## LCLL0024: Early Childhood Education



abstracts, research briefs and research reports from the Effective Pre-School, Primary and Secondary Education project (EPPSE) (no date). Available at: http://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project/publications.

Anning, A. (2009) 'The Co-construction of an early childhood curriculum', in Early childhood education: society and culture. 2nd ed. Los Angeles: SAGE. Available at: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package service id=3302929860004761&institutionId=4761&customerId=4760.

Balduzzi, L. and Moss, P. (2013) 'Chapter 1: Contesting Early Childhood', in Early childhood and compulsory education: reconceptualising the relationship. London: Routledge. Available at: https://www.taylorfrancis.com/books/e/9781136169342.

Barton, L. (1986) 'The Politics of Special Educational Needs', Disability, Handicap & Society , 1(3), pp. 273–290. Available at: https://doi.org/10.1080/02674648666780291.

Blaise, M., Brooker, L. and Edwards, S. (2014) The SAGE handbook of play and learning in early childhood. Thousand Oaks, CA: SAGE Publications. Available at: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3238921830004761&institutionId=4761&customerId=4760.

Bloch, M.N. (1991) 'Critical Science and the History of Child Development's Influence on Early Education Research', Early Education & Development, 2(2), pp. 95–108. Available at: https://doi.org/10.1207/s15566935eed0202\_2.

Boyd, B.A. et al. (2010) 'Infants and Toddlers With Autism Spectrum Disorder: Early Identification and Early Intervention', Journal of Early Intervention, 32(2), pp. 75–98. Available at: https://doi.org/10.1177/1053815110362690.

Bradbury, A. (2012) "I feel absolutely incompetent": professionalism, policy and early childhood teachers', Contemporary Issues in Early Childhood, 13(3). Available at: https://doi.org/10.2304/ciec.2012.13.3.175.

Bradbury, A. (2013) Understanding early years inequality: policy, assessment and young children's identities. Abingdon: Routledge. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=1630070.

Bradbury, A. and Roberts-Holmes, G. (2018) The datafication of primary and early years education: playing with numbers. Milton Park, Abingdon, Oxon: Routledge. Available at:

https://www.taylorfrancis.com/books/9781315279053.

Brenneman, K. and Louro, I.F. (2008) 'Science Journals in the Preschool Classroom', Early Childhood Education Journal, 36(2), pp. 113–119. Available at: https://doi.org/10.1007/s10643-008-0258-z.

Broadhead, P. (2010) 'Chapter 8: Cooperative Play and Learning from Nursery to Year One', in Play and Learning in the Early Years: From Research to Practice. London: SAGE Publications. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=537746.

Broadhead, P., Howard, J. and Wood, E.A. (2010) Play and Learning in the Early Years: From Research to Practice [electronic resource]. London: SAGE Publications. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=537746.

Brock, A. and Rankin, C. (2008) Communication, language and literacy from birth to five. Los Angeles: SAGE. Available at:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package service id=3242500930004761&institutionId=4761&customerId=4760.

Brooker, L. (2011) 'Chapter 6: Developing Learning Dispositions in Life', in Making sense of theory and practice in early childhood: the power of ideas. Maidenhead: Open University Press, pp. 83–98. Available at:

 $https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99002087404020476\\ 1\&context=L\&vid=44UCL_INST:UCL_VU2\&lang=en\&search_scope=My Inst_and_Cl\&adaptor=Local%20Search%20Engine\&isFrbr=true\&tab=Everything\&query=any,contains,Making%20sense%20of%20theory%20and%20practice%20in%20early%20childhood:%20the%20power%20of%20ideas\&sortby=date_d\&facet=frbrgroupid,include,9004263706293645807\&offset=0.$ 

Brown, F. (2014) 'Perspective 3: Playwork', in Perspectives on play: learning for life. 2nd ed. London: Routledge, pp. 30–39. Available at:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3303311930004761&institutionId=4761&customerId=4760.

Cannella, G. (2005) 'Reconceptualizing the field (of early care and education). If "western" child development is a problem, then what do we do?', in Critical issues in early childhood education. Maidenhead: Open UP, pp. 17–39. Available at: https://www.vlebooks.com/Product/Index/154878?page=0.

