

Sequence order	Standard- Early Years Professional Level 2	What will they be able to know, understand, do or make? (including personal and character development aspects)	Activity (How will this be achieved)	Key words	Learning outcome theme crossover	Learner schema	Learning consolidation check
5	<p>Unit 5 - Supporting Babies and Young Children with Special Educational Needs and Disabilities</p> <p>Blue- duties Red- EPA Evidence Green- Professional skills (PSD)</p>	Learner to know how to support children with special educational needs and those with disabilities to participate in the full range of activities and experiences	<p>Learners should obtain information about a child's special educational needs and disability and shadow SENCO officer</p> <p>Written assignment/ discussion Diploma 1, 2.1 and 2.2, 3.1-3.2</p> <p>2.3 and 3.4 observation</p> <p>This unit is linked to Duty 10-1.1, S7 and K5- K22</p> <p>PSD Unit 8-Respectfulness and tolerance Unit 11-Corporate responsibility and promotion of shared social values (commitment to company ethos)</p> <p>EPA evidence pieces-Activity Plan to support children with SEN and witness testimonies, IEP, Behaviour management plan</p>	<ul style="list-style-type: none"> SEND Code of Practice (2015) Equality Act (2010) Inclusive practice Adaptation Equality Graduate Approach ENCO/SENCO British Values 	<ul style="list-style-type: none"> Special Educational Needs and Disabilities 	<p>Understand how you would identify and implement adaptations that can be made to support children with special educational needs and disabilities?</p> <p>Consider how to make sure that assessments and planning is in line with the Graduated Approach to ensure inclusive practice in the setting?</p>	This relates to children with Special Educational Needs and Disabilities

Functional skills/ transferable/ crossover aspect

BEWDERKPHYHOEWERDQBNLOOBSHDNEDGELWHE?
ROORDDUDWLYHGGDURRIDUHHW

BEWDERKPHYHOEWERDQBNLOOBSHDGEL?
RPSDUHBRUPDWLRGHDGGRSUDRGGUHHUHMWHMFOGLERWKHDUHHRYHAG
DOPWWMWRIGUHHUHWDPHYHORIFRPSOHEWDFRREWKHEUARRTRFEODDUGEGHWMIEDHYHORIRUPDOLWGGEDD?
ROORDDUHHWEGHWLREGUHHUHWBRWRTCHDGGELWEEKUDAWURPSLER?

BEWDDWKPHYHOEWERDQBNLOOBSRPPPHDUPHDSHDSDFH
DODDDWHDPRMRRRPRPSRGGWUHHWHSUHHWDRREUHDHGHHEUHDHDDGGLERWBEOGLMDDGEPSONHEGHWL?

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6	<p>Unit 6 - Supporting Children's Communication, Literacy and Language Development</p> <p>Blue- duties Red- EPA Evidence Green- Professional skills (PSD)</p>	Learners should be able to reflect on how they meet the communication and language needs, wishes and preferences of babies and young children	<p>Learners need to demonstrate that they can Communicate with babies and young children in a way that is appropriate to them, using both conventional language and body language from 0 – 5 years old</p> <p>Written assignment/ discussion Diploma 2.1-2.4, 3.1,4.1 and 4.2</p> <p>1 and 3.2,3.3 and 4.2 observation</p> <p>This unit is linked to Duty 6 -1.1, S1 and K1a- K13 Duty 8- K15 and K25</p> <p>PSD Unit 9 Professionalism and integrity</p> <p>EPA evidence pieces- Feedback sheet from parents- Baseline assessments, all about me forms, progress check at age 2, Behaviour management form</p>	<ul style="list-style-type: none"> • Communication methods • Language needs • Barriers • Literacy • Confidentiality • Body Language • PSED • Conventional Language • Picture/routine cards- EAL • Makaton • BSL • Visual timetable • Sensory play 	<ul style="list-style-type: none"> • Communication and Language 	<p>Discuss barriers to communication in your setting?</p> <p>Understand the ways to communicate with children appropriate for all their stages of development including those for whom English is an additional language (EAL) or who have delayed speech?</p>	This knowledge should inform types of communication methods and barriers to communication

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Unit 3 - English Level 2 Functional Skills Writing

20 - Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

21 - Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) 22 -

Spell words used in work, study and daily life, including a range of specialist words

23 - Communicate information, ideas and opinions clearly, coherently and effectively

24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)

26 - Convey clear meaning and establish cohesion using organisational markers effectively

27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.

