CIM - Curriculum Intent Map Child Development

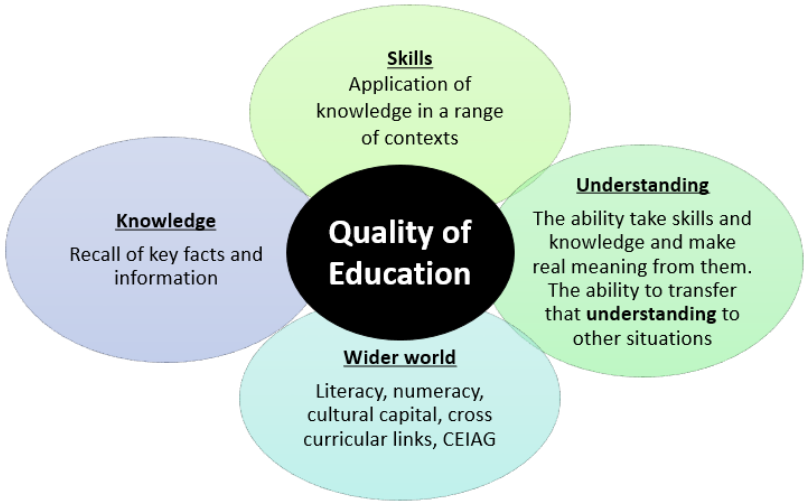
Exam board - Pearson BTEC Level 1/Level 2 Tech Award in Child Development. Exam board - Edexcel

Curriculum objectives

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development (603/7058/0) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development as part of their Key Stage 4 learning.

Curriculum values and context

The qualification recognises the value of learning applied knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.



Knowledge and understanding being developed

The Tech Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

Learners will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

This Tech Award complements the learning in GCSE programmes such as GCSE English and GCSE Psychology. It is a practical introduction to the application of play opportunities for the learning and development of children in a variety of environments.

Curriculum sequencing and structure

The qualification aims to meet the following objectives.

Component 1:

A Understand the principles of growth and development

B Understand how factors impact on children's overall development.

Component 2:

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A Understand how children play
B Understand how children's learning can be supported through play

Component 3:
AO1 Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments
AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development
AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion
AO4 Making connections between areas of development, children's individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion

Learners are required to complete and achieve all three components in the qualification

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Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Children's Growth and Development	**36**	**1/2**	Internal
2	Learning Through Play	**36**	**1/2**	Internal
3	Supporting Children to Play, Learn and Develop	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Development of students' cultural capital, FBV's, personal development
Study of the qualification will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels, as preparation for entry to higher education in a range of subjects to study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.

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- These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood, childhood and youth areas or in related sectors such as nursing and social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Assistant). Learners who perform well in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the early years sector
- study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3

Curriculum equality and access

All assessments are administered carefully to ensure that all learners are treated fairly.
All learners have equitable opportunity to access the qualifications and assessments, and that the qualification is awarded in a way that is fair to every learner. All learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Meeting the needs of SEND students within the classroom

Intent:

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Implementation:

- Knowledge of SEND need - knowing who they are, targeted T&L and classroom strategies to meet need.
- Staff trained to meet needs of SEND students specifically to their subject area
- Differentiated teaching and resources based on identified needs
- Targeted live marking and questioning
- Deploying TA's to support wider group to allow subject specialist support for SEND (helicopter approach)
- Personalised home learning
- Access arrangements – identification and application

Impact:

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

	Knowledge	Skills	Understanding	Wider world
Year 11	**Component 3: Supporting Children to Play, Learn and Develop** Assessment objectives AO1 Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development			

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<table>
<tr><td></td><td colspan="4">AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion
AO4 Making connections between areas of development, children's individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion
Disciplinary Literacy – Threshold topics covered throughout all units: Areas of development. Physical, Cognitive and Intellectual, Social, Emotional, Communication and Language. (PIESL)</td></tr>
<tr><td></td><td>Child Development: Understanding the stages and milestones of child development, including physical, cognitive, emotional, and social aspects.
Learning Styles: Recognizing different learning styles and understanding how children acquire knowledge and skills.
Play and Its Importance: Understanding the significance of play in children's learning, development, and well-being.
Age-Appropriate Activities: Knowledge of appropriate activities and materials for different age groups, considering their developmental needs and interests.
Learning Environment: Understanding the elements of a supportive learning environment, including safety, organization, and accessibility.</td><td>Observation: Developing skills to observe and assess children's interests, abilities, and progress in play and learning activities.
Facilitation: Facilitating play and learning experiences by providing appropriate materials, guidance, and support.
Activity Planning: Designing and organizing activities that promote learning, creativity, problem-solving, and skill development.
Communication: Effective communication with children, parents, and colleagues to facilitate understanding, collaboration, and feedback.
Adaptability: Adapting activities and approaches to meet the diverse needs and abilities of children, including those with special educational needs or disabilities.</td><td>Holistic Development: Recognizing that children's development encompasses physical, cognitive, emotional, and social aspects, and considering their interconnections.
Individual Differences: Understanding that each child is unique and may have different strengths, interests, and learning styles.
Motivation and Engagement: Understanding factors that motivate and engage children in play and learning activities, fostering their curiosity and enthusiasm.
Assessing Progress: Understanding methods and tools for assessing children's progress, identifying strengths, areas for improvement, and potential interventions.
Relationship Building: Recognizing the importance of building positive relationships with children, creating a supportive and inclusive learning environment.</td><td>Inclusive Practice: Considering and promoting inclusivity, diversity, and equality in play and learning environments.
Cultural Sensitivity: Recognizing and valuing the cultural backgrounds and experiences of children, integrating them into activities and learning experiences.
Collaborative Approaches: Collaborating with parents, caregivers, and other professionals to support children's development and address their individual needs.
Community and Resources: Exploring and utilising community resources, such as libraries, parks, and cultural institutions, to enhance children's learning experiences.
Current Trends and Research: Staying informed about current research, practices, and trends in early childhood education and child development.</td></tr>
<tr><td>Year 10/11</td><td colspan="4">Component 2: Learning Through Play
Learning outcomes
A Understand how children play
B Understand how children's learning can be supported through play.
Disciplinary Literacy – Threshold topics covered throughout all units: Areas of development. Physical, Cognitive and Intellectual, Social, Emotional, Communication and Language. (PIESL)</td></tr>
<tr><td></td><td>Play and Learning: Recognizing the role of play in learning and how it supports a child's overall development.
Supporting Development: Learning strategies and techniques to support and enhance a child's development in various areas.
Promoting Positive Behaviour: Developing skills to encourage positive behavior and manage challenging behaviors effectively.
Collaboration and Teamwork: Enhancing skills to work collaboratively with colleagues, parents, and other</td><td>Planning and Implementing Activities: Designing age-appropriate activities and experiences that support children's learning and development.
Reflective Practice: Developing the ability to critically reflect on personal practice and make improvements to enhance the support provided to children.
