

# EARLY YEARS/Y1



11/24/2016

## Evolving to 'Planning In The Moment'

This document will outline where we are now, where we would like to get to and how we intend to do it. It will clearly identify what In The Moment Planning is. It will discuss short, medium and long term action, resources and training that is needed. This is a working document and can be added to at any point – particularly short, medium and long term action, resources and training



# Early Years/Y1

## EVOLVING TO 'PLANNING IN THE MOMENT'

### WHERE ARE WE NOW?

Over the first term a lot has been going on in the Early Years!

This includes:

- The children have had access to free flow child initiated learning time with numbers not limited in the outside area.
- There have been clearly defined areas within the classroom and also the display boards eg. English Working Wall.
- Plans have been written weekly for Phonics, Maths English, Guided Reading and Topic. Year 1 have been doing Guided Reading every week with pre-reading, Guided Reading and post-reading.
- There has been 4 phonic sessions, 4 maths sessions and 4 English session per week with a topic session every afternoon. Handwriting has been planned for every week.
- Observation templates have been introduced to make sure there areas of learning have been covered. The areas of learning have also been made into cards and put on lanyards for each member of staff.
- Snack time has been used to enhance social skills and to help form relationships.
- Each member of staff has been given a set of PATHs cards to help when discussing feelings and emotions.
- Tapestry has been introduced as a way to involve parents/carers more in their child's learning.

### WHERE DO WE WANT TO BE?

After an inspirational visit to Sprowston Infant School, we want to be planning in the moment. During the hour that we were there, every child was engaged in purposeful activity. As they were choosing their own learning they felt in control. Therefore, every interaction that a child had with an adult was a meaningful one. Sprowston Infant will be the model that we use to help us get started. We want to work this way as it is the best way for the children, not making the children fit us.

So, you pull me from my play, my all consuming play to *learn* maths with brightly coloured bits of plastic. Whilst I sit there *learning* with you, all I can think about is getting back to my play...my all consuming play where I was measuring, using shapes, making patterns, counting, solving problems and THINKING – until I got pulled away to come and *learn* maths with you – Elaine Bennett

## WHAT IS 'IN THE MOMENT PLANNING' AND WHAT DOES IT ENTAIL?

'In The Moment Planning' (ITMP) is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the **teachable moment** from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe.

Planning in the moment (PITM) is all about capturing the moment of engagement and running with it to make sure the children progress.

### The Teachable Moment

The National Strategies document states:

It is in the moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skillful adult makes a difference.

### What Does the Child Gain From the Teachable Moment?

The child should feel valued, important, interesting, capable and able to learn as well as gaining knowledge, skills, attitude and understanding therefore making progress in one or more areas of the Early Years Curriculum.

### What Does the Practitioner Gain From the Teachable Moment?

They should feel valued, important, interesting and capable and able to teach as well as gaining a sound understanding of the child's knowledge, skills, attitude, understanding and progress.

### Ofsted

Jane Wotherspoon HMI (quoted in an Early Years course by Anna Ephgrave 24.01.14) stated 'Teaching...is all those different things you do as an adult that helps young children learn...communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we are teaching' (Conference 9.10.13).

Planning in the moment means that Early Years practitioners should be doing all these things all day, every day.

### Planning on Paper

This way of working means that all written planning is retrospective (there is no forward planning). Sprowston Infant still has forward planning for Phonics and Maths (which has a focus on number) and English is addressed through Story Scribing. PATHs would still be taught weekly. Each practitioner records what they have done to help children to progress each day on a retrospective planning sheet. Each child will have an observation uploaded onto Tapestry every week. Wow moments will still be recorded and put into Learning Journeys as well as some photographs. Time is planned to give the children an opportunity to talk about what they have learnt and in most cases the teacher can use this as a whole class teaching opportunity or to consolidate knowledge.

'Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development' – The Early Years Framework 2014

Planning in the moment fully allows this to happen and encourages children to pursue their own interests.

### The Learning Environment

This way of planning means that the learning environment (both indoor and outdoor) constantly need to be reviewed and adapted to ensure that the children's level of involvement in their activity is constantly deep. The resources in each area also need to be plentiful and engaging.

### Observations

All observations of children must be based on quality interactions between children or children and practitioners. All practitioners are responsible for highlighting progress in observations. Emphasis should be placed on 'I wonder...' statements ie. 'I wonder if...', 'I wonder what...', 'I wonder how...' This approach to questioning is a lot less pressured and allows children to open up more readily.

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## Coverage of the EYFS Curriculum

As PPA won't need to be used for as much forward planning, time can be spent looking at observations and checking these against the areas of learning for each child.

## Focus Children

Each practitioner will have one focus child per week. A focus child will have a sheet of A3 paper on which quality interactions and learning experiences will be recorded. This will form part of their Learning Journey and will be shared with parents/carers.

## **WHAT DID WE SEE OBSERVING ITMP IN ACTION?**

Sprowston Infant have had a major overhaul of their practice and provision. They have invested heavily into their outdoor area and completely reorganized their resources. They invited Anna Ephgrave, an Assistant Headteacher and author within the EYFS, to audit their resources and provision and provide them with some training. They have been working this way for two years and have rolled this out to Years 1 and 2. Their GLD for EYFS has risen over the past two years from 20%, to 50% and is now at 75%. They had worked very hard to get the parents on board. In the corridor they had great static displays that defined what they do and why they do it: a messy shirt, inspirational words about children being the future and a board with their vision statement, planning and quotes.

