

External assessment will be available from Jan 2024 in two windows: Window 1: January/Feb; Window 2: May/June

'Who can know the limits of any child's potential?'

Year 10 Curriculum Overview In Child Development

Curriculum Intent: The intent of Component 1 is to give learners a secure foundation in understanding how children grow and develop from birth to five years, and the factors that can influence this process.

Through this component, learners will:

- **Build core knowledge** of physical, cognitive, language, social and emotional development, and understand the principles and patterns that underpin development.
- **Apply learning** by analysing case studies and scenarios to recognise typical development and identify factors that may support or hinder progress.
- **Develop literacy and numeracy skills**, such as interpreting growth charts, using specialist vocabulary, and writing clear, structured explanations.
- **Strengthen transferable skills** including research, analysis, critical thinking, and communication, which are valuable for progression into both academic and vocational pathways.
- **Prepare for careers** in health, education, and social care by understanding the holistic needs of children, the impact of environment and family circumstances, and the importance of early intervention.
- **Encourage empathy and inclusivity**, enabling learners to appreciate differences in development and respect the diverse experiences of children and families.

Overall, Component 1 sets the groundwork for success in later components and provides learners with knowledge and skills that link directly to further study, employability, and real-world contexts.

Unit	Assessment	Outline	Knowledge/Skills	Links to Prior Learning	Wider Knowledge/Literacy	Links to Careers/Employability Skills
Component 1: Children's Growth and Development A1 Understand how and why growth is measured	Controlled assessment PSA1 September 2025 - PSA for the May/June 2026 assessment series.	Learners gain a secure overview of child development from birth to five across physical, cognitive, communication, social, and	Learning outcome, A: Understand the principles PSA Task 1, learners will demonstrate their knowledge and understanding of growth and development of a child of a given age. Knowledge Identify Definitions of Growth and Development Including	*Build On KS3 Science Knowledge of The Human Body, Growth, And Basic Life Processes *Apply Prior Learning from PSHE On Health, Wellbeing and Personal Development	Definition of growth – changes to physical size, the skeleton, muscles and the brain, children's height, weight and head circumference	*Link Knowledge of Growth Measurement to Healthcare Roles Such as Midwives, Health Visitors and GPs *Apply Understanding of Data Recording to

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	In response to Task 1, learners will demonstrate their knowledge and understanding of growth and development of a child of a given age	emotional domains. The curriculum focuses on how growth is measured, key developmental principles, and expected milestones. Learners apply knowledge through case studies, observations, and data interpretation to identify typical development and influencing factors. Emphasis is placed on linking theory to	Physical Size, Brain Development and Emotional Change - Describe Methods of Measuring Growth Using PCHR (Red Book), Centile Charts And NCMP - Explain Roles of Professionals Including Midwives, Health Visitors, GPs And Early Years Practitioners - Describe Developmental Principles Including Milestones, Holistic Development and Individual Rates - Identify Typical Milestones from Birth to Five (e.g. Walking At 12–15 Months, Speaking First Words At 12 Months) Skills - Analyse Case Studies to Identify Stages of Development and Influencing Factors	*Draw On Observations of Younger Children from Family or Community Contexts *Use Numeracy Skills from Maths (Data Interpretation, Charts, Measurement) *Develop Literacy Skills from KS3 English (Reading Case Studies, Structured Writing, Key Vocabulary)	What is the role of the midwife? What does a health visitor do? NHS Reading - Learning from specification documents, case studies, developmental tables; interpreting growth charts; reading source material about factors affecting development	Administrative and Clinical Record-Keeping Roles *Develop Accuracy and Attention to Detail When Interpreting Centile Charts and Growth Records *Build Communication Skills Through Explaining Growth Patterns Clearly Using Professional Vocabulary *Recognise Importance of Early Identification of Issues Relevant to Safeguarding and Childcare Roles
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		real-life contexts, recognising patterns of development, and developing analytical and communication skills to support progression into further study and careers in health, education, and social care.	- Interpret Growth Data Including Height, Weight and Centile Charts - Apply Subject-Specific Vocabulary Such as Gross Motor, Fine Motor and Cognitive Development - Compare Expected and Atypical Developmental Patterns Across Age Ranges - Evaluate Factors That Support or Hinder Development Including physical, environmental, financial, social			
A2 The principles of development	Comparative charts	Learners explore key principles of development, including milestones, progression, and holistic	Knowledge Identify Principles of Development Including Milestones and Developmental Norms	*Build On KS3 Science Understanding of Human Growth and Change Across the Lifespan *Apply Prior Knowledge from PSHE About	Growth and development, milestones, developmental norms, holistic development. 5 key areas of development	EYFS framework Early years foundation stage (EYFS) statutory framework - GOV.UK *Link Developmental Knowledge to Early Years Educator and



