

## Long Term SOW

		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 10</b>	<b>Topic/Fertile Question</b>	1A – Understand the principles of growth & development.	1B – Understand how factors impact on children’s overall development.	Component 1 Coursework	2A – Understand how children play	2B – Understand how children’s learning can be supported through play.	2B – Understand how children’s learning can be supported through play.
	<b>Key Themes</b>	Growth, areas of development, developmental milestones.	Physical factors, environmental factors, social factors, financial factors.	Case studies applying knowledge from 1A & 1B.	Stages of children’s play, types of play.	Learning through play in different environments, physical play, cognitive & intellectual play, communication & language play, social play, emotional play.	Learning through play in different environments, physical play, cognitive & intellectual play, communication & language play, social play, emotional play.
<b>Year 11</b>	<b>Topic/Fertile Question</b>	Component 2 Coursework	3A – Investigate individual needs that may impact on play, learning & development.	3B – Create safe environments to support play, learning & development in children aged 0-5 years.	3C – Adapt play to promote inclusive learning & development.	Examination preparation for Component 3.	
	<b>Key Themes</b>	Planning play activities to support a specific brief.	Physical needs, cognitive & intellectual needs, communication & language needs, social needs, emotional needs.	Managing risks & hazards, positive risk taking, use of technology, organising resources.	Inclusive learning & development, role of the adult, adapting activities & resources.	Revision and exam technique for component 3.	

# Medium Term SOW

<b>YEAR: 10</b>	<b>Topic Title/Fertile Question:</b>	<b>1A – Understand the principles of growth &amp; development.</b>
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LINKS			
<b>HOW DOES THIS LINK TO OUR LAST UNIT?</b>		<b>HOW DOES THIS LINK TO THE NEXT UNIT?</b>	

<b>Key Skills (Disciplinary Knowledge)</b>	<b>Key (Substantive) Knowledge</b>	<b>Tier 2/ 3 Terminology/ Opportunities for Extended Writing</b>	<b>Stretch and Challenge Opportunities</b>
<ul style="list-style-type: none"> <li>• Interpreting graphs.</li> <li>• Evaluating data &amp; information.</li> <li>• Ordering information.</li> </ul>	<ul style="list-style-type: none"> <li>• How children grow from birth to 5 years.</li> <li>• How growth is measured.</li> <li>• Roles &amp; responsibilities of individuals involved in measuring &amp; monitoring growth.</li> <li>• Principles of development.</li> <li>• Physical development from birth to 5 years.</li> <li>• Communication &amp; language development from birth to 5 years.</li> <li>• Cognitive &amp; intellectual development from birth to 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Growth</li> <li>• Proportion</li> <li>• Consistent</li> <li>• Circumference</li> <li>• Ultrasound scan</li> <li>• Gestation</li> <li>• Caesarean section</li> <li>• Neglect</li> <li>• Development</li> <li>• Milestone</li> <li>• Average</li> <li>• Mean</li> <li>• Holistic</li> <li>• Full term</li> <li>• Primitive</li> <li>• Babbling</li> <li>• Ofsted</li> </ul>	

	<ul style="list-style-type: none"> <li>• Social development from birth to 5 years.</li> <li>• Emotional development from birth to 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Perseverance</li> <li>• Psychologists</li> <li>• Weaning</li> <li>• Innate</li> <li>• Resilience</li> <li>• Role-play</li> <li>• Egocentric</li> <li>• Early years settings</li> <li>• Empathy</li> <li>• Vocabulary</li> </ul>	
		<p><b>Numeracy Opportunities</b></p>	<p><b>Preparing our students for life in Modern Britain.</b></p>
		<ul style="list-style-type: none"> <li>• Interpreting centile charts.</li> <li>• Calculating mean developmental milestones.</li> </ul>	

# Medium Term SOW

<b>YEAR: 10</b>	<b>Topic Title/Fertile Question:</b>	<b>1B – Understand how factors impact on children’s overall development</b>
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LINKS			
<b>HOW DOES THIS LINK TO OUR LAST UNIT?</b>		<b>HOW DOES THIS LINK TO THE NEXT UNIT?</b>	

