

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

Child development year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	RO20-Understand the development of a child from birth to five years	RO20-Understand the development of a child from birth to five years	RO20-Understand the development of a child from birth to five years	RO20-Understand the development of a child from birth to five years	RO20-Understand the development of a child from birth to five years	RO18: Health and Well-being for child development.
Unit length:	16 lessons	16 lessons	14 lessons	15 lessons	16 lessons	16 lessons
Key concepts:	Development norms : Physical, emotional ,intellectual and social development	Development norms : Physical, emotional ,intellectual and social development	Examples of activities used to develop children PIES. Considerations for planning sessions	Examples of activities used to develop children PIES. Considerations for planning sessions		Relationship factors Undersand of a child PIES development from previous unit
Knowledge/ Skills:	The development norms from birth to five years, <ul style="list-style-type: none"> • physical development <ul style="list-style-type: none"> o gross motor skills (e.g. crawling, jumping, balancing) o fine motor skills (e.g. palmar grasp, pincer grasp) • intellectual - development <ul style="list-style-type: none"> o language (e.g. body language, listening, talking) o reading and writing (e.g. books, electronic devices) 	Types of play: <ul style="list-style-type: none"> • manipulative play (e.g. puzzles, drawing, painting) • cooperative play (e.g. board games) • solitary play (e.g. imaginative play) <ul style="list-style-type: none"> • physical play (e.g. ball games, climbing) • creative play (e.g. dancing, music) Benefits of play <ul style="list-style-type: none"> • physical (e.g. hand-eye coordination, increase fitness) • intellectual (e.g. mental stimulation, 	How to plan a range of different play activities for a chosen developmental area: <ul style="list-style-type: none"> • aims • types of activities chosen • reasons for choice (e.g. relevance to developmental area chosen) • safety considerations • timescale • resources • methods of observation (e.g. naturalistic, event sampling, snapshot, 	How to carry out a range of different activities for a chosen developmental area: <ul style="list-style-type: none"> • introduce the activities (e.g. providing an outline of the activities to the child) • methods of observing the activities • methods of recording the activities • compare the child with the expected 	Presentations / interviews Controlled assessment opportunity	The wide range of factors which affect the decision to have children: <ul style="list-style-type: none"> • relationship between partners • finance • parental age • peer pressure/social expectations • genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy)

	<p>o communication (e.g. verbal) o number skills (e.g. magic number square)</p> <ul style="list-style-type: none"> • social development: <ul style="list-style-type: none"> o communicating (e.g. meal times) o acceptable behaviour (e.g. manners) o sharing o independence/self-esteem 	<p>problem solving, communication</p> <ul style="list-style-type: none"> • social/social skills (e.g. independence, confidence, sharing, self-esteem, communication) • creativity (e.g. imagination) 	<p>participative, nonparticipative)</p> <ul style="list-style-type: none"> • methods of recording (e.g. chart, photographs, written, child’s work) 	<p>developmental norms for the area chosen</p> <p>How to evaluate the activities</p> <ul style="list-style-type: none"> • strengths/weaknesses • recommended improvements • draw conclusions 	<p>Pre-conception health:</p> <ul style="list-style-type: none"> • diet • exercise • healthy weight • dangers of smoking/alcohol/recreational drugs • up-to-date immunisations <p>Roles and responsibilities of parenthood:</p> <ul style="list-style-type: none"> • meeting primary needs • providing love and nurture • socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models) <p>To recognise and evaluate methods of contraception, their efficiency and reliability:</p> <ul style="list-style-type: none"> • barrier methods • contraceptive pill • intrauterine device and intrauterine system • contraceptive injection
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						<ul style="list-style-type: none"> • contraceptive patch • contraceptive implant • natural family planning • emergency contraceptive pill
End points covered:	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety
NC/Spec coverage:	RO20-LO1	RO20-LO2	RO20-LO3	RO20-LO4	RO20- LO1-4	R018-LO1
Cross-curricular links:	Development in psychology Health and social care links with stages of development	Development in psychology Health and social care links with stages of development	Development in psychology Health and social care links with stages of development	Development in psychology Health and social care links with stages of development	Development in psychology Health and social care links with stages of development	
Assessments:						
<i>Other academy intent priorities</i>						

