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| Icon  Description automatically generated**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 | | |
| Icon  Description automatically generated  **Opportunities** | **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.  **SMSC –** Care values, supporting others, cultural capital, character education, spiritual development.  **ENRICHMENT –** Visits to local nurseries, visiting speakers from childcare experts, links with Suffolk University, work experience placements.  **BRITISH VALUES –** Respect and tolerance, duty of law. | | | | | | | | |
| **11** | Component Two: Learning Through Play  (revision) | | Component Two Assignment Task | | Component Three: Supporting Children to Play, Learn and  Develop  *Exam May 2024* | | | |  |
| **Assessment Method** | Mock assignments  Verbal feedback  Written feedback | | Internal assessment of assignment  External moderation | | Mock exam  Exam questions  External exam | | | |  |
| Icon  Description automatically generated  **Opportunities** | **CEIAG –** Working in a nursery/early years practice, structuring play activities to support learning.  **SMSC –** Care values, supporting others, cultural capital, character education, spiritual development, learning through play.  **ENRICHMENT –** Visits to local nurseries, visiting speakers from childcare experts, links with Suffolk University.  **BRITISH VALUES –** Respect and tolerance, duty of law. | | | | | | | | |
| **E-Safety** | **Use of secure websites**  **No use of personal details**  **Internet used as research tool**  **Use of computers in line with school policy** | | | | | | | | |

**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.

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| **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 heath 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. |