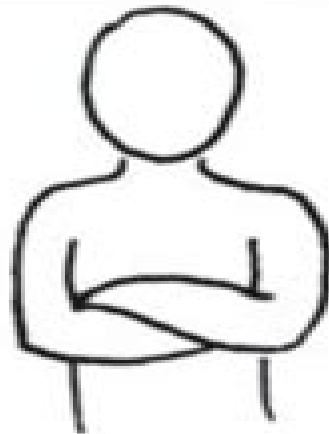


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- Play feelings charades
- Play feelings Pictionary
- Use a clip chart to self identify
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- Use Inside Out characters to talk about emotion characteristic
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**success above and beyond
the classroom**

Emotional Literacy In The Early Years

Maureen Glynn



Emotional Literacy In The Early Years:

Emotional Literacy in the Early Years Christine Bruce,2010-09-21 Emotional literacy and health and wellbeing have been placed at the heart of good practice by the Every Child Matters ECM agenda and the Early Years Foundation Stage EYFS in England and the Curriculum for Excellence in Scotland and this book provides clear guidance and lots of practical strategies for how to implement this ethos in your setting Offering an explanation of emotional literacy why it matters and how to make it happen in practice this book looks at ways to promote and develop emotional literacy with young children through Circle Time drama storytelling physical education outdoor play active learning It highlights the benefits of this ethos for all and looks at how the emotionally literate setting supports inclusion and promotes achievement Full of case studies of children aged 3 to 8 ideas for practice photographs points for reflection photocopyable materials and accompanied by a wide range of downloadable material available on the SAGE website this is an indispensable guide for the early years practitioner It is highly relevant to those looking at the transition from Early Years to Primary education as well as the social emotional and behavioural needs of young children *Emotional Literacy in the Early Years* Sue Allingham,2020-12-16 This book looks at the physical and emotional environment where children learn and develop and shows ways in which practitioners can successfully create and achieve an emotionally literate and fully inclusive provision It provides strategies to help children balance body and mind through positive mental health and physical well being **Language & Literacy in the Early Years 0-7** Marian R Whitehead,2010-02-16 This Fourth Edition of Language and Literacy in the Early Years has been fully revised and updated to reflect current professional interests and the latest developments in the field The book provides comprehensive coverage of issues in language literacy and learning focusing on the age range from birth to seven years New material covers theory of mind key persons and social and emotional dimensions of learning The author added material on difficulties with language development phonics and new literacies Key terms further reading and a revised layout make the book accessible to students The author emphasizes the joy and creativity involved in supporting young children s development as speakers writers and readers While taking account of current initiatives and programmes the author supports flexible teaching methods in what is a complex teaching and learning process The book is fully illustrated with examples and photos from early childhood settings This book is essential reading for primary and early years students and practitioners in the field of language and literacy including nursery nurses classroom assistants and foundation stage teachers *Supporting Language and Emotional Development in the Early Years through Reading* Maureen Glynn,2019-07-30 This book is the individual guidebook used to support the six Pip and Bunny storybooks The Pip and Bunny picture books have been carefully written and illustrated to support language and emotional development through reading By inspiring conversation and fueling the young reader s imagination the books promote emotional and social literacy Designed for use within the Early Years setting or at home each story explores different areas of social and emotional development The

accompanying guide has been created to help the parent or practitioner use the books effectively and includes Talking Points relating to the child's own world. What's the Word picture pages to be photocopied, downloaded or printed. Detailed suggestions as to how to link with other EYFS areas of learning. The full set is designed to be used in both individual and group settings and at various stages of a child's development. It will be a valuable resource for teachers, SENCOs, pre-school and reception Early Years workers, EOTAs, Educational Psychologists, Counsellors and therapists. *Emotional Literacy in the Early Years* Sue Allingham, 2020-02-28

