

Year 10 and 11 Childcare Curriculum Rationale

Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. Students will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Understanding of the development norms from birth to five years and the stages and benefits of play will be explored. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
(September-	Creating a safe	Start content in	Worth 30% of the	SPAG-	Metathinking –	Thinking about the type
December)	environment and	September to be	overall grade.	understanding	Metacognition	of equipment children in
	understand the	able to submit in the		the unit		the desired age category
Theory: Topic	nutritional needs of	January. Students	Marks out of 60 in	recording sheets	Linking- Connection	use- would this be
areas 1, 2& 3.	children from birth to	get 1 opportunity to	total.	and answering	finding	relevant to a nursery.
	five years.	re-sit (this would be		developed		Have
Coursework:		in the June	Task 1- Choosing	coursework tasks	Realising – Automaticity	brothers/sisters/friends
RO58- coursework	Topic 1- creating a	submission window).	suitable equipment	in detail.		got any of the
unit. Create a safe	safe environment in a		for a childcare		Linking- Big Picture	equipment they are
environment and	childcare setting	Set assignments are	setting. <mark>(12 marks)</mark>	Literacy-	thinking	considering.
understand the		only valid for 1		developing		
nutritional needs of	Topic 2- choosing	academic year so	Task 2- creating a	'comprehensive'	Hardworking – Practice	
children from birth	suitable equipment	run from	safe environment in	writing skills to		
to five years	for a childcare setting	September-June.	a childcare setting.	get MB3 detail.	Analysing – Precision	
		After this the set	(12 marks)			
	Topic 3- nutritional	assignment scenario		Use of IT-	Realising - Automaticity	
	needs of children	will change.	Task 3- Nutritional	working on		
	from birth to five		needs of children	PowerPoint/word		
	years		from birth to five	to produce		
			years. <mark>(18 marks)</mark>	coursework files.		



Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
			Taks 4- Nutritional needs of children from birth to five years. (18 marks)			
(January- Feb) Theory: RO57- EXAM UNIT Topic area one-Preconception health and reproduction	 1.1. Factors affecting preconception health for men and women. 1.2. Other factors affecting the preconception health for women. 1.3. Types of contraception methods and their advantages and disadvantages 1.4. The structure and functions of the reproductive systems 1.5. How reproduction takes place 1.6. The signs and symptoms of pregnancy 	Unit used to spark interest from students and get the uptake initially. Cross over with science and delivery of reproductive systems.	Formative- Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz. Summative- End of unit knowledge check. Week before Feb half term. Low Stakes Quizzes-Microsoft forms, Quizlet, kahoot.	spag- understanding the unit recording sheets and answering developed coursework tasks in detail. PSHE- Close link to sexual health. Cross over of knowledge with contraception methods/scientifi c information surrounding pregnancy. Literacy- developing 'comprehensive' writing skills to get MB3 detail.	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	Cambridge national level ½ Child development-Miranda Walker. My Revision Notes: Cambridge National Level 1/2 Child Development: Amazon.co.uk: Walker, Miranda: 9781510434691: Books Cambridge national's child development Miranda walker. Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker, Miranda: 9781398351202: Books



Unit	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
				Use of IT-		
				working on		
				PowerPoint/word		
				to produce		
				coursework files		
(Feb- March)	2.1 The purpose and	Unit 2 follows on	Formative- Exam	SPAG-	Metathinking –	Cambridge national level
,	importance of	from unit 1. Students	questions	understanding	Metacognition	½ Child development-
Theory:	antenatal clinics.	learn about BEFORE	throughout lessons.	the unit	3	Miranda Walker.
	2.2 Screening and	birth procedures	Peer assessment.	recording sheets	Linking- Connection	
RO57- EXAM UNIT	diagnostic tests	and how to maintain	Teacher feedback in	and answering	finding	My Revision Notes:
	2.3 The purpose and	a heathy pregnancy.	lessons. Bingo style	developed		Cambridge National
Topic Area 2	importance of		quiz.	coursework tasks	Realising – Automaticity	Level 1/2 Child
Antenatal care and	antenatal	Students learn		in detail.		<u>Development:</u>
Preparation for	(parenting)	WHEN the right	Summative- End of		Linking- Big Picture	Amazon.co.uk: Walker,
birth	classes	time might be to	unit knowledge	PSHE- links with	thinking	Miranda: 9781510434691:
	2.4 The choices	have a baby, WHY	check. Week before	pregnancy and		<u>Books</u>
	available for	preparing parents	March half term.	partnerships.		
	delivery	for becoming				Cambridge national's
	2.5 The role of the	pregnant is	Low Stakes Quizzes-	Literacy-		child development
	birth partner in	important and finally	Microsoft forms,	developing		Miranda walker.
	supporting the	HOW pregnancy	Quizlet, kahoot.	'comprehensive'		
	mother through	occurs.		writing skills to		Level 1/Level 2
	pregnancy and			get MB3 detail.		<u>Cambridge National in</u>
	birth					<u>Child Development</u>
	2.6 Methods of pain					(J809): Second Edition:
	relief when in					Amazon.co.uk: Walker,
	labour					Miranda: 9781398351202:
						<u>Books</u>



Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	2.7 The signs that labour has started.2.8 The three stages of labour and their physiological changes2.9 The methods of assisted birth					
(April – May) Theory: Topic Area 3 postnatal checks, postnatal care and the conditions for development	 3.1 Postnatal checks 3.2 Postnatal care of the mother and the baby 3.3 The developmental needs of children from birth to five years 	A unit that follows with HOW to look after a baby after it has been delivered.	Formative- Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz. Summative- End of unit knowledge check. Week before May half term. Low Stakes Quizzes- Microsoft forms, Quizlet, kahoot.	SPAG- understanding the unit recording sheets and answering developed coursework tasks in detail. Literacy- developing 'comprehensive' writing skills to get MB3 detail.	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	One born every minute. Identification of what checks are carried out.
(June- July)	Developmental norms (all ages)	Knowledge based content ready for R059 ASSIGNMENT.	Prep for coursework- looking at past assignments-	SPAG- understanding the unit		Cambridge national level ½ Child development- Miranda Walker.



Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment		
Theory:	Observation methods		how were they	recording sheets				
PREPARATION		When the	structured/marks	and answering		My Revision Notes:		
FOR R059	Types of play	assignment is	given and for what.	developed		Cambridge National		
COURSEWORK:		released in JUNE-		coursework tasks		Level 1/2 Child		
	Benefits of play	the actual write up	Familiarization of	in detail.		<u>Development:</u>		
Understand the		of these tasks can	terminology used in			Amazon.co.uk: Walker,		
development of a	Stage of play	begin as the	the marking grids.	Literacy-		Miranda: 9781510434691:		
child from one to		scenario will be		developing		<u>Books</u>		
five years.	Activities to complete	valid.		'comprehensive'				
	with young children			writing skills to		Cambridge national's		
	(what will it develop)			get MB3 detail.		child development		
						Miranda walker.		
				Use of IT-				
				working on		Level 1/Level 2		
				PowerPoint/word		Cambridge National in		
				to produce		Child Development		
				coursework files		(J809): Second Edition:		
						Amazon.co.uk: Walker, Miranda: 9781398351202:		
<u>Books</u>								
			END OF YEAR ON	IE .				
(September-	Topic 1- Physical,	Start content in	Worth 30% of the	SPAG-	Metathinking –	Identifying a child that is		
December)	intellectual and social	September to be	overall grade.	understanding	Metacognition	the correct scenario age		
	developmental norms	able to submit in the		the unit		that they know outside		
Theory: Topic	from one to five years	January. Students	Marks out of 60 in	recording sheets	Linking- Connection	of school.		
areas 1, 2, 3 and 4.		get 1 opportunity to	total.	and answering	finding			
	Topic 2- Stages and	re-sit (this would be		developed				
Coursework:	types of play and how				Realising – Automaticity			



