

			Year 11			
	Half term 1a	Half term 1b	Half term 2a	Half term 2b	Half term 3a	Half term 3b
Knowlodgo	Tania		Tonics Component Three	Tonio	Tonio	Tonice
Knowledge	Topic: Component Two -	Component Three -	Topic: Component Three - Supporting Children to	Topic: Component Three -	Topic:	Topic:
	Learning Through Play	Supporting Children to	Learn, Play and Develop	Supporting Children to	The exam is early May –	-
	(36 GLH)		(48 GLH)	Learn, Play and Develop	this half term gives us 2	
	-	Learn, Play and Develop	(48 GLH)	(48 GLH)	_	
	Learning outcomes: B Understand how	(48 GLH)	Essential Content B -	(48 GLH)	or 3 weeks to complete any missed lessons and	
		Faceutial Company A		Facantial Contant C		
	children's learning can be	Essential Content A -	Demonstrate knowledge of how to create safe	Essential Content C – demonstrate how to	revise.	
	supported through play	Investigate individual				
	Topic: Component 2 -	needs that may impact on play, learning and	environments to support	adapt activities for children with individual		
	Assessment 2 -	development	play, learning and development in children	needs to promote their		
	Assessment	development	-	•		
	The assessment window	Assessment objectives:	aged 0–5 years	learning and		
	for this task is Term 1a of	AO1 Know about	Assassment abjectives	development.		
	year 11 (September –	adaptations that may need	Assessment objectives: AO1 Know about	Assessment objectives:		
	-	to be made to activities for		AO1 Know about		
	October).	children in order to meet	adaptations that may need			
		individual needs and	to be made to activities for children in order to meet	adaptations that may need to be made to		
	Describe the role of		individual needs and			
		support learning and		activities for children in order to meet individual		
	adults in promoting learning through play	development, promote inclusion and be aware of	support learning and			
		the role of the adult in	development, promote	needs and support		
	Organise a variety of activities:		inclusion and be aware of the role of the adult in	learning and development, promote inclusion and be		
	Explain and demonstrate	managing safe environments	_	aware of the role of the		
	how equipment and	AO2 Demonstrate	managing safe environments	adult in managing safe		
	resources work.	understanding of the types	AO2 Demonstrate	environments		
	resources work.	of adaptations that may	understanding of the types	AO2 Demonstrate		
		need to be made to	of adaptations that may	understanding of the types		
	Plan play opportunities	activities due to a child's	need to be made to	of adaptations that may		
	for children, considering	individual needs, and	activities due to a child's	need to be made to		
	age appropriateness,	environmental risks and	individual needs, and	activities due to a child's		
	learning outcomes –	hazards that may impact	environmental risks and	individual needs, and		
	what the children will	children's learning and	hazards that may impact	environmental risks and		
	learn, how the activity	development	children's learning and	hazards that may impact		
	will support their	AO3 Apply knowledge and	development	children's learning and		
	development, number of	understanding to adapt	development	development		
	development, number of	understanding to adapt		uevelopilielit		



	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 – child initiated – benefits and disadvantages of each, for all of the age groups:	activities to meet children's individual needs and promote inclusion AO4 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	AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion AO4 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	AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion AO4 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	
Skills/ application of knowledge	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 sufficient time for activities. C) I can model communication — use of language. D) I can join in with play activities —	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 child who has a long-term health or physical condition which restricts their physical activity or movement. B) Cognitive/intellect	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 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: • 0–18 months • 18 months—3 years	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 play, construction play for each of the following age groups: -0–18 months, 18 months–3 years, 3–5 years, in doing the following:	



promoting
sharing,
facilitating turn-
taking and
sharing
equipment and
resources.

E) I have an awareness of health and safety toys and resources are age appropriate/ adult supervision.

C2 LOB8

- A) 0–18 months.
- B) 18 months-3 years.
- C) 3–5 years.

ual needs: - learning disability, poor concentration levels. memory issues, difficulties in problem solving, a child who has delayed literacy skills.

- 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.
- 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.

