



# The GTS Child Development Curriculum

## Our intent

We want our pupils to:

- Develop an understanding of the fundamental principles of child development, to enable further education and careers in the subject matter.

Our intent is to support and prepare pupils for their next steps by helping to give them an understanding of:

- Health and wellbeing
- Creating a safe environment
- The nutritional needs of children from one to five years
- The development of children from one to five years

And, be able to apply this knowledge to real-life contexts and work situations.

Our Expectations:

- For pupils to come to lessons ready to learn including an interest in the subject matter and ready to learn equipment.
- For pupils to take an independent approach to their learning for both the coursework elements and examined element of the course.
- For pupils to be reflective of their efforts and work to improve on coursework to be able to achieve the best possible outcomes.

## Assessment summary

## Examined assessment (40% of the course)

<p><b>R057 (Mandatory) Health and well-being for child development</b></p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• pre-conception health and reproduction</li> <li>• antenatal care and preparation for birth</li> <li>• postnatal checks, postnatal care and the conditions for development</li> <li>• childhood illnesses and a child safe environment.</li> </ul> <p>Examination: 1 hour 15 minutes</p>	<p>48 GLH</p> <p>70 Marks</p>
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## Non-examined assessment (60% of the course)

<p><b>R058 (Mandatory) Create a safe environment and understand the nutritional needs of children from birth to five years</b></p> <p>In this unit students will learn how to create a safe environment for children from birth to five years in childcare setting and choose equipment that is suitable and safe for use. They will also learn about children's nutrition and dietary needs.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• creating a safe environment in a childcare setting</li> <li>• choosing suitable equipment for a childcare setting</li> <li>• nutritional needs of children from birth to five years.</li> </ul> <p>OCR-set assignment Approx. 12-14 hours</p>	<p>36 GLH</p> <p>60 Marks</p>
<p><b>R059 (Mandatory) Understand the development of a child from one to five years</b></p> <p>In this unit students will learn the physical, intellectual and social development norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• physical, intellectual and social developmental norms from one to five years</li> <li>• stages and types of play and how play benefits development</li> <li>• observe the development of a child aged one to five years</li> <li>• plan and evaluate play activities for a child aged one to five years for a chosen area of development.</li> </ul> <p>OCR-set assignment Approx. 10-12 hours</p>	<p>36 GLH</p> <p>60 Marks</p>

## Curriculum Map

The curriculum is designed to be taught over a two-year period with set assessment 1 RO58 being completed in year 10 and set assessment 2 RO59 being completed in year 11 and RO57 the examined element being taught over the two-year period with the exam at the end of year 11.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>R057: 1.1</b> Factors affecting pre-conception health for woman and men</p> <p><b>R058: 1.1</b> Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them.</p>	<p><b>R057: 1.2:</b> Other factors affecting the pre-conception health for women, 1.3 Types of contraception methods and their advantages and disadvantages</p> <p><b>R058: 2.1(s)</b> Choosing suitable essential equipment for a childcare setting. (working on OCR-set assignment Task 1)</p>	<p><b>R057: 1.4:</b> The structure and function of the reproductive systems, 1.5 How reproduction takes place</p> <p><b>R058: 3.1(s)</b> current Government dietary recommendations for healthy eating for children from birth to five years, 3.2 Essential nutrients and their functions for children from birth to five years. (working on OCR-set assignment Task 3)</p>	<p><b>R057: 1.6</b> The signs and symptoms of pregnancy. TA2 Antenatal care and preparation for birth</p> <p><b>R058: 3.3(s)</b> Plan and preparing a feed/meal. and 3.4 How to evaluate planning and preparation of a feed/meal. (working on OCR-set assignment Tasks 3 and 4)</p>	<p><b>R057: TA3</b> Postnatal checks, postnatal care and the conditions for development</p> <p><b>R058</b> complete OCR-set assignment and submit<sup>1</sup></p>	<p><b>R057: TA3</b> Postnatal checks, postnatal care and the conditions for development</p> <p><b>R059: 1.1</b> Expected development norms</p>
<b>Year 11</b>	<p><b>R057 4.1</b> Recognise general signs and symptoms of illness in children</p> <p><b>R059: 1.1</b> Expected development norms. (working on OCR-set assignment material)</p>	<p><b>R057 4.2</b> How to meet the needs of an ill child</p> <p><b>R059: 22.1 (s)</b> and 2.2 (s) The stages and types of play activity 2.3(s) How play benefits development (working on OCR-set assignment material)</p>	<p><b>R057 4.3</b> How to ensure a child-friendly safe environment</p> <p><b>R058:</b> opportunity for resubmission on new OCR-set assignment <sup>1</sup></p> <p><b>R059: 3.1</b> Ways to observe and record the development of a child (working on OCR-set assignment material)</p>	<p><b>R057</b> Exam revision</p> <p><b>R059: 4.1</b> Planning and evaluating play activities. (working on OCR-set assignment material)</p>	<p><b>R057</b> Exam revision</p> <p><b>R059 4.1</b> Planning and evaluating play activities (working on and completion of R059 OCR-set assignment). Submit for moderation<sup>1</sup></p>	<p><b>R057:</b> Examination (final opportunity)</p>

