**BTEC Children’s Play, Learning and Development**

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**Bridging Course - Week 4**

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****St Mary’s Catholic School

BTEC Children’s Play, Learning and Development Bridging Course

**Entry Requirements for Studying BTEC Children’s Play, Learning and Development?**

* Students who are expected to achieve at least a grade 4 in GCSE English and Maths.
* Students who are prepared to undertake 50 hours of mandatory work experience in an early years setting and undertake practical activities with children in their care.
* Students who enjoy learning about child development and the different theories about learning and development.
* Students who are willing to take part in class discussions and presentations on their research findings.
* Students who enjoy independent research tasks and preparing written assignments.

**What to expect from BTEC Children’s Play, Learning and Development.**

BTEC courses do work differently to other subjects and you will be expected to work hard both in and out of your lesson to meet coursework deadlines. You will also be presented with many different opportunities to broaden your vocational learning as you will be expected to work 50 hours in an early years setting. During this time you will work closely with your mentor and be expected to undertake activities with the children. A variety of other assessment methods are also used, ranging from external exams to course work. Additionally, this BTEC qualification has been designed with employers and representatives from higher education and professional bodies. In this way, the qualification is up to date and covers all of the knowledge, skills and attributes that are required in the early year’s sector.

**This bridging course will provide you with a mixture of information about BTEC Children’s Play, Learning and Development, and what to expect from the course, as well as key work to complete. Students who are expecting to study Children’s Play, Learning and Development, and are likely to meet the entry requirements, must complete the bridging course fully and thoroughly, to the best of their ability. You should complete all work on paper or and keep it in a file, in an ordered way. You will submit it to your teacher in September. All of the work will be reviewed and selected work will be assessed, and you will be given feedback on it. This work will be signalled to you. If you do not have access to the internet, please contact the school and appropriate resources will be sent to you. If you are thinking about studying BTEC Children’s Play, Learning and Development you should attempt this work to see whether or not you think studying a subject like this is right for you. If you later decide to study Children’s Play, Learning and Development, you must ensure you complete this work in full. This work should be completed after you have read and completed the Study Skills work that all of Year 12 should complete.**

**Course outline**

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| **External Assessed Units** | **Coursework Unit** |
| * You will undertake **2** external exams. * Unit 1 Child Development *1hr 45 min exam*. In this unit, you will learn about theories and models of development that explain how and why children develop and how this relates to the Early Years Foundation Stage (EYFS). You will develop an understanding of a range of factors that may influence children’s development. * Unit 2 Development of Children’s Literacy, Numeracy and Communication skills – *3 hr exam*. In this unit, you will learn the sequence of children’s speech, communication, language, literacy and numeracy skills development. You will have 48 hours before the exam to plan stage appropriate activities that encourage children’s development and understanding by stimulating their enthusiasm. | * You will undertake **2** coursework units. That will require you to complete referenced reports and provide evidence of witness testimonies from your work placement experiences. * Unit 3 Play and Learning. In this unit, you will produce two written assignments that link to your placement experience. You will report on the types of play and the opportunities that should be made available to children at different ages and the theoretical perspectives, philosophies and curriculum approaches to play. * Unit 6 Keeping Children Safe. In this unit, you will look at the legislation, regulations and guidance relevant to health, safety and safeguarding. You will investigate approaches to creating safe and secure environments and policies and procedures to control and prevent the spread of infection. |

In week 3 we will focus on the **principles, themes and aims of the Early Years Foundation Stage**. Whilst considering what this concept means we will also learn about the role of the ‘key worker’ and how they keep children safe whilst they attend the setting. This work will support you in both exam and coursework units as this is a core topic in the curriculum.

**Activity 1 : Please read the following information and make notes:**

What is the Early Years Foundation Stage (EYFS)?

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. The EYFS only applies to schools and early years providers in England.

**Overarching Principles:**

* Every child is unique
* Children learn to be strong and independent through positive relationships
* Children should be provided with a positive enabling environment.
* Children learn and develop in different ways and at different rates.

Assessments

Children’s progress will be reviewed when they’re between 2 and 3 by an early years practitioner or health visitor. Their class teacher will assess them at the end of the school year when they turn 5. The assessment is based on classroom observation - children won’t be tested. Assessment is based on the early learning goals, which can be found in the early year’s framework.

