

Year 11 Child Development: 2021-2022

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 Intentions: what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Learning Outcome 3: Know the nutritional guidelines and requirements for children from birth to five years</p>	<p>Knowledge: Students will learn about:</p> <p>Current government dietary guidelines, i.e.</p> <ul style="list-style-type: none"> • eatwell plate • making healthy choices <p>The functions and sources of nutrients, i.e.</p> <ul style="list-style-type: none"> • macronutrients – protein, fats, carbohydrates • micronutrients – vitamins, A, B group, C,D,E,K, • minerals – calcium and iron • functions of each nutrient, i.e. producing energy, growth and repair, prevention of disease • sources of nutrients, i.e. animal and vegetable sources • additional dietary requirements, i.e. fibre and water <p>Nutritional requirements for stages of feeding children, i.e.</p> <ul style="list-style-type: none"> • nutritional requirements from 0 to 6 months, i.e. <ul style="list-style-type: none"> - breast milk - formula milk - soya milk (e.g. for lactose intolerance) • nutritional requirements from 6 to 12 months, i.e. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • recall, select and apply detailed knowledge and thorough understanding of child development • present information clearly and accurately, using a wide range of terminology • 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 • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions • work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. 	<p>Students will build on their own knowledge and experience, if they have had interactions with young children.</p> <p>Students will have knowledge of nutritional requirements and diet from KS2 and PDT.</p>	<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p>https://www.nhs.uk/start4life/weaning/</p> <p>https://www.tommeetippee.com/en-gb/parent-room/where-do-i-start-with-introducing-food-to-my-baby</p> <p>https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p> <p>https://www.foodfactoflife.org.uk/</p>

	<ul style="list-style-type: none"> - weaning stage 1, i.e. puree - weaning stage 2, i.e. minced (e.g. chicken), finger foods - weaning stage 3, i.e. solid food • nutritional requirements from 1 to 5 years, i.e. main food groups, i.e. <ul style="list-style-type: none"> - bread, other cereals, and potatoes - fruit and vegetables - milk and dairy - meat, fish and alternatives - fatty and sugary foods <p>Understanding Students will understand the nutritional requirements for children from birth to five years and how to make healthy choices to promote development. Students will understand current government guidelines and the stages of feeding children.</p> <p>Skills Define key terms Demonstrate independence Evaluate key factors Ability to plan Organisation Critical thinking Research</p>			
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<p>Learning Outcome 4: Be able to investigate and develop feeding solutions for children from birth to five years</p>	<p>Knowledge: Students will learn about:</p> <p>How to <u>investigate</u> feeding solutions, i.e.</p> <ul style="list-style-type: none"> • nutritional analysis (e.g. labelling, software/apps, eatwell plate/healthy eating) • factors for consideration (e.g. nutrition, cost, time, practicalities/convenience, attractive/appealing meals) • hygiene practices (e.g. personal hygiene, room/equipment, sterilisation) <p>How to develop feeding solutions for babies aged 0 to 6 months, i.e.</p> <ul style="list-style-type: none"> • bottle feeding (e.g. types of formula, bottles and teats, storage, transportation) • breastfeeding (e.g. expressing, storage, transportation) • combination feeding (e.g. natural feel bottle teats, reduction in breast feeds, timing) <p>How to develop feeding solutions for babies aged 6 to 12 months, i.e.</p> <ul style="list-style-type: none"> • homemade (e.g. pureed, minced, finger foods, equipment, storage) • purchased (e.g. jars, packets, tins, frozen, pouches) <p>How to develop feeding solutions for children aged 1 to 5 years, i.e.</p> <ul style="list-style-type: none"> • planning meals (e.g. balanced, portion size, introducing new foods/flavours/textures) 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • recall, select and apply detailed knowledge and thorough understanding of child development • present information clearly and accurately, using a wide range of terminology • 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 • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions • work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. 		<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p> <p>https://www.nhs.uk/start4life/weaning/</p> <p>https://www.tommeetippee.com/en-gb/parent-room/where-do-i-start-with-introducing-food-to-my-baby</p> <p>https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p> <p>https://www.foodfactoflife.org.uk/</p>
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	<p>How to evaluate feeding solutions, i.e.</p> <ul style="list-style-type: none"> • comparison • to evaluate their choices (e.g. strengths/weaknesses, improvements/changes) • conclusions <p>Understanding Students will understand the nutritional requirements of children and will demonstrate this by completing a practical task, which involves creating a suitable feeding solution, taking into consideration current government guidelines. Students will understand how to complete a nutritional analysis of their feeding solution and will be able to consider factors when planning. They will understand the hygiene practices involved when preparing food for, and feeding, children. Students will understand how to compare their two-course meal with the nutritional needs of children and will understand how to evaluate the strengths and weaknesses of their work, and how to make conclusions.</p> <p>Skills Define key terms Demonstrate independence Evaluate key factors Ability to plan Organisation Critical thinking Computer Skills Research</p>			
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	Evaluate strengths and weaknesses Suggest improvements Make conclusions			
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The following unit (R020) is not assessed for those completing the course in summer 2022.

