

# ASHTON COMMUNITY SCIENCE COLLEGE: BTEC TECH LEVEL 1 AND 2 AWARD IN CHILD DEVELOPMENT

Year 10						
	Half term 1a	Half term 1b	Half term 2a	Half term 2b	Half term 3a	Half term 3b
Knowledge	<p><b>Topic:</b> <b>Component 1 - Children's Growth and Development (36 GLH)</b> Learning outcomes: A Understand the principles of growth and development</p> <p>Demonstrate knowledge and understanding of how and why growth is measured.</p> <p>Demonstrate knowledge and understanding of the principles of development.</p>	<p><b>Topic:</b> <b>Component 1 - Children's Growth and Development (36 GLH)</b> Learning outcomes: A Understand the principles of growth and development</p> <p>Explain development across the ages of birth to 5 years by exploring different stages of development that children would typically meet across the five areas of development (PILES).</p>	<p><b>Topic:</b> <b>Component 1 - Children's Growth and Development (36 GLH)</b> Learning outcomes: B Understand how factors impact on children's overall development</p> <p>Explore the different factors that can affect a child's growth and development from birth to five years old. Different factors will have an impact on different aspects of growth and development. Consider the positive and negative impact of these factors on child development.</p>	<p><b>Topic:</b> <b>Component 1 - External Assessment - set by Pearson.</b></p> <p><b>The assessment window for this task is Term 2b of year 10 (February to April).</b></p>	<p><b>Topic:</b> <b>Component Two - Learning Through Play (36 GLH)</b> Learning outcomes: A Understand How Children Play</p> <p>Show as understanding of the stages of children's play at different ages and stages of development and demonstrate understanding that children have different play needs.</p> <p>Demonstrate an understanding of different types of play.</p>	<p><b>Topic:</b> <b>Component Two - Learning Through Play (36 GLH)</b> Learning outcomes: B Understand how children's learning can be supported through play</p> <p>Consider and plan 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.</p> <p>Demonstrate how play can be organised to promote learning, by describing how play can be organised and the potential advantages and disadvantages of each style.</p>
Skills/ application of knowledge	<p><b>C1 LOA1</b> Demonstrate knowledge and understanding of how and why growth is measured.</p>	<p><b>C1 LOA3</b> Explain development across the ages of birth to 18 months by exploring different stages of development that children aged from birth to 18 months</p>	<p><b>C1 LOB1</b> <b>Physical Factors</b></p> <p>A) Factors in pregnancy affecting child – prenatal and maternal nutrition/exercise,</p>	<p>1) In response to Task 1, learners will demonstrate their knowledge and understanding</p>	<p><b>C2 LOA1</b></p> <p>A) Unoccupied play, birth–3 months: baby makes movements with arms, legs, hands, feet, learning and discovering how their body moves.</p>	<p><b>C2 LOB1,2, 3,4 and 5.</b></p> <p>A) physical play (LOB1) B) Cognitive/ intellectual play (LOB2)</p>

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<p>A) I know how growth is measured and recorded and can demonstrate this and give examples.</p> <p>B) I know the roles and responsibilities of the individuals involved in measuring growth.</p> <p>C) I can demonstrate an understanding of the importance of measuring growth.</p> <p><b>C1 LOA2</b> <b>Demonstrate knowledge and understanding of the principles of development.</b></p> <p>A) I know about the skills and knowledge gained by a child over time.</p> <p>B) I know that children acquire skills</p>	<p><b>would typically meet across the five areas of development (PILES).</b></p> <p>A) I can explain with detailed examples - <b>physical development</b> – gross motor skills: large movement of limbs; fine motor skills: movement of fingers, developing hand-eye coordination.</p> <p>B) I can explain with detailed examples <b>cognitive and intellectual development</b> – thinking and learning development of information processing, memory, problem-solving skills:</p> <p>C) I can explain with detailed examples <b>communication and language development</b> –</p>	<p>effects of parental smoking, drug or alcohol use, premature/low birth weight.</p> <p>B) Disabilities/additional needs – hearing impairment, visual impairment, cerebral palsy, Down's syndrome.</p> <p>C) Health status – chronic illness (asthma, eczema), repeated short-term illness (colds, ear infections, vomiting and diarrhoea), obesity.</p> <p>D) Benefits of healthy balanced diet, effects of nutritional deficiencies (vitamins, minerals), effects of unhealthy diet.</p> <p>E) Amount of exercise.</p> <p><b>C1 LOB2</b> <b>Environmental factors</b></p> <p>A) Housing – positive aspects of housing (warm, dry, own space); experiencing housing needs (damp housing, overcrowding), temporary accommodation,</p>	<p>of growth and development of a child of a given age. Topics could be anything from Component 1, Learning Outcome A.