

Curriculum Overview:

In Child Development, we explore the key characteristics of early childhood growth and development from birth to five years across the developmental areas. Students will be able to develop knowledge, understanding and technical skills by planning, developing and adapting play opportunities suitable for young children across the five areas of development as part of their Key Stage 4 learning.

Students will gain experience on a range of topics that are important to the early years, such as the importance of play and how child-friendly environments help to support this. By studying Child Development our students will be learning about societal influences, which enables students to gain a real insight into all of the challenges, excitement, considerations and responsibility surrounding children's development. Students studying the course will have the opportunity to experience life in an early year setting through their R020 coursework study. This experience will enable them to understand what play really means for children and how important it is to plan appropriate learning activities to develop young children's knowledge and skills.

YEAR 10	Learning Objective	Pupils should know... (Core knowledge and concepts to learned)	Pupils should be able to do...(Skills being developed)
<p data-bbox="85 161 300 288">Autumn Term 1</p> <p data-bbox="85 339 327 528">NEA R058 The Little Blooms Nursery: Understand provision for a nurturing, safe and fun nursery environment.</p>	<p data-bbox="347 150 517 240">Topic Area One: Planning a nursery</p> <p data-bbox="347 1002 479 1158">Topic Area Two: Choosing suitable equipment</p>	<p data-bbox="539 172 1066 201">Plan to prevent accidents in a childcare setting:</p> <ul data-bbox="539 240 1066 432" style="list-style-type: none"> ● Different areas in a childcare setting ● Appropriate equipment for the area ● Placement of equipment in the area ● Supervision/staffing requirements for the area ● Safety considerations ● Reasons for plan choices <p data-bbox="539 472 1128 501">Reasons why accidents happen in a childcare setting:</p> <ul data-bbox="539 504 965 663" style="list-style-type: none"> ● The environment ● Lack of supervision or untrained staff ● Safety equipment ● Untrained staff ● As part of a child's development <p data-bbox="539 699 871 727">Types of childhood accidents:</p> <ul data-bbox="539 730 792 967" style="list-style-type: none"> ● Choking and suffocation ● Burns ● Falls ● Electric shocks ● Drowning ● Poisoning ● Cuts and grazes ● Trapped fingers <p data-bbox="539 1002 875 1031">Types of Essential Equipment:</p> <ul data-bbox="539 1034 860 1190" style="list-style-type: none"> ● Travelling ● Sleeping ● Feeding ● Changing ● Indoor and outdoor playing <p data-bbox="539 1198 965 1227">Factors affecting suitability and choice:</p> <ul data-bbox="539 1230 913 1386" style="list-style-type: none"> ● Age and weight appropriateness ● Safety ● Design ● Durability ● Cost 	<p data-bbox="1538 150 2107 240">Design a play area layout for the nursery that is age appropriate as given in the current assignment brief 2022-23</p> <ul data-bbox="1538 248 2141 368" style="list-style-type: none"> <input type="checkbox"/> room for 3-4 year olds <input type="checkbox"/> the indoor play area is a room on the ground floor with windows and is entered through a door from the entrance hall. <p data-bbox="1538 408 2141 472">Explain the potential accidents that could happen in the area</p> <p data-bbox="1538 512 2141 544">Explain why accidents can happen in a childcare setting</p> <p data-bbox="1538 576 2141 639">Consider prevention of potential accidents in the area designed.</p> <p data-bbox="1538 671 2141 735">Justify how the design plan prevents these accidents and creates a safe environment.</p> <p data-bbox="1538 967 2141 1062">Choose and research three pieces of the same equipment type for one of the following purposes at the nursery, as given in the current assignment brief. 2022-23</p> <ul data-bbox="1538 1094 1682 1158" style="list-style-type: none"> <input type="checkbox"/> feeding or <input type="checkbox"/> travelling <p data-bbox="1538 1198 2141 1326">For each piece of equipment, explain its suitability by considering the three factors as given in the current assignment brief. Explain which you select and reject and why. 2022-23</p> <ul data-bbox="1538 1358 1917 1453" style="list-style-type: none"> <input type="checkbox"/> age and weight appropriateness <input type="checkbox"/> durability <input type="checkbox"/> safety

