

FOUNDATION PHASE

OBSERVATION & ASSESSMENT

2010



ACTIVITIES

CONTENTS

Creative Development

Art from the environment	1
Moving an Egg	3

Knowledge and Understanding of the World

A Bridge too far!	5
Animal crossing	7
Bee-Bot mapping skills	9
Building a Home for Colin the Crab!	11
Castles, Moats and Boats! (<i>Small World box</i>)	13
Castles, Moats and Boats! (<i>Build a boat</i>)	15
Colin the Crab - A Journey Home!	17
Follow you if you can!	19
How to Look Good - Dressed!	21
Lost Fairy	23
No Grand Designs!	25
Sand Village/City (<i>Creating a sand village</i>)	27
Sand Village/City (<i>Draw a sand person</i>)	29
Treasure Hunt	31
Volcano, Volcano	33
Who is Colin the Crab!	35

Language, Literacy and Communication Skills

Information Book	37
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Mathematical Development

All the Fun of the Fair (<i>Plan and build a maze</i>)	39
All the Fun of the Fair (<i>Create a fairground ride</i>)	41
Castle Challenge (<i>Build a castle with wooden blocks</i>)	43
Castle Challenge (<i>Build a castle using symmetrical patterns</i>)	45
Data Handling	47

Highest Blocks	49
Longest Blocks	51
Make a Shape	53
Mathematical Socks	55
Number Target Game!	57
Sandcastles	59
Sand Shapes (<i>Making circles in the sand</i>)	61
Sand Shapes (<i>Making sandcastles</i>)	63
Shell and Pebble Sorting	65

Personal and Social Development, Well-being and Cultural Diversity

Once Upon a Time! (Task A) (<i>The Meeting of Pwyll and Rhiannon</i>)	67
Once Upon a Time! (Task B) (<i>Decorate a wedding dress for Rhiannon</i>)	69
Once Upon a Time! (Task A) (<i>Nyangara</i>)	71
Once Upon a Time! (Task B) (<i>Recall the story</i>)	73

Physical Development

Beach party ('Pebble Plop')	75
Beach party ('Patterns and Pathways')	77
Planet Play ('Creature Choas')	79
Planet Play ('Space Shake')	81

Art from the Environment



Activity: Create a piece of natural woodland art work, replicating the photograph supplied.			
Main observation focus: Creative Development			
Other areas of learning: Knowledge and Understanding of the World, Language Literacy and Communication Skills			
Time:	Content:	Method:	Resources:
20 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process.	Clipboards and pens
40 mins	Activity (Task 1)	Recreate a piece of natural art using the materials provided.	Photograph, sticks (if not freely available on site) string, scissors, hessian, natural objects.
10 mins	Discussion	Gather groups together for discussion (how it went, observations made etc)	

Notes to help facilitator and group

Activity: Work as a group to create one piece of natural art replicating the photograph provided.

Notes to help you:

- You must look at photograph and try to recreate the object
- The frame must be created using sticks, and following the knot tying instructions provided.
- Now use the resources provided and any others that you find around you to decorate the frame.
- It must be completed in the allotted time.

Moving an Egg



Activity: Transport an egg from a to b, without touching it.			
Main observation focus: Creative Development			
Other areas of learning: Knowledge and Understanding of the World, Language Literacy and Communication Skills			
Time:	Content:	Method:	Resources:
20 mins	Introduction		Clipboards and pens
40 mins	Activity (Task 2)	Transport an egg round an obstacle course without using your hands	Egg, mother bird and nest, objects for obstacle course, natural resources e.g. sticks, leaves, moss, feathers, a couple of small pieces of string, tools
10 mins	Discussion	Gather groups together for discussion (how it went, observations made etc)	

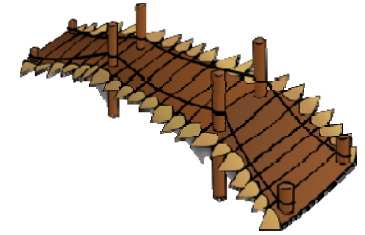
Notes to help facilitator and group

Activity: Create a carrying implement to transport your egg round the obstacle course with out using your hands.

Notes to help you:

- You will be given an egg which must be transported back to its mother without breaking it without using your hands.
- You must create a carrying implement using the resources provided.
- Then carry the egg round the obstacle course and place it back in the nest with its mother.

A Bridge too far!



Activity: Experiment with different everyday materials to build a bridge.

Main observation focus: Knowledge and Understanding of the World

Other areas of learning: Physical Development, Language Literacy and Communication Skills, Personal and Social Development, Well-being and Cultural Diversity, Creative Development, Mathematical Development, Welsh Language Development

Time:	Content:	Method:	Resources:
5 mins	Introduction to the group	Read out the challenge and present the observation sheet. Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain that we are not looking for a polished, finished product but rather the process.	Reference books and photographs, junk material including straws and cardboard, clips, stapler and staples, sellotape, pegs string, scissors, Stanley Knife, toy cars x12
35 mins	Activity	Half are active on the activity, the other are observers.	
20 mins	Gather groups together for discussion.	What opportunities are available for observation and assessment?	Observation sheet, clipboards, pens

Notes to help facilitator and group

Activity: Experiment with different everyday materials to build a bridge.

Notes to help you:

- Work in a group of 3-5.
- Use the reference books and photos to determine what type of bridge you want to build.
- Investigate your resources.
- Explore and experiment with your given resources to build a bridge which is able to hold one or more cars.
- It should have a minimum of two towers/supports and be at least a meter long.
- Can you make comparisons with your reference material and identify similarities and differences?

Animal Crossing



Activity: Discovery/Creative - present practitioners with a problem indoors or outdoors. Observe how the resources and materials provided are used and how practitioners work to solve the problem.

Main observation focus: Knowledge and Understanding of the World.

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Creative Development

Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Overview of main messages of child observation from child initiated play. Why it is important to observe? Planning time for observations. How it informs future planning? Why self-initiated play is important? What to look out for. Ways to observe.	2 x Box of resources Cameras, Cam-corder, Pens, Post its, Tape recorder Full use of natural outdoor materials
5 min	Introduction to the scenario	Woodland animals small world box. Create scenario with props leading from a story or local news of flooding. The animals need to get to the other side of the river to find food. The river is very deep and they can not swim or walk across. How can we help the animals to get to the other side?	Blue material for the river/box with water. Small world animals.
20 min	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	In the group discuss how the best way to get across would be? Practitioners to look at resources available and decide how they could help the animals.	Resource box with various materials, string, card, plastic containers, branches etc
5 min	STOP-reflection point	What's happening? What resources can we add?	Large paper, Large material, Stories, Pictures bridges and boats, Maps
10 min	Continue to build the bridge/boat	Enhance their play with extra resources.	Map symbols Planning Draw a design Role play
10 min	Reflection and feedback of task	What observations were made? How can this feed into your future planning?	

Notes to help facilitator and group

Activity: Discovery/Creative - present practitioners with a problem indoors or outdoors. Observe how the resources and materials provided are used and how practitioners work to solve the problem.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?
- What observations were made?
- How can this feed into your future planning?

Bee-Bot Mapping Skills



Activity: Bee-Bot mapping skills.			
Main observation focus: Knowledge and Understanding of the World			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity			
Time:	Content:	Method:	Resources:
5 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process. Observations made should focus on skills and next steps in learning.	Bee bots, Roamer, grids, photographs, Colin's home Copies of Knowledge and Understanding Development Skills and Range from Framework.
15 mins	Activity	Work in small groups. Using the grid provided place geographical features into squares on the grid. Identify the geographical features. Program Colin the Crab to travel across the map to his home. Remember to work together to make decisions.	
10 mins	Gather groups together for discussion. Overview of skills from Framework - Skills and Range. Work in small groups. Gather both groups together for discussion. Delegates to replace resources for next group.	Discuss observations made. Using the overview of skills from Framework - Skills and Range Work in groups of 4 people - Explore: What? - re: approach to task, choices made, problem solving skills How? - re: individual /team / collaborative approach, language used, decision making, appropriate ideas, involvement in task, engagement in activity, sustained thinking etc.	