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		development. The curriculum emphasises how children develop at different rates and how developmental areas are interconnected. Learners use comparative approaches to identify patterns and variations in development and apply this understanding to real-life scenarios.	- Describe Holistic Development and Links Between Developmental Areas - Explain Variation in Developmental Rates Between Children Skills - Compare Developmental Stages Using Charts and Frameworks - Analyse How Milestones Support Progression to Later Development	Personal Development and Differences Between Individuals *Use Prior Mathematical Skills to Compare Data and Identify Patterns		Teaching Assistant Roles *Apply Understanding of Milestones to Identify Developmental Needs in Nursery and School Settings *Develop Analytical Skills Through Comparing Developmental Patterns *Strengthen Problem-Solving by Identifying Delays and Considering Support Strategies *Build Professional Language Required in Education, Health and Social Care Contexts
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A3 Development across ages of birth to 18 months	Practical observation	Learners examine developmental milestones from birth to 18 months across all five areas. Focus is placed on early physical control, communication emergence, attachment formation, and cognitive development. Observation is used to identify progression and recognise early indicators of typical and atypical development	Knowledge - Identify Early Physical Milestones Including Reflexes, Sitting, Crawling and Walking - Describe Early Cognitive Development Including Sensory Exploration and Recognition - Identify Communication Development Such as Babbling and First Words - Describe Early Social and Emotional Attachment Behaviours Skills - Observe Developmental Behaviours In Infants - Record Milestones Accurately Using Key Terminology	*Build On KS2/KS3 Observational Experiences of Younger Children *Apply Science Knowledge of Senses and Early Human Development *Use Prior Learning About Variation in Ability and Skill Progression	Understanding and using terms like "milestones", "cognitive", "gross motor / fine motor skills", "prenatal", "environmental factors", "health status", etc. Precise use of such terms is essential to explain development correctly	Careers *Link Observation of Infant Development to Roles Such as Nursery Practitioner, Health Visitor and Paediatric Nurse *Develop Observation Skills Needed for Monitoring Progress and Identifying Concerns *Apply Knowledge of Early Development to Support Roles in Baby Rooms and Childcare Settings *Strengthen Safeguarding Awareness Through Recognising Atypical Development
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						*Build Communication Skills When Recording and Reporting Developmental Milestones
A4 Development across ages of 18 months to three years	Case study analysis	Learners explore toddler development from 18 months to three years, focusing on increasing independence, communication growth, and emotional regulation. Case studies are used to analyse progression, behaviour, and influencing factors	Knowledge - Identify Physical Development Including Running, Climbing and Fine Motor Control - Describe Language Development Including Vocabulary Growth and Simple Sentences - Explain Social Development Including Independence and Early Play Behaviours - Describe Emotional Development Including Tantrums and Boundary Testing Skills - Analyse Case Studies to Assess Developmental Progress	*Build On Earlier Learning of Infant Development (A3) *Apply Understanding of Behaviour from PSHE (Emotions and Relationships) *Use Literacy Skills to Interpret Case Studies		*Link Understanding of Toddler Behaviour to Careers Such as Early Years Educator, Play Therapist and SEN Support Worker *Apply Knowledge of Language Development to Speech and Language Therapy Pathways *Develop Behaviour Management Skills Relevant to Childcare and Education Settings



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		across all developmental areas	Link Prior, Current and Future Milestones			*Strengthen Analytical Thinking Through Case Study Assessment *Build Adaptability and Problem-Solving When Considering Individual Developmental Needs
A5 Development across ages of three to five years		Learners examine development in early childhood from three to five years, focusing on school readiness, communication, independence, and social interaction. Emphasis is placed on applying knowledge of	Knowledge - Identify Physical Development Including Balance, Coordination and Writing Skills - Describe Cognitive Development Including Counting, Problem Solving and Literacy Awareness - Explain Language Development Including Fluent Speech and Complex Instructions - Describe Social and Emotional Development Including Friendships and Self-Regulation	*Build On Developmental Knowledge from A3 And A4 *Use Prior Understanding of Reading, Writing and Numeracy Development		*Link School Readiness Knowledge to Primary Teaching and Early Years Foundation Stage Roles *Apply Understanding of Social Development to Supporting Group Work and Team Activities *Develop Assessment Skills Relevant to Tracking Progress in Education Settings



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		milestones to assess development and readiness for structured learning environments.	Skills Compare Development Across Different Ages			*Strengthen Communication Skills Through Explaining Development to Parents/Carers *Build Organisation and Planning Skills Linked to Preparing Children for Structured Learning
Learning outcome B: Understand how factors impact on children's overall development B1 Physical factors	PSA Comp 1 task 2b and 3b	Learners will explore the different factors that can affect a child's growth and development from birth to five years old. Different factors will have an impact on different aspects of growth and	Knowledge - Identify Factors in Pregnancy Affecting Development Including Maternal Nutrition, Exercise, Smoking, Alcohol and Drug Use - Describe Risks of Premature Birth and Low Birth Weight on Infant Development - Identify Types of Disabilities and Additional Needs Including Hearing Impairment, Visual	Basic Stages of Child Development (Birth to Five) Including Physical Growth Milestones Concepts Of Healthy Eating, Including Food Groups (e.g., Eatwell Guide) Common Childhood Illnesses Previously Studied (e.g., Colds, Ear Infections)	Areas of development verses factors that impact development.	As above

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		development. Learners will consider the positive and negative impact of these factors on child development	Impairment, Cerebral Palsy and Down's Syndrome - Describe Common Chronic and Short-Term Illnesses Such as Asthma, Eczema, Colds, Ear Infections and Gastrointestinal Illness - Explain Benefits of a Healthy Balanced Diet Including Vitamins and Minerals Required For Growth Skills - Explain How Physical Factors Impact Children's Growth and Overall Development from Birth to Five - Analyse Effects of Health Status, Including Chronic Illness and Obesity, On Developmental Outcomes - Compare The Impact of Different Disabilities on Children's Development			
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			- Evaluate Effects of Nutritional Deficiencies and Unhealthy Diets on Physical Development - Assess The Role of Exercise in Maintaining Health and Supporting Development			
B2 Environmental factors			Knowledge - Identify Features of Positive Housing Including Warmth, Safety, Space and Access to Outdoor Play - Describe Effects of Poor Housing Conditions Such as Damp, Overcrowding and Temporary Accommodation - Identify Aspects of a Positive Home Environment Including Stable Parental Support And Extended Family Contact - Describe Negative Home Influences Including Parental Conflict and Exposure to Drugs, Alcohol and Smoking	Poor housing such as damp can link to prior learning about physical development, as it may cause respiratory problems like asthma.	Housing & Health (Statistics) Poverty and Housing (Shelter UK) Government / Support Services Safeguarding	

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			• Explain How Parents' Physical and Mental Health Can Affect Children's Development Skills • Explain How Housing Conditions Impact Children's Physical, Emotional and Social Development • Analyse Effects of Stable Versus Unstable Home Environments on Early Development • Compare Positive and Negative Environmental Factors Affecting Children • Evaluate The Impact of Family Relationships and Support Systems on Development Outcomes • Assess The Combined Influence of Environmental Factors on Children's Overall Growth and Wellbeing			
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B3 Social factors			Knowledge - Identify Types of Discrimination Including Disability, Race and Home Circumstances - Describe The Role of Primary Carers and Early Years Practitioners in Supporting Development - Explain Key Features of Positive Relationships Including Warmth, Affection and Attention - Identify Different Sibling Dynamics Including Only Children, Multiple Siblings and Step-Siblings - Describe The Role of Extended Family and Friends Such as Grandparents, Aunts, Uncles and Close Friends Skills - Explain How Discrimination Can Negatively Impact Emotional,	This builds on earlier learning about factors affecting development → poverty/unemployment impact wellbeing. Previously it was learned that housing affects development → income determines housing quality. This links to prior learning about physical health → low income limits healthy food. This builds on earlier learning about play → higher income = more opportunities Previously it was learned that attachment	Community Support Services like Sure Start centres, nurseries, and health visitors support families and improve early development outcomes. Impact of Cost of Living Crisis Rising living costs can increase financial stress, affecting housing, nutrition, and overall child wellbeing	
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			Social and Physical Development - Analyse The Impact of High-Quality Versus Poor Relationships with Primary Carers - Compare The Effects of Different Sibling Relationships on Development - Evaluate The Importance of Extended Family and Social Networks in Supporting Development - Assess The Overall Influence of Social Factors on Children's Growth and Wellbeing	is important → financial stress affects parenting. This links to prior learning about intellectual development → fewer resources affect learning. This builds on earlier learning about combined factors → poverty, housing, stress link together.		
B4 Financial factors			Knowledge Identify Features of Low-Income Including Poverty, Unemployment, Food Banks, Free School Meals and Childcare Funding	Component 1: Explain Factors Affecting Development (Including Environmental and Economic Factors) To Link Directly to	Awareness Of UK Government Initiatives Such As 15–30 Hours Free Childcare, Tax-Free Childcare and Universal Credit	Early Years Practitioner / Nursery Worker – Apply Knowledge of Child Development, Play and Access to Funded Childcare

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			- Describe Characteristics of High-Income Including Access to Resources, Travel Opportunities and Parental Work Commitments - Describe Types of Services Available Including Health (Dentist, Health Visitor), Early Years Education and Community Activities - Explain How Financial Circumstances Affect Access to Opportunities and Experiences in Early Childhood - Explain How Government Support and Funding Can Reduce Barriers to Development Skills - Explain How Financial Circumstances Affect Children's Access to Opportunities and Experiences in Early Childhood - Analyse The Impact of Income on Participation in Education,	Poverty, Unemployment and Financial Circumstances - Component 1: Identify the Role of Caregivers in Supporting Development to Connect with Parental Work Commitments and Childcare Funding - Component 1: Describe Physical Needs of Children (Food, Health Care, Safe Environment) To Link to Food Banks, Free School Meals and Access to Health Services - Component 1: Explain the Importance of Health Professionals (e.g., Health Visitors, GP, Dentist) To	- Understanding Of Current Issues Around Child Poverty in The UK (e.g., cost of living, reliance on food banks) - Knowledge Of Local Community Support Services in Nuneaton (e.g., Sure Start centres, food banks, NHS services, family hubs) - Exploration Of Cultural Differences in Child-Rearing and Family Income Priorities - Insight Into Careers Linked to Early Years and Family Support (e.g., social worker, early years	- Health Visitor / Community Nurse – Use Understanding of Family Circumstances to Support Child Health, Development and Access to Services - Social Worker / Family Support Worker – Analyse Impact of Poverty, Safeguarding Concerns and Barriers to Opportunity - Teaching Assistant / Primary Teacher - Play Worker / Youth Worker - Dietitian / Public Health Practitioner – - Community Outreach Worker – - Early Years SEN Support Worker –
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			Social Activities and Health Services • Compare Advantages and Limitations Experienced by Low- And High-Income Families • Evaluate How Government Funding and Support Can Reduce Barriers to Development • Apply Knowledge of Services to Real-Life Scenarios When Supporting Children and Families	Support Knowledge of Available Services	practitioner, health visitor) • Understanding Of Inequality and Social Mobility and How Early Childhood Experiences Shape Future Outcomes • Awareness Of Impact of Parental Employment Patterns (shift work, zero-hours contracts) On Children's Routines and Development	• Policy Maker / Local Authority Roles – • Charity And Voluntary Sector Roles (e.g., NSPCC, Barnardo's)
PSA Marks submitted to Pearson 15 th May 2022 via LWT						
Component 2 Learning Through play						
Component 2: Learning through Play	Internal assessment (set assignment)	Learners explore how children's play supports learning and	Knowledge • Identify Stages of Play Including Unoccupied,	Component 1: Describe Stages Of Child Development (0–5 Years) To Support	Awareness Of Key Play Theorists Such As Parten (Stages Of Play), Piaget	Prepares learners for progression to early years and health & social care pathways

