

T Level in Education and Early Years

Framework for learning

Preparation for the world of work in an education and early years setting

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Contents

T Level resource improvement projects (TRIPs)

Final outputs: A 10-week course to support the learners before undertaking industry work experience in an education and early years setting for the T Level in Education and Early Years route.

Project title: Preparation for the world of work in an education and early years setting.

Organisation: Newcastle and Stafford Colleges Group (NSCG)

Project finish date: 19.7.23

Description of outputs: The project comprises a rationale for the approach, a scheme of work and 10 two-hour sessions with detailed lesson plans, worksheets and 10 sets of PowerPoint slides.

Creation process: Each lesson was created to build on the preceding session and to build learners' confidence before starting their industry placements.

Each session is a combination of underpinning practical skills that have been identified by industry employers and supporting learners with their core content. The theme of employability is highlighted in the first two sessions before developing into clear core content aspects identified by employers as being areas relevant in the working world that learners need more guidance on. The sessions have been designed so that organisations which do not have two-hour sessions can easily adapt them their timetables.

Sector use: The course content is relevant for any T Level from the education and early years route.



T Level Education and Early Years

Framework for learning:
Preparation for the world of work in an education and early years setting
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Introduction to learning

The content areas indicated can be related in some way to the activities suggested related to working in the education and early years sector. These activities are intended to 'set the scene' and encourage learners to think about the skills required for a career in education and early years. All content areas would need to be revisited in different ways to help learners to prepare for examination.

The learners will be starting their T Level journey in education and early years. The 20-hour lesson plans, covering the core content in education and early years settings, will be delivered in the professional development sessions weekly for two hours a week for a minimum of 20 weeks. They lead into their industry placement journey as of 6 Nov 2023. **(Providers can, and may need to, adapt the delivery approach and start dates for industry placement accordingly if the rationale for learning is based on findings from T Level providers.)**

The following documents cover:

- a framework for learning
- PowerPoint presentation slides for 20 hours of learning
- lesson plans for 20 hours to support effective learning and the slide deck of presentation slides.

Accessibility: Immersive Reader via Office 365. Printed resources could be provided on paper of various colours, learners could also be encouraged to use different colour overlays for certain issues such as dyslexia alongside the Immersive Reader.

Aim: Preparation for the world of work in an education and early years setting

For the education and early years core content, the materials developed are available to support the learner's transition in a work environment, embed core content before completion of the placement hours and enhance knowledge around technical skills.

Objectives:

Objective 1: To explain the role of early years professionals in the education sector.

Objective 2: To outline the expected behaviours of a working professional, with materials specifically related to core aspects of the T Level in Education and Early Years.

Objective 3: To describe clearly due care and diligence to learners clearly, how to deal with conflict, how to work in a team and how to use professional judgement at college and in the workplace.

Objective 4: To analyse learning materials relevant to their curriculum frameworks while in education settings.

Session 1: Work readiness

Roles in early years and education. Learners to complete a research task using various career websites then discuss the roles learners have found and what digital skills and attributes they might need in these roles.

Discovering strengths and skills: 10 minutes per task (25 minutes total). Solo quiz and use Buzz quiz. Learners to pair up with another learner who is a different animal category to encourage learners who have different skills to work together.

Introduction to placements 'Forward to your future'. NSCG clips of what T Level learners think professionalism is. Match learner's opinion to the video using a discussion format.

Skills booklets and placement documentation to be discussed with learners. Learners will also understand their expectations, accountability, responsibility and reflection needs in placement documentation.

Specification links:**General competencies**

GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3

Content summary

CS1, CS2

Placement preparation and etiquette. Looking at communication methods in the education sector.	
Session 2: Professionalism in the education sector Belbin team chart role (35 mins): Learners to consider their traits and what role they would have in a team. This will enable learners to focus on their strengths to help them manage their weakness and gain insights into how they will work at their best and contribute more effectively in a team. Communication (20 mins): What are soft skills and what are the four communication types? Riddle game to work out, communicate clearly and problem solve the riddle. Roles in education (30 mins) and the types of people you may need to communicate with in an effective way. Activity with spider diagram to self-assess communication skills. What makes a positive workplace (15 mins): Use of videos to address this, discussion via group activity. Behaviours on placement (20 mins): Positive and negative behaviour in the world of work. Learners to have open discussion about scenarios and resolving potential work issues and conflicts.	Specification link: General competencies GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3 Content summary CS1, CS2
Session 3: Introduction to legislation Legislation matching cards (15 mins). Learners to work in pairs to match and identify legislation. To justify what would happen if we had no rules.	General competencies GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3, GEC6 Content summary

Create a poster (20 mins). Stretch and challenge: Why are these important? Small-group discussion. Share ideas with the full group. Display the posters to share and reflect. Different types of abuse (25 mins). Independent work. Extension activity for those who have finished. Discussion of signs and symptoms. Is this definitely abuse? True or false – checking knowledge and understanding. Peer learning. Role of the designated safeguarding lead in direct and indirect abuse scenarios: Researching and sharing, Consolidate learning.	CS1 K4.2, k4.1, S4.12, S4.13
Session 4 Session 4: Health and safety Identifying hazards (35 mins). Whole group task or individual, observation, stretch and challenge, adding additional hazards. Assessing the risk (20 mins). IT skills making the chart to complete. Peer teaching. Designing a poster (20 mins). Create a poster for new learners about the importance of keeping children safe while also explaining the importance of risky play and its benefits.	Specification link: General competencies GEC6, CS4, GMC10, GEC3 Content summary 3.2, K1.16, S4.12, K4.11, K1.16, S4.12
Session 5: Communication Activity 1: No-talking task – Date of birth group discussion. In pairs, set timer and discuss why we need to communicate. What could happen if we did not communicate? Peer learning.	Specification link: General competencies CS1, CS2, GEC1, GEC4, GEC6

Magic stick activity teamwork: Discuss difficulties and why, how to overcome. Two-way communication activity: Effective communication and reflection.	Content summary 7.4
Session 6: Using your Initiative on placement Introduction to the concept of initiative. Outline objectives, discuss and provide own examples. Learner task to generate own ideas and share as a group on the whiteboard. This should show a variation in skills which can be further discussed by placement preference. Reflection activity: Look at the various examples and suggest how they may be implemented in learners' own practice. Case study: Learners to complete a case study picking out where they could have used their own initiative and reflect as a group. Create poster: Ask learners to provide sticky notes with their suggestions for how they intend to use their own initiative in placement. These are to be updated throughout the course. Question and answer session as a conclusion	Specification link: General competencies GCE1, GCE2, GCE3, GCE4, GCE5, GCE6 Content summary CS2, CS4
Session 7: Numeracy implementation – Areas of development Discussion of objectives and how numeracy implementation is a daily requirement in your placement role.	Specification link: 2.2, 7.4, K1.1, K1.3, S1.28, S1.29 General competencies

Learners to work individually then in pairs to consider how they have used a numeracy skill today and in the last week. Frameworks highlighted and discussed. Gentle links made to learning outcomes / structured observations through exposition. Tutor shows TV clip: Maths activity – watch the video and review it. How to implement in practice: Design own maths game. Learners to play and review their own games and make link to child development if possible. Demonstration of games to the group: Learners to have an open discussion about the areas of development the games promote. Conclusion with questions and answers	GCE1, GCE2, GCE3, GCE4, GCE5, GCE6 Content summary CS1, CS2
Session 8: Story sacks Introduction and exposition of lesson objectives. Discussion about the use of story sacks / pair working to ascertain knowledge and awareness. Ideas provided as feedback as a group and discussion of how story sacks support personal, intellectual, emotional and social (PIES) development. Watch the <i>Owl Babies</i> story: Use link (check live before use). Completion of table: Considering the areas of development.	Specification link: 2.2, 7.4, K1.1, K1.3, S1.28, S1.29 General competencies GEC 1, GEC 2, GEC 3, GEC 4, GEC 5, GEC 6 Content summary CS1, CS2

