

GWEITHDY CWRICWLWM I GYMRU 'GWNEUD SYNWYR OHONO'

CURRICULUM FOR WALES 'MAKING SENSE OF IT' Workshop



Cyflwyniad i'r Cwricwlwm Newydd a'r Maes Dysgu a Phrofiad Iechyd a Lles

Introduction to the New Curriculum and the Health and Well-being Area of Learning and Experience

Cyfraniad gan: Contributions from:

Gethin Môn Thomas GwE and Bangor University, Advisor to WG Curriculum Reform (Health and Well-being)
Helen Hughes, Sport Wales (Curriculum Reform)





Content

- 1. Curriculum journey
- 2. New Curriculum construction
- 3. Holistic approach across the 'What Matters statements'
- 4. Physical Literacy and the 2022 Curriculum
- Visibility of Sport and Physical Activity in the 2022
 Curriculum
- Opportunities / What next!





Aims and Objectives

The workshop will introduce you to the 2022 curriculum, the pioneering curriculum development journey and what lies ahead.

We will share how physical literacy has informed the health and wellbeing area of learning and experience and explore the opportunities for sport and physical activity to support learning across the 3-16 continuum.

During the workshop we will explore:

- 'why' the 2022 curriculum differs from the current curriculum
- 'how' the 2022 curriculum is constructed
- 'how' the Health and Well-being, Area of Learning and Experience is physical literacy informed.

Together we will:

recognise where sport and physical
 activity can contribute to learning within
 the Health and Wellbeing Area of
 Learning and Experience





Our Physical Literacy Journey (in Education)

Vision for Sport in Wales:

'An active nation where everyone can have a lifelong enjoyment of sport'

Mission

'Unleash the benefits of sport for everyone'

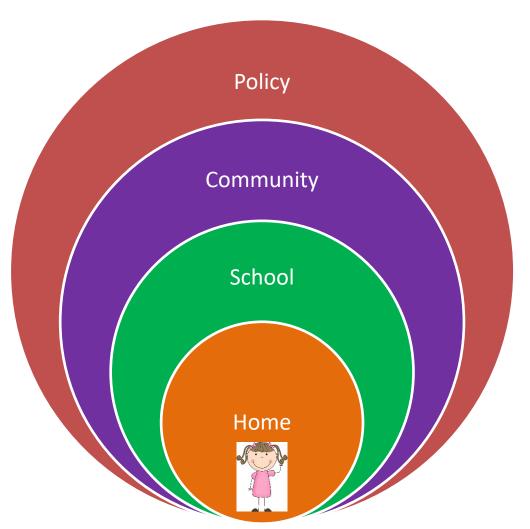


Why is it important to Sport Wales

- PL is the 'Golden Thread' cross-policy
- Strength of PL within VSW and Strategy
- Features across draft SW Outcome
 Framework measures
- Working with several NGBs
- Recent AYPP Review Report in support of PL approach



Making sense of it: Collaboration



Sport Wales' Physical Literacy Journey

WHAT IF? ..

Everyone understood PL, its importance and the part they play?

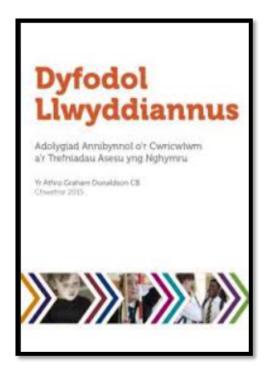


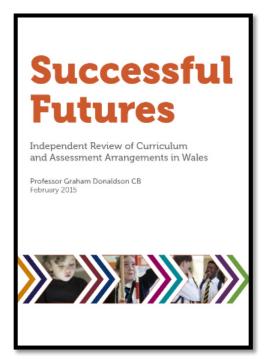
Q: Where do we all play our part in enabling this?





