

Curriculum for Wales Our Journey

SEPTEMBER 2025



The Four Purposes

- The four purposes are at the heart of our curriculum.
- They are the starting point for all decisions on the content, knowledge and experiences developed as part of the curriculum.
- They are designed to influence how we plan, teach and assess.
- We designed our Growth Mindset characters, the 'Learn-a-lots' around the Four Purposes.



Re-launch of Growth Mindset Characters



- We delivered whole staff training on our new approach to Growth Mindset through the Four Purposes.
- The learning behaviours promoted by the Learn-a-lots are intrinsically linked with the Four Purposes.
- Learner progress towards the Four Purposes is acknowledged through a range of Learn-a-lot rewards.
- This redeveloped approach towards Growth Mindset and the Four Purposes dovetails with cluster initiative CLIC to ensure consistency.

Our Values

- Whole school input enabled us to review our school vision and develop a shared set of values.
- Health and Well-being continues to be at the heart of our school.
- Our Growth Mindset characters, the 'Learn-a-lots', promote the values and learning dispositions we believe are needed for all learners at Danygraig to thrive.
- These values are embedded throughout all aspects of school life including self/peer assessment, marking and feedback and rewards and celebrations.



Pupil Voice Groups in Danygraig



Pupil Voice

- Prioritising Pupil Voice at Danygraig facilitates a sense of empowerment and inclusion.
- Development of the Four Purposes through pupil voice – entrepreneurship, collaboration, citizenship etc.
- Linking Pupil Voice to Growth Mind-set with a focus on well-being – Well-being Week, Feel Good Friday.
- Engagement in Healthy Schools initiative to support a whole school approach to well-being.
- Developing awareness of children’s rights by working towards achieving RRSA Silver award.
- Developing empathy and raising awareness of issues locally and globally through charity work including local food banks, Children in Need etc.

Knowledge, Skills and Experiences

1. Developing physical health and well-being has life-long benefits.	<p>Descriptions of Learning</p> <p>a. Have the confidence to move in different ways, beginning to develop gross and fine motor movements, moving safely in response to instructions.</p> <p>b. Begin to make connections between my diet, physical health and well-being.</p> <p>c. Recognise the connection between physical and emotional changes.</p> <p>d. Begin to recognise behaviours, conditions and situations that affect physical health and well-being and am beginning to know how to respond and get help.</p>	<p>a. Use and improve basic movement skills, respond to prompts in imaginative and creative ways and persevere when faced with physical challenges.</p> <p>b. Developed understanding of need for a balanced diet and make informed choices about food.</p> <p>c. Describe how physical and emotional changes are connected in different contexts.</p> <p>d. Recognise some behaviours, conditions and situations that affect physical well-being, and know how to respond and get help.</p>	<p>a. Develop and apply a range of skills, exploring space creatively in response to varied stimuli. Engage confidently in physical activity and sport developing awareness of own progress.</p> <p>b. Explain importance of a balanced diet and impact of choices on physical well-being. Plan and prepare basic nutritious meals.</p> <p>c. Explain how physical and emotional changes are connected in different contexts. Monitor, review and adapt behaviour to support well-being, setting myself relevant targets.</p> <p>d. Describe the behaviours, conditions and situations that affect physical well-being, and know how to respond/manage those to actively reduce the risk of harm to myself.</p>
	<p>Knowledge/ Skills</p> <ul style="list-style-type: none"> Different pathways/owed of traveling – high/low Directional language – forward, sideways – begin backwards Spatial awareness, personal space and that of others Recognise foods/drinks that are healthy/unhealthy Awareness of how physical activity/learning a new physical skill makes you feel – e.g., ripping up own coat) To look after the physical health of their bodies (e.g. handwashing, brushing teeth, sleep, play etc. Understand/follow class rules, rights and responsibilities to keep themselves safe 	<ul style="list-style-type: none"> Vocabulary – speed, level and direction of travel, balance How to jump and land safely (off low objects) Stages of throwing and kicking Handling equipment safely Self-reflection and evaluation Recognise the benefits of a healthy diet on physical well-being Make healthy food choices based on what they know Understand the importance of personal hygiene when preparing food Awareness of the impact of physical activity on our well-being – mood, energy, confidence, independence etc. To look after the physical health of the body – screen time, active play, mealtimes, sleep, sun protection etc. Understand/follow class rules, rights and responsibilities to keep themselves and others safe 	<ul style="list-style-type: none"> Range of skills and when to apply them during physical activity Hand eye co-ordination (tracking) linked to stages of throwing, catching and kicking Self-reflection, peer-reflection, target setting Steps to Success for: collaboration, group work, team building Rules for a variety of games/sports Safety implications when participating in sport Identify and understand the different food groups and their impact on the body Make informed food choices to support healthy growth and development of the body Understand the importance of basic food hygiene Identify the physical changes to our bodies in different situations Develop strategies for self-regulation to support well-being Identify rules, rights and responsibilities necessary to maintain a respectful, thriving community within and beyond the school setting
	<p>Experiences</p> <ul style="list-style-type: none"> Follow Real PE to ensure development and progression of appropriate physical skills. Struggle While you Wiggle/Dance Dumb Develop self-help skills – rip up coat, put shoes on etc. Grow vegetables with support Make a simple, healthy snack Try different fruit and vegetables Participate in a sporting event Daily Mile and/or physical start to the day 	<ul style="list-style-type: none"> Follow Real PE to ensure development and progression of appropriate physical skills Access to after school sports clubs Prepare a healthy snack/try new foods Develop self-help skills – tie shoelaces etc. Grow your own fruit/vegetables Visit the local park/beach Participate in a sports event Visits from sports personalities e.g., Paralympian, Welsh rugby player Child led fruit tuck shop Daily Mile and/or physical start to the day Learn how to dance A range of after school clubs – football, netball etc. 	<ul style="list-style-type: none"> Follow Real PE to ensure development and progression of appropriate physical skills. Team sport/ Cluster tournaments/After school clubs Bronze Ambassadors scheme – children to promote physical well-being Transition events – coaching qualifications Swimming, Cycle proficiency Swimming opportunities for younger children Take part in an adventurous activity – e.g. Slippy Hill session Visits from sports personalities/ambassadors Visits to sports events/venues/stadiums Learn CPR/First aid Daily Mile and/or physical start to the day Parent links with local swim – participate in an event

