



Core Concepts CPLD

CC	Curriculum Themes (declarative/procedural)	CORE CONCEPT MAPPING: KS5 Children's Play, Learning & Development	
		Year 12 CPLD	Year 13 CPLD
1	Human Growth & Development (declarative knowledge)	U1 EXAM: Demonstrate knowledge of patterns of G & D; physical cognitive, language, literacy, emotional & social development. UNIT 1 EXAM: Assess social, economic, environmental & physical factors affecting holistic development. UNIT 1 EXAM: Explain and evaluate how maternal health impacts on growth & development (alcohol, diet in pregnancy, drugs) U2 EXAM: Demonstrate knowledge of EYFS expected developments; language, literature, communication & numeracy skills; U3 CWK: Explain stages of speech & language development; role of speech; language rich environment; multilingualism	UNIT 3 CWK: Explain, assess & evaluate how play activities for children meet holistic development & EYFS progression.
2	Theories of holistic development (declarative)	UNIT 1 EXAM: Analyse & evaluate how theories explain holistic development: Vygotsky, Piaget, Chomsky, Bruner, Skinner, Ainsworth, Bowlby, Bronfenbrenner, Bandura, Brown. UNIT 2 EXAM: Be able to link theories from Unit 1 and apply these to planned activities, Ofsted action points, & case studies for justification. Be able to justify the links between theories and planned specific activities.	UNIT 3: CWK - Explain, compare, assess and evaluate how theoretical perspectives of play benefit children's learning & development.
3	Play & Learning (declarative)	UNIT 2 EXAM; Plan two activities for the Activity 3 exam Q. Be able to recommend relevant activities and justify their selection and use within the early years curriculum.	UNIT 3 CWK: Explain, assess & evaluate the types of play, social stages of play & benefits to children's learning & development. Explain, compare, assess & evaluate curriculum approaches to play.
4	Meeting Individual Rights, safeguarding & confidentiality (declarative & procedural)	Unit 2 EXAM: Identify the needs from the given case study and plan suitable activities to meet individual needs. WORK EXPERIENCE 50HRS: Complete 50 hours of work placement. Demonstrate skills on placement to ensure they are safeguarding themselves & other vulnerable individuals. Know who to speak to regarding any safeguarding issues or incidents.	UNIT 3 CWK: Assess & evaluate how you can meet the needs of children through play & learning & planned activities UNIT 3 CWK: Justify strategies to support children with additional language needs UNIT 5 CWK: Explain, analyse, assess and evaluate importance of keeping records; importance of whistleblowing; following legislation; confidentiality; duty of care; following procedures; types & indicators of abuse; responding to abuse concerns; Every Child Matters. WORK EXPERIENCE 50HRS: Complete 50 hours of work placement. Demonstrate skills on placement to ensure they are safeguarding themselves & other vulnerable individuals. Know who to speak to regarding any safeguarding issues or incidents. WORK PLACEMENT: Understand the need for maintaining confidentiality whilst on work placement in relation to keeping records, not discussing children outside of the placement etc.



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5	Work place skills development (procedural)	COMPLETE WORK EXPERIENCE 50 HOURS Complete 50 hours of work placement. Demonstrate practical skills whilst on placement. Complete a work placement record	WORK EXPERIENCE 50 HOURS Complete 50 hours of work placement. Demonstrate skills on placement. Complete a work placement record booklet.
		UNIT 2 EXAM: Recommend & justify the role of adults in supporting planned activities.	UNIT 3 CWK: Carry out observations for planned activities which are child led & adult led in placement.
			UNIT 3 CWK: Explain and justify the strategies used in the classroom. Evaluate the role of adults in the classroom.
			UNIT 5 CWK: Explain the job roles in early years for keeping children safe.
			UNIT 3 CWK: Plan and deliver activities that are child led & adult led in placement incorporating the EYFS framework.
			UNIT 3: CWK - Explain skills required by early years professionals; scaffolding learning & development; EYFS framework. Evaluate own skills in supporting purposeful play & learning activities.
			UNIT 5/WORK EXPERIENCE: Carry out observations to complete a risk assessment of the indoor and outdoor play areas whilst on placement.
6	Anti-discriminatory Legislation & Health & Safety (declarative/procedural)	WORK PLACEMENT: Understand own responsibilities to promote equality and ensure that students are carrying out anti-discriminatory practice on placement in order to follow the legal requirements of the Equality Act 2010.	UNIT 5 CWK: Explain, analyse, assess, & evaluate to show an understanding children's H & S; emergency evacuation procedures. Present clear plans how to carry out risk assessments; practical indoor & outdoor risk assessments; first aid requirements; recording & reporting injuries & illnesses; following safety procedures.
			UNIT 5 CWK: Explain & analyse key health & safety legislation used in early years settings. Be able to
			UNIT 5/WORK EXPERIENCE: Carry out observations to complete a risk assessment of the indoor and outdoor play areas whilst on placement and analyse where improvements need to be made. Be able to follow safeguarding procedures and accident reporting.
			WORK PLACEMENT: Understand own responsibilities to promote equality and ensure that students are carrying out anti-discriminatory practice on placement in order to follow the legal requirements of the Equality Act 2010.
7	Numeracy & Literacy (declarative)	Unit 2 EXAM: Explain key concepts of numeracy and literacy & writing frames Plan numeracy activities	UNIT 3 CWK: Plan, justify & evaluate activities that include numeracy & mathematical skills in 0-8 years; language rich environment; writing development of children; phonology, syntax & semantics.
		Unit 2 EXAM: Plan numeracy and literacy based activities; plan action plans for children; make recommendations in light of Ofsted action plans.	



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8	Healthy lifestyle & nutritional health (declarative)	UNIT 1 EXAM: Assess and evaluate how socio-economic & lifestyle factors affect diet and impact on holistic development.	
9	Analysis & Evaluation (procedural)	<p>UNIT 1 EXAM: Students use given cases studies in the exam to be able to apply and discuss, assess, analyse and evaluate for the longer mark questions (8, 12 & 14 mark questions)</p> <p>UNIT 2 EXAM: Students will be required to respond to an Ofsted report, a case study and practical activities to demonstrate and apply knowledge; analyse the Ofsted report and make recommendations; interpret a given case study to recommend an action plan; plan practical activities and justify reasons for the suggested activity.</p>	<p>UNIT 3 CWK: Students are expected to assess, justify and evaluate curriculum approaches, theoretical approaches. They will need to evaluate the planned and delivered practical activities.</p> <p>UNIT 5 CWK: Merit/Dist criteria SEE SPECIFICATION FOR UNIT 5. (analyse, assess, reflect, evaluate)</p>
10	Research & Referencing Skills (procedural)	UNIT 2 EXAM: RESEARCH Be able to carry out independent research in timed conditions in response to a given case study. Students will be able to reference correctly all sources used.	<p>UNIT 3 CWK: Carry out research into different curriculum and theoretical approaches to play and learning that are suitable for used in the early years classroom.</p> <p>UNIT 3 CWK: Student will be able to reference sources of information correctly using footnotes throughout their coursework.</p> <p>UNIT 5 CWK: Student will be able to reference sources of information correctly using footnotes throughout their coursework.</p> <p>UNIT 5 CWK: Keeping Children Safe - Research H & S, safeguarding, first aid, RA, abuse, infection prevention & control strategies.</p>