

INTENT:

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

Studying child development will provide students with sector specific applied knowledge enabling them to plan, develop and adapt play opportunities which are suitable for young children across five areas of their development. Students will understand how children, up to the age of 5 years old, learn through play and how meeting the needs of individual children will support their development, play and learning.

In a practical learning environment students will apply and develop their knowledge of the characteristics of children's development from birth to five years, the factors that affect growth and development, the importance of play and how it promotes children's learning and development, the reasons why children may need support and the importance of child friendly environments to support play and learning and development. Finally students will understand the importance of supporting all children to learn and develop physically, intellectually, emotionally and socially and know how to adapt activities to support children's play, learning and development.

Learners who are successful within this qualification can advance onto A Levels, vocational qualifications and / or employment and apprenticeships within early childhood, childhood and youth or in related sectors within health and social care.

Curriculum plan: BTEC Tech Award L1/2 in Child Development (2022 Spec)

Mixed ability	1	2	3	4	5	6
	CO1: Children's Growth and Development				CO2: Learning Through Play	
10	A1 Understand how and why growth is measured Learning includes: <ul style="list-style-type: none"> Definition of growth How growth is measured and recorded Roles and responsibilities of individuals involved in measuring and monitoring growth Importance of measuring growth A2 The principles of development Learning includes: <ul style="list-style-type: none"> The skills and knowledge gained by a child over time Children acquire skills at varying rates in different areas of development Milestones Identifying current milestones and stage of development Holistic development A3 Development across ages of birth to 18 months Learning includes: <ul style="list-style-type: none"> Physical development Cognitive and intellectual development 	A4 Development across ages of 18 months to three years Learning includes: <ul style="list-style-type: none"> Physical development Cognitive and intellectual development Communication and language development Social development Emotional development A5 Development across ages of three to five years Learning includes: <ul style="list-style-type: none"> Physical development Cognitive and intellectual development Communication and language development Social development Emotional development B1 Physical factors Learning includes: <ul style="list-style-type: none"> Factors in pregnancy affecting children Disabilities / additional needs Health status Benefits of healthy balanced diet, effects of nutritional 	B3 Social factors Learning includes: <ul style="list-style-type: none"> Effects of discrimination Effects of relationships with primary carers Effects of siblings Effects of relationships with extended family and friends B4 Financial factors Learning includes: <ul style="list-style-type: none"> Low income High income Access to services 	PEARSON CONTROLLED SET ASSESSMENT Pearson sets the assignment. The assignment for this component consists of three tasks. TASK 1 , learners will demonstrate their knowledge and understanding of growth and development of a child of a given age TASK 2 , learners will demonstrate their knowledge and understanding of development and factors affecting development a child based on a case study TASK 3 , learners will demonstrate their knowledge and understanding of development and factors affecting development a child based on a case study	A1 Stages of children's play Learning includes: <ul style="list-style-type: none"> Unoccupied play Solitary play Spectator / onlooker play Parallel play Associative play Cooperative play A2 Types of play Learning includes: <ul style="list-style-type: none"> Locomotor play Creative play Sensory play Imaginative play Symbolic play Technological / investigative Construction B1 Physical play Learning includes: <ul style="list-style-type: none"> Learning through physical play Activities and resources for physical play and learning B2 Cognitive / intellectual play Learning includes: <ul style="list-style-type: none"> Learning promoted through cognitive / intellectual play Activities and resources to support 	B3 Communication and language play Learning includes: <ul style="list-style-type: none"> Learning through communication and language play Activities and resources to support communication and language play and learning B4 Social play Learning includes: <ul style="list-style-type: none"> Learning through social play Activities and resources to support social play and learning B5 Emotional play Learning includes: <ul style="list-style-type: none"> Learning through emotional play Activities and resources to support emotional play and learning

