

Scheme of Work 2020-2021
Subject: Childcare – Unit 1

Year Group: 11
Specification: BTEC Childcare – Unit 1

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
	<p>Unit introduction</p> <p>A visit to a local nursery school or early years setting is recommended as part of the introduction to this unit.</p> <p>Note: if learners take photos of equipment at the setting, it is important to ensure that consent has been obtained, particularly if staff members or children appear in the images.</p>		<p>Teacher/tutor presentation: using PowerPoint® or other presentation materials, outline the nature of the learning aims for this unit and the number of assignments that learners will be expected to complete. Introduce the learning objectives for the lesson.</p> <p>Activity (small group): thought shower: learners to make a list of activities, games or toys that they might find in an early years setting (0–8 years).</p> <p>Teacher/tutor-led discussion: on how different activities, games and toys link to the five specific areas of development. Give examples.</p> <p>Activity (small group): for each play activity/game/toy, learners to explain how it might help children to develop. Learners to feed back their ideas to the rest of the group in a teacher/tutor-led discussion. Learners could complete a wall display on A3 paper with their ideas.</p> <p>Small-group presentations: learners to give three further examples of play activities and explain how they support development. For one example, learners</p>		<p>Research local EYS and what they offer and how they aim to support development of a child.</p>	<p>C1,</p>

			<p>to explain how an adult might support the activity to promote development.</p> <p>Activity (individual): learners to write up their small group presentations as an introduction to the unit.</p>			
2	<p>A.1 How children play at different ages/stages of development</p> <p>Birth up to 2 years:</p> <ul style="list-style-type: none"> • significant time spent playing with adults • focus on moving and touching things and, until around eighteen months, putting things in their mouths • games and actions are repeated and remain enjoyable. 	<p>How do children play?</p> <p>What are the types of games children will play at this age range?</p>	<p>Teacher/tutor input: using PowerPoint® or other presentation materials, recap learning aims for Unit 2 and introduce Learning aim for Topic A.1.</p> <p>Starter activity (paired): learners to consider how children might play at different ages/stages of development (birth – 2 years, 2–5 years, 5–8 years). Learners to feed back to the class for discussion.</p> <p>Teacher/tutor-led discussion: about what children from birth to 2 years are capable of.</p> <p>Activity (whole group): teacher/tutor to recap on the different areas of development and the skills that a child develops from birth to 2 years. Learners to make notes about what children of this age group are capable of within each area of development.</p> <p>Activity (individual): tutor to source appropriate video clips showing key behaviours and developmental milestones from birth to 2 years from own institution or video-sharing websites. Learners to watch video clips and take notes about what the children are doing and how they are playing.</p> <p>Teacher/tutor input: while watching the videos, prompt learners to focus on how the children are interacting with adults, where present, and their movement, touch and repetition.</p>	<p>Analyse the effect of different materials and activities for the children in this age range and how it develops their growth.</p> <p>Find examples of good and bad practice.</p>	<p>Powerpoint to show how children play, and what can be done to support development.</p> <p>Research the types of games and activities available for children. How do games companies decide their games for this age range?</p>	C3, SP2,

			<p>Activity (small group): learners to discuss how children aged from birth to 2 years play and create a timeline of play activities for this age group. Groups to present timelines to the rest of the class. Teacher/tutor to ensure that correct terminology is applied.</p> <p>Teacher/tutor input: discuss how children's play changes between birth and 2 years and link to areas of development.</p> <p>Activity (individual): learners to create a timeline for children from birth to 2 years showing examples of how children play at that age, how adults support children's play at that age and the areas of development that the play supports.</p>			
5	<p>A.1 How children play at different ages/stages of development</p> <p>Two up to five years:</p> <ul style="list-style-type: none"> • increasing interest in being with others and from three years starting to actively play with others • play becomes more complex and requires greater gross and fine motor coordination • talk becomes central to play, especially during construction and imaginative play • children may need adults to play with them and to provide supervision and support. 	<p>Examples of how children play in the next age range.</p> <p>How do EYS support the children getting older?</p>	<p>Teacher/tutor input: recap previous session and outline the importance of play in developing social and emotional skills.</p> <p>Starter activity (individual): learners to write down three examples of social skills that develop between 2 and 5 years.</p> <p>Activity (whole group): teacher/tutor to recap the different areas of development and the skills that a child develops from 2 to 5 years. Learners to make notes.</p> <p>Activity (individual): tutor to source appropriate video clips showing key behaviours and developmental milestones from 3 to 5 years from own institution or video-sharing websites. Learners to watch video clips and take notes about what the children are doing and how they are playing.</p> <p>Teacher/tutor input: while watching the videos, prompt learners to focus on how children are playing alongside and with others, how they are sharing, their</p>		<p>Examples of games for older children.</p> <p>How have the games and activities changed from previous age range.</p>	Sp5, C2

