Unit 1: Understand Children's Early Years Education and Development

Unit reference number: D/506/1231

QCF level: 3

Credit value: 9

Guided learning hours: 43

Unit aim

This unit is aimed a learners who work in Early Years. This unit provides knowledge and understanding of how children from birth **up to 8 years** develop*, including underpinning theoretical perspectives. The unit also includes actions taken when differences in development are identified and the potential effects of transitions on children's development. It also includes how to support children through transitions in their lives.

This unit contains the underpinning knowledge for several of the mandatory units. As such, Pearson recommends that this unit should be delivered first.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/ evidence requirements

* **Up to 8 years** is defined as up until, but not including the child's eighth birthday.

- LO 1: **Children's development** must include the following:
    - cognitive
    - speech, language and communication
    - literacy and numeracy
    - physical
    - emotional
    - social
    - neurological and brain
- AC 1.3: **Holistic development** must include the following:
    - Speech, language and communication
    - personal, social and emotional
    - physical

- LO 5: **Transitions and significant events** must include the following:

  – moving to school

  – starting and moving through day care

  – birth of a sibling

  – moving home

  – living outside of the home

  – family breakdown

  – loss of significant people

  – moving between settings and carers

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Understand patterns of **children's development** from birth up to 8 years	1.1	Explain expected **children's development** from birth to 5 years	• Cognitive, neurological and brain development: makes simple associations, memory, categorising objects • Speech, language and communication: recognition, listening, responding, making noises, responding to own name, • Literacy and numeracy: putting words together, using sentences, picture recognition, interest in stories and rhymes, • Physical: mobility, coordination, balance, gross/fine motor skills, potty training, developing drawing/painting skills, using a knife and fork, growth, strength • Emotional: attachment, developing likes/dislikes, • Social: social skills developing, personal identity, confidence increasing

Learning outcomes	Assessment criteria	Unit amplification
	1.2 Explain expected **children's development** from 5 up to 8 years	• Cognitive, neurological and brain development: categorise and sort objects according to multiple features, understand rules, understand point of view • Speech, language and communication: thinking; able to follow instructions; can use language in different ways; speech is easily understood; knows left and right; understands concepts such as tomorrow, yesterday; can distinguish between fantasy and reality • Literacy and numeracy: can count; uses well-formed sentences; can tell the time/count money; can read on their own; • Physical: growth speeds up; developed fine motor skills; muscle coordination; permanent teeth appear; can copy complex shapes • Emotional: confidence; personal identity; perception; independence; aware of own feelings; self-concept • Social: can play cooperatively; competitive spirit; longer attention span; forming a sense of humour
	1.3 Explain the importance to children's holistic development of: • Speech, language and communication • Personal, social and emotional development • Physical development	• Areas interlinked; co-dependent; milestones; independence; self-esteem; educational needs; preparation for future; growth • Speech, language and communication: socialisation; needs; preferences; feedback; praise; achievement • Personal, social and emotional development: confidence; self-esteem; self-worth; interaction; friendships; peers; encouragement; guidance • Physical development: skills; mobility; exercise; well-being; health; motor skills; sensory abilities

Learning outcomes	Assessment criteria	Unit amplification
	1.4 Analyse how children's learning and development can be affected by: • personal factors • external factors	Personal factors: • Causes: encouragement; limited resources; ineffective role models; lowered expectations • Effects: attention seeking; positive/negative impact of experiences; need for reassurance; anxiety; attachment; loss; impact on social skills; stress; separation anxiety; insecurity; poor attention span; poor self-concept; behaviour; motivation External factors: • Causes: decreased access to resources/services; ill health; limited support; limited opportunities; less choice; influence of others; lack of consistency in education; development not monitored effectively • Effects: slowing up of development; poor communication skills; low self-image; loss of independence; failure to grow, thrive and develop; loss of socialisation; dependence
	1.5 Describe how atypical development may impact on areas of development	• Physical development: impact of one area of development on others; health status; services accessed; slower/faster rate of development • Communication development: social exclusion; support needs; one area developing more quickly than others; anxiety; behaviour; rate of development
	1.6 Analyse how children's learning and development can be affected by their stage of development	• Rate of development; milestones reached; impact on other areas of development; sequence; bonding; attachment; personal identity; self-concept
	1.7 Evaluate how interventions can promote positive development	• Assessment; observation; referral; service provision; monitoring; achievement; stage/milestones reached; specialist support; gain confidence; progress with appropriate support in place; communication development; self-concept; motivation; opportunities

