

Child Development & Care Knowledge Booklet

Unit 2

Name:

Class:



Unit 2: Development and well-being 0-5 years

Unit level: 2

GLH: 90

Unit aim: This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another.

During this unit you will learn about:

- the physical development of children from birth to 5 years
- the language development of children from birth to 5 years
- the intellectual development of children from birth to 5 years
- the social and emotional development of children from birth to 5 years
- a range of methods early years workers can use for observing children
- how to share observations with colleagues to promote development
- the importance of confidentiality and recording accurate information (objectivity) when observing children
- the factors that contribute to development
- the care needs of individual children
- the importance of supporting the health and well-being of the child
- how to encourage and maintain good hygiene and hygiene routines
- how to safeguard children to keep them safe and healthy
- the importance of routines for everyday care in supporting children's development
- recognising the importance of a secure base for children's development
- the transitions experienced by children, with the possible effects on children
- how to support children through transitions to provide consistency and reassurance including the role of the key person in the early years.

Learning outcomes You will:	Assessment criteria You can:
1. Understand the expected pattern of holistic child development.	1.1 Describe the expected pattern of children's development from 0-5 years in the following areas: <ul style="list-style-type: none"> • physical development • language development • intellectual development • social and emotional development
2 Understand the importance of observations and assessments and how they support development.	2.1 Identify different methods to observe children
	2.2 Describe how observations and assessments can be used to support the development of children.
3 Understand factors that may affect children's holistic development.	3.1 Explain factors that may affect children's holistic development
4. Understand how to use everyday care routines and activities to support independence, health, safety and well-being.	4.1 Describe the everyday activities which promote independence.
	4.2 Explain how daily routines and activities can meet the care needs

		and support the well-being of children.
5.	Understand how to support children through transitions in their lives.	5.1 Describe different transitions that children may experience
		5.2 Identify the effects of these transitions on holistic development.
		5.3 Describe ways to support children through transitions.

Assessment Task – Unit 2 Development and well-being 0-5 years

The Early Years Foundation Stage should be referred to when working on this unit

The whole assessment task must be completed in order to achieve the unit.

Read this case study before you start the assessment tasks:

You work in an early years setting with children aged 0-5 years. A team meeting is planned to consider how the early years workers can promote the progress of the children. The early years workers will discuss the children's holistic development.

The early years workers will use observations to assess and record a child's stage of development.

The early years workers will discuss how personal and external factors can affect the children's holistic development.

The early years workers will consider ways to support the independence, health, safety and well-being of the children.

At this team meeting the early years workers will also consider the impact of transitions on the children's holistic development and their role in supporting children through transitions.

Task 1 to achieve grading D1

Assessment criteria 1.1 will be met on completion of this task

You should:

- describe the expected pattern of children's development from 0-5 years in the following areas:
- physical development



- language development
- intellectual development
- social and emotional development

ask 2 to achieve grading D2, D3, B2, A

Assessment criteria 2.1 and 2.2 will be met on completion of this task

This task is about observation and assessment.

You should:

- identify suitable methods of observing and recording the holistic development of children, **and**
- give **ONE (1)** advantage and **ONE (1)** disadvantage of each of the identified methods, **and**
- explain how observations can be used to support the development of children, **and**
- explain why it is important to understand the pattern of children's holistic development of children from birth to 5 years

Task 3 to achieve grading D4

Assessment criteria 3.1 will be met on completion of this task

This task is about how a child's development can be affected by personal and external factors



You should:

- describe the factors which can affect the holistic development of children.

Task 4 to achieve grading D5, D6, A*

Assessment criteria 4.1 and 4.2 will be met on completion of this task

This task considers how everyday routines and activities can help to promote the independence, health, safety and well-being of the children.

You should:

- describe **TWO (2)** everyday activities or experiences which support the care needs of children aged 0-5 years and promote their independence, well-being, health and safety, **and**
- describe how these activities and experiences support the children's well-being, **and**
- evaluate how everyday experiences can be used to promote holistic development

Task 5 to achieve grading D7, C, B1

Assessment criteria 5.1, 5.2 and 5.3 will be met on completion of this task

This task considers the impact of transitions on children's holistic development and the role of the early years worker at times of transition.

You should:

Identify:

- different transitions that children may experience.
- how children's development may be affected when they experience transitions

Describe:

- ways the child care and education worker can support children through transitions.



Task 6 to achieve grading D8

You should:

- D8 Include at least one reference and a bibliography.

Name:

Unit 2 – Development and well-being 0-5 years

This is what you need to do to in the Assessment Tasks to achieve a grade D to A* for Unit 2.

Grading		Evidence Page number	Assessor Initial and date
D1	Describe the expected pattern of children's development from 0-5 years in the following areas of development: physical, language, intellectual, social and emotional. (Task 1)		
D2	Identify suitable methods for observing children's holistic development. (Task 2)		
D3	Give ONE (1) advantage and ONE (1) disadvantage of each of the identified methods. (Task 2)		
D4	Describe factors which can affect children's holistic development. (Task 3)		
D5	Describe TWO (2) everyday activities which support the care needs of children and promote their independence, well-being, health and safety. (Task 4)		
D6	Describe how the activities and experiences support the well-being of children. (Task 4)		
D7	Identify transitions which children may experience. (Task 5)		
D8	Include at least one reference and a bibliography. (Task 6)		
C	Identify the possible effects of transitions on the development of children. (Task 5)		
B1	Describe ways the early years worker can support children through transitions. (Task 5)		
B2	Explain how observations can be used to support the development of children. (Task 2)		
A	Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years. (Task 1 & 2)		
A*	Evaluate how everyday experiences can be used to promote activities which contribute to holistic development. (Task 4)		

Why we observe children

- Every day we observe children at work, to ensure they're safe and their needs are met.
- Observations are setting aside some time to specifically watch and record what a child does.
- Observing the children in your care can help you to better understand the strengths and weakness of each individual child. Your observations can then guide your programming and help you make adjustments to your care environment to improve a child's behavior and facilitate learning.
- Regular observation and careful analysis of their behaviors and personality traits can help you build a stronger relationship with each child and connect with them in a more meaningful way.



Exemplar 1 – Unit 2 D2/D3/B2
Observation and Assessment
Identify suitable methods of observing and recording the holistic development of children.



The Museum



- **Physical Development:** the museum will promote physical development as there will have to walk around and do a lot of climbing. The observation of this would be the most fun climbing on things and turn back.
- **Intellectual Development:** the museum will increase intellectual development as there will be a lot of interesting things to look at and gather information from. However it can be too much information to take in at first, so you can go and ask questions.
- **Language Development:** in the museum there is places where you can read information, reading this out to the children and making them say it back to promote their language skills.
- **Social Development:** it will promote social development as there may be other children there who they can interact with and play with.

Exemplar 2 – Unit 2 A*
Evaluate how everyday experiences can be used to promote activities which contribute to holistic development.

Play Area



- **Physical Development:** a play area will increase physical development as there are climbing frames, swings, slides, etc. This playground might be challenging as it will help the new stages of development. It can be quite dangerous for a young child however if they aren't supervised.
- **Language Development:** when children (play) will be using language that they may say this can be used also as language may be used that isn't appropriate.
- **Intellectual Development:** a park can make a child very happy as they can sit in the shade and read books, but it can be quite boring as well if there are no other children there.
- **Social Development:** parks are always filled with young children so it will be easy for them to make friends.



1. Why do young children pick up infections so easily?

Young children pick up infections very easily that's why it is very important to maintain the cleanliness of a setting. There are germs everywhere in a nursery as there are many children that attend and our every child will always be well and clean, therefore infections and bacteria are easily spread.

2. How Micro-organisms cause infection?

In nearly all environments, there will be small micro-organisms such as bacteria and viruses, these can cause illness if they enter the body. These organisms can enter the body through droplets in the air from coughing and sneezing, through touching or sharing contaminated objects, for example drinking from the same cup, or an open wound.

3. What is cross-infection and why there is a danger of this in child care settings?

When infections are passed on to others, this is called cross-infection. In a child care setting there is a danger of this happening regularly as children share the same equipment and are in close contact with each other.

4. What can this cause and how can it be minimised?

Cross infection can spread things such as colds, head poisoning and gastroenteritis. There are some methods you can take to prevent cross-infection such as regularly cleaning and making sure children are clean however it is impossible to provide a completely sterile environment.

Exemplar 3 – Unit 2 D5
Describe two everyday activities which support the care needs of children and promote their independence, wellbeing, health and safety.

Exam revision for unit 3

Topic	Remember	Key Terms	Exam Tips
Unit 2			
2.1 Development of the child Development		<ul style="list-style-type: none"> Growth: a gradual increase in size Development: increasing abilities, skills and understanding Developmental milestones: the stages of development which all children pass through in a similar sequence 	<ul style="list-style-type: none"> Ensure that you know what developmental milestones are and at what ages a child under five should achieve each milestone
2.2 Physical development	<ul style="list-style-type: none"> Development can be affected by environmental, physical, social and cultural influences. Without opportunities and stimulus to be physically active, children can become lethargic. This can affect their interest in eating and learning and can also impact on their long-term development 	<ul style="list-style-type: none"> Development testing: checks made on babies and young children at specific ages to monitor progress and see that they are developing as expected 	<ul style="list-style-type: none"> You should be aware that there are a number of factors that affect development
	<ul style="list-style-type: none"> Opportunities for supporting physical development can be found anywhere. Toys and equipment are often not necessary. 	<ul style="list-style-type: none"> Gross motor skills: skills involving large gestures and movements e.g. walking, running, hopping, jumping, bending, stretching, balancing Fine motor skills: skills which involve using hands, fingers and thumbs to pick up, hold and manipulate Sensory development: the use of the body's five main senses to explore and learn 	<ul style="list-style-type: none"> Be aware of the difference between gross and fine motor skills
Gross motor skills	<ul style="list-style-type: none"> Infants and young children develop at their own pace. You should support and encourage development, never pushing children on to activities for which they are not yet ready 	<ul style="list-style-type: none"> Involuntary reflex actions: automatic responses, seen in babies in the earliest days and weeks Head lag: inability to support the weight Balance: moving in a controlled manner Coordination: being able to plan, combine and control a sequence of movements Spatial awareness: appreciation of the size of space around so that it can be used accurately 	<ul style="list-style-type: none"> Learn the sequence in which gross motor skills develop
Fine motor skills	<ul style="list-style-type: none"> Babies need to want to reach out and touch, so provide attractive three-dimensional objects that initially gain and then maintain their attention. Older children need activities that offer greater and greater challenges, for example jigsaw puzzles 	<ul style="list-style-type: none"> Palmar grasp: a reflex action in which a baby's hand grabs everything it touches Pincer grasp: the use of index finger and thumb to hold something Primitive grasp: a clumsy grasp of crayons etc Hand-eye coordination: using vision to help control actions and to support the manipulation of objects which the child has planned or intended Tripod grasp: adult grip of a pencil to control it 	<ul style="list-style-type: none"> Ensure you know the different grips and grasps and at what ages they are usually achieved Learn the sequence in which fine motor skills develop
Sensory skills	<ul style="list-style-type: none"> All our senses are important to development. Children therefore need activities that encourage the 	<ul style="list-style-type: none"> Sensory mouthing: using the mouth to explore (touch, taste, smell, feel) objects 	<ul style="list-style-type: none"> You should be able to name the five main senses giving examples

		<p>use of each sense as they play, explore and learn in order to maximise each learning opportunity</p> <ul style="list-style-type: none"> We continue to use our senses throughout life. It is important to provide children with opportunities that use them all 	<ul style="list-style-type: none"> Object permanence: understanding that something exists even when it can no longer be seen 	<ul style="list-style-type: none"> You should be able to link the expected sequence of sensory development with developmental milestones
2.3	Intellectual development	<ul style="list-style-type: none"> Children have a lot of things to learn and the opportunities you give them will all help to shape their development 	<ul style="list-style-type: none"> Cognitive: to do with knowledge in the widest sense, involving a range of skills and understanding concepts Language: a means of communication Nature: qualities that are inherited Nurture: qualities that come from experience and environment 	<ul style="list-style-type: none"> Make sure you know how cognitive development links with other developmental areas Be sure that you know what is meant by the terms 'nature' and 'nurture'
	Cognitive development		<ul style="list-style-type: none"> Concept: a general idea used to sort out and understand the environment Imagination: the use of thinking to visualise and plan ideas Creativity: being able to express oneself in different ways Egocentricity: not taking anyone else's view or needs into account Conservation: understanding that things can be the same even if they look different Concentration: the ability to focus for a period of time Conceptualisation: the organisation of thinking and understanding Reasoning: understanding the cause and effect of our actions Memory: the power to store and retrieve information in the mind Problem solving: the ability to think of ways to sort out a problem, puzzle or difficult situation 	<ul style="list-style-type: none"> Learn the sequence in which cognitive skills develop
	Stages of drawing and writing	<ul style="list-style-type: none"> Stages of drawing are not directly related to age. All children move through a similar sequence but at their own pace 	<ul style="list-style-type: none"> Emergent writing: a child's first attempts at forming letters as a means of communication. Patterns of letter-type shapes are often seen first, with children then trying to write their own name or a caption for their drawing 	<ul style="list-style-type: none"> You should be able to link developmental milestones with the stages of drawing and writing
2.4	Language and communication	<ul style="list-style-type: none"> Communication can be both verbal and non-verbal. It is important that you are aware of both your body language and the tone of your voice as well as what you're actually saying when speaking to children 	<ul style="list-style-type: none"> Verbal: spoken Non-verbal: unspoken Passive vocabulary: words that are understood but not used (in speech) Active vocabulary: use of speech or signs Turn-taking: coos and gurgles in response to words and sounds from a carer Monosyllabic babbling: repetitive sounds e.g. 'dadada' 	<ul style="list-style-type: none"> You should know and understand the stages of language development

			<ul style="list-style-type: none"> • Polysyllabic sounds: changes in tone and pitch e.g. 'mememomo' • Jargon: words that are not recognised by others easily • Holophrase: a word that is used to describe more than one object belonging to a group • Echolalia: repeating the last word or sound heard • Telegraphic speech: short sentences that lack 'joining' words • Socialisation: learning the behaviour and cultural expectations of family and society • Primary socialisation: the influences of family and immediate social circle on social development • Secondary socialisation: the influences from the wider community e.g. teachers, friends, church leaders etc on social development • Discipline: the setting of boundaries and expectations of behaviour • Bonding: the strong emotional tie between child and main carer, usually starts at birth • Separation anxiety: the concern shown by very young children when left by their main carer 	<ul style="list-style-type: none"> • You should be able to show your understanding of primary and secondary socialisation • You should know the importance of wider experience in all areas of development
2.5	Social and emotional development	<ul style="list-style-type: none"> • Primary and secondary socialisation both help shape a child's personality and a secure bond with a carer helps them feel safe and to build good relationships with others 	<ul style="list-style-type: none"> • Self image: your identity who you think you are • Self-esteem: how you feel about yourself • Emotions: feelings • Comforter: thumb or other item that soothes and comforts a child • Solitary play: the first stage of play in which children play alone • Parallel play: the second stage of play in which children play alongside but not with each other • Looking-on play: the third stage of play in which children observe and learn from what others are doing • Joining in play: the fourth stage of play where very simple signs of cooperation and playing together are seen • Cooperation play: the fifth and final stage of play where children work together to complete tasks and role play together • Discipline: upholding rules of good behaviour • Bullying: hurting or intimidating someone weaker • Tantrum: a loss of control of emotions 	<ul style="list-style-type: none"> • You should understand the significance of self-image and self-esteem and their impact on development • You should know and understand the stages of social play • You should understand the possible reasons behind poor behaviour and ways in which to encourage and develop good behaviour
2.6	Emotional development	<ul style="list-style-type: none"> • Children need to feel able to express their emotions as well as understand how and when to do this 		
2.7	Social development			
		<ul style="list-style-type: none"> • Your expectations of social skills in a two year old should be very different from what you would expect from a five year old • Don't forget that sometimes a child may have a tantrum simply because they are tired 		

