The four purposes are also underpinned by **integral skills** which should be **developed within a wide range of learning and teaching.** At the heart of these skills is the **importance of learners recognising, using and creating different types of value.** In this context, value means worth and importance in a range contexts, including financial, cultural, social and learning value.

SKILL	WHAT DOES CURRICULUM FOR WALES SAY?	WITHIN LANGUAGES, LITERACY & COMMUNICATION	WHAT COULD THIS LOOK LIKE IN IL?
CREATIVITY & INNOVATION	Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.	• Experiment with and use languages creatively in order to take risks, to express opinions and to generate ideas across languages that can lead to innovative outcomes. • Create and perform literature • Develop creative expression to enhance understanding of the key concepts as well as the method of expression itself	Give regular opportunities to apply the language more spontaneously and more freely Allow for mistakes- create a safe and stimulating environment. Promote true manipulation of language at every stage and from day one, from easy to more sophisticated. Starter activities: create responses from a picture headline/ word prompts/ framework prompts Creating and performing poetry, songs, films, stories Imagine or rewrite the end of a book/story/lines of songs… Collaborative and progressive brainstorm/ stories
CRITICAL THINKING & PROBLEM–SOLVING	Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.	• Listening, reading, speaking and writing should underpin the development of critical thinking and problem-solving. These skills can be honed by communicating with others in order to understand situations and articulate ideas and to develop responses to problems.	Giving opinions on articles from press, current affairs and compare view points with others Analysing "literature" to understand bias, intent …(what does the author want us to see…, why.., how….) Enquiry-based projects: dealing with global issues- Developing strategies and ideas to get to a potential solution to a problem: (How to reduce poverty) Canvas other people's opinions and draw own conclusions.(who is responsible for….?)
PERSONAL EFFECTIVENESS	Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.	• Learners should develop their personal effectiveness and self-awareness when learning and using their languages, which will in turn support learning across the whole curriculum. • Providing a language-rich environment should support all learners to reflect on their own strengths in language use, and identify their own areas of development in order to continuously enhance their language and communication skills.	Building resilience mats/ self-awareness mats (in different skills/ during some tasks…) Reflecting on learning process: what am I doing here to develop the learning and my understanding, what else can I do etc.. Planning work/ self-study and developing using and/or developing personal knowledge organisers … Analysis of results and devising action plan to bridge the gap Give time to self-correction and to responding to teacher's personalised feedback
PLANNING & ORGANISING	Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.	• Develop the skills to select and use appropriate sources and information. This should allow them to organise ideas, to create effective plans and to develop creative works. • Given the opportunity to use literacy skills to present plans and implement solutions with clarity, learners can reflect on their work and plan and implement further improvements.	Develop and use own knowledge organisers or reference documents Planning paragraph/responses/essays: structure, content and language Developing understanding of quality response and how to develop a response. Self-assessment and peer-assessment against agreed success-criteria and next steps to improve

CROSS-CURRICULAR SKILLS

A curriculum must embed the mandatory cross-curricular skills and the integral skills that underpin the four purposes of the curriculum. The cross-curricular skills are essential for learners to be able to access knowledge, the breadth of opportunities the school curriculum offers by equipping learners with transferable skills essential to be able to adapt and thrive in the modern world.

