

Key Stage	Year Groups	Age of Children	Key Assessment
EYFS (Early Years Foundation Stage)	Nursery, Reception Year	0-5	
Key Stage 1	Year 1 - 2	5-7	Phonics test in Year 1 KS1 SATs in Year 2
Key Stage 2	Year 3 - 6	7-11	KS2 Multiplication Tables Check (MTC) in Year 4 KS2 SATs in Year 6
Key Stage 3	Year 7 - 9	11-14	
Key Stage 4	Year 10 - 11	14-16	GCSEs in Year 11
Key Stage 5 / Sixth Form	Year 12 - 13	16-18	A-Levels in Year 13 Or NVQs / BTECs / Apprenticeships / IB

Six Years Of Circle Time A Curriculum For Key Stages 1 And

Penny Tassoni



Six Years Of Circle Time A Curriculum For Key Stages 1 And :

Six Years of Circle Time Graham Davies,1999 Circle Time Teresa Bliss,Jo Tetley,2006-05-15 Written for the busy classroom teacher this book provides quick access to an abundance of Circle Time activities Building on the success of the first edition this new book retains the original edition s clarity and ease of access whilst providing more than twice as much material It has also been updated to take account of new legislation including Every Child Matters and The National Standard for Healthy Schools Clear headers guide the reader to core games and appropriate themes each with helpful hints for planning and implementation and to assist the smooth running of the sessions The theme section demonstrates ways of using core Circle Time activities such as Sentence Completion and Silent Statements to explore sensitive issues such as friendships and bullying An important new feature is a structure to help readers understand what they should be expecting from pupils during Circle Time at each key stage New and expanded sections on group work and the development of Circle Time are also included This is a valuable resource for teachers educational psychologists and youth workers whether they are experienced Circle Time practitioners or new to the technique **The Anger Alphabet** Tina Rae,2012-11-13 The Anger Alphabet is invaluable for those who work with young people as professionals in either education or social care This second edition gives sound advice practical activities and a clearly structured programme of experiences with new illustrations activities for outdoors and new practical tools such as charts checklists and lists of strategies for young people their parents and their teachers Terri Harrison Nature Nurture Project Camphill School Aberdeen An ideal resource for primary teachers this practical book helps children understand anger and identify links with other emotions with an interactive programme using 26 elements They will learn skills to effectively manage their anger with activities and exercises New to this edition is information on recent initiatives on anger management in schools models and top tips for coping with anger new activities and ideas further information for young children aged 5 9 This instructional guide for teachers comes with photocopiable worksheets and activities suitable for both group and individual work for the whole class which are available to download online Tina Rae has 25 years experience working with children adults and families in both clinical and educational contexts within local authorities She is currently a Professional and Academic tutor on the Doctorate in Child and Educational Psychology at University of East London **Dealing with Feeling** Tina Rae,2007-10-03 Includes Online Resources An ideal resource developed from research practice and teaching this book contains everything that a busy teacher needs to support the social and emotional development of her pupils The scenarios are based upon real life situations and are therefore meaningful and engaging for young people It can be used in whole class group or individual work settings either as a complete step by step teaching programme or as reference resource Dr Ruth MacConville Author Head of SENS L B of Ealing This new combined edition of the bestselling Dealing with Feeling and Dealing With More Feeling provides teachers of children aged 7 14 with structured opportunities to develop their emotional literacy and emotional well being It is firmly

supported by a wealth of research which links children's mental and physical health to the development of emotional literacy. In this second edition Tina Rae emphasises the development of emotional literacy skills and specifically the development of an emotional vocabulary empathy tolerance resilience and motivation. The focus upon managing more complex and uncomfortable feelings is central to the programme and pupils are introduced to a variety of techniques which can be applied across a broad range of contexts. Included in this exciting resource pack are 40 Lesson plans 236 full colour activity pages located on the online resources. Role play activities to develop joint problem solving skills. Packed with teacher friendly resources this book clearly fulfils the requirements of the PSHE curriculum and Healthy Schools agenda whilst also complimenting and building upon many of the themes in the SEAL curriculum Social and Emotional Aspects of Learning.

Creating Gender-Fair Schools & Classrooms Lynn Raphael Reed, Tina Rae, 2007-03-18 Includes CD Rom. For many teachers gender issues related to role models image and expectations have an effect upon the behaviour and achievement of both boys and girls often to their disadvantage. This innovative and practical resource for teachers of students aged 5-13 provides a programme to promote gender equality and inclusivity in schools and colleges a rationale for the programme based on social justice a practical set of classroom activities to implement the programme. The book combines the talents and commitment of two leading authors to provide an action inquiry methodology engaging students and staff in the processes of investigating what is currently happening and planning implementing and reviewing improvements. This contributes to the development of the school as a self-evaluating organisation which listens to the voice of the child. The programme supports teachers and other school staff in developing as reflective practitioners and children and young people in developing as reflective learners. It can also be used to engage schools and colleges in joining the UNICEF Rights Respecting programme which is demonstrating positive results. A real strength of the resource is the inclusion of practical activities that have been carefully designed for pupils. These are excellent and lend themselves for use in a variety of ways. This is a thoroughly recommended resource. SENCO Update

