

Child Development Curriculum Intent

Year 11



The Year 11 Child Development curriculum completes the final cohort of the Pearson BTEC Level 1/Level 2 Tech Award in Child Development. Students enter Year 11 having already developed substantial knowledge of children's growth and development and learning through play during Year 10. This prior learning provides the foundation for a more applied and synoptic final year, in which students are expected to draw together knowledge from across the qualification and use it confidently within realistic childcare contexts. The Pearson course is structured around three components, culminating in Component 3: Supporting Children to Play, Learn and Develop, which is externally assessed and requires students to integrate learning from the earlier components.

At the beginning of Year 11, students consolidate and complete their understanding of learning through play, building on knowledge of physical, intellectual, language and communication, social and emotional development. They explore different types of play, suitable resources and environments and the role adults play in creating safe and purposeful opportunities for learning. The existing curriculum places particular emphasis on students being able to justify why resources are appropriate for a child's age and stage, adapt activities to individual needs and evaluate the effectiveness of planned play opportunities.

The curriculum then increasingly focuses on supporting individual children to play, learn and develop. Students consider circumstances that may affect a child's development and participation and explore how adults can adapt activities, resources and environments to promote inclusion. This requires them to combine their knowledge of developmental milestones with an understanding of children's individual physical, cognitive, communication, social and emotional needs. Pearson identifies this synoptic application as central to Component 3, where students must understand how individual circumstances affect learning and development and how activities can be adapted so all children can participate.

Across the year, the curriculum deliberately shifts towards greater disciplinary application and examination readiness. Students move beyond identifying or describing childcare knowledge and increasingly analyse scenarios, explain consequences, select appropriate support, justify adaptations and evaluate the effectiveness of different approaches. Earlier learning from Components 1 and 2 is continually revisited so that knowledge of development and play remains active and can be applied synoptically rather than treated as separate topics. The existing curriculum already establishes planning, observation and evaluation as important disciplinary skills within learning through play.

Throughout Year 11, students continue to develop a child-centred and inclusive understanding of professional practice while making connections with Science, PSHE, Health and Social Care, Psychology and English. Careers and Skills Builder strands are rotated across the terms to demonstrate the breadth of progression available through early years, education, health, therapeutic and family-support professions.

Term 1
Topic



Component 1 – Children's Growth and Development



Big Picture

What are the main ideas and big questions in this topic?

During Term 1, students continue their study of Component 1: Children's Growth and Development, developing a secure understanding of how children grow, develop and learn from birth to five years and the factors that can help or affect that development.

Students revisit developmental milestones, gross and fine motor skills, communication, emotional wellbeing and holistic development. They also explore factors that can influence growth and development, including genetics, nutrition, sleep, illness, family environment and opportunities for play. Alongside this, students consider the importance of play-based learning, creativity, social interaction and positive relationships with parents, carers and practitioners. This retains the central focus and sequencing of the original BTEC curriculum.

As Year 11 progresses, students are expected to use this knowledge with increasing independence, applying it accurately to examples of children and explaining how different experiences and influences may affect development.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students build their understanding of the skills and knowledge gained by a child over time, recognising that children acquire skills at varying rates across different areas of development.

Substantive Knowledge:

- Students develop secure knowledge of developmental milestones, sometimes referred to as developmental norms, and understand that these indicate the expected stage of development a child may reach at a particular age.
- They revisit the main areas of development, including:
- Physical development, including gross and fine motor skills; intellectual or cognitive development; language and communication development; social development; and emotional development.
- Students understand how milestones help identify a child's current stage of development and how reaching one milestone can support progression towards the next stage.
- They also develop their understanding of holistic development, recognising how different areas of development impact on one another and influence a child's overall progress.
- Students revisit the factors that may affect children's development, including genetics, nutrition, sleep, illness, family environment and play opportunities, alongside the importance of positive relationships with adults. The original curriculum places particular emphasis on developmental norms, progression and holistic development.

Disciplinary Knowledge:

- Students identify developmental milestones and use these to establish a child's current stage of development.

- They compare typical developmental norms with individual patterns of development and recognise that children may develop at different rates across different areas.
- Students explain how milestones support progression to the next stage of development and make increasingly precise connections between physical, intellectual, communication, emotional and social development.
- They apply knowledge of developmental stages to realistic examples of children and begin to analyse how factors such as nutrition, family environment and play may influence outcomes.
- Students are expected to move beyond simple description by explaining, comparing and applying developmental knowledge and supporting their conclusions with relevant evidence from the child or scenario. These expectations closely follow the challenge already identified within the original curriculum.

