



“Aspirational training to **achieve inspirational** teachers with pupils’ learning and well-being at the heart of our partnership”

PLANNING FOR LEARNING AND TRACKING PUPIL PROGRESS Early Years

2021-22

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Section 1: Planning for Learning in Early Years

The Planning Process

Planning for children's learning is an active process. It is an activity that involves discussion and collaboration with other adults responsible for the progress of the children. In an early years setting, evaluating children's learning and planning for next steps should be a shared process and one that happens before, during and after children have engaged in their learning. To support and frame discussions you will use the 'non – negotiables' and ensure that these core elements are considered in the planning process.

Non- negotiable core aspects that **must** be included in any planning activity (including written planning documents);

- Prior learning – what I already know about the children's learning in this area
- Learning Objective(s) - *consider the child's interests, purpose, motivations then identify aspects of learning from EY Outcomes or Development Matters*
- How I will teach the learning objective(s) – *including structure, teaching strategies and techniques. Consider how the objectives are communicated to children, how the learning will be contextualised and have a purpose the child can recognize.*
- Key questions (including differentiated questioning) - *consider questions, discussion starters and opportunities for commentary.*
- How I will know the children have achieved their learning objective(s)?
- Children's activities that will enable them to learn - *Retrospective planning captures teaching through child initiated learning – helps show the teacher building on children's self-chosen activity*
- Differentiation – including by questioning, support, activity or resource
- How I am addressing my targets, linked to teacher standards
- Evaluation of children's learning / my learning

Supporting aspects – included as appropriate

- Extension activities (practice, generalization or concepts, consolidation and cognitive challenge)
- Resources
- Key vocabulary to be modelled
- Links to relevant statutory curriculum
- Success criteria
- Mini-plenaries
- Timings
- Home learning/communication
- Embedding in the continuous provision for consolidation and extension
- Teacher focus group
- Information for and deployment of other adults

Planning Proforma Guidance for Early Years

It is important that you learn to record your thinking and discussions about your plans for children's learning in a way that is systematic and easily interpreted by other adults in the classroom.

In beginning phase you are most likely to be planning for groups and for individual sessions. As you move into developing phase, you will be taking responsibility for children's learning and progress across a number of sessions or lessons and the way that you record your planning thoughts and discussions will change to reflect this.

Initially, we expect you will use our exemplar Learning Plan proformas, but as you grow in confidence and work with a range of school/setting systems, it is anticipated that you may use the planning forms that your placement uses or you may even choose to create your own. Whatever way you record your planning; you must ensure that the core aspects identified above are included.

You should always provide a learning plan (individual session or sequence plan) for a session that you lead. When you have a formal observation all of your files, including an individual session plan, should be made available to the person observing.

The exemplar plans included here are designed to help you make the progression from planning for single sessions to a sequence of learning. You will work with your mentor and your Partnership Tutor to do this in the way and at the pace that is right for you.



Early Years Learning & Teaching Plan

Adult - initiated

Student Name:

Phase: B D E

Focus for learning			
EYFS ref		Date/time Frequency	
Expected group-size		Area of provision	
Overview of parallel provision for learning			

My target areas (linked to Standards)	
Context & prior learning	
Learning Intention(s)/ Objective(s)	

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions ABOUT YOU	Children's learning in relation to the learning intentions ABOUT THE CHILDREN	Assessment How you will know your learners have met the objective.

Evaluation teaching	Evaluating the learning	
Extension/consolidation /next steps?		

Early Years Learning & Teaching Plan

Adult – initiated (with prompts)



Student Name:

Phase: B D E

Focus for learning	<i>Likely to range across more than one area of learning but may focus on one</i>		
EYFS ref		Date/time Frequency	
Expected group-size		Area of provision	
Overview of parallel provision for learning	<i>How will children who are not part of the adult initiated activity be engaged in learning? [free play, child initiated, indoors and out, alternative adult initiated and or adult led activity...etc] How will colleagues be supporting this?</i>		