- Knowledge, Skills and Experiences across each Area of Learning have been carefully considered to ensure progression throughout the school
- Whole school community involvement in planning has enabled a broad and balanced range of Knowledge, Skills and Experiences
- Careful consideration given to: What should we teach and why? How should we teach it? How will this support our learners to realise the four purposes?
- The Principles of Progression are pertinent to ensure the development of skills and knowledge over time.

materials, needle, thread.

ises, museums, art

Learners to follow verbal model, e.g., Lego or

cts using different materials

ey make it for and why?

work with their parents

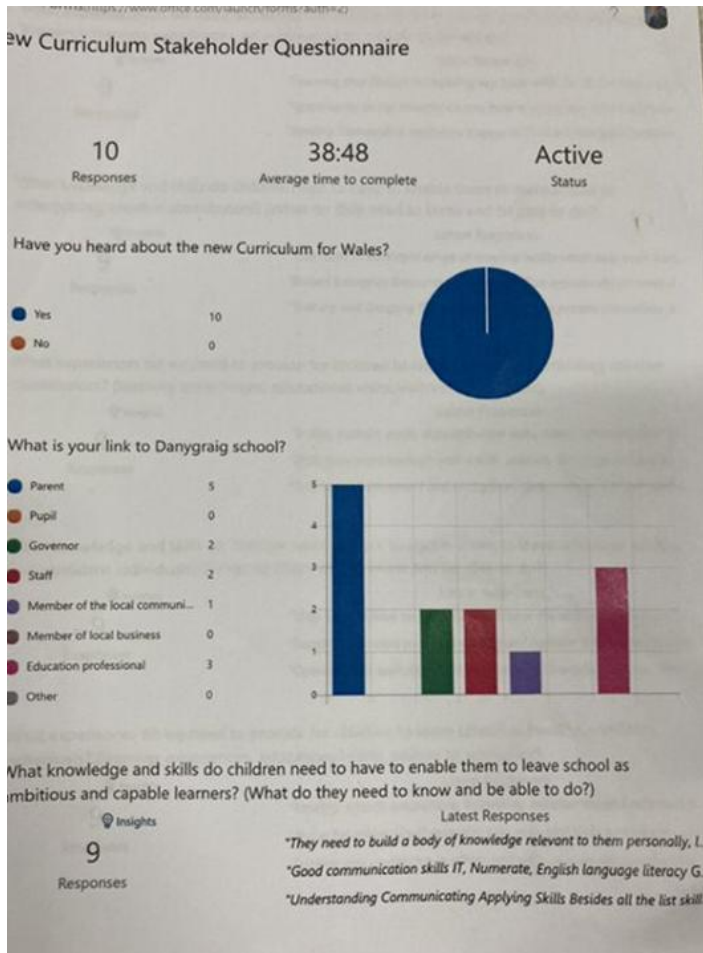
- Mechanisms - wheel and axles or sliders and levers designing, making and evaluating a small wheeled character in a story.
- Food - preparing fruit and vegetables E.g., designing and evaluating a fruit snack for a class picnic
- Structures – design and make a free-standing structure from a range of materials
- Have a science week where children work with their

Input from staff, pupils, parents and Governors

Outdoor Learning

- Opportunities for outdoor learning are planned throughout the school.
- Outdoor learning training with Nature Days provided an opportunity for all staff to participate in an outdoor session with an experienced practitioner.
- Development of school grounds has improved outdoor provision with further development planned.
- Resources for outdoor provision regularly audited and reviewed.





