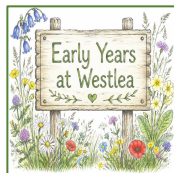


Curriculum Map and Progression





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EYFS Curriculum – Contents

.....showing the location of key information within our EYFS curriculum and progression document. It reflects a **coherent, ambitious curriculum** designed to prepare all pupils for their **next steps in education**.

1. Curriculum Intent – What we aim for - *EYFS Curriculum Vision & Values*

2. Curriculum Goals – End points

3. Curriculum Implementation – How learning is organised and how our curriculum intent is realised across the year.

4. Prime & Specific Areas – Designed curriculum - deliberate curriculum design across all areas of learning.

5. Assessment Overview – This is also embedded throughout the document.

6. Progression – How learning builds over time - how knowledge, skills and behaviours are sequenced and developed.

7. Appendices – Additional depth and evidence

Appendix A: Communication & Language progression (SHREC, WellComm, BLANK, ICWs)

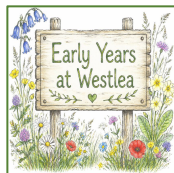
Appendix B: Gross → Fine Motor → Early Writing progression

Appendix C: Phonics and Early Reading (Read Write Inc.)

Appendix D: White Rose overviews

How staff use this document

This document is used by staff to understand curriculum intent, plan environments, support progression and ensure consistent practice across Nursery and Reception. It is reviewed regularly and evolves in response to children, staff reflection and professional development.



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EYFS Curriculum Map

Our school values:



Our whole school aim:

*"At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning 'alive' and extend pupil experiences so that they are **well prepared for the next steps in their education.**"*

In Early Years, our school aim and values are realised through a **carefully designed, ambitious curriculum** that prioritises **high-quality play, inclusive practice and strong foundations for future learning**, ensuring every child is **securely prepared for their next steps in education**. Preparation for progression is woven through every aspect of provision, from daily interactions to carefully targeted adult support. Our CARE values underpin relationships, routines and learning behaviours across the school, and within Early Years.

Our Early Years curriculum is tailored to meet the needs of our children and is therefore **unique to Westlea Primary School**. It is **ambitious, inclusive and progressive**, and has been developed using a **top-down approach**, beginning with a clear understanding of the knowledge, skills and dispositions children need in order to **successfully transition into their next year group or key stage**.

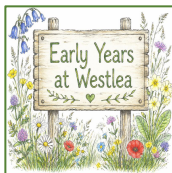
Our EYFS curriculum is delivered through a **Planning in the Moment pedagogy**, rooted in our strong belief that children learn best when they are **interested, curious and deeply engaged**. At this age and stage of development, learning is most effective through **high-quality play**, supported by skilled adults who bring learning alive through responsive interaction and careful observation. Through this approach, we support children's **academic, social, emotional, moral and physical development**, enabling them to become **happy, confident, independent and enthusiastic learners** who enjoy coming to school.

The design of our curriculum reflects our **unique environment** and the natural world surrounding our school. Through continuous indoor-outdoor provision and regular access to our own woodland, *Westlea Woods*, children experience nature and the changing seasons **first-hand**. Woodland sessions enable children to explore the natural world, learn about **life cycles**, develop respect for their environment and build resilience through **positive risk-taking**.

These experiences sit alongside learning about the **local area and its history**, helping children to develop a strong sense of belonging. Children are supported to reflect on their own experiences and begin to compare them with other places, cultures and communities, developing curiosity and awareness of the wider world.

Our curriculum is further enriched through special events, themed activity days and sports festivals. In addition, our **Westlea CARE Activity Passport** ensures that all children access a broad and balanced range of visits and first-hand learning opportunities, many celebrating our local area, enabling them to practise and apply key skills in meaningful and memorable contexts.

Together, this ensures that our Early Years curriculum is **coherent, progressive and deeply informed by children's lived experiences**, preparing every child to take their **next steps with confidence, curiosity and success**.



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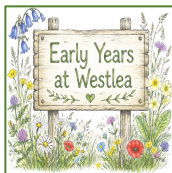
In the Early Years....

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.”

OFSTED – September 2015

We work in this way because ... high level involvement occurs in child-initiated activity. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skilful staff.

Planning in the moment helps to make this possible.



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ITMP Pedagogy at Westlea Primary School Early Years

CHILD-CENTERED

Start with what a child can do

Diversity

Each child has a place - belonging

Child-led play and learning - guided by skilled practitioners

Enhancements linked to child's interests and/or next steps

COMMUNICATION FRIENDLY

Time to listen

Using Makaton symbols and BSL signs

Think out loud - adults in the play model thought process

Respectful modelling - e.g., the back and forth of conversation

Different spaces (noisy, quiet, musical, peaceful...)

Home/school communication: approachable for parents - use of Seesaw, focus child sheets, newsletters, open evenings...

WELL-BEING

Be your 'best self'

Mindfulness

Creative thinkers and doers

Reflection

Secure attachments

Behaviour as communication - behaviour or unmet need?

High importance place on transition -part of our routines & practise

INSPIRED BY THE CURIOSITY

Real-life experiences

Enabling environment

Authentic resources

Open-ended resources

WOW moments

Trips, visits and visitors

RISK BENEFITS

Leuven scale

Making own choices

Outdoor learning and Westlea Woods

Freedom of choice

Characteristics of learning

Careful observation

PLAY=LEARNING

Hands on experience

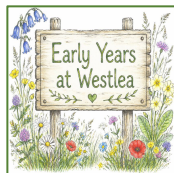
Schemas

Routine and repetition

Scaffolding learning

Acquire knowledge and skills





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Curriculum composition & goals

In the Moment Planning & our pedagogy at Westlea based around the
Unique Child

Our Enabling Environment,
including Forest School

Our curriculum, including Passports
Learning & Development

Positive Relationships

Development Matters

COEL

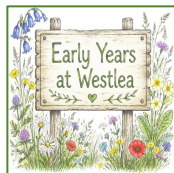
Programmes of Study

ELG

Our End of EY Key Stage Goals



To become a confident communicator who can listen carefully in different situations, holds a conversation with friends and adults, asks relevant questions and has a wide vocabulary which supports their understanding across all subjects.	To become an independent learner who can direct their own play, is motivated, selects resources, takes risks by engaging in new activities, persists and tries again, manages their own feelings.	To become a fantastic friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.	To become an active athlete who can show strength, balance and coordination when playing, move confidently and safely in a range of ways, using a range of equipment.
To become an amazing artist who is creative, confident, full of ideas, selects the tools they need, observes closely and is able to express themselves by selecting from a range of media.	To become a brilliant bookworm who can show a love of reading, uses a broad vocabulary with good background knowledge, talks about what they have read and what has been read to them. They read simple sentences by applying their phonics and sight word skills.	To become a wow writer who loves composing messages and stories, can write letters that are formed correctly, write words and simple sentences (using single sounds, digraphs and sight words they have learnt), that can be read by others.	To become a master of maths who can show a deep understanding of early number skills, notices patterns, relationships and spots connections, has a positive attitude and interest in maths.
To become an enquiring explorer who shows curiosity about the world around them through rich experiences, exploring nature, seasonal changes, their locality as well as the wider world through stories and experiences.	To become a compassionate citizen who can help to look after their community and care for the environment, to know some reasons why Seaham is special, have an awareness and respect of other people's cultures and beliefs.	To become a proud performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play instruments correctly and with good rhythm.	
To become a persistent problem solver who can choose the resources they need, has ideas, listens to ideas from others, uses trial and error to solve problems, show resilience , reviews how well something has worked on their own or with others. They are not afraid to "have a go" and make mistakes.			



