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Integrated assignment

Introduction

There is one integrated assignment to support these materials:

Planning a visit.

This provides learners with an opportunity to extend and apply the skills they have developed within their vocational course and through the use of these materials. It is structured in a similar style to Key Skills assignments, but the content reflects learning from particular modules.

Introducing the assignment

Teachers should go through the assignment with learners to check that they understand the tasks and have strategies for tackling each one. Learners can be asked to produce an action plan or checklist, to ensure that they are clear about the demands of each task within the assignment. Learners should be made aware of the signposting to the relevant modules within the Materials for Embedded Learning if they need to look back and check some skills.

Assessing learners

Learners are expected to complete tasks independently with the minimum of teacher input. The marking scheme identifies the units and elements of the National Occupational Standards, Key Skills and the Adult Core Curricula for Literacy and Numeracy.

Learners' performance can be assessed on all three aspects of the task or one specific area. Coverage of the National Occupational Standards includes some performance criteria and/or underpinning knowledge from the NVQ. Additional questioning or observation of tasks may provide sufficient evidence for learner portfolios.

Integrated assignment

Planning a visit

There is only one assignment for this vocational area. By doing it, you can show your knowledge of a number of different areas within your own work. You will need to complete Parts A–F.

- A** Select some suitable places to visit.
- B** Think about the learning opportunities associated with your chosen locations.
- C** Discuss a destination with your colleagues.
- D** Read workplace policies and procedures to do with taking children on visits.
- E** Work out how many adults are needed for the visit.
- F** Work out how much the visit is going to cost.

PART A

- 1** First, you will need to decide on a place to visit. Collect together information about several places that might be of interest. Choose at least two places that you think are appropriate. To help you decide on a place, you could think about:
 - topics that are coming up in your workplace that a visit might be linked with, such as a farm, castle or supermarket
 - local places of interest to the children you work with, such as a local park, the library, a leisure centre
 - opportunities to take children away from their normal environment – an annual summer trip, a holiday club visit, a Christmas outing.
- 2** Collect as much information about different places as you can. Here are some ideas to help you.
 - Get leaflets and information books from your local library.
 - Visit your local tourist information office.
 - Search on the Internet by entering the words 'early years' and your area of interest.
 - Ask colleagues for any recommendations.

PART B

For this part of the assignment you need to think about the reasons for the trip and what the children will learn from it.

- 1 Write down all the learning opportunities you can think of. You might like to use the diagram on the next page, or you could make a list or a mind map. Use the frameworks and curriculum documents to give you some ideas.
- 2 Choose the most appropriate learning outcomes for your visit. Write them as a list.

PART C

Present the information you have found to your colleagues so that you can decide on one destination together. During the discussion remember to:

- speak clearly
- present your information in a logical way
- listen carefully to what others have to say
- answer questions thoroughly.

Don't forget to include the information about learning opportunities for the children.

By the end of the discussion you should have identified one destination for a visit and be clear about why it was chosen.

PART D

Every workplace will have a set of policies and procedures that must be followed when taking children off the premises.

- 1 Find the appropriate policies and procedures for your workplace.
- 2 Read them carefully.
- 3 Make notes about anything that you must not forget.

Tip

You could do this part of the assignment with a colleague or in a small group.

If you have problems with this task you can look at:

- 'Frameworks and guidance' in Module 1: Working with children
- 'Identifying learning opportunities in books', 'The role of the frameworks' and 'Choosing activities to develop numeracy skills' in Module 5: Providing a role model.

For help with this part of the task, look at 'Communicating with others at work' in Module 3: Communicating in the early years.

For help with this part of the task, look at 'Reading policies and procedures' in Module 1: Working with children and 'Taking notes from training' in Module 2: Health and safety.

Development of listening**Development of knowledge of the world****Development of speaking****Creative and imaginative development****Personal, social and emotional development****Destination of the visit****Mathematical development****Development of writing****Development of reading**

PART E

Now that you have decided on a destination, you need to look at health and safety issues.

- 1 Work out how many children will be coming on the visit.
- 2 Look at the ages of the children.
- 3 Look at your workplace guidelines to find out the recommended ratio of adults to children.
- 4 Work out how many adults you will need to accompany you.

PART F

- 1 Make a list of all the things that you will need to pay for on your particular trip. Make sure that you write down the **total cost** for each thing (e.g. the total cost of hiring a minibus and the total cost of all the entry tickets). You could use the table below, or draw up one of your own.
- 2 When you have listed everything, add the costs together to give a **grand total**.
- 3 Using the grand total and the number of people going on the visit, work out how much it will cost per person.

Item	Cost
Entry tickets	
Minibus	
Grand total	
Number of people	
Cost per person	

For help with this part of the task, look at 'Supervising children' in Module 2: Health and safety and 'Reading policies and procedures' in Module 1: Working with children.

Tip

Use a calculator to check your answers.

For help with this task, look at 'Dealing with money' in Module 1: Working with children.

Early years Integrated assignment: Planning a visit This assignment relates to several units of the Occupational Standards and practises a variety of skills developed in the materials for Embedded Learning. Coverage of specific elements and performance criteria of the National Occupational Standards in Children's Care, Learning and Development will vary according to factors such as the choices of activity made by the learner and the age group with which the practitioner works. The elements listed are therefore suggestions only.							
Part A: Select some suitable places to visit.							
NOS/NVQ refs	Elements (where relevant)	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
CCLD 203 Support children's development	CCLD 203.1			Rt/L1.4	Core curriculum elements • Use organisational and structural features to locate information. • Use different reading strategies to find and obtain information. • Read critically to evaluate information, and compare information, ideas and opinions from different sources. • Summarise information from longer documents.		
	CCLD 203.2			Rt/L1.5			
	CCLD 203.3			Rt/L2.5			
	CCLD 203.4			Rt/L2.8			
Part B: Think about the learning opportunities associated with your chosen locations.							
NOS/NVQ refs	Elements (where relevant)	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
CCLD 206 Support children's play and learning	CCLD 206.1			Wt/L1.2	Core curriculum elements • Judge how much to write and the level of detail to include. • Use format and structure for different purposes.		
	CCLD 206.2			Wt/L1.5			
	CCLD 206.3						
	CCLD 206.4						
	CCLD 206.5						

Part C: Discuss a destination with your colleagues.							
NOS/NVQ refs	Elements (where relevant)	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
CCLD 207 Contribute to the effectiveness of teams	CCLD 207.1			SLc/L1.1	<ul style="list-style-type: none"> Speak clearly in a way that suits the situation. Express clearly statements of fact, explanations, instructions, accounts, and descriptions. 		
	CCLD 207.2			SLc/L1.3			
CCLD 201 Contribute to positive relationships	CCLD 201.2			SLc/L1.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and include and develop ideas where appropriate. Follow and contribute to discussions on a range of straightforward topics. 		
	CCLD 201.4			SLd/L1.1			
				SLd/L2.4	<ul style="list-style-type: none"> Support opinions and arguments with evidence. 		
Part D: Read workplace policies and procedures to do with taking children on visits.							
NOS/NVQ refs	Elements (where relevant)	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
CCLD 202 Help to keep children safe	CCLD 202.1			Rt/L1.4	<ul style="list-style-type: none"> Use organisational and structural features to locate information. Use different reading strategies to find and obtain information. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts. Summarise information from longer documents. Judge how much to write and the level of detail to include. Use format and structure for different purposes. 		
				Rt/L1.5			
				Rt/L2.1			
				Rt/L2.8			
				Wt/L1.2			
				Wt/L1.5			

Part E: Work out how many adults are needed for the visit.						
NOS/NVQ refs	Elements (where relevant)	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
CCLD 202 Help to keep children safe.	CCLD 202.1			N1/L2.3 Rt/L1.4 Rt/L1.5 Rt/L2.3	<ul style="list-style-type: none"> Calculate ratio and direct proportion. Use organisational and structural features to locate information. Use different reading strategies to find and obtain information. Identify the main points and specific detail. 	Achieved
Part F: Work out how much the visit is going to cost.						
NOS/NVQ refs	Elements (where relevant)	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
N/A				N2/E3.4 MSS1/L1.1	<ul style="list-style-type: none"> Use a calculator to calculate using whole numbers and decimals to solve problems in context, and to check calculations. Add, subtract, multiply and divide sums of money and record. 	Achieved
<p>Key Skills: Successful completion of this assignment will cover the following Key Skills:</p> <p>Part A – Level 1 C1.2 Read and obtain information from at least one document – Level 2 C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>Part B – Level 1 C1.3.1 Present relevant information in a format that suits your purpose.</p> <p>Part C – Level 2 C2.1a Take part in a group discussion.</p> <p>Part D – Level 2 C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>Part E – Level 1 N1.2 Carry out and check calculations to do with proportion.</p> <p>Part F – Level 1 N1.2 Carry out and check calculations to do with amounts.</p>						

Mapping information chart for Integrated assignment

Adult Core Curriculum	Key Skills	National Occupational Standards/NVQ
SLc/L1.1, SLc/L1.3, SLc/L1.4 SLd/L1.1, SLd/L2.4 Rt/L1.4, Rt/L1.5, Rt/L2.1 Rt/L2.3, Rt/L2.5, Rt/L2.8 Wt/L1.2, Wt/L1.5 N2/E3.4, N1/L2.3 MSS1/L1.1	C1.2, C1.3 C2.1a, C2.2 N1.2	CCLD 201 Contribute to positive relationships CCLD 202 Help to keep children safe CCLD 203 Support children’s development CCLD 206 Support children’s play and learning CCLD 207 Contribute to the effectiveness of teams

Source material

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Job advertisements

Be part of the team

QUALIFIED NURSERY NURSES/NURSERY ASSISTANTS/TRAINEES

We are growing and are currently looking to recruit qualified nursery nurses, unqualified assistants with childcare experience (includes bank staff/lunchtime cover) and trainees for our day nursery in Greentown Business Park.

If childcare is your vocation and you possess qualities that include professionalism, a 'can-do' attitude and the ability to balance hard work and fun, then we would like to hear from you.

We offer competitive salaries, incentives and benefits, flexible hours and fast-track training and development. We are looking for male and female team members of all ages ... why not join us?

For further information
please contact

Wendy Evans on 01234 567890

Or send your CV and letter of
application to:

The Nursery, The Drive, Greentown
Business Park, Greentown GT1 BP2

Blackbird Kindergarten

Our pre-school has recently had an Ofsted Inspection and passed with an amazing High Quality standard, making us one of only 20% of nurseries in the country making this grade.

Why not call us to find out about
current career opportunities?

Please contact Laura Richards on
01234 678901

PLAY ASSISTANTS

Home from Home Club St Mary's School

Monday to Friday 3.15–6.30
Working as part of a team to
provide a happy, stimulating
and safe play environment for
children from 5 to 11 years of age.
Will be required to lead specific
play activities. NVQ in Playwork
or equivalent required. Must be
willing to undertake further training.

