

Level 3 Diploma in Children’s Learning & Development (EYE)

ASSIGNMENT TITLE: Unit 1 – Understand Children’s Early Years Education & Development

Student Name:

Declaration of Authenticity:

Signed:

Unit No & Title: Unit 1 – Understand Children’s Early Education & Development

Start Date:

Deadline (1):

Internal Verifier: Sandra Hardy

Re submission deadline (2):

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.

Scenario: You have been given the task of leading colleagues in the delivery of the Early Years Foundation Stage at Little Stars Day Nursery. To ensure all colleagues have the same level of knowledge and understanding about children’s early years education and development you are going to produce resources to be used as an information base for all practitioners.

Learning Outcome Unit 1	Assessment Criteria
<p>1 Understand patterns of children’s development from birth up to 8 years</p>	<p>1.1 Explain expected children’s development from birth to 5 years</p> <p>1.2 Explain expected children’s development from 5 up to 8 years</p> <p>1.3 Explain the importance to children’s holistic development of:</p> <ul style="list-style-type: none"> • Speech, language and communication • Personal, social and emotional development • Physical development <p>1.4 Analyse how children’s learning and development can be affected by:</p> <ul style="list-style-type: none"> • personal factors • external factors

	<p>1.5 Describe how atypical development may impact on areas of development</p> <p>1.6 Analyse how children’s learning and development can be affected by their stage of development</p> <p>1.7 Evaluate how interventions can promote positive development</p>
<p>2 Understand evidence based approaches to child development</p>	<p>2.1 Explain how babies and children learn and develop</p> <p>2.2 Evaluate theories and models of child development</p> <p>2.3 Explain how to apply theories and models of child development to support children’s development</p> <p>2.4 Evaluate how evidenced based approaches can inform own practice</p>
<p>3 Understand the significance of attachment to children’s development</p>	<p>3.1 Explain theories of attachment</p> <p>3.2 Explain why positive attachment is important for children</p> <p>3.3 Analyse the impact on children of not forming positive attachments</p> <p>3.4 Analyse strategies for promoting positive attachments</p>
<p>4 Understand how to support children’s speech, language and communication</p>	<p>4.1 Identify the communication development needs of children from:</p> <ul style="list-style-type: none"> • Birth to 2 years • to 5 years • 5 up to 8 years <p>4.2 Explain early intervention criteria</p> <p>4.3 Explain how multi-agency teams work together to support speech, language and communication</p> <p>4.4 Explain systematic synthetic phonics associated with reading</p> <p>4.5 Evaluate strategies for developing early literacy and mathematics</p> <p>4.6 Explain how play and activities support speech, language and communication development</p>

<p>5 Understand how transitions and significant events affect children's lives</p>	<p>5.1 Analyse the potential effect that transitions and significant events have on children</p> <p>5.2 Explain how to prepare and support children through transitions and significant events in their lives</p> <p>5.3 Explain the effect on children of having stable relationships during periods of transition</p>
<p>CROSS-REFERENCING</p>	

TASK ONE - Produce a display or booklet for your setting that gives clear information on ages and stages of a **child's development**. You must clearly explain the expected sequence of development for children 0-8 years including:

Cognitive, neurological and brain development

Speech, language and Communication development

Literacy and numeracy development

Physical development

Emotional Development

Social Development

(LO1 A.C. 1.1, 1.2)

(Cross Ref Unit 10 1.2)

You should explain how the holistic nature of development can impact children's development and how these are interlinked. You may use photographs from magazines and journals to illustrate your points. (LO1 A.C. 1.3)

Expand your booklet/display to include

Personal and external factors that can impact development. Choosing at least 2 causes and effects for each analyse how children's learning and development can be affected. (LO1 A.C. 1.4, 1.6)

You should describe how atypical behaviour may impact on areas of development and analyse how children's learning and development can be impacted by their stage of development. (LO1 A.C. 1.5) (Cross Ref Unit 4 7.1)

Evaluate 3 examples of interventions that can be used in practice to promote positive development and how this is achieved. (LO1 A.C. 1.7)

TASK TWO - Produce a guidance booklet or power point presentation that can be used as an information resource for colleagues.