My target areas (linked to Standards)	
Context & prior learning	<i>This information may come from the class teacher/ key person. What learning has already been undertaken in this area? How has this informed this plan for learning and teaching? Ensure this relates to skills, knowledge and concepts AND how this relates to the background/cultural and social contexts for learning</i>
Learning Intention(s)/ Objective(s)	<i>Have you considered differentiated objectives matched to need? Identify skills, knowledge & concepts then add a reference to the main EYFS areas and/or aspects of learning and development. There may be several aspects covered; you may add this in your final evaluations, but you should have clear intentions initially</i>

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions ABOUT YOU	Children's learning in relation to the learning intentions ABOUT THE CHILDREN	Assessment How you will know your learners have met the objective.
<i>What is your role? How will you organise the activity? How will you engage all learners? How will children know what the intentions – the purpose is – the possibilities could be?</i>	<i>What skills will they have opportunity to use and develop? (What are they likely to do? What thinking skills might you promote?) What knowledge will they be drawing on and developing? (what will they know about/find out about?) What concepts do you expect them to explore? (what understanding has grown?)</i>	<i>Consider the three characteristics of effective learning and teaching Consider the age and stage of the child's development Consider levels of Involvement How can you make learning explicit during the activity</i>

<p><i>How will you ensure all children are actively engaged in your teaching?</i></p> <p><i>How will you structure this to maintain pace, so you are not talking too much?</i></p> <p><i>How will you support all children to meet the objective(s)?</i></p> <p><i>How will you extend and challenge thinking?</i></p> <p><i>How will you utilise ICT?</i></p> <p><i>Have you planned for the support of colleagues?</i></p>	<p><i>How will they be able to communicate their learning? (in the moment and or on reflection: verbal, non-verbal, art, construction, music, dance, role play, drawing, writing, audio visual recording, individually or collaboratively) etc</i></p>	<p><i>and how will you monitor it?</i></p> <p><i>How will you intervene to support enthusiasm, promote thinking and reflection etc?</i></p> <p><i>How will you capture the learning?</i></p> <p><i>How will colleagues support you in capturing the learning?</i></p>
<p>Evaluation teaching</p>	<p>Evaluating the learning</p>	
<p><i>What techniques supported the learning most effectively?</i></p> <p><i>Did your assessment strategy/methods help you and the children draw out the key learning?</i></p> <p><i>What progress have you made against your target(s)?</i> <i>How do you know?</i> <i>What evidence do you have?</i></p>	<p><i>Have all children made progress? How do you know?</i> <i>Evidence?</i> <i>Are there any groups of children and individuals who have not made progress? What reasons are there?</i> <i>What action will you take to support these children?</i></p> <p><i>Progress may include:</i> <i>new learning;</i> <i>consolidation of skills knowledge and concepts; application of skills knowledge and concepts in new contexts and for a different purpose</i></p>	

Extension/consolidation/next steps?

Early Years Learning & Teaching Plan

Adult – initiated (example)

Student Name:

Phase: B D E

Focus for learning	Use their knowledge of making Play-Doh and herbs in the mud kitchen, to investigate combining these to create herb Play-Doh.		
EYFS ref	C & L PD UtW EA&D	Date/time Frequency	Wed 9.15-10.00
Expected group-size	6 (the focussed group who expressed an interest in the herbs)	Area of provision	Malleable
Overview of parallel provision for learning	Speaking: The children not involved in the activity will have free flow, child initiated play, with a NN in the outside area.		

My target areas (linked to Standards)	S2 – knowledge of how children learn
Context & prior learning	The children have shown an interest in different smells relating to the herbs used in the mud kitchen and after baking. They have previously made different coloured Play-Doh in small groups.
Learning Intention(s)/ Objective(s)	C&L – Speaking: To know some new vocabulary, to be able to talk to organise, sequence and clarify thinking, ideas, feelings and events. PD – Moving and Handling: To be able to manipulate malleable materials with increasing control. UtW – The World: To be able to talk about things they have observed. EA&D – Exploring and using media and materials: To be able to explore combining different materials to create new effects and change them.

Structure of Learning and Teaching		
Teacher activity e.g. engaging learners, questions ABOUT YOU	Children’s learning in relation to the learning intentions ABOUT THE CHILDREN	Assessment How you will know your learners have met the objective.
Ensure malleable area set up with tuff tray and resources to make Play-Doh, including a range of colours.	Recall yesterday’s activity in the mud kitchen using the herbs for cooking and last week’s baking. Use senses to investigate the herbs.	Assessment through: observation and questioning. Who can recall the events in detail?

