

Characteristics of Effective Learning

Playing and exploring – *engagement*

Finding out and exploring

- *Showing curiosity about objects, events and people*
- *Using senses to explore the world around them*
- *Engaging in open-ended activity*
- *Showing particular interests*

J

J lays down on his tummy, he reaches out for a piece of Duplo. He has a good look at the Duplo then puts it in his mouth.

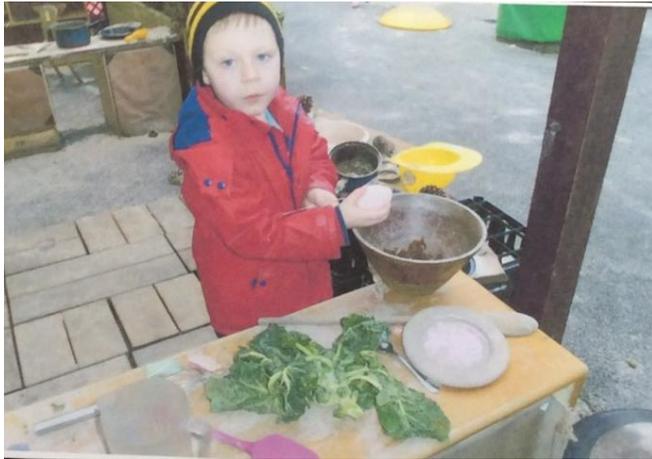
J looks around the room and sees a toy a little distance away from him. He crawls to the toy and picks it up and puts it in his mouth.

A

A is in the music area, he has taken lots of the instruments out of the shelves and is playing them on his own. He notices the adult observing and waves a tambourine towards them saying “*tambourine*”. He remembers that we use it at story groups and says “*story groups*”. A then finds an instrument that he is unfamiliar with and shows the adult. The adult asks him how he thinks he would play it and A takes a beater and starts rubbing it against the instrument quietly. A then shakes some bells and maracas and continues to explore the different instruments, showing them to the adult each time. He enjoys experimenting with each instrument and stops playing whenever he wants adult input.

A

A loves playing outdoors. He is fascinated with sand and spends extended periods of time in the large sandpit and mud kitchen. He explores the properties of sand by mixing it with water and other natural materials. Alexander makes comparisons between sand and soil saying in his home language that we use soil to plant flowers and sand to build castles. He finally decides to make a cake by mixing both ingredients with other available resources. He remains highly engaged in his exploration.



Playing with what they know

- *Pretending objects are things from their own experience*
- *Representing their experiences in play*
- *Taking on a role in their play*
- *Acting out experiences with other people*

K

K used mud, stones and leaves to make a curry. He spoke about how *“granddad makes curry”* and *“I help”* and spent 15+ minutes cooking the same curry.

A

A was riding his bike all over the playground, up a small hill he said *“higher and higher”*, then he rolled down and said *“I did it! I did it!”*. He deliberately rode into some mud, saying *“stuck in mud!”*. Later, he chose to ride over some rocks and tipped over (on purpose!) saying *“falling down mountain”*.

E

“It’s a story about a bear. His leg was hurting. And the squirrel said: ‘You have to go to see the doctor’. They went to see the doctor. Cruz, you can be the doctor. And the doctor said ‘You need some pink medicine. I just have to look on my computer. Yeah, pink medicine. OK, see you’”.

J

J is in the home corner serving drinks to his two friends. He uses simple questions *“want more water?”* *“want a cuppa tea?”* He imitates the noise of the water being poured out, *“Pshhhhh”*.

Tafari, Josiah and Noor

Tafari: *“Brother, take a shower”*

Josiah: *“Ok, where’s the bathroom? Ok, I had a shower”*

Tafari: *"Have you creamed yourself? Because you're dry"*

Josiah: *"Oh yeah, like this, let me do it. Ok finished".*

Noor: *"We need to brush our teeth too!"*

Tafari: *"Yeah you've got to do it like this. Here's the toothbrush."*

Noor gives Josiah and Tafari an imaginary toothbrush and they pretend to brush their teeth together.

Aymeline, Mariam and Alex

Aymeline has got a large fabric, she gives it to Mariam and says, *"Let's play camels"*. They go under the sheet together and walk around the classroom. *"I'm the head and you're the legs"* Aymeline tells Mariam. Alex asks if she can join them, *"Ok you can be the hump. You be in the middle."* Alex joins them and says, *"We need to get camel food!"* Aymeline says, *"Yeah let's look outside!"*

Being willing to 'have a go'

- ***Seeking challenges***
- ***Showing a 'can do' attitude***
- ***Taking a risk, engaging in new experiences, and learning by trial and error***

G

Genevieve noticed other children whittling the sticks in the wild garden. She walked over to the adult and said *"I found a stick, can I try?"*. Adult gave her a peeler and Genevieve attempted to peel *"It's too hard"*. Adult modelled what to do and G tried to repeat. *"Look, I can do it Safa!"*

J

J took my hand and led me to the garden. She got on the bike for the first time and was pushing herself along using her feet. She looked to make sure I was watching.



Harmeye

Hello Harmeye, it was lovely getting to know you this week. You took me around the garden and showed me all the brilliant climbing and balancing you can do. First you walked along a plank holding my hand, but it wasn't long before you pushed my hand away, you didn't need anyone to help you, you could do it all on your own! Then you showed me all the other things you could do. You climbed a ladder, rocked a seesaw, jumped off a really high box, and zoomed down a slide. With each new turn I could see your confidence grow. I think you experimented with every possible way of going down that slide. You went face up, face down, head first and toes first. Well done Harmeye, you were really skilful, and really brave!

H

H loved using the stop watches in the garden today. He listened carefully to A's instructions and was delighted to be able to operate the stop watch and watch the numbers change. H also had a go at recording everybody's times.

