Child Development Revision Plan

Useful websites:

NHS: nhs.uk
British nutrition foundation: nutrition
Change 4life change4life
AQA web sites past papers: past-papers-and-mark-schemes
Ref drive:/Child development/topic
Watch: secret life of 2yrs old etc - Channel 4 on demand
One born every minute

		Remember	Key terms	Exam tips	Summary
5th Feb	Parent hood The family1	• Having family close by can mean there is help and support readily available • No one type of family is better than any other	• **Child provision**: Daycare for children so that a parent can work • **Extended family**: different generations of a family all live nearby • **Nuclear family**: parents and their children live together but away from any other family members • **Single-parent family**: one parent looks after the children alone • **Shared-care family**: both parents share in the decisions made about a child • **Re-constituted/step family**: adults in a new partnership bringing children with them	• It is important that you know the advantages and disadvantages of each family structure	• You should be able to explain why families are important • You should also be able to describe how family roles are changing and different types of family groups
	Family 2	• A multi-cultural society is rich in heritage and tradition • We can all learn from each other's cultures and religions • Every type of family life has its own strengths and weaknesses	• **Multi-cultural**: a mix of different cultures • **Ethnic minority**: a group of people with common features such as race, religion, culture, types of food and language	• Remember that when you talk about how the family affects children, you are talking about children under five years old	• You should now be able to describe between different family types and how these differences can impact on children's development

	Planning for a family/preparing for a baby	• Having a baby is a lifetime responsibility • Equipment for a baby does not have to be new, but must always be clean and safe and meet current safety standards	• **Lifestyle:** the way we live, what we do, our freedom and commitments • **Pre-conceptual care**: preparations made by a woman before conceiving • **Feet to foot**: laying a baby to sleep with the feet touching the bottom of a cot to stop them wiggling down under the covers and suffocating • **Layette:** clothing and bedding needed for a new baby	• You might be asked to state the essential equipment needed for a new baby and five a reason why it is needed • You should know what the term 'layette' means	• You should now be able to describe what parents need to consider before having a baby and how their lifestyle us likely to change • You should also be able to explain the essential items of equipment and clothing needed for a baby

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	Providing a safe environment	• You must take all safety measures possible to keep the children you care for safe	• **Accident**: an unexpected incident that causes damage or an injury • **Risk assessment**: a check of the possible dangers in the environment and resources • **Safety measures**: precautions taken to help avoid accidents • **Statistics**: study of the numbers relating to facts about something • **Hazard**: something that is likely to cause harm	• You could be asked questions on types and causes of accidents and how they could be prevented • Remember that answers you give should be specifically about children under five years old	• You should be able to explain the main types of accidents involving young children • You should be able to describe appropriate safety measures and identify safety labels and symbols
		• Young children do not see potential danger. Each stage of development enables them to reach further, move more quickly and explore more freely. Adults caring for them need to be aware of this and continually update safety measures to prevent accidents	• **Accident prevention**: taking precautions to avoid accidents e.g. using safety equipment such as stair gates and window catches	• Demonstrate your understanding by linking accident types with ages and stages of development	• You should now be able to explain how, why and when accidents can happen, as well as the links between stages of development and accidents
		• If a child's symptoms are serious get medical help immediately	• **Convulsion**: violent shaking or spasm	• Learn the correct treatment for minor injuries – ignore 'old wives tales'	• You should be able to treat a young child's minor injuries and know when to seek medical help or advice

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12th Feb	Pregnancy Reproduction	• There are five main phases to the menstrual cycle and conception is most likely during phase 3	• **Puberty**: when a boy or girl matures sexually into a man or a woman • **Menstruation**: a regular flow of blood from the vagina as the lining or the uterus breaks down • **Ovum:** medical term for a woman's egg • **Hormone**: chemical released into the blood stream that has a specific effect on certain area of the body e.g. oestrogen and progesterone are key to sexual development and reproduction • **Conception**: when a man's sperm has fertilised a woman's egg • **Fertilisation**: the process of the sperm entering the ovum	• You need to know and understand the main hormones relating to reproduction and pregnancy	• You should now understand the menstrual cycle and the importance of hormones in both sexual development and reproduction • You should also be able to explain conception and fertilisation.
		•	• **Uterus (womb):** a strong muscle that expands during pregnancy to contain the growing baby • **Placenta**: this develops alongside the baby throughout pregnancy providing vital hormones and nutrients and dealing with waste products • **Implantation**: when the fertilised cells have attached themselves to the wall of the uterus. • **Embryo**: term used to describe a baby from implantation until eight weeks of pregnancy • **Amniotic fluid**: a liquid contained in the amniotic sac in which the baby floats • **Amniotic sac:** a bag which cocoons the baby during pregnancy • **Umbilical cord:** the baby's lifeline; it passes nutrients and blood from the mother to the baby and takes away the baby's body waste. • **Cervix:** the neck of the uterus • **Foetus:** term used to describe a baby from eight weeks of pregnancy.	• You should understand why the first 12 weeks of the developing baby are so important • Make sure you are aware of the functions of the baby's support system	• You should now be able to explain a baby's support system in the womb and describe stages of both embryo and foetal development

