

Subject Title: Cambridge Nationals Level 1/Level in 2 Child Development			Exam board: OCR			Subject Code: J809	
	Year	Term 1		Term 2		Term 3	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit R057: Health and well-being for child development (Exam Unit)</b>  <b>Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years (NEA Unit)</b>	10	<b>R059 1.1</b> Expected development norms  <b>R059 3.1</b> Ways to observe and record the development of a child (working on live assessment material)  <b>R057 1.1</b> Preconception health and Reproduction	<b>R059 2.1 and 2.2</b> The stages and types of play activity  <b>R059 2.3</b> How play benefits development (working on live assessment material)  <b>R059 4.1</b> Planning play activities. (working on live assessment material)  <b>R059 4.2</b> Evaluating play activities (working on and completion of R059).	<b>R058 1.1</b> Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them.  <b>R058 2.1</b> Choosing suitable essential equipment for a childcare setting. (working on live assessment material)  <b>R057 4.3</b> How to ensure a child-friendly safe environment	<b>R058 3.1</b> Current Government dietary recommendations,  <b>R058 3.2</b> Nutrients and their functions  <b>R058 3.3</b> Plan and prepare a feed/meal.  <b>R058 3.4</b> How to evaluate planning and preparation of a feed/meal. Complete assessment.  <b>R057 3.3</b> Developmental needs of the child	<b>R058</b> <b>Completion and submission of Coursework for both NEAs. Students respond to feedback and make final improvements prior to submission.</b>  <b>R057 1.4</b> The structure and function of the reproductive systems	<b>R057 1.4</b> Menstruation  <b>R057 1.3</b> Types of contraception and their advantages and disadvantages.
<b>Unit R059: Understand the development of a child from one to five years (NEA Unit)</b>	11	<b>R057 3.3</b> Developmental needs of the child	<b>R057 2</b> Antenatal care and preparation for birth	<b>R059</b> <b>Completion and submission of Coursework for both NEAs. Students respond to feedback and make final improvements prior to submission</b>  <b>R057 3</b> Postnatal checks, postnatal care and the conditions for development	<b>R057 4</b> Childhood Illnesses and a child-safe environment.	<b>Revision of R057 in preparation for the exam.</b>	

Year	Term	What knowledge, understanding and skills will be taught?
10	Autumn	<p><b>Key knowledge R059</b></p> <ul style="list-style-type: none"> <li>To know the developmental norms of a child from one to five years for physical, intellectual and social development.</li> <li>To know the stages and types of play and the benefits to the development of a child from one to five years. To know what it is necessary to observe the development of a child aged one to five years including the different methods of observation and recording.</li> <li>To know what to include in planning of activities for a child aged one to five years and reasons why; including safety considerations.</li> <li>To know how to evaluate play activities for a child aged one to five years for a chosen developmental area.</li> </ul> <p><b>Understanding R059</b></p> <ul style="list-style-type: none"> <li>Physical development: gross motor skills, fine motor skills. Intellectual development: language, reading and writing, communication, number skills. Social development: communicating with others, acceptable behaviour, sharing, independence/self-esteem</li> <li>Understand that development is holistic: as children develop, they should reach specific developmental norms at certain ages; the sequence of physical, intellectual and social development; that some children may develop differently in some areas due to disability or any other reason</li> <li>To understand the different stages and type of play and how these benefit developments: solitary, parallel, associate, co-operative, manipulative play, co-operative play, imaginative play, physical play, creative play, physical development, intellectual development, social skills, creative skills</li> <li>To understand the different methods of observation for play activities: narrative, checklist, snapshot, time sample, participative, non-participative. To understand the different methods of recording play activities: chart, written, child's work, and photographs</li> <li>To understand the necessary requirements to plan play activities for a chosen developmental area: chosen activity, reason for choice, aims, developmental area, timing, safety considerations, appropriate resources, how to introduce the activity to the child</li> <li>To understand the process of evaluating plans for play activities: feedback, self-reflection of successes, strengths and weaknesses</li> <li>To understand the use of recommendations and feedback to improve activities and further planning.</li> </ul> <p><b>Understanding R057 (Synoptic link)</b></p> <ul style="list-style-type: none"> <li>To understand the importance of each developmental need: rest/sleep, fresh air, exercise, cleanliness/hygiene, stimulation, routine, socialisation/play, opportunities for listening and talking, and acceptable patterns of behaviour.</li> </ul> <p><b>Key Knowledge R057</b></p>

