

Level 3  
Diploma in Childcare  
And  
Education

Year 12 Transition Pack

Welcome to the Level 3 Diploma in Childcare and Education (Early Years Educator)

This level 3 course is a two year course which on completion of the full Level 3 course could lead into subject related employment or Higher Education

When you begin the course in September you will spend 3 days in sixth form and up to 2 days in your work placement each week. The work placements are arranged, after discussion with each student, by course staff. Your work placement is a **mandatory** part of your course and commitment and attendance to placement is very important as without it you cannot continue on or complete the qualification.

This transition pack is designed to help you make the change from year 11 to year 12 introducing a new way of working and is to help you make the most of the opportunities you are given.

During your 2 induction days in Sixth form you will take part in lessons and get to know your teachers and fellow students. You will be given some tasks to complete over the holiday ready for an assessment in September.

The first induction day task is to help you to prepare for your placement and to help you make the most of the opportunities you are given. You will also look at the skills you need for a working environment.

You do need to work your way through the tasks in the pack over the summer and hand in to your tutor when you start in September. You will use the written work as evidence in your portfolio and we will show you how to reference this work at the beginning of the term.

Your independent study work is set to help you to understand the importance of Equality and Diversity and how to behave in a manner that enables children to develop as confident, self-assured individuals. This unit of work underpins everything we do in our work settings and will help you to develop inclusive practice.

You must complete the tasks you have been given, they will help us to make sure you are on the correct course, give you a good start on the knowledge and skills required for this qualification and help you to develop

skills in research, study and presenting the necessary facts for your portfolio.

What will be expected of you?

- We expect you to attend Sixth Form and placement every day and to be a good time keeper.
- You must contact your placement and Sixth Form if you are ill and unable to attend.
- You will be included in the planning for your placement. Make sure you understand what is expected of you and give your supervisor feedback as soon as is practicably possible after the activity.
- If you have times in the day where you are not being directed use your initiative and find jobs that need doing.
- Make sure you plan with your supervisor for your assessments and that you make the most of your assessor's visit.
- You will be expected to complete assignment work and assessed work at home and during independent study sessions and hand the work in by the deadline set by your tutor.

Units of study year 1

Unit1- Child development

Unit 2-Children's health and well being

Unit 3-Providing safe environments for children.

Unit 4-Child health

Unit 5-Play and Learning

Unit 6-Understanding Children's additional needs

Unit 7-Observation, assessment and planning.



Units of study year 2

Unit 9- Supporting emergent Literacy

Unit 10- Supporting emergent mathematics

Unit 11- Preparing for school readiness

Unit 12- International perspectives

Unit 13-Reflective practice

Unit 14- Professional partnerships

Unit 16-Professional practice portfolio 2 (completed over the 2 year course)

In addition you will also complete 2 externally marked controlled assessments which must be completed by a deadline dictated by the qualifications awarding body.

The work in your transition pack must be completed to support your year 1 units and give you the background knowledge required to make your transition onto the Level 3 programme and your work placement a valuable and enjoyable experience.

Work for each unit must be written on separate sheets of paper so they can be used to support criteria for that unit.

**Each task must to be completed on a separate sheet of paper so they can be used to support your course work.**

## **Task 1**

### **Early Years Foundation Stage EYFS)**

The Early Years Foundation Stage framework is the legislation and guidance for the learning and development of children up to 5 years old. (End of reception class). Knowledge and understanding of this will form a large part of both academic and practical aspects of your course.

Research the EYFS and read about the 4 principles which support practice within the EYFS framework.

These are

- Unique Child
- Positive relationships
- Enabling environments
- Learning and development

For each principle write an explanation of what is covered within that area and how an early year's practitioner can support children using information about that principle.

Then look at the early learning goals.

Identify the Prime areas of learning (3) with an explanation of what each area covers.

Identify the Specific areas of learning (4) with an explanation of what each area covers.

## Task 2

### Unit 6

#### **Equality of opportunity**

Look up *Equality* in the dictionary, give the meaning below

What do you think *equality of opportunity* means?

Give examples of how a placement may provide equality of opportunity through

Activities

Equipment

Books

Attitude of staff

#### **Equal Opportunities**

##### **Case Studies**

A childcare worker is holding a cookery session in the home corner. The project is 'Making a cup of tea'.

The childcare worker has asked Rashida to make a cup of tea. Rashida picks up a saucepan and pretends to fill it with water, places a tea bag in the water and asks for green cardamoms, sugar and a pinch of salt. The childcare worker explains to Rashida that she should have filled the kettle

and 'no, we don't add bits of things to it, including salt' and 'no, we do not boil the teabags in the water'. However, Rashida is making tea the way it is done at home (her parents make tea in this way, adding milk later and boiling it as described).

1. What has the childcare worker done that shows discrimination towards the child?
2. How could this affect Rashida?

### **Task 3**

#### **Unit 6**

##### **2.1**

Research the current legislation relating to equality, diversity and discrimination that may apply to work roles in Childcare and Education.

You can use books, the internet and the local library to research this.

List each legislation with a small explanation (minimum of 3)

### **Task 4**

#### **Unit 2**

##### **3.1 and 3.2**

Describe how to meet the physical care needs for children from birth to 7 years in relation to:

- Nappy changing, toileting, toilet training.
- Washing, bath time and care of skin, teeth and hair
- Food and water
- Rest and sleep
- Fresh air and exercise

- Protection from injury and illness

Explain the role of the early year's practitioner during:

- Nappy changing, toileting, toilet training.
- Washing, bath time and care of skin, teeth and hair
- Food and water
- Rest and sleep
- Fresh air and exercise
- Protection from injury and illness

You may present this as a booklet for new childcare workers, such as yourself.

Find out about cultural differences in personal care and include this in your work.

Make either a poster or booklet to explain how to make up feeds and the various methods of sterilisation. Make sure you include how to maintain hygiene when preparing feeds and sterilising equipment.

## **Task 5**

### **Unit 2**

#### **5.1**

Explain the nutritional value of the main food groups and the role and function of nutrients and vitamins.

This could be presented in a table format.

**All this work will be used as part of your course work so please give it the time and effort deserving of the qualification. This work will also help us determine if you show the academic ability requires to complete the course to the standard set by the awarding body.**

**Please complete the work for each unit on individual sheets so they can then be used to support that unit when it is taught in class. Do not write answers in the booklet.**

**Have all of your work completed and ready for the beginning of term. It should be handed in on the first day back after the holiday.**