

**Key Stage 4: R057 Exam content, R058 Create a safe environment and understand the nutritional needs of children from birth to five years, R059 Understand the development of a child from one to five years. \*Exam unit and portfolio units will be taught alongside each other.**

Overall Curriculum Goals					
Half Term 1 Sept - Oct	Half Term 2 Oct – Dec	Half Term 3 Dec – Feb	Half Term 4 Feb – Easter *R058 deadline	Half Term 5 Easter – May	Half Term 6 May - Summer
<p>Students will be introduced to the requirements of the exam and coursework for the OCR GCSE course, applying their knowledge to exam style questions.</p> <p>Students will begin to learn topics such as:</p> <ul style="list-style-type: none"> <li>Pre-conceptual health and reproduction (R057)</li> <li>Creating a safe environment in a childcare setting (R058)</li> </ul> <p>Students will begin to learn the requirements for learning objective 1 for the exam and learning outcome 1 for the R058 portfolio.</p> <p><b>Exam R057.</b></p> <p>This will include investigating:</p> <ul style="list-style-type: none"> <li>Factors affecting preconceptual health.</li> <li>Contraception methods (adv &amp; disadv).</li> <li>Structure and Functions of the reproduction system.</li> <li>How reproduction takes place</li> <li>Signs &amp; Symptoms of pregnancy.</li> </ul> <p><b>Portfolio R058</b></p> <ul style="list-style-type: none"> <li>Reasons why accidents happen in a childcare setting.</li> <li>Types of childhood accidents.</li> <li>Plans to prevent accidents.</li> </ul>	<p>Students will begin to learn the requirements for learning objective 2 of R057 &amp; R058.</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> <li>Antenatal care and preparation for birth (R057)</li> <li>Choosing suitable equipment for a childcare setting (R058)</li> </ul> <p><b>Exam R057.</b></p> <p>This will include investigating:</p> <ul style="list-style-type: none"> <li>The purpose and importance on antenatal clinics/classes.</li> <li>The role of the birth partner.</li> <li>Screening and diagnostic tests.</li> <li>Choices available for delivery.</li> <li>Pain relief.</li> <li>Signs of labour.</li> <li>Stages of labour.</li> <li>Methods of assisted birth.</li> </ul> <p><b>Portfolio R058</b></p> <ul style="list-style-type: none"> <li>Essential equipment and factors (durability, age appropriate, safety, design and cost)</li> </ul>	<p>Students will begin to learn the requirements for learning objective 3 of R057 &amp; R058.</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> <li>Postnatal checks, care and development.</li> <li>Nutritional needs of children from birth – 5 years.</li> </ul> <p><b>Exam R057.</b></p> <p>This will include investigating:</p> <ul style="list-style-type: none"> <li>Postnatal checks.</li> <li>Postnatal care of the mother and the baby.</li> <li>Developmental needs of children.</li> </ul> <p><b>Portfolio R058</b></p> <ul style="list-style-type: none"> <li>Government dietary recommendations.</li> <li>Essential nutrients and their functions.</li> <li>Plan a feed or meal.</li> <li>Carry out the planned feed or meal.</li> <li>Evaluating the meal or feed.</li> </ul>	<p>Students will continue to learn the requirements for learning objective 4 for R057 only (*R058 will be completed)</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> <li>Childhood illnesses and safe environment.</li> </ul> <p><b>Exam R057</b></p> <ul style="list-style-type: none"> <li>General signs and symptoms of illness.</li> <li>Specific illnesses i.e., meningitis, mumps, chickenpox.</li> <li>How to meet the needs of an ill child.</li> <li>How to ensure a child friendly environment (safe environment/ safety labelling)</li> </ul> <p><b>Portfolio R058</b></p> <p>Students will complete the final review of their coursework before submission in half term 5.</p>	<p><b>Revision of R057 exam topics</b></p> <ul style="list-style-type: none"> <li>L01</li> <li>L02</li> <li>L02</li> <li>L04</li> </ul> <p><b>R058</b> – coursework submission deadline May.</p>	<p><b>Revision of R057 exam topics</b></p> <ul style="list-style-type: none"> <li>L01</li> <li>L02</li> <li>L02</li> <li>L04</li> </ul> <p><b>Introduction to R059</b></p> <p>Students will be introduced to the new portfolio unit. They will learn the expected developmental norms for children from one to five years. They will use observation and research techniques and skills to investigate these development norms to explore their findings. They will also learn the importance of creating plans and providing different play activities to support children in their development</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p><b>R057</b> Preconceptual care, fertility, infertility, genetic counselling, recreational drugs, diet, healthy weight, immunisation, genetic, congenital disorders, lifestyle choices, financial constraints, Barrier methods, hormonal methods, menstruation, fertilisation, folic acid</p> <p><b>R058</b> Safe environment, Supervision, safety, Development, Equipment, Risk assessment, Accident.