GCSE CHILD DEVELOPMENT

REVISION BOOKLET

This booklet has been produced to help you revise for your unit 1 exam.

It is split into topics with a list of relevant key words for each one, some simple tasks to complete and some questions from past papers.

YOUR NAME:____________________________________
**TOPIC 1—PARENTHOOD**

<table>
<thead>
<tr>
<th>Family Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear Family</td>
<td>Living away from other family members</td>
</tr>
<tr>
<td>Extended Family</td>
<td>Different generations living near</td>
</tr>
<tr>
<td>Single-Parent Family</td>
<td>One parent looks after children</td>
</tr>
<tr>
<td>Foster Family</td>
<td>Cared from temporarily by another family</td>
</tr>
<tr>
<td>Adoptive Family</td>
<td>Legally &amp; permanently belonging to another family</td>
</tr>
<tr>
<td>Shared Care Family</td>
<td>Parents separated but share care equally</td>
</tr>
<tr>
<td>Looked After Children</td>
<td>Looked after in a residential home</td>
</tr>
<tr>
<td>Step Family</td>
<td>New partnerships with existing children</td>
</tr>
<tr>
<td>Same Sex Couples</td>
<td>Couples of same sex in a relationship</td>
</tr>
<tr>
<td>Childcare Provision</td>
<td>Day care so parents can work</td>
</tr>
<tr>
<td>Multi-cultural</td>
<td>Mix of different cultures</td>
</tr>
<tr>
<td>Ethnic minority</td>
<td>Group with common features, i.e.; race</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Way we live</td>
</tr>
<tr>
<td>Pre-conceptual care</td>
<td>Preparations made to conceive</td>
</tr>
<tr>
<td>Feet to Foot</td>
<td>Laying a baby to sleep so they can’t wriggle down</td>
</tr>
<tr>
<td>Layette</td>
<td>Clothing &amp; bedding for new baby</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>Check of possible dangers</td>
</tr>
<tr>
<td>Statistics</td>
<td>Study of numbers relating to facts</td>
</tr>
<tr>
<td>Hazard</td>
<td>Something likely to cause harm</td>
</tr>
<tr>
<td>Accident Prevention</td>
<td>Trying to stop an accident happening</td>
</tr>
<tr>
<td>Convulsion</td>
<td>Violent shaking or spasm</td>
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</tbody>
</table>
**FAMILIES**

Families help us feel loved and wanted. We are part of a group and we learn cultural traditions, morals and family values. Families have changed in recent years, more women now go to work and start having children at an older age. Many rely on childcare provision because they need to carry on working. Men are less likely to be the sole breadwinner and are now more often involved in the children’s care, hobbies and interests.

Families can be varied. There are more single parents and step families now due to higher divorce rates. Different cultures dress, cook and eat differently. They follow different religions and traditions.

<table>
<thead>
<tr>
<th>Type</th>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td>Interference limited. Length of visits controlled</td>
<td>Little help or support. Harder to build close relationships</td>
</tr>
<tr>
<td>Extended</td>
<td>Opportunities for advice &amp; support</td>
<td>Privacy &amp; interference can be an issue</td>
</tr>
<tr>
<td>Single Parent</td>
<td>Strong bond formed</td>
<td>Financial implications</td>
</tr>
<tr>
<td>Foster</td>
<td>Cared for whilst maintaining bond with parents</td>
<td>Temporary so could be moved around a lot</td>
</tr>
<tr>
<td>Adoptive</td>
<td>Opportunity to permanent loving relationship</td>
<td>Not knowing birth parents</td>
</tr>
<tr>
<td>Shared care</td>
<td>Relationship with both parents</td>
<td>Possessions in two places—disorganisation</td>
</tr>
<tr>
<td>Looked After</td>
<td>Cared for in a safe place</td>
<td>Hard to form relationships</td>
</tr>
<tr>
<td>Step</td>
<td>New friendships &amp; relationships</td>
<td>Rivalry between children &amp; adults</td>
</tr>
<tr>
<td>Same sex</td>
<td>Loving family</td>
<td>May be bullied</td>
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</tbody>
</table>
TASK: Think about the type of family you belong to. How do you think it has affected your development?

