

Mathematics - Shape, space and measure

Name BH date 16/9/13

After listening to the story of Glocks + the 3 Bears, B chose to work at the sand tray - As he made sand-castles he chatted to the other children. "I've made a big one, a little one + a middle sized one" he said. (30-50 mins)

LINKS P: Exp, Active Learning

- EAD - media + materials
 - Imagination
- Physical - moving + handling
- C&L - Understanding
 - speaking

ms X

Name BH. date 24/9/13

B loves pouring, filling + emptying containers, usually filling them till they overflow.

LINKS: (30-50 mins)

Physical - moving + handling
Active Learning - being involved.

Possible next steps: Encourage B to stop filling before container's overflow.

Use language of full, half.
Full, empty



Name BH date 17/9/13



B chose to build towers of blocks + said "wow, that's EVEN Bigger - it's ENORMOUS!"

(30-50 mins) ms Y

Possible next steps:

further extend B's vocabulary of size + comparison
small / tiny / little
medium - middle sized
large / huge / gigantic

ms X

Interesting information about me

Name: BH

Date: 26/9/13.

B loves spotting tall buildings like clock towers + blocks of flats, at the moment. He says things like: "Wow - that's very tall," "That's exceedingly tall" "that one's tiny!"

We join in with different words, eg "it is particularly short"

Good describing, B is, msx B. Hodgson (mum)

Mathematics - Shape, space and Measure

Name BH

date 15/10/13

B was trying to pedal the taxi bike with a heavy passenger on the back. He said "I can't do it with you - you're too heavy" (30-50 mins)

LINKS

COEL - C+CT - Making links

C+L - Understanding

- Speaking

Physical - moving & handling

MIS X

Name BH

date 6/11/13

Positional vocabulary (very easy)

LINKS COEL - AL - involved & conc.

EAD - media & materials (B chose precut shapes & chose Pottshen to join them)

Physical - moving & handling - (Confidently did mark making choosing chunky felt pens, then used glue stick)

UTW - The moon is up in the sky.

MIS X

Name BH.

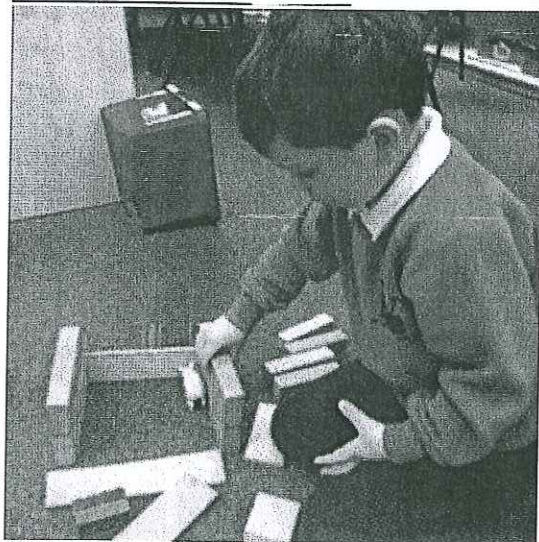
date 12th Nov '13

Adult Initiated Task - make a house for 3 Pigs.

B. chose to make a house for his pigs from the blocks. He showed me the mummy, daddy & sister pigs, then put them inside - but they would not all fit! He thought & then said (unprompted) "This house is too small - let's make it bigger." He then remade the walls & roof & tried the pigs again.

"Hooray, they all fit now!" He said.

MIS Y



COEL: P+Eppl - Wumpo have a go
AL - keep on trying, enjoy achieving
C+CT - have own ideas, cheer me on



Mathematics - Shape, space and Measure

Name BH

date 8th December 2013

B. made a pattern - red, blue, red, blue using camels, then told me the pattern. He then made another one - blue, blue, orange, blue, blue, orange. Miss Z - Student
He enjoyed this.

B. used the interlocking camels + chose to make his 1st pattern. He then matched his camels to the pattern card to make his 2nd pattern (40-60 mths) COEL: P+E - willing to have a go
AL - enjoy achieving

Possible next steps:

Encourage B to make more complicated repeating patterns using a variety of media, eg fruit pieces at snack time, natural materials outside, farm animals etc.

Mrs X.

Name BH

date 12/12/13

B used 2 colours to make a pattern of his choice for his Xmas card (adult initiated activity). He independently made ... B Y Y, B Y Y, B Y Y, and then told me what he had made

(40-60 mths)

COEL: C+L - Choosing what to do

Mrs X

Name BH

date 19/12/13

B. knows the nursery routine well now, + uses phrases such as .. "we go out to play AFTER snack." and "we have a story BEFORE we go home."

(30-50 mths)

Links to:

C+L - understanding
- speaking

Mrs X

Interesting information about me

Name: BH

Date: 3/1/14

B. remembered the Nativity story from nursery + pointed out different parts of the story on our Christmas cards. We made a bingo game after Christmas and he played it with Granny + Grandad, telling them the rules.

