

Long Term Plan Year 12 L2 Cambridge National in Child Development (J809)

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	<p>Unit RO57: Health and well-being for child development</p> <p>Preparation for PPE (NOV) : Full Paper;</p>	<p>RO57: Topic Area 1: Preconception health and reproduction</p> <p><i>1.1 Factors affecting preconception health for women and men</i></p> <p><i>1.2 Other factors affecting the preconception health for women</i></p> <p><i>1.3 Types of contraception methods and their advantages and disadvantages</i></p> <p><i>1.4 The structure and function of the reproductive systems</i></p> <p>Topic Area 2: Antenatal care and preparation for birth</p> <p><i>2.1 The purpose and importance of antenatal</i></p>	<p>This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.</p> <p>Students will develop the following skills that are transferable to different real-life contexts, roles or employment:</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>Understanding of reproduction and pre-conceptual, antenatal and postnatal care.</p> <p>Students will develop an appreciation of the importance of creating the</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>Synoptic assessment is included between units RO57 / RO58 / RO59: By -</p> <ul style="list-style-type: none"> showing teaching and learning links between the units across the specification giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. to enable students to demonstrate an 	<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 and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive</p>	<p>Spiritual issues: 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>Moral issues: 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>Ethical issues: understanding the values of</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Respect - 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>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; counsellor, family support worker; play therapist,</p>

		<p><i>clinics</i></p> <p>2.2 <i>Screening and diagnostic tests</i></p> <p>2.3 <i>The purpose and importance of antenatal (parenting) classes</i></p> <p>2.4 <i>The choices available for delivery</i></p> <p>2.5 <i>The role of the birth partner in supporting the mother through pregnancy and birth</i></p> <p>2.6 <i>The methods of pain relief when in labour</i></p> <p>2.7 <i>The signs that labour has started</i></p> <p>2.8 <i>The three stages of labour and their physiological changes</i></p> <p>2.9 <i>The methods of assisted birth</i></p>	<p>Research skills – Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study •</p> <p>Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.</p>	<p>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 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>ability to use and apply a range of different methods and/or techniques</p> <ul style="list-style-type: none"> • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and 	<p>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</p>	<p>care, to promote protection and fair and equal treatment;</p> <p>Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;</p> <p>Cultural issues: 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>Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p>Courage - 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>Wisdom - 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>social worker, youth worker; etc...</p>
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						justify their decisions, choices and recommendations.				
Half term 2: Oct - Dec	<p>Unit RO57: Health and well-being for child development</p> <p>Preparation for PPE Full Paper (NOV) :</p> <p>and</p> <p>External Examination Preparation</p> <p>RO57 - first sitting external examination January Series (Full Paper)</p>	<p>RO57: Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p> <p><i>3.1 Postnatal checks</i></p> <p><i>3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why</i></p> <p><i>3.2 Postnatal care of the mother and baby</i></p> <p><i>3.3 The developmental needs of children from birth to five years</i></p> <p>Topic Area 4: Childhood illnesses and a child safe environment</p> <p><i>4.1 Recognise general signs and symptoms of illness in children</i></p> <p><i>4.2 How to meet the needs of an ill child</i></p> <p><i>4.3 How to ensure a child-friendly safe environment</i></p>	<p>Generic skills -</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>To enable learners to evaluate and justify their decisions, choices and recommendations</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>Understanding 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.</p> <p>This includes creating a child-friendly home environment,</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>Synoptic assessment is included between units RO57 / RO58 / RO59: By -</p> <ul style="list-style-type: none"> • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that 	<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</p>	<p>Spiritual issues: 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>Moral issues: 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>Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;</p> <p>Social issues: how child development and care can affect</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Respect - 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>Community - To learn in a supportive and vibrant environment, where every student feels</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; counsellor, family support worker; play therapist, social worker, youth worker; etc...</p>

