



# Ein Curriculum

OUR CURRICULUM

THE LEARNING GARDEN

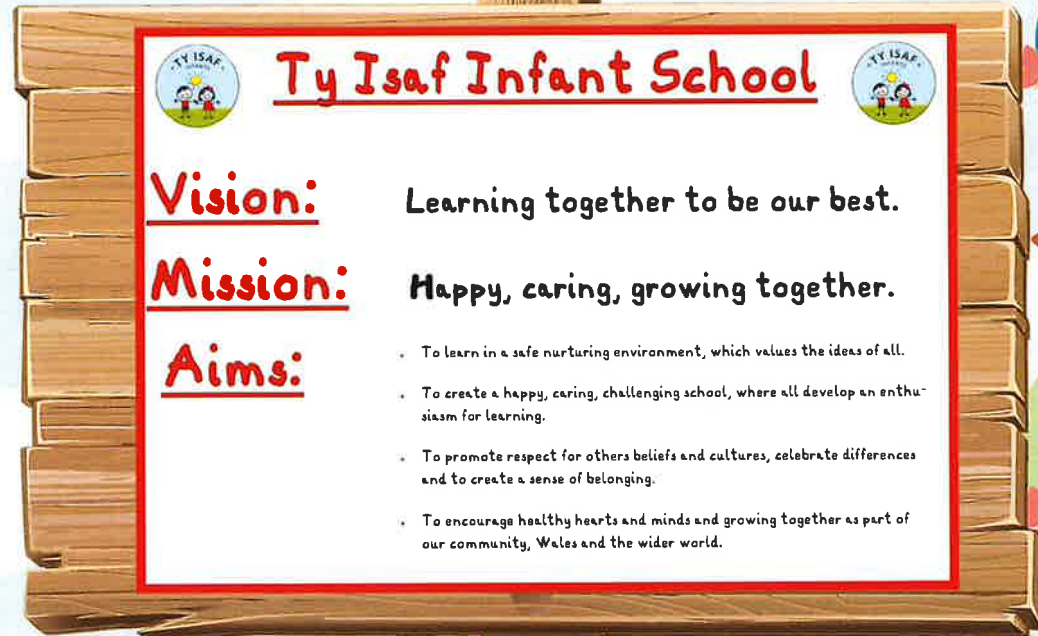




# At Ty Isaf we want our children to be.....



# Our Vision, Mission and Aims

OUR VISION, MISSION  
AND AIMS BRING  
TOGETHER OUR  
STATEMENTS OF  
INTENT FOR OUR  
LEARNERS.



 **Ty Isaf Infant School** 

**Vision:** Learning together to be our best.

**Mission:** Happy, caring, growing together.

**Aims:**

- To learn in a safe nurturing environment, which values the ideas of all.
- To create a happy, caring, challenging school, where all develop an enthusiasm for learning.
- To promote respect for others beliefs and cultures, celebrate differences and to create a sense of belonging.
- To encourage healthy hearts and minds and growing together as part of our community, Wales and the wider world.

# Our curriculum vision

At Ty Isaf Infant School, our curriculum is designed to promote happy, healthy hearts and minds. Our inclusive curriculum is personalised to learner's interests and needs.

We offer a broad and balanced curriculum, which places all children at the heart of our school.

Our curriculum offers engaging and authentic learning experiences with the four purposes being at the core.

