

NCFE

CACHE

Scheme of work

**NCFE CACHE Level 2 Diploma for the Early
Years Practitioner
QN:603/3723/0**

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Summary of changes

This section summarises the changes to this scheme of work.

| Version | Publication Date | Summary of amendments |
|---------|------------------|---|
| v1.0 | January 2020 | First publication |
| v1.1 | September 2021 | <p>The following amendments have been made:</p> <ul style="list-style-type: none"> • EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings – terminology has been updated within this unit, safeguarding practice reviews has now replaced serious case reviews • EYP 10: Support babies and young children to be physically active – changed the wording for Assessment Criteria 1.3 from understanding to refer to |
| v1.2 | May 2023 | References to Public Health England (PHE) have been updated to UK Health Security Agency. |

EYP1: Scheme of Work

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| Teacher\Department: | Unit: Roles and responsibilities of the Early Years Practitioner (R/617/2630) |
| Guided Learning Hours (GLH): 20 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with an introduction to the roles and responsibilities of the Early Years Practitioner.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the role of the Early Years Practitioner 2. Be able to locate policies and procedures in an Early Years Setting 3. Be able to communicate with babies, young children and others 4. Understand factors impacting on communication in practice 5. Understand working relationships in Early Years Settings 6. Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner 7. Demonstrate CPD | |
| <p>Employer engagement/enrichment: visits, guest speakers, Makaton/babysign</p> | |
| <p>Opportunities for embedding English, maths, presentation, group work, ratios and statutory requirements such as space/area</p> | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|---|--|---|
| <p>Lesson 1–3</p> | <p>1. Understand the role of the Early Years Practitioner</p> <p>1.1 Explain the skills, knowledge and behaviours required for the role of the Early Years Practitioner</p> <p>1.2 Identify settings which provide early years education and care</p> <p>1.3 Discuss duties and responsibilities, limits and boundaries of the Early Years Practitioner</p> | <p>Begin this unit with a large group discussion around the aim of the qualification and the units covered by sharing the unit titles and each aim:</p> <ul style="list-style-type: none"> • EYP 1: Roles and responsibilities of the Early Years Practitioner – This unit provides the learner with an introduction to the roles and responsibilities of the Early Years Practitioner • EYP 2: Health and safety of babies and young children in the early years – This unit provides the knowledge, understanding and skills development to support the health and safety of children from birth to seven years • EYP 3: Equality, diversity and inclusive practice in Early Years Settings – This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice in Early Years Settings • EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings – This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to seven years • EYP 5: Understand how to support children’s development – This unit aims to develop knowledge and understanding of children’s development from birth to seven years of age • EYP 6: Support care routines for babies and young children – This unit provides the learner with the knowledge, understanding and skills to support care routine for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care. • EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes – This unit provides the learner with the knowledge, understanding and skills to support | <p>Tutor Guidance</p> <p>Teacher notes</p> <p>Qualification Specification</p> <p>Job descriptions Early Years Practitioner Standard</p> <p>Resources for display</p> <p>Access to research materials</p> | <p>Raise awareness of Unit content and expectations</p> <p>Appreciation of the role of the Early Years Practitioner (EYP)</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • understand the role and responsibilities of the Early Years Practitioner in preparation for employment. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • demonstrate professional practice in line with role and responsibilities. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • consider the impact of the role of the Early Years Practitioner. | <p>the planning and delivery of activities, purposeful play opportunities and educational programmes</p> <ul style="list-style-type: none"> • EYP 8: Promote play in an Early Years Setting – This unit provides the learner with the knowledge, understanding and skills required to promote play in an Early Years Setting • EYP 9: Support well-being of babies and young children for healthy lifestyles – This unit provides the learner with the knowledge, understanding and skills to support well-being of babies and young children for healthy lifestyles • EYP 10: Support babies and young children to be physically active – This unit provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active • EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability – The aim of this unit is to extend practitioners’ knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years • EYP 12: Promote positive behaviour in Early Years Settings – This unit provides the knowledge, understanding and skills required to promote positive behaviour in Early Years Settings • EYP 13: Partnership working in the early years – This unit provides the learner with the knowledge to understand how to work in partnership in the early years • EYP 14: Support the needs of the child in preparing for school – This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|--|-----------|-----------------------|
| | | <p>Following an overview of the units return to LO1 and engage the learners in a discussion around LO1: Understand the role of the Early Years Practitioner.</p> <p>Following a group discussion around the types of skills the Early Years Practitioner needs to work with babies and young children students work in pairs or small groups to locate job descriptions and think about how the skills identified in class can be seen in the duties of the job description.</p> <p>The job descriptions can be discussed in class and analysed against the knowledge, skills and behaviours identified in the Early Years Practitioner Standard.</p> <p>In small groups students research three diverse Early Years Settings:</p> <ul style="list-style-type: none"> • statutory provision • private • voluntary. <p>The work is shared and used as part of a display or presentation students to refer back to the job descriptions to explore the role, limits and boundaries of own role. In placement they are asked to interview an Early Years Practitioner about the significance of working within role for keeping children healthy, safe and well.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 4–5</p> | <p>2. Be able to locate policies and procedures in an Early Years Setting</p> <p>2.1 Access policies and procedures within an Early Years Setting</p> <p>2.2 Summarise the responsibilities and accountabilities of the Early Years Practitioner in relation to policies and procedures</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> identify policies and procedures utilised within an Early Years Setting. | <p>This is a skills-based learning outcome, requiring learners to be able to provide evidence for all assessment criteria in relation to their own experience within a relevant work setting.</p> <p>Begin this lesson by considering the range of policies followed in an Early Years Setting as a large group discussion with prompts such as:</p> <ul style="list-style-type: none"> What are policies? Can anyone name a policy that they have heard of? <p>To give this a childcare steer, move discussions on to consider policies that might be in place in an Early Years Setting (or instruct learners to undertake research and feedback). Policies to consider include as a minimum:</p> <ul style="list-style-type: none"> Health and Safety Inclusion/Diversity Safeguarding and Child Protection Partnership Working. <p>Share sample policies with the groups, or preferably, ask learners to download a sample policy from their own setting/work placement. Learners can then summarise the main aims and objectives of each policy and give examples of how these policies are implemented in the setting through procedures.</p> <p>The policy and associated procedures should be discussed to ensure learners are confident in their understanding of own role, expectations and requirements. Learners should be challenged to find out where policies and procedures are stored in their own setting/work placement.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Policies and procedures</p> <p>Access to internet</p> <p>Resources for activity such as wool/string, paper</p> | <p>The role of the EYP and statutory legislation and guidance that must be followed in daily practice</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>Learners should be able to:</p> <ul style="list-style-type: none"> access the policies and procedures used within an Early Years Setting and know their own role and responsibilities. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> utilise policy and procedure in practice within the limits and boundaries of own role. | <p>Conclude this lesson with the legislation, policy and procedure activity below:</p> <p>Prepare for this activity by writing the name of each policy on A4 and displaying each of the policy cards around the room. Learners have strips of paper or card and, using sticky tac, they are asked to write down a procedure and attach this to the most relevant policy.</p> <p>If the procedure might support more than one policy the learner can use wool or string to safely connect the procedure to other policies – creating a web-like formation across the room.</p> <p>Following the exercise, learners can be asked to explain each procedure and the relationship it has with this policy, ie why they have placed it with this policy. It would be useful to end this lesson by outlining current legislation in place for Early Years Settings, for example The Equality Act 2010, its aims and objectives and how policy and procedures help to maintain inclusive practice.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 6-7</p> | <p>3. Be able to communicate with babies, young children and others</p> <p>3.1 Identify reasons why people communicate and different communication methods</p> <p>3.2 Communicate with babies and young children in ways that will be understood, including verbal and non-verbal communication</p> <p>3.3 Extend children's development and learning through verbal and non-verbal communication</p> <p>3.4 Encourage babies and young children to use a range of communication methods</p> | <p>Begin this lesson as a large group discussing what is meant by communication. Questions to support the discussion may include:</p> <ul style="list-style-type: none"> • Why do people communicate? • What different methods of communication can you think of? • When might we use different methods of communication? • Why is listening an important element of communication? <p>In small groups, the importance of listening for effective communication can be explored by practising active listening strategies.</p> <p>Active listening exercise: Working in pairs, learners can think of two important pieces of information and share this with their partner.</p> <p>For example, details around a day out including times and meeting places. The learner cannot repeat any aspects of the detail and no notes must be taken.</p> <p>When the information is shared, it will be interesting to consider how much information the learners are able to remember.</p> <p>This can lead to a wider discussion around the potential consequences of not listening as part of effective communication in the context of caring for children, such as during medication administration or involving personal circumstances.</p> <p>Use this as an opportunity to introduce legislation around the use of communication and information sharing, the General Data Protection Regulation (GDPR) and the importance of confidentiality.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>www.gov.uk/d/ata-protection</p> | <p>Range of communication methods</p> <p>Effective communication</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>3.5 Use a range of communication methods to exchange information with young children and adults</p> <p>3.6 Communicate effectively with colleagues, parents/carers and other professionals</p> <p>3.7 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress</p> <p>3.8 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development</p> | <p>The following website may be useful: www.gov.uk/data-protection</p> <p>As a large group, discuss the most preferred method of communication in the following situations:</p> <ul style="list-style-type: none"> • to talk to a parent/carer about a child's development when a concern has been raised • sharing policy and procedures with a new member of staff • when offering support to an anxious parent/carer • letting people know about an open day event at the setting • recording minutes from a team meeting. <p>Discuss reasons for methods selected.</p> <p>In small groups, learners can be asked to think about how they communicate in the work setting:</p> <ul style="list-style-type: none"> • as a professional team with colleagues and other professionals • with parents/carers • with babies and children. <p>With permission, it may be useful for learners to speak to a member of staff at the setting to consider how they communicate in the work setting:</p> <ul style="list-style-type: none"> • with colleagues and other professionals • with parents/carers • with babies and children. <p>Conclude this lesson by revisiting the assessment criteria and ensuring learners feel confident in being able to provide evidence for them.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> understand the significance of communication for relationship building and partnerships across the early years. <p>Learners should be able to:</p> <ul style="list-style-type: none"> understand how to develop, maintain and extend partnerships for positive outcomes with children. <p>You could also aim to:</p> <ul style="list-style-type: none"> work co-operatively alongside parents/carers to help them to recognise their role in their baby's health. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 8–9</p> | <p>4. Understand factors impacting on communication in practice</p> <p>4.1 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech</p> <p>4.2 Explain how communication affects all aspects of own practice</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> understand factors impacting communication in Early Years Settings. | <p>Begin by considering the learning outcome and associated assessment criteria in a large group.</p> <p>Recap the learning from previous lessons:</p> <ul style="list-style-type: none"> How do we communicate? Why is communication so important to everyday practice? <p>Working in small groups, allow learners an opportunity to produce a mind-map identifying factors that impact communication. This could include factors such as time, language, terminology and any additional needs.</p> <p>Learners will be considering child development in other units, but it would be useful here to include a chart of normative milestones so that expectations in relation to language development, stages/sequences can be discussed and speech, language and communication needs (SLCN) introduced.</p> <p>The Communication Trust (TCT) has useful materials and resources for language development and SLCN: www.thecommunicationtrust.org.uk</p> <p>The Early Years Foundation Stage (EYFS) also shows the development of literacy goals for normative stages and sequences. English as an additional language (EAL) alone is not a SEND and so it is important to be mindful of the guidance included within the EYFS to support children for whom English is an additional language.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for mind-map exercise</p> <p>www.thecommunicationtrust.org.uk</p> <p>Consider access to a setting/ representative from a setting to arrange interview</p> | <p>Effective communication in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>Learners should be able to:</p> <ul style="list-style-type: none"> • explain implication for children for whom English is an additional language. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • explain the significance of communication for own practice. | <p>A useful task, with permission, would be to arrange to interview a member of staff about how communication impacts all aspects of practice including children with SEND and EAL. As an alternative, or to build from this, a guest speaker from an Early Years Setting or a parent/carer with a child with SLCN or EAL would be beneficial to consolidate learning here.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 10</p> | <p>5. Understand working relationships in Early Years Settings</p> <p>5.1 Identify different working relationships for effective team practice in Early Years Settings</p> <p>5.2 Explain how a working relationship is different to a personal relationship</p> <p>5.3 Explain the roles and responsibilities of other agencies and professionals that work with and support Early Years Settings, both statutory and non-statutory</p> <p>5.4 Explain the importance of the voice of the child and parent/carer engagement for the home learning environment and their roles in early learning</p> | <p>In small groups, learners can list the many different professional relationships an Early Years Practitioner may have, giving examples to explain the nature of the relationship, ie the Early Years Practitioner may have a relationship with the parent/carer and this will help when exchanging information. Once the groups have compiled their lists these can be shared.</p> <p>This will lead well into an exploration of teamwork:</p> <ul style="list-style-type: none"> • Why is working as part of a team integral to professional practice? • How can effective teamwork support the child and family? <p>Next, focus on the relationships that practitioners hold with the children they care for.</p> <p>Use the EYFS to explore the role of the Key Person and discuss why this is crucial to holistic development, including during transition.</p> <p>Emotional development and the significance of attachment for healthy development will be further reinforced across other units, but it is important to begin learning around attachment and the role of the Key Person early on in the qualification and build on this throughout.</p> <p>The importance of listening to children, child-centred practice and respect for the child’s voice in all aspects of care should be considered and discussed.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Access to the EYFS</p> | <p>Effective teamwork in practice in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>By the end of the lesson, learners must be able to:</p> <ul style="list-style-type: none"> • understand personal and professional relationships for practice. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • recognise the importance of teamwork for effective practice including external partnerships with agencies and other professionals. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • understand the importance of the voice of the child and parent/carer as well as the influence of the home learning environment. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------------|---|--|---|---|
| <p>Lesson 11–12</p> | <p>6. Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner</p> <p>6.1 Define the term 'reflective practice' for professional development</p> <p>6.2 Explain the importance of reflective practice and CPD to improve own skills and Early Years Practice</p> <p>7. Demonstrate CPD</p> <p>7.1 Engage in CPD and reflective practice to improve own skills, practice and subject knowledge</p> | <p>As a large group, explore the term CPD in relation to one of the models of reflection and ask learners to consider their own developmental needs through action planning using a Personal Development Plan.</p> <p>Learners should record their career goals and aspirations on their Personal Development Plan and reflect on their own career goals within Early Years Practice. This career map should support learners to identify goals and next steps as part of their journey. This website may help www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/why-choose-a-career-in-this-sector/</p> <p>Sources of support to help learners with feedback and accurate action planning should be explored from class discussion, as well as from work placement to further support effective action planning.</p> <p>Learners should be introduced to the cycle of appraisal:</p> <ul style="list-style-type: none"> • What is appraisal? • How does appraisal support own development? • How can appraisal improve practice in the setting? • How can appraisal contribute to the reflective cycle? <p>Conclude this lesson by returning to a theoretical model of reflection and reinforce links between reflection and improved practice, raising an awareness for the appreciation of CPD as integral for the Early Years Practitioner. Learners should be encouraged to update their Personal Development Plan regularly</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Personal Development Plan</p> <p>www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/why-choose-a-career-in-this-sector/</p> | <p>Relevance of CPD for Early Years Practitioners</p> <p>Theoretical models underpinning practice</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>7.2 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • understand the role of reflective practice. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • recognise the principles involved in continuing professional practice. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • develop their own professional development action plan. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| Lesson 13 | <p>By the end of this lesson, learners must be able to:</p> <ul style="list-style-type: none"> understand the main areas covered in this unit. <p>Learners should be able to:</p> <ul style="list-style-type: none"> use examples to describe and explain areas covered in this unit. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> begin to explore the assessment criteria for the knowledge-based outcomes. | <p>This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory task provided in the Qualification Specification, Tutors can introduce it now.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> | <p>Appreciation of unit content for assessment workshop</p> |
| Lesson 14–15 | Assessment workshops | | | |

EYP 2: Scheme of Work

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|---|--|
| Teacher\Department: | Unit: EYP 2: Health and safety of babies and young children in the early years (Y/617/2631) |
| Guided Learning Hours (GLH): 21 | No of lessons: 14 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the knowledge, understanding and skills development to support the health and safety of children from birth to seven years.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand legislation and guidelines for health and safety in Early Years Settings 2. Understand policies and procedures for health and safety in Early Years Settings 3. Understand risk management in Early Years Settings 4. Be able to identify hazards in an Early Years Setting 5. Be able to manage risk within an Early Years Setting in line with statutory requirements 6. Understand how to identify and record accidents, incidents and emergencies 7 Understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children 8. Understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children 9. Be able to access documentation in the event of accidents, incidents or emergencies | |
| <p>Employer engagement/enrichment: placement and exercises in placement through skills based competencies</p> | |
| <p>Opportunities for embedding English, maths, presentation, communication with adults, peers and children, literacy and numeracy in context of the EYFS requirements, Key Skills or GCSE as appropriate for learner’s own development. Personal Tutor/pastoral time for non-cognitive skills</p> | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|--|---|--|
| <p>Lesson 1–2</p> | <p>1. Understand legislation and guidelines for health and safety in Early Years Settings</p> <p>1.1 Outline the legal requirements and guidance for:</p> <ul style="list-style-type: none"> • health and safety • security. <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • understand legislation and guidelines for health and safety in Early Years Settings. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • outline legal requirements for health, safety and security of babies and young children in Early Years Settings. | <p>Begin EYP 2 with a large group discussion around the aim of the unit and sharing the topics to be covered in this unit by considering the learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand legislation and guidelines for health and safety in Early Years Settings • LO2: Understand policies and procedures for health and safety in Early Years Settings • LO3: Understand risk management in Early Years Settings • LO4: Be able to identify hazards in an Early Years Setting • LO5: Be able to manage risk within an Early Years Setting in line with statutory requirements • LO6: Understand how to identify and record accidents, incidents and emergencies • LO7: Understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children • LO8: Understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children • LO9: Be able to access documentation in the event of accidents, incidents or emergencies. <p>Following the unit overview, encourage a large group discussion around what is understood by health and safety. There may be some reflection on EYP 1 where learners thought about policy and procedures in Early Years Settings.</p> <p>Working in small groups, learners can be asked to consider legislation for health and safety.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>Policies</p> <p>www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety</p> | <p>Keeping children safe in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • explore guidance and sources of support for health and safety in Early Years Settings. | <p>In small groups, learners are asked to summarise current legislation and guidance in relation to health and safety and the implications for Early Years Practice.</p> <p>Learners must be made aware of legislation around each of the following and demonstrate this through examples applied in context:</p> <ul style="list-style-type: none"> • Control of Substances Hazardous to Health (COSHH) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). <p>Learners can present small group work before moving onto security.</p> <p>When discussing security, include information about physical security as well as introducing online safety.</p> <p>The following website may help to explore online safety: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety</p> <p>Discussions around keeping self-safe should also be encouraged.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|--|--|
| <p>Lesson 3–6</p> | <p>2. Understand policies and procedures for health and safety in Early Years Settings</p> <p>2.1 Explain how legislation and guidelines for health and safety inform day-to-day practice with babies and young children</p> <p>2.2 Identify policies and procedures relating to the health and safety of babies and young children</p> | <p>This section focuses primarily on policy and procedures for health and safety in Early Years Settings.</p> <p>Learners should be able to outline the connection between legislation, policy and procedure. Further reference can be made to EYP 1 and the activities around identifying policies and procedures in an Early Years Setting.</p> <p>Working together as a large group, learners can begin to list a range of factors impacting health and safety.</p> <p>Factors to include:</p> <ul style="list-style-type: none"> • lock in • evacuation routines including fire drill • first aid • COSHH • RIDDOR • security • correct use of equipment • personal safety and the safety of others • online safety • registration and collection routines • risk assessment including the identification of hazards indoors and outdoors • food safety • personal hygiene • minimising cross infection • personal protective equipment (PPE) • safe handling of waste. | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Policies and procedures: forms such as risk assessment</p> <p>PPE</p> <p>Resources for factsheet</p> <p>Resources for display</p> <p>Scenarios</p> | <p>Policy and procedures to keep children safe in an Early Years Setting</p> |
| | <p>3. Understand risk management in Early Years Settings</p> <p>3.1 Describe the roles and responsibilities of the Early Years Practitioner, including reporting, in the event of identifying risks and hazards</p> <p>3.2 Identify risks and hazards for babies and young children during off-site visits (and preparing learners for skills-based criteria in learning outcomes 4 (4.1) and 5 (5.1–5.2))</p> | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|--|-----------|-----------------------|
| | <p>4. Be able to identify hazards in an Early Years Setting</p> <p>4.1 Identify risks and hazards to health and safety in an Early Years Setting</p> <p>5. Be able to manage risk within an Early Years Setting in line with statutory requirements</p> <p>5.1 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements</p> <p>5.2 Encourage children to be aware of personal safety and the safety of others</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • recognise and appreciate the expectations of their role and responsibilities with attention to policy and procedure in relation to keeping children safe. | <p>Where possible, some practical activities/experiences may be useful for the learners, especially around risk assessment (indoors and outdoors).</p> <p>For other procedures, learners could work in small groups to research and describe selected factor(s).</p> <p>Scenarios could also be used here, for example:</p> <p>Scenario 1 The fire alarm has been raised in the Day Nursery. Parents, visitors and children look for staff to take control of the situation.</p> <p>Consider the following questions below:</p> <ul style="list-style-type: none"> • Why are fire drills important? • What is an evacuation plan? • How can staff support children, parents/carers, visitors as well as babies through an evacuation plan? • What other situations may occur in an Early Years Setting that require an evacuation plan? • Identify the roles and responsibilities of the Early Years Practitioner during a fire drill procedure. <p>Scenario 2 Describe the role of the Early Years Practitioner in the following situations:</p> <ul style="list-style-type: none"> • child with nose bleed • child with grazed knee • child with small bump on the head. <p>Learners should be informed about cross-contamination and know ways to minimise cross infection in an Early Years Setting.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>Learners should be able to:</p> <ul style="list-style-type: none"> maintain a safe indoor and outdoor environment in line with statutory guidance and requirements. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> undertake risk assessments in an Early Years Setting. | <p>Each procedure should be detailed to show understanding. This could be presented as a series of factsheets or through a class display.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|--|---|--|
| <p>Lesson 7–9</p> | <p>6. Understand how to identify and record accidents, incidents and emergencies</p> <p>6.1 List accidents and incidents which may occur in an Early Years Setting</p> <p>9. Be able to access documentation in the event of accidents, incidents or emergencies</p> <p>9.1 Identify forms for completion in the event of:</p> <ul style="list-style-type: none"> • accidents • incidents • emergencies. <p>9.2 Explain procedures for receiving, storing, recording, administering and the safe disposal of medicines in an Early Years Setting</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • understand how to identify and record accidents, incidents and emergencies. | <p>Begin this topic with an overview of the types of accidents and incidents that might occur in an Early Years Setting.</p> <p>Use the Royal Society for the Prevention of Accidents (ROSPA) website to support the introduction to these learning outcomes here: www.rospa.com</p> <p>Learners can reflect on the types of accidents and incidents that may occur, how they can be actioned and ways to minimise the reoccurrence.</p> <p>Any associated reporting and recording procedures in an Early Years Setting should also be discussed and explored for practice. Where possible learners should be able to refer to forms currently used in practice to record and store accidents and incidents, including paper as well as online records.</p> <p>If possible, learners should be tasked to arrange a time to speak to staff in an Early Years Setting about completing records and safe storage, including reporting processes and the importance of accurate records handled confidentially. Learners will need time to prepare their questions.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>www.rospa.com</p> <p>Forms such as incident and accident forms</p> <p>Consider guest speaker</p> | <p>Procedures in place to keep children safe in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>Learners should be able to:</p> <ul style="list-style-type: none"> • identify the procedures to follow in relation to accidents, incidents and emergencies in an Early Years Setting. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • explain storage and safe disposal procedures in relation to medication in an Early Years Setting. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------|--|---|--|---|
| Lesson 10 | <p>8. Understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children</p> <p>8.1 Identify common childhood illnesses</p> <p>8.2 Identify the signs and symptoms which may indicate that a baby or young child is injured, unwell or in need of urgent medical/dental attention</p> <p>8.3 Describe the role and responsibilities of the Early Years Practitioner, including reporting, in the event of a baby or young child requiring:</p> <ul style="list-style-type: none"> • urgent/emergency medical/dental attention • non-urgent medical attention. | <p>Building on the knowledge already gained around accidents, incidents and emergencies, the main focus will now be on child health. Learners can contribute to a large group discussion to identify signs and symptoms of ill health.</p> <p>Working as a group learners can then look at common childhood illnesses:</p> <ul style="list-style-type: none"> • names of common childhood illness • signs and symptoms • treatment. <p>The learners could present their findings and work could be collated to produce a booklet which can be used as a classroom resource or copied for each learner for reference.</p> <p>Learners then need to be encouraged to consider non-urgent as well as emergency situations which may occur as a result of a health condition, including dental conditions, and the procedures to follow when faced with either situation.</p> <p>This should lead to a discussion around how to promote health and well-being in an Early Years Setting.</p> <p>During this session the following must be explored when considering the role and responsibilities of the Early Years Practitioner, including reporting, in the event of a baby or young child requiring:</p> <ul style="list-style-type: none"> • urgent/emergency medical/dental attention • non-urgent medical attention. <p>Learners must be able to identify common childhood illnesses and know the action to take in line with policy and procedure.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for group work and booklet</p> | <p>Understanding the role of the EYP when children are unwell in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>By the end of the lesson, learners must be able to:</p> <ul style="list-style-type: none"> • understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • identify common childhood illnesses and in line with policy and procedure in an Early Years Setting: <ul style="list-style-type: none"> – describe their role and responsibilities in relation to: <ul style="list-style-type: none"> ○ urgent/emergency medical/dental attention ○ non-urgent medical attention. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • consider treatment and secondary conditions in babies and young children who are ill. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------------|---|--|--|---|
| <p>Lesson 11–12</p> | <p>7. Understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children</p> <p>7.1 Identify the signs and symptoms of allergic reaction and intolerances in babies and young children</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children. <p>Learners should be able to:</p> <ul style="list-style-type: none"> identify the signs and symptoms of allergic reaction and intolerances in babies and young children. | <p>Begin this with a large group discussion around:</p> <ul style="list-style-type: none"> What is an allergy? Identify common allergies What is an allergic reaction? What are the potential dangers of an allergic reaction? Describe treatment following an allergic reaction How do Early Years Practitioners record accurate information about children’s individual dietary requirements? <p>Repeat this but this time considering food intolerances. The Food Trust provides a range of reference materials to support this work: thefoodtrust.org.</p> <p>Learners can further discuss differences between allergies and intolerances.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>thefoodtrust.org</p> | <p>Recognition of the role of the EYP in recognising allergies and intolerances</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | Learners could also aim to: <ul style="list-style-type: none"> • consider the significance of allergic reactions and intolerances in babies and young children. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|-------------------------|--|---|---|-----------------------|
| <p>Lesson 13</p> | <p>All learning outcomes</p> <p>By the end of the lesson, learners must be able to:</p> <ul style="list-style-type: none"> identify the main areas of learning covered in this unit. <p>Learners should be able to:</p> <ul style="list-style-type: none"> feel prepared to begin the assessment. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> plan how they will attempt the assessment and consider the skills criteria and how these could be achieved in placement. | <p>This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment.</p> <p>If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now.</p> | <p>Specification</p> <p>Tutor Guidance</p> <p>Teacher notes</p> <p>Assessment brief</p> | |
| <p>Lesson 14</p> | <p>Assessment workshops</p> | | | |

