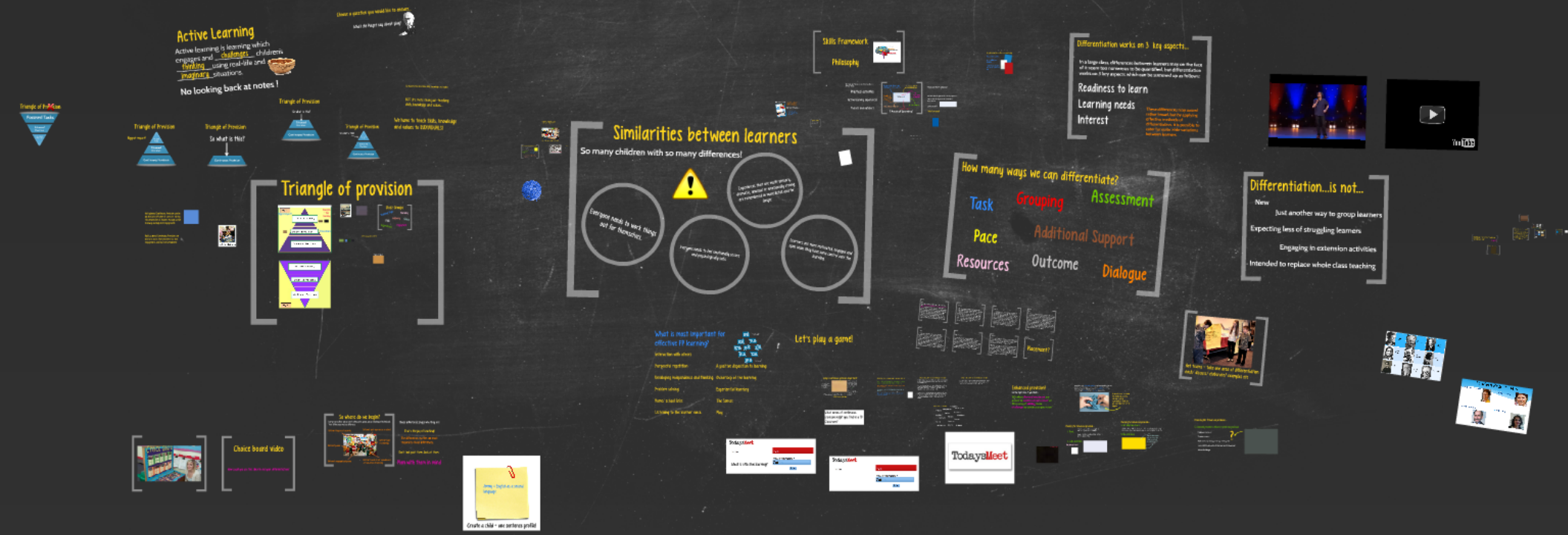
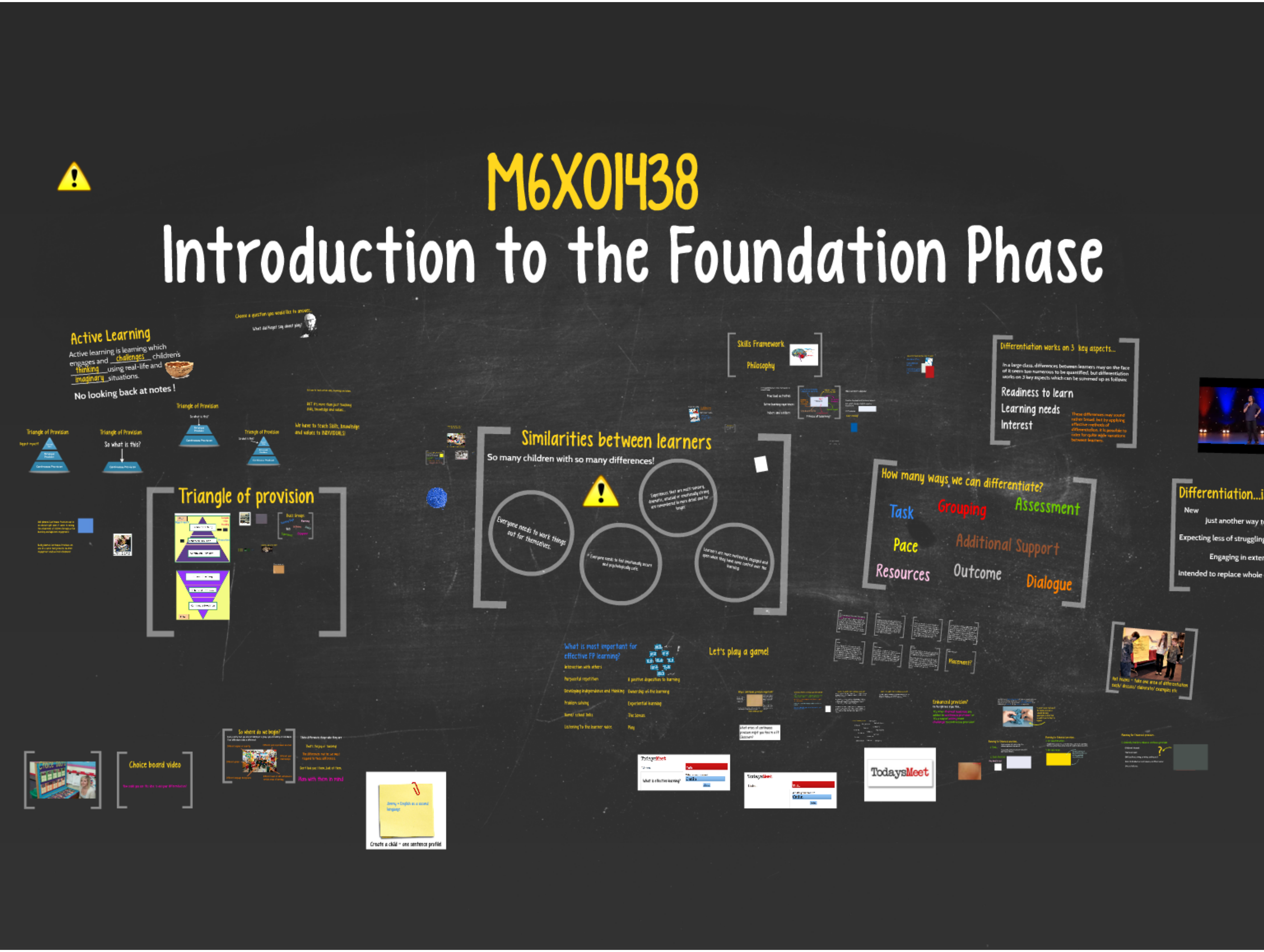
# M6X01438

