



KEVI Handsworth Wood Girls' Academy Curriculum Map – Children's Play Learning & Development
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*

Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning & Development

Year 12

Mrs Steele

Intent:

In Unit 1, you will learn about theories and models of development that explain how and why children develop and how this relates to the Early Years Foundation Stage (EYFS). You will develop an understanding of a range of factors that may influence children's development, and consider the short- and long-term effects on their development. The knowledge you will gain in this unit will prepare you for a variety of careers as a childminder, family support worker or early years educator in the private, voluntary or state sector and/or allow progression to higher education studies in early years education or management

In Unit 5, you will look at the legislation, regulations and guidance relevant to health, safety and safeguarding. You will investigate approaches to creating safe and secure environments and policies and procedures to control and prevent the spread of infection. You will learn about types of abuse and how to recognise the signs that a child is at risk. It is important that you know how to safeguard children, including ways to empower them so that they become confident in protecting themselves. You also need to know correct procedure for responding to concerns about abuse. You will learn how to recognise hazards, assess health and safety risks and respond to emergency situations in your own work placement setting. It is strongly recommended that you successfully complete a recognised paediatric first-aid course if you wish to gain employment in the early years sector. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. This unit will prepare you for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management

Implementation:

Learners complete Unit 1 in the Autumn Term, before taking their externally assessed exam in January. Outcomes for this are published in March, and learners can have an opportunity to re-sit this examination in May. During the Spring and Summer term, students complete Unit 5. Work for this unit is internally assessed and verified. Students complete 4 tasks. A summary of criteria achieved through each task is provided to learners, and a grade is awarded for the unit overall based on completion of all tasks. Students need to complete a minimum of 50 hours work experience in a childcare setting to pass Unit 5. Lessons will be delivered each Monday and Tuesday, periods 3 & 4; Tuesday period 6, and each Thursday, period 3.

Resources: Pearson BTEC Level 3 National Extended Certificate in Children's Play and Development – Specification – Issue 5 – September 2016

Implementation	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Sequencing of the teaching content <i>Including Key Knowledge</i>	Unit 1: Children's Development Learning Aim A: The principles of growth and	Unit 1: Children's Development Learning Aim C: Cognition, language and	Unit 1: Children's Development REVISION	Unit 5: Keeping Children Safe	Unit 5: Keeping Children Safe Learning aim D: Demonstrate how to	Unit 5: Keeping Children Safe Learning aim D: Demonstrate how to

