The Hyndburn Academy
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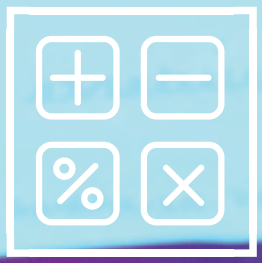
# Year 10 End of Year Assessment Booklet

Revision Topics

Revision Tips



Sparx Help

# A message from Mrs Jackson

Dear Student

**Mid-Year Assessments**

This booklet has been put together to help you prepare fully for your End of Year Assessments which are taking place from the **5th - 24th June**. These are important assessments which your teachers will use to see whether you are working towards your full potential and to identify areas where you may need support to do so. As a result, it is critical that you prepare yourself fully to show your best on these assessments.

Use the following pages to form a revision timetable which will ensure you have looked over all the relevant information before your assessment. If you are not sure about any of the topics or content listed then please speak to your teacher and ask for more guidance. They will be happy to help!

When revising try to use a variety of strategies and formats to ensure you have materials to help you. This could include making mind maps, writing out key term definitions (and testing yourself!), doing practice questions on Seneca or Sparx, making flashcards with key facts, watching YouTube videos, and much more. When used together they will ensure you are fully prepared for your assessments.

Don't forget to also use your knowledge organisers.

Have a look for more tips on BBC Bitesize by following this link: Top Revision Techniques for Exams - https://tinyurl.com/4ptxdeuy

Remember, the effort that you put in will be reflected in your achievements. We are all here to support you to achieve your full potential and if you need any additional guidance or have any concerns please speak to your subject teacher, form tutor, or Head of Year.

All the best,
**Mrs Jackson**
**Assistant Principal**

# Assessment Timetable

| Assessment Timetable | | | | |
|---|---|---|---|---|
| **Date** | **Exam** | **Year Group** | **Length** | **Period** |
| Friday 5th June | Maths Paper 1 | Year 10 | 1hr 30mins | P3 & P4 |
| Monday 8th June | Science - Biology | Year 10 | 1hr 15mins | P3 & P4 |
| Thursday 11th June | History & Geography | Year 10 | 1hr 15mins | P3 & P4 |
| Monday 15th June | Maths Paper 2 | Year 10 | 1hr 30mins | P3 & P4 |
| Thursday 18th June | Science - Chemistry | Year 10 | 1hr 15 mins | P2 & P3 |
| Friday 19th June | English Literature | Year 10 | 1hr 45mins | P2 & P3 |
| Monday 22nd June | GCSE Maths - non Calculator | Year 10 | 1hr 30mins | P2 & P3 |
| Tuesday 23rd June | Science - Physics | Year 10 | 1hr 15mins | P2 & P3 |
| Wednesday 24th June | GCSE Maths - Calculator | Year 10 | 1hr 30mins | P2 & P3 |
| Child Development assessment will be taken in lesson - your teacher will give you a date. | | | | |

**HABIT** - Get into the habit of working in a regular routine.

**PLAN** - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.

**PLACE** - Make sure that you work in the best possible environment:

- The room should be well lit to reduce eye strain.
- Quiet with few distractions - no TV or phones.
- Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
- Identify a set time and place for studying - most people study best in the mornings and evenings, but you need to work out the best time for yourself.

**ORGANISATION**

- Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
- Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.

**VARIETY**

- Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
- Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
- As the exam draws nearer have 'key words' which trigger your memory.
- Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.

**RELAX** - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.

**HONESTY** - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.

**PERSEVERE** - Don't give up: it really is not a long time and it will be worth it!

Goodluck!