Key Vocabulary: development, developmental milestone, developmental norm, stage of development, holistic development, physical development, gross motor skills, fine motor skills, intellectual development, cognitive development, communication development, language development, social development, emotional development, progression, genetics, nutrition, wellbeing, stimulation, environment, attachment

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	Students build on their learning from Year 10 and from subjects such as PSHE and Science. This includes understanding basic human growth, healthy eating, hygiene, exercise, emotions, relationships and communication skills. They should also understand the importance of staying safe, caring for others, teamwork and respecting individual differences. Experience of observing younger children or considering children's behaviour and needs also provides useful context. This prior knowledge supports students in moving beyond simply identifying what children can do and towards explaining how and why development progresses and what may influence individual outcomes.		Students will challenge themselves by developing greater depth and precision when explaining the principles of child development. They should recognise that children develop skills and knowledge over time and that development may occur at different rates across different areas. Students will identify developmental milestones, explain their importance and examine how they support progression towards later stages of development. They will explore holistic development in greater depth, explaining how physical, intellectual, communication, emotional and social development influence one another. Higher expectations are placed on students to compare typical developmental norms with individual patterns of development and apply their knowledge accurately to realistic examples rather than relying on general statements.
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
	Understanding children's growth and development provides the foundation for studying development throughout childhood and for understanding how adults can support children's learning and wellbeing.		Students deepen their understanding by exploring how the brain develops during infancy and why early experiences are important for learning.

Knowledge of developmental milestones helps students recognise how children grow, learn and progress over time and prepares them for later work on learning through play, planning appropriate activities and responding to individual needs.

The knowledge and skills developed also support progression into further study in childcare, health and social care, education and psychology and strengthen transferable skills including communication, observation and problem solving.

They consider the role of attachment and bonding between babies and caregivers, how genetics and environmental factors can influence growth and development and the impact of nutrition, sleep and physical health.

Students can also consider cultural differences in child-rearing practices and developmental expectations alongside the importance of play, exploration and sensory experiences.

The work of key child development theorists including Jean Piaget, Lev Vygotsky and John Bowlby provides wider context for understanding children's learning, relationships and development. These are all identified as relevant wider knowledge within the original curriculum.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported through recognising that every child develops differently and reflecting on the individuality of children's experiences and developmental journeys. Moral development is strengthened through considering the responsibility of parents, carers and professionals to support children's growth, learning and wellbeing and to recognise when a child may require additional support. Social development is developed through exploring relationships, attachment, communication and the importance of positive interaction with parents, carers, practitioners and other children. Cultural development is supported by considering how childhood experiences, child-rearing practices and developmental expectations can vary between families and cultures.

The topic connects strongly with Science through human growth and health, PSHE through relationships and wellbeing and English through communication and observation skills. The original curriculum also emphasises empathy, patience, respect, safeguarding, inclusion and responsibility.

Career Links:

This term provides opportunities to explore careers where understanding children's development is essential.

- A Health Visitor monitors the health and development of babies and young children and works closely with families to provide advice and identify where additional support may be needed.
- A Paediatric Nurse requires an understanding of children's physical, communication and emotional development in order to provide age-appropriate care.
- An Educational Psychologist uses knowledge of children's learning and development to identify barriers and recommend appropriate support for children and educational settings.

The Skills Builder Framework is embedded throughout the term, with particular emphasis on Listening, Problem Solving and Speaking.

- Listening is developed as students interpret information about children and recognise the importance of listening carefully to children, parents, carers and professionals.



- Problem Solving is developed through realistic childcare situations where students need to identify developmental needs, consider influencing factors and suggest appropriate support.
- Speaking is developed through explaining developmental patterns and using accurate specialist vocabulary to communicate ideas clearly.

 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
• Students use the official Pearson BTEC specification, revision guides, textbooks, videos and practical observation materials. • Developmental milestone charts, case studies and observation materials support students in applying knowledge to realistic examples. The original curriculum also identifies Supernanny UK as a useful resource for exploring behaviour and development.	Approximately 50% of assessment focuses on substantive knowledge and 50% on disciplinary knowledge. The 50% substantive knowledge includes developmental milestones and norms, areas of development, holistic development and factors that can affect children's growth and development. The 50% disciplinary knowledge assesses students' ability to identify developmental milestones, interpret a child's current stage, compare developmental patterns, explain relationships between areas of development and analyse realistic childcare scenarios. Students demonstrate their understanding through coursework activities, written tasks, case studies and practical application of knowledge. Observations, research tasks, presentations, quizzes and revision activities can also be used to demonstrate understanding. High-quality responses will show that students can recall accurate knowledge, use specialist vocabulary and apply developmental concepts confidently to different situations, rather than simply reproducing isolated facts.

