

WHC Curriculum Intent 2025-2026

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

At Waltham Holy Cross 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 7 areas of important and interconnected learning and development for our children.

<p>These are the <u>prime areas</u>:</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 <u>specific areas</u> 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	Outcome by the end of EYFS
Knowledge / Skills	What the children will achieve
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 • Recap 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 - How we will achieve this	<ul style="list-style-type: none"> • High quality adult interactions • Teaching that promotes and models effective communication • Creating a language rich learning environment where talk is prioritised • Visitor experiences to share new ideas, stories & experiences with opportunities for listening and questions • Valued pupil voice sharing experiences with adults
Reasoning	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 their understanding • Deep engagement with play-based learning • Sustained high level of concentration • Communicate their interests and follow their own fascinations • Ability to plan, make decisions, problem solve and change strategy independently in their play
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Provide experiences, resources and learning environments that inspire awe and wonder • Adults who model learning, research and ask questions • Share celebrations (cultural, religious and personal) • Resources that are open ended and representative of the world children live in • Provide rich experiences, visits, books, technology and adult knowledge that foster a desire to gain and deepen knowledge and understanding • Weekly curiosity cube provocations supported by adult modelling to promote questioning, enquiry, research and knowledge building
Reasoning	Ensuring children communicate age appropriately. Children will develop the skills to help them become independent thinkers, resilient problem solvers and strong communicators.

Curriculum Goal	Children to develop self-help skills that promote independence (Personal, Social & Emotional Development)
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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 - How we will achieve this	<ul style="list-style-type: none"> • Teach children and consistently model how to use resources appropriately • Provide tidy, well organised and enticing learning environments • Explicit teaching of the necessary skills to change clothes and manage personal hygiene, maximising 'care' opportunities as teachable moments with commentary, narration and conversation • Provide a calm, safe, positive environment with accessible resources to meet a range of needs • Have high expectations of the care of resources including returning to original place
Reasoning	<p>To improve children's:</p> <ul style="list-style-type: none"> • Independence • resilience, • confidence • motivation • concentration <p>To maintain a purposeful and positive learning environment.</p>

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 • Applying strategies to self- regulate • Establish and maintain positive relationships with peers and adults • Simple goals set and children to display impulse control that is age appropriate • Identify thoughts and develop a "How can I..." culture • Develop self-regulation skills through adult led teaching, co-regulation practise and modelling • Plan and prepare for tasks so that they can be completed independently • Reflecting on thoughts to understand challenges such as frustration and disappointment teaching children how to manage them effectively
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Adults will narrate and name emotions and associated behaviours • Adults will support learning of self-regulation through co-regulation where required • Explicit teaching and exploration of feelings that is in line with zones of regulation • Adults will highlight and narrate positive behaviour to support children's understanding • Adults will model help and provide reassurance when children are upset, distressed or confused • Promote a culture of problem solving through embracing mistakes and learning from them • Adults will have awareness of ACEs (Adverse Childhood Experiences) and are trauma aware. • Teach children about their brains and how they work to help us think and learn • Practise recognising feelings, thoughts and behaviours • Model reflection of recent feelings, thoughts and behaviours and how we learn from them
Reasoning	Promotion of positive and pro-social behaviour for learning so that children recognise, acknowledge, and work through a variety of emotions, feelings and thoughts. This feeds into whole school approach (zones of regulation) so that children have the self-assurance to try and the ability to learn from mistakes.

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"> • Familiarity with and ability 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 - How we will achieve this	<ul style="list-style-type: none"> • Adults who read to children regularly, who are engaging and enthusiastic • Core texts are carefully selected, sequenced and taught effectively to children with ample opportunities to practise and rehearse during independent learning time • Early phonics is effectively taught to enable children to read accurately • High quality books available throughout the phase to read at school and at home • Engaging resources available to support storytelling
Reasoning	To develop children's imagination and love of literature and to prepare them for reading the next key stage.

Curriculum Goal	To develop fine motor skills and develop enthusiasm and stamina to write for a purpose (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 • Recognises 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 including large muscle strength & co-ordination: whole body, core, upper body, arm • Develop small muscle co-ordination: hands and fingers • Incorporate new, specific and exciting taught vocabulary into mark making and writing
Experiences - How we will achieve this	<ul style="list-style-type: none"> • Daily phonics sessions (Reception) • Direct teaching of sequenced steps to writing with engaging opportunities available in child initiated learning • Exposure to rich spoken vocabulary • Learning environment that provides children with 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, sewing, threading, eating with cutlery, using small brushes for painting and a variety of mark making equipment for drawing and writing
Reasoning	Children are enthusiastic and can articulate their thoughts and opinions in oral and written language in preparation for their next stage of education and development

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 their mathematical thinking using appropriate vocabulary
Experiences - How we will achieve this	<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 seizing opportunities to sing number rhymes and songs
Reasoning	Children to have a solid understanding of early maths to allow them to access year 1 maths curriculum.