

# 1st4sport Level 3 Certificate in Supporting Physical Development and Physical Activity in the Early Years



Unit Specifications

## Qualification Information

<b>Qualification Structure:</b>	The 1st4sport Level 3 Certificate in Supporting Physical Development and Physical Activity in the Early Years is comprised of eight mandatory units. Learner must successfully complete all eight units to achieve the qualification.						
<b>Qualification Code:</b>	601/6581/9	<b>Level:</b>	3	<b>Age:</b>	17+	<b>Registration Period:</b>	3 Years
<b>Guided Learning (GL):</b>	61	<b>Total Qualification Time (TQT):</b>	129	<b>Credit Value:</b>	28	<b>Operational From:</b>	01 September 2015
<b>Mandatory Units</b>	<b>Level</b>	<b>Credit</b>	<b>GL</b>	<b>Reference</b>	<b>Assessment Method(s)</b>	<b>Page</b>	
Assess Physical Activities in an Early Years Environment	3	3	16	T/507/3126	Written Tasks, Observation of Delivery	3	
Principles of Physical Development and Early Movement Skills in an Early Years Environment	3	3	20	J/507/3129	Written Tasks, Observation of Delivery	4	
Principles of Safe Practice in Early Years Physical Activity Sessions	3	2	12	R/507/3134	Written Tasks, Observation of Delivery	5	
Promoting Diversity, Equality and Inclusion in the Early Years Environment	3	2	14	D/507/3136	Written Tasks, Observation of Delivery	6	
Promoting Health and Well-being in the Early Years	3	2	14	M/507/3139	Written Tasks, Observation of Delivery	7	
Plan a Series of Physical Activity Sessions in an Early Years Environment	2	3	20	R/507/3490	Written Tasks, Observation of Delivery	8	
Deliver Physical Activity Sessions in an Early Years Environment	2	2	15	K/507/3141	Written Tasks, Observation of Delivery	10	
Review Physical Activity Sessions in an Early Years Environment	2	2	14	J/507/3146	Written Tasks, Observation of Delivery	12	

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Unit title:	Assess Physical Activities in an Early Years Environment		
Unit aim	The aim of this unit is to develop an understanding of the early years education framework and the assessment techniques relevant in this environment.		
Unit level:	3	Guided Learning (GL) <sup>1</sup> :	16

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	understand the current early years education framework	1.1	identify the areas of learning and development that shape educational programmes in early years settings
		1.2	identify government policy that influences the early years education framework
		1.3	analyse observation and assessment methods within the early years education framework
2	understand assessment techniques in early years education	2.1	explain the term 'formative assessment'
		2.2	explain the term 'summative assessment'
		2.3	explain the positive and negative features of formative and summative assessment
		2.4	explain how assessment can be used to track progress
3	understand the importance of record keeping in completing observation and assessment	3.1	describe how records are kept on observation and assessment in own organisation
		3.2	explain the legal requirements for keeping records in early years education settings
4	be able to carry out observations and assessments in own setting in line with the current early years education framework.	4.1	carry out observational assessment on a child/group of children
		4.2	record observational assessment in a professional manner
		4.3	use formative and summative assessment to track progress
		4.4	use formative and summative assessment to plan and shape learning opportunities
		4.5	evaluate own use of observation.

<sup>1</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Unit title:	Principles of Physical Development and Early Movement Skills in an Early Years Environment		
Unit aim	The aim of this unit is to understand the expected pattern of physical development in the early years and the factors that influence such development.		
Unit level:	3	Guided Learning (GL) <sup>2</sup> :	20

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	understand the expected pattern of physical development in the early years	1.1	explain the stages and rate of each aspect of development from birth to five years old
		1.2	explain the difference between stages of development and rate of development and why the difference is important
2	understand the factors that influence a child's development in the early years and how these affect practice	2.1	identify how physical development is influenced by a range of personal factors during the early years
		2.2	identify how physical development is influenced by a range of external factors during the early years
		2.3	identify how theories of development and frameworks to support development influence current practice
3	understand how to monitor development and make appropriate interventions if the expected pattern is not being followed	3.1	identify how to monitor physical development using different methods
		3.2	explain the reasons why physical development in the early years may not follow the expected pattern
		3.3	identify how disability may affect development
		3.4	identify how different types of interventions can promote positive outcomes where physical development is not following the expected pattern
4	understand early movement skills and their importance in the early years environment.	4.1	define early movement skills
		4.2	describe the importance of developing early movement skills
		4.3	describe how early movement skills play a role in physical development at a later age
		4.4	identify various terms used by early years practitioners when delivering early movement skills.

<sup>2</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Unit title:	Principles of Safe Practice in Early Years Physical Activity Sessions		
Unit aim	The aim of this unit is to understand the various principles of safe practice as it relates to the delivery of physical activity sessions in a suitable environment.		
Unit level:	3	Guided Learning (GL) <sup>3</sup> :	12

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	understand how to ensure participants' safety during early years physical activity sessions	1.1	describe the legal principles and key legislation relating to safe practice in an early years environment
		1.2	explain the importance of a risk assessment
		1.3	illustrate how to carry out a risk assessment
		1.4	explain the importance of conducting a safety check before delivering early years physical activity sessions
		1.5	illustrate how to carry out a pre-physical activity session safety check
2	be able to maintain safety during an early years physical activity session.	2.1	respond to injury, illness and emergency situations in an early years physical activity session
		2.2	call for qualified assistance that is appropriate to the situation
		2.3	give the qualified assistance clear and accurate information about the situation
		2.4	report incidents following organisational requirements
		2.5	report any problems with emergency procedures to the relevant colleague.

<sup>3</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Unit title:	Promoting Diversity, Equality and Inclusion in the Early Years Environment		
Unit aim	The aim of this unit is to develop an understanding of how to promote diversity, equality and inclusion in the early years, and how to integrate this into physical activity sessions.		
Unit level:	3	Guided Learning (GL) <sup>4</sup> :	14

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	understand equality, diversity and inclusion in the early years environment	1.1	Explain the terms: a equality b diversity c inclusion d participation e discrimination
		1.2	summarise the national policies and legislation relevant to equality, diversity and inclusion
		1.3	explain the importance of applying equality, diversity and inclusion in relation to: a planning activities b selecting resources c safeguarding cultural awareness
		1.4	describe different types of discriminatory behaviour
2	understand how to promote inclusive practice.	2.1	explain the STTEP model
		2.2	understand how to use the SEND Code of Practice to develop inclusive practice
		2.3	describe ways to ensure that personal attitudes, values or beliefs do not impact on inclusive practice.

<sup>4</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Unit title:	Promoting Health and Well-being in the Early Years		
Unit aim	The aim of this unit is to promote health and well-being – including healthy eating and the roles that parents and other caregivers can play in the promotion is – both in the early years environment and at home.		
Unit level:	3	Guided Learning (GL) <sup>5</sup> :	14

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	understand how to promote the good health and well-being of children from birth to five years	1.1	explain the benefits of promoting children’s good health and well-being in an early years environment
		1.2	explain the wider impact of promoting children’s good health and well-being in an early years environment
		1.3	identify ways of promoting children’s health and well-being
2	understand the important role that parents and other caregivers contribute to the health and well-being of their children.	2.1	explain the important role that parents and other caregivers play in contributing to the health and well-being of their child
		2.2	identify ways of promoting physical activity and healthy living to parents and other caregivers that will enable them to encourage the health and well-being of their child.

