# Lesson 4: The purpose of early years settings

This lesson is going to look at the main purpose of an early years setting, including supporting the child and their parents.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Identify** the purpose of early years settings for children. * **Describe** the purpose of early years settings for parents or carers. * **Explain** how early years settings can meet the needs of both children and their parents or carers. | |

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| **Starter activity: Children’s riddles** | Icon  Description automatically generated |
| What do you own that everyone else uses more than you? | |
|  | |
| What room doesn’t have any window? | |
|  | |
| I have no life but I can die, what am I? | |
|  | |
| Why don’t lobsters share? | |
|  | |
| What is easy to get into but hard to get out of? | |
|  | |
| If two snakes get married, what will their towels say? | |
|  | |
| What do you call an old snowman? | |
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| Why are ghosts terrible liars? | |

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| **Activity 1: Holistic development** | Icon  Description automatically generated |
| Work in pairs to identify daily activities and resources that can support each area of children’s development. ***Use pictures or words.***   * Physical development. * Cognitive development. * Communication and language. * Social and emotional development.  |  |  | | --- | --- | | **Area of development** | **Resources** | | Physical development. |  | | Cognitive development. |  | | Communication and language. |  | | Social and emotional development. |  | | |

**Use this list to help you identify daily activities and resources**

**Physical development:**

* Provide opportunities to practice fine and gross motor skills.
* Provide large areas of space for children to run, jump, skip and climb.
* Provide small resources to encourage pincer grip.
* Encourage children to eat healthily and take care of themselves.

**Cognitive development:**

* Provide opportunities to think, recognise and remember.
* Provide children with resources that encourage problem solving and logical thinking such as jigsaws, shape sorters and exploration tables.
* Provide children with a wide range of activities that are based on their own prior experiences.

**Communication and language:**

* Provide opportunities for children to communicate with a wide range of people, including both adults and children.
* Encourage listening and turn taking.
* Provide opportunities for children to expand their vocabulary and practice new words.
* Ensure the setting provides a language rich environment through displays, activities and labelling.

**Social and emotional development:**

* Provide opportunities for children to interact with others of various ages and backgrounds.
* Provide opportunities for experiences in the local community and wider world.
* Co-regulate to support children to develop self-regulation.
* Provide opportunities to talk about emotions and consider the feelings of others.

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## Meeting the needs of parents or carers

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| **Activity: Why do parents or carers need to access an early year’s setting?** | Icon  Description automatically generated |
| Early years settings are vital to support the needs of children.  They are also vital to meet the needs of the parents or carers.  **Here are some reasons that parents might need early years settings:**   * To look after their child while they are at work. * To look after their child while they are attending an interview or seeking work. * To provide support with special needs of a child or provide some respite care. * To provide training opportunities based on family needs – behaviour management techniques, cooking a healthy meal on a low budget, supporting reading. * To participate in leisure and recreation activities that they may not be able to access at home with their child – art and craft, fire pit activities, sports. * Provide time to do adult activities such as shopping or going to the gym (this can be much quicker and less stressful without taking a child with them and is likely to be more enjoyable for the child). * To allow parents time to attend college to get better qualifications to enable them to gain employment. * To learn how to support their child’s development.   **Identify if the above are either short, or long term needs for**  **Parents or carers.** | |

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Name **four** ways early years settings support children:  1.  2.  3.  4. | |
| Name **four** ways early years settings support parents and carers:  1.  2.  3.  4. | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** the purpose of early years settings for children | |
|  | **Describe** the purpose of early years settings for parents or carers. | |
|  | **Explain** how early years settings can meet the needs of both children and their parents or carers. | |

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| **Home study: Parental choices.** | Icon  Description automatically generated |
| Speak to your parents or carers and find out why they chose to use childcare or not. You could also speak to a neighbour or friend.  What do they think children and parents gain from early years settings?  Record your findings here: | |
|  | |

# Lesson 5: Overarching principles of the Early Years Foundation Stage (EYFS)

This lesson is going to focus on the principles within the Early Years Foundation Stage (EYFS) statutory guidance and remind learners of the key areas of children’s learning and development.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Describe** the overarching principles and aims of the EYFS. * **Recall** the 7 areas of learning and development. * **Explain** how early years settings promote learning through the 7 areas of learning and development. | |

