

<p><i>Autumn 01</i> Weeks 1 – 7 (7 weeks)</p>	<p><i>Autumn 02</i> Weeks 9– 15 (7 weeks)</p>	<p><i>Spring 01</i> Weeks 18 - 23 (6weeks)</p>
<p><b>Content: COURSEWORK 1</b> Unit R059: Understand the development of a child from one to five years</p> <p><b>Topic Area 1: Physical, intellectual and social developmental norms from one to five years</b></p> <hr/> <ul style="list-style-type: none"> <li>□ Physical development           <ul style="list-style-type: none"> <li>▪ Gross motor skills</li> <li>▪ Fine motor skills</li> </ul> </li> <li>□ Intellectual development           <ul style="list-style-type: none"> <li>▪ Language</li> <li>▪ Reading and writing</li> <li>▪ Communication</li> <li>▪ Number skills</li> </ul> </li> <li>□ Social development           <ul style="list-style-type: none"> <li>▪ Communicating with others</li> <li>▪ Acceptable behaviour</li> <li>▪ Sharing</li> <li>▪ Independence/self-esteem</li> </ul> </li> </ul>	<p><b>Content: COURSEWORK 1</b> Unit R059: Understand the development of a child from one to five years</p> <p><b>Topic Area 3: Observe the development of a child aged one to five years</b></p> <p><b>3.1 Observation and recording</b></p> <ul style="list-style-type: none"> <li>□ Methods of observation           <ul style="list-style-type: none"> <li>▪ Narrative</li> <li>▪ Checklist</li> <li>▪ Snapshot</li> <li>▪ Time sample</li> <li>▪ Participative</li> <li>▪ Non-participative</li> </ul> </li> <li>□ Methods of recording           <ul style="list-style-type: none"> <li>▪ Chart</li> <li>▪ Written</li> <li>▪ Child’s work</li> <li>▪ Photographs</li> </ul> </li> </ul>	<p><b>Content: EXAM</b> Unit R057: Health and well-being for child development</p> <p><b>Topic Area 1: Pre-conception health and reproduction</b></p> <p><b>1.1 Factors affecting pre-conception health for women and men.</b></p> <hr/> <ul style="list-style-type: none"> <li>□ Weight</li> <li>□ Smoking</li> <li>□ Drinking alcohol</li> <li>□ Taking recreational drugs</li> <li>□ Parental age</li> </ul> <p><b>1.2 Other factors affecting the pre-conception health for women</b></p> <hr/> <ul style="list-style-type: none"> <li>□ Folic acid</li> <li>□ Up to date immunisations</li> </ul> <p>Skills: analyse why preconception health matters to men and women and why keeping up to date on immunisations matter before having a baby.</p> <p><b>1.3 Types of contraception methods and their advantages and disadvantages</b></p>

<p><b>Topic Area 2: Stages and types of play and how play benefits development</b></p> <p><b>2.1: Stages of play</b></p> <ul style="list-style-type: none"> <li>□ Solitary</li> <li>□ Parallel</li> <li>□ Associate</li> <li>□ Co-operative</li> </ul> <p><b>2.2: Types of play:</b></p> <ul style="list-style-type: none"> <li>□ Manipulative play</li> <li>□ Co-operative play</li> <li>□ Imaginative play</li> <li>□ Physical play</li> <li>□ Creative play</li> </ul> <p><b>2.3: How play benefits development</b></p> <ul style="list-style-type: none"> <li>□ Physical development</li> <li>□ Intellectual development</li> <li>□ Social skills</li> <li>□ Creative skills</li> </ul> <p>Skills: Scaffold knowledge and understanding regarding how children develop physically, intellectually and socially from 0-5 years old. Understand how different types of play stimulates different skills from 0-5 years old.</p>	<p><b>Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</b></p> <p><b>4.1: Plan and evaluate play activities</b></p> <ul style="list-style-type: none"> <li>□ Plan play activities for a chosen area of development: <ul style="list-style-type: none"> <li>▪ Chosen activity</li> <li>▪ Reason for choice</li> <li>▪ Aims</li> <li>▪ Developmental area</li> <li>▪ Timing</li> <li>▪ Safety considerations</li> <li>▪ Appropriate resources</li> <li>▪ How the activity will be introduced to the child</li> </ul> </li> <li>□ How to evaluate plans for play activities: <ul style="list-style-type: none"> <li>▪ Using feedback from others</li> <li>▪ Using self-reflection</li> <li>▪ Were the aims met?