Cwricwlwm i Gymru Curriculum for Wales

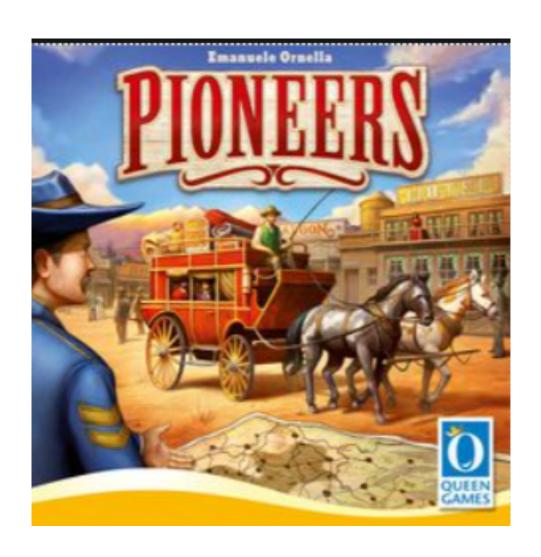








Curriculum Pioneers







Timeline

2017	2018	2019	2020	2022
Rhagfyr Cwblhau'r gwaith cynllunio lefel uchel	Medi Athrawon yn mabwysiadu ymagwedd genedlaethol ar gyfer dysgu proffesiynol a'r Safonau Addysgu Proffesiynol	Ebrill Y owricwlwm a'r trefniadau asesu newydd ar gael i roi adborth arnynt	Ionawr Y owrlowlwm a'r trefniadau asesu newydd ar gael	Medi Ysgolion yn defnyddio'r cwricwlwm newydd (meithrin i flwyddyn 7)
December High level design complete	September National approach to professional learning and Professional Teaching Standards adopted by teachers	April New curriculum and assessment arrangements available for feedback	January New curriculum and assessment arrangements available	September Schools using the new curriculum (nursery to year 7)





Curriculum for Wales underpinning principles

- It will be based on a nationally described continuum of learning for learners (3 -16).
- Learning will be an expedition, not a straight line.
- Progression steps will be at 5,8,11,14,16 and take the form of Achievement Outcomes.
- Achievement outcomes will be child facing in the form of 'I can' for outcomes and 'I have' for experiences.

By emphasising achievement in a broad sense, these outcomes broaden the scope of what we value in children and young people's learning and will contribute to achieving the four purposes.

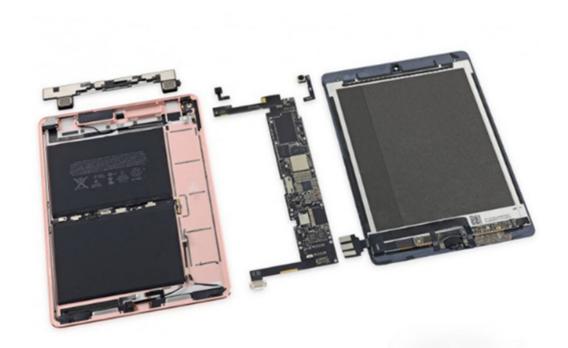
In this way learning and progression go hand in hand bringing a purposeful approach to sequencing learning.

(CurriculumforWales.Gov)





