Learning story

Child’s Name: Matthew

Year Level: Early Years
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<th>Domain</th>
<th>Dated Commentary of critical incidents</th>
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| Taking an interest    | Matthew was actively involved throughout his time in Tell Tales. In the first week of Grandpa’s Flippy Floppy Hat, Matthew showed an interest in the story by paying attention to the storyteller and becoming involved through non-verbal participation. The group of children were asked to hold up certain props when different characters presented themselves in the book. Having only read the book once, Matthew was able to hold up each prop matching to the events of the book. Matthew lined the props up in front of himself so it was quicker for him to recognise. Matthew demonstrated his interest towards ‘Grandpa’s Flippy Floppy Hat’ when he came back in the second week and said ‘I can remember lots about the story’. When asked “what can you remember?”, he was able to respond with five out of the seven characters. | PHOTOGRAPH REMOVED FOR PRIVACY REASONS  
* Matthew holds up his prop during the story                                                                                                                   |
| Being Involved        | Matthew was always very eager to start each session. He would often come in with such enthusiasm and excitement. When it came to sequencing the events of the story in Week’s 1 group activity, Matthew expressed his involvement by assisting group members. He would pick up a card and analyse it before stating if it was the correct one or not. Matthew would then let everyone know he found it.                                                                                     | PHOTOGRAPH REMOVED FOR PRIVACY REASONS  
* Matthew interacting in the Timeline Activity                                                                                                                |
| Persisting with difficulty | Matthew was always persisting and ready to tackle different activities. One activity that we had was an object find. The children were told they need to find                                                                                                                                         | PHOTOGRAPH REMOVED FOR PRIVACY REASONS  
* Matthew placing objects onto the ‘Garden Bed’                                                                                                                |
<p>| Expressing an idea or a feeling | Matthew was quite vocal at expressing his ideas. He would often relate things from the book to his own experiences. When the book was read to the children Matthew put his hands together and moved his fingers. Asked what action he was re-enacting, he replied ‘it’s a butterfly’. He was able to do this action whenever the butterfly presented itself in the book. Matthew was wearing his hat that day and as a result was able to refer back his own hat. At the end of the session the group was able to draw a picture of the flippy floppy hat, Matthew drew his hat and said ‘I have a flippy floppy hat’. He was able to impersonate the leading character of the book. |
| Taking responsibility | Matthew was able to take responsibility for his own learning on numerous occasions. In Week 1 he used props to help tell the story. He had heard the story once before and wanted to test his memory ability, this time he placed the image cards face down. The group of children had the opportunity to construct their own ‘flippy floppy hat’. Matthew picked his own decorations and positioned them onto his hat. He wore his hat with pride and sense of accomplishment. |</p>
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| **Children express ideas and make meaning using a range of media:**  
*Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and story-telling, to express ideas and make meaning.*  
E.g. Matthew was able to consolidate his understanding of the story ‘Grandpa’s Flippy Floppy Hat’ through designing and creating a hat of his own. | Matthew is currently demonstrating that his learning is at the Early Years Learning Framework level. He is an extremely effective communicator, and is able to express his thoughts and ideas well. Matthew has also demonstrated that he is able to take charge of his own learning, and use props to assist him in making meaning. He was able to recall important events from the story and assist the group in finding the appropriate picture tiles and place them in the correct sequence. Matthew has also been able to use other mediums, such as through the arts (drawing and the creation of his own hat) to express his ideas and understandings around the story. Matthew seemed to enjoy working with a group, however at times he did seem to prefer to work on his own on an activity.  
Further learning experiences for Matthew to extend upon his learning would include both individual and group experiences, as well as some guided experiences and experiences that facilitate Matthew’s interests.  
Considering that Matthew is a great communicator, we could provide him with experiences where he would be able to further build on his communication skills such as a dramatic play experience (cooperative play) which could be based around an interest Matthew may have. This will provide him with an opportunity to further his communication skills through his interactions with other children partaking in the experience, as well as catering to his interest in the arts. We could also provide Matthew with an opportunity for some individual play, perhaps setting up an activity, similar to the timeline activity used in Tell-Tales, where he would need to sequence a range of events. This would provide Matthew with a challenge and also facilitate his interest in testing his memory.  
We are looking forward to seeing Matthew’s communication skills grow, and |
| **Children begin to understand how symbols and pattern systems work:**  
*Draw on memory of a sequence to complete a task.*  
E.g. Matthew used his memory when completing the Timeline task. He was able to accurately recall the sequence of events in ‘Grandpa’s Flippy Floppy Hat’ and find the correct picture tiles in accordance to the sequence in the book. | |
| **Children interact verbally and non-verbally with others for a range of purposes:**  
*Use language and representations from play, music and art to share and project meaning.*  
E.g. Matthew used props and drawing to assist him in making sense of the story.Whilst the teachers were reading the book ‘Grandpa’s Flippy Floppy Hat’, Matthew was able to correctly identify the corresponding prop. Matthew was also vocal in expressing his thoughts and ideas. | |
| **Children engage in a range of texts and get meaning from these texts:**  
*Listen and respond to sounds and patterns in speech, stories and rhymes in context.*  
E.g. During the telling of the story ‘Grandpa’s Flippy Floppy Hat’, Matthew was actively listening throughout, and when a question was posed to the group “does anyone know what comes next?”, Matthew was able to respond appropriately. | |
| watch him explore his interests and see him develop as an active and effective learner. |