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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | | |
| **Context:** | | | | Date: 1 October, 2024  Child: GM (2-year-old)  Educator: Dikshya  Setting: Outdoor stacking table area | | | | |
| **DOCUMENTATION** | | | | | | | | |
| Documentation Method: Learning Story  During outdoor playtime, I noticed GM engaging with the Alphabet Peek-A-Boo Sensory Blocks at the outdoor stacking table area. GM, a curious and was completely absorbed as she explored the colours and textures of the blocks. Each block featured different letters and sensory elements that intrigued her, and her fascination was evident as she eagerly reached to touch and manipulate them.  GM was joined by her friend MA, and together, they began stacking the sensory blocks. As GM picked up a vibrant blue block decorated with the letter "A," she exclaimed, “A for Apple!” This spontaneous connection to the alphabet showcased her emerging language skills and ability to relate sounds to letters, a key developmental area for her.  Their cooperative play was delightful to witness. GM and MA encouraged each other, giggling and sharing ideas as they attempted to build the tallest structure they could manage. GM carefully placed the blocks one on top of the other, showing impressive fine motor skills, such as her ability to align the blocks without them toppling over. I observed her determination as she concentrated on each placement, her eyes bright with excitement each time she successfully stacked a block.  When one of the towers inevitably fell, GM burst into laughter instead of feeling frustrated. This resilience and her ability to find joy in the exploration process were heartwarming. She quickly began to rebuild, this time experimenting with different arrangements and discovering how the shapes of the blocks influenced their stability. GM’s problem-solving skills were developing as she enthusiastically tried new ways of stacking, resulting in a taller tower.  Listening closely, I noticed GM began to incorporate her language skills more deeply. She started identifying block colours, saying phrases like, “Look, the red block!” | | | | | | | | |
| **ASSESSMENT**  *Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* | | | | | | | | |
| **Domains** | | | | | **Milestones** | | **Dispositions** | |
| Language: GM used words to communicate expanding her vocabulary.  Cognitive: GM engaged with her friend MA and demonstrated problem-solving skills by experimenting with the arrangement of blocks.  Social: Engaged in cooperative play, interacting and encouraging her friend MA. | | | | | GM used words to communicate, expanding her vocabulary (e.g., "A for Apple," "the red block") (ACECQA, 2018).  GM showed curiosity and persistence, enjoying the process of exploration and learning(ACECQA, 2018).  GM exhibited resilience and collaboration, sharing laughter and ideas throughout the play(ACECQA, 2018). | | GM showed curiosity and persistence, enjoying the process of exploration and learning exploring the environment and communicating with peers by initiating play by picking up the red blocks.  GM displayed curiosity and imagination by creating a tall tower.  GM displayed problem-solving skills and persistence by continuing to even out the blocks and taking turns to make a tower. | |
| **LEARNING and CURRICULUM**  *Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* | | | | | | | | |
| **Learning** | | | | | | **Curriculum Areas** | | |
| Vocabulary expansion and language use  Language and Literacy (ACARA,2018)  Basic understanding of shapes and stability  Social skills through cooperation Social and Emotional Development (ACARA, 2018)  Mathematics geometry concepts related to balancing and stacking. | | | | | | Mathematics: GM counted the blocks, and recognised and named colours (ACARA, 2018).  Creative Arts: GM used materials in the block corner to represent real-life objects tall tower (ACARA, 2017).  Language and Literacy: GM conversed with her peers using words and phrases (ACARA, 2018). | | |
| **THEORY and FRAMEWORKS** | | | | | | | | |
| **Development and Education Theory** | | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| Vygotsky's Social Cultural Theory: GM’s interactions with MA and the educator facilitated her learning process through collaborative play, supporting her language and cognitive development (Garvis, Phillipson & Clarke,2018). | | | | | | Principles: Secure, respectful, and reciprocal relationships; Respect for diversity.  Practices: Holistic approaches; Responsiveness to children; Learning through play.  Outcomes:1. Children have a strong sense of identity, 2. Children are connected with and contribute to their world, 5. Children are effective communicators. | | |
| **PEDAGOGICAL SKILLS AND KNOWLEDGE**  *Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* | | | | | | | | |
| **Play-based Pedagogies** | | | **Teaching Strategies** | | | **EYLF Educator Evidence** | | **Child Development** |
| Guided Play: The educator prompted GM to engage in counting the blocks while building a tower with her friend. | | | Modelling: The educator demonstrated how to stack blocks effectively.  Scaffolding: The educator supported GM and her friend’s efforts, providing assistance and encouragement as needed.  Sustained Shared Thinking: Engaged in meaningful conversations about their play.  Questioning: Utilized open-ended questions to provoke thought and dialogue. | | | Provided access to a variety of natural materials, encouraging exploration and creativity.  Engaged in ongoing communication with children about their ideas and experiences, which helped extend their vocabulary. | | **Language Development:** GM utilized two to three-word phrases, such as "RED, RED" and "making a tower" (ACECQA, 2018).  **Cognitive Development:** GM participated in pretend play, demonstrating her understanding of counting and building concepts (ACECQA,2018).  **Social Development:** GM showed confidence in her social skills by assisting her friend in making a tower (ACECQA, 2018). |
| **PLANNING** | | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | | |
| To foster GM's language development, enhance her collaborative social skills, and strengthen fine motor skills through engaging, imaginative play experiences that encourage exploration, creativity, and peer interaction. | | | | | | | | |
| **Learning Experience** | | | | | | | | |
| **Learning experience name** | | Alphabet Playdough Fun | | | | | | |
| **Experience rationale** | | Making playdough is a great sensory activity that promotes fine motor skills, creativity, and language development. By incorporating letters into playdough play, children can learn the alphabet in an interactive and hands-on way. | | | | | | |
| **Development and learning goal:** | | To help GM recognise letters of the alphabet while enhancing her fine motor skills and encouraging imaginative play. | | | | | | |
| **Experience outline:** | | Children will make playdough together and use it to shape the letters of the alphabet. This will foster language skills as they learn the names and sounds of each letter. | | | | | | |
| **A list of materials required with photo(s):** | | • Playdough Ingredients  • Mixing bowl and spoon  • Alphabet cookie cutters or printable letter shapes  • Roller  • Sensory tools | | | | | | |
| **EYLF child evidence links** | | Engaged with their environment through exploration and play.  Developed curiosity and enthusiasm for learning through hands-on activities.  Fostered social interactions by working together to create letters. | | | | | | |
| **Implementation plan** | **Introduction** | First I gathered the children together and explained that they would be making their playdough. Discuss the colours they want to use and the letters they will learn. | | | | | | |
| **Body** | I Encourage children to make playdough together, asking questions about their creations to promote language use by facilitating cooperative problem-solving when structures fall. | | | | | | |
| **Conclusion** | We had a sharing time where each child could show their letters and talk about what they made. Reinforce the sounds of each letter as they share. | | | | | | |
| **Engagement questions** | • What letter did you make?  • Can you tell me a word that starts with this letter?  • How does the playdough feel in your hands? | | | | | | |
| **ACTING and DOING** | | | | | | | | |
| **Play pedagogies** | | | Fostering creativity and fine motor skills through hands-on activities. | | | | | |
| **Teaching strategies** | | | Through letter recognition and vocabulary building. | | | | | |
| **EYLF links** | | | Supporting identity development fostering relationships and Promoting literacy through interaction with letters. | | | | | |
| **Child development** | | | It Enhancing fine motor skills through manipulation of playdough.  It Building language skills by naming and sounding out letters. | | | | | |
| **Documentation and/or digital evidence of implementation, acting and doing** | | |  | | | | | |
| **REFLECTING and REVIEWING** | | | | | | | | |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** | | | | | | | | |
| The playdough activity aimed at enhancing letter recognition and awareness among the children was successful and yielded positive outcomes. The children, especially GM, displayed enthusiasm, creativity, and collaboration throughout the activity. GM was able to recognise and shape letters while articulating their corresponding sounds, demonstrating both language development and fine motor skills. An unexpected outcome was GM's initiative to create a short story using letters, showcasing her cognitive engagement and narrative skills.  As the educator, I facilitated this learning experience by modelling the activity, providing guidance, and encouraging open-ended discussions to deepen their understanding of letters and words. Moving forward, I aim to integrate more structured phonetics and storytelling into future sessions to further enhance literacy skills and foster creativity and collaboration among the children. This approach will help support their ongoing language development and social interactions in a fun and engaging way. | | | | | | | | |

**References**

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