

[Visit our website](#)

[Subscribe](#)



Newsletter

July 2025



Welcome to our July Stronger Practice Hub Newsletter.

We are delighted to inform you that we are launching another **new Online Early Years Network. We are launching a Leaders network for Schools and Nursery Managers on the 1st Tuesday of every month 3.45-4.45p.m. on Tuesday 1st July 3.45-4.45p.m. See below to access on Zoom Workplace:**

Meeting ID: 810 1824 0022

Passcode: 308051

Last month we launched our Early Years and SEND Network for Early Years Educators in schools and private nurseries and voluntary settings as well as childminders on the first Thursday of every month.. **Our next session is on Thursday 3rd July 6-7p.m.**

See below to access on Zoom Workplace:

Meeting ID: 835 24327350

Passcode: 381605

We also have our conference now online instead of at Allonby.

Would you like to join us on Zoom Workplace. **Saturday 5th July 2025, 10a.m. – 11.30a.m.**

The Importance of Place based Connections in Early Childhood.

Place connected pedagogy: how the beach can provoke and inspire children's curiosity and ecological awareness with Dr. Diane Boyd.

See below to access on Zoom Workplace:

Meeting ID: 872 2528 0931

Passcode: 012770

Please join us for these sessions and extend our early years community across our Stronger Practice Hub 10 Local Authorities.

We are hoping to offer a Carbon Action Plan session online on Wednesday 16th July 6-7p.m. Email our sph email if you would like to join us. sphubnw@evertoncentre.liverpool.sch.uk

Are you looking for an **INSET Resource**

**Celebrating Diversity, Promoting Inclusion,
and Anti-Racist Cultures in the Early Years**

Facilitator: Sian Phillips - Anti-Racism

Advocate/Researcher/Consultant has put together a pre-recorded webinar with an written piece in this newsletter

Audience: Early Years Educators, Childcare Professionals, Setting Leaders

Email our sph email if you would like the webinar.

sphubnw@evertoncentre.liverpool.sch.uk

OUR NEXT FACE TO FACE CONFERENCE

Saturday 16th August 2025 at The Lake House Cambridge Road, Waterloo, Liverpool L22 1RR, 9.30a.m. to 12.30p.m.

Our Theme for the conference is: **Intergenerational sustainability and early numeracy** with Dr. Diane Boyd, Independent Consultant. Diane will share examples of how young children under five explore early numeracy linked to Intergenerational sustainability.

Email sphubnw@evertoncentre.liverpool.sch.uk if you would like to attend.

SAVE THE DATE: SEND Conference on **Saturday 13th or 20th September 2025 (to be confirmed depending on football fixtures re home games) at **The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB. 9.30a.m. – 12.30p.m.****

LEARNING WALKS

Are you looking for a **Learning Walk** in another school or setting to see early years in action? We have the following on offer. Please email the sph email if you would like to book on.

Reddish Vale Nursery School, Reddish Vale Road, Stockport, Cheshire, SK5 7EU. Thursday 10th July 1.00p.m. – 3.15p.m. focus on: **Physical Development and Outdoor Provision.**

June Cargill Childminding re Learning Walk at a Childminder Setting: EYFS and Outdoor Provision on Thursday 7th am /or Friday 8th August 2025 p.m.

Sessions are between 09.30am to 11.30am or 1pm to 3pm

Booking required if you are a childminder (children welcome) or interested to learn more about Childminding Settings

Liverpool L14 near to Alder Hey Hospital, Liverpool and bus routes.

If you wish to offer your setting for a learning walk to share practice especially linked to research in Communication and Language, Mathematics, Literacy, PSED, Physical Development or SEND let us know via email on sphubnw@evertoncentre.liverpool.sch.uk

RECORDED SESSIONS

We have a number of recorded sessions online for staff training:

CELEBRATING DIVERSITY, PROMOTING INCLUSION, AND ANTI-RACIST CULTURES IN THE EARLY YEARS 25 minutes with Sian Phillips - Anti-Racism Advocate/Researcher/Consultant.

MAXIMISING THE IMPACT OF PUPIL PREMIUM IN THE EARLY YEARS 20 minutes with Kaya Doyle, Programme Manager.

INSET SESSION 1 TEACHING AND MODELLING LANGUAGE:

30 minutes with Alex Gower-Jones (Independent Consultant). This has an accompany written sheet of activities to support this recorded Inset session.

