



Essex County Council
Early Years and Childcare

Early Years Curriculum Pathway



Rationale for developing a Curriculum Pathway

High-quality early years education is vitally important. Children attend early years provision at a fundamental developmental point in their lives, which impacts on their future educational attainment. Therefore, offering an effective Curriculum is crucial in supporting children to achieve the Early Learning Goals and a good level of development.

This document aims to give EYFS settings and Reception classes the opportunity to consider and reflect upon their provision and what they want their children to learn, when designing their Curriculum, using The Early Years Foundation Stage (EYFS), and consider the role adults and the environment play in this.

An effective curriculum is described as follows:

An effective curriculum is a holistic and ambitious plan that sets out what you intend children in your setting to learn and experience across all seven areas of learning. It will be tailored to the age group(s) you work with and should be ambitious for all children.

The curriculum can usefully be considered as a progression model. Progression meaning: children know more, remember more and can therefore do more of what was intended in the curriculum across the learning and development requirements in the EYFS.

Help for Early Years Providers - Curriculum Planning, July 2024

All criteria and exemplifications in this document are taken from published materials that are already available to all practitioners. They have simply been brought together to allow Essex practitioners the opportunity to reflect and adjust the curriculum they offer for children.



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Using statutory and non-statutory guidance to inform your curriculum

Educational programmes

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:



**communication
and language**



**Physical
development**



**Personal, social
and emotional
development**

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The specific areas are:



Literacy



Mathematics



**Understanding
the world**



**Expressive arts
and design**

These documents can be used to assess children's progress as well as to see whether your curriculum meets the needs of the children in the sense that they enable children to develop and learn based on age related guidelines. You can use a combination of these documents or any other guidance of your choice.

The curriculum should include attention to the Areas of Learning and Development which summarises some of what children learn.

The curriculum must, however, be more than a list of skills and knowledge to be achieved. The EYFS principle says every unique child is 'constantly learning'.

Children learn from all their experiences, not just those that have been planned or intended.

The curriculum needs to take account of children's learning not just in the Areas of Learning and Development, but also in how they see themselves as learners and how they are building the strong foundations for lifelong learning described in the **Characteristics of Effective Learning**.

How children learn, and how they learn about their own learning, should also be an integral part of the curriculum.

Part one: Designing and planning your own curriculum

A curriculum is what you want the children to learn in the time they are with you.

It must be based on the statutory Early Years Foundation Stage (EYFS), which gives you a framework that you can build on, through the 7 areas of learning.

You can decide how best to deliver those areas by creating a curriculum unique to your setting, providing activities and experiences that deliver those areas of learning.

Planning your curriculum: General considerations

You should always start with the early years foundation stage (EYFS) framework. It contains educational programmes that sit under 7 areas of learning. These are high-level curriculum summaries that you must follow and work into a rich curriculum that meets the needs of the children.

From there, break down those high-level curriculum summaries into smaller steps. Decide what you want children to learn, the activities you want to do with them and how your setting can support their learning.

Childminders, and Early Years leaders (working with their staff) should decide how to implement these activities and experiences, so the children can progress in all the areas of learning. You should evaluate how well the curriculum works, checking what children know and can do as they move through the EYFS.

Your curriculum should be unique to your setting. Watch your children, studying how they lead their own play. Talk to parents and carers to find out their interests. Listening to what children say also provides clues about their curiosities and interests.



Use this knowledge to decide how best to engage children in the curriculum, choosing the right activity or environment. It should not be overly complicated and should meet the needs of your children. Some children, such as those with SEND, may need additional support.

It's important not to use the early learning goals (ELGs) from the EYFS as the basis for your curriculum. They should only be used as an assessment during the summer term of the reception year.

Ethos of the setting

Ethos is a set of values that influence all aspects of your setting; from how you view children and their families to what you would like them to learn and be and everything in between.

These values (ethos of your setting) will colour what your curriculum intentions are going to be.

These will be reflected in your pedagogy, the way you relate to the children and their families, the way you work with other agencies etc.

Curriculum intent

Your curriculum intent needs to be responsive to the 3 C's – **Culture, Context and Cohort**.

Culture - Personal to the setting. What do your children need to have the best start in life?

Context - Rooted in your local area that you provide childcare. Focus on the children and families in your community.