Process v Product











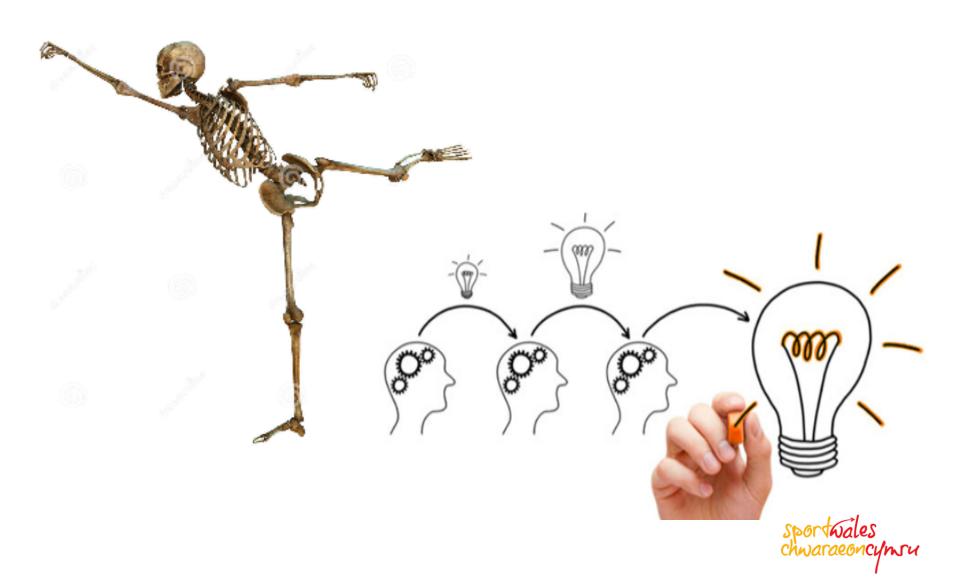








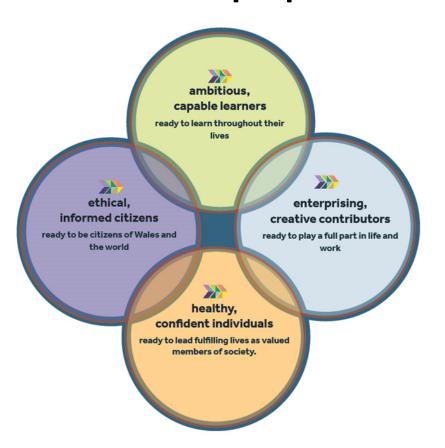
Process Curriculum





Curriculum Structure

Four core purpose



Six Areas of Learning and Experience

- Expressive Arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology



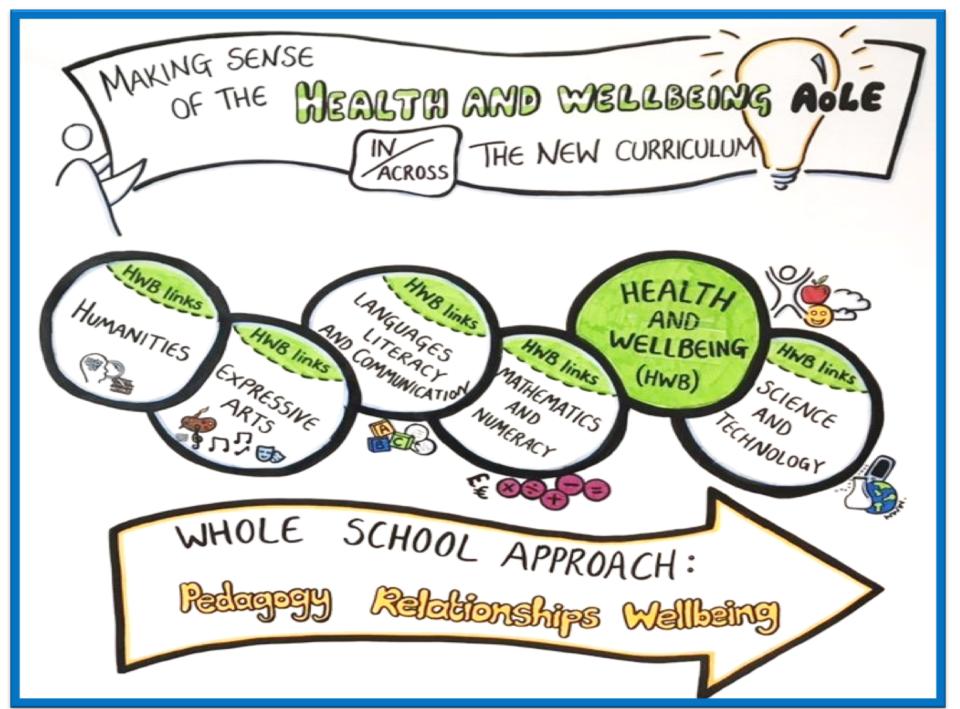






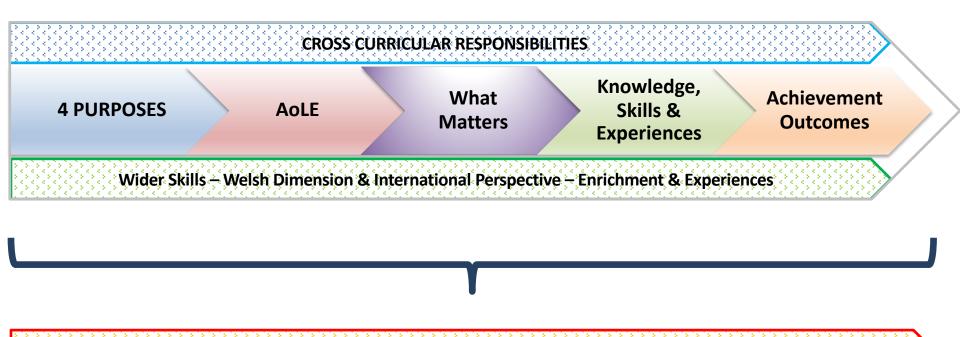
Introduction to the AoLE HWB

The Health and well-being Area of Learning and Experience is about the physical, psychological, emotional and social aspects of our lives. It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. To enable this, it will build learners' capacity to make informed decisions about their health and well-being and also to engage critically with a range of social influences which may impact on their values and behaviours.





The components of our new Curriculum



SCHOOL-LEVEL CURRICULUM (MICRO)





A big ideas approach to National Curriculum design

What Matters?

Evidence Based!







'What Matters' Statements

























Discussion

 What opportunities arise from the 'what matters statements'?

 What do you perceive to be the challenges in realising the opportunities that the 'what matters' statement provides?



'What Matters' Statements

Developing physical health and well-being has lifelong benefits.

How we process and respond to our experiences affects our mental and emotional well-being.

Our decision making impacts on the quality of our lives and others

How we engage with different social influences shapes who we are and our health and well-being.

Healthy relationships are fundamental to our sense of belonging and wellbeing



Progression in learning

- Becoming more able to self-regulate
- Becoming less egocentric
- Sophistication of knowledge
- Developmental growth









Rationale

Physical health and well-being is comprised of a number of interrelated areas including physical, emotional, social health and well-being.

Understanding the factors that affect physical health and well-being, such as hydration, nutrition, physical activity, personal care and hygiene, protection from infection recovery and sleep helps learners to develop positive, informed behaviours. These behaviours support learners to care for and respect themselves and others, contributing towards their self-worth, overall mood and energy levels.

