







L2 Child Development – Topic 1: Child Development

Our mission is to provide learners with a thorough and accessible understanding of child development at Level 2, equipping them with valuable knowledge and practical skills that can be applied in a variety of contexts. Whether learners aim to work with children professionally, support family and community roles, or continue to higher-level study, we aim to nurture curiosity, empathy, and confidence in observing, understanding, and fostering children’s growth and well-being. This course seeks to empower individuals to make informed decisions and positively contribute to the lives of children and their communities.




Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Some prior knowledge of how children develop, through either having younger family members, media or from their personal experiences of growing up.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Learning about the factors that influence a child's development.</p>
	 <p>The learner will understand holistic development in the early years which includes aspects of physical, cognitive, communication and language, social and emotional development covering birth to 5 years.</p>	
	<p>HEART - Personal Development</p>	
	 <p>Understanding of the different ways children develop, encouraging curiosity and empathy.</p>	
<p>HAND - Skills</p>	 <p>This topic will develop observation, evaluation and reflection skills.</p>	

L2 Child Development – Topic 2: Factors that influence the child’s development




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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>A holistic understanding of how children develop.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Learning about care routines, play and activities to support the child.</p>
	 <p>What the terms nature and nurture mean What biological and environmental factors can influence a child’s development and how The transitions children experience and the impact of these transitions What support strategies can be used to support children with these barriers and transitions</p>	
	<p>HEART - Personal Development</p>	
	 <p>Empathy and understanding are developed by understanding the biological and environmental barriers to a child’s development.</p>	
<p>HAND - Skills</p>	 <p>Problem solving, evaluation and reflection skills will be used when looking at transitions.</p>	




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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Basic understanding of how children develop and the barriers to their development.</p> <p>Knowledge of the difference between nature and nurture.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Learning about early years provision</p>
	 <p>Understanding the basic care needs of children Understanding the basic care routines and play activities which support the child’s development To know the role of the early years practitioner during play activities</p>	
	<p>HEART - Personal Development</p>	
	 <p>Supports in building professionalism, curiosity and seeing things from different perspectives in addition to empathy and compassion regarding what happens when basic needs are not met.</p>	
<p>HAND - Skills</p>	 <p>Evaluation, reflection and problem solving skills. Teamwork and communication skills for group tasks and discussions.</p>	




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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Basic understanding of how children develop and the barriers to their development.</p> <p>Knowledge of the difference between nature and nurture.</p> <p>An understanding of care routines and play activities.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Legislation, policies and procedures in the early years</p>
	 <p>The learner will understand the purpose, role and function of different types of early years provision.</p>	
	<p>HEART - Personal Development</p>	
	 <p>Understanding the diversity of early years provision helps learners appreciate the unique needs of children and families. It encourages respect for different approaches and values in childcare.</p>	
<p>HAND - Skills</p>	 <p>This understanding broadens the learner’s perspective and builds key personal and professional skills, including communication and decision-making.</p>	

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<p>Pupils should have:</p> <p>Understanding of the key roles and responsibilities of early years practitioners, including working with children, creating safe and stimulating environments, and following policies and procedures. They should be aware of the importance of regulation and inspection (such as Ofsted) in ensuring high-quality care.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Expectations of the early years practitioner</p>
	 <p>The learner will understand that early years settings are regulated and standardised. The learner will know what regulation means and the name of the regulatory authority.</p>	
	<p>HEART - Personal Development</p>	
 <p>Students will develop their understanding of laws and legislation such as the Equality Act which build on empathy and compassion skills.</p>		
<p>HAND - Skills</p>		
 <p>Students develop critical thinking skills when considering why regulations exist and how they affect children, families, and professionals. They will also develop decision making skills as understanding regulations helps learners make better choices about safe and appropriate practice in early years work.</p>		

