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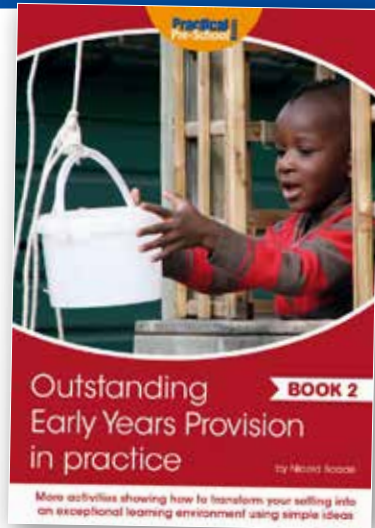
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NEW! On page 4



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The values of democracy, rule of law, individual liberty, mutual respect and tolerance are already implicitly embedded in the EYFS.

These guides support practitioners and managers in understanding their responsibility to fulfil the Prevent duty and foster those values under the **Common Inspection Framework**.



Promoting fundamental British Values in the Early Years

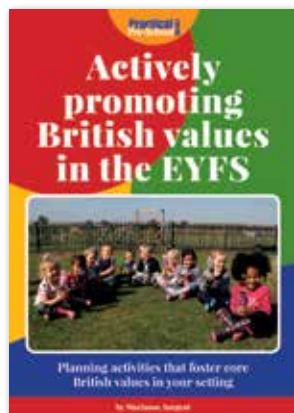
ISBN 978-1-909280-95-3 £19.99

An essential reference book for every professional who needs a clear overview of legislation and policy documents.

It includes:

- Ways to promote British values in early years settings to meet Ofsted's expectations

- Guidance on how providers can produce evidence that they are meeting the Prevent duty
- Case studies to exemplify how to support core values in everyday practice.



Actively promoting British values in the EYFS

ISBN 978-1-909280-96-0 £9.99

A practical planning resource that takes each of the core British values and demonstrates how they can be actively promoted through **16 focused activities**.

It includes:

- Four activities for each core value and ways

to collect evidence of learning

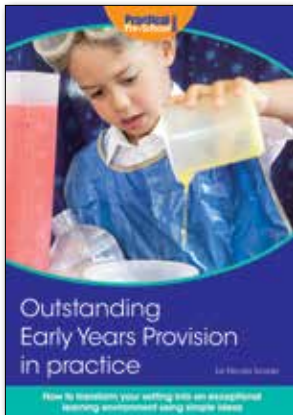
- Key questions and discussion points
- A checklist and example observation document with curriculum links.

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Create an outstanding learning environment using simple ideas that are low-cost and easy to replicate.

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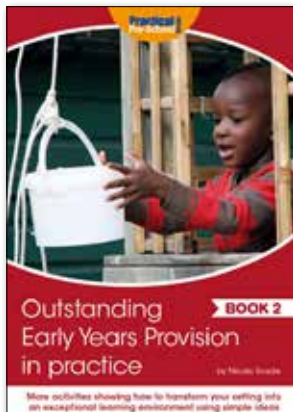


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Perfect to purchase together



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- Challenge sections with ideas on how to extend the provision
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These are must-have resources for all those working with children, whether in a setting or as a home-based professional.

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The essential guide to Ofsted Inspection under the **Common Inspection Framework**.

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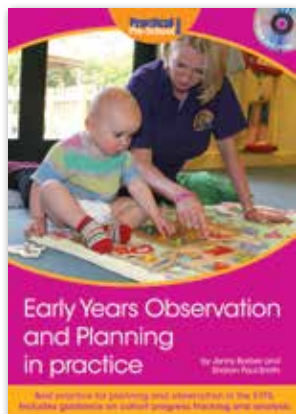
- Preparing evidence that all aspects of the EYFS are working in your practice

- The four key judgments and a section on British Values
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- Tips on how to integrate the planning and observation cycle in your practice.

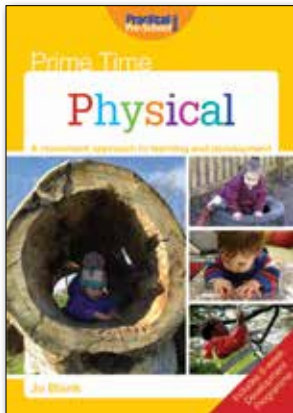


Proforma analysis and assessment sheets on CD.

Why are the Prime Areas of learning so important in the Early Years?

The **Prime Time** series shows how theory combines with practice and covers 3 key areas of development, focusing on: underpinning knowledge (theory); positive relationships (the role of the adult) and activities (practice).

Includes an **8-week development programme** and Audit to record progress or any improvements to be made.



Prime Time Physical

ISBN 978-1-909280-92-2 £21.00

Prime Time Physical

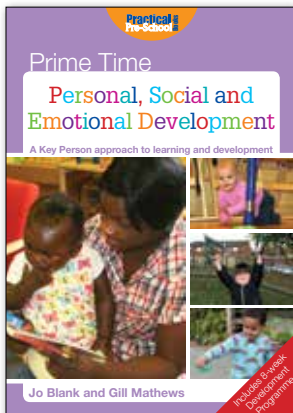
provides practitioners with a meaningful and practical approach to ensuring that 'physical' is central to children's health and wellbeing.

It supports practitioners in understanding the importance of physical movement and its links to brain development.

Including:

- Activity ideas on movement play, dance, games and play equipment
- Observation and assessment audit.

Excellent training resources



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With links to the EYFS, **Prime Time Personal, Social and Emotional Development** supports practitioners in nurturing children's emotional wellbeing and shows how they can help children build their confidence and create positive relationships.

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Prime Time Communication and Language is designed to help practitioners and students gain fundamental knowledge of how babies and young children develop their speech, language and communication skills.

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- How children express themselves and communicate with others
- The vital aspect of the practitioner's role.

What does the 'key person role' look like?

Developing an emotional bond together with a strong, positive relationship with children, parents and carers.

Get active!

Locomotor and balance skills for 2-5s

Activity 1: Hoop play

Why? Hoop play is a fun way to develop the skills of jumping, hopping and balancing through a playful ground matting approach.

Resources: A hoop for each child and for you to use as well.

Key skills to be taught:

- Jump in and out, feet to 2 feet, 1 foot to the other foot.
- Use the arms to hold the hoop.
- Jump in and out sideways, backwards and forwards.
- Use the hoop to create a tunnel.
- Put feet inside and walk slowly around the outside, then the inside.
- Put feet inside and 1 foot up in a hoop outside, then slowly climb up to rest legs on either side.
- Use ground matting techniques, such as put 2 pieces of your body inside a hoop.
- Use ground matting techniques, such as put 2 pieces of your body inside a hoop.
- Place feet in a hoop and jump and land in a jump mat.
- Use your whole body through the hoop and jump through it like a jumping mat.

Helpful Hints: Ask questions that all children can respond to that are easy including phrases such as 'physically challenged'.

