

### Curriculum Map

#### **Subject: CPLD Year Group: Year 10**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p>Content <i>Descriptive/pr ositional knowledge</i>  <i>'knowing that'</i></p>	<p>R019: Understand the equipment and nutritional needs of children from birth to five years</p> <p>Learning Outcome 1: Understand the key factors when choosing equipment for babies from birth to 12 months</p> <p>Learning Outcome 2: Understand the key factors when choosing equipment for children from one to five years</p>	<p>R019: Understand the equipment and nutritional needs of children from birth to five years</p> <p>Learning Outcome 3: Know the nutritional guidelines and requirements for children from birth to five years</p>	<p>R019: Understand the equipment and nutritional needs of children from birth to five years</p> <p>Learning Outcome 4: Be able to investigate and develop feeding solutions for children from birth to five years</p>	<p>R020: Understand the development of a child from birth to five years</p> <p>Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years</p>	<p>R020: Understand the development of a child from birth to five years</p> <p>Learning Outcome 2: Understand the benefits of learning through play</p>	<p>R020: Understand the development of a child from birth to five years</p> <p>Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years</p> <p>Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p>

<p>Skills <i>Ability knowledge</i>  <i>'knowing how'</i></p>	<p>For LO1, learners should investigate the main points to be considered when choosing: clothing and footwear, feeding, sleeping and transport equipment for babies from birth to 12 months. They should support their evidence by considering the following features when making their decisions: age suitability, safety aspects, costs, design, practicality, durability and ease of cleaning.</p> <p>For LO2, learners should investigate the main points to be considered when choosing: clothing, footwear, feeding, sleeping and transport equipment for</p>	<p>For LO3, learners should have knowledge of the nutritional requirements and current government guidelines for children from birth to five years. This should include stages of feeding children; 0 to 6 months, 6 to 12 months, and 1 to 5 years. Examples of current government guidelines are given in the unit content, although these are not exhaustive. Additional aspects of the diet, namely fibre and water, should also be covered.</p>	<p>LO4, learners should demonstrate their understanding of the nutritional requirements by completing a practical task, which involves creating a suitable feeding solution. They should undertake a practical task taking into consideration current government guidelines.</p> <p>Whilst undertaking the practical investigation, learners should include the following in their evidence:</p> <ul style="list-style-type: none"> <li>• nutritional analysis (e.g. use of ICT/food programmes/labelling)</li> <li>• factors to consider (e.g. cost/time/equipment/storage/availability)</li> <li>• hygiene practices (e.g. sterilisation/personal hygiene)</li> <li>• comparisons (e.g. breast/bottle/combin</li> </ul>	<p>For LO1, learners should explain physical, intellectual and social developmental norms from birth to five years.</p>	<p>For LO2, learners should explain the types of play from birth to five years and examples of the benefits of learning through play.</p>	<p>For LO3, learners should produce plans for different activities on a chosen developmental area. Learners should do an initial observation, in order to meet the child whom they will be studying and to inform the choice and planning of activities.</p> <p>LO4, learners should carry out, record and evaluate the planned play activities for the chosen developmental area. It is advised that learners study a child of an appropriate age in order to get the best out of the activities.</p>
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	<p>children from one to five years. They should support their evidence when choosing their equipment by considering; suitability for age and growth, safety aspects, costs, design, practicality, durability and ease of cleaning.</p>		<p>ation, home-made/bought baby food, two-course meal with nutritional needs) • evaluation including strengths, weaknesses and suggested improvements • conclusions</p>			
<p>Key Questions</p>	<p>What is the key equipment to be considered for babies from birth to 12 months?</p> <p>What are the key factors to consider when choosing equipment for babies from birth to 12 months?</p> <p>What is the key equipment to be considered for children from one to five years?</p> <p>What are the key factors to consider when choosing equipment for</p>	<p>What are the current government dietary guidelines?</p> <p>What are the functions and sources of nutrients?</p> <p>What are the nutritional requirements for stages of feeding children?</p>	<p>How do you investigate feeding solutions?</p> <p>How do you develop feeding solutions for babies aged 0 to 6 months?</p> <p>How do you develop feeding solutions for babies aged 6 to 12 months?</p> <p>How do you develop feeding solutions for children aged 1 to 5 years?</p>	<p>What are the development norms from birth to five years for physical, intellectual and social development?</p>	<p>What are the 5 different types of play?</p> <p>What are the 4 benefits of play?</p> <p>How does play help children's physical/intellectual/social/creative development?</p>	<p>How do you plan a range of different play activities for a chosen developmental area?</p> <p>How do you carry out a range of different activities for a chosen developmental area?</p> <p>How do you evaluate the activities you have implemented?</p>

	children from one to five years?					
Assessment	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)
Literacy/ Numeracy/ SMSC/ Character	Introduction to key terms. Vocabulary tests. Communicating with professionals. Exam question practice - basic essay writing skills. IT skills with literacy. Reviewing and redrafting own work. <b>SMSC</b>	Introduction to key terms. Vocabulary tests. Communicating with professionals. Exam question practice - basic essay writing skills. IT skills with literacy. Reviewing and redrafting own work. <b>SMSC</b>	Introduction to key terms. Vocabulary tests. Communicating with professionals. Exam question practice - basic essay writing skills. IT skills with literacy. Reviewing and redrafting own work. <b>SMSC</b>	Introduction to key terms. Vocabulary tests. Communicating with professionals. Exam question practice - basic essay writing skills. IT skills with literacy. Reviewing and redrafting own work. <b>SMSC</b>	Introduction to key terms. Vocabulary tests. Communicating with professionals. Exam question practice - basic essay writing skills. IT skills with literacy. Reviewing and redrafting own work. <b>SMSC</b>	Introduction to key terms. Vocabulary tests. Communicating with professionals. Exam question practice - basic essay writing skills. IT skills with literacy. Reviewing and redrafting own work. <b>SMSC</b>
Enrichment/ Futures	<p><b>Enrichment:</b> Students are given the opportunity to attend a Work experience placement in a child care setting. These are arranged by the students themselves, with support from school, so that students are aware of how to organise and arrange placements. This also increases their awareness of the varying roles/jobs that would be available to them upon completion of the course or further training. We have visits from expectant mothers and new mothers to show skills such as feeding and looking after a baby. Students are introduced to basic paediatric first aid.</p> <p><b>Futures:</b> During the course students are introduced to different careers that require skills in child care. Then during the examined unit students are specifically taught about the role of professionals in and surrounding childbirth and early years. We have visits from professionals in this industry to speak with the students about what it is they do - links with local nurseries/primary schools.</p>					