

Curriculum for Wales	AoLE Focus		HEALTH AND WELLBEING				
	Our School Curriculum Vision		Within the Taff Bargoed Learning Partnership, our learners will be provided with experiences that will allow them to; become healthy, resilient and independent individuals, able to achieve their full potential. Learners will understand the physical and mental benefits of a healthy lifestyle, and engage in regular opportunities to promote their emotional and physical wellbeing. Learners will develop skills that allow them to be active members of society; taking an interest in their respective communities. Through various authentic experiences, learners will appreciate the importance of being a global citizen and will apply this to their everyday lives.				
	Progression Step		I				
Knowledge – ‘Learn ABOUT’						Experience – ‘Learn FROM’	
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge that we aim to develop Pupils Skills through...						Pupils will be provided with an opportunity to experience:-	
In Nursery, Pupils will learn about...		In Reception, Pupils will learn about...		In Year 1 Pupils will learn about...		▪ Opportunities to develop empathy and compassion ▪ Promoting respect for others’ right to their own beliefs, values and opinions ▪ Promoting skills for employability, including Active listening and communication ▪ Team working activities ▪ Leadership skills opportunities ▪ Presentations – both receiving and delivering ▪ Enterprise opportunities and events ▪ Recognising, evaluating and utilising strategies for managing influence ▪ Valuing and respecting diversity ▪ Visitors and visits to places that promote pupils awareness of the world they live in. ▪ Engaging in daily opportunities to take part in mindfulness activities where pupils can promote their own wellbeing	
<ul style="list-style-type: none">▪ Their own self-identify including goals and dreams▪ Understanding feelings including those of others▪ Being part of a community (incl. Class Community) and the area they live in, celebrating the diversity that is found there.▪ Relationships – including families and friends and dealing with bullying; and the importance of personal safety.▪ The importance of keeping a healthy body and the importance that healthy food, sleep and exercise can have on maintain a healthy lifestyle.▪ Growing and changing and how this affects them at a personal level.▪ Exploring physical exercise through activities relating to basic gymnastics and dance.▪ Exploring a variety of foods as part of wider curriculum work.		<ul style="list-style-type: none">▪ Their own self-identify including goals and dreams and an early understanding of their rights and responsibilities▪ Understanding feelings including those of others▪ Being part of a community (incl. Class Community) and the area they live in, celebrating the diversity that is found there.▪ Relationships – including families and friends and dealing with bullying; and the importance of personal safety.▪ The importance of keeping a healthy body and the importance that healthy food, sleep and exercise can have on maintain a healthy lifestyle.▪ Growing and changing and how this affects them at a personal level.▪ Exploring physical exercise through activities relating to basic gymnastics and dance.▪ Exploring a variety of foods as part of wider curriculum work.		<ul style="list-style-type: none">▪ Being part of a community (both local and school) and understanding the importance of rules.▪ Developing an understanding of feeling special and safe; incl. rights and responsibilities.▪ Consequences for actions, as well as rewards▪ Similarities and differences between people and celebrating this diversity.▪ Positive Relationships – including friendships, family, working with others and people who help us▪ Setting goals and taking on new challenges, including overcoming obstacles▪ Healthy lifestyle choices and the importance of keeping safe and clean.▪ Linking growing and learning and the changes associated with this▪ Selecting and preparing healthy Fruit Smoothies▪ Physical activity including Gymnastics & Team games			
SKILLS – ‘Learn TO’							
Through our Curriculum for Health & Wellbeing , our pupils will develop as Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors. Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;							
What Matters Statement		Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :		
Developing physical health and well-being has lifelong benefits.	Through opportunities to;	I.I I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions	<ul style="list-style-type: none">▪ Can move in general space (Big Space) and personal space (Small space)▪ Demonstrate using contrasting movements (fast, slow, big, small)▪ Travel, jump, balance and climb safely▪ Performs basic body actions e.g. skipping, jumping, turning, stretching, turning▪ Explores a variety of large apparatus and smaller equipment, and negotiates simple obstacles▪ Works in a general space, moving and stopping on command.▪ Understands simple instructions	<ul style="list-style-type: none">▪ Can use simple movement vocabulary and control body whilst demonstrating stillness.▪ Use small equipment to develop handling skills▪ Use small equipment to carry out ‘sending’ actions (rolling, throwing, bouncing, kicking etc.)▪ Can use general space by travelling▪ Can balance, taking weight on a variety of combinations of body parts▪ Can select suitable movements in response to tasks set▪ Can explore a variety of small apparatus▪ Can apply and follow simple single rules	<ul style="list-style-type: none">▪ Can follow simple safety rules and practices under the instruction of an adult▪ Can explore general space by moving in various ways▪ Can combine simple patterns of actions, exploring a range of gross and find motor skills▪ Can copy lifting and lowering techniques with good posture.▪ Can travel with small equipment safely▪ Can understand simple instructions, directions and routes▪ Can negotiate simple obstacles▪ Can move directly and indirectly in space, including moving alone or alongside, leading or following a partner.		

