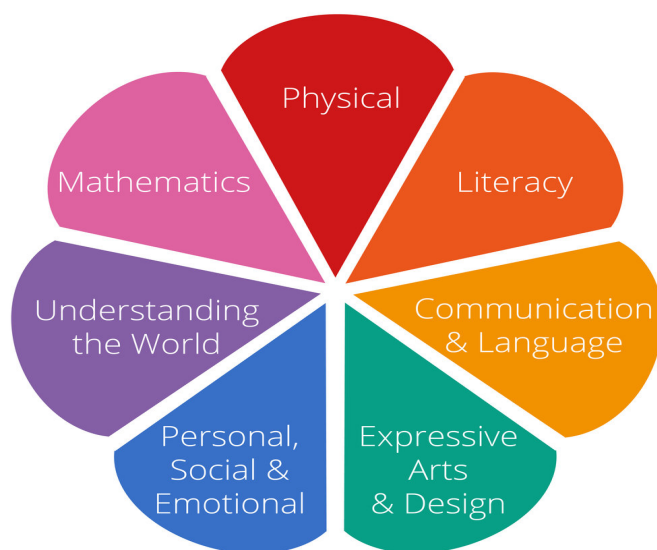
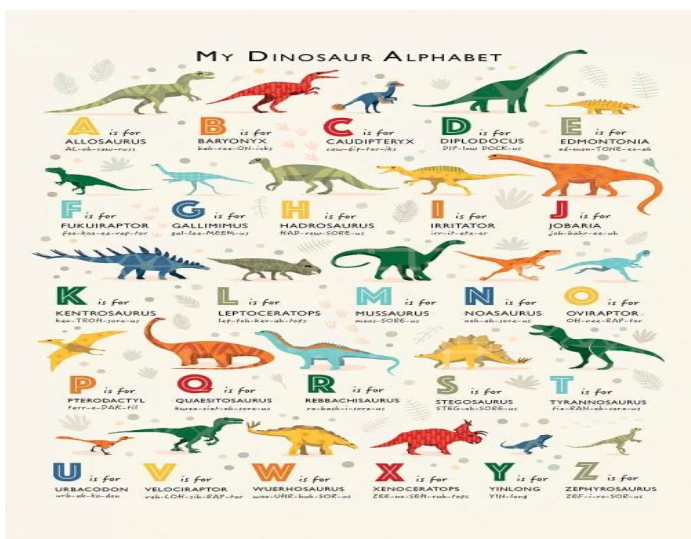


Capturing new learning



Recording new learning on the Learning Wall

Deborah Udakis Consultancy Ltd – www.deborahudakis.co.uk

Examples of recording



Characteristics of effective learning:
Playing & Exploring / Active learning /
Creating & thinking critically.

Baby takes first steps - observed by practitioner, captured in photograph.

Key Person / practitioner Evaluation: Child (13m) took their first steps. This is a milestone in their physical development. Shows increased confidence and body awareness, delights in greater freedom and movement, takes steps using alternate feet. (PD, PSED)



'I planted herb. Curly parsley'.

Child aged 2.7 – uses new vocabulary in context – relishing their time in the garden.

COEL – Playing & Exploring, Active Learning.

