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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** |
| **Context:** | Child A aged 14 months was observed during an individual indoor water play experience in the Seahorse Room. The water tray was set up with floating toys, measuring cups, and sponges to promote exploration, sensory engagement, and early language stimulation. |
| **DOCUMENTATION(Learning stories)** |
| Today during quiet morning play, Child A approached the low water play tray and stood holding onto the edge for support. Her eyes widened as she reached in and splashed the surface with both hands, giggling at the sensation. She picked up a soft sponge and squeezed it, watching the water drip back into the tray. An educator commented, Look “You’re squeezing the sponge. It’s wet!” Child A looked up and smiled, then repeated the action.She noticed a floating duck toy and tried to reach for it.she picked it up and held it to her mouth then dropped it into the water, clapping her hands as it made a splash. The educator narrated her play: Oh no, “You dropped the duck! Splash!” Child A repeated the word “spla!” excitedly. She continued exploring by scooping water with a small cup and trying to pour it into a larger container. When some water spilled, she looked surprised, then laughed and repeated the motion. The educator affirmed, “That’s okay. keep playing. |
| **ASSESSMENT***Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* |
| **Domains** | **Milestones** | **Dispositions** |
| * Physical development through fine and gross motor control in grasping, scooping, and pouring (Sutapa et al., 2021).
* Cognitive development by cause-and-effect thinking like splash, dripping and spilling (Grayshon, 2019).
* Language development by emerging expressive sounds (“spla!”) and responsive listening (Roepke & Brosseau-Lapré, 2019).
* Sensory development through engagement with texture, temperature, and visual/auditory input (Kable, 2020).
 | * Uses two or more senses to explore materials.
* Begins to imitate familiar words and sounds.
* Manipulates objects with increasing intentionality like scooping and squeezing.
 | * Curious: Eagerly explored new materials.
* Joyful: Expressed delight with actions and sounds.
* Persistent: Repeated actions to test outcomes.
 |
| **LEARNING and CURRICULUM***Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* |
| **Learning** | **Curriculum Areas** |
| Child A demonstrated early problem-solving, expressive communication, and sensory exploration. She is beginning to use language purposefully and respond to verbal input from educators. | * + Sensory and Motor Development
	+ Early Language and Communication
	+ Emotional and Social Awareness
	+ Exploration and Inquiry
 |
| **THEORY and FRAMEWORKS** |
| **Development and Education Theory** | **Early Years Learning Framework Principles, Practices, Outcomes** |
| * Piaget’s Sensorimotor Stage: The child explores the world through sensory input and physical actions (Mcleod, 2024).
* Vygotsky’s Sociocultural Theory: Language development is supported by responsive interactions with educators (McLeod, 2025).
 | * Principles: Secure, respectful and reciprocal relationships (AGDE,2022).
* Practices: Responsiveness to children; Learning through play (AGDE,2022).
* Outcomes:
* Outcome 1.1: Children feel safe, secure, and supported (AGDE,2022).
* Outcome 4.1: Children develop dispositions for learning (AGDE,2022).
* Outcome 5.2: Children begin to understand how symbols and pattern systems work (AGDE,2022).
 |
| **PEDAGOGICAL SKILLS AND KNOWLEDGE***Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* |
| **Play-based Pedagogies** | **Teaching Strategies** | **EYLF Educator Evidence** | **Child Development** |
| * Child-led sensory exploration supported by verbal scaffolding.
* Encouragement of spontaneous, open-ended play.
 | * Verbal narration and repetition to support early language.
* Positive emotional tone to build confidence and attachment.
* Modelling and affirming actions like “You’re pouring the water!”.
 | * Used language responsively and intentionally.
* Created a safe space for free exploration.
* Supported developmental learning through attuned interaction.
 | * Encouraged neural and sensory integration through tactile engagement.
* Supported emerging vocabulary and motor coordination.
 |
| **PLANNING** |
| **Objective for future holistic learning and development** |
| To support Child A’s sensory curiosity and expressive language development through repeated, scaffolded sensory play. |
| **Learning Experience** |
| **Learning experience name** |  “Say Splash” |
| **Experience rationale** | Continued water-based sensory exploration supports language development, coordination, and emotional regulation in babies. |
| **Development and learning goal:** | * Encourage expressive vocalisations and word imitation.
* Strengthen fine motor skills through pouring, squeezing, and grasping.
* Reinforce social-emotional security through shared experiences.
 |
| **Experience outline:** | Provide an individual water tray with varied textures like rubber ducks, silicone cups, sponges and floating balls. Use consistent vocabulary to name actions and objects. Respond to vocalisations with repetition and expansion. |
| **A list of materials required with photo(s):** | * Infant-safe water tray
* Floating toys like duck, fish and so on.
* Measuring cups, soft sponges
* Laminated vocabulary picture cards
 |
| **EYLF child evidence links** | * Outcome 1: Identity and wellbeing (AGDE,2022).
* Outcome 4: Learning through active engagement (AGDE,2022).
* Outcome 5: Language and communication development (AGDE,2022).
 |
| **Implementation plan** | **Introduction** | Greet child warmly and invite them to explore the water tray. Show and name one or two items. |
| **Body** | Sit with child at eye level. Narrate their play, name actions, and respond to gestures or sounds. |
| **Conclusion** | Help child dry hands and reflect saying, “You splashed and poured the water. That was fun!” |
| **Engagement questions** | * “What does the duck say?”
* “Can you pour more water?”
* “Do you want to squeeze the sponge again?”
 |
| **ACTING and DOING** |
| **Play pedagogies** | * Sensory learning through self-initiated, hands-on experiences.
* Language development embedded in real-time interactions.
 |
| **Teaching strategies** | * Responsive listening
* Narration and repetition
* Emotional attunement and encouragement
 |
| **EYLF links** | * Outcome 1: Children have strong sense of identity (AGDE,2022).
* Outcome 4: Children are confident and involved learners (AGDE,2022).
* Outcome 5: Children are effective communicators (AGDE,2022).
 |
| **Child development** | * Strengthens brain-body connections and early speech.
* Supports positive associations with learning and interaction.
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| **Documentation and/or digital evidence of implementation, acting and doing** |  |
| **REFLECTING and REVIEWING** |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** |
| * How did the child respond?

Child A remained highly engaged throughout and showed joy and curiosity.* Did they achieve the learning objective?

Yes, she explored multiple materials, repeated new sounds, and started interaction.* Were there any unexpected outcomes?

The child tried to mimic a new word (“spla!”), which showed early phonemic awareness.* What was your role?

Responsive co-player and language facilitator as I provided verbal scaffolding and positive feedback.* Would you do anything differently?

Next time, I would incorporate a mirror near the tray to encourage facial imitation and self-awareness.* Where to next?

Introduce themed water play like floating animals, pouring station and warm vs. cool water to extend vocabulary and tactile engagement. |

 References

AGDE. (2022). Belonging, being and becoming: The early years learning framework for australia (V2.0). In *ACECQA*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Grayshon, L. (2019). *“Splish, splash” - learning and exploring by the stream*. Mffy.com. <https://www.mffy.com/blog/splish-splash-learning-and-exploring-by-the-stream-cognitive-development>

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