

The Foundation Stage - Safety Education in the Curriculum

From Three to Five

GENERAL ISSUES

All the areas of learning overlap and are inexorably linked, so much of the 'knowledge, understanding and skills' cover more than one area. Key issues which are repeatedly referred to, either directly or indirectly, are:

- **Self Respect**
- **Confidence**
- **Building relationships**
- **Independence**

The development and progress of individual children is affected by various influences both within the group and outside it. The general organisation and ethos of a group will in turn affect these influences. Each child's experience of the world will be different and will affect their development, it is therefore vital that the adults involved get to know the children as individuals in order to provide appropriate development programmes for each child. This could be achieved through the use of key workers.

The above four key issues can be used as developmental guides when looking at where the children are at three and where we would hope them to be at five years.

Self Respect

- ◆ awareness of own abilities - 'I can'
- ◆ position in family
- ◆ gender bias
- ◆ physical development
- ◆ self image - positive/negative

Confidence

- ◆ individual valued and encouraged
- ◆ individual listened and responded to
- ◆ positive praise for trying as well as achieving
- ◆ setting achievable tasks
- ◆ ability to articulate needs/ideas/views
- ◆ body language

Building Relationships

- ◆ individual experience
- ◆ individual family and friends - stable/fleeting?
- ◆ ability to express feelings
- ◆ sharing and taking turns
- ◆ social v anti-social behaviour - knowing how to behave

Independence

- ◆ Experience
- ◆ motivation - small steps with achievable goals
- ◆ support from adults
- ◆ explore, initiate and solve simple problems
- ◆ over protection - can't do because not permitted
- ◆ involvement in planning

PRACTICAL ACTIVITIES TO HELP REACH THE EARLY LEARNING GOALS

PERSONAL AND SOCIAL DEVELOPMENT

- stories
- rhymes
- matching games
- card games
- songs
- time lines - people in my life
- circle time
- drama/role play - feelings
- buddy system
- caring for others - pets/environment

COMMUNICATION, LANGUAGE AND LITERACY

- writing and recognising own name
- looking at books
- listening to stories
- making up stories together
- songs
- rhymes
- holding a pencil - following patterns
- spot the difference puzzles

CREATIVE DEVELOPMENT

- expressing feelings through a variety of media - clay, play dough, paint etc.
- drama/role play
- movement to music
- action rhymes
- stories
- video/television

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- recognition of sounds from tapes
- telling stories with sound effects
- using tools - How? What for? Where from?
- simple mapping skills - Where are we? How do we get to...?
- where is it safe to - Play? Cross the road?
- senses - taste, smell, touch, see, hear
- special information - life/interests/birthdays

PHYSICAL DEVELOPMENT

- rules to keep safe
- large apparatus
- pedal toys
- ball games - throwing, catching, rolling
- swinging
- balancing
- climbing jumping
- hanging
- fast and slow

MATHEMATICAL DEVELOPMENT

- number recognition 0 - 9
- posting shapes
- make a telephone pad
- role play - using a telephone

EXPECTATIONS OF WHAT A CHILD MIGHT KNOW, UNDERSTAND AND BE ABLE TO DO AT THREE

	<u>KNOWLEDGE</u>	<u>UNDERSTANDING</u>	<u>SKILLS</u>	<u>EXAMPLES & ACTIVITIES</u>
PERSONAL AND SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> • Own name - parents and siblings • Aunts/Uncles/Grandparents • Friends/neighbours/pets • Basics of self care • Know simple instructions • Know that adults can help • Knows own needs (physical) • Knows how to express feelings • Knows rules they should follow 	<ul style="list-style-type: none"> • Understand who is important to them • Understands that an action gets a reaction • Understands they can get help • Understands that they get a reaction when they express feelings 	<ul style="list-style-type: none"> • Calling right person by right name • Wash hands, clean teeth etc. • Able to follow simple instructions • Can ask for help • Can communicate needs - body language, verbal (crying etc.) • Can express feelings - cry, shout, etc. 	<ul style="list-style-type: none"> • Miming Games • Hide and Seek • Simon Says • Ring a Roses • Dressing up - getting dressed & undressed • Going to the toilet
COMMUNICATIO NLANGUAGE & LITERACY	<ul style="list-style-type: none"> • Know what some pictorial images represent, e.g. houses, animals, trees etc. • Knows some safety vocabulary, e.g. accident, hurt, no, stop • Knows own needs (physical) • Knows how to express feelings 	<ul style="list-style-type: none"> • Understands that books and words convey meaning • Responds to stories, rhymes and songs • Understands 'No', 'Stop' 	<ul style="list-style-type: none"> • Can listen and sit with adult for short periods • Can pretend to be someone/thing else • Can handle books • Can express likes/dislikes 	<ul style="list-style-type: none"> • No • Stop • Stories • Imaginative/pretend play • Symbols • Action rhymes/songs
MATHEMATICAL DEVELOPMENT	<ul style="list-style-type: none"> • Knows more • Knows round • Knows some number rhymes • Knows some shapes and patterns 	<ul style="list-style-type: none"> • Understands difference between some shapes • Understands some shapes mean danger 	<ul style="list-style-type: none"> • Can count up to ten (but doesn't necessarily understand) • Can attempt to draw some shapes 	<ul style="list-style-type: none"> • Safety shapes • Imagination - what if? • Posting shapes • Counting rhymes
CREATIVE DEVELOPMENT	<ul style="list-style-type: none"> • Knows some colours, shapes and patterns 	<ul style="list-style-type: none"> • Understands some colours mean danger • Begins to understand that two paints mixed together make a different colour 	<ul style="list-style-type: none"> • Can recognise shapes and colours associated with risks • Emergence of circle 	<ul style="list-style-type: none"> • Senses • Dance/Movement to music • Simple model making • Mixing paint colours • Playdough
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> • Knows the right tools to use for the job • Is developing small and large equipment control 	<ul style="list-style-type: none"> • Understands under, over, in front of, behind, up, down, near etc. (spatial awareness) 	<ul style="list-style-type: none"> • Can run, jump, climb, stop, pedal, scoot • Can hold pencil correctly • Can use knife, fork and spoon • Can ascend and descend stairs safely • Can go to the toilet, wash hands etc. 	<ul style="list-style-type: none"> • Outdoor play • Chopsticks/chapatti • Dance/Movement to music • Playmobile house • Build bricks/thread beads • Organised games • Ball games • Apparatus
KNOWLEDGE & UNDERSTANDING OF THE WORLD	<ul style="list-style-type: none"> • Knows their own name and those of familiar adults/family/pets • Knows that different places have different purposes - home, rooms, garden, indoor/outdoor • Knows acceptable/unacceptable behaviour 	<ul style="list-style-type: none"> • Understands simple rules • Understands some colours mean danger 	<ul style="list-style-type: none"> • Can talk about different places they know • Can talk about recent experiences and things that will happen in the future. • Senses 	<ul style="list-style-type: none"> • My home • Timelines • When we went to....we did..... • When we go to.....we will.....