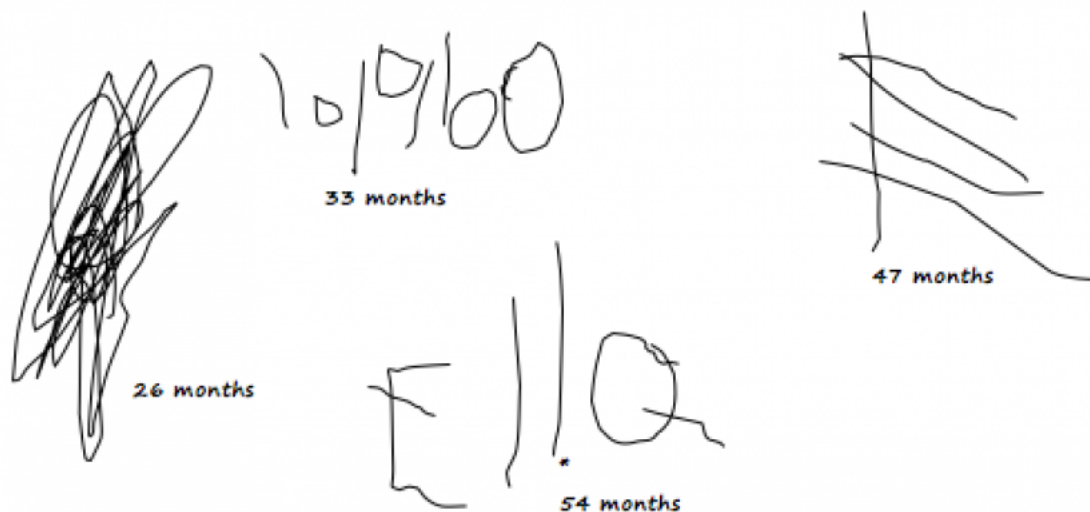
New learning in Mud Kitchen –
Key Person / Practitioner

Evaluation: is interested to investigate and explore; shows high levels of curiosity. Uses new vocabulary in context, shows comprehension and understanding (UTW, C&L, PD, PSED)



'Look at me! I can
do this all by
myself! I'm not
scared'. 3.3

New Learning – Physical / PSED – (child aged 3.3 - 3y 3m) shows new confidence and physical prowess as they climbed the spiral frame and crossed the 'crocodile bridge'. Evidence of COEL observed: Playing & Exploring, Critical Thinking, Active Learning. (PD, PSED, C&L, UTW)



Ella 4.6 – ‘I can write my name and spell it e-l-l-a’.

Practitioner Evaluation: Ella 4.6 confidently writes and spells out her name. Her early mark making and letter formation has developed over time. (Literacy, PSED, PD, C&L) COEL observed: Active learning, Creating & thinking critically.



Child 1 (3.6); ‘I’m putting the stegosaurus beneath the bridge’. Child 2 (3.8); ‘Good idea. What about the Tyrannosaurus Rex? He won’t fit under the bridge’. Child 1 thinks for a moment – ‘put him on top where he can see all the other dinosaurs’. Child 2: ‘Ok, yeah’.

Practitioners Evaluations: Children use new positional language and work collaboratively in the construction area. They confidently share their ideas and work together to solve problems. COEL observed: Playing & Exploring / Active Learning / Critical Thinking, UTW, C&L, Maths, PD, PSED.



'My umbrella has a shadow.

Look at the different colours. There are 5 different ones. My favourite colour is purple.

The sun is reflecting...

The sun is making my umbrella shine.'

Child 3.10

UTW, PD, EA&D, C&L, PD

COEL – Playing &
Exploring / Active
learning / Creating &
Thinking Critically

Practitioners evaluation: Child uses new vocabulary and understanding of how the sun reflects through the coloured paper and casts a colourful shadow. They are developing their curiosity and using a range of skills and processes to problem-solve, experiment, hypothesise, research and investigate.

During Heuristic Play (Child 9m) made sounds from banging different objects together and knocking them against another surface.

Practitioners evaluation: The child figured out that different objects made different sounds; and explored what happened when they banged the item with a different item – differentiating sounds, focus and perseverance.

COEL: Playing & Exploring, Active Learning, Creating & Thinking Critically.

UTW, PD, PSED.



What does it mean to **listen**?



"When the sounds go into your ears and then down into your heart and you can really listen. The heart really listens. I listen to Kieran with my heart."

Children were asked what does it mean to listen?

Child 'When the sounds go into your ears and then down into your heart and you can really listen. The heart really listens. I listen to Kieran with my heart'

Practitioners evaluation: child 4.5 shows a great understanding of the importance of listening and how hearing the words of others can affect them emotionally. Strong evidence to show child's empathy, attention, understanding and PSED. Evidence of COEL re: Playing & Exploring, Active Learning, and Creating & Thinking Critically.



Child 3.11

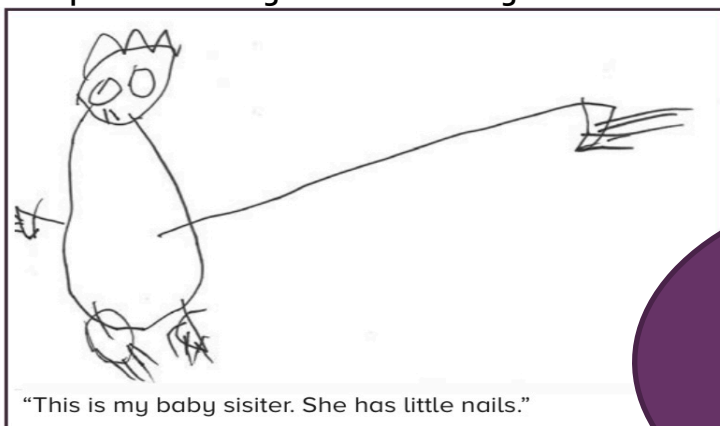
'Oh no! There's a Gruffalo'.

'His eyes are orange, his tongue is black, He has purple prickles all over his back.'

Practitioner evaluation: after reading the story of the Gruffalo, Child 3.11 created a wonderful visual representation of the 'deep dark wood' using clay. The child uses their imagination and knowledge of the story to describe and explain the Gruffalo's different body parts, describing its physical appearance, colours and the different animals in the story.

Literacy, C&L, PD, PSED, UTW, EA&D – COEL – Playing & Exploring, Active Learning, Creating & Thinking Critically.

Examples of recording children's learning



Chloe shows concern for her baby sister and delights in telling her friends how she helps take care of her.

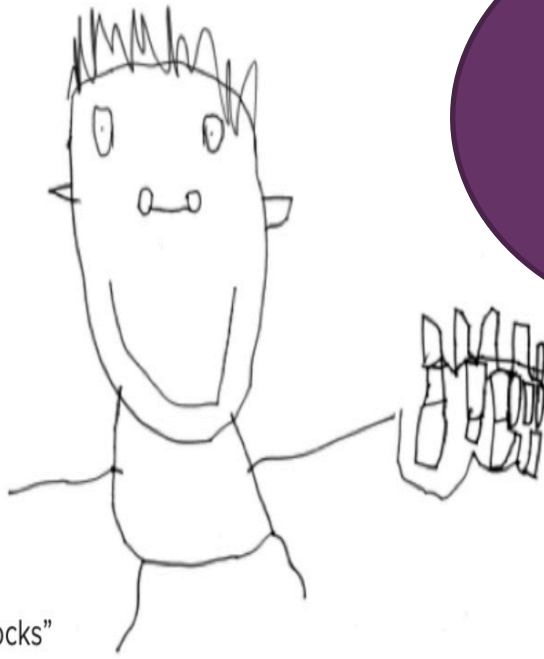
Chloe (3.8) explains her baby sister does not like to have her nails cut.

'This is my baby sister. She has little nails'.

Jayden (4.1)

'Look, I can build a tower'.

He stacks 10 blocks one on top of the other = counting the cubes 1 – 10.



"I like blocks"

Jayden is an increasingly confident counter. He accurately counts 1 – 10 while pointing to individual blocks.

(Maths, PD, UTW, EA&D, PSED, C&L)



Mia (4.3) uses a mirror, making faces and explores how her face works

'I love my curly hair'.



"How does my face work?"

Mia is developing her self-esteem as she explores her face and facial features. (EA&D, PSED, C&L, UTW, PD)



Look at the delight on Leo's face as he takes his first steps with support.

