

Curriculum Overview
OCR CAMBRIDGE NATIONAL LEVEL 1 AND 2 IN CHILD DEVELOPMENT



Curriculum Intent

This qualification aims to introduce students to the study of the sector and gain an understanding, skills and knowledge for caring for children under the age of five years. It is a vocational qualification equivalent to GCSE, and its content allows students to apply their knowledge and understanding to vocationally relevant scenarios. It is assessed through a final exam and coursework over the 3 year period.

How this curriculum is assessed

This qualification is assessed through coursework and a final exam in either January or June of year 11. Students can have 2 attempts at the exam to improve their grade. The NEA which is made up of 2 units is equal to 50% of the grade and the exam contribute to the remaining 50% of the grade.

RO57 – Health and wellbeing for child development

RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years

RO59 - Understand the development of a child from one to five years

Cross Curricular Links

The curriculum has strong links with citizenship – sex education, safety
 IT – internet safety
 Biology – human development, reproduction
 Sociology – families, parenthood
 Psychology – Psychological theories
 Sport/PE – physical development – use of fine and gross motor skills

How this prepares students for their next stage of educations/employment

The content of this qualification has been developed in consultation with further education organisations to ensure it supports progression towards study at post 16.

It also supports students choosing to progress directly to employment as the transferable knowledge, understanding and skills will give successful students an advantage in applying for a range of entry level roles, industry training programmes and Apprenticeships in child care/nursery nursing.

The qualification will help students to develop independence and confidence in using skills that would be relevant to the Childcare sector.

The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as:

research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why.

communication skills – for example, within the NEA set assignment students will need to make

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recommendations to the nursery on how accidents can be prevented.

Enrichment Opportunities

Materials/Resources to Support Learning

Students will have the opportunity to discuss and debate issues relating to child development and care. There will be several opportunities for students to participate in practical activities associated with caring for children under the age of five. They will plan and prepare a meal for an under 5 for their first assessment. In addition students will plan and undertake a play activity as part of one of their assessed units. Wherever possible students will be able to listen to practitioners (eg. Child minders, nursery nurses, midwives) to gain an insight into their roles and good practice.

<https://www.motherandbaby.co.uk/>, <https://www.baby-magazine.co.uk/>,
<https://thegreenparent.co.uk/>, <https://www.nurseryworld.co.uk/>,
<https://www.earlyyearseducator.co.uk/>, <https://www.cysticfibrosis.org.uk/>,
www.nhs.org.uk, <https://www.downs-syndrome.org.uk/>, <https://petalscharity.org/>,
<https://www.nutrition.org.uk/>, <https://www.famly.co/blog>, <https://www.nct.org.uk>

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

	Advent Term 1	Advent Term 2	Lent Term 1	Lent Term 2	Pentecost Term 1	Pentecost Term 2
Year 9	<p>Topic(s): Area 1: Creating a safe environment in a childcare setting (KMI)</p> <p>Topic Area: 3 Nutritional needs of children from birth to Five years (LB)</p>	<p>Topic(s): Area 1: Creating a safe environment in a childcare setting (KMI)</p> <p>Topic Area 3: Nutritional needs of children from birth to Five years (LB)</p>	<p>Topic(s): Area 1: Creating a safe environment in a childcare setting (KMI)</p> <p>Topic Area 3: Nutritional needs of children from birth to Five years (LB)</p>	<p>Topic(s): Area 2: Choosing suitable equipment for a child care setting.</p> <p>Topic Area 3: Nutritional needs of children from</p>	<p>Topic(s): Area 2: Choosing suitable equipment for a child care setting.</p> <p>Topic Area 3: Nutritional needs of children from birth to Five years (LB)</p>	<p>NEA completion and final submission – Topic Areas 1, 2, 3</p>

