

**Ty Isaf Infant School**

**Growing Together to Be Our Best**



**Blossoming Beginnings**

**Curriculum Summary**

# Ty Isaf Infant School

## Blossoming Beginnings Curriculum



At Ty Isaf Infant School, our curriculum is rooted in a simple but powerful belief:

**Every child can blossom.**

## **A Message from the Headteacher**

At Ty Isaf Infant School, we believe that every child has the potential to grow, flourish and succeed.

Our curriculum, Blossoming Beginnings, reflects this belief. It has been carefully designed to nurture the whole child — supporting not only academic development, but also wellbeing, confidence and a love of learning.

We recognise that learning is a journey. Like a garden, it grows over time through care, encouragement and meaningful experiences. Through our Learning Garden, we provide a shared language that helps children, staff and families understand how learning develops — from strong foundations of wellbeing and belonging, through the growth of knowledge and skills, to the blossoming of the four purposes.

At the heart of everything we do are our children. We value their voice, respond to their needs and provide experiences that are engaging, purposeful and memorable. Through our shared values and the G.R.O.W model, we support children to understand themselves as learners and take pride in their progress.

This summary reflects our collective commitment to ensuring that every child is supported to thrive, grow and truly blossom.

Miss R. Luxton

Headteacher



## Our Curriculum

At Ty Isaf Infant School our curriculum is known as Blossoming Beginnings. The name reflects our belief that learning grows in the same way a garden grows – through care, nurturing relationships, meaningful experiences and the right environment to flourish. This summary provides an overview of our curriculum, which is set out in full within our detailed curriculum framework.

In our curriculum, the roots of learning are wellbeing, positive relationships and togetherness. These foundations create the conditions in which learning can grow. When children feel safe, valued and connected to others, they develop the confidence to explore, take risks and grow as learners. Building on these foundations, the trunk of our curriculum provides the structure for how learning develops over time.

Our **G.R.O.W** learning model, alongside our progression grids, provides the structure that supports learning across the school. It underpins how children learn, how staff teach and how the school continually reflects and improves.

Together, these provide the structure through which children develop skills, knowledge and understanding, while also embedding important cross-curricular elements such as literacy, numeracy and digital competence. The Learning Garden supports this process by helping children reflect on their learning and identify their next steps as they continue to grow. From this strong trunk, learning grows into the branches of the curriculum.

These branches represent the six Areas of Learning and Experience (AoLEs) within the Curriculum for Wales. Through these areas, children explore a broad and balanced curriculum that encourages curiosity, creativity and deepening understanding.

Across these branches grow the leaves of learning, where important skills are applied in meaningful contexts. Children develop and use literacy, numeracy and digital skills, alongside integral skills such as creativity, collaboration, critical thinking and personal effectiveness. These skills grow across all areas of learning and support children in becoming increasingly capable learners.

Learning is further enriched through experiences beyond the garden walls, helping children develop a sense of belonging within their community and an understanding of their cynefin — their place in Wales and the wider world.

Through these experiences, children gradually blossom, developing the qualities reflected in the four purposes of the Curriculum for Wales. They grow to become ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens, and healthy, confident individuals, ready to continue their learning journey throughout their lives.

To support children in growing towards the four purposes, we have identified twelve core school values that are developed and lived throughout daily school life. These values — kindness, respect, truthfulness, sharing, curiosity, thankfulness, friendship, resilience, empathy, uniqueness, confidence and responsibility — are explored through stories, assemblies, whole-school events and classroom experiences.

These values provide a shared language for how we behave, learn and grow together, helping children to understand what it means to be part of our school community and supporting them to develop the attitudes and dispositions needed to flourish.

## **Curriculum Design Principles**

### **Preparing the Garden**

The design of our curriculum reflects careful consideration of the needs of our learners, our community and the aspirations of the Curriculum for Wales. It sets out the conditions that enable all children to grow, develop and flourish.

These principles act as the foundation for how learning is planned, experienced and developed across the curriculum.

- \* ▪ Strong roots of wellbeing, belonging and relationships, ensuring children feel safe, valued and ready to learn
- \* ▪ A nurturing environment shaped by our school values, where learning is supported and encouraged, like soil nurturing growth
- \* ▪ Meaningful experiences that promote curiosity and exploration, helping children engage deeply with their learning
- \* ▪ Play-based and experiential learning, inspired by Froebelian principles, recognising how young children learn best
- \* ▪ Clear progression over time, supporting children to build, deepen and apply their knowledge, skills and understanding
- \* ▪ Opportunities for reflection, collaboration and celebration, enabling children to understand their learning and recognise their growth

These principles guide how we design learning across the school, ensuring that our curriculum is engaging, inclusive and supports every child to blossom.



