

Course Name  
**EFFECTIVE RECEPTION CLASS PRACTICE**

Target Group : <b>Practitioners working in reception classes</b>	CYPP REF EAP1a EAP1b
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**Course Description:**

This course is aimed at practitioners who are new to reception and will provide an overview of how to plan for all 6 areas of the curriculum, with a particular focus on whole class and group teaching.

It will also consider ways of organising the indoor and outdoor environment to encourage independent and self initiated learning and will look at the expectations for observation and assessment.

This course will help you to identify further training needs

**AIMS AND OBJECTIVES:**

By the end of this course practitioners will:

- Feel more confident about how to manage all aspects of the reception class curriculum effectively
- Be able to identify areas for further training to help with their role

**EYFS Themes:** Enabling Environments; Learning and Development

**EYFS Commitments:** The Learning Environment,3.3; Areas of Learning and Development,4.4

**Common Core:** Child and young person development,2; Sharing information, 6

Date	25/09/09	Organiser	EYFS Team	Cost	See costing guidance
Time	9.30am-3.30pm	Tutor(s)	Fran Guy	Venue	Laycock Centre, Laycock Street, N1 1TH

<p>Course Name :  <b>OBSERVATION, ASSESSMENT AND PLANNING:</b>                  A three part course for teaching assistants</p>					
<p>Target Group :  <b>Teaching assistants working in EYFS classrooms</b></p>					<p>CYPP REF                  EYP 1a</p>
<p><b>Course Description:</b></p> <p>This three part course looks at why, when, where and how we make meaningful observations of children and how to use them to inform planning. It also looks at the purpose of record keeping, and how best to keep a working record of the children's learning and who should be involved in the process.</p> <p>Participants must attend all three sessions and be prepared to carry out observations of children in their schools which will then be used in the 2<sup>nd</sup> and 3<sup>rd</sup> sessions.</p> <p><b>Session 1:</b> Making observations. Participants will have the opportunity to practise making observations of children's play from video footage.</p> <p><b>Session 2:</b> Analysing observations. Participants will use observations of children in their own settings to analyse and assess the children's learning and development.</p> <p><b>Session 3:</b> Planning from observations. This session will provide participants with the opportunity to plan from their own observations.</p> <p>Each session will have practical activities and opportunities for discussion.</p> <p><b>EYFS Theme:</b> Enabling Environments</p> <p><b>EYFS Principle:</b> 3.1 Observation, Assessment and Planning</p> <p><b>Please note the earlier start of the session.</b></p>					
Date	25/09/09 2/10/09 9/10/09	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:15 – 12:15	Tutor(s)	Sarah Tomoum Tracy Smith	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name :  
**PRINCIPLES AND PRACTICE OF THE EARLY YEARS FOUNDATION STAGE FRAMEWORK FOR NEWCOMERS**

Target Group : <b>All early years teachers, EYPs and professionals working with children 0-5 in schools and settings</b>	CYPP REF EAP 1a,1b
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**Course Description:**

The Early Years Foundation Stage framework (the EYFS) became statutory for all children from birth to five from September 2008. The EYFS is seen as key in supporting the development of high quality early years provision and improved outcomes for all children.

This course will give you the opportunity to familiarise yourselves with the whole framework, the interlinked themes and commitments and the underpinning principles. The course will include practical opportunities to use the framework to help you plan for your children’s learning and development.

**AIMS AND OBJECTIVES:**

By the end of the course, participants will:

- Have had the opportunity to discuss the underlying principles and commitments of the EYFS and how these affect current practice
- Have had some practical hands-on experience of using the framework
- Have developed an action plan to support implementation in your setting

**EYFS Themes:** A Unique Child, Positive Relationships, Enabling Environments, Learning and Development

**EYFS Commitments:** All

**Common Core:** Child and young person development, 2

Date	28/09/09	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30 – 3:30	Tutor(s)	Fran Guy Ileana Shirley-Smith	Venue	Laycock Centre Laycock Street N1 1TH

