



T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Level resource improvement project

**Supporting holistic delivery: developing learning
activities to integrate core and occupational
specialism content in T Level Education and Childcare**

Association of Colleges is working in partnership with the Education and Training Foundation to deliver this offer. This programme is funded by the Department for Education.

Context

In teaching T Level Education and Childcare, the challenge for many teachers is to link the required core knowledge and understanding to the occupational specialism (OS). Teachers need to develop learning sessions and activities which will allow learners to practice using their knowledge in situations they will face in the workplace. Many learners choose education and childcare because they want the practical activities of working with children. Linking to the OS where appropriate and early in the two-year course will motivate learners to make connections between the required knowledge content and its application to their chosen area of study or future professional career. It will prepare them for their experiences in their industry placement, making them able to contribute from the very early stages. It is assumed that learners will have access to a placement to consolidate learning for this element.

Session plan one

Course title and level: T Level Technical Qualification in Education and Childcare (603/5829/4) Element 7: Child development		Session 1 Introduction
Learning objectives	Learning for Element 7 to include: 7.1 the expected patterns of children's / young people's development in infancy, early childhood, middle childhood and adolescence 7.2 theories of attachment and their application to practice 7.3 how children / young people develop receptive and expressive language, and ways of supporting children 7.4 the role of adults in promoting language development at different ages 7.5 how children and young people develop friendships and the impact of these on wellbeing 7.6 how practitioners use a range of strategies to support children and young people through expected and unexpected transitions. By the end of this session, you will be able to: • analyse how specific areas of development can affect children's holistic development • describe the different areas of development in the following: cognitive (including neurological), physical, social and emotional, speech, language and communication • explain the aim of Element 7 and be familiar with the content.	
Links to core skills	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 CS4 – How to assess and manage risks to your own and others' safety when planning activities	
Links to E/M and D competencies	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	
Links to OS EYE	EYE performance outcome 1: Support and promote children's play, development and early education	

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	K1.1 The learner must understand the expected patterns of children’s development from birth to seven years. K1.2 How a range of biological and environmental factors may affect children's learning and development. K1.3 The learner must understand how the following areas of children’s development can affect holistic development within play and early education. S1.21 Apply pedagogical strategies to plan and lead/facilitate educational activities, including play, in line with the development areas of the early education curriculum requirements. S1.22 Support the development of noncognitive skills. S1.23 Develop and extend children’s education and thinking. S1.24 Select resources and equipment that: • support children’s holistic development • relate to children’s individual needs and interests • are age- and stage-appropriate.
Resources	PowerPoint, Padlet, Mentimeter, writing materials, handouts.

Time	Teacher activity and links to OS knowledge	Learner activity and resources	Assessment for learning	Further links to OS EYE PO 1
10	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. Welcome and introduction to element – Child development. Start-point assessment – What do you know already? Tutor to explain how to access Padlet for this activity or ask learners to write down what their understanding is of child development on a sticky note.	PPT 1–5 Using Padlet to enhance digital skills or a named sticky note brought to a board or wall. Learners will show what understanding they already have regarding children and young people's development.	Named contributions will identify those learners with prior knowledge, those already familiar with key terms and those who have limited knowledge.	
15	Tutor to use Learning for Element 7 to explain how the element will develop.	PPT 6	Observation, questioning and discussion	
25	Tutor then refers to learners' starting points and uses these to	PPT6 Learners to contribute to discussion or	Record of responses	

	promote group discussion around the areas of content before returning to the main focus: • understand children's and young people's development from 0–19.	respond to nominated questioning from the tutor using the starting points as prompts.		
40	Individually, learners to write down definitions for both growth and development. Large-group activity – tutor to explain the difference between growth and development, and between knowledge and a skill.	PPT 7–8 Learners to identify what skills are being developed in the picture and make their suggestions. Alternatively, the learners could engage in an activity in pairs that will require them to use skills in all areas. Following the activity, they will be asked to write down what skills were used.	Observation, questioning and discussion	
50	Linking content to the T Level course requirements. Tutor to ask the question – why is it important for you to know about child	PPT 9–10	Discussion	Why is it important for you as a practitioner to know about child development? S1.21 The learner must be able to apply pedagogical strategies to plan educational activities, including play, in line with the development areas of the early

