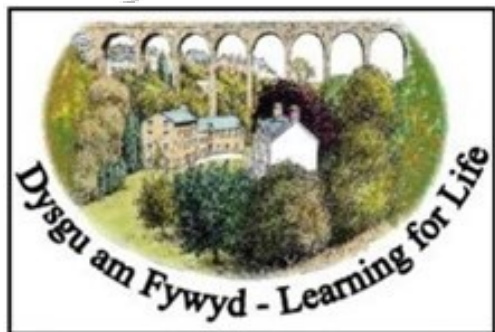
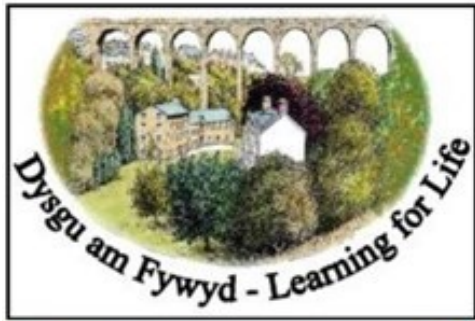


Curriculum for Wales



Maesycwmmmer Primary School





Our Vision



At Maesycwmmer Primary School we aim to empower our pupils and provide them with the knowledge and skills that will support them to continue their future learning and become ambitious capable learners.

We want our children to be healthy and confident through promoting independence, self-esteem and wellbeing in our curriculum. We aim to foster passion for the outdoors which promotes problem solving and resilience through holistic activities that develop enterprising and creative pupils.

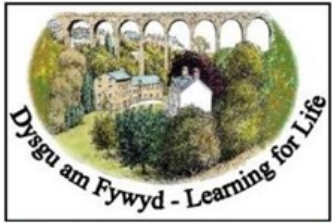
All stakeholders will work alongside each other to ensure inclusion of our local community with Maesycwmmer Primary at the heart. Our pupils will develop an appreciation of the heritage and history of Wales as well as the Welsh language

We aim to provide an education to all pupils that allows them to thrive and reach their full potential and to prepare them to become ethically informed members of our community, Wales and the ever changing digital world.

Making the most of authentic learning experiences.

Pupils leading their learning and developing the curriculum.

Support all our pupils to succeed.



Our Aims and Values



READY

- Pupils are ready to learn and use a variety of strategies which incorporate IT throughout.
- Pupils are ready to be part of an ever changing world and become a global citizen.
- Pupils are ready to share learning with the community.

RESPECTFUL

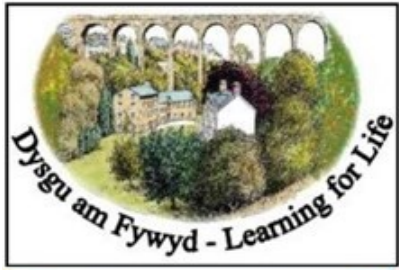
- Pupils are respectful to themselves and others.
- Pupils respect their environment and take care of it.
- Pupils respect different cultures and beliefs.

SAFE

- Pupils are able to learn in a safe environment where they feel comfortable to express their individual personality.
- All pupil requirements are met depending on their needs and abilities.
- Pupils learn about keeping themselves safe, from being outside to being online.

HAPPY

- Pupils health and well-being are at the centre of our curriculum.
- Pupils are happy to lead their own learning.
- Staff provide all pupils with a broad, balanced and exciting curriculum that offers authentic learning experiences.



Stakeholder Involvement



Over the past 3 years we have engaged with pupils, parents and governors to create a curriculum that fits with Maesycwmmmer and the surrounding community. We have achieved this through:

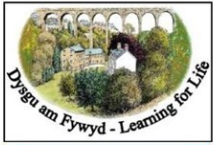
- Questionnaires.
- Talking with pupils
- Staff meetings
- Governor meetings

We have shared and discussed:

- Curriculum for Wales - AOLE's, What Matters Statements, Progression Steps
- Our Vision
- Experiences

From this we have been able to design our curriculum with all stakeholders involved. We have created a new vision for the school and decided upon authentic experiences that every child at Maesycwmmmer Primary School should have throughout their learning journey with us.





