

At key stage four, this level 1 / 2 Child Development curriculum is appropriate for students who are looking to develop significant knowledge and understanding in Child Development, and to be able to apply their learning to various Early Years settings. This qualification is appropriate for students who are interested in Child care occupations, who are motivated to complete independent work and are challenged by learning through practical and written activities across the 2-year course. The study of Child development aims to encourage students to develop their understanding of the fundamental aspects of child growth and development. The curriculum allows our students to begin their journey into becoming skilled childcare practitioners who will be equipped with skills relevant to delivering high quality care to babies and young children, as well as preparing our students for further study and employment.

The Curriculum in Child Development is broad, balanced and relevant to the needs of the students and future employers. The curriculum challenges students to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge. Through modelling and explicit opportunities to reflect on feedback, this allows students to embed their knowledge whilst giving opportunity to put into practice what they learn. This ensures they develop their technical skills, which they can relate to real life scenarios through case studies and local community contexts. Our curriculum means students are able to revisit and improve core skills and knowledge over time, deepening their understanding.

Students will engage in both written and practical assessments throughout the two-year course which will allow them to show their understanding of theory and be able to apply it effectively.

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
<p>10 Term 1</p>	<p>Content Area 1: Child Development Students will know aspects of holistic development including physical, intellectual/cognitive, communication and language, social and emotional development.</p> <p>Content Area 2: Factors That Affect a Child's Development Students will know different factors that affect a child's development including nature vs nurture, biological and environmental factors, effects of biological and environmental factors on development, types of transitions, the impact of transitions on a child's development and support strategies</p>	<p>Learners will develop the following skills that will inform future training and work in the early years sector:</p> <ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<p>Learners will understand knowledge which will inform future training and work in the early years sector:</p> <ul style="list-style-type: none"> • Different aspects of holistic development • Short-term and long-term effects of biological and environmental factors on the healthy growth and development of the child • Ways in which the early years practitioner supports the wellbeing and basic care needs of the child through expected and unexpected transitions 	<p>KPI 1.1 Understand and explain the different aspects of holistic development</p> <p>KPI 1.2 Understand the expected sequence and key milestones of children's development</p> <p>KPI 2 Understand and explain that nature verses nurture alongside transitions may affect a child's development</p>

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10 Term 2	<p>Content Area 3: Care Routines, Play and Activities</p> <p>Students will know different care routines, play and activities to support the child including basic care needs, basic care routines, play activities and the role of the early year's practitioner during play activities</p> <p>Content Area 4: Early Years Provision</p> <p>Students will know different types of early years provision, the purpose of early years provision, types of early years settings and variations in early years provision</p>		<ul style="list-style-type: none"> • Child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing • Purpose, role, and function of different types of early years provision • Legislation that governs early years settings and the relationship between legislation, frameworks, policies and procedures 	<p>KPI 3.1 Understand and explain the child's care needs</p> <p>KPI 3.2 Understand the importance of play and activities to support the child's independence, health, safety and well-being</p> <p>KPI 4 Understand and explain the purpose, role and function of different types of early years provision</p>
10 Term 3	<p>Content Area 5: Legislation, Policy and Procedure</p> <p>Students will know about different regulatory authorities, Legislation and frameworks which underpin policy and procedure such as; Legislation, framework, policy and procedure definitions, Health and safety procedure, equality</p>		<ul style="list-style-type: none"> • Expectations with regard to appearance, behaviour, 	<p>KPI 5 Explain and understand that early years settings are regulated and standardised and to know legislation, policy and procedure</p>

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	<p>and inclusion, safeguarding procedure and confidentiality procedures.</p> <p>Content Area 6: Expectations of the Early years Practitioner Students will know the expectations of the Early Year's Practitioner including their appearance, behaviour, attendance and punctuality.</p>		<p>timekeeping and attitude when working in an early years setting</p>	<p>KPI 6 Understand and explain the expectations with regard to appearance, behaviour, timekeeping and attitude when working in early years settings</p>
<p>11 Term 1</p>	<p>Content Area 7: Roles and Responsibilities Students will know the roles and responsibilities of the practitioner, how partnership working benefits the child, family and the practitioner, specialist roles in and outside of the early years setting</p> <p>Content Area 8: Importance of Observations Students will know how observations support child development, they will know about objective and subjective observation, components of recording observations, different methods of observation and how to share observations</p>		<ul style="list-style-type: none"> • Roles and responsibilities of those working with children in early years settings and the purpose of partnership working within early years provision • How observations are used in early years settings, the different methods used and the components of recording observations 	<p>KPI 7 Understand and explain the roles and responsibilities of those working with children in the early years setting</p> <p>KPI 7.1 Understand and explain the purpose or partnership working within early years provision.</p> <p>KPI 8 understand and explain how observations are used in the early year's settings,</p> <p>KPI 8.1 Understand and explain the different methods used and the components of recording observations</p>

