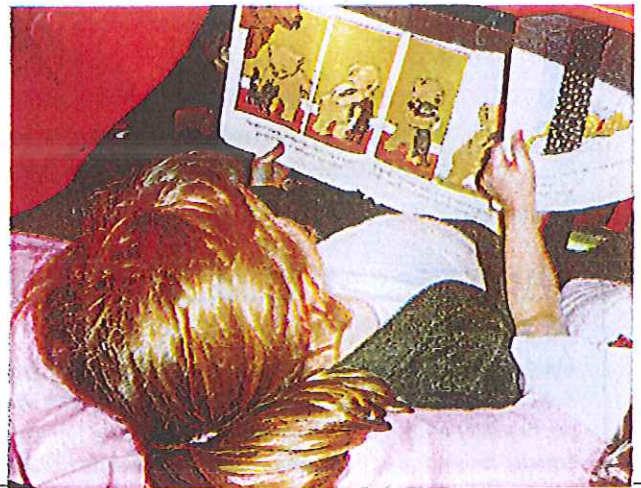




12.3.13 Fire fighter visit YR
 Maxima listened attentively to the visiting fire fighters, She put her hand up to ask a question. "How long is your ladder?" He responded "20 metres." She smiled "Wow!"



Maxima selected a book and retold it all most word for word in the den under the table. She told her friend, "I am good at this book because I have it at home, do you have it too?" 11.2.13

Name: Maxima Date: 5.6.13 Class: H R
 Activity: MOOL CI AI Observer: AG

Maxima selects the dolls house, she fetches the dolls and animals from the discovery table. She sets up the furniture in the rooms and carefully places dolls into the different settings e.g. laying in bed, washing hands in the bathroom. Next she lays out the animals into sets of similar ones. She tells adults "It's a house in Africa." Pointing to the wild animals in the garden. "This man is keeping the tigers calm so that he can ride them." Child asks adult "What is she doing?" Maxima replies "I making Africa." "It is hot in Africa." Adult: "How will they keep cool?" "They need water." She disappears, returning with a bowl of water she places it in the garden putting the hippo in the dish. "The hippo is having a swim!" She continues to develop her scene letting others join in under her instruction.



6.6.13 Following on from the previous days MOOL session Maxima planned to make trees and flowers for an African garden. She selected the resources and tools she would need to make a banana tree. Individually cutting and decorating bananas to stick in the tree delicately. Preserving and concentrating for 40 mins.

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



Sharing story Chapatti Man 18.11.13

Class teacher reads 'The Run Away Chapatti' after a few pages Maxima puts her hand up "This is like the Gingerbread man story, we read it at my pre-school." As they read on Maxima joins in with the repetitive story language; "Run, run as fast as you can you can't put me in your frying pan!" (using expression) Adult: "What do you think will happen next?" "I think the fox is going to eat him!" Maxima tells her partner.

Exceeding 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: Exceeding

Characteristics of Effective Learning

Maxima (EAL) 08/06/08

Playing and Exploring

Maxima enjoys exploring new activities and linking her play to her previous experiences and new knowledge that she has acquired, for example repeating making another set of Russian dolls to see if she could make more than eleven. Maxima particularly enjoys activities where she can use her creativity and imagination. She loves to dress up and act out stories with her friends. She has a very positive attitude towards her learning, and demonstrates a strong 'have a go' attitude.

Active Learning

Maxima show high levels of fascination and enthusiasm in adult directed tasks and self chosen activities. She pays great attention to detail and shows high levels of concentration when engaged in an activity. She has a very resilient personality meaning that she persists to achieve her goal and thinks of ways to overcome any difficulties or setbacks that she meets. Maxima is very proud of her achievements, regardless of whether there is an external reward, such as a sticker, or not.

Creating and Thinking Critically

Maxima is continuing to develop her critical thinking skills and tries hard to find ways to solve problems and test her ideas. She can make decisions about how to approach tasks and is also becoming increasingly more confident to discuss both the aspects of her activity that are going well but also what could be improved next time, such as when she made a raft to get her Gingerbread Man across the river!

Children's voice
post-it: Feb 2013

"They are my
Russian dolls, I got
work of the week
didn't I? I've got 11
Russian dolls.
Counts 1,2,...,10.
(from the photo)
Where is the 11th?"



Name: Maxima Date: 16/10 Class: H R M
Activity: Problem solving CI AI Observer: AG
Adult introducing a set of Russian dolls. Maxima put her hand up and tells the class "They are Russian dolls, they are from Russia." Maxima listens attentively as the adult models how to cut and fold a sheet of card to make their own set of dolls. After the introduction Maxima was keen to have a go and worked independently. Whilst engaged in the activity Maxima asks the adult, "Why do Russian dolls not have feet?" She then tells her friend "I have Russian dolls at home but they are different. As she makes them she stands them in height order on the table. Adult comments "That is very small." She replies "Small, call they rhyme!" "This one is the smallest, he is the baby."
She stayed focused on her activity for 45 minutes until she can no longer make any more dolls because the paper left is too small.

Play & Exploring Buzz	Active Learner Bullseye	Creating & Thinking Critically Woody
curiosity	motivated	ideas
senses	satisfied	reviewing
exploring	persisting	thinking
pretending	challenges	testing
initiating	focusing	problems
challenge seeking	fascinated	strategies
representing	concentrating	evaluating
	persevering	deciding
		new
		choosing
		patterns

