



## **Curriculum Overview**

# **Child Development**

## **Subject Leader**

**Mrs K Hyde**

### **Subject Curriculum Intent: KS4: Pearson Btec Level 1/2 Tech Award in Child Development**

In Year 9, 10 and 11, we offer the Pearson Btec Tech Award which is offered to inspire and enthuse students to consider a career in the children's care sector. The qualification will help students to gain some of the skills needed for this field of work. It gives an opportunity to gain a broad knowledge and understanding of what caring for children involves. This sector gives an enormous sense of personal achievement by making a positive difference in children's lives. This course will help students to gain a greater sense of this. A job in early years and childcare is unique and rewarding. Those who choose it get to be part of a child's early education and help to shape their future. It's a job that makes a difference by helping to give children the best start in life. This course helps students to appreciate this important role. It also offers students many transferable skills such as extended writing, which will compliment other subjects on offer at Frome College.

This course will help students if they want to specialise in early education in the future, such as an early years assistant, a nursery nurse, a health care professional such as a nurse, a social worker, work with people who have learning difficulties. A career in childcare offers long-term employment prospects, with great opportunities for promotion and progression. Our child =care professionals help to build relationships, gain trust and make a real difference to young children.

### **What is a Btec qualification?**

Btecs are qualifications which help students to develop knowledge and understanding of work-related subjects. They allow you to take responsibility for your own learning and to develop skills that are essential for the modern-day workplace. These skills include team working, being independent, working to deadlines and presenting information effectively.

Btecs allow students to gain their qualifications through continual assessment. They will write a piece of coursework that is written under controlled conditions in year 9, a second piece of coursework written under controlled conditions in Year 10 and an external exam in Year 11. The coursework is known as a PSA (Pearson Set Assignment). Students need to be aware that the coursework requires commitment to the course.

### Subject Curriculum Implementation:

During the 3 years of the course, students will learn about;

- **Component 1: Children’s Growth & Development**. This is where you will learn about how children develop between the ages of 0-5 years. You will also study the different factors that may affect children’s development. You will write an assignment for this component.
- **Component 2: Learning Through Play**. This unit will teach you about how to motivate and teach children through play. We will look at the different stages of play and the different play opportunities that can be made available to children. We will also look at the different early years settings that care for children. You will write an assignment for this component
- **Component 3 Supporting Children to Play, Learn & Develop**. This will help you to appreciate the importance of including all children in play and how important the key worker system is within the early years sector. You will learn about the inside and outside environment and how to make this environment accessible for all children. You will also learn how to adapt activities for children with different individual circumstances. You will have an exam in this unit in Year 11.

In Childcare, students make progress by learning and remembering in a more complex way as they journey through the curriculum. Classroom assessment is through key terms tests, short answer tests, coursework completion and answering previous exam questions. In year 9 and 10 students will undertake a Pearson Set Assignment. The grade they achieve for this assignment will contribute towards their final qualification grade.

### Allocated Curriculum Time:

	Year 10	Year 11
Fortnightly lesson allocation	6	5

We study the **Btec Level 1/Level 2 Tech Award in Health & Social Care**. You can find the specification using the following link:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/child-development/2022/specification-and-sample-assessments/btec-tech-award-child-development-spec.pdf>

