EYFS Weekly Planning Template (UK)

Editable Word template for Nursery and Reception — free from MissMono (www.mismono.com). Replace the grey prompts with your own plan. Print the PDF version for a display copy or a cover practitioner.

Week beginning	Group (Nursery / Reception)	Room / setting	Key person(s)	Focus theme or story
e.g. Monday 12 January 2026	e.g. Reception — Blue group			e.g. "The Gruffalo" — woodland animals

1. The seven areas of learning this week

Tick or note the focus for each area. The three prime areas come first — they are the foundation for the four specific areas. You do not need to cover every area every week; use this box to check the balance over a half term.

Area of learning	Focus this week (what we are working towards)	Adult-led / focused activity	Continuous provision
Communication and Language (prime)	e.g. Listen and respond to a story; use new words — "prickly", "enormous"	Story retelling with props	Role-play woodland; listening station
Physical Development (prime)	e.g. Hold a pencil with a tripod grip; move safely in the garden	Dough disco; obstacle course	Mark-making table; climbing frame
Personal, Social and Emotional Development (prime)	e.g. Take turns in a game; name feelings	Circle time — "how do you feel today?"	Home corner; turn-taking board games
Literacy (specific)	e.g. Recognise initial sounds; write own name	Phonics — initial sounds "g" and "f"	Writing area; name cards; book corner
Mathematics (specific)	e.g. Count to 10; compare "more" and "fewer"	Counting conkers in the tuff tray	Number line; sorting bears; water play
Understanding the World (specific)	e.g. Talk about autumn; where animals live	Nature walk — collect leaves	Investigation table; small-world woodland
Expressive Arts and Design (specific)	e.g. Mix colours; make a Gruffalo mask	Painting woodland animals	Junk modelling; music area

2. Day-by-day plan (Monday–Friday)

One row per day. Monday is filled in as an example — delete it and write your own week. Keep entries short: what the adult does, what the children can choose, and what you noticed.

Day	Adult-led / focused activity	Continuous provision (what children can choose)	Observations — who, what, next step
Monday (example)	Morning: story — "The Gruffalo" with props; afternoon: phonics — initial sounds "g" and "f"	Role-play woodland; mark-making table; water play with conkers	Amara retold the story using "enormous" — next step: story map with her own words (C&L, Literacy)
Tuesday			

Wednesday			
Thursday			
Friday			

3. Characteristics of Effective Learning — prompts

The statutory framework names three characteristics of effective teaching and learning. They describe how a child learns, not what they learn. Use one line in an observation when you see one clearly — you do not need to record all three for every child.

Characteristic	What it looks like	Prompt for your observation
Playing and exploring	Children investigate and experience things, and "have a go".	Did the child try something new without being asked?
Active learning	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.	Did the child keep going when it went wrong?
Creating and thinking critically	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.	Did the child have their own idea or solve a problem their own way?

4. Observations and next steps

Short notes only — one or two sentences per child. Use initials, never full names, on a shared plan. Next steps feed straight into next week's grid above.

Child (initials)	What I saw (observation)	Area(s) of learning	Next step
e.g. A.M.	Retold the Gruffalo story in order, using the word "enormous".	Communication and Language; Literacy	Offer a blank story map for her to draw and retell the story in her own words.

5. End-of-week review

What went well this week?	What needs another go next week?	Provision to change or add

About this template: Built around the statutory framework for the Early Years Foundation Stage (EYFS), the version in force from 1 September 2026. The seven areas of learning and the three characteristics of effective teaching and learning are taken from that framework. Development Matters is government curriculum guidance that can support delivery of the framework — it is not statutory, and it is not a checklist. The framework does not prescribe a planning format, and Ofsted does not require a set format for planning: adapt this template to your setting and follow your own school or nursery policy.

Free template from MissMono — www.mismono.com. You may copy and adapt it for use in your own setting.