



**CABONNE FAMILY DAY CARE**  
103 Bank Street, Molong NSW 2866  
(02) 6392 3219 | [fdc@cabonne.nsw.gov.au](mailto:fdc@cabonne.nsw.gov.au)



## LEARNING STORY

Child First Name: \_\_\_\_\_ Child's Age: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

TITLE: \_\_\_\_\_

### OBSERVATION

### EXTENSION OF LEARNING:

## HOW TO WRITE A LEARNING STORY

- Use a catchy title, to grab parent's attention.
- Make the story personal, write as much detail about what happened as possible.
- Record what the child has said and done, their body language, direct quotes, facial expressions, and tone of voice.
- Included your voice, make your language positive and engaging.
- Ensure that an analysis of learning and links to the Early Years Learning Framework are included within your story.

## LEARNING STORY EXAMPLE

**Child First Name:** Edward

**Child's Age:** 2.2

**Date of Observation:** 28/02/2020

### EDWARD EXPLORING & INVESTIGATING ARTWORK

This morning Edward bought a flower and some leaves that he had collected. Edward's Dad told me that he had picked the flower and leaves from their front garden this morning. Edward had a big grin on his face as he stretched his arm out, showing me the flower. "Wow! That's a beautiful flower!" I said excitedly. Edward said, "bye dad" and took my hand and led me to the art area. This is the first time that Edward has confidently separated from his Dad in the morning showing he has built a secure attachment with me his educator. He sat himself on a chair at one of the tables and began to pull the leaves off the flower. I asked Edward "Should we make some art with your flower and leaves?" and Edward responded by nodding his head. Edward continue pulling apart his flower as I created a frame of contact which I then placed in front of him. He looked at me and then at the contact and then at me again. I told him "it's okay, have a play, what does it feel like?" Edward put his finger onto the contact and then pulled it away- it got stuck, so he pulled a little harder and his finger was free, and he smiled. He took a few petals and a leaf and sprinkled them over the contact, which he then patted down with his hand. He placed some more of his petals and leaves onto the contact and as he was pressing them down, his fingers got stuck to the contact. Through his exploration with the natural resources and the contact sticking Edward was able to utilise and further his fine motor skills. Edward began to laugh and shriek and was banging his hands on the contact. Edward picked up his frame and looked through it from underneath, touching the objects that he had stuck down. He put it back down and took off the natural materials that he had stuck down. Edward is curious and enthusiastic participant in his learning and use play to investigate, imagine and explore Ideas. I asked her "Would you like to go and get some more flowers and leaves from our garden?" he replied "no" and left the table to go and play in the dramatic play area. Edward was exploring his sense of touch whilst learning through play. It appears he was also exploring the properties of the contact and his artwork as he looked through and touched it from underneath. It seems that Edward enjoyed this experience as he was smiling and laughing throughout

**EXTENSION OF LEARNING:** Nature walk, go one walk around our neighbourhood and collect a range of natural materials to add to our craft area.