## **Vision**

### **Blossoming Beginnings**

Our vision is that every child begins their learning journey in a nurturing environment where curiosity, confidence and a love of learning can flourish.

At Ty Isaf Infant School our Blossoming Beginnings curriculum grows from strong roots of wellbeing, relationships and togetherness. We believe children thrive when they feel safe, valued and inspired.

Through engaging experiences and supportive relationships, we encourage children to:

- \* explore ideas with curiosity
- \* develop independence and resilience
- \* collaborate with others
- \* reflect on their learning
- \* celebrate their achievements

Just as plants grow in the right conditions, our curriculum provides the opportunities and experiences children need to grow as learners.



### **Developing the Four Purposes**

#### **The Blossoming Learner**



The four purposes of the Curriculum for Wales represent the aspirations for all learners.

Through the Blossoming Beginnings curriculum children begin their journey towards becoming:

- \* Ambitious, capable learners – developing curiosity, resilience and independence.
- \* Enterprising, creative contributors – exploring ideas creatively and solving problems.
- \* Ethical, informed citizens – showing empathy, kindness and respect for others.
- \* Healthy, confident individuals – developing positive relationships and emotional wellbeing.

These qualities represent the blossom of our curriculum; the outcomes we aspire our learners to develop as they grow.

## The Trunk of Learning

At the centre of our curriculum sits the **trunk of learning**, which provides the structure that supports children's growth across the curriculum.

This trunk is brought to life through our G.R.O.W learning model, which supports children to understand their learning journey and develop positive learning behaviours.

### **G – Give it a Go**

Children are encouraged to try new things and develop confidence.

### **R – Reflect and Refine**

Children think about their learning and how they can improve.

### **O – Out There – Share, Show and Help Others**

Children collaborate, communicate, and support one another.

### **W – Wow – Celebrate Success**

Children recognise their achievements and celebrate progress.

**G.R.O.W** helps children to understand themselves as learners. It supports them to take an active role in their learning, reflect on their progress and recognise how they grow over time.



At Ty Isaf, G.R.O.W extends beyond the classroom. It underpins our wider approach to teaching, learning and school improvement, providing a shared language that connects children, staff and leaders. Through this, reflection, refinement and next steps are embedded across all aspects of school life.

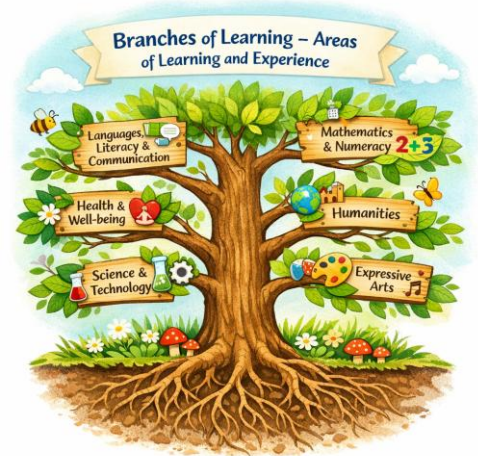
Together, the Learning Garden, G.R.O.W model and our shared language ensure that learning is connected, visible and meaningful for every child.

## **Areas of Learning and Experience**

### **Branches of Learning**

Learning develops through the six Areas of Learning and Experience, which form the branches of our curriculum. Each branch grows from the same trunk, showing that while learning is organised into different areas, it remains connected and builds on shared foundations.

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



Through these branches, children explore different aspects of knowledge and experience a broad and balanced curriculum. Learning is carefully designed so that knowledge, skills and understanding develop across all areas, while remaining rooted in wellbeing, curiosity and meaningful experiences.

As children learn through the branches, they also begin to apply their skills, make connections across areas and engage with wider themes that run throughout the curriculum. These elements are developed further through the Leaves of Learning and cross-cutting themes.

This connected approach helps children to make links across their learning, apply their skills in different contexts and develop a deeper understanding of the world around them. As learning develops across the branches, children begin to apply their skills through the leaves of learning.

## **Skills Across the Curriculum**

### **Leaves of Learning**

The Leaves of Learning represent how children apply and use their skills across the curriculum. Just as leaves support the growth of a plant, these skills help learning to develop, strengthen and become meaningful over time.

