



# **POLISI CWRICWLWM**

# **CURRICULUM POLICY**

PARATOWYD PREPARED	Medi 2022 / <i>September 2022</i>
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## Cynnwys / Contents

<ol style="list-style-type: none"><li>1. Datganiad Cwricwlwm / <i>Curriculum Statement</i></li><li>2. Cyfnod Sylfaen y Blynyddoedd Cynnar / <i>Early Years Foundation Stage</i></li><li>3. Cwricwlwm i Gymru 2022 / <i>Curriculum for Wales 2022</i></li><li>4. Camau Cynnydd / <i>Progression Steps</i></li><li>5. Pedwar Diben / <i>Four Purposes</i></li><li>6. Sgiliau Trawsgwricwlaidd / <i>Cross-curricular Skills</i></li><li>7. Meysydd Dysgu a Phrofiad / <i>Areas of Learning and Experience</i></li><li>8. Meysydd Eraill / <i>Other Areas</i></li><li>9. Trefniadau monitro / <i>Monitoring arrangements</i></li><li>10. Cysylltiadau gyda pholisïau eraill / <i>Links with other policies</i></li></ol>	
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### Datganiad Cwricwlwm Ysgol Gymraeg Llundain

#### Bwriad

Bwriad y cwricwlwm yn Ysgol Gymraeg Llundain yw darparu addysg ddwyieithog sydd yn eang ac yn gytbwys ac sy'n diwallu anghenion pob plentyn. Mae'n rhoi cyfleoedd i blant ddatblygu yn ddysgwyr uchelgeisiol a galluog, yn gyfranwyr mentrus a chreadigol, yn ddinasyddion egwyddorol a gwybodus ac yn unigolion iach a hyderus sy'n gwybod sut i wneud cyfraniad cadarnhaol at eu cymuned leol, y gymuned Gymreig a'r gymdeithas ehangach. Mae'r cwricwlwm yn hyrwyddo creadigrwydd ac arloesedd, meddwl yn feirniadol a datrys problemau, effeithiolrwydd personol a chynllunio a threfnu sgiliau. Mae'r cwricwlwm yn dysgu plant i ddathlu amrywiaeth a pharchu gwahaniaethau, i fod yn ymwybodol o'u hawliau nhw a hawliau eraill yn ogystal â chefnogi eu datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol, gan sicrhau eu bod yn barod iawn ar gyfer bywyd yn y Brydain fodern.

#### Gweithredu

Yn ogystal ag ymgorffori gofynion statudol fframwaith Cyfnod Sylfaen y Blynyddoedd Cynnar a'r Safonau Ysgolion Annibynnol, mae'r cwricwlwm yn darparu dysgu a phrofiadau pwrpasol i blant drwy'r Cwricwlwm i Gymru arloesol. Mae dull cwricwlwm wedi'i flocio ar waith yn yr ysgol i sicrhau ymdriniaeth a chynnydd ar draws pob un o'r chwe maes. Mae'r dull hwn yn galluogi dysgu trawsgwricwlaidd, gan feithrin chwilfrydedd a diddordeb pob plentyn yn ogystal â chaniatáu datblygiad cyson eu sgiliau llythrennedd, rhifedd a chymhwysedd digidol mewn amrywiaeth o gyd-destunau. Mae cyfleoedd ar gyfer llais y plentyn yn cael eu cynllunio ar ddechrau pob cyd-destun dysgu newydd a defnyddir hyn i sicrhau bod dysgu a phrofiadau'r plant yn berthnasol iddyn nhw.

Mae'r ysgol yn ymfalchïo mewn darparu amgylchedd hynod gynhwysol, gyda chwricwlwm sy'n caniatáu i blant o bob gallu a sydd â phob math o ddiddordebau i wirioneddol fwynhau yn ogystal â'r cyfle i wneud cynnydd da iawn ym mhob maes dysgu a phrofiad. Mae plant o fewn pob cam cynnydd a lefelau'n cael eu helpu i gyflawni eu llawn botensial. Mae'r cwricwlwm yn herio'r rhai sy'n fwy abl, dawnus a thalentog drwy gynnig dysgu a phrofiadau ar fwy o ddyfnder. Mae'r cwricwlwm yn annog plant sydd angen cefnogaeth arbennig drwy gynnig ymyraethau wedi'u targedu i ymgorffori sgiliau, i ddatblygu ar eu cyflymder eu hunain neu, yn syml, i ddysgu mewn arddull sy'n gweddu orau i'w hanghenion unigol.

