

Scheme of Work 2021 - 2022
Subject: Childcare
2 days of placement a week

Year Group: 13
Specification: BTEC Level 3 National Diploma – Unit 7

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	Curriculum requirements	What are current curriculum requirements?	<ul style="list-style-type: none"> • Curriculum requirement for children’s personal, social and emotional development. • Policies and procedures from own setting. • Theories relevant to an understanding of personal, social and emotional development, to include: <ul style="list-style-type: none"> o theories of personality and self-esteem o theories of attachment o theory of mind (ToM). 	To be able to explain the curriculum requirements and application to PSE development.		
2	Professional boundaries with children	What are professional boundaries with children?	<ul style="list-style-type: none"> • The importance of keeping to professional boundaries with children, to include appropriate physical contact and use of language. • The importance of trusting relationships with children and families. • How to communicate effectively with parents and/or carers 	To be able to describe the professional boundaries to follow. To be able to explain how to communicate effectively.		
3	Supporting emotional and social development	How to support emotional and social development?	<ul style="list-style-type: none"> • Ways to support children’s emotional wellbeing and resilience, to include developing independence. • Routines and realistic boundaries that develop a child’s sense of security. • The importance of age-appropriate physical contact to support emotional development. • The importance of friendships to children’s holistic development, self-concept and confidence 	To be able to explain how to support emotional and social development.		

4	Statutory requirements of the key person approach	What are the statutory requirements of key person's?	<ul style="list-style-type: none"> • Statutory requirements of early years curriculum framework for key person approach. • How the key person approach is applied in different types of settings and home country. 	To be able to explain the role of the key person and importance.		
5	The importance of strong attachments.	What is the importance of strong attachments?	<ul style="list-style-type: none"> • The importance of strong attachments, to include: <ul style="list-style-type: none"> o the development of further attachments o effects on physiological and psychological stress levels o contribution to development in other areas. • How attachment theorists John Bowlby, Mary Ainsworth and the Robertsons (James and Joyce) have influenced current practice 	To be able to outline the theories that relate to developing attachments.	Reading of notes from Unit 1 on theories and reading materials in student folder.	
6	Links between behaviour, language and cognitive development	What are the links between behaviour, language and cognitive development?	<ul style="list-style-type: none"> • Links between behaviour, language and cognitive development. • Expectations in relation to child's age/stage of development. • Short-term factors, e.g. tiredness, illness. • Long-term factors, e.g. chronic illness, poor attachments. • Transition and significant life events. 	To be able to outline the links between behaviour, language and cognitive development.		
7 – 12	Coursework type up	How to apply content and knowledge.	Independent Learning Aim A type up period.	Coursework completion.	Observation to be completed by placement supervisor with witness statement. <u>Reflective account needed.</u>	Sp5
Fortnightly Assessment: Student to write about the influences that can impact on children's personal, social and emotional development. They must explain how the key person approach works and how it can help to minimise negative effects on development, to include building effective relationships, gaining trust and understanding children's needs.						
13 – 14	The impact of transitions and significant life events	What is the impact on transitions on young children?	<ul style="list-style-type: none"> • Transitions and significant events that children may experience. The importance of building effective relationships with the child and parents/carers. • How to work with colleagues and other professionals to offer support during transitions and significant events. 	To be able to explain the impact of transitions and life events.		

15	PEP Review, reflective account 1-1 and observation review.	Developing key childcare skills and practices.	Student are provided with 1-1 support and check of the PEP and reflective practice. Tasks will be reviewed, and observation records signed off.	To be able to work on PEP and reflect.		
16 – 18	Coursework type up	How to apply content and knowledge.	Independent Learning Aim B type up period.	Coursework completion.		Sp5
Fortnightly Assessment: Students are to explain factors that affect children’s experiences in an early years setting, to include the organisation of the environment and approaches used by professionals to promote personal, social and emotional development. They are to come to a conclusion on the impact these factors have on children’s resilience to change, and ability to cope, when they experience significant life events						
October Half - Term						
19 – 21	Coursework type up	How to apply content and knowledge.	Independent Learning Aim B type up period.	Coursework completion.	Observation to be completed by placement supervisor with witness statement. Reflective account needed.	Sp5
22	Strategies to promote positive behaviour	How do early years professionals promote positive behaviour?	<ul style="list-style-type: none"> • Strategies to promote positive behaviour at different ages/stages of development, to include rewards, star charts. • Advantages and disadvantages of operant conditioning techniques. • The importance of positive attitude, consistency and collaboration with parents and others. • How to help children develop positive attitudes, to include: <ul style="list-style-type: none"> o helping children to value and respect others o developing an awareness of similarities and differences o modelling behaviour 	To be able to show links between content and work in placement.	Apply information to placement.	
23	How to use observation and assessment to support positive behaviour	How does observation and assessment benefit behaviour?	<ul style="list-style-type: none"> • How to use observation and assessment to support positive behaviour. • How to work with: <ul style="list-style-type: none"> o parents and/or carers to support children’s positive behaviour o colleagues and other professionals to support positive behaviour. 	To be able to show links between content and work in placement.	Apply information to placement	

24	PEP Review, reflective account 1-1 and task review.	Developing key childcare skills and practices.	Student are provided with 1-1 support and check of the PEP and reflective practice. Tasks will be reviewed, and observation records signed off.	To be able to work on PEP and reflect		
25 - 30	Coursework type up	How to apply content and knowledge.	Independent Learning Aim C type up period.	Coursework completion.	Observation to be completed by placement supervisor with witness statement. <u>Reflective account needed.</u>	Sp5
Fortnightly Assessment: Students are to write about how they can recognise and use opportunities to promote and support positive behaviour effectively. This must show that they understand and adhere to policies and procedures of the setting.						
31 - 33	Learning Aim A Coursework review	How to apply content and knowledge.	Students to complete any outstanding work for Learning Aim A.	Coursework completion.		Sp5
34 – 36	Learning Aim B Coursework review	How to apply content and knowledge.	Students to complete any outstanding work for Learning Aim B.	Coursework completion.		Sp5
37 - 39	Learning Aim C Coursework review	How to apply content and knowledge.	Students to complete any outstanding work for Learning Aim C.	Coursework completion.		Sp5
Christmas Half- Term						

Unit to be complete for start of January, Unit 9 to start teaching in January.