Adapted for non-maintained settings

Foundation Phase Framework (Revised 2015)









Personal and Social Development, Well-being and Cultural Diversity

			 	<u> </u>	 	 	 	 		
Personal development	ECERS	Baseline								
become independent in their personal	9,10,11	Outcome								
hygiene needs and to be more aware of		Silver,Gold,								
personal safety		1,2,3								
express and communicate different		Outcome 2								
feelings and emotions – their own and										
those of others										
show curiosity and develop positive	35									
attitudes to new experiences and learning										
take risks and become confident explorers	11									
of their indoor and outdoor environment										
experiment with new learning	27									
opportunities, including ICT										
become independent thinkers and	8,17,18,19,									
learners	20,21,23,27									
develop an awareness of what they are										
good at										
concentrate for lengthening periods	35									
value the learning, success and	31									
achievements of themselves and other										
people.										
Social development										
be aware of and respect the needs of		Outcome 3								
others										
take responsibility for their own actions										
consider the consequences of words and	32									
actions for themselves and others										
develop an understanding of the	32	Outcome								
behavioural expectations of the		Gold,1,2,3								
setting/school										
form relationships and feel confident to	31	Outcome								
play and work cooperatively		1,2,3								
value friends and families and show care										
and consideration										
develop a positive self-image and a sense	26									
of belonging as part of different										
communities and have an understanding										

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of their own Welsh identity												ļ
develop an awareness of different cultures	26											
treat people from all cultural backgrounds	26											
in a respectful and tolerant manner				<u> </u>								
Moral and spiritual development												
respond to ideas and questions	13											
enthusiastically												<u> </u>
reflect on the decisions made in stories,	14,15											1
situations or personally												<u> </u>
use stories or situations to raise questions	14,15											ł
about why some things are special												
express ideas and feelings creatively	35											<u> </u>
Well-being												
value and contribute to their own well-	4,8,9,10,11											ł
being and to the well-being of others												
be aware of their own feelings and												1
develop the ability to express them in an												1
appropriate way												<u> </u>
understand the relationship between		Outcome										ł
feelings and actions and that other people		2,3										1
have feelings												
demonstrate care, respect and affection	22											1
for other children, adults and their												ł
environment												
develop a growing interest in the world	22											ł
around them												
understand and recognise the changes	7,19,28											ł
that happen to their bodies as they												1
exercise and describe the changes to their												l
breathing, heart rate, appearance and												l
feelings	0.10.00		1									
develop an understanding that exercise	8,10,28											l
and hygiene and the right types of food												1
and drink are important for healthy bodies			1									
ask for assistance when needed			1									
develop an understanding about dangers	11											1
in the home and outside environment			1	1				1				

Language, Literacy and Communication Skills - Oracy

Speaking	ECERS	Baseline							
express some enjoyment or interest	13	Outcome							
		Bronze - 3							
talk about, in simple terms, drawings,	12	Outcome							
models and actions		Gold							
retell, in simple terms, an event or	12	Outcome							
experience		1, 2							
use sentences with five or more words	13	Outcome 2							
with some grammatical immaturities e.g									
leaving out some link words									
use newly learned vocabulary in and	12	Outcome							
through play activities		1,2							
speak clearly enough to be understood by		Outcome							
adults and peers	24	Silver							
imitate real-life and make believe	21	Outcome							
experiences within role play	13	Gold, 1							
understand and use simple questions, e.g Why? How? And Can I? to establish why	13	Outcome 2,3							
things happen and to clarify understanding		2,3							
engage in sound and word play	19	Outcome							
engage in sound and word play	19	1,2,3							
recognise rhythm and rhyme in spoken	19	Outcome 3							
words and join in with rhythmic activities		O utcome 3							
use talk in symbolic play	20/21	Outcome							
, , ,		Silver,Gold							
Listening									
listen and respond with growing attention		Outcome 2							
and concentration									
listen to and carry out a two step		Outcome 2							
instruction									
follow simple action words e.g through	19	Outcome							
games and songs		Gold							
listen and join in with songs, rhymes and	14/19	Outcome							
stories		1, 2							
in simple terms; retell a story or	14	Outcome 3							
information that they have heard		<u> </u>							
show understanding of basic concepts	22/23								

such as in, on, big, little, wet, dry, hot and									
cold									
answer simple Who?, What? And open	13	Outcome 3							
ended questions relating to own									
experiences, stories or events									
ask an appropriate question about		Outcome							
something that has been said		2, 3							
Collaboration and Discussion									
participate in discussions with other	13	Outcome							
children and/or adults		1,2,3							
take part in activities alongside others	31	Outcome							
		1,2,3							

