**Trainee Name:**

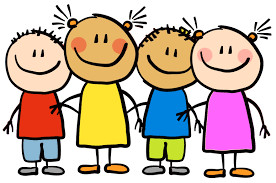
Working with Toddlers

Workbook

2023-24

This Workbook is designed to support your pedagogy and practice of working with Toddlers. You will be expected to engage with videos, weblinks and selected reading material to think, write and reflect on your own and what is advocated as best practice. Use the tasks in this workbook to support you in producing evidence for your portfolio. Use your fortnightly reflective discussions with your mentor to share this evidence for assessment.

*Each task should be completed and shared with your mentor during fortnightly reflective discussions for assessment. This work pack should be completed by the end of your Toddler placement and no later than* ***9am Monday 22nd April (This date may differ for those that are employed)****-* if submitted by Monday 25th March, your mentor will use this to inform your interim report in week beginning Monday 1st April.



**Recommended reading: Use these links as well as your own independent research to inform your responses in this workbook. Please use Harvard referencing throughout and compile a reference list in the space provided at the end of this workbook. Consider your own practice too and provide examples throughout.**

[Birth To 5 Matters – Guidance by the sector, for the sector](https://www.birthto5matters.org.uk/)

Arnott, L and Wall, K (2021) *Research through play: Participatory methods in Early Childhood*, London Sage

Bottrill, G (2018) *Can I go and play now? Rethinking the early years*, London, Sage

[Creating places for birth to threes: room layout and equipment.](http://eyteacher.net/resource/creating-places-birth-threes-room-layout-and-equipment) <http://ccrnj.org/wp-content/uploads/2015/06/Creating-Places.pdf>

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf)

Garvey, D (2018) *Nurturing personal, social and emotional development in early childhood a practical guide to understanding brain development and young children's behaviour* London Jessica Kingsley Publishers (Ebook)

Hunt, M (2022) *Helping every child to thrive in the early years* Oxon Routledge

Louis, S (2021) How to use group work supervision to improve early years practice London, Sage

Mathieson, K and Stewart, S (2013) *I am two: Working effectively with two-year-olds and their families* British association for Early Childhood Education

Owen, K (2021) *Play in the early years*, London Sage

Rigby, D (2022) *Making play work in early years settings, tales from the sandpit* UK, Corwin

[Statutory framework for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Ward, U (2013) *Working with parents in the early years* London, Learning Matters

Waters-Davies , J (2022) *Introduction to play* London, Sage

White, J (2020) *Playing and learning outdoors: The practical guide and sourcebook for excellence in outdoor provision and practice with young children*, London Routledge

**Video clips to support application to practice:**

Top talking tips for Early Years Practitioners

<https://www.youtube.com/watch?v=0F-AMPiXeQU>

Quality interactions in Early Years

<https://www.youtube.com/watch?v=efeizNuuEo0>

Nutrition in the Early Years

<https://www.youtube.com/watch?v=oXo3lPX8v24>

The essential importance of physical activity in the early years

<https://www.youtube.com/watch?v=0n165RlTMXs>

Partnership working in early years

<https://www.youtube.com/watch?v=_5tarxOu2fY>

**Weblinks: Use these links as well as your own independent research to inform your responses in this workbook. Please use Harvard referencing throughout and compile a reference list in the space provided at the end of this workbook. Consider your own practice too and provide examples throughout**

Support for Healthy eating

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf>

A blog on healthy eating in early years <https://www.famly.co/blog/healthy-eating-early-years>

A fact sheet for healthy eating <https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Promoting-and-supporting-healthy-eating-FACT-SHEET.pdf>

NHS guidance on health <https://www.nhs.uk/change4life>

Top tips for talking <https://ican.org.uk/>

Services to support children <https://www.thecommunicationtrust.org.uk/>

Communicating with children <https://www.unicef.org/cwc/files/CwC_Final_Nov-2011.pdf>

Developing sustained shared thinking: <file:///D:/Free%20journals/EYE-Sustained-Shared-Thinking-article-may-2016.pdf>

