

Characteristics of Effective Learning

Playing & Exploring

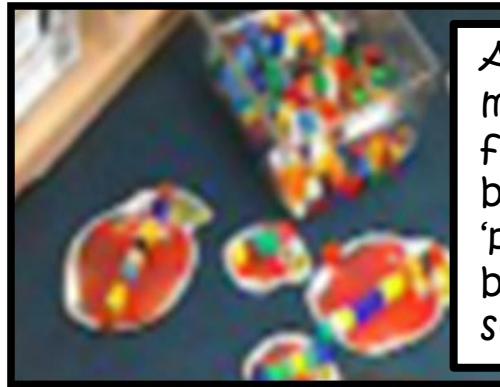
M is gaining confidence when approaching new tasks or activities. M did not attend a pre-school setting (lived with family in Nigeria) before coming over and attending school. He continues to adjust to the school routine – especially when there is changes to the learning environment/school day/teaching space. M is sometimes able to share his thoughts and ideas with others. During adult directed activities, M is developing a longer concentration span and with support M is able to concentrate on activities for a short time. M is always happy to play alongside others and is beginning to interact more with his peers. M is mainly drawn to the Water, Construction, Pirate Ship areas.

Active Learning

M is gaining the confidence to ask for help when needed. M can now write the first and second letter in his name and asks for help; “Finish name” M responds well to praise and is developing greater self-confidence to tackle new challenges – he loves to move his ‘Peg-Up’ on the school behaviour chart.

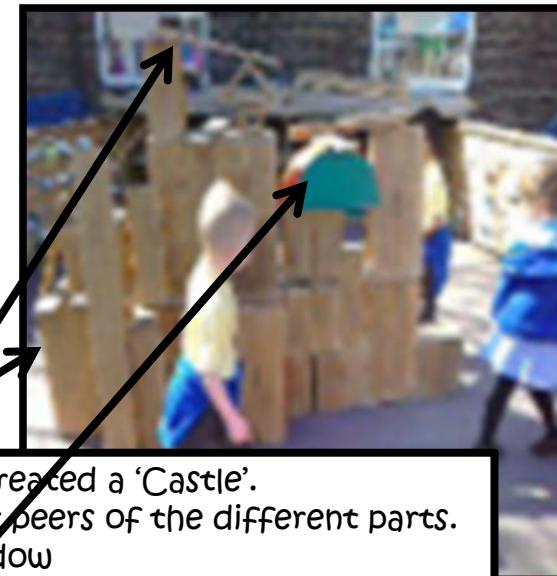
Creating & Thinking Critically

M usually needs adult support to choose or use a resource but with prompting is beginning to develop greater independence when choosing activities and/or resources. This is evident when accessing wellington boots for the ‘Mud-Pit’ or needing to wear an apron in the ‘Water tray’. With adult support, M is beginning to work with focus and sometimes gives attention to detail. With adult guidance he is also starting to respond to how to make improvements to his work.



After watching his peers line up the uni-fix to measure the fruits, M decided to use the uni-fix to build a tower of 6. He mis-counted to 8 but then exclaimed, “Apple, ‘nana, (banana) ‘pieapple’ (pineapple). With support we used the bricks to measure the pineapple and with support he counted to 9.

During People Who Help Us Week, we had a visit from Hampshire Search and Rescue. M was allowed to sit in the driver seat. He was instructed to read the numbers from the dashboard radio. He correctly identified 5,6,0. He was able to count 5 beeps of the horn. “Me the horn, yesss the horn!” he exclaimed!



L, Ma and Lu & M created a ‘Castle’. L & M informed their peers of the different parts. Door Tower Window They worked together to tessellate the different shapes of wood to create a relatively large stable model. M said, “Me up, on the tower”

As part of ‘Poetry Week’, Year R learnt alternative Nursery rhymes. Whilst in the Amphitheatre, M recited: ‘12345, once I caught shark alive, 6,7,8,9,10, I won’t be doing again.’ With a peer.