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	Pre-conceptual care 1	• Condoms will protect you against STIs as well as an unexplained pregnancy	• **Contraceptive**: a means to prevent a woman getting pregnant • **Safe sex**: having sexual intercourse while both preventing pregnancy and keeping safe form sexually transmitted infections	• Ensure you are aware of methods of contraception and the advantages and disadvantages if each one • Make use of any charts or illustrations that are included with exam questions	• You should now be able to name a range of contraceptives and understand both how they work and their reliability
	Pre-conceptual care 2		• **Salmonella**: a bacteria that causes food poisoning. It is sometimes found in raw eggs and chickens, • **Listeria**: a bacteria, sometimes found in soft cheeses and raw fish, which can cause miscarriage • **Toxoplamosis:** an infection caused by a micro-organism found in animal faeces	• Demonstrate your understanding of pre-conceptual care by focusing on healthy eating and risks from alcohol smoking and drugs and STIs • Practice exam questions. Look at mark allocation as this can tell you how much detail you should include in your answers.	• You should now be able to list the things to consider before a woman becomes pregnant and give reasons why they are important
	Pre-conceptual care 3	• The availability of treatment for fertility varies across the UK. Sometimes it is free but sometimes it has to be paid for privately	• **Infertility**: being unable to conceive a child • **Fertility treatment:** ways of overcoming infertility • **Surrogate mother**: a woman who bears a baby on behalf of another woman	• You should be able to list the causes of infertility and offer possible solutions	• You should now understand how to help avoid fertility problems and what help is available to overcome them when they do occur
	Pre-conceptual care 4	• You genes come from both your parents. Some will be dominant (seen) and some will be recessive (hidden).	• **Dominant genes:** genes that the result of which you can actually see • **Recessive genes**: genes that you may pass on but don't necessarily see in yourself. • **Genetic counsellor**: a person who explains genetic risks to couples before they decide to have a baby • **Informed decision**: knowing all the possible outcomes of the decision you will make	• You should be able to explain the cause of Down's syndrome and give examples of its presentation • Ensure you are aware of the genetic factors that affect pregnancy and the value of counselling	• You should now understand the different ways that abnormalities can pass from a parent to a child through their genes • You should also be able to explain the role of a genetic counsellor

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19th Feb (half term)	Pregnancy 1	• Ante-natal means' before birth' and good ante-natal care is important for the safe development of the baby and the health of the mother	• **Ante-natal**: care given to mother and baby before birth • **EDD:** estimated date of delivery (roughly when the baby is due to be born)	• There are often exam questions on the signs of pregnancy. Ensure you give full answers with examples.	• You should now be able to describe common signs of pregnancy and explain the benefits of ante-natal care.
	Pregnancy 2	• Before 24 weeks the loss of an unborn baby is called a miscarriage but after 24 weeks it is called a stillbirth.	• **Ectopic pregnancy**: implantation occurs in the fallopian tubes instead of in the wall of the uterus • **Miscarriage**: the sudden loss of an unborn baby • **Threatened abortion**: signs of a potential miscarriage are seen but all is eventually OK • **Inevitable abortion**: when the foetus is pushed from the uterus by the woman's body • **Missed abortion**: when the foetus is dead in the uterus and needs to be surgically removed	•	• You should now be able to outline some of the more serious problems that can occur during pregnancy
	Pregnancy 3	• Routine tests are available to everyone and are important they help detect problems early	• **General practitioner (GP):** a family doctor • **Obstetrician:** a doctor specialising in the care of women during pregnancy • **Gynaecologist**: a doctor specialising in problems of fertility and reproduction • **Paediatrician**: a doctor specialising in the care of babies and children • **Routine:** straightforward and offered to everyone • **Hyperemesis**: severe vomiting in pregnancy • **Ketosis:** a dangerous condition in which high levels of ketones build up in a pregnant woman's urine • **Intravenous:** fluids given straight into the blood via a drip	• You need to know and understand the role of a midwife, community midwife and a health visitor in ante-natal care • Make sure you understand the routine checks carried out during pregnancy. You should also be clear about the purpose and benefits of different tests.	• You should be able to explain the importance of routine tests for a pregnant woman.