Cohort - Responsive to your cohort of children and their individual circumstances. Examples of this could be, a high number of disadvantaged children living in a deprived area, or a high number of affluent families. Your curriculum should be differentiated and accessible for all children including disadvantaged, EAL and SEND.

Cultural capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

It's important to recognise that children enter Early Years settings with a wide range of prior experiences in both learning and play. Because of this, the environment created through the EYFS curriculum and the quality of interactions with practitioners can have a profound impact on each child's development and outcomes.

Further guidance can be found in the **Best Start in Life – Ofsted Research 2023**.

Reflection question:

Consider how your curriculum is designed and shared with your staff and parents.

Questions to consider:

- Have all staff shared their views on what they would like their children to achieve during their time at the setting?
- Have parental views been sought regarding what they would like their children to learn?
- Have the setting gained wider feedback on developmental expectations, such as from Reception school teachers, to inform their curriculum?
- How is your curriculum shared with new staff?
- Are parents aware of the settings curriculum? This could be achieved through displays, newsletters, website and social media, for example.

The characteristics of effective teaching and learning

Playing and exploring

Children will be learning to:	Examples of how to support this:
Realise that their actions have an effect on the world, so they want to keep repeating them.	Encourage babies' exploration of the world around them. Suggestions: investigating the feel of their key person's hair or reaching for a blanket in their cot. Offer open-ended resources like large smooth shells and pebbles, blocks and lengths of fabric for babies and toddlers to play freely with, outdoors and inside.
Plan and think ahead about how they will explore or play with objects.	When playing with blocks: encourage children to discuss what they will make before and while making it, or draw a picture before building.
Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."	Visual aids can help children to keep track of what they need to do next, for example counting on their fingers or referring to a series of pictures on the wall to remind them what they must do before lunch. Verbal mental aids include providing a sensitive commentary on what a child is doing. You might comment: "I see you are looking for the biggest pieces first" or ask "how well do you think that's going?" Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.

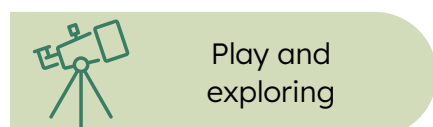
The image above shows an example of the characteristics of effective teaching and learning and how this can be supported in early years settings. Further information on the characteristics of effective learning can be found in the Development Matters guidance 2021

The Characteristics of Effective Learning describe the behaviours children use to explore, engage, and make sense of the world around them. For children to learn effectively, they need to approach experiences with curiosity, energy, and enthusiasm. Learning becomes most powerful when it is meaningful to the child—enabling them to apply what they've discovered in new and varied situations. These attitudes and skills help children become confident learners, supporting their progress across all Areas of Learning and Development.

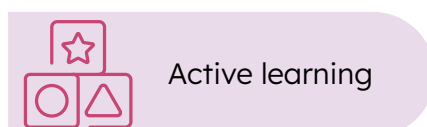
The Areas of Learning and Development are interconnected. When experiences and activities are designed to give children autonomy and encourage them to develop their own ideas, they not only support specific learning goals but also provide valuable opportunities for children to practise and strengthen their learning behaviours—reinforcing the Characteristics of Effective Learning

Further information on the Characteristics of Effective Learning can be found within Birth-5 Matters, 2021

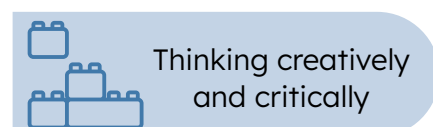
Therefore, it is important to be mindful of the following 3 characteristics when creating your curriculum intent and consider ways that your setting can promote these life-long skills.



Play and exploring



Active learning



Thinking creatively and critically



Reflection question

What characteristics are fostered in our children if we get our interactions and environments right?

Motivation, engagement, persistence, resilience, perseverance, curiosity, imagination, creativity, high levels of involvement, pride, satisfaction, thinking, problem solving, risk taking, adaptability.

An idea to implement within your setting:

- Look at an activity/experience/area you or a colleague have set up and evaluate it against the opportunities it provides for developing the COETL (Page 14-19 of the Development Matters)

If it doesn't then it is likely to be an adult led, closed opportunity with limited exploration and scope for independent thought.



Curriculum progression and sequencing

A curriculum (programme of learning) should be a **progression** model. A coherently planned and well-sequenced curriculum enables children to make progress by knowing more, understanding more and being able to do more.