<b>Key Skills (Disciplinary Knowledge)</b>	<b>Key (Substantive) Knowledge</b>	<b>Tier 2/ 3 Terminology/ Opportunities for Extended Writing</b>	<b>Stretch and Challenge Opportunities</b>
<ul style="list-style-type: none"> <li>• Interpretation &amp; evaluation of case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical factors that impact on children’s overall development.</li> <li>• Environmental factors that impact on children’s overall development.</li> <li>• Social factors that impact on children’s overall development.</li> <li>• Financial factors that impact on children’s overall development.</li> </ul>	<ul style="list-style-type: none"> <li>• Foetus</li> <li>• Spina bifida</li> <li>• Placenta</li> <li>• Premature</li> <li>• Congenital</li> <li>• Chronic</li> <li>• Housing needs</li> <li>• Areas of deprivation</li> <li>• Stable</li> <li>• Conflict</li> <li>• Prescription drugs</li> <li>• Illegal drugs</li> <li>• Regress</li> <li>• Rivalry</li> <li>• Welfare state</li> <li>• Food bank</li> <li>• General anaesthetic</li> </ul>	

		<ul style="list-style-type: none"><li>• Isolated</li></ul>	
		<b>Numeracy Opportunities</b>	<b>Preparing our students for life in Modern Britain.</b>

# Medium Term SOW

YEAR: 10	Topic Title/Fertile Question:	2A – Understand how children play
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LINKS			
HOW DOES THIS LINK TO OUR LAST UNIT?		HOW DOES THIS LINK TO THE NEXT UNIT?	

Key Skills (Disciplinary Knowledge)	Key (Substantive) Knowledge	Tier 2/ 3 Terminology/ Opportunities for Extended Writing	Stretch and Challenge Opportunities
<ul style="list-style-type: none"> <li>Selecting and planning appropriate play activities.</li> </ul>	<ul style="list-style-type: none"> <li>Unoccupied play.</li> <li>Solitary play.</li> <li>Spectator / onlooker play</li> <li>Parallel play</li> <li>Associative play</li> <li>Co-operative play</li> <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>	<ul style="list-style-type: none"> <li>Social skills</li> <li>Unoccupied play</li> <li>Solitary play</li> <li>Spectator / onlooker play</li> <li>Parallel play</li> <li>Associative play</li> <li>Co-operative play</li> <li>Locomotor</li> <li>Sensory</li> <li>Symbolise</li> <li>Investigative</li> <li>Construction</li> </ul>	<p style="text-align: center; margin-top: 20px;"><b>Preparing our students for life in Modern Britain.</b></p>
		<b>Numeracy Opportunities</b>	

# Medium Term SOW

YEAR: 10	Topic Title/Fertile Question:	2B – Understand how children’s learning can be supported through play.
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LINKS			
HOW DOES THIS LINK TO OUR LAST UNIT?		HOW DOES THIS LINK TO THE NEXT UNIT?	

Key Skills (Disciplinary Knowledge)	Key (Substantive) Knowledge	Tier 2/ 3 Terminology/ Opportunities for Extended Writing	Stretch and Challenge Opportunities
<ul style="list-style-type: none"> <li>• Selecting &amp; planning appropriate play activities in line with a brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning through play in different environments.</li> <li>• Children's learning supported through physical play.</li> <li>• Children's learning supported through cognitive &amp; intellectual play.</li> <li>• Children's learning supported through communication &amp; language play.</li> <li>• Children's learning supported through social &amp; emotional play.</li> <li>• Adult led play.</li> <li>• Adult initiated play.</li> <li>• Child initiated play.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand-eye coordination</li> <li>• Spatial awareness</li> <li>• Body management</li> <li>• Bodily co-ordination</li> <li>• Accurate</li> <li>• Manipulating</li> <li>• Imagination</li> <li>• Attention skills</li> <li>• Wipe board</li> <li>• Interaction</li> <li>• Refine</li> <li>• Lift-the-flap books</li> <li>• Textured stories</li> <li>• Listening walk</li> <li>• Story sack</li> <li>• Social bonds</li> <li>• Emotional bonds</li> <li>• Emotion face</li> <li>• Adult led</li> </ul>	