<p>Course Name:  <b>EARLY YEARS FOUNDATION STAGE PROFILE E-PROFILE (EYE profile)</b></p>					
<p>Target Group :  <b>Reception class teachers in maintained and independent schools with responsibility for completing the EYFSP; Foundation Stage co-ordinators, Assessment co-ordinators</b></p>					<p>CYPP REF</p>
<p><b>Course Description:</b></p> <p>The EYE profile is an electronic system for recording Early Years Foundation Stage Profile data. Using this system enables you to input data throughout children’s reception year which in turn makes the end of year submission of data a more straightforward process. It also has a number of features which support the analysis and reporting of EYFSP information. As part of Islington’s objective to improve the validity of EYFSP data in schools and settings, we would like all institutions which submit EYFSP data, to adopt the EYE profile. This course is therefore essential for teachers who have responsibility for completing the EYFSP. It is also recommended for members of school senior management teams, such as Foundation Stage Co-ordinators and Assessment Co-ordinators.</p> <p><b>AIMS AND OBJECTIVES:</b></p> <p>By the end of the session participants will have had the opportunity to:</p> <ul style="list-style-type: none"> <li>• Understand how to download the EYE profile and enter cohort information</li> <li>• Have knowledge of many of the functions of the EYE profile and know how they can be used to improve data recording, analysis and reporting</li> <li>• Understand how to use the EYE profile information to submit EYFSP to the LA</li> </ul> <p><b>EYFS Theme:</b> Learning and Development</p> <p><b>EYFS Commitment:</b> All</p> <p><b>Common Core:</b> All</p>					
Date (select one date)	02/10/09 08/01/10 23/04/10	Organiser	EYFS Team	Cost	See costing guidance
Time	9.15-12.15	Tutor(s)	Harry Donnison	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name <b>LETTERS AND SOUNDS FOR RECEPTION CLASS PRACTITIONERS</b>					
Target Group: <b>Practitioners working in reception classes</b>				CYPP REF EAP1b	
<p><b>Course Description</b></p> <p>The importance of phonic knowledge (the ability to link speech sounds to letters or groups of letters in words) is recognised as one of the important strategies children use in learning to read and write. To be able to do this depends on children’s phonological awareness – their capacity to hear and discriminate everyday sounds as well as those in speech.</p> <p>In the EYFS, practitioners are required to support children’s development of phonological awareness and phonics at an appropriate level. Following on from the findings of The Independent Review of the Teaching of Early Reading (Rose Review), the DCSF have issued materials called “Letters and Sounds” to help practitioners do this.</p> <p>This course will look at the stages young children go through from early sound discrimination, phonological awareness to phonic understanding. It will introduce practitioners to the new increased progression through the 6 phonics phases and support practitioners in using the new materials.</p> <p>Phonics is just one aspect of learning to read and it is important that practitioners understand that meaningful contexts for reading and writing are essential if children are to develop into willing readers and writers. <b>We highly recommend that Foundation Stage practitioners attending this course also attend the half-day course on Everyday Literacy.</b></p> <p><b>AIMS/OBJECTIVES</b></p> <p>By the end of the course, practitioners will:</p> <ul style="list-style-type: none"> <li>• Have gained insight into children’s development of phonological awareness, the phonic system and progression through the phonics phases</li> <li>• Feel confident in using the Letters and Sounds materials</li> </ul> <p><b>EYFS Theme:</b> Learning and Development  <b>EYFS Commitment:</b> 4.4 Areas of Learning and Development  <b>Common Core:</b> Child and young person development, 2</p>					
Dates (select one)	05/10/09 or 04/02/10	Organiser	EYFST & Primary Teaching and Learning Team	Cost	See costing guidance
Time	9.30 – 3.30	Tutor(s)	Fran Guy & Ndid Evans	Venue	Laycock Centre Laycock Street N1 1TH

Course Name : <b>LETTERS &amp; SOUNDS FOR NURSERY PRACTITIONERS</b>					
Target Group : <b>Early years practitioners including teachers, EYPs and childminders</b>					CYPP REF EAP1b
<p><b>Course Description:</b></p> <p>In order for phonics teaching to be effective, children need to have experience of the different stages of phonological awareness. Practitioners can prepare children for phonics teaching in a fun and multi-sensory way by providing opportunities around speaking &amp; listening, rhyme, rhythm and alliteration. This course will look at ways of developing young children's phonological awareness in an exciting and practical way. There will also be an opportunity to look at the phonics programme – 'Letters and Sounds', with particular emphasis on Phase 1.</p> <p>Be prepared to sing and play some games!</p> <p><b>AIMS/OBJECTIVES:</b></p> <p>By the end of the sessions, practitioners will:</p> <ul style="list-style-type: none"> <li>• Have a greater understanding of the development of phonological awareness in young children</li> <li>• Have practical ideas to support this development</li> <li>• Be more familiar with phase 1 in the new phonics materials</li> </ul> <p><b>EYFS Theme:</b> Learning and Development</p> <p><b>EYFS Commitment:</b> Areas of Learning and Development,4.4</p> <p><b>Common Core:</b> Child and young person development, 2</p> <p><b>Letters and Sounds for Teaching Assistants - 29/01/10</b></p>					
Dates (select one date)	12/10/09 or 01/02/10 Letters and Sounds for Teaching Assistants 29/01/10	Organiser	EYFST	Cost	See costing guidance
Time	9.30 – 3.30	Tutor(s)	Fran Guy & Ndid Evans	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name  
**ICT IN THE EARLY YEARS FOR NURSERY PRACTITIONERS AND PVI SETTINGS**

Target Group : <b>Nursery and PVI practitioners</b>	CYPP REF EYP1a
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**Course Description:**

ICT is there to enable us to become more effective in our work. Using ICT supports us in communicating more effectively with parents, colleagues and other professionals.

**This course will give you:**

- Confidence that ICT in the early years means much more than computers
- Opportunities to practise using the computer to catalogue files, download digital pictures and access websites of interest
- Opportunities to look at a variety of ICT software and equipment children can use in their play
- Opportunities to look at how to integrate ICT into the planning of the day to day provision and how ICT can answer specific learning and developmental needs of all children
- Opportunities to think about safe ways to use and store equipment in the classroom

**You will have the opportunity to practise using:**

- Digital stills and video cameras
- Software of interest to young children
- A collection of ICT equipment such as programmable toys, metal detectors, walkie-talkies and much more

**AIMS AND OBJECTIVES:**

By the end of the session participants will have had the opportunity to:

- Become confident with using the computer for a variety of purposes
- Practise using of a variety of ICT equipment
- Become aware of how ICT can enhance the delivery of the EYFS Framework
- Look at how ICT as supports inclusive practice
- Learn about storage for access and safety
- Adopt a coherent e-safety policy.

