyddelwern a'r dyddiau a fu
A chlywed am chwareli tywodfaen, llechi, plwm,
Wern Ddu, Craig Lelo, Ithfaen, ar lechweddi y cwm
La la la....

Pentre bach hen ffasiwn yw Betws yn y bôn l'r Dwyrain o Wyddelwern - 'mond lawr y
lôn

Rhwng Melin y Wig, a Chorwen - tair plwyf ynghlwm gerllaw
Wrth lan yr Afon Alwen, a Sir Conwy'r ochr draw.

Ger yr ysgol y mae ffermydd - Ty'n Celyn a Wern Ddu
Cymuned glos a gwledig, un teulu 'de ni

Cawn ddysgu gyda'n gilydd a phopeth 'llawn graen
Yn ein crysau coch a melyn - Cennin Pedr ar eu blaen



Cytgan



Yma yn Edeyrnion Ymhell o swm y dre
Cawn ganu, joio, dawnsio a dysgu be di be!
Mae yma groeso cynnes i bawb, pwy bynnag 'boch
Pan ddewch chi i Fro Elwern a Betws Gwerful Goch
Yma yn y Betws, mae Eglwys y Santes Fair
O'i blaen, nol ambell ganrif, bu miri mewn ffair

Sgw'n i be ddwedai Gwerfil Goch pe gwyddai bod ei llun Ar gynfas glas a phorffor ein crysau bob un?

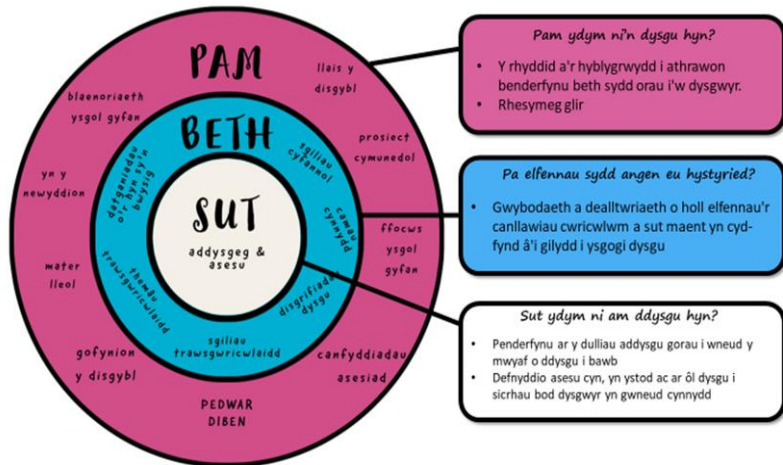
La la la.. Gerllaw mae Afon Camddwr ar ei ffordd i'r Ddyfrdwy draw Ac Eglwys hardd Sant Beuno, a'i thwr i'w weld uwchlaw l'r De, ger Corwen ganwyd Glyndwr, arwr gwlad! Nid nepell nawr mae 'bisons' yn deyrnged dir ei stâd!

Yma'n Ysgol Betws un teulu bach ym ni Prin yn ddeg ar hugain, ond hapus iawn ein byd Cawn ddysgu am ein hardal, a hanes balch ein Bro Yma y mae cynnydd - *'Un dydd ar y tro.'



When planning our curriculum, it is important to think WHY, WHAT AND HOW in order to ensure that all experiences support our pupils wellbeing, have a positive impact on learning, inspires, and helps the learners progress in his/her educational journey.

[Click here for more information about the literacy, numeracy and digital framework](#)



Literacy, Numeracy and Digital Competence are important cross-curricular skills within the Curriculum for Wales.

Literacy: translating, listening, reading, speaking and writing in Welsh and English.

Numeracy: mathematics, the number system and comparing the relationships between numbers and quantities, geometry - shapes, space and position and statistics and probability.

Digital competence: citizenship, interaction and collaboration, production with data and computational thinking.

Cross-curricular themes

Careers education and experiences related to the world of work

Click [here](#) for more information

Human rights

All four purposes enable learners to experience their human rights, which have been mapped out by the Children's Commissioner for Wales.

We offer experiences that enable our pupils to learn about the world around them, including the careers. We see great importance in inviting visitors to discuss their experiences/share information about their work, and which are of interest to our children. Life experiences are very important to us in our curriculum.

Relationship Education and sexuality

We support our learners to develop the ability to recognise healthy and safe relationships, and to develop the ability to make sense of their own thoughts and feelings. We offer opportunities for our pupils to learn about, and recognize relationships and unsafe situations.