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<p>Autumn Term 2</p> <p>R058 The Little Blooms Nursery: Dietary Requirements</p>	<p>Topic Area Three: Nutritional Needs for child birth to five years</p>	<p>Current Government dietary recommendations for healthy eating for children</p> <ul style="list-style-type: none"> ● Eatwell guide ● 5 a day ● British Nutritional Foundation recommendations ● Updated recommendations as published in the future <p>Essential nutrients and their functions for children</p> <ul style="list-style-type: none"> ● Proteins - Growth and repair ● Carbohydrates - Producing energy ● Fats - Warmth and protection ● Vitamins A, B, C, D, E and K - Prevention of diseases ● Minerals: calcium, iron, zinc - Strong bones, teeth, red blood cells, wound healing, immune system ● Fibre - Digestive system ● Water <p>Food Sources to meet nutritional needs for:</p> <ul style="list-style-type: none"> ● Birth to 6 months ● The three stages of weaning between 6 – 12 months ● 1 to 5 years <p>Plan for preparing a feed/meal</p> <ul style="list-style-type: none"> ● Equipment ● Ingredients and quantities ● Safety ● Hygiene ● Personal ● Environment <p>How to evaluate planning and preparation of a feed/meal</p> <ul style="list-style-type: none"> ● Strengths/weaknesses ● Improvements/changes 	<p>Compare two different milk formulas for babies as given in the current assignment brief:</p> <p>2022-23</p> <ul style="list-style-type: none"> <input type="checkbox"/> anti-reflux milk <input type="checkbox"/> soya milk. <p>Describe how each formula meets the nutritional needs of babies aged 0–6 months.</p> <p>Recommend a two-course meal for serving as a light tea for a child of an age as given in the current assignment brief</p> <p>Describe how the meal choice meets the nutritional needs of a child of an age as given in the current assignment brief</p> <p>Explain how the meal choice meets the Government dietary recommendations.</p> <p>Produce a plan for preparing the meal choice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> equipment <input type="checkbox"/> ingredients and quantities <input type="checkbox"/> safety <input type="checkbox"/> hygiene. <p>Make the meal choice following safety and hygiene practices.</p> <p>Use annotated photos or a video to show step-by-step how the meal was made and followed safety and hygiene practices.</p> <p>Evaluate performance, considering:</p> <ul style="list-style-type: none"> <input type="checkbox"/> strengths and weaknesses of planning and preparation <input type="checkbox"/> suggestions for improvements or changes.

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<p>Spring and Summer Term</p> <p>R057 Exam Health and Wellbeing</p>	LO1	<p>Factors affecting pre- conception health</p> <p>Types of contraception, their advantages and disadvantages</p> <p>Structure and function of the reproductive system</p> <p>How reproduction takes place</p> <p>Multiple pregnancies, signs and symptoms of pregnancy</p>	<p>Explain why pre-conception health matters and how each of the factors can affect the chances of conceiving for women and men; the reasons for taking folic acid before pregnancy and the importance of the other being up to date with immunisation. To describe and evaluate how contraception prevents pregnancy. To explain how each part of the male and female reproductive system works and what happens during the menstrual cycle for the first day of woman's menstruation to the day before her next period.</p> <p>To explain what happens during reproduction, and when an embryo becomes a foetus; how multiple pregnancies occur. To explain the common signs and symptoms of pregnancy. To explain how antenatal clinics prepare the mother for a safe pregnancy and delivery and how each health professional supports the pregnant mother and unborn child.</p> <p>To describe the difference between screening and diagnostic tests and why these need to be carried out. To evaluate the importance of antenatal classes and why breast feeding is encouraged for at least the first two weeks.</p> <p>To analyse the reasons for choosing a hospital or home birth and the advantages and disadvantages of those choices. To explain how the birth partner can offer physical and emotional support and the benefits the partner brings.</p> <p>To evaluate the advantages and disadvantages of the different pain relief methods for labour. To explain the signs that indicate labour has started and what happens at each stage and why assisted delivery methods may be necessary.</p>
	LO2	<p>The roles and responsibilities of different health professionals</p> <p>Routine tests carried out by midwives</p> <p>Screening tests and diagnostic tests</p> <p>What is genetic counselling and why is it used</p> <p>The purpose and importance of antenatal classes</p> <p>The choices available for delivery</p> <p>Methods of pain relief</p> <p>Signs of labour</p> <p>Assisted birth</p>	<p>To explain the reasons why physical examinations are performed on the baby within one to five days of birth: feet, fingers, hips, eyes, heart, testicles in boys, fontanelle and heel prick test. To describe the role of the health visitor and the support they provide, including SIDS. To explain the support provided by partner, family and friends. To understand the purpose of the mother's 6 week check with the GP. To understand the importance of each developmental need: warmth, feeding, love and emotional security, rest/sleep, fresh air, exercise, cleanliness/hygiene, stimulation, routine, shelter/home, socialisation/play, opportunities for listening and talking, and acceptable patterns of behaviour. To explain the physical, social, emotional and intellectual needs and how each need can be met when a child is ill. To understand the signs, symptoms and treatment of mumps, measles, meningitis, tonsillitis, chickenpox, common cold and gastroenteritis and when to seek emergency medical help; to include: breathing difficulties, unresponsive, limp, high fever and seizures/fitting. To understand the common hazards and how these can be prevented, within the home: kitchen, toilets/bathroom, stairs, play areas/garden and bedroom; and road safety. To understand how to prevent the common hazards including the use of appropriate safety equipment. To understand the importance of safety labelling: BSI kite mark, lion mark, age advice symbol, CE and UKCA symbols and children's nightwear labelling. To understand their meaning and why it is used on specific products.</p>
	LO3	<p>Postnatal checks carried out on baby</p> <p>The postnatal newborn</p> <p>Postnatal care</p> <p>Conditions for development</p>	
	LO4	<p>Signs and symptoms of illness in children</p> <p>How to meet the needs of an ill child</p> <p>How to ensure a child-friendly safe environment</p>	