Must be self-motivated, caring,
reliable, creative and enthusiastic.

£5.25–£6.75 per hour
depending on experience.

Tel: 01234 135790

Looking for a job at the best nursery in Greentown?

Look no further!

Little Mudlarks Nursery is
looking for a caring nursery
assistant.

Hours to suit.

Call in to see us anytime or call
Jane on 01234 890123

Playgroup Manager/Supervisor

£20 per session for first 6 months,
£25 per session after 6 months.
4 sessions a week, 9 am–12 noon

The job involves:

- setting out equipment
- being creative and using initiative to organise activities for children
- monitoring staff and allocating responsibilities
- working with parents and giving feedback and support
- reporting back to owners
- attending planning meetings
- keeping records and documents updated
- adhering to the playgroup policies and procedures

Contact Alex 01234 975310

Greentown Primary school

Classroom assistant required to support children in various practical activities within KS1 (5–7 year olds). A kind and gentle nature an advantage. General academic abilities and some understanding of 5 year olds essential.

Contact the head teacher for
further details on
01234 657483.

Are you caring and creative, energetic and enthusiastic? Reliable Playworker required for Breakfast and After School Club, 1–5 days a week, term time only. Ability to work as part of a team and undertake training.
head@greentownbandasclub.ac.uk

BANK/COVER STAFF

required by Greentown Day
Nursery to cover holiday/
sickness/training of existing
staff.

Job involves playing with
children inside and out,
preparing daily tea menu. Some
experience preferred but not
essential. All training and
support will be offered.

£6.00–£7.50 an hour depending
on experience.

Tel: 01234 901234

Crèche staff (6) wanted to look after
children in Greentown Shopping
Centre.

£6.50–£8.00 an hour depending on
experience.

One of the following is essential:
NNEB – NVQ Level 3, BTEC 1st
Diploma in Early Years, BTEC
National Certificate in Early Years,
CACHE Certificate of Professional
Development in Work with Children
Level 3 plus Basic First aid and Police
Check Form.

Send CV and letter to:
The Manager

Greentown Shopping Centre GT6 SS9

Job description

JOB DESCRIPTION

POST: Nursery Assistant

REPOSIBLE TO: The Principal and the Nursery Teacher

DUTIES:

Nursery assistants work under the direction of and in close association with the Nursery teacher of the unit. As the needs of the children in the nursery school/class are of paramount importance, the assistants may be involved with the children in every aspect of their development. A Nursery assistant is expected to:

1. Assist and cooperate with the Nursery teacher in the care of children in the various aspects of the daily nursery class routine, both indoors and outdoors. This may include attending a sick child or a child who requires help at the toilet.
2. Set out play material and equipment and tidy away materials and equipment during the day (as requested by the Nursery teacher) and at the end of the school day. Also, help with preparation and care of play materials, including washing, repairing and sewing as the need arises.
3. Prepare the room for milk and dinner breaks and tidy the room afterwards.
4. Help prepare children for and assist with the serving of milk and dinners.
5. Contribute to the general tidiness of the school/class, e.g. mop up spillages.
6. Assist in special activities such as school parties, visits to places of interest and parents' meetings.
7. Carry out other relevant duties as requested by the Principal.

HOURS OF DUTY: 32½ per week

SALARY: £12,018 (aged 20 & under) – £12,381 (aged 21 & over) – £14,664

Starting and finishing times within the hours specified will be as stipulated by the Principal.

Behaviour management policy

Behaviour management policy

Statement of intent

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

- We have a named person who has overall responsibility for issues concerning behaviour.
- We require the named person to:
 - keep her/himself up to date with legislation and research and thinking on handling children's behaviour;
 - access relevant sources of expertise on handling children's behaviour; and
 - check that all staff have relevant in-service training on handling children's behaviour. (We keep a record of staff attendance at this training.)
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways that are appropriate for the children's ages and stages of development – for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.
- We expect all members of the pre-school – children, parents, staff, volunteers and students – to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our Incident Book. The child's parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.

Cont'd

Cont'd

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways that are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who has/have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted at a meeting of _____ Pre-school

Held on (date) _____

Signed on behalf of the pre-school _____

Nappy changing procedure









NAPPY CHANGING PROCEDURE

When changing an infant's nappy you must:

- a) Wash your hands.
- b) Set out the equipment needed for changing ready for use.
- c) Protect yourself with gloves and an apron.
- d) Place green paper over the changing mat and lay the child down on it on his/her back.
- e) Remove the nappy and clean the area thoroughly with wet wipes (unless the parent/carer has specified otherwise).
- f) Place the soiled nappy and cleaning materials used in a nappy sack and put it in the nappy compactor. (If the nappy is re-usable, place the liner and other materials in a nappy sack before placing in the compactor. Place the nappy in another nappy sack and in the child's bag ready to go home.)
- g) Remove any items of clothing that may also be soiled or wet, give them a rinse and again put them in a nappy sack and put them in the child's bag ready to go home.
- h) Put the clean nappy on, making sure it is comfortable and all areas are sealed to prevent leakage.
- i) Replace the soiled clothing with fresh from their bag or our spare clothes facility.
- j) Return child to a safe, supervised area.
- k) Wash your hands with the gloves on with anti-bacterial handwash, then put them back in the child's basket.
- l) Wipe and spray the changing mat and apron with anti-bacterial cleanser and paper towel.
- m) Place the used green paper and paper towel used to clean the area in to the bin in the adult's toilet.
- n) Wash your hands again.

**NEVER LEAVE AN INFANT UNATTENDED
IN THE CHANGING AREA**

Growing hazards table

GROWING HAZARDS		
Age	Stage of development	Possible dangers
Birth – 3 months 	Lifts head unsteadily Watches carers attentively Cries for attention	<ul style="list-style-type: none"> ● scalds from hot bath water ● falls from high surfaces such as changing tables ● suffocation from furry toys, bedding
4–6 months 	Uses arms for support Sits upright with support Holds and shakes small objects	<ul style="list-style-type: none"> ● cuts from sharp objects at floor level ● choking on small objects such as buttons and beads ● suffocation from unsupervised feeding
7–9 months 	Makes efforts to crawl or shuffle Uses index, middle finger and thumb to hold objects Shows curiosity about new objects	<ul style="list-style-type: none"> ● scalds from hot food ● falling out of buggies and highchairs ● drowning in the bath
10 months – 1 year 	May walk holding on to furniture Begins to be wary of strangers Enjoys sound of own voice	<ul style="list-style-type: none"> ● scalds from hot drinks on low tables ● burns from radiators and heaters ● poisoning from eating items found in low cupboards
1 year – 18 months 	Walks independently Learns through trial and error Can play on his/her own	<ul style="list-style-type: none"> ● choking on hard food ● walking into road when out with carer ● bumping into objects at head-height such as tables
18 months – 2 years 	Walks upstairs May have a tantrum if upset Beginning of toilet training	<ul style="list-style-type: none"> ● falling when climbing stairs ● cuts from sharp objects left unattended ● burns and scalds from unguarded sources of heat
2 years – 3 years 	Uses a spoon and fork to eat Assists with dressing and undressing Begins pretend play	<ul style="list-style-type: none"> ● suffocation from plastic bags ● falling from playground slides and other play equipment ● poisoning from opening alcohol and chemical containers such as bleach
3 years – Pre-school 	Stands and walks on tiptoe Kicks a ball Cuts round an object with scissors Develops fine motor skills through play	<ul style="list-style-type: none"> ● accidents when travelling in cars without specialised seat belts ● drowning in ponds ● poisoning by taking medication intended for someone else

Security procedure

Security procedure

To ensure the safety and security of both staff and children, all staff and parents **must** follow these procedures at all times.

Staff

- During session times, all visitors must gain access via the front door and use the intercom.
- Ask all visitors to complete the information in the Visitors Book.
- If a person is seen acting in a suspicious manner in the vicinity, and is not known to you, approach and question the person. If an unsuitable answer is given, call the police.
- Make sure playground gates are locked during school hours.
- Keep all external entrances locked at all times.
- Classroom doors have security locks that are operated from the inside. Do not allow any visitors into a classroom unless they have prior permission.
- Children may only leave at the end of the session with the adult named on the admission form. If another person wishes to collect a child without prior permission, consult the Nursery manager.

Parents

- All enquiries by parents during school hours should be at the main door, where they are requested to use the intercom that is connected to the main office.
- If there is a change of routine or a different person is collecting your child, the Nursery manager must be informed in advance.
- If arrangements change while the child is at school, telephone the office with the new arrangements.

Page from visitors book

PLEASE COMPLETE IN BLOCK CAPITALS USING BLACK INK

HUSHWINGS NURSERY

Details of person visiting:

First names: _____ Surname: _____

Company: _____

Address: _____

Postcode: _____

Telephone no.: _____

Reason for visit: _____

Date of visit: _____ Time of visit: _____

On arrival:

Signature (visitor): _____

Date: _____ Time: _____

On departure:

Signature (visitor): _____

Date: _____ Time: _____

Abbreviations and symbols cards

approx.

%

inc.

&

Tues.

—

tel no.

∴

@

=

||

Nov.

