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Consultation Document

A curriculum for funded non-maintained nursery settings

Date of issue: 21 May 2021
Action required: Responses by 16 July 2021

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

A curriculum for funded non-maintained nursery settings

Overview

The Curriculum for Wales Framework was published on 28 January 2020. Before its publication, the Framework was subject to broad and extensive consultation. Feedback received signalled what specific, additional guidance schools and settings would require in order to successfully design and realise their own curriculum. Welsh Government committed to publishing:

- guidance for religion, values and ethics
- guidance for relationships and sexuality education
- guidance on careers and work-related experiences
- guidance to support practitioners working with learners at the beginning of the learning continuum
- a curriculum and assessment framework for funded non-maintained nursery settings to adopt
- guidance on developing a curriculum for those responsible for education other than at school
- guidance on British Sign Language.

This feedback phase welcomes your views on the curriculum and assessment arrangements for funded non-maintained nursery settings.

The draft curriculum has been developed by practitioners through a process of co-construction that has been supported by other experts. This feedback phase forms part of the co-construction process. It provides an opportunity for all practitioners and other stakeholders to offer input that will support the further development of the guidance.

This feedback phase will end on 16 July 2021 after which all responses will be considered and analysed independently, as well as by practitioners and others in the working groups. The curriculum and assessment arrangements for funded non-maintained nursery settings will be refined following feedback analysis and will sit alongside the Curriculum for Wales Framework.

How to respond

Responses to this consultation should be e-mailed/
posted to the address below to arrive by **16 July 2021**
at the latest.

**Further information
and related
documents**

**Large print, Braille and alternative language
versions of this document are available on
request.**

The Curriculum for Wales framework guidance is
available at:

<https://hwb.gov.wales/curriculum-for-wales>

An easy read version is available at

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

A children, young people and families guide is
available at

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families/>

The consultation documents can be accessed from
the Welsh Government's website at

gov.wales/consultations

Contact details

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The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

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- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

Data Protection Officer:
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

e-mail: Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:

Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745 or
0303 123 1113

Website: <https://ico.org.uk/>

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A curriculum for funded non-maintained nursery settings

Audience

This quality assured curriculum ('this curriculum') includes assessment arrangements and is, primarily, for use by the following:

- Leaders, practitioners and management committees of **non-maintained nursery settings** that are funded to deliver early education in Wales
- Early Years Advisory Teachers or those in equivalent roles in local authorities and regional education consortia, who support settings in the planning and delivery of early education
- Other organisations who provide professional support to non-maintained settings
- Practitioners in settings which are not funded to deliver early education but which are required, under the *National Minimum Standards for Regulated Childcare* to deliver practice in line with the principles of the current Foundation Phase curriculum.

1. Introduction

This curriculum has been developed from the [Curriculum for Wales framework guidance](#) through co-construction by practitioners, for practitioners. It is expressed from the viewpoint of the practitioner, drawing on expertise from across our non-maintained sector and the views of experts in the field of child development and early education. It seeks to engender our sense of pride and belonging as practitioners and in our children, celebrating the diverse culture of modern Wales. It has been developed to support our work with children at the very beginning of the 3 to 16 learning continuum, to ensure they have the best possible start on that journey.

We know that high quality early education provision is essential to children's development. The *experiences, knowledge and skills* needed for lifelong learning, active citizenship and future employment begin in the early years. This curriculum aspires to create within children, positive dispositions towards learning which, if nurtured, will last a lifetime and provide the firm foundation which all our children need to support them in realising **the four purposes of the curriculum**. We want to enable them to 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 of Wales and the world

- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

This curriculum recognises that every child in our setting is unique and that their development is rapid between birth and five years. This curriculum supports holistic development by keeping the developmental needs of our children at the forefront of our pedagogical practice.

We should use this curriculum along with our knowledge and experience to reflect and respond to the individual needs of the children in our setting. Our leaders and practitioners will work with the relevant **professional networks**, as well as drawing from the Curriculum for Wales National Network to support our continuing professional learning and development. We should look for opportunities to share knowledge, skills and expertise with our partners in both the non-maintained and maintained sectors.

2. Getting started

2.1 How we will use this curriculum

We should work with all our relevant partners to use this curriculum to support planning within our setting. Effective planning allows us to make the best use of our setting's environment and available resources. This supports us in developing appropriate learning environments that respond to our children's interests and engages them further in their learning and development.

It is essential that we use this curriculum in its entirety to support our planning to ensure we deliver a developmentally appropriate curriculum, which complies with the requirements of the Curriculum for Wales, for all our children.

2.2 The requirements of the curriculum

The Curriculum and Assessment (Wales) Act 2021 sets out the requirements being placed on schools and funded non-maintained nursery settings in relation to the design and implementation of curriculum and assessment arrangements for all learners, aged 3-16. Section 13 of the Act includes a duty on the Welsh Government to make available a curriculum for funded non-maintained settings to adopt, should we wish to do so.

In fulfilling this duty, this curriculum meets the following requirements:

- it enables learners to develop in the way described in the four purposes
- it is broad and balanced
- it is suitable for children of differing ages, abilities and aptitudes
- it provides appropriate progression for all children.

This curriculum also:

- covers the six areas of learning and experience
- encompasses the statements of what matters
- reflects principles of progression
- includes the mandatory curriculum elements
- encompasses the mandatory cross-curricular skills.

2.3 Introducing the areas of learning and experience, the statements of what matters and the principles of progression

The following six areas of learning and experience (Area/Areas) are reflected in this curriculum:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Each Area consists of the following key components:

- **An explanation of how it supports the four purposes**
This shows how the Area makes a distinct and strong contribution to developing the four purposes.

- **Statements of what matters**

These statements provide the foundation for learning within each Area, and the key principles that underpin it. Together they span the breadth of the Area, supporting and complementing each other, and make clear links with each of the four purposes¹.

- **Principles of progression**

These include a set of overarching principles which underpin progression across all Areas as well those which are described within the context of each Area. The principles of progression are as follows:

- Increasing breadth and depth of knowledge
- Deepening understanding of the Area
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness as a learner

- **Descriptions of learning**

These provide guidance on how children should progress within each statement of what matters as they journey through the continuum of learning. They are arranged in five progression steps, which are reference points for the pace of progression. The progression steps are set out from the child's perspective, framed broadly so that they can sustain learning over a number of years. The descriptions are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each child, the pace of progress through it may differ, and so progression steps relate only broadly to expectations at the ages of 5, 8, 11, 14 and 16.

Although this curriculum has been designed to ensure all of the Areas and their key components are reflected appropriately, it is also important that we familiarise ourselves with the full details of each Area as well as the principles of progression. These can be found in Annex A.

2.4 Introducing the mandatory curriculum elements

This section will be completed as part of the refinement work which will follow this feedback phase.

¹ Statements of what matters is not a term used in the Act itself. However, it is a term used in the Curriculum for Wales framework guidance to refer to key concepts for each Area of Learning and Experience. These are set out in the What Matters Code (see section 6 of the Act).

2.5 Introducing the mandatory cross-curricular skills

Literacy, numeracy and **digital competence** are mandatory cross-curricular skills. Development within and across these skills has been taken into consideration in the co-construction of this curriculum and more detailed information is included in section 9.

3. Setting the scene for learning

For some children, their first experience of being away from their home environment will be when they enter our setting to begin their journey into education. For others, they will already be familiar with the sights, sounds and routines of life in a setting. It is our responsibility to acknowledge the experiences each child brings to their early education experience, and to work in partnership with children and their parents and carers to support them as they enter this new and exciting chapter in their development. By creating a space which actively promotes listening to the voice of the child, we can begin to recognise and respond to the unique background and needs of each child, and children can begin to understand their rights.

The key principles that are essential for holistic and meaningful learning for all children start with skilful, observant, and interested **practitioners**, who provide authentic and purposeful **experiences** in engaging, exciting **environments**. Our role is to use our observations to plan experiences and environments that are meaningful and relevant to children's interests. This curriculum ensures that the mandatory elements of Curriculum for Wales are embedded within an appropriate pedagogical framework that focuses on the needs of the developing child through five developmental pathways.

4. The needs of the child: the five developmental pathways

This curriculum recognises and celebrates the individuality of each child and what they bring to the learning experience. This early period of learning should be unhurried, allowing time, space and freedom for the developing child to consolidate their learning with opportunities to return, revisit, and refine their emerging knowledge and skills. This cyclical approach is essential for progression through the learning journey.

This curriculum contains five key developmental pathways which are fundamental to the learning and development of all young children. These pathways are child-centred and are interdependent, having equal value in supporting overall development and progress. They focus on what is important for the child and link closely to the key principles of child development as well as to the

overarching statements of what matters of the six areas of learning and experience. They have been developed to ensure children can be supported to make progress at their own pace and in their [preferred learning environment](#).

The five developmental pathways are:

- Belonging
- Communication
- Exploration
- Physical development
- Well-being

Development within and across the five pathways is dependent upon the quality of our interactions and the learning experiences and environments we create. Taking a holistic approach to teaching and learning will ensure that children have opportunities to develop skills across and within the pathways. We should ensure that we provide ample time and opportunity for the successful mastery of skills, with long periods of uninterrupted play in which children can become absorbed in their learning.

It is usual for children to make faster or slower progress along some pathways, dependent upon the quality of interactions, experiences and their individual developmental journeys experienced up to the point of entry into our setting. It is therefore our responsibility to provide developmentally appropriate practice, within nurturing relationships, which meets the needs of all children. In so doing, we can lay the foundations of positive dispositions and attitudes to learning, through ensuring learning experiences are relevant, meaningful and responsive to the needs and interests of the children in our care.

We should view all children as on a journey to being and becoming citizens of the future who can contribute to society in unique and individual ways.

Appropriate delivery of this curriculum should ensure progression from the pathways through to the descriptions of learning at progression step 1 for all children in our setting. The five pathways should be used holistically when planning learning experiences to ensure authentic and purposeful learning takes place.

4.1 Understanding the developmental pathways

Children are at the heart of this curriculum and as such the five developmental pathways are expressed from the child's viewpoint to ensure that provision focuses on the needs, interests and curiosity of three- and four-year-olds. Children are learning to express

themselves; they are gaining in independence and they are becoming more aware of their value to those around them. The pathways represent a child's right to experience an environment where play is valued for itself and as part of learning.

Each of the five pathways contains:

- A clear rationale which captures the essence of what children need to develop at their own pace and in a way that is appropriate to them
- Statements which illustrate the following:
 - 'I need to...'
 - 'I am learning to...'
 - 'My development is enhanced by...'

The '*I need to...*' statements articulate the biological and social drives which children cannot or should not ignore. These statements frame the fundamental opportunities that children require to thrive. It is our responsibility to recognise and understand these biological drives, so that we provide purposeful play opportunities for children to fulfil these needs. They are inclusive statements, which apply to children of all abilities. The '*I need to...*' statements should be used to support provision planning and not be used for summative assessment purposes.

The '*I am learning to...*' statements demonstrate the skills and dispositions that children are developing on their learning journey. If we recognise what children are learning to do, we will be better able to provide learning experiences that may develop deeper understanding, or opportunities to apply new skills in familiar contexts. We know that progress for individual children is likely to be uneven within and across the pathways, it is therefore important that we use our observations to provide guidance, support and challenge when needed

The '*My development is enhanced by...*' statements describe the ideal conditions which can have a positive impact on the social, emotional, cognitive and physical development of the child. How well we respond to and plan for these developing needs will be the foundation of success.

The pathways focus on what is important for the child and what we can do to support development and encourage curiosity and exploration.

The interplay between children, adults, experiences and environment are expressed in each pathway through the statements. These are deliberately inextricably interwoven within the five pathways so that opportunities are holistic, making it possible for all children to reach their full potential.

4.2 The developmental pathways

Belonging		
<p>Belonging is essential to our sense of happiness and wellbeing. When they are young, children begin to develop a sense of how they fit in to the many groups to which they belong, and their importance within them. Strong, secure relationships are vital to this sense of belonging.</p> <p>This sense can bring positive feelings of connection with the home and the setting and can expand to the community, Wales and the wider world. Settings which value, celebrate and build upon children’s past and present experiences from home and their community can strengthen a sense of belonging. It is our responsibility to ensure children feel safe and secure within the setting environment, and to show genuine care and emotional support to help build a firm sense of belonging.</p> <p>Belonging is important to shaping children’s sense of who they are and who they can become and as such should underpin the ethos of all settings in Wales.</p>		
<p>I need to:</p> <ul style="list-style-type: none"> • feel valued as a member of the setting community • play (on my own, alongside or with others) • make connections with people, places and things • be heard and understood • see myself and people like me represented in my setting 	<p>I am learning how to:</p> <ul style="list-style-type: none"> • recognise who I am • recognise that I am important to those around me • participate in the life of the setting • take care of myself • follow familiar routines • understand and follow some rules and boundaries • recognise my own needs and the needs of others • recognise that some things are unsafe 	<p>My sense of belonging is enhanced by adults who:</p> <ul style="list-style-type: none"> • provide consistent care and respect of me • provide familiar resources which reflect my cultures and communities • perceive me as a capable learner • model a joyful and curious approach to learning • respond to my interests, likes and dislikes

	<ul style="list-style-type: none"> • take care of things in my environment, living and non-living • recognise that I belong to a wider community • recognise similarities and differences 	<ul style="list-style-type: none"> • plan experiences as a result of observation of my play choices and preferences • prioritise my needs when making decisions which impact on me • enable me to play by myself and/or with others • promote an inclusive ethos which values the diverse culture of Wales • provide appropriate opportunities to experience aspects of different cultures in authentic contexts • have strong connections with my home and local community • use visits and visitors to support connections and enhance interests
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Communication

Communication is fundamental to children's development; it is vital to the foundation of relationships and essential for learning, play and social interaction. Children need to understand and be able to make themselves understood to learn effectively. Communication involves developing listening and attention skills alongside vocabulary and speaking skills.

The amount and type of talk children hear and interact with can have a marked effect on their communication development. Children acquire and develop skills at different rates, and we can support their language development by modelling active listening and speaking for different purposes. An environment that is **communication rich** should provide children with opportunities to express and communicate their needs, thoughts and feelings. As new skills are learned, children should have opportunities to use them in a variety of contexts with each other, or with adults, in small groups or on a one-to-one basis. Regular and frequent opportunities to participate in stories, songs and rhymes supports the development of vocabulary and grammar. Developing effective communication, language and early literacy skills are important to self-expression, to the development of strong social relationships and to a child's learning more generally. Being able to assign meaning to marks is a

creative endeavour which enables children to begin the journey of written communication be that in drawings, writing or mathematical marks.

