

Key Stage 4: Year 10 RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years.

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Students will continue to learn the requirements and exam technique required for the OCR GCSE course, applying their knowledge to exam style questions.</p> <p>Students will begin to about child safety, including topics such as:</p> <ul style="list-style-type: none"> Child Safety within the home, labelling, childhood accidents and social safety <p>Students will begin to learn the requirements for learning objective 1 of their first piece of coursework, which entails planning to create a safe environment in a childcare setting.</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> Reasons why accidents happen in a childcare setting. Types of childhood accidents Plan to prevent accidents in a childcare setting 	<p>Students will begin to learn the requirements for learning objective 2 of their first piece of coursework, which is based on essential equipment and factors for choice.</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> Types of Essential Equipment. Factors affecting suitability and choice 	<p>Students will begin to learn the requirements for learning objective 3 of their first piece of coursework, which is based on nutritional needs of children from birth to five years, including current government dietary recommendations for healthy eating for children from birth to five years.</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> Eatwell guide 5 a day British Nutritional Foundation recommendations Updated recommendations as published in the future <p>They will also investigate:</p> <ul style="list-style-type: none"> Essential nutrients and their functions for children from birth to five years. 	<p>Students will continue to learn the requirements for learning objective 3 of their first piece of coursework, which is based on nutritional needs of children from birth to five years.</p> <p>This will include investigating:</p> <ul style="list-style-type: none"> Plan for preparing a feed/meal. How to evaluate planning and preparation of a feed/meal. <p>Students will complete the final review of their coursework before submission.</p>	<p>Revision of RO57 exam topics</p> <p>This will include:</p> <ul style="list-style-type: none"> Pre-conception health and reproduction. Antenatal care and preparation for birth. 	<p>Revision of RO57 exam topics</p> <p>This will include:</p> <ul style="list-style-type: none"> Postnatal checks, postnatal care and the conditions for development. Childhood illnesses and a child safe environment.
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
BSI kite mark Lion mark Age advice symbol CE symbol and UKCA Children's nightwear labelling Environment Supervision Safety Development Equipment Risk assessment Accident	Travelling Sleeping Feeding Changing Indoor and outdoor playing Age and weight appropriateness Safety Design Durability Cost	Eatwell guide Balanced diet Portion control Recommendations Obesity Protein Carbohydrates Fates Fibre Minerals Vitamins Macronutrients Micronutrients Nutrition	Equipment Ingredients and quantities Safety Hygiene Personal Environment Advantages Disadvantages Improvements	State Identify and explain Explain Discuss Consider	State Identify and explain Explain Discuss Consider
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
	Sure Start visit to assess the equipment nurseries have on site to help inform their decisions	Students are encouraged to carry out research into healthy eating practices and read through the Eatwell guide and other government guidance.	Students will plan and cook a meal designed for a child within a specific age range.		

Key Stage 4: Year 11 (Academic year 2022-2023 Old spec) R020

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Students will learn the requirements and exam technique required for the OCR GCSE course, applying their knowledge from the RO18 unit to exam style questions.</p> <p>Students will also explore LO5 from RO18 - how to recognise, manage and prevent childhood illnesses, including topics such as:</p> <ul style="list-style-type: none"> • How immunity is acquired • How to recognise and treat common childhood ailments and diseases • When to seek treatment by a doctor, and when emergency medical help should be sought • Child Safety within the home, labelling, childhood accidents and social safety 	<p>Students will learn the requirements for learning objective 1 of their first piece of coursework.</p> <p>This will include studying topics such as:</p> <ul style="list-style-type: none"> • Physical developmental norms, including gross and fine motor skills, reflexes, and hand-eye co-ordination. • Intellectual development – the way the child’s brain processes information including language, reading, and writing, communication and number skills. • Social development – the development of the ways in which children experience and learn to handle their own emotions and relationships with others. • All the above will be understood for the age range birth to 5 years. 	<p>Students will learn the requirements for learning objective 2 of their first piece of coursework. They will complete the write up for this part during this half term.</p> <p>Students will produce a presentation with notes, to give to the volunteers at the creche about:</p> <ul style="list-style-type: none"> • the types of play • the benefits of learning through play 	<p>Students will learn the requirements for learning objective 3 of their first piece of coursework. They will complete the write up for this part during this half term.</p> <p>Students will produce plans for the two play activities which MUST include:</p> <ul style="list-style-type: none"> • the developmental area chosen • aims • types of activities chosen • reasons for choice • safety considerations • timescale • resources • methods of observation • methods of recording. <p>Students should demonstrate their ability to draw upon relevant skills, knowledge and understanding from Unit R018.</p>	<p>Students will learn the requirements for learning objective 4 of their first piece of coursework. They will complete the write up for this part during this half term.</p> <p>Students will carry out the activities they have planned in Task 3. They MUST:</p> <ul style="list-style-type: none"> • introduce the activities to the child • carry out the two play activities • observe and record the activities • compare the child with the expected developmental norms for the area chosen • evaluate the two play activities • make suggestions for improvements • draw conclusions. 	<p>Remaining lessons will be spent revising and consolidating knowledge for the examined unit – RO57.</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>Immunisation, vaccines, antibodies, antigens, babies’ natural immunity, signs and symptoms, chickenpox, gastroenteritis, pertussis, rubella, diarrhoea, airborne, seizures. Food intolerances, deficiency diseases, anaphylactic shock, hypoglycaemia, hyperglycaemia</p>	<p>Physical, Intellectual, Social Development. Milestones, Gross and fine motor skills. Hand-eye coordination Communication (body language) Numeracy and Literacy Acceptable behaviour Independence and self-esteem</p>	<p>Types of play; manipulative play Cooperative play Solitary play physical play Creative play Benefits of play: P,I,S (social skills) Creative</p>	<p>Organisation and timescales of activities Appropriateness of play activity Safety considerations (risks/hazards) Methods of observation: Naturalistic, event sampling, snapshot, participant, non-participant</p>	<p>Age-appropriate activities Skills assessment Creating resources that develop skills Observations (see previous) Comparison with milestones Evaluation (strengths and weaknesses) Analysis (recommendation for improvements) Conclusions – how aims were met.</p>	<p>State Identify and explain Explain Discuss Consider</p>
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<p>Speaker – practice nurse</p>	<p>Health visitor speaker</p>	<p>Students encouraged to carry out challenging research into psychological theory – e.g. Bandura and Paiget</p>	<p>Encouragement of interaction with case study – child who students are focusing their coursework on. Focused observations.</p>	<p>Students will plan targeted activities to carry out with their child case study – informing their write up.</p>	