C3 EC A2

Demonstrate knowledge of how individual needs may impact on play, learning and development; that all

- 3–5 years to ensure all children are safe:
- 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
- B) risk assessments for activities - both indoors and outdoors
- 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
- raising ageappropriate awareness of personal safety when in public areas, teaching children to use resources safely, choosing age- and stage-appropriate resources
- being aware of choking hazards for under 3-year-olds
- knowing about safety labelling of resources, including the BSI Kitemark, age-advice

- A) every child has a right to learn.
- Promotes five areas of development for all children.
- 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 behaviours in children, using praise and rewards o recognise and respond when children are becoming bored, losing
- Recognition that

doorways, corridors.

or share.



			'a school to be proud of '
areas of development are	symbol, the Lion Mark and	concentration, finding	
interlinked and affect each	the CE mark, including why	activities too difficult.	
other; the impact of not	it is important to check this	D) The benefits to	
meeting expected	before using equipment or	other children of playing	
milestones in one area of	resources	with children who have	
development on the other	G) planning the adult	additional needs: - learn	
areas of development.	to child ratio relevant to	how to include others in	
A) Physical learning	age, to carry out the activity	their games and activities,	
and development: - unable	safely.	promotes positive	
to access learning activities	H) Teach children	behaviours, improves	
set up at different levels in	how to use internet-	social skills; sharing of	
the room, unable to grasp	enabled technology safely	resources, turn-taking,	
small objects or manipulate	(including computers and	they become more	
materials in a constructive	tablets, smart technology,	responsive to the needs of	
way, may tire easily and not	wearable technology, toys	others, they recognise	
be able to sustain	with voice recognition, app-	different communication	
involvement in activities,	enabled toys):how to be	methods, they become	
may be unable to move	safe online – setting up	more patient and develop	
around the play areas and	parental controls to	tolerance with others.	
activities.	prevent sharing of personal		
B) Cognitive and	information and	C3 EC C2	
intellectual learning and	befriending strangers,		
development: - may not be	controls put in place by	I can demonstrate	
able to understand rules in	adults, including limiting	knowledge of how to	
play, may not be able to	time spent online, blocks on	adapt activities/resources	
sustain attention in	in-app purchases, talking to	to support a child with	
activities, may impact on	the child about internet	physical needs (ensuring	
problem solving,	safety, recognising and	age appropriateness)	
mathematics, may become	reporting age-inappropriate	A) Make	
overwhelmed by choice.	content.	adjustments to the	
C) Communication		environment – sufficient	
and language learning and	C3 EC B2	space is available to carry	
development: - difficulties		out the activity, adjust the	
communicating preferences	I can consider health and	amount of lighting	
and choices, play with	safety for inside	available to improve	
others may be limited, may	environments for children	visibility, adjust height of	
lack confidence, may not to	with individual needs	tables/easels.	
be able to build friendships	A) Width of	B) Select	

appropriate resources for



			'a school to be proud of '
D) Social and	B) Layout of	children with fine motor	
emotional learning and	furniture.	skills delay.	
development: - may find co-	C) Types of flooring	C) Select	
operative play difficult,	and floor coverings in the	appropriate resources for	
poor emotional resilience,	space, considering potential	children with gross motor	
may isolate themselves or	trip hazards.	difficulties who use a	
be isolated by others, may	D) How resources can	wheelchair or walking	
find it difficult to join in	be organised to enable	frame.	
group activities, may have	children to find things	D) Secure movable	
limited expression of	easily.	objects so they do not	
thoughts and feelings ,may	E) Continuity of use	move – use tape to secure	
find it difficult building	of specific areas for play	paper, mixing bowls or	
positive relationships with	activities and routines.	wood blocks to the table	
adults, may find it difficult	F) Selecting	or floor so they remain in	
to cope with	appropriate resources to	place as the child paints,	
change/routines/new	ensure safety, linked to the	draws, stirs or hammers.	
situations, low self-esteem.	ability of the child.	E) Adjust the level	
	G) Monitoring	of difficulty of activities	
	activities to ensure safety is	and resources to suit the	
	being maintained.	child's needs.	
		F) Provide materials	
	C3 EC B3	and resources for visual	
		impairment including use	
	I can consider health and	of contrasting colour	
	safety for outside	schemes, 3D art materials,	
	environments for children	use of scents and textures.	
	with individual needs	G) Keep resources in	
	A) Appropriate	the same place so a child	
	clothing.	with visual impairment	
	B) Planning ahead on	knows where they are.	
	outings – for clothing	H) Adapt activities	
	changes, hunger, thirst,	for children who have a	
	toileting needs.	hearing impairment,	
	C) Accessibility – how	including use of gestures	
	children may enter and exit	to communicate,	
	buildings and outside	picture/visual clues,	
	spaces, ramps, smooth play	making sure the child is	
	surfaces.	looking at you.	
	D) Choice of outdoor	I) Adapt	