Using the resources provided, get the learners to look at the PowerPoint presentation and answer the questions listed on the screen. Tutor-led discussion on how to design a story sack. Individual task set to research and choose a story book and make a list of resource requirements considering the points outlined on screen. Tutor-led discussion on how story sacks can support literacy, numeracy and reading skills. Task using flip-chart paper: Pass it around the class, with learners adding their own ideas for how those skills can be used. Nursery rhyme recital: Five owl babies – everyone to join in and discuss the importance of sharing rhymes with children. Recap questions Learners to discuss their favourite childhood story with peers, whether it would make a good story sack and what resources they would put in it. (15 mins) Close session: Link back to objectives and any questions. (10 mins)	
Session 9: Making story sacks Make or decorate box and create story sack. Tutor to scaffold the learners' learning. Create an information leaflet. Checking learning. Present to the rest of the group.	Specification link: 6.2, 9.3, 2.3, K1.1, K1.3, K1.5, K1.6, K1.10, K1.12, K1.13, K1.14, K1.15 General competencies GEC1, CS1, CS2, GEC3, GMC8

Reflection on own story sack or box.	Skills S1.21, S1.22, S1.23, S1.25, S1.27, S1.28, S1.33, S1.35
Session 10: Reflective practice through critical thinking Individual task to analyse various methodologies for reflection (Schon, Kolb, etc.). Stretch and challenge: How do critical thinking skills differ from generalised thinking or problem-solving? Individual task: Reflect on and summarise key points covered over the last nine weeks, including topic-specific content. Group task for learners to use this reflective summary to produce pop quiz questions between them spanning the full nine weeks of topics and contents. Learners can then ask each other these questions as a way of testing knowledge.	Specification link: CS1 CS2 General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6 GCD1, GCD2, GCD3



T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Level in Education and Early Years

Lesson plan 1

Topic: Preparation for the world of work in an education and early years setting

Overview: Work readiness

Each session will be two hours long

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Session details: Lesson plan 1 – Work readiness				Date:
Topic: Preparation for the world of work in an education and early years setting				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Analyse the role of early years professionals in the education sector. • Objective 2: Identify the skills required for a career in education. • Objective 3: Relate and discuss the placement opportunities on their T Level pathway. • Objective 4: Evaluate and discuss the processes and procedures while on placement.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
6 mins	Tutor to introduce the lesson and go through the objectives.	Presentation: PowerPoint slide 3		Individual research tasks
10 mins	Task 1 Tell us about your preferred role in education and early years. Learners to complete a research task looking into their chosen path or role in the early years profession.	Presentation: PowerPoint slides 5–6 <i>Careerpilot.org.uk</i> Careerpilot : Plan your future work & study	General Competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Reflection: What have they learnt from this task? Formative assessment: Through questioning

	Create a one-page mind map document which highlights the skills and attributes required for proficiency in that role.	National Career Service Careers advice - job profiles, information and resources National Careers Service		of answers, discuss how digital skills impact in early years and education.
10 mins	Interactive task Focusing on digital: What digital skills might they use? Which digital skills are required in the sector? Using the handout and a range of known software and digital skills, learners to record their findings on the handout. Handout: Digital skills in the education sector Explain where today's lesson content sits in the core knowledge and understanding for the T Level.	Handout: Digital skills sheet to be given out. Presentation: PowerPoint slides 7–8		Can they describe the set of skills required to succeed in the education sector (or role)?
10 mins	Stretch and challenge: To identify broader employability skills needed to succeed in the learner's chosen role in education.			Reflection

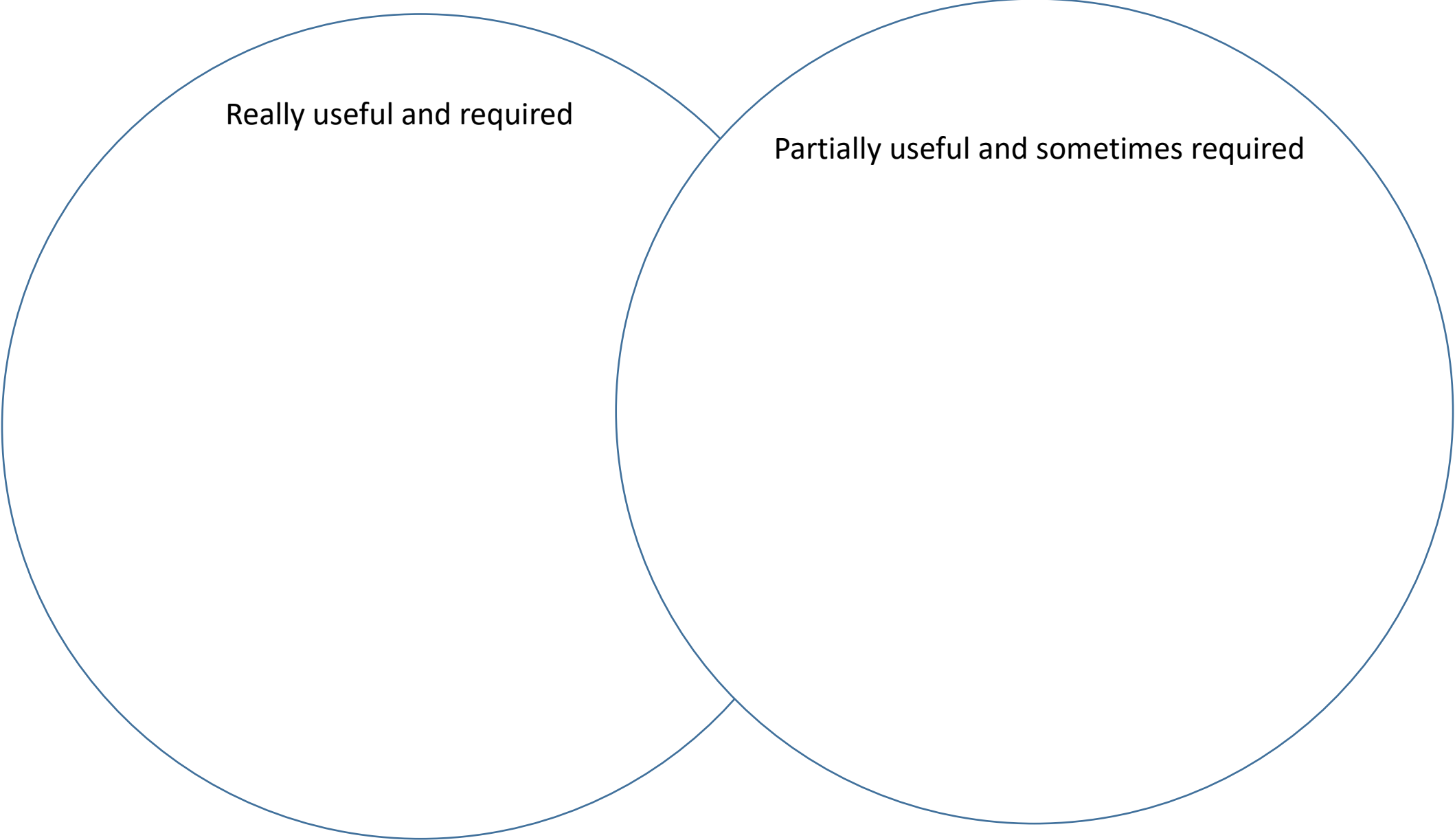
	Does the learner think different skills will be needed when teaching different key stages? If so, what might they be? Explore the responses in more depth. Why have they chosen those particular skills to match those key stages? What is the rationale behind the decision? Compare and contrast answers the group's answers.	Slide 9		What has the learner understood regarding the advancement of skills as the key stages?
20 mins	Task 2 Discovering strengths and skills Learner to log on to the <i>futuregoals</i> website and complete the Buzz quiz: this will identify skills and attributes. Explain why it is important to understand your strengths and highlight skills for various roles (refer back to task 1). Additional requirements Tutors to create a way to identify which colour category the learner falls into so that they can to pair up with someone from a different animal category. For example, coloured stickers, lanyards or sectioning off the classroom space.	Presentation: PowerPoint slides 11–15 https://futuregoals.co.uk/buzz-quiz/ Link to categories for reference: https://futuregoals.co.uk/buzz-quiz/	General Competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Individual task: Summative assessment via results of <i>icould</i> website.

