

<b>KS4 Module 1: Create a safe environment and understand the nutritional needs of children from birth to five years</b>	<b>KS4 Module 2: Health and well-being for child development: Pre-conception health and reproduction</b>	<b>KS4 Module 3: Health and well-being for child development: Antenatal care and preparation for birth</b>
<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>
<ul style="list-style-type: none"> <li>• How to ensure a child-friendly safe environment in a child care setting                             <ul style="list-style-type: none"> <li>○ know the meaning of the term ‘hazard’</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> </li> <li>• Reasons why accidents happen in a childcare setting</li> <li>• Types of childhood accidents</li> <li>• How to prevent accidents</li> <li>• Essential equipment for children and factors for choice                             <ul style="list-style-type: none"> <li>○ Current Government dietary recommendations for healthy eating for children from birth to five years</li> <li>○ know what the recommendations are</li> <li>○ the reasons for the government dietary recommendations. Examples of reasons may include: to prevent obesity, tooth decay</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Factors affecting pre-conception health for women and men</li> <li>• Types of contraception methods and their advantages and disadvantages</li> <li>• The structure and function of the reproductive systems</li> <li>• How reproduction takes place</li> </ul>	<ul style="list-style-type: none"> <li>• The signs and symptoms of pregnancy</li> <li>• The purpose and importance of antenatal clinics</li> <li>• Screening and diagnostic tests                             <ul style="list-style-type: none"> <li>○ The reasons for screening tests and what conditions they can identify</li> <li>○ The reasons for diagnostic tests and what conditions they can identify</li> </ul> </li> <li>• The purpose and importance of antenatal (parenting) classes</li> <li>• The choices available for delivery</li> <li>• The methods of pain relief when in labour</li> <li>• The signs that labour has started</li> <li>• The three stages of labour and their physiological changes</li> <li>• The methods of assisted birth</li> </ul>
<p><b>Skill</b> <i>What pupils will be able to do</i></p>	<p><b>Skill</b> <i>What pupils will be able to do</i></p>	<p><b>Skill</b> <i>What pupils will be able to do</i></p>
<ul style="list-style-type: none"> <li>• Write a report or presentation</li> <li>• Use references to support their research</li> <li>• Explain of the suitability of children’s equipment considering three factors.</li> <li>• Explain why accidents happen to include:                             <ul style="list-style-type: none"> <li>○ The environment – uncovered pond, spillages, sharp objects</li> <li>○ Supervision – untrained staff or insufficient staffing of area</li> <li>○ Safety equipment – not in use, not checked</li> <li>○ As part of a child’s development – as they start to become more curious and mobile</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recall knowledge and show understanding</li> <li>• Apply knowledge and understanding</li> <li>• Be able to identify or recognise a given item, for example on a diagram</li> <li>• Use direct recall to answer a question, for example the definition of a term</li> <li>• Explain how the male and female reproductive systems work</li> <li>• Compare contraception methods</li> </ul>	<ul style="list-style-type: none"> <li>• Recall knowledge and show understanding</li> <li>• Apply knowledge and understanding</li> <li>• Analyse the advantages and disadvantages of screening and diagnostic tests</li> <li>• Describe the roles of different health professionals; GP (General Practitioner), Midwife, Obstetrician</li> <li>• Apply knowledge and understanding to examination questions</li> </ul>

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<ul style="list-style-type: none"> <li>• Design a safe child care setting</li> <li>• Justify how accidents could be prevented in their own setting design</li> <li>• Describe the nutritional needs of children aged 0-five years</li> <li>• Apply Government dietary recommendations to produce a healthy diet plan</li> <li>• Make a meal suitable for a child in a childcare setting</li> <li>• Evaluate their own strengths and weaknesses, identifying areas for improvement</li> </ul>		
<p><b>KS4 Module 4: Understand the development of a child from one to five years</b></p>	<p><b>KS4 Module 5: Health and well-being for child development: Postnatal checks, postnatal care and the conditions for development</b></p>	<p><b>KS4 Module 6: Health and well-being for child development: Childhood illnesses and a child safe environment</b></p>
<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>
<ul style="list-style-type: none"> <li>• The expected development norms from one to five years for the following developmental areas</li> <li>• The expected development norms from one to five years for the following developmental areas</li> <li>• The types of play</li> <li>• How play benefits development</li> <li>• Methods of observation and recording             <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 an observation would be recorded</li> <li>○ The importance of confidentiality when observing a child</li> <li>○ How to use observation findings to compare with: the expected developmental norms, stage of play, type of play</li> </ul> </li> <li>• How to plan for different play activities             <ul style="list-style-type: none"> <li>○ What to include in a plan and reasons why</li> <li>○ How to use observation findings to inform choice of activity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The postnatal checks that are carried out on the baby immediately after birth and the reasons why</li> <li>• The checks that are carried out on the baby within one to five days of birth and the reasons why</li> <li>• Postnatal care of the mother and baby</li> <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> <li>○ How partner, family and friends can provide physical and emotional support</li> <li>○ The purpose of the mother’s ‘6 week postnatal check’ with the GP</li> </ul> </li> <li>• The developmental needs of children from birth to five years</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise general signs and symptoms of illness in children</li> <li>• How to meet the needs of an ill child: physical, intellectual, emotional, social             <ul style="list-style-type: none"> <li>○ How each need can be met including appropriate actions for illnesses identified</li> </ul> </li> <li>• How to ensure a child-friendly, safe home environment</li> <li>• Recognise common hazards and how these can be prevented within and surrounding the home:             <ul style="list-style-type: none"> <li>○ Kitchen</li> <li>○ Toilets/bathroom</li> <li>○ Stairs</li> <li>○ Play areas/garden</li> <li>○ Roads</li> </ul> </li> <li>• The importance of safety labelling</li> </ul>

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<ul style="list-style-type: none"> <li>• Explain the physical, intellectual and social development norms for the age of a child being observed</li> <li>• Explain the suitability of the observation method chosen</li> <li>• Identify the stage of development of a child and compare to the expected developmental norms, providing detailed examples for the comparisons</li> <li>• Produce a plan for a play activity</li> <li>• Demonstrate understanding of:               <ul style="list-style-type: none"> <li>○ Developmental area covered</li> <li>○ Aim of the activity</li> <li>○ Description of the activity</li> <li>○ Timing for the activity</li> <li>○ Safety considerations</li> <li>○ Resources needed</li> <li>○ How the activity will be introduced to the child</li> </ul> </li> <li>• Evaluate areas of success, strength and weakness of the planned play activity, making suggestions for changes or recommendations for improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Recall knowledge and show understanding</li> <li>• Apply knowledge and understanding</li> <li>• Be able to recognise or interpret data, for example on an APGAR chart or centile chart.</li> <li>• Use direct recall to answer a question, for example the definition of a term</li> <li>• Explain the conditions for development</li> </ul>	<ul style="list-style-type: none"> <li>• Recall knowledge and show understanding</li> <li>• Apply knowledge and understanding</li> <li>• Use direct recall to answer a question, for example the definition of a term</li> <li>• Recognise a range of childhood illnesses</li> <li>• Describe how to care for a sick child and meet their physical, intellectual, emotional and social needs</li> <li>• Be able to identify or recognise a given safety symbol, for example on a toy or children’s equipment</li> <li>• Explain how to make different rooms in the home safe for children</li> </ul>