

## KS4 Curriculum Overview **BTEC Tech Award in Child Development**

**(1 YEAR)**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Component 1: Children's Growth and Development</b> <u>Learning Aim A: Understand the principles of growth and development</u> <ul style="list-style-type: none"> <li>Define growth</li> <li>Define development</li> <li>Health professionals roles and responsibilities- midwives, health visitors, GPs, social workers, family support workers, childminders, nursery manager, key person</li> <li>How growth is measured plotted and tracked- Personal Child Health Record (red book) 2 year health checks, National Child measurement programme (NCMP)</li> <li>The importance of measuring and monitoring growth</li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Effective communication</li> <li>Organisation</li> <li>Planning</li> </ul> <b>Subject links</b> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Science</li> </ul>	<b>Individual liberty:</b> Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.  <b>Exploring careers:</b> <i>Health professionals roles and responsibilities- midwives, health visitors, GPs, social workers, family support workers, childminders, nursery manager, key person</i>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Component 1: Children's Growth and Development</b> <u>Learning Aim A: Understand the principles of growth and development</u> <ul style="list-style-type: none"> <li>The skills and knowledge gained by a child over time</li> <li>Examine milestones from birth to 18 months, 18months to 3 years and 3 years to 5 years</li> <li>Know the 5 areas of development - physical, cognitive, social, emotional and communication and language. Timelines to show how progress is made across each area of development</li> <li>An understanding that development is holistic</li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Effective communication</li> <li>Organisation</li> <li>Planning</li> <li>Emotional intelligence</li> </ul> <b>Subject links</b> <ul style="list-style-type: none"> <li>Health and social care</li> </ul>	<b>Individual liberty:</b> Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Component 1: Children's Growth and Development</b> <u>Learning Aim B: Understand how factors impact on Children's overall development</u> <ul style="list-style-type: none"> <li>Consider how a range of factors will impact all development areas.</li> <li>Physical factors that affect growth and development</li> <li>Social factors that affect growth and development</li> <li>Environmental factors that affect growth and development</li> <li>Financial factors that affect growth and development</li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Effective communication</li> <li>Organisation</li> <li>Planning</li> <li>Emotional intelligence</li> <li>Critical thinking</li> </ul> <b>Subject links</b> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Uniformed Protective Services</li> <li>Public Services</li> </ul>	<b>Individual liberty:</b> Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.  <b>Mutual respect and tolerance:</b> 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.  <b>Democracy:</b> 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.

TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Component 1: Children's Growth and Development</b> <i>Component 1 LAA and LAB assessment window.</i> <ul style="list-style-type: none"> <li><b>Task 1-</b> Learners demonstrate their knowledge and understanding of growth and development of a child of a given age</li> <li><b>Task 2-</b> Learners demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study</li> <li><b>Task 3-</b> Learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study</li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Organisation</li> <li>Planning</li> <li>Time management</li> <li>Problem solving</li> <li>Critical thinking</li> <li>Creativity</li> </ul> <b>Subject links</b> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Uniformed Protective Services</li> <li>Public Services</li> </ul>	
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Component 2: Learning Through Play</b> <u>Learning Aim A: Understand how children play</u> <i>Stages of play</i> <ul style="list-style-type: none"> <li><i>Unoccupied play</i></li> <li><i>Solitary play</i></li> <li><i>Spectator/onlooker play</i></li> <li><i>Parallel play</i></li> <li><i>Associative play</i></li> <li><i>Cooperative play</i></li> </ul> <i>Types of play</i> <ul style="list-style-type: none"> <li><i>Locomotor play</i></li> <li><i>Creative play</i></li> <li><i>Sensory play</i></li> <li><i>Imaginative play</i></li> <li><i>Symbolic play</i></li> <li><i>Technological/ investigative play</i></li> <li><i>Construction play</i></li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Organisation</li> <li>Planning</li> <li>Time management</li> <li>Problem solving</li> <li>Creativity</li> <li>Emotional intelligence</li> </ul> <b>Subject links</b> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Physical Education</li> </ul>	<p><b>Democracy:</b> 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><b>Mutual respect and tolerance:</b> 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>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Component 2: Learning Through Play</b> <u>Learning Aim B: Understand how children's learning can be supported through play</u> <i>Learners will consider how learning through play can occur during planned activities in the following environments: at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups, after-school clubs.</i> <i>Learners will need to consider, and plan play opportunities and activities for individual children and small groups of children for:</i> <ul style="list-style-type: none"> <li><i>Physical play</i></li> <li><i>Cognitive/intellectual play</i></li> <li><i>Communication and language play</i></li> <li><i>Social play</i></li> <li><i>Emotional play</i></li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Planning</li> <li>Problem solving</li> <li>Creativity</li> <li>Emotional intelligence</li> <li>Critical thinking</li> </ul> <b>Subject links</b> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Physical Education</li> </ul>	<p><b>Individual liberty:</b> 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><b>Exploring careers</b> (those that work with children in different early years settings): <i>Early years practitioners, childminders, nursery manager, nannies, primary school teachers.</i></p>

