

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Understand the principles of growth and development</p> <p>Knowledge and skills covered:</p> <p>A1 Understand how and why growth is measured</p> <p>A2 The principles of development</p> <p>SOL Intent: <u>Comp 1 Learning aim A:</u></p> <p>- Definition of growth – changes to physical size, the skeleton, muscles and the brain, children’s height, weight and head circumference.</p> <p>- How growth is measured and recorded:</p> <p>- Personal Child Health Record (PCHR) ‘Red Book’ tracks progress/records immunisations</p> <p>- centile charts track height and weight o parents’/carers’ own records o two-year-old health check o National Child Measurement Programme (NCMP) for 4–5-year-old children.</p> <p>- Roles and responsibilities of individuals involved in measuring and monitoring growth, to include: o health professionals – midwives, health visitors, General Practitioner (GP) o social care – social</p>	<p>Topic: Understand the principles of growth and development</p> <p>Knowledge and skills covered:</p> <p>A3 Development across ages of birth to 18 months</p> <p>A4 Development across ages of 18 months to 3 years</p> <p>A5 Development across ages of 3 to 5 years</p> <p>B1: Physical Factors</p> <p>SOL Intent: <u>Comp 1 Learning aim A continued:</u></p> <p>Physical Developments: gross motor skills: large movement of limbs; fine motor skills: movement of fingers, developing hand-eye coordination:</p> <p>Cognitive and intellectual developments: thinking and learning development of information processing, memory, problem-solving skills</p> <p>Communication & Language developments speaking, listening and understanding, development of speech sounds and language,</p>	<p>Topic: Understand the principles of growth and development</p> <p>Knowledge and skills covered:</p> <p>B2: Environmental Factors</p> <p>B3: Social Factors</p> <p>SOL Intent: <u>Learning aim B:</u></p> <p>Environmental Factors .- Effects of discrimination (disability, race, home situation).</p> <p>- Effects of relationships with primary carers (parents/carers, early years practitioners), quality of warmth, affection and attention received.</p> <p>- Effects of siblings – new baby, number of siblings, no siblings, step-siblings.</p> <p>- Effects of relationships with extended family and friends – grandparents, step-relatives, aunts and uncles, close friends.</p> <p>Financial Factors .- Low income – poverty, unemployed families, more contact with parents, food banks, free school meals, funding for childcare (vouchers).</p> <p>- High income – parental pressure of work, less contact with parents,</p>	<p>Topic: Understand how children play and how learning can be supported through play</p> <p>Knowledge and skills covered:</p> <p>A1: Stages of play</p> <p>A2: Types of play</p> <p>SOL Intent: <u>Comp 2 Learning aim A:</u></p> <p>- Unoccupied play, birth–3 months: baby makes movements with arms, legs, hands, feet, learning and discovering how their body moves.</p> <p>- Solitary play, birth–2 years: a child plays alone, not yet interested in playing with others.</p> <p>- Spectator/onlooker play, 2 years: a child watches other children play but does not play with them.</p> <p>- Parallel play, 2+ years: a child plays alongside or near others but does not play with them.</p> <p>- Associative play, 3–4 years: a child starts to interact with others during play but there is not a large amount of interaction at this stage; a child might be doing an activity related to the children around him, but</p>	<p>Topic: Understand how children play and how learning can be supported through play</p> <p>Knowledge and skills covered:</p> <p>B1: Physical Play</p> <p>B2: Cognitive/Intellectual Play</p> <p>B3: Communication & Language Play</p> <p>B4: Social Play</p> <p>SOL Intent: <u>Comp 2 Learning aim B:</u></p> <p>- spatial awareness – eye coordination, foot and leg coordination, hand-eye coordination</p> <p>- activities to stay healthy o how to take care of yourself and self-care o gross motor skills – body management, strength, bodily coordination o fine motor control – accuracy and manipulation of objects.</p> <p>- Activities and resources for physical play and learning: o role play of home-life situations o food preparation, snack times, handwashing o bat and ball games o tricycles, bicycles, sit-and-ride toys o climbing frames, swings, slides</p> <p>- creative activities – crayons, pens, paint brushes, paper, scissors,</p>	<p>Topic: Understand how children play and how learning can be supported through play</p> <p>Knowledge and skills covered:</p> <p>B5: Emotional Play</p> <p>B6: How can play be organised to promote learning</p> <p>B7: The role of adults in promoting learning through play</p> <p>SOL Intent: <u>Comp 2 Learning aim B:</u></p> <p>- expression of feelings, including teaching children how to self-manage feelings and behaviours</p> <p>- promote independence o improve self-confidence, self-esteem and self-awareness o build on relationships.</p> <p>- Activities and resources to support emotional play and learning: o puppets and dolls o role-play activities o emotion faces, ‘how I feel today’ mirrors o circle time/carpet time.</p> <p>- potential benefits – can include higher-risk activities where children can learn specific skills and how to use resources and</p>

