

**POST 16**

**Externally assessed examination**

**Course revision**

**Assessed synoptic project**

The purpose of a child centred approach  
 The purpose of the planning cycle  
 The planning cycle



**Planning in early years childcare**

**Observation and recording methods**  
 How observations support development  
 Objective and subjective observation  
 Components of observation  
 Methods of observation  
 Sharing observations

**Early years practitioner roles**  
 Partnership working  
 Specialist roles within early years settings  
 Specialist roles outside the early years settings

**8 The importance of observations in early years childcare**

**7 Roles and responsibilities within early years settings**

Appearance  
 Behaviour  
 Attendance and punctuality

**6 Expectations of the early years practitioner**

Regulatory authority  
 Legislation and frameworks which underpin policy and procedure

**5 Legislation, policies and procedures in the early years**

Types of early years provision  
 The purpose of early years provision  
 Types of early years settings  
 Variations in early years provision



**4 Early years provision**

Basic care need  
 Basic care routines and play activities to support child's development  
 The role of early years practitioner



**2 Factors that influence the child's development**

Nature and Nurture  
 Biological and environmental factors  
 Effects of biological and environmental factors  
 Transitions  
 Support Strategies

**3 Care routines, play and activities to support the child**

Aspects of Holistic Development

- Physical
- Cognitive
- Communication and language
- Social and emotional

**1 Child Development**



**KS4**