	<ul style="list-style-type: none"> <li>• The role of adults in promoting learning through play.</li> <li>• Planning play opportunities for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Enhance</li> <li>• Adult initiated</li> <li>• Independent learning skills</li> <li>• Child initiated play</li> <li>• Circle time</li> <li>• Personal interests</li> <li>• Motivate</li> </ul>	
		<b>Numeracy Opportunities</b>	<b>Preparing our students for life in Modern Britain.</b>



# Medium Term SOW

<b>YEAR: 11</b>		<b>3A – Investigate individual needs that may impact on play, learning &amp; development.</b>
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LINKS			
<b>How does this link to the last topic?</b>		<b>How will it link to the next topic?</b>	

<b>Key Skills (Disciplinary Knowledge)</b>	<b>Key (Substantive) Knowledge</b>	<b>Tier 2/ 3 Terminology/ Opportunities for Extended Writing</b>	<b>Stretch and Challenge Opportunities</b>
	<ul style="list-style-type: none"> <li>Physical needs that may impact on play, learning &amp; development.</li> <li>Cognitive &amp; intellectual needs that may impact on play, learning &amp; development.</li> <li>Communication &amp; language needs that may impact on play, learning &amp; development.</li> <li>Social &amp; emotional needs that may impact on play, learning &amp; development.</li> <li>How not meeting milestones may impact an individual's play, learning &amp; development.</li> </ul>	<ul style="list-style-type: none"> <li>Delayed gross motor skills</li> <li>Delayed fine motor skills</li> <li>Poor concentration levels</li> <li>Down's syndrome</li> <li>Embryo</li> <li>Delayed literacy skills</li> <li>English as an additional language</li> <li>Positive role model</li> <li>Social norms &amp; values</li> <li>Bond</li> <li>Limited interaction with adults</li> <li>Friendships</li> <li>Disruptive behaviour</li> <li>Transitions</li> <li>Care or educational providers</li> <li>Sibling</li> <li>Significant family member</li> </ul>	

	<ul style="list-style-type: none"> <li>• How individual needs may impact on physical learning &amp; development.</li> <li>• How individual needs may impact on cognitive &amp; intellectual learning &amp; development.</li> <li>• How individual needs may impact on communication &amp; language learning &amp; development.</li> <li>• How individual needs may impact on social &amp; emotional learning &amp; development.</li> </ul>	<ul style="list-style-type: none"> <li>• Family structure</li> <li>• Expected milestones</li> <li>• All areas of development</li> <li>• Initiate play</li> <li>• Varying levels</li> <li>• Navigate</li> <li>• Constructive</li> <li>• Sustain involvement</li> <li>• Preferences</li> <li>• Perceived</li> <li>• Lack of responsiveness</li> <li>• Isolate</li> <li>• Emotional resilience</li> <li>• Self-concept</li> <li>• Positive relationships</li> <li>• Expression</li> <li>• Routine</li> </ul>	
		<b>Numeracy Opportunities</b>	<b>Preparing our students for life in Modern Britain.</b>

# Medium Term SOW

YEAR: 11	Topic Title/Fertile Question:	3B – Create safe environments to support play, learning & development in children aged 0 – 5 years.
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LINKS			
HOW DOES THIS LINK TO OUR LAST UNIT?		HOW DOES THIS LINK TO THE NEXT UNIT?	

Key Skills (Disciplinary Knowledge)	Key (Substantive) Knowledge	Tier 2/ 3 Terminology/ Opportunities for Extended Writing	Stretch and Challenge Opportunities
<ul style="list-style-type: none"> <li>Completing risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Creating safe environments for play in children aged 0-5 years.</li> <li>Positive risk taking.</li> <li>How to teach children to safely use internet enabled technology.</li> <li>Health &amp; safety considerations for inside environments.</li> <li>Organisation of resources.</li> <li>Health &amp; safety considerations for outside environments.</li> </ul>	<ul style="list-style-type: none"> <li>Risk</li> <li>Hazard</li> <li>Risk Assessment</li> <li>Positive Risk Taking</li> <li>Adult to child ratio</li> <li>Smart devices</li> <li>Parental controls</li> <li>Internet enabled</li> <li>In-app purchases</li> <li>Personal information</li> <li>Age-inappropriate content</li> <li>Trip hazard</li> <li>Organised</li> <li>Specific areas</li> <li>Toileting needs</li> <li>Appropriate clothing</li> <li>Accessibility</li> <li>Ramp</li> </ul>	

