

Early Years Workforce

Student' Name

Institution affiliation

Unit 3.1: Understand the value of play in early years

1.1. Explain the innate drive for children to play?

Play is critical to the development of children as it enables them to explore their environments using different senses such as hearing, seeing, and feeling. It aids in the development of skills and improves movement. The behavioural and biological scientific concept is significant to understanding why children play. Van Gils and Jambor (2007) believe that human behavior is guided by innate biological processes. Hence, genes lead to co-operation and companionship. On top of that, people have an inner drive for activity which makes them restless and forces them to show different movements during childhood. Besides, the play work principles assume young individuals and children are supposed to play and the impulse to do so is inborn. Play is a psychological, social, and biological need and it leads to healthy development and promotes people's wellbeing of people. In this case, children establish and control the content and objective of play based on their instincts, desires, and information (Brock, Doods, Jarvis and Olusoga, 2013, p.31).

1.2. Analyse how play is necessary for the development of children?

Play facilitates the development of prime and specific areas. The prime areas are personal, social, and emotional development. Additional ones are physical, communication, and language development. The specific areas are mathematics, literacy, expressive art and design, and understanding the world. Play promotes personal, emotional, and social development as it helps children develop a positive sense of self and other people. They acquire social skills by playing with others and learn how to control their feelings. They also learn suitable behaviours and become confident in their abilities. Additionally, play provides a suitable environment where children learn how to communicate and listen to others. They share their opinion with others

using verbal and non verbal means. Besides, it promotes physical development through coordination, movement, and control. Children move around and also learn how to grasp objects which improves their movement and motor skills. Also, play aids in the development of literacy and mathematics skills as they learn different sounds and letters and how to read and write. They also acquire counting skills and describe different shapes. It enables children to understand the world as they use their senses to acquire information. They explore and observe the surrounding, people, and objects. Lastly, play supports expressive arts and designs as children explore and play with different materials and media. They also share their views and feelings via diverse activities, including music, art, role-playing, designing, technology, dance, and movement (Early Years Matters, 2018).

3.1 Explain the characteristics of:

➤ child initiated play

In this case, children determine what and how they want to play. They also choose who they want to play with (Tassoni, 2006, p.374).

➤ adult-led play

Adults organize play activities and opportunities and also lead them (Tassoni, 2006, p.374).

3.2 Identify how children's play needs and preferences change in relation to their stage of development?

The play needs and preferences of children change based on their development stage. They prefer different activities at various stages. For instance, children aged between 0 and 18 months like to bond with caregivers who play with them and they prefer music and singing activities. Toddlers aged between 18 months and 3 years focus on exploring the physical environment and objects. Thus, safety and supervision are important needs. Hence, they are interested in different

activities that meet their needs such as running, sliding, and climbing. Pre-school children aged between 3 and 6 years have friends and acquire social skills and like cooperative games. The fantasy play permits them to understand different roles, manage emotions and explore the world. Those aged from 6 to 12 years opt to play outside home, whereas teenagers like to play with their peers in teams and groups. They prefer to be independent and belong to groups where they have colleagues and status (Talbot and Thornton, 2009).

4.1. Describe benefits of:

- **Physical play**
 - Physical play leads to the development of fine and gross motor skills. This happens when children jump, run, and thread (Tassoni, 2006).
- **Creative play**
 - It leads to the development of the child's imagination. It also gives them the opportunity to express themselves. Children examine with different things such as dough, glue, and paint (Tassoni, 2006).
- **imaginative play**
 - Role play permits children to utilize their imagination as they assume different responsibilities. They use the imagination to create and resolve issues (Tassoni, 2006).
- **Sensory play**
 - It helps in the development of the five senses, including taste, touch, smell, sight, and hearing. Children use the senses to discover the world and objects (Tassoni, 2006).

5.1 Summarise inclusive play practice in relation to current framework?

The Early Years Foundation Stage encourages inclusive play practice as educators are supposed to make sure learners with and without disabilities have equal opportunities to play.

Children grow and learn in diverse ways and at various rates. All learning and development areas are critical and related. The inclusive practice supports the Early Years Foundation Years principle of a unique child. Teachers should make sure the diversity of children is respected by avoiding discrimination and prejudice. Therefore, children should have access to similar play activities irrespective of their disabilities or lack of it to promote development (EYFS, 2015).

Activity 1 (2.1, 2.2)

Inform the rights of the child as detailed by the UN.

