



## Daisies – Planning in the moment



### Nursery planning and teaching

Young children's interests are very much 'in the moment' and this is why, in Daisies, we teach in the moment and our planning is often spontaneous, or comes as a result of pursuing a thread of interest that the children have shown. 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' and know when to intervene and when to stand back and observe. The adult goes to the child. The child is NOT called to come to the adult. For us, it is all about capturing the moment of deep engagement and following it to make sure the children progress. This means we are always clear about each child's next steps.

### The Teachable Moment

From the teachable moment the child feels valued, fascinating, 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 secure understanding of the child's individual 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 and these are recorded in the focus children's observations. We still have some adult-led activities daily and plan for things like phonics, cooking or seasonal activities. We talk with the children consolidating their knowledge, using prompts like 'do you remember what happened when....', looking back through their learning journals and the class 'We wonder...' book.

### Focus Children

Instead of having focus activities, each week we have focus children. The week before a child is one of our focus children, they take home a letter to their parents or carers, explaining this, and asking them to contribute their knowledge of the 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. These opportunities are instead of the traditional parent's evening, which is more applicable to children as they move through the school. During each child's focus week, they will have a completed focus child sheet filled with evidence of quality interactions and learning experiences.

### Observations

All observations made of the children are based on quality interactions and are only recorded if they show a 'wow moment' when a child does something new for the first time or consolidates a skill they have been learning for a long time. The observation may include any teaching that has taken place or progress that a child or group of children have made. 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. Children achieve 'wow moments' through the year, even if not a focus child, so these will be recorded alongside the focus child sheet.

### Helping at home

It is really important to us that we know as much about your child's interests 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.

