



Narrative of Characteristics of Learning for Emilia Date: October 2016 March 2017

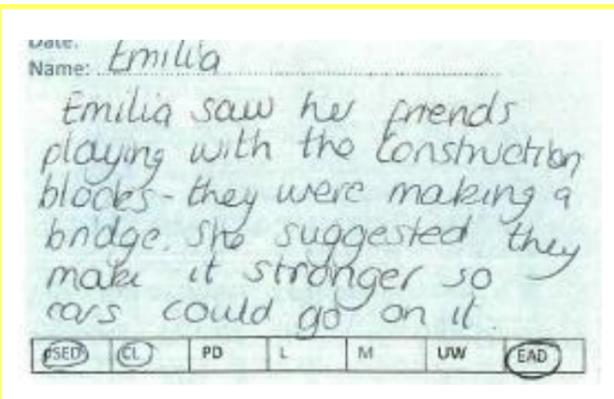
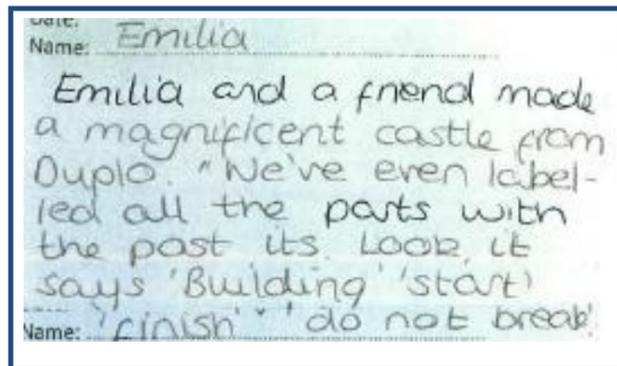
Child's Comment:
I like working in the creative area.
I like sewing and making teddies in the Sewing Area.

Parent's Comment:
Do you see similar things in your child's development at home?
What does your child like to do at home?
Emilia loves doing anything creative at home. She enjoys making things for a particular purpose as well as writing - using her phonetic knowledge. Emilia loves to achieve things by learning new skills and is willing to give anything a go.

Playing & Exploring (engagement)	Active Learning (motivation)	Creating & thinking critically (thinking)
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Be willing to "have a go" 	<ul style="list-style-type: none"> Being involved & concentrating Keeping trying Enjoying & achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things
<p>Emilia loves Let's Explore time and is confident to choose from the activities on offer. She chooses to play in a variety of areas in the classroom and has shown that she particularly enjoys expressing herself creatively. Emilia has made some beautiful designs in the creative area and is fabulous at mark making! She is even beginning to have a go at writing familiar sounds. Emilia thinks carefully about what she wants to create and uses materials that she is familiar with to achieve the intended outcome.</p> <p>Emilia continues to enjoy Let's Explore time and can always be found busily creating an artistic masterpiece in the Creative Area, or writing the next best seller in the Writing Area! Emilia is one of our most creative learners and is definitely in her element when she is designing and making. Emilia always works with a clear purpose in mind and enjoys making things that she can use. Emilia recently made a detailed model of a rocket. This inspired a whole learning journey about our solar system. Emilia decided to make all the planets and used research books to discover their names. She was incredibly focused and engaged others in her quest!</p>	<p>Emilia shows an interest in everything she chooses to explore and approaches all activities with enthusiasm. She can concentrate on a self-chosen activity for a sustained period of time and shows real pride in her learning.</p> <p>When in the creative area Emilia was trying to make a crown. After beautifully decorating it she discovered that it wasn't big enough for her head. She didn't give up and with support added more paper to make it longer. She was ever so pleased with the outcome and proudly wore her crown around the classroom, inspiring others to then make a crown too.</p> <p>Emilia has such a positive attitude to her learning and always approaches activities with enthusiasm and determination. She has incredible focus that sees her working on self-chosen activities for extended periods of time. Emilia will often start an activity but will then run out of time. She will often put her work on the Finish Line or back in her drawer so she can return to it later.</p> <p>Most recently, Emilia impressed all the grown-ups by sewing a teddy bear in the Sewing Area! She started by cutting out 2 bear shapes and then stitched round the outside. She even learnt how to thread her needle after initially asking for help! Emilia went on to find stuffing "to make it soft!" She inserted the stuffing and was about to stitch it up just as the bell went for home time! "Owh, can I finish this at After School Club?" Emilia continued to add detail to her teddy for the next 2 days!</p>	<p>Emilia is easily able to access resources needed to carry out an activity of her choice. She will listen to her friends' suggestions and ideas as well as making her own.</p> <p>Emilia is a fabulous problem solver and has great knowledge to support her ideas. When making playdough she noticed her friend's mixture was looking a little bit runny, so she thoughtfully passed them more flour and said, "I think you need to add more flour to thicken it!"</p> <p>Emilia has great foresight and is a natural problem solver. Her creative nature sees her generating some insightful ideas to solve problems. Recently we were discussing as a class how we could become more independent. The children decided that instead of always asking the adults for help they could ask each other, as they are all experts at something! Emilia said she was an expert at writing and could help people with her sounds. She decided to make herself a badge to let everybody know, she wrote on it 'Emilia Helper at School' - "It's because I always help people!"</p>

