**Year 11 Child Development 2022 - 2023**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | RO19 Understanding the equipment and nutritional needs of children from birth to 5 years.LO1 & LO2 | RO19 Understanding the equipment and nutritional needs of children from birth to 5 years. LO3 & LO4 | RO20 Understand the development of a child from birth to 5 years. LO1 & LO2 | RO20Understand the development of a child from birth to 5 years. LO3 & LO4 | Revision for RO18 Health and wellbeing for child development. |  |
| Skills | * Identification of advantages and disadvantages
* Apply logic to justify decision making
* Understanding of different viewpoints without prejudice or bias
* Analysis of data
* Interpretation of online research
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| Assessment | Controlled assessment - ongoing | Controlled assessment - ongoing | Resit opportunity R018Controlled assessment - ongoing | Controlled assessment - ongoing |  | Resit opportunity R018 |
| Linked learning | Students may have studied Child Development in Year 10, which will have given them a broad overview of some aspects of the subject. Students will have covered some areas of male and female reproductive systems, contraceptives and immunity during Science and PSHE lessons. Students can also draw on experience from younger siblings, and visiting GPs and other health professionals.This subject links with **Biology** – male and female reproductive systems, reproduction, development of the embryo and foetus. **PSHE** – First aid, contraceptives, healthy relationships. **English** – definitions of key terms, extended writing. **ICT** - word processing, research. **Maths** – Nutritional analysis, **Food** – Nutrients, food preparation, hygiene practices, the Eatwell guide. |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their understanding of different family settings and respect for different peoples values. Imagination and creativity is encouraged through use of different mediums to complete tasks set. Students will often reflect on their childhood and past experiences, along with those they have witnessed when sharing with peers.254. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their set tasks. Students learn about the consequences of their behaviour and actions along with learning to understand and appreciate the viewpoints of others on these issues255. Provision for the social development of pupils includes developing their social skills in different contexts, for example working and socialising with other pupils, including team work and presentations. Students will also practise respecting others with different view points and approaches to life.256. Provision for the cultural development of pupils includes developing their understanding and appreciation of the things we value and share in common across cultural, religious, ethnic and socio-economic communities |
| Literacy | * Key terminology
* External examination marks for Quality of Written Communication.
 | Numeracy | * Weeks and Months
* Measures of nutrients
* Interpretation of graphs
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| Enrichment | Appropriate trips will be organised as the opportunity arises. |
| Impact on personal development | By the end of the year it is essential that students have learnt / experienced / practiced the following topics / skills to ensure their success moving into year 11:Completed RO19 controlled assessmentCompleted RO20 controlled assessment(subject to change from the exam board OCR)Gain an understanding of their own and others views in terms of choices that need to be made when caring for children, either as a career or Gain a clear perspective on life and their interest in and respect for different people’s feelings and values;Appreciation of consequence of poor health choices in relation to an individual’s health before and during pregnancy.A successful learner in this subject will demonstrate Critical thinking skills, social and emotional intelligence, empathy and understanding. They will also develop and demonstrate their ability to apply their gained knowledge to a variety of scenarios linking theory to practice. |

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| Ways to support student learning in this subject |
| * Watch documentaries about child development e.g. The secret life of 4 year olds, Super Nanny.
* Watch programmes relating to birth, e.g. One born Every Minute.
* Encourage students to pay attention to local and national news – relating to health professionals, pregnancy and birth.
* Ask them about their learning and for them to explain concepts they are learning about.
* Discuss with them, if appropriate, your own experience of pregnancy, labour, birth, antenatal appointments, the postnatal period and raising young children.
* Discuss with them career opportunities in Child Development and in Early Years settings
* If you have family members/ friends with young children take them to visit them.
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