-</td><td>Continuity and Progression: Understanding the interconnected nature of child development and how progress is built upon previous stages.
Individual Needs and Rights: Recognizing the importance of meeting individual needs and promoting the rights of all children.
Cultural and Contextual Factors: Appreciating the influence of cultural, social, and environmental contexts on child development.
Resilience and Well-being: Understanding the</td><td>Diversity and Inclusion: Recognising the importance of valuing and promoting diversity, as well as understanding the challenges faced by children from different backgrounds.
Inclusive Practice: Learning about inclusive approaches and strategies to support children with diverse needs and backgrounds.
Careers in Child Development: Exploring various career opportunities in the field of child development and understanding the skills and qualifications required. Visit to Hallcroft Infants.</td></tr>
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	professionals in promoting child development. **Assessing Development:** Developing skills to assess children's progress, identify needs, and plan appropriate interventions. -		factors that contribute to children's resilience, well-being, and positive mental health. **The Role of Play:** Recognizing the importance of play in supporting various aspects of child development.	Potential Early Years Work experience
Year 10	**Component 1: Children's Growth and development** **Learning outcome, A: Understand the principles of growth and development** **Learning outcome B: Understand how factors impact on children's overall development** **Disciplinary Literacy – Threshold topics covered throughout all units: Areas of development. Physical, Cognitive and Intellectual, Social, Emotional, Communication and Language. (PIESL)**			
	Stages of Child Development: Understanding the different stages of development, including physical, cognitive, emotional, and social aspects. **Factors Influencing Development:** Exploring the various factors that can affect a child's development, such as genetics, environment, and relationships. **Developmental Milestones:** Identifying key milestones that children typically achieve at different ages and stages. **Health and Well-being:** Understanding the importance of physical and emotional well-being in promoting optimal child development. **Parenting and Caregiving:** Gaining knowledge about effective parenting techniques, caregiving strategies, and fostering positive relationships with children.	**Observation and Assessment:** Developing skills to observe and assess children's behavior, interactions, and developmental progress. **Communication**: Enhancing communication skills to effectively interact with children, parents, and other professionals in the field of child development. **Research Skills**: Acquiring skills to gather and evaluate information related to child development, using various sources and research methodologies.	**Holistic Development:** Recognizing that children's development is a holistic process that encompasses physical, cognitive, emotional, and social aspects. **Individual Differences:** Understanding that each child is unique and that development occurs at different rates and in different ways. **Influences on Development**: Exploring the impact of family, culture, society, and education on children's development. **Attachment and Relationships:** Understanding the significance of secure attachments and positive relationships in promoting healthy child development. **Ethical Considerations:** Examining ethical issues related to child development, including confidentiality, safeguarding, and promoting children's rights.	**Legislation and Policies:** Understanding relevant legislation and policies that safeguard children's welfare and promote their rights. **Diversity and Inclusion:** Recognising the importance of valuing and promoting diversity, as well as understanding the challenges faced by children from different backgrounds. **Multi-Agency Collaboration:** Understanding the roles and responsibilities of different professionals involved in supporting children's development and well-being. **Careers in Child Development**: Exploring various career opportunities in the field of child development and understanding the skills and qualifications required. **Contemporary Issues:** Considering current issues and debates related to child development, such as the impact of technology, changing family structures, and mental health awareness.