			<p>Subject specific skills -</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>present information clearly and accurately, using a wide range of terminology.</p>	including social safety and the care, management and prevention of childhood illnesses.	Teachers teach each of the three units completely separately as if they were three standalone units.	<p>encourages students to put forward different ideas and/or explanations to support decisions they have made</p> <ul style="list-style-type: none"> • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations. 	<p>questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar</p>	<p>the quality of life experienced and how individuals' requirements are met;</p> <p>Cultural issues: 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>valued, included, and empowered.</p> <p>Courage - 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>Wisdom - 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>Half term 3: Jan - Feb</p>	<p>Unit RO57: Health and well-being for child development</p> <p>Examination Preparation</p> <p>RO57 - first sitting external examination January Series (Full Paper)</p>	<p>Unit RO57: Health and well-being for child development</p> <p>Examination preparation and revision</p> <p>Topic Area 1: Preconception health and reproduction</p> <p>Topic Area 2: Antenatal care and preparation for birth</p> <p>Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p> <p>Topic Area 4: Childhood illnesses and a child safe environment</p>	<p>Generic skills -</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>To enable learners to evaluate and justify their decisions, choices and recommendations</p> <p>Subject specific skills -</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>Understanding 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.</p> <p>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 RO57 / RO58 / RO59: By -</p> <ul style="list-style-type: none"> • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made 	<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>Spiritual issues: 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>Moral issues: 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>Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;</p> <p>Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;</p> <p>Cultural issues: helping learners</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Respect - 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>Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p>Courage - Having courage to persevere through personal and academic challenges,</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; counsellor, family support worker; play therapist, social worker, youth worker; etc...</p>
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			<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>present information clearly and accurately, using a wide range of terminology.</p>			<ul style="list-style-type: none"> • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations <p>Students gain evidence of work through:</p>	WAGOLL / exemplar	<p>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>raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p>Wisdom - 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>Mid Jan:</p> <p>Unit RO58:</p> <p>Create a safe environment and understand the</p>	<p>RO58:</p> <p>Topic Area 1: Creating a safe environment in a childcare setting</p> <p><i>1.1 Plan to create a safe environment in a</i></p>	<p>As above for Unit RO57</p>	<p>Students will investigate the different equipment and nutritional requirements of children from birth to five years.</p>	<p>Dept will now have OCR-set assignment / tasks..</p> <p>Dept can also adapt / write their own assignments.</p>	<p>Students gain evidence of work through:</p>	<p>As above for Unit RO57</p>	<p>As above for Unit RO57</p>	<p>As above for Unit RO57</p>	<p>As above for Unit RO57</p>	<p>As above for Unit RO57</p>

