

# GCSE CHILD DEVELOPMENT

## REVISION BOOKLET

This booklet has been produced to help you revise for your unit 1 exam.

It is split into topics with a list of relevant key words for each one, some simple tasks to complete and some questions from past papers.

**YOUR NAME:** \_\_\_\_\_



## TOPIC 1—PARENTHOOD

Nuclear Family	Living away from other family members
Extended Family	Different generations living near
Single-Parent Family	One parent looks after children
Foster Family	Cared from temporarily by another family
Adoptive Family	Legally & permanently belonging to another family
Shared Care Family	Parents separated but share care equally
Looked After Children	Looked after in a residential home
Step Family	New partnerships with existing children
Same Sex Couples	Couples of same sex in a relationship
Childcare Provision	Day care so parents can work
Multi-cultural	Mix of different cultures
Ethnic minority	Group with common features, i.e.; race
Lifestyle	Way we live
Pre-conceptual care	Preparations made to conceive
Feet to Foot	Laying a baby to sleep so they can't wriggle down
Layette	Clothing & bedding for new baby
Risk Assessment	Check of possible dangers
Statistics	Study of numbers relating to facts
Hazard	Something likely to cause harm
Accident Prevention	Trying to stop an accident happening
Convulsion	Violent shaking or spasm

## FAMILIES

Families help us feel loved and wanted. We are part of a group and we learn cultural traditions, morals and family values. Families have changed in recent years, more women now go to work and start having children at an older age. Many rely on childcare provision because they need to carry on working. Men are less likely to be the sole breadwinner and are now more often involved in the children' care, hobbies and interests.

Families can be varied. There are more single parents and step families now due to higher divorce rates. Different cultures dress, cook and eat differently. They follow different religions and traditions.

Nuclear	Interference limited. Length of visits controlled	Little help or support Harder to build close relationships
Extended	Opportunities for advice & support	Privacy & interference can be an issue
Single Parent	Strong bond formed	Financial implications
Foster	Cared for whilst maintaining bond with parents	Temporary so could be moved around a lot
Adoptive	Opportunity to permanent loving relationship	Not knowing birth parents
Shared care	Relationship with both parents	Possessions in two places—disorganisation
Looked After	Cared for in a safe place	Hard to form relationships
Step	New friendships & relationships	Rivalry between children & adults
Same sex	Loving family	May be bullied

TASK: Think about the type of family you belong to. How do you think it has affected your development?

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TASK: 'Many women choose to return to work after having a baby'. What are the advantages and disadvantages of going back to work full time?

Advantages

Disadvantages

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## Having a Baby

Having a baby changes the **lifestyle** of parents. They have fewer opportunities to go out, they are likely to be more tired, particularly with a young baby who wakes at night and needs constant attention. When planning to have a baby, parents need to think about their **age, relationship, health and finances**. They need to buy a range of equipment for their baby such as **pram, cot, highchair and changing equipment**. They will need a range of **baby clothes** too.

## Safety

It is important to consider **accident prevention**. Babies and young children do not understand danger and more children have accidents at home than anywhere else. Children become more likely to have accidents as they become mobile and try to explore further. One of the most dangerous rooms in the home for a child is the kitchen. It is important to keep them away from cookers and kettles. A stair gate can help keep a child away from danger. The best way to prevent accidents is to **supervise** babies and children carefully. In the garden it is important to keep sheds locked and ponds securely covered. No poisonous plants should be nearby and animal poo must be cleared up immediately.

## First Aid

However careful parents are children will still have accidents. It is useful for all adults to understand how to treat minor injuries such as cuts, burns, stings and bites and also know what to keep in a first aid box.

## Know your Safety labels: -

Equipment and toys for babies and young children should always have safety labels.



**AGE LABEL:** Indicates that the toy/ equipment is not suitable for children under three years old.



**LION MARK:** The Lion Mark indicates the toy had been made by a member of the British Toy & Hobby Association and shows the member's commitment to adhere to the BTHA Code of Practice



**BEAB Approved Mark** provides reassurance to consumers, retailers, distributors and port authorities that a product has achieved the highest levels of safety



**KITE MARK:** is most frequently used to identify products where safety is paramount, such as crash helmets, smoke alarms and flood defences



The CE marking is the manufacturer's declaration that the product meets the requirements of the applicable EC directives. (CE=European Union)



TASK: Make a list of what should be kept in a first aid box.

**Exam Practice Questions**

Some children are 'looked after' by the local authority. Give 3 reasons why children might be in local authority care. (3)

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Suggest three ways that the roles of men and women in the family have changed. (3)

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Identify two ways that having a baby might change the parents' lifestyle (2)

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List three ways that parents can minimise the risk of accidents happening in the home (3)

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**1 (a)** Name the family types shown below.



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(1 mark)



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(1 mark)

**1 (b)** Name the types of families described below.

A family where both parents live with their children.	
A family where one or both adults have a child or children from another relationship.	

(2 marks)

**2** What is meant by the term 'looked after children'?

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(1 mark)

4 Suggest **three** factors a couple should consider before deciding to have a family.

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(3 marks)

5 What is the main difference between a nuclear family and an extended family?

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(1 mark)

6 Name **one** other type of family.

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(1 mark)

7 Almost half of all babies born in 2009 had mothers aged 30 years or over.  
Give **two** reasons why some women are having their first babies when they are older.