INSET SESSION 2 TEACHING AND MODELLING VOCABULARY:

30 minutes with Alex Gower-Jones (Independent Consultant). This has an accompany written sheet of activities to support this recorded Inset session.

INSET SESSION 1 EARLY LITERACY – TEACHING SOUND

DISCRIMINATION 30 minutes with Alex Gower-Jones (Independent Consultant).

INSET SESSION 2 EARLY LITERACY – TEACHING SOUND

MANIPULATION 30 minutes with Alex Gower-Jones (Independent Consultant).

INTERACTIVE READING CONFERENCE:

Conference from 29th March on Interactive Reading re 1 hour, 30 minutes with Alex Gower-Jones (Independent Consultant).

17 SUSTAINABLE GOALS Conference from Saturday 22nd March on

17 SUSTAINABLE GOALS: Conference from Saturday 22nd March on the 17 Sustainable Development Goals – An Introduction re 2 hours with Diane Boyd.

WORKING WITH 0-3's: An introduction to working with children 0-3 years by Amanda Quirk (Early Years Advisory Teacher).

SENSORY FUN Tiny Happy People sensory fun for babies indoors and outdoors with low cost/no cost activities shared by Denise Wright (Independent Consultant). The webinar shows educators how they can inspire parents to undertake sensory activities at home to support their child's learning and development through play.

INTERACTIVE READING online recorded session by Alex Gower-Jones (Independent Consultant) explores how early years educators can explore interactive reading in their practice.

SKILLS BEFORE WRITING online recorded session by Amanda Quirk (Early Years Advisory Teacher) has put together an online programme for early years educators exploring skills before early writing.

EMOTIONAL REGULATION online recorded session by Maria Beale (SENDSCO) and Emma Doran (Early Years Co-ordinator) from Whitefield Primary School, Liverpool. Maria and Emma share how they have worked with children in the early years and their families exploring emotional regulation.

NURSERY RHYMES online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes with young children.

COMMUNICATION AND LANGUAGE online recorded session by Amanda Quirk, (Early Years Advisory Teacher) has put together an online programme for early years educators exploring communication and language.

OAP (ORDINARY AVAILABLE PROVISION) – Amanda Quirk, (Early

Years Advisory Teacher) has put together a recording on OAP (Ordinary Available Provision) in early years.

USING MUSICAL INSTRUMENTS - Craig and Pip from East Prescot Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

MATHEMATICS RECORDED ONLINE – Rebecca Morgan (Nursery Teacher) from Everton Nursery School and Family Centre has recorded a practical session online to share with colleagues to explore mathematics with under fives.

SENSORY CURRICULUM RECORDED ONLINE - Emma-Louise Scott (Nurture Teacher) from Everton Nursery School and Family Centre shares her experiences and practical examples of a sensory curriculum.

EARLY EMOTIONS RECORDED ONLINE

Kaya Doyle (Programme Manager) shares an introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

If you would like to access to any of the recorded training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

Don't forget to access information from our National Stronger Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysph>

We also have a local website on our lead school website. See here for more information:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>

Also see the following for professionals from Tiny Happy People

(BBC) if you haven't seen already:

<https://canvas-story.bbcrewind.co.uk/tinyhappypeople-guide-professionals/>



July 2025 issue

Welcome, CPD, Publication of Early Years Stronger Practice Hubs Programme Evaluation Report, EEF Guide to the Early Years Pupil Premium, EEF Early Talk Boost - second trial, Carbon Action Plan, Early Education Journal, INSET Resource Celebrating Diversity, Promoting Inclusion, and Anti-Racist Cultures in the Early Years, The ShREC approach, Exploring Understanding the world, Tiny Happy People from the BBC, NSPCC Resources.

Publication of Early Years Stronger Practice Hubs Programme Evaluation Report

We are pleased to share that the full evaluation report for the Early Years Stronger Practice Hubs programme has now been published.

The report brings together key findings and reflections from the duration of the programme and highlights the impact of your collective efforts.

