

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
1	<b>TASK 1.</b> Introduce the task to students. Students MUST choose feeding or indoor play. Then research 3 pieces of equipment for their chosen area. Students must discuss the cost, design and safety of each piece of equipment selected. Students then select the most suitable piece of equipment and say why it is the best. Reasons must also be given to describe why the other equipment is not appropriate. <b>12 marks available - Work MUST be completed during lesson time.</b> Students given mark scheme to support written content.	1	1	1	1
2		2	Year 13 Mocks	2	2
3		3	<b>TASK 3.</b> Introduce the task to students. Students MUST compare 2 different milk formulas for babies - anti-colic milk + hungry baby milk. Describe how each meet the nutritional needs of a baby 0-6. Recommend a breakfast snack for children 2-3 and describe how it meets their nutritional needs. Explain how the meal choice meets government dietary recommendations. <b>18 marks available - Work MUST be completed during lesson time.</b> Students given mark scheme to support written content.	3	<b>3.1 Observation and recording. Teaching content:</b> methods of observation, methods of recording. Students will learn why observations are carried out, what each method involves, when each method would be appropriate, how the observation would be recorded, the importance of confidentiality, how to use an observation to compare the subject to developmental norms, the stage of play and the type of play.
4	Course launch. Students given folders, notebooks and a copy of the curriculum plan. All students sign up for a free online resource called PADLET which is where we store worksheets, videos and information to support students.	<b>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</b> Students will learn what healthy eating guidelines are, how to apply recommendations to ensure a healthy diet, the <b>reasons behind</b> government dietary recommendations, (to prevent obesity, tooth decay etc) and examples of recommendations (portion control, limiting processed foods and sugary drinks etc)	4	4	4
5		5	5	5	5
6		6	6	iINSET?	6
7	<b>Task 1</b>	7	7	<b>Task 4</b> plan completed, printed and handed in for marking.	7
8	<b>Task 1</b>	8	8	<b>Task 4</b> OBSERVED practical. <b>Work MUST be completed during lesson time.</b> Students given mark scheme to support written content.	8
9	<b>Unit R058: Create a safe environment and understand the nutritional needs of children 0-5. 2.1 Teaching content:</b> reasons why accidents happen in a childcare setting such as the environment, lack of supervision, safety equipment, untrained staff, as a part of normal development. Students will learn about different types of accident and how / where they can happen.	9	<b>Task 3</b>	<b>Task 4</b> OBSERVED practical	9
10		10	<b>Task 3</b>	Observation catch up sessions	Year 11 Mocks
11		<b>3.2 Essential nutrients and their functions for children from birth to five years. Teaching content:</b> Proteins, Growth and repair, Carbohydrates, Producing energy, Fats, Warmth and protection, Vitamins A, B, C, D, E and K, Prevention of diseases, Minerals: calcium, iron, zinc, Strong bones, teeth, red blood cells, wound healing, immune system, Fibre, Digestive system, Water, Hydration	<b>Task 3</b>	11	<b>TASK 1.</b> Introduce the task to students. Students MUST investigate the expected developmental norms for a child aged 1-2 years. Complete an observation of a child 1-2 years. Compare findings with the developmental norms for the area of physical development. <b>27 marks available - Work MUST be completed during lesson time.</b> Students given mark scheme to support written content.