			<p>increased physical skills and communication and the role of adults.</p> <p>Activity (small group): learners to discuss how children from 2 to 5 years play and add to their timeline of play activities from week 2 showing examples of how children play at that age, how adults support children's play at that age and the areas of development that the play supports. Groups to present timelines to the rest of the class. Teacher/tutor to ensure that correct terminology is applied.</p> <p>Teacher/tutor input: discuss how children's play changes between 2 years and 5 years and link to areas of development.</p> <p>Activity (individual): learners to write up their timelines for children from 2 to 5 years.</p>			
6	<p>A.2 How and why adults support children's play at different ages</p> <p>Birth up to two years:</p> <ul style="list-style-type: none"> • playing with children to help them learn that play with others is enjoyable • choosing items that are safe • holding out toys and resources to a child to encourage interest <p>showing how toys are used to help children play with them.</p>	<p>Why is it important that children are supported in their development?</p> <p>Why does play help with children's development</p>	<p>Teacher/tutor input: using PowerPoint® or other presentation materials, introduce learning aims for Topic A.2. Outline the roles and responsibilities of adults in supporting play in children. Learners to identify toys or games that can be used by adults to support play and consider the safety implications of each.</p> <p>Starter activity (small groups): carry out role-play activity to show how an adult can support play with a young baby. Holding a suitable interactive life-sized doll, learners to role-play the type of interaction you would expect from a parent or carer with a baby of 0–3 months – for example, playing 'peek-a-boo', playing in the bath or playing with a rattle.</p> <p>Teacher/tutor input: select a group to show their role play to the rest of the group. Discuss why the play is enjoyable</p>	<p>Assess knowledge on the range of activities possible for children 0-2.</p> <p>Explain why some activities may need to be adapted for the children.</p>		SP5, c4, c5.

			<p>for the baby, what social interaction takes place and what other areas of development this type of play might encourage.</p> <p>Activity (small groups): allocate each group a different age range (birth–6 months, 6–12 months, 12–18 months and 18–24 months). In their groups, learners to think about and discuss suitable play activities that children may take part in for their allocated age range. Learners to record their findings. For each of the activities that they have identified, they need to discuss and make notes about how adults can support the activity and why it is important (in terms of promoting/encouraging development) for adults to do so. Learners need to consider how each activity is enjoyable, how it encourages interest and how it would be used. They also need to think about safety. Learners to feed back to the group. Each group to present their findings.</p> <p>Activity (individual): learners to write up notes from group presentations on how and why adults support children’s play between 0 and 2 years, including examples.</p>			
8	<p>A.2 How and why adults support children’s play at different ages</p> <p>Two up to five years:</p> <ul style="list-style-type: none"> ● encouraging children to select resources to develop independence ● supervising children to ensure safety ● joining in play with children to show how to 		<p>Teacher/tutor input: recap key points from previous session on how and why adults support children’s play between birth and 2 years (i.e. safety, encouraging interest, how toys are used and that playing with adults is enjoyable).</p> <p>Teacher/tutor input: place a range of toys on tables around the room (or photographs showing toys) and ask learners to check if they are in good working order (if using real toys) and</p>	<p>Assess knowledge on the range of activities possible for children 0-2.</p> <p>Explain why some activities may need to be adapted for the children.</p>		SP5, c4, c5.

