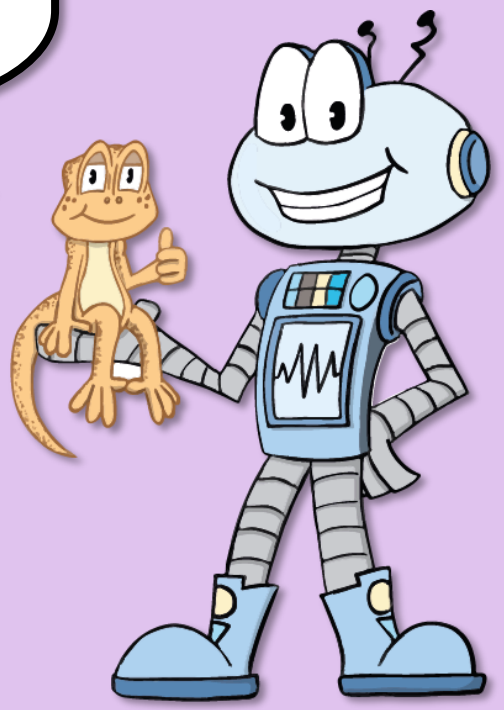
Health and Wellbeing

I am ***happy*** and ***healthy***. I enjoy school and know how to ***take care of my body and mind***. I can recognise how I'm feeling and know what I can do to ***help myself***. I can ***take risks***, face challenges, and ***learn from my mistakes***. I am ***respectful***, ***resilient*** and able to ***seek help*** when I need it. I ***build positive relationships*** and maintain friendships. I make ***healthy choices*** and understand how to live a balanced life. I am a lifelong learner – ***curious***, ***reflective*** and open to new experiences.



Feelings
Emotions
Identity
Values
Culture
Belonging
Relationships
Friendships
Responsibility
Connections
Empathy
Control
Movement
Celebrations
Conflict
Exploration

KNOWLEDGE

- Balanced diet and making healthy choices
- How to care for physical health
- Mental health and emotional regulation (Zones of Regulation)
- Personal safety, including online safety
- Healthy relationships (RSE curriculum)
- Social interaction and relationships within groups
- Subject-specific PE skills and movement development

SKILLS

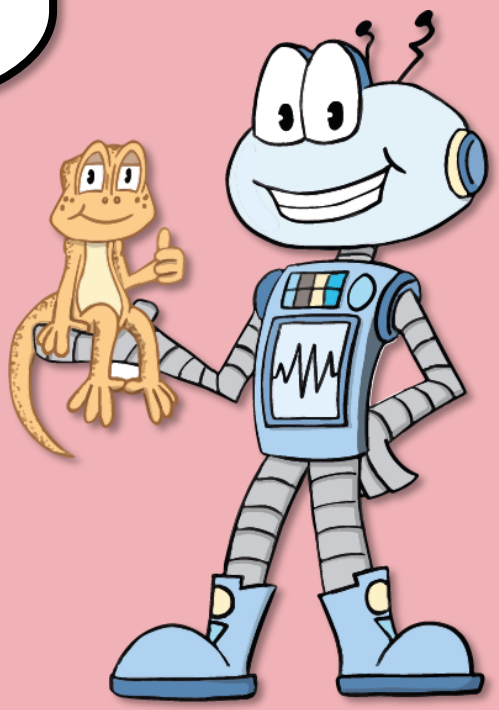
- Be resilient – Cope with challenges and reflect on choices
- Be self-aware – Recognise feelings and manage responses
- Be responsible – Make informed decisions and assess risk
- Be compassionate – Maintain friendships and seek help when needed
- Communicate clearly and effectively
- Co-operate within a group and resolve disagreements
- Manage relationships and take responsibility for actions
- Set personal goals and reflect on progress
- Identify and manage risks