10 mins	Pair activity Task Working as a pair, learners are to create a poster showing their chosen animal which they feel embodies a role in education. For example, nursery nurse, teaching assistant or school tutor. Learners will be required to present their 'animals' to the group and explain their rationale. Reflection Tutor to lead an open discussion of responses in more depth. Compare and contrast answers from the group.	Resources required: Computers Presentation: PowerPoint slide 16		Pair task: Peer assessment Peer assessment: The posters produced with their chosen animals. Reflection: How did you use each other's skills? How did you work well together? Could anything have gone better?
16 mins	Task 3 Introduction to placements Open discussion following clip. What do the learners think about professionalism?	Presentation: PowerPoint slides 18–19	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Formative assessment Individual questioning and pair work.

	Did the opinions in the video match? What did they find interesting? Tutor to prompt a wider discussion, allowing learners to reinforce findings and promote deeper learning.	Video: NSCG website https://youtu.be/3UMsS-Vbkq4		Reflection Learner to analyse and evaluate own practice.
13 mins	Task 4 Skills booklets and placement documentation Introduction to T Level paperwork Give out the work placement documentation. Tutor to explain T Level placement lead/officer role and the support they offer. Tutor to discuss use of outlook software. Learners to produce own business diary and utilise time effectively.	Work placement booklet (as per provider) Presentation: PowerPoint slides 21–22 Computers	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Individual booklet tasks Reflection Why is a T Level placement officer integral to their success of a T Level qualification? Why is it important to keep the placement documentation up to date?
20 mins	Task 5 Placement preparation and etiquette Introduction to what we mean by etiquette; differences between societal and business etiquette.	Presentation: PowerPoint slides 24–37	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Individual task Formative assessment: Targeted questioning

	Tutor to lead open discussion on different communication methods in the education sector. Further prompts to ensure learners consider soft and hard skills and their importance. Learners to take notes. Open questioning on topics related to placement.			Reflection Discussion prompts learners to understand and reflect on the importance of business protocols and expected forms of behaviour and professionalism.
5 mins	Conclusion Close of session Tutor to summarise the lesson	Slide 38		
Total: 120 mins				

Lesson 1: Handout 1 – Digitals skills in the education sector



Really useful and required

Partially useful and sometimes required



T-LEVELS
THE NEXT LEVEL QUALIFICATION

Preparation for industry placements

Lesson plan 2

Topic: Preparation for the world of work in an education and early years setting

Overview: Preparation for industry placements

Each session will be two hours long

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Session details: Lesson plan 2 – Preparation for industry placements				Date:
Topic: Preparation for the work in early years and education settings				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Provide a brief introduction to understanding team roles and Belbin. • Objective 2: Communicate and problem solve effectively in the workplace. • Objective 3: Identify what makes a positive workplace. • Objective 4: Discuss and analyse which behavioural traits they may come into contact with on their industry placement.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
2 mins	Introduction to the session using the above objectives. Recap of session 1 through questioning.	Presentation: PowerPoint slide 40	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	
4 mins	Task 1 Introduction to Belbin theory and education sector roles Introduction video	Presentation: PowerPoint slide 42–43		

10 mins	Show Dr Hayley Stainton's YouTube video introducing Belbin, Belbin roles and theory.	Resource link https://www.youtube.com/watch?v=oplI3Dg68es		Formative assessment: Questioning via group discussion.
10 mins	Learners to work individually or in teams (tutor to decide based on class size). Tutor to provide 10 roles in the education sector. Learners to match a Belbin role and educational role based on what they now know about each role. Learners to highlight (when looking at the 10 roles above) which three employability skills are most common.	Presentation: PowerPoint slide 44 Resource: Belbin handout 10 on education roles Resource link https://www.belbin.com/about/belbin-team-roles	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Formative assessment: Open discussion about the top three employability skills and agree the top three as a group.
15 mins	Individual research task Learner to identify their behavioural type and role in a team.	Presentation: PowerPoint slides 45–46		

	Learners to identify their strengths and areas for improvement.			Reflection: Peer review opportunity Stretch and challenge Learners to work in pairs to share their findings and develop solutions. Share with group (where learners feel comfortable doing so).
2 mins	Task 2 Communication and problem-solving Introduction to soft skills	Presentation: PowerPoint slide 48	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	
5 mins	Recap of communication types	Presentation: PowerPoint slide 49		
10 mins	Activity 1: Riddle game Learners have five minutes to use their communication and problem-solving skills	Presentation: PowerPoint slides 50–60		Pair activity

10 mins	to work out how to get animals from one side of a river to the other. Activity (5 mins), discussion and solution reveal (5 mins). Total: 10 mins. Activity 2: In pairs, learners are to consider roles in education and the type of people they may need to communicate with. Learners to give five answers with: • five different people they will communicate with • how they would communicate with them effectively. Examples provided on slide.	Presentation: PowerPoint slide 61		Formative assessment: Questioning via group discussion. Pair activity
10 mins	Activity 3: Use the spider diagram on your work sheet and analyse your communication skills.	Presentation: PowerPoint slide 62		Reflections How does the learner feel when communicating in an early years or educational setting?
15 mins	Task 3 What makes a positive workplace? Video 2: Positive workplace	Presentation: PowerPoint slides 65–66	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Formative assessment: Directed questioning to group.

Lesson 2: Handout 1

Belbin team roles

 Resource Investigator Uses their inquisitive nature to find ideas to bring back to the team. Strengths: Outgoing, enthusiastic. Explores opportunities and develops contacts. Allowable weaknesses: Might be over-optimistic, and can lose interest once the initial enthusiasm has passed. Don't be surprised to find that: They might forget to follow up on a lead.	 Teamworker Helps the team to gel, using their versatility to identify the work required and complete it on behalf of the team. Strengths: Co-operative, perceptive and diplomatic. Listens and averts friction. Allowable weaknesses: Can be indecisive in crunch situations and tends to avoid confrontation. Don't be surprised to find that: They might be hesitant to make unpopular decisions.	 Co-ordinator Needed to focus on the team's objectives, draw out team members and delegate work appropriately. Strengths: Mature, confident, identifies talent. Clarifies goals. Allowable weaknesses: Can be seen as manipulative and might offload their own share of the work. Don't be surprised to find that: They might over-delegate, leaving themselves little work to do.
 Plant Tends to be highly creative and good at solving problems in unconventional ways. Strengths: Creative, imaginative, free-thinking, generates ideas and solves difficult problems. Allowable weaknesses: Might ignore incidentals, and may be too preoccupied to communicate effectively. Don't be surprised to find that: They could be absent-minded or forgetful.	 Monitor Evaluator Provides a logical eye, making impartial judgements where required and weighs up the team's options in a dispassionate way. Strengths: Sober, strategic and discerning. Sees all options and judges accurately. Allowable weaknesses: Sometimes lacks the drive and ability to inspire others and can be overly critical. Don't be surprised to find that: They could be slow to come to decisions.	 Specialist Brings in-depth knowledge of a key area to the team. Strengths: Single-minded, self-starting and dedicated. They provide specialist knowledge and skills. Allowable weaknesses: Tends to contribute on a narrow front and can dwell on the technicalities. Don't be surprised to find that: They overload you with information.
 Shaper Provides the necessary drive to ensure that the team keeps moving and does not lose focus or momentum. Strengths: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles. Allowable weaknesses: Can be prone to provocation, and may sometimes offend people's feelings. Don't be surprised to find that: They could risk becoming aggressive and bad-humoured in their attempts to get things done.	 Implementer Needed to plan a workable strategy and carry it out as efficiently as possible. Strengths: Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done. Allowable weaknesses: Can be a bit inflexible and slow to respond to new possibilities. Don't be surprised to find that: They might be slow to relinquish their plans in favour of positive changes.	 Completer Finisher Most effectively used at the end of tasks to polish and scrutinise the work for errors, subjecting it to the highest standards of quality control. Strengths: Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects. Allowable weaknesses: Can be inclined to worry unduly, and reluctant to delegate. Don't be surprised to find that: They could be accused of taking their perfectionism to extremes.

