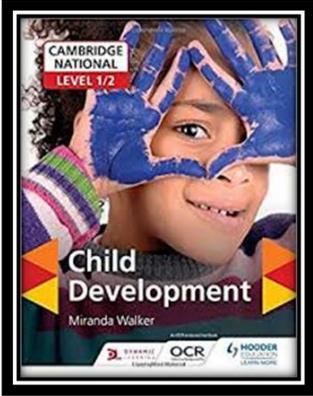
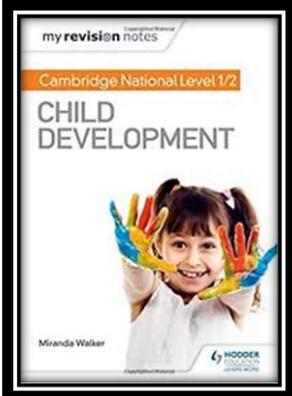




Long Term Departmental Planning Overview		Subject		OCR CAMBRIDGE NATIONAL CHILD DEVELOPMENT			
Year	Curriculum Title	HT1	HT2	HT3	HT4	HT5	HT6
10	OCR CAMBRIDGE NATIONAL CHILD DEVELOPMENT	RO18: LO1 Reproduction and the roles of parenthood	RO18: LO2 Antenatal Care and preparation for birth	RO18: LO3 Postnatal checks, postnatal provision and conditions for development	RO18: LO4 Childhood illnesses	RO18: LO5 Child safety	RO18 Preparation for Year 10 Mock Exam
		RO19: LO1 Equipment for babies from birth to 12 months		RO19: LO2 Equipment for babies from one to five years		RO19: LO3 Nutritional guidelines and requirements for children from birth to five years	
Year	Curriculum Title	HT1	HT2	HT3	HT4	HT5	HT6
11	OCR CAMBRIDGE NATIONAL CHILD DEVELOPMENT	RO18: LO1, LO2, LO3, LO4 AND LO5 Revision and recapping information for January Exam		RO18 EXAM		RO20: LO4 Evaluating different play activities for a chosen developmental area with a child from birth to 5 years RO20 COMPLETION, ASSESSMENT AND SUBMISSION	FINISH FOR EXAMS
		RO19: LO4 Feeding solutions for children from birth to five years RO19 COMPLETION AND SUBMISSION	RO20: LO1 Physical, intellectual and social developmental norms from birth to 5 years RO20 LO1 COMPLETION ASSESSMENT	RO20: LO2 AND LO3 Benefits of learning through play Play activities for a chosen developmental area with a child from birth to 5 years. RO20 LO2 AND 3 COMPLETION ASSESSMENT	FINISH FOR EXAMS RO18 EXAM RESIT		

Career Links:	Cross Curricular Links:	Potential Watch List
<ul style="list-style-type: none"> ❖ Midwife ❖ Obstetrician ❖ General Practitioner (GP), nurse ❖ Gynaecologist ❖ Paediatrician ❖ Health Visitor ❖ Social Worker ❖ Teacher-Early Years, Primary/Secondary/Further Ed. ❖ SENDCO ❖ Play Therapist ❖ Children's nurse ❖ Counsellor ❖ Educational psychologist/ Child psychotherapist ❖ Speech and language therapist ❖ Paramedic ❖ Sonographer 	<p>Science - anatomy, conception and foetal development, RDI's, medication and vaccinations, sonography</p> <p>Religious Education - life and death, abortion, ethics and morals, immaculate conception</p> <p>Mathematics - Apgar score, gestation, BMI, height and weight-growth centiles</p> <p>English - speech and language development, story time and reading,</p> <p>Geography - LEDC's, famine and poverty, demographics</p> <p>History - NHS, Public Health, History of Mental Health, Medicine through the ages, Poverty Housing Policy, Dev. Of Children's Life Expectancy</p> <p>MFL - cultural differences in birth practices, language barriers,</p> <p>Art, Design and Technology - crafts, colours</p> <p>Music and Performing Arts-nursery rhymes, baby yoga</p> <p>PE-fine and gross motor skills development, exercise and weight management</p> <p>Health Studies-Diet and Lifestyle Choices, Pregnancy and Birth, Child Developmental Milestones, Weight and Diet Related Illnesses</p> <p>ICT, Business and Media- pregnancy and baby tracker apps, NHS online, NSPCC, ChildLine, social media platforms and groups</p>	<ul style="list-style-type: none"> ❖ The Midwives ❖ Life and Birth ❖ Help! We're Having A Baby ❖ Babies 24/7 ❖ Call the Midwife ❖ One Born Every Minute ❖ Bringing Up Baby ❖ The Worlds Strictest Parents ❖ Super Nanny ❖ Real Families
Career Research List:	Developmental Homework:	
<ul style="list-style-type: none"> ❖ https://www.healthcareers.nhs.uk/explore-roles/doctors/roles-doctors/obstetrics-and-gynaecology ❖ https://www.healthcareers.nhs.uk/explore-roles/midwifery/faqs-midwifery ❖ https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/social-worker ❖ https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/health-visitor ❖ https://www.healthcareers.nhs.uk/explore-roles ❖ https://getintoteaching.education.gov.uk/how-to-become-a-teacher ❖ https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/social-care/working-with-children 	<ul style="list-style-type: none"> ❖ Past papers, mark schemes and examiner/moderator reports ❖ OCR Child Development revision book ❖ Knowledge organisers provided for each unit ❖ Boost online Textbook <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	

RO20 Overview

Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<p>Unit R020: Understand the development of a child from birth to five years</p> <p>RO20 is a centre assessed task worth 60 marks. The centre-assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of OCR set assignments</p> <p>This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.</p> <p>Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years</p> <p>For LO1, learners should explain physical, intellectual and social developmental norms from birth to five years.</p> <p>1.1 The development norms from birth to five years:</p> <ul style="list-style-type: none"> ❖ physical development- ❖ intellectual development: ❖ social development: 	<p>RO20 is an internally assessed unit.</p> <p>This unit builds upon the theoretical content of Unit R018 and allows learners to apply theoretical understanding of concepts in real-life context.</p> <p>The unit is combines knowledge and skills-pupils will investigate how children learn through play. They will comprehend the developmental norms and subsequent impact it has on a child. Pupils will meet with the child's primary career to collate background information to be used in planning activities that are suitable.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> ➤ plan (age & stage) practical activities for their chosen child ➤ predict an outcome ➤ observe the child ➤ record practical task outcomes ➤ cross reference to pre-practical background information ➤ SWOT analysis to evaluate findings <p>Pupils will develop their Tier two and Tier three vocabulary</p> <p>Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years</p> <p>This unit will concentrate on a child's PIES (Physical, Intellectual, Emotional and Social development), and how these can impact the developmental norms.</p> <p>Developmental Milestones from Birth to Age 1</p> <p>https://www.understood.org/en/learning-thinking-differences/signs-symptoms/developmental-milestones/developmental-milestones-from-birth-to-age-1</p> <p>Child Development from 2 Birth up to 5 Years</p> <p>https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/btec-level-2-technicals-for-health-and-social-care/Samples/childrens-play-learning-and-development/BTEC%20L2%20Technicals%20CPLD%20DRAFT%20Unit%202.pdf</p> <p>Fine Motor Development Chart</p> <p>https://childdevelopment.com.au/resources/child-development-charts/fine-motor-developmental-chart/</p>

Learning Outcome 2: Understand the benefits of learning through play

For LO2, learners should explain the types of play from birth to five years and examples of the benefits of learning through play.

2.1 Types of play:

- ❖ manipulative play (e.g. puzzles, drawing, painting)
- ❖ cooperative play (e.g. board games)
- ❖ solitary play (e.g. imaginative play)
- ❖ physical play (e.g. ball games, climbing)
- ❖ creative play (e.g. dancing, music)

2.2 Benefits of play:

- ❖ physical (e.g. hand-eye coordination, increase fitness)
- ❖ intellectual (e.g. mental stimulation, problem solving, communication)
- ❖ social/social skills (e.g. independence, confidence, sharing, self-esteem, communication)
- ❖ creativity (e.g. imagination)

For LO3, learners should produce plans for different activities on a chosen developmental area. Learners should do an initial observation, in order to meet the child whom, they will be studying and to inform the choice and planning of activities.

Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years.

What's the difference between fine motor and gross motor skills?

<https://www.babycentre.co.uk/x6562/whats-the-difference-between-fine-motor-and-gross-motor-skills>

Learning Outcome 2: Understand the benefits of learning through play

Pupils will investigate the types of play and the stages within each. This will link to LO 1: gross and fine motor skills, interpretation, hand eye coordination etc...

Pupils will identify barriers to play-disability, prematurity, financial, demographical, parental maturity, engagement & understanding-Inclusive Play.