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	<ul style="list-style-type: none"> Communication and language development Social development Emotional development 	<ul style="list-style-type: none"> deficiencies, effects of unhealthy diet Amount of exercise <p>B2 Environmental factors</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Housing Home environment 			cognitive and intellectual play and learning	
Meaningful homework						
	<p>Task: After studying growth and how is measured from birth to four years, you are interested in the role of a health visitor. Create a job vacancy poster which fully describes the role, responsibilities, skills, salary and required qualifications for this role.</p> <p>Guidance:</p> <ul style="list-style-type: none"> Your vacancy poster should be no more than one A4 side, It should include a description of the role, responsibilities, salary, skills and required qualifications. The following link may be useful; https://www.healthcareers.nhs.uk/explore-roles/public-health/roles-public-health/health-visitor <p>Success criteria:</p> <ul style="list-style-type: none"> I can describe the role of a health visitor 	<p>Task: Watch an episode of a soap TV programme of your choice i.e. Hollyoaks, Coronation Street, Eastenders etc. Using the different environmental factors studied within lesson, write a description of the factors which are present within the episode and how these might impact on a child's development. You then need to choose one environmental factor and write about it in depth, showing your detailed knowledge and understanding of the impact.</p> <p>Guidance:</p> <ul style="list-style-type: none"> Remember the environmental factors studied are; Housing including the positive aspects of housing (warm, dry, own space), housing needs (damp housing, overcrowding), temporary accommodation, access to a garden, space to play 	<p>Task: Sarah Storey, winner of seventeen Paralympic gold medals, is a disabled cyclist who was born without a functioning left hand. Had Sarah not turned out to be a highly successful athlete, how could her disability have impacted upon her physical, cognitive/intellectual, communication and language, emotional and social development? Write a fully detailed account of how her disability may have impacted upon her development.</p> <p>Guidance:</p> <ul style="list-style-type: none"> Using your knowledge of social factors, particularly discrimination, research the life of Sarah Storey using the link below and your own research https://me-pedia.org/wiki/Sarah_Storey. Considering the different stages of development; physical, intellectual / cognitive, emotional and social, produce a detailed account (one side of A4) on how Sarah's disability could have impacted upon each stage of her childhood development. 	<p>Task: You have been contacted by a local nursery who are looking for support in terms of how they can help to develop children aged 0-5 years physically. They would like you to choose one of their key age groups; 0-18 months, 18 months – 3 years and 3-5 years and identify a range of resources / toys / activities that they could use to increase their physical development.</p> <p>Guidance:</p> <ul style="list-style-type: none"> Use magazines and the internet to cut out pictures to create a display of resources which help to promote physical development for either; 0-18 months, 18 months – 3 years or 3 -5 years. For 3 of the chosen resources you need to describe how it helps to promote physical development making reference to key terminology such as fine motor skills, gross motor skills, hand eye coordination, foot and leg coordination, spatial 	<p>Task: Play a board game with family members, carers or peers. Whilst you are playing the game, make a note of any aspects of development that you think are being developed as a result of playing the game. Consider physical, cognitive / intellectual, communication and language, social and emotional factors which are developed. Then, write a detailed account of how playing a board game would promote the different areas of development for a 5 year old.</p> <p>Guidance:</p> <ul style="list-style-type: none"> Choose any board game which encourages you to play against other people Create a table with the headings physical, cognitive / intellectual, communication and language, social and 	<p>Task: Adults play an important role during children's play which helps to promote overall development. For an activity of your choice, write a detailed account of what the adult will do in the activity and how these actions would support the child's development</p> <p>Guidance:</p> <ul style="list-style-type: none"> Bearing in mind the role of an adult in both adult led play; planning, organising and leading and within adult initiated play; putting out resources and toys that prompt children to play in a certain way, choose an activity which would involve adults in these ways. Then, write a detailed account (no more than 1 A4 page) of how the adult helps to promote all areas of a child's development You may want to research different resources / games / activities that adults can play with children to help

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	<ul style="list-style-type: none"> - I can explain the day to day responsibilities of a health visitor - I can identify the necessary qualifications, entry requirements and training required for this role - I can outline the pay and conditions - I can describe the required skills for this role 	<p>and home environment including having stable support from parents, contact with extended family, living with parental conflict, parents mental or physical health, effects of exposure to drugs, alcohol or smoking.</p> <ul style="list-style-type: none"> - Identify if any of the above factors are present within the episode and describe the impact that they would have on a child's development - Choose one of the factors from above and explain in depth how it would impact upon a child's development. <p>Success criteria:</p> <ul style="list-style-type: none"> - I have identified all of the environmental factors which could affect a child's development from the episode - I have described how each of these factors could impact upon a child's development - I have chosen one environmental factor and discussed in depth how this would impact upon a child's development. 	<p>Success criteria:</p> <ul style="list-style-type: none"> - I have provided evidence that I have researched the life of Sarah Storey - I have explained how Sarah's disability may have impacted upon all stages of her development. 	<p>awareness, strength, staying healthy and self care.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - I have identified a range of resources / toys / activities that promote physical development in a chosen age category between 0 and 5 years old - For three of the selected resources, I have justified, using key terminology how this positively promotes physical development 	<p>emotional and identify when and how each of these arise with examples during the board game</p> <ul style="list-style-type: none"> - 4 detailed paragraphs (one for each area of development) describing how the board game promotes development in 5 year olds. <p>Success criteria:</p> <ul style="list-style-type: none"> - I have identified the impact of a board game on promoting the different areas of development - I have examined in detail how playing a board game promotes physical, intellectual / cognitive, communication and language and emotional and social development within a five year old child. 	<p>you to identify an activity or you may want to invent your own activity.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - I have identified an activity / game where adults would be involved in promoting the different areas of development. - I have described the role of an adult during this activity - I have explained how the adult helps to promote each area of development during this activity
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Mixed ability	1	2	3	4	5	6
	CO2: Learning through Play		CO3: Supporting children to play, learn and develop			
11	<p>B6 How play can be organised to promote learning</p> <p>Learning includes:</p> <ul style="list-style-type: none"> o Adult led play 	<p>PEARSON CONTROLLED SET ASSESSMENT</p> <p>Pearson sets the assignment.</p>	<p>A1 Individual needs</p> <p>Learning includes:</p> <ul style="list-style-type: none"> o Physical needs 	<p>C Adapt play to promote inclusive learning and development</p> <p>Learning includes:</p>	<p>External examination in supervised conditions</p> <p>60 marks</p>	

