

CACHE LEVEL

1

Caring for Children

SECOND
EDITION

Corinne Barker
Emma Ward



DYNAMIC
LEARNING



HODDER
EDUCATION
LEARN MORE



Contents

| | |
|------------------------------------|----|
| Acknowledgements and photo credits | iv |
| Guide to the book | 1 |

Group A

| | | |
|-------------------|--|-----|
| Chapter 1 | CFC 13 Sharing learning experiences with children | 2 |
| Chapter 2 | CFC 14 Growth and development of young children | 13 |
| Chapter 3 | CFC 15 Human growth and development | 25 |
| Chapter 4 | CFC 9 Respecting and valuing children | 31 |
| Chapter 5 | CFC 10 Children's play and leisure activities in the community | 37 |
| Chapter 6 | CFC 16 Preparing for your next steps | 46 |
| Chapter 7 | CFC 17 Supporting babies to play | 56 |
| Chapter 8 | CFC 21 Science activities for young children | 66 |
| Chapter 9 | CFC 22 Technology activities for young children | 74 |
| Chapter 10 | CFC 23 Musical activities for young children | 80 |
| Chapter 11 | CFC 24 Practical health and safety when with young children | 86 |
| Chapter 12 | CFC 25 Finding out about Forest Schools | 99 |
| Chapter 13 | CFC 26 Craft activities for young children | 107 |
| Chapter 14 | CFC 27 Understanding learning and development through play | 115 |
| Chapter 15 | CFC 19 Self development | 127 |

Group B

| | | |
|-------------------|--|-----|
| Chapter 16 | HL 1 Healthy living | 136 |
| Chapter 17 | CFC 20 Healthy eating for families | 148 |
| Chapter 18 | CFC 1 Confidence building for the young child through play | 162 |
| Chapter 19 | CFC 2 Listening to and talking with a young child | 167 |
| | Glossary | 173 |
| | Index | 177 |

What you will learn in this unit

You will gain an understanding of:

- ◆ the ways in which children learn
- ◆ how to use stories and rhymes with young children
- ◆ how exploring the natural world can support children's learning
- ◆ ways in which the local community can give children different experiences.

**L01** How children learn**1.1 Ways that children learn****Observation**

When children watch what is happening around them, they are observing. Children like to **observe** what other children are doing and this can help them to learn new things. They will often watch other children playing a game or doing an activity, and perhaps want to join in.

Children like to watch adults doing tasks, such as cooking the dinner, baking a cake or putting on make-up. They will often copy what they have seen by using role play.

Important words

Observe – look at or watch.

Task

In pairs, discuss when you have learnt how to do something by watching other people. Why do you think observing was the best way to learn?

Experimenting

This is when children do tests (**experiments**) to see how things work, what things do or what might happen. Children like to test their own skills to see if they can do things that they have seen others do, for example, skipping or rolling a toy car down a ramp.

Children may **experiment** by dropping objects into water to see if they float or sink to the bottom. During bath time, children often experiment with bubbles or floating toys.

When playing outside, children may enjoy jumping in puddles of water to see how far the water spreads out. They often also do this to assess the reactions of others around them and this helps with their social development.

Important words

An experiment – a test to see how something works or what might happen.

Experiment – test or try out new things.



Figure 1.1 Children may enjoy jumping in puddles to see how the water splashes

Imaginative and creative play

This happens when children use their own imagination to create a make-believe world. For example, children sometimes pretend to be other people, such as a doctor, a police officer or a shop assistant. Children often enjoy dressing up to look like a character, such as a pirate or a princess. It is usual to observe children acting out a story they have listened to, perhaps using small characters or toys. They may also make up their own stories or create little scenes,

Task



Talk about when you have seen a child using their imagination or being creative. Perhaps the child was pretending to be a character, or they were retelling a story they had listened to, or perhaps they were being creative with crayons or paints.

for example, using teddies to play at being a school teacher or arranging jungle animals to pretend to be at the zoo.

Some children enjoy being creative with dough or clay. They have the chance to make models or shapes, or simply enjoy exploring the squishy texture using their senses. When painting during a messy play session, some children really enjoy using a wide range of paints and this is a good opportunity for them to use their own imagination to create a picture just as they want it to look.



Figure 1.2 Playdough can encourage children to use their imagination

1.2 How children use their senses to explore the world

| Sense | How the sense is used |
|---------|---|
| Sight | Children use sight to observe the world around them, to see what everything looks like, e.g. children quickly learn to recognise people, objects and places. |
| Hearing | Children listen to and recognise sounds, e.g. a very young baby will recognise the voice of their main carer. Older children can identify animals through the noise they make. |
| Touch | Children investigate using touch to find out what things feel like. By touching, children can experience different textures, e.g. some children may not like the texture of sand or seaweed under their feet when they are walking on the beach. |

Table 1.1 How children use their **senses** to explore

| Sense | How the sense is used |
|-------|---|
| Smell | Children use this sense to experience pleasant or unpleasant smells, e.g. children may recognise what is cooking by the smell in the air, or a person by the perfume they wear. |
| Taste | Children use their sense of taste to discover different flavours, e.g. some children like sweet tastes while others prefer spicy foods. |

Table 1.1 How children use their senses to explore (*Continued*)

Important words

Investigate – find out (about something).

Senses – sight, hearing, touch, smell and taste: used to make sense of the world around us.

Task



Josh is going to the supermarket with his grandpa.

In pairs, discuss and list the ways that Josh will use his senses to investigate how things look, smell and feel in the supermarket.

For example, Josh might use his sense of sight to look at the different colours on the packets and boxes.

Assessment task 1



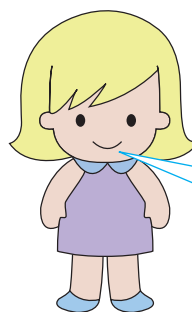
Design a poster to show how children use their senses to find out about the world around them. Include sight, hearing, touch, smell and taste in your poster. The poster should show three reasons why it is important for children to find out about the world around them.

1.3 The importance of investigation for children's learning

Children learn by investigating the world around them. They do this by using all of their senses.

Children need lots of opportunities to learn through investigation. Often children will investigate on their own, without the help of an adult.

However, children may need adults around them to provide a wide range of opportunities to investigate, such as giving them wet and dry sand to see and feel the difference. Children could discover that if the sand is too wet, it will be difficult to make a sandcastle because the sand will not



Our senses are:

sight
hearing
touch
taste
smell

Figure 1.3 Children learn through their senses

come out of the bucket easily. If the sand is too dry, it will not stick together and hold its shape, so the sand needs to be slightly wet.

Children learn more when they try things out for themselves rather than observing other people doing activities or watching the television.

Example!

Aadi will enjoy watching Josh completing a jigsaw puzzle, but will learn more about shape and size by trying to fit the pieces of the jigsaw together by himself.

Children learn by using their senses to investigate the world around them. Through investigation children learn how things work, what things do and why things happen. Children discover for themselves the best way to do things, such as the best way to carry a bucket of water without spilling the water is to carry the bucket carefully, keeping the bucket level.

Children may learn how to keep themselves safe through investigation: a child could learn that if they walk along a log or wooden beam, they must tread carefully to help them balance.

Through investigation children learn about living things, such as how fish swim in water, how a frog jumps or how plants and flowers grow.



Figure 1.4 By investigating, children learn how things work

L02 Sharing stories and rhymes

Most children love listening to stories. They often have a favourite story and favourite characters from the stories they have listened to. Many stories and rhymes enjoyed by young children can support their learning. Adults can use **sensory aids** with the rhymes and stories to encourage children to join in. Table 1.2 gives examples of sensory aids or props to use with different rhymes and stories, so that children are encouraged to take part in the activity.

Important words

Sensory aid – objects or materials used by children to encourage the use of their senses when learning.

2.1, 2.2, 2.3 Stories and rhymes, sensory aids and ways to encourage taking part



| Story or rhyme | Sensory aids | Ways to encourage children to take part |
|---|--|--|
| Handa's Surprise | <ul style="list-style-type: none"> ◆ A basket full of the fruit used in the story ◆ Animal masks ◆ A map of the country in Africa (Kenya) that Handa lives | <p>Children can touch, smell and taste the fruit, learning the names of the fruit and where each one grows.</p> <p>Children can enjoy pretending to be the animals in the story.</p> <p>The map can be used to show where the story takes place. The children can learn new things about a different country.</p> <p>These aids can be left in the role-play area to encourage children to retell the story later.</p> |
| <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p>  | <ul style="list-style-type: none"> ◆ A storyboard showing the life cycle of a butterfly, e.g. caterpillar hatches and eats a lot of food, then caterpillar slowly changes into a beautiful butterfly that flies away. ◆ Pictures of food or actual food the caterpillar might enjoy. | <p>Children can use the storyboard to see the life cycle of a butterfly.</p> <p>Children can taste and smell the food to see which they think the caterpillar would enjoy most.</p>  |

Table 1.2 Using sensory aids to support children's learning


| Story or rhyme | Sensory aids | Ways to encourage children to take part |
|---|---|--|
| Twinkle, Twinkle, Little Star  | <ul style="list-style-type: none"> ◆ Different shapes in a feely box or drawstring bag ◆ A range of materials: silky, shiny, sparkly, glittery ◆ A collection of musical instruments | Put the shapes in a box or bag and ask the children to close their eyes, feel the shapes and pick out a star shape. Give children the materials, encourage them to investigate the textures and describe what they all feel like. Share out the instruments and enable children to experiment with bells and chimes. |
| Old McDonald had a Farm | <ul style="list-style-type: none"> ◆ Different animal noises: on a CD, download or online ◆ Animal glove puppets | Play the sounds and see if the children can recognise each animal sound. Use the glove puppets at appropriate points in the song alongside the animal sounds. |

Table 1.2 Using sensory aids to support children's learning (*Continued*)

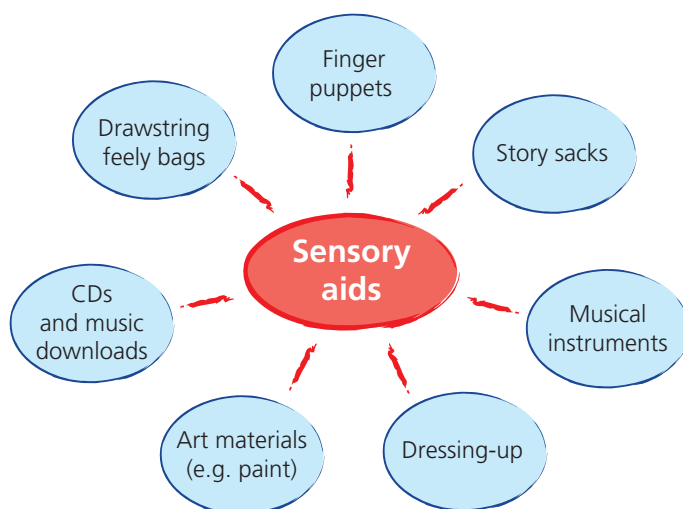


Figure 1.5 Examples of sensory aids to support play and learning

Task



Look at Figure 1.5, which shows examples of sensory aids that can be used to support play and learning. Can you think of any other sensory aids that could be used?

Children might like to re-enact a story using dressing-up clothes and props in the role-play area. Children may listen to a story on a tablet and then act out this story using items around them. For example, after listening to *Goldilocks and the Three Bears* children might use cuddly toys to play the role of the bears. Children might create pictures they have seen or imagined from a story, using paints and crayons. When investigating outdoors, children may come across objects or living things that they have only read about in books before.

Younger children enjoy hearing the same nursery rhyme or song over and over again, and soon begin to join in with some of the words or actions. After hearing the same rhyme many times, children begin to remember all the words for themselves.

Task



In small groups:

- 1 Choose a story that Stephanie, who is four and a half years old, and Jake, who is three years old, might enjoy.
- 2 Draw a spider diagram of all the sensory aids which would support the children's enjoyment and learning of the story.

Assessment task 2



Look back at Table 1.2. Copy one story or rhyme from the table and then add one of your own. Remember to include the sensory aids (equipment) you could use, and how you could encourage children to take part.

L03 Exploring the natural environment

There are many learning opportunities for children when investigating and exploring the natural world. There are many places that adults can take children to learn about the natural environment and to develop the children's **curiosity**. Children are usually naturally curious. They will want to look and touch things that they have not seen before, so it is very important to think about keeping them safe and out of danger when we take them out on visits.

Some children have lots of opportunities to explore the local environment, but children who live in crowded cities or large towns with no green spaces may not have safe outdoor spaces near to where they live.

3.1 Objects of interest

Because children are very curious, they will often pick up and explore objects that they find in the **natural environment**. Again, it is important that the adult makes sure that these objects are safe for children to touch and that children are not harmed when exploring.

Handling objects is a very good way to learn about the environment. Children can examine objects, such as shells and pinecones, by using all their senses. Some children may only have ever seen these objects before in books or on television.

Important words



Curiosity – interest that is shown to learn new things or gain knowledge.

Natural environment – green spaces, which may be planted with trees, contain rivers or be used as parks.

Task



Think of some items that could harm children if they were found in an outdoor space.

3.2 Natural environments

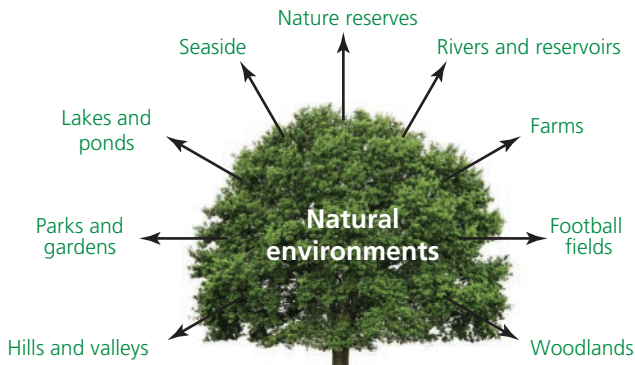


Figure 1.6 Examples of natural environments for children to explore



Figure 1.7 There are many new things to learn at the seaside

3.3 Outdoor experiences to develop children's curiosity

Figure 1.7 shows a young child at the seaside. Some of the things a child may learn in this environment are:

- ◆ what lives in rock pools
- ◆ what shells look and feel like and what kind of creature lived in them
- ◆ how the sand feels under their feet
- ◆ how the texture of the sand changes nearer to the seashore
- ◆ what seaweed looks and smells like
- ◆ what the sea sounds like.

Assessment task 3



In small groups, discuss a natural environment in your area.

Copy Table 1.3 and fill in the blank cells. Add another natural environment in the final row and fill in the details about the objects of interest that can be found there and what children can learn. Think about any possible dangers to children that might be found in this natural environment.

| The natural environment | Objects of interest | What children can learn |
|-------------------------|--|---|
| By the seaside | <ul style="list-style-type: none">◆ Shells◆ Sea creatures◆ Seaweed◆ Driftwood◆ Pebbles | What shells look and feel like and which sea creatures lived in them; what seaweed looks and smells like; how driftwood and pebbles are shaped by the force of the sea. |

Table 1.3 What children can learn from the natural world

| The natural environment | Objects of interest | What children can learn |
|---|---------------------|-------------------------|
| In a woodland | | |
| In a local park | | |
| <i>(Add another natural environment that you can think of.)</i> | | |

Table 1.3 What children can learn from the natural world *(Continued)*

L04 Community

4.1 Examples of different community organisations

Examples of different community organisations include:

- ◆ Sure Start
- ◆ local children's centres
- ◆ local library for books and toys
- ◆ swimming clubs
- ◆ toddler groups
- ◆ Tumble Tots
- ◆ dance classes
- ◆ football coaching
- ◆ gymnastic clubs
- ◆ rap and rhyme
- ◆ indoor soft-play centres
- ◆ adventure playgrounds
- ◆ messy or sensory play workshops

4.2 How local organisations can broaden children's experiences

There are many organisations, services and people who can help to provide experiences for children in the local area. The community or community organisations can provide environments that enable children to try new things, learn skills and enjoy themselves.

