**Scheme of** work – R058 **Create a safe environment and understand the nutritional needs of children from birth to five years**

## About this scheme of work

**Our redeveloped Cambridge National in Child Development J836 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre’s needs.Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You’ve given us lots of feedback on what you need from a scheme of work, so we’ve made sure this resource features:

* a **unit-specific** and **lesson by lesson** approach
* **simple** and **editable** Word format – or you can use our [blank template](https://www.ocr.org.uk/Images/639549-scheme-of-work-template.docx) to create your own version
* links to our [curriculum planner’s](https://www.ocr.org.uk/Images/619699-curriculum-planner.docx) first model which is one teacher teaching the qualification over two years, broken down into half terms
* each lesson’s **key words**
* **ideas** for teaching and learning with useful **links**
* some ‘warm up’ teaching ideas if you’re teaching over three years.

**Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.**



## Units and guided learning hours

Here is a reminder of the three units in the redeveloped Cambridge National in Child Development:

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| **Unit** | **Unit title** | **Guided learning hours (GLH)** | **How are they assessed?** | **Mandatory or optional?** |
| **R057** | Health and well-being for child development | 48 GLH | Examination: 1 hour 15 minutes  70 marks (40%) | Mandatory |
| **R058** | Create a safe environment and understand the nutritional needs of children from birth to five years | 36 GLH | OCR-set assignment  Approx. 12-14 hours  60 marks (30%) | Mandatory |
| **R059** | Understand the development of a child from one to five years | 36 GLH | OCR-set assignment  Approx. 10-12 hours  60 marks (30%) | Mandatory |

## Assumptions

* You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 36 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes; please adapt to your centre’s needs.
* Students can access some resources outside of lessons for any online homework or extension tasks.
* You will refer to the [specification](https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf) as the key document for detailed insight into the qualification’s content and assessment requirements.

## Summary of other equipment in this scheme of work

* Access to computers is beneficial for students to research and present their NEA.
* Useful to make a Glossary of Terms for students to complete. Can be used as quiz at the end of lessons to help learning ‘stick’.

