

# How We Organise Learning - Foundation Stage Framework

	PSED-Making Relationships	PSED-Self-Confidence & Self Awareness	PSED-Managing Feelings and Behaviour	CL-Listening & Attention	CL-Understanding	CL-Speaking	PD-Moving & Handling	PD-Health & Self-care	L-Reading	L-Writing	M-Number	M-Shape, Space & Measures	UW-People & Communities	UW-The World	UW-Technology	EAM-Exploring & Using Media & Materials	EAM-Being Imaginative
30-50 months	<ul style="list-style-type: none"> <li>* Chn play in a group, extending and elaborating play ideas.</li> <li>* Chn initiate play, offering cues to peers to join them.</li> <li>* Chn keep playing going by responding to what others are saying or doing.</li> <li>* Chn demonstrates friendly behaviour, initiating conversations &amp; forming good relationships with peers &amp; familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn can select &amp; use activities &amp; materials to help.</li> <li>* Chn welcome &amp; value praise for what they have done.</li> <li>* Chn enjoy responsibility of carrying out small tasks.</li> <li>* Chn are more outgoing towards unfamiliar people &amp; more confident in new social situations.</li> <li>* Chn are confident to talk to other children when playing, &amp; will communicate changes in routine freely about own home &amp; community.</li> <li>* Chn show confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn are aware of own feelings, &amp; know that some actions &amp; words can hurt others' feelings.</li> <li>* Chn begin to accept the needs of others, take turns &amp; share resources, sometimes with support from others.</li> <li>* Chn can usually tolerate delay when needs are not immediately met &amp; do not always get upset.</li> <li>* Chn can usually adapt behaviour to different events, social situations &amp; changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn listen to others 1 to 1 or in small groups, when conversation interests them.</li> <li>* Chn listen to stories with increasing attention and recall.</li> <li>* Chn join in with repeated refrains &amp; anticipate key events &amp; phrases in rhymes &amp; stories.</li> <li>* Chn focus attention - still listen or do, but can shift own attention.</li> <li>* Chn are able to follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn understand use of objects.</li> <li>* Chn show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>* Chn respond to simple instructions.</li> <li>* Chn begin to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn begin to use more complex sentences</li> <li>* Chn can retell a simple past event in correct order.</li> <li>* Chn use talk to connect ideas, explain what is happening &amp; anticipate what might happen next, recall &amp; relive past experiences.</li> <li>* Chn question why things happen &amp; give explanations.</li> <li>* Chn use a range of tenses (e.g. play, playing), will play, played).</li> <li>* Chn use intonation, rhythm &amp; phrasing to make the meaning clear to others.</li> <li>* Chn use vocabulary focused on objects &amp; people that are of particular importance.</li> <li>* Chn build up vocabulary that reflects the breadth of their experiences.</li> <li>* Chn use talk in pretending that objects stand for something else in play.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn move freely &amp; with pleasure &amp; control in a range of ways, such as slithering, shuffling, rolling, crawling, jumping, running, jumping, skipping, sliding &amp; hopping.</li> <li>* Chn mount stairs, steps or climbing equipment using appropriate feet.</li> <li>* Chn walk downwards, two feet to each step while carrying a small object.</li> <li>* Chn run skilfully &amp; negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>* Chn can stand momentarily on one foot when shown.</li> <li>* Chn can catch a large ball.</li> <li>* Chn draw lines &amp; circles using gross motor movements.</li> <li>* Chn use one-handed tools &amp; equipment, e.g. smallest snip in paper with child scissors.</li> <li>* Chn hold pencil between thumb &amp; two fingers, no longer using whole-hand grasp.</li> <li>* Chn holds pencil near point between first two fingers &amp; thumb &amp; use it with good control.</li> <li>* Chn can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn can tell adults when hungry or tired or when they want to rest or play.</li> <li>* Chn observe the effects of activity on themselves.</li> <li>* Chn understand that equipment &amp; tools have to be used safely.</li> <li>* Chn gain more bowel &amp; bladder control &amp; can attend to toileting needs most of the time themselves.</li> <li>* Chn can usually manage washing and drying hands.