



# King Harold Academy

## Childcare Curriculum Overview



**YEAR 10**

	Autumn Term	Spring Term	Summer Term	Rationale
<b>Composites</b>	Unit 1	Unit 1	Unit 2	<p>This is a vocational qualification that encourages students to identify with a student on placement. We start with a basic introduction to the sector through unit 1. This unit also asks students to reflect upon their own learning before looking at teaching others. Students will look into the type of settings available for children between 0-5 years. Students look at how their behaviour within a setting has an impact on children within their care.</p> <p>During the second part of the year students focus on the growth and development of children in more detail. Students will need to gain knowledge and understanding on patterns of development. A good opportunity would be for students to take their work experience in a nursery where they can gain first hand knowledge.</p>
<b>Key Components</b>	Responsibilities of early years workers Different type of provision for children Personal attributes needed when working with children	Knowing your own study style and reflecting upon this Learning styles, reflecting on your own learning Code of practice within settings	Understanding the patterns of holistic child development Understanding the importance of observations	
<b>Tier 3 language</b>	Setting, safeguarding, communication, diversity, inclusiveness. Intellectual, physical responsibilities, confidentiality	Discriminate, legislation, prejudice, bibliography, investigate, Equal opportunities, visual, auditory, kinaesthetic Metacognition	Holistic development, resilience, milestones, gross motor skills, fine motor skills, solitary play, parallel play, co-operative play	
<b>Assessment</b>	Written assessment	Unit 1 Controlled assessment marks	Mock exam Unit 2 Learning outcome 1-3	
<b>The best that has been thought and said</b>	Carrie Gibbs—Guest speaker safeguarding Nicola Reece—SENCO			

**YEAR 11**

<b>Composites</b>	Unit 2	Unit 3 Childcare and development	Unit 2	<p>Students will start year 11 with the completion of unit 2. Activities during this unit will be investigative to enable the students to see real life statistics and scenarios. Students will take the exam in November for the first time and may retake this in January.</p> <p>We will look in the first term the requirements of the exam paper which the students will need in order to gain most marks. The success of the exam is based upon clear knowledge of how children develop, their individual needs and knowing about your responsibilities when working with children.</p>
<b>Key Components</b>	Understand how routines support a child's well being, safety, independence and health Supporting children through developmental transitions	Exam paper techniques Understanding child development revisited	Unit 2 - final deadline and improvements	
<b>Tier 3 language</b>	Transitions, personal hygiene, infections, self-settle, stimulating environment, key carer, withdrawing	Physical, language, intellectual, social and emotional. Fine motor movement, Gross motor movement, holistic		
<b>Assessment</b>	Unit 2—controlled assessment marks—outcomes 4-5 November— 1st attempt exam	Unit 2—controlled assessment grades January—Second attempt exam	Final grades submitted for controlled assessment and exam	
<b>The best that has been thought and said</b>	Students are to select recipes from Chefs that fulfil the brief			