<p>Key Concepts Key Skills HPL</p>	<p>development and how they are applied from birth up to seven years 11 months</p> <p>A1 Principles and patterns of growth and development</p> <p>A2 Areas of development</p> <p>A3 Patterns of development</p> <p>Definitions of growth, development, physical development, cognitive development, language development, emotional development and social development</p> <p>Ways in which areas of development are interrelated</p> <p>Strategies to support atypical development</p> <p>Critical periods of neurological development</p> <p>Describe; Give; Identify; List; Which; Explain; Discuss</p> <p>Strategy planning; Big picture thinking; Confident; Self-regulation; Generalisation; Connection finding; Intellectual confidence</p> <p>Learning Aim B: Physical development from birth up to seven years 11 months</p> <p>B1 Physical development</p>	<p>communication development</p> <p>C2 Applying theories to early years practice.</p> <p>Ways of supporting verbal and non-verbal communication</p> <p>Age/stage appropriate literacy and numeracy activities</p> <p>Discuss, Analyse</p> <p>Self-regulation; Critical or logical thinking; Intellectual confidence; Open minded</p> <p>Learning Aim D: Theories of social and emotional development</p> <p>D1 The self, others and place in the world</p> <p>D2 Applying theories of social and emotional development to early years practice</p> <p>Development Norms for social and emotional development</p> <p>Skinner's operant conditioning</p> <p>Bandura's social learning theory</p> <p>Bowlby and Ainsworth's attachment theory</p>	<p>Unit 5: Keeping Children Safe</p> <p>Learning Aim A: Investigate legal responsibilities and approaches to health and safety in early years settings</p> <p>A1 Responsibilities to children's health and safety</p> <p>A2 Approaches to promoting children's health and safety</p> <p>Duty of Care</p> <p>Legislation and guidance relating to Health and Safety, and Safeguarding</p> <p>Statutory Requirements of the Early Years Foundation Stage</p> <p>Health & Safety, Child Protection, Information Sharing, Safe Recruiting and Data Protection Policies</p> <p>Risk assessments</p> <p>The role of the early years professional</p> <p>Explain, Analyse, Evaluate</p> <p>Big picture thinking; Precision; Enquiring</p>	<p>Learning Aim B: Explore procedures for prevention and control of infection in early years settings</p> <p>B1 Statutory requirements and procedures for infection prevention and control</p> <p>Risk management</p> <p>The role of the Early Years Professional</p> <p>Legislation, guidance and policies for infection prevention and control</p> <p>Common childhood infections</p> <p>Infection and prevention control procedures</p> <p>Food hygiene procedures</p> <p>Immunisation programme for children</p> <p>Recording and reporting procedures in early years settings</p> <p>Big picture thinking; Precision; Enquiring</p> <p>Explain, Analyse, Evaluate</p> <p>Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused</p>	<p>recognise and assess hazards and risks to children and respond to emergencies in an early years setting</p> <p>D1 Risk assessment in early years</p> <p>D2 Recognising accidents and emergencies</p> <p>Hazards in the environment</p> <p>Common types of injuries</p> <p>Risk assessment procedures in early years settings</p> <p>Responding to non-emergency common injuries</p> <p>Recognising an emergency situation</p> <p>Accidents and emergencies</p> <p>Policies and procedures in early years settings for dealing with accidents and emergencies</p> <p>Recording, reporting and sharing information about accidents, illnesses, emergencies and injuries</p> <p>Collaborative, Practice, Confidence, Self-regulation</p>	<p>recognise and assess hazards and risks to children and respond to emergencies in an early years setting</p> <p>D1 Risk assessment in early years</p> <p>D2 Recognising accidents and emergencies</p> <p>Demonstrate, Present, Reflect on, Evaluate</p> <p>Responding to non-emergency common injuries</p> <p>Recognising an emergency situation</p> <p>Accidents and emergencies</p> <p>Policies and procedures in early years settings for dealing with accidents and emergencies</p> <p>Recording, reporting and sharing information about accidents, illnesses, emergencies and injuries</p> <p>Collaborative, Practice, Confidence, Self-regulation</p>
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	<p>B2 Promoting children's physical development</p> <p>Development Norms for Physical development</p> <p>Maslow's Hierarchy of Needs</p> <p>Biological and environmental factors affecting growth and development</p> <p>Impact of living in poverty</p> <p>Age/stage appropriate activities to support physical development</p> <p>Identify, List, Say which, Discuss, Analyse, Evaluate</p> <p>Self-regulation; Connection finding; Critical or logical thinking; Practice</p> <p>Learning Aim C: Cognition, language and communication development</p> <p>C1 Theoretical approaches</p> <p>Development Norms for Cognitive, and Communication and Language development</p> <p>Vygotsky's Zone of Actual Development and Zone of Proximal Development</p> <p>Piaget's Schematic development and stages of development</p> <p>Shiffrin and Atkinson's information processing theory</p>	<p>Bronfenbrenner's bioecological systems</p> <p>Describe, Discuss, Evaluate</p> <p>Critical or logical thinking; Meta-cognition; See alternative perspectives; Confidence</p>		<p>C1 Types and indicators of abuse</p> <p>C2 Safeguarding children</p> <p>C3 Responding to concerns about abuse</p> <p>Types of abuse</p> <p>Indicators of abuse</p> <p>Impact of abuse</p> <p>Legislation, Policies and Procedures relevant to child protection</p> <p>The role of the Early Years Professional in protecting and empowering children</p> <p>Responding to disclosure</p> <p>Procedures for raising concerns about a child or member of staff</p> <p>Child protection procedures</p> <p>Agencies involved in safeguarding</p> <p>Explain, Analyse, Assess, Evaluate</p> <p>Big picture thinking; Precision; Seeing alternative perspective; Open-minded</p>		
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	<p>Scaffolding</p> <p>Sustained shared thinking</p> <p>Bruner's modes of representation</p> <p>Skinner's operant conditioning</p> <p>Chomsky's Language Acquisition Device and critical period</p> <p>Ways of supporting verbal and non-verbal communication</p> <p>Age/stage appropriate literacy and numeracy activities</p> <p>Describe, Discuss, Analyse</p> <p>Self-regulation; Critical or logical thinking; Intellectual confidence; Open minded</p>					
Key Questions	<p>What is growth, how is it measured, and at what rate does growth occur?</p> <p>What is development, how does development occur, and what is the impact of atypical development, global delayed development, and being gifted and talented?</p> <p>What is physical development, how does it begin, and what are normative patterns of physical development?</p>	<p>How do children use communication to report/record findings and new knowledge?</p> <p>What are normative patterns of social and emotional development, and how do these impact on children's overall growth and development?</p> <p>How do children develop a sense of morality, self-concept, self-esteem and self-identity?</p>	<p>What do we mean by a duty of care?</p> <p>What legislation, regulation and guidelines do early years settings have to follow regarding health and safety, and safeguarding?</p> <p>What are the statutory requirements of the Early Years Foundation Stage, regarding health and safety?</p> <p>What health and safety policies should early years</p>	<p>What is the current legislation, regulations and guidelines that relate to infection prevention and control in early years settings?</p> <p>What is the importance of procedures for infection prevention and control in early years settings?</p> <p>What infection prevention and control procedures should be in place in early years settings?</p>	<p>What Hazards exist in early years settings?</p> <p>What are common types of injuries to children?</p> <p>How might injuries be avoided in both group care and home based care settings?</p> <p>What is the role of risk assessment in identifying hazards, evaluating risk and deciding on precautions?</p>	<p>What are the hazards and associated risks within a selected indoor/outdoor environment, who may be at risk and what are the measures / precautions that can be put into place to address the hazards and minimise the risks?</p> <p>How are your risk assessments likely to contribute to the health and safety of children identified?</p>

