

**Scheme of Work 2020-2021**  
**Subject: Childcare – Unit 3**

**Year Group: 10**  
**Specification: BTEC Childcare – 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  DODDLE resources	Lit Num SMSC Codes
1	<p><b>A.1 How children benefit from inclusive practice</b></p> <p>The positive effects of inclusive practice on children’s outcomes</p>	<p><b>How children benefit from inclusive practice?</b></p>	<p><b>Teacher/tutor input:</b> introduce Topic A.1.</p> <p><b>Starter activity (paired):</b> learners to write down two characteristics of an ‘inclusive’ environment. Share ideas with the whole group.</p> <p><b>Teacher/tutor-led discussion:</b> list each characteristic and reflect on ideas presented by learners. Add any characteristics not thought of by learners.</p> <p><b>Activity (paired):</b> write a definition of ‘inclusive practice’ and feed back to the group.</p> <p><b>Teacher/tutor input:</b> learners to agree a working definition of ‘inclusive practice’ with teacher/tutor support.</p> <p><b>Activity (small group):</b> learners to cut out photographs from newspapers/ magazines of individuals who may be discriminated against and note why. Learners to show and feed back to the group, justifying choices.</p> <p><b>Activity (small group):</b> learners to research terms they have come across in this lesson and write the definitions down.</p>			

1	<p><b>A.1 How children benefit from inclusive practice</b></p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p> <ul style="list-style-type: none"> <li>● development of a positive self-image affecting confidence, motivation and positive attitudes towards others</li> <li>● developmental benefits as any needs are identified and a wide range of opportunities is available and, if necessary, adapted to meet needs</li> <li>● opportunities to play and socialise with other children and thus gain social skills and learn to express feelings and emotions.</li> </ul>	<p><b>How children benefit from inclusive practice?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (small groups):</b> learners to discuss a personal experience where they felt included/ valued and explain how it made them feel.</p> <p><b>Activity (small group):</b> learners to discuss the benefits of having a positive self-image. Learners then draw an outline of a child on a large planning sheet and show the ‘benefits’ for the child using illustrations and words. Feed back ideas to the group. Learners to display evidence in classroom as they will return to this activity in lesson seven.</p> <p><b>Teacher/tutor-led discussion:</b> inclusive practice means that individual children’s backgrounds and needs are understood, which ensures that children can be supported in the most effective way. Give a few examples of needs of children (e.g. needs resulting from a disability or learning difficulties) and ask learners to contribute ideas on how the environment might be adapted to accommodate these needs.</p> <p><b>Activity (small group):</b> learners to discuss and note down all the benefits of socialising with other children for children’s development and wellbeing. Groups to feed back to whole group.</p>		<p>Find examples of nursery’s locally and their use of inclusive practice and how they implement it.</p>	<p>Literacy</p>
2	<p><b>A.1 How children benefit from inclusive practice</b></p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p>	<p><b>How children benefit from inclusive practice?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (whole group):</b> give learners a sticky note and ask them to write down how individuals feel when accepted and cared for by others and place on the whiteboard.</p>			<p>C3</p>

	<ul style="list-style-type: none"> <li>development of self-efficacy, a 'can-do' attitude, which gives children confidence to try out new activities or cope in unfamiliar situations</li> <li>emotional wellbeing as a result of being accepted and cared about by others</li> </ul> <p>positive benefits to health outcomes as physical needs are met through inclusive practice.</p>		<p><b>Teacher/tutor-led discussion:</b> read out each idea from the sticky notes and discuss the importance of wellbeing for emotional development.</p> <p><b>Activity (paired):</b> learners to discuss own experiences of a time when they have been made to feel good about themselves.</p>			
3	<p><b>A.1 How children benefit from inclusive practice (cont.)</b></p> <p>The positive effects of inclusive practice on children's outcomes, including:</p> <ul style="list-style-type: none"> <li>development of self-efficacy, a 'can-do' attitude, which gives children confidence to try out new activities or cope in unfamiliar situations</li> <li>emotional wellbeing as a result of being accepted and cared about by others</li> <li>positive benefits to health outcomes as physical needs are met through inclusive practice.</li> </ul>	<p><b>How children benefit from inclusive practice?</b></p>	<p><b>Activity (small group):</b> learners to list physical needs of children (e.g. food, exercise, rest and sleep, personal routines). Teacher/tutor to write learners' ideas on whiteboard adding any needs not suggested.</p> <p><b>Teacher/tutor input:</b> using Maslow's hierarchy of needs, explain the importance of meeting individual's physical needs.</p> <p><b>Activity (small group):</b> learners to use their lists of physical needs created earlier in the session. For each physical need they are to list a benefit for children of meeting that need through inclusive practice. Learners to share their ideas with the rest of the group. Learners to keep their lists for use in lesson six.</p> <p><b>Activity (small group):</b> give learners a scenario of a child with a particular physical need (e.g. a dietary need or a health need) and ask them to suggest what adults would need to do to meet these needs. Ask learners to feed back their ideas, identifying what it is that makes the practice inclusive.</p>			C3, SP2