I need to:

- communicate
- notice things in my environment
- develop social relationships
- be listened to and understood
- have time to think and process

I am learning to:

- develop my attention and listening skills in my play and interactions
- recognise and respond to verbal and non-verbal cues
- express my needs, thoughts, feelings, ideas and opinions
- to take notice of others
- act out familiar routines and take on roles in my play
- share my own stories
- retell stories and recall events
- join in with familiar stories and rhymes
- notice symbols in my environment and begin to recognise that they carry meaning
- use mark making tools with increasing control
- assign my own meaning to my marks
- use language in a fun and playful way
- use language for purpose

My communication is enhanced by adults who:

- model good communication skills including engaging in **sustained shared thinking (SST)** and effective use of open-ended questions to support my thinking
- use correct language to support and extend my concept and vocabulary development
- actively engage me in stories, songs, and rhymes from my own and other cultures
- develop my confidence in communicating with others
- support and respond sensitively to my verbal and non-verbal communication
- provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern
- explore digital resources with me to enhance my communication skills
- provide and plan authentic opportunities for mark making
- create environments that provide wide and varied experiences to express

		<p>myself physically, creatively and imaginatively</p> <ul style="list-style-type: none"> • provide time for me to talk about and reflect on experiences and events that are important to me • give me time to process and respond • skillfully use books, puppets, props and digital media to engage me in my learning • provide opportunities for authentic and familiar role-play • provide opportunities for me to have fun with sounds and discriminate between sounds • provide for 1:1, small group and whole group opportunities • provide opportunities for turn taking.
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Exploration

Children’s natural curiosity about the world around them is a strong motivator for exploration. Children are endlessly curious problem solvers who often find delight, awe and wonder in everyday occurrences. They enjoy exploring and investigating by themselves and with others. They are often keen to share their delight in new knowledge or skills and learn from each other. Young children actively seek knowledge and skills that are both within and beyond their current capabilities. When supported and enabled, they can focus attention for extended periods of time on things that are of interest to them. They rehearse and practice skills and **emerging theories** alone and with others as their exploration develops.

Learning involves gradual development of skills, knowledge and competencies in increasingly complex ways. Inclusive environments, both indoors and outdoors, which provide time and opportunity to play, explore and investigate, with adults attuned to children’s interests, can support positive dispositions to learning as well as increasing knowledge and skills.

<p>I need to:</p> <ul style="list-style-type: none"> • explore and investigate and discover • share my curiosity with others • make connections • develop my imagination in a variety of ways • compare, sort and classify • create, communicate and express myself • explore movement, direction and develop my spatial awareness • experiment with cause and effect 	<p>I am learning to:</p> <ul style="list-style-type: none"> • focus my attention on things that interest me • develop my understanding of how things work • use my mistakes to further my understanding, with support • share my experiences and what I am thinking • communicate my ideas through making marks or use of appropriate technology • explore the properties of materials • develop my creative and critical thinking through my explorations • notice shape, symmetry and pattern in the natural and built environment • play with quantities and numbers • use simple mathematical language in my play and for purpose • transfer my learning to new situations • actively problem solve and reflect on my learning • develop resilience and perseverance • develop my concept of time: today, tomorrow, yesterday • notice similarities and differences in people, places and things • use my senses to explore the world around me 	<p>My exploration is enhanced by adults who:</p> <ul style="list-style-type: none"> • provide authentic opportunities to play and experiment with a variety of materials, textures and tools indoors and outdoors • understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture • observe, notice and use my fascinations to deepen learning • support me in constructing understanding through skillful interactions • share in my joy and enthusiasm • view me as confident, capable, and curious • support, celebrate and encourage my curiosity • enrich the environment with open-ended resources that enliven my curiosity • use outdoors as a learning space • support and develop mathematical and scientific concepts and language in meaningful ways • value the process of learning rather than the end product
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	<ul style="list-style-type: none"> • select appropriate tools and resources to enhance my learning 	<ul style="list-style-type: none"> • support me as I learn from my mistakes • recognise and celebrate my determination and effort • provide access to digital resources which help me to investigate and reflect on my learning • model thinking and problem-solving processes • follow my interests • who use music and dance as a stimulus for learning • use authentic resources to bring stories, rhymes and poems to life • support me to use non-fiction books and appropriate digital resources
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<h3>Physical Development</h3>		
<p>Children have a natural urge to move both themselves and things, often repeatedly, as part of their development. This involves both gross motor and fine motor manipulation. These motor movements become more refined and smoothly coordinated with time and opportunity. Repetition and variety are critical to development as children begin to explore their increasing physical capabilities.</p> <p>Physical activity has multiple benefits for the developing child. Movement is linked to cognition and learning and engaging in physical activities can enhance children's sense of belonging and well-being. It can support greater levels of concentration, motivation and memory as well as support healthy bone and muscle development. For this reason, physical development skills are woven into the other four pathways as well as being a separate pathway in and of itself.</p>		
I need to:	I am learning to: <ul style="list-style-type: none"> • co-ordinate my movements 	My physical development is enhanced by:

<ul style="list-style-type: none"> • express myself in large and small spaces • move in and around objects, indoors and out • move in a variety of ways to support the development of my gross motor skills • develop my fine motor skills in real life experiences • test out my capabilities, challenge myself physically and explore what I can do with my body • have choice over how and when I move • be curious about how I can interact physically with the world around me 	<ul style="list-style-type: none"> • move safely • maintain balance • move on a variety of surfaces • co-ordinate my hands and eyes • throw and catch objects • take risks in my physical play • manipulate and explore properties of smaller objects • plan and make decisions about my movement 	<ul style="list-style-type: none"> • authentic experiences in the natural world • a learning environment that provides daily opportunities to develop both my gross and fine motor skills • opportunities to develop my co-ordination and core strength • opportunities to experience joy in my physical activity • an inclusive environment which supports me to move and be active • supportive adults who encourage me to gauge and manage risks and challenge myself • opportunities to experience music, dance and games • opportunities to explore concepts, including size, shape, pattern and rhythm in my physical movements
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Well-being

Children are influenced by the adults, experiences and environments they encounter. When these three work together successfully, they create a strong sense of well-being for all.

Feeling connected, secure and safe are key elements to developing a strong sense of well-being. Adults who create emotionally safe environments can support children to begin recognise and manage their feelings and behaviour in positive ways. They can also help children begin to understand that actions have consequences.

Children with secure attachments and relationships, can feel confident in themselves and are therefore better able to make choices, show greater resilience and independence and participate positively in everyday activities.

<p>I need to:</p> <ul style="list-style-type: none"> • feel safe and secure • make choices • follow my own interests • show my emotions • feel connected to others • feel valued • see me and my world reflected in the environment 	<p>I am learning how to:</p> <ul style="list-style-type: none"> • interact with others • take turns and share • show my likes and dislikes • be kind • show consideration of and for others • recognise my feelings • recognise the feelings of others • regulate my responses with support • recognise how I am the same and different from others • recognise that my actions and those of others have consequences • become independent in my personal hygiene 	<p>My well-being is enhanced by adults who:</p> <ul style="list-style-type: none"> • respect and value my play • provide a range of choice within my play • give me time, space and freedom to explore and discover • listen to my views and trust my choices • promote my increasing independence • support me to manage uncertainty and change • recognise and validate my feelings, to help me to find ways to express, and begin to regulate my emotions • encourage me to be actively involved in my learning • listen, observe and notice my developing understanding • work together to meet my needs • ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays • respect, value, understand and support my culture, heritage and beliefs • provide opportunities to develop self-esteem through creativity and participation
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		<ul style="list-style-type: none"> • develop my understanding of how to keep my body healthy
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Reflective questions

For practitioners:

- How will I know whether the environment in my setting is meeting the needs of all children?
- How well am I providing children with a range of authentic, developmentally appropriate, experiences?
- How well does curriculum and assessment planning start with the needs and dispositions of the children in my setting?
- How well do I respond to and extend the individual fascinations and curiosities that children have?

For leaders:

- How well am I ensuring the pathways are used effectively to support learning?
- How well do I communicate high expectations of teaching and learning in respect of the pathways?

5. The role of the practitioner

We recognise that our role is integral to the progress of all children and is particularly significant in this period of early learning. We should set the expectation for learning by creating emotionally safe environments that support children to begin to express and regulate their feelings and behaviours in positive ways. We should model a joyful approach to learning, encouraging and supporting children's natural curiosity, making best use of **teachable moments** that occur naturally as we observe or engage in their play.

We have a responsibility to make strong connections with the child's home and community, to strengthen their sense of belonging through embracing past and present experiences.

We can have a positive impact on children's wellbeing, through being consistent in our care and modelling compassion and kindness. We should demonstrate respect for children, by supporting their decisions and choices. We should sensitively support children to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines. We should always look to maximise learning opportunities in these daily routines.

It is essential for us to make effective cross-curricular connections to deliver a broad and balanced curriculum, drawing on children's previous knowledge and experiences as well as their current fascinations. We should refine planning and the quality of provision, making regular adaptations to meet the needs of all children.

We should have a thorough knowledge and understanding of child development and apply this successfully in our daily work. We should use careful observation to follow a child's interests and plan future learning experiences from observations. We should take note of repeated patterns of behaviour as children begin to explore the world around them. We should understand that young children benefit from opportunities to repeat and practise actions in many different contexts to develop their thinking. We should support children to develop resilience, independence and confidence by encouraging them to take calculated risks and to challenge themselves.

6. Engaging experiences

The experiences we offer in the early years should be hands-on, meaningful and purposeful to the child. They should encourage children's independence; offer risk, challenge and opportunities to experience success along the learning journey. They should be rooted in real-life, authentic contexts, engaging children in deep levels of involvement and long periods of uninterrupted active learning.

Experiences can include children's own choices or emerge from local or current interests. They should support holistic child development, helping children to make connections across their learning experiences. There should be plenty of opportunities in our settings for children to return to experiences to revisit and consolidate their learning.

As they begin to attribute meaning to their marks, children should have a variety of opportunities to experiment with a range of mark making instruments and materials. These experiences help young children to notice and develop their understanding of [symbolic representation](#) using objects, pictures, and symbols, they support young children to recognise that marks, signs and symbols carry meaning.

Children need practical experiences that encourage them to use simple mathematical vocabulary when exploring quantity, number, shape and pattern.

Effective experiences will support children's cognitive development by providing opportunities for comparing, sorting and classifying living and non-living things. Children should have opportunities to explore and experiment with digital technology for a range of purposes.

All children should have experiences which promote enjoyment in physical activity. Children need regular access to a wide range of physical experiences indoors and outdoors using a range of equipment and resources. They should have experiences that allow them to use a wide range of tools and equipment with increasing control. These experiences will support children in developing an awareness of their bodies, coordination, core strength and balance, gross and fine motor control. They will help children to gauge and manage risk, supporting them to think, plan and make decisions about their movements and actions.

High quality experiences are essential to supporting children to develop social and communication skills. Children need experiences that help them build emotional resilience, they should be given time and support to express and recognise their own feelings and the feelings of others. These experiences should be carefully planned to develop children's attention and listening skills in a variety of contexts, in both the indoors and outdoors.

Experiences should reflect and value bilingualism and the diversity of culture and languages in Wales. Children should experience a wide range of stories, poems, songs and rhymes. Experience of different languages and cultures should be offered in sensitive and meaningful ways that give purpose to learning. These experiences can support children to develop and broaden their understanding of the richness and diversity of Wales, in the past and the present.

Multi-sensory experiences should provide opportunities to respond to and be inspired by the creativity of others and support children to communicate and express themselves creatively. They should provide opportunities to make and choose from a range of materials with different properties, and encourage children to develop their creativity, critical thinking and problem-solving skills.

Authentic experiences can support children to find out about man made, digital and natural environments, and develop their appreciation of the world around them and the need to take care of it. They can support children to develop an understanding of how things work, to actively solve problems and develop an awareness of causality. Through their experiences, children should be able to explore how they and objects move in space and experience language that describes and directs movement. These experiences should encourage children to notice, think and comment on their immediate environment and local surroundings, including natural phenomena.

7. Effective environments

The environment we create in our setting, indoors and outdoors, should be central to children's authentic experiences. For this reason, we should continuously monitor and review the effectiveness of the environment and adapt accordingly. During the early years, exploration of the environment is a key driver for development. Through exploration of their environment children begin to develop a sense of belonging and an appreciation of the world around them.

It is essential that we consider not only the physical spaces but also the emotional climate that support children to thrive. These environments will provide for wide and varied experiences that allow children to express themselves physically, creatively and imaginatively, and allow them to safely follow their interests, independently or with others. We should offer opportunities for children to experience a sense of awe and wonder; they should ignite curiosity about the living and non-living world, motivating children to explore, solve problems, develop their creativity and critical thinking skills.

We should ensure the environments in our setting celebrate and value diversity and demonstrate inclusivity. They should be communication rich and focus on promoting emerging communication skills and developing them further. The environment should ensure that children have access to a broad range of authentic resources to help build vocabulary and facilitate [concept development](#). A well-planned and organised environment will scaffold the development of children's understanding of mathematical concepts, for example, through visual and practical opportunities to experience number, shape and pattern in authentic contexts, both indoors and outdoors. There should be opportunities for children to develop gross and fine motor skills, as they challenge themselves physically. There should be access within the environment to a range of open-ended resources, including digital media, to enhance learning in developmentally appropriate ways. The environment will also support mastery, by allowing frequent and extended opportunities to practise, rehearse and embed taught skills in a wide range of contexts.

There should be flexibility and variety within the environment, offering risk and challenge, and supporting children to develop confidence, independence and resilience. The environment should be responsive to the range of emotions a young child can experience and should offer time and protected quieter spaces for [self-regulation](#), contemplation and reflection to nurture a child's wellbeing.

8. Pedagogy

Effective, child-centred pedagogy, which is responsive, dynamic and embedded in strong relationships, is essential to realising the ambition of this curriculum. Although the principles of effective pedagogy are embedded throughout this curriculum, it is particularly important for us to ensure that the learning environment within our setting provides consistent opportunities for the following:

- play and playful learning
- being outdoors
- authentic and purposeful learning

8.1 Play and playful learning

Play is a fundamental right for all children. Children have a strong intrinsic need to play. Through play and playful experiences, children find ways to explore a range of emotions and learn about the world they inhabit with others.

For all children, but especially in this period of learning, play is something they take very seriously. Play requires concentration and attention to detail and provides a vehicle through which children learn through perseverance and collaboration. Play is not only crucial to the way children become self-aware and the way in which they learn the rules of social behaviour, it is also fundamental to physical, intellectual and creative development. Play influences thinking and dispositions to learning and supports feelings of self-worth and self-efficacy which impacts on confidence and independence.

We should all value play, both an end in itself, and as something that we can observe closely with the clear aim of enhancing learning.