Year 10 Curriculum		Revisit
<b>Core Content- Unit R057: Health and well-being for child development</b>		
Unit R057: Health and well-being for child development		
1.4 The structure and function of the reproductive systems		
<p>1.4.1 The structure and function of the female reproductive system</p> <ul style="list-style-type: none"> <li>□ Ovaries</li> <li>□ Fallopian tubes</li> <li>□ Uterus/womb</li> <li>□ Cervix</li> <li>□ Vagina</li> <li>□ The menstrual cycle</li> </ul> <p>1.4.2 The structure and function of the male reproductive system</p> <ul style="list-style-type: none"> <li>□ Testes</li> <li>□ Sperm duct/epididymis</li> <li>□ Urethra</li> <li>□ Penis <ul style="list-style-type: none"> <li>▪ Vas deferens</li> <li>▪ Seminal vesicle</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know parts of the male and female reproductive systems on a diagram</li> <li>• how each part of the male and female reproductive system works</li> <li>• what happens during the menstrual cycle from the first day of <b>woman's</b> menstruation (a period) to the day before her next period <ul style="list-style-type: none"> <li>○ interpret a menstrual cycle diagram</li> </ul> </li> </ul> <p>Does not include:</p> <ul style="list-style-type: none"> <li>• drawing the systems</li> </ul>	Links to GCSE biology and combined science
1.5 How reproduction takes place		
<ul style="list-style-type: none"> <li>□ Ovulation</li> <li>□ Conception/fertilisation</li> <li>□ Implantation</li> <li>□ Development of the embryo and foetus: <ul style="list-style-type: none"> <li>▪ Amniotic fluid</li> <li>▪ Umbilical cord</li> <li>▪ Placenta</li> </ul> </li> <li>□ Multiple pregnancies <ul style="list-style-type: none"> <li>▪ Identical</li> <li>▪ Non identical/fraternal</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know what happens during reproduction</li> <li>• when the embryo becomes a foetus</li> <li>• how multiple pregnancies occur</li> </ul> <p>Does not include:</p> <ul style="list-style-type: none"> <li>• detailed week by week development of the embryo/foetus</li> </ul>	Links to GCSE biology and combined science
1.6 The signs and symptoms of pregnancy		
<ul style="list-style-type: none"> <li>□ Breast changes</li> <li>□ Missed period</li> <li>□ Nausea</li> <li>□ Passing urine frequently</li> <li>□ Tiredness</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know the common signs and symptoms</li> </ul>	

