

# Aistear

Creatchuraclam na Luath-Óige  
The Early Childhood Curriculum Framework



**Learning experiences  
for babies**

**Learning experience 1: Jack's New Zealand roots****Theme: *Exploring and Thinking*, Aim 1 and Learning goal 5****Age group: Babies and young children****Setting: Home and childminding**

Every evening Luke reads a bedtime story to his son Jack (5½ years) and his baby daughter Kate (16 months). As they snuggle up to their Daddy, Kate helps to turn the pages and points to her favourite characters. She loves 'lift the flap' books and Luke told Kate's childminder, Mags, about this when she was starting with Mags a few months ago. Mags has a number of these books and Kate loves to sit on her knee on the garden seat looking at them.

Luke also told Mags about Jack's interest in books, especially books about sport. Luke is originally from New Zealand and he and Jack love to read about rugby. Jack has taught the other children at Mags' to play rugby, and a few weeks ago Luke arranged for Mags and the four children she minds to go to a local school rugby match. She also purchased two books about New Zealand as Jack and his family are planning a trip there during the summer to visit his grandparents. The children and Mags are learning a lot about New Zealand. They are finding out about the weather, the sports people play, the food they eat, and the types of farms they have. They are also comparing these with the village in Co. Tipperary where they live. The children are really excited about Jack and his family flying on a huge aeroplane. They are even building one just like it in Mags' playroom. It's massive!



*Reflection: How can I build on children's interests to enhance their learning and development, and to strengthen their sense of identity?*

**Learning experience 8: Dan the music man****Theme: *Communicating, Aim 4 and Learning goal 3*****Age group: Babies, toddlers and young children****Setting: Home and childminding**

Dan is a musician. His own children love music, and he has sung with them at home since they were babies. Now he comes to their childminding setting once a fortnight on one of his days off work to play his guitar and sing songs with the children. They are fascinated by his guitar. They want to know how heavy it is, what it is made from, and how strings make music. Dan shows them how it works. One day he brings along his drums and introduces them to drumming. He uses spoken rhythms to help them tap out the beat: *An-nie Lou-ber* (names with the younger children) and *Do you want a cup of tea?* (sentences with the older children). The children look forward to his visits. They practise almost every day so they can show Dan how good their clapping is when he returns. Before his next visit Noeleen the minder and the children make guitars and drums from junk materials. They can't wait to show Dan their band!



*Reflection: What special talents do the parents have that I could tap into and share with the children I mind?*

**Learning experience 12: A big move****Theme: *Well-being*, Aim 1 and Learning goal 3****Age group: Babies****Setting: Home and childminding**

John has been a stay at home Dad for the past six months. He and his partner Bernice are now looking for a setting to look after their baby, Eimear (1 year) three days per week, as John is returning to work part-time. They would like to find a childminder as they are keen for Eimear to experience a setting similar to her own home. John and Bernice contact the local Health Service Executive for a list of notified childminders in their area. They have short-listed three and have made arrangements to visit them. They prepare a number of questions they want to ask. Each childminder describes her training and qualifications. All three have first-aid training. Through the childminding grant from the local County Childcare Committee all three have bought a range of toys and safety equipment. Each childminder has access to an outdoor area.

When they get home John and Bernice go through their notes and they agree that Liz's home would suit Eimear the best. It is a bungalow with easy access to a garden with lots of grass and a plant area. Liz minds two other pre-school aged children which John and Bernice think is important for helping Eimear to learn to interact with other children. Liz interacted very well with Eimear, and Eimear seemed to like being with her. Liz made John and Bernice feel welcome and at ease. She gave them a booklet with information about her childminding service, including the types of activities she organises and the routines she follows with the children. She also explained to them that she uses a little notebook each day to record basic care provision and the child's activities, expressions and achievements. She takes regular photographs and gives these to the parents. John and Bernice appreciate these as a way of sharing information. They ask Liz for references from other parents. After checking these out they contact Liz. Together they fill out an application form and discuss Eimear's preferences, medical conditions, allergies, vaccinations, comfort items, games she likes to play, routines, and general contact information. Eimear spends a short time each day with Liz over the coming two weeks. Liz uses the information from John and Bernice to help Eimear settle in and feel happy and content in her new setting.



*Reflection: What information should I gather from parents to help children settle in my setting?*

**Learning experience 14: Feeding the ducks****Theme: *Communicating, Aim 1 and Learning goal 1*****Age group: Babies****Setting: Home**

Leah (13 months) and her dad are feeding ducks at the lake. Leah is pointing towards the ducks animatedly. Her Dad points to the ducks and agrees, *Yes they are ducks Leah and now we are going to feed them.* Leah points to the bread. Her Dad gives her some, smiles and comments, *You like feeding them don't you Leah?* Leah nods. She babbles, *kak kak.* Her Dad affirms her contribution, *The ducks say 'quack, quack' don't they Leah?* He recounts a rhyme about ducks and she claps her hands and points excitedly at the ducks while he does this.



*Reflection: How can I use everyday experiences to help children understand more about the things around them?*

**Learning experience 17: The big base drum****Theme: *Communicating, Aim 1 and Learning goal 6*****Age group: Babies****Setting: Home**

Callum (9 months) and his Da are sitting on the floor at home playing together. Callum has been playing with some of his toys but Da senses he is getting bored. His Da gets an empty biscuit tin from the kitchen. He gives it to Callum. Callum lifts it, and moving it notices a sound inside it. He searches for the source of the sound. After a few minutes he looks at Da and screeches, indicating he wants to see inside the tin. Da takes the lid off. Callum reaches in for his set of play keys. They put other nearby things into the tin and take them out. Da talks about what they are doing. After a while Da goes to the kitchen and brings back a wooden spoon. He puts the lid on the tin and starts to bang on it with the wooden spoon as he sings, *I am the music man*. Callum shrieks with laughter. Da gives the spoon to Callum and he bangs loudly on his new drum copying what his Da was doing. Da sings again while Callum drums. Da talks to Callum describing and affirming his actions. Callum shows his delight in his achievements through taking turns in the conversation, laughing, gurgling, and smiling. Callum shows his new skills to his uncle Jimmy later that day.



*Reflection: What new skills can I model for children?*

**Learning experience 20: I did it, I stood up!****Theme: *Exploring and Thinking*, Aim 4 and Learning goal 4****Age group: Babies****Setting: Home, and full and part-time daycare (crèche)**

Baby Daniel (10 months) is learning to pull himself up to a standing position. Monica, his Key Worker, is watching closely nearby. Daniel has tried several times to pull himself up by holding on to a roll-along toy but as soon as he grabs it the toy tends to move and Daniel slides back down on the floor. He is starting to get frustrated. Monica describes what Daniel is doing, *You are trying to stand up on your own, aren't you?* She encourages him to persevere by smiling at him and telling him how well he is doing. *I think we could stop these wheels moving*, she suggests as Daniel falls again. She encourages him to try once more by showing him that the toy will not roll because it is now locked. Daniel grabs onto the toy again and slowly pulls himself up. He screeches with delight at Monica once he stands upright. Monica affirms his achievement by clapping her hands, describing what he has done and calling to her colleague to come and see. Her close proximity and keen interest act both as physical and emotional supports. She takes a photograph later in the day of him standing which she shows to him and uses to again describe his great achievement. She also shows it to his dad when he is collecting him that evening. She then puts it on display in the hallway with the date and a short description of the endeavour! Daniel's mam stops to look at it in the morning when she drops him off, and talks to him about what he did. They exchange smiles.



