Curriculum planner for the refreshed Cambridge National in Child Development (J809)

## Welcome to our curriculum planner

We’ve produced this resource to help you plan your delivery of the refreshed Cambridge National in Child Development (J809).

We’ll show you at a high level how you could teach the course over **two or three years**, from September 2022.

A great feature of our refreshed qualification is the **flexibility** you have in tailoring delivery to suit your needs, so the approaches are just suggestions.

By **integrating the theories and principles** of Child Development and **applying practical activities**, your students will be able to develop their knowledge and understanding and complementary practical skills and so will be well prepared for both the examined and NEA assessments.

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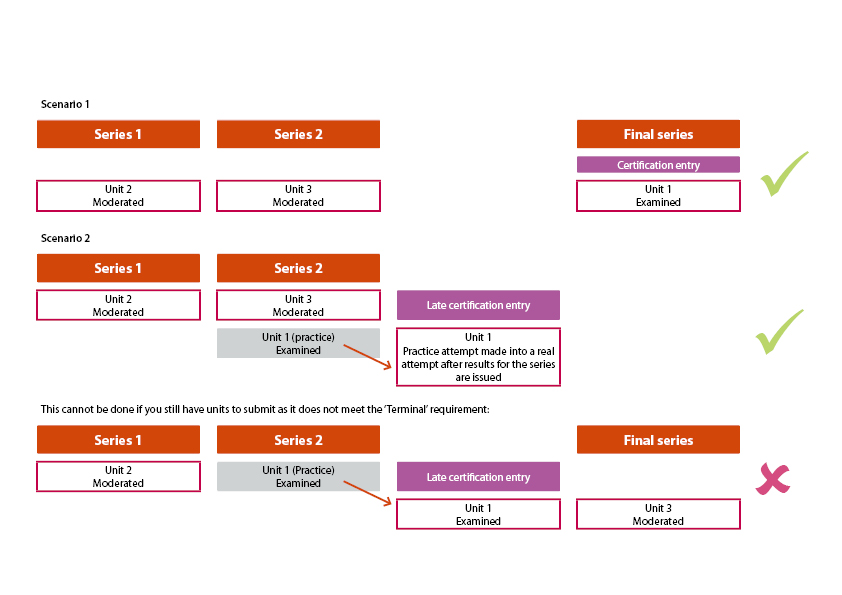
Take a look at the [Child Development web page](https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/) where you will find the specification, sample assessment material and mapping guide from the current to refreshed Cambridge National. You may also find our [guide to understanding assessment](https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf) and our [FAQs](https://support.ocr.org.uk/hc/en-gb/sections/360005131220-Cambridge-National-in-Child-Development-J809-From-2022-) helpful too.

# Assessment summary

| Examined assessment (40% of the course) | |
| --- | --- |
| **R057 (Mandatory) Health and well-being for child development**  Topics include:  • pre-conception health and reproduction   * antenatal care and preparation for birth * postnatal checks, postnatal care and the conditions for development * childhood illnesses and a child safe environment.   Examination: 1 hour 15 minutes | 48 GLH  70 Marks |

| Non-examined assessment (60% of the course) | |
| --- | --- |
| **R058 (Mandatory) Create a safe environment and understand the nutritional needs of children from birth to five years**  In this unit students will learn how to create a safe environment for children from birth to five years in childcare setting and choose equipment that is suitable and safe for use. They will also learn about children’s nutrition and dietary needs.  Topics include:   * creating a safe environment in a childcare setting * choosing suitable equipment for a childcare setting * nutritional needs of children from birth to five years.   OCR-set assignment Approx. 12-14 hours | 36 GLH  60 Marks |
| **R059 (Mandatory) Understand the development of a child from one to five years**  In this unit students will learn the physical, intellectual and social development norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development.  Topics include:   * physical, intellectual and social developmental norms from one to five years * stages and types of play and how play benefits development * observe the development of a child aged one to five years * plan and evaluate play activities for a child aged one to five years for a chosen area of development.   OCR-set assignment  Approx. 10-12 hours | 36 GLH  60 Marks |

## A reminder about the terminal assessment rule

You must bear in mind the ‘terminal assessment’ requirement; you have to submit all centre-assessed units either **before or in the same series as the final exam is taken.**

Take a look at our guide [Understanding the assessment: examined and moderated](https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf) for more detail.

# Curriculum planning suggestions

Models 1 and 2 below allow for students to develop skills, attempt mock versions of the non-exam assessments before submitting OCR-set assignments and also integrate exam content throughout the course, before drawing the focus in the last term’s teaching.

