Department:	Year Group:					
Childcare	9 to 11					
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Term Topic/subject		Knowledge acquisition	Skill building Intent	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn year Unit 1	understand reproduction and the roles and responsibilities of parenthood Types of families/ pre- conceptual care/effects of social activities on foetus The structure and function of the male and female reproductive systems How reproduction takes place Signs and symptoms of pregnancy The roles of: Midwife Obstetrician GP Gynaecologist Paediatrician The importance of antenatal and parenting	Frequent recaps using starters and plenaries, Mini quizzes Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	Graphs, Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own Key words and terminology	Use of subject specific vocabulary through annotation. Peer and self-assessment. Spellings quizzes regularly throughout the term. Graphs /pie charts . understanding what it's like to be a teenage parent Understanding legal requirements e.g. cut off point for abortions. Learn about hereditary diseases, smoking, alcohol and drugs and impact of foetus Book: OCR child development	Unit 1 test – to cover all assessment objectives	Writing frames, seating plans – stronger to help weaker. Individual feedback on tests – questions related to areas they struggled with

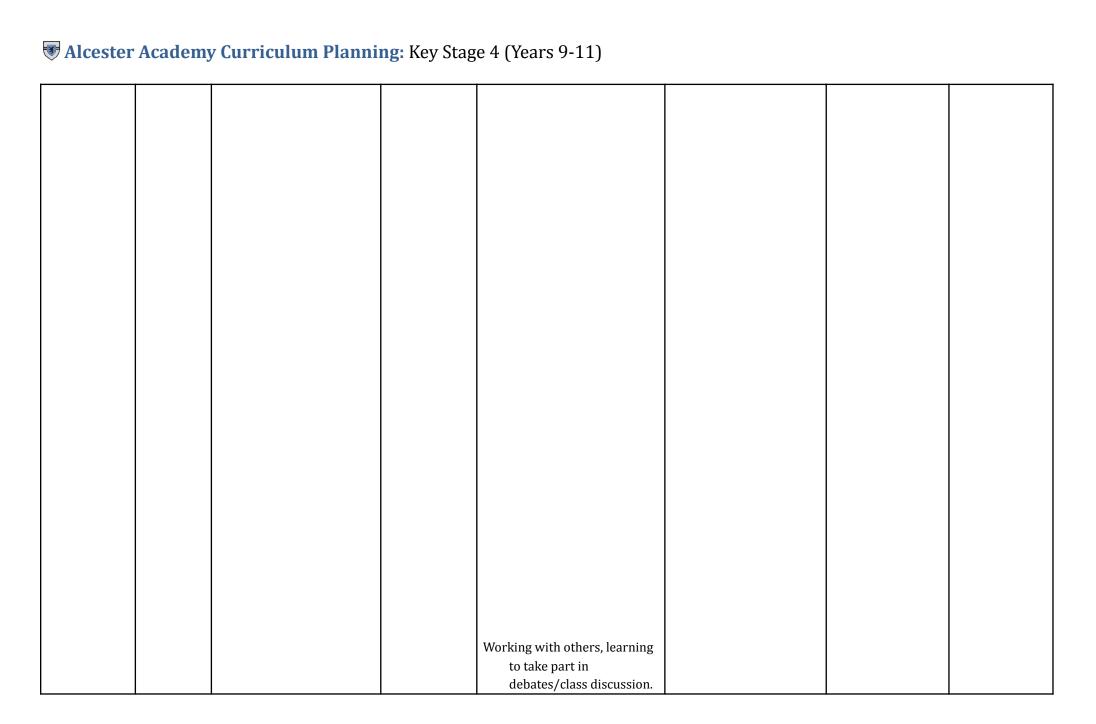
	Unit 2	Routine checks carried out Diagnostic tests carried out Choices available for delivery of baby Stages of labour and ways of delivery		Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own . key words and terminology Learning to care for a baby overnight	Use of subject specific vocabulary through annotation. Peer and self-assessment. Spellings quizzes regularly throughout the term Different careers in childcare and what each does to support parents. Parents rights to choose delivery methods Book: OCR child development	Unit 2 test – to cover all assessment objectives	
Spring year 1	unit 3	The postnatal checks of the new born baby The specific needs of the pre-term (premature) baby, i.e. • baby born before 37 weeks • specific needs, i.e. o treatment for infection o breathing problems o feeding problems The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e. • the role of the father/partner • support from other family and friends	Frequent recaps using starters and plenaries, Mini quizzes Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own . key words and terminology Understanding differing parenting styles in response to bad behaviour- hoe different countries view smacking	Use of subject specific vocabulary through annotation. Peer and self-assessment. Spellings quizzes regularly throughout the term. Book: OCR child development	Unit 3 test – to cover all assessment objectives	Writing frames, seating plans – stronger to help weaker. Individual feedback on tests – questions related to areas they struggled with

