

Planning Cycle Report



Report Level: Child
 Room: Kindy
 Child: Emma Davies
 Starting Observation: 21 Jan 2019 Building a city with blocks (Anecdotal Record) [Group]

Observe

Alfie noticed the new pictures in the block corner. He sat studying the pictures, and then called Alfie and Emma over. He pointed out which building was 'mummy's skyscraper'. Emma then pointed to another picture and said that was her daddy's skyscraper. Alfie said that his dad drove a big mac truck that was bigger than the skyscrapers. Kim then started taking the new shaped blocks from the box and laid them out in a row. Alfie got very excited when he realised these were new blocks. He called Aiden and Emma over, and said 'let's make a great big city!'. Emma asked Kim if they could make a city. Kim said 'of course you can'. Aiden and Alfie worked alongside each other building an assortment of buildings and towers of different shapes. Emma sat away from the boys, and started counting out blocks. She pointed to each block as she counted up to five. When she got to five, she started again, counting out five different blocks. She did this four times.

Analyse

The children showed that they could use language to communicate thinking about images (pictures of city street scapes). They also showed that they respected the ideas of others; they did this when they each listened to what the others had to say about the pictures.

Observed Outcomes

Outcome Group 2: Children are connected with and contribute to their world

2.2 Children respond to diversity with respect

Emma Davies : Emma showed respect for diversity by listening to Alfie and Aiden talking about where their parents work.

Outcome Group 5: Children are effective communicators

1. Observe

The 'Observe' is the narrative from an observation or journal.

It might include:

- a description of what happened during a planned or spontaneous experience,
- a program comment,
- a parent comment,
- a learning journey comment,
- a daily communication note,
- a reflection of pedagogy, or
- a transcript of a conversation with a child.

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Outcome Group 5: Children are effective communicators

5.1 Children interact verbally and non-verbally with others for a range of purposes

Emma Davies : Emma was able to share her ideas about the city scape pictures. She pointed out the tallest building (correctly).

2. Analyse

The 'Analyse' is taken from the reflection of learning and observed outcomes.

It might include an analysis of each child's learning and development in relation to learning outcomes.

Plan

Planting out seedlings (June)

- The children will be involved in planting out the seedlings for our veggie patch.
- Mark out the little holes for each seedling
- Give each child a seedling to plant

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Plan

Planting out seedlings (June)

- The children will be involved in planting out the seedlings for our veggie patch.
- Mark out the little holes for each seedling
- Give each child a seedling to plant
- Take turns planting seedlings
- Count the seedlings out as they are shared out, and again as they are planted
- Talk about the care required to help the plants grow and stay healthy

Intended Outcomes

Outcome Group 2: Children are connected with and contribute to their world

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.4 Children become socially responsible and show respect for the environment

3. Plan

The 'Plan' is taken from the narrative of an experience.

It might include:

- strategies and experiences for individual children or groups of children for achievement of goals,
- experiences to extend emerging strengths,
- experiences that follow up from family input,
- experiences that related to the community.

Act

21 Jan 2019 Planting out seedlings (Anecdotal Record) [Group]

Observe

Outcome Group 5: Children are effective communicators

5.2 Children engage with a range of texts and gain meaning from these texts

5.4 Children begin to understand how symbols and pattern systems work

Reflect (Evaluation of Experience)

- This experience resulted in some unexpected outcomes, such as awareness of fairness (sharing out the seedlings to plant) and transferring of knowledge from one context to another (needing a scarecrow as one of the children's uncle has a scarecrow on his orchard).
- The seedlings waiting to be planted acted as a really effective provocation. There was so much interest generated and lots of wondering... It would be good to think about how we build on this with other experiences where the materials can be left for the children to explore and be curious about.

4. Reflect

The 'Reflect' is taken from the Evaluation of Experience in the experience.

It might include a reflection on, or evaluation of:

- the learning experience,
- the strategies used,
- the resources used, or
- the approaches used to support children's learning.

In other words, how effective was this experience in achieving the intended outcomes? What changes would I make if I repeated the experience?