

# 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
<b>1-6 (Autumn 1)</b>	<p>RO59</p> <p>Expected development norms</p> <p>The stages of play</p> <p>Types of play</p>	<p>Lesson 1 -Physical development</p> <ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Fine motor skills</li> </ul> <p>Lesson 2-Intellectual development</p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Reading and writing</li> <li>• Communication</li> <li>• Number skills</li> </ul> <p>Lesson 3- Social development</p> <ul style="list-style-type: none"> <li>• Communicating with others</li> <li>• Acceptable behaviour</li> <li>• Sharing</li> <li>• Independence/self-esteem</li> </ul> <p>Lesson 4- stages of play</p> <ul style="list-style-type: none"> <li>• Solitary</li> <li>• Parallel</li> </ul> <p>Lesson 5- stages of play</p> <ul style="list-style-type: none"> <li>• Associate</li> <li>• Co-operative</li> </ul> <p>Lesson 6- types of play</p> <ul style="list-style-type: none"> <li>• Manipulative play</li> <li>• Co-operative play</li> </ul>	<p>RO59 course work to be handed in</p> <p>Students will be awarded marks from a banding system from brief/basic to sound and then comprehensive.</p> <p>This topic is made up of marks</p>



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	<p>Planning and evaluating play activities.</p>	<ul style="list-style-type: none"> <li>• Developmental area</li> <li>• Timing</li> <li>• Safety considerations</li> <li>• Appropriate resources</li> </ul> <p>Lesson 5 and 6- work on set assignment</p> <p>Lesson 7 and 8 - How the activity will be introduced to the child How to evaluate plans for play activities:</p> <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 activity and planning</li> </ul> <p>Lesson 9- working on set assignment</p> <p>Lesson 10- working on set assignment (all of RO59 to be handed in on this date)</p>	<p>R059 coursework to be handed in.</p>
<p><b>15-18 (Spring 1)</b></p>	<p>RO57 exam topic 3</p> <p>Postnatal checks</p>	<p>Lesson 1- revision and re-cap from topics 1 and 2</p> <p>Lesson 2- The postnatal checks that are carried out on the baby immediately after birth and the reasons why</p> <ul style="list-style-type: none"> <li>• Apgar score</li> <li>• Skin</li> <li>• Vernix</li> <li>• Lanugo</li> <li>• Weight</li> <li>• Length</li> <li>• Head circumference</li> </ul>	

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Postnatal care of the mother and baby

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)

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
- Love and emotional security
- Rest/sleep
- Fresh air
- Exercise
- Cleanliness/hygiene
- Stimulation
- Routine
- Bath time
- Feeding
- Shelter/home



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	<p>How to ensure a child-friendly safe environment</p>	<ul style="list-style-type: none"> <li>• Intellectual needs</li> </ul> <p>Lesson 5-How to ensure a child-friendly safe environment</p> <ul style="list-style-type: none"> <li>• What a hazard is</li> <li>• Recognise common hazards and how these can be prevented</li> <li>• Within the home</li> <li>• Kitchen</li> <li>• Toilets/bathroom</li> <li>• Stairs</li> <li>• Play areas/garden</li> </ul> <p>Lesson 6- hazards and how to prevent them</p> <ul style="list-style-type: none"> <li>• Roads</li> <li>• Preventing hazards</li> <li>• The importance of safety labelling</li> <li>• BSI KitemarkTM</li> <li>• Lion Mark</li> <li>• Age advice symbol</li> <li>• CE symbol, UKCA mark and UKNI mark</li> <li>• Children’s nightwear</li> <li>• Labelling</li> </ul> <p>Lesson 7- end of topic test</p> <p>Lesson 8- walk/ talk through exam</p> <p>lesson 9 - planning of practical for children to come in</p> <ul style="list-style-type: none"> <li>-create safe environment</li> <li>-plan age-appropriate activities</li> <li>-plan age-appropriate food</li> </ul> <p>Lesson 10- carry out practical</p>	<p>End of topic test</p>
<p><b>25-30 (Summer 1)</b></p>	<p>Flexible week</p>	<p>Lesson 1 and 2-End of Unit flexible week. You may like to use this week to:</p> <ul style="list-style-type: none"> <li>• visit a children’s setting</li> </ul>	

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	RO57 revision	<ul style="list-style-type: none"><li>• have a practitioner visit the class</li><li>• extend learning on something already covered</li><li>• allow students to each display their work products from the year (posters made etc), then visit one another's display</li></ul> 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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<b>31-38 (Summer 2)</b>	RO57 revision	Lessons 1-6 revision	External exam

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