Cumulative dysfluency (consequences for children's development when a curriculum is not sequenced or designed effectively) occurs when gaps in knowledge are not supporting early on.

Different pieces of knowledge children need to learn are identified as components. However, if staff identify gaps in knowledge, the way around supporting the knowledge-doing gap is through repetition of those specific components.

Questions to consider:

- How do you decide what you want children to learn during their time with you?
- How is your curriculum used as a progression model? Is it well-sequenced throughout your setting?

Learning should not be based only on children's pre-existing interests as this does not give them the chance to develop new ones. In your setting, this may look like a child who is keen to take part in book-related activities or seek out the painting table, but does not choose active play or explore music-making. The consequence of planning based purely on a child's interests is that the curriculum begins to narrow for them at a very young age.

It is important to ensure that all children have the opportunity to really develop and talk about a full range of interests. Therefore, your curriculum should be designed to provide children with a deep body of knowledge.

Sequencing

When thinking about sequencing a curriculum, you need to consider:

What children need to learn?

**What do they need from you,
as the role of the adult?**

A good idea to support this with staff, is to discuss activities that are available.

Questions to consider:

- In that moment, how are you going to extend upon what they already know and can do?
- How does this help prepare them for their next stage in education?

Note how the next stage in education, does not always mean school. This can be transition from one room to another.

It is important to consider the expectations you have of children. For example, if you are in a nursery provision and activities are set out for younger children, but older children self-select activities- how do they learn this skill? What is the role of the adult in teaching children this?

This is important to consider when thinking about children's 'Cultural Capital'- thinking about what children's life and home experiences have been before coming to the setting. You may wish to review the expectations you have at the setting, to the expectations they have at home.

For example, consider:

- Do children self-select resources at home?
- What resources do they have available at home?

When considering a child's 'cultural capital' a familiar example for most will be children who live in flats and giving them an outdoor environment to experience. However, it is vital to consider how this looks in everyday practice.

An example to reflect upon within your own practice

Snack/Mealtimes:

- What skills do you teach children?
- Do they self serve/pour their own drinks?
- Do they help prepare their snacks to learn about keeping themselves healthy?



Composites and components

Firstly, when planning activities, you need to consider the individual pieces of knowledge (components) that children need in order to complete the activity effectively.

If practitioners know all of the children well, they are more likely to be aware of the knowledge the children have brought from home or other settings, and the interests they have already formed. If practitioners know the children's starting points, this will help them to consider what knowledge each child needs to acquire to reach the ambitious end points of the curriculum.

By thinking about components allows staff to identify what support children may need to complete the specific activity.

By watching and observing what children already know and can do, allows staff to be clear on what to support them with next.

Things to consider when planning activities:

- Are children well prepared for the activity?
- Do they have the required composite skills needed to complete the activity?

This links back to the 'curriculum & pedagogy' explanation of 'what' is going to be taught and 'how' it is going to be taught.

Curriculum progression and sequencing considerations:

- Are children being given opportunities to practice and revisit the most essential knowledge and skills, so that it is embedded and secure?
- What children need more knowledge and practice to learn these essential skills? (this could be disadvantaged children, children with SEND etc)

For example in this situation, when planning a cutting and sticking (composite) activity, staff may wish to consider the below, to identify what components children already know and can do.

Cutting progression

1.5 to 2 years	introduction to the use of scissors/holds them
2 to 2.5 years	Learns to open and close them, begins to snip the edges of the paper
3 years	can make several snips forward
3 to 3.5 years	Starts to use their second hand to support the paper and can cut a small line
4 years	accuracy improves and begins to cut curves and then develops into a simple circle shape
5 years	Able to cut out squares and follow lines to cut out more complex shapes

Helpful tip:

You can also use targeted practice, to aim at specific children who don't know that particular component yet.

Another example**12 to 18 months**

- Holds out arm for sleeves and lifts foot for shoes
- Pushes arms through sleeves and legs through trousers
- Takes off socks and shoes
- Begins to attempt to take off other clothing
- Takes off and puts on a hat

**24 to 30 months**

- Takes off clothes by themselves (still needing support for zips/buttons)
- Starts to help to pull up trousers

30 to 36 months

- Attempts to put on socks
- Puts on t-shirt

**3 to 4 years**

- Gets dressed and undressed with minimal help
- Puts on shoes (although may be on the wrong foot!)
- Puts on socks, with occasional assistance
- Pulls down trousers
- Zips and unzips clothing
- Buttons large buttons
- Fastens snaps
- Unbuckles a buckle

**4 to 5 years**

- Buckles a buckle
- Connects a zip and zips it up
- Puts on socks correctly
- Puts shoes on correct feet with occasional help
- Able to recognise the front and back of clothing, using labels to help them.

The components of this sequence could link to a composite and curriculum goal of 'independence'.

Note: It is important to remember that young children do not actively choose to use their executive function (as older children do); they use it in response to environmental demands, such as when an adult encourages them to.

Executive function demands need to be continually and incrementally increased or they will not improve.

This means that practitioners should be aware of what children already know and are able to do so that they can provide opportunities and teaching activities that will continue to develop the children's executive function.

This is important, because children's executive function will develop at different rates.



Part two: Putting your curriculum into practice

Within part two, we will be exploring the role that the adult and the environment play in the implementation of your curriculum.

The role of the adult - The teaching continuum

Pedagogy is the professional term for teaching.

It means the set of approaches which enable learning to take place. Within an early years setting, teaching and learning takes place through an interactive process between:

- an educator and a child/children
- a more experienced child and their less experienced peer/s
- a child and their environment

Put simply, the educator's role is to ensure they apply effective approaches to positively influence as many of these different interactions as possible.

A common misconception about opportunities for learning in the early years is that there are two distinct contexts it can take place, either through adult initiated activities (such as group activities) or through independent free play as children access the continuous provision the adult has provided. However, these contexts are in fact the opposite ends of a broad spectrum of many different and subtle contexts teaching and learning can take place. (Education Endowment Foundation, 2024)

The Teaching continuum attempts to illustrate the range of ways educators support children's learning and development and that this spans adult-led and child-led learning opportunities.

Once practitioners have decided what they want all children in their setting to learn, they need to consider the most effective ways to teach it.

Sometimes it will be appropriate to show or tell children what to do through explicit teaching. For example, when they are learning something for the first time. This may be followed by opportunities for children to use and apply this new knowledge through play.

At other times, it may be appropriate for children to explore something through play first and for the practitioner to intervene with guidance at appropriate points. It is the purpose and intention and direction of an interaction that alters the role of the practitioner and affects whether she/he is focussing the child on specific learning intentions or following the learning intentions set by the child.

Important consideration: wait, watch and wonder

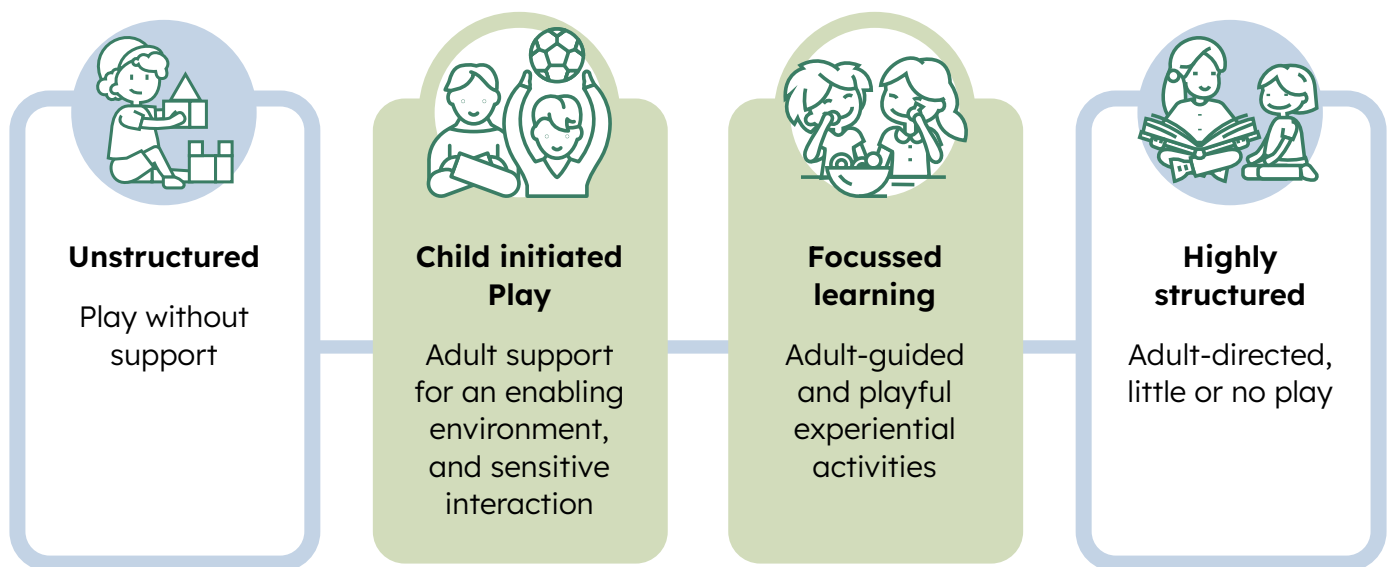
Judging what to teach and when to teach it is a key part of a practitioner's role, and the curriculum acts as the framework on which to base those decisions.

