



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 13

Mrs Steele

Intent:

In Unit 2, you will learn the sequence of children's speech, communication, language, literacy and numeracy skills development. You will plan stage appropriate activities that encourage children's development and understanding by stimulating their enthusiasm, and using exciting and interesting ways to enable them to find out more.

In Unit 3, you will learn about the types of play and the opportunities that should be made available to children at different ages and stages of development. You will consider why play is so important and how it supports children's learning and development. There are a number of important theoretical perspectives, philosophies and curriculum approaches to play that have been developed over many years. You will investigate these approaches and consider how they continue to influence practice in early years settings. You will explore the skills that are essential for early years professionals and show that you can apply your own skills to support purposeful play and learning experiences. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

Implementation:

Learners completed Unit 1 and Unit 5 Year 12. Unit 2 was started in the Summer term of Year 12 with summer tasks allocated. This continues to be delivered across the Autumn term of Year 13, with students sitting an examination in January. Outcomes for this are published in March, and learners can have an opportunity to resit this examination in May. During the Spring and Summer term, students complete Unit 3. Work for this unit is internally assessed and verified. Students complete 2 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. Lessons will be delivered each Tuesday, periods 1 & 2; Thursday periods 5 & 6, and Friday, period 1 & 2

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</i> Key Knowledge Key Concepts Key Skills HPL	Unit 2: Development of Children's Communication, Literacy and Numeracy Skills Learning Aim A: Stages of speech, communication and language development and its link to overall domains of development	Unit 2: Development of Children's Communication, Literacy and Numeracy Skills Learning Aim B: Supporting children's literacy and numeracy skills through speech, communication and language development	Unit 3: Play and Learning Learning Aim A: Examine types of play and learning activities and the benefits for children's learning and development A1 Play types and opportunities	Unit 3: Play and Learning Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice	Unit 3: Play and Learning Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities C1 Professional skills for supporting purposeful play and learning	

	<p>A1 The role of speech, communication and language in children's development</p> <p>A2: Developing children's speech, communication and language</p> <p>Expected development</p> <p>Pre-verbal and Non-verbal strategies</p> <p>Strategies to support children with EAL,</p> <p>Theories on developing children's speech, communication and language development:</p> <p>Statutory requirements for Communication and Language Development</p> <p>Learning Aim B: Supporting children's literacy and numeracy skills through speech, communication and language development</p> <p>B1 Development of literacy skills</p> <p>B3 Supporting literacy development</p> <p>B4 Supporting writing development</p> <p>Expected development</p> <p>Theories on developing children's Literacy skills</p>	<p>B2 Development of numeracy and mathematical skills</p> <p>B5 Supporting numeracy development</p> <p>Expected development</p> <p>Theories on developing children's Mathematics skills</p> <p>Statutory requirements for Mathematics</p> <p>Early mathematical skills</p> <p>Early mathematical language</p> <p>Strategies to support early mathematical skills</p> <p>Different methods of training staff</p> <p>Different ways of working with parents</p> <p>Learning Aim C: Approaches to the varied needs of individual children</p> <p>C1 Supporting the concept of multilingualism</p> <p>C2 Understand how adults support children who have additional language needs</p> <p>Resources to support children with additional language needs</p> <p>Professionals who support Speech, Communication and Language</p>	<p>A2 The benefits of play for children</p> <p>Types of play</p> <p>Social stages of play</p> <p>Play opportunities for children aged birth to 7 years, 11 months</p> <p>How play supports holistic development</p> <p>Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice</p> <p>B1 Theoretical perspectives to learning and development</p> <p>B3 Influences on current early years practice</p> <p>Theoretical Perspectives: Piaget; Vygotsky; Bruner; Froebel; Athey</p> <p>The role of the Early Years Professional</p> <p>Play in Early Years Provision</p> <p>Explain, Compare, Assess, Evaluate</p> <p>Intellectual confidence, Big picture thinking, Seeing alternative perspectives, critical or logical thinking</p>	<p>B2 Curriculum approaches to play</p> <p>B3 Influences on current early years practice</p> <p>Curriculum Approaches: Forest Schools; High Scope; Montessori; Reggio Emilia; Te Whariki</p> <p>The role of the Early Years Professional</p> <p>Play in Early Years Provision</p> <p>Explain, Compare, Assess, Evaluate</p> <p>Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities</p> <p>C1 Professional skills for supporting purposeful play and learning</p> <p>C2 Support children's purposeful play and learning activities</p> <p>Early Years Educator Skills</p> <p>Statutory Requirements for the Early Years Foundation Stage</p> <p>Strategies to support children's learning</p> <p>Organisation of play environments</p>	<p>C2 Support children's purposeful play and learning activities</p> <p>Early Years Educator Skills</p> <p>Statutory Requirements for the Early Years Foundation Stage</p> <p>Strategies to support children's learning</p> <p>Organisation of play environments</p> <p>Strategies to support children's play</p> <p>Strategies to extend children's learning</p> <p>Support, Explain, Justify, Evaluate</p> <p>Self-regulation, Precision, Critical or logical thinking</p>	
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	<p>Statutory requirements for Literacy</p> <p>Synthetic phonics, analytical phonics and whole language approach to phonics</p> <p>Strategies to support left-handed learners</p> <p>Different methods of training staff</p> <p>Different ways of working with parents</p> <p>Recommend; Make reference to; Describe thoroughly; Informed by; Supported by; Justify with explicit and sustained links</p> <p>Strategy planning, Connection finding, Intellectual confidence, Critical or logical thinking, Evolutionary and revolutionary thinking</p>	<p>Activities that promote language development</p> <p>Recommend; Plan; Make reference to; Describe thoroughly; Informed by; Supported by; Justify with explicit and sustained links</p> <p>Strategy planning, Connection finding, Intellectual confidence, Critical or logical thinking, Evolutionary and revolutionary thinking</p>		<p>Strategies to support children's play</p> <p>Strategies to extend children's learning</p> <p>Support, Explain, Justify, Evaluate</p> <p>Intellectual confidence, Big picture thinking, Seeing alternative perspectives, critical or logical thinking</p>		
<p>Key questions</p>	<p>How are verbal and non-verbal communication used to support children, and how can these be used to support early verbal interactions?</p> <p>How can children acquire the capacity to acquire language?</p> <p>How does children's language develop in a sequence?</p>	<p>How do children develop through early mathematical experiences?</p> <p>How can practitioners support children's early mathematical skills and early experiences of numeracy?</p> <p>What mathematical language should be used with children in the early years, and how can this be supported and reinforced?</p>	<p>What is physical, imaginative, sensory, creative, and construction play?</p> <p>What is the importance of different types of play to children's holistic development?</p> <p>How important is play for making sense of the world?</p> <p>How does play enable children the freedom to make mistakes?</p>	<p>What skills do early years professionals need to engage them in play and encouraging participation?</p> <p>How can early years professionals recognise children's individual needs in play?</p> <p>How can early years professionals scaffold children's learning and development?</p>	<p>Which strategies have you drawn upon when supporting children in activities?</p> <p>Did you alter the strategies you used from your planned approach?</p> <p>How did the strategies you used promote the children's involvement in activities and increase their enjoyment?</p> <p>Were there different skills needed to support the child-</p>	