Different services can give children the chance to widen their experiences and learn new skills by providing them with activities to take part in. Some new experiences for them may be messy play sessions, football coaching or gymnastics classes.

Important words



Broaden children's experiences – giving children the opportunity to take part in a wide range of activities or experiences, locally and within the wider environment.

Assessment task 4



List four services in the community. Discuss and write two benefits to children of taking part in each of these four services. (For example, by taking part in a dance class, young children will learn about music and movement. They will be improving their gross motor skills and co-ordination. They may also make new friends and gain confidence.)

Summary



In this unit you have learnt that:

- ◆ children can learn in many ways and use their senses to do this
- ◆ children enjoy investigating and finding out about the world they live in
- ◆ adults need to make sure they keep children safe when they are investigating the world around them
- ◆ children enjoy stories and rhymes, and when encouraged by adults, children can learn lots of new things through books
- ◆ children are very interested in natural objects, and will enjoy looking at, feeling, smelling and listening to all kinds of natural objects when they are outdoors
- ◆ children might enjoy taking part in activities and services provided for them within their local community.

What you will learn in this unit

You will gain an understanding of:

- ◆ the growth and development of children from birth to five years and 11 months
- ◆ different factors (issues) which affect growth and development
- ◆ the importance of a good diet and exercise for children's growth and development
- ◆ activities to support children's physical development
- ◆ ways to support children's language skills
- ◆ ways to encourage children to play socially (with other people and children).

**Growth and development**

Babies and children not only grow bigger in size as they get older, but they also go through what are known as '**stages of development**'. From birth, how babies look and what they can do changes very quickly.

- ◆ **Growth** is about the body growing and getting bigger in size and weight, for example, children grow taller and their feet get bigger. Growth happens naturally if children are healthy and well cared for.
- ◆ **Development** is about learning new skills, such as learning to talk, remembering the names of colours or learning how to kick a ball. Children need lots of different activities and the support of adults to develop new skills.

Important words

Patterns or stages of development – when a baby or child develops a skill and can then move on to develop another more difficult skill. For example, the next stage of development for a baby who can stand will be to walk while holding onto an adult's hand.

L01 Factors that can affect children's growth and development up to 5 months 11 years

Important words

Milestones – these are targets that children reach at certain points in their development, for example, most babies can sit up by eight months.



Milestones of development tell us about the skills that children might have at a certain age. All children are different and grow at different rates. We must remember that not all children will follow these milestones, for example, some children learn to speak at a very young age, but might not be able to run and jump so soon.

1.1 The stages of development of children from birth to six years

| Babies from birth to three months | | | | |
|---|--|---|--|--|
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| Sleeps for around 18 hours each day. Feeds every two to three hours during the day and will need to be fed less often during the night. | Begins to use senses to hear, smell and see what is going on around them. | At first a baby is only able to cry, but quickly learns to make cooing and gurgling sounds. Babies are soothed by the sound of familiar voices. | A baby will cry when in pain, hungry or uncomfortable, such as when they have a wet nappy or feel too hot or cold. | A newborn baby will try to look at faces, especially when they are being fed. By the age of three months a baby may copy an adult's smile. |
| Babies aged three to six months | | | | |
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| Feeds three to five times every day. The baby can control head and arm movements, such as grasping a toy or rolling over on a play mat. | Greater development of senses: a baby will turn towards a sound and learn who different people are by listening to their voice or looking at their face. | A baby will make many different sounds, such as babbling and cooing when they are enjoying a bath, or grunting and crying when they are unhappy or tired. | Enjoys being cuddled and rocked. | Knows the difference between family members. Usually enjoys contact with family members, such as when feeding and being bathed. |

Table 2.1 Developmental stages from birth to six years




| Babies aged six to 12 months (one year) | | | | |
|---|--|--|---|--|
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| Eats three meals and two snacks every day. Sleeps for around 12 hours every night and may have two naps a day. Begins to control own body and hands by moving objects or pulling things towards them. At around eight months, a baby will begin to sit without support, and may start to crawl. | Enjoys playing: moves toys and objects from one place to another so that by the time the baby is 12 months old, they are able to stack one brick onto another. Babies enjoy looking at bright colours. | Babies easily recognise the people around them by the sound of their voice and enjoy listening to songs and rhymes. By 12 months, a baby might say one or two words and copy some sounds. | Babies may become clingy to family members because they are now more aware of strangers. | Gives and takes objects or toys. May wave bye-bye. By 12 months, babies have learned to look when someone calls their name and might understand some simple requests. |
| Children aged one to two years | | | | |
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| Stands without support and begins to walk. Can climb up stairs, so needs to be watched! By the age of two years, a child can run, throw and kick a ball.  | Begins to make lines on paper with crayons or paints. By the age of two years, a child may enjoy building a tower of two bricks and pushing them over. | Children begin to repeat a few words and understand some instructions, such as 'coat on', 'come here'. Understands about 50 words at two years of age. | A child may be interested in looking at themselves in the mirror, such as when clapping or pulling faces. | Enjoys simple clapping games, such as pat-a-cake. Enjoys feeding themselves. |

