

Child development Curriculum Overview (year 11)



Year 11 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)

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
1-6 (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	

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	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	
7-13 (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

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	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 9- working on set assignment Lesson 10- working on set assignment (all of R059 to be handed in on this date)	Plan is 12 marks Evaluation is 6 marks R059 coursework to be handed in.
15-18 (Spring 1)	R057 exam topic 3	Lesson 1- revision and re-cap from topics 1 and 2	

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	Postnatal checks	Lesson 2- The postnatal checks that are carried out on the baby immediately after birth and the reasons why • Apgar score • Skin • Vernix • Lanugo • Weight • Length • Head circumference Lesson 3- The checks that are carried out on the baby within one to five days of birth and the reasons why • Physical examination • Feet • Fingers • Hips • Eyes • Heart • Testicles in boys • Fontanelle • Heel prick test (blood spot test)	
	Postnatal care of the mother and baby	Lesson 4- The role of the health visitor in supporting the new family including: • Safe sleeping- Sudden Infant Death Syndrome (SIDS) and how to reduce the risk • How partner, family and friends can provide physical and emotional support • The purpose of the mother's '6 week postnatal check' with the GP Lesson 5 and 6- The developmental needs of children from birth to five years: • Warmth • Feeding	

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	The developmental needs of children from birth to five years	• Love and emotional security • Rest/sleep • Fresh air • Exercise • Cleanliness/hygiene • Stimulation • Routine • Bath time • Feeding • Shelter/home Lesson 7 and 8- The developmental needs of children from birth to five years • Socialisation/play • Opportunities for listening and talking • Acceptable patterns of behaviour Lesson 9- revision Lesson 10- end of topic test	
19-24 (Spring 2)	RO57 Recognise general signs and symptoms of illness in children	Lesson 1- Key signs and symptoms and treatment of: • Mumps • Measles • Meningitis • Tonsillitis • Chickenpox • Common cold • Gastroenteritis	End of topic test

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	How to meet the needs of an ill child How to ensure a child-friendly safe environment	Lesson 2- Key signs and symptoms of when to seek emergency medical help to include: - Breathing difficulties - Unresponsive - Limp body - High fever - Seizures/fitting Lesson 3 and 4- Physical needs - Social needs - Emotional needs - Intellectual needs Lesson 5-How to ensure a child-friendly safe environment - What a hazard is - Recognise common hazards and how these can be prevented - Within the home - Kitchen - Toilets/bathroom - Stairs - Play areas/garden Lesson 6- hazards and how to prevent them - Roads - Preventing hazards - The importance of safety labelling - BSI KitemarkTM - Lion Mark - Age advice symbol - CE symbol, UKCA mark and UKNI mark - Children's nightwear - Labelling Lesson 7- end of topic test	End of topic test
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		Lesson 8- walk/ talk through exam lesson 9 - planning of practical for children to come in -create safe environment -plan age-appropriate activities -plan age-appropriate food Lesson 10- carry out practical	
25-30 (Summer 1)	Flexible week RO57 revision	Lesson 1 and 2-End of Unit flexible week. You may like to use this week to: • visit a children's setting • have a practitioner visit the class • extend learning on something already covered • allow students to each display their work products from the year (posters made etc), then visit one another's display lesson 3 and 4- revision cards for topic 1 lesson 5 and 6- revision cards for topic 2 lesson 7 and 8- revision cards for topic 3 lesson 9 and 10- revision cards for topic 4	End of topic test

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31-38 (Summer 2)	RO57 revision	Lessons 1-6 revision	External exam