Term 2

Topic



Component 1: Children's Growth and Development



Big Picture

What are the main ideas and big questions in this topic?

During Term 2, students continue to develop their understanding of how children grow, develop and learn from birth to five years, and the factors that can help or affect that development. This remains the central focus of Component 1 within the original BTEC curriculum.

Building on their knowledge of developmental milestones and the different areas of development, students increasingly focus on applying this knowledge to real-life childcare situations. They consider how individual circumstances can influence children's development and how adults and practitioners can respond appropriately to support children's needs.

Students continue to develop skills in identifying milestones, analysing factors that influence development, planning suitable activities, supporting children's needs and carrying out observations and assessments. The expectation is that they become increasingly confident in using specialist vocabulary and applying their knowledge independently.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The term develops students' ability to move from simply knowing about child development towards observing, interpreting and responding to children's individual development.

Substantive Knowledge:

- Students consolidate their knowledge of developmental milestones and the different areas of development, including physical, intellectual or cognitive, language and communication, social and emotional development.
- They continue to develop their understanding of the factors that may influence children's growth and development, including health, nutrition, family environment and opportunities for play.
- Students develop knowledge of the importance of observation and assessment in understanding children's progress and identifying their individual needs.
- They also consider the importance of stimulation, attachment, wellbeing and inclusive practice when supporting children's development.
- The original curriculum specifically identifies milestone, cognitive development, attachment, safeguarding, wellbeing, stimulation, observation, assessment and inclusive practice as important terminology within this part of the course.

Disciplinary Knowledge:

- Students identify milestones and use developmental information to interpret a child's current progress.
- They analyse factors that influence development and make links between a child's circumstances and possible developmental outcomes.
- Students develop their ability to carry out and interpret observations, using evidence rather than assumptions when considering a child's progress.
- They use their understanding of development to suggest appropriate ways of supporting children's needs and consider how suitable activities or experiences might promote further development.
- Students increasingly apply theoretical knowledge to practical examples and evaluate how parents, carers and practitioners can positively influence children's growth, learning and wellbeing. These expectations closely follow the challenge identified within the original curriculum.

Key Vocabulary: milestone, development, developmental progress, cognitive development, attachment, safeguarding, wellbeing, stimulation, observation, assessment, inclusive practice, individual needs, development pattern, childcare setting, practitioner, support, intervention, progress, evidence



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?



Pitch Up

How will we challenge ourselves?

Students build on their previous study of child development and their wider knowledge from subjects such as PSHE and Science. They should already understand basic human growth, healthy eating, hygiene, exercise, emotions, relationships and communication skills. Students should also understand the importance of staying safe, caring for others, teamwork and respecting individual differences. Previous experience of studying or observing younger children provides additional context for understanding behaviour, development and children's individual needs. These are the same foundations identified within the original BTEC curriculum. Term 2 therefore builds on the developmental knowledge consolidated during Term 1, with greater emphasis on using that knowledge to interpret and respond to individual children.	Students challenge themselves by analysing increasingly complex real-life childcare situations. They compare different stages and patterns of development and explain how factors such as nutrition, family environment and play can affect children's outcomes. Students develop greater independence when carrying out observations and interpreting developmental progress. They are expected to use evidence from observations or scenarios to suggest appropriate ways of supporting a child's needs. Higher-attaining students should confidently use specialist vocabulary, apply theoretical understanding to unfamiliar practical examples and evaluate how adults and practitioners can positively influence children's growth, learning and wellbeing. The expectation moves from identifying what is happening towards explaining why it may be happening, what the impact could be and what appropriate support might look like.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Child Development continues to provide the foundation for future learning within the qualification. Understanding how children grow, learn and develop prepares students for later topics including supporting children through play, planning activities, safeguarding, health and wellbeing and understanding additional needs. The skills developed through observation, communication, problem solving and working with others also have significance beyond the qualification and support progression into childcare, health and social care, education and psychology. This term also prepares students for Term 3, where their knowledge of the principles of development and developmental milestones is explored with even greater precision.	Students deepen their understanding by exploring how children develop within different cultural, family and social contexts. They consider how research in psychology and education has shaped modern childcare practice, including the ideas of Jean Piaget, Lev Vygotsky and Maria Montessori and their contribution to understanding how children learn through play, interaction and exploration. Students can also consider contemporary issues such as screen time, mental health, inclusion and safeguarding, helping them recognise that child development takes place within a changing social environment. Wider reading and observation of real childcare practice can further strengthen students' understanding of how professionals support children's growth and development.