Developing positive physical health and well-being enhances learners' confidence and motivation, physical competence, knowledge and understanding which can support them to lead healthy and active lifestyles.

Physical and cognitive development are closely interrelated throughout life, for example, during the early years in supporting speech and language development.

If learners are provided with <u>enjoyable</u> and informative experiences in respect of their physical health, such as regular physical activity and consumption of a nutritious, balanced diet, they will develop the dispositions and motivation to lead lifestyles which support their physical health and well-being.

Learners' physical health and well-being is also influenced by how they view and identify with themselves, in relation to others and their environment, acknowledging and accepting differences.



Progression reference point 1

I can move in different ways, choosing to take part in active play on my own and alongside others.

I can control gross and fine movements through active play and everyday tasks in different environments. I can respond to movement instruction and can move safely in a variety of spaces. I can explore a variety of foods, drinks, tastes and textures, in a range of contexts and settings.

I have an awareness that I need food, hydration and sleep to live. I have an awareness that I need a balanced diet to grow, be active and maintain physical health. I have an awareness of physical and emotional changes when active. I have an awareness of the activities I enjoy and what I am good at. I can follow everyday routines to keep myself clean. I have an awareness that my body will change as I grow. I can recognise hazards and situations that could be harmful to my physical health.



Progression reference point 2

I have developed the confidence to take part in different and regular physical activities, and to play on my own, with a partner and in small groups. I can concentrate when faced with physical challenges during unstructured play activities and focused tasks. I have developed the confidence to seek activities and equipment to suit my needs.

I can use and improve basic movement skills in familiar and new situations. I have developed my ability to respond creatively to instructions, moving safely in and out of a variety of spaces when working on my own and with others. I can prepare food that I know is part of a balanced diet.

