

CACHE NCFE Level 2 Technical Award in Child Development and Care. Unit 1: An introduction to working with children aged 0-5 years.

Year 9 Curriculum Plan – 28 hours (Autumn Term)

	2 hours	2 hours	4 hours	4 hours	4 hours	2 hours	2 hours
Topic	Outcome Point 1: Types of settings and local provision for children.	Outcome Point 2: How to prepare for placement.	Outcome Point 3: being an appropriate early years practitioner	Outcome Point 4: responsibilities in placement	Outcome Point 5: safeguarding and child protection	Outcome Point 6: Children's individual needs	Outcome Point 7: Learning Styles
D	identify the 3 types of provision available for children aged 0-5 years	identify the key factors to consider when preparing to work in a placement with children.	identify appropriate clothing, behaviour and attitudes when working with children.	identify the key responsibilities we have when working in a setting with children including when we should refer to others	identify risks that could cause harm to a child in a setting. ...define the main types of abuse that children might experience.	define diversity and inclusive practice.	identify the 3 main learning styles; find your own specific learning style.
C	define each type of provision available for children.	identify why we should prepare before going into a placement working with children.	explain why some clothing, behaviour and attitudes are not appropriate when working with children	explain why it is important that we maintain our responsibilities when working in a setting with children.	identify risks that could cause harm to a child in a setting. ...define and give examples for the main types of abuse that children might experience.	describe how to treat children fairly, including those with individual needs.	describe each of the 3 main learning styles; find your own specific learning style.
B	describe how each type of provision is funded.	describe the factors we should consider before going to work in a placement.	compare how positive/negative dress, behaviour and attitudes can impact on the children in the setting.	Explain how it can impact on the children in the setting if we do not maintain our responsibilities when working in a setting with children.	...identify risks that could cause harm to a child in a setting. ...define, give examples and describe the signs and symptoms of the main types of abuse that children might experience.	describe how to use inclusive practice to meet the needs of all children within the setting.	describe how to use your knowledge of your own learning style to support your study.
A	explain how each of the types of provision aims to support children and families.	assess the impact on the children, if we don't consider the key factors before going to work in a placement with children.	assess the impact of the clothing we wear when working with children on the children.	discuss how it can impact on the children, if we do not maintain our responsibilities when working in a setting with children.	identify risks that could cause harm to a child in a setting. ...describe the main types of abuse that children might experience (including forms, signs and symptoms) – explain the EYPs role in reporting abuse.	discuss the potential impact on the children in a setting of diversity is not considered and inclusive practice not applied.	explain why it is important to understand your own learning style: give examples of ways to study that would suit your own learning style.
A*	Reflect on how the way each type of provision is funded can impact on the support offered to children and families.	assess the impact on the children, our relationships with staff and our relationships with parents if we don't consider the key factors before going to work in a placement with children.	assess the impact of the clothing we wear when working with children on the children, parents and our relationships with colleagues.	discuss how it can impact on the children, our relationships with staff and our relationships with parents if we do not maintain our responsibilities when working in a setting with children.	identify risks that could cause harm to a child in a setting. ...assess the importance of the EYPs role in reporting abuse.	assess the impact on children with specific individual needs if diversity is not considered and inclusive practice not applied.	reflect on your own learning style, including how you can improve your own study.

	2 hours	3 hours
Topic	Outcome Point 8: Study skills	Outcome Point 9: References and bibliography
D	list equipment that is useful for effective study.	give one source as a bibliography.
C	describe the equipment and environment needed for effective study.	one relevant reference given, bibliography with at least one source.
B	describe the advantages and disadvantages of study methods.	two relevant references given, bibliography with at least one source, information clearly presented to enable checking of sources.
A	reflect on study skills that I have used and make recommendations for my own future study.	more than two relevant references given, bibliography with at least two sources, information clearly presented to enable checking of sources.
A*	reflect on study skills that I have used and evaluate my own success.	more than two relevant references given, range of appropriate sources, information clearly presented to enable checking of sources.