	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>
Students' spiritual development is supported through recognising the individuality of children and reflecting on how different experiences can influence development and wellbeing. Moral development is developed through considering the responsibility adults have to recognise children's needs, support their development and provide safe and inclusive opportunities. Social development is strengthened through exploring relationships, communication, attachment and the importance of positive interaction between children and the adults who care for them. Cultural development is supported through understanding that children grow and develop within different family, social and cultural contexts and that professional practice must respect individual differences. The term has clear links with Science through human growth and health, PSHE through relationships and wellbeing and English through communication and observation skills. It continues to promote the values identified in the original curriculum: empathy, patience, respect, safeguarding, inclusion and responsibility. Career Links: This term focuses on careers where professionals need to observe children carefully, recognise individual needs and provide appropriate developmental support. • An Early Years Educator observes children's progress and uses this information to plan experiences that support learning and development. • A Speech and Language Therapist assesses children's communication and language development and works with children, families and other professionals to provide appropriate support. • A Family Support Worker works with children and families whose circumstances may affect wellbeing and development, helping them access appropriate advice and services. The Skills Builder Framework is embedded throughout the term, with particular emphasis on Creativity, Adapting and Teamwork. • Creativity is developed as students suggest suitable activities and different ways of supporting children's individual development. • Adapting is developed through considering how support or activities may need to change according to a child's developmental stage, circumstances or individual needs. • Teamwork is strengthened through understanding that supporting children often requires effective relationships between practitioners, parents, carers and other professionals.	
	Resources <i>What books, websites, videos and materials will support our learning?</i>
	Assessment <i>How will we show what we know, remember and can apply?</i>
• Students continue to use the official Pearson specification, revision guides, textbooks, videos and practical observation materials. • Observation examples, developmental case studies and practical childcare scenarios allow students to apply developmental knowledge rather than	Approximately 45% of assessment focuses on substantive knowledge and 55% on disciplinary knowledge. The 45% substantive knowledge includes developmental milestones, areas of development, factors affecting growth and development, attachment, wellbeing, stimulation, observation, assessment and inclusive practice.



simply recall it. The original curriculum also identifies Supernanny UK as a resource for exploring behaviour and development.

The 55% disciplinary knowledge assesses students' ability to identify developmental information, interpret observations, analyse factors that affect growth and development, apply specialist terminology and suggest appropriate ways to support children.

Students demonstrate their learning through coursework activities, written tasks, case studies and practical application of knowledge, alongside observations, research tasks, presentations, posters, quizzes and revision activities. These assessment approaches are directly retained from the original curriculum.

High expectations are placed on students to move beyond recalling information and demonstrate that they can apply theories and concepts accurately to different childcare situations, interpret evidence and justify appropriate support for individual children.

Term 3

Topic



Component 1: Children's Growth and Development



Big Picture

What are the main ideas and big questions in this topic?

During Term 3, students focus more precisely on the principles of development. They explore how children gain skills and knowledge over time, recognising that children acquire skills at varying rates across different areas of development.

Students develop a secure understanding of developmental milestones, sometimes referred to as developmental norms, and how these indicate the stage of development a child may typically reach at a particular age. They also explore holistic development, considering how different areas of development influence one another and affect overall development. In line with the original curriculum, the term focuses particularly on the stages of development that children aged birth to 18 months would typically meet across the five areas.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students build their understanding of the skills and knowledge gained by a child over time and apply this to the developmental stages of children aged from birth to 18 months.

Substantive Knowledge:

- Students understand that children develop skills and knowledge over time and that they may acquire these skills at different rates across different areas of development.

- They develop secure knowledge of developmental milestones and developmental norms, recognising that these indicate the expected stage of development a child may reach at a particular age.
- Students learn how to identify current milestones and use them to establish a child's stage of development. They also understand how one milestone can support progression towards the next stage.
- They revisit holistic development, recognising how physical, intellectual, communication, emotional and social development impact on one another and contribute to a child's overall development.
- The term focuses specifically on the developmental stages children aged 0–18 months would typically meet across the five areas of development.

