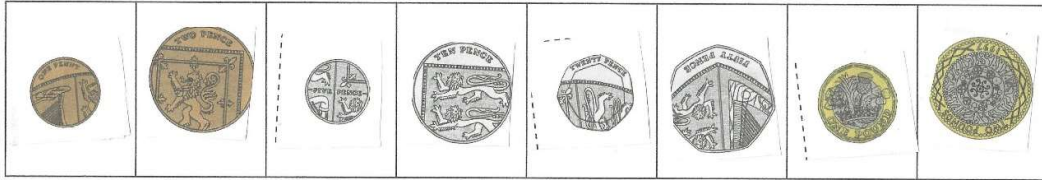


Appendix 1

Ordering Coins

Cut and paste the coins below and arrange them from smallest value to largest value in the boxes.

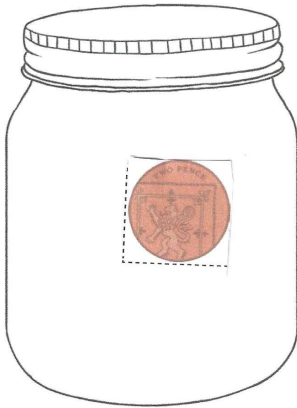
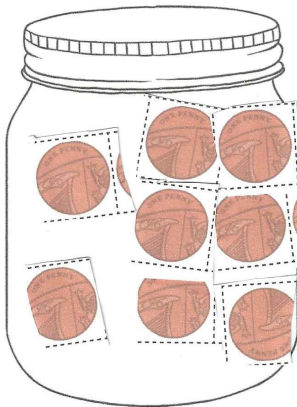
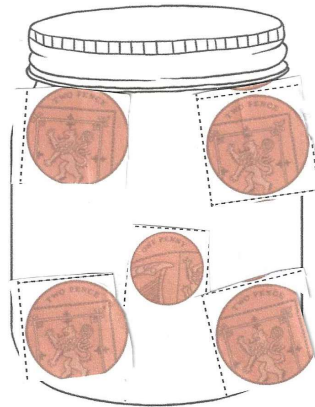


