

Ysgol Bryn Gwalia

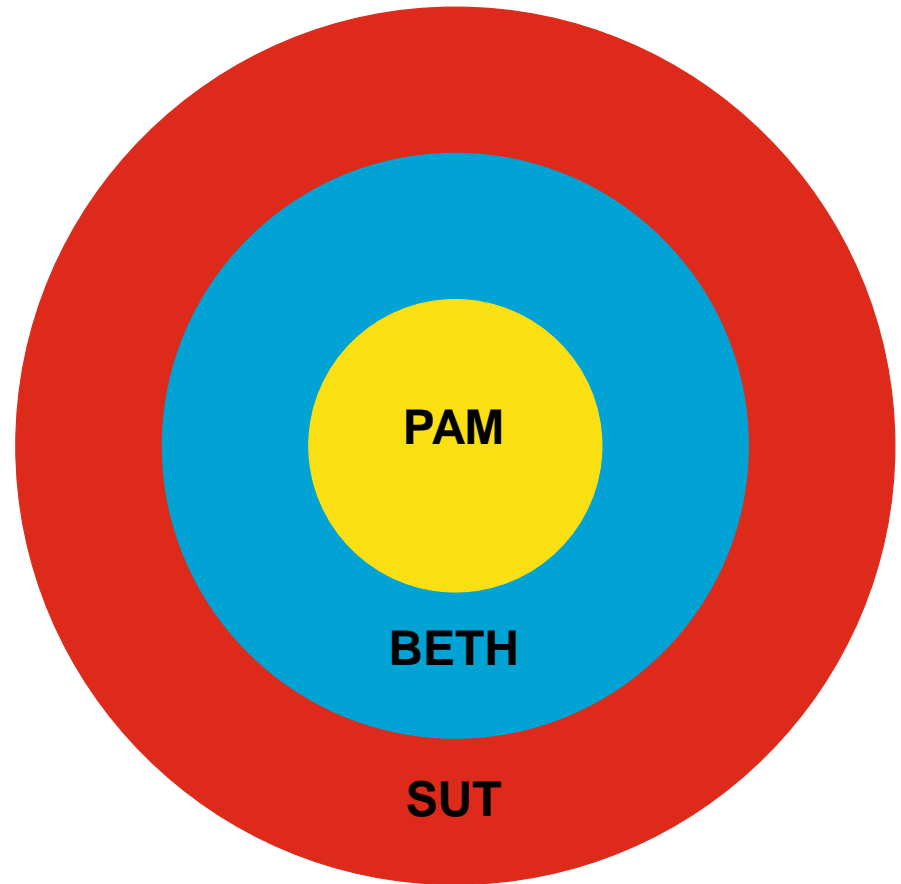


Yr adroddiad: Dyfodol Llwyddiannus

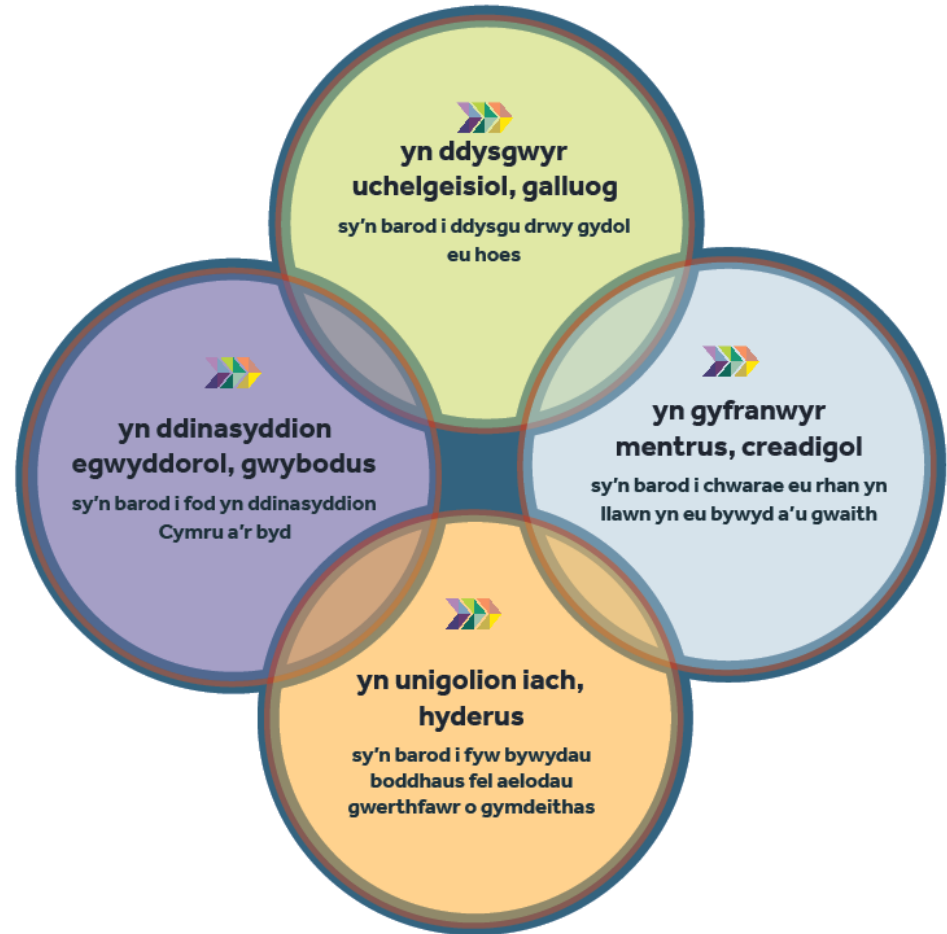
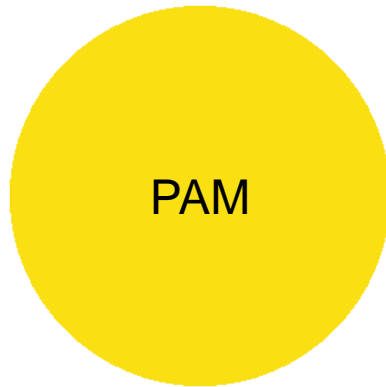
Dyfodol Llwyddiannus