TAFF BARGOED LEARNING PARTNERSHIP School Curriculum – Whole School Progression

		<p>I.2 I am beginning to make connections between my diet and my physical health and well-being.</p>	<ul style="list-style-type: none"> Recognise when they are being active and when they are not. Know that they need food and drink to make them grow and keep healthy Know that they need activity to help them grow and keep healthy 	<ul style="list-style-type: none"> Know that they need certain types of food and drink to make them grow and keep them healthy Know that they need exercise to help them grow and keep healthy Begin to recognise and describe how they feel during and following exercise 	<ul style="list-style-type: none"> Can begin to understand the benefits of activity/exercise Can understand that food is a fuel for bodies Understand that the right types of food and drink are important for healthy bodies Understand that exercise is important for healthy bodies Recognise and describe changes to their breathing, heart rate, appearance and feelings during and after exercise.
		<p>I.3 I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</p>	<ul style="list-style-type: none"> With support, begin to recognise the connection between the physical and emotional changes that can occur in different contexts. 	<ul style="list-style-type: none"> With growing confidence, begin to recognise the connection between the physical and emotional changes that can occur in different contexts. 	<ul style="list-style-type: none"> Independently recognise the connection between the physical and emotional changes that can occur in different contexts.
		<p>I.4 I am beginning to recognise some of the behaviors, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.</p>	<ul style="list-style-type: none"> Begin to recognise some of the behaviours, conditions and situations that affect my physical health 	<ul style="list-style-type: none"> Begin to recognise some of the behaviours, conditions and situations that affect physical health and well-being 	<ul style="list-style-type: none"> Begin to recognise some of the behaviours, conditions and situations that affect physical health and well-being and know how to respond and get help.

Within our Curriculum for **Health & Wellbeing**, our pupils will develop as **Ambitious, Capable Learners**, **Healthy confident Individuals**, **Ethical, informed Citizens** & **Enterprising, Creative contributors**. Enrichment and Experiences within this AoLE, at our School, will include opportunities for;

