

Laying and Exploring (engagement)

particularlly enjoys spending time in the outdoor areas when he is at school, often laying different physical games such as football and racing. When inside, spends a lot of time playing games with the cars and the blocks, developing different ideas. as a good friendship with with whom he enjoys to play. However, can become very angry and upset if chooses to play with someone different. usually stays with the same self initiated activities; however when presented with new activities directly ill be willing to have ago.

Active Learning (motivation)

is able to stay very engaged in activities that he has initiated, recently making a ridge out of Polydron and spending a long time trying out different strategies in order to ake it stay up. He worked together with to achieve this. He did not give up if it ill down, showing he is capable of her levels of persistence. s always very proud of s achievements and is willing to share them with other adults and children to celebrate nat he has done. If cannot find a way to solve a problem he can become sheartened and become cross with himself and others. He is working on how to deal with ese feelings by talking through problems he has.

Learning and Thinking (thinking)

is good at developing different ideas when he has chosen an activity he enjoys. Recently made a race track out of the blocks, adding different parts and changing bits, instantly commentating on what he was doing and why. He went on to have a go at adding els to parts of the race track in order to develop his learning further. will often c for help with activities such as writing because his confidence can be low, with the right couragement will work hard to achieve his best but now needs to work on tivating himself to reach his potential.

Child's voice

have been learning about words, I have to sound them t to read. I like playing with T, we do running ces & we jump over the trim trail. I make watches. know all my sounds. I can do 5 add 1 (puts on jers) it makes 6. In year 1 I'm looking forward to playing h the cars.



Sept. 13
independently counted and recorded the number of items she could see to fill in the "Let's Look" section in her comic.
WOW!!

Goes over the whiteboard easel & draws 2 balloons, "you are 5 and are 8", writes 5 & 8 in the balloons. "I know my nbers", Draws more balloons, writing 6, 4, 2 and 1, raming m as she writes. Called over for a bookshare.

Child(B). Judgement: Emerging

6.9.13
Number. Recog. 2/3 spots on dice. gaining confidence with 5/6 dots, tending to count but occ. guessing correctly.

Recog numbers 8/9/10

12.9.13

Recognised that there were 3 of something without needing to count.

12/10/12
"I've made a dice and I've made some numbers and spun them on." "I turned the dice and what event happened I pick up?"
"Adult asked "what do you pick up?"
"I pick up and put in the bin"
(Referring to pieces of pizza/her rubbish) - Turns dice twice then collected all the and put in bin.



11.11.13
Finger rhyme
Counting up/down to 10.
He was able to hold up the correct no. of fingers for the entire rhyme.



14/11
Trying different ways to move along the hopscotch, jumping, hopping etc. Jumps to see where he lands shouting 4, 5, 6, 7 when he lands on them.

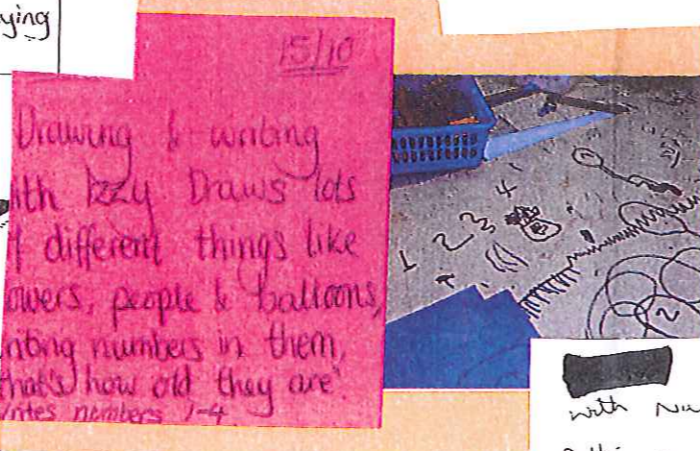
26.11.13

Groupwise clapping beats of our wishes. Able to say how many claps we'd done for children (so counting in her head) 2/3/5 when slow emphasised by adult. Said some names like "A-Ron"



21/12
"I know how we can share these" Counts the disks. "There are 4" "I need 2 & you need 2, then it's fair". Gets a bigger pile & shares giving one to each. Recounts & finds she has 1 more. "That's not fair, we can't use this one"

12/12
The boys have made medals for winning their running races They have written the numbers 1, 2 & 3 on them



25.1.13
with Numeon
Putting them together and builds a barrier around it.
"It's a naminon boat"
"you have a lot to count, who is going to count them?"

19.11.13

Quick to say that 10 is 'more than 3' when adult asked? in group

"You are, I wish I had 50,000 spees then I could make a bigger one"

17/4/13

Playing football with Myles, recording the goals they get on an etch-a-sketch. Writes numbers for the number of goals he gets. "Myles is the winner because he has a bigger number"

ELG: Number

26/4/13

Writing down his scores from darts. Throws the dice, writes down the score & compares who has the biggest number. Adds 3 & 2 together