		<ul style="list-style-type: none"> Positive reinforcement for good behaviour will encourage children to continue to behave well 	<ul style="list-style-type: none"> Positive reinforcement: giving praise and rewards for good behaviour (and ignoring bad behaviour) Boundaries: clear limits within which the children have to stay Sanction: a punishment where something is taken away Regressive behaviour: displays of behaviour reverting to that of a younger age 	<ul style="list-style-type: none"> You should understand the possible reasons behind poor behaviour and ways in which to encourage and develop good behaviour
2.8	Observing children	<ul style="list-style-type: none"> The importance of how careful observation supports development 	<ul style="list-style-type: none"> Reasons for observing children: <ul style="list-style-type: none"> pattern of development - to understand the sequence assessing the stage of development – which milestones have been met provide appropriate activities – the activities given can support the development and plan for the next stage of development identify difficulties – educational, behavioural understanding a child – likes, dislikes, behaviour monitoring progress towards national targets – e.g. Early Years Foundation Stage Non-participant observer: child does not know they are being observed Participant observer: encouraging the child to do things and asking them questions Free description: writing down everything in a given time Checklists: looking for particular skills Time samples: observing the child at regular intervals over a longer time span e.g. 2 hours Event samples: when an aspect of the behaviour is a concern e.g. aggressiveness Sharing – with colleagues and senior staff Reporting any concerns 	<ul style="list-style-type: none"> You should understand the reasons why early years workers need to observe children
		<ul style="list-style-type: none"> Different observation techniques 	<ul style="list-style-type: none"> Non-participant observer: child does not know they are being observed Participant observer: encouraging the child to do things and asking them questions Free description: writing down everything in a given time Checklists: looking for particular skills Time samples: observing the child at regular intervals over a longer time span e.g. 2 hours Event samples: when an aspect of the behaviour is a concern e.g. aggressiveness Sharing – with colleagues and senior staff Reporting any concerns 	<ul style="list-style-type: none"> The technique used needs to be suitable for the reason for the observation
		<ul style="list-style-type: none"> After the observation, the care worker will interpret the findings 	<ul style="list-style-type: none"> Sharing – with colleagues and senior staff Reporting any concerns 	<ul style="list-style-type: none"> You need permission to carry out an observation. Confidentiality is vital.
2.9	Influences that affect development	<ul style="list-style-type: none"> Nature v nurture 	<ul style="list-style-type: none"> Nature: the way children are genetically programmed Nurture: responses to the experiences that the child has from birth 	<ul style="list-style-type: none"> You need to learn the difference
		<ul style="list-style-type: none"> Factors that affect development 	<ul style="list-style-type: none"> Background – culture, lifestyles, health, environment, economics (money), additional needs 	<ul style="list-style-type: none"> You need to learn how these factors could affect development
2.10	Care routines and activities to support development	<ul style="list-style-type: none"> Care routines need to change as the child gets older in order for them to gain independence 	<ul style="list-style-type: none"> Washing: personal hygiene, care of skin, bathing and washing babies, care of teeth, nappies, toilet training Good hygiene practice: careful hand washing before handling food and after nappy changing, sneezing or going to the toilet Cross infection: the passing of germs from one person to another 	