Meanings cards

approximately

per cent

including

and

Tuesday

minus or less

telephone
number

because

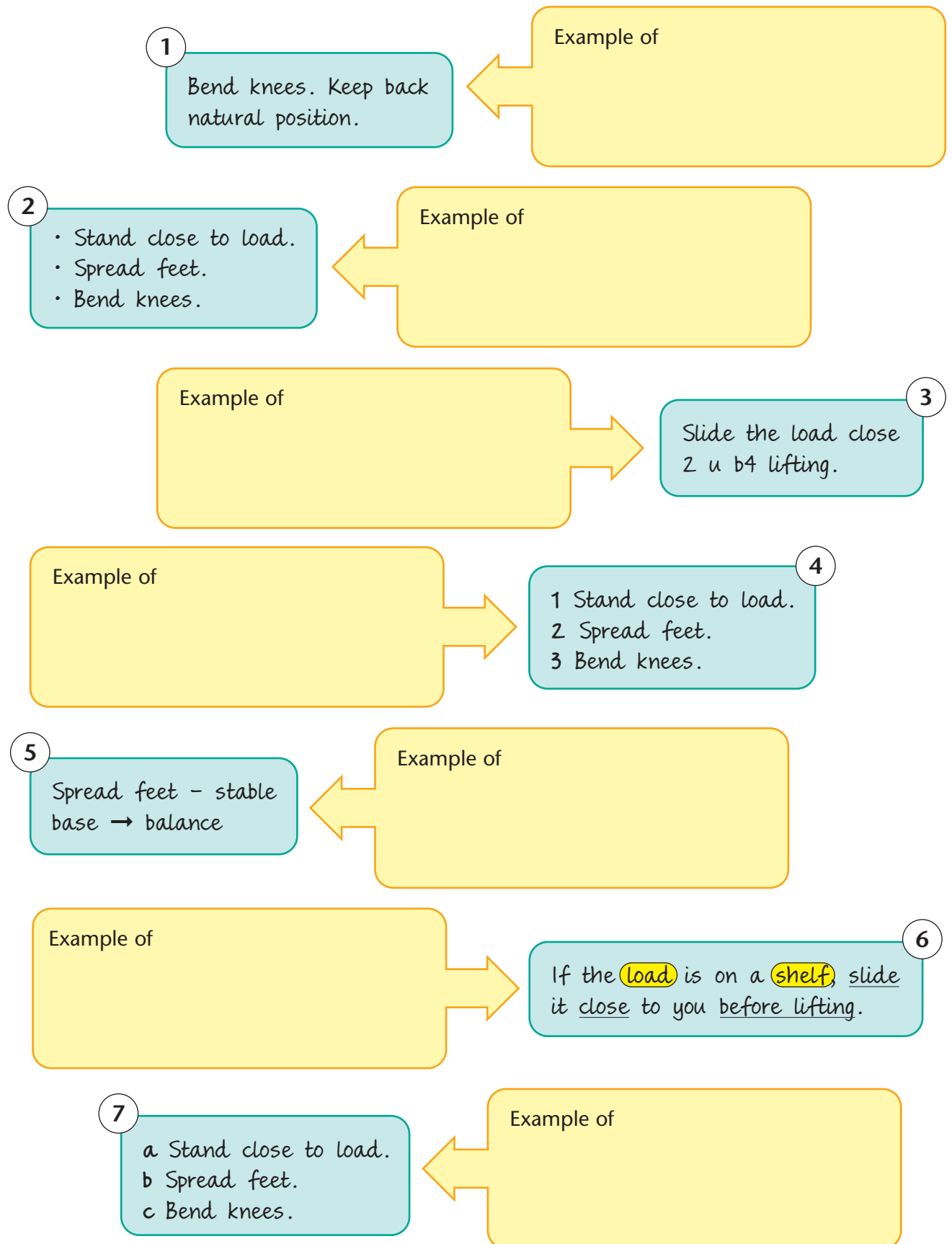
at

equal or the
same as

ditto (same
word again)

November

Example notes



Dislodging a blockage

Dislodging a blockage

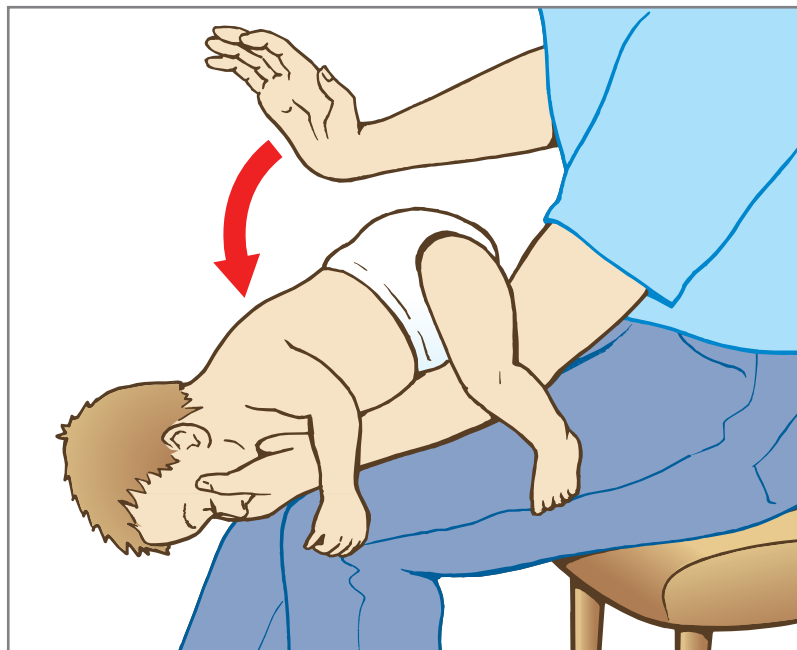
To remove the blockage from a baby's airway, first lie the baby face down on your lap. The upper part of the baby's body should hang down over your knees while you support the face and neck with one hand. Using the heel part of your other hand, thump the baby four times between the shoulder blades gently but firmly. Don't thump too hard and remember to keep hold of the baby at all times.

To remove the blockage from a baby's airway, first lie the baby face down on your lap.

The upper part of the baby's body should hang down over your knees while you support the face and neck with one hand.

Using the heel part of your other hand, thump the baby four times between the shoulder blades gently but firmly.

Don't thump too hard and remember to keep hold of the baby at all times.



Resuscitation

Resuscitation

Open the airway by pushing gently on the forehead to tilt the baby's head backwards. Support and lift the jaw forwards using the tips of the fingers on the chin. Cover her nose and mouth with your mouth. Blow into her mouth and nose until her chest begins to rise.

Open the airway by pushing gently on the forehead to tilt the baby's head backwards.

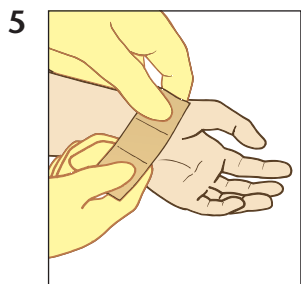
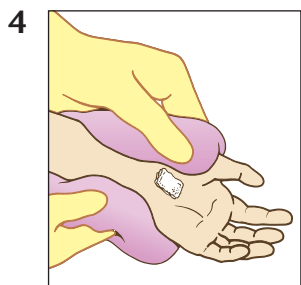
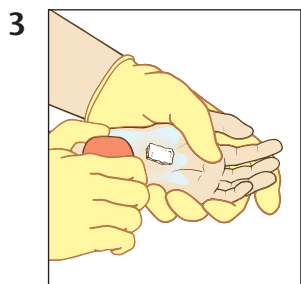
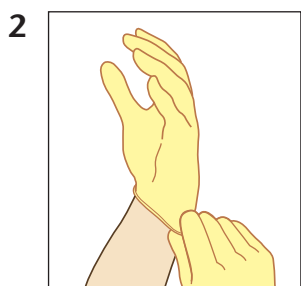
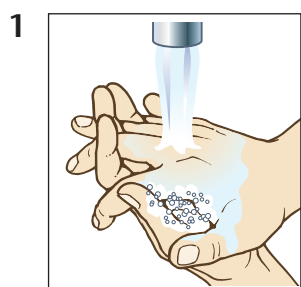
Support and lift the jaw forwards using the tips of the fingers on the chin.

Cover her nose and mouth with your mouth.

Blow into her mouth and nose until her chest begins to rise.



Dealing with a cut



Cover the cut completely with a sterile dressing or plaster.

Wash and dry your own hands.

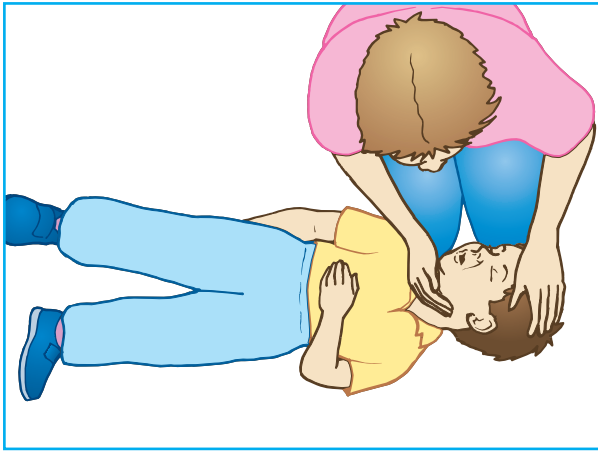
Put on disposable gloves.

Pat the surrounding skin dry.

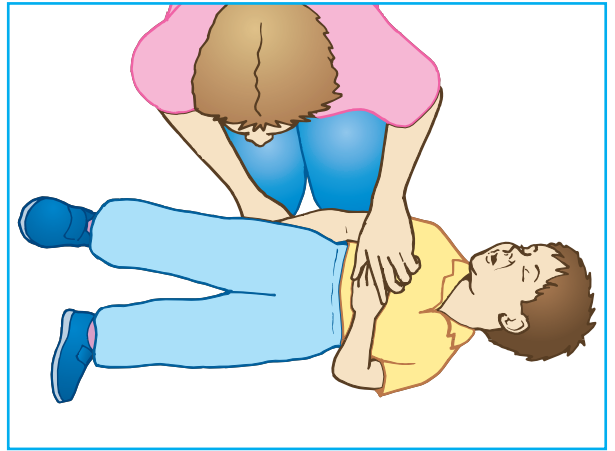
Cover the cut temporarily and clean the surrounding skin with soap and water.

Recovery position

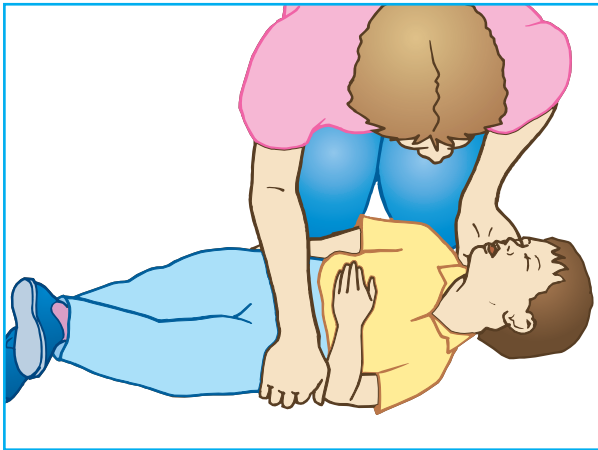
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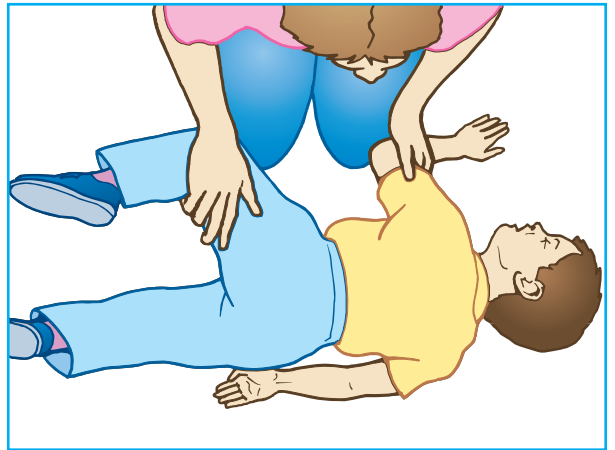
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3



4



Formula milk label

Directions for use:

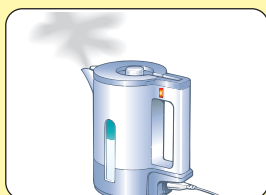
1. Wash your hands thoroughly.



