



Child Development

Key Stage 4 Framework for Learning

Year 10 2017-2018: Successful Foundations

Syllabus:

Level 1 / 2 Cambridge National Certificate in Child Development
Code J818

Autumn 1

<p>Knowledge</p>	<p>RO18 Outcome 4 <u>Understand how to recognize, manage and prevent childhood illnesses</u></p> <p>Students will know:</p> <p>How immunity to disease and infection can be acquired. i.e</p> <ul style="list-style-type: none"> • Reasons for immunization • Babies natural immunity • Childhood immunization and vaccination programmes <p>How to recognize and treat common childhood ailments and diseases. i.e</p> <ul style="list-style-type: none"> • General signs of illness • Common childhood ailments and diseases • Caring for an ill child <p>When to seek treatment from emergency services or a GP. i.e.</p> <ul style="list-style-type: none"> • Key signs and symptoms <p>Diet related illnesses. i.e.</p> <ul style="list-style-type: none"> • Childhood obesity • Deficiency diseases • Food intolerances and allergies
<p>Skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> • develop an ability to define terminology related to specific health related topics. • identify and describe different childhood ailments • develop an ability to empathise with parents who are looking after an ill child • recognize when an ill child requires treatment from a GP or emergency treatment in a hospital • carry out investigations in order to identify which elements of certain foods cause allergic reactions and intolerance.
<p>Assessment</p>	<p>Marking Point 1 A piece of classwork: Students will undertake an investigation into childhood immunity. They will:</p> <ul style="list-style-type: none"> • Identify the range of diseases that children can be vaccinated against. • Explain how the vaccinations work <p>This work will be issued to all three pathways of students.</p> <p>Marking Point 2 A piece of classwork: Blue pathway level: Students will produce a leaflet on 'looking after sick children'. The leaflet must contain descriptive information on major and minor ailments suffered by children and specific information on how to care for a child who is ill at home.</p> <p>Green pathway level: Students will produce a leaflet on looking after ill children. They need to identify within it a full list of major and minor medical conditions requiring care. In addition they need to include information on the basic home care that can be provided by the parents.</p> <p>Yellow pathway level:</p>



	<p>Students will produce a leaflet on 'looking after sick children'. The leaflet must name some major and minor ailments and state whether they need treatment from a doctor or if they can be treated at home. In addition they need to include information on the basic home care that can be provided by the parents.</p> <p>Marking Point 3 A home learning task: Blue pathway level: Students will produce a magazine article for parents. The article should provide advice, guidance and strategies to help parents encourage their child to maintain a healthy weight and lifestyle.</p> <p>Green pathway level: Students will be provided with a case study about a toddler who is obese and will be asked to produce a magazine article for parents that identifies where the parents and child have been going wrong with their diet and offer suggestions as to how to maintain a healthy diet and lifestyle.</p> <p>Yellow pathway level: Students will be provided with a case study of a toddler who is obese. They will have to say what the child is eating that may be having a negative effect on their weight and suggest alternative foods to be given instead.</p>
Cultural enrichment	<p>Through the school nurse, a visit will be arranged by a community health visitor. They will be brought in after the initial lesson on immunity against disease in order to talk to and answer questions from students on the issues surrounding vaccination programmes.</p>
Character	<p></p> <p>Q of S Optimism CV – Self-help & Self-responsibility</p> <p>Optimism: When carrying out independent written tasks, students will be challenged to complete tasks beyond their identified pathway and to have an optimistic outlook on their ability to produce good or outstanding work with the assistance of additional resources as necessary.</p> <p>Self-help: There will be self-help sheets available each lesson. Some students will automatically be directed to use these but other students will also be encouraged to use resources to manage their own learning.</p> <p>Self-responsibility: It is expected that all students will demonstrate self-responsibility in managing their time and showing organizational skills to hand work in on time to be marked.</p>
Autumn 2	
Knowledge	<p>RO18 Outcome 4 <u>Understand how to recognize, manage and prevent childhood illnesses</u> continued</p> <p>The needs of an ill child. i.e.</p> <ul style="list-style-type: none"> • Physical needs • Social needs • Emotional needs • Intellectual needs <p>How to prepare a child for a stay in hospital. i.e.</p> <ul style="list-style-type: none"> • Hospital/ward visit • Acting out fears, hospital games • Books and DVD's • Explanation and honesty • Involvement in child's care <p>RO18 Outcome 5 <u>Know about child safety</u></p> <p>Students will know:</p> <p>How to create a safe, child-friendly environment. i.e.</p> <ul style="list-style-type: none"> • Within the home • In the garden and play areas



