



WEST BOROUGH
PRIMARY SCHOOL

Early Years Foundation Stage (EYFS)

Nursery (FS1) and Reception (FS2)

Be kind, be safe, be responsible and embrace challenge.

EYFS at West Borough Primary School

At West Borough Primary School, we believe every child deserves a strong start. In our Early Years Foundation Stage (EYFS), we create a warm and welcoming space where young children can learn through hands-on activities, play, and discovery. Our approach helps children build confidence, learn to work with others, and develop important early skills like speaking, listening, counting, and moving. We focus on each child's needs, supporting them to grow in their own way, and work closely with families to make sure every child feels happy and safe. At West Borough, we're committed to helping children build a solid foundation for learning, so they're ready and excited to move forward in school and in life.

Intent:

Our aim is to give every child the best possible start, helping them build skills and confidence for life. We focus on practical, hands-on learning that's meaningful to our children, setting them up for success from day one. By teaching them the basics—how to communicate, work together, and think creatively—we prepare them to take on future challenges both in school and beyond. We value each child's background and work in partnership with families to support every step of their journey. Our goal is simple: to help every child feel capable, valued, and ready to achieve.

Implementation:

We implement our Early Years Foundation Stage (EYFS) approach with practical, engaging activities that help children learn by doing. We focus on building essential skills through structured play, group activities, and hands-on experiences that make learning relevant and enjoyable. Our skilled staff guide each child's progress, supporting their unique needs and building on their strengths. We emphasize key areas like communication, social skills, counting, and physical development, ensuring every child gains a solid foundation. We work closely with families to understand each child's background and encourage learning at home, creating a strong connection between school and family life. By doing this, we give every child the tools to feel confident, capable, and ready for the next steps in their education.

Expected Impact:

The impact of our approach at West Borough Primary School is that every child leaves the Early Years Foundation Stage with a solid foundation for lifelong learning. Through our hands-on and practical methods, children develop essential skills in

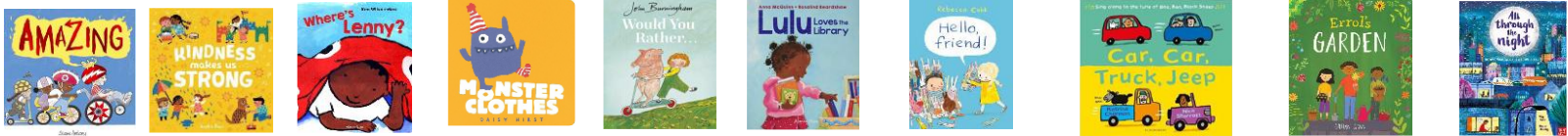
communication, teamwork, and problem-solving, making them confident and capable learners. They gain early literacy and numeracy skills that prepare them for the challenges ahead and build a love for learning through activities that feel meaningful to them. By working closely with families, we strengthen the bridge between home and school, creating a supportive community that values each child’s growth. Our aim is that every child moves into the next stage of school with confidence, resilience, and a sense of achievement, ready to succeed in their future learning.

Our Curriculum:

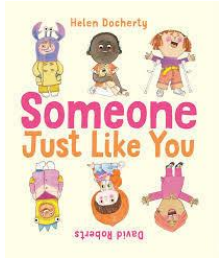
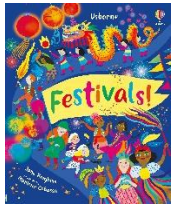

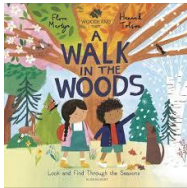
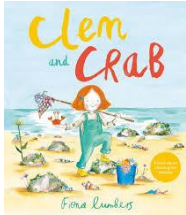
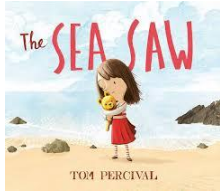
Our curriculum is built to give children the skills and knowledge they need for everyday life and future success. We make learning practical and hands-on, connecting it to real-world situations so it feels useful and relevant. By covering a broad range of subjects—like reading, writing, math, and creative activities—we make sure every child has the chance to find what they’re good at and build confidence. We work to create a safe, supportive space where all children can succeed, preparing them for the next steps in school and in life.

Our Nursery provision is deliberately flexible and responsive, recognising that children join us at different ages and stages (from 3-years old), and that some children may remain in Nursery for almost two years before transitioning to Reception. For this reason, we do not follow a fixed, topic-based curriculum. Instead, learning is carefully planned around the skills, knowledge and experiences set out in the Early Years Foundation Stage, ensuring that all children make progress over time regardless of when they start. The curriculum is skills-based and developmentally sequenced, with a strong focus on communication, physical development, personal and social skills, and early foundations in literacy, mathematics and understanding the world. Topics and themes are not pre-set but arise from children’s interests, play and curiosity, alongside what the adults observe and learn about each child through ongoing assessment. Adults use this knowledge to plan meaningful activities and experiences that build on what children can already do and help them move forward in their learning. This ensures that learning is purposeful, inclusive and engaging, while allowing children time to revisit, practise and deepen key skills through play, exploration and high-quality adult interaction.

