

Year 10 Child Development Long Term Plan



Year 10 Intent / End Point: Students will be able to fully respond to these key questions: What is growth and development and how can these be measured in a child age 0-5 years? How can different areas of PIES have an impact on each other? How can the individual circumstances of a child impact their learning and development?

Principles that underpin your curriculum

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u>	Component 1	Component 1	Component 1	Component 3	Component 3	Component 2
<u>Year 10</u>	Children's growth and development age 0-5 years LAA	Children's growth and development age 0-5 years LAB	Children's growth and development age 0-5 years	Supporting children to play, learn and develop LAA LAB	Supporting children to play, learn and develop LAB LAC	Learning through play LAA
EXPLORE	<p>Growth and development from 0-18 months (PIES) LA1</p> <p>Growth and development from 18 months – 3 years (PIES) LA1</p> <p>Growth and development from 3-5 years (PIES) LA1</p> <p>The different areas of PIES that affect a child's development age 0-18 months, 18 months- 3 years and 3-5 years LA2</p> <p>Understand holistic development and that development rarely occurs in one area alone. LA2</p> <p>Areas of PIES have an impact on other areas of PIES. LA2</p> <p>To evaluate how aspects of PIES impact positively and negatively upon each other LA2</p>	<p>Understand the different factors that can influence a child's rate of growth and development B1</p> <p>-Physical factors Prenatal Health Status Diet and Exercise -Environmental factors -Socio economic factors B1</p> <p>Identify factors from each physical, environmental and socio-economic category that affects a child's growth and development. B2</p> <p>Respond to case studies by applying knowledge on the impact of factors. B2</p>	<p>Revision of component 1</p> <p>February – Assessment of C1 released</p> <p>Feb- April – Students complete assessment for C1</p>	<p>Investigate individual circumstances that may impact learning and development LAA</p> <p>Physical needs Intellectual needs Communication and language needs Social and emotional needs Friendships Disruptive behaviour A child experiencing transition</p> <p>Create safe environments to support play, learning and development in children age from 0-5 years LAB</p> <p>Managing risks and hazards of environments and activities Positive risk taking and the role of the adult Supporting children's play Teaching children how to use internet enabled technology Health and safety considerations for inside and outside environments</p>	<p>Adapt play to promote inclusive learning and development LAC</p> <p>Recognition that every child has the right to learn</p> <p>the role of the adult</p> <p>Responding to children</p> <p>Benefits to other children of adapting activities</p> <p>Adapting activities and resources to support a child with a physical or sensory need</p> <p>Adapting activities to support a child with intellectual or communication needs</p> <p>Adapting activities to support individual needs</p> <p>Adapting activities to support a child with communication needs</p> <p>Adapting activities to support a child with social and emotional needs</p> <p>Supporting children in activities</p>	<p>Understand how children play</p> <p><u>Stages of children's play 0-2 years:</u> Unoccupied play / Solitary play</p> <p><u>Stages of children's play 2-3 years:</u> Spectator play / Parallel play</p> <p><u>Stages of play 3-5 years:</u> Associative play / Co-operative play</p> <p>How play can be organised to promote learning</p> <p>Adult-led play / Adult initiated play/ Child initiated play</p>
Middle Stake Testing	<p>Internally/externally moderated MS Essay: how and why is Children's development measured? Describe development from 18 months – 3 years</p> <p>MS Essay: Comparison of different areas of PIES and how they impact each other (positively and negatively)</p>	<p>Internally/externally moderated MS Physical Factors/ Environmental Factors/ Socio economic factors that affect a child's development age 0-5 years/ Case study assessment practice</p>	<p>Internally/externally moderated</p> <p>10 students moderated by Pearson May 1st – Moderation to Pearson</p>	<p>External exam</p> <p>MS Parental support leaflet</p> <p>MS Practice external exam paper questions</p>	<p>External exam</p> <p>MS Parental support leaflet</p> <p>MS Practice external exam paper questions</p>	<p>MS Assessment Types of play (short answered questions)</p> <p>Adult led play/ Adult initiated play/ Child initiated play (short answered questions)</p>
High Stake Testing		HS Learning Aim B Case Study assessment task				HS Assessment - Assessment practice for Learning Aim A – Different types of play and the role of the adult
Skills development	Over this course, students will develop the skills of: summarising research, primary research, comparisons, discussions and debates.					

Year 11 Child Development Long Term Plan

Year 11 Intent / End Point: Students will build on previous knowledge and by the end of Year 11, they will be able to fully respond to these key questions How do children play? How do you think adults help to promote learning through play?

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4 HT5</u>	<u>HT6</u>
<u>Unit title</u>	Component 2	Component 3	Component 3	Component 3	Component 3
Year 10	Learning through play LAB	Supporting children to play, learn and develop LAC	Supporting children to play, learn and develop	Supporting children to play, learn and develop	Supporting children to play, learn and develop
1. EXPLORE	<p>The role of adults in promoting learning through play</p> <p>Inside and outside play: Inside and outside play/ individual and group activities/ sensory activities</p> <p>Supporting children: explaining equipment and resources/ demonstrating equipment and resources/ adapting activities to suit personal interests</p> <p>Equipment and resources: Choosing equipment and resources/ motivating children to engage/ promote exploring/ set challenges/ encourage questioning/ sufficient time</p> <p>Revision of component 2</p> <p>February – Assessment of C2 released</p> <p>Oct- November – Students complete assessment for C2</p>	<p>Adapt play to promote inclusive learning and development</p> <p>Recognition that every child has the right to learn</p> <p>The role of the adult</p> <p>Responding to children</p> <p>Benefits to other children of adapting activities</p> <p>Adapting activities and resources to support a child with a physical or sensory need</p> <p>Adapting activities to support a child with intellectual or communication needs</p> <p>Adapting activities to support individual needs</p> <p>Adapting activities to support a child with communication needs</p> <p>Adapting activities to support a child with social and emotional needs</p>	<p>December – January Revision of C3</p> <p>External assessment 1 February</p>	<p>_ Revisit C3 April-June</p> <p>Investigate individual circumstances that may impact learning and development LAA</p> <p>Create safe environments to support play, learning and development in children age from 0- 5 years LAB</p> <p>Adapt play to promote inclusive learning and development LAC</p> <p>Adapt play to promote inclusive learning and development</p>	<p>External assessment 2 (resit) June</p>
Middle Stake Testing	<p>Internally/externally moderated</p> <p>MS The role of the adult (short answered questions)</p>	<p>Internally/externally moderated</p> <p>MS The rights of every child: Short test</p> <p>MS Practice external exam paper</p>	Internally/externally moderated		
High Stake Testing	<p>HS: 10 students moderated by Pearson</p> <p>December 15th – Moderation to Pearson</p>		External assessment 1 February		
Skills development	Over this course, students will develop the skills of: summarising research, primary research, comparisons, discussions and debates.				

Principles that underpin your curriculum

Child development LTP

Model 2 Set by Pearson: Year delivery model with long external component delivery

Component number 1: Children's growth and development – Internally/externally moderated

September – January – Teaching of C1

February – Assessment of C1 released

Feb- April – Students complete assessment for C1 – 10 students moderated by Pearson

May 1st – Moderation to Pearson

C3 Delivery

Component number 2: Learn through play – Internally/externally moderated

May – July – Teaching of C2

October – Assessment released

Oct-December – Students complete assessment for C2 – 10 students moderated by Pearson

December 15th – Moderation to Pearson

C3 Delivery

Component number 3 – Supporting children to play, learn and develop – External

December – January Revision of C3

February External assessment 1

June External assessment 2 (resit)