Local, national and international contexts

Our learners are supported to create and make connections with environments, experiences and events that may be more familiar to them. We will support our pupils to be informed and principled citizens, who have experiences that will spark their interest in their environment, and the world around them.

Diversity

We celebrate the diversity.

Macsen Mentrus a
Chreadigol

Meet..

Enlli Egwyddorol,
Gwybodus

Gwynfor Galluog,
Uchelgeisiol



Iola Iach,
Hyderus



Forest school



Teaching

The 12 pedagogical principles of learning are developed continually at Ysgol Betws Gwerful Goch and Ysgol Bro Elwern

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development and positive relationships

Encourage collaboration.

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative and critical thinking

Build on previous knowledge and experience, and engage interest

Focus on the 4 purposes

Use assessment for learning to accelerate progress

Make connections within and across Areas of Learning and Experience

Reinforce cross-curricular responsibilities, Literacy, Numeracy and digital competence.



Inspiration, and the big question at the beginning of a theme.

We deliver a range of learning experiences in the form of a Big Question or inspiration for the theme. The purpose of this is to engage the children's interest, ignite the imagination, and encourage curiosity. We strive to support the children to develop confidence in themselves to succeed and overcome challenges in their future.


More detailed planning will be included in our areas of learning. . The Statements of What Matters and Learning Descriptions are used to ensure learners' progress in all areas, and that they are challenged and supported in order to achieve to the best of their ability. We will vary our teaching styles, in order to engage interest, and offer a variety of valuable experiences for everyone.

Formative assessment strategies are used continuously to ensure the progress of learners in the classes from day to day and professional meetings are held to discuss the development of our pupils regularly, sharing and supporting our children constantly.





We strongly believe that all children deserve the opportunity to make progress in their learning. We support every child's development, their skills and knowledge as they progress through the early years of their education.



We emphasise the importance of collaboration and mutual understanding of progress across the practitioners of both schools and this develops from regular professional conversations with each other, parents and carers.

Progress

Examples of each learner's work is collected and kept in a personal file. An example of writing, speaking, reading and numeracy will be kept as well as their wellbeing and emotional development.

Ongoing support for our learners on a daily basis

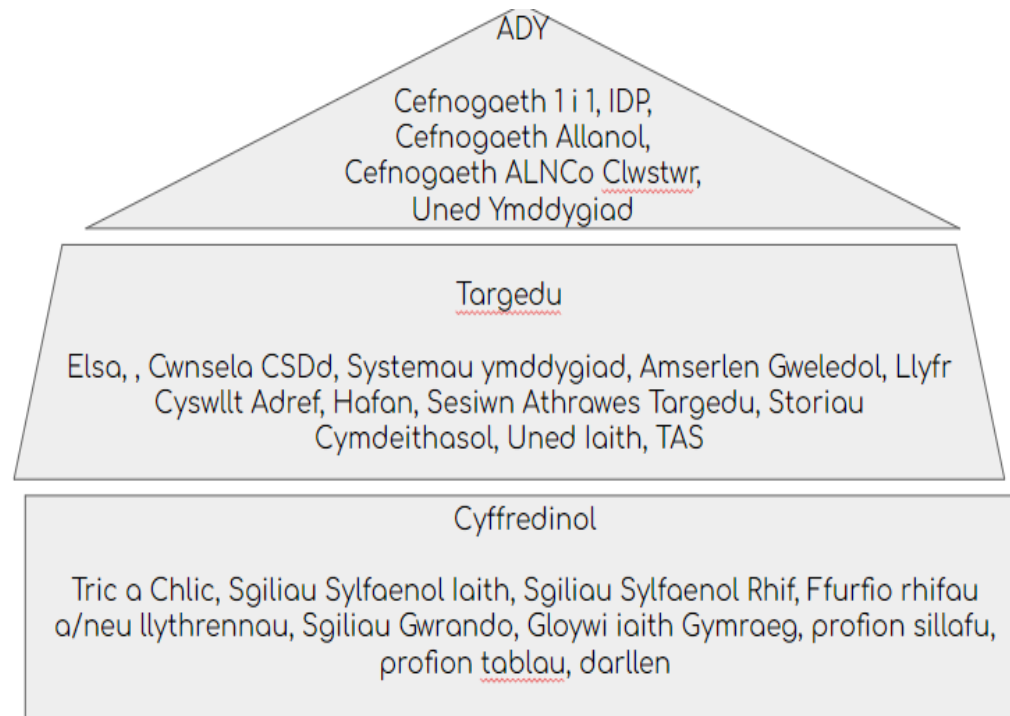
Continuous assessment in the classroom give practitioners and learners a clear picture of their attainment and what their next steps are. It's important to us that all learners are encouraged, and supported to take responsibility for their own progress under guidance and encouragement.