4	<p><b>A.1 How children benefit from inclusive practice</b></p> <p>The positive effects of inclusive practice on children’s outcomes, including:</p> <p>development of enduring positive attitudes towards others as a result of observing how to value and support others regardless of their age, disability, race, background, gender or lifestyle.</p>	<p><b>How children benefit from inclusive practice?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce the aims of this lesson.</p> <p><b>Starter activity (whole group):</b> each learner in turn to state one benefit of an inclusive environment.</p> <p><b>Activity (paired/small groups):</b> learners to discuss ways that adults can support positive attitudes toward others. Learners to share ideas with one or two other groups and go on to discuss the benefits of children developing positive attitudes towards others.</p> <p><b>Activity (paired):</b> learners to produce a poster summarising the positive effects of inclusive practice covered in lessons 2, 3 and 4. Posters to be displayed in the classroom.</p>	<p>Mini quiz on uses of inclusive practice in Early years setting.</p>	<p>Quiz and answers available on doddle after the lesson.</p>	<p>S01, c3</p>
6	<p><b>A.2 How non-inclusive practice may affect children’s outcomes</b></p> <p>How outcomes for children may be affected by non-inclusive practice:</p> <ul style="list-style-type: none"> <li>● poor self-image as a result of feeling unwanted, helpless or inferior</li> <li>● low self-efficacy as children may have ‘learnt helplessness’ or see themselves as victims</li> <li>● delayed development as a result of late identification of needs or needs not being met.</li> </ul>	<p><b>How non-inclusive practice may affect children’s outcomes?</b></p>	<p><b>Teacher/tutor input:</b> recap Topic A.1. Introduce Topic A.2 and outline the aims of this lesson.</p> <p><b>Starter activity (small group):</b> learners to share experiences where they have felt excluded or they have felt that adults did not understand their needs. Discuss how it made them feel.</p> <p><b>Activity (paired):</b> learners to create a mind map of the characteristics of a non-inclusive environment and feed back ideas to the whole group.</p> <p><b>Activity (small group):</b> learners to discuss practice that may result in poor self-image and self-efficacy and the impact of this on children.</p> <p><b>Teacher/tutor input:</b> check learners’ understanding of the terms ‘self-image’ and ‘self-efficacy’.</p>			<p>Sp2,</p>

			<p><b>Activity (individual):</b> learners to add definitions of terms they have come across in this lesson to their list.</p> <p><b>Teacher/tutor-led discussion:</b> on the range of additional needs that children may have (e.g. dietary needs and sensory impairment) and how it is important to identify these at an early stage. Invite learners' ideas on how failure to meet these needs may affect development.</p>			
8	<p><b>A.2 How non-inclusive practice may affect children's outcomes</b></p> <p>How outcomes for children may be affected by non-inclusive practice:</p> <ul style="list-style-type: none"> <li>poor health outcomes if physical care needs have not been attended to, e.g. individual dietary needs unmet</li> </ul> <p>educational outcomes lower as a result of not being given the same opportunities to develop skills and knowledge because needs were not met.</p>	<p><b>How non-inclusive practice may affect children's outcomes?</b></p>	<p><b>Teacher/tutor input:</b> recap content from previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (whole group):</b> learners to decide whether the examples show inclusive or non-inclusive practice and give reasons for their answers.</p> <p><b>Activity (small groups):</b> learners to return to the headings relating to physical care needs from lesson three and suggest negative effects of non-inclusive practice on each care need.</p> <p><b>Activity (whole group):</b> learners to form groups of five or six. Teacher/tutor to explain the scenario (i.e. a scenario of a child who has experienced a non-inclusive environment) One learner in each group to play the child and the other learners ask questions about how the 'child' feels and the effects on them. Give learners a different scenario and get them to swap roles.</p>	Case study and questions from text book. P79.	Case study to be made available to all pupils after the lesson to review	C3, C1,

