

Foundation Phase Outcome 5 and Outcome 6

What has changed and what remains the same

Personal Social Development

This comparison document has been produced to highlight what has changed and what has remained the same

The document pulls together the Foundation Phase Framework, the old 2008 outcomes, the new 2017 outcomes and the non-statutory Foundation Phase Profile exemplars (these are intended to support the assessment of pupils)

Green highlighting indicates a change at Outcome 5 and where this features in the curriculum

Yellow highlighting indicates a change at Outcome 6 and where this features in the curriculum

Foundation Phase Framework, Outcome 5 and Outcome 6 with examples from the Profile document Personal Social Development

YEAR 2 – FOUNDATION PHASE FRAMEWORK (Statutory)

LNf statements in normal text, Extended skills ▲

LLC areas for learning in bold

Children are able to:

OUTCOMES 2008

OUTCOMES 2017

(Profile examples in italics)

Statements that appear in the profile that are not in the outcome statements in the Foundation Phase Framework

PERSONAL DEVELOPMENT

- Become independent in their personal hygiene needs and to be more aware of personal safety
- Express and communicate different feelings and emotions – their own and those of others
- Show curiosity and develop positive attitudes to new experiences and learning
- Take risks and become confident explores of their indoor and outdoor environment
- Experiment with new learning opportunities, including ICT
- Become independent thinkers and learners
- Develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- Concentrate for lengthened periods
- Value the learning, success and achievements of themselves and other people.

SOCIAL DEVELOPMENT

Children should be given opportunities to:

- Be aware of and respect the needs of others
- Take responsibility for their own actions

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. In the main, they are able to control their emotions and cope with disappointment.

They respect others and value their achievements and are more aware of other people's feelings, views and beliefs.

They have clear understanding of right and wrong. They have grasped the concept of fair play and have an understanding of rules and why they are there. They have a greater understanding of the consequences of

OUTCOME 5

Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary

(showing awareness of the needs of others by adapting their behaviour (and language, for verbal children). More often than not, they will play fairly according to the rules of the game, showing respect to their playmates.)

They recognise and can express their feelings appropriately. In the main, they are able to control their emotions and cope with disappointment

(controlling and expressing their emotions in an appropriate fashion. For example, they can identify when they feel disappointed and can express their disappointment appropriately e.g. through speech rather than behaviour.)

They respect others and value their achievements and are more aware of other people's feelings, views and beliefs.

(respond positively to the achievements of other children and talking about how another person may feel about a situation or occurrence)

They have a clear understanding of right and wrong. They have grasped the concept of fair play and have an understanding of rules and why they are there. They

- Consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- Develop an understanding of what is fair and unfair and be willing to compromise
- Form relationships and feel confident to play and work cooperatively
- Value friends and families and show care and consideration
- Appreciate what makes a good friend
- Develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity
- Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- Treat people from all cultural backgrounds in a respectful and tolerant manner
- Develop an understanding of the diversity of roles that people play in different groups and communities
- Begin to question stereotyping

MORAL AND SPIRITUAL DEVELOPMENT

- Respond to ideas and questions enthusiastically, sensitively, creatively and intuitively
- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- Communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses
- Respond personally to simple imaginary moral situations giving reasons for decisions made

their actions and take responsibility for decisions that they make.

They understand that to keep their bodies healthy they will need to eat and drink appropriately

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

have a greater understanding of the consequences of their actions and take responsibility for decisions that they make

(Showing appropriate behaviour for different situations, including those that are unfamiliar, and understand the need for rules, e.g. playing by the rules of a game.)

Perform personal care routines independently.

They understand that to keep their bodies healthy they will need to eat and drink appropriately

(perform personal care needs independently within their physical ability (toileting, eating, dressing, etc. with requests for help occurring rarely. They will be able to show understanding of or discuss healthy eating and drinking habits)

Engage with a broad range of tasks and activities, showing some perseverance with tasks.

(engaging with a broad range of activities even though they have particular favourites. They are able to concentrate on tasks, even with distractions, and persevere with things they find difficult seeking help when necessary.)

OUTCOME 6

Children have learned that they can and often do control their emotions

(controlling their feelings and emotions accurately. They can label and reflect on the different emotions they feel and manage to express their feelings and emotions in appropriate ways.)

They have begun to form friendships which are very important to them

(talking positively about their friendships with particular

- Use stories and situations to raise questions about why some things are special
- Express ideas and feelings creatively, explaining why they are significant
- Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- Ask questions about how and why special things should be treated with respect and respond personally
- Ask questions about what is important in life from a personal perspective and from the perspective of others

WELL-BEING

- Value and contribute to their own well-being and to the well-being of others
- Be aware of their own feelings and develop the ability to express them in an appropriate way
- Understand the relationship between feelings and actions and that other people have feelings
- Demonstrate care, respect and affection for other children, adults and their environment
- Develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies
- Ask for assistance when needed
- Develop an understanding about dangers in the home and outside environment
- Understand that medicines are taken to make them feel better and that some drugs are dangerous

They understand that people have different preferences, views and beliefs and have an understanding of how they should relate to others morally and ethically and idol/hero figures are significant in their play and lives

They 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 understand how they can improve their learning and can be reflective

They demonstrate appropriate self-control

children; non-verbal children might be seen seeking out the company of particular children.)

They understand that people have different preferences, views and beliefs and have an understanding of how they should relate to others morally and ethically. They have moved on to be able to see things from other children's and adults points of view and idol/hero figures are significant in their play and lives

(taking part in relevant discussions, e.g. discussing rules for behaviour or different cultural experiences or religious expectations. Idols or hero figures are significant.)

They 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 understand how they can improve their learning and can be reflective.

(engaging with a broad range of activities even though they have particular favourites. They are able to concentrate on tasks and to persevere with things they find difficult. They are able to reflect on strategies they use to help them approach challenging tasks.)

They demonstrate appropriate self-control

(showing appropriate behaviour for different situations, including unfamiliar situations and demonstrate self-control)

Perform personal care routines independently and understand the impact of food, drink and exercise on health.

(performing personal care needs independently within their physical ability (toileting, eating, dressing etc. They will be able to show understanding of or discuss the importance of healthy eating and exercise)