

Welsh - Progression 2 Step

Languages, Literacy, and Communication (including Welsh and International Languages)

of a Curriculum For Circular Economy Curriculum Complementing the Welsh Framework



This outline, grounded in the Welsh curriculum, provides a foundation for planning teaching, learning, and experiences that promote Circular Economy . It is designed to be flexible, allowing teachers to adapt the learning to meet the needs of their specific cohort. Co-creating learning experiences is encouraged, fostering collaboration between educators and students. This progression pathway aims to support teachers in their planning and implementation of Circular Economy -focused education.

Overarching Objectives for Progression Step 2:

- Encourage curiosity and engagement with the world.
- Develop critical thinking and problem-solving skills.
- Promote personal, social, and cultural development.
- Foster a sense of responsibility for personal health, well-being, and the environment.

The Curriculum of Wales

Expressive Arts	Health and Wellbeing	Humanities (including History, Geography, Religion, Values, and Ethics)	Languages, Literacy, and Communication (including Welsh and International Languages)	Mathematics and Numeracy	Science and Technology
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Expressive Arts Subject Areas: Music, Drama, Art, Dance, Film and Digital Media. Objectives: Develop creativity and imagination. Explore a range of media, techniques, and materials. Express ideas and feelings through different artistic forms. Begin to reflect on their own work and that of others.	Health and Well-being Subject Areas: Physical Health, Mental and Emotional Well-being, Relationships, Healthy Eating, Personal Safety. Objectives: Understand physical health and its connection to well-being. Develop emotional literacy and manage feelings. Learn about making healthy choices (diet, exercise). Build interpersonal skills to foster	Humanities Subject Areas: History, Geography, Religious Education, Business Studies, and Social Studies. Objectives: Understand past and present human experiences, locally and globally. Develop a sense of belonging and identity. Learn about sustainability and the impact of human actions on the planet. Begin to explore ethical questions and different belief systems.	Languages, Literacy and Communication Subject Areas: English, Welsh, Modern Foreign Languages, Literature, Oracy. Objectives: Develop competence in both Welsh and English. Explore the use of language for different purposes (e.g., storytelling, explaining, persuading). Learn to communicate effectively through speech and writing. Engage with a range of literary texts, including Welsh literature.	Mathematics and Numeracy Subject Areas: Number, Geometry, Algebra, Measurement, Data Handling. Objectives: Develop understanding of numbers, patterns, and shapes. Solve practical problems using basic mathematical techniques. Begin to understand and apply mathematical reasoning. Learn to use data to interpret the world around them.	Science and Technology Subject Areas: Biology, Chemistry, Physics, Computer Science, Design and Technology. Objectives: Begin to explore the natural world and understand simple scientific concepts. Engage with technology and develop basic computational thinking. Design, make, and evaluate simple products and systems. Explore sustainability through understanding energy and material use.
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	positive relationships.				
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The Sustainability Curriculum Headings

Understanding the Circular Economy (CIRC1)	Waste Reduction and Recycling (CIRC 2)	Sustainable Consumption (CIRC 3)	Product Lifecycle and Design. (CIRC4)	Repair and Upcycling (CIRC5)	Circular Business Practices and innovation (CIRC6)
Local Economies and Community Engagement (CIRC 7)	Environmental Impact and Resource Conservation (CIRC8)	Citizenship and Global Responsibility (CIRC 9)	Food Systems (Circ 10)	Circular Technologies and Innovation (CIRC11)	Outdoor Learning (CIRC12)

The Sustainability Curriculum Model linked to the Curriculum of Wales - Progression Step 2

Understanding
Circular Economy

(SUS1)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will explore the concept of the circular economy through storytelling, poetry, drama, oracy, and persuasive writing. They will develop bilingual communication skills and an understanding of how words can inform, inspire, and activate change toward sustainability. Learners will express ideas about reducing waste, reusing materials, and valuing resources through multiple language forms and media.

Curriculum for Wales Objectives Addressed

- **Develop competence in both Welsh and English** through discussions, written work, and performances linked to circular economy themes.
 - **Explore the use of language for different purposes** such as storytelling, explaining systems, or persuading others to adopt circular practices.
 - **Learn to communicate effectively through speech and writing**, using vocabulary linked to sustainability, fairness, and responsibility.
 - **Engage with a range of literary texts** that connect with ideas of nature, justice, rethinking systems, and care for the Earth.
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Global Framework Links

- **SDG 12: Responsible Consumption and Production** – understanding cycles of production and reuse
 - **SDG 13: Climate Action** – encouraging sustainable thinking
 - **UNCRC Article 29** – education should foster respect for the natural environment
 - **UNCRC Article 13** – right to express views and ideas
 - **UNRMS Principles 1–5** – long-term value creation, waste minimisation, and responsible use of resources
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Examples of Teaching Activities

English and Welsh Literacy

- **Story Chain Activity** – each pupil contributes a section of a story where an object (e.g., a plastic bottle, old jumper) is reused again and again in new ways, showing a circular journey.
- **Bilingual Infographics** – create simple posters explaining the circular economy in Welsh and English, using persuasive headlines and key vocabulary.
- **Compare and Contrast** – read a linear economy story (buy–use–bin) and a circular economy story (make–reuse–repair), then write or perform responses.
- **“I Used to Be...” Poems** – learners write poems from the perspective of reused or recycled objects (e.g., “I used to be a tyre / Now I’m a swing...”).
- **Opinion Writing** – “Why Our School Should Be More Circular” – write a short persuasive piece or speech in both Welsh and English.

Modern Foreign Languages (MFL)

- **Recycling Vocabulary Match-Up** – introduce French/Spanish/German vocabulary related to materials, waste, and reuse (e.g., *papier recyclé, verre, réutiliser*).
- **Create a Dialogue** – a short role-play at a recycling point in the target language using phrases like “Can I recycle this?” or “I repaired it myself.”
- **Poster Slogans in MFL** – learners create posters with phrases such as “Réduisez, Réutilisez, Recyclez!” or “¡Piensa circular!” with images and context.

