Early Years – continuing professional development

Learning and development courses
2012-13
## Contents

<table>
<thead>
<tr>
<th>Course title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative maths – enriching maths experiences</td>
<td>3</td>
</tr>
<tr>
<td>Designing and making – an exciting vehicle for learning</td>
<td>4</td>
</tr>
<tr>
<td>Developing a creative workshop – beyond cutting and sticking</td>
<td>5</td>
</tr>
<tr>
<td>Developing problem solving and reasoning skills</td>
<td>6</td>
</tr>
<tr>
<td>Development matters – child development from birth to 36 months</td>
<td>7</td>
</tr>
<tr>
<td>Exploring from a secure base – personal, social and emotional development</td>
<td>8</td>
</tr>
<tr>
<td>Exploring the characteristics of effective learning</td>
<td>9</td>
</tr>
<tr>
<td>Gabba babba hey!</td>
<td>10</td>
</tr>
<tr>
<td>Good practice ICT in the early years</td>
<td>11</td>
</tr>
<tr>
<td>EYFS network</td>
<td>12</td>
</tr>
<tr>
<td>Introduction to phonics for reception class practitioners</td>
<td>13</td>
</tr>
<tr>
<td>Involving parents, improving outcomes – a practical approach to involving parents in their children’s learning</td>
<td>14</td>
</tr>
<tr>
<td>It’s time to prime – exploring the prime areas of learning from the revised EYFS</td>
<td>15</td>
</tr>
<tr>
<td>Let me do it! Fostering independence in your early years setting</td>
<td>16</td>
</tr>
<tr>
<td>Let’s get our hands dirty! – messy play</td>
<td>17</td>
</tr>
<tr>
<td>Let’s get physical! – for under threes</td>
<td>18</td>
</tr>
<tr>
<td>Let’s get physical! – for three to five year olds</td>
<td>19</td>
</tr>
<tr>
<td>Let’s talk about it! – supporting language and communication</td>
<td>20</td>
</tr>
<tr>
<td>Life at two: understanding and supporting your two year olds</td>
<td>21</td>
</tr>
<tr>
<td>Mark making matters! developing early writing skills</td>
<td>22</td>
</tr>
<tr>
<td>Maths is all around us</td>
<td>23</td>
</tr>
<tr>
<td>Music in the foundation stage</td>
<td>24</td>
</tr>
<tr>
<td>Observation, assessment and planning: a three part course</td>
<td>25</td>
</tr>
<tr>
<td>Principles and practice of the revised Early Years Foundation Stage</td>
<td>26</td>
</tr>
<tr>
<td>Exploring the ‘why’ and the ‘how’ of the two year old progress check</td>
<td>27</td>
</tr>
<tr>
<td>Resource making day – story and rhyme props and story boxes</td>
<td>28</td>
</tr>
<tr>
<td>The revised Early Years Foundation Stage profile briefing</td>
<td>29</td>
</tr>
<tr>
<td>Round and round we go – learning through circle time</td>
<td>30</td>
</tr>
<tr>
<td>Supporting science in the early years</td>
<td>31</td>
</tr>
<tr>
<td>The early reading experience</td>
<td>32</td>
</tr>
<tr>
<td>Understanding schemas – exploring patterns of behaviour</td>
<td>33</td>
</tr>
<tr>
<td>Well-being and involvement – an introduction to Ferre Laevers – personal, social and emotional development</td>
<td>34</td>
</tr>
</tbody>
</table>
Creative maths - enriching maths experiences

Target group: All Early Years Foundation Stage practitioners, including teachers.

Course description:
Maths opportunities occur in all areas of learning not just in discrete carpet sessions. This course will encourage practitioners to look at maths more creatively. It aims to increase their confidence at identifying maths in other areas of learning and provide ideas of how to develop a creative maths experience for children through music, dance, drama and art.

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

- Explore what maths and creativity means
- Develop an understanding of the maths opportunities in creative experiences
- Explore ways of introducing maths through creative and stimulating activities and provision.

Dates: Thursday 14 March 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: EYFS team
Cost: See costing guidance
Venue: Laycock Centre
Designing and making - an exciting vehicle for learning

**Target group:** All Early Years Foundation Stage practitioners, including teachers.

**Course description:**
Through designing and making, children can make sense of their immediate environment and the wider world while developing creative, scientific and mathematical concepts. The course will develop practitioners’ knowledge and understanding of young children’s creative and scientific development and will include the use of photographic presentations, time to question, share examples of effective practice and reflect in small groups. There will also be practical activities including simple woodwork and plenty of new ideas.

**Aims and objectives:**
By the end of the course, participants will have focused on:

- How much young children can learn through designing and making
- How to organise the learning environment both indoors and outdoors to promote autonomous learning (through providing a creative workshop)
- Ensuring a balance between child-initiated and adult-led activities
- Valuing and extending children’s own creative learning through designing and making
- Developing their own skills and confidence in designing and making including woodwork.

Participants are asked to bring a few empty packets of interesting shapes.

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

**Dates:** Friday 8 February 13  
**Time:** 9.30am – 3.30pm  
**Organiser:** EYFS team  
**Tutor:** Gill Hickman  
**Cost:** See costing guidance  
**Venue:** Laycock Centre
Developing a creative workshop - beyond cutting and sticking

Target group: All Early Years Foundation Stage practitioners, including teachers.

Course description:
Creativity is essential for young children's development and, in the revised EYFS, now falls under the specific area of ‘expressive arts and design’. Through creativity children make synaptic links which support their learning in all areas. A creative workshop provides a stimulating environment in which creativity and expressiveness can be nurtured. The course will develop practitioners' knowledge and understanding of young children's creative development and how to set up a creative workshop. It will include photographic presentations, examples of effective practice and reflection in small groups. There will also be opportunities to experience a creative workshop and plenty of new ideas.

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

- How to set up and organise a creative workshop both indoors and outdoors to maximise opportunities for creative learning
- Developing a deeper understanding of the nature of the creative process through practical experience of a creative workshop
- Ensuring a balance between child-initiated and adult-led activities
- Valuing and extending children’s own creative learning.

Participants are asked to bring some used envelopes, some boxes and an overall.

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

Dates: Tuesday 20 November 2012
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Gill Hickman
Cost: See costing guidance
Venue: Laycock Centre
Developing problem solving and reasoning skills

Target group: All Early Years Foundation Stage practitioners, including teachers.

Course description:
In the revised EYFS Framework, ‘problem solving, reasoning and numeracy’ has been changed back to ‘mathematics’. We have all worked hard at developing practitioners’ understanding of, and ability to provide children with, problem solving and reasoning experiences. We want to ensure that problem solving and reasoning remains high on the agenda as it is still an expectation in the new EYFS.

Children use problem solving skills from birth, and practitioners need to support children to develop these skills in a range of contexts in which they can explore, enjoy, learn, practise and talk about their understanding. This course will look at how to enrich children’s maths problem solving and reasoning skills by providing an enabling environment and positive relationships.

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

- Enrich their understanding of how children develop their problem solving and reasoning skills in all areas of maths
- Develop new ideas of enriching the maths environment to provide plentiful opportunities for problem solving and reasoning
- Understand their role in scaffolding and extending children’s developing skills.

Dates: Friday 11 January 13
Time: 9.15am – 12.15pm
Organiser: EYFS team
Tutor: EYFS team
Cost: See costing guidance
Venue: Laycock Centre
Development matters - child development from birth to 36 months

Target group: All Early Years Foundation Stage practitioners working with children from birth to three years old, including teachers, EYPs and childminders.

Course description:
This course is the first of a two-part training course focusing on birth to three year olds. This session looks at young children’s personal, social, emotional, cognitive and physical stages of development. We will refer to the new Development Matters (2012) and revised EYFS (2012) and the day will include inspiring ideas for developmentally-appropriate practice.

Aims and objectives:
By the end of this course, practitioners will have:

- Reviewed their knowledge and understanding of children’s development and how this forms the foundation for their work with young children
- Discussed a host of practical ideas based on this knowledge
- Looked at how a thoughtfully organised, well-resourced learning environment is crucial to early development

Day two on 14 February 2013 can be booked separately as follow up, or as a standalone one day course, for full description see ‘Gabba Babba Hey!’ on page 10.

Dates: Monday 28 January 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Anni McTavish, independent consultant
Cost: See costing guidance
Venue: Laycock Centre
Exploring from a secure base - personal, social and emotional development

Target group: All Early Years Foundation Stage practitioners, including teachers, working with children from birth to five years old.

Course description: Personal, social and emotional development is at the heart of young children’s development upon which all future development and learning depends – that is why it is now under the ‘prime areas of learning’ in the revised EYFS Framework. Improving all children’s outcomes in this key area of development is central to children’s wellbeing and later achievement.

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
- Developed an understanding of how early experiences shape the brain
- Explored the importance of the key person role in working closely with children and their families
- Seen how reflective practice effectively promotes and improves the personal, social and emotional aspects of babies’ and young children’s development and learning.