"I've written a story, can I act it out please?" T agreed and when everyone was gathered together asked what characters were in the story. Emilia replied she needed a princess, a prince, a dragon and a baby. Emilia selected her characters and then began reading her story. When she read "Once upon a time there was a princess" she told the character to brush her hair and act like a princess.

Emilia has been busy in the Creative Area. "I've made a poster". T asked what information her poster told people. Emilia said "it tells you all about different colours. Look I had shiny paper and stuck it with glue, then I pulled it off."



During child initiated time, Emilia was very busy at the art table making good use of the boxes that had been brought in after the holiday. She demonstrated very good scissor control, with her dominant hand when she cut the side of one box away. She spent a long period of time colouring the boxes and when she was satisfied with the result she was very keen to share her construction with me. "These are my Barbie pools. There are two. This is the big pool and this (pointing to the other) is the baby pool."

I wondered how the two pools were different. Emilia went on to explain, "The big pool has lots of water in it and big waves. If the little children were in it they would get scared. Baby Barbie pool has little waves. You can see them where the brown bits are. The purple bits are where the water comes down the drain. The orange bits are where they can surf!" I think Barbie is very lucky to have two such amazing pools Emilia! Well done!

During child initiated time, Emilia decided to work at the art table. "I am going to use this to make a bus," she said, showing me a cardboard box that she had discovered. "I am going to put some glue on it and decorate it. Then I will put some wheels on it. I might have some flowers on or in it," Emilia found the PVA glue and sticks. She began to apply the glue to the surface of the box. Next, she selected a black mesh and began to cut it, holding the scissors in her dominant hand and exhibiting very good control. Emilia told me, "I've got to cut carefully and I've got to concentrate so I don't cut myself." Emilia placed the mesh on the top of the box and began to push down on it with a piece of card. I wondered why she was using the card. Emilia replied, "I'm pressing it down with this because I don't want to get my hands dirty. The glue will come through the holes you see."

Once the mesh was attached Emilia told me, "These are the windows on the roof. When it rains, they close up. I'm going to use pasta to make the windows on the side." She applied more glue and placed the pasta on the side of the box. She went on to tell me, "I want it to say 'bus' on the side." We spoke about the sounds she could hear in the word and she was able to identify each of them. Emilia tried to make the word out of pasta but found it very difficult. I wondered if there was anything else she could use. Looking through the various boxes in the art area she said, "I know, I can use this wool." Emilia proceeded to cut a small piece off and went on to curl it into the shape of the letter 'b'. She was not entirely satisfied with this. "I just need to do the b flick," she told me. She went on to cut off a smaller piece of wool which she glued to the base of the 'b'. "There, that's better!" The next stage was to apply the wheels. Emilia looked through a bag of plastic circles of differing sizes. "Hmm, these will do for the wheels," she told me. "I'm not getting the little ones. I need the bigger ones because it'll be bumpy and steep on the roads and the people will feel poorly if the bus only has little wheels." Emilia stuck the wheels on to the side of the box. She told me, "I know what we need next, some chairs and steps so the people can get upstairs." Unfortunately, at this point, the bell rang for Sparkle Time. Emilia said, "Oh well I will have to finish it this afternoon," and she parked it on the shelf above her coat peg. Emilia was engaged with this activity for at least 30 minutes. She showed great attention to detail and a high degree of motivation and focus. Well done! I really liked the way you solved the problems you came up against whilst you made your super bus!

Date: 20 Feb 2017



The girls were making a picture of our solar system. They looked in the Space books and with an adult they searched for the names of the planets on the internet. They then copied the pictures of the planets and had a good go at sounding out their names. Emilia had drawn a picture of the sun on top of the earth, we discussed how the sun is the largest star in our solar system and is bigger than all the other planets. Emilia then suggested they make a separate sun so that it can be the biggest.

Date: 22-Feb-2017



Emilia Blast Off... Emilia has made a rocket ship using the creative resources. She said it was going to the moon and so called the ship "moon rocket" which she wrote on the side. She explained she had fire coming out of the bottom to help the ship to fly.

After watching a video on space...

