



Year 12	Autumn – 1a	Autumn – 1b	Spring – 2c	Spring – 2d	Summer – 3e	Summer – 3f
Content	<p>Unit 1 Learning Aim A - Principles of Growth and Development</p> <p>Unit 2 - Learning Aim A - Stages of speech, communication and language development.</p>	<p>Unit 1 Learning Aim B - Physical Development from birth to 7 years 11 months</p> <p>Unit 2 - Learning Aim A - Stages of speech, communication and language development.</p>	<p>Unit 1 Learning Aim C - Cognition, language and communication development</p> <p>Unit 2 - Learning Aim B - Supporting children's literacy and numeracy skills through speech, communication and language development.</p>	<p>Unit 1 Learning Aim D - Theories of social and emotional development</p> <p>Unit 2 - Learning Aim C - Approaches to the varied needs of individual children.</p>	Unit 1 and 2 External Exam Date TBC (May 2020)	<p>Unit 3 - Play and Learning Learning Aim A - Examine types of play and learning activities and the benefits for children's learning and development</p> <p>Unit 11 - The Early Years Foundation Stage Learning Aim A - Understanding the legal status, principles, themes and aims of the EYFS.</p>
Skills including links with KS2 (Golden thread)	<p>Learners learn to independently synthesise knowledge of the subject, bringing together their understanding of concepts and strategies, and applying it to sometimes unfamiliar situations or problems. They integrate material from a variety of independently identified sources. Learners show a thorough and deep understanding of the subject, with a justification of arguments and analysis in different situations. They show and apply significant awareness of different perspectives and approaches relating to child development. Learners are able to make reasoned and confident judgements and recommendations based on independent analysis and interpretation of knowledge.</p>					<p>Learners helped to draw on their research from learning aims in previous units. Use detailed analysis of the organisation to play and learning in a familiar early years setting, to include play types, organisation and environment, materials and resources and the role of the professional. They must use coherent arguments to show the interrelationship between the provisions of play. Learners must draw reasoned and justified conclusions on the extent of their influence in an early years setting.</p>



	<p>Learners get the chance to demonstrate understanding of the stages of communication, language, literacy and numeracy development in context. Learners apply theoretical principles and relevant research to given situations related to the needs of a child or children in a setting. Parents, carers and childcare professionals will be integral to solutions to support communication, language, literacy and numeracy development in context.</p>	<p>Learners demonstrate an excellent understanding of the requirements of the EYFS. They display a high level of professionalism in their approach to supporting the requirements of the EYFS. They must use their own initiative to plan and lead play and educational activities that are effective in supporting children towards the early learning goals. They must demonstrate that they take into consideration welfare and safeguarding requirements in their everyday practice.</p>
<p>Why we have chosen this curriculum...</p>	<p>Unit 1 - Children's Development. This is a compulsory unit on this course and is a great unit to inform students of the stages of development of a child from birth to 7 years 11 months. The unit looks at the way in which children gain skills and abilities as well as how they learn. This give the students an in-depth understanding of certain milestones that children should hit at different stages of their lives, very useful if they are looking for employment within the sector. As a professional working with young children, you need a good understanding of children's development and the different theories about children's learning and development. This is covered as child development underpins every aspect of working with children, from a health and safety through to providing play opportunities. The knowledge that students will gain from this unit will support many other units within this qualification.</p>	<p>Unit 3 - Play and Learning. This is an optional unit on the course and chosen due play being a major part in a child's life. This unit will encourage students to think about the benefits of play and the role of an adult/professional within play. This unit is a very practical unit and students will be required to develop play and learning activities that could be used within a professional setting across a range of different ability children. The skills and knowledge that is developed within this unit will be a great support for when students are on work placements throughout the year.</p>
	<p>Unit 2 - Development of Children's Communication, Literacy and Numeracy Skills. This unit is a compulsory unit on the course and is used to look at the communication process within children, how it is developed and activates that can be used to support the development of children's communication, literacy and numeracy. The unit encourages the student to look into different forms of communication, identifying the best types for different children and ways of supporting the development. Students will look in the analyse and evaluate</p>	<p>Unit 11 - The Early Years Foundation Stage. The Early Years Foundation Stage (EYFS) is the statutory framework for practitioners in England, which covers the curriculum, development and welfare requirements for children up to the age of 5 years old. This unit will provide students with a clear understanding of its</p>



	information about children and early years demonstrating the ability to interpret the potential impact and influence of activates and approached on communication, literacy and numeracy development.		principles, structure and requirements as well as a rationale behind the 7 areas of learning used within all professional settings. Students will be planning both child and adult led activities that they can use within their placements across the course. These planned activities will show differentiation as well as targets to ensure that the children that are doing the activities are given an opportunity to reach their full potential.	
Assessment	Unit 1 Learning Aims A/B Assessment Practice. P. 15/30 BTEC Student Book	Unit 1 Learning Aims C/D Assessment Practice. P. 54/77 BTEC Student Book	Unit 3 Learning Aim A Assessment Practice. P. 162 BTEC Student Book	
	Unit 2 Learning Aim A Assessment Practice. P. 97 BTEC Student Book	Unit 2 Learning Aims B/C Assessment Practice. P. 127/137 BTEC Student Book	Unit 11 Learning Aim A Assessment Practice. P. 526 BTEC Student Book	
	Homework will be set every 2 weeks. They will be given questions out of the exam revision book to complete, or any work not completed during the lesson will be set as extra homework. Alongside this there will be ongoing assessment specification to complete	Homework will be set every 2 weeks. They will be given questions out of the exam revision book to complete, or any work not completed during the lesson will be set as extra homework. Alongside this there will be ongoing assessment specification to complete	Homework will be set every 2 weeks. They will be given questions out of the exam revision book to complete, or any work not completed during the lesson will be set as extra homework. Alongside this there will be ongoing assessment specification to complete	
Links				