Learning outcomes	Assessment criteria		Unit amplification
2 Understand evidence based approaches to child development	2.1	Explain how babies and children learn and develop	• Use of senses; continuous interaction; observation; communication; exploration; resources; activities; play; relationships; socialisation; support; guidance; attachment; modelling
	2.2	Evaluate theories and models of child development	• Sigmund Freud: the importance of childhood events and experiences • Erik Erikson: a stage theory of development, encompassing human growth throughout the entire lifespan • John Bowlby proposed that early relationships with carers play a major role in child development and continue to influence social relationships throughout life • Jean Piaget: identified that children think differently to adults and proposed a stage theory of cognitive development • Albert Bandura proposed the 'modelling' or social learning theory • Lev Vygotsky believed that children learn actively and through hands-on experiences: sociocultural cognitive theory • BF Skinner believed that children learn through experience or conditioning. A child will learn if they are rewarded for their behaviour • Ivan Pavlov: classical conditioning • Urie Bronfenbrenner: ecological systems theory • Howard Gardner: multiple intelligences theory • Information-processing theory • the Reggio Emilia Approach: a progressive model of early care and education practice and curriculum
	2.3	Explain how to apply theories and models of child development to support children's development	• Behaviour analysis; observation; assessment; structure; intervention; referral; effective communication; partnership working; evaluation; the environment; planning; consultation resources; referral

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Evaluate how evidenced based approaches can inform own practice	• Currency of practice; consistency; review; planning; areas for development; use of interventions/strategies; safety of practice; utilising research findings; evaluation of practice; effectiveness of interventions; risk assessment

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the significance of attachment to children's development	3.1	Explain theories of attachment	• John Bowlby's Theory of Attachment • Mary Ainsworth-attachment behaviour • Hazan and Shaver: the applicability of attachment theory to adult relationships • Main and Solomon's attachment style called disorganized-insecure attachment based upon their own research
	3.2	Explain why positive attachment is important for children	• Security; confidence; self-concept; supports development; secure attachment; self-regulation; needs met; sense of competence; positive view of the world; high self-esteem
	3.3	Analyse the impact on children of not forming positive attachments	• Anxiety; lack of self-affirmation; negative view of the world; lack of trust; low self-esteem; wary of strangers; developmental delay; future development; opportunities
	3.4	Analyse strategies for promoting positive attachments	• Effective communication; interaction; openness; being responsive to needs; nurturing; understand individuality; consistency; continuity; socialisation; contact; reliability; trust; expectations; observation; importance of key person scheme

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to support children's speech, language and communication	4.1	Identify the communication development needs of children from: • Birth to 2 years • 2 to 5 years • 5 up to 8 years	• Birth to 2 years: interaction; talking; listening; use of soothing voice; normal language; responding; encouraging speech; use of hand gestures; board/cloth books; socialisation • 2 to 5 years: reading; writing; talking; listening; interaction; books; naming objects; encouraging drawing; socialisation; feedback • 5 up to 8 years: modelling; interaction; more advanced games/reading; active listening; use of questioning; guidance; socialisation; feedback
	4.2	Explain early intervention criteria	• Stages; observations; assessment; diagnosis; reference based; standards; guidance; collaboration; specialist interaction
	4.3	Explain how multi-agency teams work together to support speech, language and communication	• Resourcing; sharing expertise; outcomes; planning; assessment; review; monitoring; evidence-based practice
	4.4	Explain systematic synthetic phonics associated with reading	• Goes from simple to more complex; the correspondences between sounds (phonemes) and letters; grasp of basic workings then move on to greater detail; orderly teaching framework through which children develop phonic knowledge and skills; identify and blend different letter sounds and letter combinations together to make a word; word recognition skills; fluency of reading
	4.5	Evaluate strategies for developing early literacy and mathematics	• Literacy: writing; songs; dance; planning; preparation; activities; resources; books; drama; music; reading; role play • Mathematics: activities; resources ; environment; review; evaluation; counting; games
	4.6	Explain how play and activities support speech, language and communication development	• Engagement; interaction; interlinked; socialisation; learning; planning; monitoring; assessment; confidence; motivation; achievement; self-esteem

Learning outcomes	Assessment criteria		Unit amplification
5 Understand how **transitions and significant events** affect children's lives	5.1	Analyse the potential effect that **transitions and significant events** have on children	• Transitions and significant events: moving to school; starting and moving through day care; birth of a sibling; moving home; living outside of the home; family breakdown; loss of significant people; moving between settings and carers • Anger; crying and tearfulness; clinginess; need for affection; withdrawal; unreasonable behaviour; regression in behaviour; difficulty sleeping; loss of appetite; loss of motivation; lack of concentration; self-harming; withdrawal; avoiding social contact; low self-confidence and self-esteem; strained relationships; anxiety; confusion
	5.2	Explain how to prepare and support children through **transitions and significant events** in their lives	• Open communication; discuss what is happening; focus and give opportunities for communication; routines that reassure; visits that help children be familiar with places they'll be attending; encourage questions
	5.3	Explain the effect on children of having stable relationships during periods of **transition**	• Confidence; less anxiety; resilience; motivation; focus; acceptance; development; communication

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Information for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of what early years education and development is. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of how children from birth up to 8 years develop, including underpinning theoretical perspectives. The unit also includes actions taken when differences in development are identified and the potential effects of transitions on children's development as well as how to support children's through transitions in their lives.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for early years education and development.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could be delivered through a taught session on patterns of children's development from birth up to 8 years and the importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development. Using case study material learners could carry out an analysis of the impact personal and external factors can have on children's learning and development. Learners could also use the material to explore how atypical development and stage of development impacts on development, evaluating how interventions can promote positive development.