Conversation Starters: <https://talk4meaning.co.uk/wp-content/uploads/2012/11/eyed_2014_16_6_25_27.pdf>

Non-verbal communication: <https://talk4meaning.co.uk/wp-content/uploads/2012/11/Early-Years-educator-Non-verbal-communication-NDecember-20131.pdf>

How children develop speech, language and communication skills <https://www.thecommunicationtrust.org.uk/media/600981/ite_resource_1.pdf>

‘Up for discussion’ Teach Early Years article: <file:///D:/Free%20journals/Teach-Early-Years-Children-sharing-ideas-PDF-1.pdf>

PACEY- Inclusion and Diversity

<https://www.pacey.org.uk/parents/the-best-care-for-your-child/an-inclusive-practice/>

Information on ‘Protected Characteristics’

<https://www.gov.uk/discrimination-your-rights>

Fundamental British Values

[Fundamental-British-Values-in-the-Early-Years-2017.pdf (foundationyears.org.uk)](https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf)

Effective differentiation practices (*This reading is recommended within the ITT Core Content Framework)*

[Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education - ScienceDirect](https://www.sciencedirect.com/science/article/abs/pii/S1747938X18301039)

The tiney guide to becoming an inclusive, anti-racist early educator

[tiney Inclusive Education Guide.pdf - Google Drive](https://drive.google.com/file/d/16dX9uYy3i-4U8VJShBUrWyESgkznqoUp/view)

A useful Nursery World article by Dr Stella Lewis (2021)

[Observation - Take notice | Nursery World](https://www.nurseryworld.co.uk/features/article/observation-take-notice)

<https://www.thecuriosityapproach.com/>

**Observing, assessing, and planning for toddlers.**

**Task 1.**

If you are not already a keyperson, ask in your placement/place of work if you can ‘buddy-up’ with a keyperson so that you can observe best practice in the observation process and have reflective discussions on this type of practice. Please highlight the correct statement below:

I can confirm that I am a keyperson.

I can confirm that I have been able to ‘Buddy-up’ with another keyperson in the setting.

**Hold a professional/ reflective discussion with your associate mentor to find out what non statutory document they are using to support observation, assessment and planning. (Development Matters, Birth to Five Matters or something else)? Why have they adopted this approach?**

|  |
| --- |
| **Notes from professional discussion in setting** |
|  |
| **Names of those in attendance:**  **Date:** |

**Task 2. Types of observations:**

|  |  |
| --- | --- |
| **What types of observations are used for Toddlers in your current place of work/placement?** | **Describe how each one is used:** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Using the observation template below, complete an observation on a Toddler in the setting.**

**Observation**

|  |  |  |
| --- | --- | --- |
| **Child’s name:** *T*he child’s name should remain anonymous | ***A*ge:** | |
| **Date:**  **Time:** | | |
| **Context/background information:** | | |
| **Observation notes :** | | **Links to learning:** |
|  | |  |
| **What is of most significance during this observation?** | |  |
| **What next steps could now be developed?** | | |

Once completed and shared with your mentor, this observation can be added to your portfolio of evidence.

**Task 3. Developing plans from observations.**

Using the observation above and the planning sheet below, plan an activity for that particular Toddler to support their prime areas of learning.

|  |  |
| --- | --- |
| **Activity/Experience Plan for the Early Years**  **Date: Time: Duration: Year Group/Age:**  **Area of development:**    **No. of children: Location:** | |
| **Early Learning Goal related to Area of development:** | |
| **Aims:** | |
| **Specific Learning Objectives:**  **(what you intend learners to achieve in this session:** | **Assessment method(s):**  **(how each learning objective will be assessed)** |
|  |
| **Characteristics of effective learning expected to be observed:** | |
| **Previous knowledge assumed:** | |
| **Materials and equipment required:** | |
| **Notes on Adaptive teaching and equal opportunities, diversity and Inclusion (EDI)** | |
| **Introduce the activity: Aims and Outcomes**  **Have learners understood? Check by:** | |
| **Phase 1: What I will be doing/what learners will be doing**  **I will check that learning has taken place by:** | |
| **Phase 2: What I will be doing/what learners will be doing:**  **I will check that learning has taken place by:** | |
| **Plenary – round up, recap aims and objectives – has outcome been reached – learning taken place by:** | |
| **Early years Teacher: Date:** | |
| **Evaluation (reflection) of lesson/learning-** | |
| **Next steps to support individual children’s learning and development–** | |

Once completed and shared with your mentor, this activity plan can be added to your portfolio of evidence.

