Pearson
BTEC

L3

Pearson Level 3
Alternative Academic Qualification BTEC National in

Early Childhood Development (Extended Certificate)

Planning and Teaching Guide

First teaching from September 2025
First certification from 2027

Qualification Number: 610/3966/4

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to students, educational institutions, employers, governments and other partners globally. We are committed to helping equip students with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

Contents

1. Introduction

This Planning and Teaching Guide complements your Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate) specification, Pearson Set Assignment Briefs (PSABs), Sample Assessment Materials (SAMs) and the Pearson BTEC Level 3 National Alternative Academic Qualification Administrative Support Guide. This Planning and Teaching Guide provides:

- an overview of dates and deadlines for key events and activities relevant to qualification delivery – from registration to assessment and review of marking – throughout the academic year

- suggestions for planning and delivering your course including induction and unit sequencing

- creative and realistic teaching and learning ideas as well as links to resources for each unit to support and inspire you in creating a dynamic learning environment to keep your students engaged and motivated to learn.

- wider delivery support such as guidance on study programme planning and descriptions and links to qualification resources and materials.

The guide was designed and written in collaboration with current practitioners to ensure that the planning and delivery suggestions and teaching and learning ideas are feasible, pedagogically sound and appropriate for the vocational area and the purpose of the qualification.

We recognise that delivery contexts will vary from one centre to the next and that practitioners are the best decision-makers for what works best for them and their students. Therefore, teachers can tailor the suggestions and ideas proposed in this guide to meet the specific needs of their students and the available resources in their centre. There are, however, requirements that have to be met in relation to assessment plans and to teaching and learning preceding assessment, which will be clarified/covered in this guide.

We hope you will find this guidance relevant and useful, and you enjoy teaching this this qualification!!

What's new

When creating these BTEC Nationals, in addition to ensuring the sector technical content was current and up-to date, we have also focused on developing the skills and personal attributes students need to navigate the future. We have worked with many higher education providers, professional bodies, colleges and schools to ensure these qualifications also meet their needs. Employers are looking for future employees with a thorough grounding in the latest industry requirements and work-ready skills such as critical thinking and problem solving. Higher education needs students who have experience of research, extended writing and meeting deadlines to be successful on their undergraduate programmes.

We have addressed these requirements by:

- Facilitating and guiding the development of transferable skills through the design and delivery of the qualifications, using a holistic and practical framework which is based on recent research into the most critical skills needed to navigate the future. A Transferable Skills framework has been used to embed transferable skills in the qualifications where they naturally occur and to signpost opportunities for delivery and development as a part of the wider BTEC learning experience. Please refer to the BTEC Transferable Skills Guide for Teachers for further information on this framework, its relevance and how it has been implemented in the qualifications.

- Supporting the delivery of Sustainability Education and development of Digital Skills naturally through the content design of the qualifications. Mapping is provided in the specification to identify where these opportunities for teaching and learning exist.

- Updating sector-specific content to ensure it is current, relevant and future-facing.

- Implementing a consistent approach to assessment with a balanced combination of internal and external assessments to better engage students, make the qualifications more accessible for them and more manageable for centres to deliver.

We are providing a wealth of support, both resources and people, to help ensure that you and your students have the best possible experience during their course. Please see the section on *Pearson Qualification Support and resources on page 98 for* details of the available resources and support with links to access these.

Notes:

The qualification specification provides the content that must be taught and what must be assessed. This planning and teaching guide provides suggestions and ideas for how the content could be delivered. The suggestions given in this guide support in the preparation for the learner to sit the internal assessments.

Please note the Pearson Set Assignment Briefs are mandatory for internal assessment and cannot be amended or contextualised by centres.

2. BTEC Calendar of Key Dates

Each academic year there are some key dates and deadlines in the delivery of BTEC qualifications that teachers need to be aware of, and act on appropriately, to ensure:

- the smooth running of student registration, assessment and the quality assurance process, and
- effective timetable planning to fully prepare students for assessments and ensuring timely completion of administrative tasks.

Here is an overview of the key dates and deadlines for this qualification.

The specific date for each activity or event will vary each academic year and so only the month is provided. For the specific dates for the current academic year, please go to our webpage: Key dates & planning exams

Month	General related dates	Internal Assessment related dates	External Assessment related dates
September	Student registration		
October		Lead IV registered and completion of team standardisation	Entry deadline for January external assessment
November	Late student registration fee		
December	Late student registration fee Deletion deadline: delete student registrations for any leaner withdrawn from the qualification		
January		Standards Verification Window opens	January External Assessment Series
February			

Month	General related dates	Internal Assessment related dates	External Assessment related dates
March			Restricted release of results to centres Release of results to students Entry deadline for Summer external assessments Review of Marking
April			Review of Marking
May		Standards Verification for first sample closes	Summer External Assessment
June		Standards Verification for second sample closes	
July	Deadline for full qualification claim for summer certification		
August			Restricted release of results to centres Release of results to students Review of marking

3. Planning the Delivery of your Course

Planning your course ensures a coherent and logical approach to teaching that helps students to connect concepts effectively and build their knowledge progressively.

Effective assessment planning is also essential to allow for timely evaluation of student progress and adjustment of teaching strategies or interventions as needed.

This section offers recommended approaches to support practitioners with planning and implementation of this qualification

Induction

Students

An induction period at the start of the course is recommended to help students understand and prepare for the demands of their chosen course, as well as familiarise them with the BTEC ethos and methodology. This induction aims to not only equip students with the necessary knowledge and skills but also to create a welcoming environment where they feel safe, supported and gain a sense of belonging as they begin their course in a new setting.

Centres will have their own induction programmes, and to support this, Pearson have provided a range of adaptable resources that can be integrated into this existing programmes. These resources cover areas such as welcome activities and information to include in the induction, with supporting slides. As we believe that every opportunity should be taken to develop transferable skills across the wider BTEC learning experience, we have also provided guidance on which transferable skills could be delivered as a part of the induction process including Managing Own Learning, Continuous Learning, goal setting and personal strength and resilience. The resources are designed to help students develop the relevant transferable skills through learning how to manage their course workload, completing their assessments successfully and meeting deadlines whilst also building their confidence and ability to thrive on their BTEC journey.

Tutors/Teachers

In addition to the annual standardisation training that all BTEC teaching staff are required to complete at the beginning of each academic year using the Pearson provided materials, an induction period for new tutors is also recommended. This will help new tutors familiarise themselves with the specific demands and expectations of the BTEC curriculum, equipping them with the necessary knowledge and skills to effectively plan and support their students from the outset.

Overview of Assessment Availability

Internal Assessments

Pearson Set Assignments (PSABs) are provided by Pearson for all internally assessed units and must only be used for summative assessment.

These are available for the lifetime of the qualification and are accessible through our website.

Teachers with a Pearson online account can log in through the sign-in portal to access them. Teachers must prepare learners for the assignment by making learners aware of their responsibilities for completing the assessment, the importance of meeting deadlines and that the work submitted must be their own.

Any teacher with students registered for this qualification can create a Pearson online account.

External Assessments

External assessments are available in two series each academic year as shown below:

Dates	Jan	Mar	May/June	Aug
Assessment	External Assessments Series 1 *Not available in Jan 2026	External assessment Series 1 Results	External assessment Series 2	External Assessment Series 2 Results

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Delivery and Assessment Planning

Clear unit planning and understanding is essential for a successful qualification delivery. This helps students to build on prior learning and reinforce concepts to develop a deeper understanding of the unit content and progressively develop their knowledge, understanding and skills throughout the course delivery.

We have produced a sample delivery plan showing how the BTEC National Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate) **could** be delivered over **two** years, highlighting ordering of units and assessment milestones. This plan is intended to be used as guidance.

Key

Del = Unit content delivery

PSAB = Pearson Set Assignment Brief

Rev = Revision for External assessment

Ext = External assessment

Resit Ext = Resit External assessment opportunity

Sequence of delivery

Year One

Unit	Unit Title	GLH	Assessment method	Term 1	January exam series	Term 2	Term 3	Summer exam series
1	Children's Development	90	Ext	Del		Del	Del & Rev	Ext
3	Play and Learning	90	Int	Del				

Unit 1: is an externally assessed mandatory unit and gives the underpinning knowledge of the principles of children's development and the appropriate milestones across each of the five areas of development. Theories and models of children's development are considered, as well as the impact upon children's development of a range of factors. As this is underpinning knowledge, it would be most suitable to teach this unit at the start of the course.

Assessment is planned in the May/June window, as there is a significant amount of knowledge to be delivered and understood by the students and so, it would be unsuitable to attempt the January exam window. A second attempt, if needed, is scheduled for Year 2.

Unit 3: is an internally assessed mandatory unit and looks at different types of play and the opportunities which should be made available to children at different ages and stages of development. The importance of play will be considered and how it can support children's learning and development, together with the role of the adult in these aspects and the skills that are essential for professionals working with children. Theoretical perspectives, philosophies and curriculum approaches will be investigated and their influence on current practice will be considered.

An internally assessed unit is planned for the first year, so as not to have the pressure of two externally assessed units in the same year. This unit contains some essential foundations of how children learn and develop through play and so it is considered better to teach this in Year 1, so students have that underpinning knowledge and understanding.

This unit also links well with Unit 1 – Children's Development, as the students can then look at areas of development alongside the different types of play which will promote this. This makes for a more cohesive approach and enables the students to have a more holistic view of child development.

Year Two

Unit	Unit Title	GLH	Assessment method	Term 1	January exam series	Term 2	Term 3	Summer exam series
1	Children's Development	90	Ext	Rev	Resit Ext			
2	Keeping Children Safe	90	Ext	Del		Del	Rev	Ext
4	Research and Reflective Practice in an Early Childhood Setting	90	Int	Del Learning Aim A PSAB1		Del Learning Aim B PSAB2	Del Learning Aims C & D PSAB3	

Unit 1: A second external second attempt, if needed, is scheduled for the January exam series in Year 2.

Unit 2: is an externally assessed mandatory unit and examines legislation and guidance that is in place to ensure health, safety and safeguarding procedures are in place within early childhood settings. Underpinning knowledge is given on how to ensure a safe environment is in place, including policies, procedures, risk assessments and how to respond to emergency situations. Measures on how to safeguard children, including empowering them, will be explored, as well as how to keep children safe online. The correct procedures for responding to concerns about child abuse will also be looked at.

This unit is taught in Year 2 as it is the second externally assessed unit and so allows for a balanced approach of one internally assessed and one externally assessed unit in each year. The safeguarding element is one that requires an element of maturity, as well as understanding of child development and so teaching it in the second year allows for students to have this understanding.

Unit 4: is an internally assessed mandatory unit and gives the opportunity to review research carried out on issues in the early childhood sector and how these may benefit children and improve practice for professionals. The importance of reflective practice will be explored, and this will lead to an understanding of how research findings are used to inform legislation, provision and practice within the sector, by making links between research and practice.

This unit is taught in the second year, as it has a synoptic approach and requires all the knowledge and understanding from year 1 to be incorporated into the students' work. Understanding of reflective practice is a skill which requires a level of maturity from the students, and this would not be possible in year 1.

In year 2 there is the opportunity for a second attempt at the external assessment for Unit 1, alongside the teaching for Units 2 and 4. Unit 2 could be focused upon in terms 1 and 2, with revision taking place in the first half of term 3. Unit 4 could then be focused upon to complete the internal assessment in term 3.

Centres may deliver the qualification over a one-year period, if required, to provide flexibility to meet student or centre qualification planning needs.

4. Qualification Unit Delivery Guides

This section contains support for delivery of all the units in this qualification. The focus of these guides is on structuring and supporting the teaching and learning process. You will find ideas for activities and guidance on how best to use the activities to develop students understanding of the topics in each unit. This section also includes activities and information on how to deliver transferable skills which are embedded or signposted in the qualification.

Unit 1: Children's Development

Unit overview

Unit 1: Children's Development	
Assessment type: External	
Content Area	**Topics**
A: The principles of development and how they are applied	A1 Principles and patterns of development
B: Physical development from birth up to eight years	B1 Physical development milestones B2 Aspects of physical development B3 Promoting physical development
C: Cognitive development from birth up to eight years	C1 Cognitive development milestones C2 Aspects of cognitive development C3 Theories linked to cognitive development
D: Language development, including communication from birth up to eight	D1 Language development D2 Aspects of language development D3 Theories linked to language development
E: Emotional development from birth up to eight years	E1 Emotional development E2 Development of attachment E3 Development of self
F: Social development from birth up to eight years	F1 Social development F2 Aspects of social development F3 Theories linked to social development
Assessment overview	
The unit will be assessed through one examination of 80 marks lasting 1 hour and 45 minutes. Students will be assessed through a number of short- and long-answer questions. Students will need to explore and relate to case studies. The questions will assess	

understanding of principles, patterns, theories and models of child development and potential factors that impact upon children's development from birth up to eight years.

The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026.

Sample assessment materials will be available to help centres prepare students for assessment

Common student misconceptions

There are no common misconceptions for this unit

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources

A1 – Principles and patterns of development
 	
A1.1 – A1.3
	• **Whole class teaching and learning: introducing milestones**
	  o 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'
	• **Small group activity: Growth and development**
	  o Introduce the term growth and how this is measured, increase in height/weight, and head circumference.
	  o Ask students to discuss and agree on a definition of growth and development
	  o Ask groups to share their definitions and introduce definitions in the specification
	• **Whole class and individual activity: areas of development**
	  o Introduce the five areas of development. Then, ask the students to define each of the five areas of development and provide examples of different aspects of each of these areas. Discuss how typical
		Nursery World – provides a range of information about development
		https://www.nurseryworld.co.uk/
		
		Birth to 5 matters – contain the non-statutory guidance for the Early Years Foundation Stage
		https://birthto5matters.org.uk/

	development occurs in an orderly sequence. Introduce the technical language used in development, Cephalo-caudal proximal -distal. o Ask students to consider how one area of development can affect another area of development o Ask students to produce information for parents outlining/illustrating the principles of development, highlighting the usual sequence and explaining the interrelation of areas of development and how the rate of development differs between children o Ask students to work together to produce a visual reminder of how each of the areas of development could affect the others	
A1 – Principles and patterns of development A1.4 – A1.7: Factors affecting development	• **Whole class teaching and learning: Nature/nurture** o Introduce the concept of nature/nurture debate. Produce class spider diagram to identify the different nature and nurture factors, as given in section A1.4 of unit specification o Discuss nature/biological factors o Ask students to research one genetic disorder which may affect the development of young children linked to A1.7 o Feedback to the whole class details of some of the impacts on development • **Small group activity: Factors affecting development** o Give each group one of the nurture factors (A1.4.3): premature birth • poverty • diet and nutrition • exercise and access to outdoors • rest and sleep requirements appropriate to age • access to health care • access to a range of play opportunities	Simply Psychology website – details on the **nature vs nurture** debate https://www.simplypsychology.org/naturevsnurture.html NHS Cambridgeshire Community Services – **Genetic disorders information** https://cambspborochildrenshealth.nhs.uk/services/cambridgeshire-community-paediatrics/developmental-delay/genetic-

	o ask them to research the details to produce an information sheet for the rest of the class about the impact on children's typical and atypical development	conditions/#:~:text=This%20includes%20conditions%20such%20as,at%20your%20child's%20genetic%20makeup NHS Health A-Z – details of different conditions https://www.nhs.uk/conditions/ NSPCC – Child health and development https://learning.nspcc.org.uk/child-health-development
B2 – Aspects of physical development	• **Whole class teaching and learning: physical development** o Discuss as a class what is meant by physical development. o Introduce how motor development proceeds in an invariance sequence, remind them of the principles of development (cephalo-caudal and proximal distal) o Introduce gross motor and fine motor development. o Provide students with cards showing different activities and ask them to sort them into which is a fine motor, and which is a gross motor activity • **Small group activity: Handwriting skills** o Ask the group to research the development of handwriting skills.	Buckingham NHS – development guide for first 18 months. https://www.buckshealthcare.nhs.uk/cyp/pifs/development-guide-from-birth-to-18-months/ National Handwriting Association – the statutory curriculum for handwriting https://nha-handwriting.org.uk/handwriting/help-for-teachers/ages-and-key-stages/

	o Give them the 5 stages of handwriting skills and ask them to include these, with illustrations and explanations, into an information booklet titled 'The development of handwriting'	
B1 – Physical Development milestones	• **Small group activity: Physical development milestones** o Separate the class into three groups and give each group one of the age ranges: birth to 2 years; 2 up to 5 years; 5 up to 8 years o Ask them to use the EYFS development matters and birth to 5 matters to create an A3 timeline showing the milestones for physical development. Remind them to include both gross and fine motor skills o Feedback to the rest of the class and use as a class resource	Birth to 5 matters – contain the non-statutory guidance for the Early Years Foundation Stage https://birthto5matters.org.uk/ EYFS Development Matters – Non statutory curriculum guidance for Early Years Foundation Stage Development Matters - GOV.UK Parenting, Give it time – details of milestones for children aged 5 – 7 years Your child 5-7 years | GOV.WALES Berkshire Healthcare, The school years toolkit – Physical milestones for children aged 5 – 7 years https://www.berkshirehealthcare.nhs.uk/media/

| B3 – Promoting physical development | • **Whole class and individual activity: role of adult in promoting physical development**
 o Cloud Burst what the class thinks the role of the adult might be when it comes to promoting physical development
 o Discuss the aspects identified in the specification
• **Individual activity: Resources to promote physical development**
 o Ask individual students to create a file of age-appropriate resources they could use to promote physical development under each of the following headings:
  o Birth up to 2 years – gross motor skills
  o Birth up to 2 years – fine motor skills
  o 2 up to 5 years – gross motor skills
  o 2 up to 5 years – fine motor skills
  o 2 up to 5 years - development of handwriting
  o 5 up to 8 years – gross motor skills
  o 5 up to 8 years – fine motor skills
  o 5 up to 8 years – development of handwriting
• **Paired activity: Risk taking activities**
 o Get students to work in pairs to plan a risk-taking activity involving physical skills
 o Ask them to write a letter to parents, explaining the benefits of undertaking this activity with their children | Teach Early Years magazine – an article on activities to promote fine motor skills
https://www.teachearlyyears.com/learning-and-development/view/developing-fine-motor-skills
and an article on physical play and stories.
https://www.teachearlyyears.com/learning-and-development/view/physical-play-with-stories

Early Education – How taking risks can benefit children
https://early-education.org.uk/taking-risks-in-play/ |

C1 – Cognitive development milestones	• **Whole class and individual activity: Cognitive milestones** o Discuss how cognitive development might progress through the age range, referring to the activities previously discussed. Then give each student several cards with an individual milestone on each. Then they create a class timeline, by pegging the milestones into the correct age range	Mary Sheridan's From Birth to Five Years: Children's Developmental Progress by Ajay Sharma, Helen Cockerill, Lucy Sanctuary Publisher: Routledge; 5th edition (29 Nov. 2021)
C2 – Aspects of cognitive development	• **Whole class teaching and learning: Cognitive development** o Discuss what is meant by the term cognitive o Introduce the terminology associated with cognitive development, such as problem-solving, cause and effect, concentration, memory, properties of materials, exploration o Give out cards with the terminology on and others with the description on and ask the students to match the term with the description • **Paired activity** o Ask students to research one aspect from the specification, sections C2.2, C2.3 and C2.4. They can then create a flow chart or diagram to show their findings. Each pair then shares their findings with the rest of the class • **In pairs** o Ask students to research and produce an activity card for one of the following cognitive development aspects:	EYFS Development Matters – Non statutory curriculum guidance for Early Years Foundation Stage [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#) Practical Pre-School Books: Developing Early Science https://www.practicalpreschoolbooks.com/developing-early-science-skills-outdoors-activity-ideas-and-best-practice-for-teaching-and-learning-outside-2-4

	o An activity that would help children to use observational skills when exploring their environment e.g. mini beast hunt o An activity that would have various layers of difficulty to enable students to become more sophisticated with acquiring new knowledge e.g. floating and sinking, saying which floated and which sank, producing a table of results and then a graph of buoyancy o An activity that would help develop problem-solving skills, e.g. tessellations of different shapes o And activity that would use cause and effect e.g. cause and effect matching board o An activity to develop logical thinking e.g., sorting activity o An activity that would explore the same concept through different activities eg mathematical additions, numbers pictures, money • **Whole class and individual activity: Role of the adult in promoting cognitive development** o Discuss the role of the adult in promoting cognitive development o Introduce a range of cognitive activities o Ask each student to select three activities, different from those already discussed, and write up a description of the activity, how it would promote cognitive development and the role of the adult in each activity	
C3 – Theories linked to	• **Whole class teaching and learning: Cognitive development theories** o Split the class into five groups. On each table place a large sheet of paper with one of the following theories on it. Then	Practical Pre-school Books: How Children Learn https://www.practicalpreschoolbooks.com/how-children-learn-new-

| cognitive development | ask students to create a Spider diagram of their group's theory
 o Piaget schema theory
 o Piaget stages theory
 o Vygotsky
 o Bruner's modes of cognitive repetition
 o Information Processing theory
o Share the Spider Diagrams with the class and ask the groups to explain them
o Use YouTube videos to give a visual representation of each theory
o Ask each student to make their own information file of each theory, using textbooks to supplement the information from the spider diagrams and videos
o Provide the students with case studies (these could be taken from previous qualification exam papers) and ask them to identify and explain the relevant theories linked to the information given about each child | edition-educational-theories-and-approaches-from-comenius-the-father-of-modern-education-to-giants-such-as-piaget-vygotsky-and-malaguzzi-2-4

Simple Psychology will give links to the theories
Vygotsky's Sociocultural Theory Of Cognitive Development
https://www.simplypsychology.org/vygotsky.html

Piaget's Stages: 4 Stages of Cognitive Development & Theory
https://www.simplypsychology.org/piaget.html

Jerome Bruner Theory of Cognitive Development & Constructivism
https://www.simplypsychology.org/bruner.html

Information Processing Theory In Psychology |

| | | https://www.simplypsychology.org/information-processing.html

Learning Theories for Early Years Practice – Sean MacBlain https://www.waterstones.com/book/learning-theories-for-early-years-practice/sean-macblain/9781529757064 |
|---|---|---|
| D1 – Language development | • **Whole class and individual activity: Introducing language development**
o Introduce language development, referring back to the definitions included in unit specification A1.3.3
o Provide students with all the normative language milestones but mixed up and out of order for each of the groups, from birth up to two years, two years up to five years, and five years up to eight years
o Ask the student to cut up the milestones and attempt to put them into order.
o Discuss the correct order as a whole class | Mary Sheridan's From Birth to Five Years: Children's Developmental Progress by Ajay Sharma, Helen Cockerill, Lucy Sanctuary Publisher : Routledge; 5th edition (29 Nov. 2021) |
| D2 – Aspects of language development | • **Whole class learning and teaching**
o Introduce the terminology regarding language development
o Create a class spider diagram to show the development of verbal and non-verbal communication
o Ask the students to refer to the milestones and then add in relevant age ranges to the spider diagram
• **Paired activities: Verbal and non-verbal communication** | English as an Additional Language in Practice. Publisher: Practical Pre-School Books https://www.practicalpreschoolbooks.com/english-as-an-additional-language-eal-in-practice |

	- Ask students to role play situations in which they can communicate using a range of verbal and non-verbal forms of communication to illustrate the differences of each. E.g. the Whispers game, Charades, only using pictures/ drawing- no words, or using words which contain no more than 4 letters **Small group activities: Activities to promote language development** - Each group are to plan an activity that would be appropriate for young children under 3 years old, to promote one aspect of language development - They can then set up the activity for the other groups, after they have prepared the resources needed for the activity - The whole class can discuss the effectiveness of the activities, and this can lead onto the role of the adult in promoting language **Individual activity: Role of the adult in language development** - Each student is to research the role of the adult in promoting language development and come up with ten points which are important to consider - Include an additional 5 points that would support children with English as an additional language - Share these points with another student to discuss any further points	Department for education: Help for Early Years providers https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal Department of Education: Help for Early Years Providers. Contains videos and links to EYFS https://help-for-early-years-providers.education.gov.uk/communication-and-language/interactions https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language National Education Union: Language Development in Early Years https://neu.org.uk/latest/library/language-development-early-years

| D3 – Theories linked to language development | • **Whole class teaching and learning**
 o Introduce theories proposed by Chomsky, Bruner, Skinner and Brown on language and discuss whether language is innate or learned <br> o Use video footage to illustrate theories and ask students to relate activities to theory <br> o Separate the students into small groups and give each group one of the theories and ask them to create a revision Power point about one of the theorists, that can be shared with the class. It must contain the relevant aspects of the theory, links to practical activities and milestones, together with links to other areas of development | Practical Pre-school Books: How Children Learn Book 2 (language theorist)
 https://www.practicalpreschoolbooks.com/how-children-learn-book-2-an-overview-of-theories-on-childrens-literacy-linguistics-and-intelligence-2-4

 Simply psychology – language acquisition <br> https://www.simplypsychology.org/language.html

 Goally – neurodiversity site with articles and information <br> https://getgoally.com/blog/neurodiversopedia/what-are-browns-stages-of-syntactic-and-morphological-development/ |
| E1 – Emotional Development | • **Whole class teaching and learning: Emotional development**
 o Introduce some of the terminology involved in emotional development and give definitions for this, such as attachment, self-esteem <br> o Ask students to tell you different emotions, which are then written up for them to see. Ask if they think young children experience all of these given emotions? What about babies? | Mary Sheridan's 'From Birth to Five Years: Children's Developmental Progress' by Ajay Sharma, Helen Cockerill, Lucy Sanctuary Publisher: Routledge; 5th edition (29 Nov. 2021) |

	o Then give students a milestone on a card and ask them to work as a class to decide which of the three age ranges they belong in	EYFS Development matters 0-5 years [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)
E2 – Development of attachment	• **Whole class teaching and learning: Attachment** o Show students video clips and discuss Bowlby's theory and history behind his work o Then show students video clips of 'The Strange Situation' and discuss with students how Ainsworth's work extends from Bowlby's o Continue with the same approach for Schaffer and Emerson's theory on developing multiple attachments • **Guest speaker: Settling children into a setting** o Invite an early years professional from a relevant setting to come in to discuss the strategies they use for settling children into their setting and how they develop attachments with the children in their care o Give students case studies to consider how a child might act/behave when experiencing a change, referring to attachment theories	London School of Childcare Studies – John Bowlby's attachment theory https://www.youtube.com/watch?v=HmzgW2HACKc University of Derby – Mary Ainsworth's 'strange situation' https://www.derby.ac.uk/online/course-taster/psychology-msc-online/developmental-lifespan-psychology/the-strange-situation--mary-ainsworth-1969--developmental-psychology.php Stages of attachment: Schaffer and Emerson https://www.youtube.com/watch?v=BRhCxr07CV4
E3 – Development of self	• **Whole class and individual activity: Development of self** o Ask students to create a poster which is titled 'All About Me' and ask them to complete details about themselves. E.g. what is their	Action for Children : article on how to build children's confidence https://parents.actionforchildren.org.uk/feelings-behaviour/talking-about-

| | | favourite food/activity/film/music etc; who are they most like in their family; their pets etc

o Then introduce the terminology regarding self, sense of self, self-esteem, self-image, self-concept and self-confidence making the links between them

o Ask the students to share their posters and to discuss with their partner any things from their childhood which made them feel good about themselves

• **Whole class teaching and learning: Control of feelings**

o Discuss as a whole class, about development of feelings and learning to control feelings. Ask if anyone will share experiences of something that made them have a positive emotion as a child (made them feel happy/excited). Why did it make them feel that way?

o Then discuss what could make a child feel a negative emotion, including transitions

o Show video clips of children having tantrums and ways used to support them

o Students to research how adults can support children to manage feelings, including providing routines, consistent approach and opportunities to develop confidence

o Ask the student to create a wall display from all the information found that would support children of different ages experiencing moving house, the birth of a new sibling and starting or moving to a new early years setting | feelings/building-childs-confidence-and-independence/

NSPCC : advice on helping lonely children
https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/how-help-child-feels-lonely/

Department of Education: Help for early years providers: Information about sense of self in young children
https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development/sense-of-self

NHS: What's the best way to deal with tantrums
https://www.youtube.com/watch?v=tt2tt0Mk3OU

NSPCC: How to handle toddler tantrums
https://www.youtube.com/watch?v=tT1cm7Eiv2I |

F1 – Social development	• **Paired activity: Social development milestones** ○ Give students the EYFS statutory framework and curriculum, normative age/stage patterns of development or key textbooks cited in the reference list in this unit and ask students to identify ages/stages of social and emotional development for one of the age ranges ○ They then mix up pairs and share information, until they have covered all the age ranges	Government website with link to EYFS Development matters publication https://www.gov.uk/government/publications/development-matters--2
F2 – Aspects of social development	• **Whole class teaching and learning: Creating and maintaining friendships** ○ Watch a video of young children playing ○ Ask students to identify when children are interacting with each other ○ Discuss ways that children create and maintain relationships/friendships • **Paired activity: Social norms** ○ Ask students to research what is meant by the term 'social norms' and what this might mean to young children ○ Have a discussion and ask them if children follow social norms. How do they learn social norms? Do the students behave the same in different places? How do children learn what is expected of them? • **Visit: Early years setting to observe adult support** ○ Plan a visit to an early years setting.	Practical Pre-School Books: Using storytelling to support making relationships https://www.practicalpreschoolbooks.com/using-storytelling-to-talk-aboutmaking-relationships Practical Pre-School Books: Personal Social and Emotional Development in the early years https://www.practicalpreschoolbooks.com/prime-time-personal-social-and-emotional-development-2-4 Teach Primary: using music and stories for teaching

	o Ask the students to observe the interactions between the children, with reference to aspects covered in F2.3. Sharing, turn taking, respecting boundaries and following rules o The students should also observe how adults support the children's social development, linking to F2.4. role modelling, promoting cooperation and having a consistent approach o If a visit is not possible, substitute with a visit from an early years professional as a guest speaker to explain how they develop attachments and interactions with the children to promote positive behaviours and develop social norms o Discuss the visit or guest speaker, asking about the adult support that is given to the children to promote social development o Give students two case studies and ask them to analyse the adult support given o Making suggestions for improvements or other actions the adult could have taken o Then give them a scenario and ask them to write a detailed brief of actions the adult could take to support the child's social development	https://www.teachprimary.com/learning_resources/view/using-stories-to-teach-music **Practical Pre-School** – Supporting children's social development https://www.practicalpreschoolbooks.com/supporting-childrens-social-development-positive-relationships-in-the-early-years-updated-to-reflect-the-2012-revised-eyfs-2-4 **Surrey County Council.** Personal, social and emotional development in the EYFS, for early years professionals https://www.surreycc.gov.uk/schools-and-learning/childcare-professionals/early-years-foundation-stage/personal-social-and-emotional-development
F3 – Theories linked to social development	**Whole class teaching and learning: Bronfenbrenner's theory** o Ask students to write a list of those people who have influenced their social development	**Simply Psychology:** website with information about Bandura's social learning theory.

| | | o Then ask them to draw themselves in the centre of a piece of paper, then using the names of people from their list put the most influential nearest to them and the least influential to their social development, furthest away

o Give students Bronfenbrenner's Bio-ecological Systems Theory, including Microsystem, mesosystem, exosystem, macrosystem, and chronosystem and discuss to illustrate the way the child grows in the family system and how their development is influenced

o Ask students to create their own bio-ecological system, using the diagram of their own influences created earlier

• **Whole class teaching and learning: Bandura's theory**
  o Show students a video clip about Bandura's social learning theory
  o Then explain the different elements of the theory and link to examples from early years settings, Attention, retention, reproduction, and motivation

• **Small group learning: Skinner's theory**
  o Provide the group with a worksheet, which asks them to remember Skinner's theory, in relation to language development. Looking at positive reinforcement and primary and secondary reinforcement
  o Using the worksheet, ask them a series of questions how this could relate to children's social development and behaviour. Students to record example of behaviour and social development activities | https://www.simplypsychology.org/bandura.html

Care Learning : details of Bandura's theory
https://carelearning.org.uk/blog/models/what-is-albert-banduras-social-learning-theory/

Practical Pre-school: How children Learn series of books, covers the three theorists in this section.
https://www.practicalpreschoolbooks.com/how-children-learn-2 |

| | o Provide a range of case studies for students to choose from, related to Bronfenbrenner, Bandura and Skinner. Ask the students to write up where there is evidence of different theories and to support this with examples from the case studies | |

Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
SP – CT Critical Thinking	Using different mediums throughout the unit delivery, such as changing writing for making videos, or using diagrams or Spider diagrams. Asking students to think about links between different areas of development as they go through. Ask students to think of an activity they could do with a child of a given age, then ask then to link all the relevant areas of development and make links to theorists. Ask students to compare theories to examine the strengths and weaknesses when linking to child development.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

Berkshire Healthcare, The school years toolkit – Physical milestones for children aged 5 – 7 years - https://www.berkshirehealthcare.nhs.uk/media/

Birth to 5 matters – contains the non-statutory guidance for the Early Years Foundation Stage - https://birthto5matters.org.uk/

Birth to 5 matters – contains the non-statutory guidance for the Early Years Foundation Stage - https://birthto5matters.org.uk/

Buckingham NHS – development guide for first 18 months - https://www.buckshealthcare.nhs.uk/cyp/pifs/development-guide-from-birth-to-18-months/

Department of Education: Help for Early Years Providers - https://help-for-early-years-providers.education.gov.uk/communication-and-language/interactions

Early Education – How taking risks can benefit children - https://early-education.org.uk/taking-risks-in-play/

Government website with link to EYFS Development matters publication - https://www.gov.uk/government/publications/development-matters--2

National Education Union: Language Development in Early Years - https://neu.org.uk/latest/library/language-development-early-years

NHS Health A-Z – details of different health conditions - https://www.nhs.uk/conditions/

NSPCC – Child health and development - https://learning.nspcc.org.uk/child-health-development

Parenting, Give it time – details of milestones for children aged 5 – 7 years - https://www.gov.wales/parenting-give-it-time/your-childs-development/your-child-5-7-years

Practical Pre-School – Supporting children's social development - https://www.practicalpreschoolbooks.com/supporting-childrens-social-development-positive-relationships-in-the-early-years-updated-to-reflect-the-2012-revised-eyfs-2-4

Simply Psychology website - https://www.simplypsychology.org/bandura.html

Surrey County Council. Personal, social and emotional development in the EYFS, for early years professionals - https://www.surreycc.gov.uk/schools-and-learning/childcare-professionals/early-years-foundation-stage/personal-social-and-emotional-development

Teach Early Years magazine – an article on activities to promote fine motor skills - https://www.teachearlyyears.com/learning-and-development/view/developing-fine-motor-skills

Nursery World – provides a range of information about child development - https://www.nurseryworld.co.uk/

Textbooks

Mary Sheridan's 'From Birth to Five Years: Children's Developmental Progress' by Ajay Sharma, Helen Cockerill, Lucy Sanctuary

Publisher: Routledge; 5th edition (29 Nov. 2021)
Learning Theories for Early Years Practice – Sean MacBlain-9781529757064

Pearson paid resources also available

- BTEC National (2025) Early Childhood Development Pearson Student book
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
- Digital Teacher Pack (via ActiveLearn Digital Service)

Unit 2: Keeping Children Safe

Unit overview

Unit 2: Keeping Children Safe	
Assessment type: External	
Content Area	**Topics**
A: Investigate legal responsibilities and approaches to health and safety in early years settings	A1 Responsibilities and guidance for children's health and safety
B: Recognise hazards and risks to children	B1 Maintaining health and safety
	B2 Measures to prevent and control infection in the setting
C: The Early Years Framework and Safeguarding	C1 The Early Years Foundation Stage (EYFS) and safeguarding
D: Respond to Child Abuse	D1 Respond to Child Abuse
	D2 Protecting and safeguarding in the Early Years Setting
	D3 Reporting concerns
Assessment overview The unit will be assessed through one examination of 80 marks lasting 1 hour and 45 minutes. Students will be assessed through a number of multiple-choice, short- and long-answer questions. Students will need to explore and relate to case studies presented. The questions will assess understanding of health, safety and safeguarding in early years settings. The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026. Sample assessment materials will be available to help centres prepare students for assessment	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Safeguarding only applies to the protection of children	Safeguarding policies also protect the practitioner Ensure students are fully aware of their own safeguarding needs, especially while on placement.
Diversity only applies to race and ethnicity	Diversity encompasses a wide range of factors, including age, gender, sexual orientation, religion, disability, and socioeconomic status. Use case studies to discuss real-world examples.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Investigate legal responsibilities and approaches to health and safety in early years settings	• **Whole class teaching and learning – Introduction** o Introduce the UN Convention on the Rights of the Child to students using visual aids such as Our rights poster available from UNICEF o Discuss reasons why the Convention was put in place and how it affects the lives of children worldwide. UN Convention on the Rights of the Child (UNCRC) - international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities • **Small group Activity –Children's right to be healthy, safe and secure in an Early Years Setting**	Save the Children UN Convention on the Rights of the Child Website introduces the UNCRC and its history https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child https://www.unicef.org/child-rights-convention/convention-text-childrens-version Playday: A celebration supporting all children's rights to play - Twinkl

