NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   7260244   -Session- 1994-95

-Superclass-   GB

-Title-   **PROVIDING FOR AN EARLY YEARS CURRICULUM**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing the knowledge and skills necessary to provide for an early years curriculum.

OUTCOMES

1.   describe the provision of a range of experiences to ensure a varied curriculum;

2.   explain methods of working with young children in child-centred environment;

3.   explain the adult's role in maintaining a child-centred environment.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Completion of 7110041: Communication 3 would be beneficial.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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STATEMENT OF STANDARDS

UNIT NUMBER: 7260244

UNIT TITLE: PROVIDING FOR AN EARLY YEARS CURRICULUM

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

    1.   DESCRIBE THE PROVISION OF A RANGE OF EXPERIENCES TO ENSURE A VARIED CURRICULUM

PERFORMANCE CRITERIA

    (a)   The explanation of the term "curriculum" is accurate within the context of an early years environment.

    (b)   Identification of experiences and equipment is clear in terms of providing an early years curriculum.

    (c)   The description of setting out creative, physical, manipulative, exploratory and language based activities is clear in terms of providing an early years curriculum.

RANGE STATEMENT

Age band: birth to 2 years; 3-5 years; 5-7 years.

For PC(c) Various curricula should be explored as they apply to the different settings, i.e. voluntary, domestic or any other group setting.

EVIDENCE REQUIREMENTS

Written evidence generated by a folio of notes from classwork, including notes on aspects from all areas of the range.

OUTCOME

  2.   EXPLAIN METHODS OF WORKING WITH YOUNG CHILDREN IN A CHILD-CENTRED ENVIRONMENT

PERFORMANCE CRITERIA

  (a)   The explanation of techniques providing a range of activities is appropriate in terms of a child-centred environment.
  (b)   The explanation of involving young children in relevant large physical play activities is appropriate in terms of a child-centred environment.
  (c)   The explanation of involving young children in relevant manipulative play activities is appropriate in terms of a child-centred environment.
  (d)   The explanation of the range of exploratory opportunities is appropriate in terms of a child-centred environment.
  (e)   The description of the range of language based activities is appropriate in terms of a child-centred environment.

RANGE STATEMENT

Age band: birth to 2 years; 3-5 years; 5-7 years.

Methods: 1:1 working; small group; large group; adult directed structured activities; spontaneous; child initiated.

EVIDENCE REQUIREMENTS

Written evidence generated from classwork, including notes on aspects from all areas of the range. Folio containing college-based practical work.

OUTCOME

  3.   EXPLAIN THE ADULT'S ROLE IN MAINTAINING A CHILD-CENTRED ENVIRONMENT

PERFORMANCE CRITERIA

  (a)   The explanation of the importance of maintaining the physical environment for young children is consistent with the aims of a child-centred environment.
  (b)   The explanation of the importance of maintaining an attractive and stimulating environment for young children is consistent with the aims of a child-centred environment.
  (c)   The explanation of the importance of maintaining a happy and reassuring environment for young children is consistent with the aims of a child-centred environment.

RANGE STATEMENT

Age band: birth to 2 years; 3-5 years; 5-7 years.

Adult's role: interactive; observational; supportive to child-centred learning in any group, day-care setting.

EVIDENCE REQUIREMENTS

Written evidence generated by folio of notes from classwork; including notes on aspects from all areas of the range. Folio containing college-based practical work.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 7260244

UNIT TITLE: PROVIDING FOR AN EARLY YEARS CURRICULUM

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit aims to give candidates an understanding of what is meant by a curriculum as it applies to an early years environment. It provides underpinning knowledge required for units in SVQs Child Care and Education at level II and is also suitable for candidates undertaking programmes that include caring for children.

It also helps the candidate to recognise the interrelationship which exists between this module and "Play Experiences for the Young Child".

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit introduces the role of an early years curriculum and how it can help in the development of young children.

CONTENT/CONTEXT Corresponding to Outcomes 1-3:

1.   Candidates should be investigating the range of provision which would be necessary to ensure a varied curriculum.

        This should include:

        CREATIVE: Types of materials; malleable materials; drawing or painting with or without specific aids; materials for collage and 3-D modelling.

        PHYSICAL: Types of equipment: small scale construction toys; large scale construction toys; shape fitting/puzzles/jigsaws; tools; threading. Types of skills: cross and fine manipulative skills.

Manipulative: types of equipment; small scale construction toys; large scale construction toys; shape fittings/puzzles/jigsaws; tools; threading.

Types of skills: Gross and fine manipulative skills.

EXPLORATORY: Experience: sensory; scientific; environmental.

LANGUAGE BASED: Activities: stories; poems; songs; rhymes; role play and movement.

While investigating the range of provision necessary to ensure a varied curriculum, the candidate must understand the variation in cultural and religious practices and customs and their implications.

2.   Candidates should be exploring methods of working with young children in a child-centred environment.

Suggested methods should include:

CREATIVE: Techniques: finger painting; printing; weaving; sewing.

PHYSICAL: Types of activities: adult directed/structured activities; spontaneous/child initiated activities; with or without additional play aids (e.g. giving a blanket for a roof).

MANIPULATIVE: Types of jigsaws: inset boards; those with few pieces; those requiring more complex manipulation.

EXPLORATORY: Experiences: with water; with sand; cold "cooking"; cooking which requires heat; visits/outings.

LANGUAGE: Methods: tell a story; read a story; with and without visual aids; use instruments to accompany activities, where appropriate.

Types of stories/poems/songs/rhymes: variety of languages and styles; traditional/familiar; cross cultural; new material.

In exploring methods of working with young children in a child-centred environment, the candidate should at all times be conscious of promoting equal opportunities.

3.   Candidates should be explaining the importance of the adult's role in maintaining a child-centred environment which supports child-centred learning in any group, day-care setting.

This should include:

PHYSICAL ENVIRONMENT: Various types: play areas; everyday living areas to which children have access; indoors; outdoors; empty halls/rooms; pre-set spaces with constraints on layout.

ATTRACTIVE AND STIMULATING ENVIRONMENT: Types of display: items of childrens' individual work; group efforts; thematic displays; natural materials and plants.

HAPPY AND REASSURING ENVIRONMENT: The physical environment; social/personal environment. Characteristics of children: those new to the setting; those whose sense of security has been disturbed for other reasons; those from dominant cultural group; those from other cultural groups.

The attitude of staff towards work with young children should be characterised by warmth, respect for and encouragement of children's individuality, positive support for children's efforts and alert responsiveness to children's needs and questions treating all children with equal concern, thus providing a framework where children learn to respect and value each other.

RECOGNITION   Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1.   Guidelines for Module Writers.
2.   SQA's National Standards for Assessment and Verification.
3.   For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4.   Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.