Working with children
Introduction to Module 1

To do the job well, Early years practitioners need to develop certain qualities, skills and knowledge. The first part of this module asks learners to explore these qualities, skills and knowledge and encourages practitioners to reflect on their existing skills and how they might develop them.

During the initial period of employment and during training, employees receive large quantities of written material and verbal instructions. The themes in this module support learners to read and understand this important information as well as listen to instructions. They include:

- understanding a job description and contract of employment
- reading workplace policies and procedures
- reading and understanding frameworks and guidance documents
- listening to and remembering work instructions
- using rotas effectively.

There is also a theme intended to help those learners who have to deal with money.

This module is intended to reflect good practice in a variety of childcare settings such as pre-school playgroups, crèches, nurseries, child-minder provision and schools for a variety of age groups from birth to seven years.

Every workplace will be different and learners will need to apply the skills in this module to their own settings. Where possible, learners should be encouraged to identify similar sources of information at work. The Word version of these materials for Embedded Learning provides opportunities to adapt and customise materials where appropriate.

Birth to Three Matters, Curriculum Guidance for the Foundation Stage, The National Literacy Strategy – Framework for Teaching and *The National Numeracy Strategy – Framework for Teaching Mathematics* have been used to inform the module, as has the Common Core of Skills and Knowledge for the Children's Workforce.

Early years – Module 1: Working with children					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Qualities and skills	Ey 1:1–1:4	CCLD 204; CCLD 207	Rt/L1.5; Wt/L1.5; Rw/E3.1		C1.1
What are my duties at work?	Ey 1:5–1:6	CCLD 204; CCLD 207	Rt/L2.1; Rt/L2.3; Rt/L2.7; Wt/L1.2; Rw/L2.1; Rw/L2.2; Rw/L2.3		C1.2
Listening to instructions	Ey 1:7–1:8	CCLD 204; CCLD 207	SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLc/L1.2; SLc/L1.3; SLc/L2.2		C1.1
Reading policies and procedures	Ey 1:9–1:11	CCLD 204; CCLD 207	Rt/L2.1; Rt/L2.3; Rt/L2.8; Rs/L1.1; Rs/L1.2; Rw/L1.1; Rw/L1.2		C2.2
Frameworks and guidance	Ey 1:12–1:16	CCLD 204 CCLD 203 CCLD 206	SLc/L1.3; Rt/E3.9; Rt/L1.1; Rt/L1.4; Rt/L1.5; Rw/L1.1		C2.2; C2.3
Dealing with money	Ey 1:17–1:18			MSS1/E3.1	
Using rotas	Ey 1:19–1:20	CCLD 207		HD1/L1.1	N1.1

Skills checklist

Caring for and supporting children requires many skills and qualities. It is important to think about these skills and to reflect on your own strengths and areas for development.

You need to understand what is expected of you at work and what your role is within the team. You also need to know about the policies and procedures you should follow at work. There are many important documents that relate to your work with children such as the different national frameworks and guidance documents.

The skills listed in the table below will help you think about the skills you already have as well as those you need to develop. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.

Skills for working with children	Now	Later
Understanding your role at work		
Following instructions		
Understanding workplace policies and procedures		
Understanding frameworks and guidance		
Using rotas		

PAGES 1:1–1:4

Qualities and skills

Occupational setting

Early years practitioners take total responsibility for all the care of the children they are looking after. To do the job well, practitioners need certain qualities, skills and knowledge. This theme explores these qualities, skills and knowledge and encourages practitioners to think about their existing skills and how to develop them.

Materials

Short video demonstrating good practice in an Early years environment

Photographs of Early years practitioners in different scenarios (e.g. playing an energetic game, attending a first aid training course, watching children play on some outdoor equipment, telling a story)

Large sheets of paper, marker pens, highlighters

List of sources of information and help (e.g. local colleges, course details, web addresses, useful organisations)

Job advertisements from the Source material (0:01)

Learning outcomes

1 To think about the variety of different settings where Early years practitioners may work (Source material)

2 To consider the qualities, skills and knowledge necessary for an Early years practitioner (focus pages)

3 To consider how these qualities impact on the experience of the child in an Early years setting (focus pages)

4 To consider personal qualities and skills and prepare an action plan to improve/develop them (focus pages, Task 1)

Suggested teaching activities

Introduction

- Watch the video and/or discuss the photos. In pairs or small groups ask learners to quickly write down on large sheets of paper the qualities, skills and knowledge they consider necessary for an Early years practitioner. If a video or photos are not available as stimuli for discussion, discuss learners' own ideas about essential skills and qualities.
- Ask learners to highlight the qualities, skills and knowledge that they consider to be the most important. Bring the group together to discuss their thoughts.
- On the board/flipchart, write down ideas from the group under the headings: 'Qualities', 'Skills' and 'Knowledge'. Check that learners can distinguish between these.
- Supplement the ideas by looking at the Job advertisements from the Source material. Point out the variety of settings in which Early years practitioners can work and consider whether the necessary qualities, skills and knowledge vary according to the different settings. What might need to be developed if a practitioner wanted to move from one setting to another? This could be an opportunity to briefly discuss the reading skills of skimming, scanning and detailed reading.

Focus pages

- Ask learners to read the speech-bubbles on focus page 1:1 and highlight the key words in each of them (e.g. 'qualities', 'qualifications').
- Read through the advert on the page and consider the questions it raises.
- Using the ideas from the introductory session, ask learners to complete the lists on focus page 1:2 with the qualities and skills they consider important.
- Encourage continued discussion.
- Ask learners to consider whether they possess the qualities and skills they have highlighted, and how they might improve their existing qualities and skills.

Curric. refs	NOS/NVQ	Key skills
Rt/L1.5	CCLD 204	C1.1
Rw/E3.1	CCLD 207	

Task 1

Use a table format to identify strengths and develop an action plan
Wt/L1.5

- The action plan provided here is optional – it is not intended that this task duplicate or replace existing records. Work done here may inform an existing individual learning plan or other record of progress.
- Remind learners of work from the focus pages.
- Ask them to first think about their own skills and qualities and complete the first table. Additional skills and qualities could be listed on a separate sheet of paper. Alternatively, provide an adapted form that lists only those skills appropriate to the learners' settings.
- When learners have completed the first table, ask them to highlight areas where they would like to learn new skills or would like to build on skills and qualities they already have.
- Discuss, as a group, opportunities for personal and professional development.
- The action plan is best completed in conjunction with a line manager or mentor.

If the learner has difficulty

- Learners may have difficulty prioritising skill areas or qualities for development. Refer back to the Job advertisements and also to their current role. Discuss possible progression routes. List individual areas on sticky notes. Tackle each one, considering learners' needs and opportunities for development. Move the notes around to find an order of priority.
- If there is a particular area that the learner feels s/he needs to develop, direct them to sources of help.
- Some learners may benefit from completing the table in conjunction with a trusted friend or mentor.
- Check vocabulary, give examples.
- Encourage translation for ESOL learners. ESOL learners may wish to discuss qualities and skills in their own language before helping each other to put their ideas into English.

Extension

Devise a fun multiple-choice quiz, similar to those found in magazines, to help colleagues decide on their abilities in certain areas based on the actions they could take in different situations.

Theme assessment

Get learners to investigate career opportunities in this vocational area and find out what skills and qualifications would be important for these careers.

Qualities and skills

Focus

What qualities and skills do you need to develop to be a first-class Early years practitioner?

Bingo Nursery
Greentown

is looking for a dedicated, enthusiastic and caring Early years practitioner with a sense of fun to work in our outstanding pre-school department.

The successful applicant will be reliable, self-motivated and able to work as part of a team.

Good general educational background required.

Experience preferred but not essential as training is encouraged and supported. Should be prepared to work towards a qualification.

First aid certificate would be desirable.

Must be willing to have an enhanced CRB check carried out.

£5.30 per hour minimum.

For further details contact Heather Hollands on 01234 098765 or send a letter and CV to:

Bingo Nursery
Farm Lane
Greentown
GT3 8CU

What other qualities should someone working in Early years have?

What other settings does Early years cover?

What qualifications are available?

What kinds of knowledge are necessary?

What is a CRB check and how do you get one done?

What needs to be on your CV?

Qualities and skills

Focus

Qualities

Patience

Sense of humour

Skills

Understanding of how children develop

Basic first aid

Qualities and skills

Task

Task 1

Use the information from the discussion on the last page to help you think about the areas you need to develop.

Quality or skill	Am I confident of my skills in this area? ✔ or ✘
Qualities	
patience	
energy and stamina	
calm and caring attitude	
creativity and imagination	
sense of fun	
sense of humour	
empathy	
respect for the different beliefs and values of other people	
negotiation skills	
Communication skills	
confident about communicating with children	
confident about communicating with parents	
confident about communicating with other professionals	
able to work as part of a team	
good listening skills	
good observational skills	
awareness of non-verbal communication	
Knowledge of children	
how children develop	
how children learn	
what children learn at different stages	
how to organise children's learning	
how to assess children's learning	
Personal knowledge	
lifting and handling techniques	
basic first aid	
good writing skills to write reports	
ability to deal with money	
good standard of literacy and numeracy skills to pass on to children	
facts about the policies and procedures in the place where you work	

Qualities and skills

Task

Action plan for _____ (name) _____ (date)

Strengths	Goals to keep strengths effective	Things to build on	How?	By when?	Date for review
Areas needing attention/ improvement	**Goals for improvement**	**Key things to do**	**How?**	**By when?**	**Date for review**

PAGES 1:5–1:6

What are my duties at work?

Occupational setting

Current thinking is that children's services should become more integrated, with greater collaboration between all those involved in the care and education of children. Everybody working in Early years is part of a team and as such has a role to play, whether they are individuals supporting children at home or part of a formal educational setting. It is important that everyone knows the extent of their own responsibilities, helping them to fulfil their own role more effectively and contribute to the work of the team. Job descriptions and contracts of employment are often complex pieces of text that require careful reading. This theme develops some of the reading skills required to read and understand job descriptions. It explores a job description for a nursery assistant who will be working in a team situation. Learners from other settings will benefit from using this as a starting point from which to think about their own roles and responsibilities.

Materials

Procedures, job descriptions and contracts from the work setting

Job advertisements from the Source material (0:01)

Job description from the Source material (0:02)

Dictionaries

Learning outcomes

1 To work out the meaning of unfamiliar words (focus page, Tasks 1 and 3)

2 To recognise imperatives (focus page)

3 To use detailed reading techniques to obtain specific information (focus page, Task 2)

4 To use different strategies to aid understanding (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Ask learners to work in pairs, describing their own job to a partner. They then describe each other's jobs to the rest of the group. How successful is this? Is the description sufficiently detailed? Is a lot of previous knowledge required to understand the description?
- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Encourage learners to bring their own experience of the workplace to this discussion.
- Develop a flow chart showing the line management in the workplace and how different groups of people from outside the nursery work together as part of a wider team. Explain how a flow chart works. Ask learners to identify the immediate line managers of certain employees. Discuss lines of communication within the learners' own work settings.
- Discuss documents about procedures, contracts and job descriptions and any difficulties learners have experienced in reading these. Confirm that many people find these difficult to read, but that it is important to understand them because they affect your work.
- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

Focus page

- Stress the importance of reading both the job description and contract of employment in detail to ensure that they are both fully understood. Point out that in order to locate a specific piece of information in a document it is not always necessary to read every word. Learners can skim to get the gist and scan for particular key words and pieces of information.

