

Pyjama Drama and Curriculum for Wales (age 3 – 16)

THE FOUR PURPOSES

The **four purposes** of the **Curriculum for Wales** is the starting point and aspiration for every child and young person in Wales, supporting learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Pyjama Drama adventures are games that take place in imaginary worlds. Each adventure is topic-based and in each adventure, children imagine, pretend, and play, contributing to the **four purposes** as follows:

Ambitious, capable learners, ready to learn throughout their lives

Within the framework of each adventure, children explore both real and imagined worlds where curiosity about themselves, others, and the world, is actively encouraged. Children take on a range of roles and walk in the shoes of different characters, practising being bold, brave, and questioning. In the fun, safe, and supportive environment of the adventure there are no limits - children can *be* anyone and *do* anything!

Enterprising, creative contributors, ready to play a full part in life and work

The focus of each adventure is imagination and play, not performance, which means that in each lesson children play a game that take place in an imaginary world. In each world there is 'drama' that both in and out of role, children are tasked with resolving. As they work together to understand or resolve each imaginary scenario, they are learning to be inventive, innovate, resourceful *and* learning that when you put your mind to it, anything is possible!

Ethical, informed citizens of Wales and the world

Our range of topic-based adventures provides opportunities to children to learn about their environment, Wales, and the wider world. Our approach to play is based on kindness and mutual respect and our games require children to follow rules, take turns, share ideas, and listen and respond to each *other's* ideas. Our games have no winners or losers; when children play the Pyjama Drama way, they objective isn't to 'win', rather that each child gets involved and experiences the *thrill* of collaborate play.

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our adventures are fun and physical, each encouraging children to take an active part be they climbing a mountain, crossing a river, building a house, or dancing with a dragon! With imaginative play, not performance, at their heart, adventures are shared, highly motivating and enjoyable experiences that make every child feel valued. And, because each adventure follows an identical format, after taking part in just a few, children will become increasingly confident making contributions and getting involved. And when involved, they are more likely to take risks, thrive, learn, build relationships, and develop new skills – for life.

AREAS OF LEARNING AND EXPERIENCE

Children in Wales learn across six Areas of Learning and Experience:

1. Expressive arts
2. Humanities
3. Health and wellbeing
4. Science and technology
5. Mathematics and numeracy
6. Languages, literacy and communication

Pyjama Drama adventures provides opportunities for children to develop knowledge, skills, and understanding across all areas, specifically **Health and well-being** and **Languages, literacy and communication** as well as **Expressive Arts**.

HEALTH AND WELL-BEING

Note: Adventures support children in the development of 100% of their progression steps for this Area of Learning.

Developing physical health and well-being has lifelong benefits			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I have the confidence and motivation to move in different ways and I am beginning to develop control of <i>gross motor skills</i> in different environments, moving safely in response to instructions	✓		
I am beginning to make connections between my diet and my physical health and well-being			✓
I am beginning to recognise the connection between the physical and emotional changes that can occur in different			✓

contexts			
I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I am beginning to know how to respond and get help			✓
How we process and respond to our experiences affects our mental health and emotional well-being			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I have an awareness of my <i>perceptions</i> and thoughts	✓		
I can focus my attention and am aware of being able to do this	✓		
I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens	✓		
I can notice and communicate how I am feeling		✓	
I am beginning to have an awareness of how feelings are communicated through actions	✓		
I have an awareness of the feelings of others	✓		
I am aware of when others are kind to me and when I am kind to others	✓		

Our decision-making impacts on the quality of our lives and the lives of others			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can make decisions based on what I like and dislike		✓	
I have developed an awareness that my decisions can affect me and others		✓	
I can take part in group decisions	✓		
I have an understanding that things can be safe or unsafe			✓
How we engage with social influences shapes who we are and affects our health and well-being			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can recognise and follow rules and norms in the groups and situations in which I take part	✓		
I can show care and respect for others	✓		
Healthy relationships are fundamental to our well-being			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can identify who looks after me and who my family and friends are			✓
I can communicate my needs and feelings in my relationships	✓		
I can get along with others with and without support	✓		

I am beginning to recognise safe and unsafe behaviour in relationships			✓
I am beginning to recognise that I have the right to be treated fairly and respectfully	✓		

LANGUAGES, LITERACY AND COMMUNICATION

Note: Adventures support children in the development of over 57% of their progression steps for this Area of Learning. Please refer to the full list of Descriptions of Learning here:

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/descriptions-of-learning/>

Developing physical health and well-being has lifelong benefits			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging			✓
I am beginning to understand that there are different languages in my environment	✓		
I am beginning to talk with my peers in the language of the setting/school	✓		
Understanding languages is key to understanding the world around us			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can <i>discriminate sounds</i> , play with sounds and manipulate sounds both in my environment and in words	✓		

I am beginning to <i>discriminate phonemes</i> aurally in different positions	✓		
I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines	✓		
I can listen to others with growing attention	✓		
I can understand and use <i>basic concepts in language</i>	✓		
I am beginning to ask and answer questions to clarify my understanding	✓		
I can respond to what I hear, read, and see	✓		
I can talk about what I hear, read, or see and express simple opinions	✓		
I can experiment with newly-learned vocabulary	✓		
Expressing ourselves through languages is key to communication			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can produce many speech sounds accurately	✓		
I can communicate meaning using extended speech and/or gesture	✓		
I am beginning to use appropriate language to talk about events in the past and future			✓

I am beginning to take turns in conversations, following the topic	✓		
I am beginning to ask and answer questions to clarify my understanding	✓		
I can share ideas and feelings and express what I like and dislike		✓	
I can describe objects and events, building and extending my vocabulary	✓		
I can use familiar words and phrases and experiment with newly-learned vocabulary	✓		
Literature fires imagination and inspires creativity			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can join in with familiar songs, rhymes, stories, and poems	✓		
I can retell stories	✓		
I can respond creatively to the range of literature I hear, read or view	✓		
I can use familiar words and phrases and experiment with newly-learned vocabulary	✓		
I can respond to what I hear, read, and view and can express simple opinions on it	✓		
I am beginning to ask and answer questions to clarify my understanding	✓		

EXPRESSIVE ARTS

Note: Adventures support children in the development of over 72% of their progression steps for this Area of Learning. Please refer to the full list of Descriptions of Learning here:

<https://hwb.gov.wales/curriculum-for-wales/expressive-arts/descriptions-of-learning/>

Note: In the context of our adventures, 'creative work' should be taken to mean pretend play which includes taking on roles, mime, and improvisation.

Exploring the expressive arts is essential to developing artistic skills and knowledge as it enables learners to become curious and creative individuals			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I can explore and experiment with a variety of creative <i>techniques</i> , materials, processes, resources, <i>tools</i> , and <i>technologies</i>	✓		
I can ask questions to discover how creative work is made	✓		
I am beginning to explore ideas, feelings and moods in a variety of creative work	✓		
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures
I am beginning to talk about my moods and emotions and use these to impact upon my creative work			✓
Creating requires skills and knowledge, drawing on the senses, and imagination			
Progression step 1 Description of learning:	Opportunities in <i>every</i> adventure	Opportunities in <i>most</i> adventures	Opportunities in <i>many/some</i> adventures

I can communicate my ideas, feelings, and memories in my creative work	✓		
I can imitate established artistic techniques in the creation of my own work	✓		
I am beginning to design my own creative work	✓		
I can share my creative work	✓		