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| Half-term 1 | |
| **Summary of what you will cover from the curriculum planner:** | **1.1 Plan to create a safe environment in a childcare setting.** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 and 2 | 1.1 Reasons why accidents happen in a childcare setting. | You could begin the unit with an introduction to a childcare setting. Discuss different settings and how a day nursery offers different rooms for different age ranges.  In the first lesson you could:   * Brainstorm different childcare settings using the whiteboard. * Give an overview of how a nursery utilises their space by offering different rooms for different age ranges including an outside play area. * Discuss equipping the nursery with the necessary items they would need for each room. * Make a plan of a nursery, divided into three rooms, 0-1 years, 1-3 years, 3-5 years. Include an outside play area. | Nursery  Pre-school  Childminder  Creche | Summarise key equipment required for each of the three rooms in a nursery. | PowerPoint  Board work  Discussion  Work sheet  [Types of childcare](https://www.pacey.org.uk/)  Cambridge National Child Development text book  A3 paper and pens/pencils | R057 4.3  What can cause a hazard |
| 3 | 1.1 Types of childhood accidents | In this lesson you could:   * recap the student’s nursery design, what have they included and what should be included? * Pair work. Students to discuss what accidents the children may have in each room in the nursery. * Students share thoughts from paired discussion with the rest of the class. You could write key information on the whiteboard or interactive whiteboard. * Students to add the types of accidents to their nursery design in each of the three rooms. | Identify  Accident:  Choking  Suffocating  Falling  Bumping head  Drowning  Burns  Cuts and grazes  Electric shocks  Poisoning  Trapped fingers | Students can summarise the types of accidents that children may have in a childcare setting.  More able students will start to think about the causes of accidents. | Cambridge National Child Development textbook  PowerPoint  [Accidents to children](https://www.rospa.com/)  [Child injuries/common causes](https://raisingchildren.net.au/)  Pens/pencils | R057  4.1  4.3 |
| 4 | 1.1 Reasons why accidents happen in a childcare setting | At the start of the lesson, you could:   * Introduce the topic with a PowerPoint presentation to support students to think about the environment, staff training and supervision. PowerPoint could include images of hazards, ask students to identify the hazard. * Hand out an image of a nursery room with obvious hazards and ask students to work individually to identify the hazards. * Ask students to share their findings. * Class discussion on hazards around the nursery, including the outside area. You should support students to consider what can cause a hazard/accident. * Students to add hazards to their nursery plan. * You can encourage students to think about the different hazards for each room in each age range. | Identify  Age  Training  Supervision  Plug sockets  Blind cords  Ponds/water  Unsecured doors/gates  Radiators  Spillages  Broken toys  Windows without locks  Cleaning equipment | Recall and explain how accidents can happen due to environmental issues.  More able students will start to think about and explain how the accident can be prevented. | Cambridge National Child Development textbook  PowerPoint  [Hazard image](https://www.google.co.uk/search?q=nursery+hazards&tbm)  Search a suitable image of a nursery with hazards, there are several to choose from.  Pens/pencils | R057  4.3  R058  3.3 |
| 5 | 1.1 Plan to prevent accidents in a childcare setting | At the start of the lesson, you could:   * Recap on the last lesson and the issues around what can cause accidents: supervision, lack of training, age related accidents, environment including equipment placement, safety equipment such as socket covers. * Show students a risk assessment for a nursery and explain how they reduce risk of accidents. * Explain task, produce a written account of how accidents can be prevented or a table with the hazard identified and how to prevent accidents. | Prevention  Environment  Supervision  Identify  Analyse  Evaluate | Summarise how accidents can be prevented in a nursery with different rooms, and different age ranges.  More able students will be able to produce a written account of how to prevent accidents.  Students requiring support can produce a table with hazards identified and solutions to prevent accidents. | Cambridge National Child Development textbook  PowerPoint on risk assessment  Computers (if available)  Pens/pencils/rulers, paper  [Search a suitable risk assessment example, there are several to choose from.](https://www.google.co.uk/search?q=nursery+risk+assessment) | R057  4.3  R058  3.3 |
| 6 | TA1 | Working on OCR-set assignment material. | All key words from the tasks set in R058. | Working on tasks in OCR-set assignment material to meet centre requirements and any deadlines. | Cambridge National Child Development textbook. |  |

