



Example of Continuous Provision for the Foundation Phase Area - Investigation and Exploration (Years 1 and 2)

Key Learning Opportunities:

LLC/WLD Use appropriate language in play and when conveying meaning
LLC/WLD Listen and respond appropriately and effectively
LLC/WLD Listen to and carry out instructions
LLC/WLD Understand the different purposes and function of written language as a means of: organising, developing ideas and information....
LLC Organise and present factual writing in different ways...helpful to the purpose, task and reader, using ICT as appropriate, and incorporating some of the different characteristics...
MD Select & use appropriate mathematical ideas, equipment and materials to solve practical problems
MD Identify, collect and organise information
MD Estimate solutions to calculations: check their answers in various ways
MD Estimate the size of a measure
MD Extract information from a variety of sources, including ICT
MD Use a variety of ways to represent collected data
MD Interpret information represented in simple graphs or diagrams
MD Recognise patterns, sequences and relationships...
K&U Becoming aware of human achievements and the 'big ideas' that have shaped the world
K&U Investigating sources and issues
K&U Thinking about how they will know if something has worked

K&U Making observations and measurements and keeping records
K&U Making comparisons and identifying similarities and differences
K&U Exploring and experimenting
K&U Thinking about questions and then asking them and listening to the answers
K&U Listening to others' ideas
K&U Identifying what they want to find out and how to do it
K&U Thinking about what might happen if...
K&U Sorting and grouping information using ICT
K&U Seeing links between cause and effect
K&U Thinking creatively and imaginatively
K&U Communicating observations and measurements
K&U Recognising simple patterns in their findings
K&U Describing what they have found out and offering simple explanations
K&U Expressing their own opinions & feelings , and making decisions while considering the viewpoints of others
K&U Using and becoming familiar with common words and phrases for their world
PSDWBCD Become independent thinkers and learners
PSDWBCD Concentrate for lengthening periods

Permanent Resources Might Include

- Artefacts and objects
- Batteries, bulbs ,clips ,timer/clock
- Locks
- Magnets
- Natural and man made materials
- Magnifying lenses, Binoculars, bug viewers, tweezers
- Colour filters, Kaleidoscopes, Prisms
- Mirrors
- Plants, Seeds etc
- Things to taste, touch, smell and hear
- Calculators, balance ,measuring/counting equipment etc
- Digital camera, digital/hand-held microscope, computer/lap top/ICT programme (e.g. Discovery Dog) metal detector, torches etc
- Clipboard, writing equipment, talking tins etc
- The outdoors – the seasons

Intended Experiences

- Ask and answering questions
- Investigate, explore and predict
- Find out and share information
- Collect, record and interpret information
- Sort ,classify
- Name and identify the properties of common materials
- Use the senses to explore
- Observe and explore changes, describe similarities and differences
- Use knowledge and understanding to link cause and effect
- Collect, record and interpret data
- Sequence ,measure

Appropriate Vocabulary

- Key words e.g.
- Investigate, predict, same, different, compare , sort
 - Light, dark – on , off, circuit , electric , electricity , reflect etc
 - Materials – e.g. transparent , translucent, opaque, hard, soft rough ,smooth, shiny, dull, bendy, rigid , attract , repel, etc
 - Animals, insects, minibeasts - life cycle, young , old etc
 - Trees, plants, leaves, growth, harvest etc
 - Seasons and weather types
 - Weigh, balance
 - Pattern
 - Force, friction, fast , slow
 - Sun, moon, planet, stars
 - Number, shape, measure

Questions

- What if...?
- Why do you think that happened?
- What would happen if...?
- What else could we try?
- Can/do you think...?
- Where would you...?
- What do you think...?
- How do you think...?
- How could you make that happen?
- How does it work?
- How has it changed?
- What does it?
- Tell me...I wonder...
- How could you record that?

Welsh Language Development
 Sentence patterns and questions
 Vocabulary
 (* Refer to St Helen's documentation)