



## **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

Implementation:	Half term 1A	Half term 1B	Half Term 2A	Half term 2B	Half term 3A	Half term 3B

Sequencing of the	Component 3: Supporting	Component 3: Supporting	Component 3: Supporting	Component 3: Supporting	Component 3: Supporting
teaching content	children to play, learn and	children to play, learn and	children to play, learn and	children to play, learn and	children to play, learn and
	develop	develop	develop	develop	develop
Including	Learning Aim A:	Learning Aim C: Adapt	Revision – preparation for		Targeted Revision –
Key Knowledge	Investigate individual	play to promote inclusive	exam on 4 <sup>th</sup> February, and		preparation for re-sits in
Key Concepts	circumstances that may impact on learning and	learning and development	Mock exams in March	<b>Revision</b> – preparation for mock exams	May
	development	C4 Adapting activities to	Match, identify, give,		Match, identify, give,
Key Skills	development	support a child with	state, explain, assess	Results for February exam	state, explain, assess
HPL	A1 Individual	communication and		will be released in mid-	
HPL	circumstances	language needs (as	Self-regulation;	March and determine	Strategy planning;
		appropriate to the age	Metacognition;	individual revision focus for	Connection finding; Big
	A2 Know how individual	group)	Intellectual confidence	students	picture thinking;
	circumstances may				Intellectual confidence
	impact on learning and	C5 Adapting		Match, identify, give, state,	
	development	activities/resources to		explain, assess	
		support a child		Strategy planning;	
	Physical circumstances	experiencing social and		Connection finding; Big	
	Cognitive circumstances	emotional needs		picture thinking; Intellectual	
	cognitive circumstances			confidence	
	Communication and	Purpose of Picture		connuence	
	Language circumstances	Exchange Communication			
		System and Makaton			
	Social and emotional	Ways to promote self-			
	circumstances	resilience in children			
	<b>Expected development</b>	Ways of encouraging			
		expression of thoughts,			
	Key aspects of each area	feelings and ideas			
	of development				
	Learning Aim C: Adapt	Learning Aim B: Create			
	play to promote inclusive	safe environments to			
	learning and development	support play, learning and			
	.ca.iiiig and development	development in children			
	C1 The benefits of	aged from birth to five			
	adapting activities for all	years			
	children in play, learning				
	and Development	B1 Ensure all children are			
		safe			
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C2 Adapting	B2 Health and safety		
activities/resources to	considerations for inside		
support a child with	environments		
physical needs			
	B3 Health and safety		
C3 Adapting activities to	considerations for outside		
support a child with	environments		
cognitive and intellectual			
needs	Common hazards		
l liceus			
Ways to promote	Safety symbols		
inclusion			
	Ways of structuring play		
Reasons for, and ways of			
giving children choice and	Statutory adult-child ratios		
control	Devented sentuals		
	Parental controls		
List of desired behaviours	Appropriate clothing for		
	each type of		
Benefits to other children	weather/outings		
of including children	weather/outings		
Age and stage			
appropriate resources	Match, identify, state,		
	give, explain		
Common adjustments	8		
Description for the second	Strategy planning;		
Resources for sensory	Connection finding; Big		
needs	picture thinking;		
Ways to shorten/limit	Intellectual confidence		
activities			
activities			
Match, identify, give,			
state, explain, assess			
state, explain, assess			
Self-regulation;			
Perseverance; Resilience;			
Strategy planning;			
Connection finding; Big			
picture thinking;			
Intellectual confidence			
intellectual confidence			
	<u>I</u>		

