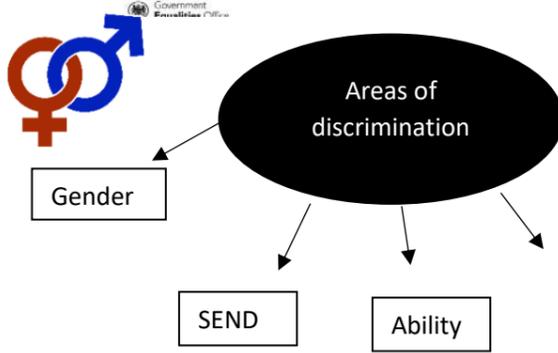


LO2.5

The Equality Act 2010



Be fair, equal and inclusive towards children

Inclusive practice

NO discrimination or prejudice

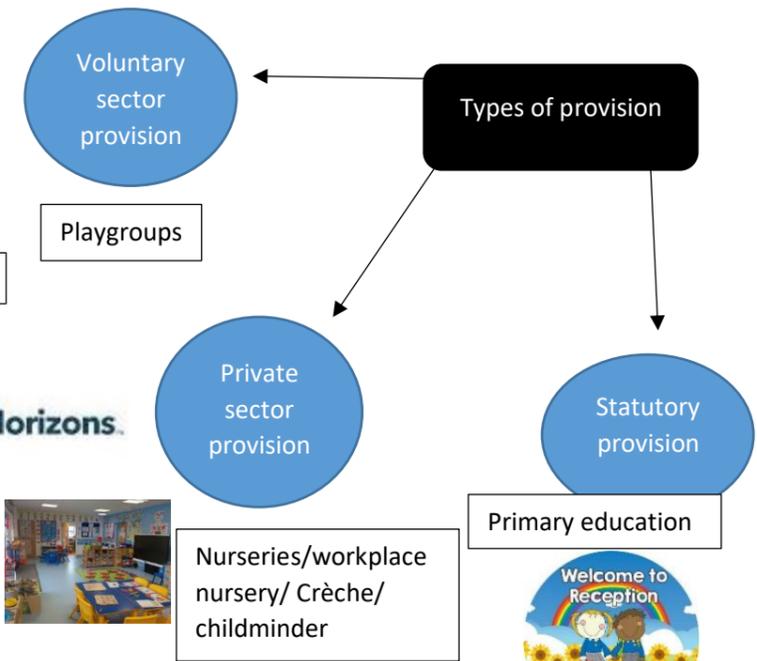
Discrimination: Treating a person differently due to race, age, gender or disability.

Prejudice: Assuming that you know something about a person before you know them, based on their race, age and

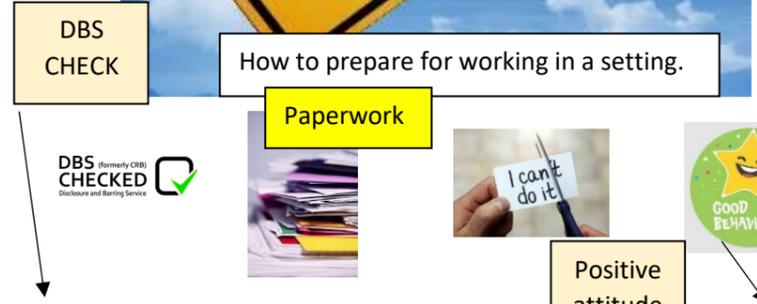
Link back to your match up tasks -- Setting → type of provision → Age.

For example;
Reception Class → Statutory provision → 4 – 5 years

LO3



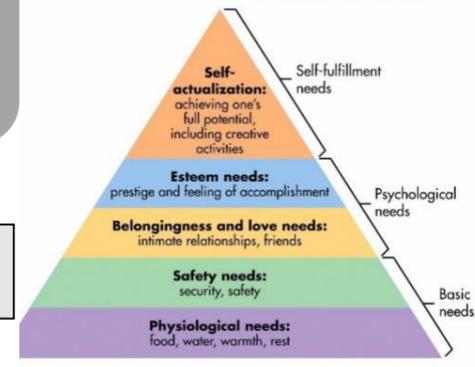
LO4.2



EYFS Framework: requires all individuals working with vulnerable groups to be DBS checked to ensure they are safe to work with children.

