

Area 4: Literacy

Area 2: Physical
Development

Area 3: Personal,
Social and
Emotional
Development

Your Logo Here
keptme

Early Years Foundation Stage

Green Room

2 Feb 2015 - 27 Feb 2015

Area 7:
Expressive Arts
and Design

Area 5:
Mathematics

Area 1: Communication and Language

Area 6:
Understanding
the World

What's Next - Plan and Act (with Profile Picture)

Based on observations made from 2 Feb 2015 to 27 Feb 2015

Area 1: Communication and Language

 **Nate Little**

Start questioning Nate and get him involved in conversation

 **Student Jake Stojanc**

To encourage more free flowing conversation in the classroom via show and tell.

Area 2: Physical Development

 **Nate Little**

Continue to encourage Nate to build the confidence to start talking his first steps.

 **Nate Little**

Encourage Nate to move from hand eating to use cutlery in a competent manner.

 **Mason Pitt**

We will start to introduce more equipment to develop the hand / eye coordination of the students.

Area 3: Personal, Social and Emotional Development

 **Ellie Naim**

Start encouraging Ellie to use her voice and build on her vocabulary.

 **Mason Pitt**

Start to build Mason's confidence in initiating play.

 **Mason Pitt**

Start to build more trusting relationships with other educators in the room.


 **Student Jake Stojanc**

To encourage Jake to initiate play with his classmates.

 **Student Jake Stojanc**

To encourage Jake to start initiating play with the other students.

Area 4: Literacy

 **Nate Little**

Introduce a range of next level reading to the students.

 **Mason Pitt**

Introduce new books to the classroom next term to encourage the desire to read and learn.

 **Student Jake Stojanc**

We would love to start working with Jake to show him how mixing primary colours can create other colours to build his interest in the arts.

Area 5: Mathematics

 **Nate Little**

Encourage counting and the learning of numbers to get Nate counting to 10 unassisted.

Area 6: Understanding the World

 **Jonathan Geard**

Introduce some more challenging activities around the train set, such as building new tracks.

 **Student Jake Stojanc**

Have a community clean up day.

Area 7: Expressive Arts and Design

 **Nate Little**

Introduce a theatre like section in the classroom.

What's Next - Plan and Act (with Profile Picture)

Based on observations made from 2 Feb 2015 to 27 Feb 2015

Area 1:
Communication
and Language

Area 2:
Physical
Development

Area 3:
Personal,
Social and
Emotional
Development

Area 4:
Literacy

Area 5:
Mathematics

Area 6:
Understanding
the World

Area 7:
Expressive
Arts and
Design



**Student
Jake
Stojanc**

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.



**Student
Jake
Stojanc**

Introduce the food pyramid to the students.



**Student
Jake
Stojanc**

Encourage Jake to start doing up buttons on his clothing.

Sample

What's Next - Plan and Act

Area 1: Communication and Language

Start questioning Nate and get him involved in conversation

To encourage more free flowing conversation in the classroom via show and tell.

Area 2: Physical Development

Continue to encourage Nate to build the confidence to start talking his first steps.

Encourage Nate to move from hand eating to use cutlery in a competent manner.

We will start to introduce more equipment to develop the hand / eye coordination of the students.

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.

Area 3: Personal, Social and Emotional Development

Start encouraging Ellie to use her voice and build on her vocabulary.

Start to build Mason's confidence in initiating play.

Start to build more trusting relationships with other educators in the room.

To encourage Jake to initiate play with his classmates.

To encourage Jake to start initiating play with the other students.

Area 4: Literacy

Introduce a range of next level reading to the students.

Introduce new books to the classroom next term to encourage the desire to read and learn.

We would love to start working with Jake to show him how mixing primary colours can create other colours to build his interest in the arts.

Area 5: Mathematics

Encourage counting and the learning of numbers to get Nate counting to 10 unassisted.

Area 6: Understanding the World

Introduce some more challenging activities around the train set, such as building new tracks.

Have a community clean up day.

Area 7: Expressive Arts and Design

Introduce a theatre like section in the classroom.

