

FLIGHTPATH

CHILD DEVELOPMENT

| | Year 11 | Year 11 | Year 11 | Year 11 | Year 11 | Year 11 | Year 11 |
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| | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Unit 1: Health and Well-being for Child Development RO18 | Shows some understanding of reproduction and the roles and responsibilities of parenthood. Has some understanding of antenatal care and preparation for birth. Displays some understanding of postnatal checks, provision and conditions for development. Shows some understanding of how to recognise, manage and prevent childhood illnesses. Knows some information regarding child safety#. | Shows reasonable understanding of reproduction and the roles and responsibilities of parenthood. Has reasonable understanding of antenatal care and preparation for birth. Displays reasonable understanding of postnatal checks, provision and conditions for development. Shows reasonable understanding of how to recognise, manage and prevent childhood illnesses. Knows a reasonable amount of information regarding child safety | Shows good understanding of reproduction and the roles and responsibilities of parenthood. Has good understanding of antenatal care and preparation for birth. Displays good understanding of postnatal checks, provision and conditions for development. Shows good understanding of how to recognise, manage and prevent childhood illnesses. Knows a good amount of information regarding child safety. | Shows effective understanding of reproduction and the roles and responsibilities of parenthood. Has an effective understanding of antenatal care and preparation for birth. Displays effective understanding of postnatal checks, provision and conditions for development. Shows effective understanding of how to recognise, manage and prevent childhood illnesses. Knows an effective amount of information regarding child safety | Shows a highly effective understanding of reproduction and the roles and responsibilities of parenthood. Has highly effective understanding of antenatal care and preparation for birth. Displays highly effective understanding of postnatal checks, provision and conditions for development. Shows highly effective understanding of how to recognise, manage and prevent childhood illnesses. Knows a highly effective amount of information regarding child safety. | Shows highly effective and relevant understanding of reproduction and the roles and responsibilities of parenthood. Has highly effective and relevant understanding of antenatal care and preparation for birth. Displays highly effective and relevant understanding of postnatal checks, provision and conditions for development. Shows highly effective and relevant understanding of how to recognise, manage and prevent childhood illnesses. Knows a highly effective and relevant amount of information regarding child safety. | Shows highly effective, relevant and specific understanding of reproduction and the roles and responsibilities of parenthood. Has highly effective, relevant and specific understanding of antenatal care and preparation for birth. Displays highly effective, relevant and specific understanding of postnatal checks, provision and conditions for development. Shows highly effective, relevant and specific understanding of how to recognise, manage and prevent childhood illnesses. Knows a highly effective, relevant and extensive amount of information regarding child safety. |
| Unit 2: Understand the equipment and nutritional needs of children from birth to five years RO19 | Includes a range of examples and displays some understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows some understanding of the key factors when choosing equipment for children from one to five years. Can outline some functions and sources of, and has some knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are basic but show some imagination and knowledge of feeding solutions for children from birth to five years with basic analysis. | Includes a range of examples and displays reasonable understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows reasonable understanding of the key factors when choosing equipment for children from one to five years. Can outline functions and sources of, and has reasonable knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are reasonable and show reasonable imagination and knowledge of feeding solutions for children from birth to five years with basic analysis. | Includes a good range of examples and displays a good understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows good understanding of the key factors when choosing equipment for children from one to five years. Can outline functions and sources of, and has good knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are good and display a level of imagination and knowledge of feeding solutions for children from birth to five years with basic analysis. | Includes a wide range of examples and displays an effective understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows effective understanding of the key factors when choosing equipment for children from one to five years. Can clearly outline functions and sources of, and has effective knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are effective display a good level of imagination and knowledge of feeding solutions for children from birth to five years with basic analysis. | Includes a wide and varied range of examples and displays a highly effective understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows highly effective understanding of the key factors when choosing equipment for children from one to five years. Can clearly outline functions and sources of, and has highly effective knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are highly effective and display a high level of imagination and knowledge of feeding solutions for children from birth to five years with basic analysis. | Includes a varied and imaginative range of examples and displays a highly effective and relevant understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows highly effective and relevant understanding of the key factors when choosing equipment for children from one to five years. Can very clearly outline some functions and sources of, and has highly effective and relevant knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are highly effective and relevant and display a very high level of imagination and knowledge of feeding solutions for children from birth to five years with basic analysis. | Includes a varied and imaginative range of examples and displays a highly effective, relevant and specific understanding of the key factors when choosing equipment for babies from birth to 12 months. Shows highly effective, relevant and specific understanding of the key factors when choosing equipment for children from one to five years. Can very clearly outline many functions and sources of, and has highly effective, relevant and specific knowledge of, the nutritional guidelines and requirements for children from birth to five years. Investigative skills are highly effective and relevant and display a very high level of imagination and extensive knowledge of feeding solutions for children from birth to five years with basic analysis. |
| Unit 3: Understand the development of a child from birth to five years RO20 | Can outline, and show some understanding of, the physical, intellectual and social development norms from birth to five years. Displays some understanding of and outlines a few examples of, the benefits of learning through play. Has some skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are limited and some knowledge of different play activities for a chosen developmental area is displayed. | Can outline, and show reasonable understanding of, the physical, intellectual and social development norms from birth to five years. Displays reasonable understanding of and outlines some examples of, the benefits of learning through play. Has reasonable skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are emerging and reasonable knowledge of different play activities for a chosen developmental area is displayed. | Can outline a range of, and show good understanding of, the physical, intellectual and social development norms from birth to five years. Displays a good understanding of and outlines a few examples of, the benefits of learning through play. Has good skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are good and good knowledge of different play activities for a chosen developmental area is displayed. | Can outline a range of, and show effective understanding of, the physical, intellectual and social development norms from birth to five years. Displays an effective understanding of and outlines a few examples of, the benefits of learning through play. Has effective skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are effective and a high level of knowledge of different play activities for a chosen developmental area is displayed. | Can outline a wide range of, and show highly effective understanding of, the physical, intellectual and social development norms from birth to five years. Displays a highly effective understanding of and outlines some examples of, the benefits of learning through play. Has highly effective skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are highly effective and a very high level of knowledge of different play activities for a chosen developmental area is displayed. | Can outline a wide and relevant range of, and show highly effective and relevant understanding of, the physical, intellectual and social development norms from birth to five years. Displays a highly effective and specific understanding of and outlines some examples of, the benefits of learning through play. Has highly effective and relevant skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are highly effective and relevant, and a very high and specific knowledge of different play activities for a chosen developmental area is displayed | Can outline a wide, relevant and specific range of, and show highly effective and extensive understanding of, the physical, intellectual and social development norms from birth to five years. Displays a highly effective and specific understanding of and outlines many examples of, the benefits of learning through play. Has highly effective, relevant and extensive skills to plan different play activities effectively, for a chosen developmental area with a child from birth to five years. Evaluation skills are highly effective and relevant, and a very high level of extensive and specific knowledge of different play activities for a chosen developmental area is displayed |
| SP:AG | There are errors in spelling, punctuation and grammar which sometimes hinder overall meaning. | Students spell and punctuate with reasonable accuracy. Students use rules of grammar with some control of meaning and any errors do not significantly hinder overall. | | Students spell and punctuate with considerable accuracy. Students use rules of grammar with general control of the meaning overall. | | Students spell and punctuate with consistent accuracy. Students use the rules of grammar with effective control of meaning overall. | |