



Overview plans for academic year 2026-2027

Subject: BTEC AWARD CARING FOR CHILDREN

Year group/cohort: KS4

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject specific literacy	Cross curricular links
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	CfC10 – Providing a Children's Creative Activity Types of creative activities; child development; benefits of creative play; health and safety; inclusion; age and stage of development; resources needed	Plan and prepare a safe, engaging and inclusive creative activity suitable for young children.	Identifying suitable creative activities for young children; selecting appropriate resources; following health and safety procedures; organising equipment and materials; carrying out risk assessments; adapting activities for individual needs; preparing activity areas safely	Learners can independently plan and prepare a safe, inclusive and developmentally appropriate creative activity for young children.	Baseline assessment; activity planning task; risk assessment task; practical observation; annotated photographs and evidence log. A2: Skills audit, Personal strengths profile, Initial progression targets	Creative activity, development, inclusion, resources, planning, risk assessment, participation, wellbeing, PPE, safety.	Creative activity, development, inclusion, resources, planning, risk assessment, participation, wellbeing, PPE, safety.

	for creative activities.						
Autumn Term 2	CfC10 – Providing a Children's Creative Activity Activity planning process; setting up activities safely; delivering activities; monitoring participation; communication with children; evaluating outcomes; positive interactions.	Understand the complete process involved in delivering a children's activity from planning and preparation through to implementation and evaluation.	Following an activity plan; managing time effectively; communicating instructions clearly; using resources correctly; supervising participation; encouraging engagement; evaluating own performance.	Learners can confidently deliver, manage and evaluate a creative activity that meets children's developmental needs.	Completed activity plan; practical observation; teacher feedback; self-evaluation. A2: Career research, Investigation of progression pathways, Review of personal skills and qualities.	Evaluation, communication, supervision, organisation, participation, encouragement, reflection.	English – verbal communication; PSHE – confidence and resilience; Employability – teamwork and organisation; SMSC – responsibility and self-reflection.
Spring Term 1	CfC8 – Children's Reading Activity Importance of books and stories; types of children's books; literacy	Understand how books and stories support children's language, literacy, imagination, learning and overall development.	Selecting appropriate books; identifying age-suitable stories; creating storyboards; designing puppets and story sacks; planning reading activities; promoting	Learners can plan a reading activity that supports children's literacy, communication and imagination.	Book review; poster on children's books; storyboard creation; story sack activity; reading activity plan. A2: Employability skills review,	Literacy, vocabulary, illustration, diversity, story sack, storyboard, expression, imagination.	English – reading and storytelling; Art and Design – creating resources; PSHE – diversity and inclusion; SMSC –

	development; diversity in literature; selecting age-appropriate texts; storytelling aids.		diversity through story selection.		Reflective journal, Evidence of communication and teamwork skills.		cultural awareness and empathy.
Spring Term 2	CfC8 – Children's Reading Activity Storytelling techniques; engagement strategies; literacy development; communication methods; reading activity planning; overcoming challenges during story sessions.	Understand how effective communication and storytelling support children's literacy, learning and engagement.	Reading aloud effectively; using expression, pace and tone; maintaining children's attention; using visual aids and props; asking questions to encourage participation; responding to challenges during storytelling.	Learners can deliver engaging storytelling and reading activities that effectively support children's learning and development.	Reading aloud assessment; observation record; practical assessment; reflective evaluation. A2: SMART target setting, Personal action plan, Progress review.	Storytelling, interaction, communication, engagement, expression, pace, tone, questioning.	English – speaking and listening; Drama – presentation skills; PSHE – confidence building; SMSC – positive communication and respect.
Summer Term 1	CfC5 – Providing an Activity to Support Children's	Understand how planned activities can support children's emotional wellbeing, positive behaviour	Planning activities that support wellbeing; using positive communication	Learners can plan and deliver activities that promote children's emotional wellbeing, social	Activity plan; practical demonstration; observation record; self-evaluation.	Wellbeing, emotional development, social development,	PSHE – emotional wellbeing; Health and Social Care; English – communication

