

Introduction

This pack is designed to accompany *Pack 1: Managing the Foundation Stage* and has been written to assist your continuing implementation and management of the Foundation Stage. *Pack 1* allows you to gain a clear understanding of where your setting is in relation to the new Foundation Stage. This second pack focuses on aspects you may have highlighted for improvement. Materials which focus on further training and development are provided to support the practitioners in your setting. The pack should be used alongside the *Curriculum guidance for the foundation stage* (QCA/DfEE, 2000).

It is envisaged that this pack will be used across a diverse range of early years settings to support practitioners in:

- their understanding of the term ‘effective teaching’ with children aged three, four and five
- knowing what effective teaching might look like in practice with detailed teaching materials
- understanding the role of assessment and target setting in relation to the process of teaching.

The pack is divided into the following chapters:

- 1 **Effective teaching** – Supporting settings in reviewing their practice in relation to the curriculum guidance, building on the work already done in *Pack 1*.
- 2 **Teaching materials** – Support materials for practitioners to model how to enable young children to access an interrelated and interdependent curriculum through learning themes.
- 3 **Assessment and target setting** – Strategies to manage assessment and target setting effectively across the Foundation Stage as an integral part of the teaching process.

An explanation of the terms used within the pack can be found on page 64 and references to all of the resources mentioned are provided on pages 65 and 66.

Babies

Class:

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
Thinking time to promote language	Discuss how to set the role-play area up as a baby supermarket such as Mothercare – <i>What will it look like? What will we need? Who will shop there? Why? When?</i>	Use a toybox of baby toys. Put the children’s names in a hat and select a child to choose a toy. Discuss the toy in relation to look, hear and touch – <i>When would a baby play with it? How?</i> Children should name each item appropriately.	Find a poem, story or song about how babies move. Discuss how babies move, eg crawling (backwards/forwards, commando style), rolling, shuffling, etc. Model writing key vocabulary.	Model reading examples of posters from the baby supermarket. Discuss the non-fiction texts available in the baby supermarket. Shared writing of a poster – <i>What does a new baby need?</i>	Read the story <i>Here Come The Babies</i> . Talk about this in relation to the learning theme.
Focused and independent activities	Area of learning: CD Learning objective: Set the role-play area up as the baby supermarket. Activity: Setting up role-play area as a baby supermmarket.	Area of learning: KUW Learning objective: Investigate and evaluate commercial products. Describe the process of making a card. Activity: Discuss the toys – <i>Which one did you like best? Why? How did it make you feel? How did it work? What does it look like? Feel like? Smell like? Does it make a sound? We are going to make a card for the new baby. Choose your favourite toy and make a collage of it on the front of the card.</i>	Area of learning: PD Learning objective: Explore travelling using a range of bodily actions to demonstrate direction, force and movement. Activity: Crawling movements using appropriate apparatus – under, over, between, etc. Use key vocabulary highlighted in previous session.	Area of learning: PD Learning objective: Operate equipment by means of pushing and pulling movements. Activity: Discuss taking a baby for a walk – <i>What will you dress it in? What is the weather like? How will you transport the baby? What will you take with you?</i>	Area of learning: CLL Learning objective: Explore and clarify personal understanding in relation to routines. Activity: Observe pictures in relation to baby’s routine and sequence them appropriately. Discuss the sequence.
Targeted teaching	Model a bedtime routine using a cot/crib. Discuss a story, song, special toys. Put a doll to bed. Listen to a lullaby, eg <i>Hush little baby</i> . This could have been written previously as a shared text or you may wish to create your own lullaby. Children could sing and think about actions to accompany the lullaby.	Model a bathtime routine – bathe a doll. <i>What do we need?</i> Bathe doll in water tray using a towel, sponge, etc. Then model the bedtime routine with a lullaby using a range of lighting, eg a ‘dream show’ bedside lamp.	Model a telephone conversation (two adults, two telephones – mobile, cordless, etc) based around baby theme, eg purchasing something from a catalogue such as a computer keyboard, screen, audio headset.	Model an evening feed and bedtime routine using a doll.	Shared writing – create a rhyming poem about babies, eg mealtimes, bedtime or bathtime (using elements of the story, <i>Here Come The Babies</i>).

