



YSGOL Y PARC

INFANT SCHOOL, DENBIGH



CURRICULUM RATIONALE 2025-2026

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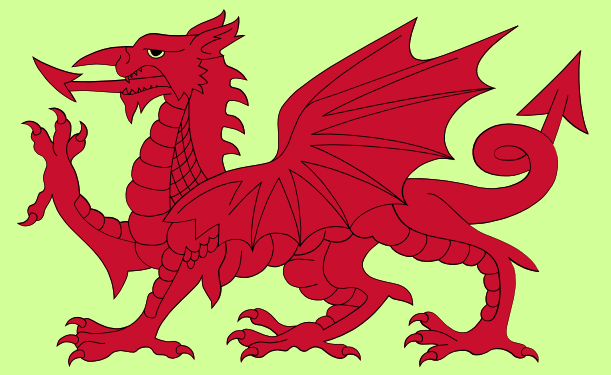
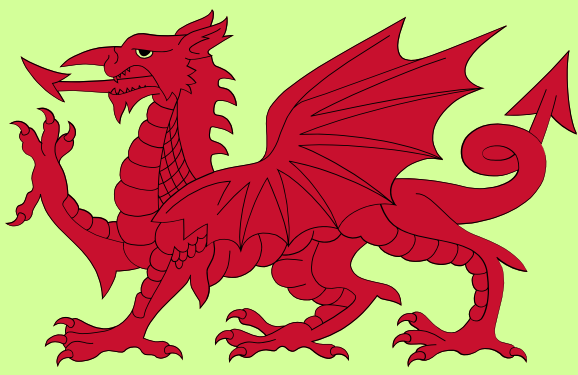
AT YSGOL Y PARC OUR PUPILS ARE ...



- ENGAGED to develop a love of learning
- MOTIVATED to think and solve problems
- CELEBRATED for their diversity as individuals
- NURTURED to grow empathy and understanding
- ENCOURAGED to explore their creativity
- SUPPORTED to reach their full potential
- TREATED WITH KINDNESS AND RESPECT
- TAUGHT to embrace mistakes to help them grow
- LOVED

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OUR CURRICULUM AND OUR LOCAL AREA



Deep Rooted Learning



Welsh Identity & Belonging



Our Curriculum starts in our wonderful town of Denbigh and the local surrounding area- where our children live, who they see, and the places they go to every day. This develops a true sense of belonging—the place, the rich history, the culture, and the community that shape who our children are.

Welsh Language and Culture



Place-Based Learning



Community Involvement



Local History



Our Curriculum begins with what children already know, drawing on prior knowledge so that they feel ready to learn more about the world around them.