	How outcomes for children may be affected by non-inclusive practice	<b>How non-inclusive practice may affect children's outcomes?</b>	<p><b>Teacher/tutor input:</b> recap content from previous lesson and introduce aims of this lesson.</p> <p><b>Activity (small group):</b> using the outline of the child from Lesson two, learners to label all the effects that a non-inclusive environment may have using a different coloured marker pen.</p> <p><b>Activity (paired):</b> learners to produce a poster showing the negative effects of a non-inclusive environment covered in lessons five and six. Posters to be displayed next to the poster showing positive effects.</p>			
9	<p><b>Learning aim A Assessment overview</b></p> <p><b>Assignment 1</b></p> <p>Assignment tasks to cover 1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1</p> <p>Use authorised assignment briefs from Pearson.</p> <p>Alternatively, use adapted or centre-devised assignment briefs.</p>		<p><b>Teacher/tutor presentation:</b> recap Topics A.1 and A.2.</p> <p><b>Teacher/tutor presentation:</b> overview of assignment requirements and assessment criteria. Introduce assignment for Learning aim A and discuss strategies for research and organising/planning.</p> <p>Learners to start work on Assignment 1 and complete in their own time as required.</p>	Planning out of key points for inclusive and non-inclusive practice. Clear examples and how they contribute. Write up power point and key information. Using power point information to write up the script and detailed information.	Assignment brief set out on Doodle and supporting document. Break down of task and previous examples of work.	C3, sp5
17	<p><b>B.1 Ways in which early years settings implement inclusive practice</b></p> <p>Inclusive practice in early years settings, including:</p> <ul style="list-style-type: none"> <li>adopting a non-judgemental attitude, e.g. respecting individual differences, cultures and beliefs, uniqueness of each child</li> </ul>	<b>Ways in which early years settings implement inclusive practice?</b>	<p><b>Teacher/tutor input:</b> introduce Learning aim B.</p> <p><b>Starter activity (small groups):</b> ask learners to look at the photos of individuals who look 'different' and ask them to discuss what assumptions might be made about individuals because of their culture or lifestyle.</p> <p><b>Teacher/tutor input:</b> check learners' understanding of the terms 'culture', 'lifestyle' and 'non-judgemental'.</p>			C2, m1

	<ul style="list-style-type: none"> <li>implementing a welcoming environment, e.g. posters in different languages, greeting parents</li> </ul> <p>using or displaying resources that reflect children’s lives and celebrate diversity, e.g. home corner, dressing-up clothes.</p>		<p><b>Activity (individual):</b> learners to add definitions of terms they have come across in this lesson to their list.</p> <p><b>Teacher/tutor input:</b> discuss concerns that adults may make assumptions about children because of their individual differences.</p> <p><b>Activity (small group):</b> learners to discuss and note how adults can show that they respect children’s individuality (through what they say and do, the resources used, and planning). Learners to share their ideas with the class.</p> <p><b>Activity (whole group):</b> learners to design a poster for a nursery to welcome parents. The poster should show that the nursery welcomes all children whatever their needs (e.g. culture or disability). Present ideas to the class justifying their choices.</p> <p><b>Activity (paired):</b> learners to design a role-play area (e.g. a shop, a home corner or a health centre), and identify resources to be included to reflect diversity.</p>			
18	<p><b>B.1 Ways in which early years settings implement inclusive practice</b></p> <p>Inclusive practice in early years settings, including:</p> <ul style="list-style-type: none"> <li>developing strong relationships with children and their families to ensure that children’s individual needs are fully understood</li> <li>adapting provision to meet the individual needs of children.</li> </ul>	<p><b>Ways in which early years settings implement inclusive practice?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (individual):</b> learners to read through page 2 from <i>Development Matters in the EYFS</i> guidance on the four themes of the EYFS: unique child, positive relationships, enabling environments, learning and development.</p> <p><b>Teacher/tutor input:</b> explain that the information is guidance and discuss the principles and practice that underpins each theme.</p> <p><b>Teacher tutor input:</b> discuss the importance of building strong relationships so that children’s needs are understood.</p>	<p>Activity 3.1 Text book P81.</p>	<p>Activity made available to the pupils after the lesson. Research in the use of inclusive practice.</p>	<p>C5, c1</p>

