

## Year 11 Child Development

| Sequence | Topic/Skill  | R | A | G |
|----------|--|---|---|---|
| C1       | <b>Investigate individual circumstances that may impact on learning and development</b>  |   |   |   |
| C1       | <b>Physical circumstances that may impact on learning and development</b><br><a href="https://docs.google.com/presentation/d/1PDueUD8mSfHBu-HMpx5uEqySzp2Jeq97_Us_57vqG7A/edit#slide=id.g6ef97681ef_0_0">https://docs.google.com/presentation/d/1PDueUD8mSfHBu-HMpx5uEqySzp2Jeq97_Us_57vqG7A/edit#slide=id.g6ef97681ef_0_0</a>   |   |   |   |
| C1       | <b>Cognitive intellectual circumstances that may impact on development</b><br><a href="https://docs.google.com/presentation/d/17c4AL3kEBDxG65PpG-qljebgoFP-7axiNCeAYy-kCB8/edit#slide=id.g607d4a413a_0_0">https://docs.google.com/presentation/d/17c4AL3kEBDxG65PpG-qljebgoFP-7axiNCeAYy-kCB8/edit#slide=id.g607d4a413a_0_0</a>  |   |   |   |
| C1       | <b>Communication and language circumstances that may impact on learning and development</b><br><a href="https://docs.google.com/presentation/d/1Q3dePc6l_fU34Kln4SsqR9VVb0cL-T6dzE5ZwZCh9F4/edit">https://docs.google.com/presentation/d/1Q3dePc6l_fU34Kln4SsqR9VVb0cL-T6dzE5ZwZCh9F4/edit</a><br><a href="https://docs.google.com/presentation/d/1mxjGRNPd48ggZ9tHj7TgGcBdVoqHOMwJfQFdCYDm8ek/edit">https://docs.google.com/presentation/d/1mxjGRNPd48ggZ9tHj7TgGcBdVoqHOMwJfQFdCYDm8ek/edit</a><br><a href="https://docs.google.com/presentation/d/1BOZ2ui-qXuPeMYTda9RpkuF5kyaEvqKmseFoNO9vrXc/edit">https://docs.google.com/presentation/d/1BOZ2ui-qXuPeMYTda9RpkuF5kyaEvqKmseFoNO9vrXc/edit</a> |   |   |   |
| C1       | <b>Social and emotional circumstances that may impact on learning and development</b><br><a href="https://docs.google.com/presentation/d/1Msr0ho242jpS5kcywXN1cCTbcGwK3VbwgJwKxVrPnMk/edit">https://docs.google.com/presentation/d/1Msr0ho242jpS5kcywXN1cCTbcGwK3VbwgJwKxVrPnMk/edit</a><br><a href="https://docs.google.com/presentation/d/1NHhCt11gnftjqgUxJxTf2ZpojXmAk9OeeARLmBvMlz4/edit#slide=id.g607d4a413a_0_0">https://docs.google.com/presentation/d/1NHhCt11gnftjqgUxJxTf2ZpojXmAk9OeeARLmBvMlz4/edit#slide=id.g607d4a413a_0_0</a>  |   |   |   |
| C1       | <b>Friendships</b>   |   |   |   |
| C1       | <b>Disruptive behaviour</b>  |   |   |   |
| C1       | <b>A child experiencing a transition</b>   |   |   |   |
| C1       | <b>How individual circumstances may impact on learning and development</b>   |   |   |   |
| C1       | <b>How individual circumstances may impact on physical learning and development</b>  |   |   |   |
| C1       | <b>How individual circumstances may impact on cognitive and intellectual, and communication and language, learning and development</b>   |   |   |   |
| C1       | <b>How individual circumstances may impact on social and emotional learning and development</b>  |   |   |   |

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| C2       | Managing risks and hazards of environments and activities   |   |   |   |
| C2       | Positive risk taking and the role of an adult   |   |   |   |
| C2       | Supporting children's play  |   |   |   |
| C2       | Teaching children how to use internet enabled technology  |   |   |   |
| C2       | Health and safety considerations for inside environments  |   |   |   |
| C2       | How resources can be organised and the use of specific areas  |   |   |   |
| C2       | Health and safety considerations for outside environments   |   |   |   |

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| C3       | <a href="https://docs.google.com/presentation/d/1B0vYpEi8UvbuXZar1t7wfYESaQ_Wrg5U7joP41DbTJs/edit#slide=id.p1">https://docs.google.com/presentation/d/1B0vYpEi8UvbuXZar1t7wfYESaQ_Wrg5U7joP41DbTJs/edit#slide=id.p1</a> |   |   |   |
| C3       | <b>Adapting play to promote inclusive learning and development</b>  |   |   |   |
| C3       | <b>The role of an adult</b>   |   |   |   |
| C3       | <b>Responding to children</b>   |   |   |   |
| C3       | <b>Benefits to other children adapting activities</b>   |   |   |   |
| C3       | <b>Adapting activities and resources to support a child with physical needs</b>   |   |   |   |
| C3       | <b>Supporting children with physical or sensory needs</b>   |   |   |   |
| C3       | <b>Adapting activities to support a child with cognitive and intellectual or communication and language needs</b>   |   |   |   |
| C3       | <b>Adapting activities to support individual needs</b>  |   |   |   |
| C3       | <b>Adapting activities to support a child with communication and language needs</b>   |   |   |   |
| C3       | <b>Adapting activities to support a child experiencing social and emotional needs</b>   |   |   |   |
| C3       | <b>Supporting children in activities</b>  |   |   |   |