

## GETTING READY FOR PACK

### T-Level Education and Early Years

We are delighted you have chosen to study the T-Level Education and Early Years at Haywards Heath College

#### WHAT YOU WILL STUDY

The course is broken down into 12 elements which make up the core content you will study in the first year. The elements are as follows:

1. Wider Context
2. Supporting Education
3. Safeguarding, Health and Safety and Wellbeing
4. Behaviour
5. Parents, families and carers
6. Working with others
7. Child development
8. Observation and Assessment
9. Reflective Practice
10. Equality and Diversity
11. Special Educational Needs and/or Disabilities
12. English as an Additional Language

#### WHAT YOU NEED

<b>Kit List</b>	Haywards Heath College T-Level Education and Childcare Polo Top (can be purchased through following link <a href="#">Haywards Heath College - Broadwater Sports</a> ) (Optional but advised)
<b>Course Supplement</b>	N/A
<b>Equipment</b>	Laptop, notebook, A4 ring binder, file dividers, DBS check (arranged by college)
<b>Essential Textbooks</b>	<a href="#">Education and Early Years T Level: Early Years Educator: Hodder Education</a> Optional revision guide: <a href="#">My Revision Notes: Education and Early Years T Level: Hodder Education</a>

#### ENRICHMENT

<b>Trips</b>	Forest School Nursery World Expo London
<b>Guest Speakers</b>	Parents visiting with babies

	Visits from professionals from the early years sector
<b>Events</b>	Children's story writing competition

<b>RECOMMENDED READING/WATCH LIST</b>
<a href="#">Birth To 5 Matters – Guidance by the sector, for the sector</a> <a href="#">Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)</a> <a href="#">EYFS statutory framework for group and school-based providers</a> 'Babies' - available on Netflix 'Secret Life of 4 year olds' - available on Channel 4 'When I grow up' - available on Channel 4 'Inside our Autistic Mind' - available on Channel 4

<b>SUMMER WORKING TASK INFORMATION</b>
<b>Completion Date: First Lesson Week Commencing 8/9/2025</b>
<p>This pack will help you make the best possible start to studying this subject. The tasks in this pack should take you about 4-6 hours to complete.</p> <p>The tasks are designed to get a bit more difficult as you work through them as they are preparing you for studying at a higher level and to become an effective independent learner. You should try to get as far as you can working on your own but if you do need help, please email us at <b>info@haywardsheath.ac.uk</b> telling us which Getting Ready For pack you are working on and what help you need. Help is available throughout the summer holidays.</p>

SUMMER WORKING TASK	
Skills Focus	Researching
	Independent Learning
	Problem Solving
	Presentation/Layout
	Written communication
	Note Taking

	Analysing/synthesis Interpretation																												
<b>Task 1</b>	<p>For your first task, please find the definitions of the following key terms. You must have an excellent understanding of what these terms mean, and how they apply to an education and childcare context.</p> <table> <tr> <th>Key Term</th><th>Definition</th></tr> <tr> <td>Early Years Foundation Stage</td><td></td></tr> <tr> <td>Serious Case Review</td><td></td></tr> <tr> <td>Reflective Practice</td><td></td></tr> <tr> <td>Continuing Professional Development (CPD)</td><td></td></tr> <tr> <td>Department of Education</td><td></td></tr> <tr> <td>Scaffolding</td><td></td></tr> <tr> <td>Key Person</td><td></td></tr> <tr> <td>Education, Health and Care Plan</td><td></td></tr> <tr> <td>Holistic Learning</td><td></td></tr> <tr> <td>OFSTED</td><td></td></tr> <tr> <td>Early Learning Goals</td><td></td></tr> <tr> <td>Self-Regulation</td><td></td></tr> <tr> <td>Phonics</td><td></td></tr> </table>	Key Term	Definition	Early Years Foundation Stage		Serious Case Review		Reflective Practice		Continuing Professional Development (CPD)		Department of Education		Scaffolding		Key Person		Education, Health and Care Plan		Holistic Learning		OFSTED		Early Learning Goals		Self-Regulation		Phonics	
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<b>Task 2</b>	<p>Using the case study below, plan an activity that you would deliver for the child. Include in your activity plan the following:</p> <ul style="list-style-type: none"> <li>- what you would like the child to learn from the activity (Intent)</li> <li>- how you will deliver the activity (Implementation)</li> <li>- what you would hope the outcome is (Impact)</li> <li>- what areas of learning does your activity support</li> </ul> <p><i>Tommy is a 2-year-old boy attending a local nursery three mornings a week. He enjoys sensory play and often engages in solitary activities such as stacking blocks or playing with water.</i></p> <p><i>Staff have observed that Tommy finds it difficult to engage in cooperative play with peers. He often plays alongside other children rather than with them and can become frustrated when peers try to join his activities. In addition, Tommy has a</i></p>																												

*noticeable delay in expressive language and uses limited single words to communicate his needs.*

**Task 3**

For each of the occupational roles below, provide a description of their duties and responsibilities. This will help you to consider different career progression routes and will provide you with an understanding of the diverse roles that exist within education.

Occupational Role	Description
Room Leader	
Lecturer	
Special Educational Needs and Disabilities Coordinator (SENDCo)	
Designated Safeguarding Officer	
Early Years Practitioner	
Physical Activity and Nutrition Coordinator (PANCo)	
Headteacher	
Mental Health Lead	

**Task 4**

Complete some independent research into the theoretical approaches below. Write a summary for each of the theories to demonstrate your understanding. The course is very theoretical with lots to learn!

Theory	Summary
John Bowlby's Theory of Attachment	
B.F. Skinner's Operant Conditioning Theory	
Jean Piaget's Theory of Cognitive Development	
Abraham Maslow's Hierarchy of Needs	

**Task 5**

Legislation refers to laws that are made in parliament. It is vital that you know and understand different laws surrounding education and childcare. This is a requirement of all staff who work within education. For each legislation listed below, provide an overview of the key points.

Legislation	Key Points
Health and Safety at Work Act 1974	<p><i>This is important legislation which affects the management of health and safety in all organisations and places of work. Employers have a responsibility to keep all those in their setting safe. All those who work in early years settings or schools will have responsibilities for health and safety which include:</i></p> <ul style="list-style-type: none"> <li>• <i>reporting hazards</i></li> <li>• <i>following the policies and procedures of the setting for health and safety</i></li> <li>• <i>using safety equipment where it is needed</i></li> <li>• <i>ensuring that all materials, equipment and resources are safe</i></li> <li>• <i>not harming themselves or others by their actions.</i></li> </ul>
Equality Act 2010	
Children and Families Act 2014	
General Data Protection Regulations (GPDR) 2018	

**Task 6**

Write a minimum of 400 words about why you want to study Education and Childcare and what you can contribute to our cohort. You can use the following sentence starters to help:

*I want to study Education and Childcare because ... (include career aspirations)*

*I have experience / knowledge that will help me with my Education and Childcare studies such as... (work experience, babysitting or childcare experience, voluntary work, part time employment, experience of caring in your family, related GCSEs or other L2 courses)*

	<i>My personal attributes include... (consider what is important for someone interested in Education and Childcare e.g., empathy, understanding...)</i>
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