28 - Construct complex sentences consistently and accurately, using paragraphs where appropriate

Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space

14a - Convert between metric and imperial units of length, weight and capacity using: a conversion factor/ a conversion graph

14b - Convert between metric and imperial units of length, weight and capacity using: a conversion graph

15 - Calculate using compound measures including speed, density and rates of pay (new)

16 - Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) 17 -

Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)

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7	<p>Unit 7 - Understand Partnership Working for the Benefit of Babies and Young Children</p> <p>Blue- duties Red- EPA Evidence Green- Professional skills (PSD)</p>	Learners should understand partnership working within the context of supporting the needs of babies and young children	<p>Learner to complete a written task/ discussion</p> <p>Written assignment/ discussion Diploma 1,2,3.1,3.3,3.4,4.1,4.2,4.4</p> <p>4.3 and 3.2 observation</p> <p>This unit is linked to Duty 1- K19- K29 Duty 2- K14</p> <p>PSD Unit 2- Teamwork, helpfulness, and ability to develop relationships</p> <p>EPA evidence pieces-Formative and Summative Assessments Peer Observations Employer Feedback, PD5 forms, Supervision</p>	<ul style="list-style-type: none"> • Voice of the child • Agencies • Conflicts • Dilemma • Referral • Confidentiality • Multi- agencies 	<ul style="list-style-type: none"> • Partnership working 	<p>Discuss the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning and development?</p> <p>Consider why it is important to work in partnership with parents and carers and other professionals in the Early Years?</p>	Demonstration of practice
<p>Functional skills/ transferable/ crossover aspect</p> <p>Unit 1 - English Level 2 Functional Skills Speaking and Listening 1 - Identify relevant information from extended explanations or presentations 8 - Make relevant and constructive contributions to move discussion forward 9 - Adapt contributions to discussions to suit audience, purpose and medium 10 - Interject and redirect discussion using appropriate language and register</p> <p>Unit 2 - English Level 2 Functional Skills Reading 12 - Compare information, ideas and opinions in different texts, including how they are conveyed 17 - Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias 18 - Follow an argument, identifying different points of view and distinguishing fact from opinion 19 - Identify different styles of writing and writer's voice</p> <p>Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space 18 - Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements 19 - Use coordinates in 2-D, positive and negative, to specify the positions of points</p> <p>Unit 3 - Maths Level 2 Functional skills Handling information and data 26 - Work out the probability of combined events including the use of diagrams and tables, including two-way tables 27 - Express probabilities as fractions, decimals and percentages 28 - Draw and interpret scatter diagrams and recognise positive and negative correlation</p>							

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8	<p>Unit 8 - Promote the Health and Wellbeing of Babies and Young Children in Early Years settings</p> <p>Blue- duties Red- EPA Evidence Green- Professional skills (PSD)</p>	Learner should be able to show how they supports the health and wellbeing, learning and development and personal care needs of babies and young children within a positive environment	<p>Demonstration of how to support children's personal care routines and dietary requirements</p> <p>Written assignment/ discussion. Diploma 1.4abc,2.1,2.4,3.1,3,2,3.6.3.7</p> <p>1.1-1.3, 2.2, 2.3a-e, 3.4 observation</p> <p>Unit linked to Duty 5- S3, K8-K22 Duty 6 – 1.1 and K1a-K13 Duty 10- K5-K22</p> <p>PSD Unit 5- Ability to self-reflect and work independently</p> <p>EPA evidence Pieces- Peer Observations Employer feedback Daily dairies, short/long term medication form</p>	<ul style="list-style-type: none"> • Routine • Provision • Dignity • Personal care • Diet • Food safety • Allergies/intolerances • Inclusion • PPE • Hygiene • Engagement • Partnership working • EHC-Education Health care plan (eczema/inhaler/insulin/short/ long term medication) 	<ul style="list-style-type: none"> • Health and Wellbeing 	<p>Understand the importance for babies and young children to have a healthy balanced diet and be physically active?</p> <p>Reflect on the rest and sleep provision in your setting for ages 0 – 5 years old</p>	This relates to health and wellbeing in babies and children