Adolygiad Annibynnol o'r Cwricwlwm
a'r Trefniadau Asesu yng Nghymru

Yr Athro Graham Donaldson CB
Chwefror 2015



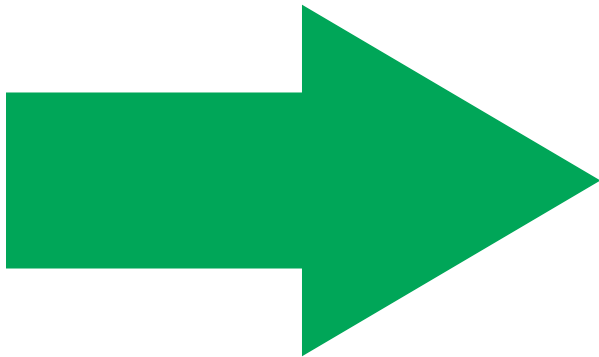
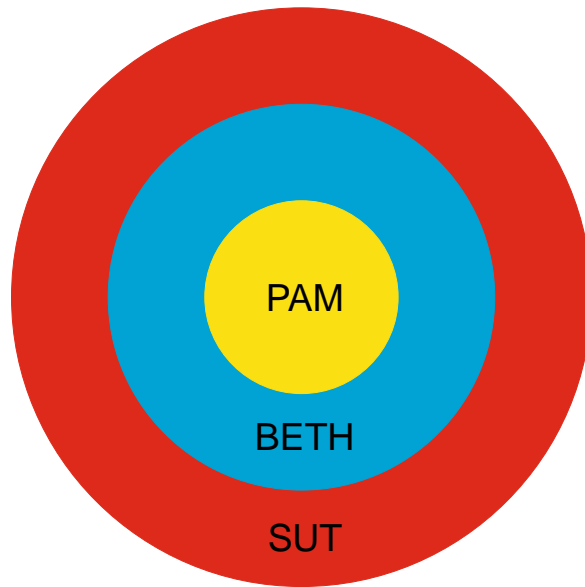
Dibenion y cwricwlwm



Dysgu gwersi o'r diwygio yn y gorffennol.

Gweithredu gan ddilyn gweledigaeth gyffredinol
glir – gwybod beth sy'n bwysig – dylai
strwythurau ddilyn nid arwain.