Unit R057: Health and well-being for child development		
Topic Area 2: Antenatal care and preparation for birth		
Teaching content	Breadth and depth	
2.1 The purpose and importance of antenatal clinics		
<ul style="list-style-type: none"> <li>□ The meaning of the term antenatal</li> <li>□ The timing of first antenatal clinic appointment</li> <li>□ The roles of different health professionals: <ul style="list-style-type: none"> <li>▪ GP (General Practitioner)</li> <li>▪ Midwife</li> <li>▪ Obstetrician</li> </ul> </li> <li>□ The reasons for routine tests/checks and what conditions they can identify: <ul style="list-style-type: none"> <li>▪ <b>Baby's</b> heartbeat</li> <li>▪ Blood pressure</li> <li>▪ Blood tests</li> <li>▪ Examination of the uterus</li> <li>▪ Urine test</li> <li>▪ Weight check</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• how antenatal clinics prepare the mother for a safe pregnancy and delivery</li> <li>• how each health professional supports the pregnant mother and unborn baby</li> </ul>	
2.2 Screening and diagnostic tests		
<p>2.2.1 The reasons for screening tests and what conditions they can identify</p> <ul style="list-style-type: none"> <li>□ Ultrasound scans <ul style="list-style-type: none"> <li>▪ Dating</li> <li>▪ Anomaly</li> </ul> </li> <li>□ Nuchal fold translucency scan</li> <li>□ Triple test</li> <li>□ Non-Invasive Prenatal Testing (NIPT)</li> </ul> <p>2.2.2 The reasons for diagnostic tests and what conditions they can identify</p> <ul style="list-style-type: none"> <li>□ Amniocentesis</li> <li>□ Chorionic villus sampling (CVS)</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know at what point of the pregnancy each test is carried out</li> <li>• difference between screening and diagnostic tests</li> </ul> <p>Does not include:</p> <ul style="list-style-type: none"> <li>• <b>'how'</b> each test is carried out</li> </ul>	

2.3 The purpose and importance of antenatal (parenting) classes		
<input type="checkbox"/> Prepares both parents for labour and parenthood <input type="checkbox"/> Promotes healthy lifestyle and diet <ul style="list-style-type: none"> <li>▪ Food to avoid during pregnancy</li> </ul> <input type="checkbox"/> Provide advice on feeding and caring for the baby <ul style="list-style-type: none"> <li>▪ Why breast feeding is encouraged for at least the first two weeks</li> </ul>	Does not include: <ul style="list-style-type: none"> <li>• specific examples of nutrients and foods for a healthy diet</li> <li>• implying breast feeding is best</li> </ul>	
2.4 The choices available for delivery		
<input type="checkbox"/> Hospital birth <input type="checkbox"/> Home birth	To include: <ul style="list-style-type: none"> <li>• reasons for choosing a hospital or home birth</li> <li>• the advantages and disadvantages of each</li> </ul> Does not include: <ul style="list-style-type: none"> <li>• different types of hospital birth</li> </ul>	
Unit R057: Health and well-being for child development		
2.5 The role of the birth partner in supporting the mother through pregnancy and birth		
<input type="checkbox"/> Physical support <input type="checkbox"/> Emotional support	To include: <ul style="list-style-type: none"> <li>• how the birth partner can offer physical and emotional support</li> <li>• the benefits of having a birth partner</li> </ul>	
2.6 The methods of pain relief when in labour		
<input type="checkbox"/> Epidural anaesthetic <input type="checkbox"/> Gas and air (Entonox) <input type="checkbox"/> Pethidine <input type="checkbox"/> TENS	To include: <ul style="list-style-type: none"> <li>• advantages and disadvantages of each method</li> </ul>	
2.7 The signs that labour has started		
<input type="checkbox"/> A show <input type="checkbox"/> Waters breaking <input type="checkbox"/> Contractions start	To include: <ul style="list-style-type: none"> <li>• know the signs that could indicate that labour has started</li> </ul>	
2.8 The three stages of labour and their physiological changes		

