

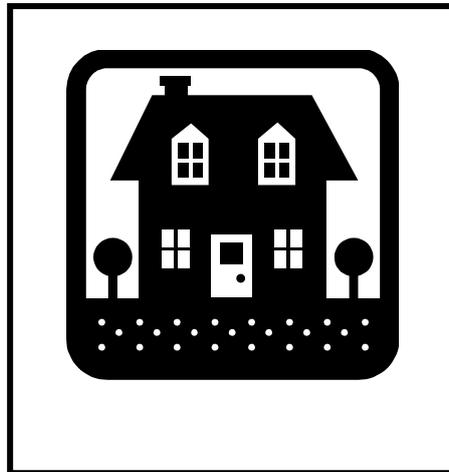
Characteristics of Effective Learning - Process over outcome

Playing and Exploring	Active Learning	Creating and thinking critically
<p><u>Finding out and exploring</u></p> <ul style="list-style-type: none"> • What areas / activities are they drawn to? • Do they prefer to work in a group / alone? • Do they initiate activities themselves or join in an existing one with a group? • Do they think aloud describing what they do? 	<p><u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> • Do the children keep focused on a self-initiated activity for a long period of time? • Are they concentrating and involved in the activity without being distracted? • Do they show care with what they're doing? • Do they demonstrate concentration through silence or thinking aloud? 	<p><u>Having their own ideas</u></p> <ul style="list-style-type: none"> • Do they try something different rather than follow what someone else has done? • Do they address a problem with a strategy? • Retaining independence - not asking for support even if it takes longer to achieve the outcome
<p><u>Using what they know in their play</u></p> <ul style="list-style-type: none"> • In play do they draw on experiences from home / outside school? • Do they act out situations in the role play area? • Are they confident in finding tools, materials and resources they need for a particular project or idea? 	<p><u>Keeping on trying</u></p> <ul style="list-style-type: none"> • Do children show persistence - not giving up even if it means starting again? • Do they ask for help / support if they need it? • Do they discuss solutions for challenges with peers / adults or work things through themselves? 	<p><u>Using what they already know to learn new things</u></p> <ul style="list-style-type: none"> • Do they understand patterns and predictability of events? • Talks about / explains how their process links to a previous experience • Do they draw upon knowledge or experiences not immediately related to their activity?
<p><u>Being willing to have a go</u></p> <ul style="list-style-type: none"> • Levels of persistence - do they give up at first hurdle or keep trying? • Are they eager to try new ideas or do they stay with what they are familiar with? • Are they able to talk about / review what they've done if things haven't worked? • Do they work best with continual support or prefer to get on with activities themselves? 	<p><u>Enjoying achieving what they set out to do</u></p> <ul style="list-style-type: none"> • Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? • Do they relish challenges and continually try to make things better? • Do they evaluate themselves and try different things as a result? • Are they 'intrinsically motivated'- achieving things for themselves as opposed to adult praise? 	<p><u>Choosing ways to do things and finding new ways</u></p> <ul style="list-style-type: none"> • Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work • Choosing different ways of approaching activities and adapting if it doesn't work

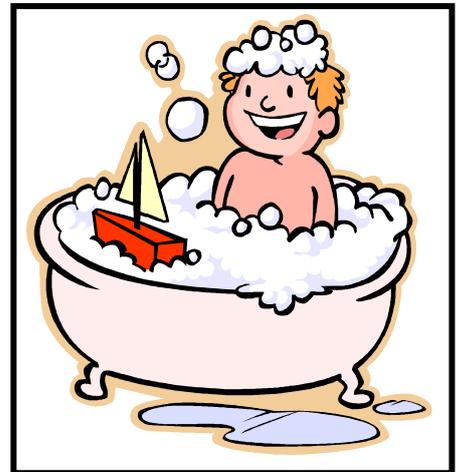
Cut out the pictures and put them in order of your daily routine.



