

## **Year 10 Child Development: 2020-2021**

### Child Development- Intent

Studying child development will offer an engaging introduction to childcare courses. The level two course will provide an introduction to similar courses at level 3 and further education and give an insight into careers within childcare and health related professions.

All staff aim to foster enthusiasm in students by providing knowledge of roles within the health and social care sector and by preparing students for careers in related fields through visits and talks. Students will gain an insight into the challenges, excitement, considerations, and responsibilities surrounding a child's development and becoming a parent.

Through the course we encourage the students to have an open mind to different cultures, religions and sexuality and how this could impact the choices made at various stages of reproduction, birth and raising a child. We aim to create a safe and respectful environment for the students to listen whilst sharing their own experiences and celebrating diversity.

Our intention is to further develop students' knowledge of reproduction and contraception which they already have from science and PDT lessons and link this to the stages of antenatal care all the way through to the toddler years. Students will learn about the best conditions to help a child thrive both physically and emotionally.

Within the NEA coursework elements students will develop an understanding of the resources needed in a nursery and how to plan for a safe and stimulating environment, as well as nutrition appropriate for a young child and a balanced meal. Student will undertake practical tasks involves planning and preparing a two-course meal appropriate for a four-year-old and after researching and planning play activities they will observe a child playing. The benefits of play will be considered, how it affects the development of a child, then evaluation will be made in comparison to their developmental norms.

All staff are committed to supporting students through each stage of their NEA coursework, through teacher led lessons, time to work independently during lesson time and regular feedback. Students are shown how to conduct effective research, how to plan, different observational methods and how to evaluate, which are all transferable skills to other GCSE courses and skills required for further education. Exam structure is explicitly taught in preparation for the examination topic, alongside revision techniques. Homework is set regularly to support the learning completed in the classroom and to further develop students' knowledge and skills.

What are we learning?	Our Intention: what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<b>Learning Outcome 1: Understand reproduction and the roles and responsibilities of parenthood</b>	<p><b>Knowledge</b></p> <p>Students will learn about: The wide range of factors which affect the decision to have children, i.e.</p> <ul style="list-style-type: none"> <li>• relationship between partners</li> <li>• finance</li> <li>• parental age</li> <li>• peer pressure/social expectations</li> <li>• genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy)</li> </ul> <p>Pre-conception health, i.e.</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• healthy weight</li> <li>• dangers of smoking/alcohol/recreational drugs</li> <li>• up-to-date immunisations</li> </ul> <p>Roles and responsibilities of parenthood, i.e.</p> <ul style="list-style-type: none"> <li>• meeting primary needs, i.e. <ul style="list-style-type: none"> <li>- food</li> <li>- clothing</li> <li>- shelter</li> </ul> </li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• 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</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• 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.</li> <li>• understand and be familiar with the different command</li> </ul>	<p>Child development will be a new course, that students will not have studied at KS3, some areas may have been covered by science at KS3 or in PDT lessons. For example, students will know the requirements for good physical health in general but will now be applying this to pre- conceptual health in adulthood.</p> <p>Students have covered some contraceptive methods in year 8 and year 10. We will look at this in more depth in child development. The reproductive organs and reproduction is covered in science which we will build upon.</p>	<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p><a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx</a></p> <p><a href="http://www.channel4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002">http://www.channel4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002</a></p> <p><a href="http://www.bbc.co.uk/education/clips/zsrg9j6">http://www.bbc.co.uk/education/clips/zsrg9j6</a></p>

