

Review and evaluate

Behaviours a child could demonstrate to show understanding:

- children will show sustained engagement in the creation and maintenance of sets within areas of learning
- children will reason about the choices they have made and explain their thinking in the sets they have created
- children will be able to think of and create sets and subsets, both naming and finding objects, independently

Observation:

Sarah was at the malleable table. She was cutting shapes with 2D cutters. She carefully lined up the shapes, putting all the same shapes together. **"Look at all my shapes; they are in lines."**

Evaluation:

Sarah used the names of the shapes to classify them, and organised them into lines. She showed sustained engagement to complete the activity.

Observation:

At the outdoor water area, Jack sorted all the pipes into ones that would bend and ones that were solid. He said (looking at the flexible ones), **"These will go around the corner. Then I can water the plants."**

Evaluation:

Jack was able to explain his thinking and the choices he had made.

Observation:

Victor had told a practitioner about all the vehicles he had gathered in the digging area. **"These are all diggers, so I am going to put them at the side. These are rollers – they go in the middle – and these are just lorries. I like diggers the best,"** he said. Looking thoughtful, he added, **"I wish we had a crane."**

Evaluation:

Victor has made sets and subsets. He found the vehicles himself and named them as well as explaining his reasons.

Observation:

Amira decided to sort all the dressing-up clothes and said, **"They are a mess"**. She put all the hats in a box, all the bags on a shelf and all the sunglasses in a basket. She then hung the clothes (she asked a practitioner for help) on the rail.

Evaluation:

Amira classified the clothes by naming them and deciding where to put them.