Notes to help facilitator and group

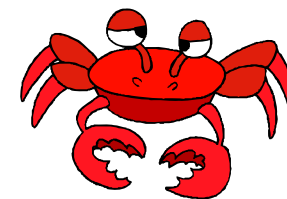
Activity: Bee-Bot mapping skills.

Notes to help you:

You are requested to work in groups and program Colin so he can find his home.

- You must place photographs of geographical features on the grid provided.
- Program Colin the Crab to travel to every geographical feature on route to his home.
- Can you think of a different route which is a shorter and more direct for Colin?

Building a Home for Colin the Crab!



Activity: Building a Home for Colin the Crab.			
Main observation focus: Knowledge and Understanding of the World - Outdoors			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Creative Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process. Observations made should focus on skills and next steps in learning.	Selection of crabs - different sizes, Clipboards and pencils, collection of materials from the beach, string, scissors. Copies of Knowledge and Understanding Development Skills and Range from Framework.
30 mins	Activity	You are going to make a home for Colin for the Crab using natural materials found on the beach (you will also be provided with some other materials to help you with your build)_Your home must be somewhere that is <ul style="list-style-type: none"> - away from danger - strong enough to withstand the elements of the surroundings - aesthetically pleasing to the eye - comfortable for Colin Remember to work as a team to design and plan your home.	
20 mins	Gather groups together for discussion. Overview of skills from Framework - Skills and Range Work in small groups Gather both groups together for discussion. Delegates to replace resources on beach for next group	Discuss observations made. Using the overview of skills from Framework - Skills and Range Work in groups of 4 people - Explore: What? - re: approach to task, choices made, problem solving skills, How? - re: individual /team / collaborative approach, language used, decision making, estimations, appropriate ideas, involvement in task, engagement in activity etc.	

Notes to help facilitator and group

Activity: Building a Home for Colin the Crab.

Notes to help you:

You are requested to work in groups and make a home for Colin the Crab

- You are able to collect natural materials from the beach
- You must make a home that is big enough for your crab to rest in.
- Colin must be safe and able to live in his home when the tide comes in.
- Consider the elements and make sure the home is strong enough to with stand the elements.

Castle, Moats and Boats



Activity: Castles, moats and boats challenge: To use Small World box to create a castle and build a moat around it which will hold/transport water.

Main observation focus: Knowledge and Understanding of the World

Other observations of significance: Learning dispositions, group dynamics, team work, perseverance, determination etc

Other areas of learning: Language, Literacy and Communication, Physical Development, Creative Development, Personal and Social Development, Well-Being and Cultural Diversity, Welsh Language Development

Time:	Content:	Method:	Resources:
10 mins	Introduction	Read out the challenge and give options for ways to observe. Introduce Small world box.	
30 mins	Activity	Divide group into two; half to carry out activity, half to observe.	For participants: Small World Fantasy Box, guttering, pipes, water containers, masking tape, string etc For observers: Camera, post-it-notes, note pad, pens
15 mins	Discussion	Gather groups together for discussion and reflection.	Flip chart & pens

Notes to help facilitator and group

Activity: Castles, moats and boats challenge: To use Small World box to create a castle and build a moat around it which will hold/ transport water.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

Castle, Moats and Boats



Activity: Castles, moats and boats challenge: Build a boat to float on the moat! It should be able to carry people across. Test it out to see how many people it can carry before it sinks!

Main observation focus: Knowledge and Understanding of the World

Other observations of significance: Learning dispositions, group dynamics, team work, perseverance, determination etc

Other areas of learning: Language, Literacy and Communication, Physical Development, Creative Development, Personal and Social Development, Well-Being and Cultural Diversity, Welsh Language Development

Time:	Content:	Method:	Resources:
10 mins	Introduction	Read out challenge and give options for ways to observe	
30 mins	Activity	Groups swap - observers will now carry out activity, using the castle and moat that other group have built	Materials for boat making- collection of recycled materials- plastic, foil, paper, card etc Glue, sellotape, materials for joining Early Excellence small world Fantasy box Play people Clip board/ tally chart
15 mins	Discussion/Reflection	Gather groups together for discussion and reflection	Flip chart & pens

Notes to help facilitator and group

Activity: Build a boat to float on the moat! It should be able to carry people across. Test it out to see how many people it can carry before it sinks!

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

Colin the Crab - A Journey Home!



Activity: How can we help Colin find his way around the promenade?

Main observation focus: Knowledge and Understanding of the World - Outdoors

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development

Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process. Observations made should focus on skills and next steps in learning.	Photographs of geographical features. Marker pens. Copies of Knowledge and Understanding Development Skills and Range from Framework.
30 mins	Activity	Share the photographs within the group. Walk along the Promenade and match the photographs to the geographical features. Record the feature underneath the photograph. Identify all the photographs. Discuss the journey Colin made along the promenade. Place the photographs in the order that Colin would meet/come across these on his journey home.	
20 mins	Gather groups together for discussion. Overview of skills from Framework - Skills and Range. Work in small groups. Gather both groups together for discussion. Delegates to replace photographs.	Remember to work as a team to identify the geographical features. Discuss observations made. Using the overview of skills from Framework - Skills and Range Work in groups of 4 people - Explore: What? - re: approach to task, choices made, problem solving skills, geographical features How? - Re: individual/team/collaborative approach, language used, decision making, appropriate ideas, involvement in task, engagement in activity, etc.	

Notes to help facilitator and group

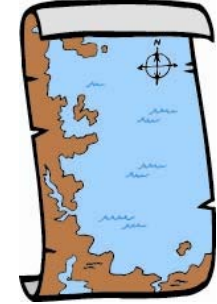
Activity: How can we help Colin find his way around the promenade?

Notes to help you:

You are requested to work in groups and help Colin identify the geographical features along the Promenade on his journey home.

- Look carefully at the photograph; can you identify what it is?
- You must look carefully along the Promenade and match to the geographical feature.
- You must help Colin place the geographical features in the correct order on his journey home.

Follow me if you can!



Activity: Make a map of a route you have created, using natural resources.			
Main observation focus: Knowledge and Understanding of the World			
Other areas of learning: Personal and Social Development, Well-being and Cultural Diversity, Language, Literacy and Communication Skills, Creative Development, Mathematical Development, Welsh Language Development, Physical Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Read out the challenge and present the observation sheet. Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain that we are not looking for a polished, finished product but rather the process.	Plastic sheeting, wall paper, paper, pens and clipboards Baskets Natural Environment
30 mins	Activity	Activity process	
20 mins	Gather groups together for discussion.	What opportunities are available for observation and assessment?	Observation sheets, clipboards, pens

Notes to help facilitator and group

Activity: Make a map of a route you have created, using natural resources.

Notes to help you:

- Work in groups of 3-5
- Investigate your locality and decide where your starting point will be for your route.
- Think creatively and imaginatively, using your local environment, to make a route for a 10 minute journey.
- Eight or more natural features (landmarks) should be included on your journey.
- Take a basket on your journey and place in it items that represent the eight or more natural features along your route.
- As the journey unfolds, write down a record of the sequence of features that you encounter on your route.
- Find an area to roll out the base for your map.
- Using the items you collected, create a map that represents your route.
- Think about whether your map represents your journey

How to Look Good – Dressed!



Activity: Can you make a collection of clothing for a World Cruise? The collection needs to include clothing suitable for different climates. Conclude with a fashion show.

Main observation focus: Knowledge and Understanding of the World

Other areas of learning: Physical Development, Language Literacy and Communication Skills, Personal and Social Development, Well-being and Cultural Diversity, Creative Development, Welsh Language Development, Mathematical Development

Time:	Content:	Method:	Resources:
5 mins	Introduction to the group	Read out the challenge and present the observation sheet. Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process.	Variety of manmade and natural materials including cardboard, tin foil, plastic sheet, cloths, clips, stapler and staples, needles and threads, pegs, elastic, Velcro, Globe and Atlas. Music and CD Player. Observation sheet, clipboards, pens
25 mins	Activity	Half are active on the activity, the other are observers.	
10 mins	Fashion Show		
20 mins	Gather groups together for discussion.	What opportunities are available for observation and assessment	

Notes to help facilitator and group

Activity: Can you make a collection of clothing for a World Cruise? The collection needs to include clothing suitable for different climates. Conclude with a fashion show.

