

Expected Listening and Attention

Key: MOOL-Managing Our Own Learning, Child Initiated sessions

Buzz, Bullseye, Woody mascot stickers used to reward evidence of C of L strands in their learning

Judgement: Expected

Characteristics of Effective Learning

Kennedy (FSM) 15/8/08

Playing and Exploring

Kennedy's confidence has grown greatly this year and she is now much more confident and interested in asking questions about objects, events and people around her. She engages in open-ended activities and enjoys taking on a role in her play, she particularly enjoys playing the role of a nurturing Mummy looking after a baby or playing schools. Kennedy likes to represent her experiences in her play, often acting out a phonics lesson with a group of children during MOOL. She is beginning to seek more challenges now that her confidence in her own abilities is improving.

Active Learning

Kennedy's motivation for learning has improved hugely throughout the course of this year. Her attention levels have increased and she can remain focussed on a particular activity for a significant period of time, paying attention to quite a high level of detail. She is very proud of her achievements and is keen to complete her work with as little support as possible. Kennedy is keen to practice her skills independently to improve her writing and number work choosing to repeat activities independently during MOOL.

Creating and Thinking Critically

Kennedy's creative and critical thinking skills have started to develop, particularly during the summer term. She is able to think of ideas and test those ideas, and is beginning to be able to think of ways she could improve her work, such as when she built a boat for her Gingerbread Man recently. She is able to group and sequence her ideas and is beginning to be able to notice patterns and links in her experiences.

Name: Kennedy **Date:** 16/11 **Class:** H R M
Activity: MOOL **CI AI** **Observer:** AG
 During MOOL planning Kennedy planned to play teachers with her friend DJ. They discuss who should be the teacher first and decide Kennedy will be first then they can swap. She sits in the teachers chair and holds up sound cards. "What sound is it? She asks yes good "p for pirate, now write it down." She says the handwriting mnemonic as she models writing a 'p' sound on the board. "Well done, you can move up the learning lighthouse DJ." "Here has a smiley face."
 They change roles and she sits on the floor with a whiteboard. DJ holds up sound cards and she writes them on her board, mostly correctly formed. She holds up her board proudly to show him. He praises her and she smiles.
 "I know all my sounds." She tells nearby adult.

MOOL observation 9.7.13

Following a maths session on money Kennedy selected the Numicon and money to repeat the activity during MOOL time. As she added the coins values together she talked through what she was doing with an adult. "I can make 10p." selecting two Numicon 5's, she find two 5p coins and lays them on top. The then selects Numicon 2's, she counts in twos "2,4,6,8,10" and checks the total by laying a Numicon 10 over the top. She finds five 2p coins and collects a ticket for a correct answer. She repeats making different totals with 1p,2p and 5p coins. Then she puts all of the Numicon pieces together and touch counts 32.



Play & Exploring Buzz	Active Learner Bullseye	Creating & Thinking Critically	Woody
curiosity acting	motivated proud	ideas	reviewing
senses	risking	satisfied	effort
exploring	engaging	persisting	energy
pretending	challenges	trying	problems
initiating	focusing	attention	strategies
challenge seeking	fascinated enjoying	evaluating	checking
representing	concentrating	deciding	new
	persevering	planning	choosing
			patterns

Name: Kennedy Date: 11/3/13 Class: H R M
 Activity: MOOL CI AI Observer: AG

"Mrs Graham I'm going to read you story?" "The three little bears were having fun they went on a walk." Uses picture clues to retell story. "The little bears porridge had all gone." "The end!" "I'm going to get another one to read you, chooses 'The Snowman' ORT book. She starts to make up her own story from using the pictures. Adult points out that she could read some of the names. She uses her phonics to sound out 'Biff' and 'chip'. With a little support she reads the sentence. 'It had a red hat.'" Muddled up 'd' and 'b' in had, self corrected when it didn't make sense. She recognized 'the' from memory.



MOOL 12.4.13
 Kennedy joined her friends to act out 'Glenfield has got talent' during MOOL time. She decided she want to be a judge sitting in front of the stage. Children took it in turns to sing on the stage. she listened well clapping at the end of each performance. Copying another child's comments, "It's a yes from me!" She happily participated for 20 minutes before having a go singing 'twinkle twinkle' with a friend on stage.

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representing	concentrating	deciding choosing
	persevering	planning patterns



Kennedy work sample 12/3/13
 Kennedy was very motivated to sew a caterpillar puppet. She listened to instructions from the adult and independently sewed the sides together. As she sewed she talked to her friend beside her; "My Caterpillar is very hungry so he will get very fat!" She decorated it by sticking on eyes and buttons for it's eyes. "Look I have finished, shall I put it here to dry?" Once the puppets were dry Kennedy retold the story using someone plastic food from the home corner, using some repeated story language from the book. "But he was still hungry!!"