RO59- coursework unit. Understand the development of a child from one to five years Topic 3- Observe the development of a child aged one to five years Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development. Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development. Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development. Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development. Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development. Topic 4- Plan and evaluate play activities for a child aged one to five years Topic Area 1: Physical, intellectual and social development of a child aged one to five. Task 2- Observe the development of a child aged one to five. Task 2- Observe the development of a child aged one to five. Task 2- Observe the development of a child aged one to five. Task 2- Observe the development of a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social Topic 4- Plan and evaluate play activities for a child aged one to fi	Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
of play and how play benefits development Task 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development Task 5- Plan and evaluate play	unit. Understand the development of a child from one	development Topic 3- Observe the development of a child aged one to five years Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen	submission window). Set assignments are only valid for 1 academic year so run from September-June. After this the set assignment scenario	intellectual and social developmental norms from one to five. Task 2- Observe the development of a child aged one to five. Task 3- Topic Area 1: Physical, intellectual and social developmental norms from one to five years Topic Area 2: Stages and types of play and how play benefits development Task 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development Task 5- Plan and	coursework tasks in detail. Literacy-developing 'comprehensive' writing skills to	thinking Hardworking – Practice Analysing – Precision	of play/type of play to what they are doing. Ideas for games for coursework- children's



Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
(Jan- Feb) EXAM UNIT- R057 Topic area three- Postnatal checks, postnatal care and the conditions for development	3.1 Postnatal checks 3.2 Postnatal care of the mother and the baby 3.3 The developmental needs of children from birth to five years	A unit that follows with HOW to look after a baby after it has been delivered.	activities for a child aged one to five years f for a chosen area of development Formative- Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz. Summative- End of unit knowledge check. Week before Feb half term. Low Stakes Quizzes-Microsoft forms, Quizlet, kahoot.	SPAG- understanding the unit recording sheets and answering developed coursework tasks in detail. Literacy- developing 'comprehensive' writing skills to get MB3 detail.	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	Cambridge national level ½ Child development- Miranda Walker. My Revision Notes: Cambridge National Level 1/2 Child Development: Amazon.co.uk: Walker, Miranda: 9781510434691: Books Cambridge national's child development Miranda walker. Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker,
						Miranda: 9781398351202: Books



Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
(Feb- March) EXAM UNIT RO57 Topic area 4- Childhood illnesses and a child-safe environment.	 4.1 Recognise general signs and symptoms of illness in children. 4.2. How to meet the needs of an ill child 4.3. How to ensure a child-friendly safe environment 	Final unit of WHEN a baby has arrived, how parents/nursery workers can ensure they are safe and thriving developmentally.	Formative- Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz. Summative- End of unit knowledge check. Week before Feb half term. Low Stakes Quizzes-Microsoft forms, Quizlet, kahoot.	spag- understanding the unit recording sheets and answering developed coursework tasks in detail. Literacy- developing 'comprehensive' writing skills to get MB3 detail.	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	Cambridge national level ½ Child development-Miranda Walker. My Revision Notes: Cambridge National Level 1/2 Child Development: Amazon.co.uk: Walker, Miranda: 9781510434691: Books Cambridge national's child development Miranda walker. Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker, Miranda: 9781398351202: Books
(April- July) Revision and preparation for RO57 Exam unit.	Preparation for exam. Topic 1- Preconception health and reproduction	Revision unit in preparation for final exam.	Formative- Exam questions throughout. Peer assessment. Teacher feedback in lessons. Bingo style quiz.	SPAG- understanding mark schemes and answering developed essay answers	Metathinking – Metacognition Linking- Connection finding	Cambridge national level ½ Child development-Miranda Walker. My Revision Notes: Cambridge National



Unit:	Core knowledge/skill	Sequence:	Assessment	Literacy,	ACP and VAA	Home learning and
	development			numeracy, PSHE,	development:	enrichment
				FBV, other links		
	Topic 2- Antenatal		Recall questions-		Realising – Automaticity	Level 1/2 Child
	care and preparation		flashcards.			<u>Development:</u>
	for birth				Linking- Big Picture	Amazon.co.uk: Walker,
	Topic 3- postnatal		Summative- Practice		thinking	Miranda: 9781510434691:
	checks, postnatal care		papers. PPE's.			<u>Books</u>
	and the conditions for				Hardworking – Practice	
	development		Low Stakes Quizzes-		-	Cambridge national's
	Topic 4- childhood		Microsoft forms,		Analysing – Precision	child development
	illnesses and a child-		Quizlet, kahoot.			Miranda walker.
	safe environment.				Realising - Automaticity	
						Level 1/Level 2
						Cambridge National in
						Child Development
						(J809): Second Edition:
						Amazon.co.uk: Walker,
						Miranda: 9781398351202:
						<u>Books</u>