# PLANNED CURRICULUM

## Year 10:

Term	Curriculum Foci Areas
1	<p style="text-align: center;"><b><u>COMPONENT 1: CHILDREN'S GROWTH &amp; DEVELOPMENT</u></b></p> <p style="text-align: center;"><b><u>Learning outcome A: Understand the principles of growth and development</u></b></p> <p><b><u>A1 Understand how and why growth is measured</u></b>            Students will explore how growth is measured, and the individuals involved in measuring growth. They will understand the importance of measuring growth.</p> <ul style="list-style-type: none"> <li>• Definition of growth</li> <li>• How growth is measured and recorded</li> <li>• Roles and responsibilities of individuals involved in measuring and monitoring growth, including midwives, health visitors, General Practitioner (GP), social workers, family support workers, childminder, nursery manager, key person, parents/carers.</li> <li>• Importance of measuring growth</li> </ul> <p><b><u>A2 The principles of development</u></b>            Students will explore the principles of development by considering;</p> <ul style="list-style-type: none"> <li>• The skills and knowledge gained by a child over time.</li> <li>• Children acquire skills at varying rates in different areas of development.</li> <li>• Milestones indicate the expected stage of development the child may meet at a particular age.</li> <li>• Identifying current milestones and stage of development, identifying milestones and how they support progression to the next stage of development.</li> <li>• Holistic development – how different areas of development impact on each other and affect overall development.</li> </ul> <p><b><u>A3 Development across ages of birth to 18 months</u></b>            Students will explore different stages of development that children aged from birth to 18 months would typically meet across the five areas.</p> <ul style="list-style-type: none"> <li>• Physical development – gross motor skills: large movement of limbs; fine motor skills: movement of fingers, developing hand-eye coordination</li> <li>• Cognitive and intellectual development – thinking and learning development of information processing, memory, problem-solving skills.</li> <li>• Communication and language development – speaking, listening and understanding.</li> <li>• Social development – development of secure, positive relationships with others</li> <li>• Emotional development – developing trust, independence and emotional resilience.</li> </ul> <p><b><u>A4 Development across ages of 18 months to three years</u></b>            Students will explore different stages of development that children aged from 18 months to three years would typically meet across the five areas.</p> <ul style="list-style-type: none"> <li>• Physical development – locomotion and hand-eye coordination</li> <li>• Cognitive and intellectual development – thinking and learning</li> <li>• Communication and language development – speaking, listening and understanding</li> </ul>

Term	Curriculum Foci Areas
	<ul style="list-style-type: none"> <li>• Social development – development of secure, positive relationships with others</li> <li>• Emotional development – developing trust, independence and emotional resilience</li> </ul> <p><u>A5 Development across ages of three to five years</u>  Students will explore different stages of development that children aged three to five years would typically meet across the five areas</p> <ul style="list-style-type: none"> <li>• Physical development – developing locomotion and balance</li> <li>• Cognitive and intellectual development – thinking and learning</li> <li>• Communication and language development – speaking, listening and understanding</li> <li>• Social development – development of positive relationships with others outside the family</li> <li>• Emotional development – developing trust, independence and emotional resilience</li> </ul> <p><b>Assessment 1: Mock Controlled Assessment to prepare for PSA</b></p>
2	<p style="text-align: center;"><b><u>Learning outcome B: Understand how factors impact on children’s overall development</u></b></p> <p>Students will explore the different factors that can affect a child’s growth and development from birth to five years old. Different factors will have an impact on different aspects of growth and development. Learners will consider the positive and negative impact of these factors on child development.</p> <p><u>B1 Physical factors</u></p> <ul style="list-style-type: none"> <li>• Factors in pregnancy affecting child – prenatal and maternal nutrition/exercise, effects of parental smoking, drug or alcohol use, premature/low birth weight</li> <li>• Disabilities/additional needs – hearing impairment, visual impairment, cerebral palsy, Down’s syndrome.</li> <li>• Health status – chronic illness (asthma, eczema), repeated short-term illness (colds, ear infections, vomiting and diarrhoea), obesity.</li> <li>• Benefits of healthy balanced diet, effects of nutritional deficiencies (vitamins, minerals), effects of unhealthy diet.</li> <li>• Amount of exercise.</li> </ul> <p><u>B2 Environmental factors</u></p> <ul style="list-style-type: none"> <li>• Housing – positive aspects of housing (warm, dry, own space), experiencing housing needs (damp housing, overcrowding), temporary accommodation, access to garden, space to play.</li> <li>• Home environment – stable support from parents, contact with extended family, living with parental conflict, parents’ mental or physical health, effects of exposure to drugs, alcohol or smoking</li> </ul> <p><u>B3 Social factors</u></p> <ul style="list-style-type: none"> <li>• Effects of discrimination.</li> <li>• Effects of relationships with primary carers.</li> <li>• Effects of siblings</li> <li>• Effects of relationships with extended family and friends</li> </ul>

