



Curriculum Map: Year 11 Child Development 2022-2023

R020 Coursework Unit	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<p>R020 Understand the development of a child from one to five years</p> <p>LO1 The expected development norms from one to five years for the following developmental areas Physical, Intellectual and Social</p>	<p>1.1</p> <ul style="list-style-type: none"> • Physical development <p>- Gross and fine motor skills</p> <ul style="list-style-type: none"> • Intellectual development <p>-Language - Reading and writing - Communication - Number skills alphabet, interest in books</p> <ul style="list-style-type: none"> • Communication - verbal, body language, smiling, crying <p>Number skills - number games, simple counting activities</p>	<ul style="list-style-type: none"> • Be able to name and recognise the developmental areas. <p>Basic understanding of physical development norms may include:</p> <ul style="list-style-type: none"> • Gross motor skills – crawling, jumping, balancing • Fine motor skills – palmar grasp, pincer grasp <p>Basic understanding of intellectual development norms may include:</p> <ul style="list-style-type: none"> • Language - listening, talk in sentences • Reading and writing - write letters of the alphabet, interest in books • Communication - verbal, body language, smiling, crying • Number skills - number games, simple counting activities <p>Basic understanding of social development norms to include:</p> <ul style="list-style-type: none"> • Communicating - talking/conversations with carers/parents/friends 	<p>Recording information and making detailed notes</p> <p>Recalling information relevant information. Taking notes from video clips to be included.</p> <p>Researching activities that educated children discovering websites to be used in task 1</p> <p>Extended writing task</p>

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	<ul style="list-style-type: none"> • Social development - Communicating with others - Acceptable behaviour - Sharing <ul style="list-style-type: none"> - Independence/self-esteem 	<ul style="list-style-type: none"> • Acceptable behaviours - manners • Sharing - taking turns <p style="text-align: center;">Independence/self-esteem - leaving parent/carer, making choices, able to dress themselves</p> <ul style="list-style-type: none"> • - Independence/self-esteem Independence/self-esteem Acceptable behaviours - manners • Sharing - taking turns <p style="text-align: center;">Independence/self-esteem - leaving parent/carer, making choices, able to dress themselves</p>	<p>Compile a fact sheet bases on knowledge understanding and research</p>
	<p>1.1 Physical, social and Intellectual Development</p>	<p>‘How to research’ - Physical Development /Fine manipulative skills/Social skills /Intellectual development/Language skills.</p> <p>Understand that development is holistic:</p> <ul style="list-style-type: none"> • as children develop they should reach specific developmental norms at certain ages • the sequence of physical, intellectual and social development <p>that some children may develop differently in some areas due to disability or any other reason.</p> <p>Recognise physical, intellectual and social development.</p>	<p>How to research’ - Physical Development /Fine manipulative skills/Social skills /Intellectual development/Language skills.</p> <p>Create a bibliography</p> <p>Create a physical activity for a child 1-4 with one developmental area</p>

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	OCR set assignment		<p>Students start their OCR-set assignment. Produce their Explanation of the physical, intellectual and social development norms for the age of the child being observed.</p> <p>Assignment to dead line</p>

<p>LO2 2.1 The stages and types of play</p>	<p>2.1 The stages of play</p> <p>2.2 Understand the activities which encourage and facilitate each stage of play.</p>	<p>Understand examples of the types of play may include:</p> <ul style="list-style-type: none"> • Manipulative play - puzzles, drawings, paintings, hand and finger movements, holding toys, palmer/pincer grip, fastening buttons. • Co-operative play - board games. • Imaginative play - story boards/puppets, role play, acting, home corner. • Physical play - ball games, ride on toys/climbing frames appropriate across age range. <p>Creative play - dancing, music, modelling, painting, drawing, creating an artefact.</p>	<p>Create and present work which reflects understanding and research.</p> <p>Research information for the set assignment, be able to select and reject information for their work.</p>
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	Students work on their OCR-set assignment Topic Area 2		Students work on their OCR-set assignment Topic Area 2. Working on and completing tasks for OCR-set assignment ready for submission.
3.1 Observation and recording	3.1 Observation and recording	<ul style="list-style-type: none"> Know the reasons for carrying out observations. What each method of observation involves. When each method would be appropriate. The importance of confidentiality when observing a child. Understand how to use observation findings to compare with: The expected developmental norms. Type of play 	Recording information and making detailed notes
4.1 Plan and evaluate play activities		Students should be aware of how to plan for different play activities. Know what Safety considerations to 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.	Prepare materials for set assignment

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	Working on OCR-set assignment.		Working on OCR-set assignment. Submit completed OCR-set assignment.