**EYFS Theme:** All four EYFS Themes

**EYFS Commitments:** Creativity and Critical thinking 4.3, Play and Exploration 4.1, Active Learning 3.2, Areas of Learning and Development, 4.4, Inclusive Practice 1.2, Keeping safe 1.4, The Learning Environment 3.3, Observation, Assessment and Planning 3.1

**Common Core:** Child and young person development 2, sharing information 6

Date	20/10/09 30/03/10	Organiser	EYFS Team	Cost	See costing guidance
Time	9:15-12:15	Tutor(s)	Ileana Shirley-Smith and Liz Noble	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name:

**EARLY YEARS FOUNDATION STAGE PROFILE**

Target Group :

**Teachers and practitioners working in Reception classes in maintained and independent schools; Year 1 teachers, Foundation Stage co-ordinators, assessment co-ordinators**

CYPP REF  
EAP 1a

**Course Description:**

The Early Years Foundation Stage Profile (EYFSP) is the statutory assessment process for all children completing their final year of the EYFS (generally in reception classes in schools). It must be completed during the summer term and results submitted to the Local Authority.

All teachers new to reception are required to attend and it is advisable for other EYFS practitioners who contribute towards the assessment process to attend also. Year 1 teachers, members of school management teams with responsibility for the Foundation Stage or Assessment, are also advised to attend, in order that they become completely familiar with the requirements and the process.

**AIMS AND OBJECTIVES:**

By the end of the session participants will have had the opportunity to:

- Understand the statutory requirements in relation to the EYFSP (statutory requirement for children entering Year 1 in September 2009)
- Understand what constitutes good assessment processes
- Know how to make final judgements based on evidence of what children can do

**EYFS Theme:** Enabling Environments; Learning and Development

**EYFS Commitment:** Observation, Assessment and Learning, 3.1;  
Areas of Learning and Development, 4.4

**Common Core:** Child and young person development,2; Sharing information,6

Dates (select one)	21/10/09 or 15/01/10	Organiser	EYFS Team	Cost	FREE
Time	9.30-3.30	Tutor(s)	Alison Cook- Ocak Sarah Tomoum	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name:  
**CHILD DEVELOPMENT 30 - 60 MONTHS**

Target Group : <b>All Early Years Foundation Stage practitioners including teachers, EYPs and childminders</b>	CYPP REF  EAP 1a
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**Course Description:**

A knowledge and understanding of how children develop is an essential foundation for effective work with children.

This course will look at an holistic view of the development of children in the age phase 30- 60 months and how this links to the six areas of learning and development within the EYFS. Through practical tasks and discussion, participants will identify how they can meet children’s needs through different aspects of their provision.

**AIMS AND OBJECTIVES**

By the end of this course, practitioners will have:

- Explored the developmental needs of children in this age range
- Identified how to provide a stimulating environment which supports a range of developmental needs
- Explored how we can provide activities and play experiences to help meet the needs of the children

**EYFS Theme:** A Unique Child; Learning and Development

**EYFS Commitments:** Child Development,1.1; Areas of Learning and Development, 4.4

**Common Core:** Child and young person development,2

Date	03/11/09	Organiser	EYFS Team	Cost	See costing guidance
Time	9:30 –3:30	Tutor(s)	Jenny Barber Independent Consultant	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name:  
**EVERYDAY MATHS**

Target Group :  
**Early years practitioners including teachers and EYPs**

CYPP REF

EAP 1a

**Course Description:**

When developing mathematics in an early years setting, it is essential to remember that maths happens throughout the learning environment, not only in the maths area or during activities which focus on maths.

This course will look at ways of providing children with opportunities to investigate problem solving, reasoning and numeracy through meaningful, practical experiences both indoors and outdoors.

**AIMS AND OBJECTIVES:**

By the end of the session participants will have had the opportunity to:

- Consider how to improve the learning environment in order that opportunities for mathematics are plentiful.
- Understand their role in promoting a positive image of problem solving, reasoning and numeracy

**EYFS Theme:** Learning and Development

**EYFS Commitment:** Areas of Learning and Development, 4.4

**Common Core:** Child and young person development, 2

Dates (select one)	04/11/09 or 11/05/10	Organiser	EYFS Team	Cost	See costing guidance
Time	9.15 -12.15	Tutor(s)	Alison Cook-Ocak	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Name :  
**“I WONDER WHY..... “ Developing Science in the Foundation Stage**

Target Group : <b>All Early Years Foundation Stage practitioners including teachers and EYPs</b>	CYPP REF EYP1a
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**Course Description:**

Children are acute observers frequently asking scientifically based questions about their immediate environment and the wider world. The course will develop practitioners’ knowledge and understanding of young children’s scientific development and will involve the use of photographic presentations, provide time to question, share examples of effective practice and reflect in small groups. There will also be practical activities and plenty of new ideas.

**AIMS AND OBJECTIVES:**

By the end of the course, participants will have focused on:

- How to organise the learning environment both indoors and outdoors to maximise opportunities for scientific learning
- Ensuring a balance between child initiated and adult led activities
- Valuing and extending children’s own scientific learning

**Participants are asked to bring a natural object and something which changes when added to water**

**Numbers are limited to 20 for this course so early booking is advised**

**EYFS Theme:** Enabling Environments; Learning and Development

**EYFS Commitment:** The Learning Environment, 3.3; Areas of Learning and Development, 4.4

**Common Core:** Child and young person development, 2

Date	09/11/09	Organiser	EYFS Team	Cost	See costing guidance
Time	9:30 –3:30	Tutor(s)	Gill Hickman	Venue	Laycock Centre, Laycock Street, N1 1TH

<p>Course Name:  <b>OBSERVATION, ASSESSMENT AND PLANNING:</b> a three part course</p>					
<p>Target Group :  <b>All early years practitioners including teachers and EYPs in maintained, private, voluntary and independent settings, childminders, managers, Foundation Stage Co-ordinators and Early Years SENCOs</b></p>					<p>CYPP REF  EYP 1a</p>
<p><b>Course Description:</b></p> <p>This three part course looks at why, when, where and how to make meaningful observations of children and how to use them to inform planning. It also looks at the purpose of record keeping, and how best to keep a working record of the children's learning and who should be involved in the process. Writing Individual Education Plans for children with Special Educational Needs will be covered, also.</p> <p><b>It is recommended that at least two practitioners from a setting attend for all three half day sessions.</b></p> <p>Session 1: Making observations. Participants will have the opportunity to practise making observations of children's play from video footage.</p> <p>Session 2: Analysing observations. Participants will use observations of children in their own settings to analyse and assess the children's learning and development.</p> <p>Session 3: Planning from observations. This session will provide participants with the opportunity to plan from their own observations.</p> <p>Each session will have practical activities and opportunities for discussion. Participants need to be prepared to carry out observations of the children in their settings and use them in the second and third sessions.</p> <p><b>EYFS Theme:</b> Enabling Environments</p> <p><b>EYFS Principle:</b> 3.1 Observation, Assessment and Planning</p> <p><b>Please note the earlier start of the session.</b></p>					
Date	10,17 & 24 Nov. 2009 or 2,9 &16 March 2010	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:15 – 12:15	Tutor(s)	Allyson Pascoe Ileana Shirley- Smith	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**CHILDREN’S SELF- INITIATED LEARNING for PRACTITIONERS: What does it look like? How can it be supported? How can it be balanced against so many other demands?**

Target Group: <b>Primarily for Reception class teachers; also relevant for Foundation Stage practitioners</b>	CYPP REF EYP 1a
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**Course Description:**

The Early Years Foundation Stage framework stresses the importance of child–initiated play, stating that, “Play underpins the delivery of all the EYFS.”(p7). It requires a balance between child-initiated learning and adult led teaching with the greater emphasis on the former. The expectations, however, for reading and writing within the Foundation Stage are higher than ever.

How can practitioners, particularly those working in reception classes, balance these two seemingly opposing demands? By examining in more detail the nature and importance of child- initiated learning, this course aims to help practitioners solve this dilemma.

**AIMS AND OBJECTIVES**

By the end of the course you will have explored:

- What self-initiated learning is (and what it is not.) Is it the same as “play”?
- The kind of environment which fosters children’s self-initiated learning and how to achieve it
- How to deepen your understanding of your role in planning for, observing, extending and documenting children’s self-initiated learning

**EYFS Themes:** A Unique Child; Learning and Development

**EYFS Commitments:** Child development, 1.1; Play and Exploration, 4.1

**Common Core:** Child and young person development,2; Sharing information, 6

Date	12/11/09	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30 – 3:30	Tutor(s)	Marjorie Ouvry Independent Consultant	Venue	Laycock Centre Laycock Street N1 1TH

Course Name <b>RESOURCE MAKING DAY 1 – Storyboxes and storyprops</b>					
Target Group: <b>Early years practitioners working from birth - 5 in group settings, childminders and family support workers</b>					CYPP REF EAP 1
<p><b>Course Description</b></p> <p>This is a practical course designed to support practitioners in learning how to make high quality resources to use with young children. There will be a range of easily made resources on display from which participants can find inspiration to make their own. The aim is that you will go back to the setting with one or more completed resources to use with the children the following day.</p> <p>The focus of this day will be storyboxes and storyprops. Please bring along any items which you might want to use as a focus for your storybox, e.g. cars, animals, miniature people, insects, shiny objects, superhero related items – all original ideas welcome!</p> <p>Please bring a shoebox (or any other box you wish to use).</p> <p>The day is both flexible and informal and you are very welcome to come and make any resource of your choosing -our ideas are only a guideline. We have fabric, sewing machines and a wide range of craft materials suitable for making all sorts of things from puppets to salt dough. Please phone beforehand if you have any specific requirements.</p> <p><b>EYFS Theme:</b> Enabling Environments</p> <p><b>EYFS Commitment:</b> The Learning Environment 3:3</p> <p><b>Common Core:</b> Child and young person development, 2</p>					
Date	18/11/09	Organiser	Early Years Foundation Stage Team (EY EMAS)	Cost	See costing guidance
Time	9.30-3.30	Tutor(s)	Member(s) of the Early Years Foundation Stage Team (EY EMAS)	Venue	Laycock Centre Laycock Street N1 1TH

Course Name  
**FROM BOB THE BUILDER TO BATMAN – CELEBRATING & DEVELOPING BOYS’ IMAGINATIVE PLAY**

Target Group: <b>All Early Years Foundation Stage practitioners including teachers and EYPs</b>	CYPP REF EAP 1A EAP 1B
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**Course Description**  
 In this course we will look at planning and providing for an imaginative learning environment for boys, and participants will have the opportunity to consider boys they are working with now. It will be a practical and experiential session for all those working with children aged 0 - 6 years.

