

The EYFS curriculum at Holbrook

Early Years Curriculum

At Holbrook we work together so all children to achieve the **BEST**

So

- That all children **Believe** in themselves – have pride, show respect towards others, celebrate their heritage and that of others
- That all children enjoy and are **Enthusiastic** about learning – work together and share with others the exciting things that they are learning about or experiencing in school and in the community
- That all children have **Stickability** – have resilience when facing new challenges and face them with confidence, determination and independence
- That all children have high aspirations, clear **Targets** for life – know what they want to achieve, how to get there and go for it, taking responsibility for their own learning

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

EYFS Statutory Framework 2026

EYFS Curriculum Intent

At Holbrook Primary School, we are committed to providing a high-quality Early Years Foundation Stage (EYFS) that ensures all children are given the best possible start to their education. In line with our school vision, we work together so that all children achieve the **BEST**, promoting positive attitudes to learning and supporting every child to reach their full potential.

Our EYFS curriculum is underpinned by the belief that all children are competent, curious and capable learners. We provide a safe, inclusive and nurturing environment in which children develop the confidence to **believe in themselves**, show pride in who they are, respect others and value diversity, celebrating their own heritage and that of others within the school and wider community.

We are committed to fostering a love of learning by ensuring children are **enthusiastic** and actively engaged in their experiences. Through carefully planned, play-based and adult-guided learning opportunities, children are encouraged to explore, investigate, communicate and collaborate, sharing their ideas and experiences with peers and adults both in school and beyond.

The development of **stickability** is central to our EYFS provision. We support children to build resilience, independence and perseverance, enabling them to approach new challenges with confidence and determination. Children are encouraged to take risks, learn from mistakes and develop the attitudes and behaviours necessary for effective lifelong learning.

Our intent is that all children develop high aspirations and clear **targets for life** from the earliest stages. We support children to take ownership of their learning, begin to understand their own strengths and next steps, and develop the skills and motivation to work towards achievable goals. The EYFS curriculum is delivered in line with the statutory framework and promotes the prime and specific areas of learning alongside the Characteristics of Effective Learning. Indoor and outdoor learning environments are carefully planned to meet the needs and interests of all children, ensuring equality of access to high-quality learning opportunities. Strong partnerships with parents and carers are valued and actively promoted to support learning and development both at school and at home.

Through this approach, we aim to develop confident, resilient, enthusiastic learners who are well prepared for the next stage of their education and future life beyond Holbrook Primary School.

EYFS Curriculum Implementation

At **Holbrook Primary School**, in the EYFS we implement:

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- Strong parental partnerships which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading, to ensure all children learn to read.
- High quality phonics teaching, which begins in the **summer term of Nursery**; for children who have not attended our Nursery, phonics teaching begins **as soon as they start Reception**, in line with their individual starting points.
- Opportunities for children and families to develop a love of reading.
- Planned opportunities for outdoor learning in the outdoor classroom.
- We promote a love of learning

Learning through real life experiences and opportunities to build on prior learning

EYFS Curriculum Impact

At **Holbrook EYFS**, the impact of our curriculum, teaching and daily practice can be clearly seen in the happy, confident and capable children who learn with us. Our approach ensures that every child is supported to thrive, make progress and develop a love of learning.

- Children show **high levels of engagement, curiosity and enthusiasm**, becoming motivated learners who enjoy exploring, questioning and discovering new things.
- Children become **confident early readers**, developing strong phonics skills and a genuine enjoyment of stories, books and rhyme.
- Children feel **happy, safe and secure**, and look forward to coming to school, enabling them to learn and develop at their best.
- Children build **strong relationships with adults and peers**, developing positive social skills, independence and emotional resilience.
- Children demonstrate the **Characteristics of Effective Learning**, showing persistence, creativity, confidence and a willingness to try new challenges.
- Children make **strong progress from their individual starting points**, with learning carefully planned to meet each child's unique needs, interests and abilities.
- All children access a **balanced, inclusive and ambitious curriculum**, regardless of background or need, ensuring equality of opportunity for success.
- Strong partnerships with parents and carers support children's learning both at school and at home.
- Skilled and caring adults provide **consistent, high-quality support**, ensuring children are well prepared for a smooth transition into the next stage of their learning.
- As a result, children leave Holbrook EYFS as **confident, independent and enthusiastic learners**.



