

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

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			Taks 4- Nutritional needs of children from birth to five years. (18 marks)			
<p>(January- Feb)</p> <p>Theory:</p> <p>RO57- EXAM UNIT</p> <p>Topic area one- Preconception health and reproduction</p>	<p>1.1. Factors affecting preconception health for men and women.</p> <p>1.2. Other factors affecting the pre-conception health for women.</p> <p>1.3. Types of contraception methods and their advantages and disadvantages</p> <p>1.4. The structure and functions of the reproductive systems</p> <p>1.5. How reproduction takes place</p> <p>1.6. The signs and symptoms of pregnancy</p>	<p>Unit used to spark interest from students and get the uptake initially.</p> <p>Cross over with science and delivery of reproductive systems.</p>	<p><i>Formative-</i> Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz.</p> <p><i>Summative-</i> End of unit knowledge check. Week before Feb half term.</p> <p><i>Low Stakes Quizzes-</i> Microsoft forms, Quizlet, kahoot.</p>	<p>SPAG- understanding the unit recording sheets and answering developed coursework tasks in detail.</p> <p>PSHE- Close link to sexual health. Cross over of knowledge with contraception methods/scientific information surrounding pregnancy.</p> <p>Literacy- developing 'comprehensive' writing skills to get MB3 detail.</p>	<p>Metathinking – Metacognition</p> <p>Linking- Connection finding</p> <p>Realising – Automaticity</p> <p>Linking- Big Picture thinking</p>	<p>Cambridge national level 1½ Child development- Miranda Walker.</p> <p>My Revision Notes: Cambridge National Level 1/2 Child Development:</p> <p>Amazon.co.uk: Walker, Miranda: 9781510434691: Books</p> <p>Cambridge national's child development Miranda walker.</p> <p>Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker, Miranda: 9781398351202: Books</p>

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				Use of IT- working on PowerPoint/word to produce coursework files		
<p>(Feb- March)</p> <p>Theory:</p> <p>RO57- EXAM UNIT</p> <p>Topic Area 2</p> <p>Antenatal care and Preparation for birth</p>	<p>2.1 The purpose and importance of antenatal clinics.</p> <p>2.2 Screening and diagnostic tests</p> <p>2.3 The purpose and importance of antenatal (parenting) classes</p> <p>2.4 The choices available for delivery</p> <p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p> <p>2.6 Methods of pain relief when in labour</p>	<p>Unit 2 follows on from unit 1. Students learn about BEFORE birth procedures and how to maintain a healthy pregnancy.</p> <p>Students learn WHEN the right time might be to have a baby, WHY preparing parents for becoming pregnant is important and finally HOW pregnancy occurs.</p>	<p><i>Formative-</i> Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz.</p> <p><i>Summative-</i> End of unit knowledge check. Week before March half term.</p> <p><i>Low Stakes Quizzes-</i> Microsoft forms, Quizlet, kahoot.</p>	<p>SPAG- understanding the unit recording sheets and answering developed coursework tasks in detail.</p> <p>PSHE- links with pregnancy and partnerships.</p> <p>Literacy- developing 'comprehensive' writing skills to get MB3 detail.</p>	<p>Metathinking – Metacognition</p> <p>Linking- Connection finding</p> <p>Realising – Automaticity</p> <p>Linking- Big Picture thinking</p>	<p>Cambridge national level 1½ Child development- Miranda Walker.</p> <p>My Revision Notes: Cambridge National Level 1/2 Child Development: Amazon.co.uk: Walker, Miranda: 9781510434691: Books</p> <p>Cambridge national's child development Miranda walker.</p> <p>Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker, Miranda: 9781398351202: Books</p>

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	<p>2.7 The signs that labour has started.</p> <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p>					
<p>(April – May)</p> <p>Theory:</p> <p>Topic Area 3 postnatal checks, postnatal care and the conditions for development</p>	<p>3.1 Postnatal checks</p> <p>3.2 Postnatal care of the mother and the baby</p> <p>3.3 The developmental needs of children from birth to five years</p>	A unit that follows with HOW to look after a baby after it has been delivered.	<p><i>Formative-</i> Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz.</p> <p><i>Summative-</i> End of unit knowledge check. Week before May half term.</p> <p><i>Low Stakes Quizzes-</i> Microsoft forms, Quizlet, kahoot.</p>	<p>SPAG- understanding the unit recording sheets and answering developed coursework tasks in detail.</p> <p>Literacy- developing 'comprehensive' writing skills to get MB3 detail.</p>	<p>Metathinking – Metacognition</p> <p>Linking- Connection finding</p> <p>Realising – Automaticity</p> <p>Linking- Big Picture thinking</p>	<p>One born every minute. Identification of what checks are carried out.</p>
(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 1½ Child development- Miranda Walker.