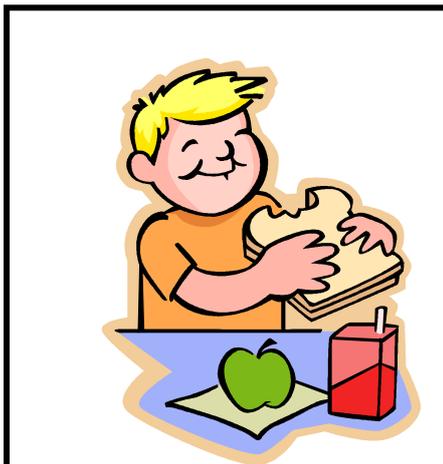
I go to bed.



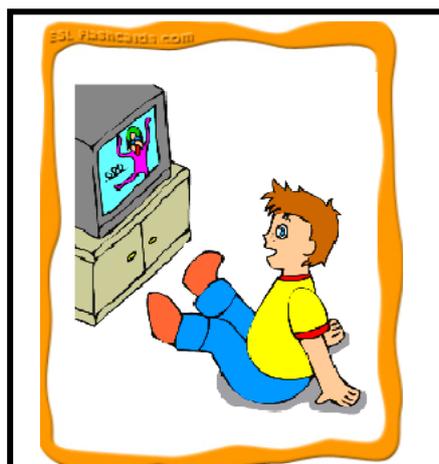
I go home.



I have a bath.



I eat lunch.



I watch TV.



I wake up.



I eat dinner.



I go to school.

Personal, Social and Emotional Development

Examples of things to include:

- Tell the difference between right and wrong. Perhaps something happened, and they could explain why someone felt or sad.
- Any special times with friends and family.
- How they play with friends. Do they take on board others ideas and comments? Do they share?
- Explaining what they know and asking questions
- Telling others of their wants, needs and opinions
- Carrying out small tasks around the home – helping out
- Understanding their own and others feelings and emotions.
- Asking for help



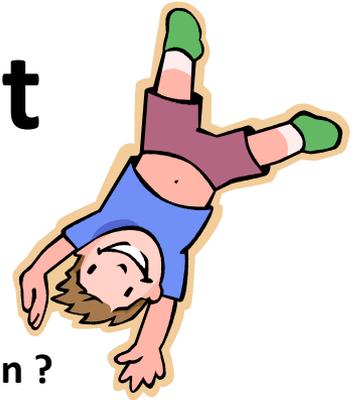
Communication and Language

Examples of things to include:

- Listening to others in conversations, reading stories etc
- Joining in with their favourite parts of stories
- Asks questions about stories they have read
- Questions they ask, sentences they use (particularly longer sentences which have using or because – to link thoughts)
- Responding to instructions
- Use of tenses (Past, Present and future)
- Having a storyline in their play
- Sharing stories together, drawing pictures about stories. Things your child have said about stories (Take photographs and write responses)



Physical Development



Examples of things to include:

- Does your child enjoy climbing ? Where and what do they climb on ?
- What clubs does your child attend ? Have they won any awards? Please include any of this information.
- Do they use a pen or pencil at home? How do they hold it?
- Your child can draw a picture or practice writing in their book
- How do they move when in the garden or out and about (Walking, running, jumping hopping etc)
- Showing control over equipment such as, balls, scooters, bikes etc
- If they notice any changes in their body after activity (Breathing etc)
- Do they tell you if they're tired, hungry or thirsty?
- Do they dress themselves?





Literacy

Examples of things to include:

- Rhyming activities
- Favourite songs or songs that they sing or retell
- Describing main story settings, characters and events
- Interest in illustrations and print in books and environment
- Interest in sounds – do they notice the initial sounds in words (a for ant)
- Gives meaning to the marks they make
- Writing recognisable letters
- Writing own name

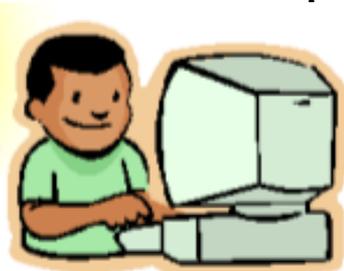




Understanding the World

Examples of things to include:

- Similarities and differences between themselves and others
- Showing interest in lives of others
- Interest in different occupations
- Talking about special times in their life
- Joining in with family customs and routine
- Talking about things in the natural environment
- Talking about growth, decay and changes over time
- Using any ICT equipment at home
- Can they confidently control the tv using the remote, a computer game, telephone and mobile phone





