

Trelales Curriculum Vision

At Trelales we strive to create an irresistible and imaginative learning environment within a happy and caring setting. Through exploration and discovery, we aim to develop a sense of wonder and enchantment through the provision of authentic and meaningful learning experiences. We enable pupils to flourish as ethical, independent and confident individuals with a strong sense of worth, who are encouraged to celebrate their own successes as well as the success of others. We endeavour to inspire our pupils to become ambassadors for the Laleston community, Wales and the wider world.

Curriculum Map

At Trelales we have created a Curriculum based on the principles of the four purposes. We aim to inspire our pupils to become:

- Ethical, informed citizens of Wales and the world.
- Ambitious, capable learners, ready to learn throughout their lives.
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society.
- Enterprising, creative contributors, ready to play a full part in life and work.

The Trelales Curriculum is designed in alignment with the Curriculum for Wales, offering a purposeful balance of knowledge, skills and experiences that is rooted in the unique context of the school. Learning begins with pupils' immediate surroundings, gradually expanding from the school environment to local, national and global contexts as children progress through the year groups. Each class explores an overarching enquiry question that encapsulates key teaching ideas, ensuring learning is engaging and coherent. Across the school, the curriculum is structured around three "big ideas": *Growth and Change* in the Autumn term, *Spaces and Places* in the Spring term, and *Making a Difference* in the Summer term. This approach ensures that learning is meaningful and relevant to pupils at Trelales, while also allowing flexibility for teachers to develop smaller enquiries that respond to pupil voice and interests. Key experiences are carefully planned to enrich learning, including opportunities to involve parents and the wider community. Each enquiry culminates in a performance of understanding or end product, enabling pupils to showcase their learning in authentic and purposeful ways. We have created a whole school, cross curricular enquiry approach which allows our pupils to explore the six Areas of Learning Experience (AoLEs) in a broad and balanced way.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>			
	<u>Growth and Change</u>	<u>Places and Spaces</u>	<u>Making a Difference</u>			
PS1 N	A book song and nursery rhyme based curriculum that considers children's experiences needs and interests and is planned from observation					
	<ul style="list-style-type: none"> ➤ Glad Monster, Sad Monster ➤ Only One Me ➤ Owl Babies ➤ Ruby's Worry ➤ Breathing is My Superpower ➤ Pumpkin Soup ➤ Ten Little Monsters ➤ Leaf Man ➤ The Oak Tree ➤ Oliver's Vegetables ➤ The Gruffalo ➤ The Gruffalo's Child ➤ Stickman 	<ul style="list-style-type: none"> ➤ If You're Happy and You Know It ➤ Head, Shoulders, Knees and Toes ➤ Twinkle, Twinkle Little Star ➤ Incy Wincy Spider ➤ Five Little Ducks ➤ Row, Row Your Boat ➤ Miss Polly Had a Dolly ➤ Five Little Pumpkins ➤ Jingle Bells ➤ We Wish You a Merry Christmas ➤ Christmas is Coming 	<ul style="list-style-type: none"> ➤ One Snowy Night ➤ Polar Bear, Polar Bear, What Do You Hear? ➤ The Blue Umbrella ➤ The Snowflake ➤ Penguin Huddle ➤ The Very Hungry Caterpillar ➤ Loud! ➤ The Enormous Turnip ➤ The Tiny Seed ➤ A Seed in Need ➤ We're Going on a Bear Hunt ➤ Goldilock and the Three Bears 	<ul style="list-style-type: none"> ➤ Baa Baa Black Sheep ➤ Old Macdonald Had a Farm ➤ The Animals Went in Two by Two ➤ Hickory Dickory Dock ➤ Rock-a-bye Baby ➤ Hey Diddle Diddle ➤ Mary, Mary, Quite Contrary ➤ I'm a Little Teapot ➤ Five Little Speckled Frogs ➤ Here We Go Around the Mulberry Bush ➤ Ring a Ring o' Roses ➤ Sleeping Bunnies ➤ Hot cross buns 	<ul style="list-style-type: none"> ➤ Superworm ➤ Little Sunflower ➤ Change Starts With Us ➤ We're Going on a Lion Hunt ➤ The Pig in the Pond ➤ Kindness Makes Us Strong ➤ Tiddler ➤ Sharing a Shell ➤ Commotion in the Ocean ➤ The Rainbow Fish 	<ul style="list-style-type: none"> ➤ The Wheels on the Bus ➤ London Bridge is Falling Down ➤ Humpty Dumpty ➤ Doctor Foster ➤ Hurry, Hurry, Drive the Fire Truck ➤ Pat-a-Cake ➤ A Sailor Went to Sea ➤ Down at the Station ➤ The Grand Old Duke of York ➤ Hickety Pickety my Black Hen ➤ Skidamarink
PS1 R	<p style="text-align: center;">Who am I ?</p> <p>Bonfire Night Key ideas to be covered . Babies and growing and changing. What can I do now that I couldn't do when I was a baby? . Birthdays . Names and what make us unique .Why are you special? .Who is in your family and who do you live with? .Seasons Key Experiences . Mum with a baby . Christmas concert</p>		<p style="text-align: center;">What is special about our village?</p> <p>Mothers Day Key ideas to be covered . Laleston village and local area . St David's Church . People who help us in our community . Roles and responsibilities of people who help us inc nurse/doctor/police/brigade/dentist Key Experiences . Village walk . Community members in - police, nurse . Visit from Dentist . Mothers day assembly</p>		<p style="text-align: center;">How does our garden grow?</p> <p>World Bee Day - May Key ideas to be covered . Plants and growing . Mini beasts . Bees - save the bees campaign Key Experiences . Bee Keeper . Save the Bees assembly . School trip including bug hunt and pond dipping</p>	
PS2 Y1	<p style="text-align: center;">How was life different when our grandparents were children?</p> <p>Harvest Key ideas to be covered Use first hand experiences to learn about the past from grandparents or elder members of the community.</p>		<p style="text-align: center;">Where do we live and why is it special?</p> <p>Key ideas to be covered . Features of immediate locality and compare to features in Bridgend town centre and Porthcawl - Urban, rural and coastal areas . Coastal features - beach, harbour, sea wall . Tourism - why do people visit coastal areas?</p>		<p style="text-align: center;">How do farmers help us?</p> <p>Key ideas to be covered . What is a farm and what do farmers do? . Farms in our area . Where does our food come from? Locally and around the world? . What do they grow and why?</p>	

