

## KS5 Curriculum Overview

### AAQ L3 Extended Certificate in Early Childhood Development

#### Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3: Play and Learning (internal assessment)</b>  <b>Learning aim A: Examine types of play and learning activities and how they promote children’s learning and development</b></p> <ul style="list-style-type: none"> <li>▪ <i>Types of play</i></li> <li>▪ <i>Social stages of play</i></li> <li>▪ <i>Definitions of play; free flow play and structured play</i></li> <li>▪ <i>Play and learning opportunities for babies and children from birth to two years and two years up to seven years and 11 months</i></li> <li>▪ <i>The importance of suitable resources</i></li> <li>▪ <i>The benefits of play</i></li> </ul> <p><b>P1</b> Explain types of play for children at different ages and stages of development from birth up to 2 years, 2 up to 5 years and 5 years up to 8 years.</p> <p><b>P2</b> Explain how play and learning activities support the physical, cognitive, language, social and emotional development of children from birth up to 2 years, 2 up to 5 years and 5 years up to 8 years.</p> <p><b>M1</b> Assess the benefits of different types of play and learning activities for children’s learning and development from birth up to 2 years, 2 up to 5 years and 5 years up to 8 years.</p> <p><b>D1</b> Evaluate the extent to which different examples of play and learning activities support the holistic development of children from birth up to 2 years, 2 up to 5 years and 5 years up to 8 years.</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Planning</li> <li>▪ Critical thinking</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> <li>▪ Collaborative working</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Physical Education</li> </ul>	<p><b>Democracy:</b> Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <ul style="list-style-type: none"> <li>- Encouraging children to make choices and express preferences (e.g., choosing toys or activities) supports their social development.</li> <li>- Supports emotional development by building confidence and independence.</li> </ul> <p><b>Rule of law:</b> Understanding boundaries and routines helps children develop self-regulation and behaviour.</p> <ul style="list-style-type: none"> <li>- Helps with emotional and social development</li> </ul> <p><b>Mutual respect and tolerance:</b> Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.</p> <ul style="list-style-type: none"> <li>- Teaching children to share, take turns, and listen to others enhances social and emotional development</li> </ul> <p><b>Individual liberty:</b> Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teaching children to take responsibility for their behaviour. Children should be supported to understand that they have rights and personal freedoms and should be advised on how to exercise these safely.</p> <ul style="list-style-type: none"> <li>- Allowing children freedom to explore and develop at their own pace supports all areas of development, especially cognitive and emotional.</li> </ul> <p><b>Tolerance:</b> Introducing children to different cultures and beliefs supports social awareness and acceptance, key in emotional and social growth</p> <p><b>Exploring careers</b> (those that work with children in different early years settings): <i>Early years practitioners, childminders, nursery manager, nannies, primary school teachers, SEN support worker, Forest school assistant, Play worker</i></p>

