



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 tin 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.		Externally set and marked synoptic scenario based short answer exam. Graded A*-D.

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	Tasks marked in BOLD A*, A, D1 – 8.	
Out of school learning		Opportunity to visit settings (St Peter's/Hope Centre)

Y11 SOW Cont. Overview of Course:



Y11 SOW

8	Explore the personal and external factors that affect children's development	<p>Keywords definitions</p> <p>Reading for information task – personal factors .</p> <p>Watch and notes – the effects of smoking on baby.</p> <p>– Dangers of smoking in pregnancy.</p> <p>- Folic acid and pregnancy.</p> <p>Respond to images – identify external factors. Relate to own development.</p> <p>Homework/research – complete online quizzes on accidents. Visit website 'Accident Prevention Week'.</p>	<p>Support- Give specific questions</p> <p>Challenge – respond to case study.</p>	
9	Factors that might negatively affect development	<p>Case study: Personal and external factors.</p> <p>Research:</p> <p>Accidents and illness;</p> <p>Parenting problems – pair & share case study;</p> <p>Family breakdown Watch and give advice;</p> <p>Poverty – watch and relate to personal factors.</p> <p>Feedback to class.</p>		<p>Video clips</p> <p>Text book</p>



10	Explain the factors that may affect children's holistic development	Complete assessment: Describe the factors which can affect the holistic development of children. D4	Template	
11	To understand observation when working with young children. (D2)	The purpose of observation. Look at the requirements of the Early Years Foundation Stage in relation to observation.		Off-site experience at a nursery/preschool
12	To understand the purpose of observation. (B2, A1) Summarise how information is used to support the child	What would a parent want to know about their child's development in nursery?		
13	To understand methods of observation (D2, D3) Summarise which method is	To make notes and engage in a discussion around the different uses of observation. To watch video clips to show these. Independent learning – Market Place activity - To understand all the different methods of observation including: structured, unstructured, time sampling, event sampling. To investigate the advantages and disadvantages of these methods.	Challenge - Summarise which method is best/worst in given situations	Class notes. Video clips Differentiated handouts on types of observations



	best/worst in given situations	To apply methods to case study/ video clip To create a mind map of observation methods and notes		Differentiated questioning
14/15/16	<p>To understand how to use everyday care routines and activities to support independence, health, safety & wellbeing</p> <p>To research Maslow to find out more and read through /summarise learning from class.</p> <p>Task 4: Criteria: D5, D6, A*</p>	<p>Take notes and ask questions relating to the care needs of children 0-5. Watch clips to help understanding.</p> <p>Work in small groups to identify care needs within the identified age ranges:</p> <ul style="list-style-type: none"> • 0-12 months • 1-3 years • 3-5 years. <p>In these small groups they will use Maslow's Hierarchy of need to illustrate the importance of basic needs being met.</p> <p>Learners can then consider how the early years worker meets the care needs of children during day to day practice and must consider:</p> <ul style="list-style-type: none"> • food and hydration including snack time • fresh air and activity/movement: outdoor play • rest/sleep • protection from harm and injury • security-emotional and physical • shelter/warmth. • Personal Hygiene 	<p>Challenge - To research Maslow to find out more and read through /summarise learning from class.</p>	<p>Textbooks.</p> <p>Class notes.</p> <p>Resources for small group work – scenarios in tutor guidance</p> <p>Maslow triangles</p>



		<p>Watch video clips and research tasks (NHS website) how these change as the child matures to allow for independent care routines.</p> <p>Students will then think about different routines that promote independent care routines and activities that can be enjoyed by children to maximise learning incidentally as part of their normal day to day experiences.</p> <p>In small groups they will consider the learning and developmental opportunities from the following routine experiences:</p> <ul style="list-style-type: none"> • setting the table • getting dressed • shopping • cooking • a short walk to the shops. • Rolling and sit-down snack time 		
17/18	<p>To understand how to support children through transitions in their lives</p> <p>Task 5: Criteria: D7, C1, B1</p>	<p>Take notes and ask questions.</p> <p>Contribute to whole group discussion to learn and explore different transitions. Watch video clips.</p> <p>Engage in small group work activity to discuss and describe the effects of transition in the short and long term</p> <p>Feedback outcomes to all.</p>	<p>Challenge – read through unit notes.</p> <p>Questioning can be adapted</p>	