Dates: Tuesday 16 October 12
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: EYFS team
Cost: See costing guidance
Venue: Laycock Centre
Exploring the characteristics of effective learning

Target group: All Early Years Foundation Stage practitioners.

Course description:
The revised EYFS has emphasised the importance of reflecting the different ways that children learn ‘the characteristics of learning’ and to reflect this in your planning and guiding of children’s experiences. The characteristics of effective learning are the ethos of how children access their play environment, and play is the core ingredient to high quality early years provision. Skilful practitioners are key in enabling and facilitating that play.

Aims and objectives:
By the end of the course, practitioners will have:

- A greater understanding of the characteristics of effective learning and how to ensure you are providing opportunities to reflect these within your environments
  - Playing and exploring-engagement
  - Active learning-motivation
  - Creating and thinking critically-thinking
- Considered how children access these characteristics by ‘learning through play’
- Considered the different forms of play that support children’s learning and development
- Explored how adult-led activities can involve playful teaching and playful learning.

Dates: Tuesday 5 March 13
Time: 9.15am – 12.15pm
Organiser: EYFS team
Tutor: Maria Tallon and Liz Noble
Cost: See costing guidance
Venue: Laycock Centre
**Gabba babba hey!**

**Target group:** All Early Years Foundation Stage practitioners working with children from birth to three years old, including teachers, EY practitioners and childminders.

**Course description:**
Working with babies and infants from birth to two years old requires particular skill, patience and awareness, together with the willingness to regularly update and review your practice.

This session will include lots of imaginative ideas to support the emotional, social, communication and physical needs of babies, plus the chance to add to your songs and rhymes repertoire. We will refer to the revised EYFS (2012) and the new Development Matters (2012) documents.

Please bring a copy of these documents if you have them – they can be downloaded free from [http://www.foundationyears.org.uk](http://www.foundationyears.org.uk)

**Aims and objectives:**
By the end of the course, practitioners will have the opportunity to:

- Consider examples of best practice with an emphasis on positive relationships, communication and language development
- Discuss creative ideas to support physical development through the use of cheap household resources and the simplest equipment
- Review their own practice and plan improvements.

**Dates:** Thursday 14 February 13  
**Time:** 9.30am – 3.30pm  
**Organiser:** EYFS team  
**Tutor:** Anni McTavish, independent trainer  
**Cost:** See costing guidance  
**Venue:** Laycock Centre
Good practice ICT in the early years

Target group: Nursery, reception and PVI practitioners working with children from birth to five years old.

Course description:
This course will give you:

- Confidence that ICT in the early years means much more than computers
- Opportunities to look at a variety of ICT software and fun equipment children can use in their play that can effectively support the characteristics of learning
- 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 nursery.

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

- Practise using of a variety of ICT equipment
- Become aware of how ICT can enhance learning opportunities for all children in the Early Years Foundation Stage
- Realise how ICT can contribute to children’s progress in all learning and development areas
- Look at how ICT supports inclusive practice
- Learn about storage for access and safety
- Adopt a coherent e-safety policy.

Dates: Thursday 22 November 12
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Liz Noble and Sarah Tomoum
Cost: See costing guidance
Venue: Laycock Centre
Early Years Foundation Stage network: EYFS in theory and practice (three sessions)

**Target group:** All Early Years practitioners (including teachers) in maintained, private, voluntary or independent settings and childminders who are interested in hearing about recent and new theories and research in early childhood education.

**Course description:**
Aim: To enrich our understandings of the early years through making links between theory and practice.

This series of network meetings aims to offer the opportunity to practitioners to be involved in higher level discussions around topics and issues within early childhood education and research.

It is aimed at those professionals who are interested in advanced level discussions within early years education. These sessions will be an opportunity to share some of the research that you have been doing within your studies or settings, and will offer you an opportunity to debate some of these issues. It may also be an opportunity to discuss ways of approaching your own research.

These sessions will be led by colleagues in the borough who are currently studying or have completed their studies. Last year, discussions were led on the following topics:

- Gender and identity in the early years
- Scaffolding vs co-construction in relation to language development
- Creative play and learning in the early years

**Dates:** Wednesday 21 November 12, Wednesday 13 March 13, Wednesday 22 May 13

**Time:** 4.15pm – 5.45pm

**Organiser:** Sarah Tomoum and Alise Cook-Ocak

**Tutor:** EYFS team

**Cost:** Free

**Venue:** Laycock Centre
Introduction to phonics for reception class practitioners

Target group: Practitioners working in reception classes.

Course description:
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.

In the EYFS, practitioners are required to support children’s development of phonological awareness and phonics at an appropriate level.

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 phonics phases and support practitioners in using the appropriate materials.

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.

Aims and objectives:
By the end of the course, practitioners will:

- Have gained insight into children’s development of phonological awareness, the phonic system and progression through the phonics phases
- Feel confident in using the ‘letters and sounds’ materials.

Dates: Tuesday 9 October 12
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Fran Guy
Cost: See costing guidance
Venue: Laycock Centre
Involving parents, improving outcomes – a practical approach to involving parents in their children’s learning

Target group: All Early Years Foundation Stage practitioners, including family support workers and childminders.

Course description:
The revised EYFS now places even greater emphasis on the importance of effective partnership with parents.

This course will give practitioners the opportunity to discuss the wide-ranging issues involved in working with and involving parents. Support will be given on how to assess your current practice and consult parents in appropriate and meaningful ways. Practitioners will become familiar with a wide range of resources that can be used to engage parents in children’s learning as well as practical advice and tips on how to address the needs of parents – ranging from carrying out effective home visits to running fun workshops for parents.

Aims and objectives:
By the end of the session, participants will have:

- A greater understanding of the important role parents play in supporting their child’s development and learning
- Considered some of the challenges and how they can be overcome
- Discussed a range of useful strategies and resources that can be used to involve parents in contributing to assessments and supporting their child’s learning and development.

Dates: Tuesday 16 October 12
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Maria Tallon
Cost: Free
Venue: Laycock Centre

www.islington.gov.uk
It’s time to prime – exploring the prime areas of learning from the revised EYFS

Target group: All Early Years Foundation Stage practitioners.

Course description:
The revised EYFS has brought about change in terms of the way we look at our areas of learning and development. ‘Personal, Social and Emotional Development’, ‘Communication and Language’ and ‘Physical Development’ are the key areas for learning and development that come under the umbrella of the ‘Prime Areas for Learning’.

As a result, we felt that it was important to offer a training package that addresses these highly important areas of learning. This is a package that you can choose to attend as a whole, or you may wish to attend some of the specific courses as set out below.

Please see below for dates of courses. For further information on these, please locate the course description by title.

Exploring from a secure base – personal, social and emotional development in the Early Years Foundation Stage (page 8)
16 October 12 (9.30am-3.30pm)

Well-being and involvement - an introduction to Ferre Laevers – exploring the scales of involvement and well-being (page 34)
29 January 13 (9.30am-3.30pm)

Round and round we go – circle time (page 30)
8 February 13 (9.15am-12.15pm)

Communication and Language
Let’s talk about it – supporting language and communication (page 20)
23 October 12 (9.30am-3.30pm)
15 February 13 (9.30am-3.30pm)
21 June 13 (9.30am-3.30pm)

Physical Development
Let’s get physical – supporting physical development in the Early Years Foundation Stage (page 18/19)
22 March 13 (3-5 yrs) (9.30am-3.30pm)
15 March 13 (0-3 yrs) (9.30am-3.30pm)

Organiser: EYFS team
Cost: See costing guidance
Venue: Laycock Centre
Let me do it!! Fostering independence in your early years setting

**Target group:** All practitioners working with children from birth to five years old.

**Course description:**
This course is designed in response to recent Ofsted recommendations which highlighted the need to increase the opportunities for children to develop their independence. This is an area that can affect your Ofsted outcomes under the Every Child Matters outcomes of developing skills for the future and promoting a positive contribution.

**Aims and objectives:**
This half day session will provide you with an opportunity to:

- Consider how to promote independence within your daily routines – e.g. meal times, tidy up times, snack times and toilet times
- Discuss challenges and discover possible solutions
- Consider how to provide creative and appropriate opportunities that meet the needs of all the children in your care.

Please note earlier 9am start.

| Dates: Thursday 8 November 12 |
| Time: 9am – 12.30pm |
| Organiser: EYFS team |
| Tutor: Liz Noble and Sarah Tomoum |
| Cost: See costing guidance |
| Venue: Laycock Centre |
Let’s get our hands dirty! - messy play

**Target group:** All EYFS practitioners including teachers.

**Course description:**
Messy play is crucial to young children’s learning and development. This session will provide planning ideas, theories and loads of hands-on activities to encourage a creative curriculum in your class. You will come away with lots of activities to set up both inside and outside. Your creativity will flourish and your children’s behaviour, language and self-esteem will greatly improve.

Practitioners will not be expected to tidy up afterwards and please wear old clothes!

**Aims and objectives:**
- To be familiar with theories behind messy play and how it supports learning and development
- To discover practical messy ideas for child- and adult-led activities which support high levels of involvement
- To develop creative planning linked to the foundation stage curriculum which can be adapted according to your children’s needs and interests.

**Dates:** Friday 1 March 13  
**Time:** 9.15am – 12.15pm  
**Organiser:** EYFS team  
**Tutor:** Liz Noble and Sarah Tomoum  
**Cost:** See costing guidance  
**Venue:** Laycock Centre
Let’s get physical! – supporting physical development in the Early Years Foundation Stage for under threes

Target group: All EYFS practitioners working with children under three years old.

Course description:
‘Physical development’ comes under the prime areas of learning in the revised EYFS Framework. This really important area of learning and development is key to supporting children’s health and wellbeing and underpins learning along with personal, social and emotional learning and ‘communication and language’ development.

This is a day’s training which will inspire you to ‘get physical’ with the children in your setting. There will be lots of fun child- and adult-initiated activities to support physical development.

Aims and objectives:

- To be able to organise the learning environment both indoors and outdoors to maximise opportunities for physical development
- To be able to plan a balance of child-initiated and adult-led activities which motivate and inspire children to develop their physical skills
- To have time to investigate and explore a range of fun activities suitable for under threes.

Dates: Friday 15 March 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Verity Welch
Cost: See costing guidance
Venue: Laycock Centre
Let’s get physical! – supporting physical development in the Early Years Foundation Stage

Target group: All EYFS practitioners working with three to five year olds.

Course description:
‘Physical development’ comes under the prime areas of learning in the revised EYFS Framework. This really important area of learning and development is key to supporting children’s health and wellbeing and underpins learning along with personal, social and emotional learning and ‘communication and language’ development.

This is a really exciting and innovative day’s training which will inspire you to ‘get physical’ with the children in your setting or classroom. There will be lots of fun child- and adult-initiated activities to support physical development. Having hosted the Olympics in July 2012, we will also demonstrate mini Olympics using small world figures to develop fine motor skills as well as songs, outdoor activities and model making ideas. This course covers just about every aspect of the EYFS but links particularly with language, PSED and maths.

Aims and objectives:

- To be able to organise the learning environment both indoors and outdoors to maximise opportunities for physical development
- To be able to plan a balance of child-initiated and adult-led activities which motivate and inspire children to develop their physical skills
- To have time to investigate and explore a range of fun activities which can be differentiated to suit all children.

Dates: Friday 22 March 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Verity Welch
Cost: See costing guidance
Venue: Laycock Centre
Let’s talk about it! - supporting language and communication

**Target group:** All EYFS practitioners, including teachers, EYPs and childminders, working with children from birth to five years old.

**Course description:**
One of the most important aspects of the role of early years’ practitioners is to support the development of children’s language and communication, skills which underpin all other areas of learning and development. For this reason, ‘language and communication’ is now one of the prime areas of learning in the revised Early Years Foundation Stage.

Approximately 10% of children have a persistent/significant communication difficulty and will require specialist support. However a report by ICAN in 2006 indicated that in some areas more than half of children enter school with delayed speech, language or communication but if they receive the right support the vast majority of these children will be able to catch up with their peers.

This one day course will support practitioners to reflect on their current practice and develop their knowledge, skills and confidence to support this crucial area of children’s development. It will also signpost practitioners to a range of useful resources for staff development as well as introducing some exciting new materials from ICAN’s brand new programme for children aged 0-3, the Early Language Development Programme (ELDP).

**Aims and objectives:**
By the end of the course participants will have:

- Gained knowledge and a greater understanding of the development of children’s speech, language and communication
- Strategies to support speech, language and communication development
- Confidence to use a range of development resources with the rest of their staff team and with parents.

**Dates:** Tuesday 23 October 12, Friday 15 February 13, Friday 21 June 13 **Time:** 9.30am – 3.30pm **Organiser:** EYFS team and SLT **Tutor:** EYFS team and SLT **Cost:** See costing guidance **Venue:** Laycock Centre
Life at two: understanding and supporting your two year olds

Target group: All Early Years Foundation Stage practitioners working with two year olds, including childminders.

Course description:
In light of the revised EYFS and the two year old progress check, this is now a two day course; day one will focus around child development, key person and partnership with parents. The second training day will have a more practical focus on making assessment judgements and feeding this into the two year olds’ progress check, as well as considering what is an enabling environment for two year olds.

