

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

**Year Group: Year 12**  
**Specification: BTEC Level 3 Childcare Extended Certificate – 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	Lit Num SMSC Codes
1 – 2	<b>Play types and opportunities</b>	The different types of play	Types of play, to include: o physical o imaginative, e.g. role play, small-world play, superhero play o sensory o creative art and design o construction	To be able to recall the different types of play and activities that support the type of play.	Mind-map activities that form different types of play and how they develop PIESC.	
3	<b>Social stages of play</b>	Differing stages of play.	<ul style="list-style-type: none"> <li>• Social stages of play, to include Mildred Parten’s classifications.</li> <li>• Definitions of play, to include free-flow play, structured play</li> </ul>	To be able to recall the social stages of play.		
4 - 5	<b>Play and learning opportunities</b>	Different forms of learning and play opportunity.	Play and learning opportunities for babies and children from birth up to two years, to include: o treasure-basket play o heuristic play o adult-initiated games, e.g. peek-a-boo and roll a ball. o role play o small-world play o painting o mark-making o puzzles and games o natural and malleable materials, e.g. water, sand, play dough.	To be able to explain different forms of learning and play opportunities for babies to toddlers.	Make links between forms of learning and play opportunities and how they support children and baby’s development.	

6 - 7	<b>Play and learning opportunities</b>	Different forms of learning and play opportunity.	Play and learning opportunities for children two years to seven years 11 months, to include: <ul style="list-style-type: none"> <li>o treasure-basket play</li> <li>o heuristic play</li> <li>o adult-initiated games, e.g. peek-a-boo and roll a ball.</li> <li>o role play</li> <li>o small-world play</li> <li>o painting</li> <li>o mark-making</li> <li>o puzzles and games</li> <li>o natural and malleable materials, e.g. water, sand, play dough.</li> </ul>	To be able to explain different forms of learning and play opportunities for children between 2 and 8.	Make links between forms of learning and play opportunities and how they support children's development.	
8	<b>Suitability of resources</b>	How are resources suitable for different ages.	The importance of suitable resources, to include: <ul style="list-style-type: none"> <li>o types of play indoors and outdoors</li> <li>o different ages/stages of development</li> <li>o safe play and resources.</li> </ul>	To be able to outline to importance of suitable resources.		
9 – 10	<b>Benefits of play for children</b>	What are the benefits of play for children?	The importance of different types of play to children's holistic development, to include: <ul style="list-style-type: none"> <li>o physical development, e.g. co-ordination, stamina, fine and gross movements</li> <li>o communication and language development</li> <li>o cognitive development, e.g. problem solving, creativity, sustained and shared thinking</li> <li>o social development, e.g. building relationships, social skills</li> <li>o emotional development, e.g. self-awareness, confidence, independence.</li> </ul>	To be able to explain the importance of different types of play and how the help children's development.		
<b>Fortnightly Assessment:</b> Choose a section in the 'learning through play' document and explain the type of play, how it promotes development, what activities are involved in the type of play and how it differs for different age groups.						
11	<b>Support through play</b>	How to support children through play.	The importance of play for making sense of the world. How play helps children to cope with transition and significant events.	To be able to describe the importance of play and how it contributes		

			How play supports children's early mathematical concepts of volume and shape.	to learning and social skills.		
12 – 21	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim A type up period.	Coursework completion.		Sp5
<b>Fortnightly Assessment:</b> Students are to write piece that explains how play types and activities have different requirements such as organisations, environment and materials and resources. They need to explain the role of the professional in the play types and relevant activities.						
22 - 23	<b>Theoretical perspectives</b>	Theorists relating to play and development	Theoretical perspectives of: <ul style="list-style-type: none"> <li>• Piaget</li> <li>• Vygotsky</li> <li>• Bruner</li> <li>• Athey</li> <li>• Froebel.</li> </ul>	To be able to outline the key aspects of the theoretical perspectives.	Complete research on 2 chosen theorists for coursework.	
24 – 25	<b>Curriculum approaches</b>	Different types of curriculum	Approaches, to include: <ul style="list-style-type: none"> <li>• Reggio Emilia</li> <li>• HighScope</li> <li>• Montessori.</li> <li>• Forest Schools</li> <li>• The New Zealand Te Whāriki</li> </ul>	To be able to outline the key aspects of the curriculum approaches.	Complete research on 2 chosen approaches for coursework.	
26	<b>Influences on current early years practice</b>	The influences of approaches to play.	<ul style="list-style-type: none"> <li>• How approaches to play and learning have influenced practice in observing and planning play appropriate to age/stage of development.</li> <li>• How theoretical perspectives to learning and development and approaches to play have influenced early years practice.</li> <li>• How theoretical perspectives have led to approaches that place the child at the centre of learning.</li> </ul>	To be able to explain how theoretical perspectives and curriculum approaches have influenced early years education.		
27 - 30	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim B type up period.	Coursework completion.		Sp5
<b>Fortnightly Assessment:</b> Students are to write an evaluation of two theoretical approaches and two curriculum approaches to play. The evaluation needs to include their influence in early years setting and how this benefits children's learning and development.						

## February Half – Term

31 - 36	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim B type up period.	Coursework completion.	Students to start placement.	Sp5
37 - 38	<b>Skills for supporting purposeful play and learning.</b>	Skills required of a professional	<ul style="list-style-type: none"> <li>• Skills that early years professionals need, to include:                             <ul style="list-style-type: none"> <li>o building on children’s play interests</li> <li>o modelling new skills</li> <li>o sensitive interactions</li> <li>o engaging children and encouraging participation</li> <li>o playfulness.</li> </ul> </li> </ul>	To be able to recall and apply skills that early years professionals need.	Plan 2 child-initiated play activities to complete on placement.	
39 - 40	<b>Supporting children’s purposeful play and learning activities</b>	Supporting play and learning	<ul style="list-style-type: none"> <li>• How to recognise and build on children’s interests.</li> <li>• How to support children’s group learning and socialisation.</li> <li>• The importance of recognising the learning potential of spontaneous or unplanned events.</li> <li>• How to respond to children’s individual needs, to include adapting activities.</li> </ul>	To be able to demonstrate how to support children through play.	Plan 2 adult-led play activities to complete on placement.	

### Fortnightly Assessment:

41 – 50	<b>Coursework type up</b>	How to apply content and knowledge.	Independent Learning Aim C type up period.	Coursework completion.	Complete activities with witness statements.	Sp5
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### Fortnightly Assessment:

51	<b>Coursework support and 1-1</b>		1-1 support on developing work and meeting criteria.	To engage with support.		
52 - 60	<b>Coursework type up</b>	How to apply content and knowledge.	This time is to be used completing all tasks outstanding .	Coursework completion.		Sp5

## April Half – Term