2. Ensure equipment is properly sterilised.



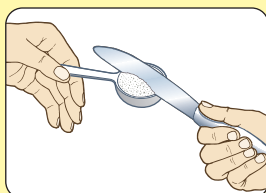
3. Boil water. **Do not use softened or repeatedly boiled water.**



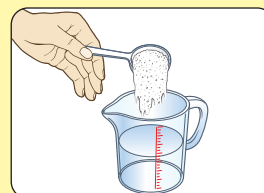
4. Measure the correct volume of water (see Feeding guide), into a jug, beaker or bottle. Allow to cool (approx. 30 mins). **Do not add powder to boiling water.**



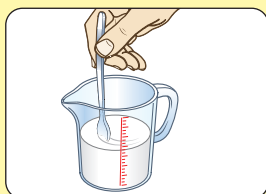
5. Add 1 level scoop of powder to every 30ml of water. **Do not press/heap the powder.**



6. Add the correct number of scoops to the water. Always use the correct number of scoops. More or less can be harmful to your baby.



7. Mix well for 20 secs or until all powder is dissolved.



8. Check temperature before feeding.



The Department of Health recommends that cows' milk should not be given as the main drink to infants before the age of 12 months.

Feeding guide 6–24 months*

Age of baby (aprox.)	Weight of baby		Single feed preparation		No. of feeds in 24 hours
	kg	lbs	Level scoops	Water ml	
6 months	7.5	16.5	8	240ml	4
7–12 months	8.5+	18.5+	7	210ml	3
12+ months	10.0+	22.0+	20	600ml	Use as required

*This table is a guide only.

Feeding instructions

- ✓ Use feeds within one hour.
- ✓ Always discard unfinished feeds.
- ✓ Infants should be supervised at all times when feeding.
- ✓ When preparing feeds in advance, cool quickly under cold running water before storing in fridge. Use within 24 hours.
- ✗ Do not heat in microwave. Hot spots may occur and cause scalding.

Storage

- Use contents within 4 weeks of opening.
- Store in a cool dry place.
- Do not refrigerate.

Fire action notice

Fire action

ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the Courtyard at the back of the building



Do not take risks

Do not stop to collect belongings

Do not return to the building until authorised to do so

Do not use the lifts

Fire evacuation procedure

Busy Bees Day Centre

FIRE EVACUATION PROCEDURE

On hearing the fire alarm:

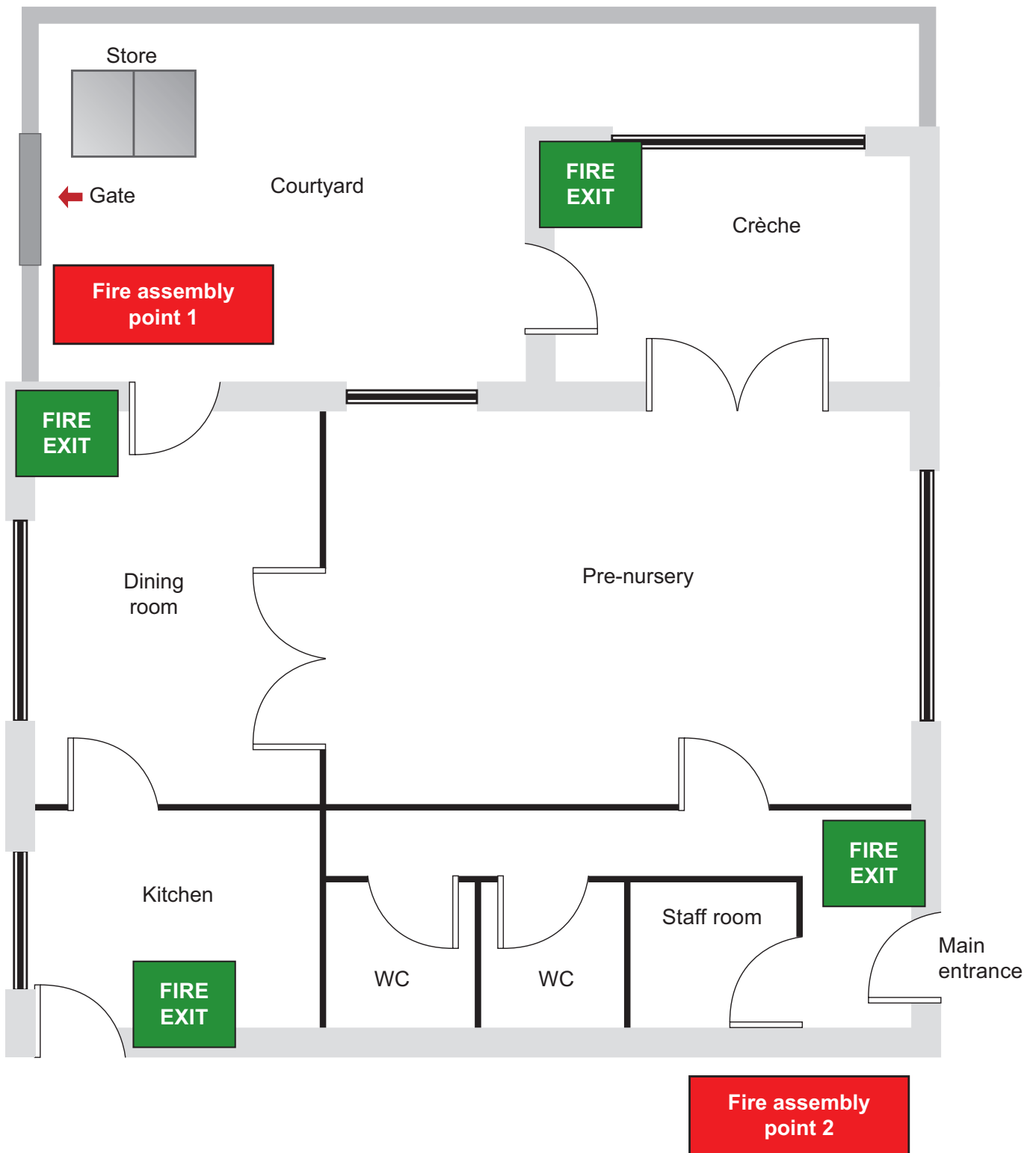
- The secretary will phone 999 to alert the fire brigade.
- All other staff will be involved in the evacuation of the children. You should not stop to collect personal belongings. Instruct any parents or visitors to accompany you and the children in your care to Assembly point 1 in the courtyard at the rear of the building.
- Staff on breaks should return to their own group room to help evacuate the children, if safe to do so. Kitchen staff should make their way directly to the crèche to help take babies to the assembly point.
- Evacuation is to proceed by the nearest available fire exit. Staff and children in the Pre-nursery area are to evacuate via the Dining room or the Main entrance to avoid congesting the Crèche.
- All children are to be escorted quickly and calmly to Assembly point 1 in the Courtyard at the rear of the building. If this area is found to be unsafe, Assembly point 2 outside the Main entrance is to be used instead.
- Any staff evacuating the building via the Main entrance or the Kitchen should proceed by the nearest safe route to Assembly point 1 in the Courtyard (or Assembly point 2 if appropriate) to help with control of the children.

Under no circumstances are children to be left unattended at any time

- The secretary shall be responsible for ensuring that they are in possession of the 'In and Out forms'.
- The Supervisor and Deputy Supervisor will leave after ensuring that no child is left in any area, toilets or corridor and that doors are closed as they go.
- The Supervisor / Deputy Supervisor shall be responsible for carrying out a roll call of staff and children.
- Once the roll call has been completed, the Deputy Supervisor shall proceed to the Building Control Point (see site plan) to advise the Building Controller that the Day centre is clear.
- If any person is unaccounted for, this will be reported to the Building Controller so that the Fire Rescue Team can be advised and a search effected.

Staff must not re-enter the building under any circumstances

Floor plan



Fire activity cards

				
In the Kitchen	By the fire exit in the Crèche	By the double doors in the Dining room	By the fire exit in the Dining room	By the single door in the Pre-nursery
				
In the Staff room	Just inside the Main entrance	By the double doors in the Pre-nursery	In the toilets	Inside the Store in the Courtyard
You worked all morning in the Crèche . You are taking your lunch break in the Staff room .	You are in the Pre-nursery working with a group of children.	You are in the Crèche . A visitor who has a baby in the Crèche and a child in the Pre-nursery is with you.	You are in the Courtyard supervising two babies. The other babies are asleep in the Crèche.	It's morning. You're just inside the Main entrance . Three children from Pre-nursery are with you. Everyone else is outside.
You hear the fire alarm.	You hear the fire alarm.	You hear the fire alarm.	You hear the fire alarm.	You hear the fire alarm.
You're in the Dining room with a group of toddlers. You look towards the Kitchen and see a fire.	You have escorted two children to the toilets . The rest of the group are in the Pre-nursery .	You worked all morning in the Pre-nursery . You are in the Staff room when the toaster sets on fire.	You are working with the children in Pre-nursery . You go to the Kitchen to get some paper towels.	You worked all day in the Crèche . All the babies have gone home. You are about to sign the 'Out' book in the Staff room .
Nobody has sounded the fire alarm.	You hear the fire alarm.	Nobody has sounded the fire alarm.	You hear the fire alarm.	You hear the fire alarm.

Question cards

Which service do you require – fire, police or ambulance?

What number are you calling from?

What's your name please, caller?

What's the nature of the emergency?

How old is the child?

What's the location of the emergency?

Is the casualty conscious?

Have you moved the casualty or given any first aid?

Emergency role-play cards

Emergency!

CARD 1

A four-year-old child in your care has been stung on the neck by a bee. His skin is blotchy and his face and neck are swelling up badly. He is having problems breathing and his pulse is very rapid. You think he is going into shock.

He is conscious at the moment. You have sat him down on the settee but have not given him any first aid. You are calling from the work phone.

Emergency!

CARD 2

You have found a three-year-old child in your care lying at the bottom of the stairs. You think she has fallen down them. She is still breathing and is bleeding from a cut on the head.

She is unconscious but you are afraid to move her in case she has a neck injury. You are calling from your mobile phone.

Accident true/false game

For legal reasons, accident report forms should be kept for 21 years.

Accidents do not need to be reported if there were no injuries.

All work places should carry out a risk assessment to identify any possible hazards.

More children die each year from serious illnesses such as leukaemia or meningitis than from accidents.

The largest number of non-fatal injuries happen when children cut themselves.

Around half of accidents to children happen in the home.

Burns happen more often than scalds and the most frequent cause of injury is hot rings on cookers.

Road accidents cause the largest number of serious injuries and deaths to children.

Girls tend to have more accidents than boys.

One of the most common types of playground injury is strangulation, when children's clothing, such as scarves or cords, catches on equipment.

A near miss, or accident that almost happened, should still be reported.

Parents should be informed about any accidents that happen to their children.

