

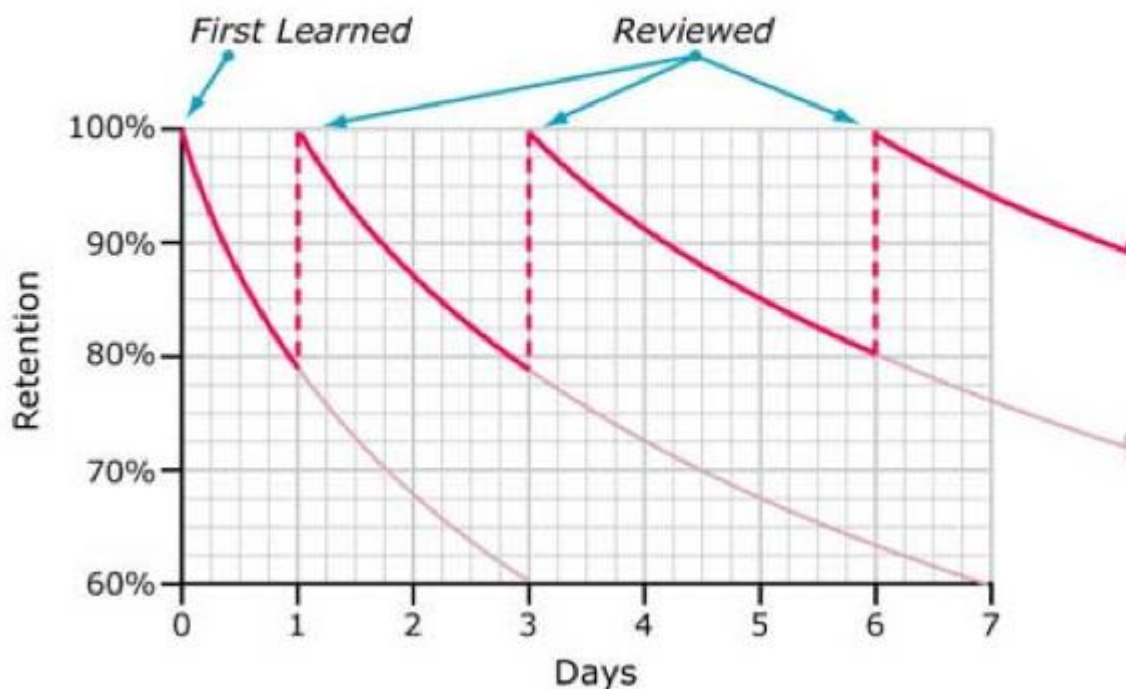
Child Development Department Curriculum Overview