*Reflection: How can I encourage children to persevere with difficult tasks?*

**Learning experience 23: Wearing shorts in winter!****Theme: *Identity and Belonging*, Aim 1 and Learning goal 6****Age group: Babies****Setting: Home**

Mommy is at home with baby Aoife (16 months). It is winter-time. She is about to dress Aoife so that they can walk to school with her older daughter Lorraine. Aoife leads Mommy to where she spotted a pair of summer shorts the day before and indicates that she wants to put them on. Mommy tries to explain that the shorts aren't suitable for a cold winter's day. She makes *brrrrr* sounds and rubs her legs to warm up. She points to warmer clothes, smiles and nods, and explains that these will be cosy and warm for Aoife today. Then Mommy offers Aoife the choice of wearing her navy jumper and jeans or her purple tracksuit. Mommy observes Aoife's reaction and as soon as she shows an interest in the tracksuit Mommy responds: *So, you would like to wear your tracksuit today Aoife. Oh, it will keep you nice and warm, I wish I had a fleecy one like this.* Aoife then smiles and nods her head. When outside, Mommy repeats the *brrrr* sounds and describes how cold it is. Aoife's smile tells Mommy that she understands.



*Reflection: What opportunities can I use to give children choices within reasonable limits?*

**Learning experience 26: Our place****Theme: *Well-being*, Aim 1 and Learning goal 1****Age group: Babies****Setting: Full and part-time daycare (crèche)**

Diane is the manager of the baby room in a crèche. She and her assistant Monique give special attention to structuring the environment for the six babies in their care. They talk to the parents, observe and talk to the babies, and plan accordingly. Diane and Monique check regularly that everybody is safe and happy. They provide toys, natural materials, and items from home of different textures, colours, shapes, and sizes in order to stimulate the babies' senses. They display photographs of the babies and their families on the walls with the babies' names and words like *mammy* and *daddy* beside them. Some babies have photographs of their pets on the wall too. The double doors to the garden are often open and there is a ramp for babies who want to crawl outside. The less mobile babies are often placed near the window so that they can watch what is going on outside. There is a garden seat, as well as roll-along toys, rugs, and a variety of other toys and equipment to play with. All the toys and equipment are routinely checked for safety and added to regularly so that each baby's interests are extended. Diane and Monique position themselves near the babies at all times, and use a key worker system so that each baby is cared for by the same person as much as possible.



**Reflection: Do I make children feel welcome and motivated to explore and discover?**

**Learning experience 29: Jelly play!****Theme: *Exploring and Thinking*, Aim 4 and Learning goal 6****Age group: Babies****Setting: Full and part-time daycare (crèche)**

Darragh (14 months) and Ian (16 months) are playing outside. Susan, their Key Worker, makes some red jelly, and when it is set she gives it to Darragh and Ian to explore. The boys are sitting on a rug beside a sheet of paper which is stuck to the grass. Susan scoops out a little jelly and offers it to Darragh and Ian. Ian is eager to get his hands on some of the jelly and squeals to make sure Susan knows he wants it. Darragh doesn't appear to be interested. Ian rubs his jelly into the paper and is delighted to see red marks appearing. Susan makes some marks of her own. *You are having great fun with the jelly, aren't you Ian*, she comments, *What about you Darragh would you like to try some?* Darragh watches Susan and Ian and puts his hand out tentatively towards the jelly. Susan encourages him to explore it and to make marks on the paper with it. Darragh watches as Susan makes long red lines on the paper. Susan is observing his reactions closely. She kneels beside him and helps him to make a mark. She describes the jelly and Darragh and Ian's mark-making activities. Darragh puts some of the jelly in his mouth; he likes the taste of it and has another piece. Ian follows. After a few minutes Darragh starts to take pieces of jelly out of the bowl and offers some to Ian. The boys place the jelly on the paper and then pick it up to put it back in the bowl again. Darragh and Ian become engrossed in what they are doing. Not wanting to interrupt their concentration and thinking, Susan sits quietly beside them. Ian and Darragh's body language and the smears of red jelly on their faces show that they are loving the experience!



