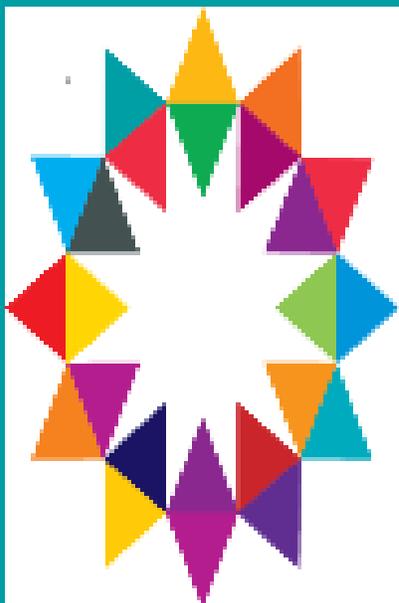


Childcare and Education 2020



huish **HEADSTART**

Childcare and Education

Technical Certificate/Diploma

Welcome to the Childcare and Education course. You have now completed your GCSE's (albeit in quite unusual circumstances) and you are all set to begin your level 3 qualification.

To begin, let me tell you a bit more about the course. You will study all the units below and be given a piece of coursework for each one. These are all assessed by your teacher and given a grade. You will also sit a 'synoptic' assessment in January of each year. This is not an exam but it is sent away to the exam board to be externally assessed. You will be asked to complete an assignment over the space of two weeks, under supervised conditions. You can have access to all your notes and textbooks and even the internet for this.

Units covered

Year 1

- Child development from conception to seven years
- Children's health and well-being
- Providing safe environments for children
- Child health
- Play and learning
- Understanding children's additional needs
- Observation, assessment and planning
- Professional Practice Portfolio 1

Year 2

- Supporting emergent literacy
- Supporting emergent mathematics
- Preparing for school readiness
- International perspectives
- Reflective Practice for professional development
- Professional partnership in Early Years
- Professional Practice Portfolio 2

Activity 1: Questions – test your own knowledge before looking at the answers below

You have just completed your GCSEs. What Key Stage is this?

What Key stage was just before this? What ages and year groups did this cover?

What key stage was just before that one? And before that one?

When does key stage one begin?

Altogether, what is the name we give to all the key stages?

What happens before key stage one?

Answers

GCSE's is key stage 4 and is years 10 and 11 (14-16 year olds)

Key Stage 3 is ages 11 to 14 and covers years 7, 8 and 9

Key Stage 2 is ages 7-11 and covers years 3, 4, 5 and 6

Key Stage 1 is ages 5 -7 and covers years 1 and 2

Altogether these are known as '[The National Curriculum](#)'. Click to find out more.

Before children begin the National Curriculum they follow the Early Years Foundation Stage. This is the focus of this course and you will learn all about this stage and gain a license to practice. This means you will be fully qualified to work with children in this age range. The Early Years Foundation Stage (EYFS) is compulsory. This means that you must follow this with all children from 0-5.

Activity 2: The EYFS is a long document and can appear quite overwhelming to begin with. To make a start on this please follow [this link](#) to see a copy of it and then answer the following questions

1. What are the 7 areas of learning the EYFS covers
 - 1.1 What are the prime areas? What do they mean by prime?
 - 1.2 What are the specific areas?
2. How would each area of learning and development be implemented (see section 1.8)
3. What are the 3 characteristics of effective teaching and learning
4. What is a key person?
5. How is each child assessed in the EYFS? And when is this done?
6. What are the staff to child ratios for each age group?

Activity 3

The Early Learning Goals are what a child would be expected to have achieved by the end of the EYFS. An Early Years Foundation Stage Profile (EYFSP) is written up by the practitioner and this will provide information for the Year One class teacher.

Make a poster to show the E.L.Gs for each of the seven areas. Be sure to split the areas into categories where this is indicated. For example, physical development is divided into 'health and self-care' and 'moving and handling'. Make your poster bright and colourful and easy to read. You will find this a really useful resource to refer back to when you begin the course.



