



Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p>Content areas studied:</p> <p style="text-align: center;">1. Child development</p> <p style="text-align: center;">2. Factors that influence the child's development</p> <p style="text-align: center;">3. Care routines, play and activities to support the child</p> <p style="text-align: center;">4. Early years provision</p>	<p>Content areas studied:</p> <p style="text-align: center;">5. Legislation, policies and procedures in the early years</p> <p style="text-align: center;">6. Expectations of the early years practitioner</p>	<p>Content areas studied:</p> <p style="text-align: center;">7. Roles and responsibilities within early years setting</p> <p style="text-align: center;">8. The importance of observations in early years childcare</p>
Key Retainable Knowledge & Skills	<p>Content areas</p> <ol style="list-style-type: none"> 1. Child development <ul style="list-style-type: none"> ✓ 1.1 Aspects of holistic development ✓ 1.1.1 Physical ✓ 1.1.2 Cognitive ✓ 1.1.3 Communication and language ✓ 1.1.4 Social and emotional 2. Factors that influence the child's development <ul style="list-style-type: none"> ✓ 2.1 Nature and nurture ✓ 2.2 Biological and environmental factors ✓ 2.3 Effects of biological and environmental factors ✓ 2.4 Transitions <ul style="list-style-type: none"> ✓ 2.4.1 Types of transition ✓ 2.4.2 The impact of transitions on the child's development ✓ 2.5 Support strategies 3. Care routines, play and activities to support the child <ul style="list-style-type: none"> ✓ 3.1 Basic care needs ✓ 3.2 Basic care routines and play activities to support the child's development <ul style="list-style-type: none"> ✓ 3.2.1 Basic care routines ✓ 3.2.2 Play activities ✓ 3.3 The role of the early years practitioner during play activities 4. Early years provision <ul style="list-style-type: none"> ✓ 4.1 Types of early years provision ✓ 4.2 The purpose of early years provision ✓ 4.3 Types of early years settings ✓ 4.4 Variation in early years provision 	<p>Content areas</p> <ol style="list-style-type: none"> 5. Legislation, policies and procedures in the early years <ul style="list-style-type: none"> ✓ 5.1 Regulatory authority ✓ 5.2 Legislation and frameworks which underpin policy and procedure <ul style="list-style-type: none"> ✓ 5.2.1 Legislation, framework, policy and procedure definitions ✓ 5.2.2 Legislation ✓ 5.2.3 Health and safety procedure ✓ 5.2.4 Equality and inclusion procedure ✓ 5.2.5 Safeguarding procedure ✓ 5.2.6 Confidentiality procedure 6. Expectations of the early years practitioner <ul style="list-style-type: none"> ✓ 6.1 Appearance ✓ 6.2 Behaviour ✓ 6.3 Attendance and timekeeping 	<p>Content areas</p> <ol style="list-style-type: none"> 7. Roles and responsibilities within early years settings <ul style="list-style-type: none"> ✓ 7.1 Early years practitioner roles ✓ 7.2 Partnership working in the early years <ul style="list-style-type: none"> ✓ 7.2.1 How partnership working benefits the child, family and early years practitioner ✓ 7.3 Specialist roles within the early years settings ✓ 7.4 Specialist roles outside the early years settings 8. The importance of observations in early years childcare <ul style="list-style-type: none"> ✓ 8.1 Observation and recording methods <ul style="list-style-type: none"> ✓ 8.1.1 How observations support child development ✓ 8.1.2 Objective and subjective observation ✓ 8.1.3 Components of recording observations <ul style="list-style-type: none"> ✓ 8.1.4 Different methods of observation ✓ 8.1.5 Sharing observations
Key Technical Vocabulary	<p>Growth / Development / Life stages / Infancy / Childhood / Holistic / Physical / Intellectual / Emotional / Social / Milestones / Expected patterns / Reflexes / Startle / Moro / Rooting / Gross / Fine / Motor / Skills / Language / Cognitive / Bonding / Attachment / Cognitive / Object permanence / Self-esteem / Self-image/ Palmer Grasp, Pincer Grasp/ Balance/ Cor-ordination/Strength / Interactions / Listening / Understanding / Reading/ Parallel Play, Cooperative Play/ Nature / Nurture / Statutory / Private / Voluntary</p>	<p>Inspection/ Regulation / Authority / Report / Legislation / Policy / Framework / Procedure / Health and Safety / Risk / Management / Hazard / Care/ Responsibility / Equality / Inclusion / Additional Needs / Adaptations / Diversity / Signs / Symptoms / Abuse / Neglect / Safeguarding / Duty / Confidentiality / Whistleblowing/ Need to Know / Personal Hygiene / Expectations / Impression / Requirements/ Policies / Professionalism / Punctuality / Ratio / Reliability</p>	<p>Development/ Safety / Partnership / SEND Teams / Support / Responsibilities / Additional/ Formative / Summative / Objective / Subjective / Methods / Recording / Evaluation / Planning / Child-Centred / Continuity of Care / Progress / Interventions</p>
