

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Planning a Curriculum for Children

**Unit Reference Number:** T/651/2886

**Level:** Three (3)

**Credit Value:** Six (6)

**Minimum Guided Learning Hours:** 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to plan effectively for the educational development of children	1.1 Describe what is meant by 'appropriate' education and curriculum for children and young people
	1.2 Describe the Early Years Foundation Stage requirements for early education curriculum
	1.3 Plan an educational programme for children for (a) 0-5 year olds (b) 5-7 year olds
	1.4 Demonstrate appropriate curriculum and practice support for children aged 0-5 years old and 5-7 years old
	1.5 Analyse examples of instances where curriculum and methods of communication may need to be reviewed/ changed to reflect a child's stage of development
	1.6 Outline how the design of the day and expectations adapt to support and reflect all children's current needs
2. Be able to actively encourage the development of children's communication skills	2.1 Analyse the impact of an effective communication and language curriculum
	2.2 Communicate with children in ways that will extend learning and development, including: a) Verbal communication b) Non-verbal communication

	2.3	Develop activities and interactions to promote babies' and children's speech, language, and communication
	2.4	Demonstrate helping children to catch-up with language development through planned use of pronunciations, words and phrases.
3. Be able to identify and assist in areas where extra support is needed	3.1	Identify when a child may need extra support
	3.2	Demonstrate how to assist a child when extra support has been identified

## Indicative Content

LO1	<p>1.1 This should include demonstrating an understand that an appropriate education is one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the <a href="#">Equality Act 2010</a>. It must also include understanding that the content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.</p> <p>1.3 Learners <b>must</b> be able to evidence that they have planned effective, comprehensive educational programmes for children within both age groups specified, which can be evidenced through lesson plans, feedback given, adjustments and improvements, etc. The plan must reflect the child's stage of development; individual interests, needs and circumstances; entitlement to new, important and interesting knowledge.</p> <p>The plans should include: communication and language (extending vocabulary, language structure, and dialogue, for example), physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.</p> <p>1.4 Learners are required to show that they are incorporating diverse learning styles in educational programme planning (e.g., non-statutory Development Matters guidance.) They should show evidence that they have considered and reflected on decisions and assessment made, either through formal reporting or reflective journals.</p> <p>1.5 This should include demonstrating an understanding that children are likely to have different levels of prior experience and knowledge, and that some children will be at an earlier stage of language development and/or experience speech and language difficulties. Examples must include ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL). The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.</p> <p>Learners should use experience, where possible*, when giving examples of instances where plans need to be reviewed on changed. They should provide</p>
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	<p>at least one example for each age range. This may be through person observations, reflective logs, progress reports, communications, etc. <i>*Where it would be difficult to provide real examples for a particular age group learners could complete a scenario or simulation-based task.</i></p>
LO2	<p>2.1 Communication and language is the cornerstone of an early years curriculum, which can provide all children with an equal chance of success. This should include demonstrating an understanding of the positive benefit for young children’s development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.</p> <p>2.2 Learners are required to show that they are communicating with children in ways that will extend the children’s learning and development. Examples may include open-ended questioning, active listening, etc. The learners should provide evidence of their learning through learner statements, observations, reflective logs, progress reports, communications, etc.</p> <p>2.3 Learners <b>must</b> demonstrate that they are developing activities and interactions which will develop babies’/children’s speech, language and communication, e.g. reading aloud stories and talking about them to build familiarity and understanding; exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures; supporting awareness of sounds through rhymes and songs.</p> <p>This may be evidenced through records or videos of communication-focused activities, such as storytelling sessions or group discussions, case studies of successful interventions, etc.</p>
LO3	<p>3.1 Learners should be able to identify when a child may need extra support for their development. They should identify at least two real examples (in total) from two different curriculum areas of: communication and language (extending vocabulary, language structure, and dialogue, for example), physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.</p> <p>3.2 Learners should be able to demonstrate how to assist a child when extra support has been identified. They should build on the two real examples identified in 3.1 with planning and providing activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.</p>