



**Number: WG50323**

Welsh Government  
Consultation Document

# Updated sections of Curriculum for Wales Framework guidance

Date of issue: 4 November 2024

Action required: Responses by 20 December 2024

## Overview

This consultation welcomes your views on proposed minor and essential updates to some sections of the statutory [Curriculum for Wales Framework guidance](#) (Framework guidance) on Hwb.

The Framework guidance was published in January 2020. Before its publication, it was subject to broad and extensive consultation.

A systematic annual update of the Framework guidance on Hwb was implemented from January 2022. The end of January is considered the most advantageous point in the academic year to make curriculum guidance updates. It avoids the first few weeks of the spring term while also providing updated information to schools and settings in good time to inform their work on curriculum development for the subsequent academic year, which are typically undertaken through the spring term and into the summer term.

The proposed updates for January 2025 are presented in this document. We have avoided including entire sub-sections of existing guidance, focussing instead on just those paragraphs being amended. However, against proposed amendments a hyperlink to the full published guidance has been included.

These proposed updates include:

- wording to reflect the approach to published school curriculum summaries set out in the Continuing the journey section of Framework guidance, published in January 2024,
- wording to better link personalised assessments with progression and assessment,
- wording to clarify legislative changes from September 2024,
- minor amendments to the Designing your curriculum and Assessment arrangements sections to update language to ensure consistency with other sections of guidance. This reflects where we are in curriculum roll-out as well as addressing hyperlinks and typographical errors. This includes amends to the Enabling learning section to highlight that it should be used in the planning, designing and implementing of a pedagogically appropriate curriculum for *all* learners, not just our youngest learners,
- a number of minor amends following a bilingual review of ‘hover-over’ definitions used across the Framework guidance.

This feedback phase will end on 20 December, after which all responses will be considered by the Welsh Government, a group of practitioners and other partners. The draft guidance will then be refined and, subject to the Cabinet Secretary for Education’s agreement, will form the Framework guidance update for January 2025.

## How to respond

Responses to this consultation should be emailed/posted to the address below to arrive by **20 December 2024** at the latest.

email: [curriculumforwales@gov.wales](mailto:curriculumforwales@gov.wales)

Policy Delivery Branch  
Curriculum and Assessment Division  
Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

## Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

The Curriculum for Wales Framework guidance is available at [Curriculum for Wales - Hwb \(gov.wales\)](https://www.gov.wales/curriculum-for-wales)

The consultation documents can be accessed from the Welsh Government's website at [gov.wales/consultations](https://www.gov.wales/consultations)

## Contact details

For more information:  
Policy Delivery Branch  
Curriculum and Assessment Division  
Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

email: [curriculumforwales@gov.wales](mailto:curriculumforwales@gov.wales)

This document is also available in Welsh: [hyperlink](#)

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Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. In the case of joint consultations this may also include other public authorities. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. The Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation and that the Welsh Government may be under a legal obligation to disclose some information.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by the Welsh Government will be kept for no more than three years.

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CARDIFF  
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The contact details for the Information  
Commissioner's Office are:  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire SK9 5AF  
Tel: 0303 123 1113  
Website: <https://ico.org.uk/>

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The following are the proposed amends on which we are inviting feedback.

## Updated sections of Curriculum for Wales Framework guidance

### 1. Introduction to Curriculum for Wales guidance

We propose a minor amend to the [Progression and assessment section of the Framework guidance at the heart of curriculum design](#) section of the [Introduction to Curriculum for Wales guidance](#), which provides an additional sentence at the end of the following paragraph to better link personalised assessments with progression and assessment.

Here is the proposed wording:

#### **Progression and assessment at the heart of curriculum design**

Assessment is intrinsic to curriculum design. Its overarching purpose is to support every learner to make progress. Assessment should always focus on moving learning forward by understanding the learning which has already taken place and using this to ensure that each learner is challenged and supported appropriately, according to their individual learning needs. For reading and numeracy, the personalised assessments are designed to facilitate insight into individual learners' progress and areas for development between Years 2 to 9.

### 2. Summary of legislation

We propose minor amends to the [Adoption and implementation](#) section of the [Summary of Legislation section in the Framework guidance](#), which provides an additional introductory sentence and changing the word 'revision' to 'refinement' in the fourth bullet of the list. These amends reflect the latest approach to publishing curriculum summaries, as set out in the [Continuing the journey](#) section of guidance published in January 2024. Please note that where we have changed wording from 'ALN' to 'additional learning needs (ALN)' in the English, the wording is already correct in the Welsh.

Here are the proposed wordings:

#### **2.1 Maintained schools and maintained nursery schools**

##### **Adoption and implementation**

Curriculum summaries can support schools and settings in their engagement and communication with parents, carers and their wider communities. The published summaries should include:

- information on how practitioners, learners, parents, carers and the wider community are being engaged to inform the curriculum's ongoing development
- how the curriculum meets the required elements set out in this Framework, starting from the four purposes

- information on how the school is approaching learning progression and its arrangements for assessment
- how the curriculum is being kept under review, including the process for feedback and ongoing refinement

Curriculum summaries should be published before the start of each academic year.

## 2.2 Reading and numeracy assessments

We also propose minor amends to the [Reading and numeracy assessments](#) section of the [Summary of Legislation](#) of the Framework guidance which would clarify legislative changes from September 2024.

Here is the proposed wording:

### Reading and numeracy assessments

Requirements relating to National reading and numeracy assessments for learners in Years 2 to 9 lie within the [Education \(Arrangements for assessing Reading and Numeracy in the Curriculum for Wales\) Regulations 2024](#) which places duties on head teachers of maintained schools to administer these assessments.

These Regulations replace the Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013, which was revoked in September 2024 subject to transitional legislative provisions.

In keeping with the formative purpose of these assessments, there is no requirement for a governing body to share a school's reading and numeracy assessment outcomes with their local authority.

## 2.3 Additional Learning Needs and Education Tribunal (Wales) Act 2018

The Framework seeks to allow for a broadening of learning, ensuring that all learners with [additional learning needs \(ALN\)](#) are supported to overcome barriers to learning and achieve their full potential.

## 3. Designing your curriculum

We propose minor amends to the [Designing your curriculum](#) section of the Framework guidance to provide language coherence and consistency with other sections of the framework, better alignment to the curriculum's philosophy, as well as addressing hyperlinks and typographical errors. Please note that where we propose to change wording from 'covers' to 'sets out' in the English, the wording would remain the same in the Welsh.

The suggested amends to the Enabling learning section below highlight that the guidance should be used in the planning, designing and implementing of a pedagogically appropriate curriculum for *all* learners, not just our youngest learners.

Here are the proposed wordings:



### **3.1 Designing your curriculum: introduction**

'Designing your curriculum' has been developed to support you to engage with these questions in your school. It sets out the important principles and considerations that should inform that process and provides guidance on developing:

- a vision for curriculum in a school
- a curriculum to make that vision a reality

It also includes guidance on how to select curriculum content and assess learners to support their progression. Like the rest of this guidance, it is primarily for schools but will also be of use to other educational settings.

### **3.2 Developing a vision for curriculum design**

#### **Planning and organising**

Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able to create different types of value.

### **3.3 Principles for designing your curriculum**

#### **Statements of what matters**

A school's curriculum must secure learning in all of the statements of what matters from age 3 to 14, providing engagement with their key concepts in a developmentally appropriate way. A learner up to 14 years must cover all statements of what matters in all curriculum Areas. From 14 years, they only need to cover some of the statements of what matters in all of the Areas. These statements are therefore an essential part of schools' curriculum design. Schools and practitioners must use the statements of what matters to guide the development of curriculum content, using them to:

- select experiences, knowledge and skills – the statements of what matters sum up the 'big ideas' or key principles of each Area and content selected should enable learners to develop understanding of the statements of what matters
- understand how learning should support learners' progression – learning should contribute to an increasingly sophisticated understanding and application of the statements of what matters
- allow learners to explore topics and activities through different lenses – the same subject matter can and should be considered by learners through different statements allowing learners to experience a topic holistically, helping them to make stronger links across content, disciplines and Areas
- help learners to make sense of a range of experiences, knowledge and skills, focused around the fundamentals of each Area – using the statements of what matters to underpin learning helps learners develop a coherent understanding of a range of information, making connections between different learning, rather than accumulating isolated facts and activities.

## 3.4 Cross-cutting themes for designing your curriculum

### Relationships and sexuality education (RSE): statutory guidance

#### Introduction

##### Mandatory

*Relationships* and *sexuality* education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the **four purposes** as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and *equity* empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting **diversity** and promoting respect.

Schools and settings have an important role to play in creating safe and empowering environments that support learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, or *sex, gender* or sexuality.

### Careers and work-related experiences

#### Contributors to effective CWRE

Schools and settings should be supported by a range of committed contributors to be able to realise effective CWRE through their curriculum.

Governors, management committees, or the local authority (the local authorities' duties are discharged in some cases by the regional consortia under the national model for regional working) can play a key role in ensuring CWRE is reflected in a school or setting's strategic planning and reporting. As part of the vision and curriculum development, they should consider an inclusive and whole-school approach to CWRE.

Senior leadership plays an important role in the strategic development of CWRE. The support of senior leadership will be needed to drive the ongoing development of the curriculum. They should:

- oversee the development of a coherent and effective CWRE programme for all learners with clear aims for progression throughout the learning continuum
- ensure resource allocation for CWRE, including for professional learning

- facilitate wide stakeholder involvement, including staff, learners, parents and carers, employers, Careers Wales and the wider community
- liaise with and support the CWRE leader to maintain regular updates on progress and communicate outcomes.

### **Professional learning**

Schools and settings should ensure their staff engage in appropriate and relevant professional learning opportunities to help CWRE become effectively integrated in their curriculum.

Practitioners are also encouraged to undertake training opportunities offered by employers and other organisations, to help them learn about the latest developments in the world of work. For example, they could explore resources that are available on [Hwb](#), as well as engage with [Careers Wales](#), educational support partners and learning modules available online. Courses are also available for those who wish to obtain a professional careers-related qualification.

## **3.5 Pedagogy**

In designing their curriculum, practitioners should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes.

### **The pedagogical principles**

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

- maintains a consistent focus on the overall purposes of the curriculum
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a blend of approaches including direct teaching
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- means employing assessment for learning principles
- ranges within and across Areas
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
- encourages learners to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration.

### **Key features of successful pedagogy**

Effective, learner-centred pedagogy, underpinned by the twelve pedagogical principles, should be responsive, dynamic and embedded in strong relationships. Practitioners should build on these principles to support learners in their progression, by providing consistent opportunities for the following key features.

## 3.6 Enabling learning

### Introduction

This 'Enabling learning' section of the Framework guidance has been developed to support senior leaders and practitioners in schools and settings in the planning, designing and implementing of a pedagogically appropriate curriculum for all learners. It may also be used as a tool to support evaluation of the quality and impact of curriculum design on learner progress.

The following guidance in this section focuses on the key principles that are essential for holistic and meaningful learning. Fundamental to this are three 'enablers', identified in this guidance as:

- enabling adults
- engaging experiences
- effective environments.

These enablers are interrelated and interdependent and the interplay between them is integral to learning and teaching across Curriculum for Wales. While the [twelve pedagogical principles](#) apply to all curriculum design, particular attention should be paid to the following key features:

- observation
- authentic and purposeful learning
- play and play-based learning
- being outdoors.

When designing a curriculum, the practitioner's knowledge and understanding of a child or young person's development is essential. The focus of learning and teaching across the 3-16 continuum should consider and, where appropriate, include the traditional areas of child development expressed here as the following five developmental pathways:

- belonging
- communication
- exploration
- physical development
- well-being.

The pathways are learner-centred and are interdependent, having equal value in supporting overall development and progress. Development within and across the five pathways will be dependent upon the quality of the interactions between the practitioner and the learner, and the learning experiences and environments that are created.

An appropriate curriculum should maintain a focus on the five developmental pathways as learners progress along the 3-16 continuum.

### The role of the enablers

The enablers described in this guidance are there to support all learners.

Practitioners should use this guidance to explore the ‘why’ (learner-centred practice) and ‘how’ (pedagogy - for further guidance on effective pedagogy, see the [pedagogy](#) page of this Framework’s curriculum design section). To inspire and challenge children and young people in their learning, practitioners should focus particularly on the quality and impact of the interplay between the three enablers.

## **Enabling adults**

The role of the adult is integral to all learners’ progress. It is the enabling adult who sets the expectation for learning by creating emotionally safe environments that support learners to begin to express and regulate their feelings and behaviours in positive ways. They are consistent in their care, and model compassion and kindness. They support learners to cope with uncertainty and change, preparing them to manage transitions and changes in daily routines.

To deepen their understanding of the developmental needs of learners, it is essential for adults to prioritise observation – to notice, analyse and respond sensitively. They should make decisions about when and how to intervene to support learners in constructing meaning. They should encourage and support learners to begin to work collaboratively to solve problems.

Enabling adults help and support learners to begin to recognise that others can have thoughts and feelings that are different from their own. They respond to learners’ interests, likes and dislikes, and respect their preferences and choices, supporting them to have a voice and make decisions.

Enabling adults help make strong connections between the learner’s home and wider community, strengthening the learner’s sense of belonging through embracing past and present experiences. They value and respect inclusivity and learners’ identity within their community and the wider, multi-cultural Wales. They promote the unique identity of the Welsh language, culture and heritage of Wales. Enabling adults encourage learners to begin to make connections between languages, including English and Welsh, and alternative methods of communication.

Enabling adults are responsive, tuning into and interpreting learners’ communication through actions, words and behaviours, and responding sensitively to support understanding. They develop learners’ confidence in communicating with others by valuing their attempts to express thoughts, feelings, ideas and opinions. They show understanding that learning to communicate is a different process for every individual and that learners acquire and develop skills at different rates.

Enabling adults create an environment that is communication rich, modelling multiple ways of expression. They support learners’ understanding through skilful interactions, expanding on learners’ existing knowledge to support and encourage them in making connections with people, places and things. They model appropriate use of context-specific language and concepts.

It is essential for enabling adults to support learners’ skills development through varied experiences and opportunities. It is the role of the practitioner to recognise opportunities to make the most of cross-curricular connections that draw on learners’

previous knowledge and experiences. They maintain quality of provision, consider and adapt their plans to meet the needs and interests of all learners.

Enabling adults model a joyful approach to learning, using learners' curiosity to make best use of teachable moments. This can support learners to develop resilience, independence and confidence by encouraging them to take calculated risks and to challenge themselves.

### **Engaging experiences**

Engaging experiences should promote learners' independence, offering challenge and the opportunity to experience success along the learning journey. They should provide opportunities for deep-level involvement, uninterrupted active learning, and be rooted in real-life, authentic situations.

Experiences can include learners' own choices or emerge from local or current interests. They should support learners to make connections between the Areas and across the curriculum whilst recognising the continued holistic development of the child / young person (the five developmental pathways).

