

# Subject: Child Development

## Year 10

### Scheme of Learning 2025 - 2026

**Subject Leader: Mrs S Murphy**

Topics by term	Topic overview for Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>	<p><b>Topic 1:</b> Recap Component 1- Children’s growth and development and different areas of development</p> <p><b>Topic 2:</b> Plan task 1, Growth and Development.</p> <p>Task 2 Children’s development and factors affecting development - 1</p>	<p><b>Topic 1:</b> Plan task 3</p> <p><b>Topic 2:</b> Controlled assessment</p>	<p><b>Topic 1-</b> Component 2 Learning through play How children play at different ages/stages of development</p> <p><b>Topic 2:</b> Adult-led, adult-initiated and child-initiated play.</p>	<p><b>Topic 1:</b> The role of adults in promoting learning through play.</p> <p>Plan task 1, 2 and 3</p> <p><b>Topic 2:</b> Controlled assessment</p>	<p><b>Topic 1:</b> Controlled assessment</p> <p><b>Topic 2:</b> Introduction to Component 3 Individual needs that may impact on play, learning and development</p> <p>Create safe environments to support play, learning and development</p>	<p><b>Topic 1 and 2:</b> Planning and delivering outdoor play</p>

	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>
	Growth and development from Yr 9 term 3. Factors that impact growth and development from Yr 9 Term 4 and 5	Factors that impact growth and development from Yr 9 Term 4 and 5	KS1 PSHE students learnt about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	In Yr 9 term 3 students learn how regular (daily/weekly) exercise benefits mental and physical health	Understanding of all areas of development and developmental milestones from Yr 9 Term 3. In KS2 PSHE students learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	Risk assessment and health and safety skills learned in Term 5
	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
	PSA released. Begin planning task 1 and 2 ready to begin controlled assessment	PSA released. Begin planning task 3 ready to complete controlled assessment in Term 2	Knowledge required to complete the controlled assessment for component 2.	Knowledge required to complete the controlled assessment for component 2.	Knowledge required to complete the controlled assessment for component 2 and to prepare for the exam in Year 11.	Knowledge required for the Year 11 exam.

**Exam Board: Pearson Edexcel**

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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**Term 1 Component 1: Children’s Growth and Development**

**Topic 1:** Recap Component 1- Children’s growth and development

	<p>What is the meaning of growth and development?</p> <p>What are the different roles and responsibilities of individuals involved in measuring growth and development?</p> <p>What are the principles of development?</p> <p>How does development change throughout the different age ranges?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>• Understand how and why growth is measured</li> <li>• Roles and responsibilities of individuals involved in measuring growth</li> <li>• The importance of measuring growth</li> <li>• The principles of development</li> <li>• Development from birth to 5 years</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Students will understand the difference between growth and development</li> <li>• Students will understand the different roles and responsibilities of individuals involved in measuring growth and development.</li> <li>• Students will evaluate the importance of measuring growth and how development changes through the age ranges.</li> </ul>	<p>Growth Centile charts Midwife Health visitor</p>	<p>In school: Practice assessment task 1</p> <p>At home: Prepare notes for controlled assessment task 1</p>	<p>Text book Power points Centile charts</p>	<p>SMSC: Compassion in caring for babies and young children PSHE: Health</p>
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	<b>Topic 2: Plan Task 1 and 2</b>							
	How do I plan my work to ensure a good grade for controlled assessment?	Weeks 4-6 <ul style="list-style-type: none"> <li>Plan task 1</li> <li>Plan task 2</li> <li>Controlled assessment task 1</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to write a definition for growth and development</li> <li>Students will describe how development changes through the given age group.</li> <li>Explain why it is important to measure and monitor growth</li> </ul>	Development Physical Cognitive Emotional Social Holistic Milestones	In school: Controlled assessment task 1  At home: Prepare notes for controlled assessment task 2	Text book Power points Visit from health visitor	SMSC: Compassion in caring for babies and young children PSHE: Health visitor visit	
<b>Term 2 Component 1: Children's growth and development</b>								
	<b>Topic 1: Plan task 2</b>							
	How do I plan my work to ensure a good grade for controlled assessment?  <b>Topic 2: Controlled assessment</b> What do I need to do to make sure I achieve a good grade?	Weeks 1-3 <ul style="list-style-type: none"> <li>Controlled assessment task 2</li> <li>Plan task 3</li> </ul> Weeks 4-6 <ul style="list-style-type: none"> <li>Controlled assessment</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Identify the factors that impact on development</li> <li>Describe how the factors impact on development</li> <li>Explain the factors that have the least and most influence on development and why.</li> </ul>	Prenatal and maternal nutrition Health status Nutritional deficiencies Home environment Discrimination Poverty Access to services	In school: Controlled assessment task 2 and 3  At home: Prepare notes for controlled assessment task 3	Text books Power points Pearson set task	SMSC: Empathy and understanding of how factors may impact on development BV: Effects of discrimination- rule of law/tolerance PSHE: Effects of poverty	

<b>Term 3 Component 2: Learning through play</b>							
<b>Topic 1: Component 2: How children play at different ages/stages of development/Topic 2: Adult-led, adult-initiated and child-initiated play</b>							
<p>What are the stages of children's play from 0-2 years?          What are the stages of children's play from 3-5 years?          How can adults organise play to promote learning?</p>	<p>Weeks 1-6</p> <ul style="list-style-type: none"> <li>The different play needs for children</li> <li>Stages of play</li> <li>Adult-led play</li> <li>Adult-initiated play</li> <li>Child-initiated play</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the different stages of play</li> <li>Describe how adults can organise play</li> <li>Evaluate the importance of adults supporting play</li> </ul>	<p>Unoccupied play          Solitary play          Spectator play          Parallel play          Associative play          Cooperative play          Adult-led play          Adult-initiated play          Child-initiated play</p>	<p>In school:          Practice assessment task 1</p> <p>At home:          Prepare notes for controlled assessment task 1</p>	<p>Stages of play:  <a href="https://pathways.org">https://pathways.org</a>  <a href="https://bucketoftoys.com">https://bucketoftoys.com</a>  <a href="https://childdevelopment.com.au">https://childdevelopment.com.au</a>          Power points  <a href="https://youtu.be/IFdg83SheZQ">https://youtu.be/IFdg83SheZQ</a></p>	<p>SMSC:          Developing a sense of awe and wonder during play          BV:          Supporting children to have a positive sense of themselves.          Promoting their self-confidence and self-awareness          PSHE:          Being active</p>	
<b>Term 4 Component 2: Learning through play</b>							
<b>Topic 1: The role of adults in promoting learning through play</b>							
<p>What is the role of adults in promoting learning through play?          How can adults keep children safe when organising and adapting activities?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>The different types of play</li> <li>The role of the adult including organising and adapting activities, modelling and awareness of health and safety</li> <li>Plan task 1,2 and 3</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the different types of play</li> <li>Explain how children learn through play</li> <li>Evaluate the role of the adult</li> </ul>	<p>Spatial awareness          Gross motor skills          Fine motor skills          Problem-solving          Self-confidence          Self-esteem          Self-awareness          Modelling</p>	<p>In school:          Plan for controlled assessment</p> <p>At home:          Prepare notes for controlled assessment task 2</p>	<p>Emotions cards          Power points          EYFS</p>	<p>SMSC:          Developing a sense of awe and wonder during play          BV:          Supporting children to have a positive sense of themselves.          Promoting their self-</p>	

							<p>confidence and self-awareness PSHE: Being active Gatsby benchmarks 4. Linking Curriculum Learning to Careers</p> <p><b>Link:</b> Use real-world examples from early years settings in lessons. <b>Example:</b> Show how learning about communication links to storytelling or how biology connects to understanding child development stages.</p>
<b>Topic 2: Controlled assessment</b>							
	What do I need to do to help me achieve a good grade?	Weeks 4-6 <ul style="list-style-type: none"> <li>Controlled assessment</li> </ul>			In school: Controlled assessment	Computer Pearson Set Assignment	
<b>Term 5 Component 3: Supporting children to play, learn and develop</b>							

<b>Topic 1: Controlled assessment</b>						
What do I need to do to help me achieve a good grade?	Weeks 1-2 <ul style="list-style-type: none"> <li>Controlled assessment</li> </ul>				In school: Controlled assessment	
<b>Topic 1: Controlled assessment</b>						
<b>Topic 2: Component 3 Supporting children to play, learn and develop</b>						

<p>How do the individual needs of children impact on play, learning and development?</p> <p>How can adults create safe environments to support play, learning and development?</p> <p>What are the health and safety considerations for inside and outside environments?</p>	<p>Weeks 3-6</p> <p>The individual needs of children:</p> <ul style="list-style-type: none"> <li>Physical/cognitive /communication and language/social and emotional needs</li> <li>Creating safe environments to support play, learning and development</li> <li>Managing risks and hazards</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the individual needs of children</li> <li>Describe how individual needs impact on learning</li> <li>Explain how individual needs impact on learning</li> <li>Evaluate the benefits of children exploring in a safe, but challenging environment</li> </ul>	<p>Sensory impairment</p> <p>Learning disability</p> <p>Social norms and values</p> <p>Transitions</p> <p>Emotional resilience</p> <p>Risk</p> <p>Hazard</p> <p>Risk assessments</p> <p>Positive risk taking</p> <p>BSI Kitemark</p> <p>Lion Mark</p> <p>CE Mark</p> <p>Age-appropriate content</p> <p>Monitoring activities</p> <p>Appropriate clothing</p> <p>Accessibility</p>	<p>In school:</p> <p>Mid-term assessment</p> <p>At home:</p> <p>Homework 1</p> <p>Complete physical needs work sheet</p>	<p>Power point</p> <p>Case study</p> <p><u>Typical vs Atypical Child Development - See Children in Action - YouTube</u></p> <p>Power points</p> <p>Case study</p> <p><u>Keeping children safe in education - GOV.UK (www.gov.uk)</u></p> <p><u>Keeping children safe   NSPCC</u></p> <p><u>Reading Early Years Schools Federation - British Values and the Prevent Duty (reysfederation.org)</u></p> <p>Power points</p>	<p>SMSC:</p> <p>Meeting the needs of children/children have the right to be safe</p> <p>BV: Supporting children to have a positive sense of themselves. Promoting their self-confidence and self-awareness</p> <p>PSHE: Meeting health needs</p>
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**Term 6 Component 3: Supporting children to play, learn and develop**

<p>Topic 1:</p>						
<p>How can well organised outdoor play activities promote the</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>Plan an outdoor activity</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Plan an appropriate</li> </ul>	<p>Forest school</p> <p>Spatial awareness</p>	<p>At school:</p> <p>Mid-term assessment</p>	<p>Scenarios</p> <p>Research questions</p>	<p>SMSC:</p>

<p>development of children up to 5 years?</p> <p>Why is it important to carry out risk assessments when planning outdoor play?</p> <p>Why is it important to plan age and stage appropriate outdoor activities for children up to 5 years?</p>	<ul style="list-style-type: none"> <li>Plan a risk assessment</li> </ul>	<p>outdoor activity that is age and stage appropriate</p> <ul style="list-style-type: none"> <li>Identify risks and hazards</li> </ul>	<p>Gross motor skills Fine motor skills Problem solving Creativity imagination</p>	<p>At home: Homework 1 Revision</p>		<p>Children have a right to be safe BV: Freedom to play indoors or outdoors – democracy PSHE: Risk assessments</p>
<p>What are the benefits of forest school and accessing the outdoor environment?</p> <p>How can we reflect and evaluate the effectiveness of the activities that we have planned?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>Carry out the risk assessment</li> <li>Carry out the outdoor activity</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the benefits of outdoor play</li> <li>Reflect on the success of the activity</li> <li>Review risk assessment and make any necessary improvements</li> </ul>		<p>At school: PIT</p> <p>At home: Homework 2 - Revision</p>	<p>Magnifying glasses Bug finding kit Camping stove Play den</p>	<p>SMSC: Children have a right to be safe BV: Freedom to play indoors or outdoors – democracy PSHE: Risk assessments</p>