




	Year:	10	Subject:	Child Development	Autumn 1	Autumn 2	Spring 1		
Intent	Subject Concepts (Substantive knowledge)  		<ul style="list-style-type: none"> <li>Health Needs and Related Care</li> </ul>	<ul style="list-style-type: none"> <li>R057 TA 1:</li> <li>Pre-conception health and its impact on reproduction</li> </ul>	Prior Knowledge: <ul style="list-style-type: none"> <li>Concept of good and bad health</li> <li>Ways to promote good health (general)</li> <li>Factors affecting health- smoking alcohol drugs etc</li> <li>General organs of the human body</li> <li>The importance of a range of relationships</li> </ul> Takeaway Learning: Factors affecting pre-conception health for women and men.  Types of contraception methods and their advantages and disadvantages  The structure and function of the reproductive systems  How reproduction takes place.  The signs and symptoms of pregnancy		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Nutrition Needs and related care</li> </ul>	<ul style="list-style-type: none"> <li>R057 TA1:</li> <li>Factors affecting pre-conception health for women and men</li> </ul>	Prior Knowledge: <ul style="list-style-type: none"> <li>Nutrients</li> <li>Healthy eating</li> <li>Factors affecting food choice.</li> <li>Disorders that can be caused by poor nutrition</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>Factors affecting pre-conception health for women and men.</li> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Safe Environments</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>	R059 TA4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development	Prior Knowledge: <ul style="list-style-type: none"> <li>Key milestones for Development 0-5 years</li> <li>Types of Play</li> <li>Stages of Play</li> <li>Benefits of Play</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>The different activities that support development physically, intellectually, socially and creatively.</li> <li>How to plan for different play activities</li> <li>is the area safe – inside/ outside (traffic, gates), is</li> </ul>

							there appropriate supervision available, are the resources child friendly, no sharp items, clean materials, clean working area
	<ul style="list-style-type: none"> <li>Physical Intellectual and Social Development Norms</li> </ul>	<ul style="list-style-type: none"> <li>R057 TA1: The development of the infant from Conception to Birth</li> <li>Multiple pregnancies</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Male and female reproductive systems</li> <li>Insemination, Fertilisation, Conception, Implantation</li> </ul> <p>Takeaway Learning:</p> <p>Development of the embryo and foetus:</p> <ul style="list-style-type: none"> <li>♣ Amniotic fluid</li> <li>♣ Umbilical cord</li> <li>♣ Placenta</li> <li>□ Multiple pregnancies ♣ Identical</li> <li>♣ Non identical/fraternal</li> </ul>	<p>R059 TA 1 : Physical, intellectual, and social developmental norms from one to five</p> <p>R059 TA3: Observe the development of a child aged one to five years</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Concepts of Physical, Social and Intellectual growth</li> <li>That humans grow at different rates.</li> <li>Possible influences on growth</li> <li>That babies need a settled and stable world in which they can flourish The expected norms and milestones for a child of 0-5 years</li> <li>Not taking</li> <li>Data collection skills and interpretive skills</li> <li>The language of comparison</li> </ul> <p>Takeaway Learning:</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>♣ Gross motor skills</li> <li>♣ Fine motor skills.</li> </ul> <p><b>Intellectual development</b></p> <ul style="list-style-type: none"> <li>♣ Language</li> <li>♣ Reading and writing</li> <li>♣ Communication</li> <li>♣ Number skills</li> <li>□ <b>Social development</b></li> <li>♣ Communicating with others</li> <li>♣ Acceptable behaviour</li> <li>♣ Sharing</li> <li>• ♣ Independence/self-esteem</li> <li>• Methods of observation</li> <li>• (Narrative , Checklist ,Snapshot, Time sample Participative, Non-participative ) Methods of recording ( Chart, Written, Child’s work Photographs)</li> </ul> <p>Data from observation of one child</p>		<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Takeaway Learning:</p>
	<ul style="list-style-type: none"> <li>Understanding and supporting development and skills acquisition in a child</li> </ul>		<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Male and female reproductive systems</li> <li>Insemination, Fertilisation, Conception, Implantation</li> </ul> <p>Takeaway Learning:</p> <p>Development of the embryo and foetus:</p> <ul style="list-style-type: none"> <li>♣ Amniotic fluid</li> <li>♣ Umbilical cord</li> </ul>	Types of Play	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Observation techniques</li> <li>Milestones of SIP development</li> <li>Data from observation exercise</li> <li>Planning skills</li> <li>Key milestones for Development 0-5 years</li> <li></li> </ul> <p>Takeaway Learning:</p> <p><b>Play Stages</b></p> <ul style="list-style-type: none"> <li>• Solitary</li> <li>• □ Parallel</li> <li>• □ Associate</li> </ul>	<p>R059 R059 TA2: Stages and types of play and how play benefits development TA4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Key milestones and norms for development in a child of 0-5 years</li> <li>Types of Play</li> <li>Stages of Play</li> <li>Benefits of Play</li> </ul> <p>Takeaway Learning:</p> <p>How to plan for different play activities • What to include in a plan and</p>

