

Adapted for non-maintained settings

Foundation Phase
Framework
(Revised 2015)



Llywodraeth Cymru
Welsh Government

Personal and Social Development, Well-being and Cultural Diversity

[illegible]

[illegible]

Language, Literacy and Communication Skills - Oracy

[illegible]

[illegible]

Language, Literacy and Communication Skills - Reading

[illegible]

Language, Literacy and Communication Skills - Writing

[illegible]

Mathematical Development

[illegible]

Welsh Language Development

[illegible]

Knowledge and Understanding of the World

[illegible]

[illegible]

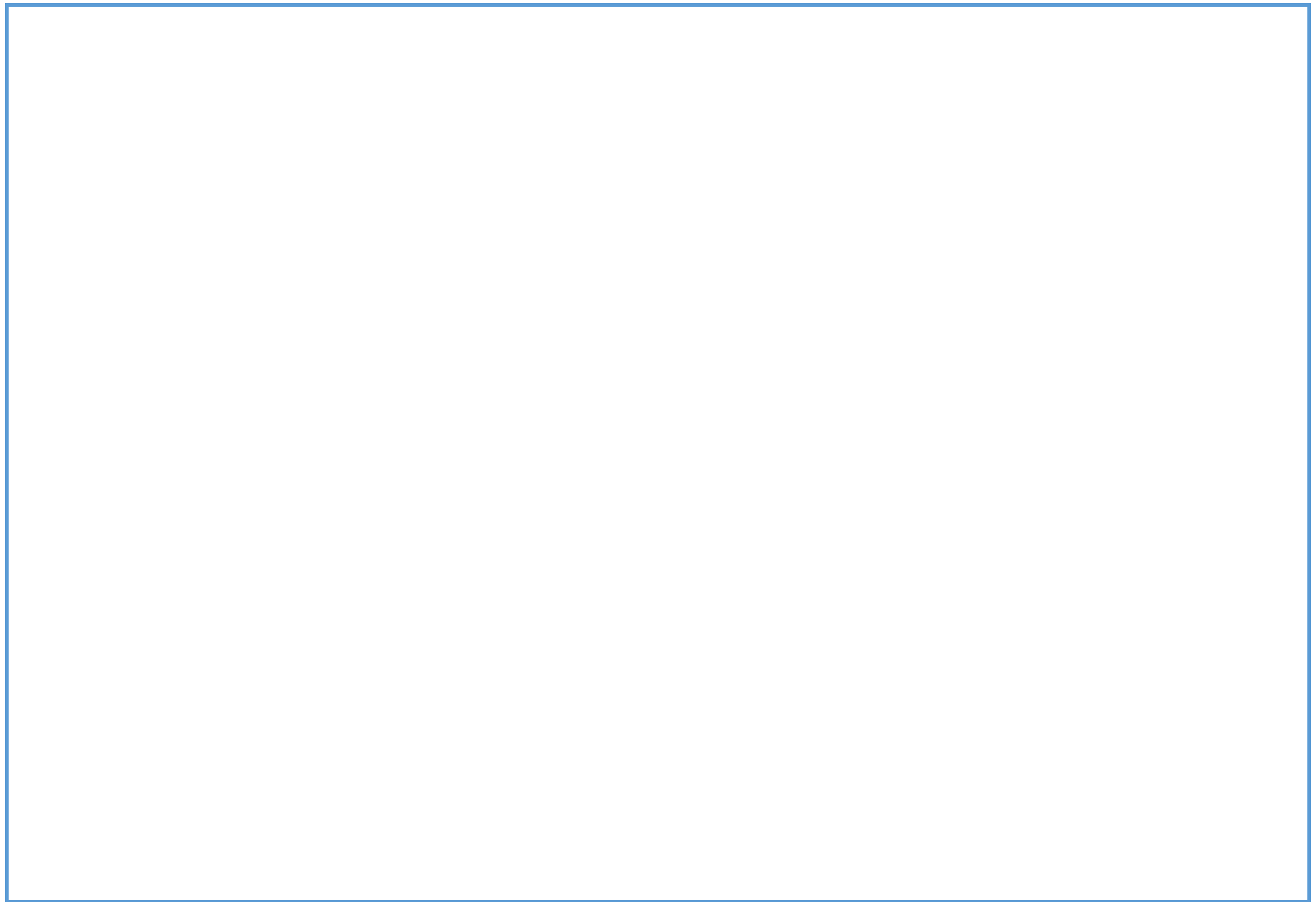
Physical Development

[illegible]