Yr Athro Graham Donaldson CB



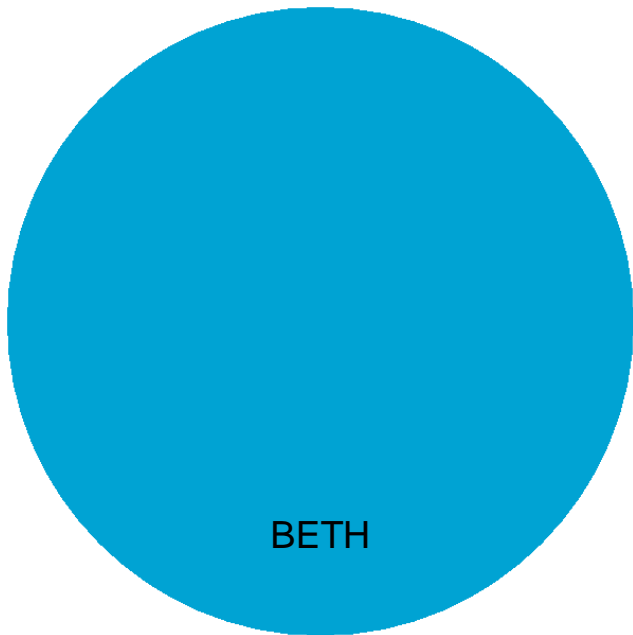
EHANGDER

GWYBODAETH

DYFNDER

SGILIAU

Strwythur y Cwricwlwm



Chwe Maes Dysgu a Phrofiad -

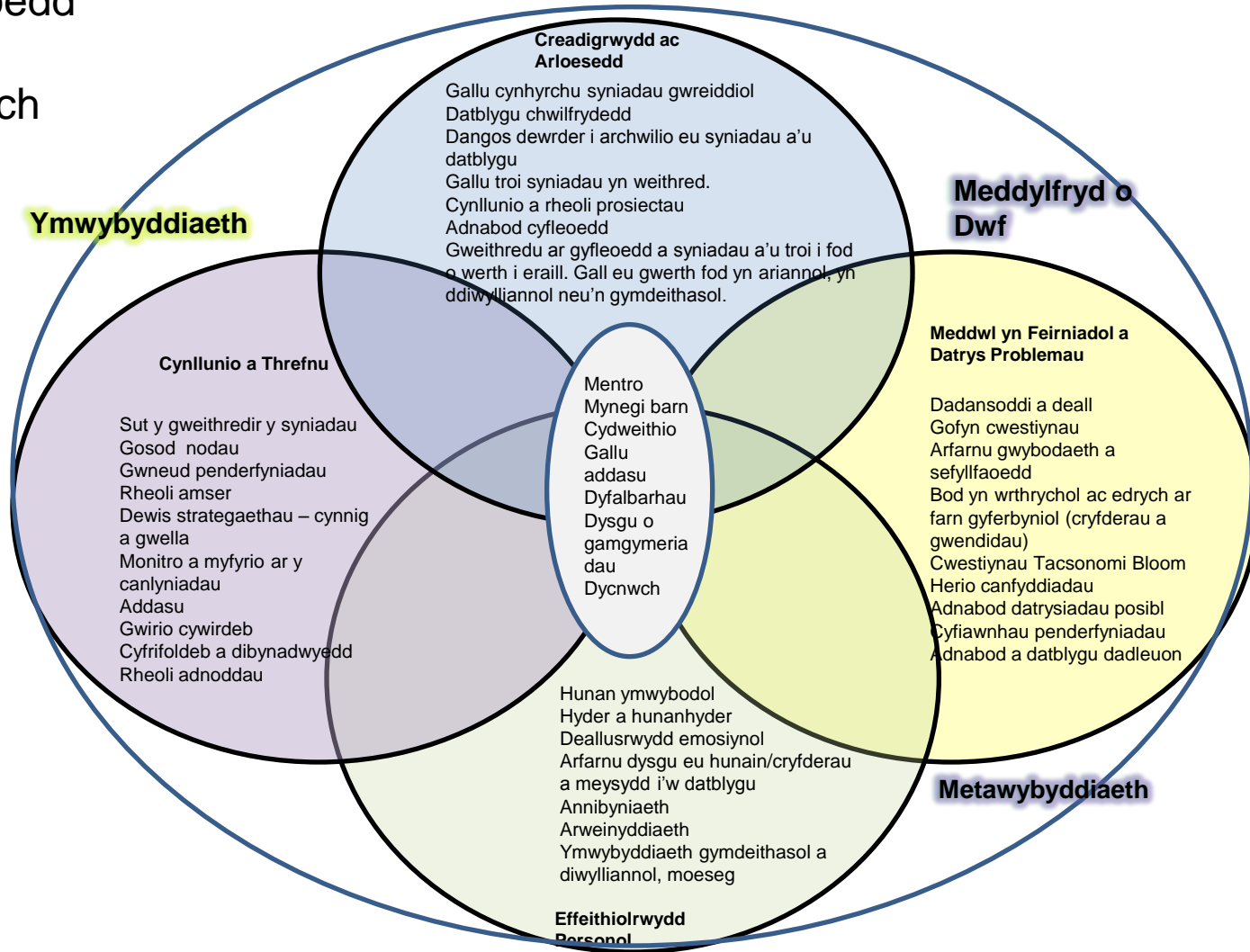
- ✓ Celfyddydau Mynegiannol
- ✓ Iechyd a Lles
- ✓ Dyniaethau
- ✓ Ieithoedd, llythrennedd a chyfathrebu
- ✓ Mathemateg a rhifedd
- ✓ Gwyddoniaeth a thechnoleg

Tri chyfrifoldeb

trawsgwricwlaidd: -

- ✓ Cymhwysedd Digidol
- ✓ Llythrennedd
- ✓ Rhifedd

Nodweddion,
priodoleddau a
gwerthoedd
sgiliau
ehangach



12 Egwyddor Addysgegol



SUT

Mae dysgu ac addysgu da yn;

- Canolbwyntio'n gyson
- Yn rhoi her i'r holl ddysgwyr
- Defnyddio cymysgedd o ddulliau
- Defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol
- gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
- creu cyd-destunau dilys ar gyfer dysgu
- dilyn egwyddorion asesu ar gyfer dysgu
- ymestyn oddi mewn ac ar draws Meysydd Dysgu a Phrofiad
- cryfhau'n gyson cyfrifoldebau trawsgwricwlaidd a chyfleoedd yn cael eu darparu i'w harfer
- cymell plant a phobl ifanc i gymryd cyfrifoldeb cynyddol dros eu dysgu eu hunain
- hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol
- hybu cydweithio



Ysgol Bryn Gwalia



Cwricwlwm Effaith Leonardo

Y cwricwlwm

Profiadau
uniongyrchol

Gwau Celf a
Gwyddoniaeth

Cwricwlwm
amlddisgyblaethol,
disgybl yn arwain

Disgyblion yn dysgu drwy...

Hyblygrwydd
cyflwyno
gwybodaeth a
dealltwriaeth

Llais y disgybl

Dull ymholi

Datrys
problemau

Meddwl yn
feirniadol

Cydweithio

SCIENCE AND TECHNOLOGY PLANNING



SCIENCE

TOPIC	YEAR

THE BIG IDEAS

Ideas of Science

- All matter in the Universe is made up of very small particles
 - Objects can affect other objects at a distance
 - Changing the movement of an object requires a net force to be acting on it
 - The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event
 - The composition of the Earth and its atmosphere and the process occurring within them shape the Earth's surface and its climate
 - Our solar system is a very small part of one of billions of galaxies in the Universe
 - Organisms are organised on a cellular basis and have a finite life span
 - Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms
 - Genetic information is passed down from one generation of organisms to another
 - The diversity of organisms, living and extinct, is the result of evolution
- Ideas about Science
- Science is about finding the cause or cause of phenomena in the natural world
 - Scientific explanations, theories and models are those that best fit the evidence available at a particular time
 - The knowledge produced by science is used in engineering and technologies to create products to serve human ends
 - Applications of science often have ethical, social, economical and political implications

WELSH DIMENSION

INTERNATIONAL DIMENSION

STAGE 1: Research/observation/gathering information

What experiences will the children have to inspire and engage? What opportunities will they have for initial research and information gathering?

Child generated lines of inquiry mind map

STAGE 2: Experimentation and development of ideas

INQUIRY QUESTION

SPECIAL INTEREST GROUPS

THE FOUR PURPOSES

Highlight the skills that are covered by pupils during the course of the inquiry

ambitious, capable learners who:

- are 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.

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.

All our children and young people will be...

enterprising, creative contributors who:

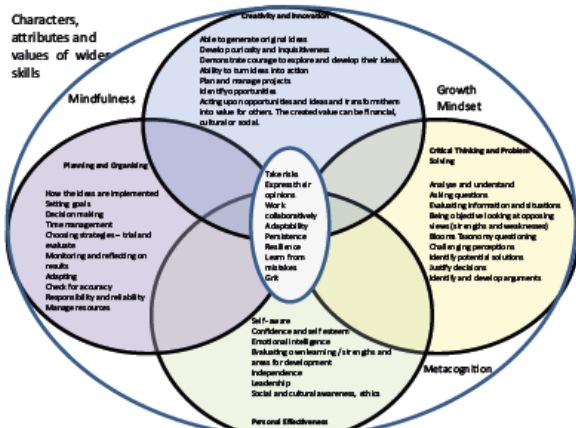
- connect and apply their knowledge and skills to create ideas and products
- think creatively to inform and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- 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.