	development? Link to S1.21.			education curriculum requirements by, including but not limited to: • incorporating children's likes and interests into the planning and provision • providing group activities to support learning through peer support • facilitating role play opportunities to motivate children and embed learning • flexibility in structured activities to harness spontaneous education • providing a balance of adult-led and child-initiated play and learning • reflective practice to ensure continuous improvement in professional skills to plan and lead/facilitate educational activities.
80	Tutor to use a picture of children playing. Can learners identify the skills being developed during this activity? Tutor to record these using whiteboard. These contributions to be built upon for further discussion. Tutor will lead whole group to identify skills in specific areas and to facilitate extending of knowledge on skills development.	PPT 11–12 Learners to write down what skills are being developed in the activity. Depending on their starting points, they may or may not refer to skills in all development areas.	Record of responses Discussion	

90	Tutor to ask: “How do children develop and learn?” Video to be played to emphasise the importance of early experiences and learning. https://youtu.be/VNNsN9IJkws Experiences build brain architecture	PPT 13 Learners to write down one fact from the film that they consider to be important. Individual learners to share these, and tutor will use these to emphasise the points and provide examples.		S1.21 The learner must be able to be able to apply pedagogical strategies to lead/facilitate educational activities by, including but not limited to: - modelling to demonstrate skills - building on children’s previous knowledge to consolidate learning - incorporating peer support and collaborative learning - allowing children time to complete tasks - incorporating children’s thoughts and ideas into the flow of the activity - demonstrating a positive attitude towards learning - supporting metacognitive strategies to promote educational achievement - giving ongoing encouragement and praise. GEC6 – Take part in / lead discussions
	Tutor to lead reflections on the video and provide information on interdependency and pruning.	PPT 14–15 Discuss interdependency and pruning – learners to identify things that they do without thinking and things they have forgotten. Consider why pruning is necessary for healthy brain development.		Refer to the above skills and set a homework task. Choose one of the points and observe examples of this in placement. Have a go yourself – apply strategies to lead an activity in placement this week. Next session, you can share and demonstrate your ideas.
100	Tutor to highlight key message:	PPT 16–17	Discussion	

	Key message – healthy development in the early years provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities and successful parenting of the next generation. Make links to K1.2 How a range of factors may affect children’s learning and development. For example: • physical and mental health • special educational needs and disabilities (SEND) • stage of development • access to play spaces and the outdoor environment • financial • parental support • care status • interpersonal relationships • early attachment	Learners to discuss in small groups how development may be affected by factors.		
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Time allowing	Small group or paired activity – tutor to facilitate learners working in pairs to find definitions and references for each area of development areas listed below: • cognitive, including neurological • physical • social • emotional • speech, language and communication Make links to K1.1 The learner must understand the expected patterns of children’s development from birth to seven years: • Cognitive development • Speech, language and communication development: • Literacy development	PPT 17–18 Paired learners to find definitions for each area and record these for future reference. In addition, two examples of skills in each area to be identified.	These should be shared and displayed around the classroom. Learners should take note of the different references.	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. If needed, definitions could be set as homework or, as tutor, you may decide to extend learning over more sessions for additional focus on linking to the OS.

	• Mathematical development • Physical development: • Personal, social and emotional development			
	Next session will start looking at milestones in specific areas.	PPT 19	Glossary	
120	Plenary		Formative assessment is to test the knowledge that has been gained during the lesson. The starter Padlet and plenary Padlet will be printed for comparison purposes and to identify any gaps in learning.	Homework Observe examples of facilitating learning and development in placement. Have a go yourself – apply strategies to lead an activity in placement this week. Next session, you can share and demonstrate your ideas.

Resources available to support this session plan: PowerPoint presentation.