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<p>workers, family support workers o early years educators – childminder, nursery manager, key person o parents/carers.</p> <p>Importance of measuring growth:</p> <ul style="list-style-type: none"> - ensures expected patterns are being followed to highlight potential issues at an early stage - steady weight gain is a sign children are healthy and feeding well; poor weight gain is a sign of illness - centile charts show average weight and height gain for children at different ages – 6–9 months rapid weight gain, 1–2 years slower weight gain as child is more active, over 2 years height and weight is measured to check if child is overweight or underweight and advice given on diet and physical activity. 	<p>listening and attention, social skills</p> <p>Social Developments</p> <p>development of secure, positive relationships with others: o 3 months – responds with pleasure to loving attention, enjoys being held</p> <p>Emotional Developments</p> <p>Developing trust, independence and emotional resilience</p> <p>Physical Factors</p> <ul style="list-style-type: none"> - Factors in pregnancy affecting child – prenatal and maternal nutrition/exercise, effects of parental smoking, drug or alcohol use, premature/low birth weight. - Disabilities/ additional needs – hearing impairment, visual impairment, cerebral palsy, Down’s syndrome. - Health status – chronic illness (asthma, eczema), repeated short-term illness (colds, ear infections, vomiting and diarrhoea), obesity. - Benefits of healthy balanced diet, effects of nutritional deficiencies (vitamins, minerals), effects of unhealthy diet. - Amount of exercise. 	<p>extra resources and toys, extra opportunities, experience of travel.</p> <ul style="list-style-type: none"> - Access to services – health services (dentist, health visitor), early years education (preschool, nursery) and experiences (parent and baby singing groups, sports clubs, parent and tots groups). <p><u>Set Assignment Due</u></p> <p>The PSA for Component 2 will take approximately 6 supervised hours to complete. This is divided into approximately:</p> <ul style="list-style-type: none"> 1 hour to complete Task 1 2.5 hours to complete Task 2 2.5 hours to complete Task 3 	<p>might not actually be interacting with another child.</p> <ul style="list-style-type: none"> - Co-operative play, 4+ years: a child interacts fully with others and has interest in both the activity and other children involved, they create their own rules. - Locomotor play – any type of physical activity using gross motor skills – enjoying movement for movement’s sake. - Creative play – freedom to explore resources, altering something and making something new, trying out new ideas. - Sensory play – using the senses to explore, to discover the texture and function of things. - Imaginative play – when children pretend in some way, act out their experiences or things they have heard about/seen, role play, small world play. - Symbolic play – using objects, actions or ideas to represent other objects, actions, or ideas. - Technological/ investigative – use of IT equipment, maths equipment, science equipment. - Construction – using resources to build or join things, to create something new. 	<p>plastic needles, threads, beads</p> <ul style="list-style-type: none"> - playdough, sand and water activities o construction toys o baby gyms, push along toys, rattles. - problem-solving skills o creativity o use of imagination o listening and attention skills o numeracy skills - exploration of environments inside and outside o confidence using technology o understanding of others’ experiences – cultural experiences, religious festivals. - Activities and resources to support cognitive and intellectual play and learning: o counters, weights, play money o shape sorters, puzzles, matching-pair card games o trips and visits o digging and building o computer games, apps, PCs, tablets o writing – wipe boards o small-world toys. - listening skills – including refining speech sounds through interaction with others o the process of following instructions o vocabulary and literacy skills, including speaking and questioning skills o how to express and discuss feelings appropriately o 	<p>equipment safely, the adult can introduce new vocabulary</p> <ul style="list-style-type: none"> - potential disadvantages – learning is limited by the adult’s choice of activity and time given to it, limited repetition of the activity to enhance learning new skills. - Adult-initiated play: o adult puts out resources and toys that prompt children to play in a certain way o potential benefits – encourages children to try playing in new ways and develop new skills, more effective for promoting independent learning skills - potential disadvantages – children may not learn expected skill or concept. - children choose resources and how to play with them - potential benefits – children can develop their own ideas more freely, increased opportunities for the development of social skills - potential disadvantages – a child may focus on one area of learning or development repeatedly, ignoring others, learning may be limited without an adult to expand on learning opportunities. <p>Organise a variety of activities: o inside/outside activities o individual/group activities,</p>