Emotional Literacy Indicator for Early Years Elizabeth Morris, 2017-02 This indicator designed for use with the early years age group provides a quick and straightforward format for parents, teachers, social workers or any significant adult working in a supportive role with a young child to gain an indication of their level of emotional development. Its purpose is to provide a simple, easy-to-use starting point for development. **Supporting Behaviour and Emotions in the Early Years** Tamsin Grimmer, 2022-04-19 Have you ever wondered why children behave the way they do or why they can become overwhelmed with emotions so quickly? This practical resource has been created to help educators effectively support their children's behaviour and better understand their emotions. The book focuses on the idea that all behaviour is a form of communication and explores central areas such as self-regulation and attachment, offering strategies that can be used to support challenging behaviour. Each chapter includes examples of practice, reflective questions and an activity for the reader to help consolidate their learning and encourage them to become behaviour detectives. Key topics discussed include Attachment theory, adverse childhood experiences and the importance of feeling safe and secure in the home and setting, Characteristics of children during conflict situations or moments of challenging behaviour, Developmentally appropriate expectations for children and why it is vital that expectations are realistic, Emotion coaching and the significance of acknowledging and validating feelings, Linking behaviour with schematic play. Written from first-hand experience and filled with practical advice as well as recommendations for further reading and resources. **Supporting Behaviour and Emotions in the Early Years** is an essential read for early years educators. **From Birth to Three: An Early Years Educator's Handbook** Julia Manning-Morton, 2024-03-01 This accessible handbook offers an in-depth exploration of the distinctive features of the play, development and learning of children from birth to three years old. Key theoretical ideas relating to social, emotional, cognitive and physical development are discussed in relation to everyday practice, offering a wealth of information and guidance on working with this unique age group. The book emphasises the connections between all aspects of a child's experience and development, addressing key questions of what babies and young children need, enjoy and have a right to experience. It demonstrates how early years educators can develop their practice and organise their provision in a way that is positive for babies and young children and their families. Focusing on the holistic nature of early development, chapters explore the following: The importance of interactions and relationships between educators and children; How to develop a holistic pedagogy that gives equal consideration to children's care, play and

learning The value of the connections that children make with the world around them and how educators can create an environment conducive to nurturing these connections Observation and self evaluation of practice and provision Each chapter features case studies links to key aspects of practice and practical tasks to help readers apply the ideas to their own context The book is accompanied by an extensive companion website www.routledge.com/cw/ManningMorton containing video explainers reflection points practice tasks downloadable resources quizzes and more Opening a window on what it is like to be a baby or young child in an early years setting this is an essential tool for all early years educators and students on a wide range of early years courses It will also be of interest to parents

Understanding Children's Feelings Reesa Sorin, 2004 Explores how teachers parents and carers can support and encourage children to become aware of and understand their feelings

Thinking Through Pedagogy for Primary and Early Years Tony Eade, 2011-01-10 This practical accessible book encourages a deep often challenging consideration of how young children learn and how teachers and other adults best support their learning Essential reading for education students it draws on research and practice to help readers reflect critically on their beliefs and practice After comparing different views of pedagogy it explores children's development and the importance of culture and context emphasising the attributes of successful learners relationships and the learning environment Readers are helped think through how different aspects of pedagogy are interlinked and consider the implications for breadth balance planning and assessment and continuing professional development

Exploring Wellbeing in the Early Years Julia Manning-Morton, 2013-09-16 Children's experiences and well being in their earliest years underpin and highly influence their future development and learning Drawing on research with parents children and a range of professionals in the early childhood field this book considers how well being is interpreted in the early childhood field It includes snapshots of what our youngest children think about their well being and examines external environmental contexts that impact on well being The book raises a number of important issues and clarifies priorities that need to be kept at the forefront of practice and provision such as the fundamental importance of prioritizing children and families socio cultural contexts addressing inequalities and developing a listening culture Importantly there is also focus on appropriate pedagogical approaches and aspects of practice that support children's well being in early childhood settings such as adult child relationships quality interactions physical play and creative expression The book also highlights the inseparability of adults and children's well being and therefore the need to consider contexts that enhance the potential for parents and practitioners to experience well being For all students and practitioners who want to put young children's well being at the forefront of their practice this is a fascinating thought provoking and illuminating read Contributors Deborah Albon Mary Dickins Melian Mansfield Penny Holland Micky LeVoguer Penny Mukherji Jasmine Pasch Linda Pound Judy Stevenson This book is a timely reminder that young children have a right to be listened to Wellbeing as a concept is redefined using the voices of children parents and practitioners Important questions are raised about the cost to individuals and society if this is