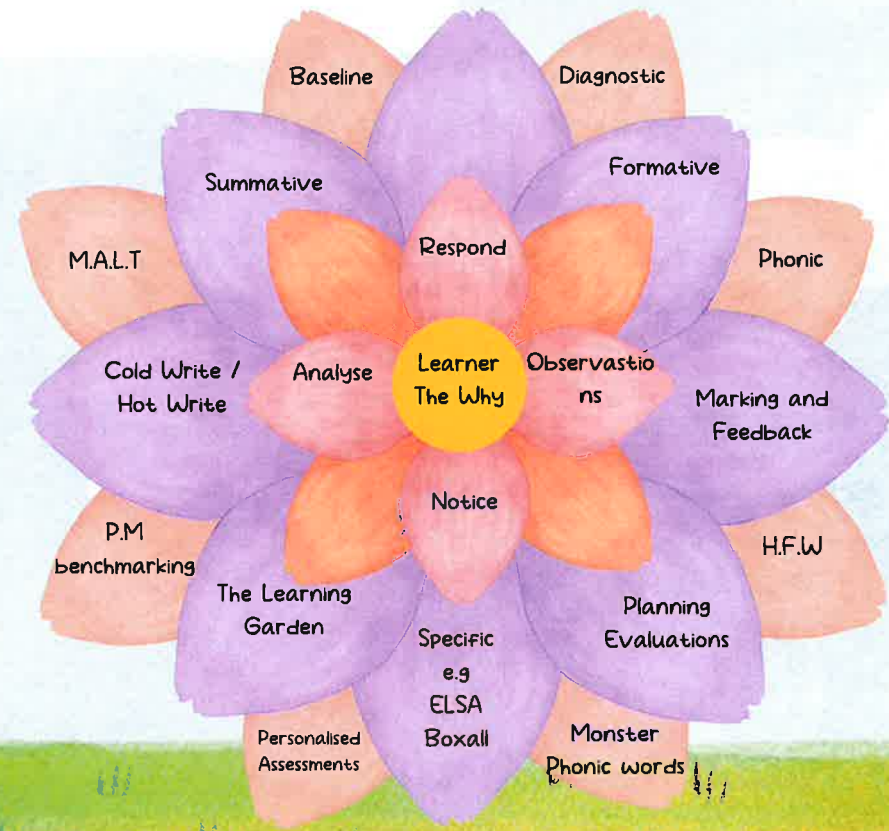
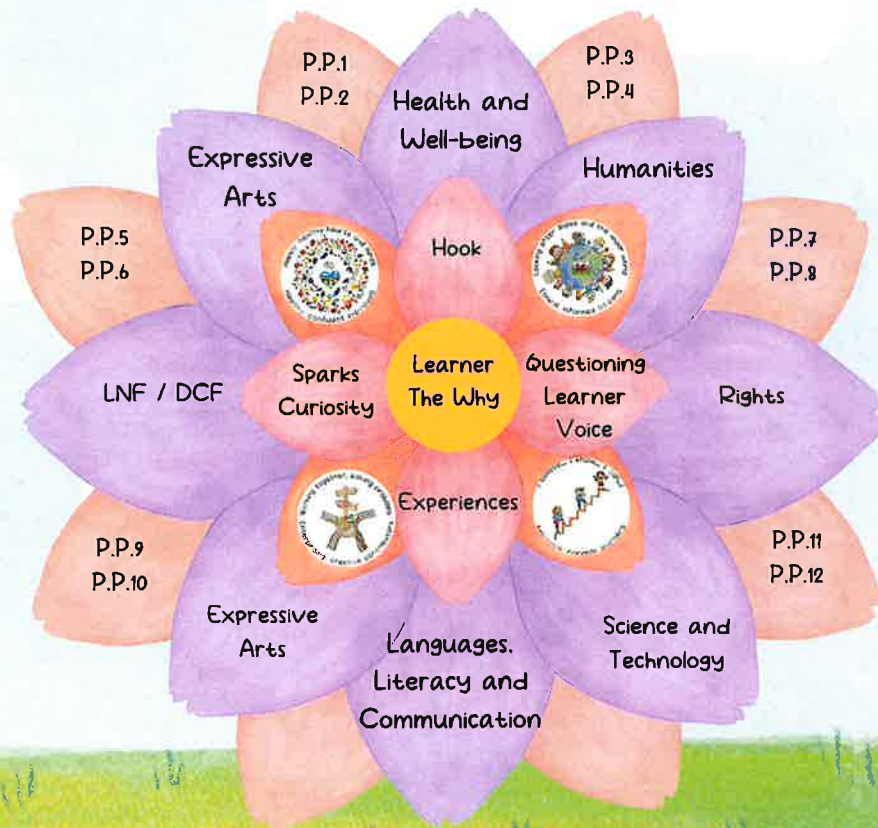
Children embrace the Welsh culture within the wider community to become citizens of Wales and the Wider world. We develop children's understanding of the Welsh culture, heritage and language ensuring they have a sense of belonging. Learning experiences are influenced by pupil voice, where children are encouraged to be curious and ask questions and take ownership of their own learning.

