 

KEVI Handsworth Wood Girls’ Academy



**Year 12 Induction Booklet**

**Summer 2019**

Pearson BTEC Level 3 Extended Certificate in Children’s Play, Learning & Development (CPLD)

*1 A Level Equivalent*

**Introduction to Children’s Play, Learning & Development**

Thank you for choosing to study CPLD at KEVI Handsworth Wood Girls’ Academy.

You will complete four units across your qualification – Three of these will be completed by all learners undertaking this qualification within any school/college. One further unit of study will be chosen to be delivered by the school, from an option of four other units.

In Year 12, you will begin by studying Unit 1: Children’s Development. This will be assessed in January 2020 by an externally marked examination.

It is requirement of this qualification that as well as the Guided Learning Hours which we timetable for lessons and other activities, students also undertake other required learning. This includes private study, preparation for assessments, preparatory reading, revision and independent research. You will be expected to complete some study period tasks each week when working on examination units.

You will need to have good knowledge of expected/typical development for children from Birth to 8 years before you commence the course in September. It is vitally important that you engage in some preparatory reading, watch recommended documentaries/TV programmes, and carry out some independent research to prepare for this.

In addition, it would be helpful for you to gain some background knowledge on the theorists who you will be studying in the Autumn Term, therefore it is essential that you carry out some background research on these.

Work through the tasks, and record your reflections/findings in the space available.

We will be assessing you in September to check your understanding of this unit. You will then complete a mock examination for this unit in October, with another one in December, before completing your actual exam in January.

We hope that you will use this booklet to give you a good start to your BTEC work, and that it will help you enjoy and benefit from the course more.

Mrs Steele

Head of Child Development

**Task 1 – Researching Expected/Typical Development**

**Recommended websites:**

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

[www.education.gov.uk/publications](http://www.education.gov.uk/publications)

You will need to be familiar with the following publication:

**Early Education (2012) Development Matters in the Early Years Foundation Stage (EYFS)**

This is non-statutory guidance material, which supports practitioners in an early years setting working with children under five years. It tells us what we would expect to see children at each age/stage doing, what we could do to support that development, and what we could provide.

It would be helpful to save your own copy, and preferably to have your own printed version. This can be ordered online, or downloaded and printed out.

**Recommended Books:**

Sharma, Ajay and Cockerill, Helen (2014) From Birth to Five Years, Developmental Progress. Routledge

Howard, Justine (2017) Mary D. Sheridan’s Play in Early Childhood, From Birth to Six Years, Fourth Edition, Routledge

Meggitt, Caroline (2012) Child Development, An Illustrated Guide, 3rd Edition, Pearson

Each of the books above will describe expected/typical development at each age.

**Recommended Viewing:**

Channel 4: The Secret Lives of Four and Five Year Olds

BBC One: Child of our Time

ITV: Planet Child

CBeebies Home Page: Child Development series

Channel 4: Super Nanny

Each of the programmes above will tell you about expected development or apply theories to development. In addition, they will explain strategies to use with students to support their behaviour or learning.

**Task 2/Reflecting on your research**

You will begin by looking at Physical Development with Mrs Khan, and Cognitive (intellectual) development with Mrs Steele. This includes Communication and Language Development.

Use the following spaces to record new knowledge about expected development, which you have gained through your research.

**PHYSICAL DEVELOPMENT**

**COGNITIVE/INTELLECTUAL DEVELOPMENT**

**COMMUNICATION/LANGUAGE DEVELOPMENT**

**Task 4/Finding Key Information about expected development**

There are some specific milestones which you need to be able to recall from memory. Research the age we would expect children to achieve each milestone, recording the age in months/years

**Physical Development Milestone Expected Age in months/years**

Uses a palmar grasp to hold crayons

Ties and unties shoelaces

Holds a rattle for a moment

Riding a tricycle

Uses scissors to cut out simple shapes

Standing alone

Skipping with a rope

Can put on shoes and fasten with Velcro

Uses a pincer grasp

Rolling over

Writes name

Riding a bicycle

Feeds themselves with a spoon

Pulls down items of clothing

Uses a tripod grasp to hold a pencil

Walking unaided

Crawling upstairs

Swimming

Eats with a knife and fork

Sitting unsupported

Walking upstairs

Crawling

Uses a dominant hand (left/right handed)

Has clear handwriting

Children are born with some physical reflexes. These are checked by the midwife at birth. Use your research to find out about each one, and describe in your own words what each reflex is.

1. Tonic neck reflex
2. Rooting reflex
3. Moro/startling reflex
4. Grasping reflex
5. Stepping/walking reflex
6. Sucking reflex
7. Babinski reflex
8. Galant reflex

**Cognitive Development Milestone Expected age in months/years**

Looks for dropped or hidden objects

Adds two sets of objects together

Makes a connection between people and events

Recognises numbers to 100

Completes simple puzzles

Counts to ten

Remembers past experiences

Arranges objects into categories

Recognises voices

Recognises and names primary colours

Uses trial and error learning

Remembers where things belong

Understands the need for rules

Matches equal sets

Is starting to tell the time

**Communication and Language Development Milestone Expected age in months and years**

Mastered the basics of reading and writing

Has up to six words

Uses complex sentences with words such as ‘because’

Vocalises in long strings of babbling

Knows own name

Has up to 15 words

Speech is clear

Starting to use simple sentences

Uses language to reason and explain ideas

Has up to 50 words

**Task 5/ Researching key theorists who you will study in the first half term**

**Abraham Maslow** developed a theory referred to as Maslow’s hierarchy of needs. Draw a diagram below to identify each type of needs that Maslow referred to.

This must include Physical; Safety and security; Social; Self-esteem; and Self-actualisation.

**Lev Vygotsky** believed that social interaction with adults and other children was essential for cognitive and language development. He believed that children could master a skill with support and guidance from an adult or child who is more skilled, and referred to different zones of development. Define what he meant by each zone, below:

**The Zone of Actual Development (ZAD)**

**The Zone of Proximal Development (ZPD)**

**Jerome Bruner** also believed that children can be helped by others to develop their ideas and thinking. He thought we should use a spiral curriculum to support children’s learning, by introducing ideas at a basic level, then revisiting them, and gradually becoming more complex. He believed adults were important in scaffolding children’s learning.

Find some examples of how adults could ‘scaffold’ children’s learning. Record your examples below.

Bruner also proposed three modes of cognitive representation. Explore what each of these means in terms of how children learn. Complete the table below

|  |  |  |
| --- | --- | --- |
| Mode of learning | Age of child | How children learn |
| Enactive |  |  |
| Iconic |  |  |
| Symbolic |  |  |

Jean Piaget also believed that children pass through stages in their learning. He proposed four distinct cognitive stages. Explore what each of these stages means in terms of how children learn. Complete the table below

|  |  |  |
| --- | --- | --- |
| Stage | Age | How children learn |
| Sensorimotor |  |  |
| Pre-operational |  |  |
| Concrete operations |  |  |
| Formal operations |  |  |

Piaget’s theory was based on the following four suppositions:

1. Children are active learners
2. Children think differently from adults
3. Children construct their own meaning from their experiences and environment around them
4. Language depends on the development of thought

His schematic development theory helps to explain how children think and learn. Define the word ‘schema’ that Piaget uses in his schematic development theory.