	<ul style="list-style-type: none"> <li>- warmth</li> <li>- rest/sleep</li> <li>- providing love and nurture</li> <li>- socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models)</li> </ul> <p>To recognise and evaluate methods of contraception, their efficiency and reliability, i.e.</p> <ul style="list-style-type: none"> <li>• barrier methods, i.e. <ul style="list-style-type: none"> <li>- male and female condoms</li> <li>- diaphragm or cap</li> <li>- contraceptive pill, i.e. combined / progestogen-only</li> </ul> </li> <li>• contraceptive injection</li> <li>• contraceptive patch</li> <li>• intrauterine device and intrauterine system</li> <li>• contraceptive implant</li> <li>• natural family planning</li> <li>• emergency contraceptive pill</li> </ul> <p>The structure and function of male and female reproductive systems, i.e.</p> <ul style="list-style-type: none"> <li>• female reproductive system, i.e. <ul style="list-style-type: none"> <li>- ovaries</li> <li>- fallopian tubes</li> <li>- uterus/lining of the uterus</li> </ul> </li> </ul>	<p>verbs e.g. identify, state, name, describe and explain.</p> <ul style="list-style-type: none"> <li>• Produced well structured, clear and concise responses for extended response Questions: 2(e) and 5(d).</li> <li>• Apply knowledge and understanding to Section A questions based on a scenario or set in a particular context.</li> </ul>		
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	<ul style="list-style-type: none"> <li>- cervix</li> <li>- vagina</li> <li>- the menstrual cycle</li> </ul> <ul style="list-style-type: none"> <li>• male reproductive system, i.e. <ul style="list-style-type: none"> <li>- testes</li> <li>- sperm duct system/epididymis</li> <li>- urethra</li> <li>- penis</li> <li>- vas deferens</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• how reproduction takes place, i.e. <ul style="list-style-type: none"> <li>- ovulation</li> <li>- conception/fertilisation</li> <li>- implantation</li> <li>- development of the embryo</li> <li>- development of the foetus</li> <li>- multiple pregnancies</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• the signs and symptoms of pregnancy, i.e. <ul style="list-style-type: none"> <li>- missed period</li> <li>- breast changes</li> <li>- passing urine frequently</li> <li>- tiredness</li> <li>- nausea</li> </ul> </li> </ul> <p><b>Understanding</b> Students will be able to demonstrate an understanding of the different command terms.</p>			
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	<p>Students will know the factors which affect the decision to have children, how to have good pre-conception health, the roles and responsibilities of parents, the different methods of contraception and the strengths and limitations of each method, the structure and function of the male and female reproductive system, how reproduction takes place and the signs and symptoms of pregnancy.</p> <p><b>Skills</b>  Responsibility for the well-being of a child  An appreciation of the importance of creating the best conditions for a child to thrive  To identify, state, name, describe and explain reproduction and the roles and responsibility of parents  Produce well structured, clear and concise responses  Apply knowledge to a given scenario</p>			
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What are we learning?	Our intention- what knowledge, understanding and skills will we gain?	Evaluation and Assessment methods	Implementation	What additional resources are available?
<p><b>Learning Outcome 2: Understand antenatal care and preparation for birth</b></p>	<p><b>Knowledge</b> Students will learn about: The roles of the different health professionals supporting the pregnant mother, i.e.</p> <ul style="list-style-type: none"> <li>• Midwife</li> <li>• Obstetrician</li> <li>• General Practitioner</li> <li>• Gynaecologist</li> <li>• Paediatrician</li> </ul> <p>The importance of antenatal and parenting classes, i.e.</p> <ul style="list-style-type: none"> <li>• preparing for a safe pregnancy and delivery</li> <li>• preparation of both parents for labour and parenthood</li> <li>• role of father/partner in supporting the mother throughout pregnancy and birth</li> <li>• for the birth to be an emotionally satisfying experience</li> <li>• promotion of healthy lifestyle and breastfeeding</li> </ul> <p>Routine checks carried out at an antenatal clinic, including scans, i.e.</p> <ul style="list-style-type: none"> <li>• weight check</li> <li>• blood tests</li> <li>• blood pressure</li> <li>• urine test</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• 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</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• 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.</li> <li>• understand and be familiar with the different command verbs e.g. identify, state, name, describe and explain.</li> </ul>	<p>Students can build on their own general knowledge or experiences with professionals. Students will conduct research on antenatal classes and appointments.</p>	<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p><a href="http://www.nhs.uk/a-to-z">http://www.nhs.uk/a-to-z</a></p>

