

BTEC Introductory Certificate in Caring for Children

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Theme Learning aim	CfC10: Providing a Children's Creative Activity Solve problems when planning a children's activity	CfC10: Providing a Children's Creative Activity Carry out a creative activity safely in a given timescale		CfC8: school Children's reading activity Solve problems when planning a reading activity suitable for a group of pre-school children	CfC8: school Children's reading activity Practice reading a story in a manner suitable for young children.		CfC5: Providing an Activity to Support Children's Emotional and Social Needs Plan an activity to support children's emotional and social needs	CfC5: Providing an Activity to Support Children's Emotional and Social Needs Carry out and communicate an activity to support children's emotional and social needs.
Learning Outcomes	- Learn about the different types of creative activities suitable for young children by taking part in these (Making playdough, Paint and print, collage, cooking, gardening, craft, music). Knowledge developed through each activity includes the following; - Benefits of creative activities physically, intellectually, emotionally, and socially - Factors to consider when planning a creative activity - Skills needed for setting up, participating in, and clearing away creative activities for young children - Health and safety procedures when providing creative activities for children - Inclusive practice – considering the individual needs of children and their ability to participate. - Develop skills needed for setting up, participating in, and cleaning away creative activities for young children	- Planning, to include chosen creative activity (age and stage of development, resources needed, timings, health and safety considerations, inclusion, how the activity will be carried out. - Setting up, to include considering resources needed, gathering resources together, setting resources and equipment up safely, keeping to planned timings. - Participating in activity, to include using resources and equipment correctly, being aware of own and children's safety, giving instructions in a way appropriate for children, positive behaviours, e.g., giving encouragement. - Clearing away, e.g., disposal of waste material safely after the activity, personal protective equipment (PPE), cleaning work area and equipment, safe storage of resources.		- What children learn from books and stories. Create own simple picture storybook. - Factors to consider when selecting a book to read - Investigate different types of books suitable for reading to babies, toddlers, and pre-school children. How to choose books suitable for young children at different ages, e.g. type of story and whether it will interest them, illustrations, diversity language and vocabulary used, what children will learn from story. - Skills for reading to children (pace, tone, expression, character voices, use of visual images such as illustrations). - How aids can help storytelling (puppets, storyboards, story sacks etc) i.e., what a storyboard is and how it can be used in a story-reading activity - Potential problems that could occur when reading a story to young children and how to overcome them	Reading the selected storybook aloud in a manner appropriate for children using key features and support aid. Reading aloud in a manner appropriate for children - Making decisions about what books are appropriate for different age groups - Promoting diversity - Using books to develop children's literacy, creativity, and imagination		Factors to consider when planning activities to meet children's emotional and social needs - Emotional and social needs of children - Types of activities to support emotional and social needs for children of different ages and with different needs - How to support children's emotional and social needs through activities - Safety procedures Skills for meeting children's emotional and social needs through activities Ways of communicating with children - How to ensure children's wellbeing - Ways of encouraging children's positive behaviour - Behaviours for working with children - Safely setting up and clearing away an activity	- Planning, to include what the children will be doing and how it supports their emotional and social needs (age and stage of development, resources needed, timings, health and safety considerations) - Setting up, demonstrate and clear away activity - Give instructions with little hesitation or need for prompting - Show how children would be involved in the activity and how their emotional and social needs would be supported, using appropriate positive language throughout the activity that will encourage children to join in.

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Assessment	Annotated pictures showing skills used / Log. A plan in a suitable format.	Pictures / Video Observation record.	• Poster detailing different types of books and how they support a child's development. • Create a puppet as an aid to reading a story • Create a storyboard as an aid for reading a story. • Create a story sack Written Plan Produce a well-organised plan for a pre-school children's reading activity. Making decisions about what books are appropriate for different age groups, promoting diversity. Explaining how to use a selected story book and aid to engage young children	Explain the identified issues and how to resolve them when preparing for the activity. Pictures / video of reading activity Observation record Self-evaluation		A plan in a suitable format	Pictures / Video Observation record.
Enrichment	Visits to under 5's Centres / Nurseries	Visits to under 5's Centres / Nurseries	Visits to local library Observation of adults reading to children through visit to under 5's centre / nursery.	Visits to under 5's Centres / Nurseries		Visits to under 5's Centres / Nurseries	Visits to under 5's Centres / Nurseries