Activity 2: Lifeboats

Why? It is a fun game for large groups. The children are encouraged to use their skills of running and jumping, and using their feet in different ways. This is a good way to build movement resources and always be available!

Resources: Hoops, cones, markers, or some type of single 'lifeline'.

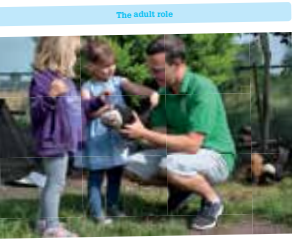
How to play: Place the hoops around the space, one for every child. Explain that the game will be played as an on a hoop. They are the sailors and they will follow the instructions of the captain. They will therefore have to work together!

Helpful Hints: Only introduce a few instructions at a time and practice, for example, just jumping and landing in the hoops. When you are familiar with the game, children could be asked to try the captain.

Practising locomotive and balancing skills

Buy the whole series for just £57! CODE PT3

Section 1: Key Person and Attachment: Adult role



A child and a key person, an adult who is emotionally available and has a 'strong response to stress' (Duffy, 2004)

What does this mean for me as a Key person?

1. Know the brain stuff!

Anything about attachment and the brain stuff will help the person to learn to understand how to support a child's brain. It will help you understand why children behave differently according to their attachment style. Much of the reaction refers to babies because they are dependent on the adult. However, the same principles apply to young children who are also dependent on the adult. (Duffy, 2004, 2006)

The adult role



A child and a key person, an adult who is emotionally available and has a 'strong response to stress' (Duffy, 2004)

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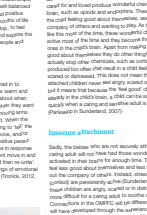
Attachment and development

The CAPTEC is strongly connected to parts of the upper brain that control learning, memory, social behaviour, language, attention, and later the body's well-balanced stress response. (Duffy, 2004) For babies, these parts are not fully developed. It is the adult's role to support the development of these parts. This is done by being sensitive to the child's needs and providing a secure base. This is done by being sensitive to the child's needs and providing a secure base. This is done by being sensitive to the child's needs and providing a secure base.

Attachment and attention

Part of the attachment process is being tuned in to your baby and child. A skilled baby gets in touch with the adult's face and body. The adult's face and body are the main focus of the baby's attention. The adult's face and body are the main focus of the baby's attention. The adult's face and body are the main focus of the baby's attention.

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Attachment and chemicals in the brain

Chemicals are produced in the brain in response to experiences. Children who are securely attached feel safe and are able to produce powerful chemicals in their brain, such as oxytocin and vasopressin. These chemicals are the 'feel good' chemicals. They are the 'feel good' chemicals. They are the 'feel good' chemicals.

Insurecure attachment

Study the babies who are not securely attached. They are the babies who are not securely attached. They are the babies who are not securely attached. They are the babies who are not securely attached.

2. Develop strong relationships

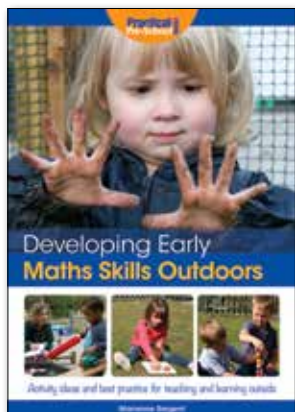
One way of getting a strong relationship is to be a key person. A key person is someone who is emotionally available and has a 'strong response to stress'. A key person is someone who is emotionally available and has a 'strong response to stress'.

Open up to learning key life skills outdoors!

Developing Early Skills

Outdoors highlights the unique qualities of the outdoor learning environment for teaching basic concepts in **maths, science** and **literacy**.

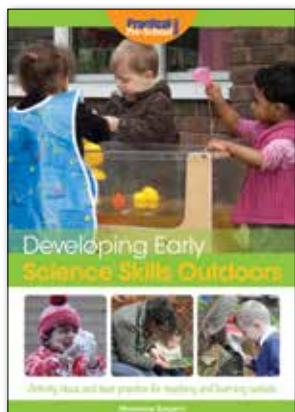
Linked to the British early years curriculum frameworks, the books offer easy to set-up activity ideas by using the natural resources of the great outdoors.



Developing Early Maths Skills Outdoors

ISBN 978-1-909280-83-0 £21.00

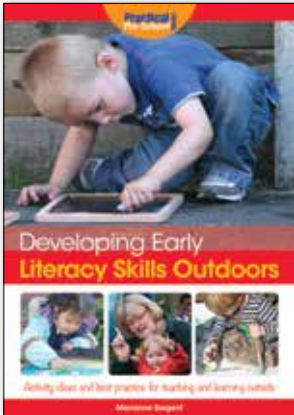
- Up to 80 fully planned activities
- Includes sections on observing, sorting, comparing and purposeful play
- A clear explanation of what resources you need and what to do
- Questions to promote talking and thinking
- Ideas for adult-led and adult-initiated activities
- Practitioners' tips for how to develop children's early mathematical knowledge.



Developing Early Science Skills Outdoors

ISBN 978-1-909280-84-7 £21.00

- 80 low-cost and easy to set up activities
- Planning guidance and resource ideas
- Advice on observation and assessment
- Observation template to record and monitor progress
- Suggestions for how to reduce the paperwork burden
- Tips and ideas for how to enhance continuous provision, so that it promotes independent investigation.



Developing Early Literacy Skills Outdoors

ISBN 978-1-909280-85-4 £21.00

- 80 activities with practical planning for developing the outdoor area to facilitate literacy learning
- Introduction to different aspects of communication, language and literacy
- Pointers and tips about teaching literacy in the early years
- Ideas for how to involve parents and carers
- Links to all four British early years curriculum frameworks.

Learning outside facilitates active and physical exploration, whereby children engage and use language to make sense of what they encounter

A sense of number and number order



A sense of number is important because it provides the vital foundation for developing basic mathematical understanding. Children need to experience early counting and simple addition to use them in everyday situations. They also need to understand the relationship between number and quantity. This is why it is important to provide children with opportunities to explore numbers and quantities in a variety of contexts. This is why it is important to provide children with opportunities to explore numbers and quantities in a variety of contexts.

- Knowing that each number follows the one in a specific sequence
- Understanding that two different numbers can point from the same number name
- Knowing that numbers 1 to 10 go up to ten
- Knowing that multiples of 10 count on

A sense of number and number order is a key skill for children to develop. This is why it is important to provide children with opportunities to explore numbers and quantities in a variety of contexts.

Activity 1: March to the beat

Type of Activity: Adult-led, small group

Resources: A wide open space
What to do: Without the children to find a space and march to the beat. Establish a rhythm by singing 'Clap, clap, clap' in a steady beat. Encourage the children to join in and march to the beat. Encourage the children to use their bodies to create a rhythm. Encourage the children to use their bodies to create a rhythm.