8.2 Being outdoors

Being outdoors is particularly important for young children. It supports social, emotional, spiritual and physical development and well-being. Being outdoors can also support high levels of confidence, and engagement. In an outdoor environment, children can explore, practise, and enhance their skills

The outdoors provides opportunities to inspire awe and wonder, and allows children to be themselves in open, relaxed and stimulating spaces. The outdoors provides rich and authentic opportunities to stimulate children's senses through what they hear, touch, see and smell.

Children who are able to engage and connect with the natural world can build an empathy for the environment, showing an awareness of their potential impact on the living world. They can begin to practically explore the concept of sustainability. Exploring the outdoors provides opportunities for children to develop a sense of place within their immediate surroundings, their locality, Wales and the wider world.

The scale of the outdoors gives scope for children to develop an awareness of themselves in space. Outdoor environments can provide a range of opportunities for children to improve balance and co-ordination, develop [motor function](#) and explore their physical potential. Whilst exploring the outdoors, children can develop their ability to assess and experience risk, helping to develop resilience and confidence.

A rich and diverse outdoor environment allows authentic opportunities for the development of [integral skills](#). The use of natural and open-ended resources enhances the development of imagination, creativity and curiosity.

8.3 Authentic and purposeful learning

We know that children learn well when actively engaged in experiences that stimulate their interest, ignite imagination, inspire curiosity and promote positive dispositions. These experiences should encourage children to investigate, explore, create and be active participants in their learning. Relevant and meaningful experiences that are rooted in real-life contexts will enable children to make connections, apply knowledge and consolidate skills.

Real-life experiences can enable children to take the lead in asking questions, identifying problems, taking risks and finding solutions. Creating opportunities for children to apply what they are learning to real-life situations helps them understand the purpose of their learning and can enhance well-being, self-esteem and resilience. It encourages exploration and creativity and will support children to develop an understanding of the world around them.

9. Cross-curricular skills

Literacy, numeracy and digital competence are mandatory skills across the whole curriculum and it is our responsibility to ensure children develop and progress in these skills. This section describes in detail the skills young children should acquire and master as part of their learning journey. When planning learning experiences, we should ensure that children have opportunities to apply, develop and extend these skills in meaningful contexts, using the developmental pathways.

9.1 Literacy

Language and communication is key to learning. Speech, language and communication should be developed holistically through real-life authentic experiences and play opportunities. We have a crucial role in providing the building blocks for language, beginning with supporting attention and listening. We can do this by ensuring that children are immersed in rich language experiences and activities to develop their listening, speaking and communication skills. When developing language and communication we should ensure that children are given time to process what they hear and see, before responding, reflecting, and revisiting. We must also understand that some children will also communicate by means other than speech.

The natural world provides a wealth of opportunities for language development through playful experiences, such as the crunch of a leaf or the splash of a puddle. The use of the outdoors promotes well-being, self-esteem and the confidence to communicate. The freedom of the outdoors can lower inhibitions and allow children to express themselves and be noisy.

We should support and encourage children to foster a love of books and stories through modelling reading with individuals and small groups. We must ensure that books and authentic reading materials, including books created by the children and are available throughout the environment, both indoors and outdoors. We should value the stories that children tell through their play.

We know that gross motor skills, such as climbing, spinning and throwing, are integral to the development of fine motor skills and mark making. We can support this development through ensuring children have opportunities to develop pre-requisite skills for mark making, such as, manipulating clay and dough, and through messy play and activities that help to develop grip.

We should provide opportunities for mark making across a variety of contexts and for a variety of purposes, with a range of tools and media. All children should have opportunities to develop an awareness that Wales has two official languages and that many other languages are spoken in our communities. We have a responsibility to ensure children develop positive attitudes towards

different languages and towards the people who speak them. Language skills learned in one language should support the development of knowledge and skills in another language.

Strand	Element	Incremental steps leading to progression step 1	Progression step 1 (These statements have been taken from the National Literacy and Numeracy Framework)
Listening	Listening for meaning	I am developing the skills to listen to, and understand and use, basic concepts in language with the support of visual cues and gestures.	I can listen to, understand and use basic concepts in language, e.g. position and comparison.
			Welsh medium statement: I can show awareness that some sounds change at the beginning of words, e.g. dau gi, y gath.
	Developing vocabulary	I can discriminate sounds in my environment. I can recognise and understand and range of spoken words.	I can discriminate sounds in my environment and in words.
	Listening to understand	I am beginning to listen to others with growing attention.	I can listen to others with growing attention.
		I can understand one or two-step instructions pictorially and/or verbally on familiar topics and routines.	I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines.
Listening as part of collaborative talk	I am beginning to listen to others and take turns in conversation	I am beginning to ask and answer questions to clarify my understanding of what has been said/heard/seen (including audio-visual material).	

		<p>I can listen to and join in with familiar songs, rhymes, stories and poems.</p> <p>I can listen to and join in with stories and rhymes that contain repetition, rhythm and rhyme.</p>	<p>I can join in with, repeat or memorise familiar songs, rhymes, stories and poems.</p>
Reading	Phonological and phonemic awareness	<p>I can play with, and am beginning to discriminate, sounds and words in my environment.</p>	<p>I can discriminate, play and manipulate sounds in my environment and in words.</p>
		<p>I am beginning to explore rhythm and rhyme.</p>	<p>I can use rhythm, rhyme, alliteration, syllables, and onset and rime to learn to read.</p>
		<p>I can discriminate between words that sound similar and different.</p>	<p>I am beginning to discriminate phonemes aurally in different positions, e.g. initial sounds, medial vowels, final sounds in spoken words.</p>
		<p>I can discriminate between print and pictures.</p>	<p>I am beginning to develop my knowledge of grapheme (written letters)–phoneme (speech sounds) correspondence.</p>
			<p>I am beginning to blend phonemes together aloud.</p>
			<p>I can articulate phonemes when I see the corresponding graphemes.</p>
	Reading strategies	<p>I can show an interest in and enjoy books and reading materials.</p> <p>I can role-play being a reader.</p>	<p>I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, e.g. hold books the correct way up and turn pages.</p>

			I can segment combinations of known letters orally.
		I can understand that print carries meaning.	I can understand there is a one-to-one relationship between the printed and spoken word.
			I am beginning to recognise and read high-frequency words.
		I am beginning to recognise familiar words, e.g. own name, and print in the environment.	I can recognise familiar words, e.g. own name, and print in the environment.
Understanding, response and analysis		I assign meaning to my own marks.	I am beginning to read back my own writing.
			I am beginning to show an awareness of full stops when reading.
		I can talk about pictures.	I can use context and pictures to help me understand what I read, adding detail to my explanations.
		I can develop my vocabulary through hearing stories, and use these new words in a variety of situations.	I can develop my vocabulary through reading, and use these new words in a variety of situations.
		I can respond to what I hear and see.	I can respond to what I hear, view and read.
		I can talk about and re-tell stories that are familiar to me in my own way	I can recall details of a story or text by answering open-ended questions or referring to prompts.

		I have experienced and can choose different types of reading materials, including digital.	I have experienced a range of different reading materials and literature, and I can follow texts read to me and respond appropriately. I can choose different types of reading materials, including books.
		I can share stories and events from my personal experience.	I can relate information and ideas from reading material and literature to personal experiences.
		I can express a simple opinion, verbally or non-verbally about what I hear and view.	I can talk about the literature I hear, view or read, and express simple opinions and respond to their content.
Speaking	Clarity and vocabulary	I am beginning to speak in a way that adults and friends around me can understand. I am beginning to produce a range of speech sounds accurately.	I can produce many speech sounds accurately.
		I can play with, copy and mimic sounds in my environment and words.	I can discriminate sounds, play with sounds and manipulate sounds in my environment and in words.
		I am beginning to use familiar words and experiment with newly learned vocabulary.	I can use familiar words and phrases and experiment with newly learned vocabulary.

		I can communicate meaning using speech and/or gesture. I am beginning to join words as I learn to speak in simple sentences.	I can communicate meaning using extended speech and/or gesture.
Purpose		I am beginning to share ideas and feelings and express what I like and dislike.	I can share ideas and feelings and express what I like and dislike.
		I am beginning to understand, and use, basic concepts in language, e.g. up/down, more/less, happy/sad.	I can understand and use basic concepts in language, e.g. up/down, more/less, happy/sad.
		I can express interest and enjoyment.	I can express interest and enjoyment.
		I am beginning to recall and re-tell significant events in simple terms. I can imitate real life and make believe experiences within small world and role-play.	I can re-tell events or experiences in simple terms.
		I am beginning to describe objects and events with increasing vocabulary.	I can describe objects and events, building and extending vocabulary.
		I am beginning to talk about events in the past and future that are important to me.	I am beginning to use appropriate language to talk about events in the past and future.
Collaborative talk		I am beginning to take turns in conversation.	I am beginning to take turns in a conversation, following the topic.

		<p>I can talk to my friends and familiar adults.</p> <p>I am beginning to use words in the language of the setting.</p>	<p>I am beginning to talk with my peers in the language of the setting/school.</p>
	Questioning	<p>I am beginning to ask and answer questions.</p>	<p>I am beginning to ask and answer questions to clarify my understanding.</p>
Writing	Vocabulary, spelling and grammar	<p>I can communicate by making marks in a range of contexts.</p>	<p>I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.</p> <p>I am beginning to sequence symbols, signs or words appropriately.</p>
		<p>I am beginning to assign meaning to my marks.</p>	<p>I can recognise the alphabetic nature of writing and understand that written symbols have meaning.</p>
		<p>I am beginning to discriminate between my marks.</p>	<p>I can discriminate between letters.</p>
		<p>I can make marks that have meaning to me and that represent letters and words.</p>	<p>I can write from left to right.</p> <p>I can distinguish between upper- and lower-case letters.</p> <p>I can form letters.</p>
		<p>I can represent my thoughts and ideas through drawings and I can draw with increasing control.</p>	<p>I can write words and phrases by using knowledge of letters and the sounds they represent.</p>

		I am beginning to recognise and repeat the rhythm within words and phrases.	I can segment words into syllables and sounds to help me spell. I am beginning to write using familiar words and phrases.
		I am beginning to manipulate a range of tools and resources with strength, control and using an appropriate grip	I am beginning to form letters correctly using an appropriate grip.
			Welsh-medium statement: I can show awareness that some letters change at the beginning of words, e.g. dau gi, y gath.
	Punctuation		I have an awareness of how words are separated by spaces.
			I am beginning to have an awareness of how capital letters and full stops demarcate sentences.
	Planning and organising for different purposes, audiences and context		I am beginning to understand that writing can be for different purposes and audiences.
			I can contribute to shared writing for different audiences and purposes.
		I can respond creatively to what I hear and see.	I can respond creatively to the range of literature I hear, view or read.

		I am beginning to communicate through image, sound and video.	I am beginning to communicate using text, image, sound, animation and video.
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9.2 Cross-curricular skills: Numeracy

Children are naturally inquisitive and develop an understanding of mathematical language, concepts and skills through multi-sensory play and authentic experiences. Children should experience daily outdoor play opportunities to encourage their further exploration of mathematical concepts in everyday life. Within the natural world there are a wealth of opportunities for mathematical development. We should plan to make best use of the learning experiences that surround them both outdoors and indoors. Open ended, found natural resources offer endless possibilities for mathematical exploration. With our support, and by providing an engaging environment, children can discover and understand that mathematics is everywhere. Modelling appropriate mathematical language and skills throughout the day will help children develop their [strategic competence](#). When developing mathematical understanding, it is imperative that we give children the time to observe, explore, investigate and experiment to work through the process of problem solving. This problem-solving process should be valued in itself and may not result in an outcome or answer.

Strand	Element	Incremental steps leading to progression step 1	Progression step 1 (These statements have been taken from the National Literacy and Numeracy Framework)
Developing mathematical proficiency	Conceptual understanding	I am developing my problem solving skills through authentic opportunities to classify and sort.	I can make connections so that basic mathematical concepts can be transferred during play and classroom activities.
		I am beginning to understand and use basic mathematical concepts in a variety of ways.	I can understand and use basic mathematical concepts in a variety of ways.
		I am beginning to show curiosity, explore and investigate.	I can explore answers within the context of the problem and I am beginning to consider whether answers are sensible.

	Logical reasoning	I am beginning to use every day mathematical language in my play to communicate my ideas.	I can use everyday and mathematical language to talk about my own ideas and choices.
	Fluency	I am beginning to use appropriate mathematical concepts, through daily routines and play experiences.	I am beginning to apply relevant facts and techniques.
	Strategic competence	I am beginning to explore a range of open-ended resources to help me.	I can select the appropriate equipment and resources to help me.
		I can use trial and error in my problem solving.	I can suggest what I might need to do to complete the task or reach a solution. I can explore appropriate mathematics and techniques to use.
	Communicating with symbols	I can use objects and make marks to represent quantities.	I can explore informal, personal methods of recording, moving towards using symbols.
Understanding the number system helps us to represent and compare relationships between numbers and quantities	The number system I can listen to and join in with rhymes, songs, stories and games that have a mathematical theme. I can recognise that anything can be counted, not just objects, e.g. claps, steps. I can investigate and experiment with quantity, comparing and contrasting a variety of objects develop an understanding of the conservation of number .	I can notice, read and write numbers from 0 to beyond 10, and relate a number to its respective quantity. I can compare and order numbers beyond 10.	

		I can count with increasing reliability, forwards and backwards up to 10.	I can count reliably, forwards and backwards, to beyond 10.
		I am beginning to notice numbers within my environment.	I can notice, read and write numbers from 0 to beyond 10, and relate a number to its respective quantity.
		I can compare and order numbers up to 10.	I can compare and order numbers beyond 10.
		I can demonstrate an understanding of one-to-one correspondence and begin to use it within my play.	I can demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures.
		I can use my visual sense of number to make comparisons.	I can use my visual sense of number to make estimates and comparisons.
			I can explore estimates by using counting or measuring.
	Calculation	I am beginning to use mathematical language, such as 'more than', 'less than', 'same as' in my play.	I can understand and use the concept of 'one more' in my play. I can understand and use the concept of 'one less' in my play.

		I can explore number facts in practical ways e.g. finger rhymes, stories and games	I can combine two groups of objects to find 'how many altogether?' I can take away objects to find 'how many are left?' I can find and use number facts to compose a number (up to 10) in different ways.
	Financial literacy	I can use the language of money in real life and in my play.	I can exchange money for items and use the language of money.
		I explore the purpose of money through role-play and in real-life situations.	I can demonstrate an awareness of the purpose of money through role-play and in real-life situations.
Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world	Measurement	I can explore the concept of size.	I can use non-standard units of measure to discuss my sense of size.
		I can explore, compare and order objects in terms of size, weight or capacity by direct observation	I can use direct comparisons with: <ul style="list-style-type: none"> • length, height and distance, e.g. longer/shorter than • weight/mass, e.g. heavier/lighter than • capacity, e.g. holds more/less than.
		I am aware of the elements of daily routines and understand the terms 'before' and 'after'.	I can anticipate events related to elements of daily routines and use the terms 'before' and 'after'.