Year 9 Curriculum Plan – 24 hours (Spring Term)

	3 hours	3 hours	4 hours	2 hours	3 hours	3 hours	3 hours	3 hours
Topic	Outcome Point 10: Communication in Childcare	Outcome Point 11: Teamwork in Childcare	Outcome Points 1-11: Unit 1 Assessments + intervention Assessment 1 Assessment 2	Outcome point 1: Growth vs Development	Outcome point 2: Physical Development from 0-5 years	Outcome point 3: Physical Development Milestones 0-5 years	Outcome point 4: Intellectual development 0-5 years	Outcome Point 5: Parts of language
D	identify the different ways to communicate with others.	take part in teamwork activities, identifying the strengths of my team; outline what is required for a team to be successful.	Total assessment marks: 20-39	Identify the differences between growth and development	State the 5 stages of physical development.	Identify the 2 areas of physical development and give examples of skills included in each one.	Identify what is meant by intellectual development.	identify what is meant by 'language' and state the 8 areas of language.
C	identify different ways to communicate and state my own strengths and weaknesses in communication with others.	take part in teamwork activities, describing the strengths of my team; describe what is required for a team to be successful, relating this to working with children.	Total assessment marks: 40 - 59	Identify the 5 areas of development. Plot measurements on a centile chart.	Identify and outline the purpose of each of the primitive reflexes.	List the milestones of physical development from birth to 5 years.	Identify what is meant by each of the different stages of intellectual development.	describe what is meant by each area of language.
B	identify different ways to communicate and explain how I could improve my own communication skills.	take part in teamwork activities, evaluating the success of my team and explain what is required for a team to be successful, relating this to working with children.	Total assessment marks: 60 - 79	Describe what a centile charts shows. Explain what is meant by sequential development and give examples.	Describe how senses develop in babies.	Describe the physical development milestones from birth to 5 years.	Describe the intellectual development milestones from birth to 5 years.	explain how children use each of the areas of language.
A	identify different ways to communicate and suggest at least 2 ways that I could improve my own communication skills.	take part in teamwork activities, identify my own contribution to the overall achievement of the task; discuss what is required for a team to be successful, relating this to working with children.	Total assessment Marks: 80 - 99	Explain what is means by sequential development. Describe factors that can impact on development. Interpret developmental diagrams and discuss what they might indicate.	Explain why physical development is so important.	Describe factors that can affect physical development from birth to 5 years.	Discuss the impact of factors that can affect intellectual development from birth to 5 years.	explain ways to promote children's language.
A*	identify different ways to communicate and evaluate ways that I could improve my own communication skills.	take part in teamwork activities, evaluating my own success within the team and how I contributed to the overall achievement of the task and analyse what is required for a team to be successful, relating this to working with children.	Total assessment marks: 100 +	Describe factors that can impact on development. Interpret developmental diagrams and discuss what they might indicate.	Discuss the impact that physical development can have on a child's progress.	Assess the role of the practitioner in helping to promote physical development in children aged 0-5 years.	Assess the role of the practitioner in helping to promote intellectual development in children aged 0-5 years	assess why listening is vital to a child's holistic development.

Year 9 Curriculum Plan – 24 hours (Summer Term)