chapter		Remember	Key terms	Exam tips	Summary
	Pregnancy 4	• Routine tests are available to everyone but screening and diagnostic tests are only offered where there is an extra concern	• **Screening test**: a test to check for any potential problems • **Diagnostic test**: a test to help identify a problem	• Make sure you understand the difference between screening checks and diagnostic testing. • You should also be clear about the purpose and benefits of the different tests	• You should be able to explain a range of screening and diagnostic test made during pregnancy
	Preparation for the birth	• The mother is responsible for her 'hand-held' notes. She must not lose them • A birth plan sets out what the mother wants to happen during labour and the birth if it is possible	• **Birth plan**: a plan of how the mother wishes her labour to progress if there are not complications	• If you are asked to discuss the choice of a home or hospital birth, remember to include some advantages and disadvantages of each option • You should be able to give examples of what could be included in a birth plan	• You should know who can be involved in ante-natal and the birth of the baby • You should be able to explain the birth plan and reasons for choosing home or hospital for the birth
26th Feb	Labour and birth 1	• Everyone's experience of birth is different	• **Contraction**: a tightening of the muscles of the uterus • **Birth canal**: the vagina, cervix and uterus form one channel • **Crowning**: the baby's head appears at the entrance of the vagina • **Perineum**: the skin between the rectum and the vagina • **Oxytocin**: a hormone that stimulates contractions and reduces bleeding after the birth	• Make sure you know exactly what happens at each stage of labour • You need to be clear on why syntocin is given	• You should now know that the main signs that labour has started are a show, waters breaking and contractions • You should be able to explain what happen in all three stages of labour

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	Labour and birth 2	• Every woman's pain relief needs will be different	• **Pethidine**: one of several drugs that relive pain during labour • **Entonox**: a gas and air mixture • **Epidural**: an anaesthetic given via the spine • **Anaesthetic**: something that stops you feeling pain • **TENS:** (transcutaneous electrical nerve stimulation_ electrical impulses that affect pain messages from the brain • **Endorphins:** the body's natural pain-relieving chemicals	•	• You should now be able to name the types of pain relief available during labour and discuss how they work
	Labour and birth 3	• Many births happen without the need for medical assistance but some mothers may require help in order to deliver their baby safely and to prevent harm to themselves	• **Confinement:** the time a woman gives birth • **Syntocin**: a drug used to induce labour	• You should know the difference between the types of pain relief and the advantages and disadvantages if each • This is a frequently examined topic so ensure you are confident with the subject content • Be aware of reasons why medical assistance is given and the difference between each method	• You should be able to explain when and why medical assistance may be necessary during birth • You should also be able to describe how a birth partner can be of help
	Labour and birth 4	• Medical assistance is given to support the birth of the baby and safe delivery for the mother • In an emergency fewer options and types of medical assistance may be given	• **Episiotomy:** a cut made in the perineum to avoid a woman tearing during the birth • **Forceps:** a tool like BBQ tongs that holds and helps pull the baby through the vagina • **Ventouse extraction**: delivering a baby using suction • **Caesarean section**: delivering a baby by surgery	• Be aware of reasons for giving medical assistance and the differences between each method • Write down all the specialist terms you have come across and explain each term to someone else	• You should now be able to explain different types of medical assistance used during labour and be able to discuss the advantages and disadvantages of each

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	The newborn baby 1	• Primitive reflexes can tell doctors a lot about a baby's neurological (brain) development	• **Neonate**: a newborn baby ages up to one month • **Root**: an instinctive search for the breast • **Primitive reflexes**: automatic responses to stimuli • **Apgar score**: a measurement of vital signs in newborn babies • **Congenital**: anything present at birth • **Lanugo**: a soft, downy hair covering the skin in the womb • **Mila:** tiny white spots that soon go away • **Vernix caseos**: a creamy substance that protects the skin in the womb	• You may be asked to describe the appearance of a newborn baby. Make sure that you can list tem things that are typically seen in a newborn • You need to be able to explain the Apgar score giving reasons why it has to be done more than once	• You should now be able to describe a typical newborn baby and explain some of their features, actions and the primitive reflexes
	The newborn baby 2	• A pre-term baby is a baby born before 37 weeks gestation	• **Pre-term**: a baby born before 37 weeks gestation • **Gestation:** the time a baby spends developing in the womb, usually 40 weeks • **Full-term**: a baby born at around 40 weeks • **Small-for-dates**: a baby born full term but lighter than average	• Ensure you explain fully what SCBU is. Don't just abbreviate it. • You should be able to give examples of how an SCBU helps babies survive	• You should now know what pre-term means and the reasons why some babies need special care to help them survive • You should also have an understanding of how hard it can be for a family to have their baby in an SCBU
	The newborn baby 3		• **Colic:** a painful condition in the gut. It tends to occur at the same time each day and can go on for several months • **SIDS:** (Sudden infant death syndrome) when a baby dies suddenly for no apparent reason	• List reasons why a baby might cry and be able to offer solutions • Learn a range of ways to help prevent SIDS	• You should now understand that there are many reasons why a baby cries • You should also know the guidelines on reducing the risk of SIDS
	Post natal care	The baby blues affects about two thirds of new mothers. It is perfectly normal	• **Baby blues:** moods that swing from happiness to tears following birth, due to hormone imbalance • **Post-natal depression**: a new mother's severe feelings of not being able to cope, even when she is coping fine	• You need to be able to explain and give reasons for the post-natal examination	• You should know how the health visitor supports families and how a new baby can affect family life • You should also be able to explain the difference between the baby blues and post-natal depression

