

# 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**



## Curriculum plan: BTEC Tech Award L1/2 Child development (2022 Spec)

Mixed ability	1	2	3	4	5	6
	CO1: Children's growth and development				CO2: Learning through Play	
10	<b>A1 Understand how and why growth is measured</b>    <b>Learning includes:</b> <u>Definition of growth</u>  <u>How growth is measured and recorded, including the importance</u>  <u>Roles and responsibilities of individuals</u>  <b>A2 Principles of growth</b> <b>Learning includes:</b> <u>The skills and knowledge gained by a child over time.</u>  <b>A3 Development across ages 0 – 18 months</b>      <b>Learning includes:</b> <ul style="list-style-type: none"><li><u>Physical development</u> – gross motor skills: large movement of limbs; fine motor skills: movement of fingers, developing hand-eye coordination</li><li><u>Cognitive and intellectual development</u> – thinking and learning development of information processing, memory, problem-solving skills</li><li><u>Communication and language development</u> – speaking, listening and understanding</li><li><u>Social development</u> – development of secure, positive relationships with others</li><li><u>Emotional development</u> – developing trust, independence and emotional resilience</li></ul>	<b>A4 Development across ages of 18 months – 3 years</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li><u>Physical development</u> – locomotion and hand-eye coordination</li><li><u>Cognitive and intellectual development</u> – thinking and learning</li><li><u>Communication and language development</u> – speaking, listening and understanding</li><li><u>Social development</u> – development of secure, positive relationships with others</li><li><u>Emotional development</u> – developing trust, independence and emotional resilience</li></ul> <b>A5 Development across ages of 3 – 5 years</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li><u>Physical development</u> – developing locomotion and balance</li><li><u>Cognitive and intellectual development</u> – thinking and learning</li><li><u>Communication and language development</u> – speaking, listening and understanding</li><li><u>Social development</u> – development of positive relationships with others outside the family</li><li><u>Emotional development</u> – developing trust, independence</li></ul> <b>B understand how factors impact on children's overall development</b>     <b>Learning includes:</b> <u>Factors:</u> physical, environmental, social, financial	<b>PEARSON SET ASSESSMENT</b>  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.  <u>TASK 1</u> , learners will demonstrate their knowledge and understanding of growth and development of a child of a given age  <u>TASK 2</u> , learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.  <u>TASK 3</u> , learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.	  <b>A1 Stages of Play</b>  <b>Learning includes:</b> Learners must understand that children at different ages have different play needs <ul style="list-style-type: none"><li>Unoccupied play</li><li>Solitary play</li><li>Spectator/onlooker play</li><li>Parallel play</li><li>Associative play,</li><li>Co-operative play</li></ul> <b>A2 Types of play</b>  <b>Learning includes:</b> Learners must understand the different types of children's play that can be offered <ul style="list-style-type: none"><li>Locomotor play</li><li>Creative play</li><li>Sensory play</li><li>Imaginative play</li><li>Symbolic play</li><li>Technological/investigative</li><li>Construction</li></ul> <b>B1 Physical Play</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li>Spatial awareness</li><li>Activities to stay healthy</li><li>How to take care of yourself and self-care</li><li>Gross motor skills</li><li>Activities/resources</li></ul>	<b>B2 Cognitive/intellectual play</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li>Problem-solving skills</li><li>Creativity</li><li>Use of imagination</li><li>Listening and attention skills</li><li>Numeracy skills</li><li>Environments</li><li>Technology</li><li>Cultural experiences, religious festivals</li></ul> <b>B3 Communication and language play</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li>Listening/Following instructions</li><li>Vocabulary and literacy skills</li><li>How to express and discuss feelings appropriately</li></ul> <b>B4 Social play</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li>Friendships and relationships</li><li>Sharing, turn-taking,</li></ul> <b>B5 Emotional play</b>  <b>Learning includes:</b> <ul style="list-style-type: none"><li>Feelings</li><li>Independence</li><li>Confidence</li><li>Relationships</li></ul>  ***Activities/resources (B2-5)	

