

Goldwyn Plus – Childcare

Subject Statement and Long Term Plan



Childcare – Statement of Intent

“Children are not a distraction from more important work. They are the most important work”

The aim of this area of study is to provide students with the opportunity to learn about the care, learning and development of children and young people aged 0 - 19 years. These units will provide learners with the necessary knowledge and skills needed to pursue a rewarding career, working with children.

Childcare also covers an immense range of learning opportunities at levels commensurate to the ability of our students. This coupled with the diversity of areas of study enables choice, the ability to focus and learn in areas that interest students the most.

By following the AQA Unit Award Scheme students will work towards unit tasks at their own pace and levels. Differentiation is not only by scaffolding learning, but by verbal prompting and written tasks to encouraging thinking skills. More able students have the opportunity to study at higher levels. They have the opportunity to research and complete tasks in more detail and to enhance computing and literacy skills.

Childcare lessons at Goldwyn Plus will aim to give students the opportunity to:

- Study an AQA Unit Award on an area of interest that could perhaps identify a future career prospect; in an industry which will always have a need for trained staff.
- Develop an understanding of the stages of child development and the level of support required to ensure that milestones are achieved.
- Identify the importance of communication in child care environments.
- Be exposed to the experience of debating and voicing opinions in a variety of relevant topics.
- Conduct independent research in order to collect and interpret the information required to complete unit tasks.

Unit tasks are sequenced to ensure:

- Students are introduced to the unit and have a visual timetable of the unit tasks that they need to complete in order to receive their certificate
- Students move forward from demonstrating the ability to complete their tasks to acquiring an understanding of the knowledge obtained
- To enhance literacy skills students will be introduced to the key vocabulary required for the unit. This is via dictionary tasks and spelling tests. This enables them to not only learn a new word but develop an understanding of the context in which it can be used
- AQA Unit Awards are offered from Entry Level to Level 3.

Examinations:

- All students will have the opportunity to gain an AQA Unit Award.

Health and Social Care and Childcare: Long Term Plan

AQA Unit Awards in Health and Social Care and Childcare – Entry level, Level 1 and Level 2

Term	1	2	3	4	5	6
Year 7/8/9 Entry Level	<p>Demonstrated the ability to recognise three things that trigger own anger. Recognise signs of getting angry. Shown knowledge of the different emotions behind anger. The effect anger has on the body. Strategies designed to deal with anger. Taking part in a group discussion on why we get angry.</p> <p>73188 Anger management – Entry level</p>	<p>Demonstrated the ability to sign the letters of the alphabet unaided. Finger spell words. Identify words signed to them . Ask a question linked to set vocabulary. Shown knowledge of different communication aids used by deaf people. Types of hearing loss and basic areas of the ear.</p> <p>76259 Basic sign language and deaf awareness – Entry level</p>	<p>Demonstrated the ability to write own name in Braille. Recognise different words written in Braille. Shown knowledge of famous people that have a visual impairment and facts about their life. Experienced what it feels like to be visually impaired.</p> <p>108763 Introduction to visual impairment – Entry Level</p>	<p>Shown knowledge of the expected patterns of development for 0-1years, 1-2 years, 2-3 years and 3-5 years. What influences growth and development from birth to 5 years. The benefits of a healthy diet and exercise for children's growth and development. A child's physical and language skills.</p> <p>110229 Growth and development of a child from birth to 5 years – Entry Level</p>	<p>Experienced participating in a discussion about stress, anxiety and depression and strategies for coping with them. Demonstrated the ability to identify causes and sign of stress. Identify physical and mental symptoms of anxiety. Tips for coping with stress and/or anxiety. Identify causes of depression.</p> <p>110862 Lessons for life (Unit 1): Emotional and mental wellbeing – Entry Level</p>	<p>Demonstrated the ability to identify the health needs of young children and elderly people. Identify risks to health for young children and elderly people. Experienced participating in a discussion about safety in the nursery for young children and in an elderly people's home.</p> <p>LE5873 Health needs of children and elderly people – Entry Level</p>
Year 10 Level 1	<p>Demonstrated the ability to identify different malleable resources. Identify why messy play is important. Identify risks with messy play. Shown knowledge of appropriate clothing or protection with messy play activities.</p>	<p>Shown knowledge of the health and safety procedures needed to support the workshop. Demonstrated the ability to take responsibility for workshop preparation. Communicate effectively with</p>	<p>Demonstrated the ability to learn to sign the letters of the alphabet. Spell simple words in sign language from a given selection, in order to practice signing vowels, e.g. names, short words. Learn to sign names of at least five friends.</p>	<p>Demonstrated the ability to identify how praise or tangible rewards can be used to change a child's behaviour. Strategies used to cope with children's difficult behaviour. The effect of accepting and</p>	<p>Acquired an understanding of challenging situations which may lead to an emotional response. What anger is. Situations when anger is appropriate and is inappropriate. The difference between</p>	<p>Demonstrated the ability to prepare and complete gardening tasks. Acquired an understanding of the role of a buddy to support other volunteers. How to clearly explain tasks to others. The support</p>

