

Learning Environment Inside and outside
EAAEE5005

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Activity plan
Activity: Focus pattern activity

Number of children: 10 to 15 children	Age of children: 4 - 5 years old	Number of adults: 2 to 3 adults
Location: classroom/school/hall setting	Preparation time: 30 minutes	Activity time: 1 hour and 15 - 30 minutes

Resources: pen/pencil/colouring/paper/paint/stickers/printed out characters/scissors or cut outs/glue.
Aim/s of activity: Explore patterns of learning and gain knowledge in skills. Developing their knowledge through a range of activities. To recognize and create repeating patterns. Problem solving, Reasoning and Numeracy - Recognise and create simple repeating patterns.
Links to outcome: To be able to recognize and repeat the play shown by the adults. To be able to follow patterns, steps and sequences. To be able to use skills and develop knowledge.
Differentiation: (High Achieving) To create patterns with 3 to 4 different characters and repeat it at least three times. (Low Achieving) To create patterns with 2 characters.

Health and safety: No sharp objects, smooth material. Safe environment. Careful with scissors.

Role of adults/adults: To teach children how to play and count, as well as to demonstrate color distinctions. The adults serve as teachers and mentors for the children, allowing them to learn and receive assistance as required. Help them recognize patterns.

The activity:

whole class - with the children seated in a circle, begin creating repeating patterns around the circle, such as sit, stand, sit, stand.....legs crossed, legs stretched out.....see if the children can spot the pattern and continue it themselves. Emphasize the distinction between repeated and non-repeating patterns.

Examine various character cards and briefly name and discuss each/the characters. Make a repeated pattern of two characters. Replace the characters for new ones. Build a sequence of three characters and ask the children to continue the pattern.

Invite children to come out and start a pattern, and then ask other children to keep repeating the sequence. To make their own designs, offer children a big stripe of A3 paper and a range of cut out characters/shapes/food. Other objects, such as dogs or cookies in various colors and shapes, may be used to create repeated patterns.

Risk Assessment

To assess this plan you will need to assess and observe the child's actions to see if they have listened to the adults and peers to follow the steps by themselves. Also, to evaluate the problem solving, reasoning and numeracy development in the settings, how each individual child benefits from the activity plan.

One of the risks in this activity plan is if a child gets a paper cut.

Having a considerable number of service members skilled in first aid ensures all staff, as well as the children's family, that assistance will still be available if a child requires immediate care. Furthermore, first aid instruction is not restricted to a classroom environment. (www.educare.co.uk, n.d.). Learning first aid is a life-saving experience. It teaches children how to be more risk-aware and gives them the tools they need to keep themselves safe and support others in the event of a medical emergency. It has the potential to save their lives. Hands-on training is the most effective way to practice first aid. (First Aid for Life, n.d.).

In this risk assessment I will discuss the strengths and weaknesses of this activity plan to support my focus pattern activity plan.

This activity plan's strengths are somewhat close. One of their strengths is their willingness to play with other children, which gives them the confidence to socialize and engage with others. It's so much better if they socialize when playing and practicing because it shows they're having fun. Another strength is that they are developing new skills to increase their development like just acknowledging shapes, colours, patterns, sequences and different sizes. Additionally, another advantage that the children will gain is being able to recognize and create patterns by themselves.

This activity plan's flaws are dependent on the children. Such children are not so patient; they have a strong need to do and get things done immediately, which is a flaw in some children because they cannot wait for things. Furthermore, some children are reluctant to try new activities. That is both a problem and a failure of the activity because in order for them to develop, they must try new things. Some children may also want to do things their own way, which is a good way of expressing themselves but it can cause conflict between their peers. The first part of the activity is to work as a class and listen and watch each other to repeat them. The reality that each child has different/unique abilities, skills, and personality can also

have an effect on the learning experience. One other disadvantage may be that the concept of the activity may not be interesting to some of the children.

If I had to reconsider any aspects of the activity plan I would probably reconsider my role. When helping and assessing 3 to 4 children, I realized I had a flaw: I did not pay enough attention to the observation. As a result, I would have paid more attention to the observation by giving the children more opportunities to think. Another thing to remember about this activity schedule is including a wider range of activities for the children in order to make it more fun and meaningful for them.