These leaves sit across all branches of the Learning Garden, showing that skills are not taught in isolation, but are developed and applied across all Areas of Learning and Experience.

Within the Leaves of Learning, children develop and apply:

- \* Literacy – speaking, listening, reading and writing
- \* Numeracy – reasoning and problem solving
- \* Digital competence – using technology creatively and safely



Children also develop integral skills, including:

- \* creativity
- \* critical thinking
- \* collaboration
- \* planning and organisation
- \* personal effectiveness



Alongside this, children engage with cross-cutting themes, such as Relationships and Sexuality Education (RSE), Religion, Values and Ethics (RVE), human rights, diversity, and local, national and global contexts. These are explored through meaningful, age-appropriate experiences that help children understand themselves, their relationships and the world around them.

- \* Through the Leaves of Learning, children:
- \* apply their skills across different contexts
- \* make connections across areas of learning
- \* use their knowledge in purposeful and meaningful ways

This ensures that learning is not simply acquired, but used, embedded and transferred, enabling children to become increasingly confident, capable and independent learners. Alongside this, wider themes run through the curriculum, helping children make sense of their learning and the world around them.

## **Cross-Cutting Themes**

### **Growing Connections**

Some aspects of learning run throughout the entire curriculum rather than sitting within one Area of Learning and Experience. These are known as cross-cutting themes and help children to make sense of themselves, their relationships and the world around them.

At Ty Isaf Infant School, these themes are woven naturally through learning experiences, ensuring they are meaningful, relevant and appropriate to the age and development of our learners.

These include:

- \* Relationships and Sexuality Education (RSE) – supporting children to understand relationships, wellbeing and respect
- \* Religion, Values and Ethics (RVE) – helping children explore beliefs, values, diversity and different perspectives
- \* Human rights and diversity – developing understanding, empathy and respect for others
- \* Cynefin and identity – supporting children to understand who they are, where they belong and their place within Wales
- \* Local, national and global contexts – helping children make connections between their own lives and the wider world

These themes are not taught in isolation. Instead, they are explored through everyday learning, discussion, experiences and reflection.

They are also strengthened through our school values, whole-school events and assemblies, where children have regular opportunities to explore, reflect on and apply these ideas within a shared and meaningful context.

Through these experiences, children begin to:

- \* understand themselves and others
- \* develop respect and empathy
- \* build a sense of belonging
- \* recognise their place within their community and the wider world

This supports children to grow as ethical, informed citizens and healthy, confident individuals, linking directly to the four purposes of the Curriculum for Wales.

This learning is brought to life through our approach to teaching and learning.

## **Learning Through Play and Exploration**

### **Nurturing Curiosity**

Young children learn best through curiosity, exploration and meaningful experiences. At Ty Isaf Infant School, play is central to our approach, providing rich opportunities for children to develop language, build relationships, explore ideas and apply their learning in purposeful ways.

Our approach to teaching is rooted in a strong understanding of how young children learn best. Drawing on a range of educational research and theory, including the work of Froebel, Vygotsky and Piaget, we recognise that play, exploration, social interaction and first-hand experiences are central to children's development.

Learning is carefully designed to balance child-led exploration with adult-guided teaching, ensuring that curiosity, engagement and meaningful experiences remain at the heart of our Blossoming Beginnings curriculum.

Through this approach, practitioners create environments and experiences that support children to explore ideas, develop independence, build resilience and grow in confidence as learners.

These environments encourage children to:

- \* investigate and explore ideas
- \* collaborate with others
- \* express creativity
- \* develop independence
- \* reflect on their learning



Practitioners play a vital role in this process. Through careful observation, interaction and questioning, they support, extend and challenge children's thinking, ensuring that learning is purposeful, responsive and appropriately pitched.

By valuing children's interests and responding to their development, we create learning experiences that are engaging, meaningful and support strong progression over time.

## **Progression – How Learning Grows**

Progression within our curriculum is not linked to age, but to a child's stage of development. Children move through developmental stages as their skills, knowledge and understanding deepen, rather than simply moving through year groups.

Learning is revisited, refined and applied over time, ensuring it becomes secure, meaningful and transferable. We prioritise depth over speed, ensuring that children have the time they need to explore, practise and secure their learning before moving on.

Our progression grids support this by mapping how learning develops across the curriculum. They provide clarity for practitioners while allowing flexibility to respond to the needs, interests and development of learners.

