

Intent, Content and Progression Route Map Child Development

Intent:

The intent for the Child Development curriculum at KS4 is to provide learners with the opportunity to study the physical, intellectual, social and emotional development of young children from conception to five years. It aims to encourage an understanding of the roles and responsibilities of being a parent, pregnancy, the needs of young children and the social and environmental influences which affect family life. It seeks to encourage learners to think critically and make informed choices based on the knowledge they acquire.

Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><u>The expected development norms from one to five years for the following developmental areas Physical, Intellectual and Social</u></p> <ol style="list-style-type: none"> 1. Be able to name and recognise the developmental areas, 2. Basic understanding of physical development norms including gross and fine motor skills. 3. Basic understanding of intellectual development norm. 4. Basic understanding of social development norms 	<p><u>The expected development norms from one to five years for the following developmental areas Physical, Intellectual and Social</u></p> <ol style="list-style-type: none"> 1. Understand that development is holistic. 2. Know how to plan for different play activities. What to include in a plan and reasons why. 3. How to use observation findings to inform choice of activity. 4. Start OCR-set assignment. 	<p><u>The stages of play and the types of play</u></p> <ol style="list-style-type: none"> 1. Know what happens at each stage of play. 2. Know the expected ages for each stag. 3. Understand the activities which encourage and facilitate each stage of play. 4. Progress with OCR-set assignment 	<p><u>Observation and recording</u></p> <ol style="list-style-type: none"> 1. Know the reasons for carrying out observations. 2. What each method of observation involves. 3. When each method would be appropriate. 4. The importance of confidentiality when observing a child. 5. Know the reasons for carrying out observations. 6. Understand how to use observation findings to compare with: The expected developmental norms. Type of play 7. Complete recording of observation 	<p><u>Plan and evaluate play activities.</u></p> <ol style="list-style-type: none"> 1. All learners know how to proceed with their OCR-set assignment. 2. Safety considerations 	<p><u>Continue to plan and evaluate play activities.</u></p> <ol style="list-style-type: none"> 1. Learners should be aware of how to plan for different play activities. 2. Know what Safety considerations to include

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p><u>Plan to create a safe environment in a childcare setting.</u></p> <ol style="list-style-type: none"> 1. Summarise key equipment required for each of the three rooms in a nursery. 2. Learners can summarise the types of accidents that children may have in a childcare setting. 3. Recall and explain how accidents can happen due to environmental issues. 4. Recall and explain how accidents can happen due to environmental issues. 5. Working on tasks in OCR-set assignment material to meet centre requirements and any deadlines. 	<p><u>Essential equipment and factors for choice</u></p> <ol style="list-style-type: none"> 1. Identify and explain key age-appropriate equipment used in a nursery. 2. Recall suitable equipment and factors for selection/rejection. 3. Working on tasks in OCR-set assignment material to meet centre requirements and any deadlines. 	<p><u>Current Government dietary recommendations for healthy eating for children from birth to five years</u></p> <ol style="list-style-type: none"> 1. Identify and explain the Eatwell guide and 5 a day campaign and the importance of a healthy diet. 2. Learners should be able to read a nutritional guidance label on food packaging and be able to explain why unhealthy foods should be avoided when providing food and drink for a child from 0-5 years. 3. Working on tasks in OCR-set assignment material to meet centre requirements and any deadlines. 	<p><u>Essential nutrients and their functions for children from birth to five year</u></p> <ol style="list-style-type: none"> 1. Learners will develop greater understanding of the source and function of vitamins and minerals and the importance of them for babies and children from birth to five years. 2. Learners will be able to explain the importance and advantages of breastfeeding for the mother and baby. 3. Be able to explain the different formula milk available and their nutritional content. 4. Learners will be able to explain how to support a healthy diet for babies and children from 6 months to 5 years including the 3 stages of weaning and how to plan a healthy menu for a nursery 	<p><u>Plan for preparing a feed/meal How to evaluate planning and preparation of a feed/meal</u></p> <ol style="list-style-type: none"> 1. Learners will be able to explain how to make a feed for a baby or prepare a meal for a 4-year-old child, considering safety, hygiene and equipment needed. 2. Learners will start to think about how they have gone about the task and may mentally evaluate their performance. 	<p><u>Revision for June exam</u></p>

Impact

This course equips the learners with real and relevant knowledge for the future, alongside valuable practical skills to take into the workplace or onto further education. Whilst at the same time acquiring a deep understanding of how children develop and how to keep them safe. The activities on this course help learners grow in independence and confidence in using skills that would be relevant to the Childcare sector. In addition, they will develop transferable skills such as research and communication that will be valuable in life and work situations. This course also allows clear progression towards post-16 Level 2 and Level 3 qualifications in Health and Social Care, the T-Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship.