



Unit 2: Development and well-being 0 - 5 years

Mrs Keens

Task 1 (D1/A1)

Date set:

Hand in date:

(End of lesson)

(Work that does not meet the deadline will achieve zero marks!)

*You will only have one attempt to improve your work after this deadline.

3 hours of class time to complete

Before you begin...

Check that you have inserted a HEADER/FOOTER with your full name and your learner number (see your book). This **MUST** be on every page of the whole coursework.

Task title:

D1 Describe the expected pattern of development of children aged 0 – 5 years for one of the areas of development

This needs to be the title of the work. Copy this word for word, including **D1**.

You need to write a detailed paragraph that explains:

- What holistic development is (P.I.L.E.S) and what each of these stand for
- A brief description of what they all mean (You can use the internet, book, class notes)
- Explain that infants and children develop in each of the above areas as they get older

Top Tip

TRY TO DESCRIBE EACH AREA OF DEVELOPMENT IN AS MUCH DETAIL AS POSSIBLE. USE EXAMPLES AND THINK ABOUT REASONS HOW AND WHY CHILDREN CAN ACHIEVE THE MILESTONES.

- Put P.I.L.E.S as subheadings and describe each one for infants and children of the following ages:
 - 0 - 1 year
 - 2 - 3 years
 - 3 - 5 years



Extension:

You can include pictures/images, and extra research that you have done (at home, using books, the internet).

A1 Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years.

Planning

Intervention

Milestones

Can get extra support if needed

Important to know about PILES development – overall health and well being checks.

This is your A grade task = 15 marks

We will move onto this in class but you can be researching and making notes in your exercise book. If you make any notes on your B numbers, make sure that they are in your own words.

Bibliography

List any websites or books that you use to help you complete your work.

Remember...

Cutting and pasting is copying.

Copying is plagiarism.

Plagiarism is cheating. DON'T DO IT!!!

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Marking feedback:

	Level 1	Level 2	Level 3
D1	0 1	2 3	4 5
	<ul style="list-style-type: none"> 0 marks - no relevant patterns of development (PIES 0 - 5 years). 1 mark - simplistic/ limited ideas about PIES development. 	<ul style="list-style-type: none"> 2 marks - knowledge of patterns of development (0 - 5 years), little development of ideas 3 marks - sound knowledge of patterns of development (0 - 5 years). 	<ul style="list-style-type: none"> 4-5 marks - detailed, clear knowledge, expressed accurately, professional terms use correctly, may use references or examples
A1	0 1 2 3 4 5	6 7 8 9 10	11 12 13 14 15
	<ul style="list-style-type: none"> 0 marks - no relevant knowledge (importance of understanding PIES) 1 - 3 marks - little evidence of knowledge (importance of understanding PIES), simple statements 4-5 marks - basic explanation of the importance of understanding PIES. 	<ul style="list-style-type: none"> 6-8 marks - sound explanation of accurate and relevant reasons for understanding PIES. 9-10 marks - range of reasons for importance are explained in detail, may include relevant examples from workers/the setting. 	<ul style="list-style-type: none"> 11-13 marks - detailed explanation, sound understanding of the importance. 14-15 marks - relevant and coherent, understanding of importance is well expressed, using clear examples.
Total for first marking:		Total for second marking:	
	Tasks attempted:		
D1	Describe the expected pattern of development of children aged 0-5 years for one of the areas of development (5)		
A1	Explain why it is important for early years workers to understand the pattern of children's holistic development from birth to 5 years (15)		
General comments:			
How to improve mark:			



Unit 2: Development and well-being 0 - 5 years

Task 2 (D2/D3/B2)

Date introduced:

Date set:

Hand in date: (End of lesson)

Task

D2 Identify suitable methods for observing children's holistic development.

5

D3 Give one advantage and one disadvantage of each of the identified methods.

5

You will need to:

- List all of the different methods of observation
- Explain what they mean/what they involve
- Give an example of each type of observation
- Say when it each one would be used

D2

- List all of the strengths and weaknesses for each method
- Choose one strength/one weakness for each method
- Explain in detail why it is a strength/weakness
- Give an example for each

D3



Task

B2 Explain how observations can be used to support the development of children.