Cynigir amserlen amrywiol o weithgareddau allgyrsiol gan yr ysgol, gyda darpariaeth gofalcofleidiol a chlybiau sy'n cefnogi ac sy'n gyson â bwriad cwricwlwm yr ysgol. Mae'r amserlen allgyrsiol yn cynnig cyfle i blant ddatblygu sgiliau arbenigol, fel canu neu ganu'r piano, ac ar yr un pryd ymestyn eu dewis o brofiadau, megis perfformio ar y llwyfan mewn Eisteddfodau cenedlaethol.

Mae'r ysgol yn monitro, gwerthuso ac adolygu ei chwricwlwm yn barhaus ac mae dathlu arfer da yn cyfrannu at yr ymrwymiad parhaus i esblygu a gwella ymhellach. Mae'r holl staff yn cael hyfforddiant a'r cyfle i barhau i ddatblygu eu

gwybodaeth mewn meysydd dysgu a phrofiad a sgiliau trawsgricwlaidd, fel y gallant gefnogi datblygiad y cwricwlwm ar draws yr ysgol.

### **Traweffaith**

Mae'r arfer arloesol ar draws yr ysgol yn darparu sylfaen academaidd gref i blant ac yn ogystal â chynnig cyfleoedd iddynt ddatblygu sgiliau cymdeithasol dan do a thu allan. Mae dyluniad y cwricwlwm yn sicrhau y gellir diwallu anghenion grwpiau bach o blant a phlant unigol o fewn amgylchedd addysgu o ansawdd uchel, wedi'i gefnogi gan ymyraethau sydd wedi'u targedu ac wedi'u profi, lle bo hynny'n briodol.

Mae mwynhad o'r cwricwlwm yn hybu cynnydd, hyder ac ymddygiad cadarnhaol. Mae plant yn teimlo'n ddiogel i drïo pethau newydd. Mae ymweliadau o ansawdd uchel ac ymwelwyr â'r ysgol yn gwella'r cwricwlwm ac yn cynnig cyfleoedd i ysgrifennu at bwrpas. Mae plant yn cael cyfleoedd i rannu eu dysgu gyda'i gilydd, gyda rhieni a gofawlyr a dysgwyr eraill drwy arddangosfeydd, perfformiadau a chystadlaethau yn yr ysgol ac allanol.

## **Ysgol Gymraeg Llundain Curriculum Statement**

### **Intent**

*The curriculum at Ysgol Gymraeg Llundain is designed to provide a bilingual education that is broad and balanced and that meets the needs of all children. It provides opportunities for children to develop as ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens and healthy and confident individuals who know how to make a positive contribution to their local community, the Welsh community and wider society. The curriculum promotes creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organising skills. The curriculum teaches children to celebrate diversity and respect differences, to be aware of their rights and the rights of others as well as supporting their spiritual, moral, social and cultural development, ensuring that they are well prepared for life in modern Britain.*

### **Implementation**

*As well as incorporating the statutory requirements of the Early Years Foundation Stage framework and the Independent School Standards, the curriculum provides children with tailor-made learning and experiences through the ground-breaking Curriculum for Wales. A blocked curriculum approach has been implemented at the school to ensure coverage and progression across all of the six areas. This approach enables cross-curricular learning, fostering each child's curiosity and interest as well as allowing for the consistent development of their literacy, numeracy and digital competency skills in a variety of contexts. Opportunities for child voice are planned at the beginning of each new context for learning and this is used to ensure that children's learning and experiences are relevant to them.*

*The school takes pride in providing a highly inclusive environment, with a curriculum that allows children of all abilities and interests to demonstrate high levels of enjoyment as well as the opportunity make very good progress in all areas of learning and experience. Children within all progression steps and levels are helped to achieve their full potential. The curriculum challenges those who are more able, gifted and talented through the offering of learning and experiences at a greater depth. The curriculum encourages children who require special support by offering targeted interventions to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.*

*A varied timetable of extra-curricular activities is offered by the school, with a wraparound care and clubs provision that both supports and compliments the school's curriculum intent. The extra-curricular timetable offers children the opportunity to develop specialist skills, such as singing or piano playing, whilst also extending their range of experiences, such as performing on the stage at national Eisteddfodau.*

*The school continuously monitors, evaluates and reviews its curriculum and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All staff are given training and the opportunity to keep developing their knowledge of areas of learning and experience and cross-curricular skills, so they can support curriculum development throughout the school.*

