

Foundation Phase



chware • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Framework for Children's Learning for 3 to 7-year-olds in Wales

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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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Audience	Headteachers, teachers, practitioners, governing bodies of maintained schools and practitioners and management committees in the non-maintained sector in Wales; 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 requirements for the Foundation Phase for 3 to 7-year-olds in Wales. It is issued pursuant to the powers contained in Sections 102, 105 and 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
Action required	Headteachers, teachers, practitioners, governing bodies of maintained schools and practitioners and management committees in the non-maintained sector in Wales must ensure that the statutory requirements set out in this document are implemented in line with the date specified in the Foreword.
Further information	Enquiries about this document should be directed to: Curriculum and Assessment 3–14 Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW Tel: 0800 083 6003 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
Additional copies	Can be obtained from: Tel: 029 2037 5427 Fax: 029 2037 5494 Or by visiting the Welsh Assembly Government's website www.wales.gov.uk

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Including all children

Responsibilities of settings/schools

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

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

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

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

For children with disabilities in particular, they should:

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

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

Religious education

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

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

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

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

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 children in maintained schools, including those in reception classes but excluding children in nursery schools and nursery classes. This is subject to the rights of the parents/carers to withdraw their child(ren) from religious education. The content of religious education will therefore continue to be set out in the locally agreed syllabus with advice provided by the local Standing Advisory Council for religious education (SACRE), or under such arrangements as are made by a school of religious character. When planning the delivery of the Foundation Phase, schools should take account of provision of this framework and of the relevant provisions of the locally agreed syllabus.

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
- build on previous experience, speak confidently, and make 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.

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 groups, talking to different audiences, including friends, the class, teachers, practitioners 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.

