

	KS3 Prior Learning	By the end of the term, students can:	Year 10 Term 1 Expectations of the Early Years Practitioner Child Development	Year 10 Term 2 Factors that influence development Care Routines	Year 10 Term 3 Early Years Provision Observations	Year 11 Term 1 Legislation Roles and Responsibilities	Year 11 Term 2 Planning	Year 11 Term 3
What we want our students to know and remember	<p>Biology: Nutrition and digestion Health / recreational drugs. Inheritance and DNA</p> <p>Citizenship the rule of law and volunteering</p> <p>English Year 9 Of Mice and Men. Disability and discrimination</p>	Define the key tier 3 vocabulary:	<p>Appearance, behaviour, punctuality, early years setting, holistic development, physical development, cognitive/intellectual development, social and emotional development, communication and language.</p>	<p>Nature influences, nurture influences, biological factors, environmental factors, transition, support strategy, care needs, care routines, play activities</p>	<p>Private early years provision, Statutory early years provision, voluntary early years provision, early years foundation stage framework, formative assessment, summative assessment, objective, subjective, observation method, early intervention</p>	<p>Regulatory authority, legislation, framework, policy, procedure, health and safety, equality, inclusion, safeguarding, confidentiality, partnership working, specialist role.</p>	<p>Child-centred approach, planning cycle.</p>	
	<p>PSHE: Employment Rights Choices and pathways Bullying abuse and discrimination Forming and maintaining respectful relationships Alcohol drugs and tobacco Mental health and emotional wellbeing</p> <p>History Year 8 Local Study: Local area</p>	Recall the knowledge:	<p>Understand the expectations of the early year's practitioner. (content area 6)</p> <p>Understand the roles of the early year's practitioner (7.1)</p> <p>Understand aspects of holistic development (content area 1)</p>	<p>Understand the factors that influence the child's development (content area 2)</p> <p>Understand the basic care needs of children (3.1)</p> <p>Understand the basic care routines and play activities to support the child's development (3.2)</p>	<p>Understand the role of the early years practitioner during play activities (3.3)</p> <p>Understand the different types of early years provision (content area 4)</p> <p>Understand the importance of observations in early years care (content area 8)</p>	<p>Understand the legislation, policies and procedures in the early years (content area 5)</p> <p>Understand partnership working in the early years (7.2)</p> <p>Understand the specialist roles within (7.3) and outside of the early years setting (7.4)</p>	<p>Understand the purpose of the child centred approach and the purposes of the care planning cycle (content area 9)</p>	
What we want our students to do	How are you supporting transition of skills from KS3 to KS4?	Demonstrate excellence in these skills:	<p>Recall knowledge and show understanding (AO1)</p> <p>Apply knowledge and understanding (AO2)</p> <p>Analyse and evaluate knowledge and understanding (AO3)</p> <p>Demonstrate the application of relevant vocational skills, processes, working practices and documentation (AO4)</p>	<p>Recall knowledge and show understanding (AO1)</p> <p>Apply knowledge and understanding (AO2)</p> <p>Analyse and evaluate knowledge and understanding (AO3)</p> <p>Demonstrate the application of relevant vocational skills, processes, working practices and documentation (AO4)</p>	<p>Recall knowledge and show understanding (AO1)</p> <p>Apply knowledge and understanding (AO2)</p> <p>Analyse and evaluate knowledge and understanding (AO3)</p> <p>Demonstrate the application of relevant vocational skills, processes, working practices and documentation (AO4)</p>	<p>Recall knowledge and show understanding (AO1)</p> <p>Apply knowledge and understanding (AO2)</p> <p>Analyse and evaluate knowledge and understanding (AO3)</p> <p>Demonstrate the application of relevant vocational skills, processes, working practices and documentation (AO4)</p>	<p>Non-Examined Assessment</p>	Exam revision

			practices and documentation (AO5)	practices and documentation (AO5)	practices and documentation (AO5)	practices and documentation (AO5)	practices and documentation (AO5)	
Key assessment questions:			<p>Name/identify/ describe areas of children's development, Identify fine and gross motor skills a child can do by the age of... Identify the cognitive developments of a child by the age of... Identify the social and emotional developments of a child by the age of...</p>	<p>Name/identify/ describe/discuss environmental factors which can impact child development, name/identify/ describe/ discuss biological factors which can impact child development, discuss how discrimination impacts holistic development, Name/identify/ describe expected and unexpected transitions and the effects on each area of holistic development Name/identify/describe strategies that support the wellbeing of children through transitions Name/identify/describe the basic and physiological needs of a child, Name/identify/describe types of play activities that can support holistic development</p>	<p>Name/identify/describe/ discuss the role of a practitioner before, during and after a play activity Name/ identify/describe the different types of early years provision Describe the variations in child care provisions and analyse the impact that variations can have on parental choice Name/identify/ describe/discuss the different methods of observation available within a setting Describe the differences between formative and summative observations and assess how different observation types can facilitate each Describe the benefits of sharing observations</p>	<p>Name/identify /describe/discuss legislation and frameworks that govern childcare settings, Name/identify /describe/discuss policies and procedures of early years settings Assess how legislation and frameworks inform procedures and policy within an early years setting Describe the role of the practitioner in complying to and enforcing procedures and policies within an early years setting Describe how partnership working benefits the child, family and practitioner Name/ identify/ describe specialist roles within and outside of a setting</p>	<p>Describe a child centred approach Describe the purpose of the planning cycle Assess how the planning cycle supports needs and learning in a setting Name/identify /describe the stages of the planning cycle and discuss how each stage contributes to formative and summative assessment</p>	
Disciplinary Rigour			To develop and understand the skills and actions required for employment in the field of child development	To understand how a child develops holistically and how care workers can encourage development	To make synoptic links to understand the multi-faceted nature of child development and complexity of encouraging development	To make synoptic links to understand the multi-faceted nature of child development and complexity of encouraging development	To make synoptic links to understand the multi-faceted nature of child development and complexity of encouraging development. To complete a portfolio of work.	To make synoptic links to understand the multi-faceted nature of child development and complexity of encouraging development.