

Big book/Floor book Planning



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Aims

- To build a shared understanding of how to document children's voices in a floor book.
- Demonstrate how to set up a floor book and use it as part of your planning cycle.

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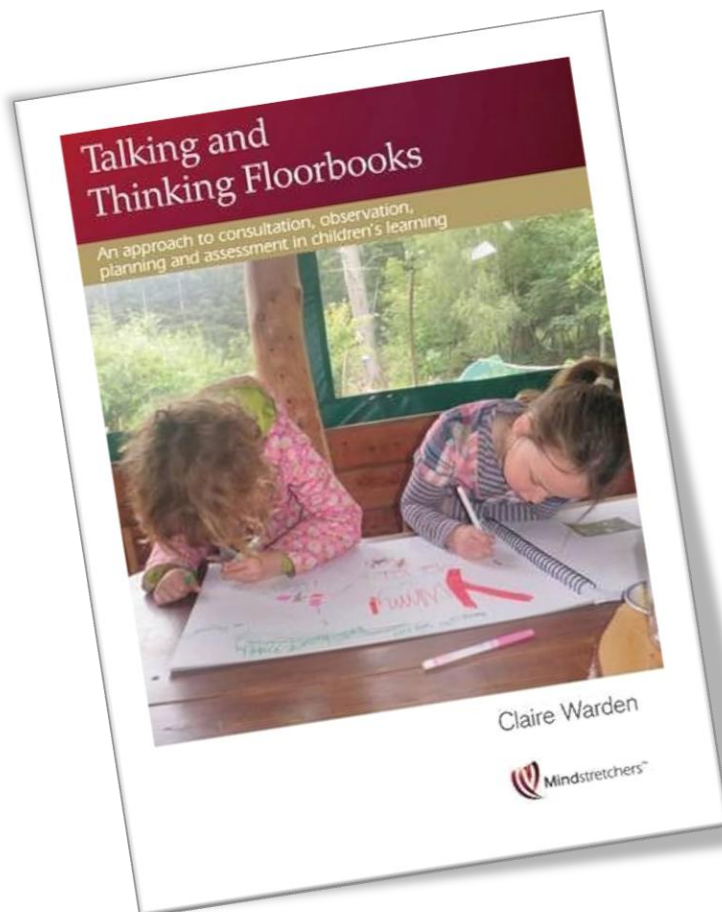
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Policies and Guidance Used



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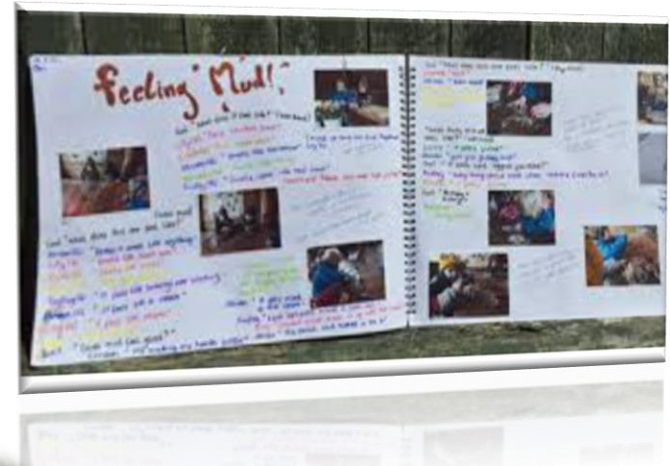
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Floor book Planning:



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“A floorbook grows and evolves over time, it becomes a living record of playful inquiry-based learning that can appear disorganised for those not directly involved.”

<https://mindstretchers.academy/pages/the-floorbook-approach>

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Observations and following the interests of the child

child-centred pedagogy in practice

observation,
interpretation and
documentation of learning

‘Listen with your eyes and ears’

What does the child’s **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

Sensitive interactions -
honing the skill of stepping in and stepping back

Flexible experiences -
learn from the child to inform practice

Variety of spaces -
outdoors and inside

responsive and intentional
planning

facilitation

Informed by the child’s **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

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So how do we start?

