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TransformED

Northern Ireland Curriculum 2028

An entitlement to excellence and equity

Foundation Stage

Purpose of document

This document brings together the learning entitlements for each subject area within the Foundation Stage. This is intended to provide practitioners (namely Foundation Stage practitioners) with clarity on the subject content at this specific phase of education.

The document should not be read in isolation but seen as a part of the wider curriculum framework setting the foundations for future learning at Key Stage 1, Key Stage 2 and Key Stage 3.

All that is contained are the learning entitlements. The subject vision statements and the explanation of the subject categories are within the subject framework documents. Both the subject vision statements and the subject categories should be read in conjunction with this document.

Contents

Art and design

Key Stage statement

Handling and exploring materials are at the core of art and design at the Foundation Stage. By playing and experimenting with a wide variety of media, pupils have scope to engage their curiosity. From a range of starting points, including using their own imagination, what they observe in the world around them and the work of other artists, pupils create artwork by drawing, painting and working with three-dimensional and collage materials. They develop fine motor skills and resilience, while learning to express their ideas and emotions, make choices and solve problems.

Pupils learn about and use subject-specific vocabulary to describe some fundamental elements of art: line, shape, colour, pattern and texture. They use this knowledge to inform their own work and to describe the work of others. By looking at and learning about the work of other artists, pupils begin to engage with our shared artistic heritage and different communities, while also learning about and connecting with the wider world.

The making of art

Mark-making, drawing, painting and printing

Pupils should learn to:

- use their hands, tools and natural and man-made objects to make marks, impressions, imprints and patterns in materials such as sand and dough
- explore the different properties of drawing and painting materials by making marks on different backgrounds (e.g. by using pencils, crayons, oil pastels, chalk and charcoal; paint applied with brushes and other tools, such as sticks and toothbrushes; paper which varies in colour, shape, size and texture)
- hold and control a pencil when drawing
- hold, load and control a brush, experimenting with different brushstrokes (e.g. thick and thin brushstrokes)
- explore mixing colours and discuss the outcome
- print by using their hands, natural and found objects

Collage, textiles and 3D media

Pupils should learn to:

- explore the properties of malleable materials (e.g. by using their hands and tools to shape, cut, model, stick and create textures in clay and dough), collage materials and textiles (e.g. by shaping and changing paper and card of different textures, colours and patterns using techniques such as cutting, tearing and crumpling; changing and manipulating fabric of different textures, colours and patterns by cutting, weaving, knotting and fraying)
- use glue and tape to build structures with found three-dimensional materials (e.g. cardboard and plastic objects) and to stick and layer collage materials

The creative processes of art

Pupils should learn to:

- explore real things by direct observation, touching and describing
- explore, discuss and make choices about the materials they want to use
- talk about the work they have created, and the work of their peers, describing how it was made, what materials were used and how they feel about their work

The elements of art

Pupils should learn to:

- identify and name colours, including the primary and secondary colours
- identify and name different types of line (e.g. straight, zigzag and curved)
- use subject-specific vocabulary which describes colour, line, shape, texture and pattern when discussing their own work and that of other artists (e.g. Joan Miró's use of black lines to create shapes filled with the primary colours; Minnie Pwerle's use of lines and shapes to create repeated patterns; Orla Kiely's use of repeated patterns in prints which decorate clothes and household items)

The history of art

Pupils should learn:

- that artists, craftworkers and designers can create work using a wide range of materials and techniques (including drawing, painting and sculpture), in a range of styles, and from a range of cultures and time periods

- the names of some artists, craftworkers and designers (e.g. Alexander Calder, Anni Albers, Pablo Picasso, Mrinalini Mukherjee and Oliver Jeffers)
- to describe and discuss what they can see in someone else's work of art, including commenting on its subject matter, materials and how it makes them feel

Digital technology

Key Stage statement

The journey begins with the awe of cause-and-effect, where a child's simple command brings a digital toy to life or turns a silent screen into a canvas for original stories. As they progress, pupils realise that technology is not just a tool, but a functional system that enhances everyday life, allowing them to navigate real-world maps and predict the weather before they even step outside. Through guided play, children understand computational thinking by decomposing tasks and using directional commands to move programmable robots.

Pupils recognise icons and labels as symbols for navigating devices and hardware. In this way, they lay the first, secure foundations for learning about abstraction in Key Stage 2. They create and organise digital assets, including text, images, sounds and video, and learn to enter data into charts for visual organisation. Early typing skills enable them to communicate short messages, fostering foundational digital knowledge and an understanding of how information is shared instantly.

Children develop an awareness of safe, thoughtful choices by engaging with real-world tools like weather apps or digital maps. Teaching lays foundations for digital responsibility by emphasising the importance of trusted adults and ensuring that screen time is limited, and punctuated with taking a break and movement.