Notes to help you:

- Work in a group of 3-5
- Consider what you might pack in your suitcase if you visited places in - Alaska (cold and dry climate), Hawaii (hot and wet climate), Australia (hot and dry climate), and New Zealand (cool and breezy climate).
- Each group should choose two different places and produce a set of clothing for each.
- Each set of clothing should include a main garment and headwear. You may wish to include an accessory.
- Your designs should include fastenings that enable the garment to be removed.
- During the fashion show which will show the whole collection, justify your choice of materials and reflect and evaluate your own work, during your commentary.

Lost Fairy



Activity: Small World/Den Building - present practitioners with a problem outdoors.			
Main observation focus: Knowledge and Understanding of the World			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Creative Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Overview of main messages of child observation from child initiated play. Why it is important to observe? Planning time for observations. How it informs future planning? Why self-initiated play is important? What to look out for. Ways to observe.	2 x Box of resources Cameras, Camcorder, Pens Post-its, Tape recorder Full use of natural outdoor materials
5 min	Introduction to the scenario	Magical Fantasy small world box. One of the fairies is lost in the woods. The bad weather has blown her home down and she has nowhere to live.	Large paper, Large material Stories, Pictures, Maps Compass, Materials, wings, wands and crowns
20 min	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	Follow directions and clues to find the fairy. Decide where would be a good place to build her a new home. The home must have at least 3 areas. One for sleeping, one for eating and cooking and one for playing. The home must be big enough for a human to fit inside. It must have a roof that won't let her get wet if it rains	
5 min	STOP - reflection point	What's happening? What resources can we add?	
10 min	Continue to build the home	Enhance their play with extra resources.	Map work Planning Draw a design Role play
10 min	Reflection and feedback of task	What observations were made? How can this feed into your future planning?	

Notes to help facilitator and group

Activity: Small World/Den Building - present practitioners with a problem outdoors.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?
- What observations were made?
- Observe how the resources and materials provided are used and how practitioners work to solve the problem.
- What's happening?
- What resources can we add?
- What observations were made?
- How can this feed into your future planning?

No Grand Designs!



Activity: Create a suitable home and garden for your "family" using the props in your bag and natural resources.

Main observation focus: Knowledge and Understanding of the World

Other areas of learning: Personal and Social Development, Well-being and Cultural Diversity, Language Literacy and Communication Skills, Creative Development, Welsh Language Development, Physical Development, Mathematical Development

Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Read out the challenge and present the observations sheet. Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain that we are not looking for a polished, finished product but rather the process.	Bag of props including small world family with additional needs, junk material, natural resources, disposable camera.
30 mins	Activity	Activity process	
20 mins	Gather groups together for discussion.	What opportunities are available for observation and assessment?	Observation sheet, clipboards, pens

Notes to help facilitator and group

Activity: Create a suitable home and garden for your “family” using the props in your bag and natural resources. 2 groups will do this activity. Each group will be given a different bag of props.

Notes to help you:

- Work in a group of 3-5.
- Investigate your bag of props.
- Think about the needs of each member of your family.
- Discuss and decide how you will use some or all of your props. Listen to others' ideas.
- Combine your props with natural materials and objects that you find, to create a miniature home and garden for your family.
- It must be prepared within the time available so that you are able to present your No Grand Design to the other members of the group, explaining the reasons for your choices.

Sand Village/City



Activity: Creating a sand village.

Main observation focus: Knowledge and Understanding of the World

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development, Creative Development

Time:	Content:	Method:	Resources:
10 mins	Introduction	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	
20 mins	Activity	<p>Sand Village/City</p> <p>Each person creates a small village of castles, structures etc. Can they work together to join their villages to others to make a sand city?</p> <p>On completion use large pieces of paper to draw the city/village/town. Measure the size of the village/city/town using strides. Does everyone have the same answer? If not, why not? Use tape measure to give a standard measure.</p> <p>Assessment for learning opportunities:</p>	Paper, measuring tape
15 mins	Feedback	5 mins from Continuous Provision group and 10 mins from observers.	
15 mins	Plenary Session	<p>Assessment of Learning:</p> <p>What have you learned?</p> <p>What else do we need to find out about?</p>	

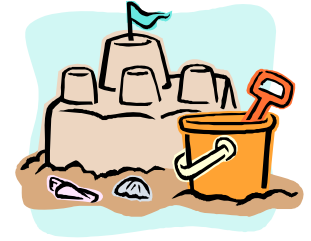
Notes to help facilitator and group

Activity: Creating a sand village.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

Sand Village/City



Activity: Draw a sand person.			
Main observation focus: Knowledge and Understanding of the World			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development, Creative Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	
20 mins	Activity	Sand person Work in pairs. One person lies down on the ground and the other uses a stick to draw around their partner. How tall are you? How many foot prints long will you be? Estimate. Measure using feet/ hands? Record in sand Extend using tape measures. Assessment for learning opportunities:	Measuring tape, stick
15 mins	Feedback	5 mins from Continuous Provision group and 10 mins from observers.	
15 mins	Plenary Session	Assessment of Learning: What have you learned? What else do we need to find out about?	

Notes to help facilitator and group

Activity: Draw a sand person.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

Treasure Hunt



Activity: A mapping exercise using a Bee-Bot floor robot and a treasure map. Participants will use directions to find clues to lead them to the pirate's treasure.

Main observation focus: Knowledge and Understanding of the World

Other areas of learning: Mathematical Development, Language, Literacy and Communication Skills

Time:	Content:	Method:	Resources:
5 mins	Introduction Introduce Pirate theme, give out pirate hats.	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process.	Pirate hats Bee-Bot Treasure map and volcano Clues 'Gold coins'
25 mins	Pirates have landed on a deserted island. Use the Bee-Bot and the map to find clues to get to the TREASURE!!		
20 mins	Gather groups together for discussion		

Notes to help facilitator and group

Activity: A mapping exercise using a Bee-Bot floor robot and a treasure map. Participants will use directions to find clues to lead them to the pirate's treasure.

Notes to help you:

- As a group take it in turns to read the clues and move the robot
- Use the clues to take the robot to the treasure
- When the treasure is found, make your own treasure maps using the resources provided
- X marks the treasure
- programme the robot to reach the X

Volcano, Volcano



Activity: To make a working model of a volcano from the pirate's island. Participants will use the assembled resources and directions to make the volcano 'erupt'.

Main observation focus: Knowledge and Understanding of the World

Other areas of learning: Language, Literacy and Communication Skills, Mathematical Development

Time:	Content:	Method:	Resources:
5 mins	Introduction This activity follows on from the previous one using the pirate theme.	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Read out the scenario and explain that we are not looking for a polished, finished product but rather the process.	'Tuff' spot tray Sand and soil 2 small plastic bottles 2 measuring jugs 2 funnels 'Fairy Liquid' Red food colouring Bicarb. of Soda Vinegar Directions
20 mins	Using the resources and the directions, make a volcano that 'erupts'.		
20 mins	Bring group together for discussion.		

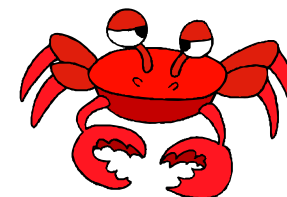
Notes to help facilitator and group

Activity: To make a working model of a volcano from the pirate's island. Participants will use the assembled resources and directions to make the volcano 'erupt'.

Notes to help you:

- Group to split in half, one makes a volcano with soil, the other with sand
- Follow the directions carefully
- Which volcano 'erupts' first
- Which is the best medium to build the volcano, sand or soil?
- What makes the volcano 'erupt'?

