

Scheme of Work 2020-2021
Subject: Childcare – Unit 3

Year Group: 10
Specification: BTEC Childcare – Unit 3

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 DODDLE resources	Lit Num SMSC Codes
1	<p>A.1 How children benefit from inclusive practice</p> <p>The positive effects of inclusive practice on children’s outcomes</p>	<p>How children benefit from inclusive practice?</p>	<p>Teacher/tutor input: introduce Topic A.1.</p> <p>Starter activity (paired): learners to write down two characteristics of an ‘inclusive’ environment. Share ideas with the whole group.</p> <p>Teacher/tutor-led discussion: list each characteristic and reflect on ideas presented by learners. Add any characteristics not thought of by learners.</p> <p>Activity (paired): write a definition of ‘inclusive practice’ and feed back to the group.</p> <p>Teacher/tutor input: learners to agree a working definition of ‘inclusive practice’ with teacher/tutor support.</p> <p>Activity (small group): learners to cut out photographs from newspapers/ magazines of individuals who may be discriminated against and note why. Learners to show and feed back to the group, justifying choices.</p> <p>Activity (small group): learners to research terms they have come across in this lesson and write the definitions down.</p>			

1	<p>A.1 How children benefit from inclusive practice</p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p> <ul style="list-style-type: none"> ● development of a positive self-image affecting confidence, motivation and positive attitudes towards others ● developmental benefits as any needs are identified and a wide range of opportunities is available and, if necessary, adapted to meet needs ● opportunities to play and socialise with other children and thus gain social skills and learn to express feelings and emotions. 	<p>How children benefit from inclusive practice?</p>	<p>Teacher/tutor input: recap previous lesson and introduce aims of this lesson.</p> <p>Starter activity (small groups): learners to discuss a personal experience where they felt included/ valued and explain how it made them feel.</p> <p>Activity (small group): learners to discuss the benefits of having a positive self-image. Learners then draw an outline of a child on a large planning sheet and show the ‘benefits’ for the child using illustrations and words. Feed back ideas to the group. Learners to display evidence in classroom as they will return to this activity in lesson seven.</p> <p>Teacher/tutor-led discussion: inclusive practice means that individual children’s backgrounds and needs are understood, which ensures that children can be supported in the most effective way. Give a few examples of needs of children (e.g. needs resulting from a disability or learning difficulties) and ask learners to contribute ideas on how the environment might be adapted to accommodate these needs.</p> <p>Activity (small group): learners to discuss and note down all the benefits of socialising with other children for children’s development and wellbeing. Groups to feed back to whole group.</p>		<p>Find examples of nursery’s locally and their use of inclusive practice and how they implement it.</p>	<p>Literacy</p>
2	<p>A.1 How children benefit from inclusive practice</p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p>	<p>How children benefit from inclusive practice?</p>	<p>Teacher/tutor input: recap previous lesson and introduce aims of this lesson.</p> <p>Starter activity (whole group): give learners a sticky note and ask them to write down how individuals feel when accepted and cared for by others and place on the whiteboard.</p>			<p>C3</p>

	<ul style="list-style-type: none"> ● development of self-efficacy, a ‘can-do’ attitude, which gives children confidence to try out new activities or cope in unfamiliar situations ● emotional wellbeing as a result of being accepted and cared about by others <p>positive benefits to health outcomes as physical needs are met through inclusive practice.</p>		<p>Teacher/tutor-led discussion: read out each idea from the sticky notes and discuss the importance of wellbeing for emotional development.</p> <p>Activity (paired): learners to discuss own experiences of a time when they have been made to feel good about themselves.</p>			
3	<p>A.1 How children benefit from inclusive practice (cont.)</p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p> <ul style="list-style-type: none"> ● development of self-efficacy, a ‘can-do’ attitude, which gives children confidence to try out new activities or cope in unfamiliar situations ● emotional wellbeing as a result of being accepted and cared about by others ● positive benefits to health outcomes as physical needs are met through inclusive practice. 	<p>How children benefit from inclusive practice?</p>	<p>Activity (small group): learners to list physical needs of children (e.g. food, exercise, rest and sleep, personal routines). Teacher/tutor to write learners’ ideas on whiteboard adding any needs not suggested.</p> <p>Teacher/tutor input: using Maslow’s hierarchy of needs, explain the importance of meeting individual’s physical needs.</p> <p>Activity (small group): learners to use their lists of physical needs created earlier in the session. For each physical need they are to list a benefit for children of meeting that need through inclusive practice. Learners to share their ideas with the rest of the group. Learners to keep their lists for use in lesson six.</p> <p>Activity (small group): give learners a scenario of a child with a particular physical need (e.g. a dietary need or a health need) and ask them to suggest what adults would need to do to meet these needs. Ask learners to feed back their ideas, identifying what it is that makes the practice inclusive.</p>			C3, SP2