<ul style="list-style-type: none"> <li>□ Stage 1: <ul style="list-style-type: none"> <li>▪ Neck of the uterus opens</li> </ul> </li> <li>□ Stage 2: <ul style="list-style-type: none"> <li>▪ Birth of the baby</li> </ul> </li> <li>□ Stage 3: <ul style="list-style-type: none"> <li>▪ Delivery of placenta</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know what happens at each stage</li> </ul>	
2.9 The methods of assisted birth		
<ul style="list-style-type: none"> <li>□ Forceps</li> <li>□ Ventouse</li> <li>□ Episiotomy</li> <li>□ Elective/ emergency caesarean section</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• how each method is carried out</li> <li>• why assisted delivery may be necessary</li> </ul>	
Topic Area 3: Postnatal checks, postnatal care and the conditions for development		
Teaching content	Breadth and depth	
3.1 Postnatal checks		
<p>3.1.1 The postnatal checks that are carried out on the baby immediately after birth and the reasons why:</p> <ul style="list-style-type: none"> <li>□ Apgar score</li> <li>□ Skin <ul style="list-style-type: none"> <li>▪ Vernix</li> <li>▪ Lanugo</li> </ul> </li> <li>□ Weight</li> <li>□ Length</li> <li>□ Head circumference</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• the purpose of vernix and lanugo</li> </ul>	

Unit R057: Health and well-being for child development		
3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why:		
<ul style="list-style-type: none"> <li>□ Physical examination: <ul style="list-style-type: none"> <li>▪ Feet</li> <li>▪ Fingers</li> <li>▪ Hips</li> <li>▪ Eyes</li> <li>▪ Heart</li> <li>▪ Testicles in boys</li> <li>▪ Fontanelle</li> </ul> </li> <li>□ Heel prick test (blood spot test)</li> </ul>		
3.2 Postnatal care of the mother and baby		
<ul style="list-style-type: none"> <li>□ The role of the Health Visitor in supporting the new family including: <ul style="list-style-type: none"> <li>▪ Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk</li> </ul> </li> <li>□ How partner, family and friends can provide physical and emotional support</li> <li>□ The purpose of the <b>mother's '6 week postnatal check'</b> with the GP</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• information, advice and support the health visitor will provide</li> <li>• what the <b>mother's 6 week postnatal check</b> includes</li> </ul>	
3.3 The developmental needs of children from birth to five years		
<ul style="list-style-type: none"> <li>□ Warmth</li> <li>□ Feeding</li> <li>□ Love and emotional security</li> <li>□ Rest/sleep</li> <li>□ Fresh air</li> <li>□ Exercise</li> <li>□ Cleanliness/hygiene</li> <li>□ Stimulation</li> <li>□ Routine <ul style="list-style-type: none"> <li>▪ Bath time</li> <li>▪ Feeding</li> </ul> </li> <li>□ Shelter/home</li> <li>□ Socialisation/play</li> <li>□ Opportunities for listening and talking</li> <li>□ Acceptable patterns of behaviour</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• the importance of each developmental need</li> <li>• how these needs can be met</li> </ul>	



Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years		
Topic Area 2: Choosing suitable equipment for a childcare setting		
Teaching content	Exemplification	
2.1 Essential equipment and factors for choice		
<ul style="list-style-type: none"> <li>□ Types of Essential Equipment <ul style="list-style-type: none"> <li>▪ Travelling</li> <li>▪ Sleeping</li> <li>▪ Feeding</li> <li>▪ Changing</li> <li>▪ Indoor and outdoor playing</li> </ul> </li> <li>□ Factors affecting suitability and choice: <ul style="list-style-type: none"> <li>▪ Age and weight appropriateness</li> <li>▪ Safety</li> <li>▪ Design</li> <li>▪ Durability</li> <li>▪ Cost</li> </ul> </li> </ul>	<p>Examples of equipment may include:</p> <ul style="list-style-type: none"> <li>• Travelling – prams, buggies, reins</li> <li>• Sleeping – cot, rest mats, bean bags</li> <li>• Feeding – trainer cups, bibs, sectioned plates</li> <li>• Changing – table, mat, bag</li> <li>• Indoor and outdoor playing – gym sets, play tents, painting, slides, climbing frames, sand boxes</li> </ul> <p>Examples of the factors may include:</p> <ul style="list-style-type: none"> <li>• Age and weight appropriateness – recommended age ranges for products, maximum and minimum weight recommendations for products</li> <li>• Safety – safety features, star ratings, safety labelling</li> <li>• Design – comfort, accessibility, ease of use, aesthetics, adjustability</li> <li>• Durability – hard wearing, materials</li> <li>• Cost – value for money, price range</li> </ul>	
Topic Area 3: Nutritional needs of children from birth to five years		
Teaching content	Exemplification	
3.1 Current Government dietary recommendations for healthy eating for children from birth to five years		
<ul style="list-style-type: none"> <li>□ Eatwell guide</li> <li>□ 5 a day</li> <li>□ British Nutritional Foundation recommendations</li> <li>□ Updated recommendations as published in the future</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know what the recommendations are</li> <li>• be able to apply recommendations to ensure a healthy diet</li> <li>• the reasons for the government dietary recommendations. Examples of reasons may include: to prevent obesity, tooth decay</li> </ul> <p>Examples of recommendations may include:</p> <ul style="list-style-type: none"> <li>• balanced diet, portion control, limiting processed foods/fast foods/snacks, encourage healthy foods/snacks, fruit and vegetables, consider limiting sugar/fat/salt content/fizzy drinks/fruit juice</li> </ul>	