The evaluation found:

- Suitability of the Hub model as a way of supporting the sector, despite initial challenges around set up, processes and timeframes.*
- Effective working relationships were a key strength and driver of programme success. Relationships with local authorities were either a key enabler or barrier to the reach and success of the programme.*
- NCB, EEF and Hubs were proud to have been part of the Early Years Stronger Practice Hubs programme*
- Settings rated the offer highly, and most of those surveyed (74%) reported changing their practice following their participation in Early Years Stronger Practice Hubs programme activities.*
- Most settings agreed changes made to practice would benefit children for all intended outcomes, with this being highest for children's language and communication skills and PSED*
- The programme had good reach into deprived areas, with a greater impact seen and more measures (of confidence, knowledge and skills) showing a positive change after the programme in the most deprived areas*

You can access the report here: [Early years stronger practice hubs programme evaluation - GOV.UK](#)

The success and impact of the Stronger Practice Hubs programme could not have been possible without your contributions, hard work and dedication.

You can get in touch with your [local Stronger Practice Hub](#) for

You can get in touch with your [local SEND Practice Hub](#) for further advice and support, or alternatively visit [Support for Practitioners - Help for Early Years Providers](#). You can also access DfE's free online [Early Years Child Development Training](#), which offers practice advice for supporting the children in your setting, including Reception year.

EEF Guide to the Early Years Pupil Premium



Big steps for small children' The importance of PSED for smooth transitions

<https://educationendowmentfoundation.org.uk/early-years/pсед-for-smooth-transitions>

EEF Guide to the Early Years Pupil Premium



Are you looking to spend your Early Years Pupil Premium strategically? Kaya Doyle (Programme Manager) has put a short webinar together to support you when considering what to spend your Early Years Pupil Premium, titled 'Maximising the Impact of Pupil Premium in the Early Years'. For the webinar link email: sphubnw@evertoncentre.liverpool.sch.uk

The below EEF resource document will also support you.

EEF Guide to the Early Years Pupil Premium, designed to support early years settings in making informed decisions about how to use their increased EYPP funding.

The guide – developed in consultation with early years leaders – recommends a balanced approach to spending and encourages settings to:

- **Develop quality practice, including through investing in high-quality professional development.**
- **Tailor personalised support, including targeted interventions that meet children’s specific needs.**
- **Lead, plan, and sustain, including supporting meaningful engagement between leaders and their teams so that changes to practice stick.**

You can explore the guide and access the resources here: <https://educationendowmentfoundation.org.uk/early-years/pupil-premium>

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year.

A child’s family income shouldn’t be a barrier to their achievement and wellbeing in the early years. Early years settings (including childminders, nurseries and schools) can use this increased funding to help every child to flourish.

Early Talk Boost - second trial | EEF - Education Endowment Foundation



EEF are recruiting for Early Talk Boost in Halton, Knowsley, Lancashire, Liverpool, Sefton, St. Helen's, Warrington and Wirral. If your setting is in one of these areas please sign up if you are a school or pvi setting.

Settings are not eligible to take part if they:

- Are running Early Talk Boost groups during the academic year 2024–25
- Are planning to deliver the Nuffield Early Language Intervention for Preschools (NELI Preschool) or Talking Time in the academic year 2025–26

[Early Talk Boost - second trial | EEF - Education Endowment Foundation](#)

What is Early Talk Boost? Early Talk Boost is a targeted early language intervention aimed at three- to four-year-old children. The programme is designed to support children who require a targeted approach to develop their speech, language and communication skills, allowing them to catch-up with their peers.

educationendowmentfoundation.org.uk

Are you looking for inspiration to write or add to your Carbon Action Plan (CAP)?

Have a look at our Sustainable Hub website (designed with content from Highfield Nursery School/East of England Stronger Practice Hub) that has lots of suggestions to help you begin your journey.

<https://www.evertonnurseryschoolandfamilycentre.org/climateactionplanning>



INSET Resource

Celebrating Diversity, Promoting Inclusion, and Anti-Racist Cultures in the Early Years

Facilitator: Sian Phillips - Anti-Racism Advocate/Researcher/Consultant.

Format: Pre-recorded webinar

Audience: Early Years Educators, Childcare Professionals, Setting Leaders

Aim of the Session

To build educator confidence and reflection around embedding diversity, inclusion, and anti-racism into early years settings. The session supports educators in shaping environments where every child feels respected, safe, and seen.

Children begin noticing differences from a very young age. The early years are a critical window to shape inclusive worldviews. Educators play a central role in modelling respect, creating inclusive environments, and disrupting bias. This session highlights the links between diversity, inclusion, anti-racism, and Personal, Social and Emotional Development (PSED).

