

Child development Curriculum Overview (year 10)



Year 10 Overview

This qualification provides students with the knowledge that working as a childcare professional needs an understanding of the care needs for children of all ages. This qualification will help students to develop knowledge, understanding and skills that will allow them to help and support those in their care, starting from pre-conception through to children aged birth to five years. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop.

Students will study key knowledge, understanding and skills that relate to working in the Child Development sector. They will also have the opportunity to apply what you learn by completing practical activities.

This qualification has three mandatory units:

Unit R057: Health and well-being for child development This is assessed by an exam. In this unit students will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. Students also learn about postnatal care and the conditions in which a child can thrive. Topics include: Pre-conception health and reproduction, antenatal care and preparation for birth postnatal checks, postnatal care and the conditions for development, childhood illnesses and a child safe environment. (Exam unit to be taught in year 10 and 11- exam to be taken in year 11)

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years This is assessed by a set assignment. In this unit students will learn how to create a safe environment for children from birth to five years in childcare settings. Students research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include: Creating a safe environment in a childcare setting, choosing suitable equipment for a childcare setting, nutritional needs of children from birth to five years. (Coursework topic- this will be taught and completed in year 10)

Unit R059: Understand the development of a child from one to five years This is assessed by a set assignment. In this unit students will learn the physical, intellectual and social developmental norms for children from one to five years. Students will understand the importance of creating plans and providing different play activities to support children in their development. Topics include: Physical, intellectual and social developmental norms from one to five years, stages and types of play and how play benefits development, observe the development of a child aged one to five years, plan and evaluate play activities for a child aged one to five years for a chosen area of development. (Coursework topic- this will be taught and completed in year 11)

Child development Curriculum Overview (year 10)



Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
1-8 (Autumn 1)	RO59 Task 1	Lesson 1 -Physical development- students will research expected development norms for the age bracket given. They will focus on both: - Gross motor skills - Fine motor skills	RO59 course work to be handed in
	Expected development norms	Lesson 2-Intellectual development- students will research expected development norms for the age bracket given. They will focus on these four areas: - Language - Reading and writing - Communication - Number skills	Students will be awarded marks from a banding system from brief/basic to sound and then comprehensive.
	The stages of play	Lesson 3- Social development- students will research expected development norms for the age bracket given. They will focus on these four areas: - Communicating with others - Acceptable behaviour - Sharing - Independence/self-esteem	This topic is made up of 9 marks
	Types of play	Lesson 4- stages of play- students will research expected development norms for the age bracket given. They will focus on both: - Solitary - Parallel Lesson 5- stages of play- students will research expected development norms for the age bracket given. They will focus on both: - Associate	

Child development Curriculum Overview (year 10)



	How play benefits development	• Co-operative Lesson 6- types of play- students will learn about the benefits of each area of play including: • Manipulative play • Co-operative play • Imaginative play • Physical play • Creative play Lesson 7- How play benefits development • Physical development • Intellectual development Lesson 8- How play benefits development • Social skills • Creative skills Lesson 9- working on set assignment Lesson 10- working on set assignment	
9-15 (Autumn 2)	R059 Ways to observe and record the development of a child	Lesson 1 and 2- Methods of observation: students learn about the observation methods used in childcare settings- choose the most appropriate one for the development area they have been given. • Narrative • Checklist • Snapshot • Time sample • Participative • Non-participative • Methods of recording: • Chart • Written	R059 course work to be handed in Students will be awarded marks from a banding system from brief/basic to sound and then comprehensive. This topic is made up of 12 marks for observation of child and justification of choice. 6 marks for evaluation of child

Child development Curriculum Overview (year 10)



	Planning and evaluating play activities. Planning and evaluating play activities.	• Child's work • Photographs Lesson 3 and 4- watch videos of child and complete observation of the chosen child (within age range) Lesson 5 and 6- Plan play activities for a chosen area of development: • Chosen activity • Reason for choice • Aims • Developmental area • Timing • Safety considerations • Appropriate resources Lesson 7 and 8 - work on set assignment Lesson 9 and 10 - students will learn how to evaluate plans for play activities, they will use assessment feedback from peers and teachers and begin to build up information for self evaluation. • Using feedback from others • Using self-reflection • Were the aims met? • Successes, strengths and weaknesses • Changes or recommendations to improve activity and planning Lesson 11- working on set assignment	Plan is 12 marks Evaluation is 6 marks R059 coursework to be handed in.
16-20 (Spring 1)		Lesson 16--20 working on set assignment (all of R059 to be handed in on this date)	

Child development Curriculum Overview (year 10)



