

CAMBRIDGE NATIONAL CHILD DEVELOPMENT

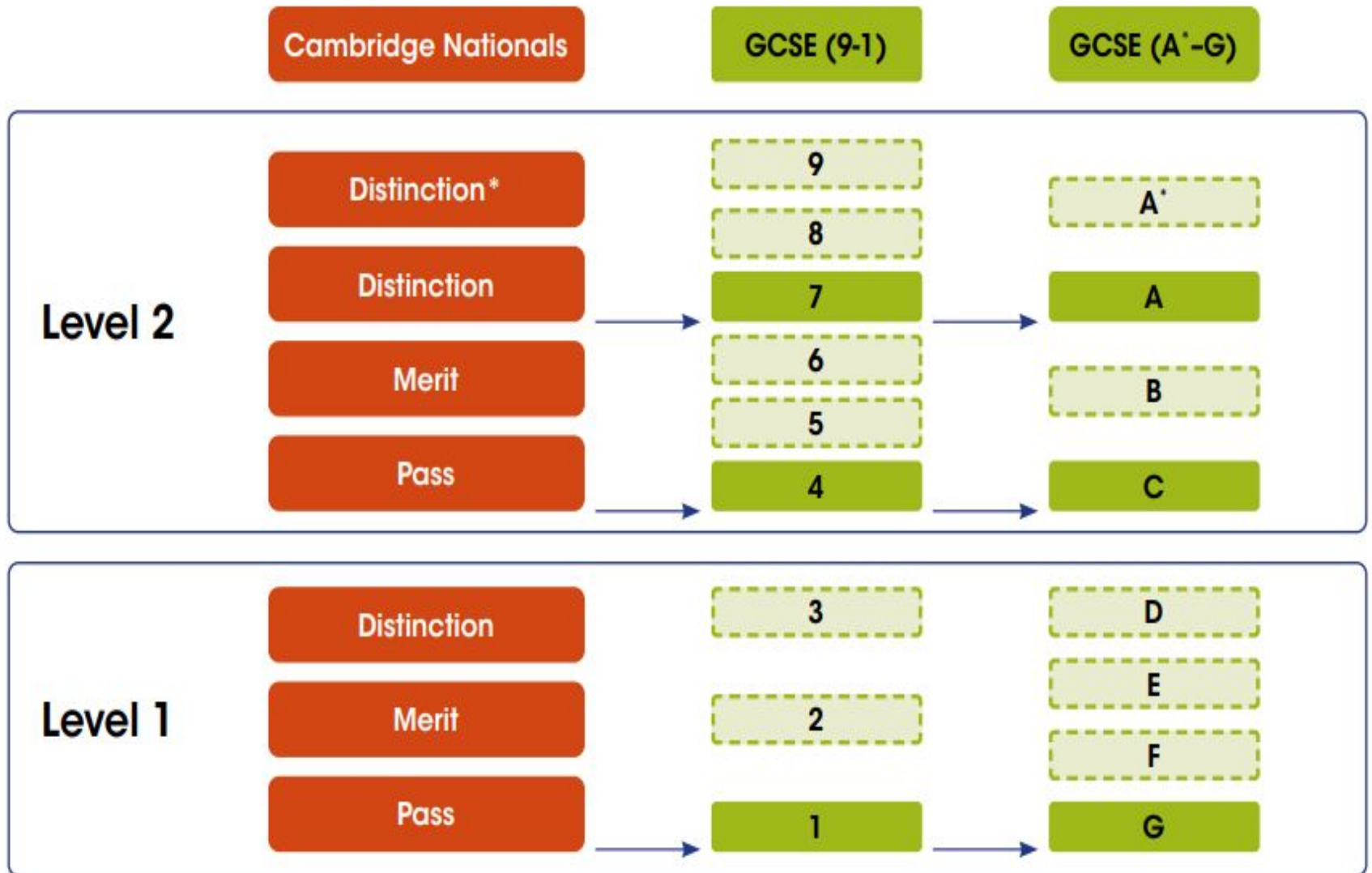
LEVEL 1/LEVEL2

WHAT IS A CAMBRIDGE NATIONAL?

Cambridge National is equivalent to GCSE but it is a Technical Award (vocational course) – this means that it covers theory as well as application of theory to workplace/real life situations as well



GRADE CONVERSIONS



Assessment:

- Students must complete three units:
- One externally assessed unit (**exam**) **40%**
- Two centre-assessed units (**NEA**) **60%**

R057 Health and well-being for child development (exam topic)

Creating conditions in which children can thrive:

- Topic Area 1: Pre-conception health and reproduction
- Topic Area 2: Antenatal care and preparation for birth
- Topic Area 3: Postnatal checks, postnatal care and the conditions for development
- Topic Area 4: Childhood illnesses and a child safe environment



<https://www.channel4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002>





**ONE
BORN
EVERY
MINUTE**

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years (NEA)

- Topic Area 1: Creating a safe environment in a childcare setting
- Topic Area 2: Choosing suitable equipment for a childcare setting
- Topic Area 3: Nutritional needs of children from birth to five years

<https://youtu.be/7I9a5a2IY8Y>



https://www.youtube.com/watch?v=m_Hylu4ASIE

Unit R059: Understand the development of a child from one to five years

- Topic Area 1: Physical, intellectual and social developmental norms from one to five years
- Topic Area 2: Stages and types of play and how play benefits development
- Topic Area 3: Observe the development of a child aged one to five years
- Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development



Frequency Count to Track Play Patterns and Social Interactions				
Observation Date:	INDOOR CYCLE		OUTDOOR CYCLE	
	Start Time:	End Time:	Start Time:	End Time:
Play Patterns and Social Interactions	Tally Marks	Total	Tally Marks	Total
Solitary Play: Plays alone – does not seek out peer social interactions				
Parallel Play: Plays next to someone, using similar materials but did not directly interact				
Associative Play: Shares materials and talks to others while engaged in an activity				
Cooperative Play: Plays with peers in an organized manner with roles, interdependence				
Peer Interactions: Plays with boys				
Peer Interactions: Plays with girls				
Interactions with Teacher: Talks to teacher / shares ideas / asks for help				
Bystander: Is yelled at, hit or involved in an altercation / incident				
Instigates / Initiates Disputes: Hits, takes toys, yells at peers, causes an altercation / incident				
Problem solvers: Communicated and resolved disputes without teacher help				
Teacher Interactions: Teacher needed to help resolve peer disputes / interactions				

<https://www.nhs.uk/conditions/baby/babys-development/play-and-learning/help-your-baby-learn-to-talk/>