<p>Select focussed group for activity and discuss what they were doing yesterday with the herbs in the mud kitchen and last week's baking.</p> <p>Explain that we are going to go outside to choose some herbs to add to the Play-Doh.</p> <p>Take the children to the herb garden and encourage the children to use their senses to explore the herbs and choose which one/ones they are going to add to their Play-Doh. Introduce/recap names of herbs and describing words, e.g. sage, thyme or smooth.</p> <p>Go back inside and encourage the children to verbally sequence how they have made Play-Doh previously.</p> <p>As the children make their own playdough, discuss and question what they are doing and how the Play-Doh changes.</p>	<p>Describe the herbs using their senses and choose which ones to use in their Paly-Doh. Pick them.</p> <p>Verbally sequence how to make Play- Doh from previous experience.</p> <p>Measure carefully (cups of flour, salt and water) to make Play-Doh, adding their chosen herb/herbs.</p> <p>Manipulate the materials together by: squeezing, squashing, pressing, rolling, patting etc.</p> <p>Extend by choosing and adding a colour.</p> <p>Comment on what is happening to the materials as they make the Play- Doh: what does it feel/look/smell like?</p>	<p>Who appears motivated and enthusiastic about the previous events? Does this extend on to this activity initially?</p> <p>Who can use their senses and describe the herbs?</p> <p>Do they choose their own herbs independently or follow a friend's choice?</p> <p>Who can verbally sequence how to make Play-Doh from previous experience in the correct order?</p> <p>Who can measure carefully and make their own Play-Doh?</p> <p>Who instigates adding a colour and who follows? Why have they chosen that colour?</p> <p>Characteristics of Effective Learning:</p> <p>Playing and Exploring: Finding out and exploring: showing curiosity, senses, engaging.</p> <p>Active Learning: Being involved and concentrating: maintaining focus</p> <p>Creative and thinking critically: Having their own ideas: Thinking, finding new ways</p>
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Early Years Learning & Teaching Plan

Retrospective Record teacher support for child-initiated learning



Student Name:

Focus for learning			
EYFS Areas of Learning		Date/time Frequency	
Group-size		Area of provision	
Overview of parallel provision for learning			

My target areas (linked to Standards)	
Context & prior learning	
Learning Links with the EYFS Aspect of Learning and Development	

Record of Learning and Teaching		
Children's learning in relation to their interests, motivations, purposes ABOUT THE CHILDREN	Teacher activity e.g. engaging learners, questions ABOUT YOU	Assessment YOUR STRATEGY & METHODS
Evaluation of learning	Evaluation of teaching	
Extension, consolidation, next steps?		

Early Years Learning & Teaching



Retrospective Record (with Prompts) teacher support for child-initiated learning

Student Name:

Focus for learning	<i>What were the children's main interest(s) over the learning opportunity: you should aim to tune into the child's/children's sense of purpose (to explore and find out, not just make and create an end-product, for example. A rationale may only become apparent on reflection)</i>		
EYFS Areas of Learning		Date/time Frequency	
Group-size		Area of provision	
Overview of parallel provision for learning	<i>How were other colleagues and children engaged?</i>		

My target areas (linked to Standards)	
Context & prior learning	<i>This information may come from the class teacher/ key person. What learning has already been undertaken in this area? How has this informed this plan for learning and teaching? Ensure this relates to skills, knowledge and concepts AND how this relates to the background/cultural and social contexts for learning</i>
Learning Links with the EYFS Aspect of Learning and Development	<i>There may be several aspects covered; you may add this in your final evaluations. Remember the descriptors for each aspect are broad and identifying age-related statements is a starting point for looking more deeply at the learning</i>

Record of Learning and Teaching		
Children's learning in relation to their interests, motivations, purposes ABOUT THE CHILDREN	Teacher activity e.g. engaging learners, questions ABOUT YOU	Assessment YOUR STRATEGY & METHODS
<i>What skills did they use? What did they do? What thinking skills did they use? What knowledge were they drawing on and developing? What did they know about/find out about? What concepts were they exploring?</i>	<i>What was your role? How did you facilitate the learning? – thinking about use of materials/resources/ space How did you facilitate the learning? - thinking about your interactive style and techniques?</i>	<i>How did you assess learning? Consider your use interaction and selective use of questions Consider the three Characteristics of Effective learning and teaching</i>