WIDER SKILLS

Characters, attributes and values of wider skills



STAGE 3: Creation/ applying knowledge

CROSS-CURRICULAR RESPONSIBILITIES

Mindmap/s to record other curriculum skills. Areas covered from the PoS, AoLEs, and the three cross-curricular responsibilities: Literacy, Numeracy and Digital Competence

LEVEL DESCRIPTORS

STAGE 4: Extension

Assessment as Learning: The Five P's

Record of chosen format for each child. Include a brief description of the work and signpost where this can be found.	
<p>PUBLICATION <u>any printed or electronic work, made for distribution</u></p> <p>Examples:</p> <ul style="list-style-type: none"> * Poster * Leaflet * Art work * Story * Letter 	
<p>PERFORMANCE <u>an act of presenting a play, concert, or other form of entertainment</u></p> <p>Examples:</p> <ul style="list-style-type: none"> * Play * Concert * Dance * Comedy sketch * Sporting performance 	
<p>PRESENTATION <u>a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience</u></p> <p>Examples:</p> <ul style="list-style-type: none"> * PowerPoint * Keynote * Demonstration * Talk 	
<p>PROGRAMME <u>a broadcast on television or radio, or a collection of instructions to be executed by a computer</u></p> <p>Examples:</p> <ul style="list-style-type: none"> * News programme * Radio show * Computer game * App 	
<p>PRODUCTION <u>an item made from components or raw materials, or management of a film, play or record</u></p> <p>Examples:</p> <ul style="list-style-type: none"> * Model * Structure * Staging/lightening * Editing of film 	

Sut mae tonnau yn dod?



Wal fyw

Our Question

Big question
How do waves come?
Molly

The wind makes them.
Oakley

The water fills up and pushes the water up.
Molly

The ground moves underneath and pushes the waves up.
Hollie

Use our hands and fingers to push the water to make waves.
Make paper fans and fan the water

Hypothesis
What do we know?
What do we think will happen?

We think waves do come from wind on the top of the sea.

What causes the waves to come with the tides?

Let's make waves using different things.

Use metal tins as fans

blow through straws

Let's be scientists
Plan and investigate

We can make waves on the water. We made waves with our hands, paper fans and metal fans (baking trays).

We have found out that wind does cause waves?

Visit to seaside planned on 11/17 to look at the waves Hursey + Reapton.

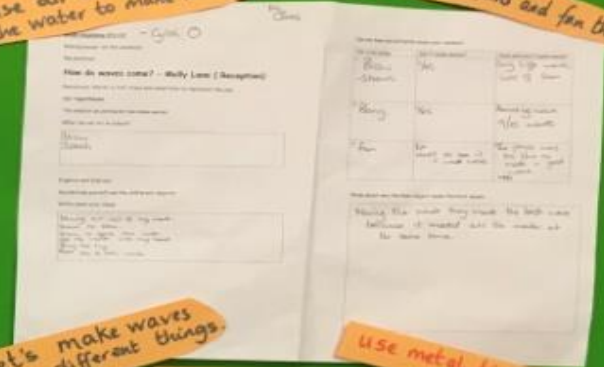
We think that the waves could be made by the 'windmills' in the sea.

We have made windmills. How will we test them?

Waves in Prestatyn are not made with hands, paper fans or electric fans.

What does our evidence tell us?

We made models to show



Gwneud ton - Derbyn ...





We are mini

Scientists

Listening

Comparing

Measuring

Thinking

Recording

Describing

Asking questions

Interacting

Sorting and grouping

Decision making

Communicating

Problem solving

Making decisions

Expressing opinions/feelings

Experimenting

Enquiring

Observing

Exploring

Investigating

Sequencing

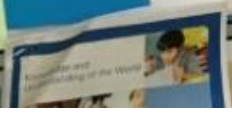
Ideas

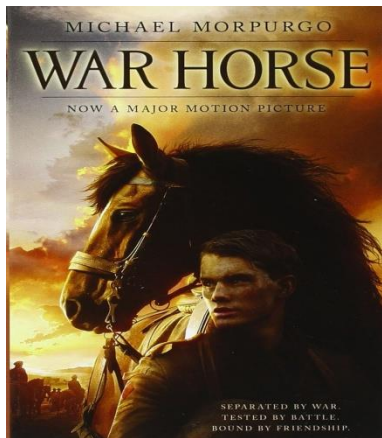
Identifying

Examining



Put our wind mills in
Topic - What we w
Mold Swimming ba
Water museum - B
Pretend the ocean
Water gun - spray o
get the fumes - J
flam?





**Disgyblion
yn arwain
y dysgu**

**War and
Peace**

**Profiadau
uniongyrchol**



**Yn y
ffosydd
yng
Ngwlad
Belg**

Ein gwaith ni gydag Ysgolion Arloesi

Llinyn 1 – Sgiliau
Ehangach, DC a PRh

**OECD – ysgolion fel
sefydliadau sy'n dysgu**

Llinyn 2 – creu
MDPh ar gyfer Celf
Mynegiannol.

