

## National Unit Specification: general information

**UNIT** Early Years Curriculum: An Introduction (Intermediate 2)

**NUMBER** DC5X 11

### COURSE

### SUMMARY

This unit enables the candidate to develop a basic knowledge of the term curriculum in relation to children aged 0-7 years. The candidate will also explore the links between curriculum and learning within a child centred environment.

### OUTCOMES

- 1 Explain what is meant by the term Curriculum.
- 2 Explain how the curriculum promotes development and learning within a child centred environment.

### RECOMMENDED ENTRY

While entry is at the discretion of the Centre. Candidates would normally benefit from having attained one of the following:

- Standard grade at General Level in any relevant subject
- Course or Units in care at Intermediate 1
- Course or Unit in any relevant subject at Intermediate 1.

### CREDIT VALUE

0.5 Credit at Intermediate 2 (3 SCOTCAT points at SCQF level 5\*).

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** GA

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### **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

## **National Unit Specification: statement of standards**

### **UNIT**      Early Years Curriculum: An Introduction (Intermediate 2)

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

#### **OUTCOME 1**

Explain what is meant by the term Curriculum.

##### **Performance criteria**

- a) Define what is meant by the term curriculum.
- b) Identify key components of curriculum guidelines for children 0-7 years.

#### **Evidence requirements**

#### **OUTCOME 2**

Explain how the curriculum promotes development and learning within a child centred environment.

##### **Performance criteria**

- a) Explain what is meant by the term child centred environment.
- b) Identify appropriate experiences in relation to National Curriculum guidelines 0-7 years.
- c) Identify how curriculum experiences promote children's development and learning.

## National Unit Specification: support notes

**UNIT** Early Years Curriculum: An Introduction (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Candidates will gain an understanding of:

- What is meant by the term curriculum in relation to the term early years care and education.
- The range of settings where a curriculum is implemented.
- Key components of national curriculum guidelines.
- A range of experiences in relation to the curriculum.
- The child centred environment.
- The relationship between provision offered to children and their development and learning.

#### ***Outcome 1***

Candidates should be given the opportunity to define curriculum in the widest possible sense. They should gain an understanding that curriculum is not confined to published documents but refers to all experiences in a child's environment for example home, pre-school settings, school.

Candidates should be given the opportunity to explore more formal national documentation to gain a basic understanding of the main principles. Relevant Scottish Executive publications which could be examined are:

- Curriculum framework 3-5
- 5-14 framework document.

Consideration should also be given to the curriculum for a variety of age ranges birth 3 years, 3-5 years and 5-7 years.

#### ***Outcome 2***

The candidate should get the opportunity to explore what is meant by the term child centred. The characteristics of a child centred environment should be explained in relation to the aims of the early years care and education setting.

The type of environment that children learn best in should be investigated. This could include work around an environment that:

- is safe and stimulating in which children can feel happy and secure
- Encourages the emotional, social, physical, creative and cognitive development of children.
- Creates opportunities for structured/free flow play.
- Reflects a multicultural society.
- Promotes equal opportunities/anti discriminatory practice.

## National Unit Specification: support notes (cont)

### UNIT Early Years Curriculum: An Introduction (Intermediate 2)

Having established curriculum documentation and guidelines for work in Outcome 1 candidates should then get the opportunity to establish how this is translated into curriculum experiences offered to children within the early years care and education setting. 'Types' of curriculum experiences offered should be explored in relation to curriculum categories ie the range of experiences offered in relation to 'knowledge and understanding of the world' etc. Candidates should also be encouraged to explore the wide ranging, every day experiences that can be considered to form part of the child's curriculum as well as the more structured experiences planned and prepared by professionals.

Candidates should also be encouraged to establish the range of experiences appropriate to particular ages and developmental stages of children from 0-3, 3-5 and 5-7 years.

Candidates should then be given the opportunity to explore how experiences encourage development and learning of the child. This could include work in relation to how the experience promotes the child physically, emotionally, socially, cognitively and linguistically.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this unit there should be a balance between teacher/lecturer exposition and candidate centred learning.

*Outcomes 1 and 2* can be explored using a variety of methods:

- Brainstorming
- Small group exercises
- Group discussion
- Case studies
- Worksheets
- Examination of relevant curriculum documentation and guidelines
- Video material

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### *Outcomes 1 and 2*

A variety of approaches could be used. These would include:

- Case studies with associated questions
- Stimulus material and related questions
- Extended and/or restricted response questions.

Integration of assessment across outcomes should be used where this is considered appropriate. Assessment should be carried out under supervision.

### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).