EYP 3: Scheme of Work

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|---|---|
| Teacher\Department: | Unit: EYP 3: Equality, diversity and inclusive practice in Early Years Settings (D/617/2632) |
| Guided Learning Hours (GLH): 21 | No of lessons: 11 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice in Early Years Settings.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand legislation and statutory guidance for practice in the early years 2. Understand how policies and procedures inform equality, diversity and inclusive practice 3. Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting | |
| <p>Employer engagement/enrichment: Placement and exercises in placement through skills based competencies</p> | |
| <p>Opportunities for embedding English, maths, team work/group work, presentations, contextualised in English and maths in an Early Years Setting, Key Skills/GCSE as appropriate to own study</p> | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|---|--|---|
| <p>Lesson 1–4</p> | <p>1. Understand legislation and statutory guidance for practice in the early years</p> <p>1.1 Explain the terms:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination. <p>1.2 Explain current legislation and statutory guidance relating to equality, diversity and inclusive practice</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand legislation and statutory guidance for practice in an Early Years Setting. <p>You should be able to explain the terms:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination | <p>Begin this lesson with an overview of the learning outcomes for this unit:</p> <ul style="list-style-type: none"> • LO1: Understand legislation and statutory guidance for practice in the early years • LO2: Understand how policies and procedures inform equality, diversity and inclusive practice • LO3: Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting. <p>Begin LO1 with a class discussion to consider learners' understanding of the following terms:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination. <p>Following the discussion, in small groups, look for definitions of the terms above and share these with the larger group.</p> <p>As the definitions are shared, lead discussions by offering examples in context to support the learners understanding of what might be new terms.</p> <p>Follow this with a practical workshop aiming to explore discrimination. Use media clips and journal articles to explore discrimination. Allow learners to consider any discrimination in the media and any subsequent impact on development and general well-being, both in the short and long-term. Different types of discrimination can be considered. Use this as an opportunity to introduce legislation: The Equality Act 2010.</p> <p>The following may be a useful website: www.equalityhumanrights.com/en/equality-act-2010/what-equality-act</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Legislation- access to internet, simple guides re: The Equality Act 2010</p> | <p>Recognition of the terms:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination. <p>Raise an awareness of legislative framework</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>You could also aim to:</p> <ul style="list-style-type: none"> • explain current legislation and statutory guidance relating to equality, diversity and inclusive practice. | <p>Consider discussion with students around:</p> <ul style="list-style-type: none"> • How does the Act support equality? • How does it impact policy and practice in Early Years Setting? <p>Learners should refer to the statutory guidance within the Early Years Foundation Stage Framework.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|--|---|
| <p>Lesson 5–6</p> | <p>2. Understand how policies and procedures inform equality, diversity and inclusive practice</p> <p>2.1 Identify policies and procedures relating to equality, diversity and inclusive practice</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand how policies and procedures inform equality, diversity and inclusive practice. <p>You should be able to:</p> <ul style="list-style-type: none"> identify policies and procedures relating to equality, diversity and inclusive practice. <p>You could also aim to:</p> <ul style="list-style-type: none"> use policy and procedures within an Early Years Setting in adherence with organisational requirements. | <p>Learners are asked to consider the policy and procedures for equality, diversity and inclusion in own setting/work placement and discuss how this promotes an inclusive environment.</p> <p>Refer to the requirements of the Early Years Foundation Stage to explore inclusive practice.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Policy and procedures</p> <p>www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>www.gov.uk/government/publications/development-matters--2</p> <p>www.youtube.com/watch?v=ry0P87UwsD4</p> | <p>Awareness of policy and procedure for inclusive practice in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|---|--|---|
| <p>Lesson 7–8</p> | <p>3. Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting</p> <p>3.1 Interact with babies, young children, parents/carers in a way that values them and meets their individual needs</p> <p>3.2 Reflect on the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> work in ways which support equality, diversity and inclusive practice in an Early Years Setting | <p>This lesson should consider skills, behaviours and attributes required by practitioners for inclusive practice.</p> <p>Summarise the requirements of legislation and prepare questions for a guest speaker: an early years staff member.</p> <p>Invite a guest speaker from an Early Years Setting to share information about the benefits of inclusive practice.</p> <p>Learners are to summarise own role and reflect on the advice received from the guest speaker.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for question preparation</p> | <p>Inclusive practice in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>You should be able to:</p> <ul style="list-style-type: none"> interact with babies, young children, parents/carers in a way that values them and meets their individual needs. <p>You could also aim to:</p> <ul style="list-style-type: none"> interact with babies, young children, parents/carers in a way that values them and meets their individual needs. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------------|---|---|--|-----------------------------------|
| <p>Lesson 9–10</p> | <p>By the end of the lesson, you must be able to understand the skills required to:</p> <ul style="list-style-type: none"> work in ways which support equality, diversity and inclusive practice in an Early Years Setting you should be able to: interact with babies, young children, parents/carers in a way that values them and meets their individual needs. <p>You could also aim to:</p> <ul style="list-style-type: none"> interact with babies, young children, parents/carers in a way that values them and meets their individual needs. | <p>This lesson summarises the benefits of an inclusive environment for children’s holistic health and well-being and introduces strategies, roles and responsibilities for challenging discriminatory practice.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>Duties and responsibilities of an EYP in practice</p> | <p>Preparation for assessment</p> |
| <p>Lesson 11–15</p> | <p>Assessment workshops</p> | | | |

EYP 4: Scheme of Work

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|---|--|
| Teacher/Department: | Unit: EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings (H/617/2633) |
| Guided Learning Hours (GLH): 24 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to seven years.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children 2. Understand whistleblowing 3. Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse 4. Be able to locate policies and procedures for safeguarding babies and young children | |
| Employer engagement/enrichment: team work, presentations and placement experience | |
| Opportunities for embedding English, maths, communication, continue placement experience and own English and maths study as appropriate | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|--|--|--|
| <p>Lesson 1–5</p> | <p>1. Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children</p> <p>1.1 Outline the legal requirements and guidance on safeguarding, security, confidentiality of information sharing and promoting the welfare of babies and young children</p> <p>1.2 Identify policies and procedures relating to safeguarding, child protection and online safety</p> <p>1.3 Explain the roles and responsibilities of the Early Years Practitioner in relation to the following procedures:</p> <ul style="list-style-type: none"> • reporting/dealing with disclosure • child protection and promoting the welfare of babies and young children | <p>Begin this first session by giving a brief overview of the aims of the unit and any associated learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children • LO2: Understand whistleblowing • LO3: Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse • LO4: Be able to locate policies and procedures for safeguarding babies and young children. <p>Follow this with a discussion around LO1.</p> <p>Create a large group mind-map to consider what learners contribute to a discussion around ‘What is safeguarding?’.</p> <p>During the discussion it is important to highlight that safeguarding refers to much more than child protection and is very much concerned with keeping children safe, healthy and well.</p> <p>In small groups, learners can reflect on how Early Years Settings keep young children safe: indoors and outdoors. This will allow some consolidation of learning from across other units. Ensure discussion includes aspects of online safety.</p> <p>Learners can share their findings and begin to appreciate the breadth of what is involved in safeguarding. Next, learners can begin to explore legislation that keeps children safe, healthy and well.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>The information that learners may find useful to summarise include: The Early Years Foundation Stage (EYFS) (Section 3 welfare requirements). The Equality Act 2010 and Health and Safety Act 1974</p> <p>Resources for group work:</p> <ul style="list-style-type: none"> • procedures in place for the Early Years Practitioner • policy for child protection and own responsibilities around reporting | <p>Raise an awareness of unit requirement/content and areas of study</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|--|---|-----------------------|
| | <ul style="list-style-type: none"> • safeguarding and security • confidentiality • information sharing • use of technology <p>and introducing LO4 (4.1)</p> <p>4. Be able to locate policies and procedures for safeguarding babies and young children</p> <p>4.1 Outline policies and procedures for safeguarding babies and young children in an Early Years Setting</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children <p>You should be able to:</p> | <p>The information that learners may find useful to summarise include: The Early Years Foundation Stage (EYFS) (Section 3 welfare requirements). The Equality Act 2010 and Health and Safety Act 1974.</p> <p>Learners can work in small groups to locate the relevant information and summarise this before sharing as part of a large group discussion. Prompts to move this discussion forward may include:</p> <ul style="list-style-type: none"> • What does 'legislation' mean? • How can legislation keep children safe, healthy and well? • How do policies and procedures help to enable legislation through practice in Early Years Settings? <p>Spend time considering the EYFS Section 3 and the identified welfare requirements. Learners should be familiar with statutory requirements identified in the EYFS and be able to think of examples of how these are achieved in practice. A useful task for learners to complete in the setting could be to create and use a healthy, safe and well framework to record examples throughout the day of how children are kept healthy, safe and well.</p> <p>Also note LO4, which can be introduced here.</p> <p>Learners can be introduced to this skills-based outcome here and as well as using the framework during their practical placement opportunities. Learners can also begin to think about where policies and procedures are stored so that if needed, learners could locate policies and procedures. Learners should have an awareness of how the policies are followed in the setting and would therefore find it useful to speak to their mentor/supervisor about their role.</p> | <ul style="list-style-type: none"> • policy and procedures for whistleblowing. | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|--|-----------|-----------------------|
| | <ul style="list-style-type: none"> • identify policies and procedures relating to safeguarding, child protection and online safety and explain the roles and responsibilities of the Early Years Practitioner in relation to the following procedures: <ul style="list-style-type: none"> - reporting/dealing with disclosure - child protection and promoting the welfare of babies and young children - safeguarding and security - confidentiality - information sharing - use of technology <p>You could also aim to:</p> <ul style="list-style-type: none"> • outline policies and procedures for safeguarding babies and young children in an Early Years Setting. | <p>This practical task will further prepare learners for a peer group presentation.</p> <p>Refer to policies and procedures in the setting to share understanding of the following Early Years Practitioner’s roles and responsibilities:</p> <ul style="list-style-type: none"> • procedures in place for the Early Years Practitioner • policy for child protection and own responsibilities around reporting • policy and procedures for whistleblowing. <p>Conclude this learning outcome by considering confidentiality and information sharing, both written records and reporting as well as documentation accessed online.</p> <p>Discuss confidentiality and the importance of following setting requirements involving confidentiality.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|------------------------|--|--|---|---|
| <p>Lesson 6</p> | <p>2. Understand whistleblowing</p> <p>2.1 Explain what is meant by the term 'whistleblowing'</p> <p>2.2 Explain the responsibility of the Early Years Practitioner in relation to whistleblowing</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand the term 'whistleblowing'. <p>You should be able to:</p> <ul style="list-style-type: none"> explain whistleblowing in context of the early years. <p>You could also aim to:</p> <ul style="list-style-type: none"> explain the responsibility of the Early Years Practitioner in relation to whistleblowing. | <p>As a large group discuss the term 'whistleblowing':</p> <ul style="list-style-type: none"> What does whistleblowing mean? When might individuals use a whistleblowing policy? <p>In small groups, learners can explain the responsibilities of Early Years Practitioners in relation to whistleblowing.</p> <p>Use the following media clips and website links to help to explain and raise an awareness of whistleblowing:</p> <p>www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/</p> <p>www.youtube.com/watch?v=GvjfPZ8dpgYw</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Policies for examples</p> <p>www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/</p> <p>www.youtube.com/watch?v=GvjfPZ8dpgYw</p> | <p>Raise an awareness of whistleblowing and role of the EYP in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|--|---|--|---|
| <p>Lesson 7–10</p> | <p>3. Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse</p> <p>3.1 Identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse</p> <p>3.2 Explain the procedures to be followed to protect babies and young children, including:</p> <ul style="list-style-type: none"> • domestic abuse • physical abuse • emotional abuse • sexual abuse • neglect. <p>3.3 Explain the benefits of working with others in the context of safeguarding, protection and welfare of children</p> | <p>These next 4 lessons involve learning around the sensitive area of child protection. Teaching and learning should be mindful of the individual needs of learners.</p> <p>Begin by identifying types of abuse, to include:</p> <ul style="list-style-type: none"> • domestic abuse • physical abuse • emotional abuse • sexual abuse • neglect. <p>In small groups, learners can be asked to identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse. It may be useful to share handouts/notes from a PowerPoint presentation to help learners to appreciate each type of abuse.</p> <p>Once the signs, indicators and behaviours which may indicate child abuse has been addressed, learners can then work in small groups to consider the potential effects of an identified type of abuse on a child’s development – both in the short and long-term.</p> <p>Learners should share their findings as a large group. Following the discussion, learners should consider the needs of children and should also think about services available to support children who have been subject to abuse.</p> <p>Learners should work in small groups to consider the services; what they do and how this may support children. This can be shared either through a discussion or a peer group presentation. Handouts or factsheets including information about each service should be produced and shared. This will lead on to the topic of partnership working.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Presentation materials</p> <p>Scenarios/case studies</p> | <p>Raising an awareness of child protection of babies and young children and the role of the EYP in an Early Years Practitioner</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|--|-----------|-----------------------|
| | <p>3.4 Explain support and advice available to the:</p> <ul style="list-style-type: none"> • child • parents/carers • Early Years Practitioner <p>3.5 Explain why child safeguarding practice reviews are required</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse. <p>You should be able to:</p> <ul style="list-style-type: none"> • explain the procedures to be followed to protect babies and young children, including: <ul style="list-style-type: none"> - domestic abuse - physical abuse - emotional abuse - sexual abuse - neglect. | <p>As a large group discuss the benefits and indeed complexities/barriers of partnership working, using examples.</p> <p>Case studies/scenarios may be useful class experiences to help to develop an appreciation for partnership working to protect children and keep them healthy, safe and well:</p> <p>Case study/scenario 1 Tanveer, aged 5 years of age, is usually late for school and always appears hungry. Today he turns up for school later than usual and appears to be anxious.</p> <ul style="list-style-type: none"> • What other information may be useful to help the Early Years Practitioner care for Tanveer? • Identify any potential concerns • Identify others who may be useful to work with in partnership • Outline the role of any services or professionals that may help Tanveer • What are the benefits to the child and family of partnership working? • What barriers to partnership working can you think of? <p>Case study/scenario 2 Seb is a single parent caring for his two young children; Sally aged 18 months and Rai aged 3 years. Seb is struggling to juggle the demands of childcare with a full-time job. He has asked for some support.</p> <ul style="list-style-type: none"> • What other information may be useful to help the Early Years Practitioner support Seb? • Identify any potential concerns • Identify others who may be useful to work with in partnership • Outline the role of any services or professionals that may help Seb | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>You could also be able to:</p> <ul style="list-style-type: none"> explain the benefits of working with others in the context of safeguarding, protection and welfare of children. | <ul style="list-style-type: none"> What are the benefits to the child and Seb of partnership working? What barriers to partnership working can you think of? <p>Case study/scenario 3 Philip and Ayesha are parents to three children under 5 years of age. Philip has a history of drug and alcohol problems. Ayesha has recently been diagnosed with postnatal depression.</p> <ul style="list-style-type: none"> What do you think the needs of the children are? Identify any potential concerns Identify others who may be useful to work with in partnership Outline the role of any services or professionals that may help Philip and Ayesha What are the benefits to the child and family of partnership working? What barriers to partnership working can you think of? | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------|---|--|--|---|
| Lesson 11 | <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse. <p>You should be able to:</p> <ul style="list-style-type: none"> explain support and advice available to the: <ul style="list-style-type: none"> child parents/carers Early Years Practitioner. <p>You could also aim to:</p> <ul style="list-style-type: none"> explore the role of the Early Years Practitioner in line with statutory guidance and organisational requirements. | <p>Consolidate this area of learning by sharing information from case reviews. The following child safeguarding practice reviews may be useful for inspiring discussion:</p> <ul style="list-style-type: none"> Baby P Victoria Climbié Vanessa George (Little Ted’s nursery). <p>Following research and class discussion learners should feel more confident in:</p> <ul style="list-style-type: none"> the reason for child safeguarding practice reviews implications for practice arising from child safeguarding practice reviews (legislation/policy). <p>Finally, learners should be able to appreciate that the Early Years Practitioner may also require support when dealing with child protection incidences. Learners should reflect on sources of support for Early Years Practitioners.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Research opportunities – internet access</p> | <p>The role of serious case reviews</p> |
| Lesson 12–15 | Assessment workshops | | | |