I have developed an understanding that I need sleep, rest and a balanced diet to live and thrive. I can understand that there is a connection between diet and physical activity levels. I can describe the physical and emotional changes that I experience when I'm active. I can reflect on my own and others' performance, describing strengths and areas for improvement. I can take more responsibility for my personal care and hygiene. I have developed an awareness that my body and emotions will change as I grow. I have developed an awareness that certain substances can bring about changes that can impact on my physical health. I can recognise and respond to behaviours and situations that are harmful to my physical health and that of others.



Progression reference point 3

I can engage in regular physical activity and find it rewarding. I have the motivation to continue practising and I have the confidence to fulfil physical challenges set by myself and others.

I can safely develop and apply a range of skills in familiar, new and changing situations. I can use space creatively to move in response to a variety of stimuli. I can experiment with a range of roles and responsibilities. I can plan and prepare basic, nutritious balanced meals using simple, affordable ingredients.

I have an appreciation of the importance of a balanced diet, sleep and rest on my developing body and mind. I have an understanding of the specific impact diet has on the capacity to thrive and how an appropriate energy balance is achieved through diet and physical activity. I can explain the physical and emotional changes that occur when active. I can work on my own and with others to plan, monitor and evaluate performance, setting myself relevant targets. I can take responsibility for personal hygiene to protect my physical health. I have an understanding of the physical and emotional impact of puberty. I have an understanding that certain substances can bring about changes that can impact on my health. I have an understanding of behaviours and situations that are harmful to my physical health and that of others and can respond appropriately.



Progression reference point 4

I have developed the enthusiasm and commitment to engage in regular physical activity. I have developed the confidence to select and apply a range of strategies, sustaining concentration to overcome physical challenges.

I can transfer a range of skills from familiar to unfamiliar and changing contexts and environments. I have developed complex skills in a variety of roles and responsibilities, within a range of activities. I can plan and prepare a variety of nutritious and balanced meals using simple and affordable ingredients.

I can apply my knowledge of diet and nutrition to make appropriate choices that have a positive impact on my health and well-being. I can make appropriate dietary choices that allow me to maintain an appropriate energy balance. I can analyse the physical and emotional changes that occur when I'm active. I can collaboratively plan, evaluate and refine performance in a range of activities. I can protect myself from disease, illness and infection. I can manage changes associated with puberty appropriately. I have developed an understanding of how certain substances bring about changes that can impact on my physical health. I can apply my understanding of health-harming behaviours and keep myself and others safe.



Progression reference point 5

I can value the benefits of participation in regular physical activity and have the self-motivation to do so. I have developed an appreciation of my movement ability and physical health and I am confident in my ability to meet physical challenges. I can proactively seek opportunities to develop my expertise in physical activity, in sport and physical health.

I can independently adapt and apply transferable skills across contexts in a range of activities and environments. I can apply sophisticated strategies to support my own progress and that of others in a wide range of activities. I can apply a range of techniques to prepare nutritious, balanced meals by combining tastes using affordable ingredients.

I can apply my understanding of a balanced diet, adjusting my diet according to needs and personal circumstances. I can use my knowledge of diet and nutrition to support others with their dietary and lifestyle choices. I can critically evaluate the physical and emotional changes that occur when active. I can critically evaluate and independently select appropriate strategies for improvement for myself and others in relation to physical health and well-being. I can use my knowledge of disease, illness and infection to protect myself and provide guidance and support to others. I can actively engage in health promoting behaviours and value my own physical health and that of others.



Threads of Progression

Progression Step	Progression Step	Progression Step	Progression Step	Progression Step
1	2	3	4	5
I can move in different ways, choosing to take part in active play on my own and alongside others.	I have the confidence to take part in different and regular physical activities and play, individually with a partner and in small groups.	I can engage in regular physical activity and find it rewarding.	I have the enthusiasm and commitment to engage in regular physical activity.	I can value the benefits of participation in regular physical activity and have the self-motivation to do so.



Activity - Progression

Considering the Achievement Outcomes in the example provided.

Highlight a thread of progression across the five progression steps.