Carr, M. and Lee, W. (2012) Learning stories: constructing learner identities in early education. Los Angeles, Calif: Sage.

Claxton \*, G. and Carr, M. (2004) 'A framework for teaching learning: the dynamics of disposition', Early Years, 24(1), pp. 87–97. Available at: https://doi.org/10.1080/09575140320001790898.

Dahlberg, G. (2009) 'Policies in Early Childhood Education and care: Potentialities for Agency, Play and Learning', in The Palgrave handbook of childhood studies. Basingstoke: Palgrave Macmillan. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=485290. Dahlberg, G. and Moss, P. (2005) Ethics and politics in early childhood education. London: RoutledgeFalmer. Available at: https://www.taylorfrancis.com/books/9780203463529.

Dahlberg, G., Moss, P. and Pence, A. (2013a) 'Chapter 3: Constructing early Childhood: What do we think it is', in Beyond quality in early childhood education and care: languages of evaluation. Classic ed. Milton Park, Abingdon, Oxon: Routledge, pp. 43–61. Available at: https://www.taylorfrancis.com/books/9780203371114.

Dahlberg, G., Moss, P. and Pence, A. (2013b) 'Chapter 4: Constructing the Early Childhood Institution: What do we think they are for?', in Beyond quality in early childhood education and care: languages of evaluation. Classic ed. Milton Park, Abingdon, Oxon: Routledge, pp. 62–87. Available at:

https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL\_LMS\_DS51233173 630004761.

Dahlberg, G., Moss, P. and Pence, A.R. (2013) Beyond quality in early childhood education and care: languages of evaluation. Classic ed. Milton Park, Abingdon, Oxon: Routledge. Available at: https://www.taylorfrancis.com/books/9781135626488.

Dawson, P. and Guare, R. (2010) 'Chapter 2: Assessing Executive Skills', in Executive Skills in Children and Adolescents, Second Edition: A Practical Guide to Assessment and Intervention. New York: Guilford Publications, pp. 12–29. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=479599.

Diamond, A. (2012) 'Activities and Programs That Improve Children's Executive Functions', Current Directions in Psychological Science, 21(5), pp. 335–341. Available at: https://doi.org/10.1177/0963721412453722.

Diamond, A. (2013) 'Executive Functions', Annual Review of Psychology, 64(1), pp. 135–168. Available at: https://doi.org/10.1146/annurev-psych-113011-143750.

'Effective Primary Pedagogical Strategies in English and Mathematics in Key Stage 2: A study of Year 5 classroom practice drawn from the EPPSE 3-16 longitudinal study' (no date). Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/193625/DFE-RB129.pdf.

Elfer, P. (2012) 'Emotion in nursery work: Work Discussion as a model of critical professional reflection', Early Years, 32(2), pp. 129–141. Available at: https://doi.org/10.1080/09575146.2012.697877.

Eshach, H. and Fried, M.N. (2005) 'Should Science be Taught in Early Childhood?', Journal of Science Education and Technology, 14(3), pp. 315–336. Available at: https://doi.org/10.1007/s10956-005-7198-9.

Fleer, M. (2009) 'Supporting Scientific Conceptual Consciousness or Learning in "a Roundabout Way" in Play-based Contexts', International Journal of Science Education, 31(8), pp. 1069–1089. Available at: https://doi.org/10.1080/09500690801953161.

Flewitt, R. (2008) 'Chapter 7: Multimodal Literacies', in Desirable literacies: approaches to language and literacy in the early years. 2nd ed. London: SAGE, pp. 122–139. Available at: https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9931045658904761& amp;context=L&vid=44UCL\_INST:UCL\_VU2&lang=en&search\_scope=MyInst\_and\_Cl&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,Desirable%20literacies:%20approaches%20to%20language

%20 and %20 literacy %20 in %20 the %20 early %20 years & amp; sort by = date\_d& amp; facet = frb rgroupid, include, 9084738975264164065 & amp; offset = 0.

Freinet, C. et al. (1990) 'Freinet's Techniques for the Modern School', in Cooperative learning and social change: selected writings of Célestin Freinet. Toronto: Our Schools/Our Selves, pp. 11–16.

Fung, C.K.H. and Cheng, D.P.W. (2012) 'Consensus or dissensus? Stakeholders' views on the role of play in learning', Early Years, 32(1), pp. 17–33. Available at: https://doi.org/10.1080/09575146.2011.599794.

