

KS5 Childcare and Education Curriculum Mapping

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s) Certificate & Diploma (EYE)	Unit 1: Child development from conception to seven years	Unit 1: Child development from conception to seven years	Certificate controlled assessment - CCE1	Unit 1: Child development from conception to seven years	Unit 5: Play and learning	Unit 5: Play and learning
Knowledge and skills (Content)	The aim of this unit is to provide learners with knowledge and understanding of child development from conception to seven years of age. They will examine each area of children's development in detail from conception to seven years and address how all of these areas are interconnected.	Students' progress with their coursework, completing the criteria, considering how theoretical perspectives relating to child development inform current frameworks. They will also examine the importance of how working in partnership with parents / carers and professionals contributes to children's health and well-being.	Students spend time researching material in order to complete a controlled assessment. They follow set criteria which are fitted to a synoptic title sent by the exam board. Students have 20 supervised hours in which to complete this assessment.	Students complete the criteria for this unit by drawing on their own work experience and / or work based scenarios in order to secure the higher order criteria of analysing and evaluation the knowledge they have previously conveyed.	The aim of this unit is to provide students with knowledge and understanding of play and learning. They will examine the role of play in supporting all children's learning and development and the impact of play deprivation on children's learning and development. This will be linked to practice addressing how early years settings support children's rights to play. Students' progress with their coursework, completing the criteria, considering how theoretical and philosophical perspectives relating to play and learning inform practice.	Students will continue working through the criteria and focus on how children's play needs and preferences change in relation to their stage of development and the benefits to children's learning and development of involving others in children's play. Students will examine the characteristics and benefits of varying types of play and the resources for these. At this stage of the unit, students will move onto the higher order criteria and focus on evaluating and analysing the role of the early years practitioner in supporting children's socialisation within play environments and current frameworks in relation to play and learning.
Assessment	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Externally Marked	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed
Topic(s)/ Subjects(s) Certificate & Diploma (EYE)	Unit 2: Children's health and well-being	Unit 2: Children's health and well-being		Unit 2: Children's health and well-being	Unit 7: Observation, assessment and planning	Unit 7: Observation, assessment and planning
Knowledge and skills (Content)	The aim of this unit is to provide students with knowledge and understanding of children's health and well-being from birth to seven years of age. They will examine the process of attachment and developing secure relationships. In addition, the role of the key person in promoting emotional well-being in relation to current frameworks and the impact of secure relationships on a child's well-being.	Students' progress with their coursework, completing the criteria, considering the potential effects of transition and significant events on a child's life and the role of the early years practitioner in preparing a child for a planned transition and supporting the needs of children during transition and significant life events. Students will examine the physical needs of children including the importance of rest and sleep needs.		At this stage of the unit, students will move onto the higher order criteria and focus on evaluating and analysing elements of childcare practice in terms of the variety of factors within the early years setting which may impact upon the health and well-being of children; the role of the early years practitioner in maintaining a healthy environment for children; and the benefits of working in partnership with parents/carers in relation to children's health and well-being. Students will back their arguments up with reflections on their own practice and evidence based scenarios.	The aim of this unit is to provide students with knowledge and understanding of observation, assessment and planning. In particular, how observations are used to plan for individual children's needs, for early intervention, to review the environment, during transition and when working in partnership. They will examine the observation, assessment and planning cycle and the need for confidentiality and objectivity during the observation process.	Students will continue working through the criteria and focus on observation and planning requirements in relation to current frameworks and evaluate various observation methods. They will progress to the higher order skills of discussion and analysis looking into ways of identifying children's individual needs and interests to support effective planning and how working with other professionals, parents and carers supports child-centred planning.