Session plan two

Course title and level: T Level Technical Qualification in Education and Childcare (603/5829/4) Element 7: Child development		Session 2 Cognitive
Learning objectives	Learning for Element 7 to include: 7.1 the expected patterns of children's / young people's development in infancy, early childhood, middle childhood and adolescence 7.2 theories of attachment and their application to practice 7.3 how children / young people develop receptive and expressive language, and ways of supporting children 7.4 the role of adults in promoting language development at different ages 7.5 how children and young people develop friendships and the impact of these on wellbeing 7.6 How practitioners use a range of strategies to support children and young people through expected and unexpected transitions. By the end of this session, you will be able to: • analyse how specific areas of development can affect children's holistic development • understand stages and sequences in cognitive, neurological and brain development • understand key terms and words in relation to cognitive, neurological and brain development • describe the practitioner's role in encouraging cognitive development.	
Links to core skills	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 CS4 – How to assess and manage risks to your own and others' safety when planning activities	
Links to E/M and D competencies	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
Links to OS EYE	EYE performance outcome 1: Support and promote children’s play, development and early education K1.1 The learner must understand the expected patterns of children’s development from birth to seven years K1.2 How a range of biological and environmental factors may affect children’s learning and development K1.3 The learner must understand how the following areas of children’s development can affect holistic development within play and early education S1.21 Apply pedagogical strategies to plan and lead/facilitate educational activities, including play, in line with the development areas of the early education curriculum requirements S1.22 Support the development of noncognitive skills S1.23 Develop and extend children’s education and thinking S1.24 Select resources and equipment that: • support children’s holistic development • relate to children’s individual needs and interests • are age- and stage-appropriate.
Resources	Presentation Stages and sequences of development 0–19 as handout, videos or accessed via textbook Resources for display Case studies – images of children engaged in activity.

Time	Teacher activity and links to OS knowledge	Learner activity and resources	Assessment for learning	Further links to OS EYE PO1
10	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. Welcome and recap activity	PPT 1–4 Learners to write down four main areas and provide two further examples of skills in each area.	Evidence of recall	How will a good understanding of child development enable you to be a competent practitioner? S1.21 The learner must be able to apply pedagogical strategies to plan educational activities, including play, in line with the development areas of the early education curriculum requirements by, including but not limited to: • incorporating children’s likes and interests into the planning and provision • providing group activities to support learning through peer support • facilitating role play opportunities to motivate children and embed learning • flexibility in structured activities to harness spontaneous education
6 x 5mins	Tutor-led discussion recaps the different areas of development that are considered as part of this element. Tutor to facilitate sharing of skills used in placement as part of large-group activity.	PPT 4/5 Large-group discussion – What do you remember about how children learn? Learners contribute to discussion recalling information. Share placement experience and demonstrate if appropriate.	Discussion and extension/reflection on responses given	
40	Choose one of the points in S1.21 and observe examples of this in placement. Have a go yourself – apply strategies to lead an activity in placement this week.			
55	Tutor explains that this session will begin new learning around human development, including stages and sequences of normative patterns of development.	PPT 6 Learners must have an overview of cognitive brain development:	Expand on glossary of terms	

		• information processing • memory • problem-solving • sensory perception • decision-making. Learners work in pairs to research the terms and agree on a short description of each. Nominated learners will be asked to read out their findings.	Discussions Summaries	• providing a balance of adult-led and child-initiated play and learning • reflective practice to ensure continuous improvement in professional skills to plan and lead/facilitate educational activities The learner must be able to be able to apply pedagogical strategies to lead/facilitate educational activities, by, including but not limited to:
60	Tutor to introduce the specific area of cognitive development and the milestones with a video. https://youtu.be/S9MyTFbpOGE	PPT 7 Learners to watch the video, noting key points and linking to K1.2 How factors may affect development.		• modelling to demonstrate skills • building on children's previous knowledge to consolidate learning • incorporating peer support and collaborative learning
80	Tutor then explains that learners must be able to identify stages and sequences of cognitive development for children 0–19 years. Tutor to circulate around the room during milestone activity making links to practice.	PPT 8–9 Introduce learners to sequential stages of development from 0–19 years of age. This can be presented as a reproduced chart or table. To optimise learning, it	Begin to collate milestone information and/or images of children at various stages of development across a range of developmental areas.	• allowing children time to complete tasks • incorporating children's thoughts and ideas into the flow of the activity • demonstrating a positive attitude towards learning

	K1.1 The learner must understand the expected patterns of children's development from birth to seven years: cognitive, neurological and brain development: Cut out milestones for sequencing or use photographs if appropriate. Make links to K1.2 How a range of factors affect children's learning and development. For example: • physical and mental health • SEND • stage of development • access to play spaces and the outdoor environment • financial • parental support • care status • interpersonal relationships • early attachment Tutor to facilitate understanding of additional terms.	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. This development chart can be completed as homework. Please note the milestones should include up to 16+, although the links to OS are up to seven years. Think again... what factors may affect a child's development? Learners respond to questions and are asked to explain how cognitive development might be affected by the suggestions.	Research on milestones will be used in future sessions. For example, the peer presentation on case study as consolidation (links to sessions 6–8). Presentations including appropriate use of media to develop and design a digital presentation as appropriate.	• supporting metacognitive strategies to promote educational achievement • giving ongoing encouragement and praise. GEC6 – Take part in / lead discussions
100	Tutor to facilitate small group activity – additional terms relating to cognitive development.	PPT 10 Learners to spend time exploring each area of development to introduce		How will you encourage cognitive development and extend learning?

		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.		As part of S1.21, the learner must be able to: • listen actively to children's thoughts and ideas in order to incorporate these into the educational activity • make relevant and constructive contributions to move the activity forwards • ask and respond to children's questions to support clarification of the activity • encourage contributions from all children during the activity • adopt appropriate tone of voice and pay attention to nonverbal cues.
110	Tutor to emphasise that it is impossible to isolate cognitive development. K1.3 The learner must understand how the following areas of children's development can affect holistic	PPT 11–12 Learners to reflect on case studies that demonstrate how areas of development are interdependent.		S1.23 The learner must be able to develop and extend children's education and thinking by, including but not limited to:

	development within play and early education: • how children’s cognitive abilities can affect mastery and competence in speech, language and communication • how problem-solving skills support children in developing physical self-care skills • how understanding concepts enables children to establish and maintain emotional intelligence	Learners to engage in discussion considering the “how” points made.	Discussion Nominated questioning Taking notes making links between cognitive skills and other areas.	• creating opportunities for sustained shared thinking • incorporating scaffolding • ensuring differentiation • using open-ended questioning • encouraging group discussion • creating opportunities for collaborative problem-solving.
120	Plenary	PPT 13 Each learner asked to provide one further example of an activity where more than one area of development is encouraged.	This example could be added to a Mentimeter or similar tool. Glossary	

Resources available to support this session plan: PowerPoint presentation, multiple choice quiz.

Session plan three

Course title and level: T Level Technical Qualification in Education and Childcare (603/5829/4) Element 7: Child development		Session 3 Physical
Learning objectives	Learning for Element 7 to include: 7.1 the expected patterns of children's / young people's development in infancy, early childhood, middle childhood and adolescence 7.2 theories of attachment and their application to practice 7.3 how children / young people develop receptive and expressive language, and ways of supporting children 7.4 the role of adults in promoting language development at different ages 7.5 how children and young people develop friendships and the impact of these on wellbeing 7.6 how practitioners use a range of strategies to support children and young people through expected and unexpected transitions. By the end of this session, you will be able to: • analyse how specific areas of development can affect children's holistic development • understand stages and sequences in physical development • understand key terms and words in relation to physical development • describe the practitioner's role in promoting physical development and the importance of active learning.	
Links to core skills	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 CS4 – How to assess and manage risks to your own and others' safety when planning activities	

Links to E/M and D competencies	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
Links to OS EYE	EYE performance outcome 1: Support and promote children's play, development and early education K 1.1 The learner must understand the expected patterns of children's development from birth to seven years. K1.2 How a range of biological and environmental factors may affect children's learning and development K1.3 The learner must understand how the following areas of children's development can affect holistic development within play and early education. S1.21 Apply pedagogical strategies to plan and lead/facilitate educational activities, which include play, in line with the development areas of the early education curriculum requirements S1.22 Support the development of noncognitive skills S1.23 Develop and extend children's education and thinking S1.24 Select resources and equipment that: • support children's holistic development • relate to children's individual needs and interests • are age- and stage-appropriate.
Resources	Presentation Stages and Sequences of development 0–19 as handout, videos or accessed via textbook Resources for display Video 'Birth to Five Matters' introduced.

Time	Teacher activity and links to OS knowledge	Learner activity and resources	Assessment for learning	Further links to OS EYE PO1
15	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. Welcome and starter activity: Spot the difference. https://www.free-math-handwriting-and-reading-worksheets.com/spot-the-difference-games.html	PPT 1–5 Learners work in pairs to complete a laminated A3 spot-the-difference sheet, followed by reflection on skills used during the activity. Learners use their fine motor skills in the next two activities which also demonstrate interdependency.	Observation Completed activity Working together	
35	Tutor to facilitate recall – what do you know already about how children learn? Write down three key words.	PPT 6 Learners reflect on previous knowledge, write down key words and engage in discussion. Key words to be on sticky notes and put around the room or on a board.	Questioning Written words Discussion	Why is it important for you as a practitioner to encourage the development of physical skills? S1.21 The learner must be able to apply pedagogical strategies to plan educational activities, including play, in line

