

Child Development Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Qualification	Tech Award Level 1 / Level 2 in Child Development					
Exam Board	Pearson BTEC					
Components	Component 1: Children's Growth and Development (Internally assessed assignment)			Component 2: Learning Through Play (Internally assessed assignment)		
Units	Learning Outcome A: Understand the principles of growth and development	Learning Outcome B: Understand how factors impact on children's overall development		Learning Outcome A: Understand how children play	Learning Outcome B: Understand how children's learning can be supported through play	
Unit Summary	This section focuses on understanding the principles of growth and development in children from birth to five years. Students will learn how growth is measured, the developmental milestones for different age ranges, and the underlying principles that guide a child's physical, cognitive, and emotional development during these formative years.	This section explores how various factors influence a child's overall development. Students will study the impact of physical, environmental, social, and financial factors on children's growth and development. Emphasis is placed on understanding how these factors interact and their implications for supporting a child's well-being and potential.		This section focuses on understanding the stages and types of play that children experience as they grow. Students will explore how play evolves at different developmental stages and the various forms of play that support children's learning and development.	This section explores how different types of play support children's physical, intellectual, social, and emotional development. Students will learn how play can be structured to promote learning, the role of adults in supporting play, and strategies for planning effective play opportunities.	

Unit Objectives	• Understand how and why growth is measured. • Learn the principles of child development. • Identify and describe development milestones for children aged birth to 18 months, 18 months to 3 years, and 3 to 5 years. • Explore how physical, cognitive, and emotional development progresses across these age ranges.	• Identify physical factors that influence development. • Understand the role of environmental factors in shaping development. • Recognise how social factors impact a child's growth and development. • Explore the effects of financial factors on children's opportunities and overall well-being.	• Identify the stages of children's play and how they progress as children grow. • Understand the different types of play and their role in supporting learning and development.	• Understand how physical, cognitive, communication, social, and emotional play supports development. • Explore how play can be organised to enhance learning. • Recognise the role of adults in facilitating and promoting play. • Plan engaging and developmental play opportunities.
Acquired Knowledge/ Skills	• Methods of measuring growth (e.g., height, weight, head circumference). • Key principles of child development. • Development milestones for birth to 5 years. • Understanding of holistic growth (physical, cognitive, emotional). • Recognising variations in development and their implications.	• Awareness of physical influences (e.g., health, disability, nutrition). • Understanding environmental factors (e.g., housing, pollution, access to resources). • Analysis of social influences (e.g., relationships, cultural practices). • Examination of financial factors (e.g., poverty, access to education).	• Knowledge of play stages: solitary, parallel, associative, and cooperative play. • Identification of types of play: physical, creative, imaginative, and social. • Ability to analyse how play contributes to overall development.	• Identification of play types and their developmental benefits. • Understanding adult roles in guiding and encouraging play. • Skills in structuring and organising play activities. • Ability to plan and evaluate effective play opportunities tailored to children's needs.

Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: Encouraging environmentally conscious teaching materials and sustainable child-rearing practices. Fundamental British Values: Promoting equality and understanding individual differences in development. Pride in the Solent: Highlighting local initiatives that support early childhood development. UNCRC: Recognising every child's right to optimal growth and development.	Greener Curriculum: Exploring how sustainable environments benefit children's development. Fundamental British Values: Promoting equality and understanding diverse life circumstances. Pride in the Solent: Highlighting local community support for families. UNCRC: Emphasising every child's right to adequate living standards, education, and care.	Greener Curriculum: Highlighting sustainable and safe play environments. Fundamental British Values: Emphasising collaboration and mutual respect through cooperative play. Pride in the Solent: Encouraging community play opportunities. UNCRC: Supporting every child's right to play and leisure (Article 31).	Greener Curriculum: Creating sustainable play environments and using eco-friendly materials. Fundamental British Values: Promoting teamwork, respect, and inclusion through social play. Pride in the Solent: Encouraging local community play initiatives. UNCRC: Supporting children's right to play, education, and participation (Articles 28 & 31).
Assessments	The assessment in Child Development includes two internally assessed, Pearson-set assignments for Components 1 and 2, focusing on children's growth and the role of play, and one externally assessed task for Component 3, evaluating learners' ability to apply their knowledge in real-world contexts.			