Reflecting and refining the progress of individual learners over time

We have regular professional conversations in order to discuss further progress. This is also an opportunity to ensure an effective transition between classes and secondary schools.

Additional Learning Needs

Here is an overview of our provision. We monitor each pupil's progress, and consider their needs carefully to ensure that everyone gets the best support in order to thrive in our schools.



Area of Learning and Experience:
Health and Wellbeing



The way we relate to social influences shapes who we are, and affects our health and well-being

Developing the health and well-being of the body leads to lifetime benefits



The way we process our experiences and respond to them affects our mental health and emotional well-being.



The way we make decisions affects the quality of our lives and the lives of others.

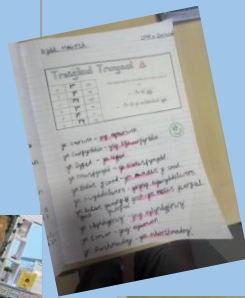
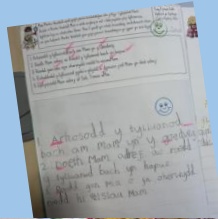


Healthy relationships are essential for our well-being

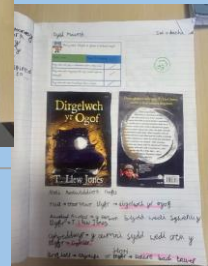
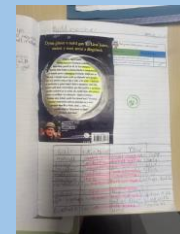
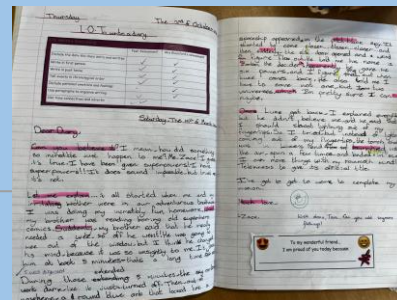


Area of Learning and Experience:
Languages, Orality and
Communication

Languages connect us to each
other



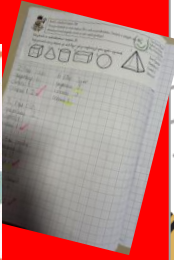
Understanding languages is key to
understanding the world around us



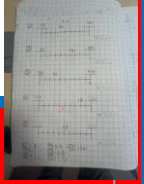
Expressing ourselves through languages is key to
communication.

Literature fires the imagination and
inspires creativity.

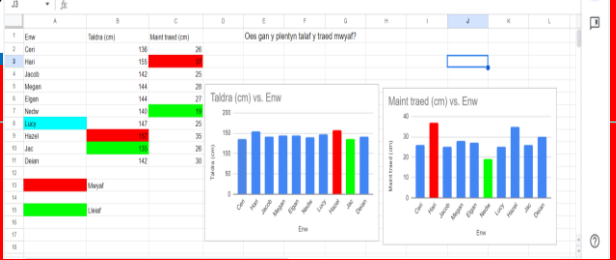
Area of Learning and Experience: Mathematics and Numeracy



The number system is used to represent and compare the relationships between numbers and quantities.



Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.



Algebra uses symbol systems to express the structure of mathematical relationships

Statistics represent data, probability models chance, and both support informed conclusions and decisions.

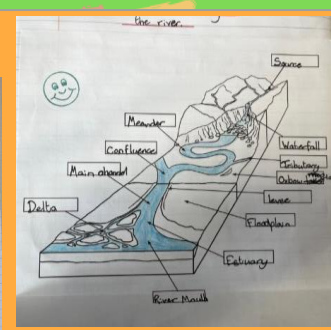
Area of Learning and Experience:
Humanities



Handwritten notes on a grid background:

Major Drainages - a catchment area is called as a basin. The land which is drained by the river is called as a basin. The land which is drained by the river is called as a basin.