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TASK: 'Many women choose to return to work after having a baby'. What are the advantages and disadvantages of going back to work full time?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</table>
Having a Baby

Having a baby changes the lifestyle of parents. They have fewer opportunities to go out, they are likely to be more tired, particularly with a young baby who wakes at night and needs constant attention. When planning to have a baby, parents need to think about their age, relationship, health and finances. They need to buy a range of equipment for their baby such as pram, cot, highchair and changing equipment. They will need a range of baby clothes too.

Safety

It is important to consider accident prevention. Babies and young children do not understand danger and more children have accidents at home than anywhere else. Children become more likely to have accidents as they become mobile and try to explore further. One of the most dangerous rooms in the home for a child is the kitchen. It is important to keep them away from cookers and kettles. A stair gate can help keep a child away from danger. The best way to prevent accidents is to supervise babies and children carefully. In the garden it is important to keep sheds locked and ponds securely covered. No poisonous plants should be nearby and animal poo must be cleared up immediately.

First Aid

However careful parents are children will still have accidents. It is useful for all adults to understand how to treat minor injuries such as cuts, burns, stings and bites and also know what to keep in a first aid box.
Know your Safety labels:-

Equipment and toys for babies and young children should always have safety labels.

AGE LABEL: Indicates that the toy/equipment is not suitable for children under three years old.

LION MARK: The Lion Mark indicates the toy had been made by a member of the British Toy & Hobby Association and shows the member’s commitment to adhere to the BTHA Code of Practice.

BEAB Approved Mark provides reassurance to consumers, retailers, distributors and port authorities that a product has achieved the highest levels of safety.

KITE MARK: is most frequently used to identify products where safety is paramount, such as crash helmets, smoke alarms and flood defences.

The CE marking is the manufacturer’s declaration that the product meets the requirements of the applicable EC directives. (CE=European Union)
TASK: Make a list of what should be kept in a first aid box.
Exam Practice Questions

Some children are ‘looked after’ by the local authority. Give 3 reasons why children might be in local authority care. (3)

Suggest three ways that the roles of men and women in the family have changed. (3)

Identify two ways that having a baby might change the parents’ lifestyle (2)

List three ways that parents can minimise the risk of accidents happening in the home (3)
1 (a) Name the family types shown below.

1 (b) Name the types of families described below.

| A family where both parents live with their children. | A family where one or both adults have a child or children from another relationship. |

2 What is meant by the term ‘looked after children’?

(1 mark)
4 Suggest **three** factors a couple should consider before deciding to have a family.

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(3 marks)

5 What is the main difference between a nuclear family and an extended family?
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(1 mark)

6 Name **one** other type of family.
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(1 mark)

7 Almost half of all babies born in 2009 had mothers aged 30 years or over. Give **two** reasons why some women are having their first babies when they are older.
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(2 marks)

8 Suggest **three** points to consider when buying clothes for a new baby.
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(3 marks)

9 Describe **three** features to consider when buying a pram/travel system.
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(3 marks)
Describe the advantages and disadvantages for a child living in 3 of the different types of families.
## PREGNANCY

<table>
<thead>
<tr>
<th><strong>Puberty</strong></th>
<th>When a boy/girl matures sexually into man/woman</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Menstruation:</strong></td>
<td>Regular flow of blood from the vagina as the lining of the uterus breaks down</td>
</tr>
<tr>
<td><strong>Ovum</strong></td>
<td>Medical term for woman’s egg</td>
</tr>
<tr>
<td><strong>Hormone</strong></td>
<td>Chemical released into blood stream</td>
</tr>
<tr>
<td><strong>Conception</strong></td>
<td>When a man’s sperm has fertilised a woman’s egg</td>
</tr>
<tr>
<td><strong>Fertilisation</strong></td>
<td>The process of the sperm entering the ovum</td>
</tr>
<tr>
<td><strong>Uterus (womb)</strong></td>
<td>Strong muscle that expands during pregnancy to contain growing baby</td>
</tr>
<tr>
<td><strong>Placenta</strong></td>
<td>Develops alongside baby during pregnancy providing hormones, nutrients and dealing with waste</td>
</tr>
<tr>
<td><strong>Implantation</strong></td>
<td>When fertilised cells attach to the uterus wall</td>
</tr>
<tr>
<td><strong>Embryo</strong></td>
<td>Baby from implantation until 8 weeks of pregnancy</td>
</tr>
<tr>
<td><strong>Amniotic Fluid</strong></td>
<td>Liquid in the amniotic sac</td>
</tr>
<tr>
<td><strong>Amniotic Sac</strong></td>
<td>Bag cocooning baby during pregnancy</td>
</tr>
<tr>
<td><strong>Umbilical Cord</strong></td>
<td>Baby’s lifeline during pregnancy passing nutrients &amp; blood from mum and taking away waste</td>
</tr>
<tr>
<td><strong>Cervix</strong></td>
<td>Neck of the uterus</td>
</tr>
<tr>
<td><strong>Foetus</strong></td>
<td>Baby from 8 weeks of pregnancy</td>
</tr>
<tr>
<td><strong>Contraceptive</strong></td>
<td>Prevents pregnancy</td>
</tr>
<tr>
<td><strong>Safe-sex</strong></td>
<td>Preventing pregnancy &amp; sexually transmitted disease</td>
</tr>
<tr>
<td><strong>Salmonella</strong></td>
<td>Bacteria causing food poisoning</td>
</tr>
<tr>
<td><strong>Listeria</strong></td>
<td>Bacteria that can cause miscarriage</td>
</tr>
<tr>
<td><strong>Toxoplasmosis</strong></td>
<td>Infection found in animal poo and soil</td>
</tr>
<tr>
<td><strong>Infertility</strong></td>
<td>Being unable to conceive a child</td>
</tr>
<tr>
<td><strong>Fertility treatment</strong></td>
<td>Ways of overcoming infertility</td>
</tr>
<tr>
<td><strong>Surrogate Mother</strong></td>
<td>Woman who bears a baby for another woman</td>
</tr>
<tr>
<td><strong>Dominant Genes</strong></td>
<td>Genes the result of which you can see</td>
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<td>----------------------------</td>
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<tr>
<td><strong>Recessive Genes</strong></td>
<td>Genes that may be passed on but not necessarily seen</td>
</tr>
<tr>
<td><strong>Genetic Counsellor</strong></td>
<td>Someone who explains genetic risks to couples</td>
</tr>
<tr>
<td><strong>Informed decision</strong></td>
<td>Knowing possible outcomes of decision you will make</td>
</tr>
<tr>
<td><strong>Ante-natal</strong></td>
<td>Care given to Mum &amp; baby before birth</td>
</tr>
<tr>
<td><strong>EDD</strong></td>
<td>Estimated date of delivery (when baby will be born)</td>
</tr>
<tr>
<td><strong>Ectopic pregnancy</strong></td>
<td>Implantation occurs in fallopian tubes</td>
</tr>
<tr>
<td><strong>Miscarriage</strong></td>
<td>Sudden loss of unborn baby</td>
</tr>
<tr>
<td><strong>Threatened abortion</strong></td>
<td>Signs of a potential miscarriage but all is ok</td>
</tr>
<tr>
<td><strong>Inevitable abortion</strong></td>
<td>Foetus is pushed from the uterus by the woman’s</td>
</tr>
<tr>
<td><strong>Missed abortion</strong></td>
<td>Foetus is dead in uterus and needs to be surgically</td>
</tr>
<tr>
<td><strong>General Practitioner</strong></td>
<td>Family doctor</td>
</tr>
<tr>
<td><strong>Obstetrician</strong></td>
<td>Doctor specialising in care of pregnant women</td>
</tr>
<tr>
<td><strong>Gynaecologist</strong></td>
<td>Doctor specialising in fertility &amp; reproduction</td>
</tr>
<tr>
<td><strong>Paediatrician</strong></td>
<td>Doctor specialising in babies &amp; children</td>
</tr>
<tr>
<td><strong>Screening test</strong></td>
<td>Test to check for potential problems</td>
</tr>
<tr>
<td><strong>Diagnostic test</strong></td>
<td>Test to identify problem</td>
</tr>
<tr>
<td><strong>Birth plan</strong></td>
<td>Plan of how mother wishes labour to progress</td>
</tr>
</tbody>
</table>
The Female Reproductive System