Our Curriculum in the EYFS is built around 7 features of effective practice

1. As part of our EYFS curriculum we ensure the best for every child
2. We provide high quality care for all children across all areas of the curriculum
3. We ensure that the curriculum offer is suitably matched to each cohort and the unique child
4. We implement effective pedagogy and practices, which is driven by outcomes of current EYFS research models
5. We implement effective assessment systems to ensure that we know each child's next steps in their learning
6. As part of our personal, social and emotional development offer we ensure that the teaching provision supports each child's ability to self regulate
7. We offer numerous opportunities for parents to engage in their child's learning



Enabling Environments

In the EYFS at Holbrook we have create enabling learning environments.

Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.

Curiosity in the EYFS

At Holbrook Primary School, we are passionate about inspiring our children to be the ‘thinkers and doers’ of the future. We plan our curriculum and enabling environments to ensure that we inspire children to play, think and learn. We provide a wealth of experiences to promote curiosity, awe and wonder.

In the EYFS we

- Provide environments with authentic resources, recycled materials and loose parts that inspire children with open-ended learning opportunities.
- We inspire children to play, tinker, linger and explore
- We ensure that the environments feel homely and inviting, eg playing in the home corner with real life objects
- We provide many aspects of nature within our setting
- The resources on offer in the EYFS are easily accessible and thoughtfully presented.
- Areas within the EYFS are ‘dressed for engagement,’ the resources on offer ‘invite’ children to play and learn.
- We provide a range of provocations, these are open-ended resources, either materials or objects, that create a context for children to explore their ideas, either independently or with friends. It is an extension or a challenge to stimulate thinking. It deepens or extends children’s current interests, ideas and theories. Provocations encourage children to make new connections based on their previous knowledge. Provocations allow children to develop their innate curiosity, creativity and problem-solving skills, as they deepen their ways of thinking

Our EYFS environments and resources encourage children to learn how to think, not what to think

The role of the adult in our EYFS curriculum

The role of adults and different learning opportunities

The role of the adults in the Early Years is fundamental. A practitioner's good knowledge of Early Years principles in general and of current planning in particular is vital; they should be available to interact with children working in the classroom's learning areas. Children *"also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important"* (Development Matters, 2021).

Effective learning in the Early Years Foundation Stage is the result of a balance between:

Adult-led learning	Adult-guided or adult-initiated	Child-initiated learning
This learning is led and managed by the adult eg Phonics and Maths are good examples of curriculum areas delivered through adult-led learning.	Adults guide learning by their resourcing and support; children independently practise and consolidate previous learning eg Phonics and Maths activities which follow on from an adult-led session.	This is led by the child; the child chooses the context, the resources, the place and the time they spend engaged in the activity. The role of the adult is to develop and deepen a child's thought processes in a way that doesn't 'take over' from what the child is doing and thinking.

Similarly, the balance between different learning activities is also crucial.

Directed activity	Themed / enriched / enhanced activities	Continuous provision
This is focused learning where the teacher plans the objectives and has intended outcomes. The outcomes of this learning can then be transferred and consolidated in other activities. A directed activity can be with the whole class or within a smaller group.	These come from the planned, objective-led activities and children's interests. The adult interacts closely with the children taking their learning forward.	Continuous quality provision in the classroom learning areas helps to ensure continuous learning. In the different classroom learning areas, continuous provision is enhanced through extra resources carefully placed to develop particular learning and interests, or through learning challenges which adults place as a focus for children's activity.

Characteristics of Effective Learning

Our EYFS curriculum encourages the children to learn in different ways.

Characteristics of effective teaching and learning

The unique child reaches out to relate to people and things through the **characteristics of effective learning**, which can be apparent in all areas of learning.

↑ Playing and exploring ↑

children investigate and experience things, and 'have a go'

↑ Active learning ↑

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

↑ Creating and thinking critically ↑

children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring

Children investigate and experience things. They are willing to 'have a go'

Engagement

Active Learning

Children concentrate and keep on trying when they encounter difficulties. They enjoy their achievements

Motivation

Creating and Thinking Critically

Children have and develop their own ideas. They make links between ideas and choose ways to do things

Thinking



Communication and Language is key

At Holbrook, Communication and Language (CLL) is a core priority within the EYFS curriculum and underpins our overall curriculum intent. We recognise that secure communication skills are fundamental to children's learning, personal development and future academic success.

