

Child development Year 10 and 11 Curriculum Overview September 2024

End Point	Key knowledge	Key skills	Key Vocabulary/Frayer	Reading and Oracy	Numeracy	Common misconceptions
<p><b>Y10 T1</b> Growth and development  Component 1A</p>	<ul style="list-style-type: none"> <li>• <b>Growth</b></li> <li>• <b>Roles and responsibilities of individuals involved in measuring and monitoring</b></li> <li>• <b>Importance of measuring growth</b></li> <li>• <b>The principles of development</b></li> <li>• <b>Development across the ages: physical</b></li> <li>• <b>Development across the ages: communication &amp; language</b></li> </ul>	<p>The difference between growth and development. How we measure and record growth and development. Milestones. How children learn and develop, who assists with this process and how and how it all links to the five areas of development.</p>	<p><b>Midwife</b> <b>Health visitor</b> <b>Pediatrician</b> <b>Holistic</b> <b>Sequence</b></p>	<p><b>Government documents such as EYFS guide.</b> <b>Information books.</b> <b>Discussions in class.</b> <b>Research materials.</b> <b>Theorists such as Bowlby and Piaget.</b></p> <p><b>Guided reading activities</b></p>	<p><b>Charts and graphs,</b> <b>Measures.</b> <b>Averages,</b> <b>Norms and centiles.</b></p>	<p><b>Children develop the same way.</b></p> <p><b>Midwives have lots of interaction with the babies.</b></p>
<p><b>Y10 T2</b> Growth and development  Component 1A</p>	<ul style="list-style-type: none"> <li>• <b>Development across the ages: cognitive &amp; intellectual</b></li> <li>• <b>Development across the age ranges: social</b></li> <li>• <b>Development across the age ranges: emotional</b></li> </ul>	<p>How children learn and develop, who assists with this process and how and how it all links to the five areas of development.</p>	<p><b>Social</b> <b>Physical</b> <b>Emotional</b> <b>Cognitive &amp; intellectual</b> <b>Communication &amp; language</b></p>	<p><b>Government documents such as EYFS guide.</b> <b>Information books.</b> <b>Discussions in class.</b> <b>Research materials.</b> <b>Theorists such as Bowlby and Piaget</b> <b>Guided reading activities</b></p>	<p><b>Averages</b> <b>Age groups</b></p>	<p><b>Physical skills are either gross motor skills or fine motor skills.</b></p> <p><b>Areas of development are separate from each other.</b></p>
<p><b>Y10 T3</b> Controlled assessment: Component 1A  Growth and development  Component 1B</p>	<p><b>Based on the knowledge above: Pearson set task</b></p> <ul style="list-style-type: none"> <li>• <b>Physical factors that impact development: during pregnancy</b></li> <li>• <b>Physical factors that impact development: disability and health status</b></li> <li>• <b>Physical factors that impact development: diet and exercise</b></li> <li>• <b>Environmental factors that impact development: housing</b></li> <li>• <b>Environmental factors that impact development: the home</b></li> <li>• <b>Environmental factors that impact development: drugs,</b></li> </ul>	<p>The expectations in terms of health, diet, exercise for children 0-5 and how circumstances can affect this and the factors that can impact on growth and development.</p>	<p><b>Prenatal</b> <b>Environmental</b> <b>Socio-economic</b> <b>Nutrition</b> <b>Genetics</b></p>	<p><b>Discussions in class.</b> <b>Self-reflections.</b> <b>Research via news outlets.</b> <b>Theorists and psychologists.</b></p> <p><b>Guided reading activities</b></p>	<p><b>Statistics</b> <b>Nutrition data</b></p>	<p><b>Homelessness means living on the streets.</b></p> <p><b>Poverty means having no money at all.</b></p>