(Mum)

6/1/14

B. said "we had camels, baby Jesus, stars and presents." Well remembered, Ben :) Mrs X.

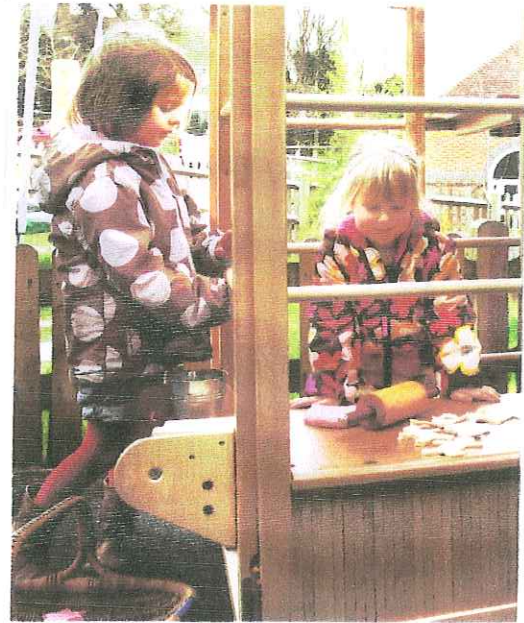
Name BH

date 16/1/14

"I had a shop with biscuits. I bought one for two pounds, and she put it in the money thing."
(He actually gave her 2 coins (p + 2p))
LINKS: (30-50 mins)

PSE - Relationships

Possible next steps: Put price tags of 1p, 2p → 5p and 10p, 20p, 50p for B to shop. Use vocabulary of shopping - till, pay, change etc, + maybe use shopping list
Mrs X.



Name BH

date 18/1/14

B said "the one with the longest neck is the tallest" Mrs X.
(when playing with dinosaurs). This led to a comparison with dinosaurs who had shorter necks, but were taller than the brontosaurus (with the longest neck!) The discussion is to be continued....
(30-50 mins)

LINKS

COA - C&CT - making links with height
C&L - Listening, understanding + speaking
Literacy - reading - getting info from books



Derbyshire Setting/School - EYFS Observation

Name of child: BH	Age: 45 months	Date: 4/2/14
Adult observing: (student) Miss Z	Time started: 10.00	Time ended: 10.20

Adult led activity.

Description:

I worked with B today giving him instructions with positional vocabulary, asking him to put ^{objects} ~~the objects~~ in different places.

He correctly put:

Mr Alien IN the basket, the ball BETWEEN the chair & the basket, the ribbon ON the chair, the blue cloth IN FRONT OF the basket, a cup BETIND the chair, & the basket UNDER the chair.

He struggled with putting Mr Alien OPPOSITE the ball, so we practised putting different objects OPPOSITE other objects till he was getting it right each time.



PRIME AREAS			SPECIFIC AREAS			
C&L	Physical	PSED	Literacy	Mathematics	U&W	EA&D
Listening & attention ✓	Moving and handling ✓	Self confidence and self awareness ✓	Reading	Numbers	People and communities	Exploring and using media and material
Understanding ✓	Health and self-care	Managing feelings and behaviour	Writing	Shape space and measures ✓	The World	Being imaginative
Speaking		Making relationships		22-36 months / 30-50 months	Technology	

Evidence of effective characteristics of learning

Playing and exploring (finding out an exploring, playing with what they know, being willing to 'have a go')

Active learning (being involved and concentrating, keeping trying, enjoying achieving what they set out to do) ~~showed pride~~ when he got an instruction correct.

Maintained attention to listen & follow instructions, was not distracted by other children playing nearby.

Creating and thinking critically (having their own ideas, making links, choosing ways of doing things)

Mrs X

Where next? - INFO SHARED WITH PARENTS

4/2/14

Encourage B to continue to respond to positional vocabulary, but also to USE positional vocab. eg in snail word play, at activities, in snack time, and other parts of daily life.

Mum suggested using it while shopping & while tidying away toys.

Particularly concentrate on "opposite"

MRS X

Interesting information about me

Name: BH

Date: 21/2/14

B is now using words to describe where things are in many different situations eg when he tidies his toys away the box goes under the robot, the lego is under the books, and the pencils are on top of the paper.

He puts the man opposite the car, and the train opposite the digger while playing, when I ask.

(Mum)

22/2/14 I am glad that you put your toys in the correct positions, B
(30-50 mths)

is
MRS X

Mathematics - Shape, space and Measure

Name BH

date 16/3/14.

"I can sing the Days of the week song all by myself - I sing it to daddy in the bath."

Ben said this after circle time when we sing the Days of the week song all together. Mrs X

16/3/14

Possible next steps: -

Use the names of days in isolation, point to them on the wall, maybe produce a visual timetable of what B does on different days.

(30 - 50 mins)

Name BH

date 2nd April 2014.

B is playing with E in the rockpool, choosing objects to put in.

They talk about how heavy the rocks are.