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(2 marks)

8 Suggest **three** points to consider when buying clothes for a new baby.

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(3 marks)

9 Describe **three** features to consider when buying a pram/travel system.

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(3 marks)



## PREGNANCY

Puberty	When a boy/girl matures sexually into man/woman
Menstruation:	Regular flow of blood from the vagina as the lining of the uterus breaks down
Ovum	Medical term for woman's egg
Hormone	Chemical released into blood stream
Conception	When a man's sperm has fertilised a woman's egg
Fertilisation	The process of the sperm entering the ovum
Uterus (womb)	Strong muscle that expands during pregnancy to contain growing baby
Placenta	Develops alongside baby during pregnancy providing hormones, nutrients and dealing with waste
Implantation	When fertilised cells attach to the uterus wall
Embryo	Baby from implantation until 8 weeks of pregnancy
Amniotic Fluid	Liquid in the amniotic sac
Amniotic Sac	Bag cocooning baby during pregnancy
Umbilical Cord	Baby's lifeline during pregnancy passing nutrients & blood from mum and taking away waste
Cervix	Neck of the uterus
Foetus	Baby from 8 weeks of pregnancy
Contraceptive	Prevents pregnancy
Safe-sex	Preventing pregnancy & sexually transmitted disease
Salmonella	Bacteria causing food poisoning
Listeria	Bacteria that can cause miscarriage
Toxoplasmosis	Infection found in animal poo and soil
Infertility	Being unable to conceive a child
Fertility treatment	Ways of overcoming infertility
Surrogate Mother	Woman who bears a baby for another woman

Dominant Genes	Genes the result of which you can see
Recessive Genes	Genes that may be passed on but not necessarily seen
Genetic Counsellor	Someone who explains genetic risks to couples
Informed decision	Knowing possible outcomes of decision you will make
Ante-natal	Care given to Mum & baby before birth
EDD	Estimated date of delivery (when baby will be born)
Ectopic pregnancy	Implantation occurs in fallopian tubes
Miscarriage	Sudden loss of unborn baby
Threatened abortion	Signs of a potential miscarriage but all is ok
Inevitable abortion	Foetus is pushed from the uterus by the woman's
Missed abortion	Foetus is dead in uterus and needs to be surgically
General Practitioner	Family doctor
Obstetrician	Doctor specialising in care of pregnant women
Gynaecologist	Doctor specialising in fertility & reproduction
Paediatrician	Doctor specialising in babies & children
Screening test	Test to check for potential problems
Diagnostic test	Test to identify problem
Birth plan	Plan of how mother wishes labour to progress

## The Female Reproductive System

The two ovaries contain hundreds of undeveloped egg cells (ova). Women have these cells in their bodies from birth - whereas men produce new sperm continually.

Each ovary is connected to the **uterus** by a **Fallopian tube**. The fallopian tube is lined with **cilia**, which are tiny hairs on cells. Every month, an egg develops and becomes mature, and is released from an ovary. The cilia waft the egg along inside the egg tube and into the uterus.

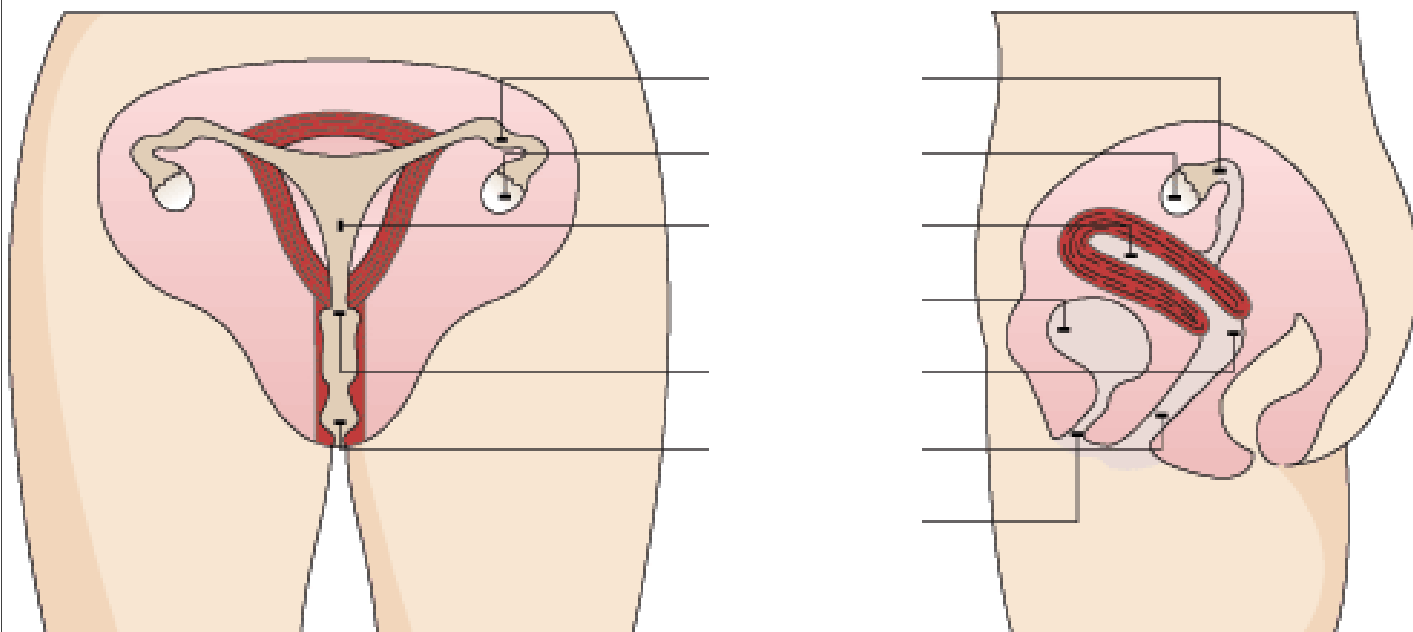
The **uterus** is also called the **womb**. It is a muscular bag with a soft lining. The uterus is where a baby develops until its birth.

The **cervix** is a ring of muscle at the lower end of the uterus. It keeps the baby in place while the woman is pregnant.

The **vagina** is a muscular tube that leads from the cervix to the outside of the woman's body. The opening to the vagina has folds of skin called **labia** that meet to form a **vulva**. The **urethra** also opens into the vulva, but it is separate from the vagina, and is used for passing urine from the body.

The diagram shows the female reproductive system.

Label the diagram. (5)



## The Male Reproductive System

The two **testes** (one of them is called a testis) are contained in a bag of skin called the **scrotum**. They have two functions:

- to produce millions of male sex cells called **sperm**
- to make male sex hormones, which affect the way a man's body develops.

The sperm pass through the **sperm ducts**, and mix with fluids produced by the glands. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called **semen**.