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 1 - Identify relevant information from extended explanations or presentations
- 2 - Follow narratives and lines of argument
- 3 - Respond effectively to detailed or extended questions and feedback
- 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- 6 - Express opinions and arguments and support them with relevant and persuasive evidence
- 7 - Use language that is effective, accurate and appropriate to context and situation
- 8 - Make relevant and constructive contributions to move discussion forward
- 9 - Adapt contributions to discussions to suit audience, purpose and medium
- 10 - Interject and redirect discussion using appropriate language and register

Unit 3 - English Level 2 Functional Skills Writing

- 23 - Communicate information, ideas and opinions clearly, coherently and effectively
- 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- 25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
- 26 - Convey clear meaning and establish cohesion using organisational markers effectively
- 27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose

Unit 3 - Maths Level 2 Functional skills Handling information and data

- 23 - Calculate the median and mode of a set of quantities
- 24 - Estimate the mean of a grouped frequency distribution from discrete data
- 25 - Use the mean, median, mode and range to compare two sets of data

Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space

- 20 - Understand and use common 2-D representations of 3-D objects
- 21 - Draw 3-D shapes to include plans and elevations
- 22 - Calculate values of angles and/or coordinates with 2-D and 3-D shapes

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9	Unit 9 - Supporting Children's Learning through Play Blue- duties Red- EPA Evidence Green- Professional skills (PSD)	Learners should understand the nature and importance of play and leisure and how to support children in balancing risk and challenge in the Early Years	Demonstration of how learner supports children's play and leisure. Written task Written assignment/ discussion Diploma -1, 2.2abc, 2.6 and 3.1 2.3-2.5 and 3.2 observation Unit linked to Duty 7- K16- K29 Duty 8- K15 and K25 PSD Unit 7- Confidence and Positivity Unit 6- Application of skills and expertise EPA evidence piece- Activity Plans- weekly planner, PLOD Peer Observations Employer Feedback	<ul style="list-style-type: none"> • Child Initiated • Adult-led play • Spontaneous • Risk and Challenge • Creativity • Literacy and numeracy • Respect • Privacy • Self-directed • Sustained shared thinking • Trial and error • Cause and effect • Engagement • Theories of Play • Evaluation • Reflection • Next steps • EYFS • Interests • Approaches to play • Types of Play 	<ul style="list-style-type: none"> • Promoting play and learning 	Understand the importance of play and leisure for children? Why is it important for children to manage risk and challenge for themselves?	This knowledge should inform the importance of play
Functional skills/ transferable/ crossover aspect Unit 1 - English Level 2 Functional Skills Speaking and Listening 3 - Respond effectively to detailed or extended questions and feedback 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required 6 - Express opinions and arguments and support them with relevant and persuasive evidence 7 - Use language that is effective, accurate and appropriate to context and situation 8 - Make relevant and constructive contributions to move discussion forward 9 - Adapt contributions to discussions to suit audience, purpose and medium 10 - Interject and redirect discussion using appropriate language and register Unit 3 - English Level 2 Functional Skills Writing 23 - Communicate information, ideas and opinions clearly, coherently and effectively 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience 26 - Convey clear meaning and establish cohesion using organisational markers effectively 27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose Unit 2 - English Level 2 Functional Skills Reading 11 - Identify the different situations when the main points are sufficient and when it is important to have specific details Unit 3 - Maths Level 2 Functional skills Handling information and data 26 - Work out the probability of combined events including the use of diagrams and tables, including two-way tables 27 - Express probabilities as fractions, decimals and percentages 28 - Draw and interpret scatter diagrams and recognise positive and negative correlation							

