

EYFS LEARNING PLAN

Date:				FS1			
Time of day:				FS2			
Organisation of class, for example child-initiated, adult-led, groupings:				Role of other adults:			
Number of children:		Disadvantaged children :		Children with SEND:		Children with EAL:	

Area of Learning:	Context (learning objective or description of activity):
Assessment (how learning and progress of individuals and groups will be recognised):	Reference to Development Matters:
Main input (whole class, if applicable): (Organisation of the steps in learning., strategies to check for progress of individuals, key questions)	

Group work (if applicable):
 ((Organisation of the steps in learning., strategies to check for progress of individuals, key questions)

Enabling environments: relevant resources, learning opportunities through play and playful teaching, indoor/outdoor opportunities, how children will be challenged or supported and next steps identified.

Learning and development: characteristics of effective learning
 (how are these going to be supported and monitored?)

<p>Playing and exploring (Finding out and exploring, playing with what they know, being willing to have a go)</p>	<p>Active learning (Being involved and concentrating, keeping on trying, enjoying achieving what they set out to do)</p>	<p>Creating and thinking critically (Having their own ideas, making links, choosing ways to do things and finding new ways)</p>
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After the session: update your assessment records to indicate the children’s progression in learning; identify the next steps in the children’s learning, then use this information to inform your evaluation of the effectiveness of the learning opportunities planned and carried out in this session. Identify why you think your planning decisions were effective/not.

Assessment - Children’s progression in learning; strategies to check for progress, teaching strategies; strategies for classroom management; strategies for behaviour management:

Leuven Scales

Wellbeing	Involvement
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Key things I would do differently:	Key things I would keep the same:
Notes for planning the children's learning in subsequent sessions:	