</p> <p>2) In response to Task 2, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.</p> <p>3) In response to Task 3, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child</p>	<p>B) Solitary play, birth–2 years: a child plays alone, not yet interested in playing with others.</p> <p>C) Spectator/onlooker play, 2 years: a child watches other children play but does not play with them.</p> <p>D) Parallel play, 2+ years: a child plays alongside or near others but does not play with them.</p> <p>E) 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 might not actually be interacting with another child.</p> <p>F) 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.</p> <p><b>C2 LOA2</b></p> <p>A) Locomotor play – any type of physical activity using gross motor skills – enjoying movement for movement's sake.</p> <p>B) Creative play – freedom to explore resources, altering</p>	<p>C) Communication and Language Play (LOB3)</p> <p>D) Social Play (LOB4)</p> <p>E) Emotional Play (LOB5)</p> <p><b>C2 LOB6</b></p> <p>A) Adult-led play: - adults plan, organise and lead the children in a play activity</p> <p>B) Adult-initiated play: - adult puts out resources and toys that prompt children to play in a certain way</p> <p>C) Child-initiated play: - children choose resources and how to play with them.</p>	
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	<p>at varying rates in different areas of development.</p> <p>C) I can identify milestones and stages of development.</p> <p>D) I can identify how milestones support progression to the next stage of development.</p> <p>E) I understand holistic development – how different areas of development impact on each other and affect overall development.</p>	<p>speaking, listening and understanding</p> <p>D) I can explain with detailed examples <b>social development</b> – development of secure, positive relationships with others</p> <p>E) I can explain with detailed examples emotional development – developing trust, independence and emotional resilience</p> <p><b>C1 LOA4</b> <b>explain development across the ages of 18 months to three years by exploring different stages of development that children aged from 18 months to three years would typically meet across the five areas of development (PILES).</b></p> <p>A) I can explain with detailed examples <b>physical</b></p>	<p>access to garden, space to play.</p> <p>B) Home environment – stable support from parents, contact with extended family, living with parental conflict, parents' mental or physical health, effects of exposure to drugs, alcohol or smoking.</p> <p><b>C1 LOB3</b> <b>Social factors.</b></p> <p>A) Effects of discrimination (disability, race, home situation).</p> <p>B) Effects of relationships with primary carers (parents/carers, early years practitioners), quality of warmth, affection and attention received.</p> <p>C) Effects of siblings – new baby, number of siblings, no siblings, step-siblings.</p> <p>D) Effects of relationships with extended family and friends – grandparents, step-relatives, aunts and uncles, close friends.</p>	<p>based on a case study.</p> <p>Topics could be anything from Component 1, Learning Outcome A and Learning Outcome B.</p>	<p>something and making something new, trying out new ideas.</p> <p>C) Sensory play – using the senses to explore, to discover the texture and function of things.</p> <p>D) Imaginative play – when children pretend in some way, act out their experiences or things they have heard about/seen, role play, small world play.</p> <p>E) Symbolic play – using objects, actions or ideas to represent other objects, actions, or ideas.</p> <p>F) Technological/investigative – use of IT equipment, maths equipment, science equipment.</p> <p>G) Construction – using resources to build or join things, to create something new.</p>	
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		<p><b>development</b> – locomotion and hand-eye coordination.</p> <p>B) I can explain with detailed examples <b>cognitive and intellectual development</b> – thinking and learning:</p> <p>C) I can explain with detailed examples <b>communication and language development</b> – speaking, listening and understanding:</p> <p>D) I can explain with detailed examples <b>social development</b> – development of secure, positive relationships with others</p> <p>E) I can explain with detailed examples <b>emotional development</b> – developing trust, independence</p>	<p><b>C1 LOB 4</b> <b>Financial factors</b></p> <p>A) Low income – poverty, unemployed families, more contact with parents, food banks, free school meals, funding for childcare (vouchers).</p> <p>B) High income – parental pressure of work, less contact with parents, extra resources and toys, extra opportunities, experience of travel.</p> <p>C) 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>			