			<p><b>Activity (small group):</b> give learners two or three scenarios of children who have additional needs (e.g. a child with dietary needs, a child with a disability and a child with communication needs). Learners to discuss two ways that the environment could be adapted for each child and feed back to the whole group.</p> <p><b>Teacher/tutor input:</b> check learners' understanding of the term 'environment'. Learners to add definition to their list.</p>			
	<p><b>B.1 Ways in which early years settings implement inclusive practice</b></p> <p>Inclusive practice in early years settings, including:</p> <ul style="list-style-type: none"> <li>• keeping children safe</li> <li>• establishing routines</li> </ul> <p>adults consistently acting as positive role models.</p>	<p><b>Ways in which early years settings implement inclusive practice. ?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (paired):</b> learners to identify three ways that settings keep children safe and feed back their ideas to the whole group.</p> <p><b>Teacher/tutor-led discussion:</b> write ideas on the whiteboard and introduce the importance of routines for children to make them feel safe and secure.</p> <p><b>Activity (paired):</b> learners to discuss and produce a typical day's routine for a 3-year-old and suggest how the routines can support inclusion.</p> <p><b>Teacher/tutor-led discussion:</b> on the importance of the adult as a positive role model. Ask learners to give examples of positive practice.</p> <p><b>Activity (paired):</b> learners to create an A3 poster listing ten points for 'good practice' that could be displayed on a staff notice board to remind staff in an early years setting of ways to promote inclusion. Learners to feedback points to the whole group</p>	Just checking questions P83		C1, c5,

19	<p><b>B.1 Ways in which early years settings implement inclusive practice</b></p> <p>Ways in which early years settings implement inclusive practice (covering all unit content for Topic B.1)</p>	<p><b>Ways in which early years settings implement inclusive practice?</b></p>	<p><b>Teacher/tutor input:</b> recap the different ways that settings implement good practice to focus learners' observations during the visit to an early years setting.</p> <p><b>Whole group visit to an early years setting:</b> learners to observe how the setting implements inclusive practice and make notes, including examples. Followed by question and answer session. Learners to make notes.</p> <p><b>Activity (independent):</b> learners to write up their observations in preparation for the next lesson.</p>			Sp2, c2.
20	<p><b>Learning aim B Assessment overview</b></p> <p><b>Assignment 2</b></p> <p>Assignment tasks to cover 1B.3, 2B.P3, 2B.M2, 2B.D2</p> <p>Use authorised assignment briefs from Pearson.</p> <p>Alternatively, use adapted or centre-devised assignment briefs.</p>		<p><b>Teacher/tutor presentation:</b> recap Topic B.1.</p> <p><b>Starter activity (whole group):</b> learners to feedback observations from their visit to the early years setting. Whole group discussion on observations.</p> <p><b>Teacher/tutor presentation:</b> overview of assignment requirements and assessment criteria.</p> <p>Learners to start work on Assignment 2 and complete in their own time as required.</p>	<p>Written report for ways in which inclusive practice is applied.</p> <p>Use information from work experience to add in examples of uses of inclusive practice.</p>	<p>Examples of the work to support the pupils in completing the tasks.</p> <p>Break down of task on Doodle</p>	C3, sp5
24	<p><b>C.1 The importance of empowerment of children in early years settings</b></p> <p>Why early years settings seek to empower children:</p> <ul style="list-style-type: none"> <li>• children have a right to be informed, involved and consulted about all decisions that affect them</li> </ul>	<p><b>What is the importance of empowerment of children in early years settings?</b></p>	<p><b>Teacher/tutor input:</b> recap the title of Learning aim C and introduce Topic C.1. Define the term 'empowerment'.</p> <p><b>Starter activity (whole group):</b> invite learners to state what they believe should be the rights of children.</p> <p><b>Activity (small group):</b> learners to read the rights given to children under articles 12 and 13 of the United Nations Convention on the Rights of the Child (UNCRC). Learners to</p>		<p>Examples of empowering activities, videos to show children responding to opportunities to be empowered.</p>	C3,