What's Next - Plan and Act

Area 1:
Communication
and Language

Area 2:
Physical
Development

Area 3:
Personal,
Social and
Emotional
Development

Area 4:
Literacy

Area 5:
Mathematics

Area 6:
Understanding
the World

Area 7:
Expressive
Arts and
Design

Introduce
the food
pyramid to
the
students.

Encourage
Jake to start
doing up
buttons on
his clothing.

Sample

What's Next - Weekly Plan 23 Feb 2015 to 1 Mar 2015

Mon

23 Feb 2015

Tue

24 Feb 2015



Student Jake Stojanovski

To encourage Jake to start initiating play with the other students.

Wed

25 Feb 2015

Thu

26 Feb 2015



Nate Little

Start questioning Nate and get him involved in conversation.

Fri

27 Feb 2015

Sample

What's Next - Weekly Plan 2 Mar 2015 to 8 Mar 2015

Mon

2 Mar 2015

Tue

3 Mar 2015



Ellie Naim

Start encouraging Ellie to use her voice and build on her vocabulary.



Mason Pitt

Start to build Mason's confidence in initiating play.

Wed

4 Mar 2015

Thu

5 Mar 2015



Nate Little

Encourage Nate to move from hand eating to use cutlery in a competent manner.



Student Jake Stojanovski

Introduce the food pyramid to the students.

Fri

6 Mar 2015

Sample

What's Next - Weekly Plan 9 Mar 2015 to 15 Mar 2015

Mon

9 Mar 2015

Tue

10 Mar 2015

Wed

11 Mar 2015

Thu

12 Mar 2015

Fri

13 Mar 2015



Student Jake Stojanovski

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.



Student Jake Stojanovski

Encourage Jake to start doing up buttons on his clothing.

Sample

What's Next - Weekly Plan 16 Mar 2015 to 22 Mar 2015

Mon

16 Mar 2015

Tue

17 Mar 2015



**Jonathan
Geard**

Introduce some more challenging activities around the train set, such as building new tracks.

Wed

18 Mar 2015

Thu

19 Mar 2015



**Student Jake
Stojanovski**

Have a community clean up day.

Fri

20 Mar 2015

Sample

What's Next - Status Summary

Based on observations made from 2 Feb 2015 to 27 Feb 2015

Ideas



Mason Pitt

Start to build more trusting relationships with other educators in the room.



Student Jake Stojanovski

We would love to start working with Jake to show him how mixing primary colours can create other colours to build his interest in the arts.



Nate Little

Encourage counting and the learning of numbers to get Nate counting to 10 unassisted.



Nate Little

Introduce a theatre like section in the classroom.

Planned



Nate Little

Continue to encourage Nate to build the confidence to start talking his first steps.



Mason Pitt

We will start to introduce more equipment to develop the hand / eye coordination of the students.



Student Jake Stojanovski

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.



Student Jake Stojanovski

Introduce the food pyramid to the students.



Ellie Naim

Start encouraging Ellie to use her voice and build on her vocabulary.



Mason Pitt

Start to build Mason's confidence in initiating play.



Student Jake Stojanovski

To encourage Jake to initiate play with his classmates.



Student Jake Stojanovski

To encourage Jake to start initiating play with the other students.



Nate Little

Introduce a range of next level reading to the students.



Mason Pitt

Introduce new books to the classroom next term to encourage the desire to read and learn.



Jonathan Geard

Introduce some more challenging activities around the train set, such as building new tracks.

Implemented



Nate Little

Start questioning Nate and get him involved in conversation.



Student Jake Stojanovski

To encourage more free flowing conversations in the classroom via show and tell.



Nate Little

Encourage Nate to move from hand eating to use cutlery in a competent manner.



Student Jake Stojanovski

Encourage Jake to start doing up buttons on his clothing.

What's Next - Status Summary

Based on observations made from 2 Feb 2015 to 27 Feb 2015

Ideas

Planned

Implemented



Student Jake Stojanovski

Have a community clean up day.

Sample