information, advice and		
support from the GP,		
Midwife and Health Visitor		
postnatal check 6 weeks		
after birth		
• 6-8 week review by		
Health Visitor or Doctor		
Conditions for		
development, i.e.		
the importance of the		
environment to the child.		
o awareness of Sudden		
Infant Death Syndrome		
(SIDS)		
the need for acceptable		
patterns of behaviour and		
approaches to discipline,		
i.e.		
need for boundaries		
consideration of others		
safety		
promoting positive		
behaviour		
	Use of subject specific	
How immunity to disease	vocabulary through	
and infection can be	annotation. Peer and	
acquired, i.e.	self-assessment.	
babies' natural immunity		
childhood immunisation	Book: OCR child	
and vaccination	development	
programmes		
• reasons for immunisation		
How to recognise and treat		
common childhood		
ailments and diseases, i.e.		
annients and discuses) nei		

Unit 4 • general signs of illness • common childhood ailments and diseases • caring for an ill child When to seek treatment by a doctor, and when emergency medical help should be sought, i.e. • key signs and symptoms (e.g. breathing difficulties, unresponsive, limp, high fever, fitting) Diet-related illnesses, i.e. • childhood obesity • deficiency diseases • food intolerances and allergies The needs of an ill child, i.e. • physical needs • social needs • emotional needs (e.g. explanation of illness) • intellectual needs (e.g. stimulation) How to prepare a child for a stay in hospital, i.e. • hospital/ward visit • acting out fears, hospital games • books and DVDs • explanation and honesty • involvement in child's care	Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own . key words and terminology Diseases and how they're spread. First aid Living healthily, obesity and anorexia	Unit 4 test – to cover all assessment objectives
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Summer year	Unit 5	How to create a safe, child-friendly	Frequent recaps using	Working with others, learning to take part in	Use of subject specific vocabulary through	Unit 5 test – to cover all	Writing frames, seating plans –
		environment, Road safety Safety labelling To be aware of the most common childhood accidents, i.e. • choking and suffocation • burns • falls • electric shocks • drowning Poisoning Social safety, i.e. • personal safety awareness, i.e. o awareness of strangers	starters and plenaries, Mini quizzes Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	debates/class discussion. Empathy for others, understanding of others opinions may differ from their own . key words and terminology Stranger danger, safe use of the internet , road safety	annotation. Peer and self-assessment. Book: OCR child development	assessment objectives	stronger to help weaker. Individual feedback on tests – questions related to areas they struggled with
		(e.g. "stranger danger") o avoiding inappropriate personal contact (e.g. physical, emotional) internet safety, i.e.					

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o dangers (e.g. inappropriate content, in-app purchases, befriending strangers)			
o talking to children about their internet use and how to be safe			
o safety strategies (e.g. explore sites and apps together, family discussions, set rules and			
agree boundaries, using safe search facilities and restrictions/parental lock)			
Knowledge of nurseries and what it takes to set them up. Equipment needed for children			



	R019 C/A theory			Empathy for others, understanding of others opinions may differ from their own . key words and terminology	Use of subject specific vocabulary through annotation. Peer and self-assessment.		
Autumn year 2	LO1- prepare a nursery with equipment 0- 1 years LO2 - prepare a nursery with equipment 1-5 yrs	Key words and terminology. Understanding C/A guidelines	Re- cap on y9 learning – using folders to help Questioning throughout lessons to enhance knowledge Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	Understanding a babies needs Understanding a child's needs	Use of subject specific vocabulary Book: OCR child development	Marking of L01 Marking of L02	Using mark scheme to help students to aim for the higher level. ILP given each fortnight to support C/A

Spring year 2	LO3- understan d the nutritional guidelines for a child LO4- feeding solutions Theory- knowledg e of a child's developm ent LO1- understan d a child's milestones	Key words and terminology. Understanding C/A guidelines	Re- cap on y9 learning – using folders to help. Questioning throughout lessons to enhance knowledge Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	Understanding a child's needs	Use of subject specific vocabulary Book: OCR child development	Marking of LO3/4	Using mark scheme to help students to aim for the higher level. ILP given each fortnight to support C/A
Summer year 2	LO2- understan d the benefits of learning through play LO3/4: plan activities for a child and carry those out	Key words and terminology. Understanding C/A guidelines	Re- cap on y9 learning – using folders to help Questioning throughout lessons to enhance knowledge Build on prior learning through questioning and link previous	Understanding a child's needs	Use of subject specific vocabulary Book: OCR child development	Marking of L02/3/4	Using mark scheme to help students to aim for the higher level. ILP given each fortnight to support C/A