</li> <li>* Chn dress with help, e.g. puts arms into open-fronted coat.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn enjoy rhyming and rhythmic activities.</li> <li>* Chn show awareness of rhyme &amp; alliteration.</li> <li>* Chn recognise rhythm in everyday activities.</li> <li>* Chn listen to &amp; join in with stories &amp; poems, one-to-one &amp; also in small groups.</li> <li>* Chn join in with repeated refrains &amp; anticipate key events &amp; phrases in rhymes &amp; stories.</li> <li>* Chn begin to be aware of the way stories are structured.</li> <li>* Chn suggest how the story might end.</li> <li>* Chn listen to stories with increasing attention &amp; recall.</li> <li>* Chn describes main story settings, events &amp; principal characters.</li> <li>* Chn show interest in illustrations &amp; print in books &amp; print in the environment.</li> <li>* Chn recognise familiar words &amp; signs such as own name &amp; advertising logos.</li> <li>* Chn look at books independently &amp; handle them carefully.</li> <li>* Chn know information can be relayed in the form of print.</li> <li>* Chn hold books the correct way up, turn pages &amp; know that print carries meaning &amp; in English, is read from left to right, top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn sometimes give meaning to marks as they draw &amp; paint.</li> <li>* Chn ascribe meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn use some number names &amp; number language spontaneously.</li> <li>* Chn use some number names accurately in play &amp; recite numbers in order to 10.</li> <li>* Chn know that numbers identify how many objects are in a set.</li> <li>* Chn begin to represent numbers using fingers, marks on paper or by sustained construction activity or by talking about shapes or arrangements.</li> <li>* Chn show curiosity about numbers by offering comments or asking questions.</li> <li>* Chn compare two groups of objects, saying when they have the same number.</li> <li>* Chn show interest in number problems.</li> <li>* Chn separate a group of three or four objects in different ways beginning to recognise that the total is still the same.</li> <li>* Chn show an interest in numerals in the environment.</li> <li>* Chn compare two groups of objects, saying when they have the same number.</li> <li>* Chn show interest in number problems.</li> <li>* Chn separate a group of three or four objects in different ways beginning to recognise that the total is still the same.</li> <li>* Chn show an interest in numerals in the environment.</li> <li>* Chn realise not only objects, but other things, including steps, clips or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn show an interest in shape &amp; space by playing with shapes or making arrangements with objects.</li> <li>* Chn show awareness of similarities of shapes in the environment.</li> <li>* Chn use positional language.</li> <li>* Chn show interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>* Chn show interest in shapes in the environment.</li> <li>* Chn use shapes appropriately for tasks.</li> <li>* Chn begin to talk about the shapes of everyday objects, e.g. 'round &amp; tall'.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn show interest in the lives of people who are familiar to them.</li> <li>* Chn remember &amp; talk about significant events in their own experience.</li> <li>* Chn recognise &amp; describe special times or events for family or friends.</li> <li>* Chn show interest in different occupations &amp; ways of life.</li> <li>* Chn know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relation to friends or family.</li> <li>* Chn develop an understanding of growth, decay or 'over time'.</li> <li>* Chn show care &amp; concern for living things &amp; the environment.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn know how to operate simple equipment.</li> <li>* Chn show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>* Chn show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.</li> <li>* Chn explore &amp; learn how sounds &amp; colours can be changed.</li> <li>* Chn understand that they can use lines to enclose a space, &amp; then begin to use these shapes to represent objects.</li> <li>* Chn begin to be interested in &amp; describe the texture of things.</li> <li>* Chn use various construction materials, constructing &amp; stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>* Chn join construction pieces together to build objects.</li> <li>* Chn realise tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn enjoy joining in with dancing &amp; ring games &amp; sing a few familiar songs.</li> <li>* Chn begin to move rhythmically in response to music.