	<ul style="list-style-type: none"> Road safety <p>Safety labelling, i.e.</p> <ul style="list-style-type: none"> Types of symbols Products requiring safety labels <p>To be aware of the most common childhood accidents, i.e.</p> <ul style="list-style-type: none"> Choking, suffocation and drowning Burns and scalds Falls Electric shock Poisoning
Skills	<p>Students will:</p> <ul style="list-style-type: none"> develop an ability to define terminology related to children’s safety. analyse the usefulness of labelling on all products relating to children and their safety. Develop theoretical and practical skills in order to treat the results of childhood accidents.
Assessment	<p>Marking Point 1 A piece of classwork: Blue pathway level: Students will be asked to identify where in the home and localized environment accidents are likely to occur and what type of accident they might be. Having identified the hazards, students are to produce a set of guidance cards which provide parents with advice on how to reduce the risk of accidents from occurring.</p> <p>Green pathway level: Students will be asked to carry out a risk assessment activity on a home identifying the possible hazard points for toddlers. They must then offer a list of remedial actions that need to be put in place to prevent accidents from occurring.</p> <p>Yellow Pathway level: Students will be asked to identify from a set of data, areas in the home and its surroundings where most accidents are likely to occur. They must suggest a list of actions that could be put into place to stop these accidents from occurring.</p> <p>Marking Point 2 A home learning task: Students will produce a short story/ video / board game that can be used by young children to help prepare them for a stay in hospital.</p> <p>Marking Point 3 Mid year test. The test will be in the format that will be encountered by students in their formal assessment set by the examination board.</p>
Cultural enrichment	<p>All students will be asked to submit names if interested in undertaking a basic first aid course to be completed out of normal lesson time. The school nurse of St John’s ambulance to be contacted for interested students.</p>
Character	 <p>Q of S Empathy CV – Caring for others, Equality and Equity</p> <p>Empathy: During the lesson on ill children and preparing children for a hospital stay, students will be encouraged to discuss personal situations or occasions they know about and how they or the parents felt. The stress and trauma involved will be explored.</p> <p>Caring for others: Students will occasionally be allocated work buddies. This will entail them working with a student they would not necessarily work with but whom they can offer support to.</p> <p>Equality and Equity: Students will, during their learning on how to care for ill children, be made aware that all children regardless of race, religion, economic background should be treated with equity in the level of care that they receive from the National Health Service. This will also be free for all.</p>



Spring 1

<p>Knowledge</p>	<p>RO18 Outcome 5 <u>Know about child safety</u> continued</p> <p>Social safety. i.e.</p> <ul style="list-style-type: none"> • Personal safety awareness – how to avoid inappropriate personal contact. • Stranger danger <p>Internet safety. i.e.</p> <ul style="list-style-type: none"> • Dangers • Making children aware of safe internet use <p>RO19 Outcome 3 <u>Know the nutritional guidelines and requirements for children from birth to five years</u></p> <p>Students will know:</p> <p>The current government dietary guideline. i.e.</p> <ul style="list-style-type: none"> • Eatwell guide • Healthy choices <p>The functions and sources of nutrients. i.e.</p> <ul style="list-style-type: none"> • Macro nutrients • Micronutrients • Functions of nutrients • Sources of nutrients • Additional dietary requirements
<p>Skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Develop an ability to define new terminology related to nutrition and children. • Appreciate that it is important for children to eat healthily to ensure good growth and development. • Recognise the different nutritional needs of groups of children • Be able to list and explain what is meant by micro and macro nutrients.
<p>Assessment</p>	<p>Marking Point 1 A piece of classwork: Students will be required to produce a power point presentation or a written report on ‘social safety and young children’</p> <p>Marking Point 2 A home learning task: Development of a toy, board game or book that will teach a child aged 4/5 years of age about one aspect of safety. [students to self-select safety aspect]</p> <p>Marking Point 3 A piece of classwork: Students will produce an extended piece of writing which outlines the guidance provided to parents by the Eatwell guide.</p>
<p>Cultural enrichment</p>	<p>Contact to be made by the teacher to a relative of hers who is a computer games developer to provide a video link on how new children’s games for use on a computer are designed and then generated.</p>
<p>Character</p>	<p> </p> <p>Q of S Creativity & Curiosity CV – Social Responsibility</p> <p>Creativity: During lessons students will be allowed to display work in any way that they wish and which they feel will enhance their ability to retain the knowledge acquired within the lessons. In addition a home learning task has been included where creativity is required in order to produce a toy, game or book about one aspect of safety.</p> <p>Curiosity:</p>