The United Nations Declaration of the Rights of Children identifies different rights that children have. Article 7 indicates that children should have an opportunity to play and engage in recreational activities which should serve a similar purpose as education. Article 31 of the Conventions on the Rights of the Child gives children the right to play, culture, and leisure according to Clements and Florentino (2004). Therefore, educational settings meet their right to play by providing the right environment and activities. The Early Years Foundation Scheme helps educational institutions to meet their needs to play. EYFS has ensured settings invest a lot of time to make sure children have the chance to learn and develop skills via play. The play activities are modified as children become older and move from nursery to primary school. Learners are given the chance to learn through play and the opportunities change and become structured and regular as they go through the phases of school. Educators create space for play in the classroom as schools have limited space.

Activity 2 (4.3)

Demonstrate a range of resources that are available within an early year setting for different contexts of play.

Choose three resources for each of the following types of play and then evaluate their use within an early year setting for play activities:

➤ Physical play

-There are different resources in the early year setting that can be used for physical play. Bikes, trikes, climbing frames and slides can be used to promote the development of fine and gross motor skills (Tassoni, 2006, p. 369).

➤ Creative play

-Children can use objects that promote creativity such as a brick, colours, and paint. The paint and bricks are used to convert the home corner into a castle (Tassoni, 2006, p. 369).

➤ Imaginative play

- Children can use cloaks and paint for role playing. They should decorate them before engaging in role playing and assuming diverse roles. Another resource is objects that represent different creatures that are used for imaginative play as children pretend to be them (Tassoni, 2006, p. 369).

➤ Sensory play

-Children can use various resources like dolls, animal objects such as beads and animal farms, water, dough, and clay to develop their senses. They can also use pouring and scooping tools for water play, including bottles, funnels, and beakers (Tassoni, 2006, p. 373).

Unit 3.2 plan lead and review play opportunity's, which support children's learning and development

Complete table below:

Theoretical approach	Summary of theory	How theory informs practice
Bruce		The theory is critical to selecting play

	<p>Play changes children as it aids them to function past the present. They participate in abstract thinking regarding the past, imagining the past, and envisioning the future. He identified five characteristics. Children utilize their experiences, develop rules and they play to maintain control. They represent, make, and adapt play props. They select the play and learn about their future roles. They play in groups or independently. Children coordinate their thoughts and feelings and try to understand their relations with colleagues and families according to Bruce (2011).</p>	<p>activities as children should be allowed to choose what they want and who they want to play with. They can play alone or in groups depending on their interests.</p>
Moyles	<p>Janet Moyles developed the play spiral theory and assumed that children require freedom to explore with playing items without the assistance of the teacher. Then they require guided play and then the teacher teaches them about the activities before allowing free play (Tassoni, 2007, p. 286).</p>	<p>The theory ensures the combination of child- initiated, adult-led and adult-initiated activities. Balancing the activities ensures children are allowed to choose activities and be independent and also get assistance from the teacher.</p>
Steiner	<p>Steiner Waldorf theory of outdoor playtime presumes that playing outside is important irrespective of the season. This is because nature gives children the toys needed to play such as tree barks, leaves, and moss</p>	<p>It informs the selection of play activities as educators should combine indoor and outdoor activities.</p>

	(Knight, 2013, p.58).	
Montessori	<p>She believes that children should organize their activities and absorb information from the environment. She thought that child- led learning was important and she introduced constrictive play materials. She emphasized on creativity in play and the need for children to participate in real life activities, including sweeping (Tassoni, 2007, p. 280).</p>	<p>The approach influences education as educators make sure children are involved in real life activities. They provide appropriate tools to enable them to perform the activities.</p> <p>They allow children to assume responsibility and take into account the development stage when planning activities.</p>
McMillan	<p>He advocates for a child-based curriculum that takes into account play.</p> <p>Teachers should work together with parents and recognize them as child educators (Tassoni, 2007, p. 282).</p> <p>.</p>	<p>The theory guides the designing of education curriculums to ensure they include play to facilitate the development of learners. Educators should help children learn via play.</p>
Isaacs	<p>Susan Isaac agrees that children' emotions can be displayed via the symbols and themes they explore in imaginary play. Hence, play should be used to explore their feelings and help them comprehend the world.</p> <p>Children ought to have the space and independence to move while playing and desk- based learning should be avoided (Tassoni, 2007, p. 282).</p> <p>.</p>	<p>The approach informs practice as educators should use play to promote the development of different areas such as emotional development and the understanding of the worlds.</p>
Reggio Emilia	Children are able to	The author influences practice especially

	<p>develop their own learning and social interactions help them understand each other and the world. They utilize language to discover and understand their experiences. Adults act as mentors and guides and hence children identify the activities (Roopnaire, Johnson and Hooper, 1994, p.141).</p>	<p>the relationship between adults and children. In this case, teachers embrace a child-led approach as children are allowed to select the play activities. Then educators guide and mentor them.</p>
<p>Forest Schools</p>	<p>Forest schools consider nature critical to child play. Relationships between the surrounding and children, between peers and with adults are significant. Forest school provide tridents with an opportunity to improve their self- esteem and confidence via hands-on learning experiences in the wood and natural environments with trees (Knight, 2009, p. 21).</p>	<p>The forest school influences practice as educators ensure learners have access to a natural environment and wood. They evaluate the chosen area to ensure it is safe for children to explore and discover. It helps them develop a relationship with the natural world and at the same time facilitates development and learning.</p>

Written questions (3.4, 4.1, 4.2, 4.3, 4.4)

3.4 Demonstrate/Discuss how play opportunities provide a balance between child-initiated and adult-led play.

Play opportunities provide a chance for educators to balance child-initiated and adult-led play. They ensure they do not choose activities for the children, but allow them to determine the projects they want to engage in. For instance, they can plan for a single adult-led activity for every session and then permit children to choose the others. The adult guides learners as they

play and gives them freedom to explore and discover. The balance is supposed to be weighted towards the child-initiated activities as they enable the teacher to observe them and determine their level of knowledge and understanding according to Barber and Paul-Smith (2012).

4.1 Evaluate how a planned play opportunity meets the play, learning and developmental needs of children.

A planned play opportunity allows the teacher to meet the developmental, learning, and play needs of learners by providing the right types of play. Planning entails providing a wide range of play, including outdoor, imaginative, creative, investigative, and role play. The planning involves determining the learning objectives associated with the learning area and also permitting the play to originate from the children's ideas. Educators consider a range of issues such as time, space, relations with adults, and availability of resources to ensure the play meets the needs. Children are allowed to utilize materials imaginatively and creatively and mirror their play experiences. As a result, adults observe learners while playing to assess their learning and conduct. Activities are planned based on the findings from the observation to guarantee play progression (Edgington, 2004, p. 49).

4.2 reflect on how a planned play opportunity relates to current frameworks?

Planned play opportunity is related to the Early Years Foundation Stage as it facilitates the achievement of the learning objectives. It helps children learn the seven areas of learning. The educator chooses activities that promote personal, social, and emotional development. Also, the play encourages language, communication, physical development, literacy. Children also acquire counting skills and comprehend the world around them. The EYFS curriculum is led via purposeful and planned play opportunities and provisions. In this case, adults observe and

intervene where necessary to extend learning and enable children to learn and develop (Edgington, 2004, p. 48).

4.3 Analyse own role in relation to planned play opportunities

As an educator and an adult, my role is to plan the play opportunities to ensure children learn and develop appropriately. In every class educators are supposed to provide different planned play opportunities that provide continuity and progression. They offer a stimulating environment with available resources to explore and discover. Teachers provide play contexts which are well planned and equipped to permit access to the Foundation Stage curriculum and to encourage all aspects of development (Edgington, 2012, p.48).

4.4 Make recommendations for the next stage of children's learning and development in relation to planned play opportunities.

The following recommendations are critical to the next phase of children's learning and development. Educators should offer suitable and high- quality resources and materials which indicate careful planning and allow learners to interact at their right development level. The materials should encourage progression in learning, development, and play. Children should be permitted to be in control of the play and learning to ensure they are happy with it. Adults should acknowledge and respect children's play to interact with them in a sensitive manner. Lastly, they should allocate time to observe learners while playing and monitor the development in the prime and specific areas to inform planning play in the future (Edgington, 2012, p.48).

Unit 3.4 Promote Enabling Play Environments

Activity 3 (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2)

1.1 Identify types of environments for play?

There are different kinds of play environments, including indoor, outdoor, and emotional. The emotional environment consists of the emotions of children, the adults, and parents. It is used to determine the feeling of the children, teachers, and parents. The indoor environment includes the space and it should have the necessary resources and materials. The outdoor environment refers to the outdoor space and children should have access to it every day irrespective of the weather. It is significant in increasing the level of physical activity and the usage of language. Also, the play materials are readily available and not expensive (Early Years Matters, 2018).

1.2 Explain how to work collaboratively to provide enabling play environments in early year's settings?

The play environment is critical to supporting and extending the learning and development of young ones. An enabling environment motivates children to play as they are free, comfortable, and feel at home. Thus, educators, parents, and other adults should work together to create an enabling environment. They should make sure children are emotionally secure to enable them to explore and understand the surrounding and the objects. They should maintain positive feelings to encourage learners to play. They should educate them on how to discuss and express feelings to permit them to externalize them securely instead of hiding them. The indoor environment should be well planned to make sure it is flexible to accommodate the preferences and needs of the child. The necessary resources should be provided to enable the child to engage in different types of play. The outdoor environment should be safe and clean to prevent harm and injuries. Also, the playing materials should be provided such as flower pots, sheet, old tyres, and hanging baskets. The environments should be planned based on the age of the child and level of development and learning needs. They can get help from external professionals to redesign the

outside environment to make it more pleasing and stimulating. They can also work with parents and carers to develop a home corner that depicts the diversity of the community (Early Years Matters, 2018).

2.1 Describe the role of the early year's practitioner in supporting children's socialisation within play environment?

Socialization starts after birth and it helps children to learn acceptable and unacceptable behaviours, language, and the community. It helps them develop their personality. The early childhood setting provides a critical environment for children to socialize. Thus, practitioners facilitate socialization through play by providing appropriate activities such as role play. For instance, they encourage children to spend time with their peers and adults. They also help them manage their emotions to effectively interact with other children and adults. Play enables children to acquire social skills and consequently improve their social relations and develop suitable personalities (Early Years Matters, 2018).

2.2 Analyse strategies to support children to manage their own behaviour in relation to others?

Different strategies can be used to support children to manage their behaviour with regard to others. Practitioners guide their behaviour as mediators to enable them develop appropriate skills to relate with others well. They help them to negotiate their rights with respect to the rights of other individuals. Educators help them to manage their behaviour by seeing them as able, competent, and approaching issues from the strength-based point of view. They make sure children feel safe and let them know they are available to assist and support them. In addition, they offer positive reinforcement to promote a positive sense of identity and provide. Besides, they help them manage their feelings by expressing them and externalizing them securely. Lastly,

children learn how to resolve conflicts in a constructive manner and show empathy (ACECQA, 2018).

2.3 Explain how early years practitioners provide for:

➤ Group learning

Practitioners provide group learning by allowing children to play in small groups. They introduce group activities and encourage them to play together while observing them and helping them where necessary. This ensures children are independent to work as a group and explore and discover things and the environment (The National Strategies Early Years, 2009).

➤ Socialisation

Practitioners provide socialization by choosing play activities that help children to develop social skills. They enable them to play and interact with other children and adults. They make sure children feel protected in the emotional environment and express their feelings safely to avoid hurting others. Also ensure children can talk and share their feelings and understand the educators and parents are there to help them if overwhelmed. High self-esteem and confidence enables children to confidently play with others and obtain social skills (The National Strategies Early Years, 2009).

4.1 Explain the characteristics of enabling:

➤ Indoor play environment

The indoor environment should be comfortable, fascinating, attractive, and suitable for the child using it. The appropriate environment will differ based on the age of the child. It should be safe and pleasing to be there to ensure children play confidently and learn. It should be well planned and flexible to meet the changing needs and preferences of the children. Additionally, the right resources should be provided (Early Years Matters, 2018).

➤ Outdoor play environment

The outdoor environment should promote confidence and permit creativity and problem-solving. It should be well designed well to encourage active learning and well balanced with quiet places that promote learning. Lastly, it should be safe to give children confidence to play and learn (Early Years Matters, 2018).

4.2 describe how enabling indoor and outdoor play environments meet the age, stage and needs of children.

The indoor and outdoor environments meet the age, needs, and stage of children by tailoring the play activities. The environment layout and design is suitable to the age and stage of development. The resources and materials provided for children to play with are chosen based on the age, development milestone, and needs (Early Years Matters, 2018).

Unit 3.5 Developing children's emergent literacy skills

Written questions (1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3)

1.1 Identify the stages of language and communication development from birth to 7years?

Pre-linguistic is first stage of language development and babies learn to communicate with caregivers and by 12 months they understand what they are saying. They use different methods to communicate such as pointing and showing objects. From zero to three months, they recognize voices and cry to show they are hungry, fatigued and distress. They also respond to individual's faces. Between 3 and 6 months, they babble short sounds such as 'da ma'. They laugh, cry to express distress and comprehend emotions in the voice of the caregivers. At 9 months, they start to recognize their name, copy simple words, and become aware of some of the words associated with individuals and objects (Lund, 2014, p.41). At 12 months, they connect vowels and consonants and make repetitive sounds. They respond to simple instructions. The

second stage is linguistic and it lasts from 15 months to 8 years. At 15 months, babies use almost ten words that caregivers can comprehend and point at things while using single words. At 18 months, they combine two words and repeat them in a sentence. At two years, they learn new words and utilize plurals. They utilize negatives and make mistakes. At three years, other people start to understand the speech. At four and five years they use vocabulary extensively and they use poor grammar though sentences are correct in that order. At the age of six and seven years, children can comprehend opposites and use pronouns well and also are aware of errors other makes in their speech (Lund, 2014, p. 42).