Accident report form

ACCIDENT REPORT	
Date:	
Time:	
Name of child:	
Details:	
Action taken:	
Follow up observations:	
Person dealing with the accident:	
Witness(es):	
Nursery Manager's signature:	
Parent's signature:	

Incident report form

INCIDENT REPORT	
Name of child	Date
Incident description	
Any action needed	
Parent's signature	
Manager's signature	
Person noticing incident	Witness

Accident form for parent/guardian

Accident form for parent/guardian

PLEASE COMPLETE IN BLOCK CAPITALS USING BLACK INK

To be completed by the registered person in charge

Name of child

First names: _____ Surname: _____

Date and time of accident

Date: _____ Time: _____

Location of accident

Description of accident

Witnesses to accident: _____

Description of injury

Action taken

Treatment given

At what stage was parent/guardian informed? _____

To be completed by the parent/guardian of the injured child

I confirm that I have been informed of the accident to my child.

Signed by parent/guardian: _____ Date: _____

Accident information cards

The child was running round and tripped over a toy on the ground.

The accident happened today.

The accident happened at a quarter past nine this morning.

The accident happened in the playground.

The name of the child who had the accident is Pauline Jones.

The child grazed her right knee.

You washed the wound and applied antiseptic cream and a plaster.

Your colleague, Steven Price, witnessed the accident.

You informed Pauline's mother of the accident when she picked her up at half past three this afternoon.

You checked her leg first to make sure she could move it and there were no broken bones or strains.

Incident and accident checklists

Incident checklist

You are going to practise describing an incident that has happened or might happen to a child in your care.

Include information about:

- the name of the child
- the date of the incident
- where it took place
- what happened
- if there were any witnesses
- any further action you think is needed.

Accident checklist

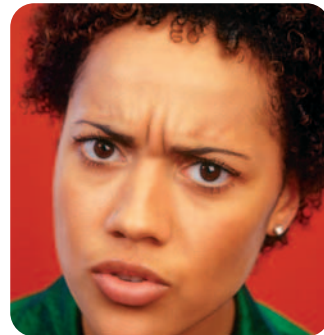
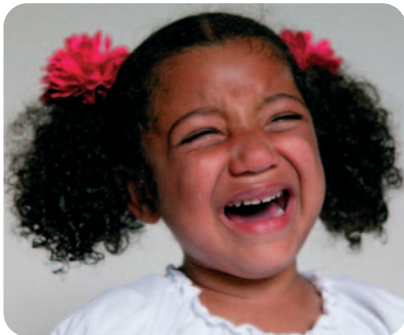
You are going to practise describing an accident that has happened or might happen to a child in your care.

Include information about:

- the name of the child
- the time of the accident
- the date
- where it took place
- what happened
- the injuries the child suffered
- the action you took
- if there were any witnesses
- any follow-up observations you think might be needed.

Body language examples

Facial expressions



Gesture



Posture



Body language table

Good body language	Bad body language
Eye contact	
	Looking bored and yawning

Situation cards

1 Time pressure

A parent wants immediate assurance from you that her child is settling in. You are already late for an important appointment but the parent won't leave without some information.

2 Physical barriers

A child has locked himself in the toilet and you need to keep him calm until help arrives.

3 Language differences

You need to explain why you are taking the children on a visit to a museum to a parent who does not speak English very well.

4 Mood and attitude

You are making a request to your manager about going on some training courses. Your manager appears to be negative and not at all helpful.

5 Personality clashes

You and a colleague have been asked to organise a children's activity as part of a training exercise. Unfortunately, you both want to lead the activity and can't agree on the way to run it.

6 Background noise

You are trying to speak to a child who is hitting other children. There is a lot of noise in the room but you cannot leave the room or make it quieter.

7 Cultural variation

You are speaking to a South Asian parent about the medication his child is on. He does not look at you at all while you are talking.

For each card, discuss:

- what the communication problems are
- what you might do to resolve the situation.

Positive message role-play cards

Persuasive instruction

You want a colleague to get something from the other room for you.

Decide what you want your colleague to get and why.

How would you persuade your colleague to fetch the item?

Consequences

A child in the nursery keeps hitting other children.

How would you explain the consequences of the behaviour to the child in a positive way?

Positive instruction

A child in your nursery keeps taking things from other children during a play session.

How would you explain to the child about playing together in a positive way?

Reassurance

You are speaking to a parent whose child has just started the nursery. She is concerned that her child might not settle in.

How would you reassure the parent?

Negotiation

You are speaking to a parent of a child at your nursery who won't clear away toys after playing with them.

How can you persuade the parent to back up your own attempts to help the child to be tidier?

Offering solutions

A trainee at your nursery is finding it difficult to use positive behaviour management and ends up shouting at the children inappropriately.

How could you deal with this situation?

Nursery rhyme picture



Storybook picture



Asking questions role-play cards

Card 1 – nursery assistant

Find out the following things from your partner:

- name
- address and postcode
- telephone numbers at work and at home
- child's name
- child's date of birth
- whether the child has any allergies and if there are any foods the child must not eat for religious, health or other reasons.

Card 2 – parent

You must not give any information that your partner does not ask you for.

Your child is called Kathryn and was born on 21 March 2001. She does not have any allergies but recently she has reacted to anything with eggs in it. The doctor has suggested that she stops eating eggs.

Use your own personal details for any other information you are asked for.

Card 3 – parent

You must not give any information that your partner does not ask you for.

Your child is called Jacob and was born on 5 April 2001.

He is allergic to nuts. For religious reasons, your son should not eat pork or pork products.

Use your own personal details for any other information you are asked for.

Active listening cards

Interrupt your partner to ask questions as often as you can. They don't need to be sensible questions.

Don't look at your partner at all. Look out of the window or at the wall opposite.



Wait until your partner has finished talking, then say, 'Do you think it's going to rain today?'

Be interested in what your partner says and ask questions to show that you are interested.

Use good body language to show that you are interested, but only say 'yes' or 'uh-huh' in response to what they say.

Wait until your partner has finished speaking, then say, 'Sorry. Can you repeat all that again?'

Active listening skills table

 My active listening skills 	
Things I am good at: (give an example situation)	Things I need to improve on:

Fact or opinion quiz

Fact or Opinion?

Circle your answer.

- | | | |
|-------------------------------------------------------------|------|---------|
| 1 Smoking is bad for your health. | Fact | Opinion |
| 2 Smoking is a disgusting habit. | Fact | Opinion |
| 3 Young people drink too much. | Fact | Opinion |
| 4 Women hate football. | Fact | Opinion |
| 5 Paris is the capital of France. | Fact | Opinion |
| 6 Swimming is a healthy form of exercise. | Fact | Opinion |
| 7 Pop singers all sound the same. | Fact | Opinion |
| 8 Some people are naturally taller than others. | Fact | Opinion |
| 9 Learner drivers cannot drive on motorways. | Fact | Opinion |
| 10 Learner drivers should be allowed to drive on motorways. | Fact | Opinion |

Check your choices against the 'Answers' on page 245. Give yourself a point for each one you got correct, then add up your score.

Add up your score out of 10.

Did you mistake some opinions for facts? If so, you might have mistaken them for facts because:

- you agree with the point
- the point sounds reasonable
- the language used makes it sound like a fact
- you can give an example from your experience
- you can't imagine why anyone would disagree with the point made.

Fact and opinion table

Sorting information	
Fact	Opinion

Initial observations form

Nursery/Reception Class

Initial Observations

Setting staff should carry out initial observations during the first month a child attends nursery/reception class

Parting from carer/independence within nursery/reception class

Social skills a) with other children

 b) with staff

Special interests/use of time

Large (gross) motor skills

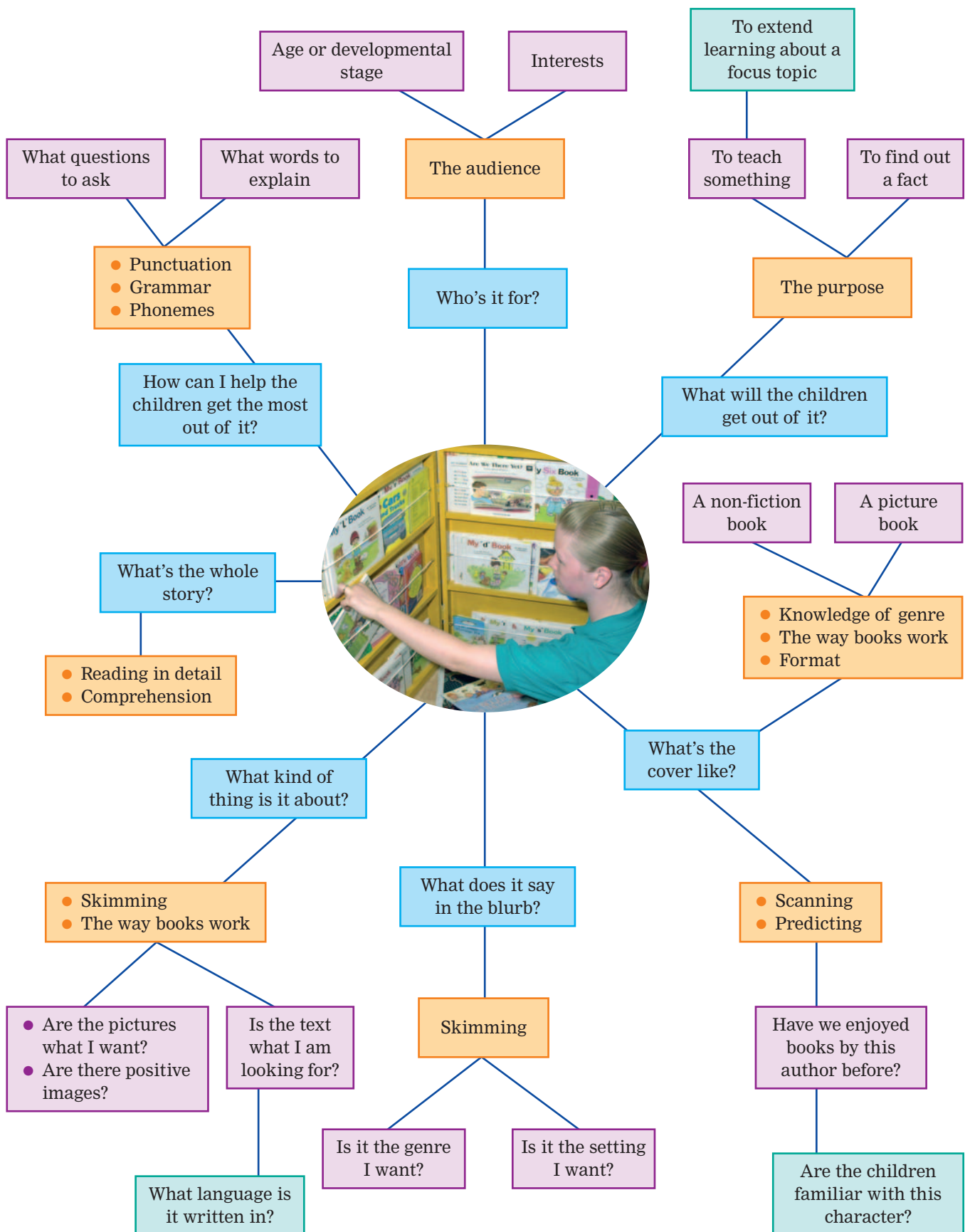
Small (fine) motor skills

Story/book skills

Language/communication skills

Additional comments

Spidergram



Phonemes

There are 44 phonemes in English.

