



Lywodraeth Cynulliad Cymru
Welsh Assembly Government

FOUNDATION PHASE

Framework for Children's Learning

Title of document

Foundation Phase: Framework for Children's Learning

Audience

Headteachers and governing bodies of maintained schools in Wales; all funded non-maintained settings; local education authorities; 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 Assembly Government's proposals for the Framework for Children's Learning in the Foundation Phase in Wales.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

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Additional copies

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Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

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ISBN: 0 7504 9000 4

Ref: AC/CD/0736

First published January 2007

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The proposals in the Welsh Assembly Government's document *The Learning Country: Foundation Phase 3–7 years* included developing a curriculum that linked and strengthened the principles and practice in ACCAC's document *Desirable Outcomes for Children's Learning Before Compulsory School Age* (2000) with the programmes of study and focus statements in the Key Stage 1 national curriculum, to create a rich curriculum under seven areas of learning for children in the Foundation Phase.

The Welsh Assembly Government has used research evidence to support the introduction and development of an appropriate curriculum. This research evidence suggests that children do not begin to benefit from extensive formal teaching until about the age of six or seven, in line with their social and cognitive development. An earlier introduction can result in some children underachieving and attaining lower standards. An appropriate Foundation Phase curriculum that is broad, balanced, relevant and differentiated to meet the developmental needs of all children should help prevent underachievement and raise overall standards.

The research evidence also clearly identifies that the experiences to which children have been exposed before they enter education at three years of age have a considerable impact on their development. The Foundation Phase curriculum advocates that positive links between the home and the providers of care and education are fostered and promoted.

In Wales, statutory education begins in the term after a child's fifth birthday. Currently, the term 'early years' covers the period before compulsory primary education, when children are between the ages of three and five, and Key Stage 1 covers the two years from the age of five to seven years. The Foundation Phase will encompass both these age groups. Both the maintained and non-maintained sectors will provide education for the 3–5-year-olds in a range of settings/schools. With the introduction of the Foundation Phase, the age of compulsory education will not change. Children will still be required to attend school after their fifth birthday.

The introduction of the Foundation Phase will not affect the statutory duty of maintained schools to provide religious education. Guidance on this requirement is set out in Welsh Office Circular 10/94. The circular confirms that religious education must be provided for all registered pupils in maintained schools, including those in reception classes but excluding pupils in nursery schools and nursery classes. This is subject to the rights of the parents 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.

Responsibilities on settings/schools

Under the requirements of equal opportunities legislation covering race, gender and disability, settings/schools in Wales have a duty towards present and prospective children to:

- eliminate discrimination and harassment, and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of setting/school life.

All children should develop a sense of personal and cultural identity that is receptive and respectful towards others. Settings/schools should plan in all areas of learning 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 and provide an inclusive curriculum which will offer opportunities for **all** children to achieve their full potential in preparation for further learning and life.

Settings/schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For children with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- make physical improvements to increase access to education and associated services
- provide information in a range of formats.

Settings/schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure 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 spoken and written English and/or Welsh through the curriculum. Settings/schools should ensure that children are provided with material that is appropriate to their ability and previous education/experience and that extends their language development and challenges them cognitively. Settings/schools should also encourage the use of children's home languages for learning.

A non-statutory *Skills Framework* has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for children and learners from 3–19. Children should acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contexts across the areas of learning. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Children develop their thinking across the areas of learning using the processes of **planning, developing** and **reflecting**. For example in Personal and Social Development, Well-Being and Cultural Diversity, children begin to reflect on their own views and beliefs as well as developing an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures.

Communication

Children develop their communication skills across the areas of learning through the skills of **oracy, reading, writing** and **wider communication**. For example, in Language, Literacy and Communication Skills, children explore, plan, develop and reflect on ideas through gestures, speech, reading and writing, responding to their own work as well as that of others.