1.2 Describe factors which affect language and communication needs?

Some children find it challenging to communicate with people around them, they are unable to express themselves in a manner others can comprehend and others find it difficult to express their feelings and views. Communication is considered two way and some children cannot understand what is being conveyed. Different factors affect the language and communication needs of such children such as hearing impairment, autism, bilingualism, selective mutism, and family lifestyle. Children who are visually impaired find it hard to see and hence they cannot communicate, write, or read. Thus, they utilize aids such as braille and tapes (Tassoni, 2001, p.2). Language barrier prevent communication if not all persons speak English. In this case, children can learn the language if they get help and also have a translator. Autism and other disorders affect speech fluency, voice, and sound and impair communication. Children who have hearing loss are unable to comprehend what is happening and converse with others. They use hearing aids, sign language, and written information (Tassoni, 2001 p.15).

1.3 Explain how working with others supports children's emergent literacy from birth to 7 years?

Cremin, Flewitt, Mardell and Swann (2016) noted that practitioners work with other individuals to support emergent literacy by providing the necessary resources. They partner with children to read stories, tell stories, and talk to enable them to develop their language.

3.1 Explain strategies to support the development of emergent literacy in relation to current framework?

Different strategies are used to support the development of emergent literacy. According to Cremin et al. (2016), early childhood practitioners are supposed to use methods such as talking, reading stories, and storytelling to promote the development of literacy skills. They should listen to the children as they read and help them make changes when they make mistakes.

3.2 Explain the use of systematic synthetic phonics in the teaching of reading?

Synthetic phonics is used to teach children how to read letters by saying the sounds they represent. Past studies have shown that the method is effective in improving children's reading and spelling capabilities. Those who use the method read and spell above average for their developmental age (Johnson and Watson, 2014, p. ix).

3.3 Describe how the early year's practitioner provides opportunities for sustained shared thinking to support children's emergent literacy?

Sustained shared thinking entails working in partnership with children to extend and develop their skills, including thinking, listening, and speaking. Practitioners support emergent literacy as they listen to children, model suitable language and encourage them to discuss their views according to Cremin et al. (2016). They listen to them as they read stories and correct them where necessary.

4.3 Evaluate benefits to children's holistic learning and development when supporting emergent literacy?

Holistic learning and development involves considering the physical, spiritual, social, personal, and emotional wellbeing and cognitive development (Bagnato, 2007, p.242). The development areas lead to high self-esteem and confidence and intellectual capability which is key to literacy. Communication and language help children read and this improves their literacy skills.

5.1 Evaluate how planned activities support emergent literacy in relation to current framework?

According to the early childhood foundation framework, practitioners are allowed to plan activities that promote children's emergent literacy skills. Bagnato, (2007) believes that they determine their needs and interests and choose the most appropriate activities to meet their needs.

5.2 Analyse own role in relation to planned activities?

As a practitioner, my role is to plan which involves selecting activities that encourage the development of emergent literacy skills. The activities are chosen based on the needs of the child, age, and developmental stage and learning objective. Also, they allow interaction with the children to correct them and model the right language.

5.3 Make recommendations for meeting children's individuals literacy needs?

Practitioners should consider the following recommendations to meet the literacy needs of children. They should be aware of the differences among children and follow the unique child principle. In this case, they should make sure the activities chosen are in line with the child's preference and needs. They should promote sustained shared thinking to achieve the literacy goals. Lastly, they should allocate enough time for reading of stories and books and discussion with the children.

Unit 3.6 Developing Children's Emergent Mathematics Skills

Written questions (1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 7.1, 7.2, 7.3)

1.1 Describe how mathematics is evident in children's everyday lives?

Mathematics is evident in the daily lives of children, including play. They use their numerical skills when playing diverse games. They train their brains to solve mathematical problems, including counting while playing according to Ritchie (2016).

1.2 Analyse factors which effect children's learning of mathematic concepts?

Different factors impact children's learning of concepts. Examples are the learning style, attitude, capability, aspiration, motivation, and the opportunity. Others are practice and the correct challenge. Sensitivity, competence, and effective pedagogical practice enable children to move through the hierarchy of concepts. As a result, practitioners are supposed to aid them in moving from informal learning of math concepts to formal to understand abstract concepts. They should ensure children have the necessary capability, motivation, and practice (Ritchie, 2016, p.145).

