

KS5 Curriculum Overview

BTEC L3 Extended Certificate in Children's Play, Learning and Development

Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 3: Play and Learning (internal assessment) Learning aim A: <u>Examine types of play and learning activities and the benefits for children's learning and development</u></p> <ul style="list-style-type: none"> ▪ <i>Types of play</i> ▪ <i>Social stages of play</i> ▪ <i>Definitions of play; free flow play and structured play</i> ▪ <i>Play and learning opportunities for babies and children from birth to two years and two years up to seven years and 11 months</i> ▪ <i>The importance of suitable resources</i> ▪ <i>The benefits of play</i> <p>P1 Explain play types for children at different ages and stages of development.</p> <p>P2 Explain how play and learning activities support the physical, cognitive, language, social and emotional development of young children.</p> <p>M1 Assess the benefits of different types of play and learning activities for children's learning and development.</p>	<p>Key skills</p> <ul style="list-style-type: none"> ▪ Research ▪ Planning ▪ Critical thinking ▪ Effective communication skills ▪ Independence ▪ Organisation ▪ Problem solving ▪ Creativity ▪ Emotional intelligence ▪ Empathy ▪ Collaborative working <p>Subject links</p> <ul style="list-style-type: none"> ▪ Health and social care ▪ Physical Education 	<p>Democracy: Support children's personal, social and emotional development (PSSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <p>Mutual respect and tolerance: Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.</p> <p>Individual liberty: Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teaching children to take responsibility for their behaviour. Children should be supported to understand that they have rights and personal freedoms and should be advised on how to exercise these safely.</p> <p>Exploring careers (those that work with children in different early years settings): <i>Early years practitioners, childminders, nursery manager, nannies, primary school teachers.</i></p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 3: Play and Learning (internal assessment) Learning aim B: <u>Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice</u></p> <ul style="list-style-type: none"> ▪ <i>Vygotsky</i> ▪ <i>Bruner</i> ▪ <i>Montessori</i> ▪ <i>Forest schools</i> ▪ <i>Influences of theoretical perspectives and curriculum approaches on current early years practice.</i> <p>P3 Explain theoretical perspectives to learning and development.</p> <p>P4 Compare two curriculum approaches to play and learning and their influence on a selected early years setting.</p> <p>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.</p> <p>D1 Evaluate the extent to which play and learning provision in a selected early years setting have been influenced by</p>	<p>Key skills</p> <ul style="list-style-type: none"> ▪ Research ▪ Planning ▪ Critical thinking ▪ Effective communication skills ▪ Independence ▪ Organisation ▪ Problem solving ▪ Creativity ▪ Decision making <p>Subject links</p> <ul style="list-style-type: none"> ▪ Psychology ▪ Health and Social Care 	<p>Individual liberty: Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. Teaching children to take responsibility for their behaviour. Children should be supported to understand that they have rights and personal freedoms and should be advised on how to exercise these safely.</p> <p>Rule of law: Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p>

theoretical perspectives and curriculum approaches and the benefits for children's learning and development.		
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Unit 1: Children's Development (external assessment) <u>Learning aim A: The principles of growth and development and how they are applied from birth up to seven years 11 months</u> <ul style="list-style-type: none"> <i>Principles and patterns of growth and development</i> <i>Areas of development</i> <i>Patterns of development</i> <u>Learning Aim B: Physical development from birth up to seven years 11 months</u> <ul style="list-style-type: none"> <i>Physical development</i> <i>Promoting children's physical development</i> 	Key skills <ul style="list-style-type: none"> Research Effective communication skills Independence Organisation Problem solving Creativity Emotional intelligence Collaborative working Subject links <ul style="list-style-type: none"> Health and social care Physical Education Sociology 	Individual liberty: Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Unit 1: Children's Development (external assessment) <u>Learning aim C: Cognition, language and communication development</u> <ul style="list-style-type: none"> <i>Theoretical approaches</i> <i>Applying theories to early years practice.</i> <u>Learning Aim D: Theories of social and emotional development</u> <ul style="list-style-type: none"> <i>The self, others and place in the world</i> <i>Applying theories of social and emotional development to early years practice</i> 	Key skills <ul style="list-style-type: none"> Research Effective communication skills Independence Organisation Problem solving Creativity Emotional intelligence Empathy Critical thinking Collaborative working Subject links <ul style="list-style-type: none"> Health and social care Psychology Uniformed Protective Services 	Democracy: Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children. Individual liberty: Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves. Rule of law: Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy. Mutual respect and tolerance: Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.

TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 1: Children's Development (external assessment) <i>Revision of LAA, LAB, LAC and LAD</i></p> <ul style="list-style-type: none"> Learning aim A: The principles of growth and development and how they are applied from birth up to seven years 11 months Learning Aim B: Physical development from birth up to seven years 11 months Learning aim C: Cognition, language and communication development Learning Aim D: Theories of social and emotional development <p>EXAM for Unit 1: Children's Development- mid May</p>	<p>Key skills</p> <ul style="list-style-type: none"> Research Effective communication skills Planning Independence Organisation Problem solving Creativity Emotional intelligence Empathy Decision making Critical thinking <p>Subject links</p> <ul style="list-style-type: none"> Health and social care Psychology 	
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 3: Play and Learning (internal assessment) <u>Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities</u></p> <ul style="list-style-type: none"> <i>Professional skills for supporting purposeful play and learning</i> <i>How to recognise children's individual needs</i> <i>How to scaffold children's learning and development</i> <i>How to use play and learning activities to meet the requirements of the early years curriculum framework</i> <i>How to balance adult-led and child-initiated activities.</i> <i>The skills for adult-directed play, to include observing and assessing children's stage of development and interests.</i> <i>The skills for supporting child-directed play, to include how to engage with children and extend their play.</i> <i>How to organise a play environment indoors and outdoors.</i> <i>How to recognise and build on children's interests.</i> <i>How to select appropriate resources appropriate</i> <i>How to support purposeful play</i> <i>How to support children's group learning and socialisation.</i> <i>The importance of recognising the learning potential of spontaneous or unplanned events.</i> <i>How to respond to children's individual needs, to include adapting activities.</i> <i>How to balance safety and purposeful and challenging play.</i> <i>Strategies to extend children's learning, to include sustained shared thinking.</i> <i>How to support children to develop positive attitudes through play, to include valuing and respecting others.</i> <i>The importance of promoting diversity, equality and inclusion.</i> <p>P5 Explain skills that are required by early years</p>	<p>Students complete work placement (at a local nursery/ primary school) as part of this unit/ learning aim where they plan and undertake 4 activities with children of different ages:</p> <ul style="list-style-type: none"> Organisation skills Effective planning Collaborative working with members of staff Demonstrate purposeful play Effective communication skills with children and adults Independence Problem solving Emotional intelligence Creativity Time management Decision making <p>Subject links</p> <ul style="list-style-type: none"> Health and social care Psychology 	<p>Democracy: Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <p>Individual liberty: Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <p>Rule of law: Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <p>Mutual respect and tolerance: Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.</p>

<p>professionals to support purposeful play and learning activities.</p> <p>P6 Support children in adult initiated and child-initiated purposeful play and learning activities in an early years setting.</p> <p>M3 Justify strategies used to support children engaged in purposeful play and learning activities.</p> <p>D2 Evaluate the impact of purposeful play and learning activities for children's learning and development.</p> <p>D3 Evaluate own skills and their application to supporting purposeful play and learning activities.</p>		<p>Mutual respect and tolerance:</p> <p>Early years setting providing an ethos of inclusivity and tolerance.</p>
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KS5 Curriculum Overview

BTEC L3 Extended Certificate in Children's Play, Learning and Development

Year 13

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills (external assessment)</p> <p><u>Learning aim A: Stages of speech, communication and language development and its link to overall domains of development</u></p> <ul style="list-style-type: none"> <i>The role of speech, communication and language in children's development</i> <i>Developing children's speech, communication and language</i> <p><u>Learning aim B: Supporting children's literacy and numeracy skills through speech, communication and language development</u></p> <ul style="list-style-type: none"> <i>Development of literacy skills</i> <i>Development of numeracy and mathematical skills</i> <i>Supporting literacy development</i> <i>Supporting writing development</i> <i>Supporting numeracy development</i> 	<p>Key skills</p> <ul style="list-style-type: none"> Research Effective communication skills Active listening Planning Independence Organisation Problem solving Emotional intelligence Empathy Decision making Critical thinking <p>Subject links</p> <ul style="list-style-type: none"> Health and social care Psychology Maths English 	<p>Individual liberty: Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills (external assessment)</p> <p><u>Learning aim C: Approaches to the varied needs of individual children</u></p> <ul style="list-style-type: none"> <i>Supporting the concept of multilingualism</i> <i>Understand how adults support children who have additional language needs</i> 	<p>Key skills</p> <ul style="list-style-type: none"> Research Effective communication skills Planning Independence Organisation Problem solving Creativity Emotional intelligence Empathy Decision making Critical thinking <p>Subject links</p> <ul style="list-style-type: none"> Health and social care Psychology EAL Maths English 	<p>Mutual respect and tolerance: Early years setting providing an ethos of inclusivity and tolerance. An understanding of the importance of identifying and combatting discrimination.</p> <p>Democracy: Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <p>Exploring careers (those that support children with additional communication and language needs): <i>Education psychologists, SENCOs, speech and language therapists, physiotherapists, occupational therapists, portage workers</i></p>

TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills (external assessment) Revision of LAA, LAB and LAC. Exam to be taken in mid-January.</p> <ul style="list-style-type: none"> Learning aim A: Stages of speech, communication and language development and its link to overall domains of development Learning aim B: Supporting children's literacy and numeracy skills through speech, communication and language development Learning aim C: Approaches to the varied needs of individual children <p>Unit 5: Keeping Children Safe (internal assessment) Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years settings</p> <ul style="list-style-type: none"> <i>Children's right to be healthy, safe and secure, with reference to the United Nations</i> <i>Convention on the Rights of the Child.</i> <i>The duty of care of those working with children to protect them from harm and to promote their welfare.</i> <i>Legislation, regulations and guidance relevant to health and safety and safeguarding, to include safe environments, storage of hazardous materials, statutory reporting of illness and accidents.</i> <i>The requirements of the statutory early years curriculum relevant to health and safety.</i> <i>The responsibilities of early years settings to have policies relevant to health and safety, to include child protection, safe recruitment, information sharing, data protection.</i> <i>The role of early years professionals in keeping children safe and secure,</i> <i>to include supervision, keeping registers, role modelling safe behaviour.</i> <i>The importance of observation, e.g. for changes in behaviour, illness.</i> <i>Recognising and reporting hazards in the indoor and outdoor environments,</i> <i>to include outings.</i> <i>Equipment and resources that can be used to minimise hazards.</i> <i>The importance of resources and equipment appropriate to children's age/stage of development.</i> <i>The importance of maintaining accurate and coherent records with respect to children's health, safety and welfare.</i> <i>Recognising and assessing risk to children's health, safety and welfare.</i> <i>The importance of passing on concerns about the practice of colleagues, professionals, to include whistleblowing.</i> <i>The importance of child-centred provision.</i> <i>Recognising the individual needs of children and barriers to equality.</i> <p>P1 Explain responsibilities of early years professionals in keeping children healthy and safe with reference to legislation, regulations and guidance. P2 Explain approaches in early years settings for</p>	<p>Key skills</p> <ul style="list-style-type: none"> Research Effective communication skills Time management Planning Independence Organisation Problem solving Creativity Emotional intelligence Empathy Decision making Critical thinking <p>Subject links</p> <ul style="list-style-type: none"> Health and social care Psychology Sport 	<p>Democracy: Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <p>Individual liberty: Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <p>Rule of law: Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <p>Mutual respect and tolerance: Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. Early years setting providing an ethos of inclusivity and tolerance.</p>

<p>promoting and maintaining children's health and safety.</p> <p>M1 Analyse the extent to which approaches in a selected early years setting contribute to children's health and safety.</p>		
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 5: Keeping Children Safe (internal assessment) Learning aim B: Explore procedures for prevention and control of infection in early years settings</p> <ul style="list-style-type: none"> Current legislation, regulations and guidance that apply to infection prevention and control in early years settings. The importance of policy and procedures for infection prevention and control in early years settings. How infection may be spread in early years settings. Common childhood infections and how they are spread. Infection prevention and control procedures Decontamination/cleaning of environment, equipment and toys. Food and kitchen hygiene. The immunisation programme for children and its role in infection control. The importance of maintaining accurate records and reporting <p>P3 Explain procedures used to prevent and control the spread of infection in early years settings.</p> <p>M2 Analyse how procedures used in a selected early years setting prevent and control the spread of infection.</p> <p>D1 Evaluate approaches and procedures used by professionals to keep children healthy and safe in a selected early years setting.</p> <p>Unit 5: Keeping Children Safe (internal assessment) Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused</p> <ul style="list-style-type: none"> Types of abuse Why it is important to be vigilant for signs of child abuse. Indicators of abuse How abuse may impact on children's health and development. People who may abuse children. Legislation, policies and procedures relevant to child protection The role of observation in recognising changes in children's behaviour. Why children may be more vulnerable to abuse, to include those with disabilities and babies. The importance of children having their voice heard. How to recognise and support children's feelings. The importance of supporting social and emotional development, to include independence. How to be an approachable adult, to include active listening. How to empower children. How to support children to protect themselves through games and activities. How to respond to a child who discloses abuse. 	<p>Students complete work placement (at a local nursery/ primary school) as part of this unit where they will observe and report on safe practices in place and demonstrate skills to recognise and respond appropriately to an emergency situation</p> <ul style="list-style-type: none"> Organisation skills Independence Effective planning Observation skills Report writing Research Collaborative working with members of staff Effective communication skills with children and adults Emotional intelligence Empathy Problem-solving <p>Subject links</p> <ul style="list-style-type: none"> Health and social care Uniformed Protective Services Sport 	<p>Democracy: Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <p>Individual liberty: Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <p>Rule of law: Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <p>Mutual respect and tolerance: Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.</p> <p>Early years setting providing an ethos of inclusivity and tolerance.</p>

