

**NCFE CACHE Level 2 Certificate in Working with Children in Early Years Primary Settings (603/5937/7)  
NCFE CACHE Level 2 Diploma for the Early Years Practitioner (603/3723/0)**

**Mapping document**

**Outcome 1**

Plan play, learning or educational activities for children and young people within a specific age range EYP 1, EYP 7 and EYP 11 for technical content reference.

**Rationale**

This outcome focuses on planning skills through the development of plans for play, learning and educational activities. The plans would be based on information obtained from a variety of sources including statutory and non-statutory guidance. This outcome allows providers to determine the age range on which the student will focus based on what is most appropriate for individual students and possible work experience. It can cover more than one age range where providers feel this would best support students’ progression to T Levels.

Knowledge	Skills
<p><b>Development for a specific age range of children and young people</b></p> <ul style="list-style-type: none"> <li>• Characteristics of the primary areas of development: physical development, communication, personal, social and emotional development, and cognitive development <b>EYP7:3.2, EYP11:2.1</b></li> <li>• Expected key milestones in the primary areas of development, linked to early years foundation stage statutory framework and/or national curriculum framework <b>EYP7:3.2</b></li> <li>• Factors that may impact on children and young people’s learning and development <b>EYP 11:2.3, EYP 1: 4.1</b></li> </ul> <p><b>Types of learning</b></p> <ul style="list-style-type: none"> <li>• Characteristics of different types of learning including playing and exploring, active</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Identify discrete steps in a plan <b>EYP 7:2.3, EYP11:5.2</b></li> <li>• Estimate time and resources needed <b>EYP7:2.3</b></li> <li>• Sequence activities by prioritising activities <b>EYP7:2.</b></li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• Evaluate pros and cons of approaches <b>EYP7:3.5, EYP11:5.2</b></li> <li>• Use logic and reasoned argument <b>EYP7:3.5, EYP11:5.2</b></li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Make novel connections between ideas, for example, ensuring planned activities are engaging and age appropriate <b>EYP7: 2.3, 3.2 EYP11:2.1</b></li> </ul>

Knowledge	Skills
<ul style="list-style-type: none"> <li>learning, creating, and thinking critically <b>EYP7: 2.2, EYP 8: 4.1, 4.2</b></li> <li>Resources, staffing, and equipment required for different types of activities <b>EYP 7:2.1, EYP8: 4.1, 4.2</b></li> </ul> <p><b>Environments EYP7: 2.2</b></p> <ul style="list-style-type: none"> <li>Different types of environments, including indoor and outdoor</li> <li>Required floor space -embedded to EYP 7 but would benefit from additional tutor guidance</li> </ul>	<ul style="list-style-type: none"> <li>Take acceptable risks <b>embedded in EYP7:3.2 but could benefit from further tutor guidance</b></li> <li>Form ideas iteratively based on evidence-based practice <b>EYP7:2.3, 3.2</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Read and comprehend (English – GCSE Critical reading and comprehension; Functional Skills Reading)</li> </ul> <p><b>Throughout formative learning and also through assessment of knowledge-based criteria required for successful completion of each unit</b></p> <ul style="list-style-type: none"> <li>Synthesise and summarise information/ideas (English – GCSE Critical reading and comprehension; Functional Skills Reading)</li> <li>Produce clear and coherent text (English – GCSE Writing; Functional Skills Writing (spelling, punctuation, and grammar))</li> </ul> <p><b>Throughout formative learning and also through assessment of knowledge-based criteria required for successful completion of each unit (EYP 5)</b></p> <p>Read and comprehend (English – GCSE Critical reading and comprehension; Functional Skills Reading)</p> <p><b>Throughout formative learning and also through assessment of knowledge-based criteria required for successful completion of each unit (EYP 5)</b></p>

Knowledge	Skills
	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Use standard units of length and other measures, using decimal quantities where appropriate when planning activities (maths – GCSE Number, Geometry and measures; Functional Skills Using common measures, shape and space) <b>EYP 14</b></li> </ul> <p><b>Digital</b></p> <ul style="list-style-type: none"> <li>• Manage and store information (EDS level 1 (skills statement 3))</li> <li>• Create and edit documents (EDS level 1 (skills statement 6))</li> <li>• Protect privacy (EDS level 1 (skills statement 13))</li> <li>• Protect data (EDS level 1 (skills statement 14 and 15))</li> </ul> <p><b>Throughout formative learning, presentations, research</b></p>

Behaviours
<ul style="list-style-type: none"> <li>• Perceptive</li> <li>• Attention to detail</li> <li>• Focussed</li> </ul> <p><b>Throughout formative learning, presentations, research, and practical placement opportunities.</b></p>

**Outcome 2**

Prepare environments for children and young people’s play, learning and educational activities.

**Rationale**

This outcome focuses on the preparation of environments, based on a plan that sets out the requirements for specific play, learning and educational activities. It is anticipated that students would prepare different environments based on provided plans. These plans could be produced by students or by others. This outcome provides a purposeful context for the introduction of fundamental technical knowledge related to Education and Childcare, particularly health and safety requirements, within the identified setting.

Knowledge	Skills
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Key requirements of regulations and legislation and how they inform health and safety policies and procedures <b>EYP 2</b></li> <li>• Key requirements of regulations and legislation and how they inform safeguarding and confidentiality policies and procedures <b>EYP 4</b></li> <li>• Key requirements in terms of first aid and food hygiene and how they inform policies and procedures <b>EYP2 we could also recommend PFA training-either Emergency of full award, both which we offer EYP 6: food</b></li> <li>• Purpose, use and content of risk assessments including:</li> <li>• Difference between hazard and risk Typical hazards encountered during learning and development activities and the associated risks</li> <li>• Different types of controls used to manage risk</li> <li>• Typical documents used and their format <b>EYP2</b></li> <li>• Different measures used to control and prevent infection and the techniques to be applied including:               <ul style="list-style-type: none"> <li>○ Cleaning</li> <li>○ Use of PPE</li> </ul> </li> </ul>	<p><b>Support the preparation of environments</b></p> <ul style="list-style-type: none"> <li>• Clean the area following specified policies and procedures <b>EYP2</b></li> <li>• Assess the area for potential health and safety risks following policies and procedures <b>EYP2</b></li> <li>• Set up equipment and/or resources for an activity as directed and following policies and procedures <b>EYP2</b></li> </ul> <p><b>Prepare equipment and resources for use</b></p> <ul style="list-style-type: none"> <li>• Conduct safety checks following specified policies and procedures <b>EYP2</b></li> <li>• Clean following specified policies and procedures <b>EYP 6</b></li> </ul> <p><b>Assess health and safety risks</b></p> <p><b>PPE</b></p> <ul style="list-style-type: none"> <li>• Adhere to PPE requirements as specified in procedures</li> <li>• Wear PPE appropriately <b>EYP 6</b></li> </ul>

Knowledge	Skills
<ul style="list-style-type: none"> <li>○ Handwashing <b>EYP 6</b></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Different types of play, learning and educational activities and related terminology <b>EYP 7: 3.2</b></li> <li>• Characteristics of different ways to structure play, learning and educational activities, for example, adult-led, adult-initiated, child initiated <b>EYP7: 1.1</b></li> <li>• Ways in which activities can be used to engage, enable, motivate, and challenge children and young people <b>EYP 7:3.2, 3.3,3.5 EYP11:5.2</b></li> </ul> <p><b>Equipment and resources</b></p> <ul style="list-style-type: none"> <li>• Characteristics of different types of equipment and resources used in play, learning and educational <b>activities EYP 7: 3.5, 3.2 could benefit from further tutor guidance</b></li> <li>• Ways in which equipment and resources can be used effectively, for example, setting up a technology area, a drawing area or home corner <b>EYP 7: 3.2 could benefit from further tutor guidance</b></li> <li>• Considerations for correct use of equipment and resources <b>EYP2: 5.1, EYP 11 5.3</b></li> <li>• Appropriate storage of equipment and resources <b>EYP 2:5.1 could benefit from further tutor guidance</b></li> </ul> <p><b>Environments</b></p> <ul style="list-style-type: none"> <li>• Different types of environments: indoor or outdoor, community environments (for example, church hall), specialised environments (for example, forest school) <b>EYP 7: 2.2, EYP 8: 1.1, 1.2, EYP 14: 3.1, 4.1, EYP 1: 1.2, 5.2, 5.3</b></li> </ul>	<p><b>Personal preparation</b></p> <ul style="list-style-type: none"> <li>• Wash hands <b>EYP 6</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Summarise information and ideas <b>(English – GCSE Critical reading and comprehension; Functional Skills Reading)</b></li> <li>• Read and comprehend <b>(English – GCSE Critical reading and comprehension; Functional Skills Reading)</b></li> </ul> <p><b>Throughout formative learning and also through assessment of knowledge-based criteria required for successful completion of each unit (EYP 5)</b></p> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Identify and work with fractions in ratio problems (maths – GCSE number; Functional Skills Using numbers and the number system)</li> <li>• Use standard units of length and other measures, using decimal quantities where appropriate (maths – GCSE Number; Functional Skills Using numbers and the number system) <b>EYP 5, EYP 6, EYP14</b></li> </ul>

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Environmental requirements including space, layout and temperature <b>EYP 2: 2.1, 2.2 could benefit from further tutor guidance</b></li> <li>• Considerations when preparing specific environments, for example, safety, availability of equipment and resources <b>EYP 2: 5.1, EYP 11: 5.3</b></li> </ul>	
Behaviours	
<ul style="list-style-type: none"> <li>• Self-controlled</li> <li>• Responsible</li> <li>• Attention to detail</li> </ul> <p><b>Throughout formative learning, presentations, research, and practical placement opportunities.</b></p>	

**Outcome 3**

Observe children and young people’s learning and development within a specific age range.

**Rationale**

This outcome focuses on observation skills of children and young people to monitor their progress and development. It is acknowledged that normally the plan for learning activities comes from an ‘assessment’ of children and young people and determining their needs. However, it is also acknowledged that the process of learning and development is not linear but is based on a cycle of monitoring progress, developing new learning activities, monitoring progress in those activities and so on.

This has been included as the third outcome because it is more stretching and requires a level of maturity and understanding that is best achieved after completion of the previous outcomes. It allows providers to determine the age range on which the student will focus, based on what is most appropriate for individual students and possible work experience. This outcome can cover more than one age range where providers feel it would best support students’ progression to T Levels.

Knowledge	Skills
<p><b>Development for a specific age range of children and young people</b></p> <ul style="list-style-type: none"> <li>• Characteristics of the primary areas of development: physical development, communication, personal, social and emotional development, and cognitive development <b>EYP 7: 3.2, EYP 11: 2.1</b></li> <li>• Expected key milestones in the primary areas of development, linked to early years foundation stage statutory framework and/or national curriculum framework <b>EYP 7:3.2</b></li> <li>• Factors that may impact on children and young people’s learning and development <b>EYP 11: 2.3</b></li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Apply situational awareness</li> <li>• Monitor <b>EYP 7: 3.2, EYP 11: 2.1, EYP 7:3.2</b></li> </ul> <p><b>Record</b></p> <ul style="list-style-type: none"> <li>• Transcribe</li> <li>• Note</li> <li>• Capture</li> <li>• Save</li> <li>• Maintain confidentiality <b>EYP 7: 2.4, 2.5, EYP 12: 3.2, EYP 7: 2.6, EYP 13: 5.1, 5.2</b></li> </ul>

