

First Hand



– making the
Foundation Curriculum
work

Sally Featherstone

with contributions by Al Lewis McDermott

First Hand Making The Foundation Curriculum Work

Sally Featherstone, Alison McInnes



First Hand Making The Foundation Curriculum Work:

Inspection and Accountability Bill Laar, 2013-09-05 In September 2005 school inspections changed drastically The onus is now on the school to highlight its own strengths and weaknesses to document them convincingly and to show action plans for improvement This book written by an Ofsted Inspector shows you exactly what to do and how best to present your Self Evaluation It also tells you how to prepare for the two day inspection so that everything goes as well as possible

Geography in the Early Years Joanna Birch, Joy Palmer, 2004-09-09 This completely revised and updated second edition of Geography in the Early Years presents a lively and comprehensive overview of teaching and learning in geography Theoretical aspects of early years teaching in geography are complemented by up to date research findings and illustrated with discussion a wealth of case studies and suggestions for the development and implementation of sound geographical work in practice In a practitioner friendly style this book provides an examination of the essence of geography in terms of children s conceptions of the physical environment a detailed description of geography in the national curriculum and of the place and nature of environmental education within early years teaching guidelines for taking a whole school approach in policy planning and organisation of geographical learning examples of initial teacher training and continuing professional developments This highly accessible illuminating book will be immensely helpful to teachers student teachers policy makers and all other providers of education for children aged three to seven years

Observation, Assessment And Planning In The Early Years - Bringing It All Together Brodie, Kathy, 2013-04-01 Children develop and learn best when their environment is tailored to their individual needs supported through careful observation informed assessment and dynamic planning a cycle which is the bedrock of good early years practice Although the EYFS recommends that observation assessment and planning should be linked in a constant cyclical process in practice this can be a significant challenge This book presents an integrated framework which puts the cycle into practical terms bringing it all together to ensure a seamless process and to support you in this vital part of your work The focus is on the critical links within the cycle and combines theory with proven good practice including Making and recording observations effectively and efficiently How observations should inform next steps assessment and planning Bringing all the information together into a cyclical process Exploring potential challenges Using reflective practice to refine and improve your techniques Rich in practical examples and case studies that illustrate how the cyclical framework works in practice this is an excellent resource for early years practitioners and students looking to improve their observation assessment and planning techniques Observation Assessment and Planning in the Early Years Bringing it All Together actually does bring it all together Kathy Brodie has linked theorists from the past to the present skilfully connecting to the revised EYFS Early Years students and practitioners will have the opportunity to reflect on the innovative ideas that she has suggested Kathy has also included detailed information on observing SEN children This modern update to observation assessment and planning is a must read for the early years sector Laura Henry

Managing Director Childcare Consultancy This is a very well researched and practical guide to observation planning and assessment in the Early Years Kathy has collected together both historical and current thinking and ideas around the subject and then presented them in a way that is easy for the reader to access understand and more importantly apply The structure and format of the book helps the reader to check their understanding of the key learning points and then supports them in working through any challenges that they may have along with answers to key questions Observation Planning and Assessment in the Early Years is an essential read for all Early Years Practitioners from those with experience to those just starting out Alistair Bryce Clegg Early Years Consultant This is a wonderful and timely resource to help practitioners make and use well informed judgements of young children s learning and achievement The four threads of observation assessment next steps and planning are skilfully woven together Plentiful exemplifications and case studies vividly illustrate theoretical points and give young children a central place in the book Marion Dowling Early Years Specialist and Vice President of Early Education

Essential Guides for Early Career Teachers: Teaching Early Years Lorna Williams, Colin Howard, 2025-02-28 Aimed at all beginning teachers involved in early years teaching This text looks at the unique role of the early years teacher and outlines how you can support the development of children as unique individuals through an enabling environment building success through effective relationships outstanding provision and purposeful assessment It encourages you to think about your own development in a holistic sense in order to promote outstanding professional practice The Essential Guides for Early Career Teachers provide accessible carefully researched quick reads for early career teachers covering the key topics you will encounter during your training year and first two years of teaching They complement and are fully in line with the new Early Career Framework and are intended to assist ongoing professional development by bringing together current information and thinking on each area in one convenient place

First Hand Sally Featherstone, Alison McInnes, 2001-09 First Hand takes an in depth look at planning and managing the Foundation Stage There is discussion of the principles which should underpin planning a detailed sections on content experiences and resources advice on managing the provision and on including adults in the community and guidance on ensuring quality preparatory to inspection

Creatures Great and Small Neil Griffiths, Anne Pratt, Sylvia Wright, 2001 Specifically designed to address the Foundation Curriculum Goals from the QCA

Stepping Stones Neil Griffiths, Anne Pratt, Sylvia Wright, 2001 Designed to address the Foundation Curriculum the Early Learning Goals from the QCA and the Scottish Curriculum Framework 3 5 This book offers Early Years education and is a child centred activity based resource for nursery stage It is based on and correlated to the Foundation Stage Curriculum

