

T Level Education and Childcare

**Element 7
Child development**

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Tutor/Department	Element
Education and childcare	Element 7: Child development Learning outcome 7.1
Guided learning hours (GLH)	Number of sessions
24	20 sessions (two hours per session)
About this element	
This element is concerned with human development from 0–19 years.	
Learning for Element 7:	
This element will explore holistic development in children and young people from 0–19 years of age. Factors affecting development, consequences for holistic development and the role of the practitioner will be further discussed and explored. Where applicable, skills-based performance outcomes (POs) for the early years educator (EYE) occupational specialism will be identified with further guidance as to how these may be achieved. Element 7: Child development In this element, the learner must understand: - children's and young people's development from ages 0–19 - language development - social and emotional development. Learning for learning outcome 7.1 The learner must understand the expected patterns of children's / young people's development in infancy, early childhood, middle childhood and adolescence in the following areas: cognitive, physical, social and emotional.	
Employer engagement/enrichment	
Appreciation of the stages and sequences of development and child-/person-centred education and care.	

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Core skills, general competencies and links to occupational specialism performance outcomes

- CS1 – Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
- CS2 – Work with others to plan and provide activities to meet children and young people's needs
- CS3 – Use formative and summative assessment to track children and learners' progress to plan and shape educational opportunities
- GEC1 – Convey technical information to different audiences
- GEC2 – Present information and ideas
- GEC3 – Create texts for different purposes and audiences
- GEC6 – Take part in / lead discussions
- GDC1 – Use digital technology and media effectively
- GDC4 – Process and analyse numerical data
- EYE Performance outcome 1: Support and promote children's play, development and early education

Session	Learning outcome(s) intent	Learning activities implementation	Resources	Assessment impact
Session 1 CS1 CS2 CS3 GEC1 GEC2 GEC3 GEC6 GDC1 GDC4 EYE1	Understand children's / young people's development from 0–19 years. By the end of this session, you must be able to: • explain the aim of the element and be familiar with the content • confidently describe different areas of development and what they mean in the context of education and childcare.	Tutor-led group discussion around the aim and content of the element. Use the learning to explain how the element will develop. Begin this element with a large-group discussion around the main areas of content which can be taken from the learning identified from each element before returning to the main focus – understand children's and young people's development from 0–19 years. Large-group work: Learners work in large groups to consider different areas of development. Tutor to record these using whiteboard, and these contributions are to be built upon for further discussion. Small group work:	Qualification specification Presentation Textbook Access to internet and further resources for reference-finding activity	Begin glossary of terms, including any references collected in this session. English Discussions Summaries

		The following areas of development should be identified and, working in pairs or small groups, learners can be asked to find definitions and references for each area of development as listed below: • cognitive including neurological • physical • social • emotional • speech, language and communication. These should be shared on sticky notes and displayed around the classroom. Learners should take note of the different references.		
Session 2 CS1 CS2 CS3 GEC1 GEC2 GEC3 GEC6 GDC1 GDC4 EYE1	Understand children's / young people's development from 0–19 years. Cognitive development By the end of this session, you must be able to identify stages and sequences of development for 0–19 years. Tutor to make links to EYE PO 1 throughout,	Tutor-led discussion recaps the different areas of development that are considered as part of this element. Tutor explains that this session will begin new learning around human development, beginning with the stages and sequences of normative patterns of development. Learners must have an overview of the following areas in which children and young people develop: • cognitive brain development: information processing, memory, problem-solving, sensory perception and decision-making. Introduce learners to the sequential stages of development from 0–19 years of age. This can be presented as a reproduced chart or table. To	Presentation Stages and sequences of development 0–19 years as handout, videos or accessed via textbook Resources for display	Expand on glossary of terms. Begin to collate milestone information and images of children at various stages of development across a range of developmental areas. Prepare for group presentation on case study as consolidation (links to sessions 6–8 using development tables, holistic development wheel) and leading to activity planning) English

	extending and contextualising learning.	optimise learning, it should be complemented with images/photographs and video clips of babies, children and young people at various stages to allow learners the opportunity to identify the area of development and the stage as recorded in their chart or table. Learners can match the stages with the images to plot them in sequence. Learners to spend time exploring each area of development to introduce and increase awareness of key terms and words associated with each area. For example: cognition and neurological: early brain development and the function of neurons and synapses, sensory, discovery, trial and error, reasoning, thinking and metacognition. Discuss each of the key words in the context of the stage of development to reinforce understanding.		Discussions Summaries Digital Presentations including appropriate use of media to develop and design a digital presentation as appropriate.
Session 3 CS1 CS2 CS3 GEC6 GEC2 GEC3 GEC6 GDC1 GDC4	Understand children's / young people's development from 0–19 years. Physical development By the end of this session, you must be able to identify stages and	Learners must have an overview of the following areas in which children and young people develop: physical growth and development of the body: gross motor skills involving large movements of the body, fine motor skills involving smaller, more skillful movements to control the body with precision, and bodily changes because of puberty.	Presentation Stages and Sequences of development 0–19 as handout, videos or accessed via textbook Resources for display	Expand on glossary of terms. Begin to collate milestone information and images of children at various stages of development across a range of developmental areas.