	<p>take turns, share equipment and be cooperative</p> <p>setting up play opportunities attractively to encourage children to try them and so learn new skills.</p>		<p>whether they are appropriate for children between 2 and 5 years.</p> <p>Activity (group): learners to assess each toy and decide how adults would use it to:</p> <ul style="list-style-type: none"> ● support independence ● encourage cooperation, sharing and turn taking ● encourage children to learn new skills. <p>They also need to think about safe and appropriate use.</p> <p>At each table, one of the learners should take on the role of an adult and lead the group in a play activity using the toy or game.</p> <p>Learners should record their ideas/thoughts – for example; whether rules needed to be set, whether the activity introduced new vocabulary or skills, etc. Learners to move around the tables and repeat the activity for each toy/game with a different learner taking the role of the adult at each table.</p> <p>Learners to feed back to the rest of the group when they have assessed each toy/game.</p> <p>Teacher/tutor-led discussion: using the <i>Development matters in the Early Years Foundation Stage (EYFS)</i> guidance – positive relationships – discuss what adults can do, and link toys and activities learners have discussed to the EYFS guidance.</p> <p>Activity (individual): learners to produce an information booklet on how and why adults support children’s play between 2 and 5 years, including examples,</p>		
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			photographs and links to EYFS guidance on 'what adults can do'.			
9	<p>A.2 How and why adults support children's play at different ages</p> <p>Five up to eight years</p> <ul style="list-style-type: none"> allowing children longer periods in which to play with minimum adult supervision in order for children to develop imagination, turn taking and confidence teaching children how to play games that require logic or counting to support mathematical skills providing more challenging opportunities for physical play discussing with children how they might play safely to help them learn to manage risk. <p>A.2 Assessment evidence</p> <p>Non-supervised working time</p> <p>Assignment tasks to cover 2A.P2, 2A.M1, 2A.D1.</p> <p>Use centre-devised assignment.</p> <p>Alternatively, use the authorised</p>	<p>How does the development of a child change?</p> <p>How does the structure of play appear to be different?</p>	<p>Teacher/tutor input: recap key points from previous session on how and why adults support children's play between 2 and 5 years (i.e. to develop independence, to encourage choice, to ensure safety, to promote sharing and taking turns and to learn new skills).</p> <p>Starter activity (small groups): teacher/tutor to explain to learners that children between the ages of 5 and 8 are ready to play with minimum adult supervision (e.g. primary school playground games.) Learners to name as many primary school playground games as possible in two minutes. Each group to set up and play one of the games.</p> <p>Activity (whole group): each small group to demonstrate some of the games suggested in the starter activity. Whole group to discuss the characteristics of the games, whether adult supervision was needed, other skills needed (e.g. turn taking or counting skills) and whether the game could be played safely.</p> <p>Teacher/tutor input: discuss how adults should support children's play between 5 and 8 years (i.e. allowing children to play with minimum adult supervision, teaching children games, providing challenging opportunities and discussing with children how to play safely).</p> <p>Activity (small group): tutor to provide a suitable case study outlining a classroom-based activity for children aged 5–8 years for learners to work on. Learners to</p>	<p>Assess knowledge on the range of activities possible for children 0-2.</p> <p>Explain why some activities may need to be adapted for the children.</p> <p>Assignment 1 for unit.</p>	<p>Setting of the assignment, assignment brief to be uploaded to online platform.</p> <p>Support materials to be made available.</p>	SP5, c4, c5.

