COVERAGE CHART

KEY ACTIVITIES

The shaded boxes indicate the range of opportunities learners may have to access the Statements of what matters (SoWMs). However, learners could have opportunities to access other Areas and SoWMs, especially if elements of each activity are used flexibly or adapted for learner needs and interests.

Statements of what matters	What is a designated landscape?	How can we develop a trail?	How do we use energy?	What is pollution?	Inspirational Wales	What are the myths and legends of Wales?	What decisions would you make as a leader in the world?	How are different areas regenerated?	How can we conserve biodiversity?	How can we welcome others to our world?	Explorers and expeditions	What are the best ways to travel?
Expressive Arts												
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.					■							
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.					■				■	■		
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	■	■		■	■	■				■		
Health and Well-being												
Developing physical health and well-being has lifelong benefits.		■			■						■	
How we process and respond to our experiences affects our mental health and emotional well-being.					■							
Our decision-making impacts on the quality of our lives and the lives of others.	■	■	■	■	■		■	■	■	■	■	■
How we engage with social influences shapes who we are and affects our health and well-being.												
Healthy relationships are fundamental to our well-being.												
Humanities												
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	■	■	■	■	■		■	■	■	■	■	■
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	■	■		■	■		■	■	■	■	■	■
Our natural world is diverse and dynamic, influenced by processes and human actions.		■		■				■	■			■
Human societies are complex and diverse, and shaped by human actions and beliefs.							■	■				
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			■	■			■	■	■	■	■	■

TIRLUN

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Statements of what matters												
Languages, Literacy and Communication												
Languages connect us.						■						
Understanding languages is key to understanding the world around us.			■	■	■	■			■	■	■	■
Expressing ourselves through languages is key to communication.	■	■	■	■	■	■	■	■	■	■	■	■
Literature fires imagination and inspires creativity.					■	■				■		
Mathematics and Numeracy												
The number system is used to represent and compare relationships between numbers and quantities.	■	■	■	■	■		■	■	■	■	■	■
Algebra uses symbol systems to express the structure of mathematical relationships.												
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	■	■	■								■	
Statistics represent data, probability models chance, and both support informed inferences and decisions.		■	■	■	■		■	■	■	■	■	■
Science and Technology												
Being curious and searching for answers is essential to understanding and predicting phenomena.			■	■			■	■	■	■		■
Design thinking and engineering offer technical and creative ways to meet society's needs and wants.			■						■			■
The world around us is full of living things which depend on each other for survival.				■				■	■			
Matter and the way it behaves defines our universe and shapes our lives.				■								
Forces and energy provide a foundation for understanding our universe.			■									
Computation is the foundation for our digital world.								■		■		■

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Literacy and Numeracy Framework												
Literacy												
Translanguaging												
Listening												
Listening for meaning	■	■	■	■	■	■	■	■	■	■	■	■
Developing vocabulary	■		■	■		■	■	■	■			
Listening to understand	■	■	■	■	■	■	■	■	■	■	■	■
Listening as part of collaborative talk	■	■	■	■	■	■	■	■	■	■	■	■
Reading												
Phonological and phonemic awareness												
Reading strategies	■	■	■	■	■	■	■	■	■	■	■	■
Understanding, response and analysis	■	■	■	■	■	■	■	■	■	■	■	■
Speaking												
Clarity and vocabulary	■		■	■	■			■		■	■	■
Purpose	■	■	■		■			■		■	■	■
Collaborative talk	■	■	■	■	■	■	■	■	■	■	■	■
Questioning	■	■	■	■	■	■	■	■	■	■	■	■
Writing												
Vocabulary, spelling, grammar	■	■	■	■	■	■	■	■		■		
Connectives and syntax		■		■	■		■	■		■		
Punctuation		■	■	■	■		■	■		■		
Planning and organising for different purposes, audiences and context	■	■	■	■	■	■	■	■	■	■	■	■
Proofreading, editing and improving	■	■			■					■		■

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Literacy and Numeracy Framework												
Numeracy												
Developing mathematical proficiency												
Conceptual understanding	■	■	■	■	■		■	■	■	■	■	■
Logical reasoning		■	■	■								
Fluency	■	■										
Strategic competence	■	■	■	■	■		■	■	■	■	■	■
Communicating with symbols	■	■	■									
Understanding the number system helps us to represent and compare relationships between numbers and quantities												
The number system	■	■	■	■	■		■	■	■	■	■	■
Relationships within the number system				■								
Calculation	■	■										
Financial literacy			■									
Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world												
Measurement	■	■	■								■	
Shape and space	■										■	
Position		■									■	
Angle		■										
Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions												
Collecting data	■	■	■		■		■	■	■		■	■
Representing data		■			■		■	■		■	■	■
Interpreting data		■	■	■	■		■	■	■	■		■

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Digital Competence Framework												
Citizenship												
Identity, image and reputation												
Health and well-being												
Digital rights, licensing and ownership				■	■			■				
Online behaviour and online bullying												
Interacting and collaborating												
Communication					■		■	■	■			
Collaboration							■					
Storing and sharing							■	■				
Producing												
Sourcing, searching and planning digital content		■	■	■	■		■	■	■	■	■	■
Creating digital content	■			■	■	■	■	■	■	■	■	■
Evaluating and improving digital content	■							■				
Data and computational thinking												
Problem-solving and modelling											■	
Data and information literacy		■			■			■		■		■