Activity - Progression

Read and discuss the highlighted Achievement Outcomes.

Consider: Current/Future provision, experiences and pedagogy





Planning for Learning

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Expressive Arts

- · Creative movement and dance as a physical activity.
- · Developing gross and fine motor skills to support participation in art forms.

Humanities

- · Elements of citizenship can be developed through respecting rules and fair play in team games.
- · Environmental factors that affect health and well-being.
- · Food production and sustainability.

Languages, Literacy and Communication

- The relationship between physical and cognitive development has an impact on the acquisition of speech and language.
- · Acquisition of gross motor skills as a precursor of fine motor skills such as handwriting.

Mathematics and Numeracy

- · The role of numeracy in purchasing and preparing food to support nutrition.
- · The role of numeracy in measuring distance, weight and time.

Science and Technology

- · Biological aspects of growth and physical development.
- · Nutrition and food technology.
- The biology of physical health and well-being (including impact of disease, physical activity and putrition)

Links within this area of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across the Health and Well-being Area of Learning and Experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

How we process and respond to our experiences affects our mental health and emotional wellbeing.

- · The interdependency of physical and mental health and emotional well-being.
- The links between physical and mental health and emotional well-being, including body image, identity
 and physiological changes in relation to emotions.
- · Responding to the impact of puberty on emotional well-being.
- The role of self-regulation to support physical health and well-being and in overcoming challenges in physical activity.

Our decision-making impacts on the quality of our lives and the lives of others.

- · Risks and decision-making which have an impact on physical health.
- Decision-making in physical activity (including selecting appropriate equipment and strategies).

How we engage with different social influences shapes who we are and our health and well-being.

- . The impact of social influences on behaviours that affect physical health.
- · How social attitudes and norms can impact on physical self-image and identity.
- · The interaction of social influences and dynamics within team sports.

Healthy relationships are fundamental to our sense of belonging and well-being.

Developing relationships and working collaboratively through team games.

(from Progression step 3 onwards)

· The link between puberty, sexuality and sexual relationships.





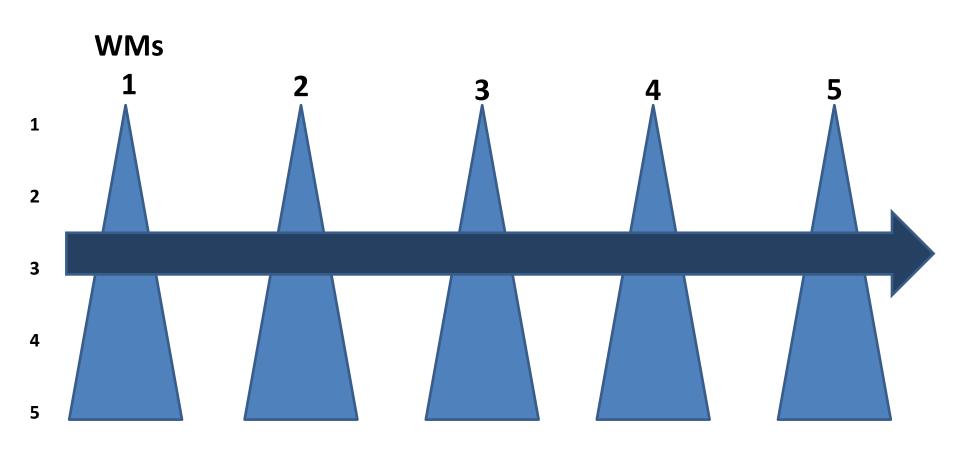
Planning for Learning

Learners need to experience:	Learners need to know:	Learners need to be able to:	
All progression steps:	All progression steps:	All progression steps:	
 Opportunities to carry out strategies that they have developed to support their physical health and well-being. Preparing and eating a range of foods that can support a healthy diet. Outdoor learning to support physical health and well-being. A range of ongoing, daily opportunities to be physically active. Opportunities to be physically active in a variety of environments (indoor/outdoor/different surfaces/heights/in and around water etc.) A range of physical activities through fun, engaging approaches to learning. 	 How their physical health and wellbeing is influenced by a range of factors, both in the short and long term: nutrition, hydration, sleep, personal care and hygiene, physical activity and substances. The importance of sustainable, balanced and positive behaviours to support physical health and wellbeing (including a balanced diet and sustainable physical activity). That positive physical health and wellbeing supports mental and emotional wellbeing. How physical growth and development influences physical and emotional health and wellbeing. The role and importance of physical self in a person's identity. 	 Identify and use strategies to support their physical health and well-being. Be involved in food preparation that can form part of a healthy, balanced diet. Develop their competence and confidence in a range of activities which support physical health and well-being. 	