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1: Children’s Development (external assessment)</b>  <b>Learning aim A:</b> The principles of development and how they are applied</p> <ul style="list-style-type: none"> <li>▪ <i>Definitions of growth and development</i></li> <li>▪ <i>Areas of development</i></li> <li>▪ <i>Factors affecting development</i></li> <li>▪ <i>Atypical development</i></li> <li>▪ <i>Developmental delays</i></li> </ul> <p><b>Learning Aim B:</b> Physical development from birth up to eight years</p> <ul style="list-style-type: none"> <li>▪ <i>Physical development milestones</i></li> <li>▪ <i>Aspects of physical development</i></li> <li>▪ <i>Promoting physical development</i></li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Observation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Collaborative working</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Physical Education</li> <li>▪ Sociology</li> </ul>	<p><b>Individual Liberty:</b> Recognising that every child develops at their own pace and has the right to be supported in their unique journey.</p> <p><b>Mutual Respect:</b> Understanding and respecting differences in development, including children with developmental delays or atypical development.</p> <p><b>Tolerance:</b> Promoting inclusive attitudes towards children from diverse backgrounds and with varying needs</p> <p><b>Rule of Law:</b> Following health and safety regulations and statutory guidance when promoting physical development.</p> <p><b>Career Links:</b> Health visitor, educational psychologist, SEN coordinator, social worker, Early years educator, occupational therapists, pediatric team, primary school teacher, play therapist, sports coach.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3: Play and Learning (internal assessment)</b>  <b>Learning aim B:</b> Investigate theoretical perspectives of learning and development in early childhood</p> <ul style="list-style-type: none"> <li>▪ <i>Vygotsky</i></li> <li>▪ <i>Bruner</i></li> <li>▪ <i>Montessori</i></li> <li>▪ <i>Forest schools</i></li> <li>▪ <i>Influences of theoretical perspectives and curriculum approaches on current early years practice.</i></li> </ul> <p><b>P3</b> Describe a range of theoretical perspectives relating to early years learning and development, including children’s literacy and numeracy skills.</p> <p><b>M2</b> Analyse the impact of theoretical perspectives relating to early years learning and development, including children’s literacy and numeracy skills.</p> <p><b>D2</b> Evaluate different theoretical perspectives to supporting children’s learning and development, including children’s literacy and numeracy skills, in the early years.</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Planning</li> <li>▪ Critical thinking</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Decision making</li> <li>▪ Reflective practice</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Psychology</li> <li>▪ Health and Social Care</li> </ul>	<p><b>Individual liberty:</b> Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teaching children to take responsibility for their behaviour. Children should be supported to understand that they have rights and personal freedoms and should be advised on how to exercise these safely.</p> <p>- <b>Montessori and Froebel</b> both encouraged free choice and self-initiated play, supporting independence and autonomy</p> <p><b>Rule of law:</b> Learning to manage children’s own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <p>- <b>Skinner’s</b> theory of behaviour and reinforcement supports teaching rules and consequences.</p> <p>- Routines and boundaries in play support emotional development, as seen in <b>Bowlby’s</b> attachment theory</p> <p><b>Mutual respect:</b> <b>Bandura’s</b> social learning theory shows how children learn by observing respectful behaviour in others.</p> <p>- <b>Vygotsky</b> emphasised cooperative play and social interaction, teaching children to listen and value others</p>

		<p><b>Tolerance of faiths and beliefs:</b> Inclusive, culturally diverse play supports tolerance.  - <b>Vygotsky</b> acknowledged the role of cultural context in learning and development</p> <p><b>Democracy:</b> <b>Vygotsky</b> and <b>Piaget</b> support giving children choices in learning, promoting voice and agency.  - <b>Montessori</b> believed in child-led learning, where children make decisions in a prepared environment.</p> <p><b>Exploring careers</b> (those that work with children in different early years settings):  <i>Early years practitioners, childminders, nursery manager, nannies, primary school teachers, SEN support worker, Forest school assistant, Play worker/ assistant</i></p>
<p><b>Unit 3: Play and Learning (internal assessment)</b>  <u>Learning aim C: Understand curriculum, approaches to play and their impact on practice in early childhood environments</u>  <b>P4</b> Discuss curriculum approaches to play and learning in early years’ environments.  <b>M3</b> Assess the extent to which play and learning provision in early years environments has been influenced by specific curriculum approaches.</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Planning</li> <li>▪ Critical thinking</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Decision making</li> <li>▪ Reflective practice</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Psychology</li> <li>▪ Health and Social Care</li> </ul>	<p><b>Democracy:</b> EYFS promotes child voice by involving children in decisions about their learning.  - Reggio Emilia encourages child-led exploration and shared decision-making.  - Forest School values child choice and freedom in learning.</p> <p><b>Rule of law:</b> All early years settings follow safeguarding, behaviour, and health and safety rules.  - Montessori and EYFS both teach clear routines and expectations, helping children understand right and wrong</p> <p><b>Individual liberty:</b> Montessori, Reggio Emilia, and Forest School all emphasise freedom of choice in play and learning.  - EYFS promotes children’s independence and confidence to express themselves</p> <p><b>Mutual Respect:</b> Daily practice encourages turn-taking, sharing, and valuing others’ opinions.  - Adult modelling and group activities (like circle time) reinforce respectful behaviour</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> EYFS promotes inclusive practice and diversity.  - Environments include multicultural books, toys, and celebrations.  - Practitioners encourage open discussion about similarities and differences</p> <p><b>Exploring careers</b> (those that work with children in different early years settings):  <i>Early years practitioners, childminders, nursery manager, nannies, primary school teachers, SEN support worker, Forest school assistant, Play worker/ assistant</i></p>
<b>TERM 2 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p><b>Unit 1: Children’s Development (external assessment)</b></p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Theory application</li> </ul>	<p><b>Individual Liberty:</b> Children are supported to think independently, make choices, and explore ideas—key</p>

