

Curriculum Map

Child Development



Week	Autumn 1 Family types and roles (LE4421); Growth and development of a child from birth to 5 years (110229); Healthy eating for under 5s (12286); Following a recipe (110105); Planning a child's birthday party (112901).	Knowledge	Skills	Understanding
1	<p>Students to select from the following topics on which they will carry out a 2 week independent research project:</p> <ul style="list-style-type: none"> Family types and roles. Growth and development of a child from birth to 5 years. <p style="text-align: right;">Lesson 1-2</p>	<ul style="list-style-type: none"> Family types and roles. Growth and development of a child from birth to 5 years. Food and nutrition. Planning a child's birthday party. 	<ul style="list-style-type: none"> -Know at least three basic needs of children, eg food, shelter, love. -Understand at least three different types of family, eg nuclear, extended, one-parent. -Know at least two factors that should be considered when starting a family, eg financial situation, stability of relationship, career security. -Know at least three different types of family, eg nuclear, extended, one-parent -Understand the definition of the term 'family'. -Experienced taking part in a discussion about family types and roles. <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> -Describe at least three ways that family life has changed over the last century, eg division of labour by gender. -Identify at least two advantages of being a younger parent. -Identify at least two disadvantages of being a younger parent. 	<ul style="list-style-type: none"> Student completed work outlining family types and roles- leaflet, website or power point. Produce a leaflet or PowerPoint presentation to advise parents on how to deal with children who refuse food. Take part in a discussion on the importance of happy family mealtimes. Design and create a recipe for a healthy meal for a child under 5. Cook a healthy meal for a child, following a recipe. Produce a plan for a child's party (hard copy or digital).
2	<ul style="list-style-type: none"> Family types and roles. Growth and development of a child from birth to 5 years. 			

	Lesson 3-4		<ul style="list-style-type: none"> -Identify at least two advantages of being an older parent. -Identify at least two disadvantages of being an older parent 	<ul style="list-style-type: none"> • Produce an invitation for a child's party (hard copy or digital). • Completed Child development unit worksheets.
3	Growth and development of a child from birth to 5 years: fine and gross motor skills lesson (research and development for pre-school activities).		<p>Shown knowledge of:</p> <ul style="list-style-type: none"> -The expected patterns of development for 0-1years, 1-2 years, 2-3 years and 3-5 years. -At least three factors which influence growth and development from birth to 5 years. -At least three benefits of a healthy diet and exercise for children's growth and development. -At least two activities that promote a child's physical development. -Two ways that help children develop communication and language skills. -At least two ways to encourage children to play socially. 	
4	Healthy eating for the under 5s. Identifying healthy foods, planning a meal and creating a recipe. Encouraging healthy eating: creating leaflets for parents.	Lesson 5-6	<ul style="list-style-type: none"> -Identify the main food groups and healthy sources. -Investigate at least three initiatives to encourage healthy eating and lifestyle. 	
		Lesson 7-8		

5	<p>Healthy eating for the under 5s.</p> <p>Preparing a healthy meal from own recipe, evaluating meal.</p> <p style="text-align: right;">Lesson 9-10</p>		<ul style="list-style-type: none"> -Investigate at least three possible causes of childhood obesity and its effect on health and development. -Suggest with reasons the content of a healthy lunchbox for a child attending reception class. -Describe with reasons a range of healthy snacks for a three year old child. -Investigate suitable healthy foods for at least three alternative diets, eg vegetarian, other culturally defined diets. -Describe at least two types of food intolerance or food allergies. -Suggest two reasons why a child may refuse food. 	
6	<p>Planning a child's birthday party: research and development.</p> <p style="text-align: right;">Lesson 11-12</p>		<ul style="list-style-type: none"> -Take part in a discussion on the importance of happy family mealtimes. -Produce a leaflet or PowerPoint presentation to advise parents on how to deal with children who refuse food. <p>-Shown knowledge of the main stages of a child's emotional development from birth to ten year.</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> -Organise a birthday party for a child in a selected emotional stage of development, selecting an appropriate venue and theme and arranging suitable activities and timings. 	

			<ul style="list-style-type: none"> -Cost the items for their planned birthday party, including decorations, venue and entertainment. -Select at least two healthy food choices for their planned birthday party. -Cost the food budget for their planned party. 	
7	<p>Planning a child's birthday party; invitation and itinerary.</p> <p style="text-align: right;">Lesson 13-14</p>			
Week	<p>Autumn 2</p> <p>Why do toddlers have tantrums (113376); The importance of play for the under fives (12272); Making a child's first picture/story book (84126) <i>or</i> making a mobile for a new born child (LE5696).</p>	Knowledge	Skills	Understanding
1	<p>Students to select from the following topics on which they will carry out a 3 week project:</p>		<ul style="list-style-type: none"> -Describe the key features of the triune brain model. -Demonstrate understanding of the main physiological processes associated with dysregulation. 	<ul style="list-style-type: none"> • Student completed work outlining why toddlers have tantrums, leaflet or power point.

