Scheme of work – R057 Health and well-being for child development

## About this scheme of work

**Our redeveloped Cambridge National in Child Development J836 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre’s needs.Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit. Some of our schemes of work will match the approach provided in the curriculum planner and some will provide an alternative approach.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You’ve given us lots of feedback on what you need from a scheme of work, so we’ve made sure this resource features:

* a **unit-specific** and **lesson by lesson** approach
* **simple** and **editable** Word format – or you can use our [blank template](https://www.ocr.org.uk/Images/639549-scheme-of-work-template.docx) to create your own version
* links to our [curriculum planner’s](https://www.ocr.org.uk/Images/619699-curriculum-planner.docx) first model which is one teacher teaching the qualification over two years, broken down into half terms
* each lesson’s **key words**
* **ideas** for teaching and learning with useful **links**
* some ‘warm up’ teaching ideas if you’re teaching over three years.



**Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.**

## Units and guided learning hours

Here is a reminder of the three units in the redeveloped Cambridge National in Child Development:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **Unit title** | **Guided learning hours (GLH)** | **How are they assessed?** | **Mandatory or optional?** |
| **R057** | Health and well-being for child development | 48 GLH | Examination: 1 hour 15 minutes  70 marks (40%) | Mandatory |
| **R058** | Create a safe environment and understand the nutritional needs of children from birth to five years | 36 GLH | OCR-set assignment  Approx. 12-14 hours  60 marks (30%) | Mandatory |
| **R059** | Understand the development of a child from one to five years | 36 GLH | OCR-set assignment  Approx. 10-12 hours  60 marks (30%) | Mandatory |

## Assumptions

* You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 48 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes; please adapt to your centre’s needs.
* Students can access some resources outside of lessons for any online homework or extension tasks.
* You will refer to the [specification](https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf) as the key document for detailed insight into the qualification’s content and assessment requirements.

## **Summary of software/other equipment in this scheme of work**

* Access to computers is beneficial for students to research and present their NEA.
* Useful to make a Glossary of Terms for students to complete. Can be used as quiz at the end of lessons to help learning ‘stick’.

## First year of teaching

**Topics include:**

* antenatal care and preparation for birth
* postnatal checks, postnatal care and the conditions for development
* childhood illnesses and a child safe environment.

|  |  |
| --- | --- |
| Half-term 1 | |
| **Summary of what you will cover from the curriculum planner:** | **1.1 Factors affecting pre-conception health for women and men**  **1.2 Other factors affecting the pre-conception health for women** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 1.1 Factors affecting pre-conception health for women and men | Emphasise that all we learn will be examined so notes must well structured and easy to revise from.   * Define preconception, antenatal, postnatal. * Discuss the decision to have a baby – what must couples have considered? Small groups to agree their priorities. * Sorting game of Weight, Smoking, Drinking alcohol, Taking recreational drugs, Parental age. MOST to LEAST important. * Teacher led discussion and note taking on why each factor is important.   Homework: Key words and their meanings. Begin creating glossary. | PRECONCEPTION  CONCEPTION  ANTENATAL  POSTNATAL | At the end of the lesson, students will be able to:  Describe the meaning of preconceptual care and explain at least three factors that couples should consider | [Short video on preconception](https://www.nhs.uk/pregnancy/trying-for-a-baby/planning-your-pregnancy/)  [The NHS Pregnancy Book – Chapter 5 ‘Your Health in Pregnancy’](https://www.publichealth.hscni.net/publications/pregnancy-book-0)  The pregnancy book: Recommend that students download so they can have a copy at home to help with homework, flip learning and research. | R058 Nutrition |
| 2 | 1.1 Factors affecting pre-conception health for women and men | Could divide the class into groups of 5 and allocate a factor to each member. They have 1 lesson to research using books and 1 lesson to present to their group. Information for prospective parents presented as leaflet or PowerPoint as preferred.  Homework: what could be the advantages / disadvantages of being an older parent? | FERTILITY  PLACENTA  CAESAREAN  FOETAL ABNORMALITIES | All students know at least four others in the class. Everyone contributes to build a collaborative atmosphere in the group. | [The NHS Pregnancy Book – Chapter 5 ‘Your Health in Pregnancy’](https://www.publichealth.hscni.net/publications/pregnancy-book-0) |  |
| 3 | 1.1 Factors affecting pre-conception health for women and men | Present to their group or whole class according to confidence level.  You could display or share the ideal partners homework for students to discuss. | SUDDEN INFANT DEATH SYNDROME  MENOPAUSE  (S.I.D.S) |  | [Short video on how to reduce the risk of SIDS](https://www.lullabytrust.org.uk/safer-sleep-advice/) | 1.1 Factors affecting pre-conception health for women and men |
| 4 | 1.2 Other factors affecting pre conception health for women | Students could examine a range of foods that have been fortified with Folic acid (Breakfast cereals are ideal) if tasting is not possible then images of folic acid rich foods can be used.  Have an image – see an example. Add notes to explain the function and sources NB Liver should be avoided as too high in Vitamin A.  Homework – plan a day’s meals supplying at least 400 micrograms of folic acid. | FORTIFICATION  SUPPLEMENT  SPINA BIFIDA |  | [Information explaining spina bifida](https://www.shinecharity.org.uk/spina-bifida/spina-bifida#advice-for-parents)  Foods rich in folic acid | R058 |
| 5 | 1.2 Other factors affecting pre conception health for women | You could begin the lesson by asking students which immunisations they remember having? Rubella, HPV and COVID 19 maybe mentioned.  [Remind students how vaccines work](https://www.bbc.co.uk/bitesize/guides/z8fkmsg/revision/1#:~:text=Vaccines%20allow%20a%20dead%20or,and%20attach%20to%20the%20antigen.).  Outline why up to date immunisations of rubella, flu and whooping cough are important for pregnancy. | VACCINE  IMMUNITY  ANTIBODIES |  | [Advert from SENSE featuring a deaf blind child.](https://www.youtube.com/watch?v=W650B9S5bHo)  [List of infections that can cause harm](https://www.nhs.uk/pregnancy/keeping-well/infections-that-may-affect-your-baby/) |  |