<p><b>Learning aim C: Cognitive Development from birth up to eight years</b></p> <ul style="list-style-type: none"> <li>▪ Cognitive development milestones</li> <li>▪ Aspects of cognitive development</li> <li>▪ Theories linked to cognitive development</li> </ul> <p><b>Learning Aim D: Language development, including communication from birth up to eight years</b></p> <ul style="list-style-type: none"> <li>▪ Language Development</li> <li>▪ Aspects of language development</li> <li>▪ Theories linked to language development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Collaborative working</li> <li>▪ Empathy</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Physical Education</li> <li>▪ Sociology</li> <li>▪ Psychology</li> </ul>	<p>aspects of cognitive development that align with personal freedom and autonomy.</p> <p><b>Mutual Respect:</b> Recognising that children develop cognitively at different rates encourages respect for individual learning styles and abilities.</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> Cognitive development is influenced by cultural and social experiences. Respecting diverse backgrounds helps children understand and value different perspectives.</p> <p><b>Democracy:</b> Encouraging children to express opinions and make decisions supports democratic principles in early learning environments.</p> <p><b>Career Links:</b> Health visitor, educational psychologist, SEN coordinator, social worker, Early years educator, occupational therapists, pediatric team, primary school teacher, play therapist, sports coach.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1: Children’s Development (external assessment)</b></p> <p><b>Learning Aim E: Emotional development from birth up to eight years</b></p> <ul style="list-style-type: none"> <li>▪ Emotional Development</li> <li>▪ Development of attachment</li> <li>▪ Development of self</li> </ul> <p><b>Learning Aim F: Social development from birth up to eight years</b></p> <ul style="list-style-type: none"> <li>▪ Social Development</li> <li>▪ Aspects of social development</li> <li>▪ Theories linked to social development</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Empathy</li> <li>▪ Effective communication skills</li> <li>▪ Observation</li> <li>▪ Cultural awareness</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Emotional intelligence</li> <li>▪ Collaborative working</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Psychology</li> <li>▪ Sociology</li> </ul>	<p><b>Democracy:</b> Children learn to take turns, share, and listen to others—early foundations of democratic participation and group decision-making.</p> <p><b>Mutual Respect:</b> Social development involves learning to cooperate, resolve conflicts, and value others’ contributions.</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> Social interactions expose children to diverse backgrounds, helping them learn to respect and accept differences.</p> <p><b>Rule of Law:</b> Social development includes understanding boundaries, rules, and consequences—key aspects of living in a lawful society.</p> <p><b>Career Links:</b> Health visitor, educational psychologist, SEN coordinator, social worker, Early years educator, occupational therapists, pediatric team, primary school teacher, play therapist, sports coach.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1: Children’s Development (external assessment)</b></p> <p><i>Revision of LAA, LAB, LAC and LAD</i></p> <ul style="list-style-type: none"> <li>▪ <b>Learning aim A:</b> The principles of growth and development and how they are applied</li> <li>▪ <b>Learning Aim B:</b> Physical development from birth up to eight years</li> <li>▪ <b>Learning aim C:</b> Cognitive Development from birth up to eight years</li> <li>▪ <b>Learning Aim D:</b> Language development, including communication from birth up to eight years</li> <li>▪ <b>Learning Aim E:</b> Emotional development from birth up to eight years</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> <li>▪ Critical thinking</li> <li>▪ Collaborative working</li> </ul> <p><b>Subject links</b></p>	<p><b>Democracy:</b> Understanding development helps practitioners create environments where children’s voices are heard and respected.</p> <p><b>Rule of Law:</b> Physical and social development includes learning to follow rules, share, and take turns.</p> <p><b>Individual Liberty:</b> Cognitive and language development supports children in thinking for themselves and expressing their ideas.</p> <p><b>Mutual Respect:</b> Emotional and social development helps children understand feelings and interact kindly with others.</p>