	<p>What does Maslow propose has the most affect on a child's potential to grow and develop healthily?</p> <p>How do biological and environmental factors affect children's growth and development?</p> <p>How can poverty and exclusion impact on a child's physical development?</p> <p>What opportunities/experiences should we offer to children at different ages/stages to support their physical development?</p> <p>What is cognitive development, what are normative patterns of cognitive development, and how do concepts of information processing and memory apply to cognitive growth?</p> <p>How does Vygotsky's Zone of Actual Development (ZAD) and Zone of Proximal Development (ZAP) engage and extend children's learning?</p> <p>How does Piaget's schematic development explain children's thought processes and problem solving skills?</p> <p>What are Piaget's universal stages of cognitive development?</p>	<p>How does a sense of self influence children's confidence, self-image, understanding of the feelings and emotions of others?</p> <p>How do theories explain the way children develop their understanding of their self and others, their self-identity, and their own place in the world?</p> <p>How do Skinner and Bandura believe that behaviour can be supported/influenced?</p> <p>How do attachments develop, according to Bowlby?</p> <p>What are the different attachment styles/types and linked behaviours, according to Ainsworth?</p> <p>What is the role of the family and society systems, according to Bronfenbrenner's bioecological systems, and how do they influence children's social and emotional development?</p> <p>How do theories explain the way children develop and maintain friendships and relationships with others?</p> <p>How can adults support and promote positive relationships?</p>	<p>settings have, in relation to health and safety?</p> <p>What is the role of the early years professional in keeping children safe and secure?</p> <p>What is the importance of observations?</p> <p>How do we recognise and report hazards in an early years settings, and what is the importance of this?</p> <p>How can we minimise hazards in an early years setting?</p> <p>How do we recognise and assess risks to children's health, safety and welfare, when working in early years settings?</p> <p>What is the importance of passing on concerns about the practice of colleagues and professionals?</p> <p>What is the importance of child-centred provision?</p> <p>Why do we need to recognise the individual needs of children and barriers to equality?</p>	<p>How may infection spread in early years settings?</p> <p>What are common childhood infections, and how might they spread?</p> <p>What is the immunisation programmes for children, and its role in infection control?</p> <p>What is the importance of accurate record keeping and reporting of risk assessments, accidents, and outbreaks of infections?</p> <p>What is physical abuse?</p> <p>What is neglect?</p> <p>What is sexual abuse?</p> <p>What is emotional abuse?</p> <p>What is domestic abuse?</p> <p>What are the indicators of abuse?</p> <p>Why is it important to be vigilant for signs of child abuse?</p> <p>How might abuse impact on children's health and development?</p> <p>Who may abuse children, and why may some children may be more vulnerable to child abuse?</p> <p>What is the legislation, policies and procedures</p>	<p>How do we carry out risk assessments in early years settings?</p> <p>How should we respond to non-emergency common injuries?</p> <p>How can we recognise an emergency situation, and when should we call for assistance?</p> <p>What accidents and emergencies may take place in an early years setting?</p> <p>What are the common triggers of anaphylaxis, and how should we respond to this?</p> <p>What policies and procedures should be in place in early years settings for dealing with emergency situations?</p> <p>How should we record, report and share information in early years settings about illness, injuries, accidents and emergencies?</p>	<p>What are your skills in recognising and responding correctly to an accident, health emergency or emergency situation in an early years setting?</p> <p>How have you have taken the correct action in line with the settings policy and procedures?</p> <p>What are your strengths and areas for improvement in meeting responsibilities in a work place for keeping children healthy, safe and secure?</p>