Stakeholder questionnaires allowed us to gather opinions on priorities for our new curriculum.

Replies Highlights Media Lik

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Danygraig School @Dan... · 24/05/2023
 A big thank you to all the parents who attended our Curriculum Event yesterday. was a great success, and you contributed lots of ideas for developing our curriculum



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Curriculum Event - Whole school community involvement in designing the curriculum.

Curriculum Events



Topic Cycles Overview

	Progression Step 1	Progression Step 2	Progression Step 3
Cycle 1	Autumn - Autumn Leaves Science & Tech/Humanities	Autumn - Incredible Me! H&W/Humanities (RE)	Autumn - 'Lights, Camera, Action!' Expressive Arts /Science & Technology
	Spring - Dinosaurs Science & Tech/Humanities (History)	Spring - Up, Up and Away Science & Tech/Humanities (History)	Spring - 'Out of this World' Science & Technology
	Summer - The Beach Humanities (Geog/History)	Summer - Commotion in the Ocean Science/Humanities (Geog)	Summer - 'What Lies Beneath' Humanities/Science & Tech/ H&W
Cycle 2	Autumn - Once upon a Time Literacy/H&W	Autumn - Fire, Fire! Humanities (History)	Autumn - 'Angry Earth' Humanities
	Spring - Pets H&W/Humanities	Spring - Endangered! H&W/Humanities (Geog/Eco)	Spring - 'Delicious Delights' Science & Technology
	Summer - Teddy's Journey Humanities/H&W/ (Geog)	Summer - Roots, Shoots and Juicy Fruits H&W/Science & Tech	Summer - 'Triumphant Tournaments' Health & Well Being
Cycle 3	As cycle 1	Autumn - Superheroes H&W/Humanities (History)	Autumn - 'Artists of the Ages' Expressive Arts
		Spring - Superheroes H&W/Humanities (History)	Spring - 'Deadly, Dangerous & Diverse' Science & Technology
		Summer - Wriggle and Crawl Science & Tech/Humanities (Geog)	Summer - 'Copperopolis' Humanities

Engaging Topics

- Engaging topics mapped across a three year cycle to maximise learning experiences for all learners.
- Exciting topic launches provide a stimulating hook for learners.
- Wonder Wall questions generated by pupils enables a learner led approach to all topics.
- A range of trips and visits are planned to enhance learning.
- Polished products and finished pieces are planned as a celebration of learning at the end of each topic.
- LoL time provides an opportunity for Pupil Influenced Learning where children share their ideas for independent missions.



School to School Support

- School to school discussions with Knelston Primary School helped us to develop a consistent language of learning throughout the school.
- Posters to promote self-reflection of learners were designed to help children when talking about 'What Went Well' and 'Even Better If'.
- Discussions following monitoring led to the creation of LoL Review's to better support pupils at different stages of their learning journey.
- LoL Review 1, 2 and 3 provide staff and pupils with a series of progressive prompts when reflecting on learning.

2021

**Be a Leader of Learning!
Think-a-lot!**

LEARNING NOW FOR OUR FUTURE
DANYGRAIG PRIMARY SCHOOL

What Went Well...	Even Better If...
<ul style="list-style-type: none"> • I have challenged myself by ... • I have activated my prior knowledge by ... • I asked good questions when ... • I shared my ideas when ... • I could talk about my learning when ... • I have used my maths skills to ... • I have used my digital skills to • I have found out about 	<ul style="list-style-type: none"> • I activated my prior knowledge. • I talked about my work. • I used my number skills to ... • I used my maths skills to ... • I used my digital skills to

2023

LoL Review

Talk about your work. Be reflective.

What Went Well ...

<ul style="list-style-type: none"> • I found out about... • I activated my prior knowledge by... • I could talk about my learning when... • When my work was difficult I... • When I made a mistake I... • I have used my prior knowledge to... • As part of a team I... • I have used a different language to... • I have practised reading/writing in... (language) 	<ul style="list-style-type: none"> • I have used new vocabulary to talk about... • I have been active by... • I have made good choices by... • I have shown independence by... • I have kept myself safe by... • After listening to others, I think that... • I have respected the rights of others by... • I have taken responsibility for... • I thought about the consequences of my actions when...
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Even Better If ...