The Importance of Anti-Racism in the Early Years: A Guide for Educators and Practitioners

Anti-racism is not a passive stance; this requires educators and all adults working with young children to actively recognise, challenge, and dismantle racism in every form. This means questioning policies, attitudes, behaviours, and systemic structures that perpetuate inequality and exclusion.



In early years settings, where children's identities and worldviews are just beginning to form, adopting an anti-racist approach is essential to fostering equity and inclusion.

Here's what anti-racism looks like in early childhood education:

•**Ensuring Positive Representation in the Curriculum:** Children learn about themselves and others through the stories, images, and activities we share. All children must see themselves reflected positively in the curriculum, not only to build their sense of worth but also to broaden everyone's understanding of diverse cultures, histories, and experiences. This means including books, songs, and resources that represent a wide range of ethnicities and backgrounds accurately and respectfully.

•**Creating Identity-Affirming Learning Spaces:** Early years settings must be environments where children feel safe, valued, and proud of who they are. This includes recognising and celebrating children's cultural identities, languages, and family traditions. When children experience this affirmation, they develop confidence and resilience that support their learning and social development.

•**Challenging Exclusionary Practices and Stereotypes:** Educators need to be vigilant about any practices or attitudes that may marginalise children based on race or ethnicity. This includes reflecting on and revising disciplinary approaches that disproportionately impact children of colour, being aware of unconscious biases, and actively challenging stereotypes when they appear in conversation or play. This also means fostering open dialogue with children about differences and fairness in age-appropriate ways.

•**Developing Emotional Literacy to Address Unfairness:** Teaching children to recognise emotions linked to experiences of unfairness, such as sadness, frustration, or anger, and to express these feelings helps build empathy and social awareness. By naming unfair behaviours and discussing their impact, children learn early that standing up against injustice is important and valued. Embedding anti-racist principles in early years practice supports children's Personal, Social, and Emotional Development (PSED) by

strengthening their self-esteem and encouraging core values like empathy, fairness, and justice. These qualities are crucial foundations for children's lifelong social relationships and participation in a diverse society.

As educators and practitioners, you play a key role in shaping children's understanding of the world and their place within the world. Embracing anti-racism in your work means not only protecting children from harm but also empowering them to be confident, compassionate, and socially responsible individuals.

Practical Suggestions for Educators to Foster Anti-Racism in Early Years Settings



1. **Audit Your Learning Environment**

- Review books, toys, posters, and resources for diverse representation. Ensure children see positive images of different races, cultures, and family structures.
- Replace any materials that reinforce stereotypes or exclude certain groups.

2. **Use Inclusive Language**

- Talk about similarities and differences respectfully and positively. Use children's correct names and pronouns, and incorporate multiple languages spoken by children in your setting.
- Avoid assumptions based on appearance or background.

3. **Celebrate Cultural Diversity Regularly**

- Integrate celebrations, stories, and traditions from diverse cultures into daily routines, not just special occasions or holidays. Encourage children and families to share their own customs.
- Use these opportunities to teach respect and curiosity rather than tokenism.

4. **Reflect on Your Own Biases**

- Engage in self-reflection or peer discussions about unconscious biases and how these might affect your interactions with children and families.
- Participate in ongoing anti-racism training or professional development.

5. **Model Anti-Racist Behaviour**

- Respond calmly and firmly to any racist language or behaviour you observe, explaining why this behaviour is hurtful and unfair in an age-appropriate way.
- Show empathy and fairness in your interactions with all children.

6. **Support Children's Emotional Expression**

- Help children name feelings related to exclusion or unfairness and encourage supportive peer responses.
- Use stories and role-play to explore themes of fairness and kindness.

7. **Engage Families as Partners**

- Communicate openly with families about your anti-racist values and practices. Invite them to contribute ideas and

resources.

- Recognise and respect the diversity within families and avoid assumptions.

Personal, Social and Emotional Development (PSED) Connections

Anti-racist and inclusive practice is deeply connected to children's Personal, Social, and Emotional Development (PSED). When educators actively create environments where every child feels respected, represented, and valued, they are laying the foundation for strong social and emotional skills that will benefit children throughout their lives. Here's how these elements connect:



Building Confidence and Resilience Through Respect and Representation:

When children see themselves positively reflected in their learning environment, whether through stories, images, or peer interactions, they develop a stronger sense of identity and self-worth. Feeling respected for who they are helps children to build confidence and resilience, empowering them to face challenges and setbacks with a positive mindset.