<ul style="list-style-type: none"> <li>▪ <b>Learning Aim F:</b> Social development from birth up to eight years</li> </ul> <p><b>EXAM for Unit 1: Children’s Development-</b> mid May</p>	<ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Psychology</li> <li>▪ Sociology</li> <li>▪ Physical Education</li> </ul>	<p>Tolerance of Different Faiths and <b>Beliefs:</b> Understanding development helps practitioners plan inclusive activities that reflect different backgrounds and needs.</p> <p><b>Career Links:</b> Health visitor, educational psychologist, SEN coordinator, social worker, Early years educator, occupational therapists, pediatric team, primary school teacher, play therapist, sports coach.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1: Children’s Development (external assessment)</b> <i>Revision of LAA, LAB, LAC and LAD</i></p> <ul style="list-style-type: none"> <li>▪ <b>Learning aim A:</b> The principles of growth and development and how they are applied</li> <li>▪ <b>Learning Aim B:</b> Physical development from birth up to eight years</li> <li>▪ <b>Learning aim C:</b> Cognitive Development from birth up to eight years</li> <li>▪ <b>Learning Aim D:</b> Language development, including communication from birth up to eight years</li> <li>▪ <b>Learning Aim E:</b> Emotional development from birth up to eight years</li> <li>▪ <b>Learning Aim F:</b> Social development from birth up to eight years</li> </ul> <p><b>EXAM for Unit 1: Children’s Development-</b> mid May</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> <li>▪ Critical thinking</li> <li>▪ Collaborative working</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Psychology</li> <li>▪ Sociology</li> </ul> <p>Physical Education</p>	<p><b>Democracy:</b> Understanding development helps practitioners create environments where children’s voices are heard and respected.</p> <p><b>Rule of Law:</b> Physical and social development includes learning to follow rules, share, and take turns.</p> <p><b>Individual Liberty:</b> Cognitive and language development supports children in thinking for themselves and expressing their ideas.</p> <p><b>Mutual Respect:</b> Emotional and social development helps children understand feelings and interact kindly with others.</p> <p>Tolerance of Different Faiths and <b>Beliefs:</b> Understanding development helps practitioners plan inclusive activities that reflect different backgrounds and needs.</p> <p><b>Career Links:</b> Health visitor, educational psychologist, SEN coordinator, social worker, Early years educator, occupational therapists, pediatric team, primary school teacher, play therapist, sports coach.</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3: Play and Learning (internal assessment)</b> <u>Learning aim D: Understand how to plan activities and experiences to support children’s play, learning and development</u></p> <ul style="list-style-type: none"> <li>▪ <i>Professional skills for supporting purposeful play and learning</i></li> <li>▪ <i>How to recognise children’s individual needs</i></li> <li>▪ <i>How to scaffold children’s learning and development</i></li> <li>▪ <i>How to use play and learning activities to meet the requirements of the early years curriculum framework</i></li> <li>▪ <i>How to balance adult-led and child-initiated activities.</i></li> <li>▪ <i>The skills for adult-directed play, to include observing and assessing children’s stage of development and interests.</i></li> <li>▪ <i>The skills for supporting child-directed play, to include how to engage with children and extend their play.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Students complete work placement (at a local nursery/ primary school) as part of this unit/ learning aim where they plan and undertake 4 activities with children of different ages:</li> <li>▪ Organisation skills</li> <li>▪ Effective planning</li> <li>▪ Collaborative working with members of staff</li> <li>▪ Demonstrate purposeful play</li> <li>▪ Effective communication skills</li> </ul>	<p><b>Democracy:</b> Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <ul style="list-style-type: none"> <li>- Children are included in planning (e.g. choosing activities or resources).</li> <li>- Planning incorporates child voice and interests, helping them feel valued and listened to</li> </ul> <p><b>Individual liberty:</b> Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <ul style="list-style-type: none"> <li>- Children are given freedom to explore, choose, and express themselves through a</li> </ul>