LINK → Responsibilities of an EYW (Safeguarding)

5.2 understanding children's basic needs
MASLOWS HIERARCHY OF NEEDS →



Unit 3 (Exam)



Risk Assessment

Identify routines and activities to safeguard the well-being of children

Health & Safety

- Cleaning
- Food hygiene

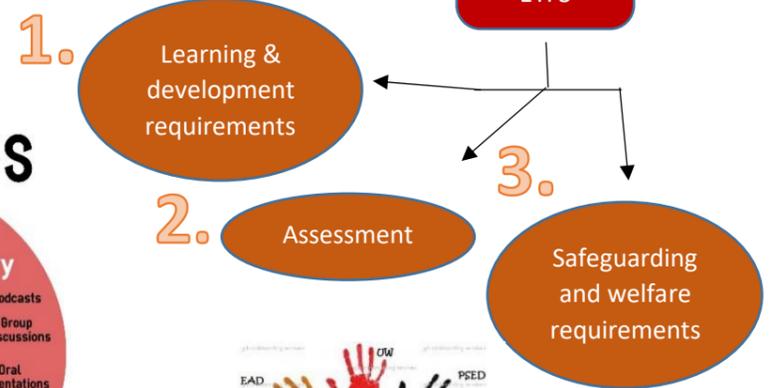
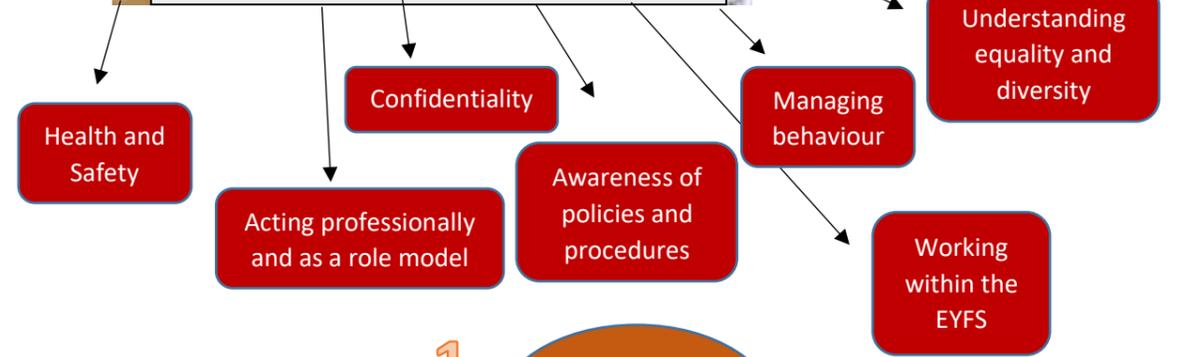
HYGIENE

- Handwashing
- Skin care
- Hair & dental care

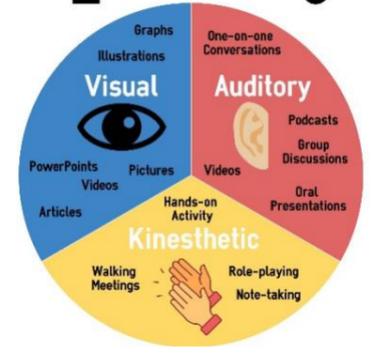
LO4



RESPONSIBILITIES OF AN EARLY YEARS WORKER

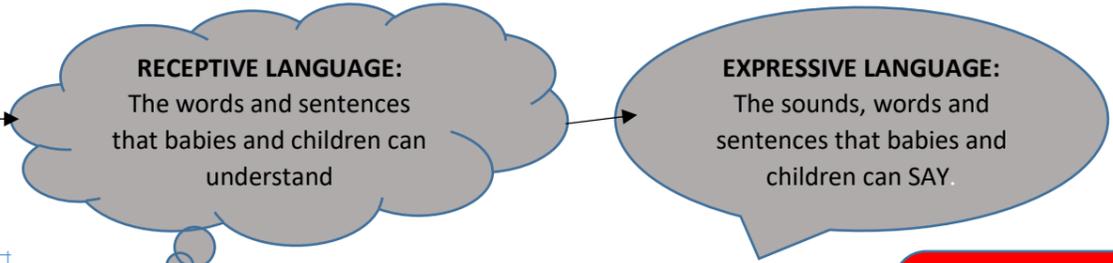
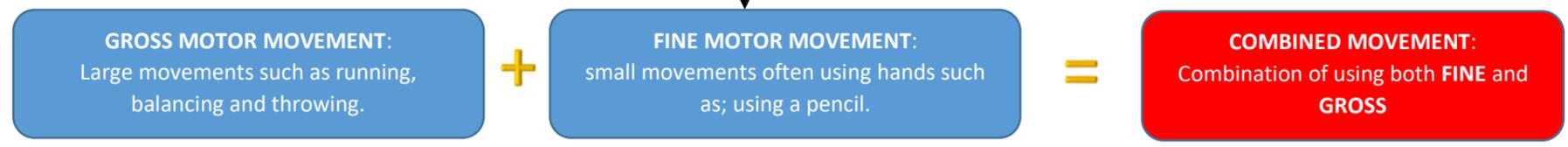


