

Context: Lifecycle provocation	Nursery Age 2-4	Title: Observing tadpoles
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Child-initiated exploration

The children have enjoyed exploring the 'Lifecycle' provocation following the arrival of our tadpoles. They have been very interested in observing and commenting on the tadpole's features, their activity and the changes that they notice over time.

L and O use the information text to research the frog lifecycle. L points from left to right, talking through the different stages of the frog's life from frogspawn to adult frog. O looks carefully at the illustrations and diagrams. Identifying the frog from the illustration and exclaiming "Frog!"

M carefully observes the tadpole's habitat from the side of the tank. Looking inquisitively through the glass and commenting "frog".



E, S, O and R have been intrigued to observe and investigate the tadpoles using the magnifying glasses. They were curious to find out more about them and used the book to look at the life cycle of the frog. From looking at the tadpoles they then started to draw a picture of them.

E: 'oh no the tadpole stuck'

R: 'I think they would like cucumber to eat because I've seen it before'

O: 'they are hungry'

S: 'what can we feed them?'

O: 'some cucumber, grapes and banana'

S: 'have they grown into frogs now?'

O: 'no'

S: 'they are turning green. They are turning into frogs that are green. Oh no he's trying to get out'

R: 'they are eating the rocks and eating the sand'

S: 'because they are hungry'

R: 'this is my tadpole. I'm going to draw a whale. The tadpole is little and the whale is BIG!'

S: 'the tadpoles were eggs'

R: 'then they cracked, look I made an egg. This is a frog and that's the little tadpole and that's the legs.'

S: 'I wish I could be a tadpole'

R: 'I wish I could hold a tadpole'



Possible future provision/next steps

To follow the children's interest in lifecycles, growth and change we will continue to provide them with opportunities to observe insects and animals in the natural environment. We will support their observational skills through introducing magnifying glasses and a microscope alongside the provocation.

Learning outcomes include (Development Matters, Understanding the World):

3 & 4 year olds: *Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.*

Characteristics of effective teaching and learning – Playing and exploring: *Respond to new experiences that you bring to their attention.*