

1 Child development

Child development is about how children grow and change. You will need to know about how development is split into different areas. You will also need to know what most children can do in each of the different areas.

There is a lot to remember in this unit so you will need to allow plenty of time to revise. You will also need to revise this unit several times.

1.1 Aspects of holistic development

REVISED

Adults working with children know that every child is different or unique. When they look at how children are developing, they need to remember this.

People working with children need to track development. They look at children's holistic or overall development. To help them track development in more detail, development is split into four areas. As the areas of development are closely linked, any difficulty in one area affects the other.

You will need to know about each area of development and the type of skills they help children to develop.

Table 1.1 shows the four areas of development, what they involve, examples of them and why they are important.

Table 1.1 Explaining the four areas of development

Area of development	Explanation	Example	Importance
Physical	The way in which the body increases in skill and becomes more complex.	<ul style="list-style-type: none">+ Running+ Using a spoon	These skills are needed for: <ul style="list-style-type: none">+ movement of the body including walking and climbing+ controlling the hands and holding things.
Cognitive	The ability to think, recognise and remember.	<ul style="list-style-type: none">+ Recognising faces+ Putting toys in the right place	These skills are needed for: <ul style="list-style-type: none">+ helping children learn new things and remember things they have seen and done+ helping children think and solve problems.
Communication and language	The ability to make sounds, talk, understand and interact with others.	<ul style="list-style-type: none">+ Explaining+ Following instructions	These skills are needed for: <ul style="list-style-type: none">+ helping children understand what others are saying+ children to express their feelings and ideas.
Social and emotional	The ability to interact with others, develop, manage, express feelings and become more independent.	<ul style="list-style-type: none">+ Sharing toys+ Trying something new	These skills are needed for: <ul style="list-style-type: none">+ helping children be with others and to play with other children+ children to control their feelings and behaviour.



Figure 1.1 Which areas of development are these children using?

Check your understanding

- 1 Write down the four different areas of development.

Revision activity

Make a set of four flashcards.

- + On one side, put the name of an area of development.
- + On the other side, write what it involves.

Test yourself by looking at a card and remembering what is on the other side.

Holistic development

Development is split into four areas, but they are all connected to each other. The term **holistic development** is about how the different aspects of development link together.

Holistic development

How different aspects of development are linked together.

Revision activity

Here are two examples of how different areas of development link together.

- + A three-year-old child **asks** another child to play **with her** – the area of communication and language is linked to social and emotional development.
- + A four-year-old child **works out** that he needs to **turn** a shape round to fit in a puzzle – cognitive and physical development are linked together here.

Now look at this example and say how three different areas of development link together:

- + A three-year-old child **pours** a drink from a jug. She **says**, 'Look! I did that **all by myself**.'

Development follows a sequence

Adults working with children track development in each of the four areas because development follows a sequence or order.

If a child has not gained a skill, this will affect:

- + their progress in that area: a baby cannot walk until he has the skill of standing.
- + their overall area: when a baby learns to stand and then walk, she can see new things and explore more.

Exam tip

Make sure that you understand why each area of development is important for children.

It might help you to imagine a child being able to doing something specific, such as playing with a ball with a sibling.

4 Early years provision

This unit looks at how education and care is provided for young children. You will need to learn about the purpose of early years provision, the different types and the ways in which they can vary.

4.1 Types of early years provision

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You will need to learn that there are three types of early years provision – see Table 4.1. The main difference between them is about how they are funded, whether they make a profit and how this profit is spent.

Table 4.1 Different types of early years provision

Type of provision	How it is organised	Examples
Statutory	This is provided in statute (required by law) and funded by the government. Statutory provision is often organised by the local authority.	A reception class
Private	These are profit-making businesses where services are chargeable (charged for).	Childminders, day nurseries and leisure activities such as swimming lessons.
Voluntary and not-for-profit organisations	These are set up to meet the needs of the child and their families. Organisations might charge but only to cover their costs. They may be run by charities, but also by parents and religious organisations.	A pre-school organised mainly by parents.

Exam tip

Make sure that you can give an example of each of the different types of early years provision. There may be a multiple choice question on this.

Revision activity

Complete the table by remembering the points included in Table 4.1. Fill in the blanks.

Type of provision	How it is organised	Example
Statutory		
		Swimming lessons
	Set up to meet the needs of the child and their families	

Statutory Provided in statute and funded by the government.

Private Profit-making business where services are chargeable.

Voluntary Charities and not-for-profit organisations set up to meet the needs of the child and their families.

