



Childcare & Development

Revision Timetable

2024-25

Learn to succeed

# Childcare and Development Summer Exams 2025

Level 1/2 Technical Award in Child Development and Care in the Early

(603/7012/9)



## When are my Childcare exams?

Non exam assessment	Based on a case study – 2 hours preparation time and 14 hours assessment time	Date	This will completed during lesson time in Spring term
Exam Paper	Exam will cover all aspects of the course (90 min)	Date	10th June 2025

This revision calendar is designed to ensure that you plan your revision accordingly so that you are fully prepared for your final Childcare examination. It will ensure you do not run out of time.

How long is the Childcare revision course?

**14 weeks**

How much Childcare revision should I do each week?

2 hours

What is the best way to complete this revision?

4 x 30min blocks each week

What date should I start my revision to complete on time?

**Monday 17<sup>th</sup> February 2024**



<b>WEEK 1</b>	<b>CHECKLIST – Can I answer the following?</b>
<p><b>1. Child development – part 1</b></p> <p>For each area of development you need to know what the expectations are for each age range between 0-5 years.</p> <ul style="list-style-type: none"> <li>• <b>Aspects of holistic development</b></li> </ul> <p><b>What is an example of Holistic Development in EYFS?</b></p> <p>Babies and young children can learn and develop holistically, meaning that many areas develop all at the same time usually during one activity.</p> <p>For example, when a child can use a spoon it meets a physical need, which then leads to greater independence and increased self-esteem which meets and emotional need.</p> <p>A Holistic Development approach allows EYFS practitioners to plan for future activities involving the child, which will help in their overall learning and development and wellbeing</p> <p><b>How do you assess children's development in a Holistic Development approach to learning?</b></p> <p>Many assessments of children's progress and development when taking a Holistic approach will be in the form of observations as it is important to observe how different behaviours lead to learning and how the child got to the point where new learning had taken place.</p> <p><b>Useful website links –</b></p> <p><a href="#">Holistic development and learning – Birth To 5 Matters</a></p> <p><a href="#">The Holistic Development of a Child During the Early Years - Empowered Parents</a></p> <ul style="list-style-type: none"> <li>• <b>Physical</b></li> </ul> <p><b>What is physical development in a child?</b></p> <p>Physical development is one of the many domains of infant and toddler development. For example, babies learn about the world as they develop their physical senses of sight, touch, smell, sound, and taste.</p>	<ol style="list-style-type: none"> <li>1. What is development?</li> <li>2. What are the names of the six distinct life stages?</li> <li>3. How are all areas of development interconnected?</li> <li>4. What is holistic development?</li> <li>5. What is physical development?</li> <li>6. What is a gross motor skill?</li> <li>7. How do gross motor skills develop from 0-5 years?</li> <li>8. What activities can help a child to develop their gross motor skills?</li> <li>9. What is physical development?</li> <li>10. What is a fine motor skill?</li> <li>11. How do fine motor skills develop from 0-5 years?</li> <li>12. What activities can help a child to develop their fine motor skills?</li> </ol>

### **What Are the Five Stages of Early Childhood Development?**

In general, the five stages of early childhood development are as follows:

- Newborn.
- Infant.
- Toddler.
- Preschooler.
- School-age child.

**Useful website links –**

[Physical Developmental Milestones | Virtual Lab School](#)

[Physical Development in Early Childhood: Milestones From 0 to 6 - Empowered Parents](#)

- **Cognitive**

### **What is cognitive development?**

Cognitive development is the way we gain knowledge by experiencing events, thinking about them and understanding them. Basically, it encompasses our processes of thinking, exploring and figuring things out. This includes our ability to solve problems, remember things and make decisions. Cognitive development begins right from when we are born, through childhood, adolescence and into adulthood.

During their first five years of life, children develop rapidly in four different areas:

- motor (physical)
- language
- communication
- social or emotional

Cognitive development involves how children explore the world around them, how they think and how they solve problems that they encounter. Through the process of cognitive development, they can practice the skills to problem-solve, process and interact with their surroundings.

