



Questions I will investigate:

Who feeds us?

Is modern farming ethically sustainable?

Is our calling dominion over creation or stewardship?

My experience as a learner

I will have opportunity to:

Have hands-on opportunities to explore farming, food production, and ethical choices. I will meet a local farmer from Garnic Farm, examine historical records and online census data, and visit Waitrose and Ty Tanglwst Farm. I will take part in a coding workshop at Sony and help design a collaborative Hunger Cloth. I'll also contribute to a Thanksgiving Service and create a digital record of my learning journey.

Why am I learning this?

To understand my local area (rural South Wales).

To know what a census is.

To understand how farming has changed, and continues to change.

To create a hunger cloth to show thankfulness.

To understand how food gets to us.

To understand land use for farmers.

To understand the difference between dominion and stewardship.

Key Numeracy Learning Goals:

Year 5

- To read and write numbers to 100,000

Year 6

- To read and write numbers to 1,000,000

Year 5 & 6 (within specified numbers)

- To compare and order numbers
- To round numbers
- To add, subtract, multiply, and divide
- To calculate area and perimeter
- To work with fractions
- To interpret data

Key Writing Learning Goals:

Year 5

- To write a mythical story
- To write and perform a persuasive speech
- To write a poem
- To write a brochure

Year 6

- To write a Thriller / horror story
- To write and take part in a debate
- To write a blog

Key Digital Learning Goals:

- To independently create and plan work before beginning a digital task
- To use a range of software to select, produce and edit a range of multimedia components
- To work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members
- To exchange online communications, making use of a growing range of available features, e.g. add attachments or hyperlinks



Statements of What Matters

HOW?

Expressive Arts	Health and Wellbeing	Humanities	Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology
SWM 1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	SWM 1: Developing physical health and wellbeing has life-long benefits	SWM 1: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	SWM 1: Languages connect us.	SWM 1: The number system is used to represent and compare relationships between numbers and quantities.	SWM 1: Being curious and searching for answers is essential to understanding and predicating phenomena.
SWM 2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	SWM 2: How we process and respond to our experiences affects our mental health and emotional well-being	SWM 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	SWM 2: Languages is key to understanding the world around us.	SWM 2: Algebra uses symbol systems to express the structure of mathematical relationships.	SWM 2: Designing thinking and engineering offer technical and creative ways to meet society's needs and wants.
SWM 3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	SWM 3: Our decision-making impacts on the quality of our lives and the lives of others	SWM 3: Our natural world is diverse and dynamic, influenced by processes and human actions.	SWM 3: Expressing ourselves through languages is key to communication.	SWM 3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	SWM 3: The world around us is full of living things which depends on each other for survival.
	SWM 4: How we engage with social influences shapes who we are and affects our health and well-being	SWM 4: Human societies are complex and diverse, and shaped by human actions and beliefs.	SWM 4: Literature fires imagination and inspires creativity.	SWM 4: Statistics represent data, probability models chance, and both support informed inferences and decisions.	SWM 4: Matter and the way it behaves defines our universe and shapes our lives.
	SWM 5: Healthy relationships are fundamental to our well-being.	SWM 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.			SWM 5: Forces and energy provide a foundation for understanding our universe.
					SWM 6: Computation is the foundation for our digital world.

Four Purposes

Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens
- Set themselves high standards and seek and enjoy challenge - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts - are questioning and enjoy solving problems - can communicate effectively in different forms and settings, using both Welsh and English - can explain the ideas and concepts they are learning about - can use number effectively in different contexts - understand how to interpret data and apply mathematical concepts - use digital technologies creatively to communicate, find and analyse information - undertake research and evaluate critically what they find	- have secure values and are establishing their spiritual and ethical beliefs - are building their mental and emotional well-being by developing confidence, resilience and empathy - apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives - know how to find the information and support to keep safe and well - take part in physical activity - take measured decisions about lifestyle and manage risk - have the confidence to participate in performance - form positive relationships based upon trust and mutual respect - face and overcome challenge - have the skills and knowledge to manage everyday life as independently as they can	- connect and apply their knowledge and skills to create ideas and products - think creatively to reframe and solve problems - identify and grasp opportunities - take measured risks - lead and play different roles in teams effectively and responsibly - express ideas and emotions through different media - give of their energy and skills so that other people will benefit	- find, evaluate and use evidence in forming views - engage with contemporary issues based upon their knowledge and values - understand and exercise their human and democratic responsibilities and rights - understand and consider the impact of their actions when making choices and acting - are knowledgeable about their culture, community, society and the world, now and in the past - respect the needs and rights of others, as a member of a diverse society - show their commitment to the sustainability of the planet

Integral Skills

Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and organising
- Able to generate ideas - Develop curiosity and inquisitiveness - Demonstrate courage to explore and develop ideas - Ability to turn ideas into action - Plan and manage projects - Identify opportunities - Act upon opportunities and ideas and transform them into value – the value can be financial, cultural, social	- Analyse and understand - Ask questions - Evaluate information and situations - Be objective looking at opposite view (strengths and weaknesses) - Question - Challenge perceptions - Identify potential solutions - Justify decisions - Identify and develop arguments	- How the ideas are implemented - Set goals - Decision making - Time management - Monitor and reflect on results - Adapt - Check for accuracy - Responsibility and reliability - Manage resources	- Self-aware - Confidence and self-esteem - Emotional intelligence - Evaluate own learning / strengths and areas for development - Independence - Leadership - Social and cultural awareness, ethics