



Cymru
National Day Nurseries Association

Factsheet



Curriculum for Wales – Welsh Wales

Curriculum for Wales - Welsh

Education in Wales is changing. The curriculum has been reformed to build upon the success of the Foundation Phase with a focus on developing learners towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales: www.gov.wales/education-changing

The Curriculum for Wales 'Curriculum for funded non-maintained nursery settings' is due to be rolled out from September 2022, with nursery settings being some of the first to switch to the new curriculum. It aims to prepare children to thrive in a future where digital skills, adaptability and creativity are crucial, and that is rooted in Welsh values and culture.

This factsheet aims to provide you with an overview of how the Welsh language and culture are embedded throughout the new curriculum and what that means for the children in your setting. This overview is brief, to gain a solid understanding, please read the Curriculum for Wales guidance documents that are linked at the end of this factsheet.

What is changing?

The new curriculum for Wales has been developed to build upon the success of the Foundation Phase and the effective practice that exists will continue to be effective through the implementation of the new curriculum. The vehicle for learning within the Foundation Phase was the use of learning through play. The success of this principle is pulled through into the new curriculum which continues to promote the use of play and effective pedagogy to promote learning and development within children.

Within the Foundation Phase, there was an area of learning focusing on Welsh Development, you may have noticed that the Welsh language does not have a standalone section within Curriculum for Wales or the 'Curriculum for fund non-maintained nursery settings.' However, the Welsh language will continue to be a compulsory element in the curriculum for all learners up to 16 years old. Instead, Curriculum for Wales places great emphasis on bilingualism, highlighting that all learners should have appropriate pathways for learning Welsh and English as a means of unlocking Wales' rich and unique literature, geography, democracy, history and culture. The new curriculum will provide a way to ensure that all learners can build their Welsh language skills and use the language confidently in different contexts.

Curriculum for funded non-maintained nursery settings

The curriculum for funded non-maintained nursery settings contains five key developmental pathways (Belonging, Communication, Exploration, Physical Development and Well-being) which are fundamental to the learning and development of all young children. They are child-centred and link closely to the key principles of child development, as well as to the key elements of the Curriculum for Wales. It seeks to develop a sense of belonging and pride in practitioners and children, celebrating the diverse culture of modern Wales and helping children develop a sense of 'cynefin'.

This curriculum recognises and values the Welsh language as an integral part of the unique culture of Wales, and as a language which should be taught in all settings in Wales. The curriculum framework focuses on providing authentic and purposeful play opportunities for children to develop their language skills, experience bilingualism and experience Welsh culture and cynefin in a holistic manner that is embedded across the five developmental pathways, not as an 'add on', at a specific time or in a tokenistic way.

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. The historic, cultural and social place that has shaped and continues to shape the community which inhabits it.

Enabling learning

In order to successfully deliver holistic and meaningful Welsh language learning for all children, **enabling adults**, who provide authentic and **engaging experiences** in **effective**, exciting **environments** are required. It is the role of the practitioner to use their knowledge and understanding of their learners along with observations to plan bilingual experiences and environments that are meaningful and relevant to children's interests.

Experiences should reflect and value bilingualism and the diversity of culture and languages in Wales. Children should experience a wide range of stories, poems, songs and rhymes. Experience of different languages and cultures should be offered in sensitive and meaningful ways that give purpose to learning. These experiences can support children to develop and broaden their understanding of the richness and diversity of Wales, in the past and the present

We should ensure the environments in our setting are welcoming and promote a strong Welsh ethos. They should celebrate and value diversity, and demonstrate inclusivity. They should be communication rich and focus on promoting emerging communication skills and developing them further

How are these principles inspected?

Within the current Estyn and CIW Joint inspection guidance, Welsh language development and culture exploration is specifically mentioned in the following themes:

2. Learning

2.1 How well do children acquire skills and make appropriate progress in their learning?

In English-medium settings, inspectors should evaluate how well children are developing Welsh language skills that encourage them to:

- Show enjoyment and pleasure in singing Welsh songs and learning Welsh rhymes
- understand and respond appropriately to simple language, such as greetings and instructions
- Use the language spontaneously in their play.

4. Teaching and assessment

4.1 How well do practitioners plan learning experiences that meet the needs of children?

Welsh language provision in English-medium settings

Inspectors should evaluate how well the setting provides for children to use and experience the Welsh language as much as possible in their learning, taking account of the children's starting points. Inspectors should evaluate how well the setting develops progressively the Welsh language skills of children and staff.

The Welsh dimension

Inspectors should judge the extent to which the setting promotes children's awareness of the traditions and celebrations of the cultures of Wales.

6. Leadership and management

6.1 How effective is leadership?

Inspectors should evaluate how well leaders and managers:

- Plan strategically to provide purposeful opportunities for children to develop their Welsh language skills
- Deliver the Welsh Language Active Offer.

Reflective questions;

- How do I ensure that children are engaged in a wide range of bilingual learning opportunities, across the entire setting?
- How do I ensure delivery of authentic Welsh language opportunities and experiences? (Not just one-off or tokenistic inclusion)
- How well do we support children to celebrate living in Wales in a way that is meaningful to them?
- How well do the resources in my setting authentically represent the range of communities living locally?
- As a leader, how well do I support practitioners with their Welsh language delivery and development?

Further support and NDNA resources

- Curriculum for funded non-maintained nursery settings - Welsh Government <https://bit.ly/3NcmfOM>
- Cymraeg 2050 - The Welsh Government's strategy to promote and facilitate the use of the Welsh language is to achieve the target of a million Welsh speakers by 2050 <https://bit.ly/2JK7LIC>
- Active Offer – NDNA factsheet <https://bit.ly/3NdthCM>
- Free Welsh Language support – NDNA Cymru <https://bit.ly/3tU3N6Q>

Published April 2022



National Day Nurseries Association

★Brighter thinking
for early years

Factsheet

Our factsheets are written by early years experts for the early years workforce. Most NDNA factsheets are free to our members.

NDNA is the national charity and membership association representing children's nurseries across the UK. We are a charity that believes in quality and sustainability, so we put our members' businesses at the very heart of ours.

We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

See the full range of NDNA factsheets at www.ndna.org.uk/factsheets

The information provided in this factsheet is for use by early years practitioners only. It has been written by early years experts but is not intended to be, and should not be relied upon, as a substitute for professional advice. NDNA has endeavoured to ensure the accuracy of the information presented in this factsheet. NDNA assumes no legal liability or responsibility for your interpretation or use of the information contained within it.

National Day Nurseries Association

National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk