

# Pearson BTEC Nationals in Children's Play, Learning and Development

## Delivery Guide

Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development

Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development

Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development

First teaching September 2016

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ISBN 978-1-446-927809

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## Welcome to your BTEC National delivery guide

This delivery guide is a companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of this guide is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.

The guidance has been put together by tutors who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver a BTEC programme in the context of the new qualifications from 2016.

Guidance around what you will need to consider as you plan the delivery of the qualification(s) has been provided. You will find information around the structure of your course, how you may wish to build the course for your learners, suggestions for how you could make contact with employers and information around the other support and resources available to you.

Unit-by-unit guidance has been provided and includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find coverage of assessments, including useful advice about external assessment, as well as tips and ideas around how to plan for and deliver your assignments.

You will also find a list of carefully selected resources for each unit. The lists include suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

We hope you will find this guidance relevant and useful.

Enjoy your course!

### What's new

The BTEC Level 3 Nationals 2016 are the result of more than three years' consultation with employers, higher education institutions, and many thousands of tutors and managers in colleges and schools. Our aim has been to ensure the BTEC Level 3 Nationals continue to allow a recognised and well-respected route into employment or higher education by meeting the needs of these key stakeholders, and that learners continue to enjoy a stimulating course of study and develop the skills and attributes that will enable them to progress.

As a result of this consultation, and on the advice of employers, higher education and most importantly of those of you who teach BTEC, some key changes have been made to the BTEC Level 3 Nationals. These are described through this delivery guide and include the following.

- **Updated content and a larger proportion of mandatory content** – both employers and universities said they wanted a greater consistency in coverage of the subject for BTEC learners. Employers wanted to see systematic coverage of core knowledge and skills for their sector, and for the Nationals to reflect up-to-date industry practice.
- **The re-introduction of external assessment** – employers were keen to see an element of rigour and consistency across the country in terms of assessment, while HEIs wanted learners to be better prepared for meeting



deadlines and preparing for formal exams, where appropriate. Both were keen to see learners applying their knowledge and skills to new contexts through synoptic projects and assessments.

- **A focus on employability skills** – the BTEC approach to learning, through projects, self-directed assignments, group work and work placements has always supported the development of employability skills, such as self-management. In the new Nationals the balance of cognitive and skills work has been carefully calibrated to ensure learners get a range of different opportunities across their course.
- **Broader assessment in internal units** – the assessment criteria for each unit are carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.
- **Alignment with DfE criteria for performance measures for 16–19 year olds in England** – all new BTECs are designed as either Applied General qualifications or Tech Levels to fulfil criteria for inclusion in 2018 performance tables and funding for 16–19 year old and 19+ learners.

To support transition to the BTEC Level 3 Nationals 2016 we are providing an enhanced support programme with exemplar and practice materials available from the end of 2015 and training from April 2016. Please see the *Support and resources* section for details of the support and the link to sign up to training, which continues from 2016 and throughout the lifetime of the qualification.

#### Notes:

The specification tells you what must be taught and what must be assessed. This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the Authorised Assignment Briefs provided by Pearson but they are not compulsory. They are designed to get you started and to spark your imagination.



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# 1 BTEC LEVEL 3 NATIONALS

## Introduction

With a track record built over 30 years of learner success, BTEC Level 3 Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3, providing progression into the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC learners apply to UK universities every year and their BTEC Level 3 Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A levels.

The Pearson BTEC Level 3 Children's Play, Learning and Development (CPLD) suite are a range of Applied General and Tech Level qualifications designed to provide innovative vocational learning for learners wanting to progress to higher education, an apprenticeship or employment.

There are four qualifications in the suite that are equivalent in size to a specific number of A Levels – from the Extended Certificate at 1 A Level to the Extended Diploma at 3 A Levels. This flexibility enables centres to determine whether to deliver them full time or as part of a broader learner package alongside other qualifications.

One of the aims for their development was to increase the confidence in these qualifications, so the whole suite carries UCAS points and is well recognised by Higher Education and employers. With a focus on progression, the learners develop the skills and knowledge to move into higher education, apprenticeships or employment and build a valuable portfolio of work.

The Diploma and Extended Diploma from the CPLD suite are Early Years Educator Qualifications, which when combined with the learner obtaining the prerequisite grades in English and Mathematics, allows them to practice as Early Years Educators in Childcare Settings.

The units are underpinned by the National College for Teaching and Leadership (NCTL) Early Educator Standards, and have been judged to have met the standards in practice from birth to the end of the foundation stage. The Diploma is made up of completely mandatory units as the content meets all these standards.

The combination of mandatory units and external assessment will drive the quality of learning. It will also help learners take increased responsibility for their own development. The demands within the industry mean that learners need to be able to manage deadlines well and communicate their ideas in different ways. This assessment methodology now more closely matches experiences learners will have in employment and thus increases their chances of successful progression.

The units provide valuable ways for learners to develop highly transferable skills and to be assessed in a synoptic way. All of the units can contain opportunities for stakeholder or employer engagement to stimulate learning experiences.

The combination of mandatory content and optional units means that the qualification CPLD is designed to meet sector needs. Learners completing the BTEC Nationals CPLD will be aiming to go into employment; this may be via higher education. This suite of qualifications gives them the basis for further study or enables them to gain employment by providing them with the professional qualification required in this sector.



## Structure, purposes and progression

In order to maximise the quality of learning, the structure of the suite of BTEC Nationals in CPLD has been developed with significant input from all sectors requiring learners to have underpinning skills in CPLD, including a breadth of employers, Higher Education institutions and delivery centres.

Learners on the Extended Certificate and the Foundation Diploma who find a continuing interest in CPLD can move on to the larger qualifications. This flexibility is facilitated through a considered number of mandatory and externally assessed units, which avoids unnecessary repetition of assessment of units.

The CPLD suite of qualifications has been developed around important fundamental principles, through the collaborative work with experts from professional bodies, businesses and universities and with providers who will be delivering the qualifications:

- A clear purpose and progression routes have been developed to meet learners curriculum and progression needs.
- Increased mandatory content to ensure a greater consistency of underpinning skills and understanding to build on, providing a professional foundation of learning and knowledge that matches the requirements of the early years sector.
- Career specialist qualifications meeting the NCTL requirements for the early years educator status, qualifying learners to work directly in the sector.
- Assessment through practical and written tests set by Pearson alongside centre set assignments, providing a range of assessment styles to develop the learners' confidence in applying their knowledge in the workplace – and developing the study skills for continued earning throughout their career.
- Centre set assignments encouraging learners to produce authentic evidence, drawing on their knowledge and skills to complete a practical project over a period of time, working either individually or in a team.
- The external assessment within the qualification is of units that are critical to the purpose of qualification within the suite and will support learners in applying their knowledge in situations they could encounter regularly in the workplace or within higher education course.
- Written examinations will support learners in confidently recalling and applying technical knowledge, a skill that provides a solid foundation for working life and further study.

We firmly believe in the relevance of learning through employer engagement and each of the qualifications provides ideas of how this can be achieved. Most of the units highlight where employer involvement would benefit the learning and make useful suggestions for how to initiate this participation.

BTEC Nationals in CPLD are vocational qualifications; centres are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.



There are suggestions in many of the units about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

Work placement is mandatory for all the BTEC Level 3 National qualifications in CPLD.

To support learner activity and learning while in the work placement, a Practical Evidence Portfolio (PEP) is available to record interactions and attainment of Early Years Educator criteria, and qualification assessment criteria. There are also a number of forms included to assist the learner with various tasks they will be likely to be asked to carry out.

An 'at a glance' summary table of the structure of the qualifications has been provided below, but ensure that you use the full structure found in *Section 2* of the specification when planning your course:

| Qualification  | Size – Guided Learning Hours | Size – number of units  | Equivalent in size to              |
|--|------------------------------|---|------------------------------------|
| Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development            | 360 GLH                      | 7 units of which 3 are mandatory and 2 are external<br><br>Mandatory content (83%)<br>External assessment (66%)   | Equivalent in size to 1 A Level    |
| Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development              | 540 GLH                      | 7 mandatory units of which 2 are external<br><br>Mandatory content (100%)<br>External assessment (44%)            | Equivalent in size to 1.5 A Levels |
| Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)  | 720 GLH                      | 10 mandatory units of which 2 are external<br><br>Mandatory content (100%)<br>External assessment (33%)           | Equivalent in size to 2 A Levels   |
| Pearson BTEC National Extended Diploma in Children's Play, Learning and Development (Early Years Educator) | 1080 GLH                     | 21 units of which 11 are mandatory and 3 are external<br><br>Mandatory content (77%)<br>External assessment (33%) | Equivalent in size to 3 A Levels   |





| Work Placement Requirements  |                |   |
|--|----------------|---|
| Qualifications   | Minimum Length | Setting Requirements  |
| Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development                    | 50 hours       | At least one setting, with children from birth to seven years, 11 months  |
| Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development                      | 300 hours      | At least one setting with children from birth to seven years, 11 months   |
| Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)          | 750 hours      | Minimum of two different settings<br>Minimum of 100 hours in each of the following age ranges: <ul style="list-style-type: none"> <li>• from birth to one</li> <li>• year 11 months</li> <li>• From two years to</li> <li>• four years 11 months</li> <li>• five years to seven years, 11 months</li> </ul> |
| Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development (Early Years Educator) | 750 hours      | Minimum of two different settings<br>Minimum of 100 hours in each of the following age ranges: <ul style="list-style-type: none"> <li>• from birth to one year, 11 months</li> <li>• from two years to four years, 11 months</li> <li>• five years to seven years, 11 months</li> </ul>                     |



## Making the right choice for your learners

The suite of qualifications is meant to be inclusive and support individuals in their progression. The prior achievement and aspirations of learners is key to advising the most appropriate study programme.

For learners who wish to progress directly to Higher Education, there are a range of qualifications in the suite that ensure they will have the skills to cope with the academic and independent learning. The National Extended Diploma provides opportunities for learners to have the vocational experience in parallel with other specialist qualifications. The National Foundation Diploma supports progression into the early years sector at apprenticeship level or a further year of study at level 3. The National Diploma supports progression into specific early years employment roles, higher education or working with children. The Extended Diploma supports learners in progressing into employment in the early years educator roles; it has been designed to support progression to relevant occupational areas and sector-related courses in higher education.

Below are some examples of learners' potential progression routes:

| 16-year-old learner choice   |  |  |
|--|--|--|
| Progression intention  | Prior achievement  | Potential BTEC National route  |
| Progress to employment in early year educator roles<br><br>Progression to relevant occupational areas and sector-related courses in higher education | No prior study of the sector is needed, but learners will normally have a range of achievements at Level 2 in GCSEs or equivalent qualifications. Learners will also need to achieve GCSEs in English and Mathematics at grade 4 or above to practice as an early years educator | BTEC National Extended Diploma CPLD (Early Years Educator) (two-year full-time course)   |
| Role as an early years educator in preschool and nursery settings  | No prior study of the sector is needed, but learners will normally have a range of achievements at Level 2 in GCSEs or equivalent qualifications   | BTEC Level 3 National Diploma in CPLD (Early Years Educator)<br><br>It may be complemented with other BTEC Nationals or A Levels and/or GCSEs in English and Mathematics to support progression to specific job roles, to higher education courses or to working with children |
| Apprenticeship in the early years sector or to a further year of study at Level 3  | No prior study of the sector is needed, but learners will normally have a range of achievement at Level 2 in GCSEs or equivalent qualifications  | Pearson BTEC Level 3 National Foundation Diploma in CPLD (one-year full-time course)<br><br>If taken as part of a programme of study that includes other BTEC Nationals or A Levels, it supports progression to higher education   |
| Progression to higher education when taken as part of a programme of   | No prior study of the sector is needed, but learners will normally have a range of   | BTEC Level 3 National Extended Certificate in CPLD   |



|  |  |  |
|--|--|--|
| study that includes other appropriate BTEC Nationals or A Levels | achievement at Level 2 in GCSEs or equivalent qualifications |  |
|--|--|--|

## Making contact with employers

Historically, links with the early years sector to support centres that provide practical experiences for learners studying CPLD have been well established and highly valued.

Working with professionals within the early years sector provides learners with valuable hands-on experience, enabling them to observe good practice to develop their practical skills, and make links with theory and practice, as well as learning to work as an effective part of a team.

The feedback and guidance they gain will support them in becoming reflective practitioners who are able to improve and progress within this dynamic profession.

During their study on the BTEC Nationals in CPLD, learners are required to fulfil a specific number of days in early years settings depending on the qualification size. They are required to engage in meaningful activities involving employers who will carry out workplace reviews on skill and behaviour demonstrated and complete witness statements where appropriate.

There are suggestions in many of the units about how employers could be involved in delivery and/or assessment. The learners are required to complete a PEP to support them in carrying out and reflecting on their experiences.



## 2 PLANNING THE DELIVERY OF YOUR COURSE

### How should the units be delivered for specific programmes?

We understand that each centre is different and that it is not possible to provide a 'one size fits all' strategy to delivering BTEC Level 3 Nationals. Indeed, one of the key features of the qualifications is that their delivery and to a large extent, assessment, can be tailored to meet the constraints of individual centres in terms of curriculum time, availability of space, equipment and staff expertise and availability. There are however requirements that have to be met in relation to assessment plans, and teaching and learning preceding assessment that will be discussed in later sections of this guide.

### The Practical Evidence Portfolio

The Practical Evidence Portfolio (PEP) is an important element to the Diploma and Extended Diploma course, but can be used effectively by the National Extended Certificate and National Foundation Diploma. It is designed to provide learners with a tool to record evidence of their professional development and reflective practice. This will provide evidence of their skills and developing early years practice, linking theoretical knowledge with practical application.

All core units in the Pearson BTEC Level 3 National Diploma and Extended Diploma in CPLD (Early Years Educator) provide the theoretical knowledge required to be an effective practitioner, and when completed successfully will confer Early Years Educator status.

This PEP is designed to demonstrate the learners' good practice and to help them focus their attention on the importance of reflective practice to their early years qualification. The PEP will show that they have been consistent in the assessment of their practice across all your placements.

The learners must demonstrate the requirements of the relevant assessment criteria in each of the units, linked to a work placement setting and stated in the qualification specification, and record the evidence in your PEP. This document contains all the information and forms that will be needed in order to compile the PEP throughout their period of study.

Using the PEP to bring to life units studied in the classroom can be facilitated by encouraging learners to refer to their PEP and share their experiences, knowledge and reflections. In addition, highlighting an area studied in the classroom for learners to observe or carry out an activity or routine in their placement can strengthen their understanding and consolidate their theoretical learning.

### Real testing

This area of study naturally promotes and encourages imaginative and varied styles of teaching and learning delivery, to respond to the requirements of the early years sector. The BTEC Nationals are testament to the commitment to preparing learners for purposeful careers in the early years sector. Part of this



assurance relies on how the testing of learning compares to the varied experiences the individuals will encounter in such a dynamic career area.

Here are some ways that you could stimulate how resourceful your learners could be through assessment methods:

- Interviews with employers and recorded through video, email conversations or recorded video calling.
- The format of the externally assessed units within the BTEC Nationals can be used to structure project briefs for internal units and prepare learners for external assessments and employer involvement.
- Recorded interviews or presentations can replace long written evaluations to help replicate an environment where presentation and communication are essential skills to develop when working with children, parents and other professionals.
- Reflective journals can assist the learners in recording, reflecting and improving on their practice, using feedback from experienced practitioners in the workplace.
- Staggered deadlines covering stages of a project to replicate the planning of future higher education demands and organisation of events in an early years setting to structure the learning of learners is an effective way of planning and delivering internal assessment. For example, a project deadline may cover just the research stage of a larger project, but also supports learners to assess the quality of that stage.
- A peer presentation in the middle of a project can help ensure that learners build on developing and refining their work and increase the chances of them making timely decisions in the project cycle. It will also support them in giving and receiving constructive feedback and reflecting on their learning process.
- Matching projects to real local, national and international initiatives, charities and voluntary activities, gives learners a wider perspective and introduction to relevant organisations, legislation and personnel. It introduces them to those who are involved and affect the early years area, parents/carers and professionals.
- Collaboration with a wide range of professionals and establishments will bring to life the qualification and give the learners the opportunity to discuss, debate and research the vast area of the early years sector. This could incorporate health and safety organisations, educational resources manufactures, professionals from specific areas of the early years area etc.
- Multiple choice tests can be easily designed to cover knowledge-based learning such as departmental or institutional health and safety policy. The benefit of this is that they can be shared across courses and disciplines.
- Observed practice and setting up a variety of scenarios give a real sense of the workplace, for example, asking learners to set up a specific activity for a given age group, or carry out a hygiene procedure using a specific brief.



## Creating a course

We appreciate the breadth of the early years sector and the variety of different areas learners can specialise in and also the variety of different professional backgrounds tutors may come from; this has been catered for by recognising that there are interdisciplinary skills all early years practitioners need. This is why the BTEC National in CPLD suite is comprised of a combination of mandatory and optional units.

Many centres will want to deliver courses that build on the strengths of their own practitioners. Alternatively, you may want to support progression into a specific local area or market. It is important to recognise the flexibility of the suite to provide relevant and tailored learning experiences.

There are two significant ways that the delivery of the course can be tailored to your needs. This is through the selection of optional units and the design of projects based around the units.

## External units

BTEC Level 3 Nationals in CPLD all have an external examination for Unit 1; depending on the qualification size; there will be one or two externally marked tasks, set and marked by Pearson and completed under supervised conditions. These units are always mandatory.

Unit 1 aims to support learning regarding theories and models of development that explain how and why children develop and how this relates to the Early Years Foundation Stage (EYFS). It aims to develop an understanding of a range of factors that may influence children's development, and consider the short- and long-term effects on their development.

| Unit 1                                | Children's Development   |
|---------------------------------------|--|
| Examination set and marked by Pearson | <p>Demonstrate knowledge of the principles and patterns, theories and models that inform children's growth and development from birth to seven years, 11 months</p> <ul style="list-style-type: none"><li>• Principles and patterns of growth and development</li><li>• Areas of development</li><li>• Patterns of development</li><li>• Physical development</li><li>• Promoting children's physical development</li><li>• Cognition, language and communication development</li><li>• Theoretical approaches</li><li>• How applying theories of cognition, language and communication helps practitioners understand their practice</li><li>• Theories of social and emotional development</li><li>• The self, others and place in the world</li><li>• Applying theories of social and emotional development to early years practice</li><li>• Reflective practice using PEP regarding observations, routines and providing age appropriate activities and resources</li></ul> |



This unit links to:

- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 7: Children's Personal, Social and Emotional Development

In Unit 2, learners will gain an understanding of how children develop literacy, language, numeracy and communication skills and how to promote and support this development.

## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

Assessed through a task, set and marked by Pearson

- Projects
- Presentations
- Debates
- Discussion
- Role play
- Creative activities/Resource making
- Using games/creating language games
- Research
- Observation
- Setting up activities with rationale
- Organising and facilitating library sessions for children
- Case studies
- Using ICT
- Visiting professional – speech therapist
- Recording evidence in PEP
- Recording observations and experiences in PEP, use as a discussion point

This unit links to:

- Unit 3: Play and Learning
- Unit 7: Children's Personal, Social and Emotional Development





In Unit 4, learners explore the methodologies of contemporary research and investigate the implications for early years practice.

### Unit 4: Enquiries into Current Research in Early Years Practice

Assessed through a task, set and marked by Pearson

- Personal research
- Discussion/ debate on ethical issues
- Group/individual Presentation
- Group production of questionnaires and review of peers
- Group review on a piece of research
- Q&A on elements of the research process
- Video clips, e.g. Ainsworth's research
- Keeping a diary / plan

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning
- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 7: Children's Personal, Social, and Emotional Development
- Unit 8: Working with Parents and Others in Early Years
- Unit 12: Children's Development Outdoors

## Mandatory units

There are a number of units in the CPLD course that are mandatory for learners to undertake. In addition, there are units that learners must complete and achieve a pass (or an N grade for externally assessed units) within. Always check your specification for details of these units.

In Unit 3, learners study the benefits of play, the influence of theories and approaches to play, and how to provide and support purposeful play and learning activities for children.

### Unit 3: Play and Learning

Mandatory unit for all sizes

- Projects
- Presentations
- Debates
- Discussion
- Role play
- Creative activities/Resource making
- Hand-on activities using different materials and resources
- Using games/creating games with rationale
- Research
- Observation
- Setting up activities with rationale





- Case studies
- Using ICT
- Visiting professional – Play therapist
- Creating activity plans
- Carrying out activities on work placement
- Reflection on practice
- Recording evidence in PEP
- Links to PEP activities carried out in placement – develop reflections to improve practice and planning

This unit links to

- Unit 1: Children's Development
- Unit 12: Children's Development Outdoors
- Unit 14: Montessori Approach in Early Years
- Unit 21: Children's Imaginative Play and Creativity

In Unit 5, learners study the responsibilities of a professional to promote and maintain health and safety. They look at what they should do in an emergency, or when there are concerns about a child's welfare.

## Unit 5: Keeping Children Safe

Mandatory unit for the Foundation Diploma and Extended Diploma

- Reports
- Case Studies
- Portfolio of evidence
- Risk assessments
- Witness testimony
- Speakers from relevant agencies – H&S, NSPCC, LCSB
- Practical activities – hygiene routines
- H&S quiz
- Discussion and debate
- Analysis of newspaper reports
- Analysis of high profile child protection and health and safety cases
- Links to PEP – record risk management procedures etc.

This unit links to:

- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 12: Children's Development Outdoors
- Unit 13: Healthy Eating in the Early Years
- Unit 18: Working With Children Under Three Years



In Unit 6, learners study the physical care and health needs of children, develop skills to support these needs and learn how to recognise ill health and support ongoing health conditions.

### Unit 6: Children's Physical Development and Health Needs

Mandatory unit for the Diploma and Extended Diploma

- Case Studies
- Planning and facilitation of physical activities with evaluation and reflection
- Reflective account
- Reports
- Planning care routines for a given age
- Practical care simulations
- Projects/presentation
- Recording placement activities in PEP.

This unit links to:

- Unit 1: Children's Development
- Unit 12: Children's Development Outdoors
- Unit 18: Working With Children Under Three Years

In Unit 7, learners explore how to support children's personal, social and emotional development and apply skills to support and promote positive behaviour in an early years setting.

### Unit 7: Children's Personal, Social and Emotional Development

Mandatory unit for the Diploma and Extended Diploma

- EYFS Research – PSE development
- Activity plan to support PSE
- Case Studies – re: attachment and parenting styles
- Discussion and debate
- Researching children's literature re: transitions
- Presentations
- Observations on placement – link to PEP
- Legislation quiz
- Link to PEP – promoting positive behaviour.

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning

Unit 8: Working with Parents and Others in Early Years



In Unit 8, learners study the role of parents and how to develop professional relationships with parents, early years professionals and others to achieve the best possible outcomes for children.

### Unit 8: Working with Parents and Others in Early Years

Mandatory unit for the Diploma and Extended Diploma

- Role play/scenarios
- Discussion and debate
- Case studies
- Report
- Reflections
- Interviews with professionals
- Research
- Legislation games
- Link with PEP – Demonstrate effective partnership work with parents and/or carers and others in early years settings to meet the needs of children.

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning

In Unit 9, learners will create and implement activity plans to inform the planning process to support CPLD.

### Unit 9: Observation, Assessment and Planning

Mandatory unit for the Diploma and Extended Diploma

Through observation of the activities and experiences, early years educators are able to plan activities that appeal to the children in their care in addition to meeting their individual needs. Learners will be able to adapt and modify activities to ensure purposeful play and learning.

Link with PEP – Complete five different methods of observations on child/children aged from birth up to one year, 11 months using appropriate documentation.

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning

In Unit 10, learners will reflect on all areas of their work with children, families, colleagues and others involved in the planning and care of children in the early years setting.

### Unit 10: Reflective Practice

Mandatory unit for the Diploma and Extended Diploma

Learners complete the tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering these two units you should ensure that learners understand that the assessment will draw on the content from across the qualification and so links to all units are viable.



Link with PEP – e.g., how to reflect with their portfolio, sharing reflections to develop the learners skill

This unit links to:

- Unit 9: Observation, Assessment and Planning

In Unit 11, learners study the structure and purpose of the EYFS framework, demonstrating their own skills to support children towards the statutory requirements.

### Unit 11: The Early Years Foundation Stage

Mandatory unit for Diploma and Extended Diploma

- Develop a training programme regarding EYFS
- Reflective account – skills for developing children’s learning
- Presentation on an aspect of EYFS
- Project
- Research
- Planning, carrying out reflecting and evaluating activities for children on an area/s of development
- Interview professionals in regard to EYFS
- Create a guide for parents/learner on EYFS
- Link with PEP – activities carried out on placement using EYFS guidance.

This unit links to:

- Unit 3: Play and Learning
- Unit 5: Keeping Children Safe
- Unit 17: Services for Children and their Families

## Synoptic assessment

The mandatory synoptic units require learners to apply learning from across the qualification to the completion of defined vocational tasks. These units vary dependent upon the size of the qualification that your learners are undertaking. You should always check your specification for details around this.

| Unit                          | Synoptic at which size?  |
|-------------------------------|--|
| Unit 3: Play and Learning     | <ul style="list-style-type: none"> <li>• Extended Certificate</li> <li>• Foundation Diploma</li> </ul> |
| Unit 5: Keeping Children Safe | Foundation Diploma   |
| Unit 9                        | <ul style="list-style-type: none"> <li>• Diploma</li> <li>• Extended Diploma</li> </ul>                |
| Unit 10                       | <ul style="list-style-type: none"> <li>• Diploma</li> <li>• Extended Diploma</li> </ul>                |



## Projects and units

Just like the previous BTEC Nationals, the units can be delivered in all sorts of ways that suit the skills within curriculum teams and the type of course being offered.

One possible way to deliver a unit is to have a project per unit. This can be a useful approach, in particular if the team is new to the course. The reduced number of units over the year from the previous BTEC Nationals on the QCF (Qualifications and Credit Framework) makes it easier to manage the assessment load. The materials and evidence are self-contained and can simplify the overall administration, especially in relation to ensuring that all criteria are covered sufficiently.

The units can also present very interesting opportunities for combination in a single project. For example, Unit 5: Keeping Children Safe – Learning Aim B – Explore procedures for prevention and control of infection in early years setting and Learning Aim D2 – Recognising accidents and emergencies link to Unit 6: Children’s Physical Development, Physical Care and Health Needs – Learning Aim C1 – Signs of illness and Learning Aim C2 – Responding to children who are unwell.

Units should also be linked to the PEP where learners can record and reflect on their activities, experiences and observations. Their recordings can be used to promote discussion and exploration within the classroom environment to develop and consolidate their learning.

In each case, the content of the unit is considered and matched against tasks in a sequential way to build on the learning opportunities of each unit.

It is important to remember that all learning aims and assessment criteria from each unit must be clearly set out and met in the integrated project.

A critical strength of the BTEC National Suite is allowing your team to program the unit delivery timing. This can be useful depending on access to facilities, but different teams will also want to assess learners at different times throughout the year.

## BTEC Level 3 National Extended Diploma in Children’s Play, Learning and Development (Early Years Educator)

This qualification has 11 mandatory units that learners must complete, of which eight are internal and three are external. It also offers a variety of optional units that can complement learner’s career aspirations and direction. Four optional units must be chosen; below are some ideas of career areas that learners may aspire to and so choose optional units to specialise in.

| Sector                           | Optional unit                                   |
|----------------------------------|---|
| <b>Social Services</b>           | Services for Children and Their Families        |
| <b>Play Work</b>                 | Children’s Development Outdoors                 |
| <b>Special Educational needs</b> | Working With Children Who Have Additional Needs |
| <b>Nursery Education</b>         | Working With Children Under Three Years         |



## **BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development**

This qualification has three mandatory units – two external and one internal. Learners must complete and achieve a pass grade (or an N grade for externally assessed units) or above in all these units.

It also offers optional units; learners must complete one optional unit that can complement the career direction they are aiming to study or work in.

| <b>Sector</b>                | <b>Optional unit</b>             |
|------------------------------|----------------------------------|
| <b>Early years education</b> | The Early Years Foundation Stage |



## 3 EMPLOYABILITY

### Employability skills

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of each qualification. When developing our qualifications we work closely with employers to understand the skills they are looking for in new entrants to their industries. Employers are often looking not only for technical skills, knowledge and understanding but also for those attributes that can be termed **employability skills**. These are the skills that underpin the different tasks and duties that a person can be expected to undertake in their role and which are applicable across sectors.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

The Confederation of British Industry (CBI) definition of employability skills is based on a positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve) that underpins seven characteristics.

- 1 **Self-management:** readiness to accept responsibility, flexibility, time management, readiness to improve own performance.
- 2 **Teamworking:** respecting others, co-operating, negotiating/persuading, contributing to discussions.
- 3 **CPLD and customer awareness:** basic understanding of the key drivers for business success and the need to provide customer satisfaction.
- 4 **Problem solving:** analysing facts and circumstances and applying creative thinking to develop appropriate solutions.
- 5 **Communication and literacy:** application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning).
- 6 **Application of numeracy:** manipulation of numbers, general mathematical awareness and its application in practical contexts.
- 7 **Application of information technology:** basic IT skills including familiarity with word processing, spreadsheets, file management and use of internet search engines.

In the annual CBI/Pearson education and skills survey, *Inspiring Growth 2015*, it was noted that employers (+65 per cent) expect to need more employees with higher skills. They also report that there needs to be more done around skills in basic literacy (50 per cent), numeracy (50 per cent) and IT skills (46 per cent).

The development of employability skills has been considered during the creation of this BTEC CPLD suite of qualifications – further detail around these can be found in the qualification specifications. The table below shows some of the instances where employability skills have been embedded in the mandatory units.





## 4 myBTEC

myBTEC is an online tool designed to support the administration of delivering BTEC courses. This service will be available free to centres offering supported qualifications.

### Control all your BTEC provision from one place

Complete visibility of all courses, assessment, internal verification and results at your centre.

- See the complete assessment schedule for every course at your centre.
- See all assessment decisions and verification processes.
- Track the progress of every learner throughout their course.
- 90% of BTEC Firsts (next generation) and Nationals (QCF) supported.

### Built by Pearson, for BTEC

Designed specifically for BTEC qualifications, so you know you're doing it right.

- Designed to help you meet all requirements of BTEC assessment and awarding, including next generation.
- Courses automatically checked against rules of combination.
- Design your own assignments, or use the pre-loaded Authorised Assignment Briefs.
- Calculates scores and predicted grades automatically.

### Access for the full team

Full access for the entire delivery team, whatever their department or role.

- Access for the full team, whatever their role, in as many BTEC subjects as they deliver.
- Login with your Edexcel Online password.
- Quality Nominee has ultimate control over access.

### Saves you time

Enter your information once; download and export at will.

- Automatically generates the documents and tracking screens you need.
- Export and download data and documents or data whenever you need to – no need to copy it out again.

### Easy to use and fully supported

Step-by-step wizards for the key tasks; walkthrough videos and other resources available on-demand.

- Browser based, so it works from anywhere.
- Step-by-step wizards for the key tasks
- Walkthrough videos and help content on our website and in the platform.

To get started, all you need is an Edexcel Online account (your centre's Exams Officer can set one up) and for the myBTEC profile box to be ticked.

To log in to the service, go to: [mybtec.pearson.com](http://mybtec.pearson.com)





For help, support and user guides, or to sign up for a free online training event, go to: [quals.pearson.com/mybtec](https://quals.pearson.com/mybtec)



## 5 SUPPORT AND RESOURCES

There are a wealth of resources available to ensure you feel confident delivering your BTEC National qualification throughout your entire course. Refer to the Pearson website for a full list of resources available:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/childrens-play-learning-and-development-2016.html>

As well as the free resources supporting the qualification, provided by Pearson as an Awarding Organisation, Pearson Learning Services ('Publisher' in the tables below) provides a range of engaging resources to support BTEC Level 3 Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats.

| Plan  |   | Teach  |  | Track and assess  |   | Develop  |   |
|---|---|--|--|---|---|--|---|
| Support to help you get ready to teach and plan |   | Resources to support your impact on learner outcomes |  | Support to track progress and help you prepare for assessment |   | Professional development to support great teaching |   |
| AWARDING ORGANISATION                           | <ul style="list-style-type: none"><li>• Get to know your course: Specification, SAMs, Delivery Guide</li><li>• Recruit and prepare learners: Learner profiles, Skills for Learning and Work Activity Sheets</li><li>• Expert help and support: Subject Advisors</li><li>• Course planning: myBTEC, Delivery Plans, Curriculum Models, Authorised Assignment Briefs, Get Ready to Teach events</li></ul> | AWARDING ORGANISATION                                | <ul style="list-style-type: none"><li>• Resources for teaching: Delivery Guides, Schemes of Work, Skills for Learning and Work Activity Sheets</li><li>• Training: face-to-face training events with focus on troubleshooting eg delivery of externally-assessed units</li></ul> | AWARDING ORGANISATION   | <ul style="list-style-type: none"><li>• Guidance: Quality Assurance Guides, Standards Verifier and Quality Review visit, Standardisation training, Authorised Assignment Briefs</li><li>• Examples of the standard: past papers, specimen papers and tasks for practice, sample marked learner work</li><li>• Templates and tools: myBTEC progress tracking</li><li>• Reports and feedback: PSV reports, examiner reports</li></ul> | AWARDING ORGANISATION                              | <ul style="list-style-type: none"><li>• Training: Launch events Get Ready to Teach events</li><li>• Collaborative networks to support centres with employer involvement</li></ul> |
|   |   |  | PUBLISHER  |   | <ul style="list-style-type: none"><li>• Student Book</li><li>• Revision Guides and Revision Workbooks</li></ul>   |  | PUBLISHER   |
| Support from our team of subject experts        |   |  |  |   |   |  |   |

In addition to the 'publisher' resources listed above, other publishers in addition to Pearson may produce textbooks that are endorsed for BTEC. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.



**Sample assessment materials:** sample assessments, complete with mark schemes, to help you plan how to prepare learners for the external assessments.

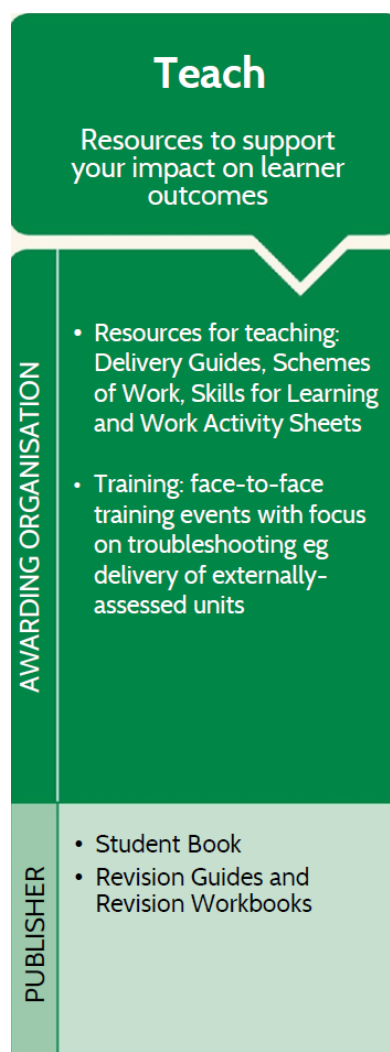
**Delivery plans:** an example of how you could structure your course at different sizes of qualification over one or two years, with details of which units would suit teaching together and highlighting key dates

**Authorised assignment briefs:** assignments approved by Pearson Standards Verifiers (remember that they must still be verified at every use) available through the Pearson website and on myBTEC.

**Mapping documents:** will provide a resource as to where the new 2016 qualification retains the same or similar content as the 2010 qualification.

**Schemes of work:** available as customisable Word™ files for all mandatory units in each sector; to provide ideas for teaching and learning activities.

**Skills for learning and work:** activity sheets to be used during the induction process, introducing learners to their BTEC course and helping them think about learning strategies and how best to approach their work.





## Track and assess

Support to track progress and help you prepare for assessment

|                       |  |
|-----------------------|--|
| AWARDING ORGANISATION | <ul style="list-style-type: none"> <li>Guidance: Quality Assurance Guides, Standards Verifier and Quality Review visit, Standardisation training, Authorised Assignment Briefs</li> <li>Examples of the standard: past papers, specimen papers and tasks for practice, sample marked learner work</li> <li>Templates and tools: myBTEC progress tracking</li> <li>Reports and feedback: PSV reports, examiner reports</li> </ul> |
|                       | <ul style="list-style-type: none"> <li>Student Book with assessment tips and self assessment activities</li> <li>Revision Guides/Workbooks</li> </ul>  |

**Sample marked learner work:** exemplar marked learner work for selected internal and external units to help you understand the expectations of the standard for each grade.

**Sample assessment materials:** additional sample papers will be available from September 2016 for units that are first assessed in Summer 2017. For units first assessed in 2018, additional SAMs will be available from 2017. Past papers will be published following each assessment, complete with mark schemes, on or before results day for that series. Examiner's reports will also be available from 2017. Further assessment materials will be made available as the course progresses. These materials can be found on Edexcel online.

**Training:** we have a range of events to help you in every aspect of planning, teaching and assessing your BTEC. To make it as easy as possible for you to benefit from our training, many of our face-to-face events are available as online sessions, and you can request for any of our events to be delivered in your centre.

## Develop

Professional development to support great teaching

|                       |  |
|-----------------------|--|
| AWARDING ORGANISATION | <ul style="list-style-type: none"> <li>Training: Launch events Get Ready to Teach events</li> <li>Collaborative networks to support centres with employer involvement</li> </ul> |
|                       | <ul style="list-style-type: none"> <li>Professional Development courses</li> </ul>   |



There are also a number of people who are available for you to speak to:

| Subject Advisor   |
|---|
| <b>Rachel Southern</b>  |
| UK: 020 7010 2162<br><a href="mailto:TeachingChildcare@pearson.com">TeachingChildcare@pearson.com</a><br><b>Twitter</b><br>@PearsonHSC_EY |

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□□□ **Standards Verifiers** – they are subject specialists who can support you with ensuring that your assessment plan is fit for purpose and whose role is to confirm that you are assessing your learners to national standards as outlined in the specification by providing quality assurance through sampling.□□

□□ **Curriculum Development Managers (CDMs)** – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.

□□ **Customer Services** – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training for the new BTEC Level 3 Nationals can be found on the Pearson website here:□

<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html>





# Unit 1: Children's Development

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## Delivery guidance

Children are unique beings and studying their growth and development is an important aspect of working with children in early years settings. To be able to work effectively with children, learners will need to develop their understanding of children's development. This unit is structured to ensure that learners have a firm underpinning knowledge of developmental theories that have been used to explain children's development. Learners will understand how development is broken down into five areas and the patterns of normative age/stage development that all children pass through. Learners will need to understand the interrelated nature of children's development as well as demonstrate an ability to apply knowledge to practical work situations.

Child developmental theory is fundamental to early years professionals' working practice. This unit has been designed to complement the Early Years Foundation Stage (EYFS) and can be delivered through using curriculum frameworks, so learners develop a sound understanding of how theory explains their working practice in supporting children's growth and development. As this unit is about children's holistic development, it is relevant to most of the Practical Evidence Portfolio (PEP); you should ensure that you take every opportunity to encourage learners to evidence work to include in the PEP.

## Approaching the unit

This unit has been structured to enable learners to follow a pattern of understanding theory and how it was used to explain what children do and how they develop. It encourages learners to carry out practical activities in the workplace through observation, planning and assessment.

Learners start by understanding key underpinning principles and patterns of growth and development and that development is organised into five areas or domains. Learners will examine how development occurs in an orderly sequence even though the rate of growth varies between children. A key aspect of this unit is understanding that development in one area can affect other areas of development and this should be highlighted to learners throughout delivery of this unit.

The unit then examines each of the areas of development by focusing on key theoretical assumptions. Learners will need to understand the way that theory has been used to inform professional practice and early years curricula and will develop skills in applying these theories through workplace experience, using the EYFS frameworks and curriculum guidance.

## Delivering the topics

### Topic A

Topic A begins by looking at how principles of growth and development apply to children's developmental progress. Your learners will need to know how the rate of development can vary between children and how the areas of development are interrelated. Your learners will need to understand neurological development including neural pathways, growth and myelination and the importance of early

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experiences in the first four years of life. They will also need to know about the role of genes and heredity in influencing children's growth and development. Delivery of this aspect of the topic can be achieved through use of videos, diagrams and tutor-generated scenarios.

The focus will be on developing an understanding of how children develop from birth to seven years 11 months, and your learners will need to have a firm understanding of the five key areas of development (physical, cognitive, language, emotional and social). Understanding and recognising the principles of development and developmental norms is essential to supporting children's development but is also essential for learners to better understand observations, as well as to plan activities and care routines. When delivering Topic A, it is important to ensure that learners understand the meaning of the terminology relating to development they will come across in this unit and how it may be applied. It may be useful for learners to devise a glossary of key terms and concepts to aid consolidation of knowledge. You might also invite professionals, for example, health visitors, to talk about aspects of their work.

### **Topic B**

Topic B looks at the theories and models of development that inform understanding of children's physical development. Learners will need to understand the normative age/stage developmental patterns of children's physical development from birth to seven years 11 months. Using models including Maslow's hierarchy of needs and understanding the biological and environmental factors that can affect healthy growth and development, learners will understand how best to support children's needs. Learners will need to demonstrate how theories and models can be used in practice through observing, developing and carrying out activities using early years curriculum frameworks.

Delivery of this topic could be through tutor-generated scenarios and individual/group activities to encourage learner collaboration. Videos and observations of work practice are useful to develop their skills in defining typical age/stage developmental patterns. Encouraging independent learning activities such as workplace observations and assessments will allow learners to apply theory to their day-to-day practice.

### **Topic C**

Topic C looks at the theories and models that inform understanding of children's cognitive and language and communication development. Learners will need to understand the normative age/stage developmental patterns of children's development in these areas from birth to seven years 11 months and the role of memory. Learners will learn about the theories that explain children's development and how it informs the way a child listens, attends to information and engages in active learning.

In applying theories of cognition, language and communication development, learners will need to use knowledge to demonstrate how theory can be used in practice using early years curriculum frameworks. Delivery of this topic could be through tutor-generated scenarios; small group activities like these are useful in supporting consolidation of knowledge and engaging learners in elaborating their understanding of concepts and theories. Tutor-led practical demonstrations, videos or observations of work practice are useful and can promote a more tangible means for learners to consolidate knowledge. Independent learning activities including workplace observations, planning and assessments will enable learners to apply theory to practice using the early years curriculum.





## Topic D

Topic D explores theories and models of social and emotional development and learners will need to understand the normative age/stage developmental patterns of children's development in these domains from birth to seven years 11 months. Learners need to know how key behaviourist theories have informed the way that children form attachments and develop friendships and relationships with others. Learners will need to understand how theory has informed the way that children model their behaviour from observations they make of others and the role of the environment and biology in influencing children's growth and development.

In applying theories of social and emotional development, learners will need to put on their knowledge to demonstrate how theory relates to practice, through using early years curriculum frameworks. Delivery of this topic could be achieved in the same way as Topic C, so learners are able to consolidate their knowledge of theory, and apply it to the workplace through observations, planning and assessment using early years curriculum.

## Assessment guidance

Assessment of this unit takes the form of a paper-based test with two sections carrying a total of 90 marks. Learners will be required to demonstrate their knowledge and understanding of children's development and the theories of child development as listed in the unit, with particular focus on:

- understanding of a theoretical perspective
- how it has been used to inform practice/curriculum frameworks
- how development impacts on other areas of children's development
- how it can be applied to developing activities, observations, assessments using normative patterns of age/stage development and the early years statutory frameworks and curriculum.

You will need to ensure that they are able to meet the assessment outcomes:

**AO1** Demonstrate knowledge of the principles and patterns, theories and models that inform children's growth and development from birth to seven years 11 months.

**AO2** Demonstrate understanding of the principles and patterns, theories and models that inform children's growth and development from birth to seven years 11 months.

**AO3** Apply knowledge and understanding of children's growth and development to real-life scenarios from birth to seven years 11 months.

**AO4** Analyse and evaluate information related to children's holistic growth and development in context, through demonstrating ability to interpret theory and predict the potential impact on early years practice.

The assessment outcomes provide specific command verbs that indicate the level, depth and quality of response learners should provide.

You should aim to provide opportunities throughout the delivery of the unit for revision sessions in which learners can recap their knowledge. It would also be useful to encourage learners to practise answering questions using the command verbs. You could make use of the Sample Assessment Materials (SAMs), which provide examples of questions and mark schemes to support these sessions.



## Getting started

**This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.**

### Unit 1: Children's Development

#### Introduction

To introduce this unit, give learners:

- statutory framework for the EYFS 2014
- normative age/stage patterns of development. (You could create your own table or refer learners to textbooks/other sources.)

Ask learners to explore 'the early learning goals' and 'prime areas' within the EYFS, which provide guidance and links to the teaching in this unit. Encourage learners to refer to these resources throughout the unit and to make links to practice where appropriate. It is important to make learners aware that although areas or domains of development appear in separate topics, all areas of development are interrelated and learners should always use relevant examples from a range of areas in explaining any developmental links.

### Topic A – The principles of growth and development and how they are applied from birth up to seven years 11 months

#### Topic A1 – Principles and patterns of growth and development

- Lead a discussion on how children usually pass through the same stages of development at a similar age and that these stages of development are referred to as 'norms' or 'milestones'.
- Ask learners to produce information for parents outlining/illustrating the principles of development, highlighting the usual sequence and explaining the interrelation of areas of development and the main factors that can affect the rate of development.
- Ask learners to discuss and agree on a definition for the terms 'growth' and 'development'.
- Ask learners to discuss and define the relationship between growth and development.
- Reflect on learning. Write the principles of development on the whiteboard and encourage a discussion on how principles help practitioners.

#### Topic A2 – Areas of development

- Ask learners to define each of the five areas of development and provide examples of what each of these areas includes.
- Ask learners to consider how one area of development can affect another area of development.

#### Topic A3 – Patterns of development

- Show learners examples of growth charts for different children, some of the same age but with different growth rates. Ask them to suggest reasons for differences.
- As personal research, ask your learners to seek permission to weigh and measure babies/children at three different ages and plot them on a growth chart. Alternatively, invite a mother and small child(ren) to visit the class and demonstrate taking measurements.
- Invite a guest speaker such as a health visitor to talk about how a child's reflexes



are tested at birth.

- Show learners video clips of a child's earliest reflexes. Give learners activities such as a sheet with pictures of babies and young children illustrating different levels of body control and reflexes and ask them to place pictures in sequence, e.g., from basic reflexes to walking.
- Introduce terminology used to describe neural development. Show learners a video clip on the development of the brain (neural growth, development of pathways, myelination). Review information with the group. There is a range of suitable clips available on video sharing websites.
- Encourage learners to find information on importance of positive experiences in the first few years of a baby's life for later healthy mental functioning. Learners could discuss how brain development underpins other aspects of children's development.
- Give learners different sources, i.e., books, journals and newspaper/magazine articles on the developing brain. Ask learners to read about and discuss the pattern of growth of developing brains.
- Discuss the definition of atypical development as a way of describing a significant difference in one or more areas of a child's development compared with the expected normative development. Also, discuss the definition of the term 'delayed global development' that describes delay in all areas of development and the term 'gifted', which is often used in the context of a child having advanced acquisition of skills relating to cognition and language.
- Ask learners to agree on definitions. Discuss with learners how delayed global development affects other areas of development.
- Ask learners to research the effects of a child's development if atypical development is not recognised. You could give learners case studies to investigate possible impact. Ask learners to consider the importance of listening and involving parents and professionals.
- Ask learners to research independently the role of genes and heredity in children's development. You could assign specific scenarios to individuals.

## **Topic B – Physical development from birth up to seven years 11 months**

### **Topic B1 – Physical development**

- Direct learners to text cited in the reference section of this unit and other materials as regards normative age/stage development. Using the EYFS statutory framework and early learning goals, ask learners to identify normative age/stages of physical development.
- Ask learners to complete Maslow's hierarchy of needs to link with growth and development. Provide headings for each level, e.g., physiological needs, safety and security, social needs, esteem and self-actualisation. Learners should consider what a newborn baby's needs are and complete each level of Maslow's hierarchy. For example, physiological needs would be food.
- Ask learners to consider the impact if a child is given/deprived of love, affection, diet nutrition etc. (For example, 'If a child is given love, the impact on development would be ...' and 'if a child is deprived of love ...'.)
- Outline theories that have argued that development is biological and environmental and encourage a learner discussion. Introduce the factors that are said to affect a child's development.
- Ask learners to discuss their understanding of societal systems (e.g., poverty and inclusion). Discuss how society can affect a child's physical development.



- Ask learners to research how society can influence a child's physical development and suggest ways that the practitioner can support a child's development in early years settings.
- Ask learners to discuss understanding of family systems. Ask learners how family systems may affect the child's physical development and how this could affect a child's ability to access physical education.
- Ask learners to conduct individual research on other factors that can affect children's development.

### Topic B2 – Promoting children's physical development

- Lead a discussion about the importance of supporting children to learn about their bodies and to manage their own care and hygiene needs.
- Ask learners to consider ways in which early years professionals can support children with these aspects of self-care.
- Ask learners to create plans and carry out activities in the workplace designed to promote this area of children's physical development (using EYFS goals and other sources). Encourage learners to link this to specific skills in the PEP.
- Ensure learners include activities suitable to promote babies' and toddlers' physical development.
- Ask learners to create plans and carry out activities in the workplace designed to promote children's creativity (using EYFS goals and other sources). Encourage learners to link this to specific skills in the PEP.
- Give learners scenarios and ask them to research the possible impact on the child's physical development and how practitioners can support children's physical development in early years settings.
- Ask learners to plan and carry out activities to meet individual physical needs including providing a healthy environment, diet and nutrition and opportunities for activities inside and outside. Learners could record evidence in the PEP. You could also ask learners to observe workplace activities and access resources to develop physical development and write a reflection for their PEP.

