

T Level Resource improvement project Education and early years

**Framework for learning and guidance materials to
develop core skills required for the T Level Employer-
set project**

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Contents

Introduction	Page 3
Framework for learning	Pages 4–12
Block 1 lesson plans	Pages 13–50
Block 2 lesson plans	Pages 51–86
Block 1 lesson handouts	Page 87–110
Block 2 lesson handouts	Pages 111–151
Guidance materials for students	Page 152

Introduction

This resource, together with the teacher PowerPoint presentation slides, form a package of materials to support students in developing the required Employer-set project (ESP) core skills and guidance on how best to prepare for the ESP. The resource pack covers approximately 31 hours of learning (31 hours and 10 minutes).

This resource contains the following materials.

1. A framework for learning, outlining the key aims and outcomes for the 31 hours of learning activities.
2. A detailed series of accompanying lesson plans to support the learning activities.
3. A student handout booklet to support the key learning activities in each lesson.
4. Guidance on how students can best use the core skills they have developed in the ESP.

Please note: these materials should be used alongside the teacher PowerPoint presentation slides.

Framework for learning

Education and early years
Core skills

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Course title:	Education and early years
Employer-set project core skills:	This resource will focus on the development of two core skills, specifically, core skill (CS) 1 and 2.
Framework overview:	This framework for learning is designed to develop the core skills required for the Education and early years T Level Employer-set project (ESP). The sequence of learning will allow students to develop the following core skills. • CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding. • CS2: Work with others to plan and provide activities to meet children and young people's needs. Please note: there are four core skills in total that students need to develop as part of their ESP. Context and delivery The lessons have been sequenced into two blocks. Each block correlates with one of the two core skills being developed. Each block contains a sequence of lessons that allows students to develop the skills outlined for that core skill. Prior learning requirements It is useful for students to have covered the core content in element 1 (Wider context) and element 2 (Supporting education) prior to commencement of these delivery blocks. While students do not need to have covered all aspects of these elements, some knowledge of these areas is assumed (specific details are highlighted in the lesson plan). Block structure For block 1, the duration of each lesson is between 1 hour 15 minutes and 3 hours 30 minutes. The lessons need to be delivered sequentially, as they build on one another in terms of knowledge and skills. The longer lessons can be completed over a morning/afternoon session, for instance. The format of these lessons includes some initial input around key communication strategies that students can use, alongside opportunities for the development and application of these skills. This format has been adopted, so that students can understand the scope of the communication strategies they can employ before developing and practising them. Once block 1 has been completed, it is recommended that teachers move on to the next block. Block 2 has been designed to provide students with an overview of the skills required to work effectively with others. The lessons vary in length. The block is designed to develop skills through participation in a mini-

	project. This block must be delivered in sequential order. In order to access block 2, it is important to make sure that students have the assumed skills required to access the content, meaning block 1 must already be completed. Lesson 3 in this block is significantly longer, at around 7 hours. This lesson could be taught in one day, or alternatively could be broken up, with everything up to and including the guided practice section taught in one session, and the remainder taught in another. The lesson will support students' ability to work on activities for longer durations, which is a requirement for the ESP. For this lesson, it is advisable to block-book a room in advance. Each block has a formal assessment at the end. These assessment points allow for the identification of gaps in skills and knowledge, areas which will need to be revisited prior to progressing. Block 1 includes 12 hours and 55 minutes of learning. Block 2 includes 18 hours and 15 minutes of learning. Following the delivery of this content The total 31 hours of learning provide an introduction to the development of CS1 and CS2. Further opportunities to practise and apply these skills will, however, be necessary.
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Lesson structure and components	
Each lesson follows a similar cycle, as outlined below. This approach has been adopted to establish retention of learning over time, and to provide opportunities for the practice and independent application of skills. Lesson structure Recall and connect: This section of the lesson is designed to recap students' prior learning. This can be from the previous lesson or from across learning blocks. It usually takes the form of a short, accessible task, which allows teachers to address misconceptions in prior learning before building on this/moving on. Aim and learning outcomes: Each lesson has an overall aim and several learning outcomes, which enable the aim to be achieved. The focus of each lesson links to a core skill. New material: This section is usually teacher driven and introduces new or key concepts that will be central to the lesson. This part of the lesson is key to new learning and provides a foundation for students to develop their core skills through practice later in the lesson. Guided practice: During this section, students are supported to further their understanding and practise their skills under the teacher's guidance. This can	

often be group activities or may involve the teacher leading a discussion. In this section, students may be required to make notes or answer questions.

Independent practice: This section of the lesson is of crucial importance to allow students to practise their skills. This may be in a group setting, and the onus here is on the students, without the same level of guidance and support from the teacher.

Review: This part of the lesson allows the teacher/student to assess their progress against the learning outcomes, which should be revisited at this stage.

Key vocabulary

Key vocabulary is identified for each lesson. It is the teacher's responsibility to encourage students to achieve a secure understanding of what these terms mean in context. In some instances, specific tasks linked to these terms are provided; in other instances, they will just need to be explained/discussed with students, using questioning to ascertain understanding.

Activities and tasks

In each lesson, there will be a series of activities and tasks for students to complete. The activities are usually longer in nature, and link with the resources in the student handout materials. There is usually a written component to these handout activities. Tasks are typically shorter in nature than the activities and do not require supporting materials in the handout booklet. These tasks and activities are marked throughout the lesson plans and the PowerPoint presentation slides.

All resources for the activities are available in the student handout materials.

Block 1: Focus – CS1 ✓ Communicate information clearly to engage children and young people			
Lesson	Aims and learning overview	Key vocabulary	Key formative assessment
1 (2 hours 45 minutes)	Aim: Communicate effectively with young people Learning outcomes By the end of this lesson, students will: 1. be able to use communication strategies to elicit effective responses from young people 2. know verbal and non-verbal questioning techniques 3. use memory strategies to remember key names.	Verbal and non-verbal cues	LO1: Activity 1 – grid to complete in handout. LO2: Activity 2 – scenario-based activity. LO3: Activity 3 – create a nursery rhyme and activities based on a scenario.
2 (3 hours 30 minutes)	Aim: Adapt language for an age-appropriate audience Learning outcomes By the end of this lesson, students will: 1. be able to adapt their register and explain technical information to a non-technical audience 2. be able to apply different vocabulary teaching tools to aid a child's understanding of technical vocabulary 3. use non-verbal skills to save time and convey information to children.	Technical Information Statutory	LO1: Task 2 and activity 3 – fill in the degree of value line for synonyms of “dirty”. LO2: Activity 5 – complete the activities in the scenario-based task. LO3: Activities 4 and 5 – apply the skills from the Teacher Toolkit to the scenario-based task in question 5.
3 (2 hours 10 minutes)	Aim: Use a range of strategies to encourage discussion Learning outcomes By the end of this lesson, students will: 1. know a range of strategies to encourage young people to engage in discussion 2. know how to use sustained shared thinking (SST) to encourage discussion 3. be able to use SST to develop a dialogue with a young person.	Sustained shared thinking (SST) Dialogue	LO1: Activity 1 – complete a strategy grid. LO2: Activity 2 – questions linked to SST. LO3: Activity 3 and task 2 – role-play task.

4 (1 hour 15 minutes)	Aim: Use positive language to effectively motivate young people Learning outcomes By the end of this lesson, students will: 1. understand the importance of using positive language 2. be able to use a range of strategies to motivate young people and celebrate diversity 3. be able to use positive language in their interactions with young people.	Constructive Diversity	LO1: Task 1 and teacher questioning. LO2: Activity 1 – mind-map of key positive language strategies. LO3: Task 2 – role-play task.
5 (3 hours 15 minutes)	Aim: Key summative checkpoint assessment for CS1 Key focus on GEC1, 2 and 6: Convey technical information to different audiences; present information and ideas; take part and lead in discussion. Learning outcomes By the end of this lesson, students will: 1. be able to demonstrate their understanding of CS1: Communicate information clearly to engage children and young people.	N/A	Formal checkpoint assessment. LO1: Activity 3 – students recall key vocabulary; activity 4 – highlight key verbal and non-verbal cues that can be adapted for a classroom-based scenario; activity 6 – create an “assess, plan review” grid based on a scenario-based task.

Block 2: Focus – CS2 ✓ Work with others to provide and plan activities to meet children's and young people's needs			
Lesson	Aims and learning overview	Key vocabulary	Key formative assessment
1 (3 hours)	Aim: Use communication effectively to work with others Key focus on CS2: Work with others to provide and plan activities to meet children's and young people's needs. Learning outcomes By the end of this lesson, students will: 1. know how and why we communicate needs to other people 2. be able to communicate effectively with other peers, speaking clearly and confidently 3. know how to plan collaboratively in groups to complete a task.	Standard English Halliday's language functions	LO1: Recall activity on the application of Halliday's functions of language. LO2: Activity 5 – communicate ideas effectively in the "Tower of Power" task. LO3: Activity 5 – create an effective plan based on strengths of the team in the "Tower of Power" scenario.
2 (2 hours 15 minutes)	Aim: Work with others to identify a child's needs and consider appropriate strategies Learning outcomes By the end of this lesson, students will: 1. be able to identify the needs of a child 2. be able to work with others to agree the most important/specific needs of the child 3. be able to work with others to discuss a range of possible strategies.	Brief	LO1: Activity 1 – respond to brief and assessment to identify needs. LO2: Task 2 – discussion task to collate and agree ideas. LO3: Task 3 – mini-presentation task to feed back initial group thoughts.
3 (7 hours 10 minutes)	Aim: Communicate effectively with others to plan a sequence of learning Key focus on CS2: Work with others to provide and plan activities	Sequence of learning Formative assessment	LO1: Activities 1 and 2 – analysis of a sequence of learning.

	to meet children's and young people's needs. Learning outcomes By the end of this lesson, students will: 1. know how to liaise with colleagues to plan appropriate activities for children and young people 2. understand how to contribute to medium-term planning 3. know how to present information in an organised and logical way 4. be able to communicate effectively in a group situation.	Summative assessment	LO2: Activity 2 – analysis of a medium-term plan. LO3 and LO4: Activity 7 – create a sequence of learning and associated resources.
4 (2 hours 45 minutes)	Aim: Communicate effectively with parents and carers to support their child's needs Key focus on GEC3: Create texts for different purposes and audiences. As part of CS2, students must be able to organise ideas and information logically and coherently to suit the length and purpose of the writing, reflecting the type of communication and its purpose. Students should be able to draft standard technical documents using precise terminology and correct grammar, spelling and punctuation. Learning outcomes By the end of this lesson, students will: 1. understand the importance of communicating effectively with parents 2. know how to adapt their written communication to suit the purpose and audience 3. be able to create an effective written response to communicate with parents/carers about the needs of their child and the strategies in place to support them.	Purpose Audience	LO1: Activity 1 – EEF questions. LO2: Activities 2 "Pat-a-cake" and 3 'Ishaan'. LO3: Activity 4 – create a letter to parents/carers.

5 (3 hour 5 minutes)	Aim: Key summative checkpoint assessment for CS2 Learning outcomes By the end of this lesson, students will: 1. understand the important aspects of delivering a formal presentation 2. create a group presentation based on the project they have undertaken 3. deliver an effective presentation to the rest of the group.	N/A	LO1: Task 1 – feedback on video. LO2: Task 2 – presentation creation. LO3: Task 3 – presentation delivery.
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Block 1 lesson plans

Education and early years
Core skills

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Lesson 1	
ESP core skill targeted:	CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding.
Aim and learning outcomes:	Aim: Communicate effectively with young people Learning outcomes By the end of this lesson, students will: • LO1 – be able to use communication strategies to elicit effective responses from young people • LO2 – know verbal and non-verbal questioning techniques • LO3 – use memory strategies to remember key names.
Lesson context:	This is the first lesson in a sequence of five lessons in block 1. This block focuses on the development of CS1. This lesson will help students develop interactions with students, focusing on effective questioning, manipulation of pitch and register, use of songs and rhymes, and effective use of non-verbal cues. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Access to ICT or mobile phone • Handout activities: Recall activity, activities 1–3, review activity • PowerPoint presentation slides • Paper and pens
Key vocabulary to be reinforced:	Verbal and non-verbal cues
Assumed prior knowledge:	Core 1–8 will have been taught before this block. This also targets the early years Employer-set project (ESP).

Learning stage	Overview of learning activities	Timings	Assessment for learning (AfL)
Recall and connect	Slides 3–5 Explain to students that this section of the lesson will focus on students' prior understanding of effective communication. As this is the first lesson in this sequence, they	20 minutes	Recall activity

	are not expected to have a secure understanding – just initial thoughts. This should take about 2 minutes. Slide 4 This is the starter recall activity. It is designed to establish what students already know about effective communication. Read out the key practice points for communication, e.g. use open and approachable body language. Point out that these are some, although not all, of the key communication skills. Refer students to the lesson 1 recall activity. Advise students to place the statements where they should go on the scale from least to most important. Your explanation should take about 2 minutes. Students should be given about 8 minutes to complete this task. The activity should be completed in pairs. Then invite students to share their answers and justify their reasons. Allow 5 minutes. If the class size is large, this activity could be completed in small groups. Answers There are no right or wrong answers. It will depend on where the students place the statements. The teacher should give praise for justification of answers. Slide 5 Discuss the aim and learning outcomes for the lesson. The aim for this lesson is to use a variety of strategies to communicate with young people. This should take about 3 minutes.		
New material	Slides 6–10 Explain that this part of the lesson targets LO1. Remind them what this is. Explain that the lesson is now moving on to new learning and will focus on communication strategies to elicit effective responses from young people, and verbal and non-verbal questioning techniques. This should take 2–3 minutes. Slide 7 This slide introduces students to key terms, i.e., verbal and non-verbal cues, and what these are. Slide 7 provides a definition.	50 minutes	Tasks 1–2 Activity 1

	Provide an example of verbal and non-verbal communication, e.g. verbal – saying “good morning”. A non-verbal cue could be smiling or waving to a child as they arrive at a nursery. Task 1: Ask students to make a list of five verbal and five non-verbal cues to reassure a child who is upset or has special educational needs or disabilities (SEND), or English as an additional language (EAL). Allow 5 minutes for this activity. Students should feed back their answers and the teacher should address any misconceptions. This should take about 5 minutes. Suggested answers Verbal cues: Soft voice, questioning, altering pitch/tone, speaking more slowly, asking questions based on the child’s answers. Non-verbal cues: Smiling, open gestures, sitting in an open position, making eye contact, nodding, hand gestures. Ask students to share their answers with the rest of the class. Slide 8 Explain that the early years foundation stage (sometimes referred to as EYFS) framework has a set of guidelines about how to build the foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. Go through the three prime areas on the slide. Explain that this lesson focuses on the prime area of “communication and language”, so that students understand the expected standard. Explain the difference between communication and language. Communication is the imparting of information by speaking, writing or non-verbal communication. Language includes the way it is offered (e.g. English), the way it is structured, the formality, dialect, etc. This should take about 2 minutes. Slide 9		
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	This slide focuses on task 2. Ask students to write a list of different ways people communicate with young people. Advise that they have 5 minutes to complete the activity. Students should feed back their answers and the teacher should address any misconceptions. This should take about 5 minutes. Suggested answers Pitch/tone – raising voice, exaggerated praise. Language used – simple sentences and direct commands. Verbal and non-verbal cues – questioning, hand movement, songs and rhymes, smiles, eye contact. Paralinguistic cues – same as non-verbal cues. Types of texts and activities can include nursery rhymes, songs, phonics books, etc. Students may also explore non-fiction books relating to an interest. Slide 10 Refer students to activity 1 in the handout booklet. The link to the latest version is here: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 This activity should take about 20 minutes. Students should feed back answers and the teacher should address any misconceptions. This should take about 5 minutes. Suggested answers to discuss with students 1. Children’s language underpins all seven areas of development. The teacher could ask why effective communication underpins all seven areas of development and explain it is due to expressive ideas, emotions, etc. It develops literacy and numeracy. 2. Conversation, back and forth interactions, reading to children and engaging them in rhymes, poems and songs. 3. Conversation, storytelling and role-play. 4. As above, with the emphasis on effective questioning and engagement in dialogue.		
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Guided practice	Slides 11–14 Explain that this part of the lesson targets LO1 and LO2. Remind students what these are. This part of the lesson requires students to work with the teacher to understand how nursery rhymes can develop key language and concepts. It should take about 2 minutes. Slide 12 This slide focuses on task 3. As a group, discuss the nursery rhymes students have read or had read to them as a younger person. Ask what the nursery rhyme taught them in terms of language, fine and gross motor skills, concepts, etc. For suggested answers, you could direct them to ideas of repeated words, repeated vowel sounds and repeated actions to aid fine and gross motor skills. You may wish to show some examples from YouTube. This discussion should take about 5 minutes. Slide 13 Explain to students that the next part of the lesson will explain how language and concepts can be taught through rhyme and song. Either put the nursery rhyme “Pat-a-cake” on a whiteboard or refer them to the rhyme in the handout booklet (activity 2). As a class, go through the nursery rhyme with actions. Use the slide to complete the grid. Ask the class to make suggestions for each heading. This should take about 10 minutes. Headings Song/rhyme: “Pat-a-cake” Concepts: Making a cake – explain the rhyme shows the process, e.g. time, what is done to it, e.g. “as fast as you can”. You can explain that the rhyme can be used to extend learning, e.g. the danger of hot ovens. Sharing – the reference to “baby and me”. Repeated words/phrases: Get students to think about how many times the word “bake” is used. Actions: Patting, baking and putting in the oven.	35 minutes	Task 3 Activity 2
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	Different context: Discuss how the content can be changed. For example, “baker’s man”. This is an opportunity to discuss gender types. Phonics: Rhyme repeats phonic sounds. Adapted/personalised: Changing the name. It could be baking something else. Note: The teacher may wish to discuss different age groups and early years. The answers will appear in each box as the teacher clicks forward. Slide 14 Ask students to work in groups to look at another nursery rhyme and complete the same activity for themselves. Refer students to activity 2 in the handout booklet. Alternatively, each group could be allocated a nursery rhyme to complete the activity. This should take about 10 minutes. Ask groups to present their findings. This should take about 8 minutes, depending on the number of groups involved.		
Independent practice	Slides 15–16 Advise students that this part of the lesson brings together their knowledge of verbal and non-verbal communication, as well as their understanding of how nursery rhymes can develop young people. This should take about 2 minutes. Slide 16 Students should complete the activity independently. Refer students to activity 3 in the handout booklet. Allow 30 minutes for students to complete the activity and prepare to present their ideas to the rest of the class. If the class is large, this could be completed in small groups. Suggested nursery rhymes: “Wind the bobbin up”, “Incey wincey spider”, “I hear thunder”. However, encourage students to draw on their own experiences. Student feedback should take about 18 minutes.	50 minutes	Activity 3
Review	Slides 17–19 Slide 18	10 minutes	Review activity

