

# MAKE EVERY JOURNEY A GOOD ONE

## STICK TO THE TRAVEL CODE.

### FOUNDATION TEACHING RESOURCES



The Foundation Phase Travel Code teaching resources have the potential to contribute to a broader series of activities supporting personal and social development, well-being and cultural diversity. Links with specific learning outcomes from this area of learning in the *Framework for Children's Learning for 3 to 7-year-olds in Wales* include:

#### Skills

##### Personal development

Children should be given opportunities to:

- be more aware of personal safety
- express and communicate different feelings and emotions - their own and those of others
- become independent thinkers and learners.

##### Social development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- 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 to be willing to compromise
- value friends and families and show care and consideration

#### Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:

- activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child initiated
- activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team
- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative

##### Moral and spiritual development

Children should be given opportunities to:

- 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



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- 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
- use stories or 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.

## Well-being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- 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
- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment.

## Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
- activities that allow them to feel safe and secure and feel that they are valued
- activities that contribute to their own safety.