### Topic C – Cognition, language and communication development

#### Topic C1 – Theoretical approaches

- Using EYFS framework, normative age/stage patterns of development or key textbooks cited in the reference list in this unit, ask learners to identify normative age/stage of physical development and provide examples.
- Ask learners to identify something they have learned recently and the benefit of 'hands-on' learning.
- Introduce the constructivist approach to learning, encouraging learners to make links to their own play and learning experiences.
- Introduce Vygotsky's background and contribution to children's development. Explain the terms 'proximal', 'actual' and 'potential' and how his ideas have contributed to informing curriculum frameworks.
- Introduce learners to Bruner and his concept of scaffolding, explaining how this approach has been reconceptualised and defined by others, e.g., EPPE (Effective Provision of Pre-school Education). Also, how learning is an active process.
- Ask learners to discuss and share examples of the application of how they think these theories may relate to early years practice.
- Ask learners to observe children at play in their work placement or during an



organised visit and record what children can do and instances of scaffolding/active learning. (Alternatively, use video clips.)

- Encourage learners to think about how theories can explain the way that children develop thought process and interact with others.
- Introduce Piaget's background and theory including: stages of development, schematic development, accommodation and assimilation. Link to four stages of development and development of problem solving, conservation and mathematical development.
- Ask learners to observe children in the workplace/placement or use video clips of children with adults to identify when a child may be taking in new information.
- Give your learners a handout of Piaget's stages of development and explain. Use video clips showing the stages of cognitive development. Use practical activities to illustrate Piaget's ideas of children's ability throughout these four stages.
- As independent research, ask your learners to undertake some of Piaget's tasks with children in the workplace/placement and report outcomes.
- Introduce the information processing theories to include models of memory and memory processing, theories proposed by Bruner on memory. Provide activities for learners to identify how memory operates and compare with age/stage development.
- Give learners scenarios and ask them to plan activities that will encourage children's memory development. Learners can extend their learning through independent research on the effects on a child's memory development if atypical development is not recognised.
- Ask learners to think about how they acquired the ability to speak.
- Introduce theories proposed by Chomsky and Bruner on language and discuss whether language is innate or learned. Use video footage to illustrate theories and ask learners to relate activities to theory.
- Ask your learners to identify similarities and differences of theories and relevance to practice.
- Introduce learners to Skinner's theories. Use video clips to explain his ideas. Ask learners to debate whether they feel research using animals can be applied to children's behaviours.
- Ask learners to conduct observations on children in the workplace. Ask them to record instances where they identify others are using forms of re-enforcement or repetition to encourage language acquisition.
- Learners should assess the merits of different theories and their application to practice in supporting children's language and communication.

### **Topic C2 – Applying theories to early years practice**

- Using EYFS statutory framework and curriculum for the EYFS, normative age/stage patterns of development or key textbooks cited in the reference list in this unit, ask learners to plan activities that will support children's literacy skills in reading and writing. Ask learners to observe practitioners in their setting and note instances where children's literacy skills are supported. Reflect on ways that theories can help to explain and support practice.
- Ask learners to consider the effects of a child's development if atypical development is not recognised. You could give learners case studies to investigate possible impact. Ask learners to consider the importance of listening and involving parents and professionals.



- Ask learners to refer to cognitive theories and normative patterns of growth and development and develop activity plans for the ways they can support a child's skills.
- Ask learners to role play situations in which they can communicate using a range of verbal and non-verbal forms of communication to illustrate power.
- Ask learners to research the different forms of communication and how they can use these in activities in practice to encourage children to interact with others.
- Ask learners to revisit what they know about cognitive development and identify links to early mathematical experiences, e.g., carrying out simple sorting activities, counting songs, linking numbers to objects, and pouring and filling.
- Ask learners to discuss the sequence in which mathematics is taught and why this is important and feed back their findings to the rest of the group.
- Ask learners to think about how these experiences are a foundation for higher level mathematical skills and mathematical language and discuss ways in which it can be developed in children while carrying out learning activities.
- Ask learners to consider the importance of mathematical language being critical to the development of children's understanding, including 'more', 'less', 'greater', 'smaller', 'heavier', 'circle', 'in front of' and 'inside'.
- Show learners video clips of children involved in various activities that include problem solving. Lead follow-up and discussion revisiting cognitive theories, e.g., Piaget and Vygotsky, and ask learners to identify instances of problem solving.
- Give learners practical activities and in pairs ask them to complete tasks, i.e., difficult puzzles and maths equations. Whole group discussion with instances where problem solving occurred and whether this was an individual or a joint activity.
- Bring a selection of resources that could be used for problem solving. Ask learners to work in pairs to plan activities for a nursery for a given age group, which involves problem solving. Learners could carry out these activities and reflect on learning in their PEP through collection of witness statements, observation of practice and reflective accounts.
- Use practical activities in the classroom to illustrate the ways learners can demonstrate language of mathematical concepts and how this encourages children to develop problem-solving skills. Ask learners to carry out activities in the workplace and reflect on effectiveness of theory in supporting children's learning of mathematics and early number.
- Set activities for learners to conduct in class or the workplace to demonstrate how theory can be applied in practice.
- Set practical activities for learners in the workplace where they can observe children. Record the language children use as they investigate objects and how theory can explain children's actions.
- Ask learners to observe children in the workplace. Record the language children use as they investigate objects and how theory can explain children's actions.
- Ask learners to carry out activities with children as above and ask them to check children's learning to see if children's knowledge has developed and reflect on how theory has helped learners to explain these observations.
- Ask learners to plan activities for children in different age ranges. Discuss as a whole group how theory has helped develop this knowledge with reference to normative age/stage patterns and theories of cognitive development.
- Ask learners to develop plans and carry out activities that support imaginative play and identify how the activities support children's imagination. Evidence can be





recorded in the PEP through witness statements, observation of practice and reflective accounts.

### **Topic D – Theories of social and emotional development**

#### **Topic D1 – The self, others and place in the world**

- Give learners the EYFS statutory framework and curriculum, normative age/stage patterns of development or key textbooks cited in the reference list in this unit. Develop case studies (or show video clips) relating to children of various ages and ask learners to identify ages/stages of social and emotional development.
- Encourage learners to individually research ideas on how children develop a sense of morality, self-concept and self-esteem and help them by providing links to the normative age/stage developmental patterns.
- For illustration purposes, you could introduce 'moral dilemma' scenarios such as the Kohlberg and the Heinz dilemma and the marshmallow test.
- Show learners video clips of behaviourist theories; revisit Skinner's theory to illustrate how his ideas were used to explain both learning of language and behaviour. Show video clips of Bandura's social learning theory and discuss.
- Give learners case studies and ask them to work in small groups to consider the effectiveness of theories in supporting children.
- Show learners video clips and discuss Bowlby's theory and history behind his work.
- Invite an early years practitioner to speak about the strategies they use for settling in children.
- Show learners video clips of 'The Strange Situation' and discuss with learners how Ainsworth's work extends from Bowlby's.
- Whole group discussion on theories to help learners understand children's development and how they form relationships with others. How Bowlby's and Ainsworth's theories are useful to understand the way that children develop and maintain friendships.
- Give learners case studies to consider how a child might act/behaviour when experiencing a change, referring to theories of Bowlby and Ainsworth.
- Ask learners to discuss the importance of theory in informing how a child forms attachments and develops relationships with others.
- Give learners Bronfenbrenner's Bio-ecological Systems Theory and discuss to illustrate the way the child grows in the family system and how their development is influenced. Develop this model to show Bronfenbrenner's revised bio-ecological model. This model is useful to help learners understand the holistic nature of development.
- Give learners activities with children at different ages. Ask them to consider how Bronfenbrenner's theories can help them to understand the influences that may affect the child's development.
- Discuss the way that families, education and society can be defined as a system. Introduce the role of culture and identity and illustrate influences between systems.

#### **Topic D2 – Applying theories of social and emotional development to early years practice**

- Ask learners to reflect on their first friend or best friend. How did the relationship start, and what made the friendship significant? Discuss the qualities that make a good friend and the sources of support friends can give.



- Ask learners to research the ways that theories explain the way that children develop and maintain friendships.
- Ask learners to define themselves. How would they describe themselves?
- Ask learners to reflect on theories, particularly on theories regarding how children develop theory of mind. Give learners paired activities for different age ranges to plan opportunities to help children develop a sense of self and others.
- Discuss with learners the way that families differ in their composition and how beliefs, attitudes and behaviours that are normal in one family may not be so in others. Encourage learners to think about the importance of recognising these differences as well as reflecting on their own beliefs, attitudes and behaviours and how they can influence a child's development. Explain how children in settings may have different understanding of emotions and different ways of dealing with them.
- Give learners case scenarios of cultures/belief systems. Ask learners to research and plan how to support a child in the setting and activities that will help them settle in, interact and develop friendships.
- Ask learners to undertake independent research in the ways that social class, work, educational backgrounds etc can affect a child's social and emotional development.
- Provide learners case studies that reflect children from different backgrounds and ask learners to plan how they would support a child through providing suitable activities.
- Discuss how a child's attachment style can affect the way the child develops friendships and relationships. Discuss the typical behaviours a child might display in a setting with different attachment styles. Consider how this differs with age/stage of development.
- Give learners case studies of children in different age ranges. Ask them to plan how they would provide activities and resources to help support the child in forming attachments and developing relationships.
- Ask learners to reflect on social learning and behaviourist theories. Ask them to develop a set of rules and boundaries for a nursery.
- Ask learners to develop a behaviour policy for a setting. Discuss the importance of setting clear rules and boundaries.
- Ask learners to develop age appropriate activities that promote children's positive relationships and encourage them to cooperate with others.
- Ask learners to plan activities that demonstrate how positive relationships can be developed through role modelling.
- Lead a discussion on transitions. Ask learners what 'transitions' mean, and which children are most likely to experience transitions. Ask learners to reflect on the impact of transitions on a child's social and emotional development.
- Give learners case studies of children in transition. Ask them to reflect on how the child might react to the transition and to develop plans to support the child. Discuss effectiveness of theory in informing practice and the importance of practitioners or the key person in supporting positive transitions.
- Ask learners to plan activities that would help children's expression of feelings.
- Discuss the ways that theories of attachment and personal and social development help learners understand the ways they can support children in practice.
- Remind learners to carry out activities in the workplace and reflect on learning and links between theory and practice in this unit. Evidence can be recorded in the PEP through witness statements, observation of practice and reflective accounts.





## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to many of the other units your learners will be studying, in particular:

- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 7: Children's Personal, Social and Emotional Development

## Practical Evidence Portfolio

As this unit is about child development, theories associated with all areas of development and factors that affect atypical development, it can relate to most of the PEP. In particular, it provides underpinning knowledge for skills in the following areas of the PEP:

- Set up and maintain interesting and attractive areas/activities: 27–39
- Support children's learning in areas/activities: 40–52
- Observe, assess and plan for children aged from birth up to four years, 11 months: 82–83, 93–94

Learners should reflect on learning in each of the topics, plan and carry out activities where prompted with children to develop understanding of the links between theory, curriculum and practice. Evidence can be recorded in the PEP through witness statements, observation of practice and reflective accounts.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Bee H and Boyd D, *The Developing Child* (13th Edition), Pearson Education, 2013 ISBN 9781292020808 – This is a good reference for learners, providing information about child development theory and application.

Lindon J, *Understanding Child Development: 0–8 Years* (Third Edition), Hodder Education, 2012 ISBN 9781444167184 – Thorough coverage of theory about how young children develop and the practical implications of research. This book will enable learners to understand what happens in early childhood and factors that promote secure learning and wellbeing.

Meggitt C, *Child Development: An Illustrated Guide with DVD* (Third Edition), Pearson Education, 2012 ISBN 9780435078805 – Clear and concise information on the developmental stages from birth to 8 years. It features clear references to relevant video clips that are provided alongside related information in the book, helping you to get the most out of the DVD.

Sharma A and Cockerill H, *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress* (Fourth Edition), Routledge, 2014 ISBN 9780415833547



– A classic guide to the developmental progress of pre-school children; widely recognised as an invaluable reference.

Tassoni P, Baker B and Burnham L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621

– This book includes a chapter on child development that can help support some of the content in the specification. There are practical examples of underpinning theories and tasks to help learners prepare for the external assessment element.

### Journals

*Early Years* – TACTYC (Association for Professional Development in Early Years)

– A useful journal that provides up-to-date research on early childhood education from around the world.

### Videos

Video clips about child development found on video-sharing websites, for example:

- Bandura's social learning theory ([www.youtube.com/watch?v=NjTxQy\\_U3ac](http://www.youtube.com/watch?v=NjTxQy_U3ac))
- Bruner's theoretical framework ([www.youtube.com/watch?v=ZXUJMNtZh\\_s](http://www.youtube.com/watch?v=ZXUJMNtZh_s))
- Skinner's theory of operant conditioning ([www.youtube.com/watch?v=SUwCgFSb6Nk](http://www.youtube.com/watch?v=SUwCgFSb6Nk))
- *The Secret Life of the Brain – The Baby's Brain* ([www.youtube.com/watch?v=MS5HUDVNBGs](http://www.youtube.com/watch?v=MS5HUDVNBGs))

Siren Films ([sirenfilms.co.uk](http://sirenfilms.co.uk)) produce a wide range of videos on child development.

Tutors should make sure they view and check video clips for their suitability before using them in sessions.

### Websites

[www.bbc.co.uk/schools/laac/index.shtml](http://www.bbc.co.uk/schools/laac/index.shtml) – This interactive website for tutors, parents and children has activities and resources linked to the EYFS.

[www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com) – A US website with information on products and services related to child development, psychology, health, parenting and learning. Although primarily aimed at parents, it contains a wealth of accessible information that your learners will find useful.

[www.nurseryworld.co.uk](http://www.nurseryworld.co.uk) – Nursery World – Offers practical advice on working within the early years sector. Also covers legislation and provides information about topics from health, Ofsted (Office for Standards in Education) and government agendas.

[www.pacey.org.uk](http://www.pacey.org.uk) – PACEY (Professional Association for Childcare and Early Years) – Offers useful information and resources for those working in early years.

[www.pregnancyguideonline.com](http://www.pregnancyguideonline.com) – An easy-to-read website providing information and advice about various aspects of pregnancy.



## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

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### Delivery guidance

#### Approaching the unit

This unit brings together the topics of language and communication, literacy and numeracy. It emphasises their links and the importance of supporting children's literacy and numeracy through effective development of their speech, communication and language skills. To be able to work effectively, learners will need to develop a firm understanding of the sequence in which children learn language, literacy and numeracy skills. Links can be made with other units, particularly Unit 1, where learners will have an opportunity to reflect on aspects of children's development to identify ways to support children's literacy and numeracy skills.

This unit has been conceived to complement the early years curriculum frameworks and learners can use normative age/stage milestones to help them complete tasks. Learners will need to explore how children who are multilingual, and those with speech and language difficulties, can be supported through developing positive experiences and working closely with parents, carers and professionals. There is plenty of opportunity in this unit for learners to reflect and consolidate their knowledge through planning and carrying out activities in the workplace, evidencing work in their Practical Evidence Portfolios (PEPs).

The unit has been structured so learners will begin by reinforcing learning from Unit 1 (if already completed), but will go into greater depth as to the structure of language, for example, phonology, syntax and semantics. It will also explore the sequence in which children learn language, literacy and numeracy and how adults can create language-rich environments to promote these skills.

Learners will also develop a deeper understanding of how they can support multilingual children and children with additional language needs through exploring the range of books and resources that can be used in settings to promote language, literacy and numeracy skills.

Learners will find this unit particularly engaging and rewarding if you provide opportunities for them to develop and carry out real activities in the workplace to test theories and approaches. They will also benefit greatly from hearing first-hand views and experiences from parents, practitioners and professionals who work supporting children with additional needs.

### Delivering the topics

#### Topic A

Topic A introduces the learner to the stages of speech, communication and language development. This topic is split into two areas. In Topic A1 learners will come to understand how children acquire language and how this develops as they grow. They will need to understand how different theoretical approaches



have been used to explain how speech and language link to children's cognitive and emotional development. Topic A2 will take learners through the language acquisition stages from babbling, single words, and to sentences. It then goes on to explore the crucial role of the practitioner in supporting children in their language skills. Much of this topic can be delivered through reflecting on learning in Unit 1 and through practical activities. There will also be many opportunities for learners to observe practice in their workplace and share experiences with other learners to enhance their understanding.

### **Topic B**

Topic B is the most comprehensive and complex aspect of this unit as it covers both literacy and numeracy and the ways that adults can help children to develop these skills through different modes of communication. Topics B1 and B2 focus on the ways that children develop reading skills and develop their understanding of mathematical concepts. Topics B3, B4 and B5 focus on how learners can support development of children's literacy, writing and numeracy skills. You may find it more appropriate to deliver these topics together, for example, Topic B1, Development of literacy skills followed by Topic B3, Supporting literacy development and Topic B4, Supporting writing development, as there are elements of crossover within each area.

Topic B also gives learners valuable opportunities to plan and carry out activities in the workplace, as well as in their own classroom where they can explore resources and conduct practical activities with fellow learners. This topic provides opportunities for learners to complete activities that can be included in their PEPs.

### **Topic C**

Topic C explores the concept of multilingualism and children with additional language needs. In delivering this unit you can invite speakers, such as parents with multilingual/bilingual children, to talk about their experiences and the support they have received from settings. You can ask professionals to speak about their work in supporting children to help learners understand their roles and responsibilities. Again, this topic provides the opportunity for learners to plan and carry out practical activities both in their classroom and in their workplace setting, and to reflect on learning in their PEPs.



### Assessment guidance

Assessment of this unit takes the form of a written task, which will be externally set and marked by Pearson. You will need to ensure that learners can fully meet the assessment outcomes:

**AO1** Demonstrate knowledge and understanding of the concepts, activities, processes and theories that support the development of communication, language, literacy and numeracy

**AO2** Apply knowledge and understanding of the concepts, key activities, processes and theories that promote development of communication, language, literacy and numeracy

**AO3** Analyse and evaluate information about children and early years demonstrating the ability to interpret the potential impact and influence of activities and approaches on communication, language, literacy and numeracy development

**AO4** Be able to recommend activities and approaches to support development of communication, language, literacy and numeracy in context with appropriate justification, using theory to support arguments

The assessment outcomes provide specific command verbs that indicate the level, depth and quality of response that learners should provide.

You should aim to provide opportunities throughout the delivery of the unit for revision sessions in which learners can recap their knowledge. It would also be useful to encourage learners to practise answering questions using the command verbs. You could make use of the Sample Assessment Materials, which provide examples of questions and mark schemes to support these sessions.



## Getting started

**This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.**

### **Unit 2: Development of Children's Communication, Literacy and Numeracy Skills**

#### **Introduction**

Throw a balloon or a lightweight ball to learners and ask them, as they catch it, to state any one way in which we communicate. (If they cannot think of an idea, they could throw the ball on to one of their peers.) Keep going until all ideas have been exhausted. Prompt learners to think widely, including ideas about the way we speak, e.g., intonation, non-verbal signals and different communication systems.

#### **Topic A – Stages of speech, communication and language development and its link to overall domains of development**

##### **Topic A1 – The role of speech, communication and language in children's development**

- Show a short clip of a TV show (such as a soap opera) without sound. Ask learners to jot down what the body language, gestures etc are communicating to other characters.
- Ask learners to work in pairs to act out a role-play scenario. Note down the communication skills used. Learners can swap roles and then feed back their observations to the class discussing the range of skills used.
- Ask learners to define what they understand by 'communication' and 'speech'.
- Give handouts with illustrations of babies and children of different ages. Ask learners to annotate each illustration with information about how each child might communicate their feelings and needs.
- Use whole-group teaching to introduce the stages of language development: emerging or pre-linguistic, and linguistic phases.
- Show a video clip of babies and children of different ages using speech and ask learners to identify different stages of language development.
- Ask learners to research and define each of the terms 'phonology', 'syntax', 'semantics', 'expressive' and 'receptive'. Feed back findings.
- Show short video clips of babies and young children. Ask learners to note down anything that exemplifies the components of speech. Identify examples where very young children may be receptive to language and can follow instructions, even though they cannot use the words themselves.
- Ask learners to observe and make an audio recording of children during play in their work placement setting. (It may be helpful for them to produce a transcript.) Using this as evidence, ask learners to identify ways in which use of language is supporting each child's emotional and social development.
- Give learners a case study of a child with delayed communication. Ask them to discuss ways that the child's emotional and social development and behaviour may be affected.
- Ask learners to research and define the terms 'cognitive development' and 'information processing'.





## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

- Use a video clip of children involved in investigative play. Ask learners to work in pairs to reflect on ways that children have used language to develop their thought processes.
- Write the statement: 'Thought precedes language'. Ask learners to debate this statement.
- Draw a line on the board and write outlines of opposing theories at each end: a) that the child is pre-programmed, and b) that language is only developed through stimuli and responses. Explain each view to the learners and lead a discussion, drawing out ideas on language acquisition.
- Introduce the theories of Chomsky, Brown, Piaget, Skinner and Bruner, relating their theories to the opposing views identified above.
- Divide learners into four groups, each researching one of the theories in more depth, and ask them to present their information to the whole group. Form learners into new groups comprising one member from each research group.
- Ask the groups to identify similarities and differences between the theories and then feed back findings to their peers.
- Write messages on paper planes and 'send' them to individuals. These should include messages with indecipherable handwriting or with part of the message missing or written in a different language; some messages should also be thrown in the wrong direction, not reaching their target. Discuss why some people did not receive the correct message.
- Draw or ask learners to develop an illustration of Argyle's communication cycle. Discuss each stage. Lead discussion, asking learners which factors might be present that may 'break' this cycle, thus preventing effective communication.
- Invite a speech and language therapist to talk to learners about good practice in observation and assessment of children's speech and language.
  - Lead a discussion with the help of the speech and language therapist about the range of problems that can be experienced by children in speech and language development and the importance of early detection.

### Topic A2 – Developing children's speech, communication and language

- Ask learners to research the sequence of language development and identify the key points where a child's language develops and becomes more sophisticated. Feed back findings.
- Show learners a video clip of an adult interacting with a baby. Ask them to identify points of importance for language development.
- Give learners a list of statements/comments that might be made by young children and the relevant responses by adults. The idea is to give learners understanding of how closed and open responses impact on the child's language development.
- Ask learners what they understand by 'parentese'. Ask them to research the idea of 'infant directed speech' and feed back on the advantages and disadvantages in supporting language acquisition.
- Ask learners, individually or in pairs, to design and produce a display to promote communication and language, and then present their display to the whole group.
  - Learners can undertake independent research to identify ways that their own work placement promotes language.





## **Unit 2: Development of Children's Communication, Literacy and Numeracy Skills**

### **Topic B – Supporting children's literacy and numeracy skills through speech, communication and language development**

#### **Topic B1 – Development of literacy skills**

- Ask learners to think about the different skills that children need to have in order to be able to read and write, record notes and then discuss these as a group.
- Linking this to the activity above, ask a local early years practitioner to speak to your learners about the ways in which these skills are developed in their classroom.
- Ask learners to consider the way in which reading and writing skills are developed in their own setting and evaluate the effectiveness of the different experiences in children's literacy development.
- Discuss the benefits and importance to children of having an environmental print in the setting. You may need to bring examples of environmental print or show photos from books on display.
- Ask learners who are on placement to bring in photos of positive examples of the kind of language and print displayed in their learning environment.
- Explore with learners the different cues that children use when they are learning to read (phonic, picture, context and whole words in language). Lead a discussion on phonemic awareness relative to the other skills of reading and its importance.

#### **Topic B2 – Development of numeracy and mathematical skills**

- Ask learners to identify what children need to be able to do in developing early experiences and concepts of number, measurement, shape, space and pattern. Then ask them to check against the framework for the Early Years Foundation Stage.
- Ask your learners to discuss in their settings the sequence in which mathematics is taught and why this is important.
- Explore the mathematical skills such as matching, pattern making, counting, sorting, ordering, recording and sharing with learners, using a range of mathematical resources.
- Ask learners to think about how these experiences are a foundation for higher level mathematical skills.
- Ask learners to feed back to the group about some of the different activities that are carried out in their settings to develop mathematical skills.
- What types of activity do your learners consider the most effective? Why?
- Look at examples of mathematical language and discuss ways in which it can be developed in children while carrying out learning activities.
  - Ask learners to consider the importance of mathematical language and why it is critical to the development of children's understanding.

#### **Topic B3 – Supporting literacy development**

- Using a book of nursery rhymes or working from memory, ask learners to pick out the rhymes that have corresponding actions. Ask learners to consider how these might encourage early reading development.
- Ask your learners to look at the different activities that are available in their setting



## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

on any given day to support the development of literacy skills and point out how each one does this, reporting to the group.

- Introduce the different theoretical approaches to reading and allow time for learners to discuss and look at their similarities and differences.
- Ask learners to prepare a 'Guide to learning to read' that explains these approaches and shows how different methods may suit different children.
- Ask learners to work in groups to look at the advantages and disadvantages of the different approaches and talk about the one they have used in their setting.
- Show learners children's book in another language. Ask them what they can understand about the story from the book. Can they recognise features of the book? Could they guess what the story is about? Emphasise the importance of all these cues and how experience in handling and talking about books will support children's reading development.
- Show learners a range of children's books, from simple board books to non-fiction books and storybooks for older children. Ask them to look at the features of the different books and why it is important for children to be exposed to a range of texts. (Some examples are given in the resources section later in this unit of the delivery guide.) You could link this activity with Topic C2.
- Ask learners about the most stimulating experiences and activities they have seen in their settings that have supported and encouraged children who are learning to read. Divide your learners into groups so they can experience playing 'sound snap' (matching a picture to the letter of the alphabet it begins with).
- Invite a guest speaker to talk about phonics, or ask one or two learners to research how phonics is used to decode words and then demonstrate to the class.
- Ask learners to watch an experienced practitioner supporting a child's reading. As they do so, learners should list the ways in which the practitioner encourages and helps the child to gain confidence, focusing in particular on how they decode words.
- Use case studies or ask learners to work in threes and read to one another as a role-play activity with one as a child, one as a practitioner and one as an observer. Ask them to consider:
  - time and place (where and when they would hear the child read)
  - the child's ownership of the book
  - giving the child the space to decipher text using phonic knowledge and picture cues
  - discussing the text with the child and asking how they have decoded any words that are guessed
- supporting the child's understanding by asking questions about the text.

### Topic B4 – Supporting writing development

- Have a practical session with your learners that includes the opportunity for them to use resources outside, such as paint, sand, water and large brushes, and large markers and chalks/crayons.
- Ask your learners to look at some of the ways in which early mark making is encouraged in their setting and how these early experiences support writing development.
- Looking back at any of the activities that learners completed in Topic A, identifying



## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

the range of skills needed for reading and writing, ask them to consider how these skills and experiences might be interrelated to incorporate both reading and writing. Follow up with a discussion.

- Look at the different ways in which children develop skills to support handwriting in the early years (development of fine and gross motor movements, outdoor play to strengthen muscles, activities that encourage children to use their fingers). Show some photographs of children engaged in activities that will allow them to control and strengthen their hands and upper body, and ask learners to say how these will help the child's development for handwriting. Emphasise the importance of hand-eye coordination as well as being able to hold a pencil correctly.
- Ask learners on placement to bring in examples of children's developmental writing and/or source examples of writing at different stages from a school or nursery with which you have links. Ask your learners to look at the different ways in which children's writing develops and see whether they can sequence the samples.
- Ask any left-handed learners to share their experiences of what was and what wasn't helpful to them when learning to write.
- Research with learners the kinds of resources and support available for left-handed children.

### Topic B5 – Supporting numeracy development

- Ask learners on placement to observe an adult supporting children during a mathematical activity and to note instances of verbal interaction, praise and encouragement of children's independent problem-solving skills. Discuss learners' experiences with the whole group.
- Invite an early years teacher and/or a teacher of pupils in Year 1 to speak to learners about how they plan and organise mathematics provision in their setting.
- Ask learners to discuss the ways in which we use mathematics in our everyday lives. Consider how much of this is observed by children and ensure that we relate what they are learning to their experiences.
- Bring in some board games, such as snakes and ladders or Ludo, for learners to play. Ask them to explore some of the ways in which they are using mathematical skills while playing the games.
- Ask learners to think about ways in which adults can provide direct experience of mathematics, both within and outside the setting.
- Ask learners to work in groups and devise a number song/rhyme in a mathematical context.
- Give learners two activities to carry out – one in which the purpose is clear and one in which it is not. How did they feel while carrying out the two activities? Ask learners to consider why it is important that children understand the purpose of an activity, and to explore ways by which they can ensure that children are clear about why they are carrying out activities.
- Look at a video clip of an adult supporting a group of children carrying out a mathematical activity. Ask learners to observe the way the adult supports the children in the activity and assesses the children's success.
  - Ask learners to consider how we can reinforce language for children in the learning environment.
  - Looking at the video clip again, ask learners how the adult uses and reinforces



## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

mathematical language.

- Give learners a variety of computer games to explore during a session and ask them to evaluate those games.
- Invite an early years worker to speak to learners about how they work with parents in their setting to develop and encourage an enjoyment of mathematics, and why this is important.
- Ask learners who are parents themselves to talk to the group about how their children's schools or settings have shared information about how they support their children's development of maths skills.
- Ask learners to produce a leaflet that could be given to parents providing information on ways to support their child with mathematical development.
- Review the whole topic learning to consolidate knowledge. Remind learners to carry out activities in the workplace and reflect on learning and links between theory, curriculum and practice. Evidence can be recorded in PEP (CPLD 1, 3 and 4) through witness statements, observation of practice and reflective accounts.

### Topic C – Approaches to the varied needs of individual children

#### Topic C1 – Supporting the concept of multilingualism

- Give each learner a sticky note and ask them to write one benefit of multilingualism. Collect the notes and share ideas with the whole class, adding any benefits that have not been identified. Display ideas for reference.
- Ask learners to identify the different languages spoken at their own work placement. Collate all answers on the whiteboard to see the range of languages represented.
- Ask learners to undertake independent research to find out how their work placement assesses the language skills of children new to the setting and how they review progress.
- If you or a colleague knows a second language that is unfamiliar to learners, introduce an activity to them in that language. This will help learners to understand how it feels to be addressed in a language that is different from the one used at home.
- Give learners a large planning sheet and, working in small groups, ask them to note down why it is important to identify a key person to help a child to acquire the English language.
- Ask learners to consider the ways that the setting can value the child's home language and why this is important
- Ask learners to plan for a multilingual environment that reflects the children's home languages. Ask learners to add information on how children can be supported to tune in to the English language.

#### Topic C2 – Understand how adults support children who have additional language needs

- Give each learner a card with a different word or phrase on it, such as 'Stand up', 'Come here', 'Where?' etc. Ask them to get the message across to others without speaking.
- Ask learners to plan a story or rhyme to present to the group. They must include the use of props to aid the understanding of children with additional language



## Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

needs.

- Give learners a scenario of a group of children or a child with additional learning needs or hearing loss. Ask them to design visual cues, for instance a timetable or cue cards for snack time, home time or story time to help the child in that scenario.
- Ask learners to undertake two observations of adult interaction with children at their own setting (or alternatively to watch a video clip). These could be children with identified language difficulties or multilingual children. Ask learners to reflect on each interaction and to identify ways that the adult has supported language development.
- Invite a Special Educational Needs Coordinator or specialists such as a physiotherapist, speech and language therapist, educational psychologist, hearing support services and portage worker to speak to learners about their role and responsibilities, followed by a question and answer session.
- Ask learners to work in small groups to research the role of any one of the specialists listed above, including ways to approach/contact them. Learners should then present the information to their peers.
- Show learners an exemplar individual education plan that identifies targets for language development and ways that the child will be supported. Ask them to plan four realistic activities for the child, including a description of the support and resources that could be provided.
- Ask learners to reflect on how and at what stages parents or carers should be involved once a language development need has been identified, and why this is important for the child, the parent and the setting.
- Visit a local library or give learners a range of children's books, from simple board books to non-fiction books and storybooks for older children. Ask them to look at the features of the different books and why it is important for children to be exposed to a range of texts. (Some examples are given in the resources section later in this unit of the delivery guide.) You could link this activity with Topic B3 (How to choose appropriate books).
- Show learners a video clip of children involved in imaginative play. Ask them to identify ways in which language is being developed.
- Ask learners to produce a puppet or a story sack to use with a small group of children in their placement.
- Review the whole topic learning to consolidate knowledge. Remind learners to carry out activities in the workplace and reflect on learning and links between theory, curriculum and practice. Evidence can be recorded in PEP (CPLD 1, 3 and 4) through witness statements, observation of practice and reflective accounts.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- Unit 3: Play and Learning
- Unit 7: Children's Personal, Social and Emotional Development

## Practical Evidence Portfolio

This unit provides underpinning knowledge for the following skills in the PEP:

- Support children's learning in areas/activities: 40–42; 45–48
- Support literacy in children aged from birth up to one year, 11 months: 76–81
- Observe, assess and plan for children aged from birth to one year, 11 months: 82
- Support the practical learning of children aged from two up to four years, 11 months through activities and interactions: 84–87
- Support literacy: 88–92
- Observe, assess and plan for children aged from two up to four years, 11 months: 93
- Supporting children from five up to seven years, 11 months with the transition from the EYFS to KS1 curriculum: 95–98

Learners should reflect on learning in each of the topics and plan and carry out activities where relevant with children to develop understanding of the links between theory, curriculum and practice. Evidence can be recorded in the PEP through witness statements, observation of practice and reflective accounts.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

#### Language and literacy

Bardige B, *Talk to Me, Baby!: How You Can Support Young Children's Language Development*, Paul H. Brookes Publishing, 2009 ISBN 9781557669773 – Gives ideas for supporting language of babies and very young children through games and activities, supported by theory of language development.

Callander N and Nahmad-Williams L, *Communication, Language and Literacy (Supporting Development in the Early Years Foundation Stage)*, Continuum, 2010 ISBN 9781441128980 – This book explores the holistic nature of language





development. It provides practical ideas for supporting language development for children from birth to five years.

Crosse K, *Introducing English as an Additional Language to Young Children: A Practical Handbook*, Sage, 2007 ISBN 9781412936118 – Provides help for teachers to develop confidence and meet the individual needs of young children with English as an additional language, including practical and varied language-teaching strategies.

Tassoni P, Baker B and Burnham, L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621 – This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains many activity ideas, definitions for key terms/terminology and key information.

## Mathematics

Montague-Smith A and Price A, *Mathematics in Early Years Education*, Routledge, 2012 ISBN 9780415674690 – This title covers all areas of mathematics learning and summarises the research findings and underlying key concepts, explaining how adults can help children to learn through practical experiences, discussion and more direct intervention.

The following resources are available via the National Archives website

[www.nationalarchives.gov.uk/webarchive](http://www.nationalarchives.gov.uk/webarchive)

- *Mathematical Vocabulary* (2000) (ref: 0313/2000) – a useful booklet that lists key mathematical vocabulary for each year group and mathematical topic.
- *Primary Framework for Literacy and Mathematics*, DfE, 2006 – gives a breakdown of the curriculum to be taught in England.

The following resources are available via the Department for Education website

<http://www.gov.uk/government/organisations>

- *Statutory Framework for the Early Years Foundation Stage*, DfE, 2014 (Search for reference 00337-2014)
- *National Curriculum in England: Mathematics Programmes of Study – Key Stages 1 and 2* (Search for reference 00180-2013)

The following resource is available via the Foundation Years website

[www.foundationyears.org.uk/eyfs-2014/](http://www.foundationyears.org.uk/eyfs-2014/)

- *Development Matters in the Early Years Foundation Stage (EYFS)*, 2012 ISBN 9780904187571 – provides non-statutory guidance to support practitioners in implementing the statutory requirements of the EYFS.

## Numeracy

The following children's books may be useful for learners to look at, to show the different ways in which children are involved in numeracy and the different cues they may use.

Ahlberg J and Ahlberg A, *Each Peach Pear Plum*, Puffin, 2011 ISBN 9780141502526 – This book uses poetry to encourage children to predict the next word and pictures to encourage children to talk about what is happening.

Campbell R, *Dear Zoo*, Macmillan Children's Books, 2010 ISBN 9780230747722 – This book is basic, repetitive, catchy and easy for children to engage with. It is





always very popular and helpful for children when learning to read as they can predict the text.

Duncan L and Webster L, *Literacy on Display*, Folens, 2004 ISBN 9780947882969

Hutchins P, *Rosie's Walk*, Bodley Head, 1998 ISBN 9780370324463 – This is great for language as, although there is very little text, the pictures are telling a separate story and children can discuss what is happening with adults as they read the story.

Springett-McHugh N and Springett-McHugh S, *The Essential Guide to Primary Display*, Collins, 2011 ISBN 9780007439317

## Videos

### Language and literacy

There is a large number of reading and writing videos available to watch free through TES at [www.tes.co.uk](http://www.tes.co.uk).

Siren Films ([sirenfilms.co.uk](http://sirenfilms.co.uk)) offers a range of DVDs exploring communication and language:

- *Born to Talk* focuses on communication of babies.
- *Firm Foundations for Early Literacy* explores the development of language for children aged three months to five years by following the activities of different children in home and nursery settings.
- *Supporting Early Literacy* shows ways that adults can support literacy development of children up to five years.

Tutors should make sure they view and check video clips for their suitability before using them in sessions.

## Websites

### Language and literacy

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) – This site has a number of resources and case studies as well as advice for teaching literacy.

[www.mrthorne.com](http://www.mrthorne.com) – Mr Thorne's website has lots of very useful ideas and clips for supporting the teaching of synthetic phonics and grammar. Many of these video clips are also available through video sharing website.

[www.ndcs.org.uk](http://www.ndcs.org.uk) – The National Deaf Children's Society provides useful information on different forms of deafness and testing. Also provides support for parents.

[www.nhs.uk](http://www.nhs.uk) – The National Health Service website provides information on conductive hearing loss.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) – This site has a variety of useful interactive teaching resources; some are free while others are available by subscription only.

[www.youtube.com/watch?v=gLXxcspCeK8](https://www.youtube.com/watch?v=gLXxcspCeK8) – Clip on video sharing website *Scaffolding Language Development* – This is a very useful video that demonstrates the way the scaffolding approach can be applied.

Publishers' websites such as – [www.letterland.com](http://www.letterland.com) – have information about teaching phonics and free resources.



## Mathematics

[www.bbc.co.uk/schools/websites/4\\_11/site/numeracy.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml) – Mathematical games and resources for children aged 4–11

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education) – Department for Education

[www.mathletics.co.uk](http://www.mathletics.co.uk) – This website has a large number of resources for teachers and activities for children. Your setting will need to subscribe to access the site.

[www.nrich.maths.org/public](http://www.nrich.maths.org/public) – The NRICH website has lots of ideas and resources to support learners' numeracy development.

[www.teachingexpertise.com](http://www.teachingexpertise.com) – This website offers teaching inspiration, advice and guidance.



## Unit 3: Play and Learning

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### Delivery guidance

#### Approaching the unit

Children's play is the foundation to a child's learning and overall development. This unit will introduce your learners to the importance of play and demonstrate how play supports every area of a child's development. Learners should be encouraged to explore and provide a variety of play opportunities to meet the individual needs of children through age- and stage-appropriate activities and understand how play changes as children grow and develop.

Learners' understanding of the subject will be supported by practical activities and observations of children on placement. Discussing and sharing their own play memories will also enable them to relate to the world of children's play and identify the valuable learning gained by children when playing in a natural and enjoyable way.

#### Delivering the learning aims

##### Learning aim A

Learning aim A addresses how play links to learning and development and how it benefits children holistically, considering each of the developmental areas and how play can support them. As learners will be working with children of different ages, there is also content about how play changes according to the child's stage of development, not necessarily their age. Understanding and recognising this when observing children will support your learners' later planning of purposeful play and learning activities.

Learners also need to know about the different types of play opportunities and their benefits, as well as activities that can be offered to encourage a child's development. The knowledge gained will support learners on placement with different age groups. As it is usual for children in early years settings to spend significant amounts of time outdoors, it is important that your learners are taught how resources and play can be set up for different ages/stages in outdoor as well as indoor environments and to consider safety when planning and providing activities and resources.

Through well-chosen video clips and observations on placement, learners should be encouraged to identify the types of play to provide for children and the different resources that will benefit them at different ages and stages of their development.

Group work and discussion will encourage learners to identify the purpose and value of a variety of play activities and resources, and their suitability for supporting the holistic development of children.

**Learning aim B**

Learning aim B looks at theoretical and philosophical approaches to play and learning. Many of these are contrasting and can be used alongside when providing children's play experiences. Comparing activities and discussing the approaches will help learners to identify how to apply these in practice to support a child's learning and development.

Many of the theories of play in learning aim B should complement knowledge gained in *Unit 1: Children's Development*. These theorists are important in the context of what they said or wrote about play and learning; the theorists include Jerome Bruner and Lev Vygotsky.

In this learning aim, learners should also be introduced to the early years curriculum in the country in which they live or are intending to work. They will need to be familiar with the structure of the curriculum so that they can understand how it affects the provision of play in early years settings.

**Learning aim C**

Learning aim C looks at the role of early years professionals in children's play opportunities, activities and learning. The knowledge gained should help learners on placement to become competent in their practical work with children. Learners need to understand the sensitive nature of engaging with babies and children during play and recognise how a skilled adult can make a significant difference to children's outcomes. This will link to *Unit 7: Children's Personal, Social and Emotional Development*.

Learning aim C will help learners become aware of the professional skills required of an early years practitioner by taking part in group work to identify the attributes of an early years practitioner and a discussion on why these attributes are essential. This is an effective foundation for reflective practice and professional development.

Although learners completing the Subsidiary Award are not required to complete a placement, it is recommended that they be given an opportunity to visit different types of early years setting. You could also show video clips to demonstrate how children at different stages play, both indoors and outdoors. This will provide a context for the unit and make it more enjoyable.



| Learning aim   | Key content areas   | Recommended assessment approach  |
|--|---|--|
| <b>A</b> Examine types of play and learning activities and the benefits for children's learning and development  | <b>A1</b> Play types and opportunities<br><b>A2</b> The benefits of play for children   | A report that considers the benefits of different types of play, the theoretical perspectives to learning and development, and curriculum approaches to play and how they have impacted on early years provision |
| <b>B</b> Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice | <b>B1</b> Theoretical perspectives to learning and development<br><b>B2</b> Curriculum approaches to play<br><b>B3</b> Influences on current early years practice |  |
| <b>C</b> Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities                           | <b>C1</b> Professional skills for supporting purposeful play and learning<br><b>C2</b> Support children's purposeful play and learning activities                 | A reflective account of personal skills in supporting children's play and learning activities and examples of how they have been used in own practice in an early years setting                                  |

## Assessment guidance

### Learning aims A and B

The suggested assessment format for learning aims A and B is in the form of a report. Guidance on the format of a report may be required, so make sure learners understand that the report should include:

- a clear introduction stating its purpose
- only factual information addressing all the learning aims
- a clear conclusion.

Ensure that your learners understand the purpose of the report, for example, to demonstrate their knowledge and understanding of the benefits of different types of play. Learners will need to examine play from a theoretical perspective and give an account of how curriculum approaches to play impact on the play experiences and resources provided for children. Learners should draw together the activities they have been involved in, for instance, discussions, comparing activities, and notes from video clips and their placement observations to construct a report that reflects their learning in these areas.

Access to videos used to recap knowledge may be required and organisation of class notes should be encouraged from the beginning of learning.

Learning aims A and B could be assessed using a variety of different formats to meet the assessment requirements. Other options would be for learners to produce a group presentation using slideshows, accompanied by individual supporting notes or a booklet that introduces play and learning to parents or other learners.



### Learning aim C

Learning aim C could be assessed using a reflective account of personal skills in supporting children's play and learning activities, with examples of how they have been used in practice in an early years setting. This could link to a class activity on the attributes and skills essential for an early years practitioner, encouraging learners to reflect on their own attributes and skills and monitor their own development, as well as observing qualified staff during placement and through video clips.

Alternatively, learning aim C could be assessed by producing relevant case studies or a professional guide for early years practitioners. Whatever the assessment method, it is essential that it demonstrate the learner's understanding of the learning aim clearly.

Assessments and all activities should focus on developing each learner's foundational skills, knowledge and expertise: cognitive, affective and psychomotor skills.

### Synoptic assessment

This unit is synoptic at the Extended Certificate and Foundation Diploma sizes. The mandatory synoptic units require learners to apply learning from across the qualification to complete defined vocational task(s). For this unit, learners are likely to undertake written tasks. They will need to complete these tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

When delivering the unit, you should ensure that learners understand that the assessment will draw on the content from across the qualification.

This unit will draw on the learners' knowledge from many of the other units they will be covering. Some examples of this are:

- *Unit 1: Children's Development*
- *Unit 2: Development of Children's Communication, Literacy and Numeracy Skills*
- *Unit 5: Keeping Children Safe*
- *Unit 7: Children's Personal, Social and Emotional Development*

Learners will also make use of their practical placement experiences reflected in the Professional Evidence Portfolio (PEP). Clearly explain to learners that although the qualification is structured in units of study, their learning forms a holistic appreciation of children, so knowledge and learning is transferable from one unit to another. Drawing their knowledge together will also develop their ability to understand, assimilate and apply their learning, which will in turn demonstrate their ability for higher level thinking and study in the future.

### Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

|                                  |
|----------------------------------|
| <b>Unit 3: Play and Learning</b> |
| <b>Introduction</b>              |



Start by asking learners to reflect on their own favourite toys and memories of playing from when they were young, as it will bring meaning to the concept of play for them. Learners need to focus on where they played and what play 'felt' like. See if you can help them identify the idea that play is pleasurable and allows children to feel free. You could also state the fact that the right to play is identified in Article 31 of the UN Convention on the Rights of the Child – see [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf).

### **Learning aim A – Examine types of play and learning activities and the benefits for children's learning and development**

#### **Learning aim A1 – Play types and opportunities**

- Use video clips or well-chosen images and ask learners to identify the types of play they see. Learners should record their observations.
- Ask learners to work in small groups and create a collage of a specific type of play using catalogues/internet images, and then feed back to the whole group what experiences and learning may be taking place.
- Ask learners to research Mildred Parten's six social stages of play. Show video clips of children of different ages. Ask learners to identify the social stages of play that the children are demonstrating. Learners can pick out themes and trends, e.g., cooperation of children over three years, repetitive movements in toddlers and mouthing in babies.
- Introduce the concepts of free-flow play and structured play. Ask learners to research these areas using the internet, journals and textbooks to prepare for a debate on free-flow play versus structured play. As part of their research, ask learners to observe play while on placement and support by using video clips etc.
- Learners could work in pairs to create a treasure basket or objects for heuristic play to bring to the session, discussing how each item could support children's development. Use a treasure basket video to support this learning.
- Ask learners to plan and present ideas for adult-initiated games or other types of play that have learning opportunities to their peers.
- Invite an educational play catalogue representative to talk about resources and bring in examples or visit a toy library: some specialise in activities/resources for children with additional needs.
- Set up resources for learners to experience the variety of possible play activities for children from two up to seven years 11 months. Have a practical session: make play dough and set up other sensory activities.
- Ask learners to plan play and learning opportunities for a day, for a particular age group (between two and seven years 11 months).
- Ask learners to list suitable resources for a given age group for indoor and outdoor play and also explain why they believe these are suitable. Show a range of resources and let learners handle them. Ask learners to state whether those are safe/unsafe for a given age group, giving reasons.
- Ask learners to produce a safety checklist for staff when planning resources for play and learning opportunities. This will link to *Unit 5: Keeping Children Safe*. Ask learners to research the importance of safety. Use news articles/research that demonstrates safety issues.

#### **Learning aim A2 – The benefits of play for children**

- Role play a parent who does not believe in 'play' and ask your learners to explain why all areas of play are important. Discuss the concept of sustained shared





thinking and the role of the adult playing alongside a child.

- Show video clips of children engaged in play. See if your learners can identify the areas of development that children are using.
- Use board games for learners to play. Ask them about the mathematical or logical concepts that they are using.
- Show videos clips of children experiencing, exploring and investigating.
- Organise learners into small groups and give them an activity/experience card with a title; ask them how the particular activity/experience will support children in making sense of the world. Encourage learners to create a spider diagram to share with the larger group.
- Facilitate discussion about the concept of making mistakes and encourage learners to think about how they feel when they make a mistake. Ask if making mistakes has been positive in any way – has it helped them? Discuss the benefits of making mistakes and that children need the freedom to make them. Ask learners why play enables children to make mistakes and to what extent they should see this as part of the process of learning.
- Ask learners to define the term 'transition'. Ask them to list all the different transitions they have experienced. Develop this list by stating how play can help with transitions and watch video clips where children play out their situations/worries.
- Create a variety of case studies and ask learners to work in small groups to identify play strategies and resources that could support the child through the transition they are experiencing. Look at resources that can support children through transitions, including books and games.
- Invite a play therapist to talk about how play is used to support children during transitions or when they have experienced trauma.
- Give groups of learners an activity idea and ask them to identify how the mathematical concepts of volume and shape are developed. Support with images or video clips of activities that facilitate these concepts, e.g., sand and water creative activities, pattern making and sorting activities.
- Set up a simple cooking activity and ask learners to identify the mathematical concepts of volume and shape, or ask them to plan and carry out such an activity.
- Ask learners to plan a volume and shape interest display or a table.

### **Learning aim B – Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice**

#### **Learning aim B1 – Theoretical perspectives to learning and development**

- Ask learners to write down something that they have learned recently and the method used, e.g., how they learned it. Highlight the benefit of 'hands-on' learning.
- Briefly introduce the traditional learning theories: behaviourism, cognitivism and constructivism, and then the theories of Piaget, Vygotsky, Bruner and Froebel and discuss the tradition they fall in to. Ask learners to complete a table to record this information. Working in small groups, ask learners to look at one particular theorist per group and produce a presentation. During presentations, ask learners to identify similarities and differences between the theories. Show video clips of adults supporting children in their play and ask learners to identify ways that these theorists may have influenced their practice.

#### **Learning aim B2 – Curriculum approaches to play**



- Introduce curriculum approaches of Reggio Emilia, HighScope, Forest Schools, the New Zealand Te Whāriki and Montessori, followed with a whole group discussion/questions and answers. Ask learners which one they prefer and why.
- Organise learners into groups, each group researching one approach. Ask learners to present their research, create a poster or a wall display. Ask learners to identify similarities and differences in approaches.
- Invite a guest speaker who has experience of working in a setting that follows an appropriate approach.
- Organise a trip to a local early years setting that uses a specific approach.