|  |  |
| --- | --- |
| Half-term 2 | |
| **Summary of what you will cover from the curriculum planner:** | **1.4 The structure and function of the reproductive systems**  **1.5 How reproduction takes place** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 1.4.1 The structure and function of the female reproductive system | 1.4.1 The structure and function of the female reproductive system.  Can use copies of the 28 day cycle to allow students to correctly label each phase of the menstrual cycle. Clearly identify when conception is most like to take place and when menstruation occurs so students understand what Day 1 is.  Homework – select resource [worksheet/activity](http://www.twinkl.co.uk) on menstruation. | RECEPTIVE  The four phases of the menstrual cycle are **menstruation, the follicular phase, ovulation and the luteal phase**. | Know what happens during the menstrual cycle from the first day of woman’s menstruation (a period) to the day before her next period.  Interpret a menstrual cycle diagram. | [Animation of the menstrual cycle](https://www.nhs.uk/conditions/periods/fertility-in-the-menstrual-cycle/#apply)  [TES resource free to download](https://www.tes.com/teaching-resource/menstrual-cycle-worksheet-7117965)  [Diagram of phases](https://babygender.info/menstruation)  [Articles on menstruation](https://www.always.co.uk/en-gb/tips-and-advice-for-girls-and-parents/my-period/menstrual-cycle-phases/) |  |
| 2 | 1.4.1 The structure and function of the female reproductive system | 1.4.1 The structure and function of the female reproductive system.  This lesson can be linked to Science. Useful to establish agreed vocabulary to be used in this topic area. Can start by asking for every word they can think of to do with the female reproductive system and ensure everyone understands the CORRECT word.  Can begin by explaining how each part of the reproductive system works.   * Ovaries * Fallopian tubes * Uterus/womb * Cervix * Vagina   Could complete a sequencing activity of the journey of the ovum (egg) from ovulation to conception or menstruation.  In pairs stand with arms outstretched to illustrate the structure. Fingers are the end of the fallopian tubes, arms are the fallopian tubes, body is the uterus etc,. Makes light hearted starter or plenary. | OVULATION  ENDOMETRIUM  OVUM  CONCEPTION | Know parts of the female reproductive systems on a diagram.  How each part of the female reproductive system works. | [Drag and drop activities for the reproductive systems](https://wps.pearsoned.com.au/sf3/24/6383/1634073.cw/content/index.html)  Class text book  Fill in diagrams to be included in their notes  [Example TES free to download](https://www.tes.com/teaching-resource/the-human-reproductive-system-6107749)  [Male and female Reproductive Organs](https://teachcambridge.org/item/0f6fe6ed-e47b-4686-af06-32a2a04c5ef3) |  |
| 3 | 1.4.2 The structure and function of the male reproductive system | 1.4.2 The structure and function of the male reproductive system.   * Testes * Sperm duct/epididymis * Urethra * Penis * Vas deferens * Seminal vesicle   Can use same methods as for the female system. Map the route of the sperm from the testes to ejaculation  Class stand in a line and ‘pass the sperm’ each name the next organ it will pass through. Testes, epididymis etc If they get it wrong they go back to the testes. | SEMEN | Know parts of the male reproductive systems on a diagram.  How each part of the male reproductive system works. | [Drag and drop activities for the reproductive systems](https://wps.pearsoned.com.au/sf3/24/6383/1634073.cw/content/index.html)  Class text book  Fill in diagrams to be included in their notes  [Example TES free to download](https://www.tes.com/teaching-resource/the-human-reproductive-system-6107749) |  |
| 4 | 1.5 How reproduction takes place | Can review the female reproductive system diagram and include a quick quiz on where ovulation takes place, what day, correct name for the egg to reinforce correct vocabulary.  Ovulation  Use the opening credits link to introduce Conception/fertilisation. Show a second time and possibly use targeted questioning to identify the parts of the reproductive system.  Draw or copy a diagram of Implantation of the fertilised egg diagram. | Ovulation  Conception  fertilisation | Know what happens during reproduction. | [Sperm meets the egg – Look who’s talking opening credits](https://www.youtube.com/watch?v=65BV5dXXxzM)  [Diagram of each stage from fertilisation to foetus](https://www.dreamstime.com/embryo-development-fertilization-to-zygote-morula-blastocyst-embryo-development-fertilization-to-zygote-morula-image152309697) |  |
| 5 | 1.5 How reproduction takes place | Know what happens during reproduction. Appropriate video is helpful at this stage. Human Body BBC Video is very clear and accessible.  Create a ‘fill in blanks’ worksheet on reproduction from the female and male perspective.  Useful to create labelled diagrams of the foetus in the uterus to include when the embryo becomes a foetus. Can use the bitesize links to label the following:   * Amniotic fluid * Umbilical cord * Placenta   Useful to create students own labelled diagrams of the foetus in the uterus to reinforce the terminology. | Amniotic fluid  Umbilical cord  Placenta  Zygote  Morula  Blastocyst | Know when the embryo becomes a foetus.  Know the correct terms for each stage of reproduction. | [Bitesize KS3 Human reproduction](https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zwb6xbk)  [Clear diagram of the foetus in the uterus to copy](https://www.bupa.co.uk/health-information/pregnancy/stages-of-pregnancy)  The Human Body – BBC videos  Available on Amazon |  |
| 6 | 1.5 How reproduction takes place | Give an overview of how naturally occurring multiple pregnancies can occur. Explain the difference between:   * Identical twins * Non identical/fraternal twins   If at all possible invite a visitor or ask a ‘twin in school to hot seated in the class. Useful to get information on the challenges of breastfeeding, nappies etc which introduces the conditions for development topics.  Homework – From ExamBuilder find questions on reproduction and twins, give as handout. | Identical  Fraternal | Know how multiple pregnancies can occur.  Know the two types of twins and how they occur. | Class text book will have a line drawing of the types which is useful to aid explanations. |  |

