

Curriculum for Wales



Llywodraeth Cymru
Welsh Government

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Foundation Phase Framework

(Revised 2015)

Curriculum for Wales: Foundation Phase Framework

Audience

Headteachers, teachers, practitioners and governing bodies of maintained schools, and practitioners and management committees in the non-maintained sector in Wales; local authority education departments; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Government's requirements for the Foundation Phase for three to seven year olds in Wales. It is issued pursuant to the powers contained in sections 102, 105 and 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Government.

Action required

Headteachers, teachers, practitioners and governing bodies of maintained schools, and practitioners and management committees in the non-maintained sector, in Wales must ensure that the statutory requirements set out in this document are implemented in line with the dates specified in the foreword.

Further information

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Additional copies

This document can be accessed from the Welsh Government's Learning Wales website at www.gov.wales/learning

Related documents

Foundation Phase Profile (2015).

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Foreword

This document sets out the curriculum and outcomes for three to seven year olds in Wales in the Foundation Phase.

The statutory Areas of Learning in the Foundation Phase are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills (revised from 2015 to embed the literacy component of the National Literacy and Numeracy Framework (LNF) within Foundation Phase planning, teaching and learning)
- Mathematical Development (revised from 2015 to embed the numeracy component of the National Literacy and Numeracy Framework (LNF) within Foundation Phase planning, teaching and learning)
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

For each Area of Learning the **statutory education programme** establishes what children should be taught and the **Foundation Phase Outcomes** set out the expected standards of children's performance.

Implementation dates

The Areas of Learning and outcome statements for Language, Literacy and Communication Skills and Mathematical Development have been revised, from their 2008 versions, to incorporate the National Literacy and Numeracy Framework (LNF). Three additional outcome statements have been added for Personal and Social Development, Well-being and Cultural Diversity and Physical Development. Their implementation schedules are listed below.

Areas of Learning

The revised Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development become a legal requirement by means of an Order made by the Welsh Government and come into effect on 1 September 2015. From this date the existing Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development are superseded.

Outcome statements: Language, Literacy and Communication Skills and Mathematical Development

The revised outcome statements are to be used for the end of phase assessment, at the end of Year 2. The revised outcome statements become a legal requirement by means of an Order made by the Welsh Government and come into effect on 1 September 2017. Therefore the following schedule for implementation should be followed for the end of phase assessment of Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills; Mathematical Development; and Physical Development:

- 2015/16 – original outcomes (2008) (see Annexes A and B)
- 2016/17 – original outcomes (2008) (see Annexes A and B)
- 2017/18 – revised outcomes (2015) (see pages 51–56).

Outcome statements: Personal and Social Development, Well-being and Cultural Diversity and Physical Development

Three additional outcome statements (Foundation Phase Outcome Bronze, Foundation Phase Outcome Silver and Foundation Phase Outcome Gold) have been added for assessment within the Foundation Phase. These can be used for the end of phase assessment, at the end of Year 2, from September 2015.

**Welsh Government
August 2015**

Background

The Foundation Phase is the statutory curriculum for all three to seven year olds in Wales, having been introduced in September 2010. It encourages children to be creative and imaginative, and makes learning more enjoyable and more effective.

The Welsh Government's approach to education and lifelong learning is set out in the broader context of our vision for children and young people. Details of the Welsh Government's ten-year plan for the early years and childcare can be found in *Building a Brighter Future: Early Years and Childcare Plan* (2013).

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement which protects the human rights of children up to the age of 18. The Welsh Government has summarised the UNCRC under seven key headings by setting out the seven core aims (www.gov.wales/topics/people-and-communities/people/children-and-young-people/rights/sevencoreaims/?lang=en). This is the national framework for developing policy for children and young people and forms the basis for decisions on priorities and objectives in Wales and underpins all of the activities of the department responsible for education and public services within Welsh Government.

We aim to ensure that all children and young people:

- have a flying start in life and the best possible basis for their future growth and development
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and are able to have their race and cultural identity recognised
- have a safe home and a community that supports physical and emotional well-being
- are not disadvantaged by any type of poverty.

Curriculum framework

Foundation Phase and *Successful Futures*

An expert group has been set up to develop a strategic action plan which will put in place a long-term approach to develop consistently good and effective practice across all settings and schools in order for the Foundation Phase to reach its full potential. This action plan will be published early in 2016, but we will not wait until then to make improvements to the way in which the Foundation Phase is delivered. For example, this revised document introduces revised Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development in September 2015, along with the introduction of a new Foundation Phase assessment tool for the baseline assessment, the Foundation Phase Profile.

The expert group's work will be integrated with other key developments in Welsh education, and particularly will respond to Professor Donaldson's report *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (2015), which is very supportive of the Foundation Phase and its approaches, and will be used to inform future curriculum developments. The scope and scale of the changes envisaged by *Successful Futures* are wide ranging and will require several years to develop and deliver fully.

The Foundation Phase encompasses the developmental needs of children. At the centre of the statutory curriculum framework lies the holistic development of children and their skills, building on their previous learning experiences and knowledge. The Foundation Phase curriculum promotes equality of opportunity and values, and celebrates diversity. Positive partnerships with the home are fostered and an appreciation of parents/carers being the children's first educators is recognised.

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core.

The Foundation Phase curriculum is planned as a progressive framework that spans four years (three to seven years) to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able. Throughout their formative years, children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress. A curriculum for young children should be appropriate to their stage of learning rather than focusing solely on age-related outcomes to be achieved. Children should move on to the next stages of their learning when they are developmentally ready and at their own pace.

Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.

The developing child

Practitioners must understand how children develop, and plan an appropriate curriculum that takes account of children's developmental needs and the skills that they need to grow to become confident learners. Account also needs to be taken of barriers to experiential play, to learning and participation caused by physical, sensory, communication or learning difficulties. The importance of emotional development and well-being must also be recognised. It should be acknowledged that children as young as 36 months are very much at the early stages of their development. The experiences that children have had before entering the setting/school need to be recognised and considered.

It is essential that children have access to a variety of media to express themselves and ample opportunities to apply their imagination in a purposeful way. Children acquire and develop skills at different rates and must be allowed to develop at their own unique, individual pace. As children learn new skills they should be given opportunities to practise them in different situations, to reflect on and evaluate their work. In all aspects of their development, children's own work should be respected, valued and encouraged for its originality and honesty.

Approaches to learning and teaching

Educational provision for young children should be holistic with the child at the heart of any planned curriculum. It is about practitioners understanding, inspiring and challenging children's potential for learning. Practitioner involvement in children's learning is of vital importance particularly when interactions involve open questioning, shared and sustained thinking.

There must be a balance between structured learning through child-initiated activities and those directed by practitioners. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand. Active learning enhances and extends children's development.

For children, play can be (and often is) a very serious business. It needs concentrated attention. It is about children learning through perseverance, attention to detail, and concentration – characteristics usually associated with work. Play is not only crucial to the way children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.

Foundation Phase practitioners should acknowledge prior learning and attainment, offer choices, challenge children with care and sensitivity, encourage them and move their learning along. The Foundation Phase curriculum should be flexible to allow practitioners working with children opportunities to plan and provide an appropriate curriculum for children who are at an early stage of their development and for those who are more able. Children need a broad, balanced and differentiated curriculum. Through appropriate planning and structured experiences in the Areas of Learning children should grow, develop and progress in their development.

Including all children

Responsibilities of settings/schools

Under the United Nations Convention on the Rights of the Child (UNCRC) and the Welsh Government's overarching strategy document *Rights to Action* (2004), all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on settings/schools in Wales towards present and prospective children to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of setting/school life.

Settings/schools should develop in every child a sense of personal and cultural identity that is receptive and respectful towards others. Settings/schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable children to participate in our multi-ethnic society in Wales. Settings/schools should develop approaches that support the ethnic and cultural identities of all children and reflect a range of perspectives, to engage children and prepare them for life as global citizens.

Settings/schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all children to achieve their full potential in preparation for further learning and life. Where appropriate, settings/schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For children with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Setting/schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all children including those who use a means of communication other than speech.

For children whose first language is neither English nor Welsh, settings/schools should take specific action to help them learn both English and Welsh through the curriculum. Settings/schools should provide children with material that is appropriate to their ability, previous education and experience, and which extends their language development. Settings/schools should also encourage the use of children's home languages for learning.

Entitlement for all children

Settings/schools in Wales should ensure that all children are engaged as full members of their setting/school communities, accessing the wider curriculum and all setting/school activities and working wherever possible alongside their peers. Settings/schools should teach all programmes of study and frameworks in ways appropriate to children's developing maturities and abilities and ensure that children are able to fully use their preferred means of communication to access the curriculum. In order to extend their learning, children should experience a variety of learning and teaching styles.

Settings/schools should use material in ways suitable for the children's age, experience, understanding and prior achievement to engage them in the learning process.

For more able and talented children working at higher levels, settings/schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Settings/schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their children
- meet the specific needs of their children and further their all-round development.

Children of all abilities should have access to appropriate assessment and accreditation.

Skills across the curriculum

National Literacy and Numeracy Framework (LNF)

A statutory National Literacy and Numeracy Framework (LNF) has been developed to support practitioners and teachers to embed literacy and numeracy across the curriculum. The LNF focuses on the learners' **acquisition of** and ability to **apply** the skills and concepts they have learned to complete realistic tasks appropriate for their stage of development.

The LNF describes in detail the skills children and young people are expected to acquire and master from ages 3 to 14. It has two components – literacy and numeracy. These are divided into the following strands.

Within **literacy** we expect children and young people to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within **numeracy** we expect children and young people to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

While we acknowledge that skills development for younger learners, in particular, may be more erratic, effective cross-curriculum planning for skills and a framework for continued development is important for all learners.

Non-statutory skills

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* (2008) is in place in order to provide guidance about continuity and progression in developing thinking and ICT for learners from 3 to 19.

Children should acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contexts across the curriculum. Progression in tasks moves from the concrete to the more abstract, from simple to complex, from personal to the bigger picture, from the familiar to the unfamiliar. Children progress from needing support to more independent working. They move from listening and interacting with others in a general way to a situation where they choose to work with others as a deliberate strategy for reaching understanding. In these ways they become both independent and interdependent learners.

Developing thinking

Children develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**, which helps them acquire deeper understanding and enables them to explore and make sense of their world.

These processes enable children to think creatively and critically, to plan their work, carry out tasks, analyse and evaluate their findings and to reflect on their learning, making links within and outside the setting/school. The processes of developing thinking, namely plan, develop and reflect, should not be seen as a set style of learning and teaching. Each process does not have a specific place in a task. The three processes should be interchangeable.

Developing ICT

ICT should be holistic and integral across the curriculum. Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them **finding and developing information and ideas** and **creating and presenting information and ideas**.

Children's progression in ICT capability should be observed with an understanding of child development and the stages children move through. Children should be given opportunities to develop their skills using a wide range of equipment and software.

Curriculum Cymreig

The Foundation Phase contributes to the Curriculum Cymreig by developing children's understanding of the cultural identity unique to Wales across all Areas of Learning through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral in Wales today and gain a sense of belonging to Wales, and understand the Welsh heritage, literature and arts as well as the language.

The Welsh Government is committed to developing and promoting the Welsh language. All settings/schools will implement a Welsh language educational programme in the Foundation Phase for children three to seven years.

Those settings and schools that are defined as Welsh-medium providers should follow the educational programme of the Language, Literacy and Communication Skills Area of Learning. They will not need to deliver the Welsh Language Development Area of Learning.