<p>How are higher order language skills developed?</p> <p>What is the impact of theories on developing children's speech, communication and language development?</p> <p>How do speech, communication and language link to children's emotional and social development, and cognitive development?</p> <p>What factors may affect children's speech, communication and language development?</p> <p>What is the importance of observation and assessment of speech, communication and language to address the early detection of problems and make suitable recommendations?</p> <p>How can adults create a language promoting environment?</p>	<p>How can adults plan and organise numeracy provision?</p> <p>How can everyday activities be used to support numeracy development, by linking concepts to experiences?</p> <p>How can interactive computer programs encourage and reinforce mathematical concepts?</p> <p>How can adults assess a child's understanding of numeracy?</p> <p>What is the importance of working with parents and carers to encourage the enjoyment of mathematics, and support children's learning?</p> <p>What resources will support children with a hearing loss, a language delay, or additional language needs?</p> <p>Which professionals will support children's speech, communication and language needs, and what impact can they have?</p> <p>What is the importance of working closely with parents and carers to support the development of language needs?</p> <p>What activities can support additional language needs?</p>	<p>How does play help children to cope with transitions and significant events?</p> <p>How does play support children's early mathematical concepts of volume and shape?</p> <p>What are the social stages of play that children pass through, including Mildred Parten's classifications?</p> <p>What are the main definitions of play?</p> <p>What play and learning opportunities are appropriate for children aged 0- 2 years?</p> <p>What play and learning opportunities are appropriate for children aged 2 years – 7 years, 11 months?</p> <p>What is the importance of suitable resources?</p> <p>What are the perspectives to learning and development of Vygotsky, Bruner, Piaget, Athey and Froebel?</p> <p>How have the perspectives of Vygotsky, Bruner, Piaget, Athey and Froebel influenced practice and provision in early years settings, and placed the child at the centre of learning?</p> <p>What are the Reggio Emilia, High Scope, Forest School, Te Whariki, and Montessori approaches to play?</p>	<p>How can play and learning activities meet the requirements of the early years curriculum framework?</p> <p>How can early years professionals provide a balance of adult-led and child-initiated activities?</p> <p>How should early years professionals observe and assess children's stage of development and interests, in adult-led play?</p> <p>How should early years professionals supporting child-initiated play?</p> <p>How should play environments be organised indoors?</p> <p>How should play environments be organised outdoors?</p> <p>How can group learning and socialisation be supported in play?</p> <p>How important is it to recognise the learning potential of spontaneous or unplanned events?</p> <p>How should we adapt activities in response to individual needs?</p> <p>How can we balance safety with purposeful and challenging play?</p>	<p>initiated and the adult-initiated play and how were these important to the children's play?</p> <p>What are your strengths in carrying out play and learning activities</p> <p>What are the limitations in your skills, when carrying out play and learning activities?</p> <p>What realistic recommendations would you suggest, on how you could improve on the way which you support children in play and learning activities?</p>	
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			How have the Reggio Emilia, High Scope, Forest School, Te Whariki, and Montessori approaches to play, influenced practice and provision in early years settings?	How can we extend children's learning through sustained shared thinking? How can we support children to develop positive attitudes through play? What is the importance of promoting diversity, equality and inclusion in play?		
Implementation: Formative Assessment Assessment for Learning – allows us to assess, guide and support progress	Weekly recall and retention quiz – marks out of 20 awarded Weekly case study/exam questions (12/14/4 & 8 mark questions) – self/peer assessment in class – marks awarded	Weekly recall and retention quiz – marks out of 20 awarded Weekly case study/ exam questions (12/14/4 & 8 mark questions) – self/peer assessment in class – marks awarded	Unit 3 Formative Teacher Assessment with written feedback: How do children play at different ages and stages of development, and what are the benefits of this to their learning and development? Unit 3 Formative Teacher Assessment with written feedback: How do play and learning activities support the holistic development of children? Unit 3 Formative Teacher Assessment with written feedback: What are theoretical perspectives to learning and development, and to what extent have they influenced provision in a setting? How has this benefited the children's learning and development?	Unit 3 Formative Teacher Assessment with written feedback: What skills are required to supporting purposeful play and learning in early years settings? Unit 3 Formative Teacher Assessment with written feedback: How do different strategies support children in engaging in purposeful		