Activity 4

You can see from what you have read so far that the EYFS is quite long, but it doesn't give us a lot of detail about each different age group. For example, we know that as children turn five at the end of reception class (so the end of the EYFS) they should be able to 'handle equipment and tools effectively, including pencils' (ELG for physical development). But what should a 2 year old be able to do? How do we know they are on track to reach these goals?

For this, we have another document. It is known as 'Development Matters', which you can read [here](#). Unlike the EYFS, this document is not published by the Government and is therefore not compulsory. However, most settings rely on it to help with their day to day planning of activities for children and to help them observe and assess the children.

1. You should now observe the child in this [video](#) (the one in the light blue top and beige trousers). Make notes on what he does, how he moves, how he handles things including his own body.
2. Once you have finished your observation you will need to assess him. He is 25 months old, is he reaching the targets in his physical development: moving and handling? (Use the first column – the unique child).
3. Now plan an activity that you could do with this child in the nursery to help him move on to the next steps in his physical development. Look at the row just below where you think he is currently at. Then use the 2nd and 3rd columns to help you decide what you might want to plan for him.

Finally, you now need to match your skills and abilities to the real world environment by applying for the job advertised below. Create a formal letter of application which includes full details of your current knowledge, skills, experience, values and beliefs.

There is some guidance on the next page to help you with this.

Early Years Educators

Are you what we are looking for?

You must have a warm smiling face that makes every child feel special and loved.

You will preferably have a little bit of quirkiness. If a child requests that you be a captain of a pirate ship, you will be the best pirate you can be.

The ability to sing in tune is not necessary, however the ability to sing out of tune in front of a crowd is essential.

Some knowledge of frozen, minions, spider-man, Ariel, Peppa Pig and Thomas the Tank would be advantageous.

A high level of multi-tasking is essential.

You must be able to distribute warm hugs as required.

Possessing the skill to rapidly count the heads of numerous moving small people is of utmost importance.

You must be able to remain focused in an environment with high noise levels.

Pretending to eat play-dough creations realistically is required; this is a skill that may develop over time and experience.

The ability to remember the names of 60+ children, their parents, grandparents, pets and special soft toys is a key component of this job.

Your feelings must not be easily hurt.

You must have the ability to read a ten page fairy tale with at least one interruption per page.

Authentically showing an interest in curiosity for bugs and creepy crawlies is essential, even if they are your biggest fear on earth.

You must be prepared to have a lot of fun in the workplace; laughter is something you can expect to engage in for a large part of your working day.

Finally you must want to feel loved, special and important to many young children and their families. There simply is no other job quite like this one.

Adapted from: <https://www.glosjobs.co.uk/childcare-jobs-in-cheltenham/level-3-practitioner-part-time-permanent-489424/>

Things to include in your letter of application:

Knowledge:

Relevant formal learning: this should include your GCSEs, any training courses you have attended, skills you have learnt from a part time job

Relevant informal learning: this should include anything you have learnt in addition to school – hobbies, home life etc.

Skills:

Communication: are you a good communicator? What language skills do you have - perhaps you speak more than 1 language? How about your non-verbal skills? Think about body language, eye contact, gestures. Do you know any sign language? How do you use your communication skills? Perhaps you know someone with a hearing loss or a learning disability – how do you communicate effectively with them?

Work experience: do you have a part time job? Have you done any work experience? Detail here the skills these experiences have given you

Practical skills: Do you play an instrument or bake a mean lemon drizzle cake? Do you participate in any sports? Tell us about it here

Working with others: Do you work well as part of a team? Please give some examples of when you have worked cohesively with others – this could be your peers or service users

Technical skills: eg use of IT – what are your skills in this area?

Personal skills: detail here your organisational and time management skills e.g include how you prepared for your exams or how you managed coursework to make sure it was handed in on time.

Values and beliefs:

What is important to you? This may include relationships, religion, dietary preferences. Use this information to tell us the sort of person you are. Try to describe yourself as others see you and use a wide vocabulary to outline your personality

Now all you have to do is have a fantastic summer and we look forward to meeting you next term.



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