The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Child Development (CPLD)
Year Group	Year 12
Intent	**Successful and resilient learners:** Provide introduction to the Early years sector **Confident individuals:** Develop Understanding of Health and Wellbeing for Child development. **Responsible citizens:** Develop practical skills working with children ensuring understanding of the requirements of safeguarding.

Narrative	All learners will have knowledge and understanding of health and wellbeing of Children's Play Learning and Development This builds on the work done in KS4, Science, English (literacy) DT (toy safety symbols), Food Tech (nutrition) RE (ethical/moral issues), Maths (Finance), Preparation for Working Life How does this set them up for the years to come? The work on Health and Wellbeing learners as a basis for units being studied in years 12 and 13 and is key knowledge for external exam (12 and 13) at the coursework end of year 12 and 13					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Unit 1 Children's Development - principles of growth and development from birth to 7 years 11 months	Unit 1 Children's Development - Physical development. Cognition, language and communication	Unit 1 Children's Development	Unit 3 Play and Learning	Unit 3 Play and Learning	Unit 3 Play and Learning
Key skills	Apply knowledge and understanding in realistic contexts using scenarios and realistic activities.	Apply knowledge and understanding, research skills, questioning, analysis, critical evaluation	Apply knowledge and understanding, research skills, questioning, analysis, critical evaluation	Apply knowledge and understanding, research skills, questioning, analysis, critical evaluation	Apply knowledge and understanding, research skills, questioning, analysis, critical evaluation	Apply knowledge and understanding, research skills, questioning, analysis, critical evaluation
Cultural capital and careers	Understanding of the areas and patterns of physical development for 0 - 8 years and factors affecting development, linked to current EY practice. 50 hours work placement with at least two age ranges.	Understanding the cognitive, language and communication development from 0-8 years and theories and how they relate to current EY practice. 50 hours work placement	Understanding the social and emotional development from 0-8 and theories and how they relate to current EY practice. Understanding moral development. 50 hours work placement with at	Understanding importance of play in EY settings, different types of play and impact / benefits on development. Research/ observation on placement to gather evidence	Understanding of theoretical perspectives and curriculum approaches used currently in EY and applying to research / situations in placement	Understanding of the skills required by early years professionals. Planning and delivering learning activities with tow age ranges and evaluating impact. Consideration of equality, diversity,

		with at least two age ranges.	least two age ranges.			inclusion, safeguarding
Assessment	End of topic assessment and practice assessments	End of topic assessment and practice assessments	End of topic assessment and practice assessments	End of topic assessment and practice assessments	End of topic assessment and practice assessments Internal Assessment (Unit 3)	Internal Assessment (Unit 3) External Assessment (Unit 1)