B adds 1 to his fishing net - "Now it's extremely heavy" - he adds another - "It's even heavier now!"

Links: Utw - The world Mrs Y

3rd April 2014

Mrs X added some pumice stones to the resources + B noticed that they were really light! "My fishing rod doesn't bend with these!"

He took a basket of rocks to the scales + enjoyed trying to balance the pumice against beach pebbles.

(30 - 50 mins)

CoA - C+CT - Manipulatives - choosing weight Mrs X.

Interesting information about me

Name: BH.

Date: 18/4/14

We went to Wales for the Easter holidays, + B really got into castle life - knights, kings + queens. He loves role playing with his sword + shield. Mum

This sounds really exciting. B

Mrs X - Possible next steps:

Link B's interest to language of shape (Topic for this half term)

See also:

14/5/14 UTW - The word
(planning)
+ size
of seed)

Mathematics - Shape, space and Measure

Name BH

date 19/5/14

B still enjoys block play,
but ^{now} concentrates for up to
55 minutes on detailed
large scale constructions

- usually around castles
+ knights. He explains
all the features to us.

LINKS - COEL: Creating + Thinking

critically - solves problems while building his castle.



Independent play Mrs Y

Name BH

date 22/5/14

Adult initiated challenge:

Build a tower with these
bricks of different shapes + sizes

B tried different arrangements,
swapping 1 piece for another
till he was satisfied that his
tower was as stable as possible.

Good use of shapes, used the
words "cube" and "L-shaped bit"

(30-50 HIGH)

Mrs X



COEL: P+L - Being willing, AL -
enjoying achieving, C+CT - Choosing wisely

Name BH

date 10/7

B helped to cut the fruit for
snack. He used the knife
carefully + cut the apple into
regular sized "SUCES". He then
cut the banana into even
sized "CIRCLES". Mrs 2
(40-60 mins) (Student)

LINKS: COA - ^{PRE}Being willing, AL -
enjoying achieving
- Listening + Understanding (to
instructions) - C+L

Speaking - C+L

moving + handling - Physical

See also UTW - Technology
- Beebots + positional vocab.
6/7/14

Derbyshire Setting/School - EYFS Observation

Name of child: BH	Age: 48m	Date: 14/5/14
Adult observing: MSX	Time started: 10.45	Time ended: 11.15

Whilst planting seeds in the vegetable garden, **B** compared the sizes of the seeds. "These seeds are very small." He was able to identify that the carrot and the broccoli seeds were much smaller than the pumpkin seeds. When asked he was able to count our ten pumpkin seeds.

Whilst working in the group, **B** was keen to discuss his previous experiences of gardening with his grandparents;

"I planted some seeds at Grandma's once. There was lettuce and sunflower's. Grandma was really cross because the snails and slugs ate the lettuce leaves but Granddad made some netting to go over them so they couldn't do it again".

B regularly visited the vegetable garden to see how the plants were growing. He was observed commenting how the plants were "big now" and looked at the different shapes of the leaves on the different plants.



PRIME AREAS			SPECIFIC AREAS			
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Understanding ✓	Health and self-care	Managing feelings and behaviour	Writing	Shape space and measures ✓	The World 30-50 ✓	Being imaginative
Speaking ✓		Making relationships			Technology	

Evidence of effective characteristics of learning

Playing and exploring (finding out an exploring, playing with what they know, being willing to 'have a go')

Planting of seeds was familiar to him already.

Active learning (being involved and concentrating, keeping trying, enjoying achieving what they set out to do)

paying attention to detail of seeds & of plants as they grew. Talked about the netting = "keeping on trying"

Creating and thinking critically (having their own ideas, making links, choosing ways of doing things)

making links between gardening at nursery & with grandparents. Netting = way to solve problem.

Where next?

14/5/14.

To encourage B's writing :-

we have taken photos of every stage from

Seed to flower/fruit + B will help us

caption them, using the whiteboards + pens.

He will also write labels for the newly

sown seeds, to be laminated + stuck in

the ground, with the photos of the seeds

Mrs X.

B has written labels for his Grandma +
Grandad's seeds + taken photos
with our digital camera to put with his
labels.

Peo

(Mum) 28th May 2014.

What lovely writing, B, I'm sure your labels have
been very useful :-

Mrs X

28/5/14.

9/1/14



E and B made a repeating pattern with the plastic bricks (an adult directed challenge). The tower also had to be taller than them. They worked well together...

E - "There you go, B" and passed him a brick.

B - "Hang on - this one next".

E - "It's nearly taller than us!"

E - "It's going to fall over. It's getting taller than us".

B - "One more! Hang on!"

30 - 50 months.

Mrs Y.

Understanding the World - Technology

Name BH

date 6/7/14

B + E : worked together with the Bee-bots. They were able to switch them on and off, knew that they were powered by batteries and that they were controlling the Beebots by pressing the buttons. They could make it go forward and backwards and clear the previous instructions too.

LINKS :

maps - SSM

CaC - Understanding

PSED - Making relationships.