Nursery - (FS1)						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Enrichment Opportunities	Opportunities for stay and play with parents	Christmas singing performance to parents	Visits from people who help us.	British Science Week	Trip to local area	Transition visits End of Nursery graduation
Specific Areas						
Literacy	Little Wandle Foundations for a Love of Reading					
Comprehension						
Writing (Mark marking)						
Word Reading						
	Children are also exposed to single sounds following the Little Wandle Phonics programme. These are the only focus during Nursery to ensure exposure to letters and sounds, rather than being taught to read which is an FS2 focus and priority.					
	Enjoying sharing books with adults Handling books correctly Listening to stories and talking about pictures Hearing environmental sounds and rhythm		Giving meaning to marks and drawings Making marks in different ways (paint, chalk, sand) Beginning to recognise own name		Joining in with repeated story language Retelling stories through role play and small world Attempting recognisable letters or symbols Writing for a purpose in play (lists, labels, cards)	
Maths - Number	More than, fewer than and the same Hearing and saying number names Ordering number names	Seeing 1, 2 and 3 Showing 1, 2 and 3	Moving and labelling 1, 2 and 3 Taking and giving 1, 2 and 3	Comparing and sorting numbers	Showing 5	Stopping at 1, 2, 3, 4 and 5 when counting
Maths – Numerical Patterns	Exploring building with shapes and objects Repeating patterns	Repeating patterns Exploring position and space	Exploring position and routes Creating own patterns	Matching shapes and discussing arrangements Repeating patterns	Using puzzles Making their own games	Making patterns Match sort and compare
Understanding the World – Past and Present			Talking about events in their lives			
Understanding the World – People, Culture and Communities	Talking about family and people who are important Exploring daily routines Noticing differences between people		Exploring different cultures, celebrations and traditions Learning about people who help us			

	Exploring the immediate environment		
Understanding the World – The Natural World	Forest School		
	Observing plants, animals, and seasonal changes		
	Exploring materials and natural objects		
	Talking about growth and change		
	Developing curiosity about how things work		
Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Experimenting with colour, texture, and sound	Engaging in role play and small world play	Developing ideas and talking about creations
	Exploring music and movement	Creating representations of experiences	Combining materials and techniques
	Using materials freely to create	Exploring music, dance, and drama	Performing songs, rhymes, and dances
			Expressing thoughts and feelings creatively
Prime Areas			
Communication and Interaction – Listening, attention and understanding Speaking	Opportunities for responding to questions, questioning, commenting, conversing, explaining, expressing and exploring vocabulary obtained from whole class and small group discussions, Child Initiated Play sessions, and immersion within the setting, listening to the opinions of others,		
Personal Social and Emotional Development <ul style="list-style-type: none">Self-regulationManaging selfBuilding relationships	Building secure relationships with key adults	Taking turns and sharing resources	Showing confidence in choosing activities
	Separating from carers with increasing confidence	Developing friendships and cooperative play	Managing own basic self-care (toileting, dressing with help)
	Beginning to understand feelings (happy, sad, angry)	Understanding right and wrong in simple terms	Talking about achievements and being proud
	Learning simple routines and expectations	Beginning to manage own behaviour with support	Beginning to show resilience when challenges arise
	Playing alongside others (parallel play)	Talking about own likes, dislikes, and preferences	Expressing feelings appropriately using words or actions
Physical Development Fine Motor Gross Motor	Tricky fingers: Patterns, letter formation, handwriting, cutting, tweezing, threading, peg boards, large mark making		
	Beam		
	Moving confidently in different ways (running, climbing, balancing)	Using tools with increasing control (scissors, paintbrushes, cutlery)	Managing personal hygiene routines