	- Assign students in small groups and provide them with copies of the children's version of the convention and ask them to write down which articles apply to children's right to be healthy, safe, and secure in early years settings - Encourage students to feedback on which articles of the convention apply to children's rights to be healthy, safe and secure in an early year setting **• Individual activity students are to produce a poster of the articles in the convention which are most relevant to the Early Years sector within the UK** - Posters should contain information on: - what the articles are - how they can be demonstrated in practice within an Early Years setting **• Whole class teaching and learning- Duty of care** - Using a power point as a guide and starting point discuss the roles and responsibilities of an Early Years Practitioner - Discuss the duty of care and what standards are expected from adults who work with children	[Article on National Play Day, the right for children to play Linked to UNCRC article 31.](#) **Twinkl:** this is a resource centre providing planning and assessment materials. The blog provides information and resources on health and safety legislation which is accessible at a level appropriate for students. Some of which may be chargeable https://www.twinkl.co.uk/blog/health-and-safety-legislation-and-guidelines-for-early-years-apprentices-and-students- **Department of Education** Website provides information for Early Years Providers on Food Safety

	o Students discuss with the Teacher the expectations from practice, the personal roles and responsibilities an Early Years practitioner will have in the setting	https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety

	• **Small Group Activity – Case study good practice when working with babies**
	
	o Students working with a centre devised case study to explain good practice in care when working with babies
	
	    o to include the responsibilities of the Early Years Practitioner
	
	    o how the duty of care can be applied
	
	• **Guest speaker from Early Years Setting**
	
	o Invite an Early Years Practitioner to give a talk about the duty of care and how it is applied within a nursery
	
	• **Paired activity- working with a duty of care**
	
	o Provide students with a case study set in a preschool for ages two to four with a scenario concerning one aspect of a duty of care
		Blossoming Buddies: Provides an example of a COSHH policy in an Early years Setting
		
		Control Of Substances Hazardous to Health (COSHH) Policy – Blossoming Buddies
		
		Manutan: provides examples of the application of COSHH in schools
		
		https://www.manutan.co.uk/blog/coshh/how-is-coshh-used-in-a-childcare-setting
		
		Early years alliance: provides examples of policies and procedures relating to health and safety used in Early Years
		
		https://www.eyalliance.org.uk/policies-and-procedures
		
		Safety Adventures: Home Safety for Kids

	o Students should discuss the scenario and why there is a duty of care needed and what that duty of care is o After the scenario students can complete questions from ExamWizard concerning the duty of care • **Whole class teaching and learning- Health & Safety Legislation** o Introduce legislation relating to health and safety within Early Years Settings o Show video on Health and Safety and discuss the content with the students • **Small group activity- COSHH Safe storage of chemicals in the play group** o Students in groups of three or four Provide one centre devised case study to each group in an Early Years Settings where there is a breach of COSHH o Students to discuss where the breach has occurred • **Individual learning**	https://www.youtube.com/watch?v=QSWC75raMx4 **youtube video:** different safety incidents that can be linked to early years Safety Adventures: Home Safety for Kids - YouTube https://www.manutan.co.uk/blog/coshh/how-is-coshh-used-in-a-childcare-setting **Help for early years providers:** Food safety Http;//help-for-early-years-providers.education.gov.uk/health-and-wellbeing/food-safety https://www.food.gov.uk/business-guidance/online-food-safety-training https://www.openanursery.co.uk/policies-and-procedures-in-childcare-eyfs/ https://templatelab.com/policy-and-procedure/#google_vignette

- o Students to provide ways good practice could have occurred within each of the given case studies relating to COSHH guidelines

- **Small group activity- Food Safety Regulations in the Nursery**

- o Students in groups of three or four Provide one centre devised case study to each group

- o The case study should be set in a nursery where food is being served to the children and where food safety is not being applied

- o Small group discussion on where food safety regulations are not being applied

- o Students to discuss the consequences to the children in not applying the Food Safety Act appropriately

- o Students could undertake a food hygiene certificate if they were interested as additional from the food standards agency

- **Whole class and individual activity- Centre policies and legislation**

- o Discuss and produce a list of the centre policies and procedures within an Early Years Setting, making sure to cover:

    - o child protection

    - o safe recruitment

	o o information sharing o o data protection o Discuss the importance of centre policies and how they are used to ensure legislative requirements are met • **Paired activity - centre policy Early Years Setting** o Provide students with examples of centre policies. o Students could independently research online different policies and procedures in use at local nurseries and early years settings to share and discuss. o Each student to discuss how their policy or procedure incorporates different aspects of Health and Safety Legislation • **Individual learning – centre policies in Early Years Setting** o Students to compose a centre policy for a chosen Early Years setting, to incorporate either the Health and Safety Act, Food Safety Regulations or COSHH • **Revision – learning aim A** o Allow time for students to revise for an end of Learning Aim A test to consolidate learning and prepare them for the Pearson External Assessment	

	o Recap the main points of the UNCRC, legislation and the Roles and responsibilities of the Early Years practitioner o Use the Exam Wizard to produce a practice test/quiz to consolidate the learning	
B1 Maintaining Health and Safety	• **Whole Class Teaching and Individual activity - Introducing Risks and Hazards** o Introduce definitions of Hazards, Risks and control measures o Discuss the dangers of Hazards and Risks in Early Years Settings o Provide students with a written list of hazards and risks and Control measures which can occur in the Early Years setting which have been jumbled up o Ask students to make three headings for hazards and risks and control measures o Students to write down which words on the list relate to hazards and which words relate to risks and which would be a suitable control measure o Provide the students with the correct answers orally and ask them to mark their own work	Miley Legal -Provides information on hazards in Early Years Facilities https://mileylegal.com/safety-hazards-in-child-care-facilities/ Parenta.com -Comprehensive information on the need for risk assessments, plus the risk assessment process https://www.parenta.com/2023/12/12/risk-assessments/ Complete Childcare - You tube video Interactive video with a range of examples of hazards in the nursery https://www.youtube.com/watch?v=cZ5EwaiUZok https://www.parenta.com/2023/12/12/risk-assessments/

	• **Whole Class Teaching and Individual activity – hazards and risks** o Introduce Video on hazards and risks o Show video to the class providing students with time to observe and comment on the safety hazards o Discussion on the hazards and risks seen in the video o Students to provide suggestions on how the hazards and risks could be avoided • **Whole Class Teaching and Individual activity - Introducing Risk Assessments** o Introduce risk assessments and how they are used in centres o Discuss the five stages of risk assessment when working with early years 1. Step 1: identify risk and hazards - that is, look for the dangers. 2. Step 2: determine who is at risk and how they might be affected - that is, decide who is in danger of being injured 3. Step 3: evaluate the risks and decide on control measures - that is, identify the level of the risk 4. Step 4: record your findings and implement them - that is what action is required to minimise the risk	https//www.twinkl.co.uk/resource/cfe-c-131-nursery-health-and-safety-checklist Information on health and safety and checklist templates that can be reviewed and adapted https://www.hunnypotnursery.co.uk/all-you-need-to-know-about-health-and-safety-in-a-nursery/

5. Step 5: monitor and review. -check if the actions have minimised the risks and check how well the action has minimised the risk.

- **Paired activity – Carrying out a risk assessment**

  o Provide each pair of students with a case study of an activity which they can risk assess. For example, taking a group of children to the park

  o Alternatively, students could select their own activity, providing it can be easily risk assessed

  o Issue each student with a risk assessment form which contains the five stages of risk assessment. look for the dangers. (Hazard) decide who is in danger of being injured

  o identify the level of the risk. what action is required to minimise the risk. (Control Measure) record the findings (how the control measure will make it safer and lower the risk)

  o Students to design and complete a risk assessment document for the activity

  o Discussion on how the use of a risk assessment could prevent accidents or injuries and protect the children and practitioners

	Individual activity – knowledge check	
	o Consolidate student learning by testing their knowledge of health and safety using quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar. Examwizard is also useful for practice questions	
B2 Measures to prevent and control infection in the setting	**Whole Class Teaching and Individual activity - Prevention and Spread of Infection**	**UK Government Guidance** -Provides information on types of infection in schools and other childcare facilities and their prevention and control https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/preventing-and-controlling-infections
	o Introduce: Common childhood infections such as chicken pox and the ways in which such infections are spread for example, by Touch, droplets, inhalation, etc	
	Paired activity - Infection in the nursery	
	o In pairs, students are to be given a common infection in the nursery, for example chicken pox, or gastro enteritis They are to find out how it is transmitted between people.	**World Health Organisation** -Infection prevention, provides information on hand hygiene and other methods of infection control https://www.who.int/teams/integrated-health-services/infection-prevention-control/hand-hygiene
	o They will then discuss the measures to take to prevent further spread	
	o Role play, one student is to play a parent of a child infected with headlice and the other student the Early Years Practitioner. The Early Years Practitioner is to explain to the parent that their	

	child is infected and what the parent should do. The parent however denies their child is the cause of the infection, the practitioner should ensure the parent goes away with information to address the headlice infection
	
	o Students investigate RIDDOR and how it applies to the Early years setting.
	
	o Students make a spider diagram of how other policies and procedures and RIDDOR are used in the setting to help prevent infections
	
	• **Small Group activity - control measures for infection control**
	
	o Students to discuss and identify the control measures for each of the four areas to maintain infection prevention and control procedures, to include:
	
	    o hand-washing routines for adults and children
	
	    o personal protective clothing/equipment (PPE)
	
	    o safe handling and disposal of waste
	
	    o management of spillages of blood and body fluids
		Gov.UK – guidance on managing specific infections diseases
		
		https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z
		
		NHS – Common childhood illnesses
		
		https://childrensguide.sesandspccg.nhs.uk/live/index.html
		
		NHS – headlice and nits
		
		https://www.nhs.uk/conditions/head-lice-and-nits/
		
		HSE – RIDDPR process
		
		https://www.hse.gov.uk/riddor/
		
		Gov.UK – The use of PPE in education and childcare
		
		https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/the-use-of-personal-protective-

	o Students come back and produce a class table of the main points from each of the groups on the four areas	equipment-ppe-in-education-childcare-and-childrens-social-care-settings-including-for-aerosol-generating-procedure
		NHS – how to wash your hands
	Individual task – hand washing	https://www.nhs.uk/live-well/best-way-to-wash-your-hands/
	o Students produce a poster of the correct Hand washing routine that could be displayed near the sink areas	Gov.uk – routine childhood immunisation schedule
	Whole class – decontamination and hygiene in the Early Years Setting	https://www.gov.uk/government/publications/routine-childhood-immunisation-schedule
	o Discussion Takes place on the Decontamination processes and cleaning required in the Early Years setting, Kitchen hygiene and food safety including removal of food waste and bodily waste from Nappy changing.	
	Paired activity – immunisation for children	
	o Students produce a leaflet that could be shared with new parents on the Immunisation programme for children and why vaccination is important in controlling infections in the nursery	
	Revision – learning aim B	

	o Allow time for students to revise for an end of Learning Aim B test to consolidate learning and prepare them for the Pearson External Assessment using quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar. Examwizard is also useful for practice questions	https://www.examwizard.co.uk
C1 The Early Years Framework and Safeguarding	• **Whole class teaching and Individual Learning - EYFS legislation** o Introduce the EYFS and the supporting legislation o Provide students with links to the EYFS online to enable them to access it o Discuss the content of the EYFS and its requirements for health, safety and security, wellbeing and safeguarding and Child Protection o Students to discuss their online findings of the EYFS and how it supports safeguarding, child protection and health, safety and security in the Early Years environment • **Guest speaker – Safeguarding in EYFS** o Invite an Early Years Practitioner to provide a presentation on the EYFS and the responsibilities of the practitioner linked to safeguarding and child protection • **Small group learning – health and safety in EYFS**	UK Government: Website has copies of the EYFS frameworks for childminders and schools https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 Youtube: Video on safeguarding and the EYFS https://www.youtube.com/watch?v=fVVcgHUCDKE Youtube: Video on legal responsibility on safeguarding with focus on policies and procedures https://www.youtube.com/watch?v=jaidAfA4Ixw NSPCC: Website has scenarios with safeguarding issues which can be

	o Students to be provided with case studies on supporting the requirements of the EYFS as an early years practitioner, this could relate to any aspect of the health and safety requirements of the EYFS
	
	o Spokesperson from each group to respond to health, safety and security issues in the case study, leading to a group discussion on the students' role and responsibilities
	
