**Setting B, Tuesday 21stth November, 2017, Fieldnotes of Researcher 2**

***Lamp posts***

Today’s focus was the creation of lampposts. John had created another kit for these, which were similar to the kits for the house lights, but enabled the LEDs to be positioned in a handing position, with a top over them, as in real-life lampposts.

The children were now more competent at placing all of the elements on the stands, so that the circuits could be created. The repetitive nature of the tasks was, in this case, beneficial for learning.

As on previous occasions, girls were generally the first to approach the activity. There were sometimes onlookers, who enjoyed watching what others did before they attempted the activities themselves.

The same challenges were faced with this activity has had been present with the previous activity – i.e. the challenges with fine motor control at times in positioning the materials, and the need to ensure all the materials had contact with each other.

John had invented a new tool to help with the ‘squishing’ – a small red plastic clip. John had designed and laser cut these. They worked perfectly to ensure the materials touched.

Children generally worked independently on these activities, but occasionally children collaborated. For example, Ella helped Bridie to complete her lamp post, bringing her own over to Bridie to be used as a model when Bridie was struggling to complete it.

Anna the teacher used carpet time to recap on learning. She asked Helen to bring her lamppost, and talked through what she had done to create the circuit. She emphasised the terms ‘batteries’, ‘wires’ and ‘light’. Helen described how she had placed the wires from the battery on opposite sides of the vertical axis. Anna emphasised the need to ‘persevere’ with the task.

I worked again with children to make films involving their houses and lights. Four-year-old Emily had brought her house into nursery, and it was now lit up with the light she had made from the laser-cut stand, copper tape, batteries and LEDs. We then found some dolls in an area of the nursery, and she played with them in the house. I asked Emily if she would like to make a green-screen film in which the dolls could be seen playing in the house, and she agreed. I showed her how to use the Green Screen by Do Ink app on the tablet, and she engaged confidently with the app, knowing how to capture the first film of the dolls without my support. With my help, she then inserted a still image of her house behind the film, creating what she called her ‘doll story film’. Not as many children were as interested in the task as in the previous session, however. Next time, it might be useful to ask Anna if the films could be shown and discussed at carpet time in order that more children could find out about the opportunity. As it is, the activity was situated at the back of the nursery and so was not that visible to some children, especially those who spent a lot of time playing outside.