		I can use 'now' and 'next' to show understanding of the basic concept of time in terms of my daily activities.	I can use the basic concept of time in terms of my daily activities. I can demonstrate a developing sense of how long tasks and everyday events take.
	Shape and space	I can explore and use 3D and 2D shapes in my play and begin to experiment with their properties e.g. do they roll? Stack? Fit together? I can recognise, identify and use the names of familiar 3D and 2D shapes found in my environment. I can notice and explore symmetry in my environment and through my play. I can notice and explore visual, auditory and physical patterns in my environment and through my play.	I can discuss the properties of shapes that I use in my everyday learning.
	Position	I am beginning to explore movements and directions.	I can explore movements and directions.
I can show awareness of position.		I can describe position.	
I am beginning to explore relationships and make connections between size and perspective.			

Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions	Collecting data	I have collected data found in my environment.	I have collected data found in my environment.
	Representing and interpreting data	I can sort and match sets of objects or pictures by recognising similarities.	I can sort and match sets of objects or pictures by recognising similarities and can communicate my choices.
		I can use objects, mark-making or digital media to begin to record collections.	I can present work orally, pictorially and in written form, and use a variety of ways to represent collected data. I can use mark-making to begin to record collections. I can interpret information presented in charts and diagrams, and draw appropriate conclusions.

9.3 Cross-curricular skills: Digital competence

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. Digital competence is essential for children if they are to be informed, capable and have the potential to be successful in today's society. Digital competence should not be confused with information and communication technology (ICT); it focuses on developing digital skills which can be applied to a wide range of situations that are relevant to their world.

In this increasingly digital world, it is essential that children have the opportunity to explore and develop their digital knowledge and skills. This is more than creating tasks involving digital devices or media, children need to be immersed in authentic and purposeful experiences incorporating digital skills and competencies in their everyday lives. Digital devices and media can be used to enhance children's play and should be part of the provision on offer. Digital media goes beyond tablets and laptops to include programmable toys, cameras, CD players, digital weighing scales, tills and more. Developing digital competence should, where appropriate, be

integrated into the five developmental pathways as a way of enhancing learning by adding value to activities both indoors and outdoors.

Element	Incremental steps leading to progression step 1	Progression step 1 (These statements have been taken from the Digital Competence Framework)
Citizenship	Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.	
	I am beginning to:	I can:
Identity, image and reputation	<ul style="list-style-type: none"> • identify digital images of themselves and familiar people. • recognise that some devices require a simple password/action to access them, e.g. swipe a device or input a password to activate. 	<ul style="list-style-type: none"> • distinguish between someone I know and someone I have never met. • recognise data online with adult support, e.g. find images of myself and others on the school website/school social media page. • recognise that actions have consequences, and I can identify simple rules and strategies to keep myself safe online.
Health and well-being	<ul style="list-style-type: none"> • choose from a range of digital resources, including applications to create, e.g. choose draw/paint icon on websites or devices • use a range of digital devices, including applications to create e.g. use a camera to take photographs. • identify the favoured items of others, e.g. recognising friends like to use remote control cars, or microscopes to explore. 	<ul style="list-style-type: none"> • identify and use a range of media and digital devices from familiar experiences.

Digital rights, licensing and ownership	<ul style="list-style-type: none"> find photographs and symbols of me and others familiar to me, recognise my name and the names of those familiar to me e.g. find photographs in a digital album; begin to recognise my name or a friend's name. 	<ul style="list-style-type: none"> add my name to digital work.
Online behaviour and online bullying	<ul style="list-style-type: none"> express simple likes/dislikes, e.g. makes choices to accept or reject digital activities offered. draw adult attention to express likes or dislikes to something/someone online. 	<ul style="list-style-type: none"> make decisions based on what I like and dislike. communicate some of my feelings and I am beginning to become aware of the feelings of others.
Interacting and collaborating	Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques effectively.	
	I am beginning to:	I can:
Communication	<ul style="list-style-type: none"> recognise that I can communicate using a range of digital methods in appropriate contexts e.g. use video call to see and speak, a phone to speak. 	<ul style="list-style-type: none"> talk about different forms of online communication, e.g. e-mail, messaging, video call.
Collaboration	<ul style="list-style-type: none"> engage in the same digital activity with my friends and/or familiar adults, e.g. play a game with remote control cars demonstrating awareness of each other's contribution. 	<ul style="list-style-type: none"> work with others to produce digital work.

Storing and sharing	<ul style="list-style-type: none"> save and retrieve my digital work, with help. 	<ul style="list-style-type: none"> save and retrieve my digital work, e.g clicking icons, within apps, camera roll.
Producing	<p>These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise, however, that producing digital content can be a very creative process and this creativity is not intended to be inhibited. Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.</p>	
	I am beginning to:	I can:
Sourcing, searching and planning digital content	<ul style="list-style-type: none"> demonstrate an awareness of how to complete a digital task, e.g. use digital equipment to complete a familiar task e.g. record my voice on a digital album/talking tiles/pegs. use an on-screen icon to search for specific programmes or websites, e.g. searches for paintbrush icon when starting a digital picture. 	<ul style="list-style-type: none"> identify steps to success in response to questions with support. explore familiar software. find information, such as images, using keywords.
Creating digital content	<ul style="list-style-type: none"> intentionally create different marks, images, sounds or videos using appropriate digital resources. 	<ul style="list-style-type: none"> explore and use appropriate software to add text and images, exploring size and colour. explore and use animation and video. create simple digital work.
Evaluating and improving digital content	<ul style="list-style-type: none"> express positive or negative feelings/views when reviewing my own creations. 	<ul style="list-style-type: none"> comment on work in relation to a single success criterion.
Data and computational thinking	<p>Computational thinking is a combination of scientific enquiry, problem-solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.</p>	

	I am beginning to:	I can:
Problem-solving and modelling	<ul style="list-style-type: none"> develop an understanding of cause and effect e.g. when I press 'play' on a CD player music comes on. 	<ul style="list-style-type: none"> recognise and follow instructions in the appropriate order to perform a task.
	<ul style="list-style-type: none"> show a growing awareness of sequences and patterns in everyday activities e.g. the CD player has to be plugged in and switched on before 'play' works. 	<ul style="list-style-type: none"> identify, create and follow sequences and patterns in everyday activities.
	<ul style="list-style-type: none"> follow one or two-step instructions to undertake a process e.g. programmes a toy to move forwards/backwards etc. 	<ul style="list-style-type: none"> organise, select and use simple language to give instructions to others.
	<ul style="list-style-type: none"> be able to give instructions to a programmable toy. 	<ul style="list-style-type: none"> control devices giving instructions.
	<ul style="list-style-type: none"> recognise when things go wrong and explore ways to problem solve. 	<ul style="list-style-type: none"> identify errors in simple sets of instructions (algorithm).
Data and information literacy	<ul style="list-style-type: none"> understand that things can be represented in other ways e.g. notice the connection between a photograph and a physical item. collect data found in my environment. sort and classify objects using one criterion. 	<ul style="list-style-type: none"> collect data found in my environment. sort and classify objects using one criterion. present and evaluate my data by creating simple charts, e.g. pictogram.

10. Assessment

10.1 Getting to know the child in our setting

A child's early years is both relatively brief and highly significant to their overall development. Development is rapid from birth to five, as first babbles lead into conversation and as physical movements become increasingly more complex and sophisticated. It is important to value this period of time and to nurture the playfulness and curiosity of children. The temptation for us to rush through skills, knowledge and experiences can have an adverse effect on the next stages of learning. At every stage of development, we should remain focused on the present needs and not those of the coming year(s). If we get to know the children in our setting, their development needs and their interests, we are more likely to foster enjoyment in, and positive dispositions to, learning.

As children join our setting for the first time, they may encounter new expectations and routines. We know that, for some, this transition may be smooth and relaxed and, for others, it may require a longer settling-in period. By using our knowledge of children's previous experiences, likes, dislikes and interests, we will be better placed to ease this transition.

Our focus on getting to know children helps to build a picture of each individual child. We do this because we value the unique sets of skills and knowledge each child brings to our setting. Developing our relationship with the child should be a joyful experience for everyone.

We should ensure we are appropriately skilled to understand the role of observation and how it supports assessment. We should watch and listen to children and reflect upon what they are doing and saying. Assessment is made through in-depth analysis of observations which focus on what children can do.

10.2 Observing children

Observation plays a key role in our practice. It should be grounded in our thorough knowledge of child development and the child should be at the centre of the process.

Observation helps us to find out what motivates, interests and engages young children. It helps us to understand their levels of involvement, their emotional states, their friendships, skills and competencies. Effective observation enables us to analyse what we see and hear, and then respond in ways which will help children make progress. We should use these observations to inform current and future planning in our setting. Our observations may be planned and specific; they may be timed over a period or be

spontaneous occurrences when something new or significant is noticed. Using a range of observation techniques will ensure that we obtain detailed understanding of each child.

Observations help inform us of children's fascinations. Making the most of these fascinations can help extend learning, especially when planning the experiences and environments through which concepts can be explored.

We should observe children throughout the day, indoors and outdoors, in solitary and collaborative play. These contexts will help us identify a range of skills and knowledge as children engage with different experiences. As part of this process, we should consider how, when and whether to interact in the child's learning. We should ensure we record our observations in a concise and manageable way that works well for our setting. Our observations should be the catalyst for our planning of future learning experiences and environments.

10.3 Assessing children

Assessment has three main roles:

- supporting the individual child on an ongoing, day-to-day basis
- identifying, capturing, and reflecting on individual progress
- understanding group progress over time to help the setting reflect on their practice.

Assessment aims to find out what children can do and should be carried out through in-depth analysis of our observations. Assessment plays a fundamental role in enabling each individual child to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. It gives us a greater understanding of the child's emotional, social, cognitive, and physical development across the five developmental pathways. It allows us to tune in to the ways in which children prefer to learn and understand how best to motivate them. Effective assessment can also support us to identify those children who may need extra support or challenge to help them reach their full potential.

It is important we understand that learning is not linear and different children are likely to progress in markedly different ways. We must recognise this and allow for a variety of diversions, stops and spurts in a child's learning journey.

Assessment should not be a tick list or a one-off event. It should be a continuous process that is useful, manageable, and purposeful, both to us and to children's progress. Assessment should be indistinguishable from teaching and learning. Assessment can support us to provide experiences and an environment that supports the child's learning through authentic contexts.

Reflective questions

For practitioners:

- How well do I use analysis of observation to inform day-to-day planning?
- How well do I use a variety of observation methods in my setting?
- How do I ensure a balance of observations across the five developmental pathways?
- How do I ensure observations focus on a variety of aspects?
- How well do I ensure enough time is taken to observe, listen to and tune into each child to see that they are progressing well?
- How well do I ensure my interactions do not interrupt children's learning?
- How well do I ensure parental contributions are valued in getting to know the child?
- How well do I tune in with the child to collaborate in the learning process?

For leaders:

- How well do I support and maintain a strong learning culture which supports and challenges practitioners to enable children to make appropriate progress?
- How do I use my team's observations and assessments to inform strategic planning?
- How well do I ensure practitioners focus on a full range of aspects in their observations?
- How well do I identify the professional learning needs of practitioners in my setting?
- How well do I ensure practitioners have the time to observe all children on a regular basis?
- How well do I reflect on the quality and usefulness of the observations and assessments to develop my setting's practice and pedagogy?

11. Enhancing practice

This section outlines a range of themes that we consider to be particularly important to the successful delivery of high-quality teaching and learning for our youngest learners. We should use this section to reflect on our individual knowledge, skills and experience. It is our responsibility to be aware of our own specific professional learning needs and seek out further opportunities to address these. We should work with our professional networks, umbrella organisations and other key partners to ensure our setting offers the best possible experience for the children in our care.

11.1 Leadership

What is effective leadership and why is it important?

When we talk about leadership in our setting, we are referring to all staff in a management, leadership or supervisory role as well as the single leader with overall responsibility for the setting

Effective leaders should be inspiring role models. They should model a high standard of practice, knowledge and care and value the skills and knowledge of the practitioners in their settings. They should ensure that all practitioners understand their roles and responsibilities and work with them to create a shared vision, which is understood by all. They should be committed to continual professional development, both for themselves and other practitioners, using a range of approaches within and outside of the setting. They should encourage reflection and regularly monitor and assess practice to ensure continual improvement.

Effective leaders should have good communication skills, ensuring that all within the team know exactly what is going on, and should delegate tasks where appropriate. They should also model good listening skills, taking on board ideas and suggestions from team members. Effective leaders should welcome collaborative working with a range of partners, including parents, carers and others within the community and involve them in decision-making, where appropriate.

Effective leaders should make good use of the self-evaluation process, to consider how best to maintain and improve their setting to ensure it offers the best experience for young children. All relevant partners should be included in this process to ensure their views are heard.

Reflective questions for leaders

- How well do I include partners in creating, developing and realising the vision for my setting?
- How well do I evaluate the implementation of this vision?
- How well do I identify the professional learning needs of myself and the practitioners in my setting?
- How well do I identify the need for, and implement change to ensure it is successful?
- How well do I include all relevant partners in the self-evaluation process?
- How well do I evaluate quality?

11.2 Physical literacy

What is physical literacy?

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding that provides children with the foundation for lifelong participation in physical activity. Supporting children to be physically literate enhances their physical, cognitive, social and emotional development and creates healthy, active movers. Children have a natural desire to be physical, however some children will have additional physical needs when accessing activity and play opportunities.

To be physically literate, children need to develop a wide range of fundamental movement skills. These skills are the basis for moving with competence and confidence in every kind of activity. As children engage and progress in physical activity they build competencies from single actions to co-ordinated movements. Building an awareness and understanding of physical development will ensure we can support children to master movements before challenging them with increasing complexity.

Why is physical literacy important?

It is essential for us to lay the foundations of physical literacy in the early years to ensure children are able to develop their motor skills. Creating an environment which encourages children to move can also support the development of life-long healthy behaviours. Developing coordination, flexibility, muscle strength and balance can also improve engagement in learning, confidence and self-esteem. Positive experiences of physical movement can support children to build on their intrinsic motivation to be physically active.

Promoting movement to improve children's physical literacy

Is important for us to model positive attitudes towards physical movement, and support children's physical literacy through providing **time**, **space** and **opportunity** for children to:

- be physically active outdoors and indoors
- build confidence in their own physicality
- explore, practice, and consolidate a wide range of physical movements
- have their need to be physical acknowledged and provided for
- experience a range of play types e.g., rough and tumble, exploratory, locomotor and risky play

- actively participate in music, songs, nursery rhymes and stories
- physically explore the world around them from different levels
- engage with a rich environment that promotes **active play**
- experience a range of positions, movements and contexts which motivate a child to move.