SKILL	WHAT DOES CURRICULUM FOR WALES SAY?	WITHIN LANGUAGES, LITERACY & COMMUNICATION	WHAT COULD THIS LOOK LIKE IN IL?
LITERACY	Rather than planning for these skills separately, the whole school should be involved and engaged in order to embed these skills across the curriculum. It will, therefore, be the responsibility of all practitioners across all Areas to develop and reinforce these skills across the curriculum, and not just for specialist practitioners in the fields of mathematics, language and computing.	• Literacy **across all statements of what matters.** • **Should be explicitly taught** in this Area. • Allow learners **to express themselves, to understand and interpret written and spoken language and to articulate meaning.** • Plan for the **application and development of learners' literacy skills across the curriculum** at every progression step.	**Oracy:** Understand aural texts and express oneself clearly in the IL Develop oral spontaneity and fluency Understand the mechanisms and take part in debates and discussions Formulate own learning process…. **Reading:** Understand and relay information, opinions and moods Evaluate and give a critical response to texts Develop reading strategies to deal with texts in the IL Develop transferrable reading skills… **Writing:** Write clearly and for a range of purposes in the IL Develop skills to develop effective planning and quality responses Develop strategies and skills to edit and improve the quality of work…..
NUMERACY	Rather than planning for these skills separately, the whole school should be involved and engaged in order to embed these skills across the curriculum. It will, therefore, be the responsibility of all practitioners across all Areas to develop and reinforce these skills across the curriculum, and not just for specialist practitioners in the fields of mathematics, language and computing.	• Opportunities to **use literacy and numeracy skills together.** • Opportunities to **explore numeracy in different languages** which can consolidate conceptual understanding.	**Develop conceptual understanding and link it to cultural aspects:** Understand time and time zones: pen-pals from different parts of the world: sending messages from different times and dates (Haiti-France; Quebec-New Caledonia; Argentina-Spain…) Understand and practise ratio: work out how to adapt a recipe for more or fewer people (any regional recipe) Understand and work with shapes through art : explore painters of the IL countries or just art and explore through shapes (Three Musicians Picasso/ Paul Klee…) or literature (primary books in the TL for nursery natives etc..) Understand and reinforce the number system and variations from different countries (France/ Switzerland/ Belgium..); practise timetables as they are taught in the country through video etc…. **Literacy and numeracy: problem-solving** Develop knowledge around currency: through keeping to a budget- shopping basket- fashion catalogue/ supermarket promotional leaflet/ organising a trip Create or use primary school resources in the country of the TL to find examples of worded problem-solving tasks/can also link to cultural awareness (+ opportunity to link to cultural dimension: i.e. market shopping culture and regional food)
DIGITAL COMPE-TENCE	Rather than planning for these skills separately, the whole school should be involved and engaged in order to embed these skills across the curriculum. It will, therefore, be the responsibility of all practitioners across all Areas to develop and reinforce these skills across the curriculum, and not just for specialist practitioners in the fields of mathematics, language and computing.	• Opportunities to **use different methods of digital communication.** • Learn how to **compose clear and appropriate messages tailored for particular audiences.** • Opportunities to **collaborate locally and globally through digital platforms** in order to increase awareness and understanding of different languages and cultures. • **Using technology when learning about** *literature* can help learners deepen their understanding beyond the text in front of them.	**Use different methods of digital communication and for particular audience:** Writing emails, texts to pen-pals, to local politicians, to movie star Recording video, voice message, narrated presentation or performance Producing digital display for school, for campaign **Collaborate locally and globally through digital platforms** Project-based learning Connections and working with peers **Using technology when learning about** *literature* Production and use of films and songs Research Poetry workshops
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Schools and practitioners should have a methodology for designing a curriculum which incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These should allow learners to: ☐ consider local, national and international contexts

