

Scheme of Work 2020 - 2021
Subject: Childcare

Year Group: 12
Specification: BTEC Level 3 National Extended Certificate – Unit 1

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	A1: Principles of growth and development	Rate of growth variable	<p>The rate of growth is variable, different parts of the body grow at different rates development is affected by a range of different factors.</p> <p>Development occurs in an orderly sequence, physical development begins with the control of head movement and continues down the body and with uncontrolled large movements before becoming precise and refined, areas of development are interrelated, the development rate varies between children.</p> <p>Growth refers to an increase in physical size, beginning with muscular control and development of co-ordination and balance Development refers to the possession of skills proceeding through a set order, becoming more sophisticated.</p>	Recall of key terms.		C1 M2
2	A2 Areas of development Cognitive Development	The key areas of cognitive development linking to different age groups.	<p>Cognitive, the process of growth and change in intellectual abilities, includes the construction of thought processes, thinking, reasoning, problem solving and understanding.</p> <p>Neurological and brain development, including growth and development of neural pathways, brain size, the importance of early experiences in first four years of life.</p>	Explain areas of cognitive development and what they include.	Mind map of cognitive development.	S07 C5

			Definitions and impact of atypical development, delayed global development, gifted and talented.			
3	A2 Areas of development Emotional Development	The key areas of emotional development linking to different age groups.	Emotional development is the process by which children develop awareness and control of their feelings about themselves and others, self-esteem, self-concept and confidence	Explain areas of emotional development and what they include.		
4	A2 Areas of development Social Development	The key areas of social development linking to different age groups.	Social development involves a process of developing knowledge, values and skills to enable children to relate to others through formation of attachments and relationships with adults and friendships with peers	Explain areas of social development and what they include.	Summary notes on emotional and social development.	
5	A2 Areas of development Language Development	The key areas of language development linking to different age groups.	Language is the development process of how children understand and communicate through verbal/non-verbal forms of communication; literacy, reading and writing. Literacy is the development of children's reading, writing, speaking and listening skills.	Explain areas of language development and what they include.	List of key terms and how they apply to different ages.	
6	A2 Areas of development Physical Development	The key areas of physical development linking to different age groups.	Physical development (motor development) being the process by which children acquire movement, patterns and skills through gross/large movements of limbs, developing locomotion, balance and co-ordination, fine/manipulative movement of fingers, developing hand-eye co-ordination. Physical development begins with basic reflexes, control of head movement, continuing down the body. Influence of heredity and genes on children's personality, physical and cognitive development.	Completion of exam questions to apply knowledge.	Finish exam questions	Sp5

Fortnightly assessment: Using questions provided which cover content area covered students are to read the questions and plan answers. They are to use exam question structure provided and should not use the specification.

7 - 8	Mock Paper	How to apply knowledge to exam.	Mock paper to be completed on Learning Aim A content.	Mock paper		So5
9	Learning Aim A Review	Applying targeted work to exam	Review of missed content from Learning Aim A and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.		
10	B1 Physical development	The key areas of physical development linking to different age groups.	Normative age/stage developmental patterns of children's gross/fine motor skills from birth to seven years 11 months and the impact on children's overall growth.	Recall the key areas of development in different age groups.		
11	B1 Physical development Factors affecting growth and development	Factors affecting growth and development.	Factors affecting healthy growth and development using Maslow's hierarchy of needs, providing/depriving love and affection, diet, nutrition, rest and exercise, security, protection, stimulation, interaction, independence, friendship and personal potential.	Explanation of the content and how they affect development with application to theory.	Revision notes on Maslow	
12	B1 Physical development Biological factors	Factors affecting growth and development	Biological and environmental factors, including nature/nurture, medical factors, pre-existing conditions, pre-natal/premature birth, illness, accidents and injuries, lifestyle choices, societal and family systems, genetic disorders.	Explanation of the content and how they affect development.		
13	B1 Physical development Social factors	Factors affecting growth and development	Societal systems such as poverty and exclusion, can impact on a child's physical development including nutritional needs and access to health care.	Explanation of the content and how they affect development		
14	B2 Promoting children's physical development Creative Play and development	Factors affecting growth and development	How children explore and experiment through using different materials, tools and techniques age/stage in an appropriate way. How adults can support children's creativity and imagination through physical activity, role play, arts and craft.	Students should be able to plan an activity based on their knowledge to meet areas of	Revision on missed areas of Learning Aim B.	

