

## Intent

*This is a Cambridge Nationals Level 1/2 qualification (J818) which helps learners to develop applied knowledge and practical skills in Child Development. It is designed with both practical and theoretical elements. This qualification will support student's progression to further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.*

## Childcare Department Curriculum Mapping

Rationale	Ambition	Concept
<p>The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to five years of age.</p> <p>Research shows quality education and care early in life leads to better health, education and employment outcomes later in life. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Quality education and care shapes every child's future and lays the foundation for development and learning.</p> <p>This qualification allows the learners to gain the necessary skills to support the development of children within their early years.</p> <p>The curriculum should aim to provide opportunities to explore a wide range of topics that the learners will draw upon in their futures either in employment or life experiences. It should engage and inspire pupils and develop an understanding of their own and other's development.</p> <p>Child development have been shown to develop a whole range of key skills such as bathing a baby, costing up baby equipment and evaluating the most effective equipment to use.</p> <p>The curriculum should aim to develop the pupils into independent learners with a thirst for knowledge. There are a range of assessment methods both internal and external which allows the learners to develop their curiosity for the topic. The use of coursework in two units encourages students to develop both their organisational and ownership skills which will set up for future success.</p> <p>Furthermore this qualification is split into three units, one that is externally assessed and two that are centre-assessed tasks. The curriculum structure can be mended to both theoretical and practical learning experiences which ensures we are inclusive of every learners learning style.</p> <p>Overall this qualification provides an opportunity for learners to start to develop the invaluable skills needed in embarking in the journey of becoming an early years practitioner.</p>	<p><b>Learners (aged 14-16 years) who embark on this course are keen to enter further education in the care sector.</b></p> <ul style="list-style-type: none"> <li>The first topic of study (R057) underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, and conditions for development, childhood illnesses and child safety. Knowledge gained will enable progression to other routes of study including PHSE and Biology.</li> <li>In the second topic of study (R058), 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. This topic will 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. Evaluation skills are developed, which would be of use in further studies in a number of areas.</li> <li>In the third topic of study (R059), students will gain an understanding of the developmental expectations from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe developmental expectations in children up to the age of five years. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the age related expectations. Researching planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied in many subject areas but are particularly valuable to those entering higher education in the Early Years Arena.</li> </ul> <ul style="list-style-type: none"> <li>Learners who show an enthusiasm and commitment for the subject will be encouraged to progress onto the sixth form childcare provision</li> </ul>	<p>UAH Childcare department will map the following curriculum to meet the needs of each pupil in order to ensure that they have developed the required knowledge &amp; skills in:</p> <p><b>R057 ( Year 10 and 11)</b></p> <p>LO1-Understand reproduction and the roles and responsibilities of parenthood.</p> <p>LO2- Understand antenatal care and preparation for birth.</p> <p>LO3- Understand postnatal checks, postnatal provision and conditions for development.</p> <p>LO4-Undertand how to recognise, manage and prevent childhood illnesses.</p> <p>LO5- Know about child safety.</p> <p><b>R058 (Year 10)</b></p> <p>LO1 Understand the key factors when choosing equipment for babies from birth to 12 months.</p> <p>LO2 Understand the key factors when choosing equipment for children from one to five years.</p> <p>LO3 Know the nutritional guidelines and requirements for children from birth to five years</p> <p>LO4 Be able to investigate and develop feeding solutions for children from birth to five years</p> <p><b>R059 (Year 11)</b></p> <p>LO1 Understand the physical, intellectual and social development norms from birth to five years.</p> <p>LO2 Understand the benefits of learning through play.</p> <p>LO3 Be able to plan different play activities for a chosen developmental area with a child from birth to five years.</p> <p>LO4 Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years.</p>

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### Implementation

#### Breadth and Depth

Learners will develop the transferable knowledge and skills from the mandatory subject areas:

Understanding of the health and safety responsibilities of a parent and of staff working in an early year's environment.  
Understanding of the nutritional needs of children in the nursery environment.

Factors that affect the decision to have children.

Pre conception health and responsibilities of parents.

Methods of contraception

How reproduction takes place

Signs and symptoms of pregnancy

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Understanding of the nutritional needs of children in the nursery environment.

Factors that affect the decision to have children.

Pre conception health and responsibilities of parents.

Methods of contraception

How reproduction takes place

Signs and symptoms of pregnancy

Understanding of antenatal care.

The stages of labour and birth.

Postnatal care and conditions for development of the infant.

The stages of child development (Social, physical and intellectual)

The benefits of play.

How to observe children and plan age appropriate activities to support development.

