

# Spring 2026 Priorities ↔ Watch Us Grow Curriculum Alignment

Spring Priority	Curriculum Link / Strand	How the Curriculum Supports This Priority	Impact / Monitoring Focus
1. Quality of Teaching & Learning	Confident Communicator, Critical & Creative Thinkers, Naturally Inquisitive	<ul style="list-style-type: none"> <li>- High-quality adult-child interactions embedded via modelling, questioning, storytelling</li> <li>- Responsive planning: staff considerations emphasise scaffolding and supporting next steps</li> <li>- Balance of adult-led and child-initiated learning through play-based curriculum</li> <li>- Language-rich environments across all areas: talk, storytelling, mark-making</li> </ul>	<ul style="list-style-type: none"> <li>- Learning walks focus on sustained shared thinking</li> <li>- Staff use of purposeful questioning</li> <li>- Observation of children's engagement and independence in both adult-led and child-initiated activities</li> </ul>
2. Communication & Language	Confident Communicator, Sense of Belonging, Naturally Inquisitive	<ul style="list-style-type: none"> <li>- Literacy embedded across play, problem-solving, and reflection</li> <li>- Targeted support for children with SLCN through structured interventions and daily language opportunities</li> <li>- Gross and fine motor skills supported through active play and mark-making</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of vocabulary development and communication skills</li> <li>- Tracking SLCN interventions and their impact</li> <li>- Review of talk-rich areas, small group work, and storytelling sessions</li> <li>- Observation of self-care skills, fine and gross motor development</li> </ul>
3. Physical Development & PSED	Content & Active, Sense of Belonging	<ul style="list-style-type: none"> <li>- Promotes independence, self-care, and resilience through routines</li> <li>- Emotional well-being reinforced through predictable structures and nurturing interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring routines, self-regulation, and peer interactions</li> <li>- Feedback from staff on children's emotional well-being and engagement in physical activities</li> </ul>

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<b>4. Mathematics (0–5 Development Matters)</b>	Critical & Creative Thinkers, Naturally Inquisitive, Confident Communicator	<ul style="list-style-type: none"> <li>- Maths embedded through problem-solving, play, and daily routines</li> <li>- Mathematical language modelled during exploration, experiments, and storytelling</li> <li>- Opportunities to record ideas using numbers, patterns, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of mathematical understanding and language use</li> <li>- Review of children's ability to apply number and pattern knowledge in play</li> <li>- Monitoring consistency of Maths coverage across age bands</li> </ul>
<b>5. Assessment &amp; Observation</b>	All Strands	<ul style="list-style-type: none"> <li>- Observations and assessments are purposeful, linked to next steps</li> <li>- Curriculum provides clear staff considerations to guide observation focus</li> <li>- Assessment informs responsive planning, targeted support, and gap analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate observation records for clarity and next-step links</li> <li>- Track use of assessment in planning</li> <li>- Identify gaps and interventions for vulnerable groups</li> </ul>
<b>6. Behaviour, Routines &amp; Personal Development</b>	Sense of Belonging, Content & Active	<ul style="list-style-type: none"> <li>- Consistent routines and predictable structure support self-regulation and independence</li> <li>- Positive relationships foster emotional security and strong social skills</li> <li>- Staff model expected behaviours and reinforce social learning</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of children's behaviour, independence, and engagement</li> <li>- Observation of routines, transitions, and peer interactions</li> <li>- Staff reflection on modelling and reinforcement strategies</li> </ul>
<b>7. Safeguarding &amp; Culture of Responsibility</b>	All Strands (embedded), plus safeguarding statement	<ul style="list-style-type: none"> <li>- Safeguarding culture underpins curriculum: emotional security, safe environment, strong adult-child relationships</li> <li>- All staff share responsibility for reporting concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Audit of safeguarding procedures and understanding among staff</li> <li>- Review of reporting and monitoring processes</li> <li>- Observation of secure, nurturing environments</li> </ul>

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<b>8. Leadership, Monitoring &amp; Professional Development</b>	All Strands	<ul style="list-style-type: none"> <li>- Routines and interactions reinforce safety and well-being</li> <li>- Curriculum includes staff considerations to guide practice, monitor teaching quality, and inform CPD</li> <li>- Leaders use curriculum as benchmark for high-quality interactions, literacy embedding, Maths coverage, and well-being provision</li> </ul>	<ul style="list-style-type: none"> <li>- SLT learning walks and coaching conversations</li> <li>- CPD targeted to observed gaps in teaching and curriculum delivery</li> <li>- Regular review of curriculum implementation and impact on outcomes</li> </ul>

**Key Notes:**

- The supporting documents for this plan are :
- Staff guidance on the EYFS – Website link
- Watch Us grow Curriculum : Supporting a thriving child