

NCFE

CACHE

Synoptic connections

**NCFE CACHE Level 1/2 Technical Award in Child
Development and Care in the Early Years
QN: 603/7012/9**

Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 9 mandatory content areas. All content is mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; the content areas are interdependent in knowledge, skills and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and childcare sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

Content area 1: Child development

This content area supports learners to understand different aspects of holistic development and the expected sequence and key milestones of children's development.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 1 include:

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
- 2.5 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

4. Early years provision:

- 4.2 The purpose of early years provision

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioner roles

8. The importance of observations in early years childcare:

- 8.1 Observation and recording methods

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

Content area 2: Factors that influence the child's development

This content area supports learners to understand that nature verses nurture alongside transitions may affect the child's development.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 2 include:

1. Child development:

- 1.1 Aspects of holistic development

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

5. Legislation, policies and procedures in the early years:

- 5.2 Legislation and frameworks which underpin policy and procedure

8. The importance of observations in early years childcare:

- 8.1 Observation and recording methods

9. Planning in early years childcare:

- 9.2 The purpose of the planning cycle

Content area 3: Care routines, play and activities to support the child

This content area supports learners to understand the child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 3 include:

1. Child development:

- 1.1 Aspects of holistic development

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
- 2.5 Support strategies

4. Early years provision:

- 4.2 The purpose of early years provision
- 4.4 Variation in early years provision

5. Legislation, policies and procedures in the early years:

- 5.2 Legislation and frameworks which underpin policy and procedure

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioners roles
- 7.2 Partnership working in the early years

8. The importance of observations in early years childcare:

- 8.1 Observation and recording methods

9. Planning in early years childcare:

- 9.1 The purpose of a child-centred approach
- 9.2 The purpose of the planning cycle

Content area 4: Early years provision

This content area supports learners to understand the purpose, role and function of different types of early years provision.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 4 include:

1. Child development:

- 1.1 Aspects of holistic development

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

5. Legislation, policies and procedures in the early years:

- 5.1 Regulatory authority
- 5.2 Legislation and frameworks which underpin policy and procedure

6. Expectations of the early years practitioner:

- 6.1 Appearance
- 6.2 Behaviour
- 6.3 Attendance and punctuality

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioners roles
- 7.2 Partnership working in the early years
- 7.3 Specialist roles within early years settings
- 7.4 Specialist roles outside the early years settings

Content area 5: Legislation, policies and procedures in the early years

This content area supports learners to understand that early years settings are regulated and standardised.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 5 include:

3. Care routines, play and activities to support the child:

- 3.2 Basic care routines and play activities to support the child's development

4. Early years provision:

- 4.3 Types of early years settings
- 4.4 Variation in early years provision

6. Expectations of the early years practitioner:

- 6.1 Appearance
- 6.2 Behaviour
- 6.3 Attendance and timekeeping

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioner roles
- 7.2 Partnership working in the early years

8. The importance of observations in early years childcare:

- 8.1 Observation and recording methods

9. Planning in early years childcare:

- 9.2 The purpose of the planning cycle
- 9.3 The planning cycle

Content area 6: Expectations of the early years practitioner

This content area supports learners to understand expectations with regards to appearance, behaviour, timekeeping and attitude when working in early years settings.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 6 include:

1. Child development:

- 1.1 Aspects of holistic development

3. Care routines, play and activities to support the child:

- 3.2 Basic care routines and play activities to support the child's development

4. Early years provision

- 4.3 Types of early years settings

5. Legislation, policies and procedures in the early years:

- 5.2 Legislation and frameworks which underpin policy and procedure

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioner roles
- 7.2 Partnership working in the early years
- 7.3 Specialist roles within early years settings

Content area 7: Roles and responsibilities within early years settings

This content area will support learners' understanding of roles and responsibilities of those working with children in early years settings and the purpose of partnership working within early years provision.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 7 include:

2. Factors that influence 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

4. Early years provision:

- 4.3 Types of early years settings

5. Legislation, policies and procedures in the early years:

- 5.2 Legislation and frameworks which underpin policy and procedure

6. Expectations of the early years practitioner:

- 6.1 Appearance
- 6.2 Behaviour
- 6.3 Attendance and timekeeping

8. The importance of observations in early years childcare:

- 8.1 Observation and recording methods

9. Planning in early years childcare:

- 9.2 The purpose of the planning cycle

Content area 8: The importance of observations in early years childcare

This content area will support the learners' understanding of how observations are used in early years settings, the different methods used and the components of recording observations. Learners will understand terms connected to accurate recording of observations and the benefits of observation and sharing observations with others.

This content area does not have to be delivered by teachers in a linear fashion. When planning deliver, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 8 include:

1. Child development:

- 1.1 Aspects of holistic development

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

5. Legislation, policies and procedures in the early years:

- 5.2 Legislation and frameworks which underpin policy and procedure

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioner roles
- 7.2 Partnership working in the early years
- 7.3 Specialist roles within early years settings
- 7.4 Specialist roles outside the early years settings

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

Content area 9: Planning in early years childcare

This content area will support the learners' understanding of the child-centred approach to planning and the importance of planning to meet the child's needs.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 9 include:

1 Child development:

- 1.1 Aspects of holistic development

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

5. Legislation, policies and procedures in the early years:

- 5.2 Legislation and frameworks which underpin policy and procedure

7. Roles and responsibilities within early years settings:

- 7.1 Early years practitioner roles
- 7.2 Partnership working in the early years
- 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