

Key messages for Curriculum Development in the Early Years

Start with the child and keep them at the centre of the whole process

Step one – Overarching vision and values

- What is your vision? We want our children to be, for example, caring, resilient, capable, independent, communicators, creative, confident...
- What is it that you would like each child to achieve whilst they are with you, regardless of their starting point?
- What do you want your curriculum to be? For example, ambitious, progressive and help children to build knowledge and skills to support them to know and remember more
- What values drive your ambitious curriculum, building on the four principles of the EYFS (Unique child, Positive relationships, Enabling environments, Learning and development)?
- Think about how this will prepare children for the next stage of their education
- Think about how you work with subject leaders in primary schools to ensure the sequence of the curriculum progresses from nursery

Step two – Personalised and ambitious curriculum intent

- Think about your locality needs, for example consider whether your needs are from rural areas, towns, deprived, affluent, working families, unemployed, English as first language families, EAL...
- What are the patterns and trends typically in your data over the last three years? For example, if communication and language is low, or boys tend to do less well than girls, then this will need to be a priority and will be reflected heavily in the curriculum that you develop
- What cultural capital do your children typically bring with them and how will you build on their strengths and help close any gaps in attainment?
- What non- negotiables do you have? This could be for example, daily phonics, mathematics, physical activity and opportunities to share books together daily. All adults to be positive role models and have conversations daily with every child in the setting ...
- Is your INTENT both ambitious and age appropriate across all seven areas of learning and development, with Communication and Language at the heart?

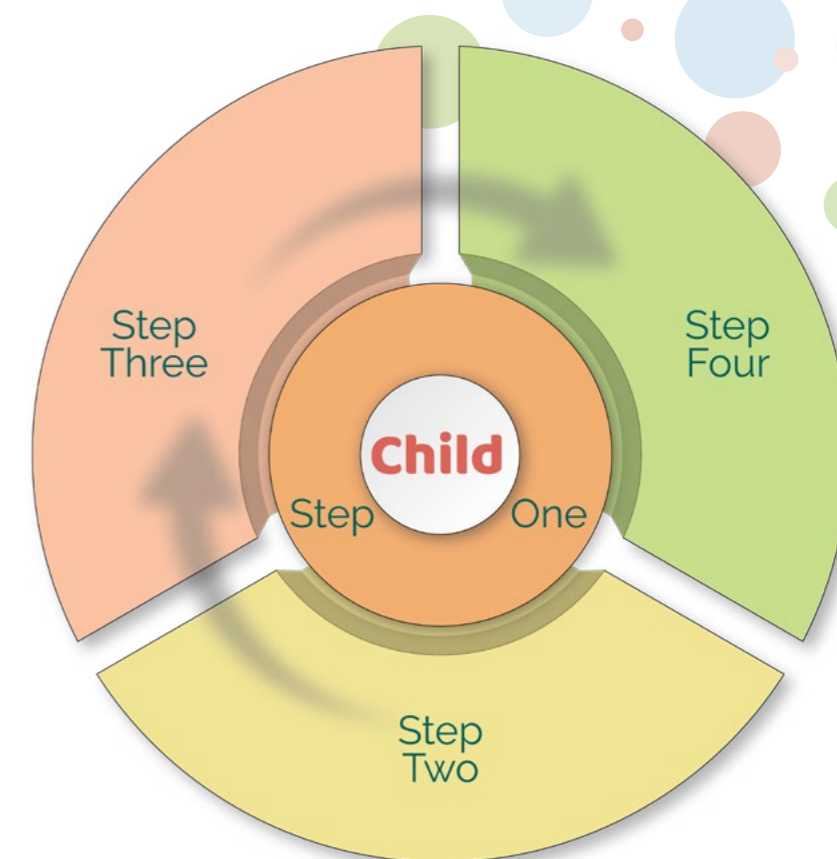
Step three – Implementation and pedagogy

As you begin to think about the IMPLEMENTATION of your curriculum, consider:

- how children learn through the characteristics of effective learning and schemas
- if all adults working with the children have a strong knowledge of child development, understand where children are up to in each of the seven areas of learning and development and what their next step would be
- how your curriculum will be sequential and how this will help children to make connections in their learning
- core texts that you might use and key vocabulary that you want to introduce
- how core continuous provision is permanently available and permanently accessible to all children throughout the day indoors and outdoors, to specifically support children to learn and develop in line with your INTENT. Ensure that this is reflective of the communities that are attending in order to support children to make links in their learning and to build on what they already know and can do
- how your routines of the day support you to meet your INTENTions. Does everything that happens across a day support children to learn and develop well?
- how you liaise with parents to share your INTENT for the year, and also on a day-to-day basis so that they can support with the IMPLEMENTATION in the home learning environment?

Step four – Impact – Monitor, evaluate, adapt, plan, deliver

- Monitor the IMPACT of your curriculum INTENT and IMPLEMENTATION throughout the year. This will be on a continuous day-to- day basis as well as at set points when you check in that the children are progressing well
- What have you noticed about the children's learning and development and their characteristics of effective learning? Are there any other factors affecting progress? For example, traumas and home circumstances
- What will you plan next in order to ensure that your INTENT for your children is realised? Think about how you are going to ensure that all children progress well. Adapt your IMPLEMENTATION accordingly
- How are you going to organise adult time to ensure that children who have gaps in learning and development are well supported in order for them to be ready for their next phase of education?
- How are you going to enhance your continuous provision and plan adult led opportunities to draw these children into irresistible learning opportunities that are directly interesting to them and supportive of their next steps for maximum IMPACT



On transition to the next phase of education, how do we support each unique child's learning journey and development, keeping them at the centre of the process, enabling them to flourish.

To find case studies demonstrating this process in practice, follow the links below:

Bacup Nursery School <https://youtu.be/Z7JmJkSTwGM>