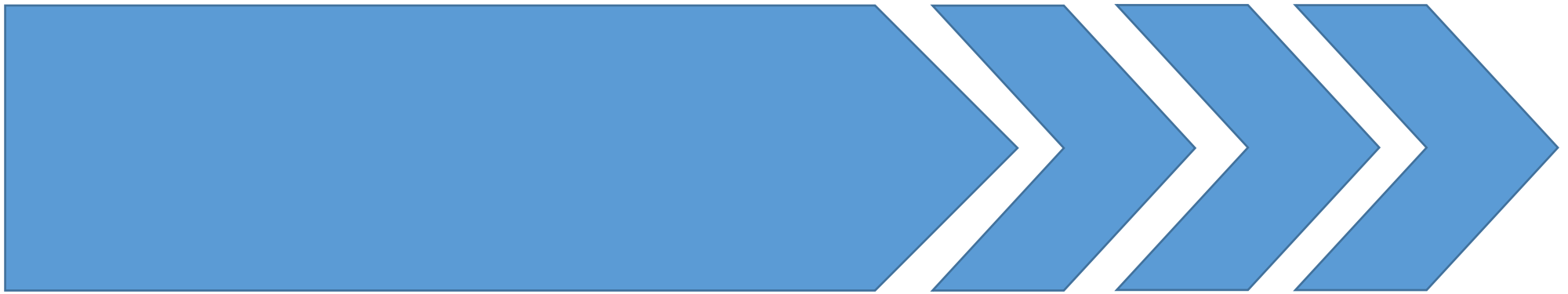
[illegible]

Creative Development

[illegible]



Medium Term plans



Llywodraeth Cymru
Welsh Government

Personal, Social and Emotional Development, And Cultural Diversity

Medium Term Plan Year :

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
• Activities in the indoor environment						
• Activities in the outdoor environment						
• A range of activities that are child initiated						
• A range of planned activities that are adult led						
• Activities that allow them to adopt a range of roles, 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,						
• Activities that allow them to be creative and imaginative						
• Activities that allow them to communicate their ideas, values, 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						

Language, Literacy and Communication Skills

Medium Term Plan Year :

Oracy	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
<ul style="list-style-type: none"> a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
<ul style="list-style-type: none"> Activities in the indoor environment 						
<ul style="list-style-type: none"> Activities in the outdoor environment 						
<ul style="list-style-type: none"> A range of activities that are child initiated 						
<ul style="list-style-type: none"> A range of planned activities that are adult led 						
<ul style="list-style-type: none"> experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team 						
<ul style="list-style-type: none"> different resources, including ICT 						
<ul style="list-style-type: none"> active learning opportunities that build on prior experiences and support them to become independent thinkers and learners 						
<ul style="list-style-type: none"> activities that allow them to use their senses, be creative and imaginative 						
<ul style="list-style-type: none"> tasks and challenges that encourage problem solving and discussion. 						
<ul style="list-style-type: none"> experience a language-rich environment that immerses them in the spoken and written word 						
<ul style="list-style-type: none"> practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
<ul style="list-style-type: none"> express themselves creatively and imaginatively 						
<ul style="list-style-type: none"> access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors 						

<ul style="list-style-type: none"> communicate in a range of contexts for a variety of purposes and audiences. 						
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Reading	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
<ul style="list-style-type: none"> a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
<ul style="list-style-type: none"> Activities in the indoor environment 						
<ul style="list-style-type: none"> Activities in the outdoor environment 						
<ul style="list-style-type: none"> A range of activities that are child initiated 						
<ul style="list-style-type: none"> A range of planned activities that are adult led 						
<ul style="list-style-type: none"> experiences that allow them to adopt a variety of roles within a small group, paired or working within a team 						
<ul style="list-style-type: none"> different resources, including ICT 						
<ul style="list-style-type: none"> tasks and challenges that encourage problem solving and discussion. 						
<ul style="list-style-type: none"> experience a language-rich environment that immerses them in the spoken and written word 						
<ul style="list-style-type: none"> practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
<ul style="list-style-type: none"> express themselves creatively and imaginatively 						
<ul style="list-style-type: none"> access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors 						

writing	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
<ul style="list-style-type: none"> a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
<ul style="list-style-type: none"> Activities in the indoor environment 						
<ul style="list-style-type: none"> Activities in the outdoor environment 						
<ul style="list-style-type: none"> A range of activities that are child initiated 						
<ul style="list-style-type: none"> A range of planned activities that are adult led 						
<ul style="list-style-type: none"> experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team 						
<ul style="list-style-type: none"> different resources, including ICT 						
<ul style="list-style-type: none"> active learning opportunities that build on prior experiences and support them to become independent thinkers and learners 						
<ul style="list-style-type: none"> activities that allow them to use their senses, be creative and imaginative 						
<ul style="list-style-type: none"> tasks and challenges that encourage problem solving and discussion. 						
<ul style="list-style-type: none"> experience a language-rich environment that immerses them in the spoken and written word 						
<ul style="list-style-type: none"> practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
<ul style="list-style-type: none"> express themselves creatively and imaginatively 						
<ul style="list-style-type: none"> mark make or write in a range of genres 						
<ul style="list-style-type: none"> communicate in a range of contexts for a variety of purposes and audiences. 						