			Promote physical development through exercise, inside and outside play and activities such as dance and movement.	a child's development.		
15-16	Mock paper	How to apply knowledge to exam.	Mock paper to be completed on Learning Aim B content.	Mock paper		So5
17 - 18	Learning Aim B Review	Applying targeted work to exam	Review of missed content from Learning Aim B and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.		
Fortnightly Assessment: Create exam question plans for long answer questions. They are then to use the specification to create perfect plans and make notes on the difference between their own and the specification created plans.						
19	C1 Theoretical approaches	The key theoretical approaches to early years provision.	Vygotsky's Zone of Actual/Proximal Development (ZAD/ZPD) in engaging and extending children's learning.	Recall of the principle of Vygotsky's theory.	Theorist revision card	
20	C1 Theoretical approaches	The key theoretical approaches to early years provision.	Chomsky's Language Acquisition Device (LAD) and the concept of critical period, that proposes children's language acquisition as an innate cognitive mechanism. How theories explain thought, language, verbal and non-verbal communication.	Recall of the principle of Chomsky's theory.	Theorist revision card	
21	C1 Theoretical approaches	The key theoretical approaches to early years provision.	How Piaget's theories of schematic development, assimilation, accommodation, equilibrium and disequilibrium explains children's thought processes and problem-solving skills. Piaget's universal stages of cognitive development, sensorimotor, preoperational, concrete operational and formal operational.	Recall of the principles of Piaget' theory.	Theorist revision card	
22	C1 Theoretical approaches	The key theoretical approaches to early years provision.	Bruner's three modes of cognitive representation (enactive, iconic, symbolic).	Recall of the principle of Bruner's theory.	Theorist revision card	

23	C1 Theoretical approaches	The key theoretical approaches to early years provision.	Skinner's theory of reinforcement/repetition that proposes children's language acquisition is a socially learned behaviour.	Recall of the principles of Skinner's theory.	Theorist revision card	
24	C1 Theoretical approaches	The key theoretical approaches to early years provision.	How children learn to listen and engage in sustained shared thinking/problem solving/collaborative learning/apprenticeship learning; guided participation/scaffolding with adults and peers Concepts of information processing and memory, the role of attention, how children recall and respond to information, making connections between past and present experiences, how this applies to cognitive growth.	Explain how early years professionals use theories.	Theorist revision card	
25	C2 Applying theories to early years practice.	How to apply key aspects of theorists approaches to early years settings.	How cognitive theories help to explain children's literacy skills in reading and writing, understanding simple sentences, use of phonics to decode regular words. How cognitive theories help to explain children's drawing and writing skills. How forms of verbal and non-verbal communication, including Makaton, sign language, visual timetables and gestures encourage children to interact with others. How children use language to question how and why things work.	Application of prior knowledge and theories to content.		
26	C2 Applying theories to early years practice.	How to apply key aspects of theorists approaches to early years settings.	How cognitive theories explain children's numeracy skills in basic mathematical concepts, including learning number, placing numbers in order, simple mathematical language. How cognitive theories explain children's problem-solving skills through understanding logic, rules and patterns.	Application of prior knowledge and theories to content.	Revision of theorist and application to early years.	
27	C2 Applying theories to early years practice.	How to apply key aspects of theorists approaches to early years settings.	The impact on children's ability to learn if atypical development is not recognised promptly. How children observe and explore their environments.	Application of prior knowledge and theories to content.		

			How understanding becomes more sophisticated, guiding thoughts and actions and developing new knowledge. How children use communication to record/report findings and new knowledge.			
28-30	Mock paper	How to apply knowledge to exam.	Mock paper to be completed on Learning Aim C content.	Mock paper		So5

Fortnightly Assessment: Students to complete theorists summary sheets, these are to be colour coded based on recalled information, non-confident response and information found in notes or lesson slides.

