

According to Brodie (2018) a holistic child development is where all areas of learning, growth and development come together with each other. Brodie (2018) believes that holistic development defines as, from birth, the child's learning, development and growth are interdependent where the child/young person will rely on a peer or trusted adult for support, and Brodie (2018) suggests that children and young people are also concurrent which defines as something that could happen at the same time.

Parenta (2021) states that a holistic approach in teaching and learning looks at connections in the natural world. They state that holistic development in the Early Years Foundation stage (EYFS) helps children to connect with the environment that surrounds them, it helps them to learn, explore and discover in their own way. Furthermore Parenta (2021) writes that the focus of holistic development is on a child's personal, social, emotional, physical and spiritual well-being, Parenta (2021) believes that these are all linked to a holistic approach in the development of children. When doing assessments by considering a holistic approach of a child's development and progress it will always be in a form of observations, which will link into the EYFS according to Parenta (2021). They state that one of the advantages to a child's holistic development in EYFS is that it will allow a practitioner/teacher to take an activity that the child enjoys such as Maths and turn it into an activity where the child can learn. This will help the child/young person develop one or more aspects in the holistic approach which will help their overall development, well-being and learning. According to Parenta (2018) holistic development allows children and young people to learn and explore new subjects as it encourages curiosity, allowing them to develop creatively and naturally. It allows them to develop their social and communication skills, which builds their confidence, this will enable a positive experience within that certain activity.

The children and families act (2014) states that children and young people with additional learning needs have the right to achieve well in their school/setting, including practitioners or teachers using the holistic approach to allow the child/young person to thrive and develop but being more mindful that they do not just focus on one academic area of the activity as a child could have more than one learning difficulty, for example autism. A child with autism could have sensory issues therefore need to be more mindful of how to meet the child's needs positively in the

best and efficient way Parenta (2014). Article 23 of the United Nations Convention on the Rights of the child UNRC (2019) states that every child with additional learning needs have the right to support to live an independent life.

Gambrel and Cianci (2003) states that Maslow's hierarchy of needs in order are, physiological, safety, social, self-esteem, and self-actualization. They suggest that people seek to satisfy their physiological needs. These are basic human rights required to keep a child/young person safe and well, which includes the right to food, clothing and shelter. The UNRC (2019) will follow up on Maslow's Hierarchy of needs as every child needs each step of the pyramid to be able to develop and thrive in life.

When looking at a holistic child development and Maslow's Hierarchy of needs, they are quite similar in ways as a holistic development is there to allow children/young people to learn and explore Parenta (2018) and Maslow's Hierarchy, Gambrel and Cianci (2003) writes that physiological, safety, love/belonging, and self-esteem must be met before a child can reach their full potential. However, Maslow's Hierarchy is a step-by-step guide with how a child progresses throughout life and how every child needs to meet the hierarchy of needs to progress in life. A holistic approach is more assessments and observations and how after observing we can help the child thrive by identifying what needs to be worked on. According to Shah (2025) making sure activities using the Maslow's Hierarchy of needs enables teachers/practitioners to create a holistic approach into the environment of learning as they both support a child's learning and well-being enabling them to want to learn new things which will help their personal growth.

According to Vogler, Crivello and Woodhead (2008) transitions are vital to a child's well-being and experiences. They suggest that in a practice, transitions come across in different ways, for example, vertical and horizontal. They state that vertical transitions are changes from one to the other such as from nursery to reception. For example, in my workplace it could be when a child comes to breakfast club and that transition from breakfast club to outside, or to the classroom. Further on, Vogler, Crivello and Woodhead (2008) state that horizontal transitions are less obvious than vertical ones as they happen on a day-to-day basis. They look at the movements of the children, for example, everyday movement from home to school or a nursery

setting. For example, in my workplace it could be that a change in daily routine has happened such as an outside person coming in to teach a lesson.

Music (2011) describes the definition of Attachment as how different kinds of parental sensitivity give children different reactions which then forms different kinds of attachment to with others. To build on this Fearon and Roisman (2017) believe that attachment is a key topic in the parent child relationships. They state that Bowlby's theory refers to children who look for contact with a consistent parent/carer when they feel frightened, sad or worried. That attachment can help the child feel secure and safe, which leads back to what was said about Maslow where a child needs to feel safe and secure to survive. Transitions and Attachment are vital as they provide safe zones for them to learn and experience new things. It allows children to navigate and develop relationships when Maslow's basic needs are met. They introduce a sense of belonging in the world, a secure attachment with parent/carer can have a positive impact on the child's hierarchy through life.