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				<p>having conversations with other children/adults.</p> <ul style="list-style-type: none"> - Activities and resources to support communication and language play and learning: <ul style="list-style-type: none"> o books – lift-the-flap books, textured, stories, talking books, story sacks o role play o nursery rhymes, songs, dances o listening/action games. - development of friendships and relationships – build bonds, trust, emotional support networks - sharing, turn-taking, compromise. <p>Activities and resources to support social play and learning:</p> <ul style="list-style-type: none"> o team games and activities o group activities such as gardening, mud kitchen o role play o board games. 	<p>including games o sensory activities, art and craft activities, games.</p> <ul style="list-style-type: none"> .- Explaining and demonstrating how equipment and resources work. .- Adapting activities to suit personal interests. .- Choosing equipment and resources that motivate children to engage – promote exploring, encourage questioning, set challenges, allow sufficient time for activities. .- Modelling communication – use of language. .- Joining in with play activities – promoting sharing, facilitating turn-taking and sharing equipment and resources. .- Awareness of health and safety – toys and resources are age appropriate, adult supervision.
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Year 11				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>Topic: Understand how children play and how learning can be supported through play</p> <p>Knowledge and skills covered:</p> <p>B8: Planning play opportunities for children</p> <p>SOL Intent: <u>Comp 2 Learning aim B continued</u> Set assignment</p> <p>Learners will need to know how to plan activities for all of the following age groups:</p> <ul style="list-style-type: none"> ● 0–18 months. ● 18 months–3 years. ● 3–5 years. ● Considerations for planning activities to include: <p>- age appropriateness</p> <p>- learning outcomes – what the children will learn, how the activity will support their development</p> <p>- number of children, number of adults required to support activity safely o resources/equipment</p>	<p>Topic: Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments</p> <p>Knowledge and skills covered:</p> <p>A1: Individual Needs</p> <p>A2: Know how individuals needs may impact on play, learning and development</p> <p>SOL Intent: <u>Comp 3 Learning Aim A</u></p> <p>- Physical needs:</p> <ul style="list-style-type: none"> o a child with a sensory impairment; visual or hearing impairment o a child who has delayed gross motor skills o a child who has delayed fine motor skills o a child who uses a wheelchair or walking frame to move around o a child who has a long-term health or physical condition which restricts their physical activity or movement. <p>- Cognitive/intellectual needs:</p> <ul style="list-style-type: none"> o learning disability o poor concentration levels o memory issues o difficulties in problem solving o a child who has delayed literacy skills. <p>Communication and language needs:</p> <ul style="list-style-type: none"> o English as an additional language o a child who is learning more than one language o a child who has language or communication delay. 	<p>Topic: Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child’s individual needs, and environmental risks and hazards that may impact children’s learning and development</p> <p>Knowledge and skills covered:</p> <p>B1: Ensure all children are safe</p> <p>B2: Health and safety considerations for inside environments for children with individual needs</p> <p>B3: Health and safety considerations for outside the environments for children with individual needs</p> <p>SOL Intent: <u>Comp 3 Learning Aim B</u></p> <p>Manage risks and hazards of environments and activities:</p> <ul style="list-style-type: none"> - consider the risks – likelihood of an environment, activity and/or resources causing harm - consider the hazards – potential for an environment, activity and/or resource to cause harm - risk assessments for activities – both indoors and outdoors - positive risk taking – balancing the potential risk of harm against the benefit of children participating in