

# Year 11 CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment	Autumn 1 TOPIC	Autumn 2 TOPIC	Spring 1 TOPIC	Spring 2 TOPIC	Summer 1 TOPIC	Summer 2 TOPIC
<b>English</b>	<b>AQA Paper 1 Recap</b> <b>Reading Exam Skills/Miss Peregrine's Home for Peculiar Children- fiction/ Jack the Ripper- non-fiction</b> Recap on paper 1- Section A Developing <b>Reading skills</b> : Exploring the text of choice through language skills to engage with text. Describe; explain; analyse; evaluate using a range of fictional extracts Developing analytical skills on structure of texts and critical evaluation of texts. Evaluate writers structural and linguistic choices and the impact they have on the reader. <b>In class assessment: Reading Q.2</b>	<b>Functional Skills Revision and past papers.</b> Sit <b>Functional Skills Exam</b> AQA Paper 1 Recap Writing Exam Recap on paper 1- Section B Revise the key differences between narrative writing and descriptive writing. Complete descriptive and narrative tasks developing openings/endings/ sophisticated vocabulary and literary devices Walking talking mock and peer/self-marking. <b>Use relevant good extracts for pupils to read and see how techniques work.</b> Speaking and Listening Endorsement- students will 'complete' their speech which some had begun in previous term. It gives the opportunity for new learners to complete their research and speech here too.	<b>Read, analyse and build upon and build on writing skills.</b> This purpose of this term is to dive into the 19th century Students to focus on P2, Q3 AQA Paper 2 Section A and B Exam Skills <b>Revise reading skills:</b> describe; explain; analyse; evaluate using a range of non-fiction extracts Practice writing summaries / newspaper articles/ reports/letters/ essays to develop language techniques and Spag for effect <b>Speaking and Listening assessment-</b> to be presented before the end of this term.	<b>Practice Mock papers</b> <b>Use past papers and example papers from AQA materials and resources</b> Complete walking-talking mocks Pupils to understand the mark scheme and have opportunities to self/ peer assess. <b>Mock paper 1 section B Exam Practice Tasks</b> This unit will focus on Q5 of both papers and going through students' mocks. We will focus key areas that students have proven to show some difficulty in	<b>Practice Mock papers,</b> <b>reading</b> and writing components and timings. Use past papers and example papers from AQA materials and resources Complete <b>walking-talking mocks</b> Pupils to understand the mark scheme and have opportunities to self/ peer assess.	
<b>Maths</b>	<b>Area/Circum of Circle</b> Solve problems by applying formula for circumference of a circle Solve problems involving the volume of a cylinder Solve problems by applying formula for area of a circle Solve problems involving	<b>Enlargements</b> Reflect shapes in a given mirror line. Initially line parallel to the coordinate axes and then $y = x$ or $y = -x$ Enlarge shapes by a given scale factor from a given point Substitution Angle properties	<b>Pythagoras</b> Identify the hypotenuse Apply $a^2 + b^2 = c^2$ to find the length of the hypotenuse Apply $a^2 + b^2 = c^2$ to find the length of a shorter side	<b>GCSE- Revision for exam</b>	<b>GCSE- Revision for exam</b>	

	<p>the surface area of a cylinder</p> <p>Frequency Polygons</p> <p>Recognise trends from a frequency polygon</p> <p>Revise averages and range</p> <p>Identify trends in data over time (e.g. from a graph)</p> <p>Algebraic equations</p> <p>Solve equations with brackets</p>	<p>Know that the sum of the exterior angles of any polygon is 360 degrees</p> <p>Find the size of each exterior/interior angle of a regular polygon</p>	<p>Frequency tables</p> <p>Bearings</p> <p>Averages</p> <p>Find the modal class interval and estimate for the mean of a grouped frequency distribution by using the mid-interval value</p> <p>Finding median values from tables of data</p> <p>Discuss bias</p>			
<b>PHSE</b>	<p>Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module.</p> <p>Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module</p>					
