



# Kate Greenaway Nursery School

## In the Moment Planning

At Kate Greenaway we practise In the Moment Planning. We **observe** our children during play and **look beyond the obvious** to see the interest that is being displayed. We then use our knowledge of early childhood development to **enhance their interests** and extend their learning.

## The Three Stages

- **The Child's Spark** – Adults observe the children and notice when a child shows particular curiosity and interest in something during their play. Usually there is an air of fascination around and concentration in what they are doing.
- **The Teachable Moment** – The adult notices the child's interests and plans how to support the learning that is taking place *in the moment*. We use this opportunity, when a child is highly engaged and motivated, to extend their learning further.
- **Enhancing Learning** – We document the observation, including what learning was taking place, what the adult did to enhance their learning in the moment and **what we may do next to enhance their learning**. This helps us to share information about each child's interests and learning and to adapt the environment and plan for learning opportunities to meet their needs.

## Our Guiding Principles

- Children play freely while we follow the flow of their play and interpret their interests.
- We create a constantly changing environment that changes as the children do.
- Observe and listen closely to every child that we are focusing on.
- We enhance learning in the moment through carefully considered interactions. We ask questions, make suggestions, model and consider ways to extend their play using different resources in the environment.

## The Environment Really Matters

- We ensure that our environment is stimulating and encourages children to make active choices, so that our children can pursue their interests, allowing child-led learning to take place. Variation is also key. This is particularly important when we don't yet have a full picture of each child's interests.
- We carefully consider when to make changes to the provision, based on our observations of how the children interact with the opportunities in the environment.
- We review the process taking into account how the environment is engaging our children, how their interests are changing, and how the environment is enabling learning. We take time to look back and constantly revise to make sure we have an environment that works for our children.