

OVERVIEW

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study. This qualification is distinct from GCSE Child Development as it provides an opportunity for learners to gain an introduction to a wide range of themes connected to the roles and responsibilities of the early years practitioner. It will encourage the learner to apply their knowledge and work through a range of case studies that will challenge them to problem solve and relate their understanding of the early years practitioner role and child development.

Autumn

Content 1 – Child Development

The learner will understand holistic development in the early years which includes aspects of physical, cognitive, communication and language, social and emotional development covering birth to 5 years.

Content 2 – Factors that influence the child's development

The learner will understand that nature and nurture, alongside transitions, may affect the child's development from birth to 5 years. Students will learn different strategies to support the wellbeing and basic care needs of children.

Content 3 – Basic Care Needs

The learner will understand the child's care needs and the importance of play and activities to support the child's independence, health, safety, and wellbeing from birth to 5 years.

Assessment:

End of unit assessment
(written)

Short and long answer questions recalling learnt knowledge.

From this assessment Whole Class Feedback takes place. Any common misconceptions will be re-taught.

Spring

Content 4 – Early Years Provisions

The learner will understand the purpose, role, and function of different types of early years provision. Students will learn types of provisions that are statutory, private and voluntary. The learner will understand that early years provision varies in accessibility, capacity, facilities and approach, and that these variations may influence parental options and availability of childcare provision for the child and their family or carer.

Content 5 – Legislation, policies and procedures in the early years

The learner will understand that early years settings are regulated and standardised. The learner will know what regulation means and the name of the regulatory authority.

- Health and Safety at Work Act 1974
- Equality Act 2010
- GDPR
- Early Years Foundation Stage Statutory Framework
- Safeguarding Procedures
- Confidentiality

Assessment:

End of unit assessment
(written)

Short and long answer questions recalling learnt knowledge.

From this assessment Whole Class Feedback takes place. Any common misconceptions will be re-taught.

Summer

Content 6 – Expectations of the Early Years Practitioners

The learner will understand expectations with regards to appearance, behaviour, timekeeping, and attitude when working in an early years setting.

Content 7 – Roles and Responsibilities within Early Year Settings

The learner will understand roles and responsibilities of those working with children from birth to 5 years in early years settings and the purpose of partnership working within early years provision. We also look at specialist roles that children can be referred to for further support who are internally and externally based.

Assessment:

End of unit assessment
(written)

Short and long answer questions recalling learnt knowledge.

From this assessment Whole Class Feedback takes place. Any common misconceptions will be re-taught.

Useful resources for supporting your child at home:
Knowledge organiser, Blooket, Quizlet.

Homework:

Flashcard based to revise for end of year assessment which will be a past paper.