

Appendix1) Observation Schedule – Nursery Lesson 1

Checklist Observer:

Context:

Children are observed within an enhanced activity in the role play continuous provision. Children are given real pennies and labels to produce their own response to a shop role play environment. Children are playing co-operatively within a group and able to transfer their prior learning to the authentic context of being in a shop.

Tick if Observed	Child 1	Child 2	Child 3
1) Low Activity			
2) A Frequently Interrupted Activity			
3) Mainly Continuous Activity			
4) Continuous Activity with Intense Moments	/	/	/
5) Sustained Intense Activity			

1) Low Activity

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.

2) A Frequently Interrupted Activity:

The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her involvement is not enough to return to the activity.

3) Mainly Continuous Activity:

The child is busy at an activity, but it is at routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.

4) Continuous Activity with Intense Moments:

The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the involvement signals. This level of activity is resumed after interruptions. Stimuli, from the surrounding environment, however attractive cannot seduce the child away the activity.

5) Sustained Intense Activity:

The child shows continuous and intense activity revealing greatest involvement. In the observed period not all the signals for involvement need to be there, but the essential ones must be present; concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

2) Observation Field Notes From Nursery Lesson

Introduction to session

All children together

Teacher showed the children a series of objects and asked the children which one was their favourite. The children were asked to point to the one like the most and asked to say why – give reasoning. Then teacher asked children if this was my shop and you wanted these items what would you have to do? The children answered 'Say please' 'buy them' (Showed understanding of using money) Teacher then told the children this was her shop and they could each buy something. Children were each given a picture of a purse printed onto paper and given 5 real pennies. Each child was then able to choose a to they wanted, asked to recognise the number on the yellow price tag and count out that number of pennies to give to the shop keeper. All the children were able to understand the transferring of money with majority of them able to recognise the number and count the pennies independently (some needed extra support with this)

All engaged – eye contact – asking questions

Different types of questions asked – children asked to show me

Do they have an awareness of using money

How do we know how much money this would cost – they were able to point to and show the price tag

Children responded well to using real pennies

Teacher says to children shall we take the till to the shopping area outside, 4 of the children that were being observed came to the shopping area.

Initial teacher support to set the children up into their roles – no guidance needed using appropriate language – 'here you go,' 'what do you want?' 'that's 5 pennies please' 'it will cost you 5p please', 'Here's some pizza' – using imagination throughout play.

Outdoor area – children used yellow labels to make their own prices for items. They were all able to count independently and put the money they received in the till, putting the items in the bags and walking away- clear understanding of the transference of money and shopping situations.

Café outdoors

Children were able to use the transference of money in a different context.

Children understood the transferring of money in return for food in a café setting.

One child was at the till and the other made the food – going into the little café and returning with imaginary food.

Teacher support in this area – they asked what would you like

Teacher reinforced at one point the process of paying in return for receiving food – child had given money but was given nothing in return- needed to understand concept better.

Inside fruit stall

Independent play throughout

Once shown initially how to use the money, children

Oliver left the area independently to get a purse and then came back to continue playing.

Imaginary play was initiated by them throughout they were completely engaged and able to have independent conversations about what they were buying.

Each were able to play appropriately within their role of shopper and shop keeper and then able to swap roles effectively.

Children were able to use correct mathematical terms

One child able to count up to ten coins independently

Extension

Through play, the children were able to enhance and personalise the learning by using the yellow price tags as receipts- they were able to explain what a receipt was. One child began to weigh the fruit as they put it into the basket and the other began to scan the fruit and veg as they put it in the basket (making beeping sound.) Able to use own experience of shopping to inform their imaginative play. As confidence grew more shop related situations were introduced e.g. typing in numbers to the till etc.

3) Nursery Lesson Interview Transcript

A

Interview

What learning do you do together today?

CH1: Played shops, played with all my friends.

CH3: Food

CH2: Money

CH1: Tills

What was your favourite part?

CH1: My favourite part was the till

CH3: Saying what do you want

CH1: Playing with all my friends

CH3: Playing with all my friends

Can you draw what you were learning today?



B

Can you point to how you feel about your learning today? Why?