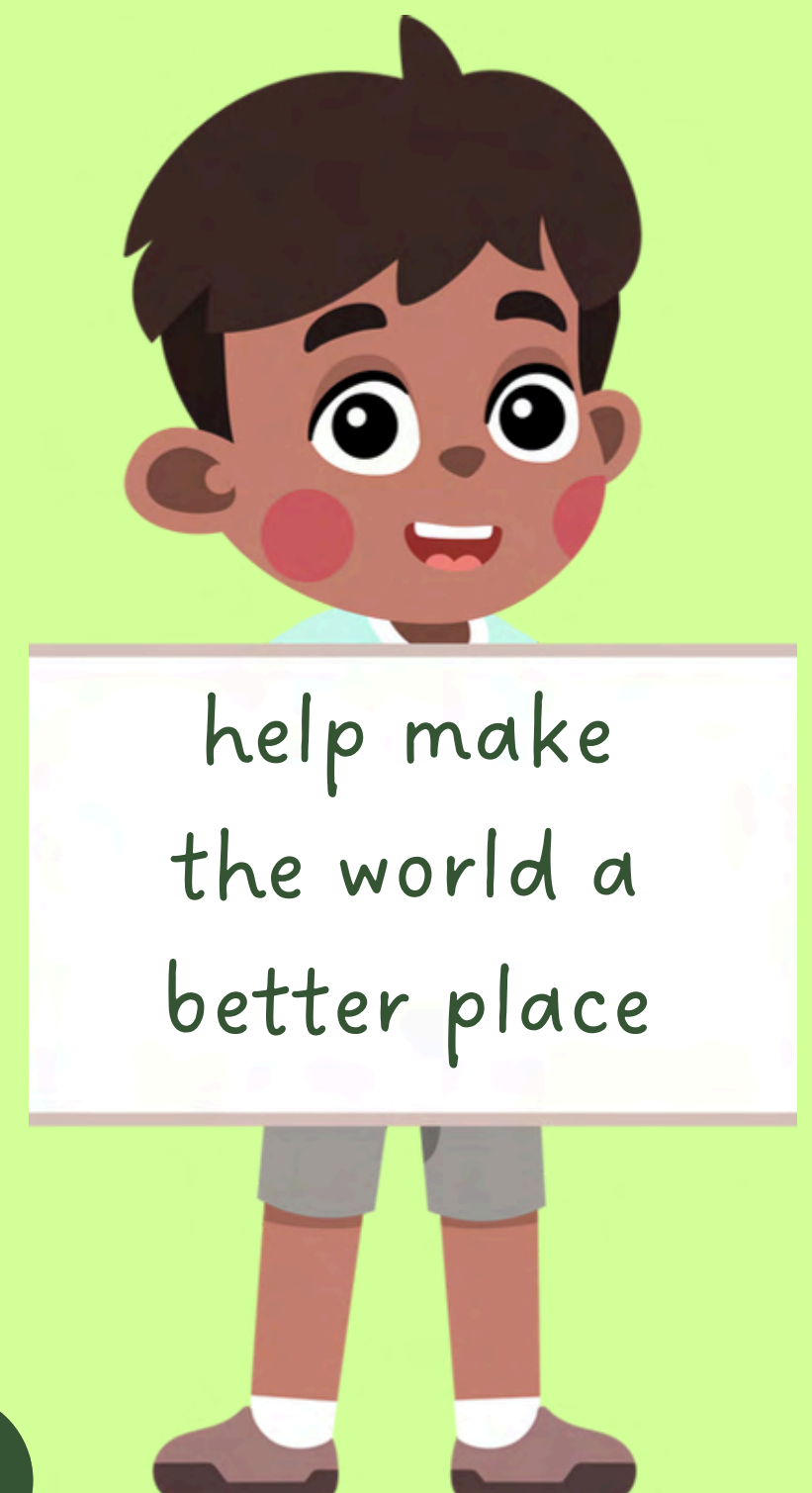


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OUR CURRICULUM AND THE WIDER WORLD

We teach our children about the wider world to enable them to grow into kind, thoughtful, and ethical citizens. When we give children opportunities to develop empathy and understanding of the wider world and the people who live in it, we are preparing them to live, learn, and lead in an ever-changing world together.

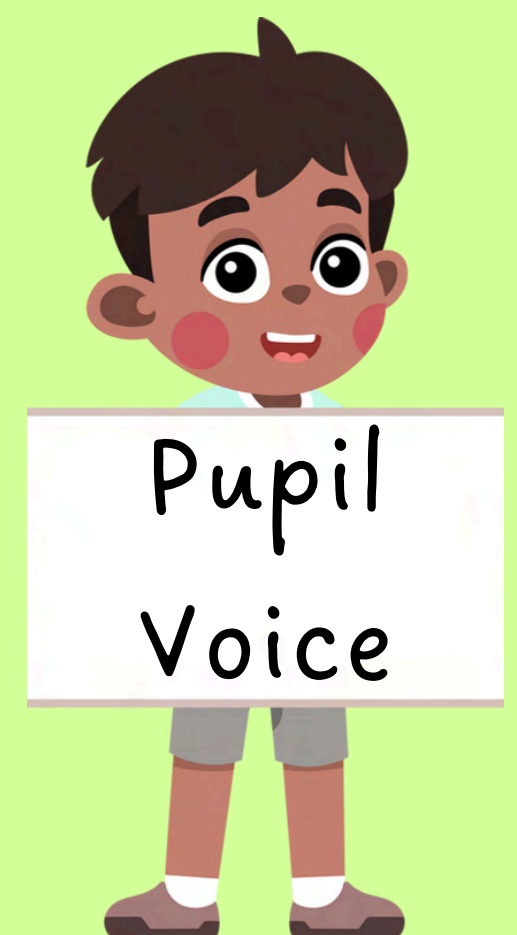


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OUR SCHOOL AS A COMMUNITY

Y Senedd is our pupil voice committee which combines Eco Schools, Criw Cymraeg, Digital Leaders and the School Council. Through 'Y Senedd', we listen to and take into account our children's views and opinions to help shape decisions and initiatives in our school. Children are made aware of the School Development Plan and contribute their ideas on ways we can work towards our SDP Goals.