Term	Curriculum Foci Areas
	<p><u>B4 Financial factors</u></p> <ul style="list-style-type: none"> <li>• Low income</li> <li>• High income.</li> <li>• Access to services</li> </ul> <p><b>Assessment 2: Mock Controlled Assessment to prepare for PSA</b></p>
3	<p>Revision and consolidation of learning from <b>Learning outcome A: Understand the principles of growth and development</b> and <b>Learning outcome B: Understand how factors impact on children’s overall development</b></p> <p><b>This is in preparation for the Pearson Set Assignment (PSA) which is the coursework.</b></p> <p>Students will work on their Component 1: Children’s Growth &amp; Development PSA in class under controlled conditions.</p> <p><b>Assessment 3: Pearson Set Assignment</b></p>
4	<p>Students will work on their Component 1: Children’s Growth &amp; Development PSA in class under controlled conditions.</p> <p><b>Assessment 4: Pearson Set Assignment</b></p>
5	<p>Students will work on their Component 1: Children’s Growth &amp; Development PSA in class under controlled conditions until mid-May.</p> <p style="text-align: center;"><b>COMPONENT 2: LEARNING THROUGH PLAY</b></p> <p style="text-align: center;"><b><u>Learning outcome A: Understand how children play.</u></b></p> <p><u>A1 Stages of children’s play</u> Students will be learning that children at different ages and stages of development have different play needs</p> <ul style="list-style-type: none"> <li>• Unoccupied play, birth–3 months</li> <li>• Solitary play, birth–2 years</li> <li>• Spectator/onlooker play, 2 years</li> <li>• Parallel play, 2+ years: a child plays alongside or near others but does not play with them.</li> <li>• Associative play, 3–4 years</li> <li>• Co-operative play, 4+ years</li> </ul> <p><u>A2 Types of play</u> Students will understand the different types of children’s play that can be offered.</p> <ul style="list-style-type: none"> <li>• Locomotor play – any type of physical activity using gross motor skills – enjoying movement for movement’s sake.</li> <li>• Creative play – freedom to explore resources, altering something and making something new, trying out new ideas.</li> <li>• Sensory play – using the senses to explore, to discover the texture and function of things.</li> </ul>

Term	Curriculum Foci Areas
	<ul style="list-style-type: none"> <li>• Imaginative play – when children pretend in some way, act out their experiences or things they have heard about/seen, role play, small world play.</li> <li>• Symbolic play – using objects, actions or ideas to represent other objects, actions, or ideas.</li> <li>• Technological/investigative – use of IT equipment, maths equipment, science equipment.</li> <li>• Construction – using resources to build or join things, to create something new.</li> </ul> <p><b>Assessment 5: Pearson Set Assignment</b></p>
6	<p style="text-align: center;"><b>COMPONENT 2: LEARNING THROUGH PLAY</b></p> <p style="text-align: center;"><b><u>Learning Outcome B: : Understand how children’s learning can be supported through play</u></b></p> <p>Students will consider how learning through play can occur during planned activities in the following environments: at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups, after-school clubs. Students will also need to consider and plan play opportunities and activities for individual children and small groups of children.</p> <p><b><u>B1 Physical play</u></b></p> <ul style="list-style-type: none"> <li>• Learning through physical play - spatial awareness, coordination, activities to stay healthy, how to take care of yourself, gross motor for body management, strength, bodily coordination and fine motor control for accuracy and manipulation of objects</li> <li>• Activities &amp; resources for physical play and learning - role play of home-life situations, food preparation, bat &amp; ball games, sit &amp; ride toys, play dough, sand &amp; water activities, construction toys, baby gyms, push along toys and rattles.</li> </ul> <p><b><u>B2 Cognitive/Intellectual Play</u></b></p> <ul style="list-style-type: none"> <li>• Learning promoted through cognitive/intellectual play – problem solving skills, creativity, use of imagination, listening &amp; attention skills, numeracy skills, exploration of environments, confidence use of technology, understanding other’s cultural and religious experiences.</li> <li>• Activities &amp; resources to support cognitive &amp; intellectual play and learning - counters, weights, play money, shape sorters, puzzles, matching-pair card games, trips and visits, digging and building, computer games, apps, PCs, tablets, writing – and small-world toys</li> </ul> <p><b><u>B3 Communication and language play</u></b></p> <ul style="list-style-type: none"> <li>• Learning through communication and language play - listening skills, the process of following instructions, vocabulary and literacy skills, how to express and discuss feelings appropriately, having conversations with other children/adults.</li> <li>• Activities and resources to support communication and language play and learning - books such as lift-the-flap books, textured, stories, talking books, story sacks, role play, nursery rhymes, songs, dances and listening/action games.</li> </ul>