Smallest value

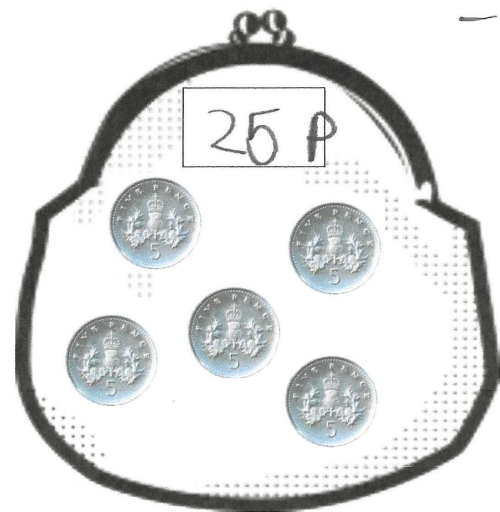
Largest value

Appendix 2

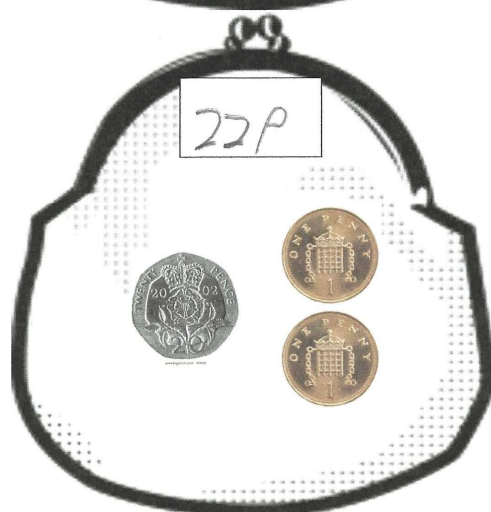
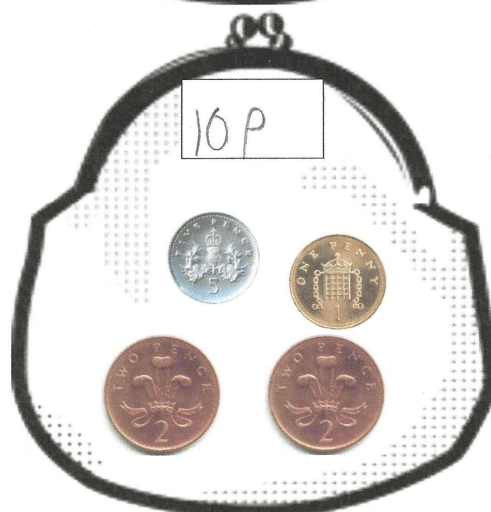
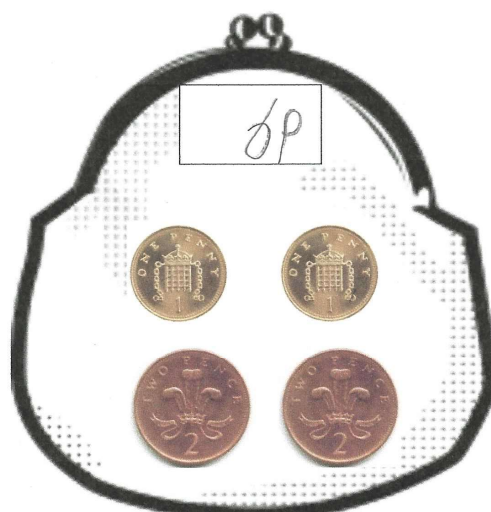
Make the following totals in the money jars by cutting out the coins on the next page.

**2p****5p****7p****8p****9p****10p**

Appendix 3



Appendix 4



Appendix 6



Cynllunio i Gyfoethogi'r Ddarpariaeth Planning for Enhanced Provision



Y darpar athrawon i nodi gweithgareddau cyfoethogi a chynnwys amcanion dysgu pan yn briodol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu allan). <i>Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate. They should indicate whether such provision occurs indoors/outdoors.</i>					Dyddiad /Date: WC 3/2/20
Ardal Llenyddiaeth/ Literacy Area Indoors Challenge – Write instructions of how to grow a flower? Skill – Retell information they have heard, sequencing events correctly	Ardal Darganfod/ Discovery Area Indoors/outdoors Challenge – Can we make a plant grow faster if we put the pot in a different place? Skill – Identifying what they want to find out and how to do it	Ardal Mathemateg/ Mathematics Area Indoors Challenge – Sell/buy vegetables in a shop Skill – Find totals and give change	Ardal Cerdd/ Music Area	Ardal Corfforol/ Physical Area Indoors Tuff Spot Challenge - Small world retelling the story (record) Skill – Retell narratives or information that they have heard, sequencing events correctly	
Ardal Adeiladu/ Construction Area Indoors	Ardal Chwarae Rôl/ Role Play Area Outdoors/Indoors	Wrth y bwrdd/ Table top	Ardal Gwneud Marciau/ Mark Making Ardal	Ardal Creu / Creative Area Indoors	
	Challenge – Enormous Turnip Role Play Skill – Adopt a specific role, using appropriate language in structured situations			Challenge – Paint a picture of the story using a range of applicators Skill – Make choices when choosing materials and resources	
Ardal Tywod /Sand Area	Ardal digidol/ Digital Area Indoors Challenge - Use ipad to research different types of vegetables that grow underground Skill – Describing what they have found out and offering simple explanations	Ardal Peintio/Painting Area	Ardal Toes/ Dough Area Challenge - Use playdough story mats and follow instructions Skills- develop fine manipulative skills	Ardal Byd Bach/ Small World Area	

Profiadau Ychwanegol / Additional Experiences:

Welsh

Sut mae's tywydd heddiw? Weather forecast role play (yn Cymraeg)

