## 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 contexts  I 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. |