



SOW SUBJECT: CACHE Technical Award in Child Care and Development YEAR 10 and 11

	Unit 1	Unit 2	Unit 3
Key concepts	An introduction to working with Children aged 0-5 years	Development and well-being 0-5 years	Childcare and Development 0-5 years
Themes	Introductory unit giving an overview of the types of setting and local provision for children; how to prepare for working in settings; the responsibilities of early year workers.	Focus on the holistic development and the factors that affect development. An introduction to the ways of observing children in order to support development through appropriate activities and care routines. Supporting children when moving to another setting.	Demonstrate knowledge of the different types of childcare settings and an individual's responsibilities when learning to work with children; an understanding how children develop, what can affect development and the individual needs; ways to care for children and simple activities that help them develop in a healthy and safe way.
Challenge	Deeper questioning (verbal and written), encourage researching through alternative resources, promote independence, create their own finished learning product/project, use a range of technologies, group work, goal setting/self-evaluation.		
Support	Questioning, breakdown activities into smaller steps, revisit/reuse key words, relate to everyday experiences, present work in a variety of ways, paired work, extra time, recognise/reinforce effort and success.		



	Unit 1	Unit 2	Unit 3
Literacy focus	Time for independent reading using a variety of text types, understanding of command words, verbal and written examples - explanation, descriptive, discussion and evaluative.	As unit 1. Explore the development stages (language development)	Breaking down questions, use of key words and terms used in questions. Writing a response to an exam question (short and long).
Numeracy focus	Presenting information	As unit 1. Explore the development stages (Intellectual development)	
Cross-curricular links	<ul style="list-style-type: none"> • career pathways for L3 and degree courses • Citizenship – work values • Psychology – influences towards people All subjects – L.O. preferred learning styles and develop studying abilities.	<ul style="list-style-type: none"> • Science – human development • PE – physical development • Citizenship – care values • Psychology – influences towards people 	Show understanding of the ways pupils can support their own learning. Building on from unit 1 & 2.
SMSC & MBV	Practical work expectations – case studies relating to behaviour and attitude.	External factors that affect child development. Explore the development stages (social and emotional development)	
Assessments	Externally set, internally marked assessment task. Graded A*-D. Tasks marked in BOLD A*, A, D1 – 8.		Externally set and marked synoptic scenario based short answer exam. Graded A*-D.
Out of school learning		Opportunity to visit settings (St Peter's/Hope Centre)	



Year 10 SOW Unit 1:

Lesson	Learning Outcome	Activity	Differentiation	Resource
1	To understand the overview of the aim and topics covered within the unit: Establish dates and arrangements for assessment	Mind map activity of what Child Development and Care is and what their understanding of the course is. Read/write an overview of the aim and topics covered in this unit and discuss in context to role. Read through unit content and assessment expectations. Discuss marking and implications of tasks not being completed Reflect on prior knowledge and contribute to discussions in relation to topic areas.	Challenge - Reflect on unit content and assessment requirements.	Unit 1 Assessment Sheet
2	To identify and recognize differences in types of settings.	Think, Pair, Share. Mind map of different settings suitable for children aged 0-5 years. (Nursery School, Nursery Class, Day Care, Pre-School, Childminder, Nanny, Crèche, Holiday Club, Before School Club, After School Club, Primary School, Sure Start/Children's Centre or Community Group) Contribute to whole group discussion. Homework/Research task – In small groups to investigate a local example of a specific type of setting using prompt questions. (D2)	Match up activity on different settings and descriptions. (differentiated) Challenge - identify the similarities and differences in the settings researched.	Matching cards Map of local area.
3	To understand service provision in communities. (Voluntary, private etc)	Feedback to the class completed worksheet. Explore a variety of settings (websites). Feedback/Discussion of advantages and disadvantages of different settings. Introduce EYFS framework.	Challenge - relate local setting to service provision Key vocab: Ofsted and EYFS	



4	Explore the entitlements to free childcare in England. D1 & C1	Write a letter to parents outlining free childcare entitlements Supported by a leaflet: Create a leaflet for parents which describe the different types of early years settings in the local area.	Support – Letter template. Leaflet differentiation: Support – 3 settings, Challenge – set own target.	
5	Evaluate and analyse different types of childcare settings A1	Peer feedback for leaflet. A1: Written assessment 'Discuss the differences between types of provision for children aged from birth to 5 years'	Support – write success criteria as a class. (Peer assessment)	Support -Templates.
6	Identify ways of communicating with a setting for placement	Pair share; what you need to consider before starting placement? Produce communication for placement - to be shared with class. In pair write a list of how to show positive attitude in placement. Homework/research – What is DBS?	Choice script face-to-face/ telephone(role play)or letter (pupils' choice) Support – give examples of role play scripts.	Role plays
7	Describe key criteria to consider when preparing yourself for a placement with children	Mind map – what to consider before starting a placement (type of setting, communication, timekeeping, dress code, behaviour/positive attitude, paperwork/DBS). Respond to case study – class discussion. Draw a uniform for an early years worker (good & bad). Homework/research: Find out the names of different roles in a setting.		WS human silhouette.
8	Describe and explain how to prepare for a placement in an early years setting. D3 & B1	Feedback: Roles in placement; In groups respond to Scenarios' and feed back to the class. Written Assessment 'Describe key issues to consider when preparing for placement with children' & explain the importance of meeting key issues in preparation for working with children aged 0-5 years.	Support – Template Challenge – encourage use of real life examples/consequences.	Scenario sheets. Template sheet



