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| **Year: 11 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.
4. **RO57: TA1** – Preconception health and reproduction revision.
5. **RO57: TA2** – Antenatal care and preparation for birth revision.
 | 1. **RO57: TA3** - Postnatal checks, postnatal care and the conditions for development revision.
2. **RO57: TA4** - Childhood illnesses and a child safe environment revision.
 | 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.
4. Planning for preparing a feed/meal
 | 1. Planning for preparing a feed/meal.
2. How to evaluate planning and preparation of a feed/meal.
 | Revision of RO57 content. |  |
| **Key knowledge / Retrieval topics** | Appropriate equipment for childcare.Equipment and measures to keep children safe.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. | 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.
8. Preconception health.
9. Contraception, how and why it is used.
10. The male and female reproductive systems.
11. Reproduction.
12. Antenatal care.
13. Prenatal diagnostic and screening tests.
14. Antenatal classes – why important and what happens.
15. 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.
 | 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.
4. 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.
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11. The signs and symptoms of labour.
12. The 3 stages of labour.
13. The main methods of assisted birth.
14. Postnatal checks – immediately after birth.
15. Postnatal checks – 6 weeks after birth.
16. Postnatal care of the mother and baby.
17. The developmental needs of children from birth to five.
18. The signs and symptoms of illness in children and common childhood illnesses.
19. 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 RO57, topic tests and exam questions. PPE.
 | * 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 RO57 content.
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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 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.
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| * **For RO57, topic tests and exam questions.**
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