

# Subject: Child Development

## Year 13

### Scheme of Learning 2025-2026

**BTEC Level 3 National Extended Certificate in Children’s Play, Learning and Development**

**Subject leader: Mrs S Murphy**

Topics by term	Topic overview for Year 13					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>	Topic 1: Development of children’s communication, literacy and numeracy skills	Topic 1 (continued):	Topic 2: Keeping children safe	Topic 2 (continued):	Topic 1: Complete any unfinished coursework	
	<b>Vital prerequisites</b> Unit 1 Children’s Development	<b>Vital prerequisites</b> Unit 1 Children’s development	<b>Vital prerequisites</b> Unit 1 Children’s Development Work experience	<b>Vital prerequisites</b> Unit 1 Children’s Development	<b>Vital prerequisites</b>	

				Work Experience		
	<b>Why are we teaching this now?</b>					
	In preparation for January exam	In preparation for January exam	Final unit of qualification	Final unit of qualification		

**Exam Board-Pearson**

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

**Topic 1: Development of children’s communication, literacy and numeracy skills**

	<p>Why is language important for children’s overall development?</p> <p>How does language and communication link with other areas of development?</p>	<p>Week 1-3</p> <ul style="list-style-type: none"> <li>• Stages of speech, communication and language</li> <li>•</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the stages of speech, communication and language.</li> <li>• Demonstrate understanding of the impact of language delay on other areas of development</li> <li>• Analyse the impact of theory on early years practice</li> </ul>	<p>Linguistic phase Phonemes Pre-linguistic phase</p>	<p>In school: Assessment practice 2.1 Assessment practice 2.2</p> <p>At home: Assessment practice 2.3</p>	<p>Spiritual: As children develop language, they become better able to express thoughts, feelings, and questions about meaning, purpose, and values.</p>
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**Topic 2: Development of children’s communication, literacy and numeracy skills**

	<p>How do theories help us to understand speech and language development?</p> <p>How can literacy skills be supported?</p> <p>How can numeracy skills be supported?</p>	<p>Week 4-6</p> <ul style="list-style-type: none"> <li>• Development of literacy skills</li> <li>• Supporting numeracy skills</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of literacy skills.</li> <li>• Understand the importance of phonemic awareness in learning to read.</li> <li>• Discuss and evaluate the role of early reading and writing</li> </ul>	<p>Expressive language Key person Receptive language Innate Longitudinal observations Virtuous errors</p>	<p>At school: Assessment practice 2.4 Assessment practice 2.6 Quick test</p> <p>At home: Assessment practice 2.7</p>	<p>Social: Collaborative problem-solving builds teamwork, resilience, and shared responsibility.</p>
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			experiences in children's literacy development		Assessment practice 2.8	
<b>Term 2</b>						
	<b>Topic 1: Development of children's communication, literacy and numeracy skills</b>					
	Why is it important to support children's individual needs?	Weeks 1-3 <ul style="list-style-type: none"> <li>Approaches to the varied needs of individual children</li> <li>Supporting the concept of multilingualism</li> <li>Understand how adults support children who have additional language needs</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>Describe the stages in which children may acquire English sequentially</li> <li>Explain the range of strategies that can be used to support children who have more than one language.</li> <li>Analyse the importance of the key person in supporting bilingual children</li> </ul>	Regression Multilingualism Information processing Telegraphic speech Formulaic speech Quality interactions	At school: Assessment practice 2.9  At home: Revision	Moral: When children feel respected and understood, they are more likely to understand the importance of fairness, empathy, and making right choices.
	<b>Topic 2</b>					
	Revision	Weeks 4-6 <ul style="list-style-type: none"> <li>How to answer exam questions</li> <li>Exam practice</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>Write a report</li> <li>Complete an action plan with reference to early years theory</li> <li>Plan two activities and justify with reference to early years theory</li> </ul>		At school: Mock exam  At home: Revision	
<b>Term 3</b>						
	<b>Topic 1: Keeping children safe</b>					
	What is a duty of care?	Weeks 1-3	<b>Students should be able to:</b>	Policy Procedures	Assessment practice 5.1	Cultural:

	<p>Other than legislation, how else can early years practitioners keep children safe?</p> <p>Why is it important to promote and maintain children's health? What do I need to do to achieve all Pass, Merit and Distinction?</p>	<ul style="list-style-type: none"> <li>• Legal responsibilities and approaches to health and safety in early years settings</li> <li>• Procedures for prevention and control of infection in early years settings</li> </ul>	<ul style="list-style-type: none"> <li>• explain responsibilities of early years' professionals in keeping children healthy and safe with reference to legislation, regulations and guidance</li> <li>• analyse the extent to which approaches in a selected early years setting contribute to children's health and safety</li> <li>• evaluate approaches and procedures used by professionals to keep children healthy and safe in a selected early years setting.</li> </ul>	<p>Risk assessment Statutory Statutory guidance Ingestion Inhalation Immunisation Vaccine</p>	<p>Assessment practice 5.2 Task 1</p>	<p>Preventing and addressing bullying</p>
	<p><b>Topic 2: Keeping children safe</b></p>					
	<p>What are the signs and symptoms of abuse? How can children be empowered? What do I need to do to achieve all Pass, Merit and Distinction criteria?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>• How early years professionals safeguard children and respond to concerns that a child has been abused</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain types and indicators of abuse</li> <li>• assess the role and responsibilities of the early year professional in safeguarding children and recognising and responding to concerns that a child is at risk of abuse</li> <li>• evaluate ways in which early years professionals can most effectively</li> </ul>	<p>Disclosure Disposition</p>	<p>Assessment practice 5.3 Assessment practice 5.4 Task 2</p>	<p>Moral: <b>Teach right from wrong</b> – Use real-life scenarios or stories to explore ethical choices.</p>

			contribute to safeguarding and promoting the welfare of children			
<b>Term 4</b>						
	<b>Topic 1: Keeping children safe</b>					
	<p>Why must risk assessments be undertaken in early years settings?</p> <p>Why is it important to understand how to recognise and respond to emergencies?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>How to recognise and assess hazards and risks to children and respond to emergencies in an early years setting</li> </ul>	<p>All students will be able to present clear and effective risk assessments that address hazards and minimise risks to children indoors and outdoors in an early years setting.</p> <p>Most students will be able to reflect on the extent to which own skills in risk assessment and responding to an accident or health emergency and emergency situation can contribute to healthy and safe outcomes for children.</p> <p>Some students will be able to evaluate own responsibilities in keeping children healthy, safe and secure relevant to legal requirements and best practice in early years settings</p>	<p>Risk assessment</p> <p>Hazards</p> <p>Risks</p> <p>Hypothermia</p>	<p>At school:</p> <p>Assessment practice 5.5.</p> <p>At home:</p> <p>Assessment practice 5.6</p>	<p><b>Spiritual:</b></p> <p><b>Promotes self-worth and resilience:</b></p> <p>Children learn that they are valued and have a purpose, helping to build confidence to speak up if they feel unsafe.</p>
	<b>Topic 2: Keeping children safe</b>					
	<p>What do I need to do to achieve all Pass, Merit and Distinction Criteria?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>Complete coursework</li> </ul>			Task 3	Assignment brief

<b>Term 5</b>						
		Weeks 1-3 <ul style="list-style-type: none"> <li>• <b>Complete any unfinished coursework</b></li> </ul>				
	<b>Topic 2: ?</b>					

**Term 6**