In settings and schools where English is the main medium of communication, children's Welsh language skills should be progressively developed throughout the Foundation Phase by implementing the Welsh Language Development Area of Learning.

Religious education

The *National exemplar framework for religious education for 3 to 19-year olds in Wales* (2008) provides information and guidance on the implementation of religious education in the Foundation Phase. The framework confirms that religious education must be provided for all registered children in maintained schools, including those in Reception classes but excluding children in nursery schools and nursery classes as set out in Circular 10/94 and subsequent legislation. The framework provides guidance for the implementation of non-statutory entitlement for children in nursery settings and the basis for planning statutory religious education for children in the rest of the Foundation Phase.

Through religious education in the Foundation Phase children will be given opportunities to explore their own experiences, questions and priorities and those of other people, reflect on the value of life and be encouraged to act responsibly towards living things in an open, challenging way through the exploration of a range of beliefs and viewpoints. Although an open, engaging and questioning approach is encouraged for religious education, parents/carers continue to have the right to withdraw children from religious education.

The skills highlighted in the framework largely match those in the Knowledge and Understanding of the World, Personal and Social Development, Well-being and Cultural Diversity and Creative Development Areas of Learning and adhere to the experiential learning that children should have access to in the Foundation Phase.

The range as exemplified in the 'People, Beliefs and Questions' section of the framework lends itself to the holistic approach to curriculum development embedded in the Foundation Phase.

The Foundation Phase does not affect the statutory duty of maintained schools to provide religious education. Guidance on this requirement is set out in Circular 10/94. The circular confirms that religious education must be provided for all registered children in maintained schools, including those in Reception classes but excluding children in nursery schools and nursery classes. This is subject to the rights of the parents/carers to withdraw their child(ren) from religious education. The content of religious education will therefore continue to be set out in the locally agreed syllabus with advice provided by the local Standing Advisory Council for Religious Education (SACRE), or under such arrangements as are made by a school of religious character. When planning the delivery of the Foundation Phase, schools should take account of provision of this framework and of the relevant provisions of the locally agreed syllabus.

Statutory education programme: Areas of Learning

Seven Areas of Learning (six for Welsh-medium settings/schools) have been identified to describe an appropriate curriculum for three to seven year olds that supports the development of children and their skills. They must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum. They should not be approached in isolation. Emphasis is placed on developing children's skills across the Areas of Learning, to provide a suitable and integrated approach for young children's learning.

The seven Areas of Learning are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills (revised to include the literacy component of the LNF)
- Mathematical Development (revised to include the numeracy component of the LNF)
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and should be developed across the curriculum.

Personal and Social Development, Well-being and Cultural Diversity Area of Learning

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

Personal and Social Development, Well-being and Cultural Diversity

Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:

- activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child initiated
- activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team
- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives
- activities that allow them to feel safe and secure and feel that they are valued
- activities that contribute to their own safety
- activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.

Skills

Personal development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others
- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners
- develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- concentrate for lengthening periods
- value the learning, success and achievements of themselves and other people.

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively
- value friends and families and show care and consideration
- appreciate what makes a good friend
- develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- treat people from all cultural backgrounds in a respectful and tolerant manner
- develop an understanding of the diversity of roles that people play in different groups and communities
- begin to question stereotyping.

Personal and Social Development, Well-being and Cultural Diversity

Range

Skills

Moral and spiritual development

Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses
- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- express ideas and feelings creatively, explaining why they are significant
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others.

Well-being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies
- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment
- understand that medicines are taken to make them feel better and that some drugs are dangerous.

Language, Literacy and Communication Skills Area of Learning

Children are immersed in language experiences and activities. Their skills develop through talking, signing/communicating and listening. They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media and by building on previous experiences. They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software. They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences. They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.



Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	express some enjoyment or interest	express what they like and dislike	express an opinion on familiar subjects	express opinions, giving reasons, and provide appropriate answers to questions
		talk about, in simple terms, drawings, models and actions	talk about things they have made or done, adding some description ❖	talk about things they have made or done, explaining the process	talk in detail about things they have made or done, explaining the process ❖
		retell, in simple terms, an event or experience	talk about things from their experience and share information	include some detail and some relevant vocabulary to extend their ideas or accounts	extend their ideas or accounts by sequencing what they say and including relevant details
		use sentences with five or more words with some grammatical immaturities, e.g. leaving out some link words ❖	use words, phrases and simple sentences	build on previous experience, making themselves clear by: – organising what they say – choosing words deliberately ❖	build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately – including relevant detail ❖
		use newly learned vocabulary in and through play activities ❖	use appropriate, increasing vocabulary in and through play activities ❖	use an increasing range of appropriate vocabulary in play and structured activities ❖	use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest ❖
		speak clearly enough to be understood by adults and peers	speak audibly	speak audibly, conveying meaning to listeners beyond their friendship group	speak clearly to a range of audiences
		imitate real-life and make believe experiences within role play	contribute to role-play activities using relevant language	adopt a role using appropriate language	adopt a specific role, using appropriate language in structured situations
		respond, in simple terms, to drama they have watched and other creative stimuli ❖	respond with some detail to drama they have watched and other creative stimuli ❖	respond with increasing detail to drama and other creative stimuli ❖	respond to and give opinion on drama as well as a wider range of stimuli ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖
		engage in sound and word play ❖	show an awareness of alliteration and rhyme ❖	use alliteration and rhyme ❖	use alliteration and rhyme in a range of contexts ❖
		recognise rhythm and rhyme in spoken words and join in with rhythmic activities ❖	recognise rhythm in spoken words and continue a rhyming string ❖	use rhythm and rhyme to create simple chants, rhymes and poems ❖	use rhythm and rhyme to create more detailed chants, rhymes and poems ❖
		use talk in symbolic play ❖	use talk to create a storyline in symbolic/imaginative play ❖		
		Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i>	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>	Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>y bêl, fy mag, i'r dref</i>
	Listening	listen and respond with growing attention and concentration	show that they have listened to others, e.g. <i>by drawing a picture</i>	listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i>	listen to others with concentration, understanding the main points and asking for clarification if needed
		listen to and carry out a two step instruction ❖	listen to and carry out a three step instruction ❖	listen to and carry out increasingly complex instructions ❖	
		hear and discriminate general, environmental sounds and speech sounds ❖	isolate and identify initial sounds in spoken word ❖	isolate and identify medial vowels and final sounds in spoken words ❖	
				orally blend and segment words ❖	orally blend and segment polysyllabic words ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Listening	follow simple action words, e.g. through games and songs ❖	follow action words/commands ❖	follow more complex action commands ❖	follow and create their own action commands ❖
		listen and join in with songs, rhymes and stories	join in, repeat or memorise rhymes, songs and stories with some support	join in, repeat or memorise rhymes, songs, poems and stories ▲	join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse ❖
		in simple terms, retell a story or information that they have heard	in simple terms, retell narratives or information that they have heard ❖	retell narratives or information that they have heard using simple connectives ▲	retell narratives or information that they have heard, sequencing events correctly
		show understanding of basic concepts such as in, on, big, little, wet, dry, hot and cold ❖	show understanding of basic concepts to include over, under, behind ❖	show understanding of basic concepts including through, over ❖	demonstrate an understanding of prepositions within their play and structured activities ❖
		answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events ❖	answer more complex questions relating to own experiences, stories or events ❖
		ask an appropriate question about something that has been said	ask questions about something that has been said	show understanding of what they have heard by asking questions to find out more information	show understanding of what they have heard by asking relevant questions to find out specific information
		Welsh-medium statement: imitate and use answers to questions using the correct formats ❖	Welsh-medium statement: begin to answer questions by using the correct formats, e.g. Ydw? Ydy/Nac ydy ❖	Welsh-medium statement: answer questions usually using the correct formats, e.g. Oes? Oes/Nac oes	Welsh-medium statement: answer questions by using the correct formats, e.g. Ydy? Ydy/Nac ydy

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Collaboration and discussion	participate in discussions with other children and/or adults	exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i>	contribute to conversations and respond to others, taking turns when prompted	contribute to discussion, keeping a focus on the topic and taking turns to speak
		take part in activities alongside others.	take part in activities alongside others, with some interaction.	take part in activities with others and talk about what they are doing	share activities and information to complete a task
				intentionally use some non-verbal cues such as facial expressions and gestures. ❖	interpret, respond to and use non-verbal cues such as facial expressions and gestures. ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies	choose different types of reading materials including books	choose reading materials including books	choose reading materials and explain what the text is about and why they like it	choose reading materials independently giving reasons for their choices
		hold books the correct way up and turn pages ❖	understand that print carries meaning and is read left to right, top to bottom ❖	talk about features of books such as contents page and titles ❖	use contents page and glossary within a range of texts ❖
		recognise differences and similarities in pictures, shapes, patterns and textures ❖	discriminate between letters in a range of contexts ❖		
		recall and talk about visual images and objects ❖			
		link picture cards or objects with spoken initial sounds ❖	link and identify a growing number of spoken sounds to letters ❖	link and identify spoken sounds to blends of letters and letter names ❖	
		recognise and differentiate between print and pictures ❖	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters – orally segment combinations of known letters ▲	recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables ❖	confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words ❖
			apply the following reading strategies with support: – phonic strategies to decode simple words – recognition of high-frequency words – context cues, e.g. pictures, initial sound – repetition in text ❖	apply the following reading strategies with increasing independence: – phonic strategies to decode words – recognition of high-frequency words – context clues, e.g. <i>prior knowledge</i> – graphic and syntactic clues – self-correction, including re-reading and reading ahead	apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. <i>prior knowledge</i> – graphic and syntactic clues – self-correction, including re-reading and reading ahead

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies		use one-to-one correspondence between written and spoken word ❖	track print with eyes, finger pointing only at points of difficulty ❖	track a page of print with eyes without difficulty ❖
			read simple words such as consonant-vowel-consonant words	decode unknown words containing blended consonants and vowels by using strategies, e.g. segmenting phonemes, onset and rime ❖	decode text with unfamiliar content or vocabulary sustaining comprehension throughout ❖
		recognise familiar words, e.g. <i>own name</i> , and print in the environment, e.g. <i>logos</i>	read simple captions and texts recognising high-frequency words	read suitable texts with accuracy and fluency	read a range of suitable texts with increasing accuracy and fluency
			show an awareness of full stops when reading	read aloud with attention to full stops and question marks	read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace
				read aloud with expression, showing awareness of exclamation and speech marks	
			show an awareness of the difference between stories and information texts	identify simple text features such as titles and pictures to indicate what the text is about	identify and use text features, e.g. <i>titles, headings and pictures</i> , to locate and understand specific information
		make meaning from pictures in books, adding detail to their explanations	use pictures to aid understanding of text ❖	look for clues in the text to understand information	look for key words to find out what the text is about
			make meaning from visual features of the text, e.g. <i>illustrations, photographs, diagrams and charts</i>	understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i>	use the different features of texts to make meaning, e.g. <i>pictures, charts and layout</i>
		recognise and make meaning from pictures on-screen	recognise and make meaning from words and pictures on-screen	identify words and pictures on-screen which are related to a topic	identify key words to search for information on-screen, and modify search words as necessary

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Responding to what has been read	Comprehension	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details
			identify information from a text using visual features and words	identify information related to the subject of a text	identify information from a text accurately and sort into categories or headings
				recall details from information texts	explain relevant details from texts
		begin to make links to own experiences when listening to or exploring books/texts	relate information and ideas from a text to personal experience	use personal experience to support understanding of texts	draw upon relevant personal experience and prior knowledge to support understanding of texts
		talk about 'what might happen next' ❖	predict an end to stories ❖	use prediction in stories, adding more detail ❖	refine and revise predictions in fiction and non-fiction texts ❖
	Response and analysis	show an interest in books and enjoy their content	show an interest in books and other reading materials and respond to their content	express a view about the information in a text	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used ▲
		follow picture books and texts read to them and respond appropriately.	follow texts read to them and respond appropriately.	explore language, information and events in texts	show understanding and express opinions about language, information and events in texts
				make links between texts read and other information about the topic.	make links between texts read and new information about the topic.