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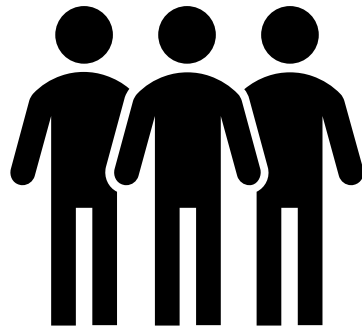


Decide how the books will be organised.

Options may include:



- Area/space
- Keyworker
- Key group
- Time period



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Find a spark...



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3D Mind Map



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Pose a question...

I think
squirrels live
in this park...



I think, I see, I wonder..

I see the
diggers have
arrived?

I wonder what is
in the sky?

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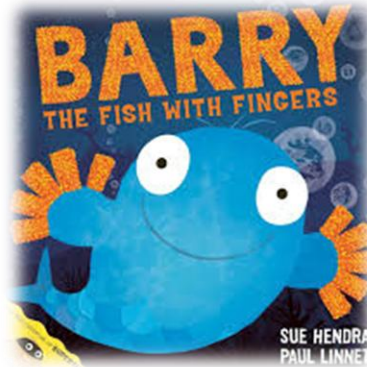
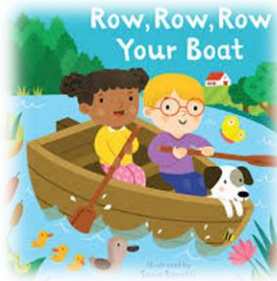
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Story, Song or a Rhyme



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Question from a child...



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Front Cover



Remember: Child's voice

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Key features:

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Key features of a Floorbook:

1. An accurate record of children's ideas thoughts.
2. Variety of methods used to present thinking.
3. Open-ended questions created in response to an interest from the children.
4. Higher order thinking
5. Depth of learning opportunities.
6. Collaborative learning.
7. Child's voice used to plan responsively.
8. Floor books must be readily available to children and families.

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1. An accurate record of children's ideas thoughts.



Document their actions, thoughts, questions, drawings, conversations and reflections.

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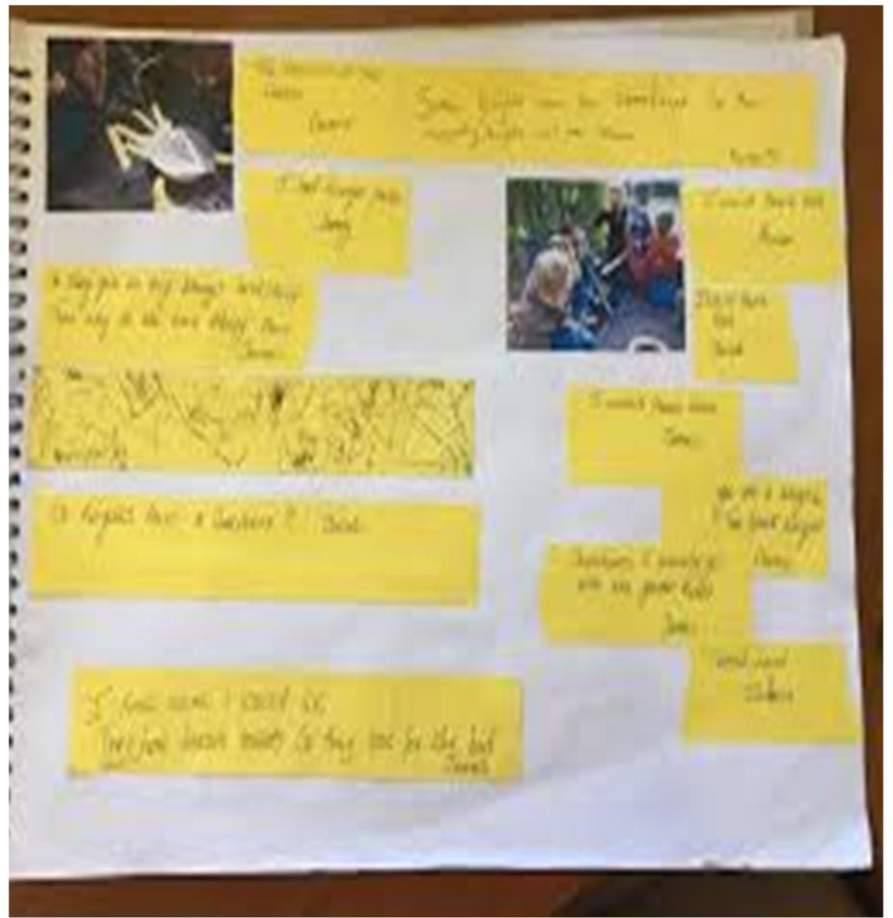
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2. Use a Variety of Methods to Present Thinking

Children's voices can be represented in different ways...