What Matters Statement		Descriptions of Learning	What this looks like in NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :
How we process and respond to our experiences affects our mental health and emotional well-being.	Through opportunities to;	I.5 I have an awareness of my perceptions and thoughts.	<ul style="list-style-type: none"> Develop a positive self-image as an important individual. Begin to show curiosity 	<ul style="list-style-type: none"> Develop a positive self-image as an important individual Begin to show curiosity and positive attitudes to new experiences and learning 	<ul style="list-style-type: none"> Develop a positive self-image as part of a caring school community and as part of their social communities. Show curiosity and positive attitudes towards new experiences and learning.
		I.6 I can focus my attention and am aware of being able to do this.	<ul style="list-style-type: none"> Begin to develop an awareness of when they have achieved something Engage in directed exploration of the indoor and outdoor environments Begin to show independence 	<ul style="list-style-type: none"> Celebrate their success Begin to concentrate on tasks Begin to take risks and willingly explore the indoor and outdoor environment. 	<ul style="list-style-type: none"> Be aware of what they are good at. Celebrate their success and that of others Concentrate for lengthening periods of time Confidently take risks and explore their indoor and outdoor environments.
		I.7 I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.	<ul style="list-style-type: none"> Develop an awareness of, and begin to describe a range of feelings 	<ul style="list-style-type: none"> Develop an awareness of appropriate ways to express their feelings 	<ul style="list-style-type: none"> Develop an awareness of appropriate ways to express their feelings
		I.8 I can notice and communicate how I am feeling.	<ul style="list-style-type: none"> Begin to express and communicate feelings and emotions, with support 	<ul style="list-style-type: none"> Begin to express and communicate feelings and emotions, in simple ways 	<ul style="list-style-type: none"> Begin to express and communicate feelings and emotions confidently
		I.9 I am beginning to have an awareness of how feelings are communicated through actions.	<ul style="list-style-type: none"> Begin to understand that others have feelings and that their actions can impact on those feelings. 	<ul style="list-style-type: none"> Understand that others have feelings and that their actions can impact on those feelings. Begin to identify some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> Understand the relationship between actions and feelings. Understand that personal actions have consequences Identify some basic ways to avoid, manage and resolve conflict
		I.10 I have an awareness of the feelings of others.	<ul style="list-style-type: none"> Begin to think about how others feel 	<ul style="list-style-type: none"> Think about how others may feel in various situations. 	<ul style="list-style-type: none"> Think about how others may feel in various situations, using facial cues as a clue.
		I.11 I am aware of when others are kind to me and when I am kind too.	<ul style="list-style-type: none"> Begin to understand what 'being kind' means. Provide praise and celebrate when a Pupil has shown kindness to another person 	<ul style="list-style-type: none"> Develop an awareness of 'kindness' within the class and praise this where observed. Give an example of someone being kind to them, and where they have been kind to someone. 	<ul style="list-style-type: none"> Understand the importance of being kind and how this makes them and others feel. Give examples of where someone has been kind to them.

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Our decision making impact on the quality of our lives and the lives of others	Through opportunities to;	I.12 I can make decisions based on what I like and dislike.	<ul style="list-style-type: none"> Describe something they like and, in return, something they don't like (e.g. <i>I like drawing</i>) 	<ul style="list-style-type: none"> Describe something they like and, in return, something they don't like giving simple reasons for this (e.g. <i>I like drawing because I can use all my colours</i>) 	<ul style="list-style-type: none"> Make a decision on something, linking the reasons for their decision to a like or dislike they have (E.g. <i>I am going to work in the creative area because I like drawing where I can use all my colours</i>).
		I.13 I have developed an awareness that my decisions can affect me and others.	<ul style="list-style-type: none"> Begin to understand that there is a consequence to our actions. Know when their actions have had an impact/effect on another Begin to understand, in simple terms, that our actions can affect others around us 	<ul style="list-style-type: none"> Understand that actions have consequences Know when their actions or words have hurt another and understand the need to make amends. Understand that our actions can affect others around us 	<ul style="list-style-type: none"> Understand that all actions have consequences; some of which are good, some of which are bad. Know when their actions or words have hurt another and understand the need to make amends. Understand that our actions can affect others around us, giving examples of this in school and in the home.
		I.14 I can take part in group decisions.	<ul style="list-style-type: none"> With adult support, take turns to contribute an idea to a group decision on a topic. 	<ul style="list-style-type: none"> With growing confidence, contribute to group discussions to make a decision. 	<ul style="list-style-type: none"> Independently take turns in a conversation as part of a group, making a decision as a group as a result
		I.15 I have an understanding that things can be safe or unsafe.	<ul style="list-style-type: none"> Begin to be aware of personal safety and develop an initial awareness of danger. Know who to go to when feeling unsafe 	<ul style="list-style-type: none"> Be aware of personal safety and begin to give examples of safe and unsafe situations Know who to go to when feeling unsafe 	<ul style="list-style-type: none"> Develop their awareness of danger both in and out of school, with an understanding of personal safety. Recognise various situation which can be identified as safe or unsafe. Know who to go to when feeling unsafe