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Writing

Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Language, Literacy and Communication Skills



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Meaning, purposes, readers	experiment with a range of mark-making instruments and materials across a range of contexts	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences ❖	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖	extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖
		attribute meaning to marks, drawings and art work, <i>e.g. adult annotation</i>	produce pieces of emergent writing ❖	communicate purposefully in writing, <i>e.g. may be supported by a drawing</i>	write for different purposes
		communicate by using symbols and pictures	convey meaning through pictures and mark making	use pictures, symbols, letters in sequence and familiar words to communicate meaning	write text which makes sense to another reader, which may include details and pictures
		realise that the spoken word can be written down ❖	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning ▲	talk about what they are going to write	use talk to plan writing
		begin to recognise the alphabetic nature of writing and understand that written symbols have meaning ❖	recognise the alphabetic nature of writing and understand that written symbols have meaning		
		write letters, numbers and/or symbols randomly	copy and write letters, words and phrases, <i>e.g. from the environment or those modelled by the practitioner</i> ▲	write words, phrases and simple sentences and read back own attempts	re-read and improve their writing to ensure that it makes sense
		use pictures to convey meaning on-screen	use pictures and symbols to compose writing on-screen	select letters, words and pictures to compose writing on-screen	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
		imitate act of writing within role-play activities ❖	use written language within role play and active learning ❖	use written language for different purposes or functions within play and active learning ❖	use written language for different purposes, audiences or functions within play and structured activities ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Structure and organisation		begin to sequence words, signs or symbols appropriately	sequence content correctly, e.g. <i>instructions, recipes</i>	follow a structure in their writing with support, e.g. <i>reports, lists</i>
		orally contribute to a form modelled by the adult	contribute to a form modelled by the teacher, e.g. <i>through shared writing</i>	follow a form modelled by the teacher	follow and build upon a form modelled by the teacher
				develop the use of a storyline within imaginative writing ❖	refine the use of a storyline within imaginative writing ❖
				use a simple plan to support and organise writing, e.g. <i>story boards, thinking maps</i> ❖	organise writing with a beginning, middle and end
		show an understanding, in simple terms, of different purposes and function of written language, e.g. <i>in role play</i> ❖	show understanding of different formats, e.g. <i>cards, lists, invitations</i>	understand different types of writing, e.g. <i>records of events, descriptions, narrative</i>	use different types of writing appropriate to purpose and reader
Writing accurately	Language		use language associated with writing, e.g. <i>letter, word, sentence</i> ❖	use language associated with writing, e.g. <i>question mark, capital letter, exclamation mark</i> ❖	understand and use language appropriate to writing, e.g. <i>noun, verb, adjective</i> ▲
				use specific words which relate to the topic of their writing	use simple subject-related words appropriately
	Handwriting Grammar Punctuation Spelling	pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip	hold writing instruments appropriately	form upper- and lower-case letters that are usually clearly shaped and correctly orientated	form upper- and lower-case letters accurately and with consistent size
		demonstrate an understanding of the directionality of written print	write from left to right		
		identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities.	discriminate between letters		

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Writing accurately	Handwriting Grammar Punctuation Spelling		distinguish between upper- and lower-case letters and show an awareness of full stops ▲	use capital letters and full stops with some degree of consistency	use capital letters, full stops and question marks accurately, and sometimes use exclamation marks
				begin to use connectives to expand a point	use connectives to write compound sentences
				use some ordering words, e.g. first, then ❖	use ordering words, e.g. first, next, then, lastly
					use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were
			use correct initial consonant by beginning to apply phonic knowledge	spell some words conventionally, including consonant vowel-consonant and common digraphs, e.g. th, ck	use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed
			begin to use spelling strategies such as sound-symbol correspondence and oral segmentation with support such as clapping sounds in vowel-consonant and consonant-vowel-consonant words ❖	use spelling strategies such as sound-symbol correspondence and segmenting	use knowledge of syllables to spell polysyllabic words ❖
			use spelling support such as phonic mats, flashcards and other resources ❖	use spelling support such as picture dictionaries, spelling mats and other resources ❖	use a dictionary ❖
			use familiar and high-frequency words in writing	spell high-frequency words correctly	spell high-frequency words correctly

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Writing accurately	Handwriting Grammar Punctuation Spelling		Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i> .	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i> .	Welsh-medium statement: use some mutations, that have been practised orally, e.g. <i>y bêl, fy mag, i'r dref</i>
					Welsh-medium statement: spell some words that use <i>y/u/i</i> , e.g. <i>tŷ, llun</i> , and diphthongs, e.g. <i>coed</i> .

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Mathematical Development Area of Learning

During the Foundation Phase, children develop their skills, knowledge and understanding of mathematics through oral, practical and play activities. They enjoy using and applying mathematics in practical tasks, in real-life problems, and within mathematics itself. They use a variety of ICT resources as tools for exploring number, for obtaining real-life data and for presenting their findings.

Much of their work will be oral. They develop their use and understanding of mathematical language in context, through communicating/talking about their work. They ask and respond to questions, and explore alternative ideas. They use appropriate mathematical language to explain their thinking and the methods they use to support the development of their reasoning. They develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, checking their answers in different ways, moving on to using more formal methods of working and recording when they are developmentally ready. They explore, estimate and solve real-life problems in both the indoor and outdoor environment. They develop their understanding of measures, investigate the properties of shape and develop early ideas of position and movement through practical experiences. They sort, match, sequence and compare objects and events, explore and create simple patterns and relationships, and present their work in a variety of ways.



Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language
- develop practical mathematical skills in a range of contexts
- communicate in a range of mathematical contexts for a variety of purposes and audiences
- practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- experience and use a range of media and stimuli including emerging technologies
- understand and use a range of measures and recognise and use shapes within play and structured activities.

Key

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Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Mathematical Development Area of Learning.

N.B.

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Mathematical Development



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing numerical reasoning	Identifying processes and connections	transfer mathematical skills to play and classroom activities			
		identify steps to complete the task or reach a solution			
		select appropriate mathematics and techniques to use			
		select and use relevant number facts and mental strategies			
		select appropriate equipment and resources			
		use knowledge and practical experience to inform estimations			
	Represent and communicate	use everyday and mathematical language to talk about their own ideas and choices			
		present work orally, pictorially and in written form, and use a variety of ways to represent collected data			
		devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences			
	Review	use checking strategies to decide if answers are reasonable			
		interpret answers within the context of the problem and consider whether answers are sensible			
		interpret information presented in charts and diagrams and draw appropriate conclusions			

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Using number skills	Use number facts and relationships	listen to and join in with rhymes, songs, stories and games that have a mathematical theme ❖	recite a range of number rhymes and songs ❖		
		realise that anything can be counted, not just objects, e.g. claps, steps ❖			
		count reliably up to 5 objects	count reliably up to 10 objects	count reliably up to 20 objects	count sets of objects by grouping in 2s, 5s or 10s
		recite numbers from 0 to 10 forwards and backwards using songs and rhymes ❖	recite numbers up to 20, forwards and backwards, and from different starting points ❖	recite numbers up to 100, forwards and backwards and from different starting points ❖	recite numbers beyond 100, forwards and backwards and from different starting points ❖
		recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity	read and write numbers to at least 10	read and write numbers to at least 20 forming and orientating them correctly ▲	read and write numbers to at least 100 ▲
		use mark making to represent numbers in play activities that can be interpreted and explained ❖			
		compare and order numbers to at least 5	compare and order numbers to at least 10	compare and order numbers to at least 20	compare and order 2-digit numbers
		demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures	understand that zero means 'none' ❖	demonstrate an understanding of place value, e.g. one 10 and four units equal 14, up to at least 20 ❖	demonstrate an understanding of place value up to at least 100 ❖
	use number facts up to 5 ❖	use number facts within 10, i.e.: – doubling and halving, e.g. $4 + 4$ – bonds of 10, e.g. $6 + 4$	use mental recall of number facts to 10 to derive other facts, i.e.: – doubling and halving, e.g. <i>derive $40 + 40$ from knowing $4 + 4$</i> – bonds of 10, e.g. <i>derive $60 + 40$ from knowing $6 + 4$</i>		

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Mathematical Development



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Using number skills	Use number facts and relationships			recall doubles and near doubles up to 10 ❖	recall doubles up to 20 ❖
				recognise and understand odd and even numbers up to 20 ❖	recognise and understand odd and even numbers up to 100 ❖
			count in 2s to 10 and in 10s to 100 ❖	count in 2s, 10s and 5s to 100 ❖	count on in 2s, 5s and 10s from any given number ❖
					recall and use 2, 5 and 10 multiplication tables
					begin to link multiplication with simple division, e.g. <i>grouping and sharing in 2s, 5s and 10s</i> ❖
		use the terms 'first', 'second', 'third' and 'last' in daily activities and play ❖	use ordinal numbers to 10 in daily activities and play ❖	use ordinal numbers to 20 in practical situations ❖	use and record ordinal numbers in practical situations ❖
			begin to read number words ❖	read and write number words to 10 ❖	read and write number words to 100 ❖
	Fractions, decimals, percentages and ratio			find halves in practical situations	find halves and quarters in practical situations
				recall halves up to 10 ❖	partition 2-digit numbers and know the value of each digit ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Mathematical Development



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Using number skills	Calculate using mental and written methods	understand and use the concept of 'one more' in their play	mentally recall 'one more' of a number within 10 ❖	mentally recall 'one more' of a number within 20 ❖	mentally add 10 or 20 to a given number up to 100 ❖
		understand and use the concept of 'one less' in their play	mentally recall 'one less' of a number within 10 ❖	mentally recall 'one less' of a number within 20 ❖	mentally subtract 10 or 20 from a given number up to 100 ❖
			combine two groups of objects to find 'how many altogether?'	use 'counting on' strategies to add two collections, starting with the larger number, e.g. $8 + 5$	find small differences within 20 by using 'counting on' strategies
			take away objects to find 'how many are left?'	add and subtract numbers involving up to 10 objects	use mental recall of number facts to 10 and place value to add or subtract larger numbers, e.g. $24 + 4$, $30 + 5$, $34 + 10$
				use a range of strategies to mentally solve problems within 10 ❖	find a small difference between two numbers by counting on, e.g. $44 - 28 = \square$ ❖
		use counting to solve simple mathematics problems in everyday and play situations ❖	solve simple problems in a practical situation that involve simple addition and subtraction up to 5 ❖	solve one-step problems that involve addition and subtraction, including missing number problems, e.g. $7 + \square = 9$, using concrete objects and pictorial representations ❖	solve one- and two-step problems that involve addition and subtraction, multiplication and simple division including missing number problems, e.g. $40 - \square = 19$ ❖
				use known facts to solve simple problems within 10, e.g. doubling and halving, number bonds ❖	use partitioning strategies to double and halve 2-digit numbers ❖
				use known number facts when adding three single digit numbers and realise addition can be done in any order ❖	understand that multiplication is repeated addition, e.g. $2 + 2 + 2$ is the same as 'three twos' ❖
					add/subtract 9 or 11 from given number by adding/subtracting 10 and adjusting ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Mathematical Development



