

Teacher Education Design Principle + code:	7. Teacher education should familiarise teachers with a range of formal and informal inquiry- and creativity-based learning, teaching and assessment approaches and strategies and their use in relation to authentic problems within the areas of science and mathematics. TE: CreatInqPed
Specific Teacher Outcome(s):	7.3 Teachers should be able to recognize and exploit the value of play and exploration in science and mathematics for fostering and extending inquiry and creativity, by for example prompting questions, eliciting ideas, providing opportunities for consideration of alternative strategies during children’s familiarisation with phenomena and events. 7.4 Teacher should be able both to build in new and to make the most of existing opportunities for child-initiated play, recognising and capitalising on the potential of children’s explorations beyond the teacher’s original intentions.
Factors linked with:	P: Play; M: Expl P: Agency; A: Form
Type of material (image – interview (int) – classroom extract (class):	Classroom Observation and photographs
Originating from:	
Country report :	D4.3 – report UK England
Case:	Case 4
Episode:	Ramps
Teacher:	Fleur
Age Group:	3-4
Selected episode present in D4.4 Appendix	No

Child initiated play

During a free play session a small group of children built a ramp on the carpet area of the classroom and sent toy cars down it. What was particularly interesting was a child who placed herself at the base of the ramp and sorted the cars as they arrived at the bottom.



The ramp is built



The ramp builder realised if he changed the angle of the ramp the cars would travel faster, however this became unsteady so was soon removed.



Parking the cars – the little girl decided she was going to organise the cars at the base of the ramp, she realised if she straightened the cars she could fit more in



*Stop the car park is full
At this point the girl 'parking the cars' realised there was no space left so created a barrier to stop any more cars being sent down the ramp*



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