play resources, taking into

technological/digital



			a snow to be productly
	consideration individual	resources to suit the	
	needs.	child's individual needs.	
	E) Choosing quiet or		
	noisy play spaces.	C3 EC C3	
	F) Having equipment	00 10 00	
	and resources at different	I can demonstrate	
	levels.	knowledge of how to	
		adapt activities to support	
		a child with cognitive and	
	symbols and maps as visual		
	aids.	intellectual needs	
	H) Consideration of	(ensuring age	
	weather implications.	appropriateness)	
		A) Provide	
		opportunities to learn and	
		play near other children	
		doing the same activity to	
		encourage observation,	
		copying and/or sharing of	
		ideas.	
		B) Shorten activities	
		to suit concentration span.	
		C) Break activities	
		into shorter steps.	
		D) Repeat activities	
		to promote learning and	
		memory.	
		E) Adults can	
		demonstrate activities.	
		F) Modify resources,	
		reduce number of parts,	
		use specific colours.	
		G) Limit the number	
		of materials available to	
		avoid overwhelming the	
		child.	
		H) Use	
		technological/digital	
		resources.	
		I) Keep equipment	
		and resources in the same	



place, to aid memory	
and/or provide	
consistency.	
Consistency	
C3 EC C4	
C3 EC C4	
Lean demandente	
I can demonstrate	
knowledge of how to	
adapt activities to support	
a child with	
communication or	
language needs (ensuring	
age appropriateness)	
A) Use group	
activities to promote	
social inclusion, which	
encourages friendships	
with other children, and	
build bonds and trust with	
adults.	
B) Praise children	
when they attempt to	
communicate, to build	
their confidence.	
C) Make instructions	
short and clear, so	
children can understand	
them easier.	
D) Adults can	
demonstrate activities, so	
children can learn without	
needing language.	
E) Reduce the	
complexity of own	
language, so children can	
understand.	
F) Repeat activities,	
so children become	
familiar with the	
vocabulary used in them.	



G) Use alternative communication - Picture Exchange Communication - System" (PCS) — starting with simple words, building to sentence structures - Makaton — signs and symbols to supports speech. H) Use non-verbal communication to encourage responses from children. l) Use songs and nursery rhymes with actions to promote identification of words, s) Label equipment — use picture cards to encourage independence and choice. K) Display routines and activities as pictures. C3 ECC5 I can demonstrate knowledge of how to adapt activities/resources to support a child experiencipal good and emotional needs (ensuring age appropriateness) A) Promote self-resilience—limit the choices of activity, bytics of activity, species activity and activities are activities as activities are activities as activities are activities as activities and activities activities are activities as activities are activities as activities activitie	communication: Pricture Exchange Communication System* (PECS) – starting with simple words, building to sentence structures – Makaton – signs and symbols to support speech. H) Use non-verbal communication to encourage responses from children. 1) Use songs and nursery rhymes with actions to promote identification of words. J) Label equipment – use picture cards to encourage dependence and choice. K) Display routines and activities as pictures. C3 EC C5 I can demonstrate knowledge of how to adapt activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness) A) Promote self- resilience – limit the choices of activity availables so a child does not feel overwhelmed, provide activities that will		
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choices of activity	choices of activity available so a child does not feel overwhelmed, provide activities that will	, and the second	
	available so a child does not feel overwhelmed, provide activities that will	resilience – limit the	
available so a shild doos	not feel overwhelmed, provide activities that will	choices of activity	
available 50 à Citilla does	not feel overwhelmed, provide activities that will	available so a child does	
	provide activities that will		
	help the child feel capable.	help the child feel capable.	