### **Learning aim B3 – Influences on current early years practice**

- Working in small groups, ask learners to identify how theoretical perspectives to learning and development have influenced approaches to play and practice today. Ask them to use their placement experience and knowledge of the early years foundation stage (EYFS). The whole group can then discuss the 'influences' they have identified and collate them on the interactive whiteboard.
- Ask learners as a whole group to define the role of the early years professional concerning play and create a statement that encompasses this role.
- Invite a guest speaker to talk about how the changing views of play have changed the professional's role.
- Ask learners to work in small groups, each working on one of: child-initiated play; hands-on/exploratory play; outdoor play; the use of natural materials; sensory play. Ask learners to identify the theoretical and curriculum approaches that have influenced the types of play and how. Ask learners to feed back their work during the whole group discussion.
- Discuss the planning cycle, using the interactive whiteboard to show a diagram of the cycle. Ask learners to work in small groups to identify why planning and observation are so important when supporting children's play and development. Alternatively, pose the question of what the consequences would be of not observing and planning for children's play.
- Give learners sticky notes and ask them to write down reasons why children are placed at the centre of learning. Ask them for specific examples. Collect them and then facilitate a whole group discussion. Develop this further by asking learners to identify which theoretical perspectives have influenced the child-centred approach.
- Continue the above discussion by asking learners how theories view children as competent learners; ask them to identify the evidence that children are competent learners.
- Continue with small group work giving each group a case study that demonstrates children's ability to use their intellectual skills of problem solving, imagining, memorising etc. Ask learners to identify the skills the children are using.

### **Learning aim C – Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities**

#### **Learning aim C1 – Professional skills for supporting purposeful play and learning**

- Ask learners to work in small groups and identify the skills an early years professional needs. Ask learners to feed back and construct a table of skills that everyone agrees are necessary.
- Ask individuals to think about their own skills and development and identify those



they think they are competent in and those they feel need development. This will link to *Unit 10: Reflective Practice* and the PEP.

- Ask learners to discuss and record what they think are children's individual needs, drawing on examples from their own experience or placement. Ask learners to list ways of recognising a child's individual needs and the skills and knowledge they need to do this effectively.
- Invite a guest speaker to talk about children's individual needs, e.g., a primary school Special Educational Needs Coordinator.
- Show video clips of practitioners effectively scaffolding children's learning and development. Link this to examples learners may have observed on placement, or may have taken part in. Ask why this method of support is so important.
- Ask learners to explore the 'overarching principles' of the EYFS – this links to *Unit 11: The Early Years Foundation Stage*.
- Ask a visiting speaker to explain how their setting uses play and learning activities to meet the requirements of the early years curriculum framework.
- As part of their independent study, ask learners to find out the curriculum/framework for their own setting, if they have one, and to obtain curriculum planning documentation for a group of children in their setting for one week. Ask learners to use the curriculum plans to explain how they are meeting the requirements.
- Ask learners to identify the balance of adult-led and child-initiated activities using their placement curriculum plans. Learners should consider the skills the professional needs to facilitate both types of play successfully. Go on to discuss with the whole group the importance of each skill. Learners could produce a poster demonstrating ways of supporting this balance.

#### **Learning aim C2 – Support children's purposeful play and learning activities**

- Ask learners to work in small groups. Give each group a case study and ask them to plan/organise a play environment for the children in the study. This should include an indoor and an outdoor environment. This can be in the form of a plan and/or using images from the internet or quality resource catalogues. Ask them to give a rationale for the areas organised and resources chosen. They need to explain how the plan recognises children's interests and is age- and stage-appropriate and reflects specific types of play.
- Consider supporting purposeful play, including the building of supportive relationships; extending children's physical, communication and social skills; encouraging higher level thinking skills; and being a play partner. Divide a piece of flipchart paper into squares with each of the areas marked on it to record the discussion. Discuss each area as a whole group and ask learners to explain each one. Ask learners how these can be encouraged by practitioners and why these are important. Use video clips and ask learners to focus on the above areas adding to their notes.
- Ask learners to work in small groups and plan an activity that supports children's group learning and socialisation. They need to be very specific about the skills and the activity/resources they will use/choose and why. Alternatively, use a video clip or case studies to help learners identify how group learning and socialisation is supported in each scenario.
- Learners should identify any curriculum approaches that value highly the potential of spontaneous or unplanned events. They may work in pairs to identify examples of spontaneous or unplanned events in early years setting and discuss how these events benefit children in specific areas of learning and development.



- Discuss the overarching principles of the EYFS and the importance of equality for all children, and their role in meeting individual needs. Support with an example(s) of an early years ethos. Ask learners to work in small groups. Give them a case study of a child with an individual need and an activity that they have to adapt for this child so they have an equal opportunity to participate.
- Ask learners to define what purposeful and challenging play is. Support with video clips or images.
- Ask learners to research the importance of safety, but also the effects of overprotecting children. Encourage them to use news articles/research that demonstrates both sides of this issue. Ask them to present their findings.
- Look at research regarding how we often talk to children with directing language and do not always have meaningful conversations with them. Ask learners to research and produce a slide presentation on the concept of sustained shared thinking. Strategies and techniques to encourage this concept should be included in preparation for a group discussion. Alternatively, ask learners to work in groups to role play a situation where sustained shared thinking is used. Learners should include in either task the reasons why this is important to children's development and learning.
- In a whole group discussion, ask learners what valuing and respecting others means to them. Ask them to list ways they can encourage children to develop these qualities. Ask learners to produce a poster that gives advice to new learners on ways to help children develop positive attitudes through play and include the content above. Support with a video clip of a practitioner helping children develop these qualities.
- Use a card matching game: Make sets of cards with the terms 'diversity', 'equality' and 'inclusion' on one set and definitions on the other set, some accurate and others inaccurate. Ask learners to match them up correctly to help them recap or become familiar with the terms.
- Ask learners to plan a social play area, such as a home corner or a shop, for children from a range of cultures. They can illustrate/use pictures from early years supplier catalogues and label their plans. Ask learners to present their plans to their peers and justify them in relation to promoting diversity, equality and inclusion.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to many of the other units your learners will be studying, in particular:

- Unit 1: Children's Development
- Unit 12: Children's Development Outdoors
- Unit 14: Montessori Approach in Early Years
- Unit 21: Children's Imaginative Play and Creativity

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following criteria in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 8–14
- Prepare resources for play and learning: 23–26
- Set up and maintain interesting and attractive areas/activities: 27–39
- Support children's learning in areas/activities: 40–52
- Support outdoor play and learning: 53–56
- Prepare and support for play and learning with children aged from birth up to one year, 11 months: 69–75
- Support the practical learning of children aged from two up to four years, 11 months through activities and interactions for: 84–87

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you should encourage learners to read as widely as possible.

### Textbooks

Pound L and Hughes C, *How Children Learn: From Montessori to Vygotsky – Educational Theories and Approaches Made Easy*, Step Forward Publishing, 2005 ISBN 9781904575092

Tassoni P, *Penny Tassoni's Continued Success with the EYFS: Presenting Penny's EYFS Makeover DVD, Paperback*, Heinemann, 2010 ISBN 9780435032593

Tassoni P, *Penny Tassoni's Practical EYFS Handbook (Second Edition)*, Pearson, 2012 ISBN 9780435077785



Tassoni P, Baker, B and Burnham, L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621

Tassoni P and Hucker K, *Planning Play and the Early Years, Professional Development*, Heinemann, 2005 ISBN 9780435401191

Walker M, *A Practical Guide to the Early Years Foundation Stage*, Nelson Thorne, 2012 ISBN 9781408515396

### **Journals**

*EYE – Early Years Educator* – Features up-to-date information on the early years sector from the power of storytelling to insights into qualifications and training, from analysis of the latest government policy announcements to promoting sustained shared thinking and co-construction of learning.

*Nursery World* – Caters for everyone in the early years community, with both a fortnightly magazine and a daily updated website at [nurseryworld.co.uk](http://nurseryworld.co.uk). Packed with ideas, resources, and the latest news and developments for the early years sector.

### **Websites**

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf) – see for Article 31 of the UN Convention on the Rights of the Child.







## Unit 4: Enquiries into Current Research in Early Years Practice

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### Delivery guidance

#### Approaching the unit

This unit looks at the reasons for research in the early years sector and requires learners to understand research processes and their relevance for practice. The unit will enable learners to develop the skills needed to carry out research effectively, with relevance to their future work in early years settings and, where applicable, in preparation for higher education. Learners will also need to develop an awareness of ethical issues that must be considered when carrying out research in the early years sector.

You will need to guide learners to identify and use appropriate previous research projects throughout the delivery of this unit; to support learners effectively, access to a range of both electronic and hard copy journals and scholarly articles will be required. When delivering this unit, the exemplar research used should be applicable to a range of early years settings, and cover many different areas of practice to interest and engage all learners. This unit lends itself well to links with many other units within these qualifications, and will help learners to understand the impact of research on the wellbeing and development of children.

#### Delivering the topics

##### Topic A

Topic A gives learners the opportunity to explore the importance of research in the early years sector, and its potential benefits, including improving practice, extending practitioner knowledge and identifying gaps in current provision.

By guiding learners to investigate and reflect upon appropriate recent research projects, you will encourage them to appreciate the relevance and potential for improving current and future practice.

Learners will need to have a good overview of the full range of early years provision, and the current legislative framework within which early years services are delivered. Learners will need to be aware of the agencies involved in providing integrated services to all children and their families according to local and specific needs.

You will also need to ensure that learners are very familiar with the principles and aims of the Early Years Foundation Stage (EYFS), and its implications for practice. Your approach to this will of course depend upon previous units studied, and any relevant work placement experiences.

##### Topic B

You will need to raise learners' awareness of organisations involved in carrying out significant research projects in the early years sector, and also the availability of relevant data compiled both locally and nationally.



Learners will also need the opportunity to explore a full range of primary research methodologies, and be able to recognise how both quantitative and qualitative data may each be relevant dependent upon the focus and purpose of the research.

To complete this topic, you will also need to support learners in developing the skills required to conduct effective literature searches using a wide range of sources, and to then analyse and evaluate the appropriateness of the sourced material.

Learners are required to develop the skills needed to plan a small research project. They will need to be able to identify a suitable topic and formulate a proposal. From there they will need to produce a plan that should include achievable objectives, methodologies, target and control groups, timescales, monitoring and success measures, as well as relevant ethical issues that need to be considered.

You will need to support learners to develop their research skills further and demonstrate effective organisational and time management capabilities. Analytical and evaluative skills will also need to be developed, and learners will need to be made aware of the need for a non-judgemental approach, and the potential for bias or errors.

Learners will need to use statistical information and interpret data presented in a variety of formats. The use of good reading and note taking techniques is essential, as is the ability to present references and a bibliography using a conventional method determined by the centre.

### **Topic C**

You will need to give learners the skills and resources to enable them to utilise a full range of sources for carrying out secondary research; these will need to include the use of library facilities as well as resources for carrying out effective electronic searches. If library resources are limited, you may find it useful to arrange for learners to visit other educational institutions, if possible. Learners' abilities to select appropriate resources will need to be supported, taking account of the research focus and relevant ethical issues. The availability of numerical data and the interpretation of these will also need to be considered.

Learners will be expected to assess the effectiveness and reliability of research projects, taking account of the methodologies employed and the relevance of secondary research conducted. You will need to encourage learners to consider factors that may influence the implications of research, such as bias and error, ethical principles, the use and misuse of statistics and generalisability. Recommendations resulting from specific research will need to be acknowledged and considered in relation to the application for practice and the provision of services.

Finally, you will need to enable learners to discuss the findings of specific research projects, and be able to identify areas for further development of the research. Applications of research will need to be considered, both at individual practitioner level and taking account of wider implications for policy makers and national organisations. Learners will also need to demonstrate an understanding of how research can support their own continuing professional development, and can be used to develop their skills as reflective practitioners.



### Assessment guidance

Assessment of this unit takes the form of a written task that will be externally set and marked by Pearson. The task includes 18 hours of planning and preparation time and the write-up will be completed under examination conditions. You will need to ensure that learners can fully meet the assessment outcomes:

**A01** Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research in the early years sector.

**A02** Apply knowledge and understanding of the methods, skills and ethical issues to current research in the early years sector.

**A03** Analyse information and data related to current research on early years, demonstrating the ability to interpret the potential impact and influence of the research on early years practice.

**A04** Evaluate current early years research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on early years practice.

The assessment outcomes include specific command verbs that indicate the level, depth and quality of response learners should provide.

You could make use of the Sample Assessment Materials (SAMs), which provide examples of the set task to help prepare learners for their assessment.



## Getting started

**This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.**

### Unit 4: Enquiries into Current Research in Early Years Practice

#### Introduction

Learners are likely to have had some experience of certain research skills, such as literature searches, in their previous studies. A good starting point may be to encourage learners to reflect on their use of these skills: what they found out, what they found easy and any difficulties they encountered. This could act as a trigger for learners beginning to consider some of the reasons for research being necessary and productive.

#### Topic A – Types of issues where research is carried out in the early years sector

##### Topic A1 – Purpose of research in the early years sector

- You could begin by drawing on the outcomes from the introductory activity, and ask learners to think about the many different ways research might be used in early years settings. You could divide your learners into small groups, giving each group a different type of early years setting, and asking them to think about the range of ways in which research is used in that setting. You could include a nursery, a child minding setting, a family centre and a summer play scheme.
- Have available a selection of research articles from early years journals, and other recent research reports; get learners to identify the purpose of each piece of research and discuss the possible implications for practice and on outcomes for children. It would be useful to ensure that the reports cover a range of topics, and focus on a number of early years services. Links to other units of study could begin to be introduced here.

##### Topic A2 – Issues

- Provide maps of the local area, and with learners working in small groups, get them to use leaflets, directories and the internet to identify and find out about the range of early years provision in the local area, and the services offered by each; these could then be plotted out on the maps. Learners could be grouped geographically according to their home addresses, giving the opportunity for comparisons to be made. A follow-up activity could be to add information about regional and national support services and organisations around the perimeter of the map, creating useful reminders for learners. Learners should also be encouraged to refresh their knowledge and understanding of relevant current legislation.
- Utilise case studies to enable learners to investigate and match services to needs, and explore the importance of multi-agency working for integrated support. Extend this activity by assessing whether the aims of current legislation and guidelines are effectively met by local services.
- The approach when covering the EYFS will depend upon learners' completion of other units. If learners have already covered *Unit 11: The Early Years Foundation Stage*, their knowledge could be reinforced by a series of revision games or quizzes. Learners may also have some understanding of the EYFS from relevant work placement experiences. If learners have little or no knowledge, written information could be provided, and then working in small groups learners could explore one of the seven areas of learning and development, and the early learning goals;



## Unit 4: Enquiries into Current Research in Early Years Practice

information could then be presented to a whole group plenary.

### Topic B – Research methods in early years

#### Topic B1 – Research methodologies

- Learners could be set an online fact finding exercise to discover what each of the listed research bodies in the specification do, and how the results of their research projects can be accessed. Findings could then be shared in group discussions.
- It would be useful to provide some tutor input on each primary research method listed in the specification; input could be followed by practical exercises giving learners the opportunity to devise questionnaires, prepare interview questions and practise observation techniques.
- Working in pairs or small groups learners could complete questionnaires produced by their peers and conduct/participate in simulated interviews, to evaluate these primary research methods from both the researcher and the participant perspectives.
- If learners are attending work placements, the use of child observation techniques could be encouraged.
- Introduce learners to different methods of data analysis and, using examples of graphs and tables from relevant research and statistical reports, ask learners to draw conclusions.
- Using a variety of suggested research projects, ask learners to consider which methods of analysis will prove the most useful for each. Also ask what information would be needed to draw reliable conclusions.
- Use a 'sorting' activity to get learners to place various research results under the correct headings: 'qualitative' and 'quantitative', and then go on to identify the advantages and disadvantages of each.
- Identify a range of current topics relating to the early years sector, ask learners to select one that interests them and then carry out an electronic search related to their chosen topic. Ask learners to do this using popular search engines, and then using scholarly sites suggested by you. Learners can then compare the quality of their outcomes and discuss which are the most and least reliable searches of research and why.
- Explain to learners the different ways that electronic searches can be refined. Learners could then develop the above activity using the different ways to refine a search, and evaluating the impact this has on the quality of evidence found.
- Explain to learners the components of an academic paper. Provide a range of academic journal articles. Ask learners to work in pairs and identify each component. Each pair could be given a different article and be asked to summarise the information presented in the article to the group, giving their judgements about the usefulness and relevance to practice.

#### Topic B2 – Planning research

- Bring in a selection of early years journals for learners to use as a stimulus for possible research topics; ask them to note down a number of different ideas, and then narrow each topic down to identify a specific focus, and formulate appropriate objectives.
- Using one topic from the above activity, ask learners to use a checklist to identify the research methods that would best suit this project. Learners should then discuss their ideas in small groups and justify their choices. Each group could then



## Unit 4: Enquiries into Current Research in Early Years Practice

take one of the ideas presented, and compile a full plan for carrying out this research project.

### Topic B3 – Ethical issues

- Ask learners individually to write down on sticky notes any potential ethical issues related to research when working with young children. These should then be collated on a flipchart that can be used as the basis for a class discussion. You must introduce any ethical issues that your learners are not aware of.
- Display relevant laws, guidelines, factsheets and charters relating to ethical issues in research around the room, and ask learners to circulate and gather information, which they should then use to produce a checklist for their peers.

### Topic B4 – Research skills

- Ask learners to think about the different skills they need in order to carry out research effectively. Focus on the impact of poor time management and organisational skills on completing their research project.
- Remind learners to think about why people might be judgemental and what factors influence this. Ask learners to make a checklist of ways to ensure that they are not judgemental when they are carrying out research. Discuss with learners the importance of retaining a professional detachment, ensuring that they consider the impact on research if this does not happen.
- Introduce learners to different methods of analysing data and, using examples of graphs or tables of results from the research, ask learners to draw conclusions.
- Discuss why demonstrating a good command of the English language is important and ask learners to brainstorm ways in which they can check this, particularly if their English is not strong.
- Learners could discuss why bibliographies and reference lists are important parts of academic writing. Give learners a good written report and ask them to identify how well the writer has presented the bibliography and reference lists. Learning could be reinforced by showing them a poor report, asking them to identify where the writer has done this less effectively.
- Utilise various study skills exercises to encourage learners to improve upon general skills including note taking, reading, time management and organisational skills. This could probably be personalised by making use of learner's individual learning plans.
- You could also give learners copies of the Pearson Skills for Learning and worksheets available on the Pearson qualifications website. Some of these topics are covered in more depth on these free resource sheets, along with reflective activities and tips for best practice.

### Topic C – Reviewing relevant secondary research in contemporary issues effecting early years practice

#### Topic C1 – Selecting appropriate secondary sources

- Divide learners into small groups and ask each group to prepare a game that could be used to test knowledge of sources of secondary research and data. Groups should use the games that they have created with their peers. Suggestions for games could be based on television quiz shows such as 'Blockbusters', 'Who Wants to Be a Researcher' and 'Tipping Point'.
- Bring a range of sources of secondary research into the lesson and ask learners to review the strengths and weaknesses of each in terms of the source of the





### Unit 4: Enquiries into Current Research in Early Years Practice

information, and how recent/accessible the information is.

- Explain to learners the different ways that electronic searches can be refined. Choose a current topic of interest in early years or a range of different topics, and then ask your learners to carry out an electronic search about them. Ask learners to do this using popular search engines, such as Google or Yahoo!, as well as Google Scholar and CERUK. Learners can then compare the quality of their outcomes and discuss which are the most/least reliable sources of research and why.
- Give learners two pieces of research: one in which reference to ethical principles, confidentiality, conflicts of interest and fair representation of children and their parents/carers who use early years provision are all evident, and one where there are gaps identifiable, and ask learners to identify the strengths and areas for improvement in each and make comparisons for group discussion.
- Use a computer-based task to enable learners to practise their skills in the selection, presentation and interpretation of numerical data.

### Topic C2 – Evaluation of research

- Ask learners to use electronic searches to print off what they consider to be high quality, research introductions, data presentation and conclusions, and place these examples onto separate flipcharts as a basis for group discussions. Learners should be asked to justify their selections during discussions.
- Ask learners to think about the last piece of work they handed in and evaluate what they did well and what they could improve. Give them a list of aspects about which they should try to write a positive comment, with a reason, as well as a potential improvement and why this would make the work better. The list could include:
  - their choice of sources of information, e.g., which were good and which were less helpful
  - the validity and reliability of the work
  - whether there were any ethical issues that affected the work, e.g., confidentiality or data protection, and what was the impact?
- Using previously read research reports, ask learners to consider various recommendations that have been made, and the likely impact of these recommendations upon users of services and their families.
- Using the same research reports, invite learners to suggest at least one way in which each could usefully be extended, and introduce learner ideas as part of a group discussion.
- Ask learners to find out how continuous professional development, based on research, is organised in their work placements, and report back to their peers.

### Topic C3 – Wider applications of research

- As above, discuss opportunities for further development of recent research projects, and identify areas where new research could be beneficial. Ask learners to talk to practitioners in their placement setting to see if there are any current topics that would be useful to research further.
- Using their own experiences, and those of practitioners they know from work placements, ask learners to identify the implications of specific areas of research for the setting, the individual practitioner and the child(ren) being cared for.





## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit can provide generic skills for related studies, and raise awareness of topics linked to numerous areas of early years practice. Research reports used during the delivery of this unit will cover a wide range of topics, and will therefore draw upon learners' previous studies, and enhance their future learning related to all aspects of early years care.

Specifically, this unit links to Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- Unit 1: Children's Development
- Unit 3: Play and Learning
- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 7: Children's Personal, Social and Emotional Development
- Unit 8: Working with Parents and Others in Early Years
- Unit 12: Children's Development Outdoors

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Green S, *Research Methods in Health, Social and Early Years Care*, Nelson Thornes, 2000 ISBN 9780748754625

Hucker K, *Research Methods in Health, Care and Early Years*, Heinemann, 2001 ISBN 9780435401689

Both these textbooks provide a basic introduction to research in the early years sector; they cover the planning process, primary research methods, using secondary research, the presentation and interpretation of data and evaluation methods.

Tassoni P, *BTEC National Children's Play, Learning and Development Student Book*, Pearson Education, 2016 ISBN 9781292133621

Tassoni P, Baker B and Burnham L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621

### Journals

*EYE – Early Years Educator* (Mark Allen Group) – This magazine includes information and expert articles across a range of early years topics, and publishes recent research reports.

*Nursery World* (Mark Allen Group) – This magazine provides information on a wide range of early years issues and topics relating to the care and development of children up to five years.



## Websites

[www.gov.uk/government/statistics](http://www.gov.uk/government/statistics) – National Statistics Office: a website providing access to data collected by the National Statistics Office.

[ico.org.uk](http://ico.org.uk) – Information Commissioner's Office: information about the Data Protection Act, the Freedom of Information Act and the Human Rights Act.

[www.naldic.org.uk](http://www.naldic.org.uk) – National Association for Language Development in the Curriculum: a useful forum for learning more about English as an additional language.

[www.nfer.ac.uk](http://www.nfer.ac.uk) – National Foundation for Educational Research: the NFER website contains information on educational research, which aims to improve education and learning.

Websites of research organisations listed in the unit specification all offer a range of research reports and ethical guidance for early years researchers.

Websites of support groups related to specific chronic health conditions, such as asthma, diabetes and epilepsy, also offer excellent reports of recent research projects, which can be used as exemplar material for teaching purpose.





## Unit 5: Keeping Children Safe

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### Delivery guidance

#### Approaching the unit

This unit covers the full range of safety considerations for early years settings. Learners need to be guided through the unit content to ensure that they provide safe and secure environments for the very vulnerable babies and young children they will be caring for in the future. Regulatory health and safety requirements will need to be looked at, including risk assessments, infection control measures and safeguarding procedures. Appropriate responses to risks, concerns and emergencies are also dealt with in this unit. Learners should find the range of topics engaging, and at times challenging, but rewarding to study.

This unit involves the coverage of some emotive topics, and you will therefore need to be mindful that individual learners may, perhaps as the result of previous experiences, find some distressing. Learners should be made aware of any support services available locally or in your centre, and how to access them.

#### Delivering the learning aims

##### Learning aim A

Learning aim A requires learners to consider the rights of children (both legal and moral) related to health, safety and security, and the duty of care that those working in early years services must ensure are upheld.

Current relevant legislation, regulations and statutory guidance will need to be covered and also linked to the specific policies and procedures required in early years settings. Health and safety issues pertinent to the early years curriculum also need to be addressed.

Later, more practical approaches to meeting these requirements are appropriate. Specific procedures to ensure safety and security in early years settings should be explored, and the skills to identify hazards and minimise risks developed, including awareness of the need to use appropriate resources and equipment.

Record-keeping and the requirement to report and act upon concerns are best covered by offering simulated opportunities to practise the necessary skills.

##### Learning aim B

Learning aim B is concerned with infection control and requires learners to become familiar with the ways in which infections can spread, in particular looking at the common childhood infections. Learners will also need to explore the various ways of preventing the spread of infection, including cleaning routines, food and kitchen hygiene, dealing with waste, the use of relevant personal protective equipment (PPE), and the particular importance of regular and effective hand washing. Procedures for dealing with outbreaks of infection in early years settings, and effective reporting, recording and risk assessment are also covered. Child immunisation programmes and their links to infection control should also be included.



Learners will need to be aware of current legislation, regulations and statutory guidance related to infection prevention and control in early years settings, and link this knowledge to a setting's specific policies and procedures.

### **Learning aim C**

Learning aim C covers how to recognise the various types of abuse, including physical signs, emotional and/or behavioural changes, signs of neglect, signs of sexual abuse, and disclosure by the child, parent or another adult.

The potential short- and long-term impact of abuse on children's health and development is explored, along with the importance of being vigilant in looking out for any signs of abuse. Belief in the child is paramount.

Brief consideration also needs to be given to the people who may abuse children – the perpetrators. This discussion often presents the opportunity to dispel a number of misconceptions about abuse.

Current relevant legislation should be covered, linked to setting-specific policies and procedures, and safe working practices, including whistleblowing.

Learners need to appreciate that some children may be more vulnerable to abuse, and understand their own role in observing signs that may indicate abuse.

The importance of responding appropriately to concerns, from children themselves, parents, colleagues and others should be addressed, along with considering points that must be taken into account when responding.

Reporting and recording procedures, with reference to setting-specific policies and procedures must be covered, stressing the importance of confidentiality.

This learning aim explores the role of local agencies involved in safeguarding children, along with that of the National Society for the Prevention of Cruelty to Children (NSPCC). The ways in which agencies work together to safeguard children should be explained. Learners need to develop an awareness of the statutory child protection procedures in place and those that may be instigated when concerns are reported.

Demonstrating through games and activities ways in which children can be supported to protect themselves, may offer a good practical conclusion to the delivery of this learning aim.

### **Learning aim D**

In learning aim D, learners should be encouraged to recognise the full range of potential hazards in early years settings, both on an on-going basis, and as part of the more formal risk-assessment process. They should understand the importance of formal risk assessments, when they should be undertaken and the various steps to follow as part of a formal risk assessment. This aim lends itself to practical exercises and activities for assessment.

Learners will investigate common types of child injuries and the ways in which the risks can be avoided or reduced in early years settings, including home-based care.

Learners need to understand how to respond appropriately to a range of emergency situations from minor illnesses and injuries to life-threatening conditions, situations requiring evacuation of premises, access by unauthorised persons and missing children. They will need to be aware of the importance of remaining calm and offering reassurance, while promptly calling for assistance from colleagues and/or the emergency services.



The contents of a first-aid kit for an early years setting also needs to be covered, including raising learners' awareness of items that must not be used.

Procedures for reporting, recording and sharing information about illness, injuries, accidents and other emergencies should be discussed and practised by learners.

| Learning aim  | Key content areas  | Recommended assessment approach   |
|---|--|---|
| <b>A</b> Investigate legal responsibilities and approaches to health and safety in early years settings                             | <b>A1</b> Responsibilities to children's health and safety<br><b>A2</b> Approaches to promoting children's health and safety | Report that investigates responsibilities of the early year's professional, approaches used to promote and maintain health and safety and procedures to control the spread of infection               |
| <b>B</b> Explore procedures for prevention and control of infection in early years settings   | <b>B1</b> Statutory requirements and procedures for infection prevention and control   |   |
| <b>C</b> Examine how early years professionals safeguard children and respond to concerns that a child has been abused              | <b>C1</b> Types and indicators of abuse<br><b>C2</b> Safeguarding children<br><b>C3</b> Responding to concerns about abuse   | Case study relating to a child with a response that examines the indicators and types of abuse that may be happening, how the child can be supported and the action that the professional should take |
| <b>D</b> Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting | <b>D1</b> Risk assessment in early years<br><b>D2</b> Recognising accidents and emergencies                                  | Portfolio of evidence including: <ul style="list-style-type: none"> <li>• risk assessments</li> <li>• accounts of responses to emergency situations</li> <li>• witness testimonies.</li> </ul>        |

### Assessment guidance

This unit lends itself particularly well to case study/scenario based assignments, with the possibility of video recording learners' practical responses. This will, however, need to be backed up clearly by written accounts and reports.

### Learning aims A and B

The suggested assessment format for learning aims A and B is in the form of a report. Guidance on the format of a report may be required, so make sure learners understand that the report should include:

- a clear introduction stating its purpose
- only factual information addressing all the learning aims
- a clear conclusion.

Ensure that your learners understand the purpose of the report, for example, to demonstrate their knowledge and understanding of the responsibilities of an early years practitioner in relation to maintaining health and safety within a



setting and controlling the spread of infection. Learners could draw together the activities they have been involved in, for instance discussions, comparing activities, and notes from video clips and their placement observations to construct a report that reflects their understanding in these areas.

Access to videos used to recap knowledge may be required and organisation of class notes should be encouraged from the beginning of learning.

### **Learning aim C**

Learning aim C could be assessed by producing relevant case studies or a professional guide for early years practitioners covering the required topics. Whatever the assessment method, it is essential that it demonstrates the learner's understanding of the learning aim clearly.

### **Learning aim D**

The final learning aim is assessed through a portfolio of evidence gathered from work placement. This needs to consist of two separate risk assessments (one related to an indoor activity and one related to an outdoor activity) presented in a format appropriate for use by professionals in early years settings.





## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 5: Keeping children safe

#### Introduction

You could begin this unit by asking learners to work in small groups and list all the things that they feel could be a threat to the health, safety and wellbeing of babies and children. Try to encourage them to think as widely as possible before sharing their ideas with others in the group. If relevant topics, such as possible infections, are not raised by learners, you should add them to the group's collated list, so that learners have an overview of the unit content.

#### Learning aim A – Investigate legal responsibilities and approaches to health and safety in early years settings

##### Learning aim A1 – Responsibilities to children's health and safety

- You could begin by getting learners to identify what they feel the rights of any child should be, and then narrow down their lists by highlighting those related in any way to health, safety, or security. Learners could then be introduced to the UN Convention on the Rights of the Child, and make comparisons between their lists and the rights covered by the convention.
- Using a summary of the UN convention and their own knowledge, learners could be asked to produce a list of responsibilities that those working in early years settings should adhere to in keeping young people safe. Use the lists produced as the basis for group discussion on the 'duty of care'.
- Display information about relevant laws and regulations around the room in a variety of formats, if possible, and then ask learners to use the information available to complete a pre-prepared worksheet that will introduce them to their legal responsibilities and the requirements for early years settings. Ensure that correct answers are discussed, and any uncertainties clarified.
- Divide learners into small groups, giving each group information about a particular aspect of the early years curriculum. Ask them to identify specific health and safety requirements for that aspect. Groups could then share their findings with the rest of the class.
- Introduce learners to the range of policies relevant to health and safety required in all early years settings, and using exemplar materials, ask learners to produce a poster for a staff room display board to remind workers of the key points of each.

##### Learning aim A2 – Approaches to promoting children's health and safety

- Once the learners are aware of health and safety responsibilities, then either by reflecting on their experiences in work placement, or using video clips, ask learners to identify examples of these responsibilities being demonstrated by workers in an early years setting. Discuss ideas in relation to different types of setting.
- Use a short video clip to enable learners to practise observation techniques. Discuss the importance of these, or ask learners to reflect on observations already carried out in their work placements.
- Use photographs or line drawings of indoor and outdoor areas of an early years setting and ask learners to identify all the potential hazards in each. Discuss



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responses.

- Organise a visit to a local park and ask learners to identify any hazards they see to children's safety. Learners could be grouped and allocated specific areas to assess, such as the playground, pond or lake and the woodland area.
- Continuing the above activities learners could also identify any equipment and precautions already in place to reduce risks.
- Use catalogues of play equipment to examine the suitability of commonly used items for different age groups. Learners could produce a short leaflet for parents advising on the importance of age-appropriate equipment.
- To highlight the importance of good record-keeping give learners two case studies, one where accurate record keeping has taken place, and one where there have been some omissions. Ask learners to explore the very different possible outcomes.
- Encourage learners to reflect on unit coverage so far and summarise possible risks and the importance of recognising these.
- Introduce learners to the concept of whistleblowing. Use a range of scenarios to discuss how learners would feel about reporting colleagues and other professionals, why there can be a reluctance to report and why reporting may need to be done.
- Using an exemplar daily routine, ask learners to consider how a child-centred approach is promoted and how this could impact those working in and using the setting.
- Ask learners to think about children they have worked with or know and compile a list of specific individual needs that the children may have. Discuss how settings may sometimes struggle to meet all or any of these needs. Go on to look at ways of ensuring inclusion for all children.

## Learning aim B – Explore procedures for prevention and control of infection in early years settings

### Learning aim B1 – Statutory requirements and procedures for infection prevention and control

- Give learners an exemplar health and safety policy from an early years setting. Ask them to highlight sections that apply to infection control. Discuss the implications of the highlighted areas.
- Divide learners into small groups and provide each group with photographs or line drawings of different areas of a typical early years setting. Ask each group to look at one specific area, and identify possible opportunities for the spread of infection. Share the results with the rest of the class. Your input should then collate the ideas discussed and cover all routes of transmission.
- Ask learners to recall any childhood illnesses experienced by either themselves or other family members and ask if they know how these may have spread. Ask learners to carry out research on each of the major childhood infections, including the routes of transmission and incubation periods of each.
- Encourage all learners to participate in a practical hand washing exercise using a UV light and gel, both before and after a demonstration of effective hand washing technique. If your centre does not have these facilities, the local Primary Care Trust (PCT) Infection Control nurses may be able to help.
- Hold practical demonstrations and class practice of using and removing PPE appropriately.
- Provide input on waste disposal and the management of spillages. Learners could



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then produce an informative poster for a staff noticeboard in an early years setting on how to deal with these issues.

- Ask learners to discuss how toys and equipment are cleaned in their work placements. Compare ways of working, and try to reach an agreement on the best practice.
- Ask learners to participate individually in a facts and myths quiz related to food and kitchen hygiene and then discuss the correct answers.
- Show learners a video clip of workers in a kitchen environment highlighting examples of good and bad practices.
- With learners working in pairs or small groups, allocate a specific aspect of food hygiene to each group to research and present their findings to the rest of the group. Topics for this could include food storage, food preparation, cleaning and dealing with waste.
- Invite a health visitor to give a presentation to the group about the current immunisation programme, and to lead a discussion on typical parent concerns and the risks and benefits of immunisations.
- Provide learners with completed examples of documentation used for recording the accidents. Discuss the importance of accurate recording and the potential consequences of not doing so.

### Learning aim C – Examine how early years professionals safeguard children and respond to concerns that a child has been abused

#### Learning aim C1 – Types and indicators of abuse

- Following your initial input, learners working in groups could be asked to identify the signs and symptoms of one type of abuse, and then share this with the class. It is of course vital that accurate summaries are provided by you.
- Use reports from notorious previous cases of abuse where failings in systems have been reported on as a basis for a discussion on the responsibilities of early years workers in safeguarding children and young people.
- Use a range of case studies to ask learners to consider the short- and longer-term impacts of different abusive situations on health and development.
- Data and reports produced by the NSPCC could be used with learners to investigate who the abusers may be, and dispel many of the myths and beliefs that are commonly held.

#### Learning aim C2 – Safeguarding children

- Using summaries of relevant legislation and exemplar policies and procedures from an early years setting, ask learners to work in pairs to match where the policies and procedures meet legislative requirements. They could go on to identify any gaps and suggest ways in which these could be covered.
- Either use video clips for observation practice or ask learners to reflect upon observations carried out in work placement that focus on recognising changes in children's behaviour.
- Provide input on why certain children may be more vulnerable to abuse and lead a discussion on how this increased vulnerability should be addressed by early years workers.
- Ask learners to consider how they feel when they are not listened to, and from this identify implications for children and actions that should be taken.



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- Introduce learners to some of the commonly used games and activities, such as 'saying no', 'the private triangle', and 'the swimsuit activity', that are used to help children protect themselves. Challenge learners to create their own activity idea or a game to teach children to protect themselves. Ideas should be shared with the rest of the group and could be carried out in work placement if appropriate.

### Learning aim C3 – Responding to concerns about abuse

- Your input will initially be needed to deliver the content in this learning aim. A range of case studies could be responded to by learners to check knowledge and understanding. Additional information could be provided for case studies, where appropriate, to alert learners to the ways in which situations and opinions will change dependent upon the information presented.
- Provide learners with samples of reporting forms, and using one of the above case studies ask learners to complete the necessary documentation. Provide a checklist for learners to ensure appropriateness – facts, not opinions etc.
- Invite a social worker to speak to the group about child protection procedures including investigation, assessment, child protection conference, child protection plan and how agencies work together to safeguard children. They should also explain the role of the agencies involved at the local level, which include police, social services, health services and the Local Children's Safeguarding Board (LCSB).
- This could be followed up by learners working together to create a display about statutory safeguarding procedures. Role play could also be used to reinforce learners' understanding of the different roles and responsibilities.
- Ask learners to research the NSPCC website to discover the various aspects of their work.

### Learning aim D – Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting

#### Learning aim D1 – Risk assessment in early years

- Use photographs or line drawings to identify hazards in different environments. If carried out earlier, encourage learners to reflect upon their park visit.
- Ask learners to visit the Royal Society for the Prevention of Accidents website to research statistics for common childhood injuries and their causes.
- Ask learners to use information gained on common hazards and produce a set of guidelines as a reminder for early years workers to minimise the risks of accidents.
- You will need to provide some initial input on the requirements for formal risk assessments and the way in which a risk assessment could be carried out. It would probably be useful to lead the group in undertaking one risk assessment together and then use a variety of environments to enable individual practice.
- Learners could be encouraged to look at risk assessments that have been completed in their work placements.

#### Learning aim D2 – Recognising accidents and emergencies

- Demonstrations and class practice of how to respond to common non-emergency injuries would be useful. Learners could also produce a poster indicating responses to non-emergency accidents.
- Ways in which help should be summoned should be explained – setting-specific procedures may need to be discussed.

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- All of the content relating to accidents and emergencies should be taught by someone qualified to deliver first-aid training, supported by tutor input, demonstrations and class practice. Ideally learners should also complete an approved paediatric first-aid qualification.
- Consider the use of videos to demonstrate some techniques such as administering adrenaline.
- Sample first-aid kits could be examined by learners and the required contents discussed. It is important to stress here the items that should 'not' be used in early years settings including home-based care.
- Exemplar policies and procedures for emergency situations could be provided, and ways of working discussed. It would be useful for learners to compare policies and procedures from a variety of settings and, following discussion, agree on the best practice.
- Scenarios could be used to highlight the importance of remaining calm and offering reassurance. This could be reinforced by involving learners in short role plays.
- Provide learners with samples of reporting forms. They should practise completing them for given situations. Strengths and areas for improvement could then be suggested and discussed.



## Links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to many of the other units your learners will be studying, in particular:

- Unit 6: Children's Physical Development, Physical Care and Health Needs
- Unit 12: Children's Development Outdoors
- Unit 13: Healthy Eating in the Early Years
- Unit 18: Working with Children under Three Years

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 8–13, 18, 22
- Support children's learning in areas/activities: 41, 52
- Support outdoor play and learning: 53–54, 56
- Caring skills: 57–66

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Cole P, *Keep it Clean and Healthy: Infection Control Guidance for Those Working in Childcare* (Fourth Edition), 2010

Hobart C and Frankel J, *Good Practice in Child Protection*, Nelson Thornes, 2001 ISBN 074873094X

Lindon J, *Safeguarding and Child Protection 0–8 years: Linking Theory and Practice* (Fourth Edition), Hodder Education, 2012 ISBN 9781444145489

Parker L, *The Early Years Health and Safety Handbook* (Second Edition), Routledge, 2012 ISBN 9780415675321

Powell J and Uppal EL, *Safeguarding Babies and Young Children*, Open University Press, 2012 ISBN 9780335234073

Tassoni P, Baker, B and Burnham, L, *BTEC National Children's Play, Learning and Development Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621

### Journals

EYE – Early Years Educator (Mark Allen Group) – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)  
– This magazine often contains articles relevant to all aspects of this unit.



*Infection Prevention and Control* (Health Protection Agency) – Best practice advice for nurseries and childcare settings, 2011 – Provides nurseries and childcare settings with information about how to prevent infection and control practices to use.

*Nursery World* (Mark Allen Group) – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk) – This magazine provides information on a wide range of early years issues and topics relating to the care of children up to five years.

### **Websites**

[www.highfield.co.uk](http://www.highfield.co.uk) – Highfield provides training materials, e.g., booklets, slide presentations, posters and games on a range of health and safety issues. These are general rather than focusing on the specific needs of early years settings but some topics, such as washing hands, infection control and food safety are appropriate.

[www.hse.gov.uk](http://www.hse.gov.uk) – The Health and Safety Executive provides advice and information on safety in the workplace, including current legislation and statutory guidance and the process of risk assessment.

[www.rosipa.com](http://www.rosipa.com) – The website of the Royal Society for the Prevention of Accidents includes information on the types of accident that happen to children and ways to prevent them.

[www.safekids.co.uk](http://www.safekids.co.uk) – Advice for people who work with children, in settings or in their own home, on keeping them safe. It gives information about equipment and resources for preventing accidents.







## Unit 6: Children's Physical Development, Physical Care and Health Needs

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### Delivery guidance

#### Approaching the unit

This is a practical unit enabling learners to demonstrate evidence of their knowledge and skills in their own workplace setting. In preparation, learners must acquire a good understanding of children's physical care and health needs, exploring the interrelationship between children's health, growth and development. You will need to direct learners to draw on their observations and experiences from their own early years settings and relate it to their classroom activities. For instance, observing how early years professionals carry out safe care-routines and provide opportunities for purposeful physical play activity will prepare learners to plan for and support the physical development and care needs of individual children.

It is essential that learners can recognise ill health in young children and are clear on the procedures they should follow. It is particularly important that they know when to seek emergency medical assistance and how to do this. In their setting, learners will come across children with long-term health conditions; asthma for instance is increasingly common. Learners will explore the effects of ongoing health conditions, and the support that professionals should provide to minimise the impact on children's learning and development.

#### Delivering the learning aims

Maslow's hierarchy of needs theory can be used to introduce learning aim A1, but you need to make sure that learners understand how this theory relates to everyday practice in early years settings. Their knowledge of children's specific needs can be gained through research and talking with professionals, but learners should also draw on their own experiences and observations in an early years setting, supported in class by the use of video clips.

For learning aim A2, learners need opportunities for regular, focused, group discussions to enable them to share their experiences supporting children's physical needs. It would be beneficial for learners to visit other settings to observe different strategies and different age groups. Learners should be encouraged to view children in the context of their families. This will lead to the development of ideas around the importance of working closely with parents and how the key person approach ensures that children's experience in their early years setting is an extension of the routines and care needs that have been established at home.

For learning aim B1, learners should be given plenty of opportunities to practise their planning skills in class before undertaking the assessment. Small groups or paired planning activities using scenarios will initiate the sharing of ideas in class. This should give learners the confidence to work independently when they have to plan safe routines and activities and support children in their own work placement.



For learning aim B2, learners should share their observations and experiences to help develop their understanding of 'best practice'. Video clips could also be used to initiate discussion on how to respond to and support children's needs. Learners should consider how professionals support children in ways appropriate to their age and stage of development. Learners need to understand that physical care is not about doing everything for the child, but about supporting them to become independent and 'empowered', for instance, by encouraging them and teaching them the skills to wash, clean their teeth, use the toilet independently and make choices about food. Learners should reflect on their own practice in supporting routines.

For learning aim C1, learners do not need to diagnose illnesses, but they need to recognise signs and symptoms of illness, particularly those signs that require urgent attention. For learning aim C2, learners should be familiar with their own setting's policy on what to do when children show signs of illness. Role play or case studies are a good way to develop learners' knowledge of procedures in different situations followed by a discussion on the possible implications for children of not recognising when they are sick. Learners should become familiar with the recording documentation used in settings, which ideally they should obtain themselves. Otherwise give examples for them to see. The Public Health England website is a good starting point for independent research into health issues that must be reported, how this is done and exclusion periods.

For learning aim C3, video clips, such as those on the NHS (National Health Service) Choices website could be used. Additionally, you could invite a school nurse or health visitor to speak to learners and answer questions. A parent with a child with ongoing health condition could talk about their experiences and how they work in partnership with professionals. Researching the symptoms of common long-term conditions will help learners understand the difficulties that such children face. The learners should look at the possible triggers and/or causes of illness but the focus should be on ways the condition can impact on the child's holistic development and how professionals can help to reduce the negative impact.

| Learning aim   | Key content areas   | Recommended assessment approach  |
|--|---|--|
| <b>A</b> Understand the physical development and care needs of children and approaches to their healthy development              | <b>A1</b> The physical needs of children<br><b>A2</b> Approaches to supporting physical development and care needs    | A case study relating to a family with children at different ages and stages with a response that considers the physical development and care needs of each child and ways they can be supported |
| <b>B</b> Plan and support routines and activities to meet children's physical development and care needs                         | <b>B1</b> Planning for physical care routines and activities<br><b>B2</b> Support physical development and care needs | Planning and reflective account of own skills in supporting a child's physical development and care needs in an early years setting  |
| <b>C</b> Investigate how to recognise and respond to children who are unwell and support children with ongoing health conditions | <b>C1</b> Signs of illness<br><b>C2</b> Responding to children who are unwell<br><b>C3</b> Support for children with  | Report that considers how professionals recognise and respond to children when they are unwell and how they support children with  |



|  |                           |                           |
|--|---------------------------|---------------------------|
|  | ongoing health conditions | ongoing health conditions |
|--|---------------------------|---------------------------|

### Assessment guidance

The case studies for the first assignment should be sufficiently detailed in describing the individual physical care needs of three children from different age groups: under two years, two to four years and four years to seven years, 11 months. Learners must suggest care routines and play activities that might be used with each child in an early years setting and with reference to these evaluate their importance and value in promoting and supporting each child's physical development and healthy lifestyle.

In the second assignment learners' planning and reflective accounts should be presented in a professional format. Learners should plan and support two care routines and two play activities, and analyse them in some depth. It would be useful if learners have practised using planning templates and writing and evaluating their accounts in class so that they can receive constructive feedback to support them in producing consistent and independent evidence for assessment.

In the final assessment learners must produce evidence in the form of a report. Reports should be well structured with an introduction to the purpose of the report. Learners should organise information clearly, using professional terminology about ways to recognise and respond to children who are unwell and how to support children who have conditions requiring long-term care. Learners should draw together their information to reach a conclusion, considering strengths and weaknesses of procedures with justification. It would be helpful for learners to have an audience in mind, for instance, parents or early years students. The report can include tables and/or flow charts, where appropriate, but should provide sufficient depth of analysis to meet the criteria.



## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

| Unit 6: Children's Physical Development, Care and Health Needs  |
|---|
| <b>Introduction</b><br><p>You could introduce this unit by asking learners to produce an outline plan for a group of two- to three-year-old children. The learners can use their planning to initiate discussion. For instance, have they thought about children's need for sleep and rest, have they included physical development activities?</p>   |
| <b>Learning aim A – Understand the physical development and care needs of children and approaches to their healthy development</b>  |
| <b>Learning aim A1 – The physical needs of children</b>   |
| <ul style="list-style-type: none"> <li>• Ask learners to discuss children's physical development and care needs and feed back ideas to create a collated list for the whole class. Learners could go on to prioritise their list of 'needs' and compare to the basic needs identified in Maslow's hierarchy of needs.</li> <li>• Learners could work independently or in pairs to research the nutritional needs of children and the impact of dietary deficiencies for a given age group. Ask learners to produce a dietary plan for a nursery for three days, appropriate for the selected age group. Ask learners to work with another learner or a pair who have researched a different age group and discuss similarities and differences in nutritional needs/plans. The Public Health England website gives expert guidance.</li> <li>• Ask learners to research the importance of sleep, rest and exercise for optimum health and holistic development.</li> <li>• Learners could select and share their experience of one routine for physical care from their own work placements and give reasons why it is important. Information could contribute to a whole class display.</li> <li>• Use a follow-up discussion on the importance of each routine, and the implications of not considering children's individual needs.</li> <li>• Use group discussion to reach a consensus on the meaning of 'health', 'growth' and 'physical development'.</li> <li>• Learners could use a spider diagram to show the interrelationship of concepts, and contribute their ideas to a whole class discussion.</li> <li>• Learners could initially discuss what they understand by the term sudden infant death syndrome (SIDS), then research current expert advice or you could invite a guest speaker, e.g., a health visitor. It is important to check that learners are using appropriate and current websites or resource books and any misconceptions are challenged. Learners could access information from the Lullaby Trust or the NHS website. Learners could go on to produce an advice sheet for parents.</li> </ul> |
| <b>Learning aim A2 – Approaches to supporting physical development and care needs</b>   |
| <ul style="list-style-type: none"> <li>• Lead discussion on the importance of observation for planning that meets a child's needs. Learners could use observations of children's physical development to make judgements about their physical needs and stage of physical development, and</li> </ul>   |



### Unit 6: Children's Physical Development, Care and Health Needs

suggest play activities that would further promote their physical development.

- Ask learners to discuss characteristics of an early years environment (to include the setting, resources and organisation) that supports children's physical development. Learners could work in groups to pool ideas and produce a plan for an 'ideal' environment. Provide catalogues or give access to the internet to enable learners to find appropriate resources.
- Organise a visit to an early years setting or show video clips to display indoor and outdoor early years environments that provide physical challenge and supports physical development.
- A parent with a toddler progressing out of nappies could be invited to discuss how they worked with early years professionals. Follow up with a discussion on ways of working with parents to follow other physical routines established at home.
- Case studies could be used to get learners to plan activities to promote different aspects of physical development to include indoor and outdoor environments and across different age groups. Learners can use catalogues or find appropriate resources on web sites that will support their activities.
- Show video clips of children taking part in physical activity and lead discussion on the physical skills they are using/developing and their age/stage of development. Give each small group of learners a case study that describes a child with an additional need such as visual impairment or cerebral palsy. Each group should have a case study of a child with different needs. Ask learners to discuss ways that they could ensure the child is included in the activity they viewed on the video clip. Get learners to consider different ways to include children, e.g., making adaptations to the environment, selecting appropriate or specialist resources or by providing an additional support. Learners can feed back their discussions to their peers.
- Give learners controversial statements on opinions about what children should be allowed to do, to stimulate discussion on the importance of challenge and the possible impact of children not taking part in challenging physical activity.
- Show videos clips to help learners think about the balance of safety and challenge. Go through the process of risk assessment. Learners could then produce their own risk assessment.
- Ask learners to discuss physical care routines that are carried out in own early years setting and identify health and safety issues that might relate to each routine. Get them to produce procedures for their routine in the form of a flow chart, annotated to show how the routine maintains health and safety. As a whole group ask learners to suggest how they can balance risk with challenge producing a pros and cons list on a whiteboard.
- Ask learners to research the role of the key person. They should carry out interviews in their work placement setting and use resource books and relevant documents to include the Statutory Framework for the Early Years Foundation Stage (EYFS). Ask learners to use information to produce an information sheet for parents of children in a nursery on the benefits of the key person approach.
- Learners can discuss ways they could interact with children during routines to encourage them to develop skills to carry out the routine themselves, develop vocabulary and new ideas and concepts. Extend this by asking learners to discuss ways that they can encourage healthy choices and follow healthy practices during mealtimes and toileting routines. Get your learners to work independently or in pairs to come up with an early years initiative to encourage child and parent participation in making healthy lifestyle choices.
- Give learners scenarios to use as role play in working in partnership with parents.



## Unit 6: Children's Physical Development, Care and Health Needs

Include scenarios where children have more complex physical care needs. Learners could observe each role play and identify strategies used.

### Learning aim B – Plan and support routines and activities to meet children's physical development and care needs

#### Learning aim B1 – Planning for physical care routines and activities

- Ask learners to share experiences from their work placement on different ways that information is exchanged and the purpose. Ask them to share their findings with the whole group and discuss the importance of exchanging information and identify strengths/advantages and weaknesses/drawbacks of each method. Use role play to hone learners' skill in talking to colleagues and parents about children's needs.
- Ask learners to work in pairs to produce an outline care routine for mealtimes, sleep and rest, toileting or nappy changing for a child. Learners should produce their information to share and discuss with the whole group. Prompt learners to consider the differences there may be for children of different ages/stages.
- Give learners a case study that describes the physical abilities and interests of two children at different ages/stages and ask them to plan physical activities to further promote each child's development to include at least one indoor and one outdoor activity.
- Ask learners to bring in examples of planning for routines and physical activity from their own work placements. Ask them to share and compare different ways to record planning.
- Ask learners to record the care routine and a physical activity they planned in previous sessions using a template from their own work placement, their practical evidence portfolio (PEP) or one that you have given.
- Allocate one care routine to pairs of learners and ask them to research the risks associated with their routine and procedures that must be followed then present information to the group.

#### Learning aim B2 – Support physical development and care needs

- Ensure that learners understand empowerment and independence in routines and their importance. Learners could carry out research in their own work placements and complete information on ways to support physical care routines to include, sleep and rest, healthy eating and toileting. You could use a pre-prepared worksheet for learners to complete identifying how each routine supports children's care needs and how they can be used to empower children and support their independence.
- Lead discussion on toileting and signs of readiness for progression out of nappies using targeted questions.
- Use a video clip or pictures as a stimulus for discussion about how professionals can use the routine more effectively to promote learning and/or development. Lead a group discussion on the opportunities for learning and development in other routines in early years settings.
- Use a case study for learners to practise planning care routines. They could submit plans for formative assessment and feedback in preparation for assessment.
- Ask learners to produce a quick guide that professionals can refer to when carrying out routines that show how to meet infection control requirements.
- Ask learners to research the problems caused by the sun and ways to protect children's skin. Discuss how the protection of children's skin is managed in learners'





### Unit 6: Children's Physical Development, Care and Health Needs

own early years settings. Learners could produce information for parents on sun protection using a method of their own choice.

### Learning aim C – Investigate how to recognise and respond to children who are unwell and support children with ongoing health conditions

#### Learning aim C1 – Signs of illness

- Ask learners to work in small groups to list physical and behavioural signs that indicate a child is ill. Ask learners to feed back their ideas and write the signs on a whiteboard prompting them to come up with any further signs and filling in any gaps.
- Give learners an outline drawing of a young child and ask them to annotate it, noting signs and symptoms that would require urgent medical attention.
- Use case studies to get learners to identify symptoms or behavioural signs that indicate that a child may or may not require urgent medical attention.

#### Learning aim C2 – Responding to children who are unwell

- Give learners an exemplar health policy or ask them to obtain and bring in a policy from their own early years setting. (The policy should include information reporting.)
- Ask learners to produce a flow chart that shows the process for seeking medical help, reporting and recording illnesses in children, also identifying roles and responsibilities. Learners could add information to their flow chart to show how and when parents are informed.
- Ask learners to use software to design a one-page document that could be used to record information when a child is ill. Discuss and give them an exemplar document for discussion of the purpose and importance of each piece of information.
- Use a case study that describes a situation in which a child is ill (but not requiring urgent attention) and ask learners to discuss the actions they should take. Get them to justify each of their actions, for instance, why fluids should be given.
- Ask learners to share ideas about what best practice should be in preventing the spread of infection. They could produce best practice guidance on infection control procedures to use when dealing with children who are ill for staff working in an early years setting.
- Ask learners to carry out research using the Public Health England website to identify exclusion periods for infectious disease and reporting regulations for notifiable disease, then produce a chart that can be used as a reference in an early years setting.
- Give learners a copy of a policy for giving medicines (or ask them to bring a policy from their own setting). Ask them to read through the policy and respond to questions and answers about the policy and procedures. Learners could research the statutory requirements for medicines including Section 3 of the Statutory Framework for the EYFS.

#### Learning aim C3 – Support for children with ongoing health conditions

- Invite a parent of a child with a long-term health condition to speak to learners about the importance of being included in decisions about their children.
- Give scenarios and use role play to get your learners to think about support for children from the parents' point of view.
- Lead discussion on the types of medication that children may need for short- and

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long-term illnesses and conditions. Show templates for record keeping from an early years setting. Ask learners to discuss and feed back the possible consequences of not keeping accurate and coherent records.

- Lead discussion on the importance of inclusive provision for children with health conditions. Use activities that help learners to put themselves into the position of a child with an ongoing health condition. They could write down the 'thoughts' of a child or could take on the child's persona and have their peers asking questions about how they are affected. Learners could then work in groups to discuss strategies for raising awareness and minimising the impact on children's learning and development.
- Use videos available from the NHS website (NHS Choices) to introduce a range of health conditions, such as asthma, eczema and diabetes. Learners could be organised into at least three groups (depending on numbers). Ask groups to research one long-term condition each and present information to peers in the form of a guidance sheet. Remind learners to find information relating to the content requirements of the unit for each condition.
- Invite a health visitor or paediatric nurse to speak to learners about each health condition and answer questions.
- Give learners case studies of children with ongoing health conditions. Ask learners to respond, giving an explanation of how the child can be supported and how appropriate support benefits their holistic health and development.

**Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

This unit links to many of the other units your learners will be studying, in particular:

- Unit 1: Children's Development
- Unit 12: Children's Development Outdoors
- Unit 18: Working with Children Under Three Years

**Practical Evidence Portfolio**

This unit supports underpinning knowledge for the following criteria in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 8–15
- Caring skills: 57–68.

**Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.



## Textbooks

Cooper L and Doherty J, *Physical Development (Supporting Development in the Early Years Foundation Stage)*, Continuum, 2010 ISBN 9781441192448 – This gives a holistic approach to physical development, including principles of good practice. Although the book focuses on supporting physical development in the Early Years Foundation Stage, it includes support for children up to seven years of age.

Meggitt C, *Child Development: An Illustrated Guide* (Third Edition), Pearson, 2012 ISBN 9780435078805 – Gives information on children's physical development. The book includes a DVD of video clips you can use in your lessons to illustrate activities that support children's physical development at different ages.

Tassoni P, *Penny Tassoni's Practical EYFS Handbook* (Second Edition), Pearson, 2012 ISBN 9780435077785 – Contains a wide range of stimulating activities that are directly linked to the EYFS. It will support your learners to plan activities that challenge babies and children and promote their physical skills.

Tassoni P, Baker, B and Burnham, L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621 – Supports the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information.

## Journals

*Early Years Educator* (Mark Allen Group) – This magazine gives guidance on the requirements of the Early Years Foundation Stage. It includes information and expert articles across a range of early years topics.

*Nursery World* (Mark Allen Group) – This magazine gives information on a wide range of early years issues and topics relating to the care and development of children up to five years.

## Videos

NHS Choices – A selection of videos on health issues to include ongoing conditions.

*The Power of Physical Play* (Siren Films) – How play promotes physical development and the importance of physical play for holistic development.

Video sharing website – A selection of video clips relating to the EYFS and physical play. These are useful to illustrate information or to stimulate group discussion. Check the content of any material on video sharing website before recommending to learners.

## Websites

[www.asthma.org.uk](http://www.asthma.org.uk) – Asthma helpline – Information and advice on the triggers and symptoms of asthma with downloadable information. A useful website for learners and tutors.

[www.britishskinfoundation.org.uk](http://www.britishskinfoundation.org.uk) – British Skin Foundation – Information on the causes and treatment of eczema. A useful website for learners and tutors.



[www.diabetes.org.uk](http://www.diabetes.org.uk) – Charity for those with diabetes and their parents – Information, advice and resources on type 1 and type 2 diabetes. A useful website for learners and tutors.

[www.gov.uk](http://www.gov.uk) – UK government website – The Statutory Framework for the Early Years Foundation Stage (EYFS) can be accessed through this website. The framework gives requirements for children's physical development and welfare requirements to include the role of the key person.

[www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england) – Public Health England – Linked to the government website this gives advice and information on:

- nutrition for children at different ages and stages
- exclusion and regulations for reporting of illness
- infection control.

[www.lullabytrust.org.uk](http://www.lullabytrust.org.uk) – The Lullaby Trust – Mainly providing support for parents who have experienced Sudden Infant Death Syndrome (SIDS), but also gives useful information about SIDS for professionals. Advice on safer sleep that is easily accessible for your learners.

[www.nhs.com](http://www.nhs.com) – National Health Service – Gives expert advice and information on a number of topics covered in this unit, including:

- diet and nutrition to include breast feeding and weaning
- signs of illness in children and when emergency medical help may be needed. It gives information on conditions experienced by children that are ongoing, their symptoms and treatment
- information and advice about ongoing health conditions.



## Unit 7: Children's Personal, Social and Emotional Development

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### Delivery guidance

#### Approaching the unit

This unit will develop learners' awareness of how children acquire an understanding of themselves, others and their place in the world. To be able to support children through various life transitions, it is important that learners understand how children form attachments and develop friendships and relationships and the influences of social and cultural factors on their personal, social and emotional development.

The key person approach is fundamental to supporting children's personal, social and emotional development and this unit will develop learners' understanding of their roles and responsibilities in ensuring that they support children's positive mental health.

This unit is particularly exciting as it introduces the learner to the ways that children develop bonds and attachments with key people and how these attachments form templates (internal working models) for relationships and friendships with others as they grow. Learners will also know how various life transitions can affect a child's emotional wellbeing and how they can support children in building resilience and self-confidence to equip them for life's challenges.

You can use a variety of delivery methods, but this unit is particularly suited to practical activities that learners can carry out in the workplace, including observation of friendships and attachment patterns. There are some excellent videos and other resources that can be used to support delivery of this unit to help consolidate learners' understanding.

#### Delivering the learning aims

Learning aim A1 introduces the learner to the roles and responsibilities, statutory regulations and guidance in the early years sector that are used to support children's personal, social and emotional development. Learners will understand how theories have influenced the way in which regulations and guidance have been developed for practice. Learners will be introduced to the importance of maintaining professional boundaries, working in partnership with families and/or carers, promoting children's social and emotional skills and recognising and challenging discrimination and prejudice. Learners will also understand the importance of observation and assessment in supporting these areas.

This learning aim gives you an opportunity to make clear links with theories studied in *Unit 1: Children's Development*. You can encourage a discussion through using video footage that reinforces theoretical perspectives such as attachment, maternal deprivation, theory of mind, age/stage theory and social learning theory. Learners could be encouraged to develop resources on the importance of involving and working with parents and maintaining professional boundaries. You could provide role-play activities that demonstrate appropriate communication techniques with different audiences. Tutor-generated activities or



scenarios would help learners recognise and challenge discrimination where it arises and support children's wellbeing and resilience.

Learning aim A2 focuses on the importance of the key person role and how it helps to form and develop positive bonds and relationships with children to promote their positive psychological development. Learners will need reinforcement of the knowledge gained in learning aim A1 in understanding how theory has informed both statutory regulation and guidance around the key person role in practice.

Delivery of this section of the learning aim can be achieved by introducing learners to key statutory and curriculum frameworks for the key person approach and encouraging them to explore how these can be applied to early years practice. A variety of delivery methods could be used, including tutor presentation, class discussion, independent research, and paired and small group activities.

Learning aim A3 explores factors that can affect children's behaviours and quality of relationships. It examines the different cultural, social and biological perspectives that help to define the types of attachment a child may form. Learners will understand how personal, social and emotional development can link to other areas of development, including language and cognitive development. To conclude, learners will understand what is meant by transitions and significant life events and how these can affect the quality and types of relationships children develop.

Delivery of this learning aim can be achieved through introducing learners to basic sociological perspectives that define culture, identity and the concept of family as a system, through a mix of tutor presentation and activities. Tutor-generated scenarios/case studies are particularly useful in helping learners understand links and effects on other areas of development and the way that transitions can further affect a child's ability to form positive attachments and relationships. Introducing the concept of transitions at the end of this learning aim provides a useful introduction to learning aim B.

Learning aim B develops learners' understanding of transitions and the effect they can have on a child's holistic development. Learners will develop skills in supporting children when they experience transition or significant life events and will gain an understanding of how this can be achieved through working with colleagues and other professionals inside and outside early years settings.

You could invite guest speakers from local authorities or from settings that experience high mobility among their children to discuss their experiences. You could link activities back to learning aim A in helping to develop understanding of building effective relationships with children, parents and carers. Learners could be encouraged to develop procedures for settings that demonstrate ways to support a child settling into a setting and ways to identify how well a child settles into the setting. This type of activity could also be useful in identifying ways to recognise concern or distress in order to support and develop a child's resilience and positive transitions.

Learning aim C covers the way in which policies and procedures for the setting are developed for promoting children's positive behaviour. Through introducing or reinforcing theory from *Unit 1: Children's Development*, learners will develop their understanding and analyse the effectiveness of behaviourist theories that show how modelling, reinforcement and operant conditioning can be applied to practical situations to promote children's positive behaviour. Extending learners' understanding of the key person role in promoting positive behaviour and the importance of working with parents and other professionals provides a useful introduction to recapping and consolidating whole unit learning.





| Learning aim  | Key content areas  | Recommended assessment approach  |
|---|--|--|
| <b>A</b> Investigate approaches in supporting children's personal, emotional and social development and influences on behaviour | <b>A1</b> Roles and responsibilities<br><b>A2</b> The key person approach<br><b>A3</b> Influences on children's behaviour  | A report on how early years professionals work to support the children's personal, emotional and social development that includes: <ul style="list-style-type: none"> <li>the role of the key person</li> <li>transitions and significant events and the strategies that can be used to support children</li> <li>factors that can affect children's behaviour.</li> </ul> |
| <b>B</b> Explore how to prepare and support children through transition and significant life events                             | <b>B1</b> The impact of transition and significant life events<br><b>B2</b> Support transition and significant life events |  |
| <b>C</b> Support and promote children's positive behaviour  | <b>C1</b> Support and promote positive behaviour   | A portfolio of evidence that shows how the learner has applied knowledge and skills in their own early years placement setting to promote and support children's behaviour   |

### Assessment guidance

The assessment of learning aims A and B required learners to use evidence from classroom activities, examples from work placement and further research to show their understanding of ways to develop relationships with children, the benefits of the key person approach and the factors that can affect a child's personal, social and emotional development. Learners will also need to explain the types of transitions children may experience and how they can support children through these challenges. The suggested assessment approach is a report; however, other formats could be used to meet the criteria, such as a training programme or an article for a parenting magazine.

For the assessment of learning aim C, learners will need to collect evidence in their work placements that demonstrates their skills in promoting children's positive behaviour. This evidence should include self-assessment and feedback from supervisors and School/College Assessor/Placement Officer and will need to be recorded in the Practical Evidence Portfolio (PEP). Learners will need to use this evidence to write an account reflecting on strengths and areas for development and how this will inform future practice.

Learners will need to be reminded of the need for confidentiality when using examples from work placement in their assignment and collecting evidence for their portfolio.





## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

| Unit 7: Children's Personal, Social and Emotional Development  |
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| <p><b>Introduction</b></p> <p>To introduce this unit, you could encourage learners to think about their best friend(s), it could be the first best friend, and how they develop and maintain these relationships. This will help learners focus on their personality and how it could relate to the way they form relationships with others. Learners can reflect on this throughout the unit when applying it to learning and supporting children's attachments and friendships.</p>  |
| <p><b>Learning aim A – Investigate approaches in supporting children's personal, emotional and social development and influences on behaviour</b></p>  |
| <p><b>Learning aim A1 – Roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Give each learner a sticky note and ask him or her to write one reason why it is good practice to have a key person in early years settings. Ask learners to develop simple plans using EYFS (Early Years Foundation Stage) curriculum guidance that would demonstrate how the key person supports relationships with children.</li> <li>• Ask learners to bring in an example of their setting's policies and procedures. Ask them to discuss the similarities and differences. Discuss as a whole group and record key points.</li> <li>• Introduce the theory of mind and lead a discussion on links to practice. Ask learners to contribute their ideas on how children can be supported to understand the feelings of others. Outline theories of personality and self-esteem and attachment. Explain how learners will expand their knowledge of these theories throughout the unit through applying it to their roles and responsibilities in supporting individual needs.</li> <li>• Ask learners to write down ideas on ways to monitor changes in a child's behaviour. Produce a checklist for practitioners to monitor changes in a child's behaviour.</li> <li>• Ask learners to work in small groups to discuss what they consider to be professional boundaries. Ask them to go on to produce a 'good practice' checklist.</li> <li>• Show learners a video clip of an adult supporting a small group of children. Ask them to note instances of where the adult might be developing trusting relationships with children. Give learners a template with a list of skills that are important for developing relationships with children. Ask them to rate themselves and reflect on how they can improve these skills.</li> <li>• Engage learners in role-play activities that demonstrate different methods and modes of communication. Lead a discussion recording main aspects and impact on parents' confidence and trust.</li> <li>• Ask learners to bring copies of routines in early years settings, ask them to discuss in small groups and present one routine to the whole group and state why it contributes to setting boundaries and giving children a sense of security.</li> <li>• Ask learners to work in small groups and identify age-appropriate acceptable and non-acceptable examples of physical contact. Lead a whole group discussion and record salient points. Discuss importance of how policies and procedures can ensure</li> </ul> |



### Unit 7: Children's Personal, Social and Emotional Development

safety and security of children and early years professionals.

- Ask learners to work in pairs or small groups to consider the importance of friendships to children's overall development, with reference to children of different ages, and investigate ways that children's emotional wellbeing and resilience can be supported. Learners could reflect on their own notes from the introduction to the unit to help support their information when presenting to the whole group.
- Ask learners to work in small groups to plan play activities that support children's group learning and socialisation and give opportunities for developing friendships and empathy. As part of their independent research, ask learners to record examples of ways that they have acted as a role model in the development of empathy.
- Produce pictures of children and people from different cultures and religions, with ranges of ability and disability. Ask learners to work in small groups and record how they describe each of the children/people in the pictures. Feed back the findings as a group illustrating how stereotyping can lead to discrimination and marginalisation. Ask learners to reflect on times when they (or someone they know) have experienced prejudice and discrimination. Ask them to write down their feelings and how it may affect their ability to form friendships and relationships, and self-confidence.
- Use case studies (a different one for each group) that describe a scenario where a child has experienced discrimination. Ask learners to work in small groups to identify the possible impact on children's life chances and all-round development. Ask each group in turn to share with the whole group their case study and the outcome of their discussion. Lead a discussion on the importance of challenging discrimination and ways to do this.

### Learning aim A2 – The key person approach

- Give learners a handout outlining the statutory requirements for a key person (from the EYFS 2014) and lead a discussion of what this means in practice. Invite a guest speaker to talk about the key person approach. (It would be beneficial if the speaker were from a different type of setting to learners' own work placements.)
- Working in pairs ask learners to produce a job description for a key person. Ask learners to refer to their job descriptions and share information with their peers. Lead a discussion on the similarities, differences and challenges involved in applying a key person approach in different types of settings. Ask learners to write on sticky notes one thing a key person does in early years settings that helps in establishing and developing attachments. Put notes on a whiteboard and discuss as a whole group why it is good practice to have a key person in early years settings.
- Use case studies to ask learners to discuss and record why it is important for children to develop strong attachments in relation to their overall development and outcomes. Ensure that links are made to other areas of development. Share key findings with the whole group.
- Use whole-class teaching to introduce the theories of attachment. Use video clips of theorists' work to illustrate information. Ask learners to work independently to research the work of one theorist, identify how practice has been influenced and feed back their findings to the class.
- Ask learners to develop an information leaflet for an early years setting on how the key person system supports effective relationships with parents.
- Ask learners in their placement to carry out observations of a child interacting with their key worker and to reflect on the signs that indicate that they have a good



## Unit 7: Children's Personal, Social and Emotional Development

attachment. (Use video clips if learners are not in work placement.)

- For a small group activity, ask learners to reflect on learning throughout and develop a short presentation highlighting their roles and responsibilities and how this affects a child's personal, social and emotional development.

### Learning aim A3 – Influences on children's behaviour

- Lead in with a tutor-led discussion asking learners to define the culture and its characteristics. Discuss how norms, values, sanctions and expectations of a society are defined and how they influence the behaviours of families and children.
- Ask learners to independently research views on childhood and how expectations have changed over time, and ask them to consider why views and attitudes have changed. Ask learners to work in small groups and identify differences in expectations or ways boys and girls are treated. Record learners' views to the whole group. Ask learners to draw conclusions from their research and discussions about how different cultural and social perspectives influence responses to children's behaviour.
- Use case studies of children with delayed language and delayed cognitive behaviour. Get learners to reflect on how their stage of language or cognitive development may affect their behaviour.
- Ask learners to work in small groups to identify the short-term and long-term factors that influence behaviour. Ask them to feed back ideas to the whole group. List ideas and add any factors that have not been raised.
- Introduce learners to 'transition' and ask them to identify what a transition may include. Provide a general overview and how learning aim B will explore transitions and its effects on children's personal, social and emotional development.

### Learning aim B – Explore how to prepare and support children through transition and significant life events

#### Learning aim B1 – The impact of transition and significant life events

- Ask learners to work in small groups to identify the transitions and events that may happen to children. They should sort the list of transitions and significant events into two sets: (1) transitions common to all children; and (2) transitions and significant events particular to some children.
- Use case studies of children who experience a range of personal transitions such as family circumstances or serious health needs. Explain that some transitions may be experienced at any age and are more likely to be unexpected.
- Use a 'hot-seating' activity. Ask learners to consider different scenarios of children in transition. Ask others to consider the way the child (learner) may be feeling and how it could affect their learning and development.

#### Learning aim B2 – Support transition and significant life events

- Bring in a story or video footage that has been produced to help prepare young children for a transition or significant event. Lead a discussion asking your learners how effective the resource is likely to be and how it could be improved. Ask learners to work independently or in pairs to produce a resource or activity to help prepare children of different ages for transition.
- Give each learner a sticky note and ask them to write down reasons that practitioners should discuss transitions with parents before they take place. Collect the ideas and read out each one, giving feedback.



### Unit 7: Children's Personal, Social and Emotional Development

- Using case studies ask learners how they would build relationships with the child and the family. Ask learners to design a form to capture relevant information about a child and their family to support the building of relationships and the settling in process.
- Ask learners to work in small groups to role play/discuss a transition/significant event scenario. Encourage learners to reflect on their interactions.
- Ask learners to work in pairs or threes to produce a policy and procedures for the settling in of children who are new to the setting. Ask learners to work independently and jot down ideas on ways to check that a child has settled in. Once learners have done this, ask them to work with another learner to produce a checklist for practitioners to record how children have settled in.
- Give learners a case study describing a child showing signs of distress. Ask learners to describe the short-term and long-term effects that this may have on the child. Remind learners that they should consider all areas of the child's development.

### Learning aim C – Support and promote children's positive behaviour

#### Learning aim C1 – Support and promote positive behaviour

- As part of their independent study, ask learners to obtain a behaviour policy, including procedures for recording and reporting. Ask them to summarise the policy with reference to how it supports effective practice.
- Give learners case studies of children who are displaying unwanted behaviour and ask them to suggest strategies for promoting positive behaviour.
- Introduce Skinner's operant conditioning theory. (This may have already been introduced in *Unit 1: Children's Development*.)
- Ask learners to carry out independent research in their own workplace to find out how reward systems are used.
- Ask learners to work in groups to discuss the techniques used in their placements. Discuss the importance of positive attitude, consistency and collaboration with parents and others.
- Invite a practitioner to speak to learners about strategies that can be used to ensure that adults have a positive attitude and manage a consistent approach to support positive behaviour.
- As part of their work-based learning, ask learners to plan and implement an activity with a group of children that aims to value, respect and develop positive attitudes towards others. Ask learners to produce a 'guide to good practice' for new learners, showing five key ways to model behaviour that demonstrates that we value and respect others.
- Give learners exemplar observations describing the behaviour of children whose personal, social and/or emotional development is delayed. Ask learners to work in pairs to draw conclusions about the child's stage of development with reference to theories of child development.
- Ask learners to discuss and make recommendations on support and how observations can be used to monitor both children's progress and the effectiveness of the support.
- Ask learners to work in small groups to discuss the different ways that settings can work with parents to support children's positive behaviour. Learners should then feed back their findings to their peers. Ask learners to use ideas from their discussion to produce a guidance policy for an early years setting for working with



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| parents to support positive behaviour. |
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## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- Unit 1: Children's Development
- Unit 3: Play and Learning
- Unit 8: Working with Parents and Others in Early Years

## Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the PEPPEP:

- Effective relationships with children: 1–3
- Support children's learning in areas/activities: 40–52

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Allingham S, *Transitions in the Early Years: A Practical Guide to Supporting Transitions Between Early Years Settings and into Key Stage 1* (Second Edition), Practical Pre-School Books, 2015 ISBN 9781907241192 – Explains different transitions and ways that adults can support children and plan for change. Includes case studies from different types of early years settings.

Dowling M, *Young Children's Personal, Social & Emotional Development* (Third Edition), Sage Publications, 2009 ISBN 9781848601062 – This book focuses on the personal, social and emotional development of children aged 0–6 years. The information will support this unit and includes references to the EYFS, developing self-esteem, personal growth, working with parents and behaviour.

Tassoni P, Baker B and Burnham L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson Education, 2016 ISBN 9781292133621 – This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information.

### Journals

*Early Years Educator* (MA Education Limited) – Includes ideas for activities to support emotional and social development.

*Nursery World* (MA Education Limited) – Learners should be able to find articles about approaches to supporting emotional and social development.



### Videos

Siren Films ([www.sirenfilms.co.uk](http://www.sirenfilms.co.uk)) produce a wide range of films on child development including *Attachment in Practice* and *Life at Two*.

Tutors should make sure that they view and check video clips for their suitability before using them in sessions.

### Websites

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education) – The section on the statutory frameworks for the EYFS gives information on the roles and responsibilities of the key worker.





## Unit 8: Working with Parents and Others in Early Years

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### Delivery guidance

#### Approaching the unit

This unit focuses on the knowledge, understanding and skills early years professionals need to work with parents and others in early years settings. Effective work with parents or carers and other professionals will give the best support for children and families, which in turn will produce the best outcomes for children's health, wellbeing and learning. The current focus on working closely with parents and the home learning environment to develop children's communication and literacy skills is an important aspect of this unit. Learners will need opportunities during the delivery of this unit to apply their knowledge and develop the skills and confidence required for effective partnership work through experiential learning opportunities.

#### Delivering the learning aims

##### Learning aim A

Learning aim A1 introduces the legal rights and responsibilities of parents underpinned by the Children Act 1989, which introduced 'parental responsibility'. Learners consider the relationship that parents build with their children and factors that may influence this, including the parents' or carers' own upbringing, health, experiences, traditions and socio-economic status. Learners will benefit from analysis of case studies and scenarios exploring how these factors may affect parenting and their relationships with others. Different parenting styles should be investigated. Video clips of parents interacting with and responding to their children may be a useful starting point for discussion about the challenges that can occur when approaches in a setting differ from that of a parent or carer. Learners need to explore how differences in approach may affect the confidence of the parent and/or carer and their relationship with early years professionals. Learners should be introduced to current and ongoing research and projects that explore the value of parental involvement in children's play, learning and development to consider how practice in working with parents in early years settings has been influenced. This gives the opportunity for learners to engage in critical thinking.

The learning aim A2 introduces skills that learners need to work effectively with parents and/or carers. Learners on work placement may observe that relationships and attachment between parents/carers and children affects choices and behaviours, and that these may differ from the views and opinions of early years workers. It is essential that learners develop communication skills that will help them to build trusting partnerships. Learners in placement may not have opportunities to communicate with parents, so activities such as role play, simulations, analysis of case studies and scenarios will enable learners to explore realistic situations and ways to achieve positive outcomes. Learners should be encouraged to reflect on observations from their work placement of early years professionals interacting with parents. It is essential that learners consider interactions from the parents' point of view, including concerns about



confidentiality. Draw on learners' understanding of factors that affect parenting when looking at how parents participate, including 'hard to reach' parents. Learners may feel that when they are qualified they should be able to give advice, but they need to know when to direct parents to other services and the consequences of not doing so. Learners' attention should be drawn to the need for respect towards children, families, colleagues and others, and the importance of challenging discriminatory behaviour.

### **Learning aim B**

Learning aim B1 deals with the professional responsibilities of early years professionals in working in partnership with colleagues and other professionals. Learners are also introduced to the roles of colleagues with whom they will be working and who have particular responsibilities in the setting. Learners should acquire a good knowledge of the range of services and of the roles and responsibilities of professionals who are not based in their setting, but with whom they may need to work. Learners must research roles that support families with different types of needs so that they can direct families to appropriate support. Learners need to understand that children and their families may have complex needs requiring support from professionals from different sectors. Working in partnership includes the need for early years professionals to share information; learners must be taught what is confidential information, how to seek parental consent, and the circumstances in which information should be passed on and to whom. Introduce learners to the benefits of cooperative working for the child, family and professionals, outlining that there can be difficulties relating to different working practices. Learners will need to draw on their work placement experiences in this learning aim and are encouraged to interview professionals they work with to extend their understanding of partnership working; this will give further opportunity to develop their communication skills.

### **Learning aim C**

For learning aim C, learners need to be supported to apply their knowledge from learning aim A to the working practices in their settings to develop effective partnerships with parents to meet the needs of children. Learners may have limited opportunity to work directly with parents, but role play in delivery of learning aim C1 can give the opportunity for learners to practise and develop their skills and confidence in communication with parents. Learners can work more closely with supervisors, for instance, working alongside them when greeting parents and/or carers and supporting the 'going home' routine, contributing to the home-setting diary. Learners must be reminded of the need for confidentiality in all communications with parents (always checking with their supervisor before an interaction), and you should explain how to pass on messages or information that a parent may tell a learner directly. During study for this learning aim, learners will have the opportunity to give evidence for their Practical Evidence Portfolio (PEP).

Learners will need to apply knowledge from learning aim B in their work placement, and record and reflect on their skills in developing effective partnerships with colleagues and others in learning aim C2. Learners will also need to give evidence for their PEP.



| Learning aim  | Key content areas   | Recommended assessment approach  |
|---|---|--|
| <b>A</b> Explore partnership work with parents in early years settings  | <b>A1</b> The impact of parental rights, views and experiences on partnership work<br><b>A2</b> Approaches to effective partnerships with parents | A report that evaluates the approaches to building effective partnerships with parents, colleagues and other professionals considering the influence of parents' own rights, views and experiences |
| <b>B</b> Explore partnership work with colleagues and other professionals in early years settings                             | <b>B1</b> Approaches to effective partnerships with colleagues and other professionals  |  |
| <b>C</b> Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children | <b>C1</b> Demonstrate effective partnerships with parents<br><b>C2</b> Demonstrate effective partnerships with colleagues and others              | A portfolio of evidence that shows how the learner has applied skills to developing effective partnerships in their own early years placement setting  |

### Assessment guidance

The assessment of learning aims A and B requires learners to use evidence from class activities, examples from work placement and further research to show understanding of partnership with parents, colleagues and others in early years settings. The suggested assessment approach is a report; however, other formats could be used to meet the criteria, such as a training programme or an article for a parenting magazine. Learners will need to draw conclusions about the benefits of effective partnership for children and families.

For the assessment of learning aim C, learners will need to collect evidence in their work placements that demonstrate their skills in effective partnership working with partners, colleagues and others. This evidence should include self-assessment, feedback from supervisors and school tutors/college assessors/placement officers and will need to be recorded in the PEP. Learners will need to use this evidence to write an account reflecting on strengths and areas for development and how this will inform future practice.

Learners will need to be reminded of the need for confidentiality when using examples from work placements in their assignments and in collecting evidence for their portfolios.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 8: Working with Parents and Others in Early Years

#### Introduction

You could introduce this unit by asking learners to identify evidence of partnership work with parents and others they have observed in their work placements. Ask learners to consider how this partnership working may have benefited children. From this, highlight the importance of effective partnership working on short- and long-term outcomes for children and families.

#### Learning aim A – Explore partnership work with parents in early years settings

##### Learning aim A1 – The impact of parental rights, views and experiences on partnership work

- Ask learners to work in groups to list parents' rights and responsibilities and ask them to feed back their points to the whole group. Write separate lists for rights and responsibilities on a flipchart or whiteboard.
- Give learners an outline of the key principles covering parental rights and responsibilities in Part 1 of the Children Act 1989, 2004 (as amended by the Children and Families Bill 2013) and discuss, checking that they have grasped the key points.
- Recap the work of John Bowlby and Mary Ainsworth and discuss their influence on practice, which recognises the importance of supporting parent-child relationships.
- Use case studies to discuss the impact of insecure attachment, inadequate protection and poor role models on children's holistic development in the long and short term.
- Give learners a large planning sheet and ask them to work in groups to identify factors in the home learning experience that may affect children's learning. Remind learners that factors may have a positive as well as a negative effect. Invite feedback and discuss the extent to which children's learning may be affected by their home learning environment.
- Ask learners to carry out independent research on The Effective Provision of Pre-school Education Project (EPPE) to identify findings that show the impact of the home learning environment on children's development. Lead a discussion to reflect on the importance of the home learning environment as a 'protective factor'.
- Use case studies describing the early experiences of three or four parents. For example, someone who experienced childhood in poverty, and a parent who did not achieve well at school because their dyslexia was not recognised. Ask learners to consider how these experiences could affect their confidence and attitude to learning and impact on partnership working.
- Give different scenarios to learners. For example, a parent who has asked that their son should not play with dolls in the setting; parents who are overprotective about children using knives in cooking activities. Lead a discussion to consider how these views have influenced their parenting style.
- Ask learners to carry out independent research on the four parenting styles:



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authoritative, authoritarian, permissive and neglectful/disengaged. Discuss each style, why parenting styles differ and their effect on children's development.

- Use observations of interactions of parents with their children to ask learners to identify which style is being used.
- Use case studies of parents who have experienced different emotional difficulties. Ask learners to suggest how the emotional difficulties might affect their relationship with their child(ren) and the way that the parent/carer becomes involved with the early years setting.
- Use role play where the setting has a different approach from the parent, e.g., in supporting children's positive behaviour. Learners could explore how this different approach may affect parental confidence and relationships with early years professionals.
- Ask learners to carry out independent research into the Raising Early Achievement in Literacy Project (REAL) and Early Words Together (National Literacy Trust).
- Learners could feed back their findings and discuss how research could be applied to early years settings to improve parental involvement and literacy outcomes for children.

### Learning aim A2 – Approaches to effective partnerships with parents

- Ask learners to find references to partnership working in the Early Years Foundation Stage (EYFS) statutory framework and in the Office for Standards in Education, Children's Services and Skills (Ofsted) Early Years Inspection framework. Use an example of a policy document from an early years setting to discuss the extent to which the policy meets the statutory requirements of the EYFS.
- Give learners examples of questions that parents might ask them in an early years setting. Ask learners to identify the advice that it would be appropriate to give and when they should direct the parent to another professional or source of advice. Discuss with learners the potential implications for the child, family and early years setting if inaccurate advice is given.
- You could use role play to support learners' understanding of each of the features of good communication and interpersonal skills. Give learners three scenarios of interactions between a parent and an early years practitioner. Ask learners to work in groups of three, with two learners to role play and one to observe. After each role play, ask the observer to feed back on the positive features of verbal and non-verbal interaction and how empathy was shown. Ask learners to reflect on their role play, identifying reasons why it is important to communicate effectively to support positive relationships for partnership working.
- Ask learners to write an email to a parent requesting a meeting to discuss their child's progress. Discuss the importance of using appropriate language and tone in written communications with parents.
- Learners could work in groups to identify possible barriers to communication. List on a flipchart or whiteboard each of the barriers identified and discuss the implications of these barriers for effective partnership work.
- Ask learners to draw on work placement experience to identify any strategies they have observed to overcome barriers to communication. Discuss strategies that could be used in an early years setting to overcome all the barriers identified, including avoiding assumptions, supporting individual needs, being respectful and flexibility of approach.
- Learners should ask questions and observe how colleagues in their placement work with parents through shared working, implementing the key person approach and

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having an open door policy. Ask learners to share their information and lead a discussion on how these strategies support the development of a trusting partnership.

- Ask learners to draw up procedures for a new early years setting to ensure information is exchanged and shared safely. Learners to feed back and share their ideas and compare with procedures that are in place in their own settings.
- Ask learners to draw on their placement experience of how settings give information to parents to support home learning. Compile a list of ways on a flipchart/whiteboard.
- Ask learners to plan an information session to help parents understand how to support children's communication and literacy development at home.
- Learners could research the practice examples used by the Parents, Early Years and Learning (PEAL) model and the Pre-school Learning Alliance to develop parental involvement in children's early learning, and share their findings with the group.
- Ask learners to discuss the factors that may prevent participation of families in early years settings. Encourage learners to think about parents who may lack interest and also those who cannot participate because of personal problems or practical reasons, such as time.
- Invite an early years practitioner to discuss factors that might affect ways that parents and/or carers participate and ways they overcome these factors to increase family participation in their setting.
- Introduce learners to the eight principles of the Data Protection Act 1998. Explain how each principle impacts on early years practice, also including the law relating to passing on concerns about a child's safety.
- Use examples from settings to show how consent is obtained for passing on information, referrals and for going on outings, and discuss the implications if parental consent was not obtained.
- Give learners case studies describing situations in which a parent and childcare professionals have differences in opinion about the care of the child, including scenarios relating to settling in, provision of food, concerns about safety and building friendships. Ask learners to work in pairs to discuss why there might be differences in opinion and how the worker can acknowledge this and respect the choice of the parent in each situation.
- Invite an early years professional to speak about how settings manage separation and provide continuity of care.
- Give learners a scenario in which discriminatory behaviour is occurring. Ask them to discuss whether the behaviour should be challenged and why. Learners could discuss how the discrimination in the scenario could be challenged.
- Lead a discussion on the importance of protecting children, families and colleagues from discrimination and ways to do this.
- Ask learners to produce good practice guidelines for promoting respect for children, families and staff in an early years setting.
- Ask learners to suggest how they would help parents to find information on services information, including information on health and finance.





### **Learning aim B – Explore partnership work with colleagues and other professionals in early years settings**

#### **Learning aim B1 – Approaches to effective partnerships with colleagues and other professionals**

- Ask learners to research and list professionals who may support children's health.
- Invite a family support worker to speak to learners about their role and responsibilities.
- Show a video clip of a social worker discussing their role and responsibilities (see the Resources section later in this unit) and follow this with a group discussion.
- As an independent research, ask learners to interview professionals in their own setting about their role and responsibilities.
- Lead a discussion in class about professional roles with learners contributing information following their interviews.
- Give learners a case study describing a child and family with complex needs that have been assessed and who are being supported quite separately by different professionals. Ask learners to suggest ways that the professionals could work in a partnership.
- Give each learner three sticky notes of different colours and ask them to write on each note a reason why cooperative work is needed to benefit the child and their family. Collect the notes and read out each one, ensuring that any points learners have not thought of in the specification are covered.
- Discuss the implications for the child and family if partnership working had been ineffective.
- Ask learners to carry out independent research, if they are in placement, interviewing colleagues to find examples of cooperative working, including any difficulties encountered. Encourage learners to share examples in a class discussion.
- Invite an early years practitioner to speak about ways they work with colleagues and other professionals and any problems that they face, and how these are overcome.
- Give learners a range of scenarios with examples of when information should or should not be passed on, including an example of a child at risk of abuse. Ask learners to discuss each scenario in pairs and feed back their decisions to the whole class. Ask learners to work in small groups to produce guidelines for good practice in information sharing.
- Ask learners to participate in role play of a multi-disciplinary meeting about the child and family with complex needs used in the case study earlier in this learning aim. Give the learners roles of the different professionals involved with the child and ask them to work together in the meeting to plan further support to ensure the needs of the child and family are met.

### **Learning aim C – Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children**

#### **Learning aim C1 – Demonstrate effective partnerships with parents**

- Review learning aim A about the importance of partnership work with parents and approaches to effective partnerships to meet children's needs.
- Ask learners to keep a record of evidence of their work with parents and the skills used, as they will need this to meet the assessment criteria of this learning aim and





for their Practice Evidence Record (PEP) to meet Early Years Educator (EYE) criteria. Detailed evidence will help learners to develop their skills by reflecting on their own practice.

- Remind learners of the features of effective communication. Use role play for learners to practise communication skills and ask learners to assess their peers in considering the effectiveness of communication.
- Review information from learning aims A and B on policies and procedures that must be followed and guidelines relating to data sharing and consent.
- Use role play for learners to demonstrate their skills in using strategies to overcome barriers to communication, sharing information about children's needs and development, valuing parents' contribution to their child's development and recognising and respecting their emotional attachment. Ask learners to produce a written record of the information shared during the role play.
- Ask learners to respond to scenario where a parent is asking for advice; e.g., having financial difficulties or thinking their child may have a food allergy. Discuss learners' responses to clarify their limitations.
- Learners could prepare a leaflet to be given to parents in their work placement to suggest ways parents could support children's communication and literacy at home.

#### **Learning aim C2 – Demonstrate effective partnerships with colleagues and others**

- Review information from learning aim B about the importance of partnership work with colleagues and other professionals' approaches to effective partnerships.
- Ask learners to keep a record of evidence of their work with colleagues and other professionals and the skills used, as they will need this to meet the assessment criteria of this learning aim and for their Practice Evidence Record (PEP) to meet EYE criteria. Detailed evidence will help learners to develop their skills by reflecting on their own practice. Remind learners of the importance of maintaining confidentiality when working with colleagues and others.
- Ask learners to reflect on their skills used in communication with colleagues and others demonstrated in their work placement, based on self-assessment, feedback from supervisors and school tutor/college assessor/placement officer and make suggestions on ways to develop skills further.

### **Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning

### **Practical Evidence Portfolio**

This unit supports underpinning knowledge for the following criteria in the Practical Evidence Portfolio:

- Professional relationships with adults: 5–7.

Form CPLD 2 – Learner self-assessment: meeting the unit assessment criteria. For Unit 8 this form will need to be completed to meet the assessment criteria for learning aim C.



## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Gasper M, *Multi-agency Working in the Early Years: Challenges and Opportunities*, SAGE Publications, 2010 ISBN 9781847875280 – This book is written for learners and professionals and considers the benefits and complexities of multi-agency working. It includes good examples of successful multi-agency working.

Lindon J, *Parents as Partners: Positive Relationships in the Early Years* (Second Edition), Practical Pre-School Books, 2012 ISBN 9781909280229 – This practical book includes realistic case studies and makes clear links to practice.

Tassoni P, Baker B and Burnham L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621

Whalley M and Arnold C, *Working with Families in Children's Centres and Early Years Settings*, Hodder Education, 2013 ISBN 9781444178821 – This book gives an overview of current research into working with families; written for foundation degree learners.

### Videos

[www.scie.org.uk/](http://www.scie.org.uk/) – Videos of social workers talking about their role, available from Social Care Institute for Excellence.

Tutors should make sure they view and check video clips for their suitability before using them in sessions.

### Websites

[www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-early-years](http://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-early-years) – Ofsted – Examples of good practice in working with parents and supporting home learning.

[www.ico.org.uk/for-organisations/guide-to-data-protection/](http://www.ico.org.uk/for-organisations/guide-to-data-protection/) – Information on eight data protection principles included in Schedule 1 to the Data Protection Act, a guide for those with responsibility for data protection.

[www.legislation.gov.uk/ukpga/1989/41/part/I](http://www.legislation.gov.uk/ukpga/1989/41/part/I) – Parental rights and responsibilities as laid down in Part 1 of the Children Act 1989.

[www.literacytrust.org.uk/](http://www.literacytrust.org.uk/) – National Literacy Trust – Information about Early Words Together, a targeted literacy programme for families with children aged two to five that empowers parents to support their children's early communication and literacy development.

[www.peal.org.uk/](http://www.peal.org.uk/) – The PEAL Model – PEAL – authentic relationships, communication and partnership. Includes resource materials to support practitioners to encourage and develop parental involvement in children's early learning.

[www.pre-school.org.uk/](http://www.pre-school.org.uk/) – the Pre-school Learning Alliance – The Family Learning Pack, a resource for early years practitioners to support family learning



[www.sheffield.ac.uk/research/](http://www.sheffield.ac.uk/research/) – Sheffield University – Information about the Raising Early Achievement in Literacy Project (REAL) includes video.



## Unit 9: Observation, Assessment and Planning

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### Delivery guidance

#### Approaching the unit

Being able to observe, assess and plan for children's progress and development is a critical aspect of the early years professional's role and this unit will develop learner's knowledge and skills necessary to become effective practitioners in this area. This unit is unique in that it will help learners to develop their skills across the Early Years Foundation Stage (EYFS) framework, so that they are able to apply observation and planning to different areas of the curriculum, taking account of individual and group needs, thus enabling the learner to make links to other units within this qualification.

The focus of this unit is to develop learners' knowledge and skills in the workplace and the content is highly conducive to active participation of the learner in the workplace. Learners will develop an understanding of the purpose and the types of observation to match different situations. They will understand the importance of making accurate assessments and the impact this has on the child's progress and development. Learners will be able to link activities and planning to other units, areas of the curriculum and age ranges/stages and carry out practical activities to be able to reflect on their own performance and effectiveness of different techniques and methods.

You can use a variety of delivery methods and this unit is particularly suited for high-level learner engagement as you may give learners practical activities they can carry out in the workplace, including observation, planning and carrying out activities. There are some excellent videos and other resources that can be used to support delivery of this unit in order to help to consolidate learners' understanding and opportunities to invite guest speakers.

#### Delivering the learning aims

Learning aim A1 introduces the learner to understanding the importance of observation, assessment and planning in the workplace and how this supports healthy growth and development. Learners will explore the current assessment requirements and curriculum frameworks alongside normative patterns of age/stage development and how development is tracked. They will go on to understand issues to consider when observing and assessing children and the role of parents and other professionals in informing children's needs, interests and progress.

In learning aim A2, learners will develop an understanding of the uses of planning and how it should reflect children's developmental stage, needs and interests. Learners will learn how to develop planning that provides a balance of adult-directed and child-initiated play as well as the importance of linking observations to planning appropriately.

Learners will be introduced to different methods used in early years settings to plan for children's development and learning, for example, the use of planning cycles, short/long-term planning and continuous provision. Finally, learners will consolidate learning to develop an understanding of the importance and relevance of observation and assessment in planning for early years sector.

Delivery of these learning aims could be through a range of practical activities, tutor presentations and discussion. Learners could be encouraged to research their own settings and policies and procedures to identify key aspects of their roles and responsibilities as well



as exploring that the provision made for observation and assessment is conducted. Learners will be able to share experiences and practise with other learners to extend understanding of the differences and similarities of systems and the way that observation, planning and assessment is carried out in the setting. Learners will also be able to share and explore the ways that planning is conducted in different settings and assess the advantages and disadvantages of methods. Tutor-generated activities and case studies will help learners understand the complexity of observing and assessing children as well as the importance of their own role. You could invite guest speakers to discuss their own setting's practice and share experiences. You can encourage learners to develop checklists and information leaflets and develop these throughout learning of the unit to consolidate knowledge.

Learning aim B1 will introduce learners to the different forms of recording methods used when observing children's development and learning. They will need to understand how some forms of observation are more appropriate for certain situations and the information that they are likely to capture.

Learning aim B2 extends from B1 by encouraging learners to carry out observations in the workplace and understanding the importance of observation and taking advantage of unplanned observations.

Learning aim B3 draws learning aims B1 and B2 together by encouraging learners to conduct assessments of children from observations making links to the curriculum and stages of development. Learners will need to identify areas of the curriculum framework the observations relate to and develop plans to recommend the next steps. A key aspect of this learning aim is that learners draw on learning from *Unit 1: Children's Development* and *Unit 11: Early Years Foundation Stage* where they need to understand the links between theory and practice when considering observations and assessments.