<p><i>(what understanding has grown?)</i></p> <p><i>How did they communicate their learning? (in the moment and or on reflection: verbal, non- verbal, art, construction, music, dance, role play, drawing, writing, audio visual recording, individually or collaboratively) etc.</i></p>	<p><i>How did you ensure all children are actively engaged in the learning?</i></p> <p><i>How did you support all children to meet their individual objective(s)/ explore their own ideas/ develop skills and knowledge appropriate to their development and interests?</i></p> <p><i>How did you extend and challenge thinking?</i></p> <p><i>How did collaborate with and/or gain the support of colleagues to ensure the flow of learning could proceed?</i></p>	<p><i>Consider the age and stage of the child's development</i></p> <p><i>Consider Involvement Levels</i></p> <p><i>Was it appropriate to make learning explicit during the activity and how did you monitor this?</i></p> <p><i>Did you have opportunity to review the learning?</i></p> <p><i>Did you capture the learning? How and why?</i></p> <p><i>Did colleagues support you in capturing the learning?</i></p>
<p>Evaluation of learning</p>	<p>Evaluation of teaching</p>	
<p><i>Have all children made progress? How do you know? Evidence?</i></p> <p><i>Are there any children who have not made progress? What reasons could there be?</i></p> <p><i>What action could you take to support these children?</i></p> <p><i>Progress may include: new learning; consolidation of skills knowledge and concepts; application of skills knowledge and concepts in new contexts and for a different purpose</i></p>	<p><i>What strategies, techniques, forms of interaction supported the learning most effectively?</i></p> <p><i>Did your assessment strategy/methods help you and the children draw out the key learning?</i></p> <p><i>What progress have you made against your target(s)? How do you know? What evidence do you have?</i></p>	

Early Years Learning & Teaching Retrospective Record (example) teacher support for child-initiated learning



Student Name:

Focus for learning	<i>Creating for a purpose – objects and written texts Working out feelings, sense of security BUILDING A TRAP FOR BADDIES</i>		
EYFS Areas of Learning	<i>EA& D Lit PSED</i>	Date/time Frequency	<i>Mon 9.30 – 11.15 Tues 1 – 1.45 Wed 2 – 2.30</i>
Group-size	<i>Flexible – generally between 4 and 5 at any one time</i>	Area of provision	<i>Outdoor – grassed area Enhancement – den building</i>
Overview of parallel provision for learning	<i>Planned adult-led indoor with TA Free flow supported by NN & parent</i>		

My target areas (linked to Standards)	<i>S2 knowledge of how children learn & S5 adapt in the light of awareness, K&U of child devel. S7 manage class effectively, involve and motivate (also H&S for EY) S8 deploy staff effectively</i>		
Context & prior learning	<i>Children have been playing superheroes and baddies. Getting quite physical. Parents mentioned XX was having a bad dream, conversations about getting baddies. Topic of conversation at carpet time – extend use of talk All enjoy construction indoors, fine motor, smaller fixings. Beginning to seek out mark-making to draw and label as part of free flow – need to capture interest & motivation to write in context/ for purpose</i>		
Learning Links with the EYFS Aspect of Learning and Development	<i>EA&D – media and materials; being imaginative C&L - Speaking Lit – Writing PSED – self-confidence; making relationships</i>		

Record of Learning and Teaching		
Children’s learning in relation to their interests, motivations, purposes ABOUT THE CHILDREN	Teacher activity e.g. engaging learners, questions ABOUT YOU	Assessment YOUR STRATEGY & METHODS
<i>Following a carpet time discussion, it was decided by a group of five children – to take the den-building trolley outside.</i>	<i>Used carpet time as a time to welcome children and plan their morning/day – support reflection on last week and weekend</i>	<i>Formative assessment of children’s motivations through discussions with parents, children’s talk at carpet time & reflection on</i>