**AIMS AND OBJECTIVES**  
 By the end of the day participants will have:

- Examined how we provide an exciting and challenging imaginative learning environment, indoors and out, with space for both extroverts and introverts
- Explored how to make literacy active, fun and purposeful for boys
- Discussed super-hero and gun-play, how we might manage this, with reference to examples of good practice and reflection on current writing and research
- Considered boys’ chosen schema and action patterns and how we respond to physicality in positive ways – for example, with musical games and dramatic stories
- Looked at how to support boys in their communication and interactions

Sessions are planned to meet the needs of participants with different levels of knowledge & experience. Handouts and further reading lists will be provided.

**EYFS Theme:** A Unique Child; Enabling Environments; Learning and Development;

**EYFS Commitments:** Inclusive Practice 1.2; The Learning Environment 3.3; Areas of Learning and Development 4.4

**Common Core:** Child and young person development, 2

Date	19/11/09	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30 - 3:30	Tutor(s)	Anni McTavish	Venue	Laycock Centre Laycock Street N1 1TH

Course Name: <b>“SO THAT’S WHY THEY DO THAT”</b> : Looking at Child Development 0-3					
Target Group: <b>All Early Years Foundation Stage practitioners working with children from birth - 3, including teachers, EYPs and childminders</b>					CYPP REF EYP 1a
<p><b>Course Description</b></p> <p>The course will look at the stages of development of children’s emotional, social, cognitive and physical needs and will discuss practical ways of working with children that are developmentally appropriate.</p> <p><b>AIMS AND OBJECTIVES:</b></p> <p>By the end of this course, practitioners will have:</p> <ul style="list-style-type: none"> <li>• Considered how knowledge of children’s development underpins all of our work with young children</li> <li>• Discussed effective practical strategies using this knowledge</li> <li>• Looked at how an appropriately organised and resourced learning environment is crucial to early development</li> </ul> <p><b>EYFS Theme:</b> A Unique Child</p> <p><b>EYFS Commitment:</b> Child Development, 1.1</p> <p><b>Common Core:</b> Child and young person development, 2</p>					
Date	19/11/09	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30 – 3:30	Tutor(s)	Penny Mukherji	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**WORKING WITH CHILDREN FROM BIRTH TO 3– Two day Course**

Target Group: <b>Practitioners and managers working with children from 0-3, including childminders</b>	CYPP REF EAP 1a
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**Course Description:**  
**This is a 2 day course and participants must attend both days.**

**Part One** of this course will look in depth at the needs of the very youngest children. We will use the Early Years Foundation Stage Framework (EYFS) to reflect on how we can improve the quality of provision for babies and children up to the age of three and plan for their needs.

**Part Two** will help practitioners understand and manage young children’s behaviour which can be challenging at times. Practical ideas to support all aspects of young children’s development will be given and interesting resources shown.

By the end of this course participants will have:

- Gained familiarity with relevant sections of the EYFS
- Considered what good provision and practice for children up to three looks like
- Understood the commitments and principles which underpin the EYFS and how these translate into practice
- Discussed the importance of using observations to inform planning
- Explored practical ideas for providing a variety of opportunities for under threes
- A greater understanding of young children’s behaviour and how to manage it

Links to Register of Good Practice  
 Golden Lane Children’s Centre

**EYFS Theme:** A Unique Child

**EYFS Principle:** Child Development 1.1

**Common Core:** Effective communication and engagement with children, young people, their families and carers, 1; Child and young person development, 2

Date	01/12/09 & 02/12/09	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30 – 3:30	Tutor(s)	Shellie Wright, Allyson Pascoe & Anni McTavish	Venue	Laycock Centre Laycock Street N1 1TH

Course Name: <b>ROUND AND ROUND WE GO; LEARNING THROUGH CIRCLE TIME</b>					
Target Group : <b>All early years practitioners working with children from 2-5 years including teachers, EYPs and childminders</b>					CYPP REF EAP 1a
<p><b>Course Description:</b></p> <p>Effective circle times with young children can foster a range of valuable experiences and particularly enhance communication skills and personal, social and emotional development. This course will consider how this can be developed in an early years setting and will offer practical, meaningful ideas for games that can be used in circle time with young children.</p> <p><b>AIMS AND OBJECTIVES:</b></p> <p>By the end of the course participants will:</p> <ul style="list-style-type: none"> <li>• Have considered the role of circle time with under and over threes</li> <li>• Have explored the potential of circle time games as a tool for learning and facilitating positive behaviour</li> <li>• Have had the opportunity to discuss issues relating to their own setting</li> <li>• Have taken part in a circle time session with the group</li> </ul> <p><b>EYFS Theme:</b> Positive Relationships</p> <p><b>EYFS Commitment:</b> Respecting each other 2.1</p> <p><b>Common Core:</b> Child and young person development, 2</p>					
Date (select one date)	04/12/09 or 14/05/10	Organiser	Tracy Smith	Cost	See costing guidance
Time	9.15-12.15	Tutor(s)	Tracy Smith	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**'HEADS, SHOULDERS, KNEES AND TOES'.....; USING ACTION SONGS AND RHYMES TO ENHANCE LEARNING IN THE EARLY YEARS**

Target Group: <b>All early years practitioners working with children from 2-5, including childminders</b>	CYPP REF EAP1a
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**Course Description:**  
 A very practical day of songs, games and rhymes full of action and movement. Adding actions and movements to music and rhymes hugely benefits the quality of learning, increasing children’s enjoyment and ensuring children remain engaged and enthusiastic.