# Maths 10F

## Year 10 Foundation 10MA2 - 10MA6
## Maths Paper 1 (non-calc) – 1hr 30mins - 80 marks
## Maths Paper 2 (calc) - 1hr 30mins - 80 marks

| Topic | | Sparx Topic |
|---|---|---|
| Solving equations and rearranging formulae | Solve linear equations up to and including those with the unknown on both sides of the equation. Changing the subjects of formulae. | U755, U325, U870, U505, U556, U221, U373 |
| Linear Graphs | Recognise, plot and interpret straight line graphs.<br>Find approximate solutions from graphs including real life graphs.<br>Identify and interpret gradients and y intercepts including from the form y=mx+cy=nyx+c | U789, U741, U933, U889, U638, U669, U315, U377, U477, U848, U862 |
| Linear Simultaneous Equations | Solve two simultaneous equations algebraically and graphically.<br>Derive two simultaneous equations from a situation in context. | U760, U757, U836, U137 |
| Volume 2 | Find and problem solve with volume of cubes, cuboids, prisms, cylinders, spheres, pyramids, cone and composite solids. | U786, U174, U915, U484, U116, U617, U426, U350, U543 |
| Compound Measures | Interpret distance-time graphs.<br>Change between standard units of measure and compound units of measure. | U914, U462, U806, U902, U388, U248, U468, U151, U256, U403, U914, U462, U966, U910, U527 |
| Quadratics - graphic | Recognise, sketch and interpret graphs of quadratic functions.<br>Find approximate solutions from graphs. | U989, U9667, U601, U178, U963 |
| Quadratics - algebraic | Factorise quadratic expressions and solve quadratic equations by factorising where the coefficient of x2x2 is 1. | U228 |
| Further graphs | Recognise and be able to sketch cubic, reciprocal, inverse, and direct proportion graphs. | U980, U593, U238 |

# Maths 10F

| Topic | | Sparx Topic |
|---|---|---|
| Probability 2 | Work with experimental and theoretical probability, knowing that probability sums to 1. Use probability tree diagrams for independent and dependent events. Find probabilities from Venn diagrams. | U803, 4408, 5110, 2280, 1166, U683, 580, 476, U748, 1104, U558, 7729, U296, U369 |
| Statistics 2 | Understand and draw types of charts, including bar charts, pictograms, stem and leaf diagrams and pie charts. Calculate and problem solve with averages and range. Plot, read and use scatter graphs. | U981, U363, 557, U508, U172, U653, 506, U200, U909, U291, U260, 456, 256, U569, U854, U877, 717, U222, U162, U590, U193, 1199, U277, U128 |
| Ratio 2 | Convert between ratio, fractions, and percentages. Write, simplify, and combine ratios. Share amounts given a ratio. Problem solve with ratio. | U687, 577, U753, U176 |
| Growth & Decay | Set up, solve and interpret the answer of growth and decay problems including compound interest. Compare simple and compound interest. | U332, U988 |
| Pythagoras Review | Calculate a missing side length from a right angled triangle. Use three side lengths of a triangle to determine if it's right angled. | U851, U385 |
| Bearings & Scale Drawings | Measure and draw bearings. Draw and interpret scale diagrams. Calculate bearings using angles rules. | U257, U525, U107 |

## Questions for my teacher and topics I would like to revise more

# Maths 10H

## Year 10 Higher - 10MA1
## Maths Paper 1 (non-calc) – 1hr 30mins - 80 marks
## Maths Paper 2 (calc) - 1hr 30mins - 80 marks

| Topic | | Sparx Topic |
|---|---|---|
| Rearranging formulae | Changing the subjects of formulae including complex formulae involving fractions, roots and powers and where the subject appears on **both** sides of the formula | U556, U221, U373 |
| Linear Graphs | Recognise, plot, and interpret straight line graphs. Find approximate solutions from graphs including real life graphs. Identify and interpret gradients and y intercepts including from the form y=mx+c. | U789, U741, U933, U889, U638, U238, U669, U315, U377, U477, U848, U862, U898 |
| Linear Simultaneous Equations | Solve two simultaneous equations algebraically and graphically. Derive two simultaneous equations from a situation in context. | U760, U757, U836, U137 |
| Volume 2 | Find and problem solve with volume of cubes, cuboids, prisms, cylinders, spheres, pyramids, cone and composite solids. | U786, U174, U915, U889, U161, U617, U226, U350, U543 |
| Compound Measures | Interpret distance-time graphs. Change between standard units of measure and compound units of measure. | U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527 |
| Quadratics - graphical | Recognise, sketch and interpret graphs of quadratic functions, including where rearranging is needed. Find approximate solutions from graphs. | U989, U667, U601, U178, U963 |
| Quadratics - algebraic | Factorise quadratic expressions and solve quadratic equations by factorising where the coefficient of x2+2 is ≠. Factorise by completing the square or using the quadratic formula. Divide turning points. Use factorisation to simplify algebraic fractions. Multiply, divide, add and subtract algebraic fractions. | U228 |
| Further graphs | Recognise and be able to sketch cubic, reciprocal, inverse, and direct proportion graphs. Expand triple brackets. | U980, U593, U238 |

# Maths 10H

| Topic | | Sparx Topic |
|---|---|---|
| Probability 2 | Work with experimental and theoretical probability, knowing that probability sums to 1. Use probability tree diagrams for independent and dependent events, including conditional probability and tree diagrams with algebraic expressions. Find probabilities from Venn diagrams. | U803, U408, U510, U280, U166, U653, U506, U220, U909, U221, U260, U456, U526, U569, U854, U877, 717, U322, U162, U590, U193, U199, U277, U128 |
| Statistics 2 | Understand and draw types of charts, including bar charts, pictograms, stem and leaf diagrams and pie charts. Calculate and problem solve with averages and range. Plot, read and use scatter graphs. | U981, U863, U557, U508, U172, U653, U506, U220, U909, U221, U260, U456, U526, U569, U854, U877, 717, U322, U162, U590, U193, U199, U277, U128 |
| Cumulative Frequency and Box Slots | Calculate cumulative frequency. Draw and interpret cumulative frequency graphs. Draw, interpret and compare box plots. Find the range, quartiles and inter-quartle range. | U642, U182, U837, U879, U507 |
| Growth & Decay | Set up, solve and interpret the answer of growth and decay problems including compound interest. Compare simple and compound interest. | U332, U988 |
| Ratio 2 | Convert between ratio, fractions, and percentages. Write, simplify, and combine ratios. Share amounts given a ratio. Problem solve with ratio. | U687, U577, U176, U753, U921, U676, U865 |
| Ratio 3 | Solve complex multi-step problems involving algebraic terms. | U595 |
| Similar shapes | Identify and use scale factors to find missing lengths in 2D and 3D shapes. Understand the effect of enlargement on angles, perimer, area and volume of shapes and solids. | U551, U578, U630, U110, U350, U334 |
| Algebraic proportion | Interpret equations and graphs that describe direct and inverse proportion. Construct equations for direct and inverse proportions including with word problems. | U640, U364, U238, U407, U138, U721, U357 |

# Maths 10H

| Topic | | Sparx Topic |
|---|---|---|
| Sards | Simplify and manipulate surds. Simplify surd expressions with factors that are square. Expand and simplify brackets with surds. Rationalise the denominator. | U633, U872, U338, U499, U707, U281 |
| Right angled Trigonometry | Know the exact trig values. Find unknown lengths and angles using the sin, cos and tan. | U605, U283, U545, U627 |

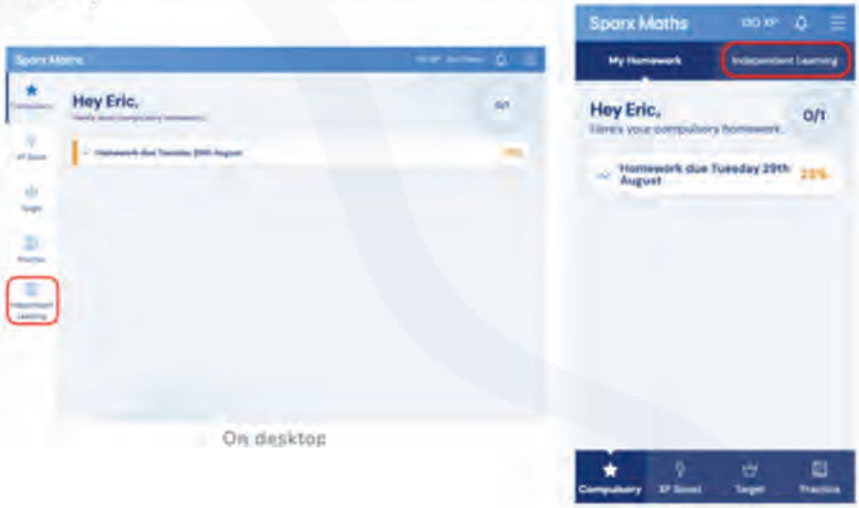
## Questions for my teacher and topics I would like to revise more

