

D.D. Nursery School
Explanation of Planning Process:
Provision for 3 to 4-Year-Olds

Rationale

Planning is based upon the principle that children learn most effectively when they are interested and motivated by the activities they engage with. Therefore, staff make detailed daily observations of children's individual learning interests and strategies and plan to support and enhance them in order to offer appropriate challenge, progress and development. A balance of planned adult-initiated focus activities and self-selected child-initiated activities ensures developmentally appropriate differentiation and challenge.

Process

There is a two-week cycle of observations and planning. The planning process is based upon observed individual learning interests for an identified group. Daily observations for individual children are recorded in writing and in photographs by key people. At the same time, all staff make observations on all children. Observations are holistic and often encompass more than one area of learning and development. Evaluation of previous planning also informs planned activities and experiences.

WEEK 1	WEEK 2	WEEK 3
Observation and planning from observations.	Offer experiences, based on information from observations. Evaluate, consolidate and extend learning. Continue observations.	Consolidation and extension linking in to continuous curriculum (what is on offer on a daily basis).

Long Observations

- Three long observations of spontaneous learning and/or engagement with the focus activity are carried out by a child's key person within a fortnight. (Pro forma 1: Observation Sheet)
- Long observations on children are monitored by staff who record numbers of observations undertaken and areas of learning covered (Pro forma 2: Observation Monitoring Sheet).

Short Observations

- Each adult makes four short observations per session of any significant learning for any children. This means that every child has a consistent range of observational evidence covering all six learning areas over each half term.
- The key person is responsible for monitoring children's learning, and identifying their needs and interests (Pro forma 3).
- As observations are completed staff record how these observations feed into the different areas of learning.

Link between Observations and Planning

Week 1

1. As staff complete observations for children they update the Children's Interest sheet indicating 'Observed Interests', 'Areas of Learning' and 'Possible Lines of Development' to inform planning for the second week (Pro forma 4: Children's Interests).
2. Observation analysis, for two long observations, and any short observations, informs planning for week 2.
3. A further planning meeting then takes place at the end of Week 1.
4. Staff discuss:
 - What children/their parents say about their learning, interests or needs.
 - The children's common learning interests and possible lines for development.
 - Their evaluations of the current week's planning.
5. Staff then plan 'Intended Learning', 'Focus Activities' and 'Enhancements to the Provision' for week 2 of the cycle. Intended learning includes the interests of several different children so that the focus is kept to no more than three learning intentions.

Week 2

1. A third long observation for each child is completed in Week 2 to evaluate the effectiveness of the planning.
2. This information along with evaluations of the planning is used to consolidate and extend the planned learning experiences in Week 3 through the ongoing development of the continuous curriculum through enhancements to areas of provision.
3. After completion of this cycle the key person consults with parents/carers to discuss and agree possible lines of development. The key person then assumes

responsibility for using this information to support the individual's learning experiences through enhancements to the continuous curriculum.

Planning intended learning is embodied in a variety of activities across all learning areas.

Monitoring of Curriculum Coverage

Coverage of areas of Learning and Development is planned and monitored through weekly recording of intended learning and analysis of planning evaluations (Pro forma 5).

Future developments in the planning process

Will include: How children participate and make a positive contribution.

Pro forma 1: Observation Sheet

Child's name:			
Adult observer:			
Area of provision:			
Date:		Time/Duration:	

What happens/happened:

Significant learning:	What I need to do next:
Key person:	Key person:
Parent:	Parent:
Child:	

Pro forma 1: Example Observation Sheet

Child's name:	Tom		
Adult observer:	G		
Area of provision:	Blocks		
Date:	07/11/2006	Time/Duration:	1.15pm – 1.20pm

What happens/happened:
<p>Tom and Jacob were building together in the blocks. Tom arranged blocks vertically, incorporating arches at the top and finishing off with a long block at the top.</p> <p>Tom: "It's a flying house."</p> <p>G: "Who lives in the house, Tom?"</p> <p>Tom: "Me and Mummy and Daddy and Jaimie."</p> <p>Tom demonstrated how people got inside the house, moving his hands up from the floor. "You just climb, climb, climb ... and you go in through the door", indicating an arch.</p> <p>G: "And how does it fly, Tom?"</p> <p>Tom lifted the top block and made it fly through the air saying, "Like this".</p> <p>G: "Do you drive it or press a button or do something else to make it fly, Tom?"</p> <p>Tom: "Like this" as he used his index finger to press a block (like a button).</p>

Significant learning:	What I need to do next:
<p>Key person: This discussion highlighted aspects of Tom's: CLL: Language for communication and thinking – using talk to develop and connect ideas. CD: Creating imaginary scenarios based on familiar people using available resources.</p> <p>Parent: Tom is very imaginative at home.</p> <p>Child: 'I like playing with the blocks'</p>	<p>Key person: Continue to encourage Tom to use props to support and develop storylines in role play.</p> <p>Parent: Encourage Tom to share his stories at home.</p>

Pro forma 2: Observation Monitoring Sheet

Week beginning:	
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	Name:	Observation:	PSED	CLL	PSRN	KUW	PD	CD
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Pro forma 2: Example Observation Monitoring Sheet

