



## CACHE Level 2

# The Developing Child 0-5 years



Name: \_\_\_\_\_

# CACHE



## Revision booklet

- Within this booklet are sheets and tasks for you to complete to help you prepare for your exam. Use your folders and the coursework you have completed so far (printed) to help you revise the sections.

### Sections in this booklet

1. Different types of provision
2. Roles of a practitioner within a setting
3. Issues to consider when attending a placement
4. Development (PILES)
5. Observation methods

The exam will be multiple choice questions. You will be asked one question and given 4 answers to choose from - more than one answer could be correct so make sure you choose the answer that is **MOST LIKELY** or **BEST FITTING**.

Try and get the booklet completed as it will help you for your exam but as long as you have tried on every task you will not receive a detention. **Failure to attempt tasks or hand in the booklet = detentions with me after school to complete this before your mock.**



## Important Milestones: 2 Months

### Social and Emotional

- Begins to smile at people
- Can briefly calm herself (may bring hands to mouth and suck on hand)
- Tries to look at parent
- Language/Communication
- Coos, makes gurgling sounds
- Turns head toward sounds



### Intellectual (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

### Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

### Vision

- Colour differences become clearer to babies, and they start to distinguish between colours. They will still prefer bright primary colours and clear, bold designs and shapes but they can now see around 60cm from their face. Encourage babies by showing them bright pictures.

### Hearing

- At 2 months old babies hearing will be becoming a better listener and they will be able to differentiate between voices they've heard more frequently. Regularly talking (or singing) to babies is a great way to get them used to your voice and also a way to sooth and calm them as they become more familiar.

### Motor skills at two months old

- Kicking and waving  
Your baby's movements are becoming less jerky and slightly more co-ordinated. They start to love kicking out when lying down, which is great



exercise and helps strengthen their legs. They may also wave their little fists in excitement. At least we hope it's excitement.

- Pushing up and rolling  
Your baby may have enough neck muscle power to hold their head up for short periods when they're lying on their tummy or on your shoulder – but not for long. You might find your baby is now rolling around more. They won't yet be able to fully roll onto their front (although that will come soon!) but you'll still want to keep an eye on them if you have them elevated e.g. during a nappy change.
- Grasping and unclasp ing  
Your baby was born with a grasping reflex, but they don't yet know how to let go of things – which is why long-haired mums better be prepared for some painful moments. Around now you may notice them unclasp ing their fists and trying to wave them.

#### Drooling

- They won't yet be teething, but you might notice that your baby is starting to drool more (and making a bit of a mess!), as their salivary glands develop. Fear not though, their drool actually contains a lot of bacteria killing enzymes so it's no bad thing to get it on their toys or other surfaces they're interacting with.

## What Most Babies Do at this Age:

### Social/Emotional

- Begins to smile at people
- Can briefly calm himself  
(may bring hands to mouth and suck on hand)
- Tries to look at parent

### Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

### Cognitive (learning, thinking, problem-solving)

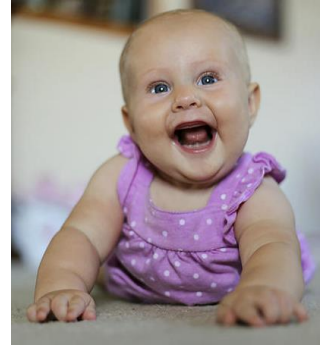
- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

### Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs



## Important Milestones: 4 Months



### Social and Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

### Language

- Begins to babble
- Babbles with expression and copies sounds he hears
- Cries in different ways to show hunger, pain, or being tired
- Listens, imitates sounds
- Reacts to the tone of somebody's voice
- Begins to use vowels, consonants and syllable sounds

### Intellectual

- Let's you know if he is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Uses hands and eyes together, such as seeing a toy and reaching for it
- Follows moving things with eyes from side to side
- Watches faces closely
- Better coordination

### Movement/Physical Development

Gross:

- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- May be able to roll over from tummy to back
- Can hold a toy and shake it and swing at dangling toys
- Brings hands to mouth
- When lying on stomach, pushes up to elbows

Fine:

- Rolls over from back to side
- Reaching for objects
- Holds their head up when pulled to sitting position



## Important Milestones: 6 Months

### Social and Emotional

- Baby can begin to feed themselves using their fingers
- Become more wary of strangers
- May offer toys to somebody
- May show distress when their mother leaves

### Language

- Babble becomes tuneful
- Can begin to understand words such as 'up' and 'down'
- Repeats sounds

### Intellectual

- Understands signs e.g. the bib means food is coming
- Fascinated by how objects move

### Movement/Physical Development

Gross:

- Roll from front to back
- May attempt to crawl but will slide backwards
- May grasp feet and place them in their mouth
- Sit without support for longer periods of time

Fine:

- Very alert to people and objects
- Beginning to use **pincer grasp** (index finger and thumb).
- Transfers toys from one hand to the other
- Everything explored by putting it in their mouth.