How to Teach Writing Across the Curriculum: Ages 6-8 Sue Palmer, 2010-09-13 Provides a range of practical suggestions for teaching non-fiction writing skills and linking them to children's learning across the entire curriculum. This title provides techniques for using speaking and listening drama and games to prepare for writing. It also includes planning frameworks and skeletons to promote thinking skills. *Primary English: Teaching Theory and Practice* Jane Medwell, David Wray, Hilary Minns, Vivienne Griffiths, Elizabeth Coates, Liz Coates, 2017-05-22 This is the essential teaching theory and practice text for primary English that takes a focused look at the practical aspects of teaching. BTEC National Early Years Penny Tassoni, 2006 A core textbook mapped to the specifications for BTEC National Early Years. Body Image in the Primary School Nicky Hutchinson, Chris Calland, 2011-03-08 The average child watches between 20 000 and 40 000 adverts a year. Girls as young as six are cutting down on what they eat to stay thinner. Three quarters of ten and eleven year olds would like to change their appearance. Body

image and its impact upon self esteem has been recognised as an issue which affects increasingly younger children Research in this area has traditionally focused on adolescents yet anxieties about appearance often develop at a much earlier age than this Primary schools have a critical role in helping children to develop a healthy body image through positive intervention Body Image in the Primary School offers step by step lessons for teachers to address this issue It examines the continuous media and peer pressures that young children are exposed to and encourages children to recognise their own strengths and qualities and to become resilient members of society The authors demonstrate a practical range of activities and projects for teachers to work with designed to make them confident in discussing body image in the classroom This book offers lesson plans for Key Stage 1 Key Stage 2 and the transition to Key Stage 3 practical guidance on how to support and involve parents and carers analysis on the changing social influences of home life peer pressure and the media overviews of research on the links between body image academic achievement and emotional well being This book contains explicit links to SEAL and the ECM outcomes and will be of significant interest to all teachers teaching assistants and practitioners working with primary children

Early Childhood Education and Care Margaret M Clark,Tim Waller,2007-05-14 A much needed book that uniquely brings together policy and practice in early childhood education and care across the United Kingdom and the Republic of Ireland It offers a wealth of information and useful websites and addresses so that importantly readers can keep abreast of the rapidly changing external environment in these countries An essential read for those wishing to understand the background to policy and practice in early childhood education and care Linda Miller The Open University This book is long overdue it provides effective cameos of developments in each country highlighting key legislation the underlying philosophy the formation of policies and their implementation in state voluntary and private provision The International Journal of Early Childhood This unique resource will be invaluable in helping students and others trying to understand the context of current early years provision The case studies bring the book to life and ground it in the stories of real children and their families They highlight how the similarities and differences in support for children and their families are more dependent on where they live than what they need Lesley Staggs Early childhood education and care policy has an impact on the daily lives of early years practitioners and the families and children they work with and practising and trainee early childhood professionals need to have an understanding of current policy as well as the contexts for policy making and implementation Currently the majority of textbooks for early years education and early childhood students in the UK focus on the situation in England As a result readers may have a skewed perspective on policy and practice and not be aware of the varying and different contexts in Northern Ireland Scotland and Wales Also those working in settings not in England have to work hard to apply texts to their own contexts In contrast this book gives the reader easy access to information on the policies and practices in ECEC across each of the countries in the UK and the Republic of Ireland Each chapter covers o background information o policy and practice in early childhood education and care o transition o schooling and curriculum o

quality assurance examination and inspection of professional development and training of future and imminent changes of case studies of children's lives. In addition to describing the legislative, political and practical situation in each country, the book enables comparisons to be drawn and helps readers interpret the data critically. It will be essential reading for modules on comparative education and international perspectives but will also form a foundation for all modules involving policy and provision on Early Years Education, Early Childhood or Childhood Studies courses. Practitioners undertaking CPD modules or foundation degrees and international students looking for comparative data will also find the book useful.

Creative Circle Time Lessons for the Early Years Yvonne Weatherhead, 2008-11-19. Includes CD rom. This creative book uses music, song, poetry and a host of practical ideas to engage children in Circle Time Activities. The publication stems from Yvonne's own work in schools where 26 alphabetical themes have been centralised around a lovable bear character. There are four strands in the book which are linked to the Social Skills curriculum: Self-esteem, Relationships, Communications, Spiritual and Moral Development. These strands are developed through the 26 themes from Adorable bear to Zig Zag bear with a weekly introduction of a new rhythm to accompany the poem. For each theme, there are comprehensive notes for teachers with lots of ideas on the content of each theme. The DVD ROM contains all 26 poems and songs recited or sung by the children. The DVD Rom also includes printable posters and positive thought sheets. As an experienced teacher, Yvonne offers not only a comprehensive practical resource that all teachers will find useful and time saving but she also provides links to Citizenship planning sheets for PSHE lesson objectives and full lesson notes providing all the support busy teachers need. A very exciting practical resource, easy to use and built on a very solid foundation of many years of expertise and practice.