	alcohol and smoking					
<p>Y10 T4 Growth and development</p> <p>Component 1B</p> <p>Controlled assessment: Component 1B</p>	<ul style="list-style-type: none"> <li>• Social factors that impact development: discrimination</li> <li>• Social factors that impact development: relationships with primary carers</li> <li>• Social factors that impact development: siblings and extended family</li> <li>• Financial factors that impact development: income</li> <li>• Financial factors that impact development: access to services</li> </ul> <p>Based on the knowledge above: Pearson set tasks</p>	<p>How race and cultural discrimination can have a negative impact on children.</p> <p>The ways in which children might be discriminated against.</p>	<p>Discrimination Identity Self-esteem Disability Gender Extended family</p>	<p>Policies – government website</p> <p>Guided reading activities</p>	<p>Statistics Graphs and charts</p>	<p>All children feel fully included in a child-care setting.</p> <p>Having a high income has a positive impact on children's development, not a negative one.</p>
<p>Y10 T5 Learning through play</p> <p>Component 2A/2B</p>	<ul style="list-style-type: none"> <li>• Stages of play across the age ranges</li> <li>• Types of play</li> <li>• Learning through play in different environments</li> <li>• Learning supported through physical play across the age ranges</li> </ul>	<p>Unoccupied play, solitary play, spectator/onlooker play, parallel play, associative play, cooperative play.</p> <p>Locomotor play, creative play, sensory play, imaginative play, symbolic play, technological play/investigative play, construction play</p> <p>Why some play needs to be in a particular environment.</p> <p>How to develop spatial awareness, hand-eye coordination and body management.</p>	<p>Locomotor Characteristics Environment Mimicking Symbolise</p>	<p>Research Mildred Parten Information books EYFS guide</p> <p>World Health Organisation (WHO) resources</p> <p>Guided reading activities</p>	<p>Measures Interpreting data Interpreting medical figures.</p>	<p>Structured play is more beneficial to children's development.</p> <p>Babies don't engage in play.</p>
<p>Y10 T6 Learning through play</p> <p>Component 2B</p>	<ul style="list-style-type: none"> <li>• Learning supported through cognitive &amp; intellectual play across the age ranges</li> <li>• Learning supported through</li> </ul>	<p>How to develop problem-solving skills, numeracy skills, confidence with</p>	<p>Benefits Risk taking Interaction Creativity</p>	<p>EYFS guide Policies Discussions Guided reading</p>	<p>Early numeracy</p>	<p>Children with a physical impairment will need a 1:1 assistant.</p>

	<p>communication &amp; language play across the age ranges</p> <ul style="list-style-type: none"> <li>Learning supported through social and emotional play across the age ranges</li> </ul>	<p>technology and listening and attention skills. How to express feelings Developing relationships and improving self-confidence and self-esteem. Promoting independence</p>	<p>Independence</p>	<p>activities</p>		<p>Adapting a task means giving them something different to do.</p>
<p>Y11 T1 Learning through play Component 2B</p>	<ul style="list-style-type: none"> <li>How play can be organised to promote learning</li> <li>The role of the adult in promoting learning through play</li> <li>Planning play opportunities</li> </ul>	<p>Benefits and disadvantages of adult-led play, adult-initiated play and child-initiated play</p> <p>How adults can explain and demonstrate how resources work and adapt activities to suit needs.</p>	<p>Repetition Enhance Independent learning skills EYFS Interaction</p> <p>Personal interests</p>	<p>EYFS framework Guided reading activities</p>	<p>Manipulatives Ratio</p>	<p>You don't need to plan for play at nursery.</p> <p>Adult-led play is the best way to organise play.</p>
<p>Y11 T2 Controlled assessments Component 2A and 2B</p> <p>Supporting children to play, learn and develop Component 3</p>	<p>Based on the knowledge above: Pearson set tasks</p> <ul style="list-style-type: none"> <li>Physical needs that impact on play, learning and development</li> </ul>	<p>What is meant by sensory impairment and the impact on play, learning and development.</p>	<p>Impairment Delayed Long-term condition</p>	<p>Guided reading activities</p> <p>NHS information from the website Policies</p>	<p>Use of manipulatives</p>	<p>Children with a sensory impairment can't join in with all the activities.</p>
<p>Y11 T3 Supporting children to learn, play and develop Component 3</p>	<ul style="list-style-type: none"> <li>Cognitive and intellectual needs that impact on play, learning and development</li> <li>Communication &amp; language needs that impact on play, learning and development</li> <li>Social and emotional needs that impact on play, learning and development</li> </ul>	<p>What is meant by learning disabilities?</p> <p>How does learning English as an additional language impact a child's play, learning and development? Why we should be positive role models and teach social norms and values. Importance of play</p>	<p>Concentration Memory Literacy Global developmental delay ADHD Autism Trauma Social norms</p>	<p>Guided reading activities</p> <p>Foundation stage lesson plans</p>		<p>Children with delayed fine motor skills will never be able to write.</p> <p>Children have memory issues because they haven't practised enough.</p>
<p>Y11 T4</p>	<ul style="list-style-type: none"> <li>How not meeting milestones</li> </ul>	<p>Develop an</p>	<p>Observation</p>	<p>Guided reading</p>	<p>Numeracy</p>	<p>As long as there is an</p>