As many of the students studying Child Development do not study Food Technology it is hoped that they will display a natural curiosity in many of the individual topics being studied which not only relate to the subject but also to their own eating habits.

Social responsibility:

An element of this term's work is related to children and their general safety and safety when using the internet. Students will be encouraged to consider that it is a social responsibility of all adults who come into contact with children to consider how to prevent incidents and ensure that all children are protected from possible dangers.

Spring 2

<p>Knowledge</p>	<p>RO19 Outcome 3 Know the nutritional guidelines and requirements for children from birth to five years continued</p> <p>Nutritional requirements for stages of feeding children. I.e.</p> <ul style="list-style-type: none"> • 0 – 6 months (milk) • 6 – 12 months (weaning stages 1-3) • 1 – 5 years (main food groups) <p>RO19 Outcome 4 Investigate and develop feeding solutions for children from birth to five years</p> <p>Students will know: How to investigate feeding solutions. i.e.</p> <ul style="list-style-type: none"> • Nutritional analysis • Factors for consideration when making meals • Hygiene practices <p>How to develop feeding solutions for babies aged 0 to 6 months. i.e.</p> <ul style="list-style-type: none"> • Bottle feeding • Breast feeding • Combination feeding
<p>Skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Develop an ability to define terminology relating to feeding children of all ages. • Develop investigational techniques in order to examine various feeding solutions • Throughout many of the topics covered students will develop evaluation skills which will be of use in further studies in a number of areas.
<p>Assessment</p>	<p>Marking Point 1 External task set by OCR. [marked using examination board marking scheme] To produce resources to be used with new nursery staff, showing the nutritional requirements for children up to 5 years of age. [completion time for external task is 2 hours]</p> <p>Marking Point 2 A home learning task: Students will produce a report which identifies the advantages and disadvantages of the various methods of sterilizing babies' bottles.</p> <p>Marking Point 3 Mid year test. The test will be in the format that will be encountered by students in their formal assessment set by the examination board.</p>
<p>Cultural enrichment</p>	<p>Either contact will be made with one of the staff who is currently on maternity leave, or contact could be made with a local breast feeding support group such as Moss Side Baby Café based in the Moss Side Sure Start centre, inviting them in with a baby to talk about the feeding choices that they made.</p>
<p>Character</p>	<p></p> <p>Q of S Responsibility & Reflection CV – Social responsibility</p>



