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| **Subject** | **Lesson 1** | **Lesson 2** | **Lesson 3** |
| **Week 1** | **LO1 –UNIT1**Create flash cards based on a minimum of 4 different childcare settings.Include the following:* What ages of children do they look after
* Are they registered or not?
* Advantages and disadvantages of each childcare setting.
* What type of provision? (Voluntary, private, statutory?)
* Does the setting have a website?
 | **LO1 –UNIT1**Create a **‘bad’** day nursery and a **‘good’** day nursery story board.What makes the day nursery bad? Compare each both day nurseries and describe the differences.Include illustrations if you can. | **LO1 –UNIT1**Watch the episode of **‘a secret life of a 4 year old**’Answer the worksheet provided whilst watching the video. |
| **Week 2** | **LO2 –UNIT1**Create a mind map highlighting all the key issues to consider when preparing for placement.Make sure you include a minimum of 5 key issues.Include a description for each heading in your mind map.Once complete try to recreate your mind map using a maximum of 2 sentences for eachsubheading. | **LO2 –UNIT1**Write a letter or email to a setting asking whether a placement is available. Address it to the placement or placement co-ordinator. Remember to include the points you have included in your mind map as well as your contact details (make these up!!) and when you would need to start your placement. | **LO2 –UNIT1**Imagine you are opening up your own early years setting. **You need staff!** Make a list and description of the different roles of staff required in your early years setting. Make sure you include a mentor for those who wish to gain work experience at your setting. |
| **Week 3** | **LO3 –UNIT1**Create a job description / person specification which includes the responsibilities of an early year’s worker.Use the examples attached as support.**Lesson 1/2(two lessons to complete)** | **LO3 –UNIT1**Create a job description / person specification which includes the responsibilities of an early year’s worker.Use the examples attached as support.**Lesson 2/2(two lessons to complete)** | **LO3 –UNIT1**Research and find a list of policies for an early year setting which is local to you. Make a list of the main policies which you need to know about and under each one, note down the key information using bullet points.  |
| **Week 4** | Caring for a Baby1. Get yourself an egg or a full bag of flour (ask your parent/carer first!).
2. Gather a range of materials to create your ‘baby’ with – sharpie pens, coloured pens, googly eyes, wool, ribbon, felt, cotton wool, fabricsDecide if your baby is a boy or a girl.
3. Make your ‘baby’ - this video is an example of how you can do it <https://www.youtube.com/watch?v=FN0fRp2QPDY>
4. Name your baby and take a photo of you and your newborn baby!
5. Take care of your baby for 7 days! You must carry your baby – you cannot put your baby in a bag or leave it unattended. You must take your baby everywhere with you, you cannot leave your baby at any point! If you have a shower your baby must be safely in the room with you, or being looked after by someone you trust (a babysitter).
6. Take photos of you and your baby doing different things, throughout the week.
7. If your baby gets an injury, you can use a plaster to try to look after it.
8. Write a diary each day saying how you have found ‘parenting’.

**Lesson 1/3 (three lessons to complete)** | Caring for a Baby1. Get yourself an egg or a full bag of flour (ask your parent/carer first!).
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**Lesson 1/3 (three lessons to complete)** |
| **Week 5** | Research how a child develops physically from a newborn baby to a 5 year old child. What skills do they develop? A newborn baby can only cry, suck, blink, breath and throw arms and legs about involuntarily. By 5 a child can run, hop, skip, ride a bike, jump etc… (episode of ‘the secret life of a …year old’) what stages does the baby go through to become a physically developed 5 year old? Create a poster or booklet for parents to look at to see how their child should develop over the 5 years.**Lesson 1/2(two lessons to complete)** | Research how a child develops physically from a newborn baby to a 5 year old child. What skills do they develop? A newborn baby can only cry, suck, blink, breath and throw arms and legs about involuntarily. By 5 a child can run, hop, skip, ride a bike, jump etc… (episode of ‘the secret life of a …year old’) what stages does the baby go through to become a physically developed 5 year old? Create a poster or booklet for parents to look at to see how their child should develop over the 5 years.**Lesson 2/2(two lessons to complete)** | Plan out a range of suitable activities for a 3, 4 or 5 year old. You need to consider the aim of your activity (what skill are you trying to develop?) what resources you will need to carry out the activity, where will you do the activity?  |
| **Week 6** | Feeding a child! Research suitable recipes for a 1-2-year-old child. How can you make healthy, interesting meals that a child will want to try? Create a week meal planner. Think our portion sizes and the types of foods children need to develop. Look at the Eat Well Plate for inspiration. Make one (or more!) of your recipes, photograph and include it in your meal planner.**Lesson 1/3 (three lessons to complete)** | Feeding a child! Research suitable recipes for a 1-2-year-old child. How can you make healthy, interesting meals that a child will want to try? Create a week meal planner. Think our portion sizes and the types of foods children need to develop. Look at the Eat Well Plate for inspiration. Make one (or more!) of your recipes, photograph and include it in your meal planner.**Lesson 2/3 (three lessons to complete)** | Feeding a child! Research suitable recipes for a 1-2-year-old child. How can you make healthy, interesting meals that a child will want to try? Create a week meal planner. Think our portion sizes and the types of foods children need to develop. Look at the Eat Well Plate for inspiration. Make one (or more!) of your recipes, photograph and include it in your meal planner.**Lesson 2/3 (three lessons to complete)** |