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OUR CURRICULUM

The Teaching at Ysgol Y Parc follows the Twelve Pedagogical Principles:

The 12 Pedagogical Principles

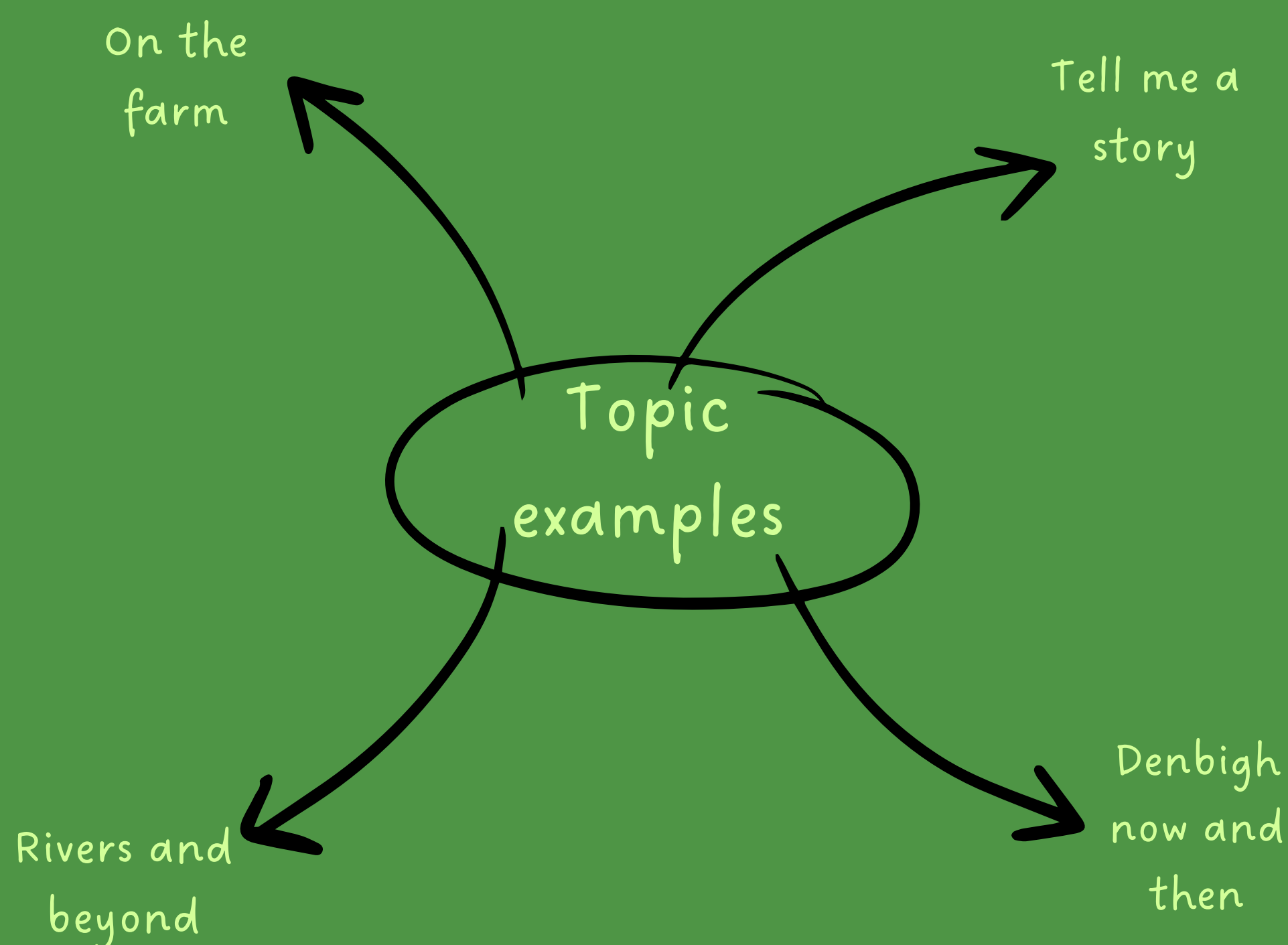
1. Focus on the FOUR PURPOSES of the Curriculum
2. High Expectations - GROWTH MINDSET
3. BLENDED TEACHING AND LEARNING - including direct teaching
4. Promote PROBLEM SOLVING, CREATIVE AND CRITICAL THINKING
5. Build on PREVIOUS KNOWLEDGE and ENGAGE LEARNERS
6. Create authentic contexts for learning - MAKE IT REAL AND MEANINGFUL
7. ASSESSMENT FOR LEARNING - Effective feedback
8. MAKE CONNECTIONS - Across Areas of Learning and Experience
9. CROSS-CURRICULUM RESPONSIBILITIES - Literacy, Numeracy and Digital Competence, and provide opportunities to practise them
10. LEARNING TO LEARN (VISIBLE LEARNING) - encourages children and young people to take increasing responsibility for their own learning
11. POSITIVE RELATIONSHIPS and WELLBEING (Pedagogy that supports social and emotional aspects of learning is important across every aspect of the curriculum)
12. Encourage COLLABORATION