Assessment	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed		Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed
Topic(s)/ Subjects(s) Diploma (EYE)	Unit 9 – Supporting children’s emergent literacy.	Unit 9 – Supporting children’s emergent literacy.		Unit 10 – Supporting children’s emergent mathematics	Unit 10 – Supporting children’s emergent mathematics	Unit 10 – Supporting children’s emergent mathematics
Knowledge and skills (Content)	The aim of this unit is to provide learners with knowledge and understanding of children’s emergent literacy skills. They will examine the language and communication needs of children. In addition, the characteristics of a language rich environment and the current frameworks in relation to emergent literacy.	Students’ progress with their coursework, completing the criteria, considering the crucial role of partnership working with parents / carers and other childcare professionals. They will complete the unit by researching how inclusive practice in relation to emergent literacy underpins all practice. This is backed up with experiences from the workplace.		The aim of this unit is to provide learners with knowledge and understanding of children’s emergent mathematical skills. They will examine how mathematics can be part of a child’s everyday life and factors which affect children’s understanding of mathematics. Students will learn how to create an environment which supports children’s emergent mathematical development and the role of the early years practitioner when meeting current framework requirements for mathematics including reasons for scaffolding children’s mathematical development. Students will research the reasons for valuing individual interests when supporting children’s emergent mathematical development.	Students’ progress with their coursework, completing the criteria, considering how the early years practitioner provides opportunities for sustained shared thinking, group learning and socialisation. In addition, the importance of using mathematical language and the benefits of opportunities which support children’s understanding of number and counting, measure, shape, size and pattern, weight, volume and capacity, space and time, matching and sorting, data representation and problem-solving.	Students’ progress with their coursework, completing the criteria, evaluating the role of the early years practitioner when supporting individual needs and the benefits to children of working in partnership with parents and carers to support children’s emergent mathematics from birth to 7 years. The above criteria are evaluated using the students’ own experiences of the work place.
Topic(s)/ Subjects(s) Diploma (EYE)	Unit 11: Preparing for school readiness	Unit 11: Preparing for school readiness		Unit 11: Preparing for school readiness	Unit 11: Preparing for school readiness	Unit 11: Preparing for school readiness
Knowledge and skills (Content)	The aim of this unit is to provide learners with the knowledge and understanding required to support children prepare for school. They will examine factors affecting children’s readiness for school and areas of learning and development in relation to school readiness.	Students’ progress with their coursework, completing the criteria considering ways to promote each area of learning identified in the current framework and the assessment, recording and reporting requirements in relation to the current framework.		Students’ progress with their coursework, completing the criteria discussing the importance of accurately tracking all children’s progress. In addition, why it is important to work in partnership with others during school transition.	Moving forward, students research strategies to support partnership working when preparing children for school and the role of the early years practitioner when preparing children for school.	Students will use their completed assignments from unit 11 to facilitate completing relevant sections of their unit 16 practice portfolio.
Topic(s)/ Subjects(s) Diploma (EYE)	Unit 12: International perspectives	Unit 12: International perspectives		Unit 12: International perspectives	Unit 12: International perspectives	Unit 12: International perspectives
Knowledge and skills (Content)	The aim of this unit is to provide learners with knowledge and understanding of international perspectives to child care and education. They will examine the different ways children learn and the main ideas of international early years educators.	Students’ progress with their coursework, completing the criteria considering the main ideas of international early years educators and being able to summarise theoretical perspectives in relation to children’s learning.		Students will go on to discuss strategies to promote children’s learning and analyse approaches to international early years practice. In addition they will compare and contrast international approaches to children’s learning.	Students’ progress with their coursework, completing the criteria, they will analyse the benefits of an international approach to children’s learning. Finally, they will critically evaluate how international approaches inform current frameworks and practice.	Students will use their completed assignments from unit 12 to facilitate completing relevant sections of their unit 16 practice portfolio.