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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Understanding of the roles and responsibilities of early years practitioners, how to create safe and supportive environments for children, and the importance of working professionally and collaboratively with families and colleagues. They should also be aware of relevant policies, procedures, and regulatory standards, and understand how to support children’s holistic development in line with these frameworks</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Roles and responsibilities within early years settings</p>
	 <p>The learner will understand expectations with regards to appearance, behaviour, timekeeping and attitude when working in an early years setting.</p>	
	<p>HEART - Personal Development</p>	
	 <p>Learning about expectations for appearance, behaviour, timekeeping, and attitude in early years settings helps students develop respect for others, as they learn to present themselves appropriately and consider the impact of their behaviour on children, families, and colleagues. This also fosters empathy, encouraging them to understand and meet the needs of others in a professional setting. At the same time, it builds a sense of responsibility, teaching them to be reliable and accountable in their role.</p>	
<p>HAND - Skills</p>	 <p>Learning about appearance, behaviour, timekeeping, and attitude helps students develop a strong sense of professional conduct, teaching them how to present themselves and interact appropriately in the workplace. This goes hand-in-hand with developing effective communication skills, as they learn to speak and listen respectfully, work well with others, and communicate clearly with children, families, and colleagues—essential for building trust and maintaining positive relationships</p>	




L2 Child Development – Topic 7: Roles and responsibilities within the early years setting

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<p>Pupils should have:</p> <p>An understanding of key areas such as child development stages, health and safety practices, safeguarding children, promoting positive behaviour, and facilitating play and learning. They will have gained practical skills in supporting children's physical, cognitive, social, and emotional development, and be familiar with the importance of creating a safe and nurturing environment.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>The importance of observations in early years childcare</p>
	 <p>The learner will understand roles and responsibilities of those working with children from birth to 5 years in early years settings and the purpose of partnership working within early years provision.</p>	
	<p>HEART - Personal Development</p>	
 <p>By gaining insights into the importance of creating a safe, nurturing, and stimulating environment for young children students will develop empathy and compassion.</p>		
<p>HAND - Skills</p>	 <p>Learning how to effectively collaborate with colleagues, parents, and other professionals fosters essential skills such as communication, teamwork and problem solving.</p>	




L2 Child Development – Topic 8: The importance of observations

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<p>Pupils should have:</p> <p>an understanding of the holistic development of children, including physical, cognitive, social, and emotional aspects. They will be familiar with the stages and sequences of child development, the importance of observing children, and how these observations support development. Additionally, they will understand the influences that affect holistic development and the types of activities that can support children's growth and transitions.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Planning in early years childcare</p>
	 <p>The learner will understand how observations are used in early years settings, the different methods used and the components of recording observations. The learner will understand terms connected to accurate recording of observations and the benefits of observation and sharing observations with others.</p>	
	<p>HEART - Personal Development</p>	
 <p>By understanding how observations are used in early years settings, students cultivate empathy and patience by observing and understanding children's behaviours and needs.</p>		
<p>HAND - Skills</p>		
 <p>Student develop analytical thinking by learning to accurately record and interpret observations. This process also improves their communication skills, as they must clearly document and share their findings with others.</p>		

L2 Child Development – Topic 9:

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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>a thorough understanding of the principles and practices of child-centered planning. They will be familiar with the importance of tailoring activities to meet individual children's needs, promoting inclusive practices, and supporting diverse developmental pathways. Additionally, they will understand the significance of creating engaging and responsive learning environments that foster holistic development and well-being.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Revision of all topics in preparation for the externally assessed examination.</p>
	 <p>The learner will understand the child-centred approach to planning and the importance of planning to meet the child’s needs.</p>	
	<p>HEART - Personal Development</p>	
<p>- -</p>  <p>By learning the child-centred approach to planning and the importance of meeting a child's needs, students develop several crucial soft skills. They enhance their empathy and active listening by focusing on the child's perspective and needs.</p>		
<p>HAND - Skills</p>		
 <p>This unit fosters collaboration and teamwork, as students learn to work effectively with colleagues, parents, and other professionals to support the child's development. Additionally, they improve their problem-solving, leadership and adaptability skills by tailoring plans to suit individual children, ensuring a responsive and flexible approach to early years education.</p>		