

Curriculum Overview – Key Stage 5 Childcare

Unit Title	Learning	How can parents' best support?
<p>Child development from conception to seven years</p>	<ul style="list-style-type: none"> • Understand development from conception to birth and routine screening programmes in the first year of life. • Understand stages and sequences of development from birth to seven years. • Understand theory and educational frameworks which inform knowledge and understanding of early years practice. • Understand the role of the early years practitioner when promoting child development from birth to seven years. • Understand how to plan opportunities for children's learning and development from birth to five years. 	<p>During the 2 year course students will learn and reflect on each unit through work placements putting theory into practice within the world of work. Students must attend these placements in order to understand the roles, procedures and legislation relevant to the sector. Encourage your child to actively attend and be involved within their place of work. Encourage your child to attend sixth form achieving 100% attendance. Encourage independent learning through completing coursework at home.</p>
<p>Children's health and well-being</p>	<ul style="list-style-type: none"> • Understand children's needs in relation to emotional well-being. • Understand the needs of children during transitions and significant events. • Understand the physical care needs of children. • Understand the impact of the early years environment and well-being of children. • Understand the nutritional needs of children. • Understand the impact of poor diet on children's health and well-being. 	<ul style="list-style-type: none"> •

<p>Providing safe environments for children</p>	<ul style="list-style-type: none"> • Understand safeguarding. • Understand how to safeguard children in relation to legalisation, frameworks, policies and procedures. • Understand child protection. • Understand the purpose of serious case reviews. • Understand the role and responsibilities of the early years practitioner when safeguarding children. 	<ul style="list-style-type: none"> •
<p>Child health</p>	<ul style="list-style-type: none"> • Understand common childhood illnesses. • Know how to recognise ill health in children. • Understand legal requirements for reporting notifiable diseases, injury and fatality. • Understand care routines when a child is ill. • Understand childhood immunisation. • Understand the role of the early years practitioner when support children who are chronically ill. • Understand how to support children for hospital admission. • Understand the role of the early years practitioner I relation to health promotion. 	<ul style="list-style-type: none"> •

<p>Play and learning</p>	<ul style="list-style-type: none"> • Understand the role of play. • Understand children’s rights in relation to play. • Understand theoretical approaches to play and learning. • Understand play at different stages of children’s development. • Understand types of play for children. • Understand the characteristic of an enabling environment. • Understand how the early years practitioner supports children’s socialisation and behaviour within play environments. • Understand current frameworks in relation to play and learning. 	<ul style="list-style-type: none"> •
<p>Understanding children’s additional needs</p>	<ul style="list-style-type: none"> • Understand biological and environmental factors which may result in children needing additional support. • Understand inclusive practice. • Understand how personal experiences values and beliefs impact on the role of the early years practitioner when meeting children’s additional needs. 	<ul style="list-style-type: none"> •

<p>Observation, assessment and planning</p>	<ul style="list-style-type: none">• Understanding the observation, assessment and planning cycle.• Understand professional practice in relation to the observation of children.• Understand observation methods in relation to current frameworks.• Understand child-centred planning.	<ul style="list-style-type: none">•
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