Reference: <https://www.belbin.com/about/belbin-team-roles>

Lesson 2: Education and Belbin role – Matching activity

Thinking about what you now know about Belbin team roles, detail which team role you would allocate to the following educational sector job roles.

	Education sector team role	Which Belbin role do you associate with this job?
1	Head tutor in a primary school	
2	Tutor in a secondary school	
3	Teaching assistant in a middle school	
4	SENCO lead (Special educational needs coordinator)	
5	Secondary school learner welfare officer	
6	Nursery practitioner	
7	Nursery room leader	

8	Nursery manager	
9	Teaching assistant apprentice	
10	Forest school lead	

Top three employability skills

Which top three employability skills are most common in the above 10 roles?

1	
2	
3	

Lesson 2: Task 3 handout

Topic – Preparation for Industry Placements
Task 3 – Positive Work Places

Verbal

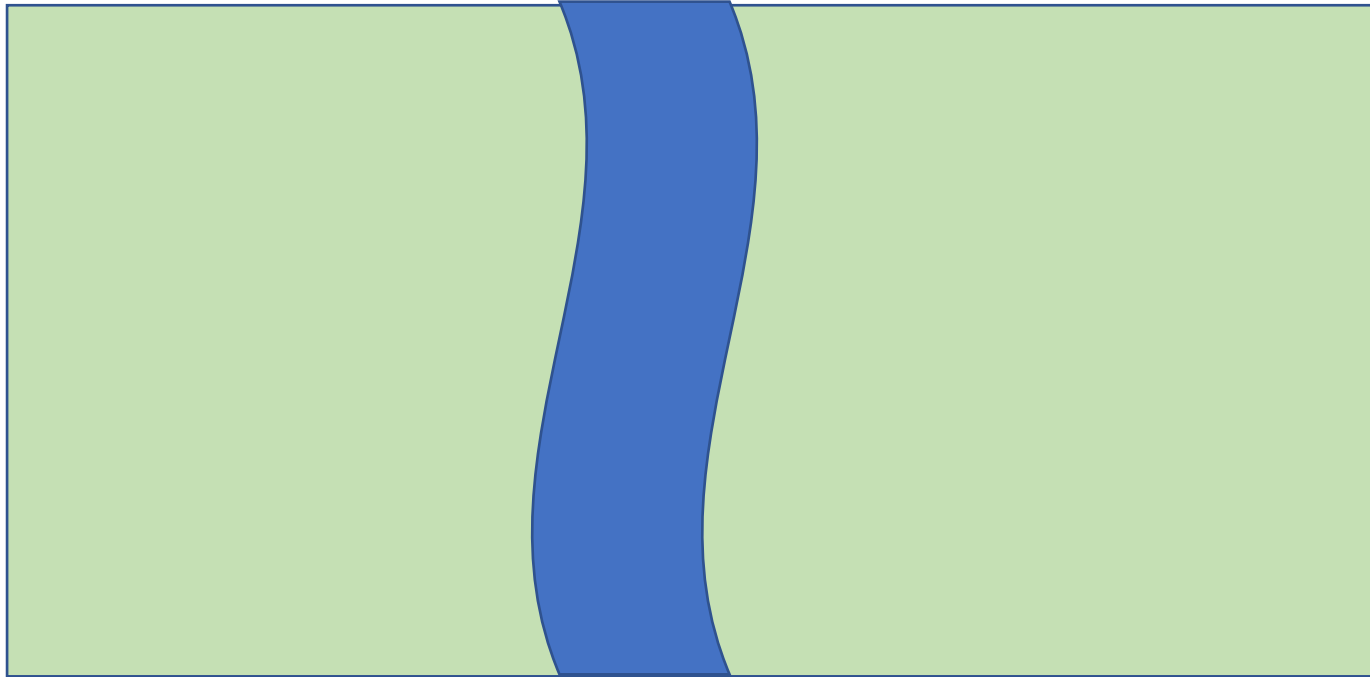
Non Verbal

Visual

Written

Things you can
do to make a
work
environment
more positive!

Lesson 2: Activity 1 – Riddle activity – Cut out the pictures for learners

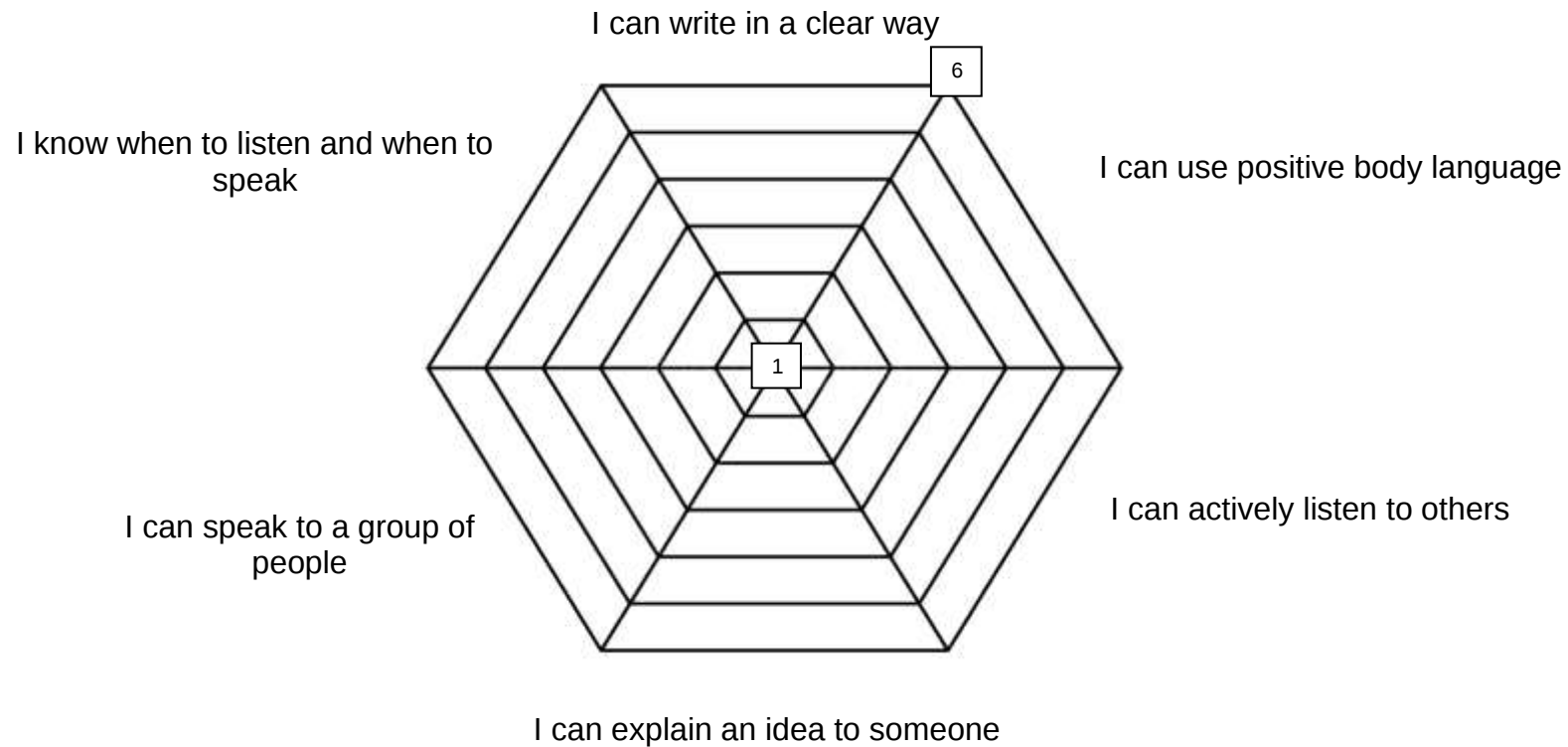


Self-analysis tool

Use the below spider diagram to review your communication skills.