			Expand on glossary of terms.	with the development areas of the early education curriculum requirements by, including but not limited to:
50	Tutor to introduce Characteristics of Effective Learning, and Areas of Learning and Development. Pg 42 This overview also discusses interdependency. https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf Tutor to provide copies of the document to learners, or alternative access.	PPT 7 Learners to note the characteristics of effective learning, and discuss why these characteristics would be important to children: Playing and exploring – engagement Active learning – motivation Creative and critical thinking – thinking.	Observation, questioning and discussion Evidence of reading and identification of key words	• incorporating children's likes and interests into the planning and provision • providing group activities to support learning through peer support • facilitating role play opportunities to motivate children and embed learning
60	Tutors ask learners to reflect on their own learning experiences. What makes it a good experience? Consider the terms in relation to teaching and learning. What do you understand about the term interdependency?	PPT 8–9 Learners discuss effective learning and then relate this to what they know about child development to date, and the need for activity and interest. Learners recall the meaning of this term before the next activity.	Questioning, discussion and summaries	• flexibility in structured activities to harness spontaneous education • providing a balance of adult-led and child-initiated play and learning

70	Tutor introduces a video activity and hands out the writing frame containing the seven areas of learning and development. https://youtu.be/fsyaDbq-fFI Making a trap for baddies	PPT 10 As the video plays, learners write down skills demonstrated in each of the boxes. They will also be asked to notice the practitioner's role.	Expand on glossary of terms	reflective practice to ensure continuous improvement in professional skills to plan and lead/facilitate educational activities.
80	The second half of today's lesson will focus on physical development. By the end of this session, you will understand terms relating to physical development, and you must be able to identify stages and sequences of development for children 0–19 years. Tutor to facilitate large-group activity.	PPT 11 Learners must have an overview of physical growth and development of the body - gross motor skills involving large movements of the body - fine motor skills involving smaller - more skillful movement to control the body with precision - bodily changes because of puberty Learners to spend time exploring each area of development to introduce and increase awareness of key terms and words associated with each area.		The learner must be able to be able to apply pedagogical strategies to lead/facilitate educational activities by, including but not limited to: - modelling to demonstrate skills - building on children's previous knowledge to consolidate learning - incorporating peer support and collaborative learning - allowing children time to complete tasks

	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. If needed, definitions could be set as homework or, as tutor, you may decide to extend learning over more sessions for additional focus on linking to the OS.	For example: • fine and large motor development • co-ordination • control. Discuss each of the key words in the context of the stage of development to reinforce understanding.		• incorporating children's thoughts and ideas into the flow of the activity • demonstrating a positive attitude towards learning • supporting metacognitive strategies to promote educational achievement • giving ongoing encouragement and praise.
100	Tutor then explains that learners must be able to identify stages and sequences of cognitive development for children 0–19 years. Tutor to circulate around the room during milestone activity making links to practice. K1.1 The learner must understand the expected patterns of children's development from birth to seven years. Physical development: Cut out milestones for sequencing or use photographs if appropriate.	PPT12 Introduce learners to sequential stages of development from 0–19 years of age. This can be presented as a reproduced chart or table. To 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.	Begin to collate milestone information and images of children at various stages of development across a range of developmental areas.	GEC6 – Take part in / lead discussions S1.22 The learner must be able to support noncognitive skills of perseverance, self-reliance, resilience and curiosity within the areas of learning and development by, including but not limited to: • selecting resources that

	Make links to K1.2 How a range of factors may affect children's learning and development. For example: • physical and mental health • SEND • stage of development • access to play spaces and the outdoor environment • financial • parental support • care status • interpersonal relationships • early attachment.	Learners can match the stages with the images to plot them in sequence. This development chart can be completed as homework. Please note the milestones should include up to 16+, although the links to OS are up to seven years.	Research on milestones will be used in future sessions. For example, peer presentation on case study as consolidation (links to sessions 6–8). Presentations including appropriate use of media to develop and design a digital presentation as appropriate.	encourage independence • providing support and also knowing when to allow the child to take the lead • ensuring stretch and challenge • including children's interests to support enhanced curiosity and perseverance.
120 Time allowing	Plenary Tutor to facilitate discussion linking knowledge and skills development. K1.3 The learner must understand how the following areas of children's development can affect development in play and early education: • how physical abilities can affect increased motivation in children's play, learning and development • how the development of fine and gross motor skills affects children's ability to access the environment and activities, and supports natural curiosity	PPT 14–15 Learners engage in whole group discussion and consider responses to the question raised, linking theory to practice and consolidating knowledge of child development and selection of age-appropriate resources.		How could you use physical activity to promote learning in other areas of development? S1.24 The learner must be able to select resources and equipment that: • support children's holistic development • relate to children's individual needs and interests