<p>Supporting children to learn, play and develop Component 3</p>	<p>may impact on play, learning and development</p> <ul style="list-style-type: none"> <li>• How individual needs may impact on physical learning and development</li> <li>• How individual needs may impact on cognitive &amp; intellectual learning and development</li> <li>• How individual needs may impact on communication &amp; language learning and development</li> <li>• How individual needs may impact on social and emotional learning and development</li> <li>• Create safe environments to support play, learning and development</li> <li>• Managing positive risk taking and safety</li> <li>• Teaching children how to use internet-enabled technology</li> </ul>	<p>understanding of the barriers some children face and how the adult can support them and adapt activities to allow inclusivity.</p> <p>Safety symbols and the importance of these.</p> <p>Why children should have risk taking opportunities and how to manage these.</p> <p>Internet safety and age-appropriate activities – importance of monitoring and safeguarding.</p>	<p>Confidence Self-esteem Initiate Expected milestones Constructive Navigate Sustain Isolation Personal information</p>	<p>sheets Safety policies</p>	<p>resources for early years Ratio</p>	<p>adult in the room, it doesn't matter how many children are in there.</p> <p>Staff should cut things out for children and prepare fruit and lunch to avoid children using sharp objects.</p>
<p>Y11 T5 Supporting children to learn, play and develop Component 3</p>	<ul style="list-style-type: none"> <li>• Organisation of resources</li> <li>• Health and safety considerations</li> <li>• Adapting play to promote inclusive learning and development</li> <li>• Role of the adult: responding to children</li> <li>• Benefits to other children of playing with children with additional needs</li> <li>• Adapting activities to support a child with physical needs.</li> <li>• Adapting activities to support a child with cognitive &amp; intellectual needs.</li> <li>• Adapting activities to support a child with communication &amp; language needs.</li> <li>• Adapting activities to support a child with social &amp; emotional needs.</li> </ul>	<p>How to use specific areas within the setting and how to enable children to be independent.</p> <p>Appropriate clothing for different environments and activities.</p> <p>Accessibility, different levels and quiet and noisy spaces – creating the best space for children.</p> <p>How to promote inclusion and respond to desired behaviours.</p>	<p>Organised Specific areas Safety Resources Inclusive Adapt</p> <p>Makaton</p> <p>Sufficient space</p> <p>Visibility</p> <p>Participation</p> <p>Overwhelming</p>	<p>Guided reading United Nations Convention on the Rights of the Child Right to learn legislation</p>	<p>Outdoor maths activities.</p>	<p>Nursery workers can do whatever activities they like as long as the children are happy and safe.</p>
<p>Y11 T6 Final exam</p>	<p>Exam questions - in particular the 'assess' questions.</p>	<p>Produce revision materials suitable to the learner.</p>	<p>Explain Assess Describe</p>	<p>Examiners reports Mark schemes</p>		<p>I know everything I need to know for the exam so no need to</p>

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