- Our EYFS provision is therefore deliberately designed to provide a strong foundation in listening, understanding and speaking from the outset.
- **Oracy** is a key developmental focus across the school and is embedded consistently from EYFS onwards. We place high importance on children being able to express themselves clearly, engage in purposeful talk, and listen attentively to others. These skills support children's cognitive development, social interaction and readiness to learn across all areas of the curriculum.
- As a **Voice 21 school**, we translate this intent into effective classroom practice. In EYFS, adults model high-quality language, explicitly teach vocabulary, and plan structured opportunities for talk through play, storytelling, group discussions and collaborative activities. Interactions are purposeful, with staff skilfully extending children's language and thinking through questioning and sustained shared conversations. Across the school, common approaches to oracy are used, including talk rules, sentence stems and planned discussion opportunities.
- The **impact** of this focus is seen in children's growing confidence to communicate, their ability to articulate ideas and explain their thinking, and their readiness to access learning across the curriculum. By prioritising CLL in EYFS and developing oracy throughout the school, Holbrook ensures that pupils develop a strong voice, positive learning behaviours and the communication skills necessary for future success.

We include the ECO schools as part of our EYFS curriculum.

We are proud to have **achieved the Eco-Schools Award**, recognising our commitment to sustainability and environmental responsibility.

The award reflects how we **embed environmental awareness into everyday EYFS practice** in an age-appropriate way. Children develop **early understanding of the natural world** through play, exploration, and meaningful real-life experiences.

We encourage **child voice and participation**, helping children make simple choices and take responsibility (e.g. recycling, caring for plants).

Our practice supports **Understanding the World** and **Personal, Social and Emotional Development** within the EYFS framework.

Achieving the award demonstrates our commitment to **British Values**, particularly respect, responsibility and care for others.

The Eco-Schools Award strengthens our focus on **outdoor learning, healthy lifestyles and positive attitudes** towards nature.

It provides clear evidence of our **whole-setting approach to sustainability**, recognised by an external organisation





Cultural Capital in the EYFS

At Holbrook we provide an engaging curriculum that strives to plant seeds of curiosity for future learning.

At Holbrook Primary School, we view ‘cultural capital’ as the characteristics, knowledge and skills that promote social mobility, both now and in the future.

Our personal development curriculum goals ensures that all children are exposed to a wide range of experiences that will develop their cultural capital and give them an advantage in later life.

We also recognise that all children have different starting points and so strive to layer experiences that will build over time and hopefully help to close any attainment gaps.



British Values help shape our EYFS Curriculum

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness

- We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children vote daily for the book they'd like read at the end of the day.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

As part of the focus on managing feelings and behaviour:

- We ensure that children understand their own and others' behaviour and its consequences; and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.



British Values help shape our EYFS Curriculum

Rule of law: understanding rules matter

As part of the focus on managing feelings and behaviour:

- We ensure that children understand their own and others' behaviour and its consequences; and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.



British Values help shape our EYFS Curriculum

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people and communities

- Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in small group discussions.



British Values help shape our EYFS Curriculum

Mutual respect and tolerance: treat others as you want to be treated







As part of the focus on people, culture and communities, managing self and building relationships:

- We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Our planning and practice is geared to supporting children to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others including families, faiths, communities, cultures and tradition.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

In the EYFS our curriculum is based around possible themes, lines of enquiry and the children's interests.

