
Overview

This standard identifies the requirements for implementing early years frameworks to inform curriculum planning. It includes the development and implementation of plans. It requires you to monitor early years frameworks and reflect on your practice. The planning and implementation of the curriculum for early years should be consistent with the frameworks in your home nation.

Performance criteria

You must be able to:

1. use early years frameworks to inform curriculum planning that supports holistic learning and development
2. work in partnership with others to ensure new information about curriculum planning is shared
3. establish a continuous planning cycle that builds on previous experiences
4. ensure plans reflect the values, ethos, and pedagogical approach of the workplace
5. embed inclusive and anti-discriminatory practice in all planning
6. use observations and interactions to inform planning, responding to the emerging interests, preferences and needs of children
7. ensure flexible approaches, allowing for spontaneity, curiosity, and real-life learning opportunities
8. work in partnership with families and others to co-create learning spaces and experiences that support the development of children
9. plan a balance of adult-led and child-led experiences
10. provide learning environments that support meaningful individual and group play, inquiry-based learning, and real-world experiences
11. facilitate stimulating and safe outdoor environments where children can explore and learn through nature-based play
12. provide digital tools and devices to support play and learning, ensuring digital resources support rather than replace rich, real-world play experiences
13. plan for transitions, ensuring continuity in learning as children move through different experiences
14. engage children in shaping their own learning experiences, valuing their voices and choices
15. provide opportunities for free play, guided discovery, and supported problem-solving
16. adapt plans based on ongoing assessment, providing appropriate support or challenges
17. facilitate engaging learning experiences based on planned and responsive experiences
18. celebrate the achievements of children, using them to inform next steps in learning

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19. identify when children require additional support and seek appropriate interventions
 20. engage in collaborative reflection with others to evaluate and refine curriculum plans
 21. monitor and assess the participation and progress of children, using findings to adjust planning to meet the needs of children
 22. communicate with families about how curriculum plans support the development of children and involve them in decision-making
 23. complete records and reports required for implementing early years frameworks to inform curriculum planning
 24. reflect on how you carried out your roles and responsibilities to implement early years frameworks to inform curriculum planning

Knowledge and understanding

You need to know and understand:

1. the importance of routines and transitions in providing continuity and security for children
2. social, physical and economic factors that impact the development of children
3. how neurodivergence and additional needs can be supported in planning for learning
4. the impact of attachment, relationships, and wellbeing on the ability of children to engage in learning
5. the influence of the culture and background of children on how you plan for curriculum and learning
6. the purpose of early years curriculum frameworks in supporting the holistic learning and development of children
7. the importance of cyclical and responsive planning approaches
8. how to balance adult-led and child-led experiences to create meaningful learning opportunities
9. the significance of play-based learning in development and exploration
10. how to ensure planning reflects the ethos, values, and pedagogy of the workplace
11. how to apply trauma informed principles to implement frameworks for early education through curriculum planning
12. the importance of dignity, kindness, and compassion in planning for learning
13. how to use observations and interactions to inform planning and tailor learning experiences to individual children
14. how support emotional regulation in curriculum planning
15. strategies for creating flexible and adaptable learning experiences, responding to real-life moments and the curiosity of children
16. the significance of free choice and autonomy in supporting the confidence and motivation of children
17. how to create stimulating, engaging environments that supports exploration, problem-solving, and inquiry
18. how to integrate real-world experiences, digital tools, and open-ended sustainable resources to enrich learning
19. how to work in partnership with families and others to create learning opportunities

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20. the significance of physical, outdoor, and nature-based play in promoting wellbeing and holistic growth
 21. how to use assessment, records and reports effectively to track learning and inform next steps
 22. the role of self-evaluation in curriculum planning
 23. the expectations of regulatory bodies and inspectorates in relation to curriculum planning and implementation
 24. theories relevant to implementing early years frameworks to inform curriculum planning
 25. the relevant legal requirements, standards of practice, frameworks and guidance for implementing early years frameworks to inform curriculum planning
 26. the workplace requirements on equality, diversity, inclusion, and rights when implementing early years frameworks to inform curriculum planning
 27. how your personal experiences and unconscious bias may impact when implementing early years frameworks to inform curriculum planning, and how to address this
 28. the role of supervision, reflective practice and learning and development in implementing early years frameworks to inform curriculum planning

Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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Implement early years frameworks to inform curriculum planning



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