The two ovaries contain hundreds of undeveloped egg cells (ova). Women have these cells in their bodies from birth - whereas men produce new sperm continually.

Each ovary is connected to the uterus by a Fallopian tube. The fallopian tube is lined with cilia, which are tiny hairs on cells. Every month, an egg develops and becomes mature, and is released from an ovary. The cilia waft the egg along inside the egg tube and into the uterus.

The uterus is also called the womb. It is a muscular bag with a soft lining. The uterus is where a baby develops until its birth. The cervix is a ring of muscle at the lower end of the uterus. It keeps the baby in place while the woman is pregnant.

The vagina is a muscular tube that leads from the cervix to the outside of the woman's body. The opening to the vagina has folds of skin called labia that meet to form a vulva. The urethra also opens into the vulva, but it is separate from the vagina, and is used for passing urine from the body.

The diagram shows the female reproductive system.
Label the diagram. (5)
The Male Reproductive System

The two testes (one of them is called a testis) are contained in a bag of skin called the scrotum. They have two functions:

• to produce millions of male sex cells called sperm
• to make male sex hormones, which affect the way a man’s body develops.

The sperm pass through the sperm ducts, and mix with fluids produced by the glands. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called semen.

The penis has two functions:

• to pass urine out of the man’s body
• to pass semen into the vagina of a woman during sexual intercourse.

The urethra is the tube inside the penis that can carry urine or semen. A ring of muscle makes sure that there is no chance of urine and semen getting mixed up.

The diagram shows the male reproductive system.
Label the diagram. (5)
The diagram shows what happens during conception. Complete the labels on the diagram to show what happens at each stage. The first stage has been done for you. (5)
**Conception**

Once a girl has started her **menstrual cycle** she can become **pregnant** if she has unprotected sex. **Conception** occurs when the man’s **sperm** meets and **fertilises** the woman’s **egg**. This becomes known as a **zygote**. Up until eight weeks the developing baby is called an **embryo**, and from then on it is referred to as a **foetus**.

During pregnancy the **foetus** is supported by **nutrients** from the **placenta**, which forms in the mother’s **uterus** at conception and which is connected to the developing baby via the **umbilical cord**. The baby is enclosed within the **amniotic sac** which cushions it from knocks and keeps it safe.

**TASK**: Draw a diagram or comic strip which describes the process of conception, starting with the sperm meeting the egg and ending with the foetus in the womb.
Ante-Natal

Ideally, a mother should prepare her body for pregnancy before conception takes place—pre-conceptual care. It involves her reducing any known risks such as smoking, drinking alcohol, taking drugs and checking that she is immune to rubella and is free from infections. She is also advised to start taking the supplement folic acid, as this helps healthy development with the womb.

Pregnancy

The earliest signs of pregnancy can include a missed period, tender breasts, sickness and a frequent need to urinate. During pregnancy a woman needs a healthy diet, plenty of rest and exercise. She needs to attend ante-natal clinics to check her baby is developing well and may choose also to attend ante-natal classes to find out about give birth and caring for a young baby. Pregnancy usually lasts 40 weeks.

