



2021-22 CURRICULUM MAP

BTEC Child Development- Year 10

Year 10 Child Development

HALF TERM 1: Component 1- Children's Growth and Development

LA A- Understand the characteristics of children's development from birth to five years old

KQ1 - What is the difference between growth and development?

Growth

- changes to physical size (skeleton, muscles, brain, children's height, weight and head circumference)
- how growth is measured and plotted on centile charts
- reasons why growth is measured and plotted.

Development

- the skills and knowledge gained by a child over time
- children acquiring skills at varying rates in different areas of development
- milestones
- holistic development

KQ2- What are the 5 development stages that need to be considered during the life stages from birth to five years?

5 Development Stages

1. Physical Development
2. Cognitive and Intellectual Development
3. Communication and Language development
4. Social Development
5. Emotional Development

Life stages

- 0-18 Months
- 18 Months- 3 Years
- 3- 5 Years.

KQ2 – What are the difference aspects of change from children aged birth to five years old experience?

Physical development

- infant reflexes
- control over the body
- rolling and turning, sitting upright, crawling, standing with help, walking with help, standing without support, walking without support
- development of the senses
- gross motor skills
- fine motor skills

Cognitive and intellectual development

- development of information processing
- memory
- problem-solving skills

HALF TERM 2: Component 1- Children's Growth and Development

KQ2 – What are the difference aspects of change from children aged birth to five years old experience? Continued

Communication and language development

- development of speech sounds and language skills
- listening and attention skills
- social skills
- formation of sentences

Social development

- development of secure, positive relationships with others
- the importance of primary and secondary socialisation
- building confidence and self-esteem



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- development of friendships.

Emotional development

- ways that children attract attention of caregivers
- development of bonds and trust
- increase in independence
- developing emotional resilience
- learning how to manage feelings and frustrations

HALF TERM 3: Component 1- Children's Growth and Development

Learning Aim B: Explore factors that affect growth and development

KQ1 – What are the different factors that can affect a child's growth and development from birth to five years old?

Physical

- prenatal – genetics and how genetic abnormalities occur
- premature/low birth weight, mother's mental health
- health status – chronic or life limiting illness
- diet and dietary deficiencies
- amount of exercise

Environmental

- housing
- home environment
- effects of exposure to drugs, alcohol and smoking.

Socioeconomic

- experiences of discrimination on social, racial or cultural grounds
- income and poverty – unemployed and workless families, access to good early education experiences (e.g. nursery and preschool)
- poor relationships with significant adults

HALF TERM 4: Component 2- Learning Through Play

LA A- Understand how children play

KQ1 – How do children at different ages and stages of development have different play needs?

Stages of Children's play

- Unoccupied play
- Solitary play
- Spectator/onlooker play
- Parallel play
- Associative play
- Co-operative play

KQ2- How can play be organised to promote learning?

Adult-led play

- adults plan, organise and lead the children in a play activity
- potential benefits – can include higher-risk activities
- potential disadvantages – learning is limited

Adult-Initiated play

- adult puts out resources and toys that prompt children to play in a certain way
- potential benefits – encourages children to try playing in new ways
- promotes independent learning skills
- potential disadvantages – children may not learn expected skill or concept.

Child- Initiated play

- children choose resources and how to play with them
- potential benefits – children can develop their own ideas
- potential disadvantages – a child may focus on one area of learning
- learning may be limited without an adult to expand on learning opportunities.

KQ3- What is the role of an adult in promoting learning through play?

Organise a variety of activities

- Inside/ Outside activities



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- Individual/ group activities, including games
- Sensory activities, art and craft activities, games.

Other suggestions

- Explaining/ demonstrating how equipment and resources work.
- Making activities bespoke to suit personal needs/ interests.
- Choosing equipment and resources that motivate children to engage.
- Modelling communication
- Joining in with play activities
- Awareness of health and safety.

HALF TERM 5: Component 2- Learning Through Play

LA B- Demonstrate how children's learning can be supported through play

KQ1 – How can learning through play occur during planned activities in different environments?

Environments

- At home
- Nurseries
- Preschools
- Reception school classes
- Community-based groups

Age groups

- 0–18 months
- 18 months–3 years
- 3–5 years

KQ2- How can children learn through physical play?

- Spatial awareness
- Activities to stay healthy
- How to take care of yourself
- Gross motor skills and fine motor control

Activities and resources for physical play and learning

- Role play of homelife situations (e.g. cooking, mealtimes, baby bath time)
- food preparation, snack times, hand washing
- bat and ball games
- tricycles, bicycles, sit-and-ride toys
- climbing frames, swings, slides
- creative activities – crayons, pens, paint brushes, paper, scissors.
- playdough, sand and water activities
- construction toys

KQ3- What strategies can be used to promote cognitive and intellectual play and learning?

- problem-solving skills
- creativity
- use of imagination
- listening and attention skills
- numeracy skills
- exploration of environments inside and outside
- confidence using technology
- counters, weights, play money
- shape sorters, puzzles, matching-pair card games
- trips and visits
- digging and building
- computer games, apps, PCs, tablets
- writing – wipeboards.



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HALF TERM 6: Component 2- Learning Through Play

KQ1 – How can children learn through communication and language play?

- listening skills
- vocabulary and literacy skills
- how to express and discuss feelings appropriately
- understanding of others' experiences
- activities and resources to support communication and language play and learning
- books – lift-the-flap books, textured, stories
- nursery rhymes and songs
- action games, e.g. follow the leader, hide and seek
- listening walks – use of the outside environment
- cooking and baking activities – the process of following instructions.

KQ2 – How can children learn through social play?

- development of friendships and relationships – build bonds, trust, emotional support networks
- sharing, turn taking, compromise
- understanding of culture and values.

Activities and resources to support social play and learning:

- team games and activities
- group projects such as gardening
- role play
- board games.

KQ3 – How can children learn through emotional play?

- expression of feelings, including teaching children how to self-manage feelings and behaviours
- promote independence
- improve self-confidence, self-esteem and self-awareness
- build on relationships.

Activities and resources to support emotional play and learning:

- puppets and dolls
- role-play activities
- emotion faces, 'how I feel today', mirrors
- circle time/carpet time.