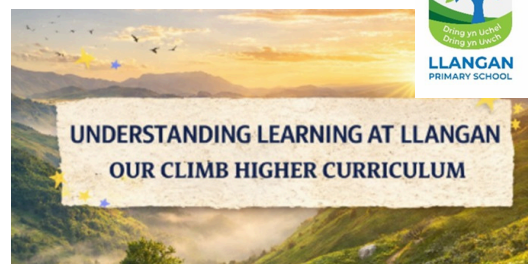


At Llangan Primary School, our curriculum is carefully designed to help children become curious thinkers, confident learners and independent problem-solvers. This Spring Term, learning across the school will once again be driven by our Climb Higher Curriculum (Dring yn Uchel, Dring yn Uwch), which places inquiry, creativity and challenge at the heart of everything we do.



### Understanding the two documents include:

To help you see how learning unfolds in practice, you will receive two linked documents for your child's class:

#### 1. The Curriculum Overview

This document shows what your child will be learning across all Areas of Learning and Experience (e.g. language, maths, science & technology, expressive arts, humanities, health & wellbeing). It outlines key skills, experiences and subject knowledge planned for the term, helping you understand the breadth and balance of learning.



#### 2. The Inquiry Storyboard

The storyboard explains how learning develops over time through our shared Inquiry Journey. It shows the stages pupils move through as their thinking deepens and becomes more sophisticated. For example, in Nursery this might involve designing and testing puppets, while in Year 6 pupils may be engineering and evaluating aircraft prototypes

### What is our curriculum about?

Our curriculum is inquiry-led. Each term, pupils explore a big question that gives learning purpose and meaning. These questions encourage children to wonder, investigate, test ideas, make connections and reflect — much like real scientists, historians, engineers and artists do.

Rather than simply learning isolated facts, pupils are supported to:

- think deeply and ask questions,
- make sense of new learning,
- apply their knowledge creatively,
- and take increasing ownership of their learning.

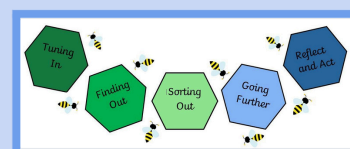
This approach builds cognitive challenge, strengthens thinking skills, and supports children to become independent and resilient learners.



## Our Curriculum Journey

All classes follow the same inquiry structure, adapted appropriately for age and stage:

- Jump In – an exciting hook to spark curiosity and motivation
- Find Out – learning new knowledge and skills
- Sort Out – making sense of learning and identifying patterns
- Go Further – applying learning creatively and independently
- Reflect and Act – reviewing learning, purpose and impact
- Jump Out – sharing and celebrating learning with others



This structure ensures learning is carefully sequenced, progressively challenging, and rooted in purposeful outcomes.

We believe children learn best when they are actively involved, intellectually challenged, trusted to think for themselves and supported to reflect and improve. Through inquiry learning, pupils develop strong thinking and problem-solving skills, growing in independence, confidence, creativity and collaboration. Careful planning by staff ensures that every child is supported and challenged, while still allowing space for pupil voice, curiosity and creativity to flourish. We hope these documents give you a clear picture of what learning looks like at Llangan and why we are so proud of our curriculum. As always, we value working in partnership with you to support your child's learning journey. More information can be found here: [Llangan Primary School - Curriculum](#)

Essential Questions

What are puppets?  
 Why do we use puppets?  
 How can we make our story feel real?  
 What makes a puppet come alive?  
 How do we make puppets?

### What's That Talking Toy?



#### Why am I learning this?

To understand how toys and puppets work and how they can tell stories.  
 To listen carefully, try out ideas, and follow instructions to make things move and talk.  
 To learn how sounds, voices, and movements can change how a story feels.  
 To learn how to use my imagination and work with others to create my own puppet story in the future..

#### My experience as a learner

- \* explore and play with different puppets and talking toys.
- \* watch puppet shows
- \* listen to stories to see how voices, sounds, and movements help to tell a story.
- \* investigate how puppets move and what makes them come alive.
- \* experiment with sounds and notice how they change the mood of a story.

### Why Can Puppets Say What We Can't?



#### Why am I learning this?

To deepen our understanding of how puppets communicate emotions, ideas, and stories in ways that our own voices sometimes cannot. To reflect on how movement, expressions, and gestures can show feelings, and to explore how storytelling can help us understand ourselves and others better.

#### My experience as a learner

- I will:
- \* look at different stories
- \* investigate which fabrics stretch? which is strongest?
- \* Guide a Beebot following instructions.
- \* Explore puppets voices and movements.
- \* Give and follow simple instructions when using coding toys and making puppets move.
- \* share my ideas, listen to others, and try new ways to tell a story using puppets

### Lights, Sounds... Story!



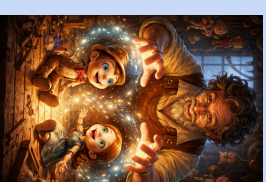
#### Why am I learning this?