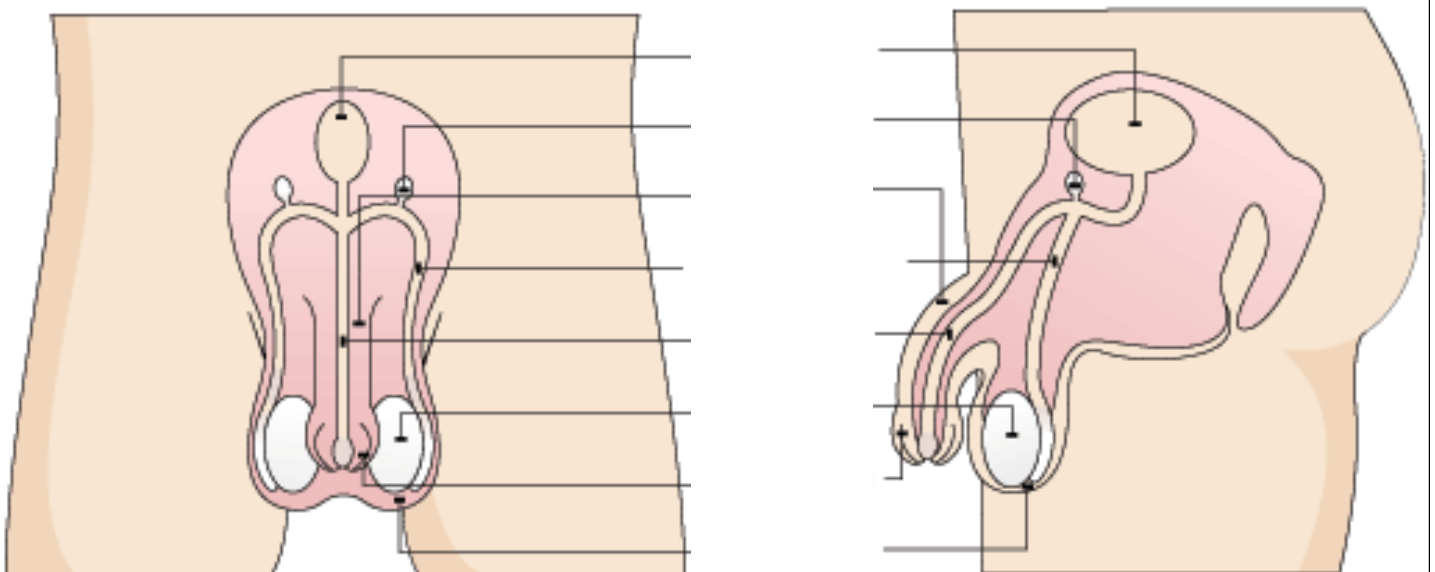
The **penis** has two functions:

- to pass urine out of the man's body
- to pass semen into the vagina of a woman during sexual intercourse.

The **urethra** is the tube inside the penis that can carry urine or semen. A ring of muscle makes sure that there is no chance of urine and semen getting mixed up.

The diagram shows the male reproductive system.

Label the diagram. (5)

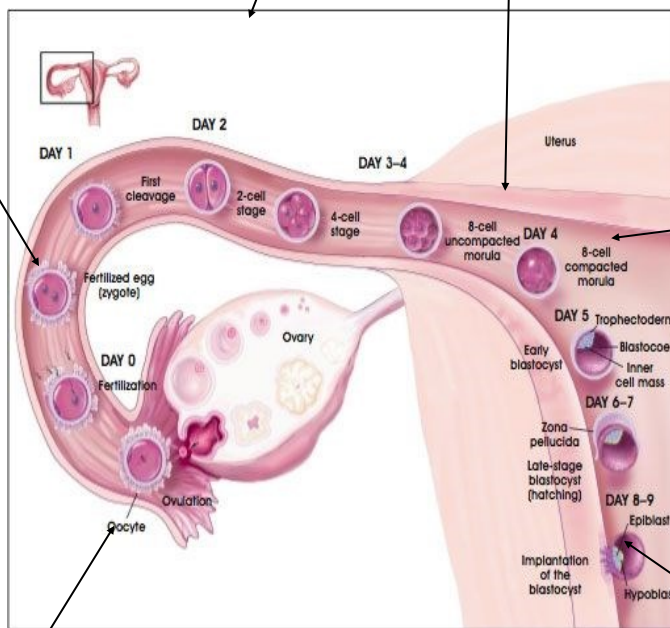


## Exam Practice Questions

Stage 2

Stage 3

Stage 4



Stage 1

The egg is released from the ovary

Stage 5

The diagram shows what happens during conception. Complete the labels on the diagram to show what happens at each stage. The first stage has been done for you. (5)



## Conception

Once a girl has started her **menstrual cycle** she can become **pregnant** if she has unprotected sex. **Conception** occurs when the man's **sperm** meets and **fertilises** the woman's **egg**. This becomes known as a **zygote**. Up until eight weeks the developing baby is called an **embryo**, and from then on it is referred to as a foetus.

During pregnancy the **foetus** is supported by **nutrients** from the **placenta**, which forms in the mother's **uterus** at conception and which is connected to the developing baby via the **umbilical cord**. The baby is enclosed within the **amniotic sac** which cushions it from knocks and keeps it safe.

**TASK:** Draw a diagram or comic strip which describes the process of conception, starting with the sperm meeting the egg and ending with the foetus in the womb.

## Ante-Natal

Ideally, a mother should prepare her body for pregnancy before conception takes place—**pre-conceptual care**. It involves her reducing any known risks such as **smoking, drinking alcohol, taking drugs** and checking that she is **immune to rubella** and is free from infections. She is also advised to start taking the supplement **folic acid**, as this helps healthy development with the womb.

## Pregnancy

The earliest signs of **pregnancy** can include a **missed period, tender breasts, sickness** and a **frequent need to urinate**. During pregnancy a woman needs a **healthy diet, plenty of rest and exercise**. She needs to attend **ante-natal clinics** to check her baby is developing well and may choose also to attend ante-natal classes to find out about give birth and caring for a young baby. Pregnancy usually lasts 40 weeks.

