

Nursery In the Moment Planning 2020-2021

EYFS Curriculum Information

Each day we are unsure of where the day will go or exactly what learning will happen, resulting in a sense of excitement and anticipation throughout the day. Children's interests are very much 'in the moment' and this is why at King Athelstan Primary School, we very much teach in the moment and our planning is often spontaneous. Planning in the moment is all about capturing the moment for children to progress based on what the children are already deeply involved in. From this, we are able to see the 'teachable moment' from the child's perspective and know when to intervene and when to stand back and observe. It is all about capturing the moment of engagement and running with it to make sure the children progress.



The Teachable Moment

From the teachable moment the child feels valued, interesting, important, capable and able to learn as well as gaining knowledge, skills and understanding, therefore making progress in one or even several areas of the Early Years Curriculum. We are able to gain a good understanding of the child's knowledge, skills, attitude, understanding and progress.



Planning on Paper

This way of working means that most of our planning is in the moment (there is little forward planning as we are following the child's lead) We record what we have done to help the children progress each day through their 'next steps' and these are recorded in the children's observations. We still have adult-led activities daily and plan for things like maths, cooking or seasonal activities using weekly plans. We talk in small groups with the children consolidating their knowledge, using prompts like 'do you remember what happened when....'

Observations

All observations made of the children are based on quality interactions between children, or children and teachers, or record 'wow moments' when a child does something new for the first time. They will include any teaching that has taken place or progress that a child or group of children have made. All of our practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using 'I wonder...' statements e.g., 'I wonder if...', 'I wonder what...', 'I wonder how...'. We feel that this approach to questioning is a lot less pressurising and allows the children to open up more readily. Parents are also asked to share any observations of 'wow moments' of their child (ren) at home by completing 'wow stickers' that we can put into their learning journals.

Focus Children

Instead of having focus activities, each week we have five to six focus children. The week before a child is one of our focus children, they take home a letter to their parents/carers explaining this, and asking you to contribute your knowledge of your child, too. Each child is a focus child once per half term, thus resulting in parents/carers having the opportunity to contribute and consult with us in a structured way each term. During each child's focus week they will noticeably have more observations in their journals on which quality interactions and learning experiences are recorded. During this week, your child will be able to participate in activities such as cooking, preparing snacks, carrying out small jobs around the nursery and visiting new areas within the school, such as the Music Room.



Helping at Home

It is really important to us that we know as much about your child's interest as possible and we would encourage all parents and carers to fill out the focus child sheet when the time comes. This forms a big part of your child's learning journey and helps us to deliver what they are interested in.