not taken seriously Dilys Wilson Senior Lecturer in Early Childhood Studies at Middlesex University UK This text brings together research literature theoretical understanding and practical application The book captures the essence of early childhood and provides a dialogue and debate of holistically challenging well being for all This is a book to be treasured Dr Lesley Curtis Headteacher Head of Centre Everton Nursery School and Family Centre This book is an essential discussion and authoritative account of the explorations and research outcomes of the LMU NCB project Talking about well being in early childhood The book represents multi faceted perspectives about children s wellbeing that underpin the values and principles of inclusion understanding that children are citizens with personhood and rights Estelle Martin Anglia Ruskin University UK This book is based on a deep and honest respect for young children and the adults who work and play with them and it illustrates with passion and insight the ways in which emotional and physical well being are built on positive relationships and connections between people Helen Moylett Early Years Consultant and writer This book opens up the way for future analysis of how society can become more at ease with itself so that the unwitting consequences of deeply embedded institutional discrimination intolerance negative assumptions expectations and judgements are removed from young children s lives Jane Lane advocate worker for racial equality in the early years

Implementing the Early Years Foundation Stage: a Handbook Pat Beckley, Karen Elvidge, Helen Hendry, 2009-08-16 Are you working or training to work in the early years sector Would you like support and guidance in understanding the key themes in the Early Years Foundation Stage document Are you looking for practical tips and strategies on how to implement EYFS in your setting Yes Then this is the essential guide for you Relating the themes from the EYFS document to everyday practice can be a daunting prospect for the busy practitioner This timely resource offers friendly advice and suggestions on how you can apply the document s strategies to your own setting Through practical activities and case studies the authors provide you with straight forward guidelines for implementing the statutory requirements and developing your practice The book covers the main outline of the document providing a discussion for the themes and rational as well as making links to current research theory and practice Each chapter includes An introduction to the theme Practical suggestions and activities Reflective tasks Case studies of good practice This book is essential reading for anyone involved with the early years sector whether you are a student practitioner childminder or parent

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger, 2016-04-11 Now its fourth edition Planning an Appropriate Curriculum in the Early Years offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting It examines the key roles and responsibilities of practitioners working in Early Years settings and those with responsibility for leading and managing provision for EYFS in primary schools Completely revised and updated in line with the Statutory Framework for the Early Years Foundation Stage latest research evidence and OFSTED requirements this book covers the following aspects of the Early Years including what we mean by planning an appropriate curriculum in the early years

transition from nursery to school and into Year 1 defining quality learning and play in the early years assessment procedures and examples integration of two year olds into school the role played by parents and carers in children s learning and development the ways in which vulnerable children are provided for examples of planning material developed by practitioners With case studies of good practice and questions for reflective practice and group work this timely fourth edition will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives

Dyslexia in the Early Years Dimitra Hartas,2013-01-11 Packed full of activities real life case studies tasks and suggestions this informative book will equip teachers with the kind of practical knowledge needed to teach young children with dyslexia effectively Tackling the subject in a clear and realistic way the author encourages teachers to think critically in terms of the changing nature of special educational needs and teaching and learning in early years She addresses a variety of classroom issues such as assessment and identification of dyslexia summarising and commenting on current debates exploring the links between dyslexia language and social and emotional development the most effective instructional methods and teaching styles conducive to supporting pupils with dyslexia in early years settings In addition the book considers the implications of current research for everyday classroom practice makes recommendations for employing technologies and for accessing web based information and resources

