

Child I is an inquisitive child who demonstrates a curiosity for people and the world around us. Within the classroom Child I enjoys exploring the sensory materials available but does not demonstrate a liking for particular interests. He will pretend objects are things from his own experience and will on rare occasions represent his experiences in play. Child I will rarely act out a role in his play and does not act out experiences with others. He does not enjoy trying out new experiences and prefers to repeat known activities continuously. Child I can only maintain his focus on any task for a very short period of time, rarely longer than 3 minutes and will not persist with an activity when he reaches a challenge. He will be proud of his accomplishments and enjoys telling adults about his achievements. Child I does not make links and notice patterns in his experiences and relies on adults to generate ideas for him.

When walking through the school I was pressing light switches and buttons. He pressed the fire alarm but made no comment, unaware of button and when was evacuated with school did not comment. Just asked "is there a fire?"

Characteristics of Effective Learning

- Finding out and exploring
 - Showing curiosity about objects, events and people - Using senses to explore the world around them
 - Engaging in open-ended activity - Showing particular interests
- Playing with what they know
 - Pretending objects are things from their experience - Representing their experiences in play
 - Taking on a role in their play - Acting out experiences with other people
- Being willing to 'have a go'
 - Initiating activities - Seeking challenge
 - Showing a 'can do' attitude - Taking a risk, engaging in new experiences, and learning by trial and error
- Being involved and concentrating
 - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination
 - Not easily distracted - Paying attention to details *limited less than 5 mins*
- Keeping on trying
 - Persisting with activity when challenges occur - Showing a belief that more effort or a different approach will pay off
 - Bouncing back after difficulties
- Enjoying achieving what they set out to do
 - Showing satisfaction in meeting their own goals - Being proud of how they accomplished something - not just the end result
 - Enjoying meeting challenges for their own sake rather than external rewards or praise
- Having their own ideas
 - Thinking of ideas - Finding ways to solve problems - Finding new ways to do things
- Making links
 - Making links and noticing patterns in their experience - Making predictions
 - Testing their ideas - Developing ideas of grouping, sequences, cause and effect
- Choosing ways to do things
 - Planning, making decisions about how to approach a task, solve a problem and reach a goal - Changing strategy as needed
 - Checking how well their activities are going - Reviewing how well the approach worked

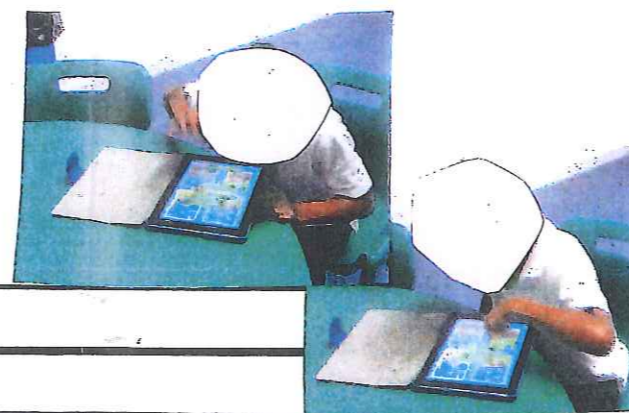
Name of child: I

Date: 19.6.14

Area of learning:
 CL PD PSED L M UW EAD

Observation:
 I playing on the computer in the classroom - grabbed the headphones from the computer next to his and said "I want to listen to this!" I then tapped the screen "I want this one" and started "not working, so it's not working!" then said "these aren't working!" and removed headphones

Next steps:
 Encourage I, to notice difference between computers ipads and interactive whiteboard if you tap the computer screen it isn't that program isn't working.



I.
25.6.14

Observation
 A group of children working in Hall on T. Focus activity, directing Beebot over a "bridge" and under a chair. I, walked through the hall with IWA and grabbed a Beebot. I, pressed all the buttons on the top and was very excited when he managed to get the Beebot to move. He pressed buttons as the Beebot is moved and then pushed the Beebot along to make it move. Played with the Beebot for less than 5 minutes.

Next steps
 IWA Adult model using the CE button and making the Beebot moving forward and backward.



child: I

Holding a torch and waving around in the air "is it light?" "where is light?"

Area of learning:
 CL PD PSED L M UW EAD

Observation:
 Playing on the ipad, could tap screen to find "making game". Then randomly pressing cards to find matching pairs, several times came out of the game by pressing "exit" accidentally and having to start the game again. Spent 3 minutes on game but didn't complete her last sheet.

Next steps:
 Encourage I, to select the sniper version of game and to complete the game before leaving chair.



I, used an app on the computer to make "a picture."

Date: 5.3.14

Area of learning:
 CL PD PSED L M UW EAD

Observation:
 I, exploring environment with IWA picked up talking tubes and was running around him. IWA held phone piece and started saying "hello I, how are you?" after listening for a minute I, started to talk into the phone repeatedly saying "hello, how