	assignment from Pearson.		<p>discuss how an adult may provide support in the given example and why the support is appropriate. Learners to take notes.</p> <p>Activity (small group): learners to devise their own classroom-based activity for children from 5 to 8 years and describe the support required from an adult and why it is needed. Learners to present their activities to other groups.</p> <p>Teacher/tutor input: provide an overview of assignment requirements, nature of assessment and timeline for completion/submission.</p> <p>Activity (individual): learners to work on completing assignment.</p>			
14	<p>B.1 Play opportunities and how they promote children’s development</p> <p>Physical play:</p> <ul style="list-style-type: none"> • birth up to two years: physical play provision of equipment to promote fine and gross motor skills • two up to five years: physical play to help children learn coordination and balance, and to develop gross motor movements and learn social skills <p>five years up to eight years: physical play and games.</p>	How physical play can be adapted to the children’s age.	<p>Teacher/tutor input: using PowerPoint® or other presentation materials, introduce Topic B.1.</p> <p>Teacher/tutor input: outline the play opportunities that need to be provided within early years settings to promote children’s development.</p> <p>Activity (paired): learners to write a description for each of the different types of play (physical, heuristic, games, sensory, imaginative, construction) and provide an example of each type of play.</p> <p>Activity (paired): tutor to prepare questions for learners to answer in order to consolidate their understanding of the different types of play. Learners to give an example of each type of play for the age groups in the specification.</p> <p>Starter activity (small groups): using toy/educational catalogues or the internet , learners to collect a number of images of toys/equipment that promote the</p>		Flipped learning, the use of physical ply to develop children, how EYS can support development	SP5, c4, c5.

			<p>development of fine and gross motor skills for the following age groups:</p> <ul style="list-style-type: none">● 0–2 years● 2–5 years● 5–8 years. <p>Learners to feed back to the group.</p> <p>Teacher/tutor-led discussion: lead a discussion on how these items can be used to promote physical development and what skills they are developing for each of the age groups, for example:</p> <ul style="list-style-type: none">● 0–2 years: rattles, baby gym, push and pull toys develop fine and gross motor skills● 2–5 years: balls, climbing frames and tricycles develop coordination, balance and social development● 5–8 years: skipping ropes, climbing frames, scooters and balls develop gross movement, balance, coordination and social development. <p>Activity (small groups): learners to divide the items into groups that are suitable for each age range. For each item, learners to note the skills being promoted.</p> <p>Activity (individual): learners to create a poster or information leaflet, for staff in an early years setting to refer to, on equipment that helps promote physical development. The leaflet should include pictures of pieces of equipment that are suitable for each age range and information about the skills each piece of equipment develops.</p>			
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17	<p>B.1 Play opportunities and how they promote children’s development</p> <p>Heuristic play:</p> <ul style="list-style-type: none"> • birth up to two years: play with collections of objects and everyday materials of different shapes, textures and sizes to promote concentration and imagination • two up to five years: play with collections of objects and everyday materials of different shapes, textures and sizes to promote sorting skills and language and allow children to discover new objects • five up to eight years (loose part play): play with natural and synthetic objects left outdoors for children to find and discover their properties to support cooperation, language, problem solving and imagination. 	<p>What is heuristic play and how can it be used to support children?</p> <p>How does it change from different age groups?</p>	<p>Teacher/tutor input: introduce the session by defining heuristic play (i.e. providing a variety of everyday objects, that are not toys, for children to explore freely).</p> <p>Activity (whole group): tutor to source appropriate video clips showing heuristic play in different age groups from own institution or video-sharing websites. Learners to watch video clips and list the objects used for this type of play for each age group.</p> <p>Teacher/tutor input: provide each small group of learners with a treasure basket for children aged 0–2 years.</p> <p>Starter activity (small groups): learners to explore the contents of their treasure basket. Learners to check items with a choke tester. For each item, learners to note down how it will:</p> <ul style="list-style-type: none"> • support a child’s development in terms of shape, texture and size • encourage a child to concentrate • promote the development of imagination. <p>Learners to compare the items in the treasure basket to those in the video clips and feed back to the rest of the group.</p> <p>Activity (small groups): learners to plan a treasure basket for children:</p> <ul style="list-style-type: none"> • aged 2–5 years – containing items to encourage the development of sorting skills and language and promote discovery through role-play activities • aged 5–8 years – containing items to promote physical challenge, cooperation, problem solving and imagination. 		<p>Flipped learning, how can materials be adapted to support the development of children.</p> <p>How do children benefit from a variety of play opportunities.</p>	SP5, c4, c5.
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			<p>Learners to present their treasure baskets to the rest of the group.</p> <p>Activity (whole group): whole-class discussion on how the treasure baskets promote development.</p> <p>Activity (individual): learners to make notes on the activities in the session, including a definition of heuristic play and an explanation of how it promotes development, including examples for each age range.</p>			
19	<p>B.1 Play opportunities and how they promote children's development</p> <p>Games:</p> <ul style="list-style-type: none"> • birth up to two years: games played with an adult to learn to take turns and make eye contact • two up to five years: simple board games (from 3 years) to promote turn taking, counting, problem solving • five up to eight years: games, usually board games with rules, to promote logic, counting, problem solving and memory. • 	<p>Why do games help children develop?</p> <p>How can the child benefit from structured play games?</p> <p>How will it change depending on the age of the child?</p>	<p>Teacher/tutor input: recap previous lesson on heuristic play and introduce the aims of this lesson – games from 0–8 years; adult led and those played independently.</p> <p>Starter activity (small groups): divide room into three areas. In each area place a selection of different games for children aged from birth to 8 years (i.e. adult-led games and those played independently). Allow learners time at each area to assess the games.</p> <p>Teacher/tutor-led discussion: discuss which games are suitable for each age range and what they promote, for example:</p> <ul style="list-style-type: none"> • 0–2 years: toys to hide and stacking beakers promote turn taking, eye contact and cognitive development • 2–5 years: picture games, snap and magnetic fish promote turn taking, counting and problem solving • 5–8 years: board games, memory games, 'I spy' and word games promote numeracy, problem solving, communication and literacy. 	<p>Assessment questions of the benefit of range of activities and opportunities for children.</p>	<p>Examples of range of games for each age group.</p> <p>How do games get adapted for children of different ages.</p>	<p>SP5, c4, c5.</p>

