



Child Development 2023/2025



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Component One: Children's Growth and Development			Component One Assignment Task	Component Two: Learning Through Play	
Assessment Method	Mock assignments Verbal feedback Written feedback			Internal assessment of assignment External moderation	Mock assignments Verbal feedback Written feedback	
 Opportunities	<p>CEIAG – Working in a nursery/early years practice, role of the health visitor, midwife, and other carers of new-born babies, using the Personal Child Health Record and centile charts.</p> <p>SMSC – Care values, supporting others, cultural capital, character education, spiritual development.</p> <p>ENRICHMENT – Visits to local nurseries, visiting speakers from childcare experts, links with Suffolk University, work experience placements.</p> <p>BRITISH VALUES – Respect and tolerance, duty of law.</p>					
11	Component Two: Learning Through Play (revision)	Component Two Assignment Task	Component Three: Supporting Children to Play, Learn and Develop			
Assessment Method	Mock assignments Verbal feedback Written feedback	Internal assessment of assignment External moderation	Exam May 2024 Mock exam Exam questions External exam			
 Opportunities	<p>CEIAG – Working in a nursery/early years practice, structuring play activities to support learning.</p> <p>SMSC – Care values, supporting others, cultural capital, character education, spiritual development, learning through play.</p> <p>ENRICHMENT – Visits to local nurseries, visiting speakers from childcare experts, links with Suffolk University.</p> <p>BRITISH VALUES – Respect and tolerance, duty of law.</p>					
E-Safety	<p>Use of secure websites</p> <p>No use of personal details</p> <p>Internet used as research tool</p> <p>Use of computers in line with school policy</p>					

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Where does 'Respect, Inspire and Achieve' feature in our curriculum?

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

RESPECT	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
10	Working with health care professionals, forming professional working relationships.
11	Caring for and supporting children learn.
INSPIRE	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
10	Working practices in the childcare sector in a range of roles including health visitor, midwife, support workers.
11	Future careers in the childcare sector. Working practices and processes of professionals in the childcare sector.
ACHIEVE	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
10	Personal reflection and building on resilience and perseverance to achieve higher standards. Use of exemplar work and modelled examples to achieve a standard aligned with this.
11	Independently working to achieve the goals as set out in the brief provided by the exam board. Improvement and refinement of worked answers in an exam. Target setting to improve written work.