Language, Literacy and Communication Skills - Reading

0 0 ,									
Reading strategies	ECERS	Baseline							
Choose different types of reading materials including books	14,15,16	Outcome 2							
Hold books the correct way up and turn pages	14,15,16	Outcome 2							
Recognise differences and similarities in pictures, shapes, patterns	15,16,20,23	Outcome 1							
Recall and talk about visual images and objects	5	Outcome Gold,1,2, 3							
Link picture cards or objects with spoken initial sounds	16	Outcome 3							
Recognise and differentiate between print and pictures	14,15,16	Outcome 3							
Recognise familiar words e.g own name, and print in the environment e.g logos	5,16								
Make meaning from pictures in books, adding detail to their explanations	14,15,16	Outcome 2							
Recognise and make meaning from pictures on-screen	27								
Comprehension									
Recall details of a story or text by answering open-ended questions or referring to picture prompts	14,15,16								
Begin to make links to own experiences when listening to or exploring books	14,15,16								
Talk about' what might happen next	14,15,16								
Response and Analysis									
Show an interest in books and enjoy their content	14,15,16	Outcome Silver, Gold							
Follow picture books and texts read to them and respond appropriately									

Language, Literacy and Communication Skills - Writing **ECERS** Meaning, Purpose, Readers Baseline experiment with a range of mark making Outcome instruments and materials across a range Silver, Gold, of contexts 1,2,3 attribute meaning to marks, drawings and 16,18 art work e.g adult annotation communicate by using symbols and 16,18 Outcome pictures Silver, Gold, 1,2,3 16 realise that the spoken word can be written down 16 begin to recognise that written symbols Outcome have meaning 1,2,3 write letters, numbers and/or symbols 17,18,21,25 Outcome randomly Gold. 1 imitate act of writing within role-play 21 Outcome Gold, 1, 2 activities **Structure and Organisation** orally contribute to a form modelled by 21 the adult show an understanding, in simple terms, 16,21 of different purposes and function of written language e.g in role play Handwriting, Grammar, Punctuation, Spelling pick up small object with finger and thumb 17,18,20 Outcome and start to hold writing implements 2,3 appropriately, using pincer grip demonstrate an understanding of the 16 Outcome directionality of written print 1,3

Mathematical D		•												
Identifying processes and connections	ECERS	Baseline	T	T	 T	T	T	T	T	1	1	1	T	
transfer mathematical skills to play and classroom activities	23,24													
begin to use mathematical concepts	23,24	Deilliant 1,2,3												
select appropriate equipment and resources	23,24													
Represent and communicate														
use every day and mathematical language to talk about their own ideas and choices	23,24													
present work orally	23													
Review														
interpret information presented in charts and diagrams	23													
Use number facts and relationships														
listen to and join in with rhymes, songs, stories and games that have a mathematical theme	19,23	Outcome Silver, Gold												
realise that anything can be counted, not just objects, e.g. claps, steps	24,19	Outcome 2												
count reliably up to 5 objects	23,24	Outcome 2												
recite numbers from 0 to 10 forwards and backwards using songs and rhymes	23,19	Outcome 2												
recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity	23,24,25	Outcome 2												
use mark making to represent numbers in play activities	17,18,25													
compare and order numbers to at least 5	23,24	Outcome 2												
demonstrate an understanding of one-to- one correspondence by matching pairs of objects or pictures		Outcome 1												
use the terms 'first', 'second', 'third' and 'last' in daily activities and play	24													
Calculate using mental and written methods														
understand and use the concept of 'one more ' in their play	24													

