

Primary School Experience Guidance Notes 4 The Early Years Foundation Stage



Academic Year 2018-2019

CONTENTS

PLANNING FOR THE FOUNDATION STAGE.....	3
SECTION ONE	10
Short Term Planning	
SECTION TWO	17
Weekly Planning	
SECTION THREE	23
Daily and Weekly Evaluations	
SECTION FOUR	28
Assessment and Recording	
RECOMMENDED READING.....	34

PLANNING FOR THE FOUNDATION STAGE

The Statutory Framework for the Early Years Foundation Stage (EYFS) became mandatory in September 2012, replacing the previous 2008 Framework. Building on past developments such as The Curriculum Guidance for the Foundation Stage and Birth to Three Matters, the overriding theme of the EYFS is to help young children from birth to the end of the academic year in which they are five, work towards achieving the five Every Child Matters Outcomes.

Learning in the Foundation Stage is centred upon activities, including whole class, adult led, child initiated and adult initiated activities, in which children are engaged, supported and guided by the practitioners in the early years setting.

Planning for the Foundation Stage should be organised around the seven Areas of Learning –

Prime areas:

- Personal, social and emotional development (PSED)
- Communication and Language (C &L)
- Physical Development (PD)

Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Planning should span across these seven Areas of Learning, and should focus on learning outdoors as well as indoors with play underpinning delivery. Planning should reflect the effective characteristics of teaching and learning:

- Playing and exploring - children investigating and experiencing things and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The following section will now attempt to answer a set of frequently asked questions in order to provide you with a coherent set of guidance to begin your planning.

Why do I have to write my plans down?

Written plans are a useful way of recording significant information, so that it can be shared with others and used for future reference. They provide a basis for mapping out future experiences, activities and achievements as well as a record of children's previous experiences, interests and progress.

A written plan, however, is not an end in itself – it is the planning process that is important.

Notes

Where does my planning begin and where does it end?Long term planning

A long-term plan is a way of ensuring that all 7 Areas of Learning are given equal emphasis and that all aspects of learning within the 7 areas are covered regularly and frequently. A long-term plan can be drawn up in preparation for the year ahead.

Some Local Education Authorities have produced lists of Learning Objectives across the 7 Areas of Learning which schools group and highlight as targets for the term, or for the year or the time a child is in that particular Key Stage. Long term planning for the Nursery would, out of necessity have to be different from year to year to accommodate those children spending more than one year in the Nursery setting.

Medium and Short term planning

Medium term planning can be called the 'what' of the curriculum. Medium term planning bridges the gap between the broad outline of the long term planning and the day-to-day detail of the short-term plan. You will make use of these to inform your daily plans that are developed using ongoing observations and informal assessment of the children. These are usually drawn up on a day-to-day or on a week-to-week basis.

Short term planning incorporates the 'how' of the curriculum and details your teaching episode which will be based on observations and assessments.

Notes

What informs an effective plan?

Effective short term planning is what you will largely be engaging in. It is informed by ongoing and informal observations of the children, supported by discussion with colleagues and parents to help you match the activities and experiences to individuals and groups of children to ensure that children engage in relevant activities suited to their needs.

Notes

What is The Early Years Foundation Stage and how do I use it?

The Early Years Foundation Stage sets the standards for learning, development and care for children from birth to five. The Statutory Guidance and Development Matters documents and highlights key principles that should guide all early years practitioners and how they can be put into practice.

The principles are grouped into four complimentary themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

It is these themes that provide the foundation for effective practice and should be used to underpin planning and describe how practitioners should support the learning and development of young children.

Development Matters in the Early Years Foundation Stage (2012) provides a useful and clear overview of **Learning and Development** across all seven Areas of Learning.

Notes

How does the EYFS link with the Primary Framework for Literacy and Mathematics?

The Primary Framework has clear links with the EYFS as it provides guidance from the EYFS through to Years 6 and 7 and demonstrates progression across 7 strands of learning.

That which is in the Framework for children aged 3 –5 reflects that which is in the EYFS. The framework also reflects the recommendations that stemmed from the review of early reading, in particular the emphasis placed on the high quality teaching of phonics.

Whichever set of documentation you find your setting using, effective short term planning for the foundation stage should include –

- clear learning intentions for individuals or groups of children
- a brief description of the range of experiences and activities adult directed and child initiated, indoors and outdoors
- how experiences and activities can be adapted
- how the children will be organised
- the role of adults including parents
- resources and equipment needed.
- opportunities for observation
- questions and vocabulary adults will use
- opportunities for informal assessments.

It is important to note that there is no one correct way of planning within the Foundation Stage. Every setting is different and will approach planning based on their philosophy of early years education and the children that they teach.