**Task 4 – Planning to support a continuum of learning:**

|  |  |
| --- | --- |
| **What activities/experiences would you plan for Toddlers that supports their learning and development towards the following Early Learning goals?**  **Develop a sequence of learning over a 4-week period.**  Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice. | |
| **Prime/Specific area of learning and development and Early Learning Goal** | **Suggested activity/experience** |
| **Communication and Language**  ***ELG: Listening, Attention and Understanding*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Communication and Language**  ***ELG: Speaking*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Personal, Social and Emotional Development *ELG: Self-Regulation*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Personal, Social and Emotional Development *ELG: Managing Self*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Personal, Social and Emotional Development *ELG: Building Relationships*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Physical Development**  ***ELG: Gross Motor Skills*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Physical Development**  ***ELG: Fine Motor Skills*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Literacy ELG:**  ***Comprehension*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Literacy ELG:**  ***Word Reading*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Literacy ELG:**  ***Writing*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Mathematics**  ***ELG: Number*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Mathematics**  ***ELG: Numerical Patterns*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Understanding the World**  ***ELG: Past and Present*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Understanding the World**  ***ELG: People, Culture and Communities*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Understanding the World**  ***ELG: The Natural World*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Expressive Arts and Design**  ***ELG: Creating with Materials*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |
| **Expressive Arts and Design**  ***ELG: Being Imaginative and Expressive*** | **Week 1:** |
| **Week 2:** |
| **Week 3:** |
| **Week 4:** |

**Task 5 Assessment and the 2-year review**

Assessing and tracking of children’s development is key in understanding where children are at any given moment in time. Settings will track children’s development using different methods.

|  |
| --- |
| **How does your placement setting/place of work track children’s development?** |
|  |
| **Ask your placement setting/place of work about the 2-year review, how are these carried out? Who are they shared with?** |
|  |
| **What procedures does your placement setting/place of work follow when children are not reaching their developmental norms?** |
|  |
| **What procedures does your placement setting/place of work follow if children are working above their expected development?** |
|  |

If you are not already a keyperson, ask your associate mentor if you could work alongside your ‘buddy’ to carry out a 2-year review and observe practice on how to track an individual child’s development, provide evidence that shows you have carried out or supported a 2-year review and how you have supported that individual child’s learning and development. Please highlight the correct statement below:

I have carried out a 2-year review independently

I have carried out a 2-year review with my ‘buddy’

|  |
| --- |
| **I have supported this child’s learning and development by:** |
|  |

Share this evidence with your mentor, this can then be added to your portfolio of evidence.

**Task 6:** **Developing Toddlers communication skills through group learning.**

* Using the planning sheet below, plan a group activity for Toddlers to develop children’s confidence, social and communication skills. Consider how you will promote the child’s voice and differentiate your language to support individual children.

|  |  |
| --- | --- |
| **Activity/Experience Plan for the Early Years**  **Date: Time: Duration: Year Group/Age:**  **Area of development:**    **No. of children: Location:** | |
| **Early Learning Goal related to Area of development:** | |
| **Aims:** | |
| **Specific Learning Objectives:**  **(what you intend learners to achieve in this session:** | **Assessment method(s):**  **(how each learning objective will be assessed)** |
|  |
| **Characteristics of effective learning expected to be observed:** | |
| **Previous knowledge assumed:** | |
| **Materials and equipment required:** | |
| **Notes on Adaptive teaching and equal opportunities, diversity and Inclusion (EDI)** | |
| **Introduce the activity: Aims and Outcomes**  **Have learners understood? Check by:** | |
| **Phase 1: What I will be doing/what learners will be doing**  **I will check that learning has taken place by:** | |
| **Phase 2: What I will be doing/what learners will be doing:**  **I will check that learning has taken place by:** | |
| **Plenary – round up, recap aims and objectives – has outcome been reached – learning taken place by:** | |
| **Early years Teacher: Date:** | |
| **Evaluation (reflection) of lesson/learning-** | |
| **Next steps to support individual children’s learning and development–** | |

