

**Exam Board:** Pearson (Btec Tech Award)

**Subject:** Child Development

**Paper:** Component 3 Supporting Children to play, learn and develop

**Marks available:** 60

**Length of paper:** 2 hours

**Topics:** Supporting Children to Play, Learn and Develop

**Exam Information, guidance and hints**

**Command words:**

<b><u>Key words/Command verb</u></b>	<b><u>Definition</u></b>
Complete	Provide the missing information for a table so that it is complete (contains all the necessary information).
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give	Provide a response i.e. feature, characteristic or use of.
Identify	Usually requires some key information to be selected from a given stimulus/source.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.

**Videos:**

**Markschemes:**

Question Number	Answer	Mark
12 a)	<p>Award <b>one</b> mark for each correctly stated hazard up to a maximum of <b>two</b> marks from:</p> <ul style="list-style-type: none"> <li>• there may be furniture in the way (1)</li> <li>• there may not be sufficient room for the wheelchair to move around (1)</li> <li>• the floor may be slippery (1)</li> <li>• other children may run into the wheelchair. (1)</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question Number	Answer	Mark
12 b)	<p>Award <b>one</b> mark for each correctly stated benefit up to a maximum of <b>two</b> marks from:</p> <ul style="list-style-type: none"> <li>• they learn to include others (1)</li> <li>• they become more responsive to the needs of others (1)</li> <li>• they are more aware of different physical disabilities (1)</li> <li>• they learn how to change their play to involve children in a wheelchair (1)</li> <li>• promotes sharing of resources/turn-taking (1)</li> <li>• promotes positive behaviours (1)</li> <li>• improves social skills. (1)</li> </ul> <p>Accept any other appropriate answer. Do not accept benefits for Fred.</p>	(2)

### **Hints/tips:**

Read through each question carefully making sure you are looking for keywords and the command verb, the number of examples you must give and whether these need to be positive or negative!

### **BUG method:**

Box – Firstly, students box the command word. This highlights what type of answer the examiner is looking for.

Underline – Then they underline key words, this allows them to jog the pupils memory of the topic.

Glance – Finally they glance over the question again to gain any more information thus allowing them to analyse the question thoroughly and depict what the examiner is asking.

### **Question types:**

Multiple choice = use an X in the box to indicate your answer

State = requires a simple short answer, eg:

*State one economic factor, other than income, that can affect health and wellbeing*

Explain = requires an explanation of the effect or impact of something (eg 1 mark for the effect, 1 mark for the linked expansion), eg:

*Explain two positive effects that becoming a parent could have on an individual's health and wellbeing.*

**PLC TEMPLATE**

**Mock 1**

**LAA Investigate individual needs that may impact on play, learning and development**

Topic	Key information related to topic	Resources/Information related to topic	How well do you understand this topic? RAG		
			Red	Amber	Green
<b>Physical circumstances that may impact on learning and development</b>	<ul style="list-style-type: none"> <li>o a child with a sensory impairment; visual or hearing impairment</li> <li>o a child who has delayed gross motor skills</li> <li>o a child who has delayed fine motor skills</li> <li>o a child who uses a wheelchair or walking frame to move around</li> <li>o a child who has a long-term health or physical condition which restricts their physical activity or movement.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>Cognitive intellectual circumstances that may impact on</b>	<ul style="list-style-type: none"> <li>o learning disability</li> <li>o poor concentration levels</li> <li>o memory issues</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

<b>development</b>	<ul style="list-style-type: none"> <li>o difficulties in problem solving</li> <li>o a child who has delayed literacy skills.</li> </ul>				
<b>Communication and language circumstances that may impact on learning and development</b>	<ul style="list-style-type: none"> <li>o English as an additional language</li> <li>o a child who is learning more than one language</li> <li>o a child who has language or communication delay.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>Social and emotional circumstances that may impact on learning and development</b>	<ul style="list-style-type: none"> <li>o limited interaction with adults</li> <li>o poor awareness of social norms and values</li> <li>o difficulty forming bonds with adults</li> <li>o limited experience of play</li> <li>o difficulty forming friendships with other children</li> <li>o disruptive behaviour</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>A child experiencing a transition</b>	<ul style="list-style-type: none"> <li>– starting care/educational providers</li> <li>– moving between care/educational providers</li> <li>– birth of new sibling</li> <li>– change in family structure</li> <li>– moving house.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>How individual circumstances may</b>		Revision Guide, Google Classroom Lesson and Revision Resources.			

