

Subject:	Child Development Intent:
Level 3 Technical Diploma in Child Care and Education	The Technical level Diploma aims to provide our students with the knowledge, skills and practice to enter the workforce as Early Years Educators or access higher education. Students will be encouraged to read widely around the subject to gain valuable knowledge to help them put theory into practice

### The Big Questions...

Year 12	Year 13
<p><b>Unit 1</b> - The Aim is to provide learners with knowledge and understanding of Child Development from conception to seven years-</p> <p><b>Unit 2</b> - Children's health and well- being- How do we ensure that children's basic needs are met? What is the role of the practitioner in this?</p> <p><b>Unit 3</b> - Providing safe environments for children- what is the role of the practitioner when safeguarding children?</p> <p><b>Unit 4</b> - Child Health- how do we recognise key signs and symptoms for illness and what is our role in understanding legal requirements for reporting to parents and health provisions.</p> <p><b>Unit 5</b> - Play and learning- How do children learn through play, whilst understanding the current curriculum requirements and the effects of theoretical and philosophical approaches</p> <p><b>Unit 6</b> - Understanding children's additional needs- understanding how personal experiences and beliefs impact on the role of the early year's practitioner when meeting individual children's needs.</p> <p><b>Unit 7</b> - observation, assessment and planning</p> <p><b>Unit 16</b> - professional practice portfolio- putting theory into practice</p>	<p><b>Unit 9</b> - Supporting emergent literacy- learning how to plan to provide an enabling environment for literacy whilst understanding the current framework requirements</p> <p><b>Unit10</b> - Supporting emergent mathematics- you will learn how to support children's emergent mathematical development.</p> <p><b>Unit 11</b> - preparing for school readiness- how do we prepare children for school from curriculum requirements to working in partnership to ensure a smooth transition.</p> <p><b>Unit 12</b> - international perspectives- how these perspectives have influenced what we do in the classroom with children.</p> <p><b>Unit 13</b> - Reflective practice for professional development- what is the role of reflective practice in the development of the practitioner.</p> <p><b>Unit 14</b> - professional partnerships in early years- you will gain an understanding of the importance of working in partnership to ensure success for children</p> <p><b>Unit 16</b> - professional practice portfolio- putting theory into practice</p>

#### What skills will I develop?

- Students will learn how to work as a member of a team to ensure success for all
- You will learn to research from a range of texts and then how to apply your knowledge to a wide variety of situations
- You will learn to be a good communicator both written and oral
- Students will be able to apply theoretical perspective to key areas of their work, using them to explain a point
- To write in a succinct and concise manner whilst including all the relevant points
- To edit work to include all relevant material

#### What great resources can I use?

#### How will I be assessed?

At Key stage 5 work is assessed through coursework units using a variety of methods such as-

- Direct observation of the learner by assessor
- Recognition of prior learning
- Written pieces
- Portfolio of evidence
- Activity plan/lesson plans scenario or case study
- Task set for knowledge learning outcomes
- Professional discussions
- Witness testimonies

These can be either related to classroom based or practices-based learning.

Three ways that parents/carers can help...

- Cache website [www.cache.org.uk](http://www.cache.org.uk)
- Nursery world weekly magazine, also found online- great up to date articles and ideas for placement
- The EYFS and Development matters- key reports that you must have a sound knowledge of.

1. Ensuring that students attend all placement days
2. By contacting the Child care and Education department whenever you need additional support or have questions about the course [jill.dalton@yateley.hants.sch.uk](mailto:jill.dalton@yateley.hants.sch.uk)
3. Reading through your son/daughters work