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| **Year: 10 Child Development** | **Curriculum Intent:** Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. Students will understand that babies and young children need a secure and nurturing environment to thrive (to grow and develop well). They will also understand that measures must be in place to prevent harm, that equipment must be safe and suitable and that healthy meals should be offered. Students will be able to plan to address these needs. Evaluation skills are developed, which would be of use in further studies in several areas.  |  |
| **Unit title: RO58: Creating a safe environment and understand the nutritional needs of children from birth to five years.** | **Term 1** | **Term 2**  | **Term 3** |
| **Topic Titles (in order of delivery)** | 1. Essential equipment and factors for choice.
2. **RO57**: How to ensure a child-friend safe environment.
3. Plan to create a safe environment in a childcare setting.
 | 1. Plan to create a safe environment in a childcare setting.
2. Current government dietary recommendations for healthy eating for children from birth to five years.
3. Essential nutrients and their functions for children from birth to five years.
 | 1. Current government dietary recommendations for healthy eating for children from birth to five years.
2. Essential nutrients and their functions for children from birth to five years.
3. Planning for preparing a feed/meal
 | 1. Planning for preparing a feed/meal.
2. How to evaluate planning and preparation of a feed/meal.
 | 1. Factors affecting pre-conception health for women and men.
2. Other factors affecting pre-conception health for women.
3. Types of contraception methods and their advantages and disadvantages.
4. The structure and function of the reproductive system.
5. How reproduction takes place.
6. The signs and symptoms of pregnancy.
7. The purpose and importance of antenatal clinics.
8. Screening and diagnostic tests.
9. The purpose and importance of antenatal (parenting) classes.
10. The choices available for delivery.
 | 1. The role of the birth partner in supporting the mother through pregnancy and birth.
2. Methods of pain relief when in labour.
3. The signs that labour has started.
4. The 3 stages of labour and their physiological changes.
5. The methods of assisted birth.
6. Postnatal checks
7. Postnatal care of the mother and baby.
8. The developmental needs of children from birth to five years.
9. Recognise general signs and symptoms of illness in children.
10. How to meet the needs of an ill child.
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| **Key knowledge / Retrieval topics** | Appropriate equipment for childcare.Equipment and measures to keep children safe. | Government dietary guidelines.Essential nutrients and their functions. | How to plan and prepare a feed or meal for a baby or child. | How to evaluate. | Preconception health.Contraception.How reproduction happens.Antenatal care and preparation for birth. | What happens during birth.Post-birth care and the development of babies and infants.Caring for children and keeping them safe. |
| **Understanding / Sequence of delivery** | 1. Types of essential equipment.
2. Factors affecting suitability.
3. What is a hazard? Common hazards and how these can be prevented.
4. The importance of safety labelling.
5. Reasons why accidents happen in a childcare setting.
6. Types of childhood accidents.
7. Plan to prevent accidents in a childcare setting.
 | 1. Plan to prevent accidents in a childcare setting.
2. Current government dietary recommendations for healthy eating for children from birth to five years.
3. Essential nutrients and their functions for children from birth to five years.
 | 1. Current government dietary recommendations for healthy eating for children from birth to five years.
2. Essential nutrients and their functions for children from birth to five years.
3. Planning for preparing a feed/meal – equipment, ingredients and quantities, safety, food hygiene, personal hygiene, environment.
 | 1. Planning for preparing a feed/meal – equipment, ingredients and quantities, safety, food hygiene, personal hygiene, environment.
2. How to evaluate planning and preparation of a feed/meal – strengths and weaknesses, improvements and changes.
 | 1. Preconception health.
2. Contraception, how and why it is used.
3. The male and female reproductive systems.
4. Reproduction.
5. Antenatal care.
6. Prenatal diagnostic and screening tests.
7. Antenatal classes – why important and what happens.
8. The choices available for delivery: hospital or home birth.
 | 1. Supporting the pregnant mother.
2. Methods of pain relief in labour.
3. The signs and symptoms of labour.
4. The 3 stages of labour.
5. The main methods of assisted birth.
6. Postnatal checks – immediately after birth.
7. Postnatal checks – 6 weeks after birth.
8. Postnatal care of the mother and baby.
9. The developmental needs of children from birth to five.
10. The signs and symptoms of illness in children and common childhood illnesses.
11. How to meet the PIES needs of an ill child.
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| **Assessment** | * TA2 – students produce a presentation which investigates 3 types of a specified piece of equipment considering 3 of the following factors – age and weight appropriateness, safety, design, durability and cost. Students will then make a judgement on the most suitable piece of equipment.
 | * For TA1, students will need to design a room within a childcare setting considering potential accidents and how to keep a child safe in that room.
 | * For TA3, students will need to recommend healthy meal choices for babies and young children. Recommendations must meet government dietary recommendations.
 | * For TA3, students will plan and prepare a feed or a meal based on the recommendations in the previous task.
 | * End of topic area tests (TA1, TA2), revision booklet, exam questions focused on TA1 and TA2.
 | * End of topic area tests (TA3), revision booklet, exam questions focused on TA3.
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| * For TA1, students will need to design a room within a childcare setting considering potential accidents and how to keep a child safe in that room.
 | * For TA3, students will need to recommend healthy meal choices for babies and young children. Recommendations must meet government dietary recommendations.
 | * For TA3, students will plan and prepare a feed or a meal based on the recommendations in the previous task.
 | * For TA3, students will evaluate their preparation of the feed or meal.
 | * End of topic area tests (TA2), revision booklet, exam questions focused on TA2.
 | * End of topic area tests (TA4), revision booklet, exam questions focused on TA4. PPE assessing content covered to that point.
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