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Early Years Practitioner Level 2 (V1.0) Revision Guide

Apprentice's Full Name:

Date:

Unique Learner No:

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This revision guide will support you in preparing for your Early Years Practitioner Level 2 End-Point Assessment. In addition to this guide, you will be expected to complete your own additional research and review materials from your training provider.

As you will be aware, at the end of your learning period, you will be expected to complete your End-Point Assessment. For this standard you will complete a Professional Discussion Underpinned By Portfolio Of Evidence that will last 90 minutes with a minimum of 10 questions asked, and a Knowledge Test that will consist of 40 questions and take place over a 60 minute time limit. More guidance on the End-Point Assessment for the Early Years Practitioner Level 2 Apprenticeship can be found within the subject support pack via www.nqual.co.uk or by emailing admin@nqual.co.uk

K1 How children learn and the expected pattern of babies and children's development From birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy.

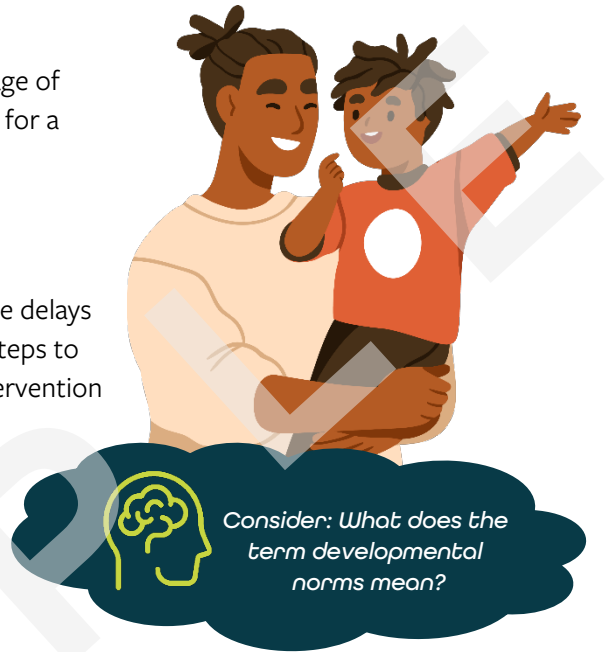
Stages of Development

As Early Years Practitioners, we need to be able to understand the stage of development of the babies and children that we work with, and this is for a number of reasons:

- to be able to plan to meet the child's needs
- to enable the child to progress within their development

However, it is also important to be able to identify where there may be delays in one or more areas of development, which will enable appropriate steps to be taken to ensure the child receives the necessary support. Early intervention is key to achieving positive outcomes.

Babies and children will develop at different stages, but you will hear terms such as 'developmental milestones' and 'developmental norms', which provide a guideline of what to expect at different ages. This will enable the safe monitoring of babies' and children's health and development.



Below are several ages along with various stages of development. Correctly pair which stage of development you think matches which age

Children learn through play, and offering a varied and stimulating environment provides opportunities for all children to grow and develop.

Through play, babies and children will develop skills that become more refined as they get older. Providing opportunities for babies and children to develop these skills is important.

Provide examples of how babies and children can demonstrate the following skills through play

Skills	Definitions	Examples Of Play To Support Area Of Development
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<p>Gross Motor</p>	<p>The ability to develop larger muscles to complete activities such as crawling, walking, running, jumping, and climbing.</p> <p>These skills develop from birth and become more complex as the child grows, to help the child to take part in activities such as swimming and riding a bike.</p> <p>Having good gross motor skills is important to help with the development of fine motor skills.</p>	
<p>Fine Motor</p>	<p>Developing the skills to complete more precise tasks, with the brain and nervous system working together to control movements in the hands and fingers, such as grasping, holding a pencil, and developing hand/eye coordination.</p> <p>Babies usually start to grasp objects around the age 5/6 months old, with more complex skills happening around the 18 month mark.</p> <p>These skills are important as eventually, they will help the baby or child to be able to mark make and write, around the age of 2 years old.</p>	
<p>Creative Skills</p>	<p>To be able to problem solve and think of new and creative ways of doing tasks/activities. Creative skills allow the child to express themselves, and this links in with all other areas of development.</p> <p>Babies and children's brains are constantly developing and need stimulation to help the child to develop. Creative play is an ideal way to achieve this, and can involve any materials or space, can be child led or adult lead, spontaneous or planned.</p>	

<p>Imaginative Skills</p>	<p>To be able to use experiences and then develop their own ideas from these.</p> <p>Imaginative play involves communication, language and social skills such as empathy and caring for others. Using imaginative skills can help a child to adapt to change, enabling the child to think about possible outcomes and predict events that may happen in the future.</p>	
<p>Personal, Social & Emotional Skills</p>	<p>Personal, Social and Emotional Development (PSED) is recognised as one of the main building blocks of success in life.</p> <p>These skills enable a child to be able to show empathy and help them to be aware of other feelings, not only their own. Being able to manage and talk about their own feelings and their own behaviour is important in developing self-confidence and self-awareness. This skill enables a child to develop healthy relationships with others and learn about 'right' and 'wrong'.</p> <p>Social and emotional skills have a massive impact on children in the long term, and link into lots of other areas of learning.</p>	
<p>Cognitive Skills</p>	<p>Cognitive skills and development are how a child thinks, explores, and figures things out, with these skills developing from the moment we are born.</p> <p>To be able to think, reason, listen, read, and remember is an important skill. Development during early childhood includes building on skills such as pre-reading, language, vocabulary, and numeracy.</p>	
<p>Language</p>	<p>The skills to develop reading, writing, listening, and speaking skills.</p> <p>Children's speech develops through the interactions between the child and the adults around them, from babbling, through to words to simple sentences and beyond.</p> <p>Having a large vocabulary helps children to learn more and allows the child to make sense of the world around them.</p> <p>By the age of 1, children recognise around 50 words.</p> <p>By the age of 3, children recognise around 1,000 words.</p> <p>By the age of 5, children recognise around 10,000 words.</p>	

As an Early Years Practitioner, within a school setting, you will imbed the Early Years Foundation Stage curriculum based on the 7 Key Areas of Learning, supporting children to become confident and competent individuals. These areas are:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive art and design



Can you remember a childhood classroom, or a classroom you have visited / worked in recently?

How does the classroom demonstrate that the 7 key areas of working are being implemented?

Think of displays, activities, resources etc.

There are approaches that also enable Early Years Practitioners to deliver these areas through a range of fun and engaging experiences.

The Reggio Emilia Approach

This educational approach is based on the philosophy that children should be the driver in their own learning and that their natural curiosity will inform how they learn from their environment and their relationships with others. All children have the opportunity to develop in order to reach their full potential, but the experiences and opportunities should not restrict them from achieving this. Children should have the opportunity to co-construct their learning, forming an individualised curriculum that promotes self-expression. It is considered that the environment itself acts as the 'third teacher' with community, surroundings and resources being influential to their learning. Early Years Practitioners and parents/carers working in close connection, can understand how the child learns, identify their hobbies and interest, and adapt the learning process accordingly to suit the child.



Can you list how the 7 key areas of learning link to this approach?

Forest Schools – Outdoor Learning Approach

This approach stemmed from Denmark in the 1950s and has continued to be imbedded throughout the decades, enabling children to have access to hands on experiences learning through play and exploration.

Forest Schools encourage children to:

- Experience extended time in nature
- Have opportunities for hands on child led exploration
- Play and learn using natural resources
- Connect with nature
- Challenge themselves through supported risk management

How Children Play

Children will adapt the way they play according to their age and stage of development. Although children will demonstrate different forms of play, it is also natural for children to revisit the forms of play. For example, babies will predominately demonstrate solitary play, however older children, although enjoying playing with friends, will also enjoy solitary time.

Complete the table below



Form Of Play	Description	Age range you expect to see this form of play	Examples when you may see this form of play
Unoccupied Play	Generalised movements learning how their body works		
Solitary Play	The child will play alone		
Spectator / Onlooker Behaviour	Will start to watch other children play, but does not join in		
Parallel Play	When children play next to other children, but still plays alone		
Associate Play	Will begin to interact with other children, but at this stage will engage in the same or similar activity, but continue to enjoy their own game/experience		
Cooperative Play	Children enjoy playing and communicating with other children sharing ideas		

K 2 The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.

Holistic Development

Whilst working with children, it is important to meet their holistic needs. This term relates to looking at the child's development as a whole and not just focusing on one area, as one area inevitably links to others.

For example, a child who lives with a physical disability would not only be affected physically, but also cognitively if missing school due to accessing hospital appointments and/or requiring medical treatment with long periods of absence from school. This may hinder progress in literacy and numeracy, maintaining friendships, confidence and self-esteem.

What areas of development may be impacted if a child has poor speech and language development? Fill out the empty spaces below with your thoughts:

The illustration shows three children of diverse backgrounds sitting on a large, open book. A purple squiggly arrow points from the children towards a purple-bordered empty box. A green squiggly arrow points from the children towards a green-bordered empty box. A yellow squiggly arrow points from the children towards a yellow-bordered empty box. The background features a large, faint watermark of the letters 'S', 'A', and 'P'.

Holistic development can relate to:

- Speech
- Language and Communication
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Numeracy

Best Practice

Try to learn some simple words and phrases from other languages, so you can support children whose first language is not English.

Supporting Development in Different Areas

Below are various examples of activities which can support the development of a child in different areas.

Literacy

- Mark making- developing pencil control
- Painting and drawing
- Storytelling
- Books in the home
- Visit the local library
- Comfy reading corner with a choice of books to suit children's interests, abilities and culture.
- Modelling of reading and writing



Numeracy

- Mark making pencil control
- Modelling of numbers
- Rhymes
- Pattern making
- Sorting activities
- Modelling of number formation

Speaking & Listening

- Building a child's confidence in being able to communicate is important as some may find it difficult to express themselves, especially within larger groups
- Arrange activities within smaller groups and set ground rules of everyone having a turn to speak and others to listen
- Avoid using the term 'who can be first to tell me', as this can create a competitive element
- Use pictures as a way of developing conversation
- Be patient, give the child time to think and answer before 'jumping in'



Personal, Social &
Emotional

- Use praise, not only recognising academic success but also the child they are. Being kind, thoughtful and sharing with others is equally important in building confident, caring children who have positive self-esteem
- Support children when they are learning how to manage their feelings and emotions, be patient
- Support children to understand making good choices and the consequences of actions
- Support children in how to stay safe and healthy

Physical

- Provide relevant age and stage activities that are safe but provide challenge in order to build confidence and resilience.
- Provide activities that promote gross motor skills and fine motor skills through indoor and outdoor learning experiences to promote coordination, balance, control and hand eye coordination.