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| Half-term 2 | |
| **Summary of what you  will cover from the curriculum planner:** | **2.1 Essential equipment and factors for choice** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2.1 Essential equipment and factors for choice. | You could begin this task by reminding students of the three rooms in their nursery, 0-1 years, 1-3 years, and 3-5 years. Then:   * Use a mystery bag containing pictures of key equipment, clothing, and footwear suitable for children under five and move around the room asking each student to take a picture out and identify which room/age range would be most suited to that piece of equipment or clothing. * Mind map on the whiteboard/interactive board on key equipment, students to identify equipment. * PowerPoint presentation using images with model answers on key features of the equipment and a possible reason for rejection.   Examples of equipment may include:   * **Travelling** – prams, buggies, reins * **Sleeping** – cot, rest mats, bean bags * **Feeding** – trainer cups, bibs, sectioned plates * **Changing** – table, mat, bag. * **Indoor and outdoor playing** – gym sets, play tents, painting, slides, climbing frames, sand boxes.   Examples of factors may include:   * **Safety** – safety features, star ratings, safety labelling * **Design** – comfort, accessibility, ease of use, aesthetics, adjustability * **Durability** – hard wearing materials * **Cost** – Value for money, price range. | Research  Identify  Appropriate  Durability  Labelling  Aesthetics | Identify and explain key age-appropriate equipment used in a nursery.  More able students will explain in detail why the equipment is suitable and give a reason for rejection of the equipment. | Mind map produced on board for different types of equipment – ages/ stages discussed.  Computers  Model answer  Cambridge National Child Development textbook | R057  4.3 |
| 2 | 2.1 Essential equipment and factors for choice. | Class discussion on the task – identify three pieces of equipment for each of your three rooms and give at least three reasons why each piece is suitable and one reason for rejection.   * Direct students to carry out research and find three pieces of equipment from one of the categories to compare for the 0-1 years room in the nursery. * Ask students to download an image of the chosen equipment and identify (at least) 3 reasons for choosing the equipment and (at least) 1 reason for rejection. * Work can be on a word document, poster, or a PowerPoint presentation. | Research  Download  Crop  Identify  Reject | Recall suitable equipment and factors for selection/rejection.  More able students will be able to explain reasons why the equipment is suitable or should be rejected.  Students requiring support will be able to describe reasons why the equipment is suitable or should be rejected. | Cambridge National Child Development textbook  Computers  Model answer  [www.boots.com/mothercare](http://www.boots.com/mothercare)  <https://www.argos.co.uk/>  <https://www.smythstoys.com/uk>  The above are suggestions but there are many websites for equipping a nursery. | R057  4.3 |
| 3 | 2.1 Essential equipment and factors for choice. | You could begin the lesson with a recap of the task from the previous lesson and move on to the next age range:   * Direct students to carry out research and find three pieces of equipment from one of the categories to compare for the 1-3 years room in the nursery. * Ask students to download an image of the chosen equipment and identify (at least) 3 reasons for choosing the equipment and (at least) 1 reason for rejection. * Work can be on a word document, poster or a PowerPoint presentation. | Research  Download  Crop  Identify  Reject | Recall suitable equipment and factors for selection/rejection.  More able students will be able to explain reasons why the equipment is suitable or should be rejected.  Students requiring support will be able to describe reasons why the equipment is suitable or should be rejected. | Cambridge National Child Development textbook  Computers  Model answer  [www.boots.com/mothercare](http://www.boots.com/mothercare)  <https://www.argos.co.uk/>  <https://www.smythstoys.com/uk>  The above are suggestions but there are many websites for equipping a nursery. | R057  4.3 |