EXPERIENCES

- Daily/weekly check-ins and emotional check-outs (e.g. Moodly)
- Forest School for wellbeing and resilience
- Clubs: cooking, ZOR activities, and interest-based enrichment
- RSE sessions focused on healthy relationships and safety
- Visits from the PCSO, nurse and other health professionals
- Rights of the Month and real-life application of values
- Celebrations: Healthy Eating Week, Internet Safety Week, Sports Week
- Interventions: Thrive, ELSA, Lego therapy, Talkabout, Nurture, Trauma Informed
- Alternative Curriculum: Team Terrific
- Real PE scheme
- Bronze Ambassadors award
- Links with local community clubs and initiatives

Humanities

I am ***curious*** and ***inquisitive*** about the world around me. I enjoy ***exploring the past*** and ***understanding how it shapes the present and future***. I know the ***difference between right and wr***ong, and I can make ***measured decisions*** based on facts and beliefs. I ***respect others and their values***, and I can ***think creatively to solve problems***. I am ***resilient***, ***independent***, and ***reflective***. I ***know my rights and responsibilities***, and I understand how ***I can make a positive contribution*** to my community and the wider world. I am ***proud of who I am*** and my identity, and I use my knowledge and understanding to ***make a difference***.



Ethics
Empathy,
Belonging
Nature
Sustainability
Change
Continuity
Identity
Heritage
Community
Diversity
Variation
Authority
Governance
Power
Equity
Place
Space
Justice
Authority
Citizenship
Enterprise
Rights

Culture
Environments
Conflict
Exploration
Validity
Judgement
Traditions
Chronology
Fairness
Democracy
Truth
Leadership
Equality
Inequality
Protest
Peace
Revolution
Cooperation
Poverty

KNOWLEDGE

- Local area studies: Skewen, Longford, Neath
- Our community, it's place in the wider world and how it compares to other communities worldwide.
- National & global geography
- Timeline of historical events in Wales and beyond
- Understanding past, present, and future through sources
- Religion and world views (RVE beliefs)
- Welsh Government, local MP, Senedd, politics and rules
- Rights, wants and needs
- Inequality: poverty, food banks, housing, clothing
- Human and environmental impact (e.g. climate change, mining, floods)
- Mapping and fieldwork skills (maps, rivers, mountains, recycling)
- Sense of identity and belonging (Cynefin)

SKILLS

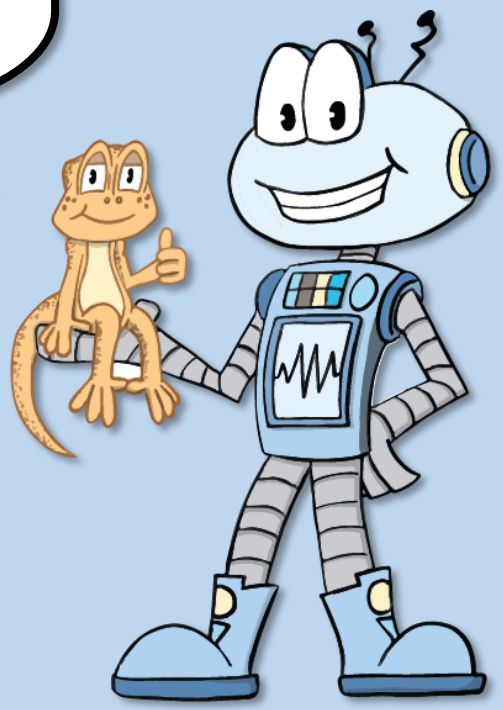
- Be curious – Ask questions, explore sources, enquire
- Be creative – Express ideas through discussion, writing, and presentations
- Be critical – Analyse, compare, contrast, evaluate, form balanced opinions
- Be compassionate – Show empathy, understand others' beliefs and perspectives
- Be resilient – Explore challenging topics and engage in discussion respectfully
- Be ethical – Consider rights, responsibilities, and consequences of actions
- Collaborate and work independently
- Sequence events and make connections over time
- Use evidence to justify ideas and conclusions

