

Harlowbury EYFS Curriculum Intent 2025–2026

"We aim to provide academic success, physical development and positive wellbeing for all pupils."

At Harlowbury, we follow the Educational Programmes set out in the statutory framework for the Early Years Foundation Stage as a basis for our curriculum. This covers the seven important and interconnected areas of learning and development for our children.

<p>These are the prime areas:</p> <ul style="list-style-type: none"> • Communication and Language (C&L) • Physical Development (PD) • Personal, Social and Emotional Development (PSED) 	<p>These are further strengthened through the specific areas of learning:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding of the World (UW) • Expressive Arts and Design (EAD)
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Curriculum Goal	Outcomes by the end of EYFS
Knowledge/Skills	What we want our children to leave Early Years with
Experiences	What we will provide to ensure children learn
Reasoning	Why this has been decided

Curriculum Goal	To be able to communicate effectively (Communication & Language)
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Follow age-appropriate instructions • Use new vocabulary in the correct context • Recall and recite familiar stories • Express themselves effectively, showing awareness of other learners' needs • Engage in 'serve & return' conversations/discussions with relevant comments • Understand who, why, when, where and how questions
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • High quality adult interactions • Teaching that promotes and models effective communication • Create a language-rich learning environment where talk is prioritised • Visitor experiences to share new ideas, stories and experiences with opportunities for listening and questions • Value pupil voice and provide opportunities to share experiences with adults
Reasoning	<ul style="list-style-type: none"> • Whole school focus on developing a language-rich curriculum

Curriculum Goal	To develop a curiosity to find out more and maintain concentration (Effective Learning)
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Ask questions to clarify understanding • Deep engagement with play-based learning • Sustain a high level of concentration • Communicate interests and follow their own fascinations • Plan, make decisions, problem-solve and change strategy independently in play
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • Resources and learning environments that inspire awe and wonder • Adults who model learning, research and ask questions • Share celebrations (cultural, religious and personal) • Open-ended resources representative of the world children live in • Rich experiences, visits, books, technology and adult knowledge that foster a desire to gain and deepen knowledge and understanding
Reasoning	<ul style="list-style-type: none"> • Ensure children communicate age-appropriately and develop independence, resilience, problem-solving and strong communication

Curriculum Goal	Children to develop self-help skills that promote independence (Personal, Social & Emotional Development)
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Get changed independently • Understand the need to keep our bodies and minds healthy • Manage personal hygiene • Select, use and tidy away a range of resources • Demonstrate care for their environment
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • Teach and consistently model appropriate use of resources • Provide tidy, well-organised and enticing learning environments • Explicitly teach skills to change clothes and manage personal hygiene, using care opportunities as teachable moments with commentary and conversation • Provide a calm, safe, positive environment with accessible resources to meet a range of needs • Maintain high expectations for care of resources, including returning items to their original place
Reasoning	<ul style="list-style-type: none"> • Improve children's independence, resilience, confidence, motivation and concentration • Maintain a purposeful and positive learning environment

Curriculum Goal	To be able to identify and manage their own feelings, thoughts and learning (Regulation & Metacognition)
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Name some emotions and identify the behaviours associated with them • Apply strategies to self-regulate • Establish and maintain positive relationships with peers and adults • Set simple goals and display age-appropriate impulse control • Identify thoughts and develop a "How can I...?" culture • Develop self-regulation through adult-led teaching, co-regulation practice and modelling • Plan and prepare for tasks to complete them independently • Reflect on thoughts to understand challenges such as frustration and disappointment, learning how to manage them effectively
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • Adults narrate and name emotions and associated behaviours • Adults support learning of self-regulation through co-regulation when required • Explicit teaching and exploration of feelings in line with Zones of Regulation • Adults highlight and narrate positive behaviour to support understanding • Adults model help and provide reassurance when children are upset, distressed or confused • Promote a culture of problem-solving by embracing mistakes and learning from them • Adults are aware of ACEs (Adverse Childhood Experiences) and are trauma-aware • Teach children about their brains and how they help us think and learn • Practise recognising feelings, thoughts and behaviours • Model reflection on recent feelings, thoughts and behaviours and how we learn from them
Reasoning	<ul style="list-style-type: none"> • Promote positive, pro-social behaviour for learning so children can recognise and work through a variety of emotions, feelings and thoughts. This aligns with the whole-school Zones of Regulation approach

Curriculum Goal	To nurture a love for reading and literature (Reading)
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Be familiar with and able to retell at least 10 well-known stories • Engage regularly with books and storytelling • Sequence a familiar story • Demonstrate comprehension by talking about what is understood
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • Adults read regularly with engagement and enthusiasm • Carefully selected, sequenced core texts taught effectively with ample independent practice • Early phonics taught effectively to enable accurate decoding • High-quality books available throughout the phase for school and home reading • Engaging resources available to support storytelling
Reasoning	<ul style="list-style-type: none"> • Develop imagination and a love of literature and prepare children for the next key stage

Curriculum Goal	To develop fine motor skills to write for a purpose with enthusiasm and stamina (Writing)
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Give meaning to marks made • Blend and segment simple words • Recognise that writing is a process from left to right • Produce recognisable letters, most of which are accurately formed • Begin to use finger spaces to divide words • Write simple sentences that can be read by an adult and others • Begin to write using capital letters and full stops correctly • Develop associated gross motor skills: large muscle strength and coordination (whole body, core, upper body, arm) • Develop small-muscle coordination (hands and fingers) • Incorporate new, specific and exciting taught vocabulary into mark-making and writing
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • Daily phonics sessions • Direct teaching of sequenced steps to writing with engaging opportunities in child-initiated learning • Exposure to rich spoken vocabulary • Learning environment that provides opportunities for purposeful writing • Familiar sentence stems, hooks and writing prompts to create sticky knowledge of word and sentence construction • Climbing, swinging, messy/sensory play, big and overhead mark-making and parachute games • Using scissors, threading, eating with cutlery, using small brushes for painting and varied mark-making tools for drawing and writing
Reasoning	<ul style="list-style-type: none"> • Ensure children are enthusiastic and can articulate thoughts and opinions in oral and written language in preparation for their next stage of education

Curriculum Goal	A secure understanding of early maths
Knowledge / Skills we want our children to leave Early Years with	<ul style="list-style-type: none"> • Count accurately with one-to-one correspondence up to and including 20 • Identify numerals up to 20 • Understand practical addition and subtraction • Explain mathematical thinking using appropriate vocabulary
Experiences we will provide to ensure children learn	<ul style="list-style-type: none"> • Well-planned and sequenced maths teaching • Plentiful opportunities to count and explore maths in all learning environments • Adults use and model correct mathematical vocabulary throughout the day • Adults provide opportunities to sing number rhymes and songs
Reasoning	<ul style="list-style-type: none"> • Provide a solid foundation in early mathematics so children can access the Year 1 maths curriculum