## Curriculum for Wales 2022 Reference

The Urban Farming Project meets the progression steps for the Curriculum for Wales 2022 in the following areas:

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| Area of Learning and Experience (AoLE) | Statement of what matters | Progression Step  |
| **Science and Technology** | Being curious and searching for answers is essential to understanding and predicting phenomena | I can identify questions that can be investigated scientifically and suggest suitable methods of inquiry.I can research, devise and use suitable methods of inquiry to investigate my scientific questions.I can select relevant scientific knowledge from a range of evidence sources to evaluate claims presented as scientific facts.I can understand how my actions and the actions of others impact on the environment and living things. I can explain how the impact of our actions contribute to the changes in the environment and biodiversity. |
| Design thinking and engineering offer technical and creative ways to meet society’s needs and wants. | I can consider how my design proposals will solve problems and how this may affect the environment.I can combine component parts, materials and processes to achieve functionality and improve the effectiveness of my outcomes.I can investigate, evaluate, select and combine component parts, materials or processes to improve the functionality and effectiveness of my outcomes. |
| Computation is the foundation for our digital world. | I can use conditional statements to add control and decision-making to algorithms.I can identify repeating patterns and use loops to make my algorithms more concise.I can use sensors and actuators in systems that gather and process data about the systems’ environment.I can select and use multiple sensors and actuators that allow computer systems to interact with the world around them.I can design and create physical systems that use appropriate components and logic to complete tasks and achieve goals. |
| **Mathematics and Numeracy** | Statistics represent data, probability models chance, and both support informed inferences and decisions. | I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data. |
| The number system is used to represent and compare relationships between numbers and quantities. | I can verify calculations and statements about number by inverse reasoning and approximation methods.I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss. |
| Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. | I can convert between standard units, including applying my understanding of place value to convert between metric units.  |
| **Health and Wellbeing** | Our decision-making impacts on the quality of our lives and the lives of others. | I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.  |
| **Humanities**  | Our natural world is diverse and dynamic, influenced by processes and human actions. | I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.  |
| Human societies are complex and diverse, and shaped by human actions and beliefs. | I can explain and analyse the effects and consequences of a range of events and changes in the past and present and understand that they differ in importance.I can explain and compare how communities have been shaped by the past and I can explain how a range of factors contribute to this.I can analyse the importance of the relationships, links and connections between a wide range of societies, and I can draw meaningful comparisons and contrasts between them. |
| Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. | I can explain and analyse why injustice and inequality exist and can do so in a range of contextsI have an understanding of my own and others’ environmental, economic and social responsibilities in creating a sustainable future.I can analyse and explain that there are a range of factors that influence my and other people’s behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints. |
| **Languages, Literacy and Communication** | Expressing ourselves through languages is key to communication. | I can respond to others’ points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen. I can respond to others’ points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.I can write legibly and fluently. I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience. |