**Task 7. Applying the Characteristics of effective learning**

**What are the characteristics of effective learning?**

|  |
| --- |
|  |

**Refer to the plan above and your evaluation- what Characteristics of effective learning did you observe from individual children during the activity? How do the next steps you have developed for individual children support their current characteristics of effective learning?** Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice

|  |
| --- |
|  |

**Task 8. Personal hygiene**

**How can you support and encourage Toddlers with their personal hygiene?**

How can you/have you supported and encouraged Toddlers with their personal hygiene?

Give at least four examples.

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice

|  |
| --- |
| **Example 1.** |
| **Example 2.** |
| **Example 3.** |
| **Example 4.** |

Share evidence of these examples with your mentor, this can be added to your portfolio of evidence.

**Task 9. Healthy lifestyles**

**How can you encourage Toddlers to make healthy choices in relation to food and physical activity?**

Hold a reflective discussion in the setting with colleagues to make a list of different strategies currently used in the setting promote healthy lifestyles for Toddlers. Consider how families would be encouraged to participate in these strategies.

Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice.

|  |  |  |
| --- | --- | --- |
| **Strategy used to promote a healthy lifestyle with Toddlers** | **Benefits of this strategy** | **How families would be encouraged to participate** |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
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Share evidence of how you have supported the setting with these strategies with your mentor, this can be added to your portfolio of evidence.

**Task 10: Equality, Diversity and Inclusion (EDI)**

Make a list in the table below of the policies within your placement/place of work that support EDI- giving a brief explanation how you apply/could apply this into practice, consider how you support a Toddlers PSED, their self-identity and self-esteem**.**

|  |  |
| --- | --- |
| **Setting Policy title** | **How this applied to practice** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Share this information with your mentor to show your understanding of how policies are applied to your practice.

**Task 11: Equality, Diversity and Inclusion (EDI)**

What resources does your placement/place of work have that support and promote EDI with toddlers?

What suggestions can you make for additional resources?

Remember to use references throughout to support your comments

|  |  |  |  |
| --- | --- | --- | --- |
| **Resources currently used within the setting** | **Examples of how they are used in practice.** | **Resources that could be used in the setting** | **Examples of how they could be used in practice.** |
| 1) |  | 1) |  |
| 2) |  | 2) |  |
| 3) |  | 3) |  |
| 4) |  | 4) |  |
| 5) |  | 5) |  |
| 6) |  | 6) |  |

**TASK 12 Enabling environments for 2-3’s.**

**The emotional environment**

|  |  |  |
| --- | --- | --- |
| **Observe and note how the Toddler environment you are currently working in/on placement in achieves the following:** | | |
| * Ensures that the Toddlers feel safe and secure (e.g. small intimate spaces). | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this further.** |
| 1)  2)  3) | 1)  2)  3) |
| Support a Toddlers sense of self. | 1)  2)  3) | 1)  2)  3) |

Remember to use references throughout to support your training tool and show your academic understanding of how to apply best practice.

**The indoor environment**

|  |  |  |
| --- | --- | --- |
| **Observe and note how the Toddler environment you are currently working in/on placement in achieves the following:** | | |
| **There is provision made for Toddlers to play independently.** | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this further.** |
| 1)  2)  3) | 1)  2)  3) |
| * **There is scope offered to develop fine and gross motor skills through play.** | 1)  2)  3) | 1)  2)  3) |

Remember to use references throughout to support your training tool and show your academic understanding of how to apply best practice.