EXPERIENCES

- Walks in the local community
- Visits to places of worship
- Visitors into school (e.g. local councillors, faith leaders)
- Forest School linked to local and environmental learning
- Pupil voice groups (e.g. Rights Respecting Schools)
- Assemblies with Paul Davies and Eunice (eco, RVE, rights)
- Topical discussion during class assemblies
- Whole-school campaign involvement:: Comic Relief, Children in Need, Sports Relief, UNICEF
- Historical exploration of our school, Abbey ruins, and ironworks
- Exploration of key aspects of community (old vs new school, local amenities)

Science & Technology

I am ***curious*** about learning new things. I love to ***explore, investigate and think outside the box***. I can ***link my knowledge*** across different areas and use it to ***solve real problems***. I ***enjoy a challenge and take risks*** in my learning. I can ***express my ideas and opinions*** clearly, and I can ***evaluate information*** critically. I ***understand the impact of my actions*** and ***make ethical, informed choices***. I know how to ***stay safe*** during investigations and when using digital tools. I am ***confident playing an active role*** in teamwork and can use technology to ***bring my ideas to life***.



Structures
Pattern
Relationships
Control
Diversity
Variation
Growth
Energy
Forces
Environment
Resources
Power
Survival
Change
Innovation
Impact
Competition
Diversity

KNOWLEDGE

- Scientific methods and language
- Life cycles, habitats, reproduction and survival
- States of matter, light, sound, magnetism
- Sources of energy and electricity
- Forces – gravity, thrust, friction
- Properties and uses of materials
- Natural materials and sustainability
- Environmental harm and greenhouse gases
- Human impact: litter, pollution, risk
- Digital understanding: algorithms, coding, debugging
- Online safety and digital footprint
- Evaluating scientific developments

SKILLS

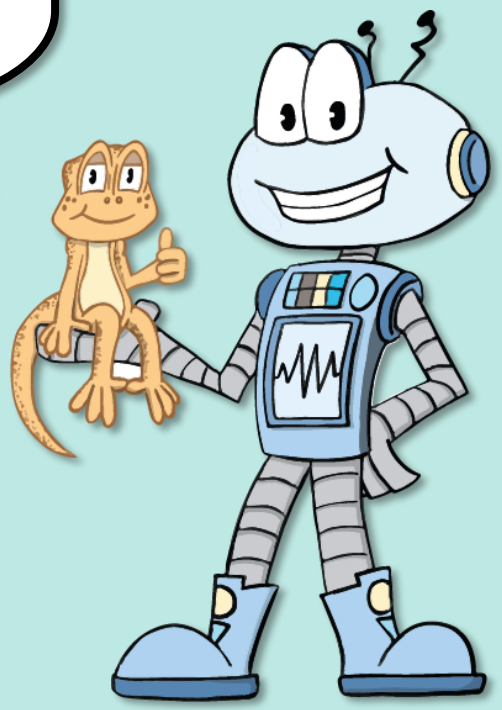
- Be articulate – Express ideas, opinions and emotions clearly
- Be creative – Use imagination in storytelling, drama and writing
- Be adaptive – Adjust communication for different audiences and purposes
- Be reflective – Improve writing through editing and feedback
- Be confident – Speak, perform and present with purpose
- Listening and responding respectfully
- Sharing and presenting information
- Planning and organising ideas
- Questioning and evaluating texts
- Translanguaging and code-switching
- Comprehension and interpretation
- Remembering and transferring information

EXPERIENCES

- Forest School for applied science and observation
- Great British Bird-watch
- Science and STEM Week
- Egg to Chick and Bee projects
- Growing plants from seed
- Internet Safety Week
- Coding Club and DCF curriculum
- Visitor trips and guest speakers
- Hands-on investigations and real-life enquiry

Language, Literacy & Communication

I am ***confident, articulate and imaginative***. I can express ***my ideas*** clearly and ***adapt my language*** for different audiences. I ***listen respectfully, perform with pride, and share my opinions*** thoughtfully. I am ***proud of the Welsh language and culture***, and I enjoy using language creatively. I am ***reflective and resilient***, able to ***communicate effectively*** in different ways – through speaking, writing, drama or digital tools. I understand how words can inspire, inform and connect people.