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Using number skills	Calculate using mental and written methods		talk about addition and subtraction instructions in play activities ❖	understand and use the mathematical symbols for addition, subtraction and equals ❖	understand and use mathematical symbols for addition, subtraction, multiplication, division and equals ❖
				understand and use the different mathematical terms for addition and subtraction, e.g. <i>add, combine, find the difference</i> ❖	understand and use the different mathematical terms for addition, subtraction, multiplication, division and equals, e.g. <i>find the total, share, goes into</i> ❖
	Estimate and check		make a sensible estimate of up to 10 objects that can be checked by counting ❖	make a sensible estimate of a number of objects that can be checked by counting	use checking strategies: – repeat addition in a different order – use halving and doubling within 20
				make a sensible estimate of measurement in length, height, weight and capacity that can be checked using non-standard measures ❖	make a sensible estimate of measurement in length, height, weight and capacity that can be checked using standard measures ❖
	Manage money	demonstrate an awareness of the purpose of money through role play	use 1p, 2p, 5p and 10p coins to pay for items	use different combinations of money to pay for items up to 20p	use different combinations of money to pay for items up to £1
				find totals and give change from 10p	find totals and give change from multiples of 10p
Using measuring skills	Length, weight/mass, capacity	compare, sort and order two objects in terms of size, weight or capacity by direct observation	use direct comparisons with: – length, height and distance, e.g. <i>longer/shorter than</i> – weight/mass, e.g. <i>heavier/lighter than</i> – capacity, e.g. <i>holds more/less than</i>	use non-standard units to measure: – length, height and distance – weight/mass – capacity	use standard units to measure: – length, height and distance: metres, half metres or centimetres – weight/mass: kilograms or 10 gram weights – capacity: litres
					use symbols related to length, weight/mass and capacity ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Mathematical Development



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Using measuring skills	Time				read hours and minutes on a 12-hour digital clock
		anticipate events related to elements of daily routines and use the terms 'before' and 'after'	use the concept of time in terms of their daily activities	use the concept of time in terms of their daily and weekly activities and the seasons of the year	
		sing/chant the days of the week ❖	sing/chant the days of the week, months and seasons of the year in meaningful contexts, e.g. when changing the class calendar ❖	understand and order the days of the week, the months and seasons of the year in meaningful contexts ❖	record the days of the week, the months and seasons of the year ❖
			demonstrate a developing sense of how long tasks and everyday events take	use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks	read 'half past', 'quarter past' and 'quarter to' on an analogue clock
	Temperature	use words that describe temperature during everyday activities, e.g. <i>hot/cold</i>	use direct comparisons when describing temperature, e.g. <i>hot/cold</i>	use descriptive words for a range of temperatures, e.g. <i>cooler/warmer</i>	compare daily temperatures using a thermometer (°C)
	Area and volume Angle and position	follow two-step instructions for simple movements within games and play activities	move in given directions	make whole turns and half turns	recognise half and quarter turns, clockwise and anti-clockwise
					recognise that a quarter turn is a right angle
	demonstrate an awareness of prepositions and movement during their own physical activities ❖	use prepositions to describe position ❖	describe position, direction and movement ❖	use mathematical vocabulary to describe position, direction and movement ❖	

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖



Strands	Elements	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Using geometry skills	Shape	recognise and use the names for 2D shapes (<i>circle, square and triangle</i>) within play activities and the environment ❖	recognise and name common 2D shapes (<i>circle, square, triangle and rectangle</i>) and some 3D shapes (<i>cube, cuboid and sphere</i>) within play activities and the environment ❖	recognise and name common 2D shapes (<i>square, triangle, rectangle, circle and semi-circle</i>) and 3D shapes (<i>cube, cuboid, cone and sphere</i>) in order to begin to compare and sort ❖	recognise and name regular and irregular 2D and 3D shapes, understand and use the properties of shape ❖
		use and build with 2D and 3D shapes within play-based activities ❖	use 2D and 3D shapes to make models and pictures ❖	use 2D and 3D shapes and describe how they fit together ❖	make increasingly more complex or accurate models with 3D shapes and tessellate 2D shapes ❖
	Movement	use a variety of media to develop concept of symmetry ❖	complete a simple symmetrical picture through a variety of media ❖	recognise and complete a symmetrical picture or simple shape ❖	identify a line of symmetry for 2D shapes and complete symmetrical pictures ❖
Using data skills	Collect and record data Present and analyse data Interpret results	sort and match sets of objects by recognising similarities	sort and classify objects using one criterion	sort and classify objects using more than one criterion	sort and classify objects using more than two criterion ❖
		use mark making to begin to record collections	record collections using marks, numbers or pictures	collect information by voting or sorting and represent it in pictures, objects or drawings	gather and record data from: <ul style="list-style-type: none"> – lists and tables – diagrams – block graphs – pictograms where the symbol represents one unit
				make lists and tables based on data collected	extract and interpret information from lists, tables, diagrams and graphs
	Pattern	copy a range of simple patterns and sequences visually and aurally, e.g. <i>clapped patterns, threading activities</i> . ❖	recognise and repeat three object/colour/clapped patterns and sequences. ❖	demonstrate an understanding of repeating patterns, including shape and number, by describing, reproducing and extending. ❖	order and identify patterns in combinations of mathematical objects, including number and number tables, and discuss the relationship between them. ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Welsh Language Development Area of Learning

Welsh-medium and bilingual schools and settings that support children in becoming bilingual in Welsh and English should continue to apply and develop their current language policies. They should implement and follow the educational program of the Language, Literacy and Communication Skills Area of Learning.

In schools and settings where English is the main medium of communication, children's Welsh language skills should be progressively developed throughout the Foundation Phase by implementing the Welsh Language Development Area of Learning.

During the Foundation Phase, children should learn to use and communicate in Welsh to the best of their ability. Children should listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. They should be encouraged to communicate their needs in Welsh and should be increasingly exposed to Welsh. Skills are developed through communicating in a range of enjoyable, practical planned activities, and using a range of stimuli that build on and increase children's previous knowledge and experiences, in safe and stimulating indoor and outdoor learning environments. The children's oral experiences should be used to develop their reading skills and they should be encouraged to choose and use Welsh reading materials. They should listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh. Children should be given a range of opportunities to enjoy mark making and develop their writing skills in Welsh. Language skills learned in one language should support the development of knowledge and skills in another.

Welsh Language Development

Oracy

Range

Children should be given opportunities to:

- experience activities in the indoor and outdoor learning environments
- experience the different types of play and a range of planned activities including those that are child initiated
- talk/communicate for a variety of purposes including:
 - joining in with simple rhymes and stories
 - speaking, substituting words in familiar patterns
 - reciting or singing Welsh poems, songs and raps
 - presenting simple information
 - talking of matters of immediate and personal interest
 - asking and answering questions
 - expressing feelings, likes, dislikes and needs
 - conveying personal and imaginative experiences using familiar language patterns
- participate as individuals, pairs and in differently sized groups
- experience a range of stimuli including:
 - simple rhymes, nursery rhymes, songs, stories and poetry
 - stories, both real and imagined
 - information texts
 - media and ICT texts, such as children's TV programmes and animated tales on CD
- be involved in spontaneous and active learning activities, including dialogue and role-playing activities.

Skills

Children's oracy skills should be fostered and promoted through first-hand sensory experiences. Through taking part in speaking, listening and viewing activities, both structured and spontaneous, the Foundation Phase should enable children to make progress in their ability to:

- make themselves understood
- show that they understand basic instructions
- listen to familiar and unfamiliar voices
- use appropriate language in spontaneous and structured play activities and when conveying meaning
- view and listen carefully to a variety of visual and audio-visual stimuli
- listen and respond simply to what they hear in familiar circumstances, with growing attention and concentration
- speak clearly, using simple words, greetings and expressions
- listen to increasingly complex phrases and instructions and respond as appropriate
- building on previous experience, speak with confidence
- speak using correct pronunciation and appropriate intonation
- understand that there is variety in the language they hear around them
- adopt a role, making a conscious use of movement, gesture and speech, using language appropriate to a role or situation
- respond to drama they have watched, as well as that in which they have participated.

Welsh Language Development

Reading

Range

Children should be given opportunities to:

- hear lively readings from a variety of sources
- appreciate books, stories and words around them
- read individually and collaboratively
- read and respond to imaginative material, as appropriate, which should include:
 - prose and poetry for young children
 - stories, poems and chants containing patterned and predictable language
 - work written for learners
 - information resources
- read and make use, for different purposes, of a variety of printed and ICT resources
- choose from a wide range of books and immerse themselves in them.

Skills

Opportunities throughout the Foundation Phase should enable children to enjoy reading and to make progress in their ability to:

- follow stories read to them and respond as appropriate
- listen to others reading appropriate imaginative material
- look at books, handling them as a reader, with or without an adult
- listen to a story being read by following the print
- understand the significance of the printed word and the relationship between printed symbols and sound patterns
- use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms
- read aloud their own work and other printed resources
- re-read extracts that have been enjoyed and memorise passages
- begin to read independently
- show an understanding of what they or others have read by responding orally or non-verbally to the content.

Welsh Language Development

Writing

Range

Children should be given opportunities to:

- write in the indoor and outdoor learning environments
- write through a range of planned activities and those that are child initiated
- write independently and collaboratively, in response to a variety of stimuli including:
 - simple creative pieces
 - factual information
 - short passages that express an opinion, e.g. *'Rwy'n hoffi...'*
- write for different audiences, including peers, adults, members of their family and themselves.

Skills

Activities undertaken throughout the Foundation Phase in Welsh should enable children to enjoy experimenting with written communication and to make progress in their ability to:

- communicate by:
 - experimenting with mark making, using a variety of media
 - producing emergent writing
- understand the connections and differences between:
 - writing and communication
 - speech and language
 - print and pictures
- recognise the alphabetic nature of writing and discriminate between letters
- communicate by using symbols, pictures, words, phrases and short sentences
- play with language, as a means of developing their interest in the language
- begin to write in a conventional way, communicating by using words, phrases and short sentences, linked to familiar patterns
- understand the different purposes and functions of written language as a means of:
 - remembering
 - communicating
 - organising and developing ideas and information and as a source of enjoyment
- plan and review their written work
- organise and present imaginative and factual writing in different ways, e.g. *a cumulative pattern in a poem, a list of ingredients for a cake*, helpful to the purpose, task and reader, using ICT as appropriate
- write with increasing confidence, fluency and accuracy
- spell simple words correctly and check their spelling by using vocabularies or ICT
- recognise the importance of punctuation as a way of communicating meaning
- develop their ability to spell common and familiar words in a recognisable way
- develop a legible style of handwriting in order to follow the conventions of written Welsh.

Knowledge and Understanding of the World Area of Learning

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

Knowledge and Understanding of the World

Range

Throughout the Foundation Phase children should be given opportunities to:

- explore a wide range of stimuli
- engage with resources from a variety of contexts including interactive forms
- investigate indoor and outdoor learning environments, as well as including natural conditions as they arise
- participate in different types of play and a range of planned activities, including those that are child initiated and those that build on previous experiences
- work on their own and in pairs and small groups.