	3 hours	3 hours	3 hours	3 hours	2 hours	3 hours	4 hours
Topic	Outcome Point 6: Language development milestones 0-5 years.	Outcome Point 7: Social and Behavioural Development milestones 0-5 years.	Outcome Point 8: Emotional Development milestones 0-5 years	Outcome Point 9: Transitions	Outcome Point 10: Observing children in a setting	Outcome Point 11: Carrying out observations	Outcome Points 1-11: Unit 1 Assessments + intervention Assessment 1 Assessment 2
D	identify what is meant by language development.	identify what is meant by social and behavioural development.	identify what is meant by emotional development.	Identify a range of transitions that children might experience.	identify what an observation is.	identify a range of reasons for observing children in an early years setting.	Total assessment marks: 20-39
C	outline what is meant by each of the different stages of language development.	identify what is meant by each of the different stages of play.	identify what is meant by each of the 2 different stages of attachment.	Describe the possible impact of transitions on a child.	describe each stage of the observation cycle.	describe the procedure for 3 observation methods used in early years settings.	Total assessment marks: 40-59
B	describe the language development milestones from birth to 5 years.	describe the social and behavioural development milestones from birth to 5 years.	describe the emotional development milestones from birth to 5 years.	Describe a range of ways that an early years practitioner could support a child through a transition.	explain the key factors to consider when carrying out observations in children within an early years setting.	describe the advantages of each of the observation methods.	Total assessment marks: 60-79
A	discuss the impact of factors that can affect language development from birth to 5 years.	discuss the impact of factors that can affect social and behavioural development from birth to 5 years.	discuss the impact of factors that can affect emotional development from birth to 5 years.	Evaluate a range of ways that an early years practitioner could support a child through a transition	evaluate the 2 main observation techniques.	evaluate each of the observation methods.	Total assessment marks: 80-99
A*	assess the role of the practitioner in helping to promote language development in children aged 0-5 years.	assess the role of the practitioner in helping to promote social and behavioural development in children aged 0-5 years.	assess the role of the practitioner in helping to promote emotional development in children aged 0-5 years.	Assess the potential impact on the child of effective and ineffective support for the child through a transition.	discuss the benefits of carrying out effective observation on a child's holistic development.	interpret the findings from one of the observations carried out on the selected child.	Total assessment marks: 100+

	3 hours	3 hours
	2 hour	1 hour
Topic	Outcome Point 12: Routines	Outcome Point 13: Activities
D	Identify what is meant by a routine for children aged 0-5 years. Give examples of routines.	Identify what an activity is and give examples of activities to support specific areas of development.
C	Give examples of a range of routines that would be used in an early years setting with children aged 0-5 years.	Give examples of activities that would be used in an early years setting with children aged 0-5 years to support each of the areas of development.
B	Describe 2 key routines that would be used in an early years setting with children aged 0-5 years.	Describe 2 activities that would be used to promote 2 specific areas of development in an early years setting with children aged 0-5 years.
A	Explain why specified routines are important within early years settings for children aged 0-5 years.	Explain why specified activities would promote different areas of development for children aged 0-5 years.
A*	Assess the importance of maintaining routines for children aged 0-5 years.	Assess the importance of using activities to support the development of children aged 0-5 years.

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Year 10 Curriculum Plan – 28 hours (Autumn Term)

	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Topic	Outcome Point 1: Types of settings and local provision for children.	Outcome Point 2: How to prepare for placement.	Outcome Point 3: being an appropriate early years practitioner	Outcome Point 4: responsibilities in placement	Outcome Point 5: safeguarding and child protection	Outcome Point 6: Children's individual needs	Outcome Point 7: Learning Styles
D	identify the 3 types of provision available for children aged 0-5 years	identify the key factors to consider when preparing to work in a placement with children.	identify appropriate clothing, behaviour and attitudes when working with children.	identify the key responsibilities we have when working in a setting with children including when we should refer to others	identify risks that could cause harm to a child in a setting. ...define the main types of abuse that children might experience.	define diversity and inclusive practice.	identify the 3 main learning styles; find your own specific learning style.
C	define each type of provision available for children.	identify why we should prepare before going into a placement working with children.	explain why some clothing, behaviour and attitudes are not appropriate when working with children	explain why it is important that we maintain our responsibilities when working in a setting with children.	identify risks that could cause harm to a child in a setting. ...define and give examples for the main types of abuse that children might experience.	describe how to treat children fairly, including those with individual needs.	describe each of the 3 main learning styles; find your own specific learning style.
B	describe how each type of provision is funded.	describe the factors we should consider before going to work in a placement.	compare how positive/negative dress, behaviour and attitudes can impact on the children in the setting.	Explain how it can impact on the children in the setting if we do not maintain our responsibilities when working in a setting with children.	...identify risks that could cause harm to a child in a setting. ...define, give examples and describe the signs and symptoms of the main types of abuse that children might experience.	describe how to use inclusive practice to meet the needs of all children within the setting.	describe how to use your knowledge of your own learning style to support your study.
A	explain how each of the types of provision aims to support children and families.	assess the impact on the children, if we don't consider the key factors before going to work in a placement with children.	assess the impact of the clothing we wear when working with children on the children.	discuss how it can impact on the children, if we do not maintain our responsibilities when working in a setting with children.	identify risks that could cause harm to a child in a setting. ...describe the main types of abuse that children might experience (including forms, signs and symptoms) – explain the EYPs role in reporting abuse.	discuss the potential impact on the children in a setting of diversity is not considered and inclusive practice not applied.	explain why it is important to understand your own learning style: give examples of ways to study that would suit your own learning style.
A*	Reflect on how the way each type of provision is funded can impact on the support offered to children and families.	assess the impact on the children, our relationships with staff and our relationships with parents if we don't consider the key factors before going to work in a placement with children.	assess the impact of the clothing we wear when working with children on the children, parents and our relationships with colleagues.	discuss how it can impact on the children, our relationships with staff and our relationships with parents if we do not maintain our responsibilities when working in a setting with children.	identify risks that could cause harm to a child in a setting. ...assess the importance of the EYPs role in reporting abuse.	assess the impact on children with specific individual needs if diversity is not considered and inclusive practice not applied.	reflect on your own learning style, including how you can improve your own study.