Belonging
Identity
Ideas
Relationships
Patterns
Culture
Community
Citizenship
Nature
Diversity
Heritage
Enerprise

KNOWLEDGE

- Nursery rhymes and traditional stories
- Welsh alphabet and language patterns
- Phonics and spelling patterns
- Text types and writing structures
- Songs, rhythm and rhyme
- Fine and gross motor development
- SPaG (spelling, punctuation and grammar)
- Traditional Welsh stories and cultural texts
- Digital literacy (where appropriate)

SKILLS

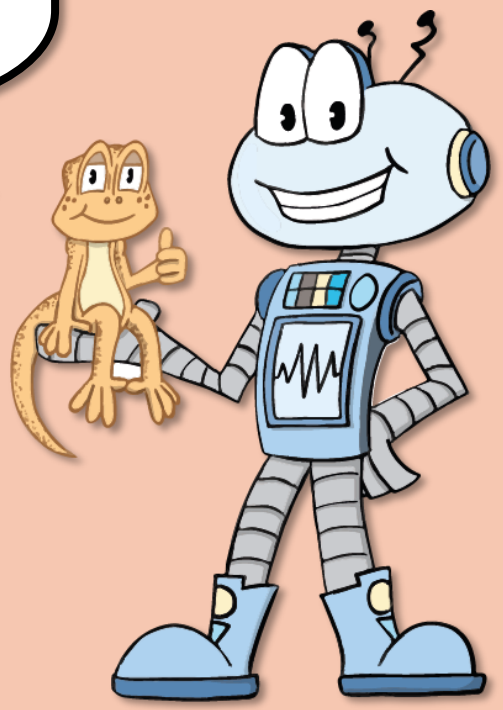
- Be articulate – Express ideas, opinions and emotions clearly
- Be creative – Use imagination in storytelling, drama and writing
- Be adaptive – Adjust communication for different audiences and purposes
- Be reflective – Improve writing through editing and feedback
- Be confident – Speak, perform and present with purpose
- Listening and responding respectfully
- Sharing and presenting information
- Planning and organising ideas
- Questioning and evaluating texts
- Translanguaging and code-switching
- Comprehension and interpretation
- Remembering and transferring information

EXPERIENCES

- Story time and imagination through role play
- Writing for a purpose to encourage meaningful cross-curricular skills
- Structured writing journeys across year groups
- Literacy carousels (Foundation Phase through KS2)
- Drilio sessions (Welsh language development)
- Drama and performance opportunities
- Trips, visits and outdoor learning to enrich language use
- Guided Reading, Reading Days and Mobile Library visits
- Access to reading schemes (Floppy's Phonics, Nelson, Hero, Reading Buddy)
- Indoor and outdoor provision to support communication skills
- Opportunities to present to audiences
- Traditional Welsh stories and cultural texts
- Digital literacy (where appropriate)

Expressive Arts

I am ***creative, imaginative and expressive.*** I enjoy ***exploring ideas through music, movement, drama and art***. I can work both ***independently and as part of a team***, showing ***confidence, bravery and resilience*** when trying new things. I am ***reflective*** and can improve my work through feedback and ***experimentation***. I am ***respectful and supportive*** of others' creative work, and I understand that the process is just as important as the final outcome. I am ***proud to be Welsh*** and enjoy learning through the arts.