Skill – Make themselves understood



Engagement indicators Lesson 1	Child A		Child B		Child C	
	Focus Task	Enhanced Provision	Focus Task	Enhanced Provision	Focus Task	Enhanced Provision
LISTENING SKILLS						
Low						
Medium		x		x	X	x
High	x		x			
CONCENTRATION						
Low						
Medium		x		x	X	x
High	x		x			
INTERACTION WITH OTHERS						
Low					x	
Medium						x
High	X	x	x	x		
LEVEL OF INVOLVEMENT						
Low						
Medium		x			x	x
High	x		x	x		
LEVEL OF INTEREST IN ACTIVITY/TASK						
Low		x				
Medium					x	x
High	x		x	x		



Notes: Halfway Primary School Year 2, 3/02/2020

Child A: Higher Ability (HA)

Child B: Middle Ability (MA)

Child C: Lower Ability (LA)

Focus Task

Introduction to lesson, Teacher included a recap on what they had learnt so far about money. The learners were asked to 'think, pair, share' – 'what have they learnt about money so far?'.

Child B: Little interaction with partner, not sure what she has learnt so far.

Child C: No interaction.

Child A: Clear interaction with partner, happy to explain to teacher in detail what he has learnt so far.

Recap on the value of the coins (up to £1) all learners showed that they knew what the value of each coin was.

The teacher then led a focus task to six pupils of mixed abilities (two lower ability, two middle ability and two higher ability) and provided differentiated worksheets.

Child A was very keen to complete the worksheet and stated, "I like doing work, I know what to do". The teacher gave the other children lots of encouragement for them to also complete their work.

Child C seemed slightly distracted and quiet however, started to complete the worksheet.

Child B showed good concentration while completing the task, answered questions that the teacher and friends asked whilst continuing with her work.

Child B was very chatty throughout, slightly slower completing the worksheet. Exclaimed to the group, "I'm tired today". When she completed her worksheet, she was keen to get the teacher's attention to check if her answers were correct.

Child C, although being quiet with peers during the task, was narrating what he was doing throughout; explaining, "now I need to cut the 5p". He was able to work out that he could make other amounts of money using a variety of coins. He became a little distracted and chatted to his peer next to him.

Child A finished the first task and asked the teacher, "Can I do another task? I love it when the teachers give me hard work, I like it".

When Child A finished the task set and was keen to do more work. He was happy to move on to the enhanced provision part of the lesson once he had completed the tasks set.



Enhanced Provision

Child A was keen to complete the 'shop' enhanced provision activity the way the teacher had explained i.e. to be the shopkeeper and use the money and till. He was keen to 'take charge' and wanted to tell his peers what they should be doing.

Child B was keen to explore the shop area. She went straight to the toy fruit and veg and started to explain to her peers which fruit and vegetables she liked best. While she was doing this, Child A was encouraging her to do the task 'correctly' i.e. role play being a customer in the shop. It was evident that they both wanted to be the shopkeeper and the teacher noticed this and then told them that they would have to take it in turn.

Child A wanted to 'take charge' and be the shopkeeper in the shop. When he couldn't get his peers to join in with the role play the way he wanted it, he decided to leave the area and move on to another challenge.

Child B enjoyed the shop and was engaged with the fruit and vegetables, chatting to her peers and 'washing' the vegetables with a brush.

Child C was the last child to complete the focus task activity. He then went to the enhanced provision challenge. He was losing concentration during the focus task when he realised all his friends had moved on to enhanced provision and had to be prompted by the teacher to remain on task.

Child A was coming back and fore to the shop area as he was keen to take on the role of the shopkeeper. He was getting frustrated when Child B refused to share the role of the shopkeeper.

Child B had appeared to 'take over' the role as the shopkeeper, working well to complete the task.

Child C wanted to join in with the enhanced provision and went to explore; he decided to role play being in a garden using the spade, but soon wanted to try another area to explore.

Child A seemed to get 'fed up' in the shop and decided to go to another area (playdough). He was followed by Child B. The two worked very well together in this area; however, Child A did seem to want to work more independently in the area and Child B was keen to get his attention throughout. Both the learners decided to not follow the challenge card for this area.