Engaging experiences should respect and value the uniqueness of every learner and their families. They should reflect and celebrate the two official languages of Wales, and its rich culture and heritage.

Engaging experiences should reflect the diversity of culture in local, national and international contexts. Experience of different languages and cultures should be offered in sensitive and meaningful ways that give purpose to learning. These experiences should reinforce learners' own identity and develop and broaden their understanding of the richness and diversity of Wales, past and present.

Engaging experiences are essential to supporting learners to develop social and communication skills. Learners need experiences that help them build emotional resilience and they should be given time and support to recognise their feelings and the feelings of others. Experiences should be carefully planned to develop learners' attention and listening skills in a variety of contexts, both indoors and outdoors.

All learners should have experiences that promote enjoyment in physical activity. They need regular access to a wide range of physical experiences indoors and outdoors, using a range of equipment and resources. They should have experiences that allow them to use a wide range of tools and equipment with increasing control.

These experiences will support learners in developing an awareness of their bodies and of co-ordination, core strength and balance, as well as gross and fine motor control. They will help learners to gauge and manage risk, supporting them to think, plan and make decisions about their movements and actions.

Experiences should provide learners with multi-sensory opportunities to respond to and be inspired by the creativity of others, and support learners to communicate and express themselves creatively. They should provide opportunities to make and choose from a range of materials with different properties, and encourage learners to develop skills integral to the four purposes, particularly their creativity, critical thinking and problem-solving skills.

Engaging experiences can support learners to find out about their environment and develop an appreciation of the world around them and the need to take care of it. They can support learners to develop an understanding of how things work, to actively solve problems and develop an awareness of causality. Engaging experiences should encourage learners to notice, think about and comment on their immediate environment and local surroundings, including natural phenomena.

### **Effective environments**

The environment, indoors and outdoors, should be central to learners' authentic experiences. Through exploration of their environment, in the local community and beyond, learners begin to develop a sense of belonging and an appreciation of the world around them.

In realising their curriculum, practitioners should consider not only the physical spaces but also the emotional climate that support learners to achieve their potential. These environments should provide for wide and varied experiences that allow learners to express themselves physically, creatively and imaginatively, and allow them to follow their interests, independently or with others.

Effective environments should celebrate and value diversity and demonstrate inclusivity. They should promote a sense of belonging so all learners feel valued and represented. These environments should be communication rich and focus on promoting emerging communication skills and developing them further, ensuring that learners have access to a broad range of resources to help build vocabulary and facilitate concept development.

Effective environments should use digital media and a range of other resources to enhance learning in developmentally appropriate ways. Effective environments should offer opportunities for learners to experience a sense of awe and wonder; they should ignite curiosity about the living and non-living world, motivating them to explore, solve problems and develop their creativity and critical thinking skills. The environment should also offer time and space for both contemplation and reflection, as well as opportunities for learners to develop gross and fine motor skills, as they challenge themselves physically.

There should be flexibility and variety within the environment, offering risk and challenge, and supporting learners to develop resilience, confidence and independence. An effective environment will also support mastery, by allowing frequent and extended opportunities to practise, rehearse and embed taught skills in a wide range of contexts.

### **Child development and curriculum design**

Progression is at the heart of curriculum design. All learners in Wales have a right to be valued and well supported to make progress throughout their learning journey through experiences that are important and meaningful to them. This journey should meet individual needs and be at a pace that is appropriate to each individual learner.

To include all learners, regardless of their age, background, needs or ability, practitioners should consider progress from a holistic viewpoint. Practitioners should

consider and apply the principles of progression and child development when they plan, design and implement a curriculum. Practitioners should give learners time to practise, develop and refine aspects of their learning.

Practitioners should explore learners' motivations, aspirations and interests to develop an understanding of the needs of each individual, incorporating the voice of the learner in planning. Taking a community-focussed, learner-centred approach, working collaboratively with families and other partners involved in the learner's progress, can support holistic development.

A responsive curriculum can empower learners to develop the values, skills, knowledge and dispositions needed to learn successfully and realise the four purposes. With skilful and sensitive support from those who know them well, learners become more engaged, capable and independent participants and contributors in the world around them. They become healthier and more confident to interact with a diverse range of people, places and experiences. This prepares them well for the next stage in their learning journey. Over time, at their own level and pace, learners build relationships, develop skills for life and ignite personal interests that enable them to reach their potential. The rate of acquisition of skills and knowledge will differ for all learners, as well as differing across an individual learner's progress.

As learners reach developmental milestones, they should become more sophisticated in their ability to self-reflect, self-regulate and develop greater competency across a wider range of skills. They should acquire a greater breadth and depth of knowledge and become more able to use and apply what they have learned. Consequently, they should begin to make secure connections, enabling learners to focus on, and navigate, a wide range of familiar and unfamiliar experiences to refine and apply skills. They should broaden and deepen knowledge, allowing learners to make connections and transfer learning to new contexts.

### **The developmental pathways**

When designing and implementing a curriculum, practitioners should consider the following five developmental pathways, which are fundamental to the development of all learners. Practitioners can use them to ensure learners are supported to make progress at their own pace and in their preferred learning environment. This is important for all learners, but particularly so for younger learners and learners who may have ALN or uneven developmental profiles.

Holistic use of the five pathways in curriculum design will support authentic and purposeful learning, and the realisation of progression for all learners within and across all Areas.

### **Belonging**

Belonging is essential to a sense of happiness and well-being. It shapes a learner's sense of who they are and who they can become, and should underpin the ethos of all schools and settings. Children and young people begin to develop a sense of how they fit into the many groups and communities to which they belong and a sense of their importance within them. Schools and settings should value, celebrate and build upon past and present experiences from the learner's home and their community.



A strong sense of belonging can help to create positive feelings of connection between the learners and their home, as well as their school or setting, and which can also be extended to their community and to Wales and the wider world. Schools and settings that value, celebrate and build upon past and present experiences from the learner's home and their community, can strengthen a sense of belonging. Schools and settings should ensure learners feel safe and secure within their environment and show genuine care and provide emotional support.

## **Communication**

Communication is fundamental to a learner's development. It is vital to the foundation of relationships and essential for learning, play and social interaction. Communication involves developing attention, listening and understanding skills, alongside vocabulary and expressive skills.

The amount, and type, of language learners experience and interact with can have a marked effect on their communication development. Practitioners should make the most of interactions to support learners to understand and make themselves understood. Practitioners can support their language development by modelling active listening and speaking for different purposes.

When designing a curriculum, practitioners should provide an environment that supports learners to express and communicate their needs, thoughts and feelings. Developing effective communication, language and literacy skills is important to self-expression, to the development of strong social relationships and to learning more generally.

## **Exploration**

Learners' curiosity about the world around them is a strong motivator for exploration. Practitioners should build on learners' curiosity to stimulate awe and wonder. Learners should have the opportunity to explore and investigate, learn from each other, share delight in new knowledge or skills and celebrate their achievements and those of their peers. Learners should be encouraged to seek knowledge and skills that are both within and beyond their current capabilities. As their exploration develops, they can focus attention for extended periods of time on things that are of interest to them, they can rehearse and practise skills and test emerging theories, both alone and with others.

Exploration involves the gradual development of skills, knowledge and competencies in increasingly complex ways.

## **Well-being**

Feeling connected, secure and safe is essential for positive well-being. Learners are influenced by the adults, experiences and environments they encounter. Learners should be provided with the opportunities to develop their emotional, social and physical health to create a strong sense of well-being.

Practitioners should create emotionally safe environments that support learners to begin to recognise and manage their feelings and behaviours in positive ways. They can also help learners to begin to understand that actions have consequences.

Enabling adults, engaging experiences and effective environments should provide opportunities for learners to develop secure attachments and relationships, so that they can feel confident in themselves and be better able to make choices, take risks, show greater resilience and independence, and participate positively in everyday activities.

### **3.7 Implementation and practical considerations**

A school's curriculum should:

- draw on a range of sound evidence, including disciplinary-specific expertise where appropriate, learning from professional inquiry, intelligence from research and local and national information
- be co-constructed, encouraging learners, parents, carers and the local community to understand and contribute to curriculum design; it should also draw on a wider range of experts and stakeholders who can contribute to learning
- be reflected upon and revised, based on understanding gained from all aspects of learning and teaching, and supported by professional inquiry
- be supported by effective pedagogy.

#### **Co-construction**

##### **Sharing best practice**

Schools and practitioners should collaborate to develop an understanding of what underpins successful approaches and practices.

Welsh Ministers, working with educational partners, have developed networks to support and disseminate learning for practitioners to support understanding of the Curriculum for Wales Framework.

##### **Working with parents, carers and stakeholders**

In designing their curriculum, schools should involve learners, parents, carers, partner agencies and the local community. This is an important means of ensuring the curriculum meets learners' needs and is authentic to their context within the national framework. Schools and practitioners also play a critical role in ensuring learners, parents, carers and communities understand the vision and ethos underpinning the curriculum.

Learners, parents, carers and the local community should also have opportunity to contribute to curriculum design. Communicating effectively with parents and carers on an ongoing basis is an important way to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents and carers to understand how they can support learning within and outside the school environment. Schools' curricula should also recognise and reflect the needs and contexts of the communities within and beyond the school. Practitioners should also seek to collaborate and draw on a range of

experts and stakeholders who can contribute to learning, providing learners with distinct and enriching experiences.

### **3.8 Education other than at school (EOTAS)**

#### **Key features of EOTAS provision**

In all education settings, including EOTAS settings, curriculum design will be underpinned by the [principles of curriculum design](#). However, learners who attend EOTAS settings face considerable barriers to learning. They attend these settings for diverse reasons and have often experienced challenges in their lives that are greater than those of many of their peers. Therefore, EOTAS curriculum planning, design and realisation should be strengthened by the following elements:

- nurturing and strengthening the health and well-being of each learner
- systematic collaboration between learner, parents/carers, school and EOTAS providers
- access to an inclusive curriculum that focuses on the individual needs of each learner
- supporting the reintegration into or transition of learners receiving EOTAS to mainstream or specialist provision, and/or enabling them to progress towards further education, training or the world of work.

#### **Nurturing and strengthening health and well-being**

It is vital that the curriculum is designed to support and meet the needs of learners' mental, emotional, physical and social well-being. Learners who are not content, safe and secure will not learn effectively: well-being is a critical enabler of learning.

Learners' progression in the [Health and well-being Area](#) can impact their progression more widely.

The [framework on embedding a whole-school approach to emotional and mental well-being](#) includes guidance for action plan development, using case studies and examples of good practice.

#### **Systematic collaboration**

In addition to the general considerations around [evidence, expertise and co-construction](#), when planning, designing and implementing a curriculum for learners receiving EOTAS, collaboration between key stakeholders is essential. These stakeholders include:

- learners and parents / carers
- practitioners from the learners' previous, present and future schools and settings
- PRU management committee and head teacher or teacher in charge of the PRU
- local authority and its commissioned providers.

## Mandatory

The [summary of legislation](#) section sets out the requirements of the Curriculum and Assessment (Wales) Act 2021.

In terms of PRUs, the first step is for the local authority, management committee and the teacher in charge to design a curriculum for the PRU that meets the following requirements, namely that it:

- secures curriculum provision that enables learners to develop in the ways described in the four purposes; that is broad and balanced, suitable for the learners' ages, abilities and aptitudes, and offers appropriate progression
- secures, for the individual learner, learning that develops the cross-curricular skills, encompasses developmentally-appropriate Relationships and Sexuality Education, and encompasses the Health and Well-being Area
- ensures that curriculum provision, if it is reasonably possible and appropriate to do so, includes teaching and learning in the other Areas and in the other mandatory elements (Welsh, English, and Religion, Values and Ethics).

Once the curriculum for the setting has been designed, the next step is to consider how each of the above requirements can be secured for each learner. The teacher in charge must also take account of learners' additional learning needs (ALN). For EOTAS provision other than at a PRU, the first step for the local authority is that it must:

- secure curriculum provision that:
  - enables learners to develop in the ways described in the four purposes
  - is broad and balanced
  - is suitable for the learner's ages, abilities and aptitudes
  - provides for appropriate progression,
- secure, as far as appropriate, for the individual learner, learning that develops the cross-curricular skills; encompasses Relationships and Sexuality Education that is developmentally-appropriate; and encompasses the health and well-being Area
- ensure that curriculum provision, if it is reasonably possible and appropriate to do so, includes teaching and learning in the other Areas and in the other mandatory elements.

## 4. Assessment arrangements

We propose minor amends to the [Assessment arrangements](#) section of the guidance to reflect where we are in curriculum roll, as well as providing language consistency and addressing hyperlinks and typographical errors.

Here are the proposed wordings:

## 4.1 What's changing in assessment?

**Judgements will not be made on the overall attainment of a learner at a specific point in time, through the allocation of an outcome or a level on a 'best-fit' basis**

### **Why are we doing this?**

Assessment in the Curriculum for Wales is about continuously assessing learners' progress – not making one-off judgements at specific points in time.

Assessment needs to reflect that learners' progression may be varied with different strengths and needs to improve, so it doesn't make sense to categorise learners into a particular 'best fit' level.

Experience has shown that a 'best fit' approach can provide limited information about a learner as strength in one aspect of learning can hide a need for further support elsewhere. Foundation Phase outcomes and National Curriculum subject levels, therefore, no longer exist under the Curriculum for Wales and, as mentioned above, the end of phase and stage assessments have been removed.

### **What does this mean for schools/settings?**

When assessing learners' progression, using a range of assessment methods, practitioners will develop a holistic picture of the learner – their strengths, areas for improvement and the support and challenge needed to take their learning forward.

The descriptions of learning which form part of the Curriculum for Wales guidance should not be seen as the 'new levels'. They should not be used to undertake specific assessment activities at each progression step and they should not be broken down to create specific assessment criteria or to form a 'tick list' against which learners would be assessed at a set age or point in time.

The descriptions of learning have been designed to help practitioners understand what learners' progress should look like and provide reference points on the pace of progression to inform curriculum design and learning and teaching. By setting out what progression should look like, the descriptions of learning can help practitioners think of a wide range of assessment methods to understand that progress. No one method of assessment will fully capture learners' progress and so it is important to use a wide range to build a holistic picture of the learner and support them in making progress in relation to the school/setting's curriculum. Practical support can be found in [Continuing the Journey](#) section of this Framework guidance.

## 4.2 Supporting learner progression: assessment guidance

### **Developing a shared understanding of progression**

**How should schools and settings develop a shared understanding of progression?**

Ongoing professional dialogue within and across schools and settings is central to building and maintaining this shared understanding of progression. This professional dialogue is important to:

- provide ongoing opportunities for practitioners to reflect on their understanding of progression and how it is articulated in their curriculum, thus feeding into their curriculum and assessment design, planning and self-evaluation and improvement processes
- provide ongoing opportunities for practitioners to compare their thinking to other similar schools and settings, providing a level of consistency of expectation while retaining local flexibility
- strengthen understanding of approaches and practice between schools and settings, including, where relevant, funded non-maintained nursery settings, PRUs and other EOTAS providers.