Culture
Heritage
Exploration
Strength
Structures
Power
Movement
Variation
Cultural diversity
Control
Balance
Emotions
Identity
Relationships
Energy

KNOWLEDGE

- Artistic techniques and performance skills
- Elements of music and art
- Mood, emotion and interpretation in creative pieces
- Purpose, audience and outcome
- Famous and local artists
- Contextual links: history, geography, Neath Abbey
- Creative use of digital tools: Canva, Adobe Express, filming, photography, 3D printing
- Safe and appropriate use of materials and equipment

SKILLS

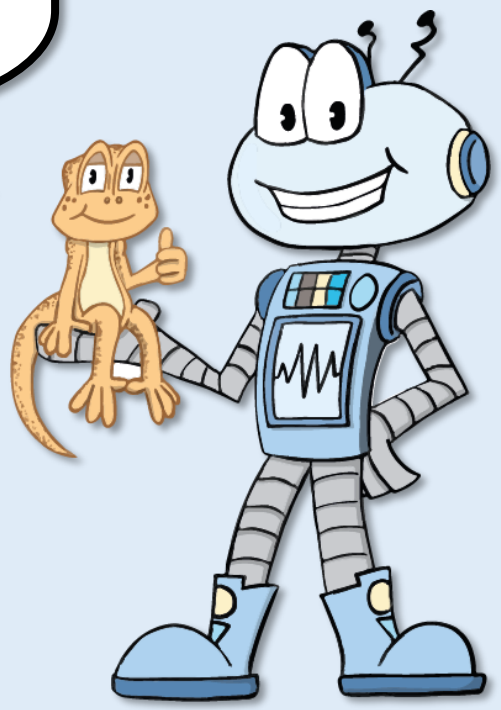
- Be imaginative – Create original responses and compositions
- Be expressive – Share ideas through performance, visuals and sound
- Be reflective – Refine, justify and improve creative work
- Be collaborative – Work effectively in teams to plan, design and perform
- Be brave – Perform with confidence and take creative risks
- Analyse and respond to others' work
- Question and critique creative pieces
- Communicate mood and intention
- Apply knowledge and make meaningful connections
- Use a range of creative processes systematically

EXPERIENCES

- School performances (Harvest, Christmas, Eisteddfod)
- Music lessons (NPT), choir and visitors (e.g. Sew Unique)
- Art festival week
- Bi-weekly singing assemblies
- Sketchbooks and classroom craft areas
- After school creative clubs
- National theatre access
- Canva and digital creative tools
- Creative expression within rich tasks and class projects

Mathematics & Numeracy

I am ***curious, confident and resilient***. I ***enjoy solving problems*** and ***asking questions*** to deepen my understanding. I can ***think creatively and logically***, ***take risks*** with new challenges, and ***reflect on my strengths and areas for growth***. I can collect, ***analyse and evaluate data***, ***communicate my thinking*** clearly, and ***apply what I know to real-life situations***. I can ***manage money*** wisely, set goals, and transfer my knowledge and skills across different contexts. I am proactive, enjoy maths, and know how to use it to ***make sense of the world around me***.



Relationships
Pattern
Shape
Dimension
Counting
Addition
Subtracting
Measurement
Data
Algebra
Geometry
Ratio
Proportion
Probability

KNOWLEDGE

- multiplication, division)
- Reading and writing numbers, place value
- Commutativity, inverse and algebra
- Times tables and number relationships
- Time: analogue, digital, calendars and timetables
- Measurement: capacity, mass, temperature
- Converting units and estimating
- 2D and 3D shapes, angles, co-ordinates, symmetry
- Fractions, decimals and percentages
- Financial literacy and money management
- Graphs, tables and data handling
- Probability and problem contexts

SKILLS

- Be curious – Ask questions and explore patterns
- Be critical – Analyse, reason and evaluate findings
- Be resilient – Tackle complex problems and persevere
- Be proactive – Apply maths to real-life contexts and reflect on progress
- Problem solving – breaking down and solving multi-step problems
- Record, interpret and analyse data
- Explain methods and justify reasoning
- Connect and apply knowledge
- Question and describe patterns
- Sort, classify and compare
- Organise information and communicate clearly
- Transfer skills across different contexts

EXPERIENCES

- Daily/weekly maths lessons
- Carousel-style group tasks
- Enterprising rich tasks (at least one per year)
- TT Rockstars fluency programme
- Financial Literacy visits—Barclays bank
- Cross-curricular learning within all Rich Tasks
- Outdoor learning, where possible