Week beginning:	
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	Name:	Observation:	PSED	CLL	PSRN	KUW	PD	CD
1	Tom	Play with blocks		x				x
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Pro forma 4: Children's Interests

Date(s):	
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[illegible]

Pro forma 5: Overview of Curriculum Coverage in Short Term Plans

Year:

Personal, Social and Emotional Development	Autumn		Spring		Summer	
Dispositions and Attitudes						
Self-confidence and Self-esteem						
Making Relationships						
Behaviour and Self-control						
Self-care						
Sense of Community						
Communication, Language and Literacy	Autumn		Spring		Summer	
Language and Communication						
Language for Thinking						
Linking Sounds and letters						
Reading						
Writing						
Handwriting						
Problem Solving, Reasoning and Numeracy	Autumn		Spring		Summer	
Numbers as Labels and for Counting						
Calculating						
Shape, Space and Measures						
Knowledge and Understanding of the World	Autumn		Spring		Summer	
Exploration and Investigation						
Designing and Making						
ICT						
Time						
Place						
Communities						
Physical Development	Autumn		Spring		Summer	
Movement and Space						
Health and Bodily Awareness						
Using Equipment and Materials						
Creative Development	Autumn		Spring		Summer	
Being Creative – Responding to Experiences, Expressing and Communicating Ideas						
Exploring Media and Materials						
Creative Music and Dance						
Developing Imagination and Imaginative Play						

Key: \ = partly covered needs repeating X = fully covered

Pro forma 3: Key Worker Observation Monitoring
Minimum Content for Records of Significant Experience

Term:					Colour Group:			
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Child's name:	Key questions:	PSED	CLL	PSRN	KUW	PD	CD
1.	What do our observations tell us about the child's learning in these areas? Is each child involved in a range of experiences covering all areas of Learning and Development?						
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Short-Term Planning

Week:		Date:		<input type="checkbox"/> Indoors	<input type="checkbox"/> Outdoors
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Areas of provision:	
Focus children's names:	
Areas of Learning:	<div style="display: flex; justify-content: space-between; padding: 5px;"> <input type="checkbox"/> PSED <input type="checkbox"/> CLL <input type="checkbox"/> PSED <input type="checkbox"/> KUW <input type="checkbox"/> PD <input type="checkbox"/> CD </div>

Learning intention(s):	Individual needs:
Adult role/listening to young children strategies:	Experiences/activities:
Key vocabulary and questions:	Rationale:
Opportunities for assessment:	Additions to basic resources:

Evaluation – on back of sheet

Example Short-Term Planning

Week:	2	Date:	13th November 2006	<input checked="" type="checkbox"/> Indoors	<input type="checkbox"/> Outdoors
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Areas of provision:	book corner, small world, role-play, blocks													
Focus children's names:														
Areas of Learning:			PSED	x	CLL		PSED		KUW		PD	x	CD	

Learning intention(s):	Individual needs:
<ul style="list-style-type: none"> Introduce a story or narrative into play – ‘Once upon a time’. Encourage children’s imagination through story/role-play/resources. To model story book language. 	<p><u>Step 1</u></p> <ul style="list-style-type: none"> Listen to stories 1:1 or in a small group. Begin to explore role-play costumes and resources. <p><u>Extension</u></p> <ul style="list-style-type: none"> Develop a narrative in a small group. Begin to develop a sense of character.
Adult role/listening to young children strategies:	Experiences/activities:
<ul style="list-style-type: none"> Display a range of books and stories and particularly fairy tales as stimuli. Encourage children to choose favourite stories to share. Act in role – modelling/pretending to be storybook or magical characters. 	<p>Children will have opportunities to:</p> <ul style="list-style-type: none"> Have their imagination stimulated through the provision of costumes, stories, pictures, small world characters etc. Create and act out their imaginative ideas. Use the role play area in nursery to act out narratives based on or around fairy tales.
Key vocabulary and questions:	Rationale:
<ul style="list-style-type: none"> Let’s pretend... Imagine... Once upon a time How, what, when, why questions Perhaps/pretend/play/imagine Names of storybook characters 	<p>Some children were fascinated by the fairy tale characters in the block area, building castles and towers. This focus hopes to continue this imaginative play on a larger scale. Other children have been particularly inspired by the spooky dens and Halloween costumes. We hope to continue these interests through this play.</p>
Opportunities for assessment:	Additions to basic resources:
<ul style="list-style-type: none"> Record children’s ideas with photographs/videos and scribing stories. 	<ul style="list-style-type: none"> Fairy tale costumes, fairy tale characters (small world), fairy tale books, fairy tale characters.

Evaluation – on back of sheet

Week 2 Evaluation of Planned Activities and Experiences Inside

Learning intentions:

- Introduce a story or narrative into play – ‘Once upon a time’.
- Encourage children’s imagination through story/role play/resources.
- To model story book language.

	Have the learning intentions taken place for focus children and others? (see Evaluation Questions for prompts):	Possible lines of development:
MON		
TUE		
WED		
THUR		
FRI		