

# 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)

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p>R058 Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them</p>	<p>Students will research 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> </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> <li>• Educating the children</li> <li>• Completing risk assessments</li> </ul> <p>Complete task one of assignment</p>	<p>R058 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 1-12</p>
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p>Choosing suitable essential equipment for a childcare setting</p>	<p>In this topic students will research and learn about different types of Essential Equipment needed in a childcare setting such as:</p> <p>Travelling Sleeping Feeding</p>	<p>R058 course work to be handed in</p> <p>Students will be awarded marks from a banding system from</p>

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		<p>Changing Indoor and outdoor playing Examples of equipment may include: Travelling – prams, buggies, reins Sleeping – cot, rest mats, bean bags Feeding – trainer cups, bibs, sectioned plates Changing – table, mat, bag Indoor and outdoor playing – gym sets, play tents, painting, slides, climbing frames, sand boxes</p> <p>Students are then asked to consider factors affecting suitability and choice such as: Age and weight appropriateness Safety Design Durability Cost Students are then asked to select most appropriate equipment based on their opinions and justify their choices</p>	<p>brief/basic to sound and then comprehensive.</p> <p>This topic is made up of marks 1-6</p>
<p><b>15-18 (Spring 1)</b></p>	<p>Nutritional needs of children from birth to five years</p>	<p>For this topic, students will learn about the nutritional needs of children from birth to five years by research the eat well guide, recommended 5 a day, British Nutritional Foundation recommendations and any updated recommendations as published in the future.</p> <p>Students will include: what the recommendations are, be able to apply recommendations to ensure a healthy diet and the reasons for the government dietary recommendations.</p> <p>Student will also explore examples of reasons which may include: to prevent obesity, tooth decay. Examples of recommendations may include: balanced diet, 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>Finally, students will research essential nutrients and their functions for children from birth to five years such as: Proteins-Growth and repair, Carbohydrates-Producing energy, Fats-Warmth and protection, Vitamins A, B, C, D, E and K-Prevention of diseases; Minerals: calcium, iron, zinc-Strong bones, teeth, red blood cells, wound healing, immune system, Fibre- healthy digestive system, Water-Hydration.</p>	<p>RO58 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 1-6 and 1-12</p>

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<p style="text-align: center;"><b>19-24 (Spring 2)</b></p>	<p>Plan for preparing a feed/meal</p>	<p>For this students will plan, prepare and make a babies bottle using the correct safety and hygiene practices. Students will focus on:</p> <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Ingredients and quantities</li> <li>• Safety</li> <li>• Hygiene</li> <li>• Personal</li> <li>• Environment</li> </ul> <p>Students will be asked to video their feed and thoroughly explain the reasons for their choices.</p> <p>Students will then be asked to evaluate their performance and give recommendations for improvement.</p>	<p>RO58 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 1-6 (plan)</p> <p>1-12 (practical)</p>
<p style="text-align: center;"><b>25-30 (Summer 1)</b></p>	<p>Unit R057: Health and well-being for child development</p> <p>Topic Area 1: Pre-conception health and reproduction</p>	<p>This topic is focusing on the exam content. The first topic covers factors affecting pre-conception health for women and men such as:</p> <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>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.</p> <p>It also covers other factors affecting the pre-conception health for women such as:</p> <ul style="list-style-type: none"> <li>• Folic acid</li> <li>• Up to date immunisations</li> </ul> <p>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.</p> <p>Students will then cover different types of contraception methods and their advantages and disadvantages. The methods we look at are:</p>	<p>Presentation (completed in pairs)</p> <p>Marks to be awarded on content and presentation skills 1-10</p> <p>End of topic test</p> <p>L1P L1M L1D L2P</p>

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		<p>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.</p> <p>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.</p> <p>Students then begin to learn about the structure and function of the reproductive systems which includes: The structure and function of the female reproductive system</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>The structure and function of the male reproductive system</p> <ul style="list-style-type: none"><li>• Testes</li><li>• Sperm duct/epididymis</li><li>• Urethra</li><li>• Penis</li><li>• Vas deferens</li><li>• Seminal vesicle</li></ul> <p>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</p> <p>The next area covered is how reproduction takes place looking at:</p> <ul style="list-style-type: none"><li>• Ovulation</li></ul>	L2M L2D
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		<ul style="list-style-type: none"> <li>• Conception/fertilization</li> <li>• Implantation</li> <li>• Development of the embryo and foetus</li> <li>• Amniotic fluid</li> <li>• Umbilical cord</li> <li>• Placenta</li> <li>• Multiple pregnancies</li> <li>• Identical</li> <li>• Non identical/fraternal</li> </ul> <p>Students need to know what happens during reproduction, when the embryo becomes a foetus and how multiple pregnancies occur</p> <p>Finally, students will research the signs and symptoms of pregnancy such as:</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><b>31-38 (Summer 2)</b></p>	<p>Topic Area 2: Antenatal care and preparation for birth</p>	<p>Topic two of the exam content starts with the purpose and importance of antenatal clinics</p> <p>The meaning of the term antenatal</p> <p>The timing of first antenatal clinic appointment</p> <p>The roles of different health professionals: GP (General Practitioner), Midwife, Obstetrician</p> <p>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.</p> <p>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.</p> <p>The next part of this topic includes screening and diagnostic tests and information such as:</p> <ul style="list-style-type: none"> <li>• The reasons for screening tests and what conditions they can identify</li> </ul>	<p>End of topic test</p>

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- 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:

- 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

End of year test

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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

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.