BLENDED LEARNING BOOKLET



CARING FOR CHILDREN

PROVIDING A CHILDREN'S CREATIVE ACTIVITY

Name: _			
_			

Introduction

In this unit, you will be developing your skills in planning and implementing different types of creative activities suitable for young children.

Your aims

In this unit you will:

- Solve problems when planning a children's creative activity
- Carry out a children's creative activity safely in a given timescale

Before beginning each task, write the Learning Intention in your books

Try to complete **one** task **a week**

Page 1 – Big Picture Year 9 Overview

Page 2 – Zoom In – My Journey

Page 3 – Knowledge Organiser

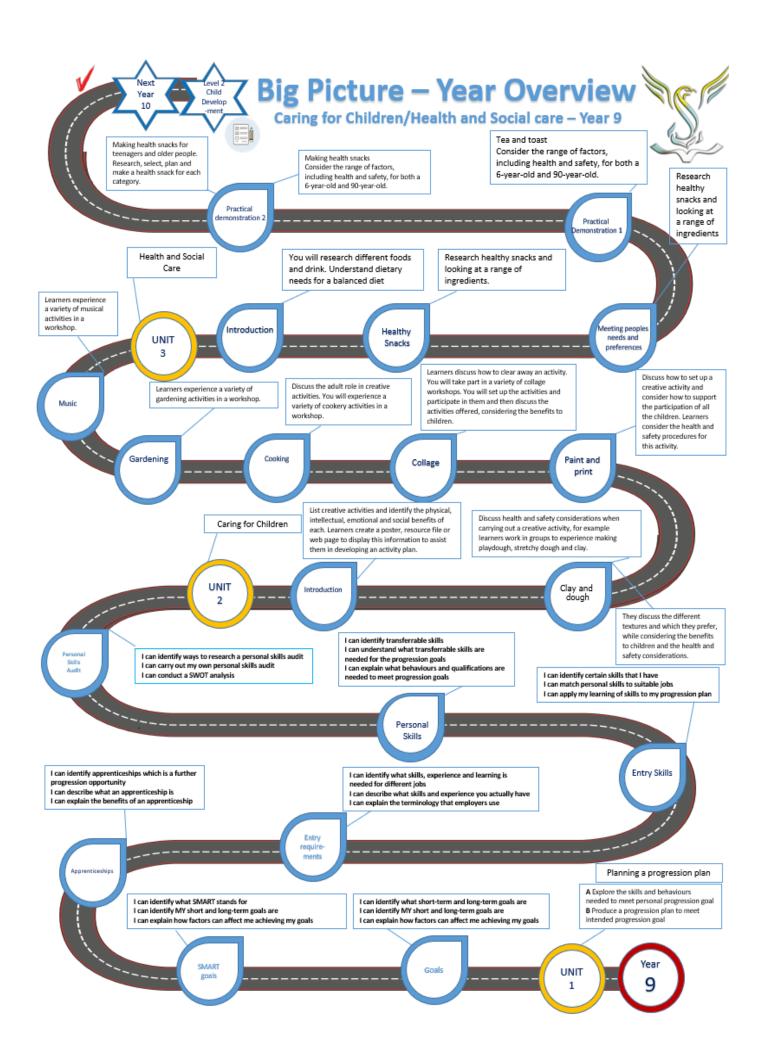
Page 4 – Task One / Two

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Page 7/8 – Assessment Ladder

Page 9 - Notes



LEARNING JOURNEY:

Subject: Vocational Caring for Children

AIMS

creative activity. when planning a children's To carry out a children's creative To know how to solve problems

activity safely in a given timescale.

Outcomes

- appropriate that is age and stage
- safety assessment to complete the activity risk free

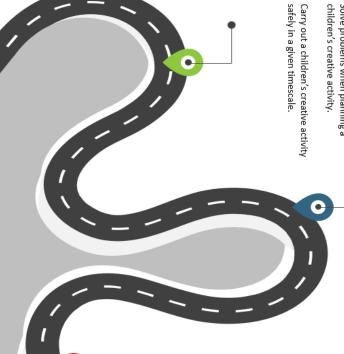
- I can make a creative activity
- I can use my health and

UP NEXT

CAREERS

Nursing Child care

- Learners will develop their skills in planning and implementing different types of creative activities suitable for young children.
- Solve problems when planning a



Ethics and Values lessons in Year 7 and 8 for the core theme

PREVIOUS LEARNING

Enterprise 1 and 2

Living in the Wider World:

- Entrepreneure
- Literacy and numeracy
- Online safety Digital footprint
- Interpersonal skills Personal branding
- Teamwork

WHAT WE KNOW!

REMEMBER

RECOMMENDED READING

Child Development: An illustrated guide

PERSONAL OBJECTIVES

Knowledge Organiser BTEC Introductory Level 1 Caring for Children

PHYSICAL DEVELOPMENT

COMMUNICATION AND SPEECH DEVELOPMENT

EMOTIONAL DEVELOPMENT

SOCIAL DEVELOPMENT

3

AGE AND STAGE APPROPRIATE
ACTIVITIES.