We have a creative curriculum, which encourages children to express their ideas in a variety of ways. Our environments both indoor and out provide children with opportunities to collaborate, problem solve and become resilient and confident learners. Our school vision shines through our curriculum as we celebrate and encourage collaboration to be their best and reaches their full potential.

We teach our children to become caring and thoughtful individuals developing their understanding of diversity in the world around them. We provide experiences, knowledge & skills to help children be prepared for the ever-changing world. Our curriculum provides children with rich learning opportunities that shape their identity and give them strong foundations to grow into life-long learners who are ready to lead fulfilling lives as valued members of society.

# Planning and Assessment

Each petal plays an important part in delivering a rich and exciting curriculum to ensure our learners can blossom. The learner is always at the center of everything we do.



# Planning process to ensure learners flourish

Pupil voice /  
pupils influence  
our curriculum

4 purposes



Authentic rich  
learning  
experiences.  
AOLEs. W.M  
pedagogy

Cross Curricular  
links - LNF.DCF  
RSE UNRC

Planning for  
learning,  
experience  
knowledge & skills

How pupils learn.  
Observations - notice  
respond analyse  
thinking skills. problem  
solving, independence,  
creativity, innovation.

Hook / immersion  
day to help  
generate  
language and  
curiosity

Why?  
The reason  
behind our  
topic choice.



Reflection &  
Evaluation  
Moving the learning  
forward  
Learning Garden






Why?  
The reason  
behind our  
topic choice.

# The Why?



At Ty Isaf we believe choosing the correct topic is pivotal to a successful journey for all pupils. Our vision of Learning Together to Be Our Best starts at the very beginning of this process. Topics are chosen through observing the learners interests, professional discussions with staff and learners needs and opinions. This results in topics being current, relevant and not the same year on year,



We want our topics to spark curiosity, generate thinking and support our learners to continually grow and flourish throughout their time at Ty Isaf.

Hook / immersion  
day to help  
generate  
language and  
curiosity

# The Hook



Generating excitement, curiosity are all important elements of our hook days / activities. We also use these days to gather information on what the children might already know.

Another important element of the hook are the opinions of the learners and these are used to influence the planning of the topic at the beginning and throughout as the topic develops.



# Learner Voice

Pupil voice / pupils influence our curriculum

We would like to learn about...

## Awesome Adventures Stories

### Oliver Jeffers

Speech bubbles include:

- Books: GEMMA
- Share: How are you with a story? ONLY
- The moon: AMAN
- Oliver Jeffers: How old is Oliver Jeffers? OLIVER
- Share: We read 'NOT' Where do we live? CLO, LUCAS
- Share: In 'penguin' What?

At Ty Isaf we create an engaging curriculum that responds to learners' interests and needs.

At the beginning of every topic an immersion / hook day is planned. This is an introduction to the topic, it supports generating questions ideas and curiosity from the children. . After the immersion day children begin to think and plan what they want to learn or find out. Children are encouraged to ask questions and suggest ideas.

These ideas are used to plan opportunities to encompass the four purposes, plan authentic experiences and the knowledge, skills and experiences for pupils. Learners are given opportunities to help direct their learning as they progress. Learners' views about their experiences and about what, how and where they learn are reflected in our curriculum.