# Sparx

## Revising Independently with SPARX

### STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).




You can choose to work on any topic by:

- Typing one of the following in the Search for topics field:
  - The name of a topic
  - A keyword
  - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

### STEP TWO: Choosing the right work

The difficultly level will be in line with that of your normal homework.
You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

# Sparx

## Revising Independently with SPARX

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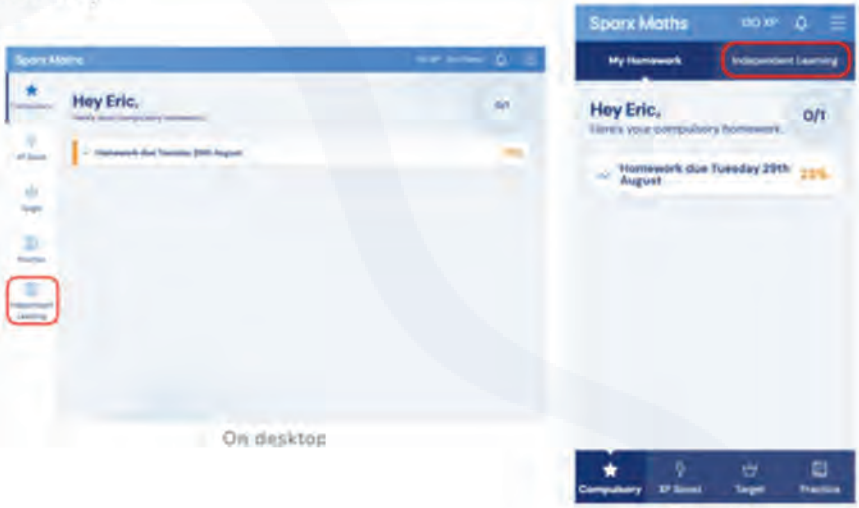


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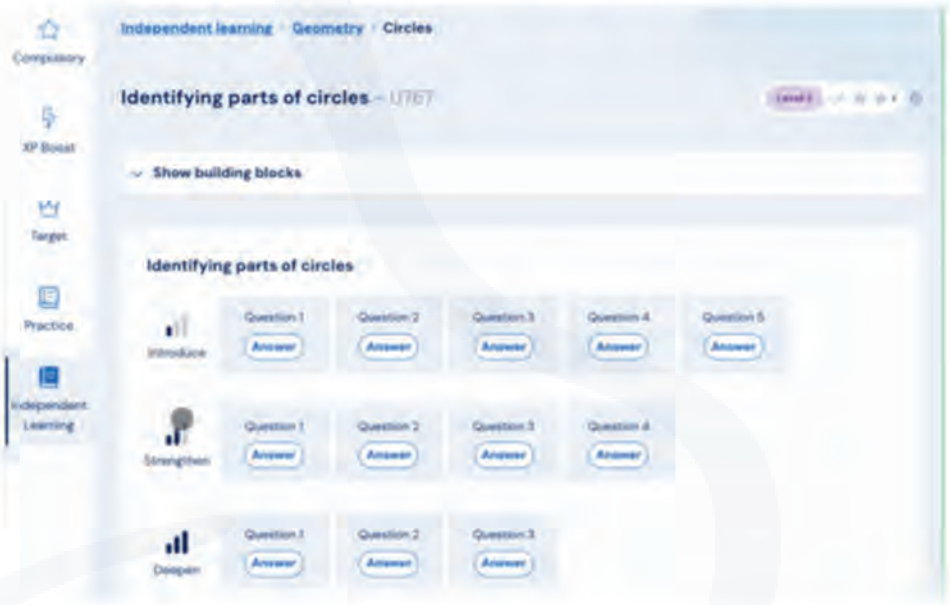
# Sparx

## Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.