Suggested Texts and Poems

English and Bilingual Texts

- *“The Rubbish Monster Thing”* by Simon Chadwick – a tale of waste turned into something useful
- *“One Plastic Bag”* by Miranda Paul – based on the true story of Isatou Ceesay’s recycling project in The Gambia
- *“The Tin Forest”* by Helen Ward – the story of a man who transforms waste into a forest

- *"Somebody Swallowed Stanley"* by Sarah Roberts – teaches reuse and ocean impact
- *"The Paper Bag Princess"* by Robert Munsch – challenges consumer values through a reversal fairy tale

Welsh Literature

- *"Ble mae Boc?"* – promotes curiosity and eco-choices in a child-friendly bilingual text
- Poems by Gillian Clarke such as "The King of Britain's Daughter" – which explore waste and nature
- Mererid Hopwood – whose bilingual poetry can inspire creative responses to sustainability themes
- *Learner-Created Poem: "Byddaf yn ddefnyddiol eto..."* – write a class poem in Welsh where each line begins with "I will be useful again..."

Cross-Curricular and Outdoor Extensions

- Circular Object Hunt – learners find reused or repaired objects around school or home and describe their history and possible future using storytelling.
- Circular Economy Debate – conduct a mini debate or roundtable on how local communities could use more circular practices.
- Eco-Word Harvest – create bilingual displays of new vocabulary related to sustainability and use these as inspiration for poetry or persuasive writing.

Waste Reduction and Recycling

(CIRC 2)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will develop bilingual literacy and communication skills by exploring the topic of waste reduction and recycling. Through reading, writing, speaking, and listening activities, they will examine how everyday language can influence behaviours, promote sustainability, and encourage more thoughtful use of Earth's resources. Learners will creatively express their ideas, explain recycling processes, and persuade others to take action.

Curriculum for Wales Objectives Addressed

- Develop competence in both Welsh and English by discussing recycling practices and writing instructions or narratives.
 - Explore the use of language for different purposes (e.g., explaining how recycling works, persuading others to reduce waste).
 - Communicate effectively through speech and writing when sharing opinions or designing posters, poems, and presentations.
 - Engage with a range of literary texts, including stories and poems with environmental themes in both English and Welsh.
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Global Framework Links

- **SDG 12: Responsible Consumption and Production** – reducing waste and promoting recycling
 - **SDG 13: Climate Action** – understanding how waste management helps reduce emissions
 - **UNCRC Article 29** – education should support children's development of respect for the natural environment
 - **UNCRC Article 13** – the right to express ideas freely and learn about the environment
 - **UNRMS Principle 3 & 6** – support for reuse, recycling, and regeneration of resources
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Examples of Teaching Activities

English and Welsh Literacy

- **Create a Bilingual Recycling Guide** – learners write a simple, illustrated guide in both Welsh and English to explain how

recycling works in their home or school.

- **Poetry from Packaging** – use words and phrases found on packaging to create “found poems” about waste or recycling.
- **Persuasive Writing Task** – learners write a letter or campaign speech in Welsh or English to persuade people to reduce single-use plastic or sort their waste more carefully.
- **“Journey of My Lunchbox” Narrative** – pupils write a short story from the point of view of a reused or recycled item, showing its value and the impact of recycling.
- **Sorting Vocabulary Game** – collect and sort recycling-related vocabulary into categories (e.g., materials, verbs, places) to build bilingual word banks.

Modern Foreign Languages (MFL)

- **Label Your Bin** – learn recycling-related terms in French/Spanish (e.g., *papier, verre, plastique*), and create labels or signs for bins in the classroom.
 - **Simple Dialogue Practice** – role-play scenarios at a recycling centre or supermarket using target language phrases like “Can I recycle this?”
 - **Poster Challenge** – design a recycling awareness poster in another language using correct grammar and vocabulary with clear visuals.
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Suggested Texts and Poems

English and Bilingual Texts

- *“Somebody Swallowed Stanley”* by Sarah Roberts – addresses plastic pollution and the importance of recycling
- *“The Adventures of a Plastic Bottle”* by Alison Inches – explains recycling from the bottle’s point of view
- *“Litterbug Doug”* by Ellie Bethel – a story about change, responsibility, and environmental care
- *“What a Waste”* by Jess French – fact-based, child-friendly explanation of recycling and waste

Welsh Literature

- *“Ble mae Boc?”* – a bilingual picture book promoting eco-consciousness
- Short poems by Gillian Clarke or Myra Evans reflecting on the environment and the waste we create

- Welsh folk rhymes or riddles about reusing and valuing resources

Poetry Ideas

- **Acrostic Poem** – use the word RECYCLE to create a themed acrostic
- **Haiku** – write short haikus about bins, bottles, or cardboard boxes
- **Circular Poetry** – write a poem where the last line leads back to the first, representing the idea of a circular economy

Outdoor and Extension Activities

- **Recycling Walk and Report** – take learners around the school grounds or local area to observe litter and recycling, then write bilingual reports or oral recounts.
- **Classroom Recycling Role-play** – practice sorting items correctly while using oral language (Welsh/English/MFL) to explain actions.
- **Create a “Waste-Free” Day Diary** – learners reflect and write about how they used less and reused more for a day, sharing their experience through a class blog or zine.

Sustainable Consumption

(CIRC 3)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will explore the concept of sustainable consumption through storytelling, persuasive language, bilingual

communication, and critical thinking. They will use language to question where things come from, describe needs versus wants, and suggest better ways to consume and live lightly on the Earth. Learners will reflect on their own choices and build vocabulary and communication skills to influence others.