To support this ongoing professional dialogue, all those participating in discussions should do so on an equal basis with practitioners sharing and reflecting on their own experiences of the learning process and of supporting learners to progress. This enables them to learn from each other in a supportive environment.

The focus of discussions regarding progression will naturally evolve over time as schools and settings move through the phases of curriculum design.

### **Self-evaluation**

This professional dialogue should inform self-evaluation, by supporting an understanding of where schools may want to improve their curriculum. This might help define future priorities for leadership, planning and designing curriculum and assessment for learning and teaching.

### **Curriculum for Wales: Continuing the Journey**

- The purpose of this section is to support schools and settings to develop the ongoing process of developing and reviewing their curriculum. It is intended to help schools plan and organise their curriculum in the course of fulfilling their duties to design and review their curriculum. Further support for curriculum design can be found in the Designing your Curriculum section.

### **National Network for Curriculum Implementation**

- This will give practitioners the ability to come together nationally to discuss progression in Curriculum for Wales. It publishes the expert input, supporting materials, and outputs of these conversations on the [National Network page on Hwb](#). These resources can be used to inform professional dialogue around progression.

### **Camau Assessing for the Future**

- This resource is designed to engage practitioners in structured discussions to develop their understanding of learning progression and of the links between this

and approaches to assessment. It takes the form of a series of six workshops, with support materials, designed to be used by groups of practitioners who will work as a community of enquiry to develop their understanding of progression across the curriculum and, thus, build their capacity in their own context to plan and use assessment approaches which support learning progression.

### **Supporting professional dialogue: discussions beyond the school, setting and cluster(s)**

Where possible, schools and settings should engage in professional dialogue beyond their cluster to help increase their understanding of progression. There will be opportunities for practitioners to engage in discussions on progression as part of:

- local or regional networks and support
- the [National Network for Curriculum Implementation](#)
- the [Cantau i'r Dyfodol project](#), a national research project designed to build capacity in understanding and developing progression from 3 to 16 across the curriculum in schools across Wales.

The learning gained from such discussions at a local and national level should feed back into processes at a local level. In turn, the outcomes of professional dialogue within the school, setting and cluster will provide valuable input into discussions at a regional and national level. This relationship at the local and national level will help bring coherence as schools and settings engage with and enact Curriculum for Wales and it evolves within schools and settings.

Educational partners have an important role in ensuring that all practitioners have an opportunity to participate in meaningful professional dialogue for the purposes of developing a shared understanding of progression. This role should be supportive, building upon the practices already established at school or setting and cluster level, and should not be about external accountability. They will also have an important role in helping to identify and share good practice.

## **Annex 1: shared understanding of progression - key considerations for practically enabled discussions**

### **Identifying opportunities at local and national levels**

- Is your school or setting involved in relevant [national network conversations](#)? How can learning gained through these conversations feed back into discussions within the school or setting?
- Has your school or setting accessed the [CAMAU Assessing for the Future](#) workshops and if so, how might these be used to discuss progression and the links between this and approaches to assessment?
- What further support and opportunities for discussion are available to the school or setting through local and national networks and how might these be used to discuss progression?

## 4.3 Supporting transition to the Curriculum for Wales

### School assessment arrangements from summer term 2023

#### Communicating to parents and carers

The provision of head teacher written reports, in respect of all learners in maintained schools including PRUs, remains a statutory requirement for those schools who have not yet rolled out the Curriculum for Wales for relevant year groups. For those year groups operating under the Curriculum for Wales, there is a duty on the head teacher to make arrangements to provide information on the annual progress of learners. The headteacher determines the most appropriate form with which to provide information to parents and carers and the timing of its provision.

The statutory requirements for sharing information with parents and carers can be found in the [summary of legislation section](#) of this Curriculum for Wales guidance.

In terms of individual learner information, schools and settings must share information with parents and carers about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school.

Sharing individual learner information with parents and carers must be done at least termly and need not be contained in large written reports but fed back in the best format determined by the head teacher. This should be in an accessible manner which both maximises parents' and carers' engagement and understanding.

A summary of individual learner information should be provided annually, the timing and format of which will be determined by the head teacher but which best supports the learner's progress.

### Curriculum roll-out

#### On-entry assessment arrangements

Under the Curriculum for Wales, the on-entry assessment arrangements are an important part of a school or setting's overall assessment arrangements to plan and appropriately support a learner to make progress within a curriculum.

To support this schools and settings must:

- make and implement assessment arrangements which help build a picture of the learner's abilities and aptitudes in respect of the school's or setting's curriculum
- implement the assessments for newly-registered learners at a school or setting (except for Year 6 learners transitioning to Year 7), recognising that learners enter schools and settings at different points across the 3 to 16 continuum



- undertake the assessments within 6 weeks of a learner entering a school or setting to support understanding from the very beginning of a learner's journey. For more information see the [summary of legislation](#) section
- use the outcomes of the assessments to plan next steps and tailor learning and teaching to enable progress.

To ensure schools and settings have the flexibility to align their on-entry assessment arrangements with their curriculum, it will be for schools and settings to determine the detail of these assessment arrangements. However, the assessments must:

- be suitable for learners of differing ages, abilities and aptitudes
- support numeracy skills
- support literacy skills
- support the physical, social and emotional development of children and learners.

For those learners transitioning from Year 6 to Year 7, information to support their progress along the continuum of learning should be transferred as part of transition arrangements put in place between primary and secondary schools. Effective collaboration across primary and secondary schools is therefore key to support a smooth learning journey along the 3 to 16 continuum.

#### **4.4 Transition from primary to secondary school guidance**

This guidance is for governing bodies of secondary schools and their feeder primary schools who are required to jointly draw up a transition plan to support transition of learners from Year 6 to Year 7. This guidance explains the requirements for transition plans, including who must draw up plans, the content of those plans and requirements around reviewing such plans.

This guidance also provides information on voluntary arrangements to support and improve transition planning – recognising that many primary schools have links with a number of secondary schools which fall outside the legal requirements for transition plans.

Full details of the legal duties of the requirements to produce transition plans are contained within the [Education \(Transition from Primary to Secondary School\) \(Wales\) Regulations 2022](#) (the 2022 Transition Regulations) and the [Requirement for the production of transition plans and guidance 2022](#).

##### **The legal requirements**

This section summarises legal requirements placed on governing bodies of secondary schools and their feeder primary schools, full details of which are in the [2022 Transition Regulations](#), which should be looked at alongside this guidance.

This section also sets out the circumstances where a transition plan is required, the definition of a feeder primary school for the purposes of transition planning, areas to be addressed in a transition plan, and the requirements for the publication and review of a transition plan.

## **Definition of a feeder primary school**

A feeder primary school is determined by school governing bodies having had regard to guidance published by the Welsh Ministers. The guidance is contained in the Requirement for the production of transition plans and guidance 2022. That guidance states that the Welsh Ministers consider that the requirement for the drawing up of transition plans should be limited to instances where there is an established and ongoing relationship between a primary school and a particular secondary school founded on the majority of the Year 6 cohort from the primary school transferring to that particular secondary school.

The definition does not transcend current admission criteria for secondary schools or determine the catchment area of a particular secondary school.

The feeder primary school relationship should be reviewed annually to determine whether, as a result of changing patterns of learner movement, there is still a requirement for a transition plan.

## **Timing of publication of transition plans**

The proposal is to delete the text in this sub-section, aside from the following sentence:

Transition plans must be published on or before the beginning of the school year they are intended to apply to.

## **Exemption from the requirement to produce a transition plan**

It is recognised that where a school has a small Year 6 cohort the overall percentage of learners moving to an identified secondary school may change significantly each year. Therefore, where a school with learners from Years 1 to 6 has a total of 50 or fewer registered learners and a school with learners from Years 3 to 6 has 32 or fewer registered learners such schools are exempt from the statutory requirement to produce a transition plan.

The number of schools in such circumstances is relatively small. However, such schools are encouraged to enter into voluntary planning arrangements with secondary schools to ensure that there are effective arrangements for transition. These arrangements should draw on the relationships established through developing a shared understanding of progression – see the section on ‘Transition planning and shared understanding of progression’.

## **5. Languages, Literacy and Communication**

We propose amends to the [Languages, Literacy and Communication](#) section of the framework to reinforce the importance of phonics when teaching learners. The systematic and consistent teaching of phonics must be a key part of the reading toolkit in our schools to teach learners to decode words and master the basics of reading. Having learned to decode words, learners may use a range of strategies to develop understanding of the meaning of words and sentences. We have proposed changes to

clarify the wording around the use of pictures and context to help learners understand and make sense of what they are reading.

We have proposed amends to four of the Descriptions of learning under [Understanding languages is key to understanding the world around us](#). We recommend that you consider these amends in the context of all the [Descriptions of learning](#) for this statement of what matters. We have also proposed amends to the reading section of Designing your curriculum.

Here are the proposed wordings:

## 5.1 Descriptions of learning

### Understanding languages is key to understanding the world around us

#### Progression step 1:

*Welsh/English*

I am beginning to develop my knowledge of *grapheme-phoneme correspondence*, and to combine these.

I can use context and pictures to help me understand the meaning of what I read.

#### Progression step 2

I can use grapheme-phoneme correspondences when reading, including combining these to decode words.

*Welsh in English medium settings/schools/streams*

I can use context and pictures to help me understand the meaning of words.

## 5.2 [Designing your curriculum](#)

### Specific consideration for this Area

#### Reading

At the earliest stages, learning to read is dependent upon the spoken language that learners have. Developing good listening and speaking skills is therefore vital to success in learning to read.

Young learners may be familiar with storybooks, nursery rhymes and print when they start funded education. Some will have started to recognise single letters and words. Others, however, will have much more limited experience of using language, sharing stories, songs and rhymes with adults. In some cases, learners may have general or specific learning needs. They may also be learning to read in a language that is different from their spoken language. These different starting points and experiences mean settings and schools need to make informed decisions about how they will help learners to become successful readers.

Learners should gain early reading skills within a rich language environment, where activities are meaningful, imaginative and varied. These activities should promote learners' interest in reading for enjoyment, for imaginative purposes and for learning.

Research recognises phonological and phonemic awareness as important cognitive skills in learning to read. Schools should put in place a clear procedure for, and place emphasis on, the systematic development of learners' phonological and phonemic awareness.

When appropriate in a learner's development, the teaching of *phonics* should be systematic and consistent, and take place with other language activities, which promote vocabulary-building and comprehension. By systematic, we mean that this should include explicitly teaching learners the phonemes that different graphemes represent. Usually this should move from the smallest, most simple units of sound first to larger, more complex grapheme-phoneme correspondences. This prepares learners to combine these grapheme-phoneme correspondences in order to decode words.

It is important that all learners' knowledge and use of grapheme-phonemes builds on a solid phonological awareness. Without this, the systematic teaching of phonics is unlikely to be effective.

Alongside this approach to phonics, there should be a balanced approach which uses a range of teaching and learning approaches in response to learners' needs as they progress and build on their understanding and use of grapheme-phonemes. This includes teaching other reading skills alongside decoding so that for instance, learners are able to understand what they are reading.

This recognises that being able to *decode* words alone is not enough; readers need to be able to make sense of what they read. Teaching should enable learners to gain a range of skills and to apply different strategies in order to become *fluent readers*. This should provide them with a secure basis for developing and extending their language and literacy skills.

It is also important to consider the needs of individual learners and ensure approaches respond to those specific needs.

## 6. Curriculum for Wales hover-over definitions list

We propose minor amends to the Curriculum for Wales “hover-over” definitions in the guidance to ensure the terms are grammatically correct and consistent in both languages. In the following list, we have provided those definitions where changes are proposed.

Current wording	Proposed changes
<b>Additive relationship</b> - (Perthynas adioli) Quantities that can be expressed as related to each other through addition or/and subtraction.	<b>Additive relationship</b> - (Perthynas adioli) Two or more quantities which can be expressed as related to each other.
<b>Additive relationships</b> - (Perthnasau adioli) Quantities that can be expressed as related to each other through addition or/and subtraction.	<b>Additive relationships</b> - (Perthnasau adioli) Two or more quantities which can be expressed as related to each.
<b>Adult learner</b> - (Dysgwr sy'n oedolyn) For the purposes of Curriculum for Wales guidance, a learner in Year 12 or Year 13 in a school or setting that is subject to some provisions of the Act.	<b>Adult learner</b> - (Dysgwr sy'n oedolyn) For the purposes of Curriculum for Wales guidance, a learner in Year 12 or Year 13 in a school or setting that is subject to some provisions of the Curriculum and Assessment (Wales) Act 2021.
<b>Advocate</b> - (Eirioli) to support the rights of others by helping to make sure their views and experiences are listened to and to inform decisions.	<b>Advocate</b> - (Eirioli) Support the rights of others by helping to make sure their views and experiences are listened to and to inform decisions.
<b>Algebraic symbolisation</b> - (Symboleiddio algebraidd) Refers to the uses of objects that are not numbers instead of unknown values to make numerical calculations.	<b>Algebraic symbolisation</b> - (Symboleiddio algebraidd) The uses of objects that are not numbers instead of unknown values to make numerical calculations.
<b>Analyse</b> - (Dadansoddi) Look for patterns, underlying assumptions, reasons for, and effects of, the way the topic is handled.	<b>Analyse</b> - (Dadansoddi) Look for patterns, underlying assumptions and the reasons for, and effects of, the way the topic is handled.
<b>Array multiplication</b> - (Lluosi â'r arâe) A diagram showing a multiplication sum arranged as an array. For example $5 \times 4$ can be thought of as 20 counters arranged into 5 rows and 4 columns.	<b>Array multiplication</b> - (Lluosi â'r arâe) A diagram showing a multiplication sum arranged as an array. For example, $5 \times 4$ can be thought of as 20 counters arranged into 5 rows and 4 columns.
<b>Arrays</b> - (Araeau) Diagrams showing a multiplication sum arranged as an array. For example $5 \times 4$ can be thought of as	<b>Arrays</b> - (Araeau) Diagrams showing a multiplication sum arranged as an array. For example, $5 \times 4$ can be thought of as

