

Tma3 ou



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There are six areas of learning identified by the Curriculum Guidance. These areas of learning help practitioners guide planning of the learning environment and provide a framework for the early years curriculum. In my setting we use topics to organise the childrens learning and each topic is divided into activities that promote the six areas. Appendix 3 contains examples of the Topic, Houses, recently covered in my setting.

Each plan contains a list of activities that can involve children in groups, individually or in pairs. The learning intention is identified and a list of required resources identified. Although we provide different resources for the different topics some areas of play remain the same e. g water and sand play to provide security and reassurance with equipment being kept in the same place so that the children know where to get it and where to return it to.> When planning to meet developmental needs, it is important to focus on helping children to become resilient learners, to enjoy and to feel that they are people that can learn. By supporting childrens dispositions they can approach activities in ways that allow them to open to the learning opportunities to be found in them. (Reader 2 Page 8).

In Observation 2 F displayed a difficulty in engaging and playing with the other children. In planning to meet her individual needs and those of a group as a whole I would introduce some small - world play, small figures or play people. This type of play gives children the opportunity to control others, which can sometime make them feel powerful and sometimes help them imagine different points of view. I have watched children create characters within small- world play and acknowledge that they can be quite destructive, hitting or killing their characters, I feel it is beneficial to let children play in

this way as it allows them to develop a sense of power and is an outlet for negative and angry feelings to be explored and safely released. Some children will continue the play by saving or showing compassion towards the small figure. Vygotsky suggests that children learn from their peers. By being with children who know how to engage successfully in such play activities F will learn from their language and actions. (KU2)> From birth children rapidly develop their ability to experience and express different emotions.

Learning to manage feelings and emotions can be very difficult for some children, Emotions affect social behaviour. In Observation 2 F demonstrated an unwillingness to say sorry to the child she pushed. Emotional and social development is very closely linked, with one affecting the other. Emotional development is also influenced by perceptions of how accepted they feel by those around them including their peers and care workers. I would plan to implement circle time activities where children could learn about feelings and emotions. Resources such as Persona Dolls could be used. Such activities would help F identify and understand feelings which would impact on her learning.

The children as a group would benefit from the activity as it encourages empathy for others, being able to notice social symbols and tune in to the emotions of others.> F displayed a difficulty using the balance blocks in Observation 1. I would plan activities to develop these skills e. g balance bikes, balancing cups.

I feel it would be important to be with F to provide reassurance and encouragement during the activity. The presence of other children or adults

on a joint activity can make a level of challenge that is too demanding for the individual alone accessible to them through the support of a more able partner. Its only been realised in recent years just how important the quality of relationships with young children is for their learning and development.

(Study Topic 4 Pg 97). > > > Observation 2 (Appendix 1) refers to an observation in the home corner during structured play. I observed F express her anger in a physical manner and she appeared to not understand the concept of saying sorry.

Although she played mainly alone she did briefly parallel play with one child. She demonstrated imaginary and creative play. The activity stimulated language opportunities for the other two children but unfortunately not for F. (CS2)> According to Piagets theory, I believe F is at the Egocentric stage of development in which children do not play together but alongside each other. In his view, thought, language and social development all depend on the pre-development of underlying intelligence.

(Study Topic 4 Pg 89)(KU4)> > > Part Two> Observation, assessment and planning constitute an integral part of early years provision and of the process of holistic care for children. (Study Topic 11 Pg 119)> In my setting, we follow the N. I Curriculum. This curriculum emphasises that a high quality, continuously improving setting will provide a safe and stimulating physical environment that promotes physical, mental and emotional health and well being. Learning, teaching and assessment are a continuous cycle.

Observations in the Foundation Stage are important elements of short, medium and longer term planning.

> The EYFS consists of four main themes - a unique child, positive relationships, enabling environments and learning and development. It is important to ensure that children feel welcomed and valued. In my setting we address this by putting up displays with children and using equipment that reflects the community and the wider world. Children and their families are welcomed to our setting, their home life and culture respected and valued. Differences can be shared, respected and explored. Parents are experts on their own individual child and their family culture, and practitioners offer expertise in this stage of childrens development and learning. (Reader 1 Pg271) It is important to create an environment that provides opportunities for children to learn actively through physical, social, emotional and intellectual experiences.

Children learn in a holistic way and should be exposed to a wide range of stimulating experiences and learning opportunities to address their all round development. Planned activities should be linked to the expectations of achievement for the age and stage of children involved. This needs to be taken into account during longer-term planning when themes are used to act as a vehicle for learning. Focus needs to be given to shorter- term planning when activities are planned to meet individual needs and interests.

Regular observations are used to ensure that all children are accessing quality activities and experiences that reflect the aims of the Curriculum Guidance for the Foundation Stage. (KU2)> Observations are further used to inform and identify areas to be addressed in planning. It is important to meet the needs of individual children within the group as a whole. The most important observations are of what children do both independently and with

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other children or when working with a practitioner of those things which they initiate themselves.

(Study Topic 11 Pg 120). When planning learning activities I ensure that all children are included and not disadvantaged. Materials and equipment are considered to ensure that they do not exclude or disadvantage children e. g appropriate scissors are provided for children who are left handed, enough craft equipment for the number of children involved in the activity and adaptations to equipment for children who have difficulty. (KU7)> Prior to completing Observation 1 (Appendix 1) I consulted with the child's parents.

I gained valuable information from my discussions - I could see that both parents had conflicting opinions on their child's behaviour and abilities. I feel it is important to develop mutually positive and respectful relationships with parents to ensure a positive impact on the all round development of the child. Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.(Reader 2 Page 40). Planning for children's needs, should involve sharing information with others based on observations and on consultation with parents and carers.

(CS3)> >