	<ul style="list-style-type: none"> <li>• STIs</li> <li>• examination of the uterus</li> <li>• baby's heartbeat</li> <li>• ultrasound dating scan</li> </ul> <p>Specialised diagnostic tests, i.e.</p> <ul style="list-style-type: none"> <li>• ultrasound anomaly scan/mid-pregnancy scan</li> <li>• nuchal fold translucency scan</li> <li>• AFP (alpha fetoprotein) test</li> <li>• CVS (chorionic villus sampling)</li> <li>• Amniocentesis</li> <li>• NIPT blood test (non-invasive prenatal testing)</li> </ul> <p>The choices available for delivery, i.e.</p> <ul style="list-style-type: none"> <li>• hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres)</li> <li>• home birth</li> <li>• domino scheme</li> <li>• private hospital/independent midwife</li> </ul> <p>The stages of labour and the methods of delivery, including pain relief, i.e.</p> <ul style="list-style-type: none"> <li>• stage 1 – neck of the uterus opens</li> <li>• stage 2 – the birth of the baby</li> <li>• stage 3 – delivery of placenta and membranes</li> <li>• methods of delivery, i.e. <ul style="list-style-type: none"> <li>- forceps</li> <li>- ventouse</li> <li>- elective/emergency caesarean section</li> </ul> </li> <li>• pain relief, i.e. <ul style="list-style-type: none"> <li>- gas and air (Entonox)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Produced well structured, clear and concise responses for extended response Questions: 2(e) and 5(d).</li> <li>• Apply knowledge and understanding to Section A questions based on a scenario or set in a particular context.</li> </ul>		
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	<ul style="list-style-type: none"> <li>- pethidine</li> <li>- epidural anaesthetic</li> <li>- TENS</li> <li>- water birth</li> <li>- breathing and relaxation techniques</li> </ul> <p><b>Understanding</b> Students will be able to demonstrate an understanding of the different command terms. Students will know the role of different health professionals, the importance of antenatal and parenting classes, routine checks that are carried out at an antenatal clinic as well as specialised diagnostic tests, the choices available for delivery and the strengths and limitations of each, the different stages of labour and methods of delivery.</p> <p><b>Skills</b> Responsibility for the well- being of a child An appreciation of the importance of creating the best conditions for a child to thrive To identify, state, name, describe and explain Antenatal and post- natal care and labour. Produce well structured, clear and concise responses Apply knowledge to a given scenario</p>			
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What are we learning?	Our intention: what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Learning Outcome 3: Understand postnatal checks, postnatal provision and conditions for development</b></p>	<p><b>Knowledge</b> Students will learn about: The postnatal checks of the newborn baby, i.e.</p> <ul style="list-style-type: none"> <li>• APGAR score</li> <li>• Skin i.e. vernix, lanugo</li> <li>• physical checks <ul style="list-style-type: none"> <li>- weight</li> <li>- length</li> <li>- head circumference</li> <li>- fontanelle</li> <li>- eyes</li> <li>- mouth</li> <li>- feet</li> <li>- fingers</li> <li>- hips</li> </ul> </li> <li>• Reflexes i.e. <ul style="list-style-type: none"> <li>- Sucking</li> <li>- Rooting</li> <li>- Grasp</li> <li>- Walking</li> <li>- startle (Moro)</li> </ul> </li> </ul> <p>The specific needs of the pre-term (premature) baby, i.e.</p> <ul style="list-style-type: none"> <li>• Baby born before 37 weeks</li> <li>• specific needs, i.e. <ul style="list-style-type: none"> <li>- treatment for infection</li> <li>- breathing problems</li> <li>- feeding problems</li> </ul> </li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• 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</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• 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.</li> <li>• understand and be familiar with the different command verbs e.g. identify, state, name, describe and explain.</li> </ul>		<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p><a href="http://www.babycentre.co.uk/a3074/apgar-score">http://www.babycentre.co.uk/a3074/apgar-score</a></p> <p><a href="http://www.netdoctor.co.uk/childrens-health/how-to-discipline-your-child.htm">http://www.netdoctor.co.uk/childrens-health/how-to-discipline-your-child.htm</a></p> <p><a href="http://www.jofrost.com/naughty-step-technique/">http://www.jofrost.com/naughty-step-technique/</a></p>

