

NCFE

CACHE

Tutor guidance

**NCFE CACHE Level 2 Certificate in Working with
Children in Early Years and Primary Settings
QN: 603/5937/7**

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Summary of changes

This section summarises the changes to this Tutor Guidance.

Version	Publication Date	Summary of amendments
v1.0	July 2020	First publication
v1.1	October 2020	Updated data protection reference within guidance for Unit 3
v1.2	June 2022	Updated to include amended legislation: UK GDPR and Domestic Abuse Act 2021
v1.3	August 2023	<p>Minor spelling errors corrected and reference to assessment criteria has been updated to assessment grading criteria.</p> <ul style="list-style-type: none"> • Unit 05: update to mandatory teaching and learning, and unit aim, to reflect changes within qualification specification for 1.3 • Unit 06: update to unit aim and tutor hints and tips to reflect changes within qualification specification for 2.1

Section 1

General introduction

Introduction

This Tutor Guidance contains Tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication.

These tools will assist you with the planning and delivery of the qualification.

To ensure that you are using the most up-to-date version of this Tutor Guidance, please check the version number and date in the page footer against that of the Tutor Guidance document on QualHub.

We have provided this Tutor Guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Qualification introduction and purpose

The Level 2 Certificate in Working with Children in Early Years and Primary Settings has been designed to support learners as they develop their knowledge, understanding and skills when caring for and supporting the learning and development of children aged 0–11 years 11 months.

The qualification is made up of 6 units and a Professional Skills Record. It is designed to support learners to progress onto Level 3 qualifications across a number of sectors, such as Early Years Education, Supporting Teaching and Learning, and Children and Young People. It includes significant transferable knowledge and skills for the Health and Social Care sector.

In addition, centres can deliver this qualification as part of a full study programme; for example, alongside GCSE English and Mathematics.

Mandatory teaching and learning for this qualification is captured within this document. This mandatory content **must** be covered throughout the delivery of this qualification.

Rules of combination

To gain this qualification, learners must achieve a minimum of a Pass grade in each of the 6 internal assessments, and complete and pass the Professional Skills Record.

Progression

This qualification has been designed to allow progression to Level 3 qualifications within our Early Years, Children and Young People, Supporting Teaching and Learning, and Health and Social Care suites.

Learners can also progress in the workplace in a variety of job roles, such as:

- Nursery Assistant
- Classroom Assistant
- Preschool Assistant.

Entry guidance

This qualification is designed for learners aged 16 or over who are looking for an introduction to the early years and primary sectors before making a decision which setting to specialise in at Level 3.

It may also be useful to learners studying qualifications in the following areas:

- Early Years Educator
- Supporting Teaching and Learning.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Placement hours

This qualification has a minimum requirement of 120 work placement hours. However, we recommend learners undertake at least 200 hours of work placement.

Units achievement log*

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a lightbulb. If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
★	Unit 01	J/615/7560	Child development from birth to 11 years 11 months	2	60	
★	Unit 02	M/618/1545	Play and learning	2	50	
★	Unit 03	L/615/7558	Exploring legislation	2	30	
★	Unit 04	J/615/7557	The role of the childcare practitioner	2	30	
★	Unit 05	J/618/1549	Nutrition	2	20	
★	Unit 06	F/618/1551	Physical development and physical activity	2	20	

Mandatory teaching and learning for these units is captured within this document. This mandatory content **must** be covered throughout the delivery of this qualification.

Section 2

Tutor hints and tips

Unit 01: Child development from birth to 11 years 11 months (J/615/7560)



Unit summary	<p>The aim of this unit is to explore stages and sequences of holistic development for children from birth to 11 years 11 months.</p> <p>The unit will also consider factors affecting holistic development, and the role of the Childcare Practitioner when supporting children through appropriate intervention strategies.</p> <p>Theoretical perspectives will be introduced and built upon to enable an understanding of natural and environmental factors that impact on children’s development.</p> <p>This unit has mandatory teaching and learning captured below. This mandatory content must be covered throughout the delivery of this qualification.</p>
Guided Learning Hours	60
Non-Guided Learning Hours	20
Level	2

Scope of unit

This unit provides the learner with the knowledge and understanding to support holistic development in children from birth to 11 years 11 months. The unit requires the learner to know about:

- stages and sequences of holistic development for children from birth to 11 years 11 months
- factors affecting holistic development
- the role of the childcare practitioner when supporting children through appropriate intervention strategies
- theoretical perspectives to enable an understanding of natural and environmental approaches that impact on children’s development.

Mandatory teaching and learning

Knowledge and understanding that learners **must** develop in this unit:

- stages and sequences of holistic child development from birth to 11 years 11 months
- the role of the childcare practitioner in supporting child development
- meeting individual needs through diversity and inclusion
- supporting and managing behaviour and the childcare practitioner’s roles and responsibilities in relation to care routines
- reflective practice
- theoretical perspectives relevant to child development.

What is this unit about?

Aim: This unit provides **breadth and depth of knowledge and understanding** in relation to child development. Learners will explore stages and sequences of holistic development for children from birth to 11 years 11 months. The teaching and learning is intentionally broad to build a foundation from which learners have the opportunity to explore child development.

The unit will also consider factors affecting holistic development and the role of the childcare practitioner when supporting children through appropriate intervention strategies.

Theoretical perspectives will be introduced and built upon to enable an understanding of natural and environmental factors that impact on children's development.

Learners **must** benefit from the teaching and learning of child development and so should be aware of the following:

- stages of development from birth to 11 years 11 months
- potential effects on child development, both biological and environmental.

At the end of this unit learners will be equipped with the knowledge and understanding required to apply their new learning to the role of the childcare practitioner.

Learners **must** develop an awareness of the potential effects on development at various stages of growth and development, including:

- pre-conception
- pre-birth
- family support during and immediately after birth.

When exploring the potential effects on development, learners must be able to show knowledge of the following contributing factors. Learners should be able to explain **why** and **how** development may be affected at various stages.

Pre-conception **must** include:

- alcohol
- drugs
- smoking
- diet
- health
- environment.

Pre-birth **must** include:

- antenatal care (checks/screening and concerns)
- alcohol
- drugs
- smoking
- diet
- health
- environment

- complications during pregnancy.

Learners **must** be introduced to normative patterns of sequential development in children from birth to 11 years 11 months so that they can **apply knowledge and understanding** to their work.

Learners are required to have knowledge and understanding of the care needs of babies and children and how these care needs change as children grow and develop, as well as an appreciation of the individual needs of children. Care routines to include:

- food: milk feeds and weaning, snacks and mealtime provision
- rest and sleep
- skin care
- teeth care
- hair care.

Normative patterns of sequential development must begin from birth, with **natural reflexes** present in the neonate, and continuing to significant stages of development up to 11 years 11 months in the following areas:

- physical development
- cognitive development
- language development
- social and emotional development.

When considering social and emotional development learners **must** be introduced to behavioural expectations. Learners must also explore ways that the childcare practitioner can support positive behaviour in children.

When considering holistic development learners **must** be able to **express knowledge and understanding** of ways individuals develop holistically through the interdependency of each area.

Learners **must** also understand that normative patterns of development are used as a guide by professionals and that all children are unique, developing at their own pace. The milestones allow childcare practitioners the opportunity to identify expectations and note significant delays that may require further support.

It is important that learners are able to **apply new learning** to the role of the childcare practitioner in relation to supporting children's development. Teaching experiences **must** allow learners the opportunity to consider the stages and sequences of development across the identified areas in order to **explore strategies** to support holistic and inclusive practice for development at each stage.

Strategies may be sourced from everyday routines, structured and spontaneous play opportunities, as well as educational learning experiences. Learners must understand the crucial need for intervention and be able to recognise and respond to concerns regarding the development of individual children in order to:

- take action
- promote health and wellbeing
- meet individual needs.

Teaching and learning **must** also consider factors that can affect development. These must be explored in sufficient depth to give learners the time they need to fully appreciate the role of the childcare

practitioner in relation to supporting children during both planned and unplanned circumstances. Learners **must** consider the **what** (is the effect), **why** (is this significant to holistic development) and **how** (can the childcare practitioner intervene effectively to support the child).

Transitions (planned and unplanned) should be identified, explored and understood so that learners can consider their impact and the subsequent action of the childcare practitioner. This includes preparing individual children for a planned transition as well as supporting the needs of individual children during transition and significant life events.

Transitions and significant life events **must** include:

- infancy:
 - separation, nursery, weaning, toilet training
- childhood:
 - school, siblings, moving home
- adolescence:
 - puberty, exam preparation.

Impacts (short and long-term) to include effects on:

- emotions
- relationships
- independence
- health
- resilience.

Theoretical perspectives in the context of development should be **introduced**, allowing learners the opportunity to **discuss, consider and debate factors** affecting human development through an **exploration of 'nature' and 'nurture'**. Learners **must** be able to **apply** appropriate knowledge and understanding of a range of factors, as identified below:

- lifestyle
- education
- socioeconomic
- relationships
- culture
- physical environment
- health
- bullying
- aspiration.

Learners will be required to apply their learning from this unit through an internally assessed piece of work which will consider the stages and sequences of development, factors impacting development, the role of the childcare practitioner and relevant theoretical perspectives. This work will be graded either Pass, Merit or Distinction in line with the supplied mark scheme. Learner achievement must be subject to internal quality assurance and external quality assurance procedures.

Tutor hints and tips

This unit should begin with a whole group discussion about the unit, the aim, purpose and content to enable learners to engage with the subject area.

It is relevant to introduce and discuss development from conception to birth, to enable learners to fully appreciate development. Useful information can be found at www.nhs.uk/conditions/pregnancy-and-baby/

Learners need to be aware of the developmental milestones as indicated on the following page.

Stages of development from conception to birth

Significant growth periods have been identified here to support planning resources and materials:

- at 5 weeks: formation of the neural tube precedes brain and spinal cord development, blood circulation evident and increased heart development
- at 6–7 weeks: brain growth defines distinct areas, eyes and ears begin to develop, ‘small buds’ develop - early signs of arm and leg growth
- at 8–9 weeks: baby referred to as ‘foetus’ (young one). Face slowly forming, eyes more defined, feet and hands beginning to develop and ridges where fingers and toes will appear. Major internal organs begin to develop
- at 10–12 weeks: foetus is fully formed. Almost all organs and structures have formed and continue to grow until delivery. Foetus is active but mother unable to feel this movement
- at 13–20 weeks: the baby is now growing rapidly. The face takes on human appearance, hair begins to grow
- at 21–24 weeks: lanugo covers the baby and movement may be felt by the mother
- at 25–26 weeks: vigorous movement of baby that is also responsive to touch and sound, eyelids open
- at 27–29 weeks: vernix covers baby and the heartbeat is strong enough to be heard using a stethoscope
- at 30–31 weeks: growth continues, skin fills out giving a plumper appearance, lanugo and vernix disappear
- at 32 weeks: baby prepares for birth
- at 33–42 weeks: baby’s head may ‘engage’.

This work could be consolidated with a glossary of key words including:

- ovulation
- fertilisation
- zygote
- foetus
- lanugo
- vernix
- neonate.

Displays around the classroom with the developmental captions as a visual reminder of the nature of development from conception to birth is a useful visual reminder for learners. Development from conception to birth will be explored further should learners progress to advanced study at Level 3.

It is now a good time to introduce learners to the potential effects on development, at various stages of growth and development, at this crucial stage, including:

- pre-conception
- pre-birth
- birth.

Group work

Begin this session by recapping the normative pattern of development from conception to birth, using the display to help remind the learners. Encourage a large group discussion around the factors that may affect this normative developmental sequence. Invite learners to write their thoughts down in small groups and feed back. Summarise the aspects brought forward by the learners and ask them to write briefly about the factors they have identified. There is no requirement to explore these factors in too much depth as they will be revisited in later sessions and also explored at greater depth should the learner progress in their studies to Level 3.

It will also be useful here to discuss the provision made to support normative development from conception to birth. Learners could work in pairs or small groups to research antenatal care. Booklets or posters could be produced and shared with others before being displayed.

To close this aspect of the unit learners can be introduced to 'labour' and any associated complications that may arise for baby and mother. The stages of labour included below are extracts taken from: www.nhs.uk/Conditions/pregnancy-and-baby/Pages/what-happens-during-labour-and-birth.aspx

The first stage of labour

During the first stage of labour, contractions make the cervix gradually open up (dilate). This is usually the longest stage of labour.

At the start of labour, the cervix starts to soften so that it can open. This is called the 'latent phase' and you may feel irregular contractions. It can take many hours, or even days, before you are in established labour.

Established labour is when the cervix has dilated to more than 3cm and regular contractions are opening the cervix.

The second stage of labour

The second stage of labour lasts from when the cervix is fully dilated until the birth of the baby. When the cervix is fully dilated, the baby will move further down the birth canal towards the entrance to the vagina. This stage of labour is hard work.

The third stage of labour

The third stage of labour happens after the baby is born, when the womb contracts and the placenta comes out through the vagina.

Learners can work in 3 small groups to explore complications that may arise during pregnancy. Each group to be given a specific area of focus:

- Group 1: pre-conception (complication linked to lifestyle choice)
- Group 2: during pregnancy (developmental)

- Group 3: during labour (complication occurring during labour).

Learners can then present their research to the larger group, take questions and, finally, display their work.

Stages and sequences of development from birth to 11 years 11 months

Learners now have a good foundation from which to begin their studies with interest and in context. The natural reflexes present at birth should be explained to the learners and are summarised here:

- rooting: baby moves head in search of mother's breast/teat when their lips or cheeks are gently touched
- grasp: baby clasps their fingers around yours when their palm is gently touched
- startle: baby makes a fist and arms move away from body – startled by loud noise or sudden wakening or as part of the Moro reflex test
- stepping: held in standing position with full support, baby makes stepping movement.

Learners can be asked to add the reflexes and any other key words encountered so far into their glossary.

Learners can now be introduced to normative patterns of sequential development. Childcare textbooks will typically include reference to stages and sequences of development and learners should have access to these stages.

A handout will also be useful to include the stages and sequences of development in the following areas from birth to 11 years 11 months:

- physical development
- intellectual development
- language development
- social and emotional development.

It is essential that learners are given time to understand what the areas of development involve.

Learners need to be given time to consider the contributions of each area to development. This could be achieved through a spidergram, considering each area before moving on to explore the stages and sequences of development in that specific area. For example, a spidergram for physical development is likely to build from:

- large motor skills
- fine motor skills.

The learners can be given a handout of the stages and sequences of physical development and, working in pairs, asked to identify large and fine motor skills development at specific stages. This will help learners to understand what is meant by large and fine motor skills as well as requiring them to carefully explore significant milestones in a child's physical development. The work learners produce can be shared and discussed, thus extending and consolidating learning. Learners should add large and fine motor skills to their glossary. This should be followed by focusing on the significant milestones in physical development so that learners are able to recall a sequence of significant events. Videos of children at specific stages in particular areas of development are available. Alternatively, it may be possible to arrange a Tutor-led visit to a local early years setting to observe children at various stages in

their physical development, helping learners to make sense of their knowledge. Photographs work just as well too and learners will find this a useful extension activity.

Stages and sequences of physical development from birth to 11 years 11 months

- Identify significant milestones in development from birth to 11 years 11 months.
- Find an image of a child at each of the identified milestones.

This exercise could be further broken down to a small group activity, each group responsible for a specific age range:

- 0–1 year
- 1–3 years
- 3–5 years
- 5–7 years
- 8–11 years 11 months.

This activity can be repeated to include all of the identified areas of development, beginning with a large group discussion, a spidergram, an exploration of the stages and sequences and an independent or small group activity to find images to support significant milestones. To consolidate this work learners can create developmental wheels. In groups learners are given an identified age range:

- 0–1 year
- 1–3 years
- 3–5 years
- 5–7 years
- 8–11 years 11 months.

To complete the development wheel:

- Draw and cut out 2 large circles ensuring that one circle is approximately 5cm less in circumference.
- Divide the larger circle into 4 segments and, with a pen, label each of the 4 segments to identify areas of development: physical, intellectual, language, social and emotional.
- Within each of the areas list the significant milestones of development.
- You now have a large circle divided into 4 distinct areas and each area has been populated with the associated significant milestone of development.
- Using the smaller circle, cut one area out to match the size of the areas on the large circle.
- Attach this smaller circle on top of the large circle with a split pin so that it is free to turn, revealing one area of development at a time.
- Display the wheels in sequence.

The development wheel will be a useful resource throughout the unit and, indeed, the qualification.

Holistic development

Learners can now be introduced to the connections across development and begin to explore the interdependencies that exist between the areas of development. This could begin with a large group discussion considering how an experience can support holistic development within a specific area of development and age range, for example, peek-a-boo.

6 months of age

The discussion should then allow for learner input in relation to the different areas of development that can be supported through this simple experience with a baby. Other examples for older children may include experiences taken from everyday experiences such as walking to nursery, playing with friends, cycling, taking part in team games, singing or getting dressed.

Following the large group discussion learners should work in small groups to plan their own holistic experiences for children across the age ranges. These should be shared with the rest of the group and peer evaluation should promote further discussion. It may even be possible to implement some of these experiences within local provision. This session could be summarised by watching video clips of children at different ages to identify when different areas of development are evident.

Factors affecting development

Group work

To introduce learners to this next topic within the unit, begin with a large group discussion. Reflect on the learning already taken place in relation to early development from conception to birth and the factors that can affect normative development. Develop this further through your discussion, noting down the thoughts of the learners.

In pairs or small groups, learners should select a factor affecting development. This could be a short-term transition, such as starting school, or a long-term condition, such as an ongoing chronic illness. Learners should now be asked to research the factor and the effects on holistic development. This could be a written or pictorial piece of work, such as a poster, but should include:

- what the factor is
- how the factor can affect child development
- what the childcare practitioner can do to support the child and minimise any effects to their holistic development.

The learners could share their work and findings through a large group discussion steered around the role of the childcare practitioner considering how these effects can be minimised and why this is so important in relation to a child's future development.

Theoretical perspectives

Learners can now be introduced to the nature/nurture debate. Begin this by considering/discussing biological and environmental contributions to child development. Some simple examples will help learners to understand this perspective, such as a genetic health condition influencing and impacting development or an environmental factor that can influence and impact development.

It may be useful to look at the effect of deprivation on a young child's development within this topic as this will emphasise the important role childcare practitioners have in supporting and promoting development through carefully measured intervention. The story of Genie brings alive the long-term effects of deprivation. The story is outlined here: www.verywell.com/genie-the-story-of-the-wild-child-2795241. A short video clip on you tube is available: www.youtube.com/watch?v=YQNBSFY4QUc

Learners will also find the following theories reasonably straightforward to learn about:

- John Bowlby and attachment
- Albert Bandura and role modelling
- Maslow and the hierarchy of needs.

Unit 01: Exemplar scheme of work

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
1	To introduce the unit: aim, purpose, range and scope.	Share the unit specification, spending time to discuss and explain each learning outcome and subsequent assessment grading criteria. Facilitate Q and A session.	Follow the Tutor-led activity in this Tutor Guidance. Engage in Q and A session. Complete extension activity: reflective exercise.	Tutor notes. Tutor Guidance.	Learners to read through unit and reflect on any prior learning that they feel they can bring forward to support this unit.
2	To understand development from conception to birth.	Introduce key stages of development. Develop a glossary of key words. Facilitate a discussion around key word definition.	Make notes/ask questions during session. Find definitions for any key words that have been introduced. Display images with associated dialogue.	Textbook(s). Materials for glossary. Display area.	Read through glossary of key words, finish definitions as appropriate.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
3	To recognise potential factors affecting development at significant stages in early development.	<p>Recap stages and sequences of development from conception to birth, using the display for support.</p> <p>Lead a group discussion around key factors affecting development at each of the following stages:</p> <ul style="list-style-type: none"> • pre-conception • during pregnancy • birth experiences. <p>Manage small group work – this work will be presented to peers in the next lesson.</p>	<p>Engage in discussion integral to Tutor-led discussion.</p> <p>Work in 3 groups to research and identify focus area and associated factors that may impact development.</p> <p>Group 1: pre-conception – lifestyle.</p> <p>Group 2: during pregnancy – developmental.</p> <p>Group 3: birth experiences – complication during labour.</p> <p>Prepare for group presentation to take place next lesson.</p>	<p>Tutor notes.</p> <p>Resources and materials for learner research.</p>	<p>Prepare for peer presentation.</p>
4	To present group work from previous lesson.	<p>Facilitate presentations and peer Q and A.</p> <p>Support display of work.</p>	<p>Present group work.</p> <p>Display work.</p> <p>Engage in peer Q and A.</p>	<p>Resources and materials for presentation.</p> <p>Display materials.</p>	<p>Review group questions as appropriate.</p>

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
5	<p>To introduce normative stages and sequences of child development from birth to 11 years 11 months.</p> <p>To recognise natural reflexes of the neonate.</p>	<p>Use notes/video/images to share information about natural reflexes.</p> <p>Read through the handout, considering the significant milestones in child development from birth to 11 years 11 months.</p> <p>Introduce the development wheel.</p>	<p>Add natural reflexes to glossary of key words.</p> <p>Use handout of developmental milestones from birth to 11 years 11 months to begin work on the development wheel. One wheel will need to be created for each of the following age ranges:</p> <ul style="list-style-type: none"> • 0–1 year • 1–3 years • 3–5 years • 5–7 years • 8–11 years 11 months. 	<p>Tutor notes.</p> <p>Handout - one per learner.</p> <p>Resources and materials for the development wheel.</p>	<p>Read through glossary and recap the significant milestones in development.</p>
6	<p>To understand physical development from birth to 11 years 11 months.</p>	<p>Lead discussion to define physical development, including key words for the glossary.</p> <p>Use images/video to describe significant milestones in physical development from birth to 11 years 11 months.</p> <p>Facilitate group work to consider the role of the childcare practitioner when supporting each of the significant milestones.</p>	<p>Add key words to glossary.</p> <p>Work in small groups to create a visual aid such as a poster to identify key milestones and appropriate experiences that the childcare practitioner can lead to support/promote development.</p>	<p>Tutor notes.</p> <p>Images/video.</p> <p>Resources for visual aids/poster.</p>	<p>Read through glossary.</p>

Unit 02: Play and learning (M/618/1545)



Unit summary	<p>The aim of this unit is to consider play, and the value of play to holistic development and learning in childhood.</p> <p>Positive environments for children will be explored, introducing different approaches that influence and impact how we care and educate children in early years settings and within primary school provision.</p> <p>Frameworks and curriculum development will be included in this unit.</p> <p>This unit has mandatory teaching and learning captured below. This mandatory content must be covered throughout the delivery of this qualification.</p>
Guided Learning Hours	50
Non-Guided Learning Hours	20
Level	2

Scope of unit

This unit provides the learner with the knowledge and understanding required to appreciate the value of play and its contribution to learning. This unit will also explore the following key areas:

- different types of play
- influences on educational frameworks and curricula
- characteristics of a positive environment
- the role of the childcare practitioner when supporting effective learning environments.

Mandatory teaching and learning

Knowledge and understanding that learners must develop in this unit:

- the value of play: the innate drive to play
- play spaces
- play and enchantment – the thrill of play ‘in the moment’, a sense of ‘being well’ without the pressure of achievement or success – just because it is fun!
- the role of the childcare practitioner in supporting learning and development through play
- characteristics of a positive environment (enabling, stimulating and inclusive)
- approaches and strategies to support learning
- framework and curriculum content to include citizenship: British values and global citizenship, and subsequent professional and personal growth.

What is this unit about?

Aim: The aim of this unit is to investigate play, and the value of play to holistic development and learning in childhood.

Positive environments for children will be considered, introducing different approaches that influence and impact how we care for and educate children in early years settings and within school provision.

Frameworks and curriculum development will be included in this unit.

Learners **must** explore play and learning in context, and will gain knowledge and understanding in the following areas:

- different types of play (physical, creative and imaginative)
- how play supports development
- play and child health and wellbeing
- characteristics of a positive environment
- approaches and strategies for a positive environment
- statutory frameworks and educational curricula for children aged 0–11 years 11 months.

To apply breadth and depth, learners must be given the opportunity to explore 'play'. There are many theoretical contributions to play which will help to generate an appreciation of the value of play for children.

Learners **must** be introduced to the pioneering work of:

- Friedrich Froebel (1782–1852)
- Margaret McMillan (1860–1931)
- Maria Montessori (1870–1952)
- Susan Isaacs (1885–1948)
- Rudolf Steiner (1861–1925).

Learners **must** be able to discuss key aspects of international approaches to play so that they can begin to **make connections in their learning** and **apply their knowledge and understanding** in context today.

The international approaches that **must** be considered include:

- Reggio Emilia
- Forest School.

Learners will have their own ideas on different types of play and these should be explored together.

Learners **must** be able to confidently describe developmental opportunities, derived from play experiences, for children up to the age of 11 years 11 months. There will be some overlap here with work from Unit 1, as learners explore the role of the childcare practitioner in relation to play provision across the age range.

Parten's stages of play will support learners as they develop their understanding of how play evolves within a sequential cycle. The key 4 stages of social play according to Parten (1932) are listed here:

- solitary play
- parallel play
- associative play
- co-operative play.

The work of Elinor Goldschmied associated with treasure basket experiences will be useful to introduce sensory play with very young children.

Learners **must** be able to appreciate the benefits of play for children's holistic health and wellbeing. Appraising play in this way will support learners as they recognise and attribute the many skills enjoyed, practised and refined during play.

Learners need to know about characteristics associated with a positive environment, and the role of the childcare practitioner in establishing and maintaining this. Attention **must** be given during teaching and learning to explore features of a positive environment including:

- an enabling physical environment
- an environment that facilitates independence
- a child-centred environment that values children's interests and experiences
- reflective practice.

Statutory frameworks and educational curricula should be introduced to support the consolidation of new learning. The Early Years Foundation Stage should be explored in terms of:

- the role of play
- areas of learning and development (prime and specific) and approaches/strategies for their implementation
- meeting the needs of individual children
- welfare requirements.

The areas of learning and development within the Early Years Foundation Stage are identified below:

- prime:
 - communication and language
 - physical development
 - personal, social and emotional development
- specific:
 - literacy
 - mathematics
 - understanding the world
 - expressive arts and design.

The national curriculum should be explored in terms of subject content, approaches and strategies for teaching and learning.

Age	Key Stage 1 5–7	Key Stage 2 7–11
Year groups	1–2	3–6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship	✓	✓
Computing	✓	✓
Design and technology	✓	✓
Foreign language		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓
Compulsory National Curriculum subjects at primary school		
Religious education	✓	✓
Sex and relationship education British values and global citizenship	✓	✓

www.gov.uk/national-curriculum/key-stage-1-and-2:

Learners will be required to apply their learning from this unit through an internally assessed piece of work which will consider play, learning and the role of the childcare practitioner. This work will be graded either Pass, Merit or Distinction in line with a supplied mark scheme. Learner achievement must be subject to internal quality assurance and external quality assurance procedures.

Tutor hints and tips

This unit should begin with a whole group discussion about the unit; the aim, purpose and content, to enable learners to engage with the subject area.

A useful place to start would be a group discussion on 'play', perhaps sharing some different perspectives with learners once they have given their own definitions.

For example, learners may find it useful to consider play from the perspective of a young child and an older child as well as an adult. There are some examples here that can be shared to either conclude or initiate a group discussion on the significance of play.

The video links below capture play from the thoughts of children and a childcare professional.

www.youtube.com/watch?v=sby38BbLZuY

www.youtube.com/watch?v=S_mwqo7UMEA

Adult perspectives (works with children). An example is included below:

'Play supports a child's holistic health and development, it helps children in all areas of development' (childcare practitioner, 2020)

To establish a firm connection with 'play' learners could then be asked to collect definitions from each other in class, textbook definitions and, later in their own time, from family and friends.