</p>	<p><b>R057</b> Antenatal care, General Practitioner, Midwife, Obstetrician, Caesarean, Pre-eclampsia, Blood tests, Examination of the Uterus, Urine test, Screening tests, Diagnostic tests, Anomaly scan, Nuchal fold translucency, Triple test, Non -Invasive Prenatal testing, Chronic Villus sampling, Amniocentesis. Hospital birth, home birth, private care, independent midwives, birth partner, epidural, Entonox, pethidine, TENS, cervix, labour, placenta, Ventouse, Episiotomy, assisted birth, elective / emergency c section.</p> <p><b>R058</b> Travelling Sleeping Feeding Changing Indoor and outdoor playing Age and weight appropriateness Safety Design Durability Cost</p>	<p><b>R057</b> Postnatal, APGAR, salmon patches, Blue grey stork marks, infantile haemangiomas (strawberry marks), vernix, Lanugo, weight, Length, head circumference, physical examination, fontanelle, heel prick, health visitor, SIDS, partner, needs, warmth, feeding, love and emotional security, rest / sleep stimulation, routine, socialisation, acceptable patterns of behaviours.</p> <p><b>R058</b> Eatwell guide Balanced diet Recommendations Obesity Protein Carbohydrates Fibre Minerals Vitamins Nutrition</p>	<p><b>R057</b> Immunisation, immunity, illnesses, mumps, meningitis, tonsillitis, chicken pox, common cold, gastroenteritis, common cold, physical needs, intellectual needs, social needs, emotional needs, hazard, risk, safety labelling, BSI kitemark, Lion mark, CE symbol, age.</p> <p><b>R058</b> Equipment Ingredients and quantities Safety Hygiene Personal Environment Advantages Disadvantages Improvements</p>	<p><b>R057</b> State Identify and explain Explain Discuss Consider</p>	<p>State Identify and explain Explain Discuss Consider</p>
CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular
<p>Introduce students to careers that they could go into i.e., nursery nurse, Midwife, Paediatrician, Preschool teacher.</p>	<p>Sure Start visit to assess the equipment nurseries have on site to help inform their decisions</p> <p>Students are given the opportunity to watch several recorded birthing experiences.</p> <p><b>Job links:</b> Nursery nurse, teacher, Early Years Practitioner, Midwife, GP, Obstetrician, Gynaecologist, Paediatric nurse.</p>	<p>Students are encouraged to carry out research into healthy eating practices and read through the Eatwell guide and other government guidance.</p> <p>Analysis of children’s food products – to give context to the understanding of different elements of nutrition.</p> <p><b>Job links:</b> Early Years development worker, Nursery nurse, dietician, play therapist, primary teacher, mental health support worker.</p>	<p>Students will plan and cook a meal designed for a child within a specific age range. They will also get hands on experience of preparing a bottle feed for a baby.</p> <p><b>Job links:</b> Early Years development worker, Nursery nurse, dietician, play therapist, primary teacher, mental health support worker, GP, parent educator, day care assistant</p>	<p>Throughout this year students will be given the opportunity to take home a simulated baby for a weekend, to get experience of meeting some of the needs of a new-born and the challenges this can bring.</p> <p><b>Job links: all previous.</b></p>	

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Overall Curriculum Goals					
Half Term 1 Sept - Oct	Half Term 2 Oct - Dec	Half Term 3 Dec - Feb	Half Term 4 Feb to Easter *R059 Deadline	Half Term 5 Easter – May	Half Term 6 May – Summer
<p>Students will learn the requirements for the new portfolio unit R059</p> <p><b>R059 – LO1</b> Students will also explore the first learning outcome. They will begin to learn about the physical, intellectual and social developmental milestones from one to five years.</p> <p><b>What will be included:</b> <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> - Language</p> <ul style="list-style-type: none"> <li>- Reading and writing</li> <li>- Communication</li> <li>- Number skills</li> </ul> <p><b>Social development</b></p> <ul style="list-style-type: none"> <li>- Communicating with others</li> <li>- Acceptable behaviour</li> <li>- Sharing</li> <li>- Independence/self-esteem</li> </ul>	<p>Students will be utilising and engaging with the feedback from LO1 to make sure their LO1 section of the portfolio is completed to the best of their ability. Then the second learning outcome will be introduced to the students:</p> <p><b>R059 – LO2</b> Using the information gathered from learning outcome one students will then begin to explore the different stages and types of play and how play benefits development from birth to five years.