									1				
understand and use the concept of 'one less' in their play	24												
use counting to solve simple mathematics problems in everyday and play situations	24												
Manage money													
demonstrate an awareness of the purpose of money through role play	21												
Length, weight/mass, capacity			T	1		T	T	T		T	T	•	T
compare, sort and order two objects in terms of size, weight or capacity by direct observation	22,23												
Time													
anticipate events related to elements of daily routines and use the terms 'before and 'after'	24												
sing/chant the days of the week	12,19,24	Outcome Gold,2											
Temperature													
use words that describe temperature during everyday activities, e.g. hot/cold	12												
Area and volume. Angle and position			l										
follow two-step instructions for simple movements within games and play activities		Outcome 2											
demonstrate an awareness of prepositions and movement during their own physical activities													
Shape													
recognise and use the names for 2D shapes (circle, square and triangle) within play activities and the environment	17,20,23,24	Outcome 2											
use and build with 2D and 3D shapes within play-based activities	17,20,23	Outcome Silver-3											
Collect and record data.													
sort and match sets of objects by recognising similarities	22,23												
Pattern													
copy a range of simple patterns and sequences visually and aurally, e.g. clapped patterns, threading activities.	17,19	Outcome 2,3											

Welsh Language Development

<u>Oracy</u>	ECERS	Basline								
make themselves understood										
show that they understand basic										
instructions										
listen to familiar and unfamiliar voices										
use appropriate language when conveying meaning										
view and listen carefully to a variety of visual and audio-visual stimuli	27									
listen and respond simply to what they hear in familiar circumstances, with growing attention and concentration										
speak clearly, using simple words, greetings and expressions.										
Reading										
follow stories read to them and respond as appropriate	14,15,27									
listen to others reading appropriate imaginative material	14									
look at books, handling them as a reader, with or without an adult	14,15									
listen to a story being read by following the print.	14,15,16,27				-			-		

Knowledge and	Unde	rstan	din	go	f th	ie V	Voi	1d				
	ECERS	Baseline										
Using and becoming familiar with common words and phrases for their world.	12,15,16	Outcome 1,2,3										
Places and people												
learn about where their locality is	5											
learn about distance and how to follow directions and routes	23,24	Outcome 2, 3										
use and make simple maps, to find where places are and how places relate to other places	23,24											
identify natural features , e.g. rivers, hills, beaches, and the human features, e.g. buildings, roads, bridges, of their own locality	6											
begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world	26											
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	26											
use atlases and globes	26											
investigate how places change, e.g. the weather, the seasons, buildings, people's jobs	22											
recognise how people's actions can improve or damage the environment.	22											
Time and people												
sequence events, routines and changes, e.g. in a journey to school, in a story	23,24											
measure time, using simple measuring devices, clocks, watches and calendars	23,24											
recognise the changes caused by time, e.g. to themselves and to people and places familiar to them	22,23											

Myself and other living things	ECERS	Baseline								
learn the names and uses of the main	22,28	Outcome								
external parts of the human body and		Silver,Gold,								
plants		1,2, 3								
observe differences between animals and	22									
plants, different animals, and different										
plants										
identify the similarities and differences	22									
between themselves and other children										
learn about the senses that humans and	22									
other animals have and use to enable										
them to be aware of the world around										
them										
identify some animals and plants that live	22									
in the outdoor environment										
identify the effects the different seasons	22									
have on some animals and plants.										
Myself and non-living things				ı	ı	ı	ı			
experiment with different everyday	3,22									
objects and use their senses to sort them										
into groups according to simple features										
experiment with different everyday	22									
materials and use their senses to sort										
them into groups according to simple										
properties	6.22									
develop an awareness of made and	6,22									
natural materials	22									
understand how some everyday materials	22									
change in shape when stretched,										
squashed, bent and twisted, and when heated or cooled										
develop an awareness that light comes	22									
from a variety of sources, such as the Sun,	22									
and that darkness is the absence of light										
develop an awareness that there are many	22									
kinds and sources of sound and that they	22									
are heard when they enter the ear.										
are neard when they enter the edi.					l		l			

