

JAMES PURSUES A FRIENDSHIP

Child's Name: James, 9mths, 3wks
Date: 8 Oct
Observer: Julie

A LEARNING STORY



James crawls to the puzzle area where Leigh (3.5 yrs) is completing a puzzle. He looks at what Leigh is doing, then chooses a puzzle and starts to work with it. He takes a piece out and attempts to put it back in. He tries quite a few times to position the piece correctly by lifting it out, repositioning it, and putting it back in. Eventually, the piece goes in the right way.



Leigh (the older child) finishes her puzzle, looks around for something to do, then yawns and goes to lie down on the sofa. James crawls across the floor and up the steps, and crawls to the sofa and stands near Leigh.



When Leigh later moves to the playdough area, James follows her, and they play together there for ten minutes or so.



Leigh doesn't respond, so James crawls towards some books and looks at them.

Short-term review	What next?
James is enjoying being able to move independently and chooses his own activities and company. Although he and Leigh are unable to communicate verbally, it is clear he wants to be in her company. James is enjoying exploring the playcentre and particularly likes puzzles, books, and playdough. (Leigh makes no attempts to discourage him, and the two children finally play together.)	Encourage James to play alongside other children. Let him experience different types of puzzles, different textures (playdough, fingerpaint, sand, clay & waterplay), read him short stories and picture books. James also enjoys music, particularly the drum and the small shakers. This might be an opportunity for further play with other children.

What's happening here?

James is initiating a relationship with an older child, Leigh. He watches and follows what Leigh does, giving these things a go, too. Later the teacher observes them playing together at the play dough table.

What aspects of assessment for infants and toddlers does this exemplify?

Through this story, we see that James is able to communicate to others through actions, indicating to Leigh that he wants to play with her.

How might this assessment contribute to infants' and toddlers' learning?

The assessment includes a series of photographs that tell the story. Both children can revisit this example of emerging collaboration. Revisiting such assessments will, over time, support their developing relationships.

What might this tell us about informal noticing, recognising, and responding in this place?

This is a mixed-age setting, providing opportunities for the older children to act as role models for and assist the younger children and for the children to develop relationships across the age range.

A relationship may be developing between James and Leigh here. The reader doesn't know the detail of the play at the play dough table, but the teacher notes that they play "together".