**St Mary’s Catholic School**

Department Curriculum Planning

Department: Children’s Play, Learning and Development (CPLD)

Year Group: 13

This is the plan for the taught curriculum during achievement period 1 & 2.

|  |
| --- |
| **Brief summary of the topic/work being covered during this period**  |
| **Unit 3: Play and Learning (Coursework unit)*** Students will investigate the types of play and learning activities for children in an early years setting.
* They will research and examine the benefits of play and the support it has on their physical, language, cognitive, emotional and social development. .
* Students will investigate theoretical perspectives to learning and development and apply it to their placement experience, giving relevant examples of how it has influenced curriculum approach in their setting.
* Students will develop skills to design four activity plans that support child and adult led initiated activities, supporting children with purposeful play and learning activities.
* Students will reflect on their own skills and self-evaluate their performance whilst in placement.
 |
| **Prior knowledge needed for this unit/topic from previous teaching** |
| In coursework unit 3, students will be able to build upon knowledge attained in Y12 studies, considering how children develop holistically; and the importance of play in supporting development. Students are expected to draw from their understanding and knowledge of designing activity plans based on their work from Y12 (Unit 2). Unfortunately, they have not been able to attend placement due to Covid-19 within Y12 so they have only been able to read case studies / videos of what it is like to work in an early years setting.  |
| **Rationale for students studying this unit/topic**  |
| **Rationale for studying these topics**Unit 3 is a mandatory and core unit of the Extended Certificate in Children’s Play and Learning. Students are required to undertake 50 hours in placement and have 4 witness testimony’s signed by their mentor whilst undertaken child and adult led activities. **Rationale for timing of this topic**Unit 3 is studied Y13 as students are more capable of understanding and designing activity plans for children in an early years settings. In doing so, they have more confidence to work with early years practitioners in order to make sure they are competent to undertake 4 observed activities within the early years setting with children.  |
| **Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these** |
| **Unit 3*** Define the term ‘play’ and its key theoretical features.
* Explore the various types of play (physical, imaginative, constructive, sensory, expressive)
* Determine the benefits of play (physical, emotional, social, language and cognitive)
* Review the theoretical perspective to learning and development (Piaget, Vygotsky, Bruner, Athey, Frobel)
* Research curriculum approaches to play (Reggio Emilia, Forest School, Maria Montessori).
* Construct ideas on how to plan purposeful play for children using the correct resources appropriate to their age and needs.
 |
| **New key terminology students will be taught during this topic/unit** |
| Adult directed play, child-directed play, structured play, un-structured play, heuristic play, sensory play, physical play, imaginative play, constructive play, characteristics of play, symbolic play, stages of play, zone of proximal development, schemas, learning journey, reflective practice, EYFS 7 areas of learning and development.   |
| **Plan for Assessment**  |
| **Assignment 1**Formative Assessment - every 2 weeks, written tasks.Summative Assessment - Submission of completed Assignment 1 report on 6.12.21**Assignment 2**Formative Assessment – every 2 weeks, written tasks.Summative Assessment – Submission of completed Assignment 2 report on Jan 31.1.21 |