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5th March	Diet, Health and care of the child A healthy diet 1	• Children need to gain plenty of energy from their food • A child's fruit and vegetable portions will be smaller than those of an adult	• **Balance 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 • **RNIs** (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	• Make sure you know the food groups and examples of them • You should know what foods to avoid and why	• You should understand healthy eating and be able to plan a well-balanced diet, identifying and explaining the main nutrients
	A healthy diet 2	• A healthy diet is made up of a variety of foods containing vitamins and minerals	• **Deficiency:** a lack of something causing a negative effect • **Anaemia**: not enough red blood cells, common if iron is lacking in the diet	• You need to know which foods help provide each vitamin and mineral and be able to explain this information to someone else	• You should understand what the main nutrients in the diet are and what sources and functions are
	A healthy diet 3	• Whenever possible, provide children with fresh foods. This helps avoid including unnecessary additives and too much salt, sugar or fat	• **Use by date:** the date manufacturers recommend that a food must be eaten by • **Best before date**: the last date on which a food is safe to eat • **Food additives**: natural or chemically made substances added to foods • **Allergens**: natural substances that can cause allergies • **Kosher:** food cleaned and prepared according to Jewish rules	• Make sure that you can explain to someone what all the information on a food label means	• You should now have a better understanding of the information on food packaging and on the things that influence what we buy
12th March	Feeding a baby 1	• Although breast milk is considered best for most babies, formula feeds are an excellent alternative to breast milk	• **Colostrums**: the rich creamy milk produced by the mother in the first few days after birth • **Antibodies:** the defensive system in the body • **Fore milk**: the initial milk produced during a breastfeed that satisfies immediate hunger • **Hind milk**: the second, richer milk produced during a breast feed which gives longer-term satisfaction • **Lactose**: a milk-sugar in cow's milk that is not easily digested y some babies		• You should now be able to describe different aspects of both breastfeeding and bottle feeding

			• **Gastroenteritis:** a bacterial infection of the stomach which causes sickness and diarrhoea		

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	Feeding a baby 2	• Feeding choices must suit both baby and parent	• **Mastitis:** a painful inflammation of the breast • **Engorgement:** where the breast is over-full with milk, making it hard for the baby to suckle from and painful for the mother	• Make sure you know the advantages and disadvantages of both breast feeding and bottle feeding • You could be asked to analyse powdered milk packaging. Be aware of the information and guidelines, especially of the dangers of over-concentrated feeds	• You should now be able to explain the advantages and disadvantages of both breastfeeding and bottle feeding
	Feeding a baby 3	• Formulae feed must be made from cooled boiled water, never boiling water • Sterilising all equipment used for feeding babies is important to prevent infection	• **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.	• Remember the steps/method for making up a formula feed. You could be asked to explain each step and why it is important	• You should now know how to make up and safely store formula feeds and be able to explain different sterilising methods
	Weaning	• 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	• **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 • **Coeliac disease**: an intolerance to a protein called gluten, which is found in wheat, rye, barley and oats	• Be aware of the importance of hygiene when handling food • You should be able to explain when to begin weaning and why	• You should now understand the reasons for weaning and the three main stages of introducing solid food to babies • You should be able to explain suitable foods to give to a young baby and the advantages and disadvantages of home-cooked or commercially produced baby foods

