

Key Stage 4 Curriculum Map- BTEC Level 1/Level 2 Tech Award in Early Years Year 9 2017/18

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 9	<p>Themes that will be covered :</p> <p>Component 1 INTRODUCTION TO THE EARLY YEARS SECTOR</p> <p>A1 Types of early years settings, roles and responsibilities Learners will know about the purpose of different types of early year's settings, and will develop an overview of the responsibilities of the different job roles that exist in the early year's sector. Learners will be aware of the requirement of early years settings to follow the Early Years Foundation Stage (EYFS) and will understand the responsibilities of the key person</p> <p>A2 Responsibilities and requirements of early years professionals Learners will develop an understanding of the responsibilities and requirements of early year's professionals, including the requirement to uphold equality and diversity when working with young children.</p>	<p>Themes that will be covered :</p> <p>Component 1 INTRODUCTION TO THE EARLY YEARS SECTOR</p> <p>A1 Types of early years settings, roles and responsibilities Learners will know about the purpose of different types of early year's settings, and will develop an overview of the responsibilities of the different job roles that exist in the early year's sector. Learners will be aware of the requirement of early years settings to follow the Early Years Foundation Stage (EYFS) and will understand the responsibilities of the key person</p> <p>A2 Responsibilities and requirements of early years professionals Learners will develop an understanding of the responsibilities and requirements of early year's professionals, including the requirement to uphold equality and diversity when working with young children.</p>	<p>Themes that will be covered :</p> <p>Component 1 INTRODUCTION TO THE EARLY YEARS SECTOR</p> <p>B1 Ways that early years settings keep children healthy, safe and secure Learners will understand the measures that early year's settings must take to keep children healthy, safe and secure in relation to hygiene, food and nutrition and the safety and security of the early year's environment. They will also understand procedures and requirements relating to dealing with accidents and illness and storing and handling information.</p> <ul style="list-style-type: none"> • Overarching duties and responsibilities. • Good Hygiene Practice • Food and nutrition • Health, safety and security of environment 	<p>Themes that will be covered :</p> <p>Component 1 INTRODUCTION TO THE EARLY YEARS SECTOR</p> <p>B1 Ways that early years settings keep children healthy, safe and secure Learners will understand the measures that early year's settings must take to keep children healthy, safe and secure in relation to hygiene, food and nutrition and the safety and security of the early year's environment. They will also understand procedures and requirements relating to dealing with accidents and illness and storing and handling information.</p> <ul style="list-style-type: none"> • Safety of resources • Dealing with accidents, illness and incidents • Storing and handling information 	<p>Themes that will be covered :</p> <p>COMPONENT 2: PLAY IN EARLY YEARS SETTINGS</p> <p>A1 The importance of play Importance of play for children's development e.g. building their confidence as they learn to explore, think about problems and relate to others. Encourages children to develop communication, self-esteem, confidence, the ability to make choices.</p> <p>A2 How children play</p> <p>A3 Types of play opportunities</p> <p>A4 Stages of play</p>	<p>Themes that will be covered :</p> <p>COMPONENT 2: PLAY IN EARLY YEARS SETTINGS</p> <p>A5 The role of the key person Communicating with child, modelling language. Setting challenges, collaborating e.g. showing explaining, demonstrating, exploring, facilitating, encouraging, questioning. Making observations of learning, adapting to suit changing needs and individual interests. setting up environments – ways early years settings are normally laid out e.g. areas for role play, crafts, quiet corner Considering health and safety, appropriateness, ability to design activities and resources inside and adapt for outside; structure and routine. Setting up activities that motivate children to engage.</p>
	<p>Key Assessments taking place :</p> <p>A.2P1 Describe the type and purpose of two local early years settings.</p> <p>A.2P2 Explain the responsibilities and requirements of two early years professionals in the settings including the role of the key person, with relevant examples.</p>	<p>Key Assessments taking place :</p> <p>A.2M1 Discuss how the responsibilities and requirements of different early years professionals meet the purpose of early years settings with detailed examples.</p> <p>A.2D1 Assess how the responsibilities and requirements of different early years professionals meet the purpose of early years settings with Considered examples.</p>	<p>Key Assessments taking place :</p> <p>B.2P3 Explain how an early years setting keeps children healthy, safe and secure throughout the day with relevant examples.</p>	<p>Key Assessments taking place :</p> <p>B.2M2 Discuss how the early years setting keeps children healthy, safe and secure throughout the day with detailed examples.</p> <p>B.2D2 Analyse how the early years settings keep children healthy, safe and secure throughout the day with considered examples.</p>	<p>Key Assessments taking place :</p> <p>A.2P1 Describe the types of play opportunities that are available in an early Years setting and explain how they benefit young children with relevant examples.</p>	<p>Key Assessments taking place :</p> <p>A.2P2 Explain how the key person supports the child during the opportunities with relevant examples.</p> <p>A.2M1 Discuss the different play opportunities available in the setting and the importance of the key person in supporting children's play with detailed examples.</p> <p>A.2D1 Analyse the importance of play opportunities in the setting and the role of the key person in supporting young children's play with considered examples.</p>