Disciplinary Knowledge

- Students explain the principles of child development and how children develop skills and knowledge over time.
- They recognise and explain why children may develop at different rates across the different areas of development.
- Students identify developmental milestones from birth to 18 months and explain why these are important.
- They examine how milestones support progression to the next stage of development and make links between physical, intellectual, communication, emotional and social development.
- Students compare typical developmental norms with individual patterns of development and apply their knowledge to realistic examples of children aged 0–18 months. These expectations follow the sequence set out in the original curriculum.

Key Vocabulary: development, developmental milestone, developmental norm, stage of development, progression, holistic development, physical development, intellectual development, communication development, emotional development, social development, gross motor skills, fine motor skills, attachment, bonding, infancy, individual development, typical development

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build on their previous learning from Component 1 and from subjects such as PSHE and Science. They should already understand basic human growth, healthy eating, hygiene, exercise, emotions, relationships and communication skills. Students should also recognise the importance of staying safe, caring for others, teamwork and respecting individual differences. Previous experience of studying younger children and considering development, play, behaviour and children's needs provides useful context for this term.	Students challenge themselves by moving beyond simply identifying milestones and towards explaining how development progresses and how the different areas of development influence one another. They explain the principles of child development and recognise that children do not all develop at the same rate. Students identify milestones from birth to 18 months and explain why these are important, before examining how particular milestones support progression towards later development.

		They make increasingly precise links between physical, intellectual, communication, emotional and social development and compare typical developmental norms with individual patterns.	
		Higher-attaining students should apply this knowledge confidently to real-life examples of children aged 0–18 months, using evidence from the scenario to justify their conclusions.	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Understanding development from birth to 18 months provides an important foundation for studying development throughout childhood and adolescence.		Students deepen their understanding by exploring how the brain develops during infancy and why early experiences matter for learning. They consider the role of attachment and bonding between babies and caregivers and explore how genetic and environmental factors may influence growth and development.	
Secure knowledge of developmental milestones helps students recognise how children grow, learn and progress over time and prepares them for later study of learning through play.		Students also consider cultural differences in child-rearing practices and developmental expectations, alongside the impact of nutrition, sleep and physical health. The importance of play, exploration and sensory experiences in supporting learning provides an important bridge into later work on learning through play.	
This learning also strengthens students’ ability to judge whether activities and resources are appropriate for a child’s developmental stage, which becomes increasingly important within Component 2.		The work of Jean Piaget, Lev Vygotsky and John Bowlby provides wider theoretical context for understanding how children learn, form relationships and develop.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Students’ spiritual development is supported through recognising that every child develops differently and reflecting on children as individuals rather than treating developmental norms as rigid expectations. Moral development is developed through considering the responsibility adults have to recognise when children may require additional support or intervention. Social development is strengthened through exploring attachment, bonding and the role positive relationships play in supporting children’s growth, learning and wellbeing. Cultural development is supported through considering differences in child-rearing practices and developmental expectations across families and cultures.			
Career Links: This term focuses on careers where professionals need a particularly secure understanding of infant development and early developmental milestones.			
• A Midwife supports babies and families during the earliest stages of life and needs to recognise normal patterns of newborn development and wellbeing. • A Paediatric Occupational Therapist supports children whose physical or developmental needs may affect their ability to complete everyday activities and achieve greater independence.			

- A Child Development Researcher studies how children acquire skills, form relationships and respond to different experiences, contributing to wider understanding of early development.

The Skills Builder Framework is embedded throughout the term, with particular emphasis on Planning, Leadership and Speaking.

- Planning is developed as students organise developmental information and use milestone evidence systematically when analysing a child's progress.
- Leadership is developed through encouraging students to take greater responsibility for their own judgements and justify conclusions using evidence rather than relying on unsupported assumptions.
- Speaking is strengthened as students explain developmental patterns, compare stages and use accurate specialist terminology in discussion.