EYE1	sequences of development for 0–19 years. Tutor to make links to EYE PO 1 throughout, extending and contextualising learning.	Learners to spend time exploring each area of development to introduce and increase awareness of key terms and words associated with each area. physical: fine and large motor development, co-ordination and control. Discuss each of the key words in the context of the stage of development to reinforce understanding.		Prepare for group presentation on case study as consolidation (links to sessions 6–8 using development tables, holistic development wheel) and leading to activity planning. English Discussions Summaries Digital Presentations including appropriate use of media to develop and design a digital presentation as appropriate.
Session 4 CS1 CS2 CS3 GEC1 GEC2 GEC3 GEC6 GDC1 GDC4 EYE1	Understand children's / young people's development from 0–19 years. Social and emotional development By the end of this session, you must be able to identify stages and sequences of development for children 0–19 years.	Learners must have an overview of the following areas in which children and young people develop: social and emotional: developing emotions, behaviours and relationships, bonding and attachments, expressing feelings, following instructions, co-operation, self-control, self-concepts, friendships and peer groups. Learners to spend time exploring each area of development to introduce and increase	Presentation Stages and Sequences of development 0–19 as handout, videos or accessed via textbook Resources for display	Expand on glossary of terms. Begin to collate milestone information and images of children at various stages of development across a range of developmental areas. Prepare for group presentation on case study as

	Tutor to make links to EYE PO 1 throughout, extending and contextualising learning.	awareness of key terms and words associated with each area. • social: socialisation relationships and friendships • emotional: attachment, self-concept, self-identity, self-esteem, confidence, resilience, independence, compassion and self-regulation. Discuss each of the key words in the context of the stage of development to reinforce understanding.		consolidation (links to sessions 6–8 using development tables, holistic development wheel) and leading to activity planning. English Discussions Summaries Digital Presentations including appropriate use of media to develop and design a digital presentation as appropriate.
Session 5 S1 CS2 CS3 GEC1 GEC2 GEC3 GEC6 GDC1 GDC4 EYE2	Understand children's / young people's development from 0–19 years. By the end of this session, you must be able to identify stages and sequences of development for 0–19 years.	Session 5 will allow opportunity for consolidation. In pairs or small groups, display and discuss or present and discuss one selected key word, such as: Attachment: What does this mean and how might it develop in babies and children? Is attachment significant for a young person's future development? It would also be useful for learners to consider atypical development and how the sequential stages / normative patterns of development can help in relation to interventions.		

Session 6 and 7 CS1 CS2 CS3 GEC1 GEC2 GEC3 GEC6 GDC1 GDC4 EYE1 EYE2	Understand children's / young people's development from 0–19 years. By the end of these sessions, you must be able to explain key milestones in human development from 0–19 years of age in the context of holistic development using a development wheel to support understanding.	Tutor-led discussion recaps the different areas of development and the stages and sequences of normative patterns. Introduce this session with a discussion around holistic development. To support understanding of holistic development, the session will introduce a development wheel. This is a visual representation of holistic development across a range of developmental areas. Learners can contribute to a display to be made in the classroom to identify the stages and sequences of development from 0–19 years of age. Development wheels can be created to allow learners to appreciate holistic interdependency across the areas of development. Small group work – learners can work in small groups or pairs to create their development wheels. The development wheel: Each group is given a selected age range from 0–19 years. Significant milestones in all areas of development for the selected age range are written in distinct sections of one of two circles divided into five equally sized sections. Using the second circle, cut one segment and attach this circle on top of the populated developmental wheel. Use a split pin to connect the two circles,	Handout of sequential stages of human development 0–19 years, across the areas of development identified to date. Resources to make the development wheel.	Complete developmental wheel. Reflect on own understanding of holistic development. Add a definition/description of holistic development to glossary of terms.

		allowing the outer circle to glide over the inner circle to reveal one area at a time. Tutor-led discussion around how the development wheel can be used to identify holistic development. The development wheel will be used in session 8 for activity planning.		
Session 8 – 10	Understand children's / young people's development from 0–19 years. By the end of these sessions, you must be able to plan activities and experiences for children and young people using the development wheel to support you. The activities and experiences that are planned will be shared with peers to consolidate learning and encourage further discussion.	Tutor-led discussion considers the work from the previous sessions exploring holistic development. Learners are now going to begin to apply their knowledge and understanding of the work undertaken in the previous sessions through activity planning. Learners can stay in the groups they worked in when producing the development wheel to plan activities and experiences appropriate for developmental stages for their identified age range. The activities can be shared with peers through a practical workshop and presentation. The practical workshop will be held in session 10, and it will require learners to present one of their activities and experiences to the peer group to test its appropriateness for the identified stage of development. As part of the presentation, learners should comment on any holistic opportunities derivable from the activities and experiences. Tutor to introduce and make available appropriate educational frameworks or curricula and, as a large group, links to educational goals/objectives	Development wheel Resources for planning Resources for session 10: practical workshop	Reflect on own group's presentation and on the contributions of peers.

		can be identified from the activities and experiences presented. This will be explored in depth in Element 3, so this is simply to give learners an awareness of the curricula and how it can be used when planning. Tutor to encourage peer-group discussion and use opportunities to reinforce learning and extend further thought through discussion.		
Session 11	Understand children's / young people's development from 0–19 years. By the end of this session, you must be able to explain a range of factors that affect holistic development.	Tutor-led discussion recaps key milestones that are achieved across the different areas of development explored to date and begin a group discussion around factors that might affect normative patterns of development. Learners will contribute to a list of factors that are then explained in terms of biological and environmental factors. Group work: Learners are then given time to research one biological and one environmental factor, preparing to feedback to a large-group discussion around the impact of factors affecting human development. Tutor to encourage discussion and consolidate this by presenting both negative and positive factors affecting development. Fact sheets produced by the learners can be shared among the peer group to optimise learning.	Textbooks Access to internet Resources to produce fact sheet	

Session 12	Understand children's / young people's development from 0–19 years. By the end of this session, you must be able to identify the main areas of learning from previous learning.	Tutor refers to the content of learning to date and takes the opportunity to recap main areas of content and consolidate learning through activity cards.	Qualification specification Activity cards	Case studies explore LO1 through a range of scenarios. Read through glossary of terms, adding to it as appropriate from new learning.
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