Key vocabulary: Numbers to 10
Extension ideas: March with a drum. Count to 20.



Use rhythms and rhyme to reinforce knowledge of number order

Make noise count!

Activity 3: Shout it out

Type of activity: Adult-led, small group

Resources: A wide open space
What to do: Ask the children to find a space and shout out a number. Encourage the children to use their bodies to create a rhythm. Encourage the children to use their bodies to create a rhythm.

Key vocabulary: Numbers to 10
Extension ideas: Practice making the sound they use to count.

Activity 2: Number rockets

Type of Activity: Adult-led, small group

Resources: A wide open space
What to do: Ask the children to find a space and practice making the sound they use to count. Encourage the children to use their bodies to create a rhythm. Encourage the children to use their bodies to create a rhythm.

Key vocabulary: Numbers to 10
Extension ideas: Practice making the sound they use to count.

HOME LINKS
Ask parents to help their children create a sense of number and number order using everyday activities. Use everyday activities to create a sense of number and number order. Use everyday activities to create a sense of number and number order.

Investigating



- Understanding cause and effect (how changed something can have an effect on something else)
- Understanding the concept of a fair test
- Being able to test a hypothesis (different pieces of material)
- The outdoor environment makes it possible to set up exciting investigations and test cause and effect relationships in a variety of ways. This is why it is important to provide children with opportunities to explore numbers and quantities in a variety of contexts.
- Being able to identify and describe the features of objects, materials and things
- Being able to make comparisons and classify (identify and differentiate)

Activity 1: Escape from Hoth

Type of activity: Adult-led, small group

Resources: One sheet of paper for groups of 4-6 children. One sheet of paper for groups of 4-6 children. One sheet of paper for groups of 4-6 children. One sheet of paper for groups of 4-6 children.

What to do: Stand three by three in a circle. Create a path using the paper. Encourage the children to use their bodies to create a rhythm. Encourage the children to use their bodies to create a rhythm.

Key vocabulary: Ice, frozen, melt, soft, liquid, hard, shape, colour, weight

Extension ideas: Practice making the sound they use to count.

HOME LINKS
Ask parents to help their children create a sense of number and number order using everyday activities. Use everyday activities to create a sense of number and number order. Use everyday activities to create a sense of number and number order.



Get to work on all your investigating

Activity 3: Ice balls

Type of activity: Adult-led, small group

Resources: Ice, water, food colouring, four pieces of paper, four pieces of paper, four pieces of paper, four pieces of paper.

What to do: Make a large quantity of ice balls in a 'Hoth' of outdoor space. Get the children to create the 'Hoth' of outdoor space. Encourage the children to use their bodies to create a rhythm. Encourage the children to use their bodies to create a rhythm.

Key vocabulary: Ice, ball, throw, soft, shape, colour, weight, hard, shape, colour, weight

Extension ideas: Practice making the sound they use to count.

Activity 2: Float your boat

Type of activity: Adult-led, small group

Resources: Great outdoor boat, small objects, water, food colouring, water, jelly, straws, plates, cups, etc.

What to do: Use the objects to create a boat. Encourage the children to use their bodies to create a rhythm. Encourage the children to use their bodies to create a rhythm.

Key vocabulary: Boat, sea, heavy, light, sink and float, wet and dry

Extension ideas: Practice making the sound they use to count.

HOME LINKS
Ask parents to help their children create a sense of number and number order using everyday activities. Use everyday activities to create a sense of number and number order. Use everyday activities to create a sense of number and number order.

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Developing a sense of curiosity to stimulate investigation

What does quality of teaching look like?

The 'Outstanding Early Years' series links to the 4 key judgements used by early years inspectors.

The books in the range are designed to give advice, support and guidance on meeting the expectations for outstanding practice and are ideal for nursery staff, managers and home-based professionals alike.



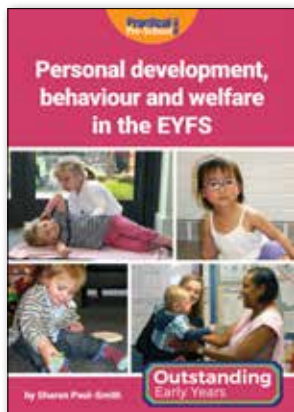
Quality of teaching, learning and assessment in the EYFS

ISBN 978-1-909280-89-2 £21.00

An essential guide to understanding what 'quality of teaching, learning and assessment' means.

It covers:

- Guidance on assessing children's skills, knowledge and understanding
- How to make effective observations
- Encouraging children's participation to extend learning with new challenges
- Cohort tracking and observation sheets.



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Focusing on this crucial area of the EYFS, this book provides guidance on how to deliver a provision where children can thrive and develop their individual skills.

It covers:

- Promoting children's sense of achievement
- Emotional security and wellbeing
- Keeping children safe and healthy.

It also includes an audit for practitioners to track progress.

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Introducing fun and challenging activities that stimulate children's sense of curiosity, exploration, play and interaction

Case study Language at story time

A practitioner is reading a story to a group of pre school children. The children are listening with rapt attention and respond to elements of the story with 'huh!', 'wow!'. The practitioner puts emphasis on key words/ phrases in the story (e.g. 'bright green' and the children spontaneously repeat phrases from the story in an out, indicating involvement and enjoyment. At points she asks for the children to say with what 'huh!' and 'wow!' children 'abra-cadabra'. The practitioner also uses facial expression to help convey the story.

Learning to have fun with language and enjoy the sounds of language from enthusiastic practitioners is essential. It encourages children to be curious and want to explore and experiment with language.



The use of statements

As previously mentioned, the use of statements can be an intentionally effective tool. Statements give the child the choice as to whether or not they wish to do any and if used appropriately and sparingly they can be supportive of learning and act as a stimulus to thought and ideas. Statements require some reflection and thinking and are worth as easy to think of as questions. Here are some examples.

Activity	Example statements
A cooking activity	The recipe has ingredients into this bag! The flour is floating into the bowl! You are mixing all the ingredients! You have made a paste! You are mixing very carefully! Use sticks to stir!
A collage activity	You are sticking very carefully! Use sticks to stir!
Looking at plants that have grown	They look different! They have grown!
Painting	Swirls of colour! The colours are mixing!
Set building outside	This is a secure structure! It looks easy! Your idea has worked!
Looking at a picture or non-fiction book together	Oh interesting! I can see so much!

The key is variety. Using language to match the situation and the developmental stage of the child. What will work best here? Should I use language or would it be better to remain silent? How can I use language to support exploration? How can I use language to develop learning and extend thought? How do you adapt your language to meet the children's needs?

It is easy to get into a rut or a habit in relation to the language we use with children.

Characteristics of effective learning

These effective practice questions from the positive relationships descriptor of the Characteristics of Effective Learning in Development Matters, can help us to consider carefully our use of language and so to breadth.

Playing and exploring:

What adults can do (positive relationships)

■ They will children: Encourage them to explore, and show your own interest in discovering new things. Ensuring we do not take over by directing and overt talking but allowing the children to guide the play and interact from their lead.

