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| **Year 12** | |
| **Autumn 1** | **Autumn 2** |
| **Theme 1:** Exploring sector provision for education and childcare.  Within this element the student must understand:   * An overview of a range of childcare and education provision 0 -19 years * Working in the childcare and education sector   **Theme 2:** Child Development, Behaviour and English as an Additional Language.  Within this element the student must understand:   * Children’s and young people’s development from 0-19 * Language development * Social and emotional development   **Theme 3:** Approaches to learning for positive outcomes in education for children and young people.  Within this element the student must understand:   * The EYFS and National Curricula * Education theory and practice * Skills, attributes, feedback and technology * Developing literacy and maths   **Theme 4:**  Professional practice for education and childcare.  Within this element the student must understand:   * Legal and organisational requirements. * Safeguarding principles and prevention. | **Theme 1:** Exploring sector provision for education and childcare.  Within this element the student must understand:   * An overview of a range of childcare and education provision 0 -19 years * Working in the childcare and education sector     **Theme 2:** Child Development, Behaviour and English as an Additional Language.  Within this element the student must understand:   * The stages of and acquisition of an additional language * The impact of home language on education and development * The needs of those being taught English as an additional language * Strategies to support English as an Additional Language (EAL)   Within this element the student must understand:   * Factors that affect behaviour * Self-regulation and positive reinforcement * Strategies for managing behaviour   **Theme 3:** Approaches to learning for positive outcomes in education for children and young people.  Within this element the student must understand:   * The EYFS and National Curricula * Education theory and practice * Skills, attributes, feedback and technology * Developing literacy and maths   **Theme 4:**  Professional practice for education and childcare.  Within this element the student must understand:   * Legal and organisational requirements * Promoting equality and diversity |
| **Spring 1** | **Spring 2** |
| **Theme 1:** Exploring sector provision for education and childcare.  Within this element the student must understand:   * Current educational priorities * Reflective practice and CPD   **Theme 3:** Approaches to learning for positive outcomes in education for children and young people.  Within this element the student must understand:   * The purpose of assessment * The purpose and role of national assessments and benchmarks * The role of the assessor   **Theme 4:**  Professional practice for education and childcare.  Within this element the student must understand:   * Legal and organisational requirements * Promoting equality and diversity   **Theme 5:** Working with others in education and childcare.  Within this element the student must understand:   * Family contexts – parenting styles, backgrounds and family units * Working with parents, carers and wider families. | **Theme 1:** Exploring sector provision for education and childcare.  Within this element the student must understand:   * Current educational priorities * Reflective practice and CPD   **Theme 3:** Approaches to learning for positive outcomes in education for children and young people.  Within this element the student must understand:   * The purpose of assessment * The purpose and role of national assessments and benchmarks * The role of the assessor   **Theme 4:**  Professional practice for education and childcare.  Within this element the student must understand:   * Professional and organisational support for SEND * SEND in practice. * The impact of SEND on educational and emotional practice   **Theme 5:** Working with others in education and childcare.  Within this element the student must understand:   * Family contexts – parenting styles, backgrounds and family units * Working with parents, carers and wider families.   Within this element the student must understand:   * Agencies and support services * Professional relationships |
| **Summer 1** | **Summer 2** |
| **Theme 1:** Exploring sector provision for education and childcare.  Within this element the student must understand:   * Current educational priorities * Reflective practice and CPD   **Theme 3:** Approaches to learning for positive outcomes in education for children and young people.  Within this element the student must understand:   * Current priorities in education   **Theme 4:**  Professional practice for education and childcare.  Within this element the student must understand:   * Professional and organisational support for SEND * SEND in practice. * The impact of SEND on educational and emotional practice   **Theme 5:** Working with others in education and childcare.  Within this element the student must understand:   * Agencies and support services * Professional relationships | **Any further consolidation of themes across the course the course to complete year 1 result.** |