	• **Small group activity**
	o Research and then produce a detailed spider diagram which highlights:
	    o the training and safety measures staff need to undertake and how this is monitored,
	    o how to correctly administer medications
	    o how to safely provide food and drink including awareness of allergies and allergens
	    o how to recognise and report accidents and incidents
	    o all circumstances that should be notified to Ofsted
	    o how to maintain equality when maintaining the health, safety and security of children
		adapted for use in Early Years settings
		
		https://learning.nspcc.org.uk/safeguarding-child-protection/safeguarding-examples-scenarios-issues-concerns
		
		Youtube: Care Tutor You Tube video on providing a safe environment when working with children
		
		https://www.youtube.com/watch?v=AP9G7Tq3rrc
		
		Birth to 5 matters: Inclusive practice and equalities
		
		https://birthto5matters.org.uk/inclusive-practice-and-equalities/

- **Whole Class Activity - Supporting the safeguarding and welfare requirements of the EYFS**

    o Recap on roles and responsibilities for an Early Years Practitioner in maintaining safety and security of children and in promoting Health and Safety and safeguarding

    o Discuss how to identify and provide for children's Physical welfare needs and manage behaviour including challenging and atypical behaviours Make links to Equality Diversity and inclusion. And discuss anti-discriminatory practice and Self-awareness

- **Individual task – Health and Safety and Safeguarding in EYFS**

    o Students produce presentation slides of no more than 15 slides for use with New Parents and Carers in the Early Years setting, outlining the main points of health and safety and safeguarding in early years settings. Draw together all the points you have discussed in this section making links to EYFS and Legislation

- **Revision – learning aim C**

    o Allow time for students to revise for an end of Learning Aim C test to consolidate learning and prepare them