**Ysgol beilot – safonau
athrawon newydd**

Llinyn 3 – Poblogi
MDaPh

**Pencampwr Celf
(Rhwydwaith Celf ac
Addysg Gogledd Cymru)**



WALL
STONE
MASONRY
CONSTRUCTION
METHODS
AND
TECHNIQUES

U OVOJ JE KUĆI ROĐEN
IN QUESTA CASA E NATO IL 28.02.1940

MARIO ANDRETTI

PRVAK SVIJETA
CAMPIONE DEL MONDO FORMULA 1 1978

MOTOVUN
17.04.2004

OLDTIMER KLUB PULA
RUOTE DEL PASSATO PORDENONE



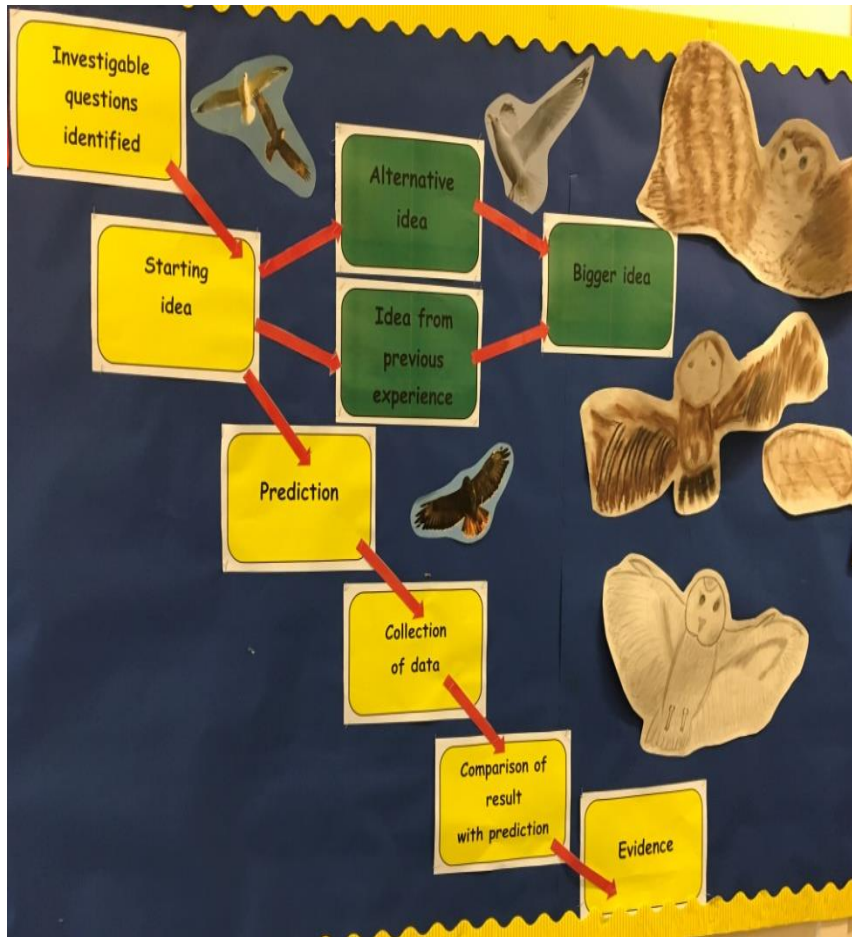
If everything seems under control,
you're just not going fast enough.

— *Mario Andretti* —

AZ QUOTES

17 Mawrth 2017, 77 oed





Flight

Butterflies
 how do they fly?
 why do they fly?
 why do they have colorful wings?
 what was the first butterfly in the world?
 why do they have hierarchical wings?
 who invented Butterflies?

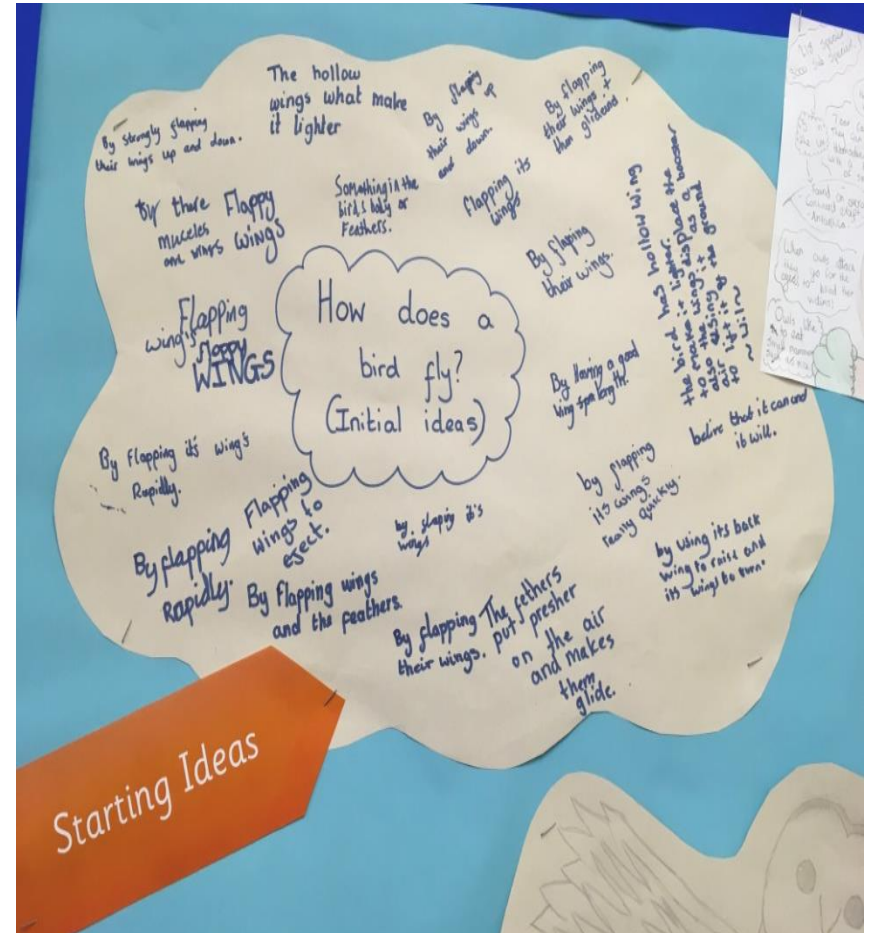
Birds
 why do they fly?
 why do they have feathers?
 how do they fly?
 why do they have wings?
 what helps birds fly?
 why do they have beaks?
 what was the first bird?

Dragons
 why do they fly?
 why do they breathe fire?
 why do they fly?
 how do they fly?
 why do dragons have scales?
 who invented scales?
 what was the first dragon?
 why do they have scales?

