



## Key Stage 4 Framework for Learning Year 11 2018-2019: I am Creative, Successful, Happy



### Curriculum Area: Computing and Technology – **Child Development**

| Year 11          | Autumn 1 (6½ weeks)  | Autumn 2 (8 weeks)  | Spring 1 (6 weeks)  | Spring 2 (6 weeks)   | Summer 1 Summer 1 (5 weeks)  |   |
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| <b>Syllabus</b>  | Level 1 / 2 Cambridge National Certificate in Child Development Code J818  | Level 1 / 2 Cambridge National Certificate in Child Development Code J818   | Level 1 / 2 Cambridge National Certificate in Child Development Code J818 | Level 1 / 2 Cambridge National Certificate in Child Development Code J818  | Level 1 / 2 Cambridge National Certificate in Child Development Code J818  |   |
| <b>Knowledge</b> | <p><b>RO19 Outcome 4</b><br/><u>Investigate and develop feeding solutions for children from birth to five years</u></p> <p>Continued from year 10</p> <p><b>How to develop feeding solutions for babies aged 6 months to 12 months. i.e.</b></p> <ul style="list-style-type: none"> <li>Homemade</li> <li>Commercially made and purchased</li> </ul> <p><b>How to develop feeding solutions for children aged 1 to 5 years. i.e.</b></p> <ul style="list-style-type: none"> <li>Planning meals</li> </ul> <p><b>How to evaluate feeding solutions. i.e.</b></p> <ul style="list-style-type: none"> <li>Comparison</li> <li>Evaluation of choices</li> <li>conclusions</li> </ul> | <p><b>RO20 Outcome 1</b><br/><u>Understand the physical, intellectual and social development norms from birth to five years</u></p> <p><b>The physical development norms from birth to five years. i.e.</b></p> <ul style="list-style-type: none"> <li>gross motor skills</li> <li>fine motor skills</li> </ul> <p><b>The intellectual development. i.e.</b></p> <ul style="list-style-type: none"> <li>language</li> <li>reading and writing</li> <li>communicate</li> <li>number skills</li> </ul> <p><b>The social development. i.e.</b></p> <ul style="list-style-type: none"> <li>Communicating</li> <li>Acceptable behavior</li> <li>Sharing, taking turns</li> <li>Independence and self esteem</li> </ul> | ELE – 1 Day:  | <p><b>RO20 Outcome 2</b><br/><u>Understanding the benefits of learning through play.</u></p> <p><b>The types of play. i.e.</b></p> <ul style="list-style-type: none"> <li>Manipulative</li> <li>Cooperative</li> <li>Solitary</li> <li>Physical</li> <li>Creative</li> </ul> <p><b>The benefits of play. i.e.</b></p> <ul style="list-style-type: none"> <li>Physical</li> <li>Intellectual</li> <li>Social/social skills</li> <li>Creativity</li> </ul> | <p><b>RO20 Outcome 3</b><br/><u>Be able to plan different play activities for a chosen developmental area with a child from birth to five years.</u></p> <p><b>How to plan a range of different play activities for a chosen developmental area. i.e.</b></p> <ul style="list-style-type: none"> <li>Aims</li> <li>Types of activity chosen</li> <li>Reasons for choice</li> <li>Safety considerations</li> <li>Timescale</li> <li>Resources</li> <li>Methods of observation</li> <li>Methods of recording</li> </ul> <p><b>RO20 Outcome 4</b><br/><u>Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</u></p> <p><b>How to carry out a range of different activities for a</b></p> | <p><b>RO20 Outcome 3</b><br/><u>Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</u></p> <p>Continued</p> <p><b>How to carry out a range of different activities for a chosen developmental area. i.e.</b></p> <ul style="list-style-type: none"> <li>An introduction</li> <li>Methods of observation</li> <li>Methods of recording</li> <li>Comparison of child with expected developmental norms for chosen area.</li> </ul> <p><b>How to evaluate the activity. i.e.</b></p> <ul style="list-style-type: none"> <li>Strengths and weaknesses</li> <li>Recommended improvements</li> <li>Draw conclusions</li> </ul> |