Literacy - Comprehension	<p>Little Wandle Phonics: Reading Literacy: Pathways to Write</p> <p>Children will have several opportunities to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children will be able to anticipate key events in stories and use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>					
Literacy – Writing	<p>Someone Just Like You by Helen Doherty</p>  <p>Initial sounds, name writing, handwriting patterns, story scribing, story sequencing</p>	<p>Festivals by Jane Bingham</p>  <p>Handwriting patterns, letter formation, CVC words, labelling, beginning and end sounds, story sequencing, story scribing</p>	<p>The Pirates Are Coming! By John Condon</p>  <p>Letter formation, handwriting, caption writing, short sentences, tricky word spelling, labelling</p>	<p>A Walk in the Woods by Flora Martyn and Hannah Tolson</p>  <p>Short sentences and captions, non-fiction writing, information gathering, writing for different purpose</p>	<p>Clem and Crab by Fiona Lumbers</p>  <p>Grammar focuses sentence structure and composition, finger spaces, full stops, writing for purpose.</p>	<p>The Sea Saw by Tom Pervival</p>  <p>Writing for a range of purposes, mini narratives, writing in speech, consolidation of taught skills.</p>
Literacy – Word Reading (Phonics)	<p>Little Wandle Autumn 1 Phase 2</p> <p>Single sounds, oral blending</p>	<p>Little Wandle Autumn 2 Phase 2</p> <p>Single sounds, common digraphs, blending sounds to read CVC words</p> <p>Tricky words</p>	<p>Little Wandle Spring 1 Phase 3</p> <p>Common digraphs, longer words, reading CVCC words/short sentences.</p> <p>Tricky words</p>	<p>Little Wandle Spring 2 Phase 3</p> <p>Longer words, double consonants, two or more digraphs, compound words, words using ing, s, es,</p> <p>Tricky words</p>	<p>Little Wandle Summer 1 Phase 4</p> <p>Tricky words</p>	<p>Little Wandle Summer 2 Phase 4</p> <p>Tricky words</p>
Maths - Number	<p>Subitising within 3</p> <p>Counting skills</p> <p>All numbers are made of 1s</p>	<p>Understanding '5'</p> <p>Comparing sets</p> <p>Understanding parts and wholes</p>	<p>Subitise within 5</p> <p>Match numerals to quantities.</p> <p>Counting and ordering numbers.</p>	<p>Ordering numbers</p> <p>Using 'less than'</p> <p>Composition of 7</p> <p>Exploring doubles</p>	<p>Counting larger sets</p> <p>Subitising to 6</p> <p>Composition – 5 and a bit</p> <p>Composition of 10</p>	<p>Subitise within 5</p> <p>Recalling bonds to 5</p> <p>Composition within 10</p> <p>Comparing numbers</p>

Communication and Interaction – Listening, attention and understanding Speaking	Opportunities for responding to questions, questioning, commenting, conversing, explaining, expressing and exploring vocabulary obtained from whole class and small group discussions, Child Initiated Play sessions, and immersion within the setting, listening to the opinions of others,					
Personal Social and Emotional Development <ul style="list-style-type: none"> Self-regulation Managing self Building relationships 	Recognising and talking about their feelings Following routines and managing personal needs independently Building positive relationships with peers and adults.	Managing emotions during exciting of unfamiliar events Understanding expectations and boundaries during special events Taking turns and sharing experiences with others	Showing awareness of the feelings of others and understanding their perspectives. Confidence in trying new activities Respecting similarities and differences	Working co-operatively	Making healthy choices and showing independence Working cooperatively	Using strategies to manage and change and new situations Showing readiness and confidence for Year 1 Maintaining positive relationships and managing transitions.
Physical Development - Fine Motor	Tricky fingers: Patterns, letter formation, handwriting, cutting, tweezing, threading, peg boards, large mark making					
Physical Development - Gross Motor	<div>Beam</div> <div>Introduction to PE: Unit 1</div> <div>Introduction to PE: Unit 2</div> <div>Gymnastics: Unit 1</div> <div>Ball Skills: Unit 1</div> <div>Dance: Unit 1</div> <div>Games: Unit 1</div>					

Outdoor Learning:

Outdoor learning is an integral part of our Early Years Foundation Stage curriculum. We recognise that young children learn best through active, hands-on experiences, and the outdoor environment provides rich opportunities to support this. Children access the outdoor area daily, using it as an extension of the classroom rather than a separate provision. Outdoor learning supports all areas of learning, with impact on physical development, personal, social and emotional development, communication and language, and understanding the world. Children are encouraged to explore, investigate, problem-solve, and collaborate through purposeful play both indoors and outdoors.

Outdoor learning enables children to:

- develop gross motor skills, coordination, strength and spatial awareness
- build confidence, independence and resilience
- explore the natural world through first-hand experiences
- engage in imaginative and creative play on a larger scale
- work collaboratively, negotiate roles and manage social interactions

Planned outdoor learning opportunities, including Forest School experiences, seasonal exploration and child-initiated play, ensure children can investigate natural materials, observe change over time, and develop respect for the environment. Staff carefully observe, support and extend learning outdoors, ensuring progression across the EYFS curriculum.

Risk and Risk-Led Practice:

We adopt a risk-led approach to learning in the Early Years Foundation Stage. We recognise that appropriate risk-taking is essential for children's development, supporting confidence, resilience, problem-solving skills and self-regulation.

Risk is managed, not avoided. Children are provided with opportunities to experience challenge in a safe, controlled and developmentally appropriate way. This includes activities such as climbing, balancing, using tools, exploring uneven surfaces and engaging in outdoor learning.

Staff:

- carry out daily visual checks of the learning environment
- complete risk assessments where appropriate
- model safe behaviours and language
- teach children how to assess and manage risks themselves

Children are supported to:

- understand simple safety rules and boundaries
- recognise hazards and make sensible choices
- develop independence and responsibility for themselves and others

This approach ensures children learn how to keep themselves safe while still developing the confidence to explore, experiment and challenge themselves. Risk-led practice supports children's emotional well-being and prepares them for future learning by encouraging perseverance, adaptability and informed decision-making.