

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

Week	Theme and Element (E)	Content	Textbook Pages
1 27/08/24		Enrolment week	
2 02/09/24		Enrolment week Ready 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: 2-4 E4: 59-61 E7: 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: 5-6 E4: 62-64 E7: 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: 4-8 E4: 64-66 E7: 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: 8-12 E4: 66-67 E7: 109-111
7 07/10/24	Theme 1, E1 (1.2) Theme 2, E4 (4.7, 4.8)	E1 – Test = Post 16 provision and regulation. Specialist roles. E4 – Factors affecting behaviour. Responding to communication. E7 – Biological and environmental factors.	E1: 10-14 E4: 68-71 E7: 112-113

PR1 Self-assess	Theme 2, E7 (K1.2)	IP – Final prep for IP visits. Final checks for DBS and consent on Unifrog Placement tool. <b>Students initial visit Thursday/Friday.</b>	
8 14/10/24  IP1 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 – <b>Students start IP (if DBS)</b> . Share experiences of last week, initial thoughts and feelings.	E1: 12-14 E4: 71-74 E7: 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: 153-154 E4: 74-76 E7: 113-119
Half term 28 <sup>th</sup> October – 1 <sup>st</sup> 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: 154-156 E4: 79-80 E7: 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. <b>End of theme test = 5<sup>th</sup> December.</b> E4 – Assessing risk when managing behaviour. E7 – Continue theories of language development. Factors affecting language development. IP – Initial plan and activity plan. <b>Assessment 1 in IP starts.</b>	E9: 156-158 E4: 80 E7: 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 – <b>Assessment 1 in IP continues.</b>	E9: 159-160 E7: 127-129 E12: 194-195
13 25/11/24	Theme 1, E1 + E9 Theme 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. <b>Assessment 1 in IP continues.</b>	E7: 129-131 E12: 195-196

14 02/12/24	Theme 1, E1 + E9 Theme 2, E7 (7.6) Theme 2, E12 (12.3, 12.4)	E1 + E9 – <b>End of Theme 1 Test.</b> 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 - <b>Assessment 1 in IP continues.</b> Planning for physical development for assessment 2 (January).	E7: 131-134 E12: 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: 134-135 E12: 199-201 E3: 43-44
16 16/12/24	Theme 2, E7 Theme 2, E12 Theme 4, E3 (3.2, 3.3)	E7 – Preparation for and <b>End of Theme 2 test.</b> E12 - Preparation for and <b>End of Theme 2 test.</b> 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			