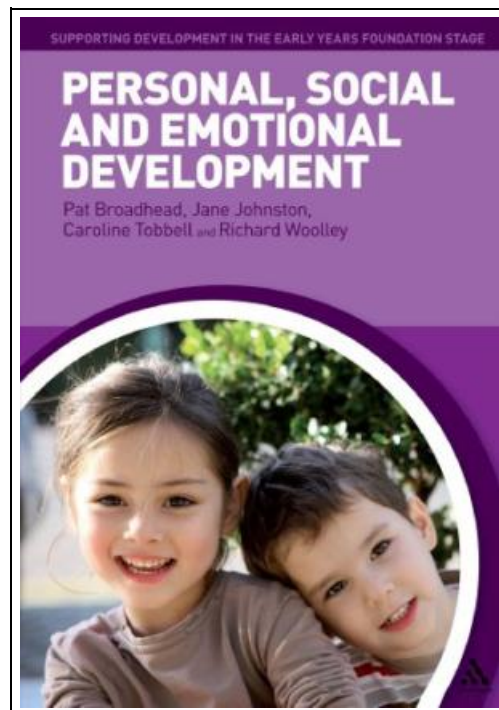


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Bloomsbury Publishing PLC, United Kingdom, 2011. Paperback. Condition: New. Language: English . Brand New Book. This is a complete guide to supporting personal, social and emotional development in the Early Years Foundation Stage (EYFS), promoting a holistic approach and sharing good practice. Personal, Social and Emotional Development introduces this area of the Early Years Foundation Stage (EYFS) to trainee and qualified early years professionals. The personal, social and emotional development of children aged between 0-5 years is introduced within the context of the EYFS. A balanced approach to the Early Learning Goals is encouraged ensuring that key principles of good early years practice are maintained and developed, and the holistic development of the child is promoted. This user-friendly guide will support early years professionals to: reflect on current practice and develop skills; evaluate the implications of research for early years practice and provision; promote interdisciplinary teamwork between those who work with and support young children; meet the diverse needs of children at different developmental stages and ages; and, support children as they move within and beyond the EYFS. This series introduces each of the six areas of the Early Years Foundation Stage (EYFS): Personal, Social and Emotional Development; Language, Literacy and Communication; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Creative Development; and, Physical Development. Each book delivers accessible yet rigorous support for practitioners, whether training or qualified, in developing their professional understanding and practice in each of these Early Learning Goals. Whilst considering each area in turn, the aim throughout the series is to promote the holistic development of the child. Each volume includes: an introduction to the key area; consideration of the development of children in the key area from birth to 3 years; 3 to 5 years; and into 5 to 7 years; consideration...



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