### **Impact**

*The innovative practice across the school provides children with a strong academic foundation and as well as offering opportunities for them to develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality teaching, supported by targeted, proven interventions, where appropriate.*

*Enjoyment of the curriculum promotes progress, confidence and positive behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances and competitions.*

### **Cyfnod Sylfaen y Blynyddoedd Cynnar**

Yn Ysgol Gymraeg Llundain, mae plant yng Ngham Cynnydd 1 yn dilyn Fframwaith Cyfnod Sylfaen y Blynyddoedd Cynnar, sef y cwricwlwm statudol i bob plentyn o dan bump oed yn Lloegr.

Ym mlynnyddoedd cynnar y dysgu, mae plant yn dysgu orau pan fyddan nhw'n profi dysgu drostynt eu hunain, drwy ryngweithio ystyrlon â phlant eraill ac oedolion cefnogol, drwy weithgaredd corfforol a thrwy ddysgu ar sail chwarae. Yn Ysgol Gymraeg Llundain, gwyddom fod plant yn dysgu orau pan fyddant yn dangos nodweddion addysgu a dysgu effeithiol. Dyma'r ymddygiad y mae plant yn ei arddangos pan maen nhw'n dysgu'n ystyrlon:

- **Chwarae ac Archwilio** – Cael lefelau uchel o ymgysylltu a bod yn barod i 'roi cynnig arni'
- **Dysgu Gweithredol** – Cael eu cymell a dangos gwydnwch
- **Creu a Meddwl yn Feirniadol** – Datblygu syniadau, strategaethau a gwneud cysylltiadau eu hunain

Wrth weithredu fframwaith Cyfnod Sylfaen y Blynyddoedd Cynnar yn Ngham Cynnydd 1, ein huchelgais yw gweld plant o dan bump yn arddangos yr ymddygiadau hyn bob amser. Rydym yn annog plant i wneud hyn drwy hyrwyddo egwyddorion cyffredinol Cyfnod Sylfaen y Blynyddoedd Cynnar drwy'r meysydd dysgu a datblygu.

### **Early Years Foundation Stage**

*At Ysgol Gymraeg Llundain, children in Progression Step 1 follow the Early Years Foundation Stage Framework, the statutory curriculum for all children under the age of five in England.*

*In the early years of learning, children learn best when they experience learning first hand, through meaningful interactions with other children and supportive adults, through physical activity and through play-based learning. At Ysgol Gymraeg Llundain, we know that children are learning best when they demonstrate the characteristics of effective teaching and learning. This is the behaviour that children display when they are meaningfully learning:*

- **Playing and Exploring** – Having high levels of engagement and being willing to 'have a go'
- **Active Learning** – Being motivated and demonstrating resilience
- **Creating and Thinking Critically** – Developing own ideas, strategies and making connections

*When implementing the Early Years Foundation Stage framework in Progression Step 1, it is our ambition to see children under five displaying these behaviours at all times. We encourage children to do this by promoting the overarching principles of the Early Years Foundation Stage through the areas of learning and development.*

## Egwyddorion Cyffredinol

O fewn fframwaith Cyfnod Sylfaen y Blynyddoedd Cynnar, mae pedair egwyddor gyffredinol sy'n sail i'r saith maes dysgu:

- **Plentyn Unigryw** – Mae pob plentyn yn ddysgwr cymwys o'i enedigaeth a all fod yn wydn, yn alluog, yn hyderus ac yn hunan-sicr
- **Perthnasoedd Cadarnhaol** – Mae plant yn dysgu bod yn gryf ac yn annibynnol ar sylfaen o berthynas ofalgar a diogel gyda rhiant a staff
- **Galluogi'r Amgylchedd** – Mae'r amgylchedd yn chwarae rhan allweddol wrth gefnogi ac ymestyn datblygiad a dysgu plant
- **Dysgu a Datblygu** – Mae plant yn dysgu a datblygu mewn gwahanol ffyrdd ac ar wahanol gyfraddau ac mae pob maes dysgu a datblygu yr un mor bwysig a rhyng-gysylltiedig

## Overarching Principles

*Within the Early Years Foundation Stage framework, there are four overarching principles which underpin the seven areas of learning:*

- **A Unique Child** – *Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.*
- **Positive Relationships** – *Children learn to be strong and independent from a base of caring and secure relationships with parent and staff.*
- **Enabling Environment** – *The environment plays a key role in supporting and extending children's development and learning.*
- **Learning and Development** – *Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and interconnected.*