ICT

Children develop their ICT skills across the areas of learning by **creating, presenting, finding** and **developing information** and **ideas**, and by using a wide range of equipment and software. For example, in Creative Development, children develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

Number

Children develop their number skills across the areas of learning by **using mathematical information, calculating and interpreting** and **presenting results**. For example, in Knowledge and Understanding of the World, children develop skills in the application of number through activities that include ordering information in a variety of ways, such as tallying marks to record and present data in a variety of formats.

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.

Seven areas of learning have been identified to describe an appropriate curriculum for 3–7-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
- Mathematical Development
- Bilingualism
- 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. Educational provision for young children should be holistic with the child at the centre of any planned curriculum. It is about adults understanding, inspiring and challenging children's potential for learning. Adult involvement in children's play 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 adults. 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.

Play is about children learning through perseverance, attention to detail, and concentration – characteristics usually associated with work. Play is not only crucial to how 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 the children opportunities to plan and provide an appropriate experiential 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.

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 participating 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 multi-cultural 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.

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 to 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 to 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.

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

Personal and Social Development, Well-Being and Cultural Diversity

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 and 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
- experience exciting, wonderful, inspirational, creative and/or quiet times and express ideas and feelings about these times 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.

- 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.

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.

Oracy – Skills

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

- make themselves understood
- listen to and carry out instructions
- 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 to a variety of stories, traditional folk tales and poems from Wales and around the world
- listen and respond appropriately and effectively, with growing attention and concentration
- building on previous experience, speak confidently, making themselves clear by:
 - organising what they say
 - choosing words deliberately
 - relating their contributions in discussion to what has gone on before by taking similar/ different views into account, using the conventions of discussion and conversation
- speak clearly, with appropriate intonation in their own accents, modifying their talk to the requirements of the audience
- recognise the importance of clarity, fluency and interest in effective communication
- in their explanations, descriptions and narratives, incorporate relevant detail and identify what is essential
- 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.

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
- engage as individuals and in differently sized groups, talking to different audiences including: friends, the class, teachers and other familiar adults and visitors
- 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
- talk/communicate, spontaneously and through structured activities, for a variety of purposes, including:
 - repeating rhymes and poems, sometimes from memory
 - telling and retelling stories, both real and imagined
 - talking of matters of immediate and personal interest
 - discussing information texts
 - asking and answering questions
 - expressing thoughts, ideas and feelings, likes, dislikes and needs
 - expressing opinions
 - predicting outcomes and discussing possibilities
- participate in role-play and drama activities, imaginative play, improvisation and performances of varying types
- extend their vocabulary through activities that encourage their interest in words.

Reading – Skills

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

- show an interest in books and enjoy their content
- follow stories read to them and respond as appropriate
- look at books with or without an adult, handling them as a reader
- understand that written symbols have sound and meaning and develop phonological, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme
- read with increasing fluency, accuracy, understanding and independence, building on what they already know
- be aware of different types of books
- read their own work and other texts aloud and respond in different ways for different purposes, being able to talk about characters, events, language and information as they predict events and explore meaning
- respond appropriately to books, considering what they read in terms of content, ideas, presentation, organisation and the language used
- read information, both in print and on screen, and make use of a range of sources of information.

Reading – Range

Children should be given opportunities to:

- hear lively readings from a variety of sources
- be introduced extensively to books, stories and words around them
- read individually and collaboratively
- read aloud their own work and other texts to different audiences
- experience and respond to a wide range of print and fonts that includes:
 - picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with patterned and predictable language
- stories and poems from Wales and a range of cultures
- information, reference and non-literary texts, including print and computer-based materials
- read and share books and texts:
 - written by significant children's authors
 - adaptations and translations
 - stories and poems that are challenging in terms of length or vocabulary.

Writing – Skills

The Foundation Phase 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 pieces of 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 and words
- play with language, as a means of developing their interest in 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 function of written language as a means of:
 - remembering
 - organising
 - developing ideas and information and as a source of enjoyment
- 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, and incorporating some of the different characteristics of forms that are used
- plan and review their writing, assembling and developing their ideas on paper, using ICT as appropriate, and presenting their writing clearly and neatly in order to communicate their meaning effectively
- write with increasing confidence, fluency and accuracy, making choices about vocabulary
- use a dictionary
- recognise that punctuation is essential to help a reader understand what is written
- 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 and English.