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	Feeding the young child 1	• Religious, cultural and medical needs must never be ignored	• **Halal:** to kill animals according to Muslim law	• Make sure you know the different food restrictions important to different cultures	• You should now have a better understanding of how and why a healthy diet is important • You should also know about dietary restriction some children have and understand their importance
	Feeding the young child 2	• Making food look fun can encourage fussy eaters	• **Anaphylaxis:** a severe and sometimes life-threatening allergic reaction • **Poor diet**: a diet that lacks sufficient nutrients for good health • **Obesity:** being seriously overweight and risking health problems	• You need t be able to give examples of how parents can overcome food refusal • Make sure you are aware of potential health problems linked to diet. Are you able to give examples and reasons behind these problems	• You should now have a better understanding of how and why a healthy diet is important and how to encourage children to eat
19th March	Childcare and child health	• Several layers of clothing that can easily be removed are better than one thicker layer • Both babies and children have delicate feet. Shoes should not be worn until children are walking. Both shoe and sock size should be carefully monitored	• **Good hygiene practice**: careful hand washing before handling food and after nappy changing sneezing or going to the toilet • **Personal care**: keeping one's own body generally clean by good hand washing, bathing, hair and nail-care, etc • **Cross infection**: the passing of germs from one person to another	• You may be asked to suggest points to consider when choosing footwear and clothing for young children	• You should now be able to plan suitable clothes for babies and children. You should also be able to give examples of good hygiene practice.

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	Child health 1	• Vaccinations protect both the children having the injections and also those who cannot have them, as the more children there are who have had the vaccinations the less likely it is that the non-vaccinated children will come into contact with the illnesses	• **Vaccination**: a procedure often an injection, to protect against an infectious illness • **Immunisation programme**: a set of vaccinations that gradually build up the level of protection needed	• You should be able to describe the common symptoms of each of the main childhood illnesses as you could be asked to identify a disease from a description • Ensure that you understand the benefits of the immunisation programme	• You should now be able to explain the order of the immunisation programme, know which childhood illnesses it protects against and describe the symptoms of those illnesses
	Child health 2	• Seek medical advice if you are unsure about a child's health • Children need to be carefully supervised when they are unwell as their condition can change very quickly	• **Pyrexia:** a raised temperature over 37.5'C • **Dehydration**: when the body has lost too much fluid, often as a result of vomiting, diarrhoea or pyrexia • **Febrile convulsion**: a severe reaction by some children to a high temperature	• Ensure you are aware of the first signs that a child is unwell and how best to deal with the symptoms • Make sure you are able to explain how to care for a sick child at home and be able to give examples to support your answers	• You should now be able to give examples of how you would recognise if a child were unwell and how you would care for them
	Child health 3	• Seek medical advice if ever you are unsure about a child's health	• **Ward play worker**: a trained carer or nurse who understands the specific needs of children while in hospital • **Passive smoking**: the involuntary inhalation of tobacco, smoke from cigarettes, pipes etc	• Make sure you are able to explain how to prepare a child for a stay in hospital and be able to give examples to support your answers	• You should now be able to explain how you would prepare a child for a stay in hospital • You should also recognise how the environment can affect a child's well being

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29th March	Development of the child Development	•	• **Growth:** a gradual increase in size • **Development:** increasing abilities, skills and understanding • **Percentile charts**: charts used by health professionals to monitor a child's development • **Developmental milestones**: the stages of development which all children pass through in a similar sequence • **Growth curve**: the line showing how an individual child's measurements (height, weight etc) are developing	• Ensure that you know what developmental milestones are and at what ages a child under five should achieve each milestone	• You should now be able to describe factors that influence growth and development • You should also be able to explain that growth is a physical process which continues with or without stimulation, whereas development involves a child's increasing abilities, skills and understanding
	Physical development 1	• 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.	• **Developmental testing**: checks made on babies and young children at specific ages to monitor progress and see that they are developing as expected	• Ensure you can explain what a percentile chart is and how it is used • You should be aware that there are a number of factors that affect development, be able to give examples and explain why they are factors	• You should now be able to explain the effects and importance of a range of factors on the development of young children
	Physical development 2		• **Gender:** male or female	• You might be asked to explain how certain factors affect a child's physical development	• You should now be able to explain the effects and importance of a range of factors on the development of young children

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	Physical development 3	• Opportunities for supporting physical development can be found anywhere. Toys and equipment are often not necessary.	• **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	• Be aware of the difference between gross and fine motor skills and e able to give examples of each type	• You should now be able to give examples of how to encourage physical skills both indoors and outside
	Physical development 4	•	• **Interdependent:** where different things rely upon each other to succeed	• In the exam you could be given diagrams or photographs of indoor and outdoor play activities and asked how they could encourage sensory development	• You should now be able to explain how physical and social skills are interdependent and also give examples of how to encourage these skills both indoors and outside
	Gross motor skills	• 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	• **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	• You could be asked to give the usual stags at which gross motor skills develop and to give examples of what children can do at each stage • Learn the sequence in which gross motor skills develop	• You should now understand what gross motor skills are and how they usually develop • You should now be able to provide resources and activities suitable for infants and young children who are stationary, crawling and running