- Adult scribing for children.
- Children's writing/mark making (can be annotated).
- Children's drawings.
- Thinking bubbles (available freely during play).
- Photographs which show the process of exploration and learning.
- Adult observations and annotations.

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3. Open Ended Questions



Questions are posed as part of conversation to stimulate thought rather than test knowledge.

eg *"I wonder what would happen if.....?"*



I think, I see, I wonder..



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4. Higher Order Thinking

- Children think about learning
- Revisit ideas
- Record of learning over time



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5. Depth of Learning



- Encourages children to think deeply and verbalise their thinking
- Embed learning- slow pedagogy
- Responsive planning

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6. Collaborative Learning



- Book must be large enough
- Adults role model the writing process- writer's voice!
- Colour coded

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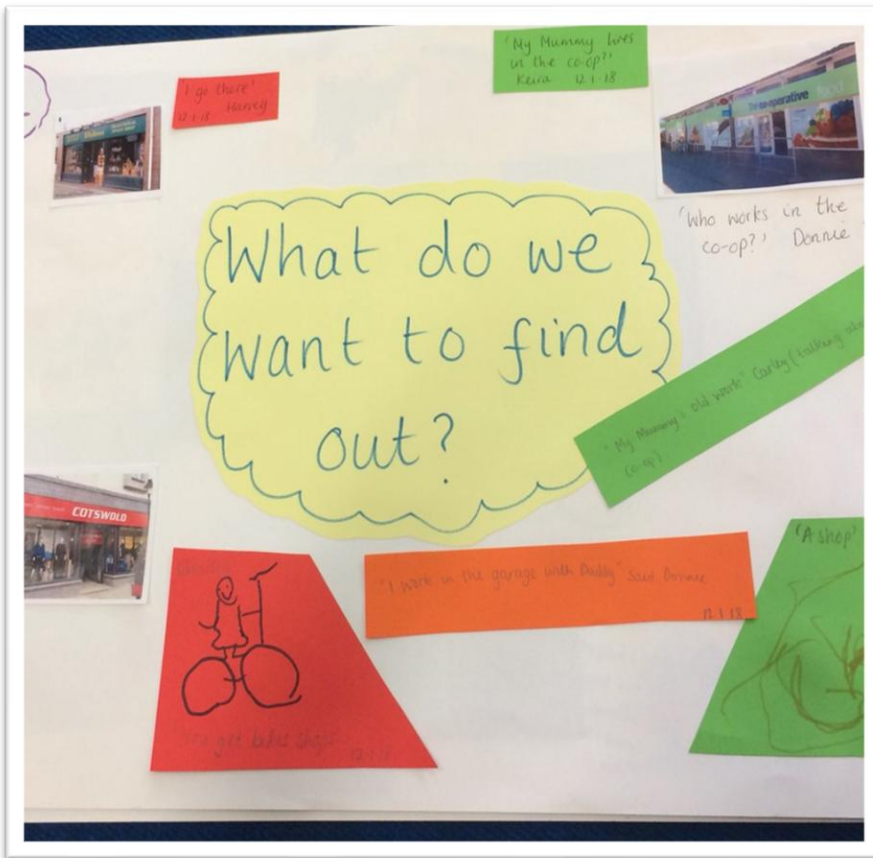


7. Use the Child's Voice to Plan Responsively



- Part of planning.
- Start with the children (observations)
- Record **with** the children





- Part of planning
- Start with the children (observations)
- Record with the children

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8. Floorbook Availability



Where should they be kept?