Unicorns
 why do they have wings?
 why are they magical?
 how do they fly?
 why do they have horns?
 what was the first unicorn?
 what country did flying carpets come from?
 who invented carpets/flying?
 why are they magical?
 who was the first person to stand on one?

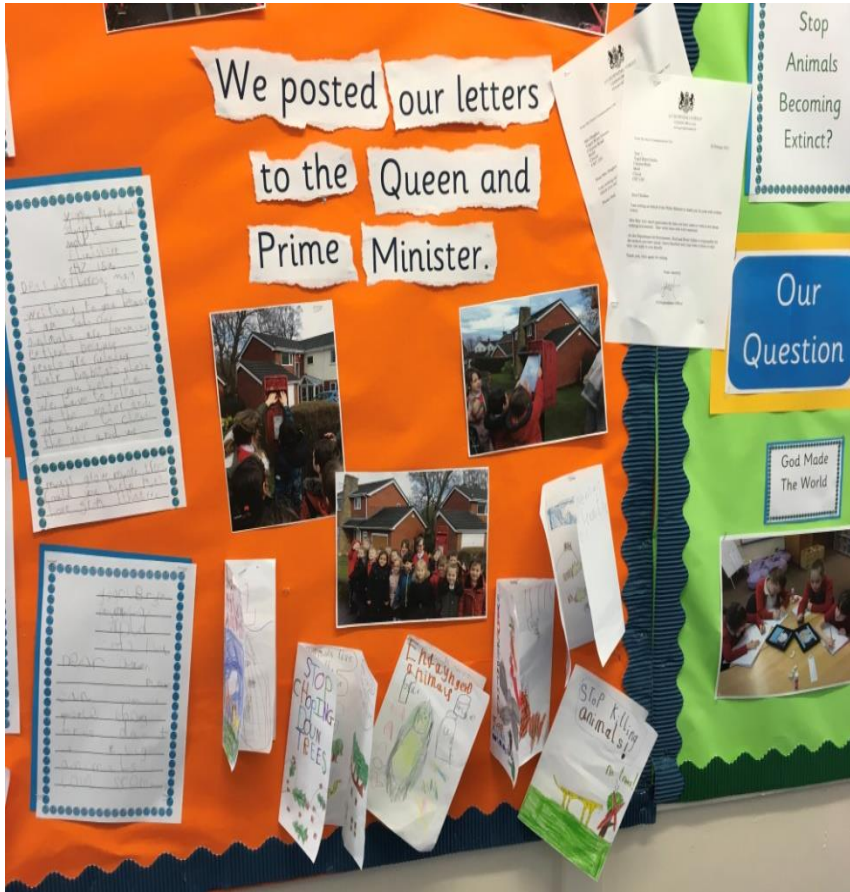
Possible questions to investigate

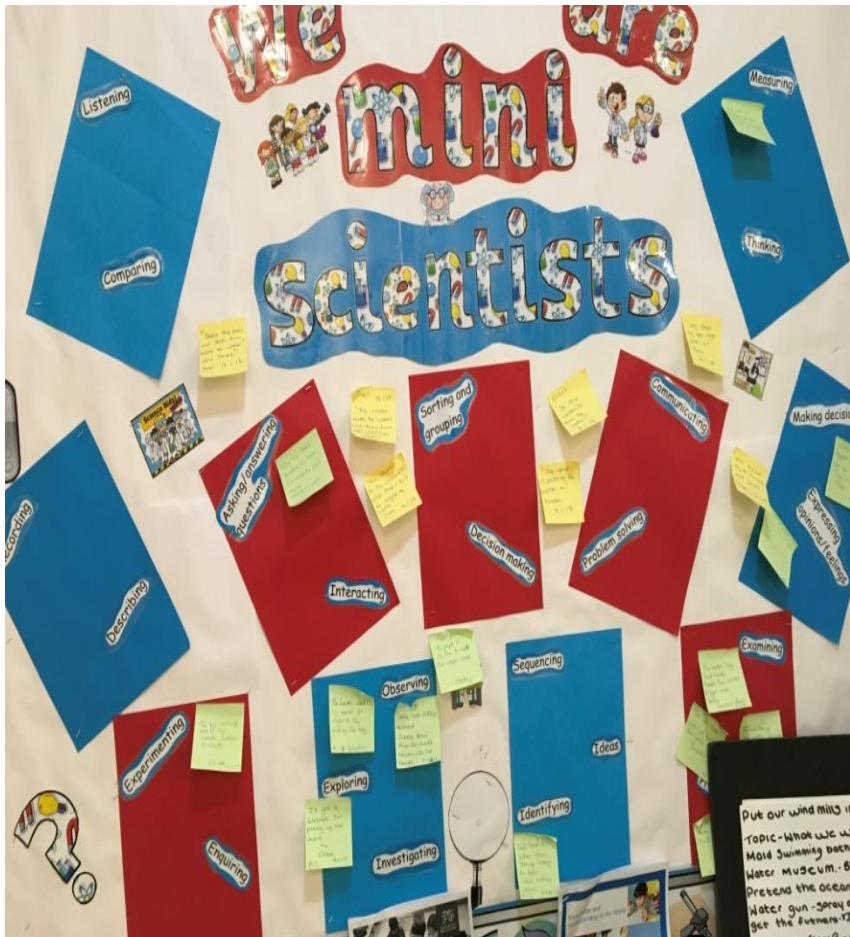
- How do different flying objects fly?
- How many different owls are there?
- Who made the first hot air balloon?
- Why do butterflies have symmetrical wings?
 - Do all dragons breathe fire?
 - Do all planes have different engines?
 - Who made the first flying carpet?