Mathematics



Examples of things to include:

- Use number names in play
- Recognising numbers 1 -10
- Interest in number problems
- Counting – how high?
- Mathematical language – more, less, big, small, heavy, light, money, time
- Recognising shapes – 2D and 3D
- Ordering items by height, weight



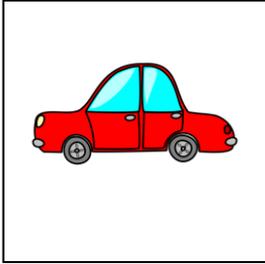
Expressive Arts and Design



Examples of things to include:

- Songs they sing at home
- Exploring and naming colours
- Building with bricks – what do they make?
- Anything musical?
- Talking about how things feel
- Make belief – what do they do?
- Drawings they do and what they say about them – these can be drawn directly into books

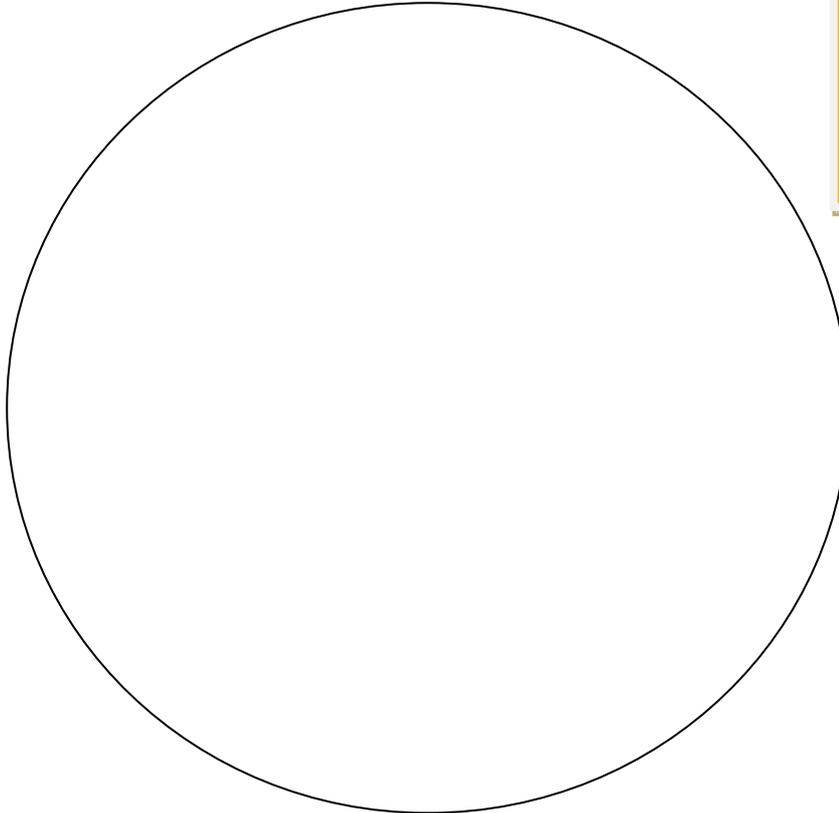




My Favourite Toy



Draw a picture of your favourite toy.

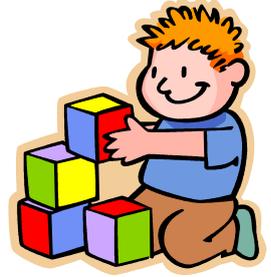


What is your toy?
What colour is it?
Do you like it?

Write about your toy. Use the questions and word box to help you.

It	is	my	I
this	like	toy	a

Toy Report



Toy's Name _____

What does it look like?

What is it made of? _____

How do you use it? _____



Where did you get this toy?

Draw yourself playing with your toy.

Name:

Date:

Use your phonics knowledge to write instructions on how to wash your hands.

How to wash your hands

You will need:

Method

Name:

Write a letter using your phonics knowledge to thank the key workers that are helping us.

THANK YOU

Dear _____

Love from _____