When Child A went to show the student teacher his playdough, Child B was very concerned that he had left and didn't want to continue with the task until he returned. When Child A returned, they started singing together, Child B asked, "what's your favourite song?". Good interaction throughout (mainly led by Child A).

Child C seemed to wonder around the challenge areas unsure which to do. He decided to go to the reading area by himself.



Child A decided to leave the playdough area; Child B was disappointed so also left.

Child C then decided to go to the playdough area, he read the challenge card out loud and was keen to complete the challenge which was set. He was engaged throughout, worked well and quietly.



Interview

1 Which task were you asked to complete with the teacher? What task did you complete in the enhanced area?

Child B: "Order of numbers. Counting numbers. I was the shopkeeper and I pretended to clean the vegetables using the brush."

Child C: "Writing coins in order. I liked cutting and gluing best. I forgot." When prompted he said he was digging for a little bit in the 'garden'.

Child A: "The value of coins, smallest to biggest. We wrote numbers down and we did some cutting and sticking. I went in the garden centre; I was giving change."

2. What did you enjoy from each task?

Child A: "I liked putting the money in order and putting the money in the jar, it was easy! I liked being the shopkeeper."

Child C: "I forgot what I needed to do."

Child B: "I liked counting and adding the money. I liked to be the shopkeeper."

3. What did you learn from each task?

Child A: "I learnt about counting money, I enjoyed the worksheets and want to do more because I love learning."

Child C: "I didn't learn anything new today."

Child B: "I learnt how to count the coins like in 10's and 20's."

4. Did you understand what you needed to do in both tasks?

Child A: "Yes."

Child B: "Yes."

Child C: "Yes."

5. Did you complete each task?

Child B: "Yes, and the worksheets were easy, I wanted to do more! I was a customer and a shopkeeper in the shop."

Child C: "Yes."

Child A: "Yes, I finished it all."

6. Do you prefer learning at your desk (focus task) or in the challenge area (enhanced provision)?

Child A: "Desk" (focus task). "I like learning better than playing."

Child B: "Challenges" (enhanced provision).



Child C: "Desk (focus task) I like to learn better than playing too."

7. What challenges (enhanced provision) could you do to learn more about money?

Child A: "Counting in 100's?"

Child B: "I like Hwb and doing Maths on my own."

Child C: "We could make money out of playdough then count the money. I like Mathletics (on a device) and Hwb too."

Lesson Study Reflection – Gibbs 1988

Date: 3/2/20

Research Question: Does the learners' level of engagement vary between a focus task and enhanced provision within a Foundation Phase class?

Reflection	
Describe what happened	The teacher taught a mathematics lesson to the whole class 'using different combinations of money to pay for items up to £1.00' and then led a focus task to six pupils of mixed abilities (two lower ability, two middle ability and two higher ability). Differentiated worksheets were provided during the focus task. Child A and Child B both completed the tasks quite quickly and then asked for more work. Child B said she wanted to do harder maths. Additional worksheets were provided to both which were more challenging. Child C completed the task but required prompting on several occasions. Following completion of the focus task the pupils then went to the enhanced provision areas. Pupils role-played in the 'shop' demonstrating their money skills. Child A and Child B both wanted to be the shopkeeper and did not want to be the customer. It appeared that they both wanted to assume a role of responsibility. The teacher asked them to play the shopkeeper and the customer in turn. Child C wanted to join in with the enhanced provision and went to explore; he decided to role play being in a garden using the spade, but soon wanted to try another area to explore. He did not join any other children in the enhanced provision areas. He wandered around the challenge areas and later went to sit in the reading area and read a book. Child A and Child B later went to the playdough area after completing the shopping task. The task was to create items with playdough by following a set of instructions. Child A made a butterfly instead of what he had been asked to make. Child B made a flower. Both worked happily next to one another. Child B chatted a lot to Child A. They then moved to other challenge areas. Child C went to the playdough area. He read the challenge card out loud and was keen to complete the challenge which was set. He was engaged throughout, worked well and quietly.
Describe your feelings and emotional responses	I had hoped that all of the pupils would complete the focus tasks as independently as possible. Child C required prompting to remain on task. I had not anticipated Child A and Child B asking for more maths work to do as I thought they would want to go to the enhanced provision area to play as soon as they had completed the tasks. I was pleased that Child A and Child B were engaged in the focus tasks and that they completed the focus tasks without requiring prompting. I was disappointed that Child C did not appear to engage in the focus task as much as the others had, and required prompting. I was disappointed that he did not engage with other pupils in the enhanced provision areas.