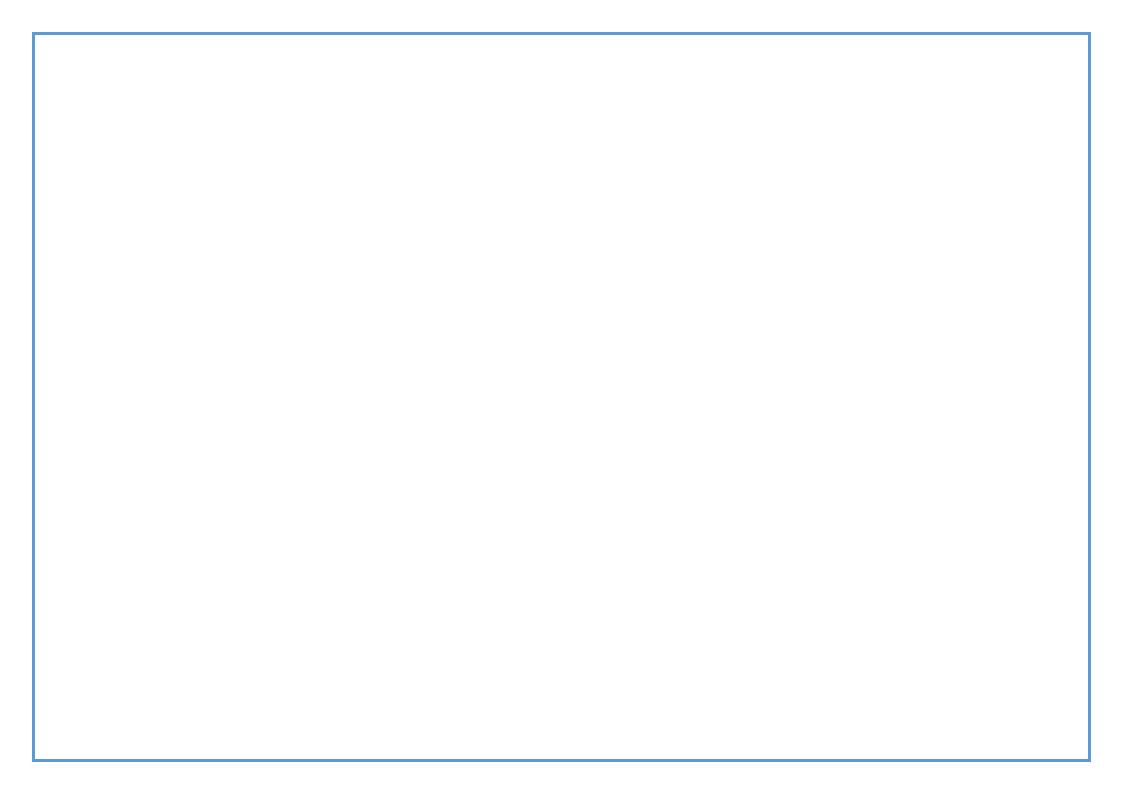
Physical Development

Personal	ECERS	Baseline								
develop coordination	6,7,28	Outcome	I		I	I				
	7,1,2	1,2,3								
develop gross motor skills	6,7,28	Outcome								
	-, , -	Bronze-3								
develop fine manipulative skills	17,18	Outcome								
·	,	Bronze-3								
develop confidence										
control body movements	6,7,17,18,	Outcome 3								
,	28									
develop muscle tone, appropriate tension	6,7,17,28	Outcome 2								
and balance										
develop sensory awareness										
use a range of small and large equipment	7,17,18									
and stimuli										
link the basic actions in sequence and		Outcome 3								
gradually improve their control and use of										
different shapes, levels and direction of										
travel										
use and handle a range of tools.	17,18									
Adventurous and physical play										
be able to move safely with increasing	6,7,11,28	Outcome 3								
control and coordination										
begin to use basic actions of travelling,	6,7,28	Outcome 3								
including stepping, jumping and landing,										
transferring weight from feet to hands,										
balancing, rolling, turning, climbing both										
on the floor and when using a range of										
equipment and apparatus		-								
enjoy the differences between running,	6,7,28									
walking, skipping, jumping, climbing and										
hopping										
show an awareness of space and										
relationships such as behind, underneath,										
below, over, under and on top of understand rules and elements to be able		Outcome				-				
		Outcome 2, 3								
to play simple games	L	2, 3		<u> </u>				<u> </u>		

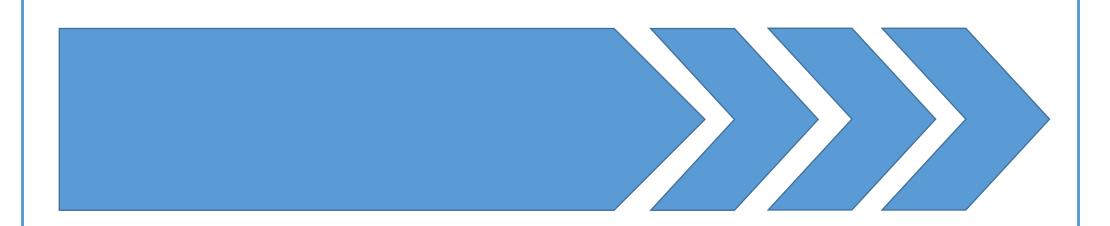
practice a variety of ways of sending, receiving and travelling with small equipment	6,7,28								
Health, fitness and safety									
recognise the effects exercise has on their bodies as they move	28								
describe what happens to their breathing and how they look and feel after exercise									
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	7,18								
become aware of dangers and safety issues in their environment									
begin to understand how important it is to use equipment safely									

Creative Development

Silver, Gold, 1,2,3										
Gold, 1,2,3										
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Medium Term plans









Personal, Social and Emotional Development,

	Medium Term Plan	Year:	
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And Cultural Diversity

	Autum	ın Term	Spring	g Term	Summer Term		
	1	2	3	3 4		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	<u>Year :</u>	

Oracy	Autur	mn Term	Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
 a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
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						
 experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team 						
different resources, including ICT						
 active learning opportunities that build on prior experiences and support them to become independent thinkers and learners 						
 activities that allow them to use their senses, be creative and imaginative 						
 tasks and challenges that encourage problem solving and discussion. 						
 experience a language-rich environment that immerses them in the spoken and written word 						
 practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
express themselves creatively and imaginatively						
 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 						

•	communicate in a range of contexts for a variety of purposes			
	and audiences.			

Reading	Autum	ın Term	Spring	g Term	Summ	er Term
	1	2	3	4	5	6
Opportunities to include:						
 a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
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						
 experiences that allow them to adopt a variety of roles within a small group, paired or working within a team 						
different resources, including ICT						
 tasks and challenges that encourage problem solving and discussion. 						
 experience a language-rich environment that immerses them in the spoken and written word 						
 practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
 express themselves creatively and imaginatively 						
 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	Autun	nn Term	Sprin	ng Term	Summer Term		
	1	2	3	4	5	6	
Opportunities to include:							
 a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning 							
complement each other and work together							
 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 							
 experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team 							
different resources, including ICT							
 active learning opportunities that build on prior experiences and support them to become independent thinkers and learners 							
 activities that allow them to use their senses, be creative and imaginative 							
 tasks and challenges that encourage problem solving and discussion. 							
 experience a language-rich environment that immerses them in the spoken and written word 							
 practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 							
 express themselves creatively and imaginatively 							
mark make or write in a range of genres							
 communicate in a range of contexts for a variety of purposes and audiences. 							

Mathematical Development

Medium Term Plan	
<u>Year :</u>	

	Autum	ın Term	Spring	Term	Summe	er Term
	1	2	3	4	5	6
Opportunities to include:						
 A developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together 						
 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 use their senses, be creative and imaginative 						
 experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team 						
different resources, including ICT						
 active learning opportunities that build on prior experiences and support them to become independent thinkers and learners 						
 tasks and challenges that encourage problem solving and discussion. 						
 experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language 						
 develop practical mathematical skills in a range of contexts 						
 practise, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through all Areas of Learning 						
 understand and use a range of measures and recognise and use shapes within play and structured activities. 						

Welsh Language Development

Medium Term Plan	Year :	

	Autum	ın Term	Sprin	g 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 :	<u>Medium</u>	Term	Plan	Year:
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	Autumn Term		Spring Term		Summ	er 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 :	
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	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Opportunities to include:						
 Exploring, investigating and using the indoor learning environment 						
 Exploring, investigating and using the outdoor learning environment 						
 Being involved in different types of planned play activities, including those that are child initiated 						
 Being involved in different types of planned play activities, including those that are adult led 						
Being involved in activities that allow them to work as individuals						
Being involved in activities that allow them to work in groups						
Using a wide range of resources and stimuli						
Experiencing traditions and celebrations of different cultures						
 Experiencing art, craft, design, music and dance from Wales and other cultures 						