Places and people

Children should be given opportunities to:

- learn about where their locality is
- learn about distance and how to follow directions and routes
- use and make simple maps, to find where places are and how places relate to other places
- identify natural features, *e.g. rivers, hills, beaches*, and the human features, *e.g. buildings, roads, bridges*, of their own locality
- begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world
- learn about how and why people and places are linked, *e.g. where they work and where they go on holiday, where family and friends live*
- use atlases and globes
- investigate how places change, *e.g. the weather, the seasons, buildings, people's jobs*
- recognise how people's actions can improve or damage the environment.

Time and people

Children should be given opportunities to:

- sequence events, routines and changes, *e.g. in a journey to school, in a story*
- measure time, using simple measuring devices, clocks, watches and calendars
- recognise the changes caused by time, *e.g. to themselves and to people and places familiar to them*
- recognise that there are reasons for, and consequences of, some actions
- begin to identify differences between ways of life at different times, *e.g. by comparing a familiar place at different times in the past*
- use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources
- look at different representations and interpretations of the past, *e.g. different books/pictures/ICT sources about the same person or event.*

Skills

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about what might happen if...
- becoming aware of human achievements and the 'big ideas' that have shaped the world
- investigating sources and issues
- thinking about how they will know if something has worked
- making observations and measurements and keeping records
- making comparisons and identifying similarities and differences
- sorting and grouping information using ICT on some occasions
- seeing links between cause and effect
- making links within the different elements of Knowledge and Understanding of the World
- thinking creatively and imaginatively
- communicating observations and measurements
- recognising simple patterns in their findings
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Knowledge and Understanding of the World

Range

Myself and other living things

Children should be given opportunities to:

- learn the names and uses of the main external parts of the human body and plants
- observe differences between animals and plants, different animals, and different plants in order to group them
- identify the similarities and differences between themselves and other children
- learn about the senses that humans and other animals have and use to enable them to be aware of the world around them
- identify some animals and plants that live in the outdoor environment
- identify the effects the different seasons have on some animals and plants.

Myself and non-living things

Children should be given opportunities to:

- experiment with different everyday objects and use their senses to sort them into groups according to simple features
- experiment with different everyday materials and use their senses to sort them into groups according to simple properties
- develop an awareness of, and be able to distinguish between, made and natural materials
- understand how some everyday materials change in shape when stretched, squashed, bent and twisted, and when heated or cooled
- understand that light comes from a variety of sources, such as the Sun, and that darkness is the absence of light
- understand that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.

Skills

Physical Development Area of Learning

Children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills. They should develop their gross and fine motor skills, physical control, mobility and an awareness of space, using large and small equipment, across all Areas of Learning, indoors and outdoors. Children should be encouraged to enjoy physical activity. A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. They should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

Physical Development

Range

Throughout the Foundation Phase, children should have opportunities to develop their skills, knowledge and understanding through:

- exploring and investigating their indoor and outdoor learning environments
- exploring, investigating and using a wide range of stimuli and resources
- involvement in the different types of play and a range of planned activities including those that are child initiated
- practising different types of games play
- developing their gross and fine motor skills through their practical activities and use of varied tools, equipment and apparatus, including ICT
- being involved in physical activities that allow them to work as individuals, with a partner and in small groups, sharing ideas and helping each other to improve their work.

Skills

Physical development focuses on increasing the skill and performance of the body in the following areas.

Personal

Children should be given opportunities to:

- develop coordination
- develop gross motor skills
- develop fine manipulative skills
- develop confidence
- control body movements
- develop muscle tone, appropriate tension and balance
- develop sensory awareness
- use a range of small and large equipment and stimuli
- link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel
- use and handle a range of tools.

Adventurous and physical play

Children should be given opportunities to:

- develop an understanding of how their bodies move
- be able to move safely with increasing control and coordination
- become proficient at the basic actions of travelling, including stepping, jumping and landing, transferring weight from feet to hands, balancing, rolling, turning, climbing and swinging, both on the floor and when using a range of equipment and apparatus
- link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel
- understand, appreciate and enjoy the differences between running, walking, skipping, jumping, climbing and hopping
- become knowledgeable about spatial awareness and relationships such as behind, underneath, below, over, under and on top of
- understand rules and elements of games and be able to play simple cooperative and competitive games
- be able to apply knowledge, *e.g. dodging to avoid others and how to attack and defend a target*
- work out and practise a variety of ways of sending, receiving and travelling with small equipment
- solve simple problems with a partner, such as how to use, find, retrieve or carry objects, score points, etc.

Physical Development

Range

Skills

Health, fitness and safety

Children should be given opportunities to:

- recognise the effects exercise has on their bodies as they move
- describe what happens to their breathing and how they look and feel after exercise
- begin to understand that regular exercise improves health and fitness and that it helps body parts to work well
- use both large apparatus and small equipment
- become aware of dangers and safety issues in their environment
- begin to understand how important it is to lift, carry, place and use equipment safely.

Creative Development Area of Learning

Children should be continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn should be stimulated by everyday sensory experiences, both indoors and outdoors. Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.

Creative Development

Range

Children should have opportunities to:

- explore, investigate and use the indoor and outdoor learning environments
- be involved in different types of play and a range of planned activities, including those that are child initiated
- be involved in activities that allow them to work as individuals and in groups
- use a wide range of resources and stimuli
- experience traditions and celebrations of different cultures
- experience art, craft, design, music and dance from Wales and other cultures.

Skills

Art, craft and design

Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience. Creative art, craft and design activities in the Foundation Phase should enable children to express themselves freely and make progress in their ability to:

- explore and experiment with a variety of techniques and materials
- make choices when choosing materials and resources
- mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively
- develop and use their understanding of colour, line, tone, texture, pattern, shape and form
- develop their understanding of planning, designing, modelling, modifying and reflecting
- use a variety of materials and tools for experimentation and problem solving
- design and make simple products and mechanisms
- reflect on their own and others' work.

Music

Children's musical skills should be fostered and promoted through using their senses, imagination and experience. Creative music activities in the Foundation Phase should enable children to make progress in their ability to:

- explore a range of sound sources and experiment with different ways of making and organising sounds
- create their own musical ideas and contribute to simple compositions
- sing a range of songs with others
- play simple rhythmic and melodic patterns on a variety of instruments
- recognise and describe sounds, and listen and respond to music
- reflect on their own and others' music
- develop increasing control of the musical elements when making music
- make broad distinctions within the musical elements when listening to music.

Creative Development

Range

Skills

Creative movement

Children's creative movement skills should be fostered and promoted through using their senses, imagination and experience. Creative movement activities in the Foundation Phase should enable children to make progress in their ability to:

- explore and express a range of moods and feelings through a variety of movements
- develop their responses to different stimuli such as music, pictures, words and ideas
- develop their control by linking movements to create a series of changing body shapes and pathways
- work on their own and with others to pretend, improvise and think imaginatively
- work on their own, with a partner or in a small group to develop their own and others' ideas and help them to reflect on them
- perform movements or patterns, including some from traditional Welsh dances and from other cultures.

Foundation Phase Outcomes

The Foundation Phase Outcomes incorporate the current Baseline Assessment Scales and Descriptions and the national curriculum level descriptions. They have been developed to support the end of phase statutory teacher assessment.

Teacher assessment covers the full range and scope of the Foundation Phase learning continuum. It should take account of evidence of achievement in a range of contexts, including that gained through discussion and observation throughout the Foundation Phase.

At the end of the Foundation Phase, teachers are required to assess and report outcomes attained by each child by means of teacher assessment in:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills in English or Welsh
- Mathematical Development.

The Foundation Phase Outcomes describe the type and range of achievements characteristic of children within the Foundation Phase. In deciding a child's outcome at the end of the Foundation Phase, teachers should judge which description best fits the child's performance. Each description should be considered in conjunction with the description for adjacent outcomes.

The aim is for rounded judgement that:

- is based on knowledge of how the child performs across a range of contexts
- takes into account the different strengths and weaknesses of that child's performance
- is checked against adjacent outcomes to ensure that the outcome awarded is the closest match to the child's performance.

Personal and Social Development, Well-being and Cultural Diversity Outcomes

Foundation Phase Outcome Bronze

Children engage in social games initiated by older children and/or adults. They respond to being calmed and show a range of basic emotions clearly. They explore the environment intentionally and understand basic cause and effect. Their attention moves between object and caregiver during one-to-one play.

Foundation Phase Outcome Silver

Children engage with a range of one-to-one games initiated by older children and/or adults and explore activities for a short time. They usually respond to regulation from a familiar adult. They give different responses to caregivers and unfamiliar adults and are beginning to express a range of preferences. They show an understanding of objects used in care routines.

Foundation Phase Outcome Gold

Children play near other children or adults sometimes showing an interest in what they are doing. They respond appropriately to consistent boundaries. They are starting to engage with a range of familiar activities, express a range of preferences simply and respond appropriately to social greetings from familiar people. They are starting to help with familiar care routines.

Foundation Phase Outcome 1

Children are dependent on familiar adults emotionally. They have started to express in simple terms how they feel and respond to social greetings. They may have a tantrum when frustrated but are learning that some behaviour is unacceptable. They have begun to role play on their own or in parallel with other children, often near a familiar adult. They may need assistance with everyday self-help (personal) skills but are usually keen to help. They show knowledge of familiar care routines.

Foundation Phase Outcome 2

Children like to help adults and peers but not when it conflicts with their interests. They demonstrate affection for other children and may play with them. When supported by an adult, they are willing to share toys and materials and will take turns. They have become aware of their own feelings and emotions and are beginning to identify with those of others. They are trying to be independent but sometimes need assistance. They are beginning to develop an awareness of personal safety in particular dangerous hazards.

Foundation Phase Outcome 3

Children have become more independent in their learning and are able to cope with change to routines. They recognise and are increasingly sensitive to the needs of others. They are beginning to recognise appropriate behaviour for different situations and respond to reason. They are beginning to understand that all living things should be treated with care, respect and concern. They demonstrate some control over their emotions and will often adopt the standards of behaviour of adults that are close to them. They are able to cater for most personal needs independently.

Foundation Phase Outcome 4

Children will take part in cooperative play independently. They increasingly show self-control and are able to wait for their needs to be met. They are able to concentrate on a task and have definite likes and dislikes. They support, comfort and help other children when they are sad or upset. They are becoming increasingly aware of the similarities and differences between themselves and their peers, and recognise cultural differences and diversity. They enjoy caring for the environment such as plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

Foundation Phase Outcome 5

Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary. They recognise and can express their feelings appropriately. They respect others and value their achievements. They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs. They have grasped the concept of fair play and have an understanding of rules and why they are there. They have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. In the main, they are able to control their emotions and cope with disappointment. They understand that to keep their bodies healthy they will need to eat and drink appropriately.

Foundation Phase Outcome 6

Children have learned that they can and often do control their emotions. They have begun to form friendships which are very important to them, and idol/hero figures are significant in their play and lives. They understand that people have different preferences, views and beliefs and have an understanding of how they should relate to others morally and ethically. They have moved on to be able to see things from other children's and adults' points of view. They are competent in identifying problems and coming up with solutions to solve them. They are able to demonstrate skills of perseverance, concentration and motivation. They demonstrate appropriate self-control. They understand how they can improve their learning and can be reflective.

Language, Literacy and Communication Skills Outcomes

Foundation Phase Outcome Bronze

Oracy – Children show interest when listening to songs and rhymes. They use eye contact to respond to an adult and during social interactions. They respond with understanding to some words used in their usual context. They repeat and use simple sounds or words purposefully and they attempt to name familiar objects. They explore common objects and show an interest in what is going on around them.

Reading – Children respond to visual and tactile stimuli. They show an interest in simple picture books.

Writing – Children experiment with mark making without a purpose.