*Reflection: What new experiences can I provide for children which will capture their curiosity and encourage them to try new things?*

**Learning experience 32: Water play****Theme: *Exploring and Thinking, Aim 1 and Learning goal 1*****Age group: Babies****Setting: Home**

Mammy puts baby Alisha (8 months) on the towel beside her baby cousin Leah (10 months) so that the two of them can put their hands into a basin of tepid water. Mammy sits on the ground and models putting her own hands in and out of the water. Her splashes make bubbles. Leah watches her intently and copies her actions but Alisha is a bit reluctant to join in. Mammy describes what she is doing while making eye contact with Alisha. She explains: *Look Alisha, Mammy and Leah are putting our hands in and out of the water. Look I am touching Leah's hands in the nice warm water. You can do it too!* Mammy gently takes Alisha's hand and places it in the water. She watches Alisha's body language, which is now positive, and continues with her descriptive comments on the girls' actions and emotions while using their names frequently. As soon as she notices a waning of interest in the water play she suggests another activity for the two babies.



*Reflection: How can I help children try new activities together with confidence?*

**Learning experience 33: Come and sort with me****Theme: *Identity and Belonging*, Aim 1 and Learning goal 3****Age group: Babies****Setting: Full and part-time daycare (crèche)**

Rachel, a childcare worker, sits on the floor of the baby room with Ciara (12 months) and Jack (14 months) and helps them to play together putting the shapes into the shape sorter. She interacts with them playfully and models the act of sharing the shapes while commenting, *Look, Rachel puts in one shape, Ciara puts in another and then Jack puts in one.* As the children imitate the actions demonstrated by Rachel, she continues to describe what they do while using their names. If the children make an effort to say each other's names Rachel supports their attempts, affirms the efforts, and models saying the name correctly.



*Reflection: Can I do more to model good interactions for children?*

**Learning experience 34: Making dinner with Granny****Theme: *Well-being*, Aim 3 and Learning goal 2****Age group: Babies****Setting: Home**

Granny minds her twin grand daughters Abi and Ava (17 months) two days a week. The girls regularly watch Granny in the kitchen as she makes the dinner. Granny chats to them about what she is doing. Today she brings some old pots, pans, spoons, carrots, and potatoes out into the garden so that the girls can play together. She models making the dinner, stirring the potatoes and carrots in the pot. Granny talks to the girls about cooking the dinner for Mummy when she gets home from work. Granny ensures that materials are plentiful and occasionally provides a commentary on what the girls are doing. She watches as they become engrossed in the activity, stirring the vegetables in the pots and feeding them to their teddies. Later the two girls help her wash the potatoes in the sink when she is cooking the dinner.



*Reflection: What can I do to encourage children to interact with each other during their play?*

**Learning experience 41: Playful routines****Theme: *Well-being*, Aim 1 and Learning goal 1****Age group: Babies****Setting: Home and childminding**

Charlie (10 months) has a special relationship with his daddy, Luca. During care routines Daddy interacts and plays with him. Charlie loves it when Daddy says and plays *This little piggy* with his toes when he is changing his nappy. He also loves to play *peek-a-boo* with him when Daddy hides behind the door and pops his head in and out, much to Charlie's delight. Charlie also likes it when Daddy pretends his spoon is an aeroplane when he is feeding him. Charlie especially loves when Daddy flies him up into the air pretending he is the aeroplane. His childminder Linda also interacts with Charlie in a playful way. Luca has told Linda about the games he plays at home with Charlie. Linda plays these games with him too, making the transitions between his home and her home a happy experience for Charlie. Linda gradually introduces new games and other playful routines to Charlie and she in turn shares these with Luca when he collects Charlie in the evenings.