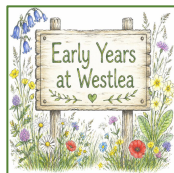
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This is how we *deliver* those goals across the Early Years:

	Autumn	Spring	Summer
Characteristics of Effective Learning underpin all learning <i>In-the-Moment Planning → continuous indoor-outdoor provision → sustained, uninterrupted play → Westlea Woods</i>			
Seasons and the Natural World	Children explore and investigate the changing seasons and weather through continuous indoor-outdoor provision and Westlea Woods . Through first-hand experiences, children develop, build-on and deepen their recognition and understanding of seasonal change , patterns in weather and the natural world. Learning is enriched through carefully chosen stories, songs and rhymes that support and extend vocabulary development and understanding over time.		
Celebrations, Culture and Community	Key dates and celebrations are used intentionally to broaden and strengthen children's understanding of time, community, culture and shared experiences. These reflect both shared events and the personal religions, beliefs and cultural traditions of our children and their families, promoting inclusion, respect and a sense of belonging. They include, but are not exclusive to:		
	* Settling into school * Halloween * Harvest * Bonfire Night * Remembrance * Nursery Rhymes Week * Christmas	* February National Children's Dental Health Month * World Oral Health Day * Luna New Year * Easter * Mother's Day * Eid al-Fitr	* Father's Day * Miner's Gala * Celebrating our achievements through the year – assemblies/sports day/end of year celebrations. * Transition events
Parental Involvement and Enrichment	"Children learn and develop best when there is strong cooperation between practitioners and parents and/or carers." (EYFS Statutory Framework) "Parents and carers are children's first and most enduring educators." (Birth to 5 Matters)		
	* Induction – parent meetings, staggered intake – personalised to the child * Parents Evening * Harvest festival * Visit to cenotaph * Christmas Performance * Carol singing at local care home * Stay and play sessions	* Parents Evening * Eggs/chicks and/or caterpillars/butterflies * Ladies Day (Mother's Day celebration-invited into school) * Stay and play sessions * Careers month	* Sports Day * Official "move up" days. * Main Man Day (Father's Day celebration-invited into school) * Reports sent to parents * Stay and play sessions * Stay and Play for nursery new starters and families for September.
<u>Transition and Preparation for Next Steps</u>	Transition is an ongoing process across the year , supporting children to develop understanding, build confidence and deepen independence as they move through Early Years and prepare for their next stage of learning. Children in Nursery and Reception mix daily , enabling relationships to develop naturally and allowing children to build familiarity with routines, expectations and learning behaviours. As children progress through Reception, preparation for Year 1 is built on and deepened through regular engagement with the wider school, including story times led by Year 1 teachers, visits to the Year 1 classroom, weekly celebration assemblies and PE within the school environment. These experiences support children in developing understanding of expectations beyond Early Years and deepening confidence ahead of transition. All children at Westlea Primary School benefit from enhanced transition opportunities . <i>In Early Years, additional tailored support is provided for children who need it</i> , including extra visits, quieter start times and flexible arrangements, ensuring every child is supported to transition successfully. We also begin to build relationships with children and their families before they start with us , through visits to current nursery provisions and stay-and-play sessions.		
Careers Education & Aspirations	Children develop an early understanding of careers and roles through visitors and real-life experiences and real-life contexts embedded throughout the year, allowing knowledge of familiar roles to be built on and broadened . This learning is deepened further during March – Careers Month , through weekly themed assemblies, invited speakers from a range of professions, visits and opportunities for discussion. These experiences help children to build aspirations , develop relevant language and gain a growing awareness of their place within the wider world.		



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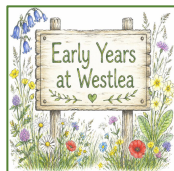
How We Plan Environments: Common Play Behaviours

ABC Does...

Common Play Behaviours Water
with examples of possible resource



	Pouring	Moving	Splashing	Damming and containing
EXTENDING	Containers with lids, spouts and handles. Small containers - miniature tea set, measuring cylinders and beakers.	Brackets and connectors (for pipes and guttering) Guttering and pipes.	Rotary whisk Small containers and trays (to invite splashes with individual fingers) Balloon whisks, sticks and large spoons.	Stones, rocks and pebbles - assorted sizes. Containers with multiple channels.
DEVELOPING	Large funnels Gravy boats Jugs and pots with two handles.	Water wheels Floating objects (so children can watch movement) - corks, leaves and sticks.	Bubbles liquid (check allergies) Items that sink - for example, pebbles and shells.	Containers with lids. Shallow container/area for water.
EMERGING	Space to scoop and pour. Large open containers.	Water on a slope or in a channel. Water tray container with more than one section.	Shallow container/area for water.	Large, regular shaped blocks and planks.



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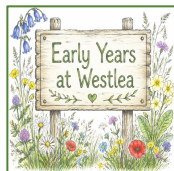


ABC Does...

Common Play Behaviours Blocks and Construction with examples of possible resource



	Lifting, carrying and moving	Stacking & lining up	Bridging	Enclosing
EXTENDING	string fabric steps pulley	variety of blocks- mixed sizes and materials lego	small, medium and large blocks small and large planks lego photographs of multi-height bridges	Lego base boards blocks and poles K'nex
DEVELOPING	boxes bags gutters and planks	small wooden blocks Duplo Magnatiles	curves and cylinder blocks Duplo	curved blocks rainbow curves - large and small
EMERGING	space to move and place blocks labelled shelves	large wooden blocks - even sizes stacking boulders	wooden blocks - even sizes planks	small world toys blocks of even sizes masking tape oblongs/squares or mats



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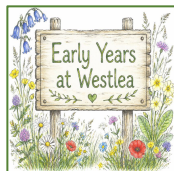


ABC Does...

Common Play Behaviours Painting
with examples of possible resource



	Mixing	Printing	Representing	Using tools
EXTENDING	Black powder paint Paint sample cards Watercolour paint blocks.	Cardboard, string, wool and small resources. Small washable/found objects. Paint roller	Prints of paintings - including diverse styles and artists. Selection of paper and card of different sizes.	Assorted sizes and types of paper and card. Selection of brushes - different sizes and bristle types. Large paper, card and objects to paint.
DEVELOPING	White powder paint Paint palette - not divided to support colour mixing. Small paint brushes.	Ink pads and stampers. Large washable/found objects - for example, leaves, plastic construction blocks, toy cars and sponges.	Selection of paint brushes/tools, including small and medium tools. Large cardboard boxes.	Natural materials - sticks, leaves Horizontal painting surface Large art paint brushes
EMERGING	Paint block palettes (with no blocks) Large brushes Paint pots - filled with water. Powder paint in sugar dispensers (red, blue and yellow)	Large stamper pens Tray or palette Ready mix paint	Large pieces of paper and cardboard. Large paint brushes. Large vertical whiteboard.	Containers with roller ball. Decorating paint brushes Large rollers Vertical painting surface.



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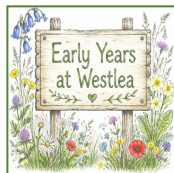


ABC Does...

Common Play Behaviours Workshop
with examples of possible resource



	Cutting and tearing	Fixing and joining	Sticking and collage	Representing
EXTENDING	Wavy craft scissors	Double sided tape	Natural resources for collage - petals, leaves, sticks	Postcards and prints of art work - including collage, sculpture and
	Standard scissors	Sticky tape and dispenser		
	Cards, catalogues and other materials to cut with pictures linked to children's interests.	Paper clips and treasury tags	Lollipop sticks	Photographs linked to children's interests.
DEVELOPING	Paper with simple shapes	String	Hole punches - assorted shapes and sizes	Communication board (core words and vocabulary linked to this area).
	Paper with curves	Hole punch	Assorted paper and card	
	Training scissors	Masking tape		Adults - who observe and comment about what children are looking at.
EMERGING	Thin paper, for example tissue paper	Cardboard boxes	Selection of pictures and shapes (pre-cut by adult)	
	Paper straws	Glue sticks		
	Thin card or stiff paper	Glue spreader	Glue spreader	A selection of resources and materials to explore.
	Shears	Pots of glue	Pots of glue	



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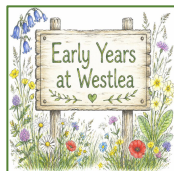


ABC Does...