			<p>Unit 3 Formative Teacher Assessment with written feedback:</p> <p>What are curriculum approaches to play, and their influence on a setting, and to what extent have they influenced provision in a setting? How has this benefited the children's learning and development?</p>			
<p>Implementation: Summative Assessment</p> <p>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 EXAMINATION (teacher assessed) – marks and equivalent grade awarded. Class feedback given</p>	<p>UNIT 2 CONTROLLED ASSESSMENT (3 hours unsupervised & 3 hours supervised)</p> <p>Part A: 6th January</p> <p>Part B: 7th January</p> <p>– externally assessed with marks and grade awarded in March</p>	<p>Summative Teacher Assessment Deadline: 12th March</p> <p>Unit 3, Task 1</p> <p>Assessment Criteria: 3/A.P1; 3/A.P2; 3/B.P3; 3/B.P4; 3/A.M1; 3/B.M2; 3/AB.D1</p> <p>Assessment Window: 22nd February – 12th March</p> <p>Written feedback and summative grade given</p> <p><i>Resubmissions for Task 1</i></p>	<p>Summative Teacher Assessment Deadline: 23rd April</p> <p>Unit 3, Task 2</p> <p>Assessment Criteria: 3/C.P5, 3/C.P6, 3/C.M3, 3/C.D2, 3/C.D3</p> <p>Assessment Window: - 29th March - 23rd April</p> <p>Written feedback and summative grade given</p> <p><i>Resubmissions for Task 2</i></p>	

Impact: Unit 3 Outcomes

Pass	Merit	Distinction
Learning aim A: Examine types of play and learning activities and the benefits for children's learning and development		
A.P1 Explain play types for children at different ages and stages of development.	A.M1 Assess the benefits of different types of play and learning activities for children's learning and development.	
A.P2 Explain how play and learning activities support the physical, cognitive, language, social and emotional development of young children.		
Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice		
B.P3 Explain theoretical perspectives to learning and development.	B.M2 Assess the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches.	AB.D1 Evaluate the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches and the benefits for children's learning and development.
B.P4 Compare two curriculum approaches to play and learning and their influence on a selected early years setting.		
Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities		
C.P5 Explain skills that are required by early years professionals to support purposeful play and learning activities.	C.M3 Justify strategies used to support children engaged in purposeful play and learning activities.	
C.P6 Support children in adult-initiated and child-initiated purposeful play and learning activities in an early years setting.		
		C.D2 Evaluate the impact of purposeful play and learning activities for children's learning and development. C.D3 Evaluate own skills and their application to supporting purposeful play and learning activities.