10

You will need to:

- Choose 5 points from your notes (or your own) and explain how observations can be used to support development.
- For each point, give examples linked to development (PILES) and linked to nursery.

B2

You can include pictures/images, and extra research that you have done (at home, using books, the internet).

Bibliography

List any websites or books that you use to help you complete your work.

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	Level 1	Level 2	Level 3
Guide Grade	D	C B	A A*
D2	0 1	2 3	4 5
	<ul style="list-style-type: none"> 0 marks - no relevant observations identified 1 mark - simplistic/ limited ideas about methods of observing. 	<ul style="list-style-type: none"> 2 marks - knowledge of methods of observation. Little development of ideas 3 marks - sound knowledge of methods of observation. 	<ul style="list-style-type: none"> 4-5 marks - detailed, clear knowledge, expressed accurately, professional terms use correctly, may use references or examples
D3	0 1	2 3	4 5
	<ul style="list-style-type: none"> 0 marks - no relevant advantages and disadvantages identified 1 mark - simplistic/ limited ideas about their strengths/weaknesses (advvs and disadvvs). 	<ul style="list-style-type: none"> 2 marks - knowledge of advantages and disadvantages. Little development of ideas 3 marks - sound knowledge of their advantages and disadvantages. 	<ul style="list-style-type: none"> 4-5 marks - detailed, clear knowledge, expressed accurately, professional terms use correctly, may use references or examples
B2	0 1 2 3	4 5 6 7	8 9 10
	<ul style="list-style-type: none"> 0 marks - no relevant knowledge (observations supporting PIES) 1 - 2 marks - very basic understanding shows of observations and supporting development (PIES) 3 marks - brief, relevant information about how observations can support development. 	<ul style="list-style-type: none"> 4 - 5 marks - sound but basic description/ explanation of how observations support development (PIES). 6 - 7 marks - development of ideas, mainly accurate, may show understanding of how observations support development. 	<ul style="list-style-type: none"> 8 marks - fuller explanation with clear understanding of observations supporting development. May use practical examples. 9 - 10 marks - greater understanding of how observations support development. Breadth and depth in the response.
Total for first marking:		Total for second marking:	



	Tasks attempted:
D2	Identify suitable methods for observing children's holistic development (5)
D3	Give ONE (1) advantage and ONE (1) disadvantage of each of the identified methods (5)
B2	Explain how observations can be used to support the development of children (15)
General comments:	
How to improve mark:	

Unit 2: Development and well-being 0 - 5 years

Task 3 D4

Date introduced:

Date set: Hand in date:

(Work that does not meet the deadline will achieve zero marks!)

*You will only have one attempt to improve your work after this deadline.

3 hours of class time to complete (Plus inset and half term)

5 marks of your overall grade!

Before you begin...

All Unit 2 will be handed in on one document.

Task

D4 Describe factors which can affect children's holistic development

5

You will need to:

- Put the title:
 - Factors affecting holistic development (D4)
- Explain what factors are
- List the factors (from the table on your work sheet)
- Give examples of positive effects (P.I.E.S) in full sentences
- Give examples of negative effects (P.I.E.S) in full sentences

You can include pictures/images, and extra research that you have done (at home, using books, the internet).



Bibliography

List any websites or books that you use to help you complete your work.

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	Level 1	Level 2	Level 3
D4	0 1	2 3	4 5
	<ul style="list-style-type: none"> 0 marks - no relevant observations identified 1 mark - simplistic/limited ideas about factors affecting development or listed factors. 	<ul style="list-style-type: none"> 2 marks - knowledge of factors affecting development. Little development of ideas 3 marks - sound knowledge of factors affecting development. 	<ul style="list-style-type: none"> 4-5 marks - detailed, clear knowledge, expressed accurately, professional terms use correctly, may use references or examples
Total for first marking:		Total for second marking:	
	Tasks attempted:		
D4	Factors affecting holistic development (described)		
General comments:			
How to improve mark:			

- 2 marks: knowledge of relevant points; little development of ideas
- 3 marks: sound knowledge of subject; some development of ideas

- 4 – 5 marks: detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; expressed accurately; may use references or examples that show depth of knowledge



Unit 2: Development and well-being 0 - 5 years

Task 4 D7/D8/C1/B1

Date introduced:

Date set:

Hand in date: (End of lesson)

(Work that does not meet the deadline will achieve zero marks!)

*You will only have one attempt to improve your work after this deadline.

5 hours of class time to complete (Plus inset and half term)

5 marks of your overall grade!

Before you begin...

All Unit 2 will be handed in on one document.

Task

D7 Identify different transitions which children may experience.

5

You will need to:

- Put the title (above)
- State what a transition is
- List examples of different transitions
- Include pictures to show what they are

C1 Identify the possible effects of transitions on the development of children.

10

You will need to:

- Put the title (above)
- Choose at least 5 transitions



- Explain how each transition will affect a child Physically, Intellectually, Emotionally, Socially
- Remember: Some effects may be positive, some may be negative - Try to include a range of all good/bad effects

B1 Describe ways the early years worker can support children through transitions.

10

You will need to:

- Put the title (above)
- Choose 5 transitions (from the table you have completed)
- For each one chosen:
- Explain how the EYP (e.g. a teacher) could help the child with this transition (This must be in full sentences and detailed as it is a B grade task)
- Explain how this will benefit or help the child Physically, Intellectually, Emotionally, Socially.

Bibliography

List any websites or books that you use to help you complete your work.

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	Level 1	Level 2	Level 3
D7	0 1	2 3	4 5
	<ul style="list-style-type: none"> 0 marks - no relevant observations identified 1 mark - simplistic/ limited list of transitions. 	<ul style="list-style-type: none"> 2 marks - knowledge of transitions. Little development of ideas 3 marks - sound knowledge of possible transitions. 	<ul style="list-style-type: none"> 4-5 marks - detailed, clear knowledge, expressed accurately, professional terms use correctly, may use references or examples
D8	0 1	2 3	4 5
	<ul style="list-style-type: none"> 0 marks - no evidence of references and bibliography 1 mark - one source given as a bibliography 	<ul style="list-style-type: none"> 2 marks - one relevant reference attempted; bibliography with one source 3 marks - two relevant references attempted; bibliography with one source 	<ul style="list-style-type: none"> 4-5 marks - more than two relevant references given; wider range of appropriate sources; may include background reading in bibliography; information clearing presented to enable checking of sources
C1	0 1 2 3	4 5 6 7	8 9 10
	<ul style="list-style-type: none"> 0 marks - no relevant points 1 - 2 marks - very basic understanding of effect of transitions 3 marks - brief, relevant information about possible effects of transitions. 	<ul style="list-style-type: none"> 4 - 5 marks - sound but basic description/ explanation of possible effects of transitions 6 - 7 marks - development of ideas, mainly accurate, may show understanding of possible effects of transitions. May include a range of positive/negative effects 	<ul style="list-style-type: none"> 8 marks - fuller explanation with clear identifications of understanding of possible effects of transitions 9 - 10 marks - greater understanding of possible effects. Breadth and depth in the response. Will include a range of positive/negative effects.
B1	0 1 2 3	4 5 6 7	8 9 10
	<ul style="list-style-type: none"> 0 marks - no relevant knowledge (observations supporting PIES) 1 - 2 marks - very basic understanding of how to support children through transitions. 3 marks - brief, relevant information about how to support children through transitions. 	<ul style="list-style-type: none"> 4 - 5 marks - sound but basic description/ explanation of how to support children through transitions. 6 - 7 marks - development of ideas, mainly accurate, may show understanding of how to support children through transitions.. 	<ul style="list-style-type: none"> 8 marks - fuller explanation with clear understanding of how to support children through transitions. May use practical examples. 9 - 10 marks - greater understanding of how to support children through transitions.