What is the New Curriculum?



From September 2022 all primary schools in Wales will adopt a new curriculum. This curriculum will be written by all stakeholders at Maesycwmmmer and will be personalised to best suit the needs of our pupils.

As the world of work is developing, technology is evolving and society is constantly changing so should our curriculum. This curriculum will prepare our pupils to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world.

Through guidance from the Welsh Assembly Government the process of writing our new personalised curriculum has commenced, this guidance states that our new curriculum should start with the Four Purposes, these will lay the foundations in which all learning opportunities are built upon.

The Four Purposes

The Welsh Assembly Government states that the Four Purposes are 'the starting point and aspiration for every child and young person in Wales' and that each school should develop its 'own curriculum, enabling their learners to develop towards the four purposes of the curriculum.' Therefore these Four Purposes are the overarching umbrella for our new curriculum at Maesycwmmmer Primary.



Through the range of purposeful learning opportunities that all pupils at Maesycwmmmer Primary will experience, we strive to ensure that each of these purposes are developed from Nursery to Year 6.

The Twelve Pedagogical Principles

With these Four Purposes in mind it is crucial that pedagogy is at the heart of our curriculum at Maesycwmmmer. In designing our curriculum, we will consider the pedagogical approaches we need to employ in order to support pupils in realising the Four Purposes. In order to do this successfully we will be mindful of 'The 12 Pedagogical Principles' created by Professor Graham Donaldson where he defines pedagogy as 'the selection of classroom methods in light of the purposes of the curriculum and the needs of the learners.'

At Maesycwmmmer the new curriculum will not imply an emphasis on any particular teaching approaches – the decisions about teaching and learning are very context and purpose specific and will be taken by the class teachers. Therefore on a daily basis teachers will continually; assess the impact of the teaching approach through pupil progress, identify pupils' greatest needs and match these needs with the most appropriate pedagogical approach.

Curriculum design for all pupils is underpinned by these twelve pedagogical principles, which state that good learning and teaching...

...maintains a consistent focus on the overall purposes of the curriculum.

...means employing a blend of approaches including direct teaching.

...challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.

...means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.

...sets tasks and selects resources that build on previous knowledge and experience and engage interest.

...ranges within and across Areas of Learning.

...supports social and emotional development and positive relationships.

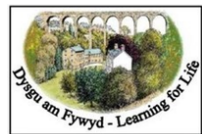
...means employing assessment for learning principles.

...encourages collaboration.

...regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them.

...encourages learners to take increasing responsibility for their own learning.

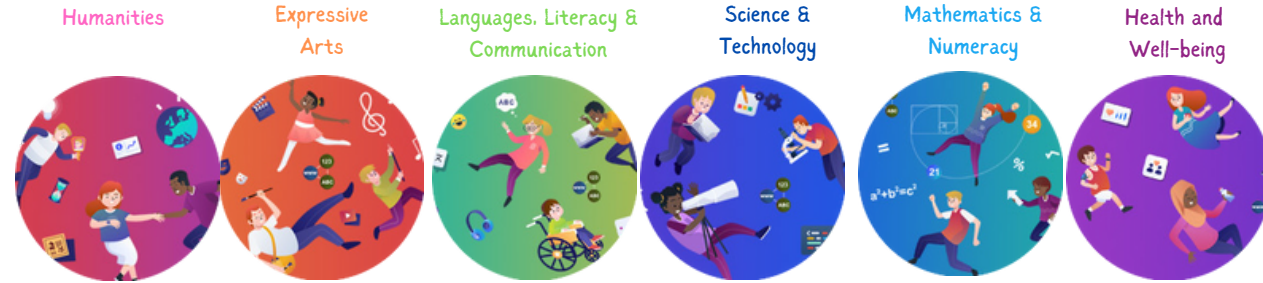
...creates authentic contexts for learning.



Areas of Learning and Experience

The new Curriculum for Wales will comprise of Six Areas of Learning and Experience (AoLEs):

Languages, Literacy and Communication;
Mathematics and Numeracy; Science and Technology;
Humanities; Health and Well-Being; Expressive Arts.



