



# *EYFS Curriculum*

*Look out for the ...*

*little talkers, little writers and the busy hands!*

*in the Early Years at Rood End*

*EYFS Educational Programme s must involve activities and experiences for children, as set out under each of the areas of learning*

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. **By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength**, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

**Fine motor control** and precision helps with **hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore** and play with small world activities, puzzles, **arts and crafts** and the **practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.**

**WRITING DEVELOPMENT** *Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

The environment is planned so that children can use a wide range of resources and tools for varied purposes across the whole day. At Rood End we recognise that developing good strong bodies and learning to be skilled in fine motor 'finger' control are vital in developing proficient writers.

Outdoor physical play helps to develop core strength which is why you will find us outdoors every day!

Look at the opportunities for hand-eye development, handling tools and writing as you walk around our setting.

### **At Rood End we:**

Ensure that our timetable allows for children to 'play' with physical objects. These objects can be **large** or **small** and will encourage pupils to handle, manoeuvre and use all parts of their body to develop co-ordination and strength in gross motor and fine motor development.

***We believe every resource handled counts!***

We teach children to recognise and write their name right from entering the school building; look at their coat pegs, drawers and writing packs. In reception formal handwriting takes place each morning and takes place during daily discrete phonic sessions. Children can choose to write in many areas of play – for a range of purposes.

### **Physical Development**

We know how many muscles it takes to be able to control a pencil and write your name!

As well as our child initiated play, we plan movement sessions that encourage shoulder, elbow and wrist actions. It is important that children become aware of the shapes that they can form and make and so there are many opportunities for making marks freely around the environment. Staff use the language of writing such as round, straight, up, down and dot-dot when the children start to scribble and make marks. Adults take the opportunity to model writing during the day so that children see and understand why we might choose to write.

Checkpoint	Prime Area <i>PHYSICAL DEVELOPMENT</i>	Specific Area <i>Literacy</i>
Nursery (3-4 years) Baseline	<p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p><i>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</i></p>	<p>Enjoy songs and rhymes being sung to them</p> <p>Joins in with some words in songs and rhymes.</p> <p>Draws freely – palmar / trans palmer grip ( Palmar – Palm side, or inside part of the hand) uses both hands</p> <p>May say what the marks mean when drawing/mark-making – “that’s a car” “it’s mommy”</p> <p>Enjoys sharing books with an adult.</p>
Nursery (3-4)  Autumn 2 Checkpoint	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a trowel to fill soil into pots and then water it.</p> <p>Select a bottle of paint to fill a pot and a paint brush.</p> <p>Balance blocks on top of one another</p> <p>Push stickle bricks together</p> <p>Twist a large wooden nut onto a wooden screw</p> <p><i>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</i></p> <p><i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i></p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>This is seen when sharing books</p> <p>Scribbles and explores making marks, dots – two hands may be used / exploring</p>
Nursery (3-4)  Spring 2 Checkpoint	<p>Explores one handed tools to create pictures ( gluing and sticking with large and small resources) can make marks – still may swap hands</p> <p>Pushes to make marks in play dough / handles jigsaws to complete inset puzzle, joins train track pieces.</p> <p>Push duplo blocks together</p> <p>Threads large beads along a pipe cleaner / rigid string</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus – slide , using alternate feet.</p>	<p>Shows awareness of phonological sounds: - beginning to spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Evidenced from foundations in phonics</p> <p>Beginning to engage in back and forth conversations about stories, using newly introduced vocabulary.</p> <p>Can form pre letter shapes – long lines / big circles</p> <p>Beginning to draw pictures / representational marks shapes</p> <p>Is interested in writing and attempts first letter of name – in context when drawing/painting ( adult directs attention towards name card)</p>
End of Nursery (3-4) Checkpoint  AND/OR  Reception baseline	<p><i>Use one-handed tools and equipment, chalks, pens, wax crayons, paint brush marks, make snips in paper with scissors, painting</i></p> <p><i>Stirring with a spoon in pretend play, brushes dolls hair</i></p> <p><i>Use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>Show a preference for a dominant hand.</i></p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and pulling up zips</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (action rhymes/ clap/tap)</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Evidenced from foundations in phonics</p> <p>Can orally blend by pointing to a picture to match to word</p> <p>engage in back and forth conversations about stories, using newly introduced vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>

