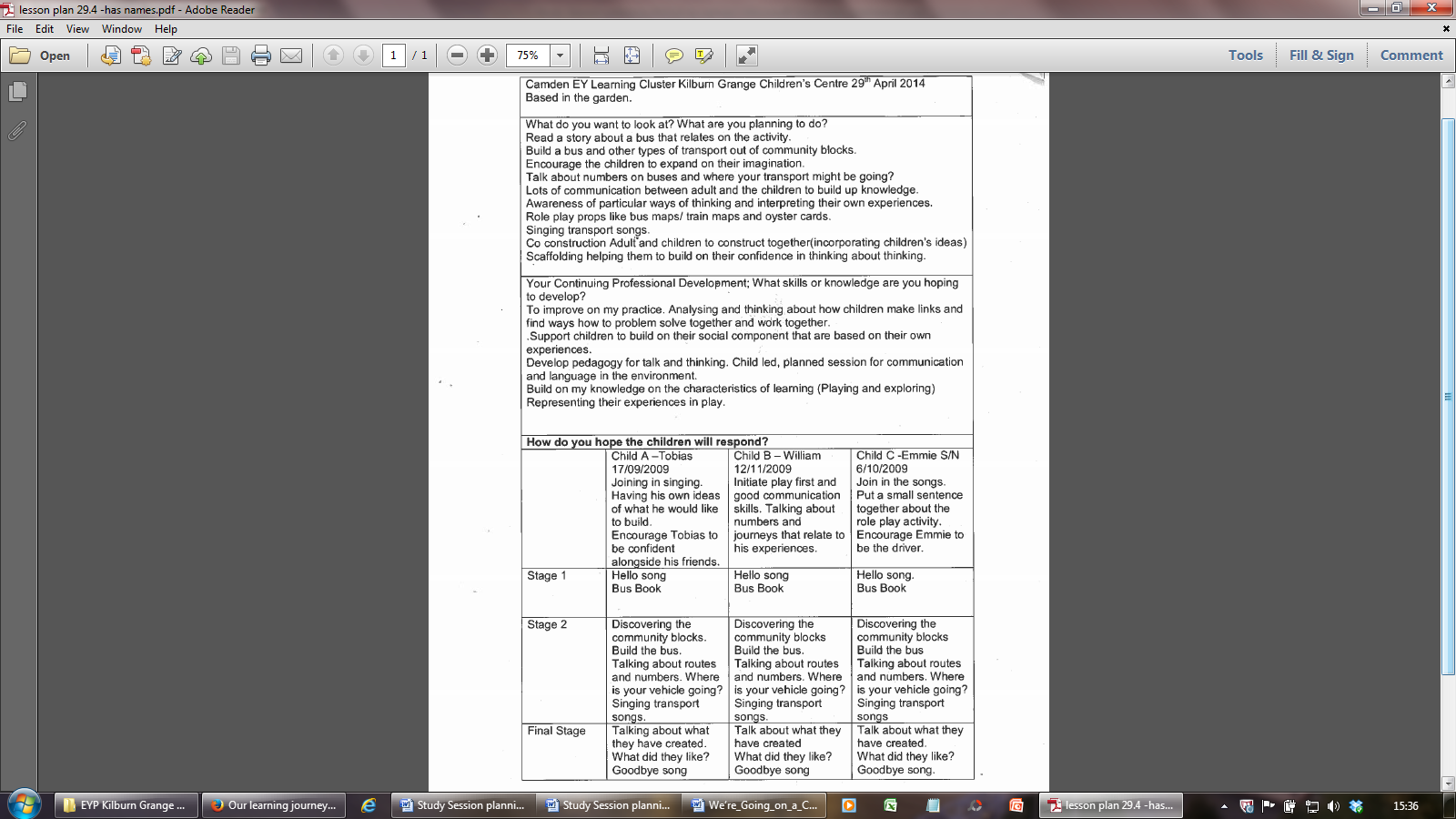
**Research Lesson Plan and feedback – 29 April 2014**



Child X

Ch A

**Child A**

**Child C**

**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 froup 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.