# Introduction to the Foundation Phase



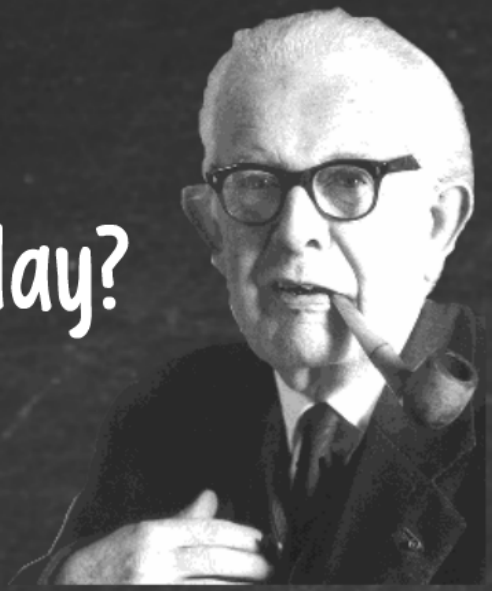


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Introduction to the Foundation Phase
Active Learning
Active learning is learning which engages and challenges childrens thinking using real-life and imaginary situations.
No looking back at notes !
Triangle of Provision
So what is this?
Triangle of provision
Similarities between learners
So many children with so many differences!
Everyone needs to work things out for themselves.
Skills Framework
Philosophy
Differentiation works on 3 key aspects...
Readiness to learn
Learning needs
Interest
How many ways we can differentiate?
Task
Grouping
Assessment
Pace
Additional Support
Resources
Outcome
Dialogue
Differentiation...i
New
Just another way t
Expecting less of struggling
Engaging in exter
Intended to replace whole
What is most important for effective FP learning?
Let's play a game!
So where do we begin?
Choice board video
Create a child - one sentence profile
TodaysMeet



# Choose a question you would like to answer...

What did Piaget say about play?



# Why did the Foundation Phase come into being?

Raise standards Literacy

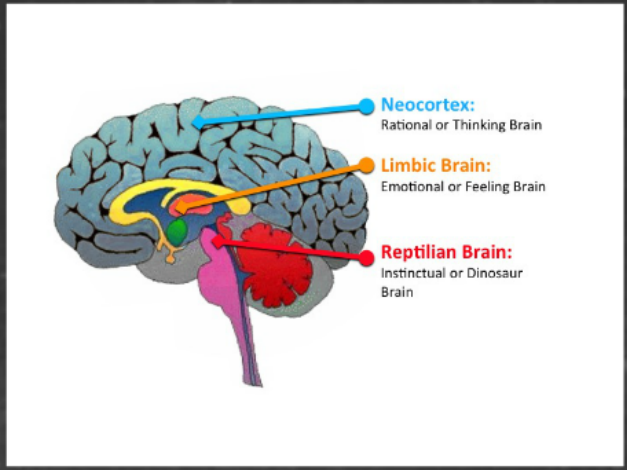
Improve wellbeing and belonging

Children were being pushed into formal education too soon.



# Skills Framework

# Philosophy




The Foundation Phase has 7 areas of learning which are delivered through...

Personal and Social development,

Personal and Social development, Wellbeing and Cultural Diversity

Language, Literacy & Communication Skills

Knowledge & Understanding of the World




Mathematical Development

Physical Development

Welsh Language Development

Creative Development

# 7 Areas of Learning?

Personal and Social development, Wellbeing and Cultural Diversity

Language, Literacy & Communication Skills

Knowledge & Understanding of the World

Curriculum for Wales

Ages?

4 Years worth!

Foundation Phase Framework

Mathematical Development

Physical Development

Welsh Language Development

Creative Development

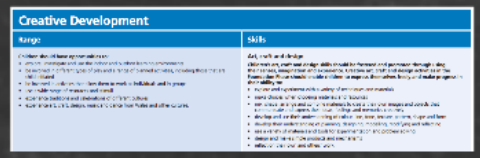
# 7 Areas of Learning?

They are NOT subjects!



Creative Development has many aspects.

Art + craft + design, music & creative movement.




LNF Included

What's missing?



Personal and Social development, Wellbeing and Cultural Diversity

Language, Literacy & Communication Skills

Knowledge & Understanding of the World

Curriculum for Wales

Ages?

4 Years worth!

Foundation Phase Framework

Mathematical Development

Physical Development

Welsh Language Development

Creative Development

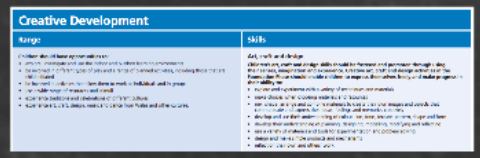
# 7 Areas of Learning?