	Students write all they can remember from the lesson in 2 minutes. The teacher may wish to use a timer, which is available on some interactive whiteboards or as a video on YouTube: https://www.youtube.com/watch?v=4xG2aJa6UyY Ask each student to provide one answer. This feedback should take about 5 minutes. Slide 19 Review the aim and learning outcomes. This should take about 3 minutes. Prompt students to reflect on the outcomes and identify any areas of strength and areas requiring further development.		
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Lesson 2	
ESP core skill targeted:	CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding.
Aim and learning outcomes:	Aim: Adapt language for an age-appropriate audience Learning outcomes By the end of this lesson, students will: • LO1 – be able to adapt their register and explain technical information to a non-technical audience • LO2 – know how to apply different vocabulary teaching tools to aid a child's understanding of technical vocabulary • LO3 – use non-verbal skills to save time and convey information to children.
Lesson context:	This is the second lesson in a sequence of learning focusing on the development of CS1. Students should have prior knowledge of what the ESP is, and how to adapt language using verbal and non-verbal cues. This lesson will help students deliver technical or new information to young people, focusing on using explicit vocabulary teaching and the use of non-verbal cues to aid understanding. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Access to ICT or mobile phone • Handout activities: Recall activity, activities 1–5, review activity • PowerPoint presentation slides • Paper and pens
Key vocabulary to be reinforced:	Technical information Statutory
Assumed prior knowledge:	Core 1–12 will have been taught before. This also targets the early years ESP. Students need to have been taught lesson 1 of this sequence.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 22–24 Explain that this section of the lesson will focus on students recalling information from the previous lesson. This should take about 2 minutes. Slide 23 Guide students to the lesson 2 recall activity in the handout booklet and tell them to use the	20 minutes	Recall activity

	grid to complete the activity. Inform them they should try and remember the key information from the last lesson without using their notes. This should take about 2 minutes. Allow about 8 minutes for students to look at the questions on the slide and fill in their answers in the grid on the handout. Allow 2–3 minutes for feedback and checking student answers. Slide 24 provides some (hidden) suggested answers for the teacher. Tell students to fill in any answers they missed in a different coloured pen, and to learn them for future recall quizzes. Students feed back responses and self-mark. The teacher may use questioning to elicit depth of understanding, probe further and address any misconceptions. Suggested questions Why is it important to create an open posture? Why should you vary your pitch and tone? How have you gained the interest of a child? Slide 25 Discuss the aim and outcomes. This should take about 5 minutes.		
New material	Slides 26–29 Explain that this part of the lesson targets LO1. Remind students what this is. Explain that this part of the lesson will explore what technical information is, and will focus on any technical information the students have learnt, and the difficulties they may have in understanding and explaining it. This should take about 2 minutes. Slide 27 This slide introduces students to the key term “technical information”. A definition is supplied. Refer students to activity 1. Put students in pairs and ask them to find at least five examples of technical vocabulary they have learnt from their core and five pieces of key information they have learnt from their studies so far. This should take about 3 minutes.	45 minutes	Task 1 Activities 1–2

	Provide one example of each. For example: vocabulary – verbal cue; information – ideas from the EYFS handbook. Allow 5 minutes for this activity, followed by 5 minutes for sharing ideas. Suggested answers Verbal and non-verbal cues, paralinguistic cues, pitch, tone, statutory guidelines, EYFS guidelines, etc. The teacher should encourage students to think about how they were taught this information, and how they might remember it (e.g. starters, memory recall, etc). Slide 28 Read the information on the slide. Explain that one of the key roles of an early years practitioner is to explain technical information to a non-specialist audience. Remind students that the EYFS guidelines outline three prime areas, supplied on the left of the slide. This should take about 2 minutes. Place students in pairs or small groups (depending on the size of the class), and allow students about 8 minutes to discuss the problems they have encountered when presenting technical or new information to students. Students discuss and share answers with the class for 5 minutes. Teacher questioning could elicit deeper understanding and responses. Suggested questions How have you simplified a difficult concept? Have you used dual coding to help (e.g. videos or images)? Student answers could include: • language barriers • inability to understand the concept • not able to place the new information in different concepts • overextension (e.g. calling anything round a “ball”). These issues could be mitigated by: • the use of dual coding (e.g. words and images/video) • effective questioning		
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	• non-verbal cues (e.g. acting out the idea). Slide 29 The purpose of this slide is for students to gain an awareness of the expected levels of communication from birth to 5 years old. Guide the students to activity 2 in their handout booklet. Inform them that this will give them the background knowledge to adapt their communication skills to present technical information to a non-specialist audience. This should take about 3 minutes. The information is taken from the EYFS statutory guidelines. This may go out of date, but the most recent version can be found here: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 Ask students to read through the information and then answer the questions. Allow students 10 minutes to complete this activity. Then spend about 2 minutes on feeding back answers. Suggested answers 1. Through discussion with teachers and peers. 2. In conversation with teachers and peers, through questioning and discussion. 3. Correctly modelled language will encourage the student to mirror correct grammatical and enunciated forms. Students highlight key information to answer the questions. Teacher questioning can elicit deeper understanding. Suggested questions Why is it important to model correct language and grammar? Why is it important that the conversation is two-way? What can we learn from the child through this?		
Guided practice	Slides 30–35 Inform students that this section of the lesson will give them the tools to achieve LO2, and will provide them with a selection of tools and	1 hour 15 minutes	Tasks 2–3 Activities 3–4

	activities they can use to aid language development and vocabulary, especially technical information. This should take about 2 minutes. Slide 31 Explain that the slide shows an example of the Frayer model. The Frayer model is a graphic organiser used in the classroom environment with great success. Originally conceived by Dorothy Frayer at the University of Wisconsin, it is a great way of helping students understand complex technical vocabulary through examples, similarities and differences, as well as exploring key characteristics of the word in focus. This should take about 3 minutes. You may wish to use further examples. Researching “Frayer model examples” online results in many different varieties you could show the students. Students work in pairs to create a Frayer model for a word or concept they have tried to teach (e.g. hot/cold/furry, etc.). For example, for “hot”, the teacher could give the definition of something with a high temperature, e.g. the sun/fire. For characteristics, you may wish to explore how it can burn you and how it is dangerous. It can also keep you warm in winter. Examples could include the sun or a fire, and non-examples could include an ice cube or a can of cola from the refrigerator. Example https://www.opepp.org/lesson/hsdm-unit4-tool-for-field Allow students 10 minutes to work on their Frayer models and discuss in pairs. Then allow 5 minutes for whole-class feedback and discussion. Explain that this can be adapted for SEND or lower ability students by using images instead of words. Slide 32 Explain to students that it is important to allow young people to express technical vocabulary in different contexts. Read the information on the		
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	slide and work through an example with the students. This should take about 3 minutes. You can guide them using the example below based on the concept and vocabulary of “hot”. Example • The oven is hot because it needs to cook the food. • The oven is hot but the refrigerator is cold. • The oven is hot so we cannot touch it or we will get hurt. If students are struggling for examples, try the “because”, “but”, “so” method for the questions: Why do we need an umbrella? Why do we need to brush our teeth? Why do we go to sleep? Allow students 6 minutes to work on this in pairs or small groups, and then allow 4 minutes for feedback and reflection. Slide 33 Explain to students that one of the best ways of exploring technical vocabulary is to examine subtle differences between words with a similar meaning. Inform students that the words on the screen are all synonyms of “dirty”. Guide them to activity 3 in their handout booklet. Allow students 5 minutes in pairs or small groups to place the words on the line and explain their answers. The class could also be encouraged to write these on sticky notes and create a “class” degree of value line on the board, depending on numbers. Allow 5 minutes for feedback and question students as to why they chose the order they suggested. Perhaps also explore different connotations of words. Allow students 5 minutes to discuss the extension activity and work in pairs, in order to explore how this task could be adapted. Suggested answers for extension activity Images could be used instead of words. A mixture of images and words could be used. Images could be used for concepts, e.g. hot/cold, tall/small, etc.		
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	It could be adapted to teach opposites, e.g. coldest – hottest, etc. Slide 34 Explain to students that for young people whose command of English is not yet at the expected level, non-verbal cues are key to communicating technical information. This should take about 2 minutes. Place students in pairs or small groups, depending on the size of the class. The slide provides a list of things students may wish to communicate to a child. Explain that they are going to present this information to a child who has no understanding of English. Using only non-verbal cues, students must communicate the information to each other. The teacher may wish to hide the slide and give the students an individual set of ideas to communicate. This should take about 3 minutes. Allow students 10 minutes to try to communicate as many ideas as they can to each other. The teacher could gamify this by allowing 1 point for each different non-verbal cue they use. Allow 5–6 minutes for the activity and 4 minutes for feedback. Suggested example I am happy – this could include a smile, a thumbs up, a raised hand of celebration, clapping, raising both hands (like a celebration, etc). Slide 35 Explain that this activity will show the students how non-verbal signals and communication can be of use in the classroom and are beneficial for both adults and young people. As the independent task in this lesson (LO3) focuses on a variety of strategies to impart technical information, it is important that the students apply some of these tactics to aid communication (CS1). Allow 5 minutes to watch a video of non-verbal signals in action, and to read the information in activity 4. The YouTube link can be found here: https://www.youtube.com/watch?v=Z15df-d-MSs		
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	Allow students about 7 minutes in pairs or small groups to discuss the questions on the slide and in the handouts. Suggested answers The advantages of shared signals are that they do not need reteaching, they reduce disruption to class time and avoid students shouting out, thus creating a calmer working environment. They also limit disruption because all students know the signals and can apply them. The teacher sets up non-verbal communication using posters in the classroom.		
Independent practice	Slides 36–37 The purpose of these slides is for students to draw on the skills learnt for LO1 and LO2 in the first two lessons to complete a scenario-based task and achieve LO3. Inform students that they will work in pairs or small groups to complete the tasks outlined in activity 4 in the handout booklet. This should take about 2 minutes. Read the scenario. Inform students that they are going to create an example of the four guided practice slides to introduce the concept of pets. A Frayer model template for purchase can be found here: https://www.teacherspayteachers.com/Product/FRAYER-MODEL-TEMPLATE-for-VOCABULARY-4509407 This should take about 3 minutes. Guide students to the questions on the slides for assistance. Allow the students 30 minutes to complete this task, and a further 20 minutes to feed back to the class, explaining their ideas and concepts. These timings may need to be adapted for larger or smaller cohorts. Suggested answers A pet is good because it keeps me company. A pet is good but you need to feed it and look after it. A pet is good so you learn how to care for things. Degree line – could have a list of animals and students rank the best to worst pet. Non-verbal cues.	55 minutes	Activity 5

	Modelling stroking a dog, feeding an animal, creating a song where one student pretends to be a pet and the others guess which animal. The students could then write a paragraph outlining the verbal and non-verbal cues they could use to teach the concept of a pet and their reasoning behind this. For students with SEND: Words could be replaced by images. Different furs could be used for sensory ideas. Encourage students to explain their thinking using the Frayer model, and encourage them to adapt it to fit their own ideas (e.g. pets/not pets, indoor pets, outdoor pets, characteristics of a pet, etc.).		
Review	Slides 38–40 Slide 39 Explain to students that this review will test their knowledge of how to adapt language, vocabulary and non-verbal cues to teach technical information. Place students in groups of 3 or 4, depending on the size of the class. Inform students that they are going to take part in a sticky note plenary or relay race. This should take about 5 minutes. In groups of 4, the first student writes down something they have learnt in the lesson and passes it on to the second student. The second student writes something different and passes it on. The third student writes something different, and so on. Students will not get a point for any duplicate answers. Give students 1 point per written idea. You may wish to substitute paper for sticky notes. The team with the most ideas at the end of 5 minutes is the winner. Slide 40 Recap the learning aim and outcomes of the lesson, and how they have been met. Encourage students to reflect on areas of strength and those needing development. This should take about 5 minutes.	15 minutes	Review activity

Lesson 3	
ESP core skill targeted:	CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding.
Aim and learning outcomes:	Aim: Use a range of strategies to encourage discussion Learning outcomes By the end of this lesson, students will: • LO1 – know a range of strategies to encourage young people to engage in discussion • LO2 – know how to use sustained shared thinking (SST) to encourage discussion • LO3 – be able to use SST to develop a dialogue with a young person.
Lesson context:	This is the third lesson in a sequence of learning focusing on CS1 development. In previous lessons, students learnt how to adapt language for an age-appropriate audience and deliver technical information effectively. This lesson will help students develop a wider repertoire of communication strategies, with a particular focus on the concept of sustained shared thinking (SST). Students will encounter a range of effective communication approaches, and will apply these skills to extend and develop a limited interaction with a young person. Students will role-play SST to practise and develop their communication skills. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Student ICT access • Handout activities: Recall activity, activities 1–3, review activity • PowerPoint presentation slides • Pens and paper/notebook
Key vocabulary to be reinforced:	Sustained shared thinking (SST) Dialogue
Assumed prior knowledge:	Students should have completed lessons 1 and 2 prior to this lesson, and should have some prior knowledge of how to adapt language to meet the needs of children and young people.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 43–45 Explain that the recall activity will focus on the content and skills students covered in	15 minutes	Recall activity

	lessons 1 and 2. This should take about 2 minutes. Slide 44 Direct the students to the recall activity in the handout booklet. Students should work independently on this task and write their answers (true or false) to statements 1–5 in their handout booklet/notebook. This should take about 5 minutes. Then invite students to share their answers and justify their reasons. The teacher may use questioning to elicit depth of understanding, probe further and address misconceptions. This feedback should take about 5 minutes. Recall activity answers 1. True. 2. False. 3. False. 4. False. 5. True. Slide 45 Introduce the key aim and outcomes for the lesson. Explain to students that SST may be a new term, but that time will be spent in the lesson exploring this and practising this key skill. This should take about 3 minutes.		
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New material	Slides 46–48 Advise students that this section of the lesson will focus on developing an understanding of a range of communication strategies to use with children and young people to encourage discussion focusing on LO1. This should take about 2 minutes. Slide 47 Show students the DfE video at the link below, which outlines some effective strategies professionals can use to develop communication with young people: EYFS Communication and language – Interactions – YouTube While watching the clip, students should bullet-point key tips/ideas about communicating with young people. Watching the video should take about 5 minutes and students sharing their ideas should take about 3 minutes. Slide 48 Following this, introduce the six key approaches students need to understand and apply to support their communication with children and young people. These include: • asking direct questions • inviting children and young people to express themselves • encouraging dialogue through oral and written formative feedback • encouraging dialogue • encouraging peer teaching • contributing constructively (SST), especially through play.	15 minutes	Students make notes on the video (teacher questions to draw out understanding)
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	While introducing students to these approaches, ask them whether they have any understanding of the strategies. At this stage, you should only introduce each of the areas. You do not need to explain them in any detail, as this will happen in the next part of the lesson. This should take about 5 minutes.		
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Guided practice	Slides 49–52 Explain that this section of the lesson will focus on students developing a deeper understanding of a range of useful communication strategies, focusing on LO1 and LO2. Students will also be introduced to the concept of sustained shared thinking (SST). This should take about 2 minutes. Slide 50 This task makes sure students have some understanding of the strategies introduced in the previous section. Ask students to research each area using the internet and bullet-point key ideas under each heading of the grid provided (activity 1 in student handout booklet). If digital devices are unavailable, talk through each approach, so students can make notes. In this case, you may wish to use the overviews of each strategy provided below, or you can complete your own research prior to the lesson if more information is required. This should take about 25 minutes. Following their research, students should feed back their ideas. Make sure that students are clear on the following concepts. Asking direct questions: Make sure you are clear when asking questions, and give children time to consider their responses. Inviting children to express themselves: Make sure that all young people are involved and included in discussions. Creative tasks can help to	50 minutes	Activities 1–2
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	support children who have difficulty expressing themselves verbally. Example – use art/drawing to allow them to express their feelings. Example – “What colour is Thomas?” Encouraging dialogue through formative feedback: Use this to encourage a dialogue with young people. Giving them verbal feedback and then asking further questions to gain understanding based on this can help develop interaction. Example – “Well done for saying that Thomas is blue. Is Thomas blue all over?” Encouraging dialogue: Make sure you encourage dialogue by using contextual knowledge to ask further questions and prompt young people. Example – “You know a lot about Thomas. Have you seen Thomas on the television?” Encouraging peer teaching: Encouraging children to work together on projects and group activities gives them the opportunity to discuss with other children, listen to one another and share their own ideas. Contributing constructively (SST): This means providing space, time and opportunity for the process of sharing ideas over time. (Example provided later in lesson.) This should take about 10 minutes. Slide 51 Before moving on to independent practice, focus students’ attention on the concept of “sustained shared thinking” as the key vocabulary/term for the lesson, and talk through what this		
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	means in practice. This should take about 3 minutes. Slide 52 Ask students to read through the information on SST in the student handout booklet (activity 2) and answer the questions beneath. Suggested answers are provided below. This should take about 10 minutes. Suggested answers 1. By taking time to understand the child's perspective and modelling the thinking process. 2. They feel safe/supported. 3. The child feels able to express their views/feelings and is given the time to do so. 4. Limited time in the classroom setting.		
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Independent practice	Slides 53–55 Explain that this section allows students to develop a deeper understanding of SST and gives them the opportunity to practise this strategy through role-play. This focuses on LO3. It should take about 2 minutes. Slide 54 Students look at the example of a dialogue in the handout booklet (activity 3) and think carefully about why this is a “non-example” of SST. Students should imagine that they are the early years professional in this conversation and answer the questions as to how the interaction could be extended. This should take about 10 minutes. Suggested answers are provided below. Suggested answers 1. Where is Thomas going? What is Thomas doing? What do you know about Thomas? Have you seen any other stories about Thomas? 2. Earlier discussions about Thomas. The child’s interests. My own interests or experience. 3. Why do you like Thomas? Where would you like Thomas to go? Students should then feed back ideas to the class. This should take about 5 minutes. Slide 55 Students work in pairs to practise through role-play how they would extend the dialogue using SST. One student should be the professional and one student should be the child. The	32 minutes	Activity 3 Task 2 (teacher circulating)
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	pair then switch roles. Students can use the questions they prepared in the earlier task, and they can also improvise during the role-play. This should take about 10 minutes. Students should then feed back to the group their reflections on which approaches were more or less effective in extending the dialogue. This should take about 5 minutes.		
Review	Slides 56–58 Slide 57 Short answer recap task of the content of the lesson. Students answer the two questions independently and write their answers in a notebook/on paper provided. The teacher should then elicit responses. Students should spend about 10 minutes answering the questions and about 5 minutes feeding back. Suggested answers 1. Any of the six areas. 2. Time and investment in the child. Opportunity to develop a dialogue or narrative. Slide 58 Recap the learning aim and outcomes. Students should be encouraged to reflect on areas of strength and those needing development. This should take about 3 minutes.	18 minutes	Review activity

Lesson 4	
ESP targeted core skill:	CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding.
Aim and learning outcomes:	Aim: Use positive language to effectively motivate young people Learning outcomes By the end of this lesson, students will: • LO1 – understand the importance of using positive language • LO2 – be able to use a range of strategies to motivate young people and celebrate diversity • LO3 – be able to use positive language in their interactions with young people.
Lesson context:	This is the fourth lesson in a sequence of learning focusing on the development of CS1. Students have learnt how to adapt language for an age-appropriate audience, deliver technical information effectively, and have explored a range of approaches to encourage interaction, such as SST. This lesson will allow students to develop the skills associated with using positive language approaches to motivate young people. The lesson will introduce students to a number of key strategies linked to this, and will provide an opportunity for them to practise this type of language use. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Handout activities: Recall activity, activity 1, review activity • PowerPoint presentation slides
Key vocabulary to be reinforced:	Constructive Diversity
Assumed prior knowledge:	It is assumed that students have some knowledge of the term “diversity”, as students will be developing the knowledge and skills to celebrate diversity in this lesson. If questioning suggests students are not secure in their understanding of this term, further guidance should be provided.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 61–63 Explain that the recall activity will review students’ prior learning from this block to date, and will be five short answer questions. This should take about 2 minutes.	15 minutes	Recall activity

	Slide 62 Students work independently to answer the five short questions linked to their prior learning. This task should be completed in the handout booklet. It should take about 5 minutes. Talk through the expected answers while students self-assess their own responses. Feedback should take about 5 minutes. Answers 1. SST is an approach where the adult fully engages in an extended dialogue or narrative with a child. 2. Nursery rhymes can be used. Technical information can be broken down and explained. 3. To make sure they feel safe and supported. 4. A non-verbal cue is a hint provided through body language or tone of voice, etc. 5. A verbal cue is a hint provided through speech, such as a direct question. Slide 63 Introduce the aim and outcomes for this lesson. This should take about 3 minutes.		
New material	Slides 64–66 Explain to students that this section of the lesson will focus on introducing them to using positive language with children and young people. This section will focus on LO1. It should take about 2 minutes. Slide 65 Introduce students to the importance of using positive	20 minutes	Task 1 (teacher circulating)

	language and spend about 3 minutes talking this through. Slide 66 Students then work in groups to discuss their own experience of positive interactions, using the questions provided on the slide. Groups should then feed back their ideas to the rest of the class. Students should spend about 10 minutes discussing these ideas in groups, and then about 5 minutes feeding their ideas back to the class.		
Guided practice	Slides 67–70 Explain that this section of the lesson will focus on students developing their understanding of a range of positive language strategies. This section focuses on LO2. It should take about 2 minutes. Slides 68–70 Advise students that they will be talking through three key approaches linked to positive language use. As the teacher talks through each of these, students should make notes on the mind-map in the student handout booklet (activity 1). The three key approaches to positive language use are: 1. focusing on strengths rather than disadvantages 2. using praise and constructive feedback 3. using language that celebrates diversity. This task should take about 13 minutes.	15 minutes	Activity 1

Independent practice	Slides 71–72 Explain that this section of the lesson will provide students with the opportunity to practise using positive language strategies through role-play. This section focuses on LO3. It should take about 2 minutes. Slide 72 Direct students to role-play the task in pairs. Person A needs to use the positive strategies discussed to question their partner further and elicit more developed responses. Students should then swap roles, so that both have an opportunity to practise the skill. This task should take about 13 minutes.	15 minutes	Task 2 (teacher circulating)
Review	Slides 73–75 Slide 74 Students reflect on the two questions about using positive language and share their responses in a whole-class discussion. This should take about 7 minutes. Slide 75 Review the learning aim and outcomes. Direct students to reflect on areas of strength and those needing development. This should take about 3 minutes.	10 minutes	Review activity

Lesson 5	
ESP targeted core skill:	CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding.
Aim and learning outcomes:	Aim: Key summative checkpoint assessment for CS1 Learning outcomes By the end of this lesson, students will: • LO1 – be able to demonstrate their understanding of CS1: Communicate information clearly to engage children and young people.
Lesson context:	This is the fifth lesson in a sequence of learning focusing on the development of CS1. Students have developed a range of skills to communicate information clearly and effectively to young people. This assessment will check students' understanding of these skills. This lesson will help students to recall all the core skills needed to adapt language for an age-appropriate audience. It will consist of three sections: a recall of key vocabulary, a written paragraph on how to use verbal and non-verbal cues to communicate, followed by a scenario-based task, mirroring ideas from the ESP. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Handout activities: Recall activity, activities 1–7, review activity • PowerPoint presentation slides • Paper and pens
Key vocabulary to be reinforced:	All the vocabulary outlined in the framework for learning
Assumed prior knowledge:	This assessment targets the early years ESP. It is assumed that students will have completed core 1–12 and lessons 1–4 of this sequence of learning.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 78–81 The recall and connect activities aim to get students to recall the key information they will need for the summative assessments. They are also used to make sure they are aware of the criteria outlined in the mark	25 minutes	Recall activity Activity 1

	scheme. A copy of the mark scheme can be found here: https://www.ncfe.org.uk/qualification-search/qualification-detail/t-level-technical-qualification-in-education-and-childcare-level-3-delivered-by--377 Slide 79 Brain dump. Tell the students that they must recall all they can remember from the previous four lessons. Try to get them to focus on terminology, verbal and non-verbal cues, types of interaction, sustained shared practice, etc. Guide them to the recall activity in their handout booklet. Allow 5 minutes for students to write down answers. Allow a further 5 minutes for students to walk around the classroom and swap ideas with others. Allow 5 minutes for whole-class feedback. Students feed back responses and self-mark. Use questioning to elicit depth of understanding, probe further and address any misconceptions. Suggested ideas Verbal and non-verbal cues. Sustained shared questioning. Pitch. Tone. Motor skills. Open body posture. Slide 80 Read the learning outcome and explain that this will be an assessment lesson. This should take about 2 minutes. Slide 81 The purpose of this task is to ascertain students' prior knowledge of the ESP, as well as to aid the teacher regarding possible gaps in knowledge. Guide students to activity 1 in their handout booklet. Allow 5 minutes for this activity.		
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	Students fill in the first two columns with what they know about the skills needed for the ESP, and what they want to know. Advise that the third column will be completed at the end of the lesson i.e. as part of the review (slide 96). Teacher questioning can guide ideas using questions such as: How can we apply these ideas to the ESP? How does it link to the core components? Why is communication so important in the workplace? Teacher feedback should take about 3 minutes.		
New material	Slides 82–84 Explain to students that the purpose of this section is to explore the mark scheme and make sure students understand how they will be assessed. This should take about 2 minutes. Slide 83 Guide the students to activity 2 in their handout booklet. Allow 5 minutes for them to read the information and summarise the key points. Suggested answers Adapt language for an age-appropriate audience. Adapt verbal and non-verbal cues to present technical information. Encourage teacher and peer-to-peer assessment. Assessment needs to be both oral and written, using standard English. Use praise and positive language throughout. The teacher may ask questions about the types of verbal and non-verbal cues an early years practitioner could use – focusing on pitch, tone and pace of voice, an open and friendly posture, and use of visual images and gestures	15 minutes	Activity 2

	to present concepts (e.g. mixing, drinking, digging, etc.). Teacher feedback should take about 3 minutes. Slide 84 The purpose of this slide is to remind students of the importance of verbal and non-verbal communication. Read the information on the slide. Explain the criteria for GEC1 and GEC6, and how and why effective verbal and non-verbal communication is so important when conveying information to young people. Explain that the following tasks will test the students' ability to apply these skills to a work-based scenario. This should take about 5 minutes.		
Independent practice	Slides 85–94 As this is an assessment, there will be no modelled or guided practice. Inform the students that they will be undertaking a vocabulary recall quiz, a short answer scenario, and then a longer “assess, plan, review” question based on a scenario. Explain that all of these ideas will help them to plan and facilitate effective communication in their work-based settings. This should take about 2 minutes. Slide 86 Guide the students to activity 3 in their handout booklet. Inform them that the purpose of recalling key vocabulary is so that they can apply it to the longer questions. Tell them it will also be useful for short and long answer examination questions. Allow 10 minutes for the students to independently fill in the grid. Side 87 This slide contains suggested answers. Students self-mark activity 3 and fill in any gaps in a different coloured pen. This should take about 3 minutes. Slide 88	140 minutes	Activities 3–5 Activity 6 (scenario and information/grid)

	This slide enables students to plan and apply the verbal and non-verbal cues learnt in the previous lessons. Read the instruction and prompts to the students. Explain the key terms in the grid and say why it is important to use these in their response. Encourage students to check the notes from the previous lessons for key ideas. This should take about 2 minutes. Guide the students to the question in activity 4 in the handout booklet and the information underneath. Explain to students that the information provides the key verbal and non-verbal cues they can use (they may wish to add some of their own). Tell them to think of examples from their own experiences with children to put in their paragraphs. This should take about 3 minutes. Students then write two or three paragraphs about the verbal and non-verbal cues they would use and why. Encourage students to consider the following questions. • What is meant by effective communication? • Which verbal and non-verbal cues would you use and why? • How would these cues be helpful in communicating technical vocabulary and developing young people's language. Allow about 30 minutes to complete this task, depending on the ability of the class. Guide the students to activity 5 in their handout booklet and explain that they are now going to mark a different response. Remind them of the above criteria, which are also in the handout booklet. Students work in pairs to discuss and highlight how this essay		
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	has met the specific criteria for success. Allow 10 minutes for this. Encourage students to independently redraft their own essays based on any missing criteria. Allow 10 minutes for this, depending on the size and ability of the class. Slide 89 provides some (hidden) suggested examples for the teacher. Slide 90 Tell the students they are now going to answer a longer, scenario-based question to assess, plan and review a sequence of learning and activities, which will bring together all their previous learning from this block. Read the slide to the students and guide them to activity 6 in their handout booklet. This should take about 2 minutes. Slide 91 Inform the students they are going to recall the key ideas of the “assess, plan, do and review” model. Discuss the importance of planning learning activities, as this is integral to targeted support for aiding the progression of a young person. This should take about 3 minutes. Watch this video about SEN support plans: https://www.youtube.com/watch?v=ULRiYO3BsaA Guide the students to the second section of activity 6, where they will make notes on the key ideas in the video. This should take about 5 minutes. Allow them 5 minutes’ discussion time after the video has finished to do this. Allow 5 more minutes to feed back and give ideas. Explain the Penn Green model of “assess, plan, do and review” on the		
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	slide. Further information is available from West Sussex Council: https://schools.local-offer.org/send-toolkit/send/assess-plan-do-review/assess-plan-do-review-overview Explain to students that they are going to create a similar table for Daniel's needs, but they will omit the "do" section. Remind them of the importance of outlining Daniel's needs before submitting a plan of action. This should take about 5 minutes. Slides 92–93 Explain that the purpose of this activity is to foster the student's ability to synthesise information and formulate a series of activities to aid a young person's development. Inform students that the slides show further information they have received about Daniel. Give students about 15 minutes to read through the scenario and the information in their handout booklet, and outline the key areas of development for Daniel. Tell them they can highlight and make notes in their booklets to help them. Inform students they are now going to undertake the main assessment task, which is to complete the "assess, plan, review" grid in their handouts. Guide them to the grid in activity 6. Ask students to fill in the grid based on Daniel's needs. Inform them that they will need to use the grid in activity 6 to add activities they would use to aid Daniel's development. Tell them they can use the guiding questions in the grid to aid them. Allow students 40 minutes for this task. Timings may be adapted depending on ability. Remind students that the "review" section should include the description of a desired outcome. It is also important to remind students that a		
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	sufficient timescale of at least one half-term is needed to measure adequate progress. Slide 94 provides some (hidden) suggested answers for the teacher.		
Review	Slides 95–97 Students now return to the grid from the starter (slide 81) and fill in the “What I know now” section based on the work they have just completed. Allow 5 minutes for completion and 2 minutes for feedback, depending on the ability of the class. Slide 96 Students then complete the self-assessment grid (activity 7) and explain their reasoning. This should take about 5 minutes. Slide 97 Review of aim and outcomes. Direct students to reflect on areas of strength and those needing development. This should take about 3 minutes.	15 minutes	Review activity

Block 2 lesson plans

Education and early years
Core skills

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Lesson 1	
ESP core skill targeted:	CS2: Work with others to provide and plan activities to meet children's and young people's needs.
Aim and learning outcomes:	Aim: Use communication effectively to work with others Learning outcomes By the end of this lesson, students will: • LO1 – know how and why we communicate needs to other people • LO2 – be able to communicate effectively with other peers, speaking clearly and confidently • LO3 – know how to plan collaboratively in groups to complete a task.
Lesson context:	This is the first lesson in a sequence of learning focusing on the development of CS2. It is assumed that students will have previous knowledge of the ESP, and the focus is now on how to adapt language using verbal and non-verbal cues. This lesson will help students develop interaction with others and practise the communication skills needed for effective collaborative working, focusing on effective questioning, use of clear and effective vocabulary and assigning roles based on key strengths. It is important to note that this series of lessons is best fitted to the Early years practitioner ESP. However, as it develops communication skills and collaboration and groupwork skills, it can be easily adapted for assisting teaching. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Handout activities: Recall activity, activities 1–6, review activity • PowerPoint presentation slides • A tennis ball (borrowed from the PE department) • Newspapers (enough for five sheets per group) • Masking tape • 20 paper or plastic straws • Paper and pens
Key vocabulary to be reinforced:	Standard English Michael Halliday's language functions
Assumed prior knowledge:	It would be beneficial to teach this after core 1–12 has been taught. It would also be useful to have taught block 1 of this sequence of learning.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 101–104 Explain that this lesson will give students the skills to collaborate with others, i.e. effective planning, deploying team members based on their strengths and using effective communication. Remind them of the skills they learnt in block 1 and the importance of effective communication for achieving positive outcomes. This should take about 2 minutes. Slide 103 Guide students to the recall activity in their handout booklet. This includes a copy of Michael Halliday’s functions of language. Michael Halliday was a linguist who explored key functions of effective communication to convey meaning, feelings and emotions. Slide 102 provides some (hidden) key information the teacher may wish to explain to students. Inform students that they use these functions on a daily basis. Read the information on the slide and tell students they are going to work in pairs and discuss which functions they use on a daily basis. This should take about 3 minutes. Give the students 10 minutes to discuss the types of written and spoken communication they have used and complete the table in the handout booklet. An example is supplied for them. Allow students to explore their texts, e-mails, etc. Remind them that personal information should not be shared for reasons of appropriateness and safeguarding. Once they have completed the task, allow the students a further 13 minutes or so to walk around the building and explore the signage and associated written communications. Ask them to	35 minutes	Recall activity

	discuss which of Halliday's functions are used and why. Allow 5 minutes for feedback and discussion. The teacher may use questioning to elicit depth of understanding, probe further and address any misconceptions. Suggested questions Which function do you use the most? Why do you think this is? Which function is used mostly on school signage? Why do you think this is the case? Suggested answers for the first part of the activity Text message – What time is the lesson? Representational function – How are you today? (spoken to a friend) Representational/heuristic – I'm tired today. (personal function) Explain that most signage in a classroom or educational environment is either representational or regulatory to maintain a clear set of rules and instructions. Slide 104 Introduce the aim of the lesson and learning outcomes. Explain that this lesson will focus on how to effectively communicate with others, and will teach students the skills needed to effectively communicate and collaborate as a team. This should take about 2–3 minutes.		
New material	Slides 105–108 This section will focus on explaining the nature of the assessment that students will undertake. It should take about 1 minute to explain to students. Slide 106	32 minutes	Activities 2–3

	Read the information on the slide and explain to students that the core assessment they will be doing consists of three sections. Guide the students to activity 2 in their handout booklet and tell them to summarise the key ideas of the mark scheme in the grid underneath. This should take about 1 minute. Allow the students to discuss this in pairs or small groups, depending on the size of the class. Allow about 8 minutes for this activity, with 5 minutes for feedback and discussion. Suggested answers Effective communication: Speak clearly and use standard English. Share ideas and plans. Pass on important information (including safeguarding concerns). Planning collaboratively: Liaise with appropriate others to create the most effective and targeted resources. Contribute to medium- and long-term planning. Share resources. Present ideas in standard English in a logically sequenced manner. Supporting education: Effective behaviour management. Observe children in different settings. Keep effective records, using standard English in written communication. Presenting information and ideas: Use an appropriate register and tone for the audience and purpose throughout. Slide 107 Explain to students that the key to effective collaboration is effective communication and planning. This should take about 2 minutes. Guide them to activity 3 in their handout booklet. Point out the ideas for effective communication below the		
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	table. In pairs, students list these ideas under effective communication or effective planning. Encourage students to add their own ideas in addition to those in the handout. Allow 10 minutes for the activity and 5 minutes for feedback. Slide 108 provides some (hidden) suggested answers for the teacher.		
Guided practice	Slides 109–111 Explain to students that this section will allow them to practise and evaluate their communication skills, and achieve the key learning outcome. This should take about 2 minutes. Slide 110 This focuses on task 1. Read the information on the slide. Students sit back-to-back in pairs and one draws an image, shape or person. They must then instruct the other person to draw their shape. They cannot use non-verbal cues or tell them what the object is. If there are odd numbers of students, the teacher can join in with a student. They then swap roles. Explain that this activity is important, as it highlights how communication is usually better when verbal and non-verbal cues are integrated. The explanation should take about 2 minutes. As non-verbal cues are not permitted, it is important that spoken instructions are clear and precise. The students should spend about 10 minutes on this activity, depending on the size and ability of the class. Ask students what they felt was successful and why (e.g. precision of communication, use of direction, colour, etc.). Also encourage students to think about any pitfalls, and how these could be mitigated in future communication (e.g. difficult shapes/colours, etc.).	25 minutes	Task 1 Activity 4

	Slide 111 Explain that evaluating the success of a task is integral to future successes. This should take about 1 minute. Ask students to remain in their pairs. Guide them to activity 4 in their handout booklet. On the slide is an evaluation grid. Inform students they are going to analyse their successes and ways forward when communicating information. Allow 5 minutes for the students to discuss their strengths and ways forward, and 5 minutes for feedback and discussion of ideas as a class. Remind them of the importance of effective communication for the task they are going to complete. The teacher should explain and encourage the use of the terms “metacognition” and “reflective practice” here, and outline why it is important to reflect on our communication and activities, in order to refine them and make them better. Suggested teacher input Outline the importance of precision when giving instructions. Explore whether students created any form of plan and discuss the importance of planning. Question if different groups had similar or different communication problems and why?		
Independent practice	Slides 112–114 Explain to students that the following task will allow them to practise the skills of collaborative learning and communication to achieve LO3. Explain that the keys to effective collaboration are clear and concise instructions and assigning roles to the appropriate people. This should take about 3 minutes.	75 minutes	Activities 5–6

	For this activity, the teacher will have to provide each group with the following resources: • 5 newspaper sheets • 20 straws • 5 metres of masking tape or a roll of sticky tape • a tennis ball. Students will also need to be grouped in teams of 4–5. These numbers can be adapted as long as the resources are equally distributed. Guide the students to activity 5 in the handout booklet. Allow about 5 minutes for students to read the activity, depending on the ability of the class. Make sure all the students have understood the task. Slide 113 Guide students to activity 6 in their handout booklet. Inform students that effective collaboration is based on clearly defined roles and understanding the task. Allow students 10 minutes to fill in the table in their handouts, assigning roles and highlighting the key criteria of the task. Allow 5 minutes for feedback and sharing of ideas. Then inform students they have 40 minutes to collaborate and build the tower. Students work in their teams to build the tower. At the end of the 40 minutes, they must place the ball at the top of their tower for 1 minute. Extra points may be awarded for effective communication and teamwork, innovative designs and durability of the structure. The teacher may also decide to adapt teaching and give points to the team that has used all of the resources or the fewest resources. This should take about 2 minutes.		
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	Once all the towers have been tested, allow 10 minutes for a class discussion on what went well, and any pitfalls the students encountered. Suggested answers Slide 114 provides (hidden) suggested table entries for the teacher to aid explanations. Suggested questions Does anyone have any knowledge of building structures? What would be the strongest type of structure you can make? How are you going to fix different parts of the structure together? Suggested teaching points It is important to stress effective communication and the assigning of roles. Link this to other occasions when students work with others on their ESP.		
Review	Slides 115–117 Slide 116 Students create a “5 in 5” list of “top 5 tips” for effective communication, explaining the reasoning for their choices. Allow 5 minutes for students to fill in the table, and then allow a further 5 minutes for feedback and discussion. Suggested answers Clear instructions. Effective planning. Ordered instructions. Avoid any vagueness. Use standard English. Assign key roles. Slide 117 Recap the learning aim and outcomes. Direct students to reflect on their areas of strength and those needing development. This should take about 3 minutes.	13 minutes	Review activity

Lesson 2	
ESP targeted core skill:	CS2: Work with others to plan and provide activities to meet children's and young people's needs.
Aim and learning outcomes:	Aim: Work with others to identify a child's needs and consider appropriate strategies Learning outcomes By the end of this lesson, students will: • LO1 – be able to identify the needs of a child • LO2 – be able to work with others to agree the most important/specific needs of the child • LO3 – be able to work with others to discuss a range of possible strategies.
Lesson context:	Students will have previously had an introductory lesson to the skills that will be covered for CS2. This lesson is the first of a series of longer sessions based around students working together to complete a "mini-project". This project will be based on students responding to a brief around a child's needs and working together to create a plan of activities for the child. The project will allow students to practise and develop all of the individual skills that feed into CS2. This lesson covers part 1 of the mini-project, with students being introduced to the brief, forming initial ideas, engaging in further research and presenting their findings. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Handout activities: Recall activity, activity 1, review activity • PowerPoint presentation slides
Key vocabulary to be reinforced:	Brief
Assumed prior knowledge:	This is the first lesson in a sequence based on students completing a mini-project. The focus of the project is on skill development linked to CS2, and there will therefore be minimal content input around the needs of children. As such, it is assumed that students will have some understanding of the types of needs that young children have. The recall activity can be used to ascertain prior understanding, and to provide further input and support if needed.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 120–123 Explain that this section of the lesson will focus on students drawing on their prior knowledge to consider all the different needs a child could present with. Allow about 1 minute for this. Slide 121 Using their prior knowledge, students mind-map all the different needs a young child may have in relation to their development. Tell them to reflect on their prior learning and wider knowledge to complete this independently, and to then share ideas in pairs. This should take about 11 minutes. Students should use the template for activity 1 to collate these ideas. Slide 122 Lead a discussion to feed back and collate ideas collectively. This should take about 10 minutes. Suggested answers Social and emotional. Speech and language. Cognitive. Physical. Motor skill delays. Slide 123 Introduce the aim and learning outcomes. This should take about 3 minutes.	25 minutes	Recall activity
New material	Slides 124–127 Explain that this section of the lesson will form part 1 of a mini-project students will be undertaking, which will allow them to develop and practise all the skills required for CS2. This should take about 2 minutes. Slides 125–126 Introduce students to part 1 of the project they will be completing, and	10 minutes	Task 1

	talk them through the key considerations: they will examine a brief and assessment for a child, then work with others to identify the child's needs and put a plan of activities in place. This should take about 3 minutes. Slide 127 Display the quotation about effective teamwork and lead a discussion around the importance of working effectively as part of a team. Use the questions supplied as prompts to frame the discussion. This should take about 5 minutes. Suggested answers 1. To share ideas and understanding. To provide different perspectives. 2. Actively listening, asking for clarification, encouraging contributions from others.		
Guided practice	Slides 128–133 Explain that this section of the lesson will focus on students using a brief to begin to determine the needs of a child/young person. Mention that this type of activity forms part of the ESP and focuses on LO1, LO2 and LO3. This should take about 2 minutes. Slides 129–130 Share the brief and excerpt from the child's assessment with students. This should take about 3 minutes. Slide 131 Direct students to read through the brief for activity 1 independently and make notes in response to the questions. This should take about 15 minutes. Slide 132 Direct students to work in groups of 3 for task 2, to share their ideas, develop their thinking and agree on the three	1 hour 5 minutes	Activity 1 Tasks 2–3

	key areas of need and areas for further research. Each group should: • agree on the child's top three areas of needs • agree on areas for further research • begin to discuss activities that could be used to support the child. This should take about 15 minutes. Slide 133 Students should then spend 30 minutes on task 3, carrying out further research around the child's needs and strategies that could be adopted.		
Independent practice	Slides 134–135 Explain that this section of the lesson will focus on students working together to agree on a spokesperson for their group and present their initial findings. This will continue to focus on LO2 and LO3. It should take about 2 minutes. Slide 135 Each group should nominate a spokesperson to present their findings to the whole class. Give groups time to prepare for this and talk through the need for: • clarity and concision • voice projection. Students should spend about 10 minutes preparing for this task. The feedback from each spokesperson should take about another 10 minutes.	22 minutes	Task 4
Review	Slides 136–138 Slide 137 Students complete the mini-SWOT (strengths, weaknesses, opportunities, threats) task independently, to reflect on how well they worked as part of a team, and how they can reflect on this moving forwards. This should take about 5 minutes. Students then feed	13 minutes	Review activity

	back to the rest of the group, which should take about 5 minutes. Slide 138 Review the aim and learning outcomes. Direct students to reflect on areas of strength and those needing development. This should take about 3 minutes.		
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Lesson 3	
ESP targeted core skill:	CS2: Work with others to provide and plan activities to meet children's and young people's needs.
Aim and learning outcomes:	Aim: Communicate effectively with others to plan a sequence of learning Learning outcomes By the end of this lesson, students will: • LO1 – know how to liaise with others to plan appropriate activities for children and young people • LO2 – understand how to contribute to medium-term planning • LO3 – know how to present information in an organised and logical way • LO4 – be able to communicate and collaborate effectively in a group situation.
Lesson context:	This is the third lesson in a sequence of learning focusing on the development of CS2. Students will know the criteria for the ESP, and know about effective planning and communication. They will now focus on how to apply these skills to produce a sequence of learning and the associated lesson plans and resources. This lesson will help students to develop interaction with others and work collaboratively, focusing on effective questioning, use of clear and effective vocabulary, and assigning roles based on key strengths. The task is scenario based, and students will create an oral presentation on their collaborations in the following lesson. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Internet access • Handout activities: Recall activity, activities 1–11, review activity • PowerPoint presentation slides • Extra 5-minute lesson plans
Key vocabulary to be reinforced:	Sequence of learning Formative assessment Summative assessment
Assumed prior knowledge:	Students will have studied block 1 of these lessons, alongside core 1–12. They will be able to draw on prior knowledge of these to aid with the planning of the lessons and activities. Lessons 1 and 2 of this sequence will also have been taught.

Learning stage	Overview of learning activities	Timings	AfL
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Recall and connect	Slides 141–144 Explain that this section of the lesson will focus on recalling ideas from the previous lessons on communication and ideas from their own prior knowledge. This should take about 2 minutes. Slide 142 Question students on the importance of clarity in communication and ask for quick responses as to what makes for effective communication (as covered in lesson 1). Discuss how communication may be different between work colleagues and with parents. In pairs, fill in the Venn diagram (recall activity in their handout booklet). Guide the students to the suggested ideas to research on the slide. If the teacher wishes to extend this recall activity, there is a hyperlink on the slide to the Education Endowment Foundation's (EEF) report on working with parents. Students should spend about 15 minutes on this activity, with 5 minutes allowed for feedback and checking responses. Suggested answers Slide 143 provides some (hidden) suggested answers for the teacher. Guide students when checking their answers and encourage them to add any that are missing from their diagrams. Slide 144 Introduce the aim and learning outcomes. This should take about 3 minutes.	25 minutes	Recall activity
New material	Slides 145–159 Explain to students that the next section of this lesson will introduce a range of approaches that students will need to consider when planning sequences of learning, activities and assessments for children and young	3 hours 30 minutes	Activity 1a–1b Task 1 Activities 2–4 Task 2 Activities 5–7