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Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>1.1 Plan to create a safe environment in a childcare setting</p> <p>Reasons why accidents happen in a childcare setting: The environment Lack of supervision or untrained staff Safety equipment Untrained staff As part of a child's development</p> <p>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</p> <p>Eatwell guide 5 a day British Nutritional Foundation recommendations Updated recommendations as published in the future</p>	<p>1.1 Plan to create a safe environment in a childcare setting</p> <p>Types of childhood accidents: Choking and suffocation Burns Falls Electric shocks Drowning Poisoning Cuts and grazes Trapped fingers</p>	<p>1.1 Plan to create a safe environment in a childcare setting</p> <p>Plan to prevent accidents in a childcare setting: Different areas in a childcare setting Appropriate equipment for the area Placement of equipment in the area</p> <p>Supervision/staffing requirements for the area Safety considerations Reasons for plan choices</p>	<p>2.1 Essential equipment and factors for choice</p> <p>Types of Essential Equipment Travelling Sleeping Feeding Changing Indoor and outdoor playing</p> <p>3.3 Plan for preparing a feed/meal</p> <p>Equipment Ingredients and quantities</p>	<p>2.1 Essential equipment and factors for choice</p> <p>Factors affecting suitability and choice: Age and weight appropriateness Safety Design Durability Cost</p> <p>3.4 How to evaluate planning and preparation of a feed/meal</p> <p>Strengths/weaknesses Improvements/changes</p>	<p>Explanation of the suitability of each piece of equipment chosen considering three factors.</p> <p>Evaluation to include why equipment is selected and others are rejected.</p> <p>Understanding of the potential accidents and why they happen in the area of the childcare setting</p>

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		<p>3.2 Essential nutrients and their functions for children from birth to five years</p> <p>Proteins Growth and repair</p> <p>Carbohydrates -Producing energy</p> <p>Fats- Warmth and protection</p> <p>Vitamins A, B, C, D, E and K - Prevention of diseases</p> <p>Minerals: calcium, iron, zinc -Strong bones, teeth, red blood cells, wound healing,</p>	<p>3.2 Essential nutrients and their functions for children from birth to five years</p> <p>Minerals: calcium, iron, zinc -Strong bones, teeth, red blood cells, wound healing, immune system</p> <p>Fibre -Digestive system</p> <p>Water -Hydration</p> <p>Food Sources to meet nutritional needs for: Birth to 6 months The three stages of weaning between 6 – 12 months 1 to 5 years</p>	<p>Safety Hygiene Personal Environment</p>		<p>Justification of how to prevent accidents and create a safe environment in the area of the childcare setting.</p> <p>Description of how the two milk formulas meet the nutritional needs for babies from birth to six months.</p> <p>Description of how the meal choices meet the nutritional needs for children of the relevant age.</p> <p>Explanation of how the meal choices meet the government dietary recommendations.</p>
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	Assessment: Topic 1 – Reasons why accidents happen Topic 3 – Current Government Dietary requirements RO57 Health and well-being for child development RO59 Unit R059: Understand the development of a child from one to five years	Assessment - Topic 1 – Types of accidents Topic 3 - Nutrients	Assessment – Topic 1 –Prevention/Risk Assessment Topic 3 – Food sources – 0-6 months and 1-5 years	Assessment – Topic – 2 Types of equipment Topic 3 – Meal plan	Assessment – Topic 3 – Factors to consider when choosing equipment Topic 3 – Evaluation	Submission of NEA complete Mock end of year Exam
Year 10	Advent Term 1	Advent Term 2	Lent Term 1	Lent Term 2	Pentecost Term 1	Pentecost Term 2
	Topic(s): Area 1: Pre-conception health and reproduction	Topic(s): Area 2: Antenatal care and preparation for birth	Topic(s): Area 3: Postnatal checks, postnatal care and the conditions for development	Topic(s): Area 4: Childhood illnesses and a child safe environment	Topic(s): RO59: Area 1 Physical developmental norms from one to five years Review/revisit year 9 NEA, preparation for NEA in year 11	Topic(s): RO59: Area 1 Intellectual and social developmental norms from one to five years
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge

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	<p>1.1 Factors affecting pre-conception health for women and men</p> <p>1.2 Other factors affecting the pre-conception health for women</p> <p>1.3 Types of contraception methods and their advantages and disadvantages</p> <p>1.4 The structure and function of the reproductive systems</p> <p>1.5 How reproduction takes place</p>	<p>2.4 The choices available for delivery</p> <p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p> <p>2.6 The methods of pain relief when in labour</p> <p>2.7 The signs that labour has started</p> <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p>	<p>3.1.1 The postnatal checks that are carried out on the baby immediately after birth and the reasons why</p> <p>3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why.</p> <p>3.2 Postnatal care of the mother and baby</p> <p>3.3 The developmental needs of children from birth to five years</p>	<p>4.1 Recognise general signs and symptoms of illness in children</p> <p>4.2 How to meet the needs of an ill child</p> <p>4.3 How to ensure a child-friendly safe environment</p>	<p>1.1 The expected development norms from one to five years for the following developmental areas</p> <p>Physical Development: Fine and Gross Motor Skills</p> <p>Intellectual development Language Reading and writing Communication Number skills</p> <p>Social development Communicating with others Acceptable behaviour Sharing Independence/self-esteem</p>
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	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
	Written summative assessment Area 1	Written summative assessment Area 2	Written summative assessment Area 3	Mock Exam	Written summative assessment Area 4 Final assessment of unit RO58	NEA