<ul style="list-style-type: none"> • I used different strategies to... • I helped others by... • I was more independent when... • I listened to others point of view... 	<ul style="list-style-type: none"> • I thought carefully about my choices when... • I was more active by... • I respected others by... • I talked about my work and explained my thinking.
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Think about how you can improve. Celebrate good work.

LEARNING NOW FOR OUR FUTURE
DANYGRAIG PRIMARY SCHOOL

2

Independent Learning

- The implementation and embedding of Independent Learning was enhanced by whole staff training with Cath Delve.
- Learners in all phases have opportunities to complete independent missions.
- All learners take part in 'LOL time' (Leading our learning)
- Learners self-assess their work using a range of strategies, always reflecting on the Learn-a-lots.
- Strategies in class to support independence including 'Self, Neighbour, Other, Teacher'

LOL Mission
The Great Fire of London - Hot Facts!
Share interesting facts you can remember about the 'Great Fire'.
Steps to Success
• Think about what you already know.
• Find out more about the 'Great Fire'.
• Choose a creative way to present your work.

Writing Area

Purple Pix Strips
I'm checking my work for:
P1 step 1: Capital letters ✓
P2 step 2: Full stops ✓
P3 step 3: 'use' words ✓

*** Bendgedig!**
HWS: You challenged yourself by writing lots of detail to retell the story.
EBI: You use a capital letter when writing a name.
Diolch!

Prove it!

Steps to Success - measuring length
• I can measure from zero ✓
• I can measure from end to end in a straight line ✓
• I can count the number of units measured ✓
• I can check the answer ✓
• I can record the answer ✓
• I can write the units ✓

Boiled
Has reversible changes can be reversed:
• For chocolate making you can put it in the fridge and it'll be solid.
• For wax melting it will solidify after a while.
• If you put sugar in water then boil it, the only thing left will be sugar because the water evaporates.
• Water will go cold if you leave it out.
• The water from a puddle will evaporate and fall as rain.
• If you open butter on a cold day it will be hard.
• Water condensing will either become a puddle or cloud.
WWS: I was able to tell the difference between reversible and irreversible changes.
EBI: Think more about how it is reversible.

What Went Well -
Even Better If -

Rewards and Celebrations!

Bringing
Our
Learning
Together



- Learn-a-lot tokens acknowledge learners progress towards the Four Purposes and corresponding values.
- Believe It Bolts and Learn-a-lot bands help us to celebrate the progress and achievements of learners.
- Recognition of Learn-a-lot behaviours enables us to track progress across the school and identify Learn-a-lot strengths and areas for development.

Integral Skills

INTEGRAL SKILLS

To be organised, I can...

- Pre-Progression Step 1**
 - Follow a Now/Next board
 - Manage a small change to my day
- Progression Step 1**
 - Follow daily routines
 - Plan simple activities like playtime
 - Keep my things in their proper places.
- Progression Step 2**
 - Set easy goals for tasks.
 - Make simple plans to reach my goals
 - Use my time well and not waste it.
- Progression Step 3**
 - Decide which tasks are most important
 - Make detailed plans for projects.
 - Check my progress and change my plans if needed.

To be effective, I can...

- Pre-Progression Step 1**
 - Show you what I need
 - Begin to communicate my emotions
- Progression Step 1**
 - Know my own feelings and needs
 - Control my emotions and behaviour
 - Take care of my things
- Progression Step 2**
 - Set personal goals and work towards them.
 - Bounce back from setbacks.
 - Make good relationships with friends and adults.
- Progression Step 3**
 - Stay motivated to reach my goals
 - Adapt to new situations and challenges
 - Work with others to achieve a shared goal
 - Be a leader in group activities

To be a thinker, I can ...

- Pre-Progression Step 1**
 - Notice things around me
 - I can show curiosity (e.g., pointing to an object, communication board/cards)
- Progression Step 1**
 - Ask questions to learn more.
 - Find simple problems in everyday life
 - Think of different ways to fix a problem
 - Talk about what I am good at
- Progression Step 2**
 - Think about WWW and EBI
 - Look at information to understand it better
 - Choose the best solution from different options
 - Think about what worked and what didn't
- Progression Step 3**
 - Check if information is true and reliable
 - Solve tricky problems with many steps
 - Use logical thinking to explain my ideas