	• how self-efficacy in dressing and feeding supports children's confidence and self-esteem through personal achievement.	Learners are encouraged to select resources themselves.	Glossary	• are age- and stage-appropriate.
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Resources available to support this session plan: PowerPoint presentation.

Session plan four

Course title and level: T Level Technical Qualification in Education and Childcare (603/5829/4) Element 7: Child development		Session 4 Social and emotional
Learning objectives	Learning for Element 7 to include: 7.1 the expected patterns of children's / young people's development in infancy, early childhood, middle childhood and adolescence 7.2 theories of attachment and their application to practice 7.3 how children / young people develop receptive and expressive language, and ways of supporting children 7.4 the role of adults in promoting language development at different ages 7.5 how children and young people develop friendships and the impact of these on wellbeing 7.6 how practitioners use a range of strategies to support children and young people through expected and unexpected transitions. By the end of this session, you will be able to: • analyse how specific areas of development can affect children's holistic development • understand stages and sequences in social and emotional development • understand key terms and words in relation to social and emotional development • describe the practitioner's role in supporting social and emotional development.	
Links to core skills	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 CS4 – How to assess and manage risks to your own and others' safety when planning activities	
Links to E/M and D competencies	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
Links to OS EYE	EYE performance outcome 1: Support and promote children’s play, development and early education K1.1 The learner must understand the expected patterns of children’s development from birth to seven years. K1.2 How a range of biological and environmental factors may affect children's learning and development K1.3 The learner must understand how the following areas of children’s development can affect holistic development within play and early education. S1.21 Apply pedagogical strategies to plan and lead/facilitate educational activities, including play, in line with the development areas of the early education curriculum requirements S1.22 Support the development of noncognitive skills S1.23 Develop and extend children’s education and thinking S1.24 Select resources and equipment that: • support children’s holistic development • relate to children’s individual needs and interests • are age- and stage-appropriate.
Resources	Presentation Stages and Sequences of development 0–19 as handout, videos or accessed via textbook Resources for display Video ‘Birth to Five Matters’ https://padlet.com

Time	Teacher activity and links to OS knowledge	Learner activity and resources	Assessment for learning	Further links to OS EYE PO1
15	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. Welcome and recap – recall the characteristics of effective learning.	PPT 1–6 Learners will make suggestions and reflect on previous learning.	Questioning	What is your role in supporting the social and emotional development of the children you care for? GEC6 – Take part in / lead discussions As part of S1.21, the learner must be able to: - listen actively to children’s thoughts and ideas in order to incorporate these into the educational activity - make relevant and constructive contributions to move the activity forwards - ask and respond to children’s questions to support
25	Tutor will introduce whole group discussion, encouraging consolidation and retrieval of knowledge to date. What do you need to consider as a practitioner if you are going to be successful in promoting development?	PPT 7–8 How children learn, the practitioner’s role, stages and sequences of development, and factors affecting development. Large-group discussion Learners will note the seven key features of effective practice, or these pages could be presented as a handout and learners asked to highlight key words.	Discussion Note taking	
40	Tutor will then lead this discussion and facilitate further investigation of ‘Development Matters’ and ‘Birth to Five Matters’, making links with knowing about and supporting the development of children. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development	Learners will investigate the key features then discuss them. A short discussion would enable the whole group to decide which words were chosen and explanations provided as to why these were considered important.	Nominated questioning, discussion and summaries.	

Association of Colleges is working in partnership with the Education and Training Foundation to deliver this offer. This programme is funded by the Department for Education.

