

# Short-Term Planning

## Tips for using the short-term plan

The short term planning is the fourth and last element within the planning cycle; systems for formative, summative assessment and for identifying children's next steps need to be in place and fully operational, before even considering what format your short-term planning is going to have. Short term planning needs to cover three things: How children's next steps feed into the planning, how individual needs are met through the short term plans and how the core provision as well as the adult-led activities foster children's learning and development (as these have been identified through the next steps). Therefore for any planning to be effective it needs to meet the above three elements.

**Next steps:** These come from the practitioners' knowledge of the individual children; based on both their formative and summative assessments. The next steps in learning describe what naturally comes next in order to enable a child to learn and develop under each of the areas of learning. The identified next steps become the learning intentions in the short-term planning. Over time each child's next steps should be reflected in the short-term plan as a possible learning intention. Once the learning intentions for the week have been identified and discussed with the rest of the team, practitioners need to consider what the adult-led activity is going to be, for which children it is most suitable for (although the whole group will benefit) and which learning intentions it meets. This can be documented in the short-term planning using colour codes and children's initials to reflect how the adult-led activity meets individual needs.

Additionally, the core provision offers a rich context for learning (e.g. meeting the learning intentions for the week and possibly beyond). There are two ways of looking at the core provision and linking them with the learning intentions: either considering individual children's play preferences or considering which area of the core provision is best placed for that particular learning to happen. For example, the learning intention for literacy may be: To enable children to enjoy books being read to them. Thinking about individual children, this may be most pertinent for a couple of children, although the whole group is going to benefit. As such, the practitioner needs to consider which area in the core provision these children are more likely to engage. Let's assume that one child (HB) loves the role play area while the other child (BN) loves construction. As such, this learning intention is going to be met through these two areas of the core provision for these two children in particular by adding books and devoting time to read these to the child(ren). This can be documented in the short-term plan by using colour codes and children's initials under these two areas. Additionally, the book corner is the obvious candidate for this learning to happen as well. As such, using the same colour code the practitioner indicates that he/she is aware of where in the provision this particular learning may take place.

**Positive relationships:** You may wish to identify in your planning what the role of the adult will be based on the learning intentions for the week. To follow the above example, you may wish to document that books need to be added in the role play and construction areas and that you will devote time to read these to the children (this acts more as a reminder/or to alert all members of staff as what they need to be doing if/when they engage with the children in play).

**Evaluation/reflections:** This refers to evaluating your practice and provision and identifying what needs to be developed further. It can also be used to jot down notes to be carried forward in next weeks' planning etc.