EYP 5: Scheme of Work

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| Teacher\Department: | Unit: EYP 5: Understand how to support children's development (K/617/2634) |
| Guided Learning Hours (GLH): 30 | No of lessons: 18 |
| <p>About this unit:</p> <p>Aims of the unit: This unit aims to develop knowledge and understanding of children's development from birth to seven years of age.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the stages of child development from birth to seven years 2. Understand influences on children's learning and development 3. Understand the importance of attachment for holistic development 4. Understand the needs of babies and young children during transitions | |
| Employer engagement/enrichment: placement opportunity for skills based competencies | |
| Opportunities for embedding English, maths, English and maths own study and in context of EYFS | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|--|--|--|
| <p>Lesson 1-8</p> | <p>1. Understand the stages of child development from birth to seven years</p> <p>1.1 Describe sequential development from birth to seven years in the following areas:</p> <ul style="list-style-type: none"> • cognitive • language • physical • emotional • social • brain development. <p>1.2 Explain the difference between the sequence of development and rate of development</p> <p>1.3 Describe areas of learning and expected early learning goals/targets within the statutory framework and curriculum study requirements for children aged from birth to seven years</p> | <p>Begin this unit by introducing the aim/overview of the content of the unit, this is best achieved by exploring each of the learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand the stages of child development from birth to seven years • LO2: Understand influences on children’s learning and development • LO3: Understand the importance of attachment for holistic development • LO4: Understand the needs of babies and young children during transitions. <p>Following an overview of the unit, return to LO1 and engage the learners in a discussion around child development.</p> <p>During the discussion consider areas of development and encourage learners to recognise each area of development:</p> <ul style="list-style-type: none"> • physical • communication and language • social • emotional • cognitive. <p>What do these different areas of development consist of? Develop a glossary of key definitions, for example;</p> <p>Physical development:</p> <ul style="list-style-type: none"> • fine and large motor skills development • hand/eye co-ordination. <p>Following this, prepare stages and sequences of development as a handout.</p> | <p>Teacher notes</p> <p>Presentations</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>EYFS</p> <p>Resources for group work/presentations</p> | <p>Appreciation of stages and sequences of child development</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>1.4 Explain how learning and development can be affected by a child's needs and stage of development</p> <p>1.5 Use examples to explain holistic opportunities to include:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy. <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand the stages of child development from birth to seven years. <p>You should be able to:</p> <ul style="list-style-type: none"> • describe sequential development from birth to seven years in the following areas: <ul style="list-style-type: none"> - cognitive - language - physical - emotional - social | <p>Learners can work together in small groups to identify the holistic stages of development in young children; for example in their small groups, learners can describe one of the specified ages to appreciate the child's development across all areas of development.</p> <p>The learners should be asked to select one of the following, making sure that all age categories are covered within the class:</p> <ul style="list-style-type: none"> • 3 months • 6 months • 12 months • 18 months • 2–3 years • 4–5 years • 5–7 years. <p>The information should be presented as posters or as a development wheel.</p> <p>Whichever way the learners have completed the task, the information should now be presented, discussed as a large group and if possible displayed in the classroom. Learners should be introduced to brain development in the first years of life and the importance of appreciating the impact to future learning. The Tutor Guidance document has some useful links.</p> <p>Learners should be introduced to the terms:</p> <ul style="list-style-type: none"> • self-regulation • meta-cognition. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <ul style="list-style-type: none"> - brain development. <p>You could also aim to:</p> <ul style="list-style-type: none"> • use examples to explain holistic opportunities to include: <ul style="list-style-type: none"> - speech, language and communication - personal, social and emotional development - physical development - literacy and numeracy. | <p>Follow this with a group activity looking at photos, video clips and magazine pictures of children at various ages/stages and ask learners to:</p> <ul style="list-style-type: none"> • think of the age range the child in the image/video is at and the areas of development that are being portrayed • consider the child’s developmental needs at this age. <p>Move on now to consider the requirements at various identified stages within the Early Years Foundation Stage and the National Curriculum Key Stage 1.</p> <p>Learners can explore the expectations of both the Early Years Foundation Stage and the National Curriculum Key Stage 1 in order to appreciate development requirements within a statutory framework.</p> <p>It will be useful for learners to either:</p> <ul style="list-style-type: none"> • visit a local Early Years Setting and primary school to look at planning to meet the needs of children at different stages within the Framework of the EYFS and the National Curriculum <p>OR</p> <ul style="list-style-type: none"> • benefit from a guest speaker to talk about the expectations of children as they develop within the EYFS and the transitional needs as they move on to primary school. <p>Using the information derived from the activity selected as above, learners can consider how activity planning promotes holistic learning and development in the following areas:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional • physical • literacy and numeracy. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|---|---|-----------|-----------------------|
| <p>Lesson 9–10</p> | <p>2. Understand influences on children’s learning and development</p> <p>2.1 Explain how children’s well-being and individual circumstances can affect their learning and development</p> <p>and introducing LO3 (3.1)</p> <p>3. Understand the importance of attachment for holistic development</p> <p>3.1 Explain how attachments develop</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand influences on children’s learning and development. <p>You should be able to:</p> <ul style="list-style-type: none"> explain how learning and development can be affected by a child’s needs and stage of development. | <p>Learners should recap the stages and sequences of expected or typical development in order to prepare for exploration of factors impacting development and learning.</p> <p>Encourage a large group discussion to consider how individual circumstances may affect learning and development. Follow this with a small group mind-map covering factors influencing child learning and development:</p> <ul style="list-style-type: none"> health disability living conditions social/economic Adverse Childhood Experiences (ACE) toxic stress role modelling transition attachment (introducing LO3 – 3.1). <p>Learners can explore each of these in small groups and prepare peer group presentations.</p> <p>Consolidate learning around factors influencing learning and development through a case study activity. For this activity you will need to divide the learners into small groups. Each group will have a set of resources. The resources include:</p> <ul style="list-style-type: none"> a range of pictures of young children aged 0-5 years of age key cards that identify the child’s experiences such as disability, unemployed parents and so on in order to paint a profile. Some of the profiles will contain mostly negative experiences, some mostly positive and others balanced. Learners can discuss the experiences and how they may impact development and learning before sharing this in group feedback. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | You could also aim to: <ul style="list-style-type: none"> • explore attachment and explain how children’s well-being and individual circumstances can affect their learning and development. | Conclude this learning outcome by introducing nature and nurture; impact and influences in order to raise an awareness of the needs of the developing child and the role of the practitioner. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------------|---|--|--|---|
| <p>Lesson 11–12</p> | <p>3. Understand the importance of attachment for holistic development</p> <p>3.1 Explain how attachments develop</p> <p>3.2 Summarise the role of the Key Person in an Early Years Setting</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand the importance of attachment for holistic development. <p>You should be able to:</p> <ul style="list-style-type: none"> explain how attachments develop. <p>You could also aim to:</p> <ul style="list-style-type: none"> summarise the role of the Key Person in an Early Years Setting. | <p>In this section learners should be introduced to the role of the Key Person. The Early Years Foundation Stage should be referred to in order to define the role and responsibilities of the Key Person. The Tutor Guidance includes links which may be useful.</p> <p>Explore the role of the Key Person at significant times in a child’s life such as transition including home visits or changes in family circumstances. Discuss the impact of the Key Person for children’s health and well-being.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>EYFS</p> | <p>Appreciation of the role of the Key Person in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|-----------------|---|---|--|---|
| Lesson 15–17 | By the end of the lesson, you must be able to: <ul style="list-style-type: none"> • understand the stages of child development from birth to seven years • understand influences on children’s learning and development • understand the importance of attachment for holistic development • understand the needs of babies and young children during transitions. | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Outline learning from the unit in preparation for the assessment workshop |
| Lesson 18 | Assessment workshop | | | |

EYP 6: Scheme of Work

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| Teacher/Department: | Unit: EYP 6: Support care routines for babies and young children (M/617/2635) |
| Guided Learning Hours (GLH): 20 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge, understanding and skills to support care routine for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the care needs of babies and young children 2. Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements 3. Be able to use hygienic practice to minimise the spread of infection in Early Years Settings 4. Understand rest and sleep needs of children 5. Understand childhood immunisation 6. Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs | |
| Employer engagement/enrichment: placement opportunity for skills and competency acquisition | |
| Opportunities for embedding English, maths, learners' own English and maths study and pastoral for non-cognitive skills. Contextualised literacy and numeracy as appropriate | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|---|---|
| <p>Lesson 1–8</p> | <p>1. Understand the care needs of babies and young children</p> <p>1.1 Describe care routines for babies and young children in relation to:</p> <ul style="list-style-type: none"> • eating (feeding and weaning/complimentary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision. <p>1.2 Explain the role of the Early Years Practitioner during:</p> <ul style="list-style-type: none"> • eating (feeding and weaning/complementary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision. | <p>Begin this lesson with a large group discussion around the content of this unit.</p> <ul style="list-style-type: none"> • LO1: Understand the care needs of babies and young children • LO2: Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements • LO3: Be able to use hygienic practice to minimise the spread of infection in Early Years Settings • LO4: Understand rest and sleep needs of children • LO5: Understand childhood immunisation • LO6: Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs. <p>Follow this with a discussion around the following learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand the care needs of babies and young children • LO2: Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements • LO4: Understand rest and sleep needs of children. <p>Learners should be introduced to a range of factors impacting care routines to include:</p> <ul style="list-style-type: none"> • healthy eating for babies and children. <p>The Tutor Guidance includes some links which may be useful.</p> <p>Learners should have an awareness of what constitutes a balanced diet and the implications for holistic development from healthy eating.</p> | <p>Teacher notes</p> <p>Tutor Guidance – links here to support with these sessions</p> <p>Qualification Specification</p> <p>Resources for group work</p> | <p>Raise awareness of care needs of babies and young children and the role of the EYP in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|--|-----------|-----------------------|
| | <p>2. Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements</p> <p>2.1 Outline hygienic practice in relation to:</p> <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment • comforters • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. <p>2.2 Explain how poor hygiene may affect the health of babies in relation to:</p> <ul style="list-style-type: none"> • preparing formula feeds • sterilisation. <p>4. Understand rest and sleep needs of children</p> | <p>Activities to research in small groups will support learners as they consider what constitutes a healthy balanced diet, portions, preferences and food restrictions. Learners must consider food restrictions, food allergies and intolerances.</p> <p>A useful activity would be to create a workshop in the classroom to experience procedures involved in making up feeds and sterilisation procedures. This can lead to a discussion around hygiene practices and any subsequent consequences of poor practice.</p> <p>Techniques for appropriate handwashing should be introduced and practiced here. Hygienic practice should be expanded to include discussions and considerations for comforters. Care routines involving nappy changing and potty/toilet routines should be introduced and discussed. Learners would benefit from finding out about health and hygiene procedures in relation to:</p> <ul style="list-style-type: none"> • nappy changing procedures • use of personal protective equipment • safe disposal • consequences of poor practice. <p>This will lead generally to a discussion around welfare requirements identified in statutory guidance to explore what these are and how they are upheld in Early Years Practice through policy and procedure to minimise infection.</p> <p>Care of skin, teeth and hair should be included and learners could work in pairs to create factsheets for best inclusive practice. For skincare the effects of the weather should also be considered.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|--|-----------|-----------------------|
| | <p>4.1 Explain the rest and sleep patterns of:</p> <ul style="list-style-type: none"> • a baby 0–12 months • a toddler aged 18 months • a child aged 3 years • a child aged 5–7 years. <p>4.2 Explain safe sleep practices which minimise the risk of sudden infant death syndrome (SIDS)</p> <p>Also introduce the knowledge for the skills-based criteria found in LO3 (3.1) and LO6 (6.1–6.2) below.</p> <p>3. Be able to use hygienic practice to minimise the spread of infection in Early Years Settings</p> <p>3.1 Demonstrate skills for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> • hand washing • food preparation and hygiene including preparing formula feeds and sterilising equipment | <p>Rest and sleep needs of babies and children can be explored by looking at typical sleep patterns over time, bedtime routines and the importance of rest and sleep for holistic development. Refer to links in the Tutor Guidance.</p> <p>Learners should be taught safe sleep practices to minimise sudden infant death syndrome. Learners could read through the information on this link to support new knowledge here:</p> <p>www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/h</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <ul style="list-style-type: none"> • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment. <p>6. Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs</p> <p>6.1 Follow policies and procedures to carry out personal care routines in relation to:</p> <ul style="list-style-type: none"> • eating (feeding and weaning/ complimentary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth and hair • rest and sleep provision. <p>6.2 Work in ways that encourage children to develop personal hygiene practices in relation to stage and needs</p> | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • understand the care needs of babies and young children. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements. <p>You could also aim to:</p> <ul style="list-style-type: none"> • demonstrate the skills that are required to meet the care needs of individual children in full adherence with policy and procedure. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|---|--|---|--|
| <p>Lesson 9–10</p> | <p>5. Understand childhood immunisation</p> <p>5.1 Outline the reasons for immunisation</p> <p>5.2 Identify the immunisation schedule</p> <p>5.3 Discuss the reasons why some children are not immunised</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand childhood immunisation. <p>You should be able to:</p> <ul style="list-style-type: none"> • outline the reasons for immunisation and the schedule for administration. <p>You could also aim to:</p> <ul style="list-style-type: none"> • discuss reasons why some children are not immunised. | <p>This lesson can begin with a large group discussion around:</p> <ul style="list-style-type: none"> • What is immunisation? • Why we immunise? • the immunisation schedule • reasons why some children may not be immunised. <p>Following the discussion, learners could research the immunisation schedule. The schedule can be easily located. Learners should also be able to identify the potential effects of immunisation on a young baby.</p> | <p>Teacher notes</p> <p>Presentation</p> <p>Tutor Guidance</p> <p>Immunisation Schedule – or access to this</p> | <p>The immunisation schedule: why, when and exceptions to this</p> |

| Lesson | Learning outcome(s) | Learning activities | Resources | Extension |
|----------------------------|---|--|---|--|
| <p>Lesson 11</p> | <p>By the end of the lesson, learners must be able to:</p> <ul style="list-style-type: none"> • appreciate all learning outcomes for this unit and be ready for the assessment. | <p>This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> | <p>Overview of unit and preparation for assessment</p> |
| <p>Lesson 12–15</p> | <p>Assessment workshops</p> | | | |