Curriculum for Wales Objectives Addressed

- Develop competence in both Welsh and English through writing, speaking, and reading about consumption and lifestyle.
 - Explore the use of language for different purposes such as persuading others to consume less or more wisely.
 - Learn to communicate effectively through speech and writing when reflecting on environmental and social issues.
 - Engage with a range of literary texts to inspire discussion about fairness, justice, and our responsibility to the planet.
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Global Framework Links

- **SDG 12: Responsible Consumption and Production** – promoting thoughtful use of resources
 - **SDG 13: Climate Action** – understanding the climate impact of everyday consumption
 - **UNCRC Article 24** – children’s right to a clean and safe environment
 - **UNCRC Article 29** – education should prepare children to live responsibly
 - **UNRMS Principle 2 & 5** – efficient use of resources and circular behaviours
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Examples of Teaching Activities

English and Welsh Literacy

- **Compare and Contrast Texts** – use leaflets or adverts for products (e.g., fast fashion vs. repairable clothing) and analyse persuasive techniques.
- **Bilingual Consumer Diaries** – pupils keep a short diary of what they use or eat in a day, then reflect on which items were sustainable and why.
- **Persuasive Writing** – write a letter or speech in English and Welsh to persuade classmates or family to reduce food waste

or shop locally.

- “What If?” Stories – imagine a world where everyone consumes sustainably and write a story showing the changes.
- Environmental Poetry – write short poems that reflect on overconsumption or celebrate mindful choices.

Modern Foreign Languages (MFL)

- Shopping Dialogue in MFL – create and perform a scene in French/Spanish/German where one person is helping another buy more sustainable options.
 - Eco-Posters in MFL – learners create posters with slogans like “Achetez local!” or “Réduisez le plastique!” and illustrate their meaning.
 - Simple Interviews – learners ask and answer questions in a foreign language about what they consume, what they reuse, and why.
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Suggested Texts and Poems

English and Bilingual Texts

- “Greta and the Giants” by Zoë Tucker – a child-friendly story of activism and values
- “The Tale of a Toothbrush” by M.G. Leonard – tracks the journey of a plastic object
- “What If Everybody Did That?” by Ellen Javernick – helps children reflect on their choices
- “Oi! Get Off Our Train” by John Burningham – introduces themes of habitat loss and human responsibility

Welsh Literature

- Poems by Mererid Hopwood or Gillian Clarke that touch on the beauty of nature and the importance of preserving it
- “Cymru’r Dyfodol” – a class-created poem in Welsh imagining a sustainable future for Wales
- Local Welsh folk stories that explore traditional ways of using resources wisely

Poetry Ideas

- List Poems – items we use every day, followed by a reflection: “Do I really need it?”
- Shape Poems – form poems in the shape of reusable items (e.g., a bottle, lunch box, bike)

- **Word Harvest** – collect ‘green’ words from packaging, articles, and ads to create a collage poem
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Outdoor and Practical Extension

- **Sustainable Consumption Walk** – observe how the school or community consumes resources (bins, packaging, displays), then create short bilingual reports or oral presentations.
 - **Class Swap Day** – learners bring a toy, book, or item from home and practice persuasive language to explain its value and why reuse matters.
 - **Create a Classroom ‘Earth Stewards Code’** – in Welsh and English, learners write a code of habits for more sustainable daily living.
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Product Lifecycle and Design.

(CIRC4)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will develop the ability to describe, question, and explain the journey of a product from creation to disposal or reuse. Through storytelling, discussion, bilingual writing, and creative texts, they will explore the environmental and social impacts of product design, use language to suggest improvements, and consider how thoughtful design can support a more sustainable future.

Curriculum for Wales Objectives Addressed

- **Develop competence in both Welsh and English** – through descriptive, instructional, and persuasive texts about how products are made, used, and remade.
 - **Explore the use of language for different purposes** – to explain processes, present research, and express opinions about sustainable design.
 - **Learn to communicate effectively through speech and writing** – by discussing product journeys and debating design choices.
 - **Engage with a range of literary texts** – exploring stories, poems, and informative texts about materials, making, and mending.
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Global Framework Links

- **SDG 12: Responsible Consumption and Production** – focus on sustainable product design
 - **SDG 9: Industry, Innovation, and Infrastructure** – supporting innovative ideas in communication
 - **UNCRC Article 29** – education to support understanding of environment and responsibility
 - **UNCRC Article 13** – right to seek, receive and impart information
 - **UNRMS Principle 10** – circular design and full lifecycle thinking
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Examples of Teaching Activities

English and Welsh Literacy

- **“From Start to Finish” Narratives** – learners create a written or illustrated story describing a product’s journey (e.g., a jumper from sheep’s wool to shop, use, and reuse), including environmental questions and ethical decisions.
- **Instructional Writing** – produce bilingual guides or flowcharts showing how a product is manufactured and suggest alternative designs that reduce waste.
- **Persuasive Posters** – design campaigns in English and Welsh to encourage better design or responsible buying (e.g. “Buy Once, Use Forever!”).
- **Debates and Discussions** – small group oracy tasks debating topics like “Should we only buy second-hand clothes?” or

“Should toys be made to last forever?”

- **Product Diaries** – learners write a diary from the point of view of an item (e.g., a plastic bottle or mobile phone), exploring its “life” and what happens after it’s no longer used.

Modern Foreign Languages (MFL)

- **Label a Lifecycle** – learners use simple MFL terms to label stages of product development (e.g., *fabriqué, utilisé, réutilisé, recyclé*).
 - **Comparing Product Packaging** – analyse foreign-language packaging, labels, or recycling instructions, and translate or create their own.
 - **Short Presentations** – describe a product and its lifecycle in a modern language using visual prompts and rehearsed phrases.
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Suggested Texts and Poems

English and Bilingual Texts

- “*The Great Paper Caper*” by Oliver Jeffers – explores resource use and mystery in nature
- “*The Journey of a T-Shirt*” (Usborne Beginners) – a factual introduction to lifecycles
- “*What a Waste*” by Jess French – sections about how products can be redesigned to reduce environmental harm
- “*One World*” by Michael Foreman – a story about how choices affect the environment

Welsh and Welsh-English Sources

- “*Straeon y Ffordd*” (Welsh oral stories about crafts and trades)
- Welsh poetry by Gillian Clarke that reflects on land, resources, and what we make from them
- Local Welsh community stories of crafting, weaving, or repairing passed through generations

Poetry Ideas

- **Lifecycle Limericks** – short, humorous poems about a product’s journey
- **Reversal Poems** – write a lifecycle story forwards and backwards (e.g., from recycled paper back to tree)

- Found Poetry – create a collage poem using words cut from packaging, adverts, and product labels
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Extended Activity: Class Lifecycle Project

"A Second Chance Design" – Learners bring an item from home or school and:

- Write a bilingual label explaining its lifecycle
- Research or imagine a new design that makes it more sustainable
- Present their ideas to the class as an "eco-designer"
- Create a class display that maps these product journeys

Repair and Upcycling

(CIRC5)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will explore the values and practicalities of repair and upcycling through storytelling, persuasive writing, bilingual communication, and creative expression. They will investigate how language can inspire action, explain how things are fixed or reused, and share ideas that challenge throwaway culture. Learners will build vocabulary, describe processes, and reflect on personal and cultural attitudes to waste and reuse through text and talk.

