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|  | **Autumn 1 (8 weeks)** | **Autumn 2**  **(7 weeks)** | **Spring 1**  **(6 weeks)** | **Spring 2 (5 weeks)** | **Summer 1 (6 weeks)** | **Summer 2 (7 weeks)** |
| **Year 10** | **Content Area 1: Child development**   * Aspects of holistic development * Physical * Cognitive * Communication and language * Social and emotional   **Content 4: Early Years Provision**   * Types of early years provision * The purpose of early years provision * Types of early years settings * Variation in early years provision | **Content Area 2: Factors that influence the child’s development**   * Nature and nurture * Biological and environmental factors * Effects of biological and environmental factors * Transitions * Types of transition * The impact of transition on the child’s development * Support strategies   **Content Area 5: Legislation, policies and procedures in the early years**   * Regulatory authority * Legislation, framework, policy and procedure definitions * Legislation * Health and safety procedure * Equality and inclusion procedure * Safeguarding procedure * Confidentiality procedure | **Content Area 3: Care routines, play and activities to support the child**   * Basic care needs * Basic care routines * Play activities * The role of the early years practitioner during play activities   **Content Area 5: Legislation, policies and procedures in the early years (CONTINUED)**   * Regulatory authority * Legislation, framework, policy and procedure definitions * Legislation * Health and safety procedure * Equality and inclusion procedure * Safeguarding procedure   Confidentiality procedure  **Content Area 6: Expectations of the early years practitioner**   * Appearance * Behaviour * Attendance and timekeeping | **Content Area 3: Care routines, play and activities to support the child (CONTINUED)**   * Basic care needs * Basic care routines * Play activities * The role of the early years practitioner during play activities   **Content Area 6: Expectations of the early years practitioner (CONTINUED)**   * Appearance * Behaviour * Attendance and timekeeping | **Content Area 3: Care routines, play and activities to support the child (CONTINUED)**   * Basic care needs * Basic care routines * Play activities * The role of the early years practitioner during play activities   **Content Area 6: Expectations of the early years practitioner (CONTINUED)**   * Appearance * Behaviour * Attendance and timekeeping | **Content Area 7: Roles and responsibilities within early years settings**   * Early years practitioner roles * Partnership working in the early years * How partnership working benefits the child, family and early years practitioner * Specialist roles within the early years settings * Specialist roles outside the early years setting |
| **Year 11** | **Content Area 8: The importance of observations in early years childcare**   * Observation and recording * How observation support child development * Objective and subjective observation * Components of recording observations * Different methods of observation * Sharing observations   **Content Area 9: Planning in early years childcare**   * The purpose of a child-centred approach * The purpose of the planning cycle * The planning cycle | **Revision and NEA Prep** | **NEA** | **Revision** | **Exam** | **Revision and Component 3 External Exam** |