<p>there were several different reasons for this.</p> <p>They built several structures, mainly over the first morning but then over subsequent days – traps for baddies, dens for super heroes, such as Wonder woman and a school for wizards/witches</p> <p>Others opted for free flow, or the adult led activity.</p> <p>Sharing ideas, expressing opinions (verbal and non-verbal)</p> <p>Explaining knowledge and understanding through negotiating use of space, materials with peers and adults</p> <p>Confidence to ask for help, express opinions; understands own actions have impact on others; working through own thoughts and emotions</p> <p>Giving meaning to marks through to labels and captions; identifiable letters, representing some sounds correctly; meaningful short sentences</p> <p>Creating in parallel through to cooperatively; uses tools and techniques competently to build structures</p> <p>Responds to experiences such as films, TV, books, comics, play ideas of others</p> <p>CHARACTERISTICS OF EFFECTIVE LEARNING: Concentrate & overcome barriers; have a go</p> <p>Have own ideas & strategies</p> <p>Make connections between ideas and different areas of own experience;</p>	<p><i>Responded to interest in superhero play – suggest a focus for this</i></p> <p><i>Checked den building trolley for H&S and sufficient quantities of mallets etc</i></p> <p><i>Negotiated with TA & NN the provision for the adult led activity; NN to monitor and support free flow so TA and I could focus on T&L & assessment.</i></p> <p><i>Suggested we work on grass to ensure substantial amount of space, lack of interruptions</i></p> <p><i>Explore trolley together, show range of resources/options; keep offering options – including resources in other areas of provision – e.g. reminders about more clipboards and pens</i></p> <p><i>Use of vocab – correct terms for equipment</i></p> <p><i>Use of 'how' & 'what if' questions</i></p> <p><i>Use of commentary</i></p> <p><i>Use of feedback on specific skills used</i></p> <p><i>Aware Ellis was with group of girls – needed to be careful to observe and give him time to feel confident</i></p> <p><i>Help with fixings to keep flow of construction going, but remembered to step back to give them time to try</i></p> <p><i>Acknowledge:</i></p> <ul style="list-style-type: none"> • <i>successful use of fixings,</i> • <i>mirror interesting vocab and longer sentences,</i> • <i>overcoming challenges</i> 	<p><i>last week's observations of free flow play.</i></p> <p><i>Incidental observations for key children Ellis, Nancy & Diane Joe, Arfan and Raj</i></p> <p><i>Looked for: 3 Cs of effective learning</i></p> <p><i>Considered the age and stage of the child's development – Ellis's reluctance to speak for example</i></p> <p><i>Involvement Levels</i></p>
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Evaluation of learning	Evaluation of teaching
<p><i>Ellis's learning over three days has been recorded in his profile. He showed interest in the construction and the idea of keeping the baddies securely in one place over three days, when many in the group had moved on in their play.</i></p> <p><i>He used his phonic knowledge independently for the first time, writing for his own purpose and showed an ability to check his own work – both the trap and the writing.</i></p> <p><i>Others who extended their use of tools in a new context were:</i></p> <p><i>Consolidation</i></p>	<p><i>What strategies, techniques, forms of interaction supported the learning most effectively?</i></p> <p><i>Did your assessment strategy/methods help you and the children draw out the key learning?</i></p> <p><i>What progress have you made against your target(s)? How do you know? What evidence do you have?</i></p>

Extension, consolidation, next steps?

Learning Plan - over a week

learning sequence and enhancing continuous provision



Class		Subject / focus of learning		
My targets		Prior learning / context		
Key learning				
	Learning Objectives	Teacher Activity e.g. engaging learners, questions	Learner activity to meet the objectives – may include groupings, differentiation, plenary	Assessment
Session 1				
Session 2				
Session 3				
Evaluation of the children's learning and my teaching		Include implications for subsequent learning		

Learning Plan - over a week

learning sequence and enhancing continuous provision (with prompts)