## KS4 Curriculum Overview **BTEC Tech Award in Child Development**

### **YEAR 2**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 2: Learning Through Play</b>  <u>Learning Aim B: Understand how children's learning can be supported through play</u></p> <ul style="list-style-type: none"> <li>Stages of play birth to 2 years</li> <li>Stages of play 2- 3 years</li> <li>Stages of play 3-5 Years</li> </ul> <p>How play can be organised to promote learning:</p> <ul style="list-style-type: none"> <li>Adult led play</li> <li>Adult initiated play</li> <li>Child initiated play</li> </ul> <p>The role of the adults in promoting learning through play</p> <ul style="list-style-type: none"> <li>Organising activities</li> <li>Explaining equipment and resources</li> <li>Demonstrating equipment and resources</li> <li>Adapting activities to suit personal interests</li> <li>Choosing equipment and resources</li> <li>Motivate children to engage</li> <li>Modelling communication</li> <li>Joining in with play activities</li> <li>Awareness of health and safety</li> </ul> <p><b>Component 2: Learning Through Play</b>            Component 1 LAA and LAB assessment window.</p> <ul style="list-style-type: none"> <li><b>Task 1-</b> Learners demonstrate their knowledge and understanding of how a child of a given age plays.</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Organisation</li> <li>Planning</li> <li>Problem solving</li> <li>Creativity</li> <li>Emotional intelligence</li> <li>Time management</li> <li>Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Physical Education</li> </ul>	<p><b>Mutual respect and tolerance:</b>            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, where views, faiths, cultures and races are valued <i>and</i> where children are encouraged to engage with their wider community.</p> <p><b>Rule of law:</b> 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>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 2: Learning Through Play</b></p> <ul style="list-style-type: none"> <li><b>Task 2-</b> learners demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.</li> <li><b>Task 3-</b> learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.</li> </ul> <p><b>Component 3: Supporting Children to Play, Learn and Development</b>  <u>Learning Aim A: Investigate individual needs that may impact on play, learning and development</u></p> <ul style="list-style-type: none"> <li>Individual needs (physical, cognitive/ intellectual, communication and language, social and emotional needs)</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Independence</li> <li>Organisation</li> <li>Planning</li> <li>Problem solving</li> <li>Creativity</li> <li>Emotional intelligence</li> <li>Time management</li> <li>Decision making</li> <li>Empathy</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>Health and social care</li> </ul>	<p><b>Mutual respect and tolerance:</b>            Early years setting providing an ethos of inclusivity and tolerance.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 3: Supporting Children to Play, Learn and Development</b>  <u>Learning Aim A: Investigate individual needs that may impact on play, learning and development</u></p> <ul style="list-style-type: none"> <li>Know how individual needs may impact on play, learning and development (all areas of development are interlinked and affect each other)</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Effective communication skills</li> <li>Independence</li> <li>Organisation</li> <li>Problem solving</li> <li>Creativity</li> </ul>	<p><b>Mutual respect and tolerance:</b>            Early years setting providing an ethos of inclusivity and tolerance.            An understanding of the importance of identifying and combatting discrimination.</p>

<p><u>Learning Aim B: Create safe environments to support play, learning and development in children aged from birth to 5 years</u></p> <ul style="list-style-type: none"> <li>▪ <i>Ensure all children are safe</i></li> <li>▪ <i>Health and safety consideration for inside environments for children with individual needs</i></li> <li>▪ <i>Health and safety consideration for outside environments for children with individual needs</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Engineering</li> <li>▪ Sport</li> <li>▪ Food and Nutrition</li> </ul>	<p><b>Rule of law:</b> 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.</p> <p>Teaching children to take responsibility for their own actions. Children should be taught the reasons behind rules and laws, how they govern and protect us, and the consequences of what happens when these laws are broken</p> <p><b>Exploring careers</b> (those that help to keep children safe): <i>Early years professionals, nannies, health visitors, GPs, nurses, SENCOs, social workers, childminders, nursery manager, key person, primary school teachers</i></p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 3: Supporting Children to Play, Learn and Development</b></p> <p><u>Learning Aim C: Adapt Play to promote inclusive learning and development</u></p> <ul style="list-style-type: none"> <li>▪ <i>The benefits of adapting activities for all children in play, learning and development</i></li> <li>▪ <i>Adapting activities/ resources to support a child with physical needs (ensuring age appropriateness)</i></li> <li>▪ <i>Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)</i></li> <li>▪ <i>Adapting activities to support a child with communication or language needs (ensuring age appropriateness)</i></li> <li>▪ <i>Adapting activities to support a child with social and emotional needs (ensuring age appropriateness)</i></li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Sport</li> </ul>	<p><b>Mutual respect and tolerance:</b> Early years setting providing an ethos of inclusivity and tolerance.</p> <p><b>Democracy:</b> 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>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 3: Supporting Children to Play, Learn and Development</b></p> <p><i>Revision of learning aims A, B and C:</i></p> <ul style="list-style-type: none"> <li>▪ <b>Learning Aim A:</b> Investigate individual circumstances that may impact on learning and development</li> <li>▪ <b>Learning Aim B:</b> Create safe environments to support play, learning and development in children aged from birth to 5 years</li> <li>▪ <b>Learning Aim C:</b> Adapt play to promote inclusive learning and development</li> </ul> <p><b>EXAM for Component 3: Supporting Children to Play, Learn and Development-</b> mid May</p>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Planning</li> <li>▪ Critical thinking</li> <li>▪ Effective communication skills</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Empathy</li> </ul>	

	<b>Subject links</b> <ul style="list-style-type: none"><li>▪ Health and social care</li></ul>	
<b>TERM 6 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>