*Reflection: Do I know what playful routines children enjoy at home, and how can I use these to make their transitions between settings easier?*

**Learning experience 45: Not quite yet please!****Theme: *Identity and Belonging*, Aim 1 and Learning goal 6****Age group: Babies****Setting: Childminding**

Tess (14 months) is a shy little girl who is very sensitive to noise. She becomes upset easily and doesn't like to play with toys that pop up or that make music. She is also very apprehensive about being around other children. Her childminder, Anna, is aware of this and has made a cosy corner for Tess that is away from noise and bustle where she can play happily with books, blocks and soft toys. Gradually Anna introduces Tess to new, more interactive toys. If this upsets Tess Anna puts them away and reassures her. She also supports her in interacting with the other baby she looks after, 15-month old Amy. Sometimes Anna sits with Tess and Amy in the cosy corner. Anna introduces a teapot and cups to the girls and they pretend to have a tea party together. The girls pretend to drink from the cups and Anna gives Teddy some tea too. Tess imitates her and then offers her cup to Amy. Anna pours some more tea for the girls and she talks softly about what is happening. Sometimes Tess shows her enjoyment by smiling and displaying positive body language; at other times she begins to cry and indicates that she wants to play on her own.



*Reflection: How can I help children who are shy or quiet to engage and play with others?*

**Learning experience 49: Valuing our languages****Theme: *Communicating, Aim 2 and Learning goal 6*****Age group: Babies****Setting: Full and part-time daycare (crèche)**

Pema's mother Marta is keen that Pema (17 months) grows up able to speak both Polish and English. Pema's grandpa, Thomas, from Poland has come to stay with Marta and Pema for a month. As always, he brings some new books and toys for Pema. This time he brings a doll with long black hair. They name her Paula. Every afternoon Thomas, Pema and Paula sit together in the kitchen reading the new books. Thomas proudly points to the pictures and names them in Polish. Pema copies him and looks at him with delight as he smiles to affirm her efforts.

Pema attends the local crèche from 9 a.m. to 1 p.m. three days a week while Marta works. This morning Thomas, Marta and Pema are walking together to the crèche. Pema and Paula are in the buggy. They have time to stop and point to interesting things along the way: a dog, an ambulance going by with its siren flashing, flower sellers, and the church. Thomas takes time to name the objects and describe them in Polish as Pema points and attempts some of his words. Thomas repeats the words, nods, and smiles to encourage Pema.

When they arrive at the crèche, Aveen, the practitioner greets the family with 'hello' in Polish. Marta proudly shows her father the family wall where there are photographs of all the families in the crèche and a welcome sign in the mother tongue of every child. Marta and Thomas give Pema a kiss and a hug and Aveen takes her to the window so she can wave bye-bye before they play with Paula.



*Reflection: Can I do more to bring the children's home languages into the setting?*

**Learning experience 53: Getting to know you****Theme: *Exploring and Thinking*, Aim 1 and Learning goal 2****Age group: Babies****Setting: Home**

Meagan (5 months) is lying near her cousin Doireann (8 months). The girls are on a mat which has lots of play objects attached to it, such as mirrors, crinkly materials, rattles, animal sounds, fabric flaps, and dangling animals. Meagan shows Doireann that she is enjoying her young cousin's company. She stretches out her hand and touches Doireann's leg. Both children smile and coo with delight. Meagan's mum, Niamh, shows the girls the different features of the mat. She lies beside the two children and presses buttons to hear the animal sounds. She encourages the girls to feel the different materials. She holds their hands to help them use the rattles. When the girls appear to lose interest she sings *Round and round the garden* using actions with each of the girls. The girls let her know they love the tickly feel of her finger doing a circular movement on their hands as she sings with them. Doireann holds her hand out many times signalling for more. After singing, Niamh points to their clothes and body parts and describes these. *Doireann has white socks on, Meagan has blue ones. Doireann is touching Meagan's fingers nice and gently. Do you like that Meagan? I think you do.* And so the exploring and talking continue.