Writing – Range

Children should be given opportunities to write:

- in the indoor and outdoor learning environments
- through a range of planned activities and those that are child initiated
- independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences
- in a range of genres, incorporating some of the different characteristics of these forms, e.g. *stories, diaries; poems; notes, e.g. lists, captions; records, e.g. observations; and messages, e.g. notices, invitations, instructions*
- for different audiences, including peers, adults, members of their family and themselves.

During the Foundation Phase, children develop their knowledge, understanding and skills of mathematics through oral, practical and play activities, including number rhymes, songs, stories and counting activities from Wales and around the world. They solve simple mathematical problems, communicate and reason mathematically, exploring and discussing mathematics in a wide variety of activities across the curriculum.

Much of their work will be oral. They develop their use and understanding of mathematical language in context, through talking about their work, responding to and asking questions. They use numbers naturally in their play and daily activities. 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, and investigate the properties of shape in practical activities. They sort, match, sequence and compare objects and events, and create simple patterns and relationships. They use appropriate mathematical language to explain their reasoning, and present their work in a variety of ways using objects, pictures, diagrams, words, symbols and ICT.

Skills

Throughout the Foundation Phase, children should be given opportunities to:

- use and apply mathematics in practical tasks, in real-life problems, and within mathematics itself, in both the indoor and outdoor environment
- ask questions and explore alternative ideas, explain their thinking and the methods they use to support the development of their reasoning
- use calculators and computer software, both as a means of exploring number and as tools for calculating with realistic data

Solve mathematical problems

- select and use appropriate mathematical ideas, equipment and materials to solve practical problems
- collect information in purposeful contexts
- develop a range of mathematical approaches and strategies
- estimate solutions to calculations; check answers in various ways
- estimate the size of a measure

Communicate mathematically

- develop their mathematical language across the range of mathematics, and use it in their role-play and in talking to adults about their work
- present their work orally, pictorially and in written form
- represent collected data in a variety of ways
- devise and refine informal, personal methods of recording mental calculations, gradually moving to using words and symbols in number sentences

Reason mathematically

- develop a variety of mental and written strategies of computation
- interpret solutions to calculations within the context of the given problem
- recognise patterns, sequences and relationships through practical activities and discussion
- investigate repeating patterns and relationships and make simple predictions
- present and interpret information in a variety of ways.

Range

Throughout the Foundation Phase, children should be given opportunities to:

Number

- understand number and number notation
 - using number names accurately, matching the symbol to the sound
 - counting, reading, writing, comparing and ordering numbers, and appreciating the conservation of number
 - enjoying using and experimenting with numbers, and observing numbers and patterns in the environment and everyday life
- calculate in a variety of ways
 - beginning to develop their mental calculation skills during counting and grouping activities, games, and through day-to-day classroom activities
 - progressing from counting on or back in steps, to mental mathematics involving all four operations with small numbers, using their own methods to record their calculations
- investigate patterns and relationships
 - exploring patterns in number tables and sequences
 - matching pairs of objects in practical contexts, leading to an understanding of one-to-one correspondence
 - beginning to understand the relationships between addition and subtraction, between multiplication and division, and between halving and doubling

Range

Measures and money

- understand and use measures
 - comparing and ordering two or more objects in terms of mass or length/height by direct observation, and for capacity and volume by filling or emptying containers
 - using uniform non-standard units for comparison, and seeing the need for standard units of measure; using standard metric units of length, mass and capacity
 - choosing units and equipment appropriate to a relevant measuring task; reading a scale with some accuracy
 - recognising the time of day in relation to regular daily activities; understanding the passage of time in relation to daily activities and life events
 - knowing and ordering days of the week, the months and seasons of the year
 - sequencing two or more familiar events
 - gradually reading the time to the quarter hour on an analogue clock, and relating this to digital time
- understand and use money
 - developing an awareness of the use of money and its value, initially through role-play
 - recognising, sorting and using coins; finding totals, and giving change

