**BTEC Children’s Play, Learning and Development**

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**Bridging Course - Week 1**

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****St Mary’s Catholic School

BTEC Children’s Play, Learning and Development Bridging Course

**Entry Requirements for Studying BTEC Children’s Play, Learning and Development?**

* Students who are expected to achieve at least a grade 4 in GCSE English and Maths.
* Students who are prepared to undertake 50 hours of mandatory work experience in an early years setting and undertake practical activities with children in their care.
* Students who enjoy learning about child development and the different theories about learning and development.
* Students who are willing to take part in class discussions and presentations on their research findings.
* Students who enjoy independent research tasks and preparing written assignments.

**What to expect from BTEC Children’s Play, Learning and Development.**

 BTEC courses do work differently to other subjects and you will be expected to work hard both in and out of your lesson to meet coursework deadlines. You will also be presented with many different opportunities to broaden your vocational learning as you will be expected to work 50 hours in an early years setting. During this time you will work closely with your mentor and be expected to undertake activities with the children. A variety of other assessment methods are also used, ranging from external exams to course work. Additionally, this BTEC qualification has been designed with employers and representatives from higher education and professional bodies. In this way, the qualification is up to date and covers all of the knowledge, skills and attributes that are required in the early year’s sector.

**This bridging course will provide you with a mixture of information about BTEC Children’s Play, Learning and Development, and what to expect from the course, as well as key work to complete. Students who are expecting to study Children’s Play, Learning and Development, and are likely to meet the entry requirements, must complete the bridging course fully and thoroughly, to the best of their ability. You should complete all work on paper or and keep it in a file, in an ordered way. You will submit it to your teacher in September. All of the work will be reviewed and selected work will be assessed, and you will be given feedback on it. This work will be signalled to you. If you do not have access to the internet, please contact the school and appropriate resources will be sent to you. If you are thinking about studying BTEC Children’s Play, Learning and Development you should attempt this work to see whether or not you think studying a subject like this is right for you. If you later decide to study Children’s Play, Learning and Development, you must ensure you complete this work in full. This work should be completed after you have read and completed the Study Skills work that all of Year 12 should complete.**

**Course outline**

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| **External Assessed Units** | **Coursework Unit** |
| * You will undertake **2** external exams.
* Unit 1 Child Development *1hr 45 min exam*. In this unit, you will learn about theories and models of development that explain how and why children develop and how this relates to the Early Years Foundation Stage (EYFS). You will develop an understanding of a range of factors that may influence children’s development.
* Unit 2 Development of Children’s Literacy, Numeracy and Communication skills – *3 hr exam*. In this unit, you will learn the sequence of children’s speech, communication, language, literacy and numeracy skills development. You will have 48 hours before the exam to plan stage appropriate activities that encourage children’s development and understanding by stimulating their enthusiasm.
 | * You will undertake **2** coursework units. That will require you to complete referenced reports and provide evidence of witness testimonies from your work placement experiences.
* Unit 3 Play and Learning. In this unit, you will produce two written assignments that link to your placement experience. You will report on the types of play and the opportunities that should be made available to children at different ages and the theoretical perspectives, philosophies and curriculum approaches to play.
* Unit 6 Keeping Children Safe. In this unit, you will look at the legislation, regulations and guidance relevant to health, safety and safeguarding. You will investigate approaches to creating safe and secure environments and policies and procedures to control and prevent the spread of infection.
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The following work requires a lot of independent research, and some of the ideas might be challenging to understand on first reading. Remember to take regular breaks, go back to any of the tasks after some time away, and try your best. Your Children’s Play, Learning and Development teacher will go over the following with you in lessons, early in Year 12.

1. You are now going to begin preparatory work relevant for Unit 1 Child Development. This unit explores the stages of growth and development in children from **birth to** **7years 11 months.** For the purpose of this bridging module we will consider child development **from 0-2years**.
2. Most children follow a sequence of growth and development. To get you to consider how this happens over a period of time, watch this video about a child’s development aged 0-2years on YouTube <https://youtu.be/BmXl_2lVmi8>. Make notes of the ages that she was able to achieve each activity. If you are unable to access the video please can you research when most children will be able to do these activities.

|  |  |
| --- | --- |
| **Activity** | **Age of Development** |
| Run Fast |  |
| Roll over |  |
| Crawl upstairs |  |
| Hold a bottle on their own |  |
| Sleep, sleep and sleep… |  |
| Pretend play |  |
| Lift head up |  |
| Throw a ball |  |
| Walk on own |  |
| Sit up on own |  |
| Crawl very well |  |
| Use a spoon on their own |  |
| Repeat words they hear |  |

1. The video demonstrates that the little girl is developing her gross and fine motor skills. Gross motor (physical) skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping. Fine motor skills refer to the coordination between small muscles, like those of the hands and fingers, with the eyes. Fine motor skills involve the small muscles of the body that enable such functions as writing, grasping small objects and fastening clothing. Conduct internet research to see how both the fine and gross motor skills are expected to develop from 0-2 years. Complete the table below.

|  |  |  |
| --- | --- | --- |
|  | **Gross Motor Skills**  | **Fine Motor Skills.** |
| 0-3 months |  |  |
|  3-6 months |  |  |
|  6 months |  |  |
| 9 months |  |  |
| 12 months |  |  |
| 18 months |  |  |

1. Growth is variable meaning it is not smooth and continuous. Indeed during the first two years of a child’s life it is marked by a significant period of growth. After this time a child will grow more steadily until adolescence. There are three key principles of development:
2. Development follows an orderly sequence.
3. Development begins with the control of head movements and continues down the body.
4. Development begins with uncontrolled large gross motor movements before becoming precise and refined.

 Examine the pictures below and write a description of how their gross and fine motor skills have developed.

|  |  |  |
| --- | --- | --- |
| Best Play Mats for Tummy Time - Parenting | C:\Users\72492\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C5CF8BCD.tmp | Toddler girl drawing on easel. White caucasian toddler child kid ... |
|  |  |  |

1. The use of key technical terms is very important when answering exam questions for this unit. Complete the key technical terms table below to help you to become familiar with some of the phrases and concepts that will be regularly used in class.

|  |  |
| --- | --- |
| **Technical Term** | **Meaning** |
| **Growth and development** |  |
| **Gestation**  |  |
| **Growth Spurt**  |  |
| **Variable** |  |
| **Neural growth** |  |
| **Hand-eye coordination** |  |
| **Visual perceptual skills** |  |
| **Neural pathway** |  |
| **Atypical Development** |  |

2.

1. There are many factors that affect healthy growth and development. Sometimes this can be due to biological and environmental factors. Biological factors include such things as prenatal care, genetic influences, brain chemistry, hormone levels, nutrition, and gender. If a pregnant mum drinks alcohol during pregnancy she risks causing harm to her baby. Sometimes this can result in mental and physical problems in the baby, called foetal alcohol syndrome. This can occur because alcohol in the mother's blood passes to her baby through the placenta. Go to the following NHS website and investigate the impact of a condition called ‘foetal alcohol syndrome’.
* <https://www.nhs.uk/conditions/foetal-alcohol-syndrome/>
* <https://www.drinkaware.co.uk/alcohol-facts/health-effects-of-alcohol/fertility-and-pregnancy/foetal-alcohol-syndrome-fas/>

Please add as many facts to the box below about the impact of foetal alcohol syndrome on a child’s growth and development.

Impact of foetal alcohol syndrome on a child’s growth and development



1. Environmental influences are wide-ranging and include infectious agents, toxins such as lead and air pollution, and social factors such as loving interactions with caregivers, socioeconomic resources in the family and community, and peer relationships, segregation, racism, culture, the availability and quality of services, and policies that directly or indirectly affect those caring for the child. Read the information published on the British Lung Foundation in September 2019. Then conduct your own research on how you would advise a parent to ‘*improve the air quality in their own home’*.

Children are more vulnerable to breathing in polluted air than adults. Their airways are smaller and still developing. They breathe more rapidly than adults.  Buggies and prams put them at the level of car exhausts and hand-held cigarettes. If a child breathes high levels of air pollution over a long period, they might be at risk of:

* their lungs not working as well as they grow older
* developing asthma during childhood or as an adult - and if they have asthma already, air pollution can make it worse
* wheezing
* coughs
* lung cancer when they’re older
* infections like pneumonia

Air pollution can be very worrying. It may not be practical to move away from a busy city. But there are some steps that parents can take to reduce children’s exposure to air pollution:

* Avoid smoking during pregnancy
* Make sure the child does not breathe in cigarette smoke after they are born, by giving up smoking yourself and avoiding smoky environments
* Walk rather than drive whenever possible. On busy streets, exposure to air pollution can be worse inside car than it is outside
* [Find out where your local pollution hotspots are](https://www.bbc.co.uk/news/science-environment-42566393) and if you’re walking or cycling, avoid the worst pollution by taking quieter streets. Even walking on the side of the pavement furthest from the road and avoiding the busiest times can help
* Keep your home well aired
* Cut down your exposure to household chemicals.



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1. To consolidate your learning within this first week, please read the case study and answer the questions with as much detail as possible.

Adele is 12 months old and enjoys picking up small objects and pointing at things. Lately she has been standing up and walking whilst holding onto furniture. Her mum smokes 5 cigarettes per day and drinks above government guidelines for alcohol intake. She has recently found out that she is pregnant with her second baby.

She is worrying that Adele is not growing and developing normally because her friend’s son is the same age and he can walk unaided.

1. Do you think Adele is meeting the expected development for her fine motor skills, if so how?
2. Do you think Adele is meeting the expected development for her gross motor skills?
3. Adele’s mum is worried about her progress, what would you advise her to be able to reassure her on how Adele’s gross and fine motor skills should develop in the next 6 months?
4. What can you advise her mum about Adele’s’ hand and eye coordination?
5. What does the term ‘antenatal care’ mean?
6. Adele’s mum is pregnant, how might her current lifestyle habit of smoking and drinking alcohol impact on the future growth and development of her unborn child?
7. Explain how Adele’s mums smoking habit might impact on Adele’s growth and development?