Garon, N., Bryson, S.E. and Smith, I.M. (2008) 'Executive function in preschoolers: A review using an integrative framework.', Psychological Bulletin, 134(1), pp. 31–60. Available at: https://doi.org/10.1037/0033-2909.134.1.31.

Gatt, S. and Thewma, G. (2012) 'Inquiry-based Learning in Early years through Story-telling', Journal of Emergent Science, 4, pp. 19–25. Available at: https://www.researchgate.net/publication/259533561\_Inquiry-based\_Learning\_in\_Early\_years through Story-telling.

Grieshaber, S. and McArdle, F. (2010) The trouble with play. Maidenhead: Open University Press.

Hallet, E. (2008) 'Chapter 4: Signs and Symbols: children's engagement with environmental print', in Desirable literacies: approaches to language and literacy in the early years. 2nd ed. London: SAGE, pp. 60–80. Available at: https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9931045658904761& amp;context=L&vid=44UCL\_INST:UCL\_VU2&lang=en&search\_scope=MyIns t\_and\_Cl&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,Desirable%20literacies:%20approaches%20to%20language%20and%20literacy%20in%20the%20early%20years&sortby=date\_d&facet=frbrgroupid,include,9084738975264164065&offset=0.

Hallet, E. and Marsh, J. (2008) Desirable literacies: approaches to language and literacy in the early years. 2nd ed. London: SAGE. Available at: https://doi.org/10.4135/9781446279519.

Hoyuelos, A. (2013) 'Interpreting the Child as a Participant and Interactive Subject. Malaguzzi's Theories Regarding the Concept of Childhood', in The Ethics in Loris Malaguzzi's Philosophy and Pedagogical Work. Isalda, pp. 114–133.

Jordan, R. (2008) 'THE GULLIFORD LECTURE: Autistic spectrum disorders: a challenge and a model for inclusion in education', British Journal of Special Education, 35(1), pp. 11–15. Available at: https://doi.org/10.1111/j.1467-8578.2008.00364.x.

Kenner, C. (2000) 'Recipes, Alphabets and U: A Four-year-old Explores the Visual Potential of Literacy', Early Years, 20(2), pp. 68–79. Available at: https://doi.org/10.1080/0957514000200208.

Kessler, S.A. (1991) 'Early Childhood Education as Development: Critique of the Metaphor', Early Education & Development, 2(2), pp. 137–152. Available at: https://doi.org/10.1207/s15566935eed0202 5.

Kress, G.R. (1997) Before writing: rethinking the paths to literacy. London: Routledge. Available at: https://www.taylorfrancis.com/books/9780203992692.

Larson, J. and Marsh, J. (2013) The SAGE handbook of early childhood literacy. 2nd ed. Los Angeles: SAGE. Available at:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3242806450004761&institutionId=4761&customerId=4760.

Levy, R. (2009) 'Children's perceptions of reading and the use of reading scheme texts', Cambridge Journal of Education, 39(3), pp. 361–377. Available at: https://doi.org/10.1080/03057640903103769.

Lewis, A., Miller, O. and Norwich, B. (2005) Special teaching for special children?: pedagogies for inclusion. Maidenhead: Open University P.s. Available at: http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractVie w/S9780335226238.

Marsh, J. (2003) 'One-way Traffic? Connections between Literacy Practices at Home and in the Nursery', British Educational Research Journal, 29(3), pp. 369–382. Available at: https://doi.org/10.1080/01411920301857.

Mcguigan, L. and Russell, T. (2012) 'Identifying emergent science thinking within a holistic approach to early years education', Journal of Emergent Science, 4, pp. 7–11. Available at: https://www.researchgate.net/publication/256082590\_Identifying\_emergent\_science\_thinking\_within\_a\_holistic\_approach\_to\_early\_years\_education.

Miller, L. (2001) 'Shaping Early Childhood through the Literacy Curriculum', Early Years, 21(2), pp. 107–116. Available at: https://doi.org/10.1080/09575140125089.

Molloy, H. and Vasil, L. (2002) 'The Social Construction of Asperger Syndrome: The pathologising of difference?', Disability & Society, 17(6), pp. 659–669. Available at: https://doi.org/10.1080/0968759022000010434.