Reflective questions

For practitioners:

- How do I ensure that children are engaged in a wide range of physically active play both outdoors and indoors?
- How well does the environment I create motivate children to be active?
- How well do I ensure the opportunities and experiences that are on offer in my setting are developmentally appropriate for children?
- How well do I ensure that I provide children with enough time, space and opportunity to develop their physical literacy?

For leaders:

- How well do I support my team to model positive attitudes towards physical movement?

11.3 Inclusion

What is inclusive practice, and why is it important?

Inclusive practice recognises, values and promotes the diversity of children and families, and ensures they receive equitable treatment, representation, opportunities, and respect. Inclusive practice respects and responds to the unique experiences of children and their families ensuring that all children receive appropriate support to participate fully in learning.

During their time with us it is essential that children feel confident in who they are. Implementing inclusive practice within our pedagogical approach can ensure that all children have a strong sense of belonging and feel valued and represented in our setting and that they all have an equal opportunity to thrive.

What does an inclusive setting look like?

We know that children are influenced by their environment and the adults around them and that they learn from everything they see, hear and do. We have a responsibility to positively influence children's development through creating an accessible and inclusive environment in our setting, which values and celebrates everyone.

Our environment should:

- be well organised to ensure accessibility for all
- include diverse and authentic representation within resources, images, text, (gender, ability, sexual orientation, religion etc.)
- make appropriate adaptations to remove barriers to participation
- offer open ended resources which reflect diversity and are not gender-specific

Reflective questions

For practitioners:

- Do the routines and resources in my setting reinforce or challenge stereotypical thinking? How do I know this?
- How well do the resources in my setting authentically represent the range of communities living locally, nationally and internationally?
- How well do the resources in my setting reflect a range of family structures and backgrounds?

For leaders:

- Have I considered the impact of [unconscious bias](#) on practice and provision? Is there a need for professional learning among my practitioners?
- How frequently do I evaluate my equal opportunities policy? How well do I ensure it is effective and comprehensive?

11.4 Adverse childhood experiences

What are adverse childhood experiences?

Adverse childhood experiences describe traumatic events a child may experience before the age of 18. These could include: abuse, neglect, bereavement, parental separation, parental imprisonment and exposure to substance misuse or domestic violence.

Research suggests that adversity and trauma can have a lifelong impact on mental and physical health and well-being. Adversity can impact each family and child differently. In general terms, exposure to adversity and trauma can mean that children are exposed to higher levels of stress which they can find difficult to manage.

Families may experience short episodes of adversity and trauma, others may occur over a longer and more sustained period of time. In such circumstances, families may struggle to provide responsive care and a nurturing environment for their children. Exposure to adversity and trauma, over the short or longer term, can have a detrimental effect on children's capacity to learn and develop.

What is our role in supporting children?

We have a responsibility to keep children safe from harm. Research suggests that good quality settings can reduce the impact of adversity on children. We can help children to develop the necessary skills to build resilience, through consistent, positive relationships in emotionally safe environments.

As part of our practice, we should reflect on how well we relate to families. Settings which demonstrate best practice will have an 'open door' policy for all families and carers to feel comfortable in sharing any relevant information that may affect the child. It is equally as important that we are able to recognise the extent of our own knowledge and responsibilities, and that we know when to seek further advice or signpost families to other sources of support.

Further information

- [Public Health Wales](#)

Reflective questions for leaders:

- How well do I implement a whole setting approach to supporting children who may have experienced adversity and trauma?
- How well do I identify a need for and support relevant professional learning for staff?
- How well do practitioners in my setting understand their responsibilities in relation to safeguarding?
- How well do I share relevant information about children and their families with staff?

11.5 Schemas

In our practice, there may have been times when we have wondered why young children do what they do. We may have observed a child repeating an activity over and over again – tipping over containers and emptying contents on the floor, making circles in the sand or paint, wrapping themselves or objects up in fabric. These repeated actions support vital brain development and are called schemas. These actions may have seemed a little odd, or even a little irritating, at times, but to a child, they are a necessary step in their understanding of the world and themselves. Schemas can support children to express their developing ideas and thoughts through their exploratory play. The repetitive actions of schematic play allow children to construct meaning in what they are doing.

Some children have a very strong drive to repeat actions such as lining objects up, moving things from place to place, filling and emptying containers, covering things or throwing them. Schemas may change over time, for example a child may experiment with a particular schema such as enveloping themselves in blankets, scarfs before moving on to enveloping objects of varying sizes, with fabric, paper or paint. As children integrate new learning into existing schema they adjust their current thinking to accommodate these new experiences.

It is important to note that some children may display more than one schema while others may show none at all.

Why are schemas important to early development?

Schemas can play a key role in laying the foundations for future mathematical and scientific understanding; they provide physical opportunities to fully understand language concepts and encourage problem-solving and creative thinking. Children's exploratory drive to find out how and why things happen strengthens their [neural pathways](#) making it easier for children to make connections in learning, test out their [emergent thinking](#) and make choices and decisions. Failing to provide opportunities for children to fully embrace and explore their schema may be detrimental to their sense of [agency](#).

Types of schema

There are many different types of schema, the most common types seen in children's play and exploration are listed below. We can see that many of these patterns of repeated behaviours are testing out mathematical and scientific concepts as children use objects and materials in their play. Children may show a fascination for one, some, or all of the following schema:

- **Trajectory:** This involves exploring height, speed, distance and how things move (horizontally, vertically and diagonally) and how children can affect that movement.
- **Rotation:** This involves exploring shape, space, spatial awareness, movement and rotation, including how children turn themselves around, and how objects spin and bounce.
- **Enclosing:** This involves exploring the properties of, size, shape, and measurement, and volume of spaces through creating and or occupying enclosed spaces.
- **Enveloping:** This involves exploring space, volume, capacity, weight, spatial awareness and size through covering or wrapping objects or themselves completely. Children may also fill bags, baskets or containers.
- **Transporting:** This involves exploring quantities through moving objects, a collection of objects or themselves from one place to another.
- **Connecting and disconnecting:** This involves exploring size, shape and estimation through joining things together and taking them apart.
- **Positioning:** This involves exploring ordering, sequencing and classification through placing and arranging objects in patterns or rows.
- **Orientation:** This involves exploring balance, height, width and length through looking at things from different angles either using objects or themselves.
- **Core and radial:** This combines the straight movements of the trajectory schema with circular movements of the rotation schema. This can be seen in mark making and when children combine schemas in their play.

Schema dominance may change over time, as children explore individual schema and then combine them together to use in more complex play. Our observations of play will often show children using pairs and groups of schema which form a network of clusters, grouping and regrouping as the child's learning and interests evolve. Positive and purposeful interactions and experiences impact on the development and coordination of schema clusters; this requires us to balance how, when or if we enter into children's play to extend current thinking. As children develop, their schema clusters begin to function together, enabling the child to think and act more efficiently, showing greater dexterity and understanding of concepts and language. At this point, it may be more difficult for us to identify individual schema, however regular observations should inform practice and provision.

Reflective questions

- How confident am I in recognising and understanding schemas and their link to learning?
- How well do I share my observations with parents – is it a two way process?
- How well do I use my observation of children's play to identify and plan for schematic learning?

- How well do I ensure there is a range of open-ended resources indoors and outdoors to support schematic learning?
- How well do I ensure that children are provided with opportunities to engage in deep levels of schematic play?
- How do I use my knowledge of schemas to support a child's transition into a new setting?

11.6 Transitions

What are transitions?

Transitions are changes which take place in a child's life, which require them to adapt to a new set of circumstances. These may include major changes such as bereavement, divorce, moving home or the transition from home to setting. Smaller, but still significant, are the transitions which take place within our setting, such as moving from room to room, or activity to activity. Some children may find moving from situations which were previously comfortable and familiar more challenging than others and will require effective support to develop the skills needed to cope.

Types of transition

- **Horizontal** – the multiple changes that occur throughout the day, from home to setting, from periods of play to mealtimes, from outside to inside.
- **Vertical** – major changes that occur in families to which they may have to adjust socially and culturally to new sets of rules, routines and expectations for example when moving from home to setting, from setting to primary school.
- **Multiple** – some children may transition more than two or three times in any one day or week these multiple transitions may occur from for example from home to breakfast club, breakfast club to nursery, nursery to grandparents and grandparents to home.

Why are successful transitions important?

How well we manage transitions can determine whether the experience is positive or negative for the child. A lack of appropriate support through the transition process can lead to negative long-term effects of children, for example, low self-esteem and confidence, an inability to form meaningful relationships and a reduced capacity to cope with change in the short and longer term. Ensuring the well-being of children is an integral part of the transition process. Taking a child-centred approach to transitions can positively influence how well children are able to make the necessary adjustments to the challenges and opportunities of any new situation.

How can we support positive transitions?

It is essential we plan transitions with the individual needs of the child in mind. Every child is different, and some will need more support than others. We should work in partnerships with parents and carers to understand the individual needs of each child and work together to make transitions as smooth as possible.

Building trusting relationships between the home and our setting, where we share the same aspirations for learning and development, nurtures children's wellbeing and sense of belonging. Recognising parents and carers as the child's first educator and valuing what they know about their child is vital not only for smooth transition from home to setting, but also for ongoing effective partnerships. Settings which foster open dialogue with parents/carers and who listen to and observe children will be better placed to provide a positive transition experience.

Reflective questions

- How well do I use the information shared through my engagement with parents/carers to support effective transitions?
- How well do I ensure good partnerships are established and developed with schools and other settings?
- How well do I ensure that the voice of the child is represented in the transition process?

Glossary of terms

Term	Definition
Preferred learning environment	An area in the setting, where a child chooses to spend most of their time.
Communication rich	A communication-rich environment is thoughtfully designed to develop children’s speaking and listening skills, emotional well-being, physical engagement and general engagement.
Sustained shared thinking	Two or more individuals (adults and children) working together to solve a problem, clarify a concept or evaluate an activity. This usually takes the form of a conversation with the adult and child both contributing ideas to come to possible conclusions together.
Emerging theories	The way in which children draw on and apply ideas and understanding accumulated from their personal and social experiences, in order to make sense of the world around them.
Teachable moments	Unexpected or unplanned events or experiences which offer opportunity for learning. They provide meaningful contexts for adults to introduce or expand on something of interest or curiosity to the learner.
Symbolic representation	The ability to depict ideas through the use of words, sounds, and objects during play.
Concept development	A process, linked to language development, which supports learners to gain an understanding of direction, location, position, number, quantity, sequence, attributes, dimension, size, and similarities and differences.
Self-regulation	A foundational skill of early childhood. As children grow and are supported by adults, they learn how to manage emotions and behaviours.
Motor function	The ability to control movements and postures.
Integral skills	<p>The key set of skills all children need to develop and which underpin the four purposes of the curriculum. These are:</p> <ul style="list-style-type: none"> • creativity and innovation • critical thinking and problem-solving • personal effectiveness

	<ul style="list-style-type: none"> • planning and organising.
Strategic competence	The growing ability of a child to apply strategies to formulate and solve mathematical problems.
Conservation of number	The understanding that the count for a set group of objects stays the same no matter whether they are spread out, close together or rearranged.
Active play	Any activity that involves moderate to vigorous bursts of high energy.
Unconscious bias	Non-deliberate prejudice or unsupported judgments in favour of or against one thing, person, or group as compared to another, in a way that is usually considered unfair.
Neural pathways	A series of connected neurons that send signals from one part of the brain to another. Children develop connections through everyday experiences and interactions.
Emergent thinking	The process through which children develop theories and ideas through exploration.
Agency	Being able to make choices and decisions to influence events and to have an impact on one's own world.

Annex A

Principles of Progression

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

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.

Areas of learning and experience

Expressive Arts

- Introduction

The dynamic nature of the *expressive arts* can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.

The Expressive Arts Area of Learning and Experience spans five disciplines: [art, dance, drama, film and digital media and music](#). Although each discipline has its own discrete *body of knowledge* and *body of skills*, it is recognised that together they share the *creative process*.

What matters in this Area has been expressed in three statements, which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes.

Learning and experience in this Area encourages the development of knowledge, skills and values that can help learners grasp the opportunities and meet the challenges that arise in their lives.

Whether as creators or as audience, through engaging with the expressive arts, learners can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement can equip learners with the skills to explore cultural differences through time and place.

Importantly, this Area wants to make the expressive arts accessible to all learners and, through this inclusive approach, expand the horizons of every learner. Experiencing the expressive arts can engage learners physically, socially and emotionally, nurturing their well-being, self-esteem and resilience. This can help them become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**.

Experiencing the expressive arts can also encourage learners to develop not only their ability to appreciate the *creative work* of other people, but also their own creative talents, artistic skills and performance skills. The aim is to provide learners with opportunities to explore, refine and communicate ideas while thinking creatively and engaging their imagination and senses.

Engagement with this Area requires personal application, perseverance and close attention to detail, dispositions that contribute to making learners **ambitious, capable learners ready to learn throughout their lives**.

Experiences in this Area can provide inspiration and motivation as it brings learners into contact with *creative processes*. This means providing learners with opportunities such as visits to theatres and galleries and bringing the expertise of external practitioners into the classroom.

Engagement with the expressive arts can enhance learners' employability as they are encouraged to manage their time and resources to achieve meaningful work and meet deadlines. It can foster critical inquiry that can lead to change. Together, these skills can support learners to become **enterprising, creative contributors, ready to play a full part in life and work**.

In addition, the evaluation involved in the creative process enables learners to explore complex issues, to challenge perceptions and to identify solutions. This can lead learners to a better understanding of their own cultural identity and that of other people, places and times. From this experience they are supported to become **ethical, informed citizens of Wales and the world**. Finally, through the enjoyment and personal satisfaction they gain from creative expression, learners can become more confident, which can contribute directly to enriching the quality of their lives.

- **Statements of what matters**

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals

Exploring this Area, both through their own creative work and other people's, engages learners with genres, techniques, tools, materials and practices and enables them to become curious and creative individuals.

By exploring forms and disciplines in the expressive arts, whether through experimentation, play or formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means. This exploration can also progress their understanding of how the expressive arts shape ideas and feelings. It can encourage them to develop their imagination and draw upon their own experiences, skills and talents to become creative artists themselves.

The expressive arts are also a powerful medium through which learners can explore Wales and its unique traditions and diverse cultures. They can provide opportunities for learners to explore their own cultural heritage and that of other people, places and

times, and through this discover how the expressive arts can be used to shape and express personal, social and cultural identities. Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be a force for personal and societal change.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts

Responding within the expressive arts engages the emotions and the intellect. Response may be a simple sensory reaction to artistic stimulus or a critical analysis of creative work. The ability to reflect is deepened as learners increase their knowledge and understanding of how and why creative work is developed and produced.

Adopting the skills and critical vocabulary encountered in this Area can equip learners to consider creative work in a range of media, forms, genres and styles.