Consider what was good and bad about your response	The focus task went well and Child A and Child B were both eager to complete the worksheets and requested more work. I had prepared additional worksheets and was prepared to give the pupils more challenging tasks. For the enhanced provision tasks Child A and Child B both appeared to want to adopt the role of 'shopkeeper' which led to frustration on Child A's part. Child A worked well independently. Child C did not mix with the other pupils in the enhanced provision areas. The pupils did not engage in the enhanced provision areas for very long and moved on to the next challenges quickly. They were more inclined to complete work set during a focus task.
How do you make sense of the situation? <i>Link to literature</i>	I feel that the pupils consider a focus task to be more of a learning experience and challenge, and enhanced provision to be an opportunity to play.
What general conclusions can you draw from the event? What specific conclusions can you draw from your experience?	Child A and Child B clearly enjoyed the focus task as they asked for more work. They were motivated and engaged throughout. Child C completed the work but needed prompting. Pupils moved around the challenge areas quickly and did not engage in enhanced provision for too long. Not all pupils followed the challenge card instructions. All enjoyed being creative for a short while e.g role play, playdough. Some lost interest quickly. I have concluded that overall, pupils prefer more structured learning. Enhance provision provides pupils with opportunities to be creative and to improve social skills. It offers a great amount of choice and can aid in developing decision-making skills. Too much choice however can make them less committed to complete a task.



Based on your reflection, what would you do differently in the future? Do you have an action plan?

I would make a focus task less paper based and more practical, providing creative and authentic tasks to help pupils in the development of their problem-solving abilities. I would also create opportunities for pupils to work collaboratively on a focus task to improve social skills.

I would provide more prompting to pupils to follow instructions in the enhanced provision areas.

I would use more creative methods which might have sparked Child C's attention. As an action plan I will plan a variety of practical and non-practical focus tasks in order to compare how the learners work and what they learn from each task.



Appendix 12

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Clare Holt	Class:	Year 1
AoLE or Subject	Mathematics	Date:	4.2.20
Lesson Focus:	Using number skills		
Meaningful links to Curriculum	Foundation Phase Framework 2008 – Managing money		
Meaningful links to: Cross Curricular Responsibilities	Numeracy – Use money in play and real life situations		
Personal Targets (Linked to QTS and identified in weekly review)			
Evidence the learners work in other ways i.e. floorbook			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to use different combinations of money to pay for items up to 20p

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can use different combinations of money to pay for items up to 20p	Listen carefully Open ended questioning during main activity To show that they can pay for items up to 20p

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Welcome children in Welsh and English Introduce the learning objective Discuss success criteria Explain learning activities and worksheets which have been differentiated to the abilities of the pupils in the class (HA, MA and LA)	Listen and engage with the discussion Offer prior knowledge of counting Model examples on the whiteboard and ask pupils to answer questions Be aware of what they are meant to be doing and transition calmly and quietly to their activity.	Whiteboard
Teaching & Core Learning	The learning will take place in mixed ability groups. The pupil groups will come one by one to take part in the focus task	Engage in the activity and be confident in their learning Answer the questions asked and be as independent as possible in each task Ask for help if needed	Whiteboard Worksheets Pencils

	Differentiated support and explanations will be provided to HA, MA and MA and LA pupils by teaching staff	Children will complete worksheets Pupils will then move to the enhance provision areas to complete other tasks	
Plenary	Review learning objective	Self-assess	Finished pieces of work Mr Men (my learner face) self-assessment

