The Foundation Years Long Term Plan

Characteristics of Effective Learning – Playing and exploring (engagement)

Development Matters A Unique Child: observing how a child is learning	Learning Intentions	Planning and Resources
Finding out and exploring • Showing curiosity about objects, events and people. • Using senses to explore the world around them. • Engaging in open-ended activity. • Showing particular interests. Playing with what they know • Pretending objects are things from their experience. • Representing their experiences in play. • Taking on a role in their play. • Acting out experiences with other people. Being willing to 'have a go' • Initiating activities. • Seeking challenge. • Showing a 'can do' attitude. • Taking a risk, engaging in new experiences, and learning by trial and error.	*Children will be able....* • To show curiosity about objects, events and people. • To use their senses to explore the world around them. • To engage in open-ended activity. • To show a particular interest. • To use their experiences to pretend that an object is something else. • To represent their experiences in their play. • To be able to take on a role in their play. • To act out experiences with other people. • To initiate activities. • To seek a challenge. • To have a positive 'can do' attitude. • To know that it is okay to take a risk. • To engage in new experiences/activities. • To learn by trial and error.	Encourage children to explore. Practitioners to help children to achieve what they are trying to do, without taking over or directing. Practitioners to join in with play sensitively. Model pretending that an object is something else. Encourage children to try new activities and take risks. Model learning by trial and error. Provide resources relevant to children's interests. Provide an environment that is visually calm and orderly – helping children to concentrate. Plan first hand experiences for the children. Ensure that children have uninterrupted time to play and explore.

Characteristics of Effective Learning – Active Learning (motivation)

Development Matters A Unique Child: observing how a child is learning	Learning Intentions	Planning and Resources
Being involved and concentrating • Maintaining focus on their activity for a period of time. • Showing high levels of energy & fascination. • Not easily distracted. • Paying attention to details. **Keeping on trying** • Persisting with activity when challenges occur. • Showing a belief that more effort or a different approach will pay off. • Bouncing back after difficulties. **Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals. • Being proud of how they have accomplished something – not just the end result. • Enjoying meeting challenges for their own sake rather than external rewards or praise.	***Children will be able....*** • To be able to maintain focus on an activity for a period of time. • To show high levels of energy and fascination. • To maintain focus when other things are going on around them. • To pay attention to details. • To persevere with an activity when challenges occur. • To understand that there may be a different way of approaching something to succeed. • To know that it pays to put in more effort. • To try again after being faced with difficulties. • To show satisfaction when they have met their goals. • To talk about how they have accomplished something (the process). • To be proud of how they have accomplished something. • To enjoying meeting challenges.	Support children to choose activities – what they want to do and how they will do it. Help children become aware of their own goals, make plans and review their own progress and successes. Share Learning Journey's with the children. Share targets with children. Talk about what you see children trying to do, and encourage them to talk about their processes and successes. Child voice on the long observation form. Child voice/parent voice. Be specific when you praise – say what you are praising. Provide new and unusual objects/experiences for children to explore. Link to children's interests. Ensure that children have time and freedom to become deeply involved in activities. Keep significant activities out rather than tidying them away – use daily observations to inform planning for the next day.

Characteristics of Effective Learning – Creating and Thinking Critically (thinking)

Development Matters A Unique Child: observing how a child is learning	Learning Intentions	Planning and Resources
Having their own ideas • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things **Making links** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect **Choosing ways to do things** • Planning, making decisions about how to approach a task, solve a problem and reach a goal. • Checking how well their activities are going • Changing strategy as needed. • Reviewing how well the approach worked.	***Children will be able....*** • To be able to think of their own ideas. • To find ways to solve problems. • To find new ways to do things. • To be able to make links in their experiences. • To notice patterns in their experiences. • To be able to make predictions. • To test out their ideas. • To develop ideas of grouping, sequences, cause and effect. • To be able to make plans to solve a problem or reach a goal • To be able to make decisions about how to approach a task, solve a problem or reach a goal. • To review and check how well their activities are going. • To change strategy as needed. • To review their work.	Model and encourage language of thinking and learning e.g. think, know, remember, idea, plan, learn, find out, etc. Model being a thinker, showing that you do not always know something but that you can think about it and find out. Reception – thought for the week. Encourage open ended thinking. Model talking aloud as you work/play. Give children time to talk and think. Remember that some children may need more time than others e.g. EAL, SEN. Value questions from children. Support children's interests over time. Encourage children to talk about problems they encounter. Plan-do-review. Build in opportunities for children to play with materials before using them in planned tasks e.g. clay. Play Establish recognisable and predictable routines. Use mind maps.