Outdoor robot theme.
Self initiated activity in outdoor area exploring old computer parts. Selected measuring tape and said, “the keyboard is 23 centimeters.”
A Reception child using a tape measure to measure an old keyboard.

Hannah and Honey were playing in the shop. They used the language of capacity, full empty, half full, to talk about how full the bottles were. They were able to place the bottles in order starting with the fullest.

Ben had been throwing snowballs at the wall. He was excited as he managed to get them higher and higher up the side of the building. ‘Look that one’s gone really high, it’s nearly touched the top of the window. If I throw a bit harder then I can make it go even higher. It might be as tall as a giant’.
### Observation & context:

O company his foot to the footprint found on the bridge.

"Mrs. Hutchinson, it can't be my foot. Look, it's too small."

Oliver then went on to measure his foot using multilink cubes and found it was 10 cubes long.

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There was a giant footprint found in class after the children had heard it echoed the story of the 3 Billy Goats Gruff. The question was posed: "Who's footprint is this?"

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<td>These children were fascinated by the new wooden marble run. They spent a long period of time engaged in a complex problem solving activity as they tried to work out how to build a structure which would allow a marble to pass freely from one end to another. They all worked harmoniously throughout, allowing each other to improve their construction or otherwise as they explored different combinations.</td>
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"Let put this long bit here, the marble goes faster then."

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O selected uniform cubes to measure his footprint. He carefully fitted the bricks inside the outline he had drawn & added 2 more bricks until the column was the right length. He accurately counted 10 bricks. "Mum is 10 long, she shouldered excitedly!"

Can you hang my bird feeder really high for the birds.
### Observation & context:

The boys were investigating sinking and floating in the water. They had placed a bowl in the tray and commented that it floated and noted that it continued to float as he added water. But, “If I fill it up it will not float.”

Then got a sponge and began squeezing water in. He wanted to add as much water as he could “Just enough but not enough to sink it.”

“I think this will be just enough.”

Hanny had put a sponge in the water and was watching it carefully. “This is filling up with water but it’s still...

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### Child / adult initiated

**Observation & context:**

They then worked together to put water in using the sponges. “We’re trying to make it sink now.”

Oh the sponges not going down the right way - the water won’t go this way” - as

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### Observation:

was building a very tall ‘brick’. As he built it higher it started to wobble. “Oh no! It’s falling!” He looked carefully and then said “I can fix it.” He then spent a lot of time working out how he could build it higher without it falling.

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**Name:**

**Date:**

**Context:**

Construction Adult-directed / child initiated

**ASRN**

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**O** made this watch with bricks. He carefully searched for the appropriate bricks from the shelves to complete the circles. Each brick he found was the ‘right one to fit in next.” It’s a Ben 10 watch” he said.

“Its a circle.”
"My pattern is grey, white, black, grey, white, black."

| Name: O
| Context: Maths area

**Observation:**
O has been very interested in the scales and weighing different objects. Today he was at the table weighing numerous things, putting them in the scales, taking them out and watching the movement of the scales carefully. He put one animal on one side and picked up another. 'Can you tell me which is the heaviest?' I asked. 'This one is, it goes down.' he replied, and later, 'This one has got three big animal in so this is the heaviest.' He pointed to the side of the scales touching the table.

"Like we learned this morning but snakes; small, medium, large. Pointing at circles."

I helped my dad put together a flat-pack side board. We had to match numbers and letters to fix the pieces together and Dad let me have a turn at fixing them together with a big hammer.
While my neighbours were on holiday, I looked after their 2 rabbits, Stanley and Gladys. I fed them dry food on a morning and vegetables on an evening.

"Can I make one too?" I chose to make a necklace from multicoloured straw beads threaded onto thin wire. "I'm going to start with black......... and do a pattern pink, black pink black." After a while he said, "I'm changing now I'm going to make it multicoloured," "Look there's a bit from a pasta jar......... I've got toads on mine." 

"I've made the moon. It shines in the sky at night."
E is very interested in patterns of squares. Here she has drawn a picture of ‘Little Humphry,’ Wall. Each square she has coloured has a yellow border & orange centre. Later in the week she used a similar design to make a pattern with white stones. Again the outer borders of each square are made up of small white stones, with one larger white stone in the centre of each square.

A repeating pattern.
E regularly chooses to work in the construction area with the Community Planting bricks. She often builds walls selecting different lengths of bricks but makes the ends of the bricks line up together. She has a clear idea of which bricks to select to complete each layer. E will often arrange small world people along the top of the wall when it is completed & play for hours alongside & with other children imagining scenarios for these characters.

Context: Writing area.

Observation:
E chose to work in the writing area. She selected various squares & drew round them to make 'shape monsters'. She could describe some of the properties of the square: 'It has 4 corners and 4 sides.'
Hakima was busy playing with the sorting objects today. She began making a pattern of purple and blue objects in a circle. Hakima then did another pattern of orange and yellow objects inside the circle. She repeated this with three more circles of repeated colour patterns, carefully placing the objects in the right position.

Hakima made these super repeating patterns on the whiteboard outside today. She chose the pens carefully to make sure her pattern stayed the same. Well done Hakima!

Hakima built a complex model with the wooden jewel blocks. She chose each block carefully, selecting the correct size blocks to fill in any gaps. She then chose an arch shaped block "I need this curved one for my bridge."
Hakima did some super position work today. She had to choose where to place the teddy bears in the garden and then tell me where she had put them using position words. Hakima then matched the label to where each teddy was by sounding out the words. Well done Hakima!

Hakima was painting and went to choose a new piece of paper. She paused and said " Hmm, I think I’ll do a square pattern" - she chose the square piece of paper and painted a series of squares inside each other.

Hakima followed some tricky instructions today using positional language. I asked Hakima to put the objects in different places. She correctly put Mr. Alien in the basket, the ball in between the chair and the basket, the ribbon on the chair and the blue fabric in front of the basket. She also knew what behind and under meant. Well done Hakima!
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<td><img src="image1.jpg" alt="Image" /></td>
<td>After collecting twigs, children use plasticine to make shapes. They discuss the properties of shapes with the practitioner. “Look, I have made a triangle with three twigs. It’s got three corners.”</td>
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<td><img src="image2.jpg" alt="Image" /></td>
<td>Practical maths – here C separates keys between two doors and proudly uses a whiteboard to record the number sequence.</td>
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<td><img src="image3.jpg" alt="Image" /></td>
<td>Outdoors, the practitioner uses a practical context which engages the children’s interests to inspire them to count. Here a group of children take part in a traffic survey, excitedly discussing and recording how many of each type of vehicle they had seen, comparing quantities.</td>
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<td><img src="image4.jpg" alt="Image" /></td>
<td>Children engage in making ‘moveable arty pictures’, here G decides to use the different types of pasta to make a repeated pattern. She describes the pattern to her friend who then attempts to recreate it.</td>
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<td><img src="image5.jpg" alt="Image" /></td>
<td>After an adult led activity outdoors, a group of children consolidate and extend their knowledge by exploring the capacity of a range of containers, talking about which will hold the most/least and comparing qualities. J: “Mine is fuller than yours.” B: “If I pour two pots in the jug it is full.”</td>
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