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		<p>and emotional resilience.</p> <p><b>C1 LOA5</b>  <b>explain development across the ages of three to five years by exploring different stages of development that children aged three to five years would typically meet across the five areas of development (PILES).</b></p> <p>A) I can explain with detailed examples  <b>physical development</b> – developing locomotion and balance:</p> <p>B) I can explain with detailed examples  <b>cognitive and intellectual development</b> – thinking and learning:</p> <p>C) I can explain with detailed examples  <b>communication and language development</b> –</p>				
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		<p>speaking, listening and understanding</p> <p>D) I can explain with detailed <b>examples social development</b> – development of positive relationships with others outside the family:</p> <p>E) I can explain with detailed examples <b>emotional development</b> – developing trust, independence and emotional resilience:</p>				
Links to prior learning	None – new course started at KS4.	Link milestones learned in this term to measurement of growth and development from term 1a.	Factors need to be linked to PILES across the different areas of development.	All learning from term 1a, 1b and 2a is assessed in this assessment window.	PILES need to be fully integrated for success in C2.	Links to PILES, milestones and types of play.
assessment	The assessment window for this task is Term 2b of year 10 (February to April).	The assessment window for this task is Term 2b of year 10 (February to April).	The assessment window for this task is Term 2b of year 10 (February to April).	This is the assessment Window – set by Pearson (February – April).	The assessment window for this task is Term 1b of year 11 (October-December).	The assessment window for this task is Term 1b of year 11 (October-December).

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Year 11						
	Half term 1a	Half term 1b	Half term 2a	Half term 2b	Half term 3a	Half term 3b
Knowledge	<p><b>Topic:</b> <b>Component Two - Learning Through Play (36 GLH)</b> Learning outcomes: B Understand how children's learning can be supported through play</p> <p>Describe the role of adults in promoting learning through play Organise a variety of activities: Explain and demonstrate how equipment and resources work.</p> <p>Plan play opportunities for children, considering age appropriateness, learning outcomes – what the children will learn, how the activity will support their development, number of children, number of adults required to support activity safely, resources/equipment required, health and safety, role of adult, how play is organised: – adult led – adult initiated –</p>	<p><b>Topic:</b> <b>Component 2 - External Assessment - set by Pearson</b></p> <p>The assessment window for this task is Term 1b of year 11 (October to December). ALSO -</p> <p><b>Component Three - Supporting Children to Learn, Play and Develop (48 GLH)</b></p> <p><b>Essential Content A - Investigate individual needs that may impact on play, learning and development</b></p> <p>Assessment objectives: AO1 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 AO2 Demonstrate understanding of the types</p>	<p><b>Topic: Component Three - Supporting Children to Learn, Play and Develop (48 GLH)</b></p> <p><b>Essential Content B - Demonstrate knowledge of how to create safe environments to support play, learning and development in children aged 0–5 years</b></p> <p>Assessment objectives: AO1 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 AO2 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><b>Topic:</b> <b>Component Three - Supporting Children to Learn, Play and Develop (48 GLH)</b></p> <p><b>Essential Content C – demonstrate how to adapt activities for children with individual needs to promote their learning and development.</b></p> <p>Assessment objectives: AO1 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 AO2 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><b>Topic:</b> The exam is early May – this half term gives us 2 or 3 weeks to complete any missed lessons and revise.</p>	<p><b>Topic:</b> ▪</p>

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	<p><b>child initiated – benefits and disadvantages of each, for all of the age groups:</b></p>	<p>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  <b>AO3</b> Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion  <b>AO4</b> 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><b>AO3</b> Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion  <b>AO4</b> 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><b>AO3</b> Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion  <b>AO4</b> 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>Skills/ application of knowledge</p>	<p><b>C2 LOB 7</b></p> <p>A) I can adapt activities to suit personal interests.          B) I can choose equipment and resources that motivate children to engage – promote exploring, encourage questioning, set challenges, allow</p>	<p><b>C3 EC A1</b></p> <p>Show understanding of how the following individual needs can impact on a child's play, learning and development.          