Group work

It would be appropriate to begin to consider different types of play next. These are commonly categorised as physical play, creative play and imaginative play. A group discussion to consider what these types of play involve would be useful before learners are asked to work in 3 small groups to consider one type of play across the age range 0–11 years 11 months.

What sort of experiences can the groups think of for children at various ages?

How do these experiences support/promote physical, intellectual, language, social and emotional development?

Each group can be encouraged to share the information they have collated with their peers. Next select one age range for each group and ask the groups to choose one of their experiences from their group work. This will introduce the role of the childcare practitioner when supporting play and will result in a practical workshop (so learners will need to know that experiences need to be achievable in a classroom environment).

Learners will need time to plan for the practical workshop. The template provided can be reproduced/amended as you wish to support the activity.

Play type activity	
Type of play	
Age range	
Experience (title of activity/experience)	
Resources	
Aim and rationale	
<p>What will the children do?</p> <p>Why did you choose this experience? Do you think the children will enjoy it? Could they learn from this experience? How will the children's development be promoted? (physical, intellectual, language, social and emotional.)</p>	
<p>Role of the childcare practitioner</p> <p>What will you do?</p> <p>How will you support children or do you not need to be involved?</p> <p>Do you need to consider how children are kept safe during this experience?</p> <p>Is time and space important?</p>	
<p>Evaluation</p> <p>Following the practical workshop write down any key points that you would need to consider before children enjoyed this experience</p> <p>Do you need to change anything? Why?</p>	
Names of group members	
Tutor/peer comments	
<p>Tutor signature</p> <p>Date</p>	

Following the practical workshop, learners can be introduced to Bob Hughes and his work on the taxonomy of play.

The types of play according to Hughes (1996) are identified here:

- communication play
- creative play
- deep play
- dramatic play
- exploratory play
- fantasy play
- imaginative play
- locomotor play
- mastery play
- object play
- rough and tumble
- social play
- socio-dramatic play
- symbolic play
- role play
- recapitulative play.

Learners are not expected to be skilled in the work of Hughes but to be familiar, to acknowledge his work and to appreciate what these different types of play mean in such a way that they may be able to recognise, value and plan for them as childcare practitioners. For more information on Bob Hughes and his work on the taxonomy of play please see Beaver, M. et al, (2008), pp. 258-259.

Learners will benefit from reading Tina Bruce's 12 features of play.

1. Children use first-hand experiences from life
2. Children make up rules as they play in order to keep control
3. Children symbolically represent as they play, making and adapting play props
4. Children choose to play – they cannot be made to play
5. Children rehearse their future in their role play
6. Children sometimes play alone
7. Children pretend when they play
8. Children play with adults and other children cooperatively in pairs or groups
9. Children have a personal play agenda, which may or may not be shared
10. Children are deeply involved and difficult to distract from their deep learning as they wallow in their play and learning
11. Children try out their most recently acquired skills and competences, as if celebrating what they know
12. Children co-ordinate ideas and feelings and make sense of relationships with their families, friends and cultures.

Read through each of the features taking some time to discuss the significance of each one, what it means, discussing examples and the benefits derived from play that can be seen here through an exploration of Bruce's 12 features.

It is important that learners have a sense of play as fundamental to childcare and that research into play is documented from the 1500s and is still as active today. To give a sense of some of the influential pioneers, learners can be introduced to the work of:

- Friedrich Froebel (1782–1852)
- Margaret McMillan (1860–1931)
- Maria Montessori (1870–1952)
- Susan Isaacs (1885–1948)
- Rudolf Steiner (1861–1925).

Group work

Learners could work in pairs to produce information for a poster/presentation to share with peers and display around the room.

Learners will also find it useful to contribute to sessions that consider approaches to play such as:

- Reggio Emilia
- Forest School.

There are some useful video links available, some of which are included here:

www.youtube.com/watch?v=4t-QEZIXOZg

www.youtube.com/watch?v=tjzFfU43wuQ

To build on theoretical influences around play, use photographs/images to create a collage of children from birth to 11 years 11 months 'at play'.

Introduce Parten's stages of play and see if the images can be used to make sense of the identified stages.

Parten's stages of play will support learners as they develop their understanding of how play, according to Parten, evolves within a sequential cycle. The key 4 stages of social play according to Parten (1932) are listed here:

- solitary play
- parallel play
- associative play
- cooperative play.

As learners contribute to the activity there will be an opportunity to confidently explore the role of the childcare practitioner in relation to play provision across the age range. The work of Elinor Goldschmied and treasure baskets can be a really useful reminder of sensory experiences for very young children. The Nursery World published an informative article which can be found here: www.nurseryworld.co.uk.

There are many video clips to look at children engaging in heuristic play with treasure baskets, here is an example: www.youtube.com/watch?v=a0QpDgUdP_Q

Learners can now begin to think of how to create a positive environment for children. What provision needs to be included? What areas do I need to think about? What contributes to a positive learning environment? This is a useful starting point to open up discussion around the characteristics of a positive environment.

Learners can be encouraged to think about the components of a:

- physical environment: the resources, the space, access to outdoors, the actual environment (how it looks/how it feels)
- personal and social environment: how we nurture individual children, value individuals and respect identity.

How do we do this? What is the role of the childcare practitioner? The importance of a welcoming environment, a sense of belonging and a friendly and caring/safe place can be considered.

Learners can design environments and present these to their peers. They can also reflect on settings they have seen or experienced. It would be really helpful here to invite guest speakers from both an early years and a primary setting to share how they create a positive environment and how they feel this makes a difference to how children learn.

There are lots of articles to support positive environments, such as: www.earlyyearsmatters.co.uk/our-services/school-and-nursery-improvement-partner/enabling-environments/

When considering a highly effective learning environment for older children, it is crucial to engage with the learners.

What helps children to learn? What ways can they think of to learn? How do they learn?

How do you build confidence in children so that they will feel able to ask questions?

How can learning in the national curriculum build on the active participatory engagement enjoyed by children in their early years?

Here are some examples of what Ofsted says about effective teaching and learning:

- Teaching is outstanding: teachers have high expectations, strong subject knowledge and match planned learning activities to the needs of different groups of students. They know how well students are doing during lessons and adapt their teaching as necessary. These and other features ensure that students make excellent progress
- Teachers say they are continuously improving their teaching because the school provides frequent, high quality training and support
- Students show high levels of maturity and engagement both in lessons and in the additional curriculum activities
- Teaching is outstanding: teachers carefully plan lessons that are very well matched to the needs of all their students, regardless of ability. They also use every opportunity to raise the confidence and self-esteem of all students so that they become successful learners.

To summarise this section, learners should be reminded of the areas of learning within the Early Years Foundation Stage and the national curriculum to identify strategies for effective teaching and learning.

Effective learning in the Primary years: www.youtube.com/watch?v=eemWsKyHk6Q

Unit 02: Exemplar scheme of work

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
1	To introduce the unit: aim, purpose, range and scope.	<p>Share the unit specification, spending time to discuss and explain each learning outcome and subsequent assessment grading criteria.</p> <p>Facilitate Q and A session.</p> <p>Introduce perspectives of play-defining play.</p> <p>Watch video – childcare professionals talk to young children about play.</p>	<p>Follow Tutor-led activity in this Tutor Guidance.</p> <p>Engage in Q and A session.</p> <p>Begin extension activity.</p> <p>Interview each other to collect definitions of play.</p>	<p>Tutor notes.</p> <p>Tutor Guidance.</p> <p>Video – children defining play.</p>	<p>Learners to read through unit and reflect on any prior learning that they feel they can bring forward to support this unit.</p> <p>Interview family and friends to collate definitions of play.</p>
2	To understand types of play.	<p>Introduce 3 types of play:</p> <ul style="list-style-type: none"> • creative play • physical play • imaginative play. <p>Facilitate group discussion and subsequent group work.</p>	<p>Make notes/ask questions during discussion.</p> <p>Work in 3 groups. Each group to explore a type of play and consider experiences for children across the age range 0–11 years 11 months.</p> <p>Feedback.</p> <p>Select one experience for practical workshop and one age range.</p>	<p>Tutor notes.</p> <p>Textbook(s).</p> <p>Glossary.</p> <p>Groupwork resources including template for experience overview.</p>	<p>Add text book definitions for the 3 areas of play to a glossary.</p> <p>Work on template for workshop.</p>

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
			Display work.		
3	To participate in a play workshop.	Facilitate practical play workshop. Lead Q and A. Collect templates and add comments following learner evaluation (may occur at next session).	Present experience to peer group using template to introduce benefits to learning/development. Learners participate in 'play' and contribute to a Q and A.	Resources and materials for practical workshop.	Complete evaluation on template using any peer feedback to support this as well as own reflection and submit to Tutor for feedback.
4–7	To introduce theoretical influences and approaches to play (over the next 3 sessions).	Use PowerPoints, videos and images to introduce the key influences to play and learning to include the work of: <ul style="list-style-type: none"> • Friedrich Froebel (1782–1852) • Margaret McMillan (1860–1931) • Maria Montessori (1870–1952) • Susan Isaacs (1885–1948) • Reggio Emilia • Forest School. 	Engage in video/PowerPoint discussions as appropriate. In session 7 (or final session on this topic), learners will be asked to work in groups and given an approach/influence from the work studied so far. Each group to research and prepare a handout to present to peers in the next session.	PowerPoints, videos, handouts and images required covering the pioneers of play and presenting a theoretical foundation to how young children learn.	Research the theory/approach from class and summarise key contributions: can you think of any examples of this theory or approach in teaching and learning environments that you have seen? Work on group presentations.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
8	To facilitate group presentations.	Encourage presentations. Initiate discussion and Q and A. Display learner work.	Participate in group presentation. Display learner work used for presentation.		

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
9	To introduce the work of Hughes (types of play) and Bruce (12 features of play).	<p>Recap the types of play from sessions 1 and 2.</p> <p>Introduce the work of Hughes. Use the handout to discuss the different types of play according to Hughes.</p> <p>Encourage learners to think of more examples for each type and add these to the handout.</p> <p>Read through and discuss Tina Bruce's 12 features of play and consider the role of the childcare practitioner when planning. This is a good time to introduce the concept of child-initiated play and adult-led play through a discussion.</p> <p>Introduce Parten's stages of play and discuss, asking learners to think of examples for each stage: Parten's 5 stages of play will support learners as they develop their understanding of how play evolves within a sequential cycle.</p>	<p>Contribute to classroom discussion.</p> <p>Read and complete any sections on the Hughes handout.</p> <p>Think about ideas and examples of child-initiated and adult-led play.</p>	<p>Tutor notes.</p> <p>Handouts.</p> <p>Images of children across the age ranges involved in play.</p>	Read through handouts.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
9 (cont'd)		<p>The 5 stages of play according to Parten (1932) are listed here:</p> <ul style="list-style-type: none"> • solitary play • spectator play • parallel play • associative play • cooperative play. 			
10	To understand benefits to development and learning from play.	<p>Facilitate a discussion building from the learning so far to identify benefits derived from play for development and learning.</p> <p>Refer to the work of Elinor Goldschmied and heuristic play with treasure baskets to appreciate sensory play – video may be useful.</p> <p>Use images of children at different ages enjoying play and ask learners to work in groups to describe benefits to holistic development, health and wellbeing, making use of prior learning to date.</p>	<p>Participate in group discussion and group work.</p> <p>Share group work with peers.</p> <p>Engage in task for extension activity.</p>	<p>Tutor notes.</p> <p>Images of children at play.</p> <p>Video for Goldschmied.</p> <p>Resources for group work.</p>	<p>Write a summary of benefits of play to a child's physical, intellectual, language, social and emotional development, general health and wellbeing.</p>

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
11	To understand characteristics of a positive environment.	<p>Identify features of a quality environment.</p> <p>Consider the physical and social/personal environment.</p> <p>Explore an enabling physical environment-resources, space, light and also an environment that feels safe and welcoming, and is conducive to positive health and wellbeing for the children.</p> <p>Facilitate group work; half of the class will work in pairs to design an environment for early years children, whilst the others will work on the design for a primary school for children.</p> <p>The plans will be discussed and comparisons drawn – this will help to fuel a discussion around our perceptions of what children need to learn and the influence/importance of the environment.</p>	<p>Contribute to discussions.</p> <p>Engage in group work task.</p>	<p>Tutor notes.</p> <p>Resources for group work.</p>	<p>Read through notes from lesson.</p>

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
12	To introduce educational frameworks and curriculum expectations.	<p>Recap an effective environment.</p> <p>Use video from Ofsted perspective of what this contains and discuss.</p> <p>Share handouts to identify and discuss areas of learning and development from the Early Years Foundation Stage and the national curriculum.</p> <p>Facilitate group activity to explore strategies for teaching and learning across early years and primary provision.</p>	<p>Watch video and engage in discussion as appropriate.</p> <p>Work in small groups to:</p> <ul style="list-style-type: none"> plan a learning experience for children in the early years for each of the 3 prime areas and consider the role of the childcare practitioner for one of these experiences plan one experience for children following the national curriculum at KS1 and another experience in a different subject for children at KS2 select one of these experiences and consider the role of the childcare practitioner. <p>Share/feedback to peers.</p>	<p>Tutor notes.</p> <p>Video.</p> <p>Handouts.</p> <p>Resources for group work.</p>	<p>Read through handouts.</p> <p>Reflect on group work and the role of the childcare practitioner for the identified experiences.</p>

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
13	To consolidate understanding of the importance of environments for children's learning and development.	<p>Invite guest speakers from local early years provision/primary schools to talk about the significance of 'environment' for learning, the role of the childcare practitioner and strategies for engaging children. Other guest speakers could be Local Authority Advisors for the early years/primary school.</p> <p>If a guest speaker/speakers are not available, try to arrange visits for learners to their local early years/primary school.</p> <p>Learners could engage in research to look at early years and primary school prospectuses – to summarise how the environment is described, as well as to explain effective teaching and learning.</p>	Listen and make notes if a guest speaker is available or engage in research/plan for visit as appropriate.	<p>Tutor notes.</p> <p>Schedules for managing external visits/guests.</p> <p>Research material as appropriate.</p>	List ways that local early years settings and primary schools create a positive environment with effective teaching and learning approaches.
14–15	Assessment workshop				

Unit 03: Exploring legislation (L/615/7558)



Unit summary	<p>The aim of this unit is to explore legislation relevant to the care and welfare of young children.</p> <p>Within this unit learners will be able to consider how legislation impacts policy and procedures within childcare environments.</p> <p>The role of the childcare practitioner when meeting the requirements of policies and procedures will also be included.</p> <p>This unit has mandatory teaching and learning captured below. This mandatory content must be covered throughout the delivery of this qualification.</p>
Guided Learning Hours	30
Non-Guided Learning Hours	20
Level	2

Scope of unit

The aim of this unit is to explore legislation, policies and procedures relevant to the care and welfare of young children. The unit will allow the learner the opportunity to explore the role and responsibilities of the childcare practitioner when working in a Level 2 role with children in the workforce.

The unit will explore:

- legislation
- policy and procedures to introduce an awareness of:
 - health and safety
 - diversity and inclusion
 - child protection.

The unit builds on this knowledge by exploring strategies the childcare practitioner can use to help children to keep themselves safe, as well as ways that the practitioner can stay safe too.

Mandatory teaching and learning

Knowledge and understanding that learners must develop in this unit:

- knowledge of relevant and current legislation
- associated policies from identified legislation
- procedures followed by the childcare practitioner
- ways to support children to keep themselves safe
- keeping safe as a childcare practitioner
- inclusive practice to value individuals.

What is this unit about?

Aim: The aim of this unit is to explore legislation relevant to the care and welfare of young children.

Within this unit, learners will be able to consider how legislation impacts policy and procedures within childcare environments.

The role of the childcare practitioner when meeting the requirements of policies and procedures will also be included.

Learners **must** benefit from teaching and learning to include the following:

- current legislation
- policies and procedures
- keeping children safe
- valuing diversity and inclusive practice, to include British values
- protecting children
- helping children to keep themselves safe
- keeping safe as a childcare practitioner
- recognising abuse and knowing what to do.

Learners will be required to gain knowledge and understanding of the main legislation in place within childcare settings and the associated policies and procedures for the setting.

The legislation and associated procedures that learners **must** be aware of:

- Health and Safety at Work etc Act 1974:
 - Health and Safety Policy with procedures for:
 - Control of Substances Hazardous to Health Regulations (COSHH) 2002
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995/2013
 - fire safety
 - risk assessment
 - registration and collection procedures
 - incident and accident forms/processes
 - emergency first aid
 - paediatric first aid
 - food safety
 - hygiene
 - e-safety
 - Personal Protective Equipment (PPE)
 - safe waste disposal
- UK General Data Protection Regulation (UK GDPR):
 - confidentiality policy
 - data storage
- Children Act 2004:
 - Every Child Matters: while no longer a legal requirement, the principles remain, underpinning values in childcare settings
 - establishment of Local Safeguarding Children Board (LSCB)
 - working together to safeguard children

- Special Educational Needs and Disabilities (SEND) Code of Practice
- safeguarding policies and procedures
- Childcare Act 2006:
 - introducing the Early Years Foundation Stage (EYFS)
- Equality Act 2010:
 - protects individuals from discrimination in the workplace and in wider society
 - equality and diversity policy
- Children and Families Act 2014:
 - joint services from health and local authority for children, young people and families
- Childcare Act 2016:
 - to secure 30 hours free childcare for eligible working parents
 - National Association for People Abused in Childhood (NAPAC) (resource for Tutor)
 - learners must explore key responsibilities of the childcare practitioner for inclusive practice.
- Domestic Abuse Act 2021:
 - Domestic Abuse Act 2021 (received royal ascent April 2021) is a key piece of legislation relating to safeguarding, that practitioners working with adults and children will need to be aware of. It is a new piece of legislation and not all of the sections are active yet
www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet
- Keeping children safe
Learners **must** understand procedures in place to keep children safe. These must include risk assessment and actions to take when dealing with identified hazards, both indoors and outdoors. Learners must be familiar with procedures for safety at significant times throughout the day, including attendance/registration, and collection of younger children at the end of the day. Exceptions to normal safety routines, such as planned trips and outings, should also be considered.

E-safety **must** be explored so that learners are able to recognise the responsibility of the childcare practitioner when supervising activities online, and the steps that can be taken to protect children. From time to time childcare practitioners will need to care for children who are unwell. Learners should be well informed about safe waste disposal methods and the correct personal protective equipment required when undertaking this. When caring for very young children, hygiene issues surrounding nappy changing and feeding/sterilisation are areas of importance and should be also considered.