How to manage children's behaviour.

How to recognise and manage common childhood illnesses

In depth knowledge of child development and benefits of play to learning.

Understanding of the need to work in partnership with parents/carers and other agencies to ensure the best possible care of the baby/child and in order that each child meets their potential.

Understand how to carry out physical care routines for babies and children safely and always with the utmost respect for the baby/child and their parents/carers.

Skills in planning engaging and stimulating activities and educational programmes for babies and children.

Be able to follow health and safety practices within an early environment.

Be able to record information and make suitable

recommendations for babies and children

#### Progression Model

Learners will generally join the course with little or no knowledge of the sector. Therefore, learners are exposed to the Early Years sector and the varied further education options that exist for them if they wish to pursue any of these routes.

The learners will not be given a baseline assessment at the start of Year 10 which will allow students to develop their curiosity and understanding of Child development in a general context.

The curriculum will aim to enable learners to make progress in all mandatory subject areas as well as develop a range of transferable soft skills such as communication, team work and critical thinking.

The learners are encouraged to develop their own identity within the childcare coursework which gives greater freedom and choice to select children's types of equipment.

Learners should develop a sense of achievement and self-confidence as they can see the progress they are making and this should be rewarding for them. This is most clear to pupils through their development as early years practitioners, beginning on a piece of coursework and not knowing what baby equipment is, to developing evaluations of the best types of equipment to use within an early years setting.

In Year 11, the coursework tasks set for pupils will increase in challenge and expectation. Students will be able to utilise the skills and knowledge they have learned in previous tasks, in order to create a presentation and child study. Generally, the curriculum will be designed to have coursework and theory based knowledge running parallel.

Regular mock exams and assessed tasks will be set for the learners to explore and embed knowledge and understanding of key topics.

1c, 1d, 2b

#### Assessment

R057: Health and well-being for child development-  
Written paper OCR-set and marked. 1 hour and 15 minutes-80 marks (120 UMS) Learners answer all questions

R058: Understand the equipment and nutritional needs of children from birth to five years. Centre assessed tasks. OCR moderated. Approx. 7-10 hours- 60 marks (60 UMS)

R059: Understand the development of a child from birth to five years. Centre assessed tasks. OCR moderated. Approx. 7-10 hours- 60 marks (60 UMS)

Learners will have the opportunity to make amendments to their coursework. The coursework will be marked and moderated within the highly experienced team and then will be sampled by the exam board.

The range of assessment methods will support the learners holistic development as a range of factors will be taken into consideration before they receive their final grades