Work from the inside of the web.

Scale: '1' (not confident) to '6' (extremely confident)



Which areas would you like to improve?

1	
2	
3	

When would you like to achieve this? (Tick choice)

	Before the placement starts
	During my placement
	After my placement ends



T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Level in Education and Early Years

Lesson plan 3

Topic: Preparation for the world of work in an education and early years setting

Overview: Introduction to legislation

Each session will be two hours long

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Session details: Lesson plan 3 – Introduction to legislation				Date:
Topic: Introduction to legislation				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Raise awareness of legislation. • Objective 2: Justify why legislation is important. • Objective 3: Give examples of different types of abuse. • Objective 4: Understand the role of a designated safeguard lead. • Objective 5: Identify direct and indirect disclosure.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
2 mins	Introduction to the session using the above objectives.	Presentation: PowerPoint slide 78		
10 mins	Recap of sessions 1 and 2. What have you learnt in the previous sessions? Record answers on a whiteboard or paper (5 points).	Presentation: PowerPoint slide 79 , A4 paper or whiteboards	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Reflect on previous learning. What have you retained? Checking learning by holding up their

				answers for the tutor to review.
8 mins	What is legislation? Checking what they already know.	Presentation: PowerPoint slide 81		
15 mins	Task 1 Learners to work in pairs to match the pieces of legislations. What rules do they follow now? What would happen if we had no rules? .	Presentation: PowerPoint slide 83 Sticky notes Cut up the handout Legislation handout Resource link https://www.youtube.com/watch?v=WB3zolACjuI Presentation: PowerPoint slides 6–12	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Scaffolding: Finding out knowledge from prior learning so that the tutor can extend and develop it. Pair task assessment: Matching cards Stretch and challenge to enhance learning and achieve further development through questioning. How do these legislations impact their lives today? What if we did not have these rules? Be critical

25 mins	Task 2 Overview of why we need rules. What rules are needed when working with children? Why do we need these? Create a poster linked to one of the rules or regulations linked to working with children. Display the posters to share and reflect.	Presentation: PowerPoint slide 88 Presentation: PowerPoint slide 89 A3 paper, felt-tip pens, words and visual pictures	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Individual task: Create a rules poster Stretch and challenge: Why are these important?
10 mins	Task 3 Different types of abuse What do we mean by safeguarding? Tutor explains legislation and statutory guidance to raise awareness.	Presentation: PowerPoint slide 92–93 Sticky notes		Checking prior knowledge before we begin.

20 mins	Complete the handout on different types of abuse. Use the internet for help with this. True or false quiz: Introduction to next part by checking knowledge. Share answers with a partner and discuss.	Slide 94 Handout: Categories of abuse Slide 95	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Independent work Extension activity for those who have finished. Discussion of signs and symptoms. True or false: Checking knowledge and understanding. Peer learning.
5 mins				
15 mins	Task 4 Researching the role of a designated safeguarding lead. Learners to share their findings after completing a mind map. Task 5 What are direct and indirect abuse? Scenarios: In pairs, discuss the scenarios and give reasons for what you would do.	Presentation: PowerPoint slide 98 Computers Slide 100 Slide 101–102	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Researching and sharing: Small group Stretch and challenge, link to legislation. What would you do? Extend by asking what if...

10 mins	Task 5 Reflection Tutor to summarise the lesson by linking back to the objectives: question and nominate.	Presentation: PowerPoint slide 103	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Checking learning Independent learning
Total: 120 mins				

Lesson 3: Handout on legislation

Cut up and ask the learners work in pairs to match the pieces.

Legislation	Explained
Child Care Act 2006	This Act reformed and simplified the regulatory framework, and it placed new duties on local authorities to: • improve outcomes for children aged 0–5 and reduce inequality • secure sufficient childcare to meet needs • provide access to information and advice for parents.
Female Genital Mutilation Act 2003	This Act is intended to protect young girls and identify the signs to look out for that may indicate that a young girl is at risk.
Data Protection Act 2018	This Act ensures that all information is kept confidential and only shared on a need-to-know basis.
Health and Safety Legislation 1974	This Act links to reporting hazards, using equipment safely and making sure you and others are kept safe.

Counter Terrorism and Security Act 2015	This Act ensures that the authorities can prevent people from being drawn into terrorism and prevent radicalisation.
Children Act 2004	This Act supports multi-agency working to keep children safe. It supports parents and those working with children and young people to safeguard and promote their welfare.
Children and Families Act 2014	This Act improves services for children, parents and families, gives them more control over their child's welfare and supports children with special educational needs.
Safeguarding Vulnerable Groups Act 2006	This Act prevents unsuitable people from working with children and young people. This is why we have Disclosure and Barring Service (DBS) checks.
Equality Act 2010	This Act ensures everything that happens is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage.

Lesson 3: Handout on legislation

Legislation	Explained
Child Care Act 2006	This Act reformed and simplified the regulatory framework, and it placed new duties on local authorities to: • improve outcomes for children aged 0–5 and reduce inequality • secure sufficient childcare to meet needs • provide access to information and advice for parents.
Female Genital Mutilation Act 2003	This Act is intended to protect young girls and identify the signs to look out for that may indicate that a young girl is at risk.
Data Protection Act 2018	This Act ensures that all information is kept confidential and only shared on a need-to-know basis.
Health and Safety Legislation 1974	This Act links to reporting hazards, using equipment safely and making sure you and others are kept safe.
Counter Terrorism and Security Act 2015	This Act ensures that the authorities can prevent people from being drawn into terrorism and prevent radicalisation.
Children Act 2004	This Act supports multi-agency working to keep children safe. It supports parents and those working with children and young people to safeguard and promote their welfare.
Children and Families Act 2014	This Act improves services for children, parents and families, gives them more control over their child's welfare and supports children with special educational needs.
Safeguarding Vulnerable Groups Act 2006	This Act prevents unsuitable people from working with children and young people. This is why we have Disclosure and Barring Service (DBS) checks.
Equality Act 2010	This Act ensures that everything that happens is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage.

Lesson 3: Categories of abuse

The National Society for the Prevention of Cruelty to Children (NSPCC) has identified 13 categories of abuse. Visit the link below to find out the name of each category and record them in the box below.

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

Category of abuse	Physical signs	Behavioural signs

Useful links:

<https://www.nspcc.org.uk/what-is-child-abuse/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/>

<https://www.met.police.uk/advice/advice-and-information/caa/child-abuse/what-is-child-abuse/>

Lesson 3: Safeguarding quiz

Work with a partner to complete the true or false quiz below.

