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**Ethos College**

# **Curriculum Planning**

## **Child Development**

## **Curriculum intent statement: Child Development**

### **Intent:**

We aim to ensure our Child Development curriculum is designed to sequence learning and embed the key skills that are required to develop curious pupils into competent individuals with a sound knowledge base of Child Development and Care from pre-conception through to the age of 5. Child Development is a broad subject that allows pupils with an interest in areas such as an understanding in how children develop, roles and careers within the child care sector, how pregnancy develops or even simply how to be a parent to explore and understand the skills and attributes that you need for this. Within the Child Development curriculum pupils will start at preconception with understanding the roles and responsibilities of parenthood right the way through to a child being 5 and starting at school. Knowledge gained in childcare would be of use for further studies in PHSE, Biology, and other social science qualifications.

### **Implementation:**

In Child Development we remove barriers to learning and support pupils' ability to access the curriculum through the development of literacy through writing up coursework using real life scenarios and the

use of targeting questions to help pupils write up their work. Pupils will be given key vocabulary to support their learning and there will be reciprocal reading based around Child Development topics. The curriculum is adapted to meet the complex learning needs and styles of all our pupils and ensure we work towards targets in My Support Plans, EHCP's and the Boxall profile. Throughout the Child Development curriculum pupils will develop creative skills by applying knowledge to different scenarios. Pupils will also learn to recall information and apply knowledge to different situations. As part of Child Development pupils will create and take part in creating and evaluating activities. Pupils are encouraged to practice divergent thinking when applying knowledge to different scenarios. Aspects of character education are built into the Child Development curriculum. Pupils will develop independence skills by undertaking and completing assignments. Independence and resilience skills will also be developed by pupils learning how to develop their ideas. Overall, pupils will be able to develop fundamental Child Development skills which will allow them to be responsible citizens in and out of the school community. Childcare is a subject

that naturally goes beyond the classroom. Pupils are given a range of opportunities to broaden their horizons in the Child Development curriculum. Pupils will get the opportunity to hear from real Early Years practitioners and other job roles who work with young children including midwives as part of the course to gain real life experiences. Pupils also will be given the opportunity to take part in practical experiences. All pupils will also get the opportunity to visit a foundation stage classroom and work with children under 5.

### **Impact:**

Pupils will leave Ethos College having achieved academic success by achieving their target grades. Pupils will have made significant SEMH progress and developed positive character traits that equip them with the life skills that will be needed in the future. The course aims to develop critical and analytical thinking skills allowing pupils to be able to make decisions based on their opinion they have formed. The curriculum will encourage enthusiasm for the discipline and subsequently prepare pupils for careers in related fields in Child Care, Health and Social Care, Psychology, Sociology and Biology.

# Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	RO18 – Health and Wellbeing for Child Development	<p>Learning Outcome 1 – Understand reproduction and the roles and responsibilities of parenthood. The factors that affect the decision to have children. Preconception health, roles and responsibilities of parenthood, to recognise and evaluate methods of contraception, their efficiency and reliability, the structure and function of male and female reproductive systems, how reproduction takes place, the signs and symptoms of pregnancy.</p> <p>Learning Outcome 2 – Understand antenatal care and preparation for birth. The roles of the different</p>	We start at the beginning of child development by looking at why a couple decide to have a child. Then we look at health, roles and responsibilities of parents and pregnancy. Following this the natural order is to look at labour and pain relief.	Students will have the opportunity to look at different roles within healthcare that support pregnant women and their families. It will look at how professionals can support pre-birth, during birth	Students will be given case studies to explore during the module. When exploring the case study, students will be expected to highlight important information throughout the text.	<p>I have students who are working on strand A and strand B on their Boxall's.</p> <p>Strand A – To ensure the students are listening with interest, I will use different learning aides, such as you tube videos,</p>

health professionals supporting the pregnant mother, the importance of antenatal and parenting classes, routine checks carried out at an antenatal clinic, specialised diagnostic tests, the choices available for delivery, the stages of labour and the methods of delivery and pain relief.

and after birth.

The students will have the chance to attend a lesson that a midwife is leading. Here they will be able to ask questions they may not find answers to in the book and will also give a deeper insight into what route they can go down post 16 if they are interested in that line of work.

Students will also be given independent study where they are expected to find the relevant information themselves.

offsite professionals, case studies and the use of work sheets.

Student's will all be given a text book each lesson and if needed an iPad, this will help them to make purposeful use of the equipment, without my constant support.

Strand B – I will encourage students to share prior knowledge and prior experience in relation to the topic. Most students have younger

						siblings so they will be encouraged to share during topical conversations
Half Term 2: Oct – Dec	RO18 – Health and wellbeing for Child Development	<p>Learning Outcome 3 – understand post-natal checks, postnatal provision and conditions for development. Understand the post-natal checks on a new born baby e.g. Apgar score, physical checks e.g. Weight, length, eyes, mouth, reflexes e.g. sucking, rooting, grasp. The specific needs of a pre-term baby, the postnatal provision available for the mother and baby and the postnatal needs of the family, conditions for development and the need for acceptable patterns of behaviour and approaches to discipline.</p> <p>Learning Objective 4 – Understand how to recognise, manage, and prevent childhood illnesses.</p>	Next, we look at post-natal checks on the baby and the mother and then the needs of the child as it grows and develops and the illness they may suffer from and how to care for a child who is ill. This sequencing was chosen as this is the order of events that take place when a child is born.	Students will have the opportunity to look at different roles within healthcare that support pregnant women and their families. It will look at how professionals can support pre-birth, during birth and after birth.	<p>Students will be given case studies to explore during the module. When exploring the case study, students will be expected to highlight important information throughout the text.</p> <p>Students will also be given independent study where</p>	Students are working on strand A and strand B on their Boxall's. Strand A – To ensure the students are listening with interest, different learning aides are used, such as you tube videos, offsite professionals, case studies and the use of work sheets.