**Useful website links –**

[Cognitive Developmental Milestones \(verywellmind.com\)](#)

[What are cognitive developmental milestones in early childhood? Here's a list: \(rainforestlearningcentre.ca\)](#)

13. What is cognitive development?

14. What is object permanence?

15. How do cognitive skills develop from 0-5 years?

16. What activities can help a child to meet cognitive milestones?

WEEK 2	CHECKLIST – Can I answer the following?
<p><b>1. Child development – part 2</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and language</b></li> </ul> <p>The first five years of life are a period of incredible growth in all areas of a child's development. It's a time of tremendous brain development that is very important for communication development. Communication and language development is important, because speaking is an indicator of fine motor skill development and a reflection of cognitive development.</p> <p>Parents and caregivers play a big role in a child's communication and language development. Here are some suggestions for how to encourage this development:</p> <ul style="list-style-type: none"> <li>• Answer when your baby makes sounds. This will help him/her learn to use language.</li> <li>• Read to your baby. This will help him/her develop and understand language and sounds.</li> <li>• Help to develop your toddler's language by talking with him/her and adding words. For example, if your toddler says "baba," you can respond, "Yes, you are right – that is a bottle."</li> <li>• Encourage your child to tell you his/her name and age.</li> <li>• Teach your child simple songs like "Itsy Bitsy Spider," or other cultural childhood rhymes.</li> <li>• Help your child develop good language skills by speaking in complete sentences and using "grown-up" words. Help your child to use the correct words and phrases.</li> </ul> <p><b>Useful website links –</b></p> <p><a href="#">Communication &amp; Language Milestones   Help Me Grow MN Language-Development-0-5-year-olds.pdf (meerilinga.org.au)</a></p> <ul style="list-style-type: none"> <li>• <b>Social and emotional</b></li> </ul> <p><b>What is social and emotional development in early years?</b></p> <p>Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves</p> <p><b>Useful website links –</b></p> <p><a href="#">Personal social and emotional development in the EYFS - Surrey County Council (surreycc.gov.uk)</a>  <a href="#">The Stages of Emotional Development in Early Childhood (0 to 6 Years) - Empowered Parents</a></p>	<ol style="list-style-type: none"> <li>1. What is communication and language development?</li> <li>2. How do communication skills develop from 0-5 years?</li> <li>3. How important is reading in developing communication skills?</li> <li>4. What is social and emotional development?</li> <li>5. What is attachment?</li> <li>6. How do social skills develop from 0-5 years?</li> <li>7. What activities can help a child to meet these milestones?</li> </ol>

WEEK 3	CHECKLIST – Can I answer the following?
<p><b>2- Factors that influence the child's development</b></p> <p><b>Nature and nurture</b> - Nature refers largely to our genetics. It includes the genes we are born with and other hereditary factors that can impact how our personality is formed and influence the way that we develop from childhood through adulthood. Nurture encompasses the environmental factors that impact who we are. <a href="http://verywellmind.com">Nature vs. Nurture: Genetic and Environmental Influences (verywellmind.com)</a></p> <p><b>Biological and environmental factors and their effects</b> - Prenatal factors: Illness, injury, or harmful events during the prenatal or the perinatal stage can affect linguistic development. The environment that a child is exposed to, even in the uterus of the mother, will impact the genes expressed. <a href="http://Study.com">Environmental Influences on Child Development   Factors &amp; Example - Lesson   Study.com</a></p> <p><b>Transitions / Types of transition / The impact of transitions on the child's development-</b> Transition in the early years is a significant time for young children and their parents/carers and represents an important step in a child's development. Transition at early years may refer to starting / changing schools or classrooms. Moving house, bereavement, parents separation, new sibling. Children may be impacted emotionally through a range of personal experiences. These may include: parents separating, bereavement, entering or leaving care. Physical transitions may include: moving to a new educational setting, a new home or care setting, or even something as simple as just moving from one activity to another. Intellectual changes might include: moving from nursery/pre-school to primary school, or later on from primary to secondary school. A long-term medical condition, or puberty, are examples of life events/transitions that may impact upon physiological development.</p> <p><a href="#">Transitions – Birth To 5 Matters</a>  <a href="#">Transitions - Early Years Matters</a></p> <p><b>Support strategies</b> - Stability is vital in a child's early years, yet change is unavoidable for many young children and they will inevitably undergo a number of emotional and environmental transitions before they even reach school age. By managing transition carefully, we can ease the process of adjustment, reassuring both children and their families.</p> <p><a href="#">Supporting Transitions for Children in your Setting - ILT Education</a>  <a href="#">Transitions in early years – Ideas for supporting children and families   A Unique Child   Teach Early Years</a></p>	<ol style="list-style-type: none"> <li>1. What is the nature nurture debate?</li> <li>2. How does biology influence behaviour and development?</li> <li>3. Can the environment impact a child's behaviour and development?</li> <li>4. Which aspects are influenced?</li> <li>5. What are genetic disorders?</li> <li>6. What is foetal alcohol syndrome?</li> <li>7. How can the environment of the mother's womb, influence a child's development?</li> <li>8. What is rural living?</li> <li>9. What is inner city living?</li> <li>10. How can pollution impact development?</li> <li>11. Which is the healthiest lifestyle?</li> <li>12. What is the difference between absolute poverty and relative poverty?</li> </ol>