Who is Colin the Crab!



Activity: Finding out about Colin the Crab.			
Main observation focus: Knowledge and Understanding of the World - Outdoors			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain the activity - what do we know about crabs? Observations made should focus on skills and next steps in learning.	Copies of Knowledge & Understanding of the World Skills and Range from Framework. Real crab(s), clipboards, highlighters, pencils, post-its, crab fact-sheets, card.
30 mins	Activity	Group 1 will spend a little time investigating the crab. Each person will record one thing they know or think they know about a crab on a post-it note. In turn group members will read out their statements. Other group members will indicate whether they think the statement is fact or something they need to find out. The post-its are placed on cards labelled 'fact' or 'find out.' <i>There are no wrong statements.</i> Group 2 will observe the activity and highlight skills and range covered using copies of Knowledge & Understanding of the World - Skills & Range from the Framework.	
20 mins	Feedback - discuss outcomes with whole group.	Delegates to help prepare for next group.	

Notes to help facilitator and group

Activity: Finding out about Colin the Crab.

Notes to help you:

- Provide a real crab for investigation.
- Ensure that each member of the group records something they think they know about a crab.
- Collate the statements into two categories, 'fact' or 'find out.'
- The 'find out' statements will form the basis for further investigation.
- Discuss where to find further information.

Information Book



Activity: Create a book for parents/carers that demonstrates the benefits of outdoor learning and play.

Main observation focus: Language, Literacy and Communication Skills

Other areas of learning: Personal and Social Development, Well-being and Cultural Diversity, Knowledge and Understanding of the World, Creative Development

Time:	Content:	Method:	Resources:
15 mins	Introduction to the group	Explain to the group that we are going to create a book aimed at demonstrating to parents/carers the benefits of outdoor learning and play. Brainstorm some of the issues parents/carers may have about outdoor learning and put onto flipchart.	Flipchart
30 mins	Split group into two. Group A will be the doers in the first half of the workshop whilst Group B will be the observers.	Group A are to be given cameras and asked to go outdoors and photograph the other groups in their activities. Group B will be observing them doing this noting down the AoL and key skills covered.	Digital camera x2 Clipboards Pencils
15 mins	Gather groups back together and ask the observers (Group B) to feedback the learning they noted being covered by Group A	This can be scribed onto flipchart.	Flipchart
35mins	Group B are to become the doers with Group A observing	Group B are to use the evidence gathered in the first hour to create a booklet that demonstrates the value of outdoor learning and play. Group A are to observe noting all AoL and skills covered	Printer, laptop, Ink cartridges, sugar paper, printer paper, marker pens, glue sticks, sellotape, hole punch, treasury tags, art box (LTLC)
15mins	Gather groups together and Group A are to feedback all that they observed being covered by Group B	This can be scribed onto flipchart.	Flipchart
10mins	How and what this activity has covered as a whole	Spider plan onto flipchart to evaluate how an activity such as this, with an LLC focus can also cover other AoL. Discussion points may also cover points for assessment, how learning can be extended further, adult role and the importance of observing, recording and assessing children outdoors	Flipchart

Notes to help facilitator and group

Activity: Create a book for parents/carers that demonstrates the benefits of outdoor learning and play.

Notes to help you:

The book should

- Aim to cover as many areas of learning as possible
- Highlight 'children's' voices where possible
- Address some of the concerns parents may have about going outdoors

The book could

- Contain creative elements (mud painting, drawings, rubbings etc)
- Contain gathered natural resources

All the Fun of the Fair



Activity: All the Fun of the Fair challenge - To plan and build a maze for the Bee Bot. To programme the Bee Bot.			
Learning objectives/skill: Use appropriate mathematical ideas, equipment and materials to solve practical problems.			
Main observation focus: Mathematical Development			
Other observations of significance: Working in pairs, collaboration, taking turns			
Other areas of learning: Language Literacy and Communication Skills, Knowledge and Understanding of the World, Physical Development, Creative Development, Personal and Social Development, Well-being and Cultural Diversity, Welsh Language Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction	Read out the challenge and explain the observation sheet.	
30 mins	Activity	Divide group into two; half to carry out activity, half to observe.	Clipboards & pens and squared paper Construction sets String 1 metre ruler, rulers Bee Bots x 5
15 mins	Discussion	Gather groups together for discussion	Flip chart & pens

Notes to help facilitator and group

Activity: Plan a Maze using the squared paper. Recreate the maze using resources provided to reflect the plan. Programme the Bee Bot to negotiate the maze.

Notes to help you:

- You must work in pairs.
- Use the squared paper to design a maze with 1 square = 1 sheet of paper.
- The Bee Bot must be able to move along the paths.
- The Bee Bot must turn 1 right angle, 1 reflex angle of 180° and 1 obtuse angle of 90° - 180°
- It must be completed in the allocated time.

All the Fun of the Fair



Activity: All the Fun of the Fair challenge - To create a fairground ride which is suitable for the small world characters given. You may use one or more of the construction sets given.

Learning objective/skill: Select and use appropriate mathematical ideas, equipment and materials to solve practical problems.

Main observation focus: Mathematical Development

Other observations of significance: Working in pairs, collaboration, taking turns

Other areas of learning: Language Literacy and Communication Skills, Knowledge and Understanding of the World, Physical Development, Creative Development, Personal and Social Development, Well-being and Cultural Diversity, Welsh Language Development

Time:	Content:	Method:	Resources:
10 mins	Introduction	Read out the scenario and explain the observation sheet.	
30 mins	Activity	Divide group into two; half to carry out the activity, half to observe.	Clipboards & pens Construction sets Small world characters/people Egg timer 1 metre ruler
15 mins	Discussion	Gather groups together for discussion	Flip chart & pens

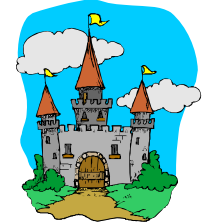
Notes to help facilitator and group

Activity: To create a fairground ride which is suitable for the small world characters given. You may use one or more of the construction sets given.

Notes to help you:

- You must work in pairs.
- Each small world character must have its own seat.
- Your Fairground Ride must move.
- Your Fairground Ride must be able to complete a 360° turn or travel for 1m.
- It must be completed in the allocated time.

Castle Challenge



Activity: Castle challenge: Build a castle with wooden unit blocks. Work individually, in pairs or in small groups. Use any of the resources available or improvise.

Main observation focus: Mathematical Development

Other observations of significance: Learning dispositions, group dynamics, team work, perseverance, determination etc

Other areas of learning: Language, Literacy and Communication, Knowledge and Understanding of the World, Physical Development, Creative Development, Personal and Social Development, Well-Being and Cultural Diversity, Welsh Language Development

Time:	Content:	Method:	Resources:
10 mins	Introduction	<p>Divide group into players and observers. Ask players to explore the blocks and the resources available to them.</p> <p>Ask players to build a castle. Specify it must include the following; 2 stories. 4 towers. Windows. A moat and a draw bridge.</p> <p>Introduce different ways of gathering evidence e.g. post it notes, cameras.</p>	
20 mins	Activity	Divide group into two; half to carry out activity, half to observe.	<p>For participants: Unit blocks, hollow blocks, recycled materials, material, nest boxes, mirrors, paper, post-it-notes, mark making equipment, masking tape, blu-tac, string, small world people and animals graph paper.</p> <p>For observers: Camera, post-it-notes, note pad, pens</p>
15 mins	Discussion	Gather groups together for discussion and reflection	Flip chart & pens

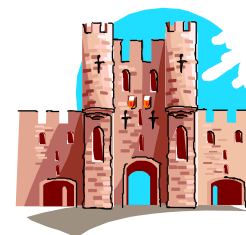
Notes to help facilitator and group

Activity: Build a castle with wooden unit blocks. Work individually, in pairs or in small groups. Use any of the resources available or improvise.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

Castle Challenge



Activity: Build a castle using symmetrical patterns for the design. Also include an arch.