| 4, 5 and 6 | TA1 and 2 | Students can complete any research and working on OCR-set assignment material. |  | Working on tasks in OCR-set assignment material to meet centre requirements and any deadlines | Cambridge National Child Development textbook  Computers  Model answer  [www.boots.com/mothercare](http://www.boots.com/mothercare)  <https://www.argos.co.uk/>  <https://www.smythstoys.com/uk>  The above are suggestions but there are many websites for equipping a nursery. | R057  4.3 |

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| Half-term 3 | |
| **Summary of what you will cover from the curriculum planner:** | **3.1 Current Government dietary recommendations for healthy eating for children from birth to five years** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years | This lesson looks at the importance of a healthy diet for children from 0-5 years.  It acts as an introduction to supporting completion of task 3.2 to 3.4, where students will investigate nutrients and prepare a meal.  For government guidelines, you could:   * Use a PowerPoint with key facts about government campaigns and healthy eating. * Put a template on the whiteboard of the eatwell guide and ask students to identify each section. * Brainstorm foods to add to each section, students can add these to the whiteboards of paper. * Question – why is the 5 a day campaign important. * Students to produce the eatwell guide with examples of foods for each section and the 5 a day campaign. This could be on paper or a computer. | Government  Campaign  Identify | Identify and explain the eatwell guide and 5 a day campaign and the importance of a healthy diet. | Use individual whiteboards for notes if available, if not, A3 paper and pens  Cambridge National Child Development textbook  PowerPoint  Computers  [The Eatwell Guide - NHS (www.nhs.uk)](https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/)  [Why 5 A Day? - NHS (www.nhs.uk)](https://www.nhs.uk/live-well/eat-well/why-5-a-day/) | R057  3.3 |
| 2 | 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years | In this lesson you could:   * Recap on the eatwell guide and 5 a day campaign. * Encourage students to complete the work started in the last lesson. | Government  Campaign  Identify |  | Cambridge National Child Development textbook  Computers  [The Eatwell Guide - NHS (www.nhs.uk)](https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/)  [Why 5 A Day? - NHS (www.nhs.uk)](https://www.nhs.uk/live-well/eat-well/why-5-a-day/)  [Healthy diet](https://www.nutrition.org.uk/healthy-sustainable-diets/healthy-and-sustainable-diets/) | R057  3.3 |
| 3 | 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years | In this lesson about why government dietary recommendations are important, you could:   * Bring in some foods or packaging and give the students time to look at the nutrition label, they can decide if the example is healthy or not. * Class discussion – why is it important to adhere to the government dietary recommendations and avoid unhealthy foods and drinks such as sweets and fizzy drinks. * Students to produce a written piece of work on the importance of a healthy diet and why it is important to avoid unhealthy food and snacks. | Obesity  Decay  Balanced diet  Portion control | Students should be able to read a nutritional guidance label on food packaging and be able to explain why unhealthy foods should be avoided when providing food and drink for a child from 0-5 years. | Cambridge National Child Development textbook  Computers  [Healthy diet](https://www.nutrition.org.uk/healthy-sustainable-diets/healthy-and-sustainable-diets/) | R057  3.3 |
| 4 and 5 | Topic areas 1, 2 and 3 | Working on OCR-set assignment material. |  | Working on tasks in OCR-set assignment material to meet centre requirements and any deadlines. | Cambridge National Child Development textbook |  |