https://www.examwizard.co.uk

	for the Pearson External Assessment using quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar. Examwizard is also useful for practice questions.	
D1 Recognising abuse

~~~j5_UIsIZY2o~~~ | • **Whole class teaching and Individual Learning – Introduction to different types of child abuse**

o Introduction to child abuse and the five types of child abuse and introduce indicators of abuse

o Show video on the five types of child abuse

• **Independent activity – indicators of abuse**

o Produce a chart of the indicators of abuse for each of the 5 different areas of abuse.

o Include in the chart information on changes:

    o in personality or behaviour

    o physical marks and injuries

    o signs of neglect

    o inappropriate behaviour or language for age and stage of development

    o being unusually dependent on a key person

    o disclosure by a child, parent, or other adults

• **Whole group activity – Potential impacts of abuse** | Youtube: Video covering the five types of child abuse An Early Years Safeguarding Guide to Child Abuse

https://www.youtube.com/watch?v=j5_UIsIZY2o

NSPCC: Information on child abuse and spotting the signs

https://www.nspcc.org.uk/what-is-child-abuse/

https://learning.nspcc.org.uk/child-protection-system/history-of-child-protection-in-the-uk |

	- o Discuss the impact of abuse on children's health and development and people who may abuse children **Small group activity – Case studies of child abuse** - o NSPCC - use this reliable and valid website to research Serious Case reviews that have taken place in your local area. - o Look at the findings of 3 case reviews - o Prepare bullet-pointed notes from at least 3 serious case reviews to share in a guided discussion with your group - o For your discussion from the notes from your 3 chosen serious case reviews, - o Identify how these could inform your future practice and/or the policies and procedures within a setting - o Note any similar themes or changes required to practice **Small group work – Laming Report** - o Students to look at the findings of the Laming Report, - o Investigate the Incident, the missed opportunities and the outcomes - o Draw links to changes in Policy and Procedure in settings and practice changes **Whole class discussion – policy changes from serious case reviews**	Gov.UK: Lord Laming report into Victoria Climbie https://www.gov.uk/government/publications/the-victoria-climbie-inquiry-report-of-an-inquiry-by-lord-laming

	o Identify the Links to policy change from the Vanessa George serious case review, o Consider the impact of the Baby P case review, Question and answer session o Ask the class if the findings from these three Historic cases still have relevance today? o Learners produce a spider diagram to show how findings from the serious case review link with the historical case reviews and how they could link with practice and policy changes o Learners compare the results of their research on more current serious case reviews and check if they link in any way with the historical case reviews? o Learners use a different colour to identify historical and modern review findings on their Spider Diagram o Using their spider diagrams and information from the discussion, learners produce a 250–500-word reflection on their findings in a summary o Students to discuss how their findings would continue to improve practice	
D2 Protecting and safeguarding in the Early Years Setting	• **Whole class teaching and Individual Learning - Safeguarding children in the setting** o Introduce ways to safeguard and protect the children o Discuss any actions that can be taken to safeguard children Action students can take to help safeguard children by effective communication	**Childline** information on reporting abuse https://www.childline.org.uk/ **BBC Bitesize**: online safety

		https://www.bbc.co.uk/bitesize/articles/zfmhfdm#z3hfb7h
	Small group learning – role play on supportive environments for children - Devise a scenario for role play on creating a supportive environment for children, this can relate to any area of safeguarding for example ensuring safeguarding measures are in place when children are taken to the park - o Role play can be used for students to enact a scenario, for example an unknown stranger visits the nursery, the measures which should be taken can be acted out by the students, the students should ask for ID etc, the stranger could be a Child protection Officer or someone with more salubrious intent - o Students discussing role play and whether their communication skills were effective **Whole class teaching and Individual Learning - Safety online** - o Introduce safety online and why it is important not for the students themselves but also for the children in their care - o Discuss ways children will use the internet and how they may be subject to safeguarding issues - o Make a poster to demonstrate ways in which children can be kept safe when using the internet online	**Childline**: online safety https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/

	• **Revision – learning aim D** o Allow time for students to revise for an end of Learning Aim D test to consolidate learning and prepare them for the Pearson External Assessment	https://www.examwizard.co.uk
D3 Reporting concerns	• **Whole class teaching and Individual Learning - Reporting child abuse and neglect** o Introduce the methods used to report abuse and neglect o Stress to students the importance of adhering to the set methods and how it could prevent further abuse or offer protection o Inform students of how the procedure for reporting abuse will be stated in the centre's policies and that they should follow this o Discussion how to report abuse and neglect and centre policies • **Paired activity - Reporting abuse and centre policies** o Provide students with a centre policy on safeguarding and reporting abuse	Little Owls Nursery -Centre policy on implementing the EYFS including reporting abuse https://www.littleowlsnursery.org.uk/policies/child-protection NSPCC -Reporting child abuse and neglect https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/

- Students to read through the centre policy and find out how to report an incident of suspected abuse or neglect - Students should work with a case study based around a suspected neglect case in a fictitious nursery environment - Students should document the reporting procedures including who to report the suspected neglect to. - Students to feedback on findings within the policy on reporting abuse **Whole class teaching and Individual Learning - The role of the NSPCC** - Introduce the NSPCC, its history and its role in the prevention of cruelty to children - Tutor led discussion on the current role of the NSPCC with focus on reporting of abuse - Learners research NSPCC online and create a flow diagram which documents the process of reporting suspected abuse and neglect **Revision – learning aim D** - Allow time for students to revise for an end of Learning Aim D test to consolidate learning and prepare them for the Pearson External Assessment	https://www.examwizard.co.uk

Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
MY -TPR	D2 Students to take responsibility to develop their skills in communicating effectively with children in the setting
	D3 Students taking responsibility to know how to report any abuse to the appropriate authority.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

Blossoming Buddies – Control of Substances Hazardous to Health (COSHH) Policy
https://www.blossomingbuddies.co.uk/control-of-substances-hazardous-to-health-coshh-policy/

Childline – Provides information on reporting abuse -https://www.childline.org.uk/

Department of Education – Safeguarding and Welfare/ Food Safety -https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety

Early Years Alliance – Provides examples of policies and procedures relating to health and safety used in Early Years- https://www.eyalliance.org.uk/policies-and-procedures

Government UK – Website has copies of the EYFS frameworks for childminders and schools -https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Health and Safety Executive – Provides advice and guidance about health and safety at work https://www.hse.gov.uk/

Little Owls Nursery – Centre policy on implementing the EYFS including reporting abuse https://www.littleowlsnursery.org.uk/policies/child-protection

Manutan – Provides examples of the application of COSHH in schools - https://www.manutan.co.uk/blog/coshh/how-is-coshh-used-in-a-childcare-setting

Miley Legal – Provides information on hazards in Early Years Facilities- https://mileylegal.com/safety-hazards-in-child-care-facilities/

NSPCC – Information on child abuse and spotting the signs- https://www.nspcc.org.uk/what-is-child-abuse/

Parenta.com – Comprehensive information on the need for risk assessments, plus the risk assessment process- https://www.parenta.com/2023/12/12/risk-assessments/

Save the Children – UN Convention on the Rights of the Child - https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child

Twinkl – A resource centre providing planning and assessment materials - https://www.twinkl.co.uk/blog/health-and-safety-legislation-and-guidelines-for-early-years-apprentices-and-students

UK Government – Provides information on types of infection in schools and other childcare facilities and their prevention and control - https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/preventing-and-controlling-infections

UNICEF – Provides child-friendly and accessible materials to support the UN Convention on the Rights of the Child -https://www.unicef.org/child-rights-convention/convention-text-childrens-version

World Health Organisation – Infection prevention, hand hygiene, and other methods of infection control -https://www.who.int/teams/integrated-health-services/infection-prevention-control/hand-hygiene

YouTube – How to open a nursery - https://www.youtube.com/watch?v=fVVcgHUCDKE

Pearson paid resources also available

- BTEC National (2025) Early Childhood Development Pearson Student book
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
- Digital Teacher Pack (via ActiveLearn Digital Service)

Unit 3: Play and Learning

Unit overview

Unit 3: Play and Learning	
Assessment type: Internal	
Learning Aim	**Topics**
A Examine types of play	A1 Types of play and learning opportunities A2 The benefits of play for children's learning and development
B Investigate theoretical perspectives of learning and development in early childhood	B1 Theoretical perspectives of learning and development B2 The impact of theoretical perspectives on curriculum design B3 Different theoretical perspectives for supporting children's learning and development in the early years
C Understand curriculum, approaches to play and their impact on practice in early childhood environments	C1 Influences on current early years practice
D Understand how to plan activities and experiences to support children's play, learning and development	D1 Professional skills for planning play and learning D2 Planning activities to support children's learning and development
Assessment overview	
This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 15 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common student misconceptions

There are no common misconceptions for this unit

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 – Types of play and learning opportunities	• **Whole class teaching and learning: Different types of play** o Lead a discussion on the different types of play the students remember playing as children and then ask them to categorise the types of play under the headings from the specification, physical, imaginative, sensory, creative art and design, construction o Use video clips or well-chosen images and ask students to identify the types of play they see o Students should record their observations o Ask students to work in small groups and create a collage of a specific type of play using catalogues/internet images o Students feedback to the whole group what experiences and learning may be taking place	Birth to 5 matters – Play https://birthto5matters.org.uk/play/ BBC – How do children learn to play? https://www.bbc.co.uk/tiny-happy-people/articles/zsc9qyc

• **Paired activity: Mildred Parten's six social stages of play** o Ask students to research Mildred Parten's six social stages of play o Show video clips of children of different ages playing to illustrate the different social stages of play o Ask students to identify the social stages of play that the children are demonstrating o Students can pick out themes and trends, e.g., cooperation of children over three years, repetitive movements in toddlers and mouthing in babies • **Whole class teaching and learning: Free-flow play and structured play** o Introduce the concepts of free-flow play and structured play o Ask students to research these areas using the internet, journals and textbooks o Discuss the benefits and limitations of free-flow play versus structured play o Repeat the activity for the three approaches to play o Students record their findings and activities for each approach to play, identifying free-flow and structured play activities	What are the 6 stages of play? - video https://pathways.org/watch/stages-of-play/ Early Years TV – Mildred Parten 6 stages of play https://www.earlyyears.tv/mildred-parten-newhalls-6-stages-of-play-in-early-years/

	- **Paired work: Treasure basket**
	
	  o Show a treasure basket video to introduce this topic
	
	  o Ask students to work in pairs to create a treasure basket, discussing and recording for their notes how each item could support children's development
	
	- **Guest speaker or visit: Toys for children**
	
	  o 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
	
	- **Whole class and individual activity: Range of play activities**
	
	  o Set up resources for students to experience the variety of possible play activities for children from two up to seven years 11 months
	
	  o Have a practical session with the students to explore sensory activities, such as making playdough
	
	- **Small group work: Planning play opportunities**
	
	  o Ask students to plan play and learning opportunities for a day, for a particular age group (from birth to two years or between two and up to five years or five years up to eight years)
		City of York Council – Brain development Treasure baskets.
		
		https://www.youtube.com/watch?v=OngRqlhXS5A
		
		BBC - Homemade playdough recipe
		
		https://www.bbc.co.uk/tiny-happy-people/articles/z4tdd6f
		
		ROSPA – Toy Safety
		
		https://www.rospa.com/policy/home-safety/advice/product/toy-safety

	• **Whole class teaching and learning: Toy Safety** o Show a range of toys and resources and let students sort them into the different age groups they would be suitable for. Ask them to select one and give reasons why they put it in that age range, linking to toy safety. (link to Unit 2- Keeping Children Safe) o Students to produce a toy safety checklist for a specific toy that staff could use when planning resources for play and learning opportunities o Ask students to list suitable resources for a given age group for indoor and outdoor play and explain why they believe these are suitable, linking to development and safety	
A2 – The benefits of play for children's learning and development	• **Whole class teaching and learning: - Linking play to development** o Roleplay as a parent who does not believe in 'play' and ask the students to explain why all areas of play are important o Create a class spider diagram to show how play links to different areas of development o Show video clips of children engaged in play. See if the students can identify the areas of development that children are using • **Small group work: How play develops mathematical concepts** o Give the students a range of board games to play that would be appropriate for children up to the age of eight years. Ask them about the cognitive or mathematical concepts that they are using when playing the game	National Literacy Trust – 10 reasons why play is important https://literacytrust.org.uk/resources/10-reasons-why-play-important/ Hounslow Council- The importance of Play https://www.youtube.com/watch?v=h_-1O_rBLPU

	o Give the group of students an activity/experience card with a title; ask them how the activity/experience will support children in making sense of the world. Encourage students to create a spider diagram to share with the larger group o Ask the students to consider the language development that could be developed from each activity and note this on the spider diagram o Give groups of students an idea for an appropriate activity 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 • **Whole class teaching and learning: Learning through mistakes** o Facilitate discussion about the concept of making mistakes and encourage students 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? o Discuss the benefits of making mistakes and that children need the freedom to make mistakes. Ask students why play enables children to make mistakes and to what extent they should see this as part of the process of learning	**Practical Preschool Books** – Playing and Exploring https://www.practicalpreschoolbooks.com/playing-and-exploring-2-4 **Youtube -** Teaching shape to 3-5 year olds video https://www.youtube.com/watch?v=TcwVr5onfC4 **Twinkle -** Space shape and measure Primary resources https://www.twinkl.co.uk/resources/home-early-years/early-years-mathematics/early-years-shape-spaces-and-measures **BBC Radio 4 –** 6 reasons why making mistakes can be good for you https://www.bbc.co.uk/programmes/articles/39LssFq1P88732j1DzpPS57/six-reasons-why-making-mistakes-can-be-good-for-you

	• **Whole class and individual learning: Transitions**	Birth to 5 Matters - Transitions
	o Ask students to draw a horizontal line along a piece of A4 paper and then ask them to make a timeline, showing all the important things that might have happened to them, such as starting nursery, moving house, starting school etc	https://birthto5matters.org.uk/transitions/
	o Discuss these events could be termed 'transitions' and write a class definition for the term 'transition'. Ask them to identify their transitions on their individual timeline	Cambridgeshire County Council – Supporting transitions
	o Develop this further by asking them how they think play can help with transitions and discuss the adult's role in these situations	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cambslearntogether.co.uk/asset-library/EYC/Transitions-Across-the-Early-Years-Toolkit.pdf
	o In pairs, students create an information booklet to show resources that can support children through transitions and significant events, including the use of books and games	
	o Create a variety of case studies detailing children experiencing a transition or significant event and ask students to work in small groups to identify play strategies and resources that could support the child through the transition they are experiencing, as detailed in the case study	
	• **Guest speaker: Play therapist**	
	o Invite a play therapist to talk about how play is used to support children during transitions or when they have experienced trauma	

| B1 – Theoretical perspectives of learning and development | • **Whole class teaching and learning: -Theories on how children learn**

o Ask students 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

o Introduce the theories of Piaget, Vygotsky, Bruner, Athey Frobel and Montessori and discuss the beliefs they hold on play and learning. Make links to theorists learnt in Unit 1: Children's Development

o Working in small groups, ask students to look at one particular theorist per group and produce a Presentation slides or video presentation. Ask students to note down similarities and differences between the theories, as they listen to the presentations

o Give students two post-it notes and ask them to write one similarity between two theories on one and one difference between the same theories on another. Use these to create large Venn diagrams showing the overlap between some of the theories

• **Whole class and individual learning: How theories influence practice**