A) Physical needs: - a child with a sensory impairment; visual or hearing impairment - a child who has delayed gross motor skills - a child who has delayed fine motor skills - a child who uses a wheelchair or walking frame to move around o a</p>	<p><b>C3 EC B1</b></p> <p>I can demonstrate that I know how to create safe environments to support play, learning and development in children aged 0–5 years          I can consider how the environment can be adapted to safely meet the individual needs of children who require support to play, learn and develop. I can show I know about</p>	<p><b>C3 EC C1</b></p> <p>I can demonstrate how to adapt activities for children with individual needs to promote their learning and development. I can demonstrate that understand how to adapt the activities for the following types of play: locomotor play, creative play, sensory play, imaginative play, symbolic play, technological/investigative</p>	<p>▪</p>	<p>▪</p>



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	<p>sufficient time for activities.</p> <p>C) I can model communication – use of language.</p> <p>D) I can join in with play activities – promoting sharing, facilitating turn-taking and sharing equipment and resources.</p> <p>E) I have an awareness of health and safety – toys and resources are age appropriate/ adult supervision.</p> <p><b>C2 LOB8</b></p> <p>A) 0–18 months.</p> <p>B) 18 months–3 years.</p> <p>C) 3–5 years.</p>	<p>child who has a long-term health or physical condition which restricts their physical activity or movement.</p> <p>B) Cognitive/intellectual needs: - learning disability, poor concentration levels, memory issues, difficulties in problem solving, a child who has delayed literacy skills.</p> <p>C) Communication and language needs: English as an additional language, a child who is learning more than one language, a child who has language or communication delay.</p> <p>D) Social and emotional needs: limited interaction with adults, poor awareness of social norms and values, difficulty forming bonds with adults, limited experience of play, difficulty forming friendships with other children, disruptive behaviour, a child experiencing a transition: – starting care/educational providers – moving between care/educational providers – birth of new sibling – change in family structure – moving house.</p>	<p>safety issues in the home, in community settings and in early years settings. I can consider adaptations that can be made for the following age groups:</p> <ul style="list-style-type: none"> <li>● 0–18 months</li> <li>● 18 months–3 years</li> <li>● 3–5 years to ensure all children are safe:</li> </ul> <p>A) Manage risks and hazards of environments and activities: - 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</p> <p>B) risk assessments for activities – both indoors and outdoors</p> <p>C) 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</p> <p>D) raising age-appropriate awareness of personal safety when in public areas, teaching children to use resources safely, choosing age- and</p>	<p>play, construction play for each of the following age groups: - 0–18 months, 18 months–3 years, 3–5 years, in doing the following:</p> <p>A) Recognition that every child has a right to learn.</p> <p>B) Promotes five areas of development for all children.</p> <p>C) 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, 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, promote inclusion; ensure all children can join in organised activities, give children a choice when planning and choosing activities, respond positively to desired</p>		
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		<p><b>C3 EC A2</b></p> <p>Demonstrate knowledge of how individual needs may impact on play, learning and development; that all areas of development are interlinked and affect each other; the impact of not meeting expected milestones in one area of development on the other areas of development.</p> <p>A) Physical learning and development: - unable to access learning activities set up at different levels in the room, unable to grasp small objects or manipulate materials in a constructive way, may tire easily and not be able to sustain involvement in activities, may be unable to move around the play areas and activities.</p> <p>B) Cognitive and intellectual learning and development: - may not be able to understand rules in play, may not be able to sustain attention in activities, may impact on problem solving, mathematics, may become overwhelmed by choice.</p> <p>C) Communication and language learning and development: - difficulties</p>	<p>stage-appropriate resources</p> <p>E) being aware of choking hazards for under 3-year-olds</p> <p>F) 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</p> <p>G) planning the adult to child ratio relevant to age, to carry out the activity safely.</p> <p>H) Teach children how to use internet-enabled technology safely (including computers and tablets, smart technology, wearable technology, toys with voice recognition, app-enabled toys):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, recognising and reporting age-inappropriate content.