



Eastbrook School

KS4 Curriculum Summary – Child Development

The information below gives an overview of the topics that your child will be studying in Child Development during years 10 and 11. It also outlines how you can support your child to enrich and extend their learning outside of school.

At the end of Year 11 the students will sit – Unit 3 synoptic scenario based short answer Exam.

The course your child is studying is - [NCFE CACHE Level 2 Technical Award in Child Development and Care](#). QRN: 603/3293/1

The year 11 curriculum has been adapted to account for lost learning time due to Covid 19. These adaptations are a response to the amended syllabus

Year 10		
Autumn term	Spring term	Summer term
Topics and themes	Topics and themes	Topics and themes
Expected patterns of Children’s Holistic development	Everyday Care routines and activities to support independence, Health, safety and well-being	Supporting children through Transitions
Observations and assessments		
Useful websites	Useful websites	Useful websites
https://www.earlyyears-matters.co.uk/our-services/school-and-nursery-support/early-years-adviser/child-development-2/ https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2-2 https://www.nurseryworld.co.uk/news/article/observing-children https://www.teachwire.net/news/7-ways-to-implement-a-holistic-approach-to-physical-development-	https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-care-routines https://www.nhs.uk/conditions/pregnancy-and-baby/being-a-parent/ https://www.havering.gov.uk/info/20073/public-health/561/healthy-early-years-health-advice-for-0-to-5-year-olds/2	https://www.early-education.org.uk/transitions https://www.verywellmind.com/what-is-attachment-theory-2795337 https://theartofsimple.net/14-books-to-help-ease-children-through-transitions/
Other ways to support learning	Other ways to support learning	Other ways to support learning
Understand what a child 0-5 years should be expected to do in the 4 areas of development by the correct age Create resources / plan activities to support children’s holistic development Observe children 0-5 years make notes on what they are doing. Link these to Early Learning Goals.	Learn to take care of a baby: how to make up a bottle feed, change a nappy, wash/dress etc. Create a recipe book / meal planner including nutritious meals suitable for eating requirements 0-5 years.	Understand Theorist John Bowlby’s Attachment theory Create a checklist of what children should be able to do before starting school Devise a story book that supports a 3 year old child who is expecting the arrival of a sibling

Year 10 Achievement Summary – By the end of Year 10 students will:

- Be introduced to child development and well being necessary to prepare them for working with children in a variety of settings.
- Have used a variety of assessment methods; posters, essay writing, leaflets, booklets, lesson planning, discussions etc.
- Have used command words such as Identify, Describe, Explain and Evaluate to form their assessments.
- Completed One unit of work from the externally set, internally assessed assessments
- Used research to support their writing and know how to reference correctly and include a bibliography
- Read documents such as Early Year settings Policies and procedures and the EYFS Statutory Framework.

Year 11		
Autumn term	Spring term	Summer term
Topics and themes	Topics and themes	Topics and themes
<p>Expected patterns of Children’s Holistic development</p> <p>Observations and assessments</p> <p>Year 10 Revision: Learning styles and study skills Childcare settings</p>	<p>Everyday Care routines and activities to support independence, Health, safety and well-being</p> <p>Year 10 Revision: Preparing to work with children Early Years Worker responsibilities</p>	<p>Supporting children through Transitions</p> <p>Year 10 Revision: Inclusive practice and working with additional needs. Recap Year 11</p>
Useful websites	Useful websites	Useful websites
<p>https://www.earlyyearsmatters.co.uk/our-services/school-and-nursery-support/early-years-adviser/child-development-2/</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>https://www.nurseryworld.co.uk/news/article/observing-children</p> <p>https://www.teachwire.net/news/7-ways-to-implement-a-holistic-approach-to-physical-development-</p>	<p>https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-care-routines</p> <p>https://www.nhs.uk/conditions/pregnancy-and-baby/being-a-parent/</p> <p>https://www.havering.gov.uk/info/20073/public-health/561/healthy-early-years-health-advice-for-0-to-5-year-olds/2</p>	<p>https://www.early-education.org.uk/transitions</p> <p>https://www.verywellmind.com/what-is-attachment-theory-2795337</p> <p>https://theartofsimple.net/14-books-to-help-ease-children-through-transitions/</p>
Other ways to support learning	Other ways to support learning	Other ways to support learning
<p>Understand what a child 0-5 years should be expected to do in the 4 areas of development by the correct age</p>	<p>Learn to take care of a baby: how to make up a bottle feed, change a nappy, wash/dress etc.</p>	<p>Understand Theorist John Bowlby’s Attachment theory</p> <p>Create a checklist of what children should be able to do before starting school</p>

<p>Create resources / plan activities to support children's holistic development</p> <p>Observe children 0-5 years make notes on what they are doing. Link these to Early Learning Goals.</p>	<p>Create a recipe book / meal planner including nutritious meals suitable for eating requirements 0-5 years.</p>	<p>Devise a story book that supports a 3 year old child who is expecting the arrival of a sibling</p>
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Eastbrook School

KS5 Curriculum Summary – Childcare

The information below gives an overview of the topics that your child will be studying in Childcare during years 12 and 13. It also outlines how you can support your child to enrich and extend their learning outside of school.