**The outdoor environment**

|  |  |  |
| --- | --- | --- |
| **Observe and note how the Toddler environment you are currently working in/on placement in achieves the following:** | | |
| * **A range of sensory experiences for Toddlers offered outside to experience the natural world.** | **Give 3 examples of practice here.** | **Give 3 examples of suggestions to develop this further.** |
| 1)  2)  3) | 1)  2)  3) |
| **Opportunities for Toddlers to strengthen their schemes of thinking. (For example, transporting, enveloping and enclosing).** | 1)  2)  3) | 1)  2)  3) |

Remember to use references throughout to support your training tool and show your academic understanding of how to apply best practice.

**Task 13**

**- Auditing practice based on the Reading framework (DfE, 2023)**

**Toddler placement literacy audit**

|  |  |
| --- | --- |
| **Language Comprehension** | |
| **Toddlers** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I have developed and carried out a range of activities that can extend toddler’s language and vocabulary in each of the Early Years Foundation Stage areas of learning. | **Communication & Language:** |
| **Personal, social & emotional Development:** |
| **Physical development:** |
| **Literacy:** |
| **Maths:** |
| **Understanding of the world:** |
| **Expressive arts and design:** |
| I have supported routines for toddlers that encourage back and-forth talk (how does this differ from your baby placement)? |  |
| The activities I have carried out to develop children’s language are effective. (Impact). |  |
| I have shared non-fiction books related to experiences and activities with toddlers and have made these books available for toddlers to share at nursery and at home. |  |
| I have supported toddlers thinking by using the following suggestions (see Appendix 2: Supporting children’s thinking DfE, 2023).   * Giving time * Delay * Focus attention * Simplify * Repeating * Gesturing |  |
| I have applied some the strategies to identify and support children with speech, language and communications needs (see Appendix 2: Supporting children’s thinking DfE, 2023). |  |
| I am aware of practices that could reduce interactions with toddlers, such as: |  |
| **Poetry, rhymes and songs** | |
| **Toddlers** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I share daily poetry/rhyme and/or singing sessions with the toddlers. |  |
| I can develop toddlers’ areas of learning and development through poetry/rhyme and/or singing. Give examples of particular songs/rhymes/poems used. | **Communication & Language:** |
| **Personal, social & emotional Development:** |
| **Physical development:** |
| **Literacy:** |
| **Maths:** |
| **Understanding of the world:** |
| **Expressive arts and design:** |
| **Story times** | |
| **Toddlers** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I have led a daily story time. |  |
| I have used different strategies to capture toddlers attention when reading. |  |
| I have used story time to support toddlers with speech, language, and communication needs. |  |
| I have shared a traditional story with toddlers. Comment why you chose this particular book. Please reference the book. |  |
| I have shared a modern story with toddlers.  Comment why you chose this particular book. Please reference the book. |  |
| I have ensured that children’s experiences are reflected in the books I read with them |  |
| I have re-read familiar stories to toddlers and talk to their parents about what we have read together. |  |
| I have been able to explain to parents the benefits of reading aloud at home. |  |
| I have supported the setting to ensure that book areas are appealing to toddlers, are uncluttered and give toddlers time to browse, and reread or retell stories that have been read to them. |  |
| **Principles underpinning the teaching of phonics** | |
| **Toddlers** | |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I understand what toddlers need to learn before beginning a programme of synthetic phonics. |  |

(Based on The reading framework, DfE, 2023)

|  |
| --- |
| **Reference list.** |
|  |

**Related Teachers’ Standards (Early Years)**

**2.1 Be accountable for children’s progress, attainment and outcomes**

**2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.**

**2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.**

**2.6 Develop children’s confidence, social and communication skills through group learning.**

**2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.**

**4.1 Observe and assess children’s development and learning, using this to plan next steps**

**4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.**

**5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.**

**5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.**

**6.1 Understand and lead assessment within the framework of the EYFS, including statutory assessment requirements**

**6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.**

**6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.**

**7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child**

**7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.**

**8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.**