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	CO2: Learning through Play		CO3: Supporting Children to Play, Learn And Develop			
<b>11</b>	<p><b>B6 How play can be organised to promote learning</b></p> <p> </p> <p><b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>Adult-led play</li> <li>Child-led play</li> <li>Child initiated play</li> </ul> <p><b>B7 The role of adults in promoting learning through play</b></p> <p><b>Learning includes:</b></p> <p><u>Organising activities:</u></p> <ul style="list-style-type: none"> <li>Inside/outside activities</li> <li>Individual/group activities, including games</li> <li>Sensory activities, art and craft activities, games.</li> </ul> <p>Adapting activities Choosing equipment Modelling communication Awareness of health and safety</p> <p><b>B8 Planning play opportunities</b></p> <p><u>Plan activities for</u></p> <ul style="list-style-type: none"> <li>0–18 months</li> <li>18 months–3 years</li> <li>3–5 years</li> </ul> <p><u>Considerations:</u> age, learning outcomes, ratio,, resources/equipment required and health and safety. Role of adult and how play is organised</p>	<p><b>PEARSON SET ASSESSMENT</b></p> <p>Pearson sets the assignments for the assessment of this component.</p> <p>The assignment for this component consists of three tasks, which are split into five sub sections</p> <p><u>TASK 1.</u> learners will demonstrate their knowledge and understanding of how a child of a given age plays</p> <p><u>TASK 2.</u> learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study</p> <p><u>TASK 3.</u> learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.</p>	<p><b>A1 Individual needs &amp; A2 Know how individual needs may impact on play, learning and development</b></p> <p><b>Learning includes:</b></p> <p><u>Physical needs</u></p> <ul style="list-style-type: none"> <li>sensory impairment</li> <li>delayed gross/fine motor skills</li> <li>wheelchair or walking frame</li> <li>long-term health or physical condition</li> </ul> <p><u>Cognitive/intellectual needs</u></p> <ul style="list-style-type: none"> <li>learning disability</li> <li>poor concentration levels</li> <li>memory issues</li> <li>difficulties in problem solving</li> <li>delayed literacy skills</li> </ul> <p><u>Communication and language needs</u></p> <ul style="list-style-type: none"> <li>learning more than one language</li> <li>language or communication delay</li> </ul> <p><u>Social and emotional needs</u></p> <ul style="list-style-type: none"> <li>Limited interaction Poor awareness of social norms and values</li> <li>Difficulty forming bond with adults friendships</li> <li>Limited experience of play</li> <li>Disruptive behaviour</li> <li>Difficulty forming friendships with children</li> <li>Transitions</li> </ul>	<p><b>B1 Ensure all children are safe</b></p> <p><b>Learning includes:</b></p> <p><u>Managing risks and hazards of environments and activities</u> for all three ages</p> <p><u>Teaching children how to use internet-enabled technology</u></p> <p><b>B2 H&amp;S considerations for inside environments for children with individual needs</b></p> <ul style="list-style-type: none"> <li>Doorways/corridors</li> <li>Layout of furniture</li> <li>Types of flooring and floor</li> <li>How resources can be organised</li> <li>Continuity of use of specific areas for play activities and routines</li> <li>Selecting appropriate resources</li> <li>Monitoring activities</li> </ul> <p><b>B3 H&amp;S considerations for outside environments for children with individual needs</b></p> <ul style="list-style-type: none"> <li>Appropriate clothing</li> <li>Planning outings</li> <li>Accessibility</li> <li>Outdoor play resources/spaces</li> <li>Differentiated equipment/resources</li> <li>Signs, symbols and maps as visual aids</li> <li>Consideration of weather implications</li> </ul>	<p><b>C1 The benefits of adapting activities for all children in play, learning and development</b></p> <p><b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>Recognition that every child has a right to learn</li> <li>Promotes five areas of development for all children</li> <li>The role of the adult</li> </ul> <p><b>C2-5 Adapting activities/resources to support a child with PILES needs (ensuring age appropriateness)</b></p> <p><b>Learning includes:</b></p> <ul style="list-style-type: none"> <li>Select appropriate resources</li> <li>Adjusting difficulty the level</li> <li>Materials and resources for visual/hearing impairment</li> <li>Adapt technological/digital resources</li> <li>Shorten activities</li> <li>Repeat activities to promote learning and memory</li> <li>Reduce the complexity of own language</li> <li>Promote self-resilience</li> </ul>	<p><b>EXAMINATION</b></p> <p><b>Assessment objectives</b></p> <p><u>AO1</u> 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</p> <p><u>AO2</u> Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development</p> <p><u>AO3</u> Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion</p> <p><u>AO4</u> 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</p>



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