1c, 1d, 2b

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### Curriculum Map

Term 1-Intent (Theory lessons)	Term 1 (Course work)	Implementation	Impact
<p><b>R057</b>-Students to have gained knowledge and understanding of the following:</p> <p><b><u>Learning Outcome 1: Understand reproduction and the roles and responsibilities of parenthood</u></b></p> <p><b><u>Learners must be taught:</u></b></p> <p><b>Week 1- Pre-conception health, i.e.</b> diet, exercise ,healthy weight, dangers of smoking/alcohol/recreational drugs ,up-to-date immunisations, parental age and folic acid.</p> <p>Cross Curriculum links includes:</p> <p><b>RSE- Learners will be engaging in content in line with healthy living.</b></p> <p><b>Numeracy- Learners will be participating in timed activities throughout the lesson.</b></p> <p><b>Week 2,3,4-To recognise and evaluate methods of contraception, their efficiency and reliability, i.e.</b></p> <ul style="list-style-type: none"> <li>Barrier methods, i.e. male and female condoms, diaphragm or cap.</li> </ul> <p>Contraceptive pill, i.e. combined, Progestogen-only, intrauterine device and intrauterine system, contraceptive injection, contraceptive patch, contraceptive implant, natural family planning</p> <ul style="list-style-type: none"> <li>emergency contraceptive pill</li> </ul> <p>Cross Curriculum links include:</p> <p><b>RSE- Learners will be gaining knowledge that could enrich their personal lives.</b></p> <p><b>SMSC/Citizenship- Learners will engage in question and answer sessions which will need to be underpinned by tolerance and respect as everyone will have different opinions.</b></p> <p><b>Week 5 &amp; 6</b>-The structure of the female and male reproduction system.</p> <p>Cross Curriculum links include:</p> <p><b>RSE- Learners will gain an understanding of sex education.</b></p> <p><b>Literacy and Oracy- Learners will label diagrams of the reproductive systems.</b></p> <p><b>Week 7, 8 &amp; 9-How reproduction takes place, i.e.</b> Ovulation, conception/fertilisation implantation</p>	<p><b>R058</b>-Students to be using knowledge of safety learnt in lessons to enable them to :</p> <p>1. Understand the key factors when choosing equipment for babies from 0-5 years for a nursery setting.</p> <p>Cross Curriculum links include:</p> <p><b>Literacy and Oracy- Learners will create a written portfolio of evidence to meet the criteria.</b></p> <p><b>Digital Competency- Learners will word process their ideas.</b></p> <p><b>Numeracy- Learners will be looking at costing's of equipment and will be doing simple sums.</b></p> <p><b>Task Two</b>-How to create a safe, child-friendly environment, i.e</p> <p>Kitchen,Bathroom,Living room, Bedroom,Garden/play areas,Road safety,Safety labelling, i.e.Kite mark,BSI safety mark,Lion Mark,Age Advice symbol,CE symbol,Children's nightwear labelling</p> <p>Cross Curriculum links include:</p> <p><b>Literacy and Oracy- Learners will participate in discussions regarding safety layouts.</b></p> <p><b>Numeracy- Learners will have timed activities throughout the sessions.</b></p> <p><b>Careers- Learners will develop skills to enable the students to progress into the early years sector.</b></p> <p>To be aware of the most common childhood accidents, i.e.</p> <p>Choking and suffocation,Burns,Falls,Electric shocks,Drowning</p>	<p>Students will have one course work lesson focussing on R058 and one theory lesson focussing on R057 each week. The theory lesson will provide the underpinning knowledge in order that learners can competently complete LO1 and 2 of R058</p> <p>Demonstrate, explain and enable learners to be able to plan and maintain safe environments for children.</p> <p>Visiting first aid teacher to demonstrate how to respond to common childhood accidents.</p> <p>Ensure that teaching and learning methods embed the essential knowledge, skills and behaviours through careful sequencing and scaffolding of knowledge and skills to meet the learning needs of all learners.</p> <p>Afford the learners regular innovative formative and summative assessment activities in order to measure progress of knowledge.</p>	<p>Learners have an in depth knowledge in relation to keeping children safe and in recognising essential safety features on equipment for the nursery. Learners can select appropriate equipment for the nursery baby room to meet the requirements of coursework task R058.</p> <p>Learners can identify and understand the meaning of a range of safety labels. Learners know how to prevent common childhood accidents but also how to respond and appropriate first aid procedures when accidents do occur.</p>