*Reflection: What can I do to help children interact with and learn more about each other through play?*

**Learning experience 57: Look Mia, I did it too!****Theme: Well-being, Aim 4 and Learning goal 3****Age group: Babies****Setting: Full and part-time daycare (crèche)**

Mia (13 months) and Josh (11 months) are playing side by side on the floor. Taking turns, they lift objects including wooden spoons, colanders and lids, show them to each other, and screech with glee. Mia notices a small chair close by and speedily crawls to it. Pulling herself to her feet she grabs the back of the chair and pulls herself onto the seat. She smiles, screeches and claps her hands in delight at her accomplishment. Not wanting to be left out, Josh slides on his bottom to the chair. Wanting a turn at sitting on the chair, he shouts loudly at Mia and waves his arms. The two babies become upset—Mia not wanting to leave the chair and Josh wanting to sit on it. Their shouting gets louder. Deirdre, their Key Worker, has been observing from a distance and joins them. She places a second chair close to Mia's. Josh makes his way to it and grabbing the back of the chair, pulls himself to his feet and tries to get onto the seat. He falls back to the floor. He pulls himself to his feet again only to fall once more. Deirdre observes from a distance and offers gentle encouragement to Josh: *You can do it, I know you can.* Screeching a little, he pulls himself to his feet a third time. He looks carefully at the seat and noticing the handles, grasps these and pulls himself onto the seat. Delighted, he looks towards Deirdre and Mia screeching loudly and bouncing on his seat.



*Reflection: Do I give children opportunities to set and pursue their own learning goals?*

**Learning experience 60: Number chats****Theme: Exploring and Thinking, Aim 3 and Learning goal 2****Age group: Babies, toddlers and young children****Setting: Childminding**

Bernie, a childminder, looks after Jack (16 months), Sorcha (3 years) and Rhiannon (5 years) in her home. Bernie plans lots of activities for the week to build on some of what Sorcha has been doing in playgroup, and Rhiannon in school.

On Monday they all go for a walk to the shops. On the way they count the red cars parked along the street; Rhiannon and Sorcha look for 1, 2 and 3 on car number plates (Rhiannon does this for 4, 5 and 6 too). Rhiannon spots numbers on houses and shop doors. They identify these and Bernie explains their purpose. They reach the post box. Sorcha and Rhiannon each take a letter for posting and Rhiannon notices a 5 on the stamp. They ask Bernie what the number is and she explains about the cost of the stamp. Bernie makes sure Jack is included by drawing his attention to things. From time to time she kneels beside Jack in his pushchair and points to and describes things around him.

On Wednesday Bernie bakes with the children. Jack sits at the table in his highchair and the girls sit on chairs in their aprons. They are making top hats. Bernie gives Jack a dish of softened fruit and a spoon for him to mix and eat while she and the girls count out bun cases, making sure there is one for each person and their mam, dad and siblings. *How do we make these buns, Bernie?*, enquires Rhiannon. Bernie explains. She adds the melted chocolate and the girls put a marshmallow in each case followed by a small strawberry, which they picked in Bernie's garden that morning.

On other days they look for numbers in the kitchen, for example on the washing machine dials, on food packets, and in story books. *2! What that for?*, asks Sorcha as she and Rhiannon help Bernie load clothes in the washing machine and set the correct cycle. Bernie describes these experiences to Jack and involves him in the conversations. The children also help Bernie in her day-to-day activities in caring for the house and Bernie talks to them about how and what they are learning through these hands-on experiences.



**Reflection: Do I encourage children to ask me questions as part of their conversations with me?**

**Learning experience 63: I want that cube****Theme: Well-being, Aim 4 and Learning goal 2****Age group: Babies****Setting: Full and part-time daycare (crèche)**