EYP 7: Scheme of Work

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| Teacher/Department: | Unit: EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes (T/617/2636) |
| Guided Learning Hours (GLH): 30 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge, understanding and skills to support the planning and delivery of activities, purposeful play opportunities and educational programmes.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Know about adult and child-initiated play 2. Be able to follow statutory requirements for learning and development in an Early Years Setting 3. Be able to support babies and young children through purposeful play activities and educational programmes | |
| Employer engagement/enrichment: placement opportunities for skills based competencies | |
| Opportunities for embedding English, maths, learners' own study for English and maths, pastoral for non-cognitive skills and all learning contextualised for working within an Early Years Setting | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|---|---|---|
| <p>Lesson 1-3</p> | <p>1. Know about adult and child-initiated play</p> <p>1.1 Explain the terms:</p> <ul style="list-style-type: none"> • adult-led activities • child-initiated activities • spontaneous experiences. <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> • know about adult and child-initiated play. <p>You should be able to:</p> <ul style="list-style-type: none"> • explain the terms: <ul style="list-style-type: none"> - adult-led activities - child-initiated activities - spontaneous experiences. <p>You could also aim to:</p> <ul style="list-style-type: none"> • reflect on examples of child-initiated and adult-led experiences in an Early Years Setting. | <p>Begin this lesson by introducing the aim/overview of the content and a list of all the learning outcomes that make up this unit:</p> <ul style="list-style-type: none"> • LO1: Know about adult and child-initiated play • LO2: Be able to follow statutory requirements for learning and development in an Early Years Setting • LO3: Be able to support babies and young children through purposeful play activities and educational programmes. <p>Following a large group discussion around the unit content return to focus on LO1: Know about adult and child-initiated play.</p> <p>This can begin with a discussion around how children play. To help to move this discussion forward, ask learners to work in small groups to list as many different play environments that they can think of. This is likely to include:</p> <ul style="list-style-type: none"> • the park • adventure playground • outside in the playground at school/nursery • in the home with toys: <ul style="list-style-type: none"> - alone - with friends - with parents/carers • on larger equipment like bikes/carts • games. <p>Follow this with peer discussion around who is involved in the play. Who is directing the play? Who is supporting or extending the play? What resources are involved?</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>Resources for activity</p> <p>Resources for display/leaflets</p> <p>Access to books/internet for reference collation</p> | <p>Raise an awareness of the significance of play: adult role and child-initiated</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | | <p>Whilst the learners are working in their small peer groups, hand them a selection of pictures/photographs and images showing children at play in a range of situations. Ensure that the pictures include children in the following situations:</p> <ul style="list-style-type: none"> • inside alone and with peers • inside alone and with others including adults engaged in their play • outside alone and with peers • outside alone and with others including adults engaged in their play. <p>In small groups, learners can consider how to plan enabling environments indoors and outdoors. Using large sheets of paper, learners can reflect on their own experience within an Early Years Setting to plan an enabling environment both indoors and outdoors and share their plan with others. A display will help learners to appreciate how an environment can promote learning and development.</p> <p>Next, introduce the terms: adult-led, child-initiated and spontaneous play. Learners can consider their own definition and then find a reference for each of the terms. A leaflet introducing other learners to these terms can be created with images to expand the definitions.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|--|--|--|---|
| <p>Lesson 4–12</p> | <p>Preparing learners for skills-based criteria in LO2 (2.1–2.7)</p> <p>2. Be able to follow statutory requirements for learning and development in an Early Years Setting</p> <p>2.1 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented in an Early Years Setting</p> <p>2.2 Work with colleagues to identify and plan enabling environments both indoors and outdoors in an Early Years Setting</p> <p>2.3 Describe the key stages in the observation, assessment and planning cycle for:</p> <ul style="list-style-type: none"> • the child • the parents/carers • the Early Years Setting in planning the next steps. | <p>Learners can work in small groups to consider the value of play for learning in the Early Years Foundation Stage. Working in small groups, learners can consider how to resource a positive, enabling environment that allows for learning across the EYFS through a play-based approach.</p> <p>Learners can be given time to produce questions for Early Years Practitioners. These questions can either be presented as a questionnaire or prepared for interview, alternatively learners can benefit from a guest speaker.</p> <p>Following this, learners can work in small groups to plan activities for holistic learning and development at specific age ranges within the EYFS as a mind-map. Learners are asked to select one activity from their mind-map and think about:</p> <ul style="list-style-type: none"> • areas of learning and how they are promoted in the activities • aim, objectives and rationale • the role of the Early Years Practitioner • opportunities for adult-led and child-initiated play • opportunities for spontaneous play. <p>Learners are to be introduced to the observation cycle. The EYFS can be used for guidance here. Begin this lesson by exploring the use of observations in the early years workforce.</p> <p>The following may be useful in moving the discussion forward:</p> <ul style="list-style-type: none"> • Why do practitioners observe young children? • How can observation support the Early Years Practitioner in their planning? • How do practitioners observe babies and young children in Early Years Settings? | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for group work</p> <p>EYFS</p> <p>Materials/resources for the development of the resource file</p> | <p>Raise awareness of the role of the EYFS in an Early Years Setting</p> <p>Appreciation of the role of the EYP in an Early Years Setting with regard to statutory frameworks, with a focus on planning</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>2.4 Explain the value of observation for:</p> <ul style="list-style-type: none"> • the child • the parents/carers • the Early Years Setting in planning the next steps. <p>2.5 Describe reasons for monitoring children’s progress</p> <p>2.6 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting’s requirements</p> <p>2.7 Describe how to refer concerns the Early Years Practitioner may have about a baby or child’s development</p> <p>By the end of the lesson, you must understand the skills required to be able to:</p> <ul style="list-style-type: none"> • follow statutory requirements for learning and development in an Early Years Setting. | <p>Introduce learners to a range of observation methods to include:</p> <ul style="list-style-type: none"> • narrative/free description • checklist • event or time sampling. <p>Set a task for the learner to complete in an Early Years Setting:</p> <ul style="list-style-type: none"> • observe one child using a method of your own choice • evaluate your findings and plan next steps with a member of the early years team • reflect on the method selected: Did this help you to meet your aim for example? • What methods are used in the Early Years Setting that you attend? Speak to a member of the team and use this method if possible to observe the same child during the planned next steps • How does the Early Years Setting use observation to identify concerns? Share information with parents? Do parents/carers share observations about their children with the Early Years Setting? How can this help the practitioner? <p>Consolidate this area of study by sharing and discussing the stages within the observation cycle. Discuss the importance of confidentiality and record keeping and objectivity when recording observations.</p> <p>Learners can now reflect on their knowledge of development and learning to produce a resource pack.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------------|--|--|---|---|
| | <p>Learners should be able to:</p> <ul style="list-style-type: none"> • work with colleagues to identify and plan enabling environments both indoors and outdoors in an Early Years Setting. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • engage with the observation and assessment cycle in an Early Years Setting. | <p>The resource pack will include contributions from each learner and cover the following areas:</p> <ul style="list-style-type: none"> • activities to support language • activities to support holistic development through play: <ul style="list-style-type: none"> – encouraging and appreciating creativity and social development • inclusive practice. <p>Learners should review the resource file to select an idea for activity planning in an Early Years Setting. The activity should be shared and agreed with their mentor at the Early Years Setting before being implemented and reviewed.</p> | | |
| <p>Lesson 13–14</p> | <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • appreciate all learning outcomes and be prepared for the assessment workshops. | <p>This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> | <p>Outline learning from the unit in preparation for assessment</p> |
| <p>Lesson 15</p> | <p>Assessment workshops</p> | | | |

EYP 8: Scheme of Work

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| Teacher\Department: | Unit: EYP 8: Promote play in an Early Years Setting (A/617/2637) |
| Guided Learning Hours (GLH): 24 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge, understanding and skills required to promote play in an Early Years Setting.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the play environment 2. Understand how the Early Years Practitioner supports children's behaviour and socialisation within play environments 3. Be able to promote positive behaviour 4. Be able to support different types of play for babies and young children | |
| Employer engagement/enrichment: placement opportunities for skills based competencies | |
| Opportunities for embedding English, maths, learners' own study for English and maths, pastoral for non-cognitive skills and all learning contextualised for working within an Early Years Setting | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|--|---|
| <p>Lesson 1–7</p> | <p>1. Understand the play environment</p> <p>1.1 Explain what is meant by ‘the play environment’</p> <p>1.2 Explain how environments support play</p> <p>2. Understand how the Early Years Practitioner supports children’s behaviour and socialisation within play environments</p> | <p>Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand the play environment • LO2: Understand how the Early Years Practitioner supports children’s behaviour and socialisation within play environments • LO3: Be able to promote positive behaviour • LO4: Be able to support different types of play for babies and young children. <p>Following a large group discussion around the unit aim and content learners can now return to focus on LO1: Understand the play environment and LO2: Understand how the Early Years Practitioner supports children’s behaviour and socialisation within play environments. Also introduce and prepare learners for LO3: Be able to promote positive behaviour.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for group work</p> <p>EYFS</p> | <p>Raising an awareness of the environment in an EYFS</p> |
| | <p>2.1 Describe the role of the Early Years Practitioner in supporting children’s socialisation within play environments</p> <p>2.2 Give examples to explain how the Early Years Practitioner’s behaviour can impact on and influence babies and young children (with preparation for skills-based criteria in LO 3 (3.1))</p> <p>3. Be able to promote positive behaviour</p> | <p>Learners can split into small groups. Half of the groups should define play. The other half should define environment.</p> <p>By considering each definition in isolation, learners will explore what play means to them and what an environment means in general terms.</p> <p>The feedback should be shared and as a large group, learners can begin to reflect on an ideal play-based environment. As part of the discussion learners should reflect on their own experiences in an Early Years Setting sharing what contributes to the best play-based environment for the children they engage with.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>3.1 Model positive behaviour to encourage social skills within an Early Years Setting as appropriate to the stage and needs of individual children</p> <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> understand the play environment and how the Early Years Practitioner supports children’s behaviour and socialisation within play environments. <p>You should be able to understand the skills required to:</p> <ul style="list-style-type: none"> be able to promote positive behaviour. <p>You could also aim to:</p> <ul style="list-style-type: none"> explore the role of modelling for positive behaviour. | <p>There are some references taken from the Early Years Foundation Stage (EYFS) and Play England which describe play and environments in the context of early years and these should also be discussed and explored by learners so that they have an appreciation for what is being shared.</p> <p>The links provided in the Tutor Guidance give much more scope around play and can be used as a research activity allowing learners to read, reflect and summarise key points concerning the value of play for children.</p> <p>Learners could look for images of children at various ages/stages engaged in playful situations and use these as a basis for a display. The display should be accompanied with references to the value of play.</p> <p>Follow this by looking at the role of the practitioner when supporting children’s engagement and socialisation in the play environment. Begin as before by exploring the term ‘socialisation’.</p> <p>As a large group, invite discussion around this area. According to Oates, 2005 – children begin to make sense of their social world from the interactions they have and the relationships they begin to establish within social groups.</p> <p>Looking back on the work previously completed, learners can begin to see the connections between play, the environment and holistic learning. Time should be spent now considering how the practitioner embraces all of this knowledge in an enabling environment and the significance of their influence in terms of behaviour for role modelling.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | | <p>If there is time/opportunity, learners should visit a range of play environments including adventure playgrounds and evaluate their findings for children's holistic development and well-being.</p> <p>When learners are in their Early Years Settings they should reflect on the play environment, complete observations to look for opportunities for socialisation and personally evaluate their own role when supporting children's engagement with playful situations. These evaluations should be shared within the setting.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|--|--|--|-----------------------|
| <p>Lesson 8–11</p> | <p>4. Be able to support different types of play for babies and young children</p> <p>4.1 Describe benefits of:</p> <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. <p>4.2 Promote activities which support babies and young children’s:</p> <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. <p>By the end of the lesson, you must be able to understand the skills required to:</p> <ul style="list-style-type: none"> • support different types of play for babies and young children. | <p>These lessons should be developed as workshops, allowing learners to explore different types of play from a knowledge and understanding perspective before creating practical workshops whereby learners can enjoy participating in play and evaluating the activity. Types of play to be included:</p> <ul style="list-style-type: none"> • physical play • creative play • imaginative play • sensory play • heuristic play. <p>Wherever possible, children should participate in the workshop and learners should apply their learning in the Early Years Setting by seeking their mentor’s permission to plan and lead a play activity. The activities should be evaluated and can be used to contribute to evidence for the assessment criteria.</p> <p>Also consider the link between play and physical activity; active play and the UK CMOs Physical Activity Guidelines (for those not yet walking) around tummy time, water-based play and minimising sedentary behaviours eg car seats. With this active play contributes children’s physical activity recommendations.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for group work</p> | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>You should be able to:</p> <ul style="list-style-type: none"> • describe benefits of: <ul style="list-style-type: none"> - physical play - creative play - imaginative play - sensory play - heuristic play. <p>You could also aim to:</p> <ul style="list-style-type: none"> • plan effectively to be able to promote: <ul style="list-style-type: none"> - physical play - creative play - imaginative play - sensory play - heuristic play. | | | |
| Lesson 12 | <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand all learning outcomes and feel prepared for the assessment workshop. | <p>This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> | <p>Overview of unit and preparation for assessment</p> |
| Lesson 13–15 | Assessment workshops | | | |