o Show video clips of adults supporting children in their play and ask students to identify ways that these theorists may have influenced their practice | Practical Pre-school Books – How Children Learn (new edition)

https://www.practicalpreschoolbooks.com/how-children-learn-new-edition-educational-theories-and-approaches-from-comenius-the-father-of-modern-education-to-giants-such-as-piaget-vygotsky-and-malaguzzi-2-4

How adults support children's play

https://www.youtube.com/shorts/FaVCHZnYdm4

Respectful play-the role adults play

https://www.youtube.com/watch?v=I47UdHEC3cI |

| B2 The impact of theoretical perspectives on curriculum design | • **Whole class teaching and learning: Free flow classrooms**

 o Introduce what is meant by free flow classrooms. Show videos which explain free flow play and discuss the benefits and disadvantages

 o Ask students to design or create a free flow classroom, either by drawing a plan of one or making a model of one

 • **Whole class and individual learning: Foundation Stage and Key Stage 1**

 o Ask students to carry out individual research on what children study in Foundation Stage and Key Stage 1 and write an information sheet for each one. Then share with another member of the class, to confirm the information

 • **Whole class teaching and learning: Curriculum Approaches**

 o Introduce curriculum approaches of Reggio Emilia, Montessori, High Scope, Forest Schools, Steiner and Frobel, by going through the main points

 o Organise students into groups, each group researching one approach. Ask students to present their research by creating a large poster or a wall display | Birth to 5 Matters – Learning Environments

 https://birthto5matters.org.uk/learning-environments/

 Playground transformation for freeflow play

 https://www.youtube.com/watch?v=vslYE70QVvQ

 Gov.uk – National Curriculum

 https://www.gov.uk/national-curriculum

 CEA – Key Stage 1 & 2 Overview

 https://ccea.org.uk/key-stages-1-2/overview

 Practical Preschool Books – How Children Learn

 https://www.practicalpreschoolbooks.com/how-children-learn-new-edition-educational-theories-and-approaches-from-comenius-the-father-of-modern-education-to-giants-such-as-piaget-vygotsky-and-malaguzzi-2-4 |

	o Ask students to identify similarities and differences in approaches by creating a class document on the smartboard • **Guest Speaker or visit: Curriculum approach practitioner** o Invite a speaker who has experience of working in a setting that follows a specific approach, such as Montessori or Steiner o Organise a visit to a school with a nursery, to observe free flow classroom, together with Foundation Stage and Key Stage 1	
B3 – Different theoretical perspectives for supporting children's learning and development in the early years	• **Small group work: How theoretical perspectives support children's development** o Students work in small groups and are given two of the theoretical approaches. Ask them to research the strengths and limitations of each, including the outcomes for children and opportunities for wider experiences. Ask them to prepare a presentation which compares and contrasts the two theoretical perspectives o Ask the students to present their work on theoretical perspectives, with each student contributing. Then discuss as a whole class. Ask	Resources from B1 and B2 can be used for this activity

	students to create an information booklet for their files, with all the relevant information to explain the range and scope of the theoretical perspectives	
C1 – Influences on current early years practice	• **Small group work: The influence of theoretical perspectives** o Working in small groups, ask students to identify how theoretical perspectives to learning and development have influenced approaches to early years practice today. Ask them to use their knowledge of the early years foundation stage (EYFS) to support their research and findings o The whole group can then discuss the 'influences' they have identified and collate them on the interactive whiteboard • **Whole group teaching and learning: The role of the early years professional** o Ask students as a whole group to define the role of the early years professional concerning play and create a statement that encompasses this role o Invite a guest speaker to talk about how the changing views of play have changed the professional's role • **Small group work: Linking types of play to different approaches** o Ask students 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	Practical Preschool Books – How Children Learn (new edition) https://www.practicalpreschoolbooks.com/how-children-learn-new-edition-educational-theories-and-approaches-from-comenius-the-father-of-modern-education-to-giants-such-as-piaget-vygotsky-and-malaguzzi-2-4 Birth to 5 Matters – Observation, Assessment and Planning https://birthto5matters.org.uk/observation-assessment-and-planning/ Essex County Council – Planning and Observation https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-help-all-children-learn-and-progress/planning-and-observation/

students to identify how the theoretical and curriculum approaches have influenced the types of play. Ask students to feed back their work to the whole class

- **Whole class teaching and learning: Planning cycle**

  o Discuss the planning cycle, using the interactive whiteboard to show a diagram of the cycle. Ask students to identify why planning and observation are so important when supporting children's play and development. Then, pose the question of what the consequences would be of not observing and planning for children's play

- **Whole class and individual learning: Child-centred approach**

  o Give students sticky notes and ask them to write down reasons why children should be at the centre of their own learning

  o Ask students to identify specific examples where children are being put at the centre of their learning. They could carry out internet research to find videos showing this, these could be shared with the whole class and discussed

  o Develop this further by asking students to identify which theoretical perspectives they feel have influenced the child-centred approach and how this has happened

  o The students can then design an A3 or A4 poster about this, which can be used to create a class wall display

| D1 – Professional skills for planning play and learning | • **Small group work: Professional skills**

o Ask students to work in small groups and identify the skills an early years professional needs to plan play and learning

o Ask students to feedback and construct class table of skills that everyone agrees are necessary. Link to those in the specification

o Ask students to create their own booklet which uses practical examples to illustrate the skills needed by an early years professional

• **Guest speaker: Professional that supports children's individual needs**

o Invite a guest speaker to talk about children's individual needs in the setting they work in, e.g., a primary school, or early years setting, Special Educational Needs Coordinator

• **Whole class teaching and learning**

o Ask students to discuss what is meant by the term 'children's individual needs

o Ask students to list ways of recognising a child's individual needs

o Ask students to draw a picture of themselves and then write around it the skills and knowledge they will need to effectively identify and support children's individual needs | **Early Years Alliance** – The role of the adult in learning through play

https://www.eyalliance.org.uk/national-week-play%C2%A0-role-adult-learning-through%C2%A0play

Practical Preschool Books – range of books covering individual needs

https://www.practicalpreschoolbooks.com/special-educational-needs

Youtube - What is scaffolding? video

https://www.youtube.com/watch?v=rVaRdVt6Ihw

Communication Trust - scaffolding

https://www.youtube.com/watch?v=55-SIwjXngI

Muddy Faces – Child-led play

https://muddyfaces.co.uk/outdoor-hub/outdoor-play/child-led-play

Birth to 5 Matters – Play |

	• **Whole class teaching and learning: Scaffolding learning**	
	o Show video clips of practitioners effectively scaffolding children's learning and development. Discuss why this method of support is so important	
	• **Guest speaker: Adult-led and child-initiated play**	
	o Ask a visiting speaker from an early years setting to explain how their setting uses play and learning activities to meet the requirements of the early years curriculum framework. They could discuss how they meet the required balance of adult-led and child initiated activities	
	• **Small group work: Adult-directed and child-directed play**	
	o Ask students to create a poster showing either the skills for adult-directed play, to include observing and assessing children's stage of development and interests or showing the skills for supporting child-directed play, to include how to engage with children and extend their play. The students can discuss and compare their posters and take notes for themselves	
D2 – Planning activities to support children's learning and development	• **Small group work – Planning activities**	Birth to 5 Matters
	o Set up four different resources or activities which are typical of ones seen in an early years setting. As a whole class, discuss one of the activities and	Birthto5Matters-download.pdf

	discuss what areas of development it would support and what children might learn from it	Planning in the EYFS
	○ Then ask the students to work in pairs to do the same with the other three resources/activities	https://www.wigan.gov.uk/Business/Professionals/Early-Years-and-Childcare/Setting-improvement/Planning-in-the-EYFS.aspx
	○ Ask small groups of students to plan an activity for different areas of development or learning, for four-year-old children. The objective is that the activity will be carried out in the classroom by their peers	EYFS Planning
	○ Then ask the students to evaluate each other's activities, looking at how they felt it would support children's development, the role of the adult and how it could be improved	https://www.teachearlyyears.com/enabling-environments/view/planning-makes-perfect
	○ Ask the students to work individually or in pairs to plan a play environment to support children, the students can select which age of children they would like to do this for. 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	

	- **Small group work: Activities to support social skills**
	
	  o Ask students 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
	
	- **Paired work: Children learning from spontaneous events**
	
	  o Discuss what is meant by a spontaneous event and how children might learn from them
	
	  o Give each small group of students a large sheet of paper and a particular spontaneous event which might occur (e.g. it starts snowing / the council come to dig up the road / a tractor goes passed etc). Ask each group how they could use this event to promote children's development and learning
	
	  o Then ask each group to link their ideas to curriculum approaches or theoretical perspectives, to identify those which would support their ways of using a spontaneous event
		Spontaneous play in early childhood
		
		https://aussiechildcarenetwork.com.au/articles/childcare-articles/spontaneous-play-in-early-childhood
		
		Community Playthings – The importance of schemas
		
		https://www.communityplaythings.co.uk/learning-library/articles/schemas-by-stella-louis?srsltid=AfmBOopFi-gX4VHTwLfLFv4rH6bppEH6k1CzELk3wv28VZYBn6QZB0Vq
		
		Early Years Alliance – Equality and inclusive practice
		
		https://www.eyalliance.org.uk/equality-and-inclusive-practice
		
		Department for Education – Diverse World
		
		https://help-for-early-years-providers.education.gov.uk/areas-of-learning/understanding-the-world/diverse-world

	• **Small group work: Equality** ○ 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 students to match them up correctly to help them recap or become familiar with the terms ○ Ask students 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 students to present their plans to their peers and justify them in relation to promoting diversity, equality and inclusion ○ Ask students to work in small groups. Give them a case study of a child with an individual need and an activity that they must adapt for this child, so they have an equal opportunity to participate • **Whole class and individual learning: Purposeful and challenging play** ○ Introduce by asking why adults like to ride on roller-coasters, go to theme parks or watch scary films. Link this to challenging play in young children ○ Make a class list of activities which might be risky for children but why they are important, such as using tools, scissors, using climbing frames etc	Blooming Tulips Montessori – Purposeful play https://bloomingtulipsmontessori.co.uk/what-is-montessori/purposeful-play-the-work-of-the-child/ What is play based learning https://www.cambridge-community.org.uk/professional-development/gswpbl/index.html Children and risky play https://www.youtube.com/watch?v=iDlI8DvsULc

	o Ask students to choose one type of purposeful and challenging play and write an activity plan for carrying it out. To include: how it promoted development; what the children might learn from it; the role of the adult, especially how they would take account of safety o Ask students to imagine they are the manager of an early years setting and are responding to parental concerns over a challenging activity. They must write a letter or presentation explaining the benefits of challenging play	

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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
[SP-CT]	Using different mediums throughout the unit delivery, such as changing writing for making videos, or using diagrams or spider diagrams.
	Asking students to think about links between play and different areas of development as they go through the unit.
	Ask students to make comparisons and form their own opinions of the different theoretical approaches to play.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

Birth to 5 matters - Learning environments – Birth To 5 Matters

Play England - Charter For Play — Play England

National Literacy Trust - Early learning: 10 reasons why play is important | Early Words Matter | National Literacy Trust

Twinkl -Play Theories in Early Years | Twinkl Teaching Wiki - Twinkl

Pearson paid resources also available

- Pearson Student book
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
- Digital Teacher Pack (via ActiveLearn Digital Service)

Unit 4: Research and Reflective Practice in an Early Childhood Setting

Unit overview

Unit 4: Research and Reflective Practice in an Early Childhood Setting	
Assessment type: Internal	
Learning Aim	**Topics**
A Understand types of information and data related to research into provision and practice in children's care and education (0 – 8 years)	A1 Types of information and data A2 Sources of reliable research A3 Analysis of secondary data
B Understand the purpose and impact of research in the children's care and education sector (0 – 8 years)	B1 Informing the development of legislation, policy and practice B2 Improving outcomes for children, parents and carers B3 Identifying gaps in provision
C Know the purpose of reflective practice for those working in the children's care and education sector (0 – 8 years)	C1 Reflecting on practice in the children's care and education sector (0 – 8 years)
D Understand and apply practice. theories and approaches for reflective practice	D1 Theories of reflective practice D2 Approaches to reflective practice
Assessment overview	
This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 15 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common student misconceptions

There are no common misconceptions for this unit

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Types of Information and Data	• **Whole class Discussion – Primary and Secondary data** o Discuss with the students what is Primary data and what is secondary data. Produce a spider diagram or chart of examples of how primary data can be collected o Discuss how to research secondary data with authenticity of the sites, journals and information. Individual activity o Give the students journals and websites for them to review and decide on the validity of the information, the Style of data collection used o Bring the group back together and discuss their findings	Research Methods for primary data collection. https://researchmethod.net/primary-data/ **PDF** with some links to data for secondary data resources https://ukdataservice.ac.uk/app/uploads/2020_11_26secondarydatahandout.pdf Bodleian Library Oxford PDF with data sources and information on secondary data. https://bodreader.web.ox.ac.uk/sites/default/files/bodr

		eader/documents/media/is kills-datasourcesforresearch-presentation.pdf
A2 Sources of reliable research	• **Whole class teaching and learning - Reliable data** o Introduce reliable data what makes data reliable? o Discuss examples of where to locate reliable data o Provide students with reliable websites to investigate o Students to investigate reliable websites using the internet o Tutor led discussion on information students have found on the internet • **Whole class teaching and learning - Secondary research** o Introduce reliable data sources within the locality for example local schools Ofsted reports, council data o Discussion on the uses of local data the students could investigate the Census records for their local area o Students to research early years provision within the local area o Students present findings to the class	**OFSTED -** Provides evidence of local and national early years provision: https://earlyyears.blog.gov.uk/ **UK Government Dept of Health & Social Care -** Provides data on child and maternal health: https://fingertips.phe.org.uk/profile/child-health-profiles **NSPCC -** Recently published research and findings https://learning.nspcc.org.uk/research-resources

		The children's commissioner - with annual reports to review and historical data
		https://www.childrenscommissioner.gov.uk/resource/?pillar=&resource-type=report&order=#filters
		https://opencouncildata.co.uk
		OFSTED - Provides evidence of local and national early years provision:
		https://earlyyears.blog.gov.uk/
		National Archives - national census records https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/census-records/
A1 Types of information and data	• **Whole class teaching and learning - Secondary Data** o Introduce types of secondary data o Discussion on where to locate secondary data Individual activity Students to select an early years topic to research	**Scribbr-** Information on definition of and types of secondary data

	o Research activity Students using the internet to search for secondary data on their chosen topic	https://www.scribbr.co.uk/research-methods/secondary-research-explained/
	o Using the research produce a Presentation slides presentation of no more than 10 slides with the main findings of the research, highlighting the nature of the research, the links with current practice, the reliability of the primary and secondary data sources and the main findings of the research	**Survey CTO** -Provides in depth detail on the collection of primary data
	o The presentation slides presentations can be presented as whole class activities or in a paired or small group	https://www.surveycto.com/data-collection-quality/primary-data-collection/
	o Discussion Tutor led discussion on student findings from their secondary research	Slides showing different style of data presentation - https://ahaslides.com/blog/10-methods-of-data-presentation/
	• **Whole class teaching and learning Primary Data recap**	
	o Introduce primary data recap on the Spider diagram and class information from earlier (A1 outcome) reaffirm the ways primary data can be used for students' own research	7 steps to producing a questionnaire. https://www.b2binternational.com/2006/05/12/the-key-principles-of-effective-questionnaire-design/#:~:text=7%20steps%20of%20questionnaire%20design%201%20Step%201%3A,...%207%20Step%207%3A%20Pretest%20and%20revise%20
	o Support the students to identify an area (issue) within early Years they would like to investigate eg, what is the favourite lunch at school for children in year 1 and 2, different ways children travel to nursery and distance travelled etc	