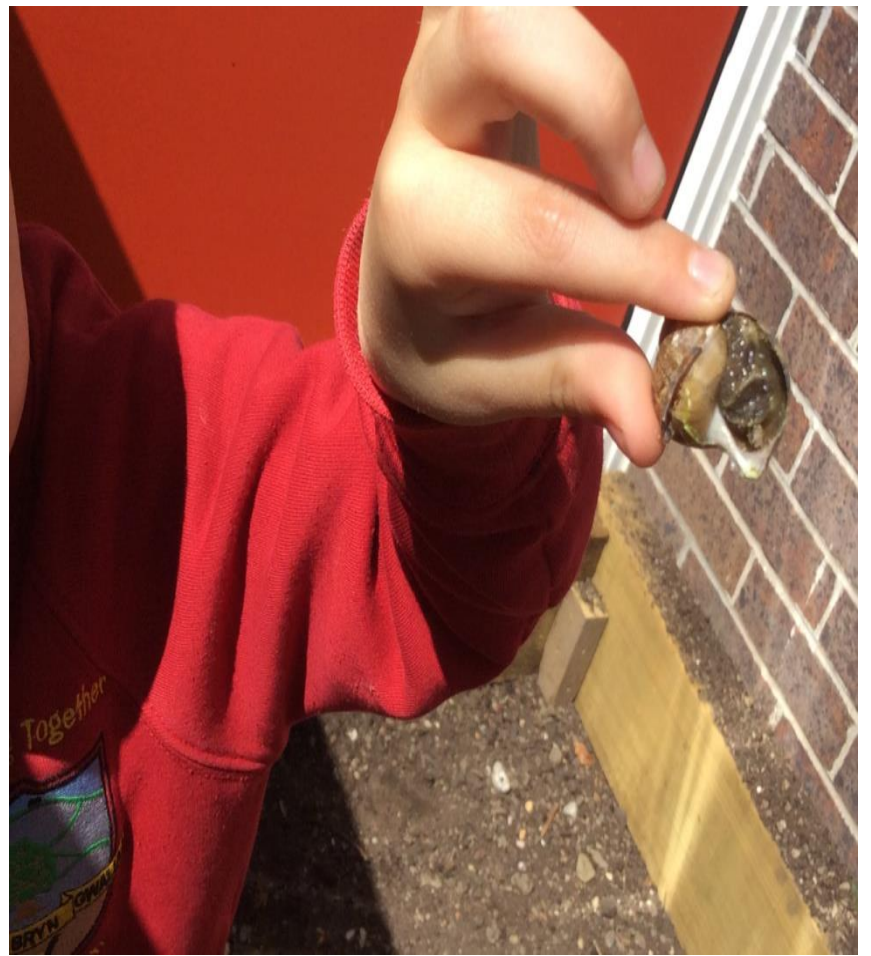


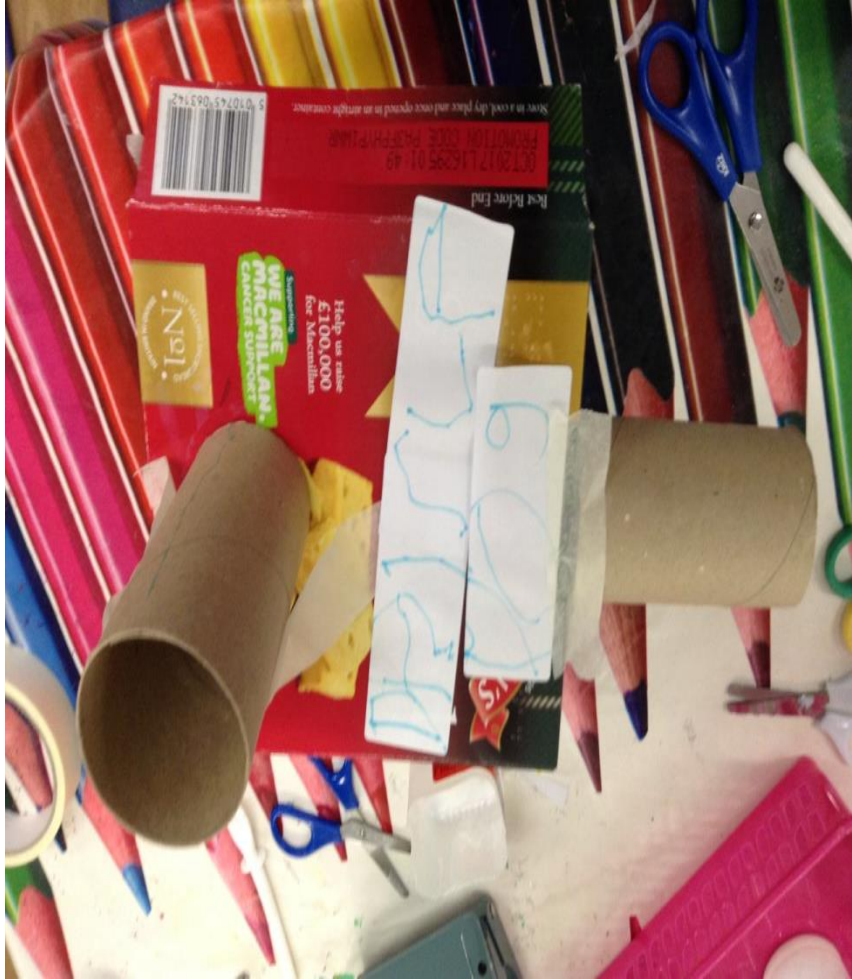


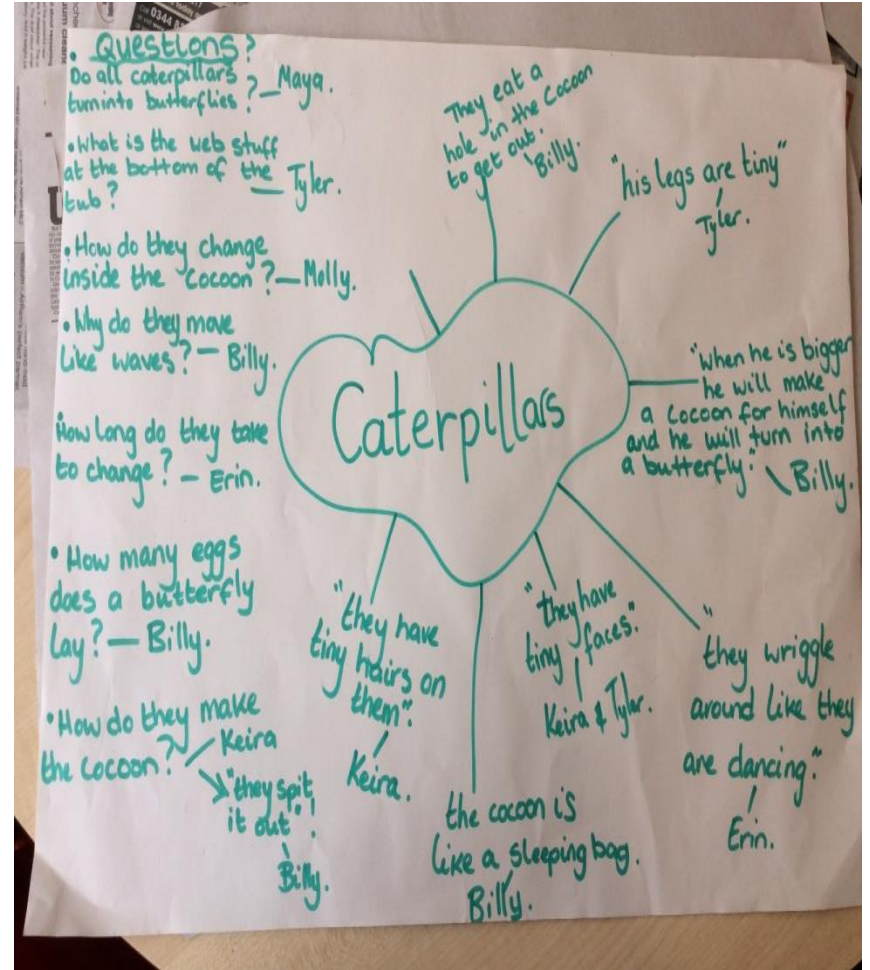


