WEEK 4	CHECKLIST – Can I answer the following?
<p data-bbox="91 199 1751 239"><b>3 -Care routines, play and activities to support the child</b></p> <p data-bbox="91 239 1751 287"><b>Basic care needs</b> – What are the 5 basic physical needs of a child?</p> <p data-bbox="91 287 1751 654">Kids must feel safe and sound, with their basic survival needs met: shelter, food, clothing, medical care and protection from harm. Getting little ones on board with physical care routines is a process which needs some patience, but here's the good news. Combined with a consistent routine, little ones can adopt healthy self-care habits and learn to take good care of themselves as they grow and develop. Physical care routines are self-care habits included in daily routines to protect, nourish and take care of one's self. Little ones need the same physical care habits in their daily routines to learn how to take care of themselves, too. So, your guidance through this transition is meant to equip them with a good physical care routine as they grow. These physical care routines for 0 to 3-year-olds include:</p> <ul data-bbox="91 654 1751 925" style="list-style-type: none"> <li>• Nappy changing or going to the toilet by themselves.</li> <li>• Feeding, nursing or eating.</li> <li>• Exercising or physical movement.</li> <li>• Skincare and body hygiene.</li> <li>• Handwashing.</li> <li>• Oral hygiene.</li> </ul> <p data-bbox="91 925 1751 973"><a href="#">Care – Birth To 5 Matters</a></p> <p data-bbox="91 973 1751 1021"><a href="#">What Every Child Needs   Children's Hospital Colorado (childrenscolorado.org)</a></p> <p data-bbox="91 1021 1751 1141"><b>Basic care routines and play activities to support the child's development</b> – Familiar activities can provide comfort for both adults and children during challenging and uncertain times. Just like adults, children feel more confident and secure when their daily activities are predictable and familiar.</p> <p data-bbox="91 1141 1751 1189"><a href="#">Promoting the support of safe physical care routines for 2-3 year olds (uk.s3-eu-west-1.amazonaws.com)</a></p> <p data-bbox="91 1189 1751 1236"><a href="#">EYFS Best Practice: All about... care routines   Nursery World</a></p> <p data-bbox="91 1236 1751 1484"><b>The role of the early years practitioner during play activities -</b> Roles and responsibilities of an early years practitioner Providing a range of fun and stimulating activities, from reading stories to messy play. Developing close attachments and fostering trust in the children in your care. Safeguarding children and reporting any concerns.</p>	<ol data-bbox="1751 199 2141 1484" style="list-style-type: none"> <li>1. What is Maslow's hierarchy of needs?</li> <li>2. What are the basic needs of a child?</li> <li>3. How are these needs met in an early years setting?</li> <li>4. How would you plan to meet these needs?</li> <li>5. What are the psychological needs of a child?</li> <li>6. How are these needs met in an early years setting?</li> <li>7. How would you plan to meet these needs?</li> <li>8. What is a personal care routine?</li> <li>9. Why is it important to promote independence around basic care routines?</li> <li>10. How does a personal care routine support a child's development?</li> <li>11. Why is sleep so important to a child?</li> <li>12. How can you promote a good sleep routine?</li> </ol>