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	Advent Term 1	Advent Term 2	Lent Term 1	Lent Term 2	Pentecost Term 1	Pentecost Term 2
Year 11	<p>Topic(s): RO20 LO 1: Understand the physical, intellectual and social developmental norms from birth to five years</p> <p>RO18: Understand how to recognise, manage and prevent childhood illnesses.</p>	<p>Topic(s): RO20 LO 2: Understand the benefits of learning through play</p> <p>RO18: Know about child safety</p>	<p>Topic(s): RO20 LO 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years</p> <p>EXTERNAL EXAM – 1ST ATTEMPT</p>	<p>Topic(s): RO20 Learning LO 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p>	<p>Topic(s): Revision for YEAR 11 FINAL EXAMS</p>	<p>YEAR 11 FINAL EXAMS</p>
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	
	<p>1.1 The development norms from birth to five years, i.e. • physical development, i.e., gross motor skills (e.g. crawling, jumping, balancing), fine motor skills (e.g. palmar grasp, pincer grasp)</p> <p>1.1 Intellectual development, i.e.: o language (e.g. body</p>	<p>1.1 social development, i.e. communicating (e.g. meal times), acceptable behaviour (e.g. manners), sharing, independence/self-esteem</p> <p>2.1 Types of play, i.e. • manipulative play (e.g. puzzles, drawing,</p>	<p>3.1 How to plan a range of different play activities for a chosen developmental area, i.e. • aims • types of activities chosen • reasons for choice (e.g. relevance to developmental area chosen) • safety considerations • timescale • resources • methods of</p>	<p>4.1 How to carry out a range of different activities for a chosen developmental area, i.e. • introduce the activities (e.g. providing an outline of the activities to the child) • methods of observing the activities • methods of recording the activities • compare</p>	<p>Recap of RO18 – exam unit covering LO1 - understanding reproduction and the roles and responsibilities of parenthood. LO2 - Understanding antenatal care and preparation for birth LO3 - Understand postnatal checks, postnatal provision</p>	

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	<p>language, listening, talking), reading and writing (e.g. books, electronic devices), communication (e.g. verbal), number skills (e.g. magic number square)</p> <p>RO18: LO4</p> <p>4.1 How immunity and disease can be acquired</p> <p>4.2 How to recognise and treat common childhood ailments and diseases</p> <p>4.3 When to seek treatment and help – key signs and symptoms</p> <p>4.4 Diet related illnesses</p>	<p>painting) • cooperative play (e.g. board games) • solitary play (e.g. imaginative play) • physical play (e.g. ball games, climbing) • creative play (e.g. dancing, music)</p> <p>2.2 Benefits of play, i.e. • physical (e.g. hand-eye coordination, increase fitness) • intellectual (e.g. mental stimulation, problem solving, communication) • social/social skills (e.g. independence, confidence, sharing, self-esteem, communication) • creativity (e.g. imagination)</p> <p>RO18: LO5</p>	<p>observation (e.g. naturalistic, event sampling, snapshot, participative, nonparticipative) • methods of recording (e.g. chart, photographs, written, child’s work)</p>	<p>the child with the expected developmental norms for the area chosen</p> <p>4.2 How to evaluate the activities, i.e. • strengths/weaknesses • recommended improvements • draw conclusions</p>	<p>and conditions for development</p> <p>LO4 – Understand how to recognise, manage and prevent childhood illnesses</p> <p>LO5 – Know about child safety</p>	
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	4.5 The needs of an ill child	5.1 How to create a safe, child-friendly environment				
	4.6 How to prepare a child for a stay in hospital	5.2 Safety labelling 5.3 Be aware of the most common childhood accidents 5.4 Social safety				
	Assessment	Assessment	Assessment	Assessment	Assessment	
	NEA TASK 1 PRACTICE EXAM QUESTIONS	NEA TASK 2 MOCK EXAM	NEA TASK 3	NEA TASK 4	2 nd attempt at External exam for RO18.	