	<p>The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e.</p> <ul style="list-style-type: none"> <li>• the role of the father/partner</li> <li>• support from other family and friends</li> <li>• information, advice and support from the GP, Midwife and Health Visitor</li> <li>• mother's postnatal check 6 weeks after giving birth</li> <li>• 6-8 week review of baby by Health Visitor or Doctor</li> </ul> <p>Conditions for development, i.e.</p> <ul style="list-style-type: none"> <li>• The importance of the environment to the child and the need for, i.e. <ul style="list-style-type: none"> <li>- love and security</li> <li>- warmth</li> <li>- rest/sleep</li> <li>- exercise/fresh air</li> <li>- cleanliness</li> <li>- stimulation/opportunities to play</li> <li>- opportunities for listening and talking</li> <li>- routine (e.g. bedtime, bath time, feeding)</li> <li>- awareness of Sudden Infant Death Syndrome (SIDS)</li> </ul> </li> <li>• The need for acceptable patterns of behaviour and approaches to discipline, i.e. <ul style="list-style-type: none"> <li>- need for boundaries</li> <li>- consideration of others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Produced well structured, clear and concise responses for extended response Questions: 2(e) and 5(d).</li> <li>• Apply knowledge and understanding to Section A questions based on a scenario or set in a particular context.</li> </ul>		
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- safety
- promoting positive behaviour

**Understanding**

Students will be able to demonstrate an understanding of the different command terms.

Students will know the postnatal checks that are done on a newborn baby, specific needs for a pre- term baby, the postnatal needs for the family, conditions for good development, acceptable behaviour and ways to discipline.

**Skills**

Responsibility for the well- being of a child

An appreciation of the importance of creating the best conditions for a child to thrive

To identify, state, name, describe and explain checks on the newborn and post-natal care.

Produce well structured, clear and concise responses

Apply knowledge to a given scenario

What are we learning?	Our intention: what knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p><b>Learning Outcome 4: Understand how to recognise, manage and prevent childhood illnesses</b></p>	<p><b>Knowledge</b> Students will learn about:</p> <ul style="list-style-type: none"> <li>• How immunity to disease and infection can be acquired, i.e. babies' natural immunity, childhood immunisation and vaccination programmes</li> <li>• reasons for immunisation</li> </ul> <p>How to recognise and treat common childhood ailments and diseases, i.e.</p> <ul style="list-style-type: none"> <li>• general signs of illness</li> <li>• common childhood ailments and diseases</li> <li>• caring for an ill child</li> </ul> <p>When to seek treatment by a doctor, and when emergency medical help should be sought, i.e.</p> <ul style="list-style-type: none"> <li>• key signs and symptoms (e.g. breathing difficulties, unresponsive, limp, high fever, fitting)</li> </ul> <p>Diet-related illnesses, i.e.</p> <ul style="list-style-type: none"> <li>• childhood obesity</li> <li>• deficiency diseases</li> <li>• food intolerances and allergies</li> </ul> <p>The needs of an ill child, i.e.</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• 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</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• 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.</li> <li>• understand and be familiar with the different command</li> </ul>	<p>Students may have some knowledge from their own experiences.</p>	<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p><a href="http://www.netdoctor.co.uk/parenting/a9119/when-your-child-goes-to-hospital/">http://www.netdoctor.co.uk/parenting/a9119/when-your-child-goes-to-hospital/</a></p> <p><a href="http://www.gosh.nhs.uk/parents-and-visitors/advice-when-you-stay/preparing-treatment">http://www.gosh.nhs.uk/parents-and-visitors/advice-when-you-stay/preparing-treatment</a></p> <p><a href="http://www.bbc.co.uk/programmes/b00pg4xj">http://www.bbc.co.uk/programmes/b00pg4xj</a></p> <p><a href="http://www.nhs.uk/change4life/Pages/change-for-life.aspx">http://www.nhs.uk/change4life/Pages/change-for-life.aspx</a></p>