Learners are required to engage in teaching and learning experiences around procedures in relation to:
 - accidents and incidents (recording and reporting)
 - fire safety
 - storage of substances harmful to health
 - emergency first aid
 - paediatric first aid
 - food safety.
- Valuing diversity and inclusive practice
Learners **must** be familiar with the following key terms and the role of the childcare practitioner in supporting equality of opportunity:
 - diversity
 - inclusion, including special educational needs and disability
 - discrimination

- stereotype
- an awareness of Prevent training (2015), protecting children from radicalisation.
- Protecting children, recognising abuse and knowing actions to take
Safeguarding children in terms of child protection is a sensitive area that should be introduced with care. Learners need to be able to recognise signs and indicators of abuse. Learners should understand reporting lines if they suspect abuse or a child discloses abuse. The importance of childcare practitioners' understanding of confidentiality when working within the limits and boundaries of their job role should be discussed. Learners should also understand how they can keep themselves safe.
- Helping children to keep themselves safe
Learners **must** explore strategies to encourage self-esteem and confidence in children so that they are able to respond assertively in uncomfortable situations.
- Practitioners keeping themselves safe
Learners must be aware of best practice in relation to keeping themselves safe. This includes an acknowledgement and appreciation of policies and procedures, working within the boundaries of their role and not putting themselves at risk in circumstances such as:
 - lone working with children
 - sharing personal details
 - accepting personal contact details
 - maintaining confidentiality
 - passing on information that concerns them to their placement supervisor and training provider.

Learners will be required to apply their learning from this unit through an internally assessed piece of work which will explore legislation and the role of the childcare practitioner. This work will be graded either Pass, Merit or Distinction in line with a supplied mark scheme. Learner achievement must be subject to internal quality assurance and external quality assurance procedures.

Tutor hints and tips

It would be useful to begin this unit with a large group discussion introducing legislation through an interactive discussion.

- What does 'legislation' mean?
- How does legislation support children and staff?
- What kind of legislation can you think of? (This does not have to be a piece of legislation that has anything to do with childcare, but this can help learners to appreciate legislation as a whole.)

Next, learners can be introduced to the legislation identified in the mandatory teaching and learning information.

Working in pairs learners should explore a piece of legislation, finding out about the main features of the legislation and including their own thoughts in relation to how this legislation keeps children safe. This information can be summarised on handouts and presented to the class. Once all presentations have taken place learners should display their work around the room.

Building on the exploration of legislation, learners can begin to explore how policies and procedures are connected to legislation.

Group activity

Working in small groups, learners could consider one policy as identified in the mandatory teaching and learning documentation. Within their groups, learners could research sample policies and create their own policy as a summary of this research.

Once this has been completed learners are ready to think about the connections between legislation, policy and procedure which can be explored through a large group activity.

Large group activity

Create a set of cards with a procedure written on each card such as 'collection of children'. Each card should be hole punched. Wool/string will also be needed for this activity. Policy titles could be displayed around the room on opposite walls in the classroom. The Tutor can then ask each learner in turn to read out their procedure and attach it to the most appropriate policy. The learner will thread the procedure to the policy using the string or wool and hold on to the procedure card.

This is repeated until all of the procedures have been added. You will begin to see a web of policy and procedures developing. The Tutor can then take the wool or string and connect each policy to a piece of legislation. Tutors can take photographs for a legislation display.

Next learners can begin to consider child protection. This is obviously a very sensitive area for discussion and should be carefully managed and monitored by Tutors. The Tutor could refer to serious case reviews to help learners to appreciate the effect of child abuse on young children.

Begin with an overview of types of child abuse and use a serious case review to explore effects of child abuse on a child's holistic development.

Build on this by developing strategies to help children to keep themselves safe. It will be useful here to explore sources of support such as:

- NSPCC
- local authority
- police
- child protection representatives in the workplace.

Looking at resources produced by any of the above or another identified service, learners could also explore online e-safety.

Lead a discussion on the importance of childcare practitioners keeping themselves safe and explore ways to show how they do this.

To consolidate this work the learners could develop a flowchart that describes what actions to take if abuse is recognised.

Assignment workshops can now be planned for, this will also allow time for internal assessment writing.

Unit 03: Exemplar scheme of work

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
1	Introduction to unit.	Develop an awareness of the unit: expectations, content and assessment.	Lead a discussion around different aspects of the unit.	Unit details. Class notes.	Learners are asked to read through unit and develop a glossary of any terms that are new to them.
2	Exploring legislation. Health and safety, diversity and inclusion and mental health and wellbeing.	Contribute to discussion around relevant legislation: identification. small group work: research, summary and development of this information.	Recap from last lesson and review glossary. Facilitate group work.	Class notes, copy of unit. Access to research materials for legislation group activity.	Complete summaries for next lesson in preparation for peer presentations.
3	Peer presentations: legislation.				
4	Policy reviews.	Small group work. Research policies and summarise. Develop own policy.	Facilitate group work. Access to policy examples/research materials.	Class notes. Examples of policies.	Development of policy.
5	Large group work-policy and procedures activity.				

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
6	Policy and procedures.	Describe each procedure.	Encourage exploration of procedures in context.	Class notes, copy of unit. Materials for display.	Display work.
7	Review and recap: legislation, policy and procedure.	Review of the work so far making use of policy and procedure classwork to date.	Use the procedure cards as a way of testing learner understanding. Can these be applied in context? Why is this important? What are the consequences if this procedure was not in place?	Procedure cards.	Read through all notes to date and add to glossary.
8	Introduction to child protection.	Discussion and class notes.	Facilitate class discussion. Handouts/factsheets.	Class notes. Summary as handout/factsheet.	Read through notes.
9	Serious case reviews.	Discussion. Research as a large group serious case reviews.	Lead discussion and research around effects by referring to serious case reviews.	Serious case reviews.	Read through notes.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
10	Exploring effects on holistic development.	Discuss short and long-term effects through discussion/group work.	Facilitate discussion and group work.	Class notes. Further reading materials.	Write up notes from activity regarding effects on child's holistic development. Further reading.
11	Strategies to support children to look after themselves.	Explore strategies through discussion and group work.	Facilitate discussion and group work.	Class notes.	Read through notes/write up notes from activities. Research strategies to add to notes.
12	Strategies to protect self.	Explore strategies through discussion. Case studies.	Facilitate discussion.	Class notes. Case studies.	Read through notes.
13	Action based flowchart.	Class activity explores steps to take when concerned.	Discuss early intervention. Importance of legislation, policy and procedure. Consolidate regarding protection of child and self.	Materials for flowchart. Class notes.	Completion of flowchart.
14	Flowchart activity.				

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
15	Assessment workshop.				

Unit 04: The role of the childcare practitioner (J/615/7557)



Unit summary	<p>The aim of this unit is to introduce what is meant by professional practice.</p> <p>The unit will explore the role and responsibilities of the childcare practitioner by considering:</p> <ul style="list-style-type: none"> • the range of provision available for children • professional skills, roles and responsibilities of the childcare practitioner • expectations, boundaries and limits of the childcare practitioner. <p>This unit will also investigate professional development and personal development plans.</p> <p>This unit has mandatory teaching and learning captured below. This mandatory content must be covered throughout the delivery of this qualification.</p>
Guided Learning Hours	30
Non-Guided Learning Hours	20
Level	2

Scope of unit

This unit introduces learners to what is understood by professional practice. This unit will explore the role and responsibilities of the childcare practitioner including knowledge, understanding, skills, behaviours and attributes as well as expectations, boundaries and limits of own role. Learners will be introduced to the range of provision available for children across statutory, private and voluntary services. The unit will introduce learners to professional practice by raising awareness of continuing professional development.

This unit allows for practical skills-based opportunities to be explored.

Mandatory teaching and learning

Knowledge and understanding that learners must develop in this unit:

- types of childcare provision and subsequent services (statutory, private and voluntary)
- the roles and responsibilities of the childcare practitioner in relation to knowledge, understanding and professional skills, while recognising the limits and boundaries of own role
- the importance of working as part of a team and working alongside others, including other professionals and parents/carers
- the role of continuing professional development, personal development plans and the impact of reflective practice on self, the setting and children.

What is this unit about?

Aim: The aim of this unit is to introduce the role of the childcare practitioner and professional practice.

The unit will explore the role and responsibilities of the childcare practitioner by considering:

- the range of provision available for children
- the professional skills of the childcare practitioner
- the expectations, boundaries and limits of the childcare practitioner.

This unit will also investigate professional development and personal development plans.

Learners **must** benefit from teaching and learning that includes the following:

- the range of provision across the statutory, private and voluntary sectors
- professional skills, roles and responsibilities of the childcare practitioner
- working as part of a team in the childcare setting
- the limits and boundaries of own role
- continuing professional development
- reflective practice.

Learners **must** be confident in their understanding of the role of the statutory, private and voluntary sectors, and the services that are offered to families and children. This includes access to information to allow learners to be able to consider the **purpose and characteristics** of different types of provision. Learners will be required to **define and describe** examples of service provision available, across the age range (0–11 years 11 months), for children and families. Learners should be able to **explain** the main duties of staff employed in the services, with a particular focus on the role of the childcare practitioner.