	Emotional and Social Needs Emotional needs of children; social development; wellbeing; positive behaviour; emotional support activities; social interaction activities.	and social development.	techniques; encouraging participation; supporting emotional development; supporting social interaction; promoting positive behaviour; demonstrating safe practice.	development and positive behaviour.	A2: CV writing, Personal statement, Interview preparation and mock interview.	behaviour, encouragement, cooperation, relationships.	skills; SMSC – empathy, relationships and self-awareness
Summer Term 2	CfC5 – Providing an Activity to Support Children's Emotional and Social Needs Professional practice; child-centred approaches; reflection and evaluation; evidence collection; progression	Understand how the knowledge, understanding and skills developed throughout the course support progression into further study, training and employment in childcare-related sectors.	Reflecting on performance; evaluating completed work; organising portfolio evidence; presenting work professionally; reviewing strengths and targets; demonstrating professional behaviours.	Learners can evaluate their own practice, present evidence of achievement and demonstrate readiness for progression into further study, training or employment.	Portfolio completion; final practical assessments; learner reflection; progress review. A2: Final Personal Progression Plan, Evaluation of progress against targets, Progression review and next steps planning.	Wellbeing, emotional needs, social needs, self-esteem, confidence, relationships, friendship, cooperation, inclusion, communication, positive behaviour, encouragement, empathy, respect,	Careers Education; English – written reflection; ICT – digital portfolios and presentation; SMSC – aspiration, responsibility and citizenship.

	opportunities; portfolio requirements.					interaction, support, participation, development, nurturing, safeguarding.	

Subject Information including exam board details:

This course is based on the Pearson BTEC Introductory Certificate in Caring for Children, which is designed to introduce learners to the childcare sector and develop the knowledge, understanding and skills required when working with children. The qualification focuses on practical learning experiences and includes the units CfC10: Providing a Children's Creative Activity, CfC8: Children's Reading Activity, CfC5: Providing an Activity to Support Children's Emotional and Social Needs, and A2: Developing a Personal Progression Plan. Learners will develop communication, planning, organisation, creativity and teamwork skills through a range of practical and vocational activities. Assessment is primarily portfolio-based and evidence is gathered through practical activities, observations, workbooks, discussions, projects, photographs, witness statements and reflective evaluations. The qualification is awarded by Pearson Edexcel (BTEC) and supports progression to further education, training, apprenticeships and employment within childcare, education and related sectors.

Unit A2: Developing a Personal Progression Plan is delivered throughout the academic year and evidenced through skills audits, career research, employability activities, reflective reviews, SMART target setting, CV writing, interview preparation and completion of a Personal Progression Plan.

Careers linked to this subject area:

This course provides learners with an introduction to careers within the childcare, education, health and social care sectors. The knowledge and skills developed throughout the programme can support progression to further study, apprenticeships and employment in a range of child-focused roles. Careers linked to this subject include:

- Nursery Practitioner
- Early Years Educator
- Childminder
- Teaching Assistant
- Learning Support Assistant
- Nursery Manager
- Family Support Worker
- Youth Worker
- Playworker
- Children's Centre Practitioner
- Nanny
- Primary School Teacher
- Special Educational Needs (SEN) Teaching Assistant
- Social Worker
- Health Visitor
- Paediatric Nurse

- Speech and Language Therapist
- Educational Psychologist
- Children's Residential Care Worker

Through practical activities, communication tasks, planning, teamwork and reflective practice, learners will develop transferable employability skills including communication, organisation, problem-solving, creativity and leadership. These skills support progression into further education, apprenticeships and careers working with children and young people.

Enrichment Opportunities:

Learners will benefit from a range of enrichment opportunities designed to enhance their understanding of childcare and child development. These may include visits to local nurseries, children's centres, libraries and early years settings, where learners can observe professional practice and interact with childcare environments. Guest speakers from the childcare, education and health sectors will provide insight into career pathways and professional roles. Learners will also take part in practical workshops, themed activity days, storytelling sessions, creative play projects and community events that promote teamwork, communication and leadership skills. These experiences will support learners in developing confidence, employability skills and a greater understanding of working with children, while providing valuable evidence for both the Caring for Children units and Unit A2: Developing a Personal Progression Plan.