

# Long Term Plan Year 12 L2 Child Development Certificate (J818)

**Ethos and driver of department** - *“To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors”.*

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	Unit RO19: Understand the equipment and nutritional needs of children from birth to five years	<p><b>RO19: (VS)</b> <b>LO1:</b> Understand the key factors when choosing equipment for babies from birth to 12 months</p> <p><b>LO2:</b> Understand the key factors when choosing equipment for children from one to five years</p>	<p><b>Generic skills -</b></p> <p>Teamwork</p> <p>Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.</p> <p>To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.</p>	<p><b>RO19:</b> Students will investigate the different equipment and nutritional requirements of children from birth to five years.</p> <p>Students will be able to apply their knowledge and understanding, to show how the needs are met to promote the well-being and development of the child.</p>	<p>Dept do not have to use the OCR-set assignment.</p> <p>Dept can write own assignments.</p> <p>Teachers may not realise that all of the content that follows an i.e. in the specification must be taught.</p> <p>Students may give examples of all types of equipment for babies from birth to 12 months.</p> <p>Students may not understand the 'key factors to consider' or cover all of them.</p> <p>Teachers may not consider synoptic evidence for their</p>	<p><b>RO19:</b> Equipment needs for children from birth to five years Nutritional requirements for children from birth to five years Current government guidelines for children birth to five years Feeding outcome for one stage from birth to five years.</p> <p>Students gain evidence of work through:</p> <p>Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/articl</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in</p>	<p><b>Spiritual issues:</b> Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives</p> <p><b>Moral issues:</b> to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life;</p> <p><b>Ethical issues:</b> understanding the values of care, to promote protection and</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p><b>Respect</b> - how to respect others will ensure developing positive relationships with their family, friends and communities;</p> <p>Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.</p> <p><b>Community</b> - To</p>	<p>Working with children can include:</p> <p>charity and voluntary work; healthcare, social care; teacher training and education;</p> <p>In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer;</p> <p>Child psychotherapists; counselor, family support worker; play therapist, social worker,</p>

