Building a living curriculum

Is your curriculum…?

☐ Centred on emotional wellbeing

☐ Focused on developing language for all children

☐ Clear about what you want the children to learn

☐ Unique to your setting

☐ Based on the cohort today

☐ Progressive so that the enabling environment and experiences progress as the children do?

What is it we want for these children?

What do we want them to know and be able to do?

How do we want them to 'be'?

What will make you feel confident that a child is doing well?

Or raise concerns?

How will we know that children are progressing- gaining knowledge, gaining skills?

A child's learning is secure if they show it consistently across a range of contexts.

What are the guiding principles to your curriculum approach?
West Solihull Managers' discussion group

☐ Rooted in **PSED**

☐ **Knowing** the children with a strong focus on **parents influencing** the curriculum

☐ **Interest-led** planning inspires **conversation** and leads to **immersive** opportunities

☐ Secure knowledge of **child development** to understand how to support progression, such as independence skills

☐ **Whole setting approach**, and cohesion across the rooms, is integral

☐ Knowing and understanding the **intent** of all aspects such as mealtimes, displays, the outdoor offer. *Why do we do what we do? How does it benefit the child?*

Children and educators play an active role in building a curriculum together through **spontaneous** and **planned** experiences.

A living curriculum recognises that even the **most routine experiences** of everyday life can become springboards for **shared thinking**, **exploration** and **enquiry**.

A living curriculum must also enable children to **revisit, apply and extend** their interests and ideas **over time**. This enables children to **build connections** in their learning through a curriculum that weaves together **child-initiated, adult-facilitated and adult-led experiences**.

Creating a curriculum with young children, Liz Chesworth and Elizabeth Wood