<ul style="list-style-type: none"> <li>▪ <i>How to organise a play environment indoors and outdoors.</i></li> <li>▪ <i>How to recognise and build on children's interests.</i></li> <li>▪ <i>How to select appropriate resources appropriate</i></li> <li>▪ <i>How to support purposeful play</i></li> <li>▪ <i>How to support children's group learning and socialisation.</i></li> <li>▪ <i>The importance of recognising the learning potential of spontaneous or unplanned events.</i></li> <li>▪ <i>How to respond to children's individual needs, to include adapting activities.</i></li> <li>▪ <i>How to balance safety and purposeful and challenging play.</i></li> <li>▪ <i>Strategies to extend children's learning, to include sustained shared thinking.</i></li> <li>▪ <i>How to support children to develop positive attitudes through play, to include valuing and</i></li> <li>▪ <i>respecting others.</i></li> <li>▪ <i>The importance of promoting diversity, equality and inclusion.</i></li> </ul> <p><b>P5</b> Describe skills that are required by early years professionals to support purposeful play and learning activities.</p> <p><b>P6</b> Plan an adult led play and learning activity for a group of children.</p> <p><b>M4</b> Justify strategies used in the plans and how they support adult-led and child-initiated play, with examples.</p> <p><b>D3</b> Evaluate how early years professionals in early years settings can use their skills contribute to effective child initiated play and adult-led play and learning activities.</p>	<p>with children and adults</p> <ul style="list-style-type: none"> <li>▪ Independence</li> <li>▪ Problem solving</li> <li>▪ Emotional intelligence</li> <li>▪ Creativity</li> <li>▪ Time management</li> <li>▪ Decision making</li> <li>▪ Reflective practice</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Psychology</li> </ul>	<p>range of open-ended activities.</p> <ul style="list-style-type: none"> <li>- Planning supports individual needs and preferences</li> </ul> <p><b>Rule of law:</b> Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <ul style="list-style-type: none"> <li>- Activities are planned with clear rules, routines, and safety in mind (e.g. turn-taking games, group activities with expected behaviour)</li> </ul> <p><b>Mutual respect and tolerance:</b> Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.</p> <ul style="list-style-type: none"> <li>- Group activities promote cooperation, turn-taking, and understanding others' perspectives.</li> <li>- Planning encourages respectful peer interactions and shared learning.</li> <li>- Activities include multicultural themes, diverse resources, and celebrations of different festivals to promote inclusion and cultural awareness</li> </ul> <p><b>Mutual respect and tolerance:</b> Early years setting providing an ethos of inclusivity and tolerance.</p> <p><b>Exploring careers</b> (those that work with children in different early years settings): <i>Early years practitioners, childminders, nursery manager, nannies, primary school teachers, SEN support worker, Forest school assistant, Play worker/ assistant</i></p>
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## KS5 Curriculum Overview

### AAQ L3 Extended Certificate in Early Childhood Development

#### Year 13

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2: Keeping Children Safe (external assessment)</b></p> <p><b>Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years settings</b></p> <ul style="list-style-type: none"> <li>▪ <i>Responsibilities to children's health and safety</i></li> <li>▪ <i>Legislation, regulations and guidance relevant to health and safety</i></li> <li>▪ <i>Policies and procedures</i></li> </ul> <p><b>Learning aim B: Recognise hazards and risks to children</b></p> <ul style="list-style-type: none"> <li>▪ <i>Recognise hazards</i></li> <li>▪ <i>Recognise risk</i></li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Effective communication skills</li> <li>▪ Active listening</li> <li>▪ Planning</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> <li>▪ Decision making</li> <li>▪ Critical thinking</li> </ul>	<p><b>Individual liberty:</b> Children are supported to make <b>safe, informed choices</b> in their play and activities.</p> <ul style="list-style-type: none"> <li>- Environments are structured to allow freedom <b>within safe boundaries</b>.</li> <li>- Children are allowed to take <b>managed risks</b> (e.g. climbing, messy play) to support their development, within safe limits</li> </ul> <p><b>Democracy:</b> Children are taught to express how they feel and voice concerns (e.g. feeling unsafe or unwell).</p>

