

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><u>LF: Component 1: Children’s Growth and Development: Learning Aim A</u></p> <p>Learners will explore children’s development from birth to 5 years using physical, intellectual and cognitive, language and communication, emotional and social (PILES).</p> <p>Learners will develop an understanding of the difference between growth and development.</p>	<p><u>LF: Component 1: Children’s Growth and Development: Learning Aim A</u></p> <p>Learners will continue to children’s development from birth to 5 years considering specific links between each area of development and considering the positive and negative impacts they may have on the child.</p> <p><u>LF: Component 1: Children’s Growth and Development: Learning Aim B</u></p> <p>Learners will explore the different factors that can affect children’s growth and development</p>	<p><u>Internal assessment:</u></p> <p>Component 1A &B Assignment.</p>	<p><u>LF: Component 1: Children’s Growth and Development: Learning Aim B</u></p> <p>Learners will gain knowledge of different factors that can impact on growth and development. Including physical factors such as ill health, diet. Environmental factors including housing, and abuse, and socioeconomic factors such as early education</p> <p><u>LF: Component 2: Learning Through Play: Learning Aim A</u></p> <p>Learners will gain Knowledge and understanding of how children of</p>	<p><u>LF: Component 2: Learning Through Play Learning Aim A</u></p> <p>Learners will gain knowledge and understanding of how play can be organised to promote learning and the role of the adult in promoting learning through play.</p> <p><u>LF: Component 2: Learning Through Play Learning Aim B</u></p> <p>Learners will consider how learning through play can occur during planned activities in various settings.</p> <p><u>LF: Component 2: Learning Through Play Learning Aim B</u></p> <p>Learners will explore barriers that can make it difficult to use these services and how these</p>	<p><u>Internal assessment:</u></p> <p>Component 2 Assignment</p>

				different ages and stages have different play needs. Developing knowledge of different types of play.	barriers can be overcome.	
11	<p><u>LF: Component 2: Learning Through Play Learning Aim B</u></p> <p>Learners will consider how learning through play can occur during planned activities in various settings.</p> <p><u>LF: Component 2: Learning Through Play Learning Aim B</u></p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <p><u>LF: Component 3: Supporting Children to Play, Learn and Develop: A (ao1)</u></p> <p>A: Investigate individual circumstances that may</p>	<p><u>LF: Component 3: Supporting Children to Play, Learn and Develop: C1 (ao3)</u></p> <p>B: Create Safe Environments to support play, learning and development.</p> <p>Learners will consider how both the inside and outside environment in the home and in childcare settings can be adapted to meet individual circumstances who require support to play, learn and develop.</p> <p>C: Adapt Play to promote inclusive learning and development</p>	<p><u>Internal assessment:</u> Component 2 Assignment.</p> <p><u>External assessment:</u> Component 3 exam-written paper.</p>	<p><u>LF: Revisit Component 3</u></p> <p>Learners will be given additional sample assessment material and individualised revision plans for resit Exam for Component 3</p>	<p><u>LF: Revisit Component 3</u></p> <p>Learners will be given additional sample assessment material and individualised revision plans for resit Exam for Component 3</p>	<p><u>External assessment:</u> Resit of component 3 exam-written paper if required.</p>

	<p>impact on leaning and development.</p> <p>Learners will understand how PILES can impact on children’s learning and development. This includes all areas of development as a whole (holistic) as well as separate areas of development.</p> <p><u>(ao2)</u></p>	<p>Learners will learn how to adapt activities for children with individual circumstances who require support to p</p>				
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