<sup>5</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Unit title:	Plan a Series of Physical Activity Sessions for an Early Years Environment		
Unit aim	The aim of this unit is to develop the understanding required in order to be able to plan physical activity sessions which are both safe and purpose-driven.		
Unit level:	2	Guided Learning (GL) <sup>6</sup> :	20

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	know how to plan physical activity sessions for an early years environment	1.1	explain the importance of careful and thorough planning for physical activities
		1.2	state how to identify participant needs and motivations, and the potential of the participants
		1.3	describe the types of special needs that participants may have and what additional support might be required
		1.4	explain the importance of maintaining participant confidentiality and how this is achieved
		1.5	outline the key aspects of a physical activity session plan
		1.6	identify health and safety requirements that may impact on physical activity sessions
		1.7	identify how to ensure any required equipment and facilities will be available
		1.8	identify other people who may be able to contribute to the delivery of physical activity sessions, and describe their potential contribution
		1.9	describe how physical activity sessions might be adapted due to unforeseen circumstances to the environment or participant needs
2	be able to review participants' needs for a series of physical activity sessions	2.1	collect accurate and up-to-date information relevant to the participants and the series of sessions
		2.2	maintain confidential information appropriately
		2.3	use the collected information to identify participants' needs
		2.4	identify how participants' needs may impact on the sessions
		2.5	identify the overall aims for the series of physical activity sessions

<sup>6</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
3	be able to plan a series of physical activity sessions for early years physical development.	3.1	identify the goals for each physical activity session in the series that meet the needs of the participants and the group
		3.2	develop physical activity session plans that are consistent with own level of competence and that support current early years development plans
		3.3	identify activities and delivery styles that will motivate participants and achieve the planned goals for each session in the series
		3.4	ensure plans include realistic timings, sequences and duration of activities
		3.5	ensure plans allow for a balance of instruction, activity and discussion
		3.6	identify resources required for each physical activity session
		3.7	ensure plans are consistent with accepted good practice for physical development in the early years.

Unit title:	Deliver Physical Activity Sessions in an Early Years Environment		
Unit aim	The aim of this unit is to develop the understanding required in order to be able to deliver physical activity sessions which are both safe and purpose-driven.		
Unit level:	2	Guided Learning (GL) <sup>7</sup> :	15

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	be able to prepare resources for physical activity sessions in an early years environment	1.1	ensure that the identified resources meet the requirements of the planned session
		1.2	handle equipment safely
		1.3	set up equipment according to the session plan
		1.4	ensure the activity environment is safe, appropriate and conducive to learning for all participants
		1.5	ensure everyone involved in the session has the information they need to participate
2	be able to prepare participants for physical activity sessions in an early years environment	2.1	meet the participants at the scheduled time
		2.2	help the participants feel welcome and relaxed
		2.3	record attendance in line with organisational procedures
		2.4	ensure each participant's clothing and equipment are safe and appropriate for planned activities
		2.5	organise the participants in order to communicate with them
		2.6	establish behaviour rules for the session
		2.7	explain the aims of the session in a way participants will understand
		2.8	ensure the participants are prepared for the activities and ready to participate

<sup>7</sup> GL for the qualification may be less than the total hours for units delivered individually. This is due to the holistic nature of the learning programme.

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
3	be able to lead physical activity sessions in an early years environment.	3.1	provide clear information to participants about the planned activities
		3.2	ensure activities maximise participants' learning in line with the participant goals
		3.3	support a positive learning environment where participants can ask questions
		3.4	respond to the participants' questions helpfully and clearly.

Unit title:	Review Physical Activity Sessions in an Early Years Environment		
Unit aim	The aim of this unit is to develop the understanding required in order to be able to deliver physical activity sessions which are both safe and purpose-driven		
Unit level:	2	Guided Learning (GL) <sup>8</sup> :	14

Learning outcomes <i>The learner will:</i>		Assessment criteria <i>The learner can:</i>	
1	be able to review physical activity sessions	1.1	choose an appropriate time and place for the review
		1.2	encourage participants to take part in the review
		1.3	make sure the review takes account of the participants' experiences and progress during the session
		1.4	help the participants to identify, and be positive about, what they have achieved
		1.5	explore with the participants how activities within a session can be applied in the future
2	be able to reflect on and evaluate physical activity sessions.	2.1	review the outcomes and objectives for the activities within a session that have been delivered
		2.2	reflect on all aspects of the activities within a session that have been delivered
		2.3	reflect on the feedback received from participants, where appropriate, or others, including managers, supervisors, parents and guardians
		2.4	identify what went well and what could be improved
		2.5	discuss and review areas for further development
		2.6	record evaluations for future reference.

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