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Year 10	<p>Themes that will be covered :</p> <p>COMPONENT 2: PLAY IN EARLY YEARS SETTINGS</p> <p>B1 Planning play opportunities for children Planning – overview of short, medium, long-term planning, why each is used.</p> <p>Individual planning for each child.</p> <p>How planning for play supports children’s holistic learning and development.</p> <p>Developing daily activities for children</p> <p>Resourcing areas to provide play opportunities for children in early years settings</p> <p>Special considerations</p> <p>Adapting play opportunities for different situations</p> <p>Key Assessments taking place :</p> <p>B.2P3. Produce a well organised plan for an appropriate young child’s play opportunity and prepare it competently and safely, meeting most planned timings.</p>	<p>Themes that will be covered :</p> <p>COMPONENT 2: PLAY IN EARLY YEARS SETTINGS</p> <p>B2 Reflective practice Learners will understand why early years practitioners use reflective practice in early year’s settings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition - to reflect on how to develop own knowledge, skills and behaviours to be able to support children’s play, learning and development and to work effectively with others <input type="checkbox"/> Basic model of reflective practice e.g. plan, do, review <input type="checkbox"/> Using reflection in practice e.g. when reflecting on activity planning, own personal and professional practice, learning <input type="checkbox"/> Tools and techniques e.g. reflective logs, using feedback from others to identify areas to improve knowledge and skills. <p>Key Assessments taking place :</p> <p>B.2P4 Explain own use of skills in planning and preparing a play opportunity suitable for a young child and appropriate ways to adapt the activity with relevant examples.</p>	<p>Themes that will be covered :</p> <p>COMPONENT 2: PLAY IN EARLY YEARS SETTINGS</p> <p>B2 Reflective practice Learners will understand why early years practitioners use reflective practice in early year’s settings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition - to reflect on how to develop own knowledge, skills and behaviours to be able to support children’s play, learning and development and to work effectively with others <input type="checkbox"/> Basic model of reflective practice e.g. plan, do, review <input type="checkbox"/> Using reflection in practice e.g. when reflecting on activity planning, own personal and professional practice, learning <input type="checkbox"/> Tools and techniques e.g. reflective logs, using feedback from others to identify areas to improve knowledge and skills. <p>Key Assessments taking place :</p> <p>B.2M2 Analyse the suitability of the young child’s play opportunity, explaining decisions taken when planning and preparing it, and how to adapt it with detailed examples.</p> <p>B.2D2 Assess the suitability of the young child’s play opportunity, giving justified reasons for decisions taken when planning and preparing it, and considered examples of how it could be adapted.</p>	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>A Principles of growth and development in children Learners will understand the difference between growth and development and the five areas of children’s development. They will learn why early years professionals need to understand how children develop and learn.</p> <p>A1 Importance of understanding the way children develop and learn</p> <p>A2 Growth</p> <p>A3 Development</p> <p>Key Assessments taking place :</p> <p>Learning aim A preparation for assessment: practice activity Learning aim A preparation for assessment: practice questions</p>	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>A4 The five domains of children’s development Learners will understand the five areas or ‘domains’ of children’s development and learning.</p> <p>Key Assessments taking place :</p> <p>Learning aim A preparation for assessment: practice activity Learning aim A preparation for assessment: practice questions</p>	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>B Supporting children through transitions Learners will know the different transitions that can affect young children and the possible effect of these transitions on children’s development. They will understand how the key person can help children to develop through these transitions.</p> <p>B1 Types of transitions Family move, change of family status, move of home, move of school, birth of new sibling.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effects of transitions on children, e.g. expression of emotions in settings, withdrawing, silence, fear, anger, confidence, self-esteem, excitement, confusion. <p>Key Assessments taking place :</p> <p>Learning aim B preparation for assessment: practice activity Learning aim B preparation for assessment: practice questions</p>

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Year 11	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT B2 Key person approach supporting children through transitions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop bonds and secure attachments <input type="checkbox"/> Encourage positive <input type="checkbox"/> Encourage development of positive relationships with others. 	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>C Understand the characteristics of children's development from birth up to five years</p> <p>C1 Physical development Learners will be aware that children can develop at varying rates in different areas of development.</p> <p>They will know the usual sequence and the characteristics of each stage of a child's development from birth up to five years in each of the five domains of development.</p> <p>They will understand the role of the key person in promoting children's development, and how children's development is holistic, with links between different domains of development.</p> <p>C2 Cognitive development</p>	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>C2 Cognitive development</p> <p>Cognitive development milestones</p> <p>Key person approach in promoting children's cognitive development</p> <p>Links to other areas of development</p> <p>C3 Communication and language development</p> <p>C4 Social and emotional development</p>	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>Preparation and revision over topics for students resitting in May/June</p> <p>Intervention on coursework for components 1 and 2</p>	<p>Themes that will be covered :</p> <p>COMPONENT 3: SUPPORTING CHILD DEVELOPMENT</p> <p>Preparation and revision over topics for students resitting in May/June</p> <p>Intervention on coursework for components 1 and 2</p>	<p>Themes that will be covered :</p> <p>Intervention on any students needing it.</p>
	<p>Key Assessments taking place :</p> <p>Learning aim B preparation for assessment: practice activity Learning aim B preparation for assessment: practice questions</p>	<p>Key Assessments taking place :</p> <p>Learning aim C preparation for assessment: practice activity Learning aim C preparation for assessment: practice questions</p>	<p>Key Assessments taking place</p> <p>Task set and marked by Pearson, completed under supervised conditions. The set task will be completed in three hours within the period timetabled by Pearson. 60 marks February 405 of final grade</p>	<p>Key Assessments taking place :</p> <p>Standards Verification on Components 1 and 2</p>	<p>Key Assessments taking place :</p> <p>Standards Verification on Components 1 and 2 External Assessment for resitting Component 3 40% of overall mark</p>	<p>Key Assessments taking place :</p> <p>Claims certification</p>