Main observation focus: Mathematical Development

Other observations of significance: Learning dispositions, group dynamics, team work, perseverance, determination etc

Other areas of learning: Language, Literacy and Communication, Knowledge and Understanding of the World, Physical Development, Creative Development, Personal and Social Development, Well-Being and Cultural Diversity, Welsh Language Development

Time:	Content:	Method:	Resources:
10 mins	Introduction	Read out challenge and give options for ways to observe	
30 mins	Activity	Groups swap - observers will now carry out activity	<p>For participants: Unit blocks, hollow blocks, recycled materials, material, nest boxes, mirrors, paper, post-it-notes, mark making equipment, masking tape, blu-tac, string, small world people and animals, graph paper</p> <p>For observers: Camera, post-it-notes, note pad, pens</p>
15 mins	Discussion / Reflection	Gather groups together for discussion and reflection	Flip chart & pens

Notes to help facilitator and group

Activity: Build a castle using symmetrical patterns for the design. Also include an arch.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

Data Handling



Activity: Data handling - collect, represent and interpret data.

Main observation focus: Mathematical Development

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity

Time:	Content:	Method:	Resources:
5 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain the activity - representing collected objects in diagram/graph form. Observations made should focus on skills and next steps in learning.	Copies of Mathematical Development Skills and Range from P24/25 of the Framework. Pebbles, shells, string, tape, clipboards, highlighters, number cards, picture cards.
15 mins	Activity	Group 1 will decide on a method for representing data from the sorting activity (shells/pebbles). They may use real objects/pictures for showing data in different ways. Group 2 will observe the activity and highlight skills and range covered using copies of Mathematical Development - Skills & Range from the Framework.	
10 mins	Feedback - discuss outcomes with whole group.	Delegates to help prepare for next group.	

Notes to help facilitator and group

Activity: Data handling - collect, represent and interpret data.

Notes to help you:

- Develop a graph to represent data collected from the sorting activity (shells & pebbles).
- Challenge: How many different ways can the data be represented.

Highest Blocks



Activity: Block Play - present practitioners with a set of wooden blocks. What is the highest structure you can build with the resources provided?

Main observation focus: Mathematical Development. Other areas may be observed as well as children's learning dispositions.

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Creative Development

Time:	Content:	Method:	Resources:
15 min	Introduction to the group.	Overview of main messages of child observation from child initiated play. Why it is important to observe? Planning time for observations. How it informs future planning? Why self-initiated play is important? What to look out for. Ways to observe.	Wooden blocks, cameras, camcorder, pens, paper, post-its, tape recorder
10 min	Introduction to block play	Discuss the stages of block play that children go through	
10 min	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	Practitioners to build with the blocks. Give them the challenge - to build the highest structure using the resources provided	Wooden blocks
5 min	STOP - reflection point	What's happening? Are they questioning, using mathematical vocabulary? What resources can we add?	
20 min	Continue to build	Enhance their play with extra resources.	Large paper, pens/pencils, tape measure/ rulers, masking/selotape, string, flat blocks, junk materials, stories, pictures of buildings
10 min	Reflection and feedback of task	What observations were made? How can this feed into your future planning?	
15 min	Plenary	Discussion	

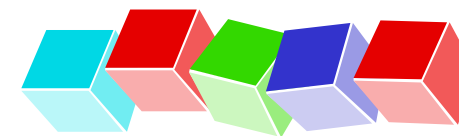
Notes to help facilitator and group

Activity: Block Play - present practitioners with a set of wooden blocks. What is the highest structure you can build with the resources provided?

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?
- What observations were made?
- How can this feed into your future planning?
- Observe how the resources and materials provided are used.

Longest Blocks



Activity: Block Play - present practitioners with a set of wooden blocks. What is the longest structure you can build with the resources provided?

Main observation focus: Mathematical Development. Other areas may be observed as well as children's learning dispositions.

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Creative Development

Time:	Content:	Method:	Resources:
15 min	Introduction to the group.	Overview of main messages of child observation from child initiated play. Why it is important to observe? Planning time for observations. How it informs future planning? Why self-initiated play is important? What to look out for. Ways to observe.	Wooden blocks, cameras, camcorder pens, paper, post-its, tape recorder
10 min	Introduction to block play	Discuss the stages of block play that children go through	
10 min	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	Practitioners to build with the blocks. Give them the challenge - to build the longest structure using the resources provided	Wooden blocks
5 min	STOP - reflection point	What's happening? Are they questioning, using mathematical vocabulary? What resources can we add?	
20 min	Continue to build	Enhance their play with extra resources.	Large paper, pens/pencils, tape measure/ rulers, masking/selotape, string, flat blocks, junk materials, stories, pictures of buildings
10 min	Reflection and feedback of task	What observations were made? How can this feed into your future planning?	
15 min	Plenary	Discussion	

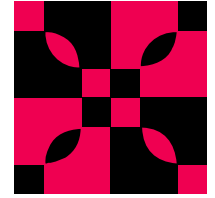
Notes to help facilitator and group

Activity: Block Play - present practitioners with a set of wooden blocks. What is the longest structure you can build with the resources provided?

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?
- What observations were made?
- How can this feed into your future planning?
- Observe how the resources and materials provided are used.

Make a Shape



Activity: Explore the materials provided. Create a pattern or picture from either irregular or regular shapes. The combination of irregular or regular shapes should be created into regular shapes within the pattern or picture.

Main observation focus: Mathematical Development

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development

Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain the scenario and ask the attendees to work collaboratively in groups of appropriate size. Demonstrate the scenario to show how to develop irregular into regular shapes.	Variety of natural and man-made materials of both regular and irregular shape
30 mins	Develop scenarios		
20 mins	Gather groups together for discussion and feedback.		

Notes to help facilitator and group

Activity: Explore the materials provided. Create a pattern or picture from either irregular or regular shapes. The combination of irregular or regular shapes should be created into regular shapes within the pattern or picture.

Explain that the observation group needs to look for indications of development in Mathematical skills and in other Areas of Learning, interaction between participants, achievements (e.g. could be where one participant has explained to another who is then able to apply the learning, or an obvious indication of progress), application of skills as if observing pupils in Continuous Provision.

Discuss the observations and their importance, use in planning next step, use for recording of achievement, how much of the actual information is required, the use of narrative, analysis of observations to unpick the skill (Areas of Learning and Key Skills - especially Thinking Skills) and progress in understanding

Notes to help you:

- Get into groups.
- Decide whether the creation is going to be abstract or realism.
- Choose whether to use regular or irregular shapes.
- Sort a set of shapes that might be suitable.
- Create

Write observations to show the development of Mathematical language of shape and size, interaction, problem solving and development in other Areas of Learning.

Mathematical Socks



Activity: Choose different sized socks and stuff them with a variety of materials to make long worms, fat worms, heavy worms, light worms (or other!) How could these be used to develop mathematical language relevant to size, shape, mass and number? Which skills are being consolidated/developed from the Framework for Children's Learning for 3 to 7-year-olds in Wales? How could these skills be extended/differentiated?

Main observation focus: Mathematical Development

Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development

Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain the scenario and ask the attendees to work collaboratively in groups of appropriate size. Ask the groups to develop at least 3 ways that the materials could be used.	Variety of socks, Planks of wood, small pieces of wood, pebbles, cones, leaves, chopped straw, cotton wool balls and a variety of other items
30 mins	Develop scenarios		
20 mins	Gather groups together for discussion and feedback.		

Notes to help facilitator and group

Activity: Choose different sized socks and stuff them with a variety of materials to make long worms, fat worms, heavy worms, light worms (or other!) How could these be used to develop mathematical language relevant to size, shape, mass and number? Which skills are being consolidated/developed from the Framework for Children's Learning for 3 to 7-year-olds in Wales? How could these skills be extended/differentiated?

