

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content</b>	<p><b><u>Unit 03 Child care and development 0-5 years</u></b></p> <p>4. Understand the responsibilities of early years workers working with children.</p> <p>4.1. The responsibilities of early years workers working with children in settings.</p> <p>4.2. How to prepare for working in a setting.</p> <p>4.3. Why it is important to know the responsibilities of own role.</p> <p>5. Understand how to support children’s development and meet their individual needs.</p> <p>5.1. Routines and activities to safeguard the well-being of children.</p> <p>5.2. The importance of routines for everyday care in supporting children’s development.</p> <p>5.3. The individual needs of children.</p> <p>5.4. The role of the early years worker in meeting children’s individual needs.</p> <p>5.5. The importance of meeting children’s individual needs.</p> <p>6. Know own preferred learning style and relevant study skills.</p> <p>6.1. Why your own learning style is effective for you.</p> <p>6.2. A range of study skills that will help you to learn.</p>	<p><b><u>Unit 02: Development and well-being 0-5 years</u></b></p> <p>1. Understand the expected pattern of holistic child development.</p> <p>1.1. Describe the expected pattern of children's development from 0-5 years in the following areas:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• language development</li> <li>• intellectual development</li> <li>• Social and emotional development.</li> </ul>	<p><b><u>Unit 02: Development and well-being 0-5 years</u></b></p> <p>4. Understand how to use everyday care routines and activities to support independence, health, safety and well-being.</p> <p>4.1. Describe everyday activities which promote independence.</p> <p>4.2. Explain how daily routines and activities can meet care needs and support the well-being of children.</p> <p>5. Understand how to support children through transitions in their lives.</p> <p>5.1. Describe different transitions that children may experience.</p> <p>5.2. Identify the effects of these transitions on holistic development.</p> <p>Final revisions to unit 2 after first mark.</p> <p><b><u>EXAM REVISION</u></b> <b><u>2<sup>nd</sup> Attempt</u></b></p> <p><b><u>Unit 03 Child care and development 0-5 years</u></b></p>			
<b>Prior knowledge and skills (from previous year / key stage)</b>	As this course is not on provided at KS2 or 3 each student’s knowledge and understanding will be based on their environment at home and any experiences they have with children to this point.					
<b>Vocabulary / Key Subject Terminology</b>	<p>Expressive</p> <p>Guardians</p> <p>Observation</p> <p>Texture</p> <p>Holistic Development</p> <p>Intellectual Development</p> <p>Language Development</p> <p>Social and Emotional Development</p> <p>Well Being</p> <p>Routines</p> <p>Transitions</p>					

Assessment		<p>1<sup>st</sup> Mark of Assignment with feedback given to students for final draft to be completed. Standardised in faculty CPD.</p> <p>Mock Exam Paper</p>	<p>2<sup>nd</sup> Mark of assignment and upload to NCFE CACHE</p> <p>2<sup>nd</sup> Attempt at External Exam</p>			
Cross Curricular Links with other Faculties	<p>Science: Biological vs environmental factors in development.</p> <p>PSHE: Understanding the importance of being well developed socially, emotionally, intellectually and in the language we use.</p>					
Knowledge Organiser content	<p><u>Development and well-being 0-5 years</u></p>					
Extra-Curricular Offer						