Each AoLE includes, where appropriate, a Welsh dimension as well as an international and UK perspective. At Maesycwmmmer we use these AoLEs to determine our own curriculum and how it should be organised.

All of these areas are as important as one another and are interlinked. However, Language, Literacy and Communication, Maths and Numeracy and Digital Competence are to be developed across all areas of the AoLEs.

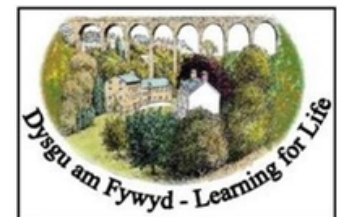
At the beginning of each term and the start of a new topic the voice of our pupils is considered. Teachers base learning opportunities on what pupils already know and what they want to find out. This information is gathered through questioning from pupils based on each AoLE. By focusing our pupil's learning journey on these pupil voice questions we can make sure that the curriculum we provide at Maesycwmmmer is unique and offers inclusion for all.



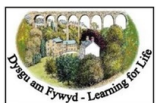
What Matters Statements

The 'What Matters' approach is the identification of the key elements that all learners should experience during their journey along the continuum of learning. Each AoLE contains a series of 'what matters' statements, there are twenty-seven statements of what matters across the six areas of learning and experience on which we at Maesycwmmmer will base our curriculum. These statements are relevant across the whole of the primary phase and are accessed progressively depending on the learning needs of pupils.

Under each of these What Matters statements are progression steps which help to support the progress of all pupils ensuring that as they continue on their journey through Maesycwmmmer Primary they will develop their skills.



Language, Literacy and Communication	• Languages connect us. • Understanding languages is key to understanding the world around us. • Expressing ourselves through languages is key to communication. • Literature fires imagination and inspires creativity.
Mathematics and Numeracy	• The number system is used to represent and compare relationships between numbers and quantities. • Algebra uses symbol systems to express the structure of mathematical relationships. • Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world • Statistics represent data, probability models, chance, and both support informed inferences and decisions.
Science and Technology	• Being curious and searching for answers is essential to understanding and predicting phenomena. • Design thinking and engineering offer technical and creative ways to meet society's needs and wants. • The world around us is full of living things which depend on each other for survival. • Matter and the way it behaves defines our universe and shapes our lives. • Forces and energy provide a foundation for understanding our universe. • Computation is the foundation for our digital world.
Humanities	• Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. • Events and human experiences are complex and are perceived, interpreted and represented in different ways. • Our natural world is diverse and dynamic, influenced by processes and human actions. • Human societies are complex and diverse, shaped by human actions and beliefs. • Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Wellbeing	• Developing physical health and well-being has lifelong benefits. • How we process and respond to our experiences affects our mental health and emotional well-being. • Our decision-making impacts on the quality of our lives and the lives of others. • How we engage with social influences shapes who we are and affects our health and well-being. • Healthy relationships are fundamental to our well-being.
Expressive Arts	• Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. • Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts. • Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.





A summary of the Languages, Literacy and Communication 'What Matters' Statements.

At Maesycwmmmer Primary, Literacy, Language and Communication within the Curriculum for Wales is about communicating effectively in different forms using both English and Welsh. This Area of Learning Experience comprises four 'What Matters' statements, progressing from age 3 to 16. They cover:



- **Languages connect us** - We focus on the links between language, culture and identity. Pupils will be given opportunities to talk and become aware of different languages. The celebration of Welsh through weekly assemblies, 'helpwr heddiw' and an annual Eisteddfod alongside English, home and international languages will develop a sense of belonging and an appreciation of a diverse range of cultures. Our pupil-directed Criw Cymraeg allows our learners to be actively involved in the Welsh life of the school and lead events such as 'Shwmae Day' and St Dwynwen's Day.'
- **Understanding languages is key to understanding the world around us** - Pupils will be exposed to a wide range of reading material that includes magazines, First News and online resources at The Literacy Shed. This will progress from developing sounds and sharing picture books to the discussion and understanding of more complex texts. Within Maesycwmmmer Primary School, this will be delivered through the Read, Write Inc phonics scheme, group guided reading and our whole school 'BOOST' reading programme to nurture independent readers and a love of literature. We also promote literature in the Welsh language throughout the school from 'Flic a Fflac' books in the Foundation Phase to more extended texts from Antur Anhygoel schemes of work in Key Stage 2.

