

## Progression Model – Y13

RATIONALE: Units 7, 8, 21 and 4 are delivered in the first Module since students now have a positive understanding of the working sector and allow students to make valued judgements on their practice.

Module Title: 1

Unit 7 – Children's Personal, Social and Emotional Development.

Unit 8 – working with Parents and others in Early Years

Unit 21 – Children's Imaginative Play and Creativity

Unit 4 – Enquiries into Current Research in Early Years Practice

Learning Intent for this module:

From their knowledge gained in previous units and placement students will investigate the role of early years professionals, including the particular responsibilities of the key person and will consider theories that help to explain children's personal, social and emotional development and the importance of building professional relationships with children. (Unit 7)

From their knowledge gained from Placements to date students will examine the role of parents and factors that affect parenting styles. Students will also learn about parents' rights and their different views about childhood. (Unit 8)

From their knowledge gained from Placements students will consider the role of the professional in planning and supporting child-initiated play in a positive and sensitive way that enables children to develop their imagination and creativity. (Unit 21)

As an early years professional, this unit will enable students to understand the purpose of research, how it is carried out, and the importance of research for improving the wellbeing and development of those using early years provision. (Unit 4)

Key Content to be learned:

- Investigate approaches in supporting children's personal, emotional and social development and influences on behaviour (Unit 7)
- Explore how to prepare and support children through transition and significant life events (Unit 7)
- Support and promote children's positive behaviour. Explore partnership work with parents in early years settings (Unit 8)
- Explore partnership work with colleagues and other professionals in early years settings (Unit 8)
- Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children (Unit 8)
- Understand the value of creative and imaginative play for children's development (Unit 21)

Explore how early years settings provide for children's creative and imaginative play (Unit 21)

- The different research methods that can be used to gather information and the ethical issues that will need to be considered. (Unit 4)
- Develop skills that enable students to carry out secondary research into a contemporary issue.
- Review the research carried out into a contemporary issue in the sector, and then carry out own secondary research into the issue (Unit 4)
- Consider how the research findings may benefit service users or improve practice, and make recommendations for further research. (Unit 4)

Key tasks for this module

- Investigate approaches in supporting children's personal, emotional and social development and influences on behaviour (Unit 7)

- Explore how to prepare and support children through transition and significant life events (Unit 7)
- Support and promote children's positive behaviour (Unit 7)
- Explore partnership work with parents in early years settings (Unit 8)
- Explore partnership work with colleagues and other professionals in early years settings (Unit 8)
- Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children (Unit 8)
- Understand the value of creative and imaginative play for children's development (Unit 21)
- Explore how early years settings provide for children's creative and imaginative play (Unit 21)
- Plan and implement a creative and an imaginative play activity for children. (Unit 21)
- Understand the types of issues where research is carried out in the early years sector (Unit 4)
- Learn research methods for collecting data in early years practice (Unit 4)
- Review relevant secondary research in contemporary issues affecting early years practice (Unit 4)