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

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RO59- coursework unit. Understand the development of a child from one to five years	<p>play benefits development</p> <p>Topic 3- Observe the development of a child aged one to five years</p> <p>Topic 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.</p>	<p>in the June submission window).</p> <p>Set assignments are only valid for 1 academic year so run from September-June. After this the set assignment scenario will change.</p>	<p>Task 1-Physical, intellectual and social developmental norms from one to five.</p> <p>Task 2- Observe the development of a child aged one to five.</p> <p>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</p> <p>Task 4- Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p> <p>Task 5- Plan and evaluate play</p>	<p>coursework tasks in detail.</p> <p>Literacy- developing 'comprehensive' writing skills to get MB3 detail.</p>	<p>Linking- Big Picture thinking</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p>	<p>Can students link stage of play/type of play to what they are doing.</p> <p>Ideas for games for coursework- children's programmes/activities.</p>

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			activities for a child aged one to five years f for a chosen area of development			
<p>(Jan- Feb)</p> <p>EXAM UNIT- R057</p> <p>Topic area three- Postnatal checks, postnatal care and the conditions for development</p>	<p>3.1 Postnatal checks</p> <p>3.2 Postnatal care of the mother and the baby</p> <p>3.3 The developmental needs of children from birth to five years</p>	<p>A unit that follows with HOW to look after a baby after it has been delivered.</p>	<p><i>Formative-</i> Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz.</p> <p><i>Summative-</i> End of unit knowledge check. Week before Feb half term.</p> <p><i>Low Stakes Quizzes-</i> Microsoft forms, Quizlet, kahoot.</p>	<p>SPAG- understanding the unit recording sheets and answering developed coursework tasks in detail.</p> <p>Literacy- developing 'comprehensive' writing skills to get MB3 detail.</p>	<p>Metathinking – Metacognition</p> <p>Linking- Connection finding</p> <p>Realising – Automaticity</p> <p>Linking- Big Picture thinking</p>	<p>Cambridge national level 1½ Child development- Miranda Walker.</p> <p>My Revision Notes: Cambridge National Level 1/2 Child Development: Amazon.co.uk: Walker, Miranda: 9781510434691: Books</p> <p>Cambridge national's child development Miranda walker.</p> <p>Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker, Miranda: 9781398351202: Books</p>

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(Feb- March) EXAM UNIT RO57 Topic area 4- Childhood illnesses and a child-safe environment.	1. 4.1 Recognise general signs and symptoms of illness in children. 2. 4.2. How to meet the needs of an ill child 3. 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.	<i>Formative-</i> Exam questions throughout lessons. Peer assessment. Teacher feedback in lessons. Bingo style quiz. <i>Summative-</i> End of unit knowledge check. Week before Feb half term. <i>Low Stakes Quizzes-</i> 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.	<i>Formative-</i> 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

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	<p>Topic 2- Antenatal care and preparation for birth</p> <p>Topic 3- postnatal checks, postnatal care and the conditions for development</p> <p>Topic 4- childhood illnesses and a child-safe environment.</p>		<p>Recall questions- flashcards.</p> <p><i>Summative-</i> Practice papers. PPE's.</p> <p><i>Low Stakes Quizzes-</i> Microsoft forms, Quizlet, kahoot.</p>		<p>Realising – Automaticity</p> <p>Linking- Big Picture thinking</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p>	<p>Level 1/2 Child Development: Amazon.co.uk: Walker, Miranda: 9781510434691: Books</p> <p>Cambridge national's child development Miranda walker.</p> <p>Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition: Amazon.co.uk: Walker, Miranda: 9781398351202: Books</p>