	people. Inform students that this type of task is a key part of their ESP. This should take about 2 minutes. Slide 146 Read the information on the slide to the students. Tell them this is the second part of the project they began in lesson 1. This should take about 1 minute. Slide 147 Guide the students to activity 1 in the handout booklet. Explain that creating an effective sequence of learning is key to young people's engagement and success. Read the information and summarise the key components of creating a sequence of learning. Guide students to Neil Almond's chapter, "Curriculum as a box set", in <i>The researchED guide to the curriculum</i>. A copy is available here: https://my.teachfirst.org.uk/system/files/2022-03/Curriculum%20as%20a%20box%20set_Neil%20Almond%202020.pdf This should take about 2 minutes. Allow 25 minutes for students to work in pairs or small groups and summarise the key ideas for an effective sequence of learning. The teacher may also wish to use the following video as a visual aid: https://www.youtube.com/watch?v=wm9G1ofQA84 This adds 10 minutes to the suggested time, if used. Suggested answers • Start from the end – what is the end goal? • Outline which skills and knowledge the young people need to learn. • Assess the needs of the young people before planning.		
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	• Plan as a holistic approach and not as individual lessons (as Almond suggests, a <i>Game of Thrones</i> series, as opposed to a <i>Simpsons</i> episode). • Define your audience – who is it for? • Include worked and modelled examples of work. • Make sure regular assessment points are included. Slide 148 Guide students to the sequence of learning in activity 1a and 1b. Using the criteria students have researched, ask them to work in pairs or small groups and examine what the sequence of learning does well, and what could be done to improve it. Allow about 15 minutes for this, depending on the ability of the group. Suggested answers What it does well: Clearly sequenced lessons leading on from each other. Good focus on vocabulary. Defined assessment at the end. Possible improvements: Assessment opportunities could be highlighted more clearly. More emphasis on the skills the young people could be taught. How is peer and self-assessment identified? Slide 149 Read the information on the slide and guide students to the “5-minute lesson plan” in the handout booklet (directly after activity 1b). This should take about 5 minutes. In pairs, students discuss the strengths and pitfalls of a quick and visual plan. The teacher could ask which part they feel is most important and why? Allow about 5 minutes for discussion and about 5 minutes for feedback and questioning. Suggested answers		
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	Strengths: Quick to complete (aids workload). Helps to focus on key ideas and objectives (sticking points). Helps visual students. Can be used by anyone. Pitfalls: Can be too simplistic at times. Might be difficult to explore how it fits into the wider scheme (refer to Neil Almond's <i>Simpsons</i> analogy). Slide 151 The purpose of this section is to give students the skills to develop their questioning and use of formative and summative assessment skills. Read the information on the slide and guide the students to activity 2. This should take about 2 minutes. Using the assessment examples in the grid below the table, students place the ideas under the formative or summative assessment headings and explain their reasoning. This activity should take about 5 minutes, with 5 minutes for feedback and discussion. Slide 152 provides some (hidden) suggested answers for the teacher. Slide 153 The purpose of this slide is to familiarise students with different types of observations and teach them how they can track and record progress. For additional support, the teacher may wish to guide students to pages 8–9 of the following link from BTEC National Children's Play, Learning and Development, Book 2: https://www.rainbow-nursery.info/wp-content/uploads/2017/12/M01_CPLD_SB2_2691_U09_takeapeek.pdf Read through the different types of assessment on the slide. Guide students to activity 3 in their handout booklet. This should take about 3		
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	minutes. Students discuss the strengths and drawbacks of each method, using their previous knowledge and any online research they can find. This activity should take about 20 minutes, with 5 minutes for feedback and discussion. Slide 154 provides some (hidden) suggested answers and ideas for the teacher. It may be useful to add these to any class discussion to aid students. Spend about 5 minutes on this activity. Slide 155 Students should have seen examples of learning journals in their work-based practice. Read the information on the slide and guide students to the third observation type – the learning journal. Inform students they are going to research different learning journals in pairs or groups of 3. Tell them they can look online, or draw on their previous experiences. This should take about 2 minutes. Note: It may be useful for the teacher or students to have collected some examples beforehand. If students struggle to find any examples, the following websites may help: https://www.nurseryresources.org/articles/learning-journey/10-creative-ideas-for-a-learning-journey https://wandsworthlearningjournals.wordpress.com/2014/04/29/a-study-of-learning-journals-in-wandsworth-childrens-centres https://www.barfieldpst.org/learning-journey If students have been on placements, they may wish to discuss how their placement journals differ and what they have in common. Allow about 15		
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	minutes for this task and 5 minutes for discussion. Teacher suggestions Explore paper and online journals. These should include observations, images and work. Guide students to www.seesaw.com, an app which allows schools to share images with parents. Key workers must question students and may write down their responses. The teacher may suggest that students go into schools and ask if they can see examples of learning journals. Students feed back ideas and explore what they feel would make a good learning journal. Allow 30 minutes for this activity, depending on the ability of the class, with 10 minutes for feedback and discussion. Slide 156 Read the information on the slide. In pairs, students decide which type of question is shown (task 1). The teacher may then focus on the hinge question and ask why this is a good hinge question. Allow 10 minutes for answers and the hinge question discussion. Answers 1. Closed 2. Open 3. Hinge Suggested answers for hinge question Two are triangles and two are yellow, so two out of the three shapes have a similarity, thus making sure the child has to be clear in their answer. Slide 157 Explain the importance of open questioning for eliciting a deeper		
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	response and a clearer understanding of a concept or question. Students should have some previous knowledge of this from their core. This should take about 3 minutes. Guide the students to activity 5 in their handout booklet. Tell them they need to change the closed questions into open questions. The teacher may wish to model the first answer to aid students. This activity should take about 5 minutes, with about 3 minutes for feedback. Slide 158 provides some (hidden) suggested answers for the teacher. Encourage students to add their own answers. Slide 159 Guide the students to activity 6a and 6b in the handout booklet. Explain the importance of peer and individual (self-) assessments, as outlined on the slide. This should take about 2 minutes. Inform students there is an example of a peer and self-assessment in their handout booklet. In order to extend the activity, allow students to go online and research other examples of peer and self-assessment resources. Here is a useful link for examples: https://www.pinterest.co.uk/crane0656/early-years-peer-and-self-assessment Students evaluate the peer and self-assessment tools in the handout and online. This should take about 15 minutes, with 5 minutes' discussion time to feed back ideas. Suggested answers Self-assessment. Quick and easy. Dual coding (images and words) to aid understanding. Familiar symbols (arrows). Can be a bit limiting. Perhaps needs criteria or a tick box.		
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Guided practice	Slides 160–164 Explain that this section of the lesson will focus on students applying the knowledge they have gained in the earlier part to create activities and assessment tools for a given scenario. This will focus on LO1, LO2, LO3 and LO4. It should take about 2 minutes. Slide 161 Inform students that one of the key assessment strands of the ESP is to respond to a scenario-based task. Guide the students to activity 7 in their handout booklet (along with the blank copy of the “5-minute lesson plan” outlined in activity 7b). Read the scenario outlined on the slide. This should take about 3 minutes. In pairs, students discuss David’s potential key issues. There are some guided questions in the handout booklet to help them. Allow 5 minutes for discussion and 5 minutes for feedback. Suggested answers Struggles to recognise “at” rime words. Cannot recognise initial letter sounds. Can recognise pictures and say the words. It may be useful to explore how the main problem here is a lack of image to text cohesion. David can recognise the picture, but does not recognise the letters and onset/rime which make the word sounds. In pairs, students create a 5-minute lesson plan outlining the key skills and ideas to be taught, and how this should be assessed, based on their prior learning and assessment opportunity knowledge. This should take about 10 minutes, with a further 5 minutes for students to feed back ideas.	1 hour	Activity 7a–b Task 3
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	Slide 162 provides a (hidden) model response for the teacher. The teacher may wish to model elements of this with the students to begin with. Slide 163 Explain to students that as part of the independent task, they must create an assessment tool. Refer them back to the scenario in activity 7, and also to the key areas they feel they need to address for David to be successful. It may also be useful to refer students back to their ideas on summative and formative assessment tools completed earlier in the handout booklet. This should take about 5 minutes. Read the information on the slide. Students then create a peer and self-assessment tool for David and his peers. This should take about 25 minutes, depending on the ability of the class. Slide 164 provides some (hidden) suggested examples for the teacher to show, if they wish to.		
Independent practice	Slides 165–169 Explain to students that the next section of the lesson will involve them applying all of the skills and knowledge they have gained in this block to respond to a brief/assessment and create a full set of resources to support a child's needs. Again, this will cover LO1, LO2, LO3 and LO4. It should take about 2 minutes. Slide 166 Inform students that this part of the project will test their collaborative skills and ability to work and communicate effectively as a team Guide students to activity 8 in their handout booklet. This outlines the task on the slide, as well as providing an	2 hours	Activities 8–11 and associated resources

	outline of the scenario and information they will need for the task. Slides 167–169 are hidden slides which allow the teacher to see the same information. It may also be useful to show this on the board as well, if the teacher decides this helps the students. Inform students they are going to work in groups of preferably 3–4 to complete a sequence of learning, four lesson plans and the associated resources. They will also create an assessment tool. Allow 5 minutes' reading time and 5 minutes for discussion of the task. Slide 166 For activity 9, guide students to the planning grid for the sequence of learning in their handout booklet. The first column of issues is filled in, but for more able students, the teacher may wish to remove it. Students then work in their groups to create a sequence of learning based on Archie's needs. Allow 30 minutes for this section, depending on the ability of the students. Allow 5 minutes for feedback and reflection. Tick off first outcomes and guide students to activity 10. Explain the importance of planning and roles in teamwork tasks. This should take about 3 minutes. Students fill in the grid for activity 10 with the assigned roles. Remind students that they must all contribute, and that they are going to create a presentation for the next lesson on how well they managed to work together. Remind them that once they have filled in the planning grid, they will have time to complete the lesson plans and identify resources. Spend about 10 minutes on this activity.		
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	Teacher suggestions for activity 9 Anger outbursts – explore image charts for feelings/games which encourage talking about feelings. Source texts and websites about dealing with anger and see if there are any activities to help. Some advice from the NHS can be found at: https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-with-anger-issues Sounds “ch”, “br” – can students create flashcards or use their own school’s phonic schemes? Are there any songs or ideas they could use? Rime “ot” – create a game using different onset and rime activities (matching cards, spot the “ot” in matching pairs, etc.). Explore online games to help with phonics. https://www.phonicsbloom.com is a good one to start with, but encourage students to find some of their own. Students then have the rest of the time to create the lesson plans and identify resources for their sequence of learning. Blank plans to copy are available (activity 11). In order to get students thinking about planning a sequence of learning and the resources needed, you may wish to guide them to the ESP planning sheet, which can be found here: https://www.ncfe.org.uk/media/qgrdyji/additional-sample-eye-esp-pro-formas.pdf You may wish to use this as an alternative example. Students should spend between 1 hour and 1 hour 30 minutes to		
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	complete these, depending on the ability of the group.		
Review	Slides 170–172 Slide 171 Guide students to the review activity. Remind students that the purpose of this activity is to evaluate their strengths, weaknesses, opportunities and threats (often referred to as a SWOT analysis). Being able to evaluate their performance is integral to the development of communication skills and the effective collaboration needed for CS2. In their groups, guide students to read the questions on the slide and fill in the SWOT analysis grid. Encourage them to be self-critical, and to evaluate what went well, as well as what may have caused difficulties. Students create a SWOT analysis of their work, outlining what went well, any difficulties and what they might change in the future when planning together. Remind them that this will help with their evaluation presentation in the following lesson. Allow about 12 minutes for this activity, including time for feedback, depending on the ability of the class. Encourage students to feed back and be honest with their evaluations. Slide 172 Recap the aim and learning outcomes. Direct students to reflect on areas of strength and those needing development. This should take about 3 minutes.	15 minutes	Review activity

Lesson 4	
ESP targeted core skill:	CS2: Work with others to provide and plan activities to meet children's and young people's needs.
Aim and learning outcomes:	Aim: Communicate effectively with others to plan a sequence of learning Learning outcomes By the end of this lesson, students will: • LO1 – understand the importance of communicating effectively with parents • LO2 – know how to adapt their written communication to suit the purpose and audience • LO3 – be able to create an effective written response to communicate with parents/carers about the needs of their child and the strategies in place to support them.
Lesson context:	This is the fourth lesson in this sequence of learning based on CS2. In previous lessons, students completed the main sections of their project, working together as a group to identify the needs of a young child based on a brief and assessment, and to plan a series of activities to support the child in these areas. In this lesson, students will work independently to develop the skills needed to engage with parents/carers and communicate effectively with them to support their child. The key outcome of this lesson is for students to practise writing an appropriate letter to parents/carers outlining the needs identified, the strategies in place and encouraging support from home. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Handout activities: Recall activity, activities 1–3, review activity • PowerPoint presentation slides • Access to the EEF Guidance Report • Access to word processors to write letters
Key vocabulary to be reinforced:	Purpose Audience
Assumed prior knowledge:	Students will draw on their work from the previous two lessons, as the content of the letter to parents will be based on the research and discussions they previously carried out in their groups.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 175–177 Explain that this section of the lesson will require students to recall content from the block covered so far, and that they need to think back to the previous lessons in this sequence. This should take about 2 minutes. Slide 176 Students complete the recall activity in the handout booklet independently, answering each of the short questions. These questions are linked to students' learning in the previous lessons. Students should spend 5 minutes answering the questions. Talk students through the answers for each question and use questioning to ascertain students' understanding and address any misconceptions. This should take about 5 minutes. Suggested answers 1. Formative assessment. 2. Summative assessment. 3. A question that directs students to a limited range of correct answers, often with a simple response. 4. A question that prompts deeper thinking and has a broader range of anticipated responses. 5. Progress checks make sure that students are making the expected progress. Strategies can be adapted based on these checks. Slide 177 Introduce the aim and learning outcomes. This should take about 3 minutes.	15 minutes	Recall activity
New material	Slides 178–180 Explain that this section of the lesson will focus on understanding the importance of communicating with parents/carers, and the impact this can	33 minutes	Activity 1

	have. It will focus on LO1 and should take about 1 minute. Slide 179 Talk through the focus of the session with students, advising them that they will develop the skills to work with parents effectively. This should take about 2 minutes. Slide 180 Explain that working with parents/carers is extremely important, and direct students to the EEF Guidance Report on working with parents using the following link: EEF Parental Engagement Guidance Report.pdf d2tic4wvo1iusb.cloudfront.net Give students about 25 minutes to read through the report, while considering the two questions about the benefits of engaging with parents and ways they can support their child. Students should note down bullet-point responses to each of the questions in their handout booklet. The teacher should spend about 5 minutes taking responses from students and using targeted questioning to check understanding and address any misconceptions. Suggested answers 1. Increased educational engagement. Increased student wellbeing. Improvements in development of language and reading skills. Higher levels of engagement with homework for older children. 2. Modelling reading to their child. Referring to letters and sounds in everyday signs and texts. Engaging in shared reading. Engaging in discussion at home.		
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Guided practice	Slides 181–184 Inform students that this section of the lesson will involve them considering purpose and audience, in terms of communicating with parents and looking at a sample letter in detail. This will focus on LO1 and LO2. It should take about 2 minutes. Slide 182 Talk through the importance of understanding purpose and audience when communicating with parents/carers. Spend about 3 minutes discussing this and defining the meaning of these key terms. Slide 183 Tell students they are going to practise writing a letter to the parents/carers of a child they are supporting. Guide them to activity 2 in the handout booklet to consider the answers to the two questions on purpose and audience. Give students about 8 minutes to complete this task. The teacher should then take feedback for about 2 minutes. Suggested answers 1. To inform parents and carers and persuade them to engage in support. Use clear language. A positive tone. Clear instructional advice. 2. The audience is the parents/carers. Technical language should be explained. The tone should be supportive and professional. Slide 184 Then direct students to look at the model letter provided as part of activity 3 in the handout booklet. They should use the prompt questions to identify how this letter has addressed the purpose and audience effectively.	30 minutes	Activities 2–3
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	Students should spend about 10 minutes on this task, and then about 5 minutes sharing their findings with the rest of the group.		
Independent practice	Slides 185–186 Explain that this section of the lesson will focus on students writing their own letter to parents. They will need to focus on technical accuracy as well as on tone. This will focus on LO3. It should take about 2 minutes. Slide 186 Advise students they are going to work independently to write a letter to the parents/carer of the child they are supporting, outlining: • what the child's key needs are • what strategies will be put in place at nursery to support the child • what strategies the parents can use at home to support their child. Students work independently to type up this response, which should take about 58 minutes. Prompt students to make sure their written communication is accurate and the tone used is professional and supportive.	1 hour	Activity 4
Review	Slides 187–189 Slide 188 Students take it in turns to peer-assess the letter of another student in their group using the review activity grid in the handout booklet. This should take about 10 minutes. Students should then spend about 14 minutes improving their own letter in response to feedback on their own work. Slide 189 Revisit the aim and learning outcomes. Direct students to reflect on areas of strength and those needing development. This should take about 3 minutes.	27 minutes	Review activity

Lesson 5	
ESP targeted core skill:	CS2: Work with others to provide and plan activities to meet children's and young people's needs.
Aim and learning outcomes:	Aim: Key summative checkpoint assessment for CS2 Learning outcomes By the end of this lesson, students will: • LO1 – understand the important aspects of delivering a formal presentation • LO2 – create a group presentation based on the project they have undertaken • LO3 – deliver an effective presentation to the rest of the group.
Lesson context:	This is the final lesson in this sequence of learning, and it allows students to demonstrate the skills they have acquired in the previous lessons. It will also provide students with a further opportunity to work with others to discuss a child's needs, and create and deliver a formal presentation. In their groups, students must collate all their research and planned strategies, and create a PowerPoint presentation outlining all of these. They will deliver these presentations to the rest of the teaching group. The first slide of the lesson is the overall lesson aim. The second slide is an overview of the lesson for teacher use only. The third slide of the lesson is to be used to introduce the starter activity. Teacher notes will start after this slide.
Resources required:	• Handout activities: Recall activity and review activity • PowerPoint presentation slides • Access to audio-visual for recommended video • Access to PowerPoint for presentations
Key vocabulary to be reinforced:	N/A
Assumed prior knowledge:	It is essential that students have completed the previous lessons in this sequence prior to this lesson, as the presentation that students create will be based on their research and discussions during those sessions. It is also assumed that students have basic skills in the use of PowerPoint. If this is not the case, further support will need to be provided to students.

Learning stage	Overview of learning activities	Timings	AfL
Recall and connect	Slides 192–194 Explain that this section of the lesson will focus on students recalling	15 minutes	Recall activity

	knowledge from this block of learning. This should take about 1 minute. Slide 193 Direct students to complete the recall activity in their handout booklet. Students read a number of statements linked to the content of the previous lesson and decide whether the statements are true or false. Students should spend about 6 minutes on this activity. Then ask students to share their responses and use targeted questioning to check understanding and address any misconceptions. This should take about 5 minutes. Answers 1. True. 2. False. 3. False. 4. True. 5. False. Slide 194 Introduce the aim and learning outcomes. This should take about 3 minutes.		
New material	Slides 195–197 Advise students that this lesson will form an assessment of the knowledge and skills they have developed in this block. Students will need to work together to collate the resources they worked on in previous lessons and present these to the group. This will focus on LO1. It should take about 2 minutes. Slide 196 Talk through the tasks students will be undertaking in this lesson: creating, practising and delivering a presentation based on their responses to the brief provided. This should take about 3 minutes. Side 197	20 minutes	Task 1

	Show students the recommended video on the link below, which provides an overview of how to create and deliver an effective presentation. After watching the video, students bullet-point their top three tips for delivering an effective presentation, and then share these with the rest of the group. This should take about 15 minutes. How to deliver an effective presentation - YouTube Suggested tips • Provide an overview of the content of the presentation. • Break the information down into chunks. • Use visual support. • Do not include too much information. • Think carefully about purpose and audience.		
Guided practice	Slides 198–200 Explain that this section of the lesson will involve students working together to create their presentation. This will focus on LO2. It will take about 1 minute. Slides 199–200 Talk through the specific requirements of the presentation task that students will be completing. Explain the very clear requirements about content on slide 199 and the other considerations on slide 200. This should take about 9 minutes. Students then work in their groups to create and practise their presentation. Students should be given about 60 minutes to complete this section.	70 minutes	Task 2
Independent practice	Slides 201–202 Explain that this section of the lesson focuses on students delivering their presentations to the rest of the group. Tell them they will be required to think carefully about how to communicate	62 minutes	Task 3

	effectively in this formal scenario. This will focus on LO3. It should take about 2 minutes. Slide 202 Each group delivers their presentation to the rest of the class. As the presentations are being delivered, the teacher should make notes for each student to assess their progress, based on the questions provided on the slide.		
Review	Slides 203–204 Slide 204 Students complete the self-assessment activity in their handout booklet to identify their own strengths and weaknesses in relation to CS2. This should take about 15 minutes. Slide 205 Revisit the aim and learning outcomes. Direct students to reflect on areas of strength and those needing development. This should take about 3 minutes.	18 minutes	Review activity

Block 1 lesson handouts

Education and early years
Core skills 1 and 2

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Lesson 1

Recall activity

Below is an arrow moving from the least to the most important factor in communicating with others. In pairs or small groups, place the numbers of the statements in order of importance on the line. (The most important is the furthest right.)

Discuss with your partner/group the position for each key skill and justify your reasoning.