Miriam, the crèche room leader, is encouraging Liam (10 months) to crawl. She knows he can do it as his mum has told Miriam about him crawling at home. For some reason he rarely crawls while in the crèche. Miriam places the sorting cube, that Liam loves to play with, out of his reach. It is near him although he will have to move closer to get it. Within a few seconds he shows his frustration as he yells and shakes his hands. He looks at Miriam as he yells louder. Miriam crawls to the toy and encourages him to crawl too: *Let's crawl together, will we?* She places the cube a little closer to him, all the time modelling crawling and encouraging Liam to have a go. He loses interest and picks up a spoon close by and bangs the floor with it. After lunch, as Miriam plays with another baby in the room, she observes Liam making one or two false starts at crawling. She moves a little closer so she can observe him better. He moves onto all fours and reaches forward while balancing himself with the other hand to grab the cube. Eventually, he makes it and Miriam claps her hands as he reaches the cube. Meanwhile, Lisa, the room assistant, recorded the achievement on video while Miriam observed and stayed ready to assist Liam if necessary. Miriam claps hands and congratulates Liam on his achievement. Liam claps too and laughs loudly. He proceeds to play with the cube. Miriam shares the footage on the video recorder with Liam's parents that evening and notes his achievement in his Record of Care. Over the coming days Miriam provides lots of opportunities that encourage Liam to crawl, and by the end of the following week he is delighted with his new mobility and the options for exploration that it brings!



*Reflection: How can I use observations to greater effect in supporting and encouraging children to set their own learning goals?*

## Learning experience 68: What's inside the feely bag?

**Theme: Exploring and Thinking, Aim 4 and Learning goal 1****Age group: Babies and young children****Setting: Childminding**

Mary looks after Chris (14 months), who has Down syndrome, and his sister Tamzin (nearly 4 years) in her own home. Chris is sitting on the carpet in the living room propped up by cushions. Mary sits on the floor beside him and invites Tamzin to join them. Mary has a *Feely Bag* with lots of items inside which she collected around the house.

Mary: *Chris and Tamzin look*, (giving the bag a shake), *what do you think is inside?*

Tamzin: *Let me see Mary.*

Mary: *Okay, now eyes closed as you pop your hand in and feel something. Can you think what it is?*

Tamzin: (Shuts her eyes and feels inside the bag.) *OOOH! I feel something fluffy and furry. Is it a cat?*

Mary: *I'm not sure. Could it be a cat?*

Tamzin: *I don't know.* (Takes the object out of the bag.) *It's a glove. Silly me.* (Hands the glove to Chris.)

Chris stretches forward excitedly and takes the glove with the soft fur trim from Tamzin. He touches the fur tentatively, gurgles noisily, and hands the glove to Mary as he turns his attention back to Tamzin and the bag.

Mary: *Let's give Chris a go now shall we?*

Chris eagerly dips his hand into the bag and takes out the lid of a biscuit tin. Turning the lid over he catches his reflection and stares at it before handing the lid back to Mary.

Mary: *Who is that?* (Offers the lid back to Chris and holds it so he can see himself.)

Tamzin: *Let me see too. Look it's you Chris, look. And it's me.* (Leans in close to Chris so they can both see themselves in the lid.)

Tamzin then hits the lid with her hand making a loud noise. Chris looks startled and whimpers. Mary takes the lid and taps it again slightly quieter and explains to Chris what she is doing. Chris shows he is not interested in the lid. Instead, he returns to the bag and takes out a sealed plastic cup containing dried pasta. He gives the cup a shake and, hearing the noise that the pasta makes, he smiles and does it again and again. This continues until Chris and Tamzin have removed all the items from the *Feely Bag*. Tamzin then proceeds to put each item back in the bag, and begins the activity again.

*In Chris' daily record Mary notes.*

- *Excited and curious about the Feely Bag.*
- *Sat up well with support from the cushions.*
- *Was apprehensive of loud noise.*

Mary sends the daily record home, and also refers to the experience with the Feely Bag when she talks to Chris' dad on Friday about what Chris and Tamzin have been doing that week when he collects the children. Chris' dad uses this information to update the physiotherapist on Chris' progress.



**Reflection: Do I use objects and activities that interest children and capture their curiosity when setting tasks to gather information about how well they are getting on?**