Year	Population	Area	Population Density
1950	1000000	100000	10
1960	1500000	100000	15
1970	2000000	100000	20
1980	2500000	100000	25
1990	3000000	100000	30
2000	3500000	100000	35
2010	4000000	100000	40
2020	4500000	100000	45



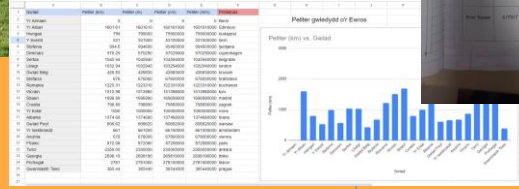
Handwritten notes on a grid background:

Major Drainages - a catchment area is called as a basin. The land which is drained by the river is called as a basin.

Inquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Handwritten notes on a grid background:

Major Drainages - a catchment area is called as a basin. The land which is drained by the river is called as a basin.



Human events and experiences are complex and are understood, interpreted and represented in different ways.

ZIMBABWE



Handwritten notes on a grid background:

Major Drainages - a catchment area is called as a basin. The land which is drained by the river is called as a basin.

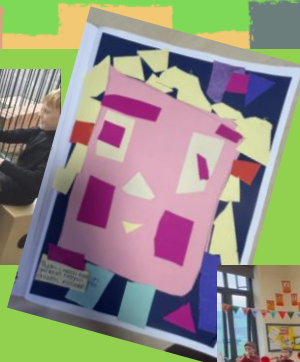
Our natural world is diverse and dynamic, influenced by human processes and actions. Human societies are complex and diverse, and they are shaped by people's actions and beliefs.

Informed, self-aware citizens address the challenges and opportunities facing humanity and are able to take meaningful and principled action.



Area of Learning and Experience: The Expressive Arts

Responding and reflecting, as an artist and as an audience, is an essential part of learning in the expressive arts



Creating combines skills and knowledge, drawing on the senses, inspiration and imagination



Exploring the expressive arts is essential in order to deepen artistic skills and knowledge, and it enables learners to become curious and creative individuals.



Area of Learning and Experience:
Science and Technology

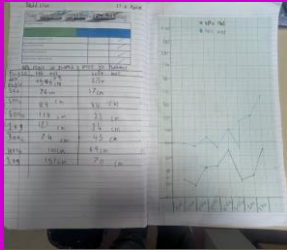


The world around us is full of living things that depend on each other to survive

Design and engineering thinking offers technical and creative ways to meet the needs and wants of society



Being curious and looking for answers is essential to understanding and predicting phenomena



Forces and energy lay the basis for understanding our universe. Computing lays the basis for our digital world



Computing is the basis of our digital world.



Eirw	Gwennol
Eirw Soesneg	Venus
Nifer o Ieudod	0
Maint	12,104km
Pellter o'r haul	308,000,000km
Hyd Awr	5,832 Awr
Hyd Ithwydlyn	225 diwrnod
Tymheredd	475 c

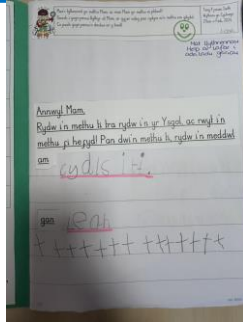
Matter, and the way it behaves, defines our universe and shapes our lives.

Progression: Languages, Orality and Communication

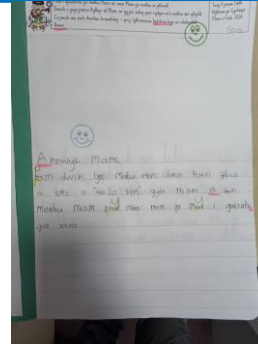
Nursery



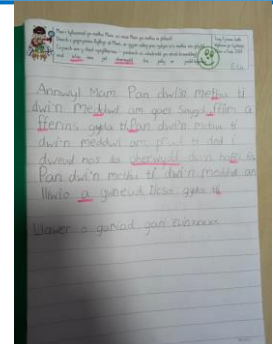
Reception



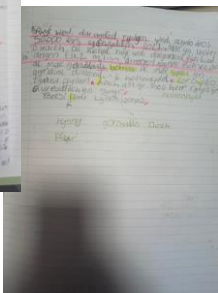
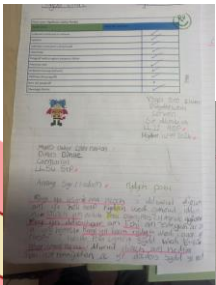
Year 1