- **Using Inclusive Storytelling to Foster Emotional Literacy and Empathy:**

Stories are a powerful tool in early years settings for teaching children about emotions and social situations. By sharing stories that include diverse characters and experiences, educators help children learn to recognise and understand a range of feelings. This supports emotional literacy, children's ability to identify, express, and manage their emotions, as well as empathy, encouraging them to understand and care about the feelings of others.

- **Respecting All Identities to Support Positive Relationships:**

Creating a culture that honours all identities, whether related to race, culture, family, or ability, helps children to develop respect and acceptance for themselves and their peers. This respect is crucial for building positive relationships based on trust and understanding, which are essential components of social development.

Together, these connections illustrate that anti-racist and inclusive practices are not just about preventing harm—they actively nurture the personal growth and social skills that children need to thrive both in early years settings and beyond.

Explore more: [PSED section of the EYFS](#)

EEF PSED and diversity strategies: [EEF Early Years Evidence Store](#)

Children's Curiosity and Celebrating Difference

Supporting Inclusive Conversations in Practice

Children are naturally curious about people and the world around them. This includes questions about skin colour, clothing, languages, and beliefs.



These questions are part of how children learn; they are not meant to be offensive or unkind. Adults may sometimes feel unprepared or unsure how to respond, especially when questions relate to race, ethnicity, or religion. These moments offer an important opportunity to promote respectful curiosity, affirm differences, and create a welcoming, inclusive environment for all children.

Why these conversations matter:

- Children begin noticing physical and cultural differences from a young age.
- Silence or discomfort from adults can unintentionally send the message that difference is “bad” or “not to be talked about.”
- Positive, open responses help children build respect, empathy, and confidence in exploring diversity.

What staff can say in the moment:

- “That’s a really interesting question — let’s talk about that together.”
- “People believe and celebrate differently, and that’s a good.”
- “Skin comes in lots of beautiful colours, shades and hues because of something in our bodies called melanin.”

Examples of common questions and responses:

- **“Why is their skin brown and mine is pink?”**
 - ▶ “Everyone has something in their skin called melanin. People have different amounts of melanin, which gives skin different colours. All skin is beautiful.”
- **“Why do they wear that on their head?”** (referring to a hijab)
 - ▶ “Some people wear a hijab because of their religion or family traditions. This is a way to show respect, and can also be something very special to them.”
- **“Am I Muslim too?”**
 - ▶ “Some people are Muslim, and others are of different religions or none at all. Everyone believes in different ways, and that’s okay. What matters most is being kind and respectful.”
- **“Where are they from?”**
 - ▶ “People come from many different places or have families from different countries. That’s what makes our world interesting and full of stories.”

Encouraging healthy curiosity supports children in understanding that everyone brings something unique, different skin tones, languages, family traditions, beliefs, and ways of being in the world. Just like hair colour or favourite food, every difference helps build a richer community. No one needs to have all the answers. Children benefit from hearing that being different is ok and something to appreciate and celebrate.

Helpful reminders for staff:

- Avoid shushing or dismissing a child's question.
- Stay calm and use simple, positive language.
- If unsure, be honest: "I'm not sure, but we can learn more together."
- Reinforce messages of inclusion: "We're all different in lots of ways — and that makes our group stronger and each of us special."

Reflection and Next Steps

Creating an anti-racist and inclusive early years environment is an ongoing journey that requires regular reflection, thoughtful planning, and commitment. To continue strengthening your practice, consider the following steps:

- **Reflect on What Inclusion Looks and Feels Like in Your Setting**

Take time individually and as a team to observe and discuss how inclusion currently shows up in your day-to-day work. Ask questions like:

- Do all children feel valued and represented?
- How do children and families experience respect for their identities?
- Are there any barriers—visible or subtle—that might exclude some children or families?
- How does the setting respond when issues of unfairness or bias arise?

- **Identify Specific Changes to Make Your Practice More**

Inclusive and Anti-Racist

Based on your reflections, pinpoint concrete actions you can take.

