Moment by Moment Planning
Anna Ephgrave
What is essential?

- Environment – (Physical & Emotional)
- Understanding of Child Development
- Quality Interactions
- Skilled Observer

These are inter-linked and underpin outstanding practice.
The Australian Connection

Visit to Melbourne

Research over a period of three years
No Forward Planning – Why not??

• Each child is unique

• The cycle of Observation, Assessment, Planning is compressed.

• The child’s interest and enthusiasm is captured immediately.
“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” P.22 -23
Babies are Born with Billions of Brain Cells

• With stimulation, these cells make connections or “synapses”.
• This is referred to as “brain development” ie. PROGRESS!
Children have a natural desire to explore and learn.

Watch out for periods of high-level involvement.
Progress, progress, progress!

1. When does this happen?

2. How can we spot when it is happening?

3. How can we ensure this happens in our settings?
So – How is this organised?
Quality Interactions Are Key

- Choose your moment
- Be curious
- Give time
- Use pondering questions
- Relax
Workshop-Style Environment
Focus Children

NOT

Focus Activities

10% of the class each week – usually 3 children. Each child is a focus child once per term.
Planning for your child’s learning journey.

Next week we will be focusing on _______________________. We will be observing them while they play to find out more about their interests and how they are progressing. Please take some pictures of your child/family enjoying activities out of school.

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child’s needs. This will help us plan for their future learning and development.

Is there anything significant happening in your child’s life at the moment e.g. visits, holidays, new pets, family celebrations?

Is there anything you would like to tell us about your child?

Do you have anything you would like to ask us about your child’s progress and development in Reception?

Please return this sheet along with the school camera by ____________________ so that we can add your thoughts and ideas to the planning process.

Thank you,
Anna and Jacqui
And a camera!!

Olympus Tough
• No forward planning

A learning journey for each focus child is put up in class.
The adult goes to the child. The adult doesn’t call the child to come to them.
Denis builds a volcano in the sand. He makes it bigger and bigger. He has never seen a volcano. He wants to build a volcano. Denis is a non-fiction book about making volcanoes. He has made a volcano in the sand. It's like a real volcano. Denis takes a very big toilet roll and puts it in the sand. He makes it bigger and bigger.

Denis makes a volcano. He uses the sand to make it bigger and bigger. He uses a lot of sand to make it bigger. Denis puts the toilet roll in the sand. He makes it bigger and bigger.


Denis makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map. He makes a map.

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Ryan brought his camera to school and showed us how to use it. He took pictures of his favorite things to do:

1. Playing with the blocks
2. Exploring the garden
3. Making art projects
4. Playing with the toys in the classroom

Ryan also brought his own camera to school and showed us how to use it. He took pictures of his favorite things to do:

1. Playing with the blocks
2. Exploring the garden
3. Making art projects
4. Playing with the toys in the classroom

Ryan noticed a large bird's nest in the tree, so he asked me what it was for. He had a ladder and encouraged me to help carry it. Ryan found a tree and encouraged me to help carry it.

We made a plan for Ryan's morning routine:

1. Wake up
2. Eat breakfast
3. Get dressed
4. Go to school

During our free time, Ryan played with the blocks and drew pictures. He also practiced his writing skills.

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Learning Journey For

Identified Areas For Focus:
- Continue to build confidence in English
- General: Child observed
- From Parents: Avoid distractions
- From Profile: One more than 5 objects

Rhyme:

-D saw new puppets and wanted to play with them. She suggested they do a show with her friends.
-D said, “You sit here and watch.” How do we do it?
-D showed her how to put puppet on her hand. She started talking with puppet.

- D wanted to make a frog for the pond, so she asked D what number was next. D said “3” and then drew a 3, cut it out and attached it to the chair.

-Wrote ingredients list for cake and measured them. The children were able to read the cooking and baking instructions. D encouraged D to use the picture cues by page.2 She was confident to read them to the group.
-Ramona asked if she had balanced the sugar in the mixture. She had to go down another child said it doesn’t matter. D said “it does matter.” When mixing the cake D said “it looks like someone has gone wrong.”

Parent Meeting:

Areas of Learning
- PSED: Yes
- GLL: Yes
- PSRN: Yes
- ILLW: Yes
- PD: Yes
- CD: Yes
- Obs indoors: Yes
- Obs outdoors: Yes
- Conversations with child: Yes
- Conversations with parent: Yes

Date 16.07.20

Week 7

Confidence in Speaking English
Sentence Structure
From Parent: Making friends. Writing.
From Profile: Addition + Subtraction
Let’s Try This

- Watch video clips
- Discuss how to record it on learning journey
- Try to include the whole cycle – initial observation, assessment, and what the adult said/suggested/encouraged (the teaching), & the outcome (ie another observation)
Observation Cycle Record

Ryan wanted to pick some more carrots. He was not sure which plant was a carrot. T showed Ryan the carrot plant and pointed out what the leaves looked like. Ryan pulled up more carrots.

Beverley was trying to cut a piece of tape. She did not know how to use the dispenser. T modelled how to cut the tape. Beverley persevered and eventually managed to cut the tape independently.
What about all the other children?
The adults go to the activity which interests the children.
<table>
<thead>
<tr>
<th>Area Covered:</th>
<th>FOCAL CHILDREN:</th>
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</thead>
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<table>
<thead>
<tr>
<th>Observation</th>
<th>Outcome/Activity</th>
<th>Next Steps/Completed</th>
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<tbody>
<tr>
<td>1</td>
<td>Children seen planting seeds in garden</td>
<td>Spoke to children about why they should not eat unripe fruit. Assessed level of understanding</td>
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<tr>
<td>2</td>
<td>Children then moved on to digging up a vine in garden</td>
<td></td>
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<tr>
<td>3</td>
<td>Jennifer showed her picture of seeds taken in a cafe</td>
<td></td>
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<tr>
<td>4</td>
<td>Plan seeds in sand</td>
<td></td>
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<tr>
<td>5</td>
<td>A group made a road, used stop sign to stop</td>
<td></td>
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<tr>
<td>6</td>
<td>Group on approach, using umbrella, pail</td>
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<td>7</td>
<td>P.V.L to green dough, group helped for crossing</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Looked at seeds, crossing man in road correctly</td>
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<tr>
<td>9</td>
<td>Half used am/half used sand and paint for the rest</td>
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<tr>
<td>10</td>
<td>On asked to change home corner when returning to school after visiting the garden</td>
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<tr>
<td>11</td>
<td>Children building a bridge in the garden</td>
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<tr>
<td>12</td>
<td>Went to an assembly based on stories and poems</td>
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<td>13</td>
<td>A set up gingerbread men</td>
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<td>14</td>
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**Video**

-seeds
“Wow!” Moments are recorded too …

So - Three places to record observations/activities

1. *Learning Journey* – Focus Child with an adult
2. *Spontaneous Planning Sheet* – Group involved in an activity, usually with an adult
3. *Individual Records* – independent ‘wow’ activity (focus child or not) or activity when adult with a child who is not a Focus child
Final Video - Ryan

Focus child – with adult and independently.

Then group involvement at end of day.

Events might be recorded on Ryan’s learning journey sheet, as “wow” moments for Ryan, & on group sheet.
What next?

Questions??

Hopes..

Things to try …

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