Happy because I was playing

CHILD 3



Confused – I found it tricky giving the money

CHILD 2



Confused – no reason given

CHILD 1

What would you want to do next time?

CH3: I want to play with CH1

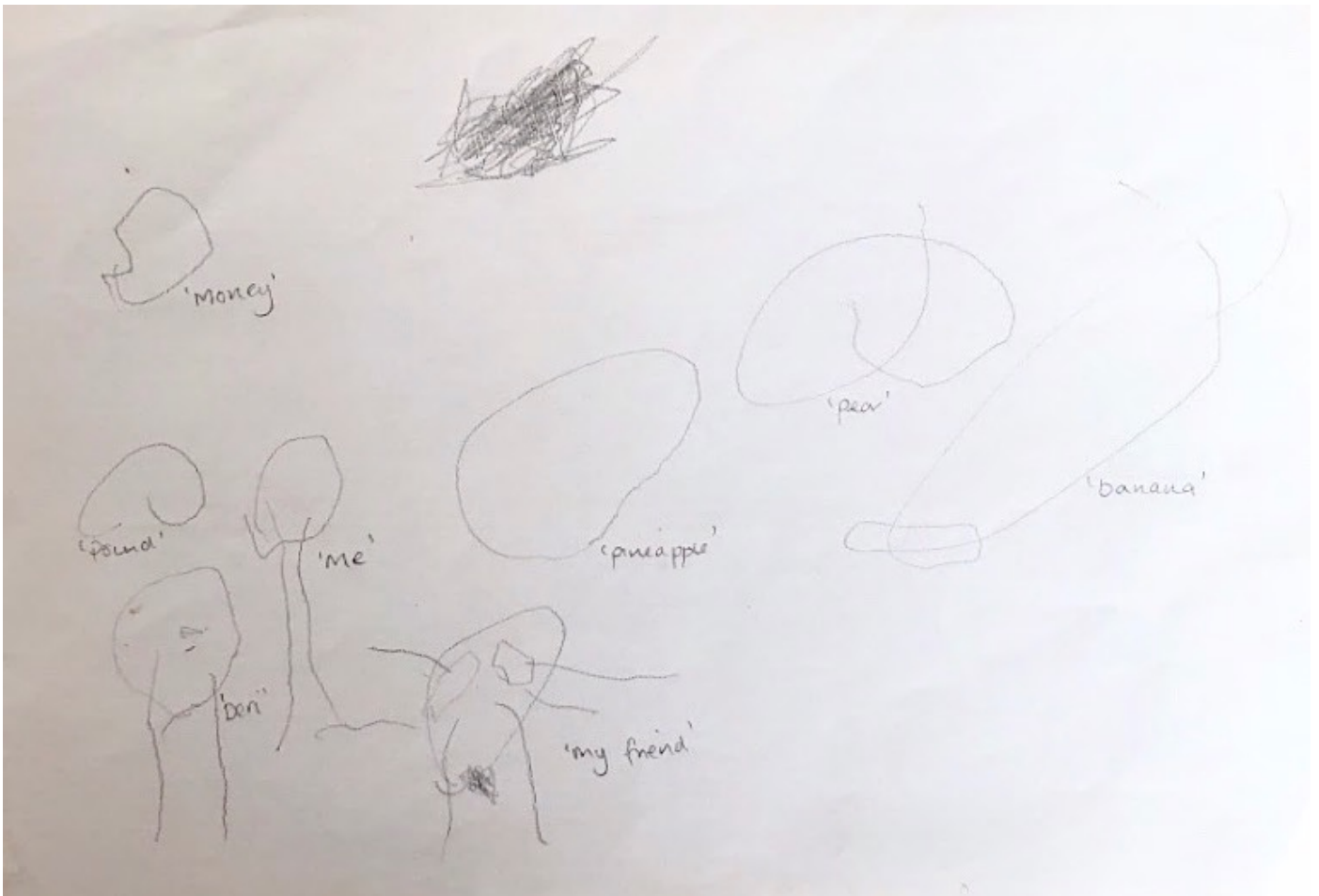
CH2: A toy shop

CH1: A toy shop

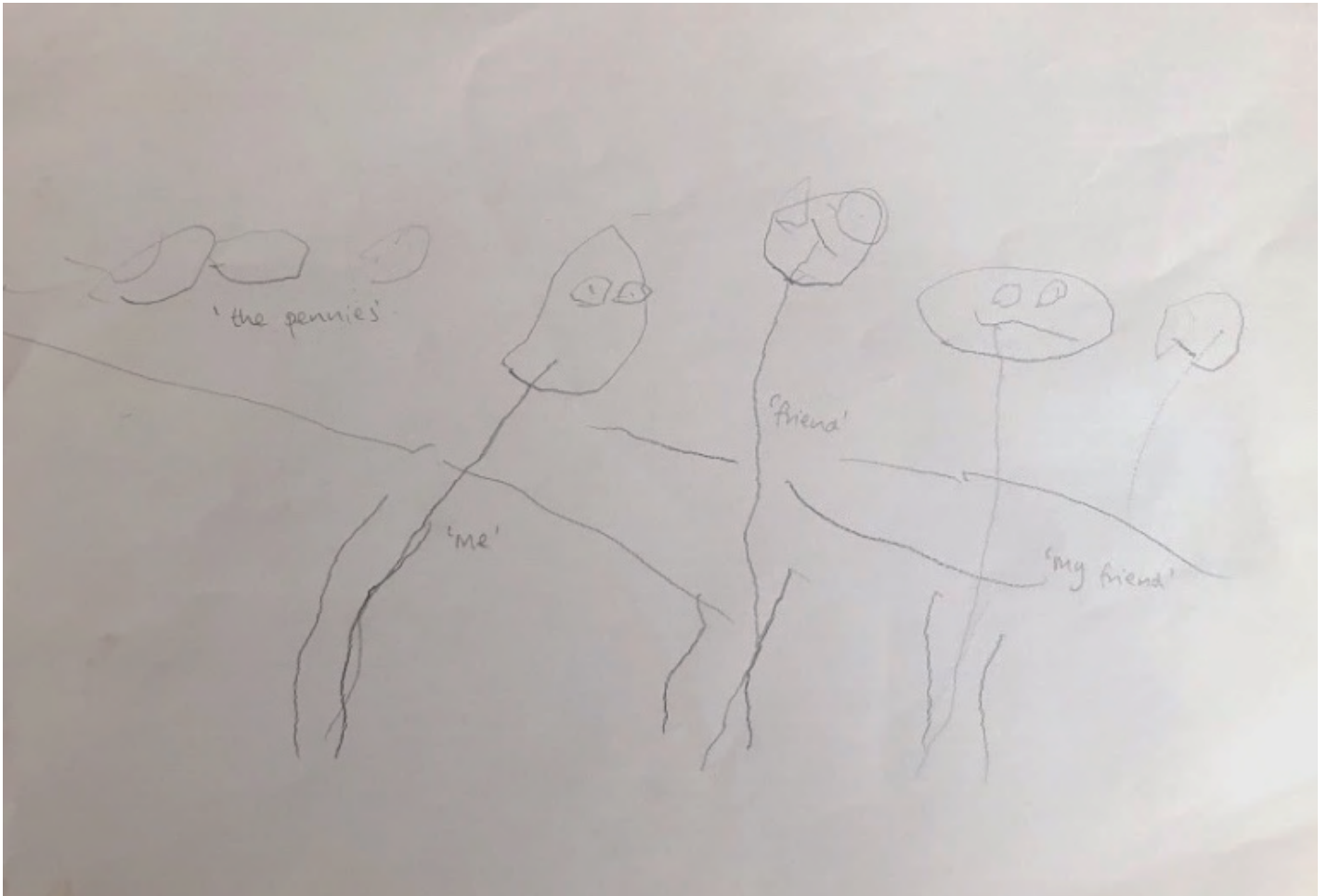
Interview stopped because children were getting distracted and were losing concentration