Common Play Behaviours Malleable Materials with examples of possible resource



	Rolling	Pushing and pulling	Pinching	Covering and enclosing
EXTENDING	Firm dough/clay	Pottery wheel or Lazy Suzanne	Clay and pots of water.	Dumpling maker
DEVELOPING	Selection of rolling pins - different sizes and textures.	Garlic crusher	Chairs at suitable height for the table - so children can sit and use fingers to pinch materials.	Pie plate
	Rolling pins without handles.	Presses that can be pressed with a flat hand.		Pebbles, shells, sticks and buttons (consider size of objects carefully)
EMERGING	Rolling pin with handles.	Stampers, lollipop sticks and other tools to push into the dough.	Plates, bowls and containers.	Dough/materials containing textured materials.
	Dough on table at suitable height for children to stand.	Table at suitable height for children to stand.	Firmer dough	
	Soft playdough	Soft playdough	Large balls of dough - that can be squeezed with whole hand.	Assorted containers, bowls, plates, tubs and bun tins.



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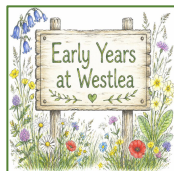


ABC Does...

Common Play Behaviours Role-Play
with examples of possible resource



	Representing and imagining	Exploring thoughts and emotions	Co-operating and negotiating	Narrating
EXTENDING	Large cardboard boxes, tubes and other scrapstore resources. Fabric - variety of sizes, patterns and types.	Books and pictures connected to possible settings and events. Books and pictures connected to possible settings and events.	Smaller loose parts - pine cones, sticks, flowers, stones. Resources link to different people children have seen in familiar situations - for example, resources to recreate group time.	Pictures of fantasy settings. Loose parts to create settings and to use to pretend to be different characters/take different roles.
DEVELOPING	Loose parts - similar sizes and shapes to familiar objects. Selection of clothes and accessories. Representations of real objects, for example food items.	Adult - to provide comments about thoughts and feelings in situations child is recreating or imagining. Emotions and sensations communication board/visuals.	Large loose parts - cardboard boxes, tubes and fabric. Bags, boxes and containers. Space for children to play alongside others with the same resources.	Photographs of real settings. Communication boards/visuals Resources to recreate familiar experiences - houses, shops, transport and parks.
EMERGING	Table, chairs, cupboards, cushions. Familiar objects - real object when suitable or child size objects.	Dolls and teddies Mirrors - full length and hand held/table top	Duplicate resources - to reduce the need for children to take turns.	Toy or real food Household objects - cooking items, plates, bowls, cups, eating utensils.



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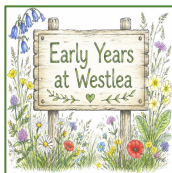


ABC Does...

Common Play Behaviours Small World
with examples of possible resource



	Making connections	Moving and exploring	Negotiating and collaborating	Representing and imagining
EXTENDING	Loose parts including natural materials. Peg people Constructions kits with wheels and parts to make vehicles.	Selection of small world figures, animals and vehicles. Loose parts - stones, shells, sticks	Boxes, blocks, pieces of fabric and loose parts to make settings. Large small world settings - for example dolls house open on all sides.	Fantasy characters Peg people Books and photographs of fantasy settings.
DEVELOPING	Books and images showing settings and figures. Maps, leaflets and other materials linked to resources. Resources connected to familiar situations.	Small figures with moveable parts. Tracks, guttering and access to construction kits.	Fabric and loose parts set up by adults to suggest a setting - with access from multiple sides. Mats, trays or tape to give clearly defined areas for individual children's play.	Characters from familiar stories or programmes. Animals - wild and domesticated Loose parts to create settings. Photographs of real settings.
EMERGING	Resources grouped in categories in boxes or on shelves. Settings linked to current interests, core books or rhymes.	Boxes Blocks Figures Clear labels, with pictures and words	Several of the same figures and resources to reduce the need to take turns with favourites. Timer/ visual waiting list for children to see when it will be their turn with a preferred toy.	Resources to recreate familiar experiences - houses, shops, transport and parks. Mini mes Small figures representing diverse characteristics. Vehicles - cars, trucks, trains and airplanes. Photographs of familiar settings in the local area.



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PRIME AREAS

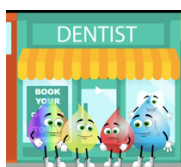
Prime areas are developed continuously through play, relationships and responsive adult interaction.

Intent:

Children develop **self-regulation, emotional awareness, resilience, independence and positive relationships**, enabling them to manage feelings, make choices and interact confidently with others.

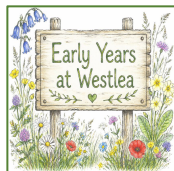
Implementation: How this is enabled in practice:

- **In-the-Moment Planning:** adults model, acknowledge and label emotions, support conflict resolution and scaffold self-regulation during play.
- **Class Contract, monitor jobs and team meetings/team stops:** establish shared expectations, fairness and responsibility.
- **Calm Corner, quiet spaces, Zones of Regulation & feelings resources:** provide supportive environments where children learn to recognise emotions, understand physical responses and restore calm.
- **Star of the Week / Student of the Week (Reception):** builds confidence, belonging and celebration of effort and achievement.
- **Seesaw:** celebrates achievements from school and home, with a minimum of one post per child each week. Focus children receive more detailed reflection, with WOW moments recorded.
- **Inclusive stories** (SEND, diverse families, cultures, relationships and characteristics): support identity, empathy and respect.
- **Health and wellbeing:** promoted through daily routines (oral health, self-care) and themed days or weeks (e.g., Health and Wellbeing Week, Anti-Bullying).
- **Decision-making and risk:**
 - * **One Decision programme:** *The Rainbow Drops* stories are very relatable to the children allowing meaningful discussions to take place. The stories are used flexibly in response to children's experiences (e.g., *Pink Has a New Brother*, *Pink Misses Mummy*). In Reception, a weekly focused session supports children to explore choices, consequences and feelings, developing early decision-making skills.



* **Westlea Woods and continuous indoor-outdoor access:** provide regular opportunities to build confidence, resilience and appropriate risk-taking.

* **Children as risk assessors:** *Inviting Children into Risk Assessment is part of our continuous provision.* Children are actively involved in identifying and managing risk. We invite the children to be the expert. Adults coach children to pause, observe and predict outcomes, supporting the development of an internal sense of safety (e.g., noticing wet floors or sharp edges). E.g., "If you keep running toward that corner, what do you think might happen?"

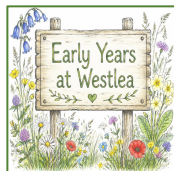


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Communication and Language	<u>Intent:</u> Children develop confidence in speaking, listening and interaction, using language to express ideas, build relationships and make sense of the world. <u>Implementation:</u> How this is enabled in practice: In-the-Moment Planning: adults model rich language, extend vocabulary, ask purposeful questions and support sustained back-and-forth conversations. A comprehensive language screening and vocabulary teaching approach: SHREC, WellComm, BLANK and ICWs are used alongside In-the-Moment Planning to identify needs early. This supports targeted language development. Vocabulary development is supported through stories, rhymes, songs and meaningful repetition, including <i>Favourite Five</i> texts and culturally relevant stories. Talk-rich provision: language is embedded across play, routines and group times. Oracy through routine: oral blending games (RWI Fred Games), clapping syllables, name games and transition times. Inclusive communication: use of Makaton symbols and BSL signs within play, stories, songs and visual supports (e.g., daily timetable), ensuring accessibility for all learners. Further detail can be found in Appendix A: Communication & Language Progression.
Physical Development	<u>Intent:</u> Children develop strength, coordination, balance, control and perseverance, building the physical foundations needed for independence, self-care and later writing. <u>Implementation:</u> How this is enabled in practice: In-the-Moment Planning and Westlea Woods: adults support confidence, resilience and safe risk-taking during physical play, providing regular opportunities to push, pull, stretch, hang, climb and balance. Free-flow indoor-outdoor provision: ensures daily access to gross and fine motor development, including tool stations, threading, dough, mark-making and obstacle-course construction. Progressive PE (Reception): follows Durham School Sports Coordinator guidance, introducing physical vocabulary, safety awareness and skill development. Nursery full-apparatus sessions: delivered termly to build upper-body strength and coordination. Continuous monitoring: ensures resources and environments are adapted to support ongoing physical development. <u>Enrichment:</u> Themed days and weeks (e.g., sports festivals, health & wellbeing week) extend physical confidence and participation. Further detail can be found in Appendix B: Gross Motor → Fine Motor → Early Writing Progression



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SPECIFIC AREAS

Intent:

Children develop a **love of reading, early writing skills and secure foundations in phonics**, enabling them to communicate ideas confidently and prepare for future reading and writing.

