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**Abstract**

One aspect of the structure of UK education is the discontinuity often created by the transition that children make from one phase to the next. Difficulties arise for some children because the content of the curriculum in each phase structured in a different way and the philosophy about the way in which the curriculum is 'delivered' is also different. In England and Wales, changes in the organisation of phases have recently been introduced. For example, in Wales a phase of education for 3 to 7 year-olds with an emphasis on learning through play, is replacing one for 3-5 year olds and 5-7 year olds; in England, there has been a re-organisation of the Foundation Stage and Key Stage One.

The aim of this research is to:

- identify some of the differences in curriculum and pedagogy promoted by the curriculum phases in England and Wales;
- explore ways in which teachers look for solutions to make the continuity of learning between phases of education meaningful to children and how they build cross-phase progression.

The methodology involves case studies of schools in England and in Wales.

The discussion centres around pupils' individual styles of learning in relation to the styles of teaching engendered in each phase; teachers' ways of managing learning at points of transition to support curriculum continuity; and the assessment of learning that takes place to ensure progression between phases of education. The paper questions whether transition issues between phases of education are simply being moved to different ages or whether the new structures support continuity.

**Key words:** curriculum continuity, progression, transition