YEAR 11	Pupils should know... (Core knowledge and concepts to learned)	Pupils should be able to do...(Skills being developed)
<p data-bbox="85 193 300 320">Autumn Term</p> <p data-bbox="85 416 338 659">NEA R059 The Little Blooms Nursery: Observe a child aged 4–5 years and compare them to developmental norms</p>	<p data-bbox="367 150 640 177">Physical development</p> <ul data-bbox="367 185 600 248" style="list-style-type: none"> ●Gross motor skills ●Fine motor skills <p data-bbox="367 293 680 320">Intellectual development</p> <ul data-bbox="367 328 627 464" style="list-style-type: none"> ●Language ●Reading and writing ●Communication ●Number skills <p data-bbox="367 509 613 536">Social development</p> <ul data-bbox="367 544 719 679" style="list-style-type: none"> ●Communicating with others ●Acceptable behaviour ●Sharing ●Independence/self-esteem <p data-bbox="367 724 869 751">Understand that development is holistic:</p> <ul data-bbox="367 759 1205 935" style="list-style-type: none"> • as children develop they should reach specific developmental norms at certain ages • the sequence of physical, intellectual and social development • that some children may develop differently in some areas due to disability or any other reason <p data-bbox="367 979 667 1007">Methods of observation</p> <ul data-bbox="367 1015 600 1222" style="list-style-type: none"> ●Narrative ●Checklist ●Snapshot ●Time sample ●Participative ●Non-participative <p data-bbox="367 1267 636 1294">Methods of recording</p> <ul data-bbox="367 1302 539 1437" style="list-style-type: none"> ●Chart ●Written ●Child’s work ●Photographs 	<p data-bbox="1258 150 1361 177">2022-23</p> <p data-bbox="1258 185 1599 212">☐ Intellectual Development</p> <p data-bbox="1258 228 1429 255">☐ 4 to 5 years</p> <p data-bbox="1258 312 2085 376">Explain, using examples, the expected physical, intellectual and social developmental norms for a child aged 4 to 5 years.</p> <p data-bbox="1258 434 2051 497">Choose an observation and recording method for the child you are observing and explain the reasons for your choice.</p> <p data-bbox="1258 555 1890 582">Complete your observation and record your findings.</p> <p data-bbox="1258 639 2123 743">Use your findings to identify the stage of development your child has reached and compare the child with the expected developmental norms for their age against the intellectual development area.</p> <p data-bbox="1258 801 2123 828">Include examples to support your comparisons of developmental norms.</p>

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<p>Spring Term</p> <p>R059 The Little Blooms Nursery: Observe a child aged 4–5 years and compare them to developmental norms</p>	<p>Stages of play</p> <ul style="list-style-type: none"> ● Solitary ● Parallel ● Associate ● Co-operative <p>Types of Play</p> <ul style="list-style-type: none"> ● Manipulative play ● Co-operative play ● Imaginative play ● Physical play ● Creative play <p>Benefits of Play</p> <ul style="list-style-type: none"> ● Physical development ● Intellectual development ● Social skills ● Creative skills <p>How to plan activities</p> <ul style="list-style-type: none"> ● Intellectual development ● Aim of the activity ● Description of the activity ● Timing for the activity ● Safety considerations ● Resources needed ● How the activity will be introduced to the child. 	<p>2022-23</p> <p><input type="checkbox"/> Intellectual Development</p> <p><input type="checkbox"/> 4 to 5 years</p> <p>Choose a suitable play activity and explain:</p> <ul style="list-style-type: none"> ● Why this activity is appropriate for the area of development ● the stage of play ● the type of play ● benefits of the activity to the child. <p>Produce a plan for your play activity to include:</p> <ul style="list-style-type: none"> ● Intellectual development ● Aim of the activity ● Description of the activity ● Timing for the activity ● Safety considerations ● Resources needed ● How the activity will be introduced to the child. <p>Complete the activity with the child. Record the findings and gather feedback</p>