Implementation: How this is enabled in practice:

- **In-the-Moment Planning:** adults model, support and extend reading and writing within play, giving children meaningful purposes to mark make and write (e.g. writing lists, labels, signs). Adults model resilience and perseverance when engaging with early writing.
- **A literacy-rich environment:** supports independence and skill development through phonically matched labels (e.g. coat pegs and self-registration pictures), well-resourced writing areas, **cosy and inviting reading spaces**, book nooks and books embedded throughout areas of provision.
- **Decodable reading texts (Reception):** as part of continuous provision, a book basket of texts matched to children's current phonic knowledge supports regular practice and confidence.

Reading culture and language exposure:

- **Favourite Five texts:** carefully selected to ensure key vocabulary and concepts are revisited and built on, supporting progression and preparation for Key Stage 1.
- **Daily story times:** expose children to a wide range of texts, including traditional tales, rhymes, non-fiction and stories from other cultures, building vocabulary and world knowledge.

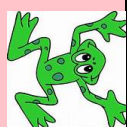
Phonics (Systematic Synthetic Phonics – Read Write Inc.):

- **Nursery and Reception:** daily exposure to RWI Fred Games supports oral blending and segmenting through playful routines (e.g., clapping syllables, sound talk during transitions and Fred Talk).
- **Reception:** Fred Games are embedded daily, with a focused phonics session introduced in the first weeks of the Autumn term.
- **RWI Speed Sounds 1:** introduced in Autumn 1 or when children are ready, ensuring teaching matches developmental readiness.
- **Handwriting development:** Reception children **practise handwriting daily as part of RWI sessions**, supporting correct formation, fluency and stamina. In Nursery, children are **introduced to RWI letter-formation language and sayings** to build familiarity and prepare for formal handwriting.
- **Individual reading:** children read their matched RWI book regularly to practise decoding and build fluency, including **daily reading** within RWI sessions.

Further detail can be found in:

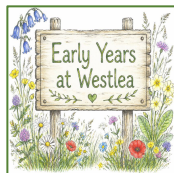
Appendix B: **Gross Motor → Fine Motor → Early Writing Progression**

Appendix C: **Phonics and Early Reading (Read Write Inc.)**



Literacy





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Mathematics



Intent:

Children develop **secure number sense, mathematical language and reasoning skills**, enabling them to explore, explain and apply mathematical ideas confidently.

Implementation: How this is enabled in practice:

In-the-Moment Planning: adults model and extend mathematical thinking through play, introduce key vocabulary, support problem-solving and encourage children to explain their thinking.

A mathematics-rich environment: provides frequent opportunities for number, pattern, shape and measure through numbered resources, pattern areas, self-registration and real-life problem-solving contexts. Mathematics has a dedicated focus area within each classroom, with continuous provision enhanced by the current week's **White Rose** focus, whilst mathematical learning is also embedded across all areas of provision.

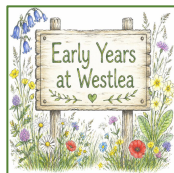
Multiple representations: number is represented consistently in a range of ways (e.g. objects, fingers, number lines and patterns), supporting deep and connected understanding.

Inclusive practice:

Children are encouraged to use their **home language** where appropriate to secure understanding of key mathematical concepts (e.g. counting and number names).

Structured mathematical learning:

- **Nursery:** daily key-worker time includes number songs and short, playful mathematics sessions to build confidence and familiarity. Teaching is **aligned with White Rose Maths**, supporting continuity of language and concepts.
- **Reception:** teaching **follows White Rose Maths**, with progressive planning that introduces and revisits vocabulary, skills and concepts across the year, ensuring a smooth transition into Year 1.
- **NCETM Mastering Maths:** has **informed and influenced practice across the setting**, deepening staff knowledge of mathematical pedagogy and supporting consistent, high-quality teaching. Key principles are embedded within daily practice rather than delivered as a separate programme.
- **Ten Town (Reception):** used to introduce new numbers and reinforce number facts through **multisensory** learning. Children and families can access Ten Town at home to strengthen recall and confidence.



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Understanding of the World



Intent:

Children develop **curiosity, respect and understanding of the world around them**, learning about people, places, nature, technology and beliefs. They begin to make sense of their own experiences and how these compare with others, building secure foundations for future learning.

Implementation: How this is enabled in practice:

- **In-the-Moment Planning, enabling environments and Westlea Woods:** support children to follow their interests and investigate the world through purposeful play indoors and outdoors. Resources are accessible and carefully chosen to encourage exploration and enquiry.
- **Seasonal and environmental learning:** enables children to explore weather and natural change first-hand (e.g. wind, rain, shadows, melting ice and puddles).
- **Changes in state** are explored through practical experiences such as playdough making and baking.
- **Materials and properties:** investigated through woodworking, magnets, torches, creative areas and loose parts, with children encouraged to test ideas and discuss why materials behave in different ways.
- **Forces:** explored through play and Westlea Woods experiences, including floating and sinking and the movement of objects.
- **Ourselves and health:** through PE, toothbrushing, PSED sessions, snack times and discussion, children learn about their bodies, staying healthy and self-care.
- **Living things:** children observe life cycles and learn to care for the environment through gardening, outdoor learning and activities such as mini-bug hunts. They also take great pride in looking after our class pets: Sonic the goldfish, Gary the Snail and our stick insects.

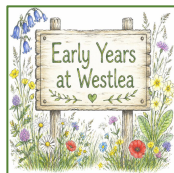
Story time and curriculum connections:

- **Favourite Five texts, stories and non-fiction:** support key aspects of Understanding of the World, including people, time and place. Texts are selected in response to children's interests, seasonal events and significant moments (e.g. Remembrance Day).

Understanding people, culture and community:

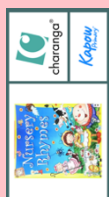
- **Seesaw sharing:** allows children to share experiences from home and school, supporting discussion of **personal history** and family life.
- **Local area and heritage:** children learn about their community through trips and visits (e.g., local beach, farm, care homes), exploring local history and landmarks such as the cenotaph and local sculptures.
- **Themed days and celebrations across the year:** provide meaningful opportunities to develop understanding of culture, community, traditions and special events, helping children to build on their own experiences and learn about the wider world.
- **RE:** children explore beliefs and practices through the themes of *belonging* and *special places, times and people*. Teaching follows the Durham scheme of work, ensuring clear progression in vocabulary, concepts and understanding.
- **Internet safety:** taught through half-termly stories and discussion, supporting early awareness of safe and responsible technology use.





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Intent:

Children develop **creativity, imagination and self-expression**, learning to explore and use media, materials, movement and music to share ideas and feelings.

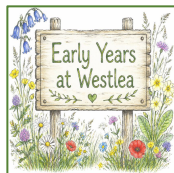
Implementation: How this is enabled in practice:

In our setting, EAD is happening everywhere – it is rooted in environment, materials, movement and play:

- **In-the-Moment Planning, enabling environments and Westlea Woods:** provide open-ended opportunities for children to explore creatively indoors and outdoors. Adults model and support creative thinking, encouraging experimentation, problem-solving and perseverance.
- **Purposefully designed environments:** open shelving enables children to independently access and select materials. Areas are stocked with **ambitious, challenging and varied resources**, informed by our *Common Play Behaviours* to support progression and sustained creative play.
- **Creative materials and tools:** children have access to a wide range of media and materials, including **real tools**, malleable resources, textiles, recycled and natural materials, enabling them to design, construct, adapt and evaluate their ideas.
- **Integrated curriculum links:** children apply skills and vocabulary across Expressive Arts and Design and Understanding of the World through experiences such as sewing, woodworking, construction, and designing with recycled or natural materials.
- **Technology:** used purposefully to support creative exploration, including programmable toys, light boxes and digital devices. With adult support, technology is also used to research ideas and make links across the curriculum.
- **Daily routines:** are rich in song, rhyme and movement (e.g., welcome songs using BSL, transition songs, lunchtime and home-time routines), embedding rhythm and musicality across the day.

