



Ansford Academy

**NCFE Level1/2 Technical award
Child Development and Care in the Early Years**

Curriculum Booklet for 2025 - 2026

Subject Lead: Mrs K Marshfield

Child Development - Curriculum Intent:

At Ansford Academy, the study of Child Care and Development is an optional subject studied in Year 10 and 11. It is a popular course, which provides students with a high-quality qualification that is delivered very differently to traditional GCSEs.

We have many students who wish to pursue a career in working with children. In line with our motto of 'learning together to lead our lives', the Child Development curriculum aims to equip students with the skills and opportunity to gain a vocational qualification that gives a basic introduction to the Early Years sector. It has been designed to meet needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and the development of children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

At Ansford academy, we aim to foster enthusiasm for the subject and subsequently prepare students for careers in related fields in Child Care, Health and Social Care, Psychology, Sociology and Biology. In line with our core value of Aspiration, we very much encourage our students to aim high, and our relationship with Toy Box ensures that our students can see that a career in childcare is not only fulfilling but, by being the best in their field, it can be financially rewarding, too.

This curriculum enables students to gain a real insight into all of the challenges, excitement, considerations and responsibility surrounding children's' development and the number of agencies and people involved in caring for that development.

This qualification will promote the learner's understanding of children (birth to 5 years) and will focus on:

- holistic child development
- factors that influence a child's development
- care routines and activities to support a child
- regulation, policies, and procedures in the early years
- expectations of an early years practitioner
- roles and responsibilities within early years settings
- the importance of observations in early years childcare
- the purpose of planning in early years childcare

Students will also develop skills that are essential for careers in both Childcare and the wider employment market generally. These include verbal and written communication, team working, working from a prescribed brief, working to deadlines, presenting information effectively, as well as accurately completing administrative tasks and processes.

Students are able to continue their studies in Child Care post-16 at local Colleges and Sixth Forms, to study Early Years Education, which is a further vocational qualification that can lead to further education at many universities.

Child Development - Curriculum Implementation:

The delivery of the Child Care and Development qualification is implemented using multiple approaches to learning, such as real-life scenarios, which will support students to develop their applied knowledge. Students examine and discuss media articles that highlight developments in the sector, and examples of good practice. Student reflection is also encouraged, which is an essential skill for working in a child, health, and social care sector. An emphasis on real world experiences, using realistic case studies.

All teaching and learning activities are done so taking a rigorous approach to reading and developing their oracy skills. This is done as it develops the students to be confident in their subject area. Class activities are used to develop literacy skills, communication, and presentation skills, both in individual and group scenarios. This includes the expectation of students to use the correct terminology fluently, including spelling test of key subject specific words.

Numeracy is promoted through the implications of looking at milestones of development at different ages and the order of progression in physical, intellectual, language, social and emotional development in children. The students look at percentile charts in respect of height, weight and head circumference. Mental maths is needed to carry out some administrative tasks in recording and totalling their own progress marks.

Students with SEND will be supported through the correct methods during assessments and exams. These students are identified through our whole school student database as well as by regularly assessing the learning and raising any concerns to the SENCO. Individual support is provided using sentence starters and writing frames as well effectively liaising with teaching assistants.

We aim for aspirational teaching and all students are encouraged and supported to complete work tasks above their target grade as well as having teachers with many years of effective teaching as well as sector experience.

Tasks are clearly differentiated with clear instructions to facilitate independent working. Scaffolding of complex tasks e.g., allowing extended writing and evaluation/analysis long answer questions. We stretch students with extension tasks e.g., further case studies, becoming more complex.

Students in Year 10 sit six summative assessments, which typically take place each term. Assessments include questions from previous units to determine progress made over time as well as the most recent learning. In Year 11 students complete a Non Examined Assessment [NEA] which counts for 50% of their final grade. To prepare for this, students sit a practice NEA to ensure they are familiar with the ways of working and how to apply their knowledge in the correct ways. The remaining 50% of the course is assessed by one exam paper at the end of Year 11.