</li> <li>▪ Successes, strengths and weaknesses</li> <li>▪ Changes or recommendations to improve the activity</li> </ul> </li> </ul> <p>Skills: Justify reason for carrying out the observation of a child aged 4-5 yrs old. Evaluate different observations considering strengths and weaknesses.</p>	<ul style="list-style-type: none"> <li>□ Barrier methods <ul style="list-style-type: none"> <li>▪ Male condoms</li> <li>▪ Female condoms</li> <li>▪ Diaphragm or cap</li> </ul> </li> <li>□ Hormonal methods <ul style="list-style-type: none"> <li>▪ Contraceptive pills <ul style="list-style-type: none"> <li>○ Combined pill</li> <li>○ Progesterone only pill (POP)</li> </ul> </li> <li>▪ Contraceptive injection</li> <li>▪ Contraceptive implant</li> <li>▪ Intrauterine device</li> <li>▪ Intrauterine system</li> <li>▪ Emergency contraceptive pill</li> </ul> </li> <li>□ Natural family planning <ul style="list-style-type: none"> <li>▪ Temperature method</li> <li>▪ Cervical mucus method</li> <li>▪ Calendar method</li> </ul> </li> </ul> <p>Skills: Evaluate the effectiveness of different types of contraception.</p>
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	<p>Decide what method of recording is the best and why                  Create a plan of your observation and consider safety/risks/resources you will need/timing/etc.</p>	Coursework 1 Amendments following moderation
<p><b>Assessment objectives</b></p> <p>The expected development norms from one to five years for the following developmental areas</p> <p>2.1 The stages of play                  2.2 The types of play                  2.3 How play benefits development</p>	<p><b>Assessment objectives</b></p> <p>3.1 Observation and recording                  4.1 Plan and evaluate play activities</p>	<p><b>Assessment objectives:</b></p> <ol style="list-style-type: none"> <li>1. Factors affecting pre-conception health for women and men</li> <li>2. Other factors affecting the pre-conception health for women</li> <li>3. Types of contraception methods and their advantages and disadvantages</li> </ol>
<p><i>Spring 02</i>  <i>Weeks 25 – 30 (6 weeks)</i></p>	<p><i>Summer 01</i>  <i>Weeks 33 – 38 (6 weeks)</i></p>	<p><i>Summer 02</i>  <i>Weeks 40 – 46 (7 weeks)</i></p>
<p><b>Content: EXAM</b>                  Unit R057: Health and well-being for child development</p> <p><b>1.4 The structure and function of the reproductive systems</b></p>	<p>June: Coursework 2 brief released.  <b>Content: COURSEWORK 2</b>                  Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years.  <b>Topic Area 1: Creating a safe environment in a childcare setting</b></p>	<p><b>*This leaves June 2023 until terminal exam in 2024 for revision and practice for exam only.</b></p> <p><b>EXAM:</b>  <b>Topic Area 4: Childhood illnesses and a child safe environment.</b></p> <p><b>4.1 Recognise general signs and symptoms of illness in children.</b></p>

<p><b>1.4.1 The structure and function of the female reproductive system</b></p> <ul style="list-style-type: none"> <li>□ Ovaries</li> <li>□ Fallopian tubes</li> <li>□ Uterus/womb</li> <li>□ Cervix</li> <li>□ Vagina</li> <li>□ The menstrual cycle</li> </ul> <p><b>1.4.2 The structure and function of the male reproductive system</b></p> <ul style="list-style-type: none"> <li>□ Testes</li> <li>□ Sperm duct/epididymis</li> <li>□ Urethra</li> <li>□ Penis                     <ul style="list-style-type: none"> <li>▪ Vas deferens</li> <li>▪ Seminal vesicle</li> </ul> </li> </ul> <p><b>1.4.2 The structure and function of the male reproductive system</b></p> <ul style="list-style-type: none"> <li>□ Testes</li> <li>□ Sperm duct/epididymis</li> <li>□ Urethra</li> <li>□ Penis                     <ul style="list-style-type: none"> <li>▪ Vas deferens</li> <li>▪ Seminal vesicle</li> </ul> </li> </ul> <p>Skills: Understand how the male and female reproductive system works</p> <p><b>1.5 How reproduction takes place.