



# An example of Planning in the moment

**Environment** - Free flow access inside and outside - children choosing where to investigate and play.

I was based inside in the malleable area with a group of 4 children who were playing with play dough.

The children were making a range of things sparked by their own interests and the resources available for them to self select in the area. Balls, snowmen and pie were made and then M decided to make a bun! All the children wanted to join the fun and soon we had a (real) baking tray filled with play dough buns!

I asked if any of the children had ever made buns before and they all told me about their experiences of making buns. We discussed flavours, cafes, cherries on the top ....or not! this was quite a debate. E asked if we could make "some REAL buns" so we checked for the ingredients. We 'sort of' had enough of the ingredients we needed and luckily for us one of the preschool hens had laid us 3 eggs!

We then checked allergies!!! Good news all round we could use all the ingredients we needed without anyone being affected.

Rather than using scales we used the counting tablespoons method. We counted out the number of table spoons of sugar, flour, butter (12) and then the number of eggs which I ensured the children cracked themselves. By the time we were counting the flour all children (aged 2-4) were joining in, older children supporting younger children.

They followed on by spooning out the mixture and checking that there were equal amounts of mixture in each - "its got to be fair hasn't it" "that one's tinier". We talked about who should put the buns in the oven and we all agreed it should be an adult. So I volunteered.

We had to wait.....

We looked at the clock and worked out that we needed to check the buns when the big hand reached 4. As we waited we decided to make a book about making buns, so we would always know what to do and we can help others make buns too! the children chose whether to take a photo, paint a picture, draw the things for our book. I wrote out the ingredients and method speaking out loud and very clearly as I scribed the words, giving the children (enough) time to finish the sentences for me.

the clock reached 4..... J alerted me of the time and we checked and found the buns were NOT ready, so we printed the pictures from the iPad in the office and asked Shehnaz politely for a stapler to create our AMAZING book. The clock reached 6... the buns were ready and just in time for carpet time, so we shared the book with the other children who had been busy learning and playing in different areas (of their choice). Michele was leading carpet time so it was important that the children who had been involved in the baking retold their experiences and explained all the pictures in the book to the group.

It was ok that not all the children were involved in the making of the buns because we , as EY Professionals, valued the activities they had chosen to engage with elsewhere. Most importantly though we made enough buns for EVERYONE!



After lunch the buns had cooled down and all the children who wanted to (!) iced a bun. We made sure we made enough to share around. So many valuable observations were made and as usual these were not all written down, but remembered by the practitioner. Practitioners at LEYA understand that remembering and being able to talk about an observation is as valuable as writing it down.



Photos were taken (some by the children) but as we were so busy we missed the beginning of the activity - but that's ok! It is more important to be hands on working with the children than breaking off to find a tablet to take a photo with. Children see enough of adults looking at screens. Especially in the preschool office 🧐