			<ul style="list-style-type: none"> ● Activity (individual): learners to write up notes listing the types of games and how each one promotes learning. 			
21	<p>B.1 Play opportunities and how they promote children’s development</p> <p>Sensory play:</p> <ul style="list-style-type: none"> ● birth up to two years: sensory play with adults to help concentration, fine motor skills, learning about texture and promotion of confidence ● two to five years: sensory play with supervision to help concentration, fine motor skills, early writing movements and encourage communication ● five to eight years: sensory play with independence to help children develop imagination, fine motor movements and confidence. <p>Imaginative play:</p> <ul style="list-style-type: none"> ● imaginative play with adults ● imaginative play with supervision to develop communication, social skills and imagination ● imaginative play with independence to learn, 	<p>What is sensory play and how does it support a child’s development?</p> <p>When would a child show the most development of their sensory play?</p>	<p>Teacher/tutor input: recap previous lesson on games and introduce the aims of this lesson.</p> <p>Starter activity (small groups): learners to plan a card-making activity for a group of 15 4-year-olds. The card is for a particular occasion (e.g. Christmas, Easter or Mother’s Day). Learners to decide on the resources required, the level of adult supervision needed and the amount of time to complete the task.</p> <p>Activity (small groups): learners to create a short plan for the card-making activity and then, using the plan, each group must create the card.</p> <p>Teacher/tutor-led discussion: discuss the purpose of the activity for the age group (i.e. to develop fine motor skills, communication and creativity).</p> <p>Activity (individual): learners to evaluate the card-making activity and explain how the activity could be adapted for 0–2 years and 5–8 years. Learners to feed back to the group.</p> <p>Teacher/tutor-led discussion: whole-class discussion on how the activity could be adapted for other age ranges to:</p> <ul style="list-style-type: none"> ● discover texture and develop confidence, fine motor skills and concentration (0–2 years) ● develop imagination, fine motor skills and confidence (5–8 years). 			SP5, c4, c5.