■ Help children to become aware of what they are trying to do, without taking over or directing. Give careful and considered suggestion for the child to contemplate and interact from their lead.

■ Join in play sensitively, fitting in with children's ideas. Join in if they invite, ensuring they take the lead and that you are really a participant.

■ Model pretending an object to something else, and help develop roles and stories. This can be done through mimicking, using an object to represent something using appropriate language, especially with the youngest children. The development of roles and stories can be through discussion and the use of props.

■ Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. Be an observer; providing support and minimal words as necessary, so the child can think and reflect.

■ Play attention to how children engage in activities, - the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than the product. Observe and then discuss and comment on what they did and their choices.

■ Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.

Active Learning:

What adults can do (positive relationships)



■ Stimulate children's interest through shared attention, and calm over-stimulated children. Demonstrate an interest in what the child enjoys and likes

■ Help children to become aware of their own goals, make plans, and review their own progress. Discuss with you see them trying to do, and encourage children to talk about their own successes. This might begin with parallel talk for the younger children, progressing to discussion and reflection, through carefully considering questions

■ Be specific when you praise, especially noting effort, such as how the child prioritises, tries different approaches, and persists, solving problems, and try new ideas.

■ Encourage children to learn together and learn from each other.

■ Set up opportunities for collaboration with younger and

Following the children's lead to support learning



Following the children's lead is one of the most effective ways of supporting learning. By doing this we are ensuring that learning is meaningful to them.

Following the child's lead

In a pre school a child is playing with some coloured cubes, organising them into columns. He comments 'I wonder what would happen if we mixed this colour with this colour' indicating green and red. The practitioner suggests that they go over to the craft area and get some red and green paint and mix them to see what happens.

The above observation clearly illustrates how a practitioner took the opportunity to follow a child's lead and extend their work with his idea. The immediacy of the response meant that the learning potential was optimised and the child gained.

Extension of learning is a critical part of teaching in the early years. Children are learning at a rapid rate and an inquisitive and curious, our challenge is to respond. Examples of learning might be about going off following a child's lead to construct a mountain in an adult led activity, adding onto something to the contraption, or setting a challenge or responding to an interest.

It can also be about observing what children are doing in their self initiated play and how this can be extended as a practitioner follows children and it should be explained to them by the practitioner that they saw them, for example, making pizza with the play dough, so you have set up an activity to make real pizza. An activity building on either that day or the next day (depending on the activity), so the necessary and follow on as there for the children.

Differentiation is also a key element of extension of learning and as children get older, particularly in reception, and are having more focused maths and literacy, input is essential.

Differentiation is about presenting a task in different ways to groups of children to meet their particular learning needs and ensuring it's at their level, but with the potential to extend. Often with younger children an activity will naturally differentiate itself as the children access it at the level they are at, as their development stage allows, if it is presented in an open style. This then means that the emphasis is on the process and discovery and it is not controlled or too focused on a specific outcome or purpose.

If we do not endeavour to extend learning for children, engagement become static and dull and learning potential is not fulfilled.

Development can only take place when children are actively involved, when they are occupied with a high, new step degree of concentration, when they are interested, when they give themselves completely, when they use all their (perceptual) abilities, to invent and make new things and when this gives them a high degree of satisfaction and pleasure. Ferre Laevers

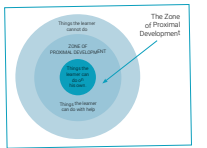
Challenge

To move forward and to further develop, children need to be challenged physically, emotionally and intellectually. Day to day life can pose those challenges, but our role is to enhance those to specifically meet the needs of children through planned activities and in challenge posed through resources, through extending learning and promoting critical thinking and problem solving.

How we might challenge:

- Through provocations (see Chapter 3)
 - Creating a problem to be solved
 - Through suggestion
 - Asking an open ended question
 - Making a change within the learning environment
 - Doing something different with the resource.
- Without challenge, learning cannot move forwards and will become stagnant. Children often seek challenge for themselves through opportunity and access to the environment, an idea and connections evolve in their minds, but to keep this moving and fresh, we need to continually reflect on the opportunities for challenge.

In the indicators for involvement, Laevers' uses the phrase 'edge of capabilities', this is exactly where we want our



children to be at the edge of their capabilities. Being on the edge is exciting can you go further? Can you do more? Children will be eager, wanting to reach higher. That can be hard to quantify, however through careful observation and assessment, we should be able to ascertain if each child is enabled to challenge themselves as far as possible. Do we as practitioners have high expectations for each child? Do we enable them to find their own potential and move beyond it? Laevers' ledge of capability links with vigotsky's theory of the zone of proximal development. Vigotsky argued that each child has the potential to move forward to a new starting point within their zone of potential with support from an adult or more experienced learner. Children often to be supported to move into the zone of proximal development, so they do not stagnate and learning continues. As well as supporting children ourselves by extending their learning, we also need to support them to become independent learners. It is about a balance between supported learning and independence, which is illustrated in the example of the child accessing the jank modelling.

Case study Modelling

A jank modelling activity is set up and a child comes over to join in. The practitioner says to her 'think about what you want to make and choose your colour'. The child picks and thinks, picks her resources and begins to create. As the child is fixing the two awkwardly shaped items together, the practitioner says to her 'think about what will work best to fit them, glue or tape?' Here, the child is encouraged to be reflective about her choices and to make informed decisions. The practitioner, through questions and suggestions, enabled the child to make a plan and to respond to the challenge. The child moves into a zone of proximal development, extending the learning, as a consequence, the child remained at this activity for around an hour as she worked carefully to build her model.

Let the children follow their interests and allow them to experiment on their own, to enhance their learning experience

How do babies and young children learn?

Focusing on learning and teaching in the early years, these three books clearly link the theory underpinning the **key characteristics of effective early learning**.

Through illustrated case studies and examples, the books show how children are keen to persist and how practitioners can help little learners achieve their goals.



Active learning

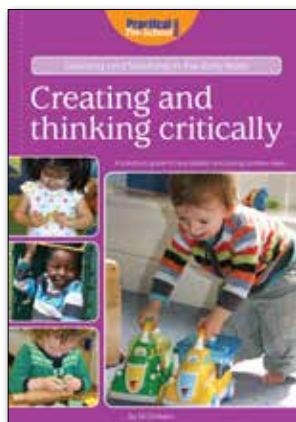
ISBN 978-1-907241-35-2 £21.00

Active learning shows how practitioners can support babies' and young children's natural desires to be active in their learning.

It includes:

- Illustrated case studies that show theory in practice
- How children concentrate and become really involved

- Getting engaged, showing persistence and keeping on trying even when things are hard
- How children enjoy achieving what they set out to do
- Effective leadership and leading a thoughtful approach.



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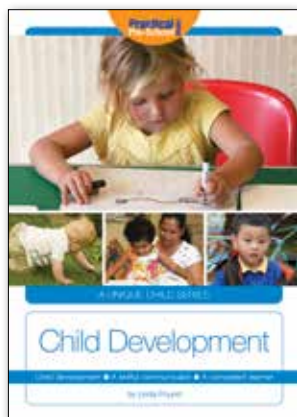
- What creating and thinking critically looks like

- How critical thinking can be supported and developed
- How the early years environment can support children's learning
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Section 2: Physical wellbeing



EYF5 Unique child Card 1:4 Growing and developing

- Physical wellbeing includes the growth and physical development of babies and children.
- They have a biological drive to use their physical skills and benefit from physical activity.
- Remember that children gain control of their bodies gradually.

Statutory Requirements

1.6 Physical development involves providing opportunities for young children to be active and explore their world. This includes their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

the growth of muscles and bones, but also to brain development. Because of the link between physical development and the architecture of the brain, we refer to this collectively as neurophysiological development.

Activity and movement

Examples of some early primitive reflexes adapted from Haines and Goodland Blyth (2002)

The Moro Reflex

- The first of the primitive reflexes to emerge in the world
- A response to a sudden unexpected event particularly where there is loss of support to the head and the head drops below the level of the spine
- The arms and legs, open out, and with a sharp intake of breath the baby flails for a second, before returning arms and legs in across the body, and protruding with a cry
- Provides a 'fall safe mechanism' for triggering a baby's first breath if they don't do it spontaneously by themselves
- Also triggers an autonomic mechanism to activate a first, fight or freeze reaction in response to perceived threat. By about 4 months it should become gradually modified into a 'startle' response that allows the child to respond or ignore the alert

If the reflex stays active

- There can be increased sensitivity and overreaction to unexpected stimuli
- Increases the likelihood of a fight or freeze reaction
- Doesn't allow time for conscious thought to analyse a situation before acting
- This reflex might be present in a child who is always irritable or inappropriate behaviour

The Spinal Galant Reflex

- Exists in the womb to help with the birth process and should be inhibited around 6 months of age
- The skin on either side of the lower spine is sensitive to touch, causing the legs to flex one side while the other side arches in the opposite direction
- Making the legs flexible in this way helps the baby negotiate their way through the birth canal
- It should become gradually inhibited over the first 6 months of life, when babies have lots of opportunities to lie on their backs, kicking and wriggling

If the reflex stays active

- It can cause hyperactivity in the lower back and the child may touch or rub their back
- This can make it very difficult for a child (or adult)
- This reflex might be still present in a child who is always in trouble for hitting and not sitting still
- It might also be linked to bedwetting

Symmetrical Tonic Neck Reflex (STNR)

- Active for a short period after birth and then returns at 6-8 months
- Should become inhibited at 9-11 months
- Maintain upper and lower body perform opposite movements
- Helps the baby get ready to crawl by bending the arms and straightening the legs when the head goes down
- When the head goes back up, the arms straighten, the legs bend and the torso lifts back down
- Weight bearing on hands and knees helps align upper and lower ends of spine ready for standing
- Helps firm visual adjustment from near to far (looking out from the ground and up/look to the ceiling)

If the reflex stays active

outside the womb. Once born, we expect a baby to wriggle and squirm. To kick their legs and squish out with their hands, without realising that every time a movement is repeated it is learning and reinforcing an important pathway in the brain.

Primitive reflexes

There is an important reason for all those kicks and wriggles. We are all born with 'primitive reflexes' that set in the womb and are vital for our survival and in the earliest months of life. A reflex is an involuntary response usually to a stimulus of some kind.

Because a reflex stays active, it can be a problem for a

Section 2: A skilful communicator

EYF5 Unique child Card 1:1 A skilful communicator

- Babies are especially interested in other people and in communicating with them using eye contact, crying, cooing and gurgling to have 'conversations'.
- Babies and children are sociable and curious, and they explore the world through relationships with others and through all their senses.
- Babies and children develop their competence in communicating through hearing frequent, responsive interactions with other people in contexts that they understand.
- Children begin to communicate in many ways, not just by talking, but also in non-verbal ways such as gestures, facial expressions and play direction, in dreams, words and singing and through dance, music and drama.

The focus of this section is developing effective practices in relation to children's development as skilful communicators by:

- promoting understanding of the processes involved in children's developing powers of communication;
- highlighting the different strategies which babies and children use to communicate;
- encouraging, listening and responding to children's communication and language from their earliest days;
- developing awareness of the vital role of responsive adults in supporting children's language and communication.

The importance of communication

Communication is of vital importance throughout life. It involves much more than simply speaking and listening. In fact it has been estimated that only 7% of meaning in day to day interaction is gained through spoken language. The other 93% of what we intend to say is communicated

through gestures, facial expression, body language and the way in which we use our voice. Expressions are such as frowning, smiling, biting, music and dramatic play – all enable us to communicate ideas and feelings – as does written language. It is for this reason that children's art work as described in Reggio Emilia as the 'hundred languages of children'. In giving children a variety of ways in which to communicate, we are giving them different communicative languages.

Many children of course grow up amongst many different spoken languages and cultures. In the long run, growing up bilingual or multilingual will give them a cognitive and social advantage but, in the short term, adults may have to make a special effort to communicate, as children may use words and phrases from different languages appearing indiscriminately. Practitioners must be absolutely clear that as adults and as professionals it is their job to make communication work. Communication is a two-way process which means that adults must ensure that they:

- find a way to put across meaning if children do not understand what is being said, signalled or signed, there is for the adult to find a different way to express it, without interaction there is no communication;
- tune into what children are trying to express;
- make every effort to build on what children are trying to say or communicate.

Human communication in all its forms is of fundamental importance throughout life. It enables us to interact with other people in:

- expressing and sharing ideas and feelings
- finding out about other people's ideas and feelings
- reaching consensus through negotiation
- recalling past events
- playing or envisaging future events
- imagining people, events or objects that have never existed, and perhaps never will
- welcoming up possibilities and making choices and decisions

- making comparisons

Ask yourself:

Does your practice give children opportunities to communicate in this range of uses of language and communication?

There are about ways in which things can be achieved with all children, even the very young or those with complex learning needs. Those learning English as an additional language may also benefit from a range of strategies to promote communication. Do you, for example, when appropriate:

- use visual prompts such as photos of a picnic you've just been on or leaving the bag in which you carried the picnic for children to play with?
- use children a nanny, or a car or a pair of pyjamas to signal what goes to happen next?
- use facial expression and an animated voice to help convey meaning?
- use props to help convey the meaning of books and stories?

Born communicators

Humans from the moment of birth (and even before birth) are hard-wired for communication. We are born:

- Sociable** Even before birth, babies are part of a social world. They become familiar with their mother's voice and with the sounds of her preferred language. They are also familiar with the way that their mother listens to and responds to them. The attention of favourite people she may be feeding to an older sibling. Being sociable is important to the development of language and communication since it gets us a strong drive to get in touch with other people.