Knowledge	Skills
<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Purpose and use of different observation methods including informal, participant, and nonparticipant observation <b>EYP 7: 2.4, 2.5. EYP 12: 3.2</b></li> <li>• Requirements for observation and the information produced including: <ul style="list-style-type: none"> <li>○ Safeguarding</li> <li>○ Confidentiality</li> <li>○ Impartiality</li> <li>○ Objectivity</li> <li>○ Accuracy</li> <li>○ Factual</li> <li>○ Level of detail <b>EYP 7:2.6, EYP13:5.1,5.2, 5.3 could benefit from further tutor guidance</b></li> </ul> </li> <li>• Techniques and types of evidence used to record findings from observations including handwritten notes, oral recordings, photographs, and digital applications <b>EYP: 2.4, 2.5</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Different types of communication, including verbal and non-verbal <b>EYP 1: 3.1, 3.2</b></li> <li>• Types and value of images and visual aids to support written text and oral communication <b>EYP 1: 3.1, 3.2, EYP 11: 4.1, 5.3</b></li> <li>• The importance of spoken language, body language and tone in communication and how each is used to convey different messages to different audiences for different purposes <b>EYP 1: 3.2, 5.1 could benefit from further tutor guidance</b></li> <li>• The importance of confidentiality in any communication regarding observations <b>EYP 7: 2.6, EYP 13: 5.1, 5.2 , 5.3</b></li> </ul>	<p><b>Self-reflection</b></p> <ul style="list-style-type: none"> <li>• Reflect on observations made and invite feedback from others <b>EYP 7: 2.3</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Actively listen to children and young people’s ‘voice’ <b>EYP 1: 5.4, EYP 11: 4.1</b></li> <li>• Engage an audience <b>EYP 1: 3.5, 3.6</b></li> <li>• Build rapport with individuals including children and young people <b>EYP 1: 3.5, 3.6</b></li> <li>• Adapt style and tone to suit audience <b>EYP 1: 3.5, 3.6, 4.1</b></li> <li>• Share observation findings appropriately (maintain confidentiality) <b>EYP 7: 2.3, 2.6, EYP 13:5.1, 5.2, 5.3, EYP 1:3.7</b></li> <li>• Write for different purposes and audiences</li> <li>• (English – GCSE Writing; Functional Skills Writing (writing composition))</li> <li>• Present information and ideas (English – GCSE</li> <li>• Writing, Spoken language; Functional Skills</li> <li>• Speaking, listening and communicating)</li> <li>• Take part in/lead discussions (English GCSE – Spoken language; Functional Skills Speaking, listening and communicating)</li> </ul> <p><b>Throughout formative learning and also through assessment of knowledge-based criteria required for successful completion of each unit (EYP 5)</b></p>



Knowledge	Skills
	<p><b>Digital</b></p> <ul style="list-style-type: none"> <li>• Manage and store information (EDS level 1 (skills statement 3))</li> <li>• Create and edit documents (EDS level 1 (skills statement 6))</li> <li>• Protect privacy (EDS level 1 (skills statement 13))</li> <li>• Protect data (EDS level 1 (skills statement 14 and 15))</li> </ul> <p><b>Throughout formative learning, presentations, research</b></p>
Behaviours	
<ul style="list-style-type: none"> <li>• Perceptive</li> <li>• Integrity</li> <li>• Self-aware</li> <li>• Socially adept</li> <li>• Empathetic</li> <li>• Respectful</li> </ul> <p><b>Throughout formative learning, presentations, research, and practical placement opportunities.</b></p>	

**Illustrative examples to add breadth or depth**

This section provides illustrative examples to add breadth and/or depth to the national technical outcomes.

**Outcome 1**

Plan play, learning or educational activities for children and young people within a specific age range.