4	<p>A.1 How children benefit from inclusive practice</p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p> <p>development of enduring positive attitudes towards others as a result of observing how to value and support others regardless of their age, disability, race, background, gender or lifestyle.</p>	<p>How children benefit from inclusive practice?</p>	<p>Teacher/tutor input: recap previous lesson and introduce the aims of this lesson.</p> <p>Starter activity (whole group): each learner in turn to state one benefit of an inclusive environment.</p> <p>Activity (paired/small groups): learners to discuss ways that adults can support positive attitudes toward others. Learners to share ideas with one or two other groups and go on to discuss the benefits of children developing positive attitudes towards others.</p> <p>Activity (paired): learners to produce a poster summarising the positive effects of inclusive practice covered in lessons 2, 3 and 4. Posters to be displayed in the classroom.</p>	<p>Mini quiz on uses of inclusive practice in Early years setting.</p>	<p>Quiz and answers available on doddle after the lesson.</p>	<p>S01, c3</p>
6	<p>A.2 How non-inclusive practice may affect children’s outcomes</p> <p>How outcomes for children may be affected by non-inclusive practice:</p> <ul style="list-style-type: none"> ● poor self-image as a result of feeling unwanted, helpless or inferior ● low self-efficacy as children may have ‘learnt helplessness’ or see themselves as victims ● delayed development as a result of late identification of needs or needs not being met. 	<p>How non-inclusive practice may affect children’s outcomes?</p>	<p>Teacher/tutor input: recap Topic A.1. Introduce Topic A.2 and outline the aims of this lesson.</p> <p>Starter activity (small group): learners to share experiences where they have felt excluded or they have felt that adults did not understand their needs. Discuss how it made them feel.</p> <p>Activity (paired): learners to create a mind map of the characteristics of a non-inclusive environment and feed back ideas to the whole group.</p> <p>Activity (small group): learners to discuss practice that may result in poor self-image and self-efficacy and the impact of this on children.</p> <p>Teacher/tutor input: check learners’ understanding of the terms ‘self-image’ and ‘self-efficacy’.</p>			<p>Sp2,</p>

			<p>Activity (individual): learners to add definitions of terms they have come across in this lesson to their list.</p> <p>Teacher/tutor-led discussion: on the range of additional needs that children may have (e.g. dietary needs and sensory impairment) and how it is important to identify these at an early stage. Invite learners' ideas on how failure to meet these needs may affect development.</p>			
8	<p>A.2 How non-inclusive practice may affect children's outcomes</p> <p>How outcomes for children may be affected by non-inclusive practice:</p> <ul style="list-style-type: none"> poor health outcomes if physical care needs have not been attended to, e.g. individual dietary needs unmet <p>educational outcomes lower as a result of not being given the same opportunities to develop skills and knowledge because needs were not met.</p>	<p>How non-inclusive practice may affect children's outcomes?</p>	<p>Teacher/tutor input: recap content from previous lesson and introduce aims of this lesson.</p> <p>Starter activity (whole group): learners to decide whether the examples show inclusive or non-inclusive practice and give reasons for their answers.</p> <p>Activity (small groups): learners to return to the headings relating to physical care needs from lesson three and suggest negative effects of non-inclusive practice on each care need.</p> <p>Activity (whole group): learners to form groups of five or six. Teacher/tutor to explain the scenario (i.e. a scenario of a child who has experienced a non-inclusive environment) One learner in each group to play the child and the other learners ask questions about how the 'child' feels and the effects on them. Give learners a different scenario and get them to swap roles.</p>	Case study and questions from text book. P79.	Case study to be made available to all pupils after the lesson to review	C3, C1,

	How outcomes for children may be affected by non-inclusive practice	How non-inclusive practice may affect children's outcomes?	<p>Teacher/tutor input: recap content from previous lesson and introduce aims of this lesson.</p> <p>Activity (small group): using the outline of the child from Lesson two, learners to label all the effects that a non-inclusive environment may have using a different coloured marker pen.</p> <p>Activity (paired): learners to produce a poster showing the negative effects of a non-inclusive environment covered in lessons five and six. Posters to be displayed next to the poster showing positive effects.</p>			
9	<p>Learning aim A Assessment overview</p> <p>Assignment 1</p> <p>Assignment tasks to cover 1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1</p> <p>Use authorised assignment briefs from Pearson.</p> <p>Alternatively, use adapted or centre-devised assignment briefs.</p>		<p>Teacher/tutor presentation: recap Topics A.1 and A.2.</p> <p>Teacher/tutor presentation: overview of assignment requirements and assessment criteria. Introduce assignment for Learning aim A and discuss strategies for research and organising/planning.</p> <p>Learners to start work on Assignment 1 and complete in their own time as required.</p>	<p>Planning out of key points for inclusive and non-inclusive practice.</p> <p>Clear examples and how they contribute.</p> <p>Write up power point and key information.</p> <p>Using power point information to write up the script and detailed information.</p>	<p>Assignment brief set out on Doodle and supporting document.</p> <p>Break down of task and previous examples of work.</p>	C3, sp5