Vowel phonemes					
Phoneme	Examples				
a	cat				
e	peg	bread			
i	pig	wanted			
o	log	want			
u	plug	love			
ae	pain	day	gate	station	
ee	sweet	heat	thief	these	baby
ie	tried	light	my	shine	mind
oe	road	blow	bone	cold	
ue	moon	blue	grew	tune	
oo	look	would	put		
ar	cart	fast (regional)			
ur	burn	first	term	heard	work
or	torn	door	warn (regional)		
au	haul	law	call		
er	wooden	circus		sister	
ow	down	shout			
oi	coin	boy			
air	stairs	bear	hare		
ear	fear	beer	here		

Consonant phonemes					
Phoneme	Examples				
b	baby				
d	dog				
f	field	photo			
g	game				
h	hat				
j	judge	giant	barge		
k	cook	quick	mix	Chris	
l	lamb				
m	monkey		comb		
n	nut	knife	gnat		
p	paper				
r	rabbit	wrong			
s	sun	mouse	city	science	
t	tap				
v	van				
w	was				
wh	where (regional)				
y	yes				
z	zebra	please	is		
th	then	thin			
ch	chip	watch			
sh	ship	mission		chef	
zh	treasure				
ng	ring	sink			

Short story

A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

'Help me pack the green bag,' said Mum. 'We need sun cream and lots to eat.'

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel. 'Oh no,' said Tom. 'We'll be here for a week!'

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, 'I must hurry, we need to get to the beach.'

At last they got to the sea. Tom and Pete had an ice cream. Mum and Dad had a cup of tea. The puppy went to sleep under a tree.



Window, page 3



Window, page 8



Gingerbread man activities

The Gingerbread Man – *telling the story*

- Talk about the cover. Ask the children what they think the story might be about.
- Go through the book and point out the main characters. Tell the children the names of the characters.
- Read the story and encourage them to join in with the catchphrase, 'Run, run, as fast as you can ...'.
- Model reading from left to right and turning the pages.
- Use different voices, speeds and tone in appropriate sections of the book.
- Select suitable places to ask children to predict what is going to happen next.
- At the end of the story, ask questions to check the children have understood the plot.
- Expand the children's answers into sentences.
- Look at and name shapes in the pictures.
- Use words to describe the relative positions of the characters in the pictures.
- Explore concepts such as 'bigger than' and 'faster than'.

The Gingerbread Man – *additional activities*

- Role-play the story with children as key characters.
- Use puppets to retell the story.
- Ask children to retell the story in their own way.
- Ask children about the feelings of the different characters in the book.
- Count the characters chasing the gingerbread man.
- Use the catchphrase to invent phrases for other creatures and act them out.
- Cook gingerbread men.
 - Weigh the ingredients.
 - Set the oven temperature.
 - Set a timer for the end of cooking time.
 - Count how many gingerbread men go in to and come out of the oven.
 - Read and follow instructions for a recipe.
 - Sequence the recipe instructions orally.
 - Sequence the written recipe instructions.
- Read and follow instructions to make finger puppets.
- Sequence pictures to order the story.
- Sequence words to make sentences from the story.
- Make a 3D model of the map in the story and get children to re-enact the story with small figures.
- Hot seat the key characters.
- Set up the home corner as a kitchen for making gingerbread men.
- Use small world equipment to replicate the story.
- Make a story sack of the book.
- Use speech-bubbles for writing dialogue from the story.
- Label ingredients for making gingerbread men.
- Make shopping lists for making gingerbread men.
- Where is the gingerbread man now? Photograph the gingerbread man next to familiar local places.
- Read non-fiction books about the different animals in the story.
- Imitate the movement of the different animals in the story.
- Use music (e.g. *Carnival of the Animals*, *Peter and the Wolf*) to retell a story.
- Play sound lotto to distinguish between the different animals in the story.
- Use paired talk to discuss dilemmas raised by the story.
- Visit a local baker/supermarket to buy some gingerbread men.
- Hide cut-out gingerbread-men shapes outside and have a gingerbread-man hunt.
- Paint pictures of a chosen character.
- Draw a gingerbread man, copying an example from the book.
- Arrange 10 different sized gingerbread men cut-outs in order of size.
- Arrange 10 different numbered gingerbread men cut-outs in order.
- Give each gingerbread man the correct number of buttons to correspond with his number.
- Give each gingerbread man the correct number of eyes and count them in batches.

NNS extract 1

An Overview of the Foundation Stage Activities

Stepping stones	Nursery booklet			Reception booklet			Early learning goal/ Key objective
	Yellow band	Blue band	Green band	Blue band	Green band		
Large group activities	Counting and recognising numbers page 8–17 Early addition and subtraction page 38–41 Measures page 50–53 Shape and space page 66–67			Counting and recognising numbers page 12–21 Early addition and subtraction page 34–39 Measures page 48–53 Shape and space page 62–65			
Small group activities	Counting and recognising numbers page 18–27 Early addition and subtraction page 42–45 Measures page 54–59 Shape and space page 68–71			Counting and recognising numbers page 22–29 Early addition and subtraction page 40–43 Measures page 54–55 Shape and space page 66–69			
Planned play and cooking activities	Counting and recognising numbers page 28–37 Early addition and subtraction page 46–49 Measures page 60–65 Shape and space page 72–78			Counting and recognising numbers page 30–33 Early addition and subtraction page 44–47 Measures page 58–61 Shape and space page 70–71			

Early Learning Goals	Nursery booklet			Reception booklet			Early learning goal/ Key objective
	Yellow band	Blue band	Green band	Blue band	Green band		
Counting and recognising numbers	<ul style="list-style-type: none"> Say and use the number names in order in familiar contexts. Count reliably up to 10 everyday objects. Recognise numerals 1 to 9. Use developing mathematical ideas and methods to solve practical problems. 						
Early addition and subtraction	<ul style="list-style-type: none"> In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Find one more or one less than a number from 1 to 10. Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'. Use developing mathematical ideas and methods to solve practical problems. 						
Measures				<ul style="list-style-type: none"> Use language such as circle or bigger to describe the shape and size of solids and flat shapes. Use developing mathematical ideas and methods to solve practical problems. 			
Shape and space				<ul style="list-style-type: none"> Talk about, recognise and recreate simple patterns. Use language such as circle or bigger to describe the shape and size of solids and flat shapes. Use everyday words to describe position. 			

Extract from *The National Numeracy Strategy – Mathematical activities for the Foundation Stage – Nursery* (DfES 2002)

NNS extract 2

Framework for Teaching Mathematics from Reception to Year 6

Key objectives	Reception	Year 2
<ul style="list-style-type: none"> ◆ Say and use the number names in order in familiar contexts. ◆ Count reliably up to 10 everyday objects. ◆ Recognise numerals 1 to 9. ◆ Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities. ◆ In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. ◆ Find one more or one less than a number from 1 to 10. ◆ Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'. ◆ Talk about, recognise and recreate simple patterns. ◆ Use language such as circle or bigger to describe the shape and size of solids and flat shapes. ◆ Use everyday words to describe position. ◆ Use developing mathematical ideas and methods to solve practical problems. 	<ul style="list-style-type: none"> ◆ Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder). ◆ Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number, and so on). ◆ Understand that subtraction is the inverse of addition; state the subtraction corresponding to a given addition and vice versa. ◆ Know by heart all addition and subtraction facts for each number to at least 10. ◆ Use knowledge that addition can be done in any order to do mental calculations more efficiently. ◆ Understand the operation of multiplication as repeated addition or as describing an array. ◆ Know and use halving as the inverse of doubling. ◆ Know by heart facts for the 2 and 10 multiplication tables. ◆ Estimate, measure and compare lengths, masses and capacities, using standard units; suggest suitable units and equipment for such measurements. ◆ Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre. ◆ Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features. ◆ Use mathematical vocabulary to describe position, direction and movement. ◆ Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved. 	<ul style="list-style-type: none"> ◆ Count reliably at least 20 objects. ◆ Count on and back in ones from any small number, and in tens from and back to zero. ◆ Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers. ◆ Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number. ◆ Understand the operation of addition, and of subtraction (as 'take away' or 'difference'), and use the related vocabulary. ◆ Know by heart all pairs of numbers with a total of 10. ◆ Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally. ◆ Compare two lengths, masses or capacities by direct comparison. ◆ Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity. ◆ Use everyday language to describe features of familiar 3-D and 2-D shapes.
Year 1		

Extract from *The National Numeracy Strategy – Framework for teaching mathematics from Reception to Year 6* (DfES 1999)

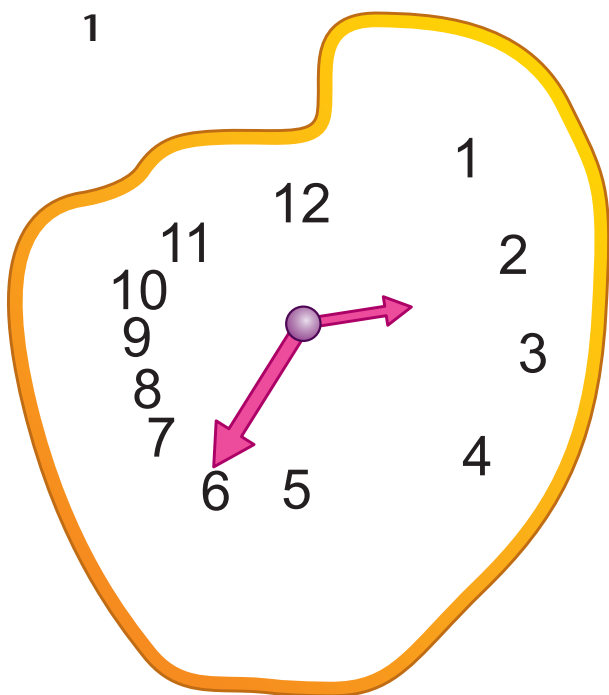
NNS mathematical vocabulary

RECEPTION	YEAR 1	YEAR 2
<p>EXPLORING PATTERNS, SHAPE AND SPACE</p> <p>shape, pattern flat curved, straight round hollow, solid corner face, side, edge, end sort make, build, draw</p>	<p>SHAPE AND SPACE</p> <p>shape, pattern flat curved, straight round hollow, solid corner point, pointed face, side, edge, end sort make, build, draw</p>	<p>SHAPE AND SPACE</p> <p>shape, pattern flat, curved, straight round hollow, solid corner point, pointed face, side, edge, end sort make, build, draw surface</p>
<p>3D SHAPES</p> <p>cube pyramid sphere cone</p>	<p>3D SHAPES</p> <p>cube cuboid pyramid sphere cone cylinder</p>	<p>3D SHAPES</p> <p>cube cuboid pyramid sphere cone cylinder</p>
<p>2D SHAPES</p> <p>circle triangle square rectangle star</p>	<p>2D SHAPES</p> <p>circle triangle square rectangle star</p>	<p>2D SHAPES</p> <p>circle, circular triangle, triangular square rectangle, rectangular star pentagon hexagon octagon</p>
<p>PATTERNS AND SYMMETRY</p> <p>size bigger, larger, smaller symmetrical pattern repeating pattern match</p>	<p>PATTERNS AND SYMMETRY</p> <p>size bigger, larger, smaller symmetrical pattern repeating pattern match</p>	<p>PATTERNS AND SYMMETRY</p> <p>size bigger, larger, smaller symmetrical line of symmetry fold match mirror line, reflection pattern repeating pattern</p>
	<p>Words new to Year 1 are in red</p>	<p>Words new to Year 2 are in red</p>