In many settings the environment can be shared by children aged 2 – 5, and this can provide challenges for practitioners to effectively accommodate the emotional and physical needs of these younger children. This course will focus on the three prime areas identified in the revised EYFS.

Aims and objectives:
By the end of the course, practitioners will have:

- A greater understanding of child development
- Considered what good practice and provision for children at two looks like, with a focus on key person and attachment
- Explored practical ideas for providing an enabling environment for two year olds.

This is a two day course running in the autumn and then repeated in the spring and summer terms.

There will be a task at the end of day one to take away and complete in your settings which will inform part of the practical session on day two.

Dates: Autumn term – Tuesday 9 October 12 and Tuesday 13 November 12
Spring term – Tuesday 26 February 13 and Tuesday 26 March 13
Summer term – Tuesday 21 May 13 and Tuesday 18 June 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Maria Tallon, Liz Noble, Verity Welch
Cost: See costing guidance
Venue: Laycock Centre
**Mark making matters! Developing early writing skills**

**Target group:** All Early Years Foundation Stage practitioners, including teachers.

**Course description:**
In order for children to become capable and confident writers, it is essential that they are given lots of opportunities to develop their skills for writing through using an enabling environment rich in mark making opportunities. This course will look at the developmental stages of writing and will provide practical ideas to ensure that children move through these stages in a fun and appropriate way. The course will also include advice and resources to support parents with their children’s early writing.

**Aims and objectives:**
By the end of the course participants will have:

- Looked at the developmental stages of writing
- Practical ideas to encourage and enable children to write
- Ideas of how to support parents with their children’s early writing.

**Dates:** Thursday 14 February 13
**Time:** 9.30am – 3.30pm
**Organiser:** EYFS team
**Tutor:** Fran Guy
**Cost:** See costing guidance
**Venue:** Laycock Centre
Maths is all around us

Target group: All Early Years practitioners, including teachers.

Course description:
We all use maths to help us understand the world but when developing mathematics in an early years setting we sometimes forget about the maths which is happening all around us. This course will develop practitioners’ skills at identifying everyday maths in their setting and provide ideas of how to enrich the maths learning environment inside and out so as to encourage richer maths experiences.

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

- Develop their skills in identifying everyday maths experiences
- Understand the practitioner’s role in supporting the children’s learning and promoting a positive image of mathematics
- Consider how to improve the learning environment in order that opportunities for mathematics are plentiful.

Dates: Thursday 15 November 12
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: EYFS team
Cost: See costing guidance
Venue: Laycock Centre
Music in the foundation stage

**Target group:** All Early Years practitioners working in a group setting with children aged two – five years old.

**Course description:**
This session on music provides practical support to all adults working with young children. It will cover aspects of the Early Years Foundation Stage framework through many different, original and pleasurable musical activities. The course will explore a variety of performing, composing and listening skills, and consider musical activities to complement language and number. Above all, it will emphasise the connection between imagination, enjoyment and learning.

**Aims and objectives:**
By the end of the course participants will have:

- Learned a number of songs to use with young children
- Explored different ways of using musical instruments with young children
- Explored ways of encouraging young children to create their own musical sounds and compositions
- Explored how musical activities link to other areas of learning.

**Dates:** Wednesday 15 May 13
**Time:** 9.30am – 3.30pm
**Organiser:** EYFS team
**Tutor:** Tom Deveson, Music Consultant
**Cost:** See costing guidance
**Venue:** Laycock Centre
Observation, assessment and planning: a three part course

**Target group:** All Early Years practitioners, including teachers in maintained, private, voluntary and independent settings, managers, Foundation Stage Co-ordinators and Early Years SENCOs.

**Course description:**
This three part course looks using observations for assessment and planning. We present a sustainable model of planning from observation and tracking children’s individual progress and as well as tracking the progress of the whole group in your nursery/class. Writing personal Education Plans for all children including those with Special Educational needs will also be covered, as well as teaching and learning journeys.

Session 1: Making observations. Participants will have the opportunity to practise making observations of children’s play from video footage.

Session 2: Analysing observations. Participants will use observations of children in their own settings to analyse and assess the children’s learning and development.

Session 3: Planning from observations. This session will provide participants with the opportunity to plan from their own observations.

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.

**Please note the earlier start of the session.**

**Dates:** 2012 sessions - Fridays 9, 16 and 23 November 12
2013 sessions – Tuesdays 5, 12 and 19 March 13
**Time:** 9.15am – 12.15pm
**Organiser:** EYFS team
**Tutor:** Verity Welch
**Cost:** See costing guidance
**Venue:** Laycock Centre
Principles and practice of the revised Early Years Foundation Stage

Target group: All Early Years teachers and professionals working with children from birth – five years old in schools and settings.