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OUR CURRICULUM TOPICS

Our topics serve as starting points, with the learning guided by the children's interests and lines of enquiry. Each topic is thoughtfully planned to ensure comprehensive coverage of the Areas of Learning and Experience (AOLEs) whilst embedding the Four Purposes. Each topic begins with a focus on the local area and gradually extends outward to explore the wider world.



Our topics are enriched by seasonal events and special days, including those that celebrate different religions and cultures.



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OUR CURRICULUM THE FOUR PURPOSES



The four purposes are the starting point and aspiration for our schools' curriculum. Ultimately, the aim is to support our little learners to become:

- 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



Four
Purposes



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OUR CURRICULUM

AREAS OF LEARNING AND EXPERIENCE

The Curriculum for Wales is taught through the six Areas of Learning and Experience.

They are as follows:

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

The Areas of Learning and Experience (AoLEs) are six broad areas designed to provide a holistic education. These areas aim to develop learners into ambitious, capable individuals who are enterprising, ethical, and healthy.

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OUR CURRICULUM



AOLE's and WHAT MATTERS STATEMENTS

Expressive Arts

Explore
Curious
Creative
Respond
Reflect

Health and Well-being

Process
Respond
Decide
Engage
Relate

Humanities

Enquire
Explore
Investigate
Curious
Perceive
Interpret
Represent
Engage

Science and Technology

Curious
Search
Understand
Predict
Design
Engineer
Compute

Language, Literacy and Communication

Connect
Understand
Express
Communicate
Create

Maths and Numeracy

Represent
Compare
Express
Relate
Measure
Infer
Decide



"What Matters" statements are an explanation of the learning priorities an area of learning. It helps to guide teaching with planning learning opportunities.

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OUR CURRICULUM

AOLE'S AND WHAT MATTER STATEMENTS

EXPRESSIVE ARTS

WM1 - EXPLORING

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

WM2 - RESPONDING

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

WM3 - CREATING

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

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OUR CURRICULUM

AOLE'S AND WHAT MATTER STATEMENTS

HEALTH AND WELLBEING

WM1 - PHYSICAL

Developing physical health and wellbeing has lifelong benefits.

WM2 - FEELINGS AND EMOTIONS

How we process and respond to our experiences affects our mental health and emotional wellbeing.

WM3 - DECISIONS

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

WM4 - SOCIAL INTERACTION

How we engage with social influences shapes who we are and affects our health and wellbeing.

WM5 - RELATIONSHIPS

Healthy relationships are fundamental to our wellbeing. How we engage with social influences shapes who we are and affects our health and well-being.



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OUR CURRICULUM

AOLE'S AND WHAT MATTER STATEMENTS

SCIENCE AND TECHNOLOGY

WM1 - INVESTIGATION

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

WM2 - DESIGN

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

WM3 - LIVING THINGS

The world around us is full of living things which depend on each other for survival. Our natural world is diverse and dynamic, influenced by processes and human actions.

WM4 - MATERIALS

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

WM5 - FORCES

Forces and energy provide a foundation for understanding our universe.

WM6 - DIGITAL

Computation is the foundation for our digital world.



UN SUSTAINABLE
DEVELOPMENT
GOALS

17
SUSTAINABLE
GOALS



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OUR CURRICULUM

GOALS AND WHAT MATTER STATEMENTS

LANGUAGES, LITERACY AND COMMUNICATION

WM1 - PURPOSE

Languages connect us.

WM2 - UNDERSTANDING

Understanding languages is key to understanding the world around us.

WM3 - EXPRESSION

Expressing ourselves through languages is key to communication.

WM4 - EXPERIENCE

Literature fires imagination and inspires creativity.