Child Development Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2
Qualification	Tech Award Level 1 / Level 2 in Child Development			
Exam Board	Pearson BTEC			
Components	Component 2: Learning Through Play (Internally assessed assignment)	Component 3: Supporting Children to Play, Learn and Develop (Externally assessed exam)		
Units	Learning Outcome B: Understand how children's learning can be supported through play	Key content A: Investigate individual needs that may impact on play, learning and development	Key content B: Create safe environments to support play, learning and development in children aged 0 – 5 years	Key content C: Adapt play to promote inclusive learning and development
Unit Summary	This section explores how different types of play support children's physical, intellectual, social, and emotional development. Students will learn how play can be structured to promote learning, the role of adults in supporting play, and strategies for planning effective play opportunities.	This section focuses on understanding how individual needs, including physical, cognitive, and social factors, influence children's play, learning, and development. Students will explore strategies to identify and support these needs effectively, ensuring inclusive and equitable opportunities for all children.	This section addresses how to create and maintain safe and supportive environments for children aged 0–5 years. It focuses on identifying potential hazards, implementing safety measures, and tailoring environments to meet the specific health and safety needs of children, including those with individual needs.	This section explores how to adapt play activities and resources to promote inclusive learning and development for children aged 0–5 years. It focuses on ensuring activities are accessible and supportive of children's individual physical, cognitive, language, social, and emotional needs.
Unit Objectives	Understand how physical, cognitive, communication, social, and emotional play supports development.	Recognise the range of individual needs children may have.	Understand the importance of safety for all children in play and learning environments.	- Understand the benefits of adapting activities to support all children. - Learn how to tailor activities for children with physical,

	• Explore how play can be organised to enhance learning. • Recognise the role of adults in facilitating and promoting play. • Plan engaging and developmental play opportunities.	• Understand how these needs impact children's play, learning, and development. • Investigate how to adapt environments and activities to support all children effectively.	• Identify health and safety considerations for indoor and outdoor spaces. • Adapt environments to ensure the safety of children with individual needs.	cognitive, communication, language, social, or emotional needs. • Ensure adaptations remain age-appropriate and inclusive for diverse developmental needs.
Acquired Knowledge/ Skills	• Identification of play types and their developmental benefits. • Understanding adult roles in guiding and encouraging play. • Skills in structuring and organising play activities. • Ability to plan and evaluate effective play opportunities tailored to children's needs.	• Identification of diverse individual needs. • Analysis of how these needs influence development. • Skills in creating inclusive and supportive play and learning environments. • Strategies for adapting activities to meet varied needs.	• Risk assessment and hazard identification. • Designing safe and inclusive indoor and outdoor environments. • Understanding specific health and safety requirements for children with individual needs. • Implementation of safety protocols and monitoring practices.	• Recognising the importance of inclusivity in play. • Strategies for adapting activities and resources. • Addressing specific needs: physical, cognitive, communication, and emotional. • Ensuring age-appropriate, safe, and inclusive play environments.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener Curriculum: Creating sustainable play environments and using eco-friendly materials. Fundamental British Values: Promoting teamwork, respect, and inclusion through social play. Pride in the Solent: Encouraging local community play initiatives. UNCRC: Supporting children's right to play, education, and participation (Articles 28 & 31).	Greener Curriculum: Promoting sustainable, inclusive play resources. Fundamental British Values: Supporting equality, respect, and inclusion for all children. Pride in the Solent: Encouraging inclusive community initiatives for local children. UNCRC: Supporting children's right to education and participation (Articles 28 & 31).	Greener Curriculum: Promoting sustainable and safe play environments. Fundamental British Values: Encouraging respect and care for others through health and safety practices. Pride in the Solent: Creating safe local spaces for children. UNCRC: Upholding children's right to safety and well-being (Articles 19 & 31).	Greener Curriculum: Resource adaptation for sustainability and inclusivity. Fundamental British Values: Promoting equality and respect through inclusive play. Pride in the Solent: Celebrating diversity in local communities. UNCRC: Supporting Articles 23, 28, and 31 on inclusion and education.
Assessments	The assessment in Child Development includes two internally assessed, Pearson-set assignments for Components 1 and 2, focusing on children's growth and the role of play, and one externally assessed task for Component 3, evaluating learners' ability to apply their knowledge in real-world contexts.			