The Importance of Play

<http://www.earlyyearsatters.co.uk/eyfs/a-unique-child/play-learning/>

How Kids Learn to Play: 6 Stages of Play Development

<https://pathways.org/kids-learn-play-6-stages-play-development/>

4 Types of Play

<https://babysparks.com/2019/07/31/4-types-of-play-how-is-your-child-playing-today/>

Why play is important

<https://www.nhs.uk/conditions/pregnancy-and-baby/why-play-is-important/>

Unit R020 links to Unit R018:

- ❖ **LO3 Understand postnatal checks, postnatal provision and conditions for development**
Specifically:
 - conditions for development
 - the need for acceptable patterns of behaviour and approaches to discipline
- ❖ **Unit R018: LO5 Know about child safety**

LO2: Understand the benefits of learning through play

3.1 How to plan a range of different play activities for a chosen developmental area:

- ❖ aims
- ❖ types of activities chosen
- ❖ reasons for choice (e.g. relevance to developmental area chosen)
- ❖ safety considerations
- ❖ timescale
- ❖ resources
- ❖ methods of observation (e.g. naturalistic, event sampling, snapshot, participative, nonparticipative)
- ❖ methods of recording (e.g. chart, photographs, written, child's work)

For LO4, learners should carry out, record and evaluate the planned play activities for the chosen developmental area.

Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years

4.1 How to carry out a range of different activities for a chosen developmental area:

- ❖ introduce the activities (e.g. providing an outline of the activities to the child)
- ❖ methods of observing the activities

LO3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years

LO4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five year

Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years.

Planning Play Activities

<https://www.learning4kids.net/play-activities-by-age/>

Learning Through Play-the benefits

<https://centerforparentingeducation.org/library-of-articles/baby-through-preschool-articles/top-3-benefits-of-learning-through-play/>

Methods of recording development-

Factors that would need consideration before recording a child's development:

- ❖ GDPR legislation
- ❖ Consent from primary carer or legal guardian
- ❖ Factors why consent wouldn't be given-Domestic Violence, retaining anonymity, child protection order
- ❖ Environment
- ❖ Religious/cultural observances

*****It is advised that learners study a child of an appropriate age in order to get the best out of the activities. It is not necessary for the child study to be carried out in a nursery/school setting. Learners may study a sibling/family member, or obtain permission from toddler/library/church groups, play schemes or other suitable setting, in order to complete the child study activities*****

The practical task is for a child between the ages of one to five years old.

Whilst undertaking the practical investigation, pupils should include the following in their evidence:

- ❖ nutritional analysis (e.g. use of ICT/food programmes/labelling)
- ❖ factors to consider (e.g. cost/time/equipment/storage/availability)
- ❖ hygiene practices (e.g. can equipment/utensils/toys be cleaned easily?)
- ❖ Safety practices (e.g. choking hazards)
- ❖ comparisons against developmental norms before and after the task

	<ul style="list-style-type: none"> ❖ methods of recording the activities ❖ compare the child with the expected developmental norms for the area chosen <p>4.2 How to evaluate the activities:</p> <ul style="list-style-type: none"> ❖ strengths/weaknesses ❖ recommended improvements ❖ draw conclusions 	<ul style="list-style-type: none"> ❖ evaluation including strengths, weaknesses and suggested improvements ❖ conclusions <p>Pupils will critically analyse their findings, with recommendations using a SWOT analysis. A summative conclusion will be included.</p> <p>How to observe child's play https://www.youtube.com/watch?v=t1Xtr3RKjGc</p> <p>Observing children's play https://www.earlyyearscareers.com/eyc/latest-news/observing-childrens-play/</p>
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Topic Title/ Question:			
Big questions/ learning Outcome/ key knowledge	Key skills <i>Literacy (including vocabulary and reading)</i> <i>Numeracy</i>	Resources	
<p>Introduction to assignment brief-requirements, structure, marking bands etc.</p> <p>How does what we already know link to what we have to do in this assignment?</p> <p>Expectations re language and terminology</p>		<p>Specification OCR Child Development Teacher book</p> <p>RSE & Health Ed. Exam board previous examples of coursework. RSE 2020- PGS. 25-41 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf KCSIE Policy</p>	
<p>Intro to RO20- Centre-assessed task Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years</p>	<p>To understand the key factors when planning play activities for children from one to five years old. Why does the equipment change as the child gets older? What are lifestages?</p>	<p>Tracker OCR Examination board training exemplar materials OCR Mark Band examples</p>	