	<p>explore ideas, develop confidence, support communication and literacy skills, express emotions and creativity</p>		<p>Teacher/tutor-led discussion: discussion on what other activities would be suitable for sensory play in each age range.</p> <p>Teacher/tutor input: explain imaginative play and give some examples of imaginative play opportunities and equipment used in imaginative play.</p> <p>Starter activity (small groups): learners to look at pictures of play equipment or play activities used in imaginative play and place each picture in the appropriate age range (i.e. 0–2 years; 2–5 years; 5–8 years).</p> <p>Teacher/tutor input: check where learners have placed the pictures and discuss why they have been placed there.</p> <p>Activity (individual): for each age range (birth–2 years / 2–5 years / 5–8 years), learners to design an imaginative play activity, including details of equipment needed and how it promotes learning. Learners to present their ideas to the rest of the group.</p>			
22	<p>B.1 Play opportunities and how they promote children’s development</p> <p>Construction play:</p> <ul style="list-style-type: none"> • construction play with adults (from nine months) • construction play with supervision to encourage turn taking and imagination and to learn about textures, shapes and problem solving • construction play with independence to encourage children’s 	<p>What is the benefit of constructive play?</p> <p>How does this adapt for different age groups?</p>	<p>Teacher/tutor input: recap previous lesson on sensory and imaginative play and introduce the aims of this lesson.</p> <p>Starter activity (small groups): in groups, learners to build a tower from newspaper and sticky tape. The tallest tower wins.</p> <p>Activity (small groups): learners to discuss the skills they needed to build the tower.</p> <p>Teacher/tutor-led discussion: lead a discussion on the skills required for construction play – for example, problem solving, imagination, cooperation, team work, creativity, physical skills, cognitive</p>	<p>Assessment of learning aim B</p> <p>Assignment 2 to be completed.</p>	<p>Find examples of construction play and how these help a child to develop their learning. Assignment added to online platform, with support materials.</p>	<p>SP5, c4, c5. Sp3, c1</p>

	<p>imagination, problem solving, creativity and physical skills.</p> <p>B.1 Assessment evidence</p> <p>Non-supervised working time.</p> <p>Assignment tasks to cover 2B.P3, 2B.M2, 2B.D2.</p> <p>Use centre-devised assignment.</p> <p>Alternatively, use the authorised assignment from Pearson.</p>		<p>skills (to decide on the best shape for the most stable structure or what could be used to create the strongest support, etc.). Ask the question ‘What activities could we use with children to promote these skills?’ – for example:</p> <ul style="list-style-type: none"> • 0–2 years: stacking beakers, blocks and puzzles • 2–5 years: building blocks and wooden blocks • 5–8 years: technical kits, building dens and model making. <p>Activity (individual): learners to write notes on construction play, including an explanation of what it is, suitable activities for each age range and examples of how it promotes learning and development.</p> <p>Teacher/tutor presentation: provide an overview of assignment requirements, nature of assessment and timeline for completion/submission.</p> <p>Activity (individual): learners to work on completing assignment.</p>			
25	<p>C.1 How play is structured in early years settings to promote development</p> <p>Adult led play:</p> <ul style="list-style-type: none"> • benefits: enables children to carry out higher risk activities; supports acquisition of specific skills and experiences; enhances language development 	<p>How do adults set up tasks to support children.</p> <p>What are benefits of being able to lead activities for children?</p>	<p>Teacher/tutor input: using PowerPoint® or other presentation materials, introduce the learning aim. Explain that play can be structured and organised in different ways and that it is good practice and a curriculum requirement for early years settings to provide a combination of play experiences.</p> <p>Starter activity (small groups): tutor to provide suitable case studies for learners to work on giving examples of play activities. Learners to decide how the</p>			SP5, c4, c5.