Research on successful outcomes of Early Years provision – both in the short term and for later success in school and as adults – has pointed to some general guidelines. The best outcomes for children's learning occur where most of the activity within a child's day is a mixture of:

- child-initiated play, actively supported by adults
- focused learning, with adults guiding the learning through playful, rich experiential activities

Consider:

- how well does the timetable and use of staff support the delivery of the curriculum? (this could relate to your staff deployment, routines of the day)
- what are the children doing at different points of the day? (For how long?)



This can be illustrated as a continuum of approaches.

Children acquire language quicker if their 'parent' follows the child's lead and their play.

At one end, too little adult support can limit learning. While play without adults can be rich and purposeful, at times it can become chaotic or repetitive activity which is 'hands-on, brains-off'.

At the other end of the scale, too much tightly directed activity deprives children of the opportunity to engage actively with learning. Effective Early Years practitioners will organise the time, space and activities in the daily routine to reflect the overall combination which best supports children's well-being and learning.

Remember:

Every interaction is an opportunity for teaching and learning and implementing your curriculum

The importance of the learning environment

Adults can help children to learn in many encouraging, thoughtful and gently challenging ways. This help needs to take place across the whole range of contexts and areas of learning. This includes creating a rich and stimulating environment, indoors and outside, so that children can choose their own play and activities. (Working with the revised EYFS, 2020)

Consider:

- how does your whole environment support your curriculum?
- have you considered the 'why' of how you have set up and arranged your environment?
- how effective are pedagogical choices (teaching) in achieving curriculum intent?

Using different pedagogical approaches within your practice can help shape the way you organise and arrange your learning environment.

For example, when considering creating a calm environment, you may consider Elizabeth Jarmans 'Communication friendly spaces' and have a neutral canvas with limited amounts of bright colour, so this is not overwhelming for children and therefore maximises opportunities to develop their communication and language skills.

Another example:

Home corner in the 'middle of the room':

Adults are able to sit at this activity close by on the outside, this gives the children a chance to interact child to child.

When thinking about the fundamental basics of how communication is learnt through eye contact, body language, facial expressions, by deciding to organise this play space so that children face each other, allows them to learn and practice these basic communication skills. This in turn, supports a curriculum that promotes children's communication.

Often, as soon as an adult enters the area you become the centre of the play/attention. For example, you get the cup of tea, you get the cake, you get the baby to feed!



Therefore, If you are able to sit at an activity nearby you are close enough to observe and hear conversation and intervene in you need.

Purposeful, high-quality play thrives in environments that are carefully planned and responsive to children's evolving interests. When educators introduce new materials, experiences, and creative opportunities, they not only build on what children already enjoy but also broaden their thinking and engagement—supporting deeper learning through exploration and discovery.

Further information can be found within the [Working with the revised EYFS 2020 document](#).

Remember wait, watch and wonder!

Your curriculum should place equal value on the role of the adult AND the environment.

An important aspect to consider is how the implementation of your well-designed curriculum encourages children's independence, ability to make choices and giving them a voice to make their own decisions.

The above image can provide inspiration for how the learning environment can be arranged to support children to develop these skills.

Teaching these skills can start right from our youngest children. An example of this is heuristic play opportunities, such as Treasure Baskets.



These offer the opportunity to explore different natural materials and to make choices about what they want to pick up and investigate more using their hands, mouths and all their senses.

Educators need to prepare the learning environment carefully or the implementation of the curriculum will not happen. The Treasure Baskets need to be made available to babies of the right age, in a protected space. If this is not considered, then older children could pick up these materials and take them to different parts of the room, resulting in our youngest children missing out on this element of the settings curriculum.



Spaces for one to two children to play

Consider how creating spaces for one or two children gives them a unique experience in a normally busy environment. By offering these within your environment, provides children with time to play, interact, communicate in small groups to help nurture friendships.

Curriculum intent link:

- less is more, spaces are not overfilled with resources
- children are learning to share and take turns- developing their Personal, Social and Emotional development
- 'Communication Friendly Space'- developing children's communication and language development

The above are examples of simple activities within everyday practice but highlight the importance of the role of adult in interacting with children and introducing new concepts such as sharing/turn-taking and new vocabulary to support your curriculum.

Reflecting on your curriculum and its implementation

Before making any changes to your designed curriculum, consider the following:

Changes to cohort of children - Does my curriculum serve the next cohort of children?

What are the children telling us and demonstrating about their experiences and learning?

Delivery - Has the curriculum been delivered in the way that had been planned?

Questions to ask your staff and yourself

- Did our children learn what we wanted them to learn?
- Have our children developed the skills we wanted them to master?
- Has our environment, layout, timetable, use of staff and activity choices supported our curriculum this week, month, half term, term or year?
- Have all children received the same experiences? Are prior learning and SEND, EAL given sufficient consideration.

A reflection:

Have we given children/the curriculum enough time to embed or do we need to make changes quickly to ensure children can make progress?



Key messages from Ofsted on the prime areas of learning

Key messages for communication and language

- There is a need for careful and deliberate planning.
- Communication and language are vital for children's social and emotional development
- Introducing and embedding vocabulary and language structures needs careful thought.
- Practice makes permanent

Key messages for physical development

Practitioners may want to consider how their curriculum:

- identifies small steps, building on what children know
- includes explicit modelling and teaching of fundamental movement skills
- provides activities that deepen and extend a child's capabilities
- gives children space and time to practise

Key messages for personal, social and emotional development

Practitioners need to think about how they support children to:

- develop positive relationships and interactions
- have a positive sense of self
- develop an understanding of emotions
- learn how to get along with each other
- explore, prepare and eat healthy food

Ofsted considerations for the prime areas of learning

Considerations for communication and language development:

- What changes have you made to support children's communication and language skills?
- How effective have they been?
- What are the challenges and what are the changes you could make to further support children?

Considerations for physical development:

What skills would children need to be able to cut with scissors?

Consider:

- ability to sit up appropriately and have good balance and stability
- hand strength and stable shoulders with wrist and finger control
- bilateral coordination
- hand-eye coordination and focus

What knowledge would a child need to throw a ball?

You may consider:

- balance, coordination, and the ability to plan and execute movements
- ability to grasp and let go of an object
- hand-eye coordination practice
- bilateral skills
- visual perception and control
- social skills

Considerations for PSED:

- How do you support children's PSED and how much importance do you place on the role of the key person?
- What opportunities do children have to learn about their emotions and feelings?
- How effective are your routines in helping children learn how to look after themselves and get along with others?
- What are the challenges and what changes could you make to further support children?

Prime areas of learning

The prime areas are crucial and are interlinked.

- Communication and language are fundamental to every aspect of young children's thinking and learning.
- Physical development is central to children's health and fitness.
- PSED underpins children's early learning and emotional well-being.

Ofsted considerations:

The below is taken from the Early Years Inspection Toolkit – Nov 2025

Curriculum design

In gathering evidence about the design of the curriculum, inspectors consider the extent to which the curriculum:

- is designed to teach the 7 areas of learning and development set out in the EYFS, with a particular focus on the 3 prime areas for the youngest children
- is designed to build children's knowledge and skills systematically
- focuses on developing children's knowledge and skills rather than on activities and experiences that leave children's learning to chance

In gathering evidence about the design of the curriculum relating to each area of learning and development, inspectors consider the extent to which:

The communication and language curriculum:

- places a strong focus on vocabulary, oral language and language comprehension
- promotes children's enjoyment and develops their love of stories, rhymes, songs and books
- includes frequent and high-quality interactions between adults and children
- includes oral storytelling and shared reading with plenty of opportunities for repeated practice in a range of contexts

The physical development curriculum:

- identifies small steps that, when taught and practised purposefully, lead to proficiency in a physical skill
 - enables children to learn and practise what they need and to build on what they already know
 - includes explicit modelling and teaching of fundamental movement skills
 - provides activities that deepen and extend children's capabilities
 - gives children the space and time they need to practise and refine their emerging skills through play
-

The curriculum for personal, social and emotional development (PSED):

- supports children to develop warm, positive relationships and interactions
 - enables children to develop a positive sense of self
 - helps children to develop an understanding of emotions
 - models routines, rules and expectations that help children learn how to get along with each other
 - provides opportunities for children to explore, prepare and eat healthy food in supportive and meaningful contexts
-

The curriculum for literacy:

- develops children's communication and language
 - inspires children's love of books, songs and rhymes
 - includes storytelling and shared book reading
-

The curriculum for mathematics:

- is sequenced so that concepts are introduced and developed carefully, and knowledge and skills are practised frequently
 - develops children's confidence in and use of mathematical vocabulary
 - is designed to give children a secure grounding in number and operations with number and to develop their spatial reasoning
 - helps them to enjoy mathematics so that they use what they know across all areas of learning
-

The curriculum for understanding the world:

- emphasises the importance of children's personal experiences and the books, songs and rhymes they encounter
 - enables practitioners to identify the language and knowledge that children need to learn to develop their concept of past, present and future and their knowledge of living things and the natural world
 - includes experiences that help children make sense of and learn about the diverse world in which they live
 - enables children to learn to use technology safely and purposefully
-

The curriculum for expressive arts and design:

- gives children opportunities to learn and practise skills, to appreciate their own and others' art, and to use what they know in creative ways
- ensures that all children have the early sensory experiences they need
- is clear about how and when new tools, materials, skills, songs, rhymes and stories are introduced

Statutory and non-statutory guidance

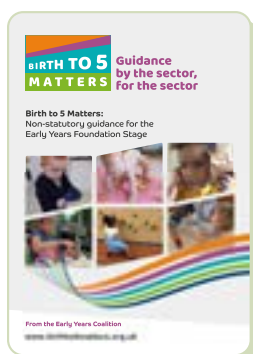
Remember, it is not compulsory for you to record or display your curriculum.

However, it is important to consider how your curriculum is shared with your staff, parents and Ofsted.

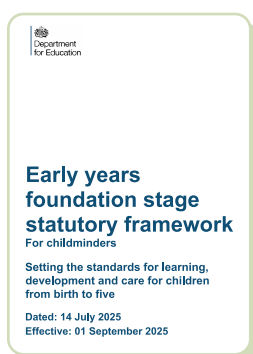
Documents that will be useful to refer to when planning your curriculum, are shown below.



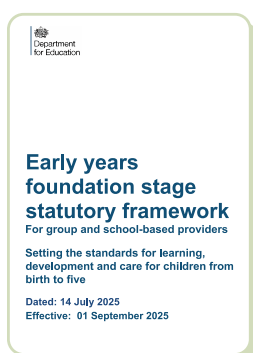
Development Matters - this is a non-statutory guidance that will help you identify what you want children to learn as part of your curriculum development.



Birth to 5 Matters - this is a non-statutory guidance that will help you identify what you want children to learn as part of your curriculum development.



Early years foundation stage framework for childminders - this is the statutory framework that all childminders must follow. It sets the standards for learning, development and care for children from birth to five years.



Early years foundation stage framework for group and school-based providers - this is the statutory framework that all group and school-based providers must follow. It sets the standards for learning, development and care for children from birth to five years.

Further reading

EYFS

EYFS Statutory Framework for the early years foundation stage for group and school providers

EYFS Statutory Framework for the early years foundation stage for childminders

Best Start in life: a research review for early years

Working with the revised Early Years Foundation Stage - Principles into Practice

Development Matters, 2021

For further support on curriculum development in the EYFS, please access the following training available on Education Essex

Curriculum Development in the EYFS downloadable training webinar

Videos:



Part 1 C&L Early Years Curriculum: The importance of Communication



Part 2 C&L Early Years Curriculum: A curriculum for communication and language



Part 3 C&L Early Years Curriculum: Making progress through knowing and remembering more

Access support from your EYEP team:

West EYEP Team: westeyep@essex.gov.uk

Mid EYEP Team: mideyep@essex.gov.uk

North EYEP Team: northeyep@essex.gov.uk

South EYEP Team: southeyep@essex.gov.uk



This information is issued by:
Early Years and Childcare

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