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<p>,development of the embryo ,development of the foetus ,multiple pregnancies</p> <p>Cross Curriculum links include:</p> <p>RSE- Learners will gain an understanding of sex education.</p> <p>Literacy and Oracy- Learners will write notes on the key terms of the lesson.</p> <p><b>Week 10 &amp; 11 -The signs and symptoms of pregnancy, i.e.</b> Missed period, breast changes, passing urine frequently, tiredness,nausea</p> <p>Cross Curriculum links include:</p> <p>RSE- Learners will gain an understanding of sex education.</p> <p><b>Week 12,13- Coursework Task Two</b>-How to create a safe, child-friendly environment, i.e</p> <p>Kitchen,Bathroom,Living room, Bedroom,Garden/play areas,Road safety,Safety labelling, i.e.Kite mark,BSI safety mark,Lion Mark,Age Advice symbol,CE symbol,Children’s nightwear labelling</p> <p>Cross Curriculum links include:</p> <p>Literacy and Oracy- Learners will participate in discussions regarding safety layouts.</p> <p>Numeracy- Learners will have timed activities throughout the sessions.</p> <p>Careers- Learners will develop skills to enable the students to progress into the early years sector.</p> <p>To be aware of the most common childhood accidents, i.e.</p> <p>Choking and suffocation,Burns,Falls,Electric shocks,Drowning</p> <p>Cross Curriculum links include:</p> <p>Citizenship/ SMSC- Learners will develop an understanding of children’s surrounding environments.</p> <p>Literacy and Oracy- Learners will write down definitions of childhood accidents.</p>	<p>Cross Curriculum links include:</p> <p>Citizenship/ SMSC- Learners will develop an understanding of children’s surrounding environments.</p> <p>Literacy and Oracy- Learners will write down definitions of childhood accidents.</p>		
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<p><b>Week 13-Roles and responsibilities of parenthood, i.e.</b></p> <p>Meeting primary needs, i.e. food, clothing, shelter, warmth rest/sleep ,providing love and nurture, socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models)</p> <p>Cross Curriculum links includes:</p> <p>Careers-Learners will gain an in-depth understanding of the needs of children which they can use if they decide to progress into a career in an early years setting.</p> <p>Enterprise/Citizenship and SMSC-Learners will work as part of a group to explore the roles and responsibilities of parenthood. They will make a poster presentation and feedback ideas to the rest of the class. (RESPECT)</p>			
Term 2 Intent Theory lessons	Term 2 Course work	Implementation	Impact
<p><b><u>Topic Area 2: Understand antenatal care and preparation for birth</u></b></p> <p><b><u>Learners must be taught:</u></b></p> <p><b>Week 15, 16 &amp; 17-The roles of the different health professionals supporting the pregnant mother, i.e.</b></p> <ul style="list-style-type: none"> <li>• Midwife ,Obstetrician ,General Practitioner, Gynaecologist ,Paediatrician</li> </ul> <p>Cross Curriculum links include:</p> <p>Careers-Learners will gain an understanding of a range of professionals and their role in supporting the pregnant mother.</p> <p>RSE- Learners will gain an understanding of the support networks that are available to a pregnant mother.</p> <p><b>Week 18, 19, 20-Routine checks carried out at an antenatal clinic, including scans, i.e.</b> weight check ,blood tests, blood pressure ,urine test ,STIs</p>	<p><b>R058- LO3</b> –Know the nutritional guidelines and requirements for children from birth to five years</p> <p>Students will be taught and write coursework in relation to ( Alternating x1 wk. taught session/x 1 week writing answers :</p> <p>3.1 Current government dietary guidelines, i.e. • eat well plate • making healthy choices 3.2 The functions and sources of nutrients, i.e. • macronutrients – protein, fats, carbohydrates •micronutrients – vitamins, A, B group, C,D,E,K, minerals – calcium and iron • functions of each nutrient, i.e. o producing energy o growth and repair o prevention of disease • sources of nutrients, i.e. o protein, i.e. - animal sources (e.g. meat, poultry, fish, milk) - vegetable sources (e.g. soya, tofu,</p>	<p>Students will be introduced to methods of contraception through a Power Point resource. They will have the opportunity to look at contraception methods.</p> <p>Students will explore the roles of different health care professionals involved in antenatal care and have a presentation from a visiting health care professional.</p> <p>Afford the learners regular innovative formative and summative assessment activities in order to measure progress of knowledge.</p>	<p>We have found that this element of the course has quite a profound impact on student’s personal development as well as developing essential knowledge for their assessment in relation to R057. The lessons (3) which cover contraception provide a forum for students to openly discuss different contraception methods and their advantages and disadvantages. It provides an opportunity to discuss healthy relationships and reinforces lessons in PSHE and provokes many debates and questions from students. This is vital to their all-round well- being and preparation for developing healthy relationships in the future.</p> <p>Students will gain in depth knowledge in relation the signs and symptoms of pregnancy and antenatal care and the role of professionals involved in this in order to prepare them for long answer questions in their assessment of R057.</p> <p>Students in the course work lessons will be able to write detailed responses to each criteria in their own words in relation to the nutritional requirements of children aged birth to five years.</p>



