



Sixth Form Preparation for Success

Welcome to Children's Play, Learning and Development

[Pearson Level 3 BTEC, 601/7569/2]



Introduction

Welcome to Children's Play, Learning and Development! The early years sector focuses on the learning, development and care of children from birth to five years. In the UK, there are approximately 2 million childcare places for children aged under five and many different types of early years settings, ranging from childminders and nannies, to nurseries, crèches and preschools. Knowledge of child

development is also important in a variety of healthcare roles such as paediatricians, psychologists, occupational therapists and speech and language therapists. You will study four key areas within this course: Children's Development, Development of Children's Communication, Literacy and Numeracy Skills, Play and Learning, and Keeping Children Safe.

To be completed May – Sept

Remember that prizes will be awarded for ‘exceptional’ work that demonstrates effort above expected !

a) Investigate places of interest

Visit/contact a local Children’s Centre

There is a local children’s centre in Cantley (Elmham Road) and many others in Doncaster. Find out what services they offer, what different staff they have e.g. Nurses, Midwives

Talk to a parent or childcare provider e.g. childminder, nursery worker

Have discussions with people who have or look after children under 8 years old. Ask them what they remember about their childhood – what were their favourite toys? What do they remember playing with? Do they have any funny stories about playing as a child?

Visit a park

Visit a park or outdoor play area. Look at the play areas and think about what types of play it might encourage. You could consider how you would improve the area, for example it may be a play activity or a health and safety issue

Visit Eureka (National Children’s Museum) in Halifax

You can visit this museum in person or you can look at each section on the website <https://www.eureka.org.uk/>. Have a look at the types of activities and zones around the museum, and consider how they might help young people learn and develop.

Cusworth Hall – Toy collection in museum (free entry to museum)

There is collection of old toys in the museum. The Museum also shows the homes, working places and socialization of the people of Doncaster from the 18th century to the present day. This would be useful to look at how homes and the types of work people do have changed, and how this would influence the development of young people.

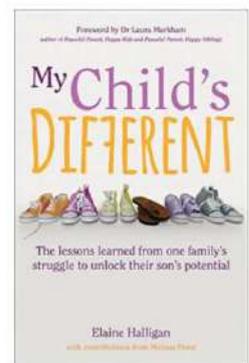
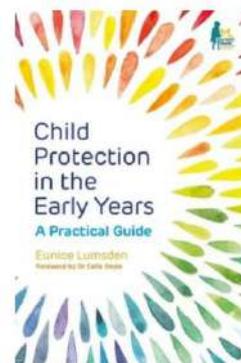
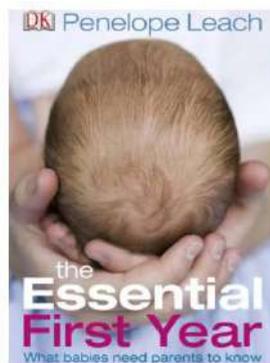
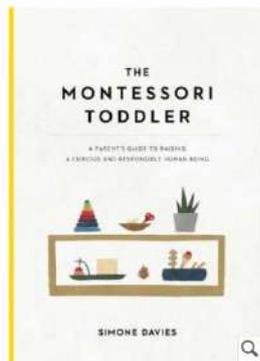
b) Wider reading

There are several free online courses that would help with your understanding of this course. This one is from The University of Sheffield and is about the importance of play to children <https://www.futurelearn.com/courses/play>. There is a course from The University of Reading which covers how children learn in primary school <https://www.futurelearn.com/courses/supporting-learning-primary>.

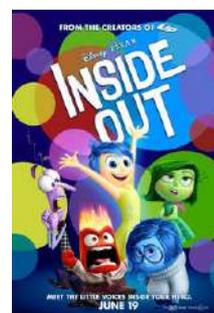
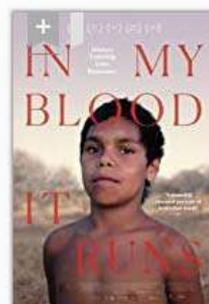
The website <https://www.earlyyearseducator.co.uk/> covers a wide range of childcare topics, news features and research projects which will be useful for you to have up-to-date information within this sector.