Shape, position and movement

- understand and use the properties of shapes
 - recognising similarities and differences of 2-D and 3-D shapes; knowing the names of more common 3-D and 2-D shapes
 - beginning to appreciate the properties of simple solids and flat shapes, before moving on to more complex uniform shapes
 - making increasingly more complex or accurate models and patterns of shapes
 - sorting shapes according to one or more criteria

- understand and use the properties of position and movement
 - developing an awareness of position and movement during their own physical activities
 - following instructions and giving directions for simple movements
 - fitting together and moving shapes and solids in various ways
 - recognising translations and rotations as movements, and combining them in simple ways
 - beginning to understand angle as a measure of turn, and recognising whole, half and quarter turns

Handling data

- collect, represent and interpret data, using ICT at times
 - sorting and classifying sets of objects using one or more criteria
 - collecting and organising information in purposeful contexts
 - representing collected data initially using real objects, pictures or diagrams, progressing to a variety of simple charts, graphs, diagrams, tables or databases
 - extracting and interpreting information from a variety of simple charts, graphs, diagrams, tables or databases.

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. Bilingual 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.

In this document, 'Bilingualism' refers to developing children's bilingual skills in Welsh and English.

Welsh-medium and bilingual schools and settings that support children in becoming bilingual should continue to apply and develop their current language policies. 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.

Oracy – 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
- speak with confidence, building on previous experience
- 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.

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 the 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.

Reading – Skills

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

- show an interest in books and enjoy their content
- follow stories read to them and respond as appropriate
- look at books, handling them as a reader, with or without an adult
- be aware of different types of books
- listen to others reading appropriate imaginative material
- 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
- show an understanding of what they or others have read by responding orally or non-verbally to the content
- begin to read independently
- read information, both in print and on-screen, and make use of a range of sources of information.

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 aloud their own work and other texts to different audiences
- read and respond to imaginative material, as appropriate, which includes:
 - prose and poetry for young children
 - work written for learners
 - information resources
- read different types of books, including:
 - picture books
 - poems and stories with familiar settings and those based on imaginary or fantasy worlds
 - stories, poems and chants containing patterned and predictable language
 - retellings of traditional folk and fairy stories; stories and poems from Wales including adaptations
- 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.

Writing – 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 and words
- 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
 - 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
- use a simple dictionary
- 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 and English.

Writing – Range

Children should be given opportunities to write:

- in the indoor and outdoor learning environments
- through a range of planned activities and those that are child initiated
- 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...'*
- for different audiences, including peers, adults, members of their family and themselves.



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 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 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 using sources such as stories, photographs, maps, models and ICT.

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 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.

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 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*

Range

- 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.*

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 by stretching, squashing, bending and twisting 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.

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.

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, for example, 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.

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.

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
- using different resources including ICT
- exploring and investigating through practical activities and a wide range of stimuli.

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.

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 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.

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.



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. There are six outcomes per area of learning, and for information purposes the following outcomes broadly cross-reference to the current national curriculum level descriptions:

- Foundation Phase Outcome 4 links with Level 1
- Foundation Phase Outcome 5 links with Level 2
- Foundation Phase Outcome 6 links with Level 3.

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

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. Children 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. Children may need assistance with everyday self-help (personal) skills but are usually keen to help. They show knowledge of familiar care routines.

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, children are willing to share toys and materials and will take turns. Children 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.

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.

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. Children 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. Children demonstrate care for the environment, plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

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. Children 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.

Outcome 6

Children have learned that they can and often do control their emotions. They have begun to form friendships that 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. Children have moved on to be able to see things from other children's and adults' points of view. Children 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. Children understand how they can improve their learning and can be reflective.