Table 2.1 Developmental stages from birth to six years (*Continued*)

| Children aged two to three years | | | | |
|--|---|---|--|--|
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| <p>Learns to jump off a low step and may ride a tricycle.</p> <p>Uses a spoon and fork properly when feeding themselves.</p> <p>May take an interest in using the toilet or potty.</p> | <p>Uses crayons to draw in circular movements and make simple shapes.</p> <p>May enjoy dough and messy activities.</p> <p>They can also build higher towers by balancing more bricks.</p> <p>Enjoys listening to others count and may begin to join in.</p> | <p>A child will put three or four more words together to make sentences: for example, 'me do that mummy' or 'little dog bark'.</p> <p>Children will learn lots of new words and enjoy looking at picture books and listening to stories.</p> <p>Understands over 600 words by the age of three years.</p> | <p>A child may be worried when family members leave them; the child may cry when starting nursery or if the parent goes out for the evening, leaving the child with a babysitter.</p> <p>Understands the meaning of different facial expressions, for example, children will know when a person is happy or sad.</p> | <p>Uses 'I', 'me' and 'you'.</p> <p>Copies actions, such as when singing rhymes at nursery.</p> <p>Copies adults' actions by pretending to clean the car or stir food in a pan.</p> <p>Can dislike sharing with others. Children at this age may enjoy playing next to other children but may not play with them.</p> <p>Enjoys routines: a child may look forward to getting up and going to nursery every morning or sharing a bedtime story each evening.</p> |

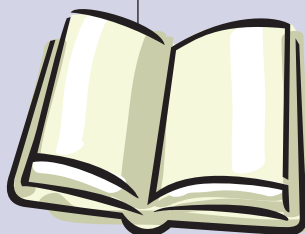
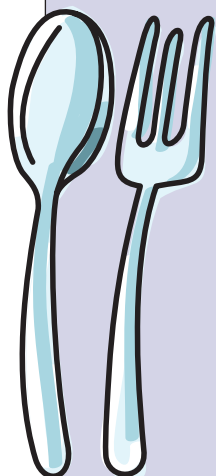


Table 2.1 Developmental stages from birth to six years (*Continued*)



| Children aged three to four years | | | | |
|--|--|--|---|--|
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| <p>Stands on one leg, jumps up and down.</p> <p>Enjoys climbing and can change direction quickly when running in the play area. May now be able to take responsibility for their own toileting.</p> | <p>Draws circles with more control and may add lines for arms and legs or dots for eyes.</p> <p>Can count up to ten and begins to learn the names of colours and shapes.</p> | <p>Understands over 1,000 words and makes sentences of four or five words.</p> <p>Children now enjoy listening to longer stories and will often choose the same story over and over again.</p> | <p>Shows a sense of humour: may tell jokes and make funny faces or do funny walks.</p> <p>Likes to spend time playing alone but also enjoys playing with other children.</p> <p>May enjoy hugs and cuddles with family and friends.</p> | <p>Gives orders.</p> <p>Enjoys playing with other children and will leave the main carer more easily, such as when going to nursery.</p> |
| Children aged four to five years 11 months | | | | |
| Physical development | Intellectual development | Language development | Emotional development | Social development |
| <p>Can open and close fastenings: can dress and undress for a PE lesson.</p> <p>Can use scissors to cut out shapes and pictures.</p> <p>Skips with a rope.</p> <p>Runs quickly and safely around the playground without bumping into other children.</p> <p>Is able to use a variety of large equipment, such as swings and slides. Can throw a football and can sometimes catch it.</p> | <p>Can copy letters and numbers and write their own name.</p> <p>Draws pictures of trees, houses, people and animals.</p> <p>Can complete a 20-piece jigsaw puzzle.</p> | <p>Children at this age know up to 2,000 words and can form proper sentences.</p> <p>Children often talk clearly and will enjoy telling stories about themselves.</p> | <p>Enjoys caring for pets.</p> <p>Shows concern when a friend is hurt.</p> <p>Children will like to make choices for themselves, such as deciding which clothes to wear or which book to look at.</p> | <p>Children are now more able to do things for themselves, such as wiping up spilled juice.</p> <p>They may also like to help other children, such as helping a younger child to complete a jigsaw.</p> <p>Children at this age usually enjoy being busy and playing cooperatively. This means that they can agree rules of a game and take turns.</p> |



Table 2.1 Developmental stages from birth to six years (Continued)



1.2 Factors that affect growth and development

Illness

Illness can affect a child's growth and development. Some illnesses can mean that a child may not grow as quickly as other children of the same age.

Task



Working in pairs or small groups, write down the differences between a newborn baby and a child aged four years. Think about what the four-year-old might be able to do compared to the newborn baby.

Illness affects a child's development because when they are ill, they may not feel well enough to exercise or play with other children. They may spend time in hospital or not be able to go to school with their friends. Children might have to take medicines or need medical treatments that can make them feel unwell, tired or miserable. This may mean a child does not get to learn new things.

