

EARLY YEARS CURRICULUM

For Children Aged 3 to 5

A Holistic Approach to Early Childhood Education

Nurturing Holistic Growth from the Start

At King's College UK, Gurugram, our Early Years programme is built around one simple belief: **every child deserves to feel seen, valued and free to wonder.**

We see young children as capable, curious and active learners. Our educators work alongside children as attentive guides and learning partners, creating the conditions for children to ask questions, explore ideas, make choices and develop their understanding of the world around them.

Rooted in the principles of the **IB Primary Years Programme (PYP)**, our Early Years approach brings together play, inquiry, relationships and purposeful exploration. Learning is holistic and interconnected, allowing children to develop language, mathematical thinking, creativity, physical skills, social-emotional understanding and knowledge of the world through meaningful experiences.

We believe that a lifelong love of learning begins when children feel secure enough to be curious, confident enough to ask questions and trusted enough to explore.

A Foundation Built on Values

Our Early Years curriculum is rooted in **respect, belonging, care and a deep sense of community.**

Children begin to develop the qualities reflected in the IB Learner Profile — becoming curious inquirers, confident communicators, caring friends, thoughtful thinkers and increasingly independent learners.

Sustainability, cultural awareness and an early sense of international-mindedness are naturally woven into everyday experiences. Through stories, conversations, relationships and exploration, children begin to understand that people may have different experiences and perspectives, while developing respect for others and care for the world around them.

At King's, we want every child to know that they belong, that their ideas matter and that they have something valuable to contribute.

[Early Years Curriculum Overview →]

Learning Together Across Ages

A distinctive feature of our Early Years programme is our **mixed-age learning environment.**

At King's, we have made a deliberate choice to bring children of different ages together. We know children learn by observing, listening, imitating, explaining, negotiating, helping and collaborating.

Younger children benefit from observing and learning alongside more experienced peers, while older children deepen their own understanding through explaining, modelling, supporting and taking responsibility. Every child has opportunities to be both a learner and a contributor.

Mixed-age learning also allows us to respond to the fact that **age alone does not determine a child's readiness to learn.** Children develop at different rates and come to school with different experiences, strengths, interests, languages and levels of independence.

Our educators know each child well and intentionally differentiate learning experiences, questions, resources and expectations so that every child is appropriately supported and challenged. Children are not expected to progress at the same pace simply because they share an age group. Instead, they are encouraged to grow from their individual starting points while learning as part of a supportive community.

This creates an environment in which children develop not only academically, but also socially and emotionally — learning to communicate, collaborate, show empathy, take responsibility and appreciate what others can contribute.

Play, Inquiry and Purposeful Learning

Play is central to our Early Years programme. Through open-ended and purposeful play, children develop language, explore mathematical and scientific ideas, solve problems, build relationships, express their creativity and make sense of their experiences.

Alongside child-initiated play, our educators provide intentional experiences, questions and provocations that extend children's thinking. Our **units of inquiry** connect learning across different areas of development and invite children to explore meaningful ideas about themselves, their relationships, their environment and the wider world.

Children are encouraged to wonder, investigate, revisit ideas and develop their own theories. Their questions and interests help shape the direction of learning, while teachers provide the knowledge, resources and guidance needed to move learning forward.

A Supportive and Inclusive Environment

Our Early Years learning environments are carefully designed to encourage **independence, exploration, creativity and collaboration**.

Children have opportunities to learn individually, with partners, in small groups and as part of the wider learning community. Indoor and outdoor experiences are equally valued, giving children space to move, investigate, connect with nature and develop confidence in their own abilities.

We recognise that every child brings a unique combination of experiences, strengths, interests, languages and ways of learning. Our inclusive approach ensures that children receive the support and challenge they need to flourish.

This includes children for whom **English is an additional language**, who are supported in developing communication and confidence while their home languages, identities and cultural backgrounds are respected and valued.

Growing into Confident Learners

Our goal is not simply to prepare children for the next year of school. It is to help them develop the foundations they will carry with them throughout their educational journey.

We want our youngest learners to become children who **ask questions, communicate their ideas, build positive relationships, think creatively, care for others, take increasing responsibility and approach the world with curiosity and confidence**.

At King's, Early Years is where belonging begins, where curiosity is nurtured and where children discover themselves as capable learners.