



The Holden  
School

"Children at the heart of everything we do"

## Curriculum Intent

*EYFS*

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Subjects included: EYFS

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## EYFS Curriculum Intent

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right.”

(Statutory framework for the early year’s foundation stage Published: 31 March 2021 Effective: 1 September 2021)

Early Years 1 education is important for all children. The period from the age of three to the end of the reception year is the Foundation Stage. It is distinct and important in its own right and in the preparation for later schooling. Young children need an environment which is safe and secure where they can play, explore, experiment, develop confidence, be independent, be curious and learn.

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At The Holden school we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively, and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring, and sharing environment, which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with Parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

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## Teaching & Learning In EYFS

### What does excellent teaching and learning look like in EYFS?

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by the EYFS curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are.

#### Prime:

Communication and Language

Physical Development

Personal, Social, and Emotional Development

These 3 areas will cover listening, attention and speaking, self-regulation, building relationships, managing self, fine motor, and gross motor skills.

At The Holden school we follow these 3 prime areas so that they are the foundation to develop and learn in the 4 specific areas.

#### Specific:

1. Literacy
2. Mathematics
3. Expressive Arts and Design
4. Understanding of the World

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first-hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are abler, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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## Teaching & Learning In EYFS

### How is reading promoted in EYFS ?

All teachers are expected to be aware of each pupil's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading is encouraged throughout different areas of EYFS. Reading is encouraged in each area of learning in the classroom and playground.

### How is careers promoted in EYFS?

Careers in EYFS is an important element of pupil learning within the subject. EYFS looks at different careers through topics. People and places, people who help us in the community.

### How is assessment recorded and evidence of learning in EYFS ?

At The Holden School we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs.

All learning is carried out through assessment-based learning on Evidence me against the Development Matters Framework. Baselines are done at the start of September with every term an assessment to see how each individual child is learning.

All observations are linked to one of the prime areas and Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. Literacy, Maths, and science books. These books are used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are a way of tracking a child's progress in their Literacy, Maths, and Science skills over the year. These books will be displayed with 'I can' statement and dated. These will also have a brief description of the learning objective and linked to evidence me when they can.

Any in the moment learning in these areas will also be documented in the relevant learning books with ITM and linked to evidence me when it can be.

A learning journey is a celebration of a child's achievements and interests during their time in EYFS and it shows the journey of a child's learning and development through carefully chosen, dated, and observed to the relevant learning areas. A class learning journey is documented and kept in class that shows all work linked to the development matters. This learning journey is also used to record any Thrive and Motional activities in class.

Observations, photographs, Snapshots of significant achievements and the Alert programme book is done as a whole class and documented with photo evidence and a brief description of the activity.

## Implementation

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

## Wider Curriculum

Our wider curriculum is taught through the learning areas; ‘Understanding of the World’ and ‘Expressive Arts and Design.’ EYFS staff have a good understanding of how ELG’s feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG’s that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children’s natural curiosity. For example, building a boat for their favourite toy enables them to think like a ‘Scientist’ and ‘Engineer’ as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. In addition, we have a higher than average number of children on EHCPs, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs. Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD on effective observations, in order to understand where pupils are, and their ‘next steps,’ for learning.

## English / Literacy Reading

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

**BY the end of EYFS STAGE children will be meeting EARLY YEARS GOALS .**

**Early learning goals that link to English:**

**ELG Listening, attention and understanding –Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers**

**Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**

**Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including us of past, present and future tenses and Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**

**Read words consistent with their phonic knowledge by sound-blending.**

**Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**

**ELG Writing**

**Write recognisable letters, most of which are correctly formed.**

**Spell words by identifying sounds in them and representing the sounds with a letter or letters.**

## Phonics

We follow Twinkl Phonics phase 1 programme which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work.. In school from phase 2 we follow Rocket Phonics Programme . The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills,. In Phase 2 we concentrate on segmenting and blending skills to de-

## Mathematics

We follow the White Rose Maths Scheme of work which is divided into 3 weekly units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily, 'Maths Meeting' to develop fluency, revisit key concepts and address misconceptions. children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

At 0 to 3 years and 3 to 4 years maths is adapted to children's baselines still following White rose maths scheme , But at a level that children can work to gain skills to be able to move forward throughout EYFS to develop all skills

**At The Holden School developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes."**

## Impact Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in EYFS, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

## Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Evidence Me and shared with the supporting parents and carers and examples kept in individuals.

## Assessment:

Phonic assessments are carried out using a Phonics Tracker every term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers



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# "Children at the heart of everything we do"



**One Team**



**Dream Big**



**Be Inclusive**



**Open and Honest**



**Deliver Promises**

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