Early Year’s settings must also support children in four specific areas:

• literacy

• mathematics

• understanding the world

• expressive arts and design

Educational programmes must involve activities and experiences for children, as follows:

**• Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

• **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

• **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measurement.

• **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

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| **ACTIVITY 2.**  Based on Activity 1 reading task, review the 4 pictures below and in your own words describe how each picture reflects the standards, activities or principles of Early Years Foundation Stage.  Picture 1.  Picture 2.  Picture 3:  Picture 4: | |
| Councils can switch early years funding between settings, new DfE ...1. | Ofsted launches consultation on inspection plans that look beyond ...2. |
| 3.  OEYE Online Early Years Entitlement | C:\Users\72492\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\81C2549A.tmp4. |

**Key Worker**

Each child in an Early Years setting should have an adult who is their main contact. This key worker should know the child very well and have good relationships with them and their parents / carers. In creating this relationship they should be able to ensure that the child’s learning and care is tailored to their individual needs. They EYFS statutory framework places an emphasis on the importance of information sharing between the child’s key workers this will help keep the child safe, help them to develop confidence and enable them to settle in well.

A key person takes personal responsibility for a child’s emotional needs by encouraging the child to make an attachment to them. The special relationship helps the child to gain comfort and reassurance in the absence of their parents. Research completed a number of years ago by that of Ainsworth and Bowlby show that children become distressed when separated from their parents. Therefore, children who are able to form a secure attachment to their key worker will find it easier to settle into the setting and trust that their needs will be met.

The key person is not just about working with the children. The key person should build strong and effective relationships with the parents / carers who will become used to and enjoy meeting to discuss their child’s progress. The benefit of this relationship will enable the parents/ cares to have confidence and trust in what the setting is doing, effective information sharing and a strong involvement in their child’s education.

Indicators of a good attachment with a key worker are likely to show through good eye contact, the child preferring to be in proximity (close range) of their key worker, they will seek out their key person and often seek their reassurance if they are upset. The key person is also responsible for collecting evidence of child’s progress if they observe it, this can be photos and written observations.

The key worker is also expected to demonstrate specific qualities and behaviours when working with the child. They should be able to effectively supervise the child, praise them to build good self-esteem and be a good role model for the child to imitate their behaviour. Additionally, the key person should be consistent in everything they do so the child is aware of the limitations of their behaviour and boundaries that have been set. Similarly, the key worked is responsible for setting activities for the child that are challenging to their needs, building their confidence and independence.

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| **Activity 3**  *A nursery is keen to ensure that its key person approach is effective and that all members of staff understand their role as a key worker.* |
| Answer the following questions:   1. Explain the benefits of a key person to the child’s social and emotional development needs. 2. Explain how the key person can help to alleviate the parent or carers anxiety they may have when a child starts new in the setting. 3. Describe key indicators to look for that suggest that the child has made a good attachment with their key worker. 4. What qualities and skills should a key worker have to ensure a good relationship is developed with the child in the setting. |

**Keeping Children Safe in the Early Years Setting**

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| **Activity 4:** You are preparing for a placement in a local nursery setting and have just received a health and safety talk.  Being vigilant for hazards in the setting is very important. Therefore, the manager of the nursery has asked that you **identify the hazards in each picture** and what you will do **to reduce the risk** of the child/ children having an injury.   |  |  | | --- | --- | | C:\Users\72492\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\571140CF.tmp |  | | Preventing Injuries in Child Care – eXtension Alliance for Better ... |  | | Choking prevention & hazards: children | Raising Children Network |  | | Indoor and Outdoor Environment - Early Years Matters |  | | Health, safety and security in Health and Social Care |  | |

1. To consolidate your learning for week 4 you have been asked by the manager of a local nursery called ‘*Happy Stones’* that cares for children aged 2-4 years, to create a booklet for parents and people who want to know more about the nursery.

The booklet must include:

1. An explanation of the principles of the Early Years Foundation Stage.
2. An explanation of how a key worker will support their children.
3. An outline of what staff in the nursery do to keep their children safe and protect them from accidents and injuries.