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years		
3.2 Essential nutrients and their functions for children from birth to five years		
<ul style="list-style-type: none"> <li>□ Proteins <ul style="list-style-type: none"> <li>▪ Growth and repair</li> </ul> </li> <li>□ Carbohydrates <ul style="list-style-type: none"> <li>▪ Producing energy</li> </ul> </li> <li>□ Fats <ul style="list-style-type: none"> <li>▪ Warmth and protection</li> </ul> </li> <li>□ Vitamins A, B, C, D, E and K <ul style="list-style-type: none"> <li>▪ Prevention of diseases</li> </ul> </li> <li>□ Minerals: calcium, iron, zinc <ul style="list-style-type: none"> <li>▪ Strong bones, teeth, red blood cells, wound healing, immune system</li> </ul> </li> <li>□ Fibre <ul style="list-style-type: none"> <li>▪ Digestive system</li> </ul> </li> <li>□ Water <ul style="list-style-type: none"> <li>▪ Hydration</li> </ul> </li> </ul> <p>Food Sources to meet nutritional needs for:</p> <ul style="list-style-type: none"> <li>□ Birth to 6 months</li> <li>□ The three stages of weaning between 6 – 12 months</li> <li>□ 1 to 5 years</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• reasons why these nutrients are important to meet the nutritional needs of babies and children for healthy growth and development</li> </ul> <p>Examples of food sources to meet nutritional needs may include:</p> <ul style="list-style-type: none"> <li>• birth – 6 months – different formula milks: soya milk, lactose free milk, anti-reflux milk, hungry baby milk, goat milk, anti-colic milk</li> <li>• 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</li> <li>• 1 – 5 years – the main food groups such as cereals and potatoes, fruit and vegetables, milk and dairy, meat, fish and alternatives</li> </ul>	
3.3 Plan for preparing a feed/meal		
<ul style="list-style-type: none"> <li>□ Equipment</li> <li>□ Ingredients and quantities</li> <li>□ Safety</li> <li>□ Hygiene</li> <li>□ Personal</li> <li>□ Environment</li> </ul>	<p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Equipment: steriliser, bottles, scales, knives, peeler</li> <li>• Safety: knife blocks, different coloured chopping boards, mopping up spillages</li> <li>• Hygiene: sterilising equipment and keeping the food preparation area clean</li> <li>• Personal: tie hair back, wear apron, wash hands</li> <li>• Environment: wipe down surfaces, wash equipment in hot water, sterilise bottles</li> </ul>	
3.4 How to evaluate planning and preparation of a feed/meal		
<ul style="list-style-type: none"> <li>□ Strengths/weaknesses</li> <li>□ Improvements/changes</li> </ul>		