**AIMS AND OBJECTIVES:**  
 By the end of the session participants will:

- Have learned lots of new songs, games and rhymes to use with actions and movements
- Feel more confident and able to use percussion, puppets and other resources to enhance learning
- Understand how actions and movement enhance learning
- Feel more confident in using musical activities to support all areas of the EYFS

**EYFS Theme: Learning and development**

**EYFS Commitment: Learning and development 4.2 4.4**

**Common Core: Child and young person development 2**

Date	07/12/09	Organiser	EYFS Team	Cost	See costing guidance
Time	9.30-3.30	Tutor(s)	Music for Starters	Venue	Laycock Centre Laycock Street N1 1TH

<p>Course Name:  <b>FROM PATTERNS TO STUNT BUILDING – LEARNING THROUGH BLOCK PLAY</b></p>					
<p>Target Group:  <b>All early years practitioners working in a group setting including teachers and EYPs</b></p>				<p>CYPP REF  EAP 1a</p>	
<p><b>Course Description:</b></p> <p>Community Playthings wooden unit blocks are a powerful example of how an open ended material can encourage children to play in an active and interactive way and allow them the freedom to be original thinkers and creators. This course will explore the learning potential of blocks and how adults can develop this area of provision to allow all children to participate and find success.</p> <p>There will be a particular focus on developing mathematical awareness and problem solving skills with young children.</p> <p><b>By the end of this course practitioners will have:</b></p> <ul style="list-style-type: none"> <li>• Considered the importance of blocks as a tool for learning</li> <li>• Had the opportunity to explore blocks through a hands on approach</li> <li>• Had the opportunity to discuss issues relating to their own setting and plan for the future</li> <li>• Considered the role of the adult in promoting learning in the block area</li> </ul> <p><b>EYFS Theme:</b> Learning and Development</p> <p><b>EYFS Commitments:</b> Active Learning, 4.2 and Areas of Learning and Development, 4.4</p> <p><b>Common Core:</b> Child and young person development, 2</p>					
Date	08/12/09	Organiser	EYFS Team	Cost	See costing guidance
Time	9.30-2.30	Tutor(s)	Tracy Smith	Venue	Laycock Centre Laycock Street N1 1TH

<b>Course Name:</b> <b>ICT IN THE EARLY YEARS FOR RECEPTION</b>	
<b>Target Group:</b> <b>Reception class teachers and practitioners</b>	<b>CYPP REF</b> <b>EYP1a</b>

**Course Description:**  
 ICT is there to enable us to become more effective in our work. Using ICT supports us in communicating more effectively with parents, colleagues and other professionals.

This course will give you:

- Confidence that ICT in the early years means much more than computers
- Opportunities to practise using the computer to catalogue files, download digital pictures and access websites of interest
- Opportunities to look at a variety of ICT software and equipment children can use in their play
- Opportunities to look at how to integrate ICT into the planning of the day to day provision and how ICT can answer specific learning and developmental needs of all children
- Opportunities to think about safe ways to use and store equipment in the classroom

You will have the opportunity to practise using:

- Digital stills and video cameras
- Software of interest to young children
- A collection of ICT equipment such as programmable toys, metal detectors, walkie-talkies and much more

**AIMS AND OBJECTIVES:**  
 By the end of the session participants will have had the opportunity to:

- Become confident with using the computer for a variety of purposes
- Practise using of a variety of ICT equipment
- Become aware of how ICT can enhance the delivery of the EYFS Framework
- Look at how ICT supports inclusive practice
- Learn about storage for access and safety
- Adopt a coherent e-safety policy.

**EYFS Theme:** All four EYFS Themes  
**EYFS Commitments:** Creativity and Critical thinking 4.3, Play and Exploration 4.1, Active Learning 3.2, Areas of Learning and Development, 4.4, Inclusive Practice 1.2, Keeping safe 1.4, The Learning Environment 3.3, Observation, Assessment and Planning 3.1  
**Common Core:** Child and young person development 2, sharing information 6.

<b>Date</b>	08/12/09 23/03/10	<b>Organiser</b>	EYFS Team	<b>Cost</b>	See costing guidance
<b>Time</b>	1:30 -4:30	<b>Tutor(s)</b>	Ileana Shirley-Smith and Liz Noble	<b>Venue</b>	Laycock Centre Laycock Street N1 1TH

<p>Course Name:  <b>SUPPORTING LANGUAGE AND COMMUNICATION DEVELOPMENT</b></p>					
<p>Target Group:  <b>All Early Years Foundation Stage practitioners, including teachers, EYPs and childminders, working with children 0-5</b></p>					<p>CYPP REF  EAP 1a,1b</p>
<p><b>Course Description:</b></p> <p>One of the most important aspects of the role of early years practitioners is to support the development of children’s language and communication. The 2006 ICAN report indicated that in some areas more than 50% of children enter school with transient (not lasting or remaining) language or communication difficulties.</p> <p>The National Strategies have produced training materials for settings to use with all staff to support children with speech, language and communication needs. This is part of the Inclusion Development Programme (IDP)</p> <p>This 2 day course (<b>both sessions need to be attended</b>) will support practitioners to reflect on their practice and develop their skills to support this crucial area of children’s development. It will also equip them to lead on using the IDP support materials with the rest of their team. There will be a setting based task between the 2 days training.</p> <p><b>Aims and objectives:</b></p> <p>By the end of the course participants will have:</p> <ul style="list-style-type: none"> <li>• Gained knowledge and a greater understanding of the development of children’s speech, language and communication</li> <li>• Strategies to support speech, language and communication development</li> <li>• Confidence to use the IDP materials with the rest of their staff team.</li> </ul> <p><b>EYFS Theme:</b> Learning and Development</p> <p><b>EYFS Commitment:</b> Areas of Learning and Development 4.4; Communication, Language and Literacy</p> <p><b>Common Core:</b> Effective communication and engagement with children, young people, their families and carers, 1; Child and young person development, 2</p>					
Dates	22/01/10 and 05/02/10	Organiser	EYFS Team and SALT	Cost	See costing guidance
Time	9:30 –3:30	Tutor(s)	Kirsty Pullen and Sue Rowell	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**LETTERS AND SOUNDS FOR TEACHING ASSISTANTS**