Explain that the observation group needs to look for indications of development in other Areas of Learning, interaction between participants, achievements (e.g. could be where one participant has explained to another who is then able to apply the learning, or an obvious indication of progress), application of skills as if observing pupils in Continuous Provision. Discuss the observations and their importance, use in planning next step, use for recording of achievement, how much of the actual information is required, the use of narrative, analysis of observations to unpick the skill (Areas of Learning and Key Skills - especially Thinking Skills) and progress in understanding

Notes to help you:

In small groups:-

- Choose different sized socks and stuff them with a variety of materials to make long worms, fat worms, heavy worms, light worms (or other!)
- How could these be used to develop mathematical language relevant to size, shape, mass and number?
- Which skills are being consolidated/developed from the Framework for Children's Learning?
- How could these skills be extended/differentiated?

Write observations to show the development of Mathematical language, interaction, problem solving and development in other Areas of Learning.

Number Target Game!



Activity: Number Target Game - Calculate the number of fish.			
Main observation focus: Mathematical Development			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will participate in the activity and the other half will be the observers. Describe and demonstrate the activity. Observations made should focus on skills identified and next steps for learning.	Copies of Mathematical Development Skills and Range from the Framework. Buckets, fish-shaped number cards, mathematical symbol cards, whiteboards, whiteboard markers, bean bags, calculator
30 mins	Activity	Sub-divide the participants into two groups of 4/5. In turn each person will throw three bean bags into buckets. Each bucket will have a different fish number value. A second person in the group will select two mathematical symbol cards and develop a mathematical calculation <i>e.g. 3 flounders x 5 cod + 7 mackerel =</i> . The thrower must calculate how many fish there are.	
20 mins	Gather groups together for discussion.		

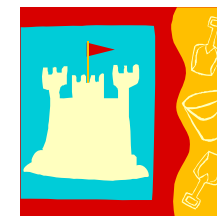
Notes to help facilitator and group

Activity: Calculate the number of fish.

Notes to help you:

- Make sure that each person in the group has a turn at throwing the bean bags.
- Make sure that each person has a turn at developing a mathematical calculation.
- Ensure there are more than one of each mathematical symbol card.
- Ensure that the buckets are large enough and heavy enough to achieve success when throwing the bean bags.
- Have a range of fish-shaped number value cards to attach to the buckets to alter the degree of difficulty to reflect participant ability.

Sandcastles



Activity: Design and build a sandcastle with colleagues.			
Main observation focus: Mathematical Development			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Creative Development, Physical Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be the observers. Read out the scenario and explain that we are not looking for a polished finished product but rather the process. Observations made should focus on skills and next steps in learning.	Buckets, spades, selection of re-cycled containers, shells, pebbles, drift wood etc.
30 mins	Activity	Work in pairs. Using the resources available to you on the beach design and make a sandcastle with your partner. You must decide on an overall shape for the design of your sandcastle and reinforce this shape at all times throughout the making e.g. round base, round turrets, round moat, round shapes for decoration etc.	
10 mins	Gather both groups together for discussion.	Discuss observations made. Using the overview of skills from Framework - Skills and Range Work in groups of 4 people - Explore: What? - re: recognition and knowledge of 2D and 3D shape, approach to task, choices made, problem solving skills, decision making, How? - re: individual /team / collaborative approach, language used, calculations, estimations, appropriate ideas, involvement in task, engagement in activity etc. Links? - re: Framework	Copies of Mathematical Development Skills and Range from Framework.
10 mins	Delegates to replace resources in the role play shop ready for next group.		

Notes to help facilitator and group

Activity: Design and build a sandcastle with colleagues.

Notes to help you:

Provide a selection of buckets, spades and re-cycled materials in a variety of shapes for delegates to use to build their chosen shaped sandcastle.

Ensure that a variety of different sized but same shaped containers are provided to ensure the reinforcement of the chosen shape throughout the build.

Sand Shapes



Activity: Making circles in the sand.			
Main observation focus: Mathematical Development			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development, Creative Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	
20 mins	Activity	Circles in the sand. Hold out your arms. Measure a piece of string from one hand to the other. Tie the string to a stick at one end and a pencil at the other. Push the stick into the ground. Hold the pencil tight and pull the string until it is tight. Draw a circle in the sand by walking around and drawing in the ground with the pencil. Assessment for learning opportunities:	
15 mins	Feedback	5 mins from Continuous Provision group and 10 mins from observers.	
15 mins	Plenary Session	Assessment of Learning: What have you learned? What else do we need to find out about?	

Notes to help facilitator and group

Activity: Making circles in the sand.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

If you are doing this activity with children maybe you would ask these questions:

2D Sand shapes

How many 2D shapes can we name? Can we draw the 2D shapes in the sand? Try: triangle, square, circle, rectangle, star, diamond, heart, crescent, pentagon etc.

Sand Shapes



Activity: Making sandcastles.			
Main observation focus: Mathematical Development			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication, Physical Development, Creative Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction	Divide the group into two. Half of the group will work on the scenario and the other half will be observers.	
20 mins	Activity	3D sand shapes Try making 3D shapes in the sand: Cube, Cylinder, sphere, pyramid etc Assessment for learning opportunities:	Different shape boxes, pebbles, shells
		Pebble shape fractions Draw 2D shapes in the sand. Circle, square, triangle, rectangle etc. Use a stick to divide the shape in $\frac{1}{2}$ or $\frac{1}{4}$. Fill half or quarter with pebbles. Assessment for learning opportunities:	
15 mins	Feedback	5 mins from Continuous Provision group and 10 mins from observers.	
15 mins	Plenary Session	Assessment of Learning: What have you learned? What else do we need to find out about?	

Notes to help facilitator and group

Activity: Making sandcastles.

Notes to help you:

- Ensure that all resources are available.
- Which skills are being developed and consolidated.
- How could these skills be extended/differentiated?

If you are doing this activity with children maybe you would ask these questions:

3D sand shapes

How many 3D shapes can we name? Can we make them using sand?

Shell and Pebble Sorting



Activity: Sorting to given criteria.			
Main observation focus: Mathematical Development			
Other areas of learning: Personal and Social Development, Well-Being and Cultural Diversity, Language Literacy and Communication Skills, Physical Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction to the group	Divide the group into two. Half of the group will work on the scenario and the other half will be observers. Explain the activity - sorting objects by different criteria. Observations made should focus on skills and next steps in learning.	Copies of Mathematical Development Skills and Range from Framework. Pebbles, shells, sorting baskets, hoops, paper, pencils, clipboards, highlighters.
30 mins	Activity	Group 1 will gather shells and pebbles for sorting. They will decide various ways of sorting to a given criteria i.e. size, shape, texture, colour. Group 2 will observe the activity and highlight skills and range covered using copies of Mathematical Development - Skills & Range from the Framework.	
20 mins	Feedback - discuss outcomes with whole group.	Delegates to help prepare for next group.	

Notes to help facilitator and group

Activity: Sorting to given criteria.

Notes to help you:

- Collect objects found on the beach-front - pebbles/shells.
- Decide on criteria for sorting the objects.
- Sort objects.
- Challenge: How many other criteria for sorting the objects can you think of?

Once Upon a Time!

(Task A)



Activity: Using a storytelling session to create opportunities for social creative and dramatic play.			
Main observation focus: Personal & Social Development, Well Being and Cultural Diversity			
Other areas of learning: Language, Literacy and Communication Skills, Welsh language Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction, aims and outline of session	Half of the group will carry out the first activity and the other half will be observers, looking at process rather than a polished product. Roles will reverse for the second activity.	
20 mins	Storytelling input	The Meeting of Pwyll and Rhiannon (from The First Branch of the Mabinogion)	Story summaries will be provided to keep for reference
25 mins	Creative play (Task A)	Working as a group, make one story map showing the key locations of the story you've heard, using natural objects. Talk the observers through your map as if you work for the Mabinogion Tourist Board and they are potential holiday makers.	Task A: Piece of fabric in neutral colour for the base of the map - around 2 metres square. Natural objects - stones, leaves, shells, twigs, cones etc to represent locations on the map
20 min	Feedback from the observers and whole group discussion on the process		

Notes to help facilitator and group

Activity: Using a storytelling session to create opportunities for social creative and dramatic play.