Although there are sample plans within this document, first and foremost, you **must** determine how your setting produces their plans. As long as the above points are included and the plan has been effectively and coherently produced with the learners' needs in mind, the format does not matter.

Notes

SECTION ONE

Short Term Planning

When considering planning, adults need to think ahead as to how they can offer new experiences. When considering weekly planning, broader themes can act as a starting point, but these themes must be carefully considered and can in some cases be based on the ideas of the children. Planning should NOT mean a lot of paper work and should not be highly directive, or inflexible. Instead planning should demonstrate opportunities available for learning

Notes

Below are a variety of templates that you may wish to use for planning teaching episodes and independent activities. You can fill in the template or transfer the headings to your PC.

FOUNDATION STAGE PLANNING**Type of activity:****Class/group:** **Date:**

Adult:	Number of children: Time allocated:
Activity:	
Learning Outcomes (and Development Matters references/references to Early Learning Goals):	
Previous experience:	
Assessment: Focus children: Will be assessed to see if they are able to/know/understand: Assessment strategy: Assessment will be used to:	
Introduction: (minutes) Development and key questions: Differentiated support: Extension Activities: Conclusion:	
Resources:	

Activity:	Date:
Main Learning Intentions	
Links to Other Areas of Learning	
Resources	Size of group
Underlying Interests of the Children	
Activity	
Key Questions	Key Vocabulary
Assessment Opportunities	
Adapting the Activity	

Independent Activities:

Activity:	EYFS References:
Resources:	Adult Support:

Activity:	EYFS References:
Resources:	Adult Support:

Activity:	EYFS References:
Resources:	Adult Support:

Activity:	
Resources:	Adult Support:

Date:		Time:		Group:			
Learning Objective/ELG:			Resources:				
Assessment opportunities:		Adult led activities:		Scaffolded activities:		Key Questions:	
Links to other areas:						Key Vocabulary:	

SECTION TWO

Weekly Planning

Weekly Planning

There follow two examples proformas for weekly planning, one for a Reception class and one for a nursery.

Notes

Reception Weekly Forecast (RSW) :

Day	Focus/Learning Objective	Whole class focus activity	Teacher Directed Tasks and Small group Activities				ICT	Outdoor	Circle Time	Assessment / Evaluation
			Group	Group	Group	Group				
Monday										
Tuesday										

Day	Focus/Learning Objective	Whole class focus activity	Teacher Directed Tasks and Small group Activities				ICT	Outdoor	Circle Time	Assessment / Evaluation
WEDNESDAY										
THURSDAY										
FRIDAY										

FOUNDATION STAGE WEEKLY FORECAST:

DAY	FOCUS/LEARNING OBJECTIVE	SMALL GROUP TIME	TEACHER DIRECTED TASKS	General Activities				Fruit/Milk	Outdoor	Family Groups	Assessment
				Tables/ICT	Imaginative	Floor	Creative				
MONDAY											
TUESDAY											

DAY	FOCUS/LEARNING OBJECTIVE	SMALL GROUP TIME	TEACHER DIRECTED TASKS	General Activities				Fruit/Milk	Outdoor	Family Groups	Assessment
				Tables/ICT	Imaginative	Floor	Creative				
WEDNESDAY											
THURSDAY											
FRIDAY											

SECTION THREE

Daily and Weekly Evaluations

Teaching Episode Evaluation:**Activity:****Date****What did the children learn? Were the lesson objectives met?****What went well? Why?****What didn't go well? Why?****How could I improve this activity in the future?****Observation on children's weaknesses and strengths to inform future planning:**

Evaluations**Curriculum context:****How the activity was introduced and the success criteria made clear:****Brief outline of activity:****Observations – what the child(ren) said and did:****Overview:**

WEEKLY EVALUATION
All Seven Areas of Learning in the Foundation Stage

Refer to the Teachers' Standards 2012 for evidence against the Standards

Notes

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WEEKLY EVALUATION
All Seven Areas of Learning in the Foundation Stage

Refer to the Teachers' Standards 2012 for evidence against the Standards

Targets for Development

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SECTION FOUR

Assessment and Recording

The Early Years Foundation Stage Profile (EYFSP) is only required to be used in the final term of the school year in which the child turns 5. The completed document is a summary of observations and records of children over their foundation stage experience. The aim is that the collated evidence will reflect information from a range of adults involved with the child, including observations made by students.