|  |  |
| --- | --- |
| Half-term 3 | |
| **Summary of what you will cover from the curriculum planner:** | **1.6 The signs and symptoms of pregnancy**  **1.3 Types of contraception methods and their advantages and disadvantages** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 1.6 The signs and symptoms of pregnancy | You could begin the lesson with a discussion on what signs they associate with pregnancy from films/TV/plays etc.  Give an overview on the following explaining what happens and why?   * Breast changes * Missed period * Nausea * Passing urine frequently * Tiredness   Use an outline of a female body to label where the changes take place in one colour and why in a second colour. | Areola  Urine  Menstruation  Nausea  Progesterone  Lactation | To know the common signs and symptoms. | The Human Body – BBC video  Available from Amazon  Pregnancy |  |
| 2 | 1.3 Types of contraception methods and their advantages and disadvantages | Introduce the topic area for the next 3-4 lessons and set classroom ground rules. No personal disclosures etc.  Try a memory game to introduce and establish the vocabulary you will use as a group. Display methods of contraception on a tray. (Use pictures if you cannot access actual contraceptives- include a calendar/diary and thermometer). After 1 minute hide under a cloth and ask them to write down as many as they can remember, bonus for correct names too.  Outline the three classifications   * Barrier methods * Hormonal methods * Natural family planning   Have could have these classifications printed out beforehand.  Sort the contraceptives into the correct classifications. Students think, pair, share. Teacher checks and confirms.  Teacher input on each method, if possible use the sample to demonstrate your explanations or videos as preferred. Allow students to put on a condom if you can borrow condom demonstrators.  Students record their learning in a table of information suggest you include the following headings:. Description. how it works, used by Male or female, classification, availability, reliability %, suitability - best suits/not suitable for? | LARC  SARC | Recognise and name a range contraceptives.  Understand their classification and know which method belongs in which category.  Know how each type prevents pregnancy  % effectiveness of each method if used correctly  Know where each method is available from | [Simple comparison of each method with pictures](https://www.sexwise.org.uk/contraception/which-method-contraception-right-me)  Try to borrow a contraceptive kit from your school nurse or PSHE co- coordinator in school.  [Video explaining LARC – abortion mentioned so not suitable for some. Short Acting Methods video also available](https://www.msichoices.org.uk/other-services/long-acting-reversible-contraception/)  Most Health Centres have a selection of leaflets which fully explain each method which you can use for research |  |
| 3 | 1.3 Types of contraception methods and their advantages and disadvantages | Continue to complete the table of contraceptives. Teacher input on each method, if possible use the actual contraceptive to demonstrate your explanations or videos as preferred.  Students record their learning in a table of information suggest you include the following headings: Description. how it works, used by male or female, classification, availability, reliability %, suitability - best suits/not suitable for?   * Barrier methods * Male condoms * Female condoms * Diaphragm or cap * Hormonal methods * Contraceptive pills * Combined pill * Progesterone only pill (POP) * Contraceptive injection * Contraceptive implant * Intrauterine device * Intrauterine system * Emergency contraceptive pill * Natural family planning * Temperature method * Cervical mucus method * Calendar method | ABSTINENCE | Recognise and name a range contraceptives.  Understand their classification and know which method belongs in which category.  Know how each type prevents pregnancy.  % effectiveness of each method if used correctly.  Know where each method is available from. | [Brook have a range of videos and clear explanation s of each method](https://www.brook.org.uk/topics/contraception/) |  |
| 4 | 1.3 Types of contraception methods and their advantages and disadvantages | * Complete the contraceptives table. |  |  |  |  |
| 5 | 1.3 Types of contraception methods and their advantages and disadvantages | Prepare 6-8 Scenarios of different couples/women, include a range of contraindications for certain contraceptives e.g., Religion, obesity, high blood pressure, large family, breast feeding etc.  Using the Brook /Sexwise website or your preferred alternative prepare a role play of a GP advising the individual or couple of their options.  Present the recommendations with reasons for their decision.  Homework- exam style short answer questions on contraception |  | Suitability of choices for personal circumstances such as breastfeeding. | [Simple comparison of each method with pictures](https://www.sexwise.org.uk/contraception/which-method-contraception-right-me) |  |

|  |  |
| --- | --- |
| Half-term 4 | |
| **Summary of what you  will cover from the curriculum planner:** | **2.1 The purpose and importance of antenatal clinics**  **2.2 Screening and diagnostic tests** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2.1 The purpose and importance of antenatal clinics | You could begin this topic by finding out if any of the students are considering a role in maternity or health care.  Explain the meaning of the term antenatal  Students could create a diary entry based on a fictitious date of last period to calculate the timing of first antenatal clinic appointment.  Explain the reasons for routine tests/checks and what conditions they can identify:   * Baby’s heartbeat * Blood pressure * Blood tests * Examination of the uterus * Urine test * Weight check | GESTATIONAL DIABETES  ANAEMIA  HEPATITIS B & C  PRE-ECLAMPSIA  RUBELLA  HIV  STI’S | Be able to explain the meaning of the term antenatal.  Know the week the first antenatal clinic appointment takes place.  Know how each routine antenatal test monitors the mother to ensure a safe pregnancy and delivery. | [Article and video on antenatal checks and changes during pregnancy](https://www.nhs.uk/pregnancy/your-pregnancy-care/antenatal-checks-and-tests/) |  |
| 2 | 2.1 The purpose and importance of antenatal clinics | Explore and explain the roles of different health professionals:   * GP (General Practitioner) * Midwife * Obstetrician   Could use a jigsaw method where the groups split into three and find out about each role and then feedback their findings to their team.  Homework – If possible, watch an episode of ‘one born every minute’, students record which professionals appear in the episode and how they support the mother. | GP (General Practitioner)  Midwife  Obstetrician | Understand the roles of different health professionals:  Understand how each health professional supports the pregnant mother and unborn baby. | [Midwifery options](https://www.healthcareers.nhs.uk/explore-roles/midwifery)  [Video on a midwife’s work](https://www.healthcareers.nhs.uk/explore-roles/midwifery/roles-midwifery/midwife) |  |
| 3 | 2.2.1 The reasons for **screening** tests and what conditions they can identify | Screening and Diagnostic Tests.  Discuss why these tests are carried out and the moral dilemmas they can create.  Research task on disabilities – in small groups. Find out the cause and effect of the following: Muscular dystrophy, Downs Syndrome, Cystic Fibrosis, Edwards Syndrome, Haemophilia, Sickle Cell Disease and Thalassemia. | Nuchal fold translucency  Downs Syndrome | Know at what point of the pregnancy each test is carried out  NB Students are not required to know how the tests are carried out. | [Video which explains the testing procedure](https://www.nhs.uk/pregnancy/your-pregnancy-care/ultrasound-scans/) |  |
| 4 | 2.2.1 The reasons for **screening** tests and what conditions they can identify | Create a mind map of each screening test and colour code the name, brief description, when it happens, information gathered, conditions it can indicate, risks/benefits.  Ultrasound scans   * Dating * Anomaly   Nuchal fold translucency scan  Triple test  Non-Invasive Prenatal Testing (NIPT)  Students could each have a printed copy of the Screening Timetable (at time of printing on Pg66 of ‘The Pregnancy Book). Can use as the centre of the mindmap. Use mind map to create a class display. | Ultrasound  Dating scan  Anomaly scan  Nuchal fold translucency scan  Triple test  Non-Invasive Prenatal Testing (NIPT) | Be able to name and understand the range of screening tests available during pregnancy in the UK.  Know at what point of the pregnancy each test is carried out. | [The NHS Pregnancy Book – Chapter 5 ‘Your Health in Pregnancy’](https://www.publichealth.hscni.net/publications/pregnancy-book-0) |  |
| 5 | 2.2.2 The reasons for **diagnostic** tests and what conditions they can identify | Students need to have the difference between screening and diagnostic testing sensitivity explained.  Question them on why parents may find the decision difficult.  Amniocentesis  Chorionic villus sampling (CVS)  Produce a card matching activity for the name of the test and the diseases it identifies. Sort into whether Is it a screening or diagnostic test.  Can use a Think, pair and share activity to test students recall and understanding. | Amniocentesis  chorionic villus sampling (CVS | Understand the difference between screening and diagnostic tests. | [BBC documentary on Screening for Downs Syndrome. It is 1 hour but could be set as a homework or use clips only](https://www.youtube.com/watch?v=BhmIeSxXcxE) |  |