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| Half-term 4 | |
| **Summary of what you  will cover from the curriculum planner:** | **3.2 Essential nutrients and their functions for children from birth to five years** |

| Lesson no. |  | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 and 2 | 3.2 Essential nutrients and their functions for children from birth to five years | The focus of this lesson is to investigate the source and function of specific vitamins and minerals.   * Start with a class discussion on why vitamins, minerals and water are important in a child’s diet. * Give students a sorting task with a list of vitamins and minerals and their function. They could work in pairs to match the vitamin/mineral to the description. * Students work in pairs to produce a PowerPoint presentation on the importance of vitamins, minerals and water in the diet and their function from birth to 5 years. * Alternative activity. Students could produce a table/poster independently on vitamins, minerals, water and their function. * Alternative activity. Students could add the vitamins to the relevant section of the eatwell guide they produced for TA3 3.1 lesson 1, adding their function. | Investigate  Function  Source  Nutrition(al)  Immune system  hydration  Digestive system | Students will develop greater understanding of the source and function of vitamins and minerals and the importance of them for babies and children from birth to five years.  In choosing the activity they wish to complete; students will be able to work to a task best suited to their ability. | Cambridge National Child Development textbook  Computers  Poster paper and pens  Their own work on the eatwell guide from TA3 3.1 lesson 1  [Vitamins and minerals - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/vitamins-and-minerals/)  [Micronutrients: Types, Functions, Benefits and More (healthline.com)](https://www.healthline.com/nutrition/micronutrients) | R057  3.3 |
| 3 | 3.2 Essential nutrients and their functions for children from birth to five years | In this lesson you could introduce the topic of breastfeeding by showing a PowerPoint you have prepared.   * Give the students a worksheet on the structure of the breast with gaps for them to complete the key terms while presenting the PowerPoint. * Students to research the constitution of breast milk and the importance of breast feeding for babies, including advantages of breastfeeding. * Task students to complete a leaflet for a baby clinic on breastfeeding. The leaflet should be their own design, but you should encourage them to leave space to add bottle feeding. | Breastfeeding  Prolactin  Oxytocin  Lactation  Colostrum  Foremilk  Hindmilk | Students will be able to explain the importance and advantages of breastfeeding for the mother and baby.  They will understand the constitution of breast milk. | Cambridge National Child Development textbook  Computers  Paper and pens for students who wish to make hand-made leaflets or no computer access.  [Breastfeeding | Baby | Start4Life (www.nhs.uk)](https://www.nhs.uk/start4life/baby/breastfeeding/)  [Home - The Breastfeeding Network](https://www.breastfeedingnetwork.org.uk/) | R057  3.3 |
| 4 | 3.2 Essential nutrients and their functions for children from birth to five years | With the focus still on feeding, introduce the students to bottle feeding and the different formula milks.   * You could show students some examples of formula milk and discuss why bottle feeding may be an option for a parent. * Task students to research different formula milk can include soya milk, lactose free milk, anti-reflux milk, hungry baby milk, or any other formula milks, and how they can promote healthy development. * Task students to add the information on formula milk to their leaflet on breast and bottle feeding. | Formula  Soya  Lactose  Reflux | Be able to explain the different formula milk available and their nutritional content. | Cambridge National Child Development textbook  Computers  Paper and pens for students who wish to make hand-made leaflets or no computer access.  [Bottle feeding advice - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/advice/)  [Tips for bottle-feeding your baby | NCT](https://www.nct.org.uk/baby-toddler/feeding/practical-tips/tips-for-bottle-feeding-your-baby) | R057  3.3 |
| 5 & 6 | 3.2 Essential nutrients and their functions for children from birth to five years | The focus of this lesson is the three stages of weaning and a healthy diet from 1 to 5 years. To introduce weaning you could:   * Carry out a blind tasting activity where you carefully blindfold students and ask them to sample different baby foods to see if they can identify what the food is. If possible, use shop bought and home-made baby food. Give students time to identify the foods on the whiteboard (check allergies before completing this task). * Find out if the students can categorise the food they have tasted into one of the 3 stages of weaning based on texture. * Sorting activity. You could ask the students to sort pictures or descriptions of food into the relevant weaning stage and in pairs they could explain the reasons for their choice. * Class discussion on a healthy diet for children aged 1 to 5 years. The importance of the eatwell guide and understanding different dietary requirements such as vegetarian or cultural alternatives. * Students could produce a healthy 5-day menu plan for a nursery for children from 1 to 5 years to include breakfast, lunch, dinner, drinks and snacks. | Weaning  Puree  Healthy diet  Unsweetened | Students will be able to explain how to support a healthy diet for babies and children from 6 months to 5 years including the 3 stages of weaning and how to plan a healthy menu for a nursery. | Cambridge National Child Development textbook  Computers  Paper and pens  Baby food, plates, spoons  Blindfolds  Sorting task pictures or words.  [Weaning | Start4Life](https://www.nhs.uk/start4life/weaning/)  [Weaning your baby - recipes, tips and FAQs! | Mother&Baby](https://www.motherandbaby.co.uk/first-year/baby/weaning/how-to-start-weaning-your-baby)  [Baby weaning guide: When to start weaning your baby](https://www.goodto.com/family/baby-weaning-89403) | R057  3.3 |