Disability or impairment

Disability or impairment may be something that can be seen, such as wearing glasses or using a wheelchair, or it can be something that is invisible, such as a heart condition or **autism**. It may affect a child's development if they are not given the correct support from adults. For example, a child who needs glasses (due to a visual impairment) may not be able to see pictures in a book or see a computer screen clearly without their glasses.

Important words



Autism – a condition that affects how a child develops, communicates and relates to other people and how they experience the world around them.



Figure 2.1 Adults need to make sure all children can enjoy taking part in activities

However, if a child who uses a wheelchair, for instance, is given the correct support, they should be able to enjoy most activities with other children. Adults who care for children must think about how to plan activities to make sure that all children can join in, for example, arranging the tables to ensure that a child who uses a wheelchair has space to move around safely.

Lifestyle

The lifestyle of a child and their family can have a good or bad effect on the child's development. For example, if adults smoke in the house, close to where the child is sleeping or playing, the child could develop breathing difficulties. If the family does not choose to exercise or spend time doing activities outdoors, the child's health and physical development may be affected. If the family does not have a good bedtime routine, the child may become unwell or be too tired to join in with activities and could miss out on learning new things.

1.3 The importance of diet and exercise

Diet

To stay healthy, children need a good, well-balanced diet. This should include plenty of healthy fruit, vegetables, dairy and proteins, such as fish or beans. These foods will help to support children's healthy growth and development.

A poor diet might mean that children do not get all the vitamins and nutrients their bodies need. It often means that children eat a lot of food which contains too much salt, fat or sugar. This can cause health problems, such as diabetes or becoming overweight.

Exercise

Children naturally like to run and move around. They need opportunities to exercise so they can build strong muscles and develop skills, such as balance and co-ordination.

Exercise gives children the chance to build up their **stamina**, for example, running without feeling out of breath. Exercise can also help children to feel mentally happier and healthier.

Not enough exercise might cause children's muscles to become weak. They may build up too much body fat and become ill later in life. Children who do not exercise can become less interested in the world around them. All children need to have ample opportunities to enjoy exercising in many different ways.



Task

In pairs, write down three different ways in which children can take part in exercise. For example, playing with a frisbee.

Important words

Stamina – ability to keep going for a long time, for example with exercise.



Figure 2.2 Growth and development can be measured

L02 Supporting the growth and development of young children

2.1, 2.2, 2.3 Activities to promote physical and social development, communication and language skills

As long as children are given food and water and their basic care needs are met, their bodies will usually grow taller and heavier.

However, in order for children to develop physically, they need more than food and water. Children need to be able to socialise with others and to be communicated with to support their language development. They need to be involved in activities which are suitable for their age and stage of development. They also need toys and equipment to play with, such as tricycles and scooters, or bricks and plastic cups to stack. Children need to have opportunities to explore, play and socialise with other children in a safe environment. Adults can provide the appropriate equipment and also make sure that the children are enjoying the activity and are safe and well supervised.