20 counters arranged into 5 rows and 4 columns.	20 counters arranged into 5 rows and 4 columns.
<b>Artist</b> - (Artist) Person who creates work in any of the disciplines, also including the learners themselves.	<b>Artist</b> - (Artist) Person who creates work in any of the disciplines, including the learner.
<b>Artists</b> - (Artistiaid) People who create works in any of the disciplines, also including the learners themselves.	<b>Artists</b> - (Artistiaid) People who create works in any of the disciplines, including the learner.
<b>Aspect</b> - (Perthynas amseryddol) Aspect focuses on when something happened relative to another event. It indicates how long the event went on for, whether it is completed or still in progress, and so on. Aspect may be shown in many ways, including change in verb form, addition of signs such as 'finish' and through sign order.	<b>Aspect</b> - (Perthynas amseryddol) This focuses on when something happened relative to another event. It indicates how long the event went on for, whether it is completed or still in progress, and so on. Aspect may be shown in many ways, including change in verb form, addition of signs such as 'finish' and through sign order.
<b>Associative</b> - (Cysylltiadol) A law used to describe mathematical operators that give the same answer when grouped in different ways. The addition and multiplication of numbers are associative, for example $2 \times (4 \times 3) = (2 \times 4) \times 3$	<b>Associative</b> - (Cysylltiadol) A law used to describe mathematical operators that give the same answer when grouped in different ways. The addition and multiplication of numbers are associative, for example $2 \times (4 \times 3) = (2 \times 4) \times 3$ .
<b>Associativity</b> - (Cysylltiadedd) A law used to describe mathematical operators that give the same answer when grouped in different ways. The addition and multiplication of numbers are associative, for example $2 \times (4 \times 3) = (2 \times 4) \times 3$	<b>Associativity</b> - (Cysylltiadedd) A law used to describe mathematical operators that give the same answer when grouped in different ways. The addition and multiplication of numbers are associative, for example, $2 \times (4 \times 3) = (2 \times 4) \times 3$ .
<b>Authentic contexts</b> - (Cyd-destunau dilys) Contexts which are meaningful for learners and reflect real-world experiences.	<b>Authentic contexts</b> - (Cyd-destunau dilys) Contexts that are meaningful for learners and reflect real-world experiences.
<b>Awareness, knowledge and understanding</b> - (Ymwybyddiaeth, gwybodaeth a dealltwriaeth) in early development, learners experience holistic approaches to exploring relationships and are supported in shaping an understanding of themselves in the world. Learners have more awareness as they progress in their learning with concepts being introduced gradually according to learner development. As they move through the continuum, learners gain	<b>Awareness, knowledge and understanding</b> - (Ymwybyddiaeth, gwybodaeth a dealltwriaeth) In early development, learners experience holistic approaches to exploring relationships and are supported in shaping an understanding of themselves in the world. Learners have more awareness as they progress in their learning, with concepts being introduced gradually according to learner development. As they move through the continuum, learners gain

increased knowledge and understanding, and often experience of, the different themes that are part of RSE curriculum content.	increased knowledge and understanding, and often experience of, the different themes that are part of RSE curriculum content.
<b>Basic concepts in language</b> - (Cysyniadau sylfaenol mewn iaith) words that denote location (for example: up or down), amount (for example: more or less), descriptions (for example: big or little) and feelings (for example: happy or sad).	<b>Basic concepts in language</b> - (Cysyniadau sylfaenol mewn iaith) Words that denote location (for example, 'up' and 'down'), amount (for example, 'more' and 'less'), descriptions (for example, 'big' and 'little') and feelings (for example, 'happy' and 'sad').
<b>Bilingual</b> - (Dwyieithog) Bilingualism refers to the knowledge and use of two languages or the presence of two languages within a given society. The learner may have varying proficiencies in these languages and use them in different contexts with different people.	<b>Bilingual</b> - (Dwyieithog) Relating to the knowledge and use of two languages or the presence of two languages within a given society. The learner may have varying proficiencies in these languages and use them in different contexts with different people.
<b>BSL literature</b> - (Llenyddiaeth BSL) BSL literature refers to imaginative works such as poetry, drama, prose, fiction and non-fiction and visual vernacular created in BSL	<b>BSL literature</b> - (Llenyddiaeth BSL) Imaginative works such as poetry, drama, prose, fiction and non-fiction and visual vernacular created in BSL.
<b>Camau</b> - (Camau) The Welsh word for 'steps', Camau is the joint University of Wales Trinity St David and University of Glasgow project which supported the development of progression in the Curriculum for Wales.	<b>Camau</b> - (Camau) The Welsh word for 'steps', Camau is the joint University of Wales Trinity St David and University of Glasgow project that supported the development of progression in the Curriculum for Wales.
<b>Cardinal</b> - (Prifol) A number denoting quantity (one, two, three, and so on), as opposed to an ordinal number which describes the position of something in a sequence (first, second, third, and so forth).	<b>Cardinal</b> - (Prifol) A number denoting quantity (one, two, three and so on), as opposed to an ordinal number, which describes the position of something in a sequence (first, second, third and so forth).
<b>Cardinal number</b> - (Rhif prifol) A number denoting quantity (one, two, three, etc.), as opposed to an ordinal number which describes the position of something in a sequence (first, second, third, etc.).	<b>Cardinal number</b> - (Rhif prifol) A number denoting quantity (one, two, three, etc.), as opposed to an ordinal number, which describes the position of something in a sequence (first, second, third, etc.).
<b>Careers education</b> - (Addysg gyrfaoedd) learning about careers as part of the curriculum, often closely related to work experience and other forms of work-related experiences. This aims to support	<b>Careers education</b> - (Addysg gyrfaoedd) Learning about careers as part of the curriculum, often closely related to work experience and other forms of work-related experiences. This aims to support

individuals to develop skills and knowledge linked to meaningful experiences of the world of work.	individuals to develop skills and knowledge linked to meaningful experiences of the world of work.
<b>Careers guidance</b> - (Arweiniad gyrfaoedd) specialist guidance in which an individual's skills, attributes and interests are explored to help them to make educational, training and occupational choices to help prepare for the world of work.	<b>Careers guidance</b> - (Arweiniad gyrfaoedd) Specialist guidance in which an individual's skills, attributes and interests are explored to help them to make educational, training and occupational choices to help prepare for the world of work.
<b>Circular design</b> - (Dylunio cylchol) A concept where products are designed so they save or reuse resources; they can easily be repaired and used for longer periods of time.	<b>Circular design</b> - (Dylunio cylchol) A concept where products are designed so they can save or reuse resources and can easily be repaired and used for longer periods of time.
<b>Coefficient</b> - (Cyfernod) A number that appears before the variable or variables in an algebraic term. In the term $5x^2$ , the coefficient is 5 and the variable is x. In the term $y^3$ , the coefficient (not written) is 1 and the variable is y.	<b>Coefficient</b> - (Cyfernod) A number that appears before the variable or variables in an algebraic term. For example, in the term $5x^2$ the coefficient is 5 and the variable is x. In the term $y^3$ , the coefficient (not written) is 1 and the variable is y.
<b>Cognates</b> - (Geiriau cytras) Cognate words have the same origin, or are related and in some way similar, e.g. the Italian word mangiare (= to eat) is cognate with the French manger; and composite, composition and compost are cognates in the English language, derived from the same root in Latin componere (= to put together).	<b>Cognates</b> - (Geiriau cytras) the Welsh word ffenest is cognate with the French word fenêtre which are derived from the Latin fenestra; and 'composite', 'composition' and 'compost' are cognates in the English language, deriving from the same root in Latin, componere (= to put together).
<b>Communication rich</b> - (Llawn cyfathrebu) An environment that supports speaking and listening skills, emotional well-being, physical engagement and general engagement.	<b>Communication rich</b> - (Llawn cyfathrebu) Relating to an environment that supports speaking and listening skills, emotional well-being, physical engagement and general engagement.
<b>Commutative</b> - (Cymudol) A law used to describe mathematical operators that give the same answer, even if the order in which we input the numbers are changed. The addition and multiplication of numbers are commutative. That is $a + b = b + a$ and $a \times b = b \times a$ .	<b>Commutative</b> - (Cymudol) Used to describe mathematical operators that give the same answer, even if the order in which we input the numbers is changed. The addition and multiplication of numbers are commutative. For example, $a + b = b + a$ and $a \times b = b \times a$ .
<b>Commutativity</b> - (Cymudedd) A law used to describe mathematical operators that give the same answer, even if the order in	<b>Commutativity</b> - (Cymudedd) A law used to describe mathematical operators that give the same answer, even if the order in



<p>which we input the numbers are changed. The addition and multiplication of numbers are commutative. That is <math>a + b = b + a</math> and <math>a \times b = b \times a</math>.</p>	<p>which we input the numbers is changed. The addition and multiplication of numbers are commutative. For example, <math>a + b = b + a</math> and <math>a \times b = b \times a</math>.</p>
<p><b>Compound measure</b> - (Mesur cyfansawdd) A compound measure combines two or more different units of measure to form a new unit of measure. For example, distance can be measured in miles and time in hours. We can combine these measures to form the compound measure speed which is measured here in miles per hour (mph).</p>	<p><b>Compound measure</b> - (Mesur cyfansawdd) A compound measure combines two or more different units of measure to form a new unit of measure. For example, distance can be measured in miles and time in hours. We can combine these measures to form the compound measure speed, which is measured here in miles per hour (mph).</p>
<p><b>Computational</b> - (Cyfrifiannol) Refers to the process of making one or more calculations.</p>	<p><b>Computational</b> - (Cyfrifiannol) Relating to the process of making one or more calculation.</p>
<p><b>Computations</b> - (Cyfrifiannau) The process of making one or more calculations.</p>	<p><b>Computations</b> - (Cyfrifiannau) A computation is the process of making one or more calculation.</p>
<p><b>Concept development</b> - (Datblygu cysyniadau) A process, linked to language development that supports learners to gain understanding of direction, location, position, number, quantity, sequence, attributes, dimension, size, and similarities and differences.</p>	<p><b>Concept development</b> - (Datblygu cysyniadau) A process, linked to language development, that supports learners to gain understanding of direction, location, position, number, quantity, sequence, attributes, dimension, size, and similarities and differences.</p>
<p><b>Consent</b> - (Cydsyniad) when one person provides informed and free consent for another person to do something that affects them. It is important for people to ask for consent before they do something that affects another person. It is also important for a person's decision to be respected – if they say 'no' to something, then the other person should not go ahead with their action.</p>	<p><b>Consent</b> - (Cydsyniad) When one person has the freedom and capacity to provide informed and free consent for another person to do something that affects them. It is important for people to ask for consent before they do something that affects another person. It is also important for a person's decision to be respected – if they say 'no' to something, then the other person should not go ahead with their action.</p>
<p><b>Constant</b> - (Cysonyn) A value which does not vary, for example a fixed number.</p>	<p><b>Constant</b> - (Cysonyn) A value that does not vary, for example, a fixed number.</p>
<p><b>Constants</b> - (Cysonion) Values which do not vary, for example a fixed number.</p>	<p><b>Constants</b> - (Cysonion) Values that do not vary, for example, fixed numbers.</p>
<p><b>Constructed action</b> - (Cysgodi gweithredoedd) The signer uses face,</p>	<p><b>Constructed action</b> - (Cysgodi gweithredoedd) The signer uses face,</p>

head, body, hands, and/or other non-manual cues to personify the referent and represent its actions, utterances, thoughts, feelings and/or attitudes.	head, body, hands and/or other non-manual cues to personify the referent and represent its actions, utterances, thoughts, feelings and/or attitudes.
<b>Creative and cultural industries</b> - (Diwydiannau creadigol a diwylliannol) Sectors of the economy which use creative talent for commercial purposes.	<b>Creative and cultural industries</b> - (Diwydiannau creadigol a diwylliannol) Sectors of the economy that use creative talent for commercial purposes.
<b>Creative texts</b> - (Testunau creadigol) Artistic objects or products that provide a platform for meaning and expression (anything that is produced via creative means, not just written texts).	<b>Creative texts</b> - (Testunau creadigol) All artistic objects or products that provide a platform for meaning and expression, not only written texts.
<b>Cues</b> - (Ciwiau) gestures, body language or other non-verbal forms which convey meaning.	<b>Cues</b> - (Ciwiau) Gestures, body language or other non-verbal forms that convey meaning in spoken contexts.
<b>CWRE</b> - Careers and Work Related Experiences.	<b>CWRE</b> - (addysg a phrofiadau byd gwaith) Careers and Work-Related Experiences.
<b>Cynefin</b> - (Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.	<b>Cynefin</b> - (Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place that has shaped and continues to shape the community that inhabits it.
<b>Deaf culture</b> - (Diwylliant Byddar) The set of social beliefs, behaviours, art literary traditions, history, values, and shared institutions of communities that use British Sign Language as their preferred language. Other sign languages such as American Sign Language (ASL) and Auslan are used in other countries.	<b>Deaf culture</b> - (Diwylliant Byddar) The set of social beliefs, behaviours, art literary traditions, history, values and shared institutions of communities that use British Sign Language as their preferred language. Other sign languages such as American Sign Language (ASL) and Auslan are used in other countries.
<b>Degree of accuracy</b> - (Manwl gywirdeb) The degree of accuracy is a measure of how close and correct a stated value is to the actual, real value being described, e.g. we may be given a value that is rounded to the nearest 100, to one decimal place, or to two significant figures.	<b>Degree of accuracy</b> - (Manwl gywirdeb) A measure of how close and correct a stated value is to the actual, real value being described, for example, we may be given a value that is rounded to the nearest 100, to one decimal place, or to two significant figures.

<p><b>Design principles</b> - (Egwyddorion dylunio) In this context, this means definition, analysis, design, implementation, testing and maintenance.</p>	<p><b>Design principles</b> - (Egwyddorion dylunio) Considerations such as definition, analysis, design, implementation, testing and maintenance.</p>
<p><b>Design tools and strategies</b> - (Offer a strategaethau dylunio) For example: considering existing products, deconstruction, their improvement and testing.</p>	<p><b>Design tools and strategies</b> - (Offer a strategaethau dylunio) Equipment or method selected to aid the creation of the desired product.</p>
<p><b>Digital competence</b> - (Cymhwysedd digidol) The set of skills, knowledge and attitudes that enable learners to use technologies and systems confidently, creatively and critically.</p>	<p><b>Digital competence</b> - (Cymhwysedd digidol) A set of skills, knowledge and attitudes that enables learners to use technologies and systems confidently, creatively and critically.</p>
<p><b>Digital footprint</b> - (Ôl troed digidol) used to describe the record of a learner's online activities. This can include social media posts, photographs, sites they have liked, joined or shared, and location check-ins.</p>	<p><b>Digital footprint</b> - (Ôl troed digidol) The record of a learner's online activities. This can include social media posts, photographs, sites they have liked, joined or shared, and location check-ins.</p>
<p><b>Discipline-specific terminology</b> - (Terminoleg sy'n perthyn yn benodol i ddisgyblaeth) Specialist terms and concepts appropriate to each of the disciplines in the Expressive Arts. Common words may differ in meaning across the different disciplines.</p>	<p><b>Discipline-specific terminology</b> - (Terminoleg sy'n perthyn yn benodol i ddisgyblaeth) Specialist terms appropriate to each of the disciplines in the Expressive Arts Area. The meanings of terms may be different in the different disciplines.</p>
<p><b>Discipline-specific vocabulary</b> - (Geirfa benodol i'r ddisgyblaeth) Specialist terms and concepts appropriate to each of the disciplines in the Expressive Arts Area. Common words may differ in meaning across the different disciplines.</p>	<p><b>Discipline-specific vocabulary</b> - (Geirfa benodol i'r ddisgyblaeth) Specialist terms appropriate to each of the disciplines in the Expressive Arts Area of Learning and Experience. Common words may differ in meaning across the different disciplines.</p>
<p><b>Discriminate phonemes</b> - (Gwahaniaethu ffonemau) refers to the ability to distinguish the vowels and consonants, also known as phonemes, which form the words of a language.</p>	<p><b>Discriminate phonemes</b> - (Gwahaniaethu ffonemau) The ability to tell the difference between phonemes, the smallest distinct units of sound that combine to form the words of a language.</p>
<p><b>Disruptive technologies</b> - (Thechnolegau aflonyddgar) Innovations that significantly alter the way that consumers, industries, or businesses operate. For example, e-commerce, mobile technologies.</p>	<p><b>Disruptive technologies</b> - (Technolegau aflonyddgar) Innovations that significantly alter the way that consumers, industries or businesses operate. For example, e-commerce and mobile technologies.</p>

