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| **Type of plan** | **My thoughts** | **The rationale behind my decision is:** |
| **Short- or Medium-term plans** | These can help us to get an overview of the weeks ahead such as a half term. They can help us maintain focus on broad learning intentions at any particular time. |  |
| **Weekly plans** | These contain the details of what you hope to achieve over a week (drawn from a medium-term plan) but they should be flexible and easily changed in line with children’s interests. |  |
| **Daily plans** | These may show more detail such as resources and the names of the children changing their reading books or acting out a story with a student’s help. |  |
| **Continuous provision plans** | When you set up an area, you are planning to a certain extent what will take place in that area. Any decision about what areas you provide in your class is entirely up to you but if you want children to learn when they are in these areas you do need to carefully plan what stimuli will be provided to support well-developed play and learning.  |  |
| **Adult roles plans** | These might be simple plans showing days, times and responsibilities of any adults, including students.  |  |
| **Lesson plans**: literacy, phonics, maths, RE, circle time, story time, etc.  | If discrete sessions are planned the main focus of these could indicate the specifics of the session. You might also want to add timings, expectations and success criteria drawn from the short- or medium-term plans for the relevant areas of learning.  |  |