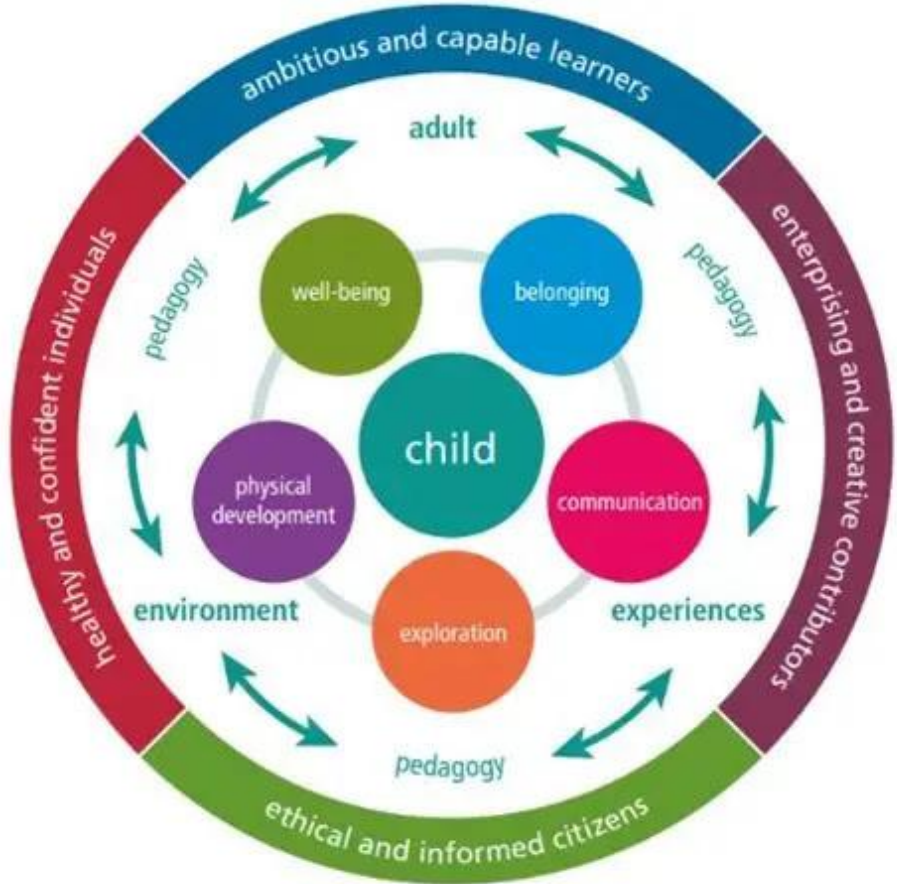
To be creative, I can...

- Pre-Progression Step 1**
 - Explore using my senses
 - Share my ideas with help
 - Try new things with support
- Progression Step 1**
 - Share my ideas through drawing, music, and play
 - Use my imagination in play and stories
 - Try new things and see what happens
- Progression Step 2**
 - Come up with creative ideas for projects
 - Magpie different ideas to make something new
 - Try new things even if they might not work
- Progression Step 3**
 - Create new solutions to problems
 - Work with others to make creative projects
 - Think about my ideas and how to make them better

Learn, Grow, Succeed!

Integral skills are embedded in our curriculum planning and promote creativity and innovation, critical thinking and problem-solving, personal effectiveness, and planning and organising. These skills are embedded across all areas and learning experiences, and promote the four purposes which are at the heart of our curriculum at Danygraig.

The Three Enablers



Enabling Adults

Observe, engage, support, respond, encourage, develop, model, respect, listen, intervene (when appropriate)

Effective Environments

Sense of belonging, communication rich, scaffold learning, digital media, awe and wonder, ignite curiosity, risk & challenge, emotional climate,

Enaging Experiences

Promote independence, challenge, deep level involvement, uninterrupted active learning, real-life, authentic, explore & experiment, indoors/outdoors, physical activity, choice, integral skills.

Who? Why? How? What?



When planning, we consider...

Who?

Pupil-centred Learning

- Backgrounds, experiences, and interests
- Developmental stage
- Needs, including additional learning needs

Why?

Learning Purpose

- Why is this learning important?
- Why are we teaching this now?
- Aligns with the Four Purposes
- Develops Integral Skills

How?

Pedagogy

- How will the learning happen?
- What methods and strategies will be used?
- Encourages active and experiential learning, cross-disciplinary approaches, Assessment for learning

What?