	True	False
If I am worried about a child, I should watch, wait and see what happens so that I have enough evidence to share with the designated safeguarding lead.		
I must make sure I pass any concerns I have about a child on to my designated safeguarding lead.		
There are certain factors about a child or their family which may mean they are more vulnerable to abuse.		
I can share any concerns I have about a child with any member of staff in the setting.		
The confidentiality policy means that I am not allowed to talk to other professionals outside of the setting about a child who is at risk of abuse.		
Any child can experience abuse or neglect.		
It is important to make sure any records about a child, such as accident forms and observations, are accurate and dated.		
If a child tells me that they are being abused and asks me to keep this a secret, I must do this so that I do not upset them.		
If a child tells me that they are being abused, I must ask the parents if this is true.		



T Level in Education and Early Years

Lesson plan 4

Topic: Preparation for the world of work in an education and early years

Overview: Introduction to health and safety

Each session will be two hours long

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Session details: Lesson plan 4 – Introduction to health and safety				Date:
Topic: Preparation for the world of work in an education and early years setting				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Identify hazards found in an education setting and find solutions to lower those risks. • Objective 2: Identify what is 'risky play' and consider the associated benefits and challenges. • Objective 3: Evaluate the importance of keeping children safe. • Objective 4: Explain what we mean by cotton-wool kids.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
5 mins	Session objectives	Presentation: PowerPoint slide 106		
15 mins	Starter task Summerhill Tutor led: Recap of session 3 Learners sharing independent research: What did you learn in the previous session?	Sticky notes or white boards Presentation: PowerPoint slide 107	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Independent study completed. Assess and reflect on previous learning. What have they retained ? Research skills.

				Checking learning by holding up their answers so tutor can review.
15 mins	Tutor led: Discuss health and safety legislation and why it came into force. Tutor to play the health and safety at work video.	Presentation: PowerPoint slide 109		Group discussion: Learners offer ideas.
5 mins	Who is responsible for health and safety in the setting?	Presentation: PowerPoint slide 110		Prior knowledge.
15 mins	Task 1 What is a hazard? In groups, identify some potential hazards in a baby room in a nursery setting. Watch the video: List the hazards you can identify. Full class or individual task.	Presentation: PowerPoint slide 111 Resource Link https://www.youtube.com/watch?v=cZ5EwaiUZok Presentation: PowerPoint slide 112	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Learner led: Small-group work, identify hazards. Group task Stretch and challenge: Further questioning about hazards and identifying additional hazards in the video.

20 mins	Task 2 What is a risk? How risky are your hazards? Are they low, medium or high? Pair task: Consider the potential risks in three given scenarios using the risk assessment table. Groups to then compare answers and discuss.	Presentation: PowerPoint slides 114–117	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Assessing the risk, using the risk assessment table in the PowerPoint as a guide. Questions and answers to stretch and challenge: Measures and lowering the risk.
15 mins	Task 3 Risky play Tutor led: Discussion, looking from a critical angle. What if... Tutor to discuss Summerhill from starter activity and forest school. Watch short clip. In small groups, discuss the benefits of risky play. Tutor to give some examples if groups are struggling: Climbing a tree, cooking on a campfire, using real tools, making sandwiches and making a den. Sticky notes to be added to the front board.	Presentation: PowerPoint slides 119–122 Resource https://www.youtube.com/watch?v=WjSwzgyP0Y Sticky notes		Peer teaching Critical thinking , tutor to scaffold the learning, questions and answers to challenge.

20 mins	Task 4 Create a poster for new learners Explain the importance of keeping children safe, the importance of risky play and its benefits. Tutor to give the scenario: You are opening a new forest school area after redesigning an unused play area. You want to embed risky play into the curriculum and need to highlight its benefits to parents and staff. Create a poster to achieve the above. Remember to label new changes to the area.	Presentation: PowerPoint slides 124–126 Pens and A3 paper or online.	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Independent work Assess understanding Extension activity for those who have finished. Consider the diverse needs of children: Special educational needs, age, stage and English as an additional language needs. Present to others. Peer learning
10 mins	Task 5 Reflection A reflection task covering hazards and risks. Learners are given a list of potential questions. Learners are then randomly selected to answer.	Presentation: PowerPoint slides 128–130		Individual questioning. Further questioning to stretch learners if required.
Total: 120 mins				



T Level in Education and Early Years

Lesson plan 5

Topic: Preparation for the world of work in education and early years settings

Overview: Communication

Each session will be two hours long

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Session details: Lesson plan 5 – Communication				Date:
Topic: Preparation for the world of work in an education and early years setting				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Identify different methods of communication. • Objective 2: Identify who you may communicate with in a setting. • Objective 3: Describe the skills needed to be an effective communicator and justify the importance of this (considering Argyle's communication theory). • Objective 4: Define teamwork and its importance in education.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
15 mins	Objectives Introduction: Recap of previous session	Presentation: PowerPoint slide 132 Presentation: PowerPoint slide 133		Direct questioning
5 mins	Task 1 Identify different methods of communication.	Presentation: PowerPoint slide 135	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4,	Pair task Prior knowledge, scaffold extra ideas.

10 mins		https://www.online-stopwatch.com/countdown-timer/	GCE5, GCE6, GCD1, GCD2, GCD3	Active task – What did you think. Active and reflective learning.
	Activity 1: No-talking task – Date of birth written on sticky notes. Tutor asks the group to stand at the back of the class. Remind them not to talk, but they can use hand gestures, body language, etc. Check the order at the end by asking dates of birth. Group discussion. Was this easy? What communication methods did you observe?	Presentation: PowerPoint slide 137–138 Sticky notes		
5 mins	Activity 2: Tutor led. Who may you communicate with in a setting? Group discussion.	Presentation: PowerPoint slide 139	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Knowledge from previous sessions. Evaluate the importance of communication and the impact on the child.
10 mins	Task 2 In pairs, discuss why we need to communicate. Set timer.	Presentation: PowerPoint slide 141		

	What could happen if we did not communicate? Consider: Safety, safeguarding, parents' wishes and child's needs not met. Timer 10 min	https://www.online-stopwatch.com/countdown-timer/		
15 mins	Task 3 Who could you work with in an education setting? Learners give ideas. Why is it important that we work with these people? Encourage learners to think about the holistic needs of the children (knowledge, experiences, opinions, advice, support, timely and pressure). Why is teamwork important? Open discussion.	Presentation: PowerPoint slide 143 Presentation: PowerPoint slide 144	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Thinking, stretch and challenge with questions and answers
15 mins	Activity 2: Magic stick Learners stand in a line and can only touch the stick with their fingertips. They must not drop the stick. The aim is to avoid dropping the stick while using minimal touching. See notes in PowerPoint document for further guidance.	Presentation: PowerPoint slides 145–146		Reflect on the activity and their own communication skills as well as others in the group.

	Why? Tent pole (or similar, the stick must be long, thin and light) • What was difficult? • Why? • What have we learnt about our own communication skills? • Did we communicate effectively? • Working with other professionals? Consider: Leaders, personality, active listening, effective communication and difficulties of a large group. Teamwork: Watch a short clip. What did you notice about teamwork?	Presentation: PowerPoint slide 147 https://www.youtube.com/watch?v=8mAOIXmA1Yg		
10 mins	Task 4 Which skills are needed to be an effective communicator? Tutor to explain the Argyle communication cycle and play video.	Presentation: PowerPoint slides 149–150 https://www.online-stopwatch.com/classroom-timers/ https://youtu.be/kiSawA-Q	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Reflecting
15 mins	Activity: Learners sit back to back. One person will explain an object or picture of their choice to the other person. The	Learners sit back to back. Learner	General competencies	Active learning Reflecting

5 mins	person who is drawing cannot ask any questions. They must just follow the instructions given and cannot say what the picture is of. Variations: Ask partners to try different rounds. Round 1: The drawer cannot speak to the direction-giver. Round 2: The drawer can only ask yes/no questions. Round 3: The drawer can ask any questions they please. Debrief questions: How well did the person describe the image? How well did the person interpret the instructions? What were the problems with both the sending and receiving instructions? In what ways do people communicate differently and receive or perceive instructions differently? Did you have any “aha” moments about communication during this activity? How will you continue to be intentional and mindful about good communication in the days to come?	communication handout. Presentation: PowerPoint slides 151–152 A range of pictures for learner to describe (if needed)	CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	
10 mins	Task 5 Active listening Learners are to write down what they believe active listening involves.	Presentation: PowerPoint slide 154	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Discussion and sharing

	1. Why is important to listen when working with children and families? 2. What type of important information could you receive by actively communicating with children and families?			
5 mins	Reflection: Ensure objectives have been met	Presentation: PowerPoint slide 156		Random questioning
Total: 120 mins				

T Level in Education and Early Years

Lesson plan 6

Topic: Preparation for the world of work in an education and early years setting

Overview: Using your initiative on placement

Each session will be two hours long

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Session details: Lesson plan 6 – Using your initiative on placement				Date:
Topic: Preparation for the world of work in an education and early years setting				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Describe what initiative is. • Objective 2: Reflect on where initiative was put into practice in their placement setting or own experiences. • Objective 3: Complete scenario – Using your initiative. • Objective 4: Describe different examples of initiative used in early years settings.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
10 mins	Tutor to introduce the lesson and go through the objectives.	Presentation: PowerPoint slide 158	General competencies GEC1, GEC2, GEC3, GEC4, GEC5, GEC6, CS1, CS2, CS3, CS4	Individual research tasks Reflection: What have they learnt from this task?
10 mins	Task 1 What do we mean by initiative?	Presentation: PowerPoint slide 160		Summative Assessment: Through questioning

	Tutor to lead an open discussion with learners about initiative, what this means to them and provide some of their own examples. Tutor to prompt if required.			
25 mins	Task 2 Using your initiative Learners to come up to the whiteboard and write their own examples of how they have used or intend to use their own initiative on placement. Pair work to be encouraged.	Presentation: PowerPoint slide 162 Resources required whiteboard pens	General competencies GEC1, GEC2, GEC3, GEC4, GEC5, GEC6, CS1, CS2, CS3, CS4	Individual task: Summative assessment via results of whiteboard content
15 mins	Task 3 Examples of using your initiative Tutors to ask learners to review the suggestions on the whiteboard and the PowerPoint slides and reflect on how well they did in task 2. Learners to make additional notes if required.	Presentation: PowerPoint slide 164		Reflection Peer assessment
30 mins	Task 4 Scenario-based task	Presentation: PowerPoint slide 166	General competencies	Formative Assessment

	Learners will be provided with a document detailing a scenario. • Learners to look at the information in pairs. • Learners to list how they could have used initiative to ensure an enhanced learning environment and experience for the children and staff. Report to the class.	Additional handout	GEC1, GEC2, GEC3, GEC4, GEC5, GEC6, CS1, CS2, CS3, CS4	Individual questioning and pair work Peer assessment Reflection
20 mins	Task 5 How do you intend to use your own initiative in placement? • Learners to write on sticky notes examples of how they intend to use their own initiative on placement • Set goals (short and long term) • SMART targets All ideas to be captured and put on a wall display or graffiti wall.	Presentation: PowerPoint slide 168 Resources Sticky notes (large sheet of paper for graffiti wall)	General competencies skills GEC1, GEC2, GEC3, GEC4, GEC5, GEC6, CS1, CS2, CS3, CS4	Reflection / Target setting Learners to reflect on the importance of using own initiative in placements.
10 mins	Reflection Tutor to summarise the lesson and confirm objectives have been met. Questions and answers			Self-reflection
Total: 120 mins				

Lesson 6: Initiative scenario

Task 4

Jazub works in a reception class in a primary school. When he arrives in the morning, there is a list of jobs on the wall, such as photocopying worksheets and sharpening pencils, that need to be completed before the children arrive. The chairs are still on the table from the previous evening.

The children start to arrive. Some put their coats on their pegs and put their book bags, lunch boxes and water bottles in the right places. Some children are not sure what to do and just drop their coats on the floor.

The tutor tells the children to sit on the carpet because the equipment needs to be put out for the morning's activities.

At break time, children are free to help themselves to snacks and milk or water from the table. One child spills milk on the floor, and the bin is overflowing with paper towels and food waste.

Today is book-changing day, when the children have the opportunity to discuss the book they took home before choosing another one. All the pupils' new books must be recorded in their home and school diaries before the end of the day.

At lunchtime, children must wash and dry their hands before lining up to enter the dinner hall. During lunchtime, there is more photocopying to be completed and pupils' worksheets to be put into their folders.

At the end of the day, the children collect their belongings and are taken outside to meet their parents and carers. Any concerns or messages are discussed.

Once all the children have left, the classroom must be prepared for the following day.

How and when could Jazub use his initiative?

T Level in Education and Early Years

Lesson plan 7

Topic: Preparation for the world of work in an education and early years setting

Overview: The Importance of numeracy in placement

Each session will be two hours long

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Session details: Lesson plan 7 – The importance of numeracy on placement				Date:
Topic: The daily implementation of numeracy on placement				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Describe how maths is part of our life every single day. • Objective 2: Identify the key maths element of the T Level / early years foundation stage / national curriculum framework. • Objective 3: Explain a range of activities to support mathematical development. • Objective 4: Discuss the many ways maths links to other core skills that children need. • Objective 5: Outline why children need to understand mathematical language.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
		Whiteboard pens Notepaper		
5 mins	Tutor to introduce the lesson and go through the objectives. Task 1	Presentation: PowerPoint slide 171	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Discussion Self-reflection

15 mins	How is maths part of our daily lives? Learners to discuss what this means to them and provide some of their own examples of how they have used a maths skill today or in the last week. They then progress to working in pairs to say how they have used maths skills over the last week and write their ideas on the whiteboard. .	Presentation: PowerPoint slides 172 and 173		Reflection Feedback as a group What have they learnt from this task? Summative Assessment: Through questioning and results of whiteboard content Stretch and challenge: Learners to give their own examples of activities they may have completed in practice in their verbal explanation.
10 mins	Task 2 Framework links: Early years foundation stage / national curriculum Identify the key maths elements in the framework and watch the supporting video.	Presentation: PowerPoint slides 174–176 https://www.youtube.com/watch?v=1rb0c1kQi2Y	Link to T Level outcomes (gently) 1.4, 1.7, 2.6 Structured observations	Individual task Individual feedback

20 mins	Task 3 Activities to support mathematical development Research task • Look into both the national curriculum and early years foundation stage framework to see what activities with links to those maths frameworks you could do with a group of children. • Practical exploration is important from the earliest stage of developing mathematical skills because it enables children to have a secure grounding in various aspects of mathematics. • You have 20 minutes to do the research. • You will have to report your findings to the group. • Reflect.	Presentation: PowerPoint slides 178–180	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Reflection Report to the group Peer assessment
40 mins build time and 15 mins	Task 4 Design your own maths game	Presentation: PowerPoint slides 181–183	General competencies GCE1, GEC2, GEC3,	Formative assessment Individual questioning and pair work

for present and reflect (Total: 55 mins)	Learners to work in groups of four. Each group is given an age category from the slides and have to produce a simple maths game using the resources provided. Tutor to facilitate and question the learners on the mathematical content and whether they can make any links to other areas of development.	Resources for Maths games	GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Peer assessment Reflection Learner presentation
10 mins	Task 5 Why children need to understand mathematical language. Learners to watch the video and link mathematical language and development to their own game. Make a list and discuss what mathematical links the game has that support PIES (physical, intellectual, emotional and social) development.	Presentation: PowerPoint slides 184–187 https://www.youtube.com/watch?v=C4IWDCBCLDI	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Reflection / Target setting learners to reflect on the importance of developing maths skills.
5 mins	Conclusion and reflection Close of session Tutor to summarise the lesson			
Total: 120 mins				