Understand how immunity to disease and infection can be acquired, how to recognise and treat common childhood ailments and diseases, when to seek treatment by a doctor, and when emergency medical help should be sought, diet related illnesses, the needs of an ill child, and how to prepare a child for a stay in hospital.

Learning Objective 5 – Know about child safety – how to create a safe, child friendly environment, safety labelling, to be aware of the most common childhood accidents, social safety and internet safety.

Revision for external exam

The students will have the chance to attend a lesson that a midwife is leading. Here they will be able to ask questions they may not find answers to in the book and will also give a deeper insight into what route they can go down post 16 if they are interested in that line of work.

they are expected to find the relevant information themselves.

Students will all be given a text book each lesson and if needed an iPad, this will help them to make purposeful use of the equipment, without my constant support.

Strand B – students will be encouraged to share prior knowledge and prior experience in relation to the topic. Most students have younger siblings so they will be encouraged to share during




						topical conversations
Half Term 3: Jan – Feb	RO19 – understand the equipment and nutritional needs of children from birth to 5 years	<p>External exam</p> <p>Learning outcome 1 – understand the key factors when choosing equipment for babies from birth to 12 months. Identify equipment for travelling, feeding, sleeping and clothing and look at the key factors to consider when choosing equipment like age appropriateness, safety, cost, design, durability and hygiene.</p> <p>Learning Outcome 2 – Understand the key factors when choosing equipment for children from 1 to 5 years. Identify equipment for travelling, sleeping, feeding and clothing and look at the key factors to consider when choosing equipment like age appropriateness, safety, cost, design, durability and hygiene.</p>	<p>In this assignment, we first look at the equipment needs of a baby from 0 – 12 months and then a child aged 1 – 5.</p> <p>Visit from 2 babies aged 3 months and a child aged 3 years to look at what equipment they need. This directly relates to the assignment being completed.</p> <p>Research into different companies and the equipment they offer new parents for their children.</p> <p>Experience of looking after a baby to ascertain what equipment is needed to care for the baby. Baby simulator</p>	<p>Students will hopefully get the chance to visit a preschool offsite. Here students will be encouraged to play with the children, have a look at what equipment the nursery offers and why they may have different equipment in different rooms.</p> <p>Students will also benefit from staff as we have prior knowledge of working with children and</p>		



				<p>young people. We can provide the students with past experiences and share with them how we dealt with situations or what we did to ensure the equipment was safe and relevant</p>		
<p>Half Term 4: Feb – April</p>	<p>RO19 - Understand the equipment and nutritional needs of children from birth to 5 years</p>	<p>Learning Objective 3 – Know the nutritional guidelines and requirements for children from birth to 5 years. Current government dietary guidelines – Eatwell plate and making healthy choices, the functions and sources of nutrients and nutritional requirements from 1 – 5 years.</p> <p>Learning Objective 4 – Be able to investigate and develop feeding solutions for children from birth to 5 years. Investigate feeding solutions, develop feeding solutions for babies aged 0 – 6 months, develop feeding</p>	<p>Next, we look at the nutritional needs and compare breast and bottle feeding. Then the students have time to complete their assignment. This sequencing builds on prior knowledge and fluency.</p>	<p>Students will have the chance to create a meal plan for children going through different weaning stages, once they have completed this, they will be able to go shopping to buy the</p>	<p>Students will be asked to provide a recipe card when making their baby food.</p> <p>The shopping task will also be an individual task for the students when in the supermarket,</p>	



	RO20 – understand the development of a child from birth to 5 years.	<p>solutions for babies aged 6 – 12 months, develop feeding solutions for children aged 1– 5 years and evaluate feeding solutions.</p> <p>Learning Objective 1– Identify the development norms from birth to 5 years especially physical development, intellectual development, and social development.</p> <p>Learning Outcome 2: Understand the benefits of learning through play – explore different types of play and the benefits of each type of play.</p>	<p>This sequencing builds on knowledge from the 2 previous units and connects all new knowledge gained. Students need to know the development norms before they can look at the importance of play and complete the assignment.</p>	<p>ingredients and make their own baby food using the equipment in school.</p>	<p>meaning they will need to find the correct aisle and correct ingredient.</p> <p>The students will be asked to create a questionnaire or poll for parents to discuss the findings in relation to the ratio of bottle feeding to breast feeding.</p>	
Half Term 5: April – May	RO20 – understand the development of a child from birth to 5 years.	<p>Learning Objective 3– Be able to plan different play activities for a chosen developmental area with a child from birth to 5 years. – Need to look at the aims, the types of activities chosen, the reasons for choice, safety considerations, timescales, resources, methods of</p>	<p>This sequencing builds on knowledge from the 2 previous units and connects all new knowledge gained. Students need to know the development norms before they can look at the importance of play and complete the assignment.</p>			



		<p>observation, and methods or recording.</p> <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 5 years. Students will introduce the activities, observe the activities, record the activities and compare the child with the expected developmental norms for the area chosen. Students then need to evaluate the activities by looking at strengths and weaknesses, recommend improvements and draw conclusions.</p>				
Half Term 6: June – July	RO18 – Health and Wellbeing for Child Development	Revision for a resit in needed.				