Content

- Knowledge, skills, and experiences
- Areas of Learning and Experience
- Must be purposeful, coherent, and relevant

Revised Medium Term Planning

Four Purposes	Focus	Activity/Experience	AoLE	Integral skills
<p>Healthy, confident individuals: Build confidence and teamwork.</p> <p>Enterprising, creative contributors: Take on roles in mission.</p>	Mission Launch What is our mission?	<ul style="list-style-type: none"> - Galactic message - invite pupils to join a sustainability mission. - Astronaut Training Day (e.g., obstacle courses, space food, badges, helmet design). - Launch mission logbooks and KWL charts. - Galactic map for tracking visited planets. 	LLC, Health & Well-being, Expressive Arts	<p>Planning & Organising: Preparing for the mission and creating logbooks.</p> <p>Personal Effectiveness: Team-building through astronaut challenges.</p>
<p>Ambitious, capable learners: Ask questions and investigate needs.</p> <p>Ethical, informed citizens: Begin to consider what people need to thrive fairly.</p>	What do humans need to live well?	<ul style="list-style-type: none"> - Explore survival needs (air, water, food, shelter). - Sort and compare Earth and other planet data. - Create "survival suitcases." - Introduce the fictional Planet Zorook home to crystal-breathing aliens who recycle everything. 	Science & Tech, Humanities	<p>Critical Thinking & Problem-solving: Deciding what is essential for life.</p> <p>Planning & Organising: Categorising needs and planning suitcase items.</p>
<p>Ambitious, capable learners: Experiment, observe, and problem-solve.</p> <p>Enterprising, creative contributors: Design solutions using recycled materials.</p>	Alien Life & Planet Design	<ul style="list-style-type: none"> - Read or co-create stories about life on fictional planets (e.g. floating cities, underground farms). - Draw or model friendly aliens and discuss how they survive. - Use alien worlds to explore alternative ways of living sustainably. 	Science & Tech, Expressive Arts, LLC	<p>Creativity & Innovation: Designing futuristic habitats.</p> <p>Critical Thinking: Investigating how space life works.</p>
<p>Enterprising, creative contributors: Innovate and collaborate.</p> <p>Ethical, informed citizens: Consider fairness, sustainability, and equality.</p>	Designing Our Space Colony	<ul style="list-style-type: none"> - Design your own planet and alien society using ideas from previous weeks. - Role-play community decisions. - Plan homes, transport, values, and environmental rules. - Begin model-making using junk materials or building sets. - Create posters or ads to promote their new world. 	Humanities, Expressive Arts, LLC	<p>Creativity & Innovation: Designing and promoting an ideal community.</p> <p>Personal Effectiveness: Working in teams to make fair decisions.</p>
<p>Ethical, informed citizens: Consider real-world impact and responsibility.</p> <p>Healthy, confident individuals: Express opinions and take action</p>	Earth vs Other Worlds	<ul style="list-style-type: none"> - Reflect on pollution and Earth's challenges using books/videos. - Write Earth-saving pledges, eco posters, or short videos. - Compare Earth with alien/imagined planets. - Discuss what Earth gets right – and what we could improve. - Create "Letters from Aliens" giving advice to Earth's people. 	Humanities, Science, LLC	<p>Critical Thinking & Problem-solving: Evaluating Earth's needs and choices.</p> <p>Personal Effectiveness: Reflecting on responsibilities to care for Earth.</p>

Holistic Planning Approach

A holistic, enquiry-based approach connects learning across AoLEs, helping pupils explore meaningful concepts in real-life contexts rather than in separate subject lessons. It creates richer, more purposeful learning experiences.