Delivery of these learning aims can be through the use of practical activities. Learners will need opportunities to practise selecting appropriate observational methods and trying them out in classroom environment and then in the workplace to be able to effectively carry out and record observations. You can achieve this by encouraging learners to bring in examples of observation methods, procedures and assessments carried out in their own workplace. Encourage learners to share examples and identify best practice. Show learners video clips of children at play and ask them to conduct observations, carry out and record them making assessments using the EYFS framework. Learners will need to complete key aspects of work for their PEP and you should be mindful of setting tasks that help learners achieve this.

Learning aim C1 draws on skills gained in learning aims A and B and requires learners to create activity plans that include the rationale for the activity, links to curriculum framework and types of resources needed. Learners will need to take account of health and safety issues as well as the role of the practitioner in creating and carrying out plans and how to discuss and justify plans to others.

Learning aim C2 extends learning aim C1 so that learners need to carry out activities in the workplace ensuring that when carrying out activities, they take account of their own role and how to encourage children's participation and extend learning. Learners will also need to consider how to adapt plans for changing circumstances and specific needs of individual children.

Learning aim C3 draws together the whole of this learning aim by encouraging learners to reflect on their plans and evaluating the effectiveness of the activity and their role as well as considering the next steps for the child. This is also an opportunity for learners to draw on learning for the whole unit to assess the effectiveness of the observation, planning and assessment process in supporting children's learning and development.

Delivery of these learning aims is best supported through the use of practical activities similar to those suggested in learning aim B. Tutor input would be required to support learners in developing plans, and through practising development of activity plans in the classroom environment, learners can then carry these out in the workplace. You could ask



speakers to talk about the practice and the effectiveness of activity planning in meeting children's needs and the early years curriculum.

| Learning aim   | Key content areas   | Recommended assessment approach  |
|--|---|--|
| <b>A</b> Understand the importance of observation, assessment and planning in work with children | <b>A1</b> The importance of observation and assessment<br><b>A2</b> Planning for children's development   | A report that explores the role of observation and assessment for effective planning in an early years setting supported by observations of a child, and an assessment of their needs  |
| <b>B</b> Carry out and record observations of children to make accurate assessments              | <b>B1</b> Observation recording methods<br><b>B2</b> Carry out and record observations of children<br><b>B3</b> Make accurate assessments of children | Two activity plans for an identified child that include: <ul style="list-style-type: none"> <li>• an evaluation of each plan and its implementation in terms of how they support the child's play, learning and development</li> </ul> |
| <b>C</b> Create, implement and review activity plans for children                                | <b>C1</b> Create activity plans<br><b>C2</b> Implement activity plans<br><b>C3</b> Review activity plans  | <ul style="list-style-type: none"> <li>• an evaluation of the role of observation and assessment for effective planning.</li> </ul>  |

### Assessment guidance

During assessment for all learning aims, access to videos previously used to recap their knowledge may be required and organisation of class notes should be encouraged from the beginning of learning, whether this is storage of notes in a paper file or online.

The suggested assessment format for learning aims A and B is in the form of a report. Ensure your learners are familiar with report writing and the purpose of the report, for example, making it clear that the conclusions learners reach regarding the significance of the different influences on planning must be reasoned and should be presented professionally. Learners will need to understand the scope of the work they need to provide; for example, that they should cover a variety of different influences and approaches and that they must examine the strengths and limitations of each.

Guidance on the format of a report may be required, ensuring learners understand that it should have a clear introduction stating its purpose, and that it should contain only factual information addressing all the learning aims and should include a clear conclusion.

The report for learning aim B could take a variety of different formats. Other options could include learners producing notes within PowerPoint or providing a video or an audio report.

Learning aim C requires learners to provide activity plans. A discussion of time management may be useful prior to this assessment to ensure that learners are able to complete both plans to the necessary detail ahead of the submission deadline. Reflective activities will also be useful here to ensure that learners are comfortable producing an evaluation of their own practice. You should also ensure that learners are able to produce observation plans in the correct format. Exemplar materials could be used here with detail provided around how the activities chosen in the exemplar are appropriate for the development needs of the children.



Assessments and all activities should focus on developing learner's foundational skills, knowledge and expertise: cognitive, affective and psychomotor skills.

## Synoptic assessment

This unit is synoptic at the Diploma and Extended Diploma sizes of qualification.

The mandatory synoptic units require learners to apply learning from across the qualification to the completion of defined vocational task(s). For Unit 9, learners are likely to complete written tasks. They will need to complete these tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering the unit, you should ensure that learners understand that the assessment will draw on the content from across the qualification.

As learners will need to evaluate their observations of an early years setting they will draw on knowledge gained across their units, in order to provide reasoned conclusions of their observations. In particular, learners will use knowledge gained in *Unit 1: Children's Development* and *Unit 3: Play and Learning*.

They will also be making use of their practical placement experiences reflected in the Professional Evidence Portfolio (PEP). It is worth clearly explaining to your learners that although the qualification is structured in units of study, their learning forms a holistic appreciation of children's play, learning and development, and their knowledge and learning is transferable from one unit to another. You could give them an example of this, for instance, without a sound knowledge of ages and stages of development, providing appropriate play opportunities will be difficult. Drawing their knowledge together will also develop their ability to understand, assimilate and apply their learning, which will in turn demonstrate their ability for higher level thinking and study in the future.





## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

| <b>Unit 9: Observation, Assessment and Planning</b>  |
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| <b>Introduction</b><br><p>Ask the learners to think about why and how practitioners observe children and what happens to the information gathered in such observations. Conclude that observations underpin practice and are essential for quality practice.</p>   |
| <b>Learning aim A – Understand the importance of observation, assessment and planning in work with children</b>  |
| <b>Learning aim A1 – The importance of observation and assessment</b> <ul style="list-style-type: none"> <li>• Using the internet, ask learners to identify what is meant by assessment, the requirements and how they think they are used in understanding how to support children's learning and development.</li> <li>• Lead a class discussion on the importance and value of parental involvement in the planning and assessment process.</li> <li>• Ask learners to create a leaflet for parents that contains information about observations and assessment processes, highlighting the importance and value of parental involvement and of discussing children's progress with the parents or carer.</li> <li>• Ask learners to include information in the leaflet for parents, which reveals why it is important to understand a child's needs and interests.</li> <li>• Using information gained from workplace and research into curriculum requirements for assessment, you could ask learners to develop an informational leaflet for parents or scenarios of children for learners to identify how to track progress. Ask learners to identify materials used to track progress. You could direct learners to key text or provide information of normative developmental milestones from <i>Unit 1: Children's Development</i>.</li> <li>• Lead a class discussion outlining definitions of atypical development. Discuss the reporting process to be followed in a setting if an early years worker thinks that a child is not developing as expected.</li> <li>• Lead a discussion with learners recapping key information produced in parent informational leaflets of reasons why it is important to ensure that observations, assessments and plans are shared with others.</li> <li>• Ask learners to discuss key considerations when observing children in the workplace. Feed back as whole group clarifying the importance and consequences.</li> <li>• Provide activities with case studies for learners to understand the importance of applying and following prescribed conventions on meeting children's developmental needs, interests and curriculum requirements.</li> <li>• Ask the learners to discuss activities in their small group and then share their ideas as a whole group creating ideas for good practice of carrying out observations and effective planning.</li> </ul> |
| <b>Learning aim A2 – Planning for children's development</b> <ul style="list-style-type: none"> <li>• Ask learners to find out from their workplace or placement what sort of information</li> </ul>   |



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is being looked for when observing children and how this information is used to inform the setting's planning.

- Working in small groups, give the learners copies of example plans and a copy of the EYFS guidance. Then encourage them to identify which areas of the framework are included in the plan.
- Ask learners to identify individual education plans in the setting and bring in copies to discuss. Ask the learners to extend the plan to include both adult-directed and child-initiated activities.
- Give the learners two case studies of children, those who are below and those who are meeting expected norms, and ask them to modify plans to meet individual needs.
- Ask learners to explore current relevant frameworks for planning and the ways that planning is carried out in workplace. Moreover, ask the learners to explore how previous observations and assessment are used.
- Discuss with learners the people involved in assessment and observations, the role of the key person, colleagues, parents/carers and children. You could extend activities in A1 to include factors influencing planning. Ask learners to identify aspects of the environment that could influence planning. Encourage learners to think of both positive and negative effects.
- Extending activity (factors that influence planning), ask learners to explore planning cycle and the ways that short- and long-term planning is carried out in their own workplace. Using planning sheets and scenarios, ask learners to plan provision for children demonstrating short- and long-term planning.
- Ask learners to bring in examples of the way that the workplace carries out continuous provision. Give learners blank continuous provision sheets and ask them to plan provision for a group of children. You could provide themes for learners and age ranges.
- Show the learners a video clip of a child with additional support needs. Then ask them to create a plan that would support the child's needs and development. Use these plans to stimulate discussion about the importance of updating plans to ensure their effectiveness.

### Learning aim B – Carry out and record observations of children to make accurate assessments

#### Learning aim B1 – Observation recording methods

- In small groups, give learners different observational methods to evaluate. Ask them to share their ideas with the whole group, identifying the key features of their observational method.
- Ask learners to investigate non-contemporaneous ways to gain information, creating a brief description of each method listed in the specification, its key purpose and its main advantages and disadvantages. Lead whole-class discussion on ways of obtaining information about children (other than direct observation).
- Briefly recap the range and types of observational methods to the group and encourage learners to investigate the range of different observational methods, their purpose and advantages and disadvantages.
- Ask the groups to present their findings to each other and vote for which method they think may be most useful for the following purposes:
  - to check a child's all-round physical development



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- to understand reasons for aggressive behaviour
- to assess a child's concentration span
- to check a child's social development
- to establish a child's particular interests and preferences.
- Ask learners to explain their choice of observational method for each purpose listed above.
- Ask learners to arrange themselves in small groups. Get each group to create information showing all the different observational methods they have seen in the settings they have worked in. Feed back to the whole class and lead a discussion evaluating each of these methods to include when they might be used and for what purpose.

#### Learning aim B2 – Carry out and record observations of children

- Ask learners to identify what information they would need to be able to make an effective evaluation of the observation and to create a checklist or observational front sheet for use when carrying out their own observations.
- Ask learners to carry out a narrative observation of a child of their choice engaged in play for approximately 15 minutes.
- Ask learners to carry out two further 15-minute observations using different methods other than a narrative. These observations can be of children of any age engaged in play.
- Give learners examples of observations that do not have any context attached to them, e.g., no details of the type of activity, age of child, adult engagement. Highlight the difficulty in evaluating observations that are not set in context.
- Encourage learners to evaluate the two further observations against the information gained in the narrative observation. Ask them to consider the amount of information they gained about the child in each observation. Highlight the importance of selecting the most appropriate method for carrying out observations.
- Ask learners to identify five key things to remember when carrying out observations, e.g., confidentiality and the importance of accuracy and detail.
- Ask learners to conduct observations on children in workplace for the given purpose.

#### Learning aim B3 – Make accurate assessments of children

- Display a range of example observations of different stages of development around the room. Give out sticky notes and ask learners to decide on the child's stage of development in each example, making reference to the developmental norms framework; they should write the stage of development on the sticky note and attach it to the observation. Feed back the findings to the whole group.
- Show video clips of children engaged in a range of activities. Ask learners to identify children's needs, interests and preferences from what they observe. Ask learners to justify their ideas by matching what they have identified against suitable frameworks for developmental norms.
- Lead a class discussion outlining the reporting process to be followed in a setting if an early years worker thinks that a child is not developing as expected.
- In small groups, ask learners to role play the member of staff reporting their concerns about a child's development following routine observations.



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| <b>Unit 9: Observation, Assessment and Planning</b>  |
| <ul style="list-style-type: none"> <li>Using observations completed in workplace, give learners planning sheets and the early years curriculum framework to identify curriculum areas.</li> <li>Ask learners to develop planning sheets to consider the next steps for a child. Learners should identify the age/stage of the child's development, the next steps and reasons why they have identified these areas and steps.</li> <li>Lead a discussion on a range of theories of play and development. Ask learners to plan a suitable activity based on observations made from a video clip, and to present their ideas to the whole group with a rationale for their chosen activity.</li> <li>Divide the learners into small groups and give out observations for the groups to analyse. Ask them to identify any of the theories of play and development discussed in the previous activity. Encourage the learners to justify their ideas.</li> </ul> |
| <b>Learning aim C – Create, implement and review activity plans for children</b>   |
| <b>Learning aim C1 – Create activity plans</b>   |
| <ul style="list-style-type: none"> <li>From observations in placement and with the support of their supervisor, ask learners to create a plan for an appropriate activity that would support children's play, learning and development. Ensure that all aspects of the unit content are covered. You could show learners video footage to carry out practice observations in the classroom. Encourage learners to share their plans as a whole group and to justify the choice of activity/experience planned.</li> <li>Ask learners to investigate the planning formats used in their placement setting and to bring an example of a planning format to share with the whole group.</li> <li>As a whole group, ask learners to evaluate the range of planning formats, identifying the advantages and disadvantages of each one.</li> </ul>   |
| <b>Learning aim C2 – Implement activity plans</b>  |
| <ul style="list-style-type: none"> <li>Ask learners to carry out their planned activity (from C1) in their placement. Ensure that all aspects of the unit content are considered and acted upon. Using this as the basis of class discussion, encourage learners to reflect on their experience of implementing an activity.</li> </ul>  |
| <b>Learning aim C3 – Review activity plans</b>   |
| <ul style="list-style-type: none"> <li>Ask learners to reflect on how their planned activity went, identifying what went well and not so well, what they would do differently next time, and what would be the next steps for the child.</li> </ul>  |



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Support children's learning in areas/activities: 40–52
- Support outdoor play and learning: 53–56
- Observe, assess and plan for children aged from birth up to one year, 11 months: 82, 83
- Observe, assess and plan for children aged from two up to four years, 11 months: 93, 94.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

### Textbooks

Barber J and Paul-Smith S, *Early Years Observation and Planning in Practice*, Practical Pre-School Books, 2010 ISBN 9781907241130

Hobart C, Frankel J and Walker M (eds.), *A Practical Guide to Child Observation and Assessment* (Fourth Edition), Nelson Thornes, 2009 ISBN 9781408504888

Smidt S, *Observing Young Children: The Role of Observation and Assessment in Early Childhood Settings (Essential Guides for Early Years Practitioners)* (Second Edition), Routledge, 2015 ISBN 9781138823563

Tassoni P, Baker B and Squire G (eds.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2016 ISBN 9781292133621

### Journals

*Early Years Educator* – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

*Nursery World* – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

These journals contain articles about approaches to observation, assessment and planning for play and development.



## Videos

Siren Films ([sirenfilms.co.uk](http://sirenfilms.co.uk)) – Produce DVDs with commentary illustrating aspects of children's play, learning and development.



## Unit 10: Reflective Practice

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### Delivery guidance

#### Approaching the unit

This unit will support learners in understanding the importance of self-awareness to assess their own development and skills as a professional working with young children. It will enable them to understand how they affect others and how to develop and recognise skills and build on their own strengths. This unit will identify the purpose and use of reflection, how it can practically enrich the learning experience for the children in their care and enable their own personal and professional growth.

It will help them to explore the theories and approaches to reflective practice and implement them through their own work placement experiences. These experiences can be used as part of the Practical Evidence Portfolio (PEP), which will record their personal and professional progress throughout their course.

This unit can use case studies, video clips and learners' own experiences during placement to challenge learners and develop their critical thinking skills. Group discussions and presentations can be a dynamic force for supporting learners in developing and expressing their thoughts and opinions and bringing the unit to life.

#### Delivering the learning aims

Learning aim A will support learners in understanding why to use reflective practice and will introduce them to the value of monitoring their own practice to improve their skills and competence. It will challenge them to look at their own subject knowledge and highlight the importance of developing their abilities in English, mathematics and art and craft and to understand that continuous improvement in their skills and knowledge is an essential part of being a professional early years practitioner.

The unit will encourage them to identify factors that can affect their behaviour and that of others and to become aware of the impact and implications of their own belief systems, values, attitudes and approaches.

It will identify the role of other people in supporting their own reflective practice as well as their personal and professional growth. Learners should be encouraged to engage with others to develop a shared understanding and a teamwork ethos.

It will highlight how essential continual professional development is in responding to the changing context of the early years sector.

Learning aim B1 will enable learners to explore theories and approaches of reflective practice, focusing on Schön's reflection in action and reflection on action and linking it to practical application; Gibbs reflective cycle will highlight how reflection is a continual process; and Kolb's experiential learning theory will enable learners to interpret and understand their own preferred learning style.

Learning aim B2 introduces approaches to reflective practice and will provide the knowledge and skills learners need to develop an objective view of their own





practice. It will do this by highlighting where learners can find information about current best practice and the value of receiving feedback from others, such as colleagues, children and parents. It will look at different approaches that will develop their professional skills and the benefits of professional monitoring, for example, peer reviews, observations, mentoring and the critical friend model.

Learning to gather information will enable learners to engage in continual professional development and to recognise the impact other influences may have on their own interpretation and development.

Learning aim C1 will identify the skills essential for an effective early years practitioner and challenge the learners to identify and reflect on the skills they already have and those they need to develop. It will explore the reasons why these skills are the foundation to professional development and to providing the best possible environment for children and also how these skills impact on colleagues and parents.

Learning aim C2 will enable the learners to use a variety of different skills and approaches to apply reflective practice to their everyday experiences. It will encourage them to use SWOT analysis and SMART targets and identify the benefits of these approaches. It will also support learners in identifying clearly their role and responsibility and the limitations of their position.

| Learning aim   | Key content areas   | Recommended assessment approach   |
|--|---|---|
| <b>A</b> Understand the purpose of reflective practice in relation to improving early years provision and practice | <b>A1</b> How early years professionals use reflective practice                           | A report on the purpose of reflective practice and the theories and approaches that can be used by those working in early years |
| <b>B</b> Investigate theories and approaches for reflective practice   | <b>B1</b> Theories for reflective practice<br><b>B2</b> Approaches to reflective practice |   |
| <b>C</b> Develop reflective practice skills in an early years setting  | <b>C1</b> Reflective practice skills<br><b>C2</b> Demonstrate reflective practice skills  | A PEP demonstrating how learners have applied and used skills of reflective practice in their own work placement setting        |

## Assessment guidance

The suggested assessment format for learning aims A and B is in the form of a report; ensure that your learners are familiar with report writing and the purpose of the report. For example, because this is a factual piece of work, it must fully demonstrate their knowledge and understanding of how early years professionals use reflective practice, and the theories and approaches that can be used.

Guidance on the format of a report may be required ensuring the learners understand it should have a clear introduction stating its purpose, factual information addressing all the learning aims and a clear conclusion.

Learners will need support in drawing together the activities they have been involved in, for instance, discussions, comparing activities and notes from video clips and their placement observations to construct a report that reflects their learning in these areas.



Access to videos previously used to recap their knowledge may be required and organisation of class notes should be encouraged from the beginning of learning.

However, learning aims A and B can be assessed using different formats, provided they fully meet the assessment requirements; other options would be for learners to produce a group presentation using PowerPoint or another format, accompanied by individual supportive notes; a booklet/guidance that introduces reflective practice to other learners or colleagues could be another option.

Learning aim C is assessed through the PEP; your learners will need guidance on how to demonstrate the reflective skills they have applied and used in their own work placement setting; linking this unit's teaching to the formulation of the PEP will assist learners in understanding how to reflect, record, recognise and develop their skills in practice. Practice sessions looking at the requirements of the PEP and the various documents that need completion will assist and support your learners in organising and using it effectively. Looking at it on the interactive white board as a group will consolidate their understanding.

### **Synoptic assessment**

This unit is synoptic at the Diploma and Extended Diploma sizes. The mandatory synoptic units require learners to apply learning from across the qualification to the completion of defined vocational task(s). For this unit, learners will need to complete their assessment tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering the unit, you should ensure that learners understand that the assessment will draw on the content from across the qualification.

Reflective practice will draw on the learners' knowledge from many other units they will be covering, because they will be reflecting on all areas of their work with children. There are particular links to *Unit 9: Observation, Assessment and Planning*. They will also be making use of their practical placement experiences reflected in the PEP. It is worth clearly explaining to your learners that although the qualification is structured in units of study, their learning forms a holistic appreciation of children and that their knowledge and learning is transferable from one unit to another. You could give them an example of this, for instance, without an understanding of health and safety, or the ages and stages of children's development, reflecting on how they could plan to improve their practice in these areas will be difficult. Drawing their knowledge together in this way and applying it across different areas of practice will also develop their capacity for higher level thinking and study in the future.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 10: Reflective Practice

#### Introduction

This unit contributes an essential element to the early years educator status. Learners will develop effective and informed practice and the PEP should reflect the learners' experience and activities throughout their placement.

It is beneficial to introduce this unit before learners start their first placement, as they will need to collect evidence for the assignment throughout the programme of study, as well as working towards completing their PEP.

Ask learners to define what they think is meant by the term 'reflective practice', identifying how reflection impacts on both personal and professional practice and how reflection contributes to high-quality practice.

#### Learning aim A – Understand the purpose of reflective practice in relation to improving early years provision and practice

##### Learning aim A1 – How early years professionals use reflective practice

- Lead a discussion on what reflective practice is, asking learners to identify why it is an essential area to develop; use an image to support the discussion of the reflective cycle. Ask them to identify their own skills and areas for improvement using a list/table you have compiled on relevant skills they need to develop. Include English, mathematics, arts and craft in this list. Ask them to complete an action plan.
- Ask learners to identify what and how behaviours, beliefs, values, attitudes and approaches could affect their approach to situations. During a small group activity using a variety of case studies, ask learners how the practitioner's beliefs etc affect the situation for the child/children/parents and colleagues in the study, and how reflective practice can change their own and others' behaviour.
- Use scenarios that learners can role play about changes that have been implemented in an early years environment through reflection but are no longer working. Ask them to use problem-solving skills to identify what may be going wrong in the scenarios and to find solutions.
- Use a discussion to highlight that continual reflection is necessary to check progress and its effects.
- Small group work – ask learners to identify who and how others can support them in their own reflective practice. Support with video clips and discussion.
- Do a teamwork activity (building a bridge with newspaper and sticky tape that is strong enough to hold a chosen item) that requires the learners to cooperate and communicate with each other, ask them to assess the activity and each other's performance and identify strengths and weaknesses of the team. Use this information for a whole group discussion on the importance of collaboration and dialogue between professionals.
- Ask them to identify the consequences when collaboration and dialogue between professionals is absent.



### Unit 10: Reflective Practice

- Use case studies to help learners identify the consequences of not engaging in continuing personal development.
- Newspaper articles are useful as a basis for discussion/analysis where practice has 'gone wrong'; this will often be a health and safety issue. Video clips of news items can support this.

### Learning aim B – Investigate theories and approaches for reflective practice

#### Learning aim B1 – Theories for reflective practice

- Ask learners to give examples of reflecting in action and reflecting on action. Use case studies to demonstrate why these skills are essential in an early years setting. Pose hypothetical questions of what would you do using scenarios.
- Introduce Gibbs reflective cycle and discuss. Ask learners to identify a situation when they reflected on something and changed it. Ask them to identify the different stages using Gibbs cycle of the stages they went through – this can be related to any part of their lives to make it more learnercentred.
- Introduce Kolb's experiential learning theory/cycle and facilitate a discussion. Set the learners a practical task, e.g., making dough, and ask them to analyse it using Kolb's experiential learning cycle.

#### Learning aim B2 – Approaches to reflective practice

- Whole group work to discuss where information on best practice can be located. Do a small group work activity to research and present one piece of information on best current practice in the early years using internet, journals and news articles.
- Ask learners to identify the benefits of feedback from parents, colleagues and children. Ask them how they might communicate to them, e.g., in what situation.
- Lead a discussion on how to receive and respond to feedback, including listening and reflecting on it. Supporting with video clip of someone being given feedback, ask learners to analyse feedback and responses.
- Do a small group activity to identify the benefits of each area of feedback (peer review, observations, mentoring and critical friend model). Discuss the supportive nature of each way of gaining critiques on professional skills and creating a trusting and professional working environment.
- Revisit PEP and ask learners to demonstrate with examples how it enables them to gather and record information. Ask them to complete a reflection sheet from the PEP using the information they have recorded. Use video clip to show appraisals and feedback situations.
- Demonstrate to learners how gathering and recording information is facilitated in your own establishment. Ask learners to find out how it is implemented in their placement.
- Ask learners to create a spider diagram, recording any experiences and values that could affect their knowledge, skills and practical competence. Ask learners to write a sentence about their own educational experiences and how these experiences could affect them as an early years practitioner.
- Use case studies for them to analyse and identify what is affecting the practitioner's 'behaviour'.
- Discuss ways to combat negative experiences. Real case studies of well-known people can be used.



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### Learning aim C – Develop reflective practice skills in an early years setting

#### Learning aim C1 – Reflective practice skills

- Card matching game in small groups: ask the learners to match the words objectivity, open-mindedness and being self-critical without negativity to the correct definitions – include definitions that are incorrect. Ask learners to write a case study in an early years setting (using a short brief) of someone who possesses or does not possess these skills. Discuss why these skills are important.
- Ask learners to define what thinking and analytical skills are. Explain that having analytical skills means they were good at breaking down problems/situations into smaller parts to find solutions. Discuss why these skills are essential to a professional early years worker.
- Do a small group activity to record all the planning and organisational skills required to be an effective professional. During feedback add to the learners' lists.
- Use a group discussion on why planning and organisational skills are important and how they affect others – relate to the children, parents and colleagues as well as their own professional practice.
- Small group work – ask learners to identify different types of verbal and non-verbal communication. Encourage them to think about how and in what tone something is said. Lead a discussion on the awareness of how you say things and how you appear.
- Using images of people, ask learners to identify the 'mood' they think the person is in. TV clips with the sound muted could also be used.
- Small group work – ask learners to compile a list of the principles and values for working in the early years sector. Ask learners to create a poster or wall display demonstrating the principles and values.
- Small group activity – using the principles and values, ask learners to create a spider diagram of ways through which these can be/are implemented in practice. Each group could work on two or three.
- Discuss on what working cooperatively means in practice. What skills are necessary? Do a small group activity to identify ways to work cooperatively with children and their families and other professionals. Ask learners to look at each group separately. Support with video clips of professionals working cooperatively with different groups or alternatively look at situations where they are not and the consequences.

#### Learning aim C2 – Demonstrate reflective practice skills

- Ask learners to research SMART targets and SWOT analysis. Invent a project and carry out each method as a whole group. Give them a case study that requires strategic planning and ask them to apply these tools. Groups could apply a different one.
- Paired activity – give learners a table with responsibilities and limitations as headings, and ask them to list and feed back what they feel their role is. Use case studies to highlight the difficulties that can manifest if a professional is not aware of either their role or the limitations of their role.
- Individual activity – ask learners to create a spider diagram that demonstrates the theories they have used in their practice and how they have used them. Alternatively, ask learners to write a brief reflective account and include the

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theories they have used.

- Individual activity – ask learners to produce a brief reflective account on an instance where they worked cooperatively with a colleague, child/children or families. Ask them what they thought went well and what they feel they need to improve.
- Individual activity – ask learners to produce a brief reflective account on an instance where they promoted diversity, equality and inclusion. Ask them what they thought went well and what they feel they need to improve.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 9: Observation, Assessment and Planning

## Practical Evidence Portfolio

This unit links in particular to sections CPLD 1 and CPLD 2 in the Practical Evidence Portfolio, and to the questions that follow each skills section. Together with the underpinning knowledge in this unit, these reflective activities will support learners to engage in continuing professional development and reflective practice, developing their skills, practical competence and subject knowledge.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Lindon J, *Reflective Practice and Early Years Professionalism*. Linking Theory and Practice (Second Edition), Hodder Education, 2012 ISBN 9781444167207 – This book outlines the meaning of reflective practice, highlighting a theoretical perspective and how to develop as a reflective practitioner.

Paige-Smith A and Craft A, *Developing Reflective Practice in the Early Years* (Second Edition), Open University Press, 2011 ISBN 9780335242351 – This book shows how reflection informs and develops practice, supporting all areas of child development.

Tassoni P, Baker B and Burnham L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621 – This textbook has been written to support the teaching of the Pearson BTEC National in Children's Play, Learning and Development. It contains a lot of activity ideas, definitions for key terms/terminology and key information.

### Journals

*Early Years Educator* – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

*Nursery World* – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

These journals contain articles about approaches to reflection and the importance of reflective practice.

### Websites

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) – National Literacy Trust highlights current research and best practice as well as national statistics regarding language and communication development.





## Unit 11: The Early Years Foundation Stage

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### Delivery guidance

#### Approaching the unit

The Early Years Foundation Stage (EYFS) statutory framework is the key document for early years settings for children from birth up to five years in England. Learners must gain a good understanding of its purpose, principles and content. It is advisable that learners download a hard copy of the document so that they can highlight key points as they work through each section. As the topic may be quite 'dry' to teach, it is important to consider ways in which your learners can relate the document to current early years practice through drawing on their own work placement, through visits to other settings and through talks from experienced professionals. In class, learners should have the opportunity to interrogate the document closely to find answers to questions and to take part in interactive classroom activities, such as role play and discussion of case studies.

#### Delivering the learning aims

For learning aim A1, learners must understand why the EYFS came about by investigating the key legislation that underpins the requirements. They should initially scan through the document to gain insight into its constituent parts before breaking each part down for closer investigation. To help learners to familiarise themselves with the EYFS, you might give them questions that involve searching and highlighting information. For learning aim A2, learners must have the opportunity to explore the principles, themes and aims and be able to define the terminology used. Development Matters, a non-statutory guidance document, and Principles into Practice cards, available from the Foundation Years website are useful resources. In these documents, you will find ideas for questions that can be used to help learners to understand how principles, themes and aims are applied in practice.

For learning aim B1, learners will focus on Section 1 of the EYFS, investigating the rationale behind the three prime and four specific areas of learning. You could give groups one area to research using headings from each area of learning, for example, 'What physical development means for children' and asking learners to discuss and list ideas before looking at each area of learning in more detail. However, in early years settings, areas of learning are not delivered discretely; so it is important that learners consider the interrelationship between the areas and how this influences the planning of play activities. Reminding learners of the theories of learning, focusing on how children learn as well as what they learn will help them to realise why taking into consideration the characteristics of learning is essential for effective planning.

For learning aim B2, learners need to explore Section 2 of the EYFS looking at how assessment is used in their own work placement setting. Because of confidentiality, it would not be appropriate for learners to obtain examples of progress checks at two years and EYFS profiles at the end of the reception, but examples are readily available to download from the Foundation Years website.

For learning aim C1, learners focus on the many requirements for safeguarding and welfare found in Section 3 of the EYFS. Learners must understand the rationale behind each of the requirements and their practical implications in



practice. It would be useful to arrange an experienced early years professional as a guest speaker to help learners to understand these requirements. Case studies, role play and activities that involve close interrogation and interpretation of the document should also be used.

For learning aim D1, learners need to be able to demonstrate their skills in meeting the requirements of the EYFS. You could direct learners to examine different types of planning and observe how observational assessment feeds into the work of EYFS professionals. Planning in pairs or small groups and trying out activities in their workplace will help learners to develop confidence and self-management skills to lead activities and record the outcome in their own work placement.

For learning aim D2, learners must first explore the practical ways to meet safeguarding and welfare requirements. Learners could prepare questions for professional(s) responsible for safeguarding and health and safety in their own setting. Case studies are a useful tool for initiating discussion around topics such as equal opportunities and identifying children's welfare and safeguarding needs. Role play could be used to give learners practice in writing accounts in preparation for summative assessment of their own skills in their own work placement.

| Learning aim  | Key content areas   | Recommended assessment approach   |
|---|---|---|
| <b>A</b> Understand the legal status, principles, themes and aims of the Early Years Foundation Stage   | <b>A1</b> The legal status of the Early Years Foundation Stage<br><b>A2</b> Principles, themes and aims of the Early Years Foundation Stage                   | A training programme that evaluates the legal status, structure and purpose of the Early Years Foundation Stage and the requirements relevant to children's learning and development, assessment, safeguarding and welfare requirements |
| <b>B</b> Examine the learning and development and assessment requirements of the Early Years Foundation Stage   | <b>B1</b> Learning and development requirements<br><b>B2</b> Assessment requirements  |   |
| <b>C</b> Examine the safeguarding and welfare requirements of the Early Years Foundation Stage  | <b>C1</b> Safeguarding and welfare requirements   |   |
| <b>D</b> Apply skills to support children's progress towards early learning goals and to meet safeguarding and welfare requirements of the Early Years Foundation Stage | <b>D1</b> Support children's learning and development towards early learning goals<br><b>D2</b> Support the safeguarding and welfare requirements of the EYFS | A reflective account of the skills used in supporting children's progress towards the early learning goals and in safeguarding and promoting their welfare  |

## Assessment guidance

There are two suggested assignments for this unit. The scenario for the first assessment could be to plan an induction training programme for new staff in an identified setting. Learners could produce evidence in the form of a training portfolio. Different materials/methods could be used, for instance, a PowerPoint



presentation that introduces and evaluates the legal status and structure of the EYFS with supporting notes. The second section could be in the form of a report that explains the learning and development and assessment requirements and how these have an impact on practice. The final information could be in the form of a policy for the setting that explains the safeguarding and welfare requirements of the EYFS and evaluates the impact of the EYFS on early years settings.

The second assessment should be a reflective account of learners' own skills in their workplace, witnessed by an early years professional. Evidence should show that they can independently:

- plan, implement and record two play activities that lead to early learning goals
- produce accounts to demonstrate their adherence to the safeguarding and welfare requirements of the EYFS on three occasions.

Evidence from the second assignment should be cross-referenced to learners' Practical Evidence Portfolios (PEP).



## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

| Unit 11: The Early Years Foundation Stage   |
|---|
| <b>Introduction</b><br>Ask learners to think about any memories they have of being in an early years environment. Ask them to reflect on the kinds of experiences they had as children in an early years setting and what was enjoyable.  |
| <b>Learning aim A – Understand the legal status, principles, themes and aims of the Early Years Foundation Stage</b>  |
| <b>Learning aim A1 – The legal status of the Early Years Foundation Stage</b>   |
| <ul style="list-style-type: none"> <li>You could introduce the unit by asking learners what they know about the EYFS and what they understand by the term 'legal status'.</li> <li>Learners should each have a copy of the EYFS document to gain an overview – available from <a href="http://www.foundationyears.org.uk">www.foundationyears.org.uk</a>. You could get learners to read through the summary/introduction. Introduce the requirements by breaking the document down into the three main sections: learning and development requirements, assessment, safeguarding and welfare requirements. Pose questions relating to each. Once each section has been explored, learners could work in groups to produce a display of one area (ensuring each is covered). Ask learners to highlight answers and aspects they do not understand.</li> <li>Give groups of learners a different piece of current and relevant legislation to research, and then present information to the class for discussion.</li> <li>Learners can find out what is meant by the Early Years Register to help them to understand the settings that are governed by the statutory framework.</li> <li>Direct learners to scan through the EYFS statutory framework and note down what they consider are the legal practice requirements. Learners should be able to understand the difference between statutory/legal requirements and non-statutory guidance. Learners could highlight terminology they come across that they are not sure of. They could work in pairs or small groups to reach a consensus on the definition for each one. Alternatively, you could produce a terminology game.</li> <li>Ask learners to work in small groups to note down why they think inspection is important. Ask learners to explore the Ofsted (Office for Standards in Education, Children's Services and Skills) website to investigate what settings need to be done to be 'inspection ready'. Learners who have been involved in an early years inspection could be asked to share their experiences</li> <li>You could consider inviting an early years practitioner in to talk about their experiences of Ofsted inspections.</li> </ul> |
| <b>Learning aim A2 – Principles, themes and aims of the Early Years Foundation Stage</b>  |
| <ul style="list-style-type: none"> <li>Write the four overarching principles and themes of the EYFS (unique child, positive relationships, enabling environment, children developing and learning in different ways and at different rates) on a whiteboard and ask learners what they understand by each. Ask them to read the section about the principles in the EYFS. Organise learners into four groups allocating one principle to each group for</li> </ul>  |



### Unit 11: The Early Years Foundation Stage

researching and then to explain to their peers.

- You could use the guidance document – Development Matters in the Early Years Foundation Stage. Cut up the document and get learners to reassemble it, matching the principles and themes with examples from practice. The document is available from the Foundation Years website.
- Ask learners to share experiences of how the principles of the EYFS are reflected in plans in their own workplace settings. Case studies could be used to develop learners' understanding of how children may learn in different ways and at different rates.
- Carry out a creative thinking session with learners to consider why a statutory framework is needed. Ask them to link ideas to each of the three 'aims of the EYFS' (school readiness, reducing inequality, and health, safety and safeguarding). Learners could contribute ideas to a group display board of explaining the aims. Learners should have opportunity for discussion around the strategies used to meet each of the aims. A guest speaker could be invited to discuss how settings can prepare children for school and reduce inequality.

### Learning aim B – Examine the learning and development and assessment requirements of the Early Years Foundation Stage

#### Learning aim B1 – Learning and development requirements

- Lead discussion around the importance of planning for play and the concept of 'purposeful play'. Learners could use examples of planning provided or from their own workplaces to discuss in pairs how the areas are included. Learners could look at examples of planning to initiate discussion.
- Learners should familiarise themselves with areas of development using the EYFS document and present information to share with the group. Information on the aspects of learning aims from the guidance document Development Matters could be used as a sorting/matching activity.
- Learners could work in pairs or small groups to present information on the scope and rationale of the 'Areas of Learning' to the whole group.
- You could lead a discussion around the reason for having prime and specific areas of learning. Learners need to consider how the prime areas can underpin knowledge and skills requirements of the four specific areas.
- You could use video clips (see Teachers TV or EYFS clips on video sharing website for examples of early years footage) to initiate discussion on how two or more areas of learning are being addressed within one activity. Learners could use spider diagram to develop their understanding.
- Expand on one area of learning giving learners examples of the goals that children should have reached by the time they leave the reception year. Learners can then familiarise themselves with the early learning goals for each learning aim. Ask learners to discuss and suggest ways that children could be supported to reach the goals. Ask learners to select one goal from each of the learning aims and suggest activities that would help children to reach that goal.
- Ask groups or pairs to plan play and learning activities and indicate how they take into consideration the characteristics of learning. Learners could carry out observations in own work placements and note where the characteristics of learning are reflected in practice.
- Check learners' understanding of adult-led and child-initiated activities. Ask them to identify the characteristics of adult-led and child-initiated activities and note down



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the strengths and weaknesses of each. Lead a discussion on the importance of a balance.

### Learning aim B2 – Assessment requirements

- Set questions for small-group discussion around the purpose, principles and aims of assessment at two years and at the end of the foundation stage.
- Use case studies relating to progress checks of individual children at the age of two years and ask learners to produce a plan to meet their needs.
- Get learners to familiarise themselves with exemplification materials from the *Early YFSPH Years Foundation Stage Profile: Handbook* – available from [www.foundationyears.org.uk](http://www.foundationyears.org.uk) or [www.gov.uk](http://www.gov.uk).
- Learners could interrogate examples of progress checks at two years and EYFS profile assessments and use them to plan for the child's learning and development from *A Know How Guide* available from [www.foundationyears.org.uk](http://www.foundationyears.org.uk) or [www.gov.uk](http://www.gov.uk).
- Invite an early years professional to discuss the importance of EYFS profile before starting Key Stage 1 and the progress check at age two and answer learner questions.
- Ask learners to interview their supervisor in their work setting to find out how the setting collates information and shares it with the local authority.

### Learning aim C – Examine the safeguarding and welfare requirements of the Early Years Foundation Stage

#### Learning aim C1 – Safeguarding and welfare requirements

- Invite an early years professional with responsibility for safeguarding to speak to learners about policy and child protection and welfare. Give learners the opportunity to ask prepared questions.
- Learners should familiarise themselves with the EYFS requirements with regard to recruitment of suitable people including the role of the Disclosure and Barring Service (DBS). Learners could use a case study to explore the process of recruitment. [www.gov.uk/disclosure-barring-service-check/](http://www.gov.uk/disclosure-barring-service-check/)
- Learners research in relation to safeguarding/safe staff recruitment processes.
- Use case studies, based on real events of unsuitable people being recruited, for group discussion. Learners suggest why checks have limitations. Discuss the importance of continued vigilance and review.
- Outline the requirements of the EYFS in relation to the above as defined in the EYFS document. Learners could research induction processes, training opportunities, supervision and appraisal that takes place in own work placement setting and discuss in small groups.
- Ask learners to find out about the responsibilities of key workers in their own setting for protecting children's welfare. Learners could discuss their role and responsibilities and produce a job description.
- Ask learners to research staff-child ratios for different age groups and settings and produce a guidance document.
- Use 'true' or 'false' statements about the requirements for health, safety and security and get learners to research the EYFS to find answers. Learners could go on to carry out a risk assessment for a suggested outing.





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- Groups could investigate different aspects of their own early years environment (or visit an early years setting) to find information on ways that settings comply with requirements for safeguarding and welfare. They could then contribute to a whole class display.
- Ask learners to work in pairs to write an introduction to an equal opportunities policy and show how it meets the EYFS requirements. Use role play to explore how professionals can meet the requirements of equal opportunities.
- Learners could discuss types of information that are shared between parents and settings. You could lead discussion around confidentiality and the 'need to know' and child protection situations when information must be passed on.
- Ask learners to read the EYFS guidance about when Ofsted must be notified of incidents or changes at the setting. Ask learners to find out who is responsible for reporting in their own setting.

### Learning aim D – Apply skills to support children's progress towards early learning goals and to meet safeguarding and welfare requirements of the Early Years Foundation Stage

#### Learning aim D1 – Support children's learning and development towards early learning goals

- Learners use observations and child profiles to plan activities across areas of learning. Learners can follow up observations by planning adult-directed and child-initiated activities for a selected topic.
- Ask learners to discuss and note ways to gather information about a child's needs and interests, and consider who is involved.
- Invite different professionals (e.g., childminder, nursery tutor, reception tutor) to speak to learners about how they plan in different ways to gather information about a child. Get learners to prepare questions before the talk.
- Use video clips in which children are engaged in both adult-led and child-initiated activities to initiate discussion about the characteristics, strengths and weaknesses of each strategy.
- Lead discussion by asking learners to describe a time when they have supported and extended children's learning and thinking during an activity. As learners feed back, write keywords on whiteboard that describe ways to extend children's learning, thinking and sustained shared thinking.
- Ask learners to work in pairs and give examples of the opportunities that could arise for sustained shared thinking when implementing one of their own planned activities. Ask learners to use a planned activity to discuss how it could support progress in more than one area of learning.
- Ask learners to bring in some examples of observational assessment to use in discussion about how they can be used to assess children's progress towards early learning goals.
- Ask learners to use planning from their own setting or give them examples of early years topics, e.g., 'Toys', 'Transport'. Ask them to show how they could include opportunities for a range of activities that promote diversity, equality, inclusion and socialisation in their own setting.

#### Learning aim D2 – Support the safeguarding and welfare requirements of the EYFS

- Ensure that your learners have read Section 3 of the EYFS statutory framework. Ask



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how their own setting ensures that all staff are aware of statutory requirements and the setting's policies.

- Give learners a list of responsibilities from the framework. Ask learners to give examples for each of ways in which they have acted on their responsibilities for safeguarding and health, safety and security during a typical day/week in their setting. Ask learners to feed back to the rest of the group. If they do not have an example of their own, they could give an example from their observation of an early years professional in their own setting.
- Get learners to discuss the types of risk that children face in early years settings, including home-based settings.
- If learners have studied Unit 5, remind them of the stages of risk assessment. (alternatively discuss and explain each stage). Use video clip or visit an early years setting or play area to initiate discussion about hazards and risks and ways they can be removed or minimised.
- Give examples of real accidents/events from early years settings. Ask learners to discuss what went wrong and the possible reasons. Learners could produce a risk assessment for their own work placement.
- Invite an early years professional to come and speak to the group about how they identify and provide for children's physical welfare needs in each age group up to four years, 11 months.
- Ask learners to work in small groups to discuss and note down the changes in behaviour that could cause concern and then feed back ideas to the whole group.
- Ask learners to give examples of the practical ways in which their own setting values diversity, promotes equality of opportunity and antidiscriminatory practice. Ask learners to produce guidance on promoting antidiscriminatory practice as a poster or leaflet.
- Ask learners to work in pairs to discuss and note down the different kinds of information that early years settings need to keep about children. Use scenarios of children with safeguarding and welfare needs. Learners can discuss issues around recording, storing and passing on information, including confidentiality.
- Ask a spokesperson from each group to feed back giving reasons for their answers ensuring that learners understand the correct processes and confidentiality requirements.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Play and Learning
- Unit 5: Keeping Children Safe
- Unit 17: Services for Children and Their Families

## Practical Evidence Portfolio

Since the EYFS is at the heart of the Early Years Educator requirements for qualified practitioners, this unit provides the underpinning knowledge for many of the practical skills in the Practical Evidence Portfolio.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Children's Play, Learning and Development. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

### Textbooks

Tassoni P, *Penny Tassoni's Practical EYFS Handbook* (Second Edition), Pearson, 2012 ISBN 9780435077785 – This book gives a clear breakdown of the EYFS and its background. It includes legal and curriculum requirements.

Tassoni P, Baker, B and Burnham, L, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621 – This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information.

### Journals

*Early Years Educator* (Mark Allen Group) – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk) – This magazine gives guidance on the requirements of the Early Years Foundation Stage. It includes information and expert articles across a range of early years topics.

*Nursery World* (Mark Allen Group) – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk) – This magazine provides information on a wide range of early years issues and topics relating to the care and development of children up to five years.

### Videos

Video sharing website – There are many examples of video clips showing children involved in play activities. These are useful to illustrate the learning and development requirements of the EYFS. You are advised to check and recommend suitable examples.

### Websites



[www.eyfs.info/home](http://www.eyfs.info/home) – EYFS Forum – This is a discussion website for professionals working in the early years sector. It is a useful teaching resource for up-to-date information on the EYFS.

[www.foundationyears.org.uk](http://www.foundationyears.org.uk) – The Foundation Years – Gives guidance and information to early years professionals relating to early years practice. The following documents can be downloaded from this website:

- The Statutory Framework for the EYFS
- Non-statutory guidance – Development Matters in the Early Years Foundation Stage (EYFS). This helps to explain the themes, aims and principles of the EYFS showing with examples of how they are applied in practice
- Principles into Practice cards (these are now in archived materials, but are a useful resource)
- EYFS Profile Handbook and examples of evidence of children's attainment (assessment in the final term of reception class)
- EYFS Progress Check (at age two years).

[www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted) – Ofsted website – This website provides information on inspection requirements for early years settings. Reports for individual settings can also be accessed.



## Unit 12: Children's Development Outdoors

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### Delivery guidance

#### Approaching the unit

This unit raises learner's awareness of the value of outdoor play in promoting children's development, and requires learners to explore a range of ways in which the benefits of outdoor play can be maximised.

#### Delivering the learning aims

##### Learning aim A

This learning aim requires you to introduce your learners to the benefits and approaches to outdoor play and the resources that can support this effectively. Learners will need to develop an understanding of the positive impact that outdoor play can have on a child's wellbeing and health as well as the benefits for physical, social, emotional and cognitive development. Learners will also need to be aware of the statutory requirements for providing outdoor play opportunities and investigate theories and approaches relevant to outdoor play.

It is important that you emphasise to your learners their crucial role in ensuring that children have the opportunity to experience the awe and wonder that contact with the natural world can bring and that they get the chance to enjoy the freedom that the great outdoors can offer in allowing them to explore, be messy, be noisy and be active, unrestricted by the confines of indoors.

Learners must also be guided to ensure an appropriate balance between indoor and outdoor play experiences and how to use the two environments to complement each other and extend opportunities for children. Learners should be encouraged to consider the arrangements needed to enable children to experience outdoor play all year round and in all weathers. Commercial resources for outdoor play should also be investigated and learners need to appreciate the immense value of using a wide range of natural materials.

##### Learning aim B

This learning aim is related entirely to Forest School provision and learners will initially be introduced to the philosophy and ethos of this approach. Learners will need to develop an awareness of the core principles of forest education and the requirement to balance risk, benefits and challenge at all times. Learners should be given the opportunity to explore strategies used by Forest School leaders to maximise the benefits of this approach and the various ways in which natural environments and resources can be used effectively to support all areas of the curriculum and meet the individual needs of all children.

##### Learning aim C

Here learners need to be encouraged to give more thought to organising and planning of outdoor play experiences. They will need to consider how to involve children in decisions, take account of their interests and abilities and ways of balancing challenge and creativity with safety. Learners should be encouraged to look at the ways of using outdoor spaces in their local area, including parks and



woodlands and also making use of a variety of naturally occurring features such as puddles, snow, trees and flowers. Learners need to develop the ability to utilise children's interests and their problem-solving skills in planning child-initiated activities. It is vital that learners realise the importance of demonstrating a positive attitude to the value of outdoor experiences.

This unit will give learners valuable knowledge and skills for a variety of careers in the early years sector and would be an excellent preparation for higher level studies or even training as a Forest School practitioner.

| Learning aim  | Key content areas   | Recommended assessment approach   |
|---|---|---|
| <b>A</b> Investigate the use of outdoor play opportunities in early years settings to promote children's learning and development | <b>A1</b> The benefits of outdoor play for children's learning and development<br><b>A2</b> Approaches to outdoor play in early years settings<br><b>A3</b> Resources to support outdoor play | A presentation on the value of outdoor play for children and the approaches and resources used to support effective learning and development                                    |
| <b>B</b> Examine the principles of Forest Schools and how they are applied in practice  | <b>B1</b> The principles of Forest Schools<br><b>B2</b> How professionals apply the principles of Forest Schools  | A report on the principles of Forest education and how they are applied in practice by Forest School practitioners  |
| <b>C</b> Plan and support children's development through outdoor play activities  | <b>C1</b> Plan for effective outdoor play<br><b>C2</b> Support children's development through outdoor play  | A portfolio of evidence that shows how the learner has applied their knowledge and skills to plan for and support outdoor play for individual children in own placement setting |

### Assessment guidance

The assessment of learning aim A requires learners to use evidence from class activities, examples from work placement and further research to show their understanding of the importance of outdoor play. The suggested assessment approach is a presentation; however, other formats could be used to meet the criteria, such as a training programme or an article for a parenting magazine. Learners will need to cover the different types of play and explain how they support areas of children's development. Consideration of appropriate resources also needs to be included and learners will need to draw links to relevant parts of the statutory framework for the setting.

Learning aim B requires learners to write a report. Guidance on the format of a report may be required, so make sure learners understand that the report should include:

- a clear introduction stating its purpose
- only factual information addressing all the learning aims
- a clear conclusion.



Ensure that your learners understand the purpose of the report, for example, to demonstrate their knowledge and understanding of the principles of Forest education and how these are applied in practice. Learners could draw together any activities they have been involved in, for instance, discussions, comparing activities, and notes from video clips and placement observations to construct a report that reflects their understanding in these areas.

For the assessment of learning aim C, learners will need to collect evidence in their work placements that demonstrate their skills in planning for and supporting outdoor play for specific children. This evidence should include self-assessment, feedback from supervisors and school tutors/college assessors/placement officers and will need to be recorded in the PEP.

Learners will need to be reminded of the need for confidentiality when using examples from work placements in their assignments and in collecting evidence for their portfolios.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

| <b>Unit 12: Children's Development Outdoors</b>  |
|--|
| <p><b>Introduction</b></p> <p>Invite learners to reflect on their own childhood and the opportunities they had to play outdoors. Ask them to recall their favourite outdoor spaces and activities, whether local to home or perhaps whilst on holiday and at different times of year, in different weather conditions. Ask them to list words, ideas and feelings associated with those memories. Match the benefits identified to influences on physical, social, emotional and cognitive development.</p>  |
| <p><b>Learning aim A – Investigate the use of outdoor play opportunities in early years settings to promote children's learning and development</b></p>  |
| <p><b>Learning aim A1 – The benefits of outdoor play for children's learning and development</b></p> <ul style="list-style-type: none"> <li>• Watch video clips of children across the age ranges playing outdoors. Ask learners to identify what firsthand experiences the children are getting and relate these to the areas of development. Learners should also be asked to identify the overall impact of this outdoor play on health and wellbeing.</li> <li>• Give learners current health promotion materials which target the benefits of outdoor exercise (such as the Change4Life campaign) and ask them to produce posters and leaflets aimed at parents to encourage them to incorporate more outdoor play and exercise into their children's routines.</li> <li>• Organise a practical outdoor session for learners that enables them to take part in four outdoor activities suitable for children: one each to promote physical, social, emotional and cognitive development. Discuss the potential benefits of each activity.</li> <li>• Working in small groups and following on from the previous activity, ask learners to plan four different outdoor activities for each of the areas of development. They could then be asked to organise one of their selected activities for their peers. Share and discuss the range of activities planned.</li> </ul> |
| <p><b>Learning aim A2 – Approaches to outdoor play in early years settings</b></p> <ul style="list-style-type: none"> <li>• Give learners input on the statutory requirements of curricula/frameworks for early years settings to provide outdoor play opportunities. Ask learners to produce a checklist that could be used within a specific early years setting to ensure that the requirements are being effectively met.</li> <li>• Support learners to carry out independent research into specific theories and approaches relevant to outdoor play. Summarise and discuss findings with the whole class.</li> <li>• Using exemplar activity/curriculum plans, ask learners to evaluate how settings balance indoor and outdoor play experiences and integrate these two opportunities to enhance and complement each other.</li> <li>• Working in small groups, ask learners to design and plan an outdoor space for a specific early years setting that allows free movement, incorporates naturally occurring features and offers challenges that are responsive to a range of differing</li> </ul>  |





## Unit 12: Children's Development Outdoors

capabilities and interests.

- Arrange a visit to a local park or woodland area and ask learners to identify ways in which early years practitioners could use the facility to extend the outdoor experience offered to children. Discuss ideas with the whole class.

### Learning aim A3 – Resources to support outdoor play

- Provide input on the basic considerations when planning an outdoor play area, including surfaces and levels, shade and shelter, storage or resources and appropriate clothing and protection.
- Arrange a visit to a local playground. Ask learners to evaluate the play equipment in terms of its suitability to offer challenging physical activities and promote creative and imaginative play opportunities. Dependent upon the outcomes, learners could be asked to suggest ways of improving the facilities on offer.
- Using images of natural environments (woodland, beach, meadows, streams etc) ask learners to work in groups to identify how children might develop creativity, problem solving, understanding the natural world and scientific concepts.
- Give learners a range of natural materials (stones, shells, seaweed, sand, leaves, twigs) and working in pairs, ask them to plan two outdoor activities, one covering construction/den play and the other of their choice. Share ideas with the whole class.
- Arrange a visit to your local allotment site to enable learners to experience the range of growing opportunities that children can be offered.

### Learning aim B – Examine the principles of Forest Schools and how they are applied in practice

#### Learning aim B1 – The principles of Forest Schools

- Provide input on the philosophy and ethos of Forest Schools and then support learners to carry out independent research on Forest School provision, both in Britain and in Scandinavia.
- Arrange for a Forest School Leader to talk to the group about the core principles of Forest School education.
- Arrange a visit to a local Forest School to enable learners to experience typical Forest School activities and the ways in which the outdoor environment can be used.
- Following the above talk and visit, lead a group discussion on the importance of balancing risk, benefit and challenge and the importance of children directing their own learning.

#### Learning aim B2 – How professionals apply the principles of Forest Schools

- Ask learners to use knowledge already gained to plan a day at a Forest School for a specific group of children. Share ideas and discuss with the whole class.
- Working in pairs, learners could produce a set of guidelines for early years workers accompanying children on a Forest School visit, to raise their awareness of the roles of the adult and the strategies to ensure that children gain maximum benefit from the experience.

### Learning aim C – Plan and support children's development through outdoor play activities

**Unit 12: Children's Development Outdoors****Learning aim C1 – Plan for effective outdoor play**

- Working in small groups, ask learners to plan specific outdoor play areas considering space, design and resources. Discuss how children can contribute to decisions about the outdoor provision.
- Provide input on risk and benefit assessments. Ask learners to work in pairs to carry out a sample risk and benefit assessment on an outdoor area that they have easy access to.
- Arrange a visit to a local park or open space to enable learners to explore the facilities and resources (commercial and natural) available.
- Working in small groups, learners could produce a booklet on outdoor activity suggestions that could be given to parents to give them ideas for making the most of the outdoors during the school holidays.
- Working in pairs, ask learners to produce four activity plans for challenging play activities that support physical development, imagination and creativity, problem-solving skills, and emotional and social development.
- In pairs, ask learners to role play a conversation between an early years practitioner and a parent who thinks that their child should be sitting indoors learning, rather than messing about outside.

**Learning aim C2 – Support children's development through outdoor play**

- Provide input on using observation for assessment and planning. Using an exemplar observation record, ask learners to work in pairs to identify a child's strengths and plan how to support further development of skills.
- Using short scenarios, ask learners to work in pairs to develop ideas for supporting learning and development through naturally occurring features. Share ideas and discuss with the whole class.
- Invite a Special Educational Needs Coordinator to talk to the group about ways to support inclusion in outdoor environments.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Play and Learning

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 8–9, 18
- Set up and maintain interesting and attractive areas/activities: 27–30, 39
- Support children's learning in areas/activities: 40–44, 52
- Support outdoor play and learning: 53–56

## Resources

### Textbooks

Bilton H, *Outdoor Learning in the Early Years: Management and Innovation* (Third Edition), Routledge, 2010 ISBN 9780415454773

White J, *Playing and Learning Outdoors: Making Provision for High Quality Experiences in the Outdoor Environment with Children 3–7 Years* (Second Edition), Routledge, 2014 ISBN 9780415623155

### Journals

*Early Years Educator* – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

*Nursery World* – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

In these journals, learners will find articles about outdoor play and practical support in developing provision.

### Websites

[www.forestschoollassociation.org](http://www.forestschoollassociation.org) – Explains the ethos and philosophy of forest school provision.

[www.nationaltrust.org.uk](http://www.nationaltrust.org.uk) – Section on the 'Kids Council' contains useful video clips of children enthusing about the outdoors and enjoying a wide range of outdoor activities.

[www.nnhs.uk/change4life/supporter-resources/downloads/Z97533-P4L](http://www.nnhs.uk/change4life/supporter-resources/downloads/Z97533-P4L) – Play4Life booklet containing fun ideas for outdoor play plus safety tips to remember.

[www.playengland.org.uk](http://www.playengland.org.uk) – Contains a report published by the National Children's Bureau called 'Play Naturally' 2007 (ISBN 9781905818150). The report looks at supporting children's outdoor play and the value and benefits of play in natural settings.



[schoolgardening.rhs.org.uk](http://schoolgardening.rhs.org.uk) – Activity ideas, resources and competitions to support gardening activities in schools and other early years settings. Close curriculum links provided.



## Unit 13: Healthy Eating in the Early Years

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### Delivery guidance

#### Approaching the unit

This unit focuses on the nutritional needs of children and ways of encouraging healthy eating. Food safety practices and procedures are also covered and learners will need to develop an awareness of the current statutory guidance and legislation. Learners will explore the role of the early years practitioner in relation to food, about the importance of involving children in food preparation and safe ways of doing so.

Some centres may wish to offer learners the opportunity to gain a qualification in basic food hygiene alongside this unit.

#### Delivering the learning aims

##### Learning aim A

This learning aim initially requires learners to develop a knowledge of the nutrients needed as part of a balanced diet, including the functions of each nutrient and good dietary sources. Current guidelines on the weaning process will need to be explored as well as portion sizes for children up to the age of seven years 11 months. Learners also need to develop an awareness of common food allergies, food intolerances and dietary restrictions imposed by the social, cultural or religious beliefs of families.

The importance of encouraging children to try new foods and eat a healthy diet must be stressed, and this may, in some cases, challenge the eating habits of some learners, so will need sensitive handling. Factors that can affect children's attitudes to food will need to be explored, as also the ways of working in partnership with parents, to encourage the development of healthy eating habits. Practical activities and the use of case studies and role plays could be particularly useful here.

Learners will need to consider ways of organising positive snack and mealtimes to encourage the development of independence and also develop the knowledge and skills to safely involve children in food preparation activities.

##### Learning aim B

This learning aim requires learners to further develop their awareness of the importance of involving children in food preparation and cooking activities and ways of doing so safely. They will look at how such involvement can encourage children to try new foods, begin to make healthy food choices for themselves and start to develop a basic understanding of nutrition.

The benefits of involving children in food preparation activities will need to be covered, including the influences on social and emotional development and opportunities to learn about other cultures and their typical diets. Links to other areas of learning and development should also be made, including science concepts, literacy, mathematical skills, physical skills and creativity.



All aspects of activity planning should be introduced including the suitability of activities, health and safety considerations, supporting independence, ensuring participation and inclusion and being aware of food allergies and intolerances. Learners should be guided to consider all aspects of activity planning enabling them to produce detailed activity plans for a range of food preparation and cooking activities for children of different ages.

### Learning aim C

Here, learners need to develop an understanding of current legislation and statutory guidance related to food hygiene and food safety. They need to understand the roles and responsibilities of those preparing and serving food in early years settings and become familiar with relevant exemplar policies and procedures. Areas covered should include personal hygiene, food storage, food preparation and cleaning routines. Again, considerations for children with food allergies and intolerances should be stressed. Visiting experts may be useful as well as visits to appropriate kitchen environments, if these can be arranged.

| Learning aim   | Key content areas   | Recommended assessment approach  |
|--|---|--|
| <b>A</b> Investigate how to provide food to promote health and development and encourage children to eat healthily | <b>A1</b> Foods for health and development<br><b>A2</b> How to encourage healthy eating                                       | A report that includes the nutritional needs of children, influences on their healthy eating and the importance of working in partnership with parents |
| <b>B</b> Explore the value of food preparation for children and how to plan safe and purposeful activities         | <b>B1</b> The value of food preparation for children<br><b>B2</b> How to plan safe and purposeful food preparation activities | A plan detailing food preparation activities suitable for children of different ages   |
| <b>C</b> Examine the role of the early years professional in preparing and serving food safely                     | <b>C1</b> Safe food practice  | A report highlighting the responsibilities of early years professionals in ensuring children's health and safety when preparing and serving food       |

### Assessment guidance

It is likely that you will wish to set three assignments for this unit, linking to each of the three learning aims. When completing these assignments learners will need to refer to current nutritional guidelines for their home country.

As you will see in the above grid, evidence for learning aims A and C may take the form of a written report that could be based on vocational scenarios. For learning aim B, evidence may take the form of detailed activity plans for food preparation activities to be used with children of different ages. Learners will need to create two separate plans: one for children aged two to four years and one for children from four years to seven years 11 months.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

| <b>Unit 13: Healthy Eating in the Early Years</b>   |
|---|
| <p><b>Introduction</b></p> <p>You could introduce this unit by asking learners to consider their own eating habits, both now and as a child, and share thoughts and ideas with their peers. Encourage learners to acknowledge the importance of food for not only nutritional reasons but also for social development and as a means of celebration. Ideally, comparisons between different cultures could be introduced.</p>   |
| <p><b>Learning aim A – Investigate how to provide food to promote health and development and encourage children to eat healthily</b></p>  |
| <p><b>Learning aim A1 – Foods for health and development</b></p> <ul style="list-style-type: none"> <li>You could begin with a tutor presentation to introduce learners to the major nutrient groups and the functions of each in terms of physical development and health. A brief overview of good dietary sources of each major nutrient could also be included.</li> <li>Working in pairs, learners could be asked to investigate the functions and good dietary sources of any one of the micro-nutrients. Information gathered should then be shared and collated for a wall display for use in future sessions.</li> <li>Learners could work in small groups to participate in a matching exercise to link food items with the correct nutrients. (A wide range of foods, representing a variety of cultures should be included.) If earlier discussions have suggested fairly limited diets, a tasting activity perhaps of a range of fruit items could also be included in this session.</li> <li>Learners could analyse sample menus to calculate the nutritional values of each.</li> <li>A health visitor could be invited to provide information on breastfeeding versus bottle feeding, current weaning guidelines, correct portion sizes, the risks of obesity and the prevention of dental decay.</li> <li>You could present information relating to food intolerances and common allergies and then ask learners to use case studies to apply the relevant knowledge. The interpretation of food labelling information could also be practised here.</li> <li>Learners could research food restrictions linked to social, cultural or religious preferences and compile a chart for future reference. Using the chart, learners could be asked to respond to a series of short scenarios to demonstrate their ability to provide healthy eating options whilst respecting specific dietary preferences.</li> </ul> |
| <p><b>Learning aim A2 – How to encourage healthy eating</b></p> <ul style="list-style-type: none"> <li>Ask learners to consider what is meant by the term 'healthy eating'. Explore a range of materials and campaigns aimed at promoting the current key healthy eating guidelines and compare these with their own initial perceptions.</li> <li>Use case studies to discuss attitudes to food and the possible ways in which these attitudes may impact upon children. Include insistence on finishing food and using food as a reward.</li> <li>Working in pairs/small groups, learners could participate in role plays involving discussions such as that between a nursery nurse and a parent who refuses to</li> </ul>   |





### Unit 13: Healthy Eating in the Early Years

acknowledge the importance of healthy eating.

- Either utilising learners' work placement experiences or a video clip, ask learners to devise a set of guidelines for nursery workers to follow at snack and mealtimes to encourage children's enjoyment of healthy foods and to promote independence when eating.
- Working in small groups, ask learners to plan an activity that will involve children in food preparation. Share and discuss ideas with the whole class.

### Learning aim B – Explore the value of food preparation for children and how to plan safe and purposeful activities

#### Learning aim B1 – The value of food preparation for children

- You could lead a class discussion to identify a range of activities for children to encourage them to try new tastes, develop a basic awareness of healthy eating and make healthy choices for themselves. Ensure that a good range of activities are discussed, perhaps including grow your own food, food preparation and presentation and tasting.
- Invite a local allotment holder to come and demonstrate simple growing techniques that could be carried out by children to produce quick and easy salad crops.
- Arrange a visit to the local market or supermarket to explore the full range of fruit and vegetables readily available. Purchase less familiar products and follow up with a tasting activity and a recipe sharing session.
- With learners working in pairs, ask them to plan an activity for a specific group of children, produce an activity plan and describe how the activity could be linked to each of the following: literacy, mathematical development, science concepts, physical skills and creativity.
- In small groups, ask learners to produce a poster to show how food preparation activities can benefit children's social and emotional development. Add specific examples of how food preparation activities can be used to enable children to learn about other cultures. Posters to be shared with peers.

#### Learning aim B2 – How to plan safe and purposeful food preparation activities

- Recap the risk assessment procedures covered in *Unit 5: Keeping Children Safe*. Ask learners to work in pairs to produce a risk assessment for a simple cooking activity for children. Discuss findings with the whole class. Ensure that basic food hygiene practices have been included.
- Using the activity plans produced for learning aim B1, ask learners to carry out their activity with a small group of their peers. Peer evaluation could then be used to discuss if the following aspects of planning were adequate: adult role/involvement, resources/equipment, ingredients, timings and supervision. The ways in which learning opportunities could be extended across learning areas could also be discussed.
- Following on from the practical activities, discuss with learners how their activity could be adapted in response to a range of specific circumstances, including disability and cultural or religious restrictions to ensure children's participation and inclusion.
- Recap information relating to food allergies and intolerances presented for learning aim A1. Ask learners to work in pairs to produce a checklist for early years practitioners to use when planning food preparation activities for children.

### Learning aim C – Examine the role of the early years professional in



## Unit 13: Healthy Eating in the Early Years

### preparing and serving food safely

#### Learning aim C1 – Safe food practice

- Invite an Environmental Health Officer or a food hygiene tutor to talk to the group about current legislation and statutory guidance governing food hygiene and food safety and the responsibilities of those preparing and serving food in early years settings.
- Arrange a visit to a school kitchen, where a cook could demonstrate the facilities and procedures used when preparing and serving food. Whilst there, discuss how food preparation and service is altered to meet the needs of children with food allergies or intolerances.
- Encourage all learners to participate in a practical hand washing exercise using a UV light and gel, both before and after a demonstration of effective hand washing technique. (If your centre does not have these facilities, a food hygiene tutor or the local environmental health department may be able to help.)
- With learners working in small groups, allocate each group a specific food hygiene topic and ask them to produce materials for a group display board. Topics could include food storage, food preparation, cleaning routines, personal hygiene and waste disposal.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 5: Keeping Children Safe
- Unit 6: Children's Physical Development, Physical Care and Health Needs
- Unit 18: Working With Children Under Three Years

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 12–15
- Caring skills: 59–61, 67–68

## Resources

### Textbooks

Barasi M, *Nutrition at a Glance*, Wiley-Blackwell, 2007 ISBN 9781405134873

Lean M, *Fox and Cameron's Food Science, Nutrition & Health* (Seventh Edition), Hodder Arnold Publication, 2006 ISBN 9780340809488

### Websites

[www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk) – Children's Food Trust – Nutrition advice for nurseries, children's centres, schools and child minders. 'Eat better, Start Better' campaign.

[www.nhs.uk/change4life](http://www.nhs.uk/change4life) – NHS Change for Life Campaign – Healthy living advice, including tips for healthier dietary choices.

[www.nutrition.org.uk/nutritionscience/life/school-children](http://www.nutrition.org.uk/nutritionscience/life/school-children) – British Nutrition Foundation – Advice for schools regarding mealtimes, curriculum links and nutrition.

[schoolgardening.rhs.org.uk](http://schoolgardening.rhs.org.uk) – RHS Campaign for school gardening – Advice on creating an edible school garden and curriculum links, session plans and downloadable resources.



## Unit 14: Montessori Approach in Early Years

### Delivery guidance

#### Approaching the unit

Maria Montessori developed her approach to early years education in Italy at the beginning of the 20th century. The success of her methods meant that they were adopted in many countries including the UK and her approach remains popular even today. This is because she based her principles on a close observation of how children learn and develop. Her belief that children are self-motivated and they thrive when given an opportunity to be involved in independent play and learning activity is the foundation of her approach.

Learners may question why they should study this unit if they are not working in a Montessori setting. You could introduce the unit by asking learners if their own setting encourages free expression, teaches life skills or encourages social skills. This will help learners to understand that even if it is not a Montessori setting, it may be useful to adopt some Montessori practices. Learners should be helped to understand that learning about how to apply Montessori principles and methods would be invaluable to their own professional development.

#### Delivering the learning aims

##### Learning aim A

For learning aim A1, you could start by asking learners what they know about Montessori settings and the methods used. Giving a presentation of the history of Montessori will help to put the importance of Maria Montessori's philosophy and its influence on current practice into context. You could also show or direct learners to video clips on video sharing websites that explain the history of Montessori and show photographs of Maria Montessori and her early school setting. Learners will need to embark on an independent research on the development of the Montessori philosophy and the principles that underpin her approach. Learners should have the opportunity to take part in group learning activities that involve synthesising, responding and presenting information in new ways to help them understand how these may be applied in early years practice.

For learning aim A2, learners will need to carry out research into how Maria Montessori perceived childhood at each stage. Learners must gain a good understanding of Montessori *Planes of Development* before they look at how it influences Montessori approaches to learning. Video clips found on video sharing website would be useful to illustrate these *planes* and the concept of *absorbent mind*. It will be helpful for learners to draw on their own experiences and observations in placement to put concepts into the context of an early years setting.

##### Learning aim B

For learning aim B1, you may contact any of your learners placed in a Montessori setting or you could find your nearest Montessori accredited setting listed on the [www.montessori.org.uk](http://www.montessori.org.uk) website. A visit will help learners discover that the setting is organised in a particular way – referred to as a favourable



environment. Prepare learners beforehand, by directing them towards what they should look for so that they can get the most from their visit. If a visit is not possible, there is a wide range of helpful video clips available on video sharing website. Montessori materials/resources could be purchased for learners to explore in class. Catalogues of materials would also be a useful resource. Video clips could also be used to illustrate children's use and involvement with materials and resources either with adult support or during independent learning and development.

For learning aim B2, learners will focus on the role of the professional. This role is key to Montessori principles and approach, so it would be beneficial if an experienced Montessori practitioner could be invited to speak to learners. Learners will need to draw on their understanding from learning aim A, which they could apply to observe how professionals recognise and support children's sensitive periods and readiness for learning. Learners could interview professionals (if possible in a Montessori setting) on ways that information is shared, widening their understanding by discussing examples of best practice with peers. If learners are placed in a Montessori setting, it would be helpful if they could work in pairs or small groups to compare practice with others who are not.

### Learning aim C

For learning aim C1, it might be useful to introduce the topic by using a questionnaire about the extent to which learners' own setting applies the Montessori principles. Learners should be directed to observe practice and to plan and implement activities that apply Montessori principles in their own setting. Video clips could be used to illustrate examples of best practice to support learners' understanding of how they might apply those in their own practice.

For learning aim C2, having considered how they can apply Montessori principles to own practice, it is important that learners now understand the benefits of doing this. They will need to carry out close observations of children and reflect on how they are responding, learning and developing through the application of Montessori approaches, for instance, developing independence through making own choices. You could use some of the video clips again, followed by discussion and direct learners to carry out observations and speak to professionals in their own placement setting.

| Learning aim  | Key content areas  | Recommended assessment approach   |
|---|--|---|
| <b>A</b> Examine the principles underpinning the Montessori approach and her views on child development                         | <b>A1</b> The principles of the Montessori approach<br><b>A2</b> The Montessori view of child development                                    | A report that considers the Montessori philosophy, principles and views of child development and how principles are applied through the organisation and practice in a Montessori early years setting |
| <b>B</b> Investigate the organisation of the learning environment and role of professionals in a Montessori early years setting | <b>B1</b> The organisation of a Montessori early years setting<br><b>B2</b> The role of the professional in a Montessori early years setting |   |
| <b>C</b> Explore ways to apply Montessori principles to own   | <b>C1</b> How to apply Montessori principles to own practice   | A report that considers ways to apply the   |



|  |  |  |
|--|--|--|
| early years practice and the benefits for children | <b>C2</b> The benefits for children of a Montessori approach | Montessori principles in own early years practice and the benefits that this can have for children |
|--|--|--|

### Assessment guidance

The first assignment should cover content from learning aims A and B. It is recommended that it take the form of a professionally produced report using vocational terminology. It would be helpful for learners to have an audience in mind, for instance, parents or early years learners. The report should show that learners have a good grasp of Montessori philosophy and principles and provide sufficient depth of information to reach a justified conclusion about the impact of Montessori principles on the organisation of settings and the role of early years professionals.

The second report covering learning aim C requires learners to show how they can apply Montessori principles to their own practice. They should provide some justification of using Montessori methods in terms of how it improves their own practice and also the benefits for children. It would be useful for learners to implement some of the principles in their own setting so that they can draw on real examples to illustrate their information. Evidence of learners' skills in their work placement could be cross referenced to the Practical Evidence Portfolio (PEP).



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 14: Montessori Approach in Early Years

#### Introduction

Write the following quotation from Montessori on the whiteboard 'Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.' Ask learners what she meant by this and give examples of opportunities children have for 'experiences' in their own workplace setting.

#### Learning aim A – Examine the principles underpinning the Montessori approach and her views on child development

##### Learning aim A1 – The principles of the Montessori approach

- Introduce the unit to your learners questioning them to find what they know about the Montessori approach. Present information on the history/background of Maria Montessori and the extent of the continuing influence of her philosophy on early years practice.
- Set reflective questions about Montessori philosophy around how she thought children learned and what she considered the 'nature' of children. Ask learners to carry out research and present information on the main aspects of her philosophy.
- Ask learners to work in groups to discuss what they understand by each of the key principles and feed back their ideas. Check their understanding and challenge any misconceptions.
- Allocate one principle to each group and ask them to give examples of how it is applied in practice. Learners need to understand each of the principles so they could present their information and contribute ideas to a whole class display – 'The Principles of a Montessori Setting'.
- Lead discussion on how the pedagogical principles that scaffold the key principles may impact on how the learning environment is organised. Learners can discuss the benefits of children working in mixed age groups – as they feed back, list their ideas on the whiteboard.
- Explain the principles behind extended work periods (work cycle) and show a video of a three-hour work cycle (condensed into a few minutes) to explain the concept. You can find suitable clips on video sharing website such as *A Montessori Morning* or *Fly on the Wall*. Ask learners to suggest how the 'cycle' supports the child as an active learner, respects the inner life of the child, trusts their inner motivation and encourages their inner discipline.
- You could show the video clip again to ask learners to note the characteristics of a favourable environment. Get them to think about how it can ignite children's curiosity and promote independence.
- Ask learners to form small groups to discuss the qualities of an 'empathetic' professional. They could write part of a job description for a Montessori practitioner.
- Ask learners to give an example of how each pedagogic principle/approach supports each of the key principles – they could show this in the form of a chart set out as four columns (headed with each key principle) and four rows (listing each





## Unit 14: Montessori Approach in Early Years

pedagogic principle/approach).

### Learning aim A2 – The Montessori view of child development

- Give learners an overview of the phases of development that Montessori refers to as the four planes. You could use a chart that explains these 'planes' simply. Learners could then explore the first phase or 'plane' in detail.
- Ask learners to undertake independent research on the concept of the 'absorbent mind' and the difference between the 'unconscious mind' and 'conscious mind'. The website [www.montessori.org.uk](http://www.montessori.org.uk) would be a good starting point. Get learners to feed back their findings. List their ideas on a whiteboard so that learners can keep a record of the main points in their files.
- Ask learners to work in pairs to explore one sensitive period (ensure that each period is covered) and produce a poster giving information on that sensitive period and how children can be supported during this time.
- Use video clips on video sharing website to show children actively involved in their learning in a Montessori setting. Lead discussion on how children are displaying independence and what might be the next stage for each child.
- Lead discussion on the importance of all the senses for learning and development in the early years.
- Refer back to learners' research on the concept of the 'absorbent mind' and ask them to form small groups to discuss how their own setting provides opportunities for children's learning and development. Get them to give specific examples of how children acquire knowledge, get to know their environment and significant people in their lives and develop acute interest.

### Learning aim B – Investigate the organisation of the learning environment and the role of professionals in a Montessori early years setting

#### Learning aim B1 – The organisation of a Montessori early years setting

- Organise a visit to a Montessori nursery followed with a question and answer session with a Montessori practitioner. Give focus by providing learners a checklist of what to look for during the visit, including how the setting is made welcoming, materials and resources and their organisation, groupings and opportunities for exploring the natural world.
- Review learners' understanding of the principles and ask learners to give an example of ways each Montessori principle was being supported during the visit (alternatively use video clips).
- Learners could produce an 'ideal' floor plan, to include indoor and outdoor, for a Montessori nursery and present their ideas justifying their choices, showing how it enables freedom of movement and access to materials and resources.
- Give learners two or three sticky notes and ask them to write down what should be a feature of a Montessori setting. Collect ideas and list them for reference. You could go on to ask learners what they should not see. Give a list from the advice to parents from the [www.montessori.org.uk](http://www.montessori.org.uk) website on *How to Select a School*.
- Lead discussion on what is meant by 'child centred' planning. Learners could produce a thought shower of reasons why child centred planning is important for learning and development.
- Use a video clip on video sharing website to remind learners of the work cycle (you could repeat the one used in learning aim A1).

**Unit 14: Montessori Approach in Early Years**

- Ask learners to research how the work cycle functions in a selected setting using information from a Montessori early years setting website.
- Using plans for an 'ideal' layout from an earlier session, ask learners to research child-sized equipment and furniture for their setting (indoor and outdoor). They could use websites or catalogues. Learners could cut out pictures/illustrations and produce a 'mood board' for their setting which they annotate to justify choices.
- Bring in examples of resources that might be used in a Montessori setting explaining to learners how these might be used and their value for children's learning and development.
- Learners could work in pairs to research materials/resources that might be used in a Montessori setting. They can be found on various supplier websites such as [www.absorbentminds.co.uk](http://www.absorbentminds.co.uk) or [www.infomontessori.com](http://www.infomontessori.com). Learners could present two or three selected resources to peers. They should include sensory materials and hands-on learning materials explaining the age/stage of development that each one is suitable for.
- Ask learners to observe how the cycle of activity is achieved in their own setting. They could bring in video clips/photographs to show how resources are organised and explain how children use each area.
- Learners could be directed to organise an area in their own setting and bring in photographs (with permission) to discuss how it has improved access to children.
- Ask learners to work individually to create a page on a Montessori setting's website about the benefits of vertical grouping for children's learning and development

**Learning aim B2 – The role of the professional in a Montessori early years setting**

- Invite a Montessori practitioner to speak to the class about how they use observation, recording and reflecting on children's progress. Use group discussion to see if learners have experienced the same approaches in their own workplace setting.
- Write up the quotation from Montessori *The greatest sign of success for a teacher... is to be able to say, 'The children are now working as if I did not exist'.* Ask learners what this means. Explain the role of the Montessori practitioner and dispel any misunderstandings.
- Ask each learner to give an example of how they have acted as a positive role model. Use scenarios of actions by a professional (positive and negative). Ask learners to work in pairs to discuss the likely impact on children.
- Use video clips of children engaged with their environment in a Montessori setting. Ask learners to observe one child and assess their stage and level of engagement. Learners could work in pairs to plan developmentally appropriate activities for one observed child.
- Ask learners to work in pairs to research Montessori practical life activities and present two ideas to their peers explaining why the activity would benefit children. Learners could take digital photographs or film their activities to contribute to a class display/resource.
- Lead discussion on why it can benefit all professionals to have knowledge of Montessori philosophy and pedagogy. Ask learners to research opportunities for training and development in Montessori methods.
- Lead discussion on the difference between child-initiated and adult-led activity asking learners to suggest the benefits of child-initiated activity.



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- Review learners research into sensitive periods from learning aim A2. Provide observations of children (or alternatively learners can use their own) and ask learners what these tell them about the child's sensitive periods and what this means for future planning.
- Learners could produce a short questionnaire to use with colleagues at their setting to investigate how they go about sharing knowledge and the procedures they must follow. Ask learners to role play scenarios where information about children has to be shared between colleagues and between professional and parents.
- Ask learners to note down characteristics of a) harmonious environment and b) respectful relationships on separate sticky notes. Collect and read out each point. Ask learners to use this information to produce '10 points for good practice'.

### Learning aim C – Explore ways to apply Montessori principles to own early years practice and the benefits for children

#### Learning aim C1 – How to apply Montessori principles to own practice

- Gather learners' ideas about what needs to be considered when organising the environment. Write up their points making sure that each of the four aspects (freedom of movement, materials for active learning, vertical grouping and opportunities to explore the natural world) are included.
- Ask learners how each of the four aspects relating to the organisation of the curriculum is applied in own setting. You could give them a list and ask them to indicate 'yes' or 'no' and give an example.
- Ask learners to produce an action plan for own setting for each aspect where principles are not fully applied and present ideas for discussion.
- Show video clips of children involved in active learning. You could find suitable video sharing website clips from Montessori and non-Montessori settings that could give opportunities for comparison. Pose questions around whether active learning is being supported and how. Learners could make suggestions on how to further support active learning.
- Learners could produce materials for active learning to use with a child/small group in own work placement. You could direct them to get ideas from *A Guide to the Early Years Foundation Stage in Montessori Settings* – see reference below.
- Ask learners to create and implement an activity in their setting that is organised to enable children to make free choices and access independently. They should record what happens and report back to the class. Learners could give their peers constructive feedback.
- You could use the quotation from Montessori '*Never help a child with a task at which he feels he can succeed*' to initiate discussion about supporting children's independence. Show learners a video sharing website clip – *Putting on a coat the Montessori way* and/or *13 month old learning to eat and drink the Montessori way*. This is a good way to illustrate developing independence. Follow up by asking learners to note down on a sticky note two or three ways that their own environment is organised to enable children to become independent. Collect ideas and read out getting learners to discuss the merits of each idea.
- Lead discussion on ways to facilitate children learning from each other and use video clips to illustrate ideas – available on video sharing website. Ask learners to note down ideas so they could try them in their own setting. They could then write a short report about its success to share with peers.
- Ask learners to carry out an observation of a child being supported by another child



### Unit 14: Montessori Approach in Early Years

who is older/more skilled. They could share their observations in class suggesting the benefits for each child.

#### Learning aim C2 – The benefits for children of a Montessori approach

- Ask learners to work in pairs to produce a powerpoint presentation on the benefits of the Montessori approach for children's social, emotional and cognitive development.
- Show a video clip of children involved in first-hand experiences. Ask learners to note down the benefits as they watch. They should then share their points with the class.
- Ask learners to observe a selected child and produce plans and materials to support their life skills. Ask them to present and observe children during one or more activities and write a report on how the child responded and the benefits for their learning and development.
- Ask learners to research how children become independent through making choices and accessing own resources.
- Discussion could be promoted through the use of video clips such as *Exploring young children's thinking through their self-chosen activities* – a training video available for purchase on the Early Education website.
- Ask learners to produce a questionnaire for professionals in own setting around the approaches they use to support children to learn at their own pace.
- Learners should carry out several observations of children involved in self-directed learning. Set questions to help them to reflect on activities where children are displaying:
  - inner motivation and discipline – what is it about the activity/environment/resources that motivates? What helps their concentration?
  - taking responsibility for their own environment – how does the organisation of the environment help them? How does the adult approach encourage them?



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Play and Learning

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the PEP:

Effective relationships with children: 1–4

Set up and maintain interesting and attractive areas/activities: 27–39

Support children's learning in areas/activities: 40–52

Support outdoor play and learning: 53–56

## Resources

### Textbooks

Isaacs B, *Bringing the Montessori Approach to Your Early Years Practice* (Third Edition), Routledge, 2014 ISBN 9781138022447

Isaacs B, *Understanding the Montessori Approach: Early Years Education in Practice*, Routledge, 2012 ISBN 9780415585033

Pound L, *How Children Learn: From Montessori to Vygotsky – Educational Theories and Approaches Made Easy*, Step Forward Publishing Ltd, 2005 ISBN 9781904575092

### Journals

*Montessori International* (The Montessori St. Nicholas Charity) – Learners will find articles and features about the Montessori approach to learning and development, ideas for activities and resources.

### Videos

Video sharing website clips – a wide range of videos showing children in Montessori settings.

### Websites

[www.absorbentminds.co.uk](http://www.absorbentminds.co.uk) – This website has its own range of quality Montessori products representing excellent value for money.

[www.early-education.org.uk](http://www.early-education.org.uk) – This is a charity that supports early years professionals from different types of setting in a range of topics. Useful resources including DVDs can be purchased and leaflets can be downloaded for free.

[www.infomontessori.com](http://www.infomontessori.com) – This website gives information on various methods of teaching that can be applied.

[www.montessori.org.uk](http://www.montessori.org.uk) – Information on the philosophy, principles and approaches to Montessori education. Learners will find this a helpful website



when they carry out their own research. A Guide to the early Years Foundation Stage in Montessori Settings (PDF file) can be downloaded from this website.

[www.montessorisociety.org.uk](http://www.montessorisociety.org.uk) – The Montessori Society – Provides useful information for teachers and parents on Montessori practice, organisation, resources and materials. This is a user-friendly website that would be a good starting point for your learners. There are also useful video clips that you could use in class.



## Unit 15: Development of English for Children with Another Home Language

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### Delivery guidance

#### Approaching the unit

There are an increasing number of children in early years settings whose home language is not English, so it is essential that your learners feel confident in providing and supporting inclusive provision. This unit not only is about strategies for supporting the development of English, but also focuses on the importance of recognising and encouraging children's home language and the relationship between children's home language, their culture and their values and beliefs.

Learners will need to take part in discussion and personal research to understand theories and stages of second language development. They will need to explore inclusive environments and strategies used to promote English. Where possible, learners should be directed to draw on their observations in the placement supported by video clips and the use of case studies. Guest speakers who have experience and expertise in EAL (English as an additional language) will be an invaluable resource in the classroom to share their experiences and answer questions.

#### Delivering the learning aims

For learning aim A1, learners will examine the importance of children's home language for shaping their values and beliefs and building strong relationships with their own family and community. Learners should be supported to understand how this positive start in life helps to build confidence and self-esteem, essential for children as they enter settings where they do not speak the language.

For learning aim A2, learners could be directed to bring in policies and procedures from their own setting to interrogate, compare and contrast. Although there is no specific EAL legislation at the time of writing, there are a number of statutory requirements, such as meeting the principles of the Early Years Foundation Stage (EYFS) and that 'gaps in achievement must be addressed' (Children Act 2004). Learners can draw on their own experiences in the placement to explore the characteristics of a welcoming environment that supports linguistic diversity. Reflective questions from the section 'Reflecting on Practice' in the Primary National Strategy could be used by learners to audit provision in their own placement (see reference below). Their knowledge can be further extended by the use of case studies and by exploring the National Association for Language Development in the Curriculum website ([www.naldic.org.uk](http://www.naldic.org.uk)). Guest speaker(s) could be invited to support learners' understanding of the topic and answer questions.

For learning aim B1, learners could start by considering the types of information that must be shared between settings and parents. Some parents may speak little or no English, so learners should be supported to explore ways that can be welcomed and to share information. Using strategies that help learners to understand barriers from the parents' viewpoint would be beneficial. If you are





bilingual, or have bilingual learners, you might use role play where information has to be shared between individuals who do not have a shared language. 'Hot-seating' activities where learners can take on the persona of a parent who does not speak English could also be a good way of helping learners to develop empathy and initiate a discussion on strategies that can be used.

Learning aim C1 has links to *Unit 2: Development of Children's Communication, Literacy and Numeracy Skills*. Learners who have already studied this unit will have an advantage, as they will understand how all children learn language. Your learners will need to carry out research into the stages and approaches to second language development. You should find ways for learners to synthesise and re-present their information in different ways, for instance, a report, presentation and support plans, to ensure that they have digested and fully understood the information.

For learning aim C2, delivery should be through practical activity. Role play could be used, followed by assessment of the needs of selected children, planning and implementation in learners' own placement. Learners should have the opportunity to explore resources and materials; as they do so, it is important to remind learners of the stages of language development. Learners could also produce their own materials or games. Supporting children's development of English through activities and routines is not required to meet the criteria for learning aim C, but it will support learners in their understanding of the stages of language acquisition and approaches used in their own setting and can contribute to evidence in the PEP.

| Learning aim  | Key content areas  | Recommended assessment approach   |
|---|--|---|
| <b>A</b> Examine the importance of home languages and provision for children with another home language in early years settings | <b>A1</b> The importance of home languages<br><b>A2</b> Provision for children with another home language in early years settings  | An article for a parenting magazine that examines the value of children's home language, the provision for children in an early years setting and how professionals work in partnership with parents to support the development of English          |
| <b>B</b> Investigate how to work with parents to support the development of English for children who have another home language | <b>B1</b> How to work with parents to support the development of English   |   |
| <b>C</b> Explore how early years professionals support the development of English for children who have another home language   | <b>C1</b> How children develop the English language<br><b>C2</b> How professionals support children who have another home language | A learning plan based on a case study of a child with another home language that gives information on how children develop the English language and how professionals support a child in the acquisition of English through routines and activities |

## Assessment guidance

The recommended approach for assignment 1 takes the form of an article written in some depth to cover the content from learning aims A and B. Learners



could support their evidence with photographs from settings to illustrate their information on the features of an effective environment, but they should come to a justified conclusion to its importance. They should show that they have carried out independent research and draw on recognised expert information to reach a conclusion to best practice. Learners should support their evidence using appropriate examples.

For assignment 2, learners should make sure that their learning plan demonstrates their understanding of stages of second language acquisition. Learners could provide an introduction that explores each stage the child has passed through, the stage they have reached and the next stage(s). They should give supported reasons why professionals use observation, and information from parents, to understand the stage the child has reached and how this helps them to plan effectively. Learners should produce detailed plans for several routines and activities, so they can include their knowledge of a range of strategy advice for the person delivering the plan. They should review the plan, reaching a conclusion to its likely effectiveness. In conclusion, to achieve distinction for the unit, learners should draw together their learning from all learning aims to evaluate provision and approaches.



## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 15: Development of English for Children with Another Home Language

#### Introduction

Ask learners to consider and discuss reasons why language is essential. Try to establish that:

- language builds relationships and allows people to socialise
- language is linked to our thinking processes and helps us to use our memories
- language helps us to express our needs
- language allows us to control our behaviour.

#### Learning aim A – Examine the importance of home languages and provision for children with another home language in early years settings

##### Learning aim A1 – The importance of home languages

- Lead a discussion on the importance of a strong foundation in the home language. Ask learners to identify the kinds of skills children are using when they learn to speak their own language. Record this list of skills for use with the next activity.
- Invite a bilingual speaker who has learned a second language after acquiring the first to talk about the kinds of home language skills that have been useful for developing the English language. Follow with learners' pre-prepared questions. If any of your learners are bilingual, you could ask them to speak in small groups with peers and answer their questions.
- Ask learners how the home language may affect children's development. Write up reflective questions for group discussion, e.g., relating to how children are helped to settle in, how their home language/culture could affect the building of relationships and the views of parents towards the setting. Discuss ways that settings might support transition to the setting.
- Use sticky notes and ask learners to write down at least one reason why home languages are important for children's social and emotional development – collect and share ideas with the group.
- Revisit the way in which language develops (*Unit 2: Development of Children's Communication, Literacy and Numeracy Skills*). Ask learners to form small groups to discuss why home languages are an important part of children's development and maintain strong connections with their family and community.
- Ask learners to observe the strategies used to embrace home languages in their own setting and share information with the group.
- Use a video clip such as *The Benefits of a Bilingual Brain* available from [www.ed.ted.com](http://www.ed.ted.com) (*Lessons Worth Sharing*) or via video sharing website to initiate a discussion on the advantages of bilingualism.
- Learners could create a poster showing the benefits of bilingualism and its advantages for children's development.

##### Learning aim A2 – Provision for children with another home language in early



## Unit 15: Development of English for Children with Another Home Language

### years settings

- Ask learners to bring in policy and procedures for children with another home language. Ask learners to work in pairs to identify similarities and any differences in their policies and procedures.
- Ask learners to consider whether procedures are different for bilingual or multilingual children and why (e.g., meetings for parents who do not speak English, employing staff who speak the home language and provision of materials in home languages).
- Write up Article 30 of The United Nations Convention on the Rights of the Child relating to children's rights 'to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language'. Ask learners to discuss why this is an essential 'right'.
- Give learners statements from the National Curriculum relating to EAL learners and relating to inclusion. Ask learners what this means for practice in KS1.
- Write up guiding principles of the EYFS – *The Unique Child, Positive Relationships, Enabling Environments*. Allocate one *principle* to each group of learners and ask them to discuss and feed back their findings on what it means in relation to supporting children with another home language.
- Ask learners to research the Children Act 2004 to find the requirement in relation to ensuring that settings address achievement gaps at the end of the Foundation Stage.
- Give learners sticky notes. Ask them to write down at least one reason why it is important to maintain children's home language. Collect reasons and read out each one adding any important reasons they have not thought of.
- Ask learners to carry out research on ways that their own placement is inclusive and welcoming and supports linguistic diversity.
- Ask learners to read a case study such as *New Arrivals Learning English as an Additional Language* – available from [www.ofsted.gov.uk](http://www.ofsted.gov.uk). Lead a discussion by asking learners if they have witnessed any of the strategies used. Have they any other examples of good practice?
- Ask learners to pool ideas on best practice in groups to create an 'ideal' environment that supports and reflects linguistic diversity, e.g., using signs and labels and bilingual displays, and including multicultural resources.
- Invite a support tutor who role plays with children and/or families whose home language is not English. Ask learners to research the role and provision for children and families in early years settings.

### Learning aim B – Investigate how to work with parents to support the development of English for children who have another home language

#### Learning aim B1 – How to work with parents to support the development of English

- Ask learners to work in pairs to discuss possible barriers that the following families may face and suggest strategies to value, respect and include them:
  - children and families who are asylum seekers
  - children and families who do not speak English at all
  - children and families whose home language is not English

**Unit 15: Development of English for Children with Another Home Language**

- children and families who are the only speakers of that language in the setting
- children and families whose home language is not English but is the predominant language spoken in the setting.
- Learners could research the different languages spoken in their setting and contribute to a class list. Ask learners to learn a few words from the most common language spoken at their setting, e.g., greetings, food or clothing.
- Get learners to produce 10 key points for creating an inclusive environment. You could give them an article by Pricilla Clarke – *Creating Positive Environments* available from [www.naldic.org.uk](http://www.naldic.org.uk). Ask learners to investigate strategies used to create an inclusive setting in own placement.
- Ask learners to research the kinds of services available to speakers of other languages in the local community. Learners could create an information flyer to display or hand out to parents and families with contact details.
- Use case studies describing families and ask learners to suggest ways that the setting can create a sense of belonging in each situation/case.
- Ask learners to identify the information that must be shared with parents about their child's development. Invite a bilingual tutor to carry out role play with learners that involves sharing information where there is no shared language.
- Give learners two different headings: 'Starting at the setting' and 'Ongoing participation'. Ask them to think of strategies that settings use to work with parents to share information within each of these categories.
- Emphasise to learners the importance of effective communication with all families and the dangers of some groups of parents becoming isolated if they are not involved. Use scenarios of different settings. Allocate one scenario to each small group and ask learners to plan ways to involve parents whose home language is not English.
- Use scenarios for role play to get learners to consider ways to encourage two-way communication. Include challenging scenarios, for instance, building bridges following a misunderstanding, an emotive issue. Prompt learners to think about their body language and/or facial expressions/gestures.
- Encourage learners to think about visual ways of displaying information that are not language dependent, e.g., photographs showing children's routines or signs/illustrations giving information.

**Learning aim C – Explore how early years professionals support the development of English for children who have another home language****Learning aim C1 – How children develop the English language**

- Ask learners to research the developmental sequence of second language acquisition developed by Patton O. Tabors. Ask them to present the sequence producing an example/scenario of a child at each stage. Information can be downloaded from [www.naeyc.org](http://www.naeyc.org).
- Lead a discussion about the importance of one person speaking one language to children in the early stages. Ask learners to research the approach and produce a short magazine article explaining the benefits of the approach to parents.
- Use a video clip of an adult interacting with a child who speaks English as an additional language. Ask learners to identify different ways in which the adult supports the child's language development.



### **Unit 15: Development of English for Children with Another Home Language**

- Ask learners to think of everyday contexts that are meaningful for children, e.g., meal times, during play activity and suggest ways to interact/introduce new vocabulary and produce plans to support a child in their own placement.
- Introduce the stages of second language acquisition and use case studies and ask learners to match the description of each child to their stage.
- Use case studies so that learners can discuss ways in which they could support children at each stage of English language acquisition (or split into groups to work on one stage each). Learners could contribute ideas to a whole class display.

### **Learning aim C2 – How professionals support children who have another home language**

- Ask learners to research assessment strategies in own work placement to include assessment of areas of the curriculum other than language skills, e.g., mathematical skills. Lead a discussion on how assessment strategies may vary from those used with children whose first language is English.
- Ask learners to carry out an assessment of a child whose home language is not English and produce a language support plan (with permission).
- Use scenarios for role play to get learners to demonstrate each of the strategies for modelling the English language.
- Give learners examples of what children might say (using incorrect vocabulary/grammar) and ask them how they might recast/repeat to develop the child's English.
- Show videos of children playing and ask learners to take turns making commentary for the child.
- Organise a visit to a setting to observe a bilingual worker who encourages the use of the home language. Ask learners to follow up with a discussion in the class on different activities/strategies that could be used.
- Ask two or three learners to take on roles where they need to communicate ideas. Ask other learners to observe them and note down ways in which communication occurs. Lead a discussion on their observations.
- Give group tasks where leaders have to give instructions. One leader can talk and use gestures, one may only talk and one may only use gestures/facial expressions. Ask learners to feed back differences in the outcome/any difficulties.
- Lead a discussion on the importance of recognising that children who have not mastered English should not be grouped with children with additional needs. Ask learners to discuss the impact on children's development of not recognising their cognitive ability.
- Give outline activity plans and resources/materials to groups of learners. Ask them to explore ways to encourage the use of English through the activity and present ideas to the class.
- Ask learners to identify routines, e.g., toileting and meal times. List them and invite learners to plan ways to promote the English language through them. They could implement activities to use as evidence in their Practical Evidence Portfolio (PEP).
- Use a 'round' to get learners to take turns to show different gestures/facial expressions asking others to say what each means.
- Ask learners to discuss the types of visual/physical language support available in their own placement – with agreement they could take digital photographs to share.



### **Unit 15: Development of English for Children with Another Home Language**

Learners could produce a visual timetable for a selected child.