Date: Emilia
 Name: Emilia
 Emilia made a space rocket "It's going to the moon, it has fire coming out the end and I even made a astronaut to go inside!"
 I asked the name of her space ship? "It's called Moon because that's where it's going" Emilia then wrote 'Moon' on her rocket and 'rocket', she then went on to make a moon "for it to land on". Emilia continued to make a space centre and the sun. I suggested we look in the books about planets to see what else we could add. Together we discovered more planets that are in our solar system. I suggested the girls create the whole solar system. Emilia then selected 2 large sheets of paper and stuck them together. "This can be the space and we can stick the planets on." They looked at the picture and began to add the planet 'Saturn' which Emilia noticed had rings around it. I explained they were made of ice and rock. Emilia

Date: 09-Mar-2017



Emilia asked if she could have some help cutting out a bear shape, "I need some of that stuffing stuff to go inside so it's soft!" Emilia went on to sew around the edge of two pieces of fabric and then filled it with stuffing all by herself. "I really want to finish it, can I keep going?" Emilia asked as it was tidy up time.

Emilia had returned to the Sewing Area to finish her bear. "I just need to sew up the little hole and then I'm finished". Emilia happily speaks to her friends about the new Trolls movie whilst she stitches up her bear. Initially Emilia found it tricky to thread her needle and asked for help but she quickly grew in confidence and began doing it for herself and helping her friends. Ewan asked if she could thread his needle. "Yes I can, you need to get both bits of fabric and sew them together".

Emilia finished her teddy. She was so proud of herself and spent all afternoon adding details like polka dots and her name.



Date: 15-Mar-2017



Emilia remembered how to make an angel! We'd learnt at Christmas time. "Look, I made her in the Creative Area".

Today during child-initiated learning Emilia was busy at the art table. I sat down next to her and she told me that she was making a wardrobe for her baby. "These (the lolly sticks) are to keep the baby safe. My baby doesn't have any clothes so I need to make them some; otherwise they are going to be cold!" She used the scissors to cut the cellotape and attach the lolly sticks to her box. I asked her why she has decided to use cellotape. Emilia explained "Cellotape is strong." When she was happy with what she had made she told me that she wanted to make some clothes to put in her wardrobe, "Can I use the computers to find some clothes pictures?" Together we looked on the computer to find pictures of clothes that she could print off for her to cut out and colour in. We printed them off and Emilia helped me collect them from the printer. Emilia and her friend took great care in cutting out the clothes, making sure they followed the lines. They then coloured in the clothes before sticking them into the wardrobe with glue. Emilia talked to her friend throughout, discussing ideas and explaining what they were doing. "You have put purple on yours. That looks nice!" They played co-operatively and helped each other to make their creation. She remained focused on this activity for a long period of time and showed that she could play alongside her friends and listen to ideas expressed by others. What an amazing wardrobe for your baby Emilia well done.

During choosing learning time lots of children began to sing Justin Timberlake's 'Can't stop the feeling'. Emilia told her friends where she had heard this song. "This song is in Trolls! I love that film. I saw it at the cinema. Can we put the song on?" Emilia was able to move confidently expressing herself to the music as she danced. She happily sung along with the words she knew. "This is my mummy's favourite song!"

Emilia then suggested to her friends that they should be in a band, "Shall we go and make microphones?" Initially Emilia drew a plan of her microphone. She used a dominant hand and a comfortable pencil grip. She thought carefully about the colours she was going to use, paying attention to detail. Emilia decided to make a microphone out of construction. She looked carefully at her plan ensuring she was making a replica with the construction. Emilia confidently manipulated the Lego to make her microphone. Emilia noticed that one of her friends was struggling with the construction of their microphone, "If you make it shorter then it won't wobble. Shall I show you mine?" Once the microphones had been constructed, the children then went off to perform their song!

Henry, Emilia and Lily noticed Noah was feeling upset as his pet triop had died that morning. He told them he was going to bury him in the garden. The 3 children decided to make him some flowers to put in the garden once he'd buried him. They worked so hard and were very sensitive towards Noah's feelings.

Emilia organised the children and was instrumental in designing and making the garden.

Date: 07-Apr-2017



Emilia has demonstrated her highly creative nature on numerous occasions throughout the year. She has a well-developed curiosity about the world around her which has led to the creation of some fascinating pieces of art work, all of which are accompanied by an associated story or background. She is always proud of the end result and I like that Emilia show us that she is also proud of the way she arrived at that result. It is lovely to hear Emilia offering suggestions as to how her friends can make their work even better. She do this in such a kind and helpful way that they often listen and act upon her advice. Emilia is very adept at reviewing and improving her own creations. Being able to look critically at your work and think of ways to improve it is a very important skill to have and I am sure she will be able to develop this even further when she gets to Year 1. I am regularly amazed by the high level of focus Emilia can give to tasks. Emilia can maintain her attention even when she is finding a task challenging and does not give up.