Key Questions:	What physical	How can we adapt	What are children's rights	How can we adapt	Revision	
Rey Questions.	circumstances may	activities/resources to	to play and learn?	activities/resources to	11011011	
	impact on a child's	support children with	to play and realing	support children with		
	learning and	cognitive and intellectual	How do practitioners	cognitive and intellectual		
	development, and how?	needs?	promote inclusion?	needs?		
	development, and now.	Ticcus.		needs.		
	What cognitive and	How can we adapt	How do practitioners act	How can we adapt		
	intellectual circumstances	activities/resources to	as role models to	activities/resources to		
	may impact on a child's	support children with	children?	support children with		
	learning and	communication and		communication and		
	development, and how?	language needs?	How do practitioners empower children?	language needs?		
	What communication and	How can we adapt		How can we adapt		
	language circumstances	activities/resources to	How should practitioners	activities/resources to		
	may impact on a child's	support children with	respond to children?	support children with social		
	learning and	social and emotional	What are the benefits to	and emotional needs?		
	development, and how?	needs? How can we adapt	others of adapting			
		activities/resources to	activities to include all			
	What social and	support children with	children?			
	emotional circumstances	cognitive and intellectual				
	may impact on a child's	needs?	How can we adapt			
	learning and		activities/resources to			
	development?	How can we adapt	support children with			
	What are children's rights	activities/resources to	physical needs?			
	to play and learn?	support children with				
	to play and learn.	communication and	How can we adapt			
	How do practitioners	language needs?	activities/resources to			
	promote inclusion?	How can we adapt	support children with			
		activities/resources to	cognitive and intellectual			
	How do practitioners act	support children with	needs?			
	as role models to	social and emotional				
	children?	needs? How can we adapt				
	How do practitioners	activities/resources to				
	empower children?	support children with				
	chipower children:	cognitive and intellectual				
	How should practitioners	needs?				
	respond to children?					
		How can we adapt				
	What are the benefits to	activities/resources to				
	others of adapting	support children with				

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activities to include all	communication and		
children?	language needs?		
How can we adapt	How can we adapt		
activities/resources to	activities/resources to		
support children with	support children with		
physical needs?	social and emotional		
physical fields.	needs?		
	needs:		
	How do early years		
	practitioners manage risks		
	and hazards in the		
	setting?		
	How do early years		
	practitioners manage risks		
	and hazards of activities?		
	What are the		
	responsibilities of the		
	early years practitioner in		
	keeping children safe?		
	How can we teach		
	children to use internet		
	enabled technology		
	safely?		
	What are the health and		
	safety considerations for		
	the indoor environment of		
	a childcare setting?		
	What are the health and		
	safety considerations for		
	the outdoor environment		
	of a childcare setting?		

Implementation:	Weekly recall and	Weekly recall and retention	Weekly recall and retention	Weekly recall and retention		
	retention quiz –	quiz – marks out of 20	quiz – marks out of 20	quiz – marks out of 20		
Formative Assessment	marks out of 20	awarded	awarded	awarded		
	awarded					
Assessment for Learning –		Weekly exam question –	Weekly exam question –	Weekly exam question –		
allows us to assess, guide	Weekly exam	marks awarded (weekly	marks awarded (weekly 4/6	marks awarded(weekly 4/6		
and support progress	question – marks	4/6 mark questions)	mark question)	mark question)		
	awarded (weekly					
	4/6 mark					
	questions)					
Implementation:	MOCK	MOCK ASSESSMENT:	MOCK ASSESSMENT:	BTEC MOCKS -	COMPONENT 1 RE-SIT	
Summative Assessment	ASSESSMENT:	LEARNING AIM C (teacher	LEARNING AIM B (teacher	EXAMINATION – marks and	EXAMINATION (2 hours)	
Assessment of Learning –	LEARNING AIM A	assessed) – marks awarded.	assessed) – marks awarded.	equivalent grade awarded.	27 <sup>th</sup> May	
all grades achieved count	(teacher assessed) –	Class feedback given	Class feedback given	Class feedback given		
towards final qualification	marks awarded.				- externally assessed with	
	Class feedback given		COMPONENT 1		marks and grade awarded	
(Mock assessments will			EXAMINATION (2 hours) 4 <sup>th</sup>		in March	
only count where there is a			February			
move to TAG's due to			<ul> <li>externally assessed with</li> </ul>			
Covid)			· ·			
			marks and grade awarded in			
			March			

# **Impact: Component 3 Outcomes**

Impact: Assessment Objectives for Component 3							
AO1	AO2	A03	A04				
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	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	Apply knowledge and understanding to adapt activities to include all children and promote inclusion	Evaluate activities to ensure they best support all children to develop and promote inclusion				