Giving Birth

When a woman gives birth this is called labour. It is divided into 3 main stages. The first stage is long and tiring for the mother. The second stage is hard work but includes the birth of the baby. The third stage is when the placenta is pushed out.

Signs that labour is starting often include a slight stomach upset and passing urine more often. Most women notice a show, where a plug of blood stained mucus comes away from the cervix. Sometimes her waters break—sac of fluid surrounding baby ruptures. The second stage of labour includes the contractions which start slowly but then become closer together and are most painful. A husband or partner can be a great support during this time.

There is a variety of pain relief available for a woman in labour, for example the use of a TENS machine, a mixture of gas & air called entonox, an epidural and drugs such as pethedine.
As FSH can also be used to encourage the production of several mature eggs at once, it is used as part of IVF to increase the number of eggs available for fertilisation.

Development of the foetus
The foetus relies upon its mother as it develops. These are some of the things it needs:

- protection
- oxygen
- nutrients (food and water).

It also needs its waste substances removing.

The foetus is protected by the uterus and the amniotic fluid, a liquid contained in a bag called the amnion.

The placenta is responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined to the foetus by the umbilical cord.

The mother’s blood does not mix with the foetus’s blood, but the placenta lets substances pass between the two blood supplies:

- oxygen and nutrients diffuse across the placenta from the mother to the foetus
- waste substances, such as carbon dioxide, diffuse across the placenta from the foetus to the mother.

**IVF - In vitro fertilisation**
If a couple are having difficulty conceiving a child because the quantity or quality of the man’s sperm is poor then IVF can be used. This is where the egg is fertilised outside the woman’s body and then implanted back into her uterus.
Conception and fertilisation Stages

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Conception and fertilisation Stages

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Conception and fertilisation Stages

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**Exam Questions**

Below is a diagram of the human foetus at 28 weeks.

Use the words in the following box to label the diagram correctly.  

<table>
<thead>
<tr>
<th>Cervix</th>
<th>Umbilical cord</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amniotic fluid</td>
<td>Placenta</td>
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</tbody>
</table>

Give three reasons why a Caesarean section might be needed to deliver a baby.

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(3 marks)
**Post-natal**

Once a baby is born they are checked over carefully and assessed using an Apgar score. Their movements are often jerky, their eyes do not focus properly and primitive reflexes such as the startle reflex and palmar grasp are easily seen. At about 6 weeks a baby has another paediatric examination to check that all remains well and their development is progressing. The mother has a post-natal examination to check her body is returning to normal.

Some women have a few days tearfulness in the earliest days or weeks after birth as their emotions are very changeable. This is called the baby blues and is completely normal. Occasionally a women becomes more seriously distressed and finds it difficult to cope. This is post-natal depression and the mother will need medical help and plenty of support to get through it.

**TASK:** Identify the following primitive reflex actions.
What is an ectopic pregnancy? (1)

Different tests are carried out as part of antenatal care. Name the test shown in the picture below. (1)

Give three pieces of information that this test can provide. (3)
1 Study this diagram of the menstrual cycle.

1 (a) During which stage is a woman most likely to conceive?

1 (b) Describe what happens during this stage.

1 (c) Describe what happens during menstruation.

1 (d) Give the name for the lining of the womb.

1 (e) When should pre-conceptual care begin?
2 (a) Pregnant women and their partners are encouraged to go to antenatal classes. Describe four ways that antenatal classes can help and support first-time parents.

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4 (a) Suggest three points a pregnant woman might include in her birth plan.

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(3 marks)

4 (b) The second stage of labour begins when the cervix is fully dilated and the vagina and cervix have formed the birth canal.

Explain what happens during the second stage of labour.

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5 (a) Name three factors which might affect the growth and development of the unborn baby.
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(3 marks)

5 (b) Name two tests/checks carried out regularly at antenatal visits.

Explain why each is important.

Test/check 1 ................................................................................................................................

It is important because
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.............................................................................................................................................
.............................................................................................................................................
Test/check 2 ................................................................................................................................