2.1 Explain how working with others supports children emergent mathematic development?

According to Ritchie (2016), practitioners are supposed to work with other individuals to support the development of emergent mathematic skills. They should partner with children and ensure they have access to the right mathematical problems and activities to improve their skills and learning. They should correct them if they make mistakes to motivate them to continue learning the concepts.

3.1 Describe how to create an environment which supports children's emergent mathematical development in relation to current frameworks for children from birth to 7 years?

Children understand mathematics well via games, songs, play, and songs. Thus, they should be given the chance to work with numbers and apply different skills such as counting, sorting, and matching shapes. They should be allowed to do this inside and outside the classroom. The environment should have appropriate resources to enable children explore mathematical concepts in a manner they can understand (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 10).

4.1 Describe reasons for scaffolding children's mathematical development?

Scaffolding involves demonstrating how to solve an issue and providing support required. Several theorists, including Vygotsky have advocated for scaffolding when teaching children (Ritchie, 2016, p. 25). In mathematics, the teacher is supposed to show children how to solve mathematics and provide support when required.

4.2 Analyse reasons for valuing individual interests when supporting children's emergent mathematical development.

It is important for practitioners working with children to consider their interests as it shows he or she is listening to them. It helps them become independent and have high self-esteem. In addition, practitioners understand the needs of children and the findings inform the provision and planning of mathematical activities.

4.3. Describe how the early year's practitioner provides opportunities for sustained shared thinking to support children's emergent mathematical development.

The early year's practitioner ensures sustained shared thinking to promote emergent mathematical development. He listens to children as they solve mathematical problems. He also shows them how to solve them and makes corrections where necessary through scaffolding (Ritchie, 2016, p.25).

5.1 Explain strategies to support the development of emergent mathematical development in relation to current frameworks for children from birth to 7 years?

The Early Years Foundation Stage Curriculum highlights strategies that encourage the development of emergent mathematical skills. It promotes observation of children which helps them learn about the activities children are interested and this helps in planning. They also evaluate their knowledge and skills and use the findings to extend learning. The curriculum encourages the inclusion of play in the learning process and this ensures children use their numerical skills.

5.2 Describe opportunities that support children's understanding of:

➤ Numbers

Practitioners can introduce games and activities that involve concepts of numbers, including counting, matching, and sorting. This will help children become confident and understand the mathematical idea (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 10).

➤ Shape, size, and pattern

Children should play using objects of various shapes and sizes and concepts like near, far, and fit and behind should be introduced. The objects should be used inside and outside the classroom during imaginative play and other activities (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 24). They should learn about patterns using various shapes.

➤ Weight volume and capacity

Children should play with bottles and containers of various sizes and shapes. They should have dry and wet material to pour and fill the containers, including water and sand. They should learn concepts such as empty, full, overflowing and holding less or more (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 19).

➤ Space and time

Children should learn about time and space. The clock can be used to teach them about time and how they are related to daily routines (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 21). Activities that involving discussing space should also be introduced.

➤ Matching and sorting

Practitioners should provide objects for children to play with and practice sorting and matching. They should also provide structured activities that utilize a single criterion to match and sort (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 10).

➤ Data representation

Children should learn to hand various kinds of data. It should be represented utilizing real objects and diagrams. Also tables, charts, and diagrams can be used to represent it (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 29). They should be involved in activities that enable them to handle data and represent it.

➤ Problem-solving

Activities that enable children to learn how to use the numerical concepts of counting and formulas such addition and subtraction to solve problems should be introduced (Department for Children, Education, Lifelong Learning and Skills, 2008, p. 10).

7.1 Evaluate how planned activities support children's emergent mathematical development in relation to current frameworks?

Planned activities support emergent material development based on the EFYS framework as practitioners identify children needs, stage of development, and age. Ritchie (2016) noted that practitioners make sure the activities chosen meet their needs, interests and are appropriate for their age.

7.2 Analyse own role in relation to planned activities which support children's emergent mathematical development.

As a practitioner, I have an important role in supporting the development of emergent mathematical skills. This is through proper planning and provision of instructions. I ensure I understand the children in the setting, including their needs, likes, and development milestone before planning activities.

7.3 Make recommendations for meeting children's emergent mathematical needs?

Early years' practitioners should consider the interests of each child when teaching mathematics to ensure they benefit from the learning process. They should tailor the activities based on the needs and preferences. They should ensure independence, but also provide guidance and help when warranted.

Unit 3.7 Support Children's Transition to school

1.1 Describe characteristics of school readiness?

School readiness implies the child is ready to easily and effectively transition into school. Children have the necessary skills, attitude, and knowledge to succeed in school and learn. Also, parents are prepared to support them and the learning institutions are ready for them. Emotional, social, physical, and cognitive development leads to school readiness (Neaum, 2014, p. 183).