# CHORLTON HIGH SCHOOL: CURRICULUM

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|               |  |  |  | <p><b>chosen developmental area. i.e.</b></p> <ul style="list-style-type: none"> <li>• An introduction</li> <li>• Methods of observation</li> <li>• Methods of recording</li> <li>• Comparison of child with expected developmental norms for chosen area.</li> </ul> <p><b>How to evaluate the activity. i.e.</b></p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses</li> <li>• Recommended improvements</li> <li>• Draw conclusions</li> </ul> |  |
| <b>Skills</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop an ability to define terminology relating to feeding children of all ages.</li> <li>• develop investigational techniques in order to examine various feeding solutions</li> <li>• need to be able to evaluate the outcomes of their investigations</li> </ul> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to define terminology related to physical and intellectual development</li> <li>• Be able to explain the differences between all types of physical skills and describe the range of movements involved in their acquisition as the child ages.</li> <li>• Be able to identify the various stages of language acquisition</li> <li>• Be able to</li> </ul> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and explain the different types of play and how they assist in the physical and intellectual development of a child.</li> <li>• Be able to describe how a child participates in play and its effect on their social development</li> <li>• Recognise how different play activities encourage creativity with a child.</li> </ul> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Plan and carry out play activities</li> <li>• Identify and use suitable methods of recording observations.</li> <li>• Analyse and evaluate evidence</li> <li>• Make reasoned judgments and present conclusions</li> </ul>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Plan and carry out play activities</li> <li>• Identify and use suitable methods of recording observations.</li> <li>• Analyse and evaluate evidence</li> <li>• Make reasoned judgments and present conclusions</li> </ul> |



# CHORLTON HIGH SCHOOL: CURRICULUM

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|                     |  | identify how number skills develop in young children.  |   |  |   |
| Assessment          | <p><b>Marking point 1</b><br/> <b>A piece of classwork</b><br/>           Students to plan a 3 day menu for a 9 month to 12 month child who is comfortable at Stage 3 of weaning. Students will investigate what recipes are suitable and what food/recipes should not be given to a child of that age.</p> <p><b>Marking point 2</b><br/> <b>A home learning task:</b><br/>           Assignment 3 to be used as key assessment piece of work.</p> <p><b>Marking point 3</b><br/> <b>External task</b> set by OCR. {marked using examination board marking scheme} Choice of 3 all of which are based around a practical element of work on developing feeding solution for a specific aged child.<br/> <b>[completion time for external task is 4/5 hours]</b></p> | <p><b>Marking point 1</b><br/> <b>A home learning task:</b><br/>           Assignment 1 to be used as key assessment piece of work.</p> <p><b>Marking point 2</b><br/> <b>A piece of classwork:</b><br/>           Students will complete a task related to key patterns of intellectual learning and the learning of concepts.</p> <p><b>Marking point 3</b><br/> <b>External task 1</b> set by OCR. (marked using examination board marking scheme)<br/>           The production of a set of materials that will enable volunteers working in a creche to understand the physical, intellectual and social development of children at all age ranges from 0 to five years old.<br/> <b>[completion time for external task is 1/2 hours]</b></p> | <p><b>Marking point 1</b><br/> <b>A piece of classwork:</b><br/>           Students are to manufacture a leaflet for parents/carers about "Learning through play".</p> <p><b>Marking point 2</b><br/> <b>A home learning task:</b><br/>           Assignment 2 to be used as key assessment piece of work.</p> <p><b>Marking point 3</b><br/> <b>External task 2</b> set by OCR. (marked using examination board marking scheme). Students are to give a presentation. Complete with notes on the types of play children are involved in and the benefits of play.<br/> <b>[completion time for external task is 1/2 hours]</b></p> <p><b>NOTE:</b><br/> <b>Some students may be retaking the external examination in the OCR January series of examinations if they failed to achieve basic pass of missed target level by a considerable amount</b></p> | <p><b>Marking point 1</b><br/> <b>A piece of classwork:</b><br/>           Students will carry out a simulated observation using a video clip from the web site<br/> <a href="http://www.sirenfilms.co.uk">www.sirenfilms.co.uk</a></p> <p><b>Marking point 2</b><br/> <b>External task 3</b> set by OCR. (marked using examination board marking scheme)<br/>           Students are to plan in detail using a set of criteria from the examination board TWO different play activities which focus on ONE developmental area that could be carried out with children attending a creche.<br/> <b>[completion time for external task is 2/3 hours]</b></p> <p><b>Marking point 3</b><br/> <b>External task 4A</b> set by OCR. (marked using examination board marking scheme). Students are to undertake one of the two play activities planned in task 3. In addition, they must observe and record what happens in the activity, compare the child with the expected development norms for the chosen area, evaluate the play activity, make suggestions for improvement and draw conclusions.<br/> <b>[completion time for external task is 2/3 hours]</b></p> | <p><b>Marking point 1</b><br/> <b>A home learning task:</b><br/>           Assignment 2 to be used as key assessment piece of work.</p> <p><b>Marking point 2</b><br/> <b>External task 4B</b> set by OCR. (marked using examination board marking scheme)<br/>           Students are to undertake the second of the two play activities planned in task 3. In addition, they must observe and record what happens in the activity, compare the child with the expected development norms for the chosen area, evaluate the play activity, make suggestions for improvement and draw conclusions.<br/> <b>[completion time for external task is 2/3 hours]</b></p> |
| Cultural Enrichment | <b>READ</b><br>Students should be encouraged to read the   | <b>READ</b><br>Students will be encouraged to read the   | <b>READ</b><br>Students will be encouraged to read the  | <b>READ</b><br>Students will be encouraged to read the   | <b>READ</b><br>Students will be encouraged to loan and read the   |











# CHORLTON HIGH SCHOOL: CURRICULUM

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| <p>information on disease from the BBC Bitesize revision materials. Link is:</p> <p><a href="http://www.bbc.co.uk/.../organisations_behaviour_health/disease/revision/4">www.bbc.co.uk/.../organisations_behaviour_health/disease/revision/4</a></p> <p>Students are to be encouraged to read a selection of literature for children about going to stay in hospital. Suggested books are:</p> <ol style="list-style-type: none"> <li>1 Can you make me better? (Tulip Books)</li> <li>2 Jim's Lion by Russell Hoban and Ian Andrews</li> <li>3 I don't want to go to hospital by Tony Ross</li> <li>4 Topsy and Tim go to Hospital by Jean and Gareth Adamson</li> </ol> <p><b>WATCH</b></p> <p>Students will be encouraged to watch the BBC documentary called "Too fat to toddle". A video on childhood obesity in the United Kingdom.</p> <p>Link: <a href="https://www.youtube.com/watch?v=6MXqfcghSao">https://www.youtube.com/watch?v=6MXqfcghSao</a></p> <p>Students will be encouraged to watch a selection of online videos produced by various hospital trusts about the admission of children into hospital. Suggestions are:</p> <p><a href="https://www.nhs.uk/video/Pages/Childreninhospital.aspx">https://www.nhs.uk/video/Pages/Childreninhospital.aspx</a></p> <p><a href="https://www.gosh.nhs.uk/parents-and-visitors/advice-when-you-stay/preparing-treatment">https://www.gosh.nhs.uk/parents-and-visitors/advice-when-you-stay/preparing-treatment</a></p> | <p>document provided on physical, intellectual and social development of children provided by the "Childcare Partnership". Link is:</p> <p><a href="http://thechildcarepartnership.co.uk/piles">http://thechildcarepartnership.co.uk/piles</a></p> <p><b>WATCH</b></p> <p>Students will be encouraged to watch the extensive number of You Tube that show the development of physical, intellectual and social skills in children.</p> <p>And</p> <p>Students will be encouraged to watch the television programmes produced called "The secret life of a ..... year old.</p> <p><b>VISIT</b></p> <p>Students will be encouraged to arrange where possible that they go with an appropriate adult to a local creche or nursery to watch children at play. Here they can observe the natural engagement of children in activities which encourage physical, intellectual and social development.</p> | <p>report "Learning and Developing through play" found on the following link: <a href="http://www.ncca.biz/ais/tear/pdfs/guidelines_eng/play_eng.pdf">http://www.ncca.biz/ais/tear/pdfs/guidelines_eng/play_eng.pdf</a></p> <p><b>WATCH</b></p> <p>Students will be encouraged to watch the extensive number of You Tube clips that show children engaged in play activities.</p> <p><b>VISIT</b></p> <p>Students to be encouraged to arrange if possible a visit to one of the following museums, where they look at a selection of toys through the ages for children under 5 years old.</p> <p>Museum of Liverpool<br/>Peer Head<br/>Liverpool<br/>L3 1DG</p> <p>and</p> <p>V &amp; A Museum of childhood<br/>Bethnal Green<br/>London</p> | <p>information provided on websites that suggest a wide range of activities that can be carried out with children. Link is:</p> <p><a href="http://www.nurseryworld.co.uk/activities">www.nurseryworld.co.uk/activities</a></p> <p>and</p> <p>Students will be encouraged to loan and read the parenting magazines provided by the class teacher.</p> <p><b>WATCH</b></p> <p>Students will be encouraged to watch the extensive number of You Tube clips that show children engaged in play activities.</p> <p><b>VISIT</b></p> <p>Students to be encouraged to arrange if possible a visit to one of the following museums, where they look at a selection of toys through the ages for children under 5 years old.</p> <p>Museum of Liverpool<br/>Peer Head<br/>Liverpool<br/>L3 1DG</p> | <p>parenting magazines provided by the class teacher.</p> <p><b>WATCH</b></p> <p>Students will be encouraged to watch the extensive number of You Tube clips that show children engaged in play activities.</p> <p><b>VISIT</b></p> <p>Students to be encouraged to arrange if possible a visit to one of the following museums, where they look at a selection of toys through the ages for children under 5 years old.</p> <p>Museum of Liverpool<br/>Peer Head<br/>Liverpool<br/>L3 1DG</p> |
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# CHORLTON HIGH SCHOOL: CURRICULUM