<p>Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years</p>	<p>Knowledge: Students will learn about:</p> <p>The development norms from birth to five years, i.e.</p> <ul style="list-style-type: none"> • physical development, i.e. <ul style="list-style-type: none"> - gross motor skills (e.g. crawling, jumping, balancing) - fine motor skills (e.g. palmar grasp, pincer grasp) • intellectual development, i.e.: <ul style="list-style-type: none"> - language (e.g. body language, listening, talking) - reading and writing (e.g. books, electronic devices) - communication (e.g. verbal) - number skills (e.g. magic number square) • social development, i.e. <ul style="list-style-type: none"> - communicating (e.g. mealtimes) - acceptable behaviour (e.g. manners) - sharing - independence/self-esteem <p>Understanding Students will understand the development stages of children from birth to five years. They will be able to demonstrate an understanding of the chronological sequence of norms</p> <p>Skills Define key terms</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • recall, select and apply detailed knowledge and thorough understanding of child development • present information clearly and accurately, using a wide range of terminology • 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 • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions • work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. 	<p>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>https://www.cambscommunityservices.nhs.uk/advice/childhood-development/milestones</p> <p>https://www.nhs.uk/conditions/pregnancy-and-baby/baby-reviews/</p> <p>https://www.nct.org.uk/baby-toddler/games-and-play/your-babys-development-physical-stages</p>
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	Demonstrate independence Organisation Research			
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<p>Learning Outcome 2: Understand the benefits of learning through play</p>	<p>Knowledge: Students will learn about:</p> <p>Types of play, i.e.</p> <ul style="list-style-type: none"> • manipulative play (e.g. puzzles, drawing, painting) • cooperative play (e.g. board games) • solitary play (e.g. imaginative play) • physical play (e.g. ball games, climbing) • creative play (e.g. dancing, music) <p>Benefits of play, i.e.</p> <ul style="list-style-type: none"> • physical (e.g. hand-eye coordination, increase fitness) • intellectual (e.g. mental stimulation, problem solving, communication) • social/social skills (e.g. independence, confidence, sharing, self-esteem, communication) • creativity (e.g. imagination) <p>Understanding Students will understand the types of play. They will be able to suggest possible games and toys to promote learning through play and the benefits associated with each.</p> <p>Skills Define key terms Demonstrate independence Organisation Research</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • recall, select and apply detailed knowledge and thorough understanding of child development • present information clearly and accurately, using a wide range of terminology • 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 • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions • work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. 	<p>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>
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<p>Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years</p>	<p>Knowledge: Students will learn about:</p> <p>How to plan a range of different play activities for a chosen developmental area, i.e.</p> <ul style="list-style-type: none"> • aims • types of activities chosen • reasons for choice (e.g. relevance to developmental area chosen) • safety considerations • timescale • resources • methods of observation (e.g. naturalistic, event sampling, snapshot, participative, nonparticipative) • methods of recording (e.g. chart, photographs, written, child's work) <p>Understanding</p> <p>Students will understand how to plan a range of activities for a child in a nursery scenario. They will show how the activities can be chosen, planned, and carried out with a child. They will carry out an initial observation of a child to collect information which will inform their choice of activities and further planning.</p> <p>Skills</p> <p>Define key terms Demonstrate independence Ability to plan Organisation Critical thinking</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • recall, select and apply detailed knowledge and thorough understanding of child development • present information clearly and accurately, using a wide range of terminology • 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 • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions • work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. 	<p>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>
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	Research			
<p>Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p>	<p>Knowledge: Students will learn about: How to carry out a range of different activities for a chosen developmental area, i.e.</p> <ul style="list-style-type: none"> introduce the activities (e.g. providing an outline of the activities to the child) methods of observing the activities methods of recording the activities compare the child with the expected developmental norms for the area chosen <p>How to evaluate the activities, i.e.</p> <ul style="list-style-type: none"> strengths/weaknesses recommended improvements draw conclusions <p>Understanding Students will understand how to successfully carry out a planned activity with a child. They will understand and use a variety of observation and recording methods. They will understand how to compare the child with the expected norms and will know how to evaluate their work, making suggestions for improvements and drawing conclusions.</p> <p>Skills Demonstrate independence Ability to plan Organisation Critical thinking Research</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> recall, select and apply detailed knowledge and thorough understanding of child development present information clearly and accurately, using a wide range of terminology 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 analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate make reasoned judgements and substantiated conclusions work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. 		<p>Textbook: Cambridge National Level 1/2 Child Development Author: Miranda Walker</p>

	Evaluate strengths and weaknesses Suggest improvements Make conclusions			
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Child Development – R018: Health and well-being for child development

Spring Term 2 / Summer Term 1

Revision of R018 in preparation for written exam