They are NOT subjects!



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LNF Included

What's missing?



# National exemplar framework for religious education for 3 to 19-year-olds in Wales

Guidance for local education authorities and agreed syllabus conferences

Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau
Department for Children, Education, Lifelong Learning and Skills

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

# n, music & creative

## Creative Development

### Range

**Children should have opportunities to:**

- explore, investigate and use the indoor and outdoor learning environments
- be involved in different types of play and a range of planned activities, including those that are child initiated
- be involved in activities that allow them to work as individuals and in groups
- use a wide range of resources and stimuli
- experience traditions and celebrations of different cultures
- experience art, craft, design, music and dance from Wales and other cultures.

### Skills

#### Art, craft and design

**Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience. Creative art, craft and design activities in the Foundation Phase should enable children to express themselves freely and make progress in their ability to:**

- explore and experiment with a variety of techniques and materials
- make choices when choosing materials and resources
- mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively
- develop and use their understanding of colour, line, tone, texture, pattern, shape and form
- develop their understanding of planning, designing, modelling, modifying and reflecting
- use a variety of materials and tools for experimentation and problem solving
- design and make simple products and mechanisms
- reflect on their own and others' work.



They should be introduced HOLISTICALLY.

The curriculum is a continuum of learning.

The Foundation Phase has 7 areas of learning which are delivered through...

# Practical activities

# Active learning experiences

# Indoors and outdoors



Practical activities

Active learning experiences

Indoors and outdoors

# Active Learning

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations.



**No looking back at notes !**

Triangle of

# Play is active learning.




It is vital that there are clear aims for young children's learning within play as it is all too easy for 'play' to be misconstrued as trivial and purposeless.

When we talk about play we are referring to children's active involvement in their learning.

For play to be effective in the Foundation Phase, it is essential that careful planning is undertaken.

So what does that mean for the role of the adult in Foundation Phase?



# What does this mean to you as a teacher?

The Starting with Quality (DES,1990) document states that in approaches to learning:

**For the potential value of play to be realised a number of conditions need to be fulfilled:**



a. sensitive, knowledgeable and informed adult involvement and intervention.

b. careful planning and organisation of play settings in order to provide for and extend learning.

c. enough time for children to develop their play

d. careful observation of children's activities to facilitate assessment and planning for progression and continuity.

# Adult - Children ratios

Nursery / Reception - 1 : 8

Year 1 - 1 : 15

Year 2 - 1 : 15


Let's play a game!

# What is most important for effective FP learning?




Interaction with others

Purposeful repetition

Developing independence and thinking

Problem solving

Home/ school links

Listening to the learner voice.

A positive disposition to learning

Ownership of the learning

Experiential learning

The Senses

Play

# Excellent FP teaching is responsive teaching...



...rather than one size fits all!






# Similarities between learners

## So many children with so many differences!





Experiences that are multi-sensory, dramatic, unusual or emotionally strong are remembered in more detail and for longer.

Everyone needs to work things out for themselves.

Everyone needs to feel emotionally secure and psychologically safe.

Learners are more motivated, engaged and open when they have some control over the learning.


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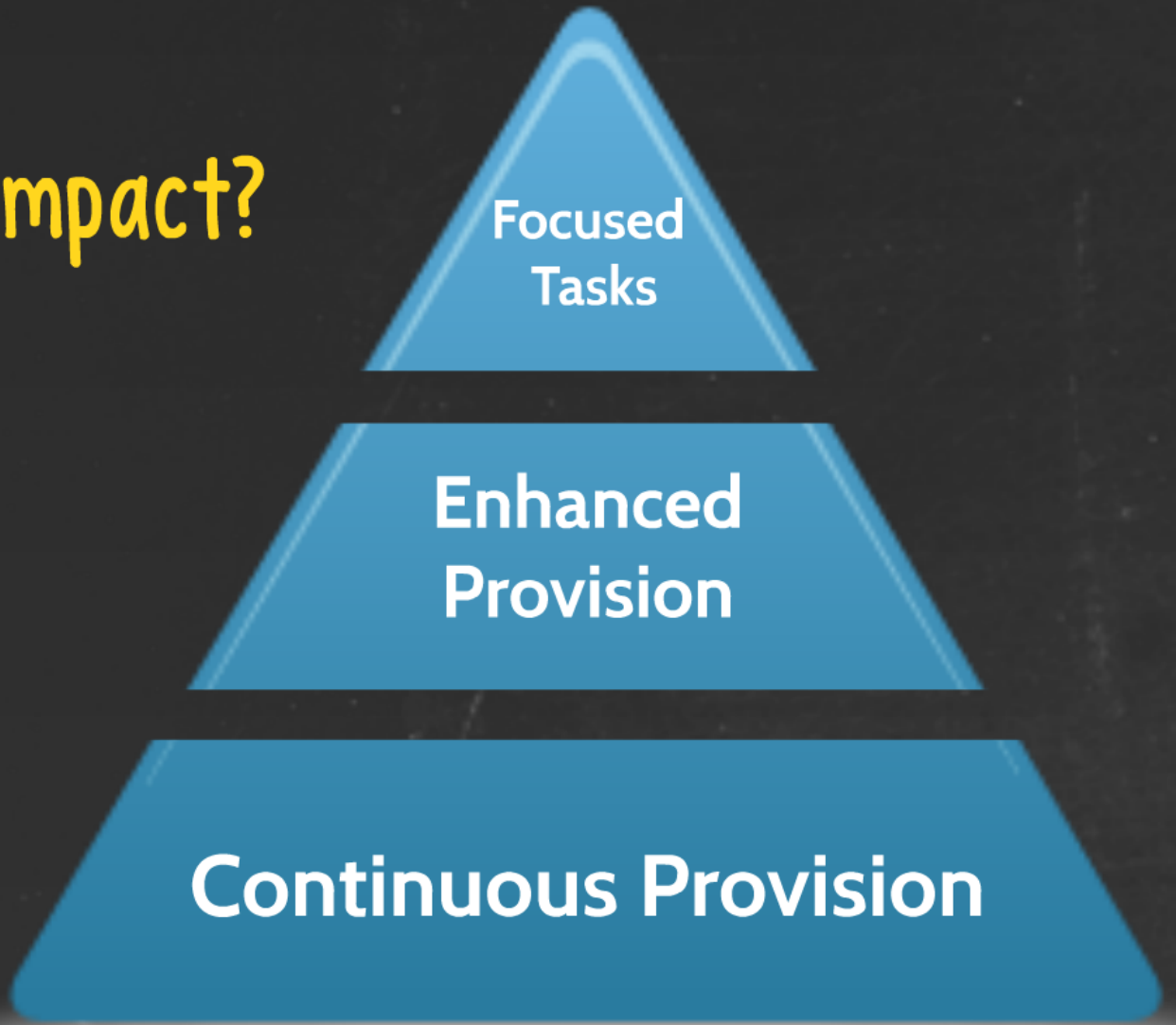
Experiences that are multi-sensory, dramatic, unusual or emotionally strong are remembered in more detail and for longer.