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: RO59 PIES developmental norms from one to five years		TOPIC TITLE: RO59 Stages and types of play and how play benefits development		TOPIC TITLE: RO59 Planning and evaluating play activities		TOPIC TITLE: Ro57 Pre-conception health and reproduction/ The structure and function of the reproductive system		TOPIC TITLE: RO57: Antenatal care and preparation for birth		TOPIC TITLE: RO57: Recognise general signs and symptoms of illness in children							
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)						
Physical development	<ul style="list-style-type: none">Gross motor skillsFine motor skills	The stages of play	<ul style="list-style-type: none">SolitaryParallelAssociateCo-operative	Observation and recording	<ul style="list-style-type: none">Methods of observationPlan and evaluate play activities	Factors affecting pre-conception for women and men	<ul style="list-style-type: none">WeightSmokingDrinkingAlcoholTaking recreational drugsParental age	The methods of pain relief when in labour	<ul style="list-style-type: none">Epidural anaestheticGas and air (Entonox)PethidineTENS	The developmental needs of children from birth to five years	<ul style="list-style-type: none">WarmthFeedingLove and emotional securityRest/sleepFresh airExerciseCleanliness/hygieneStimulationRoutine: Bath timeFeedingShelter/homeSocialisation/playOpportunities for listening and talkingAcceptable patterns of behaviour						
Intellectual development	<ul style="list-style-type: none">LanguageReading and writingCommunicationNumber skills	The types of play	<ul style="list-style-type: none">Manipulative playCo-operative playImaginative playPhysical playCreative play	<u>Working NEA live assessment Task 2a and b</u> <u>NEA submit June series</u>	Other factors affecting the pre-conception health for women	<ul style="list-style-type: none">Folic acidUp to date immunisations	The signs that labour has started	<ul style="list-style-type: none">A showWaters breakingContractions start	Key signs and symptoms and treatment of:		<ul style="list-style-type: none">MeaslesMumpsMeningitisTonsillitisChickenpoxCommon coldGastroenteritisKey signs and symptoms of when to seek emergency medical help to include:Breathing difficultiesUnresponsiveLimpHigh feverSeizures/fitting						
Social development	<ul style="list-style-type: none">CommunicatingAcceptable behavioursSharingIndependence and self esteem		<ul style="list-style-type: none">Physical developmentIntellectual developmentSocial skillsCreative skills			Barrier: <ul style="list-style-type: none">Male condomsFemale condomsDiaphragm or cap		The three stages of labour and their physiological changes			<ul style="list-style-type: none">Stage 1: Neck of the uterus opensStage 2: Birth of the babyStage 3: Delivery of placenta	<ul style="list-style-type: none">Forceps VentouseEpisiotomyElective/ emergency caesarean section	<ul style="list-style-type: none">MeaslesMumpsMeningitisTonsillitisChickenpoxCommon coldGastroenteritisKey signs and symptoms of when to seek emergency medical help to include:Breathing difficultiesUnresponsiveLimpHigh feverSeizures/fitting				
Holistic development	<ul style="list-style-type: none">As children develop they should reach specific development norms at certain agesThe sequence of PIESSome children develop differently		<u>Working NEA live assessment Task 1 and task 2a</u>								Types of contraception methods and their advantages and disadvantages			The methods of assisted birth	<ul style="list-style-type: none">Stage 1: Neck of the uterus opensStage 2: Birth of the babyStage 3: Delivery of placenta	<ul style="list-style-type: none">Forceps VentouseEpisiotomyElective/ emergency caesarean section	<ul style="list-style-type: none">MeaslesMumpsMeningitisTonsillitisChickenpoxCommon coldGastroenteritisKey signs and symptoms of when to seek emergency medical help to include:Breathing difficultiesUnresponsiveLimpHigh feverSeizures/fitting
<u>Working NEA live assessment Task 1</u>																	

						Natural family planning	immediately after birth and the reasons why	• Length • Head circumference		• Social needs • Emotional needs • Intellectual need
					The structure and function of the female reproductive system	• Temperature • Cervical mucus • Calendar				
					The structure and function of the male reproductive system	• Know each parts of the reproductive system on a diagram • How each part works • What happens during the menstrual cycle	The checks that are carried out on the baby within one to five days of birth and the reasons why	The role of the Health Visitor in supporting the new family including: • Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk • How partner, family and friends can provide physical and emotional support • The purpose of the mother's '6 week postnatal check' with the GP	How to meet the needs of an ill child	• What a hazard is • Recognise common hazards and how these can be prevented • Know the meaning of the term 'hazard' • identify the common hazards that can be found in each area • recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment
					How reproduction takes place	• Ovulation • Conception/Fertilisation • Implantation • Development of the embryo and foetus (amniotic fluid, umbilical cord, placenta) • Multiple pregnancies (identical, non-identical/fraternal)	Postnatal care of the mother and baby		How to ensure a child-friendly safe environment	• The importance of safety labelling (BSI kite mark, Lion mark, Age advice symbol, CE symbol and UKCA, Children's nightwear labelling)
					The signs and symptoms of pregnancy	• Breast changes • Missed period • Nausea • Passing urine frequently • Tiredness •				
					The purpose and importance of antenatal clinics	• The meaning of the term antenatal • The timing of first antenatal clinic appointment • The roles of different health professionals: GP (General Practitioner)				

						<div>Screening and diagnostic tests</div> <div>The purpose and importance of antenatal (parenting) classes</div> <div>The choices available for delivery</div>	<div>Midwife Obstetrician</div> <div><ul style="list-style-type: none">The reasons for routine tests/checks and what conditions they can identify: Baby’s heartbeat, Blood pressure, Blood tests, Examination of the uterus, Urine test, Weight checkThe reasons for screening tests and what conditions they can identify Ultrasound scans (Dating and Anomaly)Nuchal fold translucency scanTriple testNon-Invasive Prenatal TestingThe reasons for diagnostic tests and what conditions they can identifyAmniocentesis Chorionic villus sampling (CVS)Prepares both parents for labour and parenthoodPromotes healthy lifestyle and dietProvide advice on feeding and caring for the baby</div>				
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						The role of the birth partner in supporting the mother through pregnancy and birth	<ul style="list-style-type: none">• Why breast feeding is encouraged for at least the first two weeks• Hospital• Home• Physical support• Emotional support				
Prior Domains: Own experiences of life experiences		Prior Domains: Information from task 1 : factors, reasons and choices		Prior Domains: Information from task 2: government guidelines and intitatives		Prior Domains: Knowledge of some methods of contraception and how they work		Prior Domains: Knowledge of how reproduction occurs		Prior Domains: Knowledge of how reproduction occurs	
Prior Domains: May have some knowledge of PIES developments linked to their own personal and family observations						 Spiritual, Moral, Social Cultural (SMSC) seeds: 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. Students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team. 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					
 Spiritual, Moral, Social Cultural (SMSC) seeds: 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.						British Values Links: Develop self-esteem, knowledge and self-confidence with group work and through gaining knowledge					
British Values Links: Develop self-esteem, knowledge and self-confidence when leading activities 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.						Reading, Speaking and Writing foci: 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					
Reading, Speaking and Writing foci: 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						Numeracy foci: Opportunities to plan and lead numeracy led activities and discussing interpreting data					

Types of childhood accidents	<ul style="list-style-type: none">As part of a child’s developmentChoking and suffocationBurnsFallsElectric shocksDrowningPoisoningCuts and grazesTrapped fingers	Working NEA live assessment Task 3	<ul style="list-style-type: none">meet nutritional needs:<ul style="list-style-type: none">ProteinsCarbohydratesFatsVitaminsMineralsFibreWater								
 Spiritual, Moral, Social Cultural (SMSC) seeds: They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing.	Prior Domains: Knowledge of PIES from previous lessons. Own observations and personal experiences of life events	Prior Domains: Knowledge of developmental needs and norms from previous lessons	Prior Domains: Some knowledge of childhood illness with some knowledge of how to treat them								
British Values Links: Know the factors that affect equality and inclusion of individuals.			 Spiritual, Moral, Social Cultural (SMSC) seeds: 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								
Reading, Speaking and Writing foci: Writing: applying knowledge learnt to different early years settings and to coursework Reading: research of different equipment and applying to settings Speaking: group and individual discussions and class contributions	British Values Links: 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.				British Values Links:	British Values Links:					
Numeracy foci: Opportunities for use of flow charts to present work	Reading, Speaking and Writing foci: 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				Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:					
Inter-disciplinary links:	Numeracy foci: Asking mathematical questions				Numeracy foci:	Numeracy foci:					

Links with H&SC with safety in different settings Links with science and catering– healthy diets, government guidelines	<ul style="list-style-type: none">• How could you sort these.....?• How many ways can you find to ?• What happens when we ?• How many different can be found?• What is the same/different?• Can you group these in some way?• Is there a pattern?		
Curriculum Product(s): NEA written assessment (mandatory unit) Externally moderated	Inter-disciplinary links: Links with science – reproduction	Inter-disciplinary links:	Inter-disciplinary links:
Curriculum Product(s): NEA written assessment (optional unit) Externally assessed	Curriculum Product(s): External exam – 70 minutes	Curriculum Product(s):	Curriculum Product(s):