As he becomes increasingly mobile his world changes and his desire for independence increases. (10m)

(PD, PSED)



Ellie (3.11)

'I am cutting wood'.

'This is a back saw. I am

Today we have been using tools in the invention shed. We had a lovely time exploring all of the resources together. The children were very careful, while using the different tools and they used their new skills to develop their ideas and create amazing models such as a boat and a trumpet.



The children are naturally curious about their world and enjoy exploring their surroundings. They observe the environment and use their senses to learn about the environment. They ask questions, to

Clara (4.2) 'I wonder what is under the rocks?'

Basil (3.11) 'What is that bird eating?'

Avl (4.1) 'Does that flower smell?'



Austin (6m) was absorbed in his play. During Heuristic Play, he spent 20 minutes exploring objects by handling and mouthing them in order to find out about their physical characteristics.

Look at the concentration on his face. (PSED, UTW, PD, C&L)

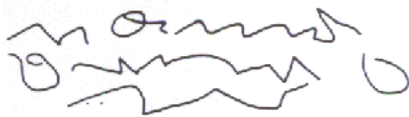


Ria (2.10)

'I making magic soup.'

'You have some?'

During potion making, children learned about numbers on the scales and cylinders, counting how many pebbles they are adding and how many drops of water out of the pipettes. The children were observed exploring, actively learning, creating and critically thinking.



'I made a letter for
my Mummy'

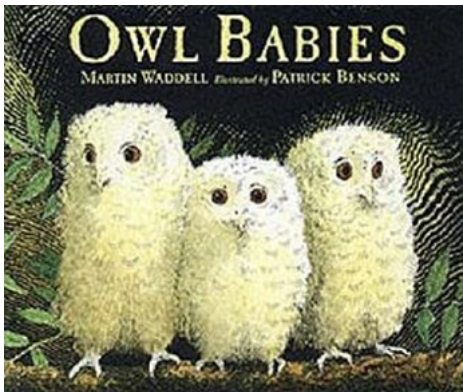
Freya (3.11) draws squiggle lines to represent text. Though these squiggles may appear random, they are made with intention.

Her writing mimics real writing and is an important stage of her literacy development.



Emily (5m) turned
the pages of the
book and babbled
with delight

Reading and storytelling with babies and children promotes brain development and imagination, develops language and emotions, and strengthens relationships.



Eli showed an interest in woodland animals. He has learned that 'Owls are carnivores and hunt for mice and lizards and other small animals at night'. 'Owls have soft feathers to keep them warm.')UTW, C&L, Literacy)

Owls have big eyes that can see at night. They are nocturnal'.

Eli (4.4)

Henry (4.4)

'The big jug is too small to hold all the water from the other jugs'.



Henry learned how to read the scale on a measuring jug by looking at it. He discover that 250 ml of water and 300 ml of water doesn't fit into a 500 ml measuring jug.

'You can't go near a volcano because the lava would burn you.'

Look at the eruption! When you mix the ingredients there is a reaction.'

Today Sarah took part in an experiment representing the explosion of a volcano. She developed her concept knowledge, and vocabulary, using words including, lava, eruption, ingredients, experiment, mouth of the volcano, magma and reaction. Sarah shared her predictions, and explained her thinking.



Take photographs of each display, with the children who created it, before it is taken down. Put all of the pictures into big class floor books and invite children to add captions and comments to them. Keep them in the book corners, reading areas or home corner, to be shared whenever the children choose. Make them available in the reception areas at open days, fairs, productions and events, at parents' consultations and meetings, and for Ofsted inspectors to view.

Value contributions from every child, including drawings, paintings, collages, prints, patterns and models

Encourage both emergent writing and verbal contributions – adults can also scribe for children to record the comments and descriptions that they offer during a project

Look at your displays from a distance to ensure that they are attractive, and easy-to-read and understand

Add a variety of examples, textures and real items to bring displays to life

Change displays regularly and frequently enough, maintaining a stimulating environment that helps children and families to learn together