



TEACHING ACROSS THE EARLY YEARS 3-7

curriculum coherence and continuity
edited by Hilary Cooper and Chris Sixsmith

Teaching Across The Early Years 3 7

G Thomas



Teaching Across The Early Years 3-7:

Teaching Across the Early Years 3-7 Hilary Cooper, Chris Sixsmith, 2004-11-23 This practical and accessible book explores ways of developing continuity and coherence in children's learning from three to seven years old. It is based around three case studies in which tutors on Initial Teacher Training courses worked with early years practitioners in three different pre-school settings, each linked to a primary school. The book describes how they successfully managed to plan and teach integrated themes across the age range in the context of the requirements of the Foundation Stage and the National Curriculum. Each case study has a different focus: science, design and technology, the arts, including an ICT strand, the humanities, including a physical education strand. English and mathematics dimensions run through each theme. The book is alive with discussion of children's art, language, drama and music, captured as field notes, writing, drawing and as video tape. Each chapter concludes with suggestions of ways in which readers can develop the ideas in their own contexts. This book will be invaluable reading for students on Early Years courses, Early Years practitioners and tutors and mentors in early childhood education.

Developing Professional Practice 0-7 Sonia Blandford, Catherine Knowles, 2016-05-20 Developing Professional Practice 0-7 provides a thoroughly comprehensive and cutting edge guide to developing the understanding and practical skills necessary for working within early years education. The new edition is fully updated for the revised Early Years Foundation Stage Statutory Framework. The updated edition covers all core topics associated with developing effective professional practice, including leadership and management, personalised learning and continuing professional development. There is also a strong focus on parent/carer engagement, setting accountability for the lowest attaining groups, the parent/carer and child voice in education, transition, SEND reform, early intervention and developing leadership at all levels, including as a business model. Readers can explore in depth issues and take ownership of them by applying theory to real practice in schools and early years settings. Chapter contents are directly linked to the Early Years Teacher Standards, providing a clear understanding of how the content relates to competencies and allowing readers to reflect critically on best practice. Discussion points and case studies further connect theory to practice and offer a genuinely accessible and engaging introduction to supporting the education of babies, toddlers and young children. This vibrant, dynamic and interactive approach uses examples of real practice along with a range of additional features tailored to support the reader in developing their knowledge, skills and understanding. Developing Professional Practice 0-7 is essential reading for anyone training to work in the early years and an invaluable resource for all those already in the early stages of their careers.

Informing Transitions in the Early Years Aline-Wendy Dunlop, Hilary Fabian, 2006-12-16 An increased emphasis on an early start in group day care and educational settings for young children means that by the time children enter statutory education they may already have had several transitional experiences, each will have an impact. This book explores early transitions from a variety of international perspectives. Each chapter is informed by rigorous research and makes recommendations on how

education professionals can better understand and support transitions in the early years Contributors examine issues such as Parental involvement in the transition to school Children's voices on the transition to primary school The construction of identity in the early years Readers will be able to draw support guidance and inspiration from the different writers to scaffold their own thinking and development in relation to children's transitions Ample opportunities are offered for readers to gain confidence and competence in dealing with the range of people involved in transitions and to the benefit of everyone not least the children whose transitions capital will grow Informing Transitions in the Early Years is essential reading for early years students practitioners policy makers and researchers

Story in Children's Lives: Contributions of the Narrative Mode to Early Childhood Development, Literacy, and Learning Kelli Jo Kerry-Moran, Juli-Anna Aerila, 2019-09-27 This book is based on the power of stories to support children in all areas of their lives It examines the role narratives can play in encouraging growth in contexts and domains such as personal and family identity creative movement memory and self concept social relationships or developing a sense of humor Each chapter describes innovative and research based applications of narratives such as movement stories visual narratives to develop historical thinking multimodal storytelling bibliotherapy mathematics stories family stories and social narratives The chapters elaborate on the strength of narratives in supporting the whole child in diverse contexts from young children on the autism spectrum improving their social skills at school to four and five year olds developing historical thinking to children who are refugees or asylum seekers dealing with uncertainty and loss Written by accomplished teachers researchers specialists teaching artists and teacher educators from several countries and backgrounds the book fills a gap in the literature on narratives this work delves into the topic of narratives in young children's lives with a breadth of topics and depth of study not found elsewhere Collectively the insights of the contributors build a convincing case for emphasizing story across the various disciplines and developmental domains of the early childhood years The writing style is scholarly yet accessible Authors used a wide array of visual material to make their points clearer and show the reader what meaningful uses of story look like Mary Renck Jalongo Journal and Book Series Editor Springer Indiana PA USA

Physical Education and Development 3-11 Jonathan Doherty, Peter Brennan, 2012-08-21 Physical education plays a vital role in children's development health and well being and is an increasingly important part of the government's strategy for healthy schools The role and profile of physical education at primary level continues to grow as awareness of the need to encourage an active lifestyle at an early age increases This accessible guide to teaching PE within the 3-11 age range will allow all non specialist primary teachers to approach the subject with confidence encouraging a better understanding of its role within schools and the special contribution it can make to children's lives The book shows how to guide children's movement experiences from the Foundation Stage right through to adventurous activities and sports games at the end of Key Stage 2 contains a wealth of practical advice on developmentally appropriate practical ideas supports the PECCSL strategy PE School Sport and Club Links of providing at least 2 hours a week on high quality PE and

school sport within schools Written for all early years and primary students on teacher education courses this book is also relevant for teachers HLTAs and other non PE specialists working with children up to the age of 11 *Exploring Time and Place Through Play* Hilary Cooper,2012-09-10 This book is packed with fun and exciting activities that enable the child to make sense of the world that they live in and relate it to their own experiences in order to enhance their personal and social development *Creative Development* Jane Johnston,Kathleen Taylor,Lindy Nahmad-Williams,2011-01-13 A complete guide to supporting physical development in the Early Years Foundation Stage EYFS promoting a holistic approach and drawing on examples of good practice *Physical Education 5-11* Jonathan Doherty,Peter Brennan,2014-01-03 Physical Education 5 11 is about lighting or relighting a fire in all those who have the privilege and the responsibility of teaching children physical education in Primary schools today It is written at a time of great change a revised Primary curriculum an increased drive to raise achievement and potentially a narrowing of curricular scope in favour of literacy and numeracy It is little wonder that teachers are looking for certainty and answers to questions such as What do I teach in PE What do I need to know about children s development What does good teaching look like in PE How can I assess such a practical subject effectively This new and updated edition provides answers to those questions covers issues in Physical Education and provides a wealth of practical advice on teaching across the stages of the new 2014 curriculum Drawing upon the author s experiences as a teacher coach lecturer and adviser it delivers a justification for PE as an essential element in the Primary curriculum imbues a theory into practice approach that provides readers with clarity instils confidence and offers a licence to teach all practical aspects of PE effectively and creatively underpinned by knowledge of children s development their learning and the critical professional issues in PE today This book is the essential companion to inform and inspire students and practising teachers in this most dynamic and exciting of subjects *History 5-11* Hilary Cooper,2012 Rev ed of History 3 11 Abingdon UK David Fulton 2006 *Physical Development* Linda Cooper,Jonathan Doherty,2011-01-13

Reviewing **Teaching Across The Early Years 3 7**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Teaching Across The Early Years 3 7**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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