



Crucial Knowledge

Unit R059 Topic Area 1



Physical, intellectual and social developmental norms from 1-5 years

Know More	Remember More	Understand it	Apply it
<p>Developmental Norms</p> <p>Norms can also be referred to as milestones and looking at these helps to assess of a child is developing as expected. There are three development areas:</p> <ol style="list-style-type: none"> Physical Development Intellectual development Social development 	<ol style="list-style-type: none"> Physical development describes how the different muscles in the body move and work together. There are two aspects of physical development; Gross motor skills and fine motor skills. Intellectual development is the process by which children develop memory, and learn to think and solve problems. Social development describes how children get to know others and interact with them. 	<ol style="list-style-type: none"> Gross motor skills describe the control of large muscles in the body including arms, legs and trunk (body). Examples of gross motor skills are crawling, standing and walking. Fine motor skills involve the control of the small muscles in our hands, fingers and toes. Examples include using a pincer grasp which involves using the first finger and thumb to pick up an object to being able to use a knife and fork. There are different aspects of intellectual development: <ul style="list-style-type: none"> Language – How children learn to speak and listen Reading and writing – Involves making sense of how written symbols (letters of the alphabet) represent the sounds that form words. Communication – This is a two way process and is about how we send and receive messages. It includes not only language but body language such as gestures, facial expressions and whole body movements. Number skills – the development of number skills is a gradual process and will involve counting, thinking and reasoning. As skills develop it will include sorting, adding and subtracting. To develop socially, children learn a range of personal skills including: <ul style="list-style-type: none"> The ability to communicate with others - at 1-2 years they can relate to a parent or carer by listening and responding to body language, sounds and some spoken words. By 3-4 years they will have two-way conversations Acceptable behaviour – this is about developing manners such as asking before taking something or saying ‘please’ and ‘thank you’. Sharing and taking turns – at 1-2 years children want attention from parents or carers quickly so they can’t wait or take turns as they have not yet mastered the skills needed to wait and share. By 4-5 years they will play games where they take turns. Becoming independent and growing self-esteem – at 1-2 years children are totally dependent on parents/carers and do not see themselves as separate and independent individuals so have not developed their self-image (a sense of who they are). By 2-3 years they start to have an awareness and are becoming independent. Self image influences self-esteem which develops as a result of how children see themselves. By 3-4 years children will have clear likes and dislikes. 	<p>Create a timeline of developmental norms for each development area.</p> <p>Top Tips</p> <ul style="list-style-type: none"> Remember to include ages at which the development is expected. Focus on milestones in the development.



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<p>Holistic development</p> <p>This refers to how the child is developing as a whole person. It includes their physical, intellectual and social development.</p>	<p>The three areas of development are also interrelated (dependent on each other).</p> <p>Making progress on one area can support progress in others.</p>	<ol style="list-style-type: none"> Sequence of development – The developmental norms are always in the same order, and all children will reach the milestones in the same order, although not always at the same age. Children are unique – Although children follow the same developmental sequence, every child is unique and move along the development pathway at their own pace. Some children develop differently – Some children may have a developmental delay in all or some areas. It could be related to one or more of the following reasons: <ul style="list-style-type: none"> The environment (access to space and resources) Speech and language difficulties A physical disability A learning disability 	<p>Research how a speech and language disability could impact a child’s development.</p> <p>Top Tips</p> <ul style="list-style-type: none"> Remember to look at the three developmental areas as the disability could impact all areas. Use the internet to support your research, but remember to reference any material you use.