Develop breadth by applying knowledge and understanding to different contexts	Develop depth by analysing information and ideas from across the contexts to draw conclusions and make judgements
<p><b>Contexts</b></p> <ul style="list-style-type: none"> <li>Plan play, learning and educational activities for additional age ranges: between 0-19 years 0-5 covered in EYP 7 and 11 respectively, however additional guidance required to extend learning to 19 years</li> <li>Other (specific) areas of development: literacy, mathematics, understanding the world, expressive arts and design <b>EYP 5 1.3</b></li> <li>Links between areas of development <b>EYP 5 1.3, 1.5</b></li> <li>Range of settings in which play, learning and educational activities are delivered including social and community settings <b>EYP 1 1.2</b></li> </ul>	<ul style="list-style-type: none"> <li>Theories of development to inform plans <b>EYP 11 5.2, EYP 5 3.1</b></li> <li>Meet individual needs, for example, children and young people with special education needs and disabilities and/or EAL <b>EYP 11, EYP 1 4.1</b></li> <li>Develop plans with a specific focus: support healthy eating, support physical activity in an indoor or outdoor setting <b>EYP 9 3.1, EYP 10</b></li> </ul>
<p><b>General Digital Competencies (GDC)</b></p>	
<p>Create and edit documents to enhance their work (GDC 2 – Creating and editing)</p>	
<p><b>Throughout formative learning, presentations, research</b></p>	

**Outcome 2**

Prepare environments for children and young people’s play, learning and educational activities.

Develop breadth by applying knowledge and understanding to different contexts	Develop depth by analysing information and ideas from across the contexts to draw conclusions and make judgements
<p><b>Contexts</b></p> <ul style="list-style-type: none"> <li>• Preparing environments for a range of different types of activity <b>EYP2: 5.1, 4.1, EYP7: 3.2, 3.3, EYP8: 4.2, EYP10: 2.1, 2.2</b></li> <li>• Preparing different types of environments, for example, indoor, outdoor, in social and community settings <b>EYP2: 5.1, EYP7: 3.2, 3.3, EYP10: 2.1, 2.2</b></li> <li>• Using a range and different types of equipment and resources <b>EYP2: 5.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• The interrelationship between children and young people, the activity, and the environment needs additional guidance in EYP 7</li> <li>• Implications for health, safety and safeguarding when undertaking any activity <b>EYP2: 3.2, 5.1, 5.2, 6.1, EYP7: 2.2</b></li> </ul>
<p><b>General Digital Competencies (GDC)</b></p>	
<p>Create and edit documents to enhance their work (GDC 2 – Creating and editing)</p>	

**Outcome 3**

Observe children and young people’s learning and development within a specific age range.

Develop breadth by applying knowledge and understanding to different contexts	Develop depth by analysing information and ideas from across the contexts to draw conclusions and make judgements
<p><b>Contexts</b></p> <ul style="list-style-type: none"> <li>• Types of observation <b>Needs additional guidance EYP 7</b></li> <li>• Timescales for observations, for example, less than one hour, 1-3 hours, one day <b>Needs additional guidance EYP 7</b></li> <li>• Age ranges: 0-18 months, 18 months-3 years, and 5-7 years <b>EYP5 1.1, 1.2</b></li> <li>• Children with special education needs and disabilities within a range of different settings <b>EYP 11 could benefit from additional guidance</b></li> </ul> <p><b>Other (specific) areas of development</b></p> <ul style="list-style-type: none"> <li>• Literacy, mathematics, understanding the world, expressive arts, and design <b>EYP 5 1.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of observation findings to draw conclusions and make recommendations on the learning and development needs of children and young people and the activities that could support their development <b>EYP7: 2.3, 2.4, 2.6</b></li> <li>• Inclusivity and children with special educational needs and disabilities <b>EYP11: 4.1, 5.1,5.2, EYP3 1.1, 1.2, 2.1, 3.1</b></li> </ul>
<p><b>General Digital Competencies (GDC)</b></p>	
<p>Create and edit documents to enhance their work (GDC 2 – Creating and editing)</p>	
<p><b>Throughout formative learning, presentations, research</b></p>	