

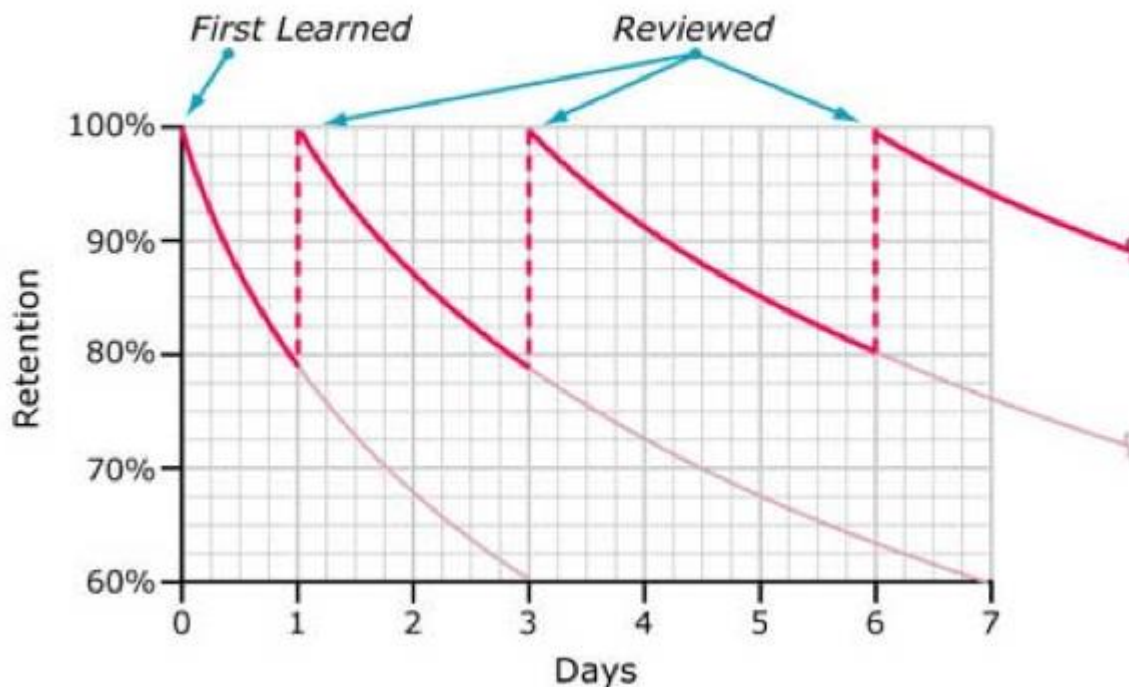
## Child Development Department Curriculum Overview

### Curriculum Intent:

Child Development is a course that will inspire and enthuse learners to consider a career in early years, or related sectors, where knowledge of child development is relevant. It will give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years' sector. For example, of child development and how play is used to promote development.

The course has been developed to reflect recent thinking and research in the sector, including the importance of having knowledge and understanding of child development for the age range from birth up to 5 years. All of the units in this qualification give learners opportunities to link education and the world of work in engaging, relevant and practical ways.