EYP 9: Scheme of Work

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| Teacher/Department: | Unit: EYP 9: Support well-being of babies and young children for healthy lifestyles (F/617/2638) |
| Guided Learning Hours (GLH): 16 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge, understanding and skills to support well-being of babies and young children for healthy lifestyles.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the impact of food and nutrition on children's health and development 2. Understand healthy balanced diets and hydration 3. Be able to support the nutrition and hydration of babies and young children in an Early Years Setting 4. Understand the impact of health and well-being on babies and young children's development 5. Understand individuals' dietary requirements and preferences 6. Be able to support healthy eating in an Early Years Setting | |
| Employer engagement/enrichment: placement opportunities and skills based competencies | |
| Opportunities for embedding English, maths, learners' own study and contextualised in an Early Years Setting | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 1-5</p> | <p>1. Understand the impact of food and nutrition on children’s health and development</p> | <p>UK Health Security Agency have published resources which provide a core set of evidence-based healthier weight messages across a child’s life and may be of use to learners completing this unit. This includes the latest key evidence-based messages and information on a number of aspects of healthy lifestyles including infant feeding, diet and nutrition relevant from birth to 4 years old.</p> | <p>Teacher notes</p> | <p>Raising an awareness of healthy eating for babies and young children in Early Years Settings</p> |
| | <p>1.1 Summarise current dietary guidance for Early Years Settings</p> | <p>The resources have been developed as a training tool and include links to a range of useful free resources including e-learning and guidance documents.</p> | <p>Tutor Guidance</p> | |
| | <p>1.2 Explain the importance of a healthy balanced diet for babies and young children</p> | <p>Begin this unit by introducing the aim and the content through a large group discussion which identifies each of the learning outcomes:</p> | <p>Qualification Specification</p> | |
| | <p>2. Understand healthy balanced diets and hydration</p> | <ul style="list-style-type: none"> • LO1: Understand the impact of food and nutrition on children’s health and development • LO2: Understand healthy balanced diets and hydration • LO3: Be able to support the nutrition and hydration of babies and young children in an Early Years Setting • LO4: Understand the impact of health and well-being on babies and young children’s development • LO5: Understand individuals’ dietary requirements and preferences • LO6: Be able to support healthy eating in an Early Years Setting. | <p>Resources for group work</p> | |
| | <p>2.1 Explain the nutritional value of the main food groups</p> | <p>Following this discussion, return to focus on LO1 and LO2.</p> | <p>Start4life</p> | |
| | <p>2.2 Describe importance of hydration for babies and young children</p> | <p>Begin this with a large group discussion around the importance of healthy balanced diets and hydration and share current dietary guidance for healthy eating with the group. There are useful links included in the Tutor Guidance.</p> | <p>Resources for display</p> | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>By the end of these lessons, learners must be able to:</p> <ul style="list-style-type: none"> understand the impact of food and nutrition on children’s health and development of healthy balanced diets and hydration. <p>Learners should be able to:</p> <ul style="list-style-type: none"> explain the importance of a healthy balanced diet and hydration for babies and young children. <p>You could also aim to:</p> <ul style="list-style-type: none"> explain strategies to encourage healthy eating. | <p>Learners can create recipe cards and factsheets that offer advice around healthy eating and these could contribute to a display in the classroom. With permission from the Early Years Setting this may also contribute to a healthy eating awareness display at the setting where staff, children, parents and carers can also be engaged.</p> <p>Learners must also be aware of the signs of dehydration in babies and young children and the subsequent health issues. This activity would be a useful introduction to LO3, which is a skills-based outcome. The Start4life website includes recipe and meal ideas for babies from around 6 months to 12+ months which may be useful.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| Lesson 6–8 | <p>3. Be able to support the nutrition and hydration of babies and young children in an Early Years Setting</p> <p>3.1 Promote health and well-being in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age</p> <p>3.2 Share information with parents/carers about the importance of healthy balanced diets for nutrition, well-being and oral health</p> <p>5. Understand individuals’ dietary requirements and preferences</p> <p>5.1 Identify reasons for:</p> <ul style="list-style-type: none"> • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements. | <p>The Public Health England (PHE) (now UK Health Security Agency) healthier weight promotion: consistent messages is a useful resource along with guidance on making every contact count (MECC).</p> <p>This approach may support learners to utilise their skills to encourage healthy eating, and to share information with parents/carers about the importance of healthy balanced diets using a MECC approach. This can help to inform, engage and support families to make healthier choices which could significantly reduce the risk of ill-health.</p> <p>Learners should also be aware that they can encourage parents to sign up for the Start4Life information service for children from 0 to 5 years.</p> <p>Learners must be familiar with special dietary requirements including medical, religious and health-related need, including allergies and intolerance as well as preferences and choices that reflect personal need. Reporting and recording processes as well as parental collaboration should be explored here. The healthier weight, consistent messages and resources provide some information on allergenic foods in relation to children aged 6 months to 4 years which may be useful.</p> <p>Learners must also be aware of the signs of dehydration in babies and young children and the subsequent health issues.</p> <p>Practical activities to support healthy eating must be undertaken in the Early Years Setting to show evidence of:</p> <ul style="list-style-type: none"> • planning • implementation • review and reflections. • recommendations. | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for practical activities</p> | <p>Skills required to support the nutrition and hydration of babies and young children in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>5.2 Explain the role of the Early Years Practitioner in meeting children’s individual dietary requirements and preferences</p> <p>5.3 Describe benefits of working in partnership with parents/carers in relation to special dietary requirements</p> <p>6. Be able to support healthy eating in an Early Years Setting</p> <p>6.1 Plan an activity to support healthy eating in own setting</p> <p>6.2 Implement an activity to support healthy eating in own setting</p> <p>6.3 Reflect on own role when supporting healthy eating in own setting</p> <p>6.4 Make recommendations for healthy eating in own setting</p> | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>By the end of the lesson, learners must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • promote health and well-being in settings by encouraging babies and young children to • consume healthy and balanced meals, snacks and drinks appropriate for their age. <p>Learners could also aim to:</p> <ul style="list-style-type: none"> • share plans for menu planning and individual child-centred nutrition. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|---|--|--|---|
| <p>Lesson 9–11</p> | <p>4. Understand the impact of health and well-being on babies and young children’s development</p> <p>4.1 Explain the impacts of poor diet on babies and young children’s health, development and well-being in the:</p> <ul style="list-style-type: none"> • short-term • long-term. <p>4.2 Explain how emotional resilience/mental health impacts upon holistic well-being</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand the impact of health and well-being on babies and young children’s development. <p>You should be able to:</p> <ul style="list-style-type: none"> • explain how emotional resilience/mental health impacts upon holistic well-being. | <p>Learners should now have an appreciation of food and nutrition for early years holistic health and can begin to make connections with emotional health and behaviour by considering the effects of hunger in the short-term and malnutrition in the long-term.</p> <p>Learners should consider the basic needs of children and the Maslow’s hierarchy may be useful in portraying this for learners. The work of Harlow and his experiment around attachment with monkeys may also help learners to appreciate the significance of emotional well-being for babies and young children.</p> <p>Learners should work in small groups to look at the impact of poor diet on a child’s holistic health, both in the short-term such as when ill or tired as well as over prolonged periods of time. Following on from classroom-based learning, learners could work in small groups to consider case studies/scenarios that explore the role of the practitioner in certain situations such as:</p> <p>Case Study 1 Muhammad is 4 years old. He attends the nursery holiday club provision out of term-time when the primary school is closed. Muhammad usually has a cooked school lunch. For the past two days, Muhammad has had crisps and a chocolate bar for his lunch, and the holiday club leader has supplied healthier options following a conversation with Muhammad’s parents, but Muhammad’s lunch has not improved.</p> <p>What could the practitioner do to support healthy eating?</p> <p>Case Study 2 Alli is 2 years old and is refusing to eat her lunch and becomes distressed at mealtimes.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Case Study</p> | <p>Understanding the health and well-being of babies and young children and the relationship between them</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------|--|---|--|---|
| | You could also aim to: <ul style="list-style-type: none"> • explain the impacts of poor diet on babies and young children’s health, development and well-being in the: <ul style="list-style-type: none"> - short-term - long-term. | What could the practitioner do to support healthy eating? The case studies could be shared across the group and discussed as a large group to compare strategies. This could be followed by considering strategies to encourage healthy eating. | | |
| Lesson 12 | By the end of the lesson, you must be able to: <ul style="list-style-type: none"> • understand all learning outcomes and feel prepared for the assessment workshops. | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Overview of the unit and preparation for assessment |
| Lesson 13–15 | Assessment workshops | | | |

EYP 10: Scheme of Work

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|---|---|
| Teacher\Department: | Unit: EYP 10: Support babies and young children to be physically active (J/617/2639) |
| Guided Learning Hours (GLH): 15 | No of lessons: 12 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand babies and young children's need to be physically active 2. Be able to support babies and young children to be physically active in an indoor and outdoor space 3. Be able to support physical activity in an Early Years Setting | |
| Employer engagement/enrichment: placement opportunity and practical competencies | |
| Opportunities for embedding English, maths, learners' own study, contextualised English and maths in the early years, pastoral | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 1–6</p> | <p>1. Understand babies and young children’s need to be physically active</p> <p>1.1 Outline the benefits to babies and young children of being physically active</p> <p>1.2 Explain the impacts of lack of adequate physical activity on babies and young children’s health, development and well-being in the:</p> <ul style="list-style-type: none"> • short-term • long-term. <p>1.3 Refer to the current guidance for early years and explain why it is important for babies and young children to be physically active</p> <p>1.4 Describe benefits of working in partnership with parents/carers in relation to supporting babies and young children’s physical activity</p> | <p>Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand babies and young children’s need to be physically active • LO2: Be able to support babies and young children to be physically active in an indoor and outdoor space • LO3: Be able to support physical activity in an Early Years Setting <p>The UK Health Security Agency have published resources which provide a core set of evidence based healthier weight messages across a child’s life and may be of use to learners completing this unit. This includes the latest key evidence-based messages and information on physical activity relevant for healthier weight promotion: consistent messaging. The resources have been developed as a training tool and include links to a range of useful free resources including e-learning and guidance documents.</p> <p>Following a large group discussion around the unit aim and content, learners can now return to focus on LO1: Understand babies and young children’s need to be physically active.</p> <p>Begin with a large group discussion around the key milestones in physical development. Learners can use key words such as crawling, walking, and running to create a timeline of developmental milestones.</p> <p>The learners can then work in small groups to consider the role of the Early Years Practitioner to support physical activity. Learners should work in pairs or small groups to explore activities and experiences for young children at specific ages/stages in their development. The work can be presented and the role of the Early Years Practitioner further discussed in a large group.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for group work and display</p> | <p>Raising an awareness of the importance of being physically active</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand babies and young children’s need to be physically active. <p>You should be able to:</p> <ul style="list-style-type: none"> explain the current guidance for early years and explain why it is important for babies and young children to be physically active. <p>You could also aim to:</p> <ul style="list-style-type: none"> describe benefits of working in partnership with parents/carers in relation to supporting babies and young children’s physical activity. | <p>Learners should be given details of statutory guidelines for physical activity in young children. In small groups begin to explore what this means for a young child and their daily activities. Learners can plan activities and share ideas with each other, perhaps as a resource folder.</p> <p>Learners should be confident in their understanding of the impact of physical activity on holistic development and their own role in contributing to physical activity guidelines through a range of activities and experiences. Learners should also investigate the impact on holistic development from a lack of physical activity, both in the short and long-term.</p> <p>Displays can be developed and shared in the Early Years Setting to encourage collaboration with parents/carers to promote an awareness of physical activity and its subsequent impact on the health, development and well-being of children. There are useful links included in the Tutor Guidance. Learners should be able to identify and describe strategies that encourage parents/cares to be involved in promoting physical activity and well-being.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| Lesson 7-9 | <p>2. Be able to support babies and young children to be physically active in an indoor and outdoor space</p> <p>2.1 Plan activities which support babies and young children’s physical activity in an indoor and outdoor space</p> <p>2.2 Encourage babies and young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</p> <p>2.3 Reflect on activities which support babies and young children’s physical activity in an indoor and outdoor space in an Early Years Setting</p> <p>3. Be able to support physical activity in an Early Years Setting</p> | <p>Learners can participate in a practical workshop to consider physical activities and experiences for babies and young children. Working in small groups, learners can plan an activity to promote physical activity in young children and this can then be evaluated against the statutory guidelines. Learners should participate in each other’s activities and complete a review as feedback for learners. The activities in the workshop can be discussed and reviewed in preparation for an exercise in the Early Years Setting.</p> <p>Learners will plan, implement and review an activity to encourage physical activity for children in the Early Years Setting and reflect on their own role, making further recommendations for practice and activity sheets for parents/carers.</p> <p>The Public Health England (PHE) (now UK Health Security Agency) healthier weight: consistent messages resources include guidance on making every contact count (MECC). This approach may support learners to utilise their skills to share information with parents/carers about the importance of physical activity using a MECC approach. This can help to inform, engage and support families to make healthier choices which could significantly reduce the risk of ill-health.</p> <p>Learners should also be aware that they can encourage parents to sign up for the Start4Life information service for children from 0 to 5 years.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for practical workshop</p> | <p>The role of the EYP and skills required</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>3.1 Share information with parents/carers about the importance of physical activity for babies and young children’s health and well-being</p> <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • support babies and young children to be physically active in an indoor and outdoor space <p>Learners should be able to:</p> <ul style="list-style-type: none"> • plan effectively. <p>You could also aim to:</p> <ul style="list-style-type: none"> • consider how plans could be potentially used with parents/carers and wider family members to raise an awareness. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| Lesson 10 | By the end of the lesson, you must be able to: <ul style="list-style-type: none"> understand all learning outcomes and feel prepared for the assessment workshops. | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Outline of unit content in preparation for assessment |
| Lesson 11–12 | Assessment workshops | | | |