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	Fine motor skills	• 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 off greater and greater challenges, for example jigsaw puzzles	• **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	• Ensure you know the different grips and grasps and at what ages they are usually achieved • You could be asked to show this development using drawings a child would produce at each stage to illustrate your answer	• You should now understand and be able to give examples of hand-eye coordination and explain the different stages of fine motor skills development • You should be able to support a child's development by providing appropriate resources and activities
	Sensory skills 1	• All our senses are important to development. Children therefore need activities that encourage the use of each sense as they play, explore and learn in order to maximise each learning opportunity	• **Sensory mouthing**: using the mouth to explore (touch, taste, smell, feel)objects	• You should be able to name the five main senses giving examples • You could be asked how sensory skills are important to development • Make sure you can explain what sort of toys and objects can encourage sensory development	• You should now be able to explain the five main senses and give examples of sensory activities used within your child study
	Sensory skills 2	• We continue to use our senses throughout life. It is important to provide children with opportunities that use them all	• **Object permanence**: understanding that something exists even when it can no longer be seen	• You should be able to link the expected sequence of sensory development with developmental milestones	• You should now be able to explain how sensory learning develops and to give examples

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	Intellectual development	•	• **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	• Make sure you can differentiate between cognitive development and language development, giving examples to illustrate your answer • You should be able to discuss 'how children learn', giving examples • 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'	• You should now be able to explain what is meant by intellectual development and the difference between cognitive and language skills • You should also be able to explain the difference between nature and nurture in their influence on development
	Cognitive development 1	• Children have a lot of things to learn and the opportunities you give them will all help to shape their development	• **Concept**: a general idea used to sort out and understand the environment	• You could be asked to identify from a range of toys , what the concept is and how the toy can aid all areas of development	• You should now be able to explain a range of cognitive terms with examples • You should also be able to explain some of the concepts children learn
	Cognitive development 2	•	• **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	•	• You should be able to explain and describe the main aspects of cognitive development

		Remember	Key terms	Exam tips	Summary
2rd April	Language and communication	• 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 your are actually saying when speaking to children	• **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 for example 'dadada' • **Polysyllabic sounds**: changes in tone and pitch, for example '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 • **Motherese**: the tone of voice often used by adults when talking to babies	• You should know and understand the stages of language development and be able to give examples of each stage	• You should be able to describe different methods of communication used by children • You should be able to explain why language development is important and to describe its main stages • You should e able to refer to language and communication in your child study
	Stages of drawing and writing	• Stages of drawing are not directly related to age. All children move through a similar sequence but at their own pace	• **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	• You should be able to link developmental milestones with the stages of drawing and writing	• You should now be able to identify and explain how the stages of drawing and writing develop and give examples of how you can support this.

		Remember	Key terms	Exam tips	Summary
	Social and emotional development	• 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	• **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 for example 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	• You should be able to show your understanding of primary and secondary socialisation by giving examples • You should be able to explain the importance of wider experience in all areas of development • You should also be able to explain how parents can provide opportunities for socialisation	• You should now be able to explain the close links between social and emotional development and give examples • You should also be able to explain some of the main terms used to describe social and emotional development
	Emotional development	• Children need to feel able to express their emotions as well as understand how and when to do this	• **Self-image**: your identify 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	• You should understand the significance of self-image and self-esteem and their impact on development • You should be able to discuss and give examples of the advantages and disadvantages of different comforters	• You should now be able to explain what a child needs for secure emotional development • You should also be able to explain which emotions are positive which are negative and which can be both

		Remember	Key terms	Exam tips	Summary
	Social development 1	•	• **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 • **Cooperative play**: the fifth and final stage of play where children work together to complete tasks and role play together • **Stereotyping**: making generalisation about a person rather than seeing them as an individual	• You should know and understand the stages of social play and be able to give examples of each stage	• You should now be able to explain how the stages of social play develop and describe what happens at each stage
	Social development 2	• 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	• **Discipline**: upholding rules of good behaviour • **Bullying**: hurting or intimidating someone weaker • **Tantrum**: a loss of control of emotions	• You should understand the possible reasons behind poor behaviour and ways in which to encourage and develop good behaviour	• You should now be able to give examples of unacceptable behaviour and also make suggestions for dealing with it