- Ask learners to bring in a resource (or a picture of the resource) to present to the group describing its value in supporting the acquisition of language.
- Learners could use software that supports the development of English and produce a revue that contributes to a class resource list.
- Learners could produce a resource to support a child in their own placement whose home language is not English, such as a book, game or puzzle. Ask them to use the resource and produce a reflective account.





## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Development of Children's Communication, Literacy and Numeracy Skills
- Unit 8: Working with Parents and Others in Early Years

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the PEP:

- Effective relationships with children: 2, 4
- Support literacy with children aged from birth up to one year 11 months: 76–81
- Observe, assess and plan for children aged from birth up to one year 11 months: 82, 83
- Support literacy: 88–92
- Observe, assess and plan for children aged from two up to four years 11 months: 93, 94
- Supporting children from five up to seven years 11 months with the transition from the EYFS to KS1 curriculum: 95

## Resources

### Textbooks

Clark A and Moss P, *Listening to Young Children: The Mosaic Approach* (Second Edition), National Children's Bureau Enterprises Ltd, 2011 ISBN 9781907969263

Mistry M and Sood K, *English as an Additional Language in the Early Years: Linking Theory to Practice*, Routledge, 2015 ISBN 9780415821711

### Journals

*Early Years Educator* (MA Education Limited)

*Nursery World* (MA Education Limited)

In these publications, learners will find articles about the importance of children's home language, ideas for supporting the development of the English language and inclusive environments.

### Websites

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) – Education Scotland – Has relevant information relating to all early years settings relating to EAL and a useful case study that shows good practice to use with your learners.

[www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org) – The British Council – This website is for parents of children who are learning English as a second or foreign language. It



gives ideas for activities with children and provides downloadable resources such as picture cards that your learners could produce as games.

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) – Literacy Trust – Provides information, articles and resources relating to all aspects of literacy including best practice blogs and ideas for activities with children whose home language is not English.

[www.mantrapublishing.com](http://www.mantrapublishing.com) – Mantra Publishing – A wide range of dual language books and ideas and resources for developing the English language can be accessed from this website.

[www.naeyc.com](http://www.naeyc.com) – National Association for the Education of Young Children – The article 'What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families' by Patton O. Tabors can be downloaded from this site.

[www.naldic.org.uk](http://www.naldic.org.uk) – National Association for Language Development in the Curriculum – This website provides a wide range of useful information and materials for you to use in class and for learners to research independently. The following documents can be downloaded from this site:

- Primary National Strategy – *Supporting Children Learning English as an Additional Language, Guidance for Practitioners in the Early Years Foundation Stage*
- *Creating Positive Environments that Promote Listening and Speaking*, P. Clarke
- *Strategies for Early Years Practitioners*, R. Drury and L. Robertson.

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) – The following document can be downloaded from this site:

- New Arrivals Learning English as an Additional Language



## Unit 16: Working with Children Who Have Additional Needs

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### Delivery guidance

#### Approaching the unit

This unit will introduce your learners to the different types of additional needs that children may experience and the possible impact these needs may have on the child and other members of their family. Your learners will need to explore early years provision for children with additional needs and the roles and responsibilities of early years professionals in relation to planning and caring for these children. It is likely that all early years professionals will work with children who have additional needs and so it is important for your learners to acquire this knowledge and understanding for any of the careers they may choose to pursue within the sector.

#### Delivering the learning aims

##### Learning aim A

This learning aim requires your learners to understand the legal definition of 'additional needs' and to develop an awareness of the different types of additional needs: learning disabilities, physical disabilities, sensory impairments, emotional health needs and life-limiting conditions. You will also need to look at the causative factors including genetic factors, developmental disorders, environmental influences and accidents.

Your learners will need to become familiar with the medical and social models of disability and how additional needs can lead to discrimination and exclusion. The potential impact of additional needs on a child's development will need to be explored considering their learning needs, physical development, behaviour, and emotional and social development. You will also need to cover how the child's family may be affected, particularly financially and emotionally, and enable learners to explore the impact of low expectations of the child by others.

##### Learning aim B

Learning aim B focuses on planning and providing appropriate services for children with additional needs and working in partnership with parents. Your learners will need to investigate relevant legislation, codes of practice, policies and procedures and the impact of the social model of disability on service provision. Learners will need to understand the importance of early identification of additional needs and the procedures for assessment and planning of individualised care, as well as the importance of specialist resources and equipment. Your learners will need to be aware of the roles and responsibilities of professionals involved in provision for children with additional needs, the roles of organisations providing support and the importance of partnership working amongst professionals and with parents and families. Learners' awareness of the features of an inclusive environment, strategies to support and care for children with additional needs and the importance of regular reviews are also required.



Learners should also be made aware of ways of challenging discrimination and the importance of doing this.

### Learning aim C

This aim enables your learners to develop the more practical skills required to provide appropriate care for children with additional needs. They will need the opportunity to carry out observations of children who have additional needs and understand how observations and assessment are used as part of the planning process by a range of professionals.

Learners will also need to develop the ability to plan inclusive activities for children with additional needs; they will need to explore ways of adapting activities, the selection of appropriate resources and equipment and the role of the adult in involving children and encouraging and supporting effective communication. They will need to be able to produce detailed plans for activities suitable for children with a range of different additional needs.

| Learning aim  | Key content areas   | Recommended assessment approach   |
|---|---|---|
| <b>A</b> Examine additional needs and the possible impact on children and their families  | <b>A1</b> Types of additional needs<br><b>A2</b> The possible impact of additional needs on a child and their family        | A report that examines additional needs and the possible impact on children and their families, also considering the role of early years professionals to working together and with families for the best outcomes for children |
| <b>B</b> Investigate provision for children with additional needs and the role and responsibilities of early years professionals in meeting their needs | <b>B1</b> Provision for children with additional needs<br><b>B2</b> Roles and responsibilities of early years professionals |   |
| <b>C</b> Observe and plan an activity to support a child with additional needs  | <b>C1</b> Observe a child with additional needs<br><b>C2</b> Plan for a child with additional needs                         | A plan to identify and support the additional needs of a child through a play activity  |

### Assessment guidance

It is recommended that two summative assessments are used for this unit: one covering learning aims A and B and the second covering learning aim C. It is suggested that the first assignment could take the form of a detailed report, with learners guided as to what should be included to ensure that the learning aims will be covered. The second assignment could usefully be presented in the form of an observation record, which has then informed the production of a detailed activity plan, to support the needs of the observed child during a suitable play activity.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 16: Working with Children Who Have Additional Needs

#### Introduction

To set the scene for this unit, you could allocate learners a series of short practical tasks, but impose a restriction on them for the completion of each task (tasks could include writing a short paragraph using their non-writing hand, cutting out a paper circle using only one hand, tying shoe laces with their eyes closed). On completion, ask them how they felt whilst attempting these tasks; relate this to the experiences of children with additional needs when they are not effectively supported.

#### Learning aim A – Examine additional needs and the possible impact on children and their families

##### Learning aim A1 – Types of additional needs

- Working in small groups, ask your learners to produce a spider diagram of what they understand by 'additional needs'. Encourage them to share their ideas with their peers and discuss as a whole class. You should clarify any misunderstandings during this discussion. The use of appropriate terminology could also be explored in this session, perhaps by giving learners a range of terms used when referring to disability and children who have additional needs (including inappropriate terms that are used by some). Ask learners to put each term under the headings 'appropriate' and 'inappropriate'. Discuss their responses.
- Provide input on the types of additional needs, and then using case studies ask learners to identify the types of additional needs being presented.
- Working in pairs, learners could research an allocated specific additional need and prepare and deliver a short peer presentation on their allocated topic. Research could be more focused and relevant if you give them suitable written material.
- Using a prepared guidance sheet, ask learners to carry out independent research on causative factors for additional needs. Findings should then be shared and discussed with the whole class.
- Invite a member of staff from your local children's hospice to talk to the group about life-limiting conditions and the care and support provided by the hospice team for children and their families.

##### Learning aim A2 – The possible impact of additional needs on a child and their family

- Provide an overview of the medical and social models of disability. Use a matching activity to get learners to match prepared statements to the correct model; discuss their responses.
- Working in small groups, ask learners to research the impact of particular types of additional needs on the various areas of development. Share and discuss ideas with the whole class.
- Ask learners to carry out independent research on the potential impact of having additional needs on the child's family. Suggest learners to use websites belonging to support organisations linked to specific disabilities.
- Use case studies to enable learners to consider the impact of low expectations of



## Unit 16: Working with Children Who Have Additional Needs

the child by others and the potential for discrimination and exclusion for children with additional needs.

### Learning aim B – Investigate provision for children with additional needs and the role and responsibilities of early years professionals in meeting their needs

#### Learning aim B1 – Provision for children with additional needs

- Using questioning or a quiz, recap learners' understanding of the medical and social models of disability. In pairs, ask learners to discuss the impact of the social model on provision; key questions/prompts could be used intermittently if needed to provoke new thoughts. Share ideas with the whole class.
- Display information on relevant legislation, codes of practice and exemplar policies and procedures around the room in different formats. Ask learners to use the full range of resources offered to complete a prepared worksheet. Discuss responses.
- Working in small groups, ask learners to consider the importance of early identification of children with additional needs (encourage them to think of both the short- and long-term impact on the child and their family).
- Provide input on the policies and procedures for assessment of children with additional needs and for then planning an individualised learning programme. Use case studies to enable learners to apply these processes. You could usefully add extra information to the case study as the procedures are worked through by learners (ensure that the importance of working in partnership with parents is included at each stage).
- Ask learners to carry out independent guided research on a range of specified organisations, both statutory and voluntary, that support children with additional needs and their parents. Summarise and discuss findings.
- Using a suitable scenario, ask learners to design an inclusive early years setting that also contains suitable resources and equipment to meet the additional needs of a specific group of children.

#### Learning aim B2 – Roles and responsibilities of early years professionals

- Invite a Special Educational Needs Coordinator to speak to the group about the roles and responsibilities of the various professionals involved in assessment, planning and supporting children who have additional needs and the importance of parental involvement at all stages.
- Following on from the above, ask learners to work in small groups to produce a set of leaflets aimed at parents that explain the roles and responsibilities of the various professionals who may be involved in supporting themselves and their child.
- Working in pairs, ask learners to consider strategies to support children with additional needs that promote the development of self-esteem and self-image, inclusion and empowerment. Share ideas in a class discussion.
- Using case studies/scenarios, ask learners to work in small groups to discuss the importance of and ways to challenge discrimination. Summarise ideas and clarify any misunderstandings.
- Provide input on giving personal care in a sensitive way, considering privacy at all times. Demonstrate aspects of personal care, such as feeding and dressing, and follow this with class practice. Discuss feelings experienced when being assisted with everyday physical tasks.

### Learning aim C – Observe and plan an activity to support a child with



## **Unit 16: Working with Children Who Have Additional Needs**

### **additional needs**

#### **Learning aim C1 – Observe a child with additional needs**

- Provide input on observing children with additional needs (methods used and reasons for them). Using video clips, enable learners to practise their observation skills and discuss results.
- Using case studies/scenarios, ask learners to work in pairs to identify specialist resources and equipment that may be appropriate for meeting different types of additional needs. Learners should be encouraged to use placement knowledge, catalogues and/or websites for information. Ask learners to justify their choices to their peers.

#### **Learning aim C2 – Plan for a child with additional needs**

- Link back to the previous activity and ask learners to identify suitable resources/equipment for specific activities. In pairs, learners could produce an activity plan to include the use of these resources and highlight safety considerations. Ask learners how activities could be adapted to be inclusive and ensure the participation of children with specific additional needs.
- Explore methods of communication which may be preferred by individual children with additional needs; for instance, British Sign Language, Makaton and the Picture Exchange Communication System.
- Discuss the role of the adult during play activities involving children with additional needs including the possible involvement of support assistants.





## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 6: Children's Physical Development, Physical Care and Health Needs
- Unit 7: Children's Personal, Social and Emotional Development
- Unit 9: Observation, Assessment and Planning

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 4

## Resources

### Textbooks

Atherton H and Crickmore D (eds.), *Learning Disabilities: Towards Inclusion* (Sixth Edition), Churchill Livingstone, 2011 ISBN 9780702042850

Broussine E and Scarborough K (eds.), *Supporting People with Learning Disabilities in Health and Social Care*, Sage Publications, 2012 ISBN 9781849200837

Gilbert P, *A-Z of Syndromes and Inherited Disorders* (Third Edition), Nelson Thornes, 2000 ISBN 9780748745296

### Websites

There are a huge number of websites that offer information and support related to a specific disabilities. The Department for Education website ([www.gov.uk](http://www.gov.uk)) includes information about children with Special Educational Needs and Disabilities (SEND).



## Unit 17: Services for Children and Their Families

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### Delivery guidance

#### Approaching the unit

This unit covers a range of ideas for early years practitioners to make the most of the great outdoors as a fabulous learning environment for children, and stresses the importance and benefits of using the outdoor environment for children's health and development. In Britain, we have a lot to learn from other countries, particularly Scandinavia, about the benefits of outdoor education and play, and this unit gives learners ample opportunities to learn from the experience of international practitioners. Wherever possible, much of the teaching of this unit should include time outside to allow learners to experience the many benefits this can offer.

#### Delivering the learning aims

##### Learning aim A

This learning aim begins by looking at current legal entitlements, and the rights of children and their families to access the full range of health, social and educational services available in their local area and any applicable welfare benefits.

Having established these rights and entitlements, learners will then need to go on to gain a good awareness of the range of statutory, private and voluntary provision, including health services, social services, education and welfare benefits. In addition to an awareness of the full range of services, your learners will need to understand how families can find out about services that may be applicable for them and how they can access these services. Learners will also need to be aware of potential barriers that may leave children and families unable to access the appropriate services.

##### Learning aim B

This learning aim builds on learning aim A, with learners now needing to acquire more detailed information about healthcare, education and social services. In relation to healthcare, learners will need to explore both primary and secondary services, palliative care and the role of public health agencies. Preventative care, screening programmes and the common reasons for children and families accessing healthcare will need to be covered.

In relation to early years education, learners will need the opportunity to explore a full range of early years settings and the services offered by each. The statutory education requirements and the structure of early years education in the learners' country of study will need to be covered including curricular frameworks and the role of the inspectorates. Learners will also need to be aware of provision for children with additional needs.

The social care provision that learners need to cover includes local authority services, community and voluntary organisations and the roles and



responsibilities of workers in each of these services. Learners should understand why children and families may require social support and how referrals to the various social services may be made.

It will also be important to explain to learners the need to know about a full range of services even though they may be aiming for a very specific career pathway.

### Learning aim C

Here, learners are required to examine the importance of multi-agency working and the benefits of working in partnership with children and their families. Learners will need to look at multi-agency working in some detail; why joint working is needed and how effective working relationships can be achieved; specific examples of multi-agency working; ways in which information may be shared; the role of the lead person and features of effective teamwork. Advantages and benefits of multi-agency working will also need to be covered, both in terms of efficiency of service provided, and in particular, the benefits for children and their families. Future difficulties that may arise in multi-agency working will also need to be acknowledged.

| Learning aim  | Key content areas  | Recommended assessment approach  |
|---|--|--|
| <b>A</b> Investigate the entitlement and provision of health, social services and education for children and their families | <b>A1</b> Entitlement to services for children and families<br><b>A2</b> Service provision   | An extended essay that explores the rights of children and families to access health, social services and early years education and how each type of service is structured |
| <b>B</b> Examine the context in which health, education and social services are provided                                    | <b>B1</b> Health services for children and families<br><b>B2</b> The context for early years education<br><b>B3</b> Children's social services |  |
| <b>C</b> Examine the role of multi-agency work and the benefits for children and their families                             | <b>C1</b> The role of multi-agency work<br><b>C2</b> The benefits of multi-agency work   | A case study relating to a child and their family requiring health, social care and education services and how agencies work together to assess needs and provide support  |

### Assessment guidance

A maximum of two summative assignments are suggested for this unit, with the first covering learning aims A and B and the second covering learning aim C. Evidence that learners could be asked to provide may include information booklets that cover the services provided for children. Assignment 2 may usefully take the form of a written report that could be based on a developing case study in which learners should enable the family to have access to a full range of services appropriate to their needs.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 17: Services for Children and Their Families

#### Introduction

You could introduce this unit by asking learners to reflect upon their own experiences. Ask them to discuss the different services that they and their siblings or friends used from birth to eight years. Also ask them to think about the services that were common to all of them and those used in particular or personal situations. Remind learners of the importance of confidentiality when taking part in class discussion.

#### Learning aim A – Investigate the entitlement and provision of health, social services and education for children and their families

##### Learning aim A1 – Entitlement to services for children and families

- Introduce Maslow's Hierarchy of Needs. Invite learners to relate these to children in the early years by exploring basic needs such as food and shelter, and moving on to needs such as play and education.
- Ask learners to work in pairs to discuss children's rights. Ask them to join another pair and agree on and prioritise their combined list of children's rights. Finally, invite them to contribute to a whole class discussion. You could record their information, encouraging learners to come to a consensus about children's rights.
- Invite a guest speaker from the local Citizens Advice Bureau to talk to learners about the welfare benefits currently available to children and families, and situations in which these may be payable.

##### Learning aim A2 – Service provision

- Provide maps of the local area, and with learners working in small groups, get them to use leaflets, directories and the internet to identify and find out about the range of early years provision in the local area and the services offered by each; these could then be plotted out on the maps. Learners could be grouped geographically according to their home addresses, giving the opportunity for comparisons to be made. Ensure a full range of service types is covered.
- With learners working in pairs, allocate each pair a specific type of service (local and national services could be included in the allocations) and ask them to research in some detail the services offered, how they can be accessed and who is involved in delivery. They could then be asked to produce peer presentations or wall displays with a view to sharing the gathered information in the next session.
- Learners to give peer presentations or talk through prepared displays to enable sharing of gathered information.
- You could use case studies to enable learners to identify appropriate services for children and their families in a range of different circumstances. This activity could be extended by asking learners to identify possible barriers that may prevent people accessing the full range of healthcare, education and social services provision.

#### Learning aim B – Examine the context in which health, education and social services are provided



## Unit 17: Services for Children and Their Families

### Learning aim B1 – Healthcare for children and families

- Using the local maps of services produced in a previous session as a starting point, ask learners to work in pairs to research in more detail the services available at an allocated care setting; ensure that both primary and secondary healthcare settings are covered.
- Invite a guest speaker from the local children's hospice or the paediatric community nursing team to talk to the group about palliative care services for children and their families.
- Provide input on the role of public health agencies and then ask learners to work in small groups to investigate and then evaluate a current health campaign relevant to children and families.
- Working in pairs, ask learners to research and prepare a peer presentation/display on their allocated topic to be presented to peers in the next session. Topics allocated to learners should include the common childhood illnesses and chronic conditions.
- Invite a health visitor to speak to the group about antenatal care, health surveillance programmes, health screening and immunisation.
- Following the above guest speaker, learners could work in pairs to produce a 'health timeline' from conception to eight years, to include all likely health interventions and entitlements.

### Learning aim B2 – The context for early years education

- Working in small groups, ask learners to research and produce a display on their allocated topic (topics should cover the full range of early years educational settings).
- Utilising information displayed from the previous session, and their own research, ask learners to produce a booklet for parents, providing them with information about the range of educational provision available to them, and giving information about each to enable them to make an informed choice about which they would prefer to access.
- Invite a special educational needs coordinator (SENCO) to speak to learners about the range of educational provision and support for children with additional needs.
- Provide input on the structure of education in the learners' home country and the role of relevant inspectorates.
- Show learners an exemplar Ofsted report. Discuss its contents and ask learners to produce a checklist for a private day nursery to help them be prepared for an Ofsted visit. Ask learners to reflect on the report and work in pairs to identify two improvements that the setting could make to its practice.
- Give learners information on the curricular frameworks for their home country and ask them to work in small groups to produce plans for the delivery of the curriculum to specific groups of children (if learners are attending work placement, they could be encouraged to use these experiences). Share ideas and discuss with whole class.

### Learning aim B3 – Children's social services

- Invite a social worker to speak to learners about the structure of social services, provision for children and families, the range of services offered, how referrals are received and the possible reasons for referral. They could also provide information on the roles of social services in child protection.



### **Unit 17: Services for Children and Their Families**

- Ask learners to research local community organisations and voluntary groups who provide social support for children and families. Share ideas and discuss with whole class.

### **Learning aim C – Examine the role of multi-agency work and the benefits for children and their families**

#### **Learning aim C1 – The role of multi-agency work**

- Provide input on multi-agency working and then lead a discussion on multi-agency working, the reasons for this, the role of the lead person and ways of sharing information.
- Use case studies to enable learners to explore how professionals would work together to enable:
  - statutory recognition of children who are in need
  - recognition of children who are at risk
  - assessment of children with additional needs
  - planning for addressing needs.
- Provide input on establishing and maintaining professional working relationships and features of effective teamwork. Use role play to enable learners to engage in activities needed for multi-agency working, such as case review meetings.

#### **Learning aim C2 – The benefits of multi-agency work**

- In small groups, ask learners to use previously gained knowledge to discuss the following:
  - how multi-agency working improves outcomes for children
  - how multi-agency working can lead to earlier identification of needs
  - difficulties that may arise in multi-agency working
  - benefits for services, to include efficiency in delivery of service and sharing expertise.

Share ideas and discuss as a whole class.
- Use case studies to enable learners to identify the advantages of single child-centred assessments and planning, and also the importance of involving parents and carers in decisions about a child.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 8: Working with Parents and Others in Early Years

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 4
- Professional relationships with adults: 5

## Resources

### Textbooks

Barker R (ed.), *Making Sense of Every Child Matters: Multi-professional Practice Guidance*, Policy Press, 2008 ISBN 9781847420114

Walker G, *Working Together for Children: A Critical Introduction to Multi-agency Working*, Continuum Press, 2008 ISBN 9780826498175

### Journals

*Early Years Educator* (Mark Allen Group) – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

*Nursery World* (Mark Allen Group) – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

Both journals have current articles on early years issues and services.

### Websites

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education) – Information on government priorities and services in education as well as information on the National Curriculum and EYFS.

[www.gov.uk/government/organisations/department-of-health](http://www.gov.uk/government/organisations/department-of-health) – Information on children's health services.

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) – Provides information on the role of the inspectorate. Ofsted reports can also be accessed on this site.





## Unit 18: Working with Children Under Three Years

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### Delivery guidance

#### Approaching the unit

This unit looks at the knowledge and skills needed for best practice in work with babies and young children. Your learners will need to build on their knowledge of child development, physical care needs and play to understand how to meet the developmental and nutritional needs of very young children. Intrinsic to this unit is the role of the key person and the importance of working in partnership with parents to ensure continuity of care in supporting the development of babies and young children. There is an opportunity for experiential learning in this unit to help learners develop the skills and confidence needed for effective work with children under three years.

#### Delivering the learning aims

##### Learning aim A

Learning aim A1 covers feeding routines and the specific nutritional requirements of children under three years. The impact of poor nutrition on children's short- and long-term health and development may be a useful starting point to deliver this learning aim. It is important for learners to understand about the nutritional requirements of babies under 12 months as this will equip them with the knowledge they need to take care of these babies and prepare them for work in both home-based and day care settings. Learners will need to investigate appropriate food for babies from six months old up to very young children. This will include weaning, meals, snacks and drinks. Learners could analyse the appropriateness of menus from settings for young children. This will provide an opportunity to learners to engage in critical thinking and help them to develop the knowledge and skills they need to provide an appropriate diet for young children in their care.

Learning aim A2 looks at feeding routines and provides opportunities for learners to sterilise equipment and prepare formula feeds following a demonstration. Learners may not have the opportunity to make up formula feeds in their work placement so this can be assessed as a simulated activity in the classroom to meet the requirements of the Practical Evidence Portfolio (PEP). Giving learners the opportunity to observe mealtimes in settings enables them to explore the best practice in supporting children's independence and ways to encourage them to make healthy food choices.

##### Learning aim B

The focus of learning aim B1 is to give learners the knowledge and understanding to support the development of babies under one year. The role of the key person in forming attachment and working with parents to ensure continuity of care for babies should be explored in depth. Learners need to know how to interpret the communication of individual babies to meet their developmental needs. The knowledge gained here should support learners on



placement to develop their skills to 'tune in' to babies and respond sensitively and appropriately to support their development. Learners could use their experiences from work placements to work collaboratively to produce guidelines for planning different care routines. Early years settings work in different ways to balance the individual needs of babies with the needs of others and your learners will explore ways this can be achieved by observing practice in their work placement and discussing different approaches. Researching and planning sensory environments suitable for babies under one year, both indoors and outdoors, will allow learners to explore ways of supporting babies' sensory exploration and investigation in an early years setting through experiential learning.

Learning aim B2 looks at providing an environment for children in their second year to support curiosity and exploration and routines that respect and value them as individuals. Children from one to two years experience very strong emotions, which often change quickly and are expressed through actions and body language. It is important that learners have realistic expectations of behaviour for this age group and know how to respond appropriately to guide children towards prosocial behaviour. Learners need to understand how communication development for children at this age contributes to cognitive, personal, social and emotional development. Opportunities to observe how early years professionals in different settings meet children's developmental needs will help learners to understand the skills and qualities needed for effective work with children in this age range.

There is an enormous developmental difference between being just two and being nearly three. Learning aim B3 looks at this qualitative difference and responsive provision to meet the needs of two-year-olds in early years settings. It is important for learners to know how to give children appropriate support for self-reliance and give them manageable challenges and how this contributes to a positive environment for personal, social and emotional development.

### **Learning aim C**

Learning aim C1 considers the skills for effective work with children under three years, including observation, planning and organisational skills. The skills to work cooperatively with parents and colleagues are also essential to ensure appropriate responses to meet children's developmental needs. As learners need to demonstrate these skills for the assessment of this learning aim, they require opportunities to practise through experiential learning activities, such as working in small groups as virtual nursery teams to plan for nutritional needs, routines and environments.

The youngest children need responsive, sensitive adults who are able to 'tune in' and respond with empathy and patience. These qualities are examined in learning aim C2. Learners will need to reflect on their own qualities for effective practice when working with children under three and explore ways they can further develop them.



| Learning aim   | Key content areas   | Recommended assessment approach   |
|--|---|---|
| <b>A</b> Examine the nutritional needs and feeding routines of children under three years                          | <b>A1</b> Nutritional requirements<br><b>A2</b> Feeding routines  | A report on the nutritional and developmental needs of children up to three years and the role of early years professionals to provide an environment and routines to support their needs |
| <b>B</b> Explore ways that early years professionals support the developmental needs of children under three years | <b>B1</b> Support for the developmental needs of children up to 12 months<br><b>B2</b> Support for the developmental needs of children 12 months up to two years<br><b>B3</b> Support for the developmental needs of children two years up to three years |   |
| <b>C</b> Demonstrate skills and qualities to work with children under three years                                  | <b>C1</b> Skills for working with children under three years<br><b>C2</b> Qualities for working with children under three years   | A portfolio showing evidence of learner's personal qualities and skills in supporting the nutritional and developmental needs of children up to three years                               |

### Assessment guidance

The assessment of learning aims A and B requires learners to show how early years professionals meet the nutritional requirements and holistic developmental needs of children. Learners will need to use evidence from class activities, examples from work placement, and further research to show how the needs of children at different ages and stages up to three years can be met. The suggested assessment approach is a report; however, other formats could be used to meet the criteria, such as a training programme for a pre-school setting expanding their provision for younger children.

For the assessment of learning aim C, learners will need to collect evidence in their work placements that demonstrates their skills and qualities in work with children under three years. Learners should record evidence in a portfolio that includes accounts of how they have supported the nutritional and developmental needs of children of different ages and stages up to three years and reflections on their own qualities and skills. Witness testimonies, feedback from parents, supervisor and tutor observations and reports may be included to support the evidence. Evidence collected for this learning aim should be cross-referenced to the PEP CPLD 2.

Remind the learners of the need for confidentiality when using examples from work placement in their assignment and collecting evidence for their portfolio.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 18: Working with Children Under Three Years

#### Introduction

You could introduce this unit by presenting learners with the statement: 'Brain development in the first three years is more rapid than at any other stage of development'. See if you can elicit from learners how this knowledge affects provision for babies and young children in early years settings.

#### Learning aim A – Examine the nutritional needs and feeding routines of children under three years

##### Learning aim A1 – Nutritional requirements

- Ask learners to research growth in the first year, including weight gain and growth in length and head circumference. Ask learners to reflect on the importance of nutrition for growth and development in the first year and the impact on future health and development.
- Ask learners to research the components of breast milk. Give learners information from packaging of different formula milks and ask them to draw up comparative tables of the component of breast milk, formula milk, follow-on milks and soya milk. This would be helpful for reference in their work with babies.
- Show learners how to calculate the amount of formula milk required by babies in 24 hours in relation to their weight. Provide a worksheet asking learners to calculate the amount required by babies of different weights.
- Ask learners to research the constituents of a balanced diet to meet the nutritional needs of children 12 months up to three years. Discuss the roles of iron, vitamin D and calcium in the diet of young children.
- Put learners to work in groups and produce a food policy for a setting for children under three years that sets out how the nutritional needs of young children will be met. Compare their policies with one from an early years setting.
- Introduce reasons for weaning, including nutritional and developmental reasons. As part of their independent study, ask learners to find out the current guidelines about when to start weaning, foods to offer and avoid and the amount and texture of food.
- Ask a parent who has followed baby-led weaning to come to the centre to discuss the approach.
- Put learners to work in small groups and review the menu from an early years setting that includes all meals, drinks and snacks and consider the extent to which the menu meets nutritional guidelines. Groups should then discuss their findings with the whole group, giving reasons.
- Ask learners to carry out independent research on the short- and long-term effects of poor nutrition in infancy on health and development. Learners could feed back their findings and discuss the implications for early years professionals working with children under three years.



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### Learning aim A2 – Feeding routines

- Ask learners to think about the emotional and physical support that mothers who are breastfeeding may need when they are leaving their baby in an early years setting. Put learners to work in small groups to consider ways that a setting can provide appropriate support to enable mothers to continue breastfeeding.
- Invite an early years practitioner to speak about how support for breastfeeding is provided in their setting.
- How to prepare feeds, to include:
  - demonstrating different ways of sterilising feeding equipment. Ask learners about methods used in their work placements and discuss the pros and cons
  - demonstrating the correct method of preparing formula feeds, followed by a practical session where learners make up a formula feed
  - discussing the storage of breast milk.
- Ask learners to consider the importance of ensuring safety, and creating a comfortable and relaxed experience that will promote attachment and interaction during bottle-feeding.
- Ask a parent to bring a baby into the centre for learners to observe a bottle-feed. See if learners can identify how the emotional and social development of the baby is supported during feeding.
- Discuss the following statement with the group: 'Research shows that children up to the age of two are more willing to experiment with different tastes' and how this will impact on selecting food to offer children in the setting. Ask learners to consider ways to encourage children in the setting to eat healthily, including encouraging choice, working with parents and ways to involve young children in preparation of food and activities involving food, e.g., role play, stories and rhymes.
- Ask learners to observe snacks and mealtimes in placement in terms of the role of the adult and share their findings with the class. Discuss the extent to which children's independence is supported.
- Ask learners to devise a checklist of effective actions that an adult can take during mealtimes to support children's independence and enjoyment of food, including appropriate seating and cutlery and adults eating with the children.

### Learning aim B – Explore ways that early years professionals support the developmental needs of children under three years

#### Learning aim B1 – Support for the developmental needs of children up to 12 months

- Recap attachment theory. Use a class discussion to explore how the key person approach in early years settings supports attachment and enables early years professionals to respond to babies' communication and meet their emotional needs.
- Show learners short video clips of babies crying, to explore different cries and reasons why babies may cry. Discuss with learners the difficulties in identifying the reasons for crying. Emphasise how the key person who is 'tuned-in' to individual babies can respond to communications effectively, including crying.
- Ask learners to observe adults in their work placement responding to distressed babies. Ask them to record how they checked for signs of illness, injury or discomfort and different techniques that were successful in comforting, including staying calm, picking up the baby, speaking in soothing voice and gentle rocking or

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stroking.

- Explore with learners the role of the key person in responding to distress in babies and the importance of sharing information with parents about how to meet the individual needs of their baby.
- Use observations, case studies or video clips of different care routines with babies in early years settings. See if learners can identify the extent to which the individual needs of the babies were met in the routines. Ask learners to work in groups to make suggestions of how the routines could be developed to meet the individual needs of the babies, presenting their suggestions to peers giving reasons to support their decisions.
- Use scenarios for learners to consider the benefits to babies' security if care routines are similar to those at home. Discuss ways this can be achieved by encouraging parents to share information about home routines with the key person. Explore how early years settings ensure effective communication with parents.
- Invite a manager from an early years setting to talk about how their setting balances the needs of individual babies with the needs of others in group care.
- Ask learners to work in pairs to draw up guidelines for planning and preparing for care routines, including nappy changing, preparing for sleep and bottle-feeding/mealtimes. Remind learners of the need to consider hygiene, safety, the wishes of parents and recording.
- Give learners an observation of a baby under one year of age and ask them to plan and prepare an activity to include hygiene, safety, resources and how development will be promoted. Learners should share their plans with the group.
- Ask learners to research and plan a sensory environment suitable for babies under one year indoors and outdoors in an early years setting, including activities to explore different sounds, vision, taste, smell and textures.
- Recap the value of heuristic play using a treasure basket for babies. Discuss how this will influence provision for babies in the setting. Bring in some commercial plastic toys for babies and a range of natural objects to encourage oral exploration. Ask learners to explore the toys and the objects and compare their value in terms of encouraging cognitive and fine motor skills. Discuss how safety and hygiene can be maintained when several babies are using the same toys and objects.
- Role play a discussion with a parent who is questioning the choice of objects and toys offered to the babies in the setting.

**Learning aim B2 – Support for the developmental needs of children 12 months up to two years**

- Ask learners to work in small groups to identify the features of an environment to support the curiosity and imagination of children from one to two years to include heuristic play, books for sharing, mirrors, water, swings, sit-and-ride toys and soft play areas. Share ideas with the whole group to agree on features that need to be included.
- Ask learners to work in pairs to research and plan an environment indoors and outdoors to support the curiosity and exploration of children aged one to two years. They can present their ideas to the group, justifying their choices.
- Ask learners to work in small groups as members of a virtual nursery and plan different routines for an early years setting for children from one to two years that value and respect children, including giving sufficient time, offering choices, being predictable and ensuring that the routines are familiar. Groups can then present





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their ideas to the whole class, justifying their choices.

- Explore with learners the importance of transitional objects or comforters for children's feelings of security. Discuss how settings ensure young children have access to their transitional objects when they are needed, e.g., at rest and sleep times or when a child is distressed.
- Ask learners to examine observations or video clips of children between one and two years demonstrating defiance and resistance. Use the observations to analyse reasons for the behaviour demonstrated and the links between behaviour, language and cognitive development. Examine the concept of egocentricity as a developmental stage.
- Ask learners to observe the emotional development of children from one to two years in an early years setting. Discuss the observations to explore how the emotions of children of this age change rapidly, which can manifest as labile behaviour. See if learners can identify what may have contributed to emotional changes. Use class discussion to explore ways that the key person and parent can work together to support a child's emotional changes by providing a sense of security and a consistent response.
- Use a class discussion to explore the role of the key person in understanding the needs and individual responses of a child. Explore what may trigger unwanted behaviour and techniques that may be appropriate. Emphasise the role of distraction to avoid conflict with children at this age.
- Review learners' understanding of the links between communication and language development, social and emotional development and learning. Use class discussion to focus on the particular importance of communication development for children of this age, including how helping children to develop their receptive language and first words also helps them understand what is happening and makes them feel more secure.

### Learning aim B3 – Support for the developmental needs of children two years up to three years

- As a part of their independent study, ask learners to carry out observations in their placement of children aged two to three years to assess the extent to which the environment is organised to enable the development of self-reliance in routine tasks and activities, including opportunities to feed and dress themselves, tidy up, and make choices about activities. Explore these observations in a group discussion.
- Review learners' understanding of the significance of role play in encouraging the development of children two to three years, including encouraging children to develop play with others and supporting communication and language development. Ask learners to work in groups to plan a role-play area for children two to three years. Learners present their plans to the whole group explaining how the children's social and emotional development and learning will be supported.
- Use observations, case studies or video clips of children aged two to three years engaged in routine tasks/activities in a setting. Ask learners to evaluate the extent to which children's all-round development is supported by engaging in these tasks/activities.
- Discuss with learners the importance of exploration and challenge in activities to support cognitive development by helping children to make connections. Ask learners to carry out observations of a child two to three years and plan two experiences for the child to allow exploration and challenge. Ask learners to present their plans to the group and justify their choices.
- Use a class discussion to review learners' understanding of reasons why children



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aged two to three may behave impulsively, including ways adults can keep children safe, for instance, by taking necessary safety measures and by having toys and equipment ready for them.

- Ask learners to review behaviour policies from different settings to compare ways to support acceptable behaviour. Use scenarios to discuss the impact on children's behaviour if adults have unrealistic expectations of their behaviour.
- Ask learners to analyse observations of children to explore possible triggers for temper tantrums, including recognising when children are tired, hungry and emotionally insecure. Ask learners to prepare a presentation for an open evening for parents about how the setting works to support acceptable behaviour and avoid temper tantrums, including observing children for signs of tiredness or hunger, organising activities to prevent boredom and the provision of duplicates of favourite toys.
- Use a class discussion to explore approaches to dealing with temper tantrums in the setting, including reassuring other children, staying calm near the child and, once the child has calmed down, giving the child praise and attention to help them learn that positive behaviours are valued.
- Invite a practitioner from an early years setting to speak about how children's positive behaviour is supported and ways children's temper tantrums are managed and how the early years professionals in the setting work with parents to ensure consistency of approach.

**Learning aim C – Demonstrate skills and qualities to work with children under three years****Learning aim C1 – Skills for working with children under three years**

- Ask learners to work in small groups as virtual nursery teams to plan a menu for a week for a particular age group, to include all meals, drinks and snacks. They could present their menus to the rest of the group, justifying their choices.
- Ask learners to draw up a list of factors to consider when bottle-feeding, including hygiene and safety and ensuring that the child's emotional needs are met.
- Ask the learners to plan a routine for a mealtime for a group of two- to three-year-olds to encourage their independence.
- Ask learners to work in groups to reflect on the communication development of children up to 12 months, children 12 months to two years and children two to three years and suggest guidelines for effective verbal and non-verbal communication.
- Use a class discussion to review learners' understanding of the requirement to recognise children's stage of development when meeting care needs, responding to behaviour and planning activities, and also the consequences of not doing so.
- Ask learners to draw up a checklist to use when planning care routines to include hygiene, safety, meeting individual needs, parental wishes, recording and encouraging development, including independence.
- Ask learners to use observations of children up to 12 months, children 12 months to two years and children two to three years to plan activities. Plans need to include:
  - resources and timings
  - how development will be promoted
  - hygiene and safety



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- the role of the adult.
- Organise a visit to an early years setting to observe how a safe and stimulating environment is achieved. Ask learners to record the ways independence is encouraged in routines and providing choices.
- Use a class discussion to reflect on the role of observation in planning care routines and activities for young children and how they enable practitioners to meet individual needs and promote holistic development.
- Remind learners of the responsibility of early years professionals to work in partnership with parents to ensure children's optimum health, wellbeing and learning. Invite a practitioner to discuss how relationships with parents of children under three years are developed and maintained in the setting, including how separation is managed and continuity of care is ensured. Use examples of home/setting diaries to examine ways information is shared between parents and settings.
- Use a class discussion to explore the importance of working cooperatively with colleagues and others to support the needs of children under three years in the setting, including communication and the implications for children of ineffective partnership working.

### Learning aim C2 – Qualities for working with children under three years

- Organise learners into small buzz groups to list the qualities that are needed to work with children under three years and feed back to the whole group to consolidate the list. Ask learners to carry out a self-analysis of their qualities using the agreed list. Ensure they have included professionalism, empathy, patience, genuine interest and a caring manner.
- Review learners' understanding of the significance of role models in promoting positive behaviour, encouraging healthy food choices and modelling hygiene practices.



## Links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Children's Development

## Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

### CPLD 1

Caring skills: 57–68

Prepare and support for play and learning with children aged from birth up to one year, 11 months: 69–75

Support literacy with children aged from birth up to one year, 11 months: 76–81

Observe, assess and plan for children aged from birth up to one year, 11 months: 82, 83

### Skills for work with children aged from two up to four years, 11 months

Support literacy: 88, 92

Observe, assess and plan for children aged from two up to four years, 11 months: 93, 94

## Resources

### Textbooks

Lindon J, *What Does It Mean To Be One?* (Third Edition), Practical Pre-School Books, 2012 ISBN 9781907241390

Lindon J, *What Does It Mean To Be Two?* (Third Edition), Practical Pre-School Books, 2012 ISBN 9781907241383

Page J, Clare A and Nutbrown C, *Working with Babies and Children: From Birth to Three* (Second Edition), Sage Publications Ltd, 2013 ISBN 9781446209066

Tassoni P, *BTEC National Children's Play, Learning and Development, Student Book + Active Book*, Pearson, 2016 ISBN 9781292133621

Tassoni P, *Getting It Right for Two-Year-Olds: A Penny Tassoni Handbook*, Hodder Education, 2014 ISBN 9781471807992

### Journals

*Early Years Educator (EYE)* (Mark Allen Group) – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk) – Includes features about current best practice in work with young children.

*Nursery World* (Mark Allen Group) – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk) – Contains articles about approaches to work with children under three years and information about nutrition.



## Videos

Siren Films ([www.sirenfilms.co.uk](http://www.sirenfilms.co.uk))

DVDs of play and development in the first year, babies, toddlers and two-years-olds taking part in outdoor play.

Tutors should make sure they view and check video clips for their suitability before using them in sessions.

## Websites

[www.infantandtoddlerforum](http://www.infantandtoddlerforum) – Common nutritional problems in toddlers.

[www.infantfeeding.info/](http://www.infantfeeding.info/) – Impartial information about infant feeding.

[www.nhs.uk/conditions/pregnancy-and-baby](http://www.nhs.uk/conditions/pregnancy-and-baby) – Weaning guidance and how to make formula feeds.

[www.publichealth.hscni.net/publications/birth-five](http://www.publichealth.hscni.net/publications/birth-five) – HSC – Public Health Agency – Birth to five and maternal and pre-school nutrition guidelines publications can be found here.





## Unit 19: Digital Technologies in Early Years Practice

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### Delivery guidance

#### Approaching the unit

This unit will develop learners' awareness of supporting the development of children's ICT (information and communications technology) skills from the age of three years. It will help learners to understand the types of technologies used to support the early years curriculum and the importance of ensuring that digital technologies meet children's individual needs, are age/stage appropriate, engaging and extend their learning.

Including digital technologies in children's development and learning through curricular activities is a controversial but exciting topic and having a secure knowledge of how children can use digital technologies safely is fundamental to the practitioner's role in early years settings.

Children are increasingly growing up in media rich digital environments and so the focus of this unit is to develop learners' understanding of the importance of using digital technologies appropriately in the early years. Learners will find this unit particularly exciting as it introduces them to a range of resources that can be used in different areas of the curriculum in an engaging way. This unit will also help learners understand the importance and ways to ensure children's safety is maintained when using digital technologies in early years settings.

You can use a variety of delivery methods but this unit is particularly suited for a high level learner engagement as learners can engage in practical activities that can be carried out in the workplace. For example, researching and resourcing fictitious nursery settings with digital technologies to support different areas of the physical environment as well as supporting the early years curriculum. You could arrange visits for learners to different settings such as offices, hotels or travel agencies to understand the types of technologies available that could be used to encourage children's imagination and innovation skills.

#### Delivering the learning aims

##### Learning aim A

Learning aim A1 introduces the learner to the statutory requirements that govern the use of digital technologies in early years settings. Learners will need to understand the legislation that governs different digital technologies, the early years curriculum requirements and how to ensure the health, safety and welfare of children when using digital technologies.

Learning aim A2 helps learners to understand how to plan provision for digital technologies in indoor and outdoor areas. Learners will learn how to create environments that meet children's individual needs, provide appropriate opportunities for them to access a range of resources and practise computing skills. Learners will understand the importance of working in partnership with parents and how to ensure that parental wishes are followed.



Delivery could be through practical activities that require the learner to research legislation and local and national policies on the use of digital technologies in early years settings. You could also invite guest speakers from settings to talk about the ways they create digital rich environments for children and how they carry out risk assessment and monitor children's use of technologies. Learners can explore their own workplace settings to identify how the environment is organised and how they incorporate the use of computers and computing within the curriculum planning. Learners could explore the ways in which their workplace ensures that practitioners and children follow e-safety policies and procedures and how they work in partnership with parents. Tutor-generated scenarios would help learners develop their skills in understanding how legislation can govern their practice as well as ensure children's safety and security.

### **Learning aim B**

For learning aim B, learners will need to research the types of digital technologies that are used in early years settings from three to seven years, 11 months. Learners should identify how technologies are age/stage appropriate and how they meet children's individual needs. Learners will need to understand how these digital technologies can be used to support different areas of the curriculum.

You may find it beneficial to deliver this learning aim before learning aim A2, which develops learners' understanding of how to develop provision for digital technologies in the early years. You can use practical activities that learners can develop in their workplace or in role-play situations. You could provide case studies that ask learners to arrange provision to meet the individual needs of children as well as meeting different areas of the curriculum, both indoors and outdoors.

### **Learning aim C**

Learning aim C1 raises learners' awareness of the importance of providing technologies and activities that are appropriate for the age/stage/ability of the child and how to support children while engaging them in sustained shared thinking, thus extending their learning. Learners will help to support children through using appropriate terminology and instructions. Learners will also need to explore the ways they can use digital technology to support Mathematics, English and expressive Arts and Music. To achieve this learning aim, learners could plan activities around areas of the early years curriculum that help to support children's use of computers and software programs. Learners could develop information leaflets for colleagues that provide instructions of procedures to follow to support children's use of computers and software packages. You could encourage learners to explore the range of software programs available and identify how they would be useful in supporting children's learning. Learners can explore their own workplace to identify how computers are used and how they support different areas of the curriculum and compare these with their peers.

For learning aim C2, learners will need to understand the importance of their role in ensuring that children use digital technologies safely and how they can empower children to manage the use of technologies on their own. Learners will need to explore how to recognise the safety of software packages and internet sites and how they can be monitored by early years practitioners. Learners should understand the importance of recording and reporting any concerns immediately to ensure the welfare and safety of both practitioners and children in early years settings. To achieve this learning aim, learners could be encouraged to research how their own workplace or other settings ensure that





digital technologies are used safely, identify policies and procedures for safe use and evaluate these with their peers. Learners could explore current general practice on how access to computers and internet is monitored and how to identify sites that are not appropriate for children from three to seven years, 11 months. You could invite guest speakers to talk about the ways that they implement safety procedures and ensure that practitioners and children follow safe use procedures.

| Learning aim  | Key content areas   | Recommended assessment approach  |
|---|---|--|
| <b>A</b> Investigate statutory requirements and provision of digital technologies in early years settings | <b>A1</b> Statutory requirements for digital technologies in early years settings<br><b>A2</b> Provision for digital technologies in early years settings | Report that evaluates the importance of the provision of digital technologies in early years settings and the effectiveness of resources   |
| <b>B</b> Examine resources in supporting children's skills and understanding of digital technologies      | <b>B1</b> Resources to support digital technologies   |  |
| <b>C</b> Demonstrate skills to support and promote children's safe use of digital technologies            | <b>C1</b> Supporting digital technologies in an early years setting<br><b>C2</b> Promoting the safe use of digital technologies                           | A portfolio of evidence of learner's skills used in own work placement in planning a play and learning activity for and supporting a group of children's use of digital technologies |

### Assessment guidance

The first assignment should cover content from learning aims A and B. It is recommended that it takes the form of a professionally produced report using vocational terminology. It would be helpful for learners to have an audience in mind, such as a group of parents or Reception class teachers who may wish to understand the extent to which children's digital skills are developed before they arrive in school. The report should show that learners have drawn on their own observations and experiences and that they demonstrate a deep understanding of technologies used in early years settings. They should provide a well argued and valid judgement about the limitations and further opportunities for use of digital technologies in settings and ensure that they examine all the health and safety safeguarding legislation when coming to their conclusion.

Learning aim C requires learners to provide evidence of their own skills in planning and implementing age-appropriate digital activities across a range of curricular areas for a group of children. They should be encouraged to provide reasoned justification for their plans and to reflect on the effectiveness of the activities, as well as demonstrating that they have accounted fully for children's health and safety in both the planning and implementation of the activities. Evidence of learners' skills in their work placement could be cross referenced to the Practical Evidence Portfolio (PEP).



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 19: Digital Technologies in Early Years Practice

#### Introduction

Introduce the unit and the learning aims to learners. Ask learners in small groups to discuss the types of digital technologies they have in their own homes and how they use them. Ask learners to discuss whether those could be utilised to help them learn English, Mathematics or other areas of curriculum. Technologies identified need not be linked to the early years curriculum but some learners may have younger siblings and can provide links. Then ask learners to identify the types of digital technologies they might encounter (either directly or indirectly) in their daily lives. Feed back to the whole group to emphasise how heavily we use technologies in our everyday life.

#### Learning aim A – Investigate statutory requirements and provision of digital technology in early years settings

##### Learning aim A1 – Statutory requirements for digital technologies in early years settings

- Introduce learners to how legislation and policy and procedures in early years settings have been set up to protect all those using digital technologies. Emphasise the importance of the practitioner's role in ensuring children's safety. Encourage discussion on the arguments for and against using digital technologies with children in early years, e.g., research suggesting academic penalties.
- Show learners video footage to discuss use of internet and e-safety, e.g., Tanya Byron shows.
- Ask learners in small groups to use internet/library resources to identify statutory legislation used to govern the use of digital technologies in the early years. Ask them to find articles that have reported how digital technologies have been used inappropriately by practitioners/children and the implications. You could encourage learners to develop an information leaflet for practitioners illustrating the importance of using such reports and providing information on statutory requirements. Learners could also explore their own workplace setting policies and procedures and share these in a whole group discussion.
- Ask learners to explore their own workplace policies and procedures for reporting and recording concerns relating to the internet. Share with the whole group. Ask learners to consider the implications if they or their colleagues are suspected of misuse of internet and how settings deal with such concerns. You could link this with activities in learning aim C2.
- You could provide learners with templates for a five-step model of risk assessment and ask them to conduct risk assessment for digital technologies and internet in their own settings. You could also set up case studies or scenarios where learners in pairs could identify hazards and how they could ensure children's safety in using different forms of technologies. Feed back to the whole group and identify key areas.
- You could invite a guest speaker in or provide tutor presentation on the importance of monitoring safe use of digital technologies. You could engage learners in debates and provide scenarios for them to discuss in small groups and feed back to the whole group. For example, you could give one good and one bad practice example



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and ask learners to identify the key features and how they could respond to ensure safe use of digital technologies.

