



### Curriculum Map Overview of the Academic Year: 2021-2022

**The core purpose of Child Development at KEVI HWGA, is to:**

- Equip students with knowledge of how children are expected to grow, develop and learn, and factors which may affect this
  - Enable students to gain an understanding of the role of an Early Years Practitioner in a variety of different settings
  - Inspire students to want to pursue a career working with children

**BTEC Level 1/Level 2 Tech Award in Child Development      YEAR 11      Teacher: Mrs Steele**

**Intent:**

Every child is special and unique and will develop skills and knowledge at different rates. Some children are affected by individual circumstances, which can have an impact on how they learn and develop compared with their peers.

This component will develop your knowledge and understanding of the individual circumstances that can have an impact on a child’s learning and development. You will learn about the physical, cognitive and intellectual, communication and language, social, and emotional circumstances that children may experience. You will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. You will investigate how activities can be adapted to ensure that all children can join in with play for their learning and development.

This component is assessed synoptically and will enable you to select and integrate knowledge, understanding and skills from across your qualification. The component will help you to understand how to work with and plan activities for children with individual needs. It will also help you to progress to Level 2 or Level 3 vocational and academic qualifications.

**Implementation:**

Learners have completed Component 1 and Component 2 in Year 9 and 10. Component 3 is a synoptic unit which combines some of the key knowledge for previous units, applying this to children with additional circumstances. Lessons will be delivered each Tuesday, period 5 and each Friday, periods 5 & 6. Students will take their Component 3 exam in February, with re-sit opportunities in May.

