The Green Dragon

Hannah had been to the woods with the rest of the class. Whilst they were in the woods they heard the story of the Green Wizard who looks after the animals who live there.

In the woods Hannah used the Lego digital camera to record the events in the story.

In the small world area, Hannah created a woods environment and gathered small world forest animals. She made a nest for the owl, a hole for the rabbit and talked to the teacher about the places the animals chose to live. Hannah talked about camouflage and how the animals can hide in the woods.

Hannah then decided to write the story of the Green wizard using 2create a story.

The Frog Pond

After a walk around the school grounds and a visit to the pond, Hannah was very excited about the frogs she had seen all around and in the pond. She described how they hid under the water with only their noses peeking out. Hannah then went to the design table and created her own frog pond.

Hannah’s Description of the Frog Pond

My frog pond is in the shade to keep the frogs cool. The frogs need legs to hide under and lily pads to jump on. The water is cool to keep their skin ‘fresh.’
Context
Tyler started at the school in reception at the beginning of
the year. He attended a pre-school for three session per
week and spent the rest of the time at home with mum and
younger brother Jack.

Tyler loves the outdoors and spends a lot of time exploring
and investigating. He will spend quite a lot of time on his
own but he willing to allow other children to join him and
play alongside him. Tyler is keen to discuss and share
anything interesting that he finds. He will ask questions to
clarify his thinking and find out more.

Tyler’s parents provide a lot of experiences for him and he
often has lots to say about outings they have been on.
The family often go camping but he has also experienced
travelling abroad for the first time this year.

Tyler is one of the school’s eco-warriors which involves
working with a group of children from across the school to
look after the environment, making sure people recycle
and save energy.

The Headteacher talked to the school about a recent trip to Si-
erra Leone. A picture was shown of the waste ground next to
their ‘link school’ which showed lots of rubbish. When asked
about what the children thought Tyler commented;
“They need Eco-warriors like us to help keep it all clean and
tidy.”

Small group activity outside
Tyler was keen to join the group making the
wormery. He handled the worms and said “it is
wiggly and cold. It has lots of lines on it’s body.”
He noted that the worms had some difference in
colour saying “Some are brown and some are
pinkly red.”

In the outdoor area Tyler found a ladybird. He showed it to Miss
Metcalf. “Look at this ladybird, its got lots of spots”. He counted 6 spots
accurately. Tyler let the ladybird crawl on his hand. “Shall I find it a leaf
to eat?” said Tyler. Billy joins them, “Here give it this.” Billy gives Tyler
a dandelion leaf. The ladybird opens its wings. Tyler - “Look Miss
Metcalf it’s trying to fly.” Tyler decided to make a home for the ladybird
and went to get a container to put the ladybird in.

The following week, Tyler decided to look for ladybirds again. He looked
on the plant and found one. He carefully put it on his hand and looked
closely at it. “I’m going to put it in the water” he said. He then put the
ladybird into the water stream. “It doesn’t like it...it’s dying” said Tyler
and he got the ladybird out of the stream.

After sending a postcard from his holiday Tyler told the class all about his trip.
“We stayed in a hotel. There was me and Jack, mummy, daddy and grandma. It
was really hot and we had to use lots of sun cream. From our room we could see the
sea and the beach. In the afternoon all the shops shut because the shop keepers have
a sleep, it is called a siesta. I liked travelling on the aeroplane but it was a bit scary when we went through the clouds
because the plane bumped around a lot.”
Home/School Links

Things I like at home...
I like playing football with my dad and playing with my in the garden with Jack.

Things I like at school...
Playing outside, digging and going to the field. I really like Eco-club.

Things I think my child is good at...
Tyler loves to explore outside and is always asking questions about the bugs and insects he finds in the garden. He is really enjoying football now he has started going to football club on the weekend and is getting quite good. He is also really good at making sure we don’t leave lights on and “save the environment” He takes being an eco-warrior very serious!

Whilst planting seeds in the vegetable garden Tyler 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 Tyler 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 Grandad made some netting to go over them so they couldn’t do it again.”

Tyler 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.

Tyler works as part of a group to make pancakes on Shrove Tuesday. He is able to use the whisk effectively to beat the eggs and talks about how the colour changes as the eggs are beaten. He passes the jug to Harry to allow him to have a turn at beating the eggs. When the flour is added to the mixture Tyler comments that the mixture is “thick and gloopy”. When asked what will happen to the batter in the pan Tyler replies “it will turn into a pancake and won’t be all runny anymore.”
**Observation notes:**

Puts coat on and chose to go outside.  
Chooses to play with the car mat and garage.  
Rolls cars down the ramp.  
Negotiates with AC which cars to have.  
"Let's get ones with big wheels 'cause then they'll go really fast!"  