You will be looking for aspects of Personal and Social Development, Well Being and Cultural Diversity

- Interaction, Competency in identifying problems and finding solutions, Understanding of rules Fair play, Respect for one another and value of individual contribution, Respect for others' points of view Awareness of and celebration of Welsh heritage

You may also see evidence of Language Literacy and Communication skills

- Modifying talk to the requirement of the audience, showing awareness of sequence and progression. Listening carefully, Speaking clearly with increased confidence, Showing awareness of listener and including relevant details, Expanding ideas, Talking in role

You might also identify other Areas of Learning.

Notes to focus the feedback discussion:

Discuss the observations and their importance, e.g.

- How they might be used in planning a next step, for recording achievement
- How to unpick progress in understanding and development of Key Skills (especially Thinking Skills)

Ask yourselves:

- What kinds of observations would be valuable to you in planning for the children you teach?
- What methods of observations would be most useful in a classroom situation?

Once Upon a Time!

(Task B)



Activity: Using a storytelling session to create opportunities for social creative and dramatic play.			
Main observation focus: Personal & Social Development, Well Being and Cultural Diversity			
Other areas of learning: Language, Literacy and Communication Skills, Welsh language Development			
Time:	Content:	Method:	Resources:
25 min	Creative play (Task B)	Decorate a wedding dress for Rhiannon. The decorations should tell us something about her, Pwyll and their adventure. Present the wedding dress and your ideas to the observers in role as Rhiannon's seamstresses showing the bride-to-be her dress	Task B: Dress Making Box containing: embroidery thread, needles, scissors, felt, glue, scraps, ribbons, wool, sequins etc
20 min	Feedback from the observers and whole group discussion on the process		

Notes to help facilitator and group

Activity: Using a storytelling session to create opportunities for social creative and dramatic play.

You will be looking for aspects of Personal and Social Development, Well Being and Cultural Diversity

- Interaction, Competency in identifying problems and finding solutions, Understanding of rules Fair play, Respect for one another and value of individual contribution, Respect for others' points of view Awareness of and celebration of Welsh heritage

You may also see evidence of Language Literacy and Communication skills

- Modifying talk to the requirement of the audience, showing awareness of sequence and progression. Listening carefully, Speaking clearly with increased confidence, Showing awareness of listener and including relevant details, Expanding ideas, Talking in role

You might also identify other Areas of Learning.

Notes to focus the feedback discussion:

Discuss the observations and their importance, e.g.

- How they might be used in planning a next step, for recording achievement
- How to unpick progress in understanding and development of Key Skills (especially Thinking Skills)

Ask yourselves:

- What kinds of observations would be valuable to you in planning for the children you teach?
- What methods of observations would be most useful in a classroom situation?

Once Upon a Time!

(Task A)



Activity: Using a storytelling session to create opportunities for social creative and dramatic play.			
Main observation focus: Personal & Social Development, Well Being and Cultural Diversity			
Other areas of learning: Language, Literacy and Communication Skills, Creative Development			
Time:	Content:	Method:	Resources:
10 mins	Introduction, aims and outline of session	Half of the group will carry out the first activity and the other half will be observers, looking at process rather than a polished product. Roles will reverse for the second activity.	
20 mins	Storytelling input	Nyangara (story with song from Zimbabwe)	Story summaries will be provided to keep for reference
25 mins	Creative play (Task A)	Retell the story without words, using the instruments to represent characters and events. Choose one person to be the conductor, someone else as Musical Director and make sure everyone has a role with which they feel happy. Introduce and perform your story as work in progress to the observers.	Task A: Collection of percussion and other simple instruments
20 min	Feedback from the observers and whole group discussion on the process		

Notes to help facilitator and group

Activity: Using a storytelling session to create opportunities for social creative and dramatic play.

You will be looking for aspects of Personal and Social Development, Well Being and Cultural Diversity

- Interaction, Competency in identifying problems and finding solutions, Understanding of rules, Fair play, Respect for one another and value of individual contribution, Respect for others' points of view Awareness of and celebration of Welsh heritage

You may also see evidence of Language Literacy and Communication skills

- Modifying talk to the requirement of the audience, Showing awareness of sequence and progression, Listening carefully, Speaking clearly with increased confidence, Showing awareness of listener and including relevant details, Expanding ideas, Talking in role

You might also identify other Areas of Learning.

Notes to focus the feedback discussion:

Discuss the observations and their importance, e.g.:

- How they might be used in planning a next step, for recording achievement
- How to unpick progress in understanding and development of Key Skills (especially Thinking Skills)

Ask yourselves:

- What kinds of observations would be valuable to you in planning for the children you teach?
- What methods of observations would be most useful in a classroom situation?

Once Upon a Time!

(Task B)



Activity: Using a storytelling session to create opportunities for social creative and dramatic play.			
Main observation focus: Personal & Social Development, Well Being and Cultural Diversity			
Other areas of learning: Language, Literacy and Communication Skills, Creative Development			
Time:	Content:	Method:	Resources:
25 min	Creative play (Task B)	Make three things to represent and recall the story. None of them should contain writing! Examples might be: a sock puppet snake, a plate of food for the celebration party, a story stick. Choose one person to be your storyteller and present your objects to the observers, with a brief reminder from your storyteller of the relevant points in the story	Task B: Making Box containing: Socks, stuffing, stick-on eyes, paper plates, collage materials, scissors, wool, ribbon, raffia, coloured string, sticks etc
20 min	Feedback from the observers and whole group discussion on the process		

Notes to help facilitator and group

Activity: Using a storytelling session to create opportunities for social creative and dramatic play.

You will be looking for aspects of Personal and Social Development, Well Being and Cultural Diversity

- Interaction, Competency in identifying problems and finding solutions, Understanding of rules, Fair play, Respect for one another and value of individual contribution, Respect for others' points of view Awareness of and celebration of Welsh heritage

You may also see evidence of Language Literacy and Communication skills

- Modifying talk to the requirement of the audience, Showing awareness of sequence and progression, Listening carefully, Speaking clearly with increased confidence, Showing awareness of listener and including relevant details, Expanding ideas, Talking in role

You might also identify other Areas of Learning.

Notes to focus the feedback discussion:

Discuss the observations and their importance, e.g.:

- How they might be used in planning a next step, for recording achievement
- How to unpick progress in understanding and development of Key Skills (especially Thinking Skills)

Ask yourselves:

- What kinds of observations would be valuable to you in planning for the children you teach?
- What methods of observations would be most useful in a classroom situation?

Beach Party



Activity: Observing the physical skill of an **underarm throw** in continuous provision. The context will be set by an extract from 'The Beach Party' story, supported by the Underarm Throw Technical Skills Card (TSC) and the 'Pebble Plop' Activity Card set.

Main observation focus: Physical Development

Other areas of learning: Personal and Social Development, Well-being and Cultural Diversity, Mathematical Development, Language, Literacy and Communication Skills

Time:	Content:	Method:	Resources:
5 mins	Introduction	Verbal presentation	Clipboards and pens 'Pebble Plop' Activity Cards Laminated pictures Technical Skills Cards Laminated sheets and pens Laminated welsh labels, numbers, simple functions Buckets, boxes, balls, bean bags, skipping ropes, throw-down markers, pebbles, large bottle of water
10 mins	Scene setting	Divide group into pairs. Within each pair - explain split roles of 'doer' and 'observer'. Read story extract.	
20 mins	Activity	Allow 'doers' to explore continuous provision. Brief 'observers' and hand out supporting resources.	
10 mins	Planning for future provision	What have they observed? Use TSC and Activity Cards to plan future provision.	

Notes to help facilitator and group

Activity: Observing children's skills during their play in the continuous provision. Planning to encourage or challenge children to develop a skill or acquire new skills.