		Remember	Key terms	Exam tips	Summary
	Social development 3	• Positive reinforcement for good behaviour will encourage children to continue to behave well	• **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	• You should understand the possible reasons behind poor behaviour and ways in which to encourage and develop good behaviour	• You should understand some of the basic behaviour theories and make suggestions as to how these theories can be put into practice • You should also be able to explain why boundaries are important for children
9th April	The importance of play	• Children learn best through play	• **Play deprivation (play malnourishment):** where children are not given enough opportunities to play freely without adult organisation and intervention • **Play based learning**: where learning opportunities were provided through play	• You need to be able to discuss why play is important in all aspects of a child's development • In the exam you may be given a range of play items or toys and asked to discuss how each one aids development	• You should now be able to explain the importance of play to both learning and development and understand what effects play deprivation can have
	Types of play 1	• Children's play moves through different stages. These are 1. Solitary play 2. Parallel play 3. Looking on play 4. Joining in play 5. Cooperative play	• **Structured play**: play that is organised by adults and often has a pre-set outcome • **Spontaneous play**: play in which children choose how and what they do freely	• Practice explaining what the different types of play involve	• You should now be able to explain the difference between spontaneous play and structured play giving examples
	Types of play 2	• Children need a range of play experiences to develop their learning fully	• **Creative:** expressing oneself in different ways • **Discovery play**: play using all the senses	• Be able to explain how play affects all areas of a child's development	• You should now be able to give examples of different types of play and how they help support each aspect of a child's development

		Remember	Key terms	Exam tips	Summary
	Toys games and other activities 1	• You should take into account any specific needs a child may have e.g. a child who has difficulty with fine motor skills will benefit from chunky crayons and paint brushes, large construction materials and puzzles with large pieces • Babies and children benefit most from toys aimed at their specific stage in development	• **Special needs**: a term used for children who need extra or different help to support their development • **3D (three dimensional):** a solid shape with height, length and depth	• You need to be able to explain what is important to consider when choosing a toy for a specific child • You may be asked to analyse a variety of toys for children ages five and under and link them to ages and stages of development	• You should now be able to describe what a 'toy's is
	Toys games and other activities 2	•	• **Small-world play**: where children play out their understanding of the world in miniature using model farms, railways etc	•	• You should be able to give ideas for choosing a range of toys suitable for different age ranges
	Toys games and other activities 3	• Provide plenty of different textures for children with limited vision. This will extend their learning experience.	• **Hand-eye coordination**: ability to manipulate something using vision to coordinate hands.	• You may be asked to suggest toys/activities that are suitable for children with special needs • You should be aware of how toys develop different skills for different age groups	• You should now be able to explain how toys and activities are important for children's development and give examples
	Toys games and other activities 4	• Children need clear, bold images that attract and keep their attention. Very young children need simple, short and repetitive stories.	• **Story sack**: a bag of toys, games and objects linked to a specific story • **Storyboards:** a sequence of visual images from a story set out by children as the story progresses	• You should be able to suggest a variety of books that will be suitable for certain ages and explain why they are appropriate	• You should now know why books are important and be able to describe what to consider when choosing a book

					• You should also know how to make a prop to support storytelling •
		Remember	**Key terms**	**Exam tips**	**Summary**
	Toys games and other activities 5	• Careful supervision will be very important if children are using hammers or glue	• **Household play:** play (safely) using everyday objects from around the home	• You should be able to explain how all the activities develop each area of learning • You should also be able to explain what household play is and give examples	• You should now be able to set up a range of play opportunities at home and explain how many everyday household objects can be successfully used for play
16th April	Technology and play 1	• Children need to become confident users of technology. They learn by doing and need technology that is relevant to their age and level of development. They learn through different levels of challenge • Children gain more from watching television or DVDs with an adult who talks with them about what they have seen, what might happen next, and who is able to answer their questions	• **Technology**: electronic programmes that make household and everyday items and toys work • **Programme**: the built-in instructions to a computer or object that make it work	• You could be asked to discuss the advantages and disadvantages of technology and play	• You should now be able to describe where technology can be found in the average home, and explain why technology is important to a young child's development • You should also be able to explain why it is better for children to watch television and DVDs with an adult rather than on their own
	Technology and play 2	• It is important that children only gain access to material suitable for their age and stage of development • Parental controls should always be used to restrict	• **Concept skills**: skills requiring thought and a range of ideas	•	• You should now be able to explain how computers can support development and learning

		children’s access to inappropriate material			

		Remember	Key terms	Exam tips	Summary
23rd April	Support for the parent and child Childcare provision	• Good childcare provision is not just about being in bright new buildings and having lots of toys. • It is the way the staff interact with and stimulate the children that makes it a good provision.	• **Childcare provision**: places and people who care for young children between birth and starting school. Provision can be in the home or in a group setting • **Setting**: a place that provides 'group' care for young children for example nurseries, crèches and pre-schools.	• Be clear about the reasons that parents might favour a particular childcare provision	• You should now be able to list and describe a range of childcare provision and explain what parents should look for when choosing care for their child
	In-home care Advantages	•	• **Childminder**: someone who takes children into their own home to look after them. They are registered and often have relevant qualifications. • **Nanny**: someone who cares for a child in the child's home, either daily or living with the family. They may or may not have relevant qualification. • **Au pair**: someone looks after a child in the child's home, usually while they are learning English. They are usually unqualified and inexperienced.	• You should be able to list a variety of 'in-home' care provisions and be able to suggest the advantages of each for the parent and child	• You should now be able to explain the advantages of different types of 'in-home' care.
	In-home car Disadvantages	• Au-pairs are usually young, untrained and inexperienced and should not be left to care for babies		• You should be able to list a variety of 'in-home' care provisions and be able to suggest the disadvantages of each for the parent and child	• You should now be able to explain the disadvantages of different types of 'in-home' care.
	Group care Advantages	•	• **Key person**: the member of staff in a childcare setting who builds up a relationship with and has particular responsibility for an individual child • **Child centred**: where the child's needs are central to what happens	• Link the importance of all areas of development with the experience of group care • Make sure you can describe the advantages of different types of 'group' care both for the child and parent	• You should now be able to describe the advantages of different types of 'group' care