	2 hours	2 hours	2 hours	2 hours	6 hours
Topic	Outcome Point 8: Study skills	Outcome Point 9: References and bibliography	Outcome Point 10: Communication in Childcare	Outcome Point 11: Teamwork in Childcare	Coursework assessment: Unit 1 Assignment first submission
D	list equipment that is useful for effective study.	give one source as a bibliography.	identify the different ways to communicate with others.	take part in teamwork activities, identifying the strengths of my team; outline what is required for a team to be successful.	Assessment marks 35-49
C	describe the equipment and environment needed for effective study.	one relevant reference given, bibliography with at least one source.	identify different ways to communicate and state my own strengths and weaknesses in communication with others.	take part in teamwork activities, describing the strengths of my team; describe what is required for a team to be successful, relating this to working with children.	Assessment marks 50-59
B	describe the advantages and disadvantages of study methods.	two relevant references given, bibliography with at least one source, information clearly presented to enable checking of sources.	identify different ways to communicate and explain how I could improve my own communication skills.	take part in teamwork activities, evaluating the success of my team and explain what is required for a team to be successful, relating this to working with children.	Assessment marks 60-69
A	reflect on study skills that I have used and make recommendations for my own future study.	more than two relevant references given, bibliography with at least two sources, information clearly presented to enable checking of sources.	identify different ways to communicate and suggest at least 2 ways that I could improve my own communication skills.	take part in teamwork activities, identify my own contribution to the overall achievement of the task; discuss what is required for a team to be successful, relating this to working with children.	Assessment marks 70-79
A*	reflect on study skills that I have used and evaluate my own success.	more than two relevant references given, range of appropriate sources, information clearly presented to enable checking of sources.	identify different ways to communicate and evaluate ways that I could improve my own communication skills.	take part in teamwork activities, evaluating my own success within the team and how I contributed to the overall achievement of the task and analyse what is required for a team to be successful, relating this to working with children.	Assessment marks 80-100

Year 10 Curriculum Plan – 24 hours (Spring Term)