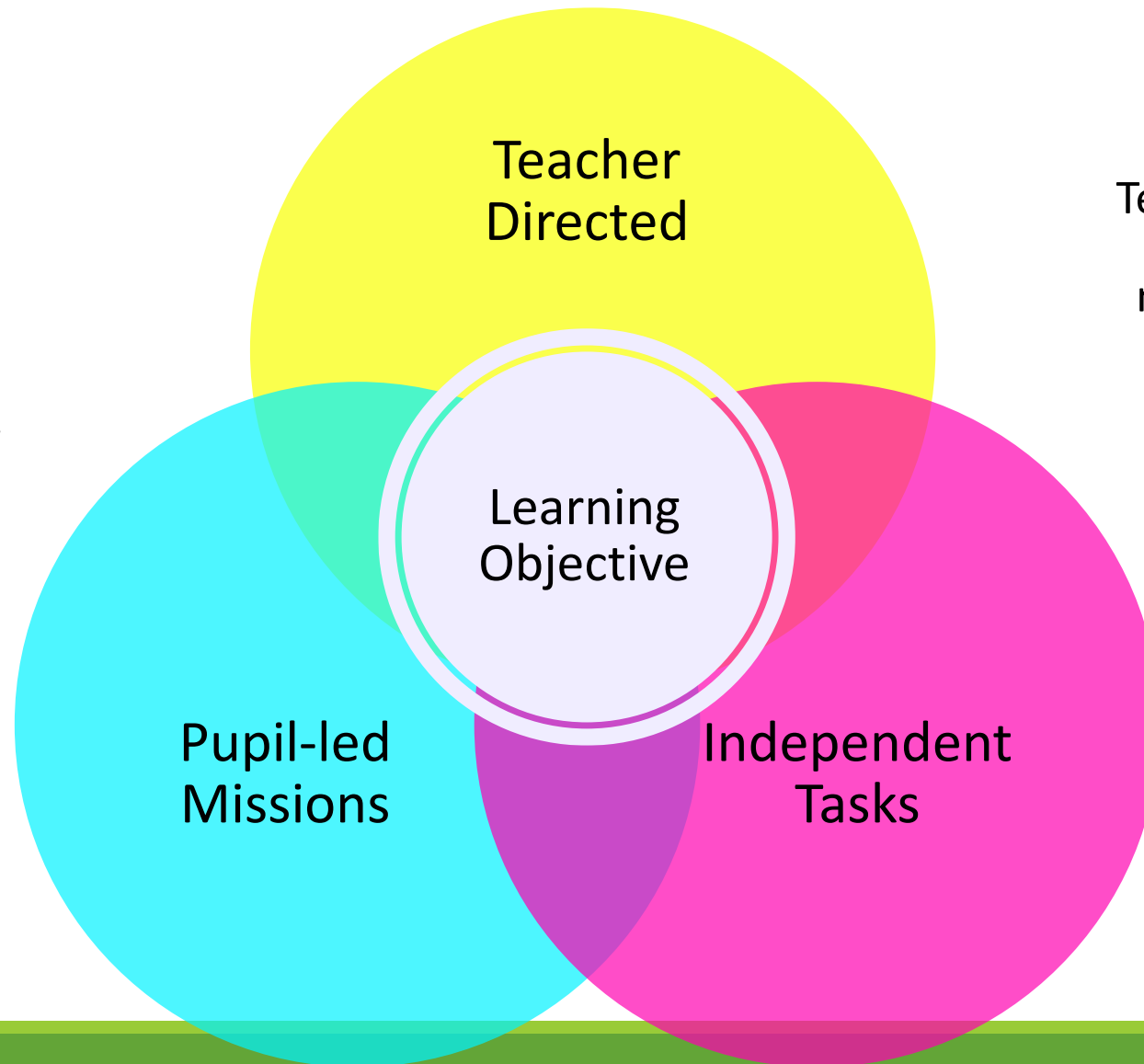
Planning this way:

- Supports the Four Purposes, helping learners become confident, creative, ethical, and capable
- Develops integral skills such as creativity, critical thinking, collaboration, and problem-solving
- Makes learning more relevant and engaging by linking literacy, numeracy, digital, and well-being skills to a shared context
- Encourages learner voice and ownership, allowing pupils to shape their learning journey
- Supports progression by applying knowledge and skills across different, real-life contexts to deepen understanding

Learning Experiences - Rule of 3

APPLY

Encourages pupils to take ownership of their learning by making thoughtful decisions guided by their current understanding.



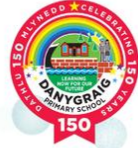
LEARN

Teacher-led sessions that introduce and develop new ideas and skills for pupils.

UNDERSTAND

A collaborative process where pupils and teachers work together to identify effective strategies for progress.

Promoting Independence



Before you burst my bubble...

Peer

Ask a friend or a classmate.



Other

Use displays and resources around the classroom.



Provision

Use things Provided for you (steps to success, word mats).



Think **POP** — Be Independent!

Independent Missions

LoL Mission

Commotion in the Ocean

Create ocean animal fact cards.







Steps to Success:

- Choose some ocean animals you find interesting.
- Find fun and cool facts about each animal.
- Design your fact cards in any way you like.
- Think of creative ways to use your cards, like games or quizzes.

Writing Area



Planning missions that are pupil influenced.

Enabling Adults – Continuous/Enhanced Provision (Phase 2)				
Commotion in the Ocean - Creative				
Prior Learning –	Resources	Welsh		
Children have learned basic facts about ocean animals and their habitats.	Card or paper Pens, pencils, crayons, or coloured pencils Reference books or internet access for research Word mats	Pa liwy? – what colour? Colours: coch, glas, pinc, gwyrdd, du, gwyn, oren, melyn Beth wyt ti'n hoffi? – What do you like? Beth wyt ti'n ddim yn hoffi? – what don't you like about it?		
Questions to promote challenge				
<ul style="list-style-type: none"> What unique features does your ocean animal have? How does your animal survive in its habitat? Find an interesting fact that most people might not know. 		<ul style="list-style-type: none"> Remembering: Name three ocean animals. Understanding: Explain why some ocean animals live in deep water while others live near the surface. Applying: Describe how you would make a home for your ocean animal if its current home was gone. Analysing: Compare your ocean animal with another one. Evaluating: Tell me which ocean animal you think is the most important and why. Creating: Create a new ocean animal? What would it look like and how would it live? 		
Curriculum Links				
Four Purposes	Integral Skills	AOLE	Cross-Curricular	Cross-Cutting Themes <small>(RSE, Human Rights, Diversity, Careers, Local/National/International contexts)</small>
Ambitious, capable learners	Creative: Come up with creative ideas for projects Thinker: Look at information to understand it better.	Science & Technology: Living Things	Literacy: Writing information Numeracy: Counting and sorting animals DCF: Researching information online	
Enterprising, creative contributors.				