It is important because
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(4 marks)
6 (a) The diagram below shows identical twins.

6 (b) (i) Explain how identical twins occur.

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(2 marks)

6 (b) (ii) Identical twins share the same placenta.

Describe three functions of the placenta.

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(3 marks)

2 (c) What is a breech birth?

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

(1 mark)
### Diet, Health & Care of Child

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced diet</td>
<td>Diet that provides all the body’s needs</td>
</tr>
<tr>
<td>'5 a day'</td>
<td>Recommended portions of fruit and veg that should be eaten every day</td>
</tr>
<tr>
<td>EARS (estimated average requirements)</td>
<td>Estimate of the energy a person needs to get from food</td>
</tr>
<tr>
<td>RNIs (reference nutrient intakes)</td>
<td>Estimate of an average person’s nutrient need to come from food</td>
</tr>
<tr>
<td>'eat well plate'</td>
<td>Visual image of the recommended daily proportions</td>
</tr>
<tr>
<td>Deficiency</td>
<td>Lack of something causing negative effect.</td>
</tr>
<tr>
<td>Anaemia</td>
<td>Not enough red blood cells—diet lacks iron</td>
</tr>
<tr>
<td>Food additives</td>
<td>Natural or chemical substances added to food</td>
</tr>
<tr>
<td>Allergens</td>
<td>Natural substances that cause allergies</td>
</tr>
<tr>
<td>Kosher</td>
<td>Food cleaned and prepared according to Jewish</td>
</tr>
<tr>
<td>Colostrum</td>
<td>Rich creamy milk produced by Mum</td>
</tr>
<tr>
<td>Antibodies</td>
<td>Defensive system in the body</td>
</tr>
<tr>
<td>Fore milk</td>
<td>Initial milk produced during breastfeeding</td>
</tr>
<tr>
<td>Hind milk</td>
<td>Second, richer milk produced during breastfeeding</td>
</tr>
<tr>
<td>Lactose</td>
<td>A milk-sugar in cows milk</td>
</tr>
<tr>
<td>Gastroenteritis</td>
<td>Bacterial infection in the stomach</td>
</tr>
<tr>
<td>Mastitis</td>
<td>Painful inflammation of the breast</td>
</tr>
<tr>
<td>Engorgement</td>
<td>Breast over full with milk</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sterilisation</td>
<td>Method of cleaning that destroys germs</td>
</tr>
<tr>
<td>Weaning</td>
<td>Gradual introduction of solid foods</td>
</tr>
<tr>
<td>Food Allergy</td>
<td>Body's immune system thinks food is harmful and</td>
</tr>
<tr>
<td>Food Intolerance</td>
<td>Body's digestive system does not produce enough of an enzyme to digest it.</td>
</tr>
<tr>
<td>Coeliac Disease</td>
<td>Intolerance of gluten which is found in wheat, rye,</td>
</tr>
<tr>
<td>Anaphylaxis</td>
<td>Severe and sometimes life threatening allergic reac-</td>
</tr>
<tr>
<td>Obesity</td>
<td>Being seriously overweight risking health problems</td>
</tr>
<tr>
<td>Good hygiene practice</td>
<td>Careful hand washing before handling food, after going to the toilet, chang-</td>
</tr>
<tr>
<td>Personal care</td>
<td>Keeping self generally clean</td>
</tr>
<tr>
<td>Cross infection</td>
<td>Passing of germs from one person to another</td>
</tr>
<tr>
<td>Vaccination</td>
<td>Procedure to protect against infectious illness</td>
</tr>
<tr>
<td>Immunisation pro-</td>
<td>Set of vaccinations gradually building up protection.</td>
</tr>
<tr>
<td>Pyrexia</td>
<td>Raised temperature over 37.5</td>
</tr>
<tr>
<td>Dehydration</td>
<td>Loss of too much fluid from the body</td>
</tr>
<tr>
<td>Febrile convolution</td>
<td>Severe reaction by children to high temperature</td>
</tr>
<tr>
<td>Ward play worker</td>
<td>Trained nurse who understands specific needs of</td>
</tr>
<tr>
<td>Passive smoking</td>
<td>Breathing in of tobacco smoke</td>
</tr>
</tbody>
</table>
A Healthy Diet