Least important

Most important



[grid]

1. Use open and approachable body language.	2. Be positive. Smile and look interested in what children say.	3. Make sure your communication is clear and in standard English.
4. Speak clearly and make eye contact.	5. Do not interrupt. Give them time to speak.	6. Give them "thinking time" to answer a question.

[/grid]

Use the space below to record your ideas.

[space for student answers]

Activity 1

The purpose of this activity is to develop your knowledge of how to communicate with young people. This activity refers to the early years foundation stage (EYFS) prime area “Communication and language”.

Read through the following EYFS framework information on communication and language. Answer the following questions.

1. What does children’s spoken language underpin?
2. How can practitioners build children’s language effectively?
3. What types of reading and communication should you use?
4. How would you encourage children to share their ideas?

[text box]

Communication and language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role-play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

(DfE, *Statutory framework for the EYFS*, 2023, page 8)

[/text box]

Activity 2

The purpose of this activity is to extend your knowledge of how to use strategies and songs and nursery rhymes to develop young people's language.

Using the nursery rhyme "Pat-a-cake" as an example, fill in the following grid with your teacher. Explore the concepts and words it teaches, and identify the ways it can help children learn key vocabulary. Once you have filled this in together, fill in the rest of the grid with other songs or nursery rhymes you have used.

[display rhyme text]

Pat-a-cake, pat-a-cake, baker's man.

Bake me a cake as fast as you can.

Roll it, and pat it, and mark it with a "C".

Put it in the oven for Carlos and me!

Pat-a-cake, pat-a-cake, baker's man.

Bake me a cake as fast as you can.

Roll it, and pat it, and mark it with an "A".

Put it in the oven for Amy and me!

[/display rhyme text]

[Grid on next page]

Activity 2 (continued)

[grid to complete]

Song or rhyme	Concepts it teaches	Repeated words or phrases	Actions	How child can use the language in a different context	Phonics	How to adapt or personalise it to the child
[e.g.] "Pat-a-cake"						

[/grid]

Activity 3

This purpose of this activity is to use songs and rhymes to aid young people's memory recall. Select **one** song or rhyme to help Ishaan develop his language and understanding of the names of the class and those of the nursery practitioners.

Select the **verbal** and **non-verbal cues** in the song you could use to help him.

Explain the choices for your approach. This should be a minimum of **two** paragraphs specifically linked to helping Ishaan's memory recall. Present your ideas to the rest of the class, demonstrating what you would do. Try to incorporate ideas for EAL students.

[text box]

Ishaan is 3 years old and has below age-related expectations for physical development, in particular his fine motor skills and verbal communication. He has English as an additional language and his first language is Hindi. He can say his own name, but struggles to learn the names of his class and those of the nursery practitioners.

[/text box]

Lesson 2

Recall activity

The purpose of this recall activity is to make sure you have retained the key information from lesson 1. Using the questions on the PowerPoint slide, fill in your answers in the grid below.

[grid]

[/grid]

Activity 1

Fill in the table below with the technical vocabulary and information that is new to you from the core learning you have covered so far. Aim to include **five** ideas under each heading.

[table]

Vocabulary	Information
[e.g.] Verbal cue	[e.g.] The roles of the childminder

[/table]

Activity 2

The purpose of this activity is to gain understanding of a child's early learning goals (ELG). It is important to understand how children communicate with others, and how a key worker can communicate technical information to a child.

Read through the information and answer the questions that follow.

[text box]

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will.

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

(DfE, *Statutory framework for the EYFS*, July 2023)

[/text box]

1. Where may children encounter new vocabulary?
2. Where may children encounter new information?
3. Why is it important for the teacher to model effective speech and questioning?

Activity 3

The purpose of this activity is to explore how different synonyms of a word can have degrees of value. It is important that young children grasp subtle differences of words with similar meanings. All of the words below are synonyms for “dirty”.

Using the degree of value line, work with a partner to place the vocabulary in order of where you feel it should go.



[grid]

1. grimy	2. filthy	3. disgusting
4. dusty	5. greasy	6. mucky

[/grid]

Activity 4

The purpose of this activity is to explore the value of non-verbal cues in a classroom. The importance of shared non-verbal signals is something you will need to apply to your own practice, as it may save time or aid communication. Read the information from the Teacher Toolkit and answer the questions that follow.

[text box]

The class use a variety of non-verbal cues to let the teacher know what they want to do.

- A single finger in the air means the child wants to sharpen a pencil.
- Two crossed fingers means they need the toilet.
- The signals are a whole school approach which the children have used from the beginning.
- The teacher practices these with the students at the beginning of the year.
- Images of the class signals are on the wall of each classroom.

(Teacher Toolkit, “Nonverbal signals”, June 2023)

[/text box]

1. What are the advantages of shared signals?
 2. How does this limit disruption in the class?
 3. How does the teacher set this up?
-
-

Activity 5

The purpose of this activity is to apply the skills you have learnt and put them into practice. Read the scenario below. Using the information you have learnt in this lesson, you are going to produce a Frayer model, a “because”, “but”, “so” example, a degree of value line and some non-verbal cues to teach the concept of pets.

Look at the thinking points below the scenario to help you.

[text box]

You need to teach the concept of pets to the children you are working with.
This is a new topic, but two of the three children already have a pet
(one hamster and a cat).

[/text box]

Think about:

- the difference between an animal and a pet
- how we care for a pet and which vocabulary we would use
- how to use non-verbal cues to aid with ideas of pet care.

Lesson 3

Recall activity

The purpose of this activity is to recall prior learning. Read each of the statements below and decide if they are **true** or **false**. Be prepared to justify your reasoning.

[T/F grid]

1. Jokes and illustrative stories are valuable for older children. True / False
2. Rhymes are not a useful approach for younger students. True / False
3. Hand gestures are classed as a verbal cue. True / False
4. It is never appropriate to use technical language with children and young people. True / False
5. Your positioning is important when speaking to young children. True / False

[T/F grid]

Activity 1

The purpose of this activity is to provide an overview of strategies you can use to encourage dialogue. Research the following strategies on the internet and make notes, giving an overview of what each strategy involves and why it is important.

[grid]

Ask direct questions	Invite children to express themselves

Encourage dialogue through formative feedback	Encourage dialogue
Encourage peer teaching	Contribute constructively (SST)

[/grid]

Activity 2

The purpose of this activity is to introduce you to sustained shared thinking (SST). Read through the information outlining why SST is important. Use the information to answer the questions that follow.

[text box]

Why is sustained shared thinking important?

SST is important because it supports children's deep level learning. [...] SST supports this in three ways: **encouraging**, **modelling** and **extending children's thinking**. Firstly, thinking is encouraged by valuing and taking time to understand the child's perspective or ideas. This creates a virtuous cycle, where a child feels safe to propose more ideas or views. Secondly, practitioners model thinking by demonstrating their thought processes "out loud". This gives children a structure or framework that they can then use for themselves. Interestingly, practitioners will have different thought processes, so children will have a range of models by talking to different practitioners. Thirdly, thought is extended, for both participants, as knowledge is verbally flowing between the two people.

How to achieve sustained shared thinking

It is quite daunting to think that you should be having an in-depth, thought-provoking conversation with every child in your class every day. However, this can be achieved with a little planning and organization. The biggest hurdle is time. A meaningful conversation will take time, preferably undisturbed, so you can concentrate on what the child is telling you. This does not have to be in a separate room or even during class time. This could be whilst lining up to go outside, while your child is helping you to clear away the paint pots or simply walking down the corridor together. Once you have made the initial connection, “sustaining” the thinking can be easier.

([Teach](#) Early Years, “Sustained shared thinking in EYFS” by Kathie Brodie, June 2022)

[/text box]

Questions

1. How is thinking encouraged through SST?

[space for student answers]

2. How can children be made to feel during this time?

[space for student answers]

3. How can this support interactions?

[space for student answers]

4. What can key barriers be?

[space for student answers]

Activity 3

The purpose of this activity is to develop your understanding of sustained shared thinking (SST). Read the information and the interaction, and answer the questions that follow.

[text box]

Be aware of the difference between a casual chat with a child that does not extend a narrative or clarify a concept and an in-depth conversation. For example, the conversation below is not an example of sustained shared thinking. It is an interaction between a young child and practitioner based on a toy train – Thomas the Tank Engine. The practitioner starts a conversation with Jack, but the interaction is very limited.

Practitioner: “Is that Thomas?”

Jack: "Yes, he's blue."

Practitioner: “Yes, he is blue.”

Jack: "I like Thomas."

[/text box]

1. What questions could the practitioner ask to develop this interaction?
2. What prior knowledge could they draw upon?
3. What questions could the practitioner ask to allow Jack to express himself?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 4

Recall activity

The purpose of this activity is to recall prior learning. Answer the questions below.

[table]

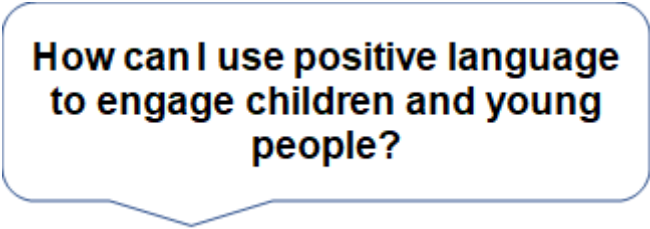
Questions	Answers
1. What is sustained shared thinking?	
2. Give one example of how to adapt speech for a younger audience.	
3. Why is positioning important when speaking to young children?	
4. What is a non-verbal cue?	
5. What are verbal cues?	

[/table]

Activity 1

The purpose of this activity is to develop your understanding of strategies to motivate young people. As the teacher talks through **three** key strategies you can use to effectively motivate young people, make notes on each using the mind-map below.

[blank mind-map for students to complete]



**How can I use positive language
to engage children and young
people?**

Lesson 5

Recall activity

The purpose of this activity is to write down as many things as possible that you can remember from the previous **four** lessons in 5 minutes. Write your answers below.

Activity 1

The purpose of this task is to recall any prior knowledge about the skills needed for the employer set project (ESP). Fill in the **first two** columns of the table based on what you know about the skills needed to complete the ESP, and what you would like to know. Leave the last column blank for now.

[table]

What I know	What I want to know	What I know now

[/table]

Activity 2

The purpose of this activity is to be aware of the assessment criteria on which you will be judged. To be successful in this ESP core, you must have full awareness of the assessment criteria to apply it to your own practice. Read through the information below and summarise it in your own words. What are the key skills you need to know and apply?

[text box]

The student must be able to communicate information clearly to engage children and young people by:

- ensuring that communication is age-appropriate
 - young children respond to simple, descriptive language, with an emphasis on rhymes, songs and repetition
 - older children/young people respond to jokes and illustrative stories or examples that encourage them to test their own values and critical-thinking skills
 - explaining technical information to a non-technical audience
 - using verbal and non-verbal cues
- encouraging and modelling interaction
 - asking direct questions, giving enough time for responses, and valuing all answers
 - inviting children/young people to express their own ideas through discussion, interactive activities or creative tasks
 - encouraging a dialogue through oral and written formative feedback
 - encouraging children/young people to teach each other
 - providing active and constructive contribution (sustained shared thinking)
- using positive language
 - helping children/young people to focus on strengths, rather than disadvantages
 - using praise and constructive feedback to build confidence as well as competence
 - modelling language that celebrates diversity
 - adapting contributions to meet the needs of the children/young people

Adapted from Unicef's "Communicating with Children: Principles and Practices to Nurture, Inspire, Excite, Educate and Heal".

[/text box]

Record your ideas in the space below.

[space for student answers]

Activity 3

The purpose of this activity is to recall the key vocabulary and terminology you will need to use for your responses. Below is a grid with key terms. Can you give a definition for each one?

[grid]

Brief	Contextualise	Verbal cue	Non-verbal cue
Paralinguistic cue	Technical information	Statutory	Sustained shared thinking
Dialogue	Assess	EYFS	Age-related expectation

[/grid]

Activity 4

Read the scenario below, including the information on verbal and non-verbal cues. The purpose of this activity is to explain how to use the verbal and non-verbal cues you have learnt to encourage speech from a child who is an elective mute.

Write **two** paragraphs explaining the ideas you could use and why these could be effective.

[text box]

Explain the ways you could use verbal and non-verbal cues to engage with a child who will not speak to adults, including how you might adapt your language to encourage speech. Think about children with SEND and EAL.

Use the following verbal and non-verbal cues to encourage interaction with a child.

1. Verbal cues:

- 1) Use an inviting and friendly tone of voice.
- 2) Ask open-ended questions to encourage conversation.
- 3) Show genuine interest in what the child has to say.
- 4) Provide positive reinforcement and praise for their contributions.
- 5) Use simple and clear language appropriate for their age and understanding.

2. Non-verbal cues:

- 1) Maintain eye contact to show attentiveness.
- 2) Smile and use facial expressions to convey encouragement.
- 3) Nod your head to indicate understanding and agreement.
- 4) Use appropriate gestures and body language to engage the child.
- 5) Mirror their body language to establish rapport and create a sense of connection.

Remember to be patient, supportive and responsive to the child's cues and interests. Adapt your communication style to meet the child's needs and preferences.

[/text box]

Write your response here.

[space for student answers]

Activity 5

The purpose of this activity is to explore what makes a good response.

Read through the model response below and highlight any sections where you feel it has successfully answered the question. Try to explore marks for the following.

- A thesis statement or an outline of what communication is.
- Examples of verbal and non-verbal communication.
- How these are effective.

You may wish to highlight these in different colours, to examine if the response is well balanced.

Model response

[text box]

Communication is a fundamental aspect of human interaction, and it plays a crucial role in developing relationships, understanding one another, and fostering growth and learning. When it comes to communicating with children, effective verbal and non-verbal cues are essential to engage their attention, encourage interaction and create a positive and supportive environment. This response explores the importance of using both verbal and non-verbal cues while communicating with children, providing examples to illustrate their effectiveness.

Verbal cues involve the use of spoken words and language to convey messages and engage children in communication. Here are some effective strategies and examples:

a) Active listening: Demonstrate active listening by giving your undivided attention to the child. Maintain eye contact, respond with appropriate verbal affirmations such as “I see”, “Hmm”, or “Tell me more”. For instance, when a child shares a story about their day at school, respond with, “That sounds exciting! What happened next?”

b) Open-ended questions: Encourage conversation and critical thinking by asking open-ended questions. Instead of asking closed questions with one-word answers, ask questions that require more thought and elaboration. For example, ask, “What do you think about this?” or “How would you solve this problem?”

c) Positive reinforcement: Provide praise and positive reinforcement for the child’s contributions, efforts and achievements. Offer specific feedback that highlights their strengths and encourages further engagement. For instance, say, “Great job on finishing your homework early! Your hard work will pay off.”

[/text box]

Activity 6

The purpose of this activity is to be able to apply the skills you have learnt to a scenario. Read through the scenario and the additional information below.

[text box]

You are working as part of a team which supports early years settings to provide early interventions for children.

The project has been set up in a deprived area where the language and communication of younger children is a significant issue.

Research has shown that early intervention before school is very effective. As part of the project, you have been asked to work with Daniel. Daniel is 3 years old. He has been attending a local childminder, and she is keen to be involved. Daniel attends the childminder's for 15 hours a week and has funding, which means his place is free.

The childminder has said that his communication is delayed, and he often gets angry when he is not the centre of attention. He also struggles to share toys and food. He still needs a 2-hour nap in the afternoon, and is often more reasonable when he wakes up. His parents are often at work, and his 13-year-old sister often looks after him in the evenings.

[/text box]

[grid]

Name of child: Daniel Smith	Age: 3 years 1 month
Date of assessment: 10.05.xxxx	Carried out by D. Brown
Personal, social and emotional development	Daniel does not like mum leaving. He also does not like it when his teacher gives other children attention. He struggles to express how he feels and has frequent tantrums. He enjoys playing with others but struggles to share. He can feed himself, but when he is tired, he refuses and asks to be fed by an adult.
Physical development	Daniel enjoys football, climbing and running around. He struggles with fine motor skills and finds holding a pencil or doing a jigsaw difficult. At this point, he often gives up.
Communication and language	Daniel can follow instructions, but communicates through pointing and one-word labelling. He struggles to remember names.

[/grid]

[text box]

General comments

Daniel often needs a 2-hour nap during the day. He asks for a dummy, which his parents are trying to wean him off.

His language is below age-related expectation, and he is currently being assessed for a referral.

Parent comment

Daniel loves the structure of school and is beginning to use more words at home. We are trying to change shifts, so he does not watch so much television and we can read to him at bedtime.

[/text box]

Watch the video on the “assess, plan, do and review” HighScope approach, and make notes on why it is important to create a plan of action for a child’s needs. Write your notes here.

[space for student answers]

Activity 6 (continued)

The purpose of this activity is to create a plan based on Daniel's needs. Using the information on the previous page and your planning notes, fill in the grid below to create an action plan for Daniel. It is important to remember to use standard English and highlight how the activities you have chosen will meet Daniel's needs.

[grid]

Assess • What are the main needs of the child? • Which areas of development are most at risk? • What are the three main targets you would like the child to achieve?	
Plan • What activities do you plan to use? • How will you adapt language to aid Daniel? • What verbal and non-verbal cues will you use? • How will you use songs and rhymes to aid him? • How will you adapt your pitch, tone and body language? • Can the teacher or others offer any advice or information?	
Review • What would a good outcome look like? • When will the review take place? • How can you measure the success of the intervention?	

[/grid]

Activity 7

The purpose of this activity is to self-assess your own skills based on your confidence levels in each area. Fill in the grid, highlighting where you feel your achievement lies for each statement.