<p><b>Distributive</b> - (Dosbarthol) Refers to a law that states that multiplying a number by a group of numbers which have been added together is the same as adding each multiplication separately: <math>a(b + c) = a \times b + a \times c</math>.</p>	<p><b>Distributive</b> - (Dosbarthol) Relating to a law that states that multiplying a number by a group of numbers that have been added together is the same as adding each multiplication separately, for example, <math>a(b + c) = a \times b + a \times c</math>.</p>
<p><b>Distributivity</b> - (Dosbarthedd) A law that states that multiplying a number by a group of numbers which have been added together is the same as adding each multiplication separately: <math>a(b + c) = a \times b + a \times c</math>.</p>	<p><b>Distributivity</b> - (Dosbarthedd) A law that states that multiplying a number by a group of numbers that have been added together is the same as adding each multiplication separately, for example, <math>a(b + c) = a \times b + a \times c</math>.</p>
<p><b>Duty bearers</b> - ( ) adults who have responsibility to promote and uphold the rights of children; including staff in schools and settings.</p>	<p><b>Duty bearers</b> - (rhai sy'n ysgwyddo dyletswydd) Adults who have responsibility to promote and uphold the rights of children; including staff in schools and settings.</p>
<p><b>Duty</b> - (Dyletswydd) a legal requirement and means that it must be done or must not be done. It is against the law not to do what is required by a duty. In this guidance a duty is usually denoted as something that 'must' be done; for example 'head teachers of a school must design a curriculum for the school's learners'.</p>	<p><b>Duty/Duties</b> - (Dyletswydd) A legal requirement that something must be done or must not be done. In this guidance a duty is usually denoted as something that 'must' be done, for example, 'head teachers of a school must design a curriculum for the school's learners'.</p>
<p><b>EAL</b> - (Saesneg fel iaith ychwanegol (SIY)) Refers to learning and teaching English when neither Welsh nor English is the learner's first language.</p>	<p><b>EAL</b> - (Saesneg fel iaith ychwanegol ) Learning and teaching English when neither Welsh nor English is the learner's first language.</p>
<p><b>Education other than at school (EOTAS)</b> - (Addysg heblaw yn yr ysgol (AHY)) Education funded by the local authority which is designed to meet the specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school.</p>	<p><b>Education other than at school (EOTAS)</b> - (Addysg heblaw yn yr ysgol (AHY)) Education funded by the local authority that is designed to meet the specific needs of learners who, for whatever reason, do not attend a mainstream or special school.</p>
<p><b>Elements</b> - (Elfennau) Components of art, dance, drama, film and digital media and music.</p>	<p><b>Elements</b> - (Elfennau) Components of art, dance, drama, film and digital media, and music.</p>
<p><b>Employers</b> - (Cyflogwyr) individuals and organisations that employ. This term can include people who are self-employed. This term is used holistically within the guidance to capture the breadth of</p>	<p><b>Employers</b> - (Cyflogwyr) Individuals and organisations that employ. This term can include people who are self-employed. It is used holistically within the guidance to capture the breadth of individuals and</p>

individuals and organisations involved, including employees, entrepreneurs, small and medium-sized enterprises and public and private sector organisations.	organisations involved, entrepreneurs, small and medium-sized enterprises and public and private sector organisations.
<b>English as an additional language (EAL)</b> - (Saesneg fel iaith ychwanegol (SIY)) Refers to learning and teaching English when neither Welsh nor English is the learner's first language.	<b>English as an additional language (EAL)</b> - (Saesneg fel iaith ychwanegol) Learning and teaching English when neither Welsh nor English is the learner's first language.
<b>Enterprise experiences</b> - (Profiad menter) opportunities through practical experiences to help learners understand how to start a business and develop their integral skills. Examples include generating ideas, learning about team working challenges, the functions of work and business, as well as understanding money.	<b>Enterprise experiences</b> - (Profiad menter) Opportunities through practical experiences to help learners understand how to start a business and develop their integral skills. Examples include generating ideas, learning about teamworking challenges and the functions of work and business, as well as understanding money.
<b>Entrepreneurial skills</b> - (Sgiliau entrepreneuraidd) a set of skills that enable people to identify opportunities and make the most of them, overcome and learn from setbacks, and succeed. They are valued by employers and are an essential commodity for the self-employed.	<b>Entrepreneurial skills</b> - (Sgiliau entrepreneuraidd) A set of skills that enables people to identify opportunities and make the most of them, overcome and learn from setbacks, and succeed. They are valued by employers and are an essential commodity for the self-employed.
<b>Epistemic</b> - (Gwybodaeth epistemig) Of or having to do with knowledge or the act or ways of knowing.	<b>Epistemic</b> - (epistemig) Relating to knowledge or the act or ways of knowing.
<b>Equity</b> - (Tegwch) fair and impartial treatment, including equal treatment or differential treatment to redress imbalances in rights, benefits, obligations and opportunities.	<b>Equity</b> - (Tegwch) Fair and impartial treatment, including equal treatment or differential treatment to redress imbalances in rights, benefits, obligations and opportunities.
<b>Ethical considerations</b> - (Ystyriaethau moesegol) Relating to ethical and moral principles.	<b>Ethical considerations</b> - (Ystyriaethau moesegol) Considerations relating to ethical and moral principles.
<b>Exploration of the Expressive Arts</b> - (Archwilio'r Celfyddydau Mynegiannol) Involves inquiry into the nature of the Expressive Arts, knowledge about the Expressive Arts and the acquisition of skills necessary to engage with the range of disciplines in a practical and theoretical manner.	<b>Exploration of the Expressive Arts</b> - (Archwilio'r Celfyddydau Mynegiannol) This involves inquiry into the nature of the Expressive Arts, knowledge about the Expressive Arts and the acquisition of skills necessary to engage with the range of disciplines in a practical and theoretical manner.

<p><b>Exploration through the Expressive Arts</b> - (Archwilio drwy'r Celfyddydau Mynegiannol) Actively applies the skills and knowledge of the Expressive Arts to inform and support creativity and creative work. Its 'through' this form of exploration we are able to make the interdisciplinary links within the Expressive Arts Area of Learning and Experience, as well as supporting links with the other areas of learning and experience.</p>	<p><b>Exploration through the Expressive Arts</b> - (Archwilio drwy'r Celfyddydau Mynegiannol) This actively applies the skills and knowledge of the Expressive Arts to inform and support creativity and creative work. It is 'through' this form of exploration that we are able to make the interdisciplinary links within the Expressive Arts Area of Learning and Experience, as well as supporting links with the other areas of learning and experience.</p>
<p><b>Exponents</b> - (Esbonyddion) The number of times a number is multiplied by itself. For example, 2 to the 3rd (written like this: <math>2^3</math>) means: <math>2 \times 2 \times 2 = 8</math></p>	<p><b>Exponents</b> - (Esbonyddion) The number of times a number is multiplied by itself. For example, 2 to the 3rd (written as <math>2^3</math>) means <math>2 \times 2 \times 2 = 8</math>.</p>
<p><b>Factors</b> - (Ffactorau) Something that effects an event, decision or situation. In humanities, factors are often categorised as political, economic, social, technological, legal, environmental, or religious.</p>	<p><b>Factors</b> - (Ffactorau) Issues that affect an event, decision or situation. In humanities, factors are often categorised as political, economic, social, technological, legal, environmental or religious.</p>
<p><b>Film and digital media</b> - (Ffilm a'r cyfryngau digidol) Television, film, radio, games design, photography, live events production, print media, social media.</p>	<p><b>Film and digital media</b> - (Ffilm a'r cyfryngau digidol) Television, film, radio, games design, photography, live events production, print media and social media.</p>
<p><b>Fine motor skills</b> - (Sgiliau echddygol manwl) Skills that requires delicate muscular control in which certain parts of the body move within a limited area in order to produce accurate responses.</p>	<p><b>Fine motor skills</b> - (Sgiliau echddygol manwl) Skills that require delicate muscular control in which certain parts of the body move within a limited area in order to produce accurate responses.</p>
<p><b>First degree</b> - (Unradd) These are equations where the highest exponent is 1. Linear equations are examples of first degree equations.</p>	<p><b>First degree</b> - (Unradd) Relating to equations where the highest exponent is 1. Linear equations are examples of first degree equations.</p>
<p><b>Fluent readers</b> - (Darllenwyr rhugl) Fluent readers draw on a range of strategies to read with speed, accuracy, expression and understanding.</p>	<p><b>Fluent readers</b> - (Darllenwyr rhugl) Learners that draw on a range of strategies to read with speed, accuracy, expression and understanding.</p>
<p><b>Function</b> - (Ffwythiant) A relation between two sets that associates a unique member of the second set with each member of the first set.</p>	<p><b>Function</b> - (Ffwythiant) A relationship between two sets that associates a unique member of the second set with each member of the first set.</p>

<p><b>Functions</b> - (Ffwythiannau) Relationships between two sets that associates a unique member of the second set with each member of the first set.</p>	<p><b>Functions</b> - (Ffwythiannau) Relationships between two sets that associate a unique member of the second set with each member of the first set.</p>
<p><b>Gender</b> - (Rhywedd) often used to refer to whether someone identifies as female, male or non-binary. Gender can also refer to the social and cultural norms and differences that different societies have about how people behave, look or dress. People often find an important sense of identity in these but they can also perpetuate discrimination, inequalities and harms.</p>	<p><b>Gender</b> - (Rhywedd) For the purposes of this guidance gender is a term used to refer to whether someone’s internal sense of themselves is female, male or non-binary. A person’s gender does not always align with the sex they were registered at birth The <a href="#">RSE section</a> of this Framework provides more information.</p>
<p><b>Gender-based violence (GBV)</b> - (Trais ar sail rhywedd) (a) violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation; (b) female genital mutilation; (c) forcing a person (whether by physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether or not legally binding).</p>	<p><b>Gender-based violence (GBV)</b> - (Trais ar sail rhywedd) (1) Violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation; (2) female genital mutilation; (3) forcing a person (whether by physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether legally binding or not).</p>
<p><b>Genre</b> - (Genre) Style or category of creative expression (including literature) which shares the same characteristics.</p>	<p><b>Genre</b> - (Genre) Style or category of creative expression (including literature).</p>
<p><b>Genres</b> - (Genres) Styles or categories of creative expression (including literature) which share the same characteristics.</p>	<p><b>Genres</b> - (Genres) Styles or categories of creative expression (including literature).</p>
<p><b>Germs</b> - (Germau) Micro-organisms, especially those which cause disease.</p>	<p><b>Germs</b> - (Germau) Micro-organisms, especially those that cause disease.</p>
<p><b>Grapheme-phoneme correspondence</b> - (Cyfatebiaeth graffem-ffonem) The links between letters, or combinations of letters (graphemes), and the speech sounds (phonemes) that they represent. Phonemes are the smallest sound units of speech.</p>	<p><b>Grapheme-phoneme correspondence</b> - (Cyfatebiaeth graffem-ffonem) The links between letters, or combinations of letters (graphemes), and the speech sounds (phonemes) that they represent. Phonemes are the smallest sound units of speech. As learners learn to read, they combine these to decode words.</p>
<p><b>Gross motor skills</b> - (Sgiliau echddygol bras) Skills that involves the action of many muscle groups and requires</p>	<p><b>Gross motor skills</b> - (Sgiliau echddygol bras) Skills that involve the action of many muscle groups and require</p>

movement of the whole body, e.g. running.	movement of the whole body, for example, running.
<b>Handling classifiers</b> - (Dosbarthyddion gafael) The handshape in a sign represents the hand(s) holding or using an object	<b>Handling classifiers</b> - (Dosbarthyddion gafael) The handshape in a sign represents the hand(s) holding or using an object.
<b>Have regard</b> - (Ystyried) a person must take into account the guidance, engage with it and carefully consider it before making a decision or deciding on a policy. Having done so, there would need to be good reason for any departure from it and justification for not complying with it. Any departure from it needs a robust evidential basis.	<b>Have regard</b> - (Ystyried) Take into account the guidance, engage with it and carefully consider it before making a decision or deciding on a policy. It does not mean that the guidance must be followed in all cases. Having had regard to the guidance, there would need to be good reason for any departure from it and justification for not complying with it. Any departure from it needs a robust evidential basis.
<b>High-frequency words</b> - (Geiriau aml eu defnydd) Words which occur most often in a language. Many of them are very common (for example the, and, is) and recognising them can help a reader to develop fluency.	<b>High-frequency words</b> - (Geiriau aml eu defnydd) Words that occur most often in a language. Many of them are very common (for example, 'the', 'and', 'is') and recognising them can help a reader to develop fluency.
<b>Identity</b> - (Unfathiant) This shows that the value of two expressions is always equal, regardless of the value of any variables used. The symbol for an identity has three horizontal lines, not two as does an equals sign. An example of an identity is $2(x + 3) \equiv 2x + 6$	<b>Identity</b> - (Unfathiant) This shows that the value of two expressions is always equal, regardless of the value of any variables used. The symbol for an identity is $\equiv$ . Note that it has three horizontal lines, unlike the equals sign which has two. An example of an identity is $2(x + 3) \equiv 2x + 6$ .
<b>Ideology</b> - (Ideoleg) A system of ideas and ideals, or a set of beliefs and characteristics of an individual or social group, which can form the basis of theory or policy such as economic or political.	<b>Ideology</b> - (Ideoleg) A system of ideas and ideals, or a set of beliefs and characteristics of an individual or social group, that can form the basis of theory or policy such as economic or political.
<b>Idiolect</b> - (Priodiaith) A person or group's unique way of speaking.	<b>Idiolect</b> - (Priodiaith) A person or group's unique way of using language.
<b>Idiomatic language</b> - (Iaith idiomatig) Using words and expressions in a way that sounds natural to native speakers of the language, for example in Welsh: fel arfer, o dro i dro; in English: on the contrary, get over something; and in French: J'ai 10 ans.	<b>Idiomatic language</b> - (Iaith idiomatig) Words and expressions that sound natural to native users of the language, for example, in Welsh: 'fel arfer' and 'o dro i dro'; in English: 'on the contrary' and 'get over' something; and in French: 'J'ai dix ans'.