Curriculum for Wales Objectives Addressed

- Develop competence in both Welsh and English – learners use both languages to describe, instruct, and reflect on repair and reuse practices.
 - Explore the use of language for different purposes – including instructions, stories, persuasive posters, and reflective writing.
 - Learn to communicate effectively through speech and writing – by sharing and celebrating upcycling ideas with peers or the community.
 - Engage with a range of literary texts – reading and responding to literature that values mending, creativity, and sustainability.
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Global Framework Links

- SDG 12: Responsible Consumption and Production – encouraging reuse over disposal
 - SDG 13: Climate Action – reducing carbon impact through reuse and repair
 - UNCRC Article 29 – education should help children understand the world and respect the environment
 - UNCRC Article 12 – the right to express views and ideas
 - UNRMS Principle 5 – support a circular mindset and sustainable use of resources
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Examples of Teaching Activities

English and Welsh Literacy Activities

- Bilingual 'How-to' Guides – learners create simple step-by-step posters or booklets in English and Welsh explaining how to upcycle something (e.g., turning an old t-shirt into a bag).
- Repair Café Script Writing – learners write a short scene where characters discuss fixing broken items and the stories behind them.
- Personal Reuse Story – pupils write about an object they repaired or reused, explaining why it mattered.
- Persuasive Letter – write to a school leader or local shop encouraging a reuse station or mending workshop.
- "If This Object Could Talk" – imaginative writing task where learners write from the perspective of an upcycled or repaired

item (e.g., an old chair, coat, bike).

Modern Foreign Languages (MFL)

- **Vocabulary for Tools and Materials** – learners label tools (e.g., *ciseaux, aiguilles, colle*) and describe their function in French, Spanish, or other MFLs.
 - **MFL Role Play** – learners create a short conversation in pairs where one person explains how they upcycled something in another language.
 - **Global Perspectives** – research and present examples of repair cultures in different countries using simple MFL phrases.
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Suggested Texts and Poems

English and Bilingual Texts

- *"The Paper Bag Princess"* by Robert Munsch – story of reuse and independence
- *"The Repair Shop: A Make-Do and Mend Story"* (CBBC spin-off) – real-life stories of restoring items
- *"One Plastic Bag"* by Miranda Paul – a powerful true story of upcycling plastic in The Gambia
- *"The Lost Homework"* by Richard O'Neill – a tale rooted in Traveller culture about reusing and caring for belongings

Welsh Literature

- *"Dillad Dail"* (Leaf Clothes) – a Welsh folk-style poem about making use of what's found in nature
- Poems from *Gillian Clarke* or *Mererid Hopwood* that explore home, waste, and resourcefulness
- Bilingual folktales that feature themes of resourcefulness, such as *Guto Nyth Brân* (known for using what he had)

Poetry Ideas

- **"My Mended Thing"** – write a poem about an item that was fixed rather than thrown away
- **Acrostic Poetry** – using words like REPAIR or UPCYCLE
- **Found Poems** – learners collect words from packaging or used items and turn them into a creative verse

Outdoor/Practical Extension

- **Upcycle Poetry Walk** – learners find discarded or overlooked items outdoors and write imaginative verses about how they could be reused.
- **Class Upcycling Challenge** – as a group, turn waste paper or fabric into a poetry journal, performance costume, or storytelling prop, then describe the process orally and in writing.

Circular Business Practices and innovation
(CIRC6)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will explore how businesses can reduce waste, reuse resources, and design innovative solutions to support a circular economy. Through spoken, written, visual, and digital communication, they will explain sustainable practices, promote circular ideas, and evaluate the social and environmental benefits of innovation. They will build bilingual vocabulary, reflect on stories of enterprise and invention, and express their understanding through persuasive, creative, and informative forms.

Curriculum for Wales Objectives Addressed

- **Develop competence in both Welsh and English** by creating bilingual promotional texts, slogans, and interviews about circular business ideas.
- **Explore the use of language for different purposes**, such as campaigning, storytelling, pitching, and reporting.

- Learn to communicate effectively through speech and writing by developing fictional or real business ideas and presenting them to peers.
 - Engage with a range of literary texts, including real-world examples of change-makers and innovators in Wales and beyond.
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Global Framework Links

- SDG 9: Industry, Innovation, and Infrastructure
 - SDG 12: Responsible Consumption and Production
 - SDG 8: Decent Work and Economic Growth
 - UNCRC Article 29 – education should develop talents and understanding of the world
 - UNCRC Article 13 – the right to express thoughts and access information
 - UNRMS Principle 10 – support for circular economy and innovative approaches to sustainability
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Examples of Teaching Activities

English and Welsh Literacy

- **Bilingual Pitch Writing** – Learners create posters or simple business plans in English and Welsh for a circular product (e.g. refillable pens, upcycled bags, compostable lunchboxes).
- **“Dragon’s Den” Role Play** – Small groups develop a circular business idea and pitch it to a panel using persuasive language and visuals.
- **Letter to a Business** – Learners write to a local shop or company suggesting how they might reduce waste or reuse packaging.
- **News Report Writing** – Pupils create a short article or video script reporting on a fictional or real innovation in their community.
- **Class Magazine Feature** – Include interviews (real or imagined), top tips for eco-businesses, and a glossary of key Welsh and English terms.