9	Explore how an early years worker can help keep a child 'safe'	Pairs – safeguarding. Discuss and define. Class verbal response to case study. Health, safety and security paired research and feedback – define and example (keeping children safe and secure, fire drills, first aid, managing sickness and storing medicine, storing equipment, hazardous materials, preparing resources.) Class verbal respond to case study. Homework/research: EYFS definition and description of 1 area.		Information text.
10	Define and illustrate the 7 stages of the EYFS.	Feedback to class: EYFS Write whole class definition of 7 areas. Observation of EYFS in action (visit setting) or Secret Life of a 4 year old.		Observation Sheets.
11	Recognise the consequences of not meeting responsibilities. List the policies a childcare setting follows. Identify when to refer to other members of staff	What might happen if Respond to 'negative' situations Build question bank for speaker - Topic expectations of setting for an early years worker: <ul style="list-style-type: none"> Professionalism/role model Policies (Confidentially, First Aid, Hygiene and safety, Equality and diversity) Managing children's behaviour Equality and diversity 		
12		Matching activity: roles and responsibilities Guest Speaker from Childcare setting. Q&A - pose their questions and summarise any key messages/responses. Any notes to be written up before next lesson. OR research policies online.	Support – give pupils direction specific website and questions.	Matching activity
13	Identify and explain the responsibilities of an early years worker	Respond to 'Sam' Scenario Written assessment D4 and B2 .	Support – Template	Template



14	Explore different learning styles and reflect upon own learning style	Respond to cartoon image of 'learning styles' Use webpage to research 3 learning styles. Complete online quiz and identify learning style (make notes) D6 & D7 Write an internet reference D8	Support – subheadings for note taking.	Computer access http://www.educationplanner.org/students/self-assessments/learning-styles.shtml
15	Identifying and practice relevant study skills D7, D8	Kahoot's quiz 'Study Skills' Discuss organisation and note taking and making. Individual task - take notes from an audio clip. Self-evaluation against set criteria. Take notes from a text. Write a book reference. D8 Homework -Produce a poster 'how to plan an assignment'	Support – subheadings for note taking.	Text
16	Identify individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practises	Peer review – Harvard referencing system. List how to identify children's individual needs (Using information forms, observing children, talking to children and finding out about their interests, getting to know their families) Split into groups explore how these are useful. Feedback. Independent task - Read through Age-related needs in the setting' Identify the key issues to consider for each for selected age group. Display this in a memorable way e.g., use colour in a list, mind map etc	Challenge – relate age related setting to case study 'Millie'	
17	Identify areas of special educational needs in early years.	Matching activity areas of SEN. Watch – a parent's view of SEN. List responsibilities of a setting, include EHC. Definitions/jargon exercise		Matching activity Word wall (computer) Activity sheet
18	To produce a piece of writing that demonstrates an understanding of individual needs and	Respond to 'Sam's Scenario' D5 & A*	Support – template. Challenge – encourage/support use of alternative information sources.	Computer access.



	the necessity for fairness and inclusive practises.			
	Feedback	Reflect on unit and recap any areas that learners identify for revision Provide time for assessment workshop		

Unit 2

Lesson	Learning Objective	Activity	Differentiation	Resources
1	To introduce the unit content and assessment Understand the expected pattern of holistic child development	Read through unit content and assessment expectations Ask any questions Reflect on any prior knowledge and contribute to any discussions surrounding the topics of this unit. Introduce the 4 areas of development Watch – stages of walking Play – Guess the emotion List - how you have used your language development so far today. Respond to a case study 'Max' Recognising signs of annoyance. Independent/homework - Create a leaflet for a parent/carer that explains each of the four areas of development.	Challenge - Read through unit again and reflect on what the content and expected assessment involves	Syllabus/unit and assessment criteria. Video clips, online game, Max case study.
2	Explore how areas of development affect other areas.	Peer Evaluation: Areas of Child Development Leaflet Whole class discussion – respond to case studies: *Maisy *Emily & Anna		Posits Case studies



	Understand the term milestones.	Independent task – respond to questions, research information in text.		Textbook 'Award in Child Care and development
3	Produce a timeline for milestones in physical development	Class response to case study: Early years worker and development. Pair & share Organise 'skills' into fine and gross In small groups produce a Movement milestone timeline. Research/Homework to feedback to class 'tummy time' or 'potty training'	Choice of medium (fact list, leaflet, poster, etc) to share information on Tummy time or potty training	Case study Video clips. A4 paper, glue, rulers, pens.
4	Explore and list the milestones related to intellectual Development in 0-to-5-year old's	Feedback Tummy time or potty training facts/poster/leaflet. Produce a memory wheel for intellectual development. Video – what is Montessori education	Challenge – use creativity to present information. Support – teacher led making	Card, split pin, templates. Text book for milestones.
5	Identify the language milestones from birth to five years	Case study: Intellectual development Video – receptive and expressive language. Examples. Produce a leaflet for parents identifying expectations for 0-2 years. Peer evaluation. Video – Talk to your baby Case study – Maddie.	Challenge – explore the literacy trust website.	Text book for milestones. Video clips
6	Explore social and emotional development for children aged 0-5 years	Definitions key words. Case study Ahmed. Respond to questions, class feedback. Watch – Tantrums. Notes. Produce a poster that informs of social and emotional development and activities to encourage development. Watch EYFS PSHE – How does an early years worker support development?	Support – give specific questions <u>Challenge</u> Explain the terms: Parallel play Co-operative play. At what age would you expect to see this type of play.	Text book Video clips Activities list
7	Display your knowledge of the four areas of	Feedback: Role of the early years worker Complete assessment Describe the expected pattern of children's development from 0-5 years. D1	Support - template	



Queen Elizabeth
High School



	development from birth to 5 years.			
--	------------------------------------	--	--	--



Queen Elizabeth
High School