<p><b>Improper fraction</b> - (Ffracsiwn pendrwm) This is the name given to a common fraction where the numerator is greater than the denominator, e.g. 8/5 and 13/11</p>	<p><b>Improper fraction</b> - (Ffracsiwn pendrwm) This is the name given to a common fraction where the numerator is greater than the denominator, for example, 8/5 and 13/11.</p>
<p><b>Inclusive</b> - (Cynhwysol) the process of strengthening the capacity of the education system to reach out to all learners. Inclusive RSE recognises the importance of diversity and difference across a range of identities related to relationships, sex, gender, sexuality and that this diversity is a source of strength and is foundational to a cohesive, fair and equitable society.</p>	<p><b>Inclusive</b> - (Cynhwysol) Relating to the process of strengthening the capacity of the education system to reach out to all learners. Inclusive RSE recognises the importance of diversity and difference across a range of identities related to relationships, sex, gender, sexuality and that this diversity is a source of strength and is foundational to a cohesive, fair and equitable society.</p>
<p><b>Integer</b> - (Cyfanrif) Any number without a fractional or decimal part, for example 8 or -4. Integers include the whole numbers, zero, and the negative of the whole numbers.</p>	<p><b>Integer</b> - (Cyfanrif) Any number without a fractional or decimal part, for example, 8 or -4. Integers include the whole numbers, zero and the negative of the whole numbers.</p>
<p><b>Integers</b> - (Cyfanrifau) Any numbers without a fractional or decimal part, for example 8 or -4. Integers include the whole numbers, zero, and the negative of the whole numbers.</p>	<p><b>Integers</b> - (Cyfanrifau) Any numbers without a fractional or decimal part, for example, 8 or -4. Integers include the whole numbers, zero and the negative of the whole numbers.</p>
<p><b>Integrated approach</b> - (Dull integredig) An approach distinguished by the teaching of a combination of art, dance, drama, film and digital media, and music and not in isolation.</p>	<p><b>Integrated approach</b> - (Dull integredig) Teaching of a combination of art, dance, drama, film and digital media, and music and not in isolation.</p>
<p><b>Interdependencies</b> - (Rhyng-ddibyniaethau) Describes the mutual relationships, reliance and interactions between and within environments, social, political and economic phenomena.</p>	<p><b>Interdependencies</b> - (Rhyng-ddibyniaethau) The mutual relationships, reliance and interactions between and within environments and social, political and economic phenomena.</p>
<p><b>Interdisciplinary approach</b> - (Dull rhyngddisgyblaethol) An approach when the creative process links the learning that takes place in individual discipline areas.</p>	<p><b>Interdisciplinary approach</b> - (Dull rhyngddisgyblaethol) When the creative process links the learning that takes place in individual discipline areas.</p>
<p><b>International language</b> - (leithoedd rhyngwladol) refers to languages other than Welsh and English which are learned at school and which can include community languages, modern</p>	<p><b>International language</b> - (leithoedd rhyngwladol) Refers to languages other than Welsh and English that are learned at school and that can include community</p>

languages, classical languages and British Sign Language.	languages, modern languages, classical languages and British Sign Language.
<b>International languages</b> - (Ieithoedd rhyngwladol) refers to languages other than Welsh and English which are learned at school and which can include community languages, modern languages, classical languages and British Sign Language.	<b>International languages</b> - (Ieithoedd rhyngwladol) Languages other than Welsh and English that are learned at school and can include community languages, modern languages, classical languages and British Sign Language.
<b>Interpretation</b> - (Dehongliad) An explanation or way of explaining something. An individual's opinion based on evidence which they've seen.	<b>Interpretation</b> - (Dehongliad) An explanation or way of explaining something where an individual's opinion is based on evidence that they have seen.
<b>Interpretations</b> - (Dehongliad) An explanation or way of explaining something. An individual's opinion based on evidence which they've seen.	<b>Interpretations</b> - (Dehongliadau) An explanation or way of explaining something where an individual's opinion based on evidence which they've seen.
<b>Interrelationships</b> - (Rhyng-berthnasau) Describes the links, connections and interactions between phenomena. In humanities, this includes links between and within disciplines, over time, space, cultures and religions.	<b>Interrelationships</b> - (Rhyng-berthnasau) The links, connections and interactions between phenomena. In humanities, this includes links between and within disciplines, across time, space, cultures and religions.
<b>Inter-relationships</b> - (Rhyng-berthnasau) Describes the links, connections and interactions between phenomena. In humanities, this includes links between and within disciplines, over time, space, cultures and religions.	<b>Inter-relationships</b> - (Rhyng-berthnasau) The links, connections and interactions between phenomena. In humanities, this includes links between and within disciplines, across time, space, cultures and religions.
<b>Inverse</b> - (Gwrthdro) Mathematical inverse is the opposite. We can think about this in the context of mathematical operations. Addition is the inverse of subtraction, for example: $5 + 6 = 11$ . We can reverse this by subtracting: $11 - 6 = 5$ . Therefore, $5 + 6 - 6 = 5$	<b>Inverse</b> - (Gwrthdro) Mathematical inverse is the opposite. We can think about this in the context of mathematical operations. Addition is the inverse of subtraction. For example, $5 + 6 = 11$ . We can reverse this by subtracting: $11 - 6 = 5$ . Therefore, $5 + 6 - 6 = 5$
<b>Irregular</b> - (Afreolaidd) The term irregular is used to describe a polygon in which not all the sides are equal, or not all the angles are equal. Rectangles and rhombi are examples of irregular quadrilateral polygons. All the angles of a rectangle are equal (right angles), but not all of the sides are equal. All the sides of a	<b>Irregular</b> - (Afreolaidd) This term is used to describe a polygon in which not all the sides are equal, or not all the angles are equal. Rectangles and rhombi are examples of irregular quadrilateral polygons. All the angles of a rectangle are equal (right angles), but not all the sides are equal. All the sides of a

rhombus are equal, but not all of the angles are equal.	rhombus are equal, but not all the angles are equal.
<b>Iterative</b> - (Iterus) Repetition of a mathematical procedure applied to the result of a previous application.	<b>Iterative</b> - (Iterus) Describes the repetition of a process to generate a sequence of outcomes. Each single repetition is an iteration.
<b>Knowledge</b> - (Gwybodaeth) Facts, information and skills acquired through experience or education; the theoretical or practical understanding of a discipline.	<b>Knowledge</b> - (Gwybodaeth) Facts, information and skills acquired through experience or education; the theoretical or practical understanding of a discipline.
<b>Labour market information</b> - (Gwybodaeth am y farchnad lafur) encompasses statistics, research and analysis related to current and future economic and job trends. It is used to inform and support career planning decisions.	<b>Labour market information</b> - (Gwybodaeth am y farchnad lafur) This encompasses statistics, research and analysis related to current and future economic and job trends. It is used to inform and support career planning decisions.
<b>Laws of arithmetic</b> - (Deddfau rhifyddeg) There are three laws of arithmetic. The associative law, the commutative law, and the distributive law.	<b>Laws of arithmetic</b> - (Deddfau rhifyddeg) There are three laws of arithmetic: the associative law, the commutative law and the distributive law.
<b>Learner-centred</b> - (Rhoi'r lle canolog i'r dysgwr/Rhoi lle canolog i'r dysgwr) The approach of allowing learners to take responsibility for and make choices about what they will learn. The adult acts as the facilitator of learning.	<b>Learner-centred</b> - (Rhoi'r lle canolog i'r dysgwr/Rhoi lle canolog i'r dysgwr) Relating to the approach of allowing learners to take responsibility for and make choices about what they will learn. The adult acts as the facilitator of learning.
<b>Learning and skills observatory</b> - (Arsyllfa dysgu a sgiliau) an online regional skills partnership information system, offering local data and intelligence relating to skills needs.	<b>Learning and skills observatory</b> - (Arsyllfa dysgu a sgiliau) An online regional skills partnership information system, offering local data and intelligence relating to skills needs.
<b>Lenses</b> - (Lensys) The different ways people view or understand something. In this context, the disciplines within Humanities provide different ways of viewing the human experience.	<b>Lenses</b> - (Lensys) The different ways people view or understand something. In this context, the disciplines within the Humanities Area provide different ways of viewing the human experience.
<b>LGBTQ+</b> - (LHDTC+) lesbian, gay, bisexual/bi, transgender/trans, queer or questioning. The + refers to other letters that can be added to represent other identities, including non-binary.	<b>LGBTQ+</b> - (LHDTC+) Refers to lesbian, gay, bisexual / bi, transgender/trans people, queer or questioning. Other letters can be added to the acronym to include other groups, orientations and identities, such as I (intersex) and A

	(asexual / aromantic). The + (plus) in the acronym is used as a shorthand to include and acknowledge other diverse terms people identify with and use to describe their identities and orientations, including intersex, asexual and aromantic people.
<b>Linear</b> - (Llinol) This refers to an algebraic term or terms to the power 1 (the 1 isn't usually written down). Examples of linear terms are x, 4y and -9z. The opposite of 'linear' is non-linear.	<b>Linear</b> - (Llinol) Relating to an algebraic term or terms to the power 1 (the 1 isn't usually written down). Examples of linear terms are x, 4y and -9z. The opposite of linear is non-linear.
<b>Lip patterns</b> - (Patrymau gwefus) The use of an English or near English word on the lips in BSL e.g. marvellous has the lip-pattern 'marvo'	<b>Lip patterns</b> - (Patrymau gwefus) The use of an English or near English word on the lips in BSL, for example, 'marvellous' has the lip-pattern 'marvo'.
<b>Literature</b> - (Llenyddiaeth) spoken, written and visual materials which are works of creative imagination, such as poetry, drama, fiction and non-fiction from different periods and cultures. These should be sufficiently rich and substantial to engage learners intellectually and emotionally, encourage them to be inspired, moved and changed, and extend their interest and enthusiasm for literature.	<b>Literature</b> - (Llenyddiaeth) Spoken, written and visual materials that are works of creative imagination, such as poetry, drama, fiction and non-fiction from different periods and cultures. These should be sufficiently rich and substantial to engage learners intellectually and emotionally, encourage them to be inspired, moved and changed, and extend their interest and enthusiasm for literature.
<b>Longitudinal waves</b> - (Tonnau hydredol) Waves in which the vibration are in the same plane as the direction of travel, e.g. sound waves.	<b>Longitudinal waves</b> - (Tonnau hydredol) Waves in which the vibrations are in the same plane as the direction of travel, for example, sound waves.
<b>Manipulatives</b> - (Trinolion) Physical tools for teaching, engaging learners visually and physically with objects, such as coins, blocks, rods, puzzles etc.	<b>Manipulatives</b> - (Trinolion) Physical tools for teaching, engaging learners visually and physically through the use of objects, such as coins, blocks, rods, puzzles etc.
<b>Mathematical model</b> - (Model mathemategol) A description of using mathematical concepts and language. It may help to explain a system, to study the effects of different components, and to make predictions about behaviour.	<b>Mathematical model</b> - (Model mathemategol) A model to describe abstract mathematical concepts. The process of developing mathematical models is termed mathematical modelling.
<b>Mathematical models</b> - (Modelau mathemategol) Descriptions of using mathematical concepts and language. They may help to explain a system, to study the effects of different components, and to make predictions about behaviour	<b>Mathematical models</b> - (Modelau mathemategol) Abstract descriptions of a concrete system using mathematical concepts and language. They may help to explain a system, to study the effects of

	different components and to make predictions about behaviour.
<b>Matter</b> - (Mater) Physical substance which forms materials.	<b>Matter</b> - (Mater) Physical substance that forms materials.
<b>Measure of central tendency</b> - (Mesur o ganolduedd) Measures of central tendency are mean, median and mode.	<b>Measure of central tendency</b> - (Mesur canolduedd) The measures of central tendency are mean, median and mode.
<b>Measure of spread</b> - (Mesur o wasgariad) A measure of spread is used to describe the variability in a sample or population, e.g. the range.	<b>Measure of spread</b> - (Mesur gwasgariad) This is used to describe the variability in a sample or population, for example, the range.
<b>Measures of spread</b> - (Mesurau gwasgariad) Used to describe the variability in a sample or population, for example: the range.	<b>Measures of spread</b> - (Mesurau gwasgariad) These are used to describe the variability in a sample or population, for example, the range.
<b>Mediate</b> - (Cyfryngu) communicate meaning from one person to another within the same language (paraphrasing, summarising) or from one language into another (translating, interpreting). The learner assists people to communicate with one another by relaying, explaining or translating information or ideas.	<b>Mediate</b> - (Cyfryngu) Communicate meaning from one person to another, within the same language (paraphrasing, summarising) or from one language into another (translating, interpreting). The learner assists people to communicate with one another by relaying, explaining or translating information or ideas.
<b>Milestones</b> - (Cerrig milltir) Behaviours or physical skills seen in learners as they grow and develop, which are different for each age range. Developmental norms refer to the average age range in which a learner may reach each milestone.	<b>Milestones</b> - (Cerrig milltir) Behaviours or physical skills seen in learners as they grow and develop, and that are different for each age range. Developmental norms refer to the average age range in which a learner may reach each milestone.
<b>Morphological constructions</b> - (Cystrawennau morffolegol) Morphemes combined to make a sign that has several meaningful parts to it, but which is still a single sign.	<b>Morphological constructions</b> - (Cystrawennau morffolegol) Morphemes combined to make a sign that has several meaningful parts to it, but which is still a single sign.
<b>Mouthings</b> - (Ystumiau ceg) The use of a mouth pattern or gesture in BSL that can be very specific such as gritted teeth when signing 'graze' or 'strenuous activity'.	<b>Mouthings</b> - (Ystumiau ceg) The use of a mouth pattern or gesture in BSL that can be very specific, such as gritted teeth when signing 'graze' or 'strenuous activity'.
<b>Multilingual</b> - (Amlieithog) Relating to the knowledge and use of a number of	<b>Multilingual</b> - (Amlieithog) Relating to the knowledge and use of a number of

languages or the presence of several languages within a given society. The learner may have varying proficiencies in these languages and use them in different contexts with different people.	languages or the presence of several languages within a given society. The learner may have varying proficiencies in these languages and use them in different contexts with different people.
<b>Multimedia components</b> - (Cydrannau aml-gyfryngol) The various components of multimedia are text, audio, graphics, video and animation. All these components work together to represent information in an effective and easy manner.	<b>Multimedia components</b> - (Cydrannau aml-gyfryngol) These are text, audio, graphics, video and animation. All these components work together to represent information in an effective and easy manner.
<b>Multiple representations</b> - (Cynyrchioliad lluosol) Representing something in different ways, e.g. representing a function symbolically and graphically.	<b>Multiple representations</b> - (Cynyrchioliad lluosol) Means of representing something in different ways, for example representing a function symbolically and graphically.
<b>Multiplicative</b> - (Lluosol) Quantities that are related to each other through multiplication or division.	<b>Multiplicative</b> - (Lluosol) Relating to quantities that are related to each other through multiplication or division.
<b>Mutually exclusive</b> - (Cyd-anghynhwysol) Refers to events which cannot happen at the same time. For example, when we throw a dice, throwing 6 and throwing 1 are mutually exclusive.	<b>Mutually exclusive</b> - (Cyd-anghynhwysol) Relating to events that cannot happen at the same time. For example, when we throw dice, throwing 6 and throwing 1 are mutually exclusive.
<b>Nominal</b> - (Enwol) A number used only as a name or to identify something, not as an actual value or position. For example the number of a bus or the number on the back of a sports player.	<b>Nominal</b> - (Enwol) A number used only as a name or to identify something, not as an actual value or position. For example, the number of a bus or the number on the back of a sports player.
<b>Non-example</b> - (Anenghraifft) A non-example doesn't satisfy a rule or a definition. It provides more information about what is and what is not included in a rule or definition. Non-examples of a triangle would include a square and an open three-sided polygon.	<b>Non-example</b> - (Anenghraifft) Something that doesn't satisfy a rule or a definition. It provides more information about what is and what is not included in a rule or definition. Non-examples of a triangle would include a square and an open three-sided polygon.
<b>Non-examples</b> - (Anenghreifftiau) These do not satisfy a rule or a definition. They provide more information about what is, and what is not included in a rule or definition. Non-examples of a triangle would include a square and an open three-sided polygon.	<b>Non-examples</b> - (Anenghreifftiau) These do not satisfy a rule or a definition. They provide more information about what is, and what is not, included in a rule or definition. Non-examples of a triangle would include a square and an open three-sided polygon.