T Level in Education and Early Years

Lesson plan 8

Topic: Preparation for the world of work in an education and early years setting

Overview: Story sacks

Each session will be two hours long

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Session details: Lesson plan 8 – Story sacks				Date:
Topic: Preparation for the world of work in an education and early years setting				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Know what story sacks are and how they are used with children of different ages. • Objective 2: Provide two examples of how story sacks can support children’s physical, intellectual, emotional and social (PIES) development. • Objective 3: List the resources that could link to a storybook and be included in a story sack. • Objective 4: Explain how story sacks can support children’s numeracy and literacy skills.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
5 mins	Introduction activity • What was your favourite story growing up? • Open discussion.	Presentation: PowerPoint slide 190		Open discussion

10 mins	What are story sacks? Checking what they already know. Task 1 Learners to work in pairs to discuss what story sacks are and: • what resources you might find in them • make notes on the whiteboard • watch a video.	Presentation: PowerPoint slides 191–194 Video link: https://www.youtube.com/watch?v=dx2L5DT rG4w Resource link: https://literacytrust.org.uk/resources/how-make-and-use-story-sack/	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	Paired assessment Stretch and challenge to enhance learning through questioning. Check prior knowledge before we begin. Stretch and challenge: Explain how these link with development matters and the early years foundation stage.
10 mins	How can story sacks support children's PIES? Task 2 Watch the <i>Owl Babies</i> story on YouTube.	Presentation: PowerPoint slides 195–197 https://www.youtube.com/watch?v=TPQRiST YFHo	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	

10 mins	Pairs activity Together with your partner, discuss and complete the table for areas of development.			
20 mins	Task 3 Resources for story sacks Look at the pictures on PowerPoint and answer the questions. In pairs, discuss the following questions: Why do you think that story sacks appeal to children? What age group do you think benefit from using a story sack? Rate these six story sacks based on what you believe would be the most fun and interactive for a learner.	Presentation: PowerPoint slides 198–204	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Pairs activity Extension task: Application of learning theories.
10 mins	Individual questioning and recap - What do you notice about the resources that are included? - How can story sacks be used?		General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	

10 mins	What age group do you think benefit from using story sacks?	Video link: https://www.youtube.com/watch?v=dx2L5DTrG4w		
5 mins	Health and safety overview and video			
5 mins	How can story sacks support literacy and numeracy? Tutor-led discussion of: - how story sacks support children in developing their literacy, reading and maths skills - how <i>Owl Babies</i> can be used to support literacy and numeracy? - number rhymes - the homework task given.	Presentation: PowerPoint slides 205–211	General competencies GCD1, GCD2, GCD3 General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Group discussion (Could work in pairs for the sharing the rhyme task)
5 mins	Close to session Tutor to summarise the lesson by linking back to the objectives: question and nominate.	No slide		
Total: 120 mins				



T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Level in Education and Early Years

Lesson plan 9

Topic: Preparation for the world of work in an education and early years setting

Overview: Making a story sack/box

Each session will be two hours long

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Session details: Lesson plan 9 – Making own story sack or box				Date:
Topic: Preparation for the world of work in an education and early years setting				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Identify suitable resources and create their own story sack that can be used with the children while on placement. • Objective 2: Develop a guidance document for parents which describes the benefits of the children's learning and how story sacks can support the children's development. • Objective 3: Research various types of learning methods linked to PIES, bring that knowledge into the creation of the story sack and link it to frameworks.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
10 mins	Recap Task1 What is a story sack? Books chosen; learners share why they have chosen the book.	Learners bring in books. Have some spare ones in case some forget. Presentation: PowerPoint slides 214–215	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Retaining information Group discussion
5 mins	Task 2 What items do you want to include?	Selection of materials around the room, material, cotton, needles, string, rope, wooden spoons, household materials,	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4,	Individual assessment and reflection on previous knowledge

	- Look around the room and at what the learners have brought in. Learners to decide what to use. - Remember to consider the age.	natural materials, creative materials, suitcase and boxes. Presentation: PowerPoint slides 216–218	GCE5, GCE6, GCD1, GCD2, GCD3	
70 mins	Task 3 Create your story sack - Based on your chosen story, create resources and guidance for the story sack. - Ensure the sack's purpose is to develop a child's creative skills while embedding English and mathematical learning. - Identification of characters, numbers, colours, shapes, patterns and objects.	As above. Laptops or desktops, internet.	General competencies GEC1 CS1, CS2, GEC3, GMC8	Individual task
40 mins	Task 4 Present your story sack - Present story sack to the group. - Learners to give a score on a white board (1–5). - Learners to give praise and constructive feedback.	Story sacks	General competencies CS1, CS2, GCE1, GCE2, GCE3, GCE4, GCE5, GCE6, GCD1, GCD2, GCD3	Both individual task and peer assessment

	• Reflection can be written or verbally discussed.			
Total: 120 mins				



T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Level in Education and Early Years

Lesson plan 10

Topic: Preparation for the world of work in an education and early years setting

Overview: Critical thinking through reflection and evaluation

Each session will be two hours long

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Session details: Lesson plan 10				Date:
Overview: Critical thinking through reflection and evaluation				
Overview reflection and summary of previous knowledge				
Learning outcomes: By the end of the lesson, learners will be able to: • Objective 1: Discuss and apply different reflection methodology. • Objective 2: Discuss critical thinking skills and their relevance to their placement. • Objective 3: Explain and describe your reflective understanding of what an early years professional does by looking back over your nine sessions to produce a reflective document.				
Time	Teaching/learning method	Resources	Specification links	Assessment/ reflection
5 mins	Introduction to the session using the above objectives. Explanation of reflective and critical thinking to be introduced through questioning.	Presentation: PowerPoint slide 225	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6 GCD1, GCD2, GCD3	N/A
45 mins	The methodology of reflection and evaluation in the workplace • What is critical thinking? Individual task and tutor-led open discussion.	Presentation: PowerPoint slides 226–233 Resource link: Video link:	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3	

	Show video Characteristics of reflection Tutor led	https://www.youtube.com/watch?v=eBAdfJye2QU		Assessment Formative assessment via direct questioning to all learners. Pair the correct evaluation method with the matching cards.
35 mins	Overview of the experience, reflection and action (ERA) cycle Task 1 Research task Research the reflection cycles below • Driscoll's • Schon Learners to make notes about the pros and cons of each cycle type. Having analysed and studied the different reflection models, choose the model which best suits you in your further studies. Learners should:	Resources Gibbs' Reflective Cycle The University of Edinburgh https://www.nicole-brown.co.uk/reflective-model-according-to-kolb/ Schon's Reflective Model (nursinganswers.net)		

	- highlight which reflection model you have chosen and produce a diagram of it - discuss in your writing your chosen model and reasons for your preference - give three advantages of applying this to your work.	https://www.nicole-brown.co.uk/reflective-model-according-to-rolfe/		
30 mins	Reflect on and summarise key points from what you have learnt over the last nine weeks. Task 3 Individual task Learners to start to use their new critical thinking skills for evaluating and reflecting on aspects of learning throughout the course by using a presentation software (PowerPoint) to structure a reflective summary. Learner to: have a better understanding of their own current knowledge.	Resources Presentation: PowerPoint slides 234–235 Computers/ laptops	General competencies GCE1, GEC2, GEC3, GEC4, GCE5, GEC6, GCD1, GCD2, GCD3 Content summary Summarise all aspects of the other specification parts by using recap questions.	Assessment Summative assessment at the end of the nine weeks on becoming an IT professional and the topics covered. Summative assessment in extension task Reflection

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