Term	Curriculum Foci Areas
	<p><u>B4 Social play</u></p> <ul style="list-style-type: none"> <li>• Learning through social play - development of friendships and relationships, trust, emotional support networks, sharing, turn-taking, compromise.</li> <li>• Activities and resources to support social play and learning - team games and activities, group activities such as gardening, mud kitchen, role play and board games.</li> </ul> <p><u>B5 Emotional Play</u></p> <ul style="list-style-type: none"> <li>• Learning through emotional play - expression of feelings, including how to self-manage feelings and behaviours, promote independence, improve self-confidence, self-esteem and self-awareness and build on relationships.</li> <li>• Activities and resources to support emotional play and learning - puppets and dolls, role-play activities, emotion faces, 'how I feel today' mirrors and circle time/carpet time.</li> </ul> <p><u>B6 How play can be organised to promote learning</u> Students must be able to describe how play can be organised and the potential advantages and disadvantages of each style.</p> <ul style="list-style-type: none"> <li>• Adult-led play</li> <li>• Adult-initiated play</li> <li>• Child-initiated play</li> </ul> <p><u>B7 The role of adults in promoting learning through play</u></p> <ul style="list-style-type: none"> <li>• Organise a variety of activities - inside/outside activities, individual/group activities, including games, sensory activities, art and craft activities, games.</li> <li>• Explaining and demonstrating how equipment and resources work.</li> <li>• Adapting activities to suit personal interests.</li> <li>• Choosing equipment and resources that motivate children to engage.</li> <li>• Modelling communication – use of language.</li> <li>• Joining in with play activities – promoting sharing, facilitating turn-taking and sharing equipment and resources.</li> <li>• Awareness of health and safety – toys and resources are age appropriate, adult supervision.</li> </ul> <p><u>B8 Planning play opportunities for children</u> Students will need to know how to plan activities for all of the following age groups:</p> <ul style="list-style-type: none"> <li>• 0–18 months.</li> <li>• 18 months–3 years.</li> <li>• 3–5 years.</li> <li>• Considerations for planning activities to include - age appropriateness, learning outcomes, number of children, number of adults required to support activity safely, resources/equipment required, health and safety, role of adult</li> <li>• How play is organised: – adult led – adult initiated – child initiated – benefits and disadvantages of each.</li> </ul> <p><b>Assessment 6: Mock Controlled Assessment to prepare for PSA</b></p>



## Year 11:

Term	Curriculum Foci Areas
1	<p style="text-align: center;"><b><u>COMPONENT 2: LEARNING THROUGH PLAY</u></b></p> <p>Revision and consolidation of learning from <b>Learning outcome A: Understand how children play</b> and <b>Learning outcome B: Understand how children’s learning can be supported through play</b></p> <p><b>This is in preparation for the Pearson Set Assignment (PSA) which is the coursework.</b></p> <p>Students will work on their Component 2: Learning Through Play PSA in class under controlled conditions.</p> <p><b>Assessment 1: Pearson Set Assignment</b></p>
2	<p>Students will work on their Component 2: Learning Through Play PSA in class under controlled conditions.</p> <p style="text-align: center;">This work is due in at the end of Term 2.</p> <p><b>Assessment 2: Pearson Set Assignment</b></p>
3	<p style="text-align: center;"><b><u>COMPONENT 3: SUPPORTING CHILDREN TO PLAY, LEARN AND DEVELOP</u></b></p> <p><b><u>Learning Aim A: Investigate individual needs that may impact on play, learning and development.</u></b></p> <p>Students will understand how the following individual needs can impact on a child’s play, learning and development</p> <p><u>A1 Individual Needs</u></p> <ul style="list-style-type: none"> <li>• Physical needs</li> <li>• Cognitive/intellectual needs</li> <li>• Communication and language needs</li> <li>• Social and emotional needs</li> </ul> <p><u>A2 Know how individual needs may impact on play, learning and development</u></p> <ul style="list-style-type: none"> <li>• All areas of development are interlinked and affect each other</li> <li>• Physical learning and development</li> <li>• Cognitive and intellectual learning and development</li> <li>• Communication and language learning and development</li> <li>• Social and emotional learning and development</li> </ul> <p><b><u>Learning Aim B: Create safe environments to support play, learning and development in children aged 0-5 years</u></b></p> <p>Students will consider how the environment can be adapted to safely meet the individual needs of children who require support to play, learn and develop. They will consider safety issues in the home, in community settings and in early years settings.</p>