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Topic(s)/ Subjects(s) Diploma (EYE)	Unit 16: Professional Practice Portfolio	Unit 16: Professional Practice Portfolio		Unit 16: Professional Practice Portfolio	Unit 16: Professional Practice Portfolio	Unit 16: Professional Practice Portfolio
Knowledge and skills (Content)	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.		The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.
Assessment	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed		Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed
Cross Curricular Links	IT skills – use of Microsoft applications and Teams - ongoing					
SMSC, British Values, Cultural Capital	Synoptic – understanding the importance of confidentiality and safeguarding children. The crucial role of inclusion across all aspects of children’s care.					
CEIAG	The role of the Early Years Practitioner is addressed across all units of both courses.	A variety of Early Years roles are considered such as Nursery professional, Childminder and Reception teacher. In addition, other agencies such as healthcare and social services are explained and how these services are triangulated to support every child.				
Learning outside the classroom					In a ‘normal’ school year, we provide a short work placement opportunity for students in local residential homes, primary schools or nurseries.	In a ‘normal’ school year, we provide a short work placement opportunity for students in local residential homes, primary schools or nurseries.
Additional Subject Specific Information						

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s) Certificate & Diploma (EYE)	Unit 4: Child health	Unit 4: Child health	Diploma controlled assessment – DCE2 /	Unit 4: Child health	Unit 6: Understanding children’s additional needs	
Knowledge and skills (Content)	The aim of this unit is to provide learners with knowledge and understanding of child health. They will examine signs and symptoms of common childhood illnesses, the treatments for common childhood illnesses and the exclusion periods for common childhood illnesses. They will build on this knowledge and describe the signs and symptoms of ill health in children and give examples of when medical intervention is necessary. In addition, students will be able to identify notifiable diseases and describe the process for reporting notifiable diseases, injury and fatality.	Students’ progress with their coursework, completing the criteria considering reasons for immunisation, the immunisation schedule and discussing reasons why some children are not immunised. In addition, they will describe the responsibilities of the early years practitioner when supporting a child who has a chronic health condition in relation to training and development needs, partnership working, inclusive practice, safe working practice, meeting the needs of the child and support for self.		Finally, students will consider summarise potential effects of ill health of children on the family, describe how the early years practitioner supports a child to prepare for a planned hospital stay and discuss the role of play therapy in hospital in supporting children’s recovery. They will overall, evaluate the role of the early years practitioner in relation to health promotion.	Students’ progress with their coursework, completing the criteria considering how personal experiences, values and beliefs impact on the professional practice of the early years practitioner and the importance of early intervention when meeting children’s additional needs with examples of strategies. In addition, they will evaluate benefits of working in partnership with others to meet children’s additional needs and reflect on the early years practitioner’s need for professional and personal support when working with children with additional needs.	
Assessment	Internally Marked, Externally Assessed.	Internally Marked, Externally Assessed	Externally Marked	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	
Topic(s)/ Subjects(s) Certificate & Diploma (EYE)	Unit 3: Providing safe environments for children	Unit 3: Providing safe environments for children	Diploma controlled assessment – DCE2	Unit 3: Providing safe environments for children	Unit 6: Understanding children’s additional needs	
Knowledge and skills (Content)	The aim of this unit is to provide learners with knowledge and understanding of how to keep children safe in early years settings. They will examine what is meant by ‘safeguarding’ children and be able to explain how safeguarding keeps children safe, values children’s needs and protects children. Furthermore, students will identify current legislation and frameworks in relation to safeguarding and describe the relationship between legislation, policy and procedure.	Students’ progress with their coursework, completing the criteria considering policies and procedures in relation to safeguarding. In addition, they will be able to explain the role of the early years practitioner in relation to safeguarding and protecting children. Furthermore, students will be able to describe signs, symptoms, indicators and behaviours that may cause concern relating to neglect, physical abuse, emotional abuse, sexual abuse and domestic abuse. In addition, the lines of reporting		Students’ progress with their coursework, completing the criteria considering the rights of children and parents/carers in situations where harm or abuse is suspected or disclosed and the responsibilities of the early years practitioner in relation to whistleblowing. In addition, the boundaries of confidentiality in relation to reporting and record-keeping and finally, explaining and analysing why serious case reviews are required. Students will research high profile serious case reviews to support their analysis.	The aim of this unit is to provide learners with the knowledge and understanding of how to meet children’s additional needs. They will examine the impact of biological factors and environmental factors on children’s development. They will go on to describe factors which affect children’s development in the short term and the long term. In addition, they will identify current legislation in relation to inclusive practice and Describe what is meant by, quality, diversity, inclusion and discrimination.	