<ul style="list-style-type: none"> <li>▪ Risk assessments</li> <li>▪ Approaches to promoting children’s health and safety</li> <li>▪ Balanced approach to risk management</li> <li>▪ Accurate records and reporting</li> <li>▪ Statutory requirements and procedures for infection prevention and control</li> <li>▪ Prevention and spread of infection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safeguarding and child protection</li> <li>▪ Reflective practice</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Psychology</li> <li>▪ DT/ Engineering</li> </ul>	<ul style="list-style-type: none"> <li>- Practitioners listen to children’s opinions on safety and wellbeing.</li> <li>- Children are encouraged to share concerns or ideas about safety (e.g. “That’s sharp” or “I don’t want to climb that”).</li> <li>- Their voices are considered in risk management.</li> </ul> <p><b>Rule of law:</b> Practitioners follow legal frameworks (e.g. Health &amp; Safety at Work Act, EYFS Statutory Framework, safeguarding laws).</p> <ul style="list-style-type: none"> <li>- Children are taught rules that keep them safe.</li> <li>- Practitioners follow legal requirements for health and safety, safeguarding, and risk assessments.</li> <li>- Children are taught rules that help them stay safe.</li> </ul> <p><b>Mutual respect:</b> - Children learn to take care of shared spaces and each other (e.g. tidying up, sharing resources safely).</p> <ul style="list-style-type: none"> <li>- Practitioners model respectful behaviour regarding safety</li> <li>- Practitioners respect children’s <b>individual comfort levels</b> with certain activities (e.g. fear of heights, sensory sensitivities).</li> <li>- Children learn to care for others' safety</li> </ul> <p><b>Tolerance of Faiths and Beliefs:</b> Health and safety procedures (e.g. food handling, hygiene) are inclusive of <b>cultural and religious needs</b>, such as dietary restrictions or modesty in care routines.</p> <ul style="list-style-type: none"> <li>- Risk planning includes consideration of <b>cultural or religious needs</b>, such as dietary restrictions, hygiene preferences, or clothing requirements</li> </ul> <p><b>Exploring careers</b> (those that support vulnerable children, children with SEND and additional communication and language needs): <i>Education psychologists, SENCOs, speech and language therapists, physiotherapists, occupational therapists, Early Help, Social Workers, teachers, DSLs</i></p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2: Keeping Children Safe (external assessment)</b>  <b>Learning aim C: The Early Years Framework and Safeguarding</b></p> <ul style="list-style-type: none"> <li>▪ The legal status of the EYFS</li> <li>▪ Safeguarding and welfare requirements</li> <li>▪ Support the safeguarding and welfare requirements of the EYFS</li> </ul> <p><b>Learning aim D: Respond to Child Abuse</b></p> <ul style="list-style-type: none"> <li>▪ Types of abuse</li> <li>▪ Indicators of abuse</li> <li>▪ Safeguarding children</li> <li>▪ Own safeguarding in setting</li> <li>▪ Responding to concerns about abuse</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Effective communication skills</li> <li>▪ Planning</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> <li>▪ Decision making</li> <li>▪ Critical thinking</li> <li>▪ Safeguarding and child protection</li> <li>▪ Reflective practice</li> </ul>	<p><b>Mutual respect:</b> Practitioners show respect by <b>listening non-judgmentally</b> and taking children’s concerns seriously.</p> <ul style="list-style-type: none"> <li>- Respecting children's privacy, dignity, and unique needs</li> </ul> <p><b>Democracy:</b> Children’s <b>voices and feelings</b> are valued and listened to.</p> <ul style="list-style-type: none"> <li>- Safeguarding includes empowering children to speak up about their experiences and worries</li> </ul> <p><b>Rule of Law:</b> Practitioners must <b>follow safeguarding laws</b>, such as the <b>Children Act 1989/2004, Working Together to Safeguard Children</b>, and <b>EYFS Safeguarding Requirements</b></p>

