EYFS Planning Scrutiny

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| **Name of practitioner:**  **Age range of children:**  **By: Date:** | **In place**  (√) | **Strengths** | **Areas for development** |
| **Planning for child initiated learning (continuous provision)**   * Learning opportunities are identified * Role of the adult / key questions / key vocabulary * Deployment of adults to support learning through play * Opportunities identified for learning inside and outside * Continuous provision planning is reviewed * Environment is well resourced and accessible for children to be independent learners |  |  |  |
| **Adult focused planning**   * Clear learning objectives/intentions identified linked to next steps * Clear differentiation * Target groups / children (girls, boys, SEND, EAL, most-able, GRT, pupil premium children) * Opportunities for active learning * Opportunities for C & L * Role of the adult * Key questions / new vocab * Links to Development Matters * References to Characteristics of Effective Learning * Follow the interests of individual children * Indoor and outdoor learning identified * Resources identified * Opportunities for children to reflect on own learning * Weekly plans – structure of learning over several days |  |  |  |
| **Planning for adult initiated learning (continuous/enhanced provision)**   * Clear learning objective * New activities/ experiences introduced or modelled * Opportunities for children to practice & apply skills * Links to Development Matters * Links to Characteristics of Effective Learning * Opportunities for learning inside & outside? |  |  |  |
| **How are parents involved in planning?**   * Two way flow of information: e.g. planning board / weekly newsletter |  |  |  |
| **How are children involved in planning?**   * Links to children’s interests * Plans adapted to children’s learning on daily/weekly basis * Next steps integrated into planning * Children involved in topic planning – what do they already know? What do they want to find out about? |  |  |  |