## Meysydd Dysgu a Datblygu

Ym mlynyddoedd cynnar dysgu plant, mae'r holl addysgu a dysgu yn cael ei arwain gan y plant. Mae'r staff yn treulio cryn amser yn arsylwi ar y plant er mwyn sicrhau bod eu haddysgu a dysgu'r plant yn adlewyrchu eu diddordebau a'u hanghenion. O'r arsylwadau hyn, mae ystod o gyd-destunau dysgu creadigol a chyffrous iawn yn esblygu. O fewn pob cyd-destun dysgu, mae'r plant yn dysgu sgiliau, yn meithrin gwybodaeth newydd ac yn dangos eu dealltwriaeth drwy saith maes dysgu a datblygu.

Mae fframwaith Cyfnod Sylfaen y Blynyddoedd Cynnar 2021 yn nodi tri phrif faes dysgu, sef y sylfaen hanfodol ar gyfer datblygu ymddygiadau dysgu priodol, ffurfio perthnasoedd, gallu gwranddo ac ymateb i eraill a ffynnu. Mae'r meysydd hyn yn sail i bob datblygiad yng Nghyfnod Sylfaen y Blynyddoedd Cynnar. Dyma'r tri **phrif faes**:

- Datblygiad Personol, Cymdeithasol ac Emosiynol
- Cyfathrebu ac Iaith
- Datblygiad Corfforol

Mae gan y cwricwlwm bedwar maes dysgu penodol pellach, drwy'r meysydd hyn mae'r prif feysydd yn cael eu cryfhau a'u rhoi ar waith. Dyma'r pedwar **maes penodol**:

- Llythrennedd
- Mathemateg
- Deall y Byd

- Celfyddydau Mynegiannol a Dylunio

Rhaid i ddysgu effeithiol fod yn ystyrlon i'n plant er mwyn iddynt allu defnyddio'r hyn maen nhw wedi'i ddysgu a'i gymhwyso mewn ystod o sefyllfaoedd. Bydd hyn yn caniatáu i'n plant wneud cynnydd da ar draws pob un o'r saith maes dysgu a datblygu.

### **Areas of Learning and Development**

In the early years of children's learning, all teaching and learning is led by the children. The staff spend considerable time observing the children to ensure that their teaching and the children's learning reflects their interests and needs. From these observations, a range of very creative and exciting contexts for learning evolve. Within all contexts for learning, the children learn skills, acquire new knowledge and demonstrate their understanding through seven areas of learning and development.

The Early Years Foundation Stage 2021 framework identifies three prime areas of learning, which are the vital foundation for developing appropriate learning behaviours, forming relationships, being able to listen and respond to others and thriving. These areas underpin all development in EYFS. These three **prime areas** are:

- *Personal, Social and Emotional Development*
- *Communication and Language*
- *Physical Development*

*The curriculum breaks down into four further specific areas of learning, through these areas the prime areas are strengthened and put into practice. These four **specific areas** are:*

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

*Effective learning must be meaningful to our children so that they can use what they have learned and apply it to a range of situations. This will allow for our children to make good progress across all seven areas of learning and development.*

### **Nodau Dysgu Cynnar**

Diffinir lefel y datblygiad y dylid disgwyl i blentyn fod wedi cyrraedd erbyn diwedd Cyfnod Sylfaen y Blynyddoedd Cynnar gan y nodau dysgu cynnar (NDCau). Mae'r NDCau yn cefnogi staff i ffurfio barn gyfannol, addas am ddatblygiad plentyn, a'i barodrwydd ar gyfer Cam Cynnydd 2. Wrth lunio barn ynghylch a yw plentyn unigol ar y lefel ddisgwylidig o ddatblygiad, mae staff yn tynnu ar eu gwybodaeth am y plentyn a'u barn broffesiynol arbenigol eu hunain.

Mae rhestr lawn o'r Nodau Dysgu Cynnar ar gael ar ein gwefan.

### **Early Learning Goals**

*The level of development children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the early learning goals (ELGs). The ELGs support staff to make a holistic, best-fit judgement about a child's development, and their readiness for Progression Step 2. When forming a judgement about whether an individual child is at the expected level of development, staff draw on their knowledge of the child and their own expert professional*

*judgement.*

*A list of Early Learning Goals are available on our website.*

**Signed: *J. Watkins***  
**Headteacher**