Assessment can be supported by working in partnership with parents by –

- **involving parents in the initial assessment of their child in order to find out what they can already do, what they already know, their experiences, their needs**
- **maintaining parental involvement at all times, to be aware of changes, experiences, events, as these will have implications for assessment**
- **ensuring dialogue with parents is meaningful for them.**

Child observations are common in determining where a child is in their learning these need to be:

- **objective, factual, relevant and systematic**
- **brief and meaningful in the context of the curriculum**
- **conducted regularly and frequently**
- **share with other practitioners, adults and parents regularly and frequently**
- **used to plan the next steps on the basis of the child's achievements and interests.**

The records that you make of these observations that feed into the EYFSP should:

- **reflect on-going achievement of children as they engage in learning**
- **be based on observational assessment**
- **used to inform planning**
- **developed in consultation with other adults including parents e.g. through home school diaries, toy sacks, video audio tapes...etc.**

Notes

Examples of record sheets

Names	Number	Shape Space and Measures
A	As the children were playing hopscotch, the teacher joined them. A counted as the teacher jumped one, two, three! The teacher asked A, if she jumped two more spaces what number would she be on. Amy hesitated and was unable to answer.	A enjoyed matching shapes to the shapes in her puzzle.
M	M was observed pointing to and counting frogs as he sang 1,2,3,4,5.. to himself in the book corner. M was asked 'How many will be in the pool if one more jumps in? He answered correctly.	M when asked to talk about and describe the frogs spoke of their difference in size i.e. bigger and smaller.
S	S was observed handing out the cups ready for drinks time saying 'there's one for you and one for you.' The teacher had purposely given S one cup too many. When S had finished giving out the cups she stated 'Oh! We have one MORE cup than the children!'	S and C were set the task of building a house with large blocks. S stated that the pointy one was
C	C was observed volunteering to count up to the highest number he could! Up to 12 successfully. C was asked to count whether there were enough cups on his group's table for them all to be able to have a drink. He counted and said 'No, we need one more'.	needed for the roof and a flat one for the walls. C agreed though didn't make any individual comments about the shapes.
N	N had been asked to collect all of the play dinosaurs and to make sure that there were 10. He counted to make sure that there were 10 and put them away! When asked to estimate how many dinosaurs and cars there were altogether Ne said '10 dinosaurs and 3 cars, that makes 13'.	N proudly told the class that they had a new car and that to get to school today went passed the shops and his cousin's house!
T	As T arrived in school each morning, she always counted the number of children who had already put their photo on the photo number line. One morning, T was asked to count the number of children on the photo line in the next class as well as her own class. She did and made the comment that there were lots more away next door than in her own class.	When asked to collect a shape with four straight sides, T collected a square, when asked if there were any others, she handed the teacher a rectangle.
<p>Points to note / further actions Practical activities needed with A to promote understanding of more than/less than. Link with role play. T – exceeding targets, ready to move beyond Foundation Stage Profile C in need of further support in verbalising about shapes – link with next week's trip to local post office.</p>		

Observer:

Date:

Time:

Name of Child:

Context: *Role play in the home corner*

Description of activity:

F came over to me and said 'here you go'. She gave me a plate of chips. 'I'll make you some more'. She takes a saucepan, plate and food 'don't touch this it's red hot'. 'Would you like some food C?'

She gets out three plates and shares out the food. 'Could you pass me an egg please?'. I replied "yes" and passed her an egg. She cracks the egg on the pan.

Evaluation:

F uses mathematical vocabulary such as 'more' in her play. She also invited a friend for some dinner and set out 3 plates at the table, sharing the food between the plates. This shows me that F knew there were 3 people eating and so 3 plates were needed. F shows that she involves other children in her play – and she can share out what she is playing with.

Foundation Stage Reception/Reception/Nursery	Week beginning.....
Forecast	Evaluation
<u>Personal, Social and Emotional</u>	
<u>Physical Development-Gross-Motor Skills</u> <u>Fine-Motor Skills</u>	
<u>Communication & Language</u>	
<u>Literacy</u>	
<u>Mathematics</u>	
<u>Understanding of the World</u>	
<u>Expressive Arts and Design</u>	

RECOMMENDED READING

It is important that you support your reasons for planning with relevant reading.

Make use of book lists in other module booklets to augment this.

Bruce T (Ed) (2010) *Early Childhood – A guide for students*. London: SAGE Publications

Devereux J & Miller, L (2010) *Working with Children in the Early Years*. Fulton: London

DfE (2014) *Statutory Framework for the Early Years Foundation Stage*. London: DfE

Drake, J (2014) *Planning Children's Play and Learning in the Foundation Stage*.
Fulton: London

Ephgrave, A. (2018) *Planning in the moment with young children: a practical guide*.
London: Routledge

Howard, J, Wood, E & Broadhead, P. (2010) *Play and Learning in the Early Years*.
London: SAGE

Kay, J (2012) *Good Practice in the Early Years*. London: Continuum

Palaiologou, I (2016) *The Early Years Foundation Stage - Theory and Practice*. London:
SAGE

White, J. (2011) *Outdoor Provision in the Early Years*. London: SAGE