	4 hours	2 hours	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours
Topic	Coursework Assessment: Unit 1 assignment Intervention and resubmission	Outcome point 1: Development from birth to 11 months	Coursework Assessment: Unit 2 assignment section 1	Outcome point 2: Development from 8 to 20 months	Coursework Assessment: Unit 2 assignment section 2	Outcome point 3: Development from 16 to 26 months	Coursework Assessment: Unit 2 assignment section 3	Outcome point 4: Development from 22 to 36 months
D	Assessment marks 35-49	List the developmental milestones for each area from birth to 11 months.	Assessment marks 5-15	List the developmental milestones for each area from 8 to 20 months.	Assessment marks 5-15	List the developmental milestones for each area from 16 to 26 months.	Assessment marks 5-15	List the developmental milestones for each area from 22 to 26 months.
C	Assessment marks 50-59	Outline the developmental milestones for each area from birth to 11 months.	Assessment marks 16-25	Outline the developmental milestones for each area from 8 to 20 months.	Assessment marks 16-25	Outline the developmental milestones for each area from 16 to 26 months.	Assessment marks 16-25	Outline the developmental milestones for each area from 22 to 26 months.
B	Assessment marks 60-69	Describe the developmental milestones for each area from birth to 11 months.	Assessment marks 26-35	Describe the developmental milestones for each area from 8 to 20 months.	Assessment marks 26-35	Describe the developmental milestones for each area from 16 to 26 months.	Assessment marks 26-35	Describe the developmental milestones for each area from 22 to 26 months.
A	Assessment marks 70-79	Explain ways for the early years practitioner to support children's development across all areas from birth to 11 months.	Assessment marks 36-45	Explain ways for the early years practitioner to support children's development across all areas from 8 to 20 months.	Assessment marks 36-45	Explain ways for the early years practitioner to support children's development across all areas from 16 to 26 months.	Assessment marks 36-45	Explain ways for the early years practitioner to support children's development across all areas from 22 to 36 months.
A*	Assessment marks 80-100	Assess ways for the early years practitioner to support children's development across all areas from birth to 11 months.	Assessment marks 46+	Assess ways for the early years practitioner to support children's development across all areas from 8 to 20 months.	Assessment marks 46+	Assess ways for the early years practitioner to support children's development across all areas from 16 to 26 months.	Assessment marks 46+	Assess ways for the early years practitioner to support children's development across all areas from 22 to 36 months.

Year 10 Curriculum Plan – 24 hours (Summer Term)

Year 11 Curriculum Plan – 28 hours (Autumn Term)

	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours
Topic	Coursework Assessment: Unit 2 assignment section 4	Outcome Point 5: Development from 30 to 50 months	Coursework Assessment: Unit 2 assignment section 5	Outcome Point 6: Development from 40 to 60 months.	Coursework Assessment: Unit 2 assignment section 6.	Outcome Point 7: Factors Affecting Development	Outcome Point 8: Observations	Outcome Point 9: Transitions
D	Assessment marks 5-15	List the developmental milestones for each area from 30 to 50 months.	Assessment marks 5-15	List the developmental milestones for each area from 40 to 60 months.	Assessment marks 5-15	Identify factors which can affect the holistic development of children aged 0-5 years.	Identify different methods to observe children.	Identify different transitions which children aged 0-5 years may experience.
C	Assessment marks 16-25	Outline the developmental milestones for each area from 30 to 50 months.	Assessment marks 16-25	Outline the developmental milestones for each area from 40 to 60 months.	Assessment marks 16-25	Outline factors which can affect the holistic development of children aged 0-5 years.	Outline advantages and disadvantages of each of the identified observation methods.	Identify the possible effects of transitions on the development of children aged 0-5 years.
B	Assessment marks 26-35	Describe the developmental milestones for each area from 30 to 50 months.	Assessment marks 26-35	Describe the developmental milestones for each area from 40 to 60 months.	Assessment marks 26-35	Describe factors which can affect the holistic development of children aged 0-5 years.	Describe 3 methods of observing children, including the advantages and disadvantages of each one.	Describe the possible effects of transitions on the development of children aged 0-5 years.
A	Assessment marks 36-45	Explain ways for the early years practitioner to support children's development across all areas from 30 to 50 months.	Assessment marks 36-45	Explain ways for the early years practitioner to support children's development across all areas from 40 to 60 months.	Assessment marks 36-45	Explain how a range of factors can impact on the holistic development of children aged 0-5 years.	Explain how observations can be used to support the development of children.	Describe ways that early years workers can support children aged 0-5 years through transitions.
A*	Assessment marks 46+	Assess ways for the early years practitioner to support children's development across all areas from 30 to 50 months.	Assessment marks 46+	Assess ways for the early years practitioner to support children's development across all areas from 40 to 60 months.	Assessment marks 46+	Evaluate ways that an early years practitioner can support children aged 0-5 years who are experiencing a range of factors that can impact on holistic development.	Assess how observations can be used to support the development of children.	Evaluate ways that early years workers can support children aged 0-5 years through transitions.

