**Planning in ELC Settings**

This is an example of a planner that was used to ensure that an ELC setting was providing breadth and depth across CfE as well as planning for the developmental milestones and key skills.

'In consideration of our children's identified next steps, their current interests and our breadth tracker we look for an appropriate theme for learning.  When the theme has been decided, staff work together to identify a bundle of pertinent Es and Os coming from a range of curricular areas but always including numeracy and literacy.  We choose one wellbeing indicator to be the focus for the theme and select key skills from Argyll and Bute's skills framework.  This is then all broken down into key learning intentions for the block and we decide what our stimulus will be for our children.  At this point we go back to the children with the stimulus and gather information on their prior learning and what they want to find out about.  We record their initial ideas, gather staff initial ideas and then send plans home to parents to gather their ideas.  At our planning meeting the following week we combine all ideas together to identify key areas for learning and plan ideas for the coming week.  The following weekly meetings are then used for moderation discussions and to plan the coming week of learning, ensuring that we are building on the children's experiences each week.  We try to ensure that key learning can be observed in several areas of the setting.  Themes of learning can last for different periods of time depending on our evaluations of learning.'

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| Planning of Learning – Theme: Stimulus: | | | | | | |
| Es and Os | Learning Intentions | Areas | Week 1 | Week 2 | Week 3 | Week 4 |
|  |  |  |  |  |  |  |
| Wellbeing Indicator |
|  |
| Key Skills |
|  |

Evaluation and Next Steps

Ideas from children:

Parent/carer ideas:

Staff initial ideas: