

**BTEC LEVEL 3 CHILDREN'S PLAY LEARNING AND DEVELOPMENT KNOWLEDGE ORGANISER:
COMPONENT 1 - CHILDREN'S DEVELOPMENT**

LEARNING AIM A - The principles of growth and development and how they are applied from birth up to seven years 11 months

A1 - Principles and patterns of growth and development	A2 Areas of development	A3 Patterns of development
Variable growth rates Sequencing of growth Interrelationships between areas of development Definitions of growth and development and how they relate to one another	Physical development - movement patterns, fine and gross motor skills, development of locomotion, balance and coordination Cognitive development - intellectual abilities, thought processes, thinking, reasoning, problem solving and understanding Language development - verbal and non-verbal communication, literacy, reading and writing Emotional development - development of awareness of feelings, self esteem and self concept Social development - values and skills to enable the formation of attachments and relationships with others	Monitoring growth Physical development from reflexes to control of extremities Neurological and brain development - neural pathways, the impact of early experiences Definitions and impact of atypical development Influence of heredity and genes on personality, physical and cognitive development

LEARNING AIM B - Promoting children's physical development

B1 Physical development	B2 Promoting children's physical development
Normative age stage development patterns from birth to 8 Factors affecting growth and development - Maslow's Hierarchy of needs - love and affection, diet, nutrition, rest and exercise, security, protection, stimulation, interaction, independence, friendship Biological and environmental factors - nature v nurture, medical factors, illness, accidents and injuries, societal and family systems, genetic disorders Societal systems - poverty and exclusion	Providing opportunities to learn about their bodies and personal hygiene Promoting physical development through exercise and play Exploration and experimentation as a way to develop Use of physical activity, role play , arts and craft to support creativity and imagination How adults can support development

LEARNING AIM C - Cognition, language and communication development	
C1 Theoretical approaches	C2 Applying theories to early years practice.
<p>Normative age stage patterns of behaviour from birth to 8</p> <p>Vygotsky's zone of actual / proximal development</p> <p>How children learn to listen - engage in problem solving / collaborative learning / scaffolding</p> <p>Theories relating to language, verbal and non-verbal communication</p> <p>Piaget's theory of schematic development - assimilation, accommodation, equilibrium and disequilibrium and how it explains children's thought processes</p> <p>Information processing and memory and how it relates to cognitive growth</p> <p>Chomsky's language acquisition device</p> <p>Bruner's modes of cognitive representation</p> <p>Skinner's theory of reinforcement</p>	<p>How cognitive theories help explain literacy skills in reading, writing, understanding simple sentences, use of phonics to decode regular words</p> <p>The impact of atypical development on learning</p> <p>Explaining children's drawing and writing skills using cognitive theories</p> <p>How forms of verbal and non-verbal communication, including Makaton, sign language, visual timetables and gestures encourage children to interact</p> <p>Cognitive theories and numeracy and mathematical skills</p> <p>How cognitive theories explain children's problem solving skills through understanding logic, rules and patterns</p> <p>How theory helps to promote children's development of:</p> <p>language of mathematical concepts, construction of hypotheses and decision making, investigation skills, questioning why things work and observe and explore their environment</p> <p>how understanding becomes more sophisticated and guides thoughts and actions to developing new knowledge</p> <p>how children use communication to record/ report findings</p>
LEARNING AIM D Theories of social and emotional development	
D1 The self, others and place in the world	D2 Applying theories of social and emotional development to early years practice
<p>Normative age/stage patterns of development relating to social and emotional areas and the impact on children's overall growth and development.</p> <p>Development of morality, self-concept, self-esteem and self-identity.</p> <p>How a sense of self influences children's confidence, self-image, understanding of the feelings and emotions of others.</p> <p>Behaviourist theories:</p> <p>Skinner's theory of operant conditioning,</p> <p>Bandura's social learning/cognitive theory; modelling, behavioural actions, self-efficacy and empowerment.</p> <p>Bowlby's theory of development of attachments, internal working models (IWMs).</p> <p>Ainsworth's attachment styles/types and linked behaviours</p> <p>Bronfenbrenner's bioecological systems theory of social development and the role of family and society systems in understanding the influence of the environment on children's growth and development.</p>	<p>How theories explain the way children:</p> <ul style="list-style-type: none"> • develop and maintain friendships and relationships with others. • develop understanding of self and others, self-identity, own place in the world. <p>How family systems influence children's social and emotional development, including social class, work, educational backgrounds, parental attachment behaviours, networks, communities, social cohesion.</p> <p>How children form attachments, develop relationships and friendships with others providing activities and resources that promote age/stage appropriate play.</p> <p>How adults can support and promote positive relationships through role modelling, conflict negotiation, problem solving, understanding rules and boundaries, promoting collaboration/cooperation.</p> <p>Effects of transitions, including school/home, family, family dynamics on children's ability to develop and maintain positive social and emotional development.</p> <p>How adults can support children in expressing and understanding feelings of others, including sympathy and empathy.</p>