|  |  |
| --- | --- |
| Half-term 5 | |
| **Summary of what you  will cover from the curriculum planner:** | **2.4 The choices available for delivery**  **2.7 The signs that labour has started**  **2.8 The three stages of labour and their physiological changes** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2.4 Choices available for delivery | Packing a ‘virtual’ labour bag – consider what should be included. Use any major retailer and produce an illustrated packing list with the purpose of each item explained. | MATERNITY PADS  PANTS BREAST PADS | Understand how parents prepare for labour. | [Hospital bag essentials](https://www.boots.com/pregnancy-maternity/hospital-bag-essentials) |  |
| 2 | 2.7 The signs that labour has started | On a female outline drawing ask students to add labelled arrows of the signs that labour has started.   * A show * Waters breaking * Contractions start   Can watch the fun guide to how the cervix dilates during stage 1.  Watch your preferred video of labour and identify the stages of labour. Produce a Fill in the gap worksheet of each stage of labour and a PowerPoint to accompany with images to explain the stages. | Mucus Plug  Cervix  Amniotic fluid  Amnion  Contraction  Braxton Hicks  Dilation | Know the signs that could indicate that labour has started. | [NHS video on recognising the signs of labour](https://www.nhs.uk/pregnancy/labour-and-birth/signs-of-labour/signs-that-labour-has-begun/)  [Fun guide to how cervix dilates to 10cm](https://www.youtube.com/watch?v=ZKb_yZfGG1U&t=10s)  [Animation of labour and birth](https://www.babycentre.co.uk/v1027490/inside-pregnancy-labour-and-birth-video) |  |
| 3 | 2.8 The three stages of labour and their physiological changes | Review last lesson and complete a flow diagram of labour.  Give students the individual steps (can colour code steps to assist if necessary) and ask them to put into the correct stage and sequence from The show to the placenta being delivered.  Stage 1: Neck of the uterus opens  Stage 2:  Birth of the baby  Stage 3: Delivery of placenta  They should then record this flow diagram and highlight all the new vocabulary they have learned.  Homework – If possible interview a mother they know or a few mums. Investigate - Where did they give birth and why? Tally the results in class next lesson. | Oxytocin  Birth canal  Crowning  Umbilical Cord | Know what happens at each stage. | [Video of best positions for labour](https://www.nhs.uk/pregnancy/labour-and-birth/what-happens/the-stages-of-labour-and-birth/) |  |
| 4 | 2.4 Choices available for delivery | Class results comparison of survey  Watch the Hospital Birth video.   * Complete a SWOT analysis of giving birth in hospital. | Obstetrician  Caesarean | Be able to give reasons for choosing a hospital or home birth.  Understand the advantages and disadvantages of each. | [Giving birth in a hospital](https://www.youtube.com/watch?v=421XCE_IPk4) |  |
| 5 | 2.4 Choices available for delivery | Students start by discussing their perceived advantage and disadvantages of a Home birth.  Watch the video.  Compare their views after the video.  Homework – Interview a mother you are comfortable with about the pain relief options she used in labour. Discuss why that option was chosen and any side effects. | Midwife role | Be able to give reasons for choosing a hospital or home birth.  Understand the advantages and disadvantages of each. | [Article on home birth pros and cons](https://www.nct.org.uk/labour-birth/deciding-where-give-birth/giving-birth-home/home-births-are-they-safe)  [One born every minute home birth video](https://www.youtube.com/watch?v=PipU5KGnS9I) |  |

