

	No. of Weeks	Term 1		Term 2		Term 3	
		8	7	6	6	5	7
Year 10	Topic Title and NC link <i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Introduction In this learning outcome students will cover; 1.1 The wide range of factors that affect the decision to have children. 1.2 Pre-conception health. 1.3 Roles and responsibilities of parenthood. 1.4 Recognise and evaluate methods of contraception, their efficiency and reliability. 1.5 The structure and function of male and female reproductive systems.	Reproduction Students will begin their L01 for their R019 coursework. For this learning outcomes students will cover: Key equipment to be considered from birth to 12 months: Travelling equipment Feeding equipment Sleeping equipment Clothing and footwear. Key factors to consider when choosing equipment for babies from birth to 12 months old. <ul style="list-style-type: none"> • age-appropriateness • safety • cost • design/ergonomics • durability • hygiene. 	Selecting equipment Students will begin their L02 for their R019 coursework. For this learning outcomes students will cover: Key equipment to be considered from 1-5 years travelling equipment feeding equipment sleeping equipment clothing and footwear. Key factors to consider when choosing equipment for babies from 1-5 years old. <ul style="list-style-type: none"> • age-appropriateness • safety • cost • design/ergonomics • durability • hygiene. 	Making healthy choices Students will begin their L03 for their R019 coursework. In this learning outcome students will cover; Current government dietary guidelines: The Eatwell Guide Making healthy choices. The functions and sources of nutrients: Macronutrients - protein, fats, carbohydrates Micronutrients - vitamins, A, B group, C, D, E, K, minerals - calcium and Functions of each nutrient Sources of nutrients Vitamins Minerals Additional dietary requirements. Nutritional requirements for stages of feeding children: Nutritional requirements from 0 to 6 months Nutritional requirements from 6 to 12 months Nutritional requirements from 1 to 5 years.	Play In this term students will complete their R019 coursework and complete a practical task. In this learning outcome students will cover: How to investigate feeding solutions. <ul style="list-style-type: none"> • nutritional analysis (e.g. labelling, software/apps, eatwell plate/healthy eating) • factors for consideration (e.g. nutrition, cost, time, practicalities/convenience, attractive/appealing meals) • hygiene practices (e.g. personal hygiene, room/equipment, sterilisation) How to develop feeding solutions for babies aged 0 to 6 months, 6 to 12 months and 1 to 5 years.	Developmental norms During this term students will complete their L01 and L02 objective for R020 coursework. In this learning outcome students will cover: The developmental norms from birth to five years: <ul style="list-style-type: none"> • physical development • intellectual development • social development. Types of play: <ul style="list-style-type: none"> • manipulative play • co-operative play • solitary play • physical play creative play Benefits of play: <ul style="list-style-type: none"> • physical • intellectual • social/social skills • creative.
	<i>Pupils should be able to do... (Skills being developed)</i>	State factors that affect the decision to have children. Outline why diet and exercise are important to pre-conceptual health.	Pass Give a limited range of examples for some of the types of equipment needed for babies from birth to 12 months. Merit Give a range of examples for	Pass Give a limited range of examples for some of the types of equipment needed for babies from 1 to 5 years. Merit Give a range of examples for	Pass Outline some of the functions and sources of some nutrients. Outline some of the nutritional requirements for the stages (0 to 6	Pass Perform a limited investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).	Pass Outline some of the physical, intellectual and social developmental norms from birth to five years Use a few specific examples of types of play, outline some of

	<p>Name up to 5 primary care needs of which a parent is responsible.</p> <p>Outline choices available for couples seeking to use barrier and chemical methods of contraception.</p> <p>Explain the process of reproduction.</p> <p>Explain how both identical and non-identical twins are conceived.</p> <p>Outline at least 5 signs or symptoms of pregnancy.</p>	<p>most of the types of equipment needed for babies from birth to 12 months.</p> <p>Distinction Give a wide range of relevant examples for all types of equipment needed for babies from birth to 12 months.</p>	<p>most of the types of equipment needed for babies from 1 to 5 years.</p> <p>Distinction Give a wide range of relevant examples for all types of equipment needed for babies from 1 to 5 years.</p>	<p>months, 6 to 12 months, 1 to 5 years).</p> <p>Merit Describe most of the functions and sources of most nutrients.</p> <p>Briefly describe most of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).</p> <p>Distinction Describe in detail all of the functions and sources of all nutrients.</p> <p>Describe in detail all of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).</p>	<p>Give Limited consideration of factors and basic nutritional analysis.</p> <p>Merit Perform a detailed investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).</p> <p>Has detailed consideration of factors and nutritional analysis of infant nutrition and hygiene practices.</p> <p>Distinction Performed a thorough investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).</p> <p>The investigation and feeding solution are developed independently with comprehensive consideration of factors and thorough nutritional analysis.</p>	<p>the benefits of learning through play.</p> <p>Merit Explain most of the physical, intellectual and social developmental norms from birth to five years.</p> <p>Uses a range of specific examples of types of play, explain most of the benefits of learning through play.</p> <p>Distinction Explain all of the physical, intellectual and social developmental norms from birth to five years.</p> <p>Uses a wide range of specific examples of types of play, explain in detail all of the benefits of learning through play.</p>
<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>It provides a good basis to being coursework upon and to be able to make synoptic links within their R019 coursework</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>