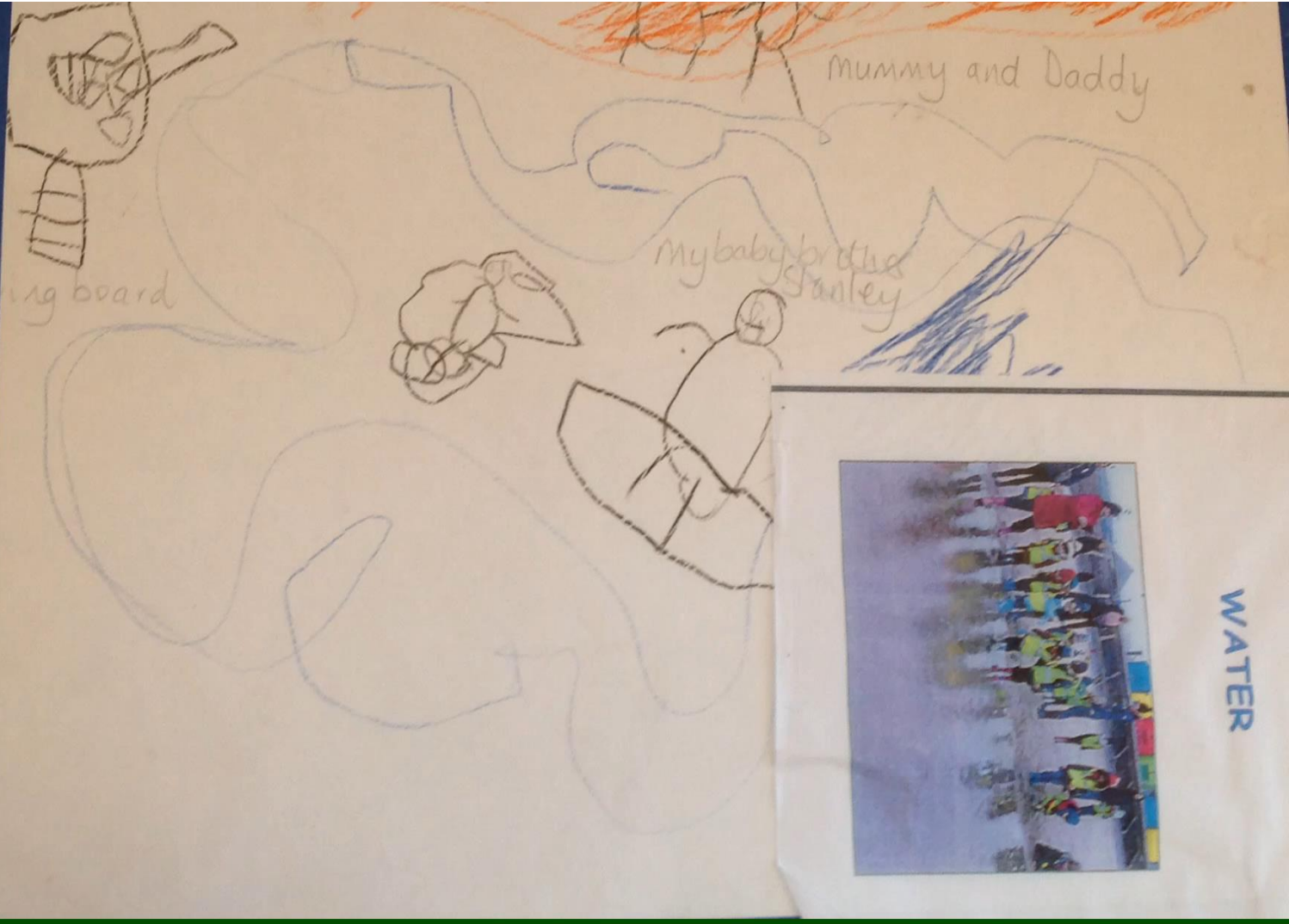








Product Code: 628360



mummy and Daddy

my baby brother Stanley

surf board



WATER