</b></p>	<p><b>1.1 Plan to create a safe environment in a childcare setting.</b></p> <hr/> <p>Reasons why accidents happen in a childcare setting:</p> <ul style="list-style-type: none"> <li>▪ The environment</li> <li>▪ Lack of supervision or untrained staff</li> <li>▪ Safety equipment</li> <li>▪ Untrained staff</li> <li>▪ As part of a child's development</li> </ul> <p>Types of childhood accidents:</p> <ul style="list-style-type: none"> <li>▪ Choking and suffocation</li> <li>▪ Burns</li> <li>▪ Falls</li> <li>▪ Electric shocks</li> <li>▪ Drowning</li> <li>▪ Poisoning</li> <li>▪ Cuts and grazes</li> <li>▪ Trapped fingers</li> </ul> <p>Plan to prevent accidents in a childcare setting:</p> <ul style="list-style-type: none"> <li>▪ Different areas in a childcare setting</li> <li>▪ Appropriate equipment for the area</li> <li>▪ Placement of equipment in the area</li> <li>▪ Supervision/staffing requirements for the area</li> <li>▪ Safety considerations</li> <li>▪ Reasons for plan choices</li> </ul> <p>Skills: Students apply requirements to different ages and childcare settings. Examples of why accidents happen may include: • The environment – uncovered</p>	<p>Key signs and symptoms and treatment of:</p> <ul style="list-style-type: none"> <li>▪ Mumps</li> <li>▪ Measles</li> <li>▪ Meningitis</li> <li>▪ Tonsillitis</li> <li>▪ Chickenpox</li> <li>▪ Common cold</li> <li>▪ Gastroenteritis</li> </ul> <p>Key signs and symptoms of when to seek emergency medical help to include:</p> <ul style="list-style-type: none"> <li>▪ Breathing difficulties</li> <li>▪ Unresponsive</li> <li>▪ Limp</li> <li>▪ High fever</li> <li>▪ Seizures/fitting</li> </ul> <p>Skills: Understand all actions to take in different situations including meeting the needs of an ill child under 4.2</p> <p><b>4.2 How to meet the needs of an ill child.</b></p> <p>Physical needs Social needs Emotional needs Intellectual needs</p> <p>Skills: Understand how each need can be met including appropriate actions for illnesses identified in 4.1</p>
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<ul style="list-style-type: none"> <li>□ Ovulation</li> <li>□ Conception/fertilisation</li> <li>□ Implantation</li> <li>□ Development of the embryo and foetus:             <ul style="list-style-type: none"> <li>▪ Amniotic fluid</li> <li>▪ Umbilical cord</li> <li>▪ Placenta</li> </ul> </li> <li>□ Multiple pregnancies             <ul style="list-style-type: none"> <li>▪ Identical</li> <li>▪ Non identical/fraternal</li> </ul> </li> </ul> <p><b>1.6 The signs and symptoms of pregnancy</b></p> <ul style="list-style-type: none"> <li>□ Breast changes</li> <li>□ Missed period</li> <li>□ Nausea</li> <li>□ Passing urine frequently</li> <li>□ Tiredness</li> </ul> <p>Skills: Understand what happens during reproduction and how multiple pregnancies can occur.</p> <p><b>Topic Area 2: Antenatal care and preparation for birth</b></p> <p><b>2.1 The purpose and importance of antenatal clinics</b></p>	<p>pond, spillages, sharp objects • Supervision – untrained staff or insufficient staffing of area • Safety equipment – not in use, not checked • As part of a child’s development – as they start to become more curious and mobile.</p> <p>Students then create a plan for an area of a childcare setting Examples of how to prevent accidents may include: • Staff training, supervision, having appropriate safety equipment, sensible placement of equipment, educating the children, completing risk assessments.</p> <p><b>Topic Area 2: Choosing suitable equipment for a childcare setting.