

Subject	Y11 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Tech - Child	<p>Autumn Term</p> <ol style="list-style-type: none"> 1. Create a leaflet to share with parent(s) that gives advice. 2. Know how an EYP and parents can support for transition. 3. Justify how the strategies given in the resource will support the transition. 4. Track a child's progress against expected key milestones. 5. Explain how aspects of holistic development might be interconnected. 6. Justify the support needed for further development. 7. Assess basic needs. 8. Assess holistic development. 9. Write a detailed plan to show how the early years practitioner could support care routines. 10. Write a detailed plan to show how the early years practitioner could support holistic development. <p>Spring/Summer Term</p> <ol style="list-style-type: none"> 11. Complete an evaluation of the plan you created and how the plan meets the needs. 12. Give strategies which assist a transition. 13. Produce an activity plan for two different types of play activities that the early years practitioner could carry to promote one aspect of development. 14. Describe the early years practitioners' role during the activities. 15. Evaluate how each activity will support 'John's' development. 16. Recall knowledge and show understanding of Task 5. 17. Demonstrate the application of relevant vocational skills, processes, working practices and documentation in Task 5. 18. Evaluate how well the plan records and outlines the individualised care needs and supports holistic development 19. Identify strengths and weaknesses of the plan 20. Identify examples of how the plan could be improved. 	<ul style="list-style-type: none"> • Create a leaflet for parents with transition advice https://www.pacey.org.uk/working-in-childcare/spotlight-on/transitions • How EYPs and Parents Support Transitions https://www.foundationyears.org.uk/2011/10/supporting-children-through-transitions/ • Justify Strategies for Supporting Transitions https://www.early-education.org.uk/wp-content/uploads/2021/08/Transitions_Moving_On.pdf • Tracking Progress Against Key Milestones https://www.nhs.uk/start4life/baby/development-baby/ • Interconnected Aspects of Holistic Development https://www.bbc.co.uk/bitesize/guides/zs9qmsg/revision/1 • Justify Support to Further Development https://www.pacey.org.uk/working-in-childcare/spotlight-on/observation-assessment-planning • Assessing Basic Needs of a Child https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/early-years/ • Assessing Holistic Development https://www.teachearlyyears.com/learning-and-development/view/what-does-holistic-development-mean • Planning to Support Care Routines https://www.ndna.org.uk/NDNA/Knowledge_Hub/Health_wellbeing/Care_routines.aspx • Planning to Support Holistic Development

		<p>https://www.famly.co/blog/child-centred-approach-early-years</p> <ul style="list-style-type: none"> • Evaluate How the Plan Meets Needs https://www.pacey.org.uk/working-in-childcare/spotlight-on/observation-assessment-planning • Give Strategies to Support Transition • https://www.early-education.org.uk/wp-content/uploads/2021/08/Transitions_Moving_On.pdf • Activity Plan for 2 Types of Play https://www.bbc.co.uk/tiny-happy-people/play-based-learning/z4tdd6f • EYP's Role During Activities https://www.ndna.org.uk/NDNA/Knowledge_Hub/Characteristics_of_Effective_Learning/Why_play_is_important.aspx • Evaluate How Activities Support Development https://www.famly.co/blog/early-years-play • Show Understanding of Task 5 (example-specific) https://www.cache.org.uk/knowledge-hub • Apply Vocational Skills in Task 5 https://www.cache.org.uk/knowledge-hub/childcare-careers/early-years-job-roles • Evaluate Individualised Care & Holistic Support in a Plan https://www.teachearlyyears.com/learning-and-development/view/supporting-holistic-development-in-practice • Identify Strengths & Weaknesses in a Plan • https://www.famly.co/blog/planning-for-the-eyfs • How to Improve a Plan with Examples https://www.eyalliance.org.uk/planning-and-assessment
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