</p>	<p>behaviours in children, using praise and rewards o recognise and respond when children are becoming bored, losing concentration, finding activities too difficult.</p> <p>D) The benefits to other children of playing with children who have additional needs: - learn how to include others in their games and activities, promotes positive behaviours, improves social skills; sharing of resources, turn-taking, they become more responsive to the needs of others, they recognise different communication methods, they become more patient and develop tolerance with others.</p> <p><b>C3 EC C2</b></p> <p>I can demonstrate knowledge of how to adapt activities/resources to support a child with physical needs (ensuring age appropriateness)</p> <p>A) Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve</p>		
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		<p>communicating preferences and choices, play with others may be limited, may lack confidence, may not be able to build friendships or share.</p> <p>D) Social and emotional learning and development: - may find co-operative play difficult, poor emotional resilience, may isolate themselves or be isolated by others, may find it difficult to join in group activities, may have limited expression of thoughts and feelings ,may find it difficult building positive relationships with adults, may find it difficult to cope with change/routines/new situations, low self-esteem.</p>	<p><b>C3 EC B2</b></p> <p>I can consider health and safety for inside environments for children with individual needs</p> <p>A) Width of doorways, corridors. B) Layout of furniture. C) Types of flooring and floor coverings in the space, considering potential trip hazards. D) How resources can be organised to enable children to find things easily. E) Continuity of use of specific areas for play activities and routines. F) Selecting appropriate resources to ensure safety, linked to the ability of the child. G) Monitoring activities to ensure safety is being maintained.</p> <p><b>C3 EC B3</b></p> <p>I can consider health and safety for outside environments for children with individual needs</p> <p>A) Appropriate clothing. B) Planning ahead on outings – for clothing</p>	<p>visibility, adjust height of tables/easels.</p> <p>B) Select appropriate resources for children with fine motor skills delay. C) Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame. D) 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. E) Adjust the level of difficulty of activities and resources to suit the child’s needs. F) Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures. G) Keep resources in the same place so a child with visual impairment knows where they are. H) Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues,</p>		
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			<p>changes, hunger, thirst, toileting needs.</p> <p>C) Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces.</p> <p>D) Choice of outdoor play resources, taking into consideration individual needs.</p> <p>E) Choosing quiet or noisy play spaces.</p> <p>F) Having equipment and resources at different levels.</p> <p>G) Use of signs, symbols and maps as visual aids.</p> <p>H) Consideration of weather implications.</p>	<p>making sure the child is looking at you.</p> <p>I) Adapt technological/digital resources to suit the child's individual needs.</p> <p><b>C3 EC C3</b></p> <p>I can demonstrate knowledge of how to adapt activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)</p> <p>A) Provide opportunities to learn and play near other children doing the same activity to encourage observation, copying and/or sharing of ideas.</p> <p>B) Shorten activities to suit concentration span.</p> <p>C) Break activities into shorter steps.</p> <p>D) Repeat activities to promote learning and memory.</p> <p>E) Adults can demonstrate activities.</p> <p>F) Modify resources, reduce number of parts, use specific colours.</p> <p>G) Limit the number of materials available to avoid overwhelming the child.</p>		
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				<p>H) Use technological/digital resources.</p> <p>I) Keep equipment and resources in the same place, to aid memory and/or provide consistency.</p> <p><b>C3 EC C4</b></p> <p>I can demonstrate knowledge of how to adapt activities to support a child with communication or language needs (ensuring age appropriateness)</p> <p>A) Use group activities to promote social inclusion, which encourages friendships with other children, and build bonds and trust with adults.</p> <p>B) Praise children when they attempt to communicate, to build their confidence.</p> <p>C) Make instructions short and clear, so children can understand them easier.</p> <p>D) Adults can demonstrate activities, so children can learn without needing language.</p> <p>E) Reduce the complexity of own</p>		