#### Learning aim A2 – Provision for digital technologies in early years settings

- You may find it appropriate to deliver learning aim B1 '*Resources to support digital technologies*' before learning aim A2 to support a more structured flow of delivery for this unit.
- You could divide learners into small groups and ask them to explore how computers can be used to support a child's ICT skills and how they can be used to support different areas of the curriculum. You could provide each group with one area of the early years curriculum framework and ask them to identify areas where computers and computing could be used. Feed back to the whole group.
- You could provide learners with scenarios or case studies and ask them to plan how they would resource the environment with digital technologies. Learners could work in small groups to develop one aspect of the curriculum in an area of the setting, e.g., imaginative play, mathematics, arts and crafts. Learners could show how they could develop these activities for use indoors and outdoors for different areas of the curriculum. You could extend the activity to ask learners to make observations of their own workplace to see how the physical environment has been utilised to incorporate digital technologies. Feed back in a whole group discussion.
- Take learners on a visit or ask them to explore the digital technologies used in shops, homes, offices, libraries and other commercial settings. Learners should work in pairs or small groups to plan for creating activities for children that will help develop their understanding of how technology is used in these areas.
- Ask learners to explore how they can identify if computer workstations and associated hardware are age appropriate. Learners can work in pairs to explore technologies and develop an information leaflet of the types of computers and accessories that would be appropriate for different ages and ability. Feed back to the whole group. Ask learners to explore their own setting for computers and accessories and identify how they can meet different needs and ability. Feed back in the whole group making suggestions on how to make computers more accessible.
- In small groups, learners can discuss the opportunities children have for internet access, webcam and using interactive white board in their settings. Ask learners to discuss what is used and how it is used. Ask them to make a list recording how many provisions have each of these technologies, how these are used and who uses them. Feed back to the whole group. Where necessary emphasise the importance of these technologies in supporting different areas of the curriculum and how to ensure that they are used by children rather than dominated by adults.
- Ask learners to work in pairs to plan activities that will give children opportunities to explore the internet, use webcam and interactive whiteboard. You could give learners the Early Years (EY) curriculum framework and ask them to develop plans for different areas of the curriculum, e.g., how interactive whiteboards can be used to develop children's Mathematics and English skills.
- In small groups, task learners with exploring the range of resources that would give children opportunities for developing computing skills. You could link this with other activities in learning aims B1 and C1. Ask learners to plan an environment in an early years setting that would support development of these skills. For example, learners could develop a role-play area and present to the whole group how this area could provide opportunities for children. Feed back to the whole group.
- Give learners case studies of children of different ages/stages of development, from different backgrounds and ask them to discuss in small groups how they can ensure



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an inclusive environment. Feed back as a whole group. Ask learners to explore their own workplace and identify how the environment is inclusive.

- Ask learners to examine workplace policies and procedures for partnership with parents. Discuss in small groups and ask learners to create a list with key points.

### Learning aim B – Examine resources in supporting children’s skills and understanding of digital technologies

#### Learning aim B1 – Resources to support digital technologies

You may find it useful to introduce this learning aim before learning aim A2.

- Use tutor-led discussion to introduce learners to the range of resources and how they can be used in different areas of the curriculum. You could invite a practitioner in from an EY setting and ask them to discuss the ways that they use digital technologies in their settings and the types of resources they have.
- You could arrange a visit to a special needs provision so that learners can explore the range of digital technologies used to develop senses and stimulate different areas of learning for children with specific needs. Learners can use this knowledge in other activities in learning aim B.
- You could give pairs of learners case studies and ask them to consider how digital devices/resources can be used to meet individual needs and age/stage development and how learners can identify appropriate resources.
- Ask learners in small groups to explore the range of remote controlled devices that can be used in the early years. Ask them to develop a short information leaflet for practitioners on the use of these devices in supporting areas of the curriculum with an example of an activity that supports one area of the early years curriculum.
- Ask learners in pairs to explore the range of computer and software packages that can support different areas of the curriculum. Feed back to the whole group, share resources and discuss how they can support different areas of learning. Learners can use this information to help support their planning of activities in other learning aims. You could link this activity with activities in learning aim C ‘*How to use digital technology to support other areas of the curriculum?*’
- Ask learners to explore the range of technologies that are used in everyday life including shops, offices and that may be used in role play. Learners can explore the range of technologies used in their own setting and feed back in a whole group discussion sharing ideas. You could link this to activities in learning aim A2 ‘*Activities that explore the uses of technology in the setting and other environments, e.g., the home, shops.*’
- Ask learners to explore the resources available for children that operate using buttons and levers. Divide learners into small groups and ask them to share ideas and identify the resource and how it can support a child’s learning.
- You could invite a guest speaker in from a special needs provision or another setting to discuss the forms of assistive technology that are used, e.g., speech recognition programs such as ‘Dragon Dictate’<sup>®</sup>. Ask learners to explore the types of assistive technology used in their own settings and how it supports different needs.
- You could link this activity with ‘*Computer software packages to support areas of the early years curriculum*’ in learning aim B1 and give learners case studies. Encourage learners to understand how these programs can be used to help other children interact with children whose home language is not English.
- You could link this with activities from learning aim C2. Ask learners to research



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own workplace as to how settings support safe use of resources. Feed back to the whole group recording key resources used and discuss their relevance and implications. For example, you could introduce learners to basic filtering programs such as AVG and Panda including how firewall operates and parental control levels can be administered.

### Learning aim C – Demonstrate skills to support and promote children's safe use of digital technologies

#### Learning aim C1 – Supporting digital technologies in an early years setting

- Discuss with learners the importance of providing age/stage/ability appropriate digital technologies. You could ask them to consider the impact of providing children with technologies that are in advance or behind their age/stage/ability and how this can affect their confidence, self-esteem and educational outcomes. You could give learners case studies/scenarios to work in pairs and feed back as a whole group discussion.
- You could take learners on a visit to a local town and ask them to explore the range of digital technologies used in different settings and environments. Using this knowledge, ask learners in pairs to plan activities for trips with children to enable them to explore the technologies used in these different environments. Link this with activities in learning aims A2 and B1.
- Provide the EY curriculum framework to learners. Ask learners in small groups to develop activities that will support children's thinking and reasoning skills using digital technologies for two different age ranges. You could use Science/Mathematics/problem-solving resources from TES online® or BBC Bitsize®. Ask learners to extend activity plans to ask children how this will support their thinking about digital technologies and their uses. Discuss and feed back. Ask learners to carry out activities in own workplace and reflect in their PEP.
- Learners could work in small groups to develop a story (you could give them a few props such as spoons, buckets, fabric, pictures). Ask learners to develop a powerpoint presentation that tells the story and then ask them to share with the whole group. Ask learners to discuss how they could help children express their own ideas and thoughts through ICT. You could provide scenarios of children to encourage them to create their own stories about themselves or express their own emotions using digital technologies, e.g., powerpoint, interactive whiteboards.
- Learners may require tutor input to understand mathematical and computer concepts such as algorithms and simple programming commands. For example, you could show learners video clips illustrating how algorithms comprise a sequence of events in a specific order resulting in a desired outcome and introducing the idea of a loop.
- Ask learners in pairs to research the internet for resources and software programs that will help to develop children's understanding and use of basic functions of computers, e.g., algorithms, writing simple programs, debugging. You may find BBC Bitesize and TES resource useful in directing learners to finding information on basic algorithms and programming.
- Ask learners to share their findings in small groups and to develop information leaflets for other practitioners on how to support children's learning about computers. Information leaflets could contain step by step instructions for learners to follow with children and provide examples of online resources to support practitioners in planning and delivering activities.
- Extend the above activities and the activities in learning aim B1 and ask learners in pairs to develop plans using a variety of digital technologies to support other areas





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of the curriculum. You could give learners case studies or scenarios and ask them to show how they could adapt activities to support children with additional needs and different age ranges.

### Learning aim C2 – Promoting the safe use of digital technologies

- Ask learners in small groups to consider the ways that practitioners can ensure that children use digital technologies safely. Ask them to consider health and safety considerations and the impact on a child's learning, health and wellbeing, e.g., use of and time spent on display screen equipment, guarding against repetitive strain injuries. Learners could develop an information leaflet on different types of technologies and create a list of 'do's and don'ts' to guide practitioners. Extend this activity and ask learners to create a plan of how they would encourage children to take ownership of their own safe use of digital technologies, e.g., you could have time bands or cards for children that they take from a box giving them 15 minutes on a computer program.
- Ask learners in pairs to explore how information can be kept private online. You could ask learners to consider how they keep their own information safe, e.g., use of social networking sites, saving documents to 'iCloud' or other remote servers, password protection and encryption. You could invite a guest speaker in to talk about how information is stored and transmitted, e.g., through email (Tor anonymity online).
- Give learners the EY curriculum framework and ask them in pairs to explore the internet and other sources for information and materials that are age appropriate for different age ranges. Ask learners to make a list justifying how resources identified are appropriate for children in different ages and how they would empower children to identify sources that are suitable for them to access. You could ask learners to work in small groups to develop a resource folder to complement one area of learning for an age range, e.g., mathematics resources for three-five-year-olds.
- You could extend activities in learning aim A1 and refer learners to their child protection procedures in their setting. Ask them to identify whether these contain any information regarding internet safety and safe use of digital technologies in the workplace (mobile phones, cameras). Learners may find that the settings have separate policies specific to digital technologies. Ask learners to identify whether the policies illustrate how children can report concerns and compile a list in small groups of the ways that they can support children. Feed back and highlight key points.
- You could invite a guest speaker in, who could be a manager of a setting to discuss how they ensure that staff and parents are aware of policies and procedures and how they can work in partnership with parents to recognise and use technology safely in the early years setting and home. Ask learners to explore their own workplace to identify how parents and colleagues are involved and ask learners to develop a leaflet highlighting key considerations that can be used to guide practitioners/parents.
- You could ask learners to develop an action plan about how to access advice, support and training in the safe use of digital technology using templates from their PEP. Learners should identify appropriate training that could be self-exploration or formal training and include information in their PEP.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Play and Learning
- Unit 5: Keeping Children safe
- Unit 9: Observation, Assessment and Planning

## Resources

### Textbooks

Gould T, *Press it, Switch it, Turn it, Move it!: Using ICT in the Early Years*, Featherstone Education, 2013 ISBN 9781408195055

Price H (ed.), *The Really Useful Book of ICT in the Early Years* (First Edition), Routledge, 2009 ISBN 9780415434188

Siraj-Blatchford J and Morgan A, *Using ICT in the Early Years: Parents and Practitioners in Partnership* (Second Edition), Practical Pre-school Books, 2013 ISBN 9781909280571

### Journals

*Early Years* (TACTYC) – <http://tactyc.org.uk/journal/> – A useful journal providing a range of research reports on all areas of early years practice.

*Early Years Educator* – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

*Nursery World* – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

These journals contain articles about approaches to observation, assessment and planning for play and development.

### Websites

[www.education.gov.uk/publications](http://www.education.gov.uk/publications) – The Byron Review Action Plan – A useful resource, though dated provides a good level of detail justifying the importance of internet safety and use in educational environments.

<https://www.gov.uk/government/publications/one-year-on-implementing-the-government-ict-strategy> – Gov.UK: One year on: implementing the government ICT strategy.

<http://ictearlyyears.e2bn.org/resources.html> – ICT in the Early Years – A useful website that provides resources and ideas for using ICT in early years settings.

[www.youtube.com/watch?v=fL2SZDfFIRM](http://www.youtube.com/watch?v=fL2SZDfFIRM) – Video sharing website: DFE Do we have safer children in the Digital World?







## Unit 20: Career Development in the Early Years Sector

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### Delivery guidance

#### Approaching the unit

Career Development in the Early Years Sector is an aspirational unit that focuses on the different career options available to your learners now that they have chosen the early years sector as the area they would like to work in. Your learners have many exciting and rewarding pathways available to them and this unit will highlight those pathways and guide them through the opportunities and responsibilities those options hold. It will enable them to reflect on their own preferences and experiences. They will examine their own strengths and areas for improvement in order to create a personal career plan that clearly defines the pathways and requirements of their chosen career goal. Using guest speakers to bring the unit to life will enable learners to explore different options and facilitate dynamic explorations of the varying roles in the early years sector. Role play will enable them to explore the role of a line manager and research will highlight the variety of fulfilling roles available.

#### Delivering the learning aims

##### Learning aim A

Learning aim A1 explores the purpose of career development, giving the learners a clear picture of the benefits for them personally, the children they work with and the setting itself. It will enable them to assess the knowledge and professional development that is required such as keeping updated with legislation, personal development, fostering a motivated mindset and will assist them in clearly defining the role of professional development. Learners will explore the variety of career options and use their developing reflective skills to identify their personal goals and aspirations.

Encourage learners to reflect on their feedback from placement and observe the different roles and responsibilities individuals hold. Encourage them to identify areas they feel confident in and areas that need further development by analysing their own practice. Using discussion will enable learners to share their experiences and aspirations and will enable them to share ideas and give peer support. Case studies and scenarios will assist them in identifying various career options and provide them with different perspectives and options.

Learning aim A2 will give the learners the skills and direction they require to identify and research the various career options that are available. It will guide them in the qualifications required and the pathways that are appropriate to follow. Learning aim A2 will open up a variety of potential career choices that your learners may not have been aware of from Early Years professionals, health-related options to teaching qualifications and management.

The use of group research and presentations will enable the learners to gather and share a variety of information; linking this with peer question and answer sessions will support a deeper reflection on the information collected. Role play



can be used to bring the session to life and guest speakers can share their knowledge and experience.

### **Learning aim B**

Learning aim B1 explores the role of a manager in the early years environment. It breaks down the wide-ranging responsibilities the position holds, from health and safety, child protection, the curriculum framework to working with staff, professionals and parents. It highlights the legislation that is essential to understand and keep up to date with, the interpersonal skills required to interact with a variety of individuals and the constant need for professional development for the personal/professional and the early years setting.

Group work will assist the learners in discussing the various elements of the managerial role and identifying the pros and cons of such a role. Using case studies and video clips will support their evaluation of the skills and attributes required to successfully fulfil a managerial role in an early years setting.

Learning aim B2 analyses the different elements of a managerial role, enabling learners to explore the recruitment process, the allocation of roles and responsibilities and the induction programme for new staff members. It also highlights the supportive nature of many managerial activities, for example, motivating staff, coaching and mentoring, ensuring continuous professional development, facilitating appraisals and monitoring staff performance.

Using role play to experience an interview situation will support learners in preparing for such an event and how to go about it in order to give a positive impression. Use examples of application forms and job specification samples and give guidance on completion techniques. Group discussion to share opinions and experiences regarding the managerial role can be supported by a guest speaker. Carrying out an interview with their placement manager and feeding back their findings will give this unit real meaning.

### **Learning aim C**

Learning aim C1 supports learners in planning their own personal career development in the early years sector by using self-assessment skills in order to make realistic plans. This can be completed by using feedback from placement and being able to use and acknowledge constructive feedback and complete an achievable assessment plan.

The learners will use techniques they may have already explored in *Unit 10: Reflective Practice*, such as SMART (specific, measurable, achievable and time-related) targets and SWOT (strengths, weaknesses, opportunities and threats) analysis, in order to focus on their strengths and skills they need to develop further. Self-assessment and peer assessment activities will support them in developing their reflective skills and case study assessments will encourage analysis and evaluation skills.

This unit could be introduced at the end of their first year and continue for the first part of the second year in order to support their developing career choices.



| Learning aim  | Key content areas   | Recommended assessment approach   |
|---|---|---|
| <b>A</b> Examine the purpose and opportunities for career development in the early years sector | <b>A1</b> The purpose of career development<br><b>A2</b> Opportunities for career development                                   | A report that examines the purpose of career development and career opportunities for those working in the early years sector |
| <b>B</b> Investigate the responsibilities of an early years environment manager                 | <b>B1</b> Management responsibilities for provision in an early years environment<br><b>B2</b> Line management responsibilities | A recruitment plan relating to the responsibilities of a manager for an early years environment                               |
| <b>C</b> Plan for personal career development in the early years sector                         | <b>C1</b> Plan for career development   | A plan that shows the developmental pathway towards learners' chosen career with justification                                |

### Assessment guidance

The suggested assessment format for learning aim A is in the form of a report. Ensure that your learners are familiar with report writing and the purpose of the report, for example, it is a factual piece of work that should examine the purpose of career development and available career opportunities in the early years sector. Guidance on the format of a report may be required, ensuring they understand that it should have a clear introduction stating its purpose, factual information addressing all the learning aims and a clear conclusion.

Learners will need support in drawing together the activities they have been involved in, for instance, discussions, comparing activities, and notes from video clips and their placement observations/feedback to construct a report that reflects their learning in this area. Access to videos previously used to recap their knowledge may be required and organisation of class notes should be encouraged from the beginning of learning.

However, learning aim A can be assessed using a variety of different formats to meet the assessment requirements. Another option could be for learners to produce a group presentation using PowerPoint or another format accompanied by individual supportive notes.

Learning aim B is assessed through the creation of a recruitment plan that relates specifically to the responsibilities of a manager in an early years environment. Practically taking them through the process of recruitment from developing a person specification and the interview experience will enable them to meet this requirement.

Other alternatives could be to produce a manager's guide to the recruitment process including roles and responsibilities.

Learning aim C asks the learners to produce a plan that demonstrates their journey towards their chosen career goal. It requires them to include a justification for their choices, which will demonstrate their reflective and evaluative skills.



## Getting started

**This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Unit 20: Career Development in the Early Years

#### Introduction

This unit looks at career development in the early years and the opportunities that are available to learners when they have achieved their qualification. This unit will give learners the opportunity to explore possible career options and further and higher education possibilities. It highlights the need for continual professional development and focuses on the skills of self-assessment, reflection and planning in order to give the learners the best opportunities for career progression.

#### Learning aim A – Examine the purpose and opportunities for career development in the early years sector

##### Learning aim A1 – The purpose of career development

- Ask learners in small groups to identify the benefits of career development in early years sector; use a whole group discussion for them to share their views. Invite a guest speaker in to share their career pathway.
- Use a small group activity for learners to identify the purpose of career development and extend with a whole group discussion.
- Using a variety of case studies, ask learners to identify how the characters acquired professional responsibility, specialist knowledge etc. Use feedback to encourage a discussion and analysis.
- Use an individual activity to support learners in identifying their own motivational techniques. Ask them to identify where they have used their own initiative, developed their own practice on placement. Using the Practical Evidence Portfolio (PEP) will assist them in identifying their own motivational skills to develop for early years practice. Ask them to identify areas they need to develop.
- Use video clips that demonstrate an early years professional working towards their career goals.
- Set them a placement challenge to ask the team they work in, how they develop their knowledge and keep up to date with legislation and other issues.
- Ask learners to research and plan a role play, a sales pitch for the manager of an early years setting to persuade them about the benefits of career development and the quality of provision.
- Ask learners to produce a poster/leaflet encouraging staff/learners of the benefits of career development.
- Ask learners to reflect on what they want from their career and write a career wish list; suggestions could be age of children, type of setting, pay, number of hours to work, status etc. This can be linked to *Unit 10: Reflective Practice*.
- Ask learners to work in pairs to identify the type of setting most suited to their wish list. Now ask them to think about any additional training, experience or qualifications they might need to gain employment in their desired area.
- Ask learners to look at their own placement reports and make a list of their own strengths and areas for development. Ask them to identify their goals and aspirations in preparation for a mock appraisal.



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- Set up mock appraisals; ask learners to consider the purpose of the appraisal system and how feedback is delivered. Learners should play the role of both the appraiser and the staff member.
- Use video clips to demonstrate an appraisal.
- Ask learners to identify areas of continuous professional development (CPD) that they are aware of from their practical placement. They can research this by asking the team they work with on placement as to what types of CPD they have experienced.
- Working in small groups learners can prepare a short presentation highlighting the importance of CPD to both their career development and the children and families they will work with. Ask them to identify different types of CPD.

### Learning aim A2 – Opportunities for career development

- Invite a guest speaker such as a careers specialist or representatives from recruitment agencies or universities.
- Organise trips to relevant recruitment events and create a set of questions the learners need to address.
- Set a small group task where each group is given a different career area to research. The learners can use specific sites on the internet and specialist journals and discuss how social media now carries recruitment information.
- Small group activity to research one particular job role, such as those suggested in the specification, and present an advice session to the whole group on what qualifications and experience are required. Alternatively, ask learners to create career pathway game matching a career area to the qualifications and experience required.
- As individual research, ask learners to interview the manager in their placement setting to find out about the pathways to management and present their findings. Ask learners to compare the different routes that may come up during a feedback and discussion session.
- Invite a manager in to a session as a guest speaker and ask learners to think of questions to ask.
- Ask learners to research teaching qualifications using university guides to identify the requirements, course details and progression opportunities.
- Attend university open days with the learners in the local area.
- Ask passed learners who are at a local university to come in as a guest speaker.
- Ask learners to produce a visual representation illustrating the qualifications and experience required to teach in a school, a Montessori setting, the private sector and as a teaching assistant. Learners could compare the diagrams and add any additional information to their own diagram.
- Arrange visits to specialist settings, such as a Montessori setting or a Forest School. Ask learners to produce information cards on each setting for future learners – this can create a career information board or a booklet.
- Ask learners to produce an information card about residential childcare qualifications to add to the career information board/booklet. In small groups, ask learners to identify the important differences between day care establishments and residential care and the skills and attributes required. Ask them to produce a poster to recruit residential staff.



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- Ask learners to produce an information card about the qualifications needed to work as a playworker to add to the career information board/booklet. It should cover the types of settings you would find a playworker, the qualifications required and the role and responsibilities of a playworker.
- Invite a guest speaker in to explain the role of a play worker and answer questions. Support with case studies and video clips demonstrating the role.
- When discussing careers as a teacher or assessor, this is a great opportunity to discuss your role as a tutor of Early Years qualifications. Present the learners with 'career stories' of members of the team outlining their route into this area. Ask learners to identify similarities and differences in the pathways taken.
- Use a whole group discussion on what is meant by statutory, private and third sector environments. Ask the learners to provide examples.
- Ask learners to work in small groups to research one of these areas, presenting their findings as a spider diagram, which demonstrates the different roles within these areas, qualifications required and the career development available. They can explain their spider diagram to the whole group and use it as a handout. Photographing the spider diagrams with a mobile phone will enable them to show it on the interactive white board.

### Learning aim B – Investigate the responsibilities of an early years environment manager

#### Learning aim B1 – Management responsibilities for provision in an early years environment

This learning aim could be used to construct a detailed overview in the form of a display or a booklet on the role of an early years manager.

- Looking at health and safety legislation and using the learner's previous experience and learning about health and safety, ask them to identify the responsibilities the manager has in making sure the legislation is implemented effectively. Ask them to identify why managing health and safety is essential and what might happen if the management of it was ineffective.
- Use real news articles where things have unfortunately gone wrong in a setting and ask them to identify what the manager could have done to avoid the situation. Bring in staff training, implementing policies and procedures and making sure the staff fully understand them.
- Look at the joint responsibility of the staff and the manager and the skills that are required to make an early years setting safe.
- Ask learners to research the procedure for child protection and identify the manager's role in this area.
- Use case studies to enable learners to identify if the manager is carrying out the responsibilities for safeguarding correctly in each study. Discuss as a group. Support with real news articles when safeguarding procedures have failed and discuss the recommendations made.
- Use group work or a whole group discussion to identify what is meant by service standards. Ask the learners to produce a poster identifying how the manager could meet all the required standards expected of an early years setting.
- Facilitate a team quiz on the early years framework to check knowledge and understanding. Ask a manager to come in as a guest speaker to explain to your learners how they meet the early years curriculum/framework. Alternatively, ask





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learners to interview their placement manager/supervisor and to feed back the interview in a class discussion.

- Ask you learners identify other agencies and institutions who could contribute to the support of children and their families. In small groups, ask learners to research a vulnerable group and produce a factsheet for the other learners. This should include what information they can share with the manager.
- As a small group task, learners could discuss what they think a manager needs to be aware of to ensure there is continual improvement in the setting and to draw up an effective improvement plan, e.g., staff knowledge gaps, changes to the children attending the setting, changes to legislation, new theories and initiatives.
- Ask learners to plan for a meeting where an early years team is engaged in creating/improving a policy and procedure. Assign each member of the group a position to play, one being the manager. Alternatively, use case studies where the meeting has been managed well and where it has been mismanaged.
- In a paired activity, learners could list the skills and attributes a management position requires to work in collaboration and partnership with other professionals and outside agencies, and to maintain working relationships. Ask them to consider what the outcomes might be if they did not have those skills and attributes.
- Working in groups ask learners to identify different strategies to develop and maintain working relationships and how they can be implemented, e.g., community outreach activities, newsletters, websites, open days, working parties, focus meetings etc.
- Ask learners to work in groups to produce a list of strategies that the manager could use to develop and maintain working relationships with parents and/or carers. Highlight the importance of working with parents and carers effectively and the benefits to the children.
- As a group activity learners could create a day in the life of a manager focused on monitoring the success of the environment. Ask them to explain what the manager should be observing/looking for.
- Ask learners to identify other strategies for monitoring the success of the environment. Encourage them to consider areas such as parent feedback, children's feedback, Ofsted (Office for Standards in Education, Children's Services and Skills) reports, observations, feedback from other professionals and agencies, the take up of places at the setting, staff feedback and appraisals, and staff turnover.

### Learning aim B2 – Line management responsibilities

- Learners can work in groups to produce an advertisement or a job specification for an early years management position identifying the skills and attributes necessary for managing staff and those from other agencies. Use their work in a group discussion to further their analysis.
- As a group work, ask learners to carry out a recruitment project – writing an advertisement for an early years professional, producing a person specification and role playing an interview. Learners can take a manager's position or an applicant position.
- Ask learners to produce a timetable for a small early years environment and allocate roles and responsibilities to each member of the staff. Give them a profile of each member of the staff that explains their strengths, weaknesses, experience and aspirations.
- Use case studies where the staff are a bit demotivated and ask the learners to come up with ways the manager can motivate and inspire their staff. Ask learners

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to reflect on what motivates them.

- Ask learners to find out if their placement setting uses coaching and monitoring strategies to support staff or any other strategy. Ask the learners to write their own case study where a staff member has been supported in this way.
- Ask learners to identify ways a manager can ensure CPD. Ask them what skills/knowledge they will need to use to understand what is required and what the staff need and want. Use video clips to support this.
- Ask learners to prepare a role-play scenario demonstrating an appraisal meeting; within this role play ask them to indicate how the manager has monitored the individual performance. Ask the other learners to assess and evaluate the role play and give constructive feedback.

**Learning aim C – Plan for personal career development in the early years sector****Learning aim C1 – Plan for career development**

- In a group discussion, ask learners to identify the benefits of using self-assessment in their PEP and any examples of how it has helped them develop as an early years professional. Make a list of all the positives that your learners have gained.
- Continue the above discussion by asking them how reflections and feedback from others have enabled them to change/improve their practice. They may need time to re-look at their PEP and reports.
- Introduce the idea of a SWOT analysis to your learners; include its purpose and its format. Outline each of the areas. Give the learners a handout of the SWOT grid with the headings Strengths, Weaknesses, Opportunities and Threats and ask the learners to reflect on their own development. Ask learners to share their analysis with a partner and discuss how they plan to address any threats or weaknesses. Encourage learners to look at their PEP to support this activity.
- Use online career diagnostic tests and discuss the results as a group.
- Ask learners to create a spider diagram of all the different ways they can gain information about their professional development, e.g., encourage them to consider feedback, reports, self-assessment, guidance from the team they are working with and reflection.
- Ask them to assess their skills against a real person specification for an early years position – ask volunteers to identify areas they need to improve and how they could go about this.
- Ask learners to research the career pathway they wish to follow and identify any further study and qualifications they will need to gain.
- Ask a guest speaker from an early years setting to speak to the learners about how their setting supports career development. Ask the learners to find out if their placement supports career development.
- Ask 'students services' in your establishment to discuss career development with your learners and to give them information on where to find sources of support. Ask learners to do their own research and create a leaflet for other learners.
- Using their previous research on their chosen career pathway, guide learners through the development of a career plan. Explain what SMART targets are and support them in using this format for clarifying the requirements for each category, giving them examples to demonstrate this clearly.
- Your learners may have a long-term goal. Give them a long piece of paper and ask

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them to write where they are now at one end and where they want to be at the other end. Ask them to identify how they plan to get to their goal, encouraging them to break it down into smaller goals.

- Ask them to identify things they need to prioritise as well as identifying a different way of meeting their goal if their planned action is not possible.
- Inviting past learners in, who have been through this career planning or are progressing along their pathway, can help learners consider other strategies and alternatives.
- Lead a class discussion on the importance of reviewing career development plans, to include checking progress, modifying and updating plans. Ask learners to create a checklist to aid reviewing career plans and measure progress. Ask them to explore these in a group discussion and add to the checklist where possible.

**Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

This unit links to:

- Unit 10: Reflective Practice

**Practical Evidence Portfolio**

This unit supports underpinning knowledge for the following skills in the PEP:

- Effective relationships with children: 7
- Professional relationships with adults: 8



## Resources

### Textbooks

Conzemius A and O'Neill J, *The Power of SMART Goals: Using Goals to Improve Student Learning*, Solution Tree Press, 2006 ISBN 9781932127874

Lindon J, *Reflective Practice and Early Years Professionalism: Linking Theory and Practice* (Second Edition), Hodder Education, 2012 ISBN 9781444167207

Paige-Smith A and Craft A, *Developing Reflective Practice in the Early Years* (Second Edition), Open University Press, 2011 ISBN 9780335242351

Siraj-Blatchford I and Manni L, *Effective Leadership in the Early Years Sector: The ELEYS Study*, Institute of Education, 2007 ISBN 085473743X, 9780854737437

### Journals

*Early Years Educator* – [www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

*Nursery World* – [www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

These journals contain articles about approaches to observation, assessment and planning for play and development. They also address topics regarding career and training opportunities and professional development.

### Videos

[www.videoarts.com](http://www.videoarts.com) – How an interview should not be conducted.

Tutors should make sure they view and check video clips for their suitability before using them in sessions.

### Websites

<http://scholar.lib.vt.edu/ejournals/JVTE/v12n1> – Provides a useful SWOT analysis table.



## Unit 21: Children's Imaginative Play and Creativity

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### Delivery guidance

#### Approaching the unit

As an introduction you could use the video clip *100 Languages of Children*. This poem will challenge learners' thinking about the importance of providing imaginative and creative play opportunities in early years settings. Creative and imaginative play may appear to be children just 'having fun' but it can provide experiences that engage children in deep thought processes that enable them to make sense of the world around them in a secure environment.

Your learners will explore environments that provide for and support creative and imaginative play activities. Through a combination of practical experiences and observation within their own settings, learners will have the opportunity to deepen their understanding of imaginative and creative play for children's learning and development. They will explore a range of resources and materials and use their own creativity and imagination in planning for and implementing activities for children.

### Delivering the learning aims

#### Learning aim A

For learning aim A1, you should start by getting learners to consider the concept of creativity and work towards a definition. Learners should come to a consensus about the definition and the value of creative experiences in supporting all areas of the curriculum. You should explore theories of learning with your learners and invite guest speakers who work in settings where the curriculum focuses on the provision of creative activity, such as the Reggio Emilia approach. Video clips or articles written by experts of the field, such as Sir Ken Robinson and Bernadette Duffy (accessed on [www.ted.com](http://www.ted.com) and [www.earlyarts.co.uk](http://www.earlyarts.co.uk)), provide thought provoking information and are recommended to use with your learners.

For learning aim A2, learners must explore and come to a consensus as to the definition of different types of imaginative play. Video clips could be effective in initiating a rich discussion around the benefits of imaginative play for children's learning and development. You will find useful Early Years Foundation Stage (EYFS) videos on video sharing website for this topic and throughout the unit. Learners could take part in practical group activities that give the opportunity to explore a range of resources. They should also be encouraged to discuss strategies to extend children's thinking and help them to develop new concepts. During group discussion, you should draw learners' attention to the relationship between creativity and imagination.

#### Learning aim B

For learning aim B1, learners will need to use their own setting to identify the characteristics that are conducive to imaginative and creative play. Learners could be either given or asked to bring in curriculum planning from their own placements to use for discussion. Video clips could initiate discussion around



ways that the environment is used effectively, the concept of child-initiated play and open-ended resources. For discussion around how the outdoors can be used, clips of Forest Schools, available on video sharing website, would be a good starting point. You could demonstrate the use of resources as a stimulus and then get learners to plan and use their own resources in their setting.

For learning aim B2, learners should have the opportunity to explore a range of resources. They could be directed to explore resources and materials in their own setting so that they can share examples with their peers. Learners could plan their own creative activity and imaginative play area in their setting or supplement existing resources and materials to add value to an existing creative and imaginative play area.

For learning aim B3, learners should use experiences from their workplace and observations from video clips to identify and discuss best practice. Video clips, discussion and role play could all be used to help learners to understand when to stand back, when to intervene to support and extend thinking and when to encourage persistence and experimentation. Learners should discuss the importance of parental involvement in the assessment process and research how this is achieved in their own setting. They can extend their knowledge of strategies that can be used by visiting websites such as [www.peal.org.uk](http://www.peal.org.uk).

### **Learning aim C**

For learning aim C1, learners should revisit the planning cycle used in *Unit 3: Play and learning*. They should be given the opportunity to practise their skills in planning to include the selection of appropriate materials and resources in preparation for their formative assessment. A guest speaker could be invited to discuss what learners must consider when planning and answer learners' questions. You could give learners scenarios for practice in carrying out a risk assessment as preparation for producing their own plans for summative assessment.

For learning aim C2, role play and case studies could be used to help learners to explore the best ways to support children in their play. Learners should have the opportunity to share their observations and experiences to develop their understanding of 'best practice' to include when to intervene and how. Video clips could be used to initiate discussion on how to respond to and support children's needs and encouraging creativity and sustained thinking. Evidence of the practical skills gained in learning aims C1 and C2 can be used as supporting evidence in learners' Practical Evidence Portfolio (PEP).



| Learning aim   | Key content areas   | Recommended assessment approach  |
|--|---|--|
| <b>A</b> Understand the value of creative and imaginative play for children's development      | <b>A1</b> The value of creative play<br><b>A2</b> The value of imaginative play   | A report that is based on learners' research and observations from own work placement that evaluates the benefits, provision, resources and support of creative and imaginative play |
| <b>B</b> Explore how early years settings provide for children's creative and imaginative play | <b>B1</b> Effective environments for creative and imaginative play<br><b>B2</b> Resources for creative and imaginative play<br><b>B3</b> The professional's role in providing creative and imaginative play |  |
| <b>C</b> Plan and implement a creative and an imaginative play activity for children           | <b>C1</b> Plan for creative and imaginative play<br><b>C2</b> Implement creative and imaginative play activities  | A portfolio of evidence of learners skills in planning for and implementing a creative and an imaginative play activity  |

### Assessment guidance

The first assignment should cover content from learning aims A and B. It should take the form of a professionally produced report using vocational terminology. The report should show that learners have a good grasp of the value of imaginative and creative play for children's holistic development. They should come to a conclusion on the characteristics of an environment that supports imaginative and creative play and the range of strategies that are used by professionals to support children in their play.

For the second assignment, learners must independently plan and implement a plan for a creative play activity and an imaginative play activity. Learners must include some detail in their planning to include the environment, resources and materials, support and safety considerations. Their reviews must show that learners know how to measure the effectiveness of each activity, to include the strategies they used in supporting children's learning and development. It would be useful if learners have practised using planning templates and writing and evaluating their accounts in class so that they can receive constructive feedback to support them to produce consistent and independent evidence for assessment.





## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

| Unit 21: Children's Imaginative Play and Creativity   |
|---|
| <b>Introduction</b><br><p>Introduce the unit by showing the video clip <i>100 Languages of children</i> – available on video sharing website. Ask learners what this means for settings in relation to the delivery of the curriculum.</p>  |
| <b>Learning aim A – Understand the value of creative and imaginative play for children's development</b>  |
| <b>Learning aim A1 – The value of creative play</b> <ul style="list-style-type: none"> <li>Ask learners to work with a partner to discuss what is meant by creativity. Share with the whole group to reach consensus on a working definition.</li> <li>Show a video clip (available from video sharing website) of the development of the brain in young children. Lead discussion on the importance of creativity and imagination</li> <li>Ask learners to read the characteristics of learning described in the EYFS. Ask them what they understand by the characteristic 'creating and thinking critically'.</li> <li>Ask learners to work in small groups to discuss examples of where children have <ul style="list-style-type: none"> <li>had opportunities for exploring their own ideas</li> <li>made links between ideas/topics</li> <li>chosen their own way to do things.</li> </ul> </li> <li>Ask learners to research the work of Bruner (enactive mode, iconic mode and symbolic mode).</li> <li>Use Sir Ken Robinson's video '<i>Do schools kill creativity?</i>' – available online from the website listed below – to challenge learners to think about the importance and benefits of creativity in today's world.</li> <li>Ask learners to observe children involved in hands-on experiences in their own setting. Pose reflective questions around the child's learning for them to refer to: <ul style="list-style-type: none"> <li>Did the child find ways to solve problems?</li> <li>Did child find new ways of doing things?</li> <li>Did the child make links/notice patterns?</li> <li>Did the child make choices?</li> </ul> <p>Learners can share/compare observations in small groups.</p> </li> <li>Use areas of learning from the EYFS and ask learners to produce a mind map to show how creativity is closely linked to other areas of learning. Learners could read and discuss the essay by Bernadette Duffy – <i>Using creativity and creative learning to enrich the lives of young children</i> – available in the resource <i>Born Creative</i> from the Early Arts website.</li> </ul> |
| <b>Learning aim A2 – The value of imaginative play</b> <ul style="list-style-type: none"> <li>Ask learners to work with a partner to discuss what is meant by imaginative play.</li> </ul>  |



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Share with the whole group to reach consensus on a working definition.

- Play a piece of music to the whole group, show an abstract image or make them feel an unusual substance with their eyes closed. Ask learners to describe the imagery that is created in their mind. Is this imagination? Does it fit with their definition?
- List different play types, e.g., domestic, fantasy, superhero and small world. Learners work in small groups to discuss the ideas, concepts and skills that children will explore by taking part in each kind of play.
- Ask learners to plan a performance of a play to support a chosen story/festival – storyline, costumes, organisation, advertising etc. Give them limited time of 30 minutes. Once the task is complete, ask learners to identify the skills they used. List the skills prompting learners to think of where they used extended thinking/problem solving, mathematical concepts, language and literacy.
- Ask learners to discuss how creativity and imagination are linked. Give learners objects so that they can put thoughts into action, e.g., a toy cat, an acorn, a pebble, a crown or a toy boat. Ask learners to work in pairs and use these to create a story for young children. Pose questions – what process did learners go through and what was the connection between creativity and imagination?
- Use video clips of children to include outdoor imaginative play using gross motor skills and imaginative indoor play (EYFS videos on video sharing website). Ask learners to identify how each activity is promoting children's physical development.
- Use video clips of children involved in domestic or fantasy play. Lead discussion on the importance of emotional and social development.
- Show a resource that could be used in the domestic corner such as a cooking pot or a piece of clothing used by a minority culture. Ask learners how a child might feel if their setting included the resource in their play area.
- Ask learners to research and identify a range of resources for domestic and small world play to support children from a range of cultures, backgrounds and families. They could search online or in catalogues. They could present two or three resources explaining their value and how they could be used.

### Learning aim B – Explore how early years settings provide for children's creative and imaginative play

#### Learning aim B1 – Effective environments for creative and imaginative play

- Ask learners to research the characteristics of an 'enabling environment' described in the EYFS guidance document *Early Years Matters*. Lead discussion on how each characteristic promotes creative and imaginative play.
- Ask learners to use the characteristics identified and audit the creative and imaginative provision in their own placement (indoor and outdoor) or organise a visit. They could identify ways to improve the provision further.
- Ask learners to describe differences between child-initiated and adult-led play (reminding them of what they learned in *Unit 3: Play and Learning*). Ask them to work in small groups to discuss the benefits of child-initiated play for creativity and imagination and contribute to a whole class spider diagram.
- Use video clips of young children outdoors such as *Forest Schools* (available on video sharing website) and/or *Under Threes Outdoors* available from Siren Films to initiate discussion on how the outdoors can be used effectively.
- Ask learners to bring in curriculum planning for one week or provide learners with

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an early years planning. Ask them to work in pairs to identify opportunities for providing sustained time for development of skills, mastery and freedom to explore. Use a video clip to show children actively involved in exploration and mastering their skills. Videos can be purchased from Siren Films or use video sharing website clips. Lead discussion around what skills are needed by the professional to plan and support the observed activity.

- Discuss what happens at 'tidy up time'. Do children have the opportunity to return to their activity? What are the challenges and solutions to revisiting ideas and work?
- Demonstrate the use of a book or a story as a stimulus for creative and imaginative play. Ask learners to plan and prepare their own book, story or piece of music to demonstrate to peers how it can be used as a stimulus for creative and imaginative play.
- Ask learners to work in pairs. Give out a card to each pair that describes one creative and one imaginative play activity, e.g., building a den, sand play with figures and cars. Ask learners to identify the areas of the curriculum that can be supported by the activity, justifying their ideas. Ask learners why adults often say that when they buy their child a toy they prefer to play with the box.
- Give learners two sticky notes. Ask them to write an example of an open-ended activity and a predetermined activity and place them on a pre-prepared sheet. Read out each idea. Ask learners to work in small groups to discuss the benefits of open-ended experiences.

**Learning aim B2 – Resources for creative and imaginative play**

- Direct learners to work in pairs to plan a range of portable resource boxes to promote imaginative play in a setting that may have to tidy away after each session. Allocate different age ranges to each pair.
- Ask learners to investigate opportunities for different types of imaginative play in their own setting. Ask them (with permission) to photograph the layout/storage of resources and share in small groups. Learners could go on to plan and prepare resources for their own setting.
- Ask learners to investigate opportunities for creative play in their own setting. Ask them (with permission) to photograph the layout/storage of resources to share in small groups. Learners could go on to plan and prepare resources for their own setting.
- Ask learners to go back to their sketches/photos from their settings that show the organisation of resources. Are they easily accessible for all children? Are they labelled? Could the organisation be improved? How? Ask learners to research and design an area of provision that will support imaginative or creative play. Learners could get permission to implement their design in their own setting.
- Provide a box with various props to show learners, e.g., a large piece of material, a picnic basket or a piece of hosepipe and ask them to suggest different ways these could be used to enrich play.
- Bring in a treasure basket to include natural materials and ask learners to discuss how the contents can encourage problem solving. Ask each learner to give an example of open-ended resource that could be added to the basket. Lead discussion about the benefits of open-ended resources for creativity and imagination.
- Ask learners to collect a box of recycled resources for their setting. They could photograph examples of their collection and/or ways they have been used to bring



## Unit 21: Children's Imaginative Play and Creativity

to the next session.

### Learning aim B3 – The professional's role in providing creative and imaginative play

- Ask learners to record observations of a child involved in imaginative play and a child involved in a creative play activity. Learners can use these for discussion in twos or threes and come to an agreement about the effectiveness of the activity and to plan ways to extend their play.
- Use the planning cycle from P3 of the EYFS guidance document *Development Matters* to discuss the process that professionals use when planning. Ask learners to draw the planning cycle to annotate how they have used the cycle when planning and implementing an activity of their own.
- Give learners another copy of the cycle and ask them to work in pairs to note down how they could involve children at each stage of the planning.
- Introduce learners to Bruner's theory of scaffolding. You could use video clips on video sharing website to show examples of scaffolding in practice.
- Ask learners to involve themselves in imaginative play with young children in their setting. Ask them to reflect on the experience to identify what children were learning and how their own involvement helped the child to extend their play.
- Make learners aware of intervention strategies that can be used to tune in to children's thinking and encourage persistence and experimentation. Ask learners to produce guidance for new learners.
- Ask learners to write one or two ideas on a sticky note of how they could show children that they value their ideas – verbally and non-verbally. Read out each idea. Use scenarios for role play of an adult and a child to show the different ways and give constructive feedback to the whole group.
- Ask learners to discuss strategies used in own setting to involve parents and share examples. Direct learners to the *Parents, Early Years and Learning* website [www.peal.org.uk](http://www.peal.org.uk) to find further strategies and read case studies of parental involvement.
- Learners discuss reasons that children may feel discriminated against and/or excluded during play. Use case studies of children with additional needs. Give learners activity plans and ask them to plan how to include/support each of the children described.
- Using their experiences in placement, ask learners to reflect on activities they have organised for young children and consider what went well in promoting creative play. Get them to suggest ways they would reorganise/develop the activities and change the way they supported children in the light of what they have learned in this unit.

### Learning aim C – Plan and implement a creative and an imaginative play activity for children

#### Learning aim C1 – Plan for creative and imaginative play

- Discuss format for recording plans, to include objectives and measures for success.
- Ask learners to bring in templates that are used in their own setting for planning. Ask them to work in small groups to compare different methods and agree upon the essential information to be incorporated into the planning. Learners could use ideas to produce own template.



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- Get learners to select a child in their own setting and carry out observations to include speaking with the child, their key worker and (with permission) their parent(s). Learners can plan a creative and imaginative activity for the child.
- Ask learners to develop their planning showing links to the areas of the relevant curriculum for their setting.
- Invite an early years professional to discuss what they consider when preparing the indoor and outdoor environments for creative and imaginative play. Ask learners to produce a checklist for reference for their own practice.
- Remind learners of the process of risk assessment covered in *Unit 5: Keeping Children Safe*. Give learners a scenario of a creative and an imaginative play activity such as junk modelling, superhero play etc. Ask them to carry out a risk assessment for a group of children of a given age.
- Using the same scenarios, ask learners to produce a flow chart to show their involvement in preparation of an activity, during the activity and reflecting on what they did. Get them to think about how to promote sustained shared thinking with the children.

### Learning aim C2 – Implement creative and imaginative play activities

- Provide activity areas/resources around the classroom, e.g., finger-painting, recycle materials with scissors/glue, and clay with natural objects. Ask learners to take part in any one activity. When finished, ask them to identify the vocabulary that could be introduced, open-ended questions and opportunities for sustained thinking.
- Use video clips from video sharing website or purchase a DVD such as *Pretend Play* from Siren Films. At the end of each sequence, ask learners to suggest how the adult might become a play partner.
- Ask learners to work in pairs to discuss and agree on three reasons why an adult should intervene in a child's play. Get them to feed back ideas and discuss whether each reason is valid. Ask learners to suggest when not to intervene.
- Use case studies of children who quickly lose concentration in an activity. Ask learners to come up with several ideas for each case to re-engage the child. Prompt them to think about alternative or additional resources, change the environment or add a new dimension such as music.
- Ask learners to bring one of their own creative or imaginative activities that they have planned and implemented in their setting. Ask learners to produce a plan to extend the play.
- Ask learners to work in small groups to discuss how they could measure the effectiveness of children's creative and imaginative play. They could produce a checklist of what to look for. Show video clips of children engaged in creative and imaginative play (EYFS videos on video sharing website) and ask learners to use their list to measure the effectiveness of each example.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Play and Learning

## Practical Evidence Portfolio

This unit supports underpinning knowledge for the following skills in the PEP:

- Prepare resources for play and learning: 23–26
- Set up and maintain interesting and attractive areas/activities: 27–39
- Support children's learning in areas/activities: 40–52
- Support outdoor play and learning: 53–56
- Prepare and support for play and learning with children aged from birth up to one year, 11 months: 69–75

## Resources

### Textbooks

Bruce T, *Cultivating Creativity: For Babies, Toddlers and Young Children* (Second Edition), Hodder Education, 2012 ISBN 9781444137187

McTavish A, *Expressive Arts and Design in the Early Years: Supporting Young Children's Creativity through Art, Design, Music, Dance and Imaginative Play*, David Fulton, 2016 ISBN 9780415703192

### Journals

*Early Years Educator* (MA Education Limited)

*Nursery World* (MA Education Limited)

In these publications, learners will find articles about the importance of imaginative and creative play and ideas for use in their settings.

### Videos

*Early Years Foundation Stage* video clips on video sharing website – A range of clips that show children involved in different types of play activity.

*Supporting young children's sustained, shared thinking*, Dowling M – Available for purchase from [www.early-education.org.uk](http://www.early-education.org.uk) – This DVD is part of a training programme that you could use in class to promote discussion around how professionals can promote sustained shared thinking.

### Websites

[www.earlyarts.co.uk](http://www.earlyarts.co.uk) – Early Arts UK – Video clips and articles relating to the importance of creative activity. By signing up you will receive via email, links to relevant video clips and articles that you can use with your learners.





[www.early-education.org.uk](http://www.early-education.org.uk) – The British Association for Early Childhood Education – This is a charity that supports early years professionals from different types of setting in a range of topics. Useful resources are listed and some can be downloaded free to include:

- Development Matters – EYFS guidance
- Myer C, *Children as Artists* (2011) – a leaflet that explores the importance of creativity in the early years
- Pound L, Making a Noise for Music.

[www.foundationyears.org.uk](http://www.foundationyears.org.uk) – The Foundation Years – The Statutory Framework for the EYFS can be downloaded from this website.

[www.peal.org.uk](http://www.peal.org.uk) – Parents, Early Years and Learning, National Children's Bureau – There are ideas of strategies for involving parents. Learners can find case studies of parent involvement from different early years settings.

[www.sirenvideos.co.uk](http://www.sirenvideos.co.uk) – Siren Videos – A range of child development videos can be purchased from this website.

[www.ted.com](http://www.ted.com) – Sir Ken Robinson's own website – Ken Robinson is an expert on the value of creative experience for young children. You can access Ken Robinson's thought provoking talk entitled *Do Schools Kill Creativity* on this site to use with your learners.