Education and Early Years – Scheme of Work (Year 1)

|  |  |  |  |
| --- | --- | --- | --- |
| Week  | Theme and Element (E) | Content  | Textbook Pages  |
| 127/08/24 | Enrolment week |
| 202/09/24 | Enrolment weekReady to Learn – Thursday  |
| 3 09/09/24 | Theme 1, E1 (1.1)Theme 2, E4 (4.1) Theme 2, E7 (7.1) | Induction - Course introduction - course overview, study skills, VESPA, organisational requirements.E1 – Types of settings. E4 – How stages of development impact behaviour. E7 – Areas of development. Industry Placement (IP) - DBS application, preparation for starting placement, and assessments. | E1: 2-4E4: 59-61E7: 104-105 |
| 4 16/09/24 | Theme 1, E1 (1.1)Theme 2, E4 (4.2)Theme 2, E7 (7.1) | Induction - VESPA and organisation. DBS updates.E1 – Types of settings. E4 – Factors affecting behaviour. E7 – Cognitive development. IP – IP requirements, professional practice, safeguarding, and preparation.  | E1: 5-6E4: 62-64E7: 106-107 |
| 5 23/09/24 | Theme 1, E1 (1.1)Theme 2, E4 (4.3, 4.4)Theme 2, E7 (7.1) | Induction - ESP induction. Exam question structures.E1 – Test = Types of settings and funding. E4 – Self-esteem, identity and self-concept. E7 – Physical development.IP – Expectations, paperwork check and final arrangements.  | E1: 4-8E4: 64-66E7: 108-109 |
| 6 30/09/24 | Theme 1, E1 (1.1)Theme 2, E4 (4.5, 4.6)Theme 2, E7 (7.1) | Induction – Referencing skills and exam style questions. E1 – Compulsory education and occupational roles. E4 – Adapting behaviour to social concepts. Behaviour management. E7 – Social and emotional development. IP – Daily routines and student’s role.  | E1: 8-12E4: 66-67E7: 109-111 |
| 7 07/10/24PR1 Self-assess | Theme 1, E1 (1.2)Theme 2, E4 (4.7, 4.8)Theme 2, E7 (K1.2) | E1 – Test = Post 16 provision and regulation. Specialist roles. E4 – Factors affecting behaviour. Responding to communication. E7 –Biological and environmental factors. IP – Final prep for IP visits. Final checks for DBS and consent on Unifrog Placement tool. **Students initial visit Thursday/Friday.**  | E1: 10-14E4: 68-71E7: 112-113 |
| 8 14/10/24IP1 starts (if DBS) | Theme 1, E1 (1.2)Theme 2, E4 (4.9, 4.10)Theme 2, E7 (7.2) | E1 – Specialist roles. Consolidate all E1 learning. E4 – Positives approaches to motivate behaviour. Strategies to set clear expectations. E7 – Role of the key person, EYFS requirements, and attachment. IP – **Students start IP (if DBS)**. Share experiences of last week, initial thoughts and feelings.  | E1: 12-14E4: 71-74E7: 113-119 |
| 9 21/10/24 | Theme 1, E9 (9.1)Theme 2, E4 (4.11, 4.12)Theme 2, E7 (7.2) | E9 – Reflective practice. Short and long answer exam question structures. E4 – Strategies to address behaviour.E7 – Continue theories of attachment.IP – EYFS Development Matters. Initial planning. Activity planning.  | E9: 153-154E4: 74-76E7: 113-119 |
| Half term 28th October – 1st November 2024 |
| 10 04/11/14 | Theme 1, E9 (9.2)Theme 2, E4 (4.13)Theme 2, E7 (7.3) | E9 – Current priorities in education. E4 – Strategies to motivate children. E7 – Expressive and receptive language. Theories of language development.IP – Activity ideas, links to holistic development and the EYFS. Introduce Professional Discussion (PD).  | E9: 154-156E4: 79-80E7: 120-127 |
| 11 11/11/24 | Theme 1, E9 (9.2)Theme 2, E4 (4.14)Theme 2, E7 (7.3) | E9 – Models of reflection, national assessments, and health and wellbeing. **End of theme test = 5th December.**E4 – Assessing risk when managing behaviour. E7 – Continue theories of language development. Factors affecting language development.IP – Initial plan and activity plan. **Assessment 1 in IP starts.**  | E9: 156-158E4: 80E7: 122-127 |
| 12 18/11/24 | Theme 1, E9 (9.3, 9.4)Theme 2, E7 (7.4)Theme 2, E12 (12.1) | E9 - Ongoing professional feedback, CPD and developmental needs.E7 –Promoting language development.E12 – EAL, stages of acquiring language, simultaneous and sequential language learning. IP – **Assessment 1 in IP continues.**  | E9: 159-160E7: 127-129E12: 194-195 |
| 13 25/11/24 | Theme 1, E1 + E9Theme 2, E7 (7.5)Theme 2, E12 (12.2) | E1 + E9 – Test = CPD. Revision of Theme 1. E7 – Developing friendships, social theory and the positive impact. E12 – Factors affecting language acquisition. IP – Activity plan evaluation guidance. **Assessment 1 in IP continues.** | E7: 129-131E12: 195-196 |
| 14 02/12/24 | Theme 1, E1 + E9Theme 2, E7 (7.6)Theme 2, E12 (12.3, 12.4) | E1 + E9 – **End of Theme 1 Test**. Theme 1 revision activities. E7 – Expected and unexpected transitions and strategies to support. E12 – How home language affects education and development. Understanding social and emotional needs. IP - **Assessment 1 in IP continues.** Planning for physical development for assessment 2 (January).  | E7: 131-134E12: 196-198 |
| 15 09/12/24 | Theme 2, E7 (7.6)Theme 2, E12 (12.5)Theme 4, E3 (3.1) | E7 – Potential effects of transitions. Preparation for PD. E12 – Strategies to support EAL and creating a language rich environment. E3 – Legal requirements and guidance.  | E7: 134-135E12: 199-201E3: 43-44 |
| 16 16/12/24 | Theme 2, E7Theme 2, E12Theme 4, E3 (3.2, 3.3) | E7 – Preparation for and **End of Theme 2 test**. E12 - Preparation for and **End of Theme 2 test**.E3 – How legislation informs policies and procedures. The importance of health and safety. IP – Summary of this term, areas of development, evaluations for assessment 1 and preparation for assessment 2.  | E3: 44-48 |
| End of Term 1 |