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<p>examination of the uterus, baby's heartbeat ,ultrasound dating scan</p> <p>Cross Curriculum links include:</p> <p><b>Numeracy-</b> Learners will be exploring different heartbeats and blood pressure readings.</p> <p><b>RSE-</b> Learners will participate in discussions around how to promote healthy lifestyles for pregnant mothers.</p> <p><b>Week 21 &amp; 22-Specialised diagnostic tests, i.e.</b> Ultrasound anomaly scan/mid-pregnancy scan, nuchal fold translucency scan , AFP (alpha fetoprotein) test, CVS (chorionic villus sampling), Amniocentesis , NIPT blood test (non-invasive prenatal testing)</p> <p>Cross Curriculum links include:</p> <p><b>Digital Competency-</b> Learners will prepare a presentation detailing one specialised diagnostic test.</p> <p><b>Enterprise-</b> Learners will be split into groups and will produce a PowerPoint presentation on one specialised diagnostic test.</p> <p><b>SMSC/Citizenship-</b> Learners will feedback their ideas so will need to be respectful to ensure the learners will empowered and able to present at the front of the class.</p> <p><b>Week 23 and 24-The importance of antenatal and parenting classes, i.e.</b></p> <ul style="list-style-type: none"> <li>• preparing for a safe pregnancy and delivery</li> <li>• preparation of both parents for labour and parenthood</li> <li>• role of father/partner in supporting the mother throughout pregnancy and birth</li> <li>• for the birth to be an emotionally satisfying experience</li> <li>• promotion of healthy lifestyle and breastfeeding</li> </ul> <p>Cross curriculum links include:</p> <p><b>RSE-</b> Learners will explore a range of different areas in relation to health and well-being</p> <p><b>Week 25 &amp; 26-The choices available for delivery, i.e.</b> Hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres) ,home birth , private hospital/independent midwife</p>	<p>beans and pulses, TVP) o carbohydrates (e.g. bread, pasta, potatoes, rice) o fat, i.e. - animals sources (e.g. milk, butter) - vegetable sources (e.g. olive oil, nut oil) • vitamins, i.e. - A (e.g. eggs, oily fish) - D (e.g. breakfast cereal, margarine) - B group (e.g. chicken, eggs, green leafy vegetables, dates, pulses) - C (e.g. strawberries, oranges) • minerals, i.e. - calcium (e.g. milk, butter, cheese) - iron (e.g. spinach, chocolate, offal) • additional dietary requirements, i.e. - fibre (e.g. bananas, apples, wholemeal pasta, beans, peas, sweetcorn, carrots) - water (e.g. fruit juice, milk) 3.3 Nutritional requirements for stages of feeding children, i.e. • nutritional requirements from 0 to 6 months, i.e. o breast milk o formula milk o soya milk (e.g. for lactose intolerance) • nutritional requirements from 6 to 12 months, i.e. o weaning stage 1, i.e. - puree (e.g. fruit and vegetables) o weaning stage 2, i.e. - minced (e.g. chicken) - finger foods (e.g. rusk, toast) o weaning stage 3, i.e. - solid food (e.g. pasta, cheese) • nutritional requirements from 1 to 5 years, i.e. o main food groups, i.e. - bread, other cereals and potatoes (e.g. rice, pasta, beans) - fruit and vegetables (e.g. oranges, apples, peas, carrots) - milk and dairy (e.g. cheese, yoghurt) - meat, fish and alternatives (e.g. poultry, eggs, Quorn)</p> <p>Cross Curriculum Links include:</p> <p><b>Numeracy-</b> Learners will be converting months to week for the children and nutritional requirements.</p> <p><b>Economic understanding-</b> Learners will explore the costing of different foods.</p>		
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<p>Cross Curriculum Links include:</p> <p>SMSC/CITIZENSHIP- Learners will discuss the variety of choices and how it could differ in different cultures.</p> <p>RSE- Learners to gain an understanding of sex education and childbirth.</p>			
Term 3 Theory lessons	Term 3 course work lessons	Implementation	Impact
<p><b>Week 27 &amp; 28-The stages of labour and the methods of delivery, including pain relief, i.e.</b></p> <ul style="list-style-type: none"> <li>stage 1 – neck of the uterus opens</li> <li>stage 2 – the birth of the baby</li> </ul> <p>stage 3 – delivery of placenta and membranes</p> <p>Cross Curriculum links include:</p> <p>Literacy and Oracy- learners will complete notes on each stage of delivery.</p> <p>Numeracy- Learners will be exploring timings and centimetres for dilation.</p> <p><b>Week 29 &amp; 30- Methods of delivery, i.e.</b> Forceps, Ventouse. Elective &amp; emergency caesarean section, Pain relief, i.e. o gas and air (Entonox) ,Pethidine, Epidural anaesthetic , TENS Water birth ,Breathing and relaxation techniques</p> <p>Cross Curriculum links include:</p> <p>Literacy and Oracy- learners will complete notes on each stage of delivery.</p> <p><b>Week 31 &amp;32-Learning Outcome 3: Understand postnatal checks</b>_Learners must be taught: <b>The postnatal checks of the new born baby, i.e.</b> Apgar score ,skin, vernix, lanugo ,physical checks ,weight length, head circumference fontanelle, eyes ,mouth , feet fingers, hips</p> <p>Cross Curriculum links include:</p> <p>Literacy and Oracy- learners will complete notes on each postnatal check.</p>	<p><b>LO4</b> Plan, Prepare and Evaluate a feed or meal for children from birth to five years</p> <p>Students will carry out a practical demonstration of how to make a bottle feed. The students will then complete an evaluation of their performance, this will include the students strengths and weaknesses.</p> <p>Careers-Learners will gain an understanding of a mother and practitioners role of making bottle feeds for children. This is a transferrable skill in to the work place.</p> <p>Literacy and Oracy- Students will write up an evaluation of their performance.</p> <p>SMSC/Citizenship- Learners will work together and will need to establish rules to enable each member of the group feels respected as they practice their bottle feeds.</p>	<p><b>R057</b>-Explain the importance of antenatal classes</p> <p>Explain the benefits of breastfeeding and the research that goes alongside this</p> <p>Demonstrate and discuss scenarios in relation to routine tests carried out in pregnancy</p> <p>Show videos of diagnostic tests</p> <p><b>R058</b>- Explain the nutritional requirements of breast milk, Students will then be introduced to a wide range of formula milks on the market through a live demonstration of the correct make up of infant formula. Students will be alerted to the nutritional content of the various infant formulas and we will make comparisons in class.</p> <p>Students will look at explore and handle a variety of infant formula feeding bottles.</p> <p><b>R057</b>- Students will explore the range of choice for delivery of the baby through power points and NHS films.</p> <p>Students will explore the stages of labour through power points and NHS film of the birth of a baby</p> <p>Pain relief in labour will be explored through power points and NHS films</p> <p>Afford the learners regular innovative formative and summative assessment activities in order to measure progress of knowledge.</p>	<p>Learner has gained an understanding of the importance of antenatal care to the unborn infant and to the mother and can competently answer questions that may arise in the assessment of <b>R057</b>.</p> <p>Learner hygienically prepares an infant formula feed using current guidelines as part of their assessment for R058.</p> <p>Learner knows the nutritional content of breast milk and can accurately compare it to formula milk alternatives proving sound nutritional analysis.</p>