Takes cars on a journey which leads to construction area.  
points to a building of the Eiffel tower on display.  
"Let's build that!"  
Concentrates balancing bricks to construct a tall tower.  
Refers back to the picture frequently. Looks at AC's building.  
"I've done this massive tower. Look how high it is."  
AC says "Mine's school. Look that's where Miss parks her car".  
"You can tell mine's really far away 'cause it's got a spike on top. Yours hasn't."

**Context and content of observation:**  
**OUTSIDE AREA**

It is a very windy day, the girls look in the storage boxes and take out ribbons on sticks. They carefully run around avoiding other children, changing direction and laughing at the ribbons flapping about in the wind.

AR: Look they are blowing in the wind. It's very windy today. They look like flags blowing.

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**Context: Outdoor Area    Observer: GW**

In the far corner of the mound child A and child B were working together digging a hole, looking for rabbits. The lay on their tummies and used trowels to dig the hole.

Adult: "Is that where the rabbits live then?"
Child A "Yes and they hop."
Child B "I have 1 in my garden, he visits."

Both children moved over to the bushes and began to collect leaves which they said were food for the rabbits. They moved back to the hole and pushed handfuls of leaves inside.
The Reptile Experience visit

ME was fascinated by the creatures and was enthusiastic to hold all of them, especially the Meer Car. She asked what the reptiles are and pulled a face saying "urgh" when she heard the answer. She laughed as she held the snake and described it as 'wriggly'. She said "I like all the reptiles".

D1

"We need to get the seeds ready first and then find some pots and a watering can for the water and then we will have everything ready. Just need soil then."

BC drew a picture of a flower. She looked carefully at the size and shape of the petals and leaves.
Elise

“Miss Bennett, this morning the water was frozened, but it’s water now”
Why did it change?
“It got hot and it melted... it got hot with the sun”
I asked if the sun had come out, did that mean it was summer?
“No! ’Cos you can’t get snow in the summer, and this was snow and iced. Maybe it’s a little bit summer but most of it’s winter and so it’s winter, that’s why.”

Next, morning, Elise brought ice into school to show me it was winter.

Alice
“I’ve made a kite, I’ll make sure it gets very windy. It’s different from Izzy’s... I’ll make sure this catches the wind and hold it here and it will fly. Hold it and run!
I’m going to fly it outside, the tail will fly in the wind.
Alice and Izzy ran and held the kite up in the air but it didn’t fly.
Alice – “I’m going to hang it here.” (on the basket ball basket)
“Ahh yes it’s flying in the wind!”
Watching Frozen Planet (children creating their own landscapes, independent of help. They then embellished their work with objects and used the camera to take a photo)
"You have to put the seed in the compost... make a hole first... you have to wait for it to grow". JY

Me and mum planted sunflowers. We put seeds in, watered it and the sun came and a sunflower might grow." A

Context: planting sunflower seeds

After planting her sunflower seed, S said "We need to put it outside, the sunshine will make it grow".

"It needs water, but I think it's dead [leaves drooping]" M

"Mrs M the moon came out first. It's too early for the moon to come out." J

"It's getting warmer and warmer. It's getting towards summer now." J

[Tasting fruit in a small group]

"Smells like a special spray... you have to suck it" (lemon)

"If it's brown, it's sweet... shaped like a reindeer's claw" (banana) K

T recognised the wheelchair sign in the school car park.

"On the way home I noticed a tree and a church". T
Parent’s comment: I is more and more curious in how everything works and asks more questions.

Q pointed to the black pipes outside school “go down the drain”. Pointed to a CCTV camera “A camera is there” Pointed to a satellite dish “It’s a satellite dish..for Sky”

S and M are looking at insects together in the wildlife area. “Put your eye in that [magnifying glass]. Is it big?”

“The felt tips are dry because someone left them open. I think the light makes them dry up.” Q

[Observing insects in the wildlife area] “It’s got 6 spots” (ladybird) “It’s collecting nectar” (bee) J

As she made biscuit dough S said “The butter is yellow and smooth”

Context: making biscuit dough

V noticed the 5 speed limit sign in the school car park.

“The cars can go at 5”. J

“The butter feels soft and cold.” J