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	<p>What are Bruner's modes of cognitive representation?</p> <p>How do cognitive theories help to explain children's literacy, numeracy and problem-solving skills?</p> <p>How does theory help to promote children's development of language of mathematical concepts?</p> <p>What is language development, and how do theories explain thought, language, verbal and non-verbal communication?</p> <p>How important is Chomsky's Language Acquisition Device (LAD) and the concept of a critical period in acquiring language?</p> <p>How does Skinner's theory support the concept that language acquisition is socially learned behaviour?</p> <p>How do forms of verbal and non-verbal communication encourage children to interact with one another?</p> <p>How do children use language to question how and why things work?</p> <p>What is emotional development?</p> <p>What is social development?</p>	<p>What are the effects of transitions on children's ability to develop and maintain positive social and emotional development?</p> <p>How can adults support children in expressing and understanding the feelings of others, including sympathy and empathy?</p>		<p>relevant to child protection?</p> <p>How do we empower children, and what is the importance of children having their voice heard?</p> <p>How do we empower children, and support children to protect themselves?</p> <p>How do we recognise and support children's feelings, and what is the importance of supporting children's social and emotional development?</p> <p>How should we respond to a child who discloses abuse, and why is it important to respond appropriately to concerns?</p> <p>How should we respond to parents, colleagues and others who raise concerns about the welfare of a child?</p> <p>How should information about children be recorded and shared?</p> <p>What are child protection procedures?</p> <p>How do agencies work together to safeguard children?</p> <p>What is the role of the National Society for the Prevention of Cruelty to Children (NSPCC)?</p>		
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<p>Implementation: Formative Assessment Assessment for Learning – allows us to assess, guide and support progress</p>	<p>Weekly recall and retention quiz – marks out of 20 awarded</p> <p>Weekly case study/exam questions (12/14/4 & 8 mark questions) – self/peer assessment in class – marks awarded</p>	<p>Weekly recall and retention quiz – marks out of 20 awarded</p> <p>Weekly case study/ exam questions (12/14/4 & 8 mark questions) – self/peer assessment in class – marks awarded</p>	<p>Unit 5 Formative Teacher Assessment with written feedback: What are the responsibilities of early years’ professionals in keeping children healthy and safe?</p> <p>Unit 5 Formative Teacher Assessment with written feedback: What do early years’ settings do to promote and maintain children’s health and safety, and to what extent does this contribute to children’s health and safety?</p>	<p>Unit 5 Formative Teacher Assessment with written feedback: How effective are approaches used by professionals in a selected early years setting, to keep children healthy and safe?</p> <p>Unit 5 Formative Teacher Assessment with written feedback: What are the procedures used to prevent and control the spread of infection in early years’ settings, and how important are these?</p> <p>Unit 5 Formative Teacher Assessment with written feedback: How effective are procedures used by professionals in a selected early years setting, to keep children healthy and safe?</p> <p>Unit 5 Formative Teacher Assessment with written feedback: What are the types and indicators of abuse?</p> <p>Unit 5 Formative Teacher Assessment with written feedback: What are the roles and responsibilities of an early years professional in safeguarding children, and recognising and responding to abuse, and what is the importance of what early years professionals do?</p>	<p>Unit 5 Formative Teacher Assessment with written feedback: How can early years professionals be most effective in safeguarding children? How would you respond to suspected abuse, and why? (Response to case studies)</p>	
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<p>Implementation: Summative Assessment Assessment of Learning – all work is graded – all coursework grades achieved count towards final qualification</p>	<p>MOCK ASSESSMENT: LEARNING AIM A (teacher assessed) – marks awarded. Class feedback given</p> <p>MOCK ASSESSMENT: LEARNING AIM B (teacher assessed) – marks awarded. Class feedback given</p>	<p>MOCK ASSESSMENT: LEARNING AIM C (teacher assessed) – marks awarded. Class feedback given</p> <p>MOCK ASSESSMENT: LEARNING AIM D (teacher assessed) – marks awarded. Class feedback given</p> <p>MOCK EXAMINATION (teacher assessed) – marks and equivalent grade awarded. Class feedback given</p>	<p>UNIT 1 EXAMINATION (1 hour 45 mins) 15th January – externally assessed with marks and grade awarded in March</p>	<p>Summative Teacher Assessment Deadline: 26th March Unit 5, Task 1 Assessment Criteria: A.P1; A.P2; A.M1; B.P3; B.M2; AB.D1 Assessment Window 1: 8th March - 26th March Written feedback and summative grade given <i>Resubmissions for Task 1</i></p>	<p>Summative Teacher Assessment Deadline: 14th May Unit 5, Task 2 Assessment Criteria: C.P4; C.P5; C.M3; C.D2 Assessment Window 2: 26th April - 14th May Written feedback and summative grade given <i>Resubmissions for Task 2</i></p>	<p>Summative Teacher Assessment Deadline: 9th July Unit 5, Task 3 Assessment Criteria: D.P7; D.P6; D.M4; D.D3 Assessment Window 3: 21st June- 9th July Written feedback and summative grade given <i>Resubmissions for Task 2</i></p>
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Impact: Unit 5 Outcomes