Crucial Knowledge

Unit R059 Topic Area 2



Stages and types of play and how play benefits development

Know More	Remember More	Understand it	Apply it
<p>The stages of play</p> <ol style="list-style-type: none"> Solitary Parallel Associate Cooperative 	<ol style="list-style-type: none"> This is the early stage of play up to 2 years of age. Children are engrossed in handling toys and exploring everything they find in the environment around them. At around 2 to 3 years children play alongside but not with other children. They become aware of what other children are doing and may copy them. This play happens around 3 to 4 years old and helps children to start building friendships. They may say what they are doing, share and swap toys. They may join the same activity but not really play together. This play happens around 4 to 5 years when children are making firm friendships as this play relies upon good communication, sharing and taking turns. Children will think about what to play and agree rules and goals. As they play they talk about their play. 	<ol style="list-style-type: none"> Examples of solitary play are playing with toy cars, taking objects out of and then putting back into a basket and banging pots and pans with a wooden spoon. Examples of parallel play are making a dough model but maybe sharing moulds and cutters. Complete a puzzle sitting next to others doing the same. Building sandcastles in a sand box alongside another child. Examples of associate play include riding around on wheeled toys or scooters using the same directions and actions but not discussing it. They may join in building with blocks but without making plans about what is being built. Examples of cooperative play include playing 'house' with each child playing a role as a family member. Playing a ball game where they have agreed turns and how to score. Deciding a model to build and which materials to use, with each child taking a part in making it. 	<p>Research a particular stage of play to find out more about it. Produce information in a format to share with parents.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Look at the key features at this stage of play. - Include photos showing examples of this type of play. - Use the internet to support your research, but remember to reference any material you use.



Crucial Knowledge Unit R059 Topic Area 2

Stages and types of play and how play benefits development

Know More	Remember More	Understand it	Apply it
<p>The types of play</p> <ol style="list-style-type: none"> 1. Manipulative play 2. Cooperative play 3. Imaginative play 4. Physical play 5. Creative play 	<ol style="list-style-type: none"> 1. In manipulative play children use their fine motor skills to move, turn and explore objects and toys. 2. This happens when two or more children play together for an agreed purpose such as playing board games. 3. Imaginative play happens when children act out their ideas. 4. Physical play is any kind of play that helps children develop their gross motor skills, so it involves climbing, running, kicking or throwing. 5. Creative play allows children to use their imagination to express their ideas. A child who is 1 may enjoy finger painting, whereas a child who is 3 may be able to paint a recognisable picture. 	<ol style="list-style-type: none"> 1. The resources and materials are dependent on their fine motor skills. A 4 year old will thread beads, but this activity would not be suitable for a 1 year old who does not have these fine motor skills yet, so they would hold a toy in their palm and turn and explore it. 2. The main features of cooperative play are: social interaction, agreeing goals, playing with rules and child led where the child decides what to play. 3. Children may role play everyday situations with friends such as shopping or being at the hospital. They may also act out imaginative experiences such as travelling into space. 4. A range of resources and activities can support physical play such as wheeled toys, digging, bean bags, skipping ropes and climbing frames. 5. Creative play can include art, modelling, collage, music and dance. 	<p>Research an activity that can be used in a nursery to promote one of the types of play.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Explain the activity and what it involves. - What resources are needed to support it



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Unit R059 Topic Area 2

Stages and types of play and how play benefits development

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<p>How play benefits development</p> <ol style="list-style-type: none"> Physical development Intellectual development Social skills Creative skills 	<p>Play allows children to develop and learn, have fun, relax, and be active.</p> <ol style="list-style-type: none"> Physical benefits include development of fine and gross motor skills, fitness and strength, as well as balance and coordination Intellectual benefits include mental stimulation, problem solving, and communication Social benefits include independence, confidence, sharing, self-esteem, and communication skills Play supports creative skills of 	<ol style="list-style-type: none"> Fine motor skills are small, delicate, manipulative movements made by the fingers. Gross motor skills are large movements made by the whole body. Hand-eye co-ordination: As children become more experienced in manipulating the objects they see (fine motor skills), their hand-eye co-ordination improves. Fitness and strength: Physical activity is vital to children’s health and well-being. Mental stimulation: Children can explore new ideas through play. They can also make discoveries, learn about the world, learn to understand concepts (ex. counting), develop awareness of mental processes (ex. reading), improve their attention span and develop memory. Problem solving: Children can experiment through play which makes learning a real and vivid experience. Communication: To encourage language development, children can also be encouraged to ask questions, listen, follow instructions, talk about their own experiences and ideas. Independence: Play can help children foster skills that support independence. When children play with their peers, they are independent from their parents or carers. Confidence & Self-esteem: Trying new activities and becoming increasingly independent helps build confidence. Having positive play experiences will have a positive effect on self-esteem. Play can also help children feel accepted, loved, and valued. Sharing: Working together helps foster sharing skills which are needed to behave in a socially acceptable way. Communication skills: Play promotes conversation, non-verbal communication, and social skills such as: taking turns, learning to follow rules, and learning to get along with others. 	<p>Research and explain a play activity that supports a child’s intellectual development</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Remember to consider all aspects of development. - Use research from reputable sources - Fully explain your ideas, using examples to help you describe the play activity and its benefits



Crucial Knowledge

Unit R059 Topic Area 3

Observe the development of a child aged 1 to 5 years

Know More	Remember More	Understand it	Apply it
<p>Methods of observation</p> <ol style="list-style-type: none"> Narrative Checklist Snapshot Time sample Participative Non-participative <p>Observation is the process of watching and recording a child's behaviour to assess and track their learning and development</p>	<ol style="list-style-type: none"> Narrative: A child's natural behaviour is observed for a set period of time or over timed intervals. Checklist: The observer looks for particular skills or reflexes and records the date they are seen. Snapshot: A spontaneous observation when the child is doing something of interest. Time sample: The child's activity is tracked over a set period of time, at set intervals. Participative: The observer deliberately interacts with the child. Non-participative: The observer does not interact with the child at all. 	<ol style="list-style-type: none"> Other adults will not lead or prompt the child but will respond if the child approaches them. The observer will write down everything they see and remain non-judgemental. Checklists are often used to assess a child's stage of development and to collect baseline data information. It is useful for observing babies and toddlers whose physical development will typically progress rapidly. Snapshot: This is a brief observation and may begin when a child shows a new skill or plays in a particular way. These build over time to document a child's development. Time sample: The observer decides on a period of time and record the child's behaviour at set intervals. Significant behaviours may occur between the set time intervals and these will not be recorded. Participative: The observer may ask the child to do certain things to see if they can manage particular milestone tasks. Alternatively, the observer might ask a child questions to check their understanding (ex. What happened then?) or for insight into their actions (ex. Why did you do that?). Non-participative: The observer will stay somewhere they can see the child well without the child realising they are being observed. It can be difficult to find a spot like this and there is a chance the child may not demonstrate the skills of behaviour that the observer wants to see. 	<p>Research one method of observation. What are the advantages and disadvantages?</p> <p>Top Tips</p> <ul style="list-style-type: none"> Remember to clearly define the method Consider how the method is used, what activities it is most suited for, and what it monitors best. Clearly explain your ideas, using examples to support your points.



Crucial Knowledge

Unit R059 Topic Area 3



Observe the development of a child aged 1 to 5 years

Know More	Remember More	Understand it	Apply it
<p>Methods of recording</p> <ol style="list-style-type: none"> Charts Written Child's work Photographs 	<ol style="list-style-type: none"> Charts are very user friendly and can record a lot of information quickly Written methods include as much detail as possible Examples of child's work can be kept as an accurate record of what they did during an activity. Photographs can record a snapshot of a child engaged in an activity. For example, a child smiling with friends could capture their confidence (social development) 	<ol style="list-style-type: none"> It's important to think about the type of information you need to collect when observing a child and why you want the information. This will help you selected the best method of observation and method of recording. Observations need to be completed regularly, and over time to show a child's 'learning journey' Photos, video recordings and observations must not be made without the written permission of a child's parents or carers. When you make a recording, it should only be used for the intended purpose, not passed on to others. The guardians of children have the right to decide what information is collected, recorded, and stored. When a practitioner first meets a child, observation is a good way to get to know them. Learning a child's preferences and character will help practitioners to establish good rapport and plan appropriate activities. 	<p>Research one method of recording. What are the advantages and disadvantages?</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Remember to clearly define the method - Consider how the method is used, what activities it is most suited for, and what it monitors best. - Clearly explain your ideas, using examples to support your points.