- **Expressing ourselves through languages is key to communication** - Pupils will be given the opportunity to participate in a variety of speaking and listening activities including presentations and performance to speak in a variety of situations and audiences. This may range from giving simple explanations to more formal and informal use of language through class assemblies or speaking to visitors and stakeholders. Oracy work will provide strong foundations for written work through authentic activities, for example, the use of language of debate, persuasion and role play. Grammar rules, spelling and punctuation will be taught in all classes including the online platform Spelling and Phonics Shed. Pupils are encouraged to work collaboratively to review and improve their own work and the work of others using our personalised self and peer assessment tools - 'Learning Garden' in the Foundation Phase and 'E-Valuation' in Key Stage 2.
- **Literature fires the imagination** - To fully appreciate literature, children will be exposed to bi-lingual songs and rhymes such as the 'Pori Dori' initiative, stories and poems including cultural texts from Wales and the wider world. Community links will be made with our local library service to make visits and support our teaching and learning. Learners will respond to these in a variety of oral and written ways, and use them as inspiration to craft their own ideas and fire their imaginations.





A summary of the Mathematics and Numeracy 'What Matters' Statements.

At Maesycwmmmer Primary, Mathematics and Numeracy within the Curriculum for Wales is about enabling learners to solve problems, explore ideas, establish connections and collaborate with others in real-world contexts. This Area of Learning Experience comprises four 'What Matters' statements, progressing from age 3 to 16. They cover:

The number system is used to represent and compare relationships between numbers and quantities - Pupils at Maesycwmmmer start off with a solid foundation of concrete mathematics using a wide range of resources with the aim of moving into pictorial again with a wide range of visual resources and eventually leading onto abstract learning. Staff at Maesycwmmmer deliver number through the Tapas skills planning framework.

Algebra uses symbol systems to express the structure of mathematical relationships - Progressively throughout Maesycwmmmer Primary children are given opportunities to find and create patterns in shapes and numbers outdoors in our Nursery as well as in exercise books in Year 5&6. Fact families are also explored to show children how two different mathematical equations can be equivalent. Children also explore equivalence in measuring as well as many other mathematical processes throughout the enhanced and continuous provisions in the foundation phase.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world -

We especially in the foundation phase use the outdoors to deliver math and use our surroundings to consolidate skills. For example Year 5&6 have done orienteering of the school grounds. We also expose pupils to our cooking facilities at Maesycwmmmer which involves them having real life hands-on experience of measuring, using scales, ratio etc. We also recognise the importance of sustainability at Maesycwmmmer and gardening is delivered through curriculum and extracurricular time where children again measure rainfall, distance between seeds planted and the height of flowers.





A summary of the Science and Technology 'What Matters' Statements.

At Maesycwmmmer Primary, Science and Technology focuses on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance pupils' knowledge and understanding of the world. This Area of Learning Experience comprises six 'What Matters' statements, progressing from age 3 to 11. They cover:

- **Being curious and searching for answers is essential to understanding and predicting facts** - this focuses on showing curiosity and asking questions that form suitable methods of inquiry. At Maesycwmmmer, pupils are given opportunities to recognise patterns from observations and communicate results and improvements. We follow the TAPS science scheme, which provides experiences for pupils to question ideas, form opinions and deepen scientific and technological understanding.
- **Design thinking and engineering offer technical and creative ways to meet society's needs and wants** - this focuses on using simple tools, materials and equipment safely to make inspirational and creative designs. Pupils will have opportunities to reflect and refine designs without fear of failure.
- **The world around us is full of living things which depend on each other for survival** - this focuses on recognising and describing: living things, organisms, different organs and systems.. Pupils will have opportunities to discover habitats within our woodland area and have experiences of growing produce in the school garden.
- **Matter and the way it behaves defines our universe and shapes our lives** - this focuses on exploring properties and changes of materials under different conditions, this will be developed through exploration of experiments and research. Pupils will also have opportunities to explain the natural materials of the world and their benefits to mankind..
- **Forces and energy provide a foundation for understanding our universe** - this focuses on pupils investigating different forms of energy and describing the different forces acting on an object through scientific experiments. Pupils will have learning opportunities to evaluate the variables and suggest improvements for future experiments.
- **Computation is the foundation for our digital world** - this focuses on experimenting with Chromebooks, iPads and Beebots in a safe manner. Pupils will have opportunities to collaborate with others creating their own algorithms using the Scratch and HWB websites..