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<p><b>Week 33&amp;34 -Reflexes</b> ,sucking, rooting grasp ,walking ,startle (Moro)</p> <p>Cross Curriculum links include:</p> <p>Enterprise- Learners will work in a group to match different reflexes.</p> <p>Numeracy- Learners will be timed while they complete their matching activity.</p> <p>SMSC/Citizenship- Learners will work together and will need to establish rules to enable each member of the group feels respected.</p> <p>Week 35-39- Faciliate coursework tasks 1,2, 3 and 4</p>			
Term 1 (Year 11) Theory lessons	Course work lessons	Implementation	Impact
<p><b>Week 1 &amp; 2-The specific needs of the pre-term (premature) baby</b>, i.e. A Baby born before 37 weeks</p> <p><b>Specific needs</b>, i.e. treatment for infection, breathing problems, feeding problems</p> <p>Cross curriculum links include:</p> <p>Literacy and Oracy- learners will complete notes on each specific need.</p> <p><b>Week 3 &amp;4 -Conditions for development</b>, i.e. The importance of the environment to the child and the need for, i.e. love and security, warmth, rest/sleep exercise/fresh air ,cleanliness. Stimulation/opportunities to play, opportunities for listening and talking ,routine (e.g. bedtime, bath time, feeding)</p> <p>Cross curriculum links include:</p> <p>Digital Competency- Learners will design a booklet using word processor or publisher.</p> <p>Careers- Learners will develop strong I.T skills which can transferred in there later careers.</p> <p><b>Week 5-</b> Awareness of Sudden Infant Death Syndrome (SIDS)</p> <p>Cross curriculum links include:</p>	<p><b>R059 –LO1 Learners should explain physical, intellectual and Social development norms from birth to five years.</b></p> <p><b>L02- Learners should explain the types of play from birth to five years and examples of the benefits of learning through play.</b></p> <p>Learners must be taught: 1.1 The development norms from birth to five years, i.e. physical development, i.e. gross motor skills (e.g. crawling, jumping, balancing),fine motor skills (e.g. palmar grasp, pincer grasp) • intellectual development, i.e. language (e.g. body language, listening, talking),reading and writing (e.g. books, electronic devices) communication (e.g. verbal) number skills (e.g. magic number square) ,social development, i.e.communicating (e.g. meal times) acceptable behaviour (e.g. manners), sharing, independence/self-esteem</p> <p>Learners must be taught: 2.1 Types of play, i.e. • manipulative play (e.g. puzzles, drawing, painting) • cooperative play (e.g. board</p>	<p>Students will be given a range of scenarios alongside dolls and will need to calculate the APGAR score. Students will watch film clips of the tests carried out on a new born infant. Students will make notes in their books supported by PP presentations.</p> <p>The reflexes will be supported through film clips and PP presentations as will the needs of the premature infant. The students will also benefit from a parent’s story and special photographs and memorabilia from a personal story within the childcare department.</p> <p>Students will begin to write tables of development beginning with the infant reflexes to form answers to R059.</p> <p>Students will learn about the stages of development of infants in relation to social, physical and intellectual development, through PP’s and film clips.</p> <p>Students will explore a range of activities in class using the wide range of resources in the childcare room.</p> <p>Students will be provided with a range of scenarios in relation to behaviour and its management in the early years. We will discuss appropriate strategies to support and promote positive behaviour. The staff team have all worked in the sector and have a raft of examples to provide the students with. Resources for teaching here are ‘live’ examples from our industry experience. Afford the learners regular innovative formative and summative assessment activities in order to measure progress of knowledge.</p>	<p>Students will be able to competently answer a variety of questions relating to the new born in their assessment of R057.</p> <p>Students will know about infant reflexes which form their answers to their first part of the course work for R059 in relation to physical development.</p> <p>Learners will be able to make informed decisions about age appropriate activities to carry out with the child they are studying to meet the requirements of R059.</p> <p>Learners know how to minimise the risk of sudden infant death syndrome and can competently explain how to safely place an infant down to sleep.</p>