<p>Explanation of unit requirements, including Learning Objective (LO) breakdown and Mark Bands (MB)</p> <p><i>Links to RO18- Why do children's clothes, toys and accessories have to be safe?</i></p>	<p>What is PIES development? What does, Age & Stage' mean?</p>		
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LO1: Understand the physical, intellectual and social developmental norms from birth to five years

LO 1 Mark Band-MB

MB1: 1-3 marks	MB 2: 4-6 marks	MB 3: 7-9 marks
<p><i>Outlines some</i> of the physical, intellectual and social developmental norms from birth to five years.</p>	<p>Explains most of the physical, intellectual and social developmental norms from birth to five years.</p>	<p>Explains all of the physical, intellectual and social developmental norms from birth to five years.</p>

<p>Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years</p> <p>1.1 The development norms from birth to five years:</p> <ul style="list-style-type: none"> ❖ physical development- <ul style="list-style-type: none"> ➤ gross motor skills (e.g. crawling, jumping, balancing) ➤ fine motor skills (e.g. palmar grasp, pincer grasp) ❖ intellectual development: <ul style="list-style-type: none"> ➤ language (e.g. body language, listening, talking) 	<p>Tier two and Tier three vocabulary. To understand the roles and responsibilities of parenthood-why do parents/carers have to provide play opportunities for their children and what will happen if they don't?</p> <p>What does PIES stand for?</p> <p>What are Gross Motor skills? What are Fine Motor skills?</p> <p>What are Milestones? What does 'Development Norms' mean?</p> <p>What is 'Stimming'?</p> <p>How does Autism affect development?</p> <p>Does Technology help or hinder development?</p> <p>Would you give your child an electronic device? How do you monitor internet safety?</p>	<p>Specification Pupil work booklets</p> <p>The average cost of raising a child in the UK 2020- https://www.compareukquotes.com/money-saving/everyday-money/cost-to-raise-a-child-in-the-uk</p> <p>Repetitive behaviours and 'stimming' in autism, explained https://www.spectrumnews.org/news/repetitive-behaviors-and-stimming-in-autism-explained/</p> <p>Growth charts https://www.rcpch.ac.uk/resources/growth-charts</p> <p>Audible books for children https://stories.audible.com/discovery/enterprise-discovery-21122356011</p>	
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<ul style="list-style-type: none"> ➤ reading and writing (e.g. books, electronic devices) ➤ communication (e.g. verbal) ➤ number skills (e.g. magic number square) <p>❖ social development:</p> <ul style="list-style-type: none"> ➤ communicating (e.g. meal times) ➤ acceptable behaviour (e.g. manners) ➤ sharing ➤ independence/self-esteem 	<p>Does an App replace the lap?</p> <p>What are 'Audio Books'?</p> <p>What are the long-term effects of emotional neglect on health and wellbeing?</p> <p>What is the difference between self-esteem and self-confidence?</p> <p>How can you build a Child's self-esteem/self-confidence?</p> <p>How would you destroy a child's self-esteem/self-confidence?</p> <p>What does 'Role Modelling' mean? Why is sharing important?</p> <p>What are cultural norms re manners?</p> <p>What is 'Phubbing'?</p>	<p>Vtech electronic learning devices for children https://www.vtech.co.uk/</p> <p>Still Face Experiment: Dr. Edward Tronick https://www.youtube.com/watch?v=apzXGEbZht0</p> <p>Why relationships are so important for children and young people https://discoverytree.com.au/child-care-social-interaction/</p> <p>Your Child's Self-Esteem https://kidshealth.org/en/parents/self-esteem.html</p> <p>'Phubbing' https://www.dailymail.co.uk/science/article-7326713/Children-phubbed-parents-likely-develop-phone-addiction.html</p>	
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Learning Outcome 2: Understand the benefits of learning through play

LO2: Understand the benefits of learning through play

2.1 MB 1: 1-4 marks	MB 2: 5-8 marks	MB 3: 9-12 marks
Uses a few specific examples of types of play, outlines some of the benefits of learning through play	Uses a range of specific examples of types of play, explains most of the benefits of learning through play.	Uses a wide range of specific examples of types of play, explains in detail all of the benefits of learning through play.

