

Summer Independent Learning

Subject/Group	T Level in Education and Early Years (Y11-Y12)
Topic	Supporting Education, Safeguarding and Literacy
Timescale	15 hours
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term.

Part 1: Background Information/Context - Element 2 Supporting Education

In this element, you will develop the knowledge and skills needed to support children's learning within education settings. You will explore how children learn, including the importance of play, interaction and structured activities in promoting development and progress.

You will learn how to observe and assess children's learning, using this information to plan and adapt activities to meet individual needs. There is a strong focus on inclusive practice, ensuring all children—including those with special educational needs and disabilities (SEND)—are supported to achieve their full potential.

You will also examine the role of the practitioner in creating effective learning environments, working in partnership with teachers, colleagues and parents, and promoting positive behaviour to support learning.

This element helps you develop the practical and professional skills needed to support high-quality teaching and learning in early years and education settings.

****If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

Use reliable and valid sources for your research – *DO NOT use AI and DO NOT copy information directly from a website – this is plagiarism.*

Task 1: Early Years Foundation Stage (EYFS)

Produce a PowerPoint presentation on the EYFS Framework.

Your presentation must include:

- The 7 areas of the EYFS (prime and specific).
- The 17 early learning goals.
- The 4 themes of the EYFS.
- An explanation of the difference between statutory and non-statutory guidance with examples of each.

- An explanation of the Early Years Foundation Stage Profile (what it is and when it is carried out).
- An explanation of formative and summative assessments and the difference between them.
- A description of the other assessments that children have between 2 – 5 years old.
- An explanation of the Characteristics of Effective Learning (COEL).

Task 2: Theoretical Perspectives and their Influence on Education

Create three fact files (one for each theorist) to show your understanding of how children learn and develop.

 Theorists to research:

- Jean Piaget (*pronounced 'pee-ah-zhay'*)
- Jerome Bruner
- Lev Vygotsky

 What to include in EACH fact file:

1. Basic Information

- Full name
- Date of birth/death
- Country they came from
- Their main area of study

2. Key Ideas (Explain clearly)

Describe their main theory of learning. Use simple language:

- Piaget: Stages of cognitive development
- Bruner: Scaffolding and types of representation
- Vygotsky: Social learning and Zone of Proximal Development (ZPD)

 Try to explain what the theory means and how it works.

3. Key Terms (Definitions)

Include and define at least 3 key words:

- Piaget: schema, assimilation, accommodation
- Bruner: scaffolding, discovery learning
- Vygotsky: ZPD, more knowledgeable other (MKO)

4. Real-Life Example

Give an example of how their theory is seen in real life:

- In a classroom
- At home
- With children learning a skill

5. Strengths and Weaknesses

- One strength of the theory
- One limitation or criticism

Suggested Time

Around 1–2 hours total (split across the three theorists)

Extension Challenge

Compare the three theorists:

- How are they similar?
- How are they different?

Part 2: Background Information/Context - Element 3 Safeguarding

In this element, you will develop an understanding of how to keep children safe and promote their health and wellbeing in early years settings. You will explore the key safeguarding responsibilities of professionals, including how to recognise signs of abuse or neglect and how to respond appropriately to concerns.

You will learn about the importance of creating safe, secure and inclusive environments that support children's physical and emotional wellbeing. This includes understanding health and safety procedures, risk assessment, infection prevention and how to respond to accidents and emergencies.

You will also explore how to support children's mental health and wellbeing, promote healthy lifestyles, and ensure children feel safe, valued and protected. You will develop knowledge of relevant legislation, policies and frameworks that guide practice in early years settings.

This element is essential for developing the knowledge and professional behaviours needed to protect and support children in education and care environments.

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Task 1: Safeguarding in Early Years Settings

An important aspect of a practitioner's role is understanding how to safeguard children and young people.

You need to be familiar with current safeguarding legislation and statutory guidance and understand how your setting's policies and procedures reflect these requirements.

It is also essential to recognise the signs and indicators that a child or young person may be at risk of abuse or harm, and to understand how such experiences can impact their behaviour and development.

Create a safeguarding **poster** that can be displayed in an Early Years setting and shared with early years educators. Your poster must be detailed and include:

- A definition of safeguarding.
- The role of the DSL (Designated Safeguarding Lead)
- An explanation of physical abuse and examples of the associated signs.
- An explanation of emotional abuse and examples of the associated signs.
- An explanation of sexual abuse and examples of the associated signs.
- An explanation of neglect and examples of the associated signs.
- An explanation of domestic abuse and examples of the signs seen in a child who has observed domestic abuse.

Challenge question 1 – Why do you need a DBS to work with children? In your response, explain the importance of the DBS and include a description of the legislation that introduced the DBS process.

Challenge question 2 – What would you do if a child discloses (tells you) that they are scared at home? Include the role of the DSL (Designated Safeguarding Lead) in your response.

Part 3: Background Information/Context - Literacy and Reading

How often do you read a book for pleasure?

Did you enjoy reading as a child?

Reading in early childhood is extremely valuable. It helps to develop a love of books, while encouraging independence, confidence and knowledge. It also plays a vital role in supporting communication, language and literacy development.

Please read the following article to deepen your understanding of why reading is so important for young children's learning and development:

<https://childmind.org/article/why-is-it-important-to-read-to-your-child/>

Summer Task:

Over the summer, you are asked to choose a children's book suitable for ages 0–5. You will need to practise reading this book so that you are confident delivering it and are familiar with the storyline.

This is a book you are likely to use during your placement, so you should practise reading it aloud at least once a week at home.

As you practise, consider:

How you would read to one child versus a small group

How you would hold the book so that all children can clearly see the pictures

How you might use your voice, expression and engagement to bring the story to life

You can borrow books for free from your local library once you have registered. Alternatively, you can purchase children's books from charity shops, often for less than £1.

Part 4: Exam Questions

1. Which one of the following is a specific area of learning in the Early Years Foundation Stage? (1 mark)

- A Communication and Language
- B Personal, social and emotional development
- C Physical development
- D Understanding the world

2. Jack has recently joined the primary school where you work as a teaching assistant. As Jack will be in your class, confidential information has been shared regarding how he was physically abused as a younger child.

Explain two ways that physical abuse could potentially have impacted Jack's health. (4 marks)

Learning Resources

Textbook: Education and Early Years T Level: Early Years Educator Second Edition

by Penny Tassoni (Author), Louise Burnham (Author), Janet King (Author)
ISBN: 1036020886