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<p>Literacy and Oracy- learners will complete notes on each specific need.</p> <p>SMSC/Citizenship- Due to the nature of the subject students will need to show compassion and respect to there peers.</p> <p><b>Week 6 &amp;7-The need for acceptable patterns of behaviour and approaches to discipline, i.e.</b> Need for boundaries, consideration of others, safety, p promoting positive behaviour</p> <p>Cross curriculum links include:</p> <p>Digital Competency- Learners will watch different video clips and will discuss the approaches to disciplines.</p> <p>Careers- Learners will participate in a group discussion around promoting positive behaviour in an early years setting.</p> <p><b>Weeks 7-13-</b> Types and benefits of play to facilitate course work task R020</p> <p>Cross Curriculum Links Include:</p> <p>Digital competency- Learners will complete a powerpoint presentation.</p> <p>Literacy and Oracy- Learners will relate there knowledge to different case studies of children</p>	<p>games) • solitary play (e.g. imaginative play) • physical play (e.g. ball games, climbing) • creative play (e.g. dancing, music)</p> <p>2.2 Benefits of play, i.e. • physical (e.g. hand-eye coordination, increase fitness) • intellectual (e.g. mental stimulation, problem solving, communication) • social/social skills (e.g. independence, confidence, sharing, self-esteem, communication) • creativity (e.g. imagination)</p> <p>Cross Curriculum links include:</p> <p>Digital competency- Learners will complete a powerpoint presentation.</p> <p>Literacy and Oracy- Learners will relate there knowledge to different case studies of children</p>		
Term 2 (Year 11)	Course work (Year 11)	Implementation	Impact
<p><b><u>Week 14 &amp; 15-Learning Outcome 4: Understand how to recognise, manage and prevent childhood illnesses Learners must be taught: How immunity to disease and infection can be acquired, i.e.</u></b> babies’ natural immunity, childhood immunisation and vaccination programmes, reasons for immunisation</p> <p>Cross Curriculum links include:</p> <p>Literacy and Oracy- Learners will produce a poster and present to their peers.</p> <p>Enterprise- Learners will work in groups to produce there poster. They will need to have good time</p>	<p><b>L03 Learners should produce plans for different activities on a chosen developmental area. Learners should do an initial observation, in order to meet the child whom they will be studying and to inform the choice and planning of activities.</b></p> <p><b>L04 Learners should carry out, record and evaluate planned activities for the chosen developmental area. It is advised that learners study a child of an</b></p>	<p>Learners will have one theory and one course work lesson per week. In the course work lessons there will be allocated weeks where students may use the computers to write their answers to criteria taught to meet the expectations of R059</p> <p>Students will be given templates to form their activity plans and use knowledge gained in term one to plan suitable activities for their observed child.</p> <p>Students will visit their child on at least two occasions and observe them undertaking two planned activities.</p> <p>Students will then need to evaluate their activities and assess their observed child’s development in relation to the age related expectations for their chosen area of development. They will have</p>	<p>Students will have the knowledge they need to complete the child study task.</p> <p>Students will know about the vaccination schedule in the UK and be able to answer questions that may arise in their assessment of R059.</p> <p>Students will be alert to common childhood illnesses and their signs and symptoms.</p> <p>Students will know and be able to explain in response to questions that may arise in their assessment of R059 how to prepare a child for a stay in hospital.</p>