You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

# Science Trilogy

## Combined Science Trilogy

### Exam format: 3 x 1hr 15mins Exams (Biology, Chemistry Physics) 70 Marks each

## Biology Paper 1

**B1- Cells**

- Microscopy
- Animal and Plant Cells
- Eukaryotic and Prokaryotic Cells
- Specialisation in Animal and Plant Cells
- Diffusion, Osmosis and Active Transport
- Osmosis in Plants
- Exchanging Materials (surface area to volume ratio, adaptations of exchange surfaces)
- Cell Division (Mitosis)
- Growth and Differentiation
- Stem Cells
- Stem Cell Dilemmas

**RP Microscopy- Use a light microscope to observe, draw and label a selection of plant and animal cells. A scale magnification must be included**

**RP Osmosis - Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue**

**B2- Organisation**

- Tissues and Organs
- The Human Digestive System
- Catalysts and Enzymes
- Factors affecting Enzymes
- The Blood & The Blood Vessels
- The Heart & Helping the Heart
- Breathing and Gas Exchange
- Tissues and Organs in Plants
- Transport Systems in Plants
- Evaporation and Transpiration
- Factors affecting Transpiration
- Non-communicable diseases
- Cancer -Smoking, Diet, Exercise and Disease
- Alcohol and other Carcinogens

**RP Food Tests - Use qualitative reagents to test for a range of carbohydrates, lipids and proteins. To include: Benedict's test for sugars; iodine test for starch; Biuret reagent for protein**

**RP Enzymes - Investigate the effect of pH on the rate of reaction of amylase enzyme. Students should use a continuous sampling technique to determine the time taken to completely digest a starch solution at a range of pH values. Iodine reagent is to be used to test for starch every 30 seconds. Temperature must be controlled by use of a water bath or electric heater**

**B3- Infection and Response**

- Health and Disease
- Pathogens and Disease
- Preventing Infections
- Viral Diseases & Bacterial Diseases
- Disease caused by Fungi and Protists
- Human Defence Responses
- Vaccination
- Antibiotics and Painkillers
- Discovering Drugs & Developing Drugs

**B4 – Bioenergetics**

- Photosynthesis and The Rate of Photosynthesis
- How Plants use Glucose
- Making the most of photosynthesis (H only)
- Aerobic Respiration & The Response to Exercise
- Anaerobic Respiration
- Metabolism and the Liver (Liver H Only)
- **RP Photosynthesis - Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed**

# Science Trilogy

## Physics Paper 1

**P1- Energy**

- Energy calculations (e.g. Kinetic energy and gravitational potential energy).
- The law of conservation of energy.
- Energy stores and transfers
- Efficiency
- Improving efficiency(H)
  - Conduction
  - Specific heat capacity
  - Heating and insulating buildings
  - Energy demands
  - Renewable and non-renewable energy resources
  - Advantages and disadvantages of the different energy resources
  - The national grid

**RP: Specific heat capacity- Investigate and determine the specific heat capacity of a metal block of known mass by measuring the energy transferred to the block and its temperature rise, using the equation for specific heat capacity.**

**P2- Electricity**

- Circuit symbols and functions
- Drawing circuit diagrams
- Calculating charge (Q=It)
- Ohm's law (V=IR)
- Calculating power
- Rules about series and parallel circuits
- Electricity uses in the home/mains electricity and the plug, AC/DC
- Fuses and circuit breakers
- Calculating energy transferred in an appliance

**RP: Determining resistance of a length of wire. Set up circuits and investigate the resistance of a wire, and of resistors in series and parallel.**

**RP: Investigating Resistance Characteristics. Correctly assemble a circuit and investigate the potential difference -current characteristics of circuit components.**

**P3- Particle Model of Matter**

- Calculating density of materials
- Changes of state
- Internal energy and temperature changes
- Changes of state and specific latent heat including use of graphs
- Particle motion of gases and gas pressure
- **RP: Calculating Densities-Measure the mass and volume of objects and liquids and calculate their densities using the density equation**