Modern Foreign Languages (MFL)

- **Multilingual Product Labelling** – Learners invent a circular product and design eco-labels in French, Spanish, or another MFL, using sustainability-focused vocabulary.
 - **Comparing Business Slogans** – Look at real circular economy slogans in other languages and translate or invent their own.
 - **“Eco Adverts” in MFL** – Learners create and perform short persuasive adverts in a modern foreign language for a circular invention.
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Suggested Texts and Poems

English and Bilingual Texts

- *“Kids Fight Plastic”* by Martin Dorey – activism and design thinking
- *“Made by Hand: A Crafts Book”* by Carole Lexa Schaefer – exploring the value of making and mending
- *“You Are a Business Genius”* (Usborne) – adapted for classroom use with circular economy focus
- *“Greta and the Giants”* by Zoë Tucker – narrative about taking action and innovation
- *BBC Bitesize case studies* – e.g., Welsh businesses using renewable materials or circular practices

Welsh Texts and Sources

- Stories from *Eco-Sgolion Cymru* (Eco-Schools Wales)
- *Sbarc!* magazine – innovation and sustainability themes in Welsh
- Poems and songs from *Mererid Hopwood* or *Gillian Clarke* that highlight ingenuity, responsibility, and action

Poetry Activities

- **Acrostic Poem Challenge** – “INNOVATE”, “CIRCULAR”, or “BUSINESS”
- **Rhyme & Reason** – learners write a persuasive poem explaining why products should last longer and not be thrown away

- Poetry Slam – pupils perform short poems imagining themselves as a young eco-entrepreneur
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Integrated Activity Idea:

"The Circular Pop-Up Shop":

Learners co-create a fictional pop-up business showcasing upcycled or reusable products. They:

- Write bilingual adverts and information leaflets
- Present elevator pitches to classmates
- Translate key sustainability terms into MFL
- Write reflections on what circularity means for their own communities

Local Economies and Community Engagement

(CIRC 7)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will explore the importance of local businesses, producers, and community action by using English, Welsh, and modern foreign languages to gather and present information, express opinions, and create media that celebrates and promotes sustainable local engagement. They will communicate ideas through storytelling, persuasive writing, interviews, and drama, building understanding of their role in a fair, circular economy.

Curriculum for Wales Objectives Addressed:

- Develop competence in both Welsh and English through bilingual discussions, interviews, and presentations about local life and economy.
 - Explore the use of language for different purposes – storytelling, persuasive writing, reporting, and campaigning.
 - Learn to communicate effectively through speech and writing to describe and promote community initiatives.
 - Engage with a range of literary texts – exploring community, heritage, and sustainability themes from Welsh and global voices.
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Global Framework Links:

- SDG 11: Sustainable Cities and Communities
 - SDG 8: Decent Work and Economic Growth
 - SDG 12: Responsible Consumption and Production
 - UNCRC Article 15 – the right to join groups and participate in community life
 - UNCRC Article 29 – education should encourage respect for community and cultural identity
 - UNRMS Principle 3 – promoting local solutions, partnerships, and community stewardship
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Examples of Teaching Activities:

English and Welsh Literacy:

- **Community Stories Project** – Learners interview family, shop owners, or market stallholders about their roles in the local economy, writing short profiles in both English and Welsh.
- **Local Heroes Scripts** – Pupils write and perform short scripts celebrating people who contribute to the community (e.g. bakers, growers, recyclers, library workers).
- **'Buy Local' Campaign** – Create persuasive leaflets or bilingual posters encouraging families to support local producers or community-led initiatives.

- **Descriptive Writing:** Describe a visit to a local market or community garden. Focus on sensory language, people's roles, and what makes the place important.
 - **"A Day in the Life" Diary Entry** – Learners imagine and write from the perspective of someone working in a local sustainable business.
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Modern Foreign Languages (MFL):

- **Global and Local Vocabulary:** Learn terms like *marché* (market), *produits locaux* (local products), *panadería* (bakery), *recyclería* (recycling centre) – and label a classroom "community map."
 - **Bilingual Market Role-Play:** Learners practise buying and selling in a classroom "local market" using simple phrases in French, Spanish, or another MFL.
 - **Pen Pal Projects:** Exchange letters or video messages with learners in other communities across Wales or abroad, discussing similarities in local community life.
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Suggested Texts and Poems:

English Literature:

- *"The Promise"* by Nicola Davies – themes of regeneration and giving back
- *"It's a No-Money Day"* by Kate Milner – life in a community and food bank reliance
- *"Window"* by Jeannie Baker – community change and development over time
- *"Last Stop on Market Street"* by Matt de la Peña – celebration of community diversity and kindness

Welsh Literature:

- *"Cwm Alltcafán"* (Ifan Morgan Jones) – poetic explorations of place and identity
- Poems and prose from *Llenyddiaeth Cymru* or *Urdd Eisteddfod* focused on rural life, belonging, and local traditions
- Local folklore stories in bilingual formats – especially ones rooted in food, land, and community

Poetry Suggestions:

- “Our Community” by Joseph Coelho (or write inspired versions)
- “The Place I Know” – class-generated poems describing personal relationships with local places and people
- Welsh-language nature and people poems from *Gillian Clarke* or *Mererid Hopwood*

Outdoor/Community Integration:

- **Local Walk & Word Collection** – Learners explore the local area (park, community centre, shops) and collect words, sounds, and sensory notes to turn into poetry or stories.
- **Community Map Project:** In small groups, pupils draw a local map highlighting key contributors to a sustainable economy (e.g. repair cafes, zero-waste stores, co-ops), and present in English and Welsh.
- **Invite a Local Guest Speaker** – Prepare questions, conduct an interview, and create a bilingual class report about their community role.

)Environmental Impact and Resource Conservation

(CIRC8)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will develop their communication skills in English, Welsh, and MFL by exploring how human actions impact the natural environment and how resources can be conserved. They will use language to ask questions, describe changes, persuade others, and express emotional responses to environmental challenges. Learners will engage with a range of literary

and factual texts to develop awareness of local and global issues and build a vocabulary of stewardship and sustainability.