Curriculum Careers - Gatsby 4						
Culturally rich – broadening horizons						

Child development year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	RO20 - LO 3/4	RO18: Health and Well-being for child development.	RO18: Health and Well-being for child development.	RO18: Health and Well-being for child development.	RO18: Health and Well-being for child development.	RO19- Understand the equipment and nutritional needs of children from birth to five years
Unit length:	18 lessons	18 lessons	18 lessons	16 lessons	12 lessons	15 lessons
Key concepts:	<p>How to carry out a range of different activities for a chosen developmental area:</p> <ul style="list-style-type: none"> introduce the activities (e.g. providing an outline of the activities to the child) methods of observing the activities methods of recording the activities 	<p>Reproductive organs Basic understanding of pregnancy Different types of families and situations</p>	<p>Understanding of medical checks and why they are used .</p>	<p>Careers involved in Maternity wards and support</p>	<p>Why checks need to be carried out</p>	<p>Development PIES for children</p>

	<ul style="list-style-type: none"> • compare the child with the expected developmental norms for the area chosen <p>How to evaluate the activities</p> <ul style="list-style-type: none"> • strengths/weaknesses • recommended improvements • draw conclusions 					
<p>Knowledge/ Skills:</p>	<p>How to plan a range of different play activities for a chosen developmental area, i.e.</p> <ul style="list-style-type: none"> • aims • types of activities chosen • reasons for choice (e.g. relevance to developmental area chosen) • safety considerations • timescale • resources • methods of observation (e.g. naturalistic, event sampling, snapshot, participative, nonparticipative) • methods of recording (e.g. chart, photographs, written, child's work) 	<p>The structure and function of male and female reproductive systems:</p> <ul style="list-style-type: none"> • female reproductive system • male reproductive system • how reproduction takes place: <ul style="list-style-type: none"> -ovulation conception/fertilisation -implantation -development of the embryo -development of the foetus -multiple pregnancies • the signs and symptoms of pregnancy 	<ul style="list-style-type: none"> • promotion of healthy lifestyle and breastfeeding Routine checks carried out at an antenatal clinic, including scans: <ul style="list-style-type: none"> • weight check • blood tests • blood pressure • urine test • STIs • examination of the uterus • baby's heartbeat • ultrasound dating scan Specialised diagnostic tests <ul style="list-style-type: none"> • nuchal fold translucency scan • AFP (alpha fetoprotein) test 	<p>The choices available for delivery:</p> <ul style="list-style-type: none"> • hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres) • home birth • domino scheme • private hospital/independent midwife <p>The stages of labour and the methods of delivery, including pain relief:</p> <ul style="list-style-type: none"> • stage 1 – neck of the uterus opens • stage 2 – the birth of the baby • stage 3 – delivery of placenta and membranes • methods of delivery • pain relief 	<p>The postnatal checks of the newborn baby:</p> <ul style="list-style-type: none"> • Apgar score • skin • physical checks <p>how to recognise, manage and prevent childhood illnesses</p> <p>Know about child safety</p>	<p>Key equipment to be considered for babies from birth to 12 months:</p> <ul style="list-style-type: none"> • travelling equipment • feeding equipment • sleeping equipment (e.g. cot, mattress, Moses basket) • clothing and footwear (e.g. nappies, daywear, nightwear, outerwear) <p>Key factors to consider when choosing equipment for babies from birth to 12 months:</p> <ul style="list-style-type: none"> • age-appropriateness • safety • cost • design/ergonomics