<p>The EYFS requirements state that providers must offer opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.</p> <p><a href="#">The 15 Best Activities for Children to Learn Through Play (sitters.co.uk)</a></p> <p><a href="#">Exercise in the early years   Croner-i (croneri.co.uk)</a></p>	<p>13. How are mealtimes part of a basic care routine?</p> <p>14. How can creative play be initiated or planned?</p> <p>15. How does creative play help to develop a child, holistically?</p> <p>16. What is the role of an EYP in planning play?</p>
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<p><b>WEEK 5</b></p>	<p><b>CHECKLIST – Can I answer the following?</b></p>
<p><b>4. Early years provision</b></p> <p><b>Types of early years provision</b> - Early years provision is the care provided through different sources of trained individuals in early years. This can include private nurseries, pre-schools, childminders, and nannies. Some providers will provide care from the age of two upwards, whilst others will take children from birth.</p> <p><a href="#">Types of childcare and early years education provision   Children and Families   Hampshire County Council (hants.gov.uk)</a></p> <p><a href="#">Types of Early Education Settings and Eligibility - Local Offer Birmingham</a></p> <p><b>The purpose of early years provision</b> - Effective, high quality early years provision makes a difference to young children, helping to break the cycle of disadvantage to give them a good start in life. It is a key element of early help and leads to better developmental outcomes and readiness to learn.</p> <p><a href="#">Delivering Quality Provision in the Early Years   Early Years Management   Teach Early Years</a></p> <p><b>Variation in early years provision –</b> Types of Early Education Settings and Eligibility</p> <ul style="list-style-type: none"> <li>• Private, Voluntary and Independent (PVI) Early Years Settings.</li> <li>• Childminders.</li> <li>• Maintained Nursery Schools and.</li> <li>• Special school nursery classes and Nursery School Resource Bases.</li> </ul> <p><a href="#">Childcare and early years settings - Lancashire County Council</a></p>	<ol style="list-style-type: none"> <li>1. What is does “statutory” mean?</li> <li>2. Why do we need different types of early years provisions?</li> <li>3. How is funding different in each setting?</li> <li>4. What is a volunteer?</li> <li>5. Why should a parent send their child to an early years provision?</li> <li>6. How does an early year setting support holistic development?</li> <li>7. What is the Early Years Foundation Stage?</li> </ol>



<a href="#">Early years support and training - Lancashire County Council</a>	
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<b>WEEK 6</b>	<b>CHECKLIST – Can I answer the following?</b>
<p><b>5.Legislation, policies and procedures in the early years</b></p> <p>You need to be able to describe what each of the following policies are and why they are important. You can look at individual policies on the websites of local nurserys etc or use the links below to find out more.</p> <ul style="list-style-type: none"> <li>• Regulatory authority</li> <li>• Legislation and frameworks which underpin policy and procedure</li> <li>• Legislation, framework, policy and procedure definitions</li> <li>• Legislation</li> <li>• Health and safety procedure</li> <li>• Equality and inclusion procedure</li> <li>• Safeguarding procedure</li> <li>• Confidentiality procedure</li> </ul> <p><a href="#">Legislation   early years alliance (eyalliance.org.uk)</a></p> <p><a href="https://www.thenestdaynursery.co.uk/Parent%20Resource/legislation-and-impact-on-childcare-practice/">https://www.thenestdaynursery.co.uk/Parent%20Resource/legislation-and-impact-on-childcare-practice/</a></p>	<ol style="list-style-type: none"> <li>1. What is the purpose of a regulatory authority?</li> <li>2. What is the purpose of an Ofsted inspection?</li> <li>3. What are inspection reports useful for?</li> <li>4. What is the Equality Act 2010?</li> <li>5. What is the GDPR 2018?</li> <li>6. What is the Early Years Foundation Stage Statutory Framework?</li> <li>7. What is the difference between a hazard and a risk?</li> <li>8. What is safeguarding?</li> </ol>

<b>WEEK 7</b>	<b>CHECKLIST – Can I answer the following?</b>
<p><b>6.Expectations of the early years practitioner</b></p> <p>Some of an Early Years Practitioner's roles and responsibilities will include:  Looking after the health and wellbeing of the child, such as feeding babies and changing their nappies.  Observing children's progress and development, and keeping record of this to collaborate and communicate with parents.</p>	<ol style="list-style-type: none"> <li>1. What is appropriate dress?</li> <li>2. Why is it important to maintain high personal hygiene standards?</li> </ol>

# PRACTITIONER QUALITIES



<https://www.tommieschildcare.co.uk/what-is-a-nursery-practitioner/>

**Appearance** – Should be presented smartly in either branded or smart but practical clothing. There should be no piercings, minimal make-up and looking good in order to represent the business.

**Behaviour** – A cultivated sense of responsibility; the ability to follow procedures and policies. Excellent organisational skills; the ability to plan the day and respond to the individual needs of every child in their care. Patience, enthusiasm and a caring nature.

**Attendance and timekeeping** – Always important to be on time and have good attendance. If you are not on time then it can impact on the child / adult ratio, let other work colleagues down. If you are absent then you would be expected to inform the setting as soon as possible so they can arrange for staffing to be covered.