**P4- Atomic Structure**

- The structure of the atom, subatomic particles characteristics and development of the atomic model
- Mass number, atomic number and isotopes
- Radioactive decay and nuclear radiation including types of radiation
- Investigation and identification of each type of radiation
- Nuclear equations
- Half-lives and the random nature of radioactive decay
- Radioactive contamination

# Science Trilogy

## Chemistry Paper 1

**C1- Atomic structure & The Periodic Table:**

- Atoms
- Chemical equations
- Structure of the atom
- Electronic structure
- Ions and isotopes
- History of the atom
- Separation techniques
- Development of the periodic table
- Group1 alkali metals
- Group 7 halogens and trends.
- The Noble gases

**C2- Bonding**

- States of matter
- Atoms into ions
- Ionic bonding
- Covalent bonding
- Simple molecules
- Giant covalent structures
- Fullerenes and graphene
- Bonding in metals.
- Alloys

**C3- Quantitative Chemistry**

- Relative atomic mass
- Relative formula mass
- -Mole calculations (H)
- Calculating concentrations.

**C4- Chemical changes**

- The reactivity series
- Displacement reactions
- Extracting metals
- Salts from metals
- Salts from insoluble bases
- Neutralisation and the pH scale.
- -Strong and weak acids (H)
- Changes at the electrode
- Extraction of aluminium
- Electrolysis of aqueous solutions.

**RP 2- Investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.**

**RP 1-Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.**

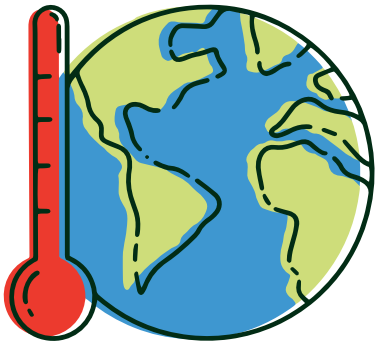
C5- **Energy Changes**

- Identifying endothermic and exothermic reactions
- Calorimetry investigation
- Drawing reaction profile diagrams for exothermic and endothermic reactions
- Bond energy calculations(H)

**RP 3 - Investigate the variables that affect temperature changes in reacting solutions such as, e.g. acid plus metals, acid plus carbonates, neutralisations, displacement of metals. You should be able to use simple calorimetry equipment to measure a temperature change and evaluate the procedure.**

# Geography

**Assessment Format:**
1 x 1 hour 15 minute assessment



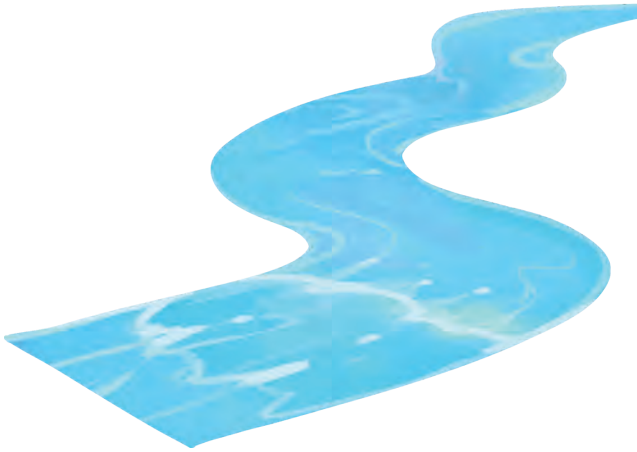
Topics covered in the assessment:

**Physical**

1. The challenge of natural hazards
2. Physical environments - Rivers

**Human**

1. The Changing economic world
2. Urban issues and Challenge



# History

**Assessment Format:**
1 x 1 hour and 15 minute assessment

Topics covered in the assessment:

**9.01** WW1
**9.02** Suffrage
**9.04** The Holocaust

You will be assessed on your knowledge of these topics. You will also be assessed on your historical skills, for example putting events in chronological order and analysing sources and interpretations. You will also have to complete a piece of historical writing.