<p>Learning Outcome 2: Understand the benefits of learning through play</p> <p>2.1 Types of play:</p> <ul style="list-style-type: none"> ❖ manipulative play (e.g. puzzles, drawing, painting) ❖ cooperative play (e.g. board games) ❖ solitary play (e.g. imaginative play) ❖ physical play (e.g. ball games, climbing) <p>creative play (e.g. dancing, music)</p>	<p>What are the benefits of play?</p> <p>How can play identify underlying health or developmental issues?</p> <p>What does SALT stand for?</p> <p>What is:</p> <ul style="list-style-type: none"> ➤ Receptive Language Disorder ➤ Expressive Language Disorder ➤ Speech Production <p>What is Cognitive Delay?</p> <p>What are Gross Motor Delays?</p> <p>What are Fine Motor Delays?</p> <p>What are Emotional or Behavioural Delays?</p>	<p>Why play is important</p> <p>https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development#:~:text=being%20and%20development,-,Why%20play%20is%20important,confidence</p> <p>Child health and development</p> <p>https://learning.nspcc.org.uk/child-health-development</p> <p>Common Issues in Child Development</p> <p>https://www.praconsulting.com.au/eight-common-issues-in-child-development/</p> <p>NSPCC</p> <p>https://www.nspcc.org.uk/</p>	
<p>Learning Outcome 2: Understand the benefits of learning through play</p> <p>2.2 Benefits of play:</p> <ul style="list-style-type: none"> ❖ physical (e.g. hand-eye coordination, increase fitness) ❖ intellectual (e.g. mental stimulation, problem solving, communication) ❖ social/social skills (e.g. independence, confidence, sharing, self-esteem, communication) ❖ creativity (e.g. imagination) 	<p>How does the following affect development and play?</p> <ul style="list-style-type: none"> ➤ shaken baby syndrome ➤ an early bout of meningitis, ➤ Down Syndrome. <p>How does play identify child physical and sexual abuse?</p>		

Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years.

LO3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years

3.1 MB 1:1-5 marks	MB 2: 6-10 marks MB 3: 11-15 marks	MB 2: 6-10 marks MB 3: 11-15 marks
<p>Produces plans for activities for a chosen developmental area, most of which are outlined:</p> <ul style="list-style-type: none"> ❖ aims ❖ types of activities chosen ❖ reasons for choice ❖ safety considerations ❖ timescales ❖ resources. <p>Some reference to initial observation.</p> <p>Produces an outline of the different methods of observation and recording to be used.</p> <p>Draws upon limited skills/knowledge/understanding from Unit R018.</p>	<p>Produces plans for activities for a chosen developmental area, most of which are described:</p> <ul style="list-style-type: none"> ❖ aims ❖ types of activities chosen ❖ reasons for choice ❖ safety considerations ❖ timescales ❖ resources. <p>Some reference to initial observation that informs planning.</p> <p>Produces a description of the different methods of observation and recording to be used.</p> <p>Draws upon some relevant skills/knowledge/understanding from Unit R018.</p>	<p>Produces plans for activities for a chosen developmental area, most of which are described:</p> <ul style="list-style-type: none"> ❖ aims ❖ types of activities chosen ❖ reasons for choice ❖ safety considerations ❖ timescales ❖ resources. <p>Clear use of initial observation to inform planning.</p> <p>Produces an explanation of the different methods of observation and recording to be used.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from Unit R018</p>

<p>Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years.</p> <p>3.1 How to plan a range of different play activities for a chosen developmental area:</p> <ul style="list-style-type: none"> ❖ aims ❖ types of activities chosen ❖ reasons for choice (e.g. relevance to developmental area chosen) ❖ safety considerations ❖ timescale ❖ resources ❖ methods of observation (e.g. naturalistic, event sampling, snapshot, participative, nonparticipative) 	<p>When choosing play activity equipment for babies and children, why would you take the following points in to consideration:</p> <ul style="list-style-type: none"> ➤ age-appropriateness ➤ safety (e.g. flammability, stability) ➤ cost ➤ design/ergonomics (e.g. comfort) ➤ durability (e.g. materials) ➤ hygiene (e.g. easy to clean, washable) <p>How does what you can afford to buy link to RO18-Peer pressure?</p> <p>How does your decisions to buy second hand toys from reputable sources link to Safety?</p>	<p>British standards institution- https://www.rewardinglearning.org.uk/microsites/home_economics/docs/rev_gcse/classroom_activities/playing_cards3.pdf</p> <p>Accessible activities https://www.nhs.uk/change4life/activities/accessible-activities</p> <p>Whole Body Activities to improve Gross Motor Skills for those with physical disabilities who are mobile on the floor https://www.gympanzees.org/our-home/activities-for-home-for-children-with-mild-physical-disabilities/indoor-activities-for-those-with-physical-disabilities</p>	
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<p>❖ methods of recording (e.g. chart, photographs, written, child's work)</p>	<p>When purchasing equipment/ toys for babies and children-what safety markings should be visible on the packaging/product?</p> <p>Where would you find equipment and toys for babies or children with physical disabilities?</p>	<p>Links to RO19-Nutrition</p> <ul style="list-style-type: none"> ❖ What does Energy input V's energy output mean? ❖ What does 'Sedentary' mean? ❖ What are deficiencies? ❖ How can deficiencies affect growth and development? <p>Nutrient Deficiencies https://www.healthline.com/nutrition/7-common-nutrient-deficiencies</p> <p>What does RoSPA stand for? How can we link it to this LO? RoSPA https://www.rospace.com/</p> <p>what is the 'Red Book'? personal child health record (red book) https://www.nhs.uk/conditions/pregnancy-and-baby/baby-reviews/</p> <p>Change for Life https://www.nhs.uk/change4life</p>	
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Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years
LO4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years