		<ul style="list-style-type: none"> <li>• To know the factors affecting pre-conception health for women and men.</li> <li>• To know the types of contraception methods and their advantages and disadvantages.</li> <li>• To know the structure and function of the female and male reproduction systems.</li> <li>• To know how reproduction takes place and the signs and symptoms of pregnancy.</li> <li>• To know the purpose and importance of antenatal clinics, the reasons for screening and tests and what conditions they can identify.</li> <li>• To know the reasons for a diagnostic tests and what conditions they can identify.</li> <li>• To know the purpose and importance of antenatal classes.</li> <li>• To know the choices available for delivery, the methods of pain relief for labour.</li> <li>• To know the role of the birth partner in supporting the mother through pregnancy and birth.</li> <li>• To know the signs that labour has started, the three stages of labour as well as the physiological changes.</li> <li>• To know the methods of assisted birth.</li> </ul> <p><b>Understanding R057</b></p> <ul style="list-style-type: none"> <li>• To understand why pre-conception health matters and how each of the factors can affect the chances of conceiving for women and men.</li> <li>• To understand the reasons for taking folic acid before pregnancy and the importance of the other being up to date with immunisation.</li> <li>• To understand how contraception prevents pregnancy and the personal choices due to circumstances such as breastfeeding.</li> <li>• To understand how each part of the male and female reproductive system works and what happens during the menstrual cycle for the first day of woman’s menstruation to the day before her next period.</li> <li>• To understand what happens during reproduction, and when an embryo becomes a foetus. To understand how multiple pregnancies, occur.</li> <li>• To understand the common signs and symptoms of pregnancy. To understand how antenatal clinics, prepare the mother for a safe pregnancy and delivery and how each health professional supports the pregnant mother and unborn child.</li> <li>• To understand the difference between screening and diagnostic tests and why these need to be carried out.</li> <li>• To understand the importance of antenatal classes and why breast feeding is encouraged for at least the first two weeks.</li> <li>• To understand the reasons for choosing a hospital or home birth and the advantages and disadvantages of those choices.</li> <li>• To understand how the birth partner can offer physical and emotional support and the benefits the partner brings.</li> <li>• To understand the advantages and disadvantages of the different pain relief methods for labour.</li> <li>• To understand the signs that indicate labour has started and what happens at each stage.</li> <li>• To understand why assisted delivery methods may be necessary.</li> </ul> <p><b>Skills R057</b></p> <ul style="list-style-type: none"> <li>• During the external assessment, students are expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts and scenarios.</li> </ul> <p><b>Skills R059</b></p> <ul style="list-style-type: none"> <li>• Explain using examples, the expected physical, intellectual and social developmental norms for a child aged 4 to 5 years.</li> <li>• Choose an observation and recording method for the child you are observing and explain the reasons for your choice.</li> <li>• Complete your observation and record your findings.</li> <li>• Use your findings to identify the stage of development your child has reached and compare the child with the expected developmental norms for their age against the intellectual development area.</li> <li>• Include examples to support your comparisons of developmental norms.</li> <li>• Choose a suitable play activity, explain why this activity is appropriate for the area of development the stage, and type of play the benefits of the activity to the child.</li> <li>• Produce a plan for your play activity to include: intellectual development, aim of the activity, description of the activity, timing for the activity, safety considerations, resources needed, how the activity will be introduced to the child.</li> </ul> <p><b>Skills R057 (Synoptic link)</b></p> <ul style="list-style-type: none"> <li>• During the external assessment, students are expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts and scenarios.</li> <li>• For the NEA, students will have to demonstrate their understanding through the use of synoptic links. .</li> </ul>
