

CACHE Level 3 Diploma in Childcare and Education



Welcome To College Day Summer Work Book 2019

Name:

Hello!

Welcome to CACHE Level 3 in Childcare and Education. The work we have asked you to complete is part of the first unit of study on Unit 1 Children's development and Unit 5 & 7: Observation, assessment and planning and will count towards your first assignment.

We thought you might like a little additional help and some advice about how to tackle the tasks in this Summer Work Book, so that you will have everything ready for your first day with us in September. So here's what you'll need to do...

- 1. Complete the activity plans.**
- 2. Make sure your name is on the document and record your work in a similar format to the example.**
- 3. Use a wide range of sources to support your activity ideas and links to development** e.g. textbooks, journals, magazines, internet
- 4. Have a go at 'Harvard Reference' of your work** – see the next page on how to Harvard Reference
- 5. Have a go at Creating a bibliography**

THE HARVARD REFERENCE SYSTEM!!

Throughout your studies you will be doing written work to show that you have a good grasp of the knowledge of your course. This is a great opportunity to show what you know. You can do this in your written work by quoting small amounts of text you have read. This is called referencing. **Here is an easy step-by-step guide to referencing...**

Harvard Referencing

Most courses ask students to reference using the Harvard system. It is used when you provide a full book reference list at the end of your piece of work, and you make references to specific pages from those books in your text. There are TWO parts to this system:

1. You write your quote out, and in brackets, put the author name, date and page.
2. Then you provide a list of books you have referenced from at the end of your written work (“bibliography”).

Here is an example...

You have read about Tuckman’s Sequential Theory by Bruce Tuckman. It is on pages 19 to 20 of the course BTEC textbook.

This is what you would put in your written work:

“The first stage forming phase, refers to people meeting for the first time and sharing information”.

Stretch, Whitehouse	2010	(p19)
(Author name)	Year of publication	Page number

This is what you in the “bibliography”...

Stretch, Whitehouse	2010	BTEC Level 3 Health & Social care Book 1	Pearson Education Limited
Author’s surname & initials	Date of publication	Full title of the book	Name of the publisher

You will find the year of publication and the name of the publisher in the front of the book

Constructing a Bibliography

This must be presented in alphabetical order.

We suggest the **Harvard Referencing System**, which uses the following order: author surname, initial, date, title of publication, place of publication, publisher.

When an author has written two books in a year, it is normal to use 'a' or 'b' to distinguish them in the text.

Author surname	Initial/s	Date	Title of publication	Place of publication	Publisher
Mill	J S	1985	On Liberty (1859) ed. Himmelfarb	London	Penguin Classics

Webliography

It seems sensible to follow bibliographical convention, and present this in alphabetical order.

The following recommendation includes all the essential elements required in the citation of a website:

Author	Publication date	Page title	Site title	URL (page, not site)	Date accessed

Welcome To College Day - Summer Work Extension Task

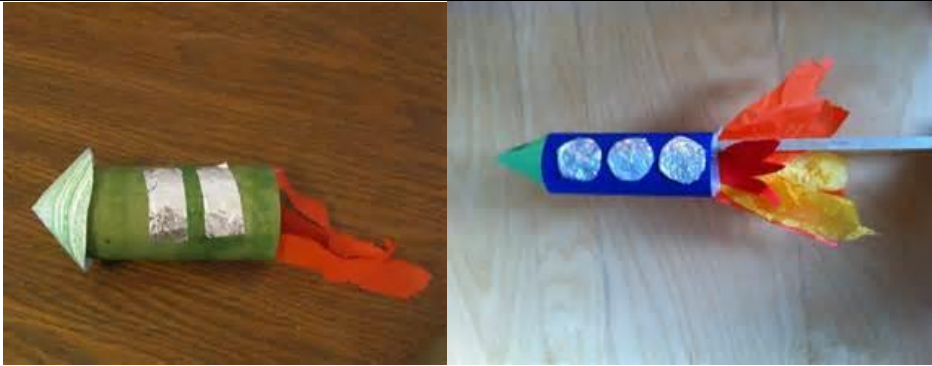
This work needs to be completed for the first week back. You will also need to have a go at referencing the work using the **HARVARD METHOD** for any sources that you have used...

As part of your summer holiday homework you are required to complete a set of 2 activity plans for children aged 0-5 years to support the following areas of development: Intellectual, emotional, physical and communication. It would be beneficial if you could try these out at a voluntary placement or at the very least with children that you know as it will help you when you return to college in September.

Use a wide range of sources to support your activity ideas and links to development e.g. textbooks, journals, magazines, internet and reference using the Harvard System. If you can, take photos of the activities (not the children for safeguarding reasons).

Here is an example of an activity plan:

Activity: Toilet rolls rockets	
Age range: 3-4 years	
Number of children: 4	
Resources: Toilet rolls PVA glue Coloured card Coloured tissue paper Children's scissors Collage items Tape	Method: Discuss with the children what rockets are- you could read a story about a rocket! Introduce task Show an example or demonstrate how to make a rocket Ask the children to (offer help support and guidance): <ul style="list-style-type: none"> • Paint or glue card on to the main body of the toilet roll • Draw round a template of a circle • Cut out the circle and a line to the centre of the circle • Make a cone shape for the top of the rocket • Use tape to secure cone • Rip the tissue paper into shreds to make the fire at the bottom of the rocket • Secure with PVA • Use collage items e.g. milk bottle tops to decorate the rocket to suit!

<p>Areas of development encouraged:</p> <p><i>Physical development:</i> fine motor skills: cutting, drawing and sticking, gross motor skills: Cutting and reaching, hand- eye coordination: drawing, cutting and sticking.</p> <p><i>Communication development:</i> adult- child discussion, child- child discussion, sharing stories and ideas, asking for help, demonstrating to others</p> <p><i>Intellectual development:</i> Making connections to previous experience and learning</p> <p><i>Emotional development:</i> Working with others, reducing stress through creativity</p>	
<p>Activity evaluation:</p> <p>The activity went well! The children enjoyed making the rockets. They used a variety of materials and some learnt new skills such as drawing around a template to make a cone!</p> <p>The area got very messy, very quickly but the rockets looked amazing! The nursery room leader said she was so impressed that she was going to hang them from the ceiling!</p> <p>Next time I would work with 2 children at a time rather than a group of four so that I could help them more with the more to support their needs and stretch their development.</p>	<p>Activity observation:</p> <p>The children listened to the story nicely, Child C knew the story and kept telling the other what happens next, I asked him if he would like to come and help me turn the pages quietly to see if this would distract him and it did. We discussed what rockets are and how they work, the children used lots of adjectives to describe what how rockets travel such as 'shoots', blasts' etc.</p> <p>When we carried out the activity Child A seemed unconfident to get messy using paint so I said he could use card to wrap it around the toilet roll, she preferred this method but had a go at using the PVA glue and glue spreader. Child B loved shredding the tissue paper to and used vocabulary such as 'flaming' & 'boiling'. Child D needed extra help with his fine motor skills to draw and use scissors. Child C found it difficult to share and wait for equipment despite consistent reminders.</p>

Activity:	
Age range:	
Number of children:	
Resources:	Method:
Areas of development encouraged:	
Activity evaluation:	Activity observation:

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