Term	Curriculum Foci Areas
	<p>They will need to consider adaptations that can be made for the following age groups:</p> <ul style="list-style-type: none"> <li>• 0–18 months</li> <li>• 18 months–3 years</li> <li>• 3–5 years.</li> </ul> <p><u>B1 Ensure all children are safe</u></p> <ul style="list-style-type: none"> <li>• Manage risks and hazards of environments and activities: consider the risks, consider the hazards, risk assessments for activities, positive risk taking, raising age-appropriate awareness of personal safety when in public areas, teaching children to use resources safely, choosing age- and stage-appropriate resources, being aware of choking hazards for under 3-year-olds knowing about safety labelling of resources.</li> <li>• Teach children how to use internet-enabled technology safely - how to be safe online, controls put in place by adults, talking to the child about internet safety, recognising and reporting age-inappropriate content</li> </ul> <p><u>B2 Health and safety considerations for inside environments for children with individual needs</u></p> <ul style="list-style-type: none"> <li>• Width of doorways, corridors.</li> <li>• Layout of furniture.</li> <li>• Types of flooring and floor coverings in the space, considering potential trip hazards.</li> <li>• How resources can be organised to enable children to find things easily.</li> <li>• Continuity of use of specific areas for play activities and routines.</li> <li>• Selecting appropriate resources to ensure safety, linked to the ability of the child.</li> <li>• Monitoring activities to ensure safety is being maintained</li> </ul> <p><u>B3 Health and safety considerations for outside environments for children with individual needs</u></p> <ul style="list-style-type: none"> <li>• Appropriate clothing.</li> <li>• Planning ahead on outings – for clothing changes, hunger, thirst, toileting needs.</li> <li>• Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces.</li> <li>• Choice of outdoor play resources, taking into consideration individual needs.</li> <li>• Choosing quiet or noisy play spaces.</li> <li>• Having equipment and resources at different levels.</li> <li>• Use of signs, symbols and maps as visual aids.</li> <li>• Consideration of weather implications.</li> </ul> <p><b>ASSESSMENT 3: Mock exam for Component 3 Learning Aim A &amp; B</b></p>
4	<p style="text-align: center;"><b><u>COMPONENT 3: SUPPORTING CHILDREN TO PLAY, LEARN AND DEVELOP</u></b>  <b>Learning Aim C: Adapt play to promote inclusive learning and development</b></p> <p>Students will know how to adapt activities for children with individual needs to promote their learning and development.</p> <p>Learners will understand how to adapt the activities for the following types of play:</p> <ul style="list-style-type: none"> <li>• Locomotor play</li> </ul>

Term	Curriculum Foci Areas
	<ul style="list-style-type: none"> <li>• creative play</li> <li>• sensory play</li> <li>• imaginative play</li> <li>• symbolic play o technological/investigative play o construction play.</li> </ul> <p>For each of the following age groups:</p> <ul style="list-style-type: none"> <li>• 0–18 months.</li> <li>• 18 months–3 years.</li> <li>• 3–5 years.</li> </ul> <p><u>C1 The benefits of adapting activities for all children in play, learning and development</u></p> <ul style="list-style-type: none"> <li>• Recognition that every child has a right to learn.</li> <li>• Promotes five areas of development for all children.</li> <li>• The role of the adult - to select and implement how play is organised to meet appropriate individual needs; adult-led play, adult-initiated play or child-led play, to role model appropriate behaviours and responses, to support children’s play – being available but not intrusive, offer new ideas and resources or alternatives to enable accessibility for the encouragement and stimulation of play, ensure that all play is suitable for the children’s age, needs and abilities, promote inclusion; ensure all children can join in organised activities, give children a choice when planning and choosing activities, respond positively to desired behaviours in children, using praise and rewards and recognise and respond when children are becoming bored, losing concentration, finding activities too difficult.</li> <li>• The benefits to other children of playing with children who have additional needs - learn how to include others in their games and activities, promotes positive behaviours, improves social skills; sharing of resources, turn-taking, they become more responsive to the needs of others, they recognise different communication methods.</li> </ul> <p><u>C2 Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)</u></p> <ul style="list-style-type: none"> <li>• Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility, adjust height of tables/easels.</li> <li>• Select appropriate resources for children with fine motor skills delay.</li> <li>• Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame.</li> <li>• Secure movable objects so they do not</li> <li>• Adjust the level of difficulty of activities and resources to suit the child’s needs.</li> <li>• Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures.</li> <li>• Keep resources in the same place so a child with visual impairment knows where they are.</li> <li>• Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you.</li> <li>• Adapt technological/digital resources to suit the child’s individual needs</li> </ul>