<b>Non-linear</b> - (Aflinol) Refers to an algebraic expression that is not a linear expression.	<b>Non-linear</b> - (Aflinol) Relating to an algebraic expression that is not a linear expression.
<b>Non-standard unit of measure</b> - (Unedau mesur ansafonol) Non-standard units of measurement are units of measurement that aren't typically used, such as a pencil, an arm or a shoe.	<b>Non-standard unit of measure</b> - (Unedau mesur ansafonol) These are units of measurement that aren't typically used, such as a pencil, an arm or a shoe.
<b>Numeracy</b> - (Rhifedd) A set of skills which enable us to apply mathematics to solve problems in everyday life.	<b>Numeracy</b> - (Rhifedd) A set of skills that enables us to apply mathematics to solve problems in everyday life.
<b>Ordinal</b> - (Trefnol) A number which describes the position of something in a sequence. For example: first (1st), second (2nd), third (3rd), fourth (4th), tenth (10th), twentieth (20th).	<b>Ordinal</b> - (Trefnol) A number that describes the position of something in a sequence. For example, first (1st), second (2nd), third (3rd), fourth (4th), tenth (10th), twentieth (20th).
<b>Ordinal number</b> - (Rhif trefnol) An ordinal number is a number which describes the position of something in a sequence. For example: first (1st), second (2nd), third (3rd), fourth (4th), tenth (10th), twentieth (20th) and so on.	<b>Ordinal number</b> - (Rhif trefnol) An ordinal number is a number that describes the position of something in a sequence. For example, first (1st), second (2nd), third (3rd), fourth (4th), tenth (10th), twentieth (20th) and so on.
<b>Other providers</b> - (Darparwyr eraill) All education settings, other than funded maintained schools, working with the Curriculum for Wales.	<b>Other providers</b> - (Darparwyr eraill) Refers to all education settings, other than funded maintained schools, using the Curriculum for Wales.
<b>Perceptions</b> - (Canfyddiadau) The ability to become aware of something through the senses.	<b>Perceptions</b> - (Canfyddiadau) Perception is the ability to become aware of something through the senses.
<b>Phonics</b> - (Ffoneg) The study of the way in which symbols represent the sounds that make up words. Phonics teaching or instruction is a set of approaches to the initial teaching of reading and writing, which focus on the relationship between letters and sounds.	<b>Phonics</b> - (Ffoneg) The study of the way in which symbols represent the sounds that make up words. Phonics teaching or instruction is a set of approaches to the initial teaching of reading and writing that focuses on the relationship between letters and sounds. In particular this includes developing use of grapheme-phonemes and combining these to decode words. See LLC Designing your Curriculum for expectations on teaching phonics.
<b>Phonological awareness and phonemic awareness</b> - (Ymwybyddiaeth ffonolegol ac ymwybyddiaeth ffonemeg)	<b>Phonological awareness and phonemic awareness</b> - (Ymwybyddiaeth ffonolegol ac ymwybyddiaeth ffonemeg)

Phonological awareness is usually understood as the ability to distinguish features of speech, such as syllables, onset-rime and phonemes. Phonemic awareness is a subset of phonological awareness which concerns the listener's ability to distinguish and manipulate the smallest, meaningful elements of sound in words.	The ability to distinguish features of speech, such as syllables, onset-rime and phonemes. Phonemic awareness is a subset of phonological awareness that concerns the listener's ability to distinguish and manipulate the smallest, meaningful elements of sound in words.
<b>Physical device</b> - (Dyfais ffisegol) Digital solutions, for example laptops, tablets, phones.	<b>Physical device</b> - (Dyfais ffisegol) A piece of digital equipment, for example, a laptop, tablet or phone.
<b>Physical outputs</b> - (Allbynnau ffisegol) Otherwise known as actuators – a component of a machine that is responsible for moving and controlling a mechanism or system.	<b>Physical outputs</b> - (Allbynnau ffisegol) Otherwise known as actuators – the components of a machine that are responsible for moving and controlling a mechanism or system.
<b>Place</b> - (Lle) A position, point or area of space; a location which has an identity and meaning created by people.	<b>Place</b> - (Lle) A location, position, point or area that has an identity and meaning created by people.
<b>Planned obsolescence</b> – (Anarferiant bwriadus) Planning or designing a product with an artificially limited life so it becomes unfashionable or non-functional after a certain period of time.	<b>Planned obsolescence</b> – (Darfodiad bwriadus) Planning or designing a product with an artificially limited life so it becomes unfashionable or non-functional after a certain period of time.
<b>Pluralism</b> - (Lluosogol) A system in which two or more worldviews, groups, principles, sources of authority etc, coexist.	<b>Pluralism</b> - (Plwraliaethl) A system in which two or more worldviews, groups, principles, sources of authority etc, coexist.
<b>Pluralistic</b> - (Lluosogol) A system in which two or more worldviews, groups, principles, sources of authority, etc., coexist.	<b>Pluralistic</b> - (Lluosogol) Relating to a system in which two or more worldviews, groups, principles, sources of authority, etc., coexist.
<b>Plurilingual</b> - (Lluosieithog) The knowledge, use and connection made between a number of languages. Learners may have varying proficiencies in these languages, from passive knowledge or single word understanding to advanced fluency. The learner is able to make connections between languages, appreciate their interrelation and practise using them individually or together.	<b>Plurilingual</b> - (Lluosieithog) Relating to the knowledge, use and connection made between a number of languages. Learners may have varying proficiencies in these languages, from passive knowledge or single word understanding to advanced fluency. The learner is able to make connections between languages, appreciate their interrelation and practise using them individually or together.



<b>Proof</b> - (Prawf) A mathematical proof is an argument that deduces the statement that should be proved, from other statements that are known to be true.	<b>Proof</b> - (Prawf) A mathematical proof is an argument that deduces the statement that should be proved from other statements that are known to be true.
<b>Pro-social</b> - (Er lles y gymdeithas) Behaviour which is positive, helpful and intended to promote social acceptance and friendship.	<b>Pro-social</b> - (Er lles y gymdeithas) Behaviour that is positive, helpful and intended to promote social acceptance and friendship.
<b>Protected characteristics</b> - (Nodweddion gwarchoddedig) age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.	<b>Protected characteristics</b> - (Nodweddion gwarchoddedig) Age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
<b>Pupil referral units (PRUs)</b> - (Unedau cyfeirio disgyblion (Unedau)) A type of school established and maintained by a local authority pursuant to section 19 of the Education Act 1996 that caters for children who aren't able to attend a mainstream school. Pupils are often referred if they need greater care and support than their regular school can provide. The Curriculum and Assessment (Wales) Act 2021 amends section 19 of the Education Act 1996 so that it applies only to England with the new section 19A for Wales only.	<b>Pupil referral units (PRUs)</b> - (Unedau cyfeirio disgyblion [Unedau]) A type of school established and maintained by a local authority pursuant to section 19A of the Education Act 1996 that caters for children who are not able to attend a mainstream school. Learners are often referred if they need greater care and support than their regular school can provide. The Curriculum and Assessment (Wales) Act 2021 amended section 19 of the Education Act 1996 so that it applies only to England with the new section 19A for Wales only.
<b>Qualitative</b> - (Ansoddol) Qualitative data are measures of 'types' and may be represented by a name, symbol, or a number code.	<b>Qualitative</b> - (Ansoddol) Relating to data that are measures of 'types' and may be represented by a name, symbol, or a number code.
<b>Quantitative</b> - (Meintiol) Quantitative data are measures of values or counts and are expressed as numbers. Quantitative data are data about numeric variables (for example: how many, how much or how often).	<b>Quantitative</b> - (Meintiol) Relating to data that are measures of values or counts and are expressed as numbers. Quantitative data are data about numeric variables (for example, how many, how much or how often).
<b>Reaction</b> - (Adwaith) Chemical process in which substances act mutually on each other and are changed into different substances, or one substance changes into other substances.	<b>Reaction</b> - (Adwaith) Chemical process in which substances act mutually on each other and are changed into different substances, or where one substance changes into other substances.
<b>Reactions</b> - (Adweithiau) Chemical processes in which substances act	<b>Reactions</b> - (Adweithiau) Chemical processes in which substances act

mutually on each other and are changed into different substances, or one substance changes into other substances.	mutually on each other and are changed into different substances, or where one substance changes into other substances.
<b>Reciprocal</b> - (Cilydd) The multiplicative inverse of any number, excluding zero (which does not have a reciprocal). For example, the reciprocal of 3 is $1/3$ , and the reciprocal of $2/3$ is $3/2$	<b>Reciprocal</b> - (Cilydd) The multiplicative inverse of any number, excluding zero (which does not have a reciprocal). For example, the reciprocal of 3 is $1/3$ , and the reciprocal of $2/3$ is $3/2$ .
<b>Reciprocals</b> - (Cilyddion) The multiplicative inverse of any number, excluding zero (which does not have a reciprocal). For example, the reciprocal of 3 is $1/3$ , and the reciprocal of $2/3$ is $3/2$	<b>Reciprocals</b> - (Cilyddion) The multiplicative inverse of any number, excluding zero (which does not have a reciprocal). For example, the reciprocal of 3 is $1/3$ , and the reciprocal of $2/3$ is $3/2$ .
<b>Recurring decimals</b> - (Degolion cylchol) A decimal which has an infinite number of digits. An example is 0.133333333...	<b>Recurring decimals</b> - (Degolion cylchol) Decimals that have an infinite number of digits. An example is 0.133333333...
<b>Referent</b> - (cyfeirydd) the object or being that a sign represents	<b>Referent</b> - (cyfeirydd) The object or being that a sign represents.
<b>Referents</b> - (Cyfeiryddion) The objects or beings that signs represent	<b>Referents</b> - (Cyfeiryddion) The objects or beings that signs represent.
<b>Regular</b> - (Rheolaidd) 'Regular' is used to describe a polygon with equal sides and equal angles.	<b>Regular</b> - (Rheolaidd) This is used to describe a polygon with equal sides and equal angles.
<b>Regulations</b> - (Rheoliadau) a form of subordinate or secondary legislation made under powers set out in primary legislation, such as an Act.	<b>Regulations</b> - (Rheoliadau) A form of subordinate or secondary legislation made under powers set out in primary legislation (either a Measure of the National Assembly for Wales, an Act of the Senedd or an Act of the UK Parliament).
<b>Relationship</b> - (Cydberthnas) can be interpersonal and intrapersonal. Interpersonal relationships refers to the connections and interactions between two or more people. Intrapersonal relationships refers to the relationship that one has with oneself. Both types are inextricably linked, shifting and changing over time. They can be familial, spiritual, romantic, platonic and sexual.	<b>Relationship</b> - (Cydberthynas) This can be interpersonal and intrapersonal. An interpersonal relationship refers to the connections and interactions between two or more people. An intrapersonal relationship refers to the relationship that one has with oneself. Both types are inextricably linked, shifting and changing over time. They can be familial, spiritual, romantic, platonic and/or sexual.
<b>Relationships</b> - (Cydberthnasau) can be interpersonal and intrapersonal.	<b>Relationships</b> - (Cydberthnasau) These can be interpersonal and intrapersonal.

<p>Interpersonal relationships refers to the connections and interactions between two or more people. Intrapersonal relationships refers to the relationship that one has with oneself. Both types are inextricably linked, shifting and changing over time. They can be familial, spiritual, romantic, platonic and sexual.</p>	<p>An interpersonal relationship refers to the connections and interactions between two or more people. An intrapersonal relationship refers to the relationship that one has with oneself. Both types are inextricably linked, shifting and changing over time. They can be familial, spiritual, romantic, platonic and sexual.</p>
<p><b>Represent</b> - (Cynrychioli) Stand for something else or on its behalf. Representation may be abstract or 'realistic' in terms of the way it is implemented.</p>	<p><b>Represent</b> - (Cynrychioli) Stand for something else or on its behalf. Representation may be abstract or concrete in terms of the way it is implemented.</p>
<p><b>Role shift</b> - (Newid rôl) The signer uses the orientation of the body and facial expression to denote a referent's actions, utterances, thoughts, feelings and/or attitudes when relating a conversation involving more than one person or animate being.</p>	<p><b>Role shift</b> - (Newid rôl) The signer uses the orientation of the body and facial expression to denote a referent's actions, utterances, thoughts, feelings and/or attitudes when relating a conversation involving more than one person or animate being.</p>
<p><b>Sampling techniques</b> - (Technegau samplu) Such as quadrat, transect, capture, recapture to estimate the number of organisms within a sample area.</p>	<p><b>Sampling techniques</b> - (Technegau samplu) Estimate the number of organisms within a sample area such as quadrat, transect, capture, recapture.</p>
<p><b>Segment and blend</b> - (Segmentu a chyfuno) Segment is the breaking into individual parts, such as separating words in a sentence, separating compound words, separating syllables in a word or hearing individual phonemes in a word. Blending involves merging together constituent sounds or syllables within a word.</p>	<p><b>Segment and blend</b> - (Segmentu a chyfuno) To segment is to break into individual parts, such as separating words in a sentence, separating compound words, separating syllables in a word or hearing individual phonemes in a word. To blend is to combine together constituent sounds or syllables within a word.</p>
<p><b>Self-awareness</b> – (Hunanymywyddiaeth) Conscious knowledge of one's own character, feeling, motives and desires.</p>	<p><b>Self-awareness</b> - (Hunanymywyddiaeth) Conscious knowledge of one's own character, feelings, motives and desires.</p>
<p><b>Self-reflect</b> - (Hunanystryied) Learners demonstrating an understanding of who they are, their values, and why they think, feel and act the way they do.</p>	<p><b>Self-reflect</b> - (Hunanystryied) When learners demonstrating an understanding of who they are, their values, and why they think, feel and act the way they do.</p>
<p><b>Self-regulate</b> - (Hunanreoleiddio) The ability to focus attention, control</p>	<p><b>Self-regulate</b> - (Hunanreoli) Focus attention, control emotions, and manage thinking, behaviour and feelings.</p>