Course description: Following the Clare Tickell review, the revised Early Years Foundation Stage (EYFS) became statutory for all children from birth to five from September 2012.

This course will give you the opportunity to familiarise yourselves with the revisions in the EYFS.

Aims and objectives:
By the end of the course, participants will:

- Have had the opportunity to discuss the overarching principles of the revised EYFS and how these affect practice
- Have had the opportunity to compare the original EYFS with the revised EYFS
- Have explored the revised learning and development framework and assessment arrangements
- Have had some practical hands-on experience of using the revised framework.

Dates (select one): Thursday 11 October 12, Friday 18 January 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: EYFS team
Cost: See costing guidance
Venue: Laycock Centre
Exploring the ‘why’ and the ‘how’ of the two year old progress check

Target group: All Early Years Foundation Stage practitioners working with two year olds, including childminders.

Course description: In light of the revised EYFS and the introduction of the progress check assessment for children aged two this one day course provides you with the opportunity to explore the aims and principles of the progress check. What it means to make appropriate assessments in partnerships with parents and explore ways in which your current observation and assessment systems can fit into the progress check.

Aims and objectives: By the end of the course, practitioners will have:

• A greater understanding of child development for children aged between two and three
• Considered how to effectively share information around the progress check appropriately with parents/carers
• An opportunity to consider how to use your current observation/assessment systems to complete the progress check.

Please bring with you any observational evidence, assessments and profile books on a current key child aged two.

Dates (select one): Tuesday 25 September 12, Tuesday 22 January 13, Tuesday 30 April 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Maria Tallon, Liz Noble and EYIT
Cost: See costing guidance
Venue: Laycock Centre
**Resource making day – story and rhyme props and story boxes**

**Target group:** Early Years practitioners working with children from birth – five years old in group settings, childminders and family support workers.

**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 story and rhyme props, story boxes and games 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 day will begin with a session from the Islington Education Library who will show you how to use props, puppets and story boxes to enhance books and rhymes.

The focus of the day will be on:

- 2D story and rhyme props, excellent for providing visual support to stories for bilingual children
- Making story boxes and games.

**Dates:** Wednesday 30 January 13  
**Time:** 9.30am – 3.30pm  
**Organiser:** EYFS team  
**Tutor:** Member(s) of the EYFS team  
**Cost:** See costing guidance  
**Venue:** Laycock Centre
The revised Early Years Foundation Stage Profile briefing

**Target group:** Teachers and practitioners working in reception classes in maintained and independent schools, Foundation Stage co-ordinators, assessment co-ordinators.

**Course description:**
The original Early Years Foundation Stage Profile (2008) was a statutory assessment process for all children completing their final year of the EYFS. Following the Tickell review, the EYFS Profile was revised and the new profile will become statutory requirement from September 2012.

This briefing will introduce practitioners to the new EYFSP looking at the new Early Learning Goals, examining assessment procedures and the new effective characteristics of learning.

This briefing will be followed up with a day long course to introduce the new EYFSP handbook which will be available in Spring 2012.

**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
- Understand what constitutes good assessment processes
- Discuss each of the 17 Early Learning Goals and know what sort of evidence will be required to support them in making accurate judgements.

**Dates (select one):** Thursday 18 October 12, Tuesday 12 February 13, Thursday 18 April 13 (full day)
**Time:** 9.15am – 12.15pm (18 April 13: 9.30am – 3.30pm)
**Organiser:** EYFS team
**Tutor:** Sarah Tomoum
**Cost:** Free
**Venue:** Laycock Centre
Round and round we go - learning through circle time

Target group: All Early Years practitioners working with children aged two – five years old.

Course description:
Effective circle times with young children can foster a range of valuable experiences and can particularly enhance communication skills and personal, social and emotional development, both of which come under the revised EYFS prime areas of learning. This course will consider how circle time 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.

Aims and objectives:
By the end of the course participants will:

- Have considered the role of circle time with children aged two – five years old
- Have explored the potential of circle time games as a tool for learning and facilitating positive behaviour
- Have had the opportunity to discuss issues relating to their own setting
- Have taken part in a circle time session with the group.

Dates: Friday 8 February 13
Time: 9.15am – 12.15pm
Organiser: EYFS team
Tutor: Verity Welch
Cost: See costing guidance
Venue: Laycock Centre
Supporting science in the early years

Target group: All Early Years Foundation Stage practitioners, including teachers.