			<ul style="list-style-type: none"> <li>♣ Placenta</li> <li>□ Multiple pregnancies ♣</li> <li>Identical</li> <li>• ♣ Non identical/fraternal</li> </ul>		<ul style="list-style-type: none"> <li>• □ Co-operative</li> </ul>	<p><b>Play types</b></p> <ul style="list-style-type: none"> <li>□ Manipulative play</li> <li>□ Co-operative play</li> <li>□ Imaginative play</li> <li>□ Physical play</li> <li>□ Creative play</li> </ul> <p><b>Play Benefits</b></p> <ul style="list-style-type: none"> <li>□ Physical development</li> <li>□ Intellectual development</li> <li>□ Social skills</li> <li>□ Creative skills</li> </ul>	<p>reasons why • How to use observation findings to inform choice of activity</p> <p>Reason for choice: relevance to developmental area chosen/benefits to the child</p> <ul style="list-style-type: none"> <li>• The different activities that support development physically, intellectually, socially and creatively.</li> <li>• Examples may include: <ul style="list-style-type: none"> <li>• hand-eye co-ordination,</li> <li>• increase fitness, fine motor skills,</li> <li>• promotes balance and co-ordination</li> <li>• • problem solving, communication,</li> <li>• independence, confidence, self-esteem, communication, sharing skills</li> <li>• imagination, problem solving, art, drawing, puzzles.</li> </ul> </li> </ul>
	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Scientific understanding of the impact of a range of substances on the human body</li> <li>• A lack of embarrassment at the content which must be covered, especially in the matters of reproduction.</li> <li>• The ability to feel empathy for those trying to conceive and who may be experiencing difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent reading skills</li> <li>• Excellent research and interpretation skills.</li> <li>• Excellent number skills and interpretations Well developed fine motor skills.</li> <li>• Well-developed gross motor skills</li> <li>• Excellent research skills</li> <li>• Excellent listening skills</li> <li>• Excellent observation and interpretation skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and imagination.</li> <li>• Ability to pinpoint developmental need in young children and devise ways to develop this intellect.</li> <li>• Excellent communication skills (verbal/ non-verbal and written)</li> <li>• Excellent social skills</li> <li>•</li> </ul>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Implementation</b></p>	<p><b>Common Misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Preconceptual care includes the impact on a baby- it is non-existent at this point.</li> <li>• Pregnancy health care begins at conception.</li> <li>• All contraceptives are suitable for all people.</li> <li>• That the failure to use contraceptive will result in an immediate conception.</li> <li>• That contraceptives have only a role to play in pregnancy (STI role)</li> <li>• All conceptions will lead to viable births.</li> <li>• That a 12-week-old foetus is the size of a honeydew melon.</li> <li>• Pregnancy symptoms include cravings for chocolate!</li> <li>• Women can conceive at any time until menopause.</li> </ul>	<ul style="list-style-type: none"> <li>• All babies and young children develop all skills at the same time.</li> <li>• A child who is “Behind” with one skill will automatically be behind in all others.</li> <li>• Skills are innate and cannot be developed and encouraged form an external source (e.g., parent or family)</li> <li>• Tabular Rasa</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of children can only be carried out by watching them (can use written work, recorded evidence)</li> <li>• Children do not need to be encouraged with a range of games and activities- it is fine if they keep playing only with a favourite toy.</li> <li>• Children must always be supervised to play and that they need an adult to demonstrate everything.</li> </ul>			