		Remember	Key terms	Exam tips	Summary
	Group care Disadvantages	• There are advantages and disadvantages to every type of 'group' care. Parents need to choose what is best for them and their child	• **High staff turnover**: staff leave frequently and new staff arrive • **One-to-one care**: where a child gets individual attention from a carer	• Link the importance of all areas of development with the experience of group care • Make sure you can describe the disadvantages of different types of 'group' care both for the child and parent	• You should now be able to describe the disadvantages of different types of 'group' care
	Educational provision	• The practice guidance for the EYFS helps adults who work with children to support their learning and development	• **EYFS:** (Early Years Foundation Stage) a regulatory framework which all registered childcare providers need to follow • **Early years practitioner**: someone who works with and teaches early years children • **EYFS principles**: the four main themes of the EYFS (unique child, positive relationships, enabling environments, learning and development)	• You should be able to list and describe the main principles of the EYFS and the six areas of learning.	• You should now be able to explain the four main principles of the EYFS and also the six areas of learning. • You should also be able to give examples of how parents can help support their child within the EYFS
	Sure start and Bookstart	• Families can have many different needs and Sure Start helps them by providing a range of facilities in each of its centres • Bookstart aims to stimulate and develop children's interest on books and reading	• **Sure Start**: a government programme aiming to provide a good start in life for all children • **Bookstart**: an organisation that promotes the value of books and reading to families and children • **Bookstart and different needs**: a Bookstart initiative providing information on different types of books via the Bookstart website • **Bookstart Book Crawl**: a Bookstart scheme to encourage parents and children to use the library • **Booktouch:** a Bookstart pack for blind and partially sighted babies and children	• You should be able to discuss with examples why it is important to develop a child's interest in books • Ensure you can describe the value of Sure Start and Bookstart	• You should now be able to explain the main ways in which both Sure Start and Bookstart can support children and families.

		Remember	Key terms	Exam tips	Summary
30th April	The health visitor and social services	• Health visitors are highly skilled health professionals who are a major source of support to families of young children	• **Health visitor**: a qualified nurse with additional specialist health visitor training	• You should be able to describe the role of a health visitor and give examples of the support they provide	• You should now be able to explain the main role of health visitors in supporting families with young children
	Children with special needs	• There are many different types of special need. All vary in their severity and in what support is needed for the child and their family	• **Special need**: an identified and extra requirement that is need if a child is to reach their potential • **Mainstream:** a 'group' care setting or school for all children	• Make sure you can discuss the possible effects on a family with a child who has a special need	• You should now be able to list a range of different types of need and be able to describe some details about conditions seen quite commonly
	Families of children with special needs	• There are many forms of support available to children and parents. Assessment is an important part of the process in deciding what will be best for each child	• **Support:** a means of helping • **SENCO**: (special educational needs coordinator) someone who works with children and their teachers and families to ensure that the support the child needs is identified and provided • **Statutory assessment**: a detailed, multi-professional examination and assessment of a child	• You should be able to explain what sort of help and support is available for the families of children with special needs	• You should now be able to describe some of the services that can be provided to support children and their families
	Statutory requirements	• Only people with a criminal conviction will show up on a CRB check. It is important that you speak up if ever you have concerns about the behaviour of another adult	• **Ofsted**: (office of Standards in Education) a government body that registers, inspects, investigates and takes action against early years settings and childminders • **RIDDOR:** (Reporting of Injures Diseases and Dangerous Occurrences regulations) a set of regulations that workplaces must comply with that involves keeping records of accidents and illnesses	• You should be able to explain why it is important that care providers nurseries and primary school are regulated by Ofsted.	• You should now be able to explain some of the legal requirements for the education of under fives

7th May		Past papers – Short questions	**Key terms**		
14th May		Past papers - long answer questions	**Technical terms**		
21stmay		Past papers			
14th June	EXAM				