Professional skills of the childcare practitioner **must** be explored, including:

- personal attributes and behaviours:
 - respect
 - adherence to the dress code
 - being a role model
 - positive behaviour and how to manage behaviour that challenges
 - contributing to a healthy and safe environment that welcomes and values individual children
- effective communication skills
- maintaining current knowledge about child development and educational frameworks
- being reliable in relation to duties, timekeeping and attendance at meetings, as required
- the ability to contribute to teamwork and to maintain professional relationships with others
- maintaining professional conduct: adherence to job description
- upholding policies and procedures of the setting; building on the work of exploring legislation to test understanding and application of prior knowledge
- contributing to a cycle of reflection to improve practice.

Learners will need to **understand** the meaning of each of the professional skills listed above and how each of these contribute to a positive environment that is conducive to healthy development and learning. The learner **must** consider and discuss the role of the childcare practitioner in realising each feature within a childcare setting. This will provide learners with time to appreciate their duties and

responsibilities in relation to each of the professional skills listed above. It is equally important for learners to have time to reflect on the consequences of these duties not being maintained by considering potential short and long-term effects on the child and the rest of the team in the setting. Continuing professional development, reflective practice and personal development planning are likely to be new concepts for learners and **must** be introduced as part of a professional cycle of reflection. This will allow learners the opportunity to develop an awareness of the benefits to children, families and the team, as well as a commitment to their own professional development.

Learners will be required to apply their learning from this unit through an internally assessed piece of work which will explore legislation and the role of the childcare practitioner. This work will be graded Pass, Merit or Distinction in line with a supplied mark scheme. Learner achievement must be subject to internal quality assurance and external quality assurance procedures.

Tutor hints and tips

The unit can begin with an overview of roles and responsibilities of the childcare practitioner through discussion or small group activity and feedback.

Small group activity

This can be followed up with an exploration of job descriptions for childcare practitioners. Working in pairs or small groups, learners should research job descriptions for childcare practitioners. Once sample job descriptions have been accessed, learners could summarise the requirements for employment by considering the following:

- qualifications needed
- experience needed
- main role and responsibilities
- qualities (behaviour and attributes).

This exercise at the beginning of unit delivery should help learners to explore the expectations of the childcare practitioner in the workforce. The learners can present their summaries and this can then lead to a Tutor-facilitated discussion around the professional skills of the childcare practitioner.

To consolidate learning around professional skills learners can be asked to produce a glossary of each identified role and/or responsibility.

The Tutor could consider the role and responsibilities in further detail; leading discussions and facilitating research activities around the importance of adhering to the limits and boundaries of a job description.

The following case studies may help learners to explore this job role and specifically raise an awareness of working in a professional team as well as reinforcing the boundaries of a child practitioner's role.

Case study 1

Mai is a newly qualified Level 2 childcare practitioner at a local day nursery caring for children aged 2–3 years of age. Mai has been working early mornings with a senior member of staff. This morning a parent hurriedly gave Mai a note to pass on to the senior member of staff before she left, saying it was important. The note contained information about collection details for the child at the end of the day, as the parent was working late. Mai finds the note still in her pocket when she arrives home at 2pm. Mai does not get in touch with the other member of staff.

- What action should Mai have taken?
- Consider the potential consequences for the child, parent, the staff left at the setting and for Mai.

Case study 2

Olga is 7 years of age and attends mainstream school. Olga is supported in class by a Teaching Assistant for speech, communication and language needs. Peter is the Teaching Assistant working with Olga and he attends monthly meetings with the Speech and Language Therapist and Special Educational Needs Co-ordinator at the school to review Olga's progress.

Peter is never on time for the meetings and does not make notes or feed back to other staff involved in Olga's care and education.

- How could Peter's action affect Olga's progress?
- Identify areas of poor practice and make recommendations for improved outcomes for Olga and those involved in her care and education.

Learners can build on this by exploring teamwork through a class discussion, using feedback from the case studies to support them.

Learners can now explore services. Introduce learners to statutory, private and voluntary services in their own local area. Information could be collated in a chart to show:

- types of service
- role and brief description of service offered.

Once individual learners have completed their charts these could be displayed. Learners should be able to describe a range of types of provision available for children and families.

This unit also considers professional development and introduces learners to the benefits of reflective practice. Begin by asking learners to create a SWOT (strengths, weaknesses, opportunities and threats) analysis. The SWOT analysis should consider knowledge and understanding as well as skills-based analysis with clear targets included to address any issues raised. This plan could be revisited following each unit and indeed each placement to update their development profile.

Unit 04: Exemplar scheme of work

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
1	To explore role and responsibilities of the childcare practitioner.	Engage in large group discussion.	Facilitate group discussion.	Class notes.	Read through any notes and add to learner glossary.
2	To explore role and responsibilities of the childcare practitioner.	Explore the role and responsibilities in small groups. Summarise main features of the job role requirements.	Review glossary. Facilitate activity: group work.	Job descriptions.	Work on completion of summaries for presentation in next lesson.
3–5	To explore role and responsibilities of the childcare practitioner.	Each group presents their summaries followed by deeper investigation and exploration of each item raised.	Facilitate presentations.	Materials for display.	Display work.
6	Case studies to explore role, limits and boundaries of role.	Use role play to consider different situations which look at professional practice, teamwork and consequences of not working with others. Peer evaluations and further discussion.	Case studies.	Write up own role in case study/role play showing an understanding of situation.	
7–9	Exploring statutory, private and voluntary services.	Discussion, research activity and local area investigation.	Facilitate discussion.	Access to research materials.	Undertake research in local area and prepare material for display.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
10–11	Introduce professional cycle and theory. Development of own SWOT.	Discussion and group work to explore own SWOT.	Facilitate SWOT activity.	Pens, paper. Class notes.	Complete SWOT work.
12	Benefits to professional practice.	Exploring professional development.	Lead discussion on continuing professional development, benefits to all.	Class notes.	Read through notes and complete any professional development plans.
13	Guest speaker – to consider the impact of continuing professional development on self, children and families as well as the setting as a whole.				
14–15	Assessment workshop.				

Unit 05: Nutrition (J/618/1549)



Unit summary	<p>The aim of this unit is to consider the role of nutrition in relation to children’s health and wellbeing.</p> <p>Within this unit you will be able to explore special dietary requirements as well as develop an understanding of ways in which the childcare practitioner can support healthy eating.</p> <p>The unit will include learning about the impact of nutrition on development.</p> <p>This unit has mandatory teaching and learning captured below. This mandatory content must be covered throughout the delivery of this qualification.</p>
Guided Learning Hours	20
Non-Guided Learning Hours	20
Level	2

Scope of unit

The aim of this unit is to consider the role of nutrition in relation to children’s health and wellbeing. Learners will have the opportunity to explore individual dietary needs and the role of the practitioner. In order to explore the impact of nutrition on development, learners will benefit from practical sessions wherever possible.

Mandatory teaching and learning

Knowledge and understanding that learners must develop in this unit:

- the role of nutrients, fibre and water in health and wellbeing
- the implications of healthy eating and drinking at significant stages of development
- the role of the childcare practitioner in supporting healthy eating
- social aspect of mealtimes
- learning opportunities at mealtimes to promote healthy eating
- care routines
- special dietary requirements.

What is this unit about?

Aim: The aim of this unit is to consider the role of nutrition in relation to children's health and wellbeing.

Within this unit learners will explore special dietary requirements, as well as develop an understanding of ways in which the childcare practitioner can support healthy eating.

The unit will include learning about the impact of nutrition on development.

The unit will explore:

- the main food groups
- the nutritional value of food
- healthy eating and drinking
- nutritional needs at significant milestones in development
- the impact of poor diet on children's health and wellbeing in the short-term and the long-term
- special dietary requirements (eg medical, cultural and religious)
- social aspects of mealtimes
- learning opportunities at mealtimes for healthy eating
- care routines.

Learners **must** benefit from teaching and learning to develop knowledge and understanding in the following areas:

- the role of nutrients, fibre and water in health and wellbeing
- the implications of healthy eating at significant stages of development
- the role of the childcare practitioner in supporting healthy eating
- special dietary requirements.

Learners must appreciate the role of food and nutrition in holistic health and general wellbeing. Learners must know about the 5 main food groups:

- carbohydrates
- protein
- milk and dairy
- fruit and vegetables
- fats and sugars.

Learners must develop knowledge and understanding of the nutritional value required to remain healthy, and will be able to describe what constitutes a healthy, balanced diet. Learners must also be aware of the body's need for water and fibre.

The importance of healthy eating at significant stages of development must be explored:

- benefits of breastfeeding
- weaning
- hygiene related to the preparation and sterilisation of formula feed
- proportions of nutrients and healthy portions
- food to sustain healthy development for growth
- nutrition when a child is unwell.

The role of the childcare practitioner must include:

- strategies for healthy eating
- food safety
- food hygiene
- implementing government initiatives to support healthy eating
- supporting special dietary requirements.

Learners will be required to apply their learning from this unit in the form of an internally assessed piece of work, which will explore legislation and the role of the childcare practitioner. This work will be graded either Pass, Merit or Distinction in line with the supplied mark scheme. Learner achievement must be subject to internal quality assurance and external quality assurance procedures.

Tutor hints and tips

Begin this unit by discussing the need for healthy approaches to nutrition.

Introduce the 5 main food groups. There are many website sources that can be accessed to support this aspect including The Food Trust, the British Heart Foundation, Change4Life and NHS.