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| **Starter activity** | Icon  Description automatically generated |
| **What is the Early Years Foundation Stage (EYFS)?** | |
| 1. A type of childcare setting where children go to learn and play. 2. The curriculum that sets the standards for children’s learning, development, and care from birth to 5 years old. 3. An important book that provides parents with information about a child’s learning and development. | |

## Fill in the missing words:

## Key aims of the EYFS

The Early \_\_\_\_\_\_\_\_\_\_\_\_\_ Foundation Stage (EYFS) sets the standards that all

early years \_\_\_\_\_\_\_\_\_\_\_\_ must meet to ensure that children learn and develop well

and are kept healthy and safe.

**The EYFS is made up of 2 important documents:**

**Document 1:** The Early Years Foundation Stage (EYFS) Statutory Framework

**Document 2:** The EYFS Development Matters Guidance:

The EYFS promotes teaching and \_\_\_\_\_\_\_\_\_\_ to ensure children’s ‘school

readiness’ and gives \_\_\_\_\_\_\_\_\_\_\_\_ the broad range of knowledge and skills that

provide the right foundation for good progress through school and adult life.

The EYFS provides information such as \_\_\_\_\_\_\_\_\_\_ ideas for children and helps

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ settings to support children’s care and education.

**Professionals working in early years use the EYFS to plan and implement suitable activities for each age group.**

There are TWO documents that make up the EYFS:

1. The EYFS Statutory Framework

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| The Early Years Foundation Stage (EYFS) Statutory Framework: | A picture containing text, clipart  Description automatically generated |
| <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> | |

1. The Development Matters Guidance

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| The EYFS Development Matters Guidance: | A picture containing text, clipart  Description automatically generated |
| <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> | |

**How do these TWO documents support Early Years Practitioners and Teachers when they work with children?**

Work in pairs to look at the information and guidance in these TWO documents then make a LIST in the table below of what type of information they provide.

|  |  |
| --- | --- |
| **EYFS Statutory Framework** | **Development Matters Framework** |
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| **Discussion activity: The 4 key concepts** | Icon  Description automatically generated |
| **The EYFS aims to provide 4 key concepts:**  **Quality and consistency** in all early years settings  **A secure foundation** through learning  **Partnership working** between everyone  **Equality of opportunity** to ensure that every child is supported | |
| Make notes below of **why** you think the **four key concepts are important when working with children (0-5 years)?** | |
| **Quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind. | |
|  | |
| **A secure foundation** through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly. | |
|  | |
| **Partnership working** between practitioners and with parents and/or carers. | |
|  | |
| **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported. | |
|  | |

## There are 4 important overarching principles of the EYFS *Everyone working will children need to understand and follow these principles in their work.*

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| **Group Task: One principle per group** | Icon  Description automatically generated |

**Read each principle and discuss how you would ensure that each principle is met when working with children?**

*(How would you put each one into practice so that children get the very best experiences and learning?)*

|  |  |
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| **Principle 1:**  **EYFS Statutory Framework** | **Principle 2:** |
| Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. | Children learn to be strong and independent through **positive relationships**. |
| **Principle 3:** | **Principle 4:** |
| Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. | Importance of **learning and development**. Children develop and learn at different rates. |

Write in the **shapes below** how would you put each principle into practice when working with children, so that they get the very best experiences and learning in a childcare setting.

## There are SEVEN (7) areas of learning and development in the EYFS

1. Communication and language.
2. Physical development.
3. Personal, social and emotional development.
4. Literacy.
5. Mathematics.
6. Understanding the world.
7. Expressive arts and design.

## These are the 7 areas that Early Years Practitioners must plan activities and experiences for children to support their learning, development care and skills.

## Planning Activities for Children:

## You have been asked by the manager at Buttercups Nursery to plan one week of activities for children that support each of the 7 areas of development.

## Work in pairs to look up and think of fun, stimulating and interesting activities that will support children’s development in the 7 areas.