</li> <li>* Chn sing to self &amp; makes up simple songs &amp; rhymes.</li> <li>* Chn notice what adults do, imitating what is observed &amp; then can be changed.</li> <li>* Chn understand that when the adult is not there, they can use lines to enclose a space, &amp; then begin to use these shapes to represent objects.</li> <li>* Chn begin to be interested in &amp; describe the texture of things.</li> <li>* Chn use various construction materials, constructing &amp; stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>* Chn join construction pieces together to build objects.</li> <li>* Chn realise tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn develop preferences for forms of music.</li> <li>* Chn create movement in response to music.</li> <li>* Chn sing to self &amp; makes up simple songs &amp; rhymes.</li> <li>* Chn notice what adults do, imitating what is observed &amp; then can be changed.</li> <li>* Chn understand that when the adult is not there, they can use lines to enclose a space, &amp; then begin to use these shapes to represent objects.</li> <li>* Chn begin to be interested in &amp; describe the texture of things.</li> <li>* Chn use various construction materials, constructing &amp; stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>* Chn join construction pieces together to build objects.</li> <li>* Chn realise tools can be used for a purpose.</li> </ul>	
40-50 months	<ul style="list-style-type: none"> <li>* Chn initiate conversation, attends to what others say.</li> <li>* Chn explain own knowledge &amp; understanding, &amp; asks appropriate questions of others.</li> <li>* Chn take steps to resolve conflicts with other chn.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn are confident to speak to others about own needs, wants, interests &amp; opinions.</li> <li>* Chn can describe themselves in positive terms &amp; talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn understand that their own actions affect other people.</li> <li>* Chn are aware of the boundaries set, and of behavioural expectations.</li> <li>* Chn beginning to be able to negotiate and solve problems without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn maintain attention, concentrates &amp; sits quietly during appropriate activity.</li> <li>* Chn have two-channelled attention - can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn respond to instructions involving a two-part sequence.</li> <li>* Chn understand 'how' &amp; 'where' in rhymes, jokes.</li> <li>* Chn are able to follow a story without pictures or props.</li> <li>* Chn listen &amp; respond to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn extend vocabulary, especially by grouping and naming.</li> <li>* Chn explore the meaning &amp; use of new words.</li> <li>* Chn use language to imagine &amp; recreate roles &amp; experiences in play situations.</li> <li>* Chn link statements &amp; sticks to a main theme or intention.</li> <li>* Chn use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>* Chn introduce a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn experiment with different ways of moving.</li> <li>* Chn jump off an object &amp; land appropriately.</li> <li>* Chn negotiate space successfully when playing racing &amp; chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>* Chn travel with confidence &amp; skill around, under, over &amp; through balancing &amp; climbing equipment.</li> <li>* Chn show increasing control over an object in pushing, pulling, throwing, catching or kicking it.</li> <li>* Chn use simple tools to effect changes to materials.</li> <li>* Chn handle tools, objects, construction &amp; malleable materials safely &amp; with increasing control.</li> <li>* Chn show a preference for a dominant hand.</li> <li>* Chn begin to use anticlockwise movement &amp; retrace vertical lines.</li> <li>* Chn begin to form recognisable letters.</li> <li>* Chn use a pencil &amp; holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn eat a healthy range of foods &amp; understands need for variety in food.</li> <li>* Chn usually dry &amp; clean during the day.</li> <li>* Chn show some understanding that good practices with regard to sleeping, eating, cleaning &amp; hygiene can contribute to good health.</li> <li>* Chn show understanding of the need for safety when their experiences of books, considers &amp; manages some risks.</li> <li>* Chn show understanding of how to transport and store equipment safely.</li> <li>* Chn practice some appropriate safety measures without direct supervision.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn continue a rhyming string.