Although learning is organised through the Areas of Learning and Experience, progression also ensures that key elements develop across the curriculum, including:

- \* cross-cutting themes
- \* integral skills
- \* literacy, numeracy and digital competence (LNF / DCF)

Our curriculum is structured through developmental stages, which reflect increasing independence, understanding and strategic control.

At the Pre and Early stages, foundations are carefully developed through language-rich experiences and structured support.

At the Beginner and Intermediate stages, learning becomes more secure and purposeful, with increasing independence.

At the Skilled and Capable stages, children apply their learning confidently, flexibly and with deeper understanding.

This approach ensures that all children make meaningful progress from their individual starting points, developing confidence, independence and the ability to apply their learning across a range of contexts.

## **Cynefin**

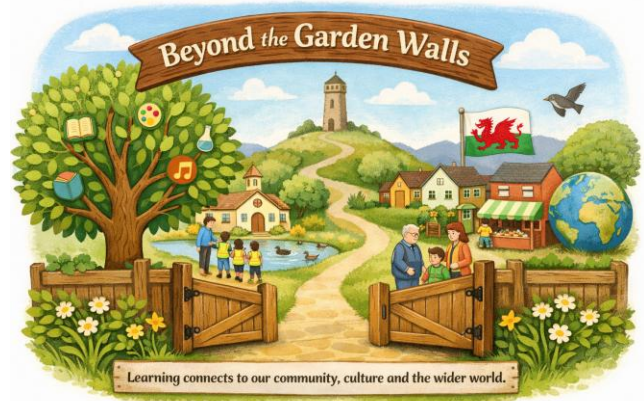
### **Beyond the Garden**

Learning extends beyond the classroom and school grounds. Through visits, community experiences and local learning opportunities, children begin to develop their cynefin — a sense of place, belonging and connection to the community around them.

By exploring their local area, engaging with visitors and taking part in meaningful real-life experiences, children apply their learning in authentic contexts. These opportunities help them understand how their knowledge, skills and understanding are used in the real world.

Welsh language and culture are an integral part of everyday learning, supporting children to develop a strong sense of identity and belonging within Wales.

Through learning beyond the garden walls, children develop pride in their community, gain an understanding of Welsh heritage and begin to recognise their place within the wider world. This ensures that learning is purposeful, memorable and connected to life beyond school.



## **Making Learning Visible**

### **The Learning Garden**

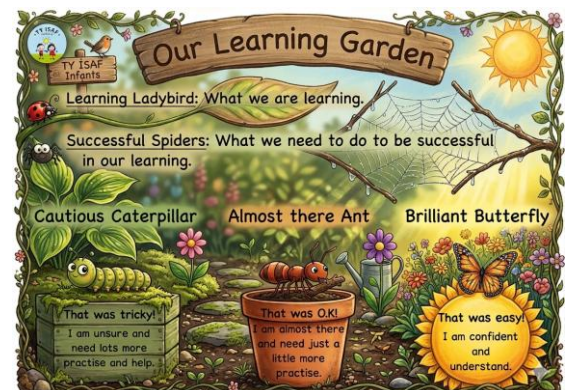
Within our Learning Garden, we make learning visible and meaningful for our youngest learners. A shared set of child-friendly tools supports children to understand their learning journey.

Learning Ladybirds help children to understand what they are learning, while Successful Spiders support them in recognising what success looks like. These provide clarity and purpose, ensuring children know what they are aiming to achieve.

Alongside this, our Supporting Snail Family — including Reader Ralph, Writer Rob, Number Nancy, Problem Solving Poppy, Digital Dora and Wellbeing Wilf — help children to recognise and use strategies to support their learning across the curriculum.

Reflection is further developed through the use of reflection tools, enabling children to think about their progress and identify their next steps. This includes opportunities for both self and peer reflection, helping children to understand their learning more deeply and support one another in their growth

Through this shared approach, children develop confidence, independence and a growing understanding of themselves as learners.



## **Assessment**

### **Observing Growth**

Assessment in our curriculum is holistic, recognising that children grow academically, socially and emotionally.

