

## ORMISTON RIVERS ACADEMY - CURRICULUM MAP

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7						
YEAR 8						
YEAR 9						
YEAR 10	<p>U1: Childcare settings suitable for 0 – 5-year olds</p> <p>U2: Development and Well-being 0 – 5 years</p> <p>Students will explore the various settings suitable for children prior to starting school</p> <p>Students will discover how children grow and develop</p>	<p>U1: Childcare settings within the local community</p> <p>U2: Expected pattern of development – physical, intellectual.</p> <p>Students will investigate the child care provision within their local community</p> <p>Students will identify how children develop their physical and intellectual skills</p>	<p>U1: Responsibilities of Early Years Practitioners</p> <p>U2: Expected pattern of development – Language, Emotional and Social</p> <p>Students will discover the role of the practitioner within the Early Years Setting</p> <p>Students will identify how children develop their language, social and emotional skills</p>	<p>U1: Safeguarding and child protection in Early years settings</p> <p>U2: Methods used to observe children’s development</p> <p>Students will explore the safeguarding legislation, policy and procedure within the Early Years setting</p> <p>students will explore a variety of different observation methods</p>	<p>U1: Advantages and disadvantages of observation methods</p> <p>U2: Holistic development</p> <p>Students will compare and contrast advantages and disadvantages of using observation techniques</p> <p>Students will identify what holistic development is</p>	<p>Revision and Examination</p> <p>Students will revisit child care settings, observations, growth and development.They will also revisit legislation, policy and procedure.</p> <p>Students will have access to past examination papers to practice, case studies and revision.</p>
YEAR 11	<p>U1: Preparation for placement</p> <p>U2: Factors affecting holistic development</p> <p>Student will examine the role of work experience, students will discover the process for preparing work experience</p> <p>Students will compare personal and external factors that affect holistic</p>	<p>U1: Inclusive practice</p> <p>U2: Care routines within a childcare setting</p> <p>Students will discover the benefits of inclusive practice within the Early Years Foundation Stage</p> <p>Students will identify different care routines required within the Early Years Setting</p>	<p>U1: learning styles and study skills</p> <p>U2: Everyday activities supporting independence in children</p> <p>Students will explore their own learning style and discover how to study effectively</p> <p>Students will examine the different activities they could use to</p>	<p>U1: Values and belief systems of the Early Years Practitioner</p> <p>U2: Transitions and the role of the professional in supporting children through transitions</p> <p>Students will identify the values and belief systems of practitioners and the impact of British values in the child care setting</p>	<p>Examination resit opportunity</p> <p>Coursework units 1 and 2</p> <p>Students will revisit preparing for placement, inclusive practice and understanding their own learning style.They will also revisit care routines and transitions.</p> <p>Students will have access to past</p>	<p>Completion of Unit 1 and Unit 2 coursework</p> <p>Students will revisit preparing for placement, inclusive practice and understanding their own learning style.They will also revisit care routines and transitions.</p> <p>KS4 child development provides the foundation for further study at KS5, where the opportunity to</p>

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	development		support a child in becoming independent	Students will discover the impact of change and the role of the practitioner in helping children through transitions	examination papers to practice, case studies and revision.	develop the knowledge and skills required to work in the child care sector are developed in further detail
YEAR 12	<p>U1: Service provision from birth to 19 years</p> <p>U2: Stages of development conception to birth</p> <p>Students will identify the provision suitable for children and young persons</p> <p>Students will discover the process of conception and development of the foetus</p>	<p>U1L Role of the child care practitioner</p> <p>U2: Sequences of development 0 – 19 years</p> <p>Students will explore the role of the Early Years Practitioner through to the role of professionals in the education of children and young people</p> <p>Students will identify the physical, intellectual, language, emotional and social development of children and young people</p>	<p>U1: Governmental Policy Reform</p> <p>U2: Holistic development and factors affecting development</p> <p>Students will examine different Government reforms and the impact they have had on childcare provision</p> <p>Students will determine the factors affecting holistic development</p>	<p>U1: Skills, qualities and attributes of child care practitioners</p> <p>U2: Nature versus Nurture debate</p> <p>Students will compare the skills, qualities and attributes of the professional practitioner in relation to childcare</p> <p>Students will examine the biological and environmental factors affecting growth and development</p>	<p>U1: Impact of belief systems</p> <p>U2: Theorists of development – Bowlby, Bandura, Erikson</p> <p>Students will explore in details the impact of the practitioners beliefs and values on their practice</p> <p>Students will delve into theories of development and compare their validity</p>	<p>Examination preparation completion of coursework units 1 and 2</p> <p>Students will revisit the role of the practitioner, growth and development for children and young people. They will also revisit different theorists and holistic development</p> <p>Students will have access to past examination papers to practice, case studies and revision.</p>
YEAR 13	<p>U3: Key legislation, policy and procedure</p> <p>U5 Types of play</p> <p>Students will identify specific legislation, policy and procedure relating to child care practice</p> <p>Students will explore the meaning and benefits of learning through play</p>	<p>U3: Role of Legislation specific to Child Care settings</p> <p>U5: Emotions associated with play to include self-expression</p> <p>Students will examine the role of legislation and the impact this has on childcare provision</p> <p>Students will identify the range of emotions associated with play</p>	<p>Extended written assignment</p> <p>U3: Keeping children safe through policy and procedure</p> <p>U5: Role of the play worker and sensory play therapy</p> <p>Students will examine how children and young people are kept safe through policies and procedures</p> <p>Students will explore the role of sensory play and the sensory play practitioner</p>	<p>U4: Statutory Education Frameworks – Reception, KS1, KS2, KS3, KS4 and KS5</p> <p>U4: Aims and purposes of current statutory frameworks</p> <p>Students will examine the different key stages as directed by the National curriculum</p> <p>Students will be able to identify the aims and purpose of each key stage</p>	<p>U4: Principles of the Early Years Foundation Stage</p> <p>Students will compare and contrast the principles of the Early Years Foundation stage</p>	<p>Resit opportunity completion of coursework units 3 - 5</p> <p>Students will revisit legislation specific to the child care sector. They will also revisit play and educational frameworks, incorporating the National Curriculum</p> <p>Students will have access to past examination papers to practice, case studies and revision.</p>