

### INTENT:



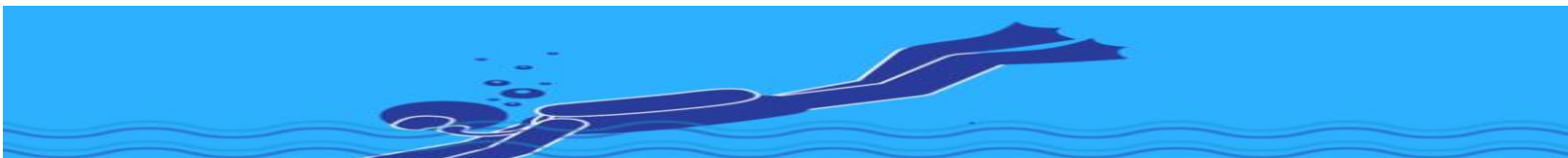
**“Life affords no greater responsibility, no greater privilege, than the raising of the next generation”**

**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.



**\*\*Please click on the icons to access our online portal where you can learn more about each topic\*\***

Half term points						
AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2
Component 1: Children's growth and development		Component 1: Children's growth and development		Component 1: Children's growth and development		Component 1: Assignment LA A
A1 Understand the difference between growth and development		A1 Understand the difference between growth and development		A1 Understand the difference between growth and development		B1 different factors impacting development
Learning to include:		Learning to include:		Learning to include:		Assignment task: written report
<ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>		Criteria includes:
						<ul style="list-style-type: none"> <li>A.P1 – Describe methods of measuring growth and development for 0-5 years</li> <li>A.P2 – Describe growth and development for a child across 0-5 years</li> <li>A.M1 – Discuss how different areas of development may impact on each other for a child from 0-5 years</li> <li>A.D1 – Evaluate the impact that different areas of development can have on one another for a child</li> </ul>
A2 Growth and development across the ages of birth to five years old		A2 Growth and development across the ages of birth to five years old		A2 Growth and development across the ages of birth to five years old		CO1: Children's growth and development
Learning to include:		Learning to include:		Learning to include:		Assignment task: case study – written report
<ul style="list-style-type: none"> <li>physical, intellectual and cognitive, communication and language, social and emotional development to be considered across all five areas of development:               <ul style="list-style-type: none"> <li>0-18 months</li> <li>18 months-3 years</li> <li>3-5 years</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>physical, intellectual and cognitive, communication and language, social and emotional development to be considered across all five areas of development:               <ul style="list-style-type: none"> <li>0-18 months</li> <li>18 months-3 years</li> <li>3-5 years</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>physical, intellectual and cognitive, communication and language, social and emotional development to be considered across all five areas of development:               <ul style="list-style-type: none"> <li>0-18 months</li> <li>18 months-3 years</li> <li>3-5 years</li> </ul> </li> </ul>		Criteria includes:
  		  		  		<ul style="list-style-type: none"> <li>B.P3 – Explain the ways that different factors have affected growth and development</li> <li>B.P4 – Explain the impact of physical, environmental and social factors</li> <li>B.M2 – Compare the impact of physical, environmental and social factors</li> <li>B.D2 – Assess the impact of physical, environmental and social factors</li> </ul>



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### Half term points

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

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### Half term points

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