<p><b>Language, Literacy and Communication</b></p> <ul style="list-style-type: none"> <li>Phonics: Engage with and use the sounds of the letters and words</li> <li>Use 100 HF words: Reading and writing</li> <li>Adjectives: nouns and verbs</li> <li>Capital letters, full stops, question marks, speech marks and commas</li> <li>Instruction writing</li> <li>Letter writing</li> <li>Story writing</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Helpful: Middle numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100</li> <li>Feelings, counting</li> <li>Lines and shapes using the 100</li> <li>and do / don't / not</li> <li>Useful: actions/verbs</li> <li>Describe hair and eye colour: 'gnuff' and 'yppoo'</li> <li>Using rhymes for instructions</li> </ul>	<p><b>Darbarth Algebra - Autumn 2023</b></p> <p><b>Rock, Dots!</b></p> <p><b>Maths, English, Science</b></p> <p><b>Maths, English, Science</b></p> <p><b>Maths, English, Science</b></p>	<p><b>Maths and Numeracy</b></p> <ul style="list-style-type: none"> <li>Working with numbers within 100 and 1000</li> <li>Round, 1000 and units: using different methods to represent them</li> <li>Addition and subtraction within 100</li> <li>Addition and subtraction: 1000</li> <li>Adding one subtracting 1 and 10</li> <li>Adding one and finding change</li> <li>Repeated addition / multiplying 2, 5 and 10</li> <li>Number bonds to 10, 20 and 100 and applying them</li> <li>Counting</li> <li>Adding 2 numbers</li> <li>Counting to the nearest 10</li> <li>Measuring using standard units</li> <li>Time</li> <li>Tally and bar charts</li> <li>Word problems and reasoning</li> </ul>
<p><b>Small Stories</b></p> <ul style="list-style-type: none"> <li>Leo frog</li> <li>Jones and the Giant Peach</li> <li>George's Marvellous Medicine</li> <li>Charlie and the Chocolate Factory</li> </ul>	<p><b>Topic</b></p> <p>Our topic this year is <b>Awesome Adventures - Books - Rock, Dots!</b></p> <p>We will be exploring the world of Oliver Jeffers and his stories which have inspired us to create this topic. We will be exploring the world of Oliver Jeffers and his stories which have inspired us to create this topic. We will be exploring the world of Oliver Jeffers and his stories which have inspired us to create this topic.</p>	

4 purposes



# Four Purposes

The four purposes are at the heart of our learning.

## Ambitious, capable learners who:

- > Always try our best
- > Ask questions and work things out
- > Explain what I have learnt
- > Try challenging jobs
- > Find out about things
- > Use numbers in lots of different situations/activities/places
- > Research things on the computer
- > Want to learn
- > Want to do better
- > Believe in themselves and what they can do

## Ethical, informed citizens who:

- > Look after animals and care for them.
- > Care for the environment and our World
- > Know about being Welsh
- > Know that there are good things and bad things happening in the world
- > I know what I say and think is important
- > I try to help others
- > I find out about things but make my own mind
- > Know about the different people and places around the world, now and in the past

## Healthy, confident learners who:

- > Making others happy
- > Healthy minds and healthy bodies
- > Being active
- > Feel good about themselves and what they believe in
- > Healthy foods
- > I perform in front of others
- > I try to do things for myself – be independent
- > I try challenges
- > I am kind and helpful
- > I keep trying and don't give up
- > Being healthy, happy and safe

## Enterprising, creative contributors who:

- > Think of new ideas
- > Teach others how to do things
- > Solve problems in different ways
- > Help others
- > Work and play in a team
- > Have good ideas and use them to make new things
- > Designing, making, building
- > Use the computer to design and draw things
- > I can be the leader and let others lead
- > Show my ideas in lots of different ways



# Beginning to grow

Authentic rich learning experiences. AOLE's. W.M pedagogy

Planning for learning. experience knowledge & skills

Cross Curricular links - LNF,DCF RSE UNRC

At Ty Isaf we believe that adults, environments and experiences are crucial to enable children to learn develop and grow. Alongside these three key factors we incorporate the mandatory cross-curricular skills of Literacy, Numeracy and Digital Competence. This is important to develop lifelong skills which will support pupils to encompass the four purposes.

To ensure the learning, teaching and curriculum is rich we incorporate the pedagogical principles alongside the descriptions of learning and what matters statements.

All of this puts in good grounding to enabling learners to adapt and thrive in the modern world and often an unknown future.



# Branching further

We use a variety of other elements to ensure our curriculum is rich and continually branches out. This also ensure we are meeting our statutory and mandatory requirements. These play and big and important role in enriching the curriculum and supporting our learners to blossom into good citizens.

Authentic rich learning experiences. AOLE's, W.M pedagogy

Planning for learning. experience knowledge & skills



Mighty Writer helps support our writing and literacy skills

Master the curriculum helps develop our numeracy skills

Master the Curriculum

Daffodil helps us understand a sense of belonging and our identity

Cross Curricular links - LNF,DCF RSE UNRC

Monster phonics supports our early reading and literacy skills.

Rainbow Rabbit helps teach us all about our rights

Jigsaw and No Outsiders supports our health and wellbeing curriculum



# Stepping outside of the garden

Authentic rich learning experiences. AOLE's. W.M pedagogy

At Ty Isaf we believe that family and community engagement deepens our understanding of the learning and teaching process providing an exciting, fruitful journey for educators. By making connections with families and the communities that surround our school, we enter into a community of learners that can enrich our teaching, provide authentic experiences and providing and supporting a sense of meaningfulness to aid our effectiveness in engaging students in the classroom. Ultimately, community and family engagement can positively impact how we teach and who we reach, far beyond what we teach.

