

	End point	Disciplinary Knowledge	Disciplinary Skills	Knowledge	Skills	Assessment	Whole Education opportunities
Patterns of Child Development	Students will understand how growth and development can be affected by varying factors	<ul style="list-style-type: none"> • Areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked. • expected patterns of development based on the norms for different ages. • milestones. • investigate how adults in early years settings can support children's development. • Care routines when looking after a baby: feeding, routine care and signs if illness. • Types of play to encourage development • Health and safety when looking after children 	<ul style="list-style-type: none"> • Applying PIES development to a range of scenarios, realising that one or more of the PIES can apply to the same situation. • Making links between PIES development and life stages. • Applying PIES development to the different factors that affect development. 	<ul style="list-style-type: none"> • Learning independent skills • Basic PEEL paragraphing when writing longer answers • Interleaving and spaced practice • How to reference work correctly using Harvard referencing 	<ul style="list-style-type: none"> • Understanding the career opportunities available in CD. • Displays of possible careers exists within the department. • Career opportunities are promoted at KS3 options evening and KS4/5 open evenings. • Transferrable skills • Research skills on the internet - selecting information 	<ul style="list-style-type: none"> • Teacher questioning • In class assessments (following department proforma) • Book look • PR points • Do now tasks (starters) • PPE's • Exam papers 	<ul style="list-style-type: none"> • Key topic and command words, Extended writing SPaG • SMSC- ensuring that students achieve their best. • creating and encouraging a sense of pride and self-fulfilment in their work. • Investigating issues around physical, intellectual, and emotional and social health and Wellbeing. • Understand the physical, intellectual, emotional, and social development of individuals.
	Students will understand how growth and development change across different age groups						
	Students will recall how adults can support development of children						
Health and safety	Students will understand how they can	<ul style="list-style-type: none"> • What accidents might children face? • Measures that can 	<ul style="list-style-type: none"> • Apply knowledge to practical scenarios 	<ul style="list-style-type: none"> • understanding to make informed choices about safety, health, and 	<ul style="list-style-type: none"> • First aid learning also supports the development of skills for 	Teacher questioning <ul style="list-style-type: none"> • In class assessments (following department 	<ul style="list-style-type: none"> • Encouraging students to develop their self-knowledge, self-esteem, and self-

	reduce risk and prevent harm	<p>be taken to reduce accidents</p> <ul style="list-style-type: none"> • Explore how adults in early years settings prevent accidents and minimise risk • What is first aid • The role of a first aider • How to deal with different medical situations • learn and practise first aid skills using simple steps and key actions <ul style="list-style-type: none"> • have the confidence and willingness to act in a first aid situation • understand why people sometimes feel unable to help, explore why this might be and how to overcome this. • How infections spread and how these can be minimised 	<ul style="list-style-type: none"> • Make links between scenarios and PIES development 	<p>wellbeing, evaluating personal choices and making changes if necessary.</p> <ul style="list-style-type: none"> • Assessing and managing risk in personal choices and situations, minimising harm in risky situations and demonstrating how to help others to do so. • Where and how to obtain health information: how to recognise and follow health and safety procedures; ways of reducing risk and minimising harm in risky situations; how to find sources of emergency help; how to use basic and emergency first aid. 	<p>work and life, building young peoples' confidence, skills, and knowledge to help others.</p> <ul style="list-style-type: none"> • Building learners' confidence to use their first aid skills enables them to explore ideas and concepts around: helping others, why people might not feel able to intervene in a first aid situation and the impact this might have. 	<p>proforma)</p> <ul style="list-style-type: none"> • Book look • PR points • Do now tasks (starters) <ul style="list-style-type: none"> • PPE's • Exam papers 	<p>confidence</p> <ul style="list-style-type: none"> • to accept responsibility for their behaviour; show initiative • understand how they can contribute positively to society. <ul style="list-style-type: none"> • First aid learning also encourages respect for other people.
Supporting Children's Language and Literacy Development	<p>Students will understand how to encourage children's language and literacy development, which will help you to support children and plan appropriate activities when</p>	<ul style="list-style-type: none"> • How children learn through story telling <ul style="list-style-type: none"> • Cognitive and language development • Understand the relationships that story telling can build • Explore how adults can support children in becoming skilled communicators • Supporting children in developing reading 	<ul style="list-style-type: none"> • Make links between intellectual development and other PIES 	<ul style="list-style-type: none"> • Learning independent skills <ul style="list-style-type: none"> • Basic PEEL paragraphing when writing longer answers • Interleaving and spaced practice • How to reference work correctly using Harvard referencing 	<ul style="list-style-type: none"> • Ability to recognise how children respond to image/shapes and words • Design and set up activities to support children's learning 	<ul style="list-style-type: none"> • Teacher questioning • In class assessments (following department proforma) <ul style="list-style-type: none"> • Book look • PR points • Do now tasks (starters) • Final submission of child's book 	<ul style="list-style-type: none"> • to accept responsibility for their behaviour; show initiative • SMSC- ensuring that students achieve their best. <ul style="list-style-type: none"> • Investigating ways that children develop • Develop relationships with others and respect cultures and beliefs

	working with them.	and writing skills through experience					
Infant Care	Students will understand how to provide sufficient care for babies and young children.	<ul style="list-style-type: none"> • Understand how to care for another • Responsibilities of being a parent • Understand the needs of a child • Discover how children can be affected by genetic disorders • Understand the impact on how you care for a child can affect its development 	<ul style="list-style-type: none"> • Apply knowledge to practical scenarios • Make links between scenarios and PIES development 	<ul style="list-style-type: none"> • Learning independent skills • Basic PEEL paragraphing when writing longer answers • How to write a reflective report 	<ul style="list-style-type: none"> • transferrable skills such as effective written report writing. • Research skills on the internet - selecting information 	<ul style="list-style-type: none"> • Teacher questioning • In class assessments (following department proforma) <ul style="list-style-type: none"> • Book look • PR points • Do now tasks (starters) • Final report 	<ul style="list-style-type: none"> • Accept responsibility for their behaviour; show initiative • Understand the diversity of society • Factors affecting individuals – illness and disease • class discussion of sensitive topics