	2 hours	2 hours	2 hours	4 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Topic	Outcome Point 9: Transitions	Outcome Point 10: Observing children in a setting	Outcome Point 11: Carrying out observations		Practice Paper 1: Assessment and intervention	Practice Paper 2: Assessment and intervention	Practice Paper 3: Assessment and intervention	Practice Paper 4: Assessment and intervention	Practice Paper 5: Assessment and intervention
D	Identify a range of transitions that children might experience.	Identify what an observation is.	Identify a range of reasons for observing children in an early years setting.						
C	Describe the possible impact of transitions on a child.	describe each stage of the observation cycle.	describe the procedure for 3 observation methods used in early years settings.						
B	Describe a range of ways that an early years practitioner could support a child through a transition.	explain the key factors to consider when carrying out observations in children within an early years setting.	describe the advantages of each of the observation methods.	Recap Unit 1 in preparation for exam.	24/40 is minimum required score for pass mark. (Exam is only pass/fail – not graded.	24/40 is minimum required score for pass mark. (Exam is only pass/fail – not graded.	24/40 is minimum required score for pass mark. (Exam is only pass/fail – not graded.	24/40 is minimum required score for pass mark. (Exam is only pass/fail – not graded.	24/40 is minimum required score for pass mark. (Exam is only pass/fail – not graded.
A	Evaluate a range of ways that an early years practitioner could support a child through a transition	evaluate the 2 main observation techniques.	evaluate each of the observation methods.						
A*	Assess the potential impact on the child of effective and ineffective support for the child through a transition.	discuss the benefits of carrying out effective observation on a child's holistic development.	interpret the findings from one of the observations carried out on the selected child.						

	2 hours	2 hours
Topic	Outcome Point 12: Routines	Outcome Point 13: Activities
D	Identify what is meant by a routine for children aged 0-5 years. Give examples of routines.	Identify what an activity is and give examples of activities to support specific areas of development.
C	Give examples of a range of routines that would be used in an early years setting with children aged 0-5 years.	Give examples of activities that would be used in an early years setting with children aged 0-5 years to support each of the areas of development.
B	Describe 2 key routines that would be used in an early years setting with children aged 0-5 years.	Describe 2 activities that would be used to promote 2 specific areas of development in an early years setting with children aged 0-5 years.
A	Explain why specified routines are important within early years settings for children aged 0-5 years.	Explain why specified activities would promote different areas of development for children aged 0-5 years.
A*	Assess the importance of maintaining routines for children aged 0-5 years.	Assess the importance of using activities to support the development of children aged 0-5 years.

Year 11 Curriculum Plan – 24 hours (Spring Term)

	10 hours	6 hours	8 hours
Topic	Coursework assessment: Unit 2 Assignment first submission	Coursework Assessment: Unit 2 assignment Intervention and resubmission	Aiming higher and exam resits
D	Assessment marks 35-49	Assessment marks 35-49	<p>Individual plans for pupils to improve overall grade by improving coursework already submitted.</p> <p>Preparation for exam re-sit (if required).</p>
C	Assessment marks 50-59	Assessment marks 50-59	
B	Assessment marks 60-69	Assessment marks 60-69	
A	Assessment marks 70-79	Assessment marks 70-79	
A*	Assessment marks 80-100	Assessment marks 80-100	

	2 hours	2 hours
Topic	Outcome Point 12: Routines	Outcome Point 13: Activities
D	Identify what is meant by a routine for children aged 0-5 years. Give examples of routines.	Identify what an activity is and give examples of activities to support specific areas of development.
C	Give examples of a range of routines that would be used in an early years setting with children aged 0-5 years.	Give examples of activities that would be used in an early years setting with children aged 0-5 years to support each of the areas of development.
B	Describe 2 key routines that would be used in an early years setting with children aged 0-5 years.	Describe 2 activities that would be used to promote 2 specific areas of development in an early years setting with children aged 0-5 years.
A	Explain why specified routines are important within early years settings for children aged 0-5 years.	Explain why specified activities would promote different areas of development for children aged 0-5 years.
A*	Assess the importance of maintaining routines for children aged 0-5 years.	Assess the importance of using activities to support the development of children aged 0-5 years.