## Important Milestones: 9 Months



### Social and Emotional

- Baby now more aware of other people's feelings, e.g. may cry because sibling is crying
- 'Stranger fear'
- Enjoys songs and action rhymes
- Still likes to be near a familiar adult
- Can drink from a cup with help
- Will play alone for longer periods of time
- Shows definite likes and dislikes

### Language

- Begin to follow simple instructions e.g. kiss teddy
- Babble begins to become expressive e.g. making their voices go up/down as adults do when communicating
- Starts to understand what words stand for people/objects

### Intellectual

- The baby is beginning to develop images
- Memory is starting to develop, the baby can begin to remember things from the past
- Some understanding of daily routines e.g. feeding
- The baby imitates sounds, gestures and tempers.

### Movement/Physical Development

Gross:

- Will now be mobile, may be crawling/bottom-shuffling
- Sit up on their own
- Lean forward to pick something up
- May crawl upstairs
- May bounce in rhythm to music

Fine:

- Pick things up and pull them towards them
- May point to wanted items
- Imitate adults actions
- May throw toys deliberately



## Important Milestones: 1 Year

### Social and Emotional

- Peek-a-boo games are fun
- Looks at themselves in a mirror
- Imitates other people – clapping, laughing
- Cooperates whilst being dressed

### Language

- Begins to talk with words or sign language
- Picture books are interesting
- Begins waving their arms up and down – this could mean ‘I like it’ or ‘start again’
- Communication is becoming more two-way now. If you ask him where his nose is, he may be able to point to it.
- As their understanding is growing they may start to learn manners

### Intellectual

- Understands the names of objects
- Can follow simple instructions
- Beginning to learn things through trial and error
- Often ‘talks/babbles’ to themselves whilst playing

### Movement/Physical Development

Gross:

- Able walk, with feet wide – may be a bit wobbly!
- Starting to manage stairs and steps
- Can get to standing without help from furniture or people
- Kneel, squat, climb and carry things

Fine:

- Build with a few bricks
- Holds a crayon
- Point to desired objects
- Uses pincer grasp to pick up small objects
- Beginning to scribble







## Important Milestones: 2 Years

### Social and Emotional

- Curious about their environment
- Pretend play develops rapidly when an adult encourages it
- Can begin to say how they are feeling, but may become frustrated when unable to express themselves
- Begin to play more with other children – but still may not share their toys.

### Language

- Rapidly becoming competent speakers
- Calls themselves by their name
- Beginning to say phrases such as 'doggie-gone'.
- Can follow simple instructions
- Increasingly wants to share songs, dance, conversation and rhymes.

### Intellectual

- Improved memory skills
- Can often name/match up to three colours
- Beginning to understand cause and effect (for example if they drop something it could break)

### Movement/Physical Development

Gross:

- Very mobile and can run safely
- Climb onto furniture
- Walk up and down stairs (usually 2 feet to a step)
- Tries to kick a ball with some success but can't catch yet.

Fine:

- Can draw circles, lines and dots
- Pick up tiny objects using fine pincer grasp
- Build a tower of 6 or more blocks
- Enjoys picture books and turns pages singly





## Important Milestones: 3 Years

### Social and Emotional

- Pretend play begins to develop theory of mind (thinking how others think and feel)
- Gender role (e.g. blue = boys)
- Child makes friends and is interested in having friends
- Learns to negotiate, give and take
- Easily afraid, e.g. of the dark

### Language

- Beginning to use plurals, pronouns, adjectives, tenses, etc
- May say 'I goed there' instead of I went there
- Loves to chat and ask questions
- Enjoys much more complicated stories and asks for favourite ones over and over again
- May stutter when speaking as their thinking is going faster

### Intellectual

- Enjoys pretend play
- Takes part in non-competitive games
- Represents events through drawing
- Writing is 'pretend' writing
- Fascinated by cause and effect – always trying to explain what goes on in the world
- Can identify common colours

### Movement/Physical Development

Gross:

- Can jump from a low step
- Can walk backwards and sideways
- Stand and walk on tiptoes and stand on one foot
- Good spatial awareness
- Can ride a tricycle using pedals
- Can climb stairs with one foot on each step

Fine:

- Build tall towers of bricks or blocks
- Control a pencil using thumb and first 2 fingers
- Enjoys painting with a large brush
- Use scissors to cut paper
- Can copy shapes such as a circle





## Important Milestones: 4 Years

### Social and Emotional

- Child likes to be independent
- Shows a sense of humour
- Can dress or undress themselves – except for laces/buttons
- Can wash and dry their hands
- Can brush their teeth



### Language

- Child asks why, when and how questions
- Becoming more fascinated about how things work (cause and effect)
- Past, present and future tenses are used more often
- Can be taught how to say their name, address and age.

