

## Listening & Attention



Whilst taking down patient information in role as a doctors receptionist Jessica turned round to listen to Scarlet about another patient being brought into the surgery. She then returned to her notebook to continue writing down the patients name and symptoms.



### Context

Emily is sat in a small group listening to a story.

### Observation

'I know what happens next! Goldilocks goes upstairs and sleeps in baby bears bed. Then the bears come home. I think she was scared'

S chose to paint a picture of an ostrich. "I like ostriches there is one in our story 'Handa's surprise'. The body needs to be brown and black. It has pink legs". While she painted she chatted about the ostrich taking the fruit in the story. "I'm going to paint some background – sky and grass".\*

### Evidence

#### 1. The Magic Wand

Grace had returned to school after the weekend eager to show the class her work and tell the teacher about her magic wand. Grace wanted to use the 'wand' to become a spider so that she could creep up on Ellie her sister. The teacher asked Grace 'Why do you want to turn into a spider and creep up on Ellie? Grace replied 'Because she is always jumping out on me and she is scared of spiders!'

Matthew was experimenting with different materials in the water tray investigating which would make the best hat to keep Mrs. Honey dry. He was able to find a suitable material and explain why it would be better than others. When asked "Why are the paper and the cloth not good?" he explained, "if the water goes through it's not good for the hat; it's not waterproof. On the plastic bag one it didn't go through so it is waterproof".

## Understanding

## Speaking



Molly got her file out from the shelf. She laid it open on the floor. "I remember doing this" she commented on a photo. "Oh, look, I'm not very good at writing here - ha, ha - I'm much better than that now."

The group had been studying nocturnal animals and looking at factual books. Zak showed a growing understanding of the natural world when working in clay. He explained, "I like bats because they fly and because they eat flies. They wake up at night because they want to play with the animals. Bats! They sleep all through the day. They wake up in the night..... Is it hibernation? ...no Nocturnal!" When asked if he knew any other nocturnal animals he answered, "Owls, spiders, hedgehogs .....(Zak paused and thought)..... and what about crabs? Are they nocturnal?"

### Context

Sam had spent 10 minutes building a construction with the wooden blocks.

### Observation

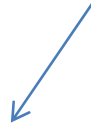
'This is my road for my car. There is water down there so you have to go really slowly at the side of the road so as not to fall over the side. My dad drives slowly near the water'



Charlie waited his turn!



## Moving & Handling



## Health & Self-Care



During a visit from a refuse lorry, A asks the refuse collector how he keeps his hands clean when he is handling people's rubbish, demonstrating that he has a clear understanding of why good hygiene is important. A shows the ability to transfer his knowledge and apply it to a new context. A is interested as the refuse collector shows him how the small sink works.

After playing in the outdoor classroom Daniel declared that he was hot and sweaty. 'All that running about has made me thirsty'. He then independently took himself off to the rolling snack table where he poured himself a drink of water. 'That's better, now I'm not thirsty anymore, he said to the adult.



Charlie moved with confidence along the logs before jumping safely into a space. He told his friend to 'wait, so you don't crash.'



Kamran is able to put his coat on and do up the zip independently. He is also able to take his shoes off, put them on the shelf and put his wellies on by himself when going to play outside. (J.B.)

When playing with the large wooden blocks outside today, Harriet knew that the children needed to play carefully because; "if we fall down we might break our bones". S.R.

Whilst playing in the outdoor classroom, Julia said; "Mrs Carlier, I am hot. Can I take my coat off please?" L.C.

When looking at vegetables, Edward thought that we eat vegetables because; "they are delicious and they are healthy for you". L.C.

Jaden rode the two wheeled bike quickly around the outside classroom, showing good control despite his speed (child initiated).



Jaden chose to paint a picture and controlled the paintbrush well, carefully painting around each colour.

S.W. Esme was asked "can you tell me how to stay healthy?" Esme replied "you got to eat healthy food like apples and oranges and a drink of water. Do exercise. Then you keep healthy. You need sleep to get energy."

