**Trainee Name:**

Working with young children

(3-5 years)

Workbook

2023-24

This Workbook is designed to support your pedagogy and practice of working with young children. 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 Young children placement and no later than* ***9am Monday 24th June (This date may differ for those that are employed)****- your mentor will use this to inform your final report in July.*



**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

[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)

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

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

**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>

https://www.famly.co/blog/what-sustained-shared-thinking-kathy-brodie

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)

<https://www.famly.co/blog/british-values-in-the-early-years-what-you-need-to-know>

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 young children.**

**Task 1.**

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

|  |  |  |
| --- | --- | --- |
| **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?** | | |

**Observation**

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

**Task 2. Developing plans from observations.**

Using the observation above and the planning sheet below, plan a GROUP activity for that particular young child to support a specific area 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 3. Healthy lifestyles and sustained shared thinking**

**How can you support young children to understand the physical effects that exercise, and healthy eating can have on the body? Plan and carry out an activity considering what sustained shared thinking you could develop, what open questions could you ask the children during or after the activity?**

|  |  |
| --- | --- |
| **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–** | |

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 4: Risky Play**

In your place of work/placement consider what opportunities children have to engage in risky play. Remember to use references throughout to support your comments and show your academic understanding of how to apply best practice

|  |  |  |
| --- | --- | --- |
|  | **Trainee written comments** | **Evidence to support** |
| **How have you helped children gain an understanding of risk through activities that encourage them to explore?** |  |  |
| **How have you measured risks to create an environment that allows young children to take risks safely?** |  |  |
| **What are the benefits of risky play for young children?** |  |  |

Share this information with your mentor to show your understanding of how risks can be managed safely.

**Task 5: Equality, Diversity and Inclusion (EDI)**

|  |
| --- |
| **What are the Fundamental British Values?** |
|  |
| **How are the Fundamental British Values promoted in your placement/place of work?** |
|  |

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

**Task 6: Supporting parental understanding of the British Values**

**Develop a resource that could be shared with parents that explains what the Fundamental British Values are and how they are implemented in practice.**

**Share this resource within your setting/placement and ask for some feedback in the box below. Provide evidence of this resource to your mentor in your next reflective discussion.**

|  |  |
| --- | --- |
| **Name of person in setting:** | **Date:** |
| **Impact of resource for parents:** | |

**Task 7 – Planning to support a continuum of learning:**

|  |  |
| --- | --- |
| **What activities/experiences would you plan for young children 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 8: - Auditing practice based on the Reading framework (DfE, 2023)**

**Young children placement literacy audit**

**Pre-school Nursery / Reception class**

|  |  |
| --- | --- |
| **Language Comprehension** | |
| **Young Child** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I have developed and carried out a range of sequential activities that can extend a young child’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:** |
| 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 children and have made these books available for children to share at nursery and at home |  |
| I have applied effective procedures to identify and support children with speech, language and communications needs (see Appendix 2: Supporting children’s thinking, DfE, 2021). |  |
| I am aware of practices that could reduce interactions with children, such as: |  |
| **Poetry, rhymes and songs** | |
| **Young Child** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I can lead a series of whole group sessions that includes poetry/rhyme and/or singing sessions and understand the importance of these activities occurring on a daily basis. |  |
| I have devised a list of poems, rhymes and songs suitable for young children and have shared this my workplace/placement/parents |  |
| **Story times** | |
| **Young Child** |  |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I have led a whole group story time on more than one occasion and understand why this tie should be a priority. |  |
| I have used different strategies to capture children’s attention when reading. |  |
| I have used small group story time to support children with speech, language, and communication needs. |  |
| I have compiled a list of high-quality traditional children’s stories and have shared this with colleagues. |  |
| I have compiled a list of high-quality modern children’s stories and have shared this with colleagues. |  |
| I ensure that children are represented in the books that are shared, so that children encounter others whose experiences and perspectives are both similar to and different from their own. |  |
| I have supported the setting to ensure that book corners are appealing to children and are uncluttered, giving children time to browse, and reread or retell stories that have been read to them. |  |
| **Principles underpinning the teaching of phonics** | |
| **Young Child- Reception class** | |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I understand the nature of the English alphabetic code. I understand the principles underpinning a programme of synthetic phonics. |  |
| **Teaching a systematic programme** | |
| **Young Child- Reception class** | |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I know what the adopted systematic synthetic phonics (SSP) programme for all pupils who are learning to read is in the school I am teaching in/on placement in. |  |
| I understand the term ‘decode’. |  |
| I have supported (or led- please state in evidence) direct teaching of phonics that takes place every day for all children from the start of the Reception year until they can decode. These are interactive lessons to ensure all children participate fully. |  |
| I have supported children who have gaps in their knowledge with grapheme phoneme correspondences (GPCs). |  |
| I understand what the term ‘decodable’ means. I provide children with opportunities to practise reading only with books or texts that are decodable for them at that stage of their learning. Children read a decodable book or other decodable text most days. |  |
| **Assessment** | |
| **Young Child- Reception class** | |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I understand the difference between formative and summative assessment in relation to reading. I can use formative assessment throughout a lesson. I can assess pupils’ GPC knowledge, and skill in blending GPCs into words. |  |
| **Developing fluency** | |
| **Young Child- Reception class** | |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I understand why fluency is essential for pupils’ reading comprehension and support children to develop this. |  |
| I can explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance. |  |
| **Keeping up from the start** | |
| **Young Child- Reception class** | |
| **Reflection on own practice in placement/workplace** | **Evidence** |
| I can identify and support children at risk of falling behind with extra daily phonics practice. |  |

(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.**

**8.1 Promote equality of opportunity and anti-discriminatory practice**

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