	a schoot to be proud of
B) Provide a	
structured approach	
throughout daily activities.	
C) Assign specific	
tasks to the child during	
any transition between	
activities to reduce their	
worry/anxiety.	
D) Maintain	
engagement of the child	
by filling tidying-up	
periods with short	
activities.	
E) Set out activities	
that focus on a child's	
areas of interest.	
F) Choose books	
and games that include	
any issues that may be	
worrying the child.	
G) Promote choice	
and control by providing a	
range of materials and	
resources the child can	
select from in activities.	
H) Use activities	
which can encourage	
expression of thoughts,	
feelings and ideas.	
I) Provide	
opportunities for social	
norms and values to be	
demonstrated and praised	
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	Link to PILES, Milestones,	As C3 is started -	This external component	This external component		
learning	styles and types of play.	This external component	builds on knowledge,	builds on knowledge,		
Icarring	styles and types of play.	builds on knowledge,	understanding and	understanding and		
		understanding and	practices acquired and	practices acquired and		
		practices acquired and	developed in Components 1	developed in Components		
		developed in Components 1	and 2, and includes	1 and 2, and includes		
		and 2, and includes	synoptic assessment.	synoptic assessment.		
		synoptic assessment.	Learners will complete	Learners will complete		
		Learners will complete	activities related to	activities related to		
		activities related to	children's play, learning and	children's play, learning		
		children's play, learning and	development and will plan	and development and will		
		development and will plan	how to support children	plan how to support		
		how to support children	with individual needs.	children with individual		
		with individual needs.		needs.		
			All of Component 3 work			
		All of Component 3 work	(for the exam) requires	All of Component 3 work		
		(for the exam) requires	prior knowledge from C1	(for the exam) requires		
		prior knowledge from C1	and C2 and all of it is	prior knowledge from C1		
		and C2 and all of it is	revisited as the EC	and C2 and all of it is		
		revisited as the EC	(Essential Content) is taught	revisited as the EC		
		(Essential Content) is taught	and the AO's (Assessment	(Essential Content) is		
		and the AO's (Assessment	Objectives) are covered for	taught and the AO's		
		Objectives) are covered for	the exam. As the course is	(Assessment Objectives)		
		the exam. As the course is	designed to be synoptic, it	are covered for the exam.		
		designed to be synoptic, it	is essential that a good	As the course is designed		
		is essential that a good	knowledge of C1 and C2	to be synoptic, it is		
		knowledge of C1 and C2	exists, in order to be apply	essential that a good		
		exists, in order to be apply	to apply that knowledge to	knowledge of C1 and C2		
		to apply that knowledge to	the vocational contexts	exists, in order to be apply		
		the vocational contexts	given in the C3 final exam.	to apply that knowledge		
		given in the C3 final exam.		to the vocational contexts		
				given in the C3 final exam.		
assessment	Assignment brief written	The final window for this	The final window for this	The final window for this	Final C3 Exam	
	work to be completed by	task is Term 3a of year 11	task is Term 3a of year 11	task is Term 3a of year 11		
	a deadline of October half	(May) and is a final written	(May) and is a final written	(May) and is a final written		
	term.	exam. All the Assessment	exam. All the Assessment	exam. All the Assessment		
		Objectives will be tested on	Objectives will be tested on	Objectives will be tested		
		this final exam.	this final exam.	on this final exam.		





	Mock exams will take place	Mock exams will take place	Mock exams will take	
	in Term 1b and 2b of year	in Term 1b and 2b of year	place in Term 1b and 2b of	
	11, to track progress.	11, to track progress.	year 11, to track progress	