These might include:

- Updating learning resources to better represent diverse cultures and identities
- Adjusting routines or policies that unintentionally disadvantage certain children
- Providing professional development focused on anti-racism and unconscious bias
- Creating new opportunities for children and families to share their cultures and experiences

- **Decide on a Review Date to Follow Up**

Set a clear timeline to revisit your reflections and evaluate progress. This helps keep inclusion and anti-racism at the forefront of your practice and ensures accountability. Consider scheduling regular check-ins, such as quarterly team meetings or reflective sessions, to share successes and challenges, celebrate growth, and plan next steps.

-

Further Reading and Resources

- The Black Nursery Manager Podcast
- CLPE Reflecting Realities Reports
- Early Years Anti-Racist Toolkit

(<https://www.portsmoutheducationpartnership.co.uk/wp-content/uploads/2022/03/anti-racism-toolkit-march-2022-accessible.pdf>)

- Stronger Practice Hub:

www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub

- Book: Reflective Practice in the Early Years by L. Paige-Smith and J. Craft
-

the ShREC approach

Research Article

High Quality Interactions in the Early Years:

Sh - Share Attention

R - Respond

E - Expand

C - Conversation

Supporting early years professional development to enhance high-quality conversational interactions in early childhood care and education settings: the ShREC approach

<https://www.tandfonline.com/doi/full/10.1080/09575146.2025.2498717>

Exploring Understanding the world

Michelle Bennett.



My Name is Michelle Bennett and I am an OFSTED Registered, outstanding childminder which I have undertaken for eleven years. I am based in the Morecambe area of Lancashire and one of the Lancashire leads for childminders in my area. I am the childminding representative for the Morecambe Bay curriculum and have worked previously in numerous Nurseries and as a teaching assistant in a local primary school.

I am very passionate about the work we all do, as we are, in my opinion, very lucky to support education. We develop the young people that come to us, with their learning and understanding of the world that we live in.

I believe that our actions will enable and encourage their knowledge for learning of the prime areas and specific area of learning: Communication and language, Physical development, Personal, social and emotional development Literacy, Mathematics, Understanding the world and Expressive arts and design

I am passionate about the freedom of childminding, and creating awe and wonder every day. For me play is so important in so many ways as this supports children to learn and develop and as a childminder I can plan for the children's interests as individuals. In this blog I will share with you how the children gained knowledge of the circus theme and scarecrows and increased their vocabulary from a visit to a local village.

What did our children find on the visit to a local themed experience?



Our visit was to the annual Wray scarecrow display. This is the oldest running scarecrow display in the UK, since 1992 and is run by a committee of local people from the village of Wray, Lancashire. The display of scarecrows has a different theme each year, and most of the local community of Wray will make a scarecrow for this event.

The children that come to me, on the week leading up to the visit did talk about the theme and what they knew about scarecrows and the theme. This year the theme was circus. We had numerous conversations between myself and the children, as well as conversations between child to child, and the topic of the conversations they were having was about what type of activities / acts that you would see in a circus? The vocabulary included: strong man, jugglers, tightrope walkers, acrobats, clowns. Where do the circus people live? What nationality or country do the circus people come from? What is a circus tent made from? How are the scarecrows at Wray made? Who makes them? Why do they make them? Who chooses the theme and what scarecrow they would make if they lived in Wray?



The day of the visit to Wray....

We were armed with cameras for the children to take photos of what they wanted to.

As we were going around Wray there was lots of conversations of what the children could see, what they like and why they liked the scarecrows and displays.

We spoke about favourite colours, the different sizes of scarecrows, the role of the scarecrow made and what their role is in a circus theme.

The children spoke with local people and asked why they had made their scarecrow and what was the reason for the ones they made.



Two of the children that were present had come the last three years with me, and they could remember the last year's theme (which was magic) and spoke about that, with the current children. They spoke about the previous children that had come on the previous visits and what they liked and where they were now.

While we were having our lunch, the children had conversations between themselves, about which scarecrows were their favourite and why they were.

When we return back home, this continued the theme and children decided to demonstrate Circus skills, drawings, role play games and ask numerous questions.



The following week after the visit....

The week after we had visited Wray, the children were keen to make some scarecrows, so we made smaller ones and a big one, using sticks and decorated them using the fantastic box of crafts I won after attending the recent Stronger Practice Hub conference, which all the children loved using these crafts. The scarecrows were then placed around the garden and the children made their own pretend village scarecrow display. The children began role playing at being the local people of their pretend village.