Planning for Learning



Progression Steps (1-5)

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Discussion

Considering all WMs, discuss the opportunites for Sport and Physical Activity to support learning





'What Matters' Statements

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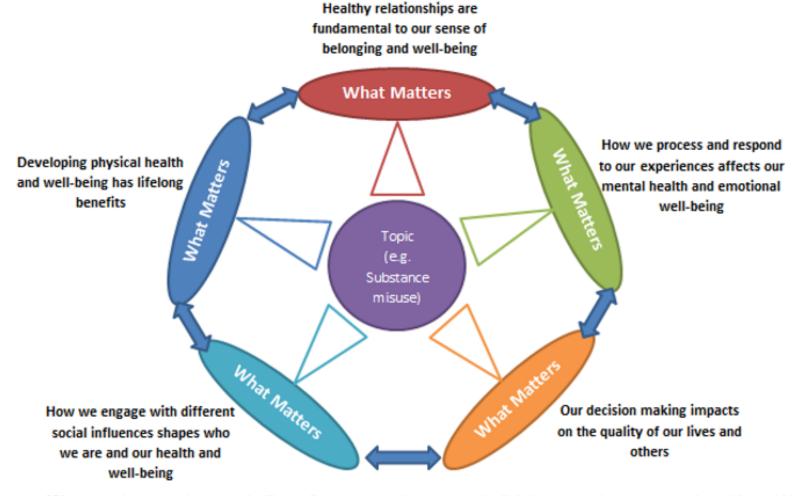
Our decision making impacts on the quality of our lives and others

How we engage with different social influences shapes who we are and our health and well-being.

Healthy relationships are fundamental to our sense of belonging and wellbeing







[Diagram – the arrows between the "lenses" are meant to demonstrate the links between what matters, perhaps this could be done by transparent lines underneath the diagram]





Constructing a local level curriculum



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Bridging experiences and learning





Delivering the Curriculum?

A good education is something that is **experienced** by young people; it is not delivered. Delivery implies that education is a product, rather than a process. It implies transmission, rather than **experiential** learning. (Priestley, 2012)





Shift in pedagogical focus

Current Pedagogy

Coaching influenced or 'Traditional Physical Education'

Teacher/Coach led

Command/Reciprocal/ Practice Style

Shallow learning Technical focus Low Skills transfer

Future Pedagogy – reflective of the HWB AoLE

Models Based Practice e.g. Games Sense 'Conversation Teaching'

Pupil Centred

Facilitator Style – Beyond the discovery threshold

Deep 'insightful' leaning
Tactical and principles focus
Transferable skills (Affective, Physical and Cognitive)





Examples of Pedagogical Models

- Play to Learn
- Multi skills approach
- Problem based learning
- Collaborative Learning Model

- Teaching games for understanding (TGFU)
- Games Sense approach
- Sport education model





Summary

- Learning through sport not about sport
- Opportunities not threats
- Pedagogy bridges the experience (sport and physical activity) and learning
- Focus is on learning skills, knowledge and developing dispositions





Where Next?..

