

Planning Cycle Report



Report Level: Child

Room: Kindy

Child: AIDEN Davies

Starting Observation: 06 Apr 2021 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

AIDEN Davies : Aiden showed a sense of respect for diversity when he listened to Alfie talk about his dad's job driving a big mac truck, and when he asked how big the truck was (showing great delight in Alfie's response 'bigger than a skyscraper'.)

Outcome Group 5: Children are effective communicators

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

AIDEN Davies : Aiden was able to share his ideas about the city scape pictures, comparing the skyscrapers to the one his mum works in. He used terms 'bigger', 'taller'.



Plan

Extension of building a city with blocks (June)

From Anecdotal Record (06 Apr 2021) Building a city with blocks

Extension of building a city with blocks

- Read stories that involve cities and city workers.
- Read stories about the different jobs that people have
- Provide opportunities for children to count objects or actions (e.g. in cooking, setting tables for lunch, handing out equipment...)

Intended Outcomes

Outcome Group 1: Children have a strong sense of identity

1.4 Children learn to interact in relation to others with care, empathy and respect

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

2.2 Children respond to diversity with respect

Outcome Group 5: Children are effective communicators

5.3 Children express ideas and make meaning using a range of media



Act

08 Apr 2021 Hi ho hi ho it's off to work we ! (Jotting) [Group]



Observe

- When we read 'Hi ho, hi ho, it's off to work we !' the children all joined in with the repeated phrase 'hi ho hi ho it's off to work we !'.
- I encouraged the children to guess what the occupation was from the pictures. They were very vocal in their responses!
- When I finished reading, I put the book in the book corner.
- Aiden, Alfie and Emma then went straight to the book corner and sat together with Emma role playing being educator, sitting on a chair and reading to Aiden and Alfie.
- After a few pages, Aiden and Alfie went outside. Emma went and got some baby dolls from the home corner, and read to them.



Analyse

The children all engaged with the story and were able to get meaning from it. They demonstrated this by listening intently, predicting what the occupations were, and relating to the content by sharing stories about where their parents work

Observed Outcomes

Outcome Group 5: Children are effective communicators

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

AIDEN Davies : Listened to 'Hi ho hi ho it's off to work we !' and was able to guess what the occupations were from the pictures.

Developmental Milestone Group 2: Social

1.17 Enjoys Playing With Other Children (3-5 Years)

AIDEN Davies : Aiden showed that he enjoys being part of a little group when he sat with Emma and Alfie as Emma read them 'Hi ho hi ho it's off to work we .

Developmental Milestone Group 5: Language

1.35 Likes Listening To Stories And Books (2-3 Years)

AIDEN Davies : Listened intently to 'Hi ho hi ho it's off to work we !'

1.37 Answers Simple Questions (3-5 Years)

AIDEN Davies : Able to answer simple questions relating to the pictures in 'Hi ho hi ho it's off to work we !'

1.44 Enjoys Jokes, Rhymes And Stories (3-5 Years)



Reflect (Evaluation of Experience)

- *The children really engaged with this story. Some of the children were able to read along where the text was repetitive, particularly the older children in the group.*
- *Encouraging the children to help with preparing the lunch tables was a very effective way of brining in incidental counting, and particularly good for developing one to one correspondence.*



Plan

Reading along at story time (June)

From Jotting (08 Apr 2021) Hi ho hi ho it's off to work we !

In order to provide further opportunities for children to read along with the stories, continue to read stories to the children that have lots of repetition.

Intended Outcomes

Outcome Group 1: Children have a strong sense of identity

1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

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



Act

09 Apr 2021 Brown bear, brown bear (Anecdotal Record) [Individual]



Observe

During Storytime today I read 'Brown bear, brown bear, what do you see?' I asked the children what they could see on the cover, and Grace said 'I know this one! Brown bear!!! I LOVE this story!' A few other children chimed in and said they also loved Brown bear. (I found out later that this was one of the books they read at the library's story session last week). As so many of the children were familiar, I encouraged them to join in. When we finished reading I had the cover still out so the children could see it and I asked what colour each of the animals was. I also asked them to find other things in the room that were the same colour. The children loved this!

As the children were still so focused, I asked if anyone could tell me the first sound in **brown bear**. Emma called out 'b b b'. Then Enzo said, my Dad's name starts with 'b' Bobbie. Other children then named objects in the kindy room that start with b - babies, blankies, buttons...

Afterwards I left the book in the book corner, and Grace and Enzo went straight over and started reading. Grace was pointing to the words and reading, while Enzo followed along intently looking at the pictures and giggling at Grace's animated reading of the story.



Analyse

During the storytime today, the children showed that they are beginning to understand sound letter relationships. Some of the children also demonstrated other concepts of print such as direction of text, and relationship between the spoken and written word. They also showed that they are developing an understanding of

Observed Outcomes

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

Developmental Milestone Group 3: Cognitive

1.64 Can Match And Name Some Colour (3-5 Years)

AIDEN Davies : Aiden was able to name the colour blue and identify objects in the room that were blue.

Developmental Milestone Group 5: Language

1.35 Likes Listening To Stories And Books (2-3 Years)



Reflect (Evaluation of Experience)

- *The children loved this book! The repetition made it easy for them to join in reading the story. Definitely a good idea to include stories with*

repetition in storytime. This book was also good for providing incidental opportunities to explore colour and beginning sounds.



Plan

I went walking, what did I see? (June)

From Anecdotal Record (09 Apr 2021) Brown bear, brown bear

Provide more opportunities to build on the children's growing awareness of concepts of print, particularly beginning sounds when reading stories. Begin with 'When I went walking, what did I see?'

Intended Outcomes

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



Act

10 Apr 2021 Another week of productive play (Journal)



Observe

It has been another busy and productive week in the kindy room.

We have started planting our new seedlings in our lovely raised veggie patch (many thanks again to those fabulous parents who helped create our raised

garden). The children were so excited to plant the seedlings. They handled the tiny seedlings very carefully to ensure they didn't get damaged before they were planted. The children also talked about what we would need to do to ensure the plants grow. The children said that we would need to water the seedlings every day, that the sun would need to shine on them, and Alfie suggested we make a scarecrow to stop the birds from eating the juicy seedlings.

This week we have also been reading books with lots of repetition. The children loved joining in with the reading of Brown bear, Brown bear, and I went for a walk and what did I see? There were lots of colours mentioned in Brown bear, and the children were surprised at the number of objects in the kindly room that were brown or blue, but we didn't find many things that were gold.

Some of the children have also been noticing the different beginning sounds of words. We discovered a lot of words that start with 'b'.

It will be interesting to see how many things the children find at home that start with 'b', or are the colour blue. The children enjoyed the colour search so much, we have asked them to find blue things from home, and if they're not too precious, to bring them in for all of us to look at, hold, and feel.



Analyse

- The children learnt about the importance of caring for our environment through planting the seedlings.
- The children made lots of discoveries about colours, and how there are so many coloured things around them all the time.
- The children also started noticing beginning sounds, particularly 'b' for Brown bear.
- The children also learnt about the importance of taking turns and sharing when they were planting the seedlings.

Observed Outcomes

Outcome Group 1: Children have a strong sense of identity

1.4 Children learn to interact in relation to others with care, empathy and respect

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

2.3 Children become aware of fairness

2.4 Children become socially responsible and show respect for the environment

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