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<p>management skills as they will only be given one lesson.</p> <p>Numeracy- Learners will complete a timed activity.</p> <p><b>Week 16,17 &amp; 18-How to recognise and treat common childhood ailments and diseases, i.e.</b> general signs of illness, common childhood ailments and diseases, caring for an ill child</p> <p>Cross Curriculum links include:</p> <p>Literacy and Oracy- Learners will take notes on the content</p> <p><b>Week 19 &amp; 20-When to seek treatment by a doctor, and when emergency medical help should be sought, i.e.</b> Key signs and symptoms (e.g. breathing difficulties, unresponsive, limp, high fever, fitting)</p> <p>Cross curriculum links include:</p> <p>Careers- Learners will gain an understanding of the role of a doctor in a specific situation.</p> <p>Numeracy- Learners will use timings and will be taking peoples pulse.</p> <p>Enterprise- Learners will role play on dolls what to do if there is an emergency. This will improve the students problem solving skills.</p> <p><b>Week 21 &amp; 22-Diet-related illnesses, i.e.</b> Childhood obesity ,deficiency diseases ,food intolerances and allergies</p> <p>Cross Curriculum links include:</p> <p>RSE- Learners will gain knowledge on the health and well-being of individuals and the causes of obesity.</p> <p>Literacy and Oracy- Learners will take notes on the content</p> <p><b>Week 23 &amp; 24-The needs of an ill child, i.e.</b> Physical needs, social needs emotional needs (e.g. explanation of illness), intellectual needs (e.g. stimulation)</p> <p>Cross Curriculum links include:</p> <p>RSE- Learners will gain knowledge on the health and well-being of individuals and the needs if an ill child.</p>	<p><b>appropriate age in order to get the best out of the activities. It is not necessary for the child study to be carried out in a nursery/school setting. Leaners may study a sibling/family member.</b></p> <p>Learners must be taught: 3.1 How to plan a range of different play activities for a chosen developmental area, i.e. • aims • types of activities chosen • reasons for choice (e.g. relevance to developmental area chosen) • safety considerations • timescale • resources • methods of observation (e.g. naturalistic, event sampling, snapshot, participative, non-participative) • methods of recording (e.g. chart, photographs, written, child’s work)</p> <p>Learners must be taught: 4.1 How to carry out a range of different activities for a chosen developmental area, i.e. • introduce the activities (e.g. providing an outline of the activities to the child) • methods of observing the activities • methods of recording the activities • compare the child with the expected developmental norms for the area chosen 4.2 How to evaluate the activities, i.e. • strengths/weaknesses • recommended improvements • draw conclusions</p> <p>Cross Curriculum links include:</p> <p>Careers- Learners will participate in observations which will develop key employability skills for the early years sector.</p> <p>Literacy and Oracy- Learners will write up there observations and evaluations.</p>	<p>access to The Development Matters and Text book as well as many internet sources of information to facilitate this.</p> <p>Students will be taught about the sick child and through PP and films learn about signs and symptoms of common childhood illnesses. A member of staff in the department has previously worked as hospital pay therapist and therefore students are afforded the benefit of real life scenarios shared by this staff member to support their learning.</p> <p>Students will benefit from resources and books in the classroom which they can explore which can be used to support a child for a planned stay in hospital.</p> <p>Afford the learners regular innovative formative and summative assessment activities in order to measure progress of knowledge.</p>	
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<p>Literacy and Oracy- Learners will take notes on the content</p> <p><b>Week 25 &amp; 26-How to prepare a child for a stay in hospital, i.e.</b> Hospital/ward visit, acting out fears, hospital games ,books and DVDs ,explanation and honesty ,involvement in child’s care</p> <p>Cross Curriculum links include:</p> <p>Enterprise- Learners will participate in games in peers.</p> <p>RSE- Learners will explore how to maintain children’s well-being when they are going to prepare for a stay in hospital.</p> <p><b>All coursework to be completed by February half term</b></p>			
<b>Term 3 (Year 11)</b>	<b>Coursework</b>	<b>Implementation</b>	<ul style="list-style-type: none"><li><b>Impact</b></li></ul>
<p><b>Week 27 to beginning of exams-</b></p> <p>Revision and exam</p> <p>Cross Curriculum Links include:</p> <p>Numeracy- Learners will participate in timed activities to help there revision.</p> <p>Literacy and Oracy- Learners will write up revision notes to help with revision.</p> <p>RSE- Learners will receive extra activities to promote well-being during a highly stressful time.</p> <p>Enterprise- Learners will complete paired activities to enable revision.</p> <p>Digital Competency- Learners will complete online quizzes to enable revision for examination.</p>	<p>Will now all be completed in order to focus on revision.</p>	<p>A range of revision tools have been made by the department in the form of flash cars which students can take home and quizzes.</p>	<p><b>Students will be well prepared for exam</b></p>

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