The health and safety regulations can be as simple as having fire alarms in the classrooms/nursery to provide fire safety. For example, if there was a fire emergency everyone would know and can make exit as quickly as possible. Corner covers will be placed on the table desks in the classroom/nursery to discourage children from touching them and getting injured if they bumped into them. There are also protective gates that keep children in secure environments. Sharp edges and sharp artifacts will not be included with the resources/equipment provided and if they are included the adults are there to prevent incidents from occurring. And be certain that no child is harmed. There are adults in the building, and it is a small group of kids who are not too complex, so the adult can have an eye on each child.

Adults have a vital part in promoting children's play, but their role in the activity plan is very nuanced. Adults should still strive to encourage play rather than just arrange it. Adults should still be able to afford support and supplies. They should also give the children ample time to play and refrain from interfering with direct play. Children must be supplied with a diverse range of equipment and tools to enable them to experiment and to inspire children to have the ability to choose play and opportunity for themselves. This demonstrates that each child is interested in the game. Adults must study and refine the structure and decor, as well as adjust openings and provisions on a regular basis, in order to retain interest. The role of an adult in this activity plan is to educate the children by displaying and showing what to do, but also to be there for them when they need support.

The first part of the activity plan does not include any resources.

Resources	What is it used for?
Paper	For the children, to create their patterns on.
Character cut outs	To draw patterns on them and use them for their pattern creating.
Stickers	To use when creating patterns.

pens/pencils/colouring	To create patterns with.
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The tools included could be improved so they could not be as entertaining and exciting for the children. There should be a wider variety of events that promote growth and development. As it is problem solving, reasoning and numeracy learning, this may also be learned in a separate context, such as outside.

The risks and obstacles in this activity plan may be dependent on the children, since they may not listen or comprehend the concept of the activity. The children will not be as enthusiastic about the activity. The other barriers could also be activities as many children might wanna do their own thing without using the resources already provided, which may not benefit them. Another impediment may be children's unwillingness to share and take turns in tasks. This activity plan works well in small groups, which can be a challenge depending on the number of students.

Audit

It is important that an atmosphere be appealing to children in order to keep them interested and stimulated. This activity plan's atmosphere is centered on a classroom setting. The classroom will have a lot of colorful exhibits, making sure that the space has a lot of atmosphere so that the children would be interested in adapting to the environment. To keep children's focus in a classroom, a nurturing atmosphere is expected. When there is a play and seating space, such as chairs and tables, a classroom atmosphere can be a relaxing setting at times. As an enjoyable learning atmosphere, the classroom has a fitting show. It is placed in a classroom because it is a sensible, learning, and fun environment for children. A positive atmosphere will keep the children motivated; logical thinking by themselves is essential for healthy learning. (Sheehan, S.M. and J. 2018).

The resources in the environment serve as a visual depiction of the game/play. Children love playing and getting into mischief. They would be able to learn better as they like sensing and touching things to make them recall and understand what is going on. If they see a demonstration, it will entice them to do it further because it seems to be enjoyable. In the settings, you can choose from a variety of outlets. Children learn mostly by observing, hearing, and participating. Demonstrations, modeling, and problem solving will help them improve their new knowledge and comprehension of things.

Local governments must also follow government goals in order to improve conditions for young children. This current result duties have caused some of the more concerned - and misinformed - policymakers to seek from settings more proof of children's learning, in a more clearly observable format. Though noting the

importance of collecting "accurate estimates of the gains being achieved by settings in improving children's outcomes," she said, "there is a need to reconcile this with ensuring that the time and effort taken to secure an accurate image of children's outcomes is not excessive." 'The ability of setting leaders and workers to do their day-to-day job with children and parents to ensure certain results is not diminished.' (Nursery World. 2009).

Account

Patterns assist children with making predictions so they tend to grasp what will happen next. They also assist children in developing their ability to draw rational distinctions and use thinking skills. Patterns can be seen everywhere in our everyday lives, and they should be highlighted to young children. (Early Childhood Development. n.d.).

The ability to recognise and construct patterns enables one to make decisions based on our observations; this is a crucial skill in math. Understanding trends helps children prepare for the study of abstract number principles and mathematical operations. Patterns help us see interactions and make generalizations. (www.ck12.org, n.d.). Pattern is fundamental to our understanding of the world, and it is an essential component of all mathematics curriculum content. When children learn what constitutes a pattern, how to imitate patterns, and how to create their own, it improves not only their comprehension of math in other subjects, but also their encounters of art, music, and physical movement. Understanding habits and associations entails comprehending pacing and repetition, as well as ordering from shortest to longest, smallest to highest, grouping, and categorization. (Early Childhood Ireland, 201).