<p><b>impact on learning and development</b></p>					
<p><b>How individual circumstances may impact on physical learning and development</b></p>	<ul style="list-style-type: none"> <li>o unable to access learning activities set up at different levels in the room</li> <li>o unable to grasp small objects or manipulate materials in a constructive way</li> <li>o may tire easily and not be able to sustain involvement in activities</li> <li>o may be unable to move around the play areas and activities.</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			
<p><b>How individual circumstances may impact on cognitive and intellectual, and communication and language, learning and development</b></p>	<ul style="list-style-type: none"> <li>o may not be able to understand rules in play</li> <li>o may not be able to sustain attention in activities</li> <li>o may impact on problem solving, mathematics</li> <li>o may become overwhelmed by choice.</li> <li>o difficulties communicating preferences and choices</li> <li>o play with others may be limited</li> <li>o may lack confidence</li> <li>o may not to be able to build friendships or share.</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			
<p><b>How individual circumstances may impact on social and</b></p>	<ul style="list-style-type: none"> <li>o may find co-operative play difficult</li> <li>o poor emotional resilience</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			

<b>emotional learning and development</b>	<ul style="list-style-type: none"> <li>o may isolate themselves or be isolated by others</li> <li>o may find it difficult to join in group activities</li> <li>o may have limited expression of thoughts and feelings</li> <li>o may find it difficult building positive relationships with adults</li> <li>o may find it difficult to cope with change/routines/new situations</li> <li>o low self-esteem.</li> </ul>				
---	--	--	--	--	--

**LAB Create safe environments to support play, learning and development in children aged 0–5 years,**

Topic	Key information related to topic	Resources/Information related to topic	How well do you understand this topic? RAG		
			Red	Amber	Green
<b>Managing risks and hazards of environments and activities</b>	<ul style="list-style-type: none"> <li>o consider the risks – likelihood of an environment, activity and/or resources causing harm</li> <li>o consider the hazards – potential for an environment, activity and/or resource to cause harm</li> <li>o risk assessments for activities</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

	– both indoors and outdoors				
<b>Positive risk taking and the role of an adult</b>	<ul style="list-style-type: none"> <li>-raising age-appropriate awareness of personal safety when in public areas</li> <li>-positive risk taking – balancing the potential risk of harm against the benefit of children participating in activities; the benefits of children exploring/experimenting in a safe but challenging environment</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>Safety</b>	<ul style="list-style-type: none"> <li>-being aware of choking hazards for under 3-year-olds</li> <li>-knowing about safety labelling of resources, including the BSI Kitemark, age-advice symbol, the Lion Mark and the CE mark, including why it is important to check this before using equipment or resources</li> <li>-planning the adult to child ratio relevant to age, to carry out the activity safely.</li> <li>- teaching children to use resources safely</li> <li>-choosing age</li> </ul>				



	- and stage-appropriate resources				
<b>Teaching children how to use internet enabled technology</b>	<p>-how to be safe online – setting up parental controls to prevent sharing of personal information and befriending strangers</p> <p>-controls put in place by adults, including limiting time spent online, blocks on in-app purchases</p> <p>-talking to the child about internet safety</p> <p>-recognising and reporting age-inappropriate content.</p>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>Health and safety considerations for inside environments</b>	<ul style="list-style-type: none"> <li>● Width of doorways, corridors.</li> <li>● Layout of furniture.</li> <li>● Types of flooring and floor coverings in the space, considering potential trip hazards.</li> <li>● How resources can be organised to enable children to find things easily.</li> <li>● Continuity of use of specific areas for play activities and routines.</li> <li>● Selecting appropriate resources to ensure safety, linked to the ability of the child.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

	<ul style="list-style-type: none"> <li>● Monitoring activities to ensure safety is being maintained.</li> </ul>				
<b>Health and safety considerations for outside environments</b>	<ul style="list-style-type: none"> <li>● Appropriate clothing.</li> <li>● Planning ahead on outings – for clothing changes, hunger, thirst, toileting needs.</li> <li>● Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces.</li> <li>● Choice of outdoor play resources, taking into consideration individual needs.</li> <li>● Choosing quiet or noisy play spaces.</li> <li>● Having equipment and resources at different levels.</li> <li>● Use of signs, symbols and maps as visual aids.</li> <li>● Consideration of weather implications.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

LAC

Topic	Key information related to topic	Resources/Information related to topic	How well do you understand this topic? RAG
-------	----------------------------------	--	---

			Red	Amber	Green
<b>Types of Play</b>	<ul style="list-style-type: none"> <li>● Learners will understand how to adapt the activities for the following types of play:               <ul style="list-style-type: none"> <li>○ locomotor play</li> <li>○ creative play</li> <li>○ sensory play</li> <li>○ imaginative play</li> <li>○ symbolic play</li> <li>○ technological/investigative play</li> <li>○ construction play.</li> </ul> </li> <li>● For each of the following age groups:               <ul style="list-style-type: none"> <li>○ 0–18 months.</li> <li>○ 18 months–3 years.</li> <li>○ 3–5 years.</li> </ul> </li> </ul>				
<b>Adapting play to promote inclusive learning and development</b>	<ul style="list-style-type: none"> <li>● Recognition that every child has a right to learn.</li> <li>● Promotes five areas of development for all children.</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			
<b>The role of an adult</b>	<ul style="list-style-type: none"> <li>-to select and implement how play is organised to meet appropriate individual needs; adult-led play, adult-initiated play or child-led play</li> <li>-to role model appropriate behaviours and responses</li> <li>-to support children's play –</li> </ul>	Revision Guide, Google Classroom Lesson and Revision Resources.			

