Quality of Education: Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.



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SUBJECT: CURRICULUM PROGRESSION PATHWAYS CL: Mrs D. Bryan			
KS4 (Level 2)	KS5 (Level 3)	Further Education and training	Careers
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Unit 1: An Introduction to Working With Children Knowledge: Types of childcare settings, how to prepare for placement, roles and responsibilities, equality and diversity, individual needs and inclusive practice, Medical needs of children, special educational needs of children, Skills: Communicating within childcare settings, demonstrating positive attitudes, managing children's behavior, liaising with parents, observing children, communicating with children, treating children fairly, preferred learning style and relevant study skills. Unit 2: Development and Well-Being 0-5 Years Knowledge: Expected pattern of children's development and understanding patterns of development, observations and assessments, observation methods, factors affecting holistic development, how everyday care, routines and activities support independence, health and wellbeing, transitions Skills: Measuring development, carrying out observations, supporting development of children, meeting children's care needs	Knowledge: Development from conception to birth, routine screening programmes, factors impacting development, theory and educational frameworks in early years practice, how theoretical perspectives inform current frameworks, supporting holistic development, supporting children through transitions and significant events, role of the EYP during personal care times, rest and sleep needs, SIDS, national and local initiatives promoting health and well-being, meeting individual dietary requirements, safeguarding children, legislation, policies and procedures, child protection, indicators of abuse, common childhood illnesses, exclusion periods, reporting notifiable diseases, injury and fatality, care routines, childhood immunisations, infection control procedures, the role of play, the impact of play deprivation, theoretical approaches to play, philosophical approaches to play, stages of play, child initiated and adult-led play, characteristics of an enabling play environment, inclusive play practice, biological and environmental factors affecting development, inclusive practice, discrimination, early intervention, observation, assessment and planning cycle, language and communication needs of children, strategies to support emergent literacy, mathematical concepts, current frameworks in relation to emergent mathematics, promoting emergent mathematical development, factors affecting school readiness, theoretical perspectives in relation to children's learning, international approaches to children's learning, professional development, the role of reflective practice. Skills: Relating theoretical perspectives to areas of development, linking theory to practice, supporting children to manage their feelings, planning opportunities for children, understanding children's needs, working in partnership with parents and other professionals, maintaining a healthy environment for children, planning opportunities for exercise, roles and responsibilities when safeguarding children, recognising ill health in children, encouraging	BSc Adult Nursing BSc Child Nursing BSc Learning Disabilities Nursing BSc Mental Health Nursing BSC (Hons) Midwifery BSC Occupational Therapy BSc Physiotherapy BA Education Foundation Degree in Early Years Foundation Degree in Education Studies BSc Speech and Language Therapy PGCE Primary BA Social Work	Nursing Teaching Midwife Play therapist Occupationa I therapist Social Worker Paramedic Nursery Nurse Classroom Assistant Physiotherapi st Speech and Language Therapist
and supporting the well-being of children, supporting children through transitions.	children's reading and writing skills, using constructive feedback to support children, partnership working, scaffolding children's language, providing opportunities for sustained shared thinking, group learning and socialization, working in partnership when preparing children for school, create a professional development plan.	BSc (Hons) Paramedic Science	