Key Stage 4

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight				5	5

Year 10 Child Development and Care in Early Years Programme of Study

Exam Board: NCFE

Exam Specification: CACHE Level 1/2 Technical Award

Term	Curriculum Foci	Formal Assessment
1	Unit 1: Child Development Students will study and understand: 1.1 Aspects of holistic development: 1.1.1 Physical; 1.1.2 Cognitive; 1.1.3 Communication and language 1.1.4 Social and emotional	Unit 1 Knowledge Test Time: 40 mins Marks: 40 marks
2	Unit 2: Factors that influence the child's development Students will study and understand: 2.1 Nature and nurture 2.2 Biological and environmental factors 2.3 Effects of biological and environmental	Unit 2 Knowledge Test Time: 40 mins Marks: 40 marks
3	Unit 2: Factors that influence the child's development Students will study and understand: 2.4 Transitions: 2.4.1 Types of transition 2.4.2 The impact of transitions on the child's development 2.5 Support strategies	Unit 1 & 2 Knowledge Test Time: 40 mins Marks: 40 marks
4	Unit 3: Care routines, play and activities to support the child Students will study and understand: 3.1 Basic care needs 3.2 Basic care routines and play activities to support the child's development: 3.2.1 Basic care routines 3.2.2 Play activities	Unit 1, 2 & 3 Knowledge Test Time: 40 mins Marks: 40 marks
5	Unit 4: Early years provision Students will study and understand: 4.1 Types of early years provision 4.2 The purpose of early years provision 4.3 Types of early years settings 4.4 Variation in early years provision	Unit 1, 2, 3 & 4 Knowledge Test Time: 40 mins Marks: 40 marks
6	Unit 5: Legislation, policies and procedures in the early years Students will study and understand: 5.1 Regulatory authority 5.2 Legislation and frameworks which underpin policy and procedure: 5.2.1 Legislation, framework, policy and procedure definitions 5.2.2 Legislation 5.2.3 Health and safety procedure 5.2.4 Equality and inclusion procedure 5.2.5 Safeguarding procedure 5.2.6 Confidentiality procedure	Unit 5 Knowledge Test Time: 40 mins Marks: 40 marks

Year 11 Child Development and Care in Early Years Programme of Study

Exam Board: **NCFE**

Exam Specification: **CACHE Level 1/2 Technical Award**

Term	Curriculum Foci	Formal Assessment
1	Unit 6: Expectations of an early years practitioner 6.1 Appearance 6.2 Behaviour 6.3 Attendance and timekeeping Unit 7: Roles and responsibilities within early years settings Students will study and understand: 7.1 Early years practitioner roles 7.2 Partnership working in the early years: 7.2.1 How partnership working benefits the child, family and practitioner 7.3 Specialist roles within early years settings 7.4 Specialist roles outside the early years settings	Unit 1 - 7 Knowledge Test Time: 40 mins Marks: 40 marks
2	Unit 8: The importance of observations in early years childcare Students will study and understand: 8.1 Observation and recording methods 8.1.1 How observations support child development 8.1.2 Objective and subjective observation 8.1.3 Components of recording observations 8.1.4 Different methods of observation 8.1.5 Sharing observations	Assessment Details Unit 1 – 8 Knowledge Test- 40 marks
3	Unit 9 : Planning in early years childcare Students will study and understand: 9.1 The purpose of a child-centred approach 9.2 The purpose of the planning cycle 9.3 The planning cycle	Assessment Details Unit 1 – 9 Mock Exam- 1 hour 30 minutes
4	Non-exam assessment (NEA) Students will complete a NEA which is externally set, covering aspects from all 9 units of this course	Assessment Details Non exam assessment 14 hours
5	Unit 1 – 9: Revision Students will revise all units: • Revision notes and activities • Practice papers	
6	Units 1 – 9: Exam	Assessment Details External Exam 1 hour 30 minutes

Revision and Support:

There are many ways in which you can support your child in the study of Child Development such as:

- We strongly advise that all students purchase the following revision guide, which includes example questions, model answers and mark schemes. This works alongside the textbook which is provided in school.
<https://www.hachettelearning.com/childcare-and-early-years/my-revision-notes-ncfe-cache-level-1-2-technical-award-in-child-development-and-care-in-the-early-y>
- Students also have full access to lessons and resources via their Google Classroom group. The digital workbook, which students use instead of a traditional exercise book is an important resource to keep updated.

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Non Exam Assessment	50%	Non Exam Assessment Externally set and internally supervised and marked, with external moderation. The NEA covers all aspects of the course and tests the learner's understanding of children (birth to 5 years) and will focus on: • holistic child development • factors that influence a child's development • care routines and activities to support a child • regulation, policies, and procedures in the early years • expectations of an early years practitioner • roles and responsibilities within early years settings • the importance of observations in early years childcare • the purpose of planning in early years childcare	Year 11 Term 4 14 hours <i>plus</i> 2 hours of preparation time
Exam	50%	Written Exam Multiple choice, short answer and longer response) Duration 90 minutes (113 minutes with extra time) Coverage of all 9 units as above.	Summer 2026 in Year 11

Please see exam board websites for up to date information:

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-12-technical-award-in-child-development-and-care-in-the-early-y-1613>