Learning the important skills of refinement and analysis can contribute to their creative development.

Learners' resilience can also be developed when they are encouraged to identify how they can improve their work and respond to feedback from others.

The act of responding encouraged by engagement in this Area challenges learners to reflect on the effectiveness of their own work and that of others, including the work of artists from Wales and beyond.

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

By engaging with this Area, learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. This learning and experience can foster resilience and flexibility to overcome challenges.

Creating in the expressive arts embraces a range of activities including planning, drafting, designing, making, choreographing, shaping, composing and editing. Creating requires learners to develop and demonstrate control of a range of skills and an application of knowledge.

During the creative process learners communicate through a variety of art forms or disciplines. Communication includes performing, presenting, sharing, exhibiting and producing with consideration of the audience.

In this Area, learners' engagement with the creative process can enable them to recognise opportunities to transform their ideas safely and ethically into work which has cultural and commercial value, and to use their creative skills to realise ambitions.

- **Principles of progression**

Increasing breadth and depth of knowledge

Learners demonstrate progression in the Expressive Arts Area of Learning and Experience (Area) by exploring, experiencing and creating increasingly complex meaning. Linking new learning to existing knowledge develops an increased sophistication of conceptual understanding. Moreover, learners learn and refine different types of knowledge and skills including the techniques, processes and skills required to create and interpret in each field of the arts. Additionally the integral skills of creativity; synthesis; critical thinking; and understanding of social and cultural contexts are crucial to this Area.

Deepening understanding of the ideas and disciplines within areas of learning and experience

Progression is demonstrated through the continuing development of the knowledge, skills and capacities required to appreciate, create, explore, respond and reflect both within specific disciplines and in combinations of disciplines. In the early stages, learning is characterised by a growing curiosity for being creative and innovative by exploring with a range of resources and materials in various domains. Combining disciplines occurs purposefully but remains organic. As learning progresses, learners become increasingly aware of the expressive arts' disciplines and their key features, including (though not necessarily limited to) art, dance, drama, film and digital media, and music. Learners make links in the across the disciplines to explore, create, interpret and respond.

Refinement and growing sophistication in the use and application of skills

Levels of control, accuracy and fluency in using a range of arts' skills will grow as learners progress. For example, in early stage learning this might be characterised by using simple body movements in composing a dance and identifying fundamental aspects such as speed, direction and levels when evaluating one's own work and the work of others. At a more advanced stage of progress, learners might create and evaluate the success of interaction among various aspects of movement in a complex choreographed dance. As they progress, learners continually develop in depth and refine with a growing sophistication these key arts' skills in different disciplines and/or in interdisciplinary activity.

Making connections and transferring learning into new contexts

Learners increasingly appreciate the possibility of combining disciplines within the Area in order to appreciate and to achieve/produce creative outcomes. Progression is also characterised by more sophisticated use of relevant skills within individual disciplines and the growing ability to transfer existing skills and knowledge into new contexts within this Area and across other Areas.

Increasing effectiveness as a learner

Progression is demonstrated in moving from doing something with the support of the teacher, towards autonomy and sophistication. Progression is likely to grow out of gradual use and re-use of known skills, but could also, on occasion, present as a big qualitative jump.

As learners make progress they increasingly evaluate and create more and more sophisticated creative work independently and with increased collaboration with others. They gain greater confidence by being able to explore, experience, interpret, create and respond through the expressive arts' disciplines within a safe environment. Their evaluation of their own and others' work reflects a developing understanding of process as well as product, and resilience in receiving, and persistence in acting upon, feedback.

• Descriptions of learning - progression step 1

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
<ul style="list-style-type: none"> • I can explore and experiment with a variety of creative <i>techniques</i>, materials, processes, resources, <i>tools and technologies</i>. • I can ask questions to discover how creative work is made. • I am beginning to explore ideas, feelings and moods in a variety of creative work
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
<ul style="list-style-type: none"> • I can listen to and respond to views about my own creative work and that of others. • I am beginning to compare my own creative work to the creative work of others. • I am beginning to talk about my moods and emotions and use these to impact upon my creative work.
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
<ul style="list-style-type: none"> • I can communicate my ideas, feelings and memories in my creative work. • I can imitate established artistic techniques in the creation of my own work.

- I am beginning to design my own creative work.
- I can share my creative work.

Health and Well-being

• Introduction

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

What matters in this Area has been expressed in five statements which support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, teachers should seek to draw across all five statements when planning activities. Together they contribute to realising the four purposes of the curriculum.

Effective realisation of the vision described in this Area is fundamental to developing **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become **ambitious, capable learners, ready to learn throughout their lives**.

Learners can also be supported to become **ethical, informed citizens of Wales and the world** by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become **enterprising, creative contributors ready to play a full part in life and work**.

- **Statements of what matters**

Developing physical health and well-being has lifelong benefits

This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.

From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels. Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.

How we process and respond to our experiences affects our mental health and emotional well-being

This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.

Having an awareness of our own feelings and emotions is the foundation upon which *empathy* can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being.

By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

Our decision-making impacts on the quality of our lives and the lives of others

This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions.

Learning and experience in this Area can enable learners to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. This can offer learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process.

A key decision that affects learners for life is around their career pathways.

How we engage with social influences shapes who we are and affects our health and well-being

This Area can help learners understand the important role of *social influences* on their lives. These influences are comprised of rules, *social norms*, *attitudes* and *values* that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, *values*, behaviours and health and well-being, and often do so without our being aware of it.

Learners will need to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

Healthy relationships are fundamental to our well-being

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

- **Principles of progression**

Progression within the Health and Well-being Area of Learning and Experience (the Area) is non-linear and follows different pathways within and between progression steps. Personal concerns, interests and circumstances may have an impact on the pathways along which a learner makes progress, particularly in the context of feelings and emotions; learning may take place at different rates at different times.

Increasing breadth and depth of knowledge

Progression within the Area is a continuum of increased sophistication over a period of time whereby existing knowledge is revisited but at a deeper level. Knowledge moves from the concrete to abstract and from merely understanding to understanding consequences. This includes conceptual shifts in knowledge and understanding as well as personal behaviour within physical, emotional and mental well-being, and in relationships and social contexts.

Deepening understanding of the ideas and disciplines within Areas

Progression in each of the statements of what matters are connected and interdependent. Together, they focus on progressively developing learners' appreciation and understanding of the significance of making informed decisions regarding their physical, emotional and mental health and well-being. Thus there is a growing understanding of how the statements of what matters interlink in ensuring a clear pathway for where the learner is going and how to get there.

Refinement and growing sophistication in the use and application of skills

Progression is demonstrated within the Area as developing confidence, motivation and competence as well as a wider range of skills with increasing accuracy and proficiency. It recognises that physical, emotional, psychological and social skills within and across the domains are to an extent reliant on but not constrained by developmental milestones. This is particularly evident as the initial progression step focuses on recognition and awareness of personal physical, emotional and social skills and then progressively moves towards more accuracy and mastery of these skills.

Making connections and transferring learning into new contexts

The transfer of skills and knowledge within the Area is considered as progression within the domain of becoming more socially responsible. As learners become more socially responsible, they progress from primarily considering oneself to considering the

impact of their own actions on others at a local, national and global level. Learners will progress from feelings of caring and respecting others to the capacity of advocacy on behalf of others.

As learners progress through the curriculum their understanding of the links across and beyond the school with all aspects of health and well-being will become more sophisticated, and they will be able to identify and balance, with increasing effectiveness, some of the tensions that may exist.

Increasing effectiveness as a learner

Progression is exemplified within some aspects of the Area as a journey from developing a skill or a concept with support from others (peers or adults) to gradually becoming more competent and independent, including an increasingly capacity to identify and seek help and support when needed. Experiences focusing on making, justifying and evaluating considered and informed decisions support growth in as well as exemplifying how learners become more independent. Over time, learners are able to demonstrate increased self-regulation, with a growing sense of agency and responsibility for their overall health and well-being.

• Descriptions of learning - progression step 1

<ul style="list-style-type: none">• I have the confidence and motivation to move in different ways and I am beginning to develop control of <i>gross motor and fine motor movements</i> in different environments, moving safely in response to instructions.• I am beginning to make connections between my diet and my physical health and well-being.• I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.• I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.
<ul style="list-style-type: none">• I have an awareness of my <i>perceptions</i> and thoughts.• I can focus my attention and am aware of being able to do this.• I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.• I can notice and communicate how I am feeling.• I am beginning to have an awareness of how feelings are communicated through actions.• I have an awareness of the feelings of others.

<ul style="list-style-type: none"> • I am aware of when others are kind to me and when I am kind to others.
<ul style="list-style-type: none"> • I can make decisions based on what I like and dislike. • I have developed an awareness that my decisions can affect me and others. • I can take part in group decisions. • I have an understanding that things can be safe or unsafe.
<ul style="list-style-type: none"> • I can recognise and follow rules and norms in the groups and situations in which I take part. • I can show care and respect for others.
<ul style="list-style-type: none"> • I can identify who looks after me and who my family and friends are. • I can communicate my needs and feelings in my relationships. • I can get along with others with and without support. • I am beginning to recognise safe and unsafe behaviour in relationships. • I am beginning to recognise that I have the right to be treated fairly and respectfully.

Humanities

• Introduction

The Humanities Area of Learning and Experience seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners may also be introduced to other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

What matters in this Area has been expressed in five statements which support and complement one another, and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Humanities is central to learners becoming **ethical, informed citizens of Wales and the world**. In contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and cynefin. It can also promote an understanding of how the people of Wales, its communities, history, culture, landscape, resources and industries, interrelate with the rest of the world. Contemplating different perspectives will in turn help promote an understanding of the ethnic and cultural diversity within Wales. Taken together, these experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views. Through being encouraged to engage with, respect and challenge a variety of worldviews, as well as to understand how to exercise their democratic rights, learners can imagine possible futures and take social action. Such critical engagement with local, national and global challenges and opportunities past and present will help learners become **enterprising, creative contributors, ready to play a full part in life and work**.

As they explore their locality and Wales, as well as the wider world, learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business and social studies concepts. This exploration will encourage learners to participate in different methods of enquiry, evaluate the evidence that they find, and apply and communicate their findings effectively. These experiences, in and outside the classroom, will help them become **ambitious, capable learners, ready to learn throughout their lives**.

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. Likewise, opportunities to explore the natural world, locally, within and beyond Wales, will help foster in them a sense of place and of well-being. These experiences will help develop learners' resilience, build independence, and increase self-confidence and self-esteem. This will support the development of **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**.

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

The learners' journey through this Area will encourage enquiry and discovery, as they are challenged to be curious and to question, to think critically and to reflect upon evidence. An enquiring mind stimulates new and creative thinking, through which learners can gain a deeper understanding of the concepts underpinning humanities, and their application in local, national and global contexts. Such thinking can help learners to understand human experiences and the natural world better.

Appropriate disciplinary approaches, including *digital humanities* will help learners gather, justify, present, analyse, and evaluate a range of evidence. Interpreting and synthesising information will help learners build upon what they have already learned and further inform their understanding of the world. By thinking critically about their discoveries, learners can then draw informed conclusions, but also understand that some conclusions can only be partial or inconclusive and open to different interpretations. They will need to reflect carefully in order to improve their methodology and extend or deepen their enquiry.

Enquiry is more than an academic exercise; it enables reflection, which can help learners understand the human condition. This, in turn, can add meaning to learners' own lives and contribute to their sense of place and worldview.

This aspect of the Area will encourage the exploration of concepts, including questioning, evidence, evaluation, ethics and judgements.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways

We encounter and make sense of the world through a variety of events and experiences. Humanities encourages learners to critically review the ways these events and experiences are perceived, interpreted and represented. As they form their own informed viewpoints and recognise those of others, learners can also develop self-awareness.

Learning how various worldviews and factors can influence their own and others' perceptions and interpretations will encourage learners to develop an appreciation of how contexts influence the constructions of narratives and representations. By exploring how and why interpretations may differ and by critical understanding of a range of interpretations and representations derived from a variety of evidence, they will be better placed to evaluate their validity.

This aspect of the Area will encourage the exploration of concepts, including seeking meaning, making judgements, *ultimate* and philosophical questions, representations, perspectives, interpretations, significance and validity.

Our natural world is diverse and dynamic, influenced by processes and human actions

Experiencing the wonder of the natural world can contribute to learners' spiritual development and well-being, and can help to cultivate in them a sense of place and sense of belonging, as embodied in the Welsh word *cynefin*.

Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts. Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures.

Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners' awareness of how the future sustainability of our world is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people's interactions with the world.

This aspect of the Area encourages learners to explore concepts, including the interrelationships between humans and the natural world, cause and effect, change and continuity, significance, place, space and physical processes.

Human societies are complex and diverse, and shaped by human actions and beliefs

An appreciation of identity, heritage and *cynefin* can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.

Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, *pluralistic* and diverse nature of societies, past and present.

Over time, places, communities and societies evolve, experiencing continuity and change that has affected, and continues to affect, their own and other people's lives. As they explore this, learners can come to appreciate how this evolution is driven by the interplay between a range of factors, including environmental, economic, social, political and cultural processes, human actions and

religious and non-religious beliefs and worldviews. It will also help them build an understanding of the causes, consequences and significance of the changes and interrelationships that have shaped societies at different levels of development.

Experiences in this Area can encourage a critical understanding of how societies are and have been organised, structured and led, in the learners' own locality and in Wales, as well as in the wider world. Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.

This aspect of the Area encourages learners to explore concepts, including chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and *governance*.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

Experiences in this Area can help learners develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. Exploration of the humanities encourages learners to be active, informed, and responsible citizens and consumers, who can identify with and contribute to their communities, and who can engage with the past, contemporary and anticipated challenges and opportunities facing them, their communities and Wales, as well as the wider world.

This Area will encourage learners to understand the interconnected nature of economic, environmental and social sustainability; justice and authority; and the need to live in and contribute to a fair and inclusive society. Experiences in this Area will also help learners develop an awareness of their own rights, needs, concerns and feelings, and those of others, and of the role such an awareness plays in the creation of a sustainable and interconnected world.

Questioning and evaluating existing responses to challenges and opportunities can encourage learners to develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others' beliefs, values and attitudes. Experiences in this Area will also help learners to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. These experiences will also underline the need for learners to be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This can enable learners to take committed social action as caring, participative

citizens of their local, national and global communities, showing an understanding of and commitment to justice, diversity and the protection of the environment. By responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives.

This aspect of the Area encourages learners to explore concepts, including citizenship, authority and governance, interconnectedness, justice and equality, enterprise, rights, and *social action* and responsibility.

- **Principles of progression**

- Increasing breadth and depth of knowledge

Progression in the Humanities Area of Learning and Experience (Area) is demonstrated by learners engaging with an increasing breadth and depth of knowledge and underlying concepts. Learners increasingly develop the capacity to organise and make links across propositional knowledge, to identify and develop more powerful underpinning concepts, and to make supported judgements in more complex contexts.