Total for first marking:		Total for second marking:	
Tasks attempted:			
D7	Identify different transitions which children may experience (5)		
C1	Identify the possible effects of transitions on the development of children (10)		
B1	Describe ways the early years worker can support children through transitions		
General comments:			
How to improve mark:			

Unit 2: Development and well-being 0 - 5 years

Task 5 D5/D6/A*

Date introduced:

Date set:

Hand in date:

(Work that does not meet the deadline will achieve zero marks!)

*You will only have one attempt to improve your work after this deadline.

30 marks of your overall grade!

Remember...

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D5 Describe two everyday activities which support the care needs of children and promote independence, well-being and health and safety.

5

D6 Describe **how** the activities and experiences support the well-being of children.

5

D5 describe two everyday activities which support the care needs of children and promote independence, well-being and health and safety.

Activity 1 – (outdoor) Park

Explain how playing outdoors at a park would affect.....

Independence

Health and safety

Feeling confident

Expressing emotion

Developing relationships

Activity 2 – Cooking

Explain how cooking would affect.....

Independence

Health and safety

Feeling confident

Expressing emotion

Developing relationships



A* Evaluate how everyday experiences can be used to promote activities which contribute to holistic development.

15

A* Evaluate how everyday experiences can be used to promote activities which contribute to holistic development.

Evaluate means strengths and weaknesses.

- Explain how your two activities (outdoor activities/cooking and baking) are good at promoting
 - Physical
 - Intellectual
 - Language
 - Emotional
 - Social development
- Explain how your two activities are bad/can't promote:
 - Physical
 - Intellectual
 - Language
 - Emotional
 - Social development

Example – Outdoor activities – there are good because they develop gross motor skills such as climbing.

Example sentence:

Outdoor activities are good at promoting physical development because they help the child with their gross motor skills such as climbing. This is good because they have space to practice jumping/exploring etc.

	Level 1	Level 2	Level 3
D5	0 1	2 3	4 5
	<ul style="list-style-type: none"> • 0 marks - no relevant health, safety and independence identified • 1 mark - simplistic/ limited ideas about health, safety and independence or listed factors. 	<ul style="list-style-type: none"> • 2 marks - knowledge of health, safety and independence. Little development of ideas • 3 marks - sound knowledge of health, safety and independence. 	<ul style="list-style-type: none"> • 4-5 marks - detailed, clear knowledge, expressed accurately, professional terms use correctly, may use references or examples
D6	<ul style="list-style-type: none"> • 0 marks - no relevant well-being identified 	<ul style="list-style-type: none"> • 2 marks - knowledge of Well-being. Little development of ideas 	<ul style="list-style-type: none"> • 4-5 marks - detailed, clear knowledge, expressed accurately,



	<ul style="list-style-type: none"> 1 mark - simplistic/ limited ideas about well-being or listed factors. 	<ul style="list-style-type: none"> 3 marks - sound knowledge of well-being. 	professional terms use correctly, may use references or examples
Total for first marking:		Total for second marking:	
	Tasks attempted:		
D5			
D6			
General comments:			
How to improve mark:			

A*	0 1 2 3 4 5	6 7 8 9 10	11 12 13 14 15
	<ul style="list-style-type: none"> 0 marks - no relevant knowledge (importance of understanding PIES) 1 - 3 marks - little evidence of knowledge (importance of understanding PIES), simple statements 4-5 marks - basic explanation of the importance of understanding PIES. 	<ul style="list-style-type: none"> 6-8 marks - sound explanation of accurate and relevant reasons for understanding PIES. 9-10 marks - range of reasons for importance are explained in detail, may include relevant examples from workers/the setting. 	<ul style="list-style-type: none"> 11-13 marks - detailed explanation, sound understanding of the importance. 14-15 marks - relevant and coherent, understanding of importance is well expressed, using clear examples.
Total for first marking:		Total for second marking:	
	Tasks attempted:		
A*	Evaluate how everyday experiences can be used to promote activities which contribute to holistic development.		
General comments:			
How to improve mark:			