	<ul style="list-style-type: none"> <li>• physical needs</li> <li>• social needs</li> <li>• emotional needs (e.g. explanation of illness)</li> <li>• intellectual needs (e.g. stimulation)</li> </ul> <p>How to prepare a child for a stay in hospital, i.e.</p> <ul style="list-style-type: none"> <li>• hospital/ward visit</li> <li>• acting out fears, hospital games</li> <li>• books and DVDs</li> <li>• explanation and honesty</li> <li>• involvement in child's care</li> </ul> <p><b>Understanding</b> Students will be able to demonstrate an understanding of the different command terms. Students will know how immunity is acquired, how to recognise and treat common illnesses in childhood, when to seek treatment and the different options available, diet- related illness and how they can be avoided, the PIES needs of a child, and how to prepare a child for a stay in hospital.</p> <p><b>Skills</b> Responsibility for the well- being of a child An appreciation of the importance of creating the best conditions for a child to thrive</p>	<p>verbs e.g. identify, state, name, describe and explain.</p> <ul style="list-style-type: none"> <li>• Produced well structured, clear and concise responses for extended response Questions: 2(e) and 5(d).</li> <li>• Apply knowledge and understanding to Section A questions based on a scenario or set in a particular context.</li> </ul>		
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	<p>To identify, state, name, describe and explain childhood illnesses and diseases, when and how to seek treatment.</p> <p>Produce well structured, clear and concise responses</p> <p>Apply knowledge to a given scenario</p>			
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What are we learning?	Our Intention: what knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p><b>Learning Outcome 5: Know about child safety</b></p>	<p><b>Knowledge</b> Students will learn about:</p> <p>How to create a safe, child-friendly environment, i.e.</p> <ul style="list-style-type: none"> <li>• within the home, i.e.               <ul style="list-style-type: none"> <li>- kitchen</li> <li>- bathroom</li> <li>- living room</li> <li>- bedroom</li> <li>- stairs</li> </ul> </li> <li>• garden/play areas</li> <li>• road safety</li> </ul> <p>Safety labelling, i.e.</p> <ul style="list-style-type: none"> <li>• Kite Mark/BSI safety mark</li> <li>• Lion Mark</li> <li>• age advice symbol</li> <li>• CE symbol</li> <li>• children’s nightwear labelling</li> </ul> <p>To be aware of the most common childhood accidents, i.e.</p> <ul style="list-style-type: none"> <li>• Choking and suffocation</li> <li>• Burns</li> <li>• Falls</li> <li>• electric shocks</li> <li>• drowning</li> <li>• poisoning</li> </ul> <p>Social safety, i.e.</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• 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</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• 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.</li> <li>• understand and be familiar with the different command verbs e.g. identify, state, name, describe and explain.</li> </ul>		<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p><a href="http://think.direct.gov.uk/education/early-years-and-primary/">http://think.direct.gov.uk/education/early-years-and-primary/</a></p> <p><a href="http://www.rospa.com/home-safety/">http://www.rospa.com/home-safety/</a></p> <p><a href="http://www.mothercare.com/home-safety/buyersguide-ms-safety-sub1,default,pg.html?q=cooker%20gaurd">http://www.mothercare.com/home-safety/buyersguide-ms-safety-sub1,default,pg.html?q=cooker%20gaurd</a></p> <p><a href="http://think.direct.gov.uk/education/early-years-and-primary/parents/7-to-11s/the-green-cross-code/">http://think.direct.gov.uk/education/early-years-and-primary/parents/7-to-11s/the-green-cross-code/</a></p> <p><a href="http://www.btha.co.uk/toy-safety/symbols/">http://www.btha.co.uk/toy-safety/symbols/</a></p> <p><a href="http://www.nspcc.org.uk/preventing-abuse/">http://www.nspcc.org.uk/preventing-abuse/</a></p> <p><a href="https://www.thinkuknow.co.uk/parents/">https://www.thinkuknow.co.uk/parents/</a></p>