Target Group:  
**Reception class teaching assistants**

CYPP REF  
 EAP1b

**Course Description:**

In order for phonics teaching to be effective, children need to have experience of the different stages of phonological awareness. Practitioners can prepare children for phonics teaching in a fun and multi-sensory way by providing opportunities around speaking & listening, rhyme, rhythm and alliteration. This course will look at ways of developing young children’s phonological awareness in an exciting and practical way. There will also be an opportunity to look at the phonics programme – ‘Letters and Sounds’, with particular emphasis on Phase 1.

Be prepared to sing and play some games!

**AIMS/OBJECTIVES**

By the end of the sessions, practitioners will:

- Have a greater understanding of the development of phonological awareness in young children
- Have practical ideas to support this development
- Be more familiar with phase 1 in the new phonics materials

**EYFS Theme:** Learning and Development

**EYFS Commitment:** Areas of Learning and Development,4.4

**Common Core:** Child and young person development, 2

Dates (select one date)	29/01/10	Organiser	EYFST	Cost	See costing guidance
Time	9.30 – 3.30	Tutor(s)	Fran Guy & Ndidi Evans	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:

**THERE'S A PROBLEM WITH THIS STORY..... using stories to promote a creative approach to problem solving, reasoning and numeracy in reception classes**

Target Group:

**Reception class practitioners**

CYPP REF  
EAP 1a

**Course Description:**

For children to learn best we need to ensure they are motivated and interested. Using children's literature as a starting point enables mathematical concepts to be introduced, consolidated and extended in a way that enthuses and engages children, helping to make maths fun.

**AIMS AND OBJECTIVES:**

By the end of the session participants will have had the opportunity to:

- Look at the potential for developing problem solving, reasoning and numeracy through children's literature
- Explore a creative approach to using and applying PSRN through the context of stories
- Share ideas for mathematical story sacks
- Explore meaningful cross-curricular links

**EYFS Theme:** Learning and development

**EYFS Commitment:** Areas of learning and development 4.4

**Common Core:** Child and young person development, 2

Date	03/02/10	Organiser	EYFS Team	Cost	See costing guidance
Time	9.30 - 3.30	Tutor(s)	Karen Erskine Independent Consultant	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**CHILDREN’S SELF- INITIATED LEARNING for TEACHING ASSISTANTS: what does it look like? How can it be supported? How can it be balanced against so many other demands?**

Target Group: <b>All teaching assistants in EYFS classrooms</b>	CYPP REF EYP 1a
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**Course Description:**

The Early Years Foundation Stage framework stresses the importance of child–initiated play, stating that, “Play underpins the delivery of all the EYFS.”(p7). It requires a balance between child-initiated learning and adult led teaching with the greater emphasis on the former. The expectations, however, for reading and writing within the Foundation Stage are higher than ever.

How can practitioners, particularly those working in reception classes, balance these two seemingly opposing demands? By examining in more detail the nature and importance of child- initiated learning, this course aims to help practitioners solve this dilemma.

**AIMS AND OBJECTIVES**

By the end of the course you will have explored:

- What self-initiated learning is (and what it is not.) Is it the same as “play”?
- The kind of environment which fosters children’s self-initiated learning and how to achieve it
- How to deepen your understanding of your role in planning for, observing, extending and documenting children’s self-initiated learning

**EYFS Themes:** A Unique Child; Learning and Development

**EYFS Commitments:** Child development, 1.1; Play and Exploration, 4.1

**Common Core:** Child and young person development,2; Sharing information, 6

Date	04/03/10	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30 – 3:30	Tutor(s)	Marjorie Ouvry Independent Consultant	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:

**HAPPY TO BE ME:**

**Helping children to become the robust independent people they are meant to be**

Target Group :  
**All early years practitioners**

CYPP REF  
EAP 1a

**Course Description:**

This course aims to explore the development of self-esteem and well-being of children in the Early Years Foundation Stage and the *Every Child Matters* outcome of developing a sense of their own value and learning to be sensitive to the significant events in their own lives and in the lives of other people.

**AIMS AND OBJECTIVES:**

This course examines the practical strategies and activities needed to help children develop a positive sense of themselves and of others. In particular, we will be looking at the Early Years Foundation Stage themes and commitments dealing with *Health and Well-being* and *Respecting Each Other*. This will be achieved by exploring the ways in which practitioners can help children to acquire the skills, knowledge and understanding necessary to develop:

- Respect for others
- Social skills
- A positive disposition to learn

Each participant will receive a booklet detailing the major points covered in the course.

