

Curriculum Cymreig from Successful Futures (2015)

Chapter 2	The Review	Processes and Evidence	Page 17
What does the evidence from Wales tell us? A number of recurring themes emerge from all the evidence gathered from across Wales. There is also a firm commitment to the Welsh language and bilingualism, to the principle of comprehensive, inclusive education, and to the inclusion of a Welsh dimension in the education of all children and young people. These positive views are reinforced by the responses to the call for evidence in which the most frequently mentioned ‘best things’ about education in Wales are reported as being ‘the Foundation Phase, the Welsh language and bilingualism [particularly among younger respondents] and the focus on Welsh identity and the Curriculum Cymreig’			

Chapter 3	Purposes of the Curriculum	Tudalen 24
The conclusions of the important set of reports of ‘Task and Finish’ groups commissioned by the Welsh Government also provide clear messages about their desired curriculum purposes. In particular: Specifically, in the final report, the following should be reviewed : Cwricwlwm Cymreig, history and the story of Wales review group which states that ‘The next national curriculum for Wales should take as its starting point the ideas and ideals embodied in the current Cwricwlwm Cymreig and build upon these as the foundation of the next National Curriculum for Wales rather than as an addition to it. It should have a Welsh dimension and an international perspective’		

Chapter 4	Structure	Page 40
The Review affirms that subjects and disciplines should remain important but that these should be grouped within six Areas of Learning and Experience. Each		

of these Areas of Learning and Experience should include, where appropriate, both a Welsh dimension and an international perspective in line with the recommendations of the independent review of the Cwricwlwm Cymreig, history and the story of Wales.

Chapter 4	Structure	Cont'd ...	Page 56
Achievement Outcomes within each Area of Learning and Experience will include embedded literacy, numeracy, digital competences and wider skills as appropriate, as well as elements of the Cwricwlwm Cymreig.			

Chapter 7	Implications		Page 97
Among the elements to be taken forward by the central development teams for each Area of Learning and Experience there should be: advice on the incorporation of relevant elements of the Cwricwlwm Cymreig within the Area of Learning and Experience			

Chapter 8	Conclusion and Recommendations	Page 111
The wider skills of critical thinking and problem solving, planning and organising, creativity and innovation, and personal effectiveness together with the elements of the Cwricwlwm Cymreig and <i>Routes for Learning</i> should be similarly embedded within the Areas of Learning and Experience. In addition, all teachers should seek opportunities to reinforce and extend these elements wherever that can be done naturally within their normal teaching and learning approaches.		