	<p><b>Termly Theme: Consent</b></p> <p>The aim of this unit is to provide learners with the knowledge to be able to understand consent as well as understand the legislation in relation to consent.</p> <p>Understand what is meant by consent</p> <p>Know the legislation in relation to consent and consequences</p> <p>Identify sources of support</p>	<p><b>Termly Theme: Mental health &amp; wellbeing</b></p> <p>The aim of this unit is to provide learners with the knowledge to understand what is meant by mental health and wellbeing.</p> <p>Know what is meant by mental health and wellbeing</p> <p>Understand the importance of communication to aid self-care for mental health and wellbeing</p> <p>Know how to improve mental health and wellbeing.</p> <p>Know about mental health and wellbeing sources of advice and support</p>	<p><b>Termly Theme: Sex &amp; relationships</b></p> <p>The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs.</p> <p>Know about different sexual relationships</p> <p>Understand consent and the law</p> <p>Understand methods of contraception.</p> <p>Know how to maintain good sexual health</p>	<p><b>Termly Theme: Drugs &amp; Substance misuse</b></p> <p>The aim of this unit is to provide learners with knowledge about the use of legal and illegal drugs as well as other substances.</p> <p>Understand the use of legal and illegal drugs and other substances.</p> <p>Understand the effects of drug and substance misuse.</p> <p>Know how to access sources of help/support relating to substance misuse.</p>	<p><b>Termly Focus: Completing /consolidating and outstanding units or assessment criteria</b></p> <p>The aim of this term is to give pupils the chance to catch up on any missed learning opportunities, and to complete units working towards their level 1</p> <p>Award/certificate in personal wellbeing.</p> <p>Pupils will consolidate their learning from previous units focusing on next steps.</p> <p>Pupils may complete focused lessons on the latest news stories focused around previous topic subject material</p>	
<b>Food Tech</b>	<p><b>Unit 3- Exploring balanced diets- What is meant by a balanced diet</b></p> <p>The nutrients that make up a balanced diet</p>	<p><b>Unit 3- Exploring balanced diets-</b></p> <p>Healthy eating advice</p> <p>How nutritional information of food labels can inform healthy eating</p> <p>Food diaries and recommendations</p>	<p><b>Unit 4- Plan and produce dishes in response to a brief</b></p> <p>Assessing requirements of a set brief</p>	<p><b>Unit 4 Plan and produce dishes in response to a brief</b></p> <p>Practical sessions will focus on:</p>	<p>Recap units 3 and 4- complete any unfinished coursework tasks</p>	

	<p>Nutrient requirements for different groups of people</p> <p>Practical sessions focusing on: <b>Assessing recipes in terms of contribution to healthy eating</b></p> <p>How can recipes be adapted to make them healthier</p> <p>Other factors which could affect the finished dish.</p>	<p>Practical sessions focusing on: <b>Assessing recipes in terms of contribution to healthy eating</b></p> <p>How can recipes be adapted to make them healthier</p> <p>Other factors which could affect the finished dish</p>	<p>Selecting a menu of dishes for a brief</p> <p>Developing a plan of action for making the dishes</p> <p><b>Reviewing and revising plans based on feedback</b></p>	<p><b>Demonstrating how to prepare the cooking environment</b></p> <p><b>Using plans to make dishes</b></p> <p><b>Demonstrating cooking skills</b></p> <p><b>Demonstrating safe and hygienic working practice</b></p> <p><b>Assess the strengths and weaknesses of a menu</b></p> <p><b>Assess strengths and weaknesses of completed dishes</b></p> <p><b>Evaluate own brief</b></p>	
<b>Science</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, KS3 Science Study Guide for each module.</b>				
	<p><b>Unit: ASc7: Investigating Variations in plants &amp; animals</b></p> <p>Learners will develop the skills needed to prepare and stain plant and animal cells, investigating variations by developing basic keys for identification.</p> <p>In this unit, students will:</p> <p>Using staining techniques when preparing slides</p> <p>Investigating variation</p> <p>Presenting results</p> <p>Variations in humans</p> <p>How to use a microscope to observe cells</p> <p>Parts of plant and animal cells</p> <p>Preparation of identification keys</p> <p>Managing and presenting results of practical work</p> <p><b>Assessment evidence will include:</b></p> <p><b>Learner logs to include evidence of the preparation of slides, supported by tutor observation.</b></p> <p><b>Presentation of research into variation in an appropriate format.</b></p> <p><b>Presentation of results of practical work in an appropriate form such as graphs, pie charts, identification keys.</b></p> <p><b>unit assessment Booklet</b></p>	<p><b>Unit: A2: Developing a personal progression plan</b></p> <p>Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there</p> <p>In this unit, students will learn about:</p> <p>Benefits and purpose of developing a progression plan</p> <p>Finding out about progression opportunities</p> <p>Setting a progression goal</p> <p>Identifying the skills and behaviours</p>	<p><b>Unit: ASc10: Making a chemical product</b></p> <p>Learners will develop their skills in planning and making a chemical product safely. They will also review their own performance and the fitness for purpose of the chemical product.</p> <p>In this unit, students will:</p> <p>Practical skills, including measuring, weighing, heating, filtering, working safely</p> <p>Using equipment, including pipettes, Bunsen burners, hot plates, water baths, glassware, filter funnels, balances, thermometers</p> <p>Chemical products for use in the household</p> <p>Factors to consider when planning to make a chemical product</p> <p>Practical skills and techniques needed to make a chemical product</p> <p>Techniques needed to make product</p> <p>Simple chemical reactions</p> <p>Health and safety procedures, including risk assessments</p> <p><b>Assessment evidence will include:</b></p> <p><b>Plan recorded in a report or learner log.</b></p> <p><b>Photographs of final chemical product supported by tutor observations.</b></p> <p><b>Report or recorded discussion about learner performance.</b></p>		

			needed to meet progression goal Reviewing own skills and behaviours against progression goal Creating a progression plan Assessment evidence will include: Audit of skills and behaviours. Personal progression plan. unit assessment Booklet			
<b>P. E</b>	<b>Basketball</b> <b>Introductions to basketball</b> Dribbles lay-ups jump shots defensive work offensive team work <b>Match</b>	<b>Badminton</b> <b>Introductions to badminton</b> Serves Smash overhead clear drop shot target hitting doubles <b>Match singles/doubles</b>	<b>Short Tennis</b> <b>Introductions to short tennis</b> Serves overhead smash volleys forehands backhands <b>Match singles/doubles</b>	<b>Cricket</b> <b>Introductions to cricket</b> Bowling Batting Catching Throwing Fielding positions <b>Games of cricket</b>	<b>Football</b> <b>Introductions to football</b> Defending Attacking Passing Shooting All techniques <b>Match</b>	
<b>Occupational Studies</b>	<b>Brickwork</b> Know the hand tools and materials commonly used to perform brickwork tasks. Understand the important health, safety and welfare issues associated with brickwork tasks Be able to apply safe working practices to the setting out and construction of brickwork to given specifications Why – To give the pupils an introduction into working as part of a team and how to use tools safely. <b>Reading – How to use materials and equipment correctly. Reading learning</b>	<b>Plants</b> Be able to identify garden/allotment produce Know how to control weeds Be able to grow and care for plants grown from seed Why – So the pupils can continue to build on skills learnt in previous unit and develop their understanding of safe work practices. <b>Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.</b> <b>Assessment – On going in workbooks and dated when achieved assessment criteria.</b>	<b>Herbs</b> Know characteristics of herbs and their uses Understand the factors to be considered in selecting herbs for a particular site Understand how to cultivate a range of herbs Why – This is the best time of year for pupils to work on the horticulture because of weather and sowing times. <b>Reading – How to use materials and</b>	<b>Understand how to cultivate a range of herbs</b> Be able to write a formal letter Why – Year 11 pupils will be reaching the end of their time at school and will be using the skills covered in this unit to help with their next steps into further education or employment. <b>Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.</b>	<b>Be able to communicate effectively on the telephone</b> Be able to take part in a meeting Why – Year 11 pupils will be reaching the end of their time at school and will be using the skills covered in this unit to help with their next steps into further education or employment. <b>Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.</b> <b>Assessment – On going in workbooks and dated when achieved assessment criteria.</b>	<b>Completing any outstanding theory or practical work required to achieve certification</b> To help the pupils complete the units so they can gain qualification.

	objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.		equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	Assessment – On going in workbooks and dated when achieved assessment criteria.		
<b>Art</b>	<b>Personal project</b> where pupils are encouraged to develop their ideas, research work of other artists and experiment with different techniques and materials. Why – To encourage the pupils to work independently and cover each assessment criteria. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils.	<b>Personal project</b> where pupils are encouraged to develop their ideas, research work of other artists and experiment with different techniques and materials. Why – To encourage the pupils to work independently and cover each assessment criteria. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils.	<b>GCSE exam paper.</b> Research ideas connected to the theme and experiment with different techniques to develop a final piece. Art exam	<b>GCSE exam paper.</b> Research ideas connected to the theme and experiment with different techniques to develop a final piece. Art exam	<b>GCSE exam paper.</b> Pupils sit formal 10-hour exam based on their ideas from the previous term. Art exam	
<b>Princes Trust</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module.</b>					
	<b>Presentation Skills</b> The aim of this unit is to support the learner to develop their understanding of the benefits and different purposes presentations have, as well as develop the skills needed to give a presentation. The unit	<b>CAREER PLANNING</b> The aim of this unit is to give the learner an understanding of the job search, application and interview process in order to equip them with the skills necessary to progress onto a sustainable job/training opportunity that is suited to their interests. It	<b>Teamwork Skills</b> The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards	<b>DIET</b> This unit enables learners to explore and understand the benefits of a balanced diet as part of a healthy lifestyle. It also encourages learners to develop independent living skills that they	<b>Time Management</b> In this session, young people will explore the importance of managing and using them time in a positive, constructive way. They'll consider the value of free time in terms of their wellbeing, but also the different, practical ways of	<b>Money Management</b> The aim of this unit is to support learners to understand some of the basic principles around personal money management. Throughout this unit, learners will be given the opportunity to gain knowledge on how to budget and how to plan their own personal spending, while looking at wage slips and bank statements.

	requires the learner to prepare, deliver and review their own presentation. <b>workbooklet</b>	is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and experience required in that profession. With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves both, using their CVs or applications, and in person when they get to the interview. <b>workbooklet</b>	achieving shared objectives. The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme. <b>workbooklet</b>	can take into the future. <b>workbooklet</b>	putting it towards activities and interests which can help them gain valuable skills and experiences. Understand how to structure time and use it well Plan and use time in a variety of differing roles and situations Have an increased sense of the value of time and its importance in personal and professional life Understand how to plan time to accomplish constructive activities and help other in their community <b>workbooklet</b>	Learners will find out about the key money matters when in employment. They will explore the different ways they can be paid for work, national minimum wage, national living wage and what deductions are made from their earnings. <b>workbooklet</b>
<b>Hair and Beauty</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, An introduction to the Hair &amp; Beauty Sector text book for each module.</b>					
	Unit: <b>HB5: Finding out about the hair and beauty industry</b> Learners will have the opportunity to develop skills and explore the services and treatments offered in the hair and beauty industry. In this unit students will be: Finding out and researching different roles and career opportunities in the hair and beauty industry Identifying skills required in hair and beauty roles Developing and communicating ideas about findings through a presentation	Unit: <b>HB9: Carrying out a treatment</b> Learners will have the opportunity to develop and practise, under supervision, practical skills used in hair and beauty in a salon environment. In this unit students will: Consulting appropriately with customers Carrying out preparation techniques Carrying out hair and beauty task Being professional Practising safe and hygienic working practices <b>Assessment evidence include:</b> Record of customer consultation Logbook of preparation stages for tasks Leaflet listing hair and beauty tasks	Unit: <b>HB8: Looking after customers</b> Learners will have the opportunity to develop and practise skills in providing customer service while working in a salon environment. In this unit students will: Communicating appropriately with customers Being proactive and flexible, responding to customers in a salon environment Providing customer service	Unit: <b>HB12: Demonstrating hair styling</b> Learners will have the opportunity to develop and practise skills in hair management and styling. In this unit students will: Developing and communicating ideas for hair styles Communicating appropriately with customers Working with others, customers and hairdressers, in a simulated salon	Unit: <b>A1: Being organised</b> Learners will develop key techniques to help organise their work and priorities and manage their time effectively In this unit students will: Organisational skills Time management Use of ICT management Tools <b>Assessment evidence includes:</b> A planner for a two-week period. <b>Supporting documentation that demonstrates the techniques used.