	<p>potential disadvantages: learning is not always effective; learning may be limited.</p>		<p>activities might benefit from adult-led play. Learners to feed back to the rest of the group.</p> <p>Teacher/tutor-led discussion: discuss learners' answers to the small group starter activity. Explain the advantages of adult-led play (e.g. allows children to take part in higher risk activities and introduces new vocabulary) and also discuss the potential disadvantages of adult-led play (e.g. children unable to develop own ideas and lack of creativity) in each case.</p> <p>Activity (small groups): tutor to prepare questions for learners to answer in order to consolidate their understanding of the benefits and disadvantages of adult-led play. This could be presented as a group question and answer session or for private study.</p> <p>Activity (individual): learners to make notes to explain adult-led play and the potential benefits and disadvantages of adult-led play. Learners to provide examples of how it can encourage children to learn and develop.</p>			
26	<p>C.1 How play is structured in early years settings to promote development</p> <p>Adult-initiated play:</p> <ul style="list-style-type: none"> benefits: encourages children to develop new concepts and practise skills; effective learning may take place <p>potential disadvantages: children may not learn expected skills or concepts.</p>	<p>What is the difference between initiated and led?</p> <p>When would this be used in EYS?</p>	<p>Teacher/tutor input: provide an explanation of adult-initiated play and the difference between adult-led play and adult-initiated play.</p> <p>Starter activity (small groups): learners to discuss the impact of the intervention and the benefits and possible disadvantages of the intervention. Learners to feed back to the rest of the group.</p> <p>Teacher/tutor-led discussion: lead a discussion on the potential benefits (e.g. encourages new skills, concepts and use of equipment) and disadvantages (limits</p>			C2, c3

			<p>children’s creativity, limits socialising and communication) of adult-initiated play.</p> <p>Activity (small groups): learners to plan an adult-initiated play opportunity for children aged 2–5 years. Learners to describe the learning that they would expect to see (i.e. benefits) and why this may not happen (i.e. disadvantages). Learners to feed back to the rest of the group.</p> <p>Activity (individual): learners to make notes to explain adult-initiated play and the potential benefits and disadvantages of adult-initiated play. Learners to provide examples of how it can help children to learn and develop.</p>			
27	<p>C.1 How play is structured in early years settings to promote development</p> <p>Child-initiated play:</p> <ul style="list-style-type: none"> benefits: encourages children to develop and persist with own ideas; opportunities for children to develop social skills potential disadvantages: children may develop or practise skills in just one area; learning may be limited. <p>C.1 Assessment evidence</p> <p>Non-supervised working time.</p> <p>Assignment tasks to cover 2C.P4, 2C.M3, 2C.D3.</p> <p>Use centre-devised assignment.</p>	<p>How does a child benefit from leading their own play?</p> <p>When would be a suitable way to introduce this?</p>	<p>Teacher/tutor input: provide a definition of child-initiated play (i.e. children can choose what to play with, who to play with and what form play takes).</p> <p>Starter activity (small groups): scenario: learners work at a local nursery school for children aged 2–4 years. Some of the parents have questioned why children are left to play by themselves. Learners to put together an information leaflet for parents justifying why child-initiated play is included in the setting. Learners to use books, journals, articles or the internet to research child-initiated play to help them create the leaflet. Learners to feed back to the whole group.</p> <p>Teacher/tutor-led input: lead a discussion on the potential benefits (i.e. allows children to develop own ideas, perseverance and independence) and potential disadvantages (i.e. limited use of resources and repetitive play may limit learning) of child-initiated play.</p>	Assignment setting for Learning aim 3	<p>Examples of how this is implemented?</p> <p>What might be the difficulties in introducing this too early?</p> <p>Assignment added to the Online platform.</p>	C1, c2

	<ul style="list-style-type: none">Alternatively, use the authorised assignment from Pearson.		<p>Activity (individual): learners to make notes to explain child-initiated play and the potential benefits and disadvantages of child-initiated play. Learners to provide examples of how it can help children to learn and develop.</p> <p>Teacher/tutor presentation: provide an overview of assignment requirements, nature of assessment and timeline for completion/submission.</p> <p>Activity (individual): learners to work on completing assignment.</p>			
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