	<p>nutritional needs of children from birth to five years:</p>	<p><i>childcare setting</i></p> <p>Topic Area 2: Choosing suitable equipment for a childcare setting</p> <p><i>2.1 Essential equipment and factors for choice</i></p> <p>Topic Area 3: Nutritional needs of children from birth to five years</p> <p><i>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</i></p> <p><i>3.2 Essential nutrients and their functions for children from birth to five years</i></p> <p><i>3.3 Plan for preparing a feed/meal</i></p> <p><i>3.4 How to evaluate planning and preparation of a feed/meal</i></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>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 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>Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/articl e Nutritional analysis/food programme Recommended Nutritional Values (RDV's RDI's) Interviews/questi onnaires Witness Statements.</p>				
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<p>Half term 4: Feb - Easter</p>	<p>Unit R059: Understand the development of a child from one to five years</p>	<p>Unit R059: Topic Area 1: Physical, intellectual and social developmental norms from one to five years</p> <p><i>1.1 The expected development norms from one to five years from the following developmental areas</i></p> <p>Topic Area 2: Stages and types of play and how play benefits development</p> <p><i>2.1 The stages of play</i> <i>2.2 The types of play</i> <i>2.3 How play benefits development</i></p> <p>Topic Area 3: Observe the development of a child aged one to five years</p> <p><i>3.1 Observation and recording</i></p> <p>Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p> <p><i>4.1 Plan and evaluate play activities</i></p>	<p>This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.</p> <p>Students will develop the following skills that are transferable to different real-life contexts, roles or employment:</p> <p>Research skills – Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study •</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>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. 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>Dept will now have OCR-set assignment / tasks..</p> <p>Dept can also adapt / 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>Teachers may not consider synoptic evidence for their Students to meet the marking criteria grid.</p>	<p>Students gain evidence of work through:</p> <p>Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/articled, Interviews/questionnaires Witness Statements</p> <p>RO59: 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:</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in real time 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>Spiritual issues: 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>Moral issues: 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>Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;</p> <p>Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;</p> <p>Cultural issues: helping learners</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Respect - 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>Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p>Courage - Having courage to persevere through personal and academic challenges,</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; counsellor, family support worker; play therapist, social worker, youth worker; etc...</p>
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			<p>Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.</p>			<p>Presentation slides with notes Wall chart poster Collage Leaflets/booklet</p>	<p>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>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>raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.</p> <p>Wisdom - 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>Half term 5 : Easter - May</p>	<p>Completion and preparation for Moderation (15th May 2023)</p> <p>Unit R058:</p> <p>Create a safe environment and understand the nutritional needs of children from birth to five years:</p> <p>Unit R059:</p> <p>Understand the development of a child from one to five years</p>	<p>RO58:</p> <p>Topic Area 1: Creating a safe environment in a childcare setting</p> <p>Topic Area 2: Choosing suitable equipment for a childcare setting</p> <p>Topic Area 3: Nutritional needs of children from birth to five years</p> <p>Unit R059:</p> <p>Topic Area 1: Physical, intellectual and social developmental norms from one to five years</p> <p>Topic Area 2: Stages and types of play and how play benefits development</p> <p>Topic Area 3: Observe the development of a child aged one to five years</p> <p>Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of</p>	<p>This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that are transferable to different real-life contexts, roles or employment:</p> <p>Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.</p>	<p>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>RO59:</p> <p>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. Students will be able to apply their knowledge and understanding, through practical</p>	<p>Dept will now have OCR-set assignment / tasks..</p> <p>Dept can also adapt / write their 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 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>Equipment needs for children from birth to five years</p> <p>Nutritional requirements for children from birth to five years</p> <p>Current government guidelines for children birth to five years</p> <p>Feeding outcome for one stage from birth to five years.</p> <p>Students gain evidence of work through:</p> <p>Written/typed report</p> <p>Online/shop visit</p> <p>log</p> <p>Information booklets/leaflets</p> <p>PowerPoint presentation</p> <p>Storyboard/article</p> <p>Nutritional analysis/food programme</p> <p>Recommended Nutritional Values (RDV's RDI's)</p> <p>Interviews/questionnaires</p> <p>Witness Statements</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>Spiritual issues:</p> <p>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>Moral issues: 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>Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;</p> <p>Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;</p> <p>Cultural issues: helping learners appreciate that</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Respect - 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>Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.</p> <p>Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and</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; counsellor, family support worker; play therapist, social worker, youth worker; etc...</p>
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			present information clearly and accurately, using a wide range of terminology.							
<p>Half term 6: May - July</p>	<p>Revision and examination preparation:</p> <p>RO57: Health and well-being for child development</p> <p>June - July: Start of Yr 13 TBC:</p>	<p>Revision and examination preparation:</p> <p>RO57: Topic Area 1: Preconception health and reproduction</p> <p>Topic Area 2: Antenatal care and preparation for birth</p> <p>Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p> <p>Topic Area 4: Childhood illnesses and a child safe environment</p> <p>Enrichment project / work experience etc;</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>Subject specific skills -</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>Understanding 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</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>Synoptic assessment is included between units RO57 / RO58 / RO59: By -</p> <ul style="list-style-type: none"> • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that 	<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</p>	<p>Spiritual issues: 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>Moral issues: 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>Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;</p> <p>Social issues: how child development and care can affect</p>	<p>Considering the values, attitudes and roles that prevail in communities.</p> <p>Respect - 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>Community - To learn in a supportive and vibrant environment, where every student feels valued, included,</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; counsellor, family support worker; play therapist, social worker, youth worker; etc...</p>

			<p>Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>Sourcing relevant statistical and normative data.</p> <p>Recall, select and apply detailed knowl and thorough understanding of child development</p> <p>Present information clearly and accurately, using a wide range of terminology.</p>	<p>safety and the care, management and prevention of childhood illnesses.</p>	<p>Teachers teach each of the three units completely separately as if they were three standalone units.</p>	<p>encourages students to put forward different ideas and/or explanations to support decisions they have made</p> <ul style="list-style-type: none"> • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations. 	<p>questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar</p>	<p>the quality of life experienced and how individuals' requirements are met;</p> <p>Cultural issues: 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>and empowered.</p> <p>Courage - 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>Wisdom - 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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