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<p>Summer Term</p> <p>R057 Exam REVISION Health and Wellbeing</p>	LO1	Factors affecting pre- conception health Types of contraception, their advantages and disadvantages Structure and function of the reproductive system How reproduction takes place Multiple pregnancies, signs and symptoms of pregnancy	Explain why pre-conception health matters and how each of the factors can affect the chances of conceiving for women and men; the reasons for taking folic acid before pregnancy and the importance of the other being up to date with immunisation. To describe and evaluate how contraception prevents pregnancy. To explain how each part of the male and female reproductive system works and what happens during the menstrual cycle for the first day of woman's menstruation to the day before her next period.
	LO2	Multiple pregnancies, signs and symptoms of pregnancy The roles and responsibilities of different health professionals Routine tests carried out by midwives Screening tests and diagnostic tests What is genetic counselling and why is it used The purpose and importance of antenatal classes The choices available for delivery Methods of pain relief Signs of labour Assisted birth	To explain what happens during reproduction, and when an embryo becomes a foetus; how multiple pregnancies occur. To explain the common signs and symptoms of pregnancy. To explain how antenatal clinics prepare the mother for a safe pregnancy and delivery and how each health professional supports the pregnant mother and unborn child. To describe the difference between screening and diagnostic tests and why these need to be carried out. To evaluate the importance of antenatal classes and why breast feeding is encouraged for at least the first two weeks. To analyse the reasons for choosing a hospital or home birth and the advantages and disadvantages of those choices. To explain how the birth partner can offer physical and emotional support and the benefits the partner brings. To evaluate the advantages and disadvantages of the different pain relief methods for labour. To explain the signs that indicate labour has started and what happens at each stage and why assisted delivery methods may be necessary.
	LO3	Postnatal checks carried out on baby The postnatal newborn Postnatal care Conditions for development	To explain the reasons why physical examinations are performed on the baby within one to five days of birth: feet, fingers, hips, eyes, heart, testicles in boys, fontanelle and heel prick test. To describe the role of the health visitor and the support they provide, including SIDS. To explain the support provided by partner, family and friends. To understand the purpose of the mother's 6 week check with the GP. To understand the importance of each developmental need: warmth, feeding, love and emotional security, rest/sleep, fresh air, exercise, cleanliness/hygiene, stimulation, routine, shelter/home, socialisation/play, opportunities for listening and talking, and acceptable patterns of behaviour. To explain the physical, social, emotional and intellectual needs and how each need can be met when a child is ill. To understand the signs, symptoms and treatment of mumps, measles, meningitis, tonsillitis, chickenpox, common cold and gastroenteritis and when to seek emergency medical help; to include: breathing difficulties, unresponsive, limp, high fever and seizures/fitting. To understand the common hazards and how these can be prevented, within the home: kitchen, toilets/bathroom, stairs, play areas/garden and bedroom; and road safety. To understand how to prevent the common hazards including the use of appropriate safety equipment. To understand the importance of safety labelling: BSI kite mark, lion mark, age advice symbol, CE and UKCA symbols and children's nightwear labelling. To understand their meaning and why it is used on specific products.
	LO4	Signs and symptoms of illness in children How to meet the needs of an ill child How to ensure a child-friendly safe environment	To explain the reasons why physical examinations are performed on the baby within one to five days of birth: feet, fingers, hips, eyes, heart, testicles in boys, fontanelle and heel prick test. To describe the role of the health visitor and the support they provide, including SIDS. To explain the support provided by partner, family and friends. To understand the purpose of the mother's 6 week check with the GP. To understand the importance of each developmental need: warmth, feeding, love and emotional security, rest/sleep, fresh air, exercise, cleanliness/hygiene, stimulation, routine, shelter/home, socialisation/play, opportunities for listening and talking, and acceptable patterns of behaviour. To explain the physical, social, emotional and intellectual needs and how each need can be met when a child is ill. To understand the signs, symptoms and treatment of mumps, measles, meningitis, tonsillitis, chickenpox, common cold and gastroenteritis and when to seek emergency medical help; to include: breathing difficulties, unresponsive, limp, high fever and seizures/fitting. To understand the common hazards and how these can be prevented, within the home: kitchen, toilets/bathroom, stairs, play areas/garden and bedroom; and road safety. To understand how to prevent the common hazards including the use of appropriate safety equipment. To understand the importance of safety labelling: BSI kite mark, lion mark, age advice symbol, CE and UKCA symbols and children's nightwear labelling. To understand their meaning and why it is used on specific products.