

Connected

INTENT:

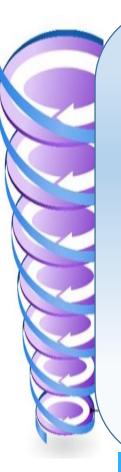
What do you want to achieve in your subject through the curriculum that you're planning?

The child development course at The King's helps to prepare students so that they become knowledgeable and considerate adults who have the ability, both in the world of work and in their personal lives, to nurture babies and toddlers through their first steps of life.

With the emphasis on a child's physical, intellectual, emotional and social development, students will develop a deep appreciation for how we develop through the most important years of our life. Through the detailed study of children, students will be given the opportunity to embed their learnt knowledge and skills by completing placements at local early years providers. Here, their passion and love for children will continue to blossom as they witness, and play an instrumental role in, a child's development.

Sharing our passion for this subject helps to instill an appetite for all child development related matters with the aim of inspiring future early years' practitioners.

"Life affords no greater responsibility, no greater privilege, than the raising of the next generation" - C Everett Koop





Mixed	1 2	3	4	5	6
ability	CO1: (Children's growth and development		CO2: Learning through Play	
10	A1 Understand how and why growth is	A4 Development across ages of 18 months	PEARSON SET ASSESSMENT	A1 Stages of Play	B2 Cognitive/intellectual
10	measured measured	– 3 years			play
	Learning includes: Definition of growth How growth is measured and recorded, including the importance Roles and responsibilities of individuals A2 Principles of growth Learning includes: The skills and knowledge gained by a child over time.	Learning includes: Physical development – locomotion and hand-eye coordination Cognitive and intellectual development – thinking and learning Communication and language development – speaking, listening and understanding Social development – development of secure, positive relationships with others Emotional development – developing trust, independence and emotional resilience	Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks, which are split into five sub sections. IASK 1, learners will demonstrate their knowledge and understanding of growth and development of a	Learning includes: Learners must understand that children at different ages have different play needs Unoccupied play Solitary play Spectator/onlooker play Parallel play Associative play, Co-operative play	Learning includes: o Problem-solving skills o Creativity o Use of imagination o Listening and attention skills o Numeracy skills o Environments o Technology o Cultural experiences, religious festivals B3 Communication and language play
	A3 Development across ages 0 – 18 months	A5 Development across ages of 3 – 5 years Learning includes: Physical development – developing	child of a given age TASK 2, learners will demonstrate their	Learning includes: Learners must understand the different types of children's play that can be offered Locomotor play Creative play Sensory play Imaginative play Symbolic play Technological/investig ative Construction	Learning includes: Listening/Following instructions Vocabulary and literacy
	Learning includes: o Physical development – gross motor skills: large movement of limbs; fine motor skills: movement of fingers, developing hand-eye coordination o Coanitive and intellectual	locomotion and balance Cognitive and intellectual development – thinking and learning Communication and language development – speaking, listening and understanding	knowledge and understanding of development and factors affecting development of a child based on a case study. TASK 3, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.		skills How to express and discuss feelings appropriately B4 Social play
	development – thinking and learning development of information processing, memory, problem-solving skills Communication and language	Social development – development of positive relationships with others outside the family Emotional development – developing trust, independence			Learning includes: o Friendships and relationships o Sharing, turn-taking,
	development – speaking, listening and understanding Social development – development of secure, positive relationships with others Emotional development – developing trust, independence and emotional resilience	B understand how factors impact on children's overall development Learning includes: Eactors: physical, environmental, social, financial		Learning includes: Spatial awareness Activities to stay healthy How to take care of yourself and self-care Gross motor skills Activities/resources	Learning includes: Feelings Independence Confidence Relationships ****Activities/resources (B2-5)



Mixed	1	2	3	4	5	6	
ability	CO2: Learning through Play		CO3: Supporting Children to Play, Learn And Develop				
11	B6 How play can be organised to promote learning	PEARSON SET ASSESSMENT	A1 Individual needs & A2 Know how individual needs may impact on play, learning	B1 Ensure all children are safe Learning includes:	C1 The benefits of adapting activities for all children in play, learning	EXAMINATION Assessment objectives	
	Learning includes:	Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks, which are split into five sub sections TASK 1, learners will demonstrate their knowledge and understanding of how a child of a given age	and development Learning includes: Physical needs	Managing risks and hazards of environments and activities for all three ages Ieaching children how to use internet-enabled technology B2 H&S considerations for inside environments for children with individual needs Doorways/corridors Layout of furniture Types of flooring and floor	and development Learning includes: Recognition that every child has a right to learn Promotes five areas of development for all children The role of the adult C2-5 Adapting activities/resources to support a child with PILES needs (ensuring age appropriateness) Learning includes:	AO1 Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments AO2 Demonstrate understanding of the types of adaptations that may need to be made to	
	 Individual/group activities, including games Sensory activities, art and craft activities, games. Adapting activities Choosing equipment Modelling communication Awareness of health and safety 	plays TASK 2, learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study	difficulties in problem solving delayed literacy skills Communication and language needs learning more than one language language or communication delay	 How resources can be organised Continuity of use of specific areas for play activities and routines Selecting appropriate resources Monitoring activities B3 H&S considerations for outside environments for	 Select appropriate resources Adjusting difficulty the level Materials and resources for visual/hearing impairment Adapt technological/digital resources 	activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and	
	B8 Planning play opportunities Plan activities for o 0–18 months o 18 months–3 years o 3–5 years Considerations: age, learning outcomes, ratio,, resources/equipment required and health and safety. Role of adult and how play is organised	TASK 3, learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.	Social and emotional needs Limited interaction Poor awareness of social norms and values Difficulty forming bond with adults friendships Limited experience of play Disruptive behaviour Difficulty forming friendships with children Transitions	children with individual needs Appropriate clothing Planning outings Accessibility Outdoor play resources/spaces Differentiated equipment/resources Signs, symbols and maps as visual aids Consideration of weather implications	 Shorten activities Repeat activities to promote learning and memory Reduce the complexity of own language Promote self-resilience 	promote inclusion AO4 Making connections between areas of development, children's individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion	