## Giving Birth

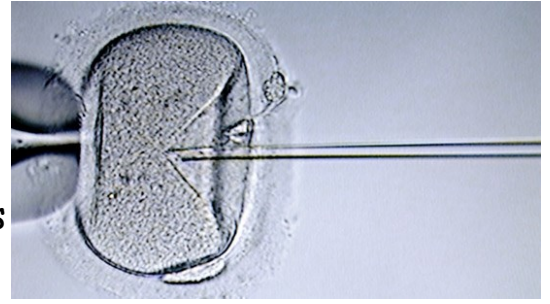
When a woman gives birth this is called **labour**. It is divided into 3 main stages. The first stage is long and tiring for the mother. The second stage is hard work but includes the birth of the baby. The third stage is when the **placenta** is pushed out.

Signs that labour is starting often include a slight **stomach upset** and **passing urine** more often. Most women notice a **show**, where a plug of blood stained **mucus** comes away from the **cervix**. Sometimes her **waters break**—sac of fluid surrounding baby ruptures. The second stage of labour includes the **contractions** which start slowly but then become closer together and are most painful. A husband or partner can be a great support during this time.

There is a variety of **pain relief** available for a woman in labour, for example the use of a **TENS machine**, a mixture of gas & air called **entonox**, an **epidural** and drugs such as **pethedine**.

## IVF - In vitro fertilisation

If a couple are having difficulty conceiving a child because the quantity or quality of the man's sperm is poor then IVF can be used. This is where the egg is fertilised outside the woman's body and then implanted back into her uterus.



As FSH can also be used to encourage the production of several mature eggs at once, it is used as part of IVF to increase the number of eggs available for fertilisation.

## Development of the foetus

The foetus relies upon its mother as it develops. These are some of the things it needs:

- protection
- oxygen
- nutrients (food and water).

It also needs its waste substances removing.

The foetus is protected by the uterus and the **amniotic fluid**, a liquid contained in a bag called the **amnion**.

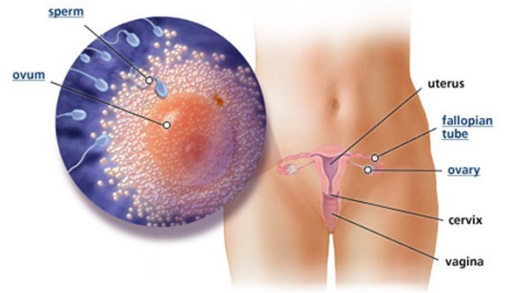
The **placenta** is responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined to the foetus by the **umbilical cord**.

The mother's blood **does not mix** with the foetus's blood, but the placenta lets substances pass between the two blood supplies:

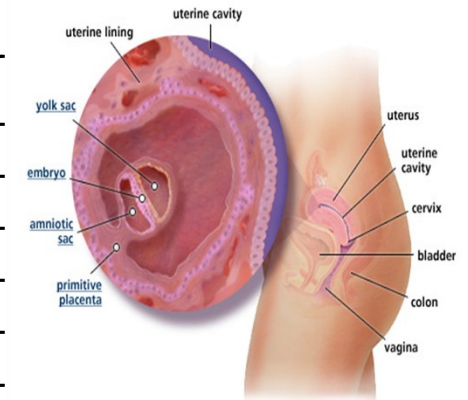
- oxygen and nutrients **diffuse** across the placenta from the mother to the foetus
- waste substances, such as carbon dioxide, diffuse across the placenta from the foetus to the mother.

# Conception and fertilisation Stages

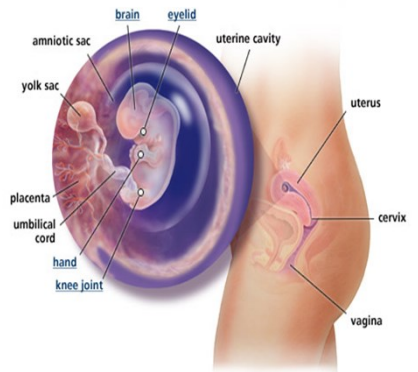
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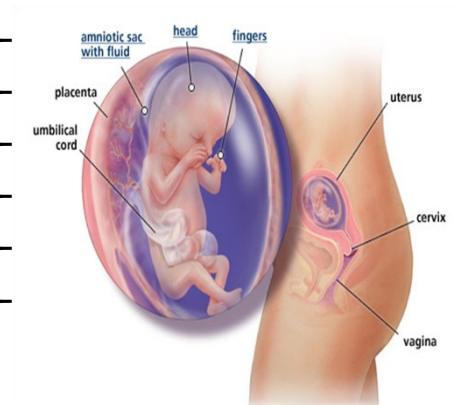
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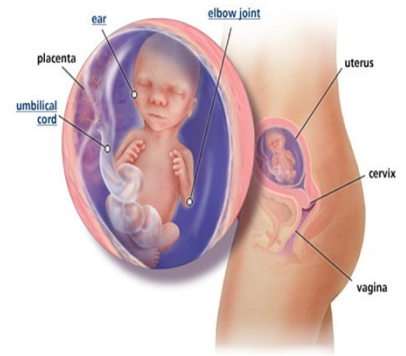


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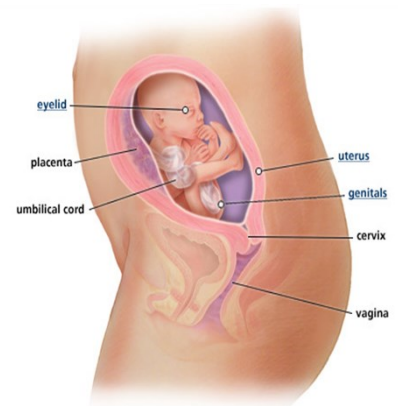