Learning outcome 2 could be delivered by a guest speaker and question and answer session. This should include evidence based approaches, how babies and children learn and develop and theories and models of child development. In addition learners should discuss in groups how to apply theories and models of child development to support children's development. Finally, using note from the presentation, learners are required to carry out an evaluation of how evidenced based approaches can inform their practice.

Learning outcome 3 could comprise of group work using case studies to support understanding of the significance of attachment. Learners should also explore theories of attachment, strategies for promoting positive attachments and why positive attachment is important for children. The impact on children of not forming positive attachments should also be discussed.

Learning outcome 4 could be delivered through a taught session relating to how to support children's speech, language and communication and the communication development needs of children from birth to 2 years, 2 to 5 years and 5 up to 8 years. Group work could facilitate the exploration of early intervention criteria. Holistic development is important for children and learners should explore how multi-agency teams work together to support speech, language and communication.

A guest speaker could be invited to talk about systematic synthetic phonics associated with reading and strategies for developing early literacy and mathematics. This should link to how play and activities support speech, language and communication development.

Learning outcome 5 could be delivered through a taught session focussing on how transitions and significant events affect children's lives. Case study material, used in group work, could be used to enable learners to gain an understanding of how to prepare and support children through transitions and significant events in their lives. Lastly learners should use the case study material to explore the effect on children and young people of having stable relationships during periods of transition.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria in this unit is through centre devised assessment materials and professional discussion. Opportunities exist for assessment to include: the use of research, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each criterion, but a holistic approach can be taken to each learning outcome and potentially for the unit as a whole.

Evidence for this unit could be presented in a variety of ways. Below are suggestions for evidence.

Learning outcome 1: using notes from the taught input, evidence could be in the form of a guidance document explaining the expected patterns of children's development from birth up to 8 years and the importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development. The document should include how children's learning and development can be affected by personal factors and external factors and how atypical development can impact on development. Learners should also include information on how children's learning and development can be affected by their stage of development and individual circumstances and how interventions can promote positive development.

Learning outcome 2: evidence could be in the form of learner responses to the case study to include an explanation of how babies and children learn and develop; using theories and models of child development. Notes from the guest speaker session and question and answer session could be used to inform content. The case study could also ask learners to explain how theories and models are applied to support development and how evidenced based approaches can inform their practice.

Learning outcome 3: notes from the case study activities could inform the preparation of a seminar to deliver to staff explaining theories of attachment, strategies for promoting positive attachments and why positive attachment is so important. To include hand-outs analysing the impact on children of not forming positive attachments.

Learning outcome 4: evidence could be in the form of an article for the company magazine that explains the communication development needs of children from birth to 8 years, supported by session notes. The article will include early intervention criteria and explain early intervention criteria. Learners should also include in their article the importance of holistic development for children. The article could be accompanied by a frequently asked questions section explaining the workings of multi-agency teams supporting speech, language and communication, systematic synthetic phonics associated with reading and an evaluation of strategies used for developing early literacy and mathematics and how play and activities support speech, language and communication development.

Learning outcome 5: using notes from the taught session, evidence could be in the form of a presentation to demonstrate understanding of transitions and significant events and how they affect children's lives. Learners should include an analysis of the potential effect of a transition or significant event on children and, in order to combat this, the preparation and support children might need through transitions in their lives. This will also highlight the effect of having stable relationships during periods of transition.

Suggested resource

Textbooks

Brown S, Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul (J P Tarcher/Penguin Putnam 2010) ISBN 978-1583333785

Else P, *The Value of Play* (Continuum International Publishing Group Ltd. 2009) ISBN 978-0826495655

Lindon J, *Understanding Child Development* (Hodder Education 2012) ISBN 1444167189 ISBN-13: 978-1444167184

Meggitt, C, *Child Development, an Illustrated Guide 3rd edition with DVD* (Pearson Education 2012) ISBN 0435078801

Minett, P, *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

Trodd, L, *Transitions in the Early Years: Working with Children and Families* (Sage 2012) ISBN 9781446249789

Journals and/or magazines

Common Threads- www.commonthreads.org.uk/

Early Years Educator www.earlyyearseducator.co.uk/

Nursery World www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Websites

www.4children.org.uk - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk - Barnardo's works to transform the lives of vulnerable children and young people

www.ncb.org.uk/cpis - Children's Play Information Service

www.education.gov.uk/childrenandyoungpeople - The Department of Education is committed to providing high-quality early education and support for parents, children and young people.

www.early-education.org.uk - Early Education believes every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances

www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families

www.ncb.org.uk - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.