

Scheme of Work 2020 - 2021

Subject: Childcare

2 days a week on placement

Year Group: 12

Specification: BTEC Level 3 National Foundation Diploma – Unit 8

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources	Lit Num SMSC Codes
1	<b>Communication skills</b>	Features of good communication.	<p>The features of good communication/interpersonal skills, to include verbal and non-verbal.</p> <p>Barriers to effective communication.</p> <p>Strategies to overcome barriers to effective communication.</p> <p>Strategies for building effective relationships with parents, to include <b>o</b> shared working <b>o</b> the key person approach <b>o</b> open door policy <b>o</b> developing a trusting partnership.</p>	<p>To be able to explain the forms of communication and potential barriers to communication</p> <p>To be able to identify strategies to overcome barriers and build relationships.</p>		

2	<b>Responsibility of professionals</b>	Responsibilities of early years professionals.	Responsibility of early years professionals to work in partnership with parents relevant to policies and statutory frameworks.  Legislation, policies, and procedures of the setting relevant to confidentiality and data protection.	To be able to describe the responsibility of early years professionals linking to legislation.		
3	<b>The impact of home learning</b>	The influence of home learning.	<ul style="list-style-type: none"> <li>• The impact of the home learning experience on the outcome for children.</li> <li>• How approaches in the setting may differ from those of parents.</li> </ul>	To be able to outline the importance of home learning.		
4 - 9	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim A type up period.	Coursework completion.		Sp5
<b>Fortnightly Assessment:</b> Students to write a document on the strengths and weaknesses of different approaches. They are to conclude with the effectiveness of each.						
10	<b>Roles and responsibilities</b>	Roles and responsibilities of professional related to early years provision	<ul style="list-style-type: none"> <li>• Roles and responsibilities, to include: health professionals, e.g. health visitors, dieticians o social care, e.g. social workers, family support workers o early years educators, e.g. nursery manager, key person.</li> </ul>	To be able to outline the roles and responsibilities of professionals related to early years.		
11	<b>Strategies for partnership working</b>	Strategies for effective partnership working.	<p>Strategies for working in partnership with colleagues and other professionals, to include: o cooperative working o partnership working o multidisciplinary teams.</p> <p>The benefits of cooperative working.</p>	To be able to explain the strategies for partnership working.	<b>Write reflective review and compile evidence of working with staff and professionals.</b>	

12	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim B type up period.	Coursework completion.		Sp5
<b>April Half – Term</b>						
13 – 17	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim B type up period.	Coursework completion.		Sp5
18	<b>Effective partnership working with parents</b>	Skills for effective working relationships	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with parents.</li> <li>• Use appropriate verbal and non-verbal communication, to include active listening.</li> <li>• Recognise and use strategies to overcome barriers to effective communication.</li> </ul>	To be able to demonstrate the skills needed for effective working relationships with parents.	<b>Write reflective review and compile evidence of working with staff and professionals.</b>	
<b>Fortnightly Assessment:</b> Students to write the reasons for colleagues and professionals to work together, including professionals from outside agencies. This must show the advantages of partnership working.						
19	<b>Effective partnership working with professionals</b>	Skills for effective working relationships	<ul style="list-style-type: none"> <li>• Communicate effectively to share accurate information about children’s needs and development, to include verbal and written communication.</li> <li>• Show awareness of when and how information should be shared.</li> <li>• Demonstrate understanding about the roles and responsibilities of colleagues and other professionals in own setting.</li> </ul>	To be able to demonstrate the skills needed for effective working relationships with professionals.		
20	<b>Review of evidence</b>	How to apply content and knowledge.	Students to look at evidence from working with parents to see areas of missing information or skills to develop.	To be able to reflect on skills and knowledge		

21 – 26	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim C type up period.	Coursework completion.	(22) Ask placement supervisor for suitable families and professionals to communicate with to complete witness statements.	Sp5
<b>Fortnightly Assessment:</b> Students are to write about the interactions showing the approaches to building relationships and partnerships. They must show any factors and/or barriers that may have affected the interaction or future interactions and the steps to overcome them.						
27 – 30	<b>Reflective accounts</b>	How to apply content and knowledge.	Students to write up communications with parents and professionals. They need to reflect on the skills and strategies. Witness statements to be signed off.	To be able to reflect and review information.		
31 – 33	<b>Coursework completion</b>	How to apply content and knowledge.	Students to complete outstanding work. 1-1 support to be provided to review PEP.	Coursework completion.		
<b>May Half-Term</b>						