

### Summer Independent Learning

<b>Subject/Group</b>	Year 13 T-Level Education and Early Years
<b>Topics</b>	<b>Healthy Eating</b>
<b>Timescale</b>	<b>Summer Independent learning - Time to complete 15 hours approx</b>
<b>To be completed by</b>	SIL needs to be completed and submitted to teams portal before the first lesson back in September

#### Activity Plan

**Plan and lead an activity in which you can meet the following criteria below. This can be a snack time activity or a healthy eating activity.**

**3.1.** Safeguarding and security systems are an important part of keeping babies and children safe.

DO/PD

**3.2** An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information. **HINT: Include in walk round**

DO/PD

here are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and **confidentiality of information** that must be adhered to.

**DO/PD**

**4.7** It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.

DO/PD

4.6 It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so. **Hint: Include in hazards**

PD/DO

**4f** Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:

- equipment
- furniture
- materials

#### PD/DO

**1a (k)** Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: (UNDERLINE AS APPROPRIATE) **Hint: Include 1A (K) in adult role**

- consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health
- be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors
- be aware of personal safety and the safety of others
- develop personal hygiene practices, including oral hygiene

**4.3.** It is important to prevent and control infection.

#### DO/PD

**4d** Implement effective strategies for preventing and controlling infection, including:(UNDERLINE AS APPROPRIATE) **Hint: Include 4d in hazards**

- handwashing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment
- knowledge of common childhood illnesses and immunisation
- exclusion periods for infectious diseases

#### PD/DO

**4.4.** There are different stages of weaning, and it is important to keep knowledge up-to-date, including knowledge of food allergies and anaphylaxis. **Hint: Include 4.4/4.5 in hazards**

#### DO/PD

**4.5.** Mealtimes can be a high-risk environment for babies and young children **Hint: Include 4.4/4.5 in hazards**

in regard to choking, the signs of choking, and that choking can be completely silent; therefore, children should be supervised closely when eating.

DO/PD

**4h** Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:

- eating (feeding and weaning and complementary feeding)
- nappy-changing procedures
- potty and toilet training
- care of skin, teeth, and hair
- rest and sleep provision

DO/PD

**4i** Other dietary considerations including:

use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active

find and apply the most up-to-date advice on weaning provided by the NHS

prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance

supervise children effectively when eating

PD/DO

Please complete in detail and to meet all criteria

### Activity Plan

Child's/ren names: (Which children have you selected/planned for (Initials, think about ability, inclusion,. Equality and diversity)?

**Number of children** (This is the child/adult ratio; show the amount of children who you will be doing the activity with at a time):

**Age of Children** (Show the age range – i.e. From 11 months to 16 months):

**Description of the Activity:** (You need to give a step-by-step account of how you want the activity to proceed. It should have sufficient detail for anyone else to pick up and deliver. Assume the reader has no idea what you want to do in the activity. What do you want to do and what do you want the children to do? How?)

**Aims of activity/ What do you want children to learn?**

( Show how the activity links to what is going on in the setting. Does it link to a theme, child's interests etc. Is it as a result of an area of development that the child/children)

**Links to curriculum**

**PRIME AREAS**

**NON SPECIFIC AREAS OF LEARNING**

**Links to educational theory, concepts and /or pedagogy** (Can you link a theorist to the activity? Or a concept and/or pedagogy?)

**Appropriate resources** (This is everything you need for the activity, including things like aprons)

## **Support Strategies**

(your role/partnerships/communication):

**What will you be doing to support the success of your activity?**

**Consider your role during the activity and that of any other staff. Who else might you use?**

**What introduction will you give?**

**Who do you need to communicate with and what will you communicate? What will you focus on?**

**What skills will you teach?** (Using scissors, using the tape dispenser etc.)

**What knowledge will you share?**

**What language will you introduce?** (Include key words you want to introduce)

**How will you facilitate the activity?** (How will you set the activity out, and organise equipment)

**What questions will you ask?**

**How will the activity meet its primary aim? How will you ensure children meet the primary aim?**

**How will you organise the activity?** (groups, manage behaviour)

**What will you model to the children** (for example, model writing letters, blow the bubbles)

**How will you manage behaviour during the activity** (What behaviour do you envision and how will you avoid it- for example, explaining the rules)

**Details for peer learning** (Opportunities for children to learn from each other).

**Differentiation** (Consider any changes you might need to make to the activity to accommodate every child's individual needs/What support might they need to succeed (link to theorists/pedagogy)? For example: what extra resources might you need/aids/scaffolding/more demonstrating/rewards?)

**Detail of opportunities for problem solving.**

**Language:** (Comment on new vocabulary that you might introduce, or want to use, questioning, conversational language and the children's freedom to express their language and expression)