Computing and digital systems

Pupils should learn:

- that icons and labels identify and select specific shortcuts (e.g. a home or save icon) to navigate digital environments
- that tasks can be managed by decomposing them i.e. breaking them down into a sequence of ordered steps
- how to use directional commands such as forward, backwards and turn to make a programmable robot move in a predictable way
- that data can be entered into a system to create a simple block chart
- that different types of digital hardware, including computers, mobile devices and peripherals (e.g. printers), are designed for specific functional tasks

Digital creation and communication

Pupils should learn:

- that digital devices can capture images, sounds and video, which can be intentionally sequenced and changed
- to use a keyboard to type letters, numbers and simple punctuation
- that digital communication enables instant sharing, connecting individuals across different locations

Digital ethics and responsibility

Pupils should learn:

- the signals to seek guidance from a trusted adult, such as feelings of discomfort or uncertainty
- that safety is protected by distinguishing between known, trusted adults and online strangers
- that prolonged screen use affects the body, and that recognising physical signals (e.g. tired eyes) is necessary to maintain health

English and drama

Key Stage statement

In Foundation Stage, pupils develop the core knowledge and habits that underpin later success in English. Building on their early experiences, pupils come to understand English as a shared system for making meaning and for communicating with others. They become attuned to patterns in spoken and written language. Immersed in talk, they learn to listen attentively and respond appropriately, participating with growing confidence in conversations with peers and adults. Encountering a rich range of texts, including stories, poetry, picture books, information books and multimodal texts, pupils internalise their structure, language and rhythms. Through enjoyment of varied cultural texts, foundations are laid for understanding that language and literature are shared within communities and across generations.

A priority in the Foundation Stage is systematic, synthetic phonics teaching, through which pupils start to read and spell words with increasing accuracy. They learn to articulate and structure their ideas in speech (oral composition) and master the fine-motor control required for the physical act of writing (transcription). They learn to use sentences as units of meaning, first in presentational talk and then in early writing. They learn that sentences help organise ideas so that others can understand what they mean.

Across the Foundation Stage, pupils encounter imaginative language through play and shared texts. They notice how words can be used creatively to describe feelings, characters and experiences, and they begin to enjoy the surprising or playful comparisons that appear in stories, rhymes and songs. Drawing on these encounters, they experiment with creating their own pictures, early writing and simple statements. Pupils also gain the foundations of language as argument. They learn that others can have different points of view and they acquire the language conventions to express their own.

Pattern

Sound and spoken language patterns

Across the whole of Foundation Stage, pupils deepen their awareness of sound patterns in spoken language. To that end, pupils should:

- listen attentively to and copy sounds in words
- recognise sound patterns, including rhyme, alliteration and repeated phrases, in stories, poems and songs (e.g. sound patterns in traditional tales such as *Enormous Turnip;* in *Where's my Teddy?* by Jez Alborough; the rhymes and alliterations in *Each Peach Pear Plum*

by Janet and Allan Ahlberg)

- join in with rhyming patterns in stories, poems and songs (e.g. 'hares sit on chairs' in the story *Oi Frog!* by Kes Grey and Jim Field; 'know it' and 'show it' in the song *Happy and you know it*)
- segment spoken words into sounds

Word reading and transcription

The precise distribution of word reading content across Primary 1 and 2 will depend on the phonics programme adopted. The sequence and style of letter formation will depend on the handwriting scheme adopted.

Across the Foundation Stage, pupils should learn:

- the most common sound-spelling correspondences as set out in the chosen phonics programme
- to blend sounds together to read (decode) words
- to segment sounds and apply code knowledge to spell (encode) words
- that sounds (phonemes) can be represented by one or more letters
- that a spelling (grapheme) may contain one, two, three or four letters (e.g. in high and sight)
- that one sound may have more than one spelling, and one spelling may represent different sounds
- that some common words include spellings they have not yet learned
- to sit using a stable writing position and use an efficient and comfortable pencil grip
- to form upper and lower-case letters in the correct direction, starting and finishing in the right place
- to space letters within and between words appropriately, with appropriate grounding, height and depth
- to rehearse words orally before writing them
- to hear, identify, say and write grapheme-phoneme correspondences concurrently
- to write words which can be read without mediation and with increasing fluency

Text patterns and early meaning

Primary 1

Pupils should:

- read texts which they can decode, making use of their developing phonics knowledge
- notice and talk about simple structural patterns in stories, including beginnings and endings (e.g. *Goldilocks and The Three Bears* by Lauren Child, *The Very Hungry Caterpillar* by Eric Carle, *Jack and the Beanstalk* by Richard Walker; traditional tales such as *The Three Little Pigs* or *The Runaway Chapati*)

Pupils should learn:

- that print carries meaning and flows in a direction from left to right and top to bottom
- to use common print concepts (e.g. that reading in English texts starts at the top left of the page; that at the end of the line eyes 'sweep' to the beginning of the next one) in order to navigate texts correctly and smoothly

Primary 2

Pupils should learn:

- that stories involve changes
- to talk about problems, disruptions or complications which alter the direction of a narrative (e.g. in *Where the Wild Things Are* by Maurice Sendak, the transformation of Max's bedroom shifts the story from a realistic domestic setting to a fantasy adventure; in *Beegu* by Alexis Deacon, Beegu tries to connect with humans but repeatedly experiences rejection; in *The Dark* by Lemony Snicket, fear of the dark shifts from anxiety and avoidance to encounter and ultimately understanding)

Story

Primary 1

Pupils should:

- listen to stories, information texts, rhymes and songs
- join in with, and rehearse, repeated phrases and actions
- retell and adapt familiar literary texts through play, performance, images or writing (e.g. traditional tales such as *Three Billy Goats Gruff; Little Red Riding Hood* by Helen Oxenbury; *The Tiger Who Came to Tea* by Judith Kerr)

- respond to stories, rhymes and song through discussing feelings and thoughts about their events and characters (e.g. in *Joy* by Yasmeen Ismail, discuss why the character does not feel joyful when others do; in *The Storm Whale* by Benji Davies, comment on loneliness and friendship; in *Leaf* by Sandra Diekmann, notice the fear of difference and belonging)
- share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by wide-ranging local and world authors and illustrators (e.g. *The Proudest Blue* by Ibtihaj Muhammad; *Last Stop on Market Street* by Matt de la Peña)

Primary 2

Pupils should:

- listen to and look at different types of literary text, noticing differences between imaginative and informative texts (e.g. contrasts between fictional stories about bugs, frogs or sea creatures and informative texts such as *The Big Book of Bugs* by Yuval Zommer; *Fabulous Frogs* by Martin Jenkins and *A First Book of the Sea* by Nicola Davies)
- discuss texts listened to, viewed or read independently

Pupils should learn:

- to identify features in texts including events, characters and descriptions
- a basic vocabulary for talking about structures in texts, including 'beginning' and 'ending'

Argument

Primary 1

Pupils should learn:

- to interact in informal and structured situations by listening while others speak
- different ways of using language to express preferences, likes and dislikes (e.g. 'I liked ___ because it was ___.'; 'My favourite part was when ___.'; 'I liked ___ but I did not like ___.')
- vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
- to give simple reasons for choices using the conjunction 'because'
- to express ideas and feelings about own experiences using full sentences in presentational talk

Primary 2

Pupils should:

- use spoken language in structured, intentional ways, including:
    - reporting on past and present experiences, describing and elaborating events and sequences
    - working through problems, organising their thinking and planning activities clearly
    - explaining how things work and why they happen, using logical reasoning to clarify cause and effect
    - explaining the emotions and reactions of others, including in imagined or hypothetical situations

In order to do this effectively, pupils should learn to use:

- prepositions and adverbials that show where something happened, including: in, above, below, under, beside, beneath, between, through
- time connectives that clarify sequence and duration, including: before, after, during, then, next, while, later, once
- causal and conditional language that explains why something happens or might happen, including: because, so, but, if

Metaphor

Primary 1

Pupils should:

- encounter playful and imaginative language (e.g. *The Gruffalo* by Julia Donaldson; *The Naughty Bus* by Jan Oke)
- have opportunities to respond to and think about playful and imaginative language through discussion and play

Primary 2

Pupils should:

- use descriptive words drawn from stories and experience (e.g. try out powerful verb choices from *Traction Man is Here* by Mini Grey, such as zoomed, battled, rescued, defeated, soared, clutched, tackled, leapt; explore adjectives in *Bog Baby* by Jeanne Willis, such as tiny, delicate, bright, dark, muddy, shallow, crowded)

- learn how words, phrases and ideas can suggest ideas and feelings (e.g. the imagery of the string in *Invisible String* by Patrice Karst; the imagery conveying love and security in *If All the World Were* by Joseph Coelho)

Grammar

Primary 1

Pupils should learn:

- the difference between words and sentences
- to use simple sentences accurately in presentational speech
- to use past, present and future tense accurately in speech
- to rehearse sentences orally before writing them
- to orally expand sentences using who, what, where, when and why
- about stop marks, including full stops and question marks

Primary 2

Pupils should learn:

- that punctuation is a feature of written text which is different from letters
- the difference between sentences and fragments
- that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

Pupils should learn to:

- convert fragments into sentences
- use sentence expansion in writing (e.g. when, where, why)
- use basic conjunctions in writing (e.g. because, but)
- shape sentences with a subject (someone or something) and a predicate (doing something)
- maintain a consistent tense
- write statements and questions

Pupils should:

- create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling words correctly using phonic knowledge

Context

Primary 1

Pupils should learn:

- stories from local culture and familiar community tradition (e.g. *The Story of The Giant's Causeway* by Ann Carroll, *The Children of Lir* by Laura Ruth Maher)
- that stories are told and retold
- that stories can come from long ago or from other parts of the world

Primary 2

Pupils should learn:

- that stories belong to communities and are shared across families, cultures and places
- some traditional tales from distant places
- the conventions of print and screen, including how books and simple digital texts are usually organised

Key Stage statement (drama)

Drama begins with play, attention and shared meaning. Children learn that drama happens when someone does something and someone else watches. This simple relationship lays the groundwork for all later theatrical understanding. Pupils learn that drama follows simple conventions that organise action in space and time.