Curriculum for Wales Objectives Addressed:

- Develop competence in both Welsh and English through bilingual discussions, writing tasks, and reading activities about environmental issues.
 - Explore the use of language for different purposes such as advocacy, reflection, and factual explanation.
 - Learn to communicate effectively through speech and writing using interviews, information texts, descriptive writing, and presentations.
 - Engage with a range of literary texts including eco-poetry, Welsh legends, and global stories with environmental themes.
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Global Framework Links:

- SDG 12: Responsible Consumption and Production
 - SDG 13: Climate Action
 - SDG 15: Life on Land
 - UNCRC Article 24 – the right to a healthy environment
 - UNCRC Article 29 – education should promote respect for the natural world
 - UNRMS Principle 4 – lifecycle approaches to resource use and environmental accountability
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Examples of Teaching Activities:

English and Welsh Literacy:

- Create a 'Resource Diary' – Learners write daily entries documenting their use of water, paper, electricity, and food, then reflect on how to reduce their impact.
- Bilingual Persuasive Writing: Learners create posters or letters in Welsh and English persuading others to take action to reduce waste or conserve water.

- **“Before and After” Descriptive Writing:** Pupils write vivid descriptions of natural environments before and after pollution, using sensory language and emotion.
 - **Interview a Campaigner (real or imagined):** Learners create questions and role-play an interview with someone who helps protect natural resources (e.g., a park ranger, a recycling officer).
 - **Eco-Rap or Poem Performance:** Pupils create rhythmic poems or raps that explain the importance of saving water, energy, or protecting forests.
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Modern Foreign Languages (MFL):

- **Vocabulary Match-Up:** Learn basic sustainability terms in French, Spanish, or another language – e.g. *l’eau, recyclage, la planète, énergie*.
 - **Poster Challenge:** Create simple posters in MFL that promote environmental responsibility in schools or homes.
 - **“Green Routine” in Another Language:** Learners describe a typical eco-friendly day using target language verbs and time phrases (e.g., “I turn off the tap”).
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Suggested Texts and Poems:

English Texts:

- *“Somebody Swallowed Stanley”* by Sarah Roberts – on plastic pollution
- *“Clean Up!”* by Nathan Bryon – young environmental activism
- *“One World”* by Michael Foreman – reflection on pollution and hope
- *“The Tin Forest”* by Helen Ward – transformation and hope from waste

Welsh Texts:

- *“Dwr Dwr Bendigedig”* (Water, Water, Wonderful Water) – Welsh-language nonfiction for young learners
- Traditional Welsh legends involving nature, such as *Cantre’r Gwaelod* – stories that illustrate human-nature relationships and consequences

- Eco-poems from *Llenyddiaeth Cymru* or past Urdd Eisteddfod competitions with environmental themes

Poetry Suggestions:

- “Don’t” by Michael Rosen – encourages children to think critically about human actions
- “Trees” by Harry Behn – appreciation of nature
- *Learner-created acrostic poems* using terms like “EARTH” or “RENEW”

Outdoor + Integrated Activity:

“Nature Walk, Words Talk” – During an outdoor walk, learners note what they see, hear, and feel in nature. Back in class, they create a bilingual or multilingual descriptive piece or poem capturing the importance of protecting those natural elements. Extend this into a spoken-word or digital storytelling project.

Citizenship and Global Responsibility

(CIRC 9)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will develop their ability to use English, Welsh, and other languages to explore and express what it means to be a responsible global citizen in a circular economy. Through reading, writing, speaking, and listening, they will investigate local and global sustainability issues, engage with diverse perspectives, and produce persuasive and reflective communications that promote fairness, responsibility, and care for the planet.

Curriculum for Wales Objectives Addressed:

- Develop competence in both Welsh and English by discussing sustainable actions and responsibilities bilingually.
 - Explore the use of language for different purposes – such as storytelling, explanation, persuasion, advocacy, and appreciation of diverse cultures.
 - Learn to communicate effectively through speech and writing – by creating presentations, letters, campaign materials, and digital stories.
 - Engage with a range of literary texts – including global and Welsh stories, environmental poetry, and informational texts with moral or social themes.
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Global Framework Links:

- SDG 12: Responsible Consumption and Production
 - SDG 13: Climate Action
 - SDG 16: Peace, Justice and Strong Institutions
 - SDG 17: Partnerships for the Goals
 - UNCRC Article 12 – the right to be heard and express views freely.
 - UNCRC Article 29 – education should support active participation in society and environmental responsibility.
 - UNRMS Principle 3 – developing environmental literacy and civic engagement.
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Examples of Teaching Activities:

English and Welsh Literacy:

- **Bilingual Sustainability Posters:** Learners design posters in Welsh and English encouraging action such as reducing waste, reusing items, or supporting local producers.
- **Letter to the Future:** Pupils write a letter or diary entry imagining the future if citizens take responsibility for the planet—or if they don't. Emphasis on tone, persuasive devices, and conditional language.

- **Debate Club:** Organise a mini-debate on topics like “Should we ban single-use plastics in schools?” or “Should more school meals use local food?” Learners practise building arguments, listening, and responding.
 - **Ethical News Reports:** Learners write or record a short report on a local or global issue (e.g. fast fashion, food waste, water scarcity) using journalistic style.
 - **Storytelling with a Message:** Pupils write or perform a story where the main character must make a responsible choice about resources, showing cause and effect.
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Modern Foreign Languages (MFL):

- **Global Greetings and Sustainability Pledges:** Learn phrases in multiple languages related to Earth stewardship (e.g. “Save water,” “Respect the planet”) and perform in assembly or video.
 - **‘My Eco-Day’ Diaries:** Write a simple diary entry in another language describing environmentally friendly actions.
 - **Sustainability Vocabulary Hunts:** Use word banks and matching games to reinforce terms like recycle, energy, earth, respect, clean water, forest, etc. in French/Spanish.
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Suggested Texts and Poems:

English Literature:

- *“One Plastic Bag”* by Miranda Paul – about Isatou Ceesay’s recycling movement in The Gambia
- *“Greta and the Giants”* by Zoë Tucker – eco-responsibility
- *“Wangari’s Trees of Peace”* by Jeanette Winter – reforestation and women’s leadership
- *“The Lorax”* by Dr. Seuss – classic advocacy story

