

Topic: Child Development

Component 3

Supporting Children to Play, Learn & Develop

Role of Adults

Accessibility - how easy it is for an area to be reached or entered.

Additional Needs - indicates that a child requires extra support to fully participate in activities.

Attentions Skills - noticing and concentrating on something.

Associative play - sharing resources but playing alone.

Enhance - increase or improve something.

EAL - English as an additional language - when a English is not a child's first language.

Makaton - a language programme using signs and symbols.

Positive risk taking - balancing the potential risk of harm against the benefit of children participating in activities.

Tolerance - ability to put up with something without complaining about it, which might otherwise be annoying.

Transitions - changes in children's lives.

Egocentric - thinking only of yourself and not others.

Constructive - intending to have a use or purpose.

Hazard - potential for an environment, activity and/or resource to cause harm.

Individual Needs

Investigate individual needs that may impact on play learning and development

Physical Needs - sensory, gross and fine motor skills, wheelchairs, long term health conditions

Cognitive/ Intellectual Needs - learning disabilities, concentration levels, memory issues, delayed literacy skills

Communication and Language Needs - EAL, learning more than one language, language/communication delay

Social and Emotional Needs - limited interaction with others, poor awareness of social norms and values, limited experience of play, disruptive behaviour, experiencing transition

Environment

Create safe environments to support play, learning and development in children aged 0-5 years

- 0-18 months
- 18 months to 3 years
- 3-5 years

Ensure all children are safe

- Mange risks and hazards of environments and activities - consider risks, hazards, risk assessments, positive risk taking
- Age-appropriate awareness of personal safety, use of resources, choking hazards, safety labelling
- Teaching children how to use internet enabled technology safely

Benefits

The benefits of adapting activities for all children in play, learning and development

- Promote five areas of development
- Adult to select and implement play, be a role model, support play, offer ideas, ensure play is suitable, promote inclusion, choice, respond positively, recognise boredom and lack of concentration
- Benefits to other children - include others, promote positive behaviour

Health & Safety

Health and safety considerations for **INSIDE** environments for children with individual needs:

- Width of doorways, furniture, types of flooring, trip hazards, organisation of easy to find resources, continuity of areas, appropriate resources, monitoring.

Health and safety considerations of **OUTSIDE** environments for children with individual needs

- Appropriate clothing, plan for outings, accessibility, choice of outdoor resources, quiet or noisy places, various levels of equipment, use of symbols and maps, consideration of weather



Children's Play Area

Children must be supervised by a responsible adult



The management cannot be held responsible for any injury incurred whilst using these facilities



Adapting Activities

Adapting activities/resources to support a child with **PHYSICAL** needs

Adjust the environment, appropriate resources for gross and fine motor skill delay, secure movable objects, adjust level of difficulty, adapt for visual impairment, keep resources in the same place, adapt technological resources.

Types of Teaching Aids

Audio aids	Visual aids	Audio-Visual
<ul style="list-style-type: none"> Radio Gramophone Lingaphone Tape recorder 	<ul style="list-style-type: none"> Charts Pictures Models Maps Projectors 	<ul style="list-style-type: none"> Television Drama Sound Motion Films



Adapting activities to support a child with **COGNITIVE** and **INTELLECTUAL** needs

Play near others doing the same things, shorten activities, break activities down, repeat activities, adults to demonstrate, modify, limit materials, use digital resources, keep equipment in the same place

Adapting activities to support a child with **COMMUNICATION** or **LANGUAGE** needs

Group activities which encourage friendships, praise children, instructions short and clear, demonstrate activities, use less complicated language, repeat activities. Use alternative communication - sign language, picture exchange communication system



Play