# Conception and fertilisation Stages

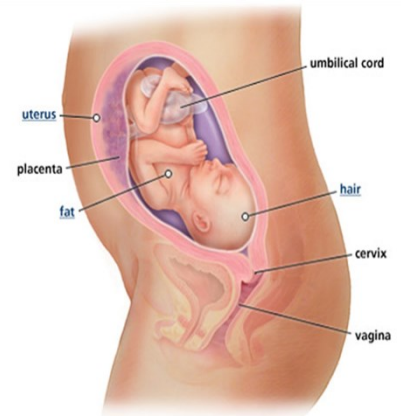
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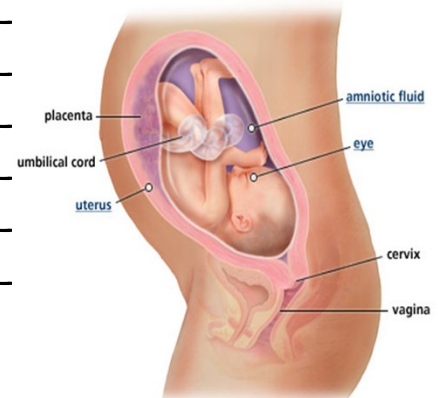
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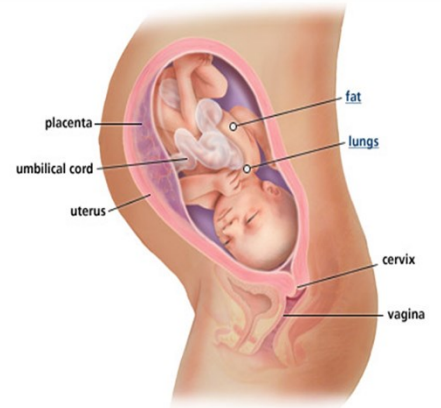


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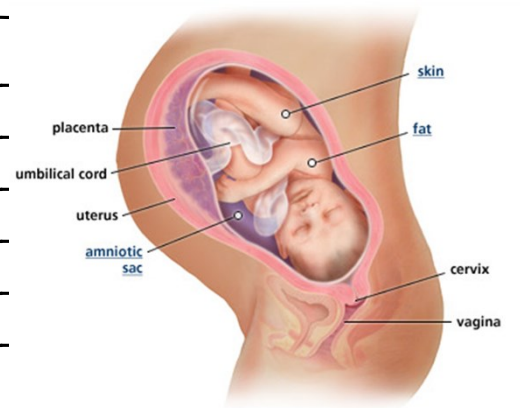


# Conception and fertilisation Stages

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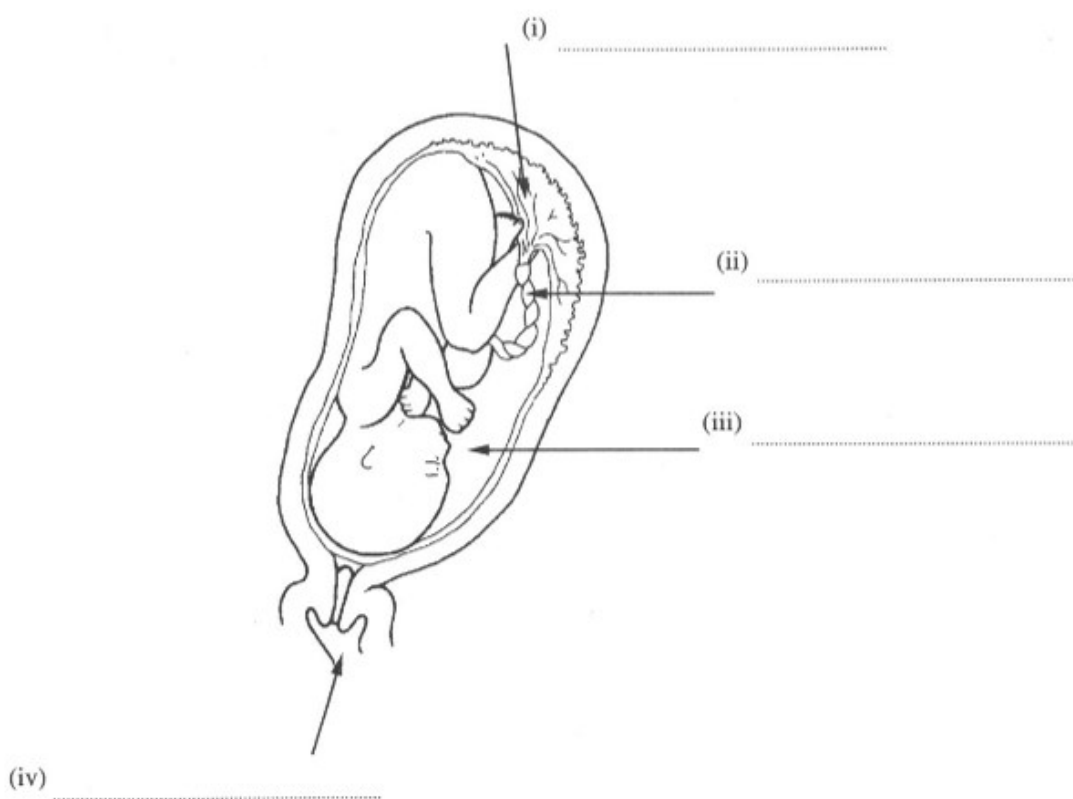


## Exam Questions

Below is a diagram of the human foetus at 28 weeks.

Use the words in the following box to label the diagram correctly. (4)

Cervix	Umbilical cord
Amniotic fluid	Placenta



Give **three** reasons why a Caesarean section might be needed to deliver a baby.

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*(3 marks)*



## Post-natal

Once a baby is born they are checked over carefully and assessed using an **Apgar score**. Their movements are often jerky, their eyes do not focus properly and **primitive reflexes** such as the **startle reflex** and **palmar grasp** are easily seen. At about 6 weeks a baby has another **paediatric** examination to check that all remains well and their development is progressing. The mother has a **post-natal** examination to check her body is returning to normal.

Some women have a few days tearfulness in the earliest days or weeks after birth as their emotions are very changeable. This is called the **baby blues** and is completely normal. Occasionally a woman becomes more seriously distressed and finds it difficult to cope. This is **post-natal depression** and the mother will need medical help and plenty of support to get through it.