Morris, A.S. et al. (2013) 'Effortful Control, Behavior Problems, and Peer Relations: What Predicts Academic Adjustment in Kindergartners from Low-Income Families?', Early Education & Development, 24(6), pp. 813–828. Available at: https://doi.org/10.1080/10409289.2013.744682.

Moss, P. (2007) 'Meetings Across the Paradigmatic Divide', Educational Philosophy and Theory, 39(3), pp. 229–245. Available at: https://doi.org/10.1111/j.1469-5812.2007.00325.x.

Moss, P. (2014a) 'Chapter 1: Telling Stories, Transformative Change and Real Utopias', in Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality. New York, N.Y.: Routledge, pp. 1–16. Available at: https://www.taylorfrancis.com/books/9781315779904.

Moss, P. (2014b) 'Chapter 6: The Crow Project: a local enactment of the story of democracy, experimentation and potentiality', in Transformative change and real utopias in early childhood education: a story of democracy, experimentation and potentiality. New York, N.Y.: Routledge, pp. 139–167. Available at: https://contentstore.cla.co.uk/secure/link?id=a643c83d-6e1b-e711-80c9-005056af4099.

Moss, P. (2019) Alternative narratives in early childhood: an introduction for students and practitioners. Abingdon, Oxon. Available at: https://www.taylorfrancis.com/books/9781351966597.

Moyles, J.R. (2015) The excellence of play. 4th ed. Maidenhead: Open University Press. Available at:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3242446730004761&institutionId=4761&customerId=4760.

Nayfeld, I., Fuccillo, J. and Greenfield, D.B. (2013) 'Executive functions in early learning: Extending the relationship between executive functions and school readiness to science', Learning and Individual Differences, 26, pp. 81–88. Available at: https://doi.org/10.1016/j.lindif.2013.04.011.

Nesbitt, K.T., Baker-Ward, L. and Willoughby, M.T. (2013) 'Executive function mediates socio-economic and racial differences in early academic achievement', Early Childhood Research Quarterly, 28(4), pp. 774–783. Available at: https://doi.org/10.1016/j.ecresg.2013.07.005.

Novinger, S. and O'Brien, L. (2003) 'Beyond "Boring, Meaningless Shit" in the Academy: Early Childhood Teacher Educators under the Regulatory Gaze', Contemporary Issues in Early Childhood, 4(1), pp. 3–31. Available at: https://doi.org/10.2304/ciec.2003.4.1.4.

P. Katz (2012) 'Using Pothooks to encourage young children' science identities', Journal of Emergent Science, 3, pp. 22–27.

Pahl, K. and Rowsell, J. (2005) Literacy and Education: Understanding the New Literacy Studies in the Classroom. London: SAGE Publications. Available at: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3242805810004761&institutionId=4761&customerId=4760.

Pat (2015) 'Building Friendship through Playful Learning in the Early Years', in The excellence of play. 4th ed. ©2015: Open University Press. Available at: http://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=f3978f5e-04e4-4722-80a5-6d555b7b5434%40sdc-v-sessmgr04&bdata=JkF1dGhUeXBIPWIwLHNoaWImc2I0ZT1IaG9zdC1saXZIJnNjb3BIPXNpdGU%3d#AN=1099349&db=nlebk.

Peter Moss (no date) 'Power and resistance in early childhood education: From dominant discourse to democratic experimentalism', Journal of Pedagogy, 8(1), pp. 11–32. Available at: https://doi.org/https://doi.org/10.1515/jped-2017-0001.

'Researching Effective Pedagogy in the Early Years' (no date). Available at: http://webarchive.nationalarchives.gov.uk/20130323020903/https://www.education.gov.uk/publications/eOrderingDownload/RR356.pdf.

Rinaldi, C. and Rinaldi, C. (2006) 'Introduction: Our Reggio Emilia', in In dialogue with Reggio Emilia: listening, researching and learning. London: Routledge, pp. 1–17. Available at: https://www.taylorfrancis.com/books/9780203317730.

Roberts-Holmes, G. (2012) "It's the bread and butter of our practice": experiencing the Early Years Foundation Stage', International Journal of Early Years Education, 20(1), pp.

30-42. Available at: https://doi.org/10.1080/09669760.2012.664473.