**Resources:** Pearson BTEC Level 1/2 Tech Award in Child Development – Specification – Issue 2 – December 2018

<b>Implementation:</b>	Half term 1A	Half term 1B	Half Term 2A	Half term 2B	Half term 3A	Half term 3B
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<p><b>Sequencing of the teaching content</b></p> <p><i>Including</i></p> <p>Key Knowledge</p> <p>Key Concepts</p> <p>Key Skills</p> <p>HPL</p>	<p><b>Component 3:</b> Supporting children to play, learn and develop</p> <p><b>Learning Aim A:</b> Investigate individual circumstances that may impact on learning and development</p> <p>A1 Individual circumstances</p> <p>A2 Know how individual circumstances may impact on learning and development</p> <p>Physical circumstances</p> <p>Cognitive circumstances</p> <p>Communication and Language circumstances</p> <p>Social and emotional circumstances</p> <p>Expected development</p> <p>Key aspects of each area of development</p> <p><b>Learning Aim C:</b> Adapt play to promote inclusive learning and development</p> <p>C1 The benefits of adapting activities for all children in play, learning and Development</p>	<p><b>Component 3:</b> Supporting children to play, learn and develop</p> <p><b>Learning Aim C:</b> Adapt play to promote inclusive learning and development</p> <p>C4 Adapting activities to support a child with communication and language needs (as appropriate to the age group)</p> <p>C5 Adapting activities/resources to support a child experiencing social and emotional needs</p> <p>Purpose of Picture Exchange Communication System and Makaton</p> <p>Ways to promote self-resilience in children</p> <p>Ways of encouraging expression of thoughts, feelings and ideas</p> <p><b>Learning Aim B:</b> Create safe environments to support play, learning and development in children aged from birth to five years</p> <p>B1 Ensure all children are safe</p>	<p><b>Component 3:</b> Supporting children to play, learn and develop</p> <p><b>Revision</b> – preparation for exam on 4<sup>th</sup> February, and Mock exams in March</p> <p>Match, identify, give, state, explain, assess</p> <p>Self-regulation; Metacognition; Intellectual confidence</p>	<p><b>Component 3:</b> Supporting children to play, learn and develop</p> <p><b>Revision</b> – preparation for mock exams</p> <p>Results for February exam will be released in mid-March and determine individual revision focus for students</p> <p>Match, identify, give, state, explain, assess</p> <p>Strategy planning; Connection finding; Big picture thinking; Intellectual confidence</p>	<p><b>Component 3:</b> Supporting children to play, learn and develop</p> <p><b>Targeted Revision</b> – preparation for re-sits in May</p> <p>Match, identify, give, state, explain, assess</p> <p>Strategy planning; Connection finding; Big picture thinking; Intellectual confidence</p>	
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	<p>C2 Adapting activities/resources to support a child with physical needs</p> <p>C3 Adapting activities to support a child with cognitive and intellectual needs</p> <p>Ways to promote inclusion</p> <p>Reasons for, and ways of giving children choice and control</p> <p>List of desired behaviours</p> <p>Benefits to other children of including children</p> <p>Age and stage appropriate resources</p> <p>Common adjustments</p> <p>Resources for sensory needs</p> <p>Ways to shorten/limit activities</p> <p>Match, identify, give, state, explain, assess</p> <p>Self-regulation; Perseverance; Resilience; Strategy planning; Connection finding; Big picture thinking; Intellectual confidence</p>	<p>B2 Health and safety considerations for inside environments</p> <p>B3 Health and safety considerations for outside environments</p> <p>Common hazards</p> <p>Safety symbols</p> <p>Ways of structuring play</p> <p>Statutory adult-child ratios</p> <p>Parental controls</p> <p>Appropriate clothing for each type of weather/outings</p> <p>Match, identify, state, give, explain</p> <p>Strategy planning; Connection finding; Big picture thinking; Intellectual confidence</p>				
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<p><b>Key Questions:</b></p>	<p>What physical circumstances may impact on a child's learning and development, and how?</p> <p>What cognitive and intellectual circumstances may impact on a child's learning and development, and how?</p> <p>What communication and language circumstances may impact on a child's learning and development, and how?</p> <p>What social and emotional circumstances may impact on a child's learning and development?</p> <p>What are children's rights to play and learn?</p> <p>How do practitioners promote inclusion?</p> <p>How do practitioners act as role models to children?</p> <p>How do practitioners empower children?</p> <p>How should practitioners respond to children?</p> <p>What are the benefits to others of adapting</p>	<p>How can we adapt activities/resources to support children with cognitive and intellectual needs?</p> <p>How can we adapt activities/resources to support children with communication and language needs?</p> <p>How can we adapt activities/resources to support children with social and emotional needs? How can we adapt activities/resources to support children with cognitive and intellectual needs?</p> <p>How can we adapt activities/resources to support children with communication and language needs?</p> <p>How can we adapt activities/resources to support children with social and emotional needs? How can we adapt activities/resources to support children with cognitive and intellectual needs?</p> <p>How can we adapt activities/resources to support children with</p>	<p>What are children's rights to play and learn?</p> <p>How do practitioners promote inclusion?</p> <p>How do practitioners act as role models to children?</p> <p>How do practitioners empower children?</p> <p>How should practitioners respond to children?</p> <p>What are the benefits to others of adapting activities to include all children?</p> <p>How can we adapt activities/resources to support children with physical needs?</p> <p>How can we adapt activities/resources to support children with cognitive and intellectual needs?</p>	<p>How can we adapt activities/resources to support children with cognitive and intellectual needs?</p> <p>How can we adapt activities/resources to support children with communication and language needs?</p> <p>How can we adapt activities/resources to support children with social and emotional needs?</p>	<p>Revision</p>	
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	<p>activities to include all children?</p> <p>How can we adapt activities/resources to support children with physical needs?</p>	<p>communication and language needs?</p> <p>How can we adapt activities/resources to support children with social and emotional needs?</p> <p>How do early years practitioners manage risks and hazards in the setting?</p> <p>How do early years practitioners manage risks and hazards of activities?</p> <p>What are the responsibilities of the early years practitioner in keeping children safe?</p> <p>How can we teach children to use internet enabled technology safely?</p> <p>What are the health and safety considerations for the indoor environment of a childcare setting?</p> <p>What are the health and safety considerations for the outdoor environment of a childcare setting?</p>				
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<p><b>Implementation:</b></p> <p><b>Formative Assessment</b></p> <p>Assessment for Learning – allows us to assess, guide and support progress</p>	<p><b>Weekly recall and retention quiz –</b> marks out of 20 awarded</p> <p><b>Weekly exam question – marks awarded (weekly 4/6 mark questions)</b></p>	<p><b>Weekly recall and retention quiz –</b> marks out of 20 awarded</p> <p><b>Weekly exam question – marks awarded (weekly 4/6 mark questions)</b></p>	<p><b>Weekly recall and retention quiz –</b> marks out of 20 awarded</p> <p><b>Weekly exam question – marks awarded (weekly 4/6 mark question)</b></p>	<p><b>Weekly recall and retention quiz –</b> marks out of 20 awarded</p> <p><b>Weekly exam question – marks awarded(weekly 4/6 mark question)</b></p>		
<p><b>Implementation:</b></p> <p><b>Summative Assessment</b></p> <p>Assessment of Learning – all grades achieved count towards final qualification</p> <p><i>(Mock assessments will only count where there is a move to TAG's due to Covid)</i></p>	<p><b>MOCK ASSESSMENT: LEARNING AIM A</b> (teacher assessed) – marks awarded. Class feedback given</p>	<p><b>MOCK ASSESSMENT: LEARNING AIM C</b> (teacher assessed) – marks awarded. Class feedback given</p>	<p><b>MOCK ASSESSMENT: LEARNING AIM B</b> (teacher assessed) – marks awarded. Class feedback given</p> <p><b>COMPONENT 1 EXAMINATION (2 hours) 4<sup>th</sup> February</b></p> <p>– externally assessed with marks and grade awarded in March</p>	<p><b>BTEC MOCKS - EXAMINATION – marks and equivalent grade awarded.</b> Class feedback given</p>	<p><b>COMPONENT 1 RE-SIT EXAMINATION (2 hours) 27<sup>th</sup> May</b></p> <p>– externally assessed with marks and grade awarded in March</p>	

### Impact: Component 3 Outcomes

Impact: Assessment Objectives for Component 3			
AO1	AO2	AO3	AO4
<p>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>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>	<p>Apply knowledge and understanding to adapt activities to include all children and promote inclusion</p>	<p>Evaluate activities to ensure they best support all children to develop and promote inclusion</p>

