

Cross-curricular Skills Frameworks: Nursery

Literacy

Oracy		
Element	Aspect	Skill
Developing and presenting information and ideas	Speaking	express some enjoyment or interest
		talk about, in simple terms, drawings, models and actions
		retell, in simple terms, an event or experience
		speak clearly enough to be understood by adults and peers
		imitate real-life and make believe experiences within role play
		<i>Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs</i>
	Listening	listen and respond with growing attention and concentration
		listen and join in with songs, rhymes and stories
		in simple terms, retell a story or information that they have heard
		ask an appropriate question about something that has been said
	Collaboration and discussion	participate in discussions with other children and/or adults
		take part in activities alongside others

Reading		
Element	Aspect	Skill
Locating, selecting and using information	Reading strategies	choose different types of reading materials including books
		recognise familiar words, e.g. own name, and print in the environment, e.g. logos
		make meaning from pictures in books, adding detail to their explanations
		recognise and make meaning from pictures on-screen
Responding to what has been read	Comprehension	recall details of a story or text by answering open-ended questions or referring to picture prompts
		begin to make links to own experiences when listening to or exploring books/texts
		show an interest in books and enjoy their content
	Response and analysis	follow picture books and texts read to them and respond appropriately

Writing		
Element	Aspect	Skill
Organising ideas and information	Meaning, purposes, readers	experiment with a range of mark-making instruments and materials across a range of contexts
		attribute meaning to marks, drawings and art work, e.g. adult annotation
		communicate by using symbols and pictures
		write letters, numbers and/or symbols randomly
		use pictures to convey meaning on-screen
	Structure and organisation	orally contribute to a form modelled by the adult
Writing accurately	Language	-
	Grammar Punctuation Spelling Handwriting	pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip
		demonstrate an understanding of the directionality of written print
		identify letter sounds through exploration of their shape using tactile letter forms
		and multi-sensory play activities

Numeracy

Strand	Element	Skill
Developing numerical reasoning	Identify processes and connections	transfer mathematical skills to play and classroom activities
		identify steps to complete the task or reach a solution
		select appropriate mathematics and techniques to use
		select and use relevant number facts and mental strategies
		select appropriate equipment and resources
		use knowledge and practical experience to inform estimations
	Represent and communicate	use everyday and mathematical language to talk about their own ideas and choices
		present work orally, pictorially and in written form, and use a variety of ways to represent collected data
		devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences
	Review	use checking strategies to decide if answers are reasonable
		interpret answers within the context of the problem and consider whether answers are sensible
		interpret information presented in charts and diagrams and draw appropriate conclusions
Using number skills	Use number facts and relationships	count reliably up to 5 objects
		recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity
		compare and order numbers to at least 5
		demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures
	Fractions, decimals, percentages and ratio	-
	Calculate using mental and written methods	understand and use the concept of 'one more' in their play
		understand and use the concept of 'one less' in their play
	Estimate and check	-
	Manage money	demonstrate an awareness of the purpose of money through role play
Using measuring skills	Length, weight/mass, capacity	compare, sort and order two objects in terms of size, weight or capacity by direct observation
	Time	anticipate events related to elements of daily routines and use the terms 'before' and 'after'
	Temperature	use words that describe temperature during everyday activities, e.g. hot/cold
	Area and volume Angle and position	follow two-step instructions for simple movements within games and play activities
Using data skills	Collect and record data	sort and match sets of objects or pictures by recognising similarities
	Present and analyse data Interpret results	use mark making to begin to record collections

Digital Competence Framework

Citizenship

Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a

digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.

Strand	Element	Skill
		<i>With increasing independence learners are able to:</i>
1.1	Identity, image and reputation	distinguish between someone they know and someone they have never met, e.g. this links to personal and social education (PSE)/well-being and would form part of 'Stranger Danger' education
1.2	Health and well-being	use digital devices and media with care, e.g. name a variety of digital devices and handle appropriately
1.3	Digital rights, licensing and ownership	add their name to digital work by using initial letter, e.g. type the first initial of their name on a keyboard
		identify some work that belongs to others, e.g. find a photograph/picture created by a familiar peer/adult
1.4	Online behaviour and cyberbullying	identify emotions of others on a range of digital software, e.g. talk about feelings and begin to recognise emotions; consider how actions and words can affect others; realise that behaviour has consequences; identify when they are angry worried or frightened and know who to ask for help
		give reasons for likes/dislikes of on-screen activities

Interacting and collaborating

Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques successfully.

Strand	Element	Skill
		<i>With increasing independence learners are able to:</i>
2.1	Communication	understand that there are different forms of online communication, e.g. e-mail, messaging, video call
2.2	Collaboration	work together with a partner/partners on a piece of digital work
2.3	Storing and sharing	save work by clicking an icon

Producing

These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise however that producing digital content can be a very creative process and this creativity is not intended to be inhibited.

Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.

Strand	Element	Skill
		<i>With increasing independence learners are able to:</i>
3.1	Planning, sourcing and searching	respond to and ask some questions such as why, what, how and where in relation to the task, e.g. in response to questions decide what digital equipment to use
		navigate through a piece of software using an internal menu to find desired item
3.2	Creating	explore and use different multimedia components in order to capture and use text, image, sound, animation and video
3.3	Evaluating and improving	describe in response to questions some of what has been done in the task, e.g. add comments using recording feature in software

Data and computational thinking

Computational thinking is a combination of scientific enquiry, problem solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.

Through these elements learners will understand the importance of data and information literacy; they will

explore aspects of collection, representation and analysis. Learners will look at how data and information links into our digital world and will provide them with essential skills for the modern, dynamic workplace.

Strand	Element	Skill
		<i>With increasing independence learners are able to:</i>
4.1	Problem solving and modelling	complete patterns and sequences
		follow a simple sequence of instructions
		follow a process making simple adjustments where needed
		create one-step instructions and identify the next step
4.2	Data and information literacy	gather data using objects
		recognise that there are different types of data, e.g. sort and/or match objects/photographs/symbols
		sort familiar objects using set criteria