LEARNING STYLES



LO1

- Physical** → Movement, balance and co-ordination
- Intellectual** → Thinking, memory and understanding, Reading and writing for older children.
- Language** → Talking, listening and understanding. Reading and writing for older children
- Emotional** → Managing feelings, confidence and self-control. Relationships with others



Babies pattern of gaining control

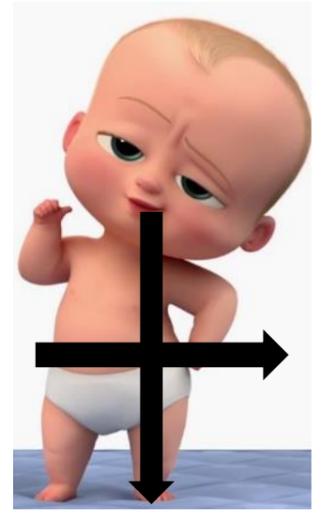
OUTWARDS

DOWNWARDS

0 – 1 (Physical): Learning to move. Sitting → Crawling → Standing → Walking

Downwards: Control gained; head first, BEFORE arms & legs.

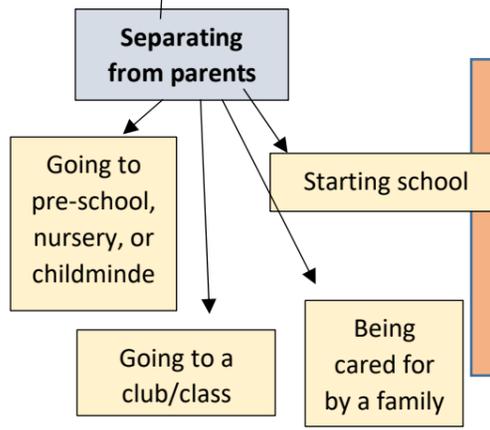
Outwards: Gain control outwards, learn to master arms and legs before hands.



Unit 3 (Exam)

LO1.3 In England: it is a **legal requirement** (EYFS states) for all Early Year Settings working with 2-year-olds to carry out an assessment. **"THE TWO-YEAR-OLD CHECK"**

LO2 **Transition:** A change of place, family circumstance and/or of carer.

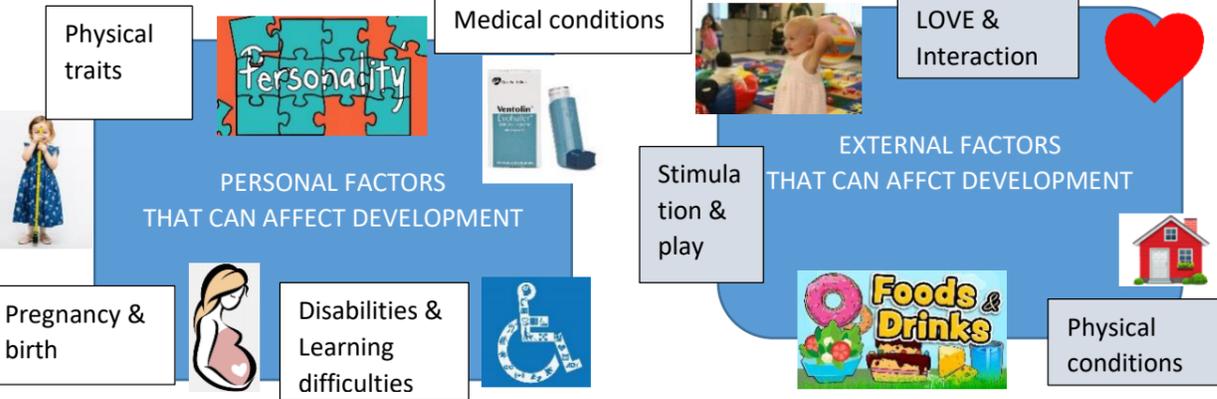


Attachment: The process by which children and their parents develop a strong loving relationship

Bonding: The formation of establishing a relationship based on shared feelings, interests or experiences



LO2



Observations: Noticing what children are doing and recording it.

Assessment: Using observations to work out children's stage of development.