Maynards
Bassetts
BERTIE'S
jelly mix
made with
Natural
Colours &
Flavours
Per 4 Sweets
(26.4g)
369 kJ
87 kcal
4%*
Per 100g
1400 kJ
330 kcal
Be treatwise
See back of pack
160 g

Learners are more motivated, engaged and open when they have some control over the learning.

# Triangle of Provision

Biggest impact?



# Triangle of Provision

So what is this?





'To continue the provision for learning in the absence of an adult'

Well planned Continuous Provision can be an absolute gift when it comes to raising the attainment of children through active learning and high level engagement.



Badly planned Continuous Provision can also be a curse that promotes low level engagement and low level attainment




Messy
Maths


smallest
short
small
4
2
10
8
1
5




SUPERTATO
Super Daisy
Eliot
MIDNIGHT SUPER
CHARLIE'S SUPERHERO UNDERPANTS






# Do you see an adult interrupting essential play?

What areas of continuous provision might you find in a FP Classroom?

# Areas of continuous provision

Technology area?

Small world play area

Investigation area

writing area

Gardening area

Sand area

Den building

Physical play area

Reading area

Malleable area

Water area

Creative area

Music area

Maths area

Construction area

Role-play area

# What does effective continuous provision look like?

Make sure that each area you set up for continuous provision has the necessary resources to encourage children to play and explore in a variety of ways.

Use open-ended questioning to engage the children in conversations and prompt their creative thinking.

Give children time to revisit what they did yesterday, last week, or even a few weeks ago.

Offer a range of high-quality resources that will act as a good starting point for the children's explorations.



OPEN ENDED, AMBIGUOUS RESOURCES FOR INTERPRETATION




2 3 4 5 6 7 8 9 10

# Why is continuous provision important?

CP enables children to independently investigate, play and explore different environments.



Continuous provision also enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period.

They can explore what happens to things as they change over time, and make changes to explore new ideas.

Continuous provision also allows children to make choices and initiate play without interaction with an adult.

## What would you add?

# What is the adult's role in continuous provision?

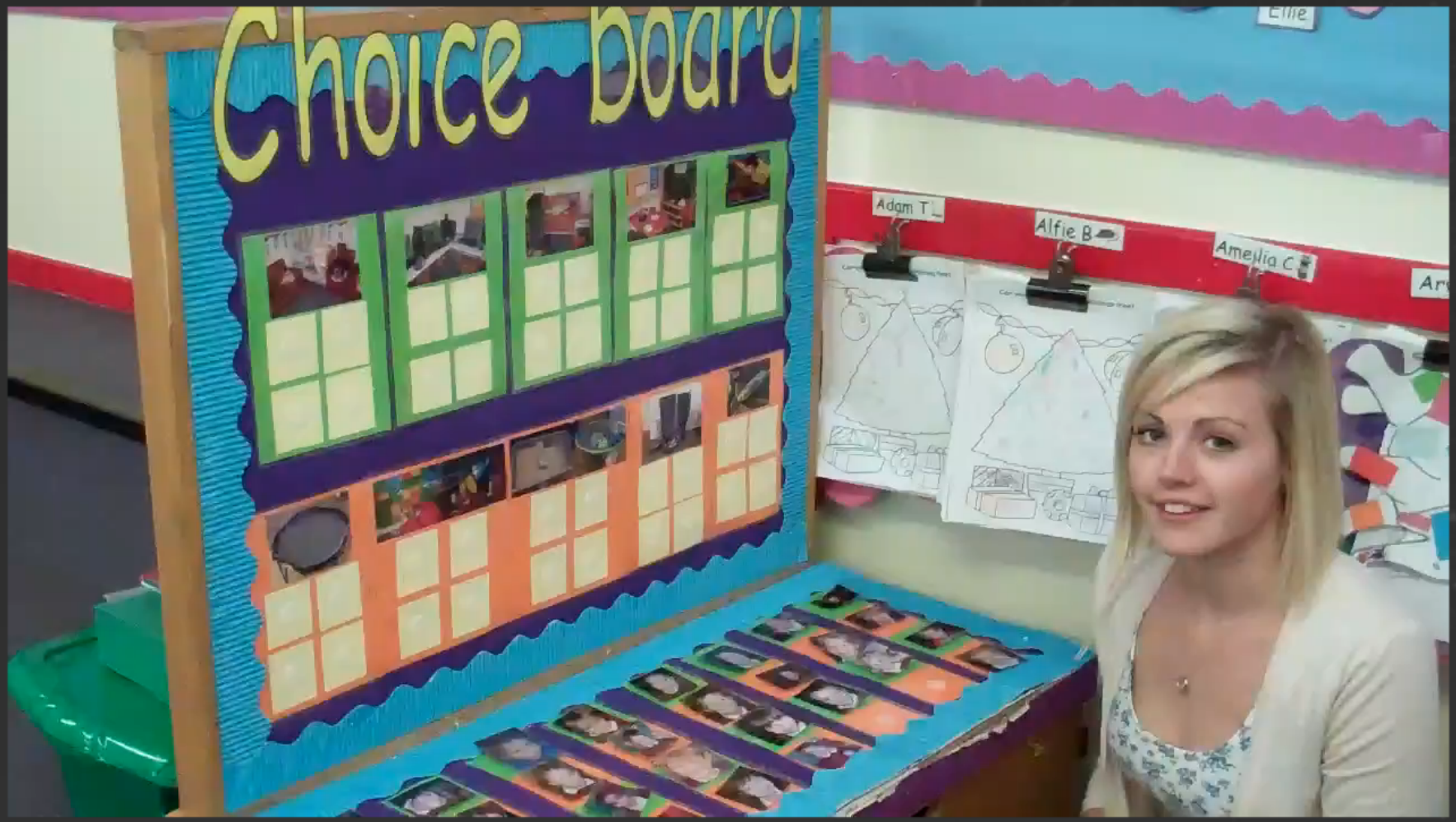
Even with continuous provision, the practitioner's role is crucial. It's important that you not only provide a high-quality environment but also support your children's ability to interact with the resources.

