Introduction

The primary purpose of this publication is to support practitioners working in EYFS (nursery and reception classes) with planning and developing a curriculum to meet the learning needs of the children in their school or setting.

The document will be a useful tool for practitioners who are new to working in EYFS, as well as experienced EYFS practitioners, subject leaders, EYFS co-ordinators, senior leaders within schools who are looking to evaluate and further develop their existing EYFS curriculum.

Schools and settings can use this framework to plan an effective curriculum over a period of time, which can be changed, and reviewed in response to meet the individual needs of each cohort in a nursery or reception class.

The EYFS document is not a scheme of work, but allows schools and settings the flexibility to plan a bespoke curriculum to meet the needs of their children whilst ensuring the children are given the opportunities to progress through the EYFS, and to support transition into key stage 1.

Overview of the Planning Framework to Support Curriculum Development

The planning framework links to the Statutory Framework for the EYFS and the development bands 30-50 months and 40-60 months within the Non Statutory Guidance – Development Matters. All areas of learning and development and their respective aspects as well as the three characteristics of effective teaching and learning form the basis of the planning tool.

Section 1

This first section focuses on the three characteristics of effective teaching and learning and provides the tools for practitioners to begin to reflect on whether their provision is effective in promoting the characteristics of learning.

This section includes:

- A brief introduction of the three characteristics of effective teaching and learning.
- A description of each of the three characteristics – **playing and exploring, active learning** and **creating and thinking critically,** as outlined in development matters.
- Unpicks the statements from the 'positive relationship' sections of the development matters and offers suggestions as to how adults can support the development of each characteristic within the school or setting.
- Unpicks the statements from the 'enabling environments' sections within development matters and offers suggestions of what schools or settings can provide to support the development of each characteristic.
- Offers questions for adults to consider when observing the ways in which children approach their learning.