Lesson Plan – Phase 1

Evaluation of the Learning Experience

(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	During this focus task I had mixed ability children and was able to assess them all using differentiated worksheets. They were mainly independent and only needed a little help to complete the worksheets set. They enjoyed cutting and sticking, making the worksheets a little more practical to keep them engaged.
Next Steps for Progress	In order to progress, the learners will be introduced to giving change from totals of 10p. This will ensure the learners are following the progression steps from the framework and progressing with their learning.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	This task worked well as the learners were busy with cutting and gluing as well as writing. They were able to use numicon or money to work out the amounts on the worksheet. I was able to assess the learners as they worked and encouraged them to work to work together in order to complete their work.
Areas for my Development Personal Targets for Progress	For the puprose of this lesson study I would encourage the children to follow the challenges in the enhanced provision area in order to assess their learning further. I would also develop the focus task in order to compare the data collected from the research project.

Appendix 13



Cynllunio i Gyfoethogi'r Ddarpariaeth Planning for Enhanced Provision



Y darpar athrawon i nodi gweithgareddau cyfoethogi a chynnwys amcanion dysgu pan yn briodol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu allan). <i>Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate. They should indicate whether such provision occurs indoors/outdoors.</i>					Dyddiad /Date: WC 4/7/20
Ardal Llenyddiaeth/ Literacy Area Indoors Challenge – Write instructions of how to grow a flower? Skill – Retell information they have heard, sequencing events correctly	Ardal Darganfod/ Discovery Area Indoors/outdoors Challenge – Can we make a plant grow faster if we put the pot in a different place? Skill – Identifying what they want to find out and how to do it	Ardal Mathemateg/ Mathematics Area Indoors Challenge – Sell/buy vegetables in a shop Skill – Find totals and give change	Ardal Cerdd/ Music Area 	Ardal Corfforol/ Physical Area Indoors Tuff Spot Challenge - Small world retelling the story (record) Skill – Retell narratives or information that they have heard, sequencing events correctly	
Ardal Adeiladu/ Construction Area Indoors Challenge – Use lego to construct a tractor Skill - take part in activities alongside others, with some interaction.	Ardal Chwarae Rôl/ Role Play Area Outdoors/Indoors Challenge – Enormous Turnip Role Play Skill – Adopt a specific role, using appropriate language in structured situations	Wrth y bwrdd/ Table top 	Ardal Gwneud Marciau/ Mark Making Ardal 	Ardal Creu / Creative Area Indoors Challenge – Paint a picture of the story using a range of applicators Skill – Make choices when choosing materials and resources	
Ardal Tywod/Sand Area 	Ardal digidol/ Digital Area Indoors Challenge - Use ipad to research different types of vegetables that grow underground Skill – Describing what they have found out and offering simple explanations	Ardal Peintio/Painting Area 	Ardal Toes/ Dough Area Challenge - Use playdough story mats and follow instructions Skills- develop fine manipulative skills	Ardal Byd Bach/ Small World Area 	

Profiadau Ychwanegol / Additional Experiences: Welsh Sut mae's tywydd heddiw? Weather forecast role play (yn Cymraeg) Skill – Make themselves understood
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Appendix 14

Engagement indicators Lesson 2	Child A		Child B		Child C	
	Focus Task	Enhanced Provision	Focus Task	Enhanced Provision	Focus Task	Enhanced Provision
LISTENING SKILLS						
Low		x			x	
Medium				x		x
High	x		x			
CONCENTRATION						
Low		x			x	
Medium				x		x
High	x		x			
INTERACTION WITH OTHERS						
Low		x		x		
Medium			x			
High	x				x	x
LEVEL OF INVOLVEMENT						
Low		x			x	
Medium				x		
High	x		x			x
LEVEL OF INTEREST IN ACTIVITY/TASK						
Low		x			x	
Medium						
High	x		x	x		x

Appendix 15

Notes: Richmond Park Primary School Year 1 4/02/2020

Child X: Higher Ability (HA)

Child Y: Middle Ability (MA)

Child Z: Lower Ability (LA)

Focus Task

Introduction to lesson. Teacher included a recap on what they had learnt so far about money and what they were going to be learning today.