Small group activity

Healthy eating can be explored in relation to:

- nutritional value
- needs of children at different stages in their growth including a discussion around the benefits of breastfeeding, formula feed preparation and weaning
- individual dietary needs and preferences
- portion size
- menu planning including scope and range of need and consideration of snacks and packed lunches.

The above topic areas could be complemented with practical sessions to encourage knowledge understanding and skills application. Practical sessions can also encourage the learner to consider their own approach to healthy eating. Displays showing photographs of learners engaged in practical workshops can enhance this work.

Working in pairs, learners can explore the initiatives that are currently used for engagement, such as the Change4Life programme. Learners can then use what they have learned to produce a factsheet/leaflet/poster for parents'/carers' information. This may be also useful as part of the Professional Skills Record.

Learners can write a reflective account about how food and drink is made available in settings, making recommendations for improved outcomes for children.

Learners can now explore factors that can impact on children's health and wellbeing in both the short and long-term.

Begin this through a large group discussion around some of the immediate effects of poor nutrition such as tiredness, lethargy, prone to illness, lack of concentration/motivation, stress and irritability.

Use some of the following key areas for small group activities and/or further research, considering strategies and effect on the family as appropriate. It will be useful to use the discussion to explore the obesity crisis, poverty and deprivation as appropriate and in context.

- Baby aged 4 weeks not feeding well due to colic.
- Young child aged 18 months with intolerance and allergy concerns.
- Young child aged 2 years refusing to eat at mealtimes.
- Child aged 7 years with a medical condition requiring attention to dietary intake, such as diabetes or cystic fibrosis.

Consolidate this learning by encouraging reflection on their own role as a positive role model in terms of influence for children and encourage learners to think about their own eating habits. Throughout this, work displays could be produced based around practical sessions and food groups/research. Expand on this with information about nutritional value and effects on a child's holistic health in relation to food and nutrition.

Learners should be aware of the social and language opportunities that can be derived from snack and mealtimes.

Unit 05: Exemplar scheme of work

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
1	Intro to unit.	Learners will develop an awareness of expectations for delivery as well as assessment.	Lead discussion around unit content.	Unit content. Class notes.	Read through unit. Begin a unit glossary.
2	Nutritional value: 5 main food groups.	Group work and activities to explore nutritional value, food groups and impact on health.	Facilitate group work through situations/case studies/research.	Access to research materials. Class notes.	Add to glossary. Complete any work set in class.
3	Individual dietary need.	Large group discussion to consider individual dietary requirements: medical, religious and preference.	Lead group discussion.	Class notes.	Write up new learning from class/read through any handouts.
4–5	Case studies to look at food requirements at different stages in a child's life.	Work in pairs/small groups to explore dietary needs through childhood at significant times such as during weaning.	Facilitate group work.	Access to research materials. Class notes.	Complete any outstanding work from class.
6–8	Practical cooking sessions.				
9	Factors impacting individuals in both the short and long-term.	Exploring the factors impacting individuals in both the short and long-term through case studies.	Facilitate group work.	Case studies. Class notes.	Complete any outstanding work from class.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
10	Guest speaker from nursery or school to consider approaches to healthy eating in schools.				
11	Own role.	Exploring factors impacting own role.	Facilitate discussions around positive role modelling, encouraging social and language opportunities.	Class notes.	Reflect on own attitude to healthy eating and role modelling for children.
12–13	Exploring national and local initiatives. Planning activities and experiences to support healthy eating and discover ways to engage parents/carers – share and feedback as large group.				
14–15	Assessment workshop.				

Unit 06: Physical development and physical activity (F/6181551)



Unit summary	<p>The aim of this unit is to consider the role of physical activity in children’s physical development and in relation to holistic health and wellbeing.</p> <p>Within this unit you will be able to explore health guidelines as well as educational requirements for physical activity.</p> <p>You will also explore the role of the childcare practitioner when supporting confidence in relation to physical activity through own role modelling and planning skills to encourage and motivate.</p> <p>This unit has mandatory teaching and learning captured below. This mandatory content must be covered throughout the delivery of this qualification.</p>
Guided Learning Hours	20
Non-Guided Learning Hours	20
Level	2

Scope of unit

This unit considers the role of physical activity in children’s physical development, holistic health and wellbeing. The unit will explore health guidelines as well as educational requirements for physical activity.

Mandatory teaching and learning

Knowledge and understanding that learners must develop in this unit:

- the role of physical activity in supporting physical development in children
- the benefits of physical activity for holistic health and wellbeing
- health guidelines and educational requirements for physical activity in children
- the skilled role of the childcare practitioner when promoting physical activity and physical development
- inclusive practice to support physical activity with children with special educational needs and disabilities.

What is this unit about?

Aim: The aim of this unit is to consider the role of physical activity in children's physical development, and in relation to holistic health and wellbeing.

Within this unit you will be able to explore health guidelines, as well as educational requirements for physical activity.

You will also explore the role of the childcare practitioner in encouraging, motivating and supporting confidence towards physical activity. This will be done through the childcare practitioner's own role modelling and planning skills.

Learners **must** benefit from teaching and learning to raise an awareness of the following:

- the recent childhood obesity strategy
- the role of the childcare practitioner when supporting and promoting physical activity for development, health and wellbeing.

Learners **must** explore the stages of physical development in children from birth to 11 years 11 months and be able to plan meaningful experiences to promote physical development through physically active play.

In order to consider the benefits to holistic health and wellbeing, learners **must** acquire knowledge and understanding of the short and long-term benefits of physical activity both indoors and outdoors.

Teaching and learning opportunities should allow learners to explore the statutory guidance in relation to Physical Activity Guidelines in the UK.

www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/

Learners must explore resources and materials available from national initiatives to support the childcare practitioner in the role of facilitator for best practice.

Learners **must** be aware of the requirements of Physical Development, as a prime area within the Early Years Foundation Stage Framework, including an understanding of the role of the childcare practitioner in supporting holistic benefits to health and wellbeing across the specific areas of learning.

Learning **must** also extend to include physical activity for children at Key Stage 1 and 2, including an understanding of the role of the childcare practitioner.

In order to appreciate the important role of physical activity for physical development, and holistic health and wellbeing, learners are required to reflect on their own behaviour and approach towards physical activity, in regards to being positive role models for children and their families.

At the end of this unit learners will be equipped with the knowledge and understanding required to apply their new learning to the role of the childcare practitioner.

Learners will be required to apply their learning from this unit through an internally assessed piece of work, which will consider stages and sequences of development, factors impacting development, the role of the childcare practitioner and relevant theoretical perspectives. This work will be graded Pass, Merit or

Distinction in line with the supplied mark scheme. Learner achievement must be subject to internal quality assurance and external quality assurance procedures.

Tutor hints and tips

It is essential that learners reflect on their own role by exploring the role of the childcare practitioner when supporting confidence in relation to physical activity through own role modelling, planning, engagement and motivation.

Refresh learner knowledge of physical development considering developmental milestones as well as curriculum/framework outcomes.

Learners may find it useful to plan practical sessions to further investigate benefits to physical development. Learners could plan a physical activity in class and share this work with their peers. This could lead to a collection of activities for learners and this will be a useful resource when considering activity planning in placement. This practical session could also be useful for completing the Professional Skills Record.

Introduce statutory guidelines for physical activity and the implications for practice.

Guest speakers will significantly impact the experience for learners as they explore the significant role of physical activity for physical development, the importance of parental engagement and working in partnership with other professionals.

Learners should reflect on the provision at their placement and make recommendations for improvement as well as considering their own role in terms of positive role modelling for children, motivation and encouragement.

Unit 06: Exemplar scheme of work

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
1	Introduction to unit.	Learners gain an understanding of expectations and scope of unit.	Introduce unit.	Class notes. Unit specification.	Read through unit. Add to learner glossary.
2–4	Exploring developmental milestones and curriculum outcomes.	Research/refresh milestones for physical development. Consider framework/curriculum expectations. Plan, implement and evaluate practical sessions in small groups.	Refresh and review knowledge. Introduce outcomes from educational frameworks. Facilitate peer evaluations of practical workshops.	Class notes. Developmental milestones. Educational frameworks.	Plan/evaluate activities.
5	Working with parents/carers and other professionals.	Group discussion.	Facilitate group discussion.	Class notes.	Read through notes to date. Update glossary.

Lesson	Learning focus/content	Tutor activity	Learner activity	Resources	Extension activity
6–8	Short and long-term benefits of physical activity.	Research CMO guidelines. Research: present and display information for parents/carers in relation to national and local initiatives; planning cards/factsheets for parents/carers for engagement/partnership.	Facilitate group work. Access to research materials.	Class notes. Research materials.	Write up/complete work from class. Update glossary.
9	Guest speaker.				
10	Reflecting on own role.	Review own role/attitude to physical development. Impact and influence on a child's holistic development.	Lead group discussion.	Class notes.	Complete any outstanding work from class.
11	Visit to play local nursery/school to evaluate provision indoors and outdoors.				
12	Evaluate and reflect on visit; consolidate with display.				
13–15	Assignment workshop.				

Section 3

Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor: <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice. 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles. 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation**. 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>*Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance. <p>**Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

Assessment Strategy

Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal Quality Assurers need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Section 4

Additional information

Additional information

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Placement Handbook Guide for Mentors.

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on QualHub for more information and to see what is available for this qualification.

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Version 1.3 August 2023

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