Foxford Learning Plan

YEAR 11 – Child Development
(Autumn & Spring)

Component 2: Learning

Key Vocabulary

Unoccupied play	An early form of play, where a baby does not interact with others and makes movements with their body.
Spectator/ onlooker play	Watching others play but not joining in.
Parallel play	Playing alongside others but not playing with them.
Associative play	Sharing resources but playing alone.
Co-operative play	When children are playing with each other.
Hand-eye coordination	Coordinated control of eye movements with hand movements.
Spatial awareness	Understanding where you are in relation to the objects in your environment.
Adult-led play	Where an activity for children is chosen and led by adults.
Adult-initiated play	Where adults provide resources for an activity but let children play with them in a way they choose.
Child-initiated play	Where children organise their own play activities without the support of adults.

Key Skills

Over the course of the topic, I will be able to:
Understand that children at different ages & stages of development have different play needs.
Understand the different types of children's play that can be offered.
Consider how learning through play can occur during planned activities in the different environments.
Consider and plan play opportunities and activities for individual children and small groups of children.(Physical play, cognitive/intellectual play, communication/language play, social play and emotional play)
Explain how play can be organised and the potential advantages and disadvantages of each style. (Adult-led, Adult-initiated and Child-initiated)
Explain the role of adults in promoting learning through play.
Demonstrate how to plan activities for a range of age groups. (0-18 months, 18 months-3 years and 3-5 years old)

I will understand

1. I will be able to understand that children at different ages and stages of development have different play needs. **(A1)**
2. I will be able to understand the different types of children's play that can be offered. **(A2)**
3. I will be able to consider how learning through play can occur during planned activities in the following environments; at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups and after-school clubs. (Physical play, cognitive/ intellectual play, communication/language play, social play and emotional play) **(B1-B5)**
4. I will be able to consider and plan play opportunities and activities for individual children and small groups of children.(Physical play, cognitive/intellectual play, communication/language play, social play and emotional play) **(B1-B5)**
5. I will be able to explain how play can be organised and the potential advantages and disadvantages of each style: Adult-led play, Adult-initiated play and Child-initiated play. **(B6)**
6. I will be able to explain the role of adults in promoting learning through play. **(B7)**
7. I will be able to demonstrate how to plan activities for all of the following age groups; 0-18 months, 18 months-3 years and 3-5 years old.**(B8)**

Learning Aim A: Understand how children play.
Learning Aim B: Understand how children's learning can be supported through play.

LEVEL 1 PASS	LEVEL 1 MERIT	LEVEL 1 DISTINCTION	LEVEL 2 PASS	LEVEL 2 MERIT	LEVEL 2 DISTINCTION
A.1P1 – Vague knowledge and understanding of stages and types of children's play.	A.1M1 – Limited knowledge and understanding of stages and types of children's play.	A.1D1 – Adequate knowledge and understanding of stages and types of children's play.	A.2P1 – Good knowledge and understanding of stages and types of children's play.	A.2M1 – Thorough knowledge and understanding of stages and types of children's play.	A.2D1 – Comprehensive knowledge and understanding of stages and types of children's play.
A.1P2 – Vague knowledge, understanding & application of selecting and planning an activity.	A.1M2 – Limited knowledge, understanding & application of selecting and planning an activity.	A.1D2 – Adequate knowledge, understanding and application of selecting and planning an activity.	A.2P2 – Good knowledge, understanding and application of selecting and planning an activity.	A.2M2 – Thorough knowledge, understanding and application of selecting and planning an activity.	A.2D2 – Comprehensive knowledge, understanding and application of selecting and planning an activity.