### Typical Forgetting Curve for Newly Learned Information





Key Stage 4 Curriculum Overview

Year 10											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
TOPIC TITLE: Unit R058: Choosing suitable equipment for a childcare setting		TOPIC TITLE: R058: Current dietary recommendations for healthy eating		TOPIC TITLE: R058: Nutritional needs of children from birth to five years		TOPIC TITLE: R057 Pre-conception health and reproduction		TOPIC TITLE: R057: The structure and function of the reproductive system		TOPIC TITLE: R057: Antenatal care and preparation for birth	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Types of essential travel	<ul style="list-style-type: none"> <li>Travelling</li> <li>Sleeping</li> <li>Feeding</li> <li>Changing</li> <li>Indoor and outdoor play</li> </ul>	Plan to prevent accidents in a childcare setting	<ul style="list-style-type: none"> <li>Staff training</li> <li>Supervision</li> <li>Having appropriate safety equipment</li> <li>Sensible placement of equipment</li> <li>Educating the children</li> <li>Completing risk assessments</li> </ul>	Plan for preparing a feed/meal	<ul style="list-style-type: none"> <li>Equipment</li> <li>Safety</li> <li>Hygiene</li> <li>Personal</li> <li>Environment</li> </ul>	Factors affecting pre-conception for women and men	<ul style="list-style-type: none"> <li>Weight</li> <li>Smoking</li> <li>Drinking</li> <li>Alcohol</li> <li>Taking recreational drugs</li> <li>Parental age</li> </ul>	How reproduction takes place	<ul style="list-style-type: none"> <li>Ovulation</li> <li>Conception/ Fertilisation</li> <li>Implantation</li> <li>Development of the embryo and foetus (amniotic fluid, umbilical cord, placenta)</li> <li>Multiple pregnancies (identical, non-identical/ fraternal)</li> </ul>	The methods of pain relief when in labour	<ul style="list-style-type: none"> <li>Epidural anaesthetic</li> <li>Gas and air (Entonox)</li> <li>Pethidine</li> <li>TENS</li> </ul>
Factors affecting suitability and choice	<ul style="list-style-type: none"> <li>Age and weight appropriateness</li> <li>Safety</li> <li>Design</li> <li>Durability</li> <li>cost</li> </ul>	Working NEA live assessment Task 2	<ul style="list-style-type: none"> <li>Eatwell guide</li> <li>5 a day</li> <li>British Nutritional Foundations recommendations</li> <li>Updated recommendations</li> </ul>	How to evaluate planning and preparation of a meal/feed	<ul style="list-style-type: none"> <li>Strengths and weaknesses</li> <li>Improvements and changes</li> </ul>	Other factors affecting the pre-conception health for women	<ul style="list-style-type: none"> <li>Folic acid</li> <li>Up to date immunisations</li> </ul>	The signs and symptoms of pregnancy	<ul style="list-style-type: none"> <li>Breast changes</li> <li>Missed period</li> <li>Nausea</li> <li>Passing urine frequently</li> <li>Tiredness</li> <li></li> </ul>	The signs that labour has started	<ul style="list-style-type: none"> <li>A show</li> <li>Waters breaking</li> <li>Contractions start</li> </ul>
Working NEA live assessment Task 1	<ul style="list-style-type: none"> <li>The environment</li> <li>Lack of supervision or untrained staff</li> <li>Safety equipment</li> <li>Untrained staff</li> <li>As part of a child's development</li> </ul>			Current dietary recommendations for healthy eating	NEA submit June series	Types of contraception methods and their advantages and disadvantages	<ul style="list-style-type: none"> <li>Barrier:                             <ul style="list-style-type: none"> <li>Male condoms</li> <li>Female condoms</li> <li>Diaphragm or cap</li> </ul> </li> <li>Hormonal:                             <ul style="list-style-type: none"> <li>Contraceptive pills</li> <li>Combined pill</li> <li>Progesterone only pill (POP)</li> <li>Contraceptive injection</li> <li>Contraceptive implant</li> <li>Intrauterine device</li> <li>Intrauterine system</li> <li>Emergency contraceptive pill</li> </ul> </li> <li>Natural family planning</li> </ul>				The purpose and importance of antenatal clinics
Reasons why accidents happen in a childcare setting		<ul style="list-style-type: none"> <li>Choking and suffocation</li> <li>Burns</li> <li>Falls</li> <li>Electric shocks</li> <li>Drowning</li> <li>Poisoning</li> <li>Cuts and grazes</li> <li>Trapped fingers</li> <li></li> </ul>	Essential nutrients and their functions	<ul style="list-style-type: none"> <li>Reasons why these nutrients are important to meet nutritional needs:                             <ul style="list-style-type: none"> <li>Proteins</li> <li>Carbohydrates</li> <li>Fats</li> <li>Vitamins</li> <li>Minerals</li> <li>Fibre</li> <li>Water</li> </ul> </li> </ul>							The methods of assisted birth