## Model 1: One teacher over two years

Applies if you are teaching over two years, with internally assessed units delivered with integrated exam content.

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | **R057**: 1.1 Factors affecting pre-conception health for woman and men  **R058**: 1.1 Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them. | **R057**: 1.2:  Other factors affecting the pre-conception health for women, 1.3 Types of contraception methods and their advantages and disadvantages  **R058**: 2.1(s) Choosing suitable essential equipment for a childcare setting. (working on OCR-set assignment Task 1) | **R057**: 1.4: The structure and function of the reproductive systems, 1.5 How reproduction takes place  **R058**: 3.1(s) current Government dietary recommendations for healthy eating for children from birth to five years, 3.2 Essential nutrients and their functions for children from birth to five years. (working on OCR-set assignment Task 3) | **R057**: 1.6 The signs and symptoms of pregnancy. TA2 Antenatal care and preparation for birth  **R058**: 3.3(s) Plan and preparing a feed/meal. and 3.4 How to evaluate planning and preparation of a feed/meal. (working on OCR-set assignment Tasks 3 and 4) | **R057**: TA3  Postnatal checks, postnatal care and the conditions for development  **R058** complete OCR-set assignment and submit[[1]](#footnote-2) | **R057**: TA3  Postnatal checks, postnatal care and the conditions for development  **R059**: 1.1 Expected development norms |
| **Year 11** | **R057** 4.1 Recognise general signs and symptoms of illness in children  **R059**: 1.1 Expected development norms. (working on OCR-set assignment material) | **R057** 4.2 How to meet the needs of an ill child  **R059**: 22.1 (s) and 2.2 (s) The stages and types of play activity 2.3(s) How play benefits development  (working on OCR-set assignment material) | **R057** 4.3 How to ensure a child-friendly safe environment  **R058**: opportunity for resubmission on new OCR-set assignment 1  **R059**: 3.1 Ways to observe and record the development of a child (working on OCR-set assignment material) | **R057** Examrevision  **R059**: 4.1 Planning and evaluating play activities. (working on OCR-set assignment material) | **R057** Examrevision  **R059** 4.1 Planning and evaluating play activities (working on and completion of R059 OCR-set assignment)**.** Submit for moderation1 | **R057**: Examination  (final opportunity) |

**See specification for details about submission and resubmission**: OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

## Model 2: One teacher over three years

Applies if you aim to start teaching to Year 9, with internally assessed units delivered with integrated exam content. (s) indicates synoptic content

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9** | **R058**: 1.1(s) Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them. | **R058**: 1.1(s) Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them. | **R058**: 1.1(s) Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them.  **R058**:2.1 Choosing suitable essential equipment for a childcare setting | **R058**: 2.1 Choosing suitable essential equipment for a childcare setting | **R058**: 3.1(s) and 3.2 Government dietary recommendations and essential nutrients | **R058**: 3.3 (s) and 3.4 Plan and preparing a feed/meal. How to evaluate planning and preparation of a feed/meal |

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | **R057**: 1.1 and 1.2 Factors affecting pre-conception health for women and men including other factors affecting pre-conception health for women  **R058**: OCR-set assignment (working on OCR-set assignment material Task 1 and Task 2) | **R057**: 1.3 Types of contraception methods, and their advantages and disadvantages  **R058**: OCR-set assignment (working on OCR-set assignment Task 3 and Task 4) | **R057**: 1.4.1 and 1.4.2  The structure and function of the female and male reproductive systems  **R058**: OCR-set assignment (submit for moderation) 1 | **R057**: 1.5  How reproduction takes place  1.6 The common signs and symptoms of pregnancy  **R059**: TA 1 Expected developmental norms from one to five years | **R057**: TA2  Anti-natal care and preparation for birth  **R058**: OCR-set assignment (resubmit for moderation) 1  **R059**: 2.1(s) and 2.2(s) The different stages and types of play | **R057**: 3.1  Postnatal checks  3.2 Postnatal care of the mother and baby  **R059**: 2.3(s) How play benefits development |

**See specification for details about submission and resubmission**: OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 11** | **R057**: 3.3 The developmental needs of children from birth to five years  **R059**: 3.1  Ways to observe and record the development of a child  **R059**: OCR-set assignment (working on OCR-set assignment material Task 1) | **R057**: 4.1 and 4.2 Childhood illnesses and how to meet the needs of an ill child  **R059**: 4.1 Planning and evaluating play activities  **R059**: OCR-set assignment (working on OCR-set assignment material Task 2)  **R057**: Exam revision | **R057**: Examination (practice attempt)  **R059**: OCR-set assignment (possible submission for moderation) 1 | **R059**:  OCR-set assignment opportunity (working on appropriate task)  **R057**: Exam revision | **R059**:  OCR-set assignment opportunity (working on appropriate task)  **R057**: Exam revision | **R057**: Examination (terminal assessment)  **R059** re-sit moderation opportunity1 |