</b></p> <p><b>2.1 Essential equipment and factors for choice</b></p>	<p><b>4.3 How to ensure a child-friendly safe environment.</b></p> <p>What a hazard is Recognise common hazards and how these can be prevented</p> <ul style="list-style-type: none"> <li>▪ Within the home:             <ul style="list-style-type: none"> <li>○ Kitchen</li> <li>○ Toilets/bathroom</li> <li>○ Stairs</li> <li>○ Play areas/garden</li> </ul> </li> <li>▪ Roads</li> </ul> <p>The importance of safety labelling</p> <ul style="list-style-type: none"> <li>▪ BSI kite mark</li> <li>▪ Lion mark</li> <li>▪ Age advice symbol</li> <li>▪ CE symbol and UKCA</li> <li>▪ Children's nightwear labelling</li> </ul> <p>Skills: know the meaning of the term ‘hazard’ Identify the common hazards that can be found in each area and recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment.</p> <p>Define the meaning of each label and why it is used on specific products and examples of products these labels are found on Safety labelling to include any updated</p>
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<ul style="list-style-type: none"> <li>□ The meaning of the term antenatal</li> <li>□ The timing of first antenatal clinic appointments</li> <li>□ The roles of different health professionals:             <ul style="list-style-type: none"> <li>▪ GP (General Practitioner)</li> <li>▪ Midwife</li> <li>▪ Obstetrician</li> </ul> </li> <li>□ The reasons for routine tests/checks and what conditions they can identify:             <ul style="list-style-type: none"> <li>▪ Baby's heartbeat</li> <li>▪ Blood pressure</li> <li>▪ Blood tests</li> <li>▪ Examination of the uterus</li> <li>▪ Urine test</li> <li>▪ Weight check</li> </ul> </li> </ul> <p>Skills: Understand how each health professional supports the pregnant mother and unborn baby</p> <p><b>2.2 Screening and diagnostic tests</b></p>	<p><b>Types of Essential Equipment</b></p> <ul style="list-style-type: none"> <li>▪ Travelling</li> <li>▪ Sleeping</li> <li>▪ Feeding</li> <li>▪ Changing</li> <li>▪ Indoor and outdoor playing</li> </ul> <p><b>Factors affecting suitability and choice:</b></p> <ul style="list-style-type: none"> <li>▪ Age and weight appropriateness</li> <li>▪ Safety</li> <li>▪ Design</li> <li>▪ Durability</li> <li>▪ Cost</li> </ul> <p>Skills: Students consider age, safety, cost, design and durability of essential equipment for birth to five years.  <b>Teaching content of exam alongside coursework 2</b></p> <p><b>EXAM: Topic Area 3: Postnatal checks, postnatal care and the conditions for development</b>  <b>Topic Area 4: Childhood illnesses and a child safe environment</b></p>	<p>labelling due to regulation/legislation changes</p> <p><b>Content: COURSEWORK 2</b>          Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years</p> <p><b>Topic Area 3: Nutritional needs of children from birth to five years</b></p> <p><b>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</b></p> <p>Eatwell guide          5 a day          British Nutritional Foundation recommendations          Updated recommendations as published in the future</p> <p>Skills: Students understand what the recommendations are and can apply recommendations to ensure a healthy diet and the reasons for the government dietary recommendations. Examples of reasons may include: to prevent obesity, tooth decay.          Examples of recommendations may include: A balanced diet,</p>