		<ul style="list-style-type: none"><li>• Levels</li></ul>	
		<b>Numeracy Opportunities</b>	<b>Preparing our students for life in Modern Britain.</b>

# Medium Term SOW

YEAR: 11	Topic Title/Fertile Question:	3C – adapt play to promote inclusive learning & development.
<b>LINKS</b>		
<b>HOW DOES THIS LINK TO OUR LAST UNIT?</b>		<b>HOW DOES THIS LINK TO THE NEXT UNIT?</b>

Key Skills (Disciplinary Knowledge)	Key (Substantive) Knowledge	Tier 2/ 3 Terminology/ Opportunities for Extended Writing	Stretch and Challenge Opportunities
	<ul style="list-style-type: none"> <li>• How to adapt play to promote inclusive learning &amp; development.</li> <li>• The role of the adult.</li> <li>• How to respond to children.</li> <li>• The benefits to other children of playing with children with additional needs.</li> <li>• How to adapt activities &amp; resources to support a child with physical needs.</li> <li>• How to adapt activities to support a child with cognitive &amp; intellectual needs.</li> <li>• How to adapt activities to support a child with</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive</li> <li>• Right to learn</li> <li>• United Nations Convention on the Rights of the Child</li> <li>• Adapt</li> <li>• Stimulation</li> <li>• Role model</li> <li>• Intrusive</li> <li>• Desired behaviours</li> <li>• Additional needs</li> <li>• Praise</li> <li>• Reward</li> <li>• Positive behaviours</li> <li>• Communication methods</li> <li>• Tolerance</li> <li>• Adjustments</li> <li>• Grasping</li> <li>• Holding</li> <li>• Releasing</li> </ul>	

	<p>communication or language needs.</p> <ul style="list-style-type: none"> <li>• How to adapt activities to support a child with communication or language needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Transferring</li> <li>• Sufficient space</li> <li>• Visibility</li> <li>• Sensory needs</li> <li>• Textures</li> <li>• Contrasting colour schemes</li> <li>• Self resilience</li> <li>• Structured approach</li> <li>• Engagement .</li> <li>• Concentration span</li> <li>• Peers</li> <li>• Modify</li> <li>• Limit</li> <li>• Overwhelming</li> <li>• Technological resources</li> <li>• Social inclusion</li> <li>• Alternative communication</li> <li>• Picture Exchange Communication System (PECS)</li> <li>• Makaton</li> <li>• Identification of words</li> </ul>	
		<b>Numeracy Opportunities</b>	<b>Preparing our students for life in Modern Britain.</b>

## Termly planning Document 2024-2025

<u>Year 10</u>	
<u>Week</u>	<u>Activity</u>
1	1A – Growth 1A – Roles & responsibilities of individuals in measuring & monitoring growth.
2	1A – Importance of measuring growth 1A – Principles of development
3	1A – Physical development 0-18 months 1A – Communication & language development 0-18 months
4	1A – Cognitive & intellectual development 0-18 months 1A – Social development 0-18 months
5	1A – Emotional development 0-18 months 1A – Physical development 18 months – 3 years.
6	1A – Cognitive & communication development 18 months – 3 years. 1A – Social & emotional development 18 months – 3 years.
7	1A – Physical development 3-5 years. 1A – Cognitive & communication development 3-5 years.
Half Term	
8	1A – Social & emotional development 3-5 years. 1A – Summary of development
9	1B – Physical factors impacting development: during pregnancy. 1B – Physical factors impacting development: disabilities & health status.
10	1B – Physical factors impacting development: diet & exercise. 1B – Environmental factors impacting development: housing.
11	1B – Environmental factors impacting development: the home. 1B – Environmental factors impacting development: drugs, alcohol & smoking.

