# Observation sheet, observed, extended and followed.

## Example

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| **Staff name** | **Example** |  |
| **I observed** | **I extended** | **Next, I will** |
| *X has joined me at the threading table. They pass me a blue wooden sphere and comment,*  *‘it’s a ball’* | *I respond, ‘well done, it is a ball. This shape is called a ‘sphere. It is a 3d shape because it isn’t flat and I can pick it up easily.*  *X comments on other spheres he can find in the box.*  *We roll the spheres to each other.* | *Introduce other 3D shapes through shape hunts both indoors and out.*  *Explore why some shapes can’t roll.* |
| *A is working alongside me making a large train track around the room. They are struggling to join the final piece to make a circuit. They are using a straight piece of track.* | *I comment on their play acknowledging the frustration. ‘It’s not going together… I wonder why that is?’*  *I let A continue trying, not commenting.*  *I then say ‘Your piece is straight are there any other pieces you could try?’*  *A finds a curved piece and completes his circuit.* | *Allow children to have time to think and solve problems, by commenting on play. Practice waiting and watching with subtle prompts to encourage thought (as long as not distressed).* |
| *B is at the snack table struggling to open their banana.* | *I comment, ‘you are trying really hard, would you like me to start it off for you?’*  *B smiles, I snap the top of the banana and they do the rest.* | *Give children time and always ask their permission before I intervene.*  *Encourage snack time independence.*  *Encourage children to help each other so not always reliant on an adult.* |

Consider how you have supported PSED/ C& L/PD/ LIT/ MATHS/ UTW/ EXP A &D

## Blank template

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| **Staff name** |  |  |
| **I observed** | **I extended** | **I will** |
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**Consider how you have supported PSED/ C& L/PD/ LIT/ MATHS/ UTW/ EXP A &D**