**Revision Resources**

- Seneca
- Exercise books
- Knowledge organiser
- BBC bitesize

# Child Development

| Unit R057: Health and well-being for child development | |
|---|---|
| **Topic Area 1: Pre-conception health and reproduction** | |
| **Teaching content** | **Breadth and depth** |
| **1.1 Factors affecting pre-conception health for women and men** | |
| ☐ Weight<br>☐ Smoking<br>☐ Drinking alcohol<br>☐ Taking recreational drugs<br>☐ Parental age | To include:<br>• why pre-conception health matters<br>• how each of these factors can affect the chances of conceiving for women and men<br>Does not include:<br>• risks to the mother and baby **during** pregnancy |
| **1.2 Other factors affecting the pre-conception health for women** | |
| ☐ Folic acid<br>☐ Up to date immunisations | To include:<br>• the reasons for taking folic acid before pregnancy<br>• the importance of the mother being up to date with immunisations |
| **1.3 Types of contraception methods and their advantages and disadvantages** | |
| ☐ Barrier methods<br>• Male condoms<br>• Female condoms<br>• Diaphragm or cap<br>☐ Hormonal methods<br>• Contraceptive pills<br>○ Combined pill<br>○ Progesterone only pill (POP)<br>• Contraceptive injection<br>• Contraceptive implant<br>• Intrauterine device<br>• Intrauterine system<br>• Emergency contraceptive pill<br>☐ Natural family planning<br>• Temperature method<br>• Cervical mucus method<br>• Calendar method | To include:<br>• how each type prevents pregnancy<br>• effectiveness if used correctly<br>• availability<br>• suitability of choices for personal circumstances such as breastfeeding |

# Child Development

| Unit R057: Health and well-being for child development | |
|---|---|
| **Topic Area 2: Antenatal care and preparation for birth** | |
| **Teaching content** | **Breadth and depth** |
| **2.1 The purpose and importance of antenatal clinics** | |
| ☐ The meaning of the term antenatal<br>☐ The timing of first antenatal clinic appointment<br>☐ The roles of different health professionals:<br>• GP (General Practitioner)<br>• Midwife<br>• Obstetrician<br>☐ The reasons for routine tests/checks and what conditions they can identify:<br>• Baby's heartbeat<br>• Blood pressure<br>• Blood tests<br>• Examination of the uterus<br>• Urine test<br>• Weight check | To include:<br>• how antenatal clinics prepare the mother for a safe pregnancy and delivery<br>• how each health professional supports the pregnant mother and unborn baby |
| **2.2 Screening and diagnostic tests** | |
| **2.2.1 The reasons for screening tests and what conditions they can identify**<br>☐ Ultrasound scans<br>• Dating<br>• Anomaly<br>☐ Nuchal fold translucency scan<br>☐ Triple test<br>☐ Non-Invasive Prenatal Testing (NIPT)<br>**2.2.2 The reasons for diagnostic tests and what conditions they can identify**<br>☐ Amniocentesis<br>☐ Chorionic villus sampling (CVS) | To include:<br>• know at what point of the pregnancy each test is carried out<br>• difference between screening and diagnostic tests<br>Does not include:<br>• 'how' each test is carried out |
| **2.3 The purpose and importance of antenatal (parenting) classes** | |
| ☐ Prepares both parents for labour and parenthood<br>☐ Promotes healthy lifestyle and diet<br>• Food to avoid during pregnancy<br>☐ Provide advice on feeding and caring for the baby<br>• Why breast feeding is encouraged for at least the first two weeks | Does not include:<br>• specific examples of nutrients and foods for a healthy diet<br>• implying breast feeding is best |
| **2.4 The choices available for delivery** | |
| ☐ Hospital birth<br>☐ Home birth | To include:<br>• reasons for choosing a hospital or home birth<br>• the advantages and disadvantages of each<br>Does not include:<br>• different types of hospital birth |