Possible Theme, Lines on Enquiry, matched with Children's Interests

Nursery

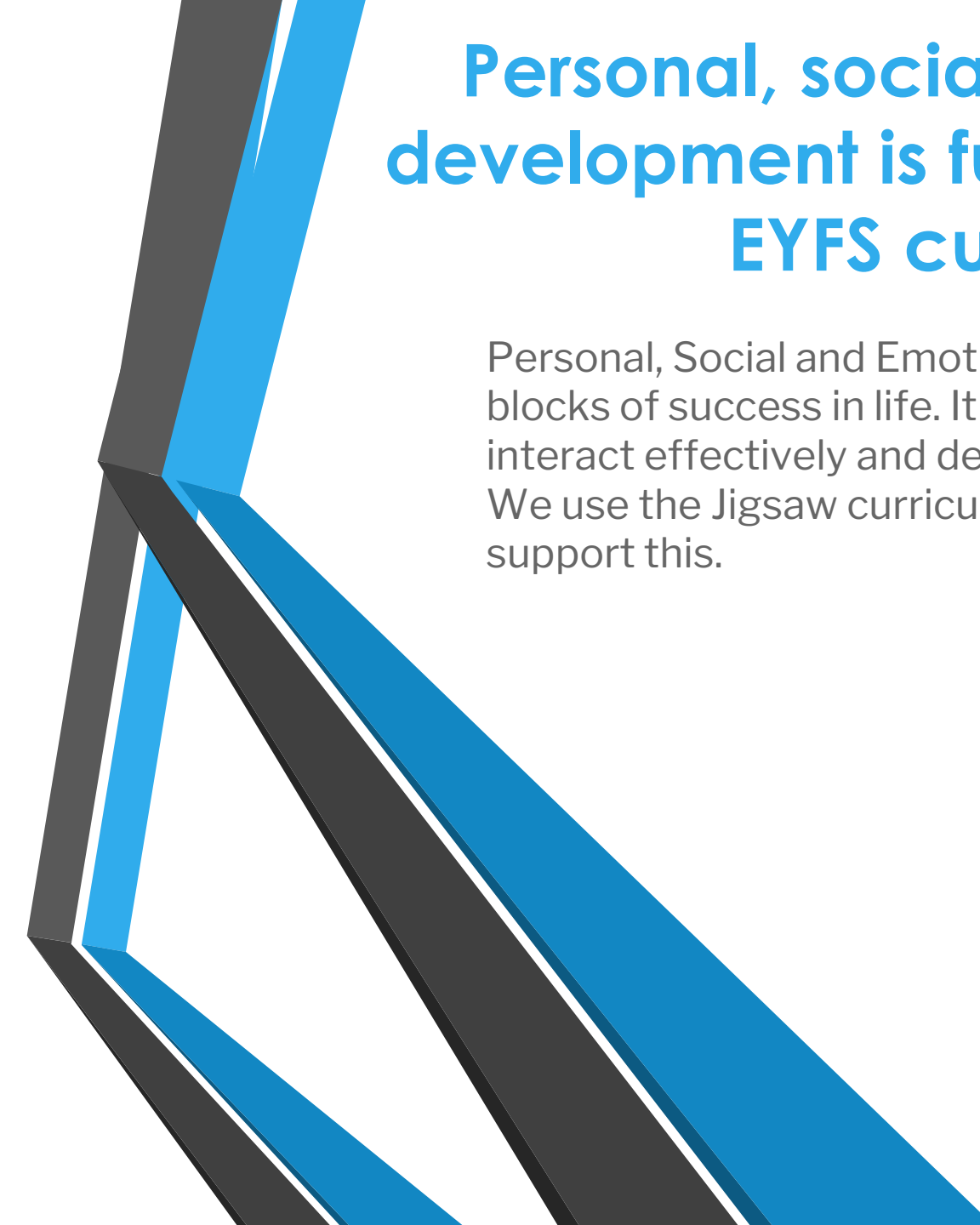
Mini Me	Let's Celebrate	Time For Tea	All Aboard	Down At The Bottom Of The Garden	Super Heroes
					
PSHE, Geog, Science,	PSHE, Geog, History, Science,	PSHE, Geog, History, Science,	PSHE, Geog, History, Science,	PSHE, Geog, Science,	PSHE, Geog, Science,
The Big Question?					
I wonder what makes me special?	I wonder what do we celebrate?	I wonder what will change?	I wonder what we will see?	I wonder how things grow and change?	I wonder who will help us?

In the EYFS our curriculum is full of 'wow moments' enrichments, visitors and trips!



Parental engagement is an important part of our curriculum – we love showing our ‘grown ups’ what we can do!





Personal, social and emotional development is fundamental to our EYFS curriculum

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. We use the Jigsaw curriculum and our Personal Development curriculum to support this.

Outdoor Learning

As part of our physical development curriculum offer, we involve the children in the EYFS in as many outdoor learning opportunities as possible.

Children are naturally curious and learn best when they are actively engaged with their environment. At Holbrook Primary School, outdoor learning plays an important role in supporting children's development, particularly in the early years.

Learning outside stimulates curiosity, creativity and imagination, while giving children meaningful, real-life experiences to build upon in the classroom.

Through regular outdoor learning opportunities, children develop confidence and self-esteem through hands-on exploration and play. Outdoor activities encourage children to take appropriate risks, solve problems and work collaboratively with others. This type of learning also supports physical development, helping children to build strength, coordination and resilience, while promoting a healthy and active lifestyle.

Outdoor learning at Holbrook Primary enables children to explore, investigate and enjoy their surroundings, fostering a lifelong appreciation of the natural world and a positive attitude towards learning.

The children at Holbrook love to explore their outdoor learning environments.



Ready, Steady, Cook!

In the EYFS the children take part in regular cooking opportunities as part of our curriculum. We even go to the local shop or Tescos to buy our ingredients.



