

# Teaching and Learning Planning



“Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.”

Statutory framework for the early years foundation stage 2021

To achieve this, practitioners need to consider the staged approach of the planning cycle. Through the process of observing and assessing, adults will be able to determine where children are in their development journey, allowing them to plan appropriate opportunities to build on this.

## Task

The following image depicts the 5-stage planning cycle as set out in Julien Grenier’s book ‘Work with the revised Early Years Foundation Stage: Principles into Practice’. It breaks down the integral steps required to enable you to adequately support children’s development, and to effectively plan to meet each child’s needs.

Consider each of the stages and what they entail – in your opinion, does your current process for planning encompass these key elements? Is anything missing? Following your reflection, share with one another your feedback and be sure to action plan any changes felt necessary.

## An example of a planning cycle

The 'big picture': what you want children to know and be able to do.  
Starting off: what you've noticed about children's interests and what their parents have told you.  
Keeping going: helping children to keep building on their learning.

Allow plenty of time: children need regular opportunities to practise and repeat their learning.  
Keep plans under review: some children will need extra help to keep up. Others will benefit from additional experiences to deepen their learning.

Helping children to learn: organise the activities or equipment which will maximise learning.  
Checking that children understand and can do what you intended.



Noticing: what children know and what can they already do.  
Linking: what do you want children to learn next?  
Introducing: rich new ideas and cultural experiences.

Helping children to learn: what will practitioners do (interaction with children and/or learning environment)  
Vocabulary: what specific vocabulary will be introduced to children.  
Reasoning: what scaffolding and open-ended questions will help children to develop their thinking?