activities; the benefits of children exploring/experimenting in a safe but challenging environment - raising age-appropriate awareness of personal safety when in public areas o 	<p>Topic: Apply knowledge and understanding to adapt activities to meet children’s individual needs and promote inclusion</p> <p>Knowledge and skills covered:</p> <p>C1: The benefits of adapting activities for all children in play, learning and development</p> <p>C2: Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)</p> <p>C3: Adapting activities to support a child with cognitive and intellectual needs</p> <p>C4: Adapting activities to support a child with communication or language needs</p> <p>SOL Intent: <u>Comp 3 Learning Aim C</u></p> <ul style="list-style-type: none"> - Recognition that every child has a right to learn. - Promotes five areas of development for all children. .= The role of the adult: .= to select and implement how play is organised to meet appropriate individual needs; adult-led play, adult-initiated play or child-led play - to role model appropriate behaviours and responses o to support children’s play – being available but not intrusive - offer new ideas and resources or alternatives to enable accessibility for the encouragement and stimulation of play - ensure that all play is suitable for the children’s age, needs and abilities. o promote inclusion; ensure all children can join in organised activities o give children a choice when planning and choosing activities o respond positively to desired behaviours in children, using praise and rewards o recognise and respond when children are becoming bored, losing concentration, finding activities too difficult. - The benefits to other children of playing with children who have additional needs: o learn how to include others in their games and activities 	<p>Topic: Making connections between areas of development, children’s individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion</p> <p>Knowledge and skills covered:</p> <p>C5: Adapting activities/resources to support a child experiencing social and emotional needs development</p> <p>SOL Intent: <u>Comp 3 Learning Aim C</u></p> <ul style="list-style-type: none"> - Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable. - Provide a structured approach throughout daily activities. - Assign specific tasks to the child during any transition between

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<p>required o health and safety o role of adult o how play is organised:</p> <ul style="list-style-type: none"> - adult led - adult initiated - child initiated - benefits and disadvantages of each. <p><u>Set Assignment Due</u></p> <p>The PSA for Component 2 will take approximately 6 supervised hours to complete. This is divided into approximately:</p> <p>1 hour to complete Task 1 2.5 hours to complete Task 2 2.5 hours to complete Task 3</p>	<p>Social and emotional needs</p> <ul style="list-style-type: none"> - limited interaction with adults o poor awareness of social norms and values o difficulty forming bonds with adults o limited experience of play o difficulty forming friendships with other children o disruptive behaviour o a child experiencing a transition: <ul style="list-style-type: none"> - starting care/educational providers - moving between care/educational providers - birth of new sibling – change in family structure – moving house. - The impact of not meeting expected milestones in one area of development on the other areas of development <p>Physical learning and development:</p> <p>Unable to access learning activities set up at different levels in the room</p> <ul style="list-style-type: none"> o unable to grasp small objects or manipulate materials in a constructive way o may tire easily and not be able to sustain involvement in activities o may be unable to move around the play areas and activities. <p>Cognitive and intellectual learning and development:</p> <ul style="list-style-type: none"> o may not be able to understand rules in play o may not be able to sustain attention in activities o may impact on problem solving, mathematics o may become overwhelmed by choice. <p>Communication and language learning and development:</p> <ul style="list-style-type: none"> o difficulties communicating preferences and choices o play with others may be limited o may lack confidence o may not to be able to build friendships or 	<p>teaching children to use resources safely o choosing age- and stage-appropriate resources o being aware of choking hazards for under 3-year-olds</p> <ul style="list-style-type: none"> - knowing about safety labelling of resources, including the BSI Kitemark, age-advice symbol, the Lion Mark and the CE mark, including why it is important to check this before using equipment or resources - planning the adult to child ratio relevant to age, to carry out the activity safely. - Teach children how to use internet-enabled technology safely (including computers and tablets, smart technology, wearable technology, toys with voice recognition, app-enabled toys): <ul style="list-style-type: none"> - how to be safe online – setting 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 - talking to the child about internet safety o recognising and reporting age-inappropriate content. - Width of doorways, corridors. - Layout of furniture. - Types of flooring and floor coverings in the space, considering potential trip hazards. - How resources can be organised to enable children to find things easily. 	