Roberts-Holmes, G. (2015) 'The "datafication" of early years pedagogy: "if the teaching is good, the data should be good and if there's bad teaching, there is bad data"', Journal of Education Policy, 30(3), pp. 302–315. Available at: https://doi.org/10.1080/02680939.2014.924561.

Rogers, S. (2010) 'Powerful pedagogies and playful resistance: Role play in the early childhood classroom', in Engaging play. Maidenhead: Open University Press, pp. 152–165. Available at:

http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780335239221.

Rogers, S. (2011) 'Play and pedagogy: a conflict of interest?', in Rethinking play and pedagogy in early childhood education: concepts, contexts and cultures. London: Routledge, pp. 5–19. Available at:

 $https://ucl.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService\& amp; package\_service\_id=14693725030004761\& amp; institutionId=4761\& amp; customerId=4760\& amp; VE=true.$ 

Roskos, K. and Christie, J. (2001) 'Examining the Play-Literacy Interface: A Critical Review and Future Directions', Journal of Early Childhood Literacy, 1(1), pp. 59–89. Available at: https://doi.org/10.1177/14687984010011004.

Saçkes, M. et al. (2011) 'The influence of early science experience in kindergarten on children's immediate and later science achievement: Evidence from the early childhood longitudinal study', Journal of Research in Science Teaching, 48(2), pp. 217–235. Available at: https://doi.org/10.1002/tea.20395.

SEND pathfinder programme: final report - GOV.UK (no date). Available at: https://www.gov.uk/government/publications/send-pathfinder-programme-final-report.

Siraj-Blatchford, I. et al. (2006) 'Educational Research and Evidence-based Policy: The Mixed-method Approach of the EPPE Project', Evaluation & Research in Education, 19(2), pp. 63–82. Available at: https://doi.org/10.2167/eri419.0.

Siraj-Blatchford, I. (2007) 'Creativity, Communication and Collaboration: The Identification of Pedagogic Progression in Sustained Shared Thinking', Asia-Pacific Journal of Research in Early Childhood Education. Available at: http://www.pecerajournal.com/data/?a=21767.

Siraj-Blatchford, I. (2010) 'Chapter 8: A focus on pedagogy', in Early childhood matters: evidence from the Effective Pre-school and Primary Education Project. London: Routledge, pp. 149–165. Available at:

https://contentstore.cla.co.uk/secure/link?id=3f90a2c9-6d1b-e711-80c9-005056af4099.

Siraj-Blatchford, I. (2014) 'Early Childhood Education (ECE)', in T. Maynard and S. Powell (eds) An introduction to early childhood studies. Third edition. London: SAGE Publications Ltd, pp. 172–184. Available at:

https://contentstore.cla.co.uk/secure/link?id=0b9f1ff1-969c-e711-80cb-005056af4099.

Smolleck, L. and Hershberger, V. (2011) 'Playing With Science: An Investigation of Young Children's Science Conceptions and Misconceptions', Current Issues in Education, 14(1).

Available at: https://cie.asu.edu/ojs/index.php/cieatasu/article/view/324.

Soler, J. and Miller, L. (2003) 'The Struggle for Early Childhood Curricula: A Comparison of the English Foundation Stage Curriculum, "Te Whariki" and Reggio Emilia.', International Journal of Early Years Education, 11(1), pp. 57–67. Available at: http://www.tandfonline.com/doi/abs/10.1080/0966976032000066091.

'Statutory framework for the early years foundation stage 2017' (no date). Available at: https://www.icmec.org/wp-content/uploads/2018/01/EYFS\_STATUTORY\_FRAMEWORK\_2017.pdf.

Stephen, C. (2010) 'Pedagogy: the silent partner in early years learning', Early Years, 30(1), pp. 15–28. Available at: https://doi.org/10.1080/09575140903402881.

'Students' educational and developmental outcomes at age 16 Effective Pre-school, Primary and Secondary Education (EPPSE 3-16) Project Research Brief' (no date). Available at:

http://www.ucl.ac.uk/ioe/research/pdf/RB354\_-\_Students\_\_educational\_and\_developmental outcomes at age 16 Brief.pdf.

