**Planning for Early Years Foundation Stage**

Adult guided activity planning (Inside and Outside)

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| **Date:** | **Nur. or Rec.** (*circle*) | **Activity Focus:**  |
| **Previous experience/s** *(prior knowledge and understanding)* **and ongoing interests***:* |
|  **Characteristics of Effective Learning** **(*How will your activity relate to these characteristics? Highlight where applicable )*** |
| **Playing and exploring - engagement** *Finding out and exploring**Playing with what they know**Being willing to have a go* | **Active learning- motivation** *Being involved and concentrating**Keeping trying**Enjoying achieving what they set out to do* | **Creating and thinking critically- thinking** *Having their own ideas**Making links* *Choosing ways to do things*  |
| ***(Delete areas not applicable/expand detail for areas relating to activity)*** |
| **PRIME** | **SPECIFIC** |
| **Main Area*****Personal, Social and Emotional Development******Communication and language******Physical Development*** | **Sub Area***Self-confidence and self-awareness**Managing feelings and behaviour**Making relationships**Listening and attention**Understanding**Speaking**Moving and handling**Health and self-care* | **Main Area** ***Literacy******Mathematics******Understanding the world******Expressive arts and design*** | **Sub Area***Reading**Writing**Numbers**Shape, space and measures**People and communities**The world**Technology**Exploring and using media and materials**Being imaginative* |
| **Learning and Development Outcomes** *(refer to age appropriate bands, can be differentiated):**The children will be able to:* |
| **Enabling Environments (including resources)** *(how can you create a challenging and safe learning environment that encourages children to meet the characteristics of effective learning highlighted above?)* |
| **Experience/Activity** |
| **Positive Relationships** ***(Main Adult Input)*** | **A Unique Child*****(Children)*** | ***Additional Adult/s****(if applicable)* |
| *Include questioning, specific vocabulary, modelling and consider behaviour management strategies that will keep the children focussed whilst supporting the development of managing feelings and behaviour.*  | *What will the children be doing?**How will children access the learning at their level?* | *What will the A.A be doing?* |
| **Targeted children:** |
| **Assessment** |
| **Opportunities for assessment e.g. *observations, photos***  |
| **WHAT will you assess?***(link back to learning and development and observe/ assess the learning taking place- capture children’s voices in all assessments)* | **HOW will you assess?***(what will your approach be? Consider ideas such as photos, video recordings, annotations, observation)* | **WHEN will you assess?***(think about what you will record and when)* |
| **Evaluation** |
| **Learning and Development Outcomes:** |
| * *Have all the children met the learning and development intentions? Use children’s initials/ group names to comment upon their response. Reflect upon assessment information and responses of targeted children to consider WHAT now and WHERE next.*
* *Consider the impact of your planning and teaching. If children are not meeting the learning and development intentions WHAT can you do next time to improve the teaching and learning.*
 |
| **Future Developments/ Next Steps:** |
| **Your professional development** *Use the prompts below:* |
| * + *Was your subject knowledge sufficient/secure to meet the needs of the children?*
	+ *Was the pace appropriate?*
	+ *What went well and why?*

**Now consider how****your evaluation will impact upon future planning.** |