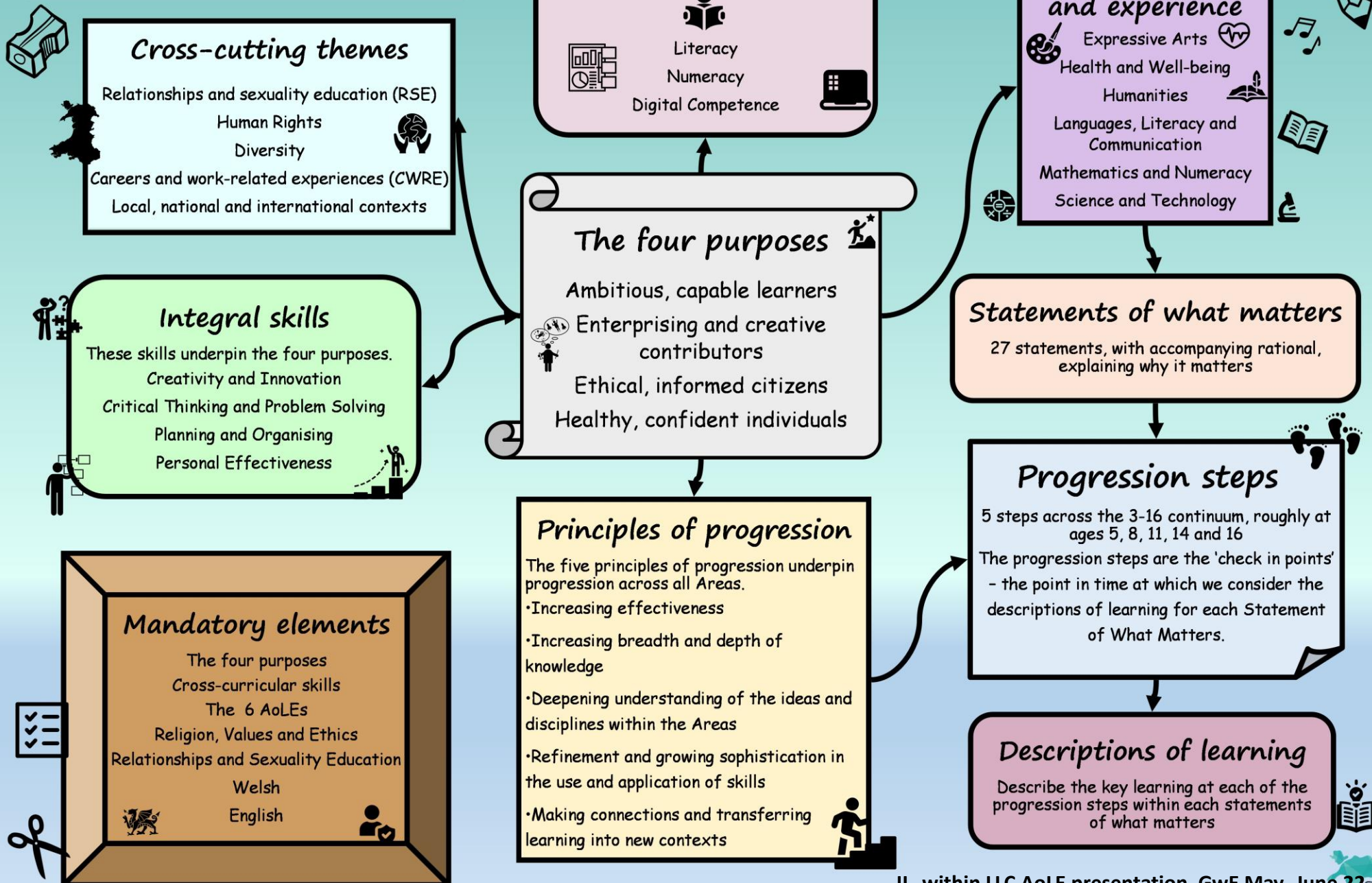