Music, performance and imaginative expression

- **Musical exploration:** children have continuous access to **musical instruments indoors and outdoors**, supporting exploration of sound, rhythm, tempo and volume through play.
- **Singing and rhyme:** nursery rhymes, action songs and daily singing support language development, rhythm and confidence.
- **Performance opportunities:** an **outdoor stage area** supports role play, movement, dance, music and performance, enabling children to express ideas individually and collaboratively.
- **Celebrations and shared experiences:** children are given opportunities to perform and share creative outcomes during events such as Nursery Rhyme Week, Stay and Play sessions and seasonal performances, building confidence and a sense of audience.
- **Role-play provision:** areas are stocked with open-ended, multi-purpose resources to support imaginative use and sustained play.
- **Art and creative workshops:** art, junk modelling and painting areas are available indoors and outdoors, offering both vertical and horizontal surfaces. Children explore a range of paint media, including powder paints outdoors (particularly effective in wet conditions), and poster paints presented in soap dispensers indoors, allowing independent colour mixing using **prime colours with black and white**.



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Assessment Overview

At Westlea Primary School, assessment in Early Years is **integrated into daily practice** and is primarily **assessment in the moment**. Skilled adults observe children closely during play and interactions, responding immediately by building on children's interests and next steps. This ensures that children are **challenged and supported there and then**, allowing learning to deepen in meaningful, motivating contexts.

Through **In-the-Moment Planning**, adults tailor support and challenge on an individual basis, adapting their interactions to ensure each child is stretched towards their potential. Assessment and teaching are inseparable, with learning continually shaped by what children say, do and show.

Planned **group times** are supported by **assessment focus sheets** linked directly to planning. These are used to make brief ticks or short notes, ensuring observations remain purposeful without creating unnecessary paperwork.

The use of our **WellComm** screening tool allows us to identify individual speech and language targets. These targets inform adults' interactions across provision and are addressed through everyday play using the **SHREC approach**, alongside any planned or focused support sessions.

Assessment is a **shared responsibility**, with the whole team contributing to ongoing observational assessment and **termly summative judgements**. These judgements are recorded using our **bespoke tracking system**, which aligns directly with **iTrack**, our online assessment portal developed specifically for Westlea Primary School.

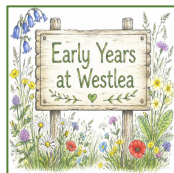
Assessment information is **reviewed, analysed and acted upon immediately**, ensuring timely support, targeted challenge and responsive planning. Paperwork is kept to a minimum; our systems are **concise, meaningful and effective**, allowing staff to focus on high-quality interactions and outcomes for children.

Support for Children Who Do Not Yet Meet the Early Learning Goals

Children who do not yet meet the Early Learning Goals by the end of Reception are supported through **carefully planned next steps, targeted intervention and continued high-quality provision**. Support continues into Year 1 where needed, ensuring **continuity of approach and high expectations for all children**.

Across Westlea Primary School, class teachers meet with the next year group teacher during the **summer term** to discuss every child's strengths, needs and learning journey. Where appropriate, **SEND plans are reviewed and written collaboratively**, ensuring a shared understanding of each child and clear continuity of support as they move into the next phase of learning.

This approach ensures that no child's progress is lost at transition and that teaching builds directly on what children already know and can do.



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Progression over the year in WPS Early Years

• **Nursery child – Christmas (Autumn term)**

By Christmas, a Nursery child is beginning to settle into school **routines** and form trusting **relationships** with familiar adults. They show growing confidence to explore the environment and may separate from their carer with reassurance.

Communication is emerging through short phrases, gestures and non-verbal means. The child begins to respond to simple questions and instructions and may echo familiar songs, rhymes or repeated phrases. They enjoy **sharing books** and engaging in singing and rhyming activities with adult support.

In play, the child is starting to explore resources with curiosity, often alongside others, and may occasionally engage in **brief cooperative play**. They show interest in role play and sensory experiences, beginning to imitate everyday actions.

Physically, the child **moves confidently** around the setting, climbs and rides wheeled toys, and develops early fine motor control through mark-making, posting, stacking, and manipulating tools with support.

They are beginning to understand simple boundaries and expectations through adult modelling and consistent routines. They show **early signs of independence**, such as attempting to put on a coat or tidy resources, though they still require support.

• **Nursery child – Easter (Spring term)**

By Easter, a Nursery child is **more secure** within the setting and demonstrates increased emotional regulation and engagement. They seek out reassurance from familiar adults and are **increasingly confident** to explore. Communication has developed to include longer phrases or **simple sentences**. The child follows one and two-step instructions, enjoys group times, and shows increased interest in stories, often anticipating repeated language or responding to simple “what” and “where” **questions**.

Play is more sustained, with the child engaging in cooperative and imaginative **play alongside** peers. They experiment with different materials and start to develop simple ideas, returning to activities they enjoy.

Fine motor control has improved, with greater confidence in holding tools, drawing lines and shapes, and handling small objects. Gross motor skills show **increasing coordination**, balance, and spatial awareness.

The child demonstrates **growing independence** in self-care routines such as washing hands, choosing resources, and attempting to dress, with a **developing understanding of turn-taking**, routines and expectations.

• **Nursery child – Summer (End of Year)**

By the end of the summer term, a Nursery child is **confident and secure** within the setting, demonstrating a **strong sense of belonging** and **trusting relationships** with familiar adults. They move confidently between indoor and outdoor environments and settle quickly into routines and transitions with minimal support.

Communication is more purposeful, with the child using **short sentences** to express needs, ideas and preferences. They **participate** willingly in group times, **respond** to simple questions and instructions, and enjoy listening to stories and rhymes, often **joining in** with repeated language or actions. Some children begin to talk about their experiences and play, using an **expanding vocabulary**.

In play, the child shows **sustained engagement** and **increasing social awareness**. They make choices independently, return to preferred activities and increasingly engage in **cooperative and imaginative play**, beginning to share roles and building simple narratives.

Physically, **coordination, balance and control** continue to develop. They move confidently during outdoor play, and **manipulates tools** and materials with increasing control, engaging in purposeful mark-making, and creative activities.

The child displays increased **independence in self-care** routines. They attempt tasks such as putting on their coat, washing hands and tidying resources with confidence, seeking adult support when needed.

They are **beginning to manage turn-taking, simple problem-solving** and social situations with reduced adult intervention.

Overall, the child demonstrates the characteristics of a curious, engaged learner who is developing the communication, physical skills and confidence needed to transition securely into the next stage of their Early Years journey.

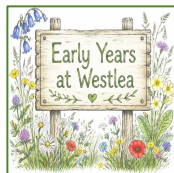
How we measure ‘on track’ in EY. (Age Bands taken from Development Matters)

Baseline Achieved most of 0-3 years age band.

December Filled 0-3 years and some 3-4 years

Easter Best fit 3-4 years

End of Year Mainly filled 3-4 years.



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- **Reception child – Christmas (Autumn term)**

A Reception child at Christmas has largely settled into full-time school routines and demonstrates increasing independence within the classroom. They form positive relationships with peers and adults and show growing confidence to express ideas and emotions.

They communicate in full sentences, listen attentively in class, and respond appropriately to questions. The child enjoys familiar stories and rhymes, can retell parts of a story, and is beginning to show an interest in sounds, rhythm, and early phonics.

In learning and play, the child is curious and engaged, able to sustain concentration for short adult-led sessions and longer self-initiated play. They explore role play, construction, and creative activities, often linking play to personal experiences.

Early writing behaviours may include mark-making, name writing or labelling, with increasing control of dominant hand and grip. In maths, they explore counting, matching and comparing, using practical resources and familiar routines.