6

REVIEW – A REFLECTIVE ACCOUNT OF AN ACTIVITY OR PERFORMANCE

CONNECTION

1

PROBLEM SOLVING

MAKING DECISIONS

WORKING TO A
DEADLINE

ORGANISATION

DESCRIBE – GIVE A CLEAR ACCOUNT THAT INCLUDES ALL THE RELEVANT FEATURES AND CHARACTERISTICS – 'PAINTING A PICTURE WITH WORDS'.

ACCURATE – PERFORM PROCESSES AND PROCEDURES WITHOUT ERROR. WRITING WITHOUT FAULT.

4

CREATIVE - INVOLVING THE USE OF THE IMAGINATION OR ORIGINAL IDEAS TO CREATE SOMETHING.

2 PLAN – A PROPOSAL THAT GIVES DETAILS FOR DOING OR ACHIEVING SOMETHING.

REFLECT – THINK CAREFULLY AND REVIEW
INFORMATION AND/OR PERFORMANCE – INCLUDES
ARTICULATING IDEAS, CONCEPTS, ACTIVITIES, FINDINGS
OR FEATURES.

APPROPRIATE – SUITABLE FOR PURPOSE AND/OR AUDIENCE.

DEMONSTRATE – CARRY OUT AND APPLY KNOWLEDGE, UNDERSTANDING AND/OR SKILLS IN A PRACTICAL SITUATION.

HEALTH AND SAFETY FOR A CREATIVE ACTIVITY WITH CHILDREN.

THINK ABOUT ANY ISSUES YOU MAY HAVE WITH CREATING THIS DOCUMENT.

5

BIGGER PICTURE

- YOU WILL PRODUCE A PLAN FOR A CREATIVE ACTIVITY SUITABLE FOR YOUNG CHILDREN (UNDER FIVES) THAT EXPLAINS THE ACTIVITY AND WHY IT IS APPROPRIATE FOR THIS AGE GROUP. IT WILL INCLUDE DETAILS OF THE TASK AND STEPS INVOLVED IN SETTING UP, CARRYING OUT AND CLEANING AWAY THE ACTIVITY, THE SAFETY PROCEDURES TO FOLLOW, INCLUDING USE OF PPE, AND THE RESOURCES REQUIRED, WITH AMOUNTS (IF APPROPRIATE).
- YOU WILL CARRY OUT THE CREATIVE ACTIVITY TO AN AGREED TIMESCALE. YOU WILL USE
 YOUR PLAN AND CARRY OUT ALL STEPS, MEETING AGREED TIMINGS FOR EACH TASK AND
 COMPLETING THE ACTIVITY IN THE AGREED TIMESCALE. YOU WILL FOLLOW ALL RELEVANT
 SAFETY PROCEDURES CORRECTLY AND DEVELOP REALISTIC SOLUTIONS TO SUCCESSFULLY
 SOLVE PROBLEMS.

7/8

Task One

LI: To understand the importance of transferable skills and how they can be used in this unit

Transferrable skills

How are these skills important when planning a creative activity for children? (write the answers in your book)

- Problem solving
- Making decisions
- Organisation
- Working to a deadline

This term you will be looking at the following types of development when thinking about your creative activities

Physical development: this refers to the body increasing in skill and performance and includes: gross motor development (using large muscles), for example legs and arms fine motor development (precise use of muscles), for example hands and fingers.

Communication and speech development: this is learning to communicate with friends, family and all others. However, it is important to realise that all the areas of development link together. Just stop and think about the changes that take place in the developing child.

Social and emotional development: this is the development of a child's identity and self-image, the development of relationships and feelings about him or herself and learning the skills to live in society with other people. Intellectual development: this is learning the skills of understanding, memory and concentration.

Now that we know what the developmental elements are, what do you think could be the benefits of creative activities in covering all these elements?

Task 2

LI: To begin choosing age and stage appropriate activities

Watch the following video https://www.youtube.com/watch?v=OJ3hrl m5sY Create the following table in your book and fill it in. Complete three activities

Activity	Physical (Fine motor and	Communication and Speech	Social and Emotional	Intellectual / Cognitive
	Gross motor	Speech	Linotional	Cognitive
	skills)			

Choose one of your activities and relate it to a particular age group (for example; Painting would be better for ages 3-4 years). Write a brief description about your activity and why you think it is appropriate for your chosen age.

Some key words are listed below to help you:

- Concentration
- Fine motor skills
- Self-esteem
- Taking it in turns
- Problem solving
- Hand-eye co-ordination
- Confidence
- Gross motor skills

Task Three

LI: To understand key terminology used when creating an activity

Link these words to their correct definitions

Creative	Think carefully and review information and/or performance includes articulating ideas, concepts, activities, findings or features.
Reflect	A proposal that gives details for doing or achieving something
Appropriate	Carry out and apply knowledge, understanding and/or skills in a practical situation
Demonstrate	Suitable for purpose and/or audience
Plan	Involving the use of the imagination or original ideas to create something

Task Four

LI: To begin planning a creative activity

Watch this video https://www.youtube.com/watch?v=jv73CEzY1jg

Create an activity card to display information about a chosen activity. The information should include:

• Name of activity

- Description of activity
- Materials and resources needed
- Recommended age of children
- Roles of the practitioner (yourself) in supporting the children in the activity
- How does this activity promote SPIELS (Social, Physical, Intellectual, Emotional, Language and Senses)
- Any adaptations that need to be made for children with additional needs (special needs or children with impairments)

Task Five

LI: To use a health and safety assessment to complete an activity risk free A risk assessment is important when planning anything for children.

What things do you think you need to take in to consideration when planning a creative activity for children? Write down **two** different activities.

For example;

When using playdough with small children there are a number of risks. When making the playdough, hot water must be used. This is a risk if children are around as one of them may get burnt. If the children are younger than 2 years old, they may attempt to eat the playdough which could be harmful...etc.

Task Six

LI: To plan, execute and evaluate creative activities for children

Taking from the knowledge you have gained, complete the following table, **in your book**, with **six** new activities. An example has been done for you.

Activity	Age range	Areas of Development	Materials needed	Timings	Risks	Solutions to risks
Play dough	3-4 years	Physical- fine motor skills Cognitive — communication with other children Social — sharing tools and play dough Emotional — sense of achievement	Hot water Flour Salt Oil Food colouring	Set up – 10 mins Play time – 15 mins Clean up – 20 mins	1.Hot water 2. Eating it	 Make playdough before children arrive. Make it non- toxic, edible playdough

Assessment criteria

Pass		Merit	Distinction
Learı	ning aim A: Solve probl	ems when planning a childre	en's creative activity
A.P1	Produce a simple plan for a children's creative activity.	A.M1 Produce a detailed plan for a children's creative activity, describing why the activity is appropriate.	A.D1 Produce a well-organised plan for a children's creative activity, explaining why the activity is appropriate.
A.P2	Identify some problems and ideas to resolve them when preparing for the creative activity.	A.M2 Describe identified problems and make decisions to help resolve them.	A.D2 Explain the issues caused by identified problems and how these can be resolved.
Learı	ning aim B: Carry out a	children's creative activity	safely in a given timescale
в.рз	Carry out the planned creative activity safely within an agreed timescale.	B.M3 Carry out the planned creative activity safely, meeting planned timings for most steps of the activity.	B.D3 Carry out the planned creative activity confidently and safely, working effectively to meet agreed timings for each step.

Suggested scenario

You will produce a plan for a creative activity suitable for young children that explains the activity and why it is appropriate for this age group. It will include details of the tasks and steps involved in setting up, carrying out and clearing away the activity, the safety procedures to follow, including

use of PPE, and the resources required, with amounts (if appropriate).

You will carry out the creative activity to an agreed timescale. You will use your plan and carry out all steps, meeting agreed timings for each task and completing the activity in the agreed timescale.

You will follow all relevant safety procedures correctly and develop realistic solutions to successfully solve problems.

For distinction standard, learners:

- produce a detailed plan for their activity that explains why it is appropriate for young children, e.g. it is appropriate for the children's stage of development and how it will help their physical, intellectual, emotional or social development
- include in their plan full details of the type of activity and age of children it is appropriate for the number of children, all resources and equipment needed (with amounts if appropriate), correct details of the safety procedures to follow (including use of PPE), all steps to be taken, with timings for each step
- explain in their plan the potential result of identified problems and realistic solutions to overcome them, e.g. they could plan to mix paint if there aren't enough colours
- use their plan to participate in and clear away the activity with no prompting, correctly selecting and using all resources and equipment, meeting agreed timings for each task, following safety procedures correctly and being respectful of others in the learning environment.

For merit standard, learners:

- produce a detailed plan describing the activity and giving some reasons why it is suitable. The plan will include clear details of all resources needed, the safety procedures to follow and the main steps to take, with timings
- include in their plan details of identified problems and decisions taken to resolve them
- follow the steps in their plan to set up, participate in and clear away the activity with minimal prompting, using resources and equipment correctly, meeting agreed timings for most tasks, correctly following safety procedures and showing a respectful attitude to others.

For pass standard, learners:

- produce a basic plan for the activity, including an outline of any safety issues, a list of the main resources needed, although there may be some gaps, and an indication of how long the activity will take
- identify in their plan any potential problems, with outline detail of ideas to resolve them
- use their plan to set up, participate in and clear away the activity with some prompting, correctly following health and safety procedures and carrying out the activity in the agreed time.

Notes