At the end of Year 12 the students will sit the External Assessment - CCE1

At the end of Year 13 the students will sit the External Assessment – DCE2

The course your child is studying is - [NCFE CACHE Level 3 Technical Diploma in Childcare and Education](#). QRN: 601/8437/1

Year 12		
Autumn term	Spring term	Summer term
Topics and themes	Topics and themes	Topics and themes
<p>Unit 1: Child development from 0-7 years <i>Understanding of development from conception to birth, stages and sequences of development, Theorists which inform early years practice, Role of the EYP when promoting development and how to plan</i></p> <p>Unit 2: Children's health and well being <i>Understanding of children's needs; emotional development, physical care needs and those needed during transition. The impacts of environment, nutrition and exercise</i></p> <p>Unit 3: Providing safe environments for children <i>Safeguarding in relation to legislation, frameworks, policies and procedures. Looking at serious case reviews and the role of the EYP.</i></p> <p>Unit 4: Child health <i>Child illness', reporting, caring, and supporting children who are ill. The role of EYP in relation to supporting chronically ill children and health promotion</i></p>	<p>Unit 5: Play and learning <i>Understanding the role of play and children's rights to play. Play at different stages of development. Theoretical approaches to play. Enabling play environments and the different types of play. Inclusive practice. The role of the EYP in supporting children's socialisation and behaviour. Looking at current frameworks in relation to play and learning.</i></p> <p>Unit 6: Children's additional needs <i>Understanding biological and environmental factors impact on children's learning and the inclusive support they require from the EYP along with the need for early intervention.</i></p> <p>Unit 7: Observations, assessments and planning <i>Looking at professional practice, the role of assessments and observations in line with current frameworks. Understanding child centred planning</i></p>	<p>Unit 16: Practice Portfolio <i>Gathering of evidence from work experience placement to demonstrate theoretical application of skills and competence development in early years settings covering the age range 3-7 years</i></p> <p>External Assessment: CCE1</p> <p><i>5000 word essay to be completed within 20 hours over 4 days assessing learners knowledge and understanding of units 1-7</i></p>
Useful websites	Useful websites	Useful websites
<p>www.safenetwork.org.uk</p> <p>www.nspcc.org.uk</p> <p>www.safesurf.com/safesurfing</p> <p>www.home-start.org.uk</p> <p>www.nct.org.uk</p>	<p>https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf</p> <p>https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara</p> <p>www.allfie.org.uk</p> <p>www.earlysupport.org.uk</p>	<p>https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p>

	www.playengland.org.uk	
Other ways to support learning	Other ways to support learning	Other ways to support learning
Find out about training for the different areas of development available at your childcare setting /local community Research your local LSCB Collect leaflets from the doctors/hospitals on pregnancy advice, children's health etc Visit a toy shop and record safety labels / symbols	Practice observing children using videos on you tube. Look at an example of an IEP Research autistic spectrum disorder Find out about how therapeutic ideas can be used in early years settings	Keep a daily diary of your work experience Read through ALL assessments completed this year. Use past exam questions to practice

Year 12 Achievement Summary – By the end of Year 12 students will:

- Worked regularly with children in Local primary schools.
- Independently research to support their writing and know how to reference correctly and include a bibliography of a variety of sources
- Have used a variety of assessment methods; posters, essay writing, information leaflets, booklets, lesson planning, Lesson evaluations, professional discussions etc.
- Have used command words such as Identify, Describe, Explain and Evaluate for assessment
- Have began gathering evidence for the Professional practice portfolio
- Know how theoretical perspectives and philosophical approaches inform practice
- Have completed External Assessment - CCE1

Year 13		
Autumn term	Spring term	Summer term
Topics and themes	Topics and themes	Topics and themes
<p>Unit 9: Supporting emergent literacy <i>Language and communication needs of children, the characteristics of a language environment. Strategies that support emergent literacy. Understanding partnership working and inclusive practice.</i></p> <p>Unit 10: Supporting emergent mathematics <i>Understanding of mathematical concepts in relation to current frameworks. The role of the EYP in relation to supporting emergent mathematical development. How to promote children's mathematical development. Understanding partnership working and inclusive practice.</i></p> <p>Unit 11: Preparing for school readiness <i>Factors affecting children's readiness for school. The assessment process in relation to current framework. How working in partnership can contribute to children's school readiness as well as the role of the EYP.</i></p> <p>Unit 12: International perspectives <i>How children learn differently. Researching theoretical perspectives and international approaches to children's learning and how these inform current frameworks and practice.</i></p>	<p>Unit 13: Reflective practice for Professional development <i>Gaining knowledge of professional development in terms of our own development needs and leading on to employment opportunities as an EYP.</i></p> <p>Unit 14: Professional partnerships in Early Years <i>Reasons for working in partnership within early years and the legal requirements. Understanding challenges to partnership working and looking at different family structures.</i></p>	<p>Unit 16: Practice portfolio <i>Gathering of evidence from work experience placement to demonstrate theoretical application of skills and competence development in early years settings covering the age range 0-5 years</i></p> <p>Assessment: DCE2 <i>5000 word essay to be completed within 20 hours over 4 days assessing learners knowledge and understanding of units 9-14</i></p>
Useful websites	Useful websites	Useful websites
<p>www.bernardvanleer.org www.eecera.org</p>	<p>www.tactyc.org.uk</p>	

<p>www.steinerwaldorf.org www.montessori.org.uk www.early-years.org/highscope</p>	<p>https://www.pacey.org.uk/working-in-childcare/spotlight-on/partnerships-with-parents/ www.iasnetwork.org.uk</p>	<p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2</p>
<p>Other ways to support learning</p>	<p>Other ways to support learning</p>	<p>Other ways to support learning</p>
<p>Find out how parents from your own setting play an active role in their child's learning Research Anna Craft – how has she influenced EYPs? Research Cathy Nutbrown</p>	<p>Research 2004 children Act. How were the changes introduced and have they had a lasting effect? What partnerships were involved with the baby P case?</p>	<p>Keep a daily diary of your work experience Read through ALL assessments completed this year. Use past exam questions to practice</p>