Taggart, B. (2010) 'Making a difference: How research can inform policy', in Early childhood matters: evidence from the Effective Pre-school and Primary Education Project. London: Routledge. Available at:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package service id=3303355980004761&institutionId=4761&customerId=4760.

Tesar, M. (2014) 'Reconceptualising the Child: Power and Resistance within Early Childhood Settings', Contemporary Issues in Early Childhood, 15(4), pp. 360–367. Available at: https://doi.org/10.2304/ciec.2014.15.4.360.

'The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to end of Key Stage1' (no date). Available at: http://dera.ioe.ac.uk/8543/7/SSU-SF-2004-01.pdf.

This is Anji Play — Anji Play (no date). Available at: http://www.anjiplay.com/home/#anjiplay.

Treagust, D.F. and Duit, R. (2008) 'Conceptual change: a discussion of theoretical, methodological and practical challenges for science education', Cultural Studies of Science Education, 3(2), pp. 297–328. Available at: https://doi.org/10.1007/s11422-008-9090-4.

Tunnicliffe, S.D. (2013) Talking and doing science in the early years: a practical guide for ages 2-7. Abingdon: Routledge. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=1207509.

Valerie Polakow (1986) 'SOME REFLECTIONS ON THE LANDSCAPE OF CHILDHOOD AND THE POLITICS OF CARE', The Journal of Education, 168(3), pp. 7–12. Available at: https://www.jstor.org/stable/42741751.

Valerie Polakow (1989) 'DECONSTRUCTING DEVELOPMENT', The Journal of Education, 171(2), pp. 75–87. Available at: https://www.jstor.org/stable/42742152.

Valerie Polakow Suransky (1983) 'TALES OF REBELLION AND RESISTANCE: THE LANDSCAPE OF EARLY INSTITUTIONAL LIFE', The Journal of Education, 165(2), pp. 135–157. Available at: https://www.jstor.org/stable/42772830.

Vygotskiĭ, L.S. (1978) 'The role of play in development', in Mind in society: the development of higher psychological processes. Cambridge, Mass: Harvard University Press. Available at:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package service id=3303266530004761&institutionId=4761&customerId=4760.

Weisberg, D.S., Hirsh-Pasek, K. and Golinkoff, R.M. (2013) 'Guided Play: Where Curricular Goals Meet a Playful Pedagogy', Mind, Brain, and Education, 7(2), pp. 104–112. Available at: https://doi.org/10.1111/mbe.12015.

Whitehead, M.R. (2007) Developing language and literacy with young children. 3rd ed. London: Paul Chapman. Available at:

http://sk.sagepub.com/books/developing-language-and-literacy-with-young-children-3e.

Wood, E. (2007) 'New directions in play: consensus or collision?', Education 3-13, 35(4), pp. 309–320. Available at: https://doi.org/10.1080/03004270701602426.

Wood, E. (2013a) 'Chapter 5: Developing Play in the Curriculum', in Play, learning and the early childhood curriculum. 3rd ed. Los Angeles: SAGE, pp. 118–157.

Wood, E. (2013b) 'Chapter 5: Developing Play in the Curriculum', in Play, learning and the early childhood curriculum. 3rd ed. Los Angeles: SAGE, pp. 118–157. Available at: http://sk.sagepub.com/books/play-learning-and-the-early-childhood-curriculum.

Wood, E. (2013c) Play, learning and the early childhood curriculum. 3rd ed. Los Angeles: SAGE.

Wood, E. and Hedges, H. (2016) 'Curriculum in early childhood education: critical questions about content, coherence, and control', The Curriculum Journal, 27(3), pp. 387–405. Available at: https://doi.org/10.1080/09585176.2015.1129981.

Wood, E.A. (2010) 'Chapter 6: Developing integrated pedagogical approaches to play and learning', in Play and learning in the early years: from research to practice. Los Angeles, [Calif.]: SAGE, pp. 9–26. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=537746.

Wyse, D. and Cowan, K. (2017) The good writing guide for education students. 4th edition. London: SAGE Publications Ltd. Available at:

https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL\_LMS\_DS51322155 970004761.

Zelazo, P.D. and Argitis, G. (2003) 'The development of executive function in early childhood', in. Boston, Mass., Oxford: Blackwell. Available at: https://www.jstor.org/stable/1166202?seq=1#metadata info tab contents.