10	Spring	<p><b>Key Knowledge R058</b></p> <ul style="list-style-type: none"> <li>• Plan to create a safe environment in a childcare setting.</li> <li>• Choosing suitable equipment for a childcare setting and the factors for choice affecting suitability of equipment.</li> <li>• To know the nutritional needs of children from birth to five years including the current Government dietary recommendations for healthy eating, the essential nutrients and their functions.</li> <li>• To know how to plan for preparing a feed/meal and to evaluate planning and preparation of a feed/meal.</li> </ul> <p><b>Key knowledge R057 (Synoptic link)</b></p> <ul style="list-style-type: none"> <li>• To know the developmental needs of children from birth to five years and to know how these needs can be met.</li> </ul> <p><b>Understanding R058</b></p> <ul style="list-style-type: none"> <li>• To understand the provision for a nurturing, safe and fun nursery environment which includes the different types of essential equipment: travelling, sleeping, feeding, changing, indoor, and outdoor playing.</li> <li>• To understand the factors affecting the suitability and choice: age and weight appropriateness, safety, design, durability and cost.</li> <li>• To understand the reasons why accidents, happen in a childcare setting: the environment, lack of supervision or untrained staff, safety equipment, and part of a child’s growth and development and to know the types of common childhood accidents: choking and suffocation, burns, falls, electric shocks, drowning, poisoning, cuts and grazes and trapped fingers.</li> <li>• To understand the planning for preventing accidents in a childcare setting: different areas in a childcare setting, appropriate equipment for the area, placement of equipment in the area, supervision/staffing requirements for the area, safety considerations, and reasons for plan choices.</li> <li>• To understand the dietary requirements for children from 0 to 5 years.</li> <li>• To understand the current government recommendations for healthy eating for children from birth to five years: the Eatwell Guide, 5 a day, and British Nutritional Foundation recommendations.</li> <li>• To understand that the essential nutrients have specific functions: proteins for growth and repair, carbohydrates for producing energy, fats for warmth and protection, vitamins for prevention of diseases, minerals for bone strength, teeth and immune system, fibre for the digestive system and water for hydration.</li> <li>• To understand how food sources, meet nutritional needs from birth to five years including the weaning stages.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand the process of preparing a feed/meal: equipment, ingredients and quantities, safety and hygiene.</li> <li>To understand the value of evaluating planning and preparing a feed/meal: strengths/weaknesses, and improvements and changes</li> </ul> <p><b>Understanding R057 (Synoptic link)</b></p> <ul style="list-style-type: none"> <li>To understand the importance of each developmental need: warmth, feeding, rest/sleep, cleanliness/hygiene, stimulation, routine, socialisation/play, opportunities for listening and talking, and acceptable patterns of behaviour.</li> <li>To understand what a hazard is and know how these can be prevented in a childcare setting.</li> <li>To know the importance of safety labelling: BSI kite mark, the lion mark, age advice symbol, the CE symbol and UKCA, and children’s nightwear labelling.</li> </ul> <p><b>Skills R058</b></p> <ul style="list-style-type: none"> <li>Research three pieces of the same equipment type for one of the following purposes at the nursery, as given in the current assignment brief.</li> <li>For each piece of equipment, explain suitability by considering the factors as given in the current assignment brief.</li> <li>Choose the piece of equipment you consider is the most suitable. Evaluate their choice. Say why they have chosen it and rejected the others.</li> <li>Design an area layout for the nursery that is age appropriate as given in the current assignment brief.</li> <li>Explain what types of potential accidents that can occur lining it to your plan.</li> <li>Explain why accidents can happen in a childcare setting.</li> <li>Consider prevention of potential accidents from happening in the area designed.</li> <li>Justify why their design creates a safe environment.</li> <li>Compare milk formulas for babies as given in the current assignment brief and describe how each formula meets the nutritional needs of babies aged 0–6 months.</li> <li>Recommend a two-course meal for serving as given in the current assignment brief.</li> <li>Describe how their meal choice meets the nutritional needs of a child of an age as given in the current assignment brief.</li> <li>Explain how their meal choice meets the Government dietary recommendations.</li> <li>Produce a plan for preparing a bottle feed including: equipment, ingredients and quantities, safety, hygiene and make the bottle. Evaluate their own performance, considering: strengths and weaknesses of planning and preparation and make suggestions for improvements and/or changes.</li> </ul> <p><b>Skills R057 (Synoptic link)</b></p> <ul style="list-style-type: none"> <li>During the external assessment, students are expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts and scenarios. For the NEA, students will have to demonstrate their understanding through the use of synoptic links.</li> </ul>