		<ul style="list-style-type: none"> <li>• Conception can happen at any point in a woman's menstrual cycle.</li> <li>• Smoking should be avoided in pregnancy but will not affect a woman's choice of conceiving.</li> </ul>		
<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>• Booklets with key information terms including information which are complementary to the teaching PowerPoints and holding scaffolds for diagrams, tables, note taking etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays in classroom which give examples of the basic information to be collected.</li> <li>• A range of research questions to be used to assist research on norms/skills.</li> <li>• Prefilled charts to ease understanding.</li> <li>• Practice observations- modelling the information to look for and how to spot it- checklists prepared to allow activity to occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of exemplar work and examples of how to complete the task.</li> <li>• Games activities and resources to use as practical starters to the design of their own</li> </ul>
	<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>• Exemplar case studies to be used when in discussion around relationships examples- to avoid excluding students where stable family relationships may not be a feature.</li> </ul>	<ul style="list-style-type: none"> <li>• Class library of information to be accessed and used on a need basis.</li> <li>• Opportunities to experience toys/ activities which will lead to an understanding of skills development</li> </ul>	<ul style="list-style-type: none"> <li>• staff videos of suitable children which are made available for students to use in their observations.</li> <li>• Where possible, access to the parent (in persons or Teams) to allow assessment of the activity designed.</li> </ul>
	<b>More Able Students</b>	<ul style="list-style-type: none"> <li>• Extension tasks relating to specific tasks- leading a presentation about preconceptual health in the guise of a Health visitor" for example.</li> <li>• Contraception efficacy presentation for wall</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to collect own information about different observational techniques- can use own child provided the information is recorded and ready in the day. Lead seminar style approaches with other students relating to observation skills</li> <li>• Will be encouraged to reflect on theorists such as Piaget in the development of skills. Concepts of Conservation,</li> </ul>	<ul style="list-style-type: none"> <li>• Student to be encouraged to use existing resources and develop their own activities to assess the development of skills in a child- e.g., make a game to be tested.</li> </ul>
<b>Literacy/Numeracy Skills</b> 	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Amniotic fluid, antenatal care, blastocyst, conception(fertilisation) contraception, embryo, fertility, foetus, implantation, in vitro fertilisation, menstrual cycle, neural tube, oestrogen, ovulation, postnatal care, preconception, progesterone, reproduction, zygote,</li> </ul>	<ul style="list-style-type: none"> <li>• Associative Play, Checklist, Creative Cooperative play, skills communication, Fine Motor Skills, Gross motor skills, Language, Narrative, Non Participative, Observation, Parallel play, Participative, Physical Play, Social Development, Snapshot, Solitary Play, Time Sample,</li> </ul>	<ul style="list-style-type: none"> <li>• Associative Play, Checklist, Creative Cooperative play, skills communication, Fine Motor Skills, Gross motor skills, Language, Narrative, Non Participative, Observation, Parallel play, Participative, Physical Play, Social Development, Snapshot, Solitary Play, Time Sample,</li> </ul>
	<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Reading a range of websites/ published leaflets to research and present ideas about the advantages and disadvantages of different kinds of contraceptives.</li> <li>• Exam question practice</li> </ul>	<ul style="list-style-type: none"> <li>• Use of textbooks, websites, and periodicals to gather information about observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks, websites and child development literature (range of sources)</li> </ul>
	<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Students are asked to present gathered information as information leaflets for prospective parents.</li> <li>• Exam question practice</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write up their observations and present work as NEA assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Work to use summary notes, questionnaires and develop into an assignment for the NEA task</li> </ul>
	<b>Oracy:</b>	<ul style="list-style-type: none"> <li>• Discussion work using case studies relating to the suitability of contraceptives to a range of client groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will discuss the features of the model observation and support each other in raising questions and understanding what they are seeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Active discussion of skills around play activities</li> </ul>
	<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>• Opportunities to develop number around menstrual cycle (Bracelets) and values of contraceptive effectiveness. Can be shown as table for display</li> </ul>	<ul style="list-style-type: none"> <li>• The task requires data handling of observations- students can present information in a range of graphical formats (Charts/ graphs etc</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use children's toys and games which are encouraged to teach number (card pairing/ shopping and money games)- this will encourage confidence in themselves</li> </ul>
<b>Digital Strategy</b> 		<ul style="list-style-type: none"> <li>• Online completion of end of unit tests,</li> <li>• Use of websites for Research tasks</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use of videoed material to show child observations.</li> <li>• Write up of NEA tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Use of videoed material to show child observations.</li> <li>• Write up of NEA tasks</li> </ul>

	<b>Home Learning</b>	<ul style="list-style-type: none"> <li>Interview with Adult who has experience pregnancy- re preconceptual care and signs of pregnancy</li> </ul>			<ul style="list-style-type: none"> <li>Students will be asked to conduct a survey online or in a toy shop seeking out “toys that teach” and will be asked to categorise them in terms of the development areas they promote</li> </ul>			<ul style="list-style-type: none"> <li>Students will be asked to complete a “practice observation” of an adult/ to prepare the techniques they will need to use in their NEA task. They will require notes</li> </ul>					
<b>Impact</b>	<b>Composite Assessment</b>	Date:	End of October 2024	Content:	Exam practice questions relating to R057 TA1	Date:	End of November 2023	Content:	Observation write ups	Date:	End of January 2024	Content:	Questions about Types of Play and Development and the link to Milestones