	<p><b>Unit RO20:</b> Understand the development of a child from birth to five years</p>	<p><b>RO20 (EF)</b> <b>LO1:</b> Understand the physical, intellectual and social developmental norms from birth to five years</p> <p><b>LO2:</b> Understand the benefits of learning through play</p>	<p>To enable learners to evaluate and justify their decisions, choices and recommendations</p> <p><b>Subject specific skills -</b></p> <p>Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.</p> <p>Recall, select and apply detailed knowl and thorough understanding of child development</p>	<p><b>RO20:</b> Students will also investigate the developmental norms of children from birth to five years.</p> <p>Students will develop an understanding of the impact of play on developmental norms.</p> <p>Students will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.</p>	<p>Students to meet the marking criteria grid.</p> <p>Students may not distinguish between age-appropriateness from LO1 and LO2 and simply repeat work.</p>	<p>e Nutritional analysis/food programme Recommended Nutritional Values (RDV's RDI's) Interviews/questionnaires Witness Statements</p> <p><b>RO20:</b> Physical, intellectual and social developmental norms from birth to five years. Sequence of developmental norms; Stages and types of play Benefits of play of children from birth to five years; Plan different play activities Explain different observations Methods of recording different play activities;</p> <p>Students gain evidence of work through: Presentation slides with notes Wall chart poster Collage Leaflets/booklet;</p>	<p>delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use.</p> <p>Developing the skill, and taking a lead in collaborative work, on primary and secondary research</p>	<p>fair and equal treatment;</p> <p><b>Social issues:</b> how child development and care can affect the quality of life experienced and how individuals' requirements are met;</p> <p><b>Cultural issues:</b> helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.</p>	<p>learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p><b>Courage -</b> Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p><b>Wisdom -</b> Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.</p>	<p>youth worker; etc...</p>
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			present information clearly and accurately, using a wide range of terminology.			Written activity plan and Charts.				
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<p>Half term 2: Oct - Dec</p>	<p>Unit RO19: Understand the equipment and nutritional needs of children from birth to five years</p>	<p><b>RO19: (VS)</b> <b>LO3:</b> Know the nutritional guidelines and requirements for children from birth to five years</p> <p><b>LO4:</b> Be able to investigate and develop feeding solutions for children from birth to five years</p>	<p>As above</p>	<p>As above</p>	<p>I need to have taught food and nutrition qualifications to deliver this unit.</p> <p>Functions and sources of nutrients is a lengthy piece of work.</p> <p>Menus, food diaries or recipes are required.</p> <p>Students are required to undertake more than one task for <b>LO4</b>.</p> <p>Centres must have access to specialist food rooms, equipment and teachers to deliver the practical tasks.</p> <p>Manipulative skills are being tested.</p> <p>Teachers and students will need a food hygiene certificate/qualification.</p> <p>Teachers teach each of the three units completely separately as if they were three standalone units.</p>	<p><b>RO19:</b> Equipment needs for children from birth to five years Nutritional requirements for children from birth to five years Current government guidelines for children birth to five years Feeding outcome for one stage from birth to five years.</p> <p>Students gain evidence of work through:</p> <p>Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/article Nutritional analysis/food programme Recommended Nutritional Values (RDV's RDI's) Interviews/questionnaires Witness Statements</p>	<p>As above</p>	<p>As above</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p><b>Respect</b> - how to respect others will ensure developing positive relationships with their family, friends and communities;</p> <p>Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.</p> <p><b>Community</b> - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p><b>Courage</b> - Having courage to persevere through personal and academic challenges,</p>	<p>As above</p>
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	<p><b>Unit RO20:</b> Understand the development of a child from birth to five years</p>	<p><b>RO20 (EF)</b> <b>LO3:</b> Be able to plan different play activities for a chosen developmental area with a child from birth to five years</p> <p><b>LO4:</b> Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p>			<p>Milestones of development occur at very specific ages.</p>	<p><b>RO20:</b> Physical, intellectual and social developmental norms from birth to five years. Sequence of developmental norms; Stages and types of play Benefits of play of children from birth to five years; Plan different play activities Explain different observations Methods of recording different play activities;</p> <p>Students gain evidence of work through: Presentation slides with notes Wall chart poster Collage Leaflets/booklet; Written activity plan Chart</p>	<p><b>As above</b></p>		<p>raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p><b>Wisdom</b> - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.</p>	
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<p><b>Half term 3:</b> <b>Jan - Feb</b></p>	<p><b>Unit RO18:</b> Health and well-being for child development</p>	<p><b>RO18: (VS)</b> <b>LO1:</b> Understand reproduction and the roles and responsibilities of parenthood</p> <p><b>RO18: (EF)</b> <b>LO2:</b> Understand antenatal care and preparation for birth</p>	<p><b>Generic Skills - Teamwork</b></p> <p>Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.</p> <p>To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses</p> <p>to enable learners to evaluate and justify their decisions, choices and recommendations</p> <p><b>Subject specific skills -</b></p> <p>Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p>	<p>Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities</p> <p>Responsibility for the well-being of a child before conception and the roles and resps of parenthood.</p> <p>U'standing of reproduction and pre-conceptual , antenatal and postnatal care.</p> <p>Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.</p>	<p>Students not providing answers to examination questions that relate to the scenario they have been given.</p> <p>Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.</p> <p>Not providing answers to examination questions that match the command verb.</p> <p>Students having poor exam technique.</p> <p>Students running out of time when doing the examination.</p> <p>Teachers teach each of the three units completely separately as if they were three standalone units.</p>	<p>Synoptic assessment is included between units RO18 / RO19 / RO20: By -</p> <ul style="list-style-type: none"> <li>• showing teaching and learning links between the units across the specification</li> <li>• giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance.</li> <li>• to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques</li> <li>• to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made</li> </ul>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of</p>	<p><b>As above</b></p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p><b>Respect</b> - how to respect others will ensure developing positive relationships with their family, friends and communities;</p> <p>Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.</p> <p><b>Community</b> - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p><b>Courage</b> - Having courage to persevere through personal and academic challenges,</p>	<p><b>As above</b></p>
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			<p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.</p> <p>Recall, select and apply detailed knowledge and thorough understanding of child development</p> <p>Present information clearly and accurately, using a wide range of terminology.</p> <p>Apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively, testing their solutions, and working safely</p>			<ul style="list-style-type: none"> <li>• to develop students' ability to suggest or apply different approaches to contexts and situations</li> <li>• to develop and assess students' use of transferable skills</li> <li>• to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses</li> <li>• to enable learners to evaluate and justify their decisions, choices and recommendations.</li> </ul>	WAGOLL / exemplar;		<p>raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p><b>Wisdom</b> - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.</p>	
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			<p>Analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</p> <p>Make reasoned judgements and substantiated conclusions</p> <p>Work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level.</p>							
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<p>Half term 4: Feb - Easter</p>	<p>Unit RO18:</p>	<p><b>RO18: (VS)</b> <b>LO3:</b> Understand postnatal checks, postnatal provision and conditions for development</p> <p><b>RO18: (EF)</b> <b>LO4:</b> Understand how to recognise, manage and prevent childhood illnesses</p>	<p>As above</p>	<p>As above</p>	<p>Students not providing answers to examination questions that relate to the scenario they have been given.</p> <p>Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.</p> <p>Not providing answers to examination questions that match the command verb.</p> <p>Students having poor exam technique.</p> <p>Students running out of time when doing the examination.</p> <p>Teachers teach each of the three units completely separately as if they were three standalone units.</p>	<p>As above</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of</p>	<p>As above</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p><b>Respect</b> - how to respect others will ensure developing positive relationships with their family, friends and communities;</p> <p>Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and actively listening.</p> <p><b>Community</b> - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p><b>Courage</b> - Having courage to persevere through personal and academic challenges,</p>	<p>As above</p>
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							WAGOLL / exemplars;		<p>raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p><b>Wisdom</b> - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.</p>	
<p><b>Half term 5 : Easter - May</b></p>	<p><b>Unit RO18:</b></p> <p><b>Revision and examination preparation:</b></p> <p><b>RO18 (EF and VS)</b></p>	<p><b>RO18: (VS and EF)</b></p> <p><b>LO5:</b> Know about child safety</p> <p><b>Revision and examination preparation:</b></p> <p><b>LO1:</b> Understand reproduction and the roles and responsibilities of parenthood</p>	<b>As above</b>	<b>As above</b>	<p>Students not providing answers to examination questions that relate to the scenario they have been given.</p> <p>Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'.</p>	<b>As above</b>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing -</p>	<b>As above</b>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p><b>Respect</b> - how to respect others will ensure developing positive relationships with their family, friends and communities;</p> <p>Develop holistically - physically,</p>	<b>As above</b>