EYP 11: Scheme of Work

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| Teacher/Department: | Unit: EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability (L/617/1993) |
| Guided Learning Hours (GLH): 20 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years. This unit also meets Continuing Professional Development (CPD) requirements for SEND at Level 2.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND) 2. Understand how children learn and develop in the early years 3. Understand the impact of transition 4. Understand best practice for meeting the individual needs of young children 5. Be able to plan to meet the individual stages of babies and young children 6. Be able to work in partnership | |
| Employer engagement/enrichment:placement opportunity, skills based competencies | |
| Opportunities for embedding English, maths, learners' own study and English and maths contextualised in the early years | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| Lesson 1–4 | <p>1. Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND)</p> <p>1.1 Describe statutory guidance in relation to the care and education of children with SEND</p> <p>1.2 Describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory, when supporting children with SEND</p> <p>4. Understand best practice for meeting the individual needs of young children</p> <p>4.1 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning to meet the individual needs of young children with SEND</p> | <p>Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:</p> <ul style="list-style-type: none"> • LO1: Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND) • LO2: Understand how children learn and develop in the early years • LO3: Understand the impact of transition • LO4: Understand best practice for meeting the individual needs of young children • LO5: Be able to plan to meet the individual stages of babies and young children • LO6: Be able to work in partnership <p>Following a large group discussion around the unit aim and content, learners can now return to focus on LO1: Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND) and LO4: Understand best practice for meeting the individual needs of young children.</p> <p>Begin with a large group discussion around the needs of children and how legislation keeps children safe in Early Years Settings.</p> <p>Learners can work in pairs to research relevant legislation and guidance and summarise this, being able to confidently:</p> <ul style="list-style-type: none"> • identify relevant legislation. <p>Learners should understand policy and procedures: what they are and how they support children with SEND, their families and Early Years Practitioners.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Policy/ procedure</p> <p>Legislation/ guidance</p> | <p>Raise an awareness of legislation and statutory guidance for SEND</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND) and best practice for meeting the individual needs of young children. <p>You should be able to:</p> <ul style="list-style-type: none"> describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory, when supporting children with SEND fully appreciate the role of the Early Years Practitioner in line with organisational policy and statutory legislation/guidance for work in the early years. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>You could also aim to:</p> <ul style="list-style-type: none"> explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning to meet the individual needs of young children with SEND. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| Lesson 5–8 | <p>2. Understand how children learn and develop in the early years</p> <p>2.1 Describe how children learn and the expected pattern of babies and children’s development from birth to seven years. Areas of development to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy. <p>2.2 Explain the importance to children’s holistic development of:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy. | <p>Learners may find it useful to look at policies from their Early Years Setting for children and families with SEND and would benefit from a guest speaker from a local Early Years Setting who can contextualise procedures that are in place in relation to:</p> <ul style="list-style-type: none"> • identification • working with parents • working with other professionals • the Graduated Approach (introducing LO5) • inclusion. <p>Where a guest speaker is not possible, learners should arrange to interview a member of staff at an Early Years Setting to ask questions around the areas listed above. The learners should make notes from either the guest speaker or interview and these should be discussed as a large group, making links to statutory guidance and legislation. Following from this activity and to consolidate legislation and guidance, learners could work in small groups to apply their new learning to scenarios such as:</p> <ul style="list-style-type: none"> • a child aged 3 who is not speaking audibly • a child aged 5 who is severely anxious in peer groups • a child aged 2 who is unable to walk independently • a child aged 12 months who is unable to sit unsupported. <p>Learners should be mindful of the rights of the child and the critical importance of child-centred practice to ensure the child’s voice is heard and respected at all times.</p> <p>Begin this unit by exploring key milestones in the following areas of development for children from birth to 7 years of age, this will support learners as they begin to build confidence when identifying concern. Learners should be aware of normative stages and sequences of development as a guide and discuss the significance of rate and pace. This is likely to include some revision of previous learning:</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Scenarios</p> | <p>Raise an awareness of the needs and development of babies and young children in the early years</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>2.3 Explain how babies and young children’s learning and development can be affected by their stage of development, well-being and individual circumstances</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand how children learn and develop in the early years. <p>You should be able to:</p> <ul style="list-style-type: none"> • describe how children learn and the expected pattern of babies and children’s development from birth to 7 years. <p>Areas of development to include:</p> <ul style="list-style-type: none"> - cognitive - speech, language and communication - physical - emotional - social - brain development - literacy and numeracy. | <ul style="list-style-type: none"> • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy. <p>Learners should be able to explore holistic development for children at specific stages of development. Pictures can help learners to explore holistic development.</p> <p>Working in groups, learners could use photographs/images to create a timeline for development from birth to 7 years of age and include key milestones for each development listed above. These can be shared and discussed before displaying around the classroom.</p> <p>This consolidation would create a useful starting point from which discussions around SEND can begin. When discussing holistic development the following areas should be considered using examples to encourage understanding of the impact of each of the areas identified on other areas:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical • literacy and numeracy. <p>Learners will now find it useful to explore how development can be affected by circumstances such as SEND, but can be a wider discussion bringing in environmental factors and introducing learners to nature/nurture perspectives for development.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>You could also aim to:</p> <ul style="list-style-type: none"> • explain how babies and young children’s learning and development can be affected by their stage of development, well-being and individual circumstances. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 9–10</p> | <p>3. Understand the impact of transition</p> <p>3.1 Describe the significance of attachment</p> <p>3.2 Explain the Key Person’s role in relation to transition</p> <p>3.3 Discuss how transitions and other significant events impact babies and young children</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand the impact of transition. <p>You should be able to:</p> <ul style="list-style-type: none"> describe the significance of attachment and the role of the Key person during transition. <p>You could also aim to:</p> <ul style="list-style-type: none"> discuss how transitions and other significant events impact babies and young children. | <p>Learners need to be aware of what is understood by transition and the significant impact of:</p> <ul style="list-style-type: none"> attachment: What is attachment? How does this develop? How can it be interrupted and how does it impact on development – both in the short and long-term? the role of the Key Person: What is a Key Person? What is their role and responsibilities in Early Years Practice? Discuss strategies used by the Key Person and evaluate such techniques for transition transition on children: identify planned/typical transition such as starting school, new sibling, bereavement as well as unplanned events including hospital appointment, sudden loss or unexpected changes to family breakdown. <p>Case studies and scenarios may be useful here.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>EYFS</p> <p>Case studies</p> | <p>Raise an awareness of transition and emotional development for children in the early years</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 11</p> | <p>5. Be able to plan to meet the individual stages of babies and young children</p> <p>5.1 Work in ways that value and respect the developmental needs and stages of babies and children, including supporting children during a range of transitions</p> <p>5.2 Support the assessment, planning, implementation and reviewing of each baby and young child's individual plan for their care and participation in line with the Graduated Approach</p> <p>5.3 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely</p> | <p>Learners should explore the range of specialist aids that can support inclusive practice.</p> <p>This could be investigated by learners in small groups who prepare for presentations/factsheets to explore resources available for children with specified SEND and how practitioners apply the Graduated Approach:</p> <ul style="list-style-type: none"> specialist aids including technology and how the Graduated Approach is applied. <p>Learners may find it useful to liaise with staff at an Early Years Setting.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • plan to meet the individual stages of babies and young children. <p>You should be able to:</p> <ul style="list-style-type: none"> • support the assessment, planning, implementation and reviewing of each baby and young child's individual plan for their care and participation in line with the Graduated Approach. <p>You could also aim to:</p> <ul style="list-style-type: none"> • reflect on own experience and role in an Early Years Setting in relation to: <ul style="list-style-type: none"> - meeting the developmental needs and stages of babies and children, including supporting children during a range of transitions. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 12</p> | <p>6. Be able to work in partnership</p> <p>6.1 Explain partnership working, including work with parents/carers, in relation to working effectively with children with SEND</p> <p>6.2 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress</p> <p>6.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development</p> <p>6.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development</p> <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • work in partnership. | <p>Following on from the learning to date, it is important now to consider the benefits as well as any complexities associated with partnership working whilst working in line with legislation:</p> <ul style="list-style-type: none"> • parents/carers • colleagues • other professionals and multi-agency work. <p>Case studies/role play to explore how professionals work together to support the individual needs of the child with SEND through a consistent approach for best practice and improved outcomes.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Case studies/role play</p> | <p>Appreciate the value of working in partnership</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | You could also aim to: <ul style="list-style-type: none"> • reflect on ways to encourage parental involvement. | | | |
| Lesson 13 | By the end of the lesson, you must be able to: <ul style="list-style-type: none"> • understand all learning outcomes and feel prepared for the assessment workshops. | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Outline of unit and preparation for assessment |
| Lesson 14–15 | Assessment workshops | | | |

EYP 12: Scheme of Work

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| Teacher/Department: | Unit: EYP 12: Promote positive behaviour in Early Years Settings (F/617/2641) |
| Guided Learning Hours (GLH): 15 | No of lessons: 12 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the knowledge, understanding and skills required to promote positive behaviour in Early Years Settings.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand policies and procedures relating to positive behaviour in Early Years Settings 2. Be able to support positive behaviour 3. Be able to follow policy and procedure for behaviour within an Early Years Setting 4. Be able to reflect on own role in relation to managing children's behaviour in an Early Years Setting | |
| Employer engagement/enrichment: placement opportunity and skills based competence | |
| Opportunities for embedding English, maths, learners' own study for English and maths, pastoral and in the contextualisation of Early Years Practice | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| <p>Lesson 1–5</p> | <p>1. Understand policies and procedures relating to positive behaviour in Early Years Settings</p> <p>1.1 Identify policies and procedures relating to children’s behaviour</p> <p>1.2 Explain the need for a consistent approach in applying boundaries</p> <p>3. Be able to follow policy and procedure for behaviour within an Early Years Setting</p> <p>3.1 Use agreed strategies for managing behaviour</p> <p>3.2 Describe procedures for reporting and recording behaviour changes and concerns</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand policies and procedures relating to positive behaviour in Early Years Settings. | <p>Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:</p> <ul style="list-style-type: none"> LO1: Understand policies and procedures relating to positive behaviour in Early Years Settings LO2: Be able to support positive behaviour LO3: Be able to follow policy and procedure for behaviour within an Early Years Setting LO4: Be able to reflect on own role in relation to managing children’s behaviour in an Early Years Setting. <p>Following a large group discussion around the unit aim and content, learners can now return to focus on LO1: Understand policies and procedures relating to positive behaviour in Early Years Settings and LO3: Be able to follow policy and procedure for behaviour within an Early Years Setting.</p> <p>In a large group, learners can discuss expectations in relation to behaviour; what is acceptable and why? When discussing this, learners will find it useful to be reminded of:</p> <ul style="list-style-type: none"> expectations of children at different stages within their development factors that impact on child development and consequently behaviour experiences that impact on a child’s behaviour including illness, hunger and tiredness as well as more adverse long lasting experiences in childhood, Adverse Childhood Experiences (ACE). <p>Learners could prepare for a presentation to consider typical behaviour within a selected age range of birth to 7 years and then consider how an identified factor may impact on their behaviour. Peer presentations will help learners to widen their understanding and be more appreciative of children’s behaviour and why it is not always within the expected norm.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>Peer presentations</p> | <p>Approaches to policy and procedures for behaviour management</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>You should be able to:</p> <ul style="list-style-type: none"> describe procedures for reporting and recording behaviour changes and concerns. <p>You could also aim to:</p> <ul style="list-style-type: none"> reflect on the boundaries and limitations of the role of the Early Years Practitioner. | <p>Following on from this revision, learners can look at policies and procedures for behaviour. A good place to start would be to look at the policy from the Early Years Setting that they are involved in, as this will help them to understand and appreciate the way that staff approach behaviour within the setting.</p> <p>This will lead to a discussion on the importance of consistency in terms of behaviour and learners are all likely to be able to think about individuals who expect different types of behaviours from them, ie a more lenient parent or family member.</p> <p>Discuss consistency along with stage/expectation/need and circumstance to also appreciate why it is always necessary to be aware of and tuned in to the child's needs. Case studies may help to support learners to consider their own role, perhaps relating this to a discussion around the peer presentations by following each presentation with a discussion around the needs of the child, effects on behaviour and role of the Early Years Practitioner.</p> | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|---|--|--|
| <p>Lesson 6–8</p> | <p>2. Be able to support positive behaviour</p> <p>2.1 Describe the benefits of encouraging and rewarding positive behaviour</p> <p>2.2 Explain how modelling positive behaviours impacts on children’s behaviour</p> <p>2.3 Model positive behaviour</p> <p>2.4 Use positive reinforcement with children</p> <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • promote positive behaviour in an Early Years Setting. <p>You should be able to:</p> <ul style="list-style-type: none"> • describe the benefits of encouraging and rewarding positive behaviour. | <p>Introduce learners to the concept of reinforcement. This can be explained with examples that relate to behaviour and simply consider negative and positive reinforcement. Examples may be helpful such as:</p> <ul style="list-style-type: none"> • shouting at the young child in the shop checkout queue • physical punishment such as smacking/poking/dragging • praising behaviour that is desired/expected “that’s a lovely model, well done, I think we should take a photo of that to share with your dad, now let’s pop these bricks back on the map together” • rewarding desired/expected behaviour “Wow did you collect all of those by yourself? That’s so helpful, would you like to look after Ted tonight as you have been so thoughtful?” Ted being the nursery teddy bear. <p>Theories relating to reinforcement such as Skinner and Bandura in relation to observational learning may also be useful. Positive reinforcement can also be applied to healthy choices and personal, social and emotional development with regard to:</p> <ul style="list-style-type: none"> • self-care skills as appropriate to age • healthy choices in relation to lifestyle, such as physical activity, activity play, food and drinks • oral health • kindness and empathy • friendships and making friends. <p>Learners could reflect on their own experiences at the setting to help them to recognise examples of any positive reinforcement that they have seen, and how this has impacted on the child’s behaviour. It is of course essential to discuss own behaviour and the importance of role modelling for children and this should be discussed and explored.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Case studies/ examples</p> | <p>Raising an awareness of how behaviour impacts development</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
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| | <p>You could also aim to:</p> <ul style="list-style-type: none"> explain how modelling positive behaviours impacts on children's behaviour. | <p>Scenarios may be helpful to explore the potential impact of the Early Year Practitioner's behaviour on the child:</p> <ul style="list-style-type: none"> The Early Years Practitioner does not listen to the child when they are excited about their play and want to share their achievements with them The Early Years Practitioner only seems to spend time having fun with specific individual children and is dismissive or reluctant to spend time with others The Early Years Practitioner chooses less healthy options in relation to food and drinks in front of the children despite spending time talking with them about the damage this may cause to their health The Early Years Practitioner refuses to go outside in the cold to jump in the puddles even though by doing so it would encourage physical activity fuller participation. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|------------------------|---|--|--|-----------------------|
| <p>Lesson 9</p> | <p>4. Be able to reflect on own role in relation to managing children’s behaviour in an Early Years Setting</p> <p>4.1 Reflect on own role in relation to managing children’s behaviour in an Early Years Setting</p> <p>By the end of the lesson, you must be able to begin to reflect upon own experience in an Early Years Setting in relation to:</p> <ul style="list-style-type: none"> • following the policy in relation to behaviour within the Early Years Setting. <p>You should be able to:</p> <ul style="list-style-type: none"> • own confidence in relation to policy and procedures. <p>You could also aim to:</p> <ul style="list-style-type: none"> • reflect on strategies for positive reinforcement. | <p>Learners should think about their own attitudes to child behaviour and reflect on their own role: what have they learnt from studying this unit and how can they use this learning to improve their own practice?</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------|--|---|--|--|
| Lesson 10 | By the end of the lesson, you must be able to understand all learning outcomes in preparation for the assessment workshops. | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Outline of unit content and preparation for assessment |
| Lesson 11–12 | Assessment workshops | | | |