We also dressed up as scarecrows with a circus theme with items we purchased from local charity shops. When we purchased these items of clothing from the charity shops, we talked about what charity shops do, the reason behind the purpose of the shop. Why local people donate and buy from them, and about sustainability and my children have really been understanding all about recycling.



What does the evidence say for Understanding the world?

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Taken from:

https://assets.publishing.service.gov.uk/media/670f8c0f366f494ab2e7b93d/EYFS_statutory_framework_for_childminders.pdf

The <https://educationendowmentfoundation.org.uk/early-years/evidence-store>

references Communication and Language which became part of our focus within the visit as the children spoke to each other, with myself and grew in their understanding of new vocabulary connected with the circus. This resulted in the children knowing more and remembering more through their visit from last year and this year.

Exploring the DfE module 4 on supporting language development in the early years enabled me to appreciate even more the importance of a language rich approach where interactions are promoted. I consider the circus theme visit supported both the children in their learning and development which in turn supported my continuous professional development (CPD) in researching the theme and the learning opportunities for the children in communication and language, physical development and Understanding the world.

The children and I are looking forward to our next visit out to extend

learning further within Understanding the world and the other Early Years Foundation Stage areas of learning.

References:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysph>

<https://wrayscarecrows.wordpress.com/>

<https://educationendowmentfoundation.org.uk/early-years/evidence-store>

<https://birthto5matters.org.uk/>

<https://www.ncfe.org.uk/media/xbcbjrfj/early-years-sustainability-resource.pdf>

https://assets.publishing.service.gov.uk/media/670f8c0f366f494ab2e7b93d/EYFS_statutory_framework_for_childminders.pdf

<https://child-development-training.education.gov.uk/about/module-4>

<https://child-development-training.education.gov.uk/about/module-5>

[Tiny Happy People](#) [from the BBC](#)

Thank you for all your support and using BBC Tiny Happy People with families you work with.



Please can we ask you and your teams to help shape the development of future BBC Tiny Happy People content and resources.

Please find below information about our BBC Tiny Happy People survey for Speech and Language Therapy teams and Early Years professionals to complete which should take no more than 10 minutes.

We'd be delighted to hear your views and those of your teams and partners, if possible please do share these two different links with your colleagues across Early Years and SLT services:

[Click here to share your views if you work in a SLT team:](#)

Or...

[Click here to share your views if you work in EYS education and childcare:](#)

If the link does not work, try copying and pasting it into your browser.

BBC Tiny Happy People are collaborating with Sherbet Research. **The aim of this survey is to gather information on whether you are using BBC Tiny Happy People resources with families, which resources you are using, when, and how. We would also like to hear whether there are any barriers to using the resources, and your suggestions for improvement.**

All responses are anonymous and will be combined with the views of Early Years Professionals from across the UK.

Because this is a UK-wide survey you may also receive another invite but you only need to complete this once.

Thank you for spending time to help us shape the future of Tiny Happy People.

Best wishes,
BBC Tiny Happy People

Please note, BBC Tiny Happy People & Sherbet Research are not gathering or storing any personal information, and the survey is anonymised. If required, data privacy procedures and contact information can be found [here](#)

This research is being conducted on behalf of BBC Tiny Happy People by Sherbert Research, 8 Bressay Drive, London, NW7 2AZ. For any technical queries about completing research itself, please contact research@sherbertresearch.com.

If you have a question for BBC Tiny Happy about the survey, please contact tinyhappypeople@bbc.co.uk

Anonymised survey hosting is provided by Rigour Research Ltd, 71-75 Uxbridge Road, London, W5 5SL.

The NSPCC logo is displayed in a large, bold, green font, centered within a white square that has a thin grey border. The letters are uppercase and sans-serif.

[PANTS resources for schools and teachers](#)

Lesson plans, classroom activities and more to help you talk PANTS

[Look Say Sing Play](#)

Right from birth, every time you play with your child, use silly voices, or even sing, you're not just bonding, you're building their brain

[PANTS guides and resources](#)

A range of guides, videos and other resources for parents and carers, including guides in Welsh, guides for people with a disability and guides for children with autism.

**Liverpool City Region and Beyond Early Years Stronger Practice
Hub
Feedback Form**

If you have attended any of our conferences or face to face training,
please scan the QR code and send us feedback. Many thanks.



0151 233 1969

Share on social



Check out our site [→](#)