	<ul style="list-style-type: none"> <li>• personal safety awareness, i.e. <ul style="list-style-type: none"> <li>- awareness of strangers (e.g. “stranger danger”)</li> <li>- avoiding inappropriate personal contact (e.g. physical, emotional)</li> </ul> </li> <li>• internet safety, i.e. <ul style="list-style-type: none"> <li>- dangers (e.g. inappropriate content, in-app purchases, befriending strangers)</li> <li>- talking to children about their internet use and how to be safe</li> <li>- safety strategies (e.g. explore sites and apps together, family discussions, set rules and agree boundaries, using safe search facilities and restrictions/parental lock)</li> </ul> </li> </ul> <p><b>Understanding</b> Students will be able to demonstrate an understanding of the different command terms. Students will know how to create a safe and child- friendly environment, different safety labels, common childhood accidents, how to keep a child safe socially and on the internet.</p> <p><b>Skills</b> Responsibility for the well- being of a child An appreciation of the importance of creating the best conditions for a child to thrive</p>	<ul style="list-style-type: none"> <li>• Produced well structured, clear and concise responses for extended response Questions: 2(e) and 5(d).</li> <li>• Apply knowledge and understanding to Section A questions based on a scenario or set in a particular context.</li> </ul>		
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	<p>To identify, state, name, describe and explain how to create a safe and child-friendly environment, different safety labels, common childhood accidents, how to keep a child safe socially and on the internet.</p>			
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What are we learning?	Our Intention: what knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p><b>Learning Outcome 1: Understand the key factors when choosing equipment for babies from birth to 12 months</b></p>	<p><b>Knowledge:</b> Students will learn about:</p> <p>Key equipment to be considered for babies from birth to 12 months, i.e.</p> <ul style="list-style-type: none"> <li>• travelling equipment</li> <li>• feeding equipment</li> <li>• sleeping equipment</li> <li>• clothing and footwear</li> </ul> <p>Key factors to consider when choosing equipment for babies from birth to 12 months, i.e.</p> <ul style="list-style-type: none"> <li>• age-appropriateness</li> <li>• safety (e.g. flammability, stability)</li> <li>• cost</li> <li>• design/ergonomics (e.g. comfort)</li> <li>• durability (e.g. materials)</li> <li>• hygiene (e.g. easy to clean, washable)</li> </ul> <p><b>Understanding</b></p> <p>Students will understand the key equipment needed for a nursery scenario. Taking into consideration a range of factors, students will build an understanding of this in relation to the age range of children within their care.</p> <p><b>Skills:</b></p> <p>Define key terms  Demonstrate independence  Evaluate key factors  Critical thinking  Organisation  Research</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• 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</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• 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.</li> </ul>	<p>Students will build on their own knowledge and experience, if they have had interactions with young children.</p>	<p>Textbook: Cambridge National Level 1/2 Child Development  Author: Miranda Walker</p> <p><a href="https://www.which.co.uk/">https://www.which.co.uk/</a></p>

	Ability to plan			
<b>What are we learning?</b>	<b>Our Intentions: what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<b>Learning Outcome 2: Understand the key factors when choosing equipment for children from one to five years</b>	<p><b>Knowledge:</b> Students will learn about:</p> <p>Key equipment to be considered for children from one to five years, i.e.</p> <ul style="list-style-type: none"> <li>travelling equipment</li> <li>feeding equipment</li> <li>sleeping equipment</li> <li>clothing and footwear</li> </ul> <p>Key factors to consider when choosing equipment for children from one to five years, i.e.</p> <ul style="list-style-type: none"> <li>age-appropriateness</li> <li>safety (e.g. flammability, stability)</li> <li>cost</li> <li>design/ergonomics (e.g. comfort)</li> <li>durability (e.g. materials)</li> <li>hygiene (e.g. easy to clean, washable)</li> </ul> <p><b>Understanding</b></p> <p>Students will understand the key equipment needed for a nursery scenario. Taking into consideration a range of factors, students will build an understanding of this in relation to the age range of children within their care.</p> <p><b>Skills:</b></p> <p>Define key terms Demonstrate independence Evaluate key factors Ability to plan Organisation</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>recall, select and apply detailed knowledge and thorough understanding of child development</li> <li>present information clearly and accurately, using a wide range of terminology</li> <li>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</li> <li>analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate</li> <li>make reasoned judgements and substantiated conclusions</li> <li>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.</li> </ul>	<p>Students will build on their own knowledge and experience, if they have had interactions with young children.</p>	<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p><a href="https://www.which.co.uk/">https://www.which.co.uk/</a></p>

	Critical thinking Research			
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