

# Subject: Child Development

## Year 11

### Scheme of Learning 2025 - 2026

**Subject Leader: Mrs S Murphy**

Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>	<b>Topic 1: Component 3</b> Adapting play to promote inclusive learning and development  <b>Topic 2 –The role of the adult</b>	<b>Topic 1 - Adapting</b> activities to support learning and development	<b>Topic 1 – Re-cap</b> in preparation for external exam	<b>Topic 1 –</b> Re-cap Component 3 in preparation for external exam re-sit	<b>Topic 1 –</b>	Not in school
	<b>Vital prerequisites</b> Stages and types of play from Yr 9 Term 3	<b>Vital prerequisites</b> Understanding of all areas of development from Yr 9 Term 1.	<b>Vital prerequisites</b> Understanding of how play impacts on all areas of development, how to create safe	<b>Vital prerequisites</b> Knowledge of Component 3 from Terms 5 and yr 10	<b>Vital prerequisites</b>	

			environments for children to play, adapting play and activities. From Yr 10 Terms 5 and 6 and Terms 1 and 2 Yr 11.	and Terms 1 and 2 Yr 11		
	<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>	
	Component 3 external exam unit, requires students to understand how different types of play can be adapted to promote inclusive learning and development	Component 3 external exam unit, requires students to understand how different activities can be adapted to promote inclusive learning and development	In preparation for the first sitting of the exam in January.	In preparation for second sitting of the exam in May		

**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)
<b>Term 1 Component 3: Supporting children to play, learn and develop</b>							
<b>Topic 1: Adapting play to promote inclusive learning and development</b>							
	<p>Why is it important to adapt play ?</p> <p>How can adults working with children promote inclusion?</p> <p>How does playing with children with additional needs benefit other children?</p>	<p>Week 1-3</p> <ul style="list-style-type: none"> <li>• Recognition that every child has a right to learn</li> <li>• Promoting inclusion and role modelling desired behaviours</li> <li>• Recognising when children are becoming bored, losing concentration or finding activities difficult</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the importance of adapting play</li> <li>• Explain the benefits of adapting activities for children</li> <li>• Evaluate the importance of promoting inclusion and role modelling desired behaviours.</li> </ul>	<p>Inclusive</p> <p>Right to learn</p> <p>United Nations Convention on the Rights of the Child</p> <p>Adapt</p> <p>Role model</p> <p>Intrusive Stimulation</p> <p>Desired behaviours</p> <p>Additional needs</p> <p>Communication methods</p> <p>Tolerance</p>	<p>In school: Mid term assessment</p> <p>At home: revision</p>	<p>Text book</p> <p>Power points</p> <p><u>Typical vs Atypical Child Development - See Children in Action - YouTube</u></p> <p>Case study</p>	<p>SMSC: Enabling all children to be involved</p> <p>BV: Acknowledge positive behaviour – mutual respect</p> <p>PSHE: Friendships</p>
<b>Topic 2: The role of the adult</b>							
	<p>What is the difference between adult-led and adult-initiated play?</p> <p>Why is child-initiated play important for children’s development?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>• Implementing adult-led, adult-initiated or child-initiated play</li> <li>• Responding positively to desired behaviours in children</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>• Outline the difference between adult-led and adult-initiated play</li> </ul>	<p>Risk</p> <p>Hazard</p> <p>Risk assessment</p> <p>Positive risk taking</p> <p>Internet enabled</p> <p>Inappropriate content</p>	<p>In school: Assessment practice</p> <p>At home: Revision</p>	<p>Text book</p> <p>Power points</p> <p><u>Health and safety – Getting it right in early years settings  </u></p>	<p>SMSC: Promoting the behaviour policy, sticker charts, to promote respect and values.</p>

		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe the importance of child-initiated play</li> <li>Evaluate the benefits of adapting play and activities</li> </ul>	Accessibility		<a href="#">Early Years Management   Teach Early Years Risk Assessment Indoor Environment (beechwood.org.uk)</a> Risk assessment pro-forma	PSHE: Being active and promoting safety
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**Term 2 Component 3: Supporting children to play, learn and develop**