	<p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Psychology</li> </ul>	<p><b>Tolerance of Faiths and Beliefs:</b> Safeguarding and child protection are carried out <b>without bias</b>, respecting children’s cultural, religious, and family backgrounds. - Practitioners avoid assumptions and show sensitivity to diverse family values</p> <p><b>Individual Liberty:</b> Children have the <b>right to feel safe</b> and protected. - Safeguarding supports each child’s freedom to learn and grow <b>without fear or harm</b></p> <p><b>Exploring careers</b> (those that support vulnerable children, children with SEND and additional communication and language needs): <i>Education psychologists, SENCOs, speech and language therapists, physiotherapists, occupational therapists, Early Help, Social Workers, teachers, DSLs</i></p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 4: Research and Reflective Practice in an Early Childhood Setting (Internal assessment)</b></p> <p><b>Learning aim A: Types of information and data related to research into provision and practice in children’s care (0-8)</b></p> <ul style="list-style-type: none"> <li>• <i>A1 Types of information and data</i></li> <li>• <i>A2 Sources of reliable research</i></li> <li>• <i>A3 Analysis of secondary data</i></li> </ul> <p><b>A.P1</b> Explain the types of research used to investigate and inform practice for work with children.</p> <p><b>A.P2</b> Select and review data from a range of sources used to investigate care and education provision for children aged 0 – 8 years.</p> <p><b>A.M1</b> Interpret descriptive and numerical data from sources used to investigate care and education provision for children aged 0 – 8 years.</p> <p><b>A.D1</b> Evaluate the quality of data from a range of sources with reference to ethical principles, confidentiality, conflicts of interest and fair representation of individuals.</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Primary research</li> <li>▪ Secondary research</li> <li>▪ Understanding data</li> <li>▪ Data analysis</li> <li>▪ Evaluation skills</li> <li>▪ Critical thinking</li> <li>▪ Developing recommendations</li> <li>▪ Organisation</li> <li>▪ Planning</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>• Health and Social Care</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Maths</li> </ul>	<p><b>Democracy:</b> Using different types of data and research helps give a voice to children, families, and staff. It supports fair decision-making in early years settings.</p> <p><b>Rule of Law:</b> Reliable research helps create and follow rules, policies, and laws that protect children and guide good practice.</p> <p><b>Individual Liberty:</b> By analysing data, practitioners can see how well children are supported to make choices and be themselves, helping improve freedom and independence.</p> <p><b>Mutual Respect:</b> Research from trusted sources helps staff understand different needs and backgrounds, encouraging respectful and fair treatment.</p> <p><b>Career Links:</b> Early years practitioner, Reception Teacher, Education Researcher, Children’s Services, Ofsted Inspector, Family Support Worker, Curriculum Developer, Health Visitor.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 4: Research and Reflective Practice in an Early Childhood Setting (Internal assessment)</b></p> <p><b>Learning aim B: the purpose and impact of research in the children’s care and education sector (0-8)</b></p> <ul style="list-style-type: none"> <li>• <i>B1 Informing the development of legislation, policy and practice</i></li> <li>• <i>B2 Improving outcomes for children, parents and carers</i></li> <li>• <i>B3 Identifying gaps in provision</i></li> </ul>		<p><b>Democracy:</b> Research helps shape fair laws and policies by listening to different voices, including children, parents, and carers.</p> <p><b>Rule of Law:</b> Research helps shape fair laws and policies by listening to different voices, including children, parents, and carers.</p> <p><b>Mutual Respect:</b> Research encourages better relationships between staff, children, and families by promoting understanding and respect.</p>