At the Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

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Assessment Calendar

	Official Internal/External Assessment	Resubmission	Term 1	Term 2	Term 3
Year 10	*February 2027:* Internal Assessment Pearson Set Assignment Component 1.	Within 14 days	Practice Assessment Component 1. *September/October 2026*	Official Internal Assessment Component 1. *March 2026.*	Practice Assessment Component 2 Task 1
Year 11	*October 2026* : Internal Assessment Pearson Set Assignment Component 2. *Jan 2027:* External Examination Component 3 *May 2026* External Examination Component 3 RESIT opportunity Component 1 & 2 (*January/February 2027)*	Internal Assessments within 14 days	Internal Assessment Component 2 October 2026	Official External Exam Component 3 January 2027 (Results released March 2026) *Component 1&2 Resits*	Official External Exam Component 3 May 2027 (Results released August 2027)

	Year 10					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**

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Knowledge, Skills and Understanding 	**Component 1:** LOA Understand the principles of growth and development Growth Importance of measuring growth Role and responsibilities of individuals LOA Understand the principles of growth and development Principles of development development Birth – 5 years	**Component 1:** LOB Understand how factors impact on children's overall development. Physical factors, pregnancy, disabilities, health, diet and exercise Environmental factors, housing, the home, drugs, alcohol and smoking Social factors; discrimination, relationships with primary carers, siblings and extended family. Financial Factors; income, access to services	**Component 1:** LOB Understand how factors impact on children's overall development. Physical factors, pregnancy, disabilities, health, diet and exercise Environmental factors, housing, the home, drugs, alcohol and smoking Social factors; discrimination, relationships with primary carers, siblings and extended family. Financial Factors; income, access to services	**Component 1: Pearson Set Assignment**	**Component 2:** LOA Understand how children play Stages of play Birth – 5 years Types of Play	**Component 2:** B Understand how children's learning can be supported through play
	Timed written tasks. Students should be able to demonstrate comprehensive knowledge and understanding of the principles of growth. **PSA practice**	Timed written tasks. Students should be able to demonstrate comprehensive knowledge and understanding of the factors affecting development. **PSA practice**		Internal Assessment Window Component 1. 6 hours + 6 hours Resubmission Time	LOA Timed written tasks. Students should be able to demonstrate comprehensive knowledge and understanding of how children play.	**LOB** Understand how children's learning can be supported through play. Assessment Practice
 **Embed your knowledge**	Find your red book and check your growth and development. Find out at what age …. did they first walk / did they learn to brush their teeth etc. Watch videos of children aged three to five years – 'The Secret Life of 4 years olds' (Channel 4) Observe a child between the age of 0-5 years, keep a record of their growth and development		Watch Born to be different Watch an episode of a soap tv programme of their choice. Write a description of the environmental factors seen in the episode and how these might impact on a child's development Interview a professional on which factors affect growth and development		Watch one episode of 'The Secret Life of 4- and 5-years olds' or similar programme showing early years educators working with children in an early year setting. Make notes on what they see the Early Years Practitioners doing with the children	

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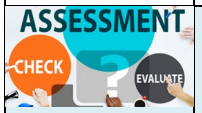
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Extend your learning 	Textbooks/Journals Early Childhood Practice: Recommended: BTEC Tech Award 2022 Child Development Student Book (BTEC Tech Award Early Years) Podcasts/Websites https://www.sirenfilms.co.uk/categories/play/ https://www.sirenfilms.co.uk/categories/environment-materials/ https://www.familylives.org.uk/advice/early-years-development/learning-and-play/why-play-matters/ https://www.familylives.org.uk/advice/early-years-development/learning-and-play/play-ideas-and-games/ Layout 1 (pelorous.com) The Adult Role Part 1 - Leading or following? | Nursery World https://www.twinkl.co.uk/teaching-wiki/child-initiated-play https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds Social Media Twitter @under5mag @nurseryworld @EYEearlyEd Instagram @nurseryworldmagazine @theearlyyearseducator @earlyyearsresources @early-years_ideas_ Facebook: Nursery World Magazine Early Years Educator Work experience in an Early Years setting.

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	Year 11					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, Skills and Understanding 	**Component 3: L**OC Adapt play to promote inclusive learning and development	**Component 3 :**Revision and Exam preparation LOA Investigate individual needs that may impact on play, learning and development LOB Creating safe environments to support play, learning and development in children aged 0- 5 years LOC Adapt play to promote inclusive learning and development	**Component 3 Exam: January 2026** **Component 3 :**Revision and Exam preparation LOA Investigate individual needs that may impact on play, learning and development LOB Creating safe environments to support play, learning and development in children aged 0- 5 years LOC Adapt play to promote inclusive learning and development	**Component 3 :**Revision and Exam preparation LOA Investigate individual needs that may impact on play, learning and development LOB Creating safe environments to support play, learning and development in children aged 0- 5 years LOC Adapt play to promote inclusive learning and development Re-sit identified and revision. Time allocated to core and option subjects	**Component 3 Exam: May 2026**	Exam Season
	**Exam Questions**	**Mock Exams AP1** ***Re-sits component 1/2***		***Re-sits component 1/2***		
 **Embed your knowledge**	Watch tv programme 'Born to be Different', discuss the range of disabilities and individual needs the children had and how they may have impacted on their overall development	Watch 'The Secret Life of 4- and 5-years olds' or similar programme showing early years educators working with children in an early year setting. Make notes on what they see the Early Years Practitioners doing with the children				

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