	<ul style="list-style-type: none"> <li>● to value children as their feelings and opinions are taken into account</li> <li>● to show respect to children</li> <li>● to help children to respect themselves and others</li> </ul> <p>to involve children in decision making, e.g. play opportunities, routines.</p>		<p>discuss what they think the articles mean and create a mind map.</p> <p><b>Activity (whole group):</b> discuss the rights children have and why these rights are important.</p> <p><b>Activity (small group):</b> give learners scenarios/questions to discuss that may challenge their thoughts about children’s rights (e.g. ‘Should a young child be allowed to give consent to an operation?’ or ‘Should a young child be consulted about treatment?’). Learners could then debate the questions/scenarios.</p> <p><b>Teacher/tutor input:</b> explain that a visual timetable will support the understanding of younger children or children with learning needs about what will happen next and how it will affect them – for example, to let them know that they are about to have their nappy changed.</p> <p><b>Activity (paired or individual):</b> learners to produce a visual timetable that gives younger children and those with learning difficulties information on what will happen during a day in their school or nursery.</p> <p><b>Activity (small group):</b> learners to discuss and produce guidelines for new staff working in an early years settings on ways to show respect for children and also ways to help children respect themselves, other children and adults.</p> <p><b>Activity (individual):</b> learners to add definitions of terms they have come across in this lesson to their list.</p>			
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<p>25</p>	<p>How empowerment benefits children, including:</p> <ul style="list-style-type: none"> <li>benefits to physical development, e.g. children gain confidence to try new challenges, more motivated to practise skills, helps children to make decisions about risk</li> <li>benefits to emotional development, e.g. self-esteem encouraged from being given opportunities to be involved in decision-making processes, more likely to be able to manage own behaviour if they have had some input in decisions about appropriate behaviour, boundaries and expectations</li> <li>benefits to social development, e.g. children develop self-respect and learn to respect and value others and the feelings of others</li> </ul> <p>benefits to cognitive development, e.g. involvement in decision-making processes encourages motivation, perseverance and concentration.</p>	<p><b>What is the importance of empowerment of children in early years settings?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (whole group):</b> learners to identify benefits of encouraging children to dress themselves.</p> <p><b>Activity (small group):</b> learners to discuss and list all the ways that children benefit through empowerment.</p> <p><b>Teacher/tutor input:</b> write all the areas of development on the whiteboard and ask a learner from each group in turn to link their examples of the benefits for children to the appropriate area of development. Add any content not listed by learners.</p> <p><b>Activity (small group):</b> learners to produce a presentation showing the benefits of empowerment for one of the areas of development. Teacher/tutor to assign areas of development to ensure that each one is covered.</p> <p><b>Activity (small group):</b> learners present their information to the whole group.</p>	<p>Just checking questions P87.</p>	<p>Examples of children being empowered in Early Years setting.</p>	<p>Sp6</p>
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26	<p>How empowerment benefits children, including:</p> <ul style="list-style-type: none"> <li>• benefits to physical development, e.g. children gain confidence to try new challenges, more motivated to practise skills, helps children to make decisions about risk</li> <li>• benefits to emotional development, e.g. self-esteem encouraged from being given opportunities to be involved in decision-making processes, more likely to be able to manage own behaviour if they have had some input in decisions about appropriate behaviour, boundaries and expectations</li> <li>• benefits to social development, e.g. children develop self-respect and learn to respect and value others and the feelings of others</li> </ul> <p>benefits to cognitive development, e.g. involvement in decision-making processes encourages motivation, perseverance and concentration.</p>		<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Small group activity:</b> learners to continue with presentations started in previous lesson.</p>		<p><b>Examples of how empowerment has developed children, how do Early years setting facilitate it and allow support of children.</b></p>	C2, sp2
27	<p><b>C.2 How adults in early years settings empower children</b></p>	<p><b>How do adults in early years settings</b></p>	<p><b>Teacher/tutor input:</b> recap Topic C.1. Introduce Topic C.2.</p>			C3