3. What are the consequences if you don't?

4. What policies should an EYP follow?

5. How should you use social media in a professional way?

6. What is effective communication?

7. What is the adult/child ratio?

8. How does attendance impact child safety?

9. How can you show reliability in a place of work?

10. What is expected by good timekeeping?

<p><b>WEEK 8</b></p>	<p><b>CHECKLIST – Can I Can I answer the following?</b></p>
<p><b>7.Roles and responsibilities within early years settings – part 1</b></p> <p><b>Early years practitioner roles</b> - The roles and responsibilities of an early years practitioner are likely to include:</p> <ul style="list-style-type: none"> <li>• Looking after children’s day-to-day physical needs, such as feeding, nappy changing, toilet learning and administering first aid</li> <li>• Providing a range of fun and stimulating activities, from reading stories to messy play</li> <li>• Developing close attachments and fostering trust in the children in your care</li> <li>• Safeguarding children and reporting any concerns</li> <li>• Monitoring children’s progress, keeping records and reporting back to parents</li> <li>• Different types of early years practitioners work with different age groups: babies’ needs are very different from those of a four-year-old getting ready to start school. Some practitioners specialise in working with children who have special needs.</li> </ul> <p><b>How to become an early years practitioner</b> - The skills required to work as an early years practitioner or educator are broad, ranging from emotional intelligence and good communication to time management and report writing. If you think you tick all these boxes, there are several routes into this rewarding career. You could start work in a nursery as an apprentice to gain experience and training, or study after leaving school for a qualification as a Level 2 or Level 3 early years practitioner.</p> <p><b>Level 2</b> You can study for a Level 2 childcare qualification in a further education setting such as a college. You may need GCSEs in English and maths before starting the course – check with your provider to find out the entry requirements. With your Level 2 qualification, you could work as a nursery or preschool assistant.</p> <p><b>Level 3</b> Getting a Level 3 childcare certificate means you are qualified to take on more responsibilities in your role. You could become a room leader or supervisor.</p> <p><b>Further career development</b> It doesn’t end there! There’s lots of potential for you to develop your career in childcare. It’s possible to study for a Level 4 Certificate in Early Years Practice or even get a degree that could qualify you as a nursery manager.</p>	<ol style="list-style-type: none"> <li>1. What are Early Years roles?</li> <li>2. What are the individual responsibilities of an EYP?</li> <li>3. What are the key responsibilities for everyone working within an EY setting?</li> <li>4. I can identify the benefits of partnership working.</li> <li>5. I can explain the importance of working in partnership</li> <li>6. I can discuss the consequences of not working in partnership</li> <li>7. What are specialist roles?</li> <li>8. Why do some staff members take on additional responsibilities?</li> </ol>

WEEK 9	CHECKLIST – Can I Can I answer the following?
<p data-bbox="91 256 1751 296"><b>7.Roles and responsibilities within early years settings – part 2</b></p> <p data-bbox="91 331 1751 472"><b>Partnership working in the early years</b> - Working in partnership with parents and/or carers is central to the Early Years Foundation Stage (EYFS). Consulting them about children's early experiences helps practitioners plan for effective learning at the setting, and helps them support parents in continuing their children's learning development at home.</p> <p data-bbox="91 472 1751 612"><b>How partnership working benefits the child, family and early years practitioner</b> - Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home. Parents are their children's lifelong promoters of development and learning.</p> <p data-bbox="91 644 1751 684"><a href="#">Parents as partners – Birth To 5 Matters</a></p> <p data-bbox="91 716 1751 857"><b>Specialist roles within the early years settings</b> – What is a specialist early years practitioner? Early Years Practitioners are specialists who look after the mental, social, emotional, and educational development of babies and young children between 0-6 years old. An Early Years Practitioner may work with young children in any school, nursery, or childcare environment.</p> <p data-bbox="91 888 1751 928"><a href="https://www.daynurseries.co.uk/jobs/advice/job-roles-in-the-childcare-sector">https://www.daynurseries.co.uk/jobs/advice/job-roles-in-the-childcare-sector</a></p> <p data-bbox="91 960 1751 1019"><b>Specialist roles outside the early years settings – Who's who</b></p> <p data-bbox="91 1019 1751 1094">The term 'outside agencies' means specialist professionals who are, or could be, involved with the child and his family. Among these are:</p> <ul data-bbox="91 1094 1751 1471" style="list-style-type: none"> <li>• LEA (Local Education Authority) support services for learning difficulties, speech and language difficulties, visual and hearing impairment, emotional and behavioural difficulties and physical disabilities</li> <li>• advisers or teachers with knowledge of information technology for children with special educational needs</li> <li>• the child or educational psychological services</li> <li>• social services and child protection services</li> <li>• medical services including health visitors, paediatric nurses and/or paediatricians, nurses, child psychiatrists, GPs, physiotherapists, speech and language therapists, occupational therapists and hospital-based counsellors</li> <li>• private and voluntary organisations.</li> </ul>	<ol data-bbox="1751 331 2141 743" style="list-style-type: none"> <li>1. I can explain the importance of working in partnership</li> <li>2. I can discuss the consequences of not working in partnership</li> <li>3. What are specialist roles?</li> <li>4. Why do some staff members take on additional responsibilities?</li> </ol>

