

Scheme of Work 2020 - 2021
Subject: Childcare

Year Group: 13
Specification: BTEC Level 3 National Extended Certificate – Unit 2

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	The role of speech, communication.	The key element of speech, communication and language.	How verbal and non-verbal communication is used to support children, to include eye contact, gesture, body language, active listening. How children acquire the capacity to understand language through the stages of acquisition, to include pre-linguistic and linguistic phases.	To be able to explain the elements of speech, communication and language (SCL)		
2	How speech, language and communication link to emotional and social development.	The key element of speech, communication and language.	How speech, communication and language link to emotional and social development, to include: <ul style="list-style-type: none"> o the importance of not overcorrecting children and use of positive reinforcement o Bruner’s theory of development, to include three modes of representation o Chomsky’s concept of the Language Acquisition Device (LAD) 	To be able to apply theories to how SCL links to social and emotional development.	Revision notes on theorists and links to development.	
3	Supporting early verbal interactions with babies	The key way to aid the development of speech, communication and language.	How children’s language develops in a sequence, to include babbling, single words, two words, multi-sentence words. How adults can support early verbal interactions with babies, to include drawing babies’ attention, facial expression, gesture and eye contact.	To be able to outline how to support SCL. To be able to recall the sequence of language development.		

4	Factors affecting communication	The ways to aid the development of speech, communication and language.	<ul style="list-style-type: none"> o giving children time to respond o acknowledging children's attempts to communicate o reflecting back the correct word/pronunciation o sensitively expanding children's statements. 	To be able to identify and explain factors that affect communication	Application of knowledge to activities to support development.	
5	Learning Aim A Recap	How to apply knowledge to exam.	Recap of key content and any missed information.	To be able to reflect on knowledge and content.	Revision	Sp5
6 - 10	Mock paper	How to apply knowledge to exam.	Mock paper to be completed on Learning Aim A content.	Mock paper		So5
Fortnightly Assessment: Plan a literacy activity for 2-3 year olds following the exam structure.						
11	Learning Aim A Review	Applying targeted work to exam	Review of missed content from Learning Aim A and review the test paper.	To be able to reflect on mock paper and effort.		
12	Supporting early reading	How to support literacy development	<p>How adults support children's skills in reading and writing, to include links between spoken sounds, letters and written symbols, recognising simple words, understanding simple sentence structures.</p> <p>How adults build a language-rich environment to support children, to include labelled displays and word banks at children's eye level, labelling activities, dedicated areas for reading and writing activities.</p>	To be able to demonstrate how adults support children's reading and writing.		
13	How children develop reading skills	The key areas of literacy development	<p>How children develop reading skills, to include:</p> <ul style="list-style-type: none"> o reading page from left to right and top to bottom o handling books and written materials o interactive computer programs. <p>Ways in which phonemic awareness in learning to read</p>	To be able to explain how children develop reading skills.	Revision notes on how to support literacy	
14	Supporting early writing	How to support writing development	Understand the development of handwriting, to include pencil grip, fine motor movements, and hand-eye co-ordination.	To be able to describe how to support writing development.		

			Understand the sequence by which children learn to write, to include mark-making, emergence of letters, ascribing meaning to marks, applying grapheme/phoneme knowledge.	To be able to recall the sequence children learn to write.		
15	Planning literacy development tasks	How to support literacy development	<p>Use of activities to support development of literacy skills, to include music, storytelling, role play, story sacks, puppets, recorded stories, circle time, small world, imaginative play.</p> <p>Understand theoretical approaches to helping children learn to read, to include when to begin, synthetic and analytical phonics, 'look and say', whole language/apprenticeship, phonics, role model reading books and writing.</p>	To be able to plan activities based on knowledge from unit.		
16	Numeracy development	The key areas of numeracy and mathematical development	<p>How children learn and develop through early mathematical experiences, to include understanding of numbers, measurement, shape and space, pattern recognition.</p> <p>How to support children's early mathematical skills, to include matching, pattern making, counting, sorting, ordering, recording, sharing.</p>			
17	Planning numeracy development tasks.	How to support numeracy development	<p>Understand how to plan and organise numeracy provision, to include practical activities, encouraging use of mathematical language, problem solving, and prediction.</p> <p>The process of supporting children to link concepts to experience, to include:</p> <ul style="list-style-type: none"> o pointing out numbers on till receipts o number plates o selecting coins o making purchases o counting aloud. 	To be able to plan activities based on knowledge from unit.	Revision notes on how to support numeracy.	

