



Childcare Key Stage 4 Curriculum Overview

Key Stage 4 Curriculum Journey: Childcare KS4

Week 1 ← → Week 39						
Unit 1: An introduction to child development		Unit 2: Factors that influence the child's development.		Unit 3: Care routines, play and activities to support the child	Unit 4: Early years provision	Unit 5: Legislation, policies, and procedures in the early years
Key content (know that...Know how ...)	<ul style="list-style-type: none"> ▪ Introduction to child development ▪ Introduction to physical development ▪ Know that Fine motor skills can be developed. ▪ Explore how to develop gross motor skills ▪ Exploring cognitive development activities ▪ How children can use their senses to support the cognitive development ▪ explore activities that can be completed indoors to support cognitive development ▪ focus on the types of communication skills ▪ milestones that children are expected to achieve 	<ul style="list-style-type: none"> ▪ factors that can influence a child's development ▪ biological factors that influence children's development and the theories that support the nature approach <ul style="list-style-type: none"> ▪ environmental factors that may influence children's development. ▪ nurture theories and how they describe children's learning. ▪ develop their debating skills. It will focus on the nature/nurture debate. ▪ potential effects that biological factors can have on children's development. common biological conditions that children can have. <ul style="list-style-type: none"> ▪ environmental factors can impact a child's development. 	<ul style="list-style-type: none"> ▪ basic care that children need to meet or exceed their expected milestones. <ul style="list-style-type: none"> ▪ Maslow's hierarchy of needs to explore ways the early years practitioner can support children with their basic and more psychological needs. ▪ focus on the basic care routines that children may have and why these are important ▪ specific routines that support children's wellbeing and promote their independence. ▪ children's play activities and why it is important for children to participate in play ▪ exploring the stages of play that children are expected go through 	explore the different types of provision and identify how funding differs across early years provision explore the different types of provision and identify how funding differs across early years provision explore the different types of early years settings and identify their key features through the group presentations. the main purpose of an early years setting, including supporting the child and their parents the principles within the Early Years Foundation Stage (EYFS) statutory guidance the importance of early years settings supporting children's learning and development towards the early learning goals and why settings need to assess children's progress. explore the welfare requirements that early years settings must adhere	explore the terminology that is central to this content area. explore the legislation relating to health and safety. consolidate the learning from content area 3 and expand their knowledge about identifying risks and how to successfully implement risk assessments. to explore the role of the early years practitioner in supporting health and safety. how infections are spread and what can be done to reduce this. It will explore the role of the early years practitioner in reducing the spread of infection within settings through the implementation of policies and procedures. common childhood illnesses that can be spread in early years settings and how to deal with these in settings explore the legislation around equality and diversity	

<p>with their communication and language development</p> <ul style="list-style-type: none"> ▪ exploring how books can support communication and language development ▪ children’s social and emotional development. ▪ explore social and emotional development in more detail and that they will be looking at the concept of circle time to support this ▪ explore the effectiveness of using board games to support children’s development <p>Explain to Students that they are going to use the knowledge they have gained in their previous lessons to design an activity to support children’s development.</p> <ul style="list-style-type: none"> ▪ recap all the learning relating to child development 	<ul style="list-style-type: none"> ▪ recap the biological and environmental factors that can affect a child’s development. ▪ the concept of transitions and look at examples of these. ▪ ways that the transitions explored in the previous lesson could impact on a child’s physical development ▪ the transitions explored previously could impact on a child’s communication and language development. ▪ transitions explored previously could impact on a child’s social and emotional development ▪ build a positive relationship with the child and their family and the benefits of this. ▪ promoting a child-centered approach ▪ the role of the early years practitioner within an early years setting. 	<ul style="list-style-type: none"> ▪ physical play and how it supports children’s development ▪ knowledge of physical play to plan an age appropriate activity and evaluate its effectiveness at supporting children’s holistic development. ▪ creative play and resources that can support it. ▪ their knowledge of creative play to plan an age appropriate activity and evaluate its effectiveness at supporting children’s holistic development. ▪ explore imaginative play and resources that can support it. ▪ knowledge of imaginative play to plan an age appropriate activity and evaluate its effectiveness at supporting children’s holistic development. ▪ explore the value of sensory play and the 	<p>to so that they can support children’s wellbeing.</p> <p>the differences between settings and how these might influence parental options and availability of provision for children and their families.</p> <p>Ofsted inspections for early years settings and how these identify variation across the settings to help support parental choice and maintain high quality provision.</p> <p>recap early years provision, including the types of provision, the types of settings, the purpose of settings and the variation between them.</p>	<p>and why it is important within early years settings.</p> <p>explore the concept of discrimination and how to ensure that early years settings are inclusive.</p> <p>explore resources and activities that can promote inclusion in early years settings. Students know the extent of the legislation surrounding safeguarding so that they can begin to understand the importance of it. 5.2.1 suggests that Students should “understand that legislation governs early years setting” and also that they will “understand basic principles of legislation and frameworks that inform policies and procedures”.</p> <p>enable Students to identify indicators of abuse so that they can safeguard children.</p> <p>explain how to respond to concerns around safeguarding.</p> <p>explore the legislation relating to confidentiality support Students to understand what information is confidential and the importance of maintaining the confidentiality.</p>
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			<p>early years practitioner.</p> <ul style="list-style-type: none"> recap all the learning from this content area so that Students can self-assess their knowledge and clarify any queries they have. 		
GCSE Assessment Objectives	Aspects of holistic development, physical development, cognitive development, communication & language development, social and emotional development.	Nature and nurture, biological and environmental factors, effects of factors, transitions, they type and impact of transition. Support strategies.	Basic care needs, basic care routines and play activities. Role of the EYW in play activities.	Types of early years provision, the purpose of early years provision, types of early years setting and variation in early years provision.	Regulatory authority, legislation that underpins policy and procedure. Health and safety procedure, legislation, equality and inclusion procedure, safeguarding and confidentiality procedure.
Assessments	Progress checks End of unit assessment Cache assessment link : AO1	Progress checks End of unit assessment Cache assessment link : AO1, AO2, AO3, AO4	Progress checks End of unit assessment Cache assessment link : AO1, AO2, AO3, AO4	Progress checks End of unit assessment Cache assessment link : AO1, AO3,	Progress checks End of unit assessment Cache assessment link : AO1, AO2, AO3,

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	<i>Unit 6</i> The role of the early years practitioner	<i>Unit 7:</i> Roles and responsibilities within early years settings	<i>Unit 8:</i> The importance of observations in early years childcare	<i>Unit 9:</i> Planning in early years childcare	<i>NEA</i>
Key content (know that...Know how...)	<p>explore the expectations for early years practitioners in relation to their appearance. It will also consider why their appearance is important.</p> <p>explore the behaviours that should be displayed by an early years practitioner. This includes maintaining professional boundaries and being mindful that the children will look to them as a role model.</p> <p>explore the importance of effective communication and how it impacts on everyone within an early years setting</p> <p>explore the importance of good attendance and punctuality at early years settings.</p> <p>will allow Students to self-reflect on their own behaviours in line with expectations for an early years practitioner.</p>	<p>explore the types of roles found within early years and provide information about the types of provision where they would work.</p> <p>explore the responsibilities of roles within the early years, including the care and education of the children.</p> <p>introduce the idea of partnership working. This will explore internal and external partnerships and the barriers that can prevent effective partnership working.</p> <p>explore the actions that can be taken to ensure partnership working is effective. It will also consider the benefits of effective partnership working for children, their families, and early years practitioners</p> <p>specialist roles that are based outside of the early years settings.</p>	<p>What are observations, and who might be involved in them</p> <p>Describe and identify formative and summative assessment</p> <p>Conduct and describe observations</p> <p>Describe the difference between objectively and subjectively and the importance of maintaining objectivity during observations</p> <p>Demonstrate objectivity during observations</p> <p>Identify the importance of recording observations.</p> <p>Explain the importance of the components of recording observations</p> <p>Describe the different types of observations.</p> <p>Explain the benefits and challenges of each type of observation</p> <p>Identify the key skills for carrying out and recording observations.</p>	<p>Define the term “child-centred planning”.</p> <p>Describe how to take a child-centred approach to planning</p> <p>Describe the role of the early years practitioner in child-centred planning.</p> <p>Explain how child-centred planning can support children’s learning and development</p> <p>Identify the stages of the early years planning cycle.</p> <p>Describe the purpose of each stage of the early years planning cycle.</p> <p>Recall the difference between formative and summative assessment.</p> <p>Implement the assessment stage of the planning cycle to support children’s learning and development.</p> <p>Explain why it is important that early years practitioners use assessment to inform their planning.</p>	<p>2 hours of research and evidence gathering</p> <p>14 hours of NEA</p>

		<p>provide the opportunity to complete some research on an allocated specialist team.</p> <p>to share their findings with the class so that everyone can understand the responsibilities of the specialist roles and the importance of them.</p> <p>explore the skills needed to fulfil a role within the early years and accomplish the responsibilities within the role</p> <p>recap the learning from this content area and consolidate the knowledge the Students have gained</p>	<p>Conduct an observation on an early years activity using these skills.</p> <p>Identify who you might share observations with.</p> <p>Describe the benefits of sharing observations.</p> <p>Explain the benefits of observations within early years.</p> <p>Describe appropriate approaches to observations in early years</p>	<p>Recall the difference between child-initiated play and adult-led play.</p> <p>Describe the importance of planning resources and activities.</p> <p>Explain how an early years practitioner can support in the moment learning.</p> <p>Identify areas you could expect to find in an early years setting.</p> <p>Plan age and stage appropriate resources for an indoor area for an early years setting using a specified budget.</p> <p>Adapt your planning to take into account a change in budget.</p> <p>Plan age and stage appropriate resources for an outdoor area for an early years setting.</p> <p>Provide examples of how the resources could support child development.</p> <p>Explain how you would ensure you minimise the risk of injury with the resources used in the outdoor area.</p> <p>Complete an objective observation.</p> <p>Use the observation to assess the child's stage of learning and development.</p>	
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GCSE Assessment Objectives	Staff responsibilities, appearance, behaviour, attendance, and punctuality.	Early year practitioner roles, partnership working in the early years. How partnership working benefits the child, family and EYP.	Observation and recording methods, how observations support child development, subjective and objective observations. Components of recording observations. Different methods of observation, sharing observations.	The purpose of a child centred approach, the purpose of the planning cycle, planning cycle.	<p><i>NEA</i></p> <p>Assessment objective (AO)</p> <p>AO1 Recall knowledge and show.</p> <p>AO2 Apply knowledge and understanding.</p> <p>AO3 Analyse and evaluate knowledge and understanding.</p> <p>AO4 Demonstrate the application of relevant vocational skills, processes, working practices, and documentation.</p> <p>AO5 Analyse and evaluate the demonstration of</p>

					relevant vocational skills, processes, working practices, and documentation
Assessments	Progress checks End of unit assessment Cache assessment link : AO4, AO5	Progress checks End of unit assessment Cache assessment link : AO2, AO4, AO5	Progress checks End of unit assessment Cache assessment link : AO2, AO4, AO5	Progress checks End of unit assessment Cache assessment link : AO1, AO2, AO3, AO4	NEA – 14-hour unit to oversee the course content.