Making drama

Pupils should learn how to:

- take part in structured play and drama games with shared rules
- use body, voice and movement to represent people, animals and objects
- take on and sustain a simple role in play
- speak clearly enough to be heard by others
- listen to others and take turns in talk and action
- use talk to develop ideas and negotiate roles
- follow simple instructions to shape play into purposeful activity

Different forms and genres

Pupils should:

- use dressing up and simple props to signal role and character
- explore familiar stories through role-play and improvisation
- retell stories using action, movement and speech
- repeat and adapt known stories through play

Audience

Pupils should learn:

- to watch short performances attentively
- that drama involves performers and an audience
- to watch quietly, when appropriate
- when it is appropriate to respond or join in
- how to show appreciation for performances through simple audience behaviours (e.g. applause)
- that audience behaviour affects the performance

Dramaturgy

Pupils should learn:

- when to speak during play and performance
- when to listen to others
- how to follow simple cues for action and movement
- that actions happen in an order

Geography

Key Stage statement

In the Foundation Stage, pupils begin to develop an awareness of places and their immediate environment. They learn about simple human and physical features and notice how places can change over time, including through observations of the weather and the seasons. Through observation, talk and play, pupils develop geographical skills using simple geographical language. Through outdoor learning, they gain first-hand experience of places, an opportunity to express feelings about them and to ask questions about what they hear, feel and see.

Place knowledge

Pupils should learn:

- that places can look and feel different over time (e.g. across seasons)
- that people use features of places (e.g. homes, libraries, parks and shops) for different purposes and activities
- where they live, described at different scales, including their home or school, road, village, town or county, and Northern Ireland
- that the world is divided into different countries and that people may travel to other countries for different reasons
- that weather varies across the world and that some places experience very different weather from Northern Ireland

Pupils should:

- visit places in the school grounds or local area
- express their feelings about places they know, including parts of their school grounds or local area

Human and physical geographical knowledge

Pupils should learn:

- about some human features (e.g. home, road, school, shop) and some physical features (e.g. grass, hill, stream, tree) of places that part of their daily experience
- simple descriptions of the weather (e.g. fog, hail, snow, rainy, sunny, windy) and how local weather changes with the four seasons

Geographical skills, enquiry and fieldwork

Pupils should learn:

- that geographers can find out about a place by noticing, capturing and sharing information about what they observe around them (e.g. by using photographs, maps and tallies for counting)

Pupils should learn to:

- use simple positional language, including, inside and outside, left and right, near and far
- represent places using pictures and simple symbols

Pupils should:

- observe features (e.g. buildings, weather, vegetation) in outdoor spaces, engage in sensory activities (e.g. what sounds can we hear? what can we smell?) and ask questions about what they hear, feel and see when outside

History

Key Stage statement

In the Foundation Stage, pupils develop an awareness of the past, and an understanding that time stretches beyond their own life and memory. They develop a range of everyday and subject-specific vocabulary for talking about the past, and the passing of time. Through studying a range of rich stories of people, places and events, pupils learn about similarities and differences between past and present, and between different periods in the past. Pupils ask and answer simple questions about life in the past and learn about different ways of finding out about it.

Substantive knowledge

Pupils should learn about:

- aspects of the past within living memory (e.g. everyday life, transport, technology, events, community life)
- an aspect of everyday life through time (e.g. homes, schools, ships and seafarers, clothing)
- language for talking about the passing of time and time sequencing, including:
    - names given to different periods of time (e.g. days, months, years)
    - earlier, later, before, after, past, present, yesterday

Through a selection of stories about historical figures and events from contrasting periods and places, pupils should learn about:

- how individuals (e.g. Alexander the Great, Lief Erikson, Saint Patrick, Grace O'Malley, Samuel Pepys, Mary Anning, Florence Nightingale, Helen Keller, Mahatma Gandhi) shaped and were shaped by the world in which they lived
- typical characteristics of the period and place, including:
    - how people lived and worked
    - beliefs and culture
    - the built environment
    - material culture

Mathematics

Key Stage statement

In the Foundation Stage, children take their first steps into the world of mathematics: they learn the language for describing pattern, structure and quantity. They begin to count, to compare, to sort and to notice pattern. They develop an understanding of number through counting and subitising, building a sense of how abstract numbers represent concrete things in the world. They notice what stays the same and what changes. Children begin to recognise even and odd numbers by pairing, explore simple addition and subtraction through concrete objects, and encounter early fraction language through halves and quarters. From the start, children are encouraged to enjoy moments of new mathematical discovery that come from careful thinking.

In geometry, they sort and describe shapes, explore positional language, and build pictures and models from familiar 2-D and 3-D shapes. In measurement, they compare length, mass and capacity using non-standard units, and learn to sequence events in time. Children also begin to handle data by sorting objects, recording simple observations and talking about what the information shows.