Foundation Phase Outcome Silver

Oracy – Children show engagement with familiar songs and rhymes and join in with familiar parts. They respond to simple adult communications. They use some simple words which are intelligible to familiar adults, linking them together to convey meaning. They use some recognisable words to name familiar objects. Their attention moves between things of interest, and they show likes and dislikes simply. They use common objects in a functional manner. They show an interest in group activities led by adults or older children.

Reading – Children explore tactile and interactive books with support and demonstrate engagement with picture or tactile books and materials read to them.

Writing – Children start to experiment with purposeful mark making.

Foundation Phase Outcome Gold

Oracy – Children show engagement with familiar and new songs and rhymes and joining with songs or actions. They respond to simple and familiar one-step instructions. They begin to be more intelligible to familiar and unfamiliar adults, using simple sentences of two or more words and talk about familiar objects. They imitate familiar routines, using common objects in a functional manner. They respond verbally in simple terms and join in group activities led by adults or older children.

Reading – Children independently explore tactile and interactive books. They recognise favourite books and stories and identify them by how they look.

Writing – Children experiment with making purposeful marks with either hand.

Foundation Phase Outcome 1

Oracy – Children listen to and join in with songs and rhymes, and with support begin to engage in word play. They follow spontaneous one-step instructions and show an understanding of simple phrases. They ‘talk’ to themselves, other children and familiar adults using simple sentences. They talk about familiar objects, use newly learned words in their play and begin to show a curiosity in stimuli, expressing enjoyment or interest. They imitate short real-life and make believe experiences and verbalise within symbolic play. They begin to take part in activities alongside adults or other children.

Reading – Children understand the basic structure of reading materials. They follow texts read by a familiar adult and start to volunteer information about familiar texts. They begin to recognise differences and similarities in pictures, shapes, patterns and textures.

Writing – Children experiment with making purposeful marks, shapes and symbols, and are starting to use implements in either hand. They use scribbles, shapes or pictures to express a sentence.

Foundation Phase Outcome 2

Oracy – Children listen to and join in with songs and rhymes and engage in sound and word play. They listen with growing attention and concentration and show understanding of two-step instructions and basic concepts, and ask or answer simple questions. They use sentences of five or more words, speaking clearly with other children and familiar adults. They use newly learned words in their play and participate in discussions and activities alongside others. They respond to creative stimuli and in simple terms retell an event or experience and talk about things they have made or done. They imitate real-life and make believe experiences within play and make believe play and use talk within symbolic play. They take part in discussions and activities alongside adults or other children.

Reading – Children hold books the correct way up and turn pages, choose different kinds of simple reading materials and make meaning from pictures. They recall details of texts, begin to make simple links to their own experiences and respond appropriately. They recognise differences and similarities in objects and visual and tactile stimuli and link objects and images to spoken initial sounds.

Writing – Children write letters or symbols randomly when experimenting with mark making, demonstrating an understanding of the directionality of written print, and they realise that the spoken word can be written down. They identify some letter sounds through exploration of their shape. With support, they orally compose a sentence to a form modelled by an adult.

Foundation Phase Outcome 3

Oracy – Children, with support, memorise and perform songs and rhymes and show recognition of rhythm, alliteration and rhyme. They play with sounds in words including initial sounds. They demonstrate they have listened to others and understand three-step instructions and basic concepts. They usually respond appropriately to others and stimuli and ask appropriate questions about something that has been said. They speak clearly and audibly with growing confidence and clarity with most sounds and words pronounced correctly. They use an appropriate and increasing range of vocabulary in complete sentences and exchange ideas and interact with others. They respond to creative stimuli, retell stories and share information and talk about things they have made or done, expressing likes and dislikes. They imitate real-life and imaginative experiences, using some relevant language and use talk to create storylines.

Reading – Children choose reading materials including books, and understand print conventions and simple text features to identify stories and information texts. They retell familiar stories in a simple way and identify information from texts using words and visual features, making links to personal experiences. They recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.

Writing – Children recognise the alphabetic nature of writing and can form some letters and on occasion simple words and phrases, writing from left to right. They discriminate between letters, use correct initial consonants and begin to use spelling strategies to spell vowel-consonant, consonant-vowel-consonant and high-frequency words. They distinguish between upper- and lower-case letters and show an awareness of full stops and spaces between words. They contribute to a form modelled by an adult, showing developing understanding of different formats and conveying meaning by sequencing words, symbols and pictures. They orally compose and dictate a sentence, describing events, experiences and pictures to communicate meaning.

Foundation Phase Outcome 4

Oracy – Children join in, repeat or memorise rhymes, songs and poems, use alliteration and rhyme to create their own. They blend and segment sounds in words. They listen to other speakers or stimuli with growing attention, usually responding appropriately to complex information and instructions and ask detailed questions to clarify understanding. They speak clearly and audibly, conveying meaning to a range of listeners. They use an increasing range of appropriate vocabulary in play or structured activities, making themselves clear by choosing words deliberately and organising what they say. They talk to and respond to others during shared activities and extend ideas or accounts on familiar topics by including some detail. They express opinions and explain processes, showing awareness of the needs of listeners. They act out real or make believe roles using appropriate language.

Reading – Children talk about simple text features and use them to identify content and link visual features to written text. They retell events from narratives in the right order. They recall information in texts, using personal experiences to support their understanding. They recognise familiar words and use strategies to decode others, tracking print with their eyes and read punctuation expressively.

Writing – Children form upper- and lower-case letters which are usually clearly shaped and correctly orientated. They use spelling strategies to spell longer consonant-vowel-consonant and high-frequency words conventionally and are developing their phonemic awareness. They begin to use connectives and some ordering words when writing and use capital letters and full stops with some degree of consistency. They independently use written language for different purposes, following a form modelled by an adult, and can sequence content correctly. They talk about what they are going to write and use a simple plan to support and organise writing.

Foundation Phase Outcome 5

Oracy – Children recall an expanding repertoire of rhymes, songs, poems and nonsense verse and they use rhythm and rhyme to create their own. They blend and segment polysyllabic words. They listen to other speakers or stimuli with concentration, ask more detailed questions to clarify their understanding, respond to key points and relate their understanding to their own experience. They use a growing range of appropriate vocabulary, organise what they say, use more complex sentences and include relevant details to make themselves clear, in play, structured activities and formal situations and to a wider range of audiences, with increasing confidence and fluency choosing words deliberately, using variety to add interest. They contribute to discussions and share activities and information to complete a task. They show an awareness of the needs of listeners, express opinions and talk in detail about a wide range of subjects. They act out specific real or imaginative roles, using appropriate language.

Reading – Children choose reading materials independently giving reasons for their choice and use texts as a source of information by using text features. They explain relevant details from texts and, recall and retell narratives and information drawing upon personal experiences, prior knowledge and new information to support understanding. They use a range of strategies when reading suitable unfamiliar texts to establish meaning, tracking print more quickly with growing accuracy, fluency and emphasis.

Writing – Children form upper- and lower-case letters accurately, with consistent size and orientation. They use their knowledge of syllables to spell high-frequency and polysyllabic words including some simple suffixes. They use connectives, ordering words, expressive punctuation and simple grammar accurately when writing. They use written language for different audiences, building on a form modelled by an adult, and can sequence and structure content correctly and extend their writing. They use talk to plan and re-read and improve their writing to ensure it makes sense.

Foundation Phase Outcome 6

Oracy – Children use a wide repertoire of rhymes, songs and poems, and create their own. They confidently use their phonological awareness. They use relevant comments and questions to show that they have listened carefully to a range of speakers or stimuli and begin to make connections between information from a speaker and what they already know. They continue to develop their clarity of speech, using tone and intonation and adapting language for specific situations. They convey information, choose their words deliberately, organise what they say and use more complex sentences that include relevant details. They modify their talk to the requirements of the audience, vary the use of vocabulary and level of detail. They use discussion, ideas and information purposefully to complete a task, exploring, explaining and communicating ideas and emphasising their key points. They sustain specific real or make believe roles, using appropriate language.

Reading – Children read independently and use appropriate strategies to establish meaning, reading fluently and expressively. They can identify different purposes of texts and how they are organised, skim content and select texts based upon their needs. They identify the topic and main ideas of a text, deducing information by making links between texts and using information beyond their personal experience.

Writing – Children produce legible handwriting which is consistent with handwriting modelled by an adult. They use strategies to spell high-frequency, polysyllabic and plural words correctly. They start sentences in a variety of ways, using connectives for causation, and using different types of words and punctuation correctly. They use the characteristic features of a wide range of forms creatively in their writing, adapting to the audience. They use talk to plan and organise their writing, showing awareness of the audience, reflecting on their work and improving it.

Mathematical Development Outcomes

Foundation Phase Outcome Bronze

Children select countable objects, simple tactile shapes and materials. They keep a very simple clapping pattern.

Foundation Phase Outcome Silver

Children mimic an adult counting and recognise and indicate familiar objects. They fit simple 2D shapes into spaces and can repeat a very simple clapping pattern. They listen to familiar number rhymes, songs and stories and say or indicate at least one number. They explore the distinctions between two objects.

Foundation Phase Outcome Gold

Children count or indicate two objects with support and associate 1 and 2 with number activities. They may explore tactile number shapes and ask for 'more' in relation to personal wants. They explore 2D shapes and 3D objects in play and can copy a simple auditory pattern. They listen to familiar number rhymes, songs and stories and say or indicate more than one number. They anticipate a routine event from an adult action. They start to understand the language of size and can find the 'big' object. They can find coins from a limited collection and find and retrieve an object when prompted by an adult. They imitate simple movements when modelled.

Foundation Phase Outcome 1

With support, children recite or indicate numbers 1 to 3. They use one-to-one correspondences to count or indicate up to three objects and recognise numbers 0 to 3 and begin to make marks to represent numbers. They recognise 'more' and 'less' in their play. They use everyday language to compare sizes of objects and describe temperature and explore regular 2D and 3D shape in play. They begin to show recognition of pattern in environment. They use everyday language to compare sizes of objects and find similar coins when prompted by an adult. They understand simple time-related vocabulary. They find similar objects when prompted by an adult. They follow one-step instructions for simple movements.

Foundation Phase Outcome 2

Children recite up to 10 forwards and backwards using songs and rhymes and they recognise, compare and order numbers up to 5. They use one-to-one correspondence to count up to five objects and make marks to represent numbers in their play and to record collections. They can understand and use the concept of 'one more' and 'one less' in their play and are beginning to make a sensible estimates of up to five objects. They compare, sort and order two objects by direct observation and use words that describe temperature during everyday activities. They anticipate events related to elements of the day and begin to use simple time-related words. They recognise and name simple 2D shapes, and use 2D and 3D shapes and show an awareness of money in their play. They copy a range of simple patterns visually and aurally and sort and match objects and pictures by recognising similarities. They follow two-step instructions for simple movements.

Foundation Phase Outcome 3

Children recite up to 20 and in simple sequences and count up to 10 objects reliably. They read, write and compare and order numbers to 10 and understand that zero means none. They understand very simple addition and subtraction and mentally recall 'one more' and 'one less' within 10. They use 1p, 2p, 5p and 10p coins to 'pay' for items. They make a sensible estimate up to 10 and understand that this can be checked by counting. They use direct comparisons and simple terminology in terms of measure and temperature and understand that measurements must start at the same point. They use the concept of time in terms of daily events and demonstrate a sense of how long things take. They recognise simple 2D and 3D shapes, describe them in simple language and use them in their play. They recognise and repeat patterns of up to three visually and aurally. They sort and classify objects using one criterion and record collections using marks, numbers or pictures. They move in given directions.