</p> <p><b>What will be included:</b></p> <ul style="list-style-type: none"> <li>- What will happen at each stage of play.</li> <li>- The expected ages for each stage.</li> </ul>	<p>In this half term students will be making relevant amendments to their LO2 unit before being introduced to the LO3 topic.</p> <p><b>R059 – LO3</b> Collectively thinking about the research gathered from LO1 and LO2 students will then have to understand the development of a child from one to five years of their choice. They are expected to carry out an initial observation of the child.</p> <p><b>What will be included:</b></p> <ul style="list-style-type: none"> <li>- Reasons for carrying out observations.</li> <li>- What each method of observation involves.</li> <li>- When each method would be appropriate.</li> <li>- How the observation would be recorded.</li> <li>- The importance of confidentiality when observing a child.</li> <li>- How to use observation findings to compare with: <ul style="list-style-type: none"> <li>o the expected developmental norms</li> <li>o stage of play</li> <li>o type of play</li> </ul> </li> </ul>	<p>This is the final section of the portfolio. Here students should have improved and checked all prior learning outcomes in relation to teacher feedback. Then they will be completing the final unit of the portfolio where they are to plan and evaluate appropriate activities which aim to aid the learning of their specific child.</p> <p><b>R059 – LO4</b> Here students will have to plan and evaluate play activities for a child aged one to five years for a chosen area of development they identified previously in the LO3.</p> <p><b>What will be included:</b></p> <ul style="list-style-type: none"> <li>- How to plan for different play activities.</li> <li>- What to include in a plan and reasons why.</li> <li>- How to use observation findings to inform choice of activity.</li> <li>- Reason for choice: relevance to developmental area chosen/benefits to the child.</li> <li>- Safety considerations include: is the area safe – inside/ outside (traffic, gates), is there appropriate supervision available, are the resources child friendly, no sharp items, clean materials, clean working area.</li> </ul>	<p><b>R059</b> – coursework submission deadline May.</p>	<p>Remaining lessons will be spent revising and consolidating knowledge for the examined unit – R057.</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Physical development, Gross motor skills, Fine motor skills, Intellectual development, Language, Reading and writing, Communication, Number skills, social development, communicating with others, Acceptable behaviour, Sharing, Independence/self-esteem.	Stages of play, types of play, manipulative play, cooperative play, solitary play, physical play, creative play, benefits of play: P, I, S (social skills) creative	Observation Narrative observation Snapshot observation Time sample observation Participative observation Methods of recording Confidentiality Permission Solitary play Parallel play Associative play Co-operative play	Organisation and timescales of activities Evaluation / analysis Justification / reasons for choice Appropriateness of play activity Safety considerations (risks/hazards) Suggested improvements	All key terms from all learning outcomes are relevant – revision of all outcomes.	State Identify and explain Explain Discuss Consider
CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular	CEIAGs and Co-curricular
Speaker – practice nurse  <b>Job Links:</b> Primary teacher, EYF teacher, social worker, reading specialist, SENDCO, Speech and Language Therapist, Child Psychologist.	Health visitor speaker Engagement with a child -to explore existing milestones and compare to expected development.  <b>Job Links:</b> Primary teacher, EYF teacher, social worker, reading specialist, SENDCO.	Students encouraged to carry out challenging research into psychological theory – e.g., Bandura and Piaget.  <b>Job Links:</b> Primary teacher, EYF teacher, social worker, reading specialist, SENDCO, therapist, art therapist, play therapist	Encouragement of interaction with case study – child who students are focusing their coursework on. Focused observations.  <b>Job Links:</b> Primary teacher, EYF teacher, social worker, reading specialist, SENDCO.	Students will plan targeted activities to carry out with their child case study – informing their write up.  <b>Job Links:</b> all the previous.	

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