Whilst singing 5 little swans went swimming one day, M was able to respond and sit down when it was his turn to ‘swim away’ Whilst, During the rhyme 2,4,6,8, eating bananas off a plate: he collected 2 cherries for his plate. We discussed collecting another 2 to make 4.

Whilst exploring marks on a whiteboard. He wrote ‘M’ ‘a’ and attempted the number 4. “Me not 4 now” I write the big number. With direction, M was taken to the number formation display, he found 4 when instructed and we worked out he wanted to write the number 5.

Child M



During an Autumn Walk, M spotted an collected leaves and fir cones from the ground. With support, he counted the items altogether (5 fir cones + 4 big leaves)
9
NS: 1:1 correspondence from 6 onwards and counting from 6-9+

"Daddy worm and baby worm"
He found, named and placed the 2 different sized worms from the Mud-Pit into the Wormery.
NS: We discussed the words short/long; Daddy is the long Worm and Baby is the short worm.



M raced boats down the guttering, into the Water Trays: "ready set 1,2, go,3".

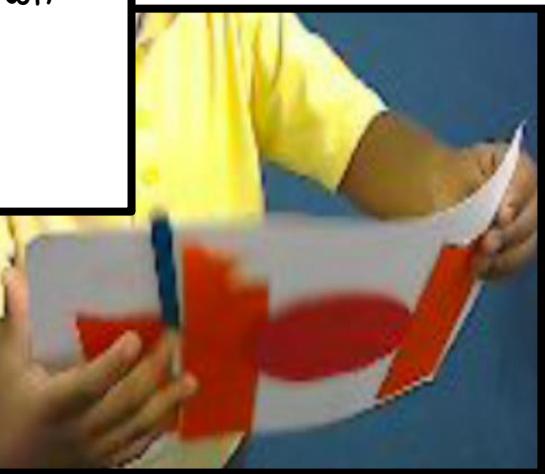
During 'All Around the World Week', M used shapes to create his own flag. He correctly identified the 'circle'.
NS: To name square / rectangle.

During 'Busy Bee' time, M lifted a large construction block: "Heavy me is it!" He proclaimed. He then asked N "Help me put it top?"



F and M worked together to build 2 circular train tracks. "Circle 1 and circle 2" they chanted.

The next day, during 'Busy Bee' M decided to create another flag. 'Tangle' he attempted to name the rectangle shape.



M used a spoon to carefully fill a bowl with 'pink fizzy'. When F & N came to play; he handed them a bowl each and appeared to 'share' the water fairly by pouring roughly the same into each bowl.

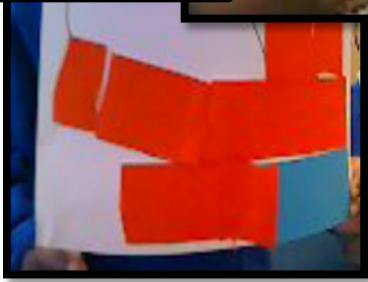


"We roll it and look in it" M explained how he made his 'telescope' and how to use it for the Pirate Ship.

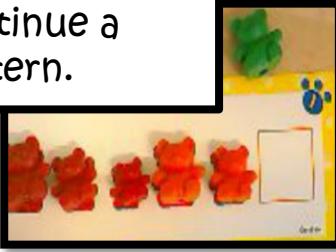
"Look, me big 5 now, I can go up, up, up, and up the top" He explored the Pirate Ship and explained to his peers what he could do on his birthday.



Playing 'hide-seek' in the Music Area. M counted "1,2,3,4,5,6,6, 1,6,4,6" before finding N and B.



M copied a pattern of Bears selecting the correct size.
NS: To continue a pattern.



N & M shared a Computer to play "Topmarks Maths games." N helped M to count the turtles (10) and find the corresponding number on the screen. N instructed, "It's 10 that's 1 and 0" whilst pointing to the number on screen. M was able to move the mouse to the correct number. When the screen changed to a man swimming and a tick. M said "Yes, right I got it." They repeated the game. M correctly counted a total of 3,5,9 items independently.