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				<p>language, so children can understand.</p> <p>F) Repeat activities, so children become familiar with the vocabulary used in them.</p> <p>G) Use alternative communication: -Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures - Makaton – signs and symbols to support speech.</p> <p>H) Use non-verbal communication to encourage responses from children.</p> <p>I) Use songs and nursery rhymes with actions to promote identification of words.</p> <p>J) Label equipment – use picture cards to encourage independence and choice.</p> <p>K) Display routines and activities as pictures.</p> <p><b>C3 EC C5</b></p> <p>I can demonstrate knowledge of how to adapt activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</p>		
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				<p>A) 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.</p> <p>B) Provide a structured approach throughout daily activities.</p> <p>C) Assign specific tasks to the child during any transition between activities to reduce their worry/anxiety.</p> <p>D) Maintain engagement of the child by filling tidying-up periods with short activities.</p> <p>E) Set out activities that focus on a child's areas of interest.</p> <p>F) Choose books and games that include any issues that may be worrying the child.</p> <p>G) Promote choice and control by providing a range of materials and resources the child can select from in activities.</p> <p>H) Use activities which can encourage expression of thoughts, feelings and ideas.</p> <p>I) Provide opportunities for social norms and values to be demonstrated and praised</p>		
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				through children and adults' role modelling. J) Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking.		
Links to prior learning	Link to PILES, Milestones, styles and types of play.	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks. The second and third tasks will draw on the knowledge above from LOA and LOB of Component 2.</p> <p>As C3 is started - This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will complete activities related to children's play, learning and development and will plan how to support children with individual needs. All of Component 3 work (for the exam) requires prior knowledge from C1 and C2 and all of it is revisited as the EC (Essential Content) is taught and the AO's (Assessment Objectives) are covered for the exam. As the course is designed to be synoptic, it is essential that a good knowledge of C1 and C2 exists, in order to be apply to apply that knowledge to the vocational contexts given in the C3 final exam.</p>	<p>This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will complete activities related to children's play, learning and development and will plan how to support children with individual needs. All of Component 3 work (for the exam) requires prior knowledge from C1 and C2 and all of it is revisited as the EC (Essential Content) is taught and the AO's (Assessment Objectives) are covered for the exam. As the course is designed to be synoptic, it is essential that a good knowledge of C1 and C2 exists, in order to be apply to apply that knowledge to the vocational contexts given in the C3 final exam.</p>	<p>This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will complete activities related to children's play, learning and development and will plan how to support children with individual needs. All of Component 3 work (for the exam) requires prior knowledge from C1 and C2 and all of it is revisited as the EC (Essential Content) is taught and the AO's (Assessment Objectives) are covered for the exam. As the course is designed to be synoptic, it is essential that a good knowledge of C1 and C2 exists, in order to be apply to apply that knowledge to the vocational contexts given in the C3 final exam.</p>		



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		Objectives) are covered for the exam. As the course is designed to be synoptic, it is essential that a good knowledge of C1 and C2 exists, in order to be apply to apply that knowledge to the vocational contexts given in the C3 final exam.				
assessment	The assessment window for this task is Term 1b of year 11 (October-December).	This is the assessment window set by Pearson – (October -December)  Then: The final window for this task is Term 3a of year 11 (May) and is a final written exam. All the Assessment Objectives will be tested on this final exam. Mock exams will take place in Term 1b and 2b of year 11, to track progress.	The final window for this task is Term 3a of year 11 (May) and is a final written exam. All the Assessment Objectives will be tested on this final exam. Mock exams will take place in Term 1b and 2b of year 11, to track progress.	The final window for this task is Term 3a of year 11 (May) and is a final written exam. All the Assessment Objectives will be tested on this final exam. Mock exams will take place in Term 1b and 2b of year 11, to track progress	Final C3 Exam	