**TASK:** Identify the following primitive reflex actions.





What is an ectopic pregnancy? (1)

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Different tests are carried out as part of antenatal care. Name the test shown in the picture below. (1)

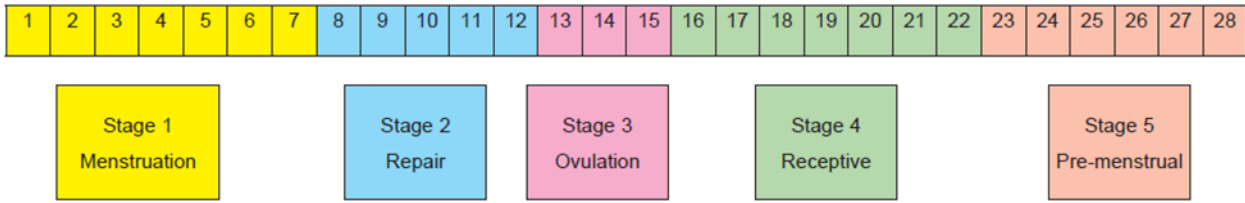


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Give three pieces of information that this test can provide. (3)

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1 Study this diagram of the menstrual cycle.



1 (a) During which stage is a woman most likely to conceive?

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(1 mark)

1 (b) Describe what happens during this stage.

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(2 marks)

1 (c) Describe what happens during menstruation.

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(2 marks)

1 (d) Give the name for the lining of the womb.

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(1 mark)

1 (e) When should pre-conceptual care begin?

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(1 mark)

2 (a) Pregnant women and their partners are encouraged to go to antenatal classes.

Describe **four** ways that antenatal classes can help and support first time parents.

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(4 marks)

2 (b) Blood tests are a routine part of antenatal care.

Give **three** reasons why blood tests are carried out.

1 .....

2 .....

3 .....

(3 marks)

2 (c) Most women choose to have some sort of pain relief during labour and birth.

In the table below:

☐ name the type of pain relief shown

give  
ad-



© Getty Images

Name .....

Advantage 1 .....

Advantage 2 .....

(3 marks)

☐

two



© Getty Images

Name .....

Advantage 1 .....

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Advantage 2 .....

.....

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(3 marks)

**4 (a)** Suggest **three** points a pregnant woman might include in her birth plan.

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(3 marks)

**4 (b)** The second stage of labour begins when the cervix is fully dilated and the vagina and cervix have formed the birth canal.



Explain what happens during the second stage of labour.

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**5 (a)** Name **three** factors which might affect the growth and development of the unborn baby.

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*(3 marks)*

**5 (b)** Name **two** tests/checks carried out regularly at antenatal visits.

Explain why each is important.

Test/check 1 .....

It is important because

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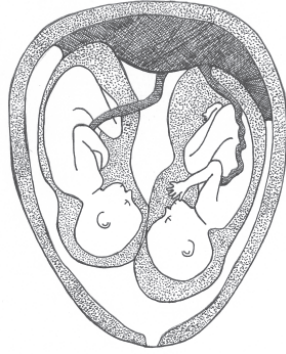
Test/check 2 .....

It is important because

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*(4 marks)*

6 (a) The diagram below shows identical twins.



6 (b) (i) Explain how identical twins occur.

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*(2 marks)*

6 (b) (ii) Identical twins share the same placenta.

Describe **three** functions of the placenta.

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*(3 marks)*

2 (c ) What is a breech birth?

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*(1 mark)*

## Diet, Health & Care of Child

Balanced diet	Diet that provides all the body's needs
'5 a day'	Recommended portions of fruit and veg that should be eaten every day
EARS( estimated average requirements)	Estimate of the energy a person needs to get from food
RNIs (reference nutrient intakes)	Estimate of an average person's nutrient need to come from food
'eat well plate'	Visual image of the recommended daily proportions
Deficiency	Lack of something causing negative effect.
Anaemia	Not enough red blood cells—diet lacks iron
Food additives	Natural or chemical substances added to food
Allergens	Natural substances that cause allergies
Kosher	Food cleaned and prepared according to Jewish
Colostrum	Rich creamy milk produced by Mum
Antibodies	Defensive system in the body
Fore milk	Initial milk produced during breastfeeding
Hind milk	Second, richer milk produced during breastfeeding
Lactose	A milk-sugar in cows milk
Gastroenteritis	Bacterial infection in the stomach
Mastitis	Painful inflammation of the breast
Engorgement	Breast over full with milk

Sterilisation	Method of cleaning that destroys germs
Weaning	Gradual introduction of solid foods
Food Allergy	Body's immune system thinks food is harmful and
Food Intolerance	Body's digestive system does not produce enough of an enzyme to digest it.
Coeliac Disease	Intolerance of gluten which is found in wheat, rye,
Anaphylaxis	Severe and sometimes life threatening allergic reac-
Obesity	Being seriously overweight risking health problems
Good hygiene practice	Careful hand washing before handling food, after going to the toilet, changing a nappy or sneezing
Personal care	Keeping self generally clean
Cross infection	Passing of germs from one person to another
Vaccination	Procedure to protect against infectious illness
Immunisation pro-	Set of vaccinations gradually building up protection.
Pyrexia	Raised temperature over 37.5
Dehydration	Loss of too much fluid from the body
Febrile convulsion	Severe reaction by children to high temperature
Ward play worker	Trained nurse who understands specific needs of
Passive smoking	Breathing in of tobacco smoke









**1** Name **three** pieces of equipment that are essential for a newborn baby.

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*(3 marks)*

**2 (a)** Recent research shows that 25% of children aged between 4 and 5 years are obese or overweight.

Describe **three** ways obesity might affect a child's health and development.

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*(3 marks)*

**2 (b)** Preventing obesity needs to start at birth.

Suggest, with reasons, **three** ways that parents could help to reduce the risk of children becoming obese or overweight.

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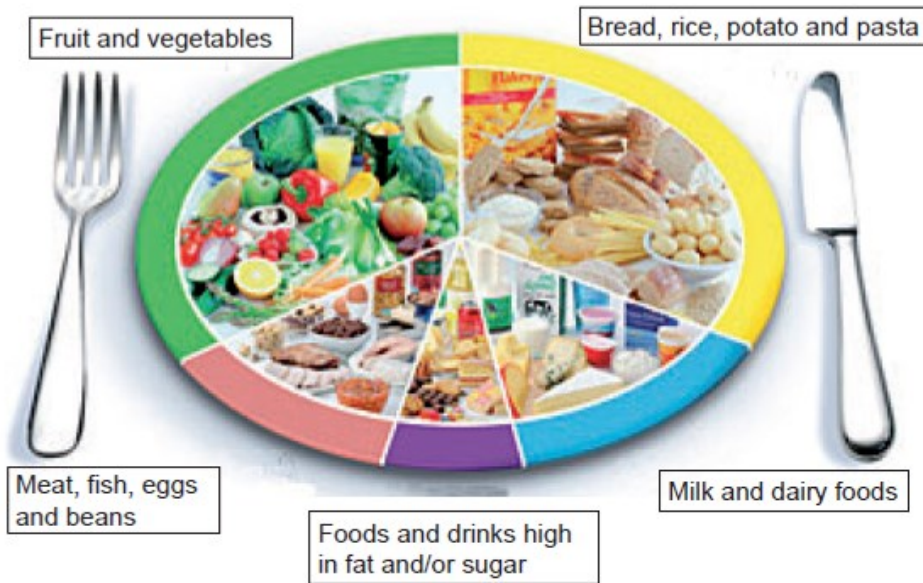
*(6 marks)*

2 (c) Give **two** government initiatives that have been introduced to help improve the diet and health of children.

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(2 marks)

3 The *eatwell plate* shows how much of each food group is needed for a healthy diet.



3 (a) (i) Which group of foods should be eaten in the smallest amount?

.....

(1 mark)

3 (a) (ii) Give **two** reasons why foods in this group should be eaten in small amounts.

.....  
.....

(2 marks)

3 (b) Which group of foods is the main source of protein?

.....

(1 mark)

3 (c) Why is it important for young children to drink milk and eat dairy products?

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(1 mark)

3 (d) Many parents choose to buy ready-made baby foods.



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Compare the advantages of using ready-made baby foods with home-cooked baby foods.

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(6 marks)

4 (a) Logos on product labels can help parents when they buy clothes, equipment, toys and food for babies and young children.

Complete the table below to show:

☐ one item you might find the logo on

☐ the information

Logo	Item	The information the logo gives parents
<p>© BSI</p>	<p>(1 mark)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>(1 mark)</p>
<p>© BSI</p>	<p>(1 mark)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>(1 mark)</p>
<p>www.coeliac.org.uk</p>	<p>(1 mark)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>(1 mark)</p>

**4 (b)** Complete the chart below to give

☐ **two** advantages of using reusable nappies

☐ **two** advantages of using disposable nappies.

Types of nappy	Advantages
<b>Reusable nappies</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: right;"><i>(2 marks)</i></p>
<b>Disposable nappies</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: right;"><i>(2 marks)</i></p>

## DEVELOPMENT OF THE CHILD

Growth	Gradual increase in size
Development	Increasing abilities in skills & understanding
Percentile Charts	Charts used by health professionals to monitor child's development
Development milestones	Stages of development which all children pass through in a similar sequence
Growth curve	Line showing how an individual's measurements are developing
Developmental testing	Checks made on children at specific ages to monitor development
Gross motor skills	Large gestures i.e.; walking
Fine motor skills	Skills using hands, e.g.; picking things up
Sensory development	Use of 5 main senses to explore & learn
Interdependent	Different things rely upon each other to succeed
Involuntary reflex action	Automatic responses seen in babies
Head lag	Inability to support the weight of your own head
Balance	Moving in a controlled manner
Coordination	Able to plan, combine and control movements
Spatial awareness	Appreciation of size of space around you
Palmar grasp	Reflex action, baby's hand grabs everything
Pincer grasp	Use of index finger & thumb to hold something
Primitive grasp	A clumsy grasp of crayons etc..
Hand-eye coordination	Using vision to help control actions
Tripod grasp	Adult grip of a pencil to control it
Sensory mouthing	Using mouth to explore objects



Object permanence	Understanding something exists even when it can't be seen
Cognitive	Knowledge, involving a range of skills and understanding concepts
Language	Means of communication
Nature	Qualities that are inherited
Nurture	Qualities that come from experience and environment
Concept	A general idea used to understand the environment
Imagination	Use of thinking to visualise & plan ideas
Creativity	Being able to express yourself in different ways
Egocentricity	Not taking anyone else's view into account
Conservation	Understanding things are the same even if they look different
Concentration	Ability to focus for a period of time
Conceptualisation	Organisation of thinking & understanding
Reasoning	Understanding of cause & effect of your actions
Memory	Power to store and retrieve information
Problem solving	Ability to think of ways to sort out problems or puzzles
Verbal	Spoken
Non-verbal	Unspoken
Passive vocabulary	Words that are understood but not used
Active vocabulary	Use of speech or signs
Turn-taking	Coos & gurgles in response to words from carer
Monosyllabic babbling	Repetitive sounds, e.g.: dadadada

Polysyllabic sounds	Changes in tone & pitch e.g.: memomemo
Jargon	Words that are not recognised by others easily
Holophrase	Word that is used to describe more than one object belonging to a group
Echolalia	Repeating the last sound heard
Telegraphic speech	Short sentences that lack joining words
Motherese	Tone of voice often used by adults when talking to babies
Emergent writing	A child's first attempts at forming letters
Socialisation	Learning the behaviour & cultural expectations of family and society
Primary socialisation	The influences of family
Secondary socialisation	Influences from the wider community
Discipline	Setting of boundaries & expectations of behaviour
Bonding	Strong emotional ties between child and carer
Separation anxiety	Concern showed by very young children when main carer leaves.
Self-image	Your identity, who you think you are
Self-esteem	How you feel about yourself
Emotions	feelings
Comforter	Item used to sooth & comfort child
Solitary play	First stage of play, playing alone
Parallel Play	Second stage of play, playing alongside one another
Looking on Play	Third stage of play, observing and learning from
Joining in play	Fourth stage of play, simple signs of cooperation are

Cooperative Play	Final stage of play, working together to complete tasks and role play
Stereotyping	Generalisations about a person rather than seeing them as an individual
Bullying	Hurting or intimidating someone
Tantrum	Loss of control of emotions
Positive reinforcement	Praise & rewards for good behaviour
Boundaries	Clear limits within which the children have to stay
Sanction	Punishment where something is taken away
Regressive behaviour	Displays of behaviour reverting to that of a younger age
Play malnourishment	Not enough opportunities to play
Play based learning	Learning opportunities through play
Structured play	Organised by adults with a pre-set outcome
Spontaneous play	Children choose how and what they do freely
Discovery play	Using all the senses
Special Needs	Children who need different help to support their development
Story sack	Bag of toys, games linked to a specific story
Storyboards	Sequence of visual images from a story
Household play	Using everyday objects

## Growth & Development

Growth & development are measured by health professionals on **percentile charts** and are monitored throughout childhood. Each stage in development is called a **milestone**. Growth and development can be affected by various environmental factors, including fresh air, warmth, diet and home conditions.

