



Patterns

Observations (VEYDLF)

16 Mar

Observation:



Sandi:

Harry, Amy and Zena made a pattern using the beads around the mat.

Harry noticed that the mat had lines on it and started to place the beads on top.

Amy and Zena came over to look at what Harry was making and he passed them the basket of beads to share.

"I'll do the blue ones" said Amy "I think there could be three, maybe more"

Amy counted out the blue stones.

"Oh there's 8" she said touching each stone as she counted it. "I didn't know that".

"Me too" said Zena choosing only the blue ones from the bowl. "How many is there Amy?"

Amy counted the stones again.

"Yep 8. Same again" she replied.

"That's lots" said Harry.

"How many do you have Harry?" Zena asked.

"I do the colour ones. Lots more"" said Harry choosing all of the coloured beads.

Amy, Harry and Zena took turns placing their beads along the pattern on the rug.

"Too many to count now. It's so big" said Amy. "It looks beautiful, so many colours."



Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
 - increasingly co-operates and works collaboratively with others.



Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
 - uses play to investigate, imagine and explore ideas.
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.
 - applies a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.
 - experiences the benefits and pleasures of shared learning exploration.

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes.
 - uses language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.
 - shows increasing knowledge, understanding and skill in conveying meaning in at least one language.
- Children engage with a range of texts and gain meaning from these texts.
 - takes on roles of literacy and numeracy users in his/her play.
- Children begin to understand how symbols and pattern systems work.
 - uses symbols in play to represent and make meaning.

Analysis & Reflection:



Sandi:

The children increasingly co-operate and work collaboratively with others. They use symbols in play to represent and make meaning. The children use play to investigate, imagine and explore ideas. They use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Developmental Area: Numeracy

Participation in experience: Child initiated

What's Next?:



Sandi:

Goal: For the children to use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Teaching Strategies:

For educators to use mathematical language to scaffold the children's learning though:

- clapping simple rhythms and discussing the pattern
- creating action patterns (hop, skip, hop, skip)
- discuss repetitive features of stories and big books incorporating numeracy and pattern e.g 'We're Going on a Bear Hunt'
- use objects found in nature to identify a pattern, sort, classify and count
- use beads, counting bears, stones to make patterns, sort, classify and count

Implementation Status: Implemented

Implementation Date (DDMM): 16 Mar

Principles: Ongoing learning and reflective practice

Practice: Learning through play