		<p><b>Working NEA live assessment Task 3</b></p>				<p><b>The structure and function of the female reproductive system</b></p> <p><b>The structure and function of the male reproductive system</b></p>	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Cervical mucus</li> <li>• Calendar</li> <li>• Know each parts of the reproductive system on a diagram</li> <li>• How each part works</li> <li>• What happens during the menstrual cycle</li> </ul>	<p><b>Screening and diagnostic tests</b></p> <p><b>The purpose and importance of antenatal (parenting) classes</b></p> <p><b>The choices available for delivery</b></p> <p><b>The role of the birth partner in supporting the mother through pregnancy and birth</b></p>	<p>Blood tests, Examination of the uterus, Urine test, Weight check</p> <ul style="list-style-type: none"> <li>• The reasons for screening tests and what conditions they can identify</li> <li>• Ultrasound scans (Dating and Anomaly)</li> <li>• Nuchal fold translucency scan</li> <li>• Triple test</li> <li>• Non-Invasive Prenatal Testing</li> <li>• The reasons for diagnostic tests and what conditions they can identify</li> <li>• Amniocentesis</li> <li>• Chorionic villus sampling (CVS)</li> <li>• Prepares both parents for labour and parenthood</li> <li>• Promotes healthy lifestyle and diet</li> <li>• Provide advice on feeding and caring for the baby</li> <li>• Why breast feeding is encouraged for at least the first two weeks</li> <li>• Hospital</li> <li>• Home</li> <li>• Physical support</li> <li>• Emotional support</li> </ul>		
Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:	Prior Domains:					



<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Fine motor skills</li> </ul> <p><b>Intellectual development</b></p> <ul style="list-style-type: none"> <li>Language</li> <li>Reading and writing</li> <li>Communication</li> <li>Number skills</li> </ul> <p><b>Social development</b></p> <ul style="list-style-type: none"> <li>Communicating</li> <li>Acceptable behaviours</li> <li>Sharing</li> <li>Independence and self esteem</li> </ul> <p><b>Holistic development</b></p> <ul style="list-style-type: none"> <li>As children develop they should reach specific development norms at certain ages</li> <li>The sequence of PIES</li> <li>Some children develop differently</li> </ul> <p><b>Working NEA live assessment Task 1</b></p>	<p><b>The stages of play</b></p> <ul style="list-style-type: none"> <li>Solitary</li> <li>Parallel</li> <li>Associate</li> <li>Co-operative</li> </ul> <p><b>The types of play</b></p> <ul style="list-style-type: none"> <li>Manipulative play</li> <li>Co-operative play</li> <li>Imaginative play</li> <li>Physical play</li> <li>Creative play</li> </ul> <p><b>How play benefits development</b></p> <ul style="list-style-type: none"> <li>Physical development</li> <li>Intellectual development</li> <li>Social skills</li> <li>Creative skills</li> </ul> <p><b>Observation and recording</b></p> <ul style="list-style-type: none"> <li>Methods of observation</li> <li>Plan and evaluate play activities</li> </ul> <p><b>Working NEA live assessment Task 2a and b</b></p> <p><b>NEA submit June series</b></p>	<p><b>The postnatal checks that are carried out on the baby immediately after birth and the reasons why</b></p> <ul style="list-style-type: none"> <li>Apgar score</li> <li>Skin</li> <li>Vernix</li> <li>Lanugo</li> <li>Weight</li> <li>Length</li> <li>Head circumference</li> </ul> <p><b>The checks that are carried out on the baby within one to five days of birth and the reasons why</b></p> <p><b>Postnatal care of the mother and baby</b></p> <p>The role of the Health Visitor in supporting the new family including:</p> <ul style="list-style-type: none"> <li>Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk</li> <li>How partner, family and friends can provide physical and emotional support</li> <li>The purpose of the mother's '6 week postnatal check' with the GP</li> </ul> <p><b>The developmental needs of children from birth to five years</b></p> <ul style="list-style-type: none"> <li>Warmth</li> <li>Feeding</li> <li>Love and emotional security</li> <li>Rest/sleep</li> <li>Fresh air</li> <li>Exercise</li> <li>Cleanliness/hygiene</li> <li>Stimulation</li> <li>Routine: Bath time</li> <li>Feeding</li> <li>Shelter/home</li> <li>Socialisation/play</li> <li>Opportunities for listening and talking</li> <li>Acceptable patterns of behaviour</li> </ul>	<p><b>Key signs and symptoms and treatment of:</b></p> <ul style="list-style-type: none"> <li>Mumps</li> <li>Measles</li> <li>Meningitis</li> <li>Tonsillitis</li> <li>Chickenpox</li> <li>Common cold</li> <li>Gastroenteritis</li> <li>Key signs and symptoms of when to seek emergency medical help to include:</li> <li>Breathing difficulties</li> <li>Unresponsive</li> <li>Limp</li> <li>High fever</li> <li>Seizures/fitting</li> </ul> <p><b>How to meet the needs of an ill child</b></p> <ul style="list-style-type: none"> <li>Physical needs</li> <li>Social needs</li> <li>Emotional needs</li> <li>Intellectual need</li> </ul> <p><b>How to ensure a child-friendly safe environment</b></p> <ul style="list-style-type: none"> <li>What a hazard is</li> <li>Recognise common hazards and how these can be prevented</li> <li>Know the meaning of the term 'hazard'</li> <li>identify the common hazards that can be found in each area</li> <li>recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment</li> <li>The importance of safety labelling (BSI kite mark, Lion mark, Age advice symbol, CE symbol and UKCA, Children's nightwear labelling)</li> </ul>	<p><b>Revision for exam</b></p> <p><b>NEA submit by 15<sup>th</sup> May</b></p>						
<p><b>Prior Domains:</b> May have some knowledge of PIES developments linked to their own personal and family observations</p>	<p><b>Prior Domains:</b> Knowledge of PIES from previous lessons. Own observations and personal experiences of life events</p>	<p><b>Prior Domains:</b> Knowledge of needs of a child</p>	<p><b>Prior Domains:</b> Some knowledge of childhood illness with some knowledge of how to treat them</p>							

 <b>Spiritual, Moral, Social Cultural (SMSC) seeds:</b>  Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.  Throughout Child Development students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.		 <b>Spiritual, Moral, Social Cultural (SMSC) seeds:</b>  They will also develop an understanding of national initiatives that promote anti-discriminatory practice in early years settings  They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings		
<b>British Values Links:</b> Develop self-esteem, knowledge and self-confidence when leading activities	<b>British Values Links:</b>  Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework.  All students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected.		<b>British Values Links:</b>	<b>British Values Links:</b>
<b>Reading, Speaking and Writing foci:</b> Writing: applying knowledge learnt to different early years settings and to coursework. Creating word documents and posters to display coursework Reading: research of creative activities. Class reading and reading of resources Speaking: class discussions and leading activities	<b>Reading, Speaking and Writing foci:</b> Writing: applying knowledge learnt to different early years settings. Answering questions using PEEL. Applying understanding to short and long answer questions. Reading: reading of revision guide, resources and reading and answering exam questions. understanding command words. Speaking: peer and class Q&A		<b>Reading, Speaking and Writing foci:</b>	<b>Reading, Speaking and Writing foci:</b>
<b>Numeracy foci:</b>  Opportunities to plan and lead numeracy led activities and discussing interpreting data	<b>Numeracy foci:</b> Asking mathematical questions <ul style="list-style-type: none"> <li>• How could you sort these.....?</li> <li>• How many ways can you find to ..... ?</li> <li>• What happens when we ..... ?</li> <li>• How many different ..... can be found?</li> <li>• What is the same/different?</li> <li>• Can you group these ..... in some way?</li> <li>• Is there a pattern?</li> </ul>		<b>Numeracy foci:</b>	<b>Numeracy foci:</b>
<b>Inter-disciplinary links:</b> Links with H&SC – PIES	<b>Inter-disciplinary links:</b> Links with science – reproduction		<b>Inter-disciplinary links:</b>	<b>Inter-disciplinary links:</b>

<b>Curriculum Product(s):</b> NEA written assessment (optional unit) Externally assessed	<b>Curriculum Product(s):</b> External exam – 70 minutes	<b>Curriculum Product(s):</b>	<b>Curriculum Product(s):</b>
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