<https://www.nurseryworld.co.uk/news/article/working-with-outside-agencies-specialists-on-hand>

- Speech and Language Therapy Service(SALT)
- Educational Psychology Service (EPS)
- Early Intervention Service (EIS)
- Integrated Disability Service (IDS)
- Occupational Therapy (OT)
- Physiotherapy
- The Looked After Children's Service (TELAC)
- Child Adolescent Mental Health Service (CAMHS)
- Counselling service
- Play therapy
- Ethnic Minority Traveller Achievement Service (EMTAS)
- Common Assessment Framework Officer (CAF)
- Family Support Workers
- School Nurse
- Social Workers and Social Care Assistants
- Safeline

**WEEK 10**

**CHECKLIST – Can I Can I answer the following?**

**8.The importance of observations in early years childcare**

In any typical early years setting, childcare professionals will be making informal observations most of the time. Except that, rather than suggesting they are conducting an observation, they might say they 'noticed' something, may 'wonder' why a child did/did not act in a certain way, or employ many other expressions to flag up significant aspects of a child's behaviour. Such attentive and enquiring professional attitudes are also the prerequisites for professional observation.

**Observation and recording methods** - What Different Observation Methods for Early Years are there?

1. What is a formative assessment?
2. What is a summative assessment?
3. What is the purpose of observations in an Early Years Setting?
4. Why are objective observations preferred over subjective ones?

- Narrative Observations.
- Group Observations.
- Snapshots.
- Photo Observations.
- Early learning Goal (ELG) Observations.
- Parental or Home-Based Observations.
- The Leuven Scale.

<https://www.theempowerededucatoronline.com/2014/06/understanding-use-of.html/>

<https://www.teachearlyyears.com/nursery-management/view/making-observations>

**How observations support child development** - It is how we find out the specific needs of individual children by carefully looking, listening and noting the activities of a child or group of children. Observation allows us to see a child as an individual; this is important for every child in whatever setting but even more important in large group settings.

The role of observation is to provide teachers with information and evidence that they will need to make informed decisions on how to best support the children in their care. With each observation, you will get a glimpse into a child's developing mind.

<https://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/>

**Objective and subjective observation** - **Subjective** most commonly means based on the personal perspective or preferences of a person—the subject who's observing something. In contrast, **objective** most commonly means not influenced by or based on a personal viewpoint—based on the analysis of an object of observation only.

**Components of recording observations** -

<https://www.teachearlyyears.com/nursery-management/view/making-observations>

**Sharing observations** - Build a fuller picture of each child by sharing what the whole team has noticed. Develop knowledge of child development, providing examples and encouraging conversations where staff share expertise and experience. Encourage professional reflection.

<https://connectchildcare.com/blog/7-steps-to-sharing-better-observations-in-early-years-education/>



5. What are the different stages in completing an observation?
6. What are the different methods of recording observations?
7. How can different methods, suit different settings/age groups?
8. Why do observations need to be shared with other practitioners?
9. Why do observations need to be shared with parents/carers?
10. What is continuity of care?
11. What is a child-centred approach?