Our curriculum in the EYFS promotes a love of reading.

Reading sparks imagination, encourages creativity and promotes communication for children. That is why reading makes up such an important part of our Holbrook EYFS curriculum.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss

Festivals, Celebrations and Significant Events

In the Early Years our curriculum includes the celebration of a range of festivals and significant events throughout the year. We read key texts linked to the festivals and celebrations and have themed days linked to these events.



Recommended Reads





















In the EYFS we have key texts that we send home for the children to read with their families.

These recommended reads are shared with parents **before children attend Holbrook** to help families begin supporting their child's learning and love of reading at home from the very start. The books are closely linked to the stories read to children in the Early Years Foundation Stage (EYFS) and reflect key curriculum themes explored throughout the year. Parents are regularly reminded of these texts so they can revisit them at home, helping children make strong connections between nursery learning and home experiences. Sharing familiar stories supports language development, understanding, and confidence, while also encouraging positive reading routines and enjoyment of books.

Nursery Recommended Reads

 Lolo's First Day of School By Anna Mediam <input type="checkbox"/>	 On Are Welooio	 All Are Weleame - Alelssengirenn Alu Sybom Kilom	 Al-Cira Love Underpants bevie L6e gosm Ben Teop Lobeser	 The Steveo bu Morrag Floop <input type="checkbox"/>
 There's d GFell Juver Like Met by Bumey Settberg	 Lost Soop on Marte Set Dada Wichsler	 Ermmunuels Dream Laren ang Thomasso Bore seval s	 Erminuuel's Dream Larthan an Themassn Defe Setluirte <input type="checkbox"/>	
 Beautiful Oops! by Burney Settberg <input type="checkbox"/>	 Flord Doors Wem on Aovvtture By Diele Mohsie Floenoer	 Sprout by Alen H-Firth	 Bt Aard dvars Ras Grouns Jim Fud <input type="checkbox"/>	
 Cduur, Colour Everuwhere: by Juie Dundalo <input type="checkbox"/>	 Gregorg Coal ba Coellina Binch	 It's Mimst by Leu Lmn	 Ma Mim d Lianet by Mora Moars <input type="checkbox"/>	
 Huir Love Moteen A Chairy and Vash Paister <input type="checkbox"/>	 It's Mine! by Lea Lionf	 Ruin's Wong by Tomteherizourt	 Red Seal Sebant by Mara Mours. <input type="checkbox"/>	
 Ranning on a Bed on Aidouvelows by Moroa Hond <input type="checkbox"/>	 It's Mine! E/ Viou Pestou Fronaieun Lion	 Froted Frarrant bu Sluan Pesas		

Reception Recommended Reads

 One Dny On Our Blue Planet by Elid Boily	 The Nights Night Train ty Lorettd Webb	 Buggiar Bill By Jonnt or Alan Airberg <input type="checkbox"/>
 Oi Get Off Our Train By John Burnghegn	 Let's Build a House by Steve Webb	 Allen Love Undereants ond Oliver Grar by Cians Fressinon
 The Ousen's Hat by Stevz Juttony	 Dine dinner Sally by Snarie Locey	 Whatever Nev: Jill Mutehg <input type="checkbox"/>
 Farmer Duck by Marrin Waddell	 Barcu the Fish with Fingers by Sye Hendra	 Eorgetful Bie me! Jino Davis
 Farmer Ducls by Marrin Waddell	 Barry the Eish with Fingers by Sue Hendra	 Shark in the Pork by Eric Sharrett <input type="checkbox"/>
 The Slighty Annoing Elephant butoevia Wolliams	 Super Duck by Iez Alborugh	 Wore Gring on a Beer Hunt by Michder Roven
 Dastardlg Ducktings by Surrn Talker	 Oh No, Mir Sloth by Koly Hudson	 Puttin Peter Pett Horacek <input type="checkbox"/>

Learning to read and write in the EYFS

In the EYFS we follow Sounds -Write. All the teachers and teaching are reading experts

Sounds-Write is a high-quality, evidence-informed speech-to-print phonics program that gives children the strongest possible start in reading and spelling.

The program provides **explicit, systematic instruction** that fits seamlessly into whole-class teaching and can be used for small group and interventions. Every lesson is designed to build automaticity, confidence, and genuine reading fluency.

We champion inclusive, whole-class phonics instruction that keeps every child on the same learning journey. By teaching all students together, we build shared achievement and ensure no learner is isolated.



Creative approach to Writing

Can I Go and Play? is our overall creative writing scheme in EYFS.

