

**Curriculum Area: Childcare Year: 11
2015/2016**

Topics	Year Curriculum	How you can support learning at home, eg. Books, websites, family learning through visits.
Unit 1: An introduction to working with children aged 0-5 years	<p>This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. The content also includes gaining understanding of individuals needs and how to treat children fairly. You will also gain an insight into your preferred learning style and develop your ability to study.</p> <p>During this unit you will learn about:</p> <ul style="list-style-type: none"> • the variety of settings that are available for children • the differences between the voluntary, private and statutory sectors and the range of provision within your area • the expectations of placements including appropriate dress, behaviour, timekeeping and positive attitudes • the responsibilities and limits of the role of the early years worker • the importance of treating children with fairness and equality and how to do this • the different learning styles that people use and how to identify your own preferred style and study skills. 	<p>Material from the supporting text book can be found on the following link http://www.pearsonschoolsandcolleges.co.uk/FEAndVocational/Childcare/CACHE/CACHEChildCareAndEducation2007/Samples/Level2samplematerial/CACHE_L2_%20StudentBook_Unit1.pdf</p>
Unit 2 - Development and well-being 0-5 years	<p>This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another.</p> <p>During this unit you will learn about:</p> <ul style="list-style-type: none"> • the physical development of children from birth to 5 years • the communication and intellectual development of children from birth to 5 years • the social, emotional and behavioural development of children from birth to 5 years • the pattern of development for each age range and area of development 	<p>Supporting material can be found in the text book “Childcare and Education” level 2 by Penny Tassoni.</p>



	<p>from:</p> <ul style="list-style-type: none"> - birth to 1 year - 1 to 2 years - 2 to 3 years - 3 to 5 years <ul style="list-style-type: none"> • a range of methods early years workers can use for observing children • how to share observations with colleagues to promote development • the importance of confidentiality and recording accurate information (objectivity) when observing children • the factors that contribute to development • the care needs of individual children • the importance of supporting the health and well-being of the child • how to encourage and maintain good hygiene and hygiene routines • how to safeguard children to keep them safe and healthy • the importance of routines for everyday care in supporting children's development • recognising the importance of a secure base for children's development • the transitions experienced by children, and the possible effects on children • how to support children through transitions to provide consistency and reassurance including the role of the key person in the early years. 	
<p>Unit 3: Childcare and development 0-5 years</p>	<p>This unit will assess your knowledge about the development of children aged 0-5 years. You will be expected to know about the different types of care settings and your responsibilities if you were learning how to work with children. You will need to show that you understand how children develop, what can affect their development and the individual needs they may have. You will need to show that you know ways to care for them and simple activities that help them to develop in a healthy and safe way. You will also need to show that you understand the ways that can support your own learning.</p>	