Notes to help you:

- Divide the group into pairs 'A' to be doers and 'B' observers
- Read pages 9 - 11 of the Beach Party.
- 'A's are directed to the continuous provision to select resources, choose their garden and begin to have fun.
- 'B' are given the technical skills card '*Throwing Underarm*' to support their observation of the skill they see their partner practicing.
- 'A' will aim to throw pebbles, balls or bean bags into containers.
- 'B' will observe their partner (Pairs should change over.)
- In pairs discuss what they observed? Use TSC and Activity Cards to plan future provision and record on planning triangles.
- In groups of 4, discuss ways the technical skills cards can be used to support the practitioner to make informed observations.
- Consider what opportunity the activity cards offer for creating interesting and exciting active holistic learning opportunities in the indoor and outdoor environment.
- Reflect and feedback on the session to whole group and complete evaluation forms.

Beach Party



Activity: Observing Creative movement in a focused task within continuous provision. The context will be set by an extract from 'The Beach Party' story, supported by the 'Patterns and Pathways' Activity Card set.

Main observation focus: Physical Development

Other areas of learning: Language Literacy and Communication Skills, Knowledge and Understanding of the World, Creative Development

Time:	Content:	Method:	Resources:
15 mins	Scene setting	<p>Explain that pairs swap roles of the 'doer' and 'observer'.</p> <p>Verbal presentation</p> <p>What is Creative movement? What does CM look like in 'as they develop', 'as they progress' and 'as they become more skilful'?</p> <p>Explain that the activity is a 'focused task' and aimed at the 'as they become more skilful' level due to prior learning and observations that have taken place.</p>	<p>Clipboards and pens</p> <p>CD and batteries</p> <p>Audio CDs</p> <p>Ribbons, scarves</p> <p>Chalks</p> <p>Blank planning sheets</p>
20 mins	Activity	<p>Read extract from the story.</p> <p>Consult to seek agreement on whether to work on creating a movement story (beginning, middle or end).</p> <p>Set 'doers' off to explore movement potential of the 'beginning'.</p> <p>Brief 'observers' - hand out 'Patterns and Pathways' (as they become more skilful) Activity Card.</p> <p>'Doers' - create a beginning, middle or end phrase.</p> <p>'Observers' - observe and record observations.</p>	
10 mins	Planning for future provision	What have they observed? Use TSC and Activity Cards to plan future provision.	Continuous, Enhanced and Focused planning triangle
30 mins	Session Feedback, Reflection & Evaluation		Evaluation forms

Notes to help facilitator and group

Activity: Observing children's skills during a Creative movement focused task. Planning to encourage or challenge children to develop skills or acquire new skills individually or with a partner.

Notes to help you:

- Introduction and explanation 'What is Creative movement?' What does CM look like in 'as they develop', 'as they progress' and 'as they become more skilful'?
- Divide the group into pairs 'B' doers and 'A' observers
- Read pages 16 - 18.
- 'B's begin to explore the potential to create a movement story alone or with a friend
- 'A' are given briefing and 'Pattern's and Pathways' activity cards to support their observation.
- Pairs should change over. Observer becomes doer and doer becomes observer
- In pairs discuss what they observed?
- Use TSC and Activity Cards to plan future provision. Using the planning triangle plan to record the provision that will support children.
- In groups of 4, discuss ways the activity cards can be used to support the practitioner to make informed observations. Consider the use of Technical skills cards in supporting the development of Creative Movement
- Consider what opportunity the activity cards offer for creating interesting and exciting active holistic learning opportunities in the indoor and outdoor environment.
- Reflect and feedback on the session to whole group and complete evaluation forms.

Planet Play



Activity: Observing the physical skill of **dribbling with hands** in continuous provision. The context will be set by an extract from 'Planet Play' story, supported by the 'Dribbling with hands' Technical Skills Card and the 'Creature Chaos' Activity Card set.

Main observation focus: Physical Development

Other areas of learning: Knowledge and Understanding of the World, Mathematical Development, Language, Literacy and Communication Skills

Time:	Content:	Method:	Resources:
5 mins	Introduction	Verbal presentation	Clipboards and pens 'Creature Chaos' Activity Cards Laminated pictures/images of skills Technical Skills Card - Dribbling with hands Laminated sheets and pens Laminated welsh labels Balls, buckets/baskets, throw-down markers, hoops, soft flexible cones Posters Stars, planets, creatures/aliens, masks/headgear
10 mins	Scene setting	Divide group into pairs. Within each pair - explain split roles of 'doer' and 'observer'. Read story extract.	
20 mins	Activity	Allow 'doers' to explore continuous provision. Brief 'observers' and hand out supporting resources.	
10 mins	Planning for future provision	What have they observed? Use TSC and Activity Cards to plan future provision. Discuss links to other Areas of Learning.	

Notes to help facilitator and group

Activity: Observing children's skills during their play in the continuous provision. Planning to encourage or challenge children to develop a skill or acquire new skills.

Notes to help you:

- Divide the group into pairs 'A' to be doers and 'B' observers
- Read page 10 of Planet play.
- 'A's are directed to the continuous provision to select resources, choose their garden and begin to have fun.
- 'B' are given the technical skills cards *Dribbling Ball* to support their observation of the skill they see their partner practicing.
- 'A' will dribble, throw and catch balls, in space or at targets
- 'B' will observe their partner using the technical skills card 'dribble with hands' (Pairs should change over.)
- In pairs discuss what they observed? Use TSC and Activity Cards to plan future provision and record on planning triangles.
- In groups of 4, discuss ways the technical skills cards can be used to support the practitioner to make informed observations.
- Consider what opportunity the activity cards offer for creating interesting and exciting, holistic, active learning opportunities in the indoor and outdoor environment.
- Reflect and feedback on the session to whole group and complete evaluation forms

Planet Play



Activity: Observing Creative movement in a focused task. The context will be set by an extract from 'Planet Play' story, supported by the 'Space Shake' Activity Card set.

Main observation focus: Physical Development

Other areas of learning: Knowledge and Understanding of the World, Creative Development , Language, Literacy and Communication Skills

Time:	Content:	Method:	Resources:
15 mins	Scene setting	<p>Explain that pairs swap roles of the 'doer' and 'observer'. Verbal presentation What is Creative movement? What does CM look like in 'as they develop', 'as they progress' and 'as they become more skilful'? Explain that the activity is a 'focused task' and aimed at the 'as they become more skilful' level due to prior learning and observations that have taken place.</p>	<p>Clipboards and pens CD and batteries Audio CDs Planet mobiles Blank planning sheets</p>
20 mins	Activity	<p>Read extract from the story. Set 'doers' off to explore movement potential for chorus (working alone or with a friend) Brief 'observers' - hand out 'Space Shake' (as they become more skilful) Activity Card. 'Doers' - create a chorus for our space adventure dance. 'Observers' - observe and record observations.</p>	
10 mins	Planning for future provision	What have they observed? Use TSC and Activity Cards to plan future provision.	Continuous, Enhanced and Focused planning triangle
30 mins	Session Feedback, Reflection & Evaluation		Evaluation forms

Notes to help facilitator and group

Activity: Observing children's skills during a Creative movement focused task. Planning to encourage or challenge children to develop a skill or acquire new skills individually or with a partner.

Notes to help you:

- Introduction and explanation 'What is Creative movement?' and what does CM look like in 'as they develop', 'as they progress' and 'as they become more skilful'?
- Divide the group into pairs 'B' doers and 'A' observers
- Read page 6&7 of Planet play.
- 'B's begin to explore the potential for movement alone or with a friend
- 'A' are given briefing and space shake activity cards to support their observation.
- Pairs should change over. Observer becomes doer and doer becomes observer
- In pairs discuss what they observed?
- Use TSC and Activity Cards to plan future provision record on planning triangles.
- In groups of 4, discuss ways the activity cards can be used to support the practitioner to make informed observations. Consider the use of Technical skills cards in supporting the development of Creative Movement
- Consider what opportunity the activity cards offer for creating interesting and exciting active holistic learning opportunities in the indoor and outdoor environment.
- Reflect and feedback on the session to whole group and complete evaluation forms