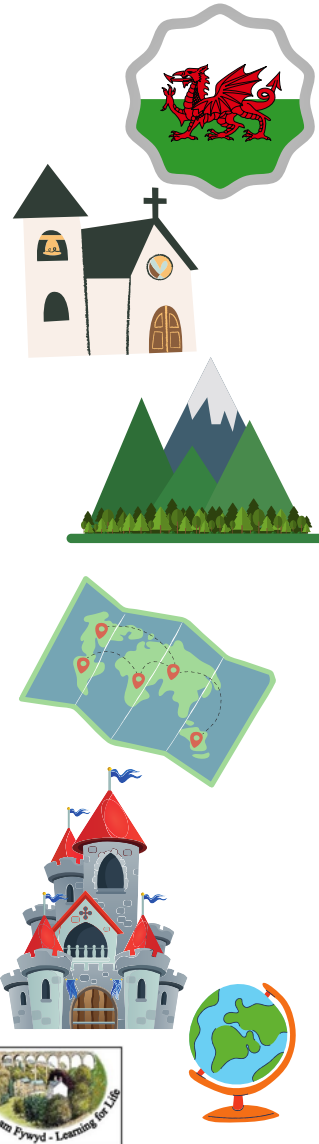


A summary of the Humanities

'What Matters' Statements.

At Maesycwmmmer Primary, Humanities is about encouraging learners to engage with the most important issues facing humanity. It helps to develop the skills necessary to understand the past and the present. Humanities comprises five 'What Matters' statements, progressing from age 3 to 11. They cover:

- **Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future-** Pupils will develop these skills through looking at local examples such as changes through the seasons in the woodland, exploring the village and learning about the history of the Maesycwmmmer viaduct. Exploration of place will extend to South Wales, including Cardiff Bay and comparing this to history across the UK and wider world.
- **Events and human experiences are complex, and are perceived, interpreted and represented in different ways** - Children will be given the opportunity to form their own opinions about things that are important to them and familiar experiences, such as taking part in Christmas and Easter celebrations and experiencing a christening or wedding in the local church. As they move through the school they will learn about why people have different opinions and beliefs.
- **Our natural world is diverse and dynamic, influenced by processes and human actions-** Pupils will recognise familiar places such as the local library, shops, church and park. They will develop an understanding of how human actions affect the natural world. Pupils will also have the opportunities to discover and research the impact of the natural phenomena across the world.
- **Human societies are complex and diverse, and shaped by human actions and beliefs.** - Pupils will develop an appreciation of their Welsh identity and heritage through taking part in our Eisteddfod, Welsh assemblies and the Welsh heritage history competition. Pupils will learn about the diversity of societies by exploring a range of different religious views and cultures.
- **Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action** - We will develop children's understanding of their responsibilities as citizens of Wales and the wider world through looking after the environment locally and debating a range of issues such as climate change.





A summary of the Health and Well-being 'What Matters' Statements.

At Maescwmmmer Primary, Health and Well-Being is embedded throughout the authentic curriculum and is an integral part of teaching and learning. We aim to raise awareness amongst the pupils and staff of all forms of well being and do our utmost to ensure children are striving for life satisfaction. This area of learning has 5 what matters statements:

Developing physical health and well-being has lifelong benefits - Maescwmmmer Primary staff recognise the importance of physical activity and promote this with a daily mile, 2 hourly weekly sessions, swimming lessons, sports day, extra curricular and active lessons through other areas of learning when appropriate.