- Use the focus page to draw attention to the particular reasons for understanding the contracts and job descriptions. Offer strategies for improving understanding:
  - **Identify difficult words and use context, glossary or dictionary or ask colleagues to predict and check meaning**. Practise this using examples from workplace texts. For example using the Job description: *Can you find out what 'adhere to' means in a dictionary? Can you work out what 'in accordance with' means by looking at the rest of the sentence?*
  - **Use wording to identify instructions, especially imperatives.** Ask learners to name the action performed using an imperative (e.g. sit, stand, write, read). Look at the examples highlighted on the focus page. The imperatives indicate the commands in a sentence. Find examples in the Job description. Ask learners to highlight other imperatives on the page. Identify imperatives in another set of instructions or job description.
  - **Reword difficult text**. Ask learners to try explaining sentences from a workplace document in their own words to a colleague. Does this help to make it clearer?
- ESOL learners will need support to understand the language and grammar used in the Job description. Explain use of the passive voice and phrases such as 'adhere to', 'comply with' and 'religious persuasion' and practise them in different contexts to demonstrate meaning.
- The Job description and Contract of employment could be enlarged using a photocopier and displayed on an overhead projector.

Curric. refs	NOS/NVQ	Key skills
Rt/L2.1	CCLD 204	C1.2
Rw/L2.1	CCLD 207	
Rw/L2.2		
Rw/L2.3		
Rt/L2.3		
Rt/L2.7		
Wt/L1.2		

Task 1

Use a variety of strategies to find out the meaning of words
Rw/L2.2

- Ensure learners have a copy of the Job description from the Source material for these tasks.
- Remind learners that unfamiliar words can make a piece of text difficult to understand. Reflect on the strategies discussed earlier that can be used to find the meaning of these words.

If the learner has difficulty

- First, help learners to familiarise themselves with the text. Point out the titles and headings and make sure that these are understood. Talk about the contents under each heading.
- Take one phrase at a time. Highlight the word that needs to be interpreted and support the learner to read the whole sentence. Can they predict the meaning from the text around it? Check the definition of the word using the glossary or dictionary. Check that learners are able to use the dictionary or glossary effectively.
- Use everyday examples of these formal phrases to show what they mean in practice.
- Give ESOL learners plenty of practice in putting words into phrases. Gapped sentences with a choice of words could be used here.
- Make cards of words and definitions for matching.

Extension

Ask learners to highlight other words that they find problematic or difficult. Ask them to construct a word search or a crossword using their own definitions as clues.

Task 2

Read a text, using detailed reading strategies to obtain specific information
Rt/L2.7

- Discuss with learners the importance of knowing your rights and responsibilities at work so that you have a clear understanding of your role in the team. Explain that on some occasions it is vital to have a complete understanding of what has been read.

- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex texts may need to be read several times, sentence by sentence.
- Remind learners of the techniques of skimming, scanning and detailed reading practised elsewhere.

If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- It is important to have clear understanding of what each question is asking. Work on identifying the key words in each question. Does this help to locate the correct part of the job description?
- Work with the learner to read and understand the text sentence by sentence. Explain complex language.

Extension

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on their own job descriptions.

Task 3

Put text into own words to clarify understanding
Rw/L2.3
Wt/L1.2

- Remind learners that understanding your rights and responsibilities leads to a clearer understanding of your role in the team.
- Putting text into your own words can clarify understanding. One way to do this is by explaining it to a colleague.
- Learners should rehearse their versions and make notes before sharing them with colleagues. Write up an agreed version of the text for all to share. Check that this covers all the points in the text.

If the learner has difficulty

- Read through the sentence with the learner. Support them to put the emphasis on the correct words. Highlight words that are unknown and support learners to find out their meaning.
- Discuss the sentence and relate it to everyday experience. Encourage the learner to start by rewording the essence of the sentence before adding any detail.
- Discuss other strategies for understanding this kind of document, such as asking someone else who is able to explain the information clearly and accurately.
- Pair ESOL learners with native speakers of English.

Extension

- Repeat the activity using other workplace documents.
- Learners could reword other important workplace documents for colleagues.
- Learners could write their rewording for other learners to read.

Theme assessment

Using their own job descriptions, ask learners to make a spidergram or diagram to show how they relate to others in the organisation and the lines of communication.

What are my duties at work?

Focus

As an Early years practitioner, you work as part of a team.

It is important for you to know:

- what **your** duties are
- what the duties of **other** members of the team are
- who **you** should report to.

The **contract of employment** sets out your rights and responsibilities at work.

- Read the contract in detail before you sign it.
- Find out about anything you do not understand.

CONTRACT OF EMPLOYMENT

GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: Kidzplay Ltd of 352 Chapel Street, Stretton, Bowmore (hereafter referred to as 'the Company')

EMPLOYEE: Josh Franklin, 2 The Barns, Stretton.

JOB TITLE: Nursery Assistant

1. INTRODUCTION:
   Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

The job description lists your responsibilities in your job.

All employees are given a written job description which they must read and understand before the contract is signed. If you accept the contract, you agree to do all the things on the job description.

JOB DESCRIPTION

Job title: Nursery Assistant

Responsible to: Manager and Deputy Manager

Key role: The care and supervision of children with regard to their physical, emotional and intellectual needs

During the course of your employment you will:

- Adhere to the Policies and Procedures of Kidzplay Ltd.
- Comply with the Children's Act, Health and Safety legislation, the guidelines of Ofsted and the National Standards.
- Ensure confidentiality is maintained in the nursery.
- Work as part of a team.
- Work with the Nursery Nurse on planning and preparation of activities.
- Liaise with parents.
- Ensure effective communication within the nursery.
- Offer all children equal opportunities in accordance with their religious persuasion, racial origins, gender, disabilities, cultural or linguistic background.
- Keep development records and observations.
- Manage children's behaviour in a positive way.
- Cater for the social needs of the children.
- Prepare, care for, clean and maintain the playrooms and equipment.
- Provide a good role model for students and help new staff fit into the nursery.
- Keep accident, incident and risk assessment records.
- Supervise meals and mealtimes and, where appropriate, prepare babies' bottles.
- Attend staff meetings as arranged by the Nursery Manager.
- Participate in regular parents' evenings, publicity, open weekends and children's outings.
- Any other duties appropriate to the post as directed by the Nursery Manager and Area Manager.

Try to work out the meaning of any unknown word by reading the words around it. Then check it in a glossary or dictionary, or ask a colleague.

Certain words tell you exactly what you *must* do.

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.

What are my duties at work?

Task

You will need the Job description from the Source material.

Jo Foster has just started a job as a Nursery Assistant in a school. She is not familiar with her duties yet.

Use the Job description to find out what she should do.

Task 1

Work out the meaning of these phrases from the Job description.

Explain the meanings to a colleague.

1 work in close association with _____

2 of paramount importance _____

3 other relevant duties _____

Task 2

Find out what Jo should do in each case.

1 *The teacher has asked me to mop up some spilled paint. Should I do it?* Yes / No

2 *There's a parents' meeting on Thursday. Do I have to be there?* Yes / No

3 *Ceri grazed her knee in the playground today. Do I have to fill in the accident record?* Yes / No

4 *Is it my job to decide what equipment I put out and tidy away?* Yes / No

5 *Two children need help to go to the toilet. Do I have to help them?* Yes / No

Task 3

Explain this part of the Job description to a colleague.

> Starting and finishing times within the hours specified will be as stipulated by the Principal.

Rw/L2.2; Rt/L2.7; Wt/L1.2; Rw/L2.3

PAGES 1:7–1:8

Listening to instructions

Occupational setting

Many instructions in Early years settings will be given verbally. Sometimes the listener will have to assimilate a lot of information and rely on memory. This is particularly true during the first few weeks of a new job when everything is new. It is important that learners practise ways of picking out and remembering the jobs they need to do or the actions they need to follow by listening carefully, particularly to imperatives, both positive and negative, such as 'Let …' or 'Don't take …'.

Materials

Audio equipment

Learning outcomes

1 To use strategies for picking out the relevant from irrelevant details (focus page)
2 To listen for key words to pick out what should and should not be done (focus page, Tasks 1 and 2)
3 To recognise key order words in instructions (focus page, Task 3)
4 To know how to clarify and confirm understanding (focus page)
5 To practise giving instructions (Task 4)

Suggested teaching activities

Introduction

- Introduce the theme by giving learners some muddled instructions about something relevant or interesting to the learners. Include a lot of irrelevant information ('By the way, did you see X last night?'), instructions in the wrong order (e.g. last instruction to say, 'And before you start any of this …'), detail mixed in with specific instructions (e.g. 'Even if there is nobody around to help you and you are in a hurry, you should still …').
- Ask each learner what s/he picked up from the instructions. Elicit the fact that they weren't ready for them, didn't know who was to do what, had no opportunity to ask questions, etc.
- Ask learners about their experience of listening to instructions. What are the problems? What are good instructions? What can go wrong if they don't understand or follow work instructions?
- Remembering instructions is as important as understanding them. Devise some memory games along the lines of 'My grandmother went to market and bought …' modified for Early years practitioners. Some useful memory techniques can be found on www.mindtools.com/memory.html.

Focus page 1

- Ask learners about any techniques they have for remembering information/instructions. Acknowledge and list on the board/flipchart.
- Before presenting learners with the focus page, listen to the audio clip of a supervisor explaining to a new nursery assistant how to prepare cots.
- Discuss any techniques the assistant in the audio uses and add these to the list on the flipchart if necessary.
- Present learners with the focus page. Replay the audio clip.
- Work through the tactics on the page, using the text of the audio clip for examples of each point. The points covered are explained below.
- **Active listening.** Discuss what being an 'active listener' means and why this is important. You may need to introduce the term 'body language' and demonstrate what this means. This is a useful opportunity for some role-play on active listening: one person talks or asks questions, the other gives no feedback, either verbally or in body language.
- **Tone of voice and intonation.** Give other examples in which listening to tone of voice and intonation gives a useful clue to meaning.
- **Positive and negative command words.** Draw learners' attention to the imperatives – the instruction words that signal instructions (e.g. 'lay …' and 'get …') and their opposites ('don't

lay …' and 'mustn't get …'). Point out other phrases that are often used in instructions such as 'make sure' and 'wait until'.

- **Conditional commands.** Instructions may include words like 'if', 'only' and 'when', indicating that the instruction is followed in a particular circumstance. Make up some examples from learners' experience.
- **Sequence words.** Discuss words and phrases that indicate sequence or the order in which things should be done; write these on the board (e.g. 'before you do anything else', 'at the end', and so on).
- **Repeating things back for confirmation.** Provide examples of how this can be done (e.g. 'So, I pull the sheets tight but I leave the blankets loose?').
- **Asking questions for confirmation.** Ask learners to provide some examples using the list as a prompt.
- **Creating a mental picture.** Can learners work through the stages of making a cot using mental images?
- **Making brief notes.** Remind learners that they need to be able to understand their own notes – so whatever the learner understands is acceptable in personal notes. These skills will be useful if they are responsible for recording information about children during the working day.
- Acknowledge the techniques already listed by learners.
- Ask learners to listen to the audio clip again, applying the techniques discussed, and then explain to a partner what to do. (This helps to confirm whether the instructions have been remembered clearly.)
- It might be useful to involve learners in role-plays based on instructions. One person reads some instructions, the others focus on different aspects of listening for instructions (e.g. things you have to do, things you must not do, instructions for individuals, instructions for everyone, suggestions for questions to clarify understanding). Alternatively, one person calls out orders; the others make a mental checklist and repeat back what they have heard.
- Revisit the flipchart. Emphasise that no one technique works for everybody and learners should experiment to find a combination of techniques that work for them.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 SLlr/L1.2 SLlr/L1.3 SLlr/L1.4 SLc/L1.2 SLc/L1.3	CCLD 204 CCLD 201	C1.1

Task 1 2

Listen to a set of instructions and pick out the things you must do
SLlr/L1.2

- Explain the task and ensure learners understand what they are listening for. Play the audio clip through once for gist. Give learners the opportunity to ask questions or discuss the scenario.
- Look at the tip on the page and explain to learners that they are listening for positive instructions (i.e. things you are being asked to do, *not* 'do not …').
- You may want to spend some time thinking about the different ways that this type of instruction can be given (e.g. 'make sure …', 'do this', 'clear the …', 'you should/must …', and so on). Confirm that work instructions can be framed in a number of different ways and it is important to recognise these as instructions (i.e. telling you what to do).
- Play the audio clip again, this time listening for the words that tell you what you must do. Learners could discuss this in pairs. What are the things that must be done? Learners should make a note of these instructions.
- Replay the audio clip for learners to confirm their responses. Remind learners that they don't usually get a second chance to listen to instructions unless they ask for something to be repeated.

If the learner has difficulty

- Read the script of the audio clip in smaller chunks, perhaps one sentence at a time. Ask learners, *Does the person tell you to do something? What?*
- Remind learners that they are listening for things that require action: what they must do (not what they must not do).

- ESOL learners may have some language difficulties – some of the sentence constructions in the audio clip may be difficult to understand because of the spoken form. If learners are having difficulty with this task, write the instructions on individual cards and ask them to select the correct card when they hear the instruction.

Extension

- Ask learners to prepare a similar script for other learners to listen to, using their own experience.
- Ask learners to make a note of any questions they might need to ask to clarify the instructions.

Task 2 2

Listen to the same instructions and pick out the things you must not do
SLlr/L1.2

- Replay the audio clip. Ask learners to discuss what they have heard in pairs. What are the things that must not be done? Point out the tip on the page.
- Replay the audio clip for learners to confirm their answers.

If the learner has difficulty

- Read the script of the audio clip in smaller chunks to allow learners more time.
- Listen out for the negative words: 'you must not', 'don't'.
- ESOL learners may need to work on key vocabulary.

Extension

Practise this skill in workplace situations where instructions are given. Learners should practise making notes of instructions, perhaps in columns of 'dos' and 'don'ts'.

Task 3 2

Listen to some instructions given out of order and number them in the order they should be followed
SLlr/L2.2

- Explain to learners that they need to listen out for key order words to help them decide on the correct order.
- Explain that they should write the numbers 1–4 in the boxes. Suggest that they write in pencil in case they change their minds.
- Explain that they will be able to listen several times to check the order.
- Play the audio clip again, listening for key order words/phrases (learners might jot these down).
- Discuss the words/phrases and the order they suggest.
- Play the audio clip again and let the learners number the instructions.
- Play the audio clip again for learners to check their order.

If the learner has difficulty

- This requires good listening skills, so some learners may have difficulty retaining the information or following it through.
- Read the script of the audio clip in smaller chunks, no more than one sentence at a time (from where the instructions actually start). Ask learners, *What was the order word or phrase you heard?*
- Remind learners that they are listening for order words or phrases such as 'first', 'then', 'after' and 'when'.
- Explain that the word 'when' here means the same as 'after'. Give an example using 'when you've done that, do this …' meaning the same as 'do this after you've done that …'.
- The spoken idiom may prove difficult for ESOL learners. Learners may need more support or direct guidance for each of the stages detailed above.

Extension

Ask learners to prepare a muddled set of instructions for how to do a workplace task for a partner to sort out.

Task 4

Explain your own 'non-collection of children' policy to a colleague
SLc/L1.3

- Ensure learners understand the term 'policy'.
- This activity relies on learners accessing information from their own workplace. This can be done verbally or using a written policy.
- Alternatively, give learners a policy to follow or instruct them accordingly.

- Ask learners to work in pairs, explaining the same policy to each other. Remind them to ensure that they have outlined the main point(s) and included any essential details.

If the learner has difficulty

- Some learners may have difficulty with the amount and level of reading required to complete this task or may struggle to remember the main points and details.
- Support them by reading the text with them and asking them to identify the main principles of the policy. This may also need to be supported by questioning.
- Read the text several times and highlight vital details. Use sticky notes to order thoughts when explaining the policy to others.

Extension

Learners could develop a set of instructions from the policy.

Theme assessment

Ask learners to give a set of instructions verbally to a partner, putting the instructions in order and emphasising key words, including order words and 'do' and 'do not' instructions. The partner makes notes from the instructions and can ask questions to confirm information or check understanding.

Listening to instructions

Focus

Listening to instructions carefully helps you to follow them properly and do your job more effectively.

Get ready to listen.

- Look as if you *are* listening.
- Nod.
- Look at the speaker.
- Concentrate on what the speaker is saying.
- Look keen!

Repeat things in your own words to check you understand.

Comforter? Ah! She means a dummy.

Ask questions to check you have understood.

Can I just check that …?
Can you tell me what you meant by …?
Please could you repeat the part about …?

Listen to the speaker's tone of voice to pick up on the really important things.

***Always** pull the sheet taut.*
***Never** leave the babies on their own.*

1

First, make sure you get the right bed sheets and blankets for the baby you're making the cot up for. We keep them over there in the trays with the babies' names on them. See?

The sheet must always be pulled really taut, like this, but the blanket must be loose. Don't put it any higher than the baby's shoulders.

Next, lay the baby down on his back with his feet at the bottom of the cot and loosen any tight clothing, such as this bib from around his neck.

Never leave a baby with a bottle or comforter. Wait until the baby is asleep and then gently remove it. Even then, we do checks every 15 minutes – we never leave a child unattended, even when it's in a cot.

If the baby's going to sleep in a pram, do the same things but after you've laid him down on his back, make sure you put a harness on.

Listen for key command words about what to do and what not to do.

Lay …, wait …,

Don't put …

Listen out for your name.

Keep a notepad to jot down what you have to do …

… or keep a mental note of what applies to you.

Right, that's three things I've got to do.

Some things only need doing if something else happens – you may have to choose.

If … when …

Listen for the words that let you know what order to do things in.

Order words like: first, second, then, afterwards, before that, later, next and finally.

Listening to instructions

Task

Yolanda Davis is reminding herself of the things she should do if a child is not collected from the after-school club. Listen to the supervisor explaining the procedure.

Tip
Count off on your fingers every time a new job is mentioned. Try to make a picture in your head of what needs to be done.

Task 1

2

Make a note of the three things the supervisor suggests to keep the child happy.

1 _____

2 _____

3 _____

Tip
Listen out for command words.

Task 2

2

Listen again. This time, make a note of two things that she **must not** do.

1 _____

2 _____

Tip
Listen out for words like 'don't' and 'mustn't'.

Task 3

2

Number these steps to show the order in which Yolanda should do them.

- ☐ Phone all the contact numbers in the child's file.
- ☐ Contact Social Services.
- ☐ Check the Collection Book.
- ☐ Put a message on the answer phone with an emergency contact number.

Tip
Listen out for the key order words and phrases.

Task 4

Find out about the policy in your workplace for the non-collection of children. Explain it to a colleague.

SLlr/L1.2; SLc/L1.3; SLc/L2.2

PAGES 1:9–1:11

Reading policies and procedures

Occupational setting

In any Early years setting, policies and procedures are written to ensure that workers work efficiently and effectively to accomplish tasks to the same standard and with the best interests of the child in mind. Parents are often made aware of the policies and procedures of the setting, so it is vital that those who work within the setting are very familiar with all the guidelines and methods they should follow and are able to explain these to parents. The burden of reading procedures is usually placed on the practitioner when s/he first joins a setting, during the induction process. The practitioner often has to sign to say s/he has read and fully understood a policy, so full comprehension of policies is vital.

Materials

Workplace policies and procedures

Behaviour management policy from the Source material (0:03–0:04)

Nappy changing procedure from the Source material (0:05)

Highlighter pens

Learning outcomes

1 To read and understand the language of policies and procedures (focus page, Tasks 1 and 2)

2 To recognise and use the organisational structure to aid understanding (focus page, Tasks 1 and 2)

3 To use different reading strategies to locate and understand information (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Check learners understand the differences between policies and procedures. They may be called by different names in different settings (e.g. guidelines, method statements).
- On the board/flipchart, record learners' thoughts about the advantages and disadvantages of having policies and procedures in place and following them in their jobs. Safety issues, maintaining standards, knowing how to do something and protecting organisations and individuals, may all emerge as advantages. Restricting responsiveness and creativity may emerge as the disadvantages. Hopefully the advantages will outweigh the disadvantages, but you may have to add to the list.
- Ask learners to identify any good or bad points they have found when trying to read and/or follow some procedures. Can they all name one policy or procedure in particular? Can they say what it is about the procedures that they don't like or can't understand?
- List the points as they are identified.

Focus page

Policies

- Point out the headings, subheadings, bullet points and sub-bullet points in the extracts on the focus page. (The nappy changing procedure is also provided in full in the Source material.) Look at workplace policies (or the Behaviour management policy from the Source material) and use organisational features to locate specific policies and information from policies.
- Point out to learners that they need to be familiar with the policies of the setting in order to comply with them. Ask learners to share any techniques they may have for reading and understanding longer documents.
- Consider different techniques for reading and understanding longer documents:
  - scanning to locate specific information
  - skimming to get the gist
  - 'chunking' text to read a sentence/short paragraph at a time
  - highlighting key information
  - looking up the meanings of words and phrases in a glossary or dictionary, or finding out the meaning by asking somebody else

- using punctuation (full stops and commas) to 'chunk' text and make sense of longer sentences and lists
- re-reading
- reading aloud
- asking oneself questions about what has been read
- thinking about what has been read in one's own words
- explaining what has been read to a colleague
- writing notes.

- Practise some of the techniques using a policy from the workplace. Stress that it is up to each individual to develop a method that suits them and that any or all of the techniques described by both learners and the teacher may be applied as long as they are successful for the learner.
- ESOL learners will need additional help to explore the language used in these documents and the sentence structure that includes the use of the passive voice, for example: 'Good hygiene practices are always followed …'.

Procedures

- Procedures are often sets of instructions. They commonly follow a set sequence and things may go wrong if they are followed out of order. Point out the possible features mentioned on the page and locate the examples.
- Using the full copy of the Nappy changing procedure from the Source material, ask the learners to find further examples of each feature and highlight them in some way.

Return to the list made on the flipchart during the introduction and assess whether the difficulties have been addressed and how any remaining problems might be dealt with.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.1	CCLD 204	C2.2
Rw/L1.2	CCLD 207	
Rs/L1.1		
Rs/L1.2		
Rt/L2.1		
Rt/L2.3		
Rt/L2.8		

Task 1

Read and show understanding of a written policy by answering questions

Rw/L1.1
Rw/L1.2
Rs/L1.1
Rs/L1.2
Rt/L2.1
Rt/L2.3
Rt/L2.8

- Introduce the task, explaining to learners that you want them to use a range of reading strategies to answer the questions. Ask them to think about the strategies they are using for different questions.
- **Question 1:** Remind learners to use the headings and subheadings to navigate the policy, and that it is a good idea to skim through the whole policy to get the gist before beginning to identify anything that is difficult to understand or carry out.
- **Question 2:** Remind learners that scanning for a key word can help to locate specific information.
- **Question 3:** Suggest that learners highlight any words they find difficult to read or understand and that they remember there is more than one strategy to find out what words mean:
  - read the sentence aloud and work out the meaning from the context
  - look words up in a dictionary
  - use a glossary
  - ask someone else
  - use previous experience about the type of word or part of the word to predict meaning.
- **Question 4:** remind learners that commas often separate things in lists and that the word 'and' indicates that more than one item is mentioned.
- **Question 5:** Ask learners to work in pairs. ESOL learners may benefit from being paired with a native English speaker.

If the learner has difficulty

- Observe learners who have a lot of difficulty with the reading in this task, to identify the nature of their difficulty. Some readers, especially less confident readers, will take a lot of time to read text word by word. This is time consuming and often the meaning is lost in the process of laborious reading.

- Other readers may be distracted by word-level problems when they encounter unknown words. Emphasise and practise strategies for predicting or looking up the meaning of words.
- Ensure learners are tracking text by suggesting the use of a straight edge, pen or finger.
- Model skimming a text. Offer additional practice and support to those who find skimming and scanning difficult.
- Make an audio clip of the text that learners can use to practise reading material that is a challenge.
- Learners who cannot cope with the level of text should be given additional support with less demanding text to build confidence.

Extension

- Ask learners to rewrite the policy in as straightforward a way as possible; get them to proofread their own work and then give a copy to any learner who is finding the task difficult. Point out that simplifying does not always mean reducing the amount of text; it could mean more text, as instructions are broken down into smaller steps.

Task 2

Read and show understanding of a written procedure by answering questions
Rw/L1.1
Rw/L1.2
Rs/L1.1
Rs/L1.2
Rt/L2.1
Rt/L2.3

- **Question 1:** Remind learners to skim the whole procedure before answering specific questions.
- **Question 2:** See Task 1.
- **Question 3:** Remind learners about the use of command words (imperatives) to indicate an instruction and use of the word 'and' when more than one instruction appears in a sentence.
- **Question 4:** Remind learners of words that indicate that an action is conditional upon something else (e.g. 'if', 'when', 'although', 'unless').
- **Question 5:** Remind learners that words like 'it' and 'this' often refer to something that has been mentioned earlier in the sentence and that they may refer to a single word or to a whole phrase.

If the learner has difficulty

- Learners who have a lot of difficulty with the reading in this task should be offered additional support.
- ESOL learners may need some extra support with complex sentence structures and formal language.

Extension

Ask learners to work in pairs to rewrite the procedure in as straightforward a way as possible through discussion, highlighting and picking out the critical information and thinking of more straightforward but clear ways of expressing the information. Get them to proofread their work and give a copy to any learner who is finding the task difficult.

Theme assessment

Ask learners to choose a written policy and a procedure from their own workplace and use the strategies outlined to read and understand it.

Reading policies and procedures

Focus

Policies set out the general rules about the way things should be done and the standards that are expected.

Headings and **sub-headings** will stand out in some way.

The points will be numbered or listed with bullet points to make them easier to find.

Nappy and Toilet Training Policy

Nappy changing

- Parents must provide nappies, wet wipes and any creams their child will need.
- Children's nappies will be changed mid-way through each session to keep the child comfortable and to avoid nappy rash.
- Nappies will be changed as soon as possible if they are dirty or considered overly wet.

Toilet training

- Good hygiene practices are always followed and the children are shown:
  - how to use the toilet
  - how to wash their hands after every visit.
- Accidents will be dealt with calmly, sympathetically and in a way that does not make the child feel s/he has done wrong.
- We do not use potties unless especially requested by a parent, who must then provide one for their child to use.

Use the **headings**, **subheadings** and bullet points to find your way around a long document. Pick out the part you need to read in detail.

The language used is quite formal to show that the documents are official. You may need to read in smaller chunks, read things more than once and check the meaning of words and phrases.

Procedures set out the exact steps that should be taken to get something done.

They might be written as numbered instructions to tell you what order to do things in. You may need to check through the method in your mind to make sure you include everything.

Look out for more than one thing in a sentence.

Look out for direct instructions.

Look out for things that must be done if something else happens.

Know what each sentence is about.

Nappy Changing Procedure

When changing an infant's nappy you must:

a) Wash your hands.

b) Set out the equipment needed for changing ready for use.

c) Protect yourself with gloves and an apron.

d) Place green paper over the changing mat and lay the child down on it on his/her back.

e) Remove the nappy and clean the area thoroughly with wet wipes (unless the parent/carer has specified otherwise).

f) Place the soiled nappy and cleaning materials used in a nappy sack and put it in the nappy compactor. (If the nappy is re-usable, place the liner and other materials in a nappy sack before placing it in the compactor. Place the nappy in another nappy sack and put it in the child's bag ready to go home.)

Look out for the order in which things must be done.

Explain it to a friend to check you've remembered everything.

Reading policies and procedures

Task

Task 1

Read this section from an equipment and resources policy.
Then answer the questions.

1 What is the gist of this policy? Answer in your own words or explain to a colleague.

2 How many times is the word 'development' used in the policy? Circle your answer.

1 2 3 4 5

3 Write down the meanings of these words as they are used in the procedure:

- aptitude
- non-discriminatory
- stereotyping
- consolidate
- promote.

4 List the five qualities mentioned in the 'Statement of intent' about the equipment, resources and toys provided.

_____

_____

_____

_____

_____

Equipment and resources policy

Statement of intent

We believe that high-quality care and education are promoted by providing children with safe, clean, attractive, age- and stage-appropriate equipment, resources and toys.

Aim

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim:

- we provide play equipment and resources that are safe and – where applicable – conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources that promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources that promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials that are clean, in good condition and safe for the children to use.

5 Explain to a colleague what this bullet point means:

> • we provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;

Answer some questions about a policy and a procedure.

Rt/L2.1; Rt/L2.3; Rt/L2.8; Rs/L1.1; Rs/L1.2; Rw/L1.1; Rw/L1.2

Reading policies and procedures

Task

Task 2

Read this section from a playground procedure.
Then answer the questions.

1 Who should follow this procedure?

2 Write down the meanings of these words as they are used in the procedure:

adhered to

_____

interacting with

_____

initiate

_____

3 How many instructions are there in point 1? Circle your answer.

1 2 3 4 5 6

4 Three things only need to be done in certain circumstances. What are they?

_____

_____

_____

5 **a** *Set up the required equipment and inspect it for hazards.*

What has to be inspected for hazards?

b *If a child needs first aid or toileting, an additional staff member must be called to deal with this.*

What must an additional member of staff deal with?

Playground procedure

The playground is a high-risk area, as a large group of children play together using physical play equipment on Tarmac. The following procedure must be adhered to by everybody who works with children in the playground.

1. Before your group of children go outside:
- Ensure the gates are locked.
- If applicable, move cars out of the playground.
- Visually inspect the playground for new hazards, e.g. animal fouling, litter.
- Set up the required equipment and inspect it for hazards.
- Ensure all children are suitably dressed for outside weather, i.e. shoes, coats, hats, gloves, sun cream, etc.

2. Take out with you:
- a first aid bag
- at least one other member of staff (two staff per area of the playground)
- tissues and a carrier bag for used tissues.

3. When outside, you may be interacting with or supervising the children.

Interacting
- Let children initiate play (unless there is a specific activity and outcome). You may be able to add materials or equipment to extend their play and learning.

Supervising
- All age bands must play separately – do not allow pre-school children, babies and out-of-school children to play in the same area.
- If a child needs first aid or toileting, an additional staff member must be called to deal with this.
- A member of staff must always be at the bottom of the slide when it is in use and another staff member by the climbing frame. These are additional staff to those supervising the playground. Ensure that the equipment is not overcrowded. Instruct children to move away from the landing area of slides.

Answer some questions about a policy and a procedure.

Rt/L2.1; Rt/L2.3; Rs/L1.1; Rs/L1.2; Rw/L1.1; Rw/L1.2

PAGES 1:12–1:16

Frameworks and guidance

Occupational setting

An Early years practitioner may be dealing with a broad range of ages and will therefore need to be familiar with many guidance documents and frameworks. These documents are extensive and do not all follow a standard format or style. It is important that the practitioner has a basic knowledge of how to navigate such documents. The practitioner needs to be familiar with the aims and objectives for the age range that s/he is most familiar with, but within the context of the whole age range, in order to see the likely progression of the individual child. The focus pages provide learners with a process and strategies for approaching long documents. Module 5 includes a series of activities that ask the learner to plot the progression of some literacy and numeracy skills through all the frameworks.

Materials

Birth to Three Matters

Curriculum Guidance for the Foundation Stage

The National Literacy Strategy – Framework for Teaching

The National Numeracy Strategy – Framework for Teaching Mathematics

Learning outcomes

1 To familiarise learners with government policy documents, guidance and frameworks (focus page, Tasks 1–5)

2 To use format and structure to navigate policy documents (focus page, Tasks 1–5)

3 To practise scanning, skimming and detailed reading techniques (focus page, Tasks 1–5)

Suggested teaching activities

Introduction

- Find out what learners already know about the frameworks and curricula.
- Talk about the range of information that is available, showing them the frameworks and guidance documents for children up to Key Stage 2. Ask some general questions about where they would expect to find certain pieces of information: *If I wanted to know about the emotional development of a 7-month-old child, which document will I look for? If I need to know what a 6-year-old child will be expected to achieve in numeracy in a certain term, which document will I use?*
- Ask learners to think about the skills they will use to identify the correct document. Do they need to read the whole thing to get the information they need?
- Ask learners about the next steps. How will they find the exact information they need? Allow them to browse the documents and list any techniques they identify, such as using colour coding, using contents pages.

Focus pages

- Take learners on the 'journey' that begins with the front cover of the document. At each stage talk about the reading skill involved in locating the information required and practise it on the actual document.
  - Discuss what is on the cover: title, etc.
  - Identify the contents page – describe scanning as a similar process to looking for a familiar face in a crowd. You can have a key word in mind and scan the text looking for it.
  - Discuss the format – colour, symbols, different size and type of font, headings, subheadings etc.
  - Tables – show learners how to make use of headings and to look up and down the columns and across the rows using a finger, a straight edge such as a ruler or an inverted-L-shaped card.
  - Look at lists – compare the different types of list, e.g. numbered, bullet points.

  - Show learners how to decide if it is the right page by skimming. Skimming involves using the headings, illustrations and any other clues to help decide what the text is about and then thinking about the possible meaning of the text and letting the eyes skim over the text looking for key expressions – not reading every word but just getting a general idea of what it is about. Refer to this as 'getting the gist'.
  - Understand the technical vocabulary – practise looking up words in a glossary.
- Strategies that learners can use for reading in detail include:
  - 'chunking' text in order to read a sentence/short paragraph at a time
  - looking up the meanings of words and phrases in a glossary or dictionary, or finding out the meaning by asking somebody else
  - using punctuation such as full stops and commas to 'chunk' text and make sense of longer sentences and lists
  - reading several times
  - reading aloud
  - asking themselves questions about what they have read
  - thinking about what they have read
  - explaining what they have read to a colleague
  - writing notes.
- After working through the techniques on the pages, compare what has been done with the first thoughts listed on the board/flipchart.
- Give pairs or small groups of learners a framework that they are familiar with. Ask learners to find specific pieces of information (e.g. *Using* The National Literacy Strategy – Framework for Teaching, *Section 2, find point 7 in the Sentence Level work for Year 1, term 1. Using* Birth to Three Matters, *find the things you should be aware of on the 'Me, Myself and I' card. Using* Curriculum Guidance for the Foundation Stage, *find the first stepping stone of personal, social and emotional development. Using* The National Numeracy Strategy – Framework for Teaching Mathematics, *find the planning grid for what to teach Reception during the summer term.*).
- If appropriate, conduct a similar exercise with a document that learners are less familiar with.
- Ask learners to consider the skills they used to find the information. List these on the board/flipchart.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	CCLD 204	C2.2
Rt/L1.1	CCLD 203	
Rt/L1.4	CCLD 206	
Rt/L1.5		
Rw/L1.1		
SLc/L1.3		

Task 1

Match the titles of the frameworks to their purpose
Rt/L1.1

Explain the purpose of the frameworks
SLc/L1.3

- Ensure learners have copies of the relevant frameworks.
- Explain to learners that the purpose of these tasks is to familiarise them with the frameworks and curricula and that they should take time to do this.

If the learner has difficulty

- Support learners to read the information for the task.
- Ask direct questions to extract the main points and get to the essential purpose. Identify the age group the framework covers, the target audience (*Who is it for?*) and subject areas. Give a list of structured headings to learners who require it.

Extension

Ask learners to explore the introductory sections of the framework documents and to find out when they were published, which department was responsible and where copies can be obtained from.

Task 2

Use the 'Contents' pages to find page numbers
Rt/L1.4

- Make sure there are sufficient copies of the frameworks for learners to use. Check that learners are aware of the titles of the frameworks and have some understanding of their contents.
- Explain the process of using a contents list and emphasise that scanning speeds up the searching process.

If the learner has difficulty

Support learners to use a contents list and practise scanning the list for items. Write items on cards if learners find it difficult to move focus from the question to the contents; the card can be moved down the list. Assist with tracking across to the page number by using a straight edge as a guide.

Extension

Ask learners to find pages and sections for topics that are not worded in the same way as the section headings (e.g. *Where will you find the early learning goals for writing in the foundation framework? Where will you find out about acquiring physical skills in* Birth to Three Matters?). Learners will need to make links between the words/categories on the page and what they are looking for. How will things be classified? What headings will be used?

Task 3

Use colour and images to access information in a framework document
Rt/E3.9

- Make sure sufficient copies of *Birth to Three Matters* are available. Point out to learners that colour coding is used to indicate different aspects of a child's development and to help people access the information.
- Show learners what is meant by a component card.
- Point out the use of symbols to represent age groups.

If the learner has difficulty

- Learners may have difficulty with the language associated with the document, such as 'aspect' and 'component'. Go through this language and give examples from the framework.
- Demonstrate the process of finding a component card, then ask the learner to complete the task independently.

Extension

Ask learners to find more specific information using both colour and symbols.

Task 4

Use a glossary to find out the meanings of some terms and explain them to a friend
Rw/L1.1
SLc/L2.3

- Make sure learners know what a glossary is. Compare a glossary and a dictionary, demonstrating that some words have different meanings in different contexts.
- Ask learners to discuss the meanings of the words for the task as they appear in the framework documents before looking them up in the glossary to check.

If the learner has difficulty

- Support learners who have difficulty with alphabetical order. Dyslexic learners may feel more confident if they have access to an alphabet card.
- Encourage learners to keep a personal glossary with their own definitions of words.
- Encourage learners to explain the definitions in their own words.
- Encourage learners to use the words once they have understood the meaning.

Extension

- Ask learners to work in pairs to scan for words in the framework and give these to their partner to define.
- Discuss and practise other techniques for finding the meaning of words, such as predicting from context. Agree a common definition of the words.

Task 5

Use format to find specific information from the frameworks
Rt/L1.4
Rt/L1.5

- Remind learners of the work done on the focus page.
- Make sure learners have sufficient copies of the framework documents. The questions are grouped according to the documents used, so learners could tackle them in any order if there is only a limited number of documents.

If the learner has difficulty

Learners will need to use a range of skills to complete this task. Some learners will need the task to be broken down into smaller steps. Some learners will require additional support to read the text.

Extension

Hold another information race in teams to see who can track down information successfully.

Theme assessment

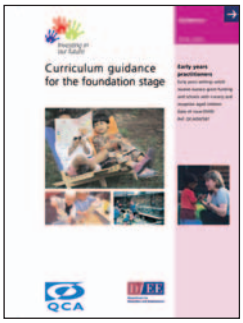
According to the interests and vocational settings of learners, ask them to research a particular aspect of a child's development and track this through to either the previous or next stage of development.

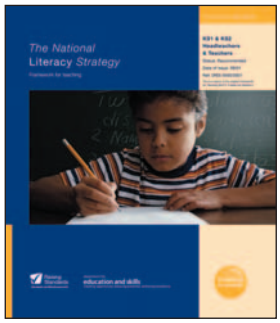
Frameworks and guidance

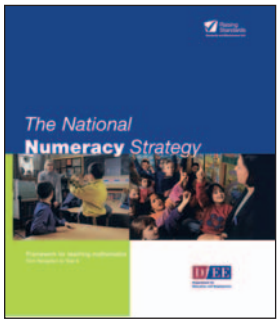
Focus

Each framework is different, but they all have certain features to help you find your way around them – like using a roadmap.

1 You start out at the cover. Each one has a title.







2 Inside you may find a **Contents** page to tell you where to go.

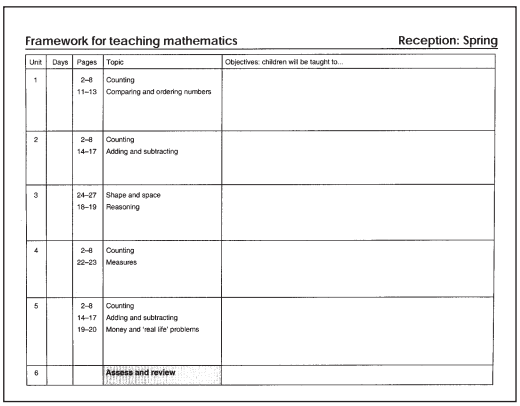
The **Contents** page lists:

- the **sections**
- the **subsections**
- the **pages** where you can find each thing.

3 As you look for the **section** or **page** you want, you may get further help from:

- the colours
- the symbols
- the differences in print (**bold**, *italic*, etc.)

4 When you find the page you need, the information might be in a table.



Framework for teaching mathematics — Reception: Spring

Unit	Days	Pages	Topic	Objectives: children will be taught to...
1		2–8 11–13	Counting Comparing and ordering numbers	
2		2–8 14–17	Counting Adding and subtracting	
3		24–27 18–19	Shape and space Reasoning	
4		2–8 22–23	Counting Measures	
5		2–8 14–17 19–20	Counting Adding and subtracting Money and 'real life' problems	
6			Assess and review	

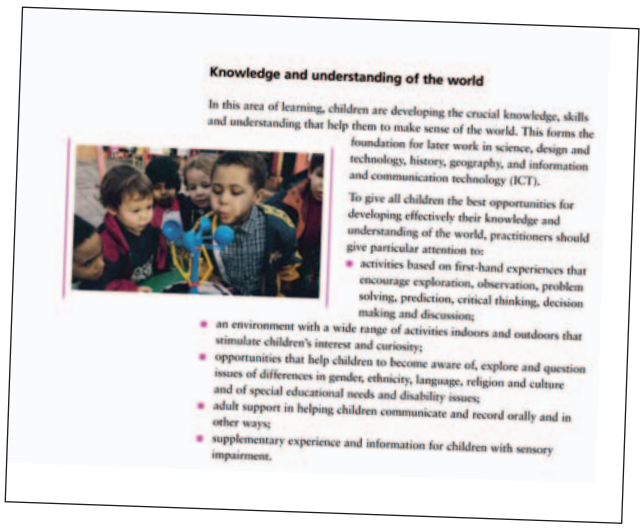
Find what you need by using the headings, and tracking up and down the **columns** and across the **rows**.

Frameworks and guidance

Focus

You have reached your destination!

- When you think you have reached the page you want, skim the information to get the gist of it and decide if you need to read further.
- Read the text in detail until you understand it.
- Check you understand the technical vocabulary.

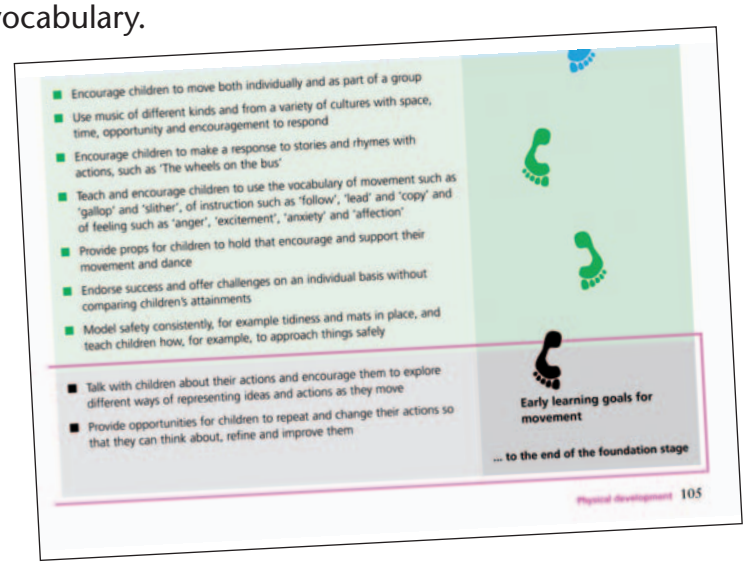


Knowledge and understanding of the world

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, design and technology, history, geography, and information and communication technology (ICT).

To give all children the best opportunities for developing effectively their knowledge and understanding of the world, practitioners should give particular attention to:

- activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion;
- an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity;
- opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues;
- adult support in helping children communicate and record orally and in other ways;
- supplementary experience and information for children with sensory impairment.



- Encourage children to move both individually and as part of a group
- Use music of different kinds and from a variety of cultures with space, time, opportunity and encouragement to respond
- Encourage children to make a response to stories and rhymes with actions, such as 'The wheels on the bus'
- Teach and encourage children to use the vocabulary of movement such as 'gallop' and 'slither', of instruction such as 'follow', 'lead' and 'copy' and of feeling such as 'anger', 'excitement', 'anxiety' and 'affection'
- Provide props for children to hold that encourage and support their movement and dance
- Endorse success and offer challenges on an individual basis without comparing children's attainments
- Model safety consistently, for example tidiness and mats in place, and teach children how, for example, to approach things safely

- Talk with children about their actions and encourage them to explore different ways of representing ideas and actions as they move
- Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve them

Early learning goals for movement

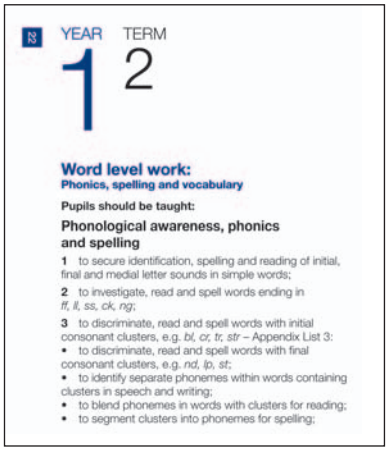
... to the end of the foundation stage

Physical development 105

Anyone know what an aspect is?

Aspects	Components			
A Strong Child	Me, Myself and I	Being Acknowledged and Affirmed	Developing Self-assurance	A Sense of Belonging
A Skilful Communicator	Being Together	Finding a Voice	Listening and Responding	Making Meaning
A Competent Learner	Making Connections	Being Imaginative	Being Creative	Representing
A Healthy Child	Emotional Well-being	Growing and Developing	Keeping Safe	Healthy Choices

The information might be in a list.



YEAR 1 TERM 2

Word level work:
Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure identification, spelling and reading of initial, final and medial letter sounds in simple words;

2 to investigate, read and spell words ending in *ff, ll, ss, ck, ng*;

3 to discriminate, read and spell words with initial consonant clusters, e.g. *bl, cr, tr, str* – Appendix List 3:
- to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st*;
- to identify separate phonemes within words containing clusters in speech and writing;
- to blend phonemes in words with clusters for reading;
- to segment clusters into phonemes for spelling;

Find what you need by using:

- the **headings**
- the **subheadings**
- the **numbers**
- the **bullet points**.

Frameworks and guidance

Task

Task 1

1 Match the titles to the purposes of the frameworks.

2 Explain to a colleague about the purpose behind the framework you are most familiar with. Add any extra information that may be of use.

1 The purpose of the Framework is to provide support, information, guidance and challenge for all those with responsibility for the care and education of babies and children from birth to three years.

2 This guidance is intended to help practitioners plan to meet the diverse needs of all children so that most will achieve and some, where appropriate, will go beyond the early learning goals by the end of the foundation stage.

3 The Framework illustrates the intended range and balance of work in primary mathematics to make sure that pupils become properly numerate.

4 The Framework for teaching sets out teaching objectives for Reception to Year 6 to enable pupils to become fully literate.

Titles

a *The National Numeracy Strategy – Framework for Teaching Mathematics*
b *Curriculum Guidance for the Foundation Stage*
c *The National Literacy Strategy – Framework for Teaching*
d *Birth to Three Matters*

Task 2

Use the contents pages of the frameworks to find the correct sections and pages for these topics.

Curriculum Guidance for the Foundation Stage

1 Knowledge and understanding of the world Page _____

2 Creative development Page _____

The National Numeracy Strategy – Framework for Teaching Mathematics

3 Yearly teaching programmes and planning grids Section _____

4 Supplement of examples: Reception Section _____

The National Literacy Strategy – Framework for Teaching

5 Summary of the range of work for each term Page _____

6 Additional guidance for children of reception age Page _____

SLc/L1.3; Rt/L1.1; Rt/L1.4

Frameworks and guidance

Task

Task 3

You will need *Birth to Three Matters.*

1 What colour are the component cards?

a A Skilful Communicator _____

b A Healthy Child _____

2 What age group do these symbols represent?

a

b

Task 4

1 Use the glossary to find the meanings of these terms as they are used in the framework documents.

a aspect _____

b competence _____

c range _____

d strand _____

2 Explain to a colleague what each term means.

Use format to find your way around longer documents.

SLc/L1.3; Rt/E3.9; Rw/L1.1

Frameworks and guidance

Task

Task 5

1 Look at *Birth to Three Matters*.

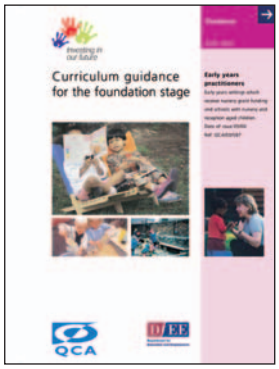
a What is the name of the child in the case study on the card called 'A Healthy Child – Healthy Choices'?

_____

b Find the card called 'A Competent Learner – Being Imaginative'. What is the first point under the subtitle 'Play and practical support'?

_____

2 Look at *Curriculum Guidance for the Foundation Stage*



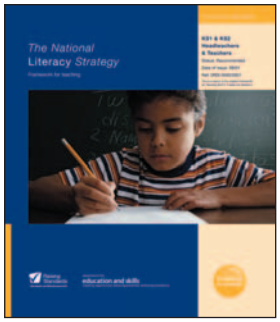
a Find page 127. What is the first bullet point under the heading 'What does the practitioner need to do'?

_____

b Find the 'Physical development' section. What is an example of what children do for the green stepping stones on page 104?

_____

3 Look at *The National Literacy Strategy – Framework for Teaching*



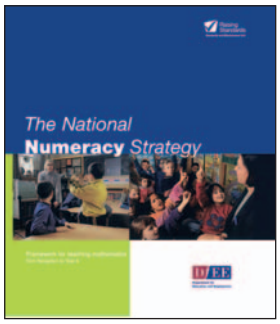
a What is the title of the second table in Section 3?

_____

b What is the first handwriting objective for Year 1 Term 1?

_____

4 Look at *The National Numeracy Strategy – Framework for Teaching Mathematics.*



a Find page 3 of Section 3. What is the Topic for Unit 3?

_____

b What is the eighth item on the list of Key Objectives for Reception?

_____

PAGES 1:17–1:18
Dealing with money

Occupational setting

Most Early years settings have simple accounts books and a petty cash system to record amounts received for food, trips and fund-raising purposes and amounts spent on materials and day-to-day running costs. Childminders who work at home are normally registered as self-employed and need to keep accurate records of all incomings and outgoings for the Inland Revenue. The method used for record keeping will vary from place to place and some will be less complex than others. This theme is about the basic book-keeping principle of listing all monies received and payments made in *separate lists*. This draws attention to some of the language and format issues around record keeping. Skills for using a calculator to perform money calculations are also highlighted. This theme assumes some basic competence in handling money and calculating with decimals.

Materials

Examples of income and expenditure records in different formats

Cards with examples of income and outgoings or receipts and sample cheques

Calculators

Learning outcomes

1 To record income and expenditure in a cash book (focus page, Task 1)
2 To calculate total income and expenditure (focus page, Task 1)

Suggested teaching activities

Introduction

- Discuss instances when records of income and expenditure are kept in Early years settings. Early years practitioners who work as self-employed childminders are responsible for keeping records for income tax purposes. Others may be involved in receiving payments from parents for events, trips, cookery activities and meals and for completing petty cash returns.
- Ask why record keeping is necessary. Elicit the need to show evidence of correct management, as well as keeping an eye on the bank balance. Understanding the purpose of record keeping is essential to understanding the need for accuracy.
- Elicit learners' understanding and experience of the balance sheet.
- Examine some income and expenditure records in different formats. Discuss the importance of writing neatly and legibly.
- Emphasise that if the learner is self-employed or is the person in charge, then s/he can decide how to record income and expenditure. However, when working for someone else, it is necessary to follow the system that is already in use.
- Ask learners about the methods that they have used to record incoming and outgoing money. Is the money written in columns? Are there separate columns for the pounds and pence? Are there separate pages for incoming and outgoing amounts?
- On the board/flipchart, write 'money coming in' and 'money going out'. Ask learners to think of other headings that they may have come across on paperwork for these terms (e.g. Money coming in – income, money received, etc. Money going out – outgoings, expenses, expenditure, money spent, etc.). List them under the appropriate heading on the board.
- Write some examples of different items that can be classed as income and expenditure. Ask learners to sort them into the correct category. This can be done as a card exercise or with examples of receipts and cheques.
- Emphasise the importance of keeping *all* paperwork, even receipts for small amounts.

Focus page

- Introduce the focus page by emphasising that, in the most basic terms, keeping financial records is about keeping evidence of the money

coming in and the money going out. Relate this to everyday experience of budgeting and personal finance.

- Point out that the system used on the cashbook on the page is only one example of keeping records, but the principle remains the same, regardless of the method.
- Recap the meanings of income and expenditure. Ask learners to read from the cashbook all items listed as income and those listed as expenditure. Make sure learners understand the language and can identify which items belong to which category.
- Look in detail at the technique of writing pounds and pence in two columns to record money in a cashbook or ledger. Point out that we normally use a decimal point to separate pounds from pence, but the decimal point is not needed in this format because the columns separate the pounds and pence.
- Examine the use of a single zero to record no pounds and two zeros to record no pence. Discuss what is meant by the single zero in the pounds column (no pounds) and what is meant by the two zeros in the pence column (no ten pence coins and no pennies).
- Ask learners to look at the example of the correct way to key £12.98 into a calculator and to compare it with the same amount written in the cashbook. Discuss why it is necessary to use the decimal point in the calculator but not in the cashbook (it is used in the calculator to separate pounds from pence because the calculator does not have columns to separate them).
- Ask how learners would key in £240.00 (2 4 0 or 2 4 0 .0 0). Repeat for £260.00. *Does it make any difference to the calculation?* Get learners to key in £240.00 + £260.00 using both methods. What is the answer in each case? Draw attention to the way in which the answer (£500) is recorded in the pounds and pence columns of the cashbook. Ensure learners understand the reasons for this.
- Ask how learners would key in £0.38 (.3 8 or 0 .3 8). Is it OK to key in just 3 8? Why is this so?
- Give some practice of using a calculator that involves adding amounts of less than one pound, of pounds and pence, and of pounds with no pence.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1	N/A	N/A

Task 1

Record and add income and expenditure MSS1/E3.1

- Explain to the group that the documentation on the page is for money going in to and out of the Teddy Bear Holiday Club during the month of July. Explain that 'Balance carried forward' shown on the record sheet is the amount of money in the club's account at the start of the month.
- Ask learners to work in pairs to sort out which amounts belong in which columns. They can then record the details on the record sheet and total each column at the end.
- A calculator can be used to check answers.

If the learner has difficulty

- Refer back to the basic system on the focus page. Cut up the page so that all the documents are separate and can be moved about. Talk through each item. Ask whether it is money coming in to the club or money going out. As each item is discussed write 'income' or 'expenditure' on it.
- When the documents have all been discussed, sort them into date order. Help the learner to list them one by one, filling in the amounts in the appropriate columns. Some learners may find an L-shaped card useful to keep track of the correct column. Dyslexic learners will find it easier to list income and expenditure on separate pages, since this reduces the burden of tracking the columns.
- Ensure that learners understand that pounds and pence are separated by a decimal point in normal written form, but are separated into pounds and pence columns on this recording sheet. Give additional support if required.

Extension

Discuss with learners the concept of profit and ask how they would check to see if an event or activity has been profitable. This could be done as a card activity with a good selection of cards showing income and outgoings. Give learners a random selection of cards to sort and record as before. Each learner then needs to see whether they have made a profit or a loss, or have broken even.

Theme assessment

- Ask learners to work in pairs to draw up a sample record of income and expenditure in an Early years setting, using either the format used on the task and focus pages or a format of their own choice.
- Keep a record of a fund-raising event at work if there is an opportunity.

Dealing with money

Focus

Whether you are providing childcare as a business or for non-profit making purposes, keeping records of the **money coming in** and **money going out** is an important part of the job.

Money coming in
- payments for childcare
- payments for trips
- payments for food

These may be:
- cash
- cheques
- standing orders
- childcare vouchers.

Money going out
- equipment (cots, play pens, etc.)
- toys and play materials
- drinks and meals for children
- cost of outings
- cleaning materials
- phone calls to parents
- heating and lighting costs.

Income means money that comes **in**, for example fees paid by parents, donations towards trips and events.

Expenditure means money that goes **out**, for example money that's spent on buying toys and equipment.

	Cashbook	**Income**		**Expenditure**	
Date	**Details**	**£**	**p**	**£**	**p**
01/03/06	Mr Syall (Fees × 4 wks)	240	00		
04/03/06	New changing mat			12	98
08/03/06	Baby wipes			1	98
11/03/06	Phone call (Mr Syall)			0	38
15/03/06	Mrs Wood (Fees × 4 wks)	260	00		
15/03/06	Bus fares to park			3	15
22/03/06	New toy (activity centre)			11	49
30/03/06	Baby food (× 36)			15	99
	TOTAL	**500**	**00**	**45**	**97**

Write **pounds** in the column marked '**£**'

Write **pence** in the column marked '**p**.'

Use **zeros** to show when there are no pounds or no pence.

A calculator is useful for working out the **total income** and **total expenditure**.

When you key in amounts, use a **decimal point** to separate the **pounds** and **pence**.

Example: 1 2 • 9 8

Dealing with money

Task

Task 1

- Fill in the accounts book for Teddy Bear Holiday Club.
- Work out the total income and total expenditure.

Catering supplies
12/07/06

2 LITRES JUICE	2.99
12 × MINI QUICHE	3.99
12 × CHOC CRISPIES	4.75
TOTAL	11.73
**********	
PAID	20.00
CHANGE	8.27

TCXC BANK
40-00-00
000062 21345786

DATE 01/07/06

PAY Teddy Bear Holiday Club
Seventy-five pounds ONLY
A/C PAYEE
£ 75 —— 00
MRS G KHAN

Mrs G Khan

Cheque No.	Sort Code	Account No.
000062	40-00-00	21345786

TOYS & US
02/07/06

GIANT TEDDY	16.99
PANDA	6.99
KOALA	6.99
SMALL TEDDY	4.99
TOTAL	£35.96
PAID	£40.00
CHANGE	£4.04

DATE 05/04/06

Here's £5 for my daughter, Jasmine Gray. She's coming along to the Teddy Bears picnic.

TCXC BANK
40-00-00
000089 78621345

DATE 17/07/06

PAY Jolly Times Minibus Hire
Fifty-five pounds ONLY
A/C PAYEE
£ 55 —— 00
A PEARSON

A Pearson

Cheque No.	Sort Code	Account No.
000089	40-00-00	78621345

We're sorry to hear Imana isn't well, Mrs Sima. Here's a refund of £7 for the activities she'll miss.

Teddy Bear Holiday Club July		Income		Expenditure	
Date	Details	£	p	£	p
01/07/06	Balance carried forward	257	58		
	TOTAL				

J K Newsagents
26–07–06

FELT-TIP PENS	99p

****

PAGES 1:19–1:20
Using rotas

Occupational setting

In some Early years settings, timetables and planning are highly complex, involving many staff and a wide range of activities. Rotas are frequently used as a means of planning and scheduling tasks and for informing staff of their duties. It can also be important to see what other activities are going on and which staff are responsible for these. The ability to extract and interpret information presented in a tabular format is vital to the effective and efficient working of a team. There may be other issues related to reading these tables to explain such as using a key and understanding abbreviations.

Materials

Selection of rotas such as weekly duty rota, lunchtime rota, tea-time rota, etc.

Learning outcome

To extract and interpret information in tables (focus page, Task 1)

Suggested teaching activities

Introduction

- Ask learners to think about rotas they use in their workplace.
- Discuss the importance of being able to extract information from a rota and as a group think about some of the problems that could happen if a rota is not read/followed properly.
- Look at a range of rotas. How can learners tell what the rota is about? (By reading the title and the column and row headings.) Which of the range of rotas examined do learners use? How do their rotas differ from the examples? How are they used?
- Make sure learners know how to read times on each type of rota examined. For example, make sure that they understand that 1:00 is the same as one o'clock and that 4:30 is the same as half past four. Be aware of any learners who appear to be struggling with this concept. Provide support with *Skills for Life* Numeracy Entry 2 materials.

Focus page

- Look at the rota on the page. What information does it contain?
- Find out what skills of extracting and interpreting data learners already have. Start by asking questions that require a single piece of data to be extracted (e.g. *What hours will Jane work on Friday? Who is on holiday on Wednesday?*).
- Share skills/approaches. Focus on the skills that need to be developed. These might be:
  - knowing how the rota works (i.e. the times in each column are the start and finish times for a particular person for a particular day)
  - extracting information by using headings and tracking across rows and up and down columns. (Demonstrate that if Nargis wants to find out what hours she is working on Thursday, she needs to find her name on the list of rows, as well as the 'Thursday' column; she can then track across the 'Nargis' row and down the 'Thursday' column to where the two meet, where she reads off the information she needs)
  - reading times, e.g. 7.30 = half past seven.
- Continue by asking questions that require more than one piece of data to be extracted or that require data to be interpreted (e.g. *What is the latest time that staff have been allocated to work in the baby unit? Who is available to help Raffi with the pre-school group from 1 o'clock until 6 o'clock on Tuesday?*).
- Share skills/approaches. Focus on the skills that need to be developed. These might be:
  - knowing that information in cells can be compared, contrasted or used in addition to information from other cells
  - extracting information – tracking across more than one row and up and down more than one column
  - comparing times
  - understanding abbreviations.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	CCLD 207	N1.1

Task 1

Extract and interpret information in tables HD1/L1.1

- Remind learners of the strategies discussed to extract and interpret information in tables.
- What might 'b' and 't' stand for? (babies, toddlers)
- Explain that the questions are all answered using the lunch rota on the page and can be completed in any order.

If the learner has difficulty

- Observe how learners tackle the task and identify the type of difficulty the learner is experiencing. This may be with reading and understanding the questions, reading the table or reading/recording the times.
- Strategies and approaches will vary from learner to learner. These might include the following:
  - **Reading and understanding the questions**. Read through each question with the learner and talk it through. Discuss what needs to be done and list the tasks in order.
  - **Reading tables**. Some learners may have difficulty tracking across complex tables. Encourage them to use a ruler or L-shaped piece of card. Check that the learner understands the structure of the table. Some learners may find it useful to shade each half-hour time block in a different colour. Others may prefer to write each name on a separate card so that they can sort them manually.
  - **Reading/recording the times.** The concept may need further explanation and practice. Support with *Skills for Life* Numeracy Entry 2 materials may be needed.

Extension

Using the staff duty rota on the focus page and the lunch rota on the task page, ask learners to identify which four of the nine staff have not been allocated a lunch break and explain why that might be.

Theme assessment

Ask learners to bring in some rotas from their place of work. Get them to work in pairs, asking and answering questions based on the information in the rotas.

Using rotas

Focus

Rotas are often used in Early years settings to plan day-to-day tasks. It is important that you know how to read them.

Abbreviations are used to save space. Some may be familiar. For example:
W/c is 'week commencing',
Mon is 'Monday',
Tue is 'Tuesday'
and so on.

STAFF DUTY ROTA					
W/c 1st May	**Mon**	**Tue**	**Wed**	**Thurs**	**Fri**
Lana	Hols	7.30–3.30 b	7.30–3.30 b	7.30–3.30 b	7.30–3.30 b
Jane	Hols	7.30–4.30 b	7.30–4.30 b	7.30–4.30 b	7.30–4.30 b
Nargis	Hols	12.00–4.30 b	8.00–4.00 b	8.00–4.00 b	8.00–4.30 b
Sam	Hols	9.00–1.00 p	9.00–1.00 p	9.00–1.00 p	9.00–1.00 p
Sarah	Hols	8.00–1.00 p	12.00–6.00 p	12.00–6.00 p	12.00–6.00 p
Raffi	Hols	9.00–6.00 p	9.00–6.00 p	9.00–6.00 p	9.00–6.00 p
Sue L	Hols	Hols	1.00–5.30	Hols	1.00–6.00
Sue B	Hols	8.30–4.30	Hols	Hols	9.00–5.00
June	Hols	9.00–6.00	9.00–6.00	9.00–6.00	9.00–6.00
Mercy	Hols	Hols	3.00–6.00	3.00–6.00	3.00–6.00
Katie	Hols	12.00–6.00	12.00–6.00	12.00–6.00	12.00–6.00
Nicky	Hols	Hols	8.00–12.30	8.00–12.30	8.00–12.30

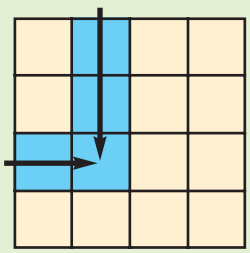
Some abbreviations may be new to you. For example, on this rota:

b means 'baby' unit
p means 'pre-school'.

If you come across an abbreviation you're not sure of, **ask**.

Using a rota

- Read the **title**, the **column headings** and the **row headings** to find out what the rota is about. For example, this rota is about staff duties for the week commencing 1st May.
- Track **down the column** for the day you need.
- Track **across the row** for the person you need.
- **Read the information in the box where the column and row meet** to find the hours that person is working and if they have been allocated to work with a particular group.



Example:
On Thursday, Nargis will be working in the baby unit from 8 o'clock until 4 o'clock.

Using rotas

Task

Task 1

Use the rota to answer the questions below.

Tuesday 2nd May Lunch rota			
Time	**Duty**	**b**	**t**
11:30–12:00	Own lunch	Lana	June
11:30–12:00	Supervise children	Jane Nargis Sue B	Sam Sarah Raffi
12:00–12:30	Own lunch	Jane	
12:00–12:30	Supervise lunches	Nargis Sue B Katie	Sam Sarah Raffi
12:30–1:00	Own lunch	Sue B	Raffi
12:30–1:00	Supervise children	Nargis Lana Katie	Sam Sarah June
1:00–1:30	Clean up	Katie	
1:00–1:30	Supervise children	Nargis Lana Jane	Raffi Sue B June

1 When do the staff have their lunches?

_____ _____ _____

2 Who is responsible for supervising the toddlers' lunches?

_____

3 How long is Jane free from duties?

_____

4 When is Sue B responsible for supervising the toddlers?

_____

5 Who is responsible for cleaning up?

_____

6 Name all the people who work with the babies.

_____

Check it

Please note that copies of pages 0:03–0:04 from the Source material are needed.

Use the Behaviour management policy from the Source material (pages 0:03–0:04) to answer questions 1–6.

1 What is the gist of this policy?

A It is about how the management should behave in a pre-school.

B It is about how the children are expected to behave in a pre-school.

C It is about how everyone is expected to behave in a pre-school.

D It is about how a pre-school will handle different types of behaviour. **Rt/L1.5**

2 How many times does the word 'children' occur in the section entitled 'Bullying'?

A 4

B 6

C 8

D 10 **Rt/L1.5**

3 What is the seventh main bullet point under the heading 'Methods' about?

A sending children out of the room

B praising acceptable behaviour

C dealing with bad behaviour

D training courses **Rt/L1.4**

4

- We do not use techniques intended to single out and humiliate individual children.

What is the meaning of the word 'humiliate'?

A make to look foolish **C** praise

B humour **D** applaud **Rw/L1.2**

5

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

What is meant by 'courtesy'?

A attraction **C** politeness

B direction **D** disrespect **Rw/L1.2**

6

> We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.

What does 'its' refer to?

A new staff

B volunteers

C the pre-school's behaviour policy

D rules

Rs/L1.1

7 What is the total of this receipt?

A £13.48

B £11.48

C £11.84

D £18.33

Swallows Newsagents

15.03.07
14:57
You were served by: Mandy

2 × pack asstd felt pens @ 0.99	£1.98
4 × pack asstd cards @ 1.25	£5.00
3 × red glitter @ 0.75	£2.25
3 × green glitter @ 0.75	£2.25
TOTAL:	

Thank you for shopping with us

MSS1/E3.1

8

Teddy Bear Holiday Club		Income		Expenditure	
Date	Details	£	p	£	p
01/07/06	*Balance carried forward*	*124*	*98*		
	TOTAL				

What is the balance of the account after £11.38 is spent at the newsagents?

A £116.30

B £111.60

C £116.80

D £113.60

MSS1/E3.1

Use the Staff duty rota below to answer questions 9 and 10.

STAFF DUTY ROTA					
W/c 1st August	**Mon**	**Tue**	**Wed**	**Thurs**	**Fri**
Chris L	Hols	Hols	1.00–5.30	Hols	1.00–6.00
Chris B	Hols	8.30–4.30	Hols	Hols	9.00–5.00
Emma	Hols	9.00–6.00	9.00–6.00	9.00–6.00	3.00–6.30
Martha	Hols	Hols	3.00–6.00	3.00–6.00	3.00–6.00
Becky	Hols	12.00–6.00	12.00–6.00	12.00–6.00	12.00–6.00
Fatima	Hols	Hols	8.00–12.30	8.00–12.30	8.00–12.30

9 What hours is Martha working on Friday?

A 8:30–4:30

B 1:00–6:00

C 3:00–6:00

D 8:00–12:30 **HD1/L1.1**

10 How many hours in total is Chris B due to work?

A 8

B 16

C 9.5

D 7 **HD1/L1.1**

Audio

Listening to instructions

PAGE 1:7

Focus page 1

Supervisor: First, make sure you get the right bed sheets and blankets for the baby you're making the cot up for. We keep them over there in the trays with the babies' names on them. See?

Assistant: Mmm. Yes.

Supervisor: The sheet must always be pulled really taut, like this, but the blanket must be loose. Don't put it any higher than the baby's shoulders.

Assistant: OK.

Supervisor: Next, lay the baby down on his back with his feet at the bottom of the cot and loosen any tight clothing, such as this bib from around his neck.

Never leave a baby with a bottle or comforter. Wait until the baby is asleep and then gently remove it. Even then, we do checks every 15 minutes – we never leave a child unattended, even when it's in a cot.

Assistant: Every 15 minutes?

Supervisor: That's right. If the baby's going to sleep in a pram, do the same things but after you've laid him down on his back, make sure you put a harness on.

Assistant: Could you just tell me where the sheets are again, please?

PAGE 1:8

Tasks 1–3 2

Yolanda: What happens if a child isn't collected at the end of the session?

Supervisor: Fortunately it hardly ever happens, but there is a procedure to follow. You should get to know the people who collect the children, so that you know what they look like and when they usually turn up. Some children are picked up by a whole mixture of people – mum, dad, grandma, big brothers – so get to know them all. Don't let any child go with somebody you don't recognise.

Anyway, if nobody comes for a child and it's after the normal collection time, the first thing to do is to check the Collection Book. The person who normally collects the child should write in the book if there are any changes to the usual routine. If they have, that's OK – you'll know what to expect. If not, give them a couple of minutes. There has to be two of us here, so you mustn't get left on your own.

While you're waiting, stay calm and make sure you let the child know that everything is OK. Keeping the child happy is our top priority. Some children can get quite distressed when they're here on their own. You could make the child a drink, give them something to eat or play a game with them while the other person phones all the contact numbers in the child's file.

We say that we'll keep them for an hour after our normal closing time. If you haven't heard anything after that, as a last resort, you should contact Social Services. Put a message on the answer phone with an emergency contact number just in case somebody phones up about the child later on.

As I said, it doesn't often come to this – it's usually something simple like a traffic jam or a queue at the supermarket that holds them up. Jan does charge them extra, though, if we have to wait around too often!

Answers

PAGES 1:5–1:6

What are my duties at work?

Task 1

You may have written something like this:

1 work closely alongside
2 of the most importance; absolutely critical
3 other jobs that have to do with the care of children

Task 2

1 Yes
2 Yes
3 No
4 No
5 Yes

Task 3

You may have written something like this:
You will work for $32\frac{1}{2}$ hours every week, but the head teacher (Principal) will decide when you start and finish work.

PAGES 1:7–1:8

Listening to instructions

Task 1

1 Make the child a drink.
2 Give the child something to eat.
3 Play a game with the child.

Task 2

1 She mustn't let any child go with somebody she doesn't recognise.
2 She mustn't be left on her own with the child – there must be two adults present.

Task 3

[2] Phone all the contact numbers in the child's file.
[3] Contact Social Services.
[1] Check the Collection Book.
[4] Put a message on the answer phone with an emergency contact number.

PAGES 1:9–1:11

Reading policies and procedures

Task 1

1 You may have written some thing like this:
This policy is about the typical standard of toys, equipment and other resources that parents, children and workers can expect to see when they are at nursery.
2 1
3 ■ **aptitude** – talent for doing something
■ **non-discriminatory** – fair, doesn't highlight differences between people
■ **stereotyping** – seeing something from just one point of view and not recognising people as individuals
■ **consolidate** – strengthen, build up
■ **promote** – encourage
4 ■ safe
■ clean
■ attractive
■ age-appropriate
■ stage-appropriate
5 You may have said something like this:
The toys and other equipment chosen support and encourage a logical progress in children's development [continuity and progression], stimulate the children to try new things [provide sufficient challenge] and are suitable for and interesting to the children [meet their needs and interests].

Task 2

1 Everybody who works with children in the playground
2 **adhered to** – stuck to, kept to, followed
interacting with – communicating/talking/playing with
initiate – begin, start off
3 6
4 ■ If a child needs first aid or toileting, an additional staff member must be called to deal with this.

- If applicable, move cars out of the playground.
- Let children initiate play (unless there is a specific activity and outcome).

5 **a** the equipment
b first aid or toileting

PAGES 1:12–1:16

Frameworks and guidance

Task 1

1 1 – d
2 – b
3 – a
4 – c

Task 2

1 82
2 116
3 3
4 4
5 66
6 106

Task 3

1 **a** pink
b blue
2 **a** 0–8 months
b 24–36 months

Task 4

1 **a** a part of something, a feature; several aspects together make the complete picture. In *Birth to Three Matters*, these aspects make up the total environment in which a child grows, learns and develops.
b ability, skill at a particular level
c extent
d continuous thread

Task 5

1 **a** Laura
b A playful adult is a valuable resource for a young baby. Even sticking out your tongue, wiggling your fingers and tickling is an important game for them.
2 **a** Encourage children to describe their experiences.
b Obi crossed the swinging bridge on the climbing frame. He enjoyed making it swing as he went across.
3 **a** National Literacy Strategy Weekly Plan
b 13. to develop a comfortable and efficient pencil grip
4 **a** Shape and space
b Talk about, recognise and recreate simple patterns.

PAGES 1:17–1:18

Dealing with money

Task 1

Teddy Bear Holiday Club July		Income		Expenditure	
Date	Details	£	p	£	p
01/07/06	Balance carried forward	257	58		
01/07/06	Mrs G Khan	75	00		
02/07/06	Toys & Us (teddies)			35	96
12/07/06	Catering supplies (food)			11	73
12/07/06	Mr Gray (picnic)	5	00		
17/07/06	Jolly Times Minibus Hire			55	00
16/07/06	Refund – Mrs Sima			7	00
26/07/06	J K Newsagents (pens)			0	99
	TOTAL	337	58	110	68

PAGES 1:19–1:20

Using rotas

Task 1

1 11:30–12:00 or 12:00–12:30 or 12:30–1:00
2 Sam, Sarah and Raffi
3 1 hour (12:00 to 1:00)
4 1:00–1:30
5 Katie
6 Jane, Nargis, Sue B, Katie and Lana

Check it

1 D
2 C
3 B
4 A
5 C
6 C
7 B
8 D
9 C
10 B