4) Interview drawings

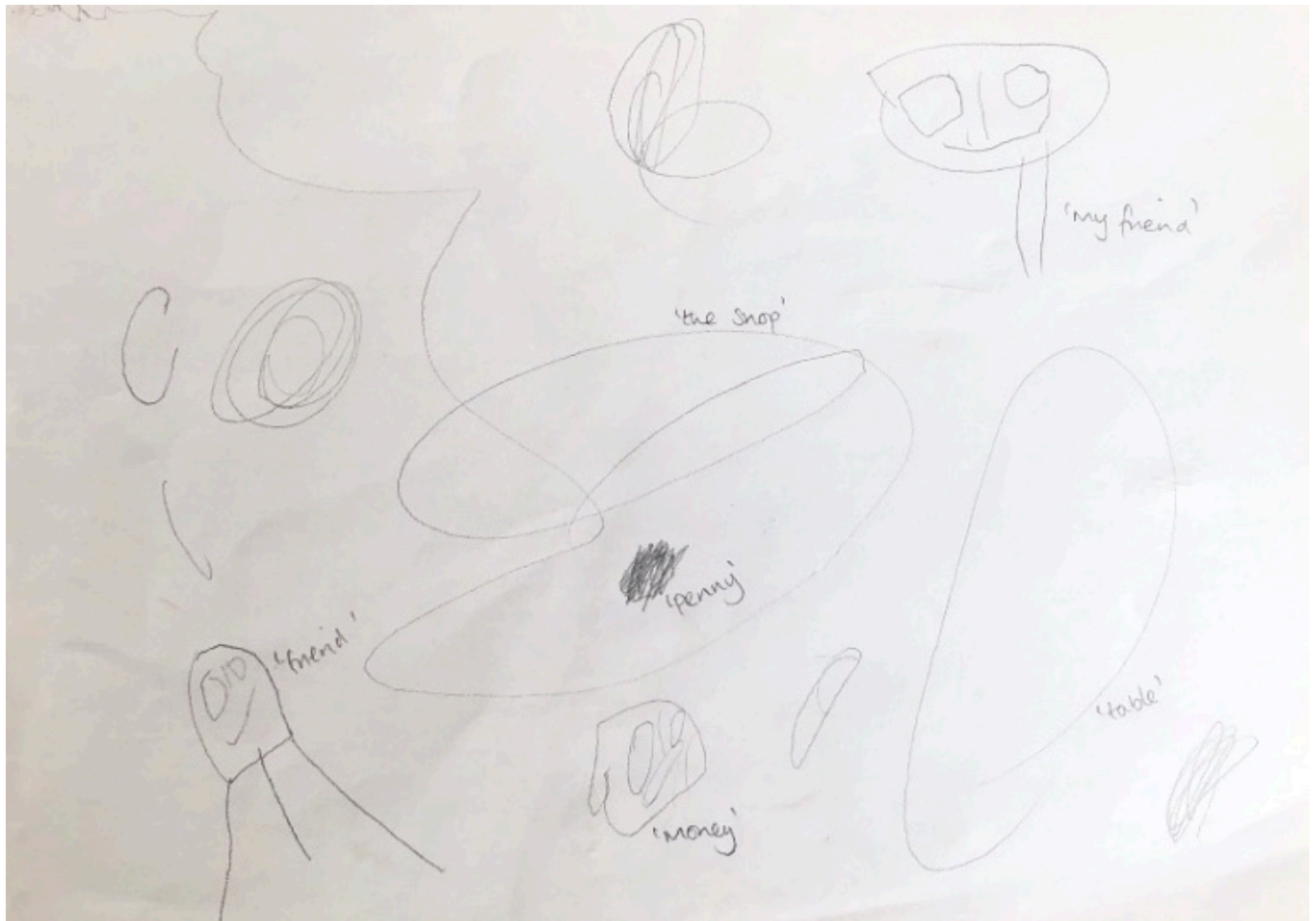
C: Child 1



D: Child 2



E: Child 3



5) Observation Schedule Year 2

Checklist Observer:

Context:

Children were completing a shopping activity as an independent task. Children were shown a large board of items and asked to choose 2 they wanted to buy. They then had to work out the total cost of the sum and demonstrate using the correct coins to be able to pay that amount of money.