Sport Wales to support Curriculum Reform in:

- ✓ Continuing to decode the curriculum:-
 - ✓ Professional Learning (pathway of development)
 - ✓ Resources/Guidance to support practitioners to bring it to life





Examples of Pedagogical Approaches

- Multi-skills approach
- Teaching games for understanding
- Games Sense approach

- Play to Learn
- Problem based learning

Coaching model _____

Teacher/Coach led
Command/Practice style
Shallow learning
Technical focus
Low Skills Transfer

Games Sense Model Conversation Teaching

Pupil-centred
Facilitator style
Deeper insightful learning
Tactical and principles focus
Transferable skills

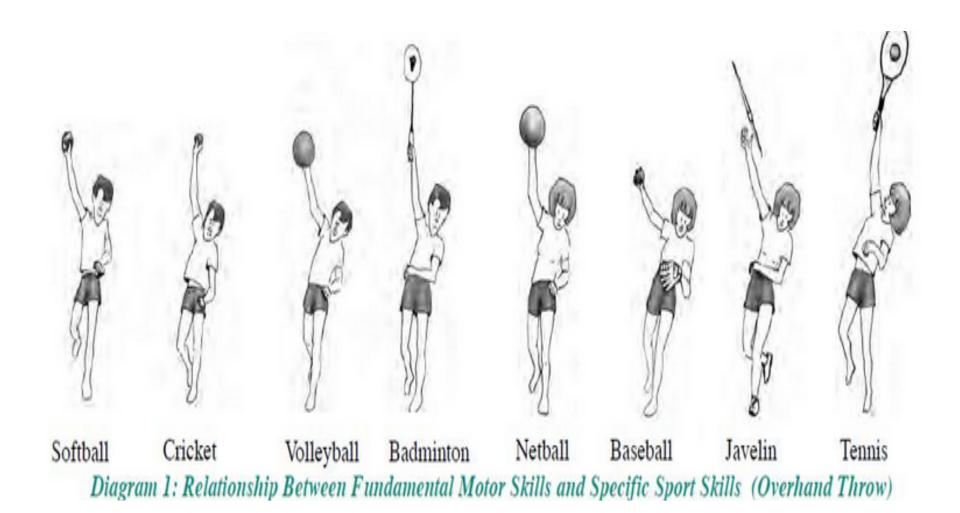


Hierarchy of Gross Motor Skills

Stage	Locomotor	Body Management Actions		Manipulative Actions	
As they develop	Crawling Crawling Soldiers Walking Foxes Running Jumping and Landing (Frog Hopping)	Body Awareness Straight Shape Star Shape Angry Cat	Balance (one foot) Climbing Pushing an Object Log Roll	Underarm Roll Underarm Throu	
		Pool Safety* Entries and Exits* Bubbles and Breath	ing*		
As they progress	Hopping Jumping (distance)	Pulling an Object		Catching an Object	Kicking a Ball
As they become more skilful	Leaping Galloping Skipping	Lunging	Dodging	Two-handed Throw Bouncing a Ball Overarm Throw Dribbling with Feet	Dribbling with Hands Trapping with Feet Striking an Object with Hands or Bat
As they apply their skills	Side-step Cross Over Fast Feet	Tuck Shape Trap the Mouse Dish Shape Arch Shape Front Support	Back Support Ready Position Pivot Rapid Reactions	Move into Space to Receive an Object	Move into Space to Strike an Object with Hand or Bat

^{*}These water-based skills have been taken from the 'Making a Splash in the Foundation Phase' resource pack

The relationship between a basic movement skill from the Hierarchy of skills and its application within a variety of sporting actions (**Overhand throw**)



ENJOY WHAT YOU DO, SMILE A LOT, CONCENTRATE FULLY ON THEIR ACTIVITIES AND ARE NOT EASILY DISTRACTED, THEY PERSEVERE UNTIL THEY MAKE PROGRESS. THEY UNDERSTAND THAT MISTAKES ARE A NECESSARY PART OF LEARNING, THEY ARE FULL OF ENERGY, SPONTANEOUS AND EXPRESSIVE, THEY ARE OPEN IN THEIR BODY LANGUAGE. THEY ARE EMPATHETIC TO OTHERS, THEY ARE FREE FROM STRESS AND THEIR MOVEMENTS APPEAR EFFORTLESS. THEY ARE CONFIDENT AND MOTIVATED TO TAKE PART IN A VARIETY OF PHYSICAL ACTIVITIES ON A REGULAR BASIS.

www.physicalliteracyjourney.wales









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