Pass	Merit	Distinction
Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years settings		
<p>A.P1 Explain responsibilities of early years professionals in keeping children healthy and safe with reference to legislation, regulations and guidance.</p> <p>A.P2 Explain approaches in early years settings for promoting and maintaining children's health and safety.</p>	<p>A.M1 Analyse the extent to which approaches in a selected early years setting contribute to children's health and safety.</p>	<p>AB.D1 Evaluate approaches and procedures used by professionals to keep children healthy and safe in a selected early years setting.</p>
Learning aim B: Explore procedures for prevention and control of infection in early years settings		
<p>B.P3 Explain procedures used to prevent and control the spread of infection in early years settings.</p>	<p>B.M2 Analyse how procedures used in a selected early years setting prevent and control the spread of infection.</p>	<p>C.D2 Evaluate ways in which early years professionals can most effectively contribute to safeguarding and promoting the welfare of children.</p>
Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused		
<p>C.P4 Explain types and indicators of abuse.</p> <p>C.P5 Explain responsibilities of early years professionals for safeguarding children and procedures they must follow for reporting, recording and responding to concerns that a child is at risk of abuse.</p>	<p>C.M3 Assess the role and responsibilities of the early years professional in safeguarding children and recognising and responding to concerns that a child is at risk of abuse.</p>	<p>D.D3 Evaluate own responsibilities in keeping children healthy, safe and secure relevant to legal requirements and best practice in early years settings.</p>
Learning aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting		
<p>D.P6 Present clear and effective risk assessments that address hazards and minimise risks to children indoors and outdoors in an early years setting.</p> <p>D.P7 Demonstrate skills to recognise and respond appropriately to an emergency situation in an early years setting.</p>	<p>D.M4 Reflect on the extent to which own skills in risk assessment and responding to an accident or health emergency and emergency situation can contribute to healthy and safe outcomes for children.</p>	