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. Children begin to follow stories read to them and start to respond appropriately. They begin to 'draw' using their preferred hand, and experiment with mark making.

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. Children listen to stories, songs and rhymes and express some enjoyment and interest. Children 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.

Outcome 3

Children draw on an increasing vocabulary in their talk. They begin to use complete sentences. Children listen to others and usually respond appropriately. With support they repeat/memorise songs and rhymes. They retell familiar stories in a simple way. Children 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.

Outcome 4

Children speak audibly, conveying meanings to a range of listeners. They begin to extend their ideas or accounts by including some detail. Children 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. Children's writing communicates meaning through simple words and phrases. In their reading or writing, they begin to demonstrate an understanding of how sentences work. Children form letters, which are usually clearly shaped and correctly orientated. They begin to understand the different purposes and function of written language.

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. Children's 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.

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. Children's 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. Children produce legible writing.

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 five 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.

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.

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.

Outcome 4

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

Outcome 5

Children talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. 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 choose the appropriate operation when solving addition or subtraction problems. They identify and use halves and quarters in practical situations. They recognise sequences of numbers. They use mental calculation strategies to solve number, money and measure problems. They use everyday non-standard and standard units to measure length and mass. They distinguish between straight and turning movements, recognise

half turns and quarter turns and right angles in turns. They sort objects and classify them using more than one criterion. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs, using ICT on some occasions.

Outcome 6

Children organise their work, check results and try different approaches. They talk about and explain their work. They use and interpret mathematical symbols and diagrams. They find particular examples that satisfy a general statement. They use place value in numbers up to 1000 to make approximations. They use decimal notation in recording money, and recognise negative numbers in the context of temperature. 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 metric units of length, capacity, mass and time. They classify shapes in various ways. They extract and interpret information presented in simple tables and lists, and construct and interpret bar charts/graphs and pictograms, using ICT on some occasions.

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. Children begin to follow stories read to them and they start to respond appropriately, verbally or non-verbally. They begin to 'draw' using their preferred hand and experiment with mark making.

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. Children 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 selection of instruments to make a variety of marks on paper or other appropriate material.

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. Children listen to stories, songs and rhymes, and express some enjoyment and interest. Children handle a book as a 'reader' and respond to 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.

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. Children 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. Children communicate by copying correctly and writing words and some simple and familiar phrases from memory. They form letters, which are usually clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.

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. Children 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. Children communicate by writing words, phrases and sometimes sentences to express factual and personal information, using familiar patterns. Simple words are usually spelled correctly. Capital letters and full stops are used with some degree of consistency. In handwriting, letters are accurately formed and consistent in size.

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. Children read simple texts fairly clearly. They understand and respond simply to texts which 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. Children 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 children show some awareness of basic punctuation by using capital letters, full stops and question marks with a degree of consistency. Handwriting will be legible.

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 children are beginning to communicate about their creations, such as models and pictures.

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 talking about their work.

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, children 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.

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.

Outcome 5

Children communicate their observations, 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.

Outcome 6

Children communicate their observations, 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.

Outcome 1

Children are developing increasing control over large body movements. They can negotiate large obstacles. They are able to jump with both feet off the floor and can stand and kick a ball. 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. Children can build a six-block tower.

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 appropriately sized tricycles, bicycles and cars. They can stand on one foot for a moment. They are beginning to 'snip' with scissors. Children can build a tower of nine or ten bricks and are beginning to hold a large crayon/pencil with fingers and thumb.

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 throw a ball a short distance. They are quite competent in manoeuvring bikes and cars and running around obstacles. Children 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.

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. Children 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.

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. Children 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.

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 and bodies (legs, arms, hands, fingers).

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.

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. Children 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.

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. Children increasingly collaborate with others in their work. Children 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.

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. Children begin to make connections between their own work and the work of others, and use basic communication skills to convey their understanding. Children 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, children 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 which vary in shape, rhythm and 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.

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. Children 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.

Children 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 used in their dance activities are communicated clearly to a partner or group.

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. Children 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.