

The title text is centered within a large white circle that overlaps the orange background. The text is in a bold, orange, sans-serif font. The main title "YOU CAN WORK IT OUT" is in a larger font size than the subtitle "ENGLISH AND MATHS TIPS FOR EARLY YEARS WORKERS".

**YOU CAN
WORK IT OUT**
ENGLISH AND MATHS TIPS
FOR EARLY YEARS WORKERS

We have produced a set of pocket-sized resources offering literacy and numeracy tips to different groups of workers. This one is aimed at UNISON members working in early years settings.

It's an update of a resource that UNISON originally developed with the National Institute of Adult Continuing Education (NIACE), now Learning & Work Institute (LWI).

Design: www.the-design-mill.co.uk

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Communicating with children

- Get down to the child's level
- Make eye contact
- Use your face to show what you mean: smile, frown etc.
- Use gestures to support your communication, i.e. point to objects
- Make sure your voice is clear and use vocabulary that they can understand
- Listen to what they have to say

Communicating with adults

- Stay relaxed and find a suitable place to talk.
- Use a clear voice when talking and ask questions if you are unsure.
- Use their name during the conversation (ask them to remind you if you can't remember it).
- Take turns in the conversation.
- Allow them to ask questions and don't interrupt while they're talking.
- Listen carefully and note down important information.
- Avoid using terms and abbreviations they may not understand.

Every Child Matters

The Every Child Matters framework has guided services for children and young people since 2003. It is designed to help children and young people achieve five outcomes:

- being healthy: enjoying good physical and mental health and living a healthy lifestyle
- staying safe: being protected from harm and neglect
- enjoying and achieving: getting the most out of life and developing the skills for adulthood
- making a positive contribution: being involved with the community and society and not engaging in anti-social or offending behaviour
- economic well-being: not being prevented by economic disadvantage from achieving their full potential in life.

Initials and abbreviations

APGAR	Scoring system used to assess a newborn baby
ADHD	Attention Deficit Hyperactivity Disorder
BCG	Vaccine against tuberculosis
C-Section	Caesarean Section
ECM	Every Child Matters
ELG	Early learning goals
EYFS	Early Years Foundation Stage
OFSTED	Office for Standards in Education, Children's Services and Skills
OT	Occupational Therapist
SENCO	Special Educational Needs co-ordinator
SAT	Standard Attainment Test
SIDS	Sudden Infant Death Syndrome

Useful words & phrases

accident

allergy

assessment

asthma

attachment

behaviour

bilingual

bonding

confidentiality

communication,
language and literacy

convulsion

creative development

diarrhoea

discrimination

diversity

exercise

improvement

independent

independence

information

immunisation

knowledge and
understanding

language

milestone

numeracy

objectivity

observations

personal, social
and emotional
development

Useful words and phrases

physical
communication

problem solving,
reasoning and
numeracy

progress

recognise

routine

safely

settled

suitable

successful

successfully

supervised

supervision

vaccination

weaning

Recording observations

You may have to observe children to record their development and plan the next steps for the child's learning. To do this, you can:

- make notes of conversations
- make checklists / tick sheets
- compile written records of what the child knows / can do / understands.

If you would like to take photographs to record a child's development, you must ensure this is covered within your early years setting's photography policy; that the child and their parent / carer understand why you want to take the pictures and how you will use them; and any images are stored in compliance with the Data Protection Act 2018.

Recording observations

When recording observations, remember:

- observations may be formal or informal
- children can change when they are being watched
- it's hard to be accurate when observing
- observations are confidential and should only be shared with parents and staff.

All the ways to say 'well done'

achieved a lot today

absolutely

brilliant today

always keen

brilliant

coped very well

couldn't have
done any better

did very well indeed

eager

excellent

fabulous

fantastic

faultless

flawless

getting better

all the time

good progress

great improvement

happy session

improving all the time

improving slowly

improving quickly

impressive keeping
a steady pace

knockout

lovely

magnificent

maintaining effort

marvellous

making great strides

no problems

All the ways to say 'well done'

perfect

progressing in
leaps and bounds

smashing

splendid

super

superb

showing promise

terrific

top quality

tremendous today

tries hard to
understand

undaunted

very competent

wonderful

● From 200 Ways To Say Well Done (Basic Skills Agency)

Planning

When working in a nursery or with young children, you will have to plan the activities that you will complete with the children. Your planning should be based on your findings from the observations you have carried out to support their development.