**See specification for details about submission and resubmission**: OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

# Approaching the content

Below are some suggestions about how you could approach the content in each of the units. We’ve designed them to be developed by you and your centre to match the needs of your students and your expertise and approach.

| Knowledge and understanding | Practical activities |
| --- | --- |
| **Health and well-being for child development**  The Knowledge and Understanding taught in R057 will underpin the qualification and some will be applied in the NEA units. Knowledge and understanding could be integrally taught alongside practical activities and skills developed for the two NEA units.  This should provide an excellent opportunity to combine theory and principles of child development alongside practice to prepare students for the terminal assessment.  Pre-conception health and reproduction, childhood illnesses and a child safe environment could be taught as an introduction to the three units which will set the overall scene of the qualification.  Antenatal care and preparation for birth, postnatal checks and postnatal care can be taught theoretically in conjunction with the developmental needs of children from birth to five years where students can analyse and evaluate activities.  By integrating theory with practical activities required in the NEA units, and using mock and practice assessments, students will be well prepared for the terminal examination in R057. They will be able to relate theory to practice and put into context responses to questions they are required to answer. | **How to create a safe child friendly environment**  Students will be able to develop a deeper understanding of how to create a child friendly safe environment through recognising a common hazard and reasons why accidents happen, the importance of safety labelling, and why they are used on specific products. Through practice they will become confident in applying their knowledge to different childcare settings, which will prepare them for the NEA assessment R058.  **Essential nutrients and their functions for children from birth to five years**  Students will investigate why nutrients are important to meet the needs of babies and children for healthy growth and development. They will look at food sources and produce suitable examples for different age ranges, birth to 6 months, different formula milks, 6-12 months weaning stages, and 1 to 5 years the main food groups. These activities and the knowledge gained and applied to situations will help them to be well prepared for the NEA assessment R058.  **The developmental needs of children from one to five years**  Students will be able to focus in detail on the importance of a range of developmental needs and how these needs can be met; to include feeding, socialisation, play, opportunities for listening and talking and acceptable patterns of behaviour.It will allow them to investigate and consider a variety of needs, and how to evaluate and present their findings effectively. Using these techniques of research, analysis and evaluating, they will be well prepared for the NEA assessment R059. |

# Integrating exam content into practical components

We show you below essential knowledge and understanding that students will need for the examined unit, as outlined in the specification.   
You should aim to include and reinforce this content in your teaching as much as you can.

| Topic area within examined unit R057 that can be mapped to NEA: | Students must know and understand: | Students should be able to: |
| --- | --- | --- |
| TA3 The developmental needs of children from birth to five years | The importance of each developmental need and how these can be met to include:   * physical development * intellectual development * social development. | **R058** Essential equipment and factors for choice  Students will be required to choose equipment for a childcare setting and explain its suitability. |
| **R058** Current Government dietary recommendations for healthy eating  Students will explain the current Government dietary recommendations for healthy eating, nutritional needs and their functions for children from birth to five years. |
| **R058** Essential nutrients and their functions  Students will provide examples of food sources to meet the nutritional needs of birth – 6 months, 6-12 months and 1-5 years. |
| **R059** The expected developmental norms  Students will be required to explain with examples, the physical, intellectual and social developmental norms for an identified child from one to five years. |
| **R059** How play benefits development  Students will be required to create a range of play activities that support their development physically, intellectually, socially and creatively. |
| **R059** Plan and evaluate play activities  Students are required to produce a plan for a chosen play activity for an identified child. |
| **R059** Plan and evaluate play activities  They will gather feedback on their play activity to evaluate its success. |
| TA4 Childhood illnesses and a child safe environment | How to ensure a child-friendly safe environment. | **R058** Plan to create a safe environment |
| How to recognise common hazards and how these can be prevented in the kitchen, toilet/bathroom, stairs, play areas/garden. | Students will be required to apply their understanding of childhood accidents to different ages and childcare settings. Examples of why these accidents happen could include: the environment; safety equipment, part of a child’s development. |
| The importance of safety labelling.  BSI Kitemark, Lion Mark, age advice symbols, CE symbol and UKCA and children’s nightwear labelling. | **R058** Plan to create a safe environment  Students will be required to produce examples of how these accidents can be prevented and may include staff training, supervision, safety equipment, educating children and risk assessments. |

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