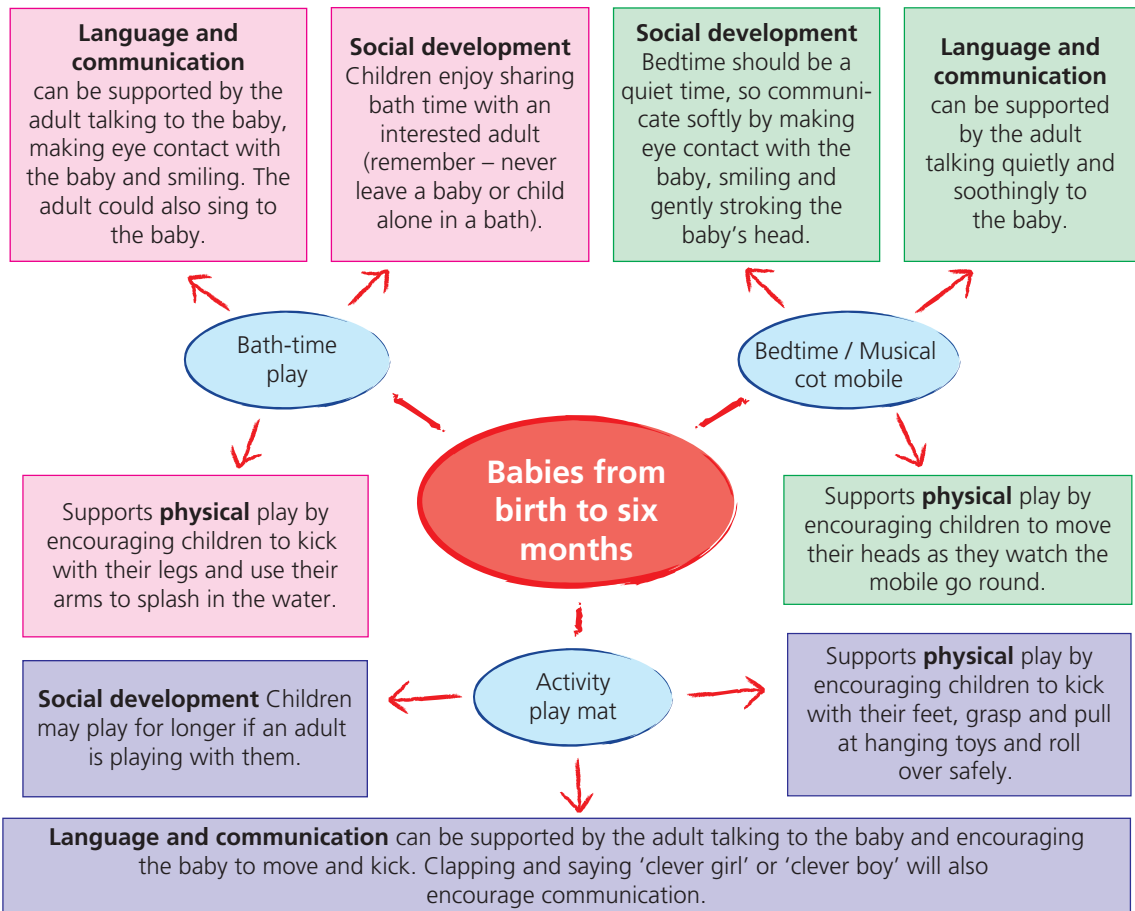


Figure 2.3 How activities support babies' physical development, social and emotional development and language and communication skills, from birth to six months

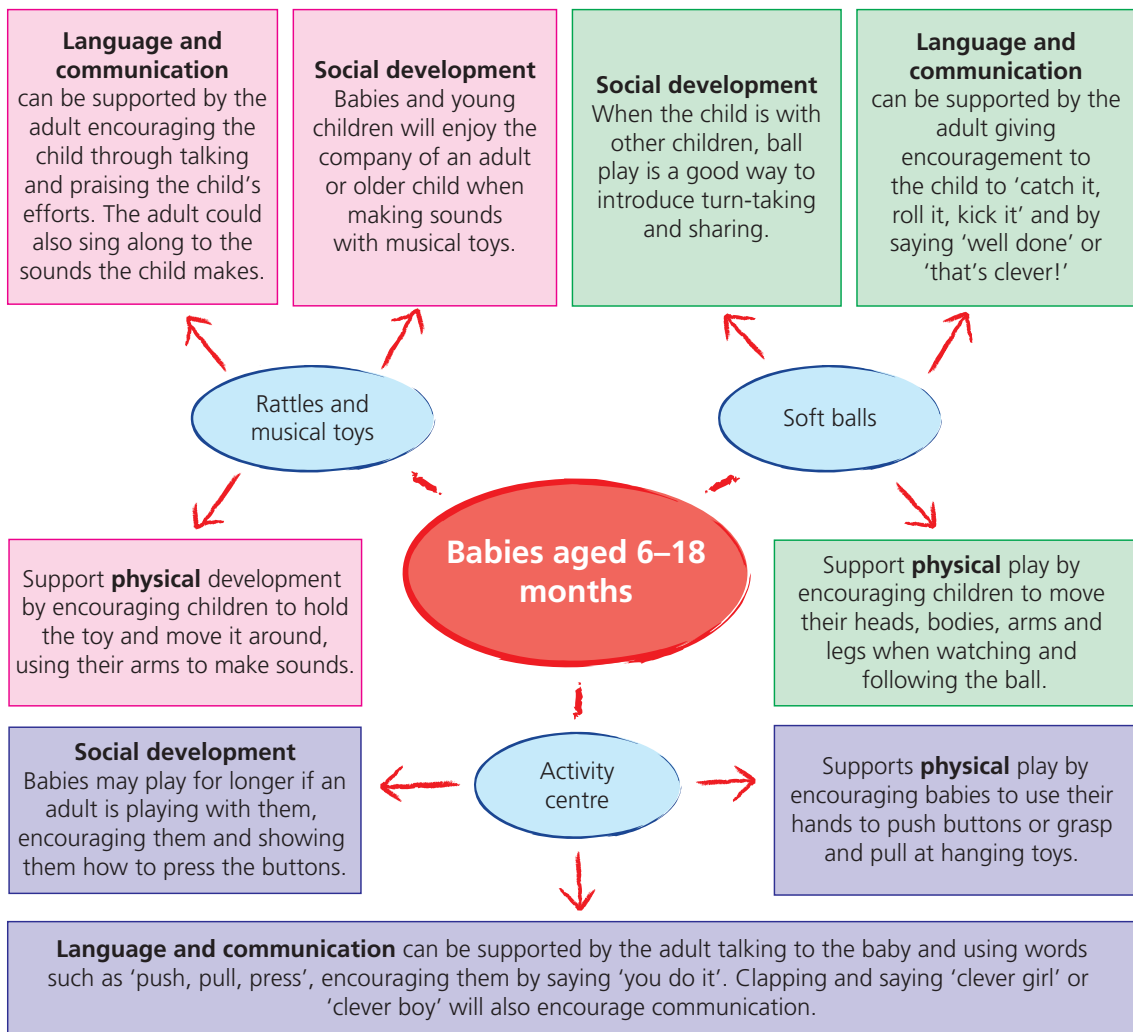


Figure 2.4 How activities support babies' physical development, social and emotional development and language and communication skills, from six to 18 months

Task



In small groups, think about other activities for each of the age groups. Write down how they might support a child's physical development, social and emotional development, and language and communication skills.