<ul style="list-style-type: none"> - promotes positive behaviours, improves social skills; sharing of resources, turn-taking .= they become more responsive to the needs of others o they recognise different communication methods o they become more patient and develop tolerance with others. - Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility, adjust height of tables/easels. - Select appropriate resources for children with fine motor skills delay. - Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame. - Secure movable objects so they do not move – use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers. - Adjust the level of difficulty of activities and resources to suit the child’s needs. - Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures. - Keep resources in the same place so a child with visual impairment knows where they are. - Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you. - Adapt technological/digital resources to suit the child’s individual needs. - Provide opportunities to learn and play near other children doing the same activity to encourage observation, copying and/or sharing of ideas. - Shorten activities to suit concentration span. - Break activities into shorter steps. - Repeat activities to promote learning and memory. - Adults can demonstrate activities. - Modify resources, reduce number of parts, use specific colours. - Limit the number of materials available to avoid overwhelming the child. ● Use technological/digital resources. 	<p>activities to reduce their worry/anxiety.</p> <ul style="list-style-type: none"> - Maintain engagement of the child by filling tidying-up periods with short activities. - Set out activities that focus on a child’s areas of interest. - Choose books and games that include any issues that may be worrying the child. - Promote choice and control by providing a range of materials and resources the child can select from in activities. - Use activities which can encourage expression of thoughts, feelings and ideas. - Provide opportunities for social norms and values to be demonstrated and praised through children and adults’ role modelling. - Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking.
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	<p>share.</p> <p>Social and emotional learning and development:</p> <ul style="list-style-type: none"> - may find co-operative play difficult o poor emotional resilience o may isolate themselves or be isolated by others o may find it difficult to join in group activities o may have limited expression of thoughts and feelings o may find it difficult building positive relationships with adults o may find it difficult to cope with change/routines/new situations o low self-esteem. 	<ul style="list-style-type: none"> - Continuity of use of specific areas for play activities and routines. - Selecting appropriate resources to ensure safety, linked to the ability of the child. - Monitoring activities to ensure safety is being maintained. - Appropriate clothing. - Planning ahead on outings – for clothing changes, hunger, thirst, toileting needs. - Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces. - Choice of outdoor play resources, taking into consideration individual needs. - Choosing quiet or noisy play spaces. - Having equipment and resources at different levels. - Use of signs, symbols and maps as visual aids. - Consideration of weather implications. 	<ul style="list-style-type: none"> - Keep equipment and resources in the same place, to aid memory and/or provide consistency. - Use group activities to promote social inclusion, which encourages friendships with other children, and build bonds and trust with adults. - Praise children when they attempt to communicate, to build their confidence. - Make instructions short and clear, so children can understand them easier. - Adults can demonstrate activities, so children can learn without needing language. - Reduce the complexity of own language, so children can understand. - Repeat activities, so children become familiar with the vocabulary used in them. - Use alternative communication: <ul style="list-style-type: none"> - Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures - Makaton – signs and symbols to support speech. - Use non-verbal communication to encourage responses from children. - Use songs and 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. 	<p><u>Component 3 Exam</u></p>
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