<ul style="list-style-type: none"> ▪ <i>How to respond to parents, colleagues and others who raise concerns about the welfare of a child.</i> ▪ <i>The importance of responding appropriately to concerns.</i> ▪ <i>Why it is important to believe a child, avoid judgements and not jump to conclusions.</i> ▪ <i>Why professionals must follow the reporting procedure of the setting.</i> ▪ <i>How information should be recorded and shared, to include confidentiality.</i> ▪ <i>Child protection procedures, to include the process of investigation, assessment,</i> ▪ <i>Child Protection Conference, Child Protection Plan.</i> ▪ <i>How agencies work together to safeguard children.</i> ▪ <i>Agencies involved at a local level, to include police, social services, health services,</i> ▪ <i>Local Children's Safeguarding Board (LCSB).</i> ▪ <i>The role of the National Society for the Prevention of Cruelty to Children (NSPCC).</i> <p>P4 Explain types and indicators of abuse.</p> <p>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>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>D2 Evaluate ways in which early years professionals can most effectively contribute to safeguarding and promoting the welfare of children.</p>		
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 5: Keeping Children Safe (internal assessment)</p> <p><u>Learning aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting</u></p> <ul style="list-style-type: none"> ▪ <i>Hazards in early years settings, to include the environment, equipment, hazardous materials, activities.</i> ▪ <i>Common types of injuries to children of different ages, including burns, scalds, cuts,</i> ▪ <i>poisoning, injuries from falls.</i> ▪ <i>How injuries might be avoided in both group care and home-based care.</i> ▪ <i>The role of risk assessment in identifying hazards, evaluating risk and deciding</i> ▪ <i>on precautions.</i> ▪ <i>How to carry out risk assessment</i> ▪ <i>How to respond to non-emergency common injuries, e.g. splinters, grazes.</i> ▪ <i>How to recognise an emergency situation.</i> ▪ <i>How to call for assistance from colleagues and emergency services.</i> ▪ <i>Accidents and emergencies</i> ▪ <i>The common triggers of anaphylaxis and how to respond.</i> ▪ <i>The content of a first-aid kit in an early years setting.</i> ▪ <i>Policies and procedures for dealing with emergency situations</i> ▪ <i>The importance of staying calm and reassuring children.</i> 	<p>Key skills</p> <p>Students complete work placement (at a local nursery/ primary school) as part of this unit where they will observe and report on safe practices in place and demonstrate skills to recognise and respond appropriately to an emergency situation</p> <ul style="list-style-type: none"> ▪ Organisation skills ▪ Independence ▪ Effective planning ▪ Observation skills ▪ Report writing ▪ Research ▪ Collaborative working with members of staff ▪ Effective communication skills with children and adults ▪ Emotional intelligence ▪ Empathy ▪ Problem-solving 	<p>Rule of law: Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <p>Mutual respect and tolerance:</p> <p>Early years setting providing an ethos of inclusivity, safety and tolerance.</p>

<ul style="list-style-type: none"> ▪ <i>How to record, report and share information about illness, injuries, accidents and emergencies.</i> <p>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>P7 Demonstrate skills to recognise and respond appropriately to an emergency situation in an early years setting.</p> <p>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> <p>D3 Evaluate own responsibilities in keeping children healthy, safe and secure relevant to legal requirements and best practice in early years settings.</p>	<p>Subject links</p> <ul style="list-style-type: none"> ▪ Health and social care ▪ Uniformed Protective Services ▪ Sport ▪ Engineering 	
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV