

NCFE Level 1/2 Technical Award in Child Development and Care in the Early Years (Year 11)

Key concepts	<p>In year 11 this qualification aims to:</p> <ul style="list-style-type: none">• focus on the study of child development and care in the early years• offer breadth and depth of study, incorporating a key core of knowledge• provide opportunities to acquire several practical and technical skills.
Themes	<p>Pupils will revisit and revise their knowledge of the following year 10 work:</p> <ul style="list-style-type: none">• understanding of holistic child development• identifying factors that influence child development• Promoting care routines and activities to support the child• understanding of the expectations of an early year's practitioner and their roles and responsibilities in a childcare setting <p>Pupils will further develop their understanding of childcare and development by:</p> <ul style="list-style-type: none">• understand legislation in the early years• provide an understanding of the importance of observations in early years childcare• understand the purpose of planning in early years childcare.
Challenge	<p>Pupils will use a combination of knowledge-based learning, practical application, and analytical thinking. The qualification requires pupils to recall knowledge, apply that knowledge to real-world scenarios, and analyse and evaluate information to reach informed conclusions. Challenge given to individuals based on their strengths. They will be encouraged to reach their full potential through independent research and stretch yourself tasks.</p>
Support	<p>The course includes hands-on activities, group work, and practical experiences to reinforce learning and build skills. Individual support based on IEP's which may include differentiated activities, sentence starters, resource-based task support, writing support, questioning, extension work in group activities.</p>
Literacy focus	<p>Reading – learners will need to read and understand various materials, including textbooks, articles, and online resources, to grasp the concept of child development, care practices, and relevant policies.</p> <p>Writing - learners will be required to produce written work such as essays, reports, and presentations to demonstrate their knowledge and understanding. This may involve writing summaries, analyses, and evaluations of different aspects of child development.</p> <p>Speaking - learners will need to participate in discussions, presentations, and practical activities where they need to articulate their understanding of child development and care in the early years. This includes explaining their reasoning, justifying their opinions, and presenting their findings</p> <p>Listening - effective listening skills are crucial for understanding information shared by instructors, peers, and other professionals in the field. This includes actively listening to instructions, feedback, and presentations to ensure accurate comprehension.</p>

	The qualification also emphasizes the development of analytical and evaluative skills, which involve critically assessing information and forming reasoned judgments. These skills are applied to analyse child development theories, evaluate different care practices, and reach informed conclusions.
Numeracy focus	Learners will incorporate numeracy skills in practical ways related to child development and care, though the qualification doesn't specifically focus on advanced mathematical concepts. These skills include measuring, counting, and understanding basic mathematical concepts in the context of early childhood development.
Cross-curricular links	<p>Science - The course integrates aspects of child development that align with scientific principles, such as understanding physical development, cognitive growth, and the impact of nutrition on a child's health. For example, exploring the stages of physical development (e.g., gross and fine motor skills) connects to biology and movement.</p> <p>PSHE - the course addresses personal, social, and emotional development. This includes understanding child well-being, promoting positive behaviour, and fostering positive relationships with children and adults. It also covers topics related to health and safety, including hygiene practices, and supporting children's physical activity.</p>
SMSC & MBV	<p>Understanding Learning and Development Through Play - explores the significance of play in a child's overall development, encompassing social, emotional, and cognitive growth.</p> <p>Respecting and Valuing Children - emphasizes the importance of treating children with respect and valuing their individual needs, which is a key aspect of both SMSC and MBV.</p> <p>Children's Play and Leisure Activities in the Community - highlights the role of community in a child's development and how different play and leisure activities can contribute to their social, moral, and cultural understanding.</p> <p>Listening to and Talking with a Young Child - focuses on effective communication and interaction with young children, which is crucial for fostering their social and emotional development.</p> <p>Confidence Building for the Young Child Through Play - explores how play can help children develop confidence and self-esteem, which are important for their overall well-being and social integration.</p>
ASSESSMENTS	<p>At the end of each content area pupils will complete a short focused task either on exam-based questions or non-exam coursework style task.</p> <p>Final Assessment:</p> <p>Complete non-exam assessment task (50% final grade) Spring term.</p> <p>Complete written exam paper (50% final grade) Summer term.</p>
Out of school learning	Opportunity to attend feeder primary school to gain experience of early year settings.

Theme	Key concepts	Learning outcomes	Key Discussion Questions
CA 5 Legislation, policies and procedures in the early years.	What is Ofsted?	<ul style="list-style-type: none"> Describe what a regulation authority is Explain the functions of Ofsted including inspections, regulations and reports. 	<ul style="list-style-type: none"> What is the purpose of a regulatory authority? What is the purpose of an Ofsted inspection? What are inspection reports useful for?
	What legislation governs early years settings?	<ul style="list-style-type: none"> Describe the basic principles of legislation and frameworks Explain how legislation informs policies and procedures 	<ul style="list-style-type: none"> What is the UNCRC? What is the Equality Act 2010? What is the GDPR 2018? What is the Early Years Foundation Stage Statutory Framework?
	How do you maintain health and safety in an early years setting?	<ul style="list-style-type: none"> Discuss the importance of keeping service users, staff and visitors safe Understand how legislation keeps service users, staff and visitors safe. 	<ul style="list-style-type: none"> What is the difference between a hazard and a risk? What is safeguarding? What is a duty of care?
	Equality and Inclusion procedures	<ul style="list-style-type: none"> Describe the terms equality, inclusion and diversity. Explain the role of the EYP in supporting equality, inclusion and diversity in an early years setting 	<ul style="list-style-type: none"> What does equality, inclusion and diversity look like in an early years setting? What procedures support children with additional needs? How can adaptations support those with behavioural needs?
	What is safeguarding?	<ul style="list-style-type: none"> Identify different types of abuse Describe signs and symptoms of abuse Explain the term safeguarding 	<ul style="list-style-type: none"> What is safeguarding? What is a designated safeguarding lead? Who are vulnerable people? What are my responsibilities?
	What is confidentiality?	<ul style="list-style-type: none"> Describe what confidentiality is Explain why confidentiality isn't guaranteed in safeguarding 	<ul style="list-style-type: none"> What is "whistle blowing"? What is a "need to know" basis? When should you not promise confidentiality? When is it important to maintain confidentiality?
Mini Assessment – exam-based question.			

CA8 The importance of observations in early years childcare	How do observations support child development?	<ul style="list-style-type: none"> • Explain what the two types of observations are • Explain the difference between objective and subjective observations 	<ul style="list-style-type: none"> • What is a formative assessment? • What is a summative assessment? • What is the purpose of observations in an Early Years Setting? • Why are objective observations preferred over subjective ones?
	Methods of observations	<ul style="list-style-type: none"> • Explain the components of recording observations • Consider the strengths and limitations of different methods of observations 	<ul style="list-style-type: none"> • What are the different stages in completing an observation? • What are the different methods of recording observations? • How can different methods, suit different settings/age groups?
	Sharing Observations	<ul style="list-style-type: none"> • Identify how information from observations is shared • Explain why observations need to be shared with parents, carers and other practitioners 	<ul style="list-style-type: none"> • Why do observations need to be shared with other practitioners? • Why do observations need to be shared with parents/carers? • What is continuity of care? • What is a child-centred approach?
	Mini NEA – post it note observation and milestones		
CA9 Planning in early years	Planning in EYFS	<ul style="list-style-type: none"> • Identify the planning cycle • Describe the different stages of the planning cycle • Explain how planning in Early Years Settings, contributes to all other areas. 	<ul style="list-style-type: none"> • What is the planning cycle? • What are the different stages of the planning cycle? • How does planning underpin all other aspects of the course?
	Preparing for NEA assessment. Practise NEA (John)		

Spring Term:

The non-examination assessment (NEA) is set by the NCFE and is a practical, project-based assessment. The time and mark criteria are as followed. Pupils will be support in school whilst working within the guidelines set by the NCFE.

NEA Assessment (externally set)	Timings (14 hours total)	Marks
Research	120 mins	
Task 1 – Support Strategies (transitions)	180 mins	12
Task 2 – Planning Cycle Observer and Assess	180 mins	20
Task 3 – Planning Cycle Identified Support Needs	180 mins	24
Task 4 – Planning Play Activities	180 mins	20
Task 5 – Health and Safety Procedures	60 mins	8
Task 6 – Evaluation of Planning	60 mins	8

Summer Term – Revision of content areas:

Content area number	Content area title
Content area 1	Child development
Content area 2	Factors that influence the 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 the early years' practitioner
Content area 7	Roles and responsibilities within early years settings
Content area 8	The importance of observations in early years childcare
Content area 9	Planning in early years childcare