EXPECTATIONS OF WHAT A CHILD MAY KNOW, UNDERSTAND AND BE ABLE TO DO AT FIVE

	KNOWLEDGE	UNDERSTANDING	SKILLS	EXAMPLES & ACTIVITIES
PERSONAL & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> Knows good & bad feelings, safe & unsafe Knows they can ask for help and who to ask Knows that a telephone can get help in an emergency 	<ul style="list-style-type: none"> Understands consequences of asking for help - being safer Begins to understand trust - why people help us Understands a telephone uses numbers Understands it is OK to have both good and bad feelings Understands it is not right to feel unsafe Have personal understanding of right and wrong 	<ul style="list-style-type: none"> Can ask adult for help using appropriate language Can manage feelings and talk about them Is able to press the correct numbers on the telephone Can express why they think something is right or wrong 	<ul style="list-style-type: none"> Show happy/sad/anger/fear etc. Practice using telephone Role play/drama Timelines - people in my life Card games Circle time Making rules
COMMUNICATIO NLANGUAGE & LITERACY	<ul style="list-style-type: none"> Recognises familiar written safety words e.g. Danger Knows some stories/books are about safety 	<ul style="list-style-type: none"> Understands and relates to own experiences Understands 'what would happen if...?' 	<ul style="list-style-type: none"> Can articulate experiences Can recognise safety vocabulary Can describe pictures, listen & retell stories Can make simple assessments of the immediate future 	<ul style="list-style-type: none"> Painting/drawing to tell story 'Show and Tell' Making up own stories
MATHEMATICAL DEVELOPMENT	<ul style="list-style-type: none"> Recognises shapes used in road signs Knows number of own house 	<ul style="list-style-type: none"> Understands that signs and symbols convey meaning 	<ul style="list-style-type: none"> Can identify shapes, signs and symbols conveying a safety message Can recognise & use numbers up to 10 	<ul style="list-style-type: none"> Sorting Matching Sequencing Counting rhymes & songs
CREATIVE DEVELOPMENT	<ul style="list-style-type: none"> Knows sights/sounds around concept of safe/unsafe 	<ul style="list-style-type: none"> Differentiates between traffic sounds 	<ul style="list-style-type: none"> Can focus concentration on listening and looking 	<ul style="list-style-type: none"> Sound lotto Exploring the senses
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> Knows some places are safer Knows an unsafe place can be safer with an adult present Knows some activities are unsafe - e.g. running in a confined space 	<ul style="list-style-type: none"> Understands why, and what they can do to change it Understands why we brush teeth, wash hands etc. Understands sharp, blunt, hard, soft, rough, smooth 	<ul style="list-style-type: none"> Fine motor skills have developed Can manage physical skills Can demonstrate safe use of simple tools in correct situations 	<ul style="list-style-type: none"> Model making/cutting, sticking etc. Large and small apparatus Balancing Ball games
KNOWLEDGE & UNDERSTANDING OF THE WORLD	<ul style="list-style-type: none"> Knows where they are should be Knows different places Knows what is important to them Knows simple safe rules & habits Knows name, address & phone number Knows alive, dead, never alive Knows certain tools are for certain jobs 	<ul style="list-style-type: none"> Understands importance of places Understands rules exist Understands simple rules can keep them safe Understands what can happen if rules are broken Understands choice exists and they can make decisions Understands their actions affect 	<ul style="list-style-type: none"> Can say where they should be Can describe possible consequences of actions Can say why they choose to do something Can play co-operatively Can simply assess situations Can follow simple instructions, & take actions to keep safe 	<ul style="list-style-type: none"> Computer games Spot the difference Timelines My home Pets Senses Simple mapping skills

	<ul style="list-style-type: none">• Knows that some tools are not for them to use	and influence others	<ul style="list-style-type: none">• Can care for people, pets and belongings	
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