At the moment of birth, babies will turn to the sound of their mother's voice. They prefer human faces to any other stimulus. In the presence of a human face they will gaze at face like patterns. It used to be thought that babies only become aware of attention from other people from around nine months of age. This is the age at which they begin to point – either to ask for something or to give something to someone else's attention. But it is now clear that babies engage with others long before that stage.



Young children learn by doing and need to be actively involved in using all five senses in order to learn

Explore wonderful learning opportunities through storytelling, the great outdoors and using ICT.



Developing Early Maths through Story

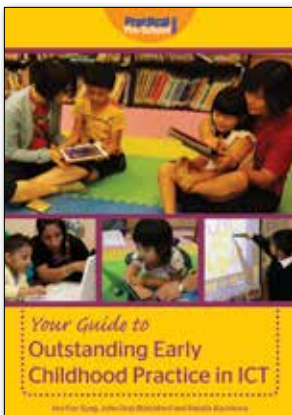
ISBN 978-1-909280-76-2 £18.99

This book helps practitioners feel more confident about teaching early mathematics. It uses stories and rhymes to put maths into context and demonstrates concepts in ways that are meaningful to children. Includes:

- A brief outline of a traditional story

- EYFS learning objectives
- Opportunities for adult-directed learning
- Scope for outdoor activities and for using natural materials
- Suggestions for using ICT.

Ideal for use with children 3-5 years old.



Outstanding Early Childhood Practice in ICT

ISBN 978-1-909280-77-9 £18.99

This guide gives accessible information on digital learning in the early years, and is ideal for practitioners, parents, trainee teachers, librarians, as well as students.

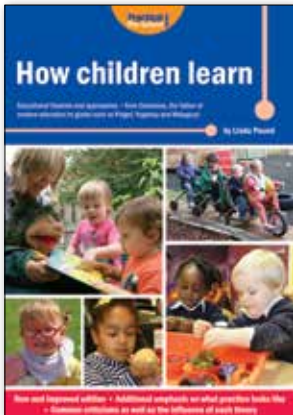
It gives pedagogical clarity, specifically in relation to the use of new technologies.

- Provides outstanding practice in ICT, including e-safety advice
- Includes a section on emergent literacy
- How to foster children's computational thinking beyond the use of desktop PCs.

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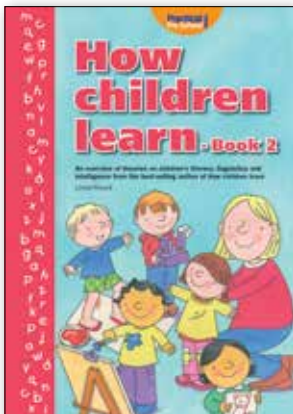


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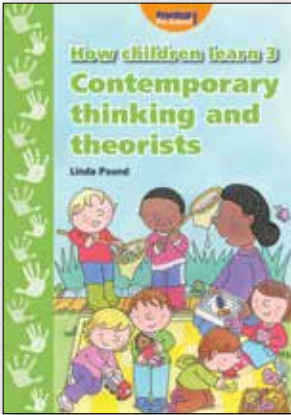
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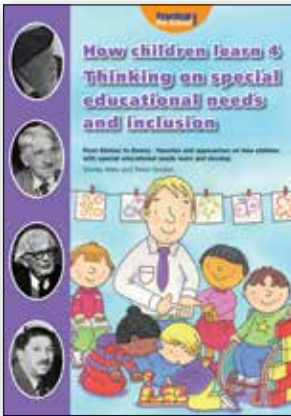
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- Whether boys and girls learn differently
- How each theory can be put into practice.



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How children learn 4: From Steiner to Dewey, this is an essential guide to how children with special educational needs learn and develop.

It covers:

- How emotional intelligence influences learning

- The importance of listening to children, including observation and assessment
- Assistive technologies, behaviour and learning, hearing and visual impairment.

Putting the theory into practice

The development of each individual child and of humanity as a whole depends on health-giving experiences in the first 7 years of life

Rudolf Steiner (1861-1925) and Steiner Waldorf education

Rudolf Steiner and Steiner Waldorf education

PROFILE



KEY DATES

1861 Born in Austria
1881 First Steiner Waldorf school established
1919 First Steiner Waldorf school in England
1925 First Steiner Waldorf school in Scotland

LINKS

Website: [www.steiner-waldorf.org.uk](#)

His life

Rudolf Steiner was born into the village of Wróblewka, Austria (now in Ukraine). At an early age he demonstrated a gift for mathematics. He studied in the gymnasium in Vienna, where he was awarded a gold medal for his brilliant work in mathematics and physics. He then studied in the University of Vienna, where he was awarded a gold medal for his brilliant work in mathematics and physics. He then studied in the University of Vienna, where he was awarded a gold medal for his brilliant work in mathematics and physics.

His theory

Rudolf Steiner was one of the most influential of all great teachers of the 19th and 20th centuries. He was a philosopher, a social reformer, and a pioneer in the development of the Steiner Waldorf educational approach. His theory of education is based on the idea that every child has a unique potential and that education should be tailored to the individual child's needs and abilities. He believed that education should be a holistic process, involving the mind, body, and spirit. He emphasized the importance of rhythm, repetition, and imagination in learning. His theory has inspired the development of Steiner Waldorf schools around the world.

Rudolf Steiner and Steiner Waldorf education



● **Non-physical** is the affective, or feeling, dimension.

● From 14 to 21 the imagination, or thinking ability, predominates.

Steiner Waldorf schools are based on the idea that every child has a unique potential and that education should be tailored to the individual child's needs and abilities. He believed that education should be a holistic process, involving the mind, body, and spirit. He emphasized the importance of rhythm, repetition, and imagination in learning. His theory has inspired the development of Steiner Waldorf schools around the world.

● **Attention** is the highest dimension of the Steiner Waldorf education. It is the ability to focus on a single object or idea. It is the ability to concentrate on a single task. It is the ability to listen to a teacher or a peer. It is the ability to observe the world around us. It is the ability to feel the rhythm of the universe. It is the ability to experience the beauty of life. It is the ability to love and to be loved. It is the ability to be a part of a community. It is the ability to be a part of a world.

Putting the theory into practice

The Steiner Waldorf educational approach is based on the idea that every child has a unique potential and that education should be tailored to the individual child's needs and abilities. He believed that education should be a holistic process, involving the mind, body, and spirit. He emphasized the importance of rhythm, repetition, and imagination in learning. His theory has inspired the development of Steiner Waldorf schools around the world.

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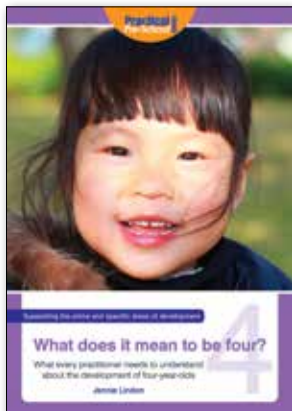
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- Encouraging talking and thinking.