	<p>Ways in which to extend children's imagination through messy play activities.</p> <p>74089 Running messy play sessions within a children's centre – Level 1</p>	<p>participants. Facilitate workshop activities. Provide support to participants where necessary. Evaluating the delivery skills and style of workshop.</p> <p>76095 Planning and delivering a creative workshop – Level 1</p>	<p>Contexts in which use of signs learnt would be useful. Acquired an understanding of when to use sign language. Learning and using a different form of communication.</p> <p>90770 Basic sign language and deaf awareness (Unit 1)– Level 1</p>	<p>acknowledging a child's feelings in the parent-child relationship. The main characteristics of non-directive play. Maslow's Hierarchy of Needs. Specific and positive behaviours of young children.</p> <p>111196 Early years, learning and development (2-5 years) – Level 1</p>	<p>angry feelings and angry behaviour. Techniques for coping with anger. Demonstrated the ability to recognise and respond to a stressful or threatening situation.</p> <p>111205 – Personal Resilience: Dealing with challenging situations – Level 1</p>	<p>needs of other volunteers. How to keep him/herself and other volunteers safe in a community project. A group evaluation of the project.</p> <p>72495 Supporting volunteers to take part in a community project – Level 1</p>
<p>Year 11 Level 2</p>	<p>Experienced taking part in a discussion about play and play work. Reviewing and discussing the principles of play work. Taking part in a discussion about how play settings seek to balance the main health, safety and security requirements that apply to a play environment. Demonstrated the ability to explain the innate drive for children and young people to play. Explain characteristics of freely chosen, self-directed play. State how play is necessary for all children and young people's development and well-being. Plan, prepare and deliver a play activity recognising their roles, responsibilities and limitations. The importance of the UN convention on the Rights of the Child. How play work organisations seek to meet the rights of all children and young people for play. Impacts and outcomes of play on children and young people, and the communities in which they live. The theory of the play cycle and its component parts.</p> <p>71819 Introduction to play and play work – Level 2</p>	<p>Demonstrated the ability to identify the difference between social isolation and loneliness. Identify the effects of social isolation and loneliness. Identify the importance of looking after own emotional wellbeing. Reasons why staying safe is important. Ways to promote staying safe to others. Shown knowledge of Maslow's hierarchy of human needs. Local statistics on loneliness. Social isolations and scams.</p> <p>108030 Health and well-being for young people (Unit 4): Mental health and well-being– Level 2</p>	<p>Demonstrated the ability to explain what is meant by person centred care. Explain what dementia is. Recognise why assessments are used in person centred care. The importance of carers in person centred care. The services provided for dementia patients and why each is important. Demonstrated the ability to explain the importance of relationships to a person requiring person centred care.</p> <p>111680 Person centred care – Level 2</p>			