Opportunities for Reading	<p>Kids Health www.kidshealth.org NHS Choices www.nhs.uk www.earlyyears.matters.co.uk/our-services/school-and-nursery-support/early-years-adviser/childdevelopment-2/</p>	<p>Research into different nursery websites and the offer they provide You tube – tour of nurseries Ofsted https://www.gov.uk/government/organisations/ofsted Useful websites: www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/9</p>	<p>Research into different nursery websites and the offer they provide You tube – tour of nurseries Useful websites: www.earlyyears.careers.com/eyc/latest-news/the-importance-of-a-professional-early-years-practitioner/</p>



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	<p>www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf</p> <p>www.nhs.gov.uk/kids/child-development/interactive-child-development-timeline/</p> <p>www.cambscommunityservices.nhs.uk/advice/staying-safe/childhood-development/milestones</p> <p>www.nct.org.uk/baby-toddler/emotional-and-social-development/how-do-nature-and-nurture-affectmy-childs-development</p> <p>www.teachearlyyears.com/learning-and-development/view/nurturing-environments</p> <p>www.early-education.org.uk/learning/</p> <p>www.earlyyearsmatters.co.uk/eyfs/positive-relationships/transitions/</p> <p>www.teachearlyyears.com/a-unique-child/view/supporting-transitions-in-the-early-year</p>	<p>74907/EYFS_framework_-_March_2021.pdf</p> <p>www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf</p> <p>www.goodtoknow.co.uk/family/11-baby-hazards-picture-100002</p> <p>www.cdn-busybees.ams3.digitaloceanspaces.com/downloads/Operational-Policy-Safeguarding2020.pdf</p> <p>www.trulyscrumptiousnursery.co.uk/policies-procedures/safeguarding-children-policy</p> <p>www.skillsforschools.org.uk/roles-in-schools/early-years-practitioner/</p> <p>www.earlyyearscareers.com/eyc/latest-news/effective-time-management-in-the-early-years/</p> <p>www.earlyyearscareers.com/eyc/latest-news/the-importance-of-a-professional-early-yearspractitioner/</p>	<p>www.pacey.org.uk/partners/</p> <p>www.earlyyearscareers.com/eyc/latest-news/the-role-of-the-key-person</p> <p>www.webanywhere.co.uk/blog/2019/05/different-types-observation-methods-early-years/</p> <p>www.teachearlyyears.com/nursery-management/view/making-observations</p> <p>www.nurseryworld.co.uk/news/article/observing-children</p> <p>www.newchildcare.co.uk/techni.html</p> <p>www.earlyyearscareers.com/eyc/learning-and-development/observing-and-assessing-childrensdevelopment</p>
Developing Cultural Capital	<p>Case Studies / Role models</p> <p>Opportunities to conduct primary and secondary research</p> <p>Awareness of socioeconomic factors impacting on growth, development, health and wellbeing</p> <p>Awareness of cultural factors impacting on growth, development, health and wellbeing – tolerance / respect / appreciation for difference</p>	<p>Case Studies / Role models</p> <p>Opportunities to conduct primary and secondary research</p> <p>Awareness of life events/experiences impacting on growth development, health and wellbeing</p> <p>Resilience /Understanding change / Managing change</p> <p>Understanding of legislation and the impact that has in society.</p>	<p>Case Studies / Role Models</p> <p>Opportunities to conduct Primary and Secondary Research</p> <p>Understanding of legislation and the impact that has in society.</p>
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> o GCSE / BTEC PE (Human body – anatomy and physiology) o GCSE Science (Growth and Development / Life stages) o GCSE English (Explain, describe) o GCSE Maths (Milestones, expected patterns of development, norms/averages) o BTEC Health and Social Care (all content relating to infancy) 	<ul style="list-style-type: none"> o GCSE English (Explain, describe) o Careers link – working in childcare o BTEC Health and Social Care (all content relating to infancy) 	<ul style="list-style-type: none"> o GCSE English (Explain, describe) o Careers link – working in childcare o BTEC Health and Social Care (all content relating to infancy)
Key Assessment	<p>Content Review - 10 questions</p> <p>Mini assessments based on the content areas</p>	<p>Content Review - 10 questions</p> <p>Mini assessments based on the content areas</p>	<p>Content Review - 10 questions</p> <p>Mini assessments based on the content areas</p> <p>Trial exam June Y10</p>



