

**Scheme of Work 2020 - 2021**  
**Subject: Childcare**

**Year Group: 13**  
**Specification: BTEC Level 3 National Extended Certificate – Unit 5**

| 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>The duty of care to protect children from harm</b>     | The duty of care of all early years professionals | The duty of care of those working with children to protect them from harm and to promote their welfare.  | To be able to outline a duty of care and the importance.   |   |                    |
| 2         | <b>The role of professionals in keeping children safe</b> | The responsibilities of early years professionals | The responsibilities of early years settings to have policies relevant to health and safety, to include child protection, safe recruitment, information sharing, data protection.                | To be able to explain the responsibilities of an early years professional.   |   |                    |
| 3         | <b>How does legislation and roles keep children safe</b>  | The influences of legislation.                    | Legislation, regulations and guidance relevant to health and safety and safeguarding, to include safe environments, storage of hazardous materials, statutory reporting of illness and accidents | To be able to outline the role of legislation in early years settings.<br>To be able to outline how to follow legislation. | Further reading of legislation written in the specification for Learning Aim A (and in student folders) and application to childcare. |                    |
| 4 - 13    | <b>Coursework type up</b>                                 | How to apply content and knowledge.               | Independent Learning Aim A type up period.   | Coursework completion  |   | Sp5                |

**Fortnightly Assessment (10):** Students to complete a written piece to show the significance of health and safety in keeping children healthy and safe. They should use examples to provide application.

|  |   |   |  |  |   |     |
|--|---|---|--|--|---|-----|
| 14   | <b>Procedures for infection prevention and control</b>                                    | Infection prevention and control procedures.                | The importance of policy and procedures for infection prevention and control in early years settings.  | To be able to explain procedures for infection prevention.                                 |   |     |
| 15   | <b>How early years professionals follow policies for infection prevention and control</b> | How to support infection and prevention control procedures. | Infection prevention and control procedures, to include:<br>o hand-washing routines for adults and children<br>o personal protective clothing/equipment (PPE)  | To be able to explain how to follow infection prevention policies.                         | Reading infection prevention and control policy . |     |
| 16 - 25  | <b>Coursework type up</b>   | How to apply content and knowledge.                         | Independent Learning Aim B type up period.   | Coursework completion  |   | Sp5 |
| <b>Fortnightly Assessment (20):</b> Students to complete a written piece to show the significance procedures for infection prevention in keeping children healthy and safe. They should use examples to provide application. |   |   |  |  |   |     |
| 26   | <b>Meeting children's needs</b>   | How to meet children's individual needs.                    | <ul style="list-style-type: none"> <li>• The importance of children having their voice heard.</li> <li>• How to be an approachable adult, to include active listening.</li> <li>• How to empower children.</li> </ul>  | To be able to explain how to meet children's needs in keeping them safe.                   |   |     |
| 27   | <b>Forms and signs of abuse</b>   | Types and signs of abuse                                    | <ul style="list-style-type: none"> <li>• Types of abuse, to include physical abuse and injury, neglect, emotional abuse, sexual abuse, domestic abuse.</li> <li>• Indicators of abuse, to include:<br/>o changes in personality or behaviour<br/>o physical marks and injuries<br/>o signs of neglect</li> </ul> | To be able to identify and explain the different type of abuse and the signs / indicators. |   |     |

|    |  |   |   |   |   |  |
|----|--|---|---|---|---|--|
| 28 | <b>Legislation, policies and procedures relevant to child protection</b> | How does legislation help support child protection? | Legislation, policies and procedures relevant to child protection in early years, to include safe working practices, whistleblowing   | To be able to explain how to follow safeguarding legislation in early years.        | Reading and taking notes from 'keeping children safe 2019' and 'safeguarding in early years education'. |  |
| 29 | <b>Child protection</b>  | What is child protection?                           | <ul style="list-style-type: none"> <li>• How agencies work together to safeguard children.</li> <li>• Agencies involved at a local level, to include police, social services, health services, Local Children's Safeguarding Board (LCSB).</li> </ul> | To be able to outline key aspects of child protection within early years education. |   |  |
| 30 | <b>Disclosures of abuse and neglect.</b>                                 | How to respond to disclosures of abuse and neglect. | <ul style="list-style-type: none"> <li>• How to respond to a child who discloses abuse.</li> <li>• How to respond to parents, colleagues and others who raise concerns about the welfare of a child.</li> </ul>                                       | To be able to explain how to respond to disclosures of abuse or neglect.            | Students to start placement.  |  |

**Fortnightly Assessment:** Students to write a piece on the professional responsibilities for safeguarding children. They need to refer to specific sections of legislations. They should explain the importance of following policies and how this leads to positive outcomes for children.

## February Half-Term

|         |                            |                                     |  |                       |  |     |
|---------|----------------------------|-------------------------------------|--|-----------------------|--|-----|
| 31 - 40 | <b>Coursework type up.</b> | How to apply content and knowledge. | Independent Learning Aim C type up period. | Coursework completion |  | Sp5 |
|---------|----------------------------|-------------------------------------|--|-----------------------|--|-----|

**Fortnightly Assessment:**

|    |                         |                            |   |   |   |  |
|----|-------------------------|----------------------------|---|---|---|--|
| 41 | <b>Risk Assessments</b> | Risk assessments and risks | <ul style="list-style-type: none"> <li>• The role of risk assessment in identifying hazards, evaluating risk and deciding on precautions.</li> <li>• How to carry out risk assessment, to include: <ul style="list-style-type: none"> <li>o identifying hazards</li> <li>o deciding who may be harmed and how.</li> </ul> </li> </ul> | To be able to outline the role of a risk assessment and complete a risk assessment. | Completing risk assessment on placement |  |
|----|-------------------------|----------------------------|---|---|---|--|

|         |   |                                     |  |   |   |     |
|---------|---|-------------------------------------|--|---|---|-----|
| 42      | <b>Recognising accidents and emergencies</b>            | Responding to emergencies           | <ul style="list-style-type: none"> <li>• How to respond to non-emergency common injuries, e.g. splinters, grazes.</li> <li>• How to recognise an emergency situation.</li> <li>• How to call for assistance from colleagues and emergency services.</li> </ul>   | To be able to demonstrate how to respond to emergencies.  | 2 accounts of responding to accidents and emergencies on placement. |     |
| 43      | <b>Policies and procedures for emergency situations</b> | Responding to emergencies           | <ul style="list-style-type: none"> <li>• Policies and procedures for dealing with emergency situations, to include: <ul style="list-style-type: none"> <li>o summoning emergency help, e.g. accident, fire</li> <li>o emergency evacuation</li> <li>o access by unauthorised persons</li> <li>o missing children.</li> </ul> </li> <li>• The importance of staying calm and reassuring children.</li> <li>• How to record, report and share information about illness, injuries, accidents and emergencies.</li> </ul> | <p>To be able to recall policies and procedures for emergency situations.</p> <p>To be able to explain how to record and report information about illness and injuries.</p> |   |     |
| 44 – 53 | <b>Coursework type up</b>                               | How to apply content and knowledge. | Independent Learning Aim D type up period.   | Coursework completion   |   | Sp5 |

**Fortnightly Assessment (50):** Students are to write a piece on policies and approaches to different aspects of health, safety and safeguarding. They should highlight the role of professional in health, safety and safeguarding, referring to the limits of their responsibility. They must explain how this contributes to children’s health, safety and security.

|       |                           |                                     |  |                        |  |     |
|-------|---------------------------|-------------------------------------|--|------------------------|--|-----|
| 54    | <b>Coursework 1-1</b>     | How to apply content and knowledge. | 1-1 support on developing work and meeting criteria.                                       | Engagement in support. |  |     |
| 55-60 | <b>Coursework type up</b> | How to apply content and knowledge. | Independent type up period to focus on missed work and developing to meet higher criteria. | Coursework completion. |  | Sp5 |

**Fortnightly Assessment:** Complete the Merit and Distinction tasks as a push task.

**April Half - Term**