One of the most enjoyable things a practitioner can do is play alongside the children. This helps to model language and ideas and will strengthen your relationship with the children you teach. It also gives you the opportunity to ask questions and make suggestions, extending the children's learning even further.

Practitioners need to establish rules, boundaries and behavioural expectations. Once children are clear about the rules and what's expected, they will then be able to carry out their explorations with an increased sense of confidence. If children do not know their boundaries, then they will often return to 'familiar' play, which is less challenging.

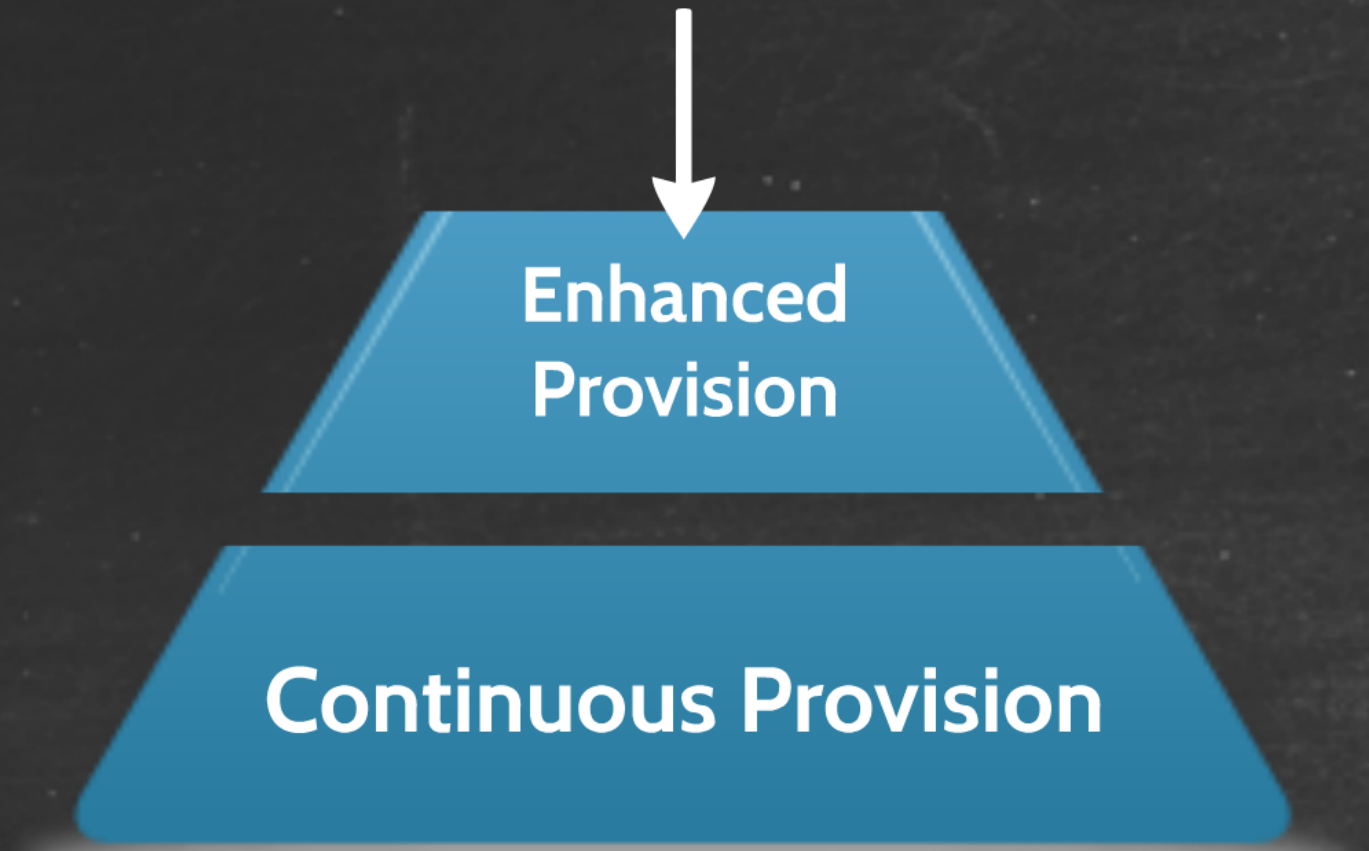
# What is the adult's role in continuous provision?