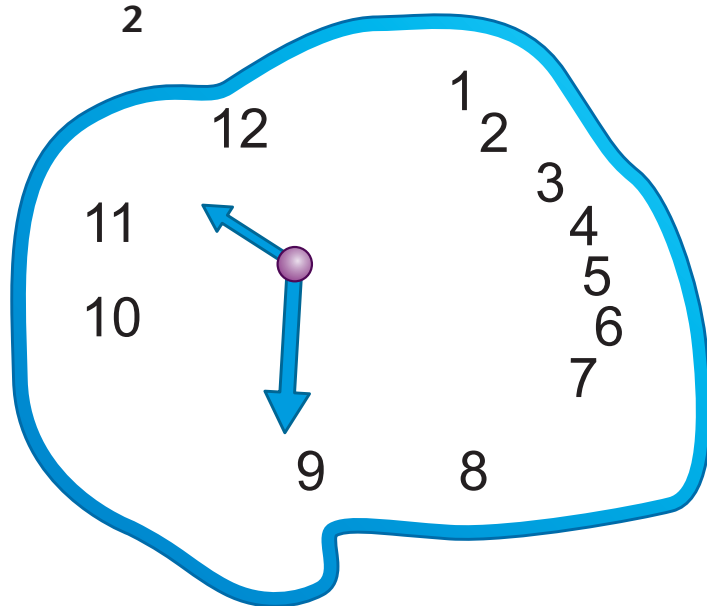
Extract from *Mathematical Vocabulary Book*
(DFES 2000)

Odd clocks

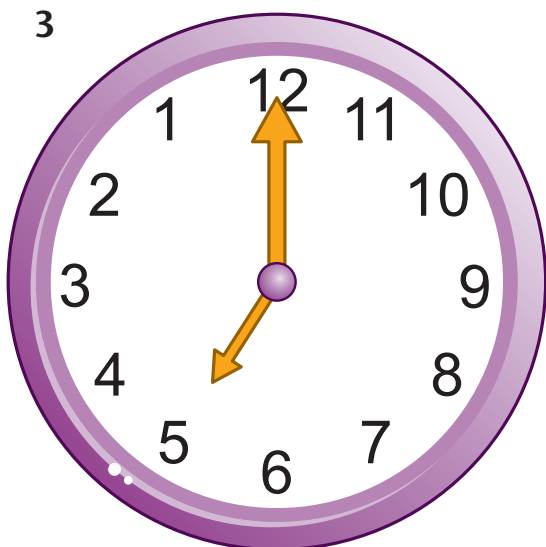
1



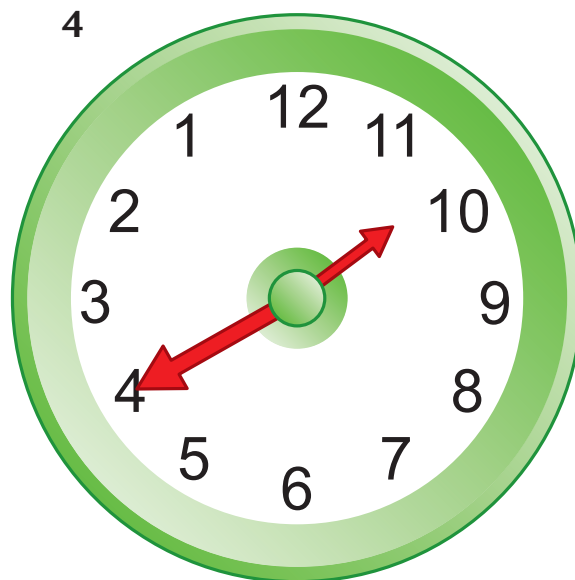
2



3



4



Sources of information

How can you improve your literacy and numeracy skills?

Websites

www.bbc.co.uk/skillswise

www.bbc.co.uk/keyskills

www.bbc.co.uk/learning/returning

www.standards.dfes.gov.uk/literacy/profdev/selfstudy/

www.standards.dfes.gov.uk/numeracy/profdev/selfstudy/

www.dfes.gov.uk/readwriteplus/skillsforwork

Skills for Life materials

Contact your local college to see if they run any courses that would be of help to you.

Your teacher may be able to put you in touch with sources of help.

Glossary

abbreviation a shortened form of a word or phrase

abbreviate cut short or reduce

acceptance in agreement with

accurate correct and precise

adhere to stick to, follow closely

adjective a word that describes somebody or something (e.g. tall, slimy)

adult:child ratio description of the number of adults required to look after a number of children (1:3 means 1 adult for every 3 children)

adverb a word that gives extra meaning to a verb (e.g. quickly, quietly)

aggressive hostile, not friendly

alliteration a phrase where several closely connected words begin with the same phoneme (e.g. free phone; Peter Piper picked a peck of pickled pepper; slithering snake)

alphabet the letters used to form words

alternative another option or choice

apostrophe a punctuation mark showing that some letters have been left out of a word (e.g. can't meaning cannot); can also indicate that something is owned by somebody (e.g. Harold's jumper)

applied put on

appropriate suitable for the situation

aptitude talent for doing something

aspect a part of something, a feature; several aspects together make the complete picture

assess measure, evaluate

assessment judgement, evaluation (e.g. of how a child is progressing in accordance with development goals or other criteria)

assist help

at least not less than

auditory discrimination hearing the difference between two words

biography the life story of a person written by somebody else (an autobiography is someone's own account of their life story)

blending combining – the process of combining phonemes into syllables and words

blockage obstruction, something that is in the way

blurb the information on the back cover or inside flap of a book that tells the reader about the genre, setting, etc.

breach break

brief short and to the point

budget amount of money available to spend

capacity the amount of liquid that a container will hold; the standard metric units for measuring capacity are millilitres and litres

centimetre metric unit for measuring length; 1 centimetre = 10 millimetres; 100 cm = 1 metre

child psychologist a doctor who specialises in children's mental health

circular shaped like a circle; round

closed body language sitting or standing in a position where the body is covered or protected (e.g. folding the arms across the chest)

colleague fellow worker; someone you work with

combination mixture

committed dedicated; wanting to do well

communication listening, speaking and non-verbal cues (gestures, body language)

compare to look for things that are the same and things that are different

competence ability, skill at a particular level

comply with obey, meet the terms of

component a small part; many components go together to make up something bigger

comprehension understanding (e.g. of a text)

compression pushing down on something

compromise change; agreement reached by parties in resolving a conflict that has involved both parties making concessions (i.e. accepting less than they desired)

compulsory essential, something that must be done

concept idea

cone a 3-dimensional shape with a flat circular base; its top is pointed and its sides are curved

confident self-assured, positive

confidential private or secret; not to be shared

confirm check or prove; agree

confrontation fight or argument

consequence result of certain actions; what happens after something has happened

consolidate strengthen, build up

consonant any of the letters of the alphabet except the vowels (a, e, i, o, u)

constant all the time, continually

contaminate infect or pollute

contents list/page a list of what is in a book or magazine and the page numbers where the information can be found

context situation

contract of employment legal document that sets out the details of your job role, holiday entitlement, pension, etc.

- contribute** join in; add ideas
- corner** the meeting point of two sides of a shape (e.g. a square has four corners)
- correspondence** matching two separate types of information (e.g. a phoneme with a grapheme)
- criterion** (plural **criteria**) a standard or principle by which something is judged
- criticism** a comment showing disapproval of someone or something
- cube** a three-dimensional shape with six equal-sized square faces
- cuboid** a three-dimensional shape with six faces; opposite sides are equal in size
- cultural** belonging to a particular culture or ethnic race
- curriculum** (plural **curricula**) a programme of work; the subjects/elements making up a course of study
- curve** a smooth continuous line; not straight
- cylinder** a three-dimensional object; its ends are equal-sized circles that are parallel to each other; the diameter is constant along the length
- dash** punctuation mark (–) used to join words or phrases
- decode** translate a written word into a spoken word
- degrees Celsius (°C)** widely used temperature scale in which the freezing point of water is 0°C and the boiling point is 100°C
- degrees Fahrenheit (°F)** ‘old-fashioned’ temperature scale in which the freezing point of water is 32°F
- delegate** share or give out
- depress** press or push
- diagram** a drawing that explains something in a text or shows the components of something
- different cultures** different backgrounds and different ways of life
- digital display** an accurate readout given in numbers
- discuss** talk about
- dislodge** remove something that has become stuck
- disposable** designed to be thrown away after use
- disposition** character, personality, nature, temperament
- distracting** off-putting; making it difficult to concentrate
- ditto** the same again
- duties** things you have to do as part of your job
- e.g.** ‘for example’ (from the Latin ‘*exempli gratia*’)
- early learning goals** the levels of different competencies that most children are expected to reach by the end of the foundation stage
- Early years practitioner** an adult who works with children
- edge** the boundary or side of a shape or object
- efficient** well-organised; capable
- empathy** understanding of another person’s thoughts and feelings
- emphasis** stress put on something (e.g. during speech)
- emphasise** stress, call attention to something
- en route** on the way, while travelling
- ensure** make sure
- equal** the same size
- equipment** tools or devices
- establish** determine, find out
- estimate** a sensible guess
- etc.** ‘and the rest’ (from the Latin ‘*et cetera*’)
- evacuate** to remove all people from a place such as a building
- evacuation** the process of removing all people from a place such as a building
- evaluate** consider, think about
- exit** way out
- external** outside
- face** the surface of a three-dimensional shape
- fiction** a text that is invented by the author
- flat** smooth, even and level surface
- flexible** able to adapt to different circumstances and situations
- fluency** smoothness and confidence
- fold** to turn over (e.g. you can fold a piece of paper)
- formal** official; correct and proper
- format** the way a text is arranged or presented (e.g. in a book, leaflet, poster or using headings, subheadings and bullet points)
- framework** an outline of the things that should be taught to different age groups of children, allowing development
- frequent** happening often
- gender** sex – male or female
- genre** type of text; different genres have their own characteristics (examples include science fiction, short stories, encyclopaedia, etc.)
- gestures** signs and signals made with the upper body such as the hands or arms (e.g. shrugging to mean ‘I don’t know’)
- glossary** a list of specialist words used in a text, together with their meanings
- grammar** the rules that govern the relationships between words in the language
- grapheme** a sound (phoneme) represented in writing

graphic picture, image or illustration

guidelines written texts that describe the correct way to do things

half one of two equal parts

half an hour period of time equal to 30 minutes

halve divide into two equal parts

hazard risk or danger

hexagon a two-dimensional shape with six sides

hollow not solid – an object is hollow if it has a space or cavity within it (e.g. a pipe)

homonyms words with the same spelling and pronunciation but different meanings (e.g. row)

homophones words that have the same sound as other ones but different spellings or meanings (e.g. there, their, they're)

hour a unit of time; 60 minutes = 1 hour

hyphen punctuation mark (-) that joins words together

i.e. 'that is' (from the Latin '*id est*')

illustration a picture that accompanies some text

imperative command or instruction word

in accordance with in line with, in agreement with

in association with alongside, together with

inappropriate unsuitable, incorrect

incentive something that will encourage you to do something

index an alphabetical list of what is in a text and the page numbers where the information can be found

indicate suggest or show

informal casual, relaxed

ingestion eating

inhalation breathing in

initial first, straight away, early

initiate start, begin

interact work together, cooperate

intonation the rise and fall of a voice when speaking; the way a voice changes to express emotions such as fear and happiness

invade occupy or intrude (used when talking about personal space)

jargon language used by a particular profession or interest group; may include vocabulary that is unfamiliar to those outside the group

job description a document that lists the job title and the responsibilities of a particular job and the skills and qualifications required to do the job

judgmental making decisions or having opinions; having an excessively critical point of view (e.g. making a decision about someone based on an observation of their behaviour)

key objective main purpose; descriptions given in a framework or curriculum to summarise the main goals or aims

labelled division the marks on a scale that have numbers next to them

legal lawful, following the law

length a measure applied to distance; measured in millimetres, centimetres and metres

liaise communicate with, get together with

limit restriction

line manager the member of staff who is directly in charge of you and your work

line of symmetry a line that divides a shape into two mirror images; you can check for a line of symmetry by folding a shape in half to see if the two halves match, or by placing a mirror over half of the shape to see if the reflected half is the same

linguistic to do with language

literacy reading and understanding, writing to communicate, speaking, listening and responding

litre metric unit for measuring capacity; 1 litre = 1000 millilitres

location place

maintain continue, keep up

malleable soft and flexible, able to be moulded

mass a measure of how much of an object there actually is; measured in grams and kilograms

match put with other things that are the same; make a pair

maximum the most or highest amount

mental calculations sums that you work out in your head

metaphor figure of speech in which something is described as if it were something else (e.g. he is an ass, she is magic)

millilitre metric unit for measuring capacity; 1 litre = 1000 millilitres

minimum the least or the smallest amount

minute a unit of time; 60 minutes = 1 hour; 1 minute = 60 seconds

mirror line line on a shape on which you place a mirror to test for lines of symmetry

monitor to keep a continual check on something

motivate make enthusiastic, stimulate

nearest closest, next

negative 1 off-putting, unenthusiastic
2 (in numbers) below zero

negotiate consult; discuss

negotiation skills skills to help people consider the points of view of others and come to a solution to the problems that exist between them

- nervous** anxious, worried
- non-discriminatory** fair, doesn't highlight differences between people
- non-fiction** text that is factual
- non-standard** something that is not standard
- non-standard units** measures that are not agreed throughout a community and might vary in size from place to place (e.g. a mugful is a non-standard unit because mugs are not all the same size)
- non-verbal communication** forms of communication that are visual rather than spoken (e.g. facial expressions or gestures)
- noun** a word that stands for somebody or something (e.g. house, John)
- numeracy** understanding and using, calculating and manipulating, interpreting and communicating mathematical information
- objective** 1 aim, goal
2 impartial, unbiased; not making any judgements or putting forward a particular opinion
- observation** watching and studying
- observational skills** ability to watch carefully to get information
- observations** comments or remarks
- observe** watch or study
- octagon** a two-dimensional shape with eight sides
- OFSTED** Office for Standards in Education (acronym)
- onomatopoeia** words that echo sounds associated with their meaning (e.g. clang, hiss, cuckoo)
- onset and rime** a way of dividing up words to support phonological awareness; words can be divided into opening sounds (onset) and the end sound unit (the rime) (e.g. p-ot, sp-ot, sl-ot, g-ot)
- open body language** sitting or standing in a position where the body is 'open' (e.g. spreading arms out wide)
- opinion** personal point of view
- outgoing** confident and sociable
- paramount** more important than anything else
- participation** taking part, joining in
- pattern** a regular and predictable form
- peer** a person of the same age, status or ability as another person
- pentagon** a two-dimensional shape with five sides
- per** each; for every
- persevere** continue with, keep trying
- personal** private, relating to an individual
- persuasive** convincing and believable
- phoneme** the smallest unit of sound in a word, represented by one or more letters (e.g. these words end in the same phoneme: to, too, two, blew, blue, threw, through)
- phonological awareness** the awareness and manipulation of sounds within words
- phrase** a group of words that go together (e.g. 'A big blue rabbit' is a phrase)
- planning grid** a table that allows you to plan several strands at once and make sure that you cover every aspect that you need to
- point** the place where two lines meet
- policy** guidelines showing the way that something should be done
- positive** 1 clear, encouraging and confident
2 (in numbers) above zero
- positively** in a helpful, encouraging way
- posture** the position of the body, pose
- practitioner** person actively involved in a profession (e.g. Early years practitioner; general practitioner – family doctor, who deals with the general public)
- preposition** a word that goes with a noun and shows its relationship (e.g. time, position) to another noun or event (e.g. 'at', 'over', 'by', 'with')
- present** in attendance
- prime** main, first
- principal** head teacher; main
- prior permission** permission that was obtained on an earlier occasion
- procedure** the way something is done
- profile** outline, summary, report
- promote** encourage, provide help and support
- punctuation** the marks made in writing (e.g. full stops, question marks, commas, speech marks, etc.) that separate words or pieces of text and make the meaning clear
- pyramid** a 3-dimensional shape with triangular sides that meet at the top; the base is usually a square or a triangle
- quality** a distinct characteristic or part of someone's personality
- quantity** amount
- quarter** 1 one of four equal parts
2 divide into four equal parts
- quarter of an hour** a period of time equal to 15 minutes
- range** extent
- ratio** a comparison (see adult:child ratio)
- reassure** comfort and provide support for somebody so that they feel at ease

- recruit** employ, take on
- rectangle** a two-dimensional shape with four right angles and opposite sides of the same length
- rectangular** shaped like a rectangle
- refund** money that is paid back to somebody
- reinforce** emphasise, support
- relevant** appropriate to the situation
- religious persuasion** religious denomination, religious belief
- refrain** line or lines that are repeated many times in a song, story or poem (e.g. 'He huffed and he puffed ...' from the story of the three little pigs)
- repeating pattern(s)** a pattern that does the same thing over again
- resolve** answer, solve, sort out, find a solution to
- respect** value and show consideration for
- respond** react, reply
- responsibilities** things you have to do as part of your job
- resuscitation** a first aid process of helping a person who has stopped breathing to start breathing again
- reveal** show, tell
- rhyme** when words share a final sound (e.g. had, bad, mad, lad)
- rhythm** a pattern of regular beats
- rights** things that you are legally entitled to
- rime** see 'onset and rime'
- rota** a list or table showing when people are to perform certain duties
- sarcastic** mocking
- scale** measuring device usually made up of points on a line with equal intervals
- scan** to look over a text quickly; look for information by searching for a key word
- segmentation** breaking down words into phonemes
- select** choose
- sensitive** aware of other people's feelings
- sentence construction** the way words are put together so that they make sense
- setting** situation (e.g. local authority nursery, nursery centre, playgroup, pre-school, accredited child minder, schools in the independent, private or voluntary sector, maintained school, etc.)
- severe** very bad, serious
- share** divide into parts; give out to people
- short vowel sound** 'a' as in 'bag'; 'e' as in 'beg'; 'i' as in 'big'; 'o' as in 'bog'; 'u' as in 'bug'
- side** the boundaries of a shape or object (e.g. the three sides of a triangle)
- simile** figure of speech in which the writer compares something to something else (e.g. as happy as a lark, as cold as ice)
- size** how big or small an object is
- skill** ability to do something
- skim** to read quickly to get the gist of a piece of text
- solid** a three-dimensional object that is not hollow
- solution** answer to a problem
- sort** to order or arrange
- specific** particular, special
- specified** set out in detail
- sphere** a 3-dimensional shape that is round in every direction, like a ball
- square** a two-dimensional shape with four right angles and four sides of equal length
- stamina** staying power; endurance
- standard** an expected level of performance
- standard units** units for measuring that are agreed throughout a community (e.g. the litre is a standard unit for measuring liquids)
- star** a two-dimensional shape with five or more radiating points
- stepping stones** stages in the progress towards the early learning goals
- stereotyping** seeing something from just one point of view and not recognising people as individuals (e.g. racial stereotype – if you stereotype a French person, you might say that all French people wear berets, ride bicycles and carry onions; an example in an Early years setting is gender stereotyping – children might be stereotyped by saying that all boys like to play with cars and all girls like to play with dolls)
- sterile** clean and germ free
- sternum** breastbone (bone at the front of the chest, where the ribs meet)
- stipulated** set out, decided
- straight** not curved; running in the same direction for its whole length
- strand** continuous thread
- strategy** particular approach or way of doing something
- subjective** personal, biased; seeing things from your own point of view
- summarise** sum up, give the general meaning or point
- supervise** to look after, to take care of
- supplement of examples** an extra section with examples of what should be taught
- surface** the extent of a three-dimensional object; its face

sustain continue, keep going

sustained suffered or experienced

syllable a beat in a word (e.g. dog has 1 syllable; barking has 2 syllables; dinosaur has 3 syllables)

symbols marks that have a particular meaning (e.g. & means 'and')

symmetrical an object that is symmetrical can be divided into two sides that match one another exactly (mirror images of each other)

technique method

temporarily for a short period of time

text any form of written communication – written, spoken, electronic

thermometer instrument used to measure temperature

three-quarters of an hour a period of time equal to 45 minutes

tolerant patient, open minded

triangle a two-dimensional shape with three sides and three angles

triangular shaped like a triangle

underpin support

up to not more than

verb a doing, being or action word (e.g. jump, sing)

verbally in spoken words

vicinity surrounding area, neighbourhood

visual discrimination seeing the difference between written words or letters

vocabulary words that make up a language

vocation career, job, occupation

vowels the letters 'a', 'e', 'i', 'o', 'u' (and sometimes 'y')

vulnerable weak, defenceless, exposed

withdrawn quiet and unsociable

