

Curriculum Assessment Map: Year 10 Child Development

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	<p>Non-Examined R058 and exam Assessment R057</p> <p>Topic Area 4 Exam unit Childhood illness and a child safe environment</p> <p>Topic Area 3 conditions for development</p> <p>Topic Area 1: Coursework 1 unit</p> <p>Create a safe environment in a childcare setting</p>	<p>Non-Examined Assessment R058</p> <p>Topic Area 1: Coursework 1 unit</p> <p>Create a safe environment in a childcare setting</p>	<p>Non-Examined Assessment R058</p> <p>Topic Area 2: Coursework 1 unit</p> <p>Choosing suitable equipment for a childcare setting</p>	<p>Non-Examined Assessment R058</p> <p>Topic Area 3a: Coursework 1 unit</p> <p>Nutritional needs of children from birth to five years</p>	<p>Non-Examined Assessment R058</p> <p>Topic Area 3b: Coursework 1 unit</p> <p>Nutritional needs of children from birth to five years</p>	<p>Non-Examined R059 and exam Assessment R057</p> <p>Topic Area 4 Exam unit Childhood illness and a child safe environment</p> <p>Topic Area 3 conditions for development</p> <p>Topic Area 1: Coursework 2 unit</p> <p>Physical, intellectual and social development norm's from one to five years</p>
Key Learning & Skills	<p>Learners to demonstrate understanding of and skills which are key links to coursework and exam knowledge.</p> <p>How to ensure a child has friendly and safe environment</p> <p>How to care and support for childhood illnesses</p> <p>Links to literacy topic 4 For Childhood illness and a child safe environment</p>	<p>Student will consider creating a safe environment for a childcare setting</p> <p>Students will use a verity of research process to plan a safe room for a child care setting</p> <p>Students will consider</p> <ul style="list-style-type: none"> - The environment - Staff - Safety equipment - Development milestone <p>Links to literacy topic 1 Creating a safe environment in a childcare setting</p>	<p>Student will consider key factors of safety to select essential equipment for a childcare setting</p> <p>Students will dive into exploring factors to consider when researching safe equipment for a child</p> <p>Links to literacy topic 2 Choosing suitable equipment for a childcare setting</p>	<p>Students will be learning the essential nutritional and their functions for a child birth to 5</p> <p>Students will consider vitamins and minerals which support a child development and how to promote heathy habits</p> <p>Links to literacy topic 3 Nutritional needs of children from birth to 5</p>	<p>Students should partake in practical skills in creating a meal or feed for a child under 5</p> <p>Research techniques on meal planning considerations of government guidance and nutritional needs of a selected age group</p> <p>Students will create an evaluated coursework</p> <p>Links to literacy topic 3 Nutritional needs of children from birth to 5</p>	<p>Student will have the opportunity to understand the development of a child from one to five</p> <p>Student will look closely at physical intellectual social developmental norms and key stages of development though play activities</p> <p>This knowledge is the key foundational of NEA year 11 coursework</p> <p>Links to literacy Topic 2 and 1 For Childhood illness and a child safe environment and Physical, intellectual and social developmental norms from one to five years</p>

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<p>End points</p>	<p>Both exam and NEA portfolio should demonstrate the following</p> <p>Students will use the understanding gained to identify key safety aspects of a child aged under 5</p> <ul style="list-style-type: none"> • Childhood illness and creating a safe environment • Immunity • Key signs and symptoms • Meeting the needs of an ill child (physical, social emotional intellectual) • Creating a safe environment • Road safety Safety labelling 	<p>The NEA portfolio should demonstrate the following</p> <p>Students will use topic 4 to show knowledge in creating a safe nursery room chosen by the exam board</p> <ul style="list-style-type: none"> • Research techniques • Creating a safe environment • Why accidents happen • Types of childhood accidents • Essential equipment for a childcare setting • Evaluation techniques 	<p>The NEA portfolio should demonstrate the following</p> <p>Students will consider why equipment it is appropriate for an under 5 and what factors would be considered when select or rejecting a chosen product. This will be a chosen area by the exam board.</p>	<p>The NEA portfolio should demonstrate the following</p> <p>Within the coursework task student will show understand by communicating how to apply nutritional research to a meal or feed</p> <ul style="list-style-type: none"> • The eat well guide • Nutritional needs 0-6 months • Nutritional needs 6-12 months • Main food groups for 1-5 years 	<p>The NEA portfolio should demonstrate the following</p> <p>Student will identify key links to topic area 3a in preparing a meal/snack for a child under 5</p> <ul style="list-style-type: none"> • how does the meal chose meet the Government dietary recommendations? • Plan for preparing a meal equipment, ingredients and quantities list • Plan for preparing a meal Hygiene, personal, environment 	<p>Both exam and NEA portfolio should demonstrate the following</p> <p>Students will revisit exam topics within the context of a play activity for a child to support knowledge for year 11 coursework</p> <p>Physical development</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills <p>Intellectual development</p> <ul style="list-style-type: none"> • Language • Reading and writing • Communication • Number skills <p>Social development</p> <ul style="list-style-type: none"> • Communication with others • Acceptable behaviours • Sharing • Independence/ self-esteem
<p>Informal (formative) Assessment</p>	<ul style="list-style-type: none"> • End of topic test • Exam style questions 	<ul style="list-style-type: none"> • Exam style questions • Completion of coursework task 	<ul style="list-style-type: none"> • Exam style questions • Completion of coursework task 	<ul style="list-style-type: none"> • End of topic test • Exam style questions • Completion of coursework task 	<ul style="list-style-type: none"> • Exam style questions • Completion of coursework task • Coursework submission 	<ul style="list-style-type: none"> • End of topic test • Exam style questions • Completion of coursework task
<p>Formal (summative) Assessment</p>	<ul style="list-style-type: none"> • Case studies • Coursework marking feedback questions • Grit task 	<ul style="list-style-type: none"> • Case studies • Coursework marking feedback questions • Grit task 	<ul style="list-style-type: none"> • Case studies • Coursework marking feedback questions • Grit task 	<ul style="list-style-type: none"> • Case studies • Coursework marking feedback questions • Grit task 	<ul style="list-style-type: none"> • Case studies • Coursework marking feedback questions • Grit task 	<ul style="list-style-type: none"> • Case studies • Coursework marking feedback questions • Grit task

