

Planning for 0-4 year olds

This document should help you to understand more about how we plan, how staff teach and how children learn.

There are some useful guides on our website that will give you more information.

- Early Years Foundation Stage – Characteristics of Effective Teaching and Learning
- Learning, Playing, Interacting
- EYFS parents' guide
- What to expect from the EYFS
- Schema's

Planning

The cycle of observation, assessment, planning, observation is carried out by all staff (teachers).

Teachers OBSERVE and identify that a child cannot do something ASSESSMENT a skilful adult will spot a 'teachable moment'. They decide what to do with this PLANNING. They may provide an extra resource, an idea, some vocabulary, some information, model how to use something.

That is TEACHING

We work in this way because ...

"Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)."

From National Standards Document Learning, Playing and Interacting P.22 - 23 The revised EYFS advises us to continue using this document.

Long term planning

At Woodlands and Park lane we use a long term plan which is used as a prompt to remember key events. Teachers use this as a guide, to think about which events/festivals are relevant to their age group, how to introduce new learning and how to include them into the teaching in the room. If you have any other festivals or events which you feel we could celebrate please let us know.

Planning meetings – Mid-term planning

Each room will be having a planning meeting at the end of each half term, ready for the start of the new term. They will use the long term plan, information from their own observations and assessments and observations from parents/carers. We ask that 'Planning for your child's interest' sheets are completed each half term which feed into the planning meetings. All of this information help us to identify any gaps in teaching and your own child's learning style.

This whole view of your child will help us to decide if we need to make any changes to the environment (the room), where we want to take the children on outings and whether we need to invite any visitors into the nursery.

The environment

Teachers continually reflect on the room to consider if all 7 areas of learning and development are accessible. They will consider if any areas of the room have contributed to incidents or accidents, whether children enjoyed the resources and whether a change would encourage children to play and learn with different equipment.

Continuous provision

Continuous provision, simply refers to toys and equipment that are accessible at children's reach all the time. They enable children to self-select and to make their own decisions about where their learning goes. Teachers then enhance this learning by bringing in planned activities and resources.

Characteristics of effective learning

We know that from our own experience observing family and friends that children and indeed adults learn in different ways. When planning and supporting children we think it is important to consider the different ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. Within the Statutory framework for the Early Years Foundation Stage they identify three "Characteristics of Effective Teaching and Learning"; these characteristics encompass children from birth to the end of the reception year and children will demonstrate them in different ways depending on the developmental level of the child:

- Playing and exploring– children investigate and experience things and "have a go".
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creativity and thinking critically – children have and develop their own ideas and make links between ideas. They develop strategies for doing things.

Teachers will promote the characteristics of effective learning through planned activities, the environment, continuous provision and child-led activities.

Newsletters

Room leaders will share information with you about the following 6 weeks planning, after each room has its planning meetings. We will try to ensure that any visitors or outings are spread across the week so that all children have the opportunity to experience them.

Short term planning

This is completed differently in each room, depending on the age and stages of development of the children. However, all staff think carefully about what toys to offer the children and what activities and new experiences to offer on a daily basis and will normally make changes each day depending on how well children enjoy and engage.

Parent helpers

If you have an interesting job or hobby it would be lovely of you to share some of your knowledge and skills with our children. For example, you may be a police officer who can come down in uniform, or a member of a band and could spare some time to show the children your instruments. Maybe you just have a passion for baking and would love to come and help us when we do cooking activities. (all visitors are closely supervised at all times)

If you have any questions about your child's development or how we plan for them at nursery, please speak to your child's key person or room leader.

Kind Regards

Samantha Faulkner

Managing Director