**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.** | | | | | | |