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| Half-term 5 | |
| **Summary of what you  will cover from the curriculum planner:** | **3.2 Essential nutrients and their functions for children from birth to five years**  **3.3 Plan for preparing a feed/meal**  **3.4 How to evaluate planning and preparation of a feed/meal** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 3.3 Plan for preparing a feed/meal | In this lesson you will need to make the students aware that they have a choice of tasks. One is to plan and prepare a feed and the other to plan and prepare a meal suitable for a 4-year-old child. You could:   * Have a class discussion with the students about the tasks and ask the students to choose a task. * **Planning a feed.** Ask students to complete a wordsearch with key equipment, hygiene and safety considerations when planning a feed. This will help them to prepare for the task. * Demonstrate how to make a formula feed, allowing students to complete a worksheet on each step. They can identify key equipment, hygiene and safety considerations as the task is in progress. * Students to write down how they are going to complete the task. * **Preparing a meal.** Thought shower on suitable meal choices for a 4-year-old child. Ask students if they have experience of feeding a young child through helping with siblings or babysitting. * Students to discuss in pairs what their meal choice may be and why they have chosen it. * You could give students a resource showing a kitchen and they can identify what could be a safety, hygiene or environmental or personal hazard. * Students to write down their choice of meal, including ingredients and equipment needed and explain how they are going to complete the task. | Equipment  Steriliser  Safety  Preparation  Spillages  Healthy  Nutritious | Students will be able to explain how to make a feed for a baby or prepare a meal for a 4-year-old child, considering safety, hygiene and equipment needed. | Cambridge National Child Development textbook  Computers  Paper and pens  Formula milk, bottles, knives, water  [How to make up baby formula - NHS](https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/)  [Baby club FAQs](https://www.cgbabyclub.co.uk/faqs/babyclub-faqs.html?utm_source=google&utm_medium=cpc&utm_campaign=UKI_ELN_COW+%26+GATE_Journey+Club_Aware_CPC_NA_Generic+Bottle+Feeding_Exact_Yes&utm_adgroup=AdWord_SEA_COW+%26+GATE_All_NA_NA_National_CPC_Multi_NA_NA_Generic_Bottle+Preparation_Yes&utm_keyword=how+to+make+a+baby+bottle&gclid=EAIaIQobChMI-tif7qjM8gIVgrrtCh2gHwKsEAAYASAAEgLo2PD_BwE&gclsrc=aw.ds#howtomake)  [Feeding & Nutrition Tips: 4-to 5-Year-Olds](https://www.healthychildren.org/English/ages-stages/preschool/nutrition-fitness/Pages/Feeding-and-Nutrition-Your-4-to-5-Year-Old.aspx) | R057  3.3  R058  2.1  3.1 |
| 2 | 3.3 Plan for preparing a feed/meal | In this lesson you can remind students of the two tasks and they can carry out their practical tasks as you observe and witness their practice. Photos are helpful to capture the students working on their task.  Students not completing tasks can work on OCR-set assignment. | Equipment  Steriliser  Safety  Hygiene  Preparation  Spillages  Healthy  Nutritious | Students will start to think about how they have gone about the task and may mentally evaluate their performance. | Previously completed worksheet  Paper and pens  Formula milk, bottles, knives, water  [How to make up baby formula - NHS](https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/)  [Baby club FAQs](https://www.cgbabyclub.co.uk/faqs/babyclub-faqs.html?utm_source=google&utm_medium=cpc&utm_campaign=UKI_ELN_COW+%26+GATE_Journey+Club_Aware_CPC_NA_Generic+Bottle+Feeding_Exact_Yes&utm_adgroup=AdWord_SEA_COW+%26+GATE_All_NA_NA_National_CPC_Multi_NA_NA_Generic_Bottle+Preparation_Yes&utm_keyword=how+to+make+a+baby+bottle&gclid=EAIaIQobChMI-tif7qjM8gIVgrrtCh2gHwKsEAAYASAAEgLo2PD_BwE&gclsrc=aw.ds#howtomake)  [Feeding & Nutrition Tips: 4-to 5-Year-Olds](https://www.healthychildren.org/English/ages-stages/preschool/nutrition-fitness/Pages/Feeding-and-Nutrition-Your-4-to-5-Year-Old.aspx) | R57  3.3  RO058  2.1  3.1 |
| 3 | 3.3 Plan for preparing a feed/meal | In this lesson you can remind students of the two tasks, and they can carry out their practical tasks as you observe and witness their practice. Photos are helpful to capture the students working on their task. Students not completing tasks can work on OCR-set assignment. | Equipment  Steriliser  Safety  Hygiene  Preparation  Spillages  Healthy  Nutritious | Students will start to think about how they have gone about the task and may mentally evaluate their performance. | Previously completed worksheet  Paper and pens  Formula milk, bottles, knives, water  [How to make up baby formula - NHS](https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/)  [Baby club FAQs](https://www.cgbabyclub.co.uk/faqs/babyclub-faqs.html?utm_source=google&utm_medium=cpc&utm_campaign=UKI_ELN_COW+%26+GATE_Journey+Club_Aware_CPC_NA_Generic+Bottle+Feeding_Exact_Yes&utm_adgroup=AdWord_SEA_COW+%26+GATE_All_NA_NA_National_CPC_Multi_NA_NA_Generic_Bottle+Preparation_Yes&utm_keyword=how+to+make+a+baby+bottle&gclid=EAIaIQobChMI-tif7qjM8gIVgrrtCh2gHwKsEAAYASAAEgLo2PD_BwE&gclsrc=aw.ds#howtomake)  [Feeding & Nutrition Tips: 4-to 5-Year-Olds](https://www.healthychildren.org/English/ages-stages/preschool/nutrition-fitness/Pages/Feeding-and-Nutrition-Your-4-to-5-Year-Old.aspx) | R057  3.3  R058  2.1  3.1 |
| 4 | 3.4 How to evaluate planning and preparation of a feed/meal | In this lesson you need to support students to evaluate their individual performance, Introduce some key words and promote thinking on what went well and what they could improve on if they did this task again. Students can add the evaluation to their OCR-set assignment. | Evaluate  Consider | Students should demonstrate skills in evaluation. What they did well and how they could improve on the performance. | Cambridge National Child Development textbook  Computers  Paper and pens | R057  3.3  R058  2.1  3.1 |
| 5 & 6 | Topic areas 1, 2 and 3 | Working on and completing tasks for OCR-set assignment ready for submission. |  | Students complete OCR-set assignment. |  |  |