Term	Curriculum Foci Areas
	<p><u>C3 Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)</u></p> <ul style="list-style-type: none"> <li>• Provide opportunities to learn and play near other children</li> <li>• Shorten activities to suit concentration span.</li> <li>• Break activities into shorter steps.</li> <li>• Repeat activities to promote learning and memory.</li> <li>• Adults can demonstrate activities.</li> <li>• Modify resources, reduce number of parts, use specific colours.</li> <li>• Limit the number of materials available to avoid overwhelming the child.</li> <li>• Use technological/digital resources.</li> <li>• Keep equipment and resources in the same place, to aid memory and/or provide consistency.</li> </ul> <p><u>C4 Adapting activities to support a child with communication or language needs (ensuring age appropriateness)</u></p> <ul style="list-style-type: none"> <li>• Use group activities to promote social inclusion</li> <li>• Praise children when they attempt to communicate, to build their confidence.</li> <li>• Make instructions short and clear, so children can understand them easier.</li> <li>• Adults can demonstrate activities, so children can learn without needing language.</li> <li>• Reduce the complexity of own language, so children can understand.</li> <li>• Repeat activities, so children become familiar with the vocabulary used in them.</li> <li>• Use alternative communication - Picture Exchange Communication System® (PECS), Makaton – signs and symbols to support speech.</li> <li>• Use non-verbal communication to encourage responses from children.</li> <li>• Use songs and nursery rhymes with actions to promote identification of words.</li> <li>• Label equipment – use picture cards to encourage independence and choice.</li> <li>• Display routines and activities as pictures.</li> </ul> <p><u>C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</u></p> <ul style="list-style-type: none"> <li>• Promote self-resilience</li> <li>• Provide a structured approach throughout daily activities.</li> <li>• Assign specific tasks to the child during any transition between activities to reduce their worry/anxiety.</li> <li>• Maintain engagement of the child by filling tidying-up periods with short activities.</li> <li>• Set out activities that focus on a child’s areas of interest.</li> <li>• Choose books and games that include any issues that may be worrying the child.</li> <li>• Promote choice and control by providing a range of materials and resources the child can select from in activities.</li> <li>• Use activities which can encourage expression of thoughts, feelings and ideas.</li> <li>• Provide opportunities for social norms and values to be demonstrated and praised through children and adults’ role modelling.</li> <li>• Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking.</li> </ul> <p><b>ASSESSMENT 4: Mock exam for Component 3 Learning Aim A, B &amp; C</b></p>

Term	Curriculum Foci Areas
5	<p>Preparation for Component 3 External Exam covering <b>Learning Aim A: Investigate individual needs that may impact on play, learning and development, Learning Aim B: Create safe environments to support play, learning and development in children aged 0-5 years and Learning Aim C: Adapt play to promote inclusive learning and development.</b></p> <p>Component 3 exam is usually in early May.</p> <p><b>Assessment 5: External Component 3 exam.</b>  <b>Results will be available in August with other GCSE results.</b></p>

## **NEXT STEPS**

If you enjoy this course, you could progress onto one of the Post 16 courses that we offer in the Faculty:

- Btec Level 3 National Extended Certificate in Health & Social Care
- Btec Level 3 National Extended Certificate in Children’s Play, Learning & Development
- Btec Level 3 National Extended Certificate in Applied Psychology
- NCFE T Level Technical Qualification in Education & Childcare
- WJEC Level 3 Applied Diploma in Criminology
- World of Work (Btec Level 2 Award in Workskills)

**If you would like more information, please contact Mrs Karen Hyde  
(Head of Faculty) on [KHyde@fromecollege.org.uk](mailto:KHyde@fromecollege.org.uk)**