Communication and language

Three-year-olds are often enthusiastic, using their language to explore their world. Children only use their language when they have something to say. They are often very confident and happy to talk. They are often very confident and happy to talk. They are often very confident and happy to talk.



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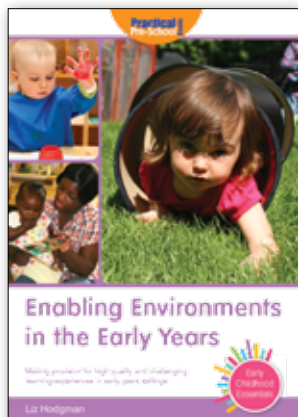
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Every Child Matters

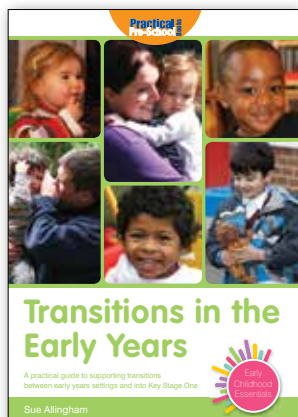
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More Matters (1970-1980) was an early phase and was replaced by **Every Child Matters** (1989-1995) which was a key element of the early years curriculum.



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Planning through the learning environment

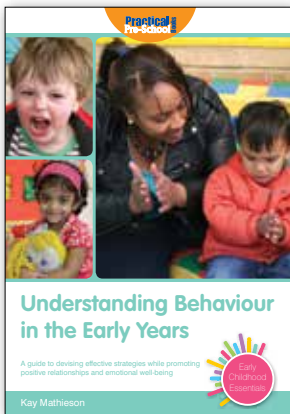
Example: planning for the full possibilities of learning

- The focus of the book is on the key person approach, which is a key element of the early years curriculum. It is a key element of the early years curriculum, and it is a key element of the early years curriculum.
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The outdoor environment

Example: an Eco Garden



At Woodlands Children's Centre we wanted to create an eco-garden that embodied sustainability, recycling and learning about the environment as many of our families live in temporary accommodation in blocks of flats with no outdoor space.

We made flower beds from kits and also used some old blue bin bags as planters. The children began digging and preparing to plant seeds of herbs, vegetables and flowers.

We were then offered chicken eggs to hatch in an incubator. Originally we had intended to keep them, planning to return the chicks to the farm, but realising the potential learning for the chicks we invested in a coop and three of the hens remained at the Centre. The children, parents and staff watched and learned as the fluffy chicks, of all different colours, developed their feathers and wings. We learned about their eating habits and how to clip their wings to stabilise their flight. The children now run freely with the chickens and are fascinated when they collect the eggs each morning with us. The animals have since increased: we now have 2 guinea pigs and 2 rabbits, all providing great learning opportunities.

The eco garden also includes making compost and recycling the sawdust from the roof and canopies. The water butts provide the water for the garden area and the children enjoy filling up their small watering jugs using the tap at the base of the water butt.

We added craft activities to the project, for example making girl leaders during national bird feeding month in February. We found the Woodlands Trust website offered lots of ideas for activities for children and families.

A display board in the activity room displayed some of the children's crafts and photographs showing them at work in the garden. It helped the children to track the progress of the growing, especially the chickens! A display was made for the windows, showing the process that happens inside a chicken's egg during the three weeks in the incubator. A risk assessment for the chickens and signs reminding everyone to wash their hands after being out in the eco garden are displayed in the windows, and by the door. We extended the eco project to include a farm shop role play area. See page 41 for the example.

Provide books and some seating (hugs or chairs) outdoors so that children can access books independently.

Purley Nursery have a table and chairs under their canopy. On the table is always a selection of mark making and books for the children to use. Pens, pencils, paper, glue etc. This enables the children to have access to mark making outdoors at all time.

Mathematics

Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment in daily routines. (Development Matters, Early Education 2012, page 36.)

Being outdoors allows you to allow for opportunities to learn about numeracy on a larger scale and that require greater physical involvement.

Print off A4 sheets with numbers 0-9 on them. Laminiate to make them more durable and then use them for activities around the outdoor space. For example, you could position the numbers on blocks and ask the children to ride around on tricycles or scooters and collect them all in the right order. This will help the children to recognise the numbers, as well as count in the correct order. The activity also provides opportunity for children to learn about distance and measurement, as well as practice their physical skills in controlling the tricycle or scooter.

Numeracy is added to the outdoor area at the Purley Nursery by making numbered parking bays for the scooters and tricycles. This enables the children to use numeracy in a purposeful way, to recognise the numbers, and hear them being used.

Understanding the World

Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, whistles and bubbles to investigate 'the effects of wind'. (Development Matters, Early Education 2012, page 39.)

Make bird feeders with the children and hang them up outside. Build a 'hole' with the children using a large cardboard box pop-up tent with a sheet. Encourage to use the hole using string rods. Watch for the birds coming to eat the food and photograph them

The outdoors

to use later in a screenshot app research what they are. Place logs and large stones around the perimeter of the garden. These provide homes for a variety of invertebrates. Using graphing glasses help the children to identify the different insects.

Expressive Arts and Design

Provide space and time for movement and dance both indoors and outdoors. (Development Matters, Early Education 2012, page 43.)

The outdoors provides space to do some large creative projects individually or in groups.

Provide the children with sponge rollers, large decorating paint brushes and trays of water. Demonstrate to them how to use the tools on the tennis balls or ground. Encourage them to make patterns with the water.

Introduce music to your outdoor space. You can purchase outdoor music panels each containing a different type of instrument, for example a glockenspiel, however they can be very expensive (anything from £900 to £1,000 a panel). With a few DIY skills you can create your own music resource.

The nursery and reception staff at Gilbert Scott Primary School have made their own outdoor music area by using recycled household objects. They have used parts of a scooter, clothes iron as a scraper as well as metal-rigged piping bells, saucers and tinned pans to make a variety of rhythms. They purchased different types and lengths of metal table legs from a DIY store and attached them to a shelf on the fence. This made a type of chime bar. The children use wooden spoons to be the legs with metal music.