12		12	12	12	12
13		13	13	<b>3.4 teaching content:</b> how to evaluate the planning and preparation of a feed / meal.	13
14	<b>Homework:</b> create a mind map of possible childhood accidents	14	14	<b>Task 4</b> students will produce a written evaluation of their practical performance. <b>Work MUST be completed during lesson time.</b> Students given mark scheme to support written content.	14
15		15	15	15	15

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<b>16</b> <b>Homework in.</b> Ensure the mind map includes: choking, suffocation, burns, falls, electric shocks, drowning, poisoning, cuts / grazes.	<b>16</b> justify how the design plan prevents accidents and creates a safe environment. Students must read the task and highlight any words they don't understand.	<b>16</b>	<b>16</b> <b>Task 3</b> completed, printed and submitted for marking.	<b>16</b>	<b>16</b>
<b>17</b> For each point on the mind map, add information on HOW each type of accident can happen and HOW it could be prevented. Identify an area of a nursery and the potential hazards.	<b>17</b> These words are added to the NEVER HEARD THE WORD sheet and definitions added.	<b>17</b>	<b>17</b> <b>3.3 Plan for preparing a feed / meal. Teaching content:</b> equipment, ingredients / quantities, safety, hygiene, personal, environment. Students will learn about sterilisers, bottles, scales, food prepping, H+S in the kitchen, personal hygiene, keeping the environment clean.	<b>17</b>	<b>17</b> <b>This content will be a mixture of research + booklet activities to be completed over the holiday.4.1 Plan and evaluate play activities.</b>
<b>18</b>	<b>18</b>	<b>18</b> Year 11 Mocks	<b>18</b>	<b>18</b>	<b>18</b> Student will learn how to plan for different play activities, what to include in a plan and reasons why, how to use observation findings to inform choice of activity, reason for choice: relevance to developmental area chosen/benefits to the child, safety considerations include: is the area safe.
<b>19</b> <b>2.1 Teaching content:</b> How to prevent accidents. Staff training, supervision, appropriate safety equipment, education and risk assessments, Students will learn how to write a plan for how you can minimise the risks to children.	<b>19</b>	<b>19</b> <b>3.2 content</b>	<b>19</b> <b>TASK 4.</b> Introduce the task to students. Students must choose to prepare a feed for a baby or a breakfast + snack that they described in task 3. Firstly students must <b>plan the task. 18 marks available - Work MUST be</b>	<b>19</b> <b>Unit R059: Understand the development of a child from one to five years. Teaching content: 1.1 The expected development norms from one to five years for the following developmental areas: Physical development</b>	<b>19</b>
<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b> Gross motor skills Fine motor skills <b>Intellectual development</b> Language Reading and writing Communication Number skills <b>Social development</b> Communicating with others Acceptable behaviour Sharing Independence/self-esteem	<b>20</b>
<b>21</b>	<b>21</b> Task 2	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>
<b>22</b>	<b>22</b> Task 2	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>
<b>23</b> <b>2.1 Essential equipment and factors for choice. Teaching content:</b> Types of essential equipment that covers travelling, sleeping, feeding, changing and indoor / outdoor playing. Factors that affect suitability and choice such as age / weight appropriateness, safety, design, durability, cost. Students will learn about different types of equipment and how it is used. This will allow them select appropriate equipment for a given scenario and explain the reasons for their choice.	<b>23</b> Task 2	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>
<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b> Year 13 Mocks
<b>25</b>	<b>25</b> Task 2 completed, printed and submitted for marking.	<b>25</b> <b>RESEARCH:</b> different types of baby milk. The costs, features and benefits of each. Produce a power point document with the information gathered. <b>RESEARCH:</b> what do 2-3 year olds eat + drink? Label healthy options green and unhealthy options red.	<b>25</b>	<b>25</b>	<b>25</b> Content area 4.1 completed and submitted. Task 1 work ongoing.