		<p>In small groups - using given scenarios - Research situations involving transition and describe impact on development of transition and consider the role of the childcare worker during transition</p> <p>Independent work to make conclusions of how early years providers can support children through transitions</p> <p>Feedback outcomes to a peer/teacher</p>		
19		<p>Reflect on unit and recap any areas that learners identify for revision</p> <p>Provide time for assessment workshop</p>		

Unit 3 – Revision of Unit 1&2

Lesson	Learning Objective	Activity	Differentiation	Resources
1	Understand the stages of development of children aged 0-5 years.	<p>Recap activities on holistic development of children 0-5 years.</p> <p>Picture and video activity identifying the stage of development and the area of development being mastered e.g. Rolling over.</p>	<p>Challenge – To give 2 different ways of support for holistic development (PIESL)</p> <p>Questioning to be differentiated.</p> <p>Differentiated tasks and groups</p>	<p>Video clips to show</p> <p>Resources for development wheel</p> <p>Past paper questions</p>



		<p>Make a development wheel for 0-5 as a revision tool.</p> <p>Past paper questions.</p>		
2	<p>Understand factors that may affect children's development.</p>	<p>To read and annotate case studies on how the various scenarios will affect the child's development holistically.</p> <p>To read and attempt Past paper questions</p> <p>To watch Video clips linked to attachment e.g. strange situation and contribute to whole group discussion.</p>	<p>differentiated questioning.</p> <p>Challenge - Read over factors and relate to exam questions.</p> <p>Mind map.</p>	<p>Class notes on case studies.</p> <p>Case studies</p> <p>Video/Pictures</p> <p>Key words on the board</p> <p>Exemplar work</p> <p>Differentiated tasks and groups</p> <p>Past paper questions</p>
3	<p>Know the variety of provision available for children in different sectors.</p>	<p>To identify different examples of child care provision.</p> <p>Using case studies, in pairs, students are to identify and explain appropriate child care provision for different individuals.</p> <p>To complete a revision table of the different sectors and settings as a revision tool.</p>	<p>Differentiated questioning.</p> <p>Challenge - Summarise the purpose of provision by each sector?</p>	<p>Class notes</p> <p>Challenge task</p> <p>Differentiated pairs/ groups</p> <p>Key words</p> <p>Differentiated questioning</p>



		<p>Consolidate as a display of the cycle.</p> <p>They can share outcomes with peers/teacher/all.</p> <p>To complete an exam question – differentiated.</p>		Past paper questions
4	<p>Understand the responsibilities of early years workers working with children.</p>	<p>To make notes and engage in a discussion around responsibilities.</p> <p>Think, Pair, Share activity where students list what needs to be done in preparation for placement and responsibilities when on placement.</p> <p>Laminated cards for students to rank the different responsibilities of early years workers with reasons for their order of importance and to explain the implications if the responsibility is not met.</p> <p>Use real life case studies e.g. Baby P for safeguarding and partnership working.</p>	<p>Past paper questions differentiated.</p> <p>Challenge - Summarise how confidential information is used to support the child (who can it be passed on to)</p>	<p>Class notes.</p> <p>TPS activity.</p> <p>Differentiated worksheets</p> <p>Differentiated questioning</p> <p>Past paper questions</p>
5	<p>Understand how to support children's development and meet their individual needs.</p>	<p>To attempt a Key word quiz e.g. equality, inclusion etc.</p>	<p>Challenge - Summarise which method is best/worst in given situations</p>	<p>Class notes.</p> <p>Video clips on Maslow needs</p>



		<p>To identify and describe children's basic needs and the everyday routines and activities which meet these.</p> <p>To recap Maslow's hierarchy of needs</p> <p>Past paper questions and recap any issues in knowledge and understanding in class discussion.</p>		<p>Differentiated questioning</p> <p>Past paper questions</p>
6	<p>Know own preferred learning style and relevant study skills.</p>	<p>To recap learning styles (VAK)</p> <p>To identify and describe different study skills e.g. Write a revision timetable for the Unit 3 exam and apply the different learning styles and study skills.</p>	<p>Challenge - What topics do you still need to cement learning?</p>	<p>Class notes.</p> <p>Differentiated questioning</p> <p>Past paper questions</p>