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OUR CURRICULUM

AOLE'S AND WHAT MATTER STATEMENTS

MATHS AND NUMERACY

WM1 – NUMBER

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

WM2 – ALGEBRA

Algebra uses symbol systems to express the structure of mathematical relationships.

WM3 – SHAPE, SPACE AND MEASURE

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

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

WM4 – INTERPRETING DATA

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



OUR CURRICULUM AOLE'S AND WHAT MATTER STATEMENTS

HUMANITIES



WM1 – ENQUIRY

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

WM2 – OPINIONS AND VIEWPOINTS

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

WM3 – GEOGRAPHY

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

WM4 – HISTORY AND CULTURAL DIVERSITY

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

WM5 – ECO SCHOOLS

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



UN SUSTAINABLE
DEVELOPMENT
GOALS

17
SUSTAINABLE
GOALS



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OUR CURRICULUM

INTEGRAL SKILLS



At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range of contexts, including financial, cultural, social and learning value.

OUR CURRICULUM

Relationships and Sexuality Education (RSE) is a mandatory element of our curriculum and is included through the cross-cutting elements of the curriculum, focusing on the three strands:

- Relationships and identity
- Sexual health and well-being
- Empowerment, safety and respect

The mandatory cross-curricular skills of Literacy, Numeracy and Digital Competence are essential to all learning and the ability to unlock knowledge. They enable our learners to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

Religion, Values and Ethics (RVE) is a mandatory subject for all learners aged 3 to 16, part of the Curriculum for Wales. RVE also includes ethics, values, and philosophical perspectives. It aims to help our children to develop critical thinking skills, understand different viewpoints, and make informed decisions.



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OUR CURRICULUM FOUNDATION LEARNING

Foundation Learning forms our Curriculum for Wales and the approach is designed to reflect the specific learning and development needs of children up to the age of 8 or learners who have additional developmental needs. Foundation learning focuses on the pedagogical teaching and learning approaches which scaffold the learning and development for all children in the early years,.

At Ysgol Y Parc we ensure that we reflect on practice and provision when delivering our curriculum with a focus on...

- authentic and purposeful learning
- child development
- observation
- outdoor learning
- play and play-based learning



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ENABLING LEARNING

Enabling adults

Our Teachers and Teaching Assistents are crucial in supporting learners during this stage of development. We create emotionally safe environments, model compassion, and help learners to manage feelings, behaviours, uncertainty, and transition. We guide learners in constructing meaning and working collaboratively.

Our team here at Ysgol Y Parc foster understanding of learners feelings and perspectives. We bridge connections between home, community, and cultural identity, promoting inclusivity and the Welsh language and heritage.

We support learners' confidence in expressing themselves, valuing individual progression. We create a communication-rich environment, modelling diverse expressions and contextual language.

We enhance childrens' skills through experience and cross-curricular connections, adapting plans to meet learners' needs. By modelling joy in learning and encouraging curiosity, we hope to develop resilience, independence, and confidence in our wonderful children.



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ENABLING LEARNING

Engaging Experiences

Engaging experiences here at Ysgol Y Parc develop childrens independence, challenge them, and offer opportunities for success.

We encourage deep involvement in real-life situations, supporting holistic development through a cross curricular approach. We respect that every child is unique and special. We celebrate Wales' culture, and heritage, and reflect local and global diversity.

Engaging Experiences...

- build social, communication, and emotional resilience,
- promote skills such as listening to and understanding emotions
- encourage mark-making, exploration of math concepts, and cognitive development
- digital technology incorporated
- physical activity to develop motor control, coordination, and risk management
- inspire creativity, critical thinking, and problem-solving
- cultivate environmental awareness, problem-solving skills, and an appreciation for the world around them.