1.2 Describe factors affecting children's readiness for school?

Different factors outside and inside the school affect school readiness. The early years' settings and practitioners can fail to prepare children to enable them successfully transition to school because of lack of competency. They lack the skills and knowledge needed to support the social, physical, emotional, and cognitive development of the child. In addition, the home environment, including the socioeconomic factors can prevent children from accessing early years' settings and having appropriate resources to meet their developmental needs. Parents and practitioners fail to collaborate to support and prepare children for school. They do not evaluate children regularly to establish their progress or provide the right opportunities (Neaum, 2014, p. 185).

1.3 Explain how the early year's practitioner supports children to prepare for schools?

The early year's practitioner supports children to prepare them for school in different ways. He or she provides a suitable environment for learning and development. They provide different academic and play activities that help children develop skills and competencies to transition to formal schooling. Practitioners work with parents to identify children's development and learning needs and ways they can meet them. Lastly, they observe and assess children to determine their achievement and progress (Neaum, 2014, p. 185).

2.1 Describe areas of learning and development within the current framework which relates to school readiness?

There are different areas of development and learning within the EYFS framework which guarantee school readiness such as the prime and specific areas. Practitioners are supposed to make sure the learning is in line with the areas, namely physical, emotional, social, and cognitive development. Also, they support communication, language, and understanding of the world.

Besides, practitioners integrate play into the learning process to achieve the development and learning objectives and make sure children are ready for school. Lastly, the observation and assessment of children when learning and playing helps in preparing them for higher levels of learning and life (Neaum, 2014, p. 185). It ensures extended learning and development. Finally, they collaborate with parents and communities to create an enabling environment for play and consequently learning and development.

2.2 Identify assessment strategies in relation to the current framework?

Practitioners use different strategies to assess children in early childhood settings. First, they observe them to establish their level of understanding and development. They record data during the observation process which is used to establish whether children are ready or not. Second, they collect objective data from different tasks assigned to the child or children. The tasks depend on the learning and development area (Neaum, 2014, p. 185).

Evaluate the current framework assessment process in supporting children's preparation for school?

The EFYS framework enables practitioners to prepare children for school. This is because the assessments provide information that is used to inform the planning and provision learning and development activities. As a result, they ensure the activities equip children with competencies and attitude they need to move to formal schooling and succeed in their academics (Neaum, 2014, p. 185).

Unit 3.9 Develop children's cognitive skills

Written questions (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 4.1)

1.1 Describe sensory development in the first year of life?

Sensory development starts during gestation and continues all through childhood. The seven senses develop when the child is in the world and continue after birth. They include touch, hearing, smell, taste, seeing, sensation of movements, and the position of the body. The nervous system starts to develop weeks after conception and the sensory nerves are completely developed by nine weeks. Taste develops during gestation, but the sense of smell becomes clear after birth as it helps different people (Ollendick and Schroeder, 2003, p. 582).

1.2 Identify stages of cognitive development in children from birth to 7?

Piaget identified four stages of cognitive development in children. The first stage is sensorimotor and infants develop knowledge and understand the world by seeing, hearing and interacting with objects. They grasp and suck objects and grasp. They learn to utilize primitive symbols and mental representation at the age of 24 months. The stage lasts from birth to 24 months. The second stage is the pre-operational and it lasts from 2 to 7 years months and children learn how to speak. During this phase, children do not comprehend concrete logic and are unable to mentally manipulate information. The concrete operational stage ranges between 7 and 11 years and children are able to utilize logic and the thought are mature (Nevid, 2016, p. 346).

1.3 Summarise current scientific research relating to neurological and brain development in early years?

Important brain development happens in the first years after a child is born. The five senses start to function prior to birth and the prenatal sensory experiences influence the nervous and brain system. Between two and six years, the brain develops as a result of experiences and interactions. Babies learn different emotions by observing caregivers and how they respond to sounds and movements. Between six and nine months, the brain is significantly developed and helps determine the relationship between what children taste, hear, see, and feel. At the age of

three, the brain has close to 1000 trillion synapses. From three to five years, the brain development is based on the foundations created in the past five years (The Early Years Count, 2018).

1.4 Explain how current scientific research relating to neurological and brain development in early years influences practice in early years settings?

The scientific research on brain and neurological development influences early childhood practices, including the environment and delivery of content. Practitioners and caregivers focus on creating a suitable learning experience and a nurturing environment to promote the development of the brain and the nervous system. They have positive relationships with them and encourage play as they are important learning opportunities for development (The Early Years Count, 2018).