Enabling adults to support, develop and challenge all pupils.

Perfecting Planning!

Enquiry Focus:	What is our mission, and how can we prepare for life in space?
Four Purposes:	Healthy, confident individuals; Enterprising, creative contributors
Integral Skills:	Planning & organising, Personal Effectiveness
AoLEs: LLC,	Health & Well-being, Expressive Arts, Digital Competence

Ensuring we plan for:

- Challenge
- Independence
- Integral Skills
- Cross-curricular skills
- Continued focus on reading skills

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:00am	Registration/Daily Check In				
9:00 – 9:20am	Daily Phonic Blast (PS2 groups)				
9:20 – 9:40am	Guided Reading – Daily carousel of activities (See timetable) Focus – Activate Prior Knowledge				
9:40 – 10:30am	LLC LO – Join in with a discussion, asking relevant questions. TD: Watch GSA intergalactic message and discuss 'Why are we leaving Earth?' IT: Generate questions for the Wonder Wall – what do we already know/need to find out?	LLC LO – Write a recount TD: Use T4W to model how to write a diary entry or recount of their Astronaut Training Day. IT: Baseline - Write a short recount of yesterday's astronaut training day (who, what, when, where, why?)	Maths LO – Read and write numbers to 100 TD: Mission control numbers – model reading and writing numbers, using base 10 and number words. (e.g. "We need 47 oxygen tanks. What does that look like? How do we write it?") IT: Complete a supply list by matching numerals to number words and representing with tens and ones. (e.g. fuel cells: 36, space meals: 82, helmets: 59).	Maths LO – Recognise p (tens and ones) TD: Model how to write 2-digit numbers using Numicon & p IT: Space equipment listed using knowledge value to identify packs of tens/ones.	

	PL: Draw or write about your ideal planet PL: Create a comic strip of your training day, using speech bubbles/captions PL: Design number posters for a space colony showing how many people, robots, or items are on board PL: Create 2-digit "alien numbers" and represent them using tens/ones (drawings, base-10). Challenge - "Can you decode my number?"				
10:30 – 10:40am	Slot Drillio				
10:40 – 10:55am	Playtime				
10:55 – 12:00pm	Astronaut training day – see below	As above	As above	As above	As above
12:00 – 1:00pm	Lunchtime				
1:00 – 3:00pm	Topic LO – share activities, taking turns Astronaut Training Day (obstacle courses, space food, badges, helmet design). PL: Record an alien greeting using a digital platform of your choice.	Topic - DCF LO – Use directional language TD: Beebot has become a Space Rover – help him navigate the floor map of the galaxy, visiting at least 3 planets and avoiding the black holes. Challenge – a meteor storm has blocked your path – re-route! Write instructions for next space explorer. I: Share galactic map. Pupils to use JTT Turtle to plan a route for our intergalactic travels, making sure we visit every planet.	PPA – H&Wb/Exp Arts (PE/Drama) 2:45- 3:00pm – Singing/Group Worship	1:00- 1:30pm – whole school celebration assembly 1:30 – 2:45pm – Flourish Friday 2:45 – 3:00pm – LQL Time	
3:00 – 3:20pm	Story time	Class worship	Class Worship	Story time	Story time

Effective medium-term planning keeps weekly planning more focused and prevents over-planning.

What next?

- Further develop and embed the 3 Enablers into our practice and environment, ensuring Adults are Enabling, Environments are Effective and Experiences are Engaging.
- Ensure that staff training continues to be linked to our priorities, and positively impacts teaching and provision.
- Continue to review and refine our curriculum so it is authentic, purposeful and linked to real-life experiences.
- Continue to develop assessment within Danygraig, our cluster of schools, and across Swansea, so we can accurately measure progress.
- Further develop children's Numeracy skills so they can apply them to a range of situations in and out of school.
- Support the emotional and mental wellbeing of learners, staff and the whole school community