</b>	Unit: <b>HB6: Responding to a hair and beauty theme</b> Learners will develop the skills and techniques needed to produce a mood board and an image that communicate their hair and beauty ideas in response to a brief. In this unit students will: Sourcing products and materials to use to come up with ideas Experimenting with products, materials and techniques, e.g. practising to drawing the image and presentation Developing and communicating ideas for final image linked to mood board Producing final mood board and image Communicating ideas

	<p>Producing information about skills and career routes in the hair and beauty industry</p> <p>Working with others to identify roles within a team in the hair and beauty industry</p> <p>Assessment evidence include:</p> <p>Small team presentations with individual contribution identified</p> <p>Poster showing variety of venues for salons</p> <p>Organisation charts for salons</p> <p>Lists of skills and treatments advertised in a handout or poster</p> <p>Advert created for senior role in either hair or beauty, describing skills and experience required</p> <p>Job description for the job advertised</p>	<p>Feedback record from client</p> <p>Recording/video of task being carried out</p>	<p>in a salon environment</p> <p>Being professional</p> <p>Practising hygienic working Practices</p> <p>Assessment evidence include:</p> <p>Guidelines for customer care</p> <p>Lists of communication techniques to use in different scenarios</p> <p>Role-play recordings of communication scenarios</p> <p>Handout on presenting a professional image</p> <p>Leaflet/poster on safe and hygienic working practices</p> <p>Record of carrying out customer service activities</p>	<p>situation to prepare for and provide hair treatments</p> <p>Reviewing own work and identifying how to improve</p> <p>Assessment evidence includes:</p> <p>Leaflet on different shampoo, conditioners and pH impact</p> <p>Poster showing variety of hair styles</p> <p>Mood boards</p> <p>Handout on preparation techniques</p> <p>Record of techniques and client care being demonstrated</p> <p>Logbook of styles and procedures carried out</p> <p>Leaflet/poster on safe working practices</p> <p>Role play of client consultation</p>	<p>Assessment evidence includes:</p> <p>Mood board in line with given brief</p> <p>Image presented which replicates mood board design and brief</p> <p>Record of skills and techniques used to create the mood board and image ideas</p>	
<b>Duke of Edinburgh</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module.</b>					
	<p><b><u>Volunteering Section</u></b></p> <p>To inspire young people to make a meaningful contribution within their communities, influence change, and shape the world they want to live in. Volunteering can transform society. This section seeks to connect young people with opportunities to make a meaningful impact on issues they care about and have a positive social impact. Through volunteering, participants can:</p>	<p><b><u>SKILLS</u></b></p> <p>The Skills section is about discovering what pupils are really good at. Maybe they want to get better at something they already do, like playing a musical instrument, or learn something for the very first time, like how to design a website?</p> <p>The Physical section is a chance for you to focus on your health and fitness and have fun along the way. As long as you pick something that requires a sustained level of energy and physical activity, the possibilities are endless. Improve</p>	<p><b><u>Physical</u></b></p> <p>The aim of the Physical section is to inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity. Participants must choose an activity and with your help, set an appropriate challenge. They must do their physical</p>	<p><b><u>SKILLS</u></b></p> <p>Students will continue to build on their skills. The Skills section is about discovering what pupils are really good at. Maybe they want to get better at something they already do, like playing a musical instrument, or learn something for the very first time, like how to design a website?</p>	<p><b><u>Expedition section:</u></b></p> <p>To inspire young people to develop initiative and a spirit of adventure and discovery by planning, training for and completing an adventurous self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition. Team Goal Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft</p>	<p><b><u>Expedition section:</u></b></p> <p>To inspire young people to develop initiative and a spirit of adventure and discovery by planning, training for and completing an adventurous self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition. Team Goal Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft skills</p>