Course description:
Children love to explore materials and so do adults, so let’s get imaginative and investigate together. The course will develop practitioners’ knowledge and understanding of young children’s scientific development. There will also be practical activities and plenty of new ideas to support the planning and delivery of simple science activities.

Aims and objectives:

• To be able to organise the learning environment both indoors and outdoors to maximise opportunities for scientific learning
• To be able to plan a balance of child-initiated and adult-led activities which motivate and inspire children to learn
• To be able to value and extend children’s own scientific learning
• To have time to investigate and explore a range of fun science activities which can be differentiated to suit all children.

Dates: Friday 19 October 12
Time: 9.15am – 12.15pm
Organiser: EYFS team
Tutor: Verity Welch and Sarah Tomoum
Cost: See costing guidance
Venue: Laycock Centre
The early reading experience

Target group: All Early Years Foundation Stage practitioners.

Course description:
Children need a rich and stimulating experience of early reading which motivates them to read and write and to apply their phonic skills.

This course will cover a wide range of aspects, including phase 1 of ‘letters and sounds’, developing an inviting and well-resourced book corner, using core books, guided and shared reading, auditing your literacy environment and using story props, story boxes etc. It will also give information about involving parents in children’s learning around reading.

Aims and objectives:
By the end of the course participants will have had the opportunity to:

- Have a better understanding about the development of phonological awareness in young children
- Be more familiar with phase 1 of ‘letters and sounds’
- Explore all of the different ways to give children a high quality daily reading experience for their pupils
- Look at ways to develop high quality literacy provision in which children can apply their phonics skills independently.

Dates: Thursday 18 October 12
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Fran Guy
Cost: See costing guidance
Venue: Laycock Centre
Understanding schemas – exploring patterns of behaviour

**Target group:** Practitioners working with children from birth to three years old.

**Course description:**
Children develop in a variety of ways and often our youngest children will develop repeated patterns of behaviour, which can sometimes be explained as schemas. As Early Years practitioners it is good practice to be aware of the different ways in which children learn. This is supported by the revised EYFS Framework and ties in with the prioritised characteristics of learning.

- Have you seen children filling containers, bags and pockets with objects and carrying them around wherever they go?
- Have you ever wondered why a child would do a beautiful painting and then cover it all up?
- Have you seen a child posting all sorts in to all kinds of holes?

Behaviours which can present at first as challenging can be clues to children’s emerging schemas and, if identified early, can be used to motivate and support children in their play and learning.

This session will provide the opportunity to think about the schematic behaviours you have seen in the children in your setting and to discuss practical ways to support them.

The session will answer the following questions:

- What are schemas?
- How do we identify schemas?
- How can we support children displaying schematic behaviour?

Through discussion there will be opportunities for practitioners to:

- Further develop their understanding of schemas
- Develop an understanding of the role of the adult in supporting schemas to extend children’s learning
- Develop an understanding of how supporting schemas can have a positive impact on raising children’s self esteem.

**Dates:** Thursday 21 March 13  
**Time:** 9.30am – 3.30pm  
**Organiser:** EYFS team  
**Tutor:** Liz Noble and Sarah Tomoum  
**Cost:** See costing guidance  
**Venue:** Laycock Centre
Well-being and involvement - an introduction to Ferre Laevers-
personal, social and emotional development

Target group: All Early Years Foundation Stage practitioners, including teachers.

Course description:
Personal, social and emotional development is at the heart of young children’s development upon which all future development and learning depends – that is why it is now under the prime areas of learning in the revised EYFS Framework. Improving all children’s outcomes in this key area of development is central to children’s well-being and later achievement.

Dr Ferre Laevers developed what he termed “a process-orientated child monitoring system” which focuses on “two variables which are highly indicative of quality in education; well-being and involvement.”

The Ferre Laevers approach looks at levels of well-being and involvement as indicators of children’s emotional development and learning processes. From these, practitioners can analyse children’s developmental and learning needs more effectively to purposefully plan for their individual needs.

This training day will outline the approach and how it can be integrated into early years settings to support development and learning. It will support you in creating a meaningful environment where children feel and act like “Fish in Water”.

Aims and objectives:

- Be familiar with the Leuven scales of ‘well-being and involvement’; and how to use them
- Develop further ideas to support children’s personal, social and emotional development by exploring the building blocks of feelings
- Gain some practical ideas to create an enabling environment which support high levels of well-being and involvement.

Dates: Thursday 29 January 13
Time: 9.30am – 3.30pm
Organiser: EYFS team
Tutor: Liz Noble and Verity Welch
Cost: See costing guidance
Venue: Laycock Centre