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How we engage with social influences shapes who we are and affects our health and well-being	Through opportunities to;	I.16 I can recognise and follow rules and norms in the groups and situations in which I take part.	<ul style="list-style-type: none"> Begin to understand class rules Begin to acquire friendship skills: <ul style="list-style-type: none"> Be willing to share and begin to play cooperatively Caring when others are hurt 	<ul style="list-style-type: none"> Understand class rules Begin to understand the need for politeness Develop friendship skills Begin to understand fairness and play co-operatively Be caring towards others 	<ul style="list-style-type: none"> Begin to understand the need for politeness towards all others Develop and describe friendship skills Know when their actions or words have hurt another and make amends. Begin to work co-operatively.
		I.17 I can show care and respect for others.	<ul style="list-style-type: none"> Begin to demonstrate care and affection for other children and adults 	<ul style="list-style-type: none"> Begin to demonstrate care, respect and affection for other children and adults 	<ul style="list-style-type: none"> Demonstrate care, respect and affection for other children and adults

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Healthy relationships are fundamental to our well-being	Through opportunities to;	I.18 I can identify who looks after me and who my family and friends are	<ul style="list-style-type: none"> Begin to describe things or people which are special to them including key family members Understand that family and friends care for each other. 	<ul style="list-style-type: none"> Begin to develop an awareness of who and what is important to them Know that there are different types of family and all families have special roles in children's lives. 	<ul style="list-style-type: none"> Be aware of who and what is important to them Develop an awareness of and describe people they can trust Identify key members of their family, understanding that 'family' means something different to lots of people.
		I.19 I can communicate my needs and feelings in my relationships	<ul style="list-style-type: none"> With support, I can communicate my needs and feelings in my relationships 	<ul style="list-style-type: none"> With growing independence, I can communicate my needs and feelings in my relationships 	<ul style="list-style-type: none"> I can communicate my needs and feelings in my relationships
		I.20 I can get along with others with and without support.	<ul style="list-style-type: none"> With support. be able to share and take turns in group activities With support, take part in structured and unstructured activities with others 	<ul style="list-style-type: none"> Be able to share and take turns in group activities Independently take part in structured and unstructured activities with others Be caring towards others 	<ul style="list-style-type: none"> Understand what friendship is Develop and describe friendship skills, and demonstrate these within the classroom setting Be caring towards others
		I.21 I am beginning to recognise safe and unsafe behavior in relationships	<ul style="list-style-type: none"> Know what 'being safe' means Begin to understand what a 'safe' relationship looks like and how this makes us feel 	<ul style="list-style-type: none"> Know that the opposite of being safe is 'unsafe' With support, give examples of times when they are safe or unsafe. Begin to think about what an unsafe relationship might look like 	<ul style="list-style-type: none"> Know that the opposite of being safe is 'unsafe' Give examples of times when they are safe or unsafe. Know what a safe or unsafe relationship might look like and who can help them if they feel unsafe.
		I.22 I am beginning to recognise that I have the right to be treated fairly and respectfully.	<ul style="list-style-type: none"> Begin to understand the right not to be hurt Begin to understand the right to be treated fairly. 	<ul style="list-style-type: none"> With support, understand the right not to be hurt With support, understand the right to feel safe and be free With support, understand the right to be treated fairly. 	<ul style="list-style-type: none"> Understand the right not to be hurt Understand the right to feel safe and be free Understand the right to be treated fairly. Show and be shown respect towards others.