Tick if Observed	Child 1 (GREEN)	Child 2 (BLUE)	Child 3 (RED)
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6) Observation Field notes Year 2 LessonA

Observation notes

Rhws Year 2 Pen -Y- Fan shopIntroduction

Money recognition game

- Flashcards – flashing coins up to see if they can recognise – whole class answers to begin with – asking individual children at times

Moved on once money recognition understanding clarified

(Teacher focus explained- comparing money)

Recapped previous lesson comparing money using Will and Kate figures to help understanding – who has more? How much more? Teacher focus activity differentiated pennies and pounds for higher group

- Recapping techniques for working out the difference – enforcing using the number grids
- Assessed understanding lowered ability accordingly

MOVED INTO CAROUSEL ACTIVITY

HA group

Teacher adds numbers to the board that are at the ability level of the children

Teacher explains task – enforces it is an independent task

-Teacher models how to complete the activity – chooses 2 items – children interact with modelled example

-teacher reinforces what they are expected to do and how they are going to do it

-Teacher shows another example – asking the children to interact with example answer

-All children are engaged and interacting with the activity

-Teacher watches whilst children complete example – positive praise

-Children practice using resources to ensure understanding at later date

-Teacher shows example of child using resources

-Differentiated – top children given 3 items sheet – all the rest given 2 items sheet

-Children loose focus as they go off to do task – teacher pulls them back in to ensure understanding

(Children completing activity)

-Children using resource sheet accurately

-Money terms are being used correctly

-Children responding well to resource

≡ 'We don't have a 30p coin, so we'll have to make it'

≡ 'We have the right amount of money'

-Children considering the different ways they can make the money using the coins

-All children engaged and focused

- All children are able to complete the activity independently and accurately

≡ 'what coins could we use?'

≡ 'Let's do the hardest one yet'

'Can we do just one more – response to activity – positive

B**MA group**

- teacher changes the money to be more appropriate for two groups
- Teacher reinforces working in pairs
- Teacher reinforces children only have to choose 2 items and one must have 2 digits/ double figures – challenge and expectations
- Teacher models example using children to help her
- Teacher shows number resource grid to help the children understand
- This group more unsettled in beginning
- Teacher reinforces understanding of coins to support group
- “Do you understand?” “Do you have any questions?”

(Children completing the activity)

“22p+3p=”- understanding of money

–“Get a 50 and a 9” – asked by teacher how could you make it? Child uses 2 ~~ps~~ to count in twos from 50 to get to 8 then add 1 to 9 – using coin knowledge

–“Lets get skittles and mint” “ok so what makes 15?”

–“How do you make it? – so if you get 2 tens and a five?”

-Children engaged – more doubting their ability – able to complete independently but less confident in their methods

-Teacher reinforces using money terms “make sure ~~youre~~ adding ‘p’ to your sums”

LA group activity

- Teacher changes amounts on board to match ability level
- Children are more fussy and teacher pulls them back into activity
- Not all items have amount – “they are sold out” – less items to deal with – appropriate to ability
- Teacher asks them to choose 2 things – models example question to the children – language in example simplified and slowed down to suit the level of the children – what coins could we use? We have a 5p, what else do we need?
- Teacher puts in pairs and reinforces working on their own – “we are watching to see if you can do it independently

(Children completing the activity)

“Lets make 17p”

-Children start using 1ps up to 17 rather than using other coins – support given to use other coins

Plenary on the carpet

- Give thumbs up middle or down to show understanding
- Only 2 of the children had middle and down thumbs
- Majority showed clear understanding

7) Year 2 Interview Transcript

A

Year 2 children

Green: Higher Ability

Blue: Middle Ability

Red: Lower Ability

Did you enjoy your independent learning today?

R: Yeah – I found it easy – it was more fun for learning about money.

G: Yes- I enjoyed adding up the money.

B: I like writing the maths and figuring out and getting the money.

Did you understand the activities you had to do? Did you need any help to complete the task?

R: Yeah, (did you need help?) no I was using my hands and the number grid.

G: Yeah, (did you need help?) no. It was fun

B: I didn't need any help I just used my hands

Can you explain to me some of the things you had to do?

B: We had to put the right things in each box (the sums in the boxes)
(What else did you need?) the right answers and right money.