|  |  |
| --- | --- |
| Half-term 6 | |
| **Summary of what you  will cover from the curriculum planner:** | **2.3 The purpose and importance of antenatal (parenting) classes**  **2.4 The choices available for delivery**  **2.5 The role of the birth partner in supporting the mother through pregnancy and birth**  **2.6 The methods of pain relief when in labour**  **2.9 The methods of assisted birth** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2.9 The methods of assisted birth | You could show students the different types of delivery and equipment used on PowerPoint  Forceps  Ventouse  Episiotomy  Elective/ emergency caesarean section  They could summarise how each type of delivery would be carried out and why they may be needed and in which situations they may relate. | Forceps  Ventouse  Episiotomy  Elective/ emergency caesarean section | To include:  How each method is carried out.  Know why assisted delivery may be necessary | [Video on assisted birth](https://www.babycentre.co.uk/v25008609/what-is-involved-in-an-assisted-birth-video)  [The pregnancy boom Pg 111](https://www.publichealth.hscni.net/sites/default/files/2021-04/Pregnancy%20book%202021%20%E2%80%93%20196%20pages.pdf) |  |
| 2 | 2.5 The role of the birth partner in supporting the mother through pregnancy and birth | Teacher guided discussion on 6 Big Questions. Divide the class in half and differentiate between the pregnancy support and the birth support  **Who** can be a birth partner/Who is most likely to be a birth partner? **Why** do most mother want to have a birth partner/ Why do birth partners want to support the mother? **Where** should they be? **How** can birth partner support the mother and baby? **What** can they do to help? Are they available **When** needed?  Swap suggestions and answers and create either a list of ‘do’s and ‘don’t’s for birth partners or an outline of the perfect birthing partner. Include both Physical and Emotional support. | BONDING | Know how the birth partner can offer physical and emotional support  Be able to describe the benefits of having a birth partner | [Dads discuss their role](https://www.babycentre.co.uk/v1027555/what-is-it-like-being-a-birth-partner-video)  [One born every minute special for Father’s Day](https://www.youtube.com/watch?v=4w2bPLPm2S4) |  |
| 3 | 2.6 The methods of pain relief when in labour | Possibly use the video or a prepared PowerPoint or book reference to outline the options available  Use homework interviews to introduce the advantages and disadvantages.  Complete a table to compare:  Epidural anaesthetic  Gas and air (Entonox)  Pethidine  TENS  Include – how they work?  Effect on the mother and baby e.g., pethidine travels through placenta so makes the baby drowsy and slow to breast feed.  Effectiveness  Can they be used at home or hospital?  Advantages and disadvantages of each method. | Epidural anaesthetic  Gas and air (Entonox)  Pethidine  TENS | Understand the advantages and disadvantages of each method | [Video on pain relief options](https://www.nhs.uk/pregnancy/labour-and-birth/what-happens/pain-relief-in-labour/) |  |
| 4 | 2.4 Choices for labour  2.5 Role of the birth partner  2.6 Pain Relief available | Full Class debate on benefits and risks of a home birth Vs a hospital birth. Divide into two groups, half present arguments for a hospital birth and half for a home birth. Try to give at least 10 minutes time in their teams to prepare their points. Use chapter 9 in the Pregnancy book to assist them.  Complete extended response style question on the advantages and disadvantages of a hospital birth. | SIBLINGS  DOMESTIC CHORES | Be able to give reasons for choosing a hospital or home birth.  Understand the advantages and disadvantages of each. | [Chapter 9](https://www.publichealth.hscni.net/sites/default/files/2021-04/Pregnancy%20book%202021%20%E2%80%93%20196%20pages.pdf) |  |
| 5 | 2.3 The purpose and importance of antenatal (parenting) classes | If possible, invite a mother or pregnant woman into class for students to interview on her experience of antenatal classes and birth. Prepare questions in advance. Include the role of the partner.  Teacher input on how classes prepare both parents for labour and parenthood referring back to what has been learned in this Topic Area – Antenatal Care and Preparation for Birth  Use the Which article comparing NHS and Private NCT classes – which would students recommend d to their future selves?  Students, in the role of health Visitor or midwife, create an advice leaflet that parents could take away from their class. Include basic advice on feeding and caring for the baby and why breast feeding is encouraged for at least the first two weeks. | **COLOSTRUM**  **ANTIBODIES** | Understand what parents need to know to prepare for labour and parenthood.  Know what a healthy lifestyle and diet should be in pregnancy.  Know which Food to avoid during pregnancy.  Understand the advice on feeding and caring for the baby.  Know why breast feeding is encouraged for at least the first two weeks. | [Comparison article between NHS and NCT antenatal classes](https://www.which.co.uk/reviews/scans-appointments-and-classes/article/nhs-vs-nct-antenatal-classes-a3Etb2D2cVKX)  [Video on antenatal care Chesterfield Hospital](https://www.youtube.com/watch?v=EtUFDCBDaQ0) |  |

## Year 2

**Topics covered:**

* Postnatal checks, Postnatal care and the conditions for development
* Childhood illnesses and a child safe environment
* Exam preparation