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Year 11	Term 1	Term 2-3
Unit(s) – As outlined in 39 week plans	Content areas studied: 9. Planning in the early years childcare Mock NEA	REAL NEA and exam practice
Key Retainable Knowledge & Skills	9. Planning in early years childcare ✓ 9.1 The purpose of a child-centred approach ✓ 9.2 The purpose of the planning cycle ✓ 9.3 The planning cycle Understanding of NEA and AO's AO1 Recall knowledge and show understanding AO2 Apply knowledge and understanding AO3 Analyse and evaluate knowledge and understanding AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation	✓ Recap of all content areas Understanding of NEA and AO's AO1 Recall knowledge and show understanding AO2 Apply knowledge and understanding AO3 Analyse and evaluate knowledge and understanding AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation
Key Technical Vocabulary	Observe / Assess / Plan/ Implement / Review / Child-Centred / Formative and Summative assessment / Planning / Milestones / Development / Resources / Activities / Physical / Cognitive / Emotional / Social / Language	Growth / Development / Life stages / Infancy / Childhood / Holistic / Physical / Intellectual / Emotional / Social / Milestones / Expected patterns / Reflexes / Startle / Moro / Rooting / Gross / Fine / Motor / Skills / Language / Cognitive / Bonding / Attachment / Cognitive / Object permanence / Self-esteem / Self-image/ Palmer Grasp, Pincer Grasp/ Balance/ Coordination/Strength / Interactions / Listening / Understanding / Reading/ Parallel Play, Cooperative Play/ Nature / Nurture / Statutory / Private / Voluntary Inspection/ Regulation / Authority / Report / Legislation / Policy / Framework / Procedure / Health and Safety / Risk / Management / Hazard / Care/ Responsibility / Equality / Inclusion / Additional Needs / Adaptations / Diversity / Signs / Symptoms / Abuse / Neglect / Safeguarding / Duty / Confidentiality / Whistleblowing/ Need to Know / Personal Hygiene / Expectations / Impression / Requirements/ Policies / Professionalism / Punctuality / Ratio / Reliability/ Development/ Safety / Partnership / SEND Teams / Support / Responsibilities / Additional/ Formative / Summative / Objective / Subjective / Methods / Recording / Evaluation / Planning / Child-Centred / Continuity of Care / Progress / Interventions
Opportunities for Reading	Useful websites: www.earlyyearsprofessionals.com/eyc/latest-news/planning-for-children-in-the-early-years-foundationstage/ www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/ www.nottinghamcity.gov.uk/ehcprequestform-assessment-and-planning-cycle/ www.essex.gov.uk/help-your-children-learn-and-play www.nurseryworld.co.uk/news/article/some-assessment-terms-explained www.early-education.org.uk/campaigns/early-years-foundation-stage-reforms-2021/ www.nurseryworld.co.uk/features/article/child-centred-learning-centre-stage	Useful websites: www.simplypsychology.org/maslow.html www.nurseryworld.co.uk/media/98604/021_nw_all-about-care-routines.pdf www.sitters.co.uk/blog/the-15-best-activities-for-children-to-help-them-learn-through-play.aspx www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/ www.nhs.uk/conditions/pregnancy-and-baby/why-play-is-important/ www.literacytrust.org.uk/resources/10-reasons-why-play-important/ www.playengland.org.uk/what-we-do www.davnurseries.co.uk/advice/early-years-setting www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/typesofchildcare www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf



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Developing Cultural Capital	Case Studies / Role Models Opportunities to conduct Primary and Secondary Research	Case Studies / Role models Opportunities to conduct primary and secondary research Awareness of socioeconomic factors impacting on growth, development, health and wellbeing Awareness of cultural factors impacting on growth, development, health and wellbeing – tolerance / respect / appreciation for difference
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> ○ GCSE English (Explain, describe) ○ Careers link – working in childcare ○ BTEC Health and Social Care (all content relating to infancy) 	<ul style="list-style-type: none"> ○ GCSE / BTEC PE (Human body – anatomy and physiology) ○ GCSE Science (Growth and Development / Life stages) ○ GCSE English (Explain, describe) ○ GCSE Maths (Milestones, expected patterns of development, norms/averages) ○ BTEC Health and Social Care (all content relating to infancy)
Key Assessment	Mock NEA Trial exam	REAL NEA Trial Exam EXAM – June Y11