Welsh Literature:

- Traditional stories such as *“The Seal Wife”* (highlighting relationships between people and nature)
- Modern Welsh eco-poetry (e.g. *Urdd Eisteddfod* winning entries on environment, community, or future Wales)

Poetry:

- *"Dear Earth"* by Isabel Otter – a child's letter to the planet
 - *"For Forest"* by Grace Nichols – celebrating and protecting nature
 - *Learner-created haiku* inspired by community actions and outdoor exploration
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Outdoor + Cross-curricular Integration:

- **Community Stories Walk:** Learners write stories or slogans inspired by real actions happening locally—such as community gardens, food banks, or recycling efforts—and present them along a "story trail."
- **Oracy Circle:** In pairs or small groups, learners share and record "one way I help the Earth," in English, Welsh, and an MFL language.

Food Systems (Circ 10)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will develop their communication skills in Welsh, English, and MFL by exploring the journey of food "from land and sea to plate," examining vocabulary, cultural perspectives, and environmental impacts. Through speaking, reading, and writing, learners will understand how food systems connect people, nature, and technology. They will use language to explain, question, persuade, and reflect on local and global food practices and their sustainability.

Curriculum for Wales Objectives Addressed:

- **Develop competence in both Welsh and English** – by exploring bilingual food-related language, recipes, and cultural traditions.
 - **Explore the use of language for different purposes** – including storytelling about farming and fishing, writing persuasive pieces on food waste, and describing food lifecycles.
 - **Learn to communicate effectively through speech and writing** – using interviews, information texts, posters, and creative writing.
 - **Engage with a range of literary texts** – poems, folk tales, and non-fiction that explore food, farming, and nature in Wales and beyond.
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Global Framework Links:

- **SDG 2: Zero Hunger** – supporting sustainable agriculture and food education
 - **SDG 12: Responsible Consumption and Production** – exploring food waste, packaging, and circularity
 - **UNCRC Article 24** – the right to nutritious food and education about nutrition
 - **UNCRC Article 29** – development of respect for the environment
 - **UNRMS Principle 3** – knowledge-sharing and education for sustainable practices
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Examples of Teaching Activities:

English and Welsh Literacy:

- **Bilingual Recipe Writing:** Learners collect, write, and present recipes using local, seasonal, or low-waste ingredients in Welsh and English.
Extension: Research and include short facts about where ingredients come from and how they're produced.
- **"From Farm to Fork" Explainer Texts:** Learners write a step-by-step text or create an illustrated information sheet explaining how an item like bread, mussels, or carrots moves through the food system. Use sequencing words and food-specific vocabulary.
- **Storytelling: The Journey of a Bite:** Pupils create fictional stories from the perspective of a food item (e.g., a mussel from the Menai Strait or an apple from an orchard).
Focus: Descriptive language, personification, and imaginative narrative structure.

- **Persuasive Leaflets on Reducing Food Waste:** Learners write leaflets or design posters to persuade families or peers to waste less food or eat more locally.
- **Oracy Activity: “Eat This, Not That”** – A classroom debate or group discussion on which food choices are more sustainable, using facts and emotional reasoning.

Modern Foreign Languages (MFL):

- Learn names for fruits, vegetables, meals, and packaging in French, Spanish, or another language.
 - Create a mini café or market roleplay using target language greetings, food terms, and polite conversation.
 - Write short menus or shopping lists in another language using eco-friendly or local items.
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Suggested Texts and Poems:

English:

- *“What’s for Lunch?”* by Claire Llewellyn – a non-fiction look at global food
- *“The World Came to My Place Today”* by Jo Readman – global food journeys
- *“We Are What We Eat”* by Kristy Dempsey – exploring identity and culture through food

Welsh Literature:

- *“Lliwiau’r Bwyd” (The Colours of Food)* – a simple bilingual poetry or storybook
- Welsh harvest or sea shanty-style folk poems available through *Llenyddiaeth Cymru* and *Urdd Eisteddfod* materials
- Local folk tales involving food, farming, or sea – e.g., *Tales from Pembrokeshire* or *Legends of Snowdonia*

Poetry:

- *“The Vegetable Plot”* by Clare Bevan – playful language about growing food
- *“The Compost Heap”* by Judith Nicholls – on food waste and regeneration
- Bilingual haiku or short poetry composed by learners on a farm visit or garden experience

Outdoor Extension Idea:

“Language Harvest Walk” – Learners walk through a school garden or farm visit location, collecting words (sights, smells, textures) to use in their own poetry or bilingual descriptive writing.

Circular Technologies and Innovation

(CIRC11)

Languages, Literacy, and Communication (including Welsh and International Languages)

Learners will develop their ability to communicate in English, Welsh and additional languages by exploring how circular technologies (e.g. renewable energy, repairable products, and reuse-based design) are shaping a more sustainable future. Through creative storytelling, explanation, persuasive writing, and drama, learners will explore the role of innovation in protecting Earth’s resources and reflect on their responsibility as future citizens and communicators.

Curriculum for Wales Objectives Addressed:

- Develop competence in both Welsh and English through bilingual speaking and writing about sustainable innovation.
- Explore the use of language for different purposes – describing how technologies work, explaining their impact, persuading others to adopt sustainable habits.
- Learn to communicate effectively through speech and writing – through interviews, presentations, or “innovation pitches.”