Number and algebra

Integers

Primary 1

Pupils should learn:

- even numbers are numbers that can be made into pairs with none left over
- odd numbers are numbers that leave one over when you make pairs

Pupils should learn to:

- recite, forwards and backwards, within 10, from any starting point
- apply the following principles of counting with groups of up to 10 objects:
    - stable order (e.g. the sequence of numbers does not change)
    - 1:1 correspondence (e.g. each number in the count sequence corresponds to one object)

  - cardinality (i.e. the last number said corresponds to the total amount)
  - order irrelevance (i.e. the order objects are counted in does not affect the total amount)
  - abstraction (e.g. any collection of things can be counted even if they are different)
- perceptually subitise quantities up to and including 6
- conceptually subitise quantities up to and including 10
- identify and represent numbers to 10 using objects and pictorial representations, including on a number track
- identify one more or one less than a given number within 10
- sort small sets of objects into even and odd by pairing, explaining whether an object is left over
- compare and order numbers/quantities between 0 and 10, using the language of more/most, less/least, fewer/fewest, greater/greatest, the same as
- write the number sequence 0–10 and use numerals (digits) to represent quantities

Primary 2

Pupils should learn:

- zero represents nothing

Pupils should learn to:

- apply the principles of counting with groups of up to 20 objects
- identify and represent numbers to 20 using objects and pictorial representations
- compare and order numbers/quantities within 20, using the language of more/most, less/least, fewer/fewest, greater/greatest, the same as
- recite, forwards and backwards, within 100, from any starting point
- place numbers between 0 and 100 on a number line and identify one more or one less
- read and write numbers between 0 and 100

Integers (operations)

Primary 1

Pupils should learn that:

- numbers can be broken into parts, and these parts can be used to aid efficient calculation

Pupils should learn to:

- add within numbers up to 10 by counting all or counting on
- subtract within numbers up to 10 by taking away and counting back
- recall and use number bonds up to and within 10
- represent addition and subtraction problems with concrete objects and pictorial representations
- represent problems involving equal groups with concrete objects and pictorial representations

Primary 2

Pupils should learn that:

- addition is commutative but subtraction is not
- addition and subtraction are inverse operations
- the additive structures include partitioning, augmentation, reduction, aggregation and comparison

Pupils should learn to:

- recall and use number bonds up to and within 20
- use addition and subtraction facts to solve problems (e.g. using near doubles or 'bridge to 10') using appropriate representations (including symbols, bar models, number lines, and ten frames) and choosing efficient strategies
- recognise multiplication as repeated addition, and complete simple multiplication using concrete objects or pictorial representations including arrays
- recognise division as grouping or sharing, and complete simple division using concrete objects or pictorial representations including arrays

Rounding and estimation

Primary 1

Pupils should learn to:

- estimate how many are in a set within 10, and check by counting
- estimate which of two sets is greater, without counting

Primary 2

Pupils should learn to:

- estimate how many are in a set within 20, and check by counting

Fractions

Primary 2

Pupils should learn:

- a half is a unit whole split into two equal parts, displayed through objects, shapes or quantities
- a quarter is a unit whole split into four equal parts, displayed through objects, shapes or quantities

Sequences

Primary 2

Pupils should learn to:

- complete, continue and create a repeating pattern involving shapes, colours or numbers
- continue and create repeating patterns (including by size, colour and shape), incorporating AAB and ABC patterns into their creations

Algebraic representation

Primary 2

Pupils should learn that:

- equations can be balanced (e.g. 2 + 3 = 4 + 1) and this can be demonstrated using pan balances, manipulatives, and bar models

Geometry and measure

Measurement

Primary 1

Pupils should learn:

- the days of the week and months of the year

Pupils should learn to:

- use the language of:
    - long(er)/longest, short(er)/shortest, big(ger)/biggest, tall(er), tallest
    - heavy/heavier/heaviest, light(er)/lightest, more/most, less/least, full/empty, more than/less than
- measure length/mass/capacity using non-standard units
- sequence the events of their day or well-known stories using ordinal language and image prompts

Primary 2

Pupils should learn to:

- measure and compare length/mass/capacity using non-standard units, describing the difference found during comparison
- tell the time using the language of 'o clock' and 'half past' (on both analogue and digital clocks)
- order days, months, and seasons, and describe the duration of each category (for example, there are 7 days in a week)

Geometry

Primary 1

Pupils should learn to:

- describe the position of objects relative to themselves and to other objects using positional language (e.g. next to, behind, above, below)
- recognise that position and direction depend on the orientation of the observer (e.g. understanding that left and right change when you turn around)
- continue and create repeating patterns using familiar shapes

- make 3-D shapes from other shapes
- build pictures and models using 2-D and 3-D shapes
- sort and describe shapes based on similarities, differences and observable attributes

Primary 2

Pupils should learn to:

- recognise and name common 2-D and 3-D shapes, including in the environment, regardless of their size, colour or orientation:
    - 2-D shapes: rectangles (including squares), circles and triangles
    - 3-D shapes: cuboids, cubes, pyramids and sphere

Coordinate geometry

Primary 1

Pupils should learn to:

- follow and give simple directions to move objects using arrows (left, right, up, down, above, below, beside)
- give simple descriptions of familiar routes

Primary 2

Pupils should learn to:

- connect clockwise (turning right) and anticlockwise (turning left) on a clock face, and use angles to turn directions in the form quarter turn, half turn, three-quarter turn in both ways
- describe horizontal and vertical directions to give directions on a grid

Probability and statistics

Using data

Primary 2

Pupils should learn to:

- organise a given data set into a tally chart
- answer simple questions about data collection (e.g. the most popular colour)

Data collection

Primary 1

Pupils should learn to:

- sort a range of objects into categories (e.g. sorting counters by colour)

Primary 2

Pupils should learn to:

- collect categorical data from their immediate environment (e.g. classmates' favourite colours)

Music

Key Stage statement

Foundation Stage music is where pupils learn to listen, distinguish between sounds, explore their feelings, and develop their self-expression through music. It is the youngest children who are most naturally inclined to spontaneous singing and uninhibited music-making. Whether it is humming as they work, re-creating sounds to represent elements of our natural world, or moving toys together to create rhythms that resonate with them, Foundation Stage pupils are naturally disposed to engage with sound through play. By singing simple rhymes and chants, listening and moving to music, as well as making their own vocal, body or instrumental sounds, pupils begin to understand how music works. Consequently, through purposeful and playful musical activities, pupils will begin to understand the place of music in their everyday lives.

Communicating through music

Singing and playing

Pupils should learn:

- to chant in unison (e.g. as they say 'good morning' to their teacher, play games such as 'Ring-a-ring-a-roses', the 'Hokey Cokey', 'Sleeping Bunnies')
- to distinguish between their speaking and singing voices
- to sing nursery rhymes and songs (including action songs) in unison with a small vocal range (e.g. 'Happy and You Know it' or 'Heads, Shoulders, Knees and Toes', 'The Wheels on the Bus')
- how to play untuned percussion instruments (e.g. shaking the bells or tapping the drum), and to use them to play rhythmic patterns in time
- to play rhythmic patterns on body and untuned percussion
- to respond to stop and start signals
- to learn new music using call and response

Representing and reproducing sound

Pupils should learn:

- gestures and movements for responding to music (e.g. clapping, tapping, clicking, stretching, curling and pointing)
- to make sounds represented by pictures (e.g. images of clapping hands, stamping feet in a rhythm grid).

Listening, responding and describing

Pupils should learn:

- to communicate using musical language to describe the sounds that they hear and the feelings they evoke, including:
    - high and low
    - loud and quiet
    - fast and slow
- names of untuned percussion instruments in their classrooms (e.g. wood blocks, claves, castanets, rhythm sticks and drums)
- to listen and respond to everyday sounds in the classroom, home and wider environment (e.g. using their voices to reproduce sounds; using digital technology to record and replay)

Pattern

Pupils should learn:

- that pattern in music can first be felt in the pulse, the steady heartbeat of the music, which they might feel while marching to a song (e.g. 'The Grand Old Duke of York', 'Old MacDonald'*)*
- to recognise rhythmic patterns through pictures (e.g. hand foot hand foot [with hand indicating a clap and foot indicating a stamp])
- to combine sounds rhythmically for purposeful effect to accompany a narrative (e.g. *The Three Little Pigs, Handa's Surprise)*

Place and purpose

Pupils should learn:

- about place, purpose and people when playing, creating and listening (e.g. 'Ring-a-ring-a-roses' and nursery rhymes which induct pupils into the common culture of their locality as well as knowledge of musical culture in the wider world; *Fossils* or *Aquarium* from *The Carnival of the Animals* by Saint-Saëns or *The Four Seasons* by Vivaldi; folk tunes which have origins in religious narrative, such as 'She'll Be Coming Round The Mountain')

Physical Education (PE)

Key Stage statement

The Foundation Stage in PE sees pupils exploring the range of movements that their body can make and introduces them to fundamental movement skills. Through these movement experiences, pupils develop body awareness. They learn how to control, coordinate and apply effective fundamental movement skills in simple and predictable contexts.

Pupils develop an early awareness of the relationship between physical activity and health. They learn how physical participation affects their body, why warming up, rest and hydration matter and how participation strengthens fitness and wellbeing. Pupils also learn how basic physical activities work: the importance of following rules, taking turns, communication and simple decision-making so that movement becomes meaningful and safe.

Throughout Foundation Stage, through practice and through acquiring these various types of knowledge, pupils are supported to move confidently and competently.

