

Characteristics of Effective Learning

Playing and Exploring	Active Learning	Thinking Critically
T shows particular interest in active games, running around and acting out superheroes. He often takes on the role of Spiderman and plays with one particular friend who he often uses to share new experiences with.	T is proud of his accomplishments. For example, when he receives a sticker for being helpful. He is beginning to demonstrate higher levels of concentration when he is involved in an activity of his choosing.	With support, T finds new ways of doing things. For example; he is sometimes now able to take turns with a toy using the timer. I would like to see T having and sharing his own ideas.

T selected the correct dinosaurs to go on the numbers 1,2,3,4. He struggled with 5 and put 7 on it.

Next steps To place 5 counters on number 5 and then secure to 10.

T counts some animals and says: 1,6,7. He also tries to count B's jumps: 1, 7, 9. T then counts out 1 object from a larger group.

Next Steps To continue with interventions in order to learn order of numbers 1-3.

T is drawing around some shapes. He is able to tell me the circle is 'round'.

Next steps
Recognise circle, square, rectangle and triangle.

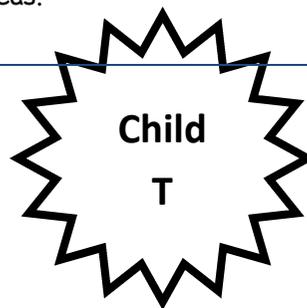


Notes

T copies a pattern template and is able to name the colours he used in the correct order.

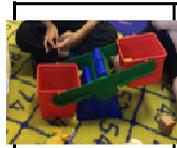
Next Steps

Creating patterns without a template.



T independently shares 6 cubes into 2 groups. He tells me "There is 3 each. That's half."

Next Steps
Share between 3 groups.



T explores the scales and tells me "Stone is heavy."

Next steps Use the vocabulary of light.

"Me under climbing frame." T also goes on the trampoline and says "T on trampoline"

Next steps

Use other positional language.



"Look, all the balls I found. One, two, three, four, seven, nineteen. I've got two yellow." T has been collecting the balls from around the garden in Plan, do and review time.

Next steps

Securing counting to 5.

Following explore maths where we learnt about shapes, T holds 2 semi-spheres together and says: "Like apple this is. It is like yellow like colour apple. You eat it yum yum yum."

Next steps Practising the names and properties of 3D shapes.



T counted all the flowers together on 2 separate cards, touch counting 1-10. He then found the number 10 and put it with his 2 other cards. He says "look I found 10"

Next steps Show awareness of numbers to 20.

T made some worms out of the playdough. I ask him about them and he points to each and correctly says long and short.

T noticed his friend playing with the dinosaur puppet earlier. He copies what his friend did and has a go at moving the paper strips in length order. T says: "Short, long and big", as he points at the strips.

Next steps To continue practising vocabulary for length: Short/ long, shorter/ longer, shortest/ longest.



T tells me "The green ribbon is longer. My playdough is short. I go roll it." He spends a long time rolling his dough and then holds it up saying "look it so long."

T was helping another child with their counting. A child counted incorrectly and T said "That's not how we do it! Look it's 1-2-3-4-5- 6-7-8-9-10." Next steps To count above to 20.

"My spade is 5p" Said T and he counted out 5 pennies to pay for it.



T chooses the number card 6 and counts out 6 pom poms. He then spins the spinner and get a 2. He takes 2 away and tells me he now has 4 left.
Next Steps
Begin to use the vocabulary involved in subtraction.

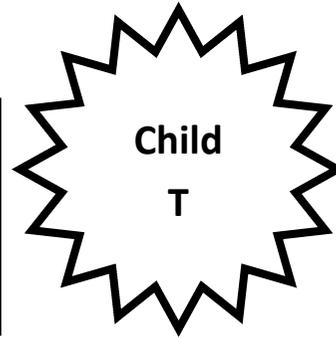


Alongside friends, T chooses to place 4 pieces of fruit onto a numeral 4 card. He counts them by pointing at each one in turn.
Next Steps
Representing larger numbers in play.

T is playing on the trampoline. As he jumps he counts to 9.
Next steps To say one number name for one object or action.

T orders numerals from 0-10. "I'm 5, he says excitedly when he gets to number 5."
Next Steps Numbers beyond 10.

During review time today I asked T what and where he has been playing. He tells the group he had been playing on the scooter. He says there were "1, 2, 3, scooters" and shows 3 fingers on his hand.
Next steps To touch count items to 5 accurately using these number names.



Notes
T found the longest fossil and , with support, ordered the remaining by size.
Next steps To order two objects by length.

T is playing the 'Double Stars' game. He rolls a 3 on the dice and counts out 3 stars. I ask him to double it and he adds one more. I model that if we double we need to add 3 more. I count them as 6 altogether. T then rolls a 4 and counts out 4 stars. I ask him to double it and he counts out 4 more. T then counts them altogether and tells me the answer is 8.



T builds a tower and tells me "Look me build it tall!" He points to another tower someone else has made and says "No, like this! This short tower."

Notes
Today T was looking at shapes. He correctly identified a triangle, square and circle.
Next steps To begin to use mathematical language to describe shapes.



"They're all the same. There's 1,2,3,4 and 1,2,3,4 and 1,2,3,4" how many all together T? He counts them 1-12. "Altogether is 12"

T follows instructions and turns over two numeral cards then counts out that number of toy dinosaurs. He firstly counts out 1 dinosaur then counts out 3. I ask him how many there are altogether. T counts the total of both groups and smiles "4".
Next steps Combining larger groups.

T was matching spots on a lady bird. He counted 1-7 then counted out 7 spots for the other side. I asked him how many altogether, he said 7. I said we need to know how many altogether not just one side. He touch counted 1-12, then said 14, 16. I repeated what he had done counting correctly 1-14. I then said so what is double 7? He replied "14!"



T matches a Numicon piece with pennies. He counts and tells me 5 pennies. T then selects the correct numeral card to match it.