When children engage with continuous provision, the adult can take the opportunity to make careful observations. This is especially important, as your observations should then determine how the environment is enhanced at a later stage.


Choice board
Adam T
Alfie B
Amellia C
Ellie

# Triangle of Provision

So what is this?



# Enhanced provision?

On the right lines if you think...

'It's when themed resources are added to continuous provision' or 'It's a way of adding more challenge to continuous provision'

One of the most challenging aspects of enhanced provision for any practitioner is finding an effective way of planning for it. Unlike planning for focused group work, you cannot always predict how children might interact with the resources you provide.



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f the most challenging aspects of enhanced provision for any ioner is finding an effective way of planning for it. Unlike ng for focused group work, you cannot always predict how en might interact with the resources you provide.



It doesn't mean that what the children do is not a valuable learning opportunity in itself...but you didn't plan for that to happen!

# Planning for Enhanced provision...

## 1. Think...

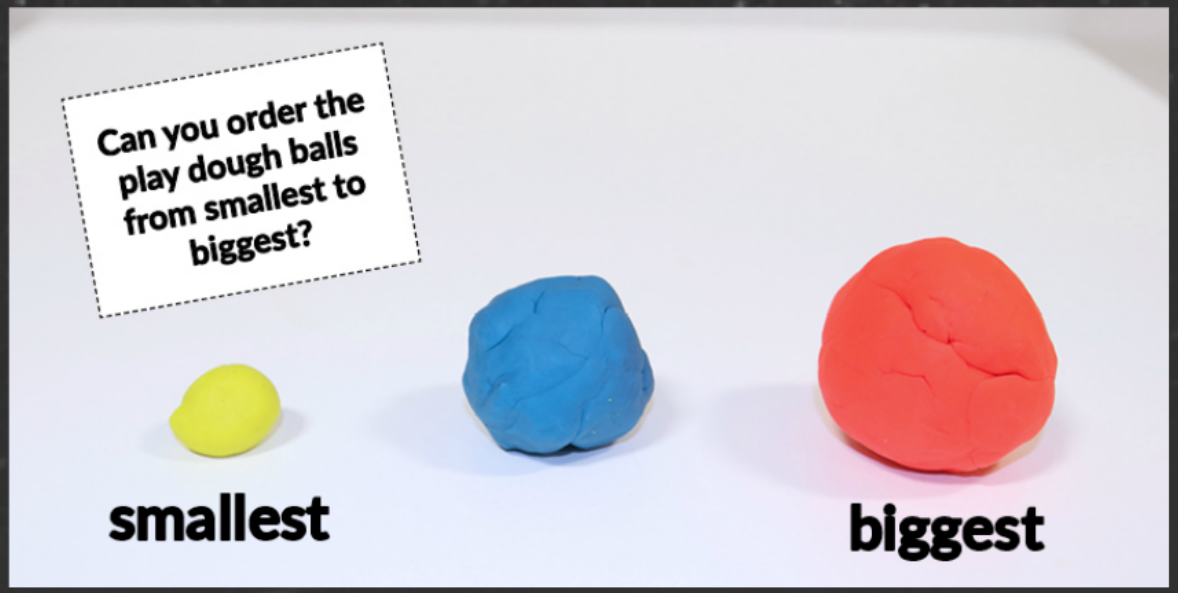
'How many possible ways might the children approach this activity?'

Keep your planning broad and varied and open to possibilities.

## 2. Cues and clues

Play alongside and...






Am I doing this right?
Food
Preparation


Not all LSA support is quality!

# Planning for Enhanced provision...

## 3. Get help from others

Ask the other adults in class for their ideas, stick up the planning for an area of continous provision on the wall for others to add to.

## 4. Use and reuse




Simple laminated pics enhance the use of the good old wooden blocks!

# Planning for Enhanced provision...




## 5. Generally teachers enhance continous provision

Children's interest

Theme or topic

Skill (such as joining, printing, cutting etc)

Basic Skills (elements of Literacy and Numeracy)