</li> <li>* Chn hear &amp; say the initial sound in words.</li> <li>* Chn can segment the sounds in simple words &amp; blend them together &amp; know which letters represent some of them.</li> <li>* Chn link sounds to letters, naming &amp; sounding the letters of the alphabet.</li> <li>* Chn begin to read words &amp; simple sentences.</li> <li>* Chn use vocabulary &amp; forms of speech that are increasingly influenced by their experiences of books.</li> <li>* Chn enjoy an increasing range of books.</li> <li>* Chn know that information can be retrieved from books &amp; computers.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn give meaning to marks they make as they draw, write &amp; paint.</li> <li>* Chn begin to break the flow of speech into words.</li> <li>* Chn continue a rhyming string.</li> <li>* Chn hear &amp; say the initial sound in words.</li> <li>* Chn can segment the sounds in simple words &amp; blend them together.</li> <li>* Chn link sounds to letters, naming &amp; sounding the letters of the alphabet.</li> <li>* Chn use some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.</li> <li>* Chn write own name &amp; other things such as labels, or captions.</li> <li>* Chn attempt to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn recognise some numerals of personal significance.</li> <li>* Chn recognise numerals 1 to 5.</li> <li>* Chn count up to three or four objects, saying one number name for each item.</li> <li>* Chn count objects or objects which cannot be moved.</li> <li>* Chn count objects to 10, and beginning to count beyond 10.</li> <li>* Chn count out to six objects items by length, height, weight or capacity.</li> <li>* Chn select the correct number to represent 1 to 5, then 1 to 10 objects.</li> <li>* Chn estimate how many objects they can see &amp; check by counting them.</li> <li>* Chn use the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>* Chn find the total number of items in two groups by counting all of them.</li> <li>* Chn say the number that is one more than a given number.</li> <li>* Chn find one more or one less from a group of up to five objects, then ten objects.</li> <li>* Chn use the vocabulary involved in adding &amp; subtracting.</li> <li>* Chn record, using marks that they can interpret &amp; explain.</li> <li>* Chn begin to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn begin to use mathematical names for 'solid' 3D shapes &amp; 'flat' 2D shapes, &amp; mathematical terms to describe shapes.</li> <li>* Chn select a particular named shape.</li> <li>* Chn can describe their relative positions such as 'behind' or 'next to'.</li> <li>* Chn order 'two' or 'three' items by length, height, weight or capacity.</li> <li>* Chn use familiar objects and common shapes to create &amp; recreate patterns &amp; build models.</li> <li>* Chn use everyday language related to time.</li> <li>* Chn begin to use everyday language related to money.</li> <li>* Chn order &amp; sequence familiar events.</li> <li>* Chn measure short periods of time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn enjoy joining in with family customs &amp; routines.</li> <li>* Chn complete a simple program on a computer.</li> <li>* Chn use ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn begin to build a repertoire of songs and dances.</li> <li>* Chn explore the textures of instruments.</li> <li>* Chn explore what happens when they mix colours.</li> <li>* Chn experiment to create different textures.</li> <li>* Chn understand that different media can be combined to create new effects.</li> <li>* Chn manipulate materials to achieve a planned effect.</li> <li>* Chn construct with a purpose in mind, using a variety of resources.</li> <li>* Chn use simple tools &amp; techniques consistently &amp; appropriately.</li> <li>* Chn select appropriate resources &amp; adapt's work where necessary.</li> <li>* Chn select tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn create simple representations of events, people &amp; objects.</li> <li>* Chn initiate new combinations of movement &amp; gesture in order to express &amp; respond to feelings, ideas &amp; experiences.</li> <li>* Chn choose particular textures.</li> <li>* Chn use materials to create a purpose.</li> <li>* Chn introduce a storyline or narrative into their play.</li> <li>* Chn play alongside other children who are engaged in the same theme.</li> <li>* Chn play cooperatively as part of a group to develop and act out a narrative.</li> </ul>		
ELG	<ul style="list-style-type: none"> <li>* Chn play co-operatively, taking turns with others.</li> <li>* Chn take account of one another's ideas about how to organise their activity.</li> <li>* Chn show sensitivity to others' needs &amp; feelings.</li> <li>* Chn form positive relationships with adults &amp; other chn.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn are confident to try new activities.</li> <li>* Chn can say why they like some activities more than others.</li> <li>* Chn are confident to speak in a familiar group.</li> <li>* Chn will choose the resources they need for their chosen activities.</li> <li>* Chn say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn talk about how they &amp; others show feelings.</li> <li>* Chn are aware of their own &amp; others' behaviour &amp; its consequences &amp; know that some behaviour is unacceptable.</li> <li>* Chn work as part of a group or class &amp; understand &amp; follow the rules.</li> <li>* Chn adjust their behaviour to different situations.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn listen attentively in a range of situations.</li> <li>* Chn listen to stories, accurately anticipating key events &amp; responding to what they hear with relevant comments, questions or actions.</li> <li>* Chn give their attention to what others say &amp; respond appropriately, while engaged in another activity.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn follow instructions involving several ideas or actions.</li> <li>* Chn answer 'how' &amp; 'why' questions about their experiences in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn express themselves effectively, showing awareness of listeners' needs.</li> <li>* Chn use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>* Chn develop their own narratives &amp; explanations by connecting ideas or events/</li> </ul>	<ul style="list-style-type: none"> <li>* Chn show good control &amp; co-ordination in large &amp; small movements.</li> <li>* Chn move confidently in a range of ways, safely negotiating space.</li> <li>* Chn handle equipment &amp; tools effectively, including pencils for writing.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn know the importance for good health of physical exercise, &amp; a healthy diet &amp; talk about ways to keep healthy &amp; safe.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn read &amp; understand simple sentences.</li> <li>* Chn use phonic knowledge to decode regular words &amp; read them aloud accurately.</li> <li>* Chn read some common irregular words.</li> <li>* Chn demonstrate understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn use their phonic knowledge to write words in which they spell common words.</li> <li>* Chn write simple sentences which can be read by themselves &amp; others.</li> <li>* Some words are split correctly &amp; others are phonetically plausible.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn count reliably with numbers from 1-20.</li> <li>* Chn place number 1-20 in order.</li> <li>* Chn find one more or one less than a given number.</li> <li>* Using quantities &amp; objects, chn add &amp; subtract two single-digit numbers &amp; count on or back to find the answer.</li> <li>* Chn solve problems, including doubling, halving &amp; sharing.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn use everyday language to talk about size, weight, capacity, position, distance, time &amp; money to compare quantities of objects &amp; to solve problems.</li> <li>* Chn recognise, create &amp; describe patterns.</li> <li>* Chn explore characteristics of everyday objects &amp; shapes &amp; use mathematical language to describe them.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn talk about past &amp; present events in their own lives &amp; in the lives of family members.</li> <li>* Chn know that other chn don't always enjoy the same things, &amp; are sensitive to this.</li> <li>* Chn know about similarities &amp; differences between families &amp; others &amp; among families, communities &amp; traditions.</li> <li>* Chn make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn recognise that a range of technology is used in places such as homes &amp; schools.</li> <li>* Chn select &amp; use technology for particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn sing songs, make music &amp; dance, &amp; experiment with ways of changing them.</li> <li>* Chn safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</li> </ul>	<ul style="list-style-type: none"> <li>* Chn use what they have learnt about media &amp; materials in original ways, thinking about uses &amp; purposes.</li> <li>* Chn represent their own ideas, thoughts &amp; feelings through design &amp; technology, art, music, dance, role play &amp; stories.</li> </ul>	

## Characteristics of Effective Learning

### Values