Crucial Knowledge

Unit R059 Topic Area 4



Plan and evaluate play activities for a child aged 1 to 5 years

Know More	Remember More	Understand it	Apply it
<p>Plan an activity</p> <ol style="list-style-type: none"> 1. Chosen activity 2. Reasons for choice 3. Developmental area 4. Aims 5. Timing 6. Safety considerations 7. Appropriate resources 8. Introducing the activity 	<ol style="list-style-type: none"> 1. A brief description of the should be provided 2. The reasons for choice records the relevance of the activity 3. Development Area: Physical, Intellectual, Social, Creative 4. The aims are the purpose of the activity and how the children are expected to benefit from taking part 5. Timing is basic information about how long it will take to prepare an activity, carry it out, and clear away afterwards 6. Child safety, including risk assessments, must be considered as part of any activity plans. 7. Appropriate resources are all the resources required for the activity. These should be child-friendly (ex. No sharp edges) 8. Children need to know what to do in order to engage with the activity. You will need to outline or explain the activity when you first introduce it 	<ol style="list-style-type: none"> 1. Chosen Activity: Staff need to be able to know what is happening at a glance. This should be clear and specific 2. Reasons for choice: This is an explanation of the link between the activity and the development area it promotes. This can also explain why the activity is relevant to a child. 3. Developmental area: This should be the primary developmental area. Play activities often promote more than one area, but when planning, practitioners should focus on one area only. 4. Aims: It is important to think carefully about the aims. Plans should include or more clearly stated aims. 5. It is important early years setting have routines so children don't feel rushed or under pressure. Double-check that you are being realistic about timings at the planning stage and ask someone to check over your timings if you are unsure. 6. Ask yourself: Is the area to be used safe? Is there appropriate supervision available? Are the recourses child-friendly? Is the environment/working area clean? 7. Check that these will be available for use at the right time and ensure safety considerations are acted upon. 8. It helps to think about the child's experiences. Has the child taken part in this type of activity before? Are they familiar with the resources? Do they have the skills needed to carry out any independent tasks? 	<p>Research play activities that supports a child's physical development and select one activity. Explain why you have selected this activity and why it is beneficial for children.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Remember to consider all aspects of development. - Consider the aims of the activity - Consider safety considerations, timing, and appropriate resources



Crucial Knowledge

Unit R059 Topic Area 4



Plan and evaluate play activities for a child aged 1 to 5 years

Know More	Remember More	Understand it	Apply it
<p>Evaluating plans for play activities</p> <ol style="list-style-type: none"> Using feedback from others Using self-reflection Were the aims met? Successes and strengths/weaknesses Changes or recommendations to improve activity and planning 	<ol style="list-style-type: none"> Evaluating activities is the process of thinking about how effective it was. You need to identify what works well and what can be improved so you can provide higher quality activities in the future and be as effective as possible in your role. Focus on answering the key question: How well did the activity meet the aims? 	<ol style="list-style-type: none"> Gather evidence: observations made at the time, feedback from parents/carers and/or from other practitioners, and evidence from children Review the evidence to refresh your memory Identify the strength and weakness of the activity. Reflect on how well you planned it and how successful it was or wasn't to help you improve the activity for the future. Suggest ways you could improve next time. This should be a very positive part as you will start to see how you can make the activity the best it can be. Consider improvements that others (such as parents or carers) have suggested as well as your own ideas. Sum up by drawing conclusions. Taking into consideration all of the strengths and weaknesses you identified, how effectively overall were the aims of the activity met? Consider whether it is worth repeating the activity with the improvements or if, taking everything into consideration, it might be best to think of a new activity to meet the aims. Think about how you can apply the things you've learned as a result when you plan other, different activities. 	<p>Evaluate a task from your coursework.</p> <p>Top Tips</p> <ul style="list-style-type: none"> - Review the task. What were the requirements? What did you need to achieve? - What were your strengths? Weaknesses? - What would you change or improve? - What advice would you give to other students?