### Intellectual

- Beginning to know how to count (up to 20)
- Understands ideas such as more, fewer, big and small
- Will recognise their name written down and can usually write it
- Beginning to think about things from other people's points of view
- Enjoys music and playing sturdy instruments

### Movement/Physical Development

Gross:

- Sense of balance is developing
- Can catch, kick, throw and bounce a ball
- Can bend to pick up objects from the floor
- Can run up and down stairs

Fine:

- Can build a tower of bricks and other constructions too
- Can draw a recognisable person – showing head and legs
- Can thread small beads on a lace



## Important Milestones: 5 Years

### Social and Emotional

- Developed a stable self-concept
- Can hide their feelings when they begin to control them
- Can think of others feelings
- Can take some responsibility

### Language

- Child tries to understand the meanings of words and uses adverbs. The child talks confidentiality and with more fluency
- The child begins to define objects by their function e.g. What is a ball?

### Intellectual

- Communication through body language, facial gestures and language is well established
- Recognise their own name when it is written down
- Develop concepts – length, measurement, distance, area, time
- Enjoys chanting and counting
- Use their voices to play different characters in pretend play
- Beginning to establish differences between what is real and fantasy.

### Movement/Physical Development

Gross:

- Can use a variety of play equipment – slides, swings, climbing frames
- Can play ball games
- Hop and run lightly on toes
- Move rhythmically to music
- Sense of balance well developed
- Can skip

Fine:

- May be able to sew large stitches
- Can draw a person with head, legs, body, eyes, ears and mouth
- Good control over pencils and paint brushes
- Build a tall, straight tower with blocks







### **Revision Activity**

Using the notes above write two milestones for each age and each area of development.

Age	Physical	Intellectual	Emotional	Language	Social
2 months					
4 months					
6 months					
9 months					
1 year					
2 years					
3 years					
4 years					
5 years					



### Early years care services

Write next to each service below whether it is Private, Voluntary or Statutory and underneath explain why.

<b>Childminders</b>
because...
<b>Parent and toddler groups</b>
because...
<b>After school clubs</b>
because...
<b>Nurseries</b>
because...
<b>Reception classes</b>
because...
<b>Babysitters</b>
because...
<b>Children's centres</b>
because...



Pre-schools

because...

### Placement Issues

Produce a mind-map of ways to prepare to work in a care setting below

Remember there are 8 key issues to consider!

- Location
- Arrival time
- Leaving time
- Journey
- Mentor
- Induction
- Dress code
- Expectations





Level 2 Award in Child Development and Care



Observation technique and description	Picture of technique	Advantages (good points)	Disadvantages (bad points)
Writing			
Recording/video			
Anecdotal			
Charts			
Time sampling			
Event sampling			



Level 2 Award in Child Development and Care

Target child			

Transitions Revision.



Type of development	Definition
Physical Development	
Intellectual Development	
Emotional Development	
Social Development	
Language Development	

**Expected** or **unexpected** transitions?

*Colour code the examples below to show whether they are expected or unexpected*

Starting nursery		Moving house		Parents getting divorced		Step siblings	
illness		Starting school					
injury				Parents getting married/remarried		Joining a club	
Birthday		New sibling				Christmas/religious festival	

**Pick 5 transitions from above and pick out PILES effects of them on a child's development. (1 in each box)**

Transition	P	I	L	E	S




Expected or unexpected life events?

Not all expected life events are positive and not all unexpected life events are negative. Explain why this is the case. Give examples in your answer.

..... is an ..... life event because...

.....  
.....  
.....

It is positive/negative because...

.....  
.....



.....  
.....  
.....

..... is an ..... life event because...  
.....  
.....  
.....

It is positive/negative because...  
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**Factors and how they affect development**

**(1 sentence max in each box please)**

<b><u>Factor</u></b>	<b><u>Description</u></b>	<b><u>Physical</u></b>	<b><u>Intellectual</u></b>	<b><u>Language</u></b>	<b><u>Emotional</u></b>	<b><u>Social</u></b>
Roles and responsibilities/ Family structure						
Discipline						
Attention seeking/lying						
Temper tantrums/ aggression						
Pollution						



Location/ Changing schools						
Social class/ income						
Gender						
Culture						
Security						
Fears/ nightmares						





Bonding						
Sibling rivalry						
Death						
School						
Illness/injury						
Diet						