Socially, the child begins to understand and follow classroom expectations, take turns, and manage small conflicts with adult support. They show pride in achievements and start to demonstrate resilience when faced with challenge.

- **Reception child – Easter (Spring term)**

By Easter, a Reception child shows clear progress toward the Early Learning Goals. They are confident learners who understand routines, manage transitions independently, and demonstrate a strong sense of belonging in the class.

Their spoken language is well developed; they articulate ideas clearly, use vocabulary linked to current learning, and listen carefully in group discussions. They engage meaningfully with stories, can sequence events, and show early comprehension skills.

The child applies phonic knowledge to read familiar words and phrases and attempts to write simple sentences using recognisable letters, sounds, and some spacing. They show increasing stamina for writing and pride in their work.

In maths, the child confidently counts, recognises numbers, compares quantities, and uses mathematical language during play and adult-led activities. They apply learning in practical contexts. Fine and gross motor skills are increasingly controlled and purposeful. The child uses tools effectively, navigates outdoor spaces safely, and demonstrates coordination and balance.

Emotionally, they show improved self-regulation, resilience and empathy, working collaboratively with peers and managing setbacks with reduced adult intervention. They show curiosity, independence, and readiness for the final summer term of Reception.

Reception child – July (Summer term)

Our end of Key Stage goals.

Overall, the child demonstrates the characteristics of a curious, engaged and increasingly independent learner who has developed the communication, physical skills, confidence and early academic foundations needed to transition securely into Year One. They are applying their phonics knowledge to support early reading and writing, developing the skills to record ideas using sounds, words and simple sentences. In mathematics, they are building confidence with number, counting, comparison and early calculation, while continuing to develop the gross and fine motor skills needed for active, independent learning.

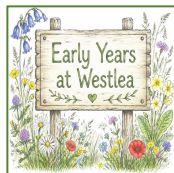
How we measure 'on track' in EY. (Age Bands taken from Development Matters)

Baseline Achieved most of 3 & 4 Years age band.

December: Filled 3-4 years and some Reception

Easter: Best fit Reception

End of Year: ELG



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Foundation Stage Unit Progression Grid

The following progression grids show how key knowledge, skills and dispositions develop from Nursery to Reception through both direct teaching and continuous provision.

Nursery → Reception (Ages 3–5)

Aligned to EYFS Development Matters

Communication and Language (Further detail on the progression of oracy can be found in Appendix A.)

(Listening, Attention and Understanding / Speaking)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching - Follows 1–2 step instructions (e.g., “Get the cup and sit down”). - Understands familiar who / what / where questions linked to visuals. - Listens to short stories with adult support. Continuous provision - Uses single words and simple phrases to comment and request. - Takes turns in short conversational exchanges during play.	Direct teaching - Follows multi-step instructions including time and positional language (e.g., “Before snack, put the book on the shelf”). - Answers how and why questions in familiar contexts. - Listens and responds appropriately in group discussions. Continuous provision - Sustains conversations with peers. - Explains ideas and negotiates roles in play.

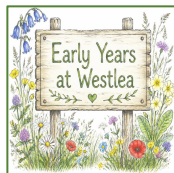
Assessment evidence: response to instructions; adult-child interactions; story discussions; observation notes.

Personal, Social and Emotional Development

(Managing Self / Building Relationships)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching - Begins to manage transitions with adult reassurance. - Identifies own feelings using simple language (happy, sad). Continuous provision - Plays alongside peers. - Begins to share resources with support.	Direct teaching - Manages emotions in most situations. - Follows agreed rules and boundaries. Continuous provision - Cooperates in group play. - Resolves simple conflicts independently.

Assessment evidence: routines, transitions, peer interactions, emotional regulation.



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Physical Development (Further detail on the progression of gross and motor skill development can be found in Appendix B.)

(Gross Motor / Fine Motor)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching • Moves with confidence (running, climbing, balancing). • Uses whole-hand grasp to make marks. Continuous provision • Builds strength through outdoor, sand and malleable play. • Builds core strength, shoulder stability and hand strength through play. • Experiments with mark-making using a range of tools.	Direct teaching • Shows good control and coordination. • Holds pencil with developing tripod grip. Continuous provision • Uses tools (scissors, construction) safely and effectively. • Demonstrates increasing control and precision in fine motor movements.

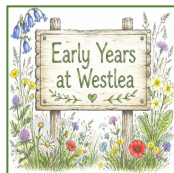
Assessment evidence: outdoor play, tool use, mark-making.

Literacy (Further detail on the progression of phonics can be found in Appendix C.)

(Comprehension / Word Reading / Writing)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching • Enjoys sharing books and rhymes and begins to notice sounds in words. • Joins in with repeated phrases. • Develops listening skills needed for later phonics teaching. Continuous provision • Handles books independently. • Makes marks with meaning.	Direct teaching • Retells familiar stories in order. • Recognises some letters and sounds. • Applies phonic knowledge from a structured phonics programme to early reading and writing. • Uses growing vocabulary and sentence structures in spoken and written language. Continuous provision • Writes for purpose (lists, labels, signs).

Assessment evidence: book talk, story retell, emergent writing samples.



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Mathematics

(Number / Numerical Patterns)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching • Counts up to 5 objects reliably. • Uses language such as more, fewer, big, small. Continuous provision • Matches and sorts objects by simple criteria.	Direct teaching • Counts at least 10 objects accurately. • Compares quantities and solves simple problems. Continuous provision • Uses number meaningfully in play (shop, construction).

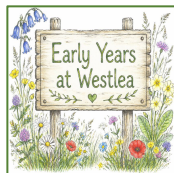
Assessment evidence: counting tasks, mathematical language in play.

Understanding the World

(Past and Present / People, Culture and Communities / Natural World)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching • Talks about family and daily routines. • Explores natural materials. Continuous provision • Explores cause and effect through play.	Direct teaching • Talks about past and present events. • Uses simple technology appropriately. Continuous provision • Investigates, predicts and explains outcomes.

Assessment evidence: discussions, investigations, exploratory play.



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Expressive Arts and Design

(Creating with Materials / Being Imaginative and Expressive)

Nursery (DM: 3–4 years)	Reception (DM: Reception)
Direct teaching • Explores colour, texture and sound. Continuous provision • Engages in imaginative play using familiar experiences.	Direct teaching • Uses materials and tools purposefully. Continuous provision • Plans, adapts and sustains imaginative play and narratives.

Assessment evidence: creative outcomes, role play observations.

Progression statement

Our Early Years curriculum ensures clear sequencing of skills and knowledge across Nursery and Reception, aligned with EYFS Development Matters. It supports consistent assessment, purposeful planning, and high-quality interactions through both direct teaching and continuous provision, enabling every child's learning journey to be clearly articulated. Progression is designed to ensure that, by the end of Reception, children are working towards the **Early Learning Goals (ELGs)** as described in the EYFS statutory framework. The knowledge, skills and behaviours developed through this curriculum provide children with the secure foundations they need to transition successfully into **Year 1**, including:

- * confidence as communicators and learners; * increasing independence and self-regulation;
- * the ability to apply early reading, writing and mathematical understanding across contexts; * positive learning behaviours such as resilience, curiosity and perseverance.

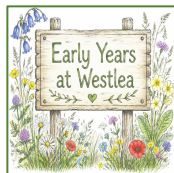
This ensures clear continuity between EYFS curriculum intent, ELG outcomes and the expectations of the Year 1 curriculum.

Our whole school aim:

*"At Westlea Primary School we learn together to achieve success for all
extend pupil experiences so that they are well prepared for the next steps in
their education."*

Separate appendices:

- Communication & Language (including use of support tools Blank, Shrec, WellComm, ICWs)
- Gross-Fine-motor / handwriting
- Phonics
- White Rose overviews



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Appendix A: Communication & Language Progression

Nursery → Reception

(SHREC • In the Moment Planning • WellComm • BLANK • ICWs)

Assessment & Planning Overview (Whole Setting Practice)

- **WellComm screening** completed on entry to Nursery and reviewed regularly throughout the year. Used in the same way for targeted reception children.
- Individual **WellComm targets** identified and displayed in **staff-only areas**.
- Targets actively used by adults during **In the Moment interactions**.
- **WellComm-linked vocabulary** planned weekly during group times and displayed for adult awareness to embed across play.
- BLANK levels and ICWs inform **adult language, questioning and instruction complexity**.