	Matters Report and illustrations web 2 .pdf https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf			clarification of the activity • encourage contributions from all children during the activity • adopt appropriate tone of voice and pay attention to nonverbal cues.
65	By the end of this session, you will understand terms relating to social and emotional development, and learners must be able to identify stages and sequences of development for children 0–19 years. Tutor will introduce this development area with a whole group discussion, encouraging individual contributions. The tutor will facilitate large-group work, moving around the classroom encouraging participation and extending discussion and learning.	PPT 9–10 Learners to make suggestions expressing their understanding of social and emotional development. Learners will explore the area as part of a large-group discussion. Learners must have an overview of social and emotional development: • developing emotions, behaviours and relationships • bonding and attachments • expressing feelings • following instructions • co-operation • self-control • self-concepts • friendships and peer groups.	Discussion Research skills Summaries	S1.22 The learner must be able to support noncognitive skills of perseverance, self-reliance, resilience and

85	Tutor to lead investigation of the theme positive relationships (early years foundation stage). Explain the role of the key worker and link with skills needed in placement. Link with S1.22	PPT 11–13 Learners to look at pages 30–33 of 'Birth to Five Matters' focusing on the importance of positive relationships and making links to skills they will need when working with children as a key worker. Learners identify six key points. https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf	Note taking	curiosity within the areas of learning and development by, including but not limited to: • selecting resources that encourage independence • providing support and also knowing when to allow the child to take the lead • ensuring stretch and challenge • including children's interests to support enhanced curiosity and perseverance.
100	Tutor then explains that learners must be able to identify stages and sequences of cognitive development for children 0–19 years. Tutor to circulate around the room during milestone activity making links to practice. K1.1 The learner must understand the expected patterns of children's development from birth to seven years. Personal, social and emotional development: Cut out milestones for sequencing or use photographs if appropriate.	PPT 14–15 Introduce learners to sequential stages of development from 0–19 years of age. This can be presented as a reproduced chart or table. To 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.	Discussion, summaries Begin to collate milestone information and images of children at various stages of development across a range of developmental areas. Research on milestones will be utilised in future sessions. For example peer presentation on case study as	

	Make links to K1.2 How a range of factors may affect children's learning and development. For example: • physical and mental health • SEND • stage of development • access to play spaces and the outdoor environment • financial • parental support • care status • interpersonal relationships • early attachment.	This development chart can be completed as homework. Please note the milestones should include up to 16+, although the links to OS are up to seven years.	consolidation (links to sessions 6–8). Presentations including appropriate use of media to develop and design a digital presentation as appropriate.	
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				Why is social and emotional development so important for holistic development? S1.24 The learner must be able to select resources and equipment that: • support children's holistic development • relate to children's individual needs and interests • are age- and stage-appropriate.
Time allowing	Tutor to facilitate group work investigating terms.	PPT 16 Learners to spend time exploring each area of development to introduce and increase awareness of key terms and words associated with each area:	Observation, written notes and discussion. Expand on glossary of terms.	What is your role in supporting the social and emotional development of the children you care for? GEC6 - Take part in/Lead discussions As part of S1.21 the learner must be able to: • listen actively to children's thoughts and ideas in order to incorporate these into the educational activity • make relevant and constructive contributions to move the activity forward • ask and respond to children's questions to support clarification of the activity • encourage contributions from all children during the activity • adopt appropriate tone of voice and pay attention to non-verbal cues.

	Please note that timings are estimated and will depend on your learners, their knowledge and their engagement. If needed, definitions could be set as homework or, as tutor, you may decide to extend learning over more sessions for additional focus on linking to the OS.	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.		S1.22 The learner must be able to support non-cognitive skills of perseverance, self-reliance, resilience and curiosity within the areas of learning and development by, including but not limited to: • selecting resources that encourage independence • providing support and also knowing when to allow the child to take the lead • ensuring stretch and challenge • including children's interests to support enhanced curiosity and perseverance Why is social and emotional development so important for holistic development? S1.24 The learner must be able to select resources and equipment that: • support children's holistic development • relate to children's individual needs and interests • are age and stage appropriate
	K1.3 The learner must understand how the following areas of children's development can affect holistic development within play and early education: • how this supports children to regulate own emotions and behaviour to effectively adapt to settings' rules and routines • how this supports children's confidence and self-esteem to co-operate and play with others • how social and emotional skills impacts on children's school readiness.	Learners engage in whole group discussion and consider responses to the question raised, linking theory to practice, and consolidating knowledge of child development and selection of age-appropriate resources.	Discussion	
120	Plenary	PPT 18 Learners to write a short summary about the social and emotional skills required to be "school ready".		

Resources to support this session: PowerPoint presentation.

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