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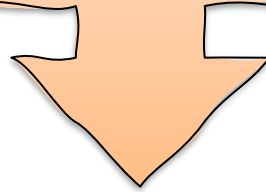
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Example of a Floorbook in the Block Play Space



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Arina

Big Build Number 15: A Dinosaur (T-Rex) - Khal

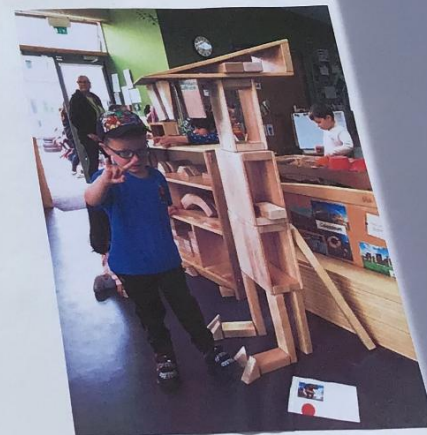


Khal expressed his interest in Dinosaurs and throughout the week did different experiences, he then



Khal - "Sharp Teeth"

wanted to build one.



Khal - "Build a T-Rex"

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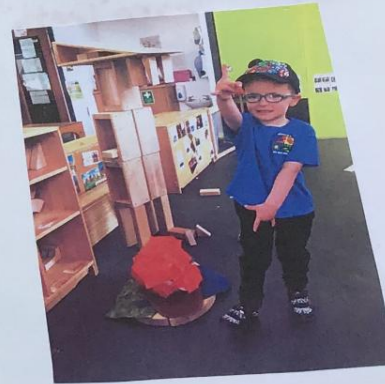
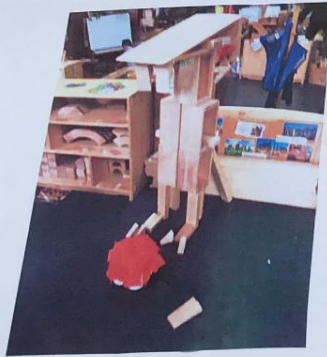
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Khal - "We now need
a dinosaur egg"



Khar - "aargh"

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Big Build Number 19: Eiffel Tower - Khal, Ri, Reggie



Khal asked to Create the Eiffel Tower, together with his peers they drew their own plan, looked at photos. Then came building the structure, researching, teamwork



Ri - "we worked together"



Khal - "we drew our own Eiffel towers"

Stage 1 - The plan



Stage 2 - The structure

Khal - "we worked together"



Reggie - "we chose the blocks"



Ri - "we had to be so"

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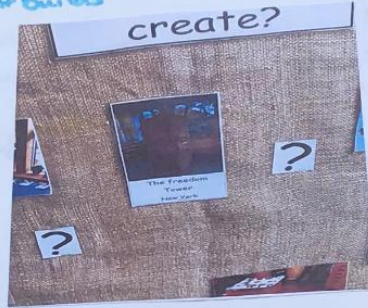
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Big Build Number 17: The Freedom Tower NY - David, Ri, NoahS, chimson



Ri - "Talking about making something"



David and Ri remembered speaking about working as a team, being safe, and creating a New York Tower from the wall.



Ri - "Building the walls"



David - "The rectangle block was to make the structure"



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Self Evaluation

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Shared inspection Framework

Children are at the centre of all planning. We are skilled in recognising the different stages in children's play and learning and these are thoroughly considered when planning new experiences and opportunities. We use observations of individual children's patterns of play to plan, support, challenge and extend their learning. This enables children to make progress at their own pace.

'Very Good' Illustration from Children Play and Learn: QI Playing, Learning and Developing (child centred planning and assessment)



Our approach to documenting learning empowers children to talk about their achievements and consider what they might learn next. We take account of children's ideas, interests and needs and use imaginative and appropriate ways to involve them in planning learning.

'Very Good' Illustration from Children Play and Learn: QI Learning Teaching and Assessment (planning and assessment)

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Checklist

- ☐ Are the children's voices clear? (Scribed, photographs etc...)
- ☐ Have you recorded what they already know and what they are interested in finding out about?
- ☐ Are you planning experiences, spaces and interactions as a result? (So What?)
- ☐ Does the floor book have a front cover made by the children?
- ☐ Does the floor book include a combination of:
 - Children's Mark Making/Writing
 - Adult Scribing
 - Drawings
 - Photographs
 - 3 D Objects? (*where appropriate - eg leaves.*)
 - Next steps- so what?
- ☐ Does it contain evidence of learning? (Rather than just a record of what happened.)
- ☐ Does the learning link to observations and tracking?
- ☐ Is your floor book accessible for parents, colleagues and children to revisit?

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