



## OVERVIEW

The qualification is designed for learners who want an introduction to child development and care that includes a vocational and project-based element. It will appeal to learners who wish to pursue a career in the early years sector and progress on to further study. The qualification complements GCSEs well and is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass/merit/distinction and level 2 pass/merit/distinction/distinction\*. To be awarded this qualification, learners are required to demonstrate the knowledge and skills to meet the requirements of all 9 content areas of this qualification.

## Aut

- 1. Child development** 1.1 Aspects of holistic development
  - 1.1.1 Physical /
  - 1.1.2 Cognitive /
  - 1.1.3 Communication and language
  - 1.1.4 Social and emotional
- 2. Factors that influence the child's development**
  - 2.1 Nature and nurture /2.2 Biological and environmental factors
  - 2.3 Effects of biological and environmental factors /2.4 Transitions
    - 2.4.1 Types of transition /2.4.2 The impact of transitions on the child's development
  - 2.5 Support strategies
- 3. Care routines, play and activities to support the child**
  - 3.1 Basic care needs
  - 3.2 Basic care routines and play activities to support the child's development
    - 3.2.1 Basic care routines /3.2.2 Play activities
  - 3.3 The role of the early years practitioner during play activities

### Assessment:

Students will complete a formative assessment after each content area is completed.

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- 4. Early years provision**
  - 4.1 Types of early years provision
  - 4.2 The purpose of early years provision
  - 4.3 Types of early years settings
  - 4.4 Variation in early years provision
- 5. Legislation, policies and procedures in the early years**
  - 5.1 Regulatory authority
  - 5.2 Legislation and frameworks which underpin policy and procedure
    - 5.2.1 Legislation, framework, policy and procedure definitions /5.2.2 Legislation
    - 5.2.3 Health and safety procedure
    - 5.2.4 Equality and inclusion procedure
    - 5.2.5 Safeguarding procedure
    - 5.2.6 Confidentiality procedure
- 6. Expectations of the early years practitioner**
  - 6.1 Appearance
  - 6.2 Behaviour
  - 6.3 Attendance and timekeeping

### Assessment:

Students will complete a formative assessment after each content area is completed.

## Sum

- 7. Roles and responsibilities within early years settings**
  - 7.1 Early years practitioner roles
  - 7.2 Partnership working in the early years
    - 7.2.1 How partnership working benefits the child, family and early years practitioner
  - 7.3 Specialist roles within the early years settings
  - 7.4 Specialist roles outside the early years settings
- 8. The importance of observations in early years childcare**
  - 8.1 Observation and recording methods /8.1.1 How observations support child development /8.1.2 Objective and subjective observation
    - 8.1.3 Components of recording observations /8.1.4 Different methods of observation
    - 8.1.5 Sharing observations
- 9. Planning in early years childcare**
  - 9.1 The purpose of a child-centred approach
  - 9.2 The purpose of the planning cycle
  - 9.3 The planning cycle

### Assessment:

Students will complete a formative assessment after each content area is completed.

Useful resources for supporting your child at home:

[Childcare - Essential Skills Communication \(Levels 1 and 2\) - BBC Bitesize](#)

[BBC Two - Bitesize Secondary, Society Health & Development, Child Development - Clips](#)

Homework:

Week 1. Exam style questions and knowledge quizzes set via MS Forms.

Week 2. Booklet work to consolidate knowledge and understanding.