

MODULE 1 ASSESSMENT

QUESTION 1

What is an 'early years curriculum?'

QUESTION 2

What should be considered when creating a curriculum?



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Ruth and Alistair discuss how they see adults being turned into deliverers rather than teachers. How does Alistair explain the difference between the two roles?

QUESTION 4

Building on from this conversation above – Alistair and Ruth discuss schemes such as phonic schemes designed to support children to develop their knowledge. What do they say about them?

QUESTION 5

Ruth discusses how the Early Years Foundation Stage says children learn by leading their own play and following learning guided by adults. Play is described as...



MODULE 2 ASSESSMENT

QUESTION 1

The phrase enabling environment is one you will likely hear a lot. Alistair and Ruth explore what it means to them. How do they describe an enabling environment?

QUESTION 2

Both Ruth and Alistair give the same advice for how educators could evaluate their environment – what is it?



MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

Ruth and Alistair refer to the COEL/COETL many times throughout the podcast. What does this stand for and can you explain some of the examples of them they give?

QUESTION 4

What are some of the benefits of having high-quality continuous provision and using your environment as the third teacher?

QUESTION 5

Alistair and Ruth discuss environments which have been built around achieving specific goals such as Development Matters outcomes. What do they say?



MODULE 3 ASSESSMENT

QUESTION 1

Alistair highlights 'good listening' as being an expectation of school readiness. He pinpoints this being displayed on laminated sheets on the wall reminding children to do what...

QUESTION 2

When talking about school readiness Ruth says the focus should be on the prime areas of development from the EYFS. What are these 3 Prime Areas?

QUESTION 3

Ruth highlights how often children in early years 'are still working out' who they are in the world. What challenges does she say this causes when trying to implement boundaries?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

What is Ruth's mantra she refers to throughout?

QUESTION 5

School readiness is a contentious subject with no universally agreed definition. They cite the 2014 Ofsted report which shows this. What are Ruth and Alistair's definitions?



MODULE 4 ASSESSMENT

QUESTION 1

During the podcast episode it is discussed how when transitioning to year 1 it is important to ensure children have some familiarity. What example do they give of how this might look?

QUESTION 2

What key phrase does Ruth use to describe transitions?

QUESTION 3

Early research from the DFE shows that children are now coming into school and settings with two particular changes to their developmental needs – what are these?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

What impact does Alistair say a playful approach to learning has on a child's brain?

QUESTION 5

What are Alistair and Ruth's final tips for supporting children's transition into year one?



REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

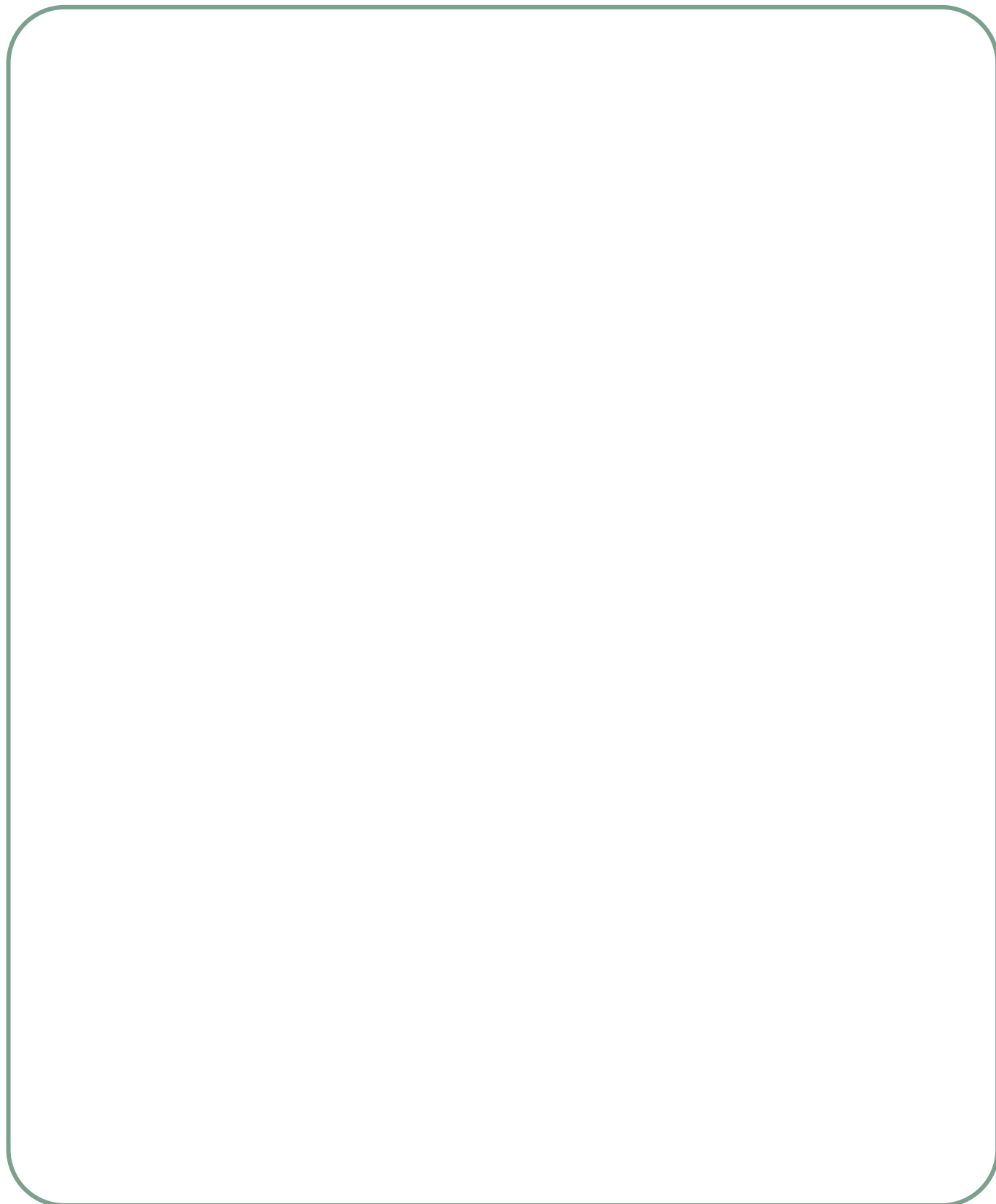
Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.



