

Subject	Y10 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
Tech – Child	<p>Autumn/Spring/Summer Term</p> <ol style="list-style-type: none"> 1. Describe aspects of holistic development: Physical, cognitive, communication and language, social and emotional development. 2. Explain how nature and nurture influence the child's development. 3. Explain how biological and environmental factors influence a child's development. 4. Describe how transitions influence a child's development. 5. Explain how a child's development is affected by transitions. 6. Identify support strategies that support transitions. 7. Describe the basic care needs to support the child's development. 8. Describe the play activities to support the child's development. 9. Explain the role of the early year's practitioner during play activities. 10. Early years identify the EYFS curriculum. 11. Explain the purpose of early years provision. 12. Compare and contrast types of early years settings. 13. Describe the Regulatory authority for early years provision. 14. Identify the legislation, framework, policy and procedures which governs EYs. 15. Identify health and safety procedures within EY. 16. Describe how equality applies in EY. 17. Describe safeguarding procedures in EY. 18. Describe how confidentiality applies in EY. 19. Explain what inclusion means in EY. 20. Know the expectations of the early year's practitioner in terms of appearance and behaviour. 21. Know the expectations of the early year's practitioner in terms of attendance and punctuality. 22. Know the roles and responsibilities within early years settings. 23. Describe partnership working in the early years. 24. Know the specialist roles within early years settings. 25. Know the specialist roles outside the early year's settings. 26. Explain the importance of observations in early years childcare: Observation and recording methods. 27. Know how observations support child development. 28. Describe the different methods of observation and how to share observations. 29. Explain the purpose of a child-centred approach. 30. Explain the purpose of the planning cycle. 	<ul style="list-style-type: none"> • Aspects of Holistic Development (Physical, cognitive, language, emotional) • https://www.bbc.co.uk/bitesize/guides/zs9qmsg/revision/1 • Nature vs Nurture in Development • https://www.bbc.co.uk/bitesize/guides/z97mnr/revision/2 • 3. Biological & Environmental Influences • https://www.nurseryworld.co.uk/features/article/eyfs-early-years-matters-biological-and-environmental-influences • Transitions & Child Development • https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/transitions • Effects of Transitions on Children • https://www.early-education.org.uk/wp-content/uploads/2021/08/Transitions_Moving_On.pdf • Support Strategies for Transitions • https://foundationyears.org.uk/2017/03/helping-children-through-transitions • Basic Care Needs for Development • https://www.pacey.org.uk/working-in-childcare/spotlight-on/children-s-health-and-wellbeing • Play Activities for Development

		<p>https://www.bbc.co.uk/tiny-happy-people/play-based-learning/z4tdd6f</p> <ul style="list-style-type: none"> • Role of the Early Years Practitioner During Play • https://www.ndna.org.uk/NDNA/Knowledge_Hub/Characteristics_of_Effective_Learning/Why_play_is_important.aspx • Identifying the EYFS Curriculum • https://www.gov.uk/early-years-foundation-stage • Purpose of Early Years Provision • https://www.gov.uk/help-with-childcare-costs • Comparing Types of Early Years Settings • https://www.pacey.org.uk/parents/types-of-childcare • Regulatory Authority for Early Years (Ofsted) • https://www.gov.uk/government/organisations/ofsted • EY Legislation, Framework, Policy & Procedures • https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 • Health & Safety Procedures in EY • https://www.hse.gov.uk/education/early-years/index.htm • Equality in Early Years • https://www.early-education.org.uk/wp-content/uploads/2021/08/Equality_diversity_inclusion_in_EYFS.pdf • Safeguarding Procedures • https://www.nspcc.org.uk/keeping-children-safe/child-protection-system/england • Confidentiality in Early Years • https://www.eyalliance.org.uk/sites/default/files/confid
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		<p>entiality and client access to records policy.pdf</p> <ul style="list-style-type: none"> • What Inclusion Means in EY • https://www.eyalliance.org.uk/inclusive-practice • Appearance & Behaviour of EY Practitioners • https://www.cache.org.uk/knowledge-hub/childcare-careers/childcare-professional-behaviour • Attendance & Punctuality • https://www.ndna.org.uk/NDNA/Knowledge_Hub/Workforce/Professionalism_in_childcare.aspx • Roles & Responsibilities in EY Settings • https://www.cache.org.uk/knowledge-hub/childcare-careers/early-years-job-roles • Partnership Working in EY • https://foundationyears.org.uk/2011/10/practice-guide-partnership-with-parents/ • Specialist Roles in EY Settings • https://www.nurseryworld.co.uk/features/article/professional-roles-in-early-years • Specialist Roles Outside EY Settings (e.g., Speech & Language Therapists) • https://www.nhs.uk/conditions/speech-and-language-therapy • Importance of Observations in EY • https://www.early-education.org.uk/wp-content/uploads/2021/08/Observing_children_learning_play.pdf • How Observations Support Development (Objective/Subjective) • https://www.pacey.org.uk/working-in-childcare/spotlight-
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