



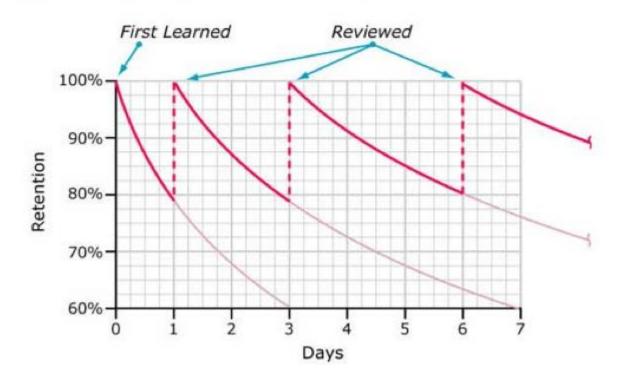
## Child Development Department Curriculum Overview

## **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

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					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.							
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	Students will develop their understanding of and respect for the different needs people have and the effect it may											
				rn to work alongside each								
						another as a team.						
British Values Links:  British Values Links:	British Values Lin	ıks:					British Values Links:					
Know the factors that affect equality and inclusion of individuals.  Develop self-esteem, knowledge and self-confidence with group work and through gaining knowledge												

Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:
Writing: applying knowledge learnt to different early years settings and to coursework	Writing: applying knowledge learnt to different early years settings and to coursework. Creating word documents and posters t
Reading: research of different equipment and applying to settings	display coursework
Speaking: group and individual discussions and class contributions	Reading: research of creative activities. Class reading and reading of resources
	Speaking: class discussions and leading activities
Numeracy foci:	Numeracy foci:
Opportunities for use of flow charts to present work	
	Opportunities to plan and lead numeracy led activities and discussing interpreting data
Inter-disciplinary links:	Inter-disciplinary links:
Links with H&SC with safety in different settings	Links with science – in year 8 reproductive systems and pregnancy covered and covered in more detail end of year 10 as well as
Links with Catering – eat well guide, hygiene measures	the menstrual cycle and contraception – end of year 10
Links with science with diet and nutrients (key nutrients and sources) covered in year 8 and repeated in year 10	Links with PSHE – pregnancy in year 10 half term 4 – early signs and symptoms, stages of pregnancy
	Links with ethics days – Brooke scheduled for year 10 – pregnancy and contraception
Curriculum Product(s):	Curriculum Product(s):
NEA written assessment (mandatory unit) Externally moderated	External exam – 70 minutes
Externally moderated	

					Year 11						
Autumn Term 1A		Aut	Autumn Term 1B		Spring Term 2A		Spring Term 2B		nmer Term 3A	Summer 1	Term 3B
TOPIC TITLE: RO59 PIES developmental		TOPIC TITLE: R	O59 Stages and types	TOPIC TITLE: Ro57 Postnatal checks and care and the		TOPIC TITLE: Ro57: Recognise general signs		TOPIC TITLE:		TOPIC TITLE:	
norms from o	ne to five years	of play and ho	w play benefits	conditions for d	evelopment (TA3)	and symptom	s of illness in children (TA4)				
		development									
Topics	Domains (Core knowledge	Topics	Domains (Core	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge	Topics	Domains (Core	Topics	Domains
	and skills)		knowledge and skills)				and skills)		knowledge and		(Core
									skills)		knowledge
											and skills)

Physical	Gross motor skills	The stages of	Solitary	Postnatal care	The role of the Health Visitor in	How to		Revision for
development	Fine motor skills	play	Parallel	of the mother	supporting the new family including:	meet the	Physical needs	exam
		. ,		and baby	Safe sleeping - Sudden Infant Death	needs of an	Social needs	
Intellectual development  Social development	<ul> <li>Language</li> <li>Reading and writing</li> <li>Communication</li> <li>Number skills</li> <li>Communicating</li> <li>Acceptable behaviours</li> <li>Sharing</li> <li>Independence and self esteem</li> </ul>	The types of play  How play benefits	<ul> <li>Associate</li> <li>Co-operative</li> <li>Manipulative play</li> <li>Co-operative play</li> <li>Imaginative play</li> <li>Physical play</li> <li>Creative play</li> <li>Physical development</li> <li>Intellectual development</li> <li>Social skills</li> </ul>	and baby	<ul> <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> <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> </ul>	needs of an ill child  How to ensure a child-friendly safe environment	<ul> <li>Emotional needs</li> <li>Intellectual need</li> <li>What a hazard is</li> <li>Recognise common hazards and how these can be prevented</li> </ul>	NEA submit by 15 <sup>th</sup> May
Holistic development	<ul> <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>	development  Observation and	<ul> <li>Creative skills</li> <li>Methods of observation</li> <li>Plan and evaluate play activities</li> </ul>	The developmental needs of children from birth to five years	<ul> <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>		preventing hazards in each area including appropriate safety equipment  The importance of safety labelling (BSI kite mark, Lion mark, Age advice symbol, CE symbol and UKCA, Children's nightwear labelling)	
Working NEA live assessment Task 1		Working NEA live assessment Task 2a and b  NEA submit June series		Key signs and symptoms and treatment of	<ul> <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>		Revision of all RO57 content Entry of NEA may series	
Prior Domains:	:	Prior Domains:	:	Prior Domains:		Prior Domains	:	
May have some knowledge of PIES		Knowledge of PIES from previous		Knowledge of needs of a child			lge of childhood illness with	
developments linked to their own personal		l	bservations and	_		some knowled	lge of how to treat them	
and family observations		personal experiences of life events						

Spiritual, Moral, Social Cultural (SMSC) seeds:	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.	They will also develop an understanding of national initiatives that promote anti-discriminatory practice in early years settings		
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.	They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings		
British Values Links:	British Values Links:	British Values Links:	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.		
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. 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:
Numeracy foci:	Numeracy foci: Asking mathematical questions	Numeracy foci:	Numeracy foci:
Opportunities to plan and lead numeracy led activities and discussing interpreting data	<ul> <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> </ul>		
	Is there a pattern?		
Inter-disciplinary links: Links with H&SC – PIES (year 10 term 1) Links with English – communicating and acceptable behaviours (make your voice heard SOL – gender pay, suffragettes,)	Inter-disciplinary links: Links with science – illness and diseases	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):