



2021-22 CURRICULUM MAP

BTEC Child Development- Year 11

Year 11 Child Development

HALF TERM 1: Component 3- Supporting Children to play, learn and develop.

LA A- Investigate individual circumstances that may impact on learning and development

KQ1 – What individual circumstances can impact on a child’s learning and development?

Physical circumstances

- a child with a sensory impairment
- a child who has restricted gross motor skills
- a child who has restricted fine motor skills
- a child who has delayed gross motor skills
- a child who has delayed fine motor skills.

Cognitive and intellectual circumstances

- poor concentration levels
- a child who has delayed literacy skills.

Communication and language circumstances

- English as an additional language
- a child who has language and communication delay.

Social and emotional circumstances:

- negative role models
 - limited interaction with adults
 - poor awareness of social norms and values
 - difficulty forming bonds with adults
 - limited experience of play
- difficulty forming friendships with other children
- disruptive behaviour
- a child experiencing a transition
 - starting care/educational providers
 - moving between care/educational providers
 - birth of new sibling
 - death of a significant family member
 - change in family structure
 - moving to a new house.

KQ2 – How can individual circumstances impact on a child’s learning and development?

All areas of development

- not meeting expected milestones
- may not be able to initiate play.

Physical learning and development

- unable to access learning activities at varying levels
- unable to grasp small objects or manipulate materials in a constructive way
- may tire easily and not be able to sustain involvement in activities
- may be unable to navigate the play areas and activities

Cognitive and intellectual learning and development

- may not be able to understand rules in play.

Communication and language learning and development

- difficulties communicating preferences and choices
- play with others may be limited as they may be perceived as not wanting to play due to lack of responsiveness.

Social and emotional learning and development

- may find cooperative play difficult
- poor emotional resilience
- may isolate themselves or be isolated by others
- may refuse or find it difficult to join in team or group activities
- may have limited expression of thoughts and feelings
- may find it difficult building positive relationships with adults
- may find it difficult to cope with change/routines/new situations



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- low self-esteem.

HALF TERM 2: Component 3- Supporting Children to play, learn and develop.

LA B- Create safe environments to support play, learning and development in children aged from birth to five years

KQ1 – How can we ensure that all children are safe?

Manage risks and hazards of environments and activities

- consider the risks
- consider the hazards
- positive risk taking – risk/benefit assessment
- choosing age- and stage-appropriate resources

The role of the adult

- to implement adult-led play, adult-initiated play or child-led play
- plan adult to child ratio relevant to age to carry out the activity safely
- to role model appropriate behaviours and responses
- to support children's play – being available but not intrusive
- offer new ideas and resources
- ensure that all play is suitable for the children's age, needs and abilities.
- Teach children how to use internet-enabled technology safely
- how to be safe online – set up parental controls to prevent sharing of personal information and befriending strangers
- controls put in place by adults, including limiting time spent online, blocks on in-app purchases
- talk to the child about internet safety
- recognising and reporting age inappropriate content.

KQ2- What are the health and safety considerations for inside environments?

- Width of doorways, aisles and corridors.
- Layout of furniture.
- Type of furniture used – whether it is light and movable or heavy and immovable.
- Types of flooring and floor coverings in the space.
- How resources can be organised
- Use of specific areas for play activities and routines.

KQ3- What are the health and safety considerations for outside environments?

- Appropriate clothing.
- Planning ahead – for clothing changes, hunger, thirst, toileting needs.
- Accessibility – how children may enter and exit buildings and outside spaces, i.e. the introduction of ramps, smooth play surfaces.
- Choice of outdoor play resources, taking into consideration age and stage of development.
- Choosing quiet or noisy play spaces:
- use of signs, symbols and maps as visual aids
- use of equipment at different levels.

HALF TERM 3: Component 3- Supporting Children to play, learn and develop.

LA C- Adapt play to promote inclusive learning and development



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KQ1 – What are the benefits of adapting activities for all children in play, learning and development?

Different activities

- physical activities
- creative activities
- imaginative play activities
- literacy – reading
- mathematics – counting.

Age groups

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

Recognition that every child has a right to learn

Promotes five areas of development for all children.

The role of the adult

- promote inclusion – ensure all children can join in organised activities
- role-model desired behaviours when interacting with children who have additional needs
- give children a choice when planning and choosing activities
- respond positively to desired behaviours in children, using praise and rewards
- recognise when children are becoming bored, losing concentration, finding activities too difficult.

Benefits to other children

- they learn how to include others in their games and activities
- promotes positive behaviours – improves social skills; sharing of resources
- they become more responsive to the needs of others – communication methods, impact of behaviours such as sudden noises or movements.

KQ2- How can we adapt activities/ resources to support a child with physical needs?

- Make adjustments to the environment
- Choose resources that are age and stage appropriate.
- Select appropriate resources that all children can use
- Secure movable objects so they do not move
- Adjust the level of activities and resources to suit the child's needs.
- Provide materials and resources for sensory needs

KQ3- How can we adapt activities to support a child with cognitive and intellectual or communication and language needs?

- Provide opportunities to learn and play near to other children doing the same activity
- Shorten activities to suit concentration span.
- Use peers or other adults to model activities.
- Break activities down into short steps – repeat steps as necessary.
- Modify toys and equipment to suit individual needs
- Limit the number of materials available to avoid overwhelming the child.
- Use technological/digital resources as appropriate.

KQ4- How can we adapt activities to support a child with communication and language needs?

- Use group and/or team activities to promote social inclusion
- Build confidence in own skills.
- Use alternative communication:
 - Picture Exchange Communication System
 - Makaton – signs and symbols to support speech or be used in place of speech.
- Use nursery rhymes with actions to promote identification of words
- Label equipment – use picture cards to encourage independence and choice.
- Display routines and activities as pictures.

KQ5- How can we adapt activities to support a child experiencing social and emotional needs?

- Promote self-resilience
- Provide a structured approach
- Maintain engagement of the child by filling tidying-up periods with short activities.



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- Set out activities that focus on a child's areas of interest
- Promote choice and control over the environment
- Encourage expression of thoughts, feelings and ideas
- Encourage group activities

HALF TERM 4: Component 3- Supporting Children to play, learn and develop.

Revision

- Exam Style techniques
- Model Answers
- Short Mark questions
- Long mark questions
- Sample assessment materials
- Examiners reports of previous papers
- Walking talking mocks

HALF TERM 5: Component 3 - Supporting Children to play, learn and develop.

Revision

- Exam Style techniques
- Model Answers
- Short Mark questions
- Long mark questions
- Sample assessment materials
- Examiners reports of previous papers
- Walking talking mocks