Understanding Sustainability in Early Childhood Education Diane Boyd,Nicky Hirst,John Siraj-Blatchford,2017-08-23 This unique book explores research related to education for sustainability within early childhood education in the United Kingdom Divided into the four home nations it examines what education for sustainability looks like in practice discusses the different application and positions of each region and considers the contribution of early childhood education to support the Sustainable Development Goals Each chapter considers the relevant early years framework and includes associated case studies which highlight connections between statutory guidance policy and positive early years pedagogical practice The authors use an education for sustainability lens to explore the critical issues and explicit and implicit links embedded in each of the curricula frameworks Each chapter acknowledges the context of outdoor learning with discussion related to different interpretations of ecological sustainability This exploration should help readers to consider the idea of sustainability within early childhood education The book considers early childhood education as a distinct and valuable phase beyond the readiness for school discourse and recognises the importance of having skilful and knowledgeable adults to work with young children from birth It offers a unique resource for students practitioners leaders and researchers engaged in the study of education for sustainability in early childhood and the importance of the early years for the development of life long pro environmental attitudes

Early Years Non-fiction Margaret Mallett,2003 How do we make sure children s first introduction to the world of non fiction is enjoyable and life enhancing What criteria do we use to ensure a collection of quality books for pleasure Mallett sets out to answer these questions in this book

The Early Years Handbook for Students and Practitioners Lyn

Trodd,2016-02-05 The Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5 including on Foundation Degrees and Early Childhood Studies degrees Designed and written by the Chair of the SEFDEY Sector Endorsed Foundation Degree in Early Years Network and a team of expert contributors this book covers the essential skills knowledge and understanding you need to become an inspiring and effective early years practitioner Divided into four parts The Student Practitioner Professional The Learning and Development of Children 0 5 The Child Family and Society and The Senior Practitioner Professional the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice Throughout there is a strong emphasis on supporting your transition to undergraduate study developing your academic skills and encouraging you to be an active learner In every chapter the book seeks to help you develop your professional identity and features Activities to help you to reflect on your own practice Provocations to promote discussion and debate Case study examples and photographs to illustrate key points From Research to Practice boxes outlining key research in the field and implications for practice The book is supported by a companion website featuring for students links to useful websites and video material and an interactive flashcard glossary Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download

A Manifesto for Early Childhood Aaron Bradbury,Ruth

Swales,Philippa Thompson,2025-04-05 The Early Childhood Sector faces many challenges today Sector wide pressures and policy changes mean settings are struggling with many issues including funding retention and recruitment of staff As change looms this new book takes the opportunity to explore what could be possible It draws together expertise and experience from across many sectors including education health and social work to explore what Early Childhood provision could look like if we got it right What do Early Childhood experts recommend What is genuine unconstrained good practice What do we want for our children families and colleagues in the sector This hopeful book looks forwards to what could be possible It is A Manifesto for Early Childhood

Understanding Early Years Education across the UK Diane Boyd,Nicky

Hirst,2015-09-07 The four nations of the UK each have distinctive policy and curricula in relation to Early Childhood Education and Care ECEC This new textbook offers a comprehensive look at early years education in England Northern Ireland Scotland and Wales bringing the curriculum frameworks for each country together in one place Drawing on the cultural and practical pedagogy of each curriculum this book aims to develop students understanding of the development care education health well being and upbringing of young children across the UK in a social pedagogical and policy context Divided into two sections the first examines each country s learning and teaching requirements in detail within a policy context The book then explores the similarities and differences between the curricula focusing on key areas such as play the indoor and outdoor learning environment the family and assessment Accessible and engaging this book will help students to analyse and question practice both in their own country and across all four Home Nations Features include case studies to

illustrate practice and a frequently asked questions section in each chapter to clarify key points and opportunities for reflection and debate Including contributions from expert practitioners in each country this text is essential reading for all students studying early childhood and will help them to understand the impact of policy on children and families across the UK

Debates on Early Childhood Policies and Practices Theodora Papatheodorou, 2012 The international team of contributors to this book explore the debates and disputes surrounding the policies and documents which set out aspirational outcomes and benefits for children their families and wider society They argue that if these issues are not explicitly acknowledged understood and critiqued emerging policies may potentially lead to disadvantaging marginalising and even pathologising certain childhoods

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