

INTENT:



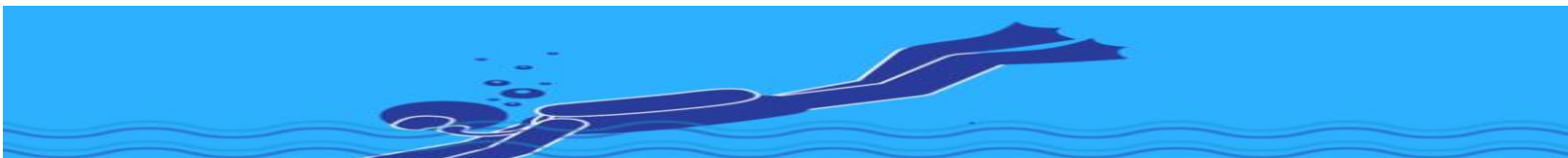
“Life affords no greater responsibility, no greater privilege, than the raising of the next generation”

C Everett Koop

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 instil an appetite for all child development related matters with the aim of inspiring future early years' practitioners.



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Half term points

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Component 1: Children's growth and development



A1 Understand the difference between growth and development

Learning to include:

- growth: changes to physical size, the skeleton, muscles and the brain, children's height, weight and head circumference and how and why growth is measured and plotted
- development: the skills and knowledge gained by a child over time, holistic development – supporting children to progress across all areas of development (physically, intellectually and cognitively, communication and language, socially, and emotionally)



A2 Growth and development across the ages of birth to five years old

Learning to include:

- physical, intellectual and cognitive, communication and language, social and emotional development to be considered across all five areas of development:
 - 0–18 months
 - 18 months–3 years
 - 3–5 years



Component 1: Assignment LA A

Assignment task:
written report



Criteria includes:

- A.P1 – Describe methods of measuring growth and development for 0-5 years
- A.P2 – Describe growth and development for a child across 0-5 years
- A.M1 – Discuss how different areas of development may impact on each other for a child from 0-5 years
- A.D1 – Evaluate the impact that different areas of development can have on one another for a child

CO1: Children's growth and development

B1 different factors impacting development



Learning to include:

- physical – prenatal, health status, diet and dietary requirements and exercise
- environmental – housing, home environments and effects of exposure to drugs, alcohol and smoking
- socioeconomic – experiences of discrimination on social, racial or cultural grounds, income and poverty and poor relationships with significant adults

Component 1: Assignment LA B




Assignment task:
case study – written report

Criteria includes:

- B.P3 – Explain the ways that different factors have affected growth and development
- B.P4 – Explain the impact of physical, environmental and social factors
- B.M2 – Compare the impact of physical, environmental and social factors
- B.D2 – Assess the impact of physical, environmental and social factors




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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Component 2: Learning Through Play A1 Stages of children's play 	Component 2: Learning Through Play A2 Play/ A3 learning 	CO2 – Assignment LA A Assignment task: Information booklet 	Component 2: Learning Through Play B1 to B6 Criteria includes explanations of the following: <ul style="list-style-type: none"> planning play opportunities for children physical play and learning cognitive and intellectual play and learning communication and language play and learning social play and learning Emotional play and learning 		CO2 – Assignment LA B Assignment task: Criteria includes: <ul style="list-style-type: none"> B.P3/4 – Describe how play can promote learning and resources B.M2 – Discuss how two selected activities promote learning B.D2 – Assess B.M2
10	Learning to include: <ul style="list-style-type: none"> Play: unoccupied, solitary, onlooker, parallel, associate and co-operative 	Learning to include: <ul style="list-style-type: none"> Play: adult-led, adult-initiated and child-initiated Play: environment, adapting activities, modelling, sharing and health and safety 	Criteria includes: <ul style="list-style-type: none"> A.P1 – Describe play stages A.P2/M1 – Explain the adult role/organisation could affect children's learning A.D1 – Assess adult's role: advantages/disadvantages 	Component 3: Supporting Children to Play, Learn and Develop AO1 Know about adaptations that may need to be made to activities for children in order to 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 activities due to a child's individual circumstances and environmental risks and hazards that may impact children's learning and development		

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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Component 3: Supporting children to play, learn and develop</p> 	<p>Component 3: Supporting children to play, learn and develop</p> 	<p>Component 3: Supporting children to play, learn and develop</p> 			<p>Grade range end point:</p>
11	<p>AO3 Apply knowledge and understanding to adapt activities to include all children and promote inclusion</p>	<p>AO4 Evaluate activities to ensure they best support all children to develop and promote inclusion</p>	<p>INTENSE REVISION FOR FEB EXAM AO1 AO2 AO3 AO4</p>			<p>Level 2 DISTINCTION</p> <p>Level 1 PASS</p> <p><i>(Distinction* is available upon points awarded for CO1, 2 & 3)</i></p>