REFLECTION SECTION CONTINUED

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ANSWER SHEETS



MODULE 1 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

What is an 'early years curriculum?'

- It is not a key stage 1 or 2 curriculum model being transferred down to the children in foundation stage.
- It is what you want your children to know, learn and be able to do.
- It is how you want them to be.
- Everything you do from the moment they walk through the door is your curriculum.
- Some is obvious. Some is hidden.
- The way you organise your furniture, the resources you choose, the way you organise your day. All of these send messages and all of them are part of your curriculum.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

What should be considered when creating a curriculum?

- You should consider where children are developmentally and how to get them to where you want them to be. We want them to be ready for the next stage in their education, but also to enjoy, thrive, and flourish in their current setting.
- An early years curriculum is different from the national curriculum, which has a set number of weeks in a term to learn about a specific topic. Instead, it's about having core knowledge and developing the skills you want to cover while considering the children you have, what is right for them now, and where to start with that.
- "Thriving" is the key word—both for children and adults—because both need to thrive.
- The curriculum needs to meet the individual needs, knowledge, and skills of your particular group of children.
- It's essential to foster the dispositions for learning that children need to develop, including a love of learning and a love of school.
- EYFS Framework says you must meet the needs of your individual children.



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Ruth and Alistair discuss how they see adults being turned into deliverers rather than teachers. How does Alistair explain the difference between the two roles?

- Teachers are individuals who respond to what is happening in the moment with the children, using the knowledge they have and their understanding of those children.
- However pre-written schemes, such as phonics or maths, focus on delivering pre-planned knowledge rather than meeting the teaching description shared above.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Building on from this conversation above – Alistair and Ruth discuss schemes such as phonic schemes designed to support children to develop their knowledge. What do they say about them?

- Ruth says ‘the scheme has not met your children’ BUT any good scheme is great as a scaffold – we need to empower educators to flexible around that to meet the needs of the little humans in front of us.
- Building differentiation or ‘adaptative teaching’ (the new name for differentiation) into the way you deliver the scheme if you are following one.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Ruth discusses how the Early Years Foundation Stage says children learn by leading their own play and following learning guided by adults. Play is described as...

- High-quality play is powerful, whether guided by adults or independent. It helps children to consolidate those skills and develop self-regulation, executive function and communication and language skills.
- Effective continuous provision which encourages children to engage in play develops skills and dispositions for learning. They are the true foundations; if you have these, along with skilled adults, then formal academic learning will follow, building on a much firmer foundation.
- People often dismiss play. But what does good play look like? What are the different types of play? We need to help people understand the power of play.
- In the UK, "play" has become a word that often suggests something frivolous or something you do in your downtime.
- Play is one of the most powerful tools for learning, both for adults and children. We need to recognise that within play, there are multiple levels and layers of learning.



MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

The phrase enabling environment is one you will likely hear a lot. Alistair and Ruth explore what it means to them. How do they describe an enabling environment?

- Your environment is the third teacher.
- Look carefully at every resource you choose, how you arrange your furniture and your timetable.
- Skill development comes from the role of the adult and can be significantly enhanced through high-quality continuous provision.
- Your environment is your continuous provision—the spaces the children inhabit—because, in the Foundation Stage, they spend most of their time in that space, not in a direct 1-2-1 knowledge exchange with an adult.
- Provision needs to be a central part of the curriculum.
- The environment can engage children in the process of teaching and learning.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Both Ruth and Alistair give the same advice for how educators could evaluate their environment – what is it?

- Ruth recommends that a team sits in a space for 5 minutes each week and asks, "What learning might happen here? Do we have the right resources? Are they not challenging enough, or too challenging?"
- Alistair also suggests sitting down in a particular space, looking at your resources, and asking, "What are the children going to do in here if we are not here?"
- He also emphasises that you can determine whether an environment is truly effective and whether children are engaged rather than just compliant by observing the spaces where adults aren't. It's important to look at the provision and assess whether you see children who are engaged, absorbed, and displaying the Characteristics of Effective Teaching and Learning.



MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Ruth and Alistair refer to the COEL/COETL many times throughout the podcast. What does this stand for and can you explain some of the examples of them they give?

- Characteristics of Effective Learning or Characteristics of Effective Teaching and Learning.
- COEL/COETL talk about the children making choices about how they learn, where they learn and what they learn.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

What are some of the benefits of having high-quality continuous provision and using your environment as the third teacher?

- Using your environment as the third teacher frees educators for high-quality serve-and-return interactions, which are known to make the biggest difference in children's learning. When we are engaged in provision and having those meaningful conversations, we ask questions that can reshape their brain architecture—extensive research supports this.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Alistair and Ruth discuss environments which have been built around achieving specific goals such as Development Matters outcomes. What do they say?

- Alistair on environments linked to Development Matters outcomes – examples include 'put the dinosaurs in size order', 'match the Numicon to the pattern', 'make the pattern with these beads', 'find tricky words in the sand'. He points out that these activities suggest the environment is teaching because they include outcome-linked objectives within the "play."
- Ruth says - if you set a task like "how many jugs can fill this jug?" you should consider how many children will actually engage with it. You might see a compliant few who could do it effortlessly, but the children you're aiming to target are likely to be doing something else.



MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Alistair highlights 'good listening' as being an expectation of school readiness. He pinpoints this being displayed on laminated sheets on the wall reminding children to do what...

- Straight backs
- Legs crossed
- Arms folded
- Eye contact

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

When talking about school readiness Ruth says the focus should be on the prime areas of development from the EYFS. What are these 3 Prime Areas?

- Physical Development
- Communication and Language
- Personal, Social and Emotional Development

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Ruth highlights how often children in early years 'are still working out' who they are in the world. What challenges does she say this causes when trying to implement boundaries?

- Do children understand that they are part of a group? If they don't see themselves as part of a group, they may not think the rules that apply to the group also apply to them when you are explaining them.
- We often underestimate how explicit we need to be with children.
- Ruth argues that when we are explaining a rule, for example, we need to directly tell the child, "This means you," because if we don't, they may not realise that they are part of the team.



MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

What is Ruth's mantra she refers to throughout?

- Choose it, use it, put it away.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

School readiness is a contentious subject with no universally agreed definition. They cite the 2014 Ofsted report which shows this. What are Ruth and Alistair's definitions?

- Ruth says it's about being ready to learn, ready to be independent, and excited to learn. Children should be able to express their needs, be confident enough to try new things, and be independent in terms of toileting and feeding.
- Alistair asks, "What is school?" He describes it as a place for learning and a place for learning to be a human being. Children need to be ready to be learners. The dispositions and skills that underpin learning—such as drive, curiosity, and resilience—are what prepare children to receive knowledge, which is at the very end of the learning journey. You can't effectively receive and retain knowledge if you aren't engaged in the process or if that knowledge is not relevant to what you do.



MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

During the podcast episode it is discussed how when transitioning to year 1 it is important to ensure children have some familiarity. What example do they give of how this might look?

- It is important to give children 'pegs to hang things from' – something familiar. We can't replicate the foundation stage – nor should we, because that wouldn't be moving children forward.
- However, Ruth encourages you to look for things that children are really keen on and enjoy in the classroom.
- An example – if the children really enjoy having an art area, could you have one in Year 1 – at least at the start—to make the transition as smooth and seamless as possible?

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

What key phrase does Ruth use to describe transitions?

- Transitions are a process, not a one-off event.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Early research from the DFE shows that children are now coming into school and settings with two particular changes to their developmental needs – what are these?

- Lower level of language acquisition.
- Lower levels of behaviour around self-regulation.



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

What impact does Alistair say a playful approach to learning has on a child's brain?

- It gives their brains the opportunity to work in a multifaceted way and make connections that don't happen when they are simply sitting and listening to an adult or doing a word search.
- It builds on the dispositions for learning, which are powerful and essential for future learning.
- Academic skills will come next.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

What are Alistair and Ruth's final tips for supporting children's transition into year one?

- Work to ensure you are meeting the children where they are when they arrive into the space.
- Give staff the best opportunity to do so. Support conversations all year round between Foundation Stage Year One staff.
- Consider what happens in this space?
- Reflect on what these particular children need, what they like, what they don't like.