		Term 1		Term 2		Term 3	
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	Topic Title and NC link	Antenatal care	Postnatal care	Caring for ill children	Keeping children safe	Revision and Coursework Catch Up	N/A
Year 11	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<p>Antenatal care and preparation for birth including;</p> <p>The roles of the different health professionals supporting the pregnant mother.</p> <p>The importance of antenatal and parenting classes. an antenatal clinic.</p> <p>Routine checks carried out at Specialised diagnostic tests.</p> <p>The choices available for delivery.</p> <p>The stages of labour and the methods of delivery, including pain relief.</p> <p>Understanding postnatal checks, postnatal provision and conditions for development including</p> <p>The postnatal checks of the newborn baby.</p> <p>The specific needs of the pre-term (premature) baby.</p> <p>The postnatal provision available for the mother and baby, and the postnatal needs of the family.</p> <p>Conditions for development</p>	<p>How to recognise, manage and prevent childhood illnesses and to know about child safety including;</p> <p>How immunity to disease and infection can be acquired.</p> <p>How to recognise and treat common childhood ailments and diseases.</p> <p>4.3 When to seek treatment by a doctor, and when emergency medical help should be sought.</p> <p>Diet-related illnesses.</p> <p>4.5 The needs of an ill child.</p> <p>How to prepare a child for a stay in hospital.</p> <p>How to create a safe, child-friendly environment.</p> <p>Safety labelling.</p> <p>To be aware of the most common childhood accidents.</p> <p>Social safety.</p>	<p>The first part of this half term students will be revising and preparing for their January 2022 exam.</p> <p>Students will begin their final piece of coursework in R020 which will cover;</p> <p>How to plan a range of different activities for a chosen developmental area including;</p> <p>types of activities chosen</p> <p>reasons for choice</p> <p>safety considerations</p> <p>timescale</p> <p>resources</p> <p>methods of observation</p> <p>methods of recording.</p>	<p>Students will begin their final piece of coursework in R020 which will cover;</p> <p>Students will choose a child under the age of 6 and carry out a range of different activities for a chosen developmental area including;</p> <p>types of activities chosen</p> <p>reasons for choice</p> <p>safety considerations</p> <p>timescale</p> <p>resources</p> <p>methods of observation</p> <p>methods of recording.</p>	<p>Students will be reflecting upon their child development January exam results and either be revising for their resit in May or beginning to improve upon coursework from the course in order to prepare for submission.</p>	
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.</p>	<p>During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.</p>	<p>Produce a plan for activities for a chosen developmental area, most of which are explained</p> <ul style="list-style-type: none"> • aims • types of activities chosen • reasons for choice • safety considerations • timescales • resources <p>Clear use of initial observation to inform planning. Produces an explanation of the different methods of observation and recording to be used.</p>	<p>Carry out activities for a chosen developmental area and produces comprehensive records for the observations.</p> <p>Provide a detailed explanation, with reasoning, of comparisons to the expected developmental norm chosen. A wide range of examples will be given for the comparisons</p> <p>With reference to both the plan and the activities:</p>	<p>Reflect, revise and improve upon coursework before final submittal.</p>	

					<p>A thorough evaluation is produced with detailed and relevant suggestions for improvements with justification for those changed.</p> <p>A conclusion that explains whether the aims were met with some relevant justification.</p>		
	<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>It provides a good basis to being coursework upon and to be able to make synoptic links within their R019 coursework</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	<p>This is an essential component of the OCR CNAT Child Development course</p>	