emotions, and manage thinking, behaviour and feelings.	
<b>Sex</b> - (Rhyw) attributed to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.	<b>Sex</b> - (Rhyw) to differentiate 'sex' from 'gender' for the purpose of this guidance, sex is understood on the basis of a range of characteristics including chromosomes, hormone profiles and reproductive anatomy and functions (for example, genitalia).
<b>Sexuality</b> - (Rhywioldeb) a central aspect of being human and encompasses sexual orientation, gender identities and roles, sex, reproduction and intimacy. Sexuality is experienced and expressed through thoughts, beliefs, behaviours and relationships.	<b>Sexuality - (Rhywioldeb)</b> A central aspect of being human and encompasses sexual orientation, sex, reproduction and intimacy. Sexuality is experienced and expressed through thoughts, beliefs, behaviours and relationships.
<b>Social action</b> - (Gweithredu'n gymdeithasol) This is about an individual or a group of people deliberately taking action that results, or is intended to result, in a change.	<b>Social action</b> - (Gweithredu'n gymdeithasol) When an individual or a group of people deliberately take action that results, or is intended to result, in a change.
<b>Social influences</b> - (Dylanwadau cymdeithasol) Any process whereby a person's attitudes, opinions, beliefs, or behaviour are altered or controlled.	<b>Social influences</b> - (Dylanwadau cymdeithasol) Ways in which a person's attitudes, opinions, beliefs or behaviour are altered or controlled by the demands of a social environment.
<b>Sonic</b> - (Sonig) The nature of sound and audio production.	<b>Sonic</b> - (Sonig) Relating to the nature of sound and audio production.
<b>Soundscapes</b> - (Seinwedd) Refers to the acoustic environment consisting of natural sounds (for example: animals, weather) and sounds created by humans (for example: music, language, work, and sounds of mechanical origin).	<b>Soundscapes</b> - (Seinweddau) The acoustic environment consisting of natural sounds (for example, animals and weather) and sounds created (for example, music, language, work and sounds of mechanical origin).
<b>Sources of wisdom and authority</b> - (Ffynonellau o ddoethineb ac awdurdod) Sources of wisdom and authority are the various sources people use in trying to understand something or to make decisions about what to do in life. These might include key texts, teachings, leaders, schools of thought, philosophers, scholars and scientists.	<b>Sources of wisdom and authority</b> - (Ffynonellau o ddoethineb ac awdurdod) The various sources people use in trying to understand something or to make decisions about what to do in life. These might include key texts, teachings, schools of thought, leaders, philosophers, scholars and scientists.

<p><b>Space</b> - (Gofod) An abstract concept defined by the patterns, distributions and associations of phenomena, and which are given meaning by human activity. Within humanities, there are physical spaces and social spaces which help us understand the relationships between environments, peoples, cultures and economies that exist together and over time on the Earth.</p>	<p><b>Space</b> - (Gofod) An abstract concept defined by the patterns, distributions and associations of phenomena, and that is given meaning by human activity. Within humanities, there are physical spaces and social spaces that help us understand the relationships between environments, peoples, cultures and economies that exist together and over time on the Earth.</p>
<p><b>Spatial verbs</b> - (Berfau gofodol) Verbs which show location of the action</p>	<p><b>Spatial verbs</b> - (Berfau gofodol) Verbs that show the location of the action.</p>
<p><b>Spiritual relationships</b> - (Cydbberthnasau ysbrydol) A sense of connection to something bigger than ourselves; it typically involves a search for meaning in life.</p>	<p><b>Spiritual relationships</b> - (Cydbberthnasau ysbrydol) A sense of connection to something bigger than us; it typically involves a search for meaning in life.</p>
<p><b>Spirituality</b> - (Ysbrydolrwydd) Spirituality is concerned with the human spirit and that which is beyond the ordinary. It can create meaning and purpose in life. Spirituality can, but does not necessarily, involve religion. Spiritual development can result in a growth of awareness of self in relation to others, the world and, for some people, to a higher power or ultimate reality.</p>	<p><b>Spirituality</b> - (Ysbrydolrwydd) Spirituality is concerned with the human spirit and that which is beyond the ordinary. It can create meaning and purpose in life. It can, but does not necessarily, involve religion. Spiritual development can result in a growth of awareness of self in relation to others, the world and, for some people, to a higher power or ultimate reality.</p>
<p><b>Sustainable development principle</b> - (Egwyddor datblygiad cynaladwy) Acting in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.</p>	<p><b>Sustainable development principle</b> - (Egwyddor datblygiad cynaladwy) Acting in a manner that seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.</p>
<p><b>Third party organisation</b> - (Sefydliad trydydd parti) a learned society, charity, social enterprise, voluntary group or individual whose aim is to aid social mobility through the provision of inspirational activities.</p>	<p><b>Third-party organisation</b> - (Sefydliad trydydd parti) A learned society, charity, social enterprise, voluntary group or individual whose aim is to aid social mobility through the provision of inspirational activities.</p>
<p><b>Tools and techniques</b> - (Offer a thechnegau) For example: considering existing products, deconstruction, their improvement and testing.</p>	<p><b>Tools and techniques</b> - (Offer a thechnegau) Equipment or method selected to aid the creation of the desired product.</p>

<b>Topicalise</b> - (Amlygu) Make part of the sentence more prominent, e.g. "Ice cream – I love it!"	<b>Topicalise</b> - (Amlygu) Make part of the sentence more prominent, for example, 'Ice cream – I love it!'
<b>Traineeship</b> - (Hyfforddeiaeth) an education and training programme that incorporates work experience, preparing young people for their future careers by helping them to become 'work ready'.	<b>Traineeship</b> - (Hyfforddeiaeth) An education and training programme that incorporates work experience, preparing young people for their future careers by helping them to become 'work ready'.
<b>Translanguaging</b> - (Trawsieithu) Translanguaging is a pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language.	<b>Translanguaging</b> - (Trawsieithu) A pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language.
<b>Transversal</b> - (Ardrawslin) A transversal is a line that crosses two other lines.	<b>Transversal</b> - (Ardrawslin) A line that crosses two other lines.
<b>Transverse waves</b> - (Tonnau ardraws) Waves in which the vibrations are at right angles to the direction of wave travel, e.g. light waves.	<b>Transverse waves</b> - (Tonnau ardraws) Waves in which the vibrations are at right angles to the direction of wave travel, for example, light waves.
<b>Unit fractions</b> - (Ffracsiwn unedol) A fraction where the numerator is 1	<b>Unit fractions</b> - (Ffracsiwn unedol) Fractions where the numerator is 1.
<b>Variable</b> - (Newidyn) A symbol or a letter which either represents an unknown value or whose value can vary.	<b>Variable</b> - (Newidyn) A symbol or a letter that either represents an unknown value or whose value can vary.
<b>Variables</b> - (Newidynnau) Symbols or letters which either represent an unknown value or whose value can vary.	<b>Variables</b> - (Newidynnau) Symbols or letters that either represent an unknown value or whose value can vary.
<b>Vigesimal</b> - (Ugeiniol) The Welsh number system, as with Celtic and some other European languages, traditionally used a base of 20, instead of the more common base of 10. For example, in a vigesimal system 14 is pedwar ar ddeg (4+10), in a decimal system it is un deg pedwar (10+4). Also 40 is deugain (2x20) in a vigesimal system, but pedwar deg (4x10) decimally.	<b>Vigesimal</b> - (Ugeiniol) The Welsh number system, as with Celtic and some other European languages, traditionally used a base of 20, instead of the more common base of 10. For example, in a vigesimal system 14 is 'pedwar ar ddeg' (4+10), in a decimal system it is 'un deg pedwar' (10+4). Also 40 is 'deugain' (2x20) in a vigesimal system, but 'pedwar deg' (4x10) decimally.
<b>Virtual relationship</b> - (Cydbberthynas rithwir) A relationship between people online; in many cases, known only to each other via the internet.	<b>Virtual relationship</b> - (Cydbberthynas rithwir) A relationship between people online; in many cases, known only to each other via the internet.

<p><b>Visual literacy</b> - (Llythrennedd gweledol) The ability to communicate ideas visually, e.g. through drawing, sketching, rendering, computer-aided design.</p>	<p><b>Visual literacy</b> - (Llythrennedd gweledol) The ability to communicate ideas visually, for example, through drawing, sketching, rendering and computer-aided design.</p>
<p><b>Visual vernacular</b> - (iaith y llygaid) a unique physical theatre technique, combining sign language with mime and gesture, for artistic and poetic effect, primarily performed by Deaf artists</p>	<p><b>Visual vernacular</b> - (iaith y llygaid) A unique physical theatre technique, combining sign language with mime and gesture, for artistic and poetic effect, primarily performed by Deaf artists.</p>
<p><b>WAL</b> - (Cymraeg fel iaith ychwanegol (CIY)) Refers to learning and teaching Welsh when neither Welsh nor English is the learner's first language.</p>	<p><b>WAL</b> - (Cymraeg fel iaith ychwanegol) Learning and teaching Welsh when neither Welsh nor English is the learner's first language.</p>
<p><b>Wave phenomena</b> - (Ffenomena tonnau) For example: light, dark, shadows, reflections, vibrations and sound.</p>	<p><b>Wave phenomena</b> - (Ffenomena tonnau) For example, light, dark, shadows, reflections, vibrations and sound.</p>
<p><b>Ways of working</b> - (Ffyrdd o weithio) The Well-being of Future Generations (Wales) Act 2015 includes these 5 ways of working: long-term, integration, involvement, collaboration and prevention.</p>	<p><b>Ways of working</b> - (Ffyrdd o weithio) The Well-being of Future Generations (Wales) Act 2015 includes these five ways of working: long-term, integration, involvement, collaboration and prevention.</p>
<p><b>Welsh as an additional language (WAL)</b> - (Cymraeg fel iaith ychwanegol (CIY)) Refers to learning and teaching Welsh when neither Welsh nor English is the learner's first language.</p>	<p><b>Welsh as an additional language (WAL)</b> - (Cymraeg fel iaith ychwanegol) Learning and teaching Welsh when neither Welsh nor English is the learner's first language.</p>
<p><b>Whole entity classifiers</b> - (Dosbarthyddion endid cyfan) Represents an object as a whole such as a person standing, a book, an animal or a piece of paper.</p>	<p><b>Whole entity classifiers</b> - (Dosbarthyddion endid cyfan) These represent an object as a whole, such as a person standing, a book, an animal or a piece of paper.</p>
<p><b>Whole number</b> - (Rhif cyfan) The numbers 0, 1, 2, 3, 4, and so on are whole numbers. They are similar to integers, but whole numbers do not include negative numbers. Whole numbers do not have fractional parts or decimals left over.</p>	<p><b>Whole number</b> - (Rhif cyfan) The numbers 0, 1, 2, 3, 4 and so on are whole numbers. They are similar to integers, but do not include negative numbers. Whole numbers do not have fractional parts or decimals left over.</p>
<p><b>Whole numbers</b> - (Rhifau cyfan) The numbers 0, 1, 2, 3, 4, and so on are whole numbers. They are similar to integers, but whole numbers do not include negative numbers. Whole</p>	<p><b>Whole numbers</b> - (Rhifau cyfan) The numbers 0, 1, 2, 3, 4, and so on are whole numbers. They are similar to integers, but do not include negative</p>

numbers do not have fractional parts or decimals left over.	numbers. Whole numbers do not have fractional parts or decimals left over.
<b>Whole-school approach</b> - (Dull ysgol gyfan) the effective linking of all elements of a school's curriculum, policy, staff, community, services and environment. It encourages the communication and reinforcement of a consistent, positive ethos and provides holistic high-quality support for learners. This includes how RSE forms part of the approach to physical, mental and emotional health and well-being.	<b>Whole-school approach</b> - (Dull ysgol gyfan) The effective linking of all elements of a school's curriculum, policy, staff, community, services and environment. It encourages the communication and reinforcement of a consistent, positive ethos and provides holistic high-quality support for learners. This includes how RSE forms part of the approach to physical, mental and emotional health and well-being.
<b>Work-related experience</b> - (Profiad cysylltiedig â byd gwaith) the provision of opportunities to develop knowledge and understanding of work and to gain skills for employability through direct experiences of work.	<b>Work-related experience</b> - (Profiad cysylltiedig â byd gwaith) The provision of opportunities to develop knowledge and understanding of work and to gain skills for employability through direct experiences of work.
<b>World view</b> - (Bydolwg) A particular philosophy of life or conception of the world. In Humanities, world views can include historical, political and social philosophies, as well as religious and non-religious world views. World views can be institutional or personal. An individual's own way of understanding and living in the world may or may not draw from one, or many, institutional world views.	<b>World view</b> - (Bydolwg) A particular philosophy of life or conception of the world. In the Humanities Area, world views can include historical, political and social philosophies, as well as religious and non-religious world views. World views can be institutional or personal. An individual's own way of understanding and living in the world may or may not draw from one, or many, institutional world views.
<b>Worldviews</b> - (Bydolygon) A particular philosophy of life or conception of the world. In humanities, worldviews can include historical, political and social philosophies, as well as religious and non-religious worldviews. Worldviews can be institutional or personal. An individual's own way of understanding and living in the world may or may not draw from one, or many, institutional worldviews.	<b>Worldviews</b> - (Bydolygon) A worldview is a particular philosophy of life or conception of the world. In humanities, worldviews can include historical, political and social philosophies, as well as religious and non-religious worldviews. Worldviews can be institutional or personal. An individual's own way of understanding and living in the world may or may not draw from one, or many, institutional worldviews.



## Consultation questions

**Question 1** – To what extent do you agree that these proposed amends to the Curriculum for Wales framework guidance are useful?

Please use the consultation response form to respond to the above question.

# Update to sections of the Curriculum for Wales Framework guidance

## Consultation response form

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by 20 December to:

Policy Delivery Team  
Curriculum and Assessment Division  
Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to:

email: [curriculumforwales@gov.wales](mailto:curriculumforwales@gov.wales)

**Question 1** – To what extent do you agree that these proposed amends to the Curriculum for Wales framework guidance are useful?

Strongly agree	<input type="checkbox"/>	Somewhat agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Somewhat disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Please note here what additional information or support to the framework guidance would be helpful.

**Question 2** – What, in your opinion, would be the likely effects of this section of the Curriculum for Wales guidance on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?  
Do you think that there are opportunities to mitigate any adverse effects?

**Supporting comments**

**Question 3** – In your opinion, could these proposed amendments to the Curriculum for Wales Framework guidance be formulated or changed so as to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English; or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

**Supporting comments**

**Question 4** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: