

# End of Foundation Phase assessment

## Exemplification of outcomes



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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cyfnod sylfaen 3-7 foundation phase

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## Exemplification of outcomes

<b>Audience</b>	Headteachers, teachers, practitioners and governing bodies of maintained schools; local authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
<b>Overview</b>	This document and the accompanying DVD support practitioners in their assessment of children at the end of the Foundation Phase. The examples provided will help practitioners in deciding best-fit outcomes for children. Some examples of Outcomes 4, 5 and 6 are exemplified in each Area of Learning. Outcome 2 is exemplified in Language, Literacy and Communication Skills, and Mathematical Development.
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<b>Related documents</b>	<i>Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales</i> ; <i>Observing Children</i> (Welsh Assembly Government, 2008); <i>Foundation Phase Child Development Profile Guidance</i> (Welsh Assembly Government, 2009)



# Contents

<b>Background</b>	<b>5</b>
<b>Introduction</b>	<b>6</b>
<b>Using these materials</b>	<b>10</b>
<b>Key messages</b>	<b>11</b>
<b>Personal and Social Development, Well-Being and Cultural Diversity</b>	<b>12</b>
Outcome 4 – Circle time and Snack time	13
Outcome 5 – Circle time and Snack time	13
Outcome 6 – Circle time and Treasure hunt	14
<b>Language, Literacy and Communication Skills</b>	<b>15</b>
Outcome 2 – Reading together	15
Outcome 5 – Reading together	16
Outcome 4 – Shared reading and discussion	17
Outcome 5 – A jungle discussion	18
Outcome 6 – Language activity: reviewing learning	19
<b>Writing</b>	<b>20</b>
Outcome 4 – Response to the story of ‘Cinderella’	20
Outcome 5 – Creating a new game	22
– An animal who lost something	23
– Letter from the Wolf to the Three Little Pigs	24
Outcome 6 – Evaluating the results of group decisions	26
– Instructions for making a jelly	27
– A poem about the seaside	28
– A day in the life of a sunhat	29

<b>Mathematical Development</b>	<b>30</b>
Outcome 2 – In the café	30
Outcome 4 – Counting, shopping and ordering activities	31
Outcome 5 – Working with numbers	32
Outcome 6 – Number strategies	33
– Negative numbers	34
<b>Welsh Language Development</b>	<b>35</b>
Outcome 4 – Sharing a Welsh reading book	35
Outcome 5 – Sharing a Welsh reading book	36
Outcome 6 – Sharing a Welsh reading book	36
Outcome 4 – Gêm y cylch	37
Outcome 5 – Registration	38
<b>Writing</b>	<b>39</b>
Outcome 4 – Labelling drawings	39
Outcome 5 – Questions and answers	40
Outcome 6 – A short script	41
<b>Knowledge and Understanding of the World</b>	<b>42</b>
Outcome 4 – Pond dipping	42
Outcome 5 – Discussing a local visit	43
Outcome 6 – Creating a timeline	45

<b>Physical Development</b>	<b>46</b>
Outcome 4 – Outdoor physical development	46
Outcome 5 – Outdoor physical development	47
Outcome 6 – Outdoor physical development	48
Outcome 5 – Indoor physical development	48
Outcome 6 – Indoor physical development	49
<b>Creative Development</b>	<b>51</b>
Outcome 4 – Looking at fish: observation	51
Outcome 5 – Looking at fish: observation	52
Outcome 6 – Looking at fish: observation	52
Outcome 4 – Creative activities	53
Outcome 5 – Creative activities	54
Outcome 6 – Creative activities	54
Outcome 6 – Music group	55
Outcome 4 – Dancing together	56
Outcome 5 – Dancing together	56
Outcome 6 – Dancing together	57
<b>Foundation Phase Outcomes</b>	<b>58</b>
<b>Acknowledgements</b>	<b>76</b>



## Background

The proposals in the Welsh Assembly Government's document *The Learning Country: Foundation Phase 3–7 years* (Welsh Assembly Government, 2003) 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 Foundation Phase curriculum advocates that positive links between the home and the providers of care and education are fostered and promoted.

The Welsh Assembly Government's approach to education and lifelong learning is set in the broader context of our vision for children and young people overall. We have seven core aims for children and young people developed from the United Nations Convention on the Rights of the Child. These will underpin all of the activities of the Department for Children, Education, Lifelong Learning and Skills (DCELLS).

We aim to ensure that all children and young people:

- have a flying start in life and the best possible basis for their future growth and development
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and are able to have their race and cultural identity recognised
- have a safe home and a community that supports physical and emotional wellbeing
- are not disadvantaged by any type of poverty.

This booklet and the accompanying DVD are intended to support practitioners in assessment of the children at the end of the Foundation Phase by providing exemplar standards against which they can be moderated. It is impossible to provide exemplar material for each strand in every outcome, but it is hoped that the examples provided will help practitioners in deciding best-fit outcomes for children. Some examples of Outcomes 4, 5 and 6 are exemplified in each Area of Learning. Outcome 2 is exemplified in Language, Literacy and Communication Skills, and Mathematical Development.

## Introduction

This booklet and the accompanying DVD are intended to support assessment at the end of the Foundation Phase. They will assist in:

- preparing to award a best-fit outcome at the end of the Foundation Phase
- working with other practitioners to reach a shared understanding of the outcomes within the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (Welsh Assembly Government, 2008)
- supporting transition from Foundation Phase to Key Stage 2.

The clips show examples of attainments within Outcomes 2, 4, 5 and 6.

The DVD should not be used in isolation, but alongside this accompanying booklet, which provides additional essential information on every clip.

When watching the DVD the activities should not be taken as exemplification of good practice in teaching strategies, but as opportunities to observe the attainments of children within the continuous, enhanced and focused provision.

Within the DVD we see children working individually, in pairs, groups and sometimes as a whole class. Some of the activities are child-initiated, as part of the continuous provision, and sometimes we see that provision enhanced by the practitioner.

At other times it is a focused task that allows the practitioner the opportunity to observe an individual child within a group or class. The clips focus on opportunities to observe children using both the indoor and outdoor environment.

Children can show elements of a particular outcome in one Area of Learning, and a different outcome in another Area of Learning. This has been highlighted within the clips, for example a child may show characteristics of Outcome 5 in Mathematical Development, while within the same activity his/her Language, Literacy and Communication Skills show Outcome 4. Practitioners should not attempt to record a best-fit outcome for a child through one or two observations in the last term of the child's time in the Foundation Phase, but through complete knowledge of the child's level of development across all Areas of Learning as they progress through the Foundation Phase.

In order to focus on children's attainments, activities have been edited.

The DVD can be navigated by both 'Outcomes' and 'Activities'. This accompanying booklet provides further information about the Areas of Learning covered.

The DVD is intended for use in schools, colleges and local authorities for training purposes. It is evident that assessment in the Foundation Phase will be far more comprehensive than can be illustrated in the DVD. In order to provide a best-fit end of Foundation Phase outcome, schools will have undertaken continuous assessment of each child's progress throughout the Foundation Phase and will have considerable evidence on which to base their judgement.

The matrix on the following two pages illustrates the outcomes exemplified in this booklet and the accompanying DVD against the relevant Areas of Learning.





## Using these materials

The ability to understand and use concepts through speaking and listening and practical activity is appreciated for assessment purposes and there is less expectation of formal recording of work in the Foundation Phase. This separates the physical skill of fine motor activity and hand-eye co-ordination from the development of literary and mathematical concepts, and in the Foundation Phase one can be achieved without the other.

At the end of the Foundation Phase practitioners will assess children against the end of phase outcomes by observing them during their daily classroom routine and evaluating their attainment. As in all teacher assessment they should use their professional judgment to award a best-fit outcome for each child in each Area of Learning. Children are not expected to achieve every strand of an outcome in order for that outcome to be awarded. For example, a child might fit several strands of Outcome 5 on several occasions, but still be awarded an Outcome 6 because the majority of the assessment performances fall under/is more representative of Outcome 6.

Within the same activity children can show elements of a particular outcome in one Area of Learning, and a different outcome in another Area of Learning, for example a child may show signs of Outcome 5 in Mathematical Development, whilst his/her Language, Literacy and Communication Skills show Outcome 4.

The practitioner will award the outcome most suited to the ability of each individual child.

It is up to schools to decide how they wish to record the results of the assessments internally. There is a statutory requirement for the results of Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication Skills, and Mathematical Development to be reported to the Welsh Assembly Government. Arrangement will be made for this, but standards in all the Areas of Learning will be reported to parents and carers and recorded internally, and schools will be expected to make their own arrangements for the management of this.

## Key messages

This booklet and the accompanying DVD are intended to support practitioners in assessment of the children at the end of the Foundation Phase by providing exemplar standards against which they can be moderated. It is impossible to provide exemplar material for each strand in every outcome, but it is hoped that the examples provided will help practitioners in deciding best-fit outcomes for every child. Some examples of Outcomes 4, 5 and 6 are exemplified in each Area of Learning. Outcome 2 is exemplified in Language, Literacy and Communication Skills, and Mathematical Development.

In the DVD clips we see Year 2 children in the Foundation Phase pilot schools learning through direct experiences. The DVD includes examples of children who are showing that they have reached Outcomes 2, 4, 5 and 6.

The practitioners will have been collecting information and evidence about each child throughout the Foundation Phase, and only a small part of each assessment is included in the DVD. Before they look at the outcomes the practitioners will collect all the evidence that they have gathered over the years the children have been following the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales*. They will then come to a decision on the outcome that is a best-fit for the individual child.

The outcomes are essentially an end of phase assessment, and therefore the children should not be assessed against these outcomes other than at the end of the Foundation Phase.

In the DVD clips we see children working individually, in pairs, groups and sometimes as a whole class. Sometimes the activities are child-initiated, as part of the continuous provision, and sometimes we see that provision enhanced by the practitioner. At other times it is a focused task that allows the practitioner the opportunity to observe an individual child within a group or class. Many of the tasks take place outdoors.

Examples of children's written work in Language, Literacy and Communication Skills and Welsh Language Development at the end of the Foundation Phase are included in this booklet. As they are assessed by considering children's written work that has been done over a period of time, actual filming of the children undertaking the writing has not been included on the DVD.

# Personal and Social Development, Well-Being and Cultural Diversity

In Personal and Social Development, Well-Being and Cultural Diversity children learn about themselves, their relationships with other children and adults both within and beyond the family, the distinctive Welsh culture and other cultures that are part of the diverse society in Wales. Concepts of fairness and justice are introduced and children are encouraged to think about and respect the feelings of others. The importance of motivation, perseverance, self-esteem and a positive disposition to learning all have a significant role to play in children's learning and development within the Foundation Phase.

Well-being is an integral part of learning and is associated not only with children's basic needs for safety and security, food and shelter, warmth and affection, but also with how at ease children are with themselves and their surroundings. It is now recognised that individual well-being is essential to becoming an effective learner.

## Circle time

The class regularly enjoys circle time, when the children discuss issues that arise in school and in class. Harry the puppet often joins the class when the practitioner needs to introduce specific items for discussion.

## Snack time

The children have a snack time every morning. They are served by one of the children and have to wait their turn to be served.

## Treasure hunt

The children have a treasure hunt to follow in the school grounds. One child takes the lead, supported by the rest of the group.

## Outcome 4



### Additional Area of Learning:

Language, Literacy and Communication Skills

## Circle time and Snack time

In circle time discussion, Lauren waits her turn to answer the practitioner. She understands what makes people sad or happy, and understands her own feelings, and when she is happy or sad.

In snack time Lauren waits her turn and chats sociably with the other children. She knows which foods are healthy and which are not.

These activities would place Lauren at Outcome 4 in Personal and Social Development, Well-Being and Cultural Diversity.

### Foundation Phase criteria used:

- 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 . . . have definite likes and dislikes
- they are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

## Outcome 5



### Additional Area of Learning:

Language, Literacy and Communication Skills

## Circle time and Snack time

In circle time Abby shows that she knows that playing games with her friends and sharing toys with one another makes her happy. She takes part in co-operative play, as she describes when she talks about playing with her brother.

In snack time she takes responsibility for giving out the fruit, and ensures the other children wait their turn and have a fair share of the fruit, before taking and eating her own piece. She chats with the children as she moves around the group. Abby is aware of which foods are healthy and which are less so, and understands what makes them unhealthy.

These activities would place Abby at Outcome 5 in Personal and Social Development, Well-Being and Cultural Diversity.

### Foundation Phase criteria used:

- they have a clear understanding of right and wrong and are more aware of other people's feelings
- they recognise and can express their feelings appropriately
- they have grasped the concept of fair play and have an understanding of rules and why they are there
- they understand that to keep their bodies healthy they will need to eat and drink appropriately.

## Outcome 6



### Additional Areas of Learning:

Language, Literacy and Communication Skills

Knowledge and Understanding of the World

## Circle time and Treasure hunt

In his circle time responses, Morgan shows he is able to adapt his enjoyment to that of others. He doesn't play much football, but describes how, in his playtime, he fetches the ball for the boys who are playing football, to stop it going 'under the gate' and spoiling the game for them.

In the treasure hunt, Morgan takes the lead, concentrating throughout the activity as he reads aloud the instructions in a clear voice, and following the clues. He uses compass directions and asks and takes advice before making decisions.

These activities would place Morgan at Outcome 6 in Personal and Social Development, Well-Being and Cultural Diversity.

### Foundation Phase criteria used:

- 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
- they are able to demonstrate skills of perseverance, concentration and motivation
- children are competent in identifying problems and coming up with solutions to solve them.

# Language, Literacy and Communication Skills

Language experiences surround children in all their activities. Children develop their skills through talking, listening and communicating with others. In communicating their thoughts, needs, experiences and feelings they develop the ability to speak, listen and connect with their peers and other people, while the physical skill of handwriting begins in the Physical Development Area of Learning.

It is also important that the different elements of language and literacy are seen as linking and having a purpose. Language, reading and writing skills develop together and are interconnected. They should not be taught in isolation of each other. These literacy skills are developed through real life and meaningful experiences for the children.

## Outcome 2

### Reading together

The group is discussing some books the children have read during the year. It is clear that they have done more than simply read the books; they have used them as a stimulus for art activities and role play, as well as making mathematical patterns, so they have fairly detailed knowledge of the books on the table.



Skye selects a book that she likes, and can give the practitioner an approximation of the title of the book, 'The Bears' instead of *Goldilocks and the Three Bears*. When she is asked the name of the girl Skye says she doesn't know and the other children tell her. She answers the questions she is asked by the practitioner, leaving out some link words and for a short time she shows she is interested in the discussion about the book.

#### Additional Area of Learning:

Personal and Social Development, Well-Being and Cultural Diversity

This activity would place Skye at Outcome 2 in Language, Literacy and Communication Skills.

#### Foundation Phase criteria used:

- children converse simply, sometimes leaving out link words
- they respond to instructions, questions and other stimuli
- children look at books with or without an adult and show an interest in their content.

## Outcome 5

### Reading together

The practitioner asks the children to choose books they like and to tell her why they have made that choice.

The children have obviously enjoyed reading the books because they show interest and animation when they are discussing them.



Lauren can make her selection easily and explains why she has enjoyed the book. When Dei makes his choice, he is able to discuss it fluently. Lauren and Dei show that they have read, understood and remembered the books and have enjoyed the experience.

This activity would place Lauren and Dei at Outcome 5 in Language, Literacy and Communication Skills.



#### Foundation Phase criteria used:

- 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.

## Outcome 4

## Shared reading and discussion

The children in this group are developing their literacy skills through discussion, and then sharing a book about a topic related to their discussion. They are just beginning to develop the skills necessary for reading.

The children in this group are able to ask and answer questions and convey meaning to the practitioner and the other children.

The children are interested in their activity and when they begin to read they can describe the strategies to use when reading the flash cards.



Alicia is able to identify a pig, and knows what a sheep eats. She can read the words 'pig' and 'bear' having sounded out the letters in the words.

Chloe suggests reading the words by sounding out the initial letter and end letters. She is also able to describe in detail the 'fact book' she saw in the book shop.

After reading the cover of the book Alicia and Chloe are able to recognise the words inside their book.

This activity would place Alicia and Chloe at Outcome 4 in Language, Literacy and Communication Skills.



### Foundation Phase criteria used:

- 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 . . .
- when reading aloud, use their knowledge of letters and sound-symbol relationships to read words and establish meaning.

## Outcome 5

### A jungle discussion<sup>1</sup>

As part of the children's study of conservation, they have become very interested in the rainforests and the jungle. They have been reading books about the jungle, and the role-play corner has been transformed into a jungle campsite. This adult-initiated activity is asking the children to decide what they would take on a jungle adventure. It has been edited to highlight the performances that meet the necessary criteria.



#### Additional Area of Learning:

Knowledge and Understanding of the World

Rhys and the rest of the group speak confidently and clearly. They have a wide vocabulary and use words that are specific to the topic under discussion. In expressing their opinions, they include relevant details. Rhys, in particular, provides additional detail in his responses and becomes animated when he gives his views. He varies his vocabulary and provides additional details when he speaks about the food that he can cook in the camp.

The group can also describe the points of the compass, and what a compass is used for.

This activity would place the children in this group at Outcome 5 in Language, Literacy and Communication Skills, and Rhys is beginning to demonstrate one of the criteria in Outcome 6.

#### Foundation Phase criteria used:

##### 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.

##### Outcome 6

- they explore and communicate ideas, showing an awareness of sequence and progression in a range of contexts.

<sup>1</sup> Thomas has an identical twin Rhys who appears in the clip 'Language activity – reviewing learning'.

## Outcome 6

### Language activity: reviewing learning<sup>2</sup>

The children are discussing an investigation they made earlier this week following a visit to the local fire station.



This group of children is discussing and reviewing a recent investigation they have undertaken. Annishia-Mai is able to describe the way in which they approached the investigation and Laura supports this with additional information and describes how they ensured the task was fair. Laura supports this with further information about the visit to the fire station.



Laura can describe the experiment in more detail, and uses specific vocabulary, e.g. helmet, waterproof. She describes their activities in sequence and shows by her responses that she has listened and understood.

Both Annishia-Mai and Laura understand that information can be accessed from books and are aware of the use of indexes.

They discuss different ways of finding out and recording information, and Annishia-Mai uses the internet for research while Laura records her findings in writing.

This activity would place Annishia-Mai and Laura at Outcome 6 in Language, Literacy and Communication Skills.

#### Foundation Phase criteria used:

- 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
- they explore and communicate ideas . . .
- through relevant comments and questions, they show that they have listened carefully
- they use their knowledge of the alphabet to locate books and find information
- children produce legible writing.

<sup>2</sup> Rhys has an identical twin Thomas who appears in the clips 'A jungle discussion', 'Sharing a Welsh reading book' and 'Gêm y cylch'.

## Writing

### Outcome 4

### Response to the story of 'Cinderella'

After reading the story of 'Cinderella' Aimee writes her response to the story.



I like Cinderella.  
She has got long hair.  
She has red lips.  
She is nice



I don't like the ugly  
sisters. They are horrible.  
They are mean to  
Cinderella.

Aimee is showing her response to the story of 'Cinderella' in deciding whom she likes and dislikes in the story. She is communicating her meaning through words and phrases, and is demonstrating an understanding of how sentences work. Her letters are clearly shaped and correctly orientated.

In the chest there is

Crown  
gold pencil  
Sword  
ring  
gold cup  
necklace  
bracelet



Aimee is beginning to demonstrate her understanding of the different purposes of written language by laying out a list and a poem in a different format from that of her story.



Take sum petuls  
Add sum frogson  
And sea shells  
Hey Presto  
This is my magic poshun

Her writing is phonically plausible and having been given the writing frame of 'Take . . . Add . . . And . . . Hey Presto . . . ' she is using her imagination to create some exciting ideas. Her use of vocabulary is appropriate and interesting.

Although Aimee is showing some strands of learning in Outcome 5 she is not yet demonstrating consistent use of full stops and capital letters and her sentences are not in a connected sequence.

This example indicates that Aimee's writing is at Foundation Phase Outcome 4.

#### Foundation Phase criteria used:

- 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

### Creating a new game

Ben has created a new game and in this example he explains the rules.

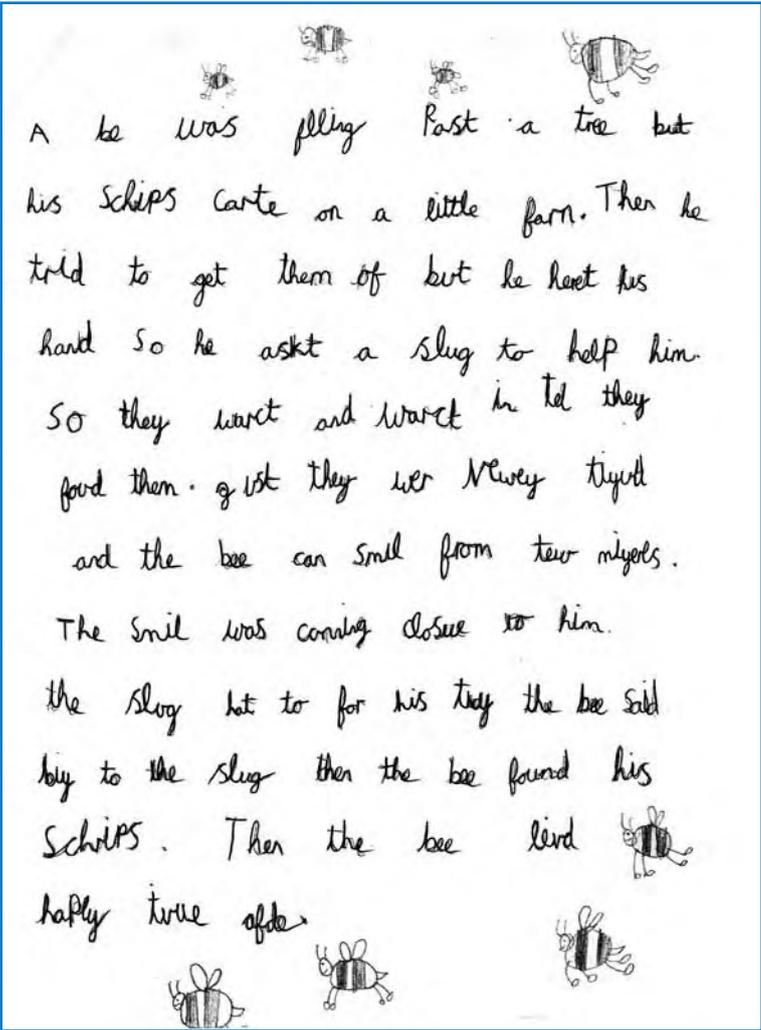


Ben is aware of the format of a set of instructions and presents his work in a structured manner showing regard for his audience. The instructions are sequential, and he shows some awareness of the need for sentences to begin with a capital letter. However, this is not consistent. He makes phonetically plausible attempts to spell unknown words and spells most common words accurately. He has used connectives to link the instructions. Ben's letters are accurately formed and are consistent in size.

## Outcome 5

### An animal who lost something

After reading a story about an animal that lost its teeth, the class were set the task of writing their own story about an animal that lost something.



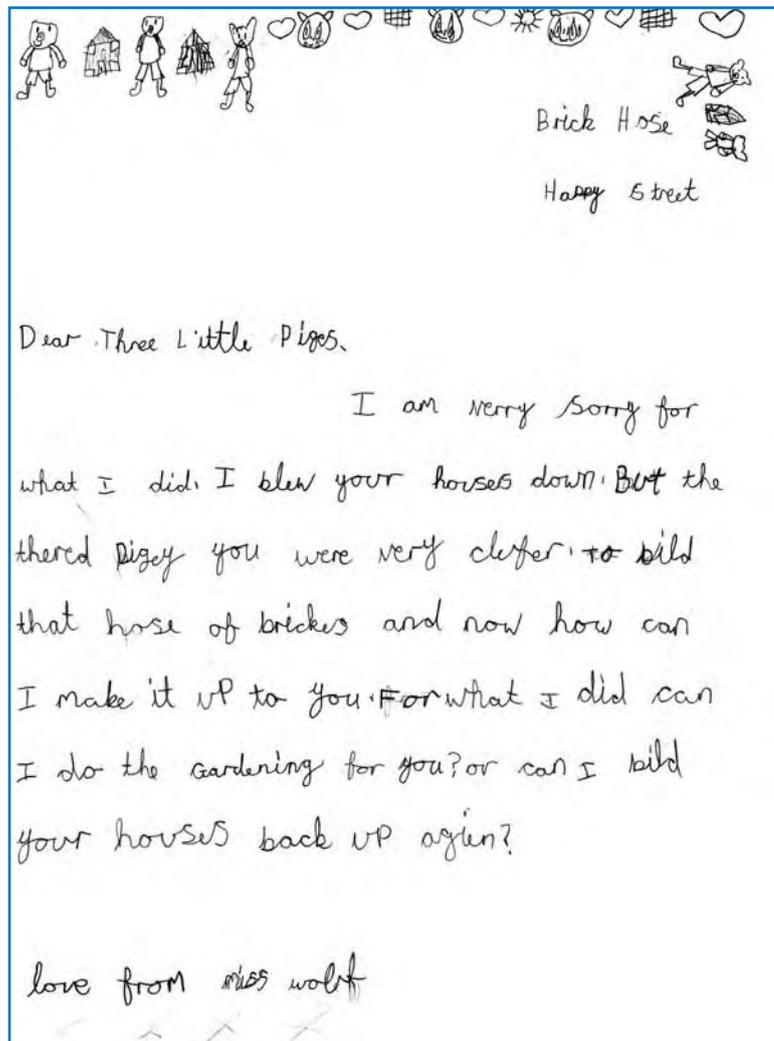
A bee was flying past a tree but his schips came on a little farm. Then he tried to get them off but he hurt his hand so he asked a slug to help him. So they went and went in the field and found them. Just they were very tight and the bee can smell from two meters. The smell was coming closer to him. The slug had to for his try the bee said big to the slug then the bee found his schips. Then the bee lived happily true after.

Ben's writing communicates meaning and there is a clear beginning, middle and ending. His use of capital letters and full stops is generally consistent. He uses interesting and relevant vocabulary and is beginning to use connectives in a sequence of sentences. Phonetically plausible attempts are made to spell difficult words. Some words are omitted but this does not hinder the comprehension of the story. Letters are accurately formed and consistent in size.

## Outcome 5

### Letter from the Wolf to the Three Little Pigs

After reading the story of the Three Little Pigs the children were asked to write a letter of apology from the Wolf to the Three Little Pigs.



Ben shows understanding of the purpose of a letter and communicates his apology in a lively and interesting way, showing some awareness of the reader. It is interesting that he alters the gender of the Wolf at the end of the letter, showing individuality and humour. He uses the correct format and is beginning to punctuate his sentences appropriately. Phonetically plausible attempts are made to spell difficult words. Letters are correctly formed and consistent in size.

This example indicates that Ben's writing is at Foundation Phase Outcome 5.

#### Foundation Phase criteria used:

- 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
- 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
- letters are correctly formed and consistent in size.

## Outcome 6

## Evaluating the results of group decisions

Chloe describes the decisions made by her group when they made a sand sculpture, and evaluates the results.

me Catherine and Ellen made a mermaid palace. First we wanted a sea but that was a bit hard making a sea because of the fish tools because every time I did it the only thing it would do is crack. Then Catherine said lets do a mermaid on a rock. And then catherine came up with a good idea to make a mermaids palace. And again catherine came up with another idea to put mini towers up and then Ellen thought of putting a flower in the middle of it and we all agreed with all the ideas then I said tell you what I will do a then

Chloe's writing is organised, imaginative and clear. She uses interesting sentence structure and imaginative vocabulary, which is used to good effect. The sentences are joined in complex sequences. She is aware of the purpose of her writing and organises it appropriately. Punctuation is generally correct and spelling is generally accurate. Her writing is clear and legible.

## Outcome 6

## Instructions for making a jelly

Here Chloe writes the instructions for making a jelly.

The instructions are clear and in the correct sequence. She uses interesting instructional language and structure, ensuring the writing is plain and comprehensible. She understands the purpose of writing in this case and sets it out appropriately. Her punctuation is correct and the spelling is accurate.

How to make jelly lollies

We need

- a bowl
- spoon
- jelly cubes
- jug
- hot water
- jelly moulds
- cold water
- freezer
- aprons ✓

What we did

- wash hands
- aprons on

- get bowl
- get jelly out of box
- break cubes
- put cubes in bowl
- get bowl and go in staffroom
- put hot water in bowl
- put a little bit of cold in to
- when its melted we stirred it
- when we went to the classroom it went into the moulds
- we put it into the freezer
- we had to wait over night

27/6

Did you enjoy your lolly? yes

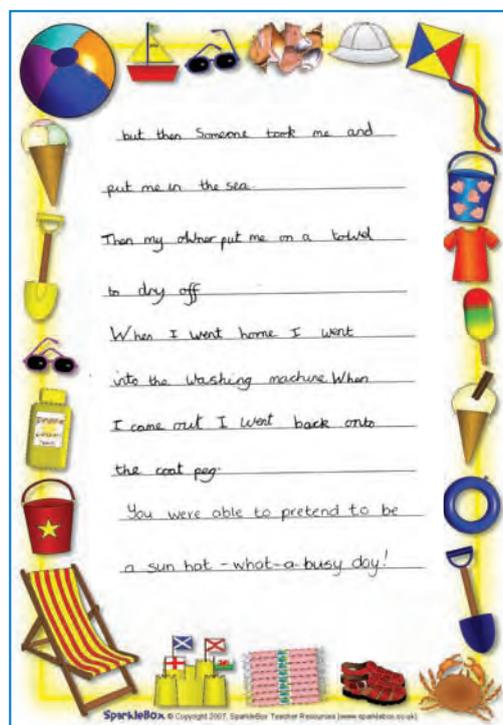
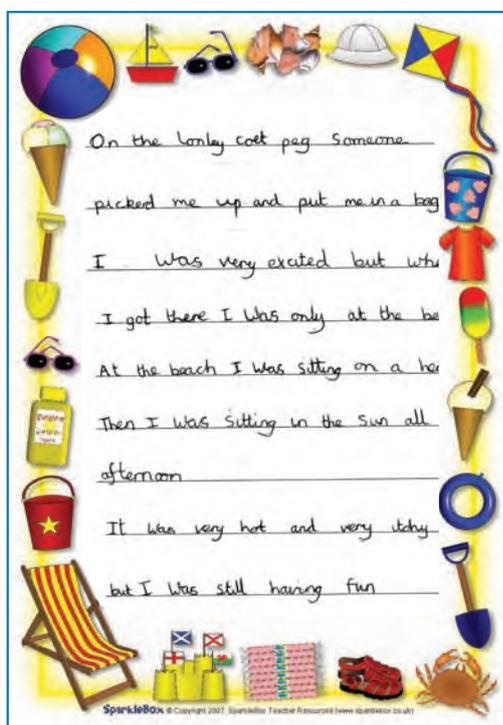


## Outcome 6

### A day in the life of a sunhat

In this example Chloe has written a story about a day in the life of a sunhat.

Chloe has written a story that uses interesting language that grasps the reader's interest. It uses connected sequences of sentences that include expressions of feelings and gives an idea of the setting. The spelling and punctuation are generally correct. Her writing is legible.



These examples indicate that Chloe's writing is at Foundation Phase Outcome 6.

#### Foundation Phase criteria used:

- 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.

# Mathematical Development

Children's mathematical development and learning has to be meaningful for it to be effective. During the Foundation Phase children develop their skills, knowledge and understanding of mathematics through oral, practical and play activities that are relevant and part of their everyday lives and experience. Children's cognitive development is linked closely to the development of mathematical skills and concepts, for example problem solving, sequencing and classification.

Children enjoy using mathematics and applying it to practical tasks, real-life problems, and specific situations and activities. They develop their skills through talking about their activities. They ask and respond to questions and explore alternative ideas.

## Outcome 2

### In the café

The children are playing in the role-play corner with the practitioner. Skye is still reluctant to play with other children unless an adult is present, and has to be persuaded to play in the role-play corner at all.

Here Skye is playing at being a waitress to the practitioner and Melissa



Skye is unsure about playing in the role-play corner, but does so when the practitioner plays alongside her. She is able to match the colours of the cups with their corresponding saucers and plates, and is able to match together three cups, saucers and plates. Skye is therefore aware of one-to-one correspondence. Skye counts quantities up to three and, when asked, can give the practitioner and Melissa the right number of cakes, having matched the colour of the cakes to the flavours asked for by the practitioner.

This activity would place Skye at Outcome 2 in Mathematical Development.

#### Additional Area of Learning:

Personal and Social Development, Well-Being and Cultural Diversity

#### Foundation Phase criteria used:

- children use mathematics in day-to-day activities and in their play, responding appropriately to key vocabulary and questions
- they count . . . up to three objects reliably
- they begin to develop an understanding of one-to-one correspondence by matching pairs of different objects.

## Outcome 4

## Counting, shopping and ordering activities

In a practitioner-directed activity, the children often play a game with number mats and take turns to move backwards and forwards giving and receiving commands. In the following scenario the practitioner is seen sharing the command cards with Dafydd.



Using the number track on the floor Dafydd moves to the correct number when asked. This shows he is able to count on or back, subtract or add in steps of different sizes, starting from different numbers.

The class uses its shop as a role-play area, but ensures that there are provisions for enhanced activities that will reinforce the mathematical aspects being developed. The type of shop used is linked to the topic being studied, or to the snack they will be eating during the day. They take turns to be shop keeper.

### Additional Areas of Learning:

Welsh Language Development

Personal and Social Development, Well-Being and Cultural Diversity

Language, Literacy and Communication Skills

Today Dafydd is in charge of the fruit shop. Erin arrives and asks, in Welsh, to buy a small apple. Dafydd gives her the apple, and asks her to pay 5p, the cost of the apple. Erin gives him 10p and Dafydd counts out 5p in change, adding the copper coins together to make 5p.

This shows Dafydd can recognise coins, subtract values up to ten, and add coins together to make amounts to 10p. It also shows that he understands the concept of giving change when buying something. He is adding and subtracting and solving a problem in context.

In interaction with the teacher Dafydd orders a set of apples according to size, from smallest to largest.

This activity would place Dafydd at Outcome 4 in Mathematical Development.

### Foundation Phase criteria used:

- they count, order, add and subtract numbers when solving problems involving up to 10 objects
- they count on and back in steps of different sizes and from different numbers
- they measure and order objects using direct comparison . . .
- they are aware of the values of different coins.

## Outcome 5

## Working with numbers

Although much of the development of the children's mathematical concepts has occurred through play and practical activities, there is still a need, on occasion, for practitioner-initiated, focused activity to ensure appropriate enhanced resources are provided for the children, and to consolidate their learning in a more formal context. In this focused activity the practitioner together with a group of children are taking part in a Mathematical Development session.



### Additional Areas of Learning:

Language, Literacy and Communication Skills

Personal and Social Development, Well-Being and Cultural Diversity

Alfie is one of the children in this group. When requested, he shows that he can order numbers and identify place value in numbers up to 100.

Alfie understands the vocabulary of addition and subtraction and can explain the operations he used to reach an answer, and why he used these operations, as when he explains the answer to the problem with the apples. He shows that he can use halves in practical situations, and uses recall of number facts up to 10 to perform operations with larger numbers.

This activity would place Alfie at Outcome 5 in Mathematical Development.

### Foundation Phase criteria used:

- children choose the appropriate operation when solving addition or subtraction problems
- 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 identify and use halves and quarters in practical situations.

## Outcome 6

## Number strategies

Although much of the development of the children's mathematical concepts has occurred through play and practical activities, there is still a need, on occasion, for practitioner-initiated focused activity to ensure appropriate enhanced resources are provided for the children, to consolidate their learning in a more formal context and to plan for their future development.



Sophie is also taking part in a practitioner-initiated Mathematical Development group activity with the practitioner. She is competent in undertaking mental maths problems up to 100, using addition and subtraction. She shows that she can explain and identify place values in figures up to 1,000.

This activity would place Sophie at Outcome 6 in Mathematical Development.

### Additional Areas of Learning:

Language, Literacy and Communication Skills

Personal and Social Development, Well-Being and Cultural Diversity

### Foundation Phase criteria used:

- they develop further mental strategies for adding and subtracting numbers with at least two digits
- they use place value in numbers up to 1,000 . . .

## Negative numbers

During an especially cold period last winter, the practitioner introduced a maximum and minimum thermometer to the enhanced resources, enabling the children to find out the coldest temperature that occurred each night. During several nights the temperature fell below freezing ( $0^{\circ}$  using a Celsius thermometer). In this way the children were introduced to negative numbers in temperature.

The children are in a focused activity group with the practitioner. Sophie is able to identify the thermometer when it is introduced. She identifies negative numbers on a scale.

This activity would place Sophie at Outcome 6 in Mathematical Development.

### Foundation Phase criteria used:

- . . . and recognise negative numbers in the context of temperature.

## Welsh Language Development

Children in the Foundation Phase in English-medium settings/schools are given opportunities, through play/active learning, as well as story and structured activities, to acquire sufficient familiarity with Welsh to encourage further language learning and positive attitudes towards Welsh.

In this school, Welsh is used continually with English throughout the day, and is integrated with English in general discussion and activity. The children listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. Language skills learned in one language support the development of skills and knowledge in another.

The children have a wide selection of Welsh reading books targeted at their language skills. A peripatetic teacher visits regularly to support the development of Welsh in the school.

### Outcome 4

### Sharing a Welsh reading book<sup>3</sup>

Thomas chooses a book that reflects his level of understanding and skill in Welsh.



Thomas reads with the practitioner, carrying on alone when he is able. He shows his enjoyment and understanding by responding verbally to the practitioner in short phrases and is able to answer simple questions about the book.

This activity would place Thomas at Outcome 4 in Welsh Language Development.

#### Foundation Phase criteria used:

- children recognise familiar words
- they connect the written form of words with their sounds when reading individual words.

<sup>3</sup> Thomas has an identical twin Rhys who appears in the clips 'A Jungle Discussion', and 'Language activity – reviewing learning'.

## Outcome 5

### Sharing a Welsh reading book

Jord-annah chooses a suitable reading book from the selection offered, and reads along with the practitioner, sometimes reading on her own.



Jord-annah reads accurately with intelligible pronunciation and good expression, showing her understanding of Welsh. She is able to read on her own and answers questions about the book.

This activity would place Jord-annah at Outcome 5 in Welsh Language Development.

#### Foundation Phase criteria used:

- children recognise simple and familiar words and phrases that are within their experience . . .
- . . . begin to show an interest in written material by reading simple passages
- they show an understanding of what they have read by responding orally or non-verbally to the content.

## Outcome 6

### Sharing a Welsh reading book

Laura reads and speaks Welsh well. She selects a book and talks about it with the practitioner.



Laura reads the book on her own and is fluent, showing her understanding of the text in the expression she uses and in the intonation of her voice. She discusses the book and answers questions in Welsh, with little hesitation. Laura is from a non-Welsh speaking background and uses Welsh only at school.

This activity would place Laura at Outcome 6 in Welsh Language Development.

#### Foundation Phase criteria used:

- they understand and respond simply to texts that 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.

## Outcome 4

### Gêm y cylch<sup>4</sup>

The children know many action songs and games in Welsh, and enjoy playing them. They often use the garden as their setting.

Here a practitioner has initiated a game, but the children frequently do so independently.



Thomas is joining in the class Welsh singing game, which involves him following instructions. He shows his understanding of the words of the song by his actions in the circle. Thomas walks, runs, skips and hops into different coloured hoops laid out on the ground. He is thoroughly enjoying it and is very enthusiastic.

This activity would place Thomas at Outcome 4 in Welsh Language Development.

#### Foundation Phase criteria used:

- they show understanding of individual words by means of non-verbal responses
- children show understanding of words and phrases spoken clearly by a familiar voice . . .

<sup>4</sup> Thomas has an identical twin Rhys who appears in the clips 'A Jungle Discussion', and 'Language activity – reviewing learning'.

## Outcome 5

### Registration

The children are used to having registration in Welsh. They slip easily between the two languages as required, showing confidence in both, and are not afraid to supplement their Welsh with English words where necessary.



Rhys responds to the register and the dinner register in the class session. As class helper he selects the correct card to describe the day's weather and the day of the week, reading it to himself before putting it on the board. He answers questions from the other children in Welsh. Rhys completes the weather charts as required, showing he can read, understand and respond to Welsh.

This activity would place Rhys at Outcome 5 in Welsh Language Development.

#### Foundation Phase criteria used:

- 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
- children recognise simple and familiar words and phrases that are within their experience . . .
- they speak with intelligible pronunciation and intonation . . .

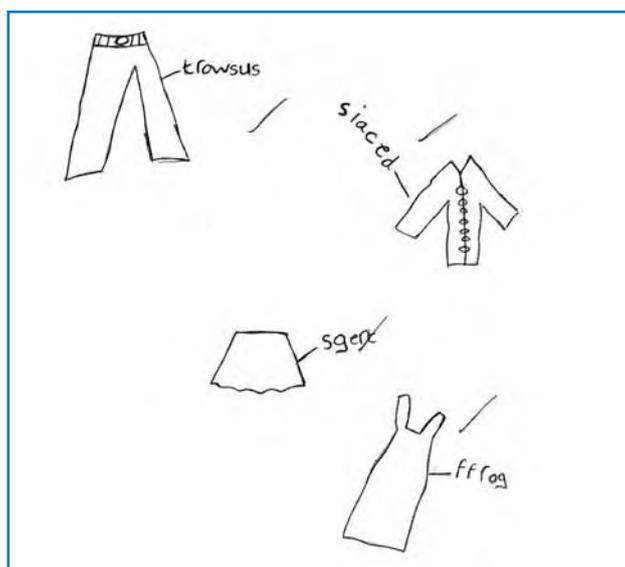
## Writing

### Outcome 4

### Labelling drawings

The children made a recent visit to the local clothes shop.

After the visit to the local shops, Sophie was keen to draw the clothes she had seen in the shop. She looked for the Welsh words in the picture book given to her and went on to label her drawings. When asked to read the words to the practitioner, Sophie was able to connect the written words with their sounds and spoke with intelligible pronunciation.



This example indicates that Sophie's writing is at Foundation Phase Outcome 4.

#### Foundation Phase criteria used:

Children can:

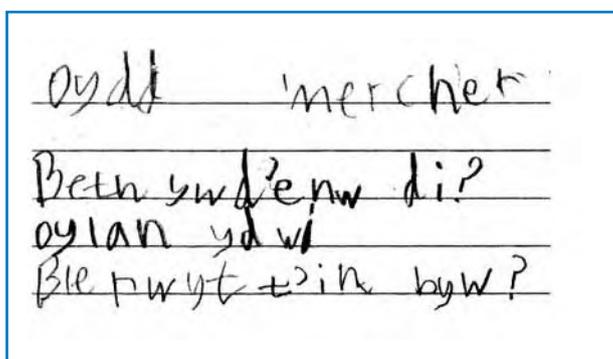
- communicate by copying correctly and writing words and some simple and familiar phrases from memory
- recognise familiar words
- connect the written form of words with their sound when reading individual words.

## Outcome 5

### Questions and answers

The children often speak Welsh when asking and answering personal questions, and are beginning to write questions and answers for their friends to answer in the writing area.

Dylan shows that he is able to write and answer factual questions in short sentences.



This example indicates that Dylan's writing is at Foundation Phase Outcome 5.

#### Foundation Phase criteria used:

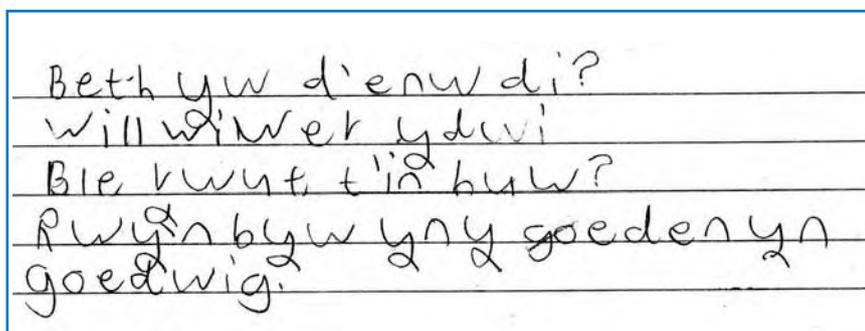
- children communicate by writing words, phrases and sometimes sentences to express factual and personal information, using familiar patterns
- simple words are usually spelled correctly.

## Outcome 6

### A short script

One of the books the children enjoy reading is about a squirrel called Wil. They play games about Wil in their role play within the outdoors learning area. They decided to write a short script for their play.

Daniel has chosen a question and answer form to start off the script. He is using short basic sentences with accurate spelling of familiar words. Daniel shows awareness of basic punctuation by using capital letters, question marks and full stops.



Beth yw d'enw di?  
Will Wilwer ydwi  
Ble rwyf t'i'n hwy?  
Rwy'n byw yn y goedden yn  
goedwig.

This example indicates that Daniel's writing is at Foundation Phase Outcome 6.

#### Foundation Phase criteria used:

- they seek, understand and communicate simple, personal and factual information clearly . . .
- 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 they show some awareness of basic punctuation by using capital letters, full stops and question marks with a degree of consistency.

## Knowledge and Understanding of the World

Knowledge and Understanding of the World relates to children's everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.

### Outcome 4

#### Pond dipping

The school has created a pond in a corner of the school field, which the children regularly visit. They enjoy pond dipping as a way of finding out more about the pond and its flora and fauna. On the DVD the children are undertaking a focused task. They have visited the pond regularly and on a previous visit discovered frogspawn. They are now hoping to find out what has happened to the spawn, and to find other things living in the pond.

The children have drawn maps leading from their classroom to the pond.



Ryan discusses the map he has drawn, and talks about the route he took to reach the pond and what he passed on the way.

When dipping in the pond, Ryan collects some creatures in the tray. He discusses the different things that are found in the water and can talk about tadpoles and frogs and their life cycle. Ryan is able to describe the life cycle of the frog in the correct sequence.

This activity would place Ryan at Outcome 4 in Knowledge and Understanding of the World.

### Foundation Phase criteria used:

- children communicate their knowledge and understanding of basic features of their immediate locality . . . living things . . . through a variety of media
- they make observations, ask and respond to questions and find answers using learning materials and sources
- 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 . . .
- they show their emerging sense of chronology . . . by sequencing a few events . . .

## Outcome 5

### Discussing a local visit

In observing and discussing their local area the children visited the local mill, now no longer in use as a working mill, and discovered its unusual history. In 1912, a local man, Arthur Moore, who lived in the mill, became interested in radio and the new Morse code. He was the first person to detect the distress call of the Titanic.

This information acted as a catalyst for the children to find out more about the Titanic and its fatal voyage. The children carried out their own research into the Titanic and its sinking. They found out information from books and from home, and watched archived film footage of the voyage, and part of the Titanic film 'A Night to Remember'. (The more recent film Titanic has a 12+ grading and couldn't be watched.)



**Additional Areas of Learning:**

Mathematical Development

Language, Literacy and Communication Skills

Prior to the visit to the mill the children had drawn maps. They now discuss the visit to the mill and the link with the Titanic. Iestyn, as a part of the group, discusses the part Arthur Moore played in the historical event. He also performs the interesting feat of informing the teacher that the Titanic sank in 1912, “nearly 100 years ago – 97 years!”.

Iestyn understands the principles of Morse code and the sequences of dots and dashes. He is aware of the sequence of the Titanic’s story – the building, launch, sailing and sinking – and can offer descriptions of the wreck that was found, suggesting why it was in that condition. He knows that the wreck was examined by a submersible craft and understands the meaning of the word he uses.

The children decided to immerse similar objects (coins and paper clips) in two buckets, of fresh and salt water, and leaving them for a few weeks. Iestyn and the teacher now look at the contents of the buckets. Iestyn enjoys examining them and offers explanations as to why they have changed.

This activity would place Iestyn at Outcome 5 in Knowledge and Understanding of the World.

**Foundation Phase criteria used:**

- children communicate their observations and knowledge and understanding of different localities through describing natural and human features . . .
- they . . . 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 offer explanations why something worked or did not work
- they . . . sort, group and compare objects, materials, living things and events.

## Outcome 6

### Creating a timeline

The children found replica newspapers from 1912 and also watched film of the discovery and investigation of the wreckage of the Titanic. Its drama grasped the imagination of the children and stimulated a great number of activities.

Here the children discuss the sinking of the Titanic, and the changes that have happened as a result of the tragedy.



Jade can sort the events given into a complex timeline, using dates and times of day shown on cards.

Jade is also aware of the changes that have been made because of the Titanic disaster, such as the introduction of the ice patrol and the rule that all ships should carry sufficient life boats for everyone on board, and the rule that ships' radios should be on for 24 hours a day.

This activity would place Jade at Outcome 6 in Knowledge and Understanding of the World.

#### Foundation Phase criteria used:

- 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 link the learning, with support, to familiar situations
- they ask and answer a range of questions
- they give a simple explanation . . . for their findings . . .

## Physical Development

Physical Development in the Foundation Phase relates to gross motor skills (the development of children's body control and coordination of large movements), fine manipulative skills, spatial awareness and balance. It also focuses on children's knowledge and understanding of a healthy lifestyle upon which physical well-being depends.

Throughout the Foundation Phase children acquire and develop their physical skills in play and other practical activities using the continuous and enhanced provision of the indoor and outdoor learning environments.

### Outcome 4

### Outdoor physical development

The children develop their physical skills in child-initiated play and other practical activities during their time in the Foundation Phase using the continuous and enhanced provision of the indoor and outdoor learning environments.

However, focused Physical Development is also necessary to give specific enhancement for Physical Development, and to provide additional stimulus for child-initiated activity.

The class is undertaking a practitioner-initiated focused activity in the school grounds involving the development and practice of movement and ball skills. Sarah is one of the children in the class.



#### Additional Areas of Learning:

Language, Literacy and Communication Skills

Personal and Social Development, Well-Being and Cultural Diversity

Sarah is able to run, hop, skip and jump, and land appropriately. She can move on tiptoe both forwards and backwards. She can also on occasion exhibit stillness when she contrasts her movement with balance.

Sarah can kick, throw and catch a ball. In a games activity she shows that she is able to listen to and respond to instructions. Her coordination is improving but it is not yet consistent.

This activity would place Sarah at Outcome 4 in Physical Development.

### Foundation Phase criteria used:

- children are able to stand and run on tiptoe
- they can jump backwards and hop forwards on one foot
- 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.

## Outcome 5

### Outdoor physical development

The class is undertaking a practitioner-initiated focused activity in the school grounds involving the development and practice of movement and ball skills. Katie is one of the children in the class.



Katie links the actions of catching and throwing. She is able to catch the ball, bounce it, and throws it back. She moves across the ground with control and efficiency.

This activity would place Katie at Outcome 5 in Physical Development.

### Foundation Phase criteria used:

- children are becoming stronger and more agile
- they are able to bounce a ball with one hand and can catch using two hands
- children . . . move with increasing confidence and physical control
- they . . . begin to link actions, such as . . . catching and throwing.

## Outcome 6

### Outdoor physical development

The class is taking part in a practitioner initiated activity in the school grounds involving the development and practice of ball skills. Erin is one of the children in the class.



Erin's coordination and control is sufficiently developed for her to display a range of different ways of sending and receiving a ball. Her actions are crisp and accurate.

This activity would place Erin at Outcome 6 in Physical Development.

#### Foundation Phase criteria used:

- children use and develop their skills with improving coordination and control.

## Outcome 5

### Indoor physical development

The children develop their physical skills in child-initiated play and other practical activities during their time in the Foundation Phase using the continuous and enhanced provision of the indoor and outdoor learning environment.

However, focused Physical Development is also necessary to give specific enhancement for Physical Development, and to provide additional stimulus for child-initiated activity.

The class is undertaking a focused gymnastics activity with the practitioner in the school hall, which provides opportunities for the children to work alone or collaboratively. Katie is one of the children in the class.



**Additional Areas of Learning:**

Language, Literacy and Communication Skills

Personal and Social Development, Well-Being and Cultural Diversity

In gymnastics Katie works at her own pace to practise and consolidate skills. She shows increasing confidence and physical control in her movements, which are beginning to form sequences. She takes part in putting out the gymnastics apparatus.

This activity would place Katie at Outcome 5 in Physical Development.

**Foundation Phase criteria used:**

- children . . . move with increasing confidence and physical control
- they 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.

**Outcome 6**

**Indoor physical development**

The class is undertaking a focused activity in gymnastics with the practitioner in the school hall. Erin is one of the children in the class.

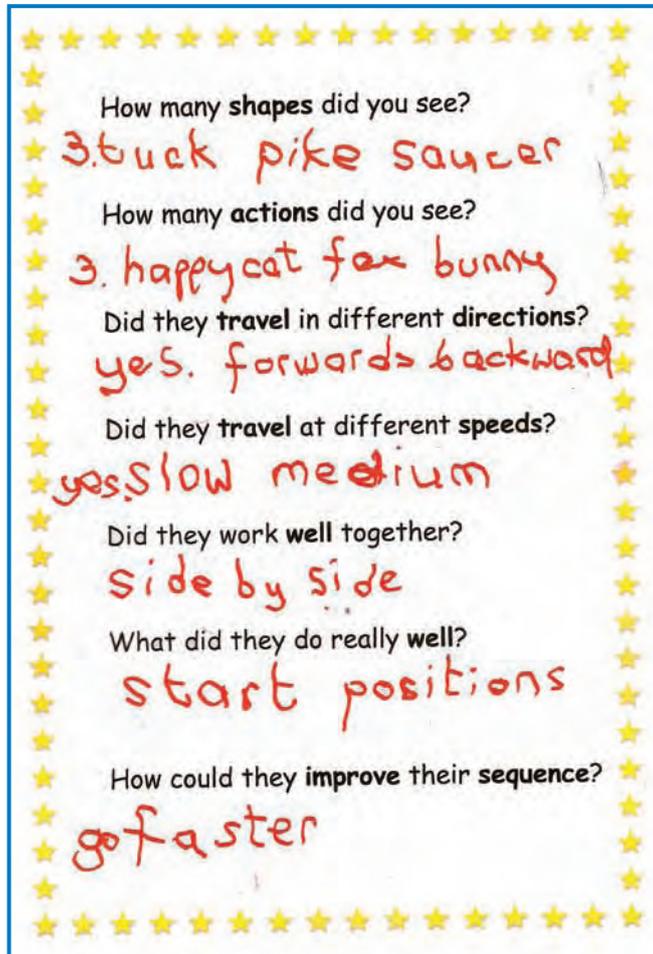


Erin shows understanding and aptitude in following instructions for movement in gymnastics, and shows a high level of control and balance. Her gymnastic activities show good tension and a clear shape and she shows some fluency in her linked actions.

Erin has learned to balance on different parts of her body, transferring weight from feet to hands. She can sequence her own movements and is able to work with a partner to develop sequences.

She takes part in putting out the gymnastics apparatus.

At the end of the lesson (not seen on film) the children discuss the performances. Erin fills in a form evaluating a partner's performance in order to improve on it, providing greater detail and using key words relevant to the activity.



This activity would place Erin at Outcome 6 in Physical Development.

#### Foundation Phase criteria used:

- children use and develop their skills with improving coordination and control
- gymnastic actions show . . . a clearer shape, and linked actions begin to show some fluency
- 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 the activity.

## Creative Development

Creative Development relates to the development of children's individual ways of representing their ideas, feelings and emotions imaginatively through various forms of self-expression, such as painting, model making, role play, music, poetry, dance, writing and developing empathy with others.

Children are continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences both indoors and outdoors. Children engage in creative, imaginative and expressive activities across the Areas of Learning, exploring a wide range of stimuli. Much of this will be achieved through child-initiated activity; but occasionally a focused activity supports a learning stimulus.

### Outcome 4

#### Looking at fish: observation

After a class visit to the coast at Southerndown the children are very enthusiastic about the sea and the seaside, and everything that is associated with it. To remind them of what they have seen the practitioner has brought in some fish for the children to examine, to stimulate their creativity.

This activity is preparation for a practical activity that is supporting Creative Development.



Ryan enjoys looking at and handling the fish. He is eager to find out what the fish feels like to touch and can identify the smell of the fish. Ryan identifies the lobster. He realises that the lobster is "quite different" from the other fish brought in, being hard and having claws.

This activity would place Ryan at Outcome 4 in Creative Development.

This activity has given Ryan the opportunity:

- . . . to record *his* ideas from observation . . . experience and imagination

in readiness for the craft activity.

#### **Additional Areas of Learning:**

Knowledge and Understanding of the World

Language, Literacy and Communication Skills

## Outcome 5



### Looking at fish: observation

Lucy is very interested in the fish. She talks about the silvery colours and notices the difference between the tails. Lucy wants to know if all the fish feel the same as one another. She touches them and knows that they are not the same. She wrinkles her nose at the smell of the fish.

This activity would place Lucy at Outcome 5 in Creative Development.

This activity has enabled Lucy to:

- . . . explore practically and imaginatively visual, tactile and sensory qualities . . .

of the fish in readiness for the craft activity.

## Outcome 6



### Looking at fish: observation

Jade can identify that the mackerel has patterns and stripes “like a zebra”. Jade compares the fish and comments that they are different sizes – one is fat and one is thin and that they are different colours. She also comments that the lobster is hard and rough.

This activity would place Jade at Outcome 6 in Creative Development.

This activity has enabled Jade to:

- . . . experiment with visual, tactile and sensory qualities

of the fish in readiness for the craft activity.

## Outcome 4

### Creative activities

The children have decided to perform a special assembly for their parents/carers, to show them what they have been doing this term. They have practised music and dances, and are making costumes and a backcloth for the performance. Musical instruments are available as part of the continuous classroom provision, and were used to practise and perfect their performances, as well as to create their sound composition.

To show their parents/carers what they have been doing, and to entertain them, they have invited them to a class assembly, and are preparing a creative dance routine for them to see. To make it more exciting they have decided to make costumes and scenery to accompany the dance. They are making fish headdresses to wear, and designing an underwater backcloth.



#### **Additional Area of Learning:**

Physical Development

Ryan is making a headdress for the dance the class is going to perform. He has examined the fish brought into school and wants to make the fish shiny.

He draws around a template and cuts it out. Ryan then decides on his chosen colours and selects glitter and jewels to use as decoration. He discusses his headdress with the practitioner, and realises he has made it different by painting the colours back to front on the different sides.

This activity would place Ryan at Outcome 4 in Creative Development.

#### **Foundation Phase criteria used:**

- 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.

## Outcome 5

### Creative activities

Lucy is working with Jade, designing a fish to be part of the backcloth for the sea dance for the parents/carers' concert.



Lucy uses a range of tools, and materials that the pair has selected together. Having already examined the fish, she draws upon observation, experience and memory to draw the design of their fish. In deciding on the specific materials she will use for the collage, she uses visual and tactile skills, observing the way the light reflects off the sequins she is using.

This activity would place Lucy at Outcome 5 in Creative Development.

#### Foundation Phase criteria used:

- children use a range of materials and tools to make images and artefacts, and explore practically and imaginatively visual, tactile and sensory qualities . . .
- they record images and ideas from observation, experience, memory and imagination using a range of resources that they have collected and organised.

## Outcome 6

### Creative activities

Jade is working with Lucy as one of a pair, designing a fish to be part of the backcloth for the sea dance for the parents/carers' concert.



Jade uses a range of tools, and materials that the pair has selected together. Having already examined the fish, she uses observation, experience and memory to draw the design of their fish.

Jade is fulfilling many of the Outcome 5 criteria, and is also experimenting with sensory qualities and techniques, as she holds the cellophane up to see the effect of the light shining through it.

This activity would place Jade at Outcome 6 in Creative Development; however, more observations should be made to ensure a best-fit outcome for this Area of Learning.

### Foundation Phase criteria used:

- children experiment with tactile, visual and sensory qualities
- children use a range of materials/resources, tools and techniques to achieve different outcomes.

## Outcome 6

### Music group

In the clip the children can be seen playing their composition which, although simple in its musical shape, successfully combines music patterns together.



Lucy, Jade, Abigail, Rohan and Ryan have been working together to compose an original piece of music. During the process they have made several changes to their original composition.

This activity would place the group at Outcome 6 in Creative Development.

### Foundation Phase criteria used:

- they work with others to create compositions that have a simple musical shape, revising their ideas where necessary.

## Outcome 4

### Dancing together

The children convey their ideas and moods through dance showing coordination, fluency and control.



In the dance activity, Ryan is responding to the music, using movements with different shapes and rhythms, and making use of his whole body. He uses movement and stillness to respond to the music. He is aware of his own space, and rarely touches anyone else.

This activity would place Ryan at Outcome 4 in Creative Development.

#### Foundation Phase criteria used:

- they express their ideas through movements that vary in shape, rhythm, form of travel using different body parts, moments of stillness . . .
- they show increasing awareness of the space away from others in which to move safely and with increasing control.

## Outcome 5

### Dancing together



Lucy is beginning to think creatively, and is able to express her mood and ideas through a variety of movements in her 'floaty' underwater dance. She is linking movements to create a series of changing pathways.

This activity would place Lucy at Outcome 5 in Creative Development.

#### Foundation Phase criteria used:

- they . . . improve their skills so that actions have a clearer shape
- the ideas, moods and feelings they use in their dance activities are communicated clearly . . .

## Outcome 6



## Dancing together

The small group of children has sufficiently developed their physical skills to use their body movements expressively and creatively to reflect rhythms, moods and feelings conveyed by music.

This activity would place the group at Outcome 6 in Creative Development.

### Foundation Phase criteria used:

- they repeat patterned movements to be found in traditional dances with some accuracy
- their movements begin to show coordination, fluency and control . . .

## Foundation Phase Outcomes

### Personal and Social Development, Well-Being and Cultural Diversity Outcomes

#### Foundation Phase 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.

#### Foundation Phase 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.

#### Foundation Phase 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.

#### Foundation Phase 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 enjoy caring for the environment such as plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

#### Foundation Phase 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.

#### Foundation Phase Outcome 6

Children have learned that they can and often do control their emotions. They have begun to form friendships which 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.

## Language, Literacy and Communication Skills Outcomes

### Foundation Phase 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 they start to respond appropriately. They begin to 'draw' using their preferred hand and experiment with mark-making.

### Foundation Phase 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.

### Foundation Phase 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.

#### Foundation Phase 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.

#### Foundation Phase 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.

## Foundation Phase 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.

## Mathematical Development Outcomes

### Foundation Phase 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.

### Foundation Phase 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.

### Foundation Phase 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 one to nine. 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.

#### Foundation Phase Outcome 4

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

#### Foundation Phase Outcome 5

Children choose the appropriate operation when solving addition or subtraction problems. They use mental calculation strategies to solve number, money and measure problems. 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 identify and use halves and quarters in practical situations. They use everyday non-standard and standard units to measure length and mass. They talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They recognise sequences of numbers. They distinguish between straight and turning movements; recognise half turns and quarter turns and right angles in turns. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs. They sort objects and classify them using more than one criterion.

#### Foundation Phase Outcome 6

Children organise their work and try different approaches. They use place value in numbers up to 1000 to make approximations. 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 units of length, capacity, mass and time. They use decimal notation in recording money, and recognise negative numbers in the context of temperature. They talk about and explain their work. They use and interpret mathematical symbols and diagrams.

## Welsh Language Development Outcomes

### Foundation Phase 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.

### Foundation Phase 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.

### Foundation Phase 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. They begin to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning.

### Foundation Phase 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.

### Foundation Phase Outcome 5

Children show understanding of short items spoken by a familiar voice by responding either nonverbally 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.

### Foundation Phase 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 that 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 they show some awareness of basic punctuation by using capital letters, full stops and question marks with a degree of consistency.

## Knowledge and Understanding of the World Outcomes

### Foundation Phase 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.

### Foundation Phase 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 communicating/talking about their work.

### Foundation Phase 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.

#### Foundation Phase 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.

#### Foundation Phase Outcome 5

Children communicate their observations and 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 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.

### Foundation Phase Outcome 6

Children communicate their observations and 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.

## Physical Development Outcomes

### Foundation Phase Outcome 1

Children are developing increasing control over large body movements. They can negotiate large obstacles. They are able to jump and land safely and can send and receive an object. 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.

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

### Foundation Phase 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 send and receive an object 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.

#### Foundation Phase 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.

#### Foundation Phase 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.

## Foundation Phase 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, bodies (legs, arms, hands, fingers).

## Creative Development Outcomes

### Foundation Phase 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.

### Foundation Phase 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.

### Foundation Phase 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.

### Foundation Phase 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 that vary in shape, rhythm, 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.

### Foundation Phase 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 they use in their dance activities communicate clearly to a partner or group.

### Foundation Phase 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.

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