18	Learning Aim B Recap	Applying targeted work to exam	Recap of key content and any missed information.	To be able to reflect on knowledge and content.	Revision of Learning Aim B content.	Sp5
19 - 23	Mock paper	How to apply knowledge to exam.	Mock paper to be completed on Learning Aim B content.	Mock paper		So5
Fortnightly Assessment (20): Plan a numeracy activity for 3-4 year olds following the exam structure.						
24	Learning Aim B Review	Applying targeted work to exam	Review of missed content from Learning Aim B and review the test paper.	To be able to reflect on mock paper and effort.		
25	Supporting children who are multilingual	How to support children with more than one language	<p>The importance of appointing a key person in helping a child acquire the English language.</p> <p>The importance of understanding the context in which languages are being learned, to include children who are learning a home language(s) alongside learning English in the setting.</p>	To be able to explain the importance of providing additional support for multilingual children.		
26	Supporting children who have additional language needs.	How to support children with additional language needs.	<p>Understand the impact on a child of being introduced to the English language with an established home language, to include the impact on the child's emotional and cognitive development.</p> <p>Recognising resources to support children with hearing loss, language delay or additional language needs, to include:</p> <ul style="list-style-type: none"> o visual cues and props in the setting o provision of quality interaction to support language and communication development. 	To be able to explain how to support children with additional language needs.	Revision notes on supporting additional language needs and multilingualism.	
27	Learning Aim C Recap	Applying targeted work to exam	Recap of key content and any missed information.	To be able to reflect on knowledge and content.	Revision	Sp5

28	Guided test paper	Applying targeted work to exam	Guided support on exam structure and format. Questions to be provided to the class and carousel working.	To be able to apply support to exam responses.		
29 – 30	Mock Paper	How to apply knowledge to exam.	Mock paper to be completed on Learning Aim C content.	Mock paper.	Answer questions	So5
Fortnightly Assessment: Write their recommendations based on an Ofsted inspection based on a previous paper. This is to follow the exam structure.						
October Half – Term						
31 -35	Learning Aim A Revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim A.	To be able to reflect on knowledge and content to complete suitable and targeted revision.		Sp5
36 -40	Learning Aim B Revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim B.	To be able to reflect on knowledge and content to complete suitable and targeted revision.		Sp5
Fortnightly Assessment: Produce a set of actions for a key person to support a child with their emotional and social development. They will need to justify their decision with links to early years theories.						
41 – 45	Learning Aim C Revision	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim C.	To be able to reflect on knowledge and content to complete suitable and targeted revision.		Sp5

46 - 50	Mock Paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
Fortnightly Assessment: Create exam notes that covers all content areas and theorists that may apply to exam questions. This can only be three A4 pages.						
51	Paper review and guided paper	How to apply knowledge to exam.	Guided support on exam structure and format.	To be able to apply support to exam responses.	Reflection	
52 - 54	Independent revision		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes.	To be able to reflect on knowledge and content to complete suitable and targeted revision.		Sp5
55 - 59	Mock Paper	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
60	Paper review	How to apply knowledge to exam.	Guided support on exam structure and format.	To be able to apply support to exam responses.	Reflection	
Fortnightly Assessment: Complete a RAG list of content and apply the RED content to exam questions.						
Christmas Half - Term						

Students to sit a 3 hour controlled assessment to write 3 pages of notes to be taken into exam. The exam will be two days later for 3 hours.