

Children’s Play, Learning and Development Curriculum Map

Year 12

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|---|---|--|
| <p>Unit 1: Children’s Development A The principles of growth and development and how they are applied from birth up to seven years 11 months</p> <p>A1: Principles of patterns of growth and development A2: Areas of Development A3: Patterns of Development</p> <p>Practice Exam Case Study</p> | <p>Unit 1: Children’s Development B Physical Development from birth up to seven years 11 months</p> <p>B1: Physical Development B2: Promoting Children’s Physical Development</p> <p>Practice Exam Case Study</p> <p>C Cognition, Language and Communication Development</p> <p>C1: Theoretical Approaches</p> | <p>Unit 1: Children’s Development C1: Theoretical Approaches continued</p> | <p>Unit 1: Children’s Development C2: Applying Theories to Early Years Practice</p> <p>Practice Exam Case Study</p> <p>D Theories of Social and Emotional Development</p> <p>D1: The self, others and place in the world</p> | <p>Unit 1: Children’s Development D2: Applying theories of social and emotional development</p> <p>Practice Exam Case Study</p> <p>Revision</p> <p><u>May 27th Exam Unit 1</u></p> | <p>Unit 11: EYFS A Understand the legal status, principles, themes and aims of the Early Years Foundation Stage</p> <p>A1: The legal status of the EYFS A2 Principles, themes and aims of the EYFS</p> <p>B: Examine the learning and development and assessment requirements of the Early Years Foundation Stage</p> <p>B1: Learning and development requirements</p> |
| <p>Unit 3: Play and Learning A Examine types of play and learning activities and the benefits for children’s learning and development</p> <p>A1: Play types and opportunities</p> | <p>A2: The benefits of Play for children</p> <p>Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice</p> | <p>B2 Curriculum approaches to play B3 Influences on current early years practice</p> <p>Evaluate the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches and the</p> | <p>Learning aim C: Demonstrate skills required by early years professionals to support children’s purposeful play and learning opportunities</p> <p>C1 Professional skills for supporting purposeful play and learning</p> | <p>C2 Support children’s purposeful play and learning activities</p> | <p>Evaluate the impact of purposeful play and learning activities for children’s learning and development. Evaluate own skills and their application to supporting purposeful play and learning activities.</p> |

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| | B1: Theoretical perspectives to learning and development | benefits for children's learning and development | | | |
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Year 13

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|---|--|--|-----------------|
| <p>Unit 11: EYFS</p> <p>B2 Assessment requirements</p> <p>C Examine the safeguarding and welfare requirements of the Early Years Foundation Stage</p> | <p>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills</p> <p>A Stages of Speech, communication and language development and its link to overall domains of development</p> <p>A1: The role of speech, communication and language in children's development</p> | <p>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills</p> <p>A2: Developing Children's speech, communication and language</p> <p>Practice Exam Case Study</p> <p>B Supporting Children's literacy and numeracy skills through speech, communication and language development</p> <p>B1: Development of literacy skills B2: Development of numeracy and maths skills</p> | <p>B3: Supporting literacy development B4: Supporting writing development B5: Supporting numeracy development</p> <p>Practice Exam Case Study</p> <p>C Approaches to the varied needs of individual children</p> <p>C1: supporting multilingualism C2: How adults can support children with additional needs</p> <p>Practice Exam Case Study</p> | <p>Revision</p> <p>Exam 11th – 13th May</p> | |