 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Students use the official Pearson specification, revision guides, textbooks, videos and practical observation materials. Developmental milestone charts, infant-development case studies, observation materials and practical examples support students in recognising development from birth to 18 months. The original curriculum also identifies Supernanny UK as a resource for exploring behaviour and development.	Assessment during Term 3 continues to measure both substantive and disciplinary knowledge, with greater emphasis on students' ability to interpret and apply developmental information. Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge. The 40% substantive knowledge includes principles of development, developmental milestones and norms, holistic development and the typical stages of development from birth to 18 months across the five areas. The 60% disciplinary knowledge assesses students' ability to identify milestones, explain progression, compare typical developmental norms with individual patterns, make links between areas of development and apply knowledge to realistic examples of children aged 0–18 months. Students demonstrate understanding through coursework activities, written tasks, case studies and practical application of knowledge, alongside observations, research tasks, presentations, quizzes and revision activities, remaining closely aligned to the assessment approach in the original curriculum. High expectations are placed on students to use developmental evidence accurately, explain relationships between different areas of development and

apply their understanding confidently to individual children rather than simply recalling milestone lists.

Term 4

Topic



Component 2: Learning through Play



Big Picture

What are the main ideas and big questions in this topic?

During Term 4, students begin Component 2: Learning through Play, developing an understanding of how children play and how play activities can influence learning between birth and five years old.

Students consider the different types of play in which children engage and how activities can support children's learning and progress across the five areas of development: physical, intellectual or cognitive, language and communication, social and emotional development. This follows the focus of the original curriculum closely.

The central expectation is that students move beyond recognising that play is important and begin to explain how and why particular activities support development, why resources need to be appropriate for a child's age and stage, and how activities can be adapted to meet different needs.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students develop a clearer understanding of how play supports learning and development and begin to make purposeful links between developmental milestones, play activities and suitable resources.

Substantive Knowledge

- Students revisit the five areas of child development:
- Physical development
- Intellectual or cognitive development
- Language and communication development
- Social development
- Emotional development

They consolidate their understanding of the stages of development from birth to five years and the developmental milestones children may typically achieve at different ages. Students also revisit factors that can influence growth and development, including health, nutrition, environment and family circumstances, recognising that these may affect children's access to or experience of play. They develop knowledge of how different play activities and resources can support learning and progress across more than one area of development.

Disciplinary Knowledge

- Students explain clearly how a play activity can support more than one area of development.
- They justify why particular resources are suitable for a child's age and stage of development and make explicit links between the resources selected and developmental milestones.
- Students adapt activities to meet the needs of different children and consider how changes to resources, environment or level of adult support could improve participation and learning.
- They evaluate the strengths and weaknesses of planned play activities and provide detailed reasons for decisions rather than relying on simple description.
- The original curriculum places particular emphasis on justification, adaptation, evaluation and linking activities directly to developmental milestones.

Key Vocabulary: play, learning through play, play activity, developmental milestone, physical development, intellectual development, cognitive development, language development, communication development, social development, emotional development, resource, age appropriate, stage appropriate, adaptation, individual needs, stimulation, observation, planning, evaluation

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build directly on their previous study of Component 1: Children's Growth and Development. They should already understand the five areas of development, stages of development from birth to five years and developmental milestones. They should also understand that development can be influenced by factors including health, nutrition, environment and family circumstances. This prior knowledge is essential because students now need to use their understanding of development to decide whether a particular play activity or resource is appropriate for an individual child.	Students challenge themselves by moving beyond describing a play activity towards explaining, justifying and evaluating its developmental value. They should clearly explain how an activity supports more than one area of development and justify why resources are appropriate for the child's age and stage. Students are expected to adapt activities to meet different children's needs and use accurate child development terminology in both written and verbal work. More confident students should evaluate the strengths and weaknesses of planned activities, make explicit links between developmental milestones and the activities selected and provide detailed reasons for their decisions. The highest-quality work should therefore answer not only "What will the child do?", but also "Why is this appropriate, what will it develop, and how could it be improved?"
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term helps students understand how play supports children's learning and development and prepares them for the planning, carrying out and evaluation of play activities within Component 2.	Students deepen their understanding through the work of key theorists including Jean Piaget, Lev Vygotsky and Friedrich Froebel, whose ideas have helped shape modern understanding of how children learn through play.