The teacher then led a focus task to eight pupils of mixed abilities and provided differentiated worksheets.

The learners then picked up their worksheets and were keen to start the focus task.

Child X was very motivated and excited to begin the task. Child Y started cutting up the coins before she was asked. Child Z was playing with the toy coins and then started cutting up the coins when prompted.

Child Y: Little interaction with others and was working independently.

Child X: Very talkative when cutting up the coins, yet remained focused on the task.

Child Z: Watching others and not focusing on her task. Needed prompting from teacher.

Child X: Got up from his chair and went to look at other learners' work and wanted to help others.

Teacher asked Child Z to explain what she was doing. Child Y answered the questions which had been asked to Child Z. Child Y needed guidance from the teacher as she was putting the coins in the incorrect order. She then seemed happy and then carried on with her work.

Child Z: Very distracted and needed to be prompted repeatedly to remain on task.

Child Y was trying to help Child Z. Child Z did not focus well on the worksheet and the task (to put the coins in order) and seemed to just enjoy cutting up and gluing the coins to the worksheet. She also drew on her worksheet.

Child Y was keen to get the answers correct and asked the teacher to check her work.

The teacher gave Child X and Child Y more challenging worksheets to complete after they had completed the first task. Child X asked for "harder work".

Child Z continued to be chatty and got the majority of her answers wrong.

Child Y worked quietly and was distracted occasionally.

Child X completed the worksheet independently. He said he was “very clever” and went to look at other children’s work.

Child Y was concerned about making her work look “tidy” and frequently rubbed the answers out and re-wrote them.

Both Child X and Child Y got the answers correct and asked for more work.

Child X said that he “liked maths”. The teacher gave him another worksheet. He seemed in a hurry to complete the worksheets as quickly as possible.

Child Z continued to be prompted to complete her work. She didn’t seem to care if her answers were incorrect. She wanted to go and “play” in the shop area where her friends were.

Child X and Y remained focused on their worksheets despite loud background noise.

When they completed the tasks, they were asked by the teacher to go to the Enhanced Provision areas (challenge/play area). The teacher encouraged them to work in the ‘shop’ and ‘playdough’ areas.

Appendix 16

Enhanced Provision

Child X was keen to go to the 'shop' area. He followed teacher's instructions to role play the shopkeeper. He used the toy 10p coins and counted in 10s. He lost interest quickly and then went to play with the Lego.

Child Y went to the 'playdough' area and made prints into the playdough using toy coins, following the teacher's instructions. She then went into the 'shop' area with the toy coins and played with the money in the till. She then moved around the classroom.

Child Z went to the 'shop' area but didn't start to 'play' until her friend joined her. She played a little with the playdough but was easily distracted. She then moved around the classroom.

Appendix 17

Interview

1. Which task were you asked to complete with the teacher? What task did you complete in the enhanced area?

Child X: "We did maths, writing money, sticking money in order and went to the shop".

Child Z: "We did money"

Child Y: "We did money maths, put money in playdough, money stuck to it".

2. What did you enjoy from each task?

Child X: "I liked putting money in order and putting money in the jar, it was easy! I liked being the shopkeeper".

Child Z: "I didn't like anything".

Child Y: "I liked counting and adding money. I liked to be the shopkeeper".

3. What did you learn from each task?

Child X: "I learnt I can put money in order. I'll know what to do next time I go to a shop".

Child Z: "Nothing"

Child Y: "How much money I can put in a piggy bank".

4. Did you understand what you needed to do in both tasks?

Child X: "Yes".

Child Y: "Yes".

Child Z: "Think so".

5. Did you complete each task?

Child X: "Yes".

Child Y: "Yes"

Child Z: No reply.

6. Do you prefer learning at your desk (focus task) or in the challenge area/play (enhanced provision)?

Child X: "Desk" (Focus Task).