|  |  |
| --- | --- |
| Year 2 Half-term 1 | |
| **Summary of what you will cover from the curriculum planner:** | **3.1 Postnatal checks**  **3.2 Postnatal care of the mother and baby**  **3.3 The developmental needs of children from birth to five years** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3.1 Postnatal checks  The postnatal checks that are carried out on the baby immediately after birth and the reasons why: | In this lesson about postnatal checks, you could introduce the checks that take place using a worksheet for students to complete:   * Apgar score * Skin * Vernix * Lanugo * Weight * Length * Head circumference   Show students a new born baby and identify and explain the key features the vernix., lanugo, umbilical cord, fontanelle.  Show examples of APGAR scores and ask students to interpret them. | Apgar score  Vernix  Lanugo  Head circumference | Recognise the postnatal checks that are carried out on the baby immediately after birth and the reasons why. | [Postnatal checks](https://www.nct.org.uk/labour-birth/your-guide-labour/what-happens-after-your-baby-born) |  |
| 2 | 3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why: | Following on from last lesson these physical examinations of the baby happen in the first 5 days of life   * feet * Fingers * Hips * Eyes * Heart * Testicles in boys * Fontanelle   If possible show images of these examinations and describe their purpose. This information could be recorded on a worksheet or straight into student’s books.  Describe the Heel prick test (blood spot test) and use the NHS article to list the conditions it identifies. | PKU  Fontanelle  Dislocation  Neonatal | Name and understand the physical examinations which take place in the first five days on the childhood and why they are carried out. | [Article including the conditions the blood spot test identifies](https://www.nhs.uk/conditions/baby/newborn-screening/blood-spot-test/) |  |
| 3 | 3.2 Postnatal care of the mother and baby | If possible, invite a Health Visitor into the class to describe their role in supporting the new family. Alternatively, use the NHS video link.  Task 2 – Compile a list of all the household tasks that have to be completed e.g., planning meals, shopping, putting food away, washing up after meal, setting the table etc. Every member of the group has to contribute at least two tasks and no one can repeat. Everyone copy the list or print off copies to save time.  Discuss the difference between physical and emotional support.  Individually, Next to each task write down who does this in their household. (If sensitive could use initial or gender only) Now add the extra tasks a baby would introduce. In small groups suggest how partner, family and friends can provide physical and emotional support. Add names next to each task on the list e.g., Grandad could help older children with reading homework, dad could bath baby each evening, uncle could go for a walk with Mum and listen to her concerns.  Homework - exam style questions on APGAR and postnatal (days 1 – 5) checks of the baby. | Postnatal depression  Emotional Support | Know the information, advice and support the health visitor will provide. | [NHS Video what does a health visitor do?](https://www.youtube.com/watch?v=BZfkMRlBz4o) |  |
| 4 | 3.2 Postnatal care of the mother and baby | Teacher could explain the purpose of the GP postnatal check up and describe the post-natal checks which take place; students complete a table to explain why these checks are required.  Students complete a practice examination question on this topic.  Class practice a set of pelvic floor exercise using video instructions. | Cervical Smear  Baby blues  Uterus  Pelvic floor | What the mother’s 6 week postnatal check includes. | [Pelvic Floor exercise routine](https://vimeo.com/400534914) |  |
| 5 | 3.3. Warmth  Feeding  Love and emotional security  Rest/sleep  Fresh air  Exercise  Cleanliness/hygiene  Stimulation  Routine – feeding and sleeping  Shelter/home  Socialisation/play  Opportunities for listening and talking  Acceptable patterns of behaviour  3.2 Safe sleeping advice | This sequence of 8 lessons plus homework will cover all the development needs.  Students can start by designing a nursery (Draw and label a room – Cot in detail) layout to provide safe sleep conditions- correct temperature, ventilation, how to place a baby for sleep, covers, in own cot.  The introduce the other needs and could allocate each student a development need and direct them to find out and produce an A4 factsheet or PowerPoint slide on   * the importance of each developmental need * how these needs can be met.   Then verbally present this to the class or make a booklet from each student’s A4 page /PowerPoint slides of information depending on their level of confidence at the end of the 8 lessons.  Homework List of Do’s and DON’TS to ensure babies sleep safely. | FEET TO FOOT  BONDING  BACTERIA  SECURITY  DISCIPLINE  PRAISE  CONFIDENCE | Understand the importance of each of the developmental needs parents/carers should provide and how those neds should be met. | [12 page leaflet on how to reduce risk of SIDs by providing correct sleep conditions](https://scottishcotdeathtrust.org/wp-content/uploads/2019/02/early-years-safe-sleep-guide.pdf)  [Article on the value of fresh air](https://www.telegraph.co.uk/news/uknews/1477238/A-daily-dose-of-fresh-air-helps-babies-to-sleep-longer-at-night.html) | Independent learning and researching prepares well for demands of R059 |

|  |  |
| --- | --- |
| Half-term 2 | |
| **Summary of what you will cover from the curriculum planner:** | **3.3 The developmental needs of children from birth to five years** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3.3. Development needs  Feeding | Feeding requires greater input and can be teacher led using textbook preferred or PowerPoint.  Invite a mother into class if possible or use a video as an alternative to allow students to interview them on the benefits and difficulties. | COLOSTRUM  FOREMILK  HINDMILK  DEMAND FEEDING  EXPRESSING | Understand the importance of feeding baby correctly and the options available. | [Animation on emotional effects of frequent breast feeding](https://www.nbt.nhs.uk/maternity-services/feeding-your-baby/breastfeeding/getting-breastfeeding-a-good-start)  [Article on how to breast feed](https://www.nhs.uk/start4life/baby/breastfeeding/how-to-breastfeed/latching-on/)  [Good drinking video](https://ibconline.ca/breastfeeding-videos-english/)  [Article on how breasts produce milk](https://www.nct.org.uk/baby-toddler/feeding/early-days/about-breastmilk-and-breastfeeding) | R059 |
| 2 | 3.3. Development needs  Feeding | Can mention the importance of sterilisation when expressing milk. HOMEWORK/FLIP LEARNING.  Research sterilising methods in advance of bottle preparation lesson. Cold water, steam and microwave. Cost, time, ease of use, storage.  Create a table to fill in to compare the characteristics for each method. | BACTERIA | Understand the importance of feeding baby correctly and the options available. |  | R059 |
| 3 | 3.3. Development needs  Feeding | If possible, make a bottle of formula milk using the correct sequence in pairs after a teacher demonstration.  Produce a flow diagram of instructions with pictures and words to illustrate how to correctly. |  | Understand the importance of feeding baby correctly and the options available. | [How to prepare a formula feed – article and video](https://www.cgbabyclub.co.uk/baby/feeding/bottlefeeding/how-do-i-prepare-a-bottlefeed.html)  [Bottle Feeding](https://teachcambridge.org/item/b5030c3c-3888-45cb-b31f-b67776488819) |  |
| 4 | 3.3. Development needs  Feeding | Can compare the cost of breast and bottle feeding. make a list of all the equipment each method requires.  Debate ‘breast is best’ split the class into two groups and each student has to offer at least one argument for breast or bottle feeding. Vote for or against the motion at the end. Can nominate a student to chair or be teacher led.  Exam question to conclude feeding and check understanding. |  | Understand the importance of feeding baby correctly and the options available. | [Items that are recommended](https://www.tommeetippee.com/en-gb/shop/breastfeeding) |  |
| 5 | 3.3. Development needs  Hygiene and cleanliness | Cleanliness and hygiene.  Can start with a PowerPoint of the different options reusable, disposable, shaped nappies and pins etc. The qualities required and the importance of keeping skin clean and free from infection.  This can lead to a Nappy investigation. Can purchase or ask students to bring in different brands. Test them for absorbency (20ml at a time) and then dissect the contents to see how they work. Fill in a table to record the results of the investigation. | AMMONIA  NAPPY RASH  URINE | Understand the importance of cleaning baby correctly and the nappy options available. | [Information on nappy changing and a video on how do so correctly](https://www.nhs.uk/conditions/baby/caring-for-a-newborn/how-to-change-your-babys-nappy/) |  |