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	<ul style="list-style-type: none"> Adult initiated play Child initiated play <p>B7 The role of adults in promoting learning through play</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Organise a variety of activities Explaining and demonstrating how equipment and resources work Adapting activities to suit personal interests Choosing equipment and resources that motivate children to engage Modelling communication Joining in with play activities Awareness of health and safety <p>B8 Planning play opportunities for children</p> <p>Learning includes:</p> <ul style="list-style-type: none"> 0-18 months 18 months to 3 years 3-5 years Considerations for planning activities 	<p>The assignment for this component consists of four tasks.</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>	<ul style="list-style-type: none"> Cognitive / intellectual needs Communication and language needs Social and emotional needs <p>A2 Know how individual needs may impact on play, learning and development</p> <p>Learning includes:</p> <ul style="list-style-type: none"> All areas of development are interlinked and affect each other Physical learning and development Cognitive and intellectual learning and development Communication and language learning and development Social and emotional learning and development <p>B1 Ensure all children are safe</p> <p><i>Adaptations that can be made for all three age groups</i></p> <p>Learning includes:</p> <ul style="list-style-type: none"> Manage risks and hazards of environments and activities Teach children how to use internet-enabled technology safely <p>B2 Health and safety considerations for inside environments for children with individual needs</p>	<ul style="list-style-type: none"> Learners will understand how to adapt the activities for all types of play for all three age groups <p>C1 The benefits of adapting activities for all children in play, learning and development</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Recognition that every child has a right to learn Promotes five areas of development for all children The role of an adult The benefits to other children of playing with children who have additional needs <p>C2 Adapting activities / resources to support a child with physical needs</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Make adjustments to the environment Select appropriate resources for children with fine motor skills delay Select appropriate resources for children with gross motor difficulties who use a wheelchair or a walking frame Secure moveable objects so they do not move 	<p>120 minutes May / June</p>
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			<p>Learning includes:</p> <ul style="list-style-type: none"> Width of doorways and corridors Layout of furniture Types of flooring and floor coverings in the space, considering potential trip hazards How resources can be organised to enable children to find things easily Continuity of use of specific areas for play activities and routines Selecting appropriate resources to ensure safety, linked to the ability of the child Monitoring activities to ensure safety is being maintained. <p>B3 Health and safety considerations for outside environments for children with individual needs</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Appropriate clothing Planning ahead on outings Accessibility Choice of outdoor play resources Choosing quiet or noisy play spaces Having equipment and resources at different levels Use of signs, symbols and maps as visual aids Consideration of weather implications 	<ul style="list-style-type: none"> Adjust the level of difficulty of activities and resources to suit the child's needs Provide materials and resources for visual impairment Keep resources in the same place so a child with a visual impairment knows where they are Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you Adapt technological / digital resources to suit the child's individual needs <p>C3 Adapting activities to support a child with cognitive and intellectual needs</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Provide opportunities to learn and play near other children doing the same activity Shorten activities to suit concentration span Break activities into shorter steps Repeat activities to promote learning and memory Adults can demonstrate activities 	
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				<ul style="list-style-type: none"> o Modify resources, reduce number of parts, use specific colours o Limit the number of materials available to avoid overwhelming the child o Use technology / digital resources o Keep equipment and resources in the same place, to aid memory and / or provide consistency <p>C4 Adapting activities to support a child with communication or language needs</p> <p>Learning includes:</p> <ul style="list-style-type: none"> o Use group activities to promote social inclusion o Praise children when they attempt to communicate o Make instructions short and clear o Adults can demonstrate activities o Reduce the complexity of own language o Repeat activities o Use alternative communication o Use non verbal communication o Use songs and nursery rhymes with actions o Label equipment o Display routines and activities as pictures 	
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				<p>C5 Adapting activities / resources to support a child experiencing social and emotional needs</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Promote self-resilience ○ Provide a structured approach throughout daily activities ○ Assign specific tasks to the child during any transition between activities ○ Maintain engagement of the child ○ Set out activities that focus on a child's area of interest ○ Choose books and games ○ Promote choice and control ○ Use activities which encourage expression of thoughts, feelings and ideas ○ Provide opportunities for social norms and values to be demonstrated ○ Encourage small group activities 	
Meaningful homework					
		<p>Task: Create a timeline of the transitions that you have experienced in your life. This might include starting nursery, moving house, the birth of a sibling etc. For any transition that you deem to be important, describe how the transition made you feel and the impact that it had on you.</p>	<p>Task: Visit a toy shop or research a range of toys online. Find the safety labels on each selected toy. Then, using one toy for each age range; 0-18 months, 18 months to 3 years and 3-5 years, create a leaflet for parents with examples of the age appropriate toys. In</p>	<p>Task: You are creating a new activity for children. During the design element of creating the activity, you have been told that you need to consider children who have cognitive needs and how your activity may need to be adapted. Your task is to create a new</p>	