4.2 Purpose of early years provision

REVISED

There are many benefits when children go to early years settings. Children should benefit, but so too can parents and carers. You will need to know the three broad reasons for early years provision with examples:

- + promotes holistic development
- + supports parents and carers
- + supports children progress within the Early Years Stage Framework (EYFS).

Promotes holistic development

The activities, resources and knowledge of the staff in an early years setting should be designed to help children's overall development. You will need to know how early years provision can support children in each of these areas of development:

- + physical
- + cognitive
- + social and emotional
- + language and communication.



Figure 4.1 How do these activities help children's holistic development?

Table 4.2 gives examples of how children's development can be promoted in each of the different areas.

Table 4.2 Promoting children's development

Area of development	Activities, equipment and resources	Support from staff
Physical	Balls, climbing frames, wheeled toys, construction toys, jigsaws, scissors, rolling pins, dough, sand, water	<ul style="list-style-type: none"> + Choose the right equipment for the stage of development. + Teach children how to use tools and equipment. + Build children's confidence to use equipment.
Cognitive	Jigsaw puzzles, shape sorters, construction toys, number lines, different sizes of containers	<ul style="list-style-type: none"> + Using mathematical language such as 'larger' or 'hexagon'. + Encouraging children to problem solve. + Counting games and drawing children's attention to colour and shape.
Social and emotional	<ul style="list-style-type: none"> + Activities that involve sharing, e.g. playing board games. + Activities to express feelings, e.g. painting, musical instruments. 	<ul style="list-style-type: none"> + Opportunities to talk about feelings and emotions. + Staff help children to take turns, share and be in small groups.
Language and communication	Role-play areas, books and stories, listening games	<ul style="list-style-type: none"> + Introducing new words + Sharing stories and rhymes.

Check your understanding

- 1 What does the term 'holistic' mean? (If you are not sure, look back at Unit 1.)

Typical mistake

Don't write about only one area of development when a question uses the term 'holistic development'.

Exam-style questions

- 1 Managing feelings is an example of which area of development?
A Cognitive development
B Communication and language development
C Social and emotional development
D Physical development
 [1]
- 2 Explain with examples how each of the areas of development support a four-year-old's ability to play with others.
 [8]
- 3 Explain with examples how **three** of the areas of development support a four-year-old's ability to play with others.
 [6]
- 4 Explain, with an example, how cognitive development is linked to physical development.
 [2]
- 5 Who of these tasks can most three-year-olds do?
A Use a knife and fork competently
B Thread small beads
C Cut out a star shape
D Fasten a large zip
 [1]
- 6 **a** Define the term 'gross motor skill'.
b Give an example of an action showing gross motor movement for a two-year-old.
 [1]
- 7 State two gross motor milestones for a three-year-old.
 [2]
- 8 By what age can children order objects by size?
A One year
B Two years
C Three years
D Four years
 [1]
- 9 State one example of a reflex that a newborn baby will show.
 [1]
- 10 Which **one** can a two-year-old typically do?
A Babble tunelessly
B Ask simple questions
C Use 50 words
D Show signs of reading
 [1]
- 11 Which **one** is an example of a social and emotional milestone of a child aged three years?
A Enjoys playing with other children
B Cries if unable to see their carer
C Sorts objects by shape and size
D Runs on tiptoe
 [1]
- 12 A one-year-old in a nursery is starting to walk. Discuss how this may affect the child's holistic development.
 [6]

Use your knowledge

Aran is four years old. He is about to start a nursery class. His parents have filled in this form about his development at home.

What does Aran like doing?

Aran likes riding his bicycle.

Aran likes puzzles and loves using pens and markers to draw with.

He loves cuddling up with us on the sofa.

What does Aran find difficult?

Aran finds it hard to play with other children. He often snatches things or hits out at them.

What can Aran do by himself?

He can dress himself although he cannot do laces yet.

He is toilet-trained.

He can use a spoon and fork and sometimes a knife.

What would you like Aran to do next?

He doesn't talk as much as other children. He tends to point at things.

It would be good if he could have more confidence. He is often clingy and does not like trying out new things.

The nursery manager also spoke to Aran's parents to find out more about his communication and language development. This is what they said to her.

'Aran tends to point at things as he only has a few words. He does say mummy and daddy, and he also has a word for the cat. He becomes upset when we can't understand what he wants. He can follow simple instructions.'

The nursery has asked you to write a short report about his holistic development in each of the four areas of development.

- + Your report should identify areas of development which are typical as well as those that are not.
- + Your report should also refer to the key milestones for each of the areas of development.