Inside the classrooms had been opened up to create one big space. One side was reading, small, world, making playdoh etc. The other side was a sofa, a stage area and art. Both sides had a snack table with a bowl of fruit and a jug of water in the middle. Named cups were available. There were no defined areas as such, just things that are set out on permanent basis. There was still plenty of space to allow other things to be added on a short-term basis that that would build on the children's interests. Lots of things had been considered to help the children to become independent such as the shape of objects stuck to the shelf in black paper so children knew where to put things. There were no displays, just the children's stories that had been scribed put up.

The shared area outside has been completely revamped. Building blocks etc were kept in plastic storage sheds to allow children to access them. There was an outdoor stage with a piano and musical instruments. A wooden shelter was in a bark chipped area surrounded by tree stump seats and wind chimes. There were lots of crates and tyres to build with. A small stream with a wooden bridge over it ran through the middle. There was a fantastic woodwork area where the children were using hand drills and hacksaws. Giant numicon was displayed on the back wall. What was striking was that there were no bicycles, scooters etc. Everything that was out there was to help children develop their imagination.

## **WHAT ABOUT THE REST OF THE SCHOOL?**

One of the main concerns from the staff when ITMP was discussed as a way forward was the transition from year group to year group and the effect for the next teacher. A quote from Ofsted in September 2015 sums this up:

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

We need to avoid the temptation to want to change tomorrow and make sure that we do things once, properly and right. There are things we can do immediately, things that will take a term and things that will need to the rest of the year. We need to pace ourselves so that we can all get comfortable with changes as having a new intake in September is hard work in itself and we need to be confident of what we are doing.

## WHAT WILL EYFS LOOK LIKE AT NEWTON FLOTMAN?

EYFS will have adopted ITMP. Children will be engaged in purposeful learning activities of their choosing. Skilled practitioners will use their knowledge of the EYFS framework to capitalise on teachable moments. Every child will have one observation per week uploaded onto Tapestry. WOW moments and any other photographs will still be recorded in Learning Journeys. Children will still have whole class teaching sessions in the form of phonics, maths (with a focus on number) and English (in the form of story scribing). YR will only go out to play at lunchtime, however Y1 will go out in the morning as well. Y1 will attend assemblies on Monday, Wednesday, Thursday and Friday; YR will attend on Thursday and Friday. There will be differentiation for Y1 – they will continue with Guided Reading, be expected to write more of their stories in story scribing, have SPAG addressed through story scribing. Snack will be available all day.

## WHAT CAN BE CHANGED IN THE SHORT TERM?

- Snack – available all day with water jug and named cups.
- Timetable – look to review.
- Conservatory – clear and put in messy play eg. Water
- Creative area.

## WHAT WILL BE CHANGED BY EASTER?

- Classroom – creative/role play areas created.

## WHAT WILL BE CHANGED BY THE END OF THE YEAR?

- Outside – storage made more accessible.
- We will be ready to go with ITMP!!

## WHAT RESOURCES WILL BE NEEDED?

- Cereal dispensers – Amazon, currently on sale £8.00 for two down from £54.99 (purchased as saving too good!)
- Tablet – JJ to source if agreed.
- Tuff spot – TTS £13.99
- Tuff spot cover – TTS £15.99
- Giant activity trays x3 – TTS £5.99 each
- Table x2 – IKEA £17 each
- Chairs x8 – IKEA £7 each
- Woodwork bench and tools – still sourcing best product
- Tyres/crates – possibly source for free
- Giant foam numicon to attach to wall – CosyDirect £92.50
- Outdoor storage – Homebase ranging from £29.99 to £98.47 depending on size
- Water jug with lid – IKEA £1.75
- Fruit bowl – Amazon £4.99
- Plastic tumber x30 – IKEA £0.90 for 6
- Chopping boards x4 – IKEA £2 for set of 2
- Child safe chopping knife x2 – Amazon £9.99 each
- Cutlery set – IKEA £0.90
- Tweezers – Early Years Resources £9.95 for pack of 12
- Water tray – TTS £41.95



- Fridge – could we have one from the resource room? Could milk and ice packs go into one fridge?
- Towel rail x2 – IKEA £12.50 each
- Hanging pots – IKEA out of stock

## WHAT TRAINING NEEDS ARE THERE?

- TA's to be trained on Tapestry
- TA's to visit Sprowston Infant. HP/HL?
- Time spent with TA's to ensure they thoroughly understand the process
- Attending Anna Ephgrave conference with HP if this is the way Beech class will work.

## WHAT DISCUSSIONS NEED TO TAKE PLACE IN THE SHORT TERM?

- When do we change the timetable? This will have an impact on duties for LR, SB and JG.
- Do we (and if so when) have a meeting for parents?
- Is three focus children feasible with LR doing Sound Discovery?
- Will Y1 be included in the focus children cycle. Will they have a Tapestry account?
- Discussion with HP/HL about changing phonics session to 20 mins before lunch.
- Where else could CN's phonics group go if conservatory has changed?
- Will we have woodwork and if so do we need a risk assessment?

## WHAT DISCUSSIONS NEED TO TAKE PLACE BEFORE NEXT YEAR?

- Classes – do Beech and Fir move up as a whole allowing for a purely EYFS class? (intake dependent).
- Do YR start lunch 15 minutes earlier than the rest of the school to help with PD? (Impact on saying grace as a whole but could this be said in classes?).
- Do we change the buddy system for Y5 and Y6 next year?
- Exercise books.
- Will we roll this way of working out to Beech class?
- PE

## AND ALWAYS REMEMBER.....

*When You:*

*Cut it for me,  
Write it for me,  
Open it for me,  
Set it up for me,  
Draw it for me or  
Find it for me,*

*All I learn is:*

*that you do it better than me*