- Engage with a range of literary texts – including fiction, poetry and informative texts about technology and change.
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Global Framework Links:

- **SDG 9: Industry, Innovation and Infrastructure** – promoting inclusive and sustainable innovation
 - **SDG 12: Responsible Consumption and Production** – reducing waste through smart design
 - **UNCRC Article 17 & 29** – access to relevant environmental information and developing talents and respect for the environment
 - **UNRMS Principle 3 & 6** – empowering learners with knowledge and communication to participate in sustainable transitions
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Teaching Examples by Literacy Strand:

English and Welsh Literacy:

- **Bilingual Innovation Posters:** Create a persuasive bilingual poster for a circular invention (e.g., solar-powered lunchboxes, recycled fabric fashion). Include headlines, labels, and impact statements in both languages.
Welsh Language Link: Use familiar vocabulary for materials (papur, plastig, metel) and verbs of change (ailddefnyddio – reuse, trwsio – repair).
- **“Pitch It!” Dragon’s Den-style Presentations:** Learners write and perform a pitch for a circular product they invent, practising persuasive speaking techniques, rhetorical questions, and supporting facts.
Extension: Translate the pitch intro or tagline into Welsh or a chosen modern foreign language.
- **Innovator Interviews:** Pupils write and perform mock interviews with inventors of circular technologies, using role play to explore motivations, problems, and environmental impacts.
Literacy focus: Open/closed questions, dialogue punctuation, oral fluency.
- **Explain a Circular System in Steps:** Learners write sequenced explanations of how a technology works in a loop (e.g. glass reuse or wind turbines) using signal words and clear structure.

Modern Foreign Languages (MFL):

- Vocabulary match-ups for parts of circular products (solar panels, wind turbines, biodegradable materials).
 - Write simple product descriptions or “eco-slogans” in French or Spanish.
 - Create short video adverts for recycled or upcycled products in the target language.
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Suggested Texts and Poems:

- Fiction/Non-Fiction:
 - *“Ada Twist, Scientist”* by Andrea Beaty – invention, perseverance, circular ideas
 - *“Greta and the Giants”* by Zoë Tucker – advocacy and innovation
 - *“Kids Who Are Changing the World”* by Anne Jankéliowitch – includes young eco-inventors
 - *“Old Enough to Save the Planet”* by Loll Kirby – real children creating sustainable innovations
 - Poetry:
 - *“The Song of the Earth”* by John Agard – rethinking our relationship with Earth
 - *“Every Day Things”* by Judith Nicholls – a poetic look at materials and reuse
 - *Welsh Language Poetry*: Look to the *Tir na n-Og Awards* or *Urdd Eisteddfod winning poems* about the environment and youth innovation
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Suggested Activity: “Language Lab for a Better Future”

Learners become language scientists and create a multi-lingual exhibition of circular innovations. Each learner chooses or invents a circular product and presents it using:

- A bilingual label
- A written description or persuasive leaflet
- A spoken pitch or short drama piece

Languages, Literacy, and Communication (including Welsh and International Languages)

Objective:

Learners will use outdoor experiences to develop communication skills in Welsh, English, and additional languages by engaging in creative, descriptive, persuasive, and reflective language tasks linked to natural circular systems (such as seasons, composting, lifecycles, or reuse). Learners will explore how language can help us connect with nature, express ideas about sustainability, and take part in community storytelling that values environmental stewardship.

Curriculum for Wales Objectives Addressed:

- **Develop competence in both Welsh and English** – through bilingual storytelling, environmental signage, and collaborative discussion in nature.
 - **Explore the use of language for different purposes** – including observation, explanation, poetry, and persuasive writing related to circularity.
 - **Learn to communicate effectively through speech and writing** – while investigating the natural world and sustainable practices outdoors.
 - **Engage with a range of literary texts** – including Welsh nature poetry and global stories about Earth and regeneration.
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Global Framework Links:

- **SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land** – use of language to promote sustainability, environmental awareness, and global responsibility.
- **UNCRC Article 29** – education should develop respect for the environment and foster expression and creativity.
- **UNCRC Article 31** – the right to rest, leisure, and play in outdoor spaces, which includes creative expression.

- UNRMS Principle 3 – participatory communication and community responsibility in relation to the natural world.
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Examples of Teaching Activities:

English and Welsh Literacy:

- **Sensory Poetry in Nature:** Learners collect words, textures, colours, and sounds from a woodland, beach, or school garden to write poems (e.g. on cycles of decay and regrowth).
Suggested Poem: “*Dew on the Grass*” by Menna Elfyn (Welsh), or “*The Compost Heap*” by Judith Nicholls.
 - **Circular Storytelling:** Pupils create a nature-themed story loop that ends where it begins—mirroring the idea of a circular system (e.g. following a raindrop from sky to soil to stream).
Suggested Text: “*The Water Princess*” by Susan Verde (linked to SDG 6), or local Welsh tales involving cycles or Earth-based wisdom.
 - **Create Nature Diaries or Logs:** Pupils record changes in their local environment across the weeks, including decomposition, growth, or seasonal cycles, and write bilingual reflective journal entries.
 - **Persuasive Outdoor Signs and Speeches:** Pupils create signs or mini-speeches to convince others to reduce litter, reuse materials, or protect a particular outdoor area.
 - **Oracy in Action:** Debate outdoors – “Should we ban plastic bottles in school?” or “Why composting is better than binning,” using a ‘talking stick’ made from natural materials.
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Modern Foreign Languages (MFL):

- Learn environmental vocabulary outdoors (e.g., trees, sky, soil, insect names) in French or Spanish, and label items using natural materials.
 - Write simple descriptive or instructive texts in a second language—e.g. “how to plant a tree,” “steps to compost,” or “a day in the life of a seed.”
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Suggested Texts and Poems:

- **Welsh Literature:**
 - *"Cân y Coed"* (*Song of the Trees*) by Gwenallt
 - *Nature-based haiku* in Welsh created by learners
 - *Tir na n-Og* shortlists for Welsh children's books on the natural world
 - **English Literature:**
 - *"The Promise"* by Nicola Davies – themes of regeneration and urban nature
 - *"The Lorax"* by Dr Seuss – exploring responsibility and repair
 - *"Compost Stew"* by Mary McKenna Siddals – alphabet book on waste and soil
 - **Poetry Collections:**
 - *"A First Book of Nature"* by Nicola Davies
 - *"Let's Celebrate the Earth"* (anthology including poems about renewal, cycles, and nature's gifts)
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Cross-Curricular Suggestion:

Pair with **Science and Technology** learning on composting or lifecycles, or **Expressive Arts** by creating land art installations inspired by the language used in poems or stories.