Foundation Phase Outcome 4

Children recite numbers in simple sequences to 100, including different starting points and compare and order numbers to 20. They count up to 20 objects, sometimes using small groups. They read and write numbers to 20. They understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20. They can perform simple addition and subtraction using their preferred strategy and mentally recall 'one more' and 'one less' of a number within 20. They make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements. They 'pay' for items up to 20p and find totals and give change from 10p. They use non-standard units when measuring and use descriptive words when describing temperature. They use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock. They find halves in practical situations and recognise and name common regular 2D and 3D shapes and describe and experiment with how they fit together in their play. They copy, describe and extend patterns including shape and number. They can sort or match more than one criterion. They collect information by voting or sorting and represent the total in pictures, objects or lists and tables. They make whole and half turns.

Foundation Phase Outcome 5

Children recite in simple sequences beyond 100, including different starting points and compare and order two-digit numbers. They count larger sets of objects reliably using grouping. They read and write numbers to 100 and understand and explain the position of the digit determines the value up to 100. They partition two-digit numbers and know the value of each digit. They recall doubles up to 20 and recognise and understand odd and even numbers up to 100. They can perform more difficult additions and subtractions using their preferred strategy and mentally recall '10 more' or '20 more' within 100. They 'pay' for items up to £1 and find totals and give change from multiples of 10p. They begin to understand the link between multiplication and division, and use 2, 5 and 10 multiplication tables to solve problems. They use a variety of estimation and checking strategies that are appropriate to calculations and measurements. They use standard units to measure and show an awareness of different scales of units and compare daily temperatures using a thermometer. They use standard units of time to read hours and minutes on a clock. They find halves and quarters in practical situations. They recognise, name and describe the properties of regular and irregular 2D and 3D shapes, and use them in increasingly more complex or accurate ways in their play. They order and identify patterns in mathematical objects and discuss them. They sort and classify using more than two criteria and gather and record data from a range of sources, and recognise half and quarter turns and that a quarter turn is a right angle.

Foundation Phase Outcome 6

Children recite in less predictable sequences to 1 000, including different starting points. They read and write numbers to 1 000 and understand and explain that the position of the digit determines the value up to 1 000 and make approximations based upon place value. They count large sets of objects using a range of strategies. They perform more difficult additions and subtractions using their preferred strategy including mental strategies. They use 2, 3, 4, 5 and 10 multiplication tables to solve multiplication and division problems, and begin to understand remainders. They use finer estimations and checking strategies including inverse addition/subtraction and halving/doubling, understand some large and small units in relation to each other and use negative number in the context of temperature. They 'pay' for items up to £2 and calculate change. They can order and compare items up to £10. They use standard units of time to read hours and minutes on a clock and can calculate simply everyday durations. They find halves and quarters in practical situations, recall number halves and recognise simple joining of fractions. They recognise and classify regular and irregular 2D and 3D shapes. They explore and extend number patterns including addition and subtraction. They sort and classify using more than two criteria, explain their reasoning in mathematical language and use sorting diagrams. They represent data using more complex methods, and extract and interpret information from data representations. They relate right angles to full, half and quarter turns.

Welsh Language Development Outcomes

Foundation Phase Outcome 1

Children can understand more words than they can speak. They repeat some familiar words and phrases. They increasingly begin to join in action songs and finger rhymes. They begin to follow stories read to them and they start to respond appropriately, verbally or non-verbally.

Foundation Phase Outcome 2

Children converse simply, sometimes replacing English words with Welsh when involved in activities. They follow simple instructions. They increasingly want to join in songs and nursery rhymes. They look at books with or without an adult and show an interest in their content.

Foundation Phase Outcome 3

Children begin to express themselves through role play. They respond to instructions, questions and other stimuli, spoken clearly by a familiar voice. With support they repeat/memorise songs and rhymes. They listen to stories, songs and rhymes and express some enjoyment and interest. They begin to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning.

Foundation Phase Outcome 4

Children show understanding of words and phrases spoken clearly by a familiar voice and respond by means of short oral phrases. They speak with intelligible pronunciation and intonation when imitating and using simple words and phrases. With support, they express simple information, and ask and answer questions. They recognise familiar words. They connect the written form of words with their sound when reading individual words. They show understanding of individual words by means of non-verbal responses. They sometimes need support/assistance. They communicate by copying correctly and writing words and some simple and familiar phrases from memory.

Foundation Phase Outcome 5

Children show understanding of short items spoken by a familiar voice by responding either non-verbally or by means of short oral phrases. They seek, understand and communicate simple information and respond to a range of stimuli. They speak with intelligible pronunciation and intonation, varying vocabulary and patterns to a degree. They recognise simple and familiar words and phrases that are within their experience and begin to show an interest in written material by reading some simple passages. They show an understanding of what they have read by responding orally or non-verbally to the content. They communicate by writing words, phrases and sometimes sentences to express factual and personal information, using familiar patterns. Simple words are usually spelled correctly.

Foundation Phase Outcome 6

Children show understanding of a series of short items, spoken by a familiar voice, by responding orally or non-verbally. They seek, understand and communicate simple, personal and factual information clearly and make some statements voluntarily. They will express an opinion simply. They speak with intelligible pronunciation and intonation and use an increasing range of vocabulary and sentence patterns which are usually correct. They read simple texts fairly clearly. They understand and respond simply to texts that contain an increasing range of words, phrases and short passages in familiar contexts. They will respond and express an opinion to poetry, stories and factual material. They begin to read independently and choose some texts voluntarily. They write short basic sentences, using suitable and familiar vocabulary and patterns to communicate simple factual and personal information, fairly accurately. Familiar words are usually spelled correctly and they show some awareness of basic punctuation by using capital letters, full stops and question marks with a degree of consistency.

Knowledge and Understanding of the World Outcomes

Foundation Phase Outcome 1

Children explore objects and materials within immediate and familiar environments. They often ask the question 'why?' and use words, signs or symbols to communicate their observations. They recognise themselves and familiar people in pictures/stories and show knowledge of daily routines. Through adult encouragement they are beginning to communicate about their creations, such as models and pictures.

Foundation Phase Outcome 2

Children begin to sort objects into simple categories. They handle and explore the use of a range of tools/equipment. They can make some choices about materials/equipment to complete a given task. They respond to open questions about their experiences and offer their own ideas using short phrases or alternative methods of communication. They begin to match specific activities to certain times of day/week and show some appreciation of present and past. They gain confidence in finding their way in familiar surroundings and develop knowledge of roles of familiar people. They are becoming more confident when communicating/talking about their work.

Foundation Phase Outcome 3

Children sort objects and materials according to specific criteria. They communicate their developing knowledge of items in everyday use. They begin independently to offer ideas about where to find information. They begin to record their observations using symbols/pictures/simple signs or phrases. Through enquiry, they are able to identify changes in their environment/materials/natural features. They are able to follow simple instructions/directions. They are beginning to understand the passing of time, remembering significant events in the past and anticipating events in the future. They are able to sequence events. They participate in the planning of future activities and make predictions by reflecting on previous experiences.

Foundation Phase Outcome 4

Children communicate their knowledge and understanding of basic features of their immediate locality, objects, materials, living things and events present and past through a variety of media. They make observations, ask and respond to questions and find answers using learning materials and sources. They begin to identify what did and did not work. They recognise and group items of information. They describe where they are using everyday terms, draw a simple map and follow directions. They recognise and express their views about features of specific places and how some change. They express their views on features of places. They show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past. They listen and respond to scientific ideas and react appropriately. They recognise and name a range of common animals, objects, materials, light sources and sound sources.

Foundation Phase Outcome 5

Children communicate their observations and knowledge and understanding of different localities through describing natural and human features, recognising how some change and that people's actions affect the environment. They find information from a map, draw simple maps with symbols and are aware of compass directions. They communicate their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They are beginning to select, organise and communicate items of information about the past. They use simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things, and events. They describe the basis for their groupings using simple differences between living things, objects, materials and physical phenomena. They ask and answer questions, make observations, collect information and find answers using learning materials/sources provided. They communicate the steps needed to carry out their investigations. They use their experiences to develop their own ideas. They reflect and evaluate by describing their work in detail using an increasingly appropriate vocabulary. They offer explanations why something worked or did not work.

Foundation Phase Outcome 6

Children communicate their observations and knowledge and understanding of different localities through making comparisons and offering some explanations for the natural and human features of different localities. They recognise that people have positive and negative impacts on their environment. They use globes and maps to find out information about places. They draw maps using a key, symbols and understand directions. They show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use their everyday experiences to explain differences between, and changes to, living things, materials and physical phenomena. They link the learning, with support, to familiar situations. They talk about their ideas and using their everyday experience they make simple predictions. They plan, with support, the approach to be used for their enquiries. When appropriate, they agree on some simple success criteria. They ask and answer a range of questions, observe, collect and record information in a variety of ways and find answers to their investigations. They express their views supported with reasons and recognise that people have different views. They give a simple explanation, based upon their everyday experiences, for their findings and suggest what they could have done differently to improve their findings. They identify what worked, made sense, what did not work, did not make sense and why.

Physical Development Outcomes

Foundation Phase Outcome Bronze

Children can crawl or otherwise get around well and can pull up to standing position using furniture. They release objects intentionally and can pass an object from one hand to another and use one or both hands to explore objects.

Foundation Phase Outcome Silver

Children walk competently without help. They can grasp a crayon or pencil in their fist and scribble with a random motion. They use both hands together to explore and pull objects simply.

Foundation Phase Outcome Gold

Children run in a straight line and can bend or squat to pick up an object and stand up again without falling. They grasp a crayon or pencil in their fist when mark making and scribble independently, with some control. They use both hands to pull apart, put together, manipulate and explore materials including pulling, stretching and squeezing.

Foundation Phase Outcome 1

Children are developing increasing control over large body movements. They can negotiate large obstacles. They are able to jump and land safely and can send and receive an object. They perform more than one action and move in different ways. They recognise and use different pieces of equipment when playing with others. They are able to manipulate and explore materials by pulling, stretching and squeezing. They can build a six-block tower.

Foundation Phase Outcome 2

Children show improved balance and coordination. They play alone, with a partner or in a small group. They listen to instructions and can start and stop upon command. They follow simple rules of a game. They play with different pieces of equipment and use low apparatus when practising their travelling, jumping and landing. They are able to climb over obstacles and pedal appropriate size tricycles, bicycles and cars. They can stand on one foot for a moment. They are beginning to 'snip' with a scissors. They can build a tower of nine or ten bricks and are beginning to hold a large crayon/pencil with fingers and thumb.

Foundation Phase Outcome 3

Children show increasing control and coordination in a variety of activities. They listen and respond to instructions. They explore simple tasks using a variety of equipment for longer periods of time. They work safely in a space. They perform basic physical skills and improve what they do. They are able to jump down from low objects and can send and receive an object a short distance. They are quite competent in manoeuvring bikes and cars and running around obstacles. They can cut paper into two pieces using scissors and can string beads on a lace. They are able to manipulate and lock together appropriate resources. They grasp a pencil/crayon maturely and have good control and can draw a person showing head, legs and body.