		<p>The roles of the different health professionals supporting the pregnant mother:</p> <ul style="list-style-type: none"> • Midwife • Obstetrician • General Practitioner • Gynaecologist • Paediatrician <p>The importance of antenatal and parenting classes, i.e.</p> <ul style="list-style-type: none"> • preparing for a safe pregnancy and delivery • preparation of both parents for labour and parenthood • role of father/partner in supporting the mother throughout pregnancy and birth • for the birth to be an emotionally satisfying experience • promotion of healthy lifestyle and breastfeeding <p>Routine checks carried out at an antenatal clinic, including scans:</p> <ul style="list-style-type: none"> • weight check • blood tests • blood pressure 	<ul style="list-style-type: none"> • CVS (chorionic villus sampling) • amniocentesis • NIPT blood test (non-invasive prenatal testing) 			<ul style="list-style-type: none"> • durability • hygiene <p>Key equipment to be considered for children from one to five years</p> <ul style="list-style-type: none"> • travelling equipment • feeding equipment • sleeping equipment • clothing and footwear <p>Key factors to consider when choosing equipment for children from one to five years:</p> <ul style="list-style-type: none"> • age-appropriateness • safety • cost • design/ergonomics • durability • hygiene
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End points covered:	Students will gain the knowledge of developmental norms of children from birth to five years. They will develop an understanding of the impact of play on the developmental norms. They will gain knowledge and understanding of how through practical activities, how play affects the development of individual children.		Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety	students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment
NC/Spec coverage:	RO20 – LO3 /4	RO18-LO3	RO18-LO3	RO18-lo4	RO18-LO4	RO19-LO1
Cross-curricular links:	Development in psychology Health and social care links with stages of development	Science- Reproduction systems Health and social care – relationships	Science- Reproduction systems Health and social care – relationships	Health and social care- - development considerations	Health and social care- development considerations	Health and social care PIES Psychology development
Assessments:						
<i>Other academy intent priorities</i>						

Curriculum Careers - Gatsby 4						
Culturally rich – broadening horizons						

Child development year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	RO19- Understand the equipment and nutritional needs of children from birth to five years	RO19- Understand the equipment and nutritional needs of children from birth to five years	RO19- Understand the equipment and nutritional needs of children from birth to five years	RO18: Health and Well-being for child development. Revisit for exam re sit opportunity	Exams	
Unit length:	12 lessons	15 lessons	16 LESSONS			
Key concepts:	Basic nutritional understanding	Basic nutritional understanding	Understand nutritional requirements (covered in other units)			
Knowledge/ Skills:	Current government dietary guidelines <ul style="list-style-type: none"> • eatwell plate • making healthy choices The functions and sources of nutrients, <ul style="list-style-type: none"> • macronutrients – protein, fats, carbohydrates • micronutrients – vitamins, A, B group, 	Nutritional requirements for stages of feeding children <ul style="list-style-type: none"> • nutritional requirements from 0 to 6 months • nutritional requirements from 6 to 12 months • nutritional requirements from 1 to 5 years 	How to investigate feeding solutions <ul style="list-style-type: none"> • nutritional analysis (e.g. labelling, software/apps, eatwell plate/healthy eating) • factors for consideration (e.g. nutrition, cost, time, practicalities/convenience, 			

	<p>C,D,E,K, minerals – calcium and iron • functions of each nutrient • sources of nutrients</p>		<p>attractive/appealing meals) • hygiene practices (e.g. personal hygiene, room/equipment, sterilisation) How to develop feeding solutions for babies aged 0 to 6 months • bottle feeding (e.g. types of formula, bottles and teats, storage, transportation) • breastfeeding (e.g. expressing, storage, transportation) • combination feeding (e.g. natural feel bottle teats, reduction in breast feeds, timing) How to develop feeding solutions for babies aged 6 to 12 months, • homemade (e.g. pureed, minced, finger foods, equipment, storage) • purchased (e.g. jars, packets, tins, frozen, pouches) How to develop feeding solutions for children aged 1 to 5 years</p>			
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			<ul style="list-style-type: none"> • planning meals (e.g. balanced, portion size, introducing new foods/flavours/textures) How to evaluate feeding solutions, i.e. • comparison • to evaluate their choices (e.g. strengths/weaknesses, improvements/changes) 			
End points covered:	Gain an understanding of nutrition and its importance to the development of a child throughout early life and the impact of this on later life	Gain an understanding of nutrition and its importance to the development of a child throughout early life and the impact of this on later life	Gain an understanding of nutrition and its importance to the development of a child throughout early life and the impact of this on later life			
NC/Spec coverage:	RO19- LO2	RO19-LO3	RO19-LO4			
Cross-curricular links:	Health and social care PIES Psychology development Catering Sport nutrition unit	Health and social care PIES Psychology development Catering Sport nutrition unit	Health and social care PIES Psychology development Catering Sport nutrition unit			
Assessments:						
<i>Other academy intent priorities</i>						
Curriculum Careers -						

WFA Long Term Plan

Gatsby 4						
Culturally rich – broadening horizons						