Dietary guidelines aim to help everyone eat a diet that is healthy and well balanced. A well balanced diet helps children’s bodies to grow properly as well as providing their energy needs and to help mend and repair themselves if they are ill or injured. Part of a healthy diet means eating 5 portions of fruit and vegetables each day. There are 5 main food groups—protein; carbohydrate; fruit and vegetables; dairy products and fats and sugars. It is important to eat from each of these food groups every day to gain all the nutrients we need, if we don't we may suffer a deficiency.

Labels on food packaging can help us see how healthy each food really is. Many manufacturers now use the traffic light colours to show if a food has high, medium or low amounts of salt, sugar, fat and calories. Labels can also tell us other things, such as if foods are gluten-free or vegetarian. Whenever possible, children should have fresh food without additives.

TASK: Keep a record of your diet for a day. List everything you have eaten, then analyse whether or not you have a healthy diet. What is missing from your diet and how could you improve it?
Feeding a Baby

When feeding a baby, breastfeeding is recommended. However, formula milks are a very good alternative. Bottles of formula need to be made carefully and accurately, and all equipment must be sterilised to prevent infections such as gastroenteritis.

Weaning

Babies are introduced to solid food at about 6 months. Their foods are pureed to start with, then mashed, then gradually chipped up small and provided as finger foods. It is important to encourage healthy eating habits from the start. If babies are not given foods high in sugar, salt or fat then they will be less likely to want them later on. It is important to remember that different cultures and religions have their own food rules and some children have special diets due to food allergy or intolerance.

Feeding a Young Child

A healthy balanced diet is important if the child is to grow and develop properly. Culture, religion, allergies and illnesses can affect the type of food that a child can eat. It is important to respect these dietary restrictions while encouraging children from an early age to eat as wide a variety as possible from all the different food groups.

TASK: List the different ways parents can encourage a fussy eater.
Childcare and Child Health

Hygiene is important when looking after children. It sets a good example, supports general good health and helps prevent cross-infection. This is particularly important when looking after ill children. Adults need to be able to recognise when babies and children are unwell and be able to identify the rashes and spots seen in common childhood illnesses and deal with symptoms such as vomiting, diarrhoea and pyrexia. Many diseases can now be vaccinated against and children are given these vaccinations through the recommended immunisation programme.

Exam Practice Questions

Why is it important for children to drink milk and eat dairy products? (1)

Compare the advantages of using ready-made baby foods with home-cooked baby foods. (6)
1 Name **three** pieces of equipment that are essential for a newborn baby.

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(3 marks)

2 (a) Recent research shows that 25% of children aged between 4 and 5 years are obese or overweight.

Describe **three** ways obesity might affect a child’s health and development.

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(3 marks)

2 (b) Preventing obesity needs to start at birth.

Suggest, with reasons, **three** ways that parents could help to reduce the risk of children becoming obese or overweight.

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(6 marks)
2 (c) Give two government initiatives that have been introduced to help improve the diet and health of children.

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(2 marks)

3 The eatwell plate shows how much of each food group is needed for a healthy diet.

3 (a) (i) Which group of foods should be eaten in the smallest amount?

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(1 mark)

3 (a) (ii) Give two reasons why foods in this group should be eaten in small amounts.

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

(2 marks)

3 (b) Which group of foods is the main source of protein?

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(1 mark)

3 (c) Why is it important for young children to drink milk and eat dairy products?

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(1 mark)
3 (d) Many parents choose to buy ready-made baby foods.

Compare the advantages of using ready-made baby foods with home-cooked baby foods.

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(6 marks)

4 (a) Logos on product labels can help parents when they buy clothes, equipment, toys and food for babies and young children.