Child Y: "Desk" (Focus task) Worksheets help my brain to grow"

Child Z: "Play. I like drawing"

7. What play (enhanced provision) could you do to learn more about money?

Child X: "Use lego and count them".

Child Y: "Buying things".

Child Z: No reply.

Appendix 18

Lesson Study Reflection – Gibbs 1988

Date: 4/02/20

Research Question: Does the learners' level of engagement vary between a focus task and enhanced provision within a Foundation Phase class?

Reflection	
Describe what happened	The teacher led a lesson on money. The introduction included a recap on what we have learnt so far about money, offering prior knowledge. The learners were introduced to the 'challenges' (enhanced provision) and the differentiated worksheets for the focus task. They were asked to go into their groups. During the focus task, the learners were keen to complete the worksheets. Child X really enjoyed the challenge of the focus task and needed little interaction from the teacher in order to complete the worksheet. He was very keen to show off his work when complete, proud of what he had achieved. Child Y needed a little guidance with her work but was happy and worked hard in order to complete the task. Child Z was very distracted and needed a lot of prompting to complete the worksheets set. When the learners completed the tasks set, they were asked to complete the challenges in the enhanced areas. The 'shop' and 'playdough area' were encouraged as they were directly related to the money task. Child X was keen to go into the shop. He followed instructions and role played being a shopkeeper. He used the money, choosing the 10 pence's and counted in 10's. He soon lost interest and went to play with the Lego. Child Y decided to go to the playdough area and make prints into the playdough using the money. She decided to go into the shop and play with the money in the till but didn't stay in one area for long. Child Z went straight to the shop area but didn't start to 'play' until her friend joined her. She played a little with the playdough but was easily distracted.
Describe your feelings and emotional responses	During the lesson, the learners were excited to complete the worksheets and enjoyed the challenge. I felt that they were all challenged to their abilities and worked hard to ensure they completed the task set. Child Z didn't show much interest in the worksheet and seemed to just enjoy the 'gluing and sticking' part of the task. Child Y was keen to get the answers correct and needed reassurance throughout the task but worked hard to complete it independently. Child X was keen to help his friends and was pleased that he was able to challenge himself throughout the task. I was pleased that the majority of the learners stayed focused and engaged during the focus task. Child X and Y were both keen to complete the work in order to move on to enhanced provision for the challenges. Child Z needed a bit of encouragement to complete the worksheet provided and wanted to go 'play' in the shop area with her friends.

Consider what was good and bad about your response	The focus task went well, and Child X and Y were both keen to complete the work set and to learn more about money. Child Z needed encouragement to complete the worksheets and didn't mind if she had the answers correct but Child X and Y were concerned about getting the answers correct. For the enhanced provision task, Child X and Y were keen to follow instructions and Child Z was happy to explore. It seemed that the learners needed an 'end goal' and more structure when completing a task. All three children seemed to lose interest quickly in enhanced provision and moved on to the next challenge, whereas in the focus task they were more inclined to complete the work set.
How do you make sense of the situation? <i>Link to literature</i>	While conducting the research, I feel that all the learners see a focus task as 'learning' and enhanced provision as 'play'.
What general conclusions can you draw from the event? What specific conclusions can you draw from your experience?	All the learners' enjoyed the worksheets in the focus task. They listened and engaged, although Child Z did need a lot more encouragement to complete the task. Child X and Y were keen to please the teacher and wanted to ensure they had their answers correct whereas Child Z wanted to complete the work in order to move on to enhanced provision. From this experience I have concluded that the learners we observed see a focus task as 'learning' and enhanced provision as 'play'. Some of the learners are keen to learn and like the challenge whereas others are happy to 'play'.

Based on your reflection, what would you do differently in the future? Do you have an action plan?	In the future, I would make the focus task more practical, without worksheets as I would be curious to see if the learners would see a practical task as 'learning'. I would also be more inclined to encourage the learners to follow the challenge cards within enhanced provision to help them see that they are learning when they are playing. As an action plan I will plan a variety of practical and non-practical focus tasks in order to compare how the learners work and what they learn from each task.
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