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<p><b>2.2.1 The reasons for screening tests and what conditions they can identify</b></p> <ul style="list-style-type: none"> <li>□ Ultrasound scans             <ul style="list-style-type: none"> <li>▪ Dating</li> <li>▪ Anomaly</li> </ul> </li> <li>□ Nuchal fold translucency scan</li> <li>□ Triple test</li> <li>□ Non-Invasive Prenatal Testing (NIPT)</li> </ul> <p><b>2.2.2 The reasons for diagnostic tests and what conditions they can identify</b></p> <ul style="list-style-type: none"> <li>□ Amniocentesis</li> <li>□ Chorionic villus sampling (CVS)</li> </ul> <p>Skills: know at what point of the pregnancy each test is carried out and evaluate the difference between screening and diagnostic tests.</p> <p><b>2.3 The purpose and importance of antenatal (parenting) classes</b></p> <ul style="list-style-type: none"> <li>□ Prepares both parents for labour and parenthood</li> <li>□ Promotes healthy lifestyle and diet             <ul style="list-style-type: none"> <li>▪ Food to avoid during pregnancy</li> </ul> </li> <li>□ Provide advice on feeding and caring for the baby             <ul style="list-style-type: none"> <li>▪ Why breast feeding is encouraged for at least the first two weeks</li> </ul> </li> </ul>	<p><b>3.1.1 The postnatal checks that are carried out on the baby immediately after birth and the reasons why:</b></p> <p>Apgar score Skin</p> <ul style="list-style-type: none"> <li>▪ Vernix</li> <li>▪ Lanugo</li> </ul> <p>Weight Length Head circumference</p> <p>Skills: Understand the purpose of vernix and lanugo</p> <p><b>3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why:</b></p>	<p>portion control, limiting processed foods/fast foods/snacks, encourage healthy foods/snacks, fruit and vegetables, consider limiting sugar/fat/salt content/fizzy drinks/fruit juice.</p> <p><b>3.2 Essential nutrients and their functions for children from birth to five years</b></p> <ul style="list-style-type: none"> <li>□ Proteins             <ul style="list-style-type: none"> <li>▪ Growth and repair</li> </ul> </li> <li>□ Carbohydrates             <ul style="list-style-type: none"> <li>▪ Producing energy</li> </ul> </li> <li>□ Fats             <ul style="list-style-type: none"> <li>▪ Warmth and protection</li> </ul> </li> <li>□ Vitamins A, B, C, D, E and K             <ul style="list-style-type: none"> <li>▪ Prevention of diseases</li> </ul> </li> <li>□ Minerals: calcium, iron, zinc             <ul style="list-style-type: none"> <li>▪ Strong bones, teeth, red blood cells, wound healing, immune system</li> </ul> </li> <li>□ Fibre             <ul style="list-style-type: none"> <li>▪ Digestive system</li> </ul> </li> <li>□ Water             <ul style="list-style-type: none"> <li>▪ Hydration</li> </ul> </li> </ul> <p>Food Sources to meet nutritional needs for:</p> <ul style="list-style-type: none"> <li>□ Birth to 6 months</li> <li>□ The three stages of weaning between 6 – 12 months</li> <li>□ 1 to 5 years</li> </ul>
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<p><b>2.4 The choices available for delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hospital birth</li> <li><input type="checkbox"/> Home birth</li> </ul> <p>Skills : Explore the advantages and disadvantages of a home and hospital birth</p> <p><b>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical support</li> <li><input type="checkbox"/> Emotional support</li> </ul> <p>Skills: Consider the benefits of having a birthing partner</p>	<p><b>Physical examination:</b></p> <ul style="list-style-type: none"> <li>▪ Feet</li> <li>▪ Fingers</li> <li>▪ Hips</li> <li>▪ Eyes</li> <li>▪ Heart</li> <li>▪ Testicles in boys</li> <li>▪ Fontanelle</li> </ul> <p>Heel prick test (blood spot test)</p> <p><b>3.2 Postnatal care of the mother and baby</b> The role of the Health Visitor in supporting the family including:</p> <ul style="list-style-type: none"> <li>▪ Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk</li> </ul> <p>How partner, family and friends can provide physical and emotional support</p> <p>The purpose of the mother's '6 week postnatal check' with the GP</p> <p>Skills: Know the information, advice and support the health visitor will provide and what the mother's 6-week postnatal check includes.