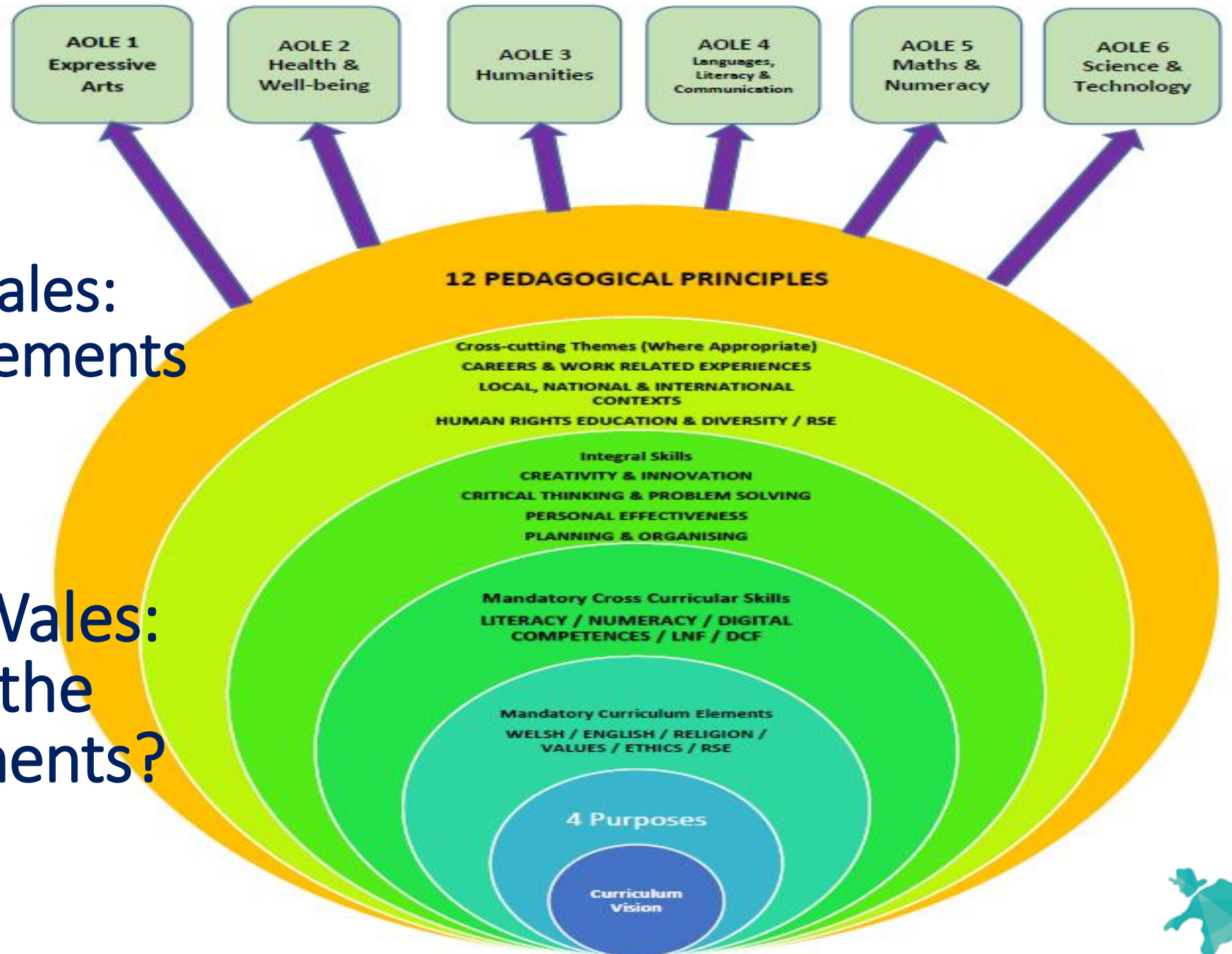


