

Child Development – Component 3 – Mock 1

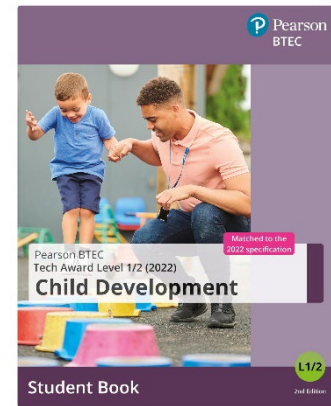
Individual Needs – Impact on Learning and Development (PLIES)

Physical, Cognitive/Intellectual, Communication/Language, Social/Emotional Needs

Create Safe Environments for Play – Environment, Activities, Equipment

Adapting Play to Promote Inclusive Learning and Development – Benefits of, For all Individual Needs

Physical, Cognitive/Intellectual, Communication/Language, Social/Emotional Needs



Revision Methods

Flash Cards – Use Knowledge Organiser

Individual needs, how to adapt play and impact on learning and development.

Past Paper Questions

Case study questions. See Miss Kyle for these.

Knowledge Organiser	Component 3: Supporting Children to Play, Learn and Develop. Learning aim C: C Adapt play to promote inclusive learning and development	Child Development – Adapt play to promote inclusive learning and development BTEC Technical Award - Component 3
<p>C1 The benefits of adapting activities for all children in play, learning and development</p> <p>Recognition that every child has a right to learn – United Nations Convention on the Rights of the Child.</p> <p>ARTICLE 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Higher countries must help poorer countries achieve this.</p> <p>ARTICLE 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Promote all 5 areas of development for all children</p> <p>Physical development Cognitive and Intellectual development Social development Emotional development Communication and Language development</p> <p>The role of the adult:</p> <ul style="list-style-type: none">• promote inclusion – ensure all children can join in organised activities• role-model desired behaviours when interacting with children who have additional needs• give children a choice when planning and choosing activities• respond positively to desired behaviours in children, using praise and rewards• recognise when children are becoming bored, losing concentration, finding activities too difficult. <p>It is important to give children choices when an adult plans and chooses activities. Children should be allowed to plan their own activity and choose materials. Giving them choices allows them to learn to make decisions for themselves and develop independence.</p> <p>Children tend to respond positively to praise. If children are praised then they tend to repeat the behaviour. Praise is a way of expressing approval.</p> <p>Benefits to other children:</p> <ul style="list-style-type: none">• they learn how to include others in their games and activities• promotes positive behaviours – improves social skills; sharing of resources• they become more responsive to the needs of others – communication methods, impact of behaviours such as sudden noises or movements	<p>C2 Adapting activities/resources to support a child with physical needs (as appropriate to the age group)</p> <ul style="list-style-type: none">• Adapting activities/resources to support a child with physical needs (as appropriate to the age group)• Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility• Choose resources that are age and stage appropriate.• Select appropriate resources that all children can use, including resources for grasping, holding, releasing and transferring• 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.• Adjust the level of activities and resources to suit the child's needs (visual impairment, hearing impairment, physical issues)• Provide materials and resources for sensory needs, including use of contrasting colour schemes, 3D art materials, use of scents and textures <p>C3 Adapting activities to support a child with cognitive and intellectual or communication and language needs (as appropriate to the age group)</p> <p>Provide opportunities to learn and play near to other children doing the same activity – encourage sharing of ideas. • Shorten activities to suit concentration span. • Use peers or other adults to model activities. • Break activities down into short steps – repeat steps as necessary. • Modify toys and equipment to suit individual needs – reduce number of parts, remove items that are too small, use specific colours. • Limit the number of materials available to avoid overwhelming the child. • Use technological/digital resources as appropriate</p> <p>C4 Adapting activities to support a child with communication and language needs (as appropriate to the age group)</p> <ul style="list-style-type: none">• Use group and/or team activities to promote social inclusion – encourage friendships with other children, build bonds and trust with adults.• Build confidence in own skills.• Use alternative communication: Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures Makaton – signs and symbols to support speech or be used in place of speech.• Use nursery rhymes with actions to promote identification of words, including songs where words and actions are repeated.• Label equipment – use picture cards to encourage independence and choice• Display routines and activities as pictures