EYP 13: Scheme of Work

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|---|---|
| Teacher/Department: | Unit: EYP 13 Partnership working in the early years (J/617/2642) |
| Guided Learning Hours (GLH): 15 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge to understand how to work in partnership in the early years.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the principles of partnership working in relation to current frameworks when working with babies and young children 2. Understand how to work in partnership 3. Be able to work alongside parents/carers, colleagues and other professionals 4. Understand challenges to partnership working 5. Understand recording, storing and sharing information in relation to partnership working | |
| Employer engagement/enrichment: placement opportunities for skills based competencies | |
| Opportunities for embedding English, maths, learners' own study in English and maths, pastoral and contextualised for work in the early years | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|---|--|--|
| <p>Lesson 1–6</p> | <p>1. Understand the principles of partnership working in relation to current frameworks when working with babies and young children</p> <p>1.1 Identify reasons for working in partnership</p> <p>1.2 Describe partnership working in relation to current frameworks</p> <p>2. Understand how to work in partnership</p> <p>2.2 Explain benefits of working in partnership with parents/carers</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand the principles of partnership working in relation to current frameworks when working with babies and young children and how to work in partnership. | <p>Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:</p> <ul style="list-style-type: none"> LO1: Understand the principles of partnership working in relation to current frameworks when working with babies and young children LO2: Understand how to work in partnership LO3: Be able to work alongside parents/carers, colleagues and other professionals LO4: Understand challenges to partnership working LO5: Understand recording, storing and sharing information in relation to partnership working. <p>Following a large group discussion around the unit aim and content, learners can now return to focus on LO1 and LO2.</p> <p>Begin with a large group discussion around the different professionals that may work with Early Years Practitioners. It will also be useful to then ask learners to work in small groups to explore the characteristics/expectations of ‘partnership’ and the different sorts of relationships that exist.</p> <p>For example, this may lead to a discussion on informal and formal/professional relationships. Learners may find it useful to reflect on their own partnership/relationships to identify and compare informal with formal/professional ones.</p> <p>Learners should be aware of the statutory requirements for working with others and can look at the current Early Years Framework to explore guidance around working in partnership.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>EYFS</p> | <p>Benefits of partnership working in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|--|-----------|-----------------------|
| | <p>You should be able to:</p> <ul style="list-style-type: none"> • explain benefits of working in partnership with parents/carers. <p>You could also aim to:</p> <ul style="list-style-type: none"> • reflect on how partnership working is developed and maintained in an Early Years Setting. | <p>Please refer to the Tutor Guidance for useful links. Consolidate this aspect of the unit in a large group discussion considering any benefits to partnership working before working in pairs or small groups to identify benefits to:</p> <ul style="list-style-type: none"> • the child (include child's voice) • the parent/carer • the Early Years Practitioner • the Early Years Setting. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|--|--|---|
| <p>Lesson 1-6</p> | <p>2. Understand how to work in partnership</p> <p>2.1 Explain the roles of others involved in partnership working when:</p> <ul style="list-style-type: none"> • meeting children’s additional needs • safeguarding children • supporting children’s transitions. <p>2.2 Explain benefits of working in partnership with parents/carers</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand the principles of partnership working in relation to current frameworks when working with babies and young children and how to work in partnership. <p>You should be able to:</p> <ul style="list-style-type: none"> • explain benefits of working in partnership with parents/carers. | <p>Learners can now consider the role of different professionals in more detail and this will build on the previous lessons. Working in pairs or small groups, learners can prepare for peer group presentations that look at the role of professionals.</p> <p>Each pair or group will need to:</p> <ul style="list-style-type: none"> • identify a professional that may work in partnership with Early Years Practitioners: <ul style="list-style-type: none"> - outline the role of the professional identified - describe the benefits to the child, parents and setting of working in partnership - include a reference. <p>Learners should summarise their presentation as a handout for others that contains the following information:</p> <ul style="list-style-type: none"> • explains the roles of others involved in partnership working when: <ul style="list-style-type: none"> - meeting children’s additional needs - safeguarding children - supporting children’s transitions. <p>Partnership working can then be discussed further and the work presented by the learners reflected upon so that they are able to confidently summarise the key functions of working in partnership for improved outcomes for children and their families.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for peer presentations /feedback</p> | <p>Evaluation of peer presentations to consider partnership working</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | You could also aim to: <ul style="list-style-type: none"> • reflect on how partnership working is developed and maintained in an Early Years Setting. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|---|--|
| <p>Lesson 7-8</p> | <p>3. Be able to work alongside parents/carers, colleagues and other professionals</p> <p>3.1 Explain the roles of colleagues and the team members in an Early Years Setting</p> <p>3.2 Collaborate with others to demonstrate team practice within the early years</p> <p>3.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development</p> <p>3.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development</p> | <p>This learning outcome is a skills-based learning outcome and all previous learning will have contributed to learner's knowledge and understanding regarding competence in this role. Learners should be able to confidently discuss:</p> <ul style="list-style-type: none"> • statutory requirements and guidance around partnership working • formal/professional relationships in comparison to informal relationships • identify policies and procedures for working in partnership • appreciate the knowledge, understanding and skills required to establish and maintain partnerships with parents/carers • work in partnership in ways that value the contributions of the parent/carer • benefits of involving parents/carers in learning experiences with their children • working in a team with colleagues. <p>Learners can plan an event for parents/carers that helps them to engage with their child's day at an Early Years Setting. This can be further discussed and evaluated through a large group discussion.</p> | <p>Teacher notes</p> <p>Tutor Notes</p> <p>Resources for group work</p> | <p>Raising an understanding of partnership working in an Early Years Setting</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • collaborate with others to demonstrate team practice within the early years. <p>You should be able to:</p> <ul style="list-style-type: none"> • encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development. <p>You could also aim to:</p> <ul style="list-style-type: none"> • explain the roles of colleagues and the team members in an Early Years Setting and reflect on the role of the Early Years Practitioner in an Early Years Setting. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------|---|---|--|--|
| Lesson 9 | <p>4. Understand challenges to partnership working</p> <p>4.1 Identify barriers to partnership working</p> <p>4.2 Explain ways to overcome barriers when working in partnership</p> <p>4.3 Give examples of support which may be offered to parents/carers</p> <p>4.4 Identify skills and approaches needed for resolving conflict</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand challenges to partnership working. <p>You should be able to:</p> <ul style="list-style-type: none"> • identify barriers to partnership working. <p>You could also aim to:</p> <ul style="list-style-type: none"> • evaluate ways to overcome barriers when working in partnership. | <p>Learners have, by now a broad knowledge of the significance of partnership working, with parents/carers, colleagues and other professionals and the impact this can have on the child. There is now opportunity to look at the complexities of partnership working by exploring:</p> <ul style="list-style-type: none"> • potential barriers to partnership working • overcoming potential barriers to partnership working • strategies to support partnership working • sources of support • conflict. <p>A scenario may be a useful way of reflecting on the above. There is an example below that may be useful as a large group discussion that can be managed to include the points included above:</p> <p>Scenario This morning Ellie’s dad arrives at the Early Years Setting and appears anxious. He asks to speak to Ellie’s Key Person and is visibly upset. As Ellie’s Key Person has not yet started her shift at the setting, you ask if he can make an appointment for the end of the day. Ellie’s dad begins to raise his voice and wants to speak to someone immediately, refusing to leave until he does so.</p> <p>What would you do and why? What skills and approaches could you take to resolve any conflict? Discuss. If there is time, this could be undertaken as a role play.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Scenarios and case studies</p> | <p>Awareness of partnership working and ways to overcome barriers in partnership working</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|----------------------------|--|--|--|---|
| <p>Lesson 10–11</p> | <p>5. Understand recording, storing and sharing information in relation to partnership working</p> <p>5.1 Identify records to be completed in relation to partnership working</p> <p>5.2 Explain reasons for accurate and coherent record keeping</p> <p>5.3 Explain the reasons for confidentiality and security when maintaining and storing records</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> • understand recording, storing and sharing information in relation to partnership working. <p>You should be able to:</p> <ul style="list-style-type: none"> • explain reasons for accurate and coherent record keeping. | <p>Learners must be confident in recording and reporting information in line with policy and procedure. Using the scenario above and reflecting on their own practice/experience, learners should use a template to record the situation and any subsequent action.</p> <p>They can do this in pairs and begin by planning out key points and then recording this on to the template. Learners could use an example from their own setting or a simple word document that includes the following headings:</p> <ul style="list-style-type: none"> • record of meeting • date • attendees • brief reason for meeting • record of meeting • subsequent actions. <p>Learners should then discuss reporting systems at the setting: who needs to know and why, as well as exploring the reasons for accurate and coherent records and also confidentiality of information.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Exemplar forms</p> <p>Scenario</p> | <p>Raising an awareness of the importance of record keeping</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------|--|---|--|---|
| | You could also aim to: <ul style="list-style-type: none"> explain the reasons for confidentiality and security when maintaining and storing records. | | | |
| Lesson 12 | By the end of the lesson, you must be able to understand all of the learning outcomes and feel prepared for the assessment workshops | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Outline of unit content in preparation for assessment |
| Lesson 13–15 | Assessment workshops | | | |

EYP 14: Scheme of Work

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|---|--|
| Teacher\Department: | Unit: EYP 14: Support the needs of the child in preparing for school (L/617/2643) |
| Guided Learning Hours (GLH): 22 | No of lessons: 15 |
| <p>About this unit:</p> <p>Aims of the unit: This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Understand the role of the Early Years Practitioner during transition to school 2. Understand how working in partnership with others contributes to children's well-being during transition to school 3. Be able to support children's language and communication needs in preparation for school 4. Be able to support children's mathematical development in preparation for school | |
| Employer engagement/enrichment: placement opportunity and competency based skills | |
| Opportunities for embedding English, maths, learners' own study in English and maths, pastoral, English and maths in context of early years | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|---|--|--|---|
| <p>Lesson 1-4</p> | <p>1. Understand the role of the Early Years Practitioner during transition to school</p> <p>1.1 Explain how the Early Years Practitioner supports children to prepare for school</p> <p>1.2 Describe the holistic needs of the child as they prepare for school</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand the role of the Early Years Practitioner during transition to school. <p>You should be able to:</p> <ul style="list-style-type: none"> explain how the Early Years Practitioner supports children to prepare for school. <p>You could also aim to:</p> <ul style="list-style-type: none"> describe the holistic needs of the child as they prepare for school. | <p>Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:</p> <ul style="list-style-type: none"> LO1: Understand the role of the Early Years Practitioner during transition to school LO2: Understand how working in partnership with others contributes to children’s well-being during transition to school LO3: Be able to support children’s language and communication needs in preparation for school LO4: Be able to support children’s mathematical development in preparation for school. <p>Following a large group discussion around the unit aim and content, learners can now return to focus on LO1: Understand the role of the Early Years Practitioner during transition to school.</p> <p>Begin with a large group discussion around the needs of children when they are preparing for school. This should include a discussion around developmental needs as well as self-care needs.</p> <p>Learners should be reminded of the learning and development goals from within the Early Years Foundation Stage and work in small groups to consider how the learning goals prepare for learning within the National Curriculum at Key Stage 1. There are some useful links in the Tutor Guidance.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Qualification Specification</p> <p>EYFS</p> <p>National curriculum</p> <p>Resources for group work</p> | <p>An appreciation of the role of the EYP in preparation for school</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | | Learners could create factsheets for parents/carers to raise an awareness of children's needs when preparing for school with some useful strategies to support children during this transition. Learners should consider activities and experiences that Early Years Practitioners could enjoy with children to help them to prepare for school and look at settling in policies in local schools. This could lead to a group discussion and a reflection on best practice when meeting the needs of children during this significant experience. | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|--|---|
| <p>Lesson 5–6</p> | <p>2. Understand how working in partnership with others contributes to children’s well-being during transition to school</p> <p>2.1 Identify others involved in helping children prepare for school</p> <p>2.2 Describe the information required to enable the school to meet the individual needs of the child during transition</p> <p>By the end of the lesson, you must be able to:</p> <ul style="list-style-type: none"> understand how working in partnership with others contributes to children’s well-being during transition to school. <p>You should be able to:</p> <ul style="list-style-type: none"> identify others involved in helping children prepare for school. | <p>Learners can contribute to a group discussion around those involved in preparing children for the transition to school. This should include:</p> <ul style="list-style-type: none"> parents/carers Early Years Practitioners class teacher other professionals involved in the child’s life. <p>Working in small groups, learners can then identify the role of each individual and consider how they contribute to the transition. Learners may find it useful to identify a particular professional such as a social worker and the tutor could help with this to ensure a range of professionals are included across the groups.</p> <p>Learners should consider the information that may be useful during the transition to school:</p> <ul style="list-style-type: none"> personal information Early Years Profile. <p>The following link may be a useful resource for learners to explore the Early Years Profile: www.gov.uk/government/publications/early-years-foundation-stage-profile-handbookw</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>Resources for group work</p> | <p>Raising an awareness of transition and partnership working</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|--|---|-----------|-----------------------|
| | <p>You could also aim to:</p> <ul style="list-style-type: none"> describe the information required to enable the school to meet the individual needs of the child during transition. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------------------------|--|---|--|--|
| <p>Lesson 7–8</p> | <p>3. Be able to support children’s language and communication needs in preparation for school</p> <p>3.1 Explain what is meant by ‘a language-rich environment’</p> <p>3.2 Support children’s early interest and development in mark making, writing, reading and being read to</p> <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • support children’s language and communication needs in preparation for school. <p>You should be able to:</p> <ul style="list-style-type: none"> • explain what is meant by ‘a language-rich environment’. | <p>Learners should consider the term ‘a language rich environment’ and in small groups reflect on their own early years experience to describe the activities and experiences that are in place to support children’s language and communication needs in preparation for school. Follow this with a practical activity session allowing learners to explore a range of activities to explore language and communication.</p> <p>Activities should include those which promote children’s early interest and development in mark making, writing and reading including a love of stories. Peers should use the Early Years Foundation Stage to review and evaluate the activities and share this in a large group discussion.</p> <p>The activities and experiences could be collated as a class resource and shared with the Early Years Setting, and wherever possible learners should plan an activity with the children.</p> <p>Learners should participate in storytelling with young children at the Early Years Setting and reflect on their own competence.</p> | <p>Teacher notes</p> <p>Tutor guidance</p> <p>EYFS</p> <p>Practical activity session</p> | <p>Valuing the benefits of a language rich environment</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|--------|---|---|-----------|-----------------------|
| | You could also aim to: <ul style="list-style-type: none"> • support children’s early interest and development in mark making, writing, reading and being read to. | | | |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------------|---|---|--|--|
| <p>Lesson 9–11</p> | <p>4. Be able to support children’s mathematical development in preparation for school</p> <p>4.1 Describe how to create an environment which supports children’s mathematical development</p> <p>4.2 Support children’s interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching</p> <p>By the end of the lesson, you must be able to understand the skills required to be able to:</p> <ul style="list-style-type: none"> • support children’s mathematical development in preparation for school. | <p>Learners should consider how Early Years Settings provide an environment that encourages mathematical skills, and in small groups reflect on their own early years experience to describe the activities and experiences that are in place to support children’s mathematical needs in preparation for school.</p> <p>Follow this with a practical activity session allowing learners to explore a range of activities to investigate mathematics in the early years. Peers should use the Early Years Foundation Stage to review and evaluate the activities and share this in a large group discussion.</p> <p>The activities and experiences could be collated as a class resource and shared with the Early Years Setting, and wherever possible learners should plan, implement and review an activity with the children.</p> | <p>Teacher notes</p> <p>Tutor Guidance</p> <p>EYFS</p> <p>Templates for evaluation</p> | <p>An awareness of mathematical learning</p> |

| Lesson | Learning outcome(s) (Intent: planned learning) | Learning activities (Implementation) | Resources | Extension (Impact) |
|---------------------|---|---|--|---|
| | <p>You should be able to:</p> <ul style="list-style-type: none"> describe how to create an environment which supports children’s mathematical development. <p>You could also aim to:</p> <ul style="list-style-type: none"> support children’s interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching. | | | |
| Lesson 12 | By the end of the lesson, you must be able to understand the learning outcomes and feel prepared for the assessment workshops | This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, Tutors can introduce it now. | Teacher notes Tutor Guidance Qualification Specification | Outline of unit in preparation for assessment |
| Lesson 13–15 | Assessment workshops | | | |