<u>Year 11</u>	
<u>Week</u>	<u>Activity</u>
1	Component 2 Mock Coursework Feedback
2	Component 2 Coursework Preparation
3	Component 2 Coursework
4	Component 2 Coursework
5	Component 2 Coursework
6	Component 2 Coursework
7	Component 2 Coursework
Half Term	
8	3A – Physical needs that may impact on play, learning & development 3A – Cognitive & intellectual needs that may impact on play, learning & development 3A – Communication & language needs that may impact on play, learning & development
9	3A – Social & emotional needs that may impact on play, learning & development. 3A – Friendships 3A – Disruptive behaviour
10	3A – Transitions 3A – How not meeting milestones may impact an individual's play, learning & development. 3A – How individual needs may impact on physical learning & development.
11	3A – How individual needs may impact on cognitive & intellectual, and communication & language learning & development. 3A – how individual needs may impact on social & emotional learning & development.

12	1B – Social factors impacting development: discrimination. 1B – Social factors impacting development: relationships with primary carers.
13	1B – Social factors impacting development: siblings & extended family. 1B – Financial factors impacting development: income.
14	1B – Financial factors impacting development: access to services 1B – summary & revision.
15	Component 1 Mock Coursework
Christmas	
1	Component 1 Mock Coursework
2	Component 1 Mock Coursework
3	Component 1 Coursework Feedback
4	Component 1 Coursework Preparation
5	Component 1 Coursework
6	Component 1 Coursework
Half Term	
7	Component 1 Coursework
8	Component 1 Coursework
9	2A – Stages of play 0-2 years

12	3A – Recap & revision 3A – Assessment 3A – Feedback
13	3B – Create safe environments to support play, learning & development in children aged 0-5 years. 3B – Managing positive risk taking & safety 3B – Teaching children how to use internet enabled technology.
14	3B – Teaching children how to use internet enabled technology 3B – Health & safety considerations for inside environments for children with individual needs 3B – How resources can be organised & the use of specific areas.
15	3B – Health & safety considerations for outside environments for children with individual needs. 3B – Recap & revision
Christmas	
1	3B – Assessment 3B – Feedback 3C – Adapting play to promote inclusive learning & development.
2	3C – The role of the adult. 3C – Responding to children.
3	3C – Benefits to other children of playing with children with additional needs. 3C – Adapting activities & resources to support a child with physical needs.
4	3C – Adapting activities to support a child with cognitive & intellectual needs. 3C – Adapting activities to support a child with communication or language needs.
5	3C – Adapting activities to support a child with communication or language needs. 3C – Adapting activities to support a child experiencing social & emotional needs.
6	3C Recap & Revision 3C – Assessment 3C - Feedback
Half Term	
7	Revision
8	Revision
9	Revision



	2A – Stages of play 2-3 years
10	2A – Stages of play 3-5 years 2A – Types of play
11	2A – Types of play 2A - Summary
12	2B – Learning through play in different environments 2B – Physical play 0-18 months
13	2B – Physical play 18mths – 3yrs 2B – Physical play 3-5 years
Easter	
1	2B – Cognitive & intellectual play 0-18 months 2B – Cognitive & intellectual play 18mths - 3yrs
2	2B – Cognitive & intellectual play 3-5 years 2B – Communication & language play 0-18 months
3	2B – Communication & language play 18mths – 3yrs 2B – Communication & language play 3-5 years
4	2B – Social & emotional play 0-18 months 2B – Social & emotional play 18mths - 3yrs
5	2B – Social & emotional play 3-5 years 2B – Activities & resources to promote more than one area of development.
Half Term	
6	2B – Adult led play 2B – Adult initiated play
7	2B – Child initiated play 2B – Variety of activities
8	2B – Supporting children 2B – Equipment & resources
9	2B – Social skills & health awareness 2B – Planning play opportunities: considerations
10	Component 2 Mock Coursework
11	Component 2 Mock Coursework
12	Component 2 Mock Coursework
13	Component 2 Mock Coursework

10	Revision
11	Revision
12	Revision
13	Revision
Easter	
1	Revision
2	Revision
3	Revision
4	Revision
5	Component 3 Exam
Half Term	
6	
7	
8	
9	
10	
11	
12	
13	