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
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| **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
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| **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?
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| **How are parents involved in planning?** * Two way flow of information: e.g. planning board / weekly newsletter
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| **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?
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