	<p>Responsibility: Students will regularly demonstrate this by self-selecting and completing tasks within lessons. In addition students will show responsibility by the completion of all tasks set within lessons and for home learning.</p> <p>Reflection: At the end of the academic term, students will be asked to reflect on their overall performance using a PLC checklist. In addition students will regularly in lessons both within the scheme of learning and at the end, be expected to reflect on their learning and how to embed it.</p> <p>Social responsibility: All of this term's work is related to feeding children. Students will be made aware that it is a parent's responsibility to ensure that their children are provided with a balanced diet that follows the national guidelines. They will also be made aware that providers of children's care (nurseries etc.) have a social responsibility to ensure that all children within their care are adequately fed during their stay with them.</p>
<h2>Summer 1</h2>	
Knowledge	<p>RO19 Outcome 4 <u>Investigate and develop feeding solutions for children from birth to five years</u> continued</p> <p>How to develop feeding solutions for babies aged 6 months to 12 months. i.e.</p> <ul style="list-style-type: none"> • Homemade • Commercially made and purchased <p>How to develop feeding solutions for children aged 1 to 5 years. i.e.</p> <ul style="list-style-type: none"> • Planning meals <p>How to evaluate feeding solutions. i.e.</p> <ul style="list-style-type: none"> • Comparison • Evaluation of choices • conclusions
Skills	<p>Students will:</p> <ul style="list-style-type: none"> • Develop an ability to define terminology relating to feeding children of all ages. • Develop investigational techniques in order to examine various feeding solutions • Need to be able to evaluate the outcomes of their investigations.
Assessment	<p>Marking Point 1 A piece of classwork: Students will complete an investigation into how to recreate a commercial baby food at home and then undertake and write up an evaluation of a taste testing process.</p> <p>Marking Point 2 A home learning task: Students will carry out an investigation into the cost of commercially prepared baby foods. Students can select their own method of carrying out and recording the results of this investigation.</p> <p>Marking Point 3 External task set by OCR. {marked using examination board marking scheme} Choice of 3 all of which are based around a practical element of work on developing feeding solution for a specific aged child. [completion time for external task is 5 hours]</p>
Cultural enrichment	A senior manager from Caterlink [the school catering provider] will be asked to give a presentation to the students about providing school meals that fall in line with government guidelines.
Character	<div style="display: flex; justify-content: space-around;">   </div> <p>Q of S Practice & Resiliency CV- Openness & Honesty</p> <p>Practice:</p>



	<p>During this term, students will be required to complete an external task as part of the subject qualification. To assist in their completion of the task, students will be provided with work which will ensure that they practice particular elements of the topic before the task is completed.</p> <p>Resiliency: Students will be asked to consider the marks they have achieved for previous progress tests and individual assessment pieces of work as highlighted above, identifying what they did wrong and right, setting themselves personal targets to move their learning forward showing resiliency and the ability to act on suggestions offered and feedback.</p> <p>Openness & honesty: During all lessons students will be asked to show openness and honesty about their personal feelings about the topics covered.</p>
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Summer 2

Knowledge	<p>RO19 Outcome 1 & 2 <u>Understand the key factors when choosing equipment for babies from birth to 12 months and from one to five years</u></p> <p>Students will know:</p> <p>About the required equipment for babies from birth to 12 months. i.e.</p> <ul style="list-style-type: none"> • The types of key equipment • Factors to consider when choosing <p>About the required equipment for children from one to five years. i.e.</p> <ul style="list-style-type: none"> • The types of key equipment • Factors to consider when choosing
Skills	<p>Students will:</p> <ul style="list-style-type: none"> • Develop an ability to define terminology related to the equipment needs of children up to the age of 5 years. • Be able to identify and understand the factors that need to be considered by adults when purchasing equipment for children up to the age of 5 years. • Analyse and evaluate the different kinds of equipment that is available for purchase in order to meet the various needs of children.
Assessment	<p>Marking Point 1 External task set by OCR. [marked using examination board marking scheme] Choosing equipment for babies up to 12 months and children aged 1 to 5 years. [completion time for external task is 3 hours]</p> <p>Marking Point 2 A home learning task: Blue pathway level: Students will be issued with a case study outlining the death of a child. Students have to imagine that they are the investigator looking into the child's death and identify what they think could have happened to the piece of equipment that is mentioned in the study and produce recommendations for the manufacturer of the item so that the same type of accident does not happen again.</p> <p>Green pathway level: Students will be issued with some images of equipment that has been used by parents who as they have been using it has resulted in an accident happening to the child. The students must identify what is wrong with each piece of equipment and say what the legal requirements are in relation to this equipment.</p> <p>Yellow pathway level: Students will be issued with two images, one of a pram and the other of a cot. They must then identify what safety features are recommended by the health and safety executive that each item of equipment should have.</p> <p>Marking Point 3 Formal end of year examination.</p>
Cultural enrichment	
Character	<div style="text-align: center;"></div> <p>Q of S Motivation CV – Self Help & Self-responsibility</p> <p>Motivation: Students will throughout the course be required to show motivation during the completion of tasks. They will frequently be given the opportunity to challenge themselves and complete tasks that further their expected attainment level.</p>



In addition all students will work towards an end of year examination

Self-help & Self-responsibility: Students will be encouraged to attend after school clinic sessions in order to consolidate learning on topics covered earlier in the year where they feel their learning has not been as detailed as it could have been and also to develop their memory and recall.