**Write them in this table below:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **7 Areas** |  |  |  |  |  |  |
| **Physical Development** |  |  | Eg. Dance |  |  |  |
| **Communication and Language** |  | Singing number rhymes |  |  |  |  |
| **Personal, Social & Emotional** |  |  |  |  |  |  |
| **Literacy** |  | Eg. Group reading |  |  |  |  |
| **Mathematics** |  |  |  |  |  |  |
| **Understanding the world** |  |  |  |  |  |  |
| **Expressive Arts and Design** |  |  |  |  | Eg. Making clay faces |  |

## Why are there 7 areas (subjects) for children’s learning and development?

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………………………………………………………………………………………….

**WHAT ARE THE EARLY LEARNING GOALS?**

**Refer to the Handout of the Early Learning Goals**

As you can see, each of the **7 areas of Learning and Development** has a number of **Early Learning Goals** that children work towards by the time they are 5 years old.

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| **Early learning goals** | Icon  Description automatically generated |
| How many areas of Learning and Development are there in the Early Years Foundation Stage (EYFS)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How many Early Learning Goals in TOTAL are there for children? \_\_\_\_\_\_\_\_\_\_\_\_  Write the area of learning and development in the left column below  Write the early learning goals for that area in the right column.   |  |  | | --- | --- | | **Area of learning and development.** | **Early Learning Goals (ELGs)** | | PHYSICAL DEVELOPMENT |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |

## What are the early learning goals?

The early learning goals are the knowledge and skills that children are expected to achieve by the end of the early years.

The end of the early years is at the end of reception class, just before children move into year 1 and begin following the National Curriculum.

There are early learning goals for each area of learning and development.

The early learning goals are:

**Communication and language:**

* Listening, attention and understanding.
* Speaking.

**Physical development:**

* Gross motor skills.
* Fine motor skills.

**Personal, social and emotional development.**

* Self-regulation. (Managing their emotions).
* Managing self. (Getting dressed, hygiene).
* Building relationships.

**Literacy:**

* Comprehension.
* Word reading.
* Writing.

**Mathematics:**

* Number. (Recognising numbers to 10).
* Numerical patterns. (Counting, sequencing, exploring quantities).

**Understanding the world:**

* Past and present. (Telling stories about past events and comparing to present day).
* People, culture and communities. (Explore local environment, respect religions and cultures).
* The natural world. (Plants, animals, seasons).

**Expressive arts and design:**

* Creating with materials.
* Being imaginative and expressive.

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| **Prime and Specific Areas** | Text, logo  Description automatically generated |
| Can you categorise the 7 areas into **prime** and **specific** areas? Exam question   |  |  | | --- | --- | | **Prime areas** | **Specific areas.** | |  |  | | |

Resource: Early years foundation stage (EYFS) statutory framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

(Accessed November 2022)

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| **Activity: Supporting learning and development** | Icon  Description automatically generated |
| Work in small groups and look at the case studies to identify which areas of learning and development might be supported by the activities and why. | |
| **Case study 1:** Polly and Jerald are using chalks to make patterns and marks on the ground in the nursery garden. | |
| Areas of learning and development: | |
|  | |
| **Case study 2:** Andrew and Matilda are playing snakes and ladders. | |
| Areas of learning and development: | |
|  | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** the overarching principles and aims of the EYFS. | |
|  | **Recall** the 7 areas of learning and development. | |
|  | **Explain** how early years settings promote learning through the 7 areas of learning and development. | |

# Lesson 6: The early learning goals and assessing children’s progress

This lesson will focus on the importance of early years settings supporting children’s learning and development towards the early learning goals and why settings need to assess children’s progress.