Autumn year 3	Unit 1	understand reproduction and the roles and responsibilities of parenthood Types of families/ pre- conceptual care/effects of social activities on foetus The structure and function of the male and female reproductive systems How reproduction takes place Signs and symptoms of pregnancy The roles of: Midwife Obstetrician Gp Gynaecologist Paediatrician	learning to more recent topics, interleaving old and new knowledge Frequent recaps using starters and plenaries, Mini quizzes Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	Graphs, Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own Key words and terminology	Use of subject specific vocabulary through annotation. Peer and self-assessment. Spellings quizzes regularly throughout the term. Graphs /pie charts . understanding what it's like to be a teenage parent Understanding legal requirements eg cut off point for abortions. Learn about hereditary diseases,smoking,alcohol and drugs and impact of foetus Book: OCR child development	Unit 1 test – to cover all assessment objectives	Writing frames, seating plans – stronger to help weaker. Individual feedback on tests – questions related to areas they struggled with
	Unit 2	The importance of antenatal and parenting classes Routine checks carried out Diagnostic tests carried out Choices available for delivery of baby Stages of labour and ways of delivery			Use of subject specific vocabulary through annotation. Peer and		

				Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own . key words and terminology Learning to care for a baby overnight	self-assessment. Spellings quizzes regularly throughout the term Different careers in childcare and what each does to support parents. Parents rights to choose delivery methods Book: OCR child development	Unit 2 test – to cover all assessment objectives Mock exam	
Spring year 3	unit 3	The postnatal checks of the new born baby The specific needs of the pre-term (premature) baby, i.e. • baby born before 37 weeks • specific needs, i.e. o treatment for infection o breathing problems o feeding problems The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e. • the role of the father/partner • support from other family and friends • information, advice and support from the GP, Midwife and Health Visitor • postnatal check 6 weeks after birth	Frequent recaps using starters and plenaries, Mini quizzes Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge	Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ from their own . key words and terminology Understanding differing parenting styles in response to bad behaviour- hoe different countries view smacking	Use of subject specific vocabulary through annotation. Peer and self-assessment. Book: OCR child development		Writing frames, seating plans – stronger to help weaker. Individual feedback on tests – questions related to areas they struggled with

	6-8 week review by Health Visitor or Doctor Conditions for development, i.e. the importance of the environment to the child . o awareness of Sudden Infant Death Syndrome (SIDS) the need for acceptable patterns of behaviour and approaches to discipline, i.e. need for boundaries consideration of others safety promoting positive behaviour			
Unit 4	How immunity to disease and infection can be acquired, i.e. • babies' natural immunity childhood immunisation and vaccination programmes • reasons for immunisation How to recognise and treat common childhood ailments and diseases, i.e. • general signs of illness • common childhood ailments and diseases • caring for an ill child	Working with others, learning to take part in debates/class discussion. Empathy for others, understanding of others opinions may differ		

When to seek treatment by	from their own . key words		
a doctor, and when	and terminology		
emergency medical help	and terminology		
should be sought, i.e.			
• key signs and symptoms			
(e.g. breathing difficulties,			
unresponsive, limp, high	Diseases and how they're		
fever, fitting)	spread.		
Diet-related illnesses, i.e.	First aid		
• childhood obesity			
deficiency diseases	Living healthily, obesity and		
food intolerances and	anorexia		
allergies			
The needs of an ill child, i.e.			
physical needs			
• social needs			
• emotional needs (e.g.			
explanation of illness)			
• intellectual needs (e.g.			
stimulation)			
How to prepare a child for			
a stay in hospital, i.e.			
hospital/ward visit			
acting out fears, hospital			
games			
books and DVDs			
• explanation and honesty			
• involvement in child's			
care			

Summer year 3	Revision	Revision	Knowledge acquisition will be developed through the building of prior knowledge, revisiting skills covered, and through regular quick fire assessments throughout the term.	Review of all of the above content in preparation for the final examination.	All previous key words through revision and topic review. Book: OCR revision guide	External examination –	Writing frames, seating plans – stronger to help weaker. Individual feedback on tests – questions related to areas they struggled with
			Build on prior learning through questioning and link previous learning to more recent topics, interleaving old and new knowledge				