☐ develop understanding of relationships and sexuality education, human

THEME	WHAT DOES CURRICULUM FOR WALES SAY?	WITHIN LANGUAGES, LITERACY & COMMUNICATION	WHAT COULD THIS LOOK LIKE IN IL?
Local, national and international contexts in this Area	Cross-cutting themes for designing your curriculum - Hwb (gov.wales)	Develop multilingualism and openness to and curiosity about all languages and cultures of the world Enjoy learning languages and positive perception of selves as users of languages Recognise and value the language(s) and culture(s) of their homes and communities for subsequent language learning. Build on the firm foundation in Welsh and English when learning other languages Reflect on their personal and local linguistic heritage Become knowledgeable about the diversity of local, national and international linguistic and cultural heritage Develop their own sense of linguistic identity within their locality, Wales and the wider world. Immerse in cultures and languages through visits, engaging with people locally and globally and connecting digitally Foster an understanding of the culture and identity of those around them, to develop mutual respect and social cohesion Develop an appreciation of literature, inspired by writers and creators of Wales and the wider world	Languages connect- we are multilingual units/projects/awareness We Are Multilingual	Secondary School Language Learning Materials (wamcam.org) The World of Languages and Languages of the World Resources – MFL Mentoring Multilingual Literacy ERW Llythrennedd Amlieithog - Files - Networks - Hwb (gov.wales) **Language taster sessions and experiences abroad** Student Language Ambassadors 2021-22 – Llwybrau at Ieithoedd Cymru Routes into Languages Cymru **Bring the world into the classroom** Welcome to Mary Glasgow Magazines - Mary Glasgow Magazines (maryglasgowplus.com) Trips abroad Trips to language insititute:i.e. Institut Français/ Alliance française Cinema: foreign films **Links with local** university departments, businesses and projects with schools
Careers and work-related experiences in this Area	Cross-cutting themes for designing your curriculum - Hwb (gov.wales)	CWRE enables learners to become increasingly aware of how skills developed in this Area will support them in adapting to various situations and audiences. Give opportunities to apply and develop these language, literacy and communication skills through CWRE. Develop an understanding of literacy in the workplace, including the use of vocabulary associated with work. Articulate effectively their opinions on their career aspirations and effectively seek advice and guidance in decision-making. Aware of how body language and alternative methods of communication are important in a diverse and inclusive workforce. Become aware of their rights and responsibilities in the world of work and more confident in challenging negative behaviour. Learning languages enables access to a broad range of careers and work-related opportunities in local, regional and international contexts. Employers value a knowledge of languages as this can support them in trading internationally, establishing Wales on the global economic landscape. Learners should also be aware of the increasing demand for Welsh in the workplace, as Wales works towards the target of a	Languages and Work-related resources How languages help in your career	Creative Multilingualism (ox.ac.uk) Business Language Champions - Events (blcevents.co.uk) Links with local industry and businesses Link with careers motivational speakers: i.e David Binns Sanako Student Language Ambassadors 2021-22 – Llwybrau at Ieithoedd Cymru Routes into Languages Cymru Use resources from Global Business Communication Level 1/2 Global Business Communication French (wjec.co.uk) (4) Global Business Communication Qualification	Facebook
Human rights education and diversity in this Area	Cross-cutting themes for designing your curriculum - Hwb (gov.wales)	Use the opportunities to foster and develop learners' respect and empathy for others' languages and identities, while celebrating and respecting similarities and differences. Use multilingualism within the classroom as an opportunity to raise learners' awareness of diversity and promote the cultural wealth of the school and community. Seek involvement with the home and other settings and to promote partnerships. This will develop trust, appreciation and respect across languages and cultures.	Introduce more activities and resources in lessons to enable learners to feel represented and develop vocabulary around the different cultural communities: i/e rethink your Google research parameters Give students opportunities to tell who they think they are. Use events around the world where the IL is spoken (i.e African World Cup/ Dakar fashion week..) Use resources insight into other cultures and what is going on around the world: news headlines in the IL/ twitter in the IL on current global affairs etc.. Explore other countries in the world with magazines: Suzi Bewell – Polly Glot Languages (wordpress.com) Creating links with other schools around the world : British Council	Connecting Classrooms Celebrate European day of Languages with competitions and activities Celebrate diversity through literature: " Les cheveux comme les miens" " Celebrate cultural achievements in spite of colonisation and be aware of images we show. Use support from organisations: Repository - Hwb (gov.wales) DARPL Anti-Racism & Representation - FLE Avec MmeD BAMEed Wales – BAMEed Network
Relationships and sexuality education in this Area Relationships and identity Sexual health and well-being: Empowerment, safety and respect	Cross-cutting themes for designing your curriculum - Hwb (gov.wales)	Help increase learners' understanding of and participation in healthy, safe, and fulfilling relationships Help reduce all bullying, including homophobic, biphobic and transphobic bullying, and increase safety and well-being for all learners Help promote equality and equity of sex, gender and sexuality Speaking, listening, responding and building empathy are skills that are fundamental to all RSE issues, including friendship building, seeking advice and in future, developing healthy sexual relationships. This Area presents opportunities for learners to make sense of what they hear, read, see and feel when they engage with literature, different media and the world around them. In the context of RSE this could include exploring body images or relationship stereotypes in cartoons, films, poetry, fiction, documentaries and increasingly in digital platforms of communication and storytelling. Identity and body norms play out in different cultures and communities, including their own. Exploring RSE through literature can also help learners develop awareness and understanding of diversity and difference. This Area also enables learners to experience and respond to a range of often challenging and sensitive RSE topics as listeners, viewers, readers, narrators and creators. As such, it has the potential to offer safe, inclusive and creative ways to explore RSE topics from diverse cultural and linguistic perspectives. Learners can consider how key RSE themes are explored in literature and shaped by language. This can help learners to start to think critically about how relationship, gender, sexual identity and body norms play out in different cultures and communities, including their own. Exploring RSE through literature can also help learners develop awareness and understanding of diversity and difference.	LGBT+: put positive messages about themselves around the school and classroom: displays in different languages, gay pride monuments around the world .. Engage discussions around the evolution of language: i.e new neutral pronoun "iel" in French. Adapt resources to discuss gender neutral language. Build learner's confidence to be assertive about their identity: (use of the affirmative and negative pattern) Use films and literature in the IL to deal with themes of identity, gender etc..: i.e Ma vie en Rose ….