	<ul style="list-style-type: none"> . Family trees . Toys . Food . Education . Shops . Homes <p>Grandparents day first sunday of october</p> <p>Key Experiences</p> <ul style="list-style-type: none"> . Interview a grandparent . Harvest Assembly 	<ul style="list-style-type: none"> . Similarities and differences . Natural and man made features . Development of housing estate . Simple maps <p>RVE - What happens in special places? Christenings, Weddings, bar/bat mitzvah</p> <p>Key Experiences</p> <ul style="list-style-type: none"> . Trip to Bridgend - Library, new bridge fields . Trip to Rest Bay/ porthcawl physical features 	<ul style="list-style-type: none"> . How do farmers care for the land . What is a sustainable farm? . How can we help ? Growing food and our school allotments e.g herbs RVE - How do people show kindness to others? Giving - Christian charity, Zakat, Humanist kindness <p>Key Experiences</p> <ul style="list-style-type: none"> . Farm visit . Farmers market type event - can we sell/ donate what we have grown? Soup morning for local elderly community members . Visit from a local vet
PS2 Y2	<p style="text-align: center;">What was life like in Celtic Wales?</p> <p>Key ideas to be covered</p> <p><i>What was everyday life like in Wales during the time of the Celts? E.g. Homes and (roundhouses), daily routines: farming, cooking.</i></p> <p><i>Comparison with children's own lives today</i></p> <p><i>. How did Celtic communities live and work together? E.g. The role of tribal chiefs and clans, jobs and roles within a tribe (e.g., warriors, farmers, craftspeople), how children may have helped in the community.</i></p> <p><i>. What did the Celts believe in? E.g. Druidry and nature-based beliefs, sacred places (e.g. standing stones), festivals and seasonal celebrations</i></p> <p><i>. How did the Celts get their food and clothing? E.g. Farming and gathering (what they grew and hunted), cooking methods and typical food, wool, dyeing, and weaving.</i></p> <p><i>RVE How do stories and symbols help people celebrate?</i></p> <p>Key Experiences</p> <ul style="list-style-type: none"> Celtic walk - Laleston . St Fagans trip to round house 	<p style="text-align: center;">What is special about Wales?</p> <p>The Great Daffodil Appeal - charity</p> <p>Key ideas to be covered</p> <ul style="list-style-type: none"> . Where is Wales - part of the UK . Flag, language, symbols . Weather and climate in Wales . Special places in Wales e.g Cardiff, national parks - Brecon Beacons, Tenby locate on maps . Physical features of places - mountains and hill areas, rivers, coastal areas, cities and study some of these . Wales as part of the UK - Compare parts of Wales with other places in UK e.g. Cardiff/ London/Edinburgh/ Belfast . <p>RVE What makes a place special for different people? Church, synagogue</p> <p>Key Experiences</p> <ul style="list-style-type: none"> . Trip- Cardiff Castle w/ dragon story telling workshop . Easter assembly 	<p style="text-align: center;">Why should we recycle?</p> <p>Key ideas to be covered</p> <ul style="list-style-type: none"> . What does recycling mean? Where does our rubbish go? What happens to rubbish from school and at home . Litter and harm on nature . Benefits of recycling and how we can recycle . Recycling project - can we make something new from something old? . Campaign for change - how can we make our school litter free? <p>RVE What do different beliefs say about being kind and fair? Golden Rule, Zakat (Islam), Ten Commandments, Humanist values</p> <p>Key Experiences</p> <ul style="list-style-type: none"> . Local litter pick . Beach academy- beach visit on recycling
PS2 Y3	<p style="text-align: center;">How did the Romans change life in Wales and Britain?</p> <p>Key ideas to be covered</p> <ul style="list-style-type: none"> . Why Did the Romans Invade? Why the Romans wanted to expand their empire (e.g. resources, 	<p style="text-align: center;">EUROPEAN COUNTRY</p> <p style="text-align: center;">How is Italy similar to and different from Wales?</p> <p>Safer Internet Day February</p> <p>Key ideas to be covered</p> <ul style="list-style-type: none"> . Why do people travel to other countries? . Where in the world is Italy? 	<p style="text-align: center;">GLOBAL - WORLD OCEANS</p> <p style="text-align: center;">Why should we worry about the World's Water?</p> <p>Worlds Oceans Day - June</p> <p>Key ideas to be covered</p> <ul style="list-style-type: none"> . What is water and why is it so important? . Where is the world's water?

