LEARNING MAPS - CHILD DEVELOPMENT

3.1 Family and parenting

1. Family structures in the UK	The difference between looked after children, nuclear, extended, single/lone-parent, reconstituted/step, fostering and adoptive families, including family patterns in a diverse society	
	Roles, responsibilities and values of the family	
	Why there are changing patterns in parenting and family life	
	The reasons why children may be in local authority care	
	Changing roles within the family in a diverse society	
2. Pre-conceptual health and care	The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood	
	To recognise and evaluate methods of contraception, their efficiency and reliability.	

3.2 Preparation for pregnancy and birth

1. Reproduction	The structure and function of male and female reproductive systems	
	How fertilisation takes place, and the development of the embryo and foetus	
	The problems of infertility, e.g. fallopian tube blockage, hormone imbalance and the possible solutions, e.g. in-vitro fertilisation (IVF)	
2. Pregnancy	The diet of the mother, including nutritional needs during pregnancy and lactation	
	Making choices for health and well-being	
	The roles of the different health professionals supporting the pregnant mother	
3. Ante-natal provision	Routine checks carried out at an ante-natal clinic, including scans	
	Additional specialised screening tests	
	To recognise the importance of ante-natal/parenting classes/role of the father/partner	
4. Preparation for the birth of the new baby	The choices available for delivery	
	The stages of labour and the methods of delivery, including pain relief	
	The role of the father/partner	
	The need to prepare for the baby	
5. Post-natal care	The post-natal needs of the family	
	The post-natal provision available for the mother and baby	

HOW I'LL KNOW HOW WELL I'M DOING	MY RESULTS, FEEDBACK & TARGETS
❑ Peer-Assessments of mid-unit practice questions	
❑ Ongoing Self-Assessment / Dialogue review sheets to identify my strengths and areas for development	
❑ Peer-Assessments of mid-unit practice questions	
❑ Knowledge test 20 key terms and concepts	
❑ Formative (feedback) practice questions for short, medium and extended questions	
❑ Summative (graded) practice exam papers at the end of the unit	
❑	
SKILLS THIS WILL HELP ME TO USE & DEVELOP	**I HAVE SHOWN THESE SKILLS BY…**
❑ My LITERACY through spelling of key words and written assessment	
❑ My LITERACY through written answers to questions	
❑ My NUMERACY through working out menstrual cycles.	
❑ My COMMUNICATION skills through discussion work	
❑ INDEPENDENT LEARNING through working on own using ICT to complete assessment	
❑ SELF MANAGEMENT through submission of work, assessment and revision on time and to the standards/criteria set	

3.3 Physical development

1. New born baby	The characteristics of a new born baby	
	The needs of the new born baby	
	Identify the specific needs of the pre-term (premature) baby	
2. Development norms	To identify the norms from birth to five years	
	How the baby develops physically from birth to 5 years	
	The development of fine and gross motor skills	
3. Conditions for development	The selection of clothing and footwear for babies and children	
	The need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine and the importance of the housing environment to the child	
4. Safety	How to create a safe, child-friendly environment within the home and the garden/play areas	
	To be aware of the most common childhood accidents	
	The importance of road and car safety	
	How safety has become an issue due to diverse family lifestyles	

3.4 Nutrition and health

1. Nutrition and feeding	To justify the choice between breast and bottle feeding	
	How to introduce mixed feeding (weaning) and to experience the range of food products available	
	How to encourage healthy attitudes to food and eating patterns in childhood	
	The function and sources of the major nutrients in the diet, e.g. protein, fats, carbohydrates, vitamins and minerals	
	The importance of healthy eating and its relationship to diet-related illnesses	
	The importance and application of hygienic practices related to food preparation within the home	
2. Response to infection	How to recognise signs of illness, when to seek treatment by a doctor, and when emergency medical help should be sought	
	How to recognise, prevent and manage common childhood ailments and diseases	
	Immunisation and vaccination programmes	
	How immunity to disease and infection can be acquired	
	How to prepare a child for a stay in hospital	
	The needs of a sick child, including physical, social and emotional needs	

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SKILLS THIS WILL HELP ME TO USE & DEVELOP ❑ My LITERACY through spelling of key words and written assessment ❑ My LITERACY through written answers to questions ❑ My NUMERACY through working out measurements for DRV's ❑ My COMMUNICATION skills through discussion work and practical assessments – bathing a baby ❑ INDEPENDENT LEARNING through working on own using ICT to complete assessment ❑ SELF MANAGEMENT through submission of work, assessment and revision on time and to the standards/criteria set	I HAVE SHOWN THESE SKILLS BY…

3.5 Intellectual, social and emotional development

1. Conditions for development	The factors promoting development and appreciation of the importance of environment, support, talking and listening to a child, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity to play	
2. Patterns of learning	The stages of intellectual (cognitive) development, including communication and language, number skills, reading and writing	
	The development of social skills, including independence and self-esteem	
	Appreciate the need for acceptable patterns of behaviour and approaches to discipline	
3. Learning through play	The different types of play	
	The benefits of play	
	The development of the stages of play	
	To select appropriate toys for different stages of development	

3.6 Community support

1. The child outside the family unit	The need for day-care provision	
	To know the types of pre-school provision available, their regulation and control	
2. Community provision	To be aware of the statutory services available for children and families	
	The voluntary services and self-help agencies available to children and families	
	The statutory services available to children and families for those with special/additional needs	
	The voluntary services available to children and families for those with special/additional needs	
	The effects of special/additional needs children on families	

HOW I'LL KNOW HOW WELL I'M DOING	MY RESULTS, FEEDBACK & TARGETS
❑ Peer-Assessments of mid-unit practice questions ❑ Ongoing Self-Assessment / Dialogue review sheets to identify my strengths and areas for development ❑ Peer-Assessments of mid-unit practice questions ❑ Self-Assessment Reference to exam board mark scheme criteria for Child Study ❑ Knowledge test 20 key terms and concepts ❑ Formative (feedback) practice questions for short, medium and extended questions ❑ Summative (graded) practice exam papers at the end of the unit	
SKILLS THIS WILL HELP ME TO USE & DEVELOP ❑ My LITERACY through spelling of key words and written assessment ❑ My LITERACY through written answers to questions ❑ My NUMERACY through studying number, space ,shape and measure ❑ My COMMUNICATION skills through discussion work ❑ INDEPENDENT LEARNING through working on own using ICT to complete assessment SELF MANAGEMENT through submission of work, assessment and revision on time and to the standards/criteria set	I HAVE SHOWN THESE SKILLS BY…