Year 11 Curriculum		Revisit
Core Content- Unit R057: Health and well-being for child development		
Topic Area 4: Childhood illnesses and a child safe environment		
Teaching content	Breadth and depth	
4.1 Recognise general signs and symptoms of illness in children		
<ul style="list-style-type: none"> <li>□ Key signs and symptoms and treatment of: <ul style="list-style-type: none"> <li>▪ Mumps</li> <li>▪ Measles</li> <li>▪ Meningitis</li> <li>▪ Tonsillitis</li> <li>▪ Chickenpox</li> <li>▪ Common cold</li> <li>▪ Gastroenteritis</li> </ul> </li> <li>□ Key signs and symptoms of when to seek emergency medical help to include: <ul style="list-style-type: none"> <li>▪ Breathing difficulties</li> <li>▪ Unresponsive</li> <li>▪ Limp</li> <li>▪ High fever</li> <li>▪ Seizures/fitting</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• actions to take in different situations including meeting the needs of an ill child under 4.2</li> </ul>	
4.2 How to meet the needs of an ill child		
<ul style="list-style-type: none"> <li>□ Physical needs</li> <li>□ Social needs</li> <li>□ Emotional needs</li> <li>□ Intellectual needs</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• how each need can be met including appropriate actions for illnesses identified in 4.1</li> </ul>	
4.3 How to ensure a child-friendly safe environment		
<ul style="list-style-type: none"> <li>□ What a hazard is</li> <li>□ Recognise common hazards and how these can be prevented <ul style="list-style-type: none"> <li>▪ Within the home: <ul style="list-style-type: none"> <li>○ Kitchen</li> <li>○ Toilets/bathroom</li> <li>○ Stairs</li> <li>○ Play areas/garden</li> </ul> </li> <li>▪ Roads</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• know the meaning of the term <b>'hazard'</b></li> <li>• identify the common hazards that can be found in each area</li> <li>• recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment</li> </ul>	

<ul style="list-style-type: none"> <li>□ The importance of safety labelling <ul style="list-style-type: none"> <li>▪ BSI kite mark</li> <li>▪ Lion mark</li> <li>▪ Age advice symbol</li> <li>▪ CE symbol and UKCA</li> <li>▪ <b>Children's</b> nightwear labelling</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• the meaning of each label and why it is used on specific products</li> <li>• examples of products these labels are found on</li> </ul> <p>Safety labelling to include any updated labelling due to regulation/legislation changes.</p>	
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<b>Year 11 Curriculum</b>	<b>Revisit</b>
<b>Core Content- Unit R059: Understand the development of a child from one to five years</b>	
Topic Area 1: Physical, intellectual and social developmental norms from one to five years	
Teaching content	Exemplification
1.1 The expected development norms from one to five years for the following developmental areas	

<ul style="list-style-type: none"> <li>□ Physical development</li> <li>▪ Gross motor skills <ul style="list-style-type: none"> <li>▪ Fine motor skills</li> </ul> </li> <li>□ Intellectual development <ul style="list-style-type: none"> <li>▪ Language</li> <li>▪ Reading and writing</li> <li>▪ Communication</li> <li>▪ Number skills</li> </ul> </li> <li>□ Social development <ul style="list-style-type: none"> <li>▪ Communicating with others</li> <li>▪ Acceptable behaviour</li> <li>▪ Sharing</li> <li>▪ Independence/self-esteem</li> </ul> </li> </ul>	<p>Examples of physical development norms may include:</p> <ul style="list-style-type: none"> <li>• Gross motor skills - stands/walks unaided, jumping, balancing</li> <li>• Fine motor skills - uses fingers or spoon to feed self, pincer grasp to pick up small objects</li> </ul> <p>Examples of intellectual development norms may include:</p> <ul style="list-style-type: none"> <li>• Language - listening, talk in sentences</li> <li>• Reading and writing - write letters of the alphabet, interest in books</li> <li>• Communication - verbal, body language, smiling, crying</li> <li>• Number skills - number games, simple counting activities</li> </ul> <p>Examples of social development norms may include:</p> <ul style="list-style-type: none"> <li>• Communicating - talking/conversations with carers/parents/friends</li> <li>• Acceptable behaviours - manners</li> <li>• Sharing - taking turns</li> <li>• Independence/self-esteem - leaving parent/carer, making choices, able to dress themselves</li> </ul> <p>Development is holistic:</p> <ul style="list-style-type: none"> <li>• as children develop they should reach specific developmental norms at certain ages</li> <li>• the sequence of physical, intellectual and social development</li> <li>• that some children may develop differently in some areas due to disability or any other reason</li> </ul>	
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Unit R059: Understand the development of a child from one to five years	
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Topic Area 2: Stages and types of play and how play benefits development		
Teaching content	Exemplification	
2.1 The stages of play		
<ul style="list-style-type: none"> <li>□ Solitary</li> <li>□ Parallel</li> <li>□ Associate</li> <li>□ Co-operative</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• What happens at each stage of play</li> <li>• The expected ages for each stage</li> </ul> <p>Examples of stages of play may include:</p> <ul style="list-style-type: none"> <li>• Solitary - children and babies play alone, discover aspects of themselves and their environment</li> <li>• 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</li> <li>• 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</li> <li>• Co-operative - children playing with others and working towards a common goal, communicating, using rules</li> </ul>	
2.2 The types of play		
<ul style="list-style-type: none"> <li>□ Manipulative play</li> <li>□ Co-operative play</li> <li>□ Imaginative play</li> <li>□ Physical play</li> <li>□ Creative play</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• Activities which promote each type of play</li> </ul> <p>Examples of the types of play may include:</p> <ul style="list-style-type: none"> <li>• Manipulative play - puzzles, drawings, paintings, hand and finger movements, holding toys, palmer/ pincer grip, fastening buttons</li> <li>• Co-operative play - board games</li> <li>• Imaginative play - story boards/puppets, role play, acting, home corner</li> <li>• Physical play - ball games, ride on toys/climbing frames appropriate across age range</li> <li>• Creative play - dancing, music, modelling, painting, drawing, creating an artefact</li> </ul>	

Unit R059: Understand the development of a child from one to five years		
2.3 How play benefits development		
<ul style="list-style-type: none"> <li>□ Physical development</li> <li>□ Intellectual development</li> <li>□ Social skills</li> <li>□ Creative skills</li> </ul>	<p>The different activities that support development physically, intellectually, socially and creatively.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Physical development - hand-eye co-ordination, increase fitness, fastening buttons improves fine motor skills, riding a tricycle promotes balance and co-ordination</li> <li>• Intellectual development - mental stimulation, problem solving, communication, completing puzzles develops problem solving skills</li> <li>• Social skills - independence, confidence, self-esteem, communication, working together on a project or activity develops sharing skills</li> <li>• Creative skills - imagination, problem solving, art, drawing, puzzles, producing and suggesting ideas develop creative thought and ability to solve issues for themselves</li> </ul>	
Topic Area 3: Observe the development of a child aged one to five years		
Teaching content	Exemplification	
3.1 Observation and recording		
<ul style="list-style-type: none"> <li>□ Methods of observation <ul style="list-style-type: none"> <li>▪ Narrative</li> <li>▪ Checklist</li> <li>▪ Snapshot</li> <li>▪ Time sample</li> <li>▪ Participative</li> <li>▪ Non-participative</li> </ul> </li> <li>□ Methods of recording <ul style="list-style-type: none"> <li>▪ Chart</li> <li>▪ Written</li> <li>▪ <b>Child's work</b></li> <li>▪ Photographs</li> </ul> </li> </ul>	<p>To include:</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>○ the expected developmental norms</li> <li>○ stage of play</li> <li>○ type of play</li> </ul> </li> </ul>	

Unit R059: Understand the development of a child from one to five years		
Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development		
Teaching content	Exemplification	
4.1 Plan and evaluate play activities		
<ul style="list-style-type: none"> <li>□ Plan play activities for a chosen area of development: <ul style="list-style-type: none"> <li>▪ Chosen activity</li> <li>▪ Reason for choice</li> <li>▪ Aims</li> <li>▪ Developmental area</li> <li>▪ Timing</li> <li>▪ Safety considerations</li> <li>▪ Appropriate resources</li> <li>▪ How the activity will be introduced to the child</li> </ul> </li> <li>□ How to evaluate plans for play activities: <ul style="list-style-type: none"> <li>▪ Using feedback from others</li> <li>▪ Using self-reflection</li> <li>▪ Were the aims met?</li> <li>▪ Successes, strengths and weaknesses</li> <li>▪ Changes or recommendations to improve activity and planning</li> </ul> </li> </ul>	<p>To include:</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>	