In Nursery, children begin their journey with **Story Dough**, where stories and talk are explored through sensory play and modelling. This builds imagination, language, and confidence.

As Nursery children move into the summer term, they progress into **Drawing Club**, using drawing, symbols, and simple codes to develop storytelling, early writing, phonics, and maths skills.

In Reception, children continue the creative writing journey with **Drawing Club** throughout the year, with elements of the whole school Stanley Road approach to writing and its bar model for writing.

Intervention support is provided for any children who have not yet experienced it. This ensures all children benefit from the approach and are supported to develop confidence, creativity, and a love of writing across the EYFS.



Class Dojo

Evidencing the journey through our learning in the EYFS

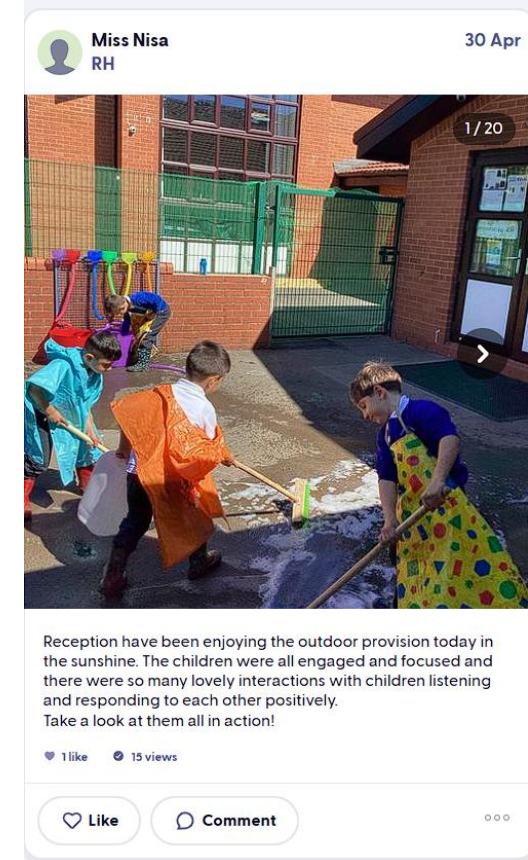
We use ClassDojo as a key way of sharing children's learning with parents and carers, making learning visible and meaningful beyond the classroom. Through photographs, short videos, and written observations.

Parents can see what children are exploring, practising and achieving on a daily basis. These updates capture children's ideas, questions and progress, and often include the children's own words, helping parents to understand not just what their child is doing, but how they are thinking and learning.

ClassDojo supports strong home-school relationships by allowing parents to celebrate achievements, stay informed about learning journeys and engage in conversations with their children about their learning, building pride, confidence and continuity between home and school.



ClassDojo





Transition to the EYFS

At **Holbrook**, the transition into the EYFS is viewed as a **caring and nurturing process**, not a single event, with the child's emotional wellbeing at the heart of everything we do.

In line with DfE guidance on starting Reception, we engage early with families following Offer Day, building trusting relationships that support a smooth and secure transition.

We work closely with feeder early years settings wherever possible, visiting settings to understand each child as an individual and ensure continuity of care and learning. Parents are welcomed through information-sharing meetings, stay and play sessions and Reception Ready workshops, which help families feel confident and informed, while also allowing children to begin forming positive relationships in a familiar, supportive environment.

Home visits are accommodated when requested, further strengthening our nurture-led approach.

We avoid prolonged part-time or staggered starts to prevent a 'double transition', ensuring children feel settled and secure quickly.

Throughout the process, our focus remains on developing emotional security, independence, communication and early literacy skills, enabling every child at Holbrook to start school feeling safe, valued and ready to learn.

Transition to Year 1 – continuing the learning journey at Holbrook Primary

- Teachers in the Reception year and KS1 will consider what they can do to prepare children for the move into Year 1.
- Year 1 teachers will ensure that their practice and provision is developmentally appropriate for the children coming into their classes and are aware that this may change from year to year.
- Parents/ carers are fully involved in the transition process.
- Focusing on the needs of the 'unique child' will shape and develop appropriate learning experiences in Year 1.
- The pedagogical approaches provided are consistent in the early years and primary phase with appropriate expectations, challenge and support for all learners.
- A curriculum which excites the imagination of every child: therefore, continuing the EYFS approach will work for children in Year 1.
- All Year 1 staff have a knowledge of the EY curriculum and the Characteristics of Learning so they can support all children in a developmentally appropriate way.