	o Students in pairs produce a questionnaire to gather the data, students need to identify the Target audience for the questionnaire, the language used in the questionnaire, the	

	number of questions and how they would distribute the questionnaire o Peer group learning Students test the questionnaires on each other and collect the data from at least 5 others. (this information will be used later to produce a Chart/ graph etc in A3)	
A3 Analysis of secondary data	• **Whole class teaching and learning Sources Statistical data** o Introduction statistical data and how it can be used o Discussion on the uses of statistical data • **Individual Activity** o Students provided with centre devised statistical data handout such as bar charts or tables for them to interpret students could use the research information they found in A1 and A2 o Students decide how to present findings from the statistical data they collected in the questionnaire and how it can be used in research o Students draw at least 3 conclusions from the results of their questionnaire o Students identify if the questionnaire had any issues, was it biased, was it ethical and did it give a fair representation of the individuals. Students produce a blog /Vlog of their	BBC Bitesize -Statistical diagrams and bar charts - https://www.bbc.co.uk/ bitesize/guides/zb8sgk7/revision/3

	findings, from their research, highlighting the aim of the research the findings and changes they may need to make for the future. The Blog/ Vlog should give the data analysis	
B1 Informing the development of legislation, policy and practice	• **Whole class teaching and learning Legislation relevant to Early Years** o Students give suggestions of the different legislation in place to support early years settings, EYFS, safeguarding, Health and safety, etc o Individual activity - Students produce an information leaflet for new Students on the main legislation that informs practice o Students review and summarise the different legislations o Discuss the importance of legislation and how it is influenced by research • **Small group Learning- students to read Government Research Best Start in life Some students read part 1 some part 2 and some part 3** o Students make notes of their section ready for a discussion , Students produce a bullet pointed A3 sheet of the main findings to support their discussion of the section • **The whole class** o Students to discuss how the research will inform the future development of the EYFS and changes that have already been implemented in 2023 and 2024 Linked to Staffing ratios, Curriculum design and staff qualifications	Children and Families act 2014- [The Children and Families Act 2014	Summary & important parts](#) Health and Care Act 2022 -[What-does-the-Health-and-Care-Act-mean-for-children-and-young-people.pdf](#) UK Government - provides details of research conducted to inform Early Years provision and the EYFS https://assets.publishing.service.gov.uk/media/6705184530536cb927482dd6/Early_years_foundation_stage_safeguarding_reforms_-_response.pdf Best Start in Life - Research review for Early Years https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years

B2 Improving outcomes for children, parents and carers	• **Whole class teaching and learning improving outcomes**	Early Intervention Foundation - Achieving good outcomes for children in early childhood, some examples of research reports
	o Introduce areas where research has been used to improve provision	
	o Designate one area to each small group of students, achieving in education, career success, being healthy , positive relationships, enjoyable activities	https://earlychildhoodservices.eif.org.uk/child-outcomes/
	• **Small group learning, Students to investigate the research on their given area via the internet**	Research articles in early years - https://www.nuffieldfoundation.org/research/education/early-years
	o Try to find two pieces of research for your given topic and summarise the findings and information of each	
	o Produce a Summary information sheet for fellow professionals who may want to use this information as secondary research in the future	
	o Comment on how the research linked with educational attainment, employability, and or health and behaviour	
	• **Presentation of findings**	
	o Students to present their findings on how the research has improved provision	
	• **Individual Students**	
	o Examine how improvement of facilities in an agreed area leads to improving individual outcomes for children	
	• **Group discussion**	

	o Students feeding back on their findings to class on improving outcomes	
B3 Identifying gaps in provision	• **Whole class teaching and learning Gaps in provision** o Introduce the role of research in identifying opportunities to improve services and facilities o Discuss areas where research could identify gaps • **Student research** o Students to devise a questionnaire for parents/carers to identify gaps in early years provision or areas where inequality may exist • **Individual activity** o Students to carry out questionnaires in early years environments Discussion: students to feedback the results of their questionnaires o Recommendations Students to provide recommendations from the results of their research for improvements in future practice	The Sutton Trust - Examples of gaps in Early Education provision https://www.suttontrust.com/our-research/inequality-in-early-years-education/ National Children's Bureau research on reducing inequalities in early childhood – lessons from A Better Start a National Lottery community-funded research project. https://www.ncb.org.uk/resources/all-resources/filter/early-years/reducing-inequalities-early-childhood-lessons-better

C1 Reflecting on practice in the children's care and education sector (0 – 8 years)	• **Whole class teaching and learning Reflective practice** o Introduction reasons to use reflective practice o Discussion: Benefits of using reflective practice • **Individual activity** o Students to list and examine their own skills and subject knowledge and rate on a 1 to 5 scale from poor to good on their knowledge of the subject areas of the EYFS curriculum • **Discussion** o Students to discuss the areas they would prioritise for improvement o Students to use the information to start an action plan for CPD development, identifying areas they would like to prioritise for future development	10 essential skills for Early years practitioners https://www.earlyyearscareers.com/eyc/early-years-practice/10-essential-skills-for-a-successful-early-years-educator/ What is CPD and why it is important for early years practitioners - https://kinderly.co.uk/2020/03/05/all-you-need-to-know-about-cpd-in-early-years/
D1 Theories of reflective practice	• **Whole class teaching and learning Gibbs Reflective Cycle** o Introduce Gibbs Reflective Cycle to Students o Discuss use of the reflective cycle • **Individual learning** o Provide students with the Gibbs Cycle template o Students completing template Students to select an activity to reflect on and complete the template	University of Cambridge. Study skills Reflective practice toolkit https://libguides.cam.ac.uk/reflectivepracticetoolkit/models TSW Training -Comprehensive information in Gibbs Reflective cycle

	- **Discussion**	https://www.tsw.co.uk/blog/leadership-and-management/gibbs-reflective-cycle/
	o Students to discuss findings from using the template to reflect on their activity	
	- **Whole class teaching and learning Kolb's Experiential Learning**	
	o Introduce Kolb's experiential learning cycle to students	Simply psychology -Kolb's experiential learning theory
	o Discuss use of the experiential cycle to students	https://www.simplypsychology.org/learning-kolb.html
	- **Individual learning**	
	o Provide students with the Kolb's template	Schon in action and on action discussion.
	o Students completing template Students to select an activity to reflect on and complete the template	https://ecampusontario.pressbooks.pub/reflectivepracticeinearlyyears/chapter/3-3-donald-schon/
	- **Discussion**	
	o Students to discuss findings from using the template to reflect on their activity. Students to discuss which reflective activity was more effective and met their needs	
	- **Small group activity**	
	o Students are to identify an activity they have completed that they needed to change part way through and state why they decided to change it, what was the eventual outcome link with Schon's model of reflection In action and On action-reflection	

	• **Individual student activity** o For one week keep a digital journal of reflections for each day. Use one of the Reflection models Schon, Kolb or Gibbs to help you o After the week review your reflections: do you think you recorded the incidents without bias, are they a true record of what happened, did your reflective model work well or did you change your model each time and why. Write a short summary to share with others	
D2 Approaches to reflective practice	• **Whole class teaching and learning application of reflective theories** o Introduce ways to use reflective theories in Early Years o Choose a model of reflection to use and reflect on student placement experience and the importance of reflective practice. Identify an incident or a day in placement and using the reflective theory chosen, identify the incident, reflect on what happened and identify what you have learned from the experience, what would you do differently next time o Make notes and share in pairs o Consider how you expressed your reflection, did you feel confident in your presentation to your partner? o Consider both verbal and non-verbal communication. As a group play charades and telephone whispers. Consider how	Birth to five matters -Professional Reflective practice in the workplace https://birthto5matters.org.uk/wp-content/uploads/2021/03/PDF-20-Professional-Reflective-Practice-1-1.pdf Open university - models of reflection. https://www.open.edu/openlearn/mod/oucontent/view.php?id=51386&section=4 Details of how to play the telephone game -

	communication causes confusion what could you do to make things easier to understand. Consider conveying simple language, technical information and complex information	https://icebreakerideas.com/telephone-game/
	• **Paired learning Students to work in pairs to reflect on each other's performance**	Topics for Charades - https://www.charades.org.uk
	o Complete a peer review of how well your partner performed, what did they have done well, what could be improved for next time, which game did they perform best in and why. Discuss the findings	Ideas for positive Communication in early years -

https://www.earlylearninghq.org.uk/blog-contributers/sandra-brouet/effective-communication-in-early-years-settings/ |
| | • **In pairs** | |
| | o Produce a chart of why it is important to have good communication skills when working with children with colleagues, the families and carers and other professionals consider questioning techniques used, information giving, giving instructions and receiving and acting on information | Scribbr -explanation of Critical thinking with some examples to review.
https://www.scribbr.com/working-with-sources/critical-thinking/ |
	• **Whole class teaching and learning Critical thinking and reflective practice**	BBC Bitesize - Article on what is Bias
	o Introduce critical thinking use the examples on the Scribbr link to share with students	https://www.bbc.co.uk/bitesize/articles/zkx3khv
	o Discuss the advantages of critical thinking and reflective practice in Early Years, is there any difference- can the two be applied together	

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	- **Paired learning** o Students to examine own biases, Students produce a list of their own opinions on early years things they agree with and things they disagree with. Or students are given cut up pieces of papers with statements on relating to early years which they order into agree and disagree ranking the statements from 1 to 10 with 1 agree most with or most important and 10 totally disagree e.g. children should be seen and not heard, putting 2 year olds on the naughty step is a good idea, children should be toilet trained before starting nursery etc - **Whole class learning** o Students share their chart and as a whole class, reflect on each other's findings see if a consensus can be established, link this to bias, open-mindedness and the significance of the statements o Teacher to try and make a class ranked chart of the statements	

Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
EL-CL	Learning Aim D Providing opportunities for students to engage with others to obtain feedback about own learning and progress by reflecting on own actions.
	Reflecting on own actions and learning process by reflection, adjusting affect own performance in the short and medium term
	Opportunities to develop strategies for reflection and improvement of own performance over the short and medium term.
EL-SRS	Learning Aim A Opportunities to research and select secondary data, which is relevant and to use t to develop and support own primary research.
	Opportunity to interpret statistical data.
EL- PRS	Learning Aim A Provides opportunities for students to carry out own research through use of primary data(questionnaire) and to provide some analysis of findings.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

BBC Bitesize Statistical diagrams and bar charts – https://www.bbc.co.uk/bitesize/guides/zb8sgk7/revision/3

Birth to five matters Professional Reflective practice in the workplace - https://birthto5matters.org.uk/wp-content/uploads/2021/03/PDF-20-Professional-Reflective-Practice-1-1.pdf

Best Start in Life Research review for Early Years - https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years

NSPCC UK Children's Charity with focus on safeguarding and child protection - Nspcc.org.uk

OFSTED Provides evidence of local and national early years provision - https://earlyyears.blog.gov.uk/

Simply psychology Kolb's experiential learning theory - https://www.simplypsychology.org/learning-kolb.html

Scribbr Information on definition of and types of secondary data – https://www.scribbr.co.uk/research-methods/secondary-research-explained/

Survey CTO Provides in depth detail on the collection of primary data – https://www.surveycto.com/data-collection-quality/primary-data-collection/

TSW Training Comprehensive information in Gibbs Reflective cycle – https://www.tsw.co.uk/blog/leadership-and-management/gibbs-reflective-cycle/

The Sutton Trust Examples of gaps in Early Education provision - https://www.suttontrust.com/our-research/inequality-in-early-years-education/

UK Government Dept of Health & Social Care Provides data on child and maternal-health https://fingertips.phe.org.uk/profile/child-health-profiles

UK Government website providing details of research conducted to inform Early Years provision and the EYFS –

https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years

University of Cambridge Study skills Reflective practice toolkit - https://libguides.cam.ac.uk/reflectivepracticetoolkit/models

Textbooks

Dawson Introduction to Research Methods, A Practical Guide for anyone Undertaking a Research project 5thED Robinson 2019 ISBN 978-1408711057

Sue Callan and Michael Reed Work Based Research in Early Years Sage2011 ISBN 978-0857021748

Pearson paid resources also available

- Pearson Student book
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
- Digital Teacher Pack (via ActiveLearn Digital Service)

5. Pearson Qualification Support and Resources

This section provides information on support and resources that are available on the Pearson website for this qualification.

Exam Wizard

A free online resource containing a huge bank of past paper questions and support materials to help you create your own mock exams and tests

Pearson Set Assignment Briefs (PSABs)

These assignments are set by Pearson and marked internally by the centre. They should be used for all internal assessments on the course. There are specific PSABs for each internally assessed unit on the course.

Purpose Statement

This provides an overview of the qualification's key details. It outlines what students will study, the knowledge and skills they will develop, and any related subjects that complement the qualification. It also highlights potential progression routes for further learning and lists the Higher Education Institutes that have formally expressed their support and recognition for the qualification.

Results plus

A free online results analysis tool for teachers giving a detailed breakdown of students' performance in BTEC external assessments.

Specification

This document contains an overview of the qualification, qualification purpose and structure, units including content and assessment, planning and implementing the qualification, qualification grade, glossary of terms used for internally assessed units, Transferable skills framework, digital skills framework, sustainability framework.

Sample Assessment Material (SAMs)

These resources illustrate the format and style of questions for the external assessment for this qualification. A mark scheme is also provided which shows how credit is awarded for these questions. The resources can be used to help prepare students for their external assessment.

Subject Adviser

A dedicated subject adviser available throughout the year so please do get in touch if you would like any support or guidance with:

- Planning your courses
- Overview of BTEC quality assurance processes
- Suggested resources
- Teaching and Assessment of internal units and components
- Teaching external units and components
- The training and support materials we have available.

Training

Available training sessions can be booked here. On the left-hand side of the screen, select the qualification 'BTEC National' and subject. Where current training is available a list of titles, an overview of the training and dates will be provided giving teachers the option to select and book onto relevant sessions.

Transferable Skills Guide for Teachers

This guide provides and overview of the BTEC Transferable Skills Framework and how it has been used to integrate the delivery of these skills in the new suite of BTEC Level 3 and Level 2 qualifications starting in 2025.

Transition Guide

This guide provides an overview of what's new in the qualification, a comparison of the previous qualification to this new qualification, an overview of the assessment approach, a mapping guide to show where content is the same, updated or new.

Annexe

Curriculum Planning

The models in this section are intended to support your delivery planning and provide suggestions for the types and subjects of qualifications that might be delivered with this qualification.

Suggested combinations with other qualifications

This qualification can be combined in the following ways depending on the destination of students.

For students intending to progress to higher education to study Nursing – BSc (Hons) Adult Nursing, Nursing – Child – BSc (Hons)

Option 1	Option 2	Option 3
Biology	Psychology	English

For students intending to progress to higher education to study Teacher Training – Childhood and Early Years Studies BA (Hons)

Option 1	Option 2	Option 3
English	Sociology	Psychology

BTEC Key Terms

GLH – Guided Learning Hours, time the students have supervised teaching and learning

IV – Internal Verification, for internal quality assurance

Lead IV – the person responsible for the internal quality assurance across a qualification or programme subject area.

PSAB – Pearson Set Assignment Brief, used for summative internal assessments

SV – Standards Verification, for external quality assurance

Transferable Skills

Managing Yourself

Acronym	
MY-TPR	Taking Personal Responsibility
MY-PS&R	Personal Strengths and Resilience
MY-COP	Career Orientation Planning
MY-PGS	Personal Goal Setting

Effective Learning

Acronym	
EL-MOL	Managing Own Learning
EL-CL	Continuous Learning
EL-SRS	Secondary Research Skills
EL-PRS	Primary Research Skills

Interpersonal Skills

Acronym	
IS-WC	Written Communications
IS-V&NC	Verbal and Non-verbal Communications
IS-T	Teamwork
IS-C&SI	Cultural and Social Intelligence

Solving Problems

Acronym	
SP-CT	Critical Thinking
SP-PS	Problem Solving
SP-C&I	Creativity and Innovation