	<ul style="list-style-type: none"> • Why do toddlers have tantrums? • The importance of play for the under fives. <p style="text-align: right;">Lesson 1-2</p>	<ul style="list-style-type: none"> • Why do toddlers have tantrums? • The importance of play for the under fives. 	<ul style="list-style-type: none"> -Demonstrate understanding of at least two social strategies for support during dysregulation. -Show knowledge of a minimum of two activities that can help when a child has 'flipped their lid'. -Understand the difference between dysregulation and naughty behaviour. 	<ul style="list-style-type: none"> • Produce a leaflet, website or PowerPoint presentation explaining the importance of play for the under 5s. • Design and create a children's book for a child under 5. • Design and create a mobile for a baby. • Completed Child development unit worksheets.
2	<ul style="list-style-type: none"> • Why do toddlers have tantrums? • The importance of play for the under fives. <p style="text-align: right;">Lesson 3-4</p>	<ul style="list-style-type: none"> • Creating a children's book OR mobile. 	<ul style="list-style-type: none"> -Produce a simple action plan showing the basic stages in researching the importance of play. -Use at least two sources of information to research the importance of play. -Use at least two different methods of recording information on play. -Carry out a simple questionnaire or interview into play, eg types of play, choosing toys for play. 	
3	<ul style="list-style-type: none"> • Why do toddlers have tantrums? • The importance of play for the under fives. <p style="text-align: right;">Lesson 5-6</p>		<ul style="list-style-type: none"> -Describe and give examples of at least three different types of play. -Describe at least two stages of play. -Choose and describe a suitable toy for a three month old baby and a suitable toy for a two year old child. -Suggest at least two reasons why each of these is suitable. -Suggest four points to consider when choosing or buying toys. 	

4	<p>Making a child's first picture/story book <i>or</i> making a mobile for a new born child: research and development.</p> <p style="text-align: right;">Lesson 7-8</p>		<p>-Describe how two different play activities can help the physical, intellectual or social development of a child.</p> <p>Demonstrated the ability to:</p> <p>-Complete a story board for a child's first book with an outline of ideas.</p> <p>-Use suitable software to design a front book cover.</p> <p>-Produce pages for a story book incorporating background colour, text and clip art images.</p> <p>-Compile pages into a book format.</p>	
5	<p>Making a child's first picture/story book <i>or</i> making a mobile for a new born child: planning and making.</p> <p style="text-align: right;">Lesson 9-10</p>		<p>-Create a design for a mobile for a baby, which makes appropriate use of colour.</p> <p>-Incorporate interesting features in the mobile, whilst observing the safety needs of a baby.</p> <p>-Select the materials to be used to make the mobile.</p> <p>-Gather the materials to be used to make the mobile and produce a construction plan.</p> <p>-Make the mobile according to the plan.</p>	
6	<p>Making a child's first picture/story book <i>or</i> making a mobile for a new born child: planning and making.</p> <p style="text-align: right;">Lesson 11-12</p>			
7	<p>ADKOL week</p> <p style="text-align: right;">Lesson 13-14</p>			

Week	Spring 1 Pregnancy (12251, 12283); Caring for a new-born child (93352); Care of a baby (12277).	Knowledge	Skills	Understanding
1	<p>Students to complete the following units as a 4 week project, in chronological order:</p> <ul style="list-style-type: none"> • Pregnancy. • Caring for a new-born child. • Care of a baby. <p style="text-align: right;">Lesson 1-2</p>	<ul style="list-style-type: none"> • Pregnancy • Caring for a new-born child. • Care of a baby. 	<p>Shown knowledge of:</p> <ul style="list-style-type: none"> -At least four symptoms of pregnancy. -Four routine tests or checks made at ante-natal clinics. -The importance of iron, calcium and protein during pregnancy. -Good sources of iron, calcium and protein. <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> -Describe how drugs, alcohol, smoking and rubella may harm the developing foetus. -Identify three factors to consider before deciding to have a baby. -Suggest two possible reasons for infertility and how these might be dealt with. 	<ul style="list-style-type: none"> • Student completed work on pregnancy and caring for a new born child, leaflet or power point. • Produce a leaflet, website or PowerPoint presentation on how to care for a baby. • Completed Child development unit worksheets.
2	<ul style="list-style-type: none"> • Pregnancy. • Caring for a new-born child. • Care of a baby. 		<ul style="list-style-type: none"> -Research pre-conceptual care and ante-natal care. -Recognise the importance of a healthy diet, rest and exercise during pregnancy. -Describe the role of the midwife in ante-natal care. 	