|  |  |
| --- | --- |
| Half-term 3 | |
| **Summary of what you will cover from the curriculum planner:** | **3.3 The developmental needs of children from birth to five years**  **4.1 Recognise general signs and symptoms of illness in children** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3.3. Development needs  Hygiene and cleanliness | How to bath a baby. Teacher led demonstration with doll, students record each step can use the NHS Birth to Five book or use the NHS video. Include ‘topping and talking’.  Then in pairs one can observe and one bathing the doll – review and point out correct procedure and points for improvement. Then swap over. Can use washing up bowls to allow the whole class to carry out the activity, Provide cotton wool and baby wash. Ask students to bring in a towel.  Alternatively ask a visitor in to demonstrate. | Topping and tailing  Cross infection | Understand the importance of hygiene baby correctly and the options available. | [How to bath a baby NHS video](https://www.youtube.com/watch?v=_9rg-DEkBQQ)  Pg 13 Chapter 3 NHS Birth to Five | R059 |
| 2 | 3.3 Development needs for Socialisation/play  Opportunities for listening and talking  Acceptable patterns of behaviour | Can start the lesson by asking how many students attended day nursery. Play group, child minder etc before starting school?  Ask them to list what they think they learned from this experience. Those who stayed at home list the benefits of this experience.  Compile the whole class results in their top 5 benefits of each option.  Possibly use a supernanny/ nanny 911 clip to give an example of ‘time out’. Students can then use the nct article to research and record the recommended ways of encouraging acceptable patterns of behaviour. | BONDING  COOPERATION  SEPARATION ANXIETY  DISCIPLINE | Understand the importance of socialisation, communication and acceptable behaviour for babies and children and the options available. | [Article on cause, how to prevent and how to react](https://www.nct.org.uk/baby-toddler/toddler-tantrums-and-tricky-behaviour/toddler-tantrums-facts-and-how-cope) | R059  R058 |
| 3 | 3.3. The development needs of children from birth to five years; all needs as listed in the specification. | Students could present their findings in the agreed format and complete a table to record their learning for each of the development needs.  Can create three columns   |  |  |  | | --- | --- | --- | | Need | Importance for development | How it should be provided |   Complete an exam question on the development needs. |  | Understand the importance of each of the development needs for babies and children and how parents and carers should provide them. | Supply a range of **specific resources** to suit different students.  Books in centre –  Pamela Minnet - Child Development  C Meggit Child Development an illustrated guide  M Walker – Child Development  Revision Guides  Websites-  Babycentre development milestones  https://www.babycentre.co.uk/a6476/baby-milestones-one-to-six-months  [Birth to Five - Chapter 4](https://www.publichealth.hscni.net/publications/birth-five) | R059 |
| 4 | 4.1 Recognise general signs and symptoms of illness in children | Introduce this topic area of childhood illness. Explain the breath of illnesses that will be focus for these lessons.  Can start with the signs and symptoms of meningitis video so students understand what type of questions they could ask in the next task.  WHAT AM I? Can put the name of each illness on a card – include a factsheet for students to refer to. Select a student to be that illness, rest of class have to ask YES/NO questions about symptoms, treatment, medicines, care, immunisations etc in order to identify. Can use a timer on the board counting down.  Key signs and symptoms and treatment of:   * Mumps * Measles * Meningitis * Tonsillitis * Chickenpox * Common cold * Gastroenteritis | Mumps  Measles  Meningitis  Tonsillitis  Chickenpox  Gastroenteritis | Know the sign and symptoms of specific childhood illnesses. | [Booklet including common childhood ailments Pg 30 – 42](https://sunderlandccg.nhs.uk/wp-content/uploads/2016/01/Sunderland-CCG-Common-Childhood-Illnesses-web-version.pdf)  [Articles suitable for research](https://www.bupa.co.uk/health-information/childrens-health)  [Sign and symptoms of meningitis](https://www.youtube.com/watch?v=TBbfpSflwyg) | R059 |
| 5 | 4.1 Recognise general signs and symptoms of illness in children | Review last lesson and identify the illnesses that could be nursed at home?  Explain the key signs and symptoms of when to seek emergency medical help to include:   * Breathing difficulties * Unresponsive * Limp * High fever * Seizures/fitting   If possible, teach the recovery position so all students get to physically try this.  Using strip thermometers take each other’s temperature and demonstrate a digital thermometer – know normal and what constitutes ‘high’.  Alternatively, role play calling for an ambulance. | Seizure | Know the correct actions to take in different situations including meeting the needs of an ill child | [Article listing the checks](https://www.nhs.uk/nhs-services/urgent-and-emergency-care-services/when-to-call-999/)  NHS Birth to five book. Chapter 3 page 21 |  |

