



Little Gaddesden Church of England Primary School



What does planning look like in the EYFS?

At Little Gaddesden, we believe that effective planning in the Early Years (i.e.Reception Class) is derived from three main principles:

- it is **purposeful**
- it is **responsive and child-centred**
- it is **sequential** and builds upon what children can do

Planning that reflects these principles will ensure that children receive and experience a curriculum that encompasses and invites learning across all areas. Enabling children to develop holistically and establish positive attitudes to learning such as:

- resilience
- perseverance
- motivation
- high levels of involvement

Planning that is: Purposeful

Planned learning experiences should be as a result of rich discussions and collaboration with all adults and children. Any written plans should be concise, flexible, and adaptable to meet the range of differing needs within the group/cohort. The potential learning of planned activities or enhancements to the continuous provision in the learning environment should be understood by all involved in teaching children.

Planning that is: Responsive and child centred

Each child is unique and their individual needs must be considered when planning daily experiences. Practitioners must be aware of individual children's stage of development and have a clear view of their developmental goals. Consequently, planned responses should be based on individual children's learning needs and interests. Taking into account the broader needs of the current cohort, regardless of their starting points or the diverse experiences they bring.

Planning that is: Sequential and builds upon what children can do

A robust understanding of each child's knowledge, skills and attitudes should inform practitioner's professional judgement about how individual children learn best. This information informs planning that supports individual children's progress across all areas of learning by providing activities that challenge them to take the next step in their learning and development. This is enabled by opportunities for children to practise, rehearse and consolidate new knowledge and skills to effect long term memory.