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| **Starter activity: Appropriate resources** | Icon  Description automatically generated |
| Choose 2 activities that can support each area of learning and development.  You need to justify your choices.  **Activities to choose from:**   * Threading beads * Sharing a story book * Filling sand into a bucket * Climbing * Using tools to fix a telephone or computer * Rolling a dice * Doing a puzzle * Making a Christmas bauble with salt dough * Leaf rubbing * Drawing   Add some of your own.   |  |  | | --- | --- | | **Area of learning and development** | **ACTIVITIES for children 0-5 years old** | | Communication and language. |  | | Physical development. |  | | Personal, social and emotional development. |  | | Literacy. |  | | Mathematics. |  | | Understanding the world. |  | | Expressive arts and design. |  | | |

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Identify** the early learning goals. * **Describe** activities that can support the early learning goals.   You may also be able to:   * **Explain** why assessment is important for children’s progress towards the early learning goals. | |

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| **Activity 1: Activities to support development** | Icon  Description automatically generated |
| You are going to participate in two tasks. Identify how each task would support children to meet the early learning goals.  **Task 1:** | |
|  | |
| **Task 2:** | |
|  | |

## 

## READING TASK: (then answer the 4 questions afterwards)

## The importance of assessment

Assessment is important:

* To know what children can do and what they still need support with.
* To be able to plan to meet the needs of the child.
* To be able to put additional support in place if a child is not meeting the expected milestones.
* To inform parents and carers of their child’s progress so they can be involved in their development.

The EYFS requires **three key assessment** stages:

* **Progress check aged two** – This assesses the progress in the prime areas of development. If the child is not meeting the expected milestones, they must have intervention planned to support them. The report is shared between the parents and practitioners.
* **Reception baseline assessment** – This is done in the first 6 weeks of reception class to check what the child can do at the start of the academic year.
* **Early years foundation stage profile** – This is done at the end of the early years (end of reception class) to check the child’s progress against the early learning goals. This report must be shared with the year 1 teacher, the parents and the local authority if they request it.

The statutory framework for the Early Years Foundation Stage highlights the importance of assessing children at various stages.

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| **QUESTIONS 1 - 4** | Icon  Description automatically generated |
| Why do you think it’s important to assess children in the early years? Write your ideas here: | |
|  | |

Assessment is important:

* To know what children can do and what they still need support with.
* To be able to plan to meet the needs of the child.
* To be able to put additional support in place if a child is not meeting the expected milestones.
* To inform parents and carers of their child’s progress so they can be involved in their development.

The EYFS requires **three key assessment** stages:

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| **Reflective question** | Icon  Description automatically generated |
| Do you think these are the right ages to assess children formally in the early years?  Justify your answer. | |
|  | |

| **Progress check** | Icon  Description automatically generated |
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| 1. What early learning goals are within personal, social, and emotional development? | |
| 1. Which early learning goal would expect children to recognise patterns in numbers? | |
| 1. How many learning goals are within understanding the world? | |
| 1. How many assessments does the EYFS require before a child starts year 1? | |
| 1. Name **two** reasons assessment is important? | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** the early learning goals. | |
|  | **Describe** activities that can support the early learning goals. | |
|  | **Explain** why assessment is important for children’s progress towards the early learning goals. | |

# Lesson 7: HOMEWORK

# Promoting the wellbeing of children

This lesson will explore the welfare requirements that early years settings must adhere to so that they can support children’s wellbeing.

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| **Starter activity: Essential items** | Icon  Description automatically generated |
| Write a list of all the items you bring to school. Then, put a tick next to all the items that are **essential** for your school day.  These items might help you to complete your work, or they might fulfil your physical or mental needs.   |  |  | | --- | --- | | **Item** | **Essential?** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson, you must be able to:   * **Define** children’s wellbeing. * **Describe** how early years settings can support children’s wellbeing.   You may also be able to:   * **Explain** how children’s wellbeing relates to their ability to learn and develop. | |

## What is wellbeing?

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| --- | --- |
| **Reflective question** | Icon  Description automatically generated |
| What do we mean when we talk about wellbeing? Write your ideas here: | |
|  | |

In early years, wellbeing is often referred to as a child’s welfare. The Children Act 1989 says that the welfare of the child is paramount. This means that ensuring children’s wellbeing is maintained is vital.