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10	<p>Unit 10 - Contribute to Observation, Assessment and Planning to Support Children's Development</p> <p>Blue- duties Red- EPA Evidence Green- Professional skills (PSD)</p>	Learners should know how to contribute to assessments of the development needs of children and identify different observation methods and why they are used	<p>Evidence of completed assessments and planning on children</p> <p>Written assignment/ discussion Diploma 1,2,3, 4.2</p> <p>1.3 and 4.1a-d observation</p> <p>Work Product Activity plan for 4.3</p> <p>Unit linked to Duty 7- K16- K29 Duty 9- K18</p> <p>PSD- Unit 12- Communication and interpersonal skills</p> <p>EPA evidence pieces-Narrative /snapshot/checklist/tapestry Observations Activity Plans Target Sheets Focus Sheets IEP, all about me form, termly report, Tracking sheets</p>	<ul style="list-style-type: none"> • Observation • Development • Interventions • Pattern • Holistic • Stages • Assessment • Planning • EYFS • Theorists • Milestones • Evaluation • Additional needs • Tracking 	<ul style="list-style-type: none"> • Observations and Assessments 	<p>Reflect on how you monitor children's development using different methods of observation in the Early Years?</p> <p>Refer on how you assess the development needs of children and prepare a development plan to meet individual/ additional needs of children in the Early Years?</p>	This knowledge would enable the learner to understand the importance of carrying out observations and assessing children's development on an ongoing basis
<p>Functional skills/ transferable/ crossover aspect</p> <p>Unit 1 - English Level 2 Functional Skills Speaking and Listening 3 - Respond effectively to detailed or extended questions and feedback 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required 6 - Express opinions and arguments and support them with relevant and persuasive evidence 7 - Use language that is effective, accurate and appropriate to context and situation 8 - Make relevant and constructive contributions to move discussion forward 9 - Adapt contributions to discussions to suit audience, purpose and medium 10 - Interject and redirect discussion using appropriate language and register</p> <p>Unit 3 - English Level 2 Functional Skills Writing 23 - Communicate information, ideas and opinions clearly, coherently and effectively 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p>							

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11	<p>Unit 11 - Introduction to Personal Development for Early Years Practitioners</p> <p>Blue- duties Red- EPA Evidence Green- Professional skills (PSD)</p>	Learner should be able to reflect on own work activities and agree to a development plan to develop professionally within the sector	<p>To participate in supervision and appraisal</p> <p>Written assignment/ discussion. Diploma 1, 2.2, 3.1 and 3.2</p> <p>2.1a- 2.1g -Reflective account</p> <p>Work product- Personal development plan for 3.3 (Blank can be provided by trainer) linked to Duty 4- 1.1</p> <p>Supervision form/Appraisal form for 41-4.3- Link to Duty 4- S21</p> <p>Unit linked to Duty 4- K27</p> <p>PSD Unit 1- Attendance and time keeping Unit 5- Ability to self-reflect and work independently Unit 4- Commitment to meeting goals and targets Unit 7- Confidence and Positivity Unit 10- Mental and physical health (work/ life balance) Unit 14- Leadership Unit 15- Continuous Professional Development</p> <p>EPA evidence piece- Supervision forms and appraisals, personal development plan, employer feedback form, reflective account, progress review forms</p>	<ul style="list-style-type: none"> • Reflect • Progress • Role • Attendance • Progress • SMART • Training • Timekeeping • Personal goals • Mental health and Wellbeing • Work life balance • Positive reinforcement • Commitment- Handbook • Upskill • Competencies • Research • 20% off the job • Progress reviews 	<ul style="list-style-type: none"> • CPD and PDP 	<p>Identify sources of support for own learning and development?</p> <p>Consider what is required for competence in own work role?</p>	This will be revisited throughout the duration of your course
<p>Functional skills/ transferable/ crossover aspect</p> <p>Unit 1 - English Level 2 Functional Skills Speaking and Listening 1 - Identify relevant information from extended explanations or presentations 2 - Follow narratives and lines of argument 3 - Respond effectively to detailed or extended questions and feedback 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required 6 - Express opinions and arguments and support them with relevant and persuasive evidence 7 - Use language that is effective, accurate and appropriate to context and situation 8 - Make relevant and constructive contributions to move discussion forward 9 - Adapt contributions to discussions to suit audience, purpose and medium 10 - Interject and redirect discussion using appropriate language and register</p> <p>Unit 3 - English Level 2 Functional Skills Writing 23 – Communicate information, ideas and opinions clearly, coherently and effectively 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>Unit 3 - Maths Level 2 Functional skills Handling information and data 27 - Express probabilities as fractions, decimals and percentages 28 - Draw and interpret scatter diagrams and recognise positive and negative correlation</p>							