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	from Pearson, marked by centre). Task involves researching, planning, and justifying play activities that promote different areas of development. Evidence may include written assignments, plans, evaluations, and case study analysis	development in early years settings, and how to plan and adapt play opportunities to promote holistic development (0–5 years) A1 Stages of children's play	Solitary, Spectator, Parallel, Associative and Cooperative - Describe Key Characteristics of Each Stage with Reference to Age Ranges (e.g., Solitary 0–2 Years, Cooperative 4+ Years) - Explain How Play Progresses from Individual Exploration to Social Interaction - Explain How Age and Developmental Stage Influence Children's Play Behaviour Skills - Analyse How Stages of Play Support Social and Emotional Development - Apply Knowledge of Play Stages to Real Early Years Examples and Scenarios - Evaluate How Knowledge of Play Stages Supports Effective	Understanding Of Age Ranges Linked To Each Stage Of Play (e.g. Solitary 0–2 Years, Cooperative 4+ Years) Component 1: Explain How Development Is Holistic To Reinforce That Play Supports Multiple Areas Of Development Simultaneously	(Cognitive Development) And Vygotsky (Social Interaction And S Knowledge Of EYFS Areas Of Learning And How Play Supports Development Across All Areascaffolding)	(Level 3 Child Development, T Levels, apprenticeships). Develops transferable skills: planning, organisation, creativity, problem-solving, adaptability, reflection. Links to careers such as early years practitioner, nursery assistant, play worker, primary teaching assistant, childminder. Enhances understanding of professional expectations in childcare (safeguarding, inclusion, health & safety)
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			Planning in Early Years Practice			
A2 Types of play	Learners must understand the different types of children's play that can be offered	A2 Types of play	Knowledge - Identify Types of Play Including Locomotor, Creative, Sensory, Imaginative, Symbolic, Technological and Construction - Describe Key Characteristics of Each Type (e.g., Locomotor Uses Gross Motor Skills, Sensory Uses the Senses to Explore Texture and Function) - Explain How Imaginative and Symbolic Play Allow Children to Represent Real-Life Experiences Through Role Play and Small World Activities - Describe How Creative and Construction Play Enable Children to Explore, Build and Develop New Ideas Using Resources			

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			• Explain How Technological/Investigative Play Supports Exploration Using IT, Maths and Science Equipment Skills • Analyse How Different Types of Play Support Areas of Development Including Physical, Cognitive, Language and Social Skills • Compare Types of Play In Terms Of Purpose, Resources Used And Developmental Outcomes • Apply Knowledge of Play Types to Select Appropriate Activities for Children Aged 0–5 • Analyse The Impact of Limited Access to A Range Of Play Types On Children's Development • Evaluate How A Variety Of Play Types Supports Holistic			
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			Development In Early Years Settings			
Learning outcome B: Understand how children's learning can be supported through play B6 How play can be organised to promote learning		B6 How play can be organised to promote learning	Knowledge - Identify Different Ways Play Can Be Organised Including Adult-Led, Adult-Initiated and Child-Initiated - Describe Key Features of Adult-Led Play Where Adults Plan, Organise and Lead Activities - Describe Key Features of Adult-Initiated Play Where Adults Provide Resources to Prompt Learning - Describe Key Features of Child-Initiated Play Where Children Choose Resources and Direct Their Own Play - Explain Benefits of Each Approach (e.g., Adult-Led Introduces New Skills and Vocabulary, Child-Initiated	Component 1: Children's Growth and Development Learners studied how children develop through play-based experiences Understanding that different types of play support physical, cognitive, social, and emotional development Linking play to areas of development (Component 1) - Physical - Cognitive - Language	- Piaget Children learn through active exploration Links strongly to child-initiated play - Vygotsky Importance of social interaction and scaffolding Links to adult-initiated and adult-led play - Parten (Stages of Play)	



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			Promotes Independence and Social Skills) Skills - Analyse Advantages and Disadvantages of Adult-Led, Adult-Initiated and Child-Initiated Play - Explain How Different Approaches Influence Children's Engagement and Skill Development - Apply Knowledge of Play Organisation to Select Appropriate Approaches for Different Activities and Age Groups	Social/emotional	Solitary → cooperative play Helps explain why types of play vary by age Froebel Founder of kindergarten Emphasised learning through play and discovery	
B1 Physical play		Learners will consider how learning through play can occur during planned activities in the following	Knowledge Identify How Physical Play Supports Development Including Spatial Awareness,	Learners studied physical development milestones, including:	- Theorists (Piaget, Vygotsky, Pellegrini) - Types of physical play	Learners to take part in activities and the use of activity logs to record a range of planning details from PSA template 1-10

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		environments: at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups, after-school clubs. Learners will need to consider and plan play opportunities and activities for individual children and small groups of children	Coordination and Self-Care Skills - Describe The Role of Gross Motor Skills (e.g., Strength, Balance, Body Coordination) In Physical Play Activities Such as Climbing Frames and Tricycles - Describe The Role of Fine Motor Skills (e.g., Accuracy and Manipulation) In Activities Such as Drawing, Threading and Using Scissors - Explain How Physical Play Promotes Healthy Lifestyles and Supports Self-Care Routines (e.g., Handwashing, Food Preparation) - Describe A Range of Resources Used in Physical Play (e.g., Bat and Ball Games, Sand and Water, Baby Gyms, Construction Toys)	Gross motor skills (running, jumping, climbing) Fine motor skills (gripping, drawing, threading)	- Health and brain benefits - EYFS links - Inclusion - Risk vs benefit - Social development	
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			Skills - Analyse How Physical Play Activities Develop Coordination, Strength, Spatial Awareness and Independence - Compare Different Types of Physical Play Resources in Terms of The Skills They Develop (e.g., Climbing Frames Vs Fine Motor Activities) - Apply Knowledge of Physical Play to Select Appropriate Activities for Children Aged 0–5 - Evaluate How Physical Play Activities Support Holistic Development in Early Years Settings			
B2 Cognitive/intellectual play			Knowledge Identify How Cognitive/Intellectual Play Supports Development	Cognitive/intellectual play builds on prior learning by:	- Theorists (Piaget, Vygotsky, Bruner) - Types of cognitive play	



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			Including Problem-Solving, Creativity, Numeracy and Exploration - Describe How Play Activities Develop Thinking Skills Such as Listening, Attention and Use of Imagination - Explain How Cognitive Play Supports Understanding of The World Including Cultural Experiences and Environments - Describe The Role of Technology in Supporting Learning Through Play (e.g., Apps, Tablets, Computer Games) - Identify A Range of Resources Used in Cognitive Play (e.g., Puzzles, Counters, Play Money, Small-World Toys) Skills - Analyse How Cognitive Play Activities Develop Problem-	Applying understanding of thinking and learning development Reinforcing problem-solving and reasoning skills Supporting school readiness (literacy and numeracy) Extending knowledge of play as a learning tool	- Links to language, maths, and literacy - Brain development - EYFS framework - Inclusion - Benefits vs limitations - Social development links	
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			Solving, Reasoning and Imagination • Compare Different Cognitive Play Resources in Terms of The Skills They Promote (e.g., Puzzles Vs Technology-Based Play) • Apply Knowledge of Cognitive Play to Select Appropriate Activities for Children Aged 0–5 • Analyse The Impact of Limited Cognitive Play Opportunities on Children's Learning and Development • Evaluate How Cognitive/Intellectual Play Supports Holistic Development in Early Years Settings			
B3 Communication and language play			Knowledge • Identify key speech sounds through interaction with others	• Stages of language development (e.g., babbling → single words → sentences) • Communication skills in children	Link to play: Adults support children during play (scaffolding)	



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			- Describe the process of following Simple and Multi-Step Instructions - Explain The Meaning of New Vocabulary Encountered in Play and Conversation - Recognise appropriate ways to express and Discuss Feelings - Identify Features of Effective Conversations with Children and Adults Skills - Demonstrate active listening during structured and unstructured activities - Follow instructions accurately in play and routine contexts - Use A range of vocabulary When speaking and Asking Questions - Express Feelings Clearly and Appropriately Using Language	Verbal (speech, vocabulary) Non-verbal (gestures, facial expressions, eye contact) - Factors affecting language development Environment Adult interaction Social opportunities - Importance of adult support Modelling language Listening and responding Encouraging interaction	Example: guiding a child in role play conversations	
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			Engage In Back-And-Forth Conversations with Peers and Adults			
B4 Social play			Knowledge - Identify Key Features of Cooperative and Shared Play Experiences - Describe Social Rules Such as Turn-Taking and Sharing in Play Contexts - Explain How to Build Positive Relationships with Peers and Adults - Recognise Strategies for Resolving Conflict and Negotiating Roles - Identify Appropriate Social Behaviour in Different Play Situations Skills - Demonstrate Turn-Taking and Cooperation During Play Activities - Engage In Shared Play with Peers Sustaining Interaction - Apply Strategies to Resolve Minor Conflicts Appropriately	Links to key areas of development – social development	The Genius of Play — Supporting Social Play: Helping Children Learn Social Skills from Play NSPCC — Look, Say, Sing, Play (Early Years resources) Twinkl — 10 Games to Develop Social Skills	

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			- Communicate Needs and Ideas Effectively Within Play - Show Empathy and Respect Towards Others in Social Situations			
B5 Emotional play		At the end of B5, pupils will complete PSA Comp 2 Task 1	Knowledge - Identify different emotions using resources such as emotion faces and mirrors - Describe appropriate ways to express and manage feelings and behaviours - Explain the importance of independence in play and daily routines - Recognise how positive relationships are built through interaction and play - Identify the purpose of activities such as circle time and role play for emotional development			Builds emotional intelligence, which is essential in the workplace for teamwork and leadership.
			Skills			

Pearson Set Assignments (PSA) released in two windows,
2: Mid Feb moderation April



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Window 1: Early June moderation December; Window

External assessment will be available from Jan 2024 in two windows: Window 1: January/Feb; Window 2: May/June

'Who can know the limits of any child's potential?'

			• Demonstrate expressing feelings appropriately during play and group activities • Apply strategies to self-manage behaviour in different situations • Engage independently in activities showing confidence and self-awareness • Use role-play, puppets and dolls to explore emotions and relationships • Participate in group activities such as circle time to share feelings and build relationships			
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