October Half Term

31	Learning Aim C Review	Applying targeted work to exam	Review of missed content from Learning Aim C and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.		
32	D1 The self, others and place in the world	Key aspects and theorists of the behavioural approach	How children develop a sense of morality, self-concept, self-esteem and self-identity. How a sense of self influences children's confidence, self-image, understanding of the feelings and emotions of others.	Outline how children's sense of self develop.		
33	D1 The self, others and place in the world	Key aspects and theorists of the behavioural approach	Behaviourist theories of social development, including Skinner's theory of operant conditioning, Bandura's social learning/cognitive theory, concept of modelling, behavioural actions, self-efficacy, empowerment.	Explanation of theories and application to early years.	Theorist revision cards	
34	D1 The self, others and place in the world	Key aspects and theorists of the behavioural approach	Bowlby's theory of development of attachments, internal working models (IWMs). Ainsworth's attachment styles/types and linked behaviours, including secure, insecure anxious/avoidant, insecure ambivalent/resistant, disorganised/disoriented ('The Strange Situation').	Explanation of theories and application to early years.	Theorist revision cards	

35	D1 The self, others and place in the world	Key aspects and theorists of the behavioural approach	Bronfenbrenner's bioecological systems theory of social development and the role of family and society systems in understanding the influence of the environment on children's growth and development.	Explanation of theories and application to early years.	Theorist revision cards	
36	D2 Applying theories of social and emotional development to early years practice	How to apply theories to the development of social and emotional skills through provision.	How theories explain the way children develop and maintain friendships and relationships with others. How theories explain the way children develop understanding of self and others, self-identity, own place in the world	Explanation of theories application to early years.		
37	D2 Applying theories of social and emotional development to early years practice	How to apply theories to the development of social and emotional skills through provision.	How family systems influence children's social and emotional development, including social class, work, educational backgrounds, parental attachment behaviours, networks, communities, social cohesion. How children form attachments, develop relationships and friendships with others providing activities and resources that promote age/stage appropriate play.	Explanation of theories application to early years.		
38	D2 Applying theories of social and emotional development to early years practice	How to apply theories to the development of social and emotional skills through provision.	How adults can support and promote positive relationships through role modelling, conflict negotiation, problem solving, understanding rules and boundaries, promoting collaboration/cooperation. Effects of transitions, including school/home, family, family dynamics on children's ability to develop and maintain positive social and emotional development. How adults can support children in expressing and understanding feelings of others, including sympathy and empathy.	Explanation of theories application to early years.		
39	Mock Paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
40	Learning Aim D Review	Applying targeted work to exam	Review of missed content from Learning Aim D and review the test paper for peer and/or self-marking.	Engagement in lesson and exam responses.	Revision	

Fortnightly Assessment: Students to complete plans for all exam questions within a test paper and then are to answer the questions from the plan.

41	Guided exam questions and exam structure recap	How to apply knowledge to exam.	Guided support on exam structure and format. Questions to be provided to the class and carousel working.	Engagement in lesson and exam responses.	Revision	
42 - 44	Learning Aim A revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim A.	Engagement in lesson and exam responses.	Reading revision material	
45	Mock Paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
46 - 47	Learning Aim B revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim B.	Engagement in lesson and exam responses.	Reading revision material	
48 - 49	Learning Aim C revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim C.	Engagement in lesson and exam responses.	Reading revision material	
50	Mock Paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock Paper		So5
Fortnightly Assessment: Students are to RAG rate the exam content and complete test paper questions on RED areas. They are to plan any 8 to 10 mark questions before they write them.						
51 - 52	Learning Aim D revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim D.	Engagement in lesson and exam responses.	Reading revision material for section D.	
53 - 54	Independent revision		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes.	Work to be reviewed and developed to achieve higher grades.		Sp5
55	Mock Paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
56 - 60	Independent revision		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes.	Work to be reviewed and developed to		Sp5

				achieve higher grades.		
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Fortnightly Assessment: Students to complete knowledge organiser. From this they are to create revision resources for any missing information.

Christmas Half – Term

Students are to sit the exam in _____