Ourselves Anne Pratt, Neil Griffiths, Sylvia Wright, 2001 Specifically designed to address the Foundation Curriculum Goals from the QCA

Reflective Practice in the Early Years Mike Reed, Natalie Canning, 2009-11-25 This title covers issues such as play in the early years foundation stage EYFS in England safeguarding children the healthy child and many more It encourages students and practitioners to consider their own practice and to examine those in a wide range of

early years settings **Exploring Outdoor Play in the Early Years** Trisha Maynard, Jane Waters, 2014-06-16 Outdoor play is a significant and essential aspect of a young child's development and enjoys a renewed emphasis in early years practice in keeping with the core principles embedded within the early years tradition. However, this emphasis may sit uneasily alongside a requirement to focus on the development of literacy and numeracy skills, and supporting outdoor play can raise a number of thorny issues such as freedom, safety and risk. This book challenges the reader to consider why outdoor play is seen to be of significance within early childhood. Whether this view is justified, what are the benefits of outdoor play? The implications for practitioners who may be facing conflicting pressures in their work with young children. In particular, the writers skilfully blend theory, research and practical guidance to address three important issues: What constitutes good outdoor provision for young children and babies? How do we respect and respond to the young child in outdoor provision? How do we support risky play within the bounds of a statutory curriculum or regulatory regime? Incorporating chapters from internationally renowned authors working in this field, this book is recommended both for practitioners involved in early years education and care and for students at foundation degree and post graduate levels. This is a thought-provoking book that draws on research to encourage the reader to reflect on the essence of outdoor play in early childhood. Recognising that within our society assumptions are made about outdoors and about childhood, this book challenges the reader to reflect on outdoor provision from a number of perspectives. The outdoor environment matters to young children. This book not only makes the case for outdoor play, it considers what that actually looks like in the UK and internationally and asks us to reflect on the implications for our own working practices. Maynard and Waters set out to provoke critical reflection and inspire practitioners; they have certainly achieved their aim, and this book is a welcome addition to the debate about outdoors in the early years. Gail Ryder, Richardson, Early Years Consultant and Trainer, Outdoor Matters Contributors: Valerie Huggins, Sara Knight, Helen Little, Trisha Maynard, Ellen Beate Hansen Sandseter, Alison Stephenson, Helen Tovey, Sue Waite, Jane Waters, Jan White, Karen Wickett, Helen Woolley and Shirley Wyver *At Home and Far Away* Sylvia Wright, Neil Griffiths, Anne Pratt, 2001

Specifically designed to address the Foundation Curriculum Goals from the QCA Foundations of Education: Instructional strategies for teaching children and youths with visual impairments M. Cay Holbrook, Alan J. Koenig, 2000 **The Open Shelf**, 1919 **Teaching Young Children to Draw** Mr Grant B Cooke, Grant Cooke, Dr Maureen V Cox, Maureen Cox, Deirdre Griffin, 2004-08-02 First published in 1997 Routledge is an imprint of Taylor Francis, an informal company **Art Teaching** George Szekely, Julie Alsip Bucknam, 2013-06-17 This comprehensive up-to-date art methods text presents fundamental theories, principles, creative approaches and resources for art teaching in elementary through middle school

The School World, 1916 **Primary Education: The Key Concepts** Denis Hayes, 2006-05-11 Presenting a balance of theoretical insight and practical advice, this text is a clear and accessible guide to the key issues relating to primary education. Alphabetically arranged and fully cross-referenced to ensure ease of use, entries include both curriculum-specific

terms as well as those that are more generic such as assessment objectives coping strategies differentiation behaviour special needs time management Written by an experienced teacher and lecturer this is a concise yet comprehensive text that takes into account the everyday realities of teaching Readable and user friendly it is a first class resource for the primary practitioner at all levels **Hospitality Sales and Marketing** Howard Feiertag, 2019-08-15 Grouped by general topic this collection of the best Sales Clinic columns in Hotel Management written by Howard Feiertag over the course of 35 years provides an abundance of juicy nuggets of tips tactics and techniques for professionals and newbies alike in the hospitality sales field Readers will take a journey down the road of the development of hospitality sales from the pre technology era when knowing how to use a typewriter was a must to today's reliance on digital technology rediscovering that many of the old techniques that are still applicable today **Makers of Nursing History** Meta Rutter Pennock, 1928 Challenge, 1973

This book delves into First Hand Making The Foundation Curriculum Work. First Hand Making The Foundation Curriculum Work is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into First Hand Making The Foundation Curriculum Work, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 2: Essential Elements of First Hand Making The Foundation Curriculum Work
 - Chapter 3: First Hand Making The Foundation Curriculum Work in Everyday Life
 - Chapter 4: First Hand Making The Foundation Curriculum Work in Specific Contexts
 - Chapter 5: Conclusion
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 6. In chapter 5, the author will draw a conclusion about First Hand Making The Foundation Curriculum Work. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of First Hand Making The Foundation Curriculum Work.

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