How we process and respond to our experiences affects our mental health and emotional well-being - We deliver specific PSHE sessions through the [SEAL/JIGSAW](#) scheme where all aspects of children's thought processes are questioned and in some instances changed to promote their mental and emotional health as well as that of others around them. To further support these sessions we have recently invested in Steve Pearce who has delivered a block of self worth and reflection lessons to our Year 5 & 6 class as we at Maescwmmmer recognise the potential impact of transition from primary on pupils.

Our decision-making impacts on the quality of our lives and the lives of others - We give children many opportunities to work and play alongside others making decisions that will impact on other children. We hold class assemblies for children to learn and inform the other classes on important issues around us. We also aim for children at Maescwmmmer Primary to be ethically informed citizens of Wales through our thematic approach often involving their heritage and the impact of their actions on their surroundings and encouraging litter picks to show how other peoples actions could have an impact on theirs. We also support many charity events and organisations showing children that there are ways in which we can support others through our actions.

- **How we engage with social influences shapes who we are and affects our health and well-being** - Within Jigsaw there is a module targeted purely at influence and its effect on our actions. Steve Pearce also delivers a session on the importance of 'being you' promoting that their actions are choices they have made themselves and should take ownership of not blame outside influences. We also provide children with positive influences from one another with our weekly achievement assembly celebrating children's work and achievements from in and outside of school.
- **Healthy relationships are fundamental to our well-being** - At Maescwmmmer Primary we provide the foundations for children to be able to make friends via the buddy system where older children are grouped with younger children and support them in many ways. We also recognise the importance of including all children with our Cwtch, sensory room and all staff have been trained in ASD.
- We want to give the pupils at Maescwmmmer the best chances of leading a happy, healthy and understood lifestyle during their time at the school but also equipping them with the skills to transfer throughout their lives.





A summary of the Expressive Arts 'What Matters' Statements.

At Maesycwmmmer Primary, we engage and motivate learners, developing their creative, artistic and performance skills through the Expressive Arts Area of Learning. This Area of Learning covers a variety of skills within art, dance, drama, film and digital media and music. This Area of Learning comprises of 3 'What Matters' statements.

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

We encourage our learners to explore all aspects of Expressive Arts. Our Expressive Arts lessons link well across the curriculum and compliment our class topics well. We also incorporate regular sessions to suit events happening in the community as well as the wider community. We organise various whole school art projects where children are able to explore and experiment with various creative techniques. We carry out Enriched Curriculum sessions across the whole school which involves children from different year groups working collaboratively to create artwork based on a specific topic. During cultural festivals and events, the children produce creative pieces to showcase around the community. **Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.**

In our school, the children's artwork is displayed in abundance around the classroom and the school as a celebration of their work and to allow for feedback as both an artist and audience. We encourage children to express their ideas about their work helping them become curious and independent learners. We focus on various Welsh artists and other artists around the world linking to our class topics to help inspire artwork. We also have many murals painted on the school walls both inside and outside which helps spark imagination in our pupils.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Throughout each phase, children explore different percussion instruments to make sounds and music. Children are given the opportunity to play an instrument. Every term each class performs an assembly to celebrate their learning with parents and Governors. At Maesycwmmmer Primary School we also pride ourselves on our phase Christmas concerts. Our choir also enjoys singing for the community such as the OAP complex, Tesco and the annual Remembrance Service.



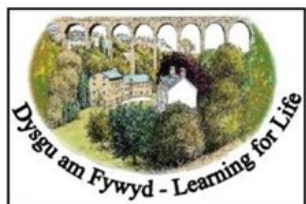
Progression and Assessment

Put simply the 'Principles of Progression' or 'Progression Steps' can be defined as how learners make progress throughout their learning across the curriculum. Progression is a 'road map' for each individual, and each may progress at a different rate or take a different path to get to the next stage in their learning journey.