Direct challenge

# anning for Enhanced provision...




## Generally teachers enhance continous provision

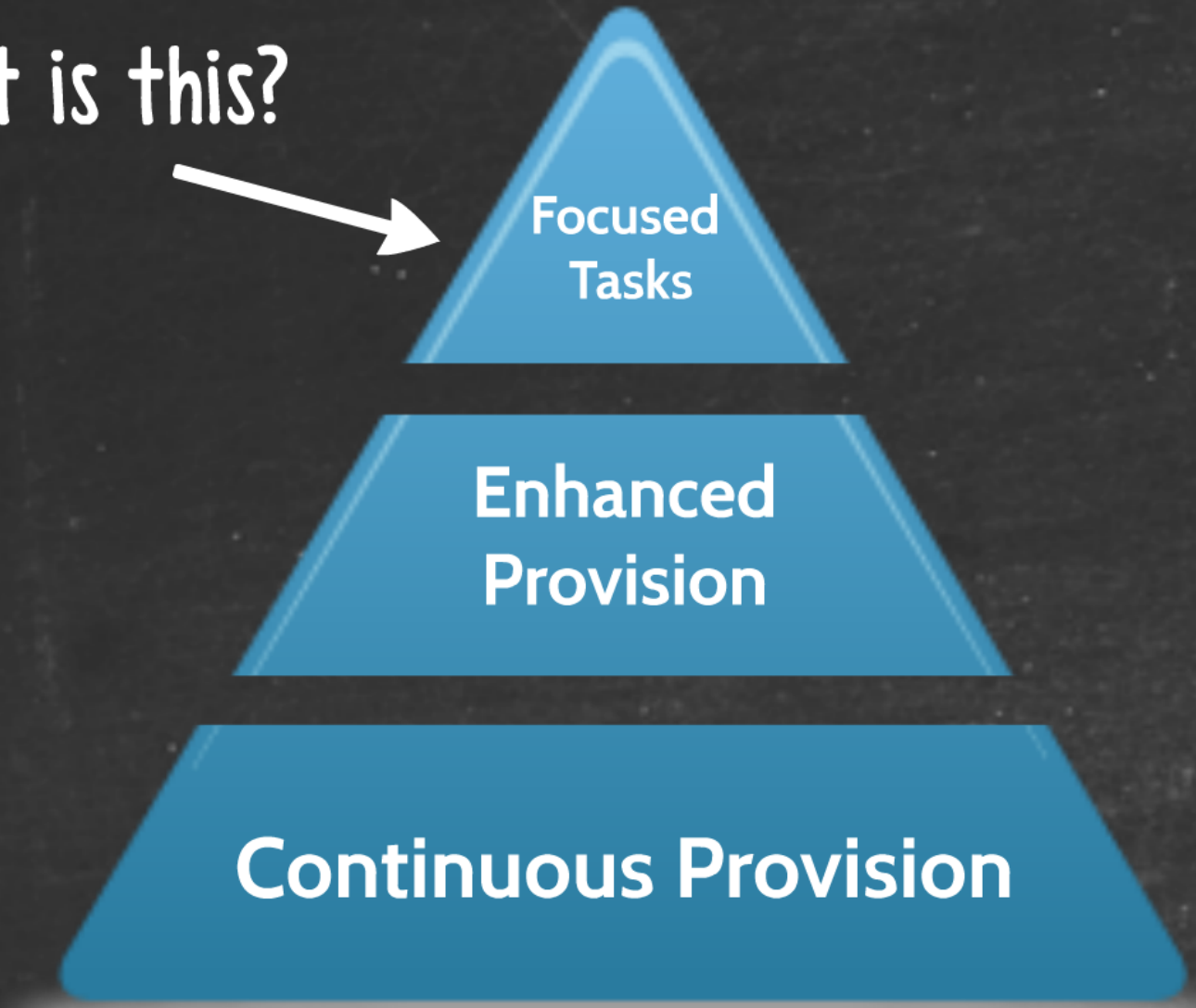
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# Triangle of Provision

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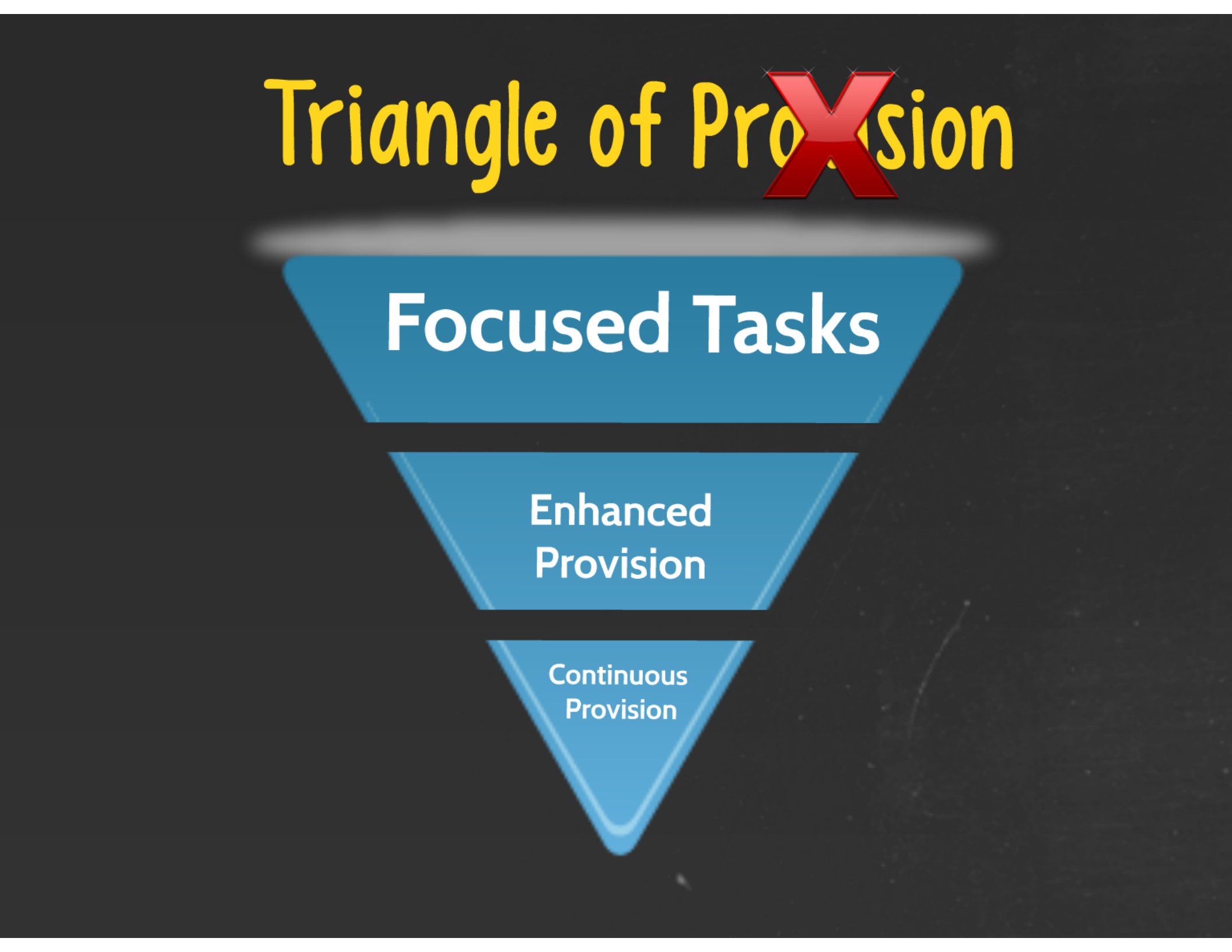
# Thoughts and opinions?