The EYFS focuses on children's growth, and research has shown that children learn and develop better when they have an atmosphere that meets their needs and is enabling, when they are encouraged to flourish as special adults, when they develop healthy relationships, and when all children learn and develop. (www.silkysteps.com. n.d.).

Theoretical links are developed as four distinct stages in children: sensorimotor, preoperational, concrete and formal (Learning theories. 2020).

These theories can be divided into three categories: mental, cognitive, and spiritual. Erik Erikson developed one of the most widely used theories of emotional development. Jean Piaget produced the most widely used theories of cognitive development. Furthermore, Lawrence Kohlberg created the prevalent theories of moral creation. (Schlozman, S. 2016).

Albert Bandura's Social Learning Theory is widely used in many fields and disciplines today. According to this hypothesis, while direct experience plays a role in infant learning and growth, modeling and basic observations often play a role. Bandura, who is currently Professor Emeritus at Stanford University, is another prominent and groundbreaking figure in psychology. (Online Psychology Degree Guide. 2018). Development is described as a series of complex conditional behaviors. The focus is on the climate rather than heredity. They thought that measurable behaviors were the most significant. Bandura's social learning philosophy relies on children's copying of behaviors. They will emulate their caregivers and friends, learning a great deal about our world and how it works. (Tafensw.edu.au. 2009).

A maturational-developmental theory is what Gesell's theory is called. After Gesell, it serves as the basis for almost all other principles about human evolution. Dr. Gesell identified and recorded trends in the development of children early in the twentieth century, demonstrating that all children go through identical and repetitive stages, though each child goes through these sequences at his or her own rate or pace. (Gesell Program in Early Childhood. n.d).

According to recent research, children's language learning is a learned skill that is intricately related to their capacity to recognize patterns in their surroundings. The study, conducted by researchers from the University of Sydney and the Australian National University, discovered that children who were better at recognizing patterns in nonverbal tasks often had better grammar knowledge. (ScienceDaily. n.d.).

Having tasks that are exciting yet effective for adults can help the children feel stimulated and confident in themselves. Adults should be mindful of the importance of honoring commitment and accomplishment. Adults must always be upbeat, supportive, and encouraging to the youngsters. They ensure that the rules of the game are followed. The rules are straightforward and feasible. The guidelines are as follows: encourage children to take turns talking and communicating, safety issues such as no pushing and rushing, assist children in adapting to events with various skills, be a helper in play or activity rather than a boss, use safe materials and tools, ensure that every child has an opportunity and is engaged in play or activity, and finish play and learning by helping tidy up the mess made. (Earlyyearscares.com. 2020).

Keep in mind that there are two separate tasks that adults should assume when it comes to their child's play, and only one of them is useful to the child. When adults monitor, lead, or take over a child's play, they are undermining the fundamental values of self-chosen and self-directed play. When children are not allowed to experiment freely, the experience lacks meaning. Adults have complete authority over a child's world. You will help your child flourish by providing a safe and appropriate place for them to play in. (Rymarowicz, 2015).

Assist your kid with learning how to solve challenges so that they can be able to do so by themselves while they are older. For example, you will assist your child in determining the nature of the challenge, brainstorming potential alternatives, and selecting one to implement. Encourage your child to experiment with new ideas, to take age-appropriate chances, and to learn from their mistakes. This could include activities like winning a race, presenting in front of the class, scaling new playground equipment, and so on. (Raising Children Network, n.d.).

When the children copy, watch and listen to their peers they gain a sense of understanding and listening skills as well as being socially active with the class.

Patterns assist children with learning to sequence and forecast, which contributes to mathematical skills, logic structure in mathematics, and the establishment of order in life. A preschooler notices slightly more complex sequencing, such as learning the days of the week, months of the year, or odd and even counting. Children learn better by play, which is especially effective when teaching a concept like patterns. They can grasp the sequencing of things and guess "what happens next?" as they enjoy the activity. When your child understands the idea of grouping, you will start teaching basic patterns. Patterns are taught to primary school students using a range of materials such as pattern blocks and math cubes. To supplement the learning process, objects used in the home and outside should be used to reinforce the significance of habits and relationships. (Mendez, 2012).