**Topic 1: Adapting activities to support learning and development**

<p>What are the benefits of adapting activities to children?  Why is it important to ensure all children are included?  How can adults support children in activities?</p>	<p>Weeks 1-6</p> <ul style="list-style-type: none"> <li>Making adjustments to the environment</li> <li>Choosing appropriate resources for children with fine and gross motor skills delay</li> <li>Adapting activities to meet physical, cognitive, communication and language and social and emotional needs</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the need to make adjustments to the environment</li> <li>Describe how activities can be adapted to meet the needs of children</li> <li>Explain the importance of adapting activities.</li> </ul>	<p>Inclusive  Adapt  Additional needs  Positive behaviours  Sensory needs  Concentration span  Social inclusion  Makaton  Grasping  Visibility  Textures  Peers</p>	<p>In school:  Mock exam</p> <p>At home: Revision</p>	<p>Text book  Power point  <a href="#">Supporting Play Activities - Positive Parenting (childdevelopmentinfo.com)</a>  Exam papers</p>	<p>SMSC:  Every child has a right to learn  BV:  Turn taking in games – rule of law  PSHE:  Being active and promoting safety</p>
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**Term 3 Component 3: Supporting children to play, learn and develop**

**Topic 1: Re-cap in preparation for external exam**

<p>What can I do to ensure I achieve a good grade?</p>	<p>Weeks 1-6</p>	<p>All students will be able to:</p>		<p>In school:  External exam</p>		
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		<ul style="list-style-type: none"> <li>Re-cap of term 1 and 2 in preparation for external exam</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas they need to revise</li> <li>Understand what they need to revise</li> </ul>		At home: Revise		
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**Term 4 Component 3**

	<b>Topic 1:</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 1-3</p> <ul style="list-style-type: none"> <li>Individual needs that may impact on play, learning and development</li> <li>Create safe environments to support play, learning and development</li> </ul>	<p>All 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 Learning disability Social norms and values Transitions Emotional resilience</p> <p>Risk Hazard Risk assessments Positive risk taking BSI Kitemark Lion Mark CE Mark Age-appropriate content Monitoring activities Appropriate clothing Accessibility</p>	<p>In school: Revision</p> <p>At home: Revision</p>	<p>Power points Hand outs Power point Case study <u>Typical vs Atypical Child Development - See Children in Action - YouTube</u> Power points Case study <u>Keeping children safe in education - GOV.UK (www.gov.uk)</u> <u>Keeping children safe   NSPCC Reading Early Years Schools Federation - British Values and</u></p>	<p>SMSC: Meeting the needs of children/children have the right to be safe BV: Supporting children to have a positive sense of themselves. Promoting their self-confidence and self-awareness PSHE: Meeting health needs</p>	

						<a href="#">the Prevent Duty (reysfederati on.org)</a>	
<b>Topic 2:</b>							
<p>What is the difference between adult-led and adult-initiated play?</p> <p>Why is child-initiated play important for children's development?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>Adapting play to promote inclusive learning and development</li> <li>The role of the adult</li> <li>Implementing adult-led, adult-initiated or child-initiated play</li> <li>Responding positively to desired behaviours in children</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the need to make adjustments to the environment</li> <li>Describe how activities can be adapted to meet the needs of children</li> <li>Explain the importance of adapting activities.</li> </ul>	<p>Identify</p> <p>Outline</p> <p>Describe</p> <p>Explain</p> <p>Discuss</p> <p>Inclusive</p> <p>Adapt</p> <p>Additional needs</p> <p>Positive behaviours</p> <p>Sensory needs</p> <p>Concentration span</p> <p>Social inclusion</p> <p>Makaton</p> <p>Grasping</p> <p>Visibility</p> <p>Textures</p> <p>Peers</p>	<p>In school: Revision</p> <p>At home: Revision</p>	<p>IT room</p> <p>Website: TTS (search 'fine and gross motor skills' and 'balancing toys and equipment')</p> <p><a href="http://www.tts-group.co.uk">www.tts-group.co.uk</a></p> <p>Website: Creative Play (search 'playground equipment nurseries')</p> <p><a href="https://creativeplayuk.com">https://creativeplayuk.com</a></p>		
<b>Term 5</b>							
<b>Topic 1:</b>							
		<p>Weeks 1-3</p>	<p>All students will be able to:</p>		<p>In school:</p>		

	<b>Topic 2:</b>							
<b>Term 6</b>								

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