CURRICULUM FOR WALES





Curriculum for Wales:
How do all the elements
fit in together?

Curriculum for Wales:
How to plan for the
mandatory elements?



ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.



CfW, 2020

The Four Purposes

IL within LLC AoLE presentation, GwE May- June 22



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- are **questioning** and enjoy solving problems
- can **communicate effectively** in different forms and settings, using both Welsh and English
- can **explain** the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use **digital technologies creatively to communicate**, find and analyse information
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and are ready to learn throughout their lives

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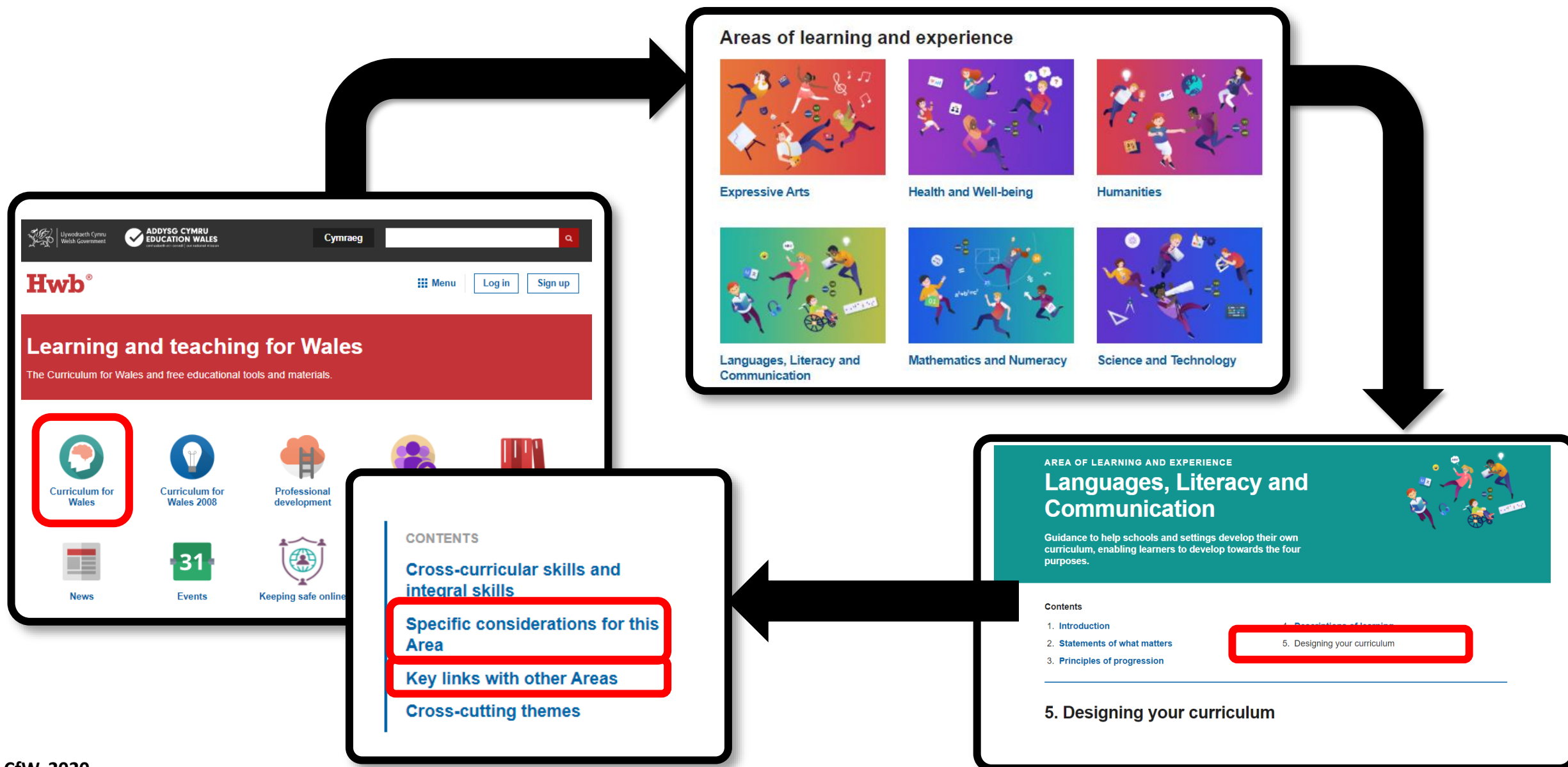
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CfW AoLE Guidance





International languages and the four purposes

‘The limits of my language are the limits of my world’ Wittgenstein
Learning international languages opens up the limitless potential of
the four purposes.



The four purposes and International languages

Ambitious,
capable
learners

Enterprising,
creative
contributors

Ethical,
informed
citizens

Healthy,
confident
individuals

Become **empowered to communicate** effectively and confidently **in both international and their home languages**;

Transfer knowledge, skills and understanding from their first international languages **into other languages**, as well as strengthening their skills in their home languages, through a whole raft of neural pathways;

Develop effective, transferable skills, such as inference, decoding, creative problem-solving, **experimenting and taking risks with confidence**, which help them make **better sense of concepts across the curriculum**

Are **creative and persevere when facing new challenges** in their learning, **reinforcing behaviours useful across all learning**

Are **open to the views of others** and able to discuss, debate and interact successfully anywhere, both internationally and at home

See **language as key to social cohesion** and better local, national and global understanding

Are **enthusiastic and curious about our world and learning other languages**, by becoming plurilinguists

Develop an **understanding of the relationship between their own culture and cultures and communities across the world**

Engage meaningfully with language and literature from across the world in **developing their own sense of identity and empathy**

Develop **positive attitudes to different cultures and societies**