	<p>power, land). The idea of conquest and empire-building. . The Invasion and Its Impact -What happened when the Romans came to Britain and Wales? The Roman army's arrival and battles with Celtic tribes. Resistance (e.g., Boudicca's rebellion, local Welsh resistance). What changed for Celtic people? E.g. homes, leadership, beliefs. . Roman Army and Control -: How did the Romans keep control of their empire? E.g. Different types of soldiers in the Roman army. Forts, roads, and town-building in Wales (e.g., Caerleon, Caerwent). . Daily life in Roman Britain - what was life like under Roman rule? E.g. Roman homes (villas vs. Celtic roundhouses), food, clothing, bathhouses, technology (underfloor heating, roads, aqueducts). Roman towns and markets – how people lived and worked, different groups of people such as women, enslaved people . Children in Roman Britain, e.g. Differences between rich and poor children, Education . What did the Romans leave behind? E.g. roads, language (Latin roots), calendar, buildings. RVE What do festivals teach us about beliefs and change? Easter, Passover</p> <p>Key experiences . Caerleon</p>	<p>. Similarities and difference of Wales and Italy - snowdonia and beacons/ alps . Coast lines - similar . weather and Climate difference . Where do people live and work? . Culture - food /celebrations . famous Landmarks / tourist attractions . migration - Why do people move from Italy to Wales and impact on Welsh life . RVE Why do people go on special journeys? Hajj (Islam), Lourdes (Christian), River Ganges (Hindu)</p> <p>Key Experiences . Italian visitor - food / cooking, Cook Italian cuisine for parents, present learning?</p>	<p>. How do we use water - people, animals, plants . Rivers reservoirs and the water cycle . How can we save water? . Salty and frozen water - how do we get fresh clean water? . Oceans and pollution in our oceans Campaign to raise awareness and make a difference. . How do people's beliefs inspire them to help others? Charity in Judaism and Christianity, Seva (Sikhism), Humanist campaigns</p> <p>Key Experiences Beach clean Beach academy Museum Trip</p>
<p>PS3Y 4</p>	<p>How did the Victorians transform childhood? Key ideas to be covered . When was the Victorian era . Life for children before and during the Victorian era . The impact of industrialisation on childhood . Education, health, and work in Victorian times . Examine real images and accounts of child labourers in mines, factories, and workhouses. . The development of children's rights . Local area - what features of the Victorian era can still be seen? . RVE - How have celebrations and beliefs changed over time? <i>he role of Christianity in Victorian life - church, sunday school, the Bible</i> <i>Religious belief influenced key people - Florence Nightingale</i> Child labour – Was it right to make children work in factories and mines? Inequality – What would be considered fair treatment of the poor?</p> <p>Key Experiences . Local walk . Historian/ trip - cardiff castle / Big Pit/ St Ffagans</p>	<p>What makes Earth special in our Solar system? Key ideas to be covered . Solar system . Planets . Why earth is unique . The moon and history around moon landings and space exploration . RVE What is the importance of light to different religions in the world?</p> <p>Key Experiences . Techniquet visit / planetarium</p>	<p>GLOBAL AMAZON RAINFOREST Do our rainforests need to be rescued? Key ideas to be covered . What and where are our rainforests? . The features of a tropical rainforest - climate and layers . Locating on map . Deforestation - what does it mean? . How and why are they cut down? . Effects on animals, plants, people and climate . habitat loss and endangered species . Explore amazon rainforest and why it matters . Deforestation and reforestation in Wales - how are our local woodlands protected . What can we do to help? Campaign / tree planting . RVE - How do communities work together to make the world better? Eid al-Fitr, Langar (Sikhism), Christian charities, eco-faith action</p> <p>Key Experiences . Rainforest animals workshop/ visitor . Botanical Gardens visit . Size of Wales company deforestation project, Natural resources .</p>