Teachers develop a deep understanding of learners through a range of approaches, including:

- \* observation
- \* discussion
- \* learning evidence
- \* pupil voice
- \* reflection

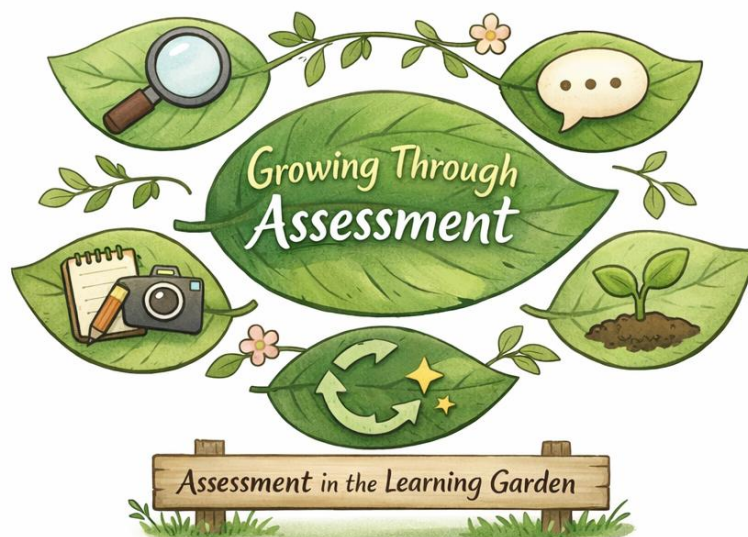
Assessment is primarily formative, taking place continuously as children learn. Teachers respond to children's needs in the moment, adapting teaching and learning experiences so that every child can continue to grow and succeed.

Throughout the year, key assessment points provide opportunities for staff to reflect on progress over time and consider the next steps in learning. These moments allow teachers to review development across skills, knowledge and understanding, ensuring that learning continues to progress meaningfully.

Teachers also use diagnostic assessment to identify gaps or misconceptions in learning. This supports staff to plan targeted support and provide the right experiences to strengthen children's understanding.

Assessment is continuous and informs teaching in the moment, enabling practitioners to adapt learning, provide appropriate support and challenge, and ensure all learners make meaningful progress.

Through reflection and celebration of success, children develop an awareness of their own learning and begin to recognise how they are growing as learners.



*Assessment helps every learner continue to grow.*

## **Supporting All Learners**

### **Helping Every Child to Blossom**

We believe that every child can blossom.

Our curriculum is inclusive and responsive, recognising that children develop in different ways and at different rates. Through careful observation and early identification, we provide appropriate support and challenge to ensure all learners make meaningful progress.

Within our Learning Garden, this support is represented through the Greenhouse — a nurturing space where children receive tailored support and additional care when needed. This ensures that all learners remain part of the wider garden community while receiving the specific support they need to flourish from their individual starting points.



## **Reviewing and Improving the Curriculum**

### **Nurturing the Garden**

Just like a garden, our curriculum requires ongoing care, reflection and thoughtful development. At Ty Isaf Infant School, we regularly review and refine our Blossoming Beginnings curriculum to ensure it continues to meet the needs of our learners, our community and the aspirations of the Curriculum for Wales.

Staff work collaboratively to reflect on learning experiences, evaluate the impact of teaching and identify opportunities for improvement. This is achieved through professional dialogue, collaborative planning, learning walks, review of learning, and pupil voice, enabling staff to understand what is working well and where learning can grow further.

Our approach to reflection and improvement is guided by our G.R.O.W model. Just as children use G.R.O.W to reflect on their learning and identify next steps, staff use the same approach to evaluate teaching, curriculum design and school improvement priorities. This shared model ensures that reflection is purposeful, next steps are clearly identified and improvements lead to meaningful progress for learners. This creates a culture of continuous improvement across the school, ensuring that evaluation is ongoing, purposeful and focused on improving outcomes for learners.

Curriculum development is closely linked to professional learning and whole-school priorities. Through ongoing professional development, staff deepen their understanding of curriculum design, progression and effective pedagogy, enabling them to continually strengthen learning experiences.

We also listen carefully to the voices of children, families and our wider community. This ensures that our curriculum reflects the interests, experiences and identity of our learners, while strengthening their understanding of their cynefin — their place within Ty Isaf, their community and Wales.

Through this ongoing cycle of reflection, collaboration and professional learning, we monitor the impact of our curriculum on learner progress and wellbeing. This ensures that the Blossoming Beginnings curriculum continues to grow and flourish, remaining engaging, relevant and responsive for every learner.

By nurturing and continually developing our curriculum in this way, we ensure that every child has the opportunity to grow, flourish and blossom into the four purposes of the Curriculum for Wales.