Learners connect new ideas and information to knowledge acquired from previous learning from within and outside school and use it to build an increasingly clear and coherent understanding of the world around them.

- Deepening understanding of the ideas and disciplines within Areas

Progression within this Area is demonstrated in the early stages as learners experience holistic approaches to exploring the world around them and are supported in shaping an understanding of themselves in the world. Learners will move on to more focused awareness of the lives of others, in their own social context, elsewhere in the world and in different eras. As they move through the continuum of learning, learners have an increased understanding of the defining features of the constituent disciplines (including history; geography; religion, values and ethics; business studies and social studies) and how these can be brought together to provide different lenses through which to view issues and address questions or problems.

- Refinement and growing sophistication in the use and application of skills

As learners experience, understand and apply increasingly complex concepts, they show an increasing accuracy and fluency in using a variety of skills identified in the descriptions of learning and statements of what matters.

As they progress, learners will be continually refining and developing a growing sophistication of key disciplinary skills including those relating to enquiry such as framing questions and using evidence to construct and support an answer and relating to representation and interpretation. Progression in this Area is demonstrated through an ability to work with an increasing number and sophistication of sources of information, and a growing understanding of how to resolve contradictory or conflicting accounts.

Making connections and transferring learning into new contexts

Progression in this Area is also characterised through more sophisticated use of relevant skills and the growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts. As learners progress, they will be able to make links within and between periods and places, identifying similarities and differences, changes and continuities, and use the understanding of concepts to identify connections between new and previous learning. With greater understanding of the world, of other people and their values, in different times, places and circumstances, of their environment and how it has been shaped, learners will demonstrate greater ability to influence events by exercising informed and responsible citizenship.

Increasing effectiveness as a learner

As learners make progress within this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.

• **Descriptions of learning - progression step 1**

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| <ul style="list-style-type: none">• I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.• I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.• I am beginning to communicate my observations in simple ways. |
|--|

<ul style="list-style-type: none"> • I am beginning to communicate my findings in simple ways.
<p>Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p>
<ul style="list-style-type: none"> • I can form and express simple opinions about my likes and dislikes.
<p>Our natural world is diverse and dynamic, influenced by processes and human actions.</p>
<ul style="list-style-type: none"> • I am beginning to recognise the effects that I have on the natural world. • I can recognise why places are important to me. • I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.
<p>Human societies are complex and diverse, and shaped by human actions and beliefs.</p>
<ul style="list-style-type: none"> • I am beginning to identify important events that have happened to me in the past. • I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future. • I am beginning to understand that my actions and those of others have causes and effects. • I can show an awareness of who I am and that I am similar and different to others. • I am beginning to develop my awareness of similarities and differences between people.
<p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p>
<ul style="list-style-type: none"> • I am beginning to understand that we need to respect others. • I am beginning to understand that my actions and those of others have consequences.

Languages, Literacy and Communication

The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning

about and through literature should be seen as contributing to all aspects of learning about languages. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum.

Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. It aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. This multilingual and plurilingual approach is intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world; and thus to make them **ambitious, capable learners, ready to learn throughout their lives**.

This readiness to learn is further supported since effective language skills help learners to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information. Effective multilingual skills deepen this ability as they enable learners to respond in many more contexts.

Given that a key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns, learning and experience in this Area can empower learners to be creative and to persevere when facing challenges. Together, these skills can build learners' confidence to grasp new opportunities and to adapt to different roles which in turn can develop them as **enterprising, creative contributors, ready to play a full part in life and work**.

In this Area, languages are seen as a key to social cohesion, which can promote better local, national and global understanding. The aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people. This understanding can be deepened as learners are afforded opportunities to learn multiple languages. This linguistic knowledge and these skills are needed to participate confidently and empathetically in society, which contributes to developing learners as **ethical, informed citizens of Wales and the world**.

Engaging with this Area also helps learners to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society** as the skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships.

- **Statements of what matters**

Languages connect us

Languages connect us with people, places and communities. This Area is designed to equip learners, as citizens of a *bilingual* Wales in a *multilingual* world, with the ability to use Welsh, English and international languages. Meaningful learning experiences in a multilingual context go hand in hand with learning about one's own cultural identity as well as the cultural identities of others.

Engagement with this Area can therefore foster in learners pride in their sense of identity and belonging to Wales as well as the world. By raising an awareness of the diversity of languages from a young age, the aim is to enable learners to recognise similarities between languages and to embrace the differences between them. Learning and experience in this Area can support learners to develop an understanding of the origins, evolution and features of Welsh, English and international languages, providing them with a set of skills such as creativity, *mediation*, adaptability and empathy.

Understanding languages is key to understanding the world around us

Languages and *literacy* are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to *mediate* effectively.

This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and *genres*. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.

Expressing ourselves through languages is key to communication

Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable *register*. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language and to mediate.

In this Area, learners should be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. The learning and experience supports them to develop an awareness of how they use language as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.

Literature fires imagination and inspires creativity

Literature expands horizons. In all its forms it can inspire and motivate us, while also helping us to learn more about language and communication.

This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature.

- **Principles of progression**

The descriptions of learning for Languages, Literacy and Communication Area of Learning and Experience (Area) are intended to reflect the pace and depth of learning in different contexts and have been developed based on a continuum or framework of progression in languages, starting with little or no language and working towards proficiency. Learners will have varying proficiencies in their languages and, to ensure a robust foundation for second and subsequent languages, early steps (such as grapheme-phoneme correspondence) are revisited in each language.

Descriptions of learning in this Area include a higher level of detail at early stages of learning than may be found in other areas of learning and experience. This reflects that these early literacy skills are foundations of effective learning across the curriculum. The descriptions of learning for the 'Languages connect us' statement of what matters are the same for all learners in all schools. For the other statements of what matters in this Area, there are descriptions of learning for Welsh/English, for Welsh in English-medium settings/schools/streams and for international languages.

Increasing breadth and depth of knowledge

Progression in this Area is represented as a coherent continuum. The learner grows holistically in their understanding and purposeful use of languages, literacy and communication when listening and reading, when speaking and writing and when interacting and *mediating* in a wide range of contexts.

Learners develop an increasingly sophisticated understanding of linguistic concepts that support the more conscious and self-aware development of skills to communicate effectively through speech, writing, gestures, images or other media. They also progress in their breadth and depth of conceptual knowledge by encountering ideas in languages and literature, initially in more personal and local contexts and moving as they progress to connect with more complex communications in a multilingual world. Learners thus acquire a gradually more nuanced understanding of different viewpoints and increasing command of the skills needed to interpret, evaluate, articulate and respond to differing perspectives.

Deepening understanding of the ideas and disciplines within Areas

Progression in this Area is a continuum of increasingly complex engagement with ideas and communicative purposes and of development of language awareness. These are demonstrated in:

- responding to communications when listening, reading, or receiving language in other ways
- producing them when speaking and writing or through other means of communication.

Drawing on a learner's whole linguistic repertoire – however uneven that may be – enables them to progress in all languages. Understanding linguistic concepts in the language of instruction, for example, can be applied to learning a new language, which facilitates progression in that language as well as improving understanding of the way in which their own languages work. While learners may be at different points of progression in different languages, a focus on *plurilingualism* allows them to call upon their knowledge of a number of languages to make sense of a spoken or written text, whatever their command of that language, and to increasingly understand and learn from the relationships between different languages.

Refinement and growing sophistication in the use and application of skills

Progression in the refinement and sophistication of skills moves from literal and simple communicative purpose to more abstract, inferred/implied and nuanced levels of meaning with more complex purposes. Learners gradually develop greater awareness of language and more sophistication in using this awareness to achieve intended purposes in interpreting and producing communications in speech or writing or through other means.

As learners experience, engage with, understand and apply increasingly complex ideas and language awareness, accuracy and fluency in using communication skills grow.

Progression in this Area is also seen in the production of language. As learners become more accomplished, they can adapt and manipulate language to communicate effectively to a range of different audiences. This allows learners to form and develop strong relationships and the confidence to use their voice in society.

Second language learners may use formulaic language with few mistakes initially and, as they progress and when being more ambitious and spontaneous in their use of language, they may appear to make more mistakes. This intrinsic part of successful language learning leads to becoming more fluent and accurate language users.

Making connections and transferring learning into new contexts

Progression in this Area has a significant inter-relationship with the learning in all other areas. The learner moves forward along the progression continuum partly through exposure to rich challenges and resources offered by other areas of learning and experience. The thinking needed to understand and to communicate all learning is closely related to that which enables learners to develop receptive, interpretive and expressive language skills. They progress in parallel in languages, literacy and communication in this Area and in disciplinary literacy in the other areas of learning and experience.

The ability to transfer existing knowledge and skills into new contexts is an integral part of progression in this Area. As learners develop an understanding of additional languages, patterns of language use are identified, adapted and applied in new contexts. Modes of communication are adapted for different audiences, and to different disciplinary contexts. Skills in learners' first and second languages enable learning in subsequent languages. As learners progress, they will be able to make links within and between ways of communicating, making good choices about effective methods of communication.

Increasing effectiveness as a learner

As they move along the continuum of learning, learners will build on basic linguistic skills to develop a capability that enables them to overcome a range of communicative challenges successfully.

These include, for example:

asking increasingly sophisticated questions

- finding information independently
- making evaluative and critical judgements about the ideas and viewpoints and the means of communication in what they hear, read, and view
- using language effectively to convey their own ideas and viewpoints on various topics.

They will develop the language skills necessary to discuss and evaluate their learning in languages.

- **Descriptions of learning – progression step 1**

Languages connect us.
<ul style="list-style-type: none">• I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.• I am beginning to understand that there are different languages in my environment.• I am beginning to talk with my peers in the language of the setting/school.
Understanding languages is key to understanding the world around us.
Welsh/English
<ul style="list-style-type: none">• I can <i>discriminate sounds</i>, play with sounds and manipulate sounds both in my environment and in words.• I am beginning to <i>discriminate phonemes</i> aurally in different positions.• I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.• I can listen to others with growing attention.• I can enjoy sharing books and reading materials and handle them like a reader.• I can use units of sound of varying sizes to learn to read.• I can <i>segment and blend</i>.• I can understand there is a one-to-one relationship between the printed and spoken word.• I am beginning to develop my knowledge of <i>grapheme-phoneme correspondence</i>.• I am beginning to recognise and read <i>high-frequency words</i>.• I can use context and pictures to help me understand what I read.• I am beginning to read back my own writing.• I can understand and use basic concepts in language.• I have an awareness of how words are separated by spaces.• I am beginning to have an awareness of how capital letters and full stops demarcate sentences.• I am beginning to ask and answer questions to clarify my understanding.• I can respond to what I hear, read and see.• I can talk about what I hear, read or see and express simple opinions.• I can experiment with newly-learned vocabulary.

Welsh in English medium schools/settings

- I can recognise and follow information and simple instructions about familiar topics and routines.
- I can listen to others with growing attention.
- I am beginning to recognise and read *high-frequency words* that I encounter.
- I can use context and pictures to help me understand words.
- I can experiment with newly-learned vocabulary.

Expressing ourselves through languages is key to communication.

Welsh/English

- I can produce many speech sounds accurately.
- I can communicate meaning using extended speech and/or gesture.
- I am beginning to use appropriate language to talk about events in the past and future.
- I am beginning to take turns in conversations, following the topic.
- I am beginning to ask and answer questions to clarify my understanding.
- I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.
- I am beginning to form letters correctly using an appropriate grip.
- I am beginning to write using familiar words and phrases.
- I can write words and phrases by using knowledge of letters and the sounds they represent.
- I have an awareness of how words are separated by spaces.
- I am beginning to have an awareness of how capital letters and full stops demarcate sentences.
- I can share ideas and feelings and express what I like and dislike.
- I can describe objects and events, building and extending my vocabulary.
- I am beginning to understand that writing can be for different purposes and audiences.
- I can contribute to shared writing for different audiences and purposes.
- I am beginning to communicate using text, image, sound, animation and video.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.

Welsh in English medium schools/settings

- I can produce many speech sounds accurately.
- I can choose to talk with my peers in Welsh.
- I can communicate meaning through speech and gesture.
- I am beginning to ask and answer questions.
- I can contribute to shared writing for different audiences and purposes.
- I am beginning to communicate using text, image, sound, animation and video.
- I am beginning to express my feelings.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.

Literature fires imagination and inspires creativity.

Welsh/English

- I can join in with familiar songs, rhymes, stories and poems.
- I can retell stories.
- I can respond creatively to the range of *literature* I hear, read or view.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.
- I can respond to what I hear, read and view and can express simple opinions on it.
- I am beginning to ask and answer questions to clarify my understanding.

Welsh in English medium schools/settings

- I have experienced *literature*.
- I can join in with familiar songs, rhymes, stories and poems.
- I am beginning to respond to literature I hear and view.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.
- I am beginning to respond to what I hear and view.

Mathematics and Numeracy

- Introduction

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.

What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience.

In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

Progression in the Mathematics and Numeracy Area of Learning and Experience involves the development of five connected and interdependent proficiencies which have no hierarchy. These are crucial considerations for schools when designing their curriculum to ensure the progression of learners.

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

What matters in this Area has been expressed in four statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Formal mathematics has developed through rigorous logical reasoning. It involves inventing or discovering *abstract* objects and establishing the relationships between them. It also teaches the difference between *conjecture*, likelihood and *proof*.

Mathematical thinking involves applying similarly logical reasoning, this time to the investigation of relations within and between concepts, along with justifying and proving findings. Indeed, understanding mathematical concepts and being able to apply and reason with the abstract representations of concepts is central to learning mathematics. And essential to this is comprehension of, and proficiency with, the symbols and symbol systems used in mathematics.

Applying mathematics requires strategic competence in the use of abstraction and modelling, and learners develop resilience, as well as a sense of achievement and enjoyment, as they overcome the challenges involved. Subsequently, mathematical activities teach learners not to be afraid of unfamiliar or complex problems, as they can be reduced to a succession of simpler problems and, eventually, to basic *computations*. As they reflect on the approaches used, and on their own mathematics and numeracy learning, learners can develop metacognitive skills which can help them identify steps to take to improve performance. Through this they can become **ambitious, capable learners, ready to learn throughout their lives**.

Experiences in this Area also contribute to developing **enterprising, creative contributors, ready to play a full part in life and work**. These can encourage learners to be creative because it asks them to play, experiment, take risks and be flexible in tackling mathematical problems.

Because mathematics is essentially abstract, it allows learners to operate with objects that do not physically exist, and to use and develop their creativity to imagine and discover new realities. It also supports numerical modelling and forecasting which can in turn encourage entrepreneurial thinking.

