

Summer Independent Learning

Subject/Group	T Level Education and Early Years (Y12-Y13)
Topic	Supporting Education, Wellbeing, Child Development
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.

****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.*

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

K1.25: The impact of an effective communication and language curriculum shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.

This competency is asking you to demonstrate an understanding that a **well-planned communication and language curriculum positively influences children's development**, particularly their spoken language, comprehension, and early literacy, and that these benefits are especially important for children from disadvantaged backgrounds.

Task 1: Reflection

You must write a reflection that demonstrates your knowledge and how you put this knowledge into practice. It should include:

- An explanation of the importance of communication and language development in the early years.
- A description of how curriculum activities support speaking, listening, vocabulary growth, and language comprehension (give examples).
- Showing the link between strong language skills and later reading success.
- A discussion of how high-quality language-rich environments can help reduce attainment gaps for disadvantaged children.
- Examples from practice and, where appropriate, research or policy documents to support your points.

Supporting documents/research

- https://www.gov.uk/early-years-foundation-stage?utm_source=chatgpt.com
- https://www.bbc.co.uk/bitesize?utm_source=chatgpt.com
- <https://assets.publishing.service.gov.uk/media/5a7b67a5e5274a319e77f135/DFE-RR134.pdf>
- https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf



- Element 2 of the textbook

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

K1.27: There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL).

This competency is asking you to show that you understand **how to adapt communication methods to meet the needs of all children**, including those with **SEND, neurodivergence, or EAL**, and that you can match communication to their **stage of development**.

Task 2: Reflection

You must write a reflection that showcases your knowledge and how you have put this knowledge into practice. You need to demonstrate three main aspects:

- You know *different ways of communicating* with children (not just speech).

- You understand *why adaptation is needed* depending on development and need.
- You can *include all children*, including those who may not use or understand spoken English in the same way.

You can include examples from practice such as:

- Simplifying language and using short sentences
- Using visual supports (pictures, symbols, now/next boards)
- Gestures, Makaton or basic sign language
- Objects of reference
- Modelling language and repeating key words
- Using play-based communication
- Allowing extra processing time
- Using bilingual support or key words in a child's home language
- Using communication aids or AAC devices for some SEND children
- Observing non-verbal cues (eye contact, pointing, facial expressions)

You should also show that communication is **responsive and inclusive**, not one-size-fits-all.

Supporting documents/research

- https://www.gov.uk/early-years-foundation-stage?utm_source=chatgpt.com
- https://www.bbc.co.uk/bitesize?utm_source=chatgpt.com
- <https://assets.publishing.service.gov.uk/media/5a7b67a5e5274a319e77f135/DFE-RR134.pdf>
- https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf



- Element 2 of the textbook

Part 3: Background Information/Context - Element 3 Wellbeing

K1.4 Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate, and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.

This competency is asking you to show understanding of a key developmental process (self-regulation) and how it is supported by adults through co-regulation, while also recognising that it changes with age.

Task 3: Reflection

You must write a reflection and give examples of what self-regulation looks like at different ages and stages (see below) and how you as a practitioner have supported self-regulation/co-regulation that meets their age and stage of development. (If you cannot give an example because you have not worked with that age/stage of development then write about what you would do.)

Structure of your reflection

Introduction:

- What is self-regulation?
- Why is self-regulation important?
- Knowledge that self-regulation does not come fully formed, and younger children need support to manage emotions.

Main body:

Write a paragraph for each age/stage of development below:

- 0-12 months
- 2-3 years
- 3-5 years
- 5-8 years

And include:

- What does self-regulation look like at each stage/age?
- How would you, as a practitioner, support self-regulation?
- Co-regulation ideas
- Give examples of how self-regulation can be supported in practice.

Strategies could include:

- Calm tone of voice
- Holding and cuddling young children
- Being attentive to young children's needs
- Physical comfort (if appropriate)

- Modelling emotional language (“I can see you’re upset”)
- Naming and validating feelings
- Offering choices
- Using routines and predictability
- Supporting turn-taking and waiting

Make links between practice and key theorists:

Vygotskian Theory (Vygotsky)

Key idea:

- Children learn through social interaction
- Adults scaffold learning in the Zone of Proximal Development
- Co-regulation fits into this idea (adult support → independence)

Bowlby, Ainsworth, Schaffer and Emerson

- Attachment to main carer
- Attachment styles
- Multiple attachments

Conclusion:

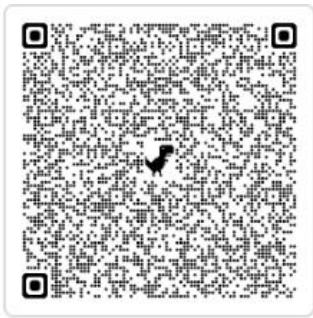
- How self-regulation develops over time.
- Babies and toddlers rely heavily on adults.
- Preschool children begin to use some strategies independently.
- Older children gradually shift towards independent self-regulation.

Supporting documents/research

- https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf
- EEF Self-Regulation Guidance



- Harvard Center on the Developing Child



- Element 5 and 3 of the textbook

Part 4: Background Information/Context - Element 5 Child Development

[K1.8 Different cultural backgrounds and family circumstances can impact babies and children's learning and development.](#)

This competency is asking you to show understanding that children's learning and development are shaped by their cultural background and family circumstances, and that practitioners must respond in an inclusive, non-judgemental and supportive way.

Task 4: Reflection

You must write a reflection that showcases your knowledge and how you put this into practice.

It should include the following:

1. Understanding the Child's Background

- Recognise that every child comes from a unique family, cultural, linguistic, and social background.
- Consider how family values, beliefs, traditions, and experiences influence children's learning, behaviour, and development.
- Reflect on the importance of getting to know families to provide appropriate support and what you do in practice to build professional relationships with families.

2. Language and Communication

- Some children may speak English as an additional language (EAL).
- Home languages should be valued and supported alongside English.
- Children may require additional time and support to develop communication skills in the setting. Include examples of how you communicate effectively where there are language barriers and how you support learners in your setting and how having EAL can impact learning and development.

3. Family Circumstances

- Family circumstances such as single-parent families, extended families, foster care, adoption, bereavement, financial hardship, or parental employment patterns can

affect children's experiences and emotional wellbeing, as well as learning and development.

- Reflect on how practitioners can provide stability, understanding, and support.

4. Inclusive Provision

- Ensure resources, displays, books, and activities represent a range of cultures, religions, family structures, abilities, and lifestyles.
- Celebrate diversity throughout the year rather than only during special events. How can an inclusive environment impact learning and development?

5. Partnership with Parents and Carers

- Work collaboratively with families to support children's learning and development.
- Respect differing parenting practices and cultural traditions while maintaining children's welfare.

6. Impact on Practice

- Conclude with what you have learned and how it will influence your future practice to support children's learning and development.

Supporting documents/research

- https://www.eyalliance.org.uk/equality-and-inclusive-practice?utm_source=chatgpt.com