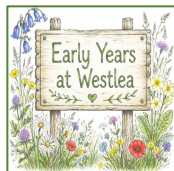
Impact by End of Early Reception

- Improved attention and listening
- Increased understanding of spoken language
- Ability to follow classroom routines and instructions.
- Expanded vocabulary and sentence use.
- Increased confidence communicating with peers and adults.

Outcomes by End of Reception

- Children understand classroom language and routines.
- Use language to think, explain and problem-solve.
- Communicate confidently with peers and adults.
- Are ready to apply communication skills across learning in Year 1

Support continues into **Year 1** for children who do not yet meet the ELGs.



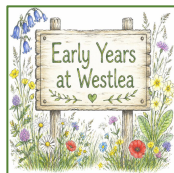
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Progression of Skills

Stage	Communication & Language Skills	EYFS C&L Links	Adult Support (SHREC & In the Moment)
Nursery (Entry / Early)	• Shares attention with an adult • Responds to name • Understands single ICWs • Follows simple, routine instructions • Uses single words / gestures • Responds to BLANK Level 1 (naming)	Listening, Attention & Understanding: Shows attention and responds to simple instructions Speaking: Uses single words and gestures	• <i>Share attention</i> in child-led play • Comment rather than question • Model simple language • Repeat key vocabulary • Use gesture, objects and visuals
Nursery (Developing)	• Maintains shared attention for longer • Understands 1–2 ICWs • Follows simple instructions within play • Combines 2–3 words • Understands simple concepts (in/on, big/little) • Responds to BLANK Level 2 (what/where)	Listening, Attention & Understanding: Understands simple questions Speaking: Combines words to express needs and ideas	• <i>Respond and Expand</i> child language • Scaffold instructions in play • Embed WellComm target vocab • Use visual supports and repetition
Transition Phase	• Follows 1–2 ICWs more consistently • Understands familiar classroom language • Uses short sentences • Begins to answer simple questions about experiences	Listening, Attention & Understanding: Follows instructions involving a sequence Speaking: Uses sentences to share experiences	• Pre-teach Reception vocabulary • Model sentence structure • Use now/next visuals • Revisit targets during routines
Early Reception	• Follows 2–3 ICWs with visual support • Understands group instructions • Responds to BLANK Level 2–early Level 3 (describe, explain) • Uses sentences confidently in play and group times	Listening, Attention & Understanding (ELG): Listens attentively and responds appropriately Speaking (ELG): Expresses ideas using full sentences	• Chunk instructions • Allow processing time • Model curriculum language • Continue In the Moment scaffolding
Later Reception	• Follows 3–4 ICWs with reduced visuals • Understands more complex language (before/after/because) • BLANK Level 3–4 (reasoning, predicting) where appropriate • Explains thinking and retells events • Initiates conversations confidently	ELG – Listening, Attention & Understanding: Listens attentively and responds appropriately ELG – Speaking: Expresses ideas clearly using full sentences	• Step back to encourage independence • Ask open-ended and reasoning questions • Model topic-specific vocabulary • Gradually reduce prompts and visuals



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Appendix B: Gross Motor → Fine Motor → Early Writing Progression

Nursery → Reception

EYFS: Physical Development (Gross Motor Skills & Fine Motor Skills)

(Aligned with Development Matters)

Nursery focus

- Core strength and shoulder stability
- Hand strength through sensory and malleable play
- Large-scale mark-making.
- No expectation of a specific grip

Reception focus

- Development of efficient pencil grip suitable for the child
- Control of direction and pressure
- Writing stamina and confidence

Assessment

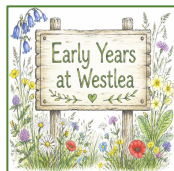
- Observational assessment during play and adult-led activities.
- Adjustments made based on individual motor development.

Curriculum Principle

We build the body first, then the hand, then the pencil.

Intent

Our intent is to ensure that all children develop the **physical foundations required for writing**, recognising that effective handwriting is rooted in gross motor development, core strength, and fine motor control. We prioritise **physical readiness** before formal handwriting expectations and acknowledge that development is **individual and non-linear**.



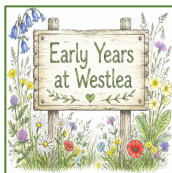
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Progression Grid

Stage	Gross Motor Development	Fine Motor Development	Early Mark Making & Writing	Adult Role & Practice
Nursery (3–4 years)	• Develops core strength, balance and posture • Builds shoulder stability through large movements • Engages in climbing, pushing, pulling, carrying and balancing daily	• Builds hand and finger strength through sensory and malleable play (dough, sand, water) • Explores tools using whole-hand movements • Begins bilateral coordination (two hands together)	• Engages in large-scale mark making indoors and outdoors • Makes marks freely with increasing control • Gives meaning to marks (“this says my name”) • No expectation of letter formation or specific grip	• Provide daily opportunities for large and small movements • Model mark making without expectation • Focus on movement, strength and enjoyment • Avoid correcting grip or letter shapes
Transition Phase (Late Nursery → Early Reception)	• Sustains posture in seated and standing activities • Increased control of upper body movements	• Greater wrist rotation and finger isolation • Uses tools with improving precision (tweezers, scissors, peg boards)	• Begins to control direction of marks • Uses smaller tools alongside large ones • Mark making increasingly purposeful	• Provide varied fine motor challenges • Encourage tool control, not outcomes • Observe readiness for more controlled tasks
Reception (4–5 years)	• Demonstrates secure posture and body control • Uses upper-body strength to support fine motor tasks	• Coordinates fingers, wrist and forearm fluently • Uses tools confidently and precisely	• Develops an efficient, comfortable pencil grip (appropriate to the child) • Controls direction and pressure of writing tools • Forms recognisable letters linked to phonics • Builds writing stamina and confidence	• Model letter formation explicitly • Keep handwriting sessions short and purposeful • Support grip flexibly, not rigidly • Intervene based on need, not age



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Continuous Provision as a Driver for Progression

- Malleable play and manipulation areas.
- Large-scale mark making (vertical & horizontal surfaces).
- Construction, threading, cutting and peg activities.
- Role play and creative workshops.
- Outdoor movement and strength-building activities, such as opportunities to *push, pull, stretch, hang, climb.....*
- Dressing/undressing themselves to play outside.

Across Nursery and Reception, continuous provision is used intentionally to:

- Develop strength and coordination through malleable, construction and creative areas.
- Revisit and refine fine motor skills through play.
- Support children to apply physical skills in meaningful contexts.

Assessment

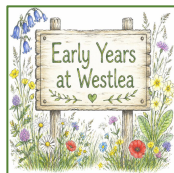
Assessment is observational and ongoing, Focus on:

- posture and core strength
- shoulder and hand stability
- control, pressure and precision
- confidence and stamina
- Observations inform:
 - targeted fine motor activities
 - adapted resources.
 - individual support strategies
- Handwriting contributes to EYFS judgements but **is not reduced to grip checklists.**

We prioritise physical readiness for writing, recognising that control and strength are prerequisites for handwriting. Handwriting is the outcome of a well-developed physical foundation.

Handwriting sits on a foundation of physical development. We build the body first, then the hand, then the pencil.