Class		Subject / focus of learning		
My targets	<i>How will you work on this over this sequence?</i>	Prior learning / context	<i>This information may come from your class teacher. What learning has already been undertaken in this area? How has this informed this learning plan?</i>	
Key learning		<i>What is the key learning for this sequence? What outcomes are you planning?</i>		
	Learning Objectives	Teacher Activity e.g. engaging learners, questions	Learner activity to meet the objectives – may include groupings, differentiation, plenary	Assessment
Session 1	<i>How will you ensure there is a logical progression of learning throughout the sequence?</i>	<i>How will you structure the learning to ensure progressions in skills, concepts, knowledge and understanding? How will you ensure your teaching engages all children in their learning?</i>	<i>How does the activity come out of your main teaching, match the objectives and support the children's progression and development over this sequence? How will children know what they are supposed to be doing?</i>	<i>How can you make progress explicit during this sequence of learning? How will you use learning information from one session to amend the next one?</i>
Session 2		<i>How will you structure this to maintain pace, so you are not talking too much? How will you utilise ICT?</i>	<i>How will you extend and challenge thinking?</i>	<i>How will you intervene where good progress isn't being made?</i>
Session 3		<i>What role will TAs / other adults play throughout this sequence?</i>	<i>How will you support all children to meet the objective(s)? Have you planned for the support of TAs / other adults?</i>	<i>Have you planned for the support of TAs / other adults</i>
Evaluation of the children's learning and my teaching		Include implications for subsequent learning		

Learning Plan - over a week

learning sequence and enhancing continuous provision (example)



Class	R	Subject / focus of learning	Living creatures (a provision area always available either inside or out)
<p>My targets</p>	<p>S2 Promote good progress and outcomes by pupils To plan a sequence of learning so children make progress in their learning</p> <p>S3 Demonstrate good subject and curriculum knowledge To demonstrate a sound understanding of all areas of the areas of learning in the EYFS</p>	<p>Prior learning / context</p>	<p>A group of 5 boys have found a bird's nest in the garden and have been sad to find some eggs on the ground broken. They are intrigued though and have been talking with me about what they know about birds, eggs, dinosaurs</p> <p>The boys are similar in their learning style but are quite diverse in their learning needs. One is fairly new to English (6 months in UK), but very confident in play. All are well developed physically and move a lot in their learning. These boys are often found in the garden as they enjoy exploring the environment, are very curious and 2 of them ask the adults lots of questions. They often engage in imaginary play and use some rich language but rarely choose to read.</p> <p>I have taken the group on a visit to a local farm to collect some chicken eggs just about ready to hatch. The classroom or outside always has an area within the cont. provision about living things. I have positioned the incubator there (inside)</p> <p>I have told all the children that we have the eggs in the incubator to keep them warm and that we must be very careful not to bang the sides at it may disturb them. I have told them that we can expect to see them hatch in a few days. They are all excited, but particularly this group of boys. Each day I will get one of the boys to give an update on progress to the rest of the group. I will also read <i>AAh! said Stork</i> and <i>Egg</i> by Mini GRayas a core book and non-fiction book about chicken Dorling and Kindersley in group story time to support the project, thus increasing childrens' specific knowledge about this natural process</p> <p>The area is open to all the children in my class</p>
<p>Key learning</p>			

This is a very motivating context for all the children and will support all 3 characteristics of learning within the continuous provision environment :PLAYING AND EXPLORING (engagement)ACTIVE LEARNING (Motivation) CREATIVITY AND CRITICAL THINKING (Thinking)

The are of provision is open for all the children in the class to use over the period of waiting and hatching. Therefore I highlight here the POSSIBLE learning that could take place (from Development Matters). I expect the boys most interested in the eggs will visit most often Areas of Learning 30-60 months in Development Matters and have set it up with their learning needs in mind

UNDERSTANDING THE WORLD:

- The world
- Technology

LITERACY:

- Reading

UNDERSTANDING THE WORLD –THE WORLD 30-50m

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

UNDERSTANDING THE WORLD -THE WORLD 40-60m+

- Looks closely at similarities, differences, patterns and change.

EARLY LEARNING GOAL FOR UW

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

TECHNOLOGY

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers
- Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.
- Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision.

