

Inspire, Challenge, Enrich

NCFE CACHE L1/2 Tech Award in Child Development and Care in Early Years

Year 10	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Content Area 1: Child Development	Content Area 2: Factors that Influence a Child's Development	Content Area 3: Care routines, play and activities to support the child	Content Area 4: Early years provision	Content Area 5: Legislation, policies and procedures in the early years	Content Area 6: Expectations of an Early Years Practitioner Content Area 7: Roles and responsibilities within early years settings
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Holistic development includes different aspects and appreciate that the aspects are interconnected: - physical – the way in which the body increases in skill and becomes more complex - cognitive – the ability to think, recognise and remember - communication and language – the ability to make sounds, talk, understand and interact with others - social and emotional – the ability to interact	- Nature and nurture - Biological and environmental factors - Effects of biological and environmental factors - Transitions - Types of transition - The impact of transitions on the child's development - Support Strategies	- Basic care needs - Basic care routines and play activities to support the child's development - Basic care routines - Play activities - The role of the early years practitioner during play activities	- Types of early years provision - The purpose of early years provision - Types of early years settings - Variation in early years provision	- Regulatory authority - Legislation and frameworks which underpin policy and procedure - Legislation, framework, policy and procedure definitions - Legislation - Health and safety procedure - Equality and inclusion procedure - Safeguarding procedure - Confidentiality procedure	- Appearance - Behaviour - Attendance and timekeeping - Early years practitioner roles - Partnership working in the early years - How partnership working benefits the child, family and early years practitioner - Specialist roles within the early years settings - Specialist roles outside the early years settings
Key Vocabulary (School Improvement Priority)	Physical Intellectual Cognition Emotional Social Communication Language Growth Infancy Coordination Attachment Bonding Security Contentment Independence Socialisation	Nature Nurture Biology Genetics inherited characteristics environment Inherited traits Conception down syndrome Rural living inner city living air pollution noise pollution Absolute poverty relative poverty income poor housing breadline abuse neglect	Basic needs Maslow Hierarchy Physiological personal care independence health & safety wellbeing routine thrive expectations Co-ordination gross/fine motor skills confidence healthy lifestyle creativity development holistic	Statutory Private Voluntary fees EYFS Provision Holistic Support Communication Skills Progression Route salary	Inspection Regulation Report authority policy framework procedure safeguarding management hazard responsibility Equality Inclusion additional needs adaptations diversity symptoms abuse neglect safeguarding	Appearance Behaviour Attitudes Attendance Punctuality Hazards Personal hygiene Requirements Expectations Impression Development Safety Partnership

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		healthy diet exercise stimulation sibling rivalry dysfunctional families bond attachment Expected/unexpected Child-centred approach positive relationships expression			Confidentiality whistle blowing safeguarding	
Extended Writing / Disciplinary Reading (School Improvement Priority)	Reading- Holistic Development	Reading- Possible effects of transitions	Reading- GOSH Mealtime suggestions	Reading- How to Help Parents Participate in Your Early Years Setting	Reading- Types of Abuse	Reading-What is the expected appearance of an EYP
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative- Explain the expected sequence and key milestones for a child aged 5. Summative- Mini-NEA Practice	Formative- Supporting Children through transitions Summative- Mini-NEA Practice	Formative- Impacts of positive relationships Summative- Mini-NEA Practice	Formative- Activities to support development Summative- Mini-NEA Practice	Formative- Meeting Safety Needs in Early Years Summative- Mini-NEA Practice	Formative- Partnership working in Early Years Summative- Mini-NEA Practice

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Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Content Area 8: The importance of observations in early years childcare	Content Area 9: Planning in Early Years Childcare	NEA NEA/Exam Prep		Exam Prep	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	• Observation and recording methods • How observations support child development • Objective and subjective observation • Components of recording observations • Different methods of observation • Sharing observations	• The purpose of a child-centred approach • The purpose of the planning cycle • The planning cycle	• 50% of the technical award • 92 marks • The completion time for the NEA is 14 hours plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. • The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5. ✓ AO1- Recall knowledge and show understanding ✓ AO2- Apply knowledge and understanding ✓ AO3- Analyse and evaluate knowledge and understanding ✓ AO4- Demonstrate the application of relevant vocational skills, processes, working practices and documentation ✓ AO5- Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation		How to answer extended answers and get the most for the exam questions. The written exam will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3. • AO1- Recall knowledge and show understanding • AO2- Apply knowledge and understanding • AO3- Analyse and evaluate knowledge and understanding	
Key Vocabulary (School Improvement Priority)	Formative Summative Objective Subjective Evaluation Method Planning Continuity Progress Interventions	Observe Assess Plan Implement Review	Links to CA 1-9		Links to CA 1-9	
Extended Writing / Disciplinary Reading (School Improvement Priority)	Reading- Observation notes	Reading- Practice Case Study	NEA Task Case Study		Case Study- reading and annotating skills	

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Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Formative- Discuss the differences between formative and summative assessments Summative- Mini NEA Task	Formative- Planning for early intervention write up Summative- Mini NEA Task	Summative- NEA Tasks	Formative- Longer answer exam questions Summative- Practice exam questions	Formative- Longer answer exam question Summative- Practice exam	
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