Children's movement behavior is the subject of testing and motor learning is an important aspect of infant development. An adult/child observation coding scheme of physical, emotional, cognitive, and task dimensions has been developed and is being used in a variety of early education environments to define patterns of contact between adults and children from both the adult and the child's perspectives. This is followed by formal interviews with a parent/caregiver at frequent intervals to assess changes in children's behavior and manner of activity, as well as the use of a motor checklist to measure children's motor proficiency. (Schiller, 1999).

Legislation, regulations, and processes are designed to ensure the well-being and wellbeing of all people. They have a set of guidelines that we can all follow at all times, ensuring that the decisions of one person do not adversely impact the life of another. (Condict, 2012).

The Early Years Foundation Stage (EYFS) regulatory structure is a collection of requirements that all Early Years services must follow to ensure that children have the best possible chance to progress and improve in a stable and secure setting. (Statutory Framework for the EYFS - KELSI, 2018).

The Children Act of 1989 establishes the legal basis for child protection in England. The paramount importance of the child's wellbeing is one of the key values defined by the Act. the standards and conditions pertaining to child-care responsibilities. (NSPCC Learning, n.d.).

Young children have an impressive amount of mathematical understanding, but previous psychological study has largely concentrated on their number knowledge. Preschoolers also partake in a form of early algebraic thought known as patterning on their own. A test was undertaken, 4-year-old children's understanding of repeated patterns twice in the current sample. Children could repeat and expand patterns, and some demonstrated a greater interpretation of patterns by abstracting patterns (creating the same kind of pattern using different materials). A small percentage of the children had explicit sequence unit awareness. Error tests revealed that some pattern awareness was evident before children performed well on objects. Overall, the results suggest that young children are gaining an understanding of repeating patterns prior to starting kindergarten. (Rittle-Johnson et al., 2013). Patterning behaviors are fundamental to mathematics, and observational experiments show that young children participate in them randomly. During free play, for example, one preschooler painted stripes with the words "pink, purple, pink, purple." (Fox, 2005. p. 316.).

According to researchers, as children discover and think about trends, we help them lay crucial groundwork for future number work. Creating, expanding, naming, and discussing patterns all contribute to the development of good mathematicians. Pattern analysis can be difficult for even the most scholarly mathematicians. Patterns bring order to what may otherwise be messy. (View all posts by kellivogstad, 2015).

Learning in health and wellness means that children and young people acquire the expertise and understanding, abilities, strengths, and qualities required for academic, cognitive, social, and physical well-being now and in the future. good aspects of safe eating and physical exercise by themselves. Healthy physical fitness, feelings of pleasure and accomplishment, and successful social interaction all contribute to well-being. It has an effect on how children communicate with their surroundings. A good sense of well-being instills trust and hope in youngsters, allowing them to maximize their learning ability. (Kindalin.com.au, 2019). The Children's Society defines well-being as "the quality of living, how we view ourselves dealing with situations, and how well our lives are going." (The Children's Society, 2017).

Creativity is an integral component of happiness. We must enable children to be imaginative and participate in the process with them. Make time to sing and dance with the kids; it can be a fun experience. Allow children to play with a variety of materials and mark-making techniques. Creativity should be about having fun rather than having a finished product. (early years alliance, 2018). Allowing the children to create their own pattern allows them to be creative.

“Play and recreation are critical to children's health and well-being. Play helps children grow their ingenuity, imagination, self-confidence, and self-efficacy, as well as their physical, mental, cognitive, and emotional strength and skills. Playing is often central to children's spontaneous drive for growth, and it plays an important role in brain development, especially in the early years, according to research. Play and recreation help children negotiate, rebalance their emotions, settle problems, and make choices. Children learn by doing as they participate in play and recreation; they discover and observe the environment around them; engage with new thoughts, tasks, and experiences; and, as a result, they learn to appreciate and build their social status in the world.” (Play Scotland, n.d.).

Garvey suggests that practitioners consider implementing five simple everyday actions, adapted from advice originally aimed at well-being: connect, be active, take notice, keep learning and give. (Williams, 2018). Which are all somehow within this activity plan.

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