# Child Development

| Unit R057: Health and well-being for child development | |
|---|---|
| **1.4 The structure and function of the reproductive systems** | |
| **1.4.1 The structure and function of the female reproductive system**<br>□ Ovaries<br>□ Fallopian tubes<br>□ Uterus/womb<br>□ Cervix<br>□ Vagina<br>□ The menstrual cycle<br>**1.4.2 The structure and function of the male reproductive system**<br>□ Testes<br>□ Sperm duct/epididymis<br>□ Urethra<br>□ Penis<br>▪ Vas deferens<br>▪ Seminal vesicle | To include:<br>• know parts of the male and female reproductive systems on a diagram<br>• how each part of the male and female reproductive system works<br>• what happens during the menstrual cycle from the first day of woman's menstruation (a period) to the day before her next period<br>○ interpret a menstrual cycle diagram<br>Does not include:<br>• drawing the systems |
| **1.5 How reproduction takes place** | |
| □ Ovulation<br>□ Conception/fertilisation<br>□ Implantation<br>□ Development of the embryo and foetus:<br>▪ Amniotic fluid<br>▪ Umbilical cord<br>▪ Placenta<br>□ Multiple pregnancies<br>▪ Identical<br>▪ Non identical/fraternal | To include:<br>• know what happens during reproduction<br>• when the embryo becomes a foetus<br>• how multiple pregnancies occur<br>Does not include:<br>• detailed week by week development of the embryo/foetus |
| **1.6 The signs and symptoms of pregnancy** | |
| □ Breast changes<br>□ Missed period<br>□ Nausea<br>□ Passing urine frequently<br>□ Tiredness | To include:<br>• know the common signs and symptoms |

# Child Development

| Unit R057: Health and well-being for child development | |
|---|---|
| **2.5 The role of the birth partner in supporting the mother through pregnancy and birth** | |
| ☐ Physical support<br>☐ Emotional support | To include:<br>• how the birth partner can offer physical and emotional support<br>• the benefits of having a birth partner |
| **2.6 The methods of pain relief when in labour** | |
| ☐ Epidural anaesthetic<br>☐ Gas and air (Entonox)<br>☐ Pethidine<br>☐ TENS | To include:<br>• advantages and disadvantages of each method |
| **2.7 The signs that labour has started** | |
| ☐ A show<br>☐ Waters breaking<br>☐ Contractions start | To include:<br>• know the signs that could indicate that labour has started |
| **2.8 The three stages of labour and their physiological changes** | |
| ☐ Stage 1:<br>• Neck of the uterus opens<br>☐ Stage 2:<br>• Birth of the baby<br>☐ Stage 3:<br>• Delivery of placenta | To include:<br>• know what happens at each stage |
| **2.9 The methods of assisted birth** | |
| ☐ Forceps<br>☐ Ventouse<br>☐ Episiotomy<br>☐ Elective/ emergency caesarean section | To include:<br>• how each method is carried out<br>• why assisted delivery may be necessary |

# Child Development

| Topic Area 3: Postnatal checks, postnatal care and the conditions for development | |
|---|---|
| **Teaching content** | **Breadth and depth** |
| **3.1 Postnatal checks** | |
| **3.1.1 The postnatal checks that are carried out on the baby immediately after birth and the reasons why:**<br>□ Apgar score<br>□ Skin<br>• Vernix<br>• Lanugo<br>□ Weight<br>□ Length<br>□ Head circumference | To include:<br>• the purpose of vernix and lanugo |

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| **3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why:**<br>□ Physical examination:<br>• Feet<br>• Fingers<br>• Hips<br>• Eyes<br>• Heart<br>• Testicles in boys<br>• Fontanelle<br>□ Heel prick test (blood spot test) | |
| **3.2 Postnatal care of the mother and baby** | |
| □ The role of the Health Visitor in supporting the new family including:<br>• Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk<br>□ How partner, family and friends can provide physical and emotional support<br>□ The purpose of the mother's '6 week postnatal check' with the GP | To include:<br>• information, advice and support the health visitor will provide<br>• what the mother's 6 week postnatal check includes |
| **3.3 The developmental needs of children from birth to five years** | |
| □ Warmth<br>□ Feeding<br>□ Love and emotional security<br>□ Rest/sleep<br>□ Fresh air<br>□ Exercise<br>□ Cleanliness/hygiene<br>□ Stimulation<br>□ Routine<br>• Bath time<br>• Feeding<br>□ Shelter/home<br>□ Socialisation/play<br>□ Opportunities for listening and talking<br>□ Acceptable patterns of behaviour | To include:<br>• the importance of each developmental need<br>• how these needs can be met |