**A logo for a university

Description automatically generatedIndividual Plan – Activities and Lessons**

**Early Years Foundation Stage**

**Adult-led Planning (Indoors and Outdoors)**

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| **Trainee:** |  | **School:** |  | | |
|  |  |  |  | | |
| **Focus:** |  | **Date:** |  | **Class/ Group:** |  |
|  |  |  |  |  |  |
| **Learning Context:** | *What have they already covered? What are they going on to learn next? What are the children’s interests?* | | | | |
|  |  | | | | |
| **Which of my weekly targets are being addressed?** |  | | | | |
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| **Areas of Learning** *(Highlight main AoLs and aspects)* | | | | | | | | | | | | | | | | | | | | |
| CL | | | PSED | | | PD | | | Lit | | | Ma | | UW | | | | | EAD | |
| LAU | Sp | | SR | MS | BR | GMS | FMS | | C | WR | W | N | NP | PP | | | PCC | NW | CM | BIE |
|  | | | | | | | | | | | | | | | | | | | | |
| ***Intent -* ‘I Can’ Outcome(s)** *(Link to statements from Development Matters statements. Use child friendly ‘I can…’ phrasing)* | | | | | | | | | | | | | | | | | | | | |
| * **I can…** | | | | | | | | | | | | | | | | | | | | |
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| **Key Resources Required** | | | | | | | | | | | | | | | | | | | | |
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| **Barriers, Misconceptions or Preconceptions** *How will you address these?* | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Supporting Individuals and Groups***How will you support children with specific educational needs, including SEN and EAL?*  *What adaptive teaching strategies will you use?* | | | | | | | | | | | | | | | | | | | | |
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| **Role of Additional Adults** | | | | | | | | | | | | | | | | | | | | |
| ***Implementation* –** Activity Action Plan | | | | | | | | | | | | | | | | | | | | |
| **Element & Timing** | | **Main Adult Input** *Questions, vocabulary, modelling, adaptive teaching, behaviour management* | | | | | | **Active Learning** *What will the children be doing? How will additional adults support them?* | | | | | | | **Assessment** *What? How? When? Who (focus children)?* | | | | | |
| **Start of Activity**  *Routines, behaviour, introduction* | | *Transition, settling in routines, behaviour reminders, bridging back to previous learning, introducing new learning* | | | | | |  | | | | | | |  | | | | | |
| **Development of Activity** | |  | | | | | | *Will children have access to resources? How will this be organised? Do children need to respond or perform an action?* | | | | | | |  | | | | | |
| **End of Activity**  *Routines, behaviour, introduction* | | *Summary of learning, celebrating achievement, making links to continuous provision, transition* | | | | | |  | | | | | | |  | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| ***Impact*** *–* Evaluation | | | | | | | | | | | | | | | | | | | | |
| **Reflection**  ***Use the Development Record to record your reflections and discuss the impact of your teaching on pupils’ learning with your Mentor.***  *Did the children succeed according to the ‘I can…’ outcomes? Who met/did not meet the outcomes? What will future learning look like? Use initials only.* | | | | | | | | | | | | | | | | **Additional Adult Feedback** | | | | |