<https://www.nurseryworld.co.uk/> has a range of childcare news articles, as well as play ideas for children which is broken down into different areas of development.

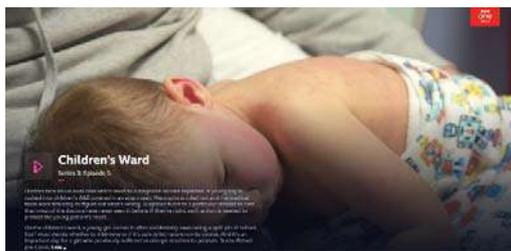
If you search for childcare books (for example in Waterstones), there are a whole number of books that you could read which would be relevant to this course – you could find a topic that interests you, some examples are below:



There are many films that are linked to childcare and child development. Speak to the people you live with and find out if they know any others. These are some that you may find interesting:



There are a number of interesting programmes that you can watch that will help with your understanding of the course, or that will give you questions about children and child development that you may want to bring to class with you.



c) Compulsory task

You will be given the opportunity to make your own baby! A key part of this course is knowing what babies and children should be able to do by different ages. You will firstly need to complete some research into the different types of development. You need to make 4 timelines (you can choose how you present this information) of the different types of development, including physical development (fine and gross motor skill), cognitive development, language development and emotional and social development. You need to break each area of development into different ages, from birth to seven years 11 months.

Here is an example of a timeline of gross motor development and language development.

YOUR CHILD'S TIMELINE OF GROSS MOTOR DEVELOPMENT

Approx. Age of Onset (months)	Gross Motor Skill
1-2	Holds head up and steady
2-3	Holds up head and chest with arms during tummy time
2-3	Sits with support
3-4	Rolls from tummy to back
6-7	Rolls from back to tummy
6-8	Sits without support
8-9	Pulls toward standing position
9	Crawls
9-10	Walks with support (holding hands)
11-12	Stands without support
12-13	Walks without support

Spoken Language Development

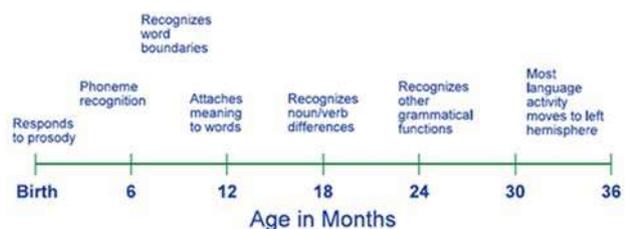


Figure 5.5 An average timeline of spoken language development during the child's first three years. There is considerable variation among individual children.

You then need to make a photo diary of how you will address the developmental needs of your baby through the summer. For example, if you go to the beach you may take a photo of your baby making sandcastles as an example of physical development. You may take your baby to the library and make a photo diary entry of you reading a book to your baby to encourage language development. You should cover all areas of development in your photo diary and be able to say how you are helping your baby to develop.



This is baby Violet (Miss Rutherford's flour baby). You will be invited into school to make your baby. You will need:

- 1.5kg bag flour
- Pair of tights
- Stuffing (for head, legs and arms) e.g. cushion stuffing
- Baby clothes – newborn size

Please let Miss Rutherford know if you have any problems getting hold of these items.

d) Stretch!

Where safe and possible, ask permission from a parent to observe a child under the age of seven years 11 months playing. Write down notes about the stages of development you see with examples. Refer back to the development timelines you have created and plan a day of age appropriate activities to further support that child's development. If you get the opportunity, plan for one of your chosen activities and see if the child enjoys the game/toy. Write an evaluation of your success.

Part II - Year 12 Head Start! for completion June – September

Section under construction