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Learning Story

Experience: Individual **Name:** Kelly **DOB:** 25/03/2010 **Date:** 03/07/2013 **Date of Follow-up:** 10/07/2013







Linking to Early Years Learning Framework (tick which applies):

L/o 1 - Children Have A Strong Sense Of Identity
- 1.1 Children feel safe, secure and supported. ☐
- 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency. ☒
- 1.3 Children develop knowledgeable and confident self-identities. ☐
- 1.4 Children learn to interact in relation to others with care, empathy and respect. ☒

L/o 2 - Children Are Connected With & Contribute To Their World
- 2.1 Children develop a sense of belonging to groups & communities and an understanding of the reciprocal rights & responsibilities necessary for active communication. ☐
- 2.2 Children respond to diversity with respect. ☐
- 2.3 Children become aware of fairness. ☒
- 2.4 Children become socially responsible and show respect for the environment. ☐

L/o 3 – Children Have A Strong Sense Of Well Being
- 3.1 Children become strong in their social and emotional wellbeing. ☒
- 3.2 Children take increasing responsibility for their own health and physical wellbeing. ☐

L/o 4 – Children Are Confident & Involved Learners
- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination & reflexivity. ☒
- 4.2 Children develop a range of skills & processes such as problem solving, enquiry, experimentation, hypothesizing, researching & investigating. ☒
- 4.3 Children transfer & adapt what they learned from one context to another. ☐
- 4.4 Children resource their own learning through connecting with people, place technologies and natural and processed materials. ☐

L/o 5 – Children Are Effective Communicators
- 5.1 Children interact verbally & non-verbally with others for a range of purposes. ☒
- 5.2 Children engage with a range of texts and gain meaning from these texts. ☐
- 5.3 Children express ideas and make meaning using a range of media. ☐
- 5.4 Children begin to understand how symbols and pattern systems work. ☐
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking. ☐

Principles:
- 1) Secure, respectful and reciprocal relationships. ☒
- 2) Partnerships. ☐
- 3) High Expectations and Equality. ☐
- 4) Respect for Diversity. ☐
- 5) Ongoing Learning and Reflective Practice. ☐

Practices:
- 1) Holistic Approaches. ☐
- 2) Responsiveness to Children. ☐
- 3) Learning Through Play. ☒
- 4) Intentional Teaching. ☐
- 5) Learning Environments. ☐
- 6) Cultural Competence. ☐
- 7) Continuity of Learning & Transitions. ☐
- 8) Assessment for Learning. ☐

The Learning Story: *Describe the learning experiences that un-fold.*

Experimenting With Colours

Over the past couple of days the children in the group have been identifying different colours within the environment so I wanted to extend on this experience by introducing a colour mixing experiment to each child. While outside today I set up the paint easel near the table along with 3 paint pots of yellow, blue and red. As I was setting up Kelly stood watching me. “I like painting, is it my turn to paint”. Kelly called over to Roger “Hey, want to paint with me”, Roger walked over to Kelly to where the easel was set up and picked up a paintbrush. He watched Kelly make a circle on the piece of paper in yellow paint. Roger dipped his paintbrush in the blue paint and traced around Kelly’s circle. “Why did you do that” Kelly asked. Roger smiled “I made green” he commented. Kelly laughed “cool, I want to make more, you use blue and I use red” Kelly instructed. Roger blobbed the blue paint onto the paper and Kelly mixed in the red “hey, I made purple” Kelly said. Kelly picked up another paintbrush, one in each hand and dipped it in each of the yellow and blue paints and began to make large circles onto the paper “I can make green too” she said to Roger. Kelly unclasped her paper from the easel and put it on the floor “I want to take it home when it dries” Kelly said.

Analysis of Learning: *What did the child/group do and understand during this experience?*

Through this experience I observed you Kelly have a strong sense of wellbeing and are a confident and involved learner. You work corroboratively with others, you made new discoveries and recognize the contributions you made to shared projects.

Extension of Learning: *What opportunities will you provide to extend on this experience?*

To extend on this learning experience we will set up a marble painting experience which will enable Kelly to continue experimenting with mixing colours together.

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