## Physical Development

Physical development involves using the senses and both **gross and fine motor skills**. The sense are **taste, touch, vision, hearing and smell**. Examples of gross motor skills are running and jumping. Fine motor skills include using a pencil and doing up buttons. Physical skills such as toilet training, dressing and feeding are all part of physical development.

TASK: List 3 activities that encourage both gross and fine motor skills:-

Gross.....  
.....  
.....

Fine.....  
.....  
.....

## Intellectual Development

Intellectual development involves both **cognition** and **language**. Children need some understanding to help them develop their language and they need to be able to ask questions to help them learn more. Children need stimulation, opportunity, encouragement and interactions with others to help them develop fully. **Cognitive** development includes the development of **concepts**. Some of these are quite simple, others are much more complex. Development is affected by both **nature** and **nurture**.

TASK: Give an example of a simple concept and a complex concept:-

.....  
.....

## Social & Emotional Development

**Bonding** is a vital part of social and emotional development. It helps children develop a **secure attachment** to adults. Children need **bonding, love, security and discipline** for them to feel safe and valued and to help them have a good level of confidence and **self-esteem**. Social development is both **primary**, influences from the immediate family and **secondary**, influences such as friends, teachers etc. Learning how to behave acceptably is part of social development as is the ability to cooperate and take turns.

## Play

There are 5 main stages of play: solitary play, parallel play, looking-on play, joining-in play, and cooperative play. Children need opportunities to play freely without adult direction; spontaneous play. Play that is set up and overseen by adults is called structured play. Play can be creative, imaginative, physical, manipulative and intellectual. It involves toys, books, creative resources, large & small scale equipment, homemade objects and items from around the home. It also includes technology. Children gain more from television and DVDs if an adult sits with them and talks about what they see.

**TASK:** List some types of technology toys:-

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## SUPPORT FOR PARENT & CHILD

Childcare provision	Places and people who care for young children
Setting	Place that provides group care
Child-minder	Someone who takes children into their own home, registered and often qualified
Nanny	Someone who cares for a child in the child's home
Au-pair	Someone who looks after a child in the child's home while they are learning English.
High staff turnover	Staff leave frequently and new staff arrive
One to one care	Where a child gets individual attention from carer
EYFS (early years foundation stage)	Framework which all registered childcare providers have to follow
Early years practitioner	Someone who works with and teaches early years children
EYFS principles	4 main themes of EYFS
Surestart	Government programme aiming to provide a good start in life for all children
Bookstart	Organisation that promotes values of books and reading
Health Visitor	Qualified nurse with additional specialist training
Mainstream	'Group' care setting for all children
Support	Means of helping
SENCO (Special Educational Needs Coordinator)	Works with children, teachers & families to ensure needs are met
Statutory Assessment	Multi-professional assessment of child
RIDDOR (Reporting of injuries, Disease & Dangerous Occurrences Regulations)	All work places must keep records of accidents & illnesses.



## Childcare Provision

There are many different types of childcare. Some are known as 'in-home' care and some are known as 'group' care. In home care includes **child-minders** and **nannies**, whilst group care includes **day nurseries** and **pre-schools**. Parents need childcare for different reasons, some need to work, some might be ill and need time to rest. There are advantages and disadvantages to every type of childcare. Parents need to think what will suit them and their baby the best. Things to consider are **qualifications & experience**, the **environment**, opportunities to **mix** with other children and the **cost**.

**TASK:** Consider your own childcare arrangements when you were little. What were the advantages & disadvantages for you?

Advantages

Disadvantages

## The Early Years Foundation Stage

Anyone who cares for children from birth to five years must follow the practice guidance provided by the EYFS. The EYFS has 4 main principles, and 6 areas of learning. The 4 principles are:-

- A unique child
- Positive relationships
- Enabling environments
- Learning & development

The 6 areas of learning are:-

- Personal, social & emotional development
- Communication, language & literacy
- Problem solving, reasoning and numeracy
- Knowledge & understanding of the world
- Physical development
- Creative development

TASK: Link the 6 areas of learning to PIES



Surestart is a **government programme** that aims to provide the best start in life for every child. It focuses on under 5s and their families and brings together 4 main types of provision:

- Early years education
- Childcare
- Health services
- Support for families

It is also involved in distributing books to babies and young children through a charity called **Bookstart**.

All settings that care for children have to meet the requirements of an official body called **Ofsted**, it has 4 main roles:

- Registration
- Inspection
- Investigation
- Enforcement

Inspectors visit each setting regularly and check that everything is in order. They can take action against any setting if any risk to children is found. This is **enforcement**.

### **Support for Families**

Health visitors are qualified nurses and health specialists who support families throughout their lives but are mostly associated with supporting new parents, babies and young children. They offer advice and support on matters such as feeding, care routines, immunisation, safety, tantrums and childhood illnesses. Some children have extra needs if they are to be able to reach their full potential. This is called '**special needs**'.

A child with special needs can put extra strain on the family due to the need to attend hospital appointments, adapt their home or because of difficult behaviour. Support for these families can include respite care to give



1 (a) Working parents often use childminders to look after their children.

By law, childminders must be registered.

Who must they be registered with?

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*(1 mark)*

1 (b) Why is it important for parents to choose a childminder who is registered?

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*(3 marks)*

1 (c) Suggest, with reasons, **two** other points to consider when choosing a childminder.

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*(4 marks)*

1 (d) Most babysitting is done in the evening.

Give **four** pieces of information a babysitter might need to know about a young child's bedtime routine?

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*(4 marks)*