The Curriculum for Wales guidance describes mandatory principles of progression for the curriculum as a whole and for each individual AoLE. These articulate the ways in which learners make progress in their learning and contribute to the four purposes. This means that progression must be embedded in learning and teaching and should form the basis of thinking at Maesycwmmer when designing and planning the school curriculum. Progression is further supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it will differ. As a result, the progression steps can only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

Progression should be supported through 'deep' learning. Each description of learning is designed to support increasing depth and sophistication of learning over time. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication. They are also designed to be considered through a range of contexts. Learning should bring together through experiences a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. Assessment is key to supporting 'deep' learning and should be used to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress.



Progression Step 1	Progression Step 2	Progression Step 3
Pupils in Nursery and Reception	Pupils in Year 1, 2 and 3	Pupils in Year 4, 5 and 6

Purpose of Assessment



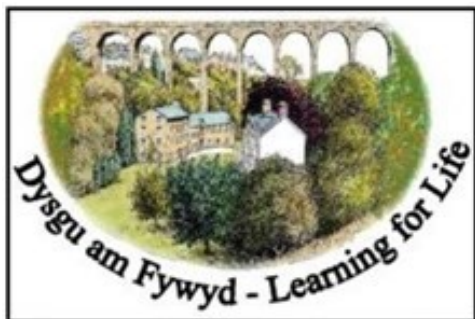
We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress. In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner- their strengths, the ways in which they learn, and their areas for development - in order to inform next steps in learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (Assessment for Learning); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice. We also reflect and monitor each learner's well-being (PASS) and cognitive development (CAT4). These assessments are used to formulate an accurate snapshot which provide attainment, progress and well-being targets.

Communicating and engaging with parents/carers

We communicate effectively with parents/ carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/ carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face to face, digital through Seesaw, text and email. Information shared on any support, interventions or additional needs required for the learner's development is shared with parents and carers.



Cross Curricular Skills

Cross-cutting themes



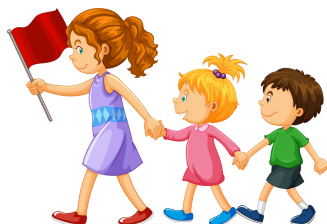
Cross Curricular Skills

Literacy, numeracy and digital competence are mandatory cross curricular skills within Curriculum for Wales. It will be the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills. How literacy, numeracy and digital competence skills are developed in and across the curriculum will be decided at a local level and will fit with individual schools' approaches.

Cross-cutting themes

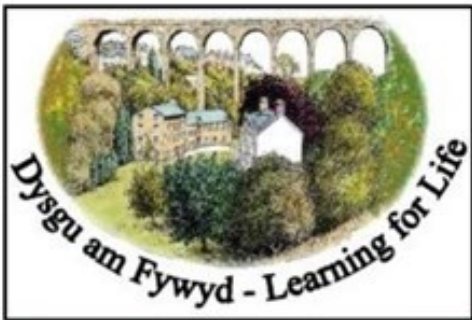


Relationships and sexuality education (RSE)	Human Rights education and the United Nations Convention on the Rights of the Child - UNCRC	Diversity	Careers and work-related experiences	Local, National and International Context
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School Experiences

Through co-constructing with all of our stakeholders, these are the 20 experiences we think all our learners should have during their educational journey at Maesycwmmmer Primary School.



Visit a religious building -e.g. Mount Pleasant Chapel; meet the local Pastor

Experience local castles - Castell Coch, Cardiff Castle, Cyfartha Castle.

Experience a theme park

Visit the Brecon Beacons - Mountain Railway

Walk to the next village and visit Ystrad Mynach library

Descend Big Pit and experience the mining / Victorian life

Experience a residential outdoor activity trip

Walk across the Maesycwmmmer viaduct; learn the history of steam trains

Grow food from seed to plate

Travel from Hengoed to our capital city Cardiff by train

Nature study at Coed Gwernau Woods

Take a bus trip to a beach

Learn to play a musical instrument

Take swimming lessons

Attend a show - Pantomime, theatre production

Take part in a generation project - learn from our older members in the community.

Visit Parc Penallta and learn about it's coal mining history; the pit pony sculpture; the sound dome; pond dip

Experience watching a live sporting event- rugby, football, ice hockey

Visit a museum. e.g. St Fagans. Cardiff or London

Animal Encounters- visit a wildlife park, handle real animals