	<p>Ways adults in early years settings empower children appropriate to their age/stage of development, including:</p> <ul style="list-style-type: none"> <li>● involving children in physical care routines and encouraging them to be involved in self-care to support independence, e.g. washing, dressing</li> <li>● giving children appropriate control and privacy when dressing, e.g. half closing a door so that toddlers can use the toilet in private</li> </ul> <p>encouraging children to help themselves at meal and snack times.</p>	<p><b>empower children?</b></p>	<p><b>Starter activity (paired):</b> learners to list the routines that relate to children’s physical care.</p> <p><b>Teacher/tutor-led discussion:</b> on the importance of children developing independence in physical care routines. Discuss the importance of giving children privacy and also remind learners of safeguarding issues.</p> <p><b>Activity (small group):</b> learners to discuss the routines that take place in a nursery for children aged 3–4 years during a day. Learners to identify those that children are likely to do independently and those that they may need help with.</p> <p><b>Activity (paired):</b> learners to discuss how day-to-day activities in an early years setting can be used to empower children. Learners to give examples of ways to involve children of different ages in a range of daily routines (e.g. physical care routines, play activities and meal/snack times).</p>			
28	<p><b>C.2 How adults in early years settings empower children</b></p> <p>Ways adults in early years settings empower children appropriate to their age/stage of development, including:</p> <ul style="list-style-type: none"> <li>● supporting child-initiated play whereby children can make choices as to what and how they play, and with whom</li> <li>● involving children in planning so that children feedback what they have enjoyed doing and can</li> </ul>	<p><b>How do adults in early years settings empower children?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce the aims of this lesson.</p> <p><b>Starter activity (whole group):</b> learners to explain the difference between child-initiated play and adult-led play. Learners to define child-initiated play and then discuss own observations of child-initiated play and the benefits.</p> <p><b>Activity (whole group):</b> show video clips of children involved in child-initiated play. Learners to note down the choices children are making. Learners to go on to discuss how adults can encourage children’s involvement.</p> <p><b>Activity (paired):</b> learners to draw a plan of an area within an early years setting (e.g. creative</p>	<p><b>Just checking questions P90.</b></p>	<p><b>Collection of articles and images to support newspaper article for the support of empowerment.</b></p>	<p><b>C4, c5</b></p>

	<p>make suggestions as to what they wish to do next involving children in all aspects of preparing the environment, e.g. choosing equipment to put out, tidying away, preparing snacks.</p>		<p>play area, messy area, construction/modelling area) and identify resources and storage for that area. Learners to then show how the area can be organised to enable children to choose and put away equipment.</p> <p><b>Activity (paired):</b> learners to plan an activity for a group of children aged 3–5 years or 5–7 years, including details about the amount of time it will take. The plans should include details of how the children can be involved in planning, setting out and tidying away the activity.</p>			
29	<p><b>C.2 How adults in early years settings empower children</b></p> <p>Ways adults in early years settings empower children appropriate to their age/stage of development, including:</p> <ul style="list-style-type: none"> <li>• supporting child-initiated play whereby children can make choices as to what and how they play, and with whom</li> <li>• involving children in planning so that children feedback what they have enjoyed doing and can make suggestions as to what they wish to do next</li> </ul> <p>involving children in all aspects of preparing the environment, e.g. choosing equipment to put out, tidying away, preparing snacks.</p>	<p><b>How do adults in early years settings empower children?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Starter activity (paired):</b> each learner to identify one question relating to empowerment to ask the visiting speaker.</p> <p><b>Guest speaker:</b> manager from early years setting to discuss ways in which adults can involve children in making choices about their play. Followed by a question and answer session.</p> <p><b>Activity (whole group):</b> discussion to pull together information and ideas from visiting speaker.</p> <p><b>Activity (small group):</b> learners to write up notes from discussion with guest speaker on ways to involve children in their own play and feed back to the group.</p>			<b>C3</b>

30	<p><b>Learning aim C Assessment overview</b></p> <p><b>Assignment 3</b></p> <p>Assignment tasks to cover 1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.D3</p> <p>Use authorised assignment briefs from Pearson.</p> <p>Alternatively, use adapted or centre-devised assignment briefs.</p>		<p><b>Teacher/tutor presentation:</b> recap Topics C.1 and C.2.</p> <p><b>Teacher/tutor presentation:</b> overview of assignment requirements and assessment criteria.</p> <p>Learners to start work on Assignment 3 and complete in their own time as required.</p>	<p><b>Creating the newspaper article for the use of empowerment. Using images and examples throughout to support work. Including the areas of development supported through empowerment.</b></p>	<p><b>Assignment brief on Doodle, with break down and help sheets available.</b></p>	<p><b>C3, sp5, literacy</b></p>
35	<p><b>D.1 Why the key person approach is used in early years settings</b></p> <ul style="list-style-type: none"> <li>• Definition of key person role as someone who develops a strong and consistent relationship with a child and their family to ensure emotional and care needs are met</li> <li>• Main roles of key person, e.g. developing a special bond with the child, sharing information with parents, supporting transition and observing the child</li> <li>• Key person approach is a requirement of early years education/care frameworks, e.g. Early Years Foundation Stage (England), Foundation Phase (Wales)</li> </ul> <p>Key person approach helps parents to exchange and share</p>	<p><b>Why is the key person approach used in early years settings?</b></p>	<p><b>Teacher/tutor input:</b> recap the title of Learning aim D and introduce Topic D.1.</p> <p><b>Starter activity (paired):</b> learners to give a definition of what they understand by a key person and share with class.</p> <p><b>Teacher/tutor input:</b> inform learners that the key person is the first point of contact for the child and family in the setting.</p> <p><b>Teacher/tutor input:</b> check learners' understanding of the term 'transition'.</p> <p><b>Activity (individual):</b> learners to add definitions of terms they have come across in this lesson to their list.</p>			<p>C3</p>