[grid]

Skill	Confident	Semi-confident	Needs more work
I can adapt my voice using pitch, tone and vary volume to present a message.			
I can use songs and nursery rhymes to engage children.			
I can apply sustained shared thinking.			
I can present a friendly and welcoming body posture.			

[/grid]

Block 2 lesson handouts

Education and early years
Core skills 1 and 2

ET-FOUNDATION.CO.UK

Lesson 1

Recall activity

The purpose of this activity is to explore the functions of language which are used daily, and how we can use these functions to effectively communicate with others. Below are the functions of language as outlined by theorist Michael Halliday (1978).

[text box]

Instrumental function – language that is used to fulfil a need, such as to obtain food, drink or comfort. This typically includes concrete nouns.

Regulatory function – language that is used to influence the behaviour of others, including persuading, commanding or requesting.

Interactional function – language that is used to develop relationships and ease interaction. This could include phrases like “I love you, Mummy” or “Thank you”.

Personal function – language that expresses personal opinions, attitudes and feelings including a speaker’s identity.

Representational/informative function – language that is used to relay or request information.

Heuristic function – language that is used to explore, learn and discover. This could include questions or a running commentary of a child’s actions.

Imaginative function – the use of language to tell stories and create imaginary constructs. This typically accompanies play or leisure activities.

In pairs, think of all of the written or spoken communication you have used today. This can be questions you have asked, texts you have sent or received, or anything you have written. Fill in the grid below and highlight which of Halliday’s functions you have used today. There is an example to start you off.

[grid]

Form of communication	Said by me / texted / said by others	Halliday’s function
[e.g.] Asking where the lesson is.	[e.g.] Text sent by me to a friend.	[e.g.] Representational/informative.

[/grid]

Activity 2

The purpose of this task is to make you aware of the skills and knowledge you will need to demonstrate for your occupational specialism assessment. They will be developed as part of your qualification and perfected during your industry placement. Read the assessment criteria and then summarise the key skills in the table below.

The student must be able to work with others to plan and provide activities to meet children's and young people's needs, including but not limited to: • communicating openly and effectively with other professionals, speaking clearly and confidently ○ establishing professional relationships with relevant colleagues and parents/carers ○ determining a child's/young person's specific needs ○ passing on information that could impact on other teams/professionals ○ sharing ideas and best practice • planning collaboratively ○ liaising with colleagues to plan appropriate activities for children/young people ○ discussing how to best support children/young people in meeting objectives, taking into account their individual needs, using appropriate grammar and terminology ○ contributing to long-, medium- and short-term planning ○ sharing resources ○ presenting information in an organised and logical way • supporting education in the setting ○ using high expectations and encouragement to create a positive learning environment ○ managing behaviour effectively and in line with the setting's policies and procedures ○ monitoring education activities through observation and assessment ○ contributing to effective record-keeping, using precise terminology and correct grammar, spelling and punctuation GEC2 – present information and ideas As part of core skill 2 the student must be able to speak clearly and confidently using an appropriate tone and register that reflects the audience and purpose, using appropriate grammar and choice of words in oral speech.			
--	--	--	--

(Qualification Specification: T Level Technical Qualification in Education and Childcare, First Teaching 2020)

[table]

Effective communication	Planning collaboratively with others	Supporting education in the setting	Presenting information and ideas

--	--	--	--

[/table]

Activity 3

The purpose of this activity is to understand the skills needed for effective communication and planning when working with others.

Below are some key ideas for effective communication.

1. Put the ideas in the correct column in the table.
2. Add some more of your own ideas.

[table]

Effective communication	Effective planning

[/table]

[grid]

Defined group roles	Standard English	Ordered instructions	Individual choice of role	All must contribute
Accessible language	Chunking of tasks	Checklist of tasks	Evaluation of skills	Shared goals

[/grid]

Activity 4

The purpose of this activity is to reflect on your own strengths and areas where you need to improve when working as a team.

One of the key factors for effective teamwork is to evaluate the successes and ways forward for a task. Using the table below, write down examples of successful communication from task 1 and ideas you could improve on in future tasks. If neither of you managed to draw the picture, how could you improve if you repeated the exercise?

[table]

What worked? / Effective communication	What made communication difficult? / Where it went wrong
How could we improve next time?	My personal target.

[/table]

Activity 5

The purpose of this scenario challenge is to practise the skills of communication needed to work with others in a classroom. It draws on previous verbal and non-verbal cues for effectively collaborating with others to complete a task.

It is important to assign roles based on the strengths and skills of the team. It is also important to apply Halliday's language functions to effectively communicate information.

Read the scenario below and the challenge before going on to activity 6. Once you have done activity 6, you will have **40 minutes** to complete the challenge.

The “Tower of Power” scenario

[text box]

You are a team of explorers who have been searching the vast rainforests of Central America for archaeological clues to the ancient native civilisations that once lived there. You had been scheduled to be extracted by a government helicopter three days ago. In the torrential rains and mudslides that descended on you in recent days you became disoriented. You missed the rendezvous and now are hopelessly lost. All your maps and much of your communication equipment are ruined or unusable.

You are sure your colleagues have launched a search and rescue effort, and you want to be ready to attract their attention when the search plane comes close. You do have a small “beacon” that can transmit a signal over a short range.

Unfortunately, the batteries of the beacon are very low, and you want to turn it on only when you hear the search planes approaching. You may only get one chance.

[text box]

Your challenge

[text box]

Your challenge is to construct a tower of the materials available that will elevate your “beacon” far enough above the forest floor so that the searchers will be able to home in on it and find your location.

Previous attempts to communicate from beneath the forest canopy have been problematic. You know that the beacon must be placed in a very stable position (stay put for a full minute) at least 7 or 8 feet above the forest floor in a relatively open area (putting the beacon in the fork of a tree did not work). Your best guess is that if you can place the beacon at a height that just surpasses the outstretched reach of your tallest crew member, you will probably be OK.

Your materials for construction are very limited. Indeed, the only resources you seem to have that are still dry and usable are sections of newspaper that some of your crew have stashed away, a number of plastic drinking straws, and a 5-foot piece of masking tape! What complicates matters is that all these “supplies” are the personal property of different members of your team. **NO RESOURCE/SUPPLY MAY BE USED IN THE CONSTRUCTION OF THE TOWER WITHOUT THE EXPRESSED CONSENT OF ITS OWNER!**

Since you have neither the time nor the materials to make a mistake, your tower must be “done right” the first time. **A high-quality problem-solving process is crucial to your success!**

One of your crew thinks they hear a plane in the distance. You have **40 minutes** to construct your tower and put the beacon in position. Good luck!

[/text box]

Activity 6

The purpose of this task is to evaluate how you are going to complete the task in the allocated time. Good group management and completion of tasks often rely on effective planning.

Before you begin the task, re-read the “Tower of Power” scenario and fill in the planning table below. This will also assess your leadership and communication skills. Remember that you have **40 minutes** to complete the task. Because of this, timings need to be strictly adhered to.

What I need to complete	Resources I have	Roles of people in the group	Time

Activity 7

The purpose of this activity is to evaluate the effective communication and task management skills you have learnt.

Discuss the success of your tower with your team. As a group, create a list of “top 5 tips” for successful collaboration and communication you used in the table below. Explain why or how each was effective and share your ideas with the class.

[table]

Number	Top tip	Why/how it was effective
1.		
2.		
3.		
4.		
5.		

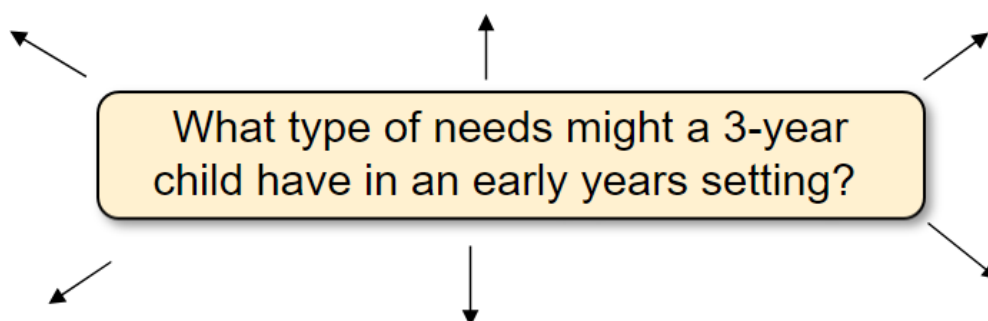
[/table]

Lesson 2

Recall activity

The purpose of this task is to activate your prior knowledge of the needs that children may present with. Brainstorm ideas on the different types of needs you believe a 3-year-old child may have in an early years setting.

[blank mind-map for students to complete. Note corrected text: 'What type of needs might a 3-year-old child have in an early years setting?']



Activity 1

The brief

[text box]

You are working in a nursery with 15 children aged 3 to 4 years. The day nursery is in an area with low levels of literacy. Archie is aged 3 years 11 months, and has recently joined the nursery. You have been asked to work with the key person to support Archie's specific development needs. When Archie joined the nursery, an on-entry formative assessment was carried out. An extract from this assessment is available to you and shows Archie's current level of development across a range of areas. Archie's profile notes are also included with the assessment and outline background information obtained by the key person during an initial meeting with Archie's mother. You must analyse the information provided, in order to plan how you will support and encourage Archie's personal, social and emotional development. The approach, including a sequence of activities, will be shared with and approved by the key person. Routine informal reviews will take place to assess Archie's continuing progress, and the key person will formally review Archie's development after 6 weeks.

[/text box]

The assessment

[grid]

Name of child: Archie Brown	Age: 3 years 11 months
Date of assessment: 10.05.xxxx	Carried out by I. Smith
Personal, social and emotional development	Archie is okay when his mum leaves and soon settles with his key worker. He can share toys and food, but often takes toys from other children, becoming aggressive if they do not let him have them. He is prone to outbursts of anger if he does not get his own way.
Physical development	Archie enjoys football and climbing. He struggles with fine motor skills, and finds holding a pencil or doing a jigsaw difficult. He also struggles to throw and catch a ball. However, he is very good at balancing on a bench or on one leg.
Communication and language	Archie can follow instructions, but sometimes does not listen. He can recognise letter sounds, but struggles with phonics – especially “sh”, “ch” and “br” sounds. He can use onset and rime, but struggles with “to” rime words. He can recognise some sounds in images (e.g. cot).

[/grid]

[grid]

General comments

Archie is full of energy and his mum has said she struggles to get him to sleep, as he is often on his Nintendo Switch.

His communication, especially when explaining his ideas, is below age-related expectations.

Parent comment

Archie loves the structure of school and is beginning to use more words at home.

He is getting more regular contact with his father, who is trying to come over at bedtime to read him a story and settle him.

He loves Marvel superheroes.

[/grid]

Read through the brief and assessment **independently** and carefully, and make notes in response to the following questions.

1. What do you think Archie's key **three** areas of need are?
2. For each key area, what further information might you need to know?
3. Do you have any initial thoughts about the activities/strategies you could use to help support Archie in these areas?

Review activity

Now complete a mini-SWOT analysis independently, to reflect on how well you worked as part of your team.

[grid]

Strengths What went well? What were your strengths as a team member?	Weaknesses What did not go as well as planned? What are your personal areas to develop?
Opportunities What would you do differently for part 2 of the project?	Threats What obstacles might you face if you were to do this activity again?

[/grid]

Lesson 3

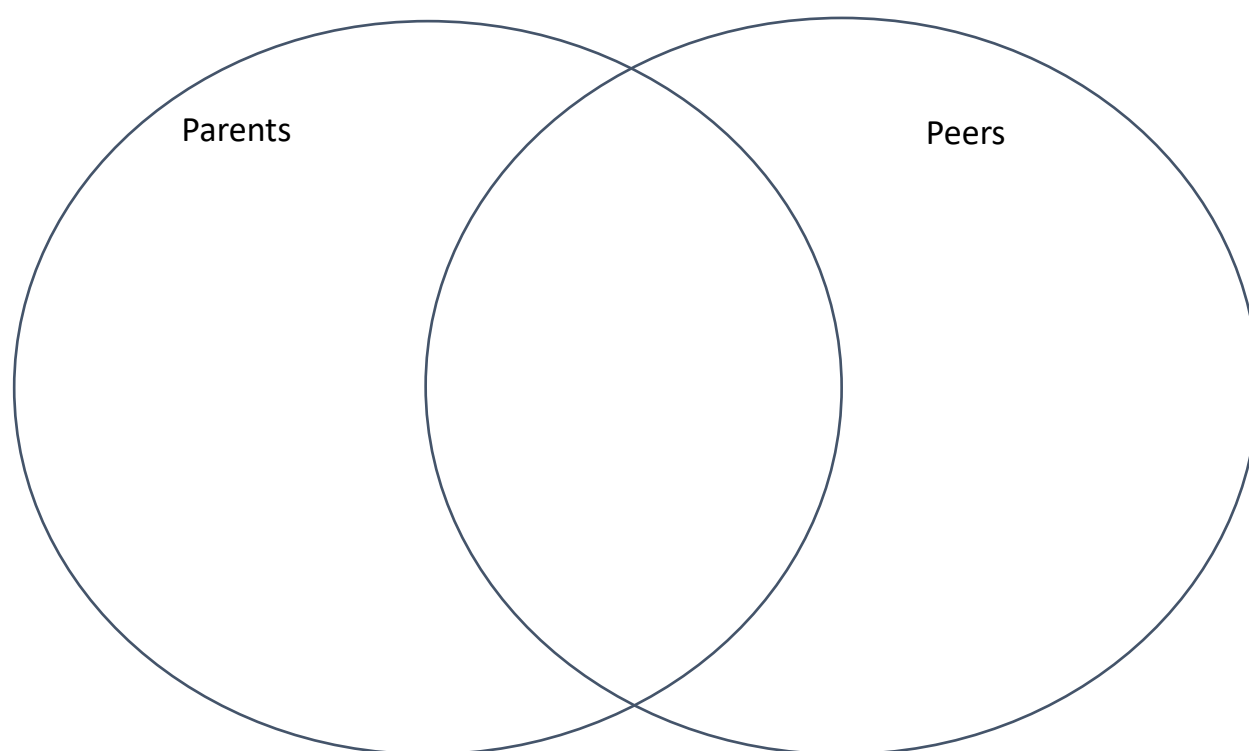
Recall activity

One of the main skills you will need for core skill 2 is to adapt your communication for a variety of audiences and purposes. Due to the nature of safeguarding, it is important that the information you share with colleagues is very different to the information you share with parents.

Use the Venn diagram below to note down key language and information you would share with parents, and information you would share with your peers.

How are the language and information different? Explore:

- the types of things you would discuss
- the level of formality you would use.

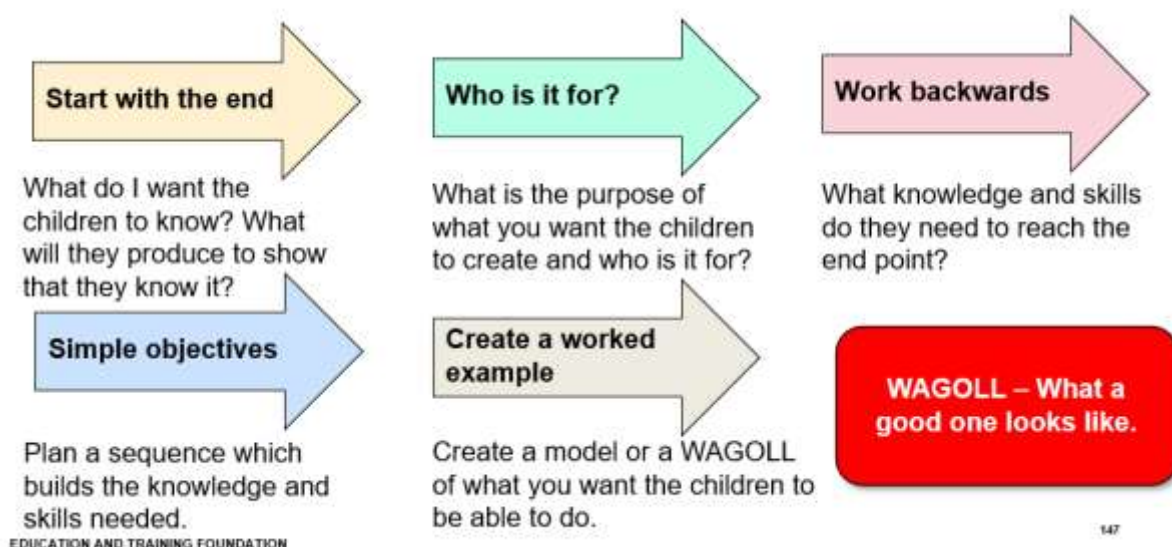


Activity 1

The purpose of this activity is to explore how you would plan a sequence of learning to make sure it is relevant and appropriate for your young person.

You may also wish to read Neil Almond's chapter, "Curriculum as a box set", in the book *The researchED guide to the curriculum*. Your teacher may provide you with a link for this. You will be applying these skills in your independent practice, as well as reviewing a scheme of work. This will also help to prepare you for working collaboratively with others and using effective communication for core skills 1 and 2.

[screenshot of slide 147]



[/screenshot of slide 147]

Activity 1a

Using the above model, you will work with a partner to explore a short sequence of learning for a year 9 topic on Gothic literature. As you read through it, consider its strengths and any areas you feel need developing, in order to hit the key criteria outlined to make it an effective sequence of learning.

Activity 1b

The purpose of this activity is to evaluate a sequence of learning. In pairs, read through the sequence of learning below and discuss how it fits the key ideas of good curriculum design. You must also make notes on how it could be improved. Be prepared to share your answers with the class.