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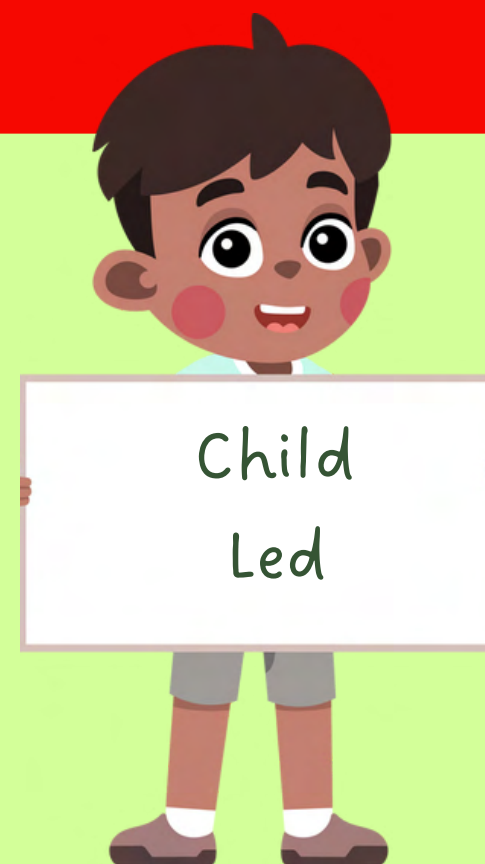
ENABLING LEARNING

Effective Environments

Our school environment, both indoors and outdoors, plays a central role in the authentic experience children receive here at Ysgol Y Parc. It drives their development through exploration. The environment develops a sense of belonging and appreciation for the world. Teachers plan for the physical spaces whilst considering the emotional climate.

Our school environment provides diverse opportunities for

- physical, creative, and imaginative expression,
- independent and collaborative learning
- celebrating diversity
- promote inclusivity
- encourage communication
- support the development of mathematical understanding
- include digital tools
- spark curiosity, creativity, and critical thinking,
- exploration, solving problems, and reflection
- support motor skills development
- build confidence and mastery



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ASSESSMENT FOR LEARNING

Ysgol Y Parc uses Assessment for Learning strategies.

Assessment for Learning is the teachers observing how the children are learning and playing, then supporting or challenging them to help them make progress.

Assessment for Learning Strategies-

- Feedback Friends
- Self and Peer assessment
- Verbal Feedback
- Effective questioning
- Coconstructive Success Criteria
- Sharing the Learning Intentions with the children
- Are You Stuck?

