

## Research Lesson Plan and feedback – 29 April 2014

Camden EY Learning Cluster Kilburn Grange Children's Centre 29 <sup>th</sup> April 2014 Based in the garden.			
<p>What do you want to look at? What are you planning to do?</p> <p>Read a story about a bus that relates on the activity. Build a bus and other types of transport out of community blocks. Encourage the children to expand on their imagination. Talk about numbers on buses and where your transport might be going? Lots of communication between adult and the children to build up knowledge. Awareness of particular ways of thinking and interpreting their own experiences. Role play props like bus maps/ train maps and oyster cards. Singing transport songs. Co construction Adult and children to construct together(incorporating children's ideas) Scaffolding helping them to build on their confidence in thinking about thinking.</p>			
<p>Your Continuing Professional Development; What skills or knowledge are you hoping to develop?</p> <p>To improve on my practice. Analysing and thinking about how children make links and find ways how to problem solve together and work together. .Support children to build on their social component that are based on their own experiences. Develop pedagogy for talk and thinking. Child led, planned session for communication and language in the environment. Build on my knowledge on the characteristics of learning (Playing and exploring) Representing their experiences in play.</p>			
<b>How do you hope the children will respond?</b>			
	<p><b>Child C</b></p> <p>Joining in singing. Having his own ideas of what he would like to build. Encourage <b>Child C</b> to be confident alongside his friends.</p>	<p><b>Child X</b></p> <p>Initiate play first and good communication skills. Talking about numbers and journeys that relate to his experiences.</p>	<p><b>Child A</b></p> <p>Join in the songs. Put a small sentence together about the role play activity. Encourage <b>Ch A</b> to be the driver.</p>
Stage 1	Hello song Bus Book	Hello song Bus Book	Hello song. Bus Book
Stage 2	Discovering the community blocks. Build the bus. Talking about routes and numbers. Where is your vehicle going? Singing transport songs.	Discovering the community blocks Build the bus. Talking about routes and numbers. Where is your vehicle going? Singing transport songs.	Discovering the community blocks Build the bus Talking about routes and numbers. Where is your vehicle going? Singing transport songs
Final Stage	Talking about what they have created. What did they like? Goodbye song	Talk about what they have created What did they like? Goodbye song	Talk about what they have created. What did they like? Goodbye song.

# April Lesson Study research Report

## 2013-14 Kilburn Grange

(Group 4 -8 teachers/practitioners)

Research lesson 29 April 2014 *Encouraging children to extend their imagination*

### Post-lesson discussion record

#### ***What was planned for each child to learn?***

T/P 1 – Child C join in singing, have own ideas, be confident

T/P 2 – Child X to initiate play, use communication skills, talk about number and journeys from own experience BUT swapped for Y as X was not in.

T/P3 – A join in song, put short sentence together, encourage to take part as driver.

#### ***What actually happened?***

The session went well. Angie was taking a risk with the size/composition of the group and the decision to conduct the session in the garden. Child Z who was part of the group was finding things difficult and became upset quickly when the play did not go his way.

Child C – concentration drifted and at one stage he left the group for snack. However he responded well to song and story and periods when adult was interacting with him.

Responsive to Child C giving up seat for her. Entered into pretend play by reading and book/map. He has recently started playing with Y and M.

Child Y - responded to song and engaged while adult read story. Took lead in play eg deciding to build a police car. Very purposeful. Able to deal with not being able to do what he wanted, i.e. another child wanting to be the driver.

Child A - Thoughtful and happy to join in for some of the time but more reluctant than rest of group. Talked much more than before.

#### ***What did you learn from your observation of the case children?***

The importance of the adult in promoting, maintaining and extending imaginative play.

The importance of building on children's lead by encouraging their additions eg chairs and suggesting opportunities scenarios.

#### ***What accounts for any difference between these?***

Child C may have been less confident to have his own ideas and build on them as Y and Z taking the lead.

Child A – seemed tired

Child Y – very confident – good match between experience and his interests.

***How much progress did each child make?***

Child C – did join in and had own ideas

Child A – used her communication skills in her play and did take role as driver for part of the lesson

Child Y – initiated play and able to work well with other children.

***What aspect of the teaching approach could be adjusted to improve the progress of each child?***

Child C – smaller group would encourage concentration, also not include Y and Z to give C more opportunity to take a lead.

Child Y – session well matched to his needs

Child A – follow up concerns re hearing and possible disorder

***What will you do next time you use this teaching approach?***

Use the garden to encourage sustained imaginative play.

***What will you not repeat another time?***

Make sure the book has all the pages!

***What is worth sharing with colleagues?***

Angie's role-sensitive adult involvement in imaginative play without taking over. Supporting children through co-constructing and scaffolding experience for them and skilled use of comments/suggestions to promote learning.