Move → Stabilise → Strengthen → Mark → Write



Stage 1: Gross Motor Foundations

(Nursery – extends into Reception)

Children develop:

Core strength (tummy, back, shoulders)
Balance and posture
Stability through large movements

Provision examples:

Climbing, crawling, balancing
Scooters, bikes, large outdoor equipment
Pushing, pulling, carrying objects
Large-scale movements outdoors

➡ *Strong bodies support controlled arms and hands*

Stage 2: Upper Body and Shoulder Stability

(Nursery – extends into Reception)

Children develop:

Shoulder strength and control
Ability to sustain seated or table-top activity.
Bilateral coordination (using both sides of the body together)

Provision examples:

Tunnel play, wall climbing.
Floor mark-making.
Carrying heavy objects
Using two hands together in play

➡ *Stable shoulders support controlled hand movements*

Stage 3: Fine Motor Development

(Nursery → Reception)

Children develop:

Hand and finger strength
Wrist rotation and control
Dexterity and precision

Provision examples:

Dough gym and malleable play
Tweezers, pegs, threading
Construction, small world play
Cutting, tearing, squeezing

➡ *Strong, coordinated hands support writing-ready movements*

Stage 4: Early Mark-Making

(Nursery → early Reception)

Children develop:

Control of tools
Purposeful marks
Understanding that marks carry meaning.

Provision examples:

Large and small mark-making tools.
Writing in role play (lists, signs)
Drawing with intention
Vertical and horizontal surfaces

➡ *Meaningful marks lead into writing*

Stage 5: Handwriting

(Reception)

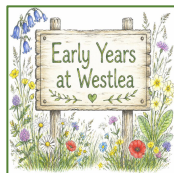
Children develop:

An **efficient, comfortable pencil grip**
(appropriate to the child)
Control of direction and pressure
Letter formation linked to phonics.

Teaching features:

Short, focused handwriting sessions
Explicit modelling
High-quality fine motor support for those who need it.

➡ *Handwriting is the outcome, not the starting point*



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Appendix C: Phonics and Early Reading (Read Write Inc.)

Nursery (3–4 years) → Reception → KS1

(Read Write Inc. informed practice)

Literacy – Word Reading and Comprehension

Aligned with EYFS Development Matters

Intent: At our setting, phonics is taught through **Read Write Inc. (RWI)**, a systematic synthetic phonics programme. Our intent is to ensure that all children develop the **listening, speaking and sound knowledge foundations** needed to become confident early readers and writers.

We recognise that early phonics success is built on strong **communication and language skills**, and therefore ensure that listening, attention and understanding are prioritised from Nursery onwards.

Assessment & Tracking

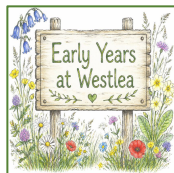
- Assessment is ongoing and informs next steps.
- Nursery pre-phonics development is monitored through **ongoing observation and interaction**.
- In Reception and KS1, **RWI assessments every 6 weeks** track progress precisely.
- Assessment information informs teaching, grouping and intervention.
- Progress is evident through:
 - Increased confidence in blending and decoding.
 - Application of phonic knowledge in reading and writing activities.

Assessment information contributes to wider EYFS judgements, but phonics progression is **tracked separately**, in line with DfE and Ofsted guidance.

Rationale for curriculum structure

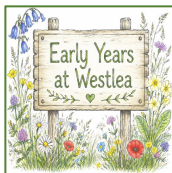
Phonics progression is **not detailed within the main EYFS progression grid**. This is intentional, as:

- Read Write Inc. provides its own carefully sequenced progression.
- Separating phonics ensures clarity, avoids repetition, and maintains programme fidelity.
- This approach aligns with Development Matters guidance, which discourages creating phonics checklists within wider curriculum documents.



Implementation:

Stage	Skills & Knowledge	Teaching & Organisation	Adult Role
Nursery (3–4 years)	Embedded pre-phonics foundations: • Listens attentively to stories, rhymes and songs • Discriminates between environmental and speech sounds • Joins in with repeated and patterned language • Awareness of initial sounds • Oral blending and segmenting • Claps syllables in names and familiar words	• Pre-phonics is embedded across all provision, not taught as discrete sessions • Environment supports sound awareness (e.g., coat pegs, self-registration and tray labels matched to initial sounds of children's names) • Daily routines used to reinforce phonological awareness (lining up, transitions, getting coats) • RWI Portal: Fred Games and Fred's Adventures used to develop oral blending and segmenting • Songs, rhymes and playful language experiences underpin practice	• Model clear speech, rich vocabulary and simple sentence structures • Draw attention to sounds naturally ("c-c-coat") • Use oral blending during routines ("c-oa-t") • Clap syllables in children's names and words • Extend learning through purposeful interaction and play
Reception	Systematic phonics learning: • Letter–sound correspondences • Blending to read words • Segmenting to spell simple words • Developing early reading fluency	• Daily, systematic Read Write Inc. (RWI) phonics sessions • Teaching follows the RWI sequence with fidelity • Builds directly on Nursery pre-phonics foundations	• Deliver RWI sessions consistently • Reinforce taught sounds across the day • Support children to apply phonics in reading and writing
Reading Application	• Applies phonic knowledge to read words and simple texts • Increasing confidence and accuracy in decoding	• Reading books carefully matched to children's current phonic knowledge	• Ensure books are precisely matched to phonic stage • Encourage repeated reading to build fluency
Assessment & Leadership (Reception & KS1)	• Secure progression in phonics knowledge and skills • Identification of gaps and next steps • Consistency across year groups	• EYFS Lead is also Reading Lead • RWI assessments for Reception and KS1 are inputted onto the RWI portal every 6 weeks • Assessment data used to: – review and adjust groupings – identify knowledge and skill gaps – inform targeted support	• Staff engage in an A-P-C cycle (<i>Assessment – Practise – Coaching</i>) • Coaching and practice sessions strengthen consistency and quality • Collaborative approach develops a skilled and reflective RWI team



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Appendix D: White Rose Progression

Nursery:

Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

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Reception:

Yearly overview

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.

Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

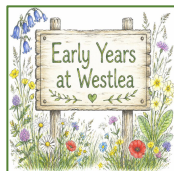
Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare	Talk about measure and patterns	It's me 1, 2, 3		Circles and triangles		1, 2, 3, 4, 5		Shapes with 4 sides	
Spring	Alive in 5	Mass and capacity	Growing 6, 7, 8	Length, height and time		Building 9 and 10		Explore 3-D shapes				
Summer	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping		Visualise, build and map		Make connections				

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New

Reception schemes of learning

Non-statutory curriculum mapping
 September 2023

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Number

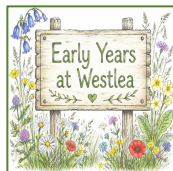
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Comparison	
Development matters	
3 and 4 year olds	Reception
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals.	- Count objects, actions and sounds. - Compare numbers.
Autumn 3, Autumn 5 Spring 1 Summer 2	Autumn 1, Autumn 5 Spring 1, Spring 3, Spring 4, Spring 5 Summer 1, Summer 6

Counting	
Development matters	
3 and 4 year olds	Reception
- Recite numbers past 5. - Say one number for each item in order: 1, 2, 3, 4, 5.	Count beyond ten.
Autumn 3, Autumn 5 Spring 3, Spring 5 Summer 1	Summer 1, Summer 6

Cardinality	
Development matters	
3 and 4 year olds	Reception
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5.	- Subitise - Link the number symbol (numeral) with its cardinal number value.
Autumn 3, Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 6

Composition	
Development matters	
3 and 4 year olds	Reception
Solve real world mathematical problems with numbers up to 5.	- Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10.
Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 2, Summer 4, Summer 6



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Shape, space and measure

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Spatial awareness

Development matters

3 and 4 year olds

- Compare quantities using language: 'more than', 'fewer than'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Reception

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Autumn 2, Autumn 4
Spring 3
Summer 5

Spring 6
Summer 3

Shape

Development matters

3 and 4 year olds

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

Reception

- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.

Autumn 4, Autumn 6
Spring 6

Autumn 6
Spring 6
Summer 3

Pattern

Development matters

3 and 4 year olds

- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

Reception

- Continue, copy and create repeating patterns.

Autumn 2
Spring 6

Autumn 2
Spring 6
Summer 5

Measure

Development matters

3 and 4 year olds

- Make comparisons between objects relating to size, length, weight and capacity.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception

- Compare length, weight and capacity.

Autumn 2
Spring 2, Spring 4
Summer 5

Spring 2, Spring 4
Summer 6