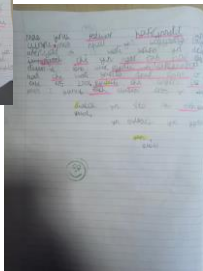
Year 2



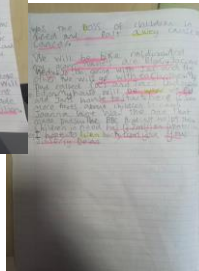
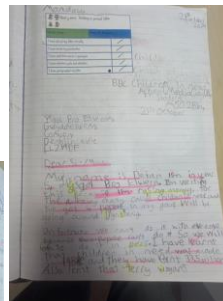
Year 3



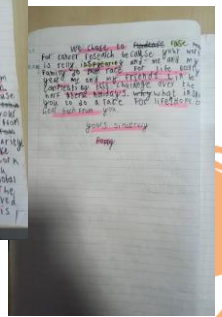
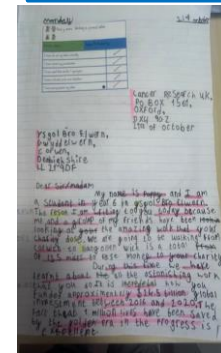
Year 4



Year 5



Year 6



Progression : Digital Competence

Nursery



Reception



Year 1



Year 2

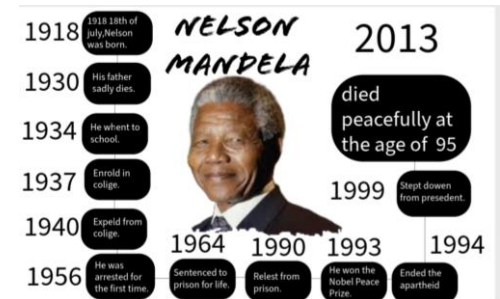
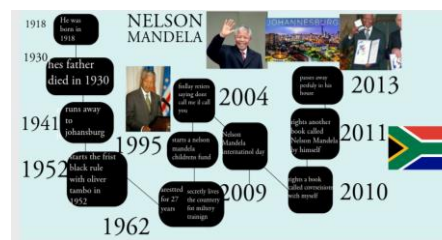


Year 3

Year 4

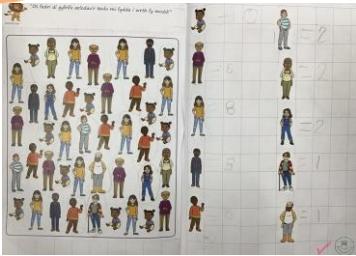
Year 5

Year 6



Progression: Mathematics and Numeracy

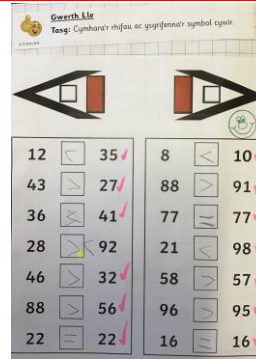
Nursery



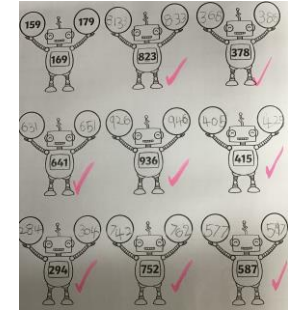
Reception



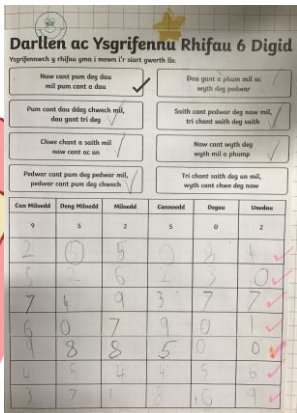
Year 1



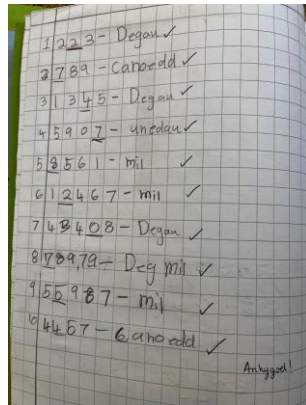
Year 2



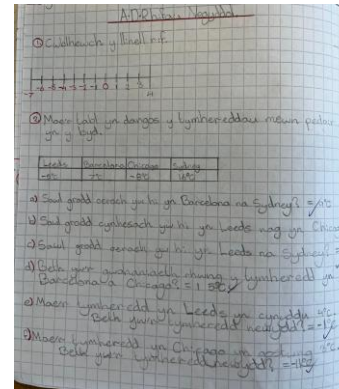
Year 3



Year 4



Year 5



Year 6