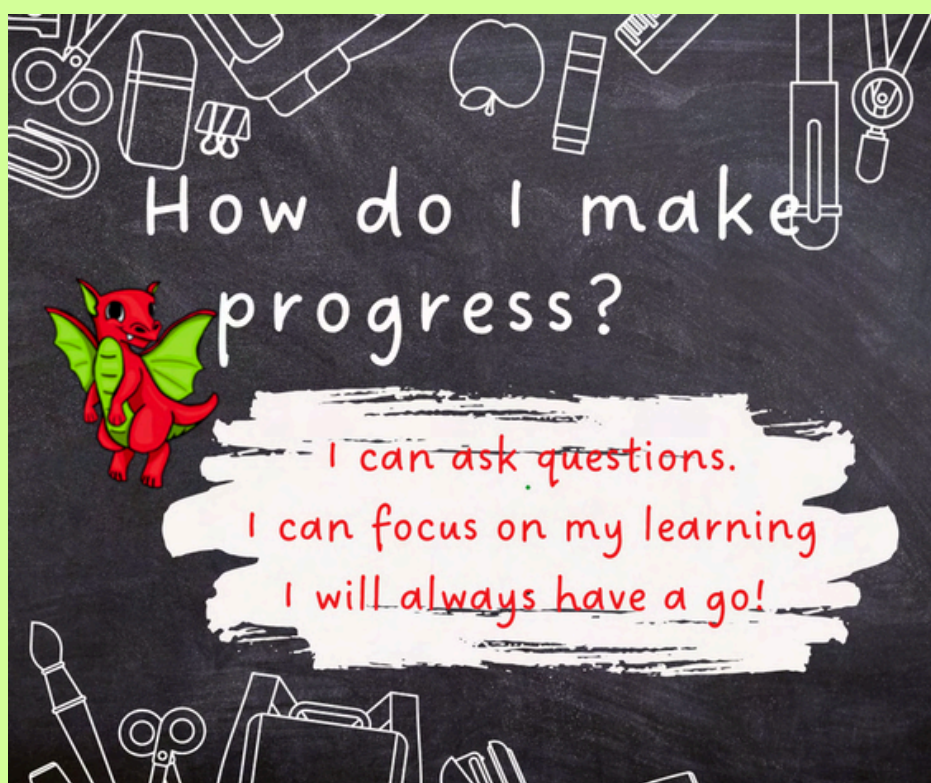
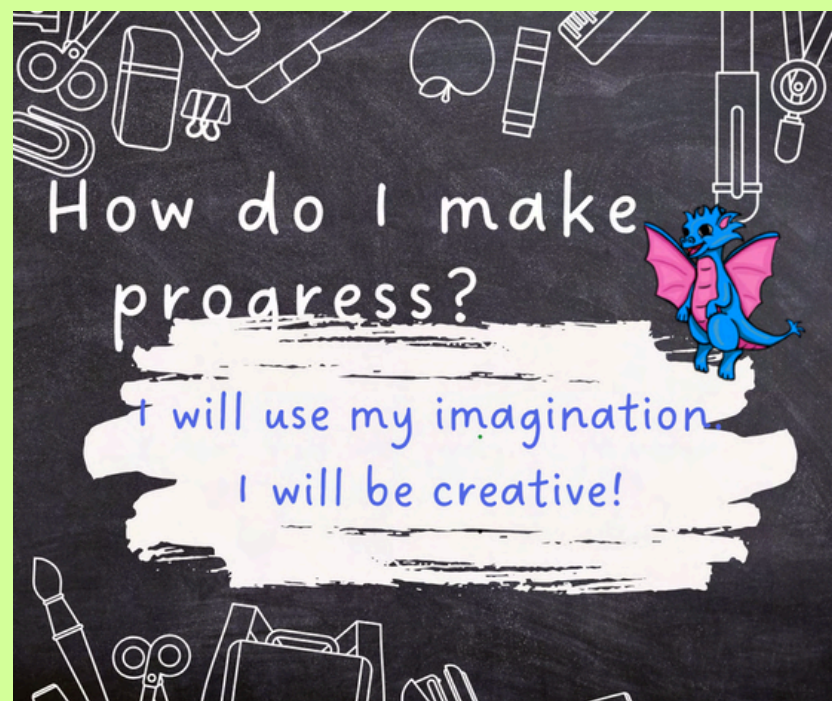
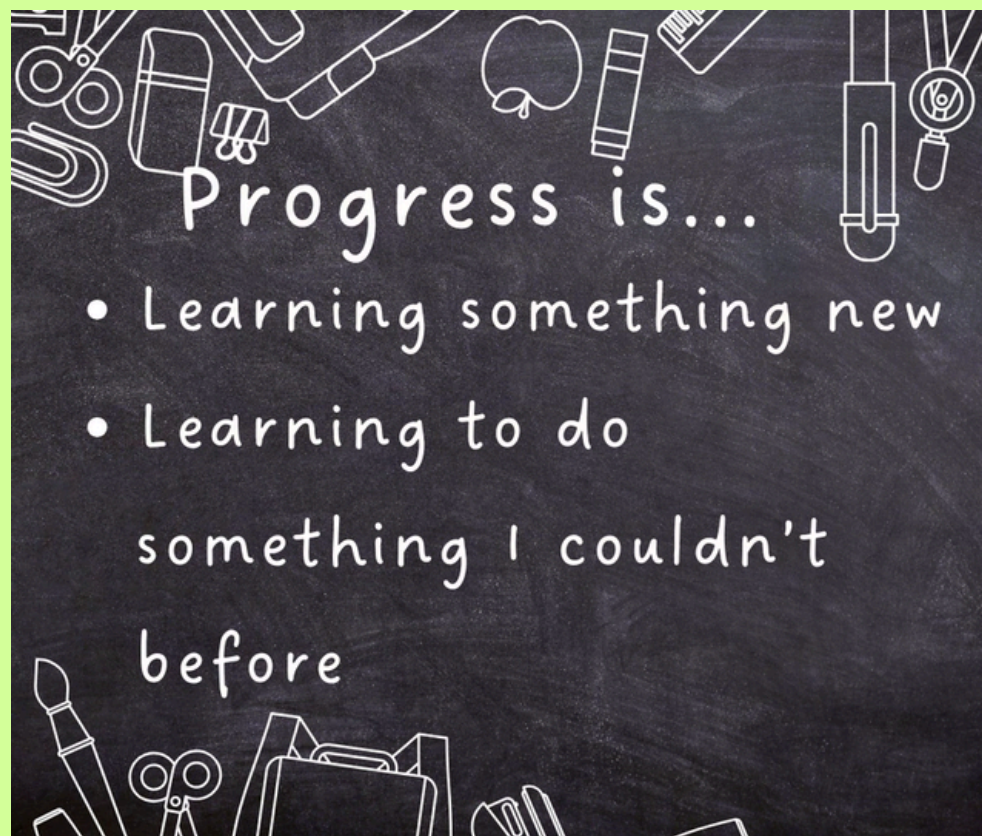


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PROGRESS...