Kamran played with the large wooden blocks outside. Before he jumped from the structure the children had made he asked Thomas to move, keeping Thomas safe. S.R.



## Self-Confidence & Self-Awareness

As part of a group, Ben thoughtfully collected together the resources he needed to create a rock pool for the dinosaurs discussing with his friends which rocks would be the best size and why, sharing his ideas on how to stop the water running away, and asking for help when he needed to move the largest of the stones into position.



Antonica confidently attempted to hula hoop & persisted even when she found it difficult. She practised every day and was thrilled when she could eventually do it.

### Context

Child initiated outdoor play

### Observation

Manisha is in the outdoor area with the den making box. She shouts "Poppy, help me, I'm building a den to hide in." Poppy runs over to join her. "Put this blanket over the this box." Manisha unfolds the blanket and Poppy helps her drape it over the box. Manisha - "How can we fix it to the fence?" Poppy looks into the box and gets out the peg box. She takes one corner of the blanket and pegs it to the metal fence. Together they peg one edge of the blanket across the fence. Manisha crawls under blanket and sits on the floor in the den.

## Managing Feelings & Behaviour

Sonny was playing with the dinosaurs. He came up to Mrs W and said "Callum has got the big dinosaur and I want it" Mrs W - "You've got lots of little dinosaurs though. If you have the big one as well Callum won't have any. How will that make him feel?" Sonny - "He will be sad." Mrs W - "What do you think you could do to make you both feel better?" Sonny - "I could ask him to swap some small dinosaurs for the big one." Mrs W - "That sounds like a good idea."

Sonny asks and Callum is happy to swap.



The children worked together to group the different types of fruit – blackcurrants, cherries, raspberries and blackberries. They supported each other, for example, BW said, "I don't know what his is" and MF answered "It's a blackcurrant, they go in that bowl." BW smiled to show his appreciation for the help given by MF. The children then took it in turns to tip the contents of the bowls into the blender and add yogurt to make fruit smoothies to sell to the Year 1 pupils later on that day.

**'We are taking it in turns to go,' said Alice**  
**'I'm good at taking turns and sharing!'**

Edward was fishing for letters in the water tray when Corey wanted to join in. Corey said; "Hey! You've got them all!" and Edward immediately said; "You can share mine" and gave some to Corey.

When playing on the climbing frame Ben said to Dylan "be careful at the top cause it can be dangerous."

## Making

## Relationships

Snack time: Polly helped give out the snack and helped the nursery children cut their toast. One child was very upset and she distracted her by singing a song.

**This certificate is awarded to**

**Eva**

**For keeping the Golden Rule**

**We are kind and helpful**

Eva noticed Francesca had painted a fantastic picture on the computer and went over to say 'That's a brilliant picture!'. We have been talking a lot about how to be a good and kind friend.

E and B are exploring how the pulley system works. They have attached a bucket and have realised they can transport items from one side of the quad to the other.

E goes to the other side, "I'll put the things in."

B: "Okay – then I'll collect it on this side!"

They work well together, B saying

"Okay, well done, good job" as it pulls from left to right.

M joins, "can I pull that?"

B: "Yes, okay, I'll sort the objects as they arrive."

B (to Miss Donald): "We are a good team."

E shouts that he wants to send some dinosaurs.

B is collecting items in milk crates. When the dinosaur arrives, it falls through.

M says they are "too small."

E says "oh..."

B says "just send the big ones."

E: "We haven't got many of them."

B: "That's okay, just keep going."



Darcy reading in the outside classroom

Darcy was very pleased when she found a familiar book, "It's this one! It's about a mole. That's where it says mole." Then she added, "I can't read it yet because I don't know all the things yet." She turned to the first page and exclaimed with a broad smile, "Oh I can! That says baby. I've got a new baby!" She read most of the first 3 pages. She sound talked - it, it's, nest, big and help and used contextual clues for more complex words. She was supported with the word 'waited'. She then continued to tell me the story. She used picture clues, talked about the details in the illustrations and characters feelings. "I think that the little bird is his friend. That's good news." She made connections and was very pleased with one page when she exclaimed, "He's reading a book like me!" As she turned to the last page she said, "And that's the end."

