Carmel College Curriculum Implementation – KS5 Long term plan Subject: Children’s Play, Learning and Development

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|  | Year 12 | Year 13 |
| Autumn half term 1  Sequential knowledge and skills | **Unit 1 Learning Aim A**-  A1: Principles of development  A2: Areas of development  A3: Patterns of development  B1: Physical development – milestones  B1: Factors affecting development – Maslow  B1: Biological and environmental factors. Genetic disorders  B1 Incidents Accidents, Poverty . Pygmalion  B1. Factors affecting development | **Unit 5:**  LA A1  **Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years setting**s  LA A1 Responsibilities to children’s health and safety  A2 Approaches to promoting children’s health and safety |
| Assessment Content and methods used to judge learning | Learning Aim A assessment. Exam questions based on previous learning | Coursework assessment Unit 5. Learning Aim C assignment. |
| Autumn half term 2  Sequential knowledge and skills | Unit 1: B2 Promoting physical development  **Unit 2: Numeracy, literacy and Communication** Introduction  Unit 2**:** A1 Stages of speech and language  Unit 1: C1. cognitive development milestones  Unit 2: HOT skills and hollistic impacts  Unit 1: C1 Impact of Cognitive development hollistically  Unit 2: Brain development, Bruner and Chomsky  Unit 1: C1. Vygotsky, Bruner & Piaget  Unit 2: Vyogtsky and Brown , Piaget  Unit 1: Piaget and brain development  Unit 2: Factors that affect speech  Unit 1: C1 Language development sequence  Unit 2: A2 Language sequence. Babies, children and motherese  Unit 1: C1 Chomsky, Bruner, Skinner  Unit 2: Factors affecting development, activities, environment | **Learning aim B**: **Explore procedures for prevention and control of infection in early years setting**s  B1 Statutory requirements and procedures for infection prevention and control  Coursework and placement activities.  **Unit 5:**  **LA D**  Risk Assessment and D2 recognising hazards  D2 responding to emergencies  **Booklets in placement completed** - Unit 3 Activities. Unit 5 Risk Assessment, emergency situations and first aid |
| Assessment Content and methods used to judge learning | MOCK practice. Case studies  Exam Questions | MOCKS – Only for those re-sitting an external exam in Jan  Coursework submission – Unit 3. Learning Aim A & B Assignment. |
| Spring half term 3  Sequential knowledge and skills | Unit 1: C2 Application of theory and literacy development  Unit 2:A2  Unit 1: C2 atypical development hollistically  Unit 2: B1 Literacy skills, phonics,  Unit 1: C2 Cognition and theory  Unit 2: B3 literacy  Unit 1: D1 Social and emotional milestones  Unit 2: B3 activities  Unit 1: D1 Harter and Cooley, Pro-social behaviour  Unit 2: B4 literacy, writing and language | **Unit 3: Play and Learning**  A1: Types and definitions of play  A1 different play opportunities and resources  A2 Benefits of play: support, exploring, freedom to make mistakes, literacy, mathematics  B Theoretical perspectives to learning: Piagets, Vygotsky, Bruner  B Athey, Froebel  B2: Curriculum approaches: Emilia, Highscope, Forest School, New Zealand Te Whariki, Montessori  B3: How thoery influences curriculums and EYFS practices |
| Assessment Content and methods used to judge learning | Case study practice  Exam Questions for Unit 1. Revision and recall activities for unit1 & 2 | Coursework submission according to BTEC assessment plans. |
| Spring half term 4 Sequential knowledge and skills | Unit 1:D1 Behaviorist theory, Skinner Bandura  Unit 2:  Unit 1: D1 Attachment theory and Bronfenbrenner  Unit 2: B2 numeracy skills (B5)  Unit 1: D2 Application of theory to S&E development  Unit 2: B5 supporting numeracy skills  Unit 2: C1 multilingualism and EAL students  Unit 2: supporting those with additional languages  Unit 2: Preparation | C Professional skills in planning and delivering activities  C2: Supporting children’s play |
| Assessment Content and methods used to judge learning | Mocks and assessment preparation for Unit 2 | Coursework for Unit 3 and 5 completed and submitted. |
| Summer half term 5 Sequential knowledge and skills | Unit 2 Preparation  Unit 1 Completion of LA D, revision and preparation for exam | Coursework completion  Re-sit revision for units 1 or 2 – depending on individuals  Placement completion |
| Assessment Content and methods used to judge learning | External Unit 1 and 2 assessments | Any re-sit opportunities |
| Summer half term 5  Sequential knowledge and skills | **Unit 5:**  **Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abuse**d  C1: Types and indicators of abuse  C1: Disclosure and how to react  C2: Safeguarding children  C3: Responding and reporting procedures  C3 Role of the NSPCC | Re-sit revision for units 1 or 2 – depending on individuals  Placement completion |
| Assessment Content and methods used to judge learning  Assessment | EOY Assessments -Coursework |  |