</p> <p><b>3.3 The developmental needs of children from birth to five years</b></p>	<p>Skills: Consider and provide reasons why these nutrients are important to meet the nutritional needs of babies and children for healthy growth and development.</p> <p><b>3.3 Plan for preparing a feed/meal</b></p> <p>Equipment</p> <p>Ingredients and quantities</p> <p>Safety</p> <p>Hygiene</p> <p>Personal</p> <p>Environment</p> <p>Skills: Consider the following: Equipment: steriliser, bottles, scales, knives, peeler</p> <ul style="list-style-type: none"> <li>• Safety: knife blocks, different coloured chopping boards, mopping up spillages</li> <li>• Hygiene: sterilising equipment and keeping the food preparation area clean</li> <li>• Personal: tie hair back, wear apron, wash hands</li> <li>• Environment: wipe down surfaces, wash equipment in hot water, sterilise bottles.</li> </ul> <p><b>3.4 How to evaluate planning and preparation of a feed/meal.</b></p>
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	<p>Warmth                  Feeding                  Love and emotional security                  Rest/sleep                  Fresh air                  Exercise                  Cleanliness/hygiene                  Stimulation                  Routine</p> <ul style="list-style-type: none"> <li>▪ Bath time</li> <li>▪ Feeding</li> </ul> <p>Shelter/home                  Socialisation/play                  Opportunities for listening and talking                  Acceptable patterns of behaviour</p> <p>Skills: To consider the significance of each developmental need and how these needs can be met.</p>	<p><u>Strengths/weaknesses</u>  <u>Improvements/changes</u></p>
<p><b>EXAM: Assessment objectives</b>                  The structure and function of the reproductive systems                  The structure and function of the female reproductive system                  The structure and function of the male reproductive system                  How reproduction takes place                  The signs and symptoms of pregnancy</p> <p>2.1 The purpose and importance of antenatal clinics                  2.2.1 The reasons for screening tests and what conditions they can identify</p>	<p><b>COURSEWORK 2</b>  <b>Assessment objectives</b></p> <p>1.1 Plan to create a safe environment in a childcare setting</p> <p>2.1 Essential equipment and factors for choice</p>	<p><b>Content: COURSEWORK 2</b>                  Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years</p> <p>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years                  3.2 Essential nutrients and their functions for children from birth to five years                  3.3 Plan for preparing a feed/meal</p>

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<p>2.2 Screening and diagnostic tests 2.2.2 The reasons for diagnostic tests and what conditions they can identify 2.3 The purpose and importance of antenatal (parenting) classes 2.4 The choices available for delivery 2.5 The role of the birth partner in supporting the mother through pregnancy and birth 2.6 The methods of pain relief when in labour 2.7 The signs that labour has started 2.8 The three stages of labour and their physiological changes 2.9 The methods of assisted birth</p> <p><b>MOCK PAPER: Topic Area 1: Pre-conception health and reproduction</b> <b>Topic Area 2: Antenatal care and preparation for birth</b></p>	<p><b>MOCK PAPER: Topic Area 1: Pre-conception health and reproduction</b> <b>Topic Area 2: Antenatal care and preparation for birth</b> Topic area up to 3.3</p>	<p>3.4 How to evaluate planning and preparation of a feed/meal</p> <p><b>This leaves June 2023 until terminal exam in 2024 for revision and practice for exam only</b></p>
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