21-26 (Spring 2)	Unit R057: Health and well-being for child development Topic Area 1: Pre-conception health and reproduction	This topic is focusing on the exam content. The first topic covers factors affecting pre-conception health for women and men such as: • Weight • Smoking • Drinking alcohol • Taking recreational drugs • Parental age It will cover detail such as why pre-conception health matters and how each of these factors can affect the chances of conceiving for women and men. It also covers other factors affecting the pre-conception health for women such as: • Folic acid • Up to date immunisations It will cover detail such as the reasons for taking folic acid before pregnancy and the importance of the mother being up to date with immunisations. Students will then cover different types of contraception methods and their advantages and disadvantages. The methods we look at are: Different barrier methods-Male condoms, Female condoms, diaphragm or cap Hormonal methods-contraceptive pills, combined pill, progesterone only pill (POP), contraceptive injection, contraceptive implant, Intrauterine device, Intrauterine system, emergency contraceptive pill, natural family planning, temperature method, cervical mucus method and calendar method. Students must also cover how each type of contraception prevents pregnancy, the effectiveness if used correctly, availability, suitability of choices for personal circumstances such as breastfeeding. Students then begin to learn about the structure and function of the reproductive systems which includes:	End of topic test Deliberate practice in work books – exam questions Homework revision task sheets

Child development Curriculum Overview (year 10)



		The structure and function of the female reproductive system • Ovaries • Fallopian tubes • Uterus/womb • Cervix • Vagina • The menstrual cycle The structure and function of the male reproductive system • Testes • Sperm duct/epididymis • Urethra • Penis • Vas deferens • Seminal vesicle Students need to know; parts of the male and female reproductive systems on a diagram, how each part of the male and female reproductive system works, what happens during the menstrual cycle from the first day of woman's menstruation (a period) to the day before her next period, interpret a menstrual cycle diagram	
25-31 (Summer 1)		The next area covered is how reproduction takes place looking at: • Ovulation • Conception/fertilization • Implantation • Development of the embryo and foetus • Amniotic fluid • Umbilical cord • Placenta • Multiple pregnancies • Identical • Non identical/fraternal Students need to know what happens during reproduction, when the embryo becomes a foetus and how multiple pregnancies occur Finally, students will research the signs and symptoms of pregnancy such as:	End of year exam – topic 1 and half of topic 2 Deliberate practice in work books – exam questions

Child development Curriculum Overview (year 10)



		• Breast changes • Missed period • Nausea • Passing urine frequently • Tiredness Topic two of the exam content starts with the purpose and importance of antenatal clinics The meaning of the term antenatal The timing of first antenatal clinic appointment The roles of different health professionals: GP (General Practitioner), Midwife, Obstetrician The reasons for routine tests/checks and what conditions they can identify: Baby's heartbeat, blood pressure, blood tests, examination of the uterus, urine test and weight check. Students need to know how antenatal clinics prepare the mother for a safe pregnancy and delivery and how each health professional supports the pregnant mother and unborn baby. The next part of this topic includes screening and diagnostic tests and information such as: • The reasons for screening tests and what conditions they can identify • Ultrasound scans • Dating • Anomaly • Nuchal fold translucency scan • Triple test • Non-Invasive Prenatal Testing (NIPT) • The reasons for diagnostic tests and what conditions they can identify • Amniocentesis • Chorionic villus sampling (CVS) Within this, students need to know at what point of the pregnancy each test is carried out and the difference between screening and diagnostic. Students will next learn about the purpose and importance of antenatal (parenting) classes which:	Homework revision task sheets
--	--	---	-------------------------------

Child development Curriculum Overview (year 10)



		• Prepares both parents for labour and parenthood • Promotes healthy lifestyle and diet • Food to avoid during pregnancy • Provide advice on feeding and caring for the baby • Why breast feeding is encouraged for at least the first two weeks Next in this topic are the choices available for delivery: • Hospital birth • Home birth Students will need to understand the reasons for choosing a hospital or home birth and the advantages and disadvantages of each. Students will then learn all about the role of the birth partner in supporting the mother through pregnancy and birth: • Physical support • Emotional support They will need to know how the birth partner can offer physical and emotional support and the benefits of having a birth partner	
31-38 (Summer 2)		The next exam content covered in this topic are methods of pain relief when in labour which includes: Epidural anaesthetic Gas and air (Entonox) Pethidine TENS Students will need to know the advantages and disadvantages of each method Students then look at the signs that labour has started which includes: • A show • Waters breaking • Contractions start	End of topic test Deliberate practice in work books – exam questions Homework revision task sheets

Child development Curriculum Overview (year 10)



		Students move onto researching the three stages of labour and their physiological changes Stage 1: Neck of the uterus opens Stage 2: Birth of the baby Stage 3: Delivery of placenta Finally, to end topic two, students are taught the methods of assisted birth which include: Forceps Ventouse Episiotomy Elective/ emergency caesarean section Students need to know how each method is carried out and why assisted delivery may be necessary.	
	R058 Task 4 Plan for preparing a feed/meal	After June 1st R058 set assignment will be released. With work experience and end of year exams, students will start this task and then complete it in Autumn term 1 of year 11. In this topic students will plan, prepare and make a babies bottle using the correct safety and hygiene practices. Students will focus on: • Equipment • Ingredients and quantities • Safety • Hygiene • Personal • Environment	R058 course work to be handed in Students will be awarded marks from a banding system from brief/basic to sound and then comprehensive. This topic is made up of marks 1-12

Child development Curriculum Overview (year 10)



		Students will be asked to video their feed and thoroughly explain the reasons for their choices.	
--	--	---	--

		Students will then be asked to evaluate their performance and give recommendations for improvement.	
--	--	--	--