	information effectively to support children’s physical care and development, e.g. dietary needs, allergies, health conditions, ensuring medical and physical needs are met					
36	<p><b>D.1 Why the key person approach is used in early years settings (cont.)</b></p> <ul style="list-style-type: none"> <li>• Definition of key person role as someone who develops a strong and consistent relationship with a child and their family to ensure emotional and care needs are met</li> <li>• Main roles of key person, e.g. developing a special bond with the child, sharing information with parents, supporting transition and observing the child</li> <li>• Key person approach is a requirement of early years education/care frameworks, e.g. Early Years Foundation Stage (England), Foundation Phase (Wales)</li> </ul> <p>Key person approach helps parents to exchange and share information effectively to support children’s physical care and development, e.g. dietary needs, allergies, health</p>	<p><b>Why is the key person approach used in early years settings?</b></p>	<p><b>Activity (paired):</b> learners to research guidelines on key workers from the EYFS (or framework from home country) and record information.</p> <p><b>Teacher/tutor-led discussion:</b> question learners to check understanding of the EYFS paragraphs and explain that it is a requirement for every setting to identify a key person for each child.</p> <p><b>Activity (whole group):</b> prompt learners to think about what the key person needs to know about a child, the ways that the key person liaises with parents and the types of information that is shared. Learners to feedback ideas.</p>	<p>Just checking Questions P93.</p>	<p>Examples of how key worker work in the Early Years setting.</p> <p>Research how the government have Adapted the role of the key worker to support children and made it legislation.</p>	C2

	conditions, ensuring medical and physical needs are met					
37	<p><b>D.1 Why the key person approach is used in early years settings</b></p> <ul style="list-style-type: none"> <li>• Definition of key person role as someone who develops a strong and consistent relationship with a child and their family to ensure emotional and care needs are met</li> <li>• Main roles of key person, e.g. developing a special bond with the child, sharing information with parents, supporting transition and observing the child</li> </ul> <p>Key person approach helps parents to exchange and share information effectively to support children’s physical care and development, e.g. dietary needs, allergies, health conditions, ensuring medical and physical needs are met</p>	<p><b>Why is the key person approach used in early years settings?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson. Recap information shared by key worker.</p> <p><b>Starter activity (individual):</b> each learner in turn to state what they believe is the most important aspect of the key worker role – giving reasons.</p> <p><b>Activity (small group):</b> learners to write questions about the role of key worker to ask the guest speaker.</p> <p><b>Guest speaker:</b> manager/deputy manager from early years setting to discuss the main roles of key worker. Followed by a question and answer session.</p>			C3, c2
38	<p><b>D.1 Why the key person approach is used in early years settings</b></p> <ul style="list-style-type: none"> <li>• Definition of key person role as someone who develops a strong and consistent relationship with a child and their family to ensure emotional and care needs are met</li> </ul>	<p><b>Why is the key person approach used in early years settings?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson.</p> <p><b>Activity (whole group):</b> discuss information given by the guest speaker. Learners to write up notes from the discussion with the guest speaker.</p> <p><b>Starter activity (whole group):</b> ask each learner in turn to suggest one care need of the child that the key person should know about.</p>	Activity 3.2 P92		Sp3