Our effectiveness as teachers improves when we are willing to enter into a genuine exploration of the students and the community we serve, seeking to understand their context, unique gifts, individual learning styles and what motivates each one best.

Looking at what is in and close to the school is always our starting point. What is in our "Square Mile"

Cross Curricular links - LNF.DCF RSE UNRC

CONNECTING HOME AND SCHOOL MAKES US A GREAT COMMUNITY OF LEARNERS!

No matter how you define community, if you can build and participate in yours, it supports learning, development and belonging. Everyone reaps the benefits.

When we as educators recognise that benefits can be accrued by engaging parents and community as partners, we open the door to making our job more exciting and more transparent, and we enrich the opportunities for children to experience success.

Positive, nurturing relationships are important for children. Connecting with their community gives them a sense of belonging, boosts their confidence and helps to develop their social skills.

Research has found a sense of community helps families feel accepted, valued and capable of offering and receiving help when it's needed. This builds friendship, empathy and closeness with others.

# Our Square Mile

It is far better for children to experience what is out there, than to be told about it.

Cross Curricular links - LNF.DCF  
RSE UNRC



## Our School

- Hairdressers
- Café
- Chemist
- Post Office
- Doctors
- Vet
- Takeaway
- Supermarkets
- Newsagents
- Florist
- Green Grocers
- Police Station
- Garage
- Cenotaph
- Bakery
- Library

- Ty Sign Primary
- Risca Primary
- Risca Comprehensive
- Leisure Centre
- Community Centre
- Moriah Baptist Church
- Ty Isaf Church
- Risca Museum
- St Mary's Church
- Bridge to Tesco
- Risca Cuckoo
- Train Station
- Canal
- Parks
- Cricket / Bowls
- O.A.P Housing

Immediate Environment			
Homes	Car Park	Zebra Crossing	Rubbish Collections
	Deliveries	Bridges	Allotments
	Fields	Pavement	Road
Bus stop.	Post Box	Bilingual road signs	

Planning for learning, experience knowledge & skills

Authentic rich learning experiences. AOLE's, W.M pedagogy

How pupils learn.  
Observations - notice  
respond analyse  
thinking skills, problem  
solving, independence,  
creativity, innovation.

# Notice, Analyse & Respond

At Ty Isaf we believe observation is a fundamental tool for teaching in early childhood education because it supports awareness of a child's development, skills, interests, strengths and play. Observation in early years education is crucial for both early childhood practitioners. Each class has an observation book to notice, analyse and respond. This forms part of an ongoing cycle of assessment and planning. Observations can be made for individual children or small groups. Observations allow us to interpret children's play, behaviour and learning styles and adjust teaching practices where necessary.

"Observation alone is not enough. We have to understand the significance of what we see, hear and touch". John Dewey



# The Learning Garden

Reflection &  
Evaluation  
Moving the learning  
forward  
Learning Garden

Reflecting and evaluating the learning is a very important element of the school day.


The Learning garden helps the learner to know how they can be successful and support learners in being able to move their learning forward.


It can be used orally or written and this progresses as the learner moves through the school.


You might see the learning garden in books, or being used when pupils independently evidence their learning on seesaw.




As our vision states, Learning Together to Be Our Best, our learning incorporates this so pupils can help support each.