How we teach children about progress...



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PRINCIPLES OF PROGRESSION

Progression is at the heart of our curriculum. We look at the principles of progression to inform what progression looks like in Ysgol Y Parc. We recognise that learners will progress at different paces.

How Principles of Progression are used in Ysgol Y Parc

- Contribute to our school self evaluation and improvement.
- Ensure progress for each learner
- Consider the holistic development of our learners
- Understand what progression means and should look like
- Develop assessment for learning and teaching assessment approaches which see whether this progress is being made.

GROWTH MINDSET

Ysgol Y Parc promotes, models and teaches children to think and learn with a GROWTH MINDSET.

Growth Mindset teaches children to believe you can get better at things if you keep trying and don't give up, even if it's hard at first.

Growth Mindset at Ysgol Y Parc-

- Power of Yet
- Learning Powers
- Marvellous Mistakes
- Learning Powers



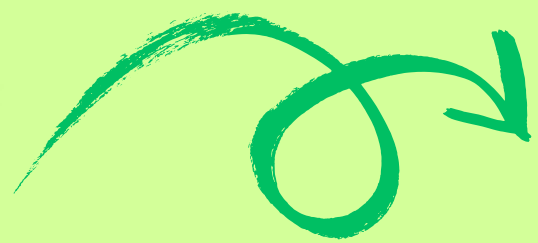
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LEARNING POWERS GROWTH MINDSET

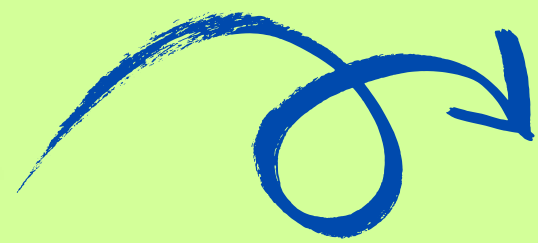
Captain Concentrate

Curious Kid

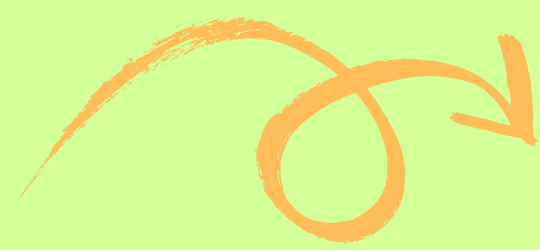
Have a go Hero!



Cooperative Clarke



Imagination Man



Resilient Robin

Learning Powers are the special skills that help children learn better. They are the ways we encourage children to think, feel, and learn. Learning Powers help children to keep trying, ask questions, be creative, work with friends, and think about what they've learned. They help children to become super learners!

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OUR CURRICULUM

OUTDOOR LEARNING

Outdoor Learning is an integral a part of how and what we teach at Ysgol Y Parc. Outdoor education plays a key role in the development of our learners. Our children are given time to engage with the natural world.

We have two Forest Schools trained practitioners in each unit within our school who deliver Forest School sessions alongside the class teachers.

All classrooms have their own Outdoor Classrooms with continuous access throughout the school day. Provision in the outdoor classrooms are carefully planned by our Teachers with a balance of child led, play and focus learning. Consideration is given to the organization and lay out of each outdoor class to suit the stage, needs and interests of our children.



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WHY?

OUR CURRICULUM OUTDOOR LEARNING

1. Physical Development

Outdoor activities provide space and freedom for children to develop gross motor skills, balance, and coordination.

2. Cognitive Growth

Being outdoors stimulates curiosity and problem-solving.

3. Emotional and Mental Well-being

Nature has a calming effect on our children. Outdoor play allows children to express themselves more openly.

4. Social Skills

Outdoor play often involves more interactions which help children develop communication, cooperation and sharing.

5. Connection to Nature

Children develop a sense of care for the environment. Children who spend time outside develop an emotional connection to nature.

6. Academic Readiness

Outdoor Learning supports academic progress.



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OUR CURRICULUM

Our Curriculum is continually evaluated and reviewed to ensure it meets the needs of our learners and the ever changing world around them. We work collaboratively to ensure our curriculum remains relevant and reflects current events in our local community of Denbigh, across Wales, and around the wider world. The Curriculum is regularly reviewed based on feedback and observations from teachers and teaching assistants which is part of our reflective practice



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CURRICULUM RATIONALE



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