Matthew read a book about a café with complaining customers to 'Top Bear' in the reading corner. Matthew told him where to start "You start at the front not there!" He was able to blend CVC words. He blended: "This fish is too hot. This fish is not hot". "When will my fish come?". When asked: "Why do you think she's shouting where's my fish?!" He replied "She's hungry because she hasn't got any yet!"

**Context**

Mohsin is making a pizza and reading the instructions on the card.

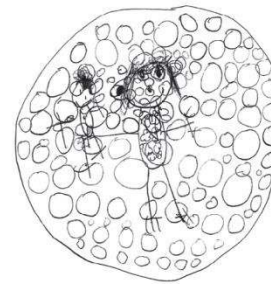
**Observation**

Mohsin looked carefully at the instructions to make pizza as he constructed his own.

**He read**

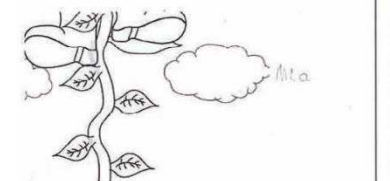
'Put the ch...ee...s...e cheese on top. Put it in the o..v..e..n. oh its says oven. It sounds like a u!'

Later Mohsin used the photos of him making pizza and the instruction sentences to explain to the class reading each instruction as he did so.

**Reading**

on sata day I  
Went to the  
met rodoam

Is wa ma na Pla id wiv sa  
I Wen on the side

**Writing**


once a poho time  
ther wvd a boy  
with his Mumy  
he tuc his cow  
to the molic  
he car a od man  
the only the  
Molic being  
mumy froud the  
a wal



cotapilors et  
lefts. They  
hav lots  
of legs. He  
masc a cacooh.  
mya



G	B
5	4

Hannah made a chart of the children outside. She listed how many girls and how many boys were outside. Hannah was able to say that "There are 5 girls and 4 boys. That's 9"

O. went over to the farm display, counted out 6 sheep and then shared them between 2 barns. Repeated the activity for 8, 10 sheep, and then for 14 sheep.

m|n|e|g

## Number

**Observation:** During child initiated activities Christopher was playing with the car mat. After sorting the different vehicle he was able to identify that he had 5 buses, 14 cars, 2 fire engines and 1 ambulance. When asked how many buses and fire engines he had altogether Christopher replied 7. He then touched and counted all vehicles and said "I have 22 altogether."

During a game of skittles outdoors Joseph knocked three numbered skittles down. He was able to calculate his score in his head. He added two and three together, the scores of the two smallest numbers together and then added five to the other five. He knew that he had scored ten in total. He also knew that this score had put him in the lead.

Zachary and Anna had had quite a few throws which they had written down as a string of numbers or scores... (4 5 5 4 4) and (4 5 4 5 5) They soon realised it was too hard to add this many numbers together (we had been adding 2 scores together previously!) Anna got some compare bears and was sorting them into 'score piles'. They then used these piles to try and work out their total scores!



## Shape, Space & Measure

I was building with some 3 D shapes.  
"When the sphere is cut in half it has a flat side and a curved side. The flat side is a circle"  
I decided to make some butterflies with the shapes in the office.  
"I'm using a triangle for the bottom and two squares for the wings but I will turn them around so they look like diamonds".

Playing with 3D shapes



Making a shape butterfly



Esme was making snail models with the dough. She said "the big piece will make a big snail. One is the littles, one is the middle size one and this is the bigger one. The big one is heavy and the little one is light. One is large because I used lots of dough. The little one was lightest because I used a little bit of dough."

Monica and Cameron played in the pet shop together. Cameron said; "We need a 2p" and Monica picked up a 2p coin and said; "Here."