10	Summer	<p><b>R058 &amp; R059 – Completion and submission of Coursework for both NEAs. Students respond to feedback and make final improvements prior to submission.</b></p> <p><b>Key Knowledge R057</b></p> <ul style="list-style-type: none"> <li>Types of contraception methods and their advantages and disadvantages. The structure and function of the reproductive systems for both male and female to include menstruation.</li> </ul> <p><b>Understanding R057</b></p> <ul style="list-style-type: none"> <li>To understand how the different methods of contraception work based on their classification: barrier, hormonal and natural methods, and to understand how each type prevents pregnancy.</li> <li>To understand that each type has advantages and disadvantages when used correctly and depending on personal circumstances such as breastfeeding.</li> <li>To understand the structure and function of the female reproductive system including: ovaries, fallopian tubes, uterus/womb, cervix, vagina.</li> <li>To understand what happens during the menstrual cycle from the first day of a woman’s menstruation (a period) to the day before her next period starts through the interpretation of a menstrual diagram.</li> <li>To understand the structure and function of the male reproductive system including: testes, sperm duct/epididymis, urethra, penis, vas deferens and seminal vesicle.</li> </ul> <p><b>Skills R057</b></p> <p>During the external assessment, students are expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts and scenarios.</p>
	<b>Why has the curriculum been sequenced this way?</b>	<p>This qualification is made up of three compulsory units; two NEAs and one Exam unit. The exam is terminal which means that the NEAs have to be submitted before or at the same time as the Exam to qualify for certification. The exam unit is worth 40% of the final grade and each NEA is worth 30%. NEA units require students to make synoptic links with the Exam unit to have access to the highest mark band; while vice-versa does not apply. It would seem appropriate to start the course by teaching first the exam unit, but because the exam is terminal, the exam unit is delivered mainly during year 11, to ensure continuity and focus for the students; with the exception of two subtopics which are taught during the delivery of the NEAs and at the appropriate times, to allow students to make the necessary synoptic links and have access to the highest mark bands.</p>
	<b>How does this build on the previous year’s learning, and prepare for the following term/year?</b>	<p>This qualification does not require students to have prior knowledge. However, it builds on knowledge acquired during KS3 in Biology studies on human reproduction, Food Technology studies on nutrition and healthy eating, Personal Development studies on sex education and pregnancy, personal growth, effects of smoking, alcohol and drug consumption. Previous experience on research, being able to evaluate and self-reflect, communication skills and assignment writing skills would also be beneficial, as this qualification builds up on those skills.</p> <p>As the NEA units and the Exam unit are mainly independent units (with the exception of the synoptic links requirements), the students would have completed now all the practical elements of the qualification and they will now be ready for the exam unit and the preparation of their examination. Two subtopics have already been taught for the specific requirement for students to make synoptic links, however these will also be taught/revised in the context of the exam unit to ensure students get a holistic view of the unit and ensure consolidation.</p>

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11	Autumn	<p><b>Key knowledge R057 (Synoptic link)</b></p> <p>To know the developmental needs of children from birth to five years and to know how these needs can be met. To know how to ensure a child-friendly safe environment</p>
11	Spring	<p><b>Key Knowledge R057</b></p> <ul style="list-style-type: none"> <li>To know the checks that are carried out on the baby within one to five days of birth. To know the postnatal care of the mother. To know the developmental needs of children from birth to five years. To know the general signs and symptoms of illness in children. To know the needs of an ill child. To know what makes a child-friendly environment and the common hazards.</li> </ul> <p><b>Understanding R057</b></p> <ul style="list-style-type: none"> <li>To understand the reasons why physical examinations are performed on the baby within one to five days of birth: feet, fingers, hips, eyes, heart, testicles in boys, fontanelle and heel prick test.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand the role of the health visitor and the support they provide, including SIDS.</li> <li>To understand the support provided by partner, family and friends. To understand the purpose of the mother's 6-week check with the GP.</li> <li>To understand the importance of each developmental need: warmth, feeding, love and emotional security, rest/sleep, fresh air, exercise, cleanliness/hygiene, stimulation, routine, shelter/home, socialisation/play, opportunities for listening and talking, and acceptable patterns of behaviour.</li> <li>To understand the physical, social, emotional and intellectual needs and how each need can be met when a child is ill.