		and responsibility when harm or abuse is suspected or disclosed. Finally, students will be able to describe actions to take if harm or abuse is suspected and/or disclosed.			Finally, discuss potential effects of discrimination on children using case studies to support their explanations.	
Assessment	Internally Marked, Externally Assessed.	Internally Marked, Externally Assessed.	Externally Marked	Internally Marked, Externally Assessed.	Internally Marked, Externally Assessed.	
Topic(s)/ Subjects(s) Diploma (EYE)	Unit 13: Reflective practice for professional development	Unit 13: Reflective practice for professional development	Diploma controlled assessment – DCE2	Unit 14: Professional partnerships in early years	Unit 14: Professional partnerships in early years	
Knowledge and skills (Content)	The aim of this unit is to provide learners with knowledge and understanding of reflective practice and professional development. Students are required to explain and critically evaluate ‘continuing professional development’. In addition, discussing methods to recognise their own professional development and training needs. They will move on to discuss ways to ensure continuing professional development and creating their own Professional Development Plan. Throughout students will reflect on their own work practice.	Students’ progress with their coursework, completing the criteria considering the range of job role opportunities for early years practitioners within health, education & social services. In addition, they will develop a Curriculum Vitae. Students will move on to discussing theoretical perspectives on reflection in relation to professional development and explain how reflective practice supports the professional development of the early years practitioner. Finally, they will analyse how reflective practice supports improved outcomes for children. Throughout students will reflect on their own work practice.		The aim of this unit is to provide learners with knowledge and understanding of professional partnerships in early years. Students will explain reasons for partnership working within early years and the requirements of current frameworks with regard to partnership working. They will go on to analyse where partnership working is embedded within setting policies and procedures and evaluate partnership working in relation to meeting children’s individual needs. In addition, they will explain different family structures and the role of the early years practitioner when developing partnership working with parents and carers.	Students’ progress with their coursework, completing the criteria considering ways the early years practitioner can encourage parents and carers to take an active role in their child’s play and learning and the importance of maintaining accurate and coherent records. In addition, they will analyse the tension between maintaining confidentiality and the need to disclose information, along with potential barriers to effective partnership working. Finally, they will critically evaluate strategies to overcome barriers to effective partnership working.	
Topic(s)/ Subjects(s) Diploma (EYE)	Unit 16: Professional Practice Portfolio	Unit 16: Professional Practice Portfolio		Unit 16: Professional Practice Portfolio	Unit 16: Professional Practice Portfolio	
Knowledge and skills (Content)	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.		The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.	The aim of this professional practice portfolio is to show theoretical application through skills and competence development in early years settings – ongoing.	
Assessment	Internally Marked, Externally Assessed.	Internally Marked, Externally Assessed.	Externally Marked	Internally Marked, Externally Assessed.	Internally Marked, Externally Assessed.	

Cross Curricular Links	IT skills – use of Microsoft applications and Teams - ongoing					
SMSC, British Values, Cultural Capital	Synoptic – understanding the importance of confidentiality and safeguarding children. The crucial role of inclusion across all aspects of children’s care.					
CEIAG	The role of the Early Years Practitioner is addressed across all units of both courses.	A variety of Early Years roles are considered such as Nursery professional, Childminder and Reception teacher. In addition, other agencies such as healthcare and social services are explained and how these services are triangulated to support every child.				
Learning outside the classroom	Diploma (EYE) students attend a work placement two days per week.	Students watch short films from Nurseryworld or the ‘Secret Life of 4, 5 & 6 year olds to practise child observation skills.				
Additional Subject Specific Information	Students sit their Controlled Assessment in late January – there is a re-sit opportunity in the summer					