Students develop skills in observation, planning and evaluation, all of which are important within childcare and education settings. The knowledge developed in this term provides the foundation for Term 5, where students will consider different types of play in greater detail and plan play opportunities for individual children and small groups.	They consider research showing the importance of play for brain development, creativity, problem solving and language skills. Students also explore how different cultures and communities may view children's play and learning differently, reinforcing the idea that play takes place within a wider social and cultural context.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students' spiritual development is supported through recognising play as an important part of childhood and considering how creativity, imagination and exploration contribute to children's development. Moral development is strengthened through considering adults' responsibility to provide safe, inclusive and developmentally appropriate play opportunities. Social development is developed through exploring how play helps children build relationships, communicate with others, cooperate and develop social skills. Cultural development is supported through considering how play and childhood experiences can differ across cultures and communities. This topic has strong links to real life because play is a major way in which young children learn, develop new skills and build relationships. It also promotes the values highlighted in the original curriculum, including inclusion, respect, empathy, safeguarding and supporting every child to reach their potential. Career Links: This term focuses on careers where professionals use play deliberately to support children's learning and development. • A Play Therapist uses play as a means of helping children express feelings, develop relationships and work through emotional or behavioural difficulties. • A Reception Teacher plans play-based learning opportunities that support children across different areas of development while preparing them for more formal learning. • A Children's Activity Coordinator plans and delivers age-appropriate activities for children in settings such as hospitals, community organisations or holiday provision.	
The Skills Builder Framework is embedded throughout the term, with particular emphasis on Creativity, Problem Solving and Adapting. • Creativity is developed through planning and considering different play activities and resources that could support children's learning. • Problem Solving is developed as students decide which resources and activities are most suitable for a particular child and identify strengths and weaknesses in planned provision. • Adapting is developed as students modify activities to meet different children's developmental stages and individual needs.	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>



Students use the official Pearson specification, revision guides, textbooks, videos and practical observation materials. Practical play resources, photographs of early years environments, activity-planning examples and childcare case studies can be used to help students make links between play and development. The original curriculum also identifies Supernanny UK as a supporting resource for behaviour and development.	Assessment during Term 4 measures both substantive and disciplinary knowledge, with increasing emphasis on students' ability to apply their developmental knowledge when making decisions about play. Approximately 35% of assessment focuses on substantive knowledge and 65% on disciplinary knowledge. The 35% substantive knowledge includes the five areas of development, developmental milestones, stages of development from birth to five years and factors such as health, nutrition, environment and family circumstances. The 65% disciplinary knowledge assesses students' ability to explain how play supports development, justify appropriate resources, adapt activities, evaluate strengths and weaknesses and make explicit links between developmental milestones and planned activities. Students continue to demonstrate learning through coursework activities, written tasks, case studies and practical application of knowledge, alongside observations, research tasks, presentations, quizzes and revision activities. This retains the assessment approach set out in the original curriculum. High expectations are placed on students to justify their decisions using developmental evidence and evaluate the quality of play opportunities rather than simply describing what children might do.
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Term 5 Topic	 Component 2: Learning through Play
 Big Picture <i>What are the main ideas and big questions in this topic?</i>	
During Term 5, students continue Component 2: Learning through Play, focusing on how children's learning can be supported through play. Students consider how learning through play can occur during planned activities in a range of environments, including at home, in day nurseries, school nurseries, preschools, reception classes, community-based groups and after-school clubs. They consider and plan appropriate play opportunities and activities for both individual children and small groups of children.	

Building on the previous term, students are expected to demonstrate increasing independence when selecting, planning and justifying play opportunities. They should be able to explain why particular types of play are appropriate and how these can support children's learning and development.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students develop a secure understanding of the different types of children's play that can be offered and how these can be incorporated into appropriate planned activities.

Substantive Knowledge - Students understand the different types of children's play identified within Component 2:

- Locomotor play – physical activity involving gross motor skills and enjoyment of movement for its own sake.
- Creative play – allowing children freedom to explore resources, alter or create something and try out new ideas.
- Sensory play – using the senses to explore and discover the texture and function of different objects and materials.
- Imaginative play – children pretending, acting out experiences or things they have seen or heard, including role play and small-world play.
- Symbolic play – using objects, actions or ideas to represent other objects, actions or ideas.
- Technological or investigative play – using resources such as IT, mathematical or scientific equipment to investigate and explore.
- Construction play – using resources to build, join and create something new.

Students also understand that play opportunities can take place in different environments and may need to be planned differently depending on whether they are intended for an individual child or a small group.

Disciplinary Knowledge

- Students select appropriate types of play for particular children and explain why these choices are suitable for their age, stage of development and individual needs.
- They plan play opportunities and activities for individual children and small groups, considering the environment, resources and intended developmental benefits.
- Students make links between the type of play selected and children's physical, intellectual, communication, social and emotional development.
- They are expected to produce high-quality written justifications, explaining clearly why decisions have been made rather than simply describing the planned activity.
- Students evaluate possible improvements using evidence and demonstrate increasing independence in meeting the requirements of the BTEC assessment. The original document refers here to students meeting assessment criteria independently; for this final cohort, this is applied to the Pearson BTEC assessment criteria.

Key Vocabulary: learning through play, planned activity, play opportunity, locomotor play, creative play, sensory play, imaginative play, symbolic play, technological play, investigative play, construction play, gross motor skills, exploration, role play, small-world play, individual child, small group, resources, environment, planning, justification, evaluation

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	Students build directly on their Term 4 understanding of how play supports learning and development. They should already understand the five areas of development, developmental milestones and the stages of development from birth to five years. They should also be able to explain how a play activity can support more than one area of development, justify suitable resources and adapt activities for different children. Students now use this existing knowledge to make more detailed decisions about the type of play, environment and activity most appropriate for an individual child or group.		Students challenge themselves through increasingly independent planning and justification. They should identify the most appropriate type of play for a child and explain clearly why it meets the child's developmental needs. Students should consider how the same type of play could be adapted for different children, environments or group sizes and make purposeful choices about resources. Higher-attaining students should produce high-quality written justifications, making explicit links between the child, the chosen activity, the type of play and the intended developmental outcomes. They should also evaluate improvements using evidence, identifying how an activity could be made more effective rather than simply stating that it could be changed.
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
	This learning helps students understand how play supports children's learning and development and prepares them for planning, carrying out and evaluating play activities within Component 2. Students continue to develop the practical and transferable skills of observation, planning and evaluation, which are important in childcare and education settings. As this is the final teaching term for this BTEC cohort, students are expected to draw together their knowledge from across the course and demonstrate increasing independence in applying it. There is no Term 6 teaching unit for this cohort.		Students deepen their understanding through the work of Jean Piaget, Lev Vygotsky and Friedrich Froebel, whose ideas have helped shape understanding of how children learn through play. They consider wider research demonstrating the importance of play for brain development, creativity, problem solving and language skills. Students also explore how different cultures and communities may have different approaches to children's play and learning, helping them recognise that the way play is organised and valued can be influenced by wider cultural and social expectations.
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
	Students' spiritual development is supported through exploring children's imagination, creativity, curiosity and enjoyment of discovery through play. Moral development is strengthened as students consider their responsibility to plan appropriate, inclusive and safe play opportunities that allow all children to participate and develop. Social development is developed through exploring play for both individuals and small groups and considering how play supports communication,		

cooperation, relationships and interaction. Cultural development is supported through recognising that different cultures and communities may view children's play and learning in different ways.

The topic has strong connections to real life because play is a key part of how young children learn, develop new skills and build relationships. It promotes the values identified within the original curriculum, including inclusion, respect, empathy, safeguarding and supporting every child to reach their potential.

Career Links:

This term focuses on careers where professionals need to plan and adapt purposeful activities for children.

- A Childminder plans play opportunities within a home-based environment for children of different ages and developmental stages, often adapting the same resources for several individual needs.
- A Teaching Assistant supports individuals and small groups, adapting activities and resources to help children participate successfully in learning.
- A Community Playworker plans and facilitates play opportunities for children in community and out-of-school settings, encouraging exploration, creativity and social interaction.

The Skills Builder Framework is embedded throughout the term, with particular emphasis on Planning, Teamwork and Leadership.

- Planning is developed as students design purposeful play opportunities, select appropriate resources and consider the needs of individual children and small groups.
- Teamwork is developed through considering how children learn and interact within group play and how adults can work together to provide effective opportunities.
- Leadership is developed as students take increasing responsibility for their own decisions, independently justify their choices and evaluate how their plans could be improved.



	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	Students continue to use the official Pearson specification, revision guides, textbooks, videos and practical observation materials. Practical play resources, activity-planning templates, childcare scenarios, photographs of different early years environments and examples of activities for individual children and small groups support students in applying their knowledge. Students should increasingly use these materials independently to support their planning, justification and evaluation.		High expectations are placed on students to produce detailed, well-supported and increasingly independent responses, demonstrating that they can apply their understanding of learning through play rather than simply identify different play types. As the final teaching term, assessment also provides an opportunity for students to demonstrate the independence, planning, justification and evaluation expected by the Pearson BTEC course, drawing together knowledge and skills developed across Year 10 and Year 11.