G: You had to choose items and then write the sum down on the board and work out the answer and get the right amount of money from the cups

R: The ones without prices on you can't buy because they were sold out. We had to get the right money

B

Which of these activities would you like to do again?

R: The shop – all of it

G: harder sums

B: harder sums

Did you work with your friends in a group or independently?

G: We worked as a three to work out the answer

B: I was on my own

R: I was on my own too.

Would you want to change anything?

G: I would like to change the prices to make it harder

R: I would like to do take away

B: I would like to do the times table

8) Lesson study Reflective JournalA

Reflective Journal
Nursery Shopping enhanced provision



Observation and Analysis	What was I trying to achieve? The purpose of this research study is <u>consider</u> how skills for independent learning are developed by effective enhanced provisions within the foundation phase. Why did I respond/react as I did? In order for the research to be age appropriate in the nursery setting, I adapted the activity to be completed independently through play. The task was not a planned activity, nut rather an independent provision they had access to. What were the consequences or outcomes for the learner, others around me? The outcome from the learner is to transfer what they had learnt during the lesson <u>input</u>, <u>and</u> expand their learning and understanding through enhanced provisions in their learning environment. How was the <u>learners/others</u> feelings? After teacher input, children were asked if they would like to continue their learning within the learning environment. All children in the group said yes and were engaged in participating in an activity that the teacher was also supporting. How do I know how they were feeling? As confidence grew the level of interaction and play grew naturally. The children were able to continue and extend the learning independently swapping roles and playing with others in the group.
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B

Emotional Response	How did I feel (emotionally) in this situation? As the activity went <u>on</u> I began to feel proud of the children's ability to take what they had learned in the input and transfer this to another play setting. The children were also beginning to add their own experiences of going to a shop to the learning that was taking place which was impactful to see as the teacher. How did I react physically to this situation? (anxiety, nervousness) I had no over-riding physical reaction as the teacher however in some instances stepped in to support further learning where appropriate.
Conflicts	Did my actions match with my own beliefs and values? If yes- how? If no- why not? <u>Yes</u> they did. I believe in supporting the children through adult interaction using strategic questioning can enhance the learning taking place. I also believe in letting the children create their own individual learning experiences through play. What are my own beliefs in relation to this situation? I believe that using effective enhanced provision that the children can relate to and build knowledge and experience with is crucial to developing the learning of all children.

C

Knowledge	What knowledge did or should have helped me? Knowledge of what the children respond to and the skills that may have needed introducing or recapping in order to achieve the desired outcome helped me. For example, knowing that the skill the children needed to understand was giving money in return for receiving something and putting particular emphasis on this skill during the teacher input and through questioning in the enhanced provision.
Interpretation of Experience	How does this connect with previous experience? Through previous experience in foundation phase and key stage 2, I have had the opportunity to explore planning for independent activities. This research activity has allowed me to understand how crucial it is for enhanced activities to reflect the lesson focus to develop learning. Could I have managed this situation better? How? I could have facilitated the opportunity for the children to have a part in creating their own individual shops. Prior to my teaching I could have ensured that there were plenty of items in each of the shops to sell to expand knowledge and experience and facilitate authentic learning contexts. What would be the consequences of alternative action for the patient, others or myself? The consequence would be a more personalised experience of the shopping area enhanced provision. For example allowing the children to plan their own versions of the shop may enhance the level of interaction and depth of impact.

D

Future Action	How do I feel about the experience? <u>Overall</u> I am pleased with how the experience went. After modelling to the children an example of how using and counting money works, the children were able to confidently transfer this knowledge and enhance their understanding through the role play shop provision. Has this incident changed my ways of dealing with a similar situation? In future when supporting children in the enhanced provision, I will consider the ways in which I can expand their experiences and learning to ensure that the activities they are completing are independent and impactful What do I need to do to learn from this situation? The importance of adult support and prompting in the learning environment can be impactful and successful for maximising and enhancing the learning experience Could I have managed this situation better? How? <u>Overall</u> I was pleased with the outcome of the session however, in future I will check to ensure that there are ample resources in the continuous area in order for it to become an enhanced activity. For example, making sure the outdoor shop had plenty of food to sell before adding in the labels and pennies.
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