Mathematics and numeracy can also help learners become **ethical, informed citizens of Wales and the world** by providing them with tools to analyse data critically, enabling them to develop informed views on social, political, economic and environmental issues. It encourages clarity of thinking, allowing learners to understand and make reasoned decisions.

In this Area, learners can encounter contexts involving health and personal finance, where they may develop the skills needed to manage their own finances, make informed decisions and become critical consumers. Experiences in this Area will help them learn to interpret information and data to assess risk, and to use their numeracy skills across the curriculum to make effective choices, all of which can help them become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**.

- **Statements of what matters**

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

Numbers are the symbol system for describing and comparing quantities. This will be the first *abstract* concept that learners meet in mathematics, and it helps to establish the principles of logical reasoning. In mathematics the number system provides learners with a basis for *algebraic*, statistical, probabilistic and geometrical reasoning, as well as for financial calculation and decision-making.

Knowledge of, and competence in, number and quantities are fundamental to learners' confident participation in the world, and provide a foundation for further study and for employment. *Computational* fluency is essential for problem-solving and progressing in all areas of learning and experience. Fluency is developed through using the four basic arithmetic operations and acquiring an understanding of the relationship between them. This leads to preparing the way for using algebraic symbolisation successfully.

Algebra uses symbol systems to express the structure of mathematical relationships

Algebra is the study of structures abstracted from computations and relations, and provides a way to make generalisations. Algebraic thinking moves away from context to structure and relationships. This powerful approach provides learners with the means to abstract important features and to detect and express mathematical structures of situations in order to solve problems. Algebra is a unifying thread running through the fabric of mathematics.

Algebraic thinking is essential for reasoning, modelling and solving problems in mathematics and in a wide range of real-world contexts, including technology and finance. Making connections between arithmetic and algebra develops skills for abstract reasoning from an early age.

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

Geometry involves playing with, manipulating, comparing, naming and classifying shapes and structures. The study of geometry encourages the development and use of *conjecture*, deductive reasoning and *proof*. Measurement allows the magnitude of spatial and abstract features to be quantified, using a variety of standard and *non-standard units*. It can also support the development of numerical reasoning.

Reasoning about the sizes and properties of shapes and their surrounding spaces helps learners to make sense of the physical world and the world of mathematical shapes. Geometry and measurement have applications in many fields, including art, construction, science and technology, engineering, and astronomy.

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

Statistics is the practice of collecting, manipulating and analysing data, allowing representation and generalisation of information. Probability is the mathematical study of chance, enabling predictions of the likelihood of events occurring. Statistics and probability rely on the application and manipulation of number and algebra.

Managing data and representing information effectively provide learners with the means to test hypotheses, draw conclusions and make predictions. The process of reasoning with statistics and probability, and evaluating their reliability, develops critical thinking and analytical skills that are fundamental to enabling learners to make ethical and informed decisions.

- **Principles of progression**

In the Mathematics and Numeracy Area of Learning and Experience (Area), the model of progression is based on the development of five interdependent proficiencies, outlined below. This model of progression can be considered as both longitudinal and cross-sectional. To ensure progress in any mathematics learning, proficiencies should be developed and connected in time and should also develop over time.

Each proficiency may relate to multiple principles, and these are set out below.

Proficiencies

The following interdependent proficiencies have been used in developing the descriptions of learning and are central to progression at each stage of mathematics learning. Numeracy involves applying and connecting these proficiencies in a range of real-life contexts, across the curriculum.

- **Conceptual understanding**

Mathematical concepts and ideas should be built on, deepened and connected as learners experience increasingly complex mathematical ideas. Learners demonstrate conceptual understanding through being able to explain and express concepts, find examples (or) and by being able to represent a concept in different ways, flowing between different representations including verbal, , visual, digital and .

An increasing breadth of knowledge is achieved through the learners being introduced to new mathematical concepts, and depth of knowledge is achieved through learners being able to represent, connect and apply a concept in different ways and in different situations. The concepts that learners are introduced to will become increasingly complex, and understanding the way in which

concepts connect will contribute to a growing understanding of the ideas within this Area. An understanding of how mathematical concepts underpin learning help learners make connections and transfer learning into new contexts.

- Communication using symbols

Learners should understand that the symbols they are using are abstract representations and should develop greater flexibility with the application and manipulation of an increasing range of symbols, understanding the conventions of the symbols they are using. The introduction and application of a new concept will involve developing an understanding of how symbols or expressions are abstract representations that succinctly describe a range of situations, thus contributing to a growing understanding of the nature of mathematics. The introduction of new symbols will add to the breadth of knowledge and the communication with symbols will contribute to refinement and growing sophistication in the use and application of skills.

- Fluency

As learners experience, understand and effectively apply increasingly complex concepts and relationships, fluency in remembering facts, relationships and techniques should grow, meaning that facts, relationships and techniques learned previously should become firmly established, memorable and usable.

Development of fluency and accuracy reflects the refinement and a growing sophistication in the use and application of skills.

- Logical reasoning

As learners experience increasingly complex concepts, they should also develop an understanding of the relationships between and within these concepts. They should apply logical reasoning about these relationships and be able to justify and prove them. Justifications and should become increasingly abstract, moving from verbal explanations, visual or concrete representations to abstract representations involving symbols and conventions.

Refinement and growing sophistication in the use and application of skills will be demonstrated through the application of increasingly sophisticated logical reasoning. The development of an understanding of relationships between mathematical concepts and the development of justifications and proofs, leads to a growing understanding of the nature of mathematics and helps learners make connections and transfer learning into new contexts. The development of justifications and proof help support the increasing effectiveness of learners.

- Strategic competence

Learners should become increasingly independent in recognising and applying the underlying mathematical structures and ideas within a problem, in order to develop strategies to be able to solve them.

Recognising mathematical structure within a problem and formulating problems mathematically in order to be able to solve them relies on an understanding of the ideas and disciplines within areas of learning and experience alongside a depth of knowledge. It also supports making connections and transferring learning into new contexts and developing increasing effectiveness as a learner. The recognition of the power of mathematics in enabling the representation of situations should lead to a growing appreciation of the usefulness of mathematics.

- **Descriptions of learning - progression step 1**

<p>The number system is used to represent and compare relationships between numbers and quantities.</p> <ul style="list-style-type: none"> • I have experienced and explored numbers, including <i>cardinal</i>, <i>ordinal</i> and <i>nominal</i> numbers, in number-rich indoor and outdoor environments. • I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond. • I can use mathematical language to describe quantities, and to make estimates and comparisons such as ‘more than’, ‘less than’ and ‘equal to’. • I have experienced the counting sequence of numbers in different ways, reciting forwards and backwards, and starting at different points. • I can use my experience of the counting sequence of numbers and of <i>one-to-one correspondence</i> to count sets reliably. I can count objects that I can touch, and ones that I cannot. • I have explored forming a quantity in different ways, using combinations of objects or quantities. • I can communicate how sets change when objects are added to and taken away from them. • I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups. • I have used money, and the language of money, in play and real-life situations and I can understand that I need to exchange money for items. <p>Algebra uses symbol systems to express the structure of mathematical relationships.</p>

- I am beginning to recognise, copy, extend and generalise patterns and sequences around me.
- I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'

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

- I can understand and apply the language of time in relation to my daily life.
- I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.
- I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'.
- I have explored, compared, and used the general language of shapes through investigative play.
- I have explored movements and directions and I am beginning to use mathematical language to describe position.

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

- I can investigate, collect and record data found in my environment.
- I can group sets into categories and I am beginning to communicate the rule(s) I have used.
- I am beginning to represent and interpret data, using a range of methods.

Science and Technology

• Introduction

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Ready access to vast amounts of data requires all learners to be able to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They need to develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'

What matters in this Area has been expressed in six statements which support and complement one another, and should not be viewed in isolation. Together they contribute to realising the [four purposes](#) of the curriculum.

Through robust and consistent evaluation of scientific and technological evidence, learners can become **ethical, informed citizens of Wales and the world**, who will be able to make informed decisions about future actions. **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society** are informed by knowledge of their bodies and the ecosystems around them, and of how technological innovations can support improvements in health and lifestyle.

Ambitious, capable learners, ready to learn throughout their lives should engage with scientific and technological change. The knowledge and deep understanding gained through experiencing what matters in science and technology can help learners live independent and fulfilling lives that sees them contributing to society and culture in a variety of ways. Learners who are **enterprising, creative contributors, ready to play a full part in life and work** embrace such challenges, as they are encouraged to take risks, to innovate and evaluate, and learn to develop solutions. Thus, they can become more resilient and purposeful learners across all areas of learning and experience.

This Area draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance learners' knowledge and understanding of the world.

- **Statements of what matters**

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

Curiosity about science and technology leads us to ask questions about the world around us. By being encouraged to use logic, evidence and creativity, learners will be supported to inquire into and apply scientific knowledge to further understanding of how our world works. Developing and testing models will also help them make sense of its complexity. With evidence derived from observations, new theories can be developed, and existing ideas may be refined or challenged.

Learners need to be able to evaluate scientific claims to help make informed decisions that affect our environment and well-being. The choices we make depend on many factors, including moral viewpoints and personal beliefs. However, rigorous and robust evidence-based research provides a solid foundation on which to base decisions. As ethically informed citizens, learners will need to consider the impact of our actions and of scientific and technological developments, locally and elsewhere in Wales, as well as in the wider world, asking 'Just because we can, does that mean we should?'

Design thinking and engineering offer technical and creative ways to meet society's needs and wants

By applying their experiences, skills and knowledge, learners can design and shape innovative engineered solutions. Being part of a user-centred design process will encourage them to use creativity to develop ideas, manage and mitigate risks, and minimise complexities. When engineering products, services and systems, they will need to understand and control the interactions between materials, structures, components and users. The application of engineering processes allows learners to develop accuracy, precision, dexterity and craftsmanship. By designing and engineering outcomes in response to needs and wants, learners can become enterprising problem solvers.

The world around us is full of living things which depend on each other for survival

By recognising the diversity of living things and how they interact with their environment, learners can develop an understanding of how these have evolved over significant periods of time. All living things require specific conditions and resources to survive and they may have to compete with other organisms to do so. Humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life. Knowing about the structures and functions of living things enables learners to understand how these things grow, develop and reproduce successfully. Developing an understanding of the factors which affect the health and success of organisms allows us to make informed decisions, including about the prevention and treatments of diseases.

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

The universe and all living things are made up of *matter*. The behaviour of matter determines the properties of materials and allows us to use natural resources, as well as to create new substances. Understanding the nature of matter can help learners to appreciate the impact that chemistry has on the world around them, as well as how it contributes to advances in science and technology. Chemical reactions happen continuously in our environment as well as in living things. Learning how to control and apply these reactions has benefits to individuals and industry.

Forces and energy provide a foundation for understanding our universe

and energy can be used to describe the behaviour of everything from the smallest building blocks of matter to the motion of planets and stars. Understanding forces and energy helps us to predict and control the behaviour of our environment. These ideas can be modelled and expressed formally, providing a consistent mathematical framework to describe physical systems. This has enabled some of society's greatest scientific breakthroughs and engineering achievements. An understanding of forces and energy can help

learners overcome future challenges and use our planet's resources efficiently and sustainably, helping them become responsible citizens of Wales and the world.

Computation is the foundation for our digital world

Computation involves processing data to solve a wide range of real-world problems. Computational processes have changed the way we live, work, study and interact with each other and our environment. They provide the foundation for all software and hardware systems, but learners should also be aware of the limitations of what computers can achieve. To create and use digital technologies to their full potential, learners need to know how they work. They also need to understand that there are broad legal, social and ethical consequences to the use of technology. This can help learners to make informed decisions about the future development and application of technology.

- **Principles of progression**

Increasing breadth and depth of knowledge

Progression in the Science and Technology Area of Learning and Experience is demonstrated by learners exploring and experiencing increasingly complex ideas and concepts that sit within the statements of what matters. *Knowledge* moves through exploration from a personal understanding of the world to an abstract view that enables learners to conceptualise and justify their understandings. Progression of learning is not linear but cyclical with learners revisiting existing knowledge, linking this with their new learning, and adjusting schema in light of new discovery.

Deepening understanding of the ideas and disciplines within areas of learning and experience

Progression in this Area includes the development of a deep understanding of the learning expressed within all the statements of what matters within the Area and the complex relationships and connections which exist between them. Investigative *skills* which are developed within the context of one statement of what matters can be applied in others. Iterative approaches to problem-solving from computer science and design and technology can also be beneficial to all sciences. Early stage learning will be typified by a holistic approach to asking questions and exploring the world around the learner, with increasing specialisation at later stages.

Refinement and growing sophistication in the use and application of skills

Investigation, exploration, analysis, problem-solving, and design are key skills required as learners work along the continuum of learning in this Area. As a learner makes progress, there is increasing sophistication in the way in which they explore and investigate problems and the resulting formulation of creative solutions. There is a refinement and increasing accuracy in what learners are able to do and produce both in the physical and digital environments.

Making connections and transferring learning into new contexts

As learners progress across the continuum they will increasingly be able to make links between current learning and other *experiences* and knowledge developed within and beyond this Area. This will include making links with knowledge and experiences from outside the school environment. Problems within science and technology involve ethical or moral dilemmas and it is an increased understanding in the way in which these dilemmas are or even should be approached which will signify progression. Learners will develop the capacity to apply their learning in science and technology to inform their thinking and action beyond the classroom.

Increasing effectiveness as a learner

Problem-solving and design tend to be iterative; the development of skills-related resilience and self-efficacy become important to enable learning through a 'trial and improve' approach. Over time there is an increased independence in learning, including interdependence in peer group learning. Learners should develop an awareness of their increasing sophistication of understanding and an ability to regulate their own thinking.

• Descriptions of learning - progression step 1

<ul style="list-style-type: none">• I can show curiosity and question how things work.• I can explore the environment, make observations and communicate my ideas.
<ul style="list-style-type: none">• I can design while I make and communicate about what I am making.• I can safely use simple tools, materials and equipment to construct and deconstruct.• I can explore the properties of materials and choose different materials for a particular use.

<ul style="list-style-type: none"> • I can identify, follow and begin to create sequences and patterns in everyday activities.
<ul style="list-style-type: none"> • I can recognise that plants and animals are living things which grow. • I can identify, follow and begin to create sequences and patterns in everyday activities.
<ul style="list-style-type: none"> • I can explore the properties of materials and choose different materials for a particular use. • I can identify, follow and begin to create sequences and patterns in everyday activities.
<ul style="list-style-type: none"> • I can identify, follow and begin to create sequences and patterns in everyday activities.
<ul style="list-style-type: none"> • I can identify, follow and begin to create sequences and patterns in everyday activities. • I am beginning to follow a <i>sequence of instructions</i>. • I can experiment with and identify uses of a range of computing technology in the world around me.