We have designed this scheme of work to be delivered over five half-terms. We have left half-term 6 blank for you to add in additional lessons if you need to.

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| Half-term 6 | | | | | | |
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## Teaching over three years

Some centres may choose to start their delivery of the qualification earlier in Year 9, and so deliver over three years. The following topic areas are suggestions of what could form part of early delivery.

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| Topic area | Warm up/introductory activities | Length of time activity may take | Useful resources |
| TA1  1.1 Plan to create a safe environment in a childcare setting | Students could start introducing the topic of a safe environment and if you have a local nursery, you might be able to arrange a visit with the students to allow them to look around and assess safety issues. This should encourage the students to start thinking about accidents and how they can happen in a busy nursery. If you are unable to visit a nursery you could show them a clip of children playing in a nursery.  Another activity could be based around a resource where there are several hazards and asking the students to identify the hazards and give suggestions on how the chance of an accident could be avoided. This can then lead on to risk assessments and their purpose. They can make a risk assessment. | 4 to 5 hours with additional time for the students to produce a risk assessment. | Use google images to source images of nursery rooms with hazards, there are several available.  Show students an image of a risk assessment from a nursery, these are available online. |
| TA2  2.1 Essential equipment and factors for choice | To prepare students for this task you could initially have a class discussion about the equipment needed for babies and young children from birth to 5 years. They could share the ideas they have about the equipment and what they would look for when buying equipment for a baby or young child. This will help to promote thoughts on the practicalities of the equipment and any safety considerations. If you are able, show them some items of equipment where there are safety considerations, which may or may not be obvious, and see if they are able to identify any issues. If you do not have equipment to hand, use visual prompts, such as prams or buggies with no safety harness, or ill-fitting car seats.  Ask students to list equipment they might need to equip a nursery; they could do this in pairs or groups. They can equip each room, baby room, toddler room and 3-5 years. | 4 to 5 hours including the students choosing suitable equipment to equip the nursery. | Use google images to find images of broken or unsuitable equipment. |
| TA3  3.1 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  3.3 Plan for preparing a feed/meal. | A good way to introduce this topic is to bring in food packaging and look at the labelling. Before investigating the nutritional value of the foods, ask students to identify if they think the food is a healthy option or not, and whether it is acceptable to include in a healthy diet, ok in moderation or should be avoided and why. Check the labelling and see if the students change their minds on the suitability of the food.  Class discussion on their food likes and dislikes, what are the reasons for this? Have they tried certain foods and disliked the taste or is it due to texture, appearance or the reaction of someone else?  They could keep a food diary and ask them to be honest about everything they eat and drink for a week. | 4-5 hours. Students often enjoy the food labelling task as it promotes thinking about healthy eating and they are often unaware of the content of foods they consume or how to read a nutrition label on foods. | You could show them images of the hidden sugar in certain foods and snacks. Many of these are available on google images.. |
| TA3  3.4 How to evaluate planning and preparation of a feed/meal | Evaluate their food diary, do they have a healthy diet and what could they do to improve their diet. They could look at each other’s food diary and comment on what is a healthy option and what is less so. This would work with students who understand not to offend others. | 2-3 hours to support students to understand how to evaluate. Some students will evaluate with little depth and detail and others will demonstrate good evaluation skills. This will allow you to identify students who may need extra support with certain tasks |  |

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