Start by explaining how babies and children learn and develop. You should include at least 4 examples such as use of sense, socialisation, and exploration. (LO2 A.C. 2.1)

Identify theories and models of child development eg, social learning theory, classical conditioning, behaviourists. (Cross Ref Unit 10 1.1)

Evaluate the approaches of at least 4 of these and explain how these are applied to support children's development in practice. (LO2 A.C. 2.2, 2.3) (Cross Ref Unit 10 1.1)

Explain what is meant by evidence based approaches and evaluate how these can inform you own practice. (LO2 A.C. 2.4)

You may wish to draw on relevant examples from your own experience to support your work.

TASK THREE - Produce a power point presentation that can be shared with colleagues during an in house training session that develops understanding of speech, language and communication needs of children.

Your power point presentation should include the following.

An explanation of the communication development needs of children 0-8 years. (LO4 A.C. 4.1)

Give examples and evaluate types of activities for each age group that you could use to support children's speech, language and communication development and how they do this. Examples you provide should include those to develop early literacy and mathematic skills in children. You must consider the role you play in this in addition to the resources provided. (LO4 A.C. 4.5, 4.6)

Provide a detailed explanation about systemic synthetic phonics and how the early development of this can be supported in the early year's environment to help children with the skills for school readiness. (LO4 A.C. 4.4)

Conclude your presentation with explaining strategies for early intervention identifying difficulties in children's speech, language and communication. Explain the strategies you can use to support a child including the use of external agencies. (LO4 A.C. 4.2, 4.3)

(Cross Ref Unit 4 7.1/7.3)(Unit 3 4.5)

TASK FOUR - Produce an information booklet that shows what you have learnt from researching how your setting helps children build secure attachments and manage transitions.

List the strategies used by the setting to aid the settling in process and help children who are new to the setting form positive attachments. (LO5 A.C. 5.2)

Give 3 examples of other transitions children may experience in their lives and analyse strategies that could be used to help children to manage these transitions and form positive attachments. (LO3 A.C. 3.3, 3.4, LO5 A.C. 5.2)

Find out from your setting how they prepare children to move on to school and list the strategies they use in your information booklet. (LO5 A.C. 5.2)

Explain why children need stable relationships to help them manage the transition and how important the key person approach is during this time. Ensure you identify why positive attachments are important for children. (LO3 A.C. 3.2, LO5 A.C. 5.3)

Analyse the impact on children who do not make positive attachments or manage transitions well. (LO3 A.C. 3.3, LO5 A.C. 5.1)

Expand your information booklet to include the following:

Theories of attachment giving at least 3 different theoretical perspectives. (LO3 A.C. 3.1)

TIPS FOR COMPLETION

Task 1

Complete the booklet as stated in the assessment plan, you may use photographs to support your facts.

Things to include:

Personal (Health, disability, Pre and post Birth experiences) external factors (Poverty, community, environment)

Importance of holistic development

Interventions

Task 2

Guidance booklet or power point on how children play and learn

Things to include:

Choose 4 theorists, identify and evaluate how they have impacted the setting

Draw on your own experiences

Task 3

Power point

X Ref: 1.1, 1.2

Things to include:

Systematic synthetic phonics

Examples of activities: Puppets, singing, stories, outdoor activities

Please ensure that all of your work is written in full, grammatically correct sentences. If you choose to include graphs and charts in this work then please ensure they are correctly labelled. Ensure that you include a bibliography and follow the Harvard referencing system for all the sources you have used to gain your information for this assignment.

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

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.

www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf - Provides guidance on different stages of development.

www.foundationyears.org.uk/files/2011/10/SEAD_Guidance_For_Practioners.pdf - This is a guide to how children develop socially and emotionally with case studies and examples.

www.livestrong.com/article/151037-stages-of-psychological-development-in-a-child/ - Guidance on ages and stages and different theorists.