

Child Care

Curriculum Principles

By the end of their education, a student of Child Care at Dixons Brooklands (DBK) will:

- Have developed analytical thinking skills in relation to case studies along with empathy and tolerance of a broad range of Child Care related issues
- Have developed the relevant understanding and knowledge to promote their success as a highly efficient professional in the field
- Been provided with a range of Child Care experiences in order to apply their learning in context
- Have developed a genuine enthusiasm for the Child Care sector.

Our unifying 'sentence' is: "The Child Care department at DBK develops students with the ability to embark on careers or further study in Child Care where they can practice as highly successful and effective professionals with the ability to think analytically and communicate effectively"

In order to achieve a true understanding of Child Care, topics have been intelligently sequence based on the following rationale:

Within the Child Care course, knowledge is sequenced in an order which allows the foundation knowledge to be instilled first and then developed and built upon throughout the rest of the course. This includes the following knowledge areas:

- Providing an understanding of holistic child development
- Identifying factors that influence child development
- Understanding legislation in the early years
- Promoting care routines and activities to support the child
- Providing an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- Providing an understanding of the importance of observations in early years childcare
- Understanding the purpose of planning in early years childcare.

The Child Care curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- When designing our Child Care curriculum consideration has been made to the school context and the needs of students within the school. For this reason, the curriculum will be constantly reviewed to ensure that it meets the needs of current cohorts of students.
- The nature of this subject is overtly inclusive. We explore a vast range of topics and individual differences including cultures, disabilities and other factors which could affect a child's development and wellbeing between the ages of 0-5 years.
- All lessons teach to the top and are scaffolded for students who require additional support. The independence of students is paramount.

We fully believe Child Care can contribute to the personal development of students at DBK:

- We seek to promote an awareness of the importance of holistic development and the positive and negative impact a child's experiences can have.
- We seek to promote the personal development of students at DBK by ensuring that they are provided with opportunities to develop the ability to communicate effectively. Students will be provided with the opportunity to practice oral communication through questioning and group work as well as the ability to communicate effectively in writing.
- Students are encouraged to develop a thirst for knowledge. As a new subject for all students in KS4 the development of knowledge and understanding is essential for success.

At KS4 our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Students explore the role of various Child Care practitioners as part of their studies and consider what role each plays in providing care for an individual.
- Students have opportunities to visit local early years settings to put into practice the skills and knowledge learnt in the classroom.
- Students have opportunities to take part in virtual events with practitioners from a range of early years settings.

A true love of Child Care involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in CACHE examinations:

Child Care at all levels caters for the needs of all our learners and:

- Gives students an understanding of how children may have different needs and characteristics which affect their development and wellbeing.
- Explores the key features of the Child Care settings and their practitioners across the United Kingdom
- Explores the role of an Early Years practitioners and considers the skills and qualities needed to be successful.
- Embeds an independent learning ethos which will prepare students for higher education or the world of work.

**Child Development (Year 10)
Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 02/09	W/C 09/09	W/C 16/09	W/C 23/09	W/C 30/09		W/C 07/10	W/C 14/10	W/C 04/11	W/C 11/11	W/C 18/11	W/C 25/11	W/C 02/12	W/C 09/12
	Introduction & holistic development Gross and fine motor skills	Gross motor skills 0-5 years	Fine motor skills 0-5 years	Cognitive development	Communication and language		Social and emotional development	Mini assessment content area 1	Reteach content area 1	Nature and Nurture	Biological factors & effects	Socio-economic factors & effects	Environmental and stimulation factors & effects	Lifestyle and relationship factors & effects
	W/C 16/12	W/C 06/01	W/C 13/01	W/C 20/01	W/C 27/01		W/C 03/02	W/C 10/02	W/C 24/02	W/C 03/03	W/C 10/03	W/C 17/03	W/C 24/03	W/C 31/03
Cycle 2	Expected transitions and their effects	Unexpected transitions and their effects	Support through transitions	Mini assessment content area 2	Basic care needs & development		Basic care needs & development	Psychological care needs & development	Types of play	Play activities & development	Play activities & development	Role of the early years worker during play	Role of the early years worker during play	Content area 3 mini assessment
	W/C 21/04	W/C 28/04	W/C 05/05	W/C 12/05	W/C 19/05		W/C 02/06	W/C 09/06	W/C 16/06	W/C 23/06	W/C 30/06	W/C 07/07	W/C 14/07	
Cycle 3	Types & purpose of early years provision	Types & purpose of early years provision	Variation in early years provision	Content area 4 mini assessment	Content area 5 introduction and key terms		Legislation	Legislation	Health and safety procedures	Safeguarding	Assessment	Confidentiality	Equality and Inclusion	

Child Development (Year 11) Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 02/09	W/C 09/09	W/C 16/09	W/C 23/09	W/C 30/09	W/C 07/10	W/C 14/10	W/C 04/11	W/C 11/11	W/C 18/11	W/C 25/11	W/C 02/12	W/C 09/12
	Appearance	Behaviour	Attendance and punctuality	Roles of the early years worker	Specialist roles within the setting	Partnership working & benefits	Content area 7 mini assessment	How observation support child development	Objective and subjective observations	How to record observations	Methods of observation	Purpose of planning cycle	Planning cycle
	W/C 16/12	W/C 06/01	W/C 13/01	W/C 20/01	W/C 27/01	W/C 03/02	W/C 10/02	W/C 24/02	W/C 03/03	W/C 10/03	W/C 17/03	W/C 24/03	W/C 31/03
Cycle 2	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.
	W/C 21/04	W/C 28/04	W/C 05/05	W/C 12/05	W/C 19/05	W/C 02/06	W/C 09/06	W/C 16/06	W/C 23/06	W/C 30/06	W/C 07/07	W/C 14/07	
Cycle 3	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.	Content area 1-9 recap and controlled assessment completion.							

