

EYLF OUTCOME 4 – LEARNING AND THINKING SNAPSHOT

Child's Name: Zayn

Date: 25-Jul-2025

Educator: Lorina

<p>CONTEXT OF OBSERVATION</p> <p>Briefly describe the setting or moment— e.g., outdoor play, group time, transition.</p>	<p>Zayn engaged with a loose parts station during outdoor play, arranging sticks, stones, and leaves into patterns and experimenting with balance. He verbalised his thinking, adjusted his design repeatedly, and invited peers to “test if it tips.”</p>
<p>INDICATORS OF OUTCOME 4</p> <p>Tick what was noted during the observation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Investigates, experiments, or asks questions <input checked="" type="checkbox"/> Shows curiosity or wonder during exploration <input checked="" type="checkbox"/> Uses imagination, creativity, or symbolic thinking <input checked="" type="checkbox"/> Engages with patterns, rhythms, or problem-solving <input checked="" type="checkbox"/> Demonstrates persistence or independence <input checked="" type="checkbox"/> Applies prior knowledge to new experiences <input checked="" type="checkbox"/> Expresses ideas through language or representation
<p>EDUCATOR COMMENT</p> <p>Insight into the child's development or relationships</p>	<p>Zayn demonstrated deep engagement and creative thinking through his natural-world design experiment. His ability to express hypotheses, adapt his approach, and involve peers signals growing confidence and collaborative inquiry</p>
<p>NEXT STEP/ SUPPORT STRATEGY</p> <p>Suggestions to build on identity, relationships, or emotional literacy)</p>	<ul style="list-style-type: none"> - Offer provocations with varied balance and measurement tools (e.g., scales, pulleys) - Use thinking prompts like “What do you predict?” or “How could it change?” - Document Zayn's process as a visual learning story for class reflection