			Wales workshop.
PS3Y 5	<p>What were the causes of world war 2 and what were the consequences for people living in Wales?</p> <p>Remembrance Day Key ideas to be covered . Primary causes of WW2 . Different countries affected . Know that some people were conscientious objectors (could look at pacifism here as a non-religious, philosophical conviction) . Impact of the war on children, including evacuees . Impact of the war on the homefront and community/Wales (e.g. Rationing and the effect on people's diets,, the Blitz) . Bridgend's PoW camp, an ammunition factory and farmland industry . The role of women during WWII . RVE How do people's beliefs affect what they eat? Ramadan, fasting Pacifism</p> <p>Key Experience . . Remembrance Day Service . Island Farm visit and link . Historian visit</p>	<p>GLOBAL</p> <p>How do natural events shape where and how people live?</p> <p>Key ideas to be covered Earth Day - April . What is a natural disaster? . Comparing Natural/ Human caused disasters - Climate change . What causes a natural disaster? - volcanoes and earthquakes, floods and storms, fires . Link to current news . How do natural disasters affect people's lives? . Why do people still live in risky places? . Has Wales ever experienced a natural disaster? . RVE How do people of faith respond to suffering and disaster?</p> <p>Key Experiences . Building and exploding volcanoes . Red cross - visitor / fire brigade visit</p>	<p>GLOBAL CHINA/ AFRICA INC POSITIVE EXAMPLES</p> <p>How can we reduce our carbon footprint?</p> <p>Key ideas to be covered . What is a carbon footprint and how is it measured? . How our daily actions contribute to this- shopping, energy, transport . Who makes our clothes? . What is fast fashion and why is it a problem? . The Environmental impact . Journey of a T shirt . Landfills . Modern day child labour . Fair trade - what is it and how can it make a difference? . . Positive examples e.g. coca farmers in Ghana RVE Why do people wear special clothes for religion and what do they mean to them?</p> <p>Key Experiences . Fashion Show/ demonstration of upcycling project . Fair trade cooking</p>
PS3 Y6	<p>GLOBAL</p> <p>How has Cardiff Bay changed over time?</p> <p>Black History Month Children in Need - Charity</p> <p>Key ideas to be covered . Cardiff Bay historical importance in coal and iron industry . Importance of the docks . historical maps - compare and contrast . Why was Cardiff important during the industrial revolution? . impact of decline in the coal industry. . Multicultural communities that grew around the bay e.g. migrating from Somalia, Ireland, Caribbean and beyond. Tiger Bay one of Britain's first multicultural communities . Regeneration of Bay - Barrage, mermaid Quay transformed for business, leisure and tourism . Senedd - how is Wales governed today . Compare power of Senedd with UK parliament . Life in the future - internet and high street - has the internet destroyed our high street?</p> <p>Key Experience . Cardiff Bay trip</p>	<p>GLOBAL</p> <p>How do different beliefs connect us to the world?</p> <p>Key ideas to be covered . Study on Islam and Judaism and Christianity . Core beliefs of faiths - Judaism and Islam . Where do people worship? . What are their sacred books and stories? . What do they celebrate? . What do people wear and eat? . Do all people who follow the religion believe the same thing? . Similarities and differences . What are your beliefs? How have your beliefs changed and grown over time? . Opportunity to challenge and discuss stereotypes and discuss anti</p> <p>Key Experiences . Visit the synagogue - Cardiff . Visit mosque - Aberkenfig/ Cardiff</p>	<p>GLOBAL</p> <p>How have people challenged injustice in the past and present?</p> <p>Refugee week June</p> <p>Key ideas to be covered . Justice and human rights UNCRC rights of the child . US civil rights movement - Rosa Park and other examples of peaceful protests . Windrush and windrush cymru - immigration link to WW2, injustices faced by the Windrush population . Caribbean migration and Caribbean links . Fighting for the vote . Suffragettes . How do people campaign for change today? - Greta Thunberg, black lives matter, refugee rights . RVE What kind of world do we want to create? Christian stewardship, Karma, Humanist values, global responsibility</p> <p>Key Experiences . Leavers show</p>

	. Visit to the Bay and Senedd - debate in the Senedd		. Residential visit
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