		<p><b>L02:</b> Understand antenatal care and preparation for birth</p> <p><b>L03:</b> Understand postnatal checks, postnatal provision and conditions for development</p> <p><b>L04:</b> Understand how to recognise, manage and prevent childhood illnesses</p> <p><b>L05:</b> Know about child safety</p>			<p>Not knowing the difference between 'embryo' and 'foetus'.</p> <p>Not providing answers to examination questions that match the command verb.</p> <p>Students having poor exam technique.</p> <p>Students running out of time when doing the examination.</p> <p>Teachers teach each of the three units completely separately as if they were three standalone units.</p>		<p>critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use.</p> <p>Developing the higher level skill of</p>		<p>intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.</p> <p><b>Community</b> - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p><b>Courage</b> - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p><b>Wisdom</b> - Try new things, putting them 'out there' and giving them the opportunity to</p>	
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							proper evaluation rather than juxtaposition.  Developing the skill, and taking a lead in collaborative work, on primary and secondary research		learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
Half term 6: May - July	Revision and examination preparation:  <b>RO18 (EF and VS)</b>	Revision and examination preparation:  <b>LO1:</b> Understand reproduction and the roles and responsibilities of parenthood  <b>LO2:</b> Understand antenatal care and preparation for birth  <b>LO3:</b> Understand postnatal checks, postnatal provision and conditions for development  <b>LO4:</b> Understand how to recognise, manage and prevent childhood illnesses  <b>LO5:</b> Know about child safety	As above	As above	Students not providing answers to examination questions that relate to the scenario they have been given.  Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.  Not providing answers to examination questions that match the command verb.	As above	Extension and challenge activities embedded into course delivery.  Opportunity to participate in role play;  Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data;  Use of TEEP strategies and Metacognitive principles in delivery.	As above	Considering the values, attitudes and roles that prevail in communities.  <b>Respect</b> - how to respect others will ensure developing positive relationships with their family, friends and communities;  Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.	As above

	<p>June - July: Start of Yr 13 TBC:</p>				<p>Students having poor exam technique.</p> <p>Students running out of time when doing the examination.</p> <p>Teachers teach each of the three units completely separately as if they were three standalone units.</p>		<p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p> <p>Developing the skill, and taking a lead in collaborative work, on primary and secondary research</p>		<p><b>Community</b> - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p><b>Courage</b> - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p><b>Wisdom</b> - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.</p>	
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