|  |  |
| --- | --- |
| Half-term 4 | |
| **Summary of what you will cover from the curriculum planner:** | **4.2 How to ensure a child-friendly safe environment** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 4.2 How to meet the needs of an ill child | Can start the lesson with teacher input on the facts about what medicines to give, how and when. Use generic terms e.g., infant paracetamol not brand names.  Basic requirements of the room.  Prepare some case studies of different age children, in different home situations (some should have no internet or garden for example) with specific illnesses. Can then ask students to rotate around the class to examine each and make recommendations on how each of following should be met:   * Physical needs * Social needs * Emotional needs * Intellectual needs   Can then ask pairs to give their recommendations and discuss as a class. Correct any misconceptions. Write up and record recommended advice. | Ventilation  Sleep hygiene | Be able to describe how each need can be met including appropriate actions for illnesses identified in 4.1. | Prepared case studies on card or PowerPoint |  |
| 2 |  | Complete the above task. |  |  |  |  |
| 3 | 4.3 How to ensure a child-friendly safe environment | Ideally start this group of four lessons by providing the definition of a hazard – a potential source of harm.  Encourage students to offer examples of accidents that happen in the home and crucially the hazard that caused them. The ROSPA quiz can be used to spot common hazards within the home:   * Kitchen * Toilets/bathroom * Stairs   Students should then select equipment either from a catalogue or websites that could prevent accidents taking place in these areas. Can prepare a recommend list for parents/ carers can set a budget and space limits to make them more selective too.  Also write their household rules for safety, makes a good group activity e.g., store chemicals and medicines in locked cupboards, plastic bags and packaging out of reach, blind cords out of reach, never leaving children unsupervised near water | Hazard  Prevention  Suffocation  Drowning  Poisoning | Know the meaning of the term ‘hazard’  Be able to identify the common hazards that can be found in each area. | [How safe is your home quiz](https://www.rospa.com/rospaweb/docs/advice-services/home-safety/uk/homesafety-quiz-english.pdf) | R058 |
| 4 | 4.3 How to ensure a child-friendly safe environment | Can begin with the statistics on accident and injury for under 5’s. Ask students what they think will be the top 3 before revealing.  Complete the tasks from lesson above and present their findings as a health Visitor might at antenatal class. | Hazard  Risk  Suffocation  Strangulation | Recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment. | [Main causes of accident and injury Child Accident Prevention Trust](https://www.capt.org.uk/Pages/Category/safety-advice-injury-types) | R058 |
| 5 | 4.3 How to ensure a child-friendly safe environment | Consider the hazards that can occur in Play areas/gardens and Roads.  If possible, arrange a visit to a local park if not use google earth to look critically at the surfaces, gates, layout and equipment. Spot the potential hazards.  Working in pairs – (outside if possible- staff car park) role play crossing the road with a young child. Then swap roles.  Homework – safety equipment for under 5’s for when walking beside roads – reins, hand leads, back packs with reflective strips etc. Pros and cons of each. | Green Cross Code - stop, look and listen | Recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment | [Green cross code](https://www.roadwise.co.uk/schools/using-the-road/green-cross-code/): [Chapter 6 – keeping your child safe](https://www.publichealth.hscni.net/publications/birth-five) |  |

|  |  |
| --- | --- |
| Half-term 5 | |
| **Summary of what you will cover from the curriculum planner:** | **4.3 How to ensure a child-friendly safe environment** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 4.3 How to ensure a child-friendly safe environment | If possible, provide a range of items and ask students to examine them to find their safety labels - PJs, toys, baby bottle, car seat for example.  Explain and record the meaning of each symbol.  Can make a simple matching game or fill in sheet for the labels and their meanings.  The importance of safety labelling   * BSI kitemark * Lion mark * Age advice symbol * CE symbol and UKCA * Children’s nightwear labelling   Test at the end of the lesson to ensure they understand each.  Homework – extended exam question. | FLAMMABILITY  KITEMARK | Know the meaning of each label and why it is used on specific products.  Examples of products these labels are found on.  Safety labelling to include any updated labelling due to regulation/legislation changes. | [Images and explanation of basics](https://www.babycentre.co.uk/a25007161/child-safety-symbols)  [Extended range of labels](https://ccea.org.uk/downloads/docs/Support/Factfile/2019/Fact%20File%3A%20Quality%20Marks%20Used%20on%20Products.pdf) |  |
| 2 | Mock exam 1 part 1 TA 1 and 2 | The external examination is 1 hour and 15 minutes / 70 marks  Allow 40 minutes for part 1 of the mock. | List of command verbs | Know the requirements of all the command verbs within the mock. |  |  |
| 3 | Mock exam part 2 TA 3 and 4 | The external examination is 1 hour and 15 minutes / 70 marks.  Allow 40 minutes for part 2 of the mock. | List of command verbs | Know all the requirements of all the command verbs within the mock. | Hand back mock exam part 1 papers |  |
| 4 | Review of mocks | Review areas of weakness, misconceptions. |  |  | Textbooks, revision guides |  |
| 5 | R057 | Students to revise independently. |  |  |  |  |

## Teaching over three years

**What comments could we put here?**

**Are there introductory tasks/topics we can suggest (and why – are there areas students could do with extra help with before they start the main course?). Please complete and alter the table as necessary.**

| Topic area | Warm up/introductory activities | Length of time activity may take | **Useful resources** |
| --- | --- | --- | --- |
| Antenatal Care | Planning and packing a labour bag. | 3 lessons | [Planning and packing a labour bag](https://www.youtube.com/watch?v=deslF51rZcA) |
| Pre conceptual care | The decision to have a baby – design a quiz for prospective parents to help them decide if they are ready for the responsibilities of parenthood. | 4 lessons |  |
| Development | Make a toy from ‘junk’ that would be suitable for a specific aged child to help develop fine motor skills. | 6 lessons | [Junk play challenge](https://besttoys4toddlers.com/play-ideas/60-day-junk-play-challenge/) |
| Conditions for development | Create a book that would encourage children to recognise animals and letters.  Plan an activity or game that would encourage good numeracy – a Clock, shopping game, bingo etc. | 6 lessons  6 lessons | [Family maths toolkit](https://www.familymathstoolkit.org.uk/5-years-old-and-under/around-the-house) |
| Conditions for development | Design a playroom for a local nursery suitable for 3–4-year-olds. | 3 lessons |  |
| Conditions for development | Investigate weaning foods. Compare readymade and home made in terms of cost, ingredients, preparation time, storage and convenience. | 4 lessons | [Weaning foods](https://www.nhs.uk/conditions/baby/weaning-and-feeding/babys-first-solid-foods/) |

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation’s website for a direct search.



We’d like to know your view on the resources we produce. Click ‘[Like’](mailto:resources.feedback@ocr.org.uk?subject=I%20liked%20the%20Cambridge%20National%20in%20Child%20Development%20Scheme%20of%20Work%20R057) or ‘[Dislike’](mailto:resources.feedback@ocr.org.uk?subject=I%20disliked%20the%20Cambridge%20National%20in%20Child%20Development%20Scheme%20of%20Work%20R057) to send us an auto generated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email will not be used or shared for any marketing purposes.

Looking for another resource? There is now a quick and easy search [tool to help find free resources](https://www.ocr.org.uk/qualifications/resource-finder/) for your qualification.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.   
Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office   
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](mailto:resources.feedback@ocr.org.uk).

© OCR 2022 - You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: page 5: foods rich in folic acid/Fertnig/gettyimages.co.uk

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](https://www.ocr.org.uk/qualifications/expression-of-interest/).

Please [get in touch](mailto:resources.feedback@ocr.org.uk) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.