Birthdays in relation to Christmas

Class:

Week beginning:

	Learning objective	Activities
Personal, social and emotional development	Understand the story of the Nativity, so that the children can appreciate the impact of the birth of Christ on the Christian world.	Set up the special area as a crib within the classroom, and outdoors. Add music.
Communication, language and literacy	<p>Reading: Discuss, explore and respond to fiction and non-fiction texts about birthdays (stories, rhymes, etc).</p> <p>Writing: Write and mark-make for a variety of purposes and audiences.</p> <p>Speaking: Discuss, predict, question, explain and sequence.</p> <p>Listening: Listen and respond to stories, instructions, rhymes, poems, questions, information and music, in an increasingly appropriate way.</p>	<p>Decorate the reading area using birthday theme with birthday stories, banners, months/days, alphabet, labels, invitations, birthday cards, pictures, etc.</p> <p>Create labels for gifts, invitations, birthday cards.</p> <p>Use puppets, props or a storytelling board to tell the Christmas story. Place a range of objects related to Christmas in a feely bag. Children feel and guess what they are. They learn key vocabulary using language master. Use the sand tray to tell the Christmas story.</p> <p>Listen to different recordings of the Christmas story on tape. Listen to a range of Christmas music/musical Christmas cards.</p>
Mathematical development	<p>Shape, Space and Measure: Be introduced to and use the language of size – big/little, large/small. Introduce language of weight and sort objects for weight.</p> <p>Number: Recognise, order and count numbers to ten, and beyond. Count up to ten in pennies. Recognise 1p, 2p, 5p, 10p, 20p.</p>	<p>Link <i>Twinkle twinkle little star</i> with the star in Nativity story. Sort stars into big, little, large, small, etc. Children weigh gifts.</p> <p>Link with Advent calendar – Day 6: counting around six. Play with six objects in the sand tray (eg stars, gifts, sheep, etc). Create an interactive Nativity scene/birthday card number line. Nativity scene counting game.</p>
Knowledge and understanding of the world	<p>Science: Investigate everyday materials, eg sand, water.</p> <p>ICT: Use a language lab and language master to collect data.</p> <p>History: Explore aspects of the Christmas celebrations, eg the Nativity. Talk about birthdays and own personal experience.</p> <p>Geography: Understand features of other environments through stories.</p> <p>DT: Refine and practise moulding skills with malleable materials. Apply skills to making gifts.</p>	<p>Create the Nativity scene in the sand tray. Using the water tray, explore 'twinkle' by placing sequins, glitter, etc in the water.</p> <p>Record sounds linked to Nativity scene using the language lab. Record special words linked to the Nativity scene using language master.</p> <p>Create a special Nativity area (indoor or outdoor). Create a birthday card time line.</p> <p>Explore the Nativity story in the sand tray with props, positional language, geographical vocabulary, maps, etc.</p> <p>Make characters in the Christmas story and make gifts for them.</p>
Creative development	<p>Art: Experiment with techniques and the use of materials when drawing. Learn about, and begin to experiment with, techniques and the use of tools and materials in collage-making.</p> <p>Music: Illustrate sounds and play sounds from illustrations.</p> <p>Role-play: Children respond by creating roles and experiences.</p>	<p>Create labels, invitations, birthday cards in the writing area. Create a collage of the Nativity story (or of stages). This could support a Christmas production.</p> <p>Play sounds to illustrate the Nativity story/scene – again, this could support the Christmas production.</p> <p>Set up the role-play area as a scene from the Nativity (as modelled in the focused activity).</p>
Physical development	<p>Movement: Develop spatial awareness in conjunction with personal and general safety.</p> <p>Use of tools and materials (eg DT, ICT, etc): Increase coordination and finger manipulation through a range of experiences.</p>	<p>Explore vocabulary of position in the role-play area.</p> <p>Pencils, biros, felt-tip pens, stamps, brushes, glue spreaders, scissors, collage materials, control of equipment (language master, language lab).</p>

Specific vocabulary: Baby, Mary, Joseph, star, Bethlehem, king, donkey, wise.

The Gingerbread Man

Class:

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
Thinking time to promote language	Begin by arranging the children in a circle, and pass a piece of root ginger around. Encourage the children to look, smell and describe the root ginger. Ask them if they know what it is. Another practitioner scribes their responses. Explain what it is, where it grows and how, and what it is used for.	Model reading a recipe for making a gingerbread person.	Discuss the missing gingerbread person. Show children the postcard that has arrived in this morning's post from the missing gingerbread person. Model reading this.	Locate an email from the gingerbread person, which tells the children to go into the reading area to find a big book with a picture of a gingerbread person on the cover and take it to their teacher, asking them to read it to them. Model reading the text.	Encourage the children to dictate a simple sentence – <i>What do you think our missing gingerbread man is saying?</i> Model writing 'Run, run, as fast as you can, you can't catch me I'm the gingerbread man'. Focus on CVC run/can/man. Develop work on rhyme: '-an', using alphabet strips. Scribe the words made, segmenting to write, blending to read.
Focused and independent activities	<p>Area of learning: CLL</p> <p>Learning objective: Talk about a variety of forms of ginger in order to develop a range of vocabulary.</p> <p>Activity: Offer the children a selection of ginger (root, stem, crystallised, etc). Discuss what it looks, feels and smells like. Scribe key vocabulary.</p> <p>This could be developed further using a non-fiction source about ginger, where the focus could be the contents page. Discuss the key vocabulary in relation to forms of ginger. Stick them onto a large sheet of card/paper and add the range of vocabulary which the children have collated in the focused activity.</p>	<p>Area of learning: KUW/MD</p> <p>Learning objective: Discuss change in ingredients. Measure ingredients to make a gingerbread person.</p> <p>Activity: Children follow a recipe to make gingerbread people. Measure the ingredients and explore change in relation to adding ingredients. Children cut out their own gingerbread person using a blunt round-edged knife and add eyes, buttons, etc. Make your own gingerbread person, as when all gingerbread people are placed in the oven, they are counted. When cooked, one goes missing! Place them on a baking tray and count how many gingerbread people there are. Explore change in relation to effects of heat while cooking (colour change, hardening, etc). Count how many gingerbread people come out of the oven (eg 33 go in, 32 come out).</p>	<p>Area of learning: MD</p> <p>Learning objective: Classify according to given/own criteria. Count to ten.</p> <p>Activity: Begin with smarties, jelly tots or counters. Classify these according to children's or given criteria. Then, using a large gingerbread person, children take turns to place buttons, by throwing dice, one with colours on and one with numbers on, eg red, five, hence five red smarties/jelly tots/counters are counted out and placed on the gingerbread person.</p>	<p>Area of learning: KUW</p> <p>Learning objective: Create the story scene in the sand tray. Children make own maps of gingerbread person's journey.</p> <p>Activity: Recreate the story of the gingerbread man in the sand tray, adding appropriate props. Children take the gingerbread man on a journey through the sand tray. They then make their own map of the journey.</p> <p>Develop this by making a freeze of the story.</p>	<p>Area of learning: CLL</p> <p>Learning objective: Focus on rhyme in CVC words, using the rhyme '-un'.</p> <p>Activity: CVC word game, eg alphabet strips, wordwheels, using '-un'. Follow up by making flip books, segmenting to write, blending to read.</p>
Targeted teaching	Model using a magnifying glass to observe root ginger. Model an observational drawing. Place a range of forms of ginger under a piece of cloth. Feel one of the different forms (placing hand under the cloth), talk about what you feel, and draw what you feel.	Compare the gingerbread cake recipe with the gingerbread person recipe – <i>Which ingredients are the same? Different? What about the measurements?</i>	Counting on gingerbread person number line, which has been developed in relation to focused activity, eg five will have five buttons of a given colour.	Sing songs and rhymes about ten, eg <i>There were ten in the bed</i> , which could become, <i>There were ten on the tray</i> , in relation to the gingerbread people. Encourage children to participate using fingers and mental strategies.	Count on number line of gingerbread men, which has been developed using gingerbread people of different sizes – <i>Which number is the biggest/largest gingerbread person on? Which numbers have the medium/ middle-sized gingerbread person on?</i>

Tracking progress and attainment

Children come into settings at various ages and stages of development. Whatever the setting, it is the role and responsibility of practitioners to ensure children make progress. In order to do this, we need to monitor and evaluate what we do and then plan subsequent action that needs to be taken. We need to set targets!

Making target setting work

Some settings have target setting practices in place, others will need help and support to put procedures into place. In order to do this, key questions need to be asked.



Activity 6

Discuss what you as a setting do to create a target setting/tracking culture to ensure children make progress. Ideas to develop could include:

- developing a whole setting shared approach
- having a common understanding
- developing a process that is non-threatening and positive
- developing clear processes and actions
- linking children's achievements to developments in the setting
- undertaking/giving training
- ensuring that everyone is aware of their roles and responsibilities.

Settings that are successful at development planning for children's achievement have:

- a shared vision and set of aims
- strong leadership which is focused on children's progress and achievement
- a relentless drive to raise standards and celebrate success
- strategies to involve all stakeholders in long-term developments
- a rolling programme review
- developed policies and practices
- procedures to ensure the development plan is properly costed and resourced
- staff development as a high priority
- learnt how to manage and integrate external change with their own self-improvement efforts.

Target setting makes us focus on what children are actually learning, not what we think we are teaching. It helps us 'intervene' in failure by alerting us to the fact that we need to provide specific support or a combination which could include external agencies.



Activity 7

Find out what the practitioners in your setting know about target setting and tracking children's learning.