			<ul style="list-style-type: none"> • Dressing – clothes, underwear • Shoes should not be worn until children and walking. Both show and sock size should be carefully monitored • Encouraging independence • Colostrum: the rich creamy milk produced by the mother in the first few days after birth • Maternal antibodies: the defensive system in the body 	<ul style="list-style-type: none"> • You need to learn the advantages and disadvantages of the two types of feeding babies • Remember the steps/method for making up a formula feed • Be aware of the importance of hygiene when handling food • You should be able to identify suitable foods to give to a young baby
	Feeding babies	<ul style="list-style-type: none"> • Breast milk is considered best for most babies 	<ul style="list-style-type: none"> • Sterilisation: a method of cleaning that destroys germs • Cooled boiled water: water that has been boiled and left to cool. It is used for making up formula feeds • Weaning: the gradual introduction of solid foods to a baby • Food allergy: where the body's immune system thinks a (usually safe) food is harmful and fights against it • Food intolerance: where the body's digestive system does not produce enough of a particular enzyme to digest a food properly • Celiac disease: an intolerance to a protein called gluten, which is found in wheat, rye, barley and oats 	
	Weaning	<ul style="list-style-type: none"> • Weaning is recommended from six months onward • A nutritionally balanced diet aids growth and helps prevent obesity later in life • Avoiding sugary foods in a baby's diet will help prevent dental decay at a later stage 		
	Feeding young children	<ul style="list-style-type: none"> • Healthy eating and nutrition 	<ul style="list-style-type: none"> • Balanced diet: a diet that provides all the body's needs for energy, growth, repair and infection control • 'five-a-day': the recommended number of fruit and vegetable portions to be eaten each day • EARS (estimated average requirements): an estimate of the energy a person needs to get from food • RNI's (reference nutrient intakes): an estimate of an average person's nutrient needs to come from food • 'eat well' plate: a visual image of the recommended daily proportions to come from each of the five food groups 	<ul style="list-style-type: none"> • Make sure you understand healthy eating • Know the food groups and examples of them • You should know what foods to avoid and why • You should understand what the main nutrients in the diet are and what sources and functions are
2.11	Exercise and physical activities	<ul style="list-style-type: none"> • Exercise is necessary for children to develop their practical skills 	<ul style="list-style-type: none"> • Should begin at an early age to form healthy habits • Exercise will prevent heart disease in later life • The activities should be supervised 	<ul style="list-style-type: none"> • Exercise and activities must be appropriate to their age and needs
2.12	Rest and sleep	<ul style="list-style-type: none"> • Children need rest in the form of relaxation, sleep or calm activities 	<ul style="list-style-type: none"> • The amount of sleep a child needs depends on their age • Bedtimes should have a set routine, including a story • Do not stimulate a child just before bedtime 	<ul style="list-style-type: none"> • When planning activities make sure there is a mixture of active and calm activities
2.13	Supporting children through transitions	<ul style="list-style-type: none"> • All young children experience transitions in their lives 	<ul style="list-style-type: none"> • Common transitions: <ul style="list-style-type: none"> • Attending a setting for the first time – nursery, pre-school, crèche, child-minders • Moving within a setting – from baby room to toddler room • New living arrangements – moving house, new sibling, loss of family member, a stay in hospital 	<ul style="list-style-type: none"> • You need to learn the possible effects of transitions on the young child

		<ul style="list-style-type: none"> The young children should be supported for transitions by preparation 	<ul style="list-style-type: none"> Settings working together Communicating about the transition Visits Familiarising the child with the details of the transition Be honest with the child 	<ul style="list-style-type: none"> Different transitions will need different support. It needs to be relevant to the child's age.
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