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|                         | <p><a href="https://www.evelinalondon.nhs.uk/our-services/hospital/Operations/pre-assessment.aspx">https://www.evelinalondon.nhs.uk/our-services/hospital/Operations/pre-assessment.aspx</a></p> <p><a href="https://www.evelinalondon.nhs.uk/our-services/hospital/Operations/on-the-day.aspx">https://www.evelinalondon.nhs.uk/our-services/hospital/Operations/on-the-day.aspx</a></p> <p><b>VISIT</b></p> <p>Students to be encouraged to consider volunteering on a local “Obesity Management Program for children” when available throughout the year in the locality of Manchester.</p> <p>And</p> <p>Students to be encouraged to visit local children’s ward at a hospital if the opportunity arises.</p> |   |  |  |  |
| <p><b>Character</b></p> | <p><br/>Q of S – Optimism</p> <p><b>Optimism:</b> When carrying out board prescribed tasks that form part of unit RO19, students need to have an optimistic outlook on their ability to produce good or outstanding work with the assistance of additional resources as necessary.</p>  | <p><br/>Q of S – Empathy</p> <p><b>Empathy:</b> Students will be made aware of how difficult it can be for some parents to provide the necessary items and experiences for young children that will enable them to develop and make progress. Monetary constraints, physical impairments etc. may all impact on what a parent/carer is able to offer.</p> <p>In addition, when undertaking classwork, students will need to have an empathetic but fair approach when carrying out peer marking, and critiques of work produced by other</p> | <p> <br/>Q of S – Creativity &amp; Curiosity</p> <p><b>Creativity:</b> During lessons and the completion of the board set tasks students will be encouraged and allowed to display work in any way that they wish and which they feel will show the knowledge they have acquired to its best advantage.</p> <p><b>Curiosity:</b> As this element of the course will be a new entity to the students it is envisaged that they will develop a natural curiosity into the types of play activities that can be carried out which will encourage the various</p> | <p> <br/>Q of S – Responsibility &amp; Reflection</p> <p><b>Responsibility:</b> Students will regularly demonstrate this by self-selecting and completing tasks within lessons. In addition, students will show responsibility by the completion of all tasks set within lessons and for home learning.</p> <p><b>Reflection:</b> At the end of the academic term, students will be asked to reflect on their overall performance using a PLC checklist. In addition, students will regularly in lessons both within the scheme of learning and at the end, be</p> | <p> <br/>Q of S – Practice &amp; Resiliency</p> <p><b>Practice:</b> During this term, students will be required to complete the final external task as part of the subject qualification. Throughout the year they will have had the opportunity to undertake several tasks and it is now expected that they will be able to practice and demonstrate the skills necessary for its completion at the highest level possible.</p> <p><b>Resiliency:</b> During this final term, students will be made of the possible overall outcome of their completion of all the course tasks. This added together with their external examination mark will result in their likely final</p> |



# CHORLTON HIGH SCHOOL: CURRICULUM

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|  |  | students. | elements of development in a child. | expected to reflect on their learning and how to embed it | grade. Some students may need to demonstrate resiliency if they do not meet their expected target. |
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