Involving parents in their child's learning

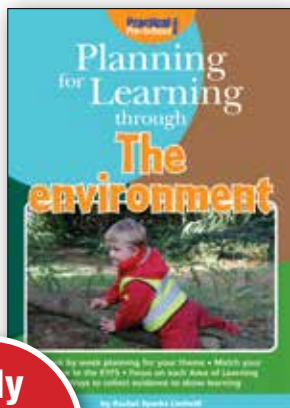
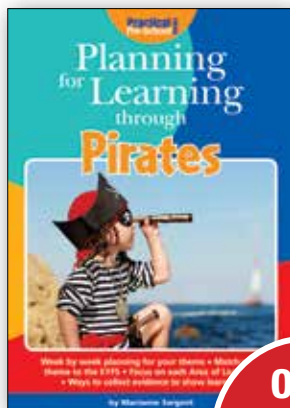
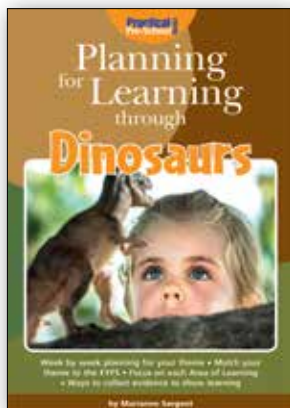
'Inchworm rhyme time' bags containing books to take home and involve parents in rhymes and singing games. (Development Matters, 2012 Early Education, page 16.)

There is growing emphasis on supporting parents to develop a good understanding of how their child learns as research at age 3-4 years is linked to long term gains in children's 'development'. Effective Pre-school and Primary Education Project, Institute of Education, University of London, 2008.

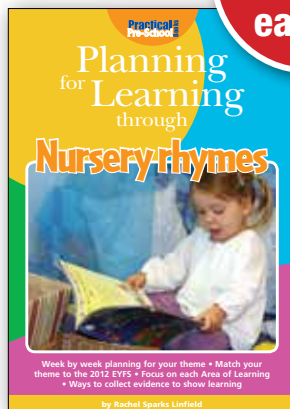
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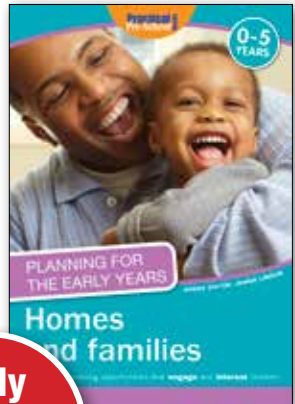
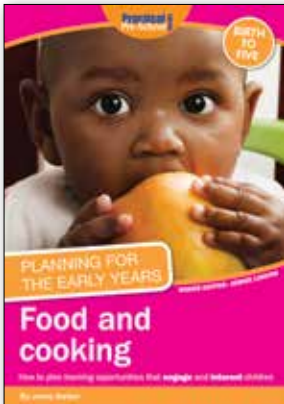
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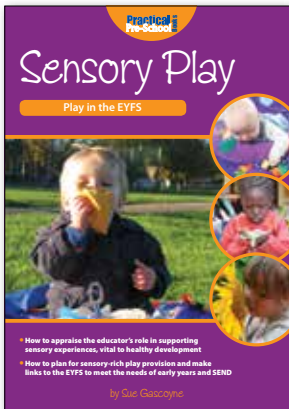
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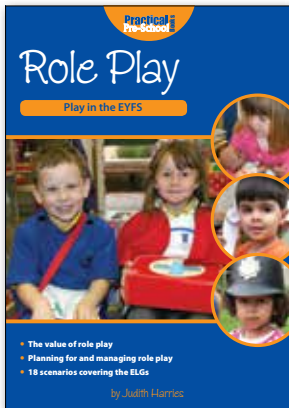
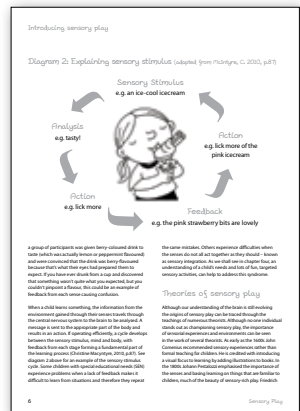


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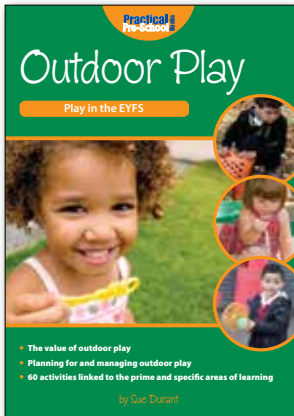
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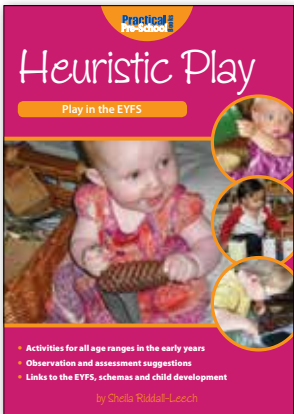
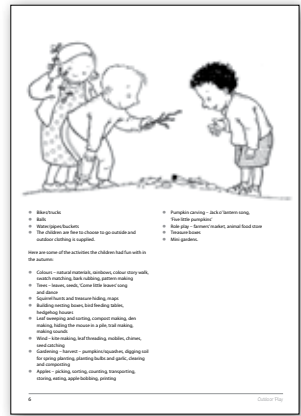


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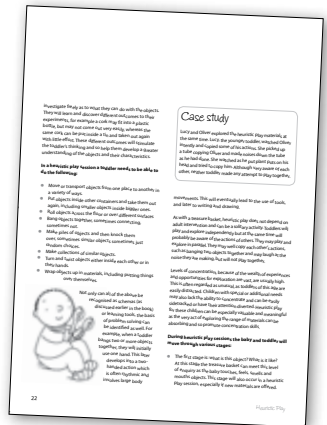


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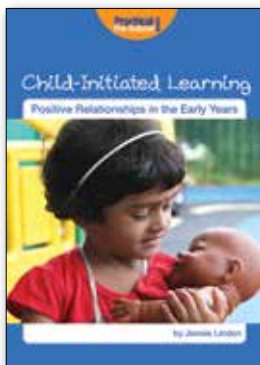
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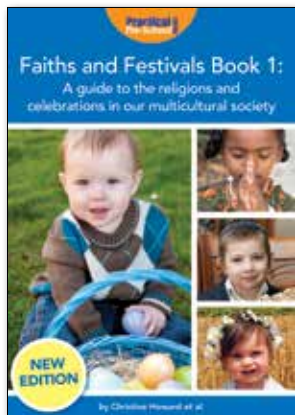
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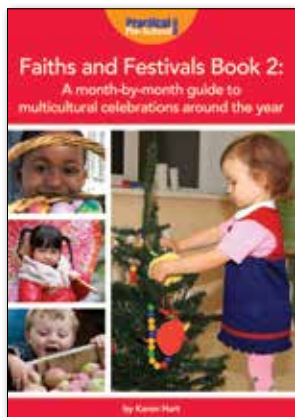
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Perfect
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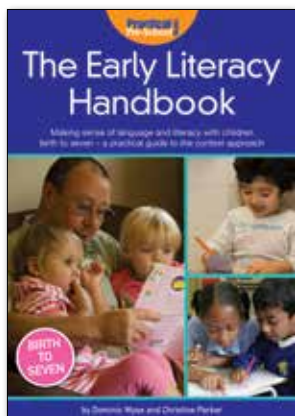
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