WEEK 11	CHECKLIST – Can I answer the following?
<p data-bbox="91 199 1751 239"><b>9.Planning in early years childcare</b></p> <p data-bbox="91 239 1751 375">Planning in the early years involves finding a balance between child-led and adult-led learning opportunities. Effective planning should be based on ongoing observations and assessments of children’s learning and development and should be flexible and responsive to their changing needs and interests.</p> <p data-bbox="91 375 1751 414"><a href="https://www.teachearlyyears.com/enabling-environments/view/planning-makes-perfect">https://www.teachearlyyears.com/enabling-environments/view/planning-makes-perfect</a></p> <p data-bbox="91 414 1751 686"><b>The purpose of a child-centred approach</b> - A child-centred curriculum offers children the opportunity to make choices about what, how and whom they want to play. This approach enables children to initiate and direct their own play with the support of interested and responsive adults. Child-centred approach gives all children the same opportunity to access and participate in all parts of the service. adjusts and tailors activities towards all children's unique needs. includes the child, their family and support team in decision making. makes the 'child's voice' and preferences a priority.</p> <p data-bbox="91 686 1751 726"><a href="#">EYFS planning – How to do early years planning effectively   Enabling Environments   Teach Early Years</a></p> <p data-bbox="91 726 1751 766"><b>The purpose of the planning cycle - What is the EYLF Planning Cycle?</b></p> <p data-bbox="91 766 1751 853">The Early Years Learning Framework planning cycle is a way of observing children and supporting them as they meet the National Quality Standards. Using the planning cycle method ensures that educators have reviewed and examined different developmental areas.</p> <p data-bbox="91 853 1751 957">Planning effectively can help identify issues early on, and using the planning cycle for EYLF helps provide support in assessments. Using the planning cycle for early childhood development can also help educators plan their time better!</p> <p data-bbox="91 957 1751 997"><a href="#">Observation, Assessment and Planning - Early Years Matters</a></p>	<ol data-bbox="1751 199 2132 1204" style="list-style-type: none"> <li>1. What is the planning cycle?</li> <li>2. What are the different stages of the planning cycle?</li> <li>3. How does planning underpin all other aspects of the course?</li> <li>4. How might changing the environment help meet children’s needs and interests?</li> <li>5. Why is it important for adults to observe how children use the environment?</li> <li>6. Explain how the planning cycle is being used to create a well planned environment</li> </ol>

WEEKS 12-14
<p data-bbox="91 1300 2132 1340"><b>All about recapping and thinking about how to answer the bigger mark questions–</b></p> <p data-bbox="91 1340 2132 1447">Here’s some pointers to help you prepare for the actual exam –</p>

### **1. Understand the Question**

- Read Carefully: Make sure you understand what the question is asking. Look for keywords and phrases that indicate what you need to focus on.
- Identify Key Points: Break down the question into smaller parts to ensure you address each aspect.
- Read through the whole question before starting to answer. This will help you understand what is required of you.
- Use a highlighter to pick out key words.
- Look at the command words and the number of marks available for each question, they will help you decide how much detail is needed.
- If a word is bold it is important.

### **2. Plan Your Answer**

- Outline Your Response: Before you start writing, jot down a quick outline of your main points. This helps keep your answer structured and ensures you cover everything.
- Use Bullet Points: For planning, bullet points can help organize your thoughts clearly.

### **3. Structure Your Answer**

- Introduction: Start with a brief introduction that outlines what you will discuss.
- Main Body: Develop each point in a separate paragraph. Use examples from your coursework or practical experience to support your points.
- Conclusion: Summarize your main points and restate how they answer the question.

### **4. Be Clear and Concise**

- Stay on Topic: Avoid going off on tangents. Stick to the points that directly answer the question.
- Use Simple Language: Clear and straightforward language is often more effective than complex vocabulary.



## 5. Review and Revise

- Proofread: Check for spelling and grammar mistakes.
- Ensure Clarity: Make sure your answer is easy to follow and that each point is clearly explained.
- Read your answers to check they make sense

## 6. Practice

- Mock Exams: Use past exam papers to practice. This helps you get used to the format and timing of the exam

## Sample bigger mark questions and mark scheme answers

- (c) Book time and storytelling are important daily activities in a nursery setting. Describe how activities such as these promote children's language and literacy within a nursery setting. [6]

Response may refer to:

- engaging in the prerequisites of reading and writing
- letter formation
- reading and writing conventions (literal behaviour)
- picture and word association
- extending vocabulary and sentences
- developing and expanding words / vocabulary
- understanding word blends
- understanding basic rules of grammar (syntax)
- communicating using different forms
- alliteration – as a result of rhyming words – memorising, making connections
- promotes communicating with others
- sharing stories with others
- developing expression in language
- develops communication and several literacy skills
- repetition through actions, songs and rhymes
- builds language sentence structure
- encourages imagination in language
- develops sentence structure

- (b) Assess how access to a range of resources can promote a child's holistic development. [4]

Response may refer to:

- Promotes language and literacy development – extends vocabulary as children communicate whilst using various resources such as books, they speak out loud to make sense of what they have read
- Playing games with other children – table-top games
- Promotes social development as they may be playing alongside other children, builds friendships and allows children to learn various rules or learn what is expected of them – appropriate behaviour, turn taking skills
- Promotes cognitive development – again as above table-top games will extend problem solving skills or even expands a child's ideas. They will learn how things work – construction toys – exploring, taking things apart and putting them back together. Another resource may include sand and water play – learning concepts such as floating, sinking, soft and hard
- Promotes emotional development  
Whilst engaging with any type of resource including digital games, iPad and so forth children learn to enjoy what they do – developing the likes and dislikes of using different creative tools, some children may like messy play whereas others do not like getting their hands dirty
- any type of play expands physical skills – fine and gross motor skills – riding scooters, tricycles, playing mini football, tennis or any sport – balance, strength, coordination
- promotes sensory development – five senses

Response may refer to:

- topic planning within the setting
- team planning / team delivery - how the staff work together
- cost of the activities
- the environment and resources
- Legislation and policies
- suitability of activities – age appropriate
- what technology there is available within the environment
- the risks involved – or does it provide enough challenge
- staff ratios and supervision need to be appropriate for the activity – safe etc.
- flexible approach to planning
- differentiation – to meet all learners needs
- children's likes/dislikes and experiences
- child initiated versus adult facilitated
- whether the activity promotes holistic development
- ensures enhanced and continuous provision.
- any additional needs
- role of one to one/support staff
- assessment methods
- indoor and outdoor play opportunities
- time allowed
- space required
- equality – extra time with tasks or tests

Describe a range of factors that need to be considered when planning activities for children within the Foundation Phase. [6]



Evaluate the positive and negative impact of current technology on children's health, well-being and development. [6]



Response may refer to:

#### Positives

- promotes children's holistic development
- can ensure engagement
- can enhance concentration levels in some situations
- can improve children's literacy and numeracy levels
- can improve fine motor skills movement –
- can improve hand and eye coordination / left to right orientation
- encourages children to research ideas and solve problems
- allows exploration and discovery of new information
- can make more learning more varied

#### Negative

- Safeguarding
- Lack of socialisation skills
- Isolation
- Loss of basic skills – literacy
- Can cause inappropriate behaviour/aggression
- Mental health implications
- Emotional well-being may be affected
- Can lead to eye strain/bad posture
- Increased occurrences of bullying
- Anxiety and low self esteem
- Risk of exposure to inappropriate methods

Q1 (c) Book time and storytelling are important daily activities in a nursery setting. Describe how activities such as these promote children's language and literacy within a nursery setting. [6]

Discussing a book that is being read can develop a child's language, by picking up new vocabulary written throughout the book. Also, reading poems, rhymes and riddles can develop a child's literacy as they will start recognising rhythmic patterns and repeat them. Also, giving a child a book with just pictures in can help on their language development and imaginative skills, as they will talk through what they think might be going on. If a child may also start to recognise words, by associating it with a picture. Also, reading a book to a class is beneficial as they will be able to discuss it with their peers after, which will also develop language and socialisation skills.

*Q1c A very descriptive answer. The learner has included evidence of having a very clear understanding of how such activities promote language and literacy.*

*The learner picks up on the development on new vocabulary from reading the book and exemplifies reading styles and rhythmic patterns – conventions of reading. The learner includes an understanding of how imaginative skills can be promoted as a result. At this age young children talk out loud to problem solve – and this has been included. The learner emphasises the fact reading will promote the recognition of words and make associations to pictures. The learner also embarks on the promotion of socialisation – a mature response.*

**6 marks awarded**



8. Children living with a range of conditions and/or additional needs may be supported by key stakeholders.

Analyse how key stakeholders can support children between the ages of 11–19 years to progress and work towards individual targets. [5]

They can work 1 to 1 and focus on an area they feel is the weakest. Key stakeholders can also work with an occupational therapist and teacher and discuss what is the most beneficial way of teaching them. They can access a day centre, where they could go and socialise with others with the same condition around there. This will make them feel included. They can also organise day trips with others to promote socialisation and boost ones confidence and self esteem.

*Q8 A brief analysis has been included- A suggestion may include a consideration of the command verbs carefully in order to answer the question fully. The learner has included an outline (not an analysis) on how to support. The learner has briefly included and mentioned various stakeholders and understands the concepts of what services do. To gain full marks more of an analysis (relook at command verbs) is needed therefore reaching outcomes on how the service supports and works towards targets would be an advantage.*

**3 marks awarded**

