

LAPT

LONDON ACADEMY OF PROFESSIONAL TRAINING

CERTIFICATE

LAPT Birth to Three

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LAPT — London Academy of Professional Training

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7

SUBJECTS

26

CHAPTERS

125

CLASSES

700

TOTAL MARKS

60%

PASS MARK

Lifetime

VALIDITY

ABOUT THIS CERTIFICATION

Babies, toddlers and young children from birth to age three. Aligned to the EYFS, England's early years framework.

AT A GLANCE

AWARD	Certificate
ASSESSMENT	700 marks — 420 to pass (60%)
PREREQUISITES	None
VALIDITY	Lifetime
AWARDING BODY	LAPT — London Academy of Professional Training

CURRICULUM

1

Communication and Language

7 chapters · 32 classes **100 marks**

• 1 Listening and Attention — 9 classes

- › Turn towards familiar sounds
- › Gaze at faces, copying facial expressions and movements like sticking out their tongue
- › Make eye contact for longer periods
- › Watch someone's face as they talk
- › Copy what adults do, taking 'turns' in conversations (through babbling) and activities
- › Try to copy adult speech and lip movements
- › Enjoy singing, music and toys that make sounds
- › Recognise and are calmed by a familiar and friendly voice
- › Listen and respond to a simple instruction

• 2 Early Sounds and Gestures — 7 classes

- › Make sounds to get attention in different ways
- › Babble, using sounds like 'baba', 'mamama'
- › Use gestures like waving and pointing to communicate
- › Reach or point to something they want while making sounds
- › Copy your gestures and words
- › Constantly babble and use single words during play
- › Use intonation, pitch and changing volume when 'talking'

• 3 Understanding First Words — 2 classes

- › Understand single words in context
- › Understand frequently used words

• 4 Following Simple Instructions — 2 classes

- › Understand simple instructions like
- › Recognise and point to objects if asked about them

• 5 Early Conversations and Feelings — 6 classes

- › Generally focus on an activity of their own choice and find it difficult to be directed by an adult
- › Listen to other people's talk with interest but can easily be distracted by other things
- › Make themselves understood and can become frustrated when they cannot
- › Start to say how they are feeling, using words as well as actions
- › Start to develop conversation, often jumping from topic to topic
- › Develop pretend play

• 6 Speech Sounds — 2 classes

- › Use the speech sounds p, b, m, w
- › Pronounce /l/r/w/y, f/th, s/sh/ch/dz/j and longer words

• 7 Understanding Stories and Questions — 4 classes

- › Listen to simple stories and understand what is happening, with the help of the pictures
- › Identify familiar objects and properties for practitioners when they are described
- › Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
- › Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

• **1 Sounds, Music and Movement** — 9 classes

- › Show attention to sounds and music
- › Respond emotionally and physically to music when it changes
- › Move and dance to music
- › Anticipate phrases and actions in rhymes and songs, like 'Peepo'
- › Explore their voices and enjoy making sounds
- › Join in with songs and rhymes, making some sounds
- › Make rhythmical and repetitive sounds
- › Explore a range of soundmakers and instruments and play them in different ways
- › Enjoy and take part in action songs

• **2 Early Mark-Making and Paint** — 4 classes

- › Notice patterns with strong contrasts and be attracted by patterns resembling the human face
- › Start to make marks intentionally
- › Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- › Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make

• **3 Pretend Play and Materials** — 5 classes

- › Start to develop pretend play, pretending that one object represents another
- › Explore different materials, using all their senses to investigate them
- › Manipulate and play with different materials
- › Use their imagination as they consider what they can do with different materials
- › Make simple models which express their ideas

• **1 Songs and Rhymes** — 5 classes

- › Enjoy songs and rhymes, tuning in and paying attention
- › Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
- › Say some of the words in songs and rhymes
- › Copy finger movements and other gestures
- › Sing songs and say rhymes independently

• **2 Sharing Books** — 6 classes

- › Enjoy sharing books with an adult
- › Pay attention and respond to the pictures or the words
- › Have favourite books and seek them out, to share with an adult, with another child, or to look at alone
- › Repeat words and phrases from familiar stories
- › Ask questions about the book, make comments and share their own ideas
- › Develop play around favourite stories using props

• **3 Noticing Print and Early Mark-Making** — 4 classes

- › Notice some print
- › Enjoy drawing freely
- › Add some marks to their drawings, which they give meaning to
- › Make marks on their picture to stand for their name

• **1 Early Number** — 3 classes

- › Combine objects like stacking blocks and cups
- › Take part in finger rhymes with numbers
- › React to changes of the amount in a group of up to 3 items

• **2 Comparing and Counting** — 3 classes

- › Compare amounts, saying 'lots', 'more' or 'same'
- › Develop counting-like behaviour
- › Count in everyday contexts, sometimes skipping numbers

• **3 Shape, Space and Size** — 5 classes

- › Climb and squeeze themselves into different types of spaces
- › Build with a range of resources
- › Complete inset puzzles
- › Compare sizes, weights etc. using gesture and language
- › Notice patterns and arrange things in a pattern

• **1 Early Movement** — 9 classes

- › Lift their head while lying on their front
- › Push their chest up with straight arms
- › Roll over: from front to back, then back to front
- › Enjoy moving when outdoors and inside
- › Sit without support
- › Begin to crawl in different ways and directions
- › Pull themselves upright and bouncing in preparation for walking
- › Reach out for objects as co-ordination develops
- › Pass things from one hand to the other, let go of things and hand them to another person, or drop them

• **2 Moving with Control and Independence** — 12 classes

- › Gradually gain control of their whole body through the continual practice of large movements
- › Clap and stamp to music
- › Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them
- › Enjoy starting to kick, throw and catch balls
- › Build independently with a range of appropriate resources
- › Begin to walk independently
- › Walk, run, jump and climb
- › Spin, roll and independently use ropes and swings
- › Sit on a push-along wheeled toy, use a scooter or ride a tricycle
- › Use large and small motor skills to do things independently
- › Show an increasing desire to be independent
- › Start eating independently and learning how to use a knife and fork

• **3 Hands, Materials and Tools** — 2 classes

- › Develop manipulation and control
- › Explore different materials and tools

• **1 Calm, Self and Choices** — 5 classes

- › Find ways to calm themselves, through being calmed and comforted by their key person
- › Establish their sense of self
- › Express preferences and decisions, they also try new things and start establishing their autonomy
- › Engage with others through gestures, gaze and talk
- › Use that engagement to achieve a goal

• **2 Confidence in New Situations** — 6 classes

- › Find ways of managing transitions
- › Thrive as they develop self-assurance
- › Look back as they crawl or walk away from their key person
- › Look for clues about how to respond to something interesting
- › Play with increasing confidence on their own and with other children, because they know their key person...
- › Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key...

• **3 Emotions and Independence** — 4 classes

- › Feel strong enough to express a range of emotions
- › Grow in independence, rejecting help ("me do it")
- › Begin to show 'effortful control'
- › Learn to use the toilet with help, and then independently

• **4 Feelings and Friendships** — 5 classes

- › Be increasingly able to talk about and manage their emotions
- › Notice and ask questions about differences
- › Develop friendships with other children
- › Safely explore emotions beyond their normal range through play and stories
- › Talk about their feelings in more elaborated ways

• **1 Exploring Materials** — 3 classes

- › Repeat actions that have an effect
- › Explore materials with different properties
- › Explore natural materials, indoors and outside

• **2 The Natural World Around Us** — 1 class

- › Explore and respond to different natural phenomena in their setting and on trips

• **3 Families and People** — 2 classes

- › Make connections between the features of their family and other families
- › Notice differences between people

