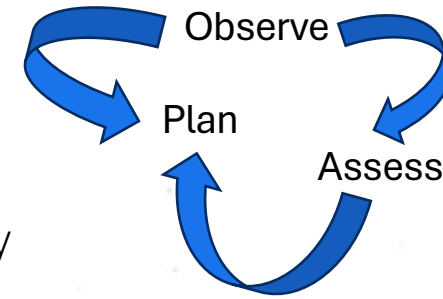


Why don't we forward plan in EYFS?

- The cycle of Observation, Assessment, Planning (repeat) is compressed
- The children's interest, motivation and enthusiasm is captured immediately
- The resources remain fairly static, so children know they are coming into the same environment daily and can plan ahead



"The observation cycle can be used over days/weeks but.... babies and young children, however, are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. **It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference.** By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)." *From National Strategies document "Learning, Playing and Interacting"*

- Quality interactions are key
- A workshop style environment enabling children to 'mix and match' resources
- It is about focusing our children, not focus activities
- We do not remove the child from what is inspiring them, but take the teacher to them
- Observations then feed into elements of their play