			<p>-Identify three routine checks made at an ante-natal clinic. -Identify three points which may be included in a birth plan.</p> <p>Demonstrated the ability to: -Identify the role of the Health Visitor. -Identify at least three suitable activities for new parents and babies available in the local area.</p>	
3	<p style="text-align: right;">Lesson 3-4</p> <ul style="list-style-type: none"> • Pregnancy. • Caring for a new-born child. • Care of a baby. <p style="text-align: right;">Lesson 5-6</p>		<p>-Identify, plan, follow and review with another a baby care routine. -Identify and plan a domestic routine that provides an hygienic and safe home environment for mother and baby over month. -Identify contact details of and engage with a given list of services that support the health and developmental needs of babies, young children and new parents. -Describe what is meant by the term 'effective interaction' and show how this is achieved. -Describe the purpose of the 'Red Book' or Personal Child Health Record, and how it is used. -Identify Where to find and how to access services that distribute contraception.</p>	

4	<ul style="list-style-type: none"> • Pregnancy. • Caring for a new-born child. • Care of a baby. <p style="text-align: right;">Lesson 7-8</p>		<ul style="list-style-type: none"> -Describe at least three types of reliable and suitable contraception. - Describe at least two signs and or symptoms associated with post-natal depression. - Describe at least four first year child developmental milestones and the approximate ages at which they occur. - Describe the importance of a nutritious diet and why certain food stuffs should be avoided. - Describe what is meant by the term 'weaning' and when it might start. -Acquired an understanding of: <ul style="list-style-type: none"> -At least three child health and safety risks around the home. -The term 'safeguarding' in relation to identifying potential risks to babies, young children and parents and who to approach with such concerns. -Identified the main features of and reasons for the Common Assessment Framework (CAF). -Identified how to develop structure and routine to support the healthy development of child and parent. <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> -Research the basic equipment needed to care for a baby, giving reasons for the choices made. 	
5	<p>Mocks- no lessons</p>			

		Lesson 9-10		
6	Mocks- no lessons	Lesson 11-12		<ul style="list-style-type: none"> -Explain the advantages of breast feeding for both the mother and the baby. -Describe how to prepare a formula feed. -Identify the advantages and disadvantages of disposable nappies and reusable nappies. -Explain how to change a baby's nappy. -Take part in a discussion about the importance of good hygiene when caring for a baby, eg hand washing, cleaning equipment, toys, bottles and dummies. -Explain how to top-and tail a baby and how to bath a baby. -Identify when weaning should start and describe two or more types of food that could be introduced. -Identify three or more reasons why a baby might cry and appropriate ways to soothe it. -Produce a help leaflet for parents detailing the possible causes of cot death and how to make a baby's sleeping environment as safe as possible.
Week	Spring 2	Knowledge	Skills	Understanding

	Social and emotional development from birth to five years (87050); Intellectual development: communication and language skills (22606); Designing a nursery.			
1	<p>Students to select from the following topics on which they will carry out a 3 week independent research project:</p> <ul style="list-style-type: none"> • Social and emotional development from birth to five years. • Intellectual development: communication and language skills. 	<ul style="list-style-type: none"> • Social and emotional development from birth to five years. • Intellectual development: communication and language skills. • Designing a nursery. 	<p>Shown knowledge of:</p> <ul style="list-style-type: none"> -The importance of love, security and the bonding process in the emotional and social development of a young child. -The importance of discipline and at least three ways to discourage unwanted behaviour. -At least three common behaviour patterns such as temper tantrums, comfort habits and regression. -How values and social skills are acquired through different types of relationships, eg siblings, adults, peer group. -At least two examples of benefits of wider social experiences, eg pre-school playgroups, family outings. -At least three ways of encouraging independence. <p>Demonstrated the ability to:</p>	<ul style="list-style-type: none"> • Student completed work outlining the social, emotional and intellectual development of children. • Design and create a website/brochure for a nursery. • Completed Child development unit worksheets.
2	<ul style="list-style-type: none"> • Social and emotional development from birth to five years. • Intellectual development: communication and language skills. 			
3	<ul style="list-style-type: none"> • Social and emotional development from birth to five years. • Intellectual development: communication and language skills. 			
4	Designing a nursery: plan ethos, research and development including playground/allotment trip.			

5	Designing a nursery; design menu, garden, trips list and activities timetable.		<ul style="list-style-type: none"> -Choose and evaluate one book for a child under five years of age. -Write and illustrate a story suitable for a child under five years of age. <p>Shown knowledge of:</p> <ul style="list-style-type: none"> -How children under five communicate i.e. verbal and non-verbal forms of communication. -The average pattern of speech development in the young child. -Two problems encountered by young children in learning to speak. -The importance of books to the development of language. 	
6	Designing a nursery; make website/brochure.		<p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> -Develop an ethos for their nursery based on the needs and developmental stages of children under 5. -Develop a healthy menu for children under 5. <p>Shown knowledge of:</p> <ul style="list-style-type: none"> -The needs of children re play, stimulation and development. -How to keep children safe. 	
Week	Summer 1- revision timetable	Knowledge	Skills	Understanding
1	Revision for GCSES- no lessons			GCSE exams

2	Revision for GCSES- no lessons			
3	Revision for GCSES- no lessons			
4	Revision for GCSES- no lessons			
5	Revision for GCSES- no lessons			