	<p>being available but not intrusive          -offer new ideas and resources or alternatives to enable accessibility for the encouragement and stimulation of play          -ensure that all play is suitable for the children's age, needs and abilities.          -promote inclusion; ensure all children can join in organised activities          -give children a choice when planning and choosing activities          -respond positively to desired behaviours in children, using praise and rewards          -recognise and respond when children are becoming bored, losing concentration, finding activities too difficult.</p>				
<p><b>Benefits to other children adapting activities</b></p>	<ul style="list-style-type: none"> <li>o learn how to include others in their games and activities</li> <li>o promotes positive behaviours, improves social skills; sharing of resources, turn-taking</li> <li>o they become more responsive to the needs of others</li> <li>o they recognise different communication methods</li> <li>o they become more patient and</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			

	develop tolerance with others.				
<p><b>Adapting activities and resources to support a child with physical needs</b></p>	<ul style="list-style-type: none"> <li>● Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility, adjust height of tables/easels.</li> <li>● Select appropriate resources for children with fine motor skills delay.</li> <li>● Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame.</li> <li>● Secure movable objects so they do not move – use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers.</li> <li>● Adjust the level of difficulty of activities and resources to suit the child’s needs.</li> <li>● Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures.</li> <li>● Keep resources in the same</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			

	<p>place so a child with visual impairment knows where they are.</p> <ul style="list-style-type: none"> <li>● Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you.</li> <li>● Adapt technological/digital resources to suit the child's individual needs.</li> </ul>				
<p><b>Supporting children with physical or sensory needs</b></p>	<ul style="list-style-type: none"> <li>● Provide opportunities to learn and play near other children doing the same activity to encourage observation, copying and/or sharing of ideas.</li> <li>● Shorten activities to suit concentration span.</li> <li>● Break activities into shorter steps.</li> <li>● Repeat activities to promote learning and memory.</li> <li>● Adults can demonstrate activities.</li> <li>● Modify resources, reduce number of parts, use specific colours.</li> <li>● Limit the number of materials available to avoid overwhelming</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			

	<p>the child.</p> <ul style="list-style-type: none"> <li>● Use technological/digital resources.</li> <li>● Keep equipment and resources in the same place, to aid memory and/or provide consistency.</li> </ul>				
<p><b>Adapting activities to support a child with cognitive and intellectual or communication and language needs</b></p>	<ul style="list-style-type: none"> <li>● Use group activities to promote social inclusion, which encourages friendships with other children, and build bonds and trust with adults.</li> <li>● Praise children when they attempt to communicate, to build their confidence.</li> <li>● Make instructions short and clear, so children can understand them easier.</li> <li>● Adults can demonstrate activities, so children can learn without needing language.</li> <li>● Reduce the complexity of own language, so children can understand.</li> <li>● Repeat activities, so children become familiar with the vocabulary used in them.</li> <li>● Use alternative communication: <ul style="list-style-type: none"> <li>o Picture Exchange Communication System®</li> </ul> </li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			

	<p>(PECS) – starting with simple words, building to sentence structures o Makaton – signs and symbols to support speech.</p> <ul style="list-style-type: none"> <li>● Use non-verbal communication to encourage responses from children.</li> <li>● Use songs and nursery rhymes with actions to promote identification of words.</li> <li>● Label equipment – use picture cards to encourage independence and choice.</li> <li>● Display routines and activities as pictures.</li> </ul>				
<p><b>Adapting activities to support a child experiencing social and emotional needs</b></p>	<ul style="list-style-type: none"> <li>● Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable.</li> <li>● Provide a structured approach throughout daily activities.</li> <li>● Assign specific tasks to the child during any transition between activities to reduce their worry/anxiety.</li> <li>● Maintain engagement of the child by filling tidying-up periods with short activities.</li> </ul>	<p>Revision Guide, Google Classroom Lesson and Revision Resources.</p>			



	<ul style="list-style-type: none"><li>● Set out activities that focus on a child's areas of interest.</li><li>● Choose books and games that include any issues that may be worrying the child.</li><li>● Promote choice and control by providing a range of materials and resources the child can select from in activities.</li><li>● Use activities which can encourage expression of thoughts, feelings and ideas.</li><li>● Provide opportunities for social norms and values to be demonstrated and praised through children and adults' role modelling.</li><li>● Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking.</li></ul>				
--	--	--	--	--	--