	<p>Increase community cohesion through a cause or social action.</p> <p>Support the well-being of members of their community and themselves.</p> <p>Feel empowered to lead change.</p> <p>Build empathy and make a positive impact on others.</p> <p>Further understand their own goals by evaluating their progress and building confidence and self-esteem.</p> <p>Increase their employability chances and skills for life by developing teamwork and leadership abilities.</p> <p>Build confidence by being around people they may be unfamiliar with.</p> <p>Volunteering is about giving time to do something meaningful, motivated by making a difference rather than making money.</p> <p>Participants should look for impactful opportunities around them – this can be in person or online.</p> <p>Meaningful volunteering is different for everyone</p>	<p>your football, rock climbing or dance skills or try a completely new sport or activity. Join a team or do it on your own. You don't have to be super fit or world class – with the DofE, it's about setting your own challenges, giving 100% and being the very best you can be.</p>	<p>activity regularly, for at least an hour a week, for the planned time.</p>		<p>skills</p> <p>Environment The environment chosen must become progressively more challenging through the award levels – environments could include rural, urban or restricted spaces.</p> <p>Accommodation: Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses.</p> <p>Mode of travel Participants must choose an appropriate mode of travel for the environment they'll be journeying through.</p> <p>Journeying must be by participants' own physical effort, although mobility aids may be used where appropriate to the needs of the participant.</p> <p>Food Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal each day (optional on the final day).</p> <p>Participants must behave responsibly with respect for their team members, Leaders, landowners, the public and animals, and must understand and adhere to the Countryside, Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).</p>	<p>Environment The environment chosen must become progressively more challenging through the award levels – environments could include rural, urban or restricted spaces.</p> <p>Accommodation: Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses.</p> <p>Mode of travel Participants must choose an appropriate mode of travel for the environment they'll be journeying through. Journeying must be by participants' own physical effort, although mobility aids may be used where appropriate to the needs of the participant.</p> <p>Food Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal each day (optional on the final day).</p> <p>Participants must behave responsibly with respect for their team members, Leaders, landowners, the public and animals, and must understand and adhere to the Countryside, Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).</p>
	<p>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, KS3 Science Study Guide for each module.</p> <p>Assessment Method:</p>					



<b>Child Development</b>	<ul style="list-style-type: none"> <li>Portfolio of evidence - completion of an internally created and internally assessed, assessment booklet assessing if pupils meet required skills outcomes for each unit.</li> <li>Practical demonstration/assignment- A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</li> </ul>					
	<b>Unit: CBA207: Child Development</b> This unit will enable the learner to understand child development. Understand the development of children from 0-1 year. Understand the development of children from 1-3 years. Be aware of a range of childcare provision. Understand the need to create a safe environment for children.	<b>Unit: CBA 209: Children's social and emotional development</b> This unit will enable the learner to understand children's social and emotional development. Understand key elements of children's social and emotional development. Understand children's social and emotional needs. Know how children acquire their behaviour patterns Understand how to encourage children to feel positive about themselves.	<b>Unit: CBA153: Team work skills in practice</b> This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity. Understand the different roles and responsibilities within a team. Be able to contribute to the setting of team and own goals. Be aware of others' rights to communicate within a team. Recognise the importance of co-operation within a team. Be able to review team performance.	<b>Unit: CBA208: Developing language and communication</b> This unit will enable the learner to understand how to develop language and communication skills in children. Recognise the key elements of language development and communication in children Understand the importance of language skills development in children Understand the role of the child care worker in promoting language skills. Recognise the importance of children's needs in respect of language. Understand links between language and communication skills.	<b>Unit: CBA219: Making and using story sacks</b> This unit will enable the learner to make and use story sacks to support a child's development Understand the purpose and content of story sacks. Know how to produce a story sack Be able to use a story sack effectively. Know how to use a prompt card. Be able to evaluate the use of a story sack	<b>Unit: CBA214; The role of play in child development</b> This unit will enable the learner to understand how play impacts on child development. Understand the role of play in child development. Understand the purpose of play activities for children Understand the importance of planning for play activities Know how stereotyping can affect children's participation in activities.