- When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

READING 30-50m

- Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently
- Handles books carefully
- Knows information can be relayed in the form of print
- Holds books the correct way up and turns pages

48-60 m

- Knows that print carries meaning
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

	Learning Objectives	Main teaching + Key questions	Differentiated activities (enhancing the basic provision)	Plenary	Assessment
Session 1	As soon as the incubator is set up	<p>What can you see? What can you smell?</p> <p>Can you hear anything? What do you think will happen next? Will it be two sleeps or three sleeps before they hatch?</p>	<p>Differentiation by outcome</p> <p>Photo of the visit to the farm near the incubator on ipad</p> <p>Bench to allow children to get a good view and be comfortable</p> <p>Display of key questions on the wall</p> <p>Chart for children to complete independently on the changes noted</p> <p>Collection of decorated wooden/metal/ other eggs for sorting and to promote Rich language</p>	<p>Use photos of the trip to recall the activity on return to the classroom</p>	<p>Note chdn's use of language and increased vocabulary through observation</p> <p>Sorting the collection of decorated eggs</p>
Session 2	For a few days	Observe the progress of the eggs	<p>Differentiation by outcome</p> <p>Leave several copies of the core book "Aah said stork for children to access (I will use this as a core book at storytime this week)</p>	Review the chart with the group	Note children's reading and re-telling of the Aah said stork story

		<p>Retelling story- repeating patterned language</p> <p>Record observations through drawing and talk</p>	<p>Provide story props for retelling the story</p> <p>Differentiation by outcome</p> <p>Leave the chicken book Dorling and Kindersley within the area</p> <p>Provide a further selection of books with quality illustrations about eggs and hatching</p> <p>Black fine tip liners and cartridge paper for drawing and paper for drawing</p>	<p>Recall the observations and tell the class (one or a few children)</p>	<p>EAL child using chunks of meaningful language?</p> <p>Look for detail in drawings</p>
<p>Session 3</p>	<p>When the eggs start hatching</p>	<p>Observation of change</p> <p>Comparison</p> <p>Awe!</p>	<p>Differentiation by outcome</p> <p>Eggs due to start hatching today</p> <p>Provide camera for children to video</p> <p>Provide some bowls in the area with some dough for children to make pretend cakes we made cakes yesterday</p>	<p>Watch the video (put on white board)</p> <p>Child talks about the progress observed</p>	<p>Note levels of interest and well-being</p> <p>Increased frequency and complexity of language</p>

			<p>with eggs so this will allow them to re-enact this)</p> <p>Provide a copy of the Recipe and ingredients</p> <p>Leave a copy of the night kitchen book in the area (we read at storytime yesterday)</p> <p>Small books with a few pages in to encourage drawing</p>	<p>Ask what "pretend" ingredients went in to making the pretend cakes</p>	
<p>Session 4</p>	<p>Continue observing and handling the chicks</p>	<p>Observation Recording</p>	<p>Provide a wider range of materials for children to capture changes:</p> <p>Pastels with black paper and white paper (limited colour rang for close observation probably yellow, white, brown)</p> <p>Paints with tiny paintbrushes and fine paper</p> <p>Yellow playdough</p>	<p>Record through drawings, painting and using malleable materials</p>	<p>Care for the small animals</p> <p>Conversations about how to handle them</p>

Evaluation of the children's learning and my teaching

Include implications for subsequent learning

As expected the children were thoroughly riveted by the presence of the eggs and what happened subsequently. The variety of materials available for them near to the area enabled each child to choose materials to work with to record observations. Drawing on their love of imaginative scenarios by providing? Bowls for pretend cooking. It gave them a genuine context for drawing and reading. Some children chose to write about what they say This then seem to encourage them to what to write and to choose to do this in other areas of the environment.

The observation chart also gave them a context for writing which I hadn't really planned for, but the project really promoted writing for recording as well as reading. The motivating influence of taking photos really helped them to see the worth of charting the progress of the eggs over a week.

The EAL child repeated whole chunks of language that he often heard repeated. eg: "Oh no its cracking!" "It feels hot". The introduction of the book "Aah said stork" which I read many times and children took to reading without an adult, greatly enhance all the childrens' interest in books but again the EAL child absorbed these phrases and used them repeatedly in different contexts. He even picked up one of the small books and made some writing like marks that went left to right and told me it said "The egg is cracking."

Their interest in the world has been deepened as judged by the increasing complexity of their questions and the detail used in their drawings.