

Child Development and Care in the Early Years



KING EDWARD VI
SCHOOL LICHFIELD

Key Stage 4 - Year 10

Year 10 - Content		
Child Development	Factors that Influence the Child's Development	Care Routines, Play and Activities to Support the Child
<ul style="list-style-type: none"> Aspects of holistic development Physical Cognitive Communication and language Social and emotional 	<ul style="list-style-type: none"> Nature and nurture Biological and environment factors Effects of biological and environmental factors Transitions Support strategies 	<ul style="list-style-type: none"> Basic care needs Basic care routines and play activities to support the child's development The role of the early years practitioner during play activities
Early Years Provision	Legislation, Policies and Procedures in the Early Years	Expectations of the Early Years Practitioner
<ul style="list-style-type: none"> Types of early years provision The purpose of early years provision Types of early years settings Variation in early years provision 	<ul style="list-style-type: none"> Regulatory authority Legislation and frameworks which underpin policy and procedure 	<ul style="list-style-type: none"> Appearance Behaviour Attendance and timekeeping

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Key Stage 4 - Year 10 and 11

Year 10 - Content		
Roles and Responsibilities Within the Early Years Settings	The Importance of Observations in Early Years Childcare	Planning in Early Years Childcare
<ul style="list-style-type: none"> • Early years practitioner roles • Partnership working in the early years • Specialist roles within the early years settings • Specialist roles outside the early years setting 	<ul style="list-style-type: none"> • Observation and recording methods 	<ul style="list-style-type: none"> • The purpose of a child-centred approach • The purpose of the planning cycle • The planning cycle

Year 11 - Assessment	
September to February – Non-exam Assessment (NEA)	February to May/June – Examined Assessment (EA)
<ul style="list-style-type: none"> • The NEA takes the form of a synoptic project as it requires learners to draw on their knowledge and understanding of the entire qualification content • Learners have been provided with a total of 14 hours to complete this non-examined assessment • In addition, there are 2 hours allocated to preparation and research time 	<ul style="list-style-type: none"> • The written EA is a terminal assessment and will assess the learner’s knowledge and understanding of all content areas studied in year 10 • Learners will review the content and practice their application of this content to examination questions