<p><b>Autumn 2 Checkpoint</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing  Progress towards a more fluent style of moving, with developing control and grace.  Fastens own coat and pulls up the zip  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  <b><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></b>  Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes  Drawing shows simple controlled lines that represents a face, a house, a cat, a car, a lion,</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Write all of their name including surname – sometimes uses a prompt  Hear initial sounds in words and end sounds  Write some letters accurately from phonics phase 2 – initial and end sounds  Segment &amp; Spell dictated cvc words (<i>linked to LW scheme expectations</i>)</p>
<p><b>Spring 2 Checkpoint</b></p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  <b><i>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></b>  <b><i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></b>  <b><i>Drawings show more control and detail to represent increasing detail</i></b>  <b><i>Develop the foundations of a handwriting style which is accurate and efficient.</i></b></p>	<p>Read individual letters by saying the sounds for them.  Spells dictated ccvc/cvcc words by segmenting and identifying the sounds and then writing the sound with letter/s. (<i>linked to LW scheme</i>)  Writes some tricky words from memory ( I, the, was, my)  Writes simple captions (dictated) words , messages in play  Write many letters accurately and with improved control – top to bottom family, zig zag family,  Bouncy letters &amp; curly family anticlockwise movements are developing</p>
<p><b>ELG – End of Reception</b></p>	<p><b><u>Gross Motor Skills</u></b>  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b><u>Fine Motor Skills</u></b>  - <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i>  - <i>Handwriting style is efficient and fast.</i>  - <i>Use a range of small tools, including scissors, paint brushes and cutlery;</i>  - <i>Shows accuracy and care when drawing pictures.</i></p>	<p>Spell words by segmenting and identifying the sounds and then writing the sound with letter/s. from phase 2 and 3 ( little Wandle scheme expectations)  Writes tricky words from memory ( I, the, my, was, me, we)  Spelling of words is linked to syllables and is phonetically plausible.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  Can be read by others and makes sense.  Letter formation families – most are formed correctly</p>

# PENCIL GRIP & CONTROL Progression Map

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p><b>FISTED GRIP</b> 1-2 years old Children often hold their writing tool like a dagger, scribbling using their whole arm.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow. Children develop early skills to copy a horizontal, vertical and circular line.</p>	 <p><b>4 FINGER GRIP</b> 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>  <p>the high index</p>	 <p>extended wrist</p>  <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p><b>STATIC TRIPOD GRIP</b> 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p><b>DYNAMIC TRIPOD GRIP</b> By 6 or 7 years old Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.</p> 
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently,</p>		

with this pencil grip.	circular lines are able to be copied.	Zigzag lines, crossed lines and simple humans can be drawn with this grip.		accurately and for letter formation practice.

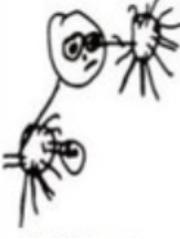
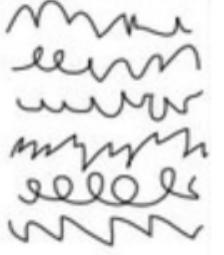
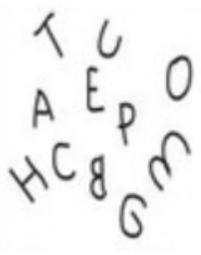
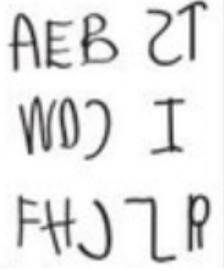
## ELFS Writing Progression Map

