

## **Responsive Planning**

### **Beginning of academic year:**

- Each child is given an 'All about me' booklet.
- Once they are returned each Early Years Worker will discuss with their group.
- They are then passed to the Nursery Teacher, who looks through them and picks 3 or 4 common interests.
- The Nursery Teacher then creates a voting board and the children vote for which one they would like to learn more about.

### **For each topic:**

- Once a topic has been chosen the Early Years team will hold a brainstorming meeting and come up with possible activities.
- Early Years Workers will meet with their group and discuss with them the chosen topic and ask them:
  1. What they already know
  2. What they would like to learn more about
  3. How/what we can do/use to learn more on chosen topic
- A letter is sent home to parents asking for any suggested activities.
- A Curriculum for Excellence sheet with possible Experiences and Outcomes in each of the 4 capacities, and a parent prompt sheet with suggested activities that parents may do with their child will go home at this point.
- Early Years Workers will then write up children's initial comments and get their children to do an initial drawing before there is any adult input. These are the start of a floor-book.
- EY team then plan activities to take learning forward.
- EY team are listening to children all the time and if they feel that the children are moving away from current topic, this will be discussed at a planning meeting and a new topic (what children talking about) will begin.
- If children moving away from current topic and no specific new topic stands out EY team will revert back to 'All about me' booklets and whole process starts again.

### **Day to day planning:**

- At EY team planning meetings next steps for each area are discussed so that all are aware of what has been happening and how this maybe taken forward.
- Team only plan for Monday and this allows them to respond to what the children have discussed during the activity or any identified next steps.
- Next step does not always have to be related to topic if taken child's interest forward or if a staff member needs to develop a skill they have identified.

- Activities carried out each day must be evaluated and any next steps indicated on the planner.
- All E&Os used must be indicated on the planner.
- All activities must be planned before end of the day so that they are available for staff next day.
- All activities must be written on boards in open area and if possible with corresponding 'I can...' statement. This informs parents of what their children were offered.