Gracie told me; "Not tomorrow, the day after... it's my birthday".

Edward was in the line waiting to go outside when he said; "I'm fourth!" Kamran misunderstood him and said; "I'm four!" Edward said; "He's not. Look!" and showed him what he meant by pointing to the children in the line and counting; "First, second, third, fourth – me. He's fifth!"

Ella and Thomas 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...  
Ella; "There you go Thomas" and passed him a brick.  
Thomas; "Hang on – this one next".  
Ella; "It's nearly taller than us!"  
Ella; "It's going to fall over. It's getting taller than us".  
Thomas; "One more! Hang on!"





## People and Communities

When talking about Christmas Amelia said "I have to wait to open my presents til after dinner". Ben said "that must be hard Amelia". Amelia replied "its cause my Daddy is a fireman and he has to go to work and he would be sad if we opened them and he wasn't there." Ben said "that is kind. We open ours in the morning."

### Observation during child-initiated play

*Whilst playing in the home corner Finlay picks up the takeaway menus. "I don't like Indian food like daddy does. I tried it but it was too spicy. I like Chinese noodles like mummy!"*

### Context - Large group morning circle time session.

*During circle time Finlay was keen to tell the rest of the group about his Uncle Dan's visit from America. "My Uncle Dan is staying at my house. He is from America. It took him 10 hours to get here on an aeroplane. When I am bigger he said I can go and stay at his house. Mummy won't want to come though because she doesn't like going on aeroplanes."*

"I don't celebrate Divali. I am a Muslim. I went to the cinema when it was Eid."

When looking at a baby photograph of M's friend commented 'She looks tiny there, and now she has grown. She had dark brown hair like mine, now she has blonde hair'.

'B' helped to harvest the potatoes. She was fascinated to find potatoes amongst the roots:

"These are roots. It's like hair that stays in the mud and keep it still. They dranked the water to get big. I didn't think they would be red."

"We're gonna cook them up in water 'cos chips give you a big tummy. Chips are potatoes and bad to eat all the time."

## The World

### Hannah's Description of the Frog Pond

My frog pond is in the shade to keep the frogs cool. The frogs need logs to hide under and lily pads to jump on. The water is cool to keep their skin 'fresh.'

*The group peer at the frozen surface and touch it with their hands. Child C taps it with his knuckles. Child L taps it with a toy hammer.*

C: "We need to melt the animals out".

L "We need to warm them up..that will melt the ice."

*The group discuss different ways to 'warm them up'*

L: "We can blow them warm."

*Child L blows on the ice and other children join in for several minutes.*

C: "It's not working...Look the sun is coming out. The sun is hot. It can melt the ice."

*The group work together to move the frozen water tray into the sunshine. They return several times during the session to see if the ice is melting. When it eventually melts, they excitedly 'rescue' the animals.*

William chose to experiment with the magnets. He enjoyed finding out which objects would be attracted to the different types of magnets on offer. 'Horse shoe magnets are stronger than any other magnet,' he said confidently 'I've tested them all and it's harder to pull things off that one!'

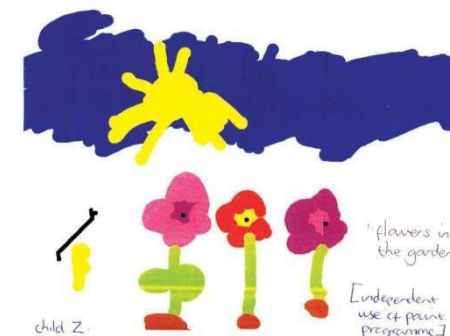
## Technology

Q used an old camera to 'explore' the playground. He spent a long time finding the picture he wanted to take, checking through the viewfinder many times before finally clicking the switch.

A showed good mouse control to select the correct location on 'Jump on the bus'. Q

Selected a paint programme to use, but it was slow to start.

"It's loading" Z



During a letters and sounds session Georgia went with the group on a listening walk. The children walked around the school and grounds to discover all the different sounds they could hear.