	<ul style="list-style-type: none"> <li>Main roles of key person, e.g. developing a special bond with the child, sharing information with parents, supporting transition and observing the child</li> </ul> <p>Key person approach helps parents to exchange and share information effectively to support children's physical care and development, e.g. dietary needs, allergies, health conditions, ensuring medical and physical needs are met</p>		<p><b>Activity (paired):</b> learners to produce information for parents explaining the key person approach to be displayed on the setting's web page.</p> <p><b>Activity (paired):</b> learners to write a job description for a key person – drawing on the content from lessons 22–24.</p>			
39	<p><b>D.2 How the key person approach supports children's development</b></p> <p>How the key person approach supports children's development:</p> <p>Emotional development is supported as young children are prevented from becoming distressed when separated from parent/carer, e.g. key person understands children's individual emotional needs and ways to comfort them, children feel more secure.</p>	<p><b>How does the key person approach support children's development?</b></p>	<p><b>Teacher/tutor input:</b> recap Topic D.1. Introduce Topic D.2.</p> <p><b>Starter activity (small group):</b> learners to share own experiences of starting a new setting at an early age (e.g. starting primary school).</p> <p><b>Activity (small group):</b> learners to discuss ways that the key person can support children starting nursery. Learners to produce some guidelines for a nursery setting.</p> <p><b>Activity (paired or individual):</b> learners to produce a leaflet for parents explaining how the key person will help their child to settle in to a nursery.</p>			Sp5
40	<p><b>D.2 How the key person approach supports children's development</b></p> <p>How the key person approach supports children's development:</p>	<p><b>How does the key person approach support children's development?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce the aims of this lesson.</p> <p><b>Starter activity (small group):</b> learners to discuss ways that the key person can find out about and understand the needs and interests of children. They should identify that they</p>	Just checking questions P96	Questions available on doddle. Examples of tasks set by key workers	C4, c5

	<ul style="list-style-type: none"> <li>• Language development is supported, e.g. children communicate more to people with whom they have a strong relationship, key person knows how best to communicate with child</li> <li>• Children’s learning is supported, e.g. key person knows children’s interests, children feel more confident to try new experiences and explore</li> <li>• Physical development is supported, e.g. key person is aware of the child’s stage of development, recognises suitable equipment and resources</li> </ul> <p>Social development is supported as children learn to make relationships beyond their family circle, e.g. key person approach helps children to develop relationships with others in the setting.</p>		<p>need to speak to parents/carers and observe and speak to the child.</p> <p><b>Teacher/tutor-led discussion:</b> on the importance of knowing children’s interests so that they can be supported and encouraged to try new experiences that they are likely to enjoy.</p>			
41	<p><b>D.2 How the key person approach supports children’s development (cont.)</b></p> <p>How the key person approach supports children’s development:</p> <ul style="list-style-type: none"> <li>• Language development is supported, e.g. children communicate more to people with whom they have a strong relationship,</li> </ul>	<p><b>How does the key person approach support children’s development?</b></p>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce the aims of this lesson.</p> <p><b>Activity (paired):</b> learners to design a form to capture information from the parent about their child’s interests and needs.</p> <p><b>Activity (small group):</b> learners to produce a presentation on how the key person approach supports each area of a child’s development, including emotional development, social development, language development, physical</p>		<p><b>How the Key worker can support the development of a child.</b></p> <p><b>Examples of tasks set by key worker to support a child.</b></p>	C3

	<p>key person knows how best to communicate with child</p> <ul style="list-style-type: none"> <li>• Children’s learning is supported, e.g. key person knows children’s interests, children feel more confident to try new experiences and explore</li> <li>• Physical development is supported, e.g. key person is aware of the child’s stage of development, recognises suitable equipment and resources</li> </ul> <p>Social development is supported as children learn to make relationships beyond their family circle, e.g. key person approach helps children to develop relationships with others in the setting.</p>		development and learning. Learners to give presentations in next lesson.			
42	How the key person approach supports children’s development	<b>How does the key person approach support children’s development?</b>	<p><b>Teacher/tutor input:</b> recap previous lesson and introduce aims of this lesson. Support learners to prepare for presentations.</p> <p><b>Activity (whole group):</b> learners, in their small groups, to give presentations on how the key person approach supports development to the whole group.</p> <p><b>Teacher/tutor input:</b> ask questions and discuss key points after each presentation.</p> <p><b>Activity (whole group):</b> Question and answer session to recap on content of Learning aim D.</p>			<b>Sp2, sp5</b>
43	<p><b>Assignment 4</b></p> <p>Assignment tasks to cover 1D.6, 1D.7, 2D.P6, 2D.P7, 2D.M4, 2D.D4</p>		<p><b>Activity (individual):</b> learners to work on completing assignment tasks relating to D1 and D.2 with teacher/tutor support.</p>	<b>Role of the Key worker and why they are used in EYS.</b>		<b>C3, sp5.</b>

	Use authorised assignment briefs from Pearson. Alternatively, use adapted or centre-devised assignment briefs		Learners to start work on Assignment 4 and complete in their own time as required.	<b>Impact of the Key worker and how they help to develop a child.</b>		
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