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		<p>Then, create a detailed account of the transitions that a 0-5 year old may experience and the impact that this may have on their development.</p> <p>Guidance:</p> <ul style="list-style-type: none"> - Use this list to help you to consider some of the possible transitions that a child may experience; starting care / educational provider, moving between care or educational providers, birth of a sibling, change in family structure, moving house and add the relevant ones to your timeline. - When analysing the impact on a child's development consider all areas of development including physical, intellectual / cognitive, communication and language and emotional and social. <p>Success criteria:</p> <ul style="list-style-type: none"> - I have identified all of the transitions that took place within my childhood - I understand the impact that transition has on children between the age of 0-5 - I can explain the impact of transition on all areas of development in children aged 0-5 years. 	<p>detail describe the safety requirements linked to the use of each toy, explaining the information on the label, why the toy is age appropriate and the dangers that could be associated with using toys which are not age appropriate.</p> <p>Guidance:</p> <ul style="list-style-type: none"> - Use your class notes to recap the safety information labels. - Create one A4 sided leaflet which contains all of the information from the task description <p>Success criteria:</p> <ul style="list-style-type: none"> - I have identified three age appropriate toys for the three age groups - I have described the meaning behind the safety labels attached to all three toys - I have explained why each toy is age appropriate - I have explained the dangers, using examples, of children playing with toys which are not age appropriate. 	<p>activity which can be used / played with by children aged 3-5 years. Then, choose one of the following cognitive needs / disorders and explain how your activity would be adapted to suit their needs:</p> <ul style="list-style-type: none"> - ADHD - Dyslexia - Autism - Down Syndrome <p>Guidance:</p> <ul style="list-style-type: none"> - Include drawings, cut outs of images and annotations to explain how your activity works - Provide instructions for how to play your activity - Research one of the cognitive needs above to assist you in understanding their needs and how your activity may need to be adapted - Complete the task in the form of a presentation <p>Success criteria:</p> <ul style="list-style-type: none"> - I have used my imagination to come up with an activity that can be played by 3-5 year olds - I have considered the rules, equipment and requirements of the activity so that it can be played by children - I have chosen one cognitive need / disorder and explained how my activity would be adapted to make it inclusive and accessible for all children. 	
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Spirituality (Self)

Component 1: Children's Growth and Development

Learners explore **physical, intellectual, emotional and social (PIES) development in children**, developing **self-awareness** of how humans **grow, change and adapt across early life**. Understanding **developmental stages and transitions** helps learners reflect on their own experiences, such as **starting nursery or moving house**, building **emotional resilience and self-understanding**.

Component 3: Supporting Children to Play, Learn and Develop

Learners understand how to **adapt environments and activities to meet individual needs**, encouraging **self-reflection, patience and a growth mindset**. Developing these skills supports learners' **personal development** and prepares them as **thoughtful, reflective future practitioners**.



Spirituality (Others)

Component 2: Learning Through Play

Learners study the **role of adults in supporting children's play**, modelling **empathy, patience and understanding** when responding to different needs and abilities. Activities such as **designing inclusive play opportunities** promote **kindness, cooperation, teamwork and inclusion**.

Component 3: Adapting Play for Inclusion

Learners explore how to **adapt resources, environments and activities** for children with **physical, cognitive, communication or emotional needs**, fostering **empathy, respect for difference and inclusive attitudes**. This reinforces the importance of **equity and support for all learners**.



Spirituality (Beauty)

Component 2: Types and Stages of Play (Creative, Imaginative, Symbolic and Sensory)

Learners recognise the **beauty of human creativity and imagination**, understanding how play supports **joy, self-expression and wonder in childhood**. Learning about different play types helps students appreciate how **simple activities can nurture curiosity, confidence and happiness**.

Practical Tasks: Toy Design, Board Games and Creative Activities

Students express **creativity and imagination** through **designing play resources and activities**, celebrating the **beauty of learning through play** and valuing creativity as a key aspect of childhood development.



Spirituality (Beyond)

Component 3: Inclusion, Safety and Adaptation in Play

Learning promotes a **moral duty to protect, include and empower every child**, reinforcing values of **compassion, justice and responsibility**. Learners understand the importance of **advocacy and safeguarding** in professional practice.

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