Mathematical Development

Medium Term Plan

Year :

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
<ul style="list-style-type: none"> A developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
<ul style="list-style-type: none"> Activities in the indoor environment 						
<ul style="list-style-type: none"> Activities in the outdoor environment 						
<ul style="list-style-type: none"> A range of activities that are child initiated 						
<ul style="list-style-type: none"> A range of planned activities that are adult led 						
<ul style="list-style-type: none"> activities that allow them to use their senses, be creative and imaginative 						
<ul style="list-style-type: none"> experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team 						
<ul style="list-style-type: none"> different resources, including ICT 						
<ul style="list-style-type: none"> active learning opportunities that build on prior experiences and support them to become independent thinkers and learners 						
<ul style="list-style-type: none"> tasks and challenges that encourage problem solving and discussion. 						
<ul style="list-style-type: none"> experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language 						
<ul style="list-style-type: none"> develop practical mathematical skills in a range of contexts 						
<ul style="list-style-type: none"> practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
<ul style="list-style-type: none"> understand and use a range of measures and recognise and use shapes within play and structured activities. 						

Welsh Language Development

Medium Term Plan Year :

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Oracy						
Opportunities to include:						
• Activities in the indoor learning environment						
• activities in the outdoor learning environment						
• different types of play and a range of planned activities						
• different types of play including those that are child initiated						
• joining in with simple rhymes and stories						
• speaking, substituting words in familiar patterns						
• reciting or singing Welsh poems, songs and raps						
• presenting simple information						
• expressing feelings, likes, dislikes and needs						
• participate as individuals						
• participate in pairs						
• Participate in a group						
• experience a range of stimuli including simple rhymes, songs and stories						
• experience a range of stimuli including media and ICT, such as children's TV programmes and animated tales on CD						
Reading						
Opportunities to include						
• hear lively readings from a variety of sources						
• appreciate books, stories and words around them						
• make use of a variety of printed and ICT resources						

Knowledge and Understanding of the World

Medium Term Plan Year :

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities which include:						
• Investigating indoors						
• Investigating outdoors						
• Explore and experiment with a wide range of stimuli						
• participating in different types of play and a range of planned activities, including those that are child initiated and those that build on previous experiences						
• engaging with resources from a variety of contexts including interactive forms						
• working on their own						
• working in pairs						
• working in small groups						
• to ask questions and listen to the answers						
• listening to the ideas of others						
• identifying what they want to find out and how to do it						
• thinking about what might happen if....						
• identifying similarities and differences						
• sorting and grouping information using ICT on some occasions						
• seeing links between cause and effect						
• thinking creatively and imaginatively						
• describing what they have found out and offering simple explanations						

Physical Development

Medium Term Plan Year :

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
• Exploring and investigating their indoor environment						
• Exploring and investigating their outdoor environment						
• Exploring, investigating and using a wide range of stimuli and resources						
• Involvement in the different types of play and a range of activities that are child initiated						
• Involvement in the different types of play and a range of planned activities that are adult led						
• Practising different types of games play						
• Developing their gross motor skills through practical activities and use of varied tools, equipment and apparatus, including ICT						
• Developing their fine motor skills through practical activities and use of varied tools, equipment and apparatus, including ICT						
• Being involved in physical activities that allow them to work as individuals						
• Being involved in physical activities that allow them to work with a partner						
• Being involved in physical activities that allow them to work in small groups, sharing ideas and helping each other to improve their work						

Creative Development

Medium Term Plan Year :

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
<ul style="list-style-type: none"> Exploring, investigating and using the indoor learning environment 						
<ul style="list-style-type: none"> Exploring, investigating and using the outdoor learning environment 						
<ul style="list-style-type: none"> Being involved in different types of planned play activities, including those that are child initiated 						
<ul style="list-style-type: none"> Being involved in different types of planned play activities, including those that are adult led 						
<ul style="list-style-type: none"> Being involved in activities that allow them to work as individuals 						
<ul style="list-style-type: none"> Being involved in activities that allow them to work in groups 						
<ul style="list-style-type: none"> Using a wide range of resources and stimuli 						
<ul style="list-style-type: none"> Experiencing traditions and celebrations of different cultures 						
<ul style="list-style-type: none"> Experiencing art, craft, design, music and dance from Wales and other cultures 						