[text box]

Golden threads:

- Features of gothic literature
- Archetypes
- Patriarchy / gender roles
- Symbolism
- Characterisation
- Descriptive writing
- Life in 19th century England (industrialisation, poverty, etc.)
- Introduction to Charles Dickens

[/text box]

[grid]

SOW: Gothic literature and the 19th century novel	Duration: Summer term
Year group: Year 9	Key AOs: Reading strands 1, 2 and 3 Writing strands 1 and 2

[/grid]

[grid]

Week (w/c)	Focus/skills	Vocabulary / key knowledge	Marking and feedback
1 – Gothic	<u>Lesson 1</u> Big question: What do we mean when we describe something as Gothic? Students explore the term Gothic by watching film trailers, reading blurbs of Gothic novels to determine the features of Gothic media. <u>Lesson 2</u> Big question: How do writers create Gothic settings?	Gothic	

	Students read an extract from <i>The Woman in Black</i>, considering how language has been used to create a Gothic setting. <u>Lesson 3</u> Big question: How do writers create Gothic settings? Students to read an extract from <i>Rebecca</i>, considering how language has been used to create an effective description of a Gothic setting.		
2 – w/c	<u>Lesson 4</u> Big question: How can we use personification to create a Gothic atmosphere? Through looking at examples or writing their own, students consider how personification can be used to convey different tones. Students produce examples of personification which help to create a Gothic atmosphere. <u>Lesson 5</u> Big question: How can we create an effective description of a Gothic setting? Using all that has been discussed and analysed so far, students will plan a description of a Gothic setting, focusing on their own use of personification. The teacher shows students examples before they plan. <u>Lesson 6: Classwork task</u> Big question: How can we create an effective description of a Gothic setting? Using the plan they created last lesson, students complete an extended piece of writing in which they complete a Gothic description.	Foreboding	Classwork task

[/grid]

5 Minute Lesson Plan

What are the basics?
What kind of topics are being covered?

Learning Objectives—What will you have achieved by the end of the lesson?

How will you check that you've achieved the LOs?

How are you going to make it challenging enough for the whole class?

Key terminology—what words are important to learn?

Resources—what will you need for the lesson?

What will be the first activity?

What will be the main, big activity?

What will you do to finish off?

Study+/Homework

Activity 2

The purpose of this activity is to explore the different types of assessment you could use for young people and older students. This will allow you to choose effective assessment tools to check for understanding and knowledge.

Different types of assessment you could use are included in the grid below the table. Put these in the table, explaining why you think they are examples of either formative or summative assessments.

[table]

Formative assessment	Summative assessment

[/table]

[grid]

Observation	SATs/ exams	Surveys	Plenary tasks
Talking to children	Creative writing tasks	Homework	Final presentations
Marking books	Spelling test	1-minute reflection tasks	Baseline assessments
Learning journals	EYFS progress checks	Time sample observation	End-of-unit tasks

[/grid]

Activity 3

The purpose of this activity is to evaluate the strengths and drawbacks of different ways of assessing children. As part of your key skills of communication and assessment, you may use the **four** techniques listed in the table below.

In pairs or small groups, fill in the table, outlining the strengths and drawbacks of each technique. This will help you to focus on your questioning techniques and assessment strategies for individual young people.

[table]

Assessment	Strengths	Drawbacks
Questioning children.		
Asking children to review their own or others' progress.		
Listening to children's reasoning.		
Using regular observations.		

[/table]

Activity 4

The purpose of this activity is to evaluate online and paper-based learning journals.

One of the best assessment tools to track the progress of a young person is a learning journal. These are used in the early years and foundation stages, but can also be used in later years.

Find examples of learning journals using laptops or mobile devices, as well as any you may have used. In the central column, make a list of the features they contain. In the third column, describe the ways these features present progress.

You may also wish to explore online learning journals such as www.seesaw.com and www.showbie.com

[table]

School/website	What it contains	How it presents progress

[/table]

Activity 5

The purpose of this activity is to encourage you to use open and hinge questioning when interacting with young people.

The table below has a series of closed questions. While these can be useful, the answers can often be guessed and do not really evaluate a young person's understanding of a concept or issue. Change the closed questions in the table to more effective open questions.

[table]

Closed question	Open question
Is a monkey a mammal?	
Is this shape a hexagon?	
Is 3 an odd number?	
Is "John" a noun?	
Does chocolate melt in hot water?	

[/table]

Activity 6a

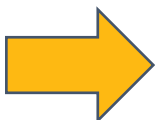
The purpose of this activity is to evaluate individual (or self-) and peer assessment. As part of your role in an educational environment, you will be expected to assess young people. The main assessment types used in educational settings are self- and peer assessment. Both have strengths and drawbacks.

Below is an example of an individual (self-) assessment sheet and some peer assessment questions. You may also wish to find some examples online or think of some you may have seen or used in your own setting.

Consider the strengths and drawbacks of each type of assessment, then fill in the table that follows.

Individual (self-) assessment

[grid]

	I understand this well and can do it on my own.
	I think I understand but I need more practice.
	I don't understand this yet

[/grid]

Activity 6b

Peer assessment

[text box]

- Have they met the learning objective? How can you tell?
- Can you find something they have done well and explain why they have done it well?
- Can you find an area they can improve and explain how they can do this?

[/text box]

After examining the above examples, together with any assessment tools you find on the internet, fill in the table with the strengths and drawbacks of each assessment type.

[table]

	Strengths	Drawbacks
Self-assessment		
Peer assessment		

[/table]

Activity 7a

One skill you need to apply when producing a sequence of lessons or activities is using prior knowledge and information to inform your planning and activities.

The purpose of this activity is to encourage you to highlight the key struggles a child or young person may have, and develop activities to mitigate these and aid progress. Below is some information you have received about David.

Using this information, in pairs or small groups, answer the following questions.

- What are David's key issues?
- What can he already do?
- Which sounds does he find difficult?

Case study

[text box]

David is struggling to learn simple c-v-c words ending with "at". He can recognise pictures of things ending with "at" (e.g. cat, bat, mat, etc.), but struggles to sound out the onset sounds.

[/text box]

Activity 7b

The purpose of this activity is for you to develop the skill of planning activities to aid young people in their learning.

On the next page, there is a “5-minute lesson plan”. In pairs, fill in the key information for each box. It can be quite concise and simple, and is designed to be quick and easy, giving an overview of the key learning points and activities needed to allow a young person to progress. You may also wish to use the pro forma from the exam board instead. Your teacher will have a copy of this.

5 Minute Lesson Plan

What are the basics? What type of topics are being covered?

Learning Objectives—What will you have achieved by the end of the lesson?

How are you going to make it challenging enough for the whole class?

Key terminology—what words are important to learn?

What's got to stick? What are the most important bits?

How will you check that you've achieved the LOs?

Resources—what will you need for the lesson?

What will be the first activity?

What will be the main, big activity?

What will you do to finish off?

Study+/homework

Activity 8

The purpose of this activity is to practise the skills of communication, planning and collaboration when working as a group.

The key focus of core skills 1 and 2 is to use effective communication and collaborate with others. This activity will allow you to use these skills and work in small groups to complete a task. You may wish to write down some ideas about how effectively you achieve this as you go along, as this will help you in lesson 4.

Using the scenario and the extra information provided, you will work in a group of 2–3 to complete a sequence of learning to help with the needs of the child outlined.

You will need to include the following elements.

- A sequence of learning with four lessons.
- Four 5-minute lesson plans.
- Resources for the lessons.
- A tracking document to record the child's progress.

You need to use:

- the sequence of learning pro forma provided by your teacher.
- The 5-minute lesson plan format provided by your teacher.

Remember: you must use the **skills** of effective written and spoken communication, and assign roles to each group member. In a later lesson, you will also be creating a parental report, as well as presenting your ideas to others, so make sure that your communication is clear, relevant and purposeful.

Read the scenario on the next page and the additional information which follows it, and complete the tasks outlined above.

Scenario

[text box]

You are working in a nursery with 15 children aged 3 to 4 years. The day nursery is in an area with low levels of literacy. Archie is aged 3 years 11 months, and has recently joined the nursery. You have been asked to work with the key person to support Archie's specific development needs. When Archie joined the nursery, an on-entry formative assessment was carried out. An extract from this assessment is available to you and shows Archie's current level of development across a range of areas. Archie's profile notes are also included with the assessment and outline background information obtained by the key person during an initial meeting with Archie's mother. You must analyse the information provided, in order to plan how you will support and encourage Archie's personal, social and emotional development. The approach, including a sequence of learning and lesson plans, will be shared with and approved by the key person. Routine informal reviews will take place to assess Archie's continuing progress, and the key person will formally review Archie's development after 6 weeks.

[/text box]

Record any notes here.

[space for student notes]

Activity 8 (continued)

Name of child: Archie Brown	Age: 3 years 11 months
Date of assessment: 10.05.xxxx	Carried out by I. Smith
Personal, social and emotional development	Archie is okay when his mum leaves and soon settles with his key worker. He can share toys and food, but often takes toys from other children, becoming aggressive if they do not let him have them. He is prone to outbursts of anger if he does not get his own way.
Physical development	Archie enjoys football and climbing. He struggles with fine motor skills and finds holding a pencil or doing a jigsaw difficult. He also struggles to throw and catch a ball. However, he is very good at balancing on a bench or on one leg.
Communication and language	Archie can follow instructions, but sometimes does not listen. He can recognise letter sounds, but struggles with phonics – especially “sh”, “ch” and “br” sounds. He can use onset and rime, but struggles with “to” rime words. He can recognise some sounds in images (e.g. cot).

General Comments

Archie is full of energy and mum has said she struggles to get him to sleep as he is often on his Nintendo Switch.

His communication, especially when explaining his ideas is below age related expectations.

Parent Comment

Archie loves the structure of school and is beginning to use more words at home. He is getting more regular contact with his father who is trying to come over at bedtime to read him a story and settle him. He loves Marvel superheroes.

Activity 9

Planning grid for issues.

[grid]

Issues to address	Lesson	Skills taught	Key vocabulary /ideas	Outcomes – What should the child achieve?	Resources needed	Formative/ summative assessment activities
Motor skills	1	Fine and gross motor skills. Fill and empty a syringe to create a splash painting.	Pull Push Suck Full Empty	Fill and empty a syringe with coloured water. Spray onto paper to create a picture.	Syringe Paint Water Paper	Formative – observation of child filling syringe. Summative – completion of splash painting.
Anger outbursts	2					
Sounds – “ch”, “br”	3					
Rime “ot”	4					

[/grid]

Activity 10

Role-planning grid.

The purpose of this activity is to make sure you assign roles to people based on key strengths. Use the grid to assign roles for each person in your group.

[grid]

What I need to complete	Resources I have	Roles of people in the group	Time

[/grid]

Activity 11: Sequence of learning plan

Lesson	Lesson plan	Person assigned	Resources	Person assigned	Tracking document/ resource	Person assigned
1.						
2.						
3.						
4.						

Activity 11: 5-minute lesson plan

5 Minute Lesson Plan

What are the basics? What type of topics are being covered?

Learning Objectives—What will you have achieved by the end of the lesson?

What's got to stick? What are the most important bits?

How will you check that you've achieved the LOs?

How are you going to make it challenging enough for the whole class?

Key terminology—what words are important to learn?

Resources—what will you need for the lesson?

What will be the first activity?

What will be the main, big activity?

What will you do to finish off?

Study+/Homework

Review activity

The purpose of this activity is to evaluate your strengths, weaknesses, opportunities and threats (often referred to as a SWOT analysis).

Being able to evaluate your performance is integral to developing the communication skills and effective collaboration needed for core skill 2. In your groups, look at the questions on the slide and fill in the SWOT analysis grid below. Try to be self-critical and evaluate what went well, as well as what may have caused difficulties.

[grid]

Strengths	Weaknesses
Opportunities	Threats

[/grid]

Lesson 4

Recall activity

Work independently and answer the questions below.

[grid]

Questions	Answers
What is the name given to frequent, ongoing assessment?	
What is the name given to the type of assessment that usually takes place at the end of a unit?	
What is a closed question?	
What is an open question?	
Why is it important to assess a child's progress?	

[/grid]

Activity 1

The purpose of this activity is to gain an understanding of the importance of communicating effectively with parents. Read through the EEF Guidance Report on working with parents, considering the two questions below. Highlight key parts of the guidance that link to these questions and make notes.

1. What are the benefits of working effectively with parents?

[space for student answer]

2. In terms of early reading development, what are some strategies that parents can use at home to support their child?

[space for student answer]

Activity 2

The purpose of this activity is to understand the tone you need to adopt in your written communication with parents. You are going to write a letter to Archie's parents to inform them of his needs and elicit their support. Think about the purpose and audience for the letter, then answer the questions below.

[table]

Purpose	Audience
What is the key purpose of the communication and how might this affect your written style?	Who is the audience and how might this affect your written style?

[/table]

Activity 3

The purpose of this activity is to develop your understanding of what professional correspondence looks like. Read through the example of a letter to a parent/carer below and annotate it with examples of where the letter:

- is clear and concise
- explains technical terms
- maintains a positive and professional style.

[formal letter text]

Dear Parent/Carer,

I hope this letter finds you well. I wanted to take a moment to discuss your wonderful 3-year-old boy and his numeracy difficulties. Firstly, let me explain what numeracy means. Numeracy refers to the ability to understand and work with numbers.

While your child may be experiencing some challenges in this area, there are several ways you can support his development at home. Incorporating daily activities involving counting, such as counting toys or snacks, can help him become more familiar with numbers. Engaging in number games, puzzles and using visual aids like number charts can also be beneficial.

Additionally, reading books that involve numbers, singing number songs and playing with toys that promote counting and sorting will provide a fun and interactive learning experience. Encouraging your child to explore shapes, patterns and sizes will further enhance his numeracy skills.

It is essential to create a supportive and positive learning environment where your child feels comfortable asking questions and making mistakes. Praising his efforts and progress, no matter how small, will boost his confidence and motivation.

Remember, every child develops at their own pace, and with your love, patience and consistent support, your little one will continue to grow and overcome his numeracy difficulties.

Please feel free to reach out if you have any further questions or need additional resources to support your child's numeracy skills.

Warm regards,

[Your name] Nursery Teacher

[/formal letter text]

Review activity

The purpose of this activity is to provide feedback to your peers and act upon feedback you receive. You are going to peer-assess the letter of another student in your group. Give them a rating of 1–3 for each of the areas in the grid below: 1 – extremely strong; 2 – partially met; 3 – weaker in this area.

[grid]

Area	Rating 1 to 3
Is the letter clear and concise?	
Is the letter positive and encouraging?	
Has a professional style been adopted?	
Is the letter accurate in terms of punctuation and grammar?	
Has clear guidance been provided on how the parent/carer can support their child?	

[/grid]

Lesson 5

Recall activity

The purpose of this activity is to recall prior learning. Read through the statements below and decide whether each is **true** or **false**. Write your answers next to the statements.

1. Looking for letters or numbers on street signs is an effective strategy for parents to use. _____
2. Parents do not need to model reading. _____
3. Parents do not need to look for additional opportunities to support their child's early reading. _____
4. For younger children, parents should focus on strategies that develop oral language. _____
5. Parental engagement has no impact on student outcomes. _____

Review activity

Following your presentation, self-assess your skills in relation to core skill 2 using the question prompts below.

[grid]

Questions	Responses
Do you feel confident using a brief and assessment information to identify a child's needs?	
Do you need any further support in this area?	
What do you think your strengths are in terms of working with others?	
What do you feel your areas for development are in terms of working with others?	
Do you understand the importance of building effective relationships with parents/carers?	
Do you feel confident in communicating with parents/carers?	

[/grid]

Guidance materials for students to make effective use of core skills in the ESP assessment

When you complete your ESP, it is essential to apply the skills learnt in these blocks of learning to the tasks provided in your pre-release material.

As core skills 1 and 2 are both assessed, you will need to use the skills of written and oral collaboration with others to create documents, work with key workers and inform parents.

The pre-release material will be similar to the tasks outlined in the blocks of learning, and you will be expected to transfer these skills to your own practice.

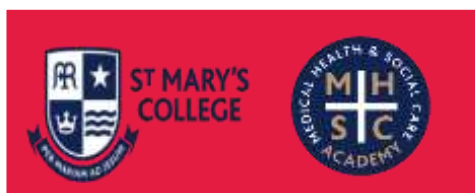
As with the tasks in the blocks of learning, you will be given a scenario in your ESP which will usually involve creating resources, working with others and communicating information. In order to make sure you maintain a high level of professionalism, written and spoken standard English is integral to effective communication with staff, parents, carers and external agencies, and to make sure the correct information is provided.

Since you have to communicate your ideas to your peers and an assessor, clarity of communication is important, and the skills you have learnt in adapting language for an age-appropriate audience will be beneficial. As you will also have to create materials for the child in your care, being able to adapt your language and register to fit the needs of young people with English as an additional language (EAL) and special educational needs and disabilities (SEND) will be essential for adapting your practice to individual needs.

The skills of reflection can be transferred into reflective practice upon completion of the ESP. Here, you must reflect on the successes and ways forward for your communication, and the SWOT analysis tasks in block 2 will enable you to do this.

These blocks of learning were created to give you the skills to develop your ability to create resources, communicate effectively with a variety of audiences and become a self-reflective practitioner. As all of these skills are assessed in the ESP, you should apply the skills learnt in the scenarios provided to plan, present and reflect on your ideas in an academic and organised manner.

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