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| **Activity 1: Impacting children’s wellbeing** | Icon  Description automatically generated |
| Work individually to make a list of ways that a child’s wellbeing can be affected.  After a minute you will be asked to share your list with a partner to see if you can expand your list. | |
| **List ways a child’s wellbeing can be affected.** | |
|  | |
| Add your partner’s ideas here: | |
|  | |
| Add any additional ones from the class feedback that you didn’t already have. | |
|  | |

These affecting factors link to Maslow’s hierarchy of needs which ranges from basic physiological needs to complex psychological needs.

Remember that the basic needs must be met to support children’s welfare but that meeting the more complex needs will improve the child’s wellbeing further.

## Welfare in the EYFS

The EYFS states that “Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.”

If children’s welfare is not prioritised it can prevent children from learning and developing to their full potential.

This is why the EYFS outlines expectations for meeting children’s welfare.

The EYFS outlines expectations for children’s welfare including the following categories:

* Health.
* Accidents and injuries.
* Managing behaviour.
* Safety of the environment.
* Safeguarding.

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| **Activity 2: Meeting the welfare requirements** | Icon  Description automatically generated |
| You will work in small groups on an allocated category of welfare.  Consider what an early years setting might need to do to ensure the welfare of the child is protected within this category. | |
| **Allocated category of welfare:** | |
|  | |
| What does an early years setting need to ensure the welfare of the child is protected within this category? | |
|  | |

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| **Stretch and challenge** | Text, logo  Description automatically generated |
| If you finish your allocated category, choose another one. | |

Early years settings can help support a child’s welfare by ensuring that they follow the suggestions below:

**Health:**

* Keep everything clean and hygienic to prevent the spread of infection.
* Have a policy on how to deal with an ill child and how to administer medicine.
* Provide children with access to drinking water at all times.
* Provide a healthy menu for settings that provide meals and snacks.

**Accidents and injuries:**

* Ensure staff are trained to provide first aid.
* Have a first aid box available on the premises.
* Have a policy for dealing with accidents and injuries, including informing parents and carers.
* Record accidents and injuries to reduce future risks.

**Managing behaviour:**

* Do not use any punishment that could affect a child’s wellbeing in a negative way.
* Support children to self-regulate through co-regulation.
* Have a policy to provide guidance on how to respond to challenging behaviour.

**Safety of the environment:**

* Complete a risk assessment to identify any potential hazards and risks.
* Put actions in place to reduce the identified risks.
* Keep doors locked so children can’t wander off and visitors can’t get in without supervision.
* Ensure resources are age and stage appropriate.
* Supervise children at all times.

**Safeguarding:**

* Train staff to identify concerns and respond appropriately to keep children safe from harm.
* Follow statutory guidance such as Working Together to Safeguard Children 2018, Prevent Duty Guidance for England and Wales and Keeping Children Safe in Education 2021.
* Have a policy and procedure for safeguarding.
* Make sure staff have a clear DBS check.

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Fill in the gaps.   1. Wellbeing is the way children feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and mentally. 2. Working together to Safeguard Children was most recently updated in \_\_\_\_\_\_\_\_. 3. Early years practitioners can support children to self-regulate through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 4. It is important to keep doors \_\_\_\_\_\_\_\_\_\_\_\_\_\_. 5. Children must always be given access to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 6. In case of accidents, settings must have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the premises. | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Define** children’s wellbeing. | |
|  | **Describe** how early years settings can support children’s wellbeing. | |
|  | **Explain** how children’s wellbeing relates to their ability to learn and develop. | |

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| **Key term** | Icon  Description automatically generated |
| **Wellbeing:** the way a child feels physically and mentally. | |

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| **Home study: Welfare research** | Icon  Description automatically generated |
| Read the **welfare section** of the EYFS.  **Early years foundation stage (EYFS) statutory framework:**  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  (Accessed November 2022)  Make a note of anything you think is interesting or useful for an early years practitioner. | |
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| **Additional resources** | A picture containing text, clipart  Description automatically generated |
| These websites can help you understand how to keep children safe.  **Working together to safeguard children guidance document:** <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>  (Accessed November 2022)  **Revised Prevent duty guidance: for England and Wales:** <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>  (Accessed November 2022)  **Keeping children safe in education guidance document:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  (Accessed November 2022) | |