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

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Topic	Non-Examined R059 Topic Area 1 Physical, intellectual and social developmental norms from one to five years	Non-Examined R059 Topic Area 2 Stage and types of play and how play benefits Development	Non-Examined R059 Topic Area 3 Observe the development of a child aged one to five years Topic Area 4 Plan and evaluate play activities for a child	Exam Assessment R057 Topic Area 1 Pre-conception health and reproduction Topic Area 2 Antenatal care and preparation for birth Topic Area 3 (revisited) Postnatal checks, postnatal care and the conditions for development Topic Area 4 Exam unit Childhood illness and a child safe environment Topic Area 3 conditions for development	Exam Assessment R057 Exam techniques	
Key Learning & Skills	Expected development norms firm one to five years Sequence of development Key areas of stages of play <ul style="list-style-type: none"> • Solitary play • Parallel play • Associative play • Cooperative play Students will be carking on communicate and research skills to complete coursework tasks	Expected development norms firm one to five years Type of play Manipulative play <ul style="list-style-type: none"> □ Co-operative play □ Imaginative play □ Physical play □ Creative play How play benefits development Physical development <ul style="list-style-type: none"> □ Intellectual development □ Social skills □ Creative skills 	Identify the stages of development the child has reached compare to expected Creating coherent observation processes and feedback methods Structuring a play activity for a child under 5 Evaluation of methods and identify strengths and weaknesses within work Pre- Conception health and reproduction Antenatal care and Preparation for birth	Understand postnatal checks, postnatal provision & conditions for development. Understand childhood illnesses and child safe environment : REVISION and exam preparation	: REVISION and exam preparation Stature of longer exam questions Understanding key terms in exam preparation and questioning	

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		Students will be learning skills on child safety and confidentiality processes				
End points	<p>Students will be working on communicate and research skills to complete coursework tasks</p> <ul style="list-style-type: none"> Physical Development - gross motor skills and fine motor skills Intellectual developmental Social Development Stages of play Write up of observation and evaluation technique 	<p>Students are preparing to plan activities which promote each type of play Students will be using skills gained to communicate</p> <p>The different activities that support development physically, intellectually, socially and creatively.</p> <p>Students will understand how child benefit from key activities by showing how a child will</p> <ul style="list-style-type: none"> develop and learn have fun relax Be active <p>Students will use this knowledge to complete a range of coursework tasks.</p>	<p>Students will be partaking in an observation to establish stages of development when creating a play activity</p> <p>Students need to use information gain in Topic Area 1 and 2 to justify and evaluate a play activity which supports a key developmental area chosen by the exam board.</p>	<p>Students will revisit exam topics to establish understanding on key areas</p> <ul style="list-style-type: none"> Factors acting pre conception health functions on the reproductive system Signs and symptoms of pregnancy and antenatal care Stages of labour Postnatal checks The developmental needs from one to five years Childhood illness How to ensure a child-friendly safe environment. 	<p>Students will gain use revision materials to gain skills on answering essay style questions to equipped them with skills and review common misconceptions.</p>	
Informal (formative) Assessment	<ul style="list-style-type: none"> End of topic test Exam style questions 	<ul style="list-style-type: none"> Exam style questions Completion of coursework task 	<ul style="list-style-type: none"> Exam style questions Completion of coursework task Coursework submission 	<ul style="list-style-type: none"> End of topic test Exam style questions 	<ul style="list-style-type: none"> Exam style questions 	
Formal (summative) Assessment	<ul style="list-style-type: none"> Case studies Coursework marking feedback questions Grit task 	<ul style="list-style-type: none"> Case studies Coursework marking feedback questions Grit task 	<ul style="list-style-type: none"> Case studies Coursework marking feedback questions Grit task 	<ul style="list-style-type: none"> Case studies Coursework marking feedback questions Grit task 	<ul style="list-style-type: none"> Case studies Coursework marking feedback questions Grit task 	