Foundation Phase Outcome 4

Children are able to stand and run on tiptoes. They can jump backwards and hop forwards on one foot. They can walk to or run and kick a ball. They play and move in a variety of ways, developing their performance of simple skills, first alone and then with a partner. They use the basic actions of travel, jump and land, balance and stillness in their play and gymnastic activities. They listen and respond readily to instructions. They show increasing awareness of the space away from others in which to work safely in different environments. They improve what they do, sometimes through watching others and helping them to improve. They recognise how their breathing changes when they exercise and how they look and feel. They are able to tie a single knot and can cut out basic shapes using scissors. They are able to construct models using kits. They have good control over pencils, crayons and brushes and draw a person with a head, legs, body, eyes, nose and mouth.

Foundation Phase Outcome 5

Children are becoming stronger and more agile. They are able to jump off apparatus with confidence and can ride a two-wheeled bike. They are able to bounce a ball with one hand and can catch using two hands. They explore different activities and move with increasing confidence and physical control. They practise to improve their skills and begin to link actions, such as jumping and landing, or catching and throwing. They work safely with others when using equipment and apparatus and take some responsibility for taking it out and putting it away. They talk about what they and others have done and make simple suggestions about how to improve performance. They recognise and describe the physical changes to their bodies while doing different types of activity. They are able to cut out pictures and difficult shapes. They use a writing hold that is similar to that of an adult.

Foundation Phase Outcome 6

Children use and develop their skills with improving coordination and control. Gymnastic actions show improved tension and a clearer shape, and linked actions begin to show some fluency. They cooperate in solving problems when working with others. They recognise the different basic principles underpinning competitive and adventurous activities. They sustain activity over appropriate periods of time. They watch each other's performance and say what is good about it and what could be better, beginning to use key words related to their activity. They use this understanding to plan how to improve their own skills, and start to ask relevant questions in order to improve and make progress. They describe how exercise affects the body and will give reasons why daily physical activity is good for them. They are more competent in their writing skills and draw people with heads, bodies (legs, arms, hands, fingers).

Creative Development Outcomes

Foundation Phase Outcome 1

Children enjoy manipulating, investigating and exploring materials/resources. They are able to exercise some control in mark and pattern making with fingers and tools. They explore a range of sound sources, and experiment with making sounds, including shaking, striking and scraping. They begin to recognise familiar music and simple routines, and respond by joining in or moving to the music, broadly imitating actions, sounds and words. They begin to use contrasting actions of travel, jump, land and holding still positions as they move imaginatively.

Foundation Phase Outcome 2

Children experiment, investigate and explore with a range of materials/resources. They are able to produce marks and begin to use lines and shapes to create symbols and images. They assemble materials into artefacts that have meaning to them. They respond to open questions about their own and others' work. They imitate simple rhythms and musical patterns, broadly matching dynamics or other musical elements. They explore a range of sound sources, and experiment with producing different qualities of sound. Through listening and making music, they recognise familiar sounds. They interpret different stimuli such as music, words and pictures by moving in different ways, creating varied body shapes and changing direction.

Foundation Phase Outcome 3

Children build up their knowledge of the characteristics of a range of materials/resources through exploring and investigating. They can use a range of tools/equipment with increasing accuracy and are able to create images and symbols from a range of lines, marks and shapes. They assemble and join materials into meaningful artefacts. They express an opinion on their own work and the work of others, and are beginning to participate in the planning of future activities by reflecting on previous learning. They increasingly collaborate with others in their work. They perform simple action songs and nursery rhymes with others, broadly matching dynamics or other musical elements. They contribute to sound stories, making choices about the sounds to be used. Through making music and listening, they begin to show an awareness of some musical elements. They express their ideas and moods such as happy or sad, through simple movements they can repeat, showing varied body shapes and changes in level and direction.

Foundation Phase Outcome 4

Children use materials/resources and tools to make creative images and artefacts that demonstrate increasing skill, experimenting practically and imaginatively to record their ideas and feelings from observation, experience and imagination. They begin to make connections between their own work and the work of others, and use basic communication skills to convey their understanding. They sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, they choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre. They express their ideas through movements that vary in shape, rhythm, form of travel using different body parts, moments of stillness and held balances. They show increasing awareness of the space away from others in which to move safely and with increasing control.

Foundation Phase Outcome 5

Children use a range of materials and tools to make images and artefacts, and explore practically and imaginatively visual, tactile and sensory qualities, making changes to their work where they think these are necessary. They record images and ideas from observation, experience, memory and imagination using a range of resources that they have collected and organised. They recognise similarities and differences between their own practical work and that of others; they use communication skills to describe what they feel or think about them. They sing songs comprising a limited range of notes, keeping broadly in tune. They play a simple pattern on a percussion instrument in time to a steady beat. They choose and organise sounds in response to a given stimulus and create short melodic patterns, showing some control of musical elements. They make broad distinctions within musical elements and use simple terms to describe how they are used for expressive purposes. They begin to link and repeat simple movement phrases and improve their skills so that actions have a clearer shape. The ideas, moods and feelings they use in their dance activities communicate clearly to a partner or group.

Foundation Phase Outcome 6

Children use a range of materials/resources, tools and techniques to achieve different outcomes, and experiment with visual, tactile and sensory qualities, making suitable changes to the work where they identify the need for modification. They select and record their ideas and feelings through drawing and other methods from observation, experience and imagination, choosing from a range of resources that they have collected and organised as a basis for their work. They sing songs in tune and control their breathing in order to enhance their performance. They play an instrumental part using a limited range of notes. They work with others to create compositions that have a simple musical shape, revising their ideas where necessary. They make distinctions within musical elements and discuss how effectively these elements are used. Their movements begin to show coordination, fluency and control through improved tension. They respond to varied stimuli, including a partner, and plan simple movement patterns. They repeat patterned movements to be found in traditional dances with some accuracy.

Annex A: Language, Literacy and Communication Skills Outcomes (original 2008)

Foundation Phase Outcome 1

Children 'talk' to themselves and can understand many more words than they can speak. They repeat the names of familiar objects. They follow simple instructions and begin to express themselves through role play. They increasingly want to join in songs and nursery rhymes, especially action songs and finger rhymes. They begin to follow stories read to them and they start to respond appropriately. They begin to 'draw' using their preferred hand and experiment with mark making.

Foundation Phase Outcome 2

Children converse simply, sometimes leaving out link words and often asking questions, e.g. 'why?' and 'how?'. They respond to instructions, questions and other stimuli. They listen to stories, songs and rhymes and express some enjoyment and interest. They look at books with or without an adult and show an interest in their content. They begin to follow stories from pictures and differentiate between print and pictures. They try out a variety of instruments to make marks and shapes on paper or other appropriate material.

Foundation Phase Outcome 3

Children draw on an increasing vocabulary in their talk. They begin to use complete sentences. They listen to others and usually respond appropriately. With support they repeat/memorise songs and rhymes. They retell familiar stories in a simple way. They handle a book as a 'reader' and talk about its content. They begin to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning. They hold writing instruments appropriately, discriminate between letters and begin to write in a conventional way.

Foundation Phase Outcome 4

Children speak audibly, conveying meanings to a range of listeners. They begin to extend their ideas or accounts by including some detail. They listen to others, usually responding appropriately. They recognise familiar words in simple texts and, when reading aloud, use their knowledge of letters and sound-symbol relationships to read words and establish meaning. They respond to poems, stories and non-fiction, sometimes needing support. Their writing communicates meaning through simple words and phrases. In their reading or writing, they begin to demonstrate an understanding of how sentences work. They form letters, which are usually clearly shaped and correctly orientated. They begin to understand the different purposes and function of written language.

Foundation Phase Outcome 5

Children speak clearly, with increasing confidence, and use a growing vocabulary. They show an awareness of the needs of the listener by including relevant detail. They understand and convey simple information. They usually listen carefully and respond to a wider range of stimuli. In some situations they adopt a more formal vocabulary and tone of voice. They begin to realise that there is variety in the language they hear around them. Their reading of simple texts is generally accurate. They show understanding and express opinions about major events or ideas in stories, poems and non-fiction. They use a range of strategies when reading unfamiliar words and establishing meaning. Their writing communicates meaning. They use appropriate and interesting vocabulary showing some awareness of the reader. Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency. Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonically plausible. In handwriting letters are accurately formed and consistent in size.

Foundation Phase Outcome 6

Children begin to modify their talk to the requirements of the audience, varying the use of vocabulary and level of detail. They explore and communicate ideas, showing an awareness of sequence and progression in a range of contexts. Through relevant comments and questions, they show that they have listened carefully. They read a range of texts with growing accuracy, fluency and emphasis. They read independently, using appropriate strategies to establish meaning. They respond to texts and express preferences. They show an understanding of the main points and talk about significant details. They use their knowledge of the alphabet to locate books and find information. Their writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately. Words are chosen for variety, interest and effect. The basic grammatical structure of sentences is usually correct. Punctuation is generally accurate. Spelling is usually accurate. They produce legible writing.

Annex B: Mathematical Development Outcomes (original 2008)

Foundation Phase Outcome 1

Children anticipate, follow, respond to and join in with familiar number rhymes, stories, songs, activities and games. They show an awareness of number activities, recite, sign or indicate one or more numbers to 5 and count or indicate two objects. They are beginning to compare physical properties of objects. They demonstrate interest in position and the relationship between objects. They sort and match objects or pictures by recognising similarities.

Foundation Phase Outcome 2

Children use mathematics in day-to-day activities and in their play, responding appropriately to key vocabulary and questions. They join in rote counting of numbers from 1 to 10. They recognise and name numbers 1 to 3, and count up to three objects reliably. They record numbers initially by making marks or drawing pictures. They begin to develop an understanding of one-to-one correspondence by matching pairs of different objects or pictures. They understand the concept of 'one more'. In their play, they develop an awareness of the purpose of money. They show understanding of words, signs and symbols that describe size and positions. They sort objects using one criterion, and are aware of contrasting qualities.

Foundation Phase Outcome 3

Children use familiar words in practical situations. They rote count to beyond 10, and onwards from a given small number. They carry out simple addition using numbers 1 to 5 and understand that zero means none. They recognise and try to record numerals from 1 to 9. They understand the concept of 'one less'. They compare and order two or more objects by direct observation. They show awareness of time in terms of their daily activities. They talk about or indicate, recognise and copy simple repeating patterns and sequences. When sorting, they recognise when an object is different and does not belong to a familiar category.

Foundation Phase Outcome 4

Children use mathematics as an integral part of classroom activities. They count, order, add and subtract numbers when solving problems involving up to 10 objects. They count on and back in steps of different sizes and from different numbers. They can read and write numbers up to 10. They use everyday language to compare and to describe positions and properties of regular shapes, and to discuss their work. They represent their work with objects or pictures. They measure and order objects using direct comparison, and order events. They are aware of the values of different coins. They recognise, use and make simple repeating patterns. They sort and classify objects, demonstrating the criterion they have used.

Foundation Phase Outcome 5

Children choose the appropriate operation when solving addition or subtraction problems. They use mental calculation strategies to solve number, money and measure problems. They count sets of objects reliably, and use mental recall of number facts to 10 to add or subtract larger numbers. They order numbers up to 100. They identify and use halves and quarters in practical situations. They use everyday non-standard and standard units to measure length and mass. They talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They recognise sequences of numbers. They distinguish between straight and turning movements; recognise half turns and quarter turns and right angles in turns. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs. They sort objects and classify them using more than one criterion.

Foundation Phase Outcome 6

Children organise their work and try different approaches. They use place value in numbers up to 1 000 to make approximations. They develop further mental strategies for adding and subtracting numbers with at least two digits. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders. They use standard units of length, capacity, mass and time. They use decimal notation in recording money, and recognise negative numbers in the context of temperature. They talk about and explain their work. They use and interpret mathematical symbols and diagrams.