4.1 MB 1: 1-4 marks	4.1 MB 2: 5-8 marks	4.1 MB 3: 9-12 marks
<p>Carries out activities for a chosen developmental area and produces brief records for the observations.</p> <p>Provides a basic explanation of some comparisons to the expected developmental norm chosen.</p> <p>A limited range of examples will be given for some of the comparisons.</p>	<p>Carries out activities for a chosen developmental area and produces detailed records for the observations.</p> <p>Provides a sound explanation of some comparisons to the expected developmental norm chosen.</p> <p>A range of examples will be given for some of the comparisons.</p>	<p>Carries out activities for a chosen developmental area and produces comprehensive records for the observations.</p> <p>Provides a detailed explanation, with reasoning, of comparisons to the expected developmental norm chosen.</p> <p>A wide range of examples will be given for the comparisons.</p>

4.2 MB 1: 1-4 marks	MB 2: 5-8 marks	MB 3: 9-12 marks
<p>With reference to both the plan and the activities:</p> <p>A basic evaluation is produced which may give limited suggestions for improvements.</p> <p>A conclusion that outlines whether the aims were met.</p> <p>There may be some errors in spelling, punctuation and grammar</p>	<p>With reference to both the plan and the activities:</p> <p>A sound evaluation is produced with some relevant suggestions for improvements.</p> <p>A conclusion that explains whether the aims were met.</p> <p>There may be minor errors in spelling, punctuation and grammar</p>	<p>With reference to both the plan and the activities:</p> <p>A thorough evaluation is produced with detailed and relevant suggestions for improvements with justification for those changed.</p> <p>A conclusion that explains whether the aims were met with some relevant justification.</p> <p>There will be few, if any, errors in spelling, punctuation and grammar.</p>

<p>Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p> <p>4.1 How to carry out a range of different activities for a chosen developmental area,</p> <ul style="list-style-type: none"> ❖ introduce the activities (e.g. providing an outline of the activities to the child) ❖ methods of observing the activities ❖ methods of recording the activities ❖ compare the child with the expected developmental norms for the area chosen. 	<p>Why is important to ask permission from the child's parent or primary carer?</p> <p>Why is important to gather all information before planning play activities for your chosen child?</p> <p>What external factors need to be considered before planning and undertaking activities?</p> <p>What factors could drastically alter your predicted outcome?</p> <p>What would be the best way to record your results? Are the parents/primary carers happy for you to record the task activity? Would you use a digital device to visually record? Would you use your mobile phone? If so-why? If not- why not?</p> <p>Will you have a tick sheet? Will you use a notepad?</p>	<p>Pupils to accrue their own research materials to underpin their assignment task before commencing.</p> <p>Pupils to plan and oversee the following:</p> <ul style="list-style-type: none"> ❖ parental consent ❖ suitable age range child ❖ age/stage activities ❖ location/environment ❖ plan B-weather, illness, change in circumstances, timings etc... ❖ predictions ❖ methods of observing ❖ methods of recording ❖ comparison re. developmental norms ❖ formatting outcomes 	
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<p>Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p> <p>4.2 How to evaluate the activities</p> <ul style="list-style-type: none">❖ strengths/weaknesses❖ recommended improvements❖ draw conclusions	<p>What are your findings?</p> <p>Did they match with your predictions? If so-how If not-why not?</p> <p>What are the:</p> <ul style="list-style-type: none">❖ Strengths❖ Weaknesses❖ Opportunities❖ Threats <p>If you were to do this activity again would you change anything?</p>		
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