### Our Learning Garden



 **Learning Ladybirds:** What we are learning.

 **Successful Spiders:** What we need to do to be successful in our learning.

<b>Cautious Caterpillar</b>  <b>That was tricky!</b> I am unsure and need lots more practise and help.	<b>Almost there Ant</b>  <b>That was O.K!</b> I am almost there and need just a little more practise.	<b>Brilliant Butterfly</b>  <b>That was easy!</b> I am confident and understand.
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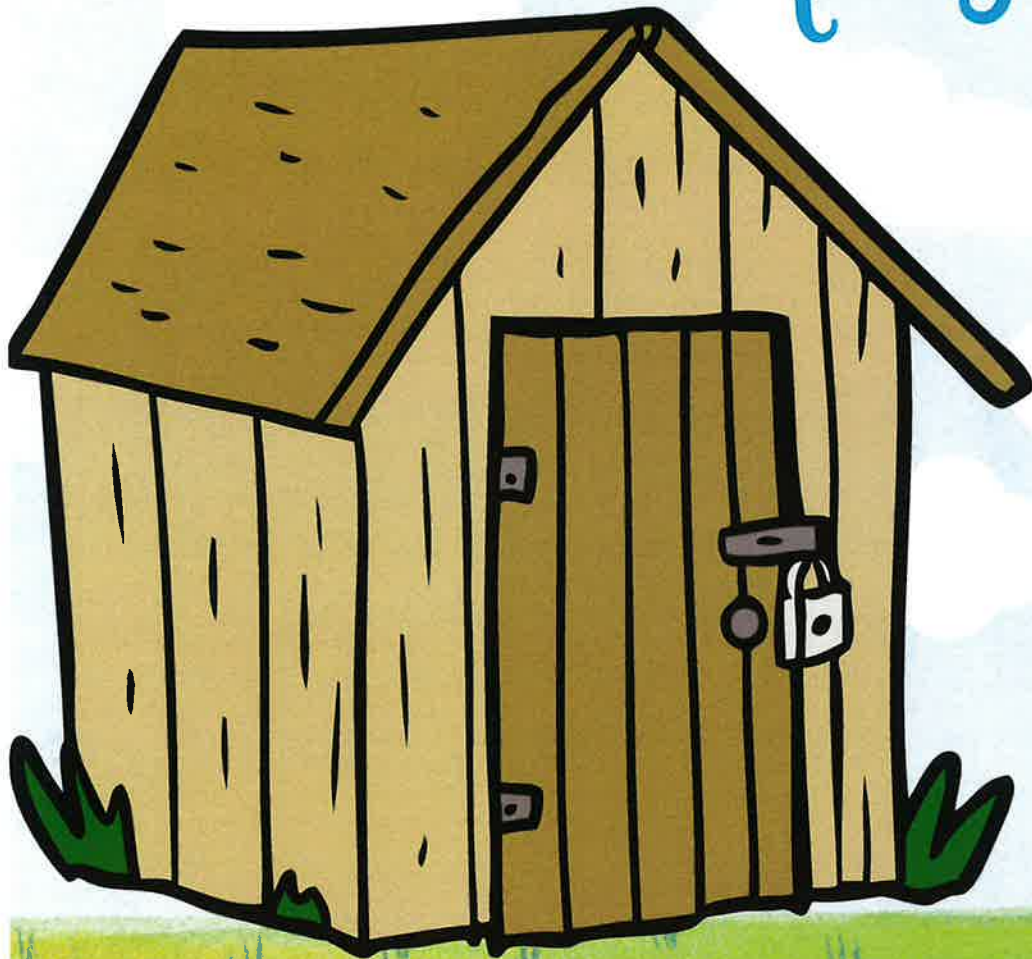


# The Sharing Shed

The sharing shed is what we feel proud of and want to share with everyone.

If a member of staff places a shed on their class door then they are telling you to pop inside and see something exciting.

The sharing shed can be used to share good practice observed in school or elsewhere and even sharing articles and photographs we feel are worth reading and looking at.



# Stepping Stones to Success

Many steps are taken to ensure our Learning Garden can fully develop flourish and grow. Passing through and using other gardens ensures our learners and staff have all they need to flourish.

We create gardens to ensure we are taking the correct steps along the way.





# Our path so far



We focus on an area of learning and experience per term to ensure our learners have good coverage of the curriculum. We discuss how this should look in every class and create mid term plans together.

Having dedicated planning time together ensures we don't have repetition and that skills build upon and progress as children move through the school and at a pace and stage appropriate for them.

It is always good to remember all flowers are different and some grow faster than others.



# Our path so far

	Autumn	Spring	Summer
Topic	Awesome Autumn / The World is my Kitchen	The World is my Kitchen	
AOLE focus	Science and Technol- ogy	Numeracy	Health and Well-being
Froebel links	Nature / Cooking	Cooking	



	Autumn	Spring	Summer
Topic	Awesome Adventures through stories.	What did the tree see?	What did the tree see?
AOLE focus	Languages, Literacy and Communication	Humanities	Expressive Arts