### WRITING, SOUNDS, ORDERING, SOUNDS, SENTENCE WRITING

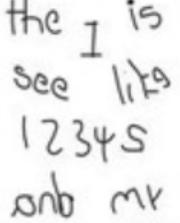
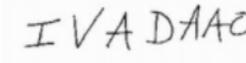
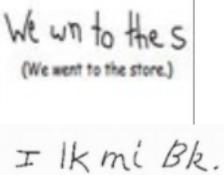
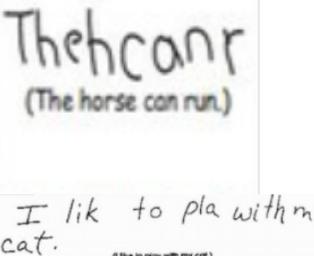
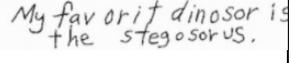
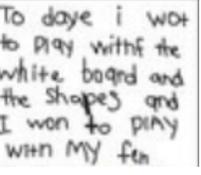
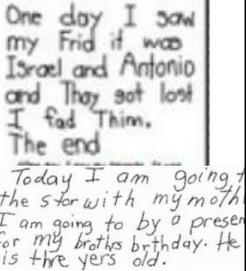
I can write my name copying letter like shapes	I can write some recognisable letters when I write	I am working on representing some sounds Sometimes in order when I sound out	I can hear initial sounds  I can write initial and end sounds	I can orally segment cvc words  I can write cvc words using phase 2 sounds  I am starting to write ph 2 tricky words	I can orally segment ccvc words  I can write cvc wrds using some digraphs Sh, ll, ff,  I am beginning to write both names	I can orally segment cvvc words  I can write some ph 3 words  I can write simple dictated captions & or lists to match a picture	I can write a dictated sentence using my phonic knowledge  I can select a tricky word  I am showing awareness of a line	I can write a simple sentence using my phonic knowledge and knowledge of tricky words  I can reread what I have written.	I am starting to use some finger spaces between my words.  I am forming most letters correctly.  I am starting to use capital letters.	My writing can be read by others.  Some words are spelled correctly and others are phonetically plausible  I can spell some HFW words (I, the, my, was, me, we)
Nursery 2S  Rec - Autumn 1			Rec - Aut 1	Aut 2	Aut 2	Spring 1	Spring 2	Summer	ELG	ELG

Little Wandle Formation		
Curly letter family	c, a, o, d, g, q, e, s	<b>Follows the four Ps:</b> • Sits with the correct <b>posture</b> • Uses the correct <b>pencil grip</b> • Holds their paper in the correct <b>position</b> • Applies appropriate <b>pressure</b>
Long letter family	t, l, j, f, i, k	
Bouncy letter	b, r, p, h, n, m,	
Zig zag letter family	z, x, v, w,	

## Pre Phonemic Stage Nursery

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings May move from L to R and move down the page	Separated by spaces to resemble different words

## Reception

Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						

Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Medial sound may initially be written as a consonant. Vowels /medial sounds begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.  Dictated sentences are held
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## Pre Writing Shapes



1-2 years



2-3 years



3 years



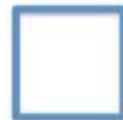
3 years



4 years



4 years  
4 months



4 years  
6 months



4 years  
7 months



4 years  
11 months



5 years  
3 months

**Draw & talk** – Each week one of our focused teach sessions will be to help the children learn to draw pictures that resemble someone or something from our text of the week. As we help the children to draw recognisable shapes we also use vocabulary that supports the writing movements such as: round, long, top, up, down, short and across. The weekly sessions encourage frequent opportunities for pupils to practice the pre-writing shapes, that are an important part of writing development.

Look at how **writing** is being developed during purposeful, planned play at Rood End.