Planning can occur around themes for young children. A setting is usually expected to have both long-term and short-term plans. Planning should be available for parents to read.

Sample planning sheet

Date	Group or children Yellow group, aged 5
Curriculum areas of learning Physical development	Aims of activity To learn how to skip
Resources Skipping ropes Space	My role To demonstrate how to skip To help children to skip To ensure they all stay safe
Environment Outside grassed area	Safety and inclusion Remind children of the boundaries Ensure all children are in a space Support children who find it difficult
The activity Take children on to field Explain the rules Demonstrate how to skip Get children into a space Allow children to practice	Evaluation

Asking questions

Closed questions (that can be answered with 'yes' or 'no' or with a very specific piece of information) have their place but using open questions will help you get the best from children.

Use open questions that give children a chance to explain or inform, e.g., 'What happened?' 'What do you think?'

Asking how a child arrived at the answer can be useful for the child to reflect on their learning and for the rest of the group or class to learn from their methods.

Writing reports

Fact, opinion and third-party information

When you write reports, be clear about the different kinds of information you are using. There are three types of information to think about:

- A **fact** is a piece of information that you know to be true and have observed for yourself, e.g., Sunil was able to use a spoon to eat his yoghurt unaided.
- An **opinion** is your point of view, e.g., Sunil didn't seem himself today.
- **Third-party information** is when you are writing about what someone has told you but you haven't observed it yourself, e.g., Sunil's key worker says he often speaks up in circle time.

Writing reports

Writing reports: past, present and future

When you write reports, you need to make sure that you use the right tense:

- **past tense** is for things that have already happened, e.g., Chen wasn't in playgroup yesterday
- **present tense** is for things that are happening now, e.g., Chen is very settled
- **future tense** is for things that are going to happen, e.g. Chen will need a rain jacket for the trip.

Measuring medicines

Check that any details provided by parents / carers are the same as the instructions on the medicine's container.

The safest and most accurate way to give medicine to a child is to use a medicine spoon. If you need to estimate measures in millilitres (ml):

- 2.5ml is half a teaspoon
- 5ml is a teaspoon
- 10ml is a dessert spoon
- 15ml is a tablespoon.

Measuring medicines

Conversion chart from fluid ounces (fl oz) to millilitres (ml)

floz	ml
1 fl oz	28 ml
2 fl oz	56 ml
3 fl oz	84 ml
4 fl oz	112 ml
5 fl oz	140 ml
6 fl oz	168 ml
8 fl oz	224 ml
10 fl oz	280 ml
12 fl oz	336 ml
16 fl oz	448 ml

Converting from imperial to metric

You can use your smartphone to convert between imperial and metric.

- 1** Visit **metric-conversions.org**
- 2** Select the type of conversion you need (e.g., weight).
- 3** Type the weight you need to convert in the left hand box (e.g., 11 lb).
- 4** That generates a list of conversion options (e.g., pounds to kilograms).
- 5** Click on the conversion you want.
- 6** Copy or make a note of the result.

NB You can also download the Metric Conversion app for your smartphone (Apple / Android).

Multiplication table

0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Resources

ESOL Nexus Resources to help you improve your grammar, vocabulary and English for work when English isn't your first language. **Click here**

Skills Builder Bite-sized modules to help with reading, writing and numbers. **Click here**

Numeracy Challenge 10-minute assessment to give you an idea of where you are with your maths skills and where you might go next. **Click here**

SkillCheck Quick online assessment modules in English, maths and ICT. Recommends next steps when you've finished. **Click here**

Wranx Quick, fun, daily drills to help you improve your English, maths and much more. **Click here**

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