Georgia was responsible for the recorder and used it to record each sound. She was able to use the start and stop buttons and with some support rewound and re-played each one to check it had recorded properly. Georgia was able to suggest moving the position of the microphone nearer to the computer keyboard when recording clicks of the office staff typing.

Georgia did ask to swap jobs with Alex and took a turn at using the camera to take a picture of door buzzer at the school entrance. She used the digital camera effectively.

On return to the classroom the children worked with Mrs Scott to upload the pictures onto the computer. The children then presented their pictures and recordings to the rest of the class.



# Early Learning Goal Exemplification

## Exploring and Using Media and Materials



Ruby and Hannah were excited by being outside on a windy day. They asked the adults to fetch the box of ribbons from the shed. They stood on the steps and pretended that it was a stage. They made up some movements using the ribbons and cheer leader pom poms. They did the same movements and in time with each other.

Tyler found a short grey plastic stick in the creative area. He picked it up and held it in his hand and said to the adult that it reminded him of the microphones they had in the role play area. He then found some paper and scrunched it up to make a ball shape. He then asked an adult to help him stick the paper to the stick. He knew that glue wouldn't work and asked the adult to find some of the really sticky tape they sometimes used. He then used his microphone to sing some songs into.



### Observation

Thomas spent a long time creating this tool belt. He could describe the function of each piece. He used different techniques, treading, rolling, gluing and sellotaping the pieces together. He collected all the resources he needed by himself and worked with concentration and perseverance until the task was complete. He was very proud of his achievement.



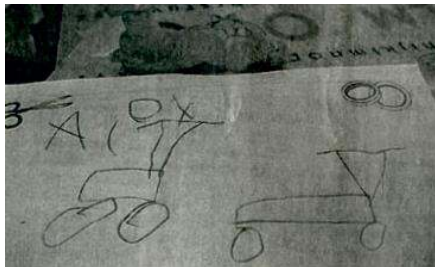
Keira has worked with her sister and a Year 2 boy to make this octopus and grass. Keira was given the job of sellotaping each blade of grass to the picture! She can use the sellotape dispenser with great success! She cut the paper to make the horizontal joins for each individual piece.

"I'm going to design a scooter."

A drew 2 scooters.

"I've made a big design and a little design."

"I've got a great idea how to make the wheels." He rolled some playdough in his hands to make a ball. A went on to make a scooter with 2 wheels, handlebars and a platform. "It needs 3 wheels because that bit is flat on the ground" he said as he added a wheel to support the platform. "Now I've designed a skateboard as well."



## Being Imaginative



### Observation:

After collecting twigs and bark from outside with Florrie, Georgia took the powder paints and began to mix the yellow, blue and red together. Once she had achieved the correct shade of brown, and it was of the right consistency, Georgia painted the bark, stating "this is tricky as the bark is all bumpy." Georgia persevered and then moved onto painting the twig. Once complete Georgia used the bark and twigs in her autumn picture collage.



Zain comes into reception with his dad. He is carrying a shield which he had made at home using paper, sellotape and felt-tips. He tells the teacher, "it's a shield to fight the baddies." Zain's dad says that he is always having to bring scrap paper home from the office for Zain to make things with. He is always making props at home to go with his superhero play. The next day, Zain makes a cape out of paper. He says, "I've made a cape. If you press this sellotape button and then the fighting things come out of my cape when I say it. When I take it off I load this point and it turns into a sword."



During free flow time Kelise was at a table cutting out spiral shapes that had been pre-drawn for firework pictures. She stood at the table and cut out her spiral, when finished she put it up to her head and said it looked like hair. She then went and found some paper and made a headband and stuck the spiral on to the band and declared that she was now Rapunzel. She then repeated the action twice more until she had three long strands of paper hanging from her headband. She then went outside and climbed up into the small house at the top of the slide and put her head out ensuring that the long paper hair strands were hanging down. 'Now I'm Rapunzel in her castle'.