<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
<b>27</b>	<b>27</b>	<b>27</b> Students will learn the reasons why these nutrients are important to meet the nutritional needs of babies and children for healthy growth and development.	<b>27</b>	<b>27</b> <b>1.1</b> Students will learn examples of each development stage and the concept of holistic development	<b>27</b>
<b>28</b>	<b>28</b> <b>HOMEWORK: RESEARCH.</b> Find out what the eatwell plate is, 5 a day, British Nutritional Foundation recommendations. Present the information on an A3 sheet or as a power point	<b>28</b> Examples of food sources: birth – 6 months – different formula milks: soya milk, lactose free milk, anti-reflux milk, hungry baby milk, goat milk, anti-colic milk 6 – 12 months – weaning stage 1: pureed vegetables, baby rice. Weaning stage 2: minced chicken, toast. Weaning stage 3: pasta, pieces of cheese, unsweetened fruit juice and water 1 – 5 years – the main food groups such as cereals and potatoes, fruit and vegetables, milk and dairy, meat, fish and alternatives	<b>28</b>	<b>28</b>	<b>28</b>
<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>
<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b> <b>Task 1</b> completed and submitted for marking.	<b>31</b>

MARCH		APRIL		MAY		JUNE		JULY		AUGUST	
1		1	<b>Task 2b.</b> Introduce task to students. Students must use self reflection and the findings from feedback to evaluate the planned play activity. Were the aims clear and relevant? Areas of success, strengths and weaknesses, changes / recommendations for improvements. <b>12 marks available. Work MUST be completed during lesson time.</b>	1		1		1		1	
2		2	Task 2b completed and submitted for marking.	2		2	Whole School Yr 7&8 Exam Week	2		2	
3	<b>2.1 The stages of play. Teaching content:</b> Solitary, Parallel, Associate, Co-operative play. Students will learn what happens at each stage of play, the expected ages for each stage examples of stages of play may include: Solitary - children and babies play alone, discover aspects of themselves and their environment. Parallel - children play alongside others and modify their activities to align with others, but do not interact and play directly with another child. Playing with dough, making things, doing a puzzle, and painting. Associative - children communicate and play with the same type of toy or activity. The situation is generally unstructured, e.g. riding bicycle alongside another child, few rules, building with bricks alongside each other. Co-operative - children playing with others and working towards a	3		3		3	Course work marks + sample uploaded	3		3	
4		4		4		4	<b>Students start to cover Y11 exam content</b>	4		4	
5		5		5		5		5		5	
6		6		6	<b>Teaching content:</b> the structure of the written examination. <b>Section A</b> - how to interpret a given scenario	6		6		6	
7		7		7	Practice scenario based examination questions. Peer analysis of answers. Make it make sense activity	7		7		7	
8		8		8		8		8		8	
9		9		9		9		9		9	
10		10		10		10		10		10	
11	11		11		11		11		11		
12	12		12	<b>Teaching content:</b> command words and meanings. Practice short and mid length exam questions.	12		12		12		
13	13		13	RECALL: Q+A on command words	13		13		13		
14	14		14		14		14		14		
15	15		15		15		15		15		

MARCH		APRIL		MAY		JUNE		JULY		AUGUST		
16		16		16		16		16		16		
17	<b>TASK 2a.</b> Introduce the task to students. Students must choose and plan a play activity for the physical development area. Choose an activity and explain why it's appropriate for physical development, the stage and type of play, the benefits of the activity for the child. Produce a plan which should include the development area covered, a description of the activity, timing for the activity, safety considerations, resources needed and how the activity will be explained to the child. <b>21 marks. Work MUST be completed during lesson time.</b> Students given mark scheme to support	17		17		17		17		17		
18		18		18		18		18		18		
19		19		19	Teaching content: breaking down the question to start building an 8 point long answer.		19		19		19	
20		20		20	Teaching content: how to structure a longer answer to gain maximum marks		20		20		20	
21		21		21			21		21		21	
22		22	Moderation of students NEA coursework.		22		22		22		22	
23		23		23		23	Year 10 & 12 Mocks	23		23		
24	Whole School Year 9 Exam Week	24	Marks submitted to the exam board	24		24		24		24		
25		25		25		25		25		25		
26		26		26		26		26		26		
27		27		27		27		27		27		
28		28	Sample of students work submitted to the exam board	28		28		28		28		
29		29		29		29		29		29		
30		30		30		30		30		30		
31	Task 2a completed and submitted for marking.			31				31		31		