



Child Development

Curriculum Objective

The main objective for the Child Development curriculum is to inspire young people to work within services that support the development of children to 5 years of age.

The Child Development curriculum aims to ensure that all students:

- Are aware of the job roles and responsibilities undertaken by a range of professionals in the industry.
- Students will develop knowledge about the roles and responsibilities that come with parenthood and understand how a baby can develop and thrive in the right conditions.
- Have the knowledge to access Level 3 courses or apprenticeships in Child Development (if they choose to).

Core Values and Ethos

Enjoyment and enthusiasm for the industry is at the forefront of our curriculum, with the course offering a broad and balanced range of units for study. As a department we aim to provide as many links to the industry as possible and have formed links with local nurseries, our trust EYFS departments and local role play centre Apple Tree Town.

Cultural Capital, British values, PSCE and Careers Guidance

The Child Development curriculum is designed to contribute to the student's cultural capital by increasing their awareness of factors that affect the decision to have children as well conditions for development of a child. British values are shown throughout Child Development lessons from the rule of law surrounding equipment in settings, the culture of the NHS maternity services, childcare options and nutritional requirements. The Child Development area leads to many different career pathways of which students are aware. Within the curriculum, units are taught to help students gauge further understanding on career routes and progressions and link in with our whole school careers work.

National Curriculum Links

As a department we look to build upon the KS3 & KS4 national curriculum and develop links with many subject areas.

- **Science** - anatomy, conception and fetal development, RDI's, medication and vaccinations, sonography
- **Mathematics** - Apgar score, gestation, BMI, height and weight-growth centiles



- **English** - speech and language development, story time and reading
- **Geography** - LEDC's, famine and poverty, demographics
- **History** - NHS, Public Health, poverty,
- **MFL** - cultural differences in birth practices, language barriers
- **Art, Design and Technology** - Therapeutic art/creative activities, nutrition and equipment design.
- **Music and Performing Arts** - nursery rhymes
- **PE** - fine and gross motor skills development, exercise and weight management, diet and lifestyle choices
- **ICT** - NHS online, power point and word processing
- **PSCHE** - Methods of contraception, finance, smoking, alcohol and recreational drugs



Curriculum Intent

Subject: Child Development

Year 9 and Year 10

The aim of year 9 and 10 is to complete Non-Examined assessment. Assessment opportunities throughout the unit allow for continual tracking as students progress through the unit which contributes to their overall grade. Non examined assessment lasts for 1 academic year and is planned to be completed and assessed by the summer term deadline.

The units to be completed are decided at the start of each academic year. Unit R058 or Unit R059.

Opportunity for recap: Opportunities for recap will be utilised throughout the year using whole school directed recap, 5 min recap starters to draw upon knowledge across units, and specific recap at the start of NEA lessons, and following return of feedback for each NEA task.

UNIT R058

	What?	Why?
Term 1-1	<p><u>Unit R058 Topic Area 1</u> 1.1 Plan to create a safe environment in a childcare setting</p> <p><u>Unit R058 Topic Area 1</u> Start and complete Task 2 NEA.</p>	Provides knowledge of the different childcare settings and safety considerations
Term 1-2	<p><u>Unit R058 Topic Area 2</u> 2.1 Essential equipment and factors for choice</p> <p><u>Unit R058 Topic Area 2</u> Task 1 NEA to be completed</p>	Evaluate areas of equipment and be able to select and reject based on factors for consideration.
Term 2-1	<p><u>Unit R058 Topic Area 3</u></p>	Be able to understand dietary guidelines for children, to uphold these in settings.



	<p>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</p> <p><u>Unit R058 Topic Area 3</u> 3.2 Essential nutrients and their functions for children from birth to five years Task 3 NEA to be completed</p>	<p>Know why it is important nutrients are required in a balanced diet and the role they play in helping a child to grow.</p>
Term 2-2	<p><u>Unit R058 Topic Area 3</u> 3.3 Plan for preparing a feed/meal 3.4 How to evaluate planning and preparation of a feed/meal Task 4 NEA to be completed</p>	<p>Know how to prepare a feed/meal following hygiene and safety measures and evaluate it's success.</p>
Term 3-1	<p><u>Unit R058</u> NEA SUBMISSION</p>	
Term 3-2	<p><u>Set Assignment for R059 released for academic year</u></p> <p>Begin introduction and teaching of next unit</p>	



Crucial Knowledge from Unit R058

Unit R058

1. **Accidents** in the childcare setting can happen because of the environment, lack of supervision, untrained staff and failing to use or check safety equipment
2. The factor of **age and weight appropriateness** is whether equipment is suitable for a baby's age and weight, and when it will become unsuitable in the future.
3. The factor of **safety** is whether equipment has the correct safety labelling, its safety features and star ratings.
4. The factor of **design** is about comfort, accessibility, ease of use, how it looks and if it can be adjusted,
5. The factor of **durability** is whether equipment is made to last using hard wearing materials
6. The factor of **cost** is whether equipment is value for money
7. A **nutrient** is nourishment that comes from the food we eat
8. **Nutritional requirements** are the dietary needs of a child to provide them with the nutrients needed for growth and development and different stages
9. **Weaning** is the process where babies are introduced to solid foods.
10. **Sterilising** is a process to remove bacteria from feeding equipment to prevent illness and disease.



UNIT R059

	What?	Why?
Term 1-1	<p><u>Unit R059 Topic Area 1</u> 1.1 The expected development norms from one to five years for the following developmental areas: Physical, Intellectual and Social</p> <p>Start Task 1 NEA – Explain the areas of development with supporting examples</p>	Explore developmental norms to understand when milestones are expected.
Term 1-2	<p><u>Unit R059 Topic Area 3</u> 3.1 Observation and recording</p> <p>Continue and complete Task 1 NEA – Carry out observation and evaluate</p>	Students prepare for observations to take place, and understand what they are looking to observe.
Term 2-1	<p><u>Unit R059 Topic Area 2</u> 2.1 The stages of play 2.2 The types of play</p> <p>Start Task 2 NEA – Choose a suitable play activity and explain</p>	Explore the types of play children will engage in to support observation and planning in the unit.
Term 2-2	<p><u>Unit R059 Topic Area 4</u> 4.1 Plan and evaluate play activities</p> <p>Continue and complete Task 2 NEA – Plan and evaluate play activities</p>	Students are able to plan and evaluate suitable activities for their NEA assignment.
Term 3-1	<p><u>Unit R059</u> NEA SUBMISSION</p>	



Term 3-2	<p><u>Set Assignment for R059 released for academic year</u></p> <p>Begin introduction and teaching of next unit</p>	
Crucial Knowledge from Unit R059	<p><u>Unit R059</u></p> <ol style="list-style-type: none"> 1. Physical development is the development of gross motor skills (large movements) and fine motor skills (small, delicate movements) 2. Intellectual development is the development of how the brain processes information 3. Social development is the development in the way's children experience and learn to handle their own emotions and relationships with others. 4. Manipulative play is physical play involving delicate movements made with the fingers 5. Cooperative play is when a child plays alongside one or more children 6. Solitary play is when a child plays alone. 7. Physical play is when children use their large motor skills, develop balance or co-ordination, develop the senses, or exercise the body. 8. Creative play is when children express themselves creatively when something sparks their imagination. 9. Imaginative play occurs when a child acts out an experience they have had in their play or pretends to be having an experience. 10. Associative play is when children communicate and play with the same toy or activity 	