<p><b>B.P3</b> Research and describe legislation or statutory guidance relevant to provision for care and education for children aged 0 – 8 years.</p> <p><b>B.P4</b> Explain key opportunities and outcomes that have value for children relevant to provision.</p> <p><b>B.M2</b> Identify a policy derived from legislation or statutory guidance and explain its implications for practice in the children’s care and education sector (0 – 8 years).</p> <p><b>B.M3</b> Analyse the impact of accessing relevant provision for children aged 0 – 8 years on outcomes for children.</p> <p><b>B.D2</b> Evaluate the impact of legislation and policy on practice for organisations, parents, children and practitioners in the children’s care and education sector (0 – 8 years).</p>		<p><b>Tolerance of Different Faiths and Beliefs:</b> Research can highlight where services may not meet the needs of all cultures or beliefs, helping to make settings more inclusive.</p> <p><b>Career Links:</b> Early years practitioner, Reception Teacher, Education Researcher, Children’s Services, Ofsted Inspector, Family Support Worker, Curriculum Developer, Health Visitor.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 4: Research and Reflective Practice in an Early Childhood Setting (Internal assessment)</b></p> <p><b>Learning aim C: The purpose of reflective practice for those working in the children’s care and education sector (0-8).</b></p> <ul style="list-style-type: none"> <li>C1 Reflecting on practice in the children’s care and education sector (0 – 8 years).</li> </ul> <p><b>Learning aim D: Apply theories and approaches for reflective practice.</b></p> <ul style="list-style-type: none"> <li>D1 Theories of reflective practice</li> <li>D2 Approaches to reflective practice</li> </ul> <p><b>C.P5</b> Explain the purpose of reflection for practice in children’s care and education sector (0 – 8 years).</p> <p><b>D.P6</b> Explain theories used to underpin reflective practice for professional development.</p> <p><b>C.M4</b> Analyse the effectiveness of reflective practice in supporting continuous quality improvement in provision for children’s care and education settings (0 – 8 years).</p> <p><b>D.M5</b> Analyse the impact of using reflective theoretical approaches on professional development.</p> <p><b>CD.D3</b> Evaluate the effectiveness of reflective theoretical approaches in informing changes in provision and professional practice to support continuous quality improvement in children’s care and education settings (0 – 8 years).</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Primary research</li> <li>Secondary research</li> <li>Understanding data</li> <li>Data analysis</li> <li>Reflective thinking</li> <li>Ethical practice</li> <li>Critical thinking</li> <li>Developing recommendations</li> <li>Evidence based decision making</li> <li>Planning</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Psychology</li> <li>Sociology</li> <li>Citizenship</li> </ul>	<p><b>Democracy:</b> Children are encouraged to make choices and share their views. Reflective practice helps staff think about how they give children a voice.</p> <p><b>Rule of Law:</b> Everyone follows rules to keep children safe. Reflective practice helps staff check if they are following policies properly.</p> <p><b>Individual Liberty:</b> Children are free to choose activities and express themselves. Reflective practice helps staff support children’s independence.</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> Different cultures and religions are welcomed. Reflective practice helps staff include and celebrate diversity.</p> <p><b>Career Links:</b> Early years practitioner, Reception Teacher, Childminder, Special Educational Needs Support Worker, Family Support Worker, Play therapist, Education Welfare Officer, Social Worker.</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

\*Careers and British Values (BV) – This is a key area to address due to the new OFSTED framework. We need to consider how our curriculum links to careers and British Values. Below I have included some information on this to help make this evident in your schemes of

work. **Please identify at least 5 areas within your scheme of work that coincide with future careers and values. There is no need to fill every week in with a link!**

\*Key Skills and cross-department links – We are looking to create these overview sheets to try and map what we are doing across the school and see if we can support one another. In this column please detail if there is a key skill that you are focusing on and whether this topic could be supported by another subject. For example, English may be looking at the text ‘A Christmas Carol’ and History may be able to support with the topic of Victorian Britain. This is an opportunity to ensure we are supporting each other across departments. **Again, please identify 5 areas within your scheme of work where you would like this to happen.**

**NB: The new OFSTED framework will critique the reason for a 2-year KS3 rather than 3. We need to look to the National Curriculum in your subject to ensure we are covering the entirety of this in Year 7 & 8.**

### **Further information – Career links and British Values**

The key objectives for work-related learning are:

- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To improve employability through work-related learning to develop effective links with key partners and local industry