# What do you notice here?






Triangle of ProXsion
Focused Tasks
Enhanced Provision
Continuous Provision



Margaret McMillan



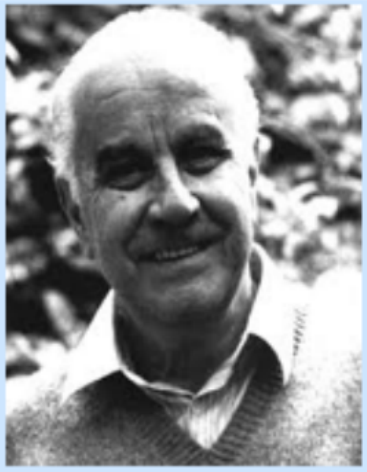
Maria Montessori



Dr David Weikart



Friedrich Froebel



Loris Malaguzzi



Susan Isaacs



Rudolf Steiner



Jerome Bruner



Jean Piaget

# Modern Researchers

* Barbara Rogoff



* Kathy Sylva



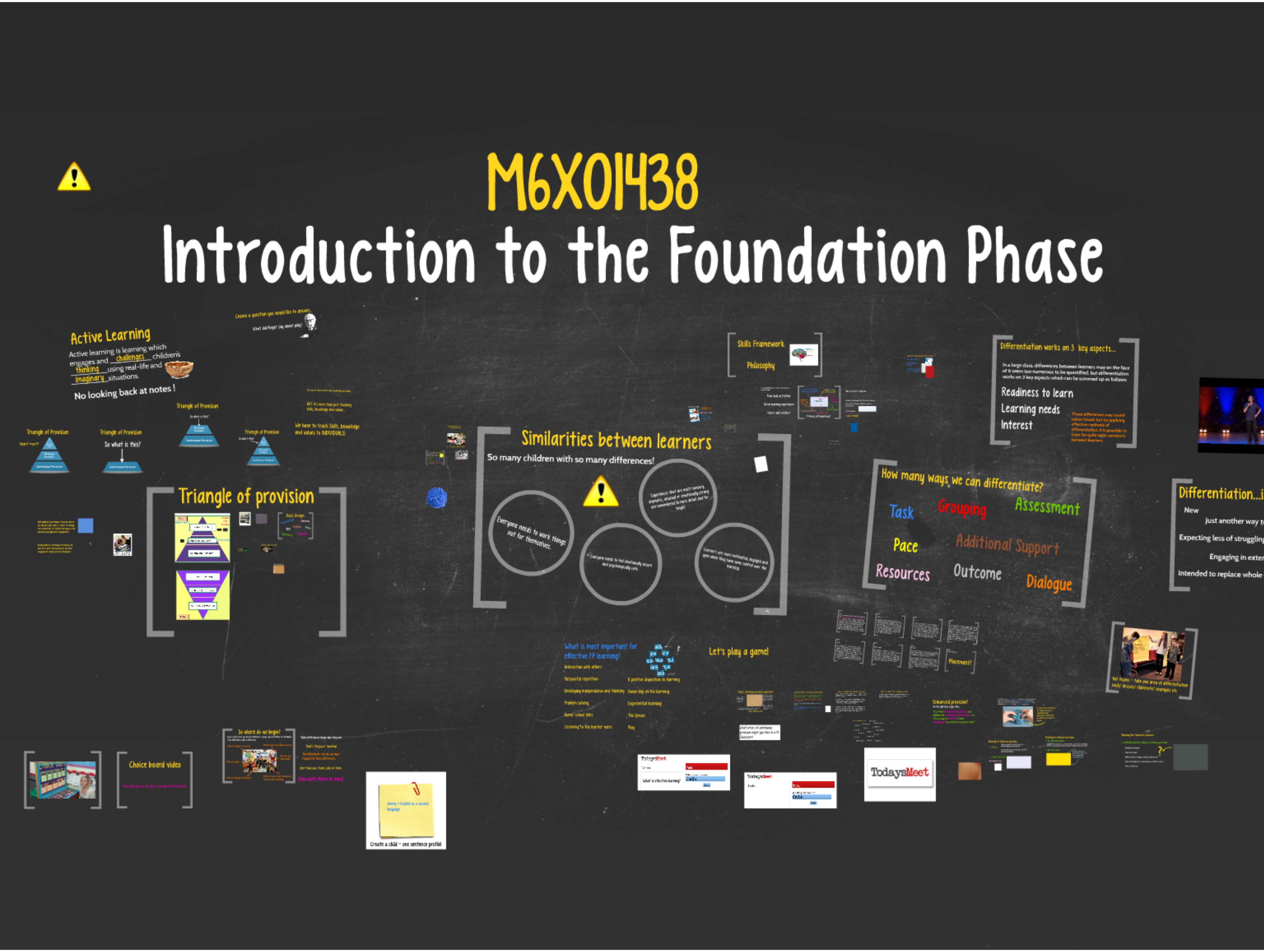
* Fere Laevers



* Iram Siraj




Buzz Groups
Teaching Style
Planning
Wellbeing
Choice
Risk
Experiences
Enjoyment


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