Task



Write down ways in which adults can support children to learn more from these activities.

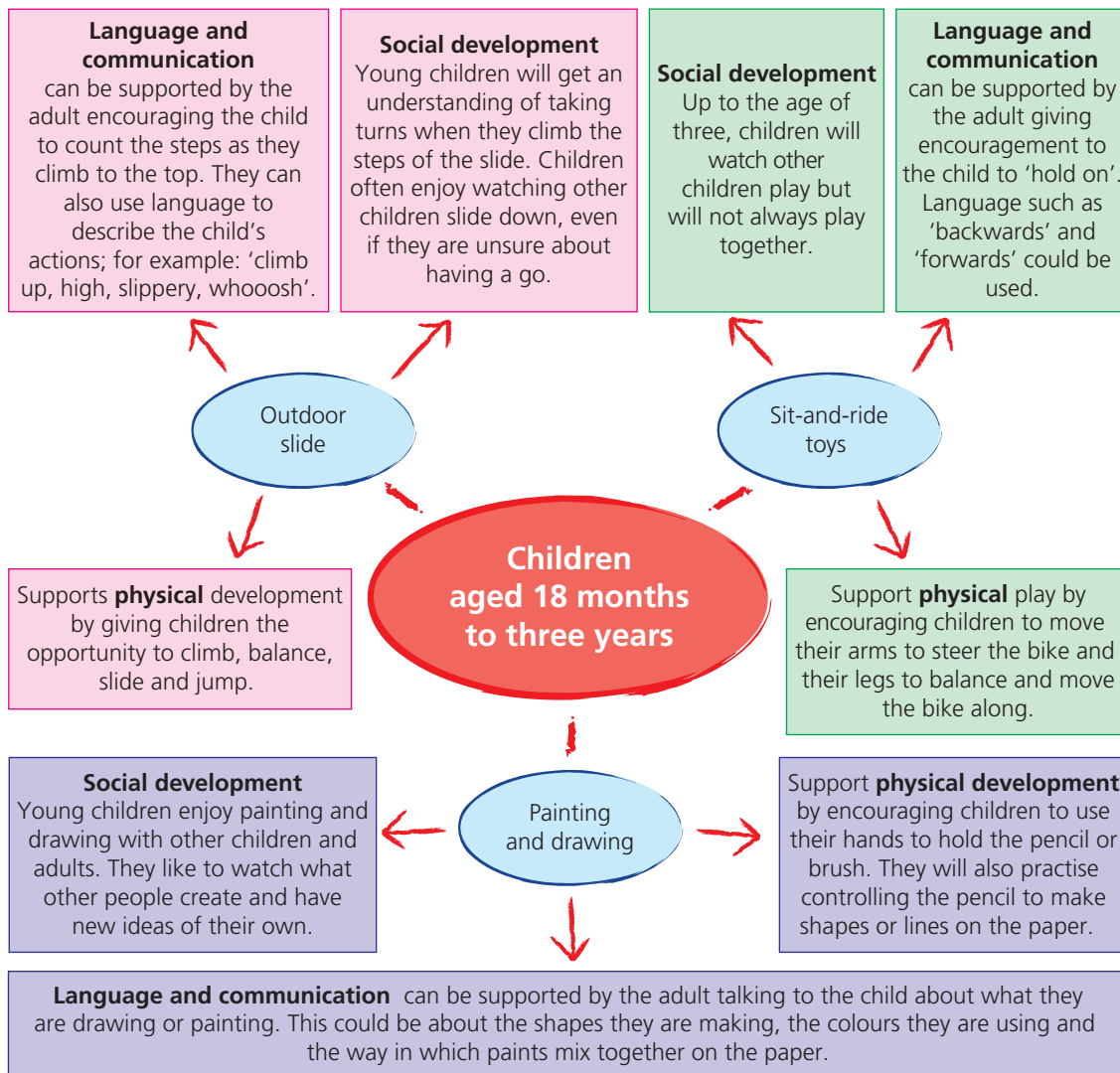


Figure 2.5 How activities support children's physical development, social and emotional development and language and communication skills, from three to six year

CACHE LEVEL

1

Caring for Children

The perfect introduction to Early Years and Childcare for Level 1 students.

Be guided through the Level 1 qualifications with this easy-to-read book that uses simple language, colourful pages and lots of photos. Cover all the content necessary in order to finish the course and get through the assessment. Published in partnership with CACHE, this is the ideal textbook for you if you're taking the Award, Certificate or Diploma in CACHE Level 1 Caring for Children.

- ◆ Written by authors who have achieved considerable success in guiding students through Level 1 qualifications
- ◆ Specifically designed to be accessible to Level 1 students
- ◆ Published in partnership with CACHE to ensure all content is covered

Dynamic Learning

This book is fully supported by Dynamic Learning – the online subscription service that helps make teaching and learning easier. Dynamic Learning provides unique tools and content for:

- front-of-class teaching
- streamlining planning and sharing lessons
- focused and flexible assessment preparation
- independent, flexible student study



Sign up for a free trial – visit: www.hoddereducation.co.uk/dynamiclearning

HODDER EDUCATION

t: 01235 827827

e: education@bookpoint.co.uk

w: hoddereducation.co.uk

ISBN 978-1-5104-8560-0



9 781510 485600