**Aspects to be covered:**

- Identifying what enables children to feel comfortable about who they are, where they come from, and who they belong to
- What we can reasonably expect from Early Years Foundation Stage children in terms of their development of sense of identity and self-esteem, and empathy for others
- An understanding of how children are better able to be realistic about their capabilities, their skills and their achievements when operating from a position of strength, confidence and self-assurance

**EYFS Theme: A Unique Child:** Learning and development; Positive relationships

**EYFS Commitment:** Positive relationships 2.1, 2.3,2.4: Learning and development 4.4; A unique child 1.4

Date	08/03/10	Organiser	EYFS Team	Cost	See costing guidance
Time	9.30-3.30	Tutor(s)	Sue Sheppy	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**RESOURCE MAKING DAY 2 – Bookmaking, games, story props**

Target Group: <b>All early years practitioners working with children from birth - 5 years in group settings, childminders and family support workers</b>	CYPP REF EAP 1
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**Course Description:**

This is a practical course designed to support practitioners in learning how to make high quality resources to use with young children. There will be a range of easily made resources on display from which participants can find inspiration to make their own. The aim is that you will go back to the setting with one or more completed resources to use with the children the following day.

The focus of the day will be on:

- 2D story props, excellent for providing visual support to stories for bilingual children
- Making simple games based on well loved stories
- Book making (please bring your own photos of the children)

There will also be the opportunity to use sewing machines to make story sacks, dressing up clothes, dolls’ clothes or ‘feely’ quilts.

The day is both flexible and informal and you are very welcome to come and make any resource of your choosing -our ideas are only a guideline. We have fabric, sewing machines and a wide range of craft materials suitable for making all sorts of things from puppets to salt dough. Please phone beforehand if you have any specific requirements.

**EYFS Theme:** Enabling Environments

**EYFS Commitment:** The Learning Environment 3:3

**Common Core:** Child and young person development, 2

Date	12/03/10	Organiser	Early Years Foundation Stage Team (EY EMAS)	Cost	See costing guidance
Time	9.30-3.30	Tutor(s)	Member(s) of the Early Years Foundation Stage Team (EY EMAS)	Venue	Laycock Centre Laycock Street N1 1TH

Course Name:  
**EVERYDAY LITERACY**

Target Group:  
**Early years practitioners including teachers and EYPs**

CYPP REF  
EAP1b

**Course Description:**

Young children have an entitlement to develop the foundations of literacy in their early years and practitioners need to ensure that reading and writing in the Early Years Foundation Stage is meaningful for them. In both nursery and reception, thoughtful attention to what we provide in the learning environment allows many opportunities for meaningful reading and writing.

Ofsted reports often highlight as a recommendation that practitioners need a more secure knowledge of how to develop children’s early literacy and this course will support all practitioners in developing their knowledge in this key area of children’s learning.

**AIMS AND OBJECTIVES:**

By the end of the course, participants will:

- Have discussed a range of everyday opportunities and situations which engage children in reading and writing
- Have considered how to improve the learning environment in order that opportunities for reading and writing are plentiful and meaningful

**EYFS Theme:** Learning and Development

**EYFS Commitment:** Areas of Learning and Development, 4.4

**Common Core:** Child and young person development,2

Date	25/03/10	Organiser	EYFS Team	Cost	See costing guidance
Time	9:15 – 12.15	Tutor(s)	Fran Guy Ileana Shirley-Smith	Venue	Laycock Centre, Laycock Street, N1 1TH

Course Title:  
**GETTING TO KNOW YOU:** exploring and understanding the key aspects of young children’s personal, social and emotional development

Target Group: <b>All Early Years Foundation Stage practitioners, including teachers, working with children from 0-5 years</b>	CYPP REF EAP 1
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**Course Description:**  
 To help children get the best possible start in life, early years practitioners need to have a breadth and depth of knowledge about the personal, social and emotional aspects of babies and young children’s learning and development. PSED is at the heart of young children’s development upon which all future development and learning depends. This course will run over 2 days and be delivered jointly by the EYFS team, educational psychologists and community child psychologists. It will examine all aspects of personal, social and emotional development from birth to the end of the Foundation Stage, including being social, being close, having feelings, being me and having friends and relationships. There will be a task in between the 2 sessions involving some observation, reading, listening, self-reflection and practice. In order to complete this, it will be important to agree and plan time with your manager.

**It is recommended that, where possible, 2 people from each setting or school attend to maximise the effectiveness of the training**

**AIMS AND OBJECTIVES**  
 By the end of the course participants will have:

- Improved their knowledge of the personal, social and emotional aspects of babies’ and young children’s development and learning
- Seen how reflective practice effectively promotes and improves the personal, social and emotional aspects of babies’ and young children’s development and learning
- A greater knowledge of appropriate multi-agency support services and how significant problems can be identified early and needs met promptly

**Attendance on both days is essential**

**EYFS Themes:** A Unique Child; Learning and Development  
**EYFS Commitments:** Inclusive Practice, 1.2; Areas of Learning and Development, 4.4 PSED  
**Common Core:** Child and young person development, 2; Multi-agency working, 5

Dates	29.06.10 and 06.07.10	Organiser	Early Years Foundation Stage Team	Cost	See costing guidance
Time	9:30– 3.30	Tutor(s)	EYFS Team with Educational Psychologists and Community Child Psychologists	Venue	Laycock Centre, Laycock Street N1 1TH