

SUBJECT: Children's Play, Learning and Development

YEAR: 12 and 13

HEAD OF DEPARTMENT: Mr Mitchell

HEAD OF DOMAIN: Mrs Barker

EXAM BOARD: PEARSON

SPECIFICATION LINK: <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Childrens-Play-Learning-and-Development/2016/specification-and-sample-assessments/btec-l3-national-extcert-in-cpld-spec.pdf>

Curriculum Intent:

Child Play, Learning and Development (CPLD) offers students an opportunity to explore, learn and think critically about the ways we both interact, raise and teach children under the age of 5. It attempts to provide a high-quality understanding of theoretical concepts of learning and holistic development. Similarly, BTECs provide students with an alternative assessment framework to traditional A-level subjects, offering a more vocationally driven curriculum, and opportunities to develop skills needed within industry to make students effective and competent practitioners. Students will be required to complete work experience under two settings across the course in order to apply the theoretical elements to practical skills. This offers both a unique teaching experience but also opportunities to gain experience to support employability and expand their academic profiles and opportunities to access university and apprenticeships.

COURSE CONTENT:

Year 1:

Unlike other qualifications, the CPLD course is a 2 year program and students are unable to achieve a qualification at the end of the first year.

Unit 1: Children's Development (External Exam)

In this unit, students will learn about theories and models of development that explain how and why children develop and how this relates to the Early Years Foundation Stage (EYFS). They will develop an understanding of a range of factors that may influence children's development, and consider the short- and long-term effects on their development. The knowledge gained in this unit will prepare them for a variety of careers as a childminder, family support worker or early years educator in the private, voluntary or state sector and/or allow progression to higher education studies in early years education or management.

Unit 3: Play and Learning (Controlled Assessment)

In this unit, students will explore the types of play and the opportunities that should be made available to children at different ages and stages of development. Students will consider why play is so important and how it supports children's learning and development. There are a number of important theoretical perspectives, philosophies and curriculum approaches to play that have been developed over many years. Students will investigate these approaches and consider how they continue to influence practice in early years settings. Students will explore the skills that are essential for early years professionals and show how students can apply their own skills to support purposeful play and learning experiences. To complete the assessment task within this unit, students will need to draw on their learning from across the programme. This unit will prepare them

for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management.

Year 2:

Unit 2: Development of Children's Communication, Literacy and Numeracy Skills (Exam)

In this unit, students will explore the sequence of children's speech, communication, language, literacy and numeracy skills development. Students will plan appropriate activities that encourage children's development and understanding by stimulating their enthusiasm, and using exciting and interesting ways to enable them to find out more. This unit will prepare students for a variety of careers as an early years educator in the private, voluntary or state sector, or help them to progress to higher education studies in early years education or management.

Unit 5: Keeping Children Safe (Controlled Assessment)

Students will look at the legislation, regulations and guidance relevant to health, safety and safeguarding. Students will investigate approaches to creating safe and secure environments and policies and procedures to control and prevent the spread of infection. Students will explore types of abuse and how to recognise the signs that a child is at risk. It is important that students know how to safeguard children, including ways to empower them so that they become confident in protecting themselves. Students will also need to know the correct procedure for responding to concerns about abuse. Students will learn how to recognise hazards, assess health and safety risks and respond to emergency situations in their own work placement setting. It is strongly recommended that students successfully complete a recognised paediatric first-aid course if they wish to gain employment in the early years sector. To complete the assessment task within this unit, students will need to draw on their learning from across the programme. This unit will prepare them for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management.

ASSESSMENT:

Year 1:

Coursework: Written report completed by May

Exam: (1 hour 30 minutes)

Year 2:

Coursework: Written report completed by May

Exam (1 hour 30 minutes)

LINKS TO CURRICULUM:

This subject works well in combination with other subjects such as:

- Psychology
- Sociology
- Applied Science
- Health and Social Care