Physical movement

Pupils should learn:

- fundamental movement skills:
    - basic locomotor skills (e.g. running, leaping, hopping, jumping, climbing and skipping from one point to another using different levels, directions, speeds and pathways)
    - basic stability skills (e.g. bending, stretching, swinging, rocking and rolling)
    - basic manipulation skills (e.g. object rolling, throwing, kicking, trapping, catching)
- to use fine motor movement, including controlled hand and finger movements
- to handle equipment accurately, developing hand–eye coordination and grip strength, including when manipulating a ball (e.g. rolling, throwing or catching) or striking stationary objects with short-handled implements
- to respond to cues, rhythm and prompts and participate in simple movement sequences

Conventions

Pupils should:

- explore simple physical challenges (e.g. moving around obstacles, changing direction, stopping safely), making simple movement choices to show basic intentions, strategy and decision-making (e.g. where to move next)
- follow simple rules for taking turns, sharing equipment, and playing safely and fairly
- communicate with peers (including in groups) in simple tasks using words, gestures, signals and actions from a physical activity or game
- learn the basic aims of team and individual activities (e.g. to send, receive, chase, copy, balance, travel)

Physical health

Pupils should learn:

- simple ways to prepare their body for exercise, including a light pulse raiser and simple mobility exercises
- to notice how their body feels before, during and after activity (e.g. heart rate, breathing, warmth)
- to participate safely by using equipment appropriately and stopping when instructed
- that drinking water helps to hydrate the body, and rest helps the body to recover

Personal, Social, Civic and Careers

Key Stage statement

PSCC at Foundation Stage gives children the language and experiences to feel safe, included and ready to learn. The emphasis is on recognising basic feelings in themselves and in others, learning simple strategies to calm and focus and experiencing kindness, fairness and turn-taking as part of classroom life. Children meet the ideas that communities have rules, that work and helping others are good things and that technology and money are everyday features of their world.

Learning is concrete, playful and highly supported by adults. Stories, role-play and routines model cooperation and caring; short, repeated activities build early self-regulation and social communication. Children talk about what they notice, practise simple choices (e.g. asking for help, sharing) and begin to connect daily habits, such as sleep, movement and hygiene, to feeling well and ready to learn.

Self and learning

Pupils should learn:

- that we are individuals and that each individual has a unique contribution to make to the world
- the importance of expressing gratitude and the appropriate, polite ways of doing so
- to recognise and appreciate the people who help them in their family, school and elsewhere
- that it is normal to experience different feelings, such as excitement or frustration and that these can sometimes be felt in the body (e.g. 'butterflies' or tense shoulders)
- that people express feelings in different ways (e.g. through words, body language and actions)
- that some ways of acting on feelings are more helpful than others
- how to use a simple calming strategy when upset or overexcited (e.g. 'smell the flower/ blow the candle' or soft toy breathing)

- that learning new skills takes time and that practice makes us better at them
- that talking about what they have done and learned helps them to remember it
- that following instructions carefully keeps them safe and helps them to learn well
- simple safety rules when indoors and outdoors
- that sleep, play and exercise help them stay healthy and support learning and that too much screen time can detract from these things
- about healthy food and its importance for health and growth
- that basic hygiene routines helps prevent illness (e.g. handwashing)
- that certain adults (e.g. parents, carers, teachers) can help if they feel worried
- that some parts of the body are private and should only be touched in certain circumstances (e.g. by parents when washing or in medical situations) and that they can say 'no' to physical contact
- about medicines that go into bodies and onto skin and how they can make people feel (e.g. pain relief, antiseptic cream)

Relationships and society

Pupils should learn:

- that people live in communities, including families, schools, towns and countries
- that we all have certain responsibilities to one another
- about our responsibilities to care for shared spaces and resources (e.g. not dropping litter, not barging in front of people, staying alert to the needs of others around us in a shared space)
- that school rules help everyone feel safe and included
- the importance of listening to others and taking turns when speaking
- that families and carers should help keep them safe and cared for
- that families can be different
- that children and young people have the right to express a view on issues that affect them
- what it means to be a good friend, including being kind, sharing, taking turns and respecting someone's boundaries when they need space
- that people can feel differently in the same situation

- to recognise when something is kind or unkind, to explain why something is kind or unkind using simple reasoning and to suggest ways to make things better
- about simple ethical dilemmas through stories and to express a personal view with a reason (e.g. think about how characters behaved, what kind of people they were and how they may have felt)
- that respect means treating others' feelings and choices as important

Careers and futures

Pupils should learn:

- that people do different kinds of work at home, in school and the community and that this is good and necessary for themselves and others
- the different reasons why people work, including helping others and earning money
- to imagine, through play, what it might be like to have a job
- that money comes in different forms
- that people make choices about spending and saving
- that people use technology to communicate, create and work

Science

Key Stage Statement

Foundation Stage science cultivates and builds on pupils' natural curiosity about the world around them by giving them a new vocabulary for making observations, noticing patterns and asking questions. Exploring real phenomena that they can see, touch and observe, pupils gain the building blocks which will furnish later conceptual understanding of key physical phenomena (e.g. motion, materials, forces, electricity, light and sound). Pupils learn basic facts about the growth, reproduction, variation and interdependence of living things. Through this knowledge, vocabulary and experience, including purposeful play, they begin to form foundational ideas about patterns, change and cause and effect in the physical and natural worlds.

Life sciences

The structure and function of organisms

Pupils should learn:

- that some things are living and some are non-living (and have never been alive)
- to compare what animals (including humans) and plants need to stay alive (including water, food, air, light and a suitable temperature)
- to name and know the function of the main parts of the human body to include limbs, head, neck, hands, feet, eyes, ears, nose, tongue, skin and others, using anatomically correct names
- to observe and name a variety of plants in their natural habitat and name plant organs (including leaf, root, stem, flower)

Growth, reproduction and variation

Pupils should:

- learn that living things grow when they can obtain the materials they need to stay alive
- observe that living things have offspring of the same kind (e.g. sheep have lambs)
- experience natural environments (e.g. touching leaves, bark, listening to wildlife, and exploring natural materials)
- learn the names of a range of common animals

Interdependence of organisms

Pupils should learn:

- to compare different habitats (e.g. woodland, pond, polar habitats)
- that living things depend on a suitable environment and sometimes change their behaviours to adapt (e.g. hibernation, migration)
- that living things depend on each other (e.g. humans and animals depend on plants and/or other animals for food)

Physical sciences

Matter and materials

Pupils should learn:

- that objects are made from one or more materials
- the names, uses and discernible features (e.g. colour, texture, flexibility, transparency) of common materials

Forces and motion

Pupils should experience:

- the difference between objects at rest or in motion (e.g. rolling, sliding and spinning) and compare the effects of different surfaces on their motion (e.g. rough, smooth, wet, dry)
- the force of a push or a pull causing objects to begin to move, stop or change direction or shape

Electricity

Pupils should learn that:

- electricity (from batteries and mains outlets) gives energy to many things in our home to make them work (e.g. televisions), but can be dangerous

Light, sound and waves

Pupils should:

- learn that we see using our eyes
- learn that light is needed to see things, compare a range of common light sources (natural and artificial) and their uses and experience how shadows are formed
- learn that we hear using our ears

- know how to make sounds by striking, plucking or blowing objects (e.g. musical instruments)
- experience a range of common sounds and use the terms 'loud' or 'quiet' to describe them
- recognise the patterns of physical waves (e.g. water waves at a shore or from a pebble dropped in a pond; slinky, rippling fabric)

Earth and space

Pupils should learn that:

- our planet is called Earth
- the Earth goes around the Sun
- the Moon goes around the Earth

Nature, practices and norms of science

Pupils should learn that:

- observing the world around us helps us to learn about how things work
- science involves asking scientific questions, making predictions and noticing patterns to see whether our predictions were correct or not

Pupils should learn how to:

- ask simple questions about what they observe to find out more
- use some simple scientific equipment to observe, measure and record (e.g. magnifying glasses, measuring cylinders)
- interact with living things and the natural environment respectfully
- use simple books and resources to make sense of observations (e.g. to identify plants and animals)
- discuss and share their findings (e.g. from identifying and classifying materials) in different ways (e.g. verbal, pictorial)

Technology and design

Key Stage statement

At Foundation Stage, through purposeful exploration and play, pupils interact with materials, objects and systems. In these ways, pupils begin to notice how things work. They begin noticing that materials behave in different ways and that simple mechanisms enable movement or change. They gain the skill and knowledge to handle basic tools safely, they make simple decisions about how to shape or assemble materials, and they test what happens when they try things out. Pupils begin to understand that more than one solution is possible and that trying again can improve their work.

Across the key stage, the four subject-specific categories naturally interweave: exploration of materials supports early making; simple making encourages pupils to notice users and purposes; and iterative play builds confidence and enjoyment as children see their ideas take shape in functional, personally meaningful outcomes.

Pupils should learn to:

- cut, shape and join basic materials (e.g. paper, card, fabric, tin foil)
- choose, use, carry and store basic tools safely (e.g. scissors, hole punch)
- stack, balance and join objects to make stable structures
- test their product, during or after making it, to check if it works as intended, and improve as necessary (e.g. does an egg fit into my egg cup?)
- identify needs or problems that become apparent during their own play or when using everyday things (e.g. something falling over or being hard to hold or carry)

Pupils should learn:

- simple vocabulary for describing properties of materials (e.g. soft/hard, shiny/dull, smooth/rough)
- that different materials can behave in different ways (e.g. squeezable, does/doesn't bend when pushed)
- that some materials are more suitable for certain uses (e.g. metals for spoons; waterproof fabric for raincoats)

- that familiar objects are designed for particular purposes (e.g. boxes to carry food, different bottles for different drinks)
- that there can be more than one effective solution to a design problem
- that simple systems have different parts which move in different ways when buttons or parts are manipulated (e.g. wheels turn, lids open, arms bend)

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