To deepen our understanding of how sounds, music, and voices can change the mood of a story and guide an audience's emotions. To reflect on how adding sound and rhythm makes our storytelling more exciting, and how we can use these tools to make our characters and narratives more powerful and memorable.

#### My experience as a learner

- I will:
- \* Look at story structure, beginning, problem, resolution
- \* Rehearse puppet voice
- \* Exploring sounds
- \* Practising joining techniques / sewing.

### It's Alive!



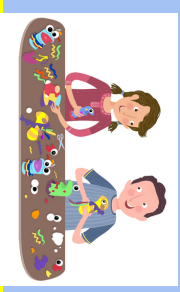
#### Why am I learning this?

To deepen our understanding of how materials, forces, and mechanisms affect how a puppet moves. To reflect on how design choices, like joining techniques or puppet structure, make a puppet more realistic or expressive, and to explore ways we can improve movement and bring our characters to life.

#### My experience as a learner

- I will:
- \* Make and test puppets,
- \* Draw labelled plans
- \* Create a story / sequence linked to their puppet
- \* Use i2e Turtle to travel between scenes for my puppet
- \* Record voices, sound effects and background music

### Design It. Make It. Move It.



#### Why am I learning this?

To deepen our understanding of the full design process, from planning and testing to making and improving a puppet. To reflect on how collaboration, problem-solving, and careful material choices affect the success of our creations, and to consider how revising and refining ideas helps us achieve our goals.

#### My experience as a learner

- I will
- \* plan, test, make and improve my puppet.
- \* Work with other
- \* Reflect on how my choices to make my puppet.
- \* Revise and refine my puppet
- \* Perform with my puppet.



Can we design & make a puppet story?

# Reception and Year 1 Spring Term Overview

## Can we design and make a puppet?

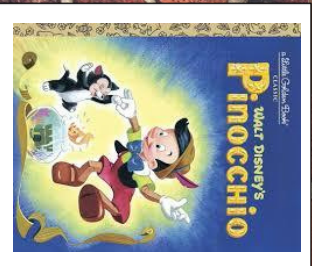
### LLC / English

- Narrative stories sequencing and retelling.
- Reading puppet themed books.
- Writing instructions to make a puppet.
- Writing labels, lists, character descriptions.

We will be focusing on our skillsof:

- Learning our phonics using Read, Write, Inc
- Learning to read and spell our Red RWI Words
- Markmaking - developing our pencil grip
- Correct letter formation

We are reading...



### Welsh

In Welsh we will be learning about:

simple phrases linked to our inquiry - *pyped (puppet), defnydd (material), gludlog (sticky), llyfn (smooth), cyfarwyddiadau (instructions), cam (step), llais (voice), sain (sound)*

Helpwr heddiw slots  
Pwy wyt ti? Sut wyt ti?  
Pa liw?

### Maths

We will be looking at:

- Counting and sorting
- Counting in 2s, 5s and 10s
- Measuring
- Using positional and directional language
- Sequencing steps
- Shapes

### Science and Tech

We will be:

- Explore forces that make puppets move
- Investigate materials for durability, texture and flexibility.
- design thinking to plan, make, test and improve puppets.
- Digital tools for creative and purposeful tasks (coding, sound and design)
- Debug problems and refine solutions.

### Expressive Arts

We will be:

- creating voices, characters, sounds and movement for their puppet
- exploring rhythm and sound to accompany stories
- experimenting with instruments for emotions.
- participate in a whole school Music Day.



LLANGAN PRIMARY SCHOOL



## Humanities

Within our inquiry, pupils will have the opportunity to:

- Understand what puppets are, the different types of puppets, and how puppets are used to tell stories.
- Explore how puppets can represent characters, emotions, and roles in a performance.
- Create and use simple puppet stages or sets to tell their own stories.

## Health & Wellbeing

In PE this term, we will be focusing on gymnastics skills, developing balance, strength, coordination and control through a range of activities.

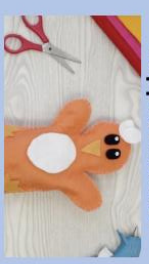
PE will take place on a Wednesday.

Alongside this, we will continue our work on emotional literacy by naming a wider range of emotions and talking about how and why feelings change. Children will explore how emotions link to their health and well-being, developing greater self-awareness, empathy and the confidence to express their feelings appropriately.

## Computing

During our computing lessons this term we will learn to

- Programme a Beebot to follow directions
- Video record
- Use simple drawing apps



**Puppet Makers!**

Can we design & make a puppet story?

## Home Learning

- Daily reading
- RWI Sounds
- RWI Red Words
- Mathematics
- Gigglets

Learning Logs will be sent out every fortnight.

## French

We will be learning

- different French songs
- simple phrases.
- words linked to our inquiry.

## Inquiry Overview

Our inquiry question this term is:

‘Can we design and make a puppet?’

During this inquiry pupils will have the opportunity to design and make a puppet.

Jump In Day – Tuesday 13th January

Jump Out Day – Thursday 26th March

Puppet Workshop in school – date tbc.