2.1 Describe theoretical perspectives in relation to cognitive development?

Different theories have been developed to explain cognitive development like Vygotsky. He believes that social interactions are important in cognitive development. He differs from Piaget who assumed that the development of children should precede learning. Vygotsky found that learning is critical to development. Social interaction from guided learning in the zone of proximal development facilitates cognitive development. Children are not passive during the process as they also create knowledge. The environment children are raised in impacts their thinking. According to Oakley (2004), Piaget assumed that the development of language is based on thought, while Vygotsky believe thought and language are intertwined and they lead to speech.

2.2 Analyse how theoretical perspectives in relation to cognitive development impacts on current practice?

The theories help practitioners understand cognitive development and how they can help children grow. They help create a conducive environment that influences children's thoughts in a positive manner and help in language development. Also, they ensure children interact with adults to improve their cognitive abilities according to Oakley (2004).

4.1 Evaluate the provision for supporting cognitive development in own setting?

The setting has focused on providing a conducive environment for cognitive development. It allows children to play with their colleagues and adults to develop their thoughts and language and consequently cognitive capabilities. Practitioners introduce play and other activities that stimulate cognitive development.

Unit 3.10 Develop Children's Cognitive Skills

Written questions (1.1, 1.2, 1.3, 2.1, 2.2, 4.3)

1.1 Define the terms:

➤ Speech

- It refers to verbal method of communicating and it consists of voice, fluency, and articulation. Articulation implies how sounds are made, while voice involves using focal folds and breathing to produce sounds (Deiner, 2012, p.264).

➤ Language

-A communication technique that entails using words in a structured manner. Additionally, symbols and gestures can be used to communicate. Individuals in a similar community, culture, and area use a specific language to converse and children learn it according to Noam Chomsky (2006).

➤ communication

-According to Deiner (2012), communication involves conveying information from one person to another either verbally or nonverbally.

1.2 Describe theoretical perspectives in relation to speech, language and communication development?

Different theorists have tried to explain the development of speech, language, and communication in children. Noam Chomsky (2006) developed the language acquisition device to explain how children acquire language. It is a mental capability that allows infants to obtain and produce language. It is an element of naivest theory that assumes that people are born with the innate capability to acquire language and children only learn a language because of the innate understanding of grammar. On the other hand, paiget thought that children should comprehend concepts prior to using words to explain them. For instance, toddlers talk about an object after attaining realization that the object continues to exist even if it cannot be seen. Hence, they can be taut language; however, they will not understand the words until they have acquired object permanence. Vyotsky differs with him as he believes language development is a higher mental process. Language and thoughts develop independently during the early years of life. Hence language permits thought to be social and individual. Children grow intellectually based on how they master the social means of thought or language. As a result, children learn to utilize language via social interaction (Palaiologou, 2009, p.140).

1.3 Analyse how theoretical perspectives relating to speech, language and communication development inform current frameworks?

The theoretical perspectives inform the development of the EYFS framework, especially the creation of environments that promote the development of communication and language and speech. Practitioners understand a child's social environmment facilitates the acquisition of

language and consequently facilitates speech and communication (Palaiologou, 2009, p.140).

Hence, they ensure children interact with their peers and adults to learn language and how to express themselves through verbal and nonverbal communication. Play also supports language, speech, and communication development as educators include activities that enable children to acquire the skills.

2.1 Describe the benefits to children's holistic learning and development when supporting speech, language and communication development?

Holistic learning and development is beneficial to children as it ensures all their needs are met. Practitioners plan opportunities that support child-led activities to promote speech, communication and language development. Thus ensures the child is not a passive recipient of content, but an active participant in the creation of knowledge (Palaiologou, 2009, p.140).

Therefore, children learn appropriate language and enhance their communication and speech.

2.2 Analyse how the use of technology supports the development of speech, language and communication?

Technology is use to create an inclusive setting to meet the needs of children with speech, language, and communication impairment. The speech is impaired if it deviates from the speech of peers and it hinders communication. Children diagnosed with speech disorders are unable to produce sounds accurately, fluently, and have issues with their voice. Therefore, technology can be used to correct the problems and enhance speech sound, fluency, and voice and improve communication (Deiner, 2012, p.264).

4.3 Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting?

The setting has played a critical role in supporting speech, language, and communication development in children by creating an enabling environment. Practitioners interact and socialize with children while learning and learning to help them improve their speech, language, and communication skills. They are allowed to express themselves and correct them where necessary. Also, they use technology if the child has speech disorders that prevent language acquisition and communication.

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