</li> <li>To understand the signs, symptoms and treatment of mumps, measles, meningitis, tonsillitis, chickenpox, common cold and gastroenteritis and when to seek emergency medical help; to include: breathing difficulties, unresponsive, limp, high fever and seizures/fitting.</li> <li>To understand the common hazards and how these can be prevented, within the home: kitchen, toilets/bathroom, stairs, play areas/garden and bedroom; and road safety.</li> <li>To understand how to prevent the common hazards including the use of appropriate safety equipment.</li> <li>To understand the importance of safety labelling: BSI kite mark, lion mark, age advice symbol, CE and UKCA symbols and children's nightwear labelling.</li> <li>To understand their meaning and why it is used on specific products.</li> </ul> <p><b>Skills R057</b> During the external assessment, students are expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts and scenarios.</p>
11	Summer	Revision of R057

<p><b>Why has the curriculum been sequenced this way?</b></p> <p><b>How does this build on the previous year's learning, and prepare for the following term/year?</b></p>	<p>The NEA units have now been complete and during year 11 students will learn and prepare for their final examination. The Exam Unit will be taught in the order suggested by the examination board OCR, as the topics are sequential. Pre-conception health is taught first and the subtopics taught during year 10 will be revisited at the appropriate times again to ensure continuity, context for the exam unit and consolidation. The topic ends with conception which leads to antenatal care. Antenatal care topic ends with birth which leads onto Postnatal care. The last topic is childhood illnesses and a safe child-friendly environment. The subtopics taught during the NEA units for the purpose of making synoptic links will also be revisited within the relevant topics to ensure context and continuity of the exam unit.</p> <p>This qualification is designed to meet the Department for Education's characteristics for a Technical Award and so it fully equips students to progress onto other related study, such as qualifications in Childcare or Health and Social Care as well as A levels in Biology, Psychology and Sociology. This qualification could also contribute towards meeting the entry requirements for training in midwifery, teaching, maternity care, nursing, and working with children in care. There are also many apprenticeship opportunities available within childcare and child development.</p>
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<b>Key vocabulary</b>	<p><b>Key terms:</b> Terminology is introduced in context and is clearly signposted in lessons and resources. Students will record these in folders (NHTW). Further opportunities are addressed in the drafting and re-drafting of coursework.</p> <p><b>Barriers to literacy:</b> difficulties in; interpreting specialist language in mark schemes, however OCR has produced an explanation of their command words for both the Exam Unit and the NEAs. Difficulties in applying knowledge to extended exam questions, writing extended responses as well as drawing conclusions and evaluating for the NEA units. In an attempt to overcome these barriers, NHTW and clear links will be made during plenary.</p> <p><b>Tier 2 words :</b> <a href="https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf">https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf</a> Command verbs pages 59 - 60</p> <p><b>Tier 3 words :</b> <a href="https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf">https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf</a> RO 57 – pages 15-20, RO 58 – pages 22-24, RO 59 – pages 29-32</p>
<b>Careers Links</b>	Nursery and pre-school practitioners, child minder, child care, midwifery, neonatal nurse, paediatric nurse, paediatrician, teacher, paediatric mental health, children's counselling, teaching assistant, learning support assistant, pastoral support, children's health care visitor, child welfare worker.
<b>Employability Skills</b>	<p>Aiming high      Literacy</p> <p>Creativity        Numeracy</p> <p>Leadership        Independence</p> <p>Listening          Communication</p> <p>Presenting        Teamwork</p> <p>Problem solving   Staying positive</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>A visit to a nursery to explore how to create a safe environment for babies and young children.</li> <li>A Guest Visit. Owner and Manager of a nursery will be speaking to Year 10 students about the government guidelines on nutrition for nurseries and pre-school. Students will have the opportunity to pose questions and interact with the guest during class time.</li> <li>A Guest Visit. A mid-wife student and/or a qualified midwife will be speaking to year 11 about pre-conception health, antenatal and postnatal care. Students will have the opportunity to pose questions to enrich and further develop the knowledge acquired during lessons.</li> </ul>
<b>Assessment</b>	<p>RO 58: Assignments MB1 MB2 MB3</p> <p>RO59: Assignments MB1 MB2 MB3</p>
<b>Notes</b>	<p>RO57 External Examination May 2024</p> <p>RO58 External Moderation May 2023</p> <p>RO59 External Moderation February 2024</p>