Time to Talk Jean Gross, 2013-05-21. Time to Talk provides a powerful and accessible resource for practitioners to help develop their own skills as well as supporting a whole school or setting approach to speaking and listening. Written by the government's former Communication Champion for children, it showcases and celebrates effective approaches in schools and settings across the country. Jean Gross helpfully summarises research on what helps children and young people develop good language and communication skills and highlights the importance of key factors: a place to talk, a reason to talk and support for talk. This practical and engaging book also provides whole class approaches to developing all children and young people's speaking and listening skills, catch-up strategies for those with limited language, ways in which settings and schools can develop an effective partnership with specialists such as speech and language therapists to help children with more severe needs, examples of good practice in supporting parents/carers to develop their children's language skills, answers to practitioners' most frequently asked questions about speech and language. This book is for all school leaders, teachers and Early Years practitioners concerned about the growing number of children and young people with limited language and communication skills.

Social Literacy, Citizenship Education and the National Curriculum James Arthur, Jon Davison, William Stow, 2014-04-04. This timely book looks at social literacy within the revised National Curriculum which places an obligation

on schools and teachers to promote social cohesion community involvement and a sense of social responsibility among young people Social Literacy Citizenship Education and the National Curriculum is an introduction to the social purposes and aims contained in the revised National Curriculum It provides the theory behind the movement for social literacy as well as providing information for teachers lecturers and policy makers on putting the government's ideas into practice

Citizenship for Primary Schools Stephanie Turner, 2001 The Teacher's Resource Books help teachers address citizenship education confidently and in a structured way Content is clearly linked to the non statutory Framework for PSHE and Citizenship in the National Curriculum and in Wales the community aspect of the PSE framework ACCAC 2000 Provides themed lesson plans photocopiable resource sheets and ideas for discussion and extension work Also gives detailed guidance on using the lesson plans Flipover Books and Photopacks *Professional Values and Practices for Teachers and Student* Mike Cole, 2013-08-06 Drawing on the success of the previous volumes this fully updated comprehensive and accessible fourth edition provides practical advice to help student teachers and teachers prepare for their professional life

Additional Educational Needs Sue Soan, 2013-05-24 Based on the latest national legislation and the importance of achieving inclusive communities within schools this book provides succinct and practical information on working with children with a full range of additional educational needs **Teaching Speaking and Listening in the Primary School** Elizabeth Grugeon, Lorraine Hubbard, Carol Smith, Lyn Dawes, 2014-06-03 This newly revised second edition looks at ways in which teachers can develop children's abilities in speaking and listening as required by the National Curriculum The authors discuss the links between language and learning offer case studies and suggestions for classroom practice and provide stimulating activities to help pupils to become more articulate coherent and effective in standard English The book is a suitable text for students taking primary initial teacher training courses It will also be welcomed as a practical handbook for primary teachers Teaching Science and Technology in the Early Years (3-7) Dan Davies, Alan Howe, Christopher Collier, Rebecca Digby, Sarah Earle, Kendra McMahon, 2019-04-30 Teaching Science and Technology in the Early Years 3-7 celebrates young children's amazing capabilities as scientists designers and technologists Research based yet practical and accessible it demonstrates how scientific designing and making activities are natural to young children and have the potential for contributing to all aspects of their learning By identifying the scientific and technological concepts skills and activities being developed the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their learning This third edition has been thoroughly updated and features fresh insights into young children's learning from neuroscience and new materialist perspectives a UK wide perspective on Early Years curricula and how they support the inclusion of science and technology as an entitlement for young children new case studies of successful evidence based Early Years practice alongside new examples of practical planning for learning and advice on documenting children's learning stories an updated chapter on assessing and documenting children's learning

drawing upon findings from the Teacher Assessment in Primary Science TAPS project at Bath Spa University Based on the latest research and first hand experience this practical and accessible book is essential reading for Early Years and Primary students on undergraduate PGCE and Masters level courses **Primary Science for Trainee Teachers** Judith Roden,James Archer,2014-09-23 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Science teaching Covering all of the areas of the new National Curriculum for primary science and offering insight into effective teaching it helps you connect what you need to teach to how it can be taught This comprehensive guide to teaching Primary Science will help you secure your subject knowledge understand how children learn about science and know how to plan and teach effective and inspiring science lessons Exploring opportunities in the new curriculum for creative and imaginative teaching it shows you how to capitalize on opportunities to teach Science in a way that sparks children s interest Includes the full National Curriculum Programme of Study for Science key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary Mathematics for Trainee Teachers and Primary English for Trainee Teachers **How Children Learn - Book 4** Shirley Allen,Peter Gordon,2017-02-21 The comprehensive guide to the most influential theorists and their ideas on how children with special educational needs learn and develop

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