Complete the table below to show:

- one item you might find the logo on
- the information the logo gives parents

<table>
<thead>
<tr>
<th>Logo</th>
<th>Item</th>
<th>The information the logo gives parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="0-3 logo" /></td>
<td>(1 mark)</td>
<td>(1 mark)</td>
</tr>
<tr>
<td><img src="image" alt="Heart logo" /></td>
<td>(1 mark)</td>
<td>(1 mark)</td>
</tr>
<tr>
<td><img src="image" alt="Coeliac logo" /></td>
<td>(1 mark)</td>
<td>(1 mark)</td>
</tr>
</tbody>
</table>
4 (b) Complete the chart below to give

- **two** advantages of using reusable nappies
- **two** advantages of using disposable nappies.

<table>
<thead>
<tr>
<th>Types of nappy</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reusable nappies</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 marks)</td>
<td></td>
</tr>
<tr>
<td>Disposable nappies</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>(2 marks)</td>
<td></td>
</tr>
</tbody>
</table>
## DEVELOPMENT OF THE CHILD

<table>
<thead>
<tr>
<th>Growth</th>
<th>Gradual increase in size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>Increasing abilities in skills &amp; understanding</td>
</tr>
<tr>
<td>Percentile Charts</td>
<td>Charts used by health professionals to monitor child’s development</td>
</tr>
<tr>
<td>Development milestones</td>
<td>Stages of development which all children pass through in a similar sequence</td>
</tr>
<tr>
<td>Growth curve</td>
<td>Line showing how an individual’s measurements are developing</td>
</tr>
<tr>
<td>Developmental testing</td>
<td>Checks made on children at specific ages to monitor development</td>
</tr>
<tr>
<td>Gross motor skills</td>
<td>Large gestures i.e.: walking</td>
</tr>
<tr>
<td>Fine motor skills</td>
<td>Skills using hands, e.g.: picking things up</td>
</tr>
<tr>
<td>Sensory development</td>
<td>Use of 5 main senses to explore &amp; learn</td>
</tr>
<tr>
<td>Interdependent</td>
<td>Different things rely upon each other to succeed</td>
</tr>
<tr>
<td>Involuntary reflex action</td>
<td>Automatic responses seen in babies</td>
</tr>
<tr>
<td>Head lag</td>
<td>Inability to support the weight of your own head</td>
</tr>
<tr>
<td>Balance</td>
<td>Moving in a controlled manner</td>
</tr>
<tr>
<td>Coordination</td>
<td>Able to plan, combine and control movements</td>
</tr>
<tr>
<td>Spatial awareness</td>
<td>Appreciation of size of space around you</td>
</tr>
<tr>
<td>Palmar grasp</td>
<td>Reflex action, baby’s hand grabs everything</td>
</tr>
<tr>
<td>Pincer grasp</td>
<td>Use of index finger &amp; thumb to hold something</td>
</tr>
<tr>
<td>Primitive grasp</td>
<td>A clumsy grasp of crayons etc..</td>
</tr>
<tr>
<td>Hand-eye coordination</td>
<td>Using vision to help control actions</td>
</tr>
<tr>
<td>Tripod grasp</td>
<td>Adult grip of a pencil to control it</td>
</tr>
<tr>
<td>Sensory mouthing</td>
<td>Using mouth to explore objects</td>
</tr>
<tr>
<td>Object permanence</td>
<td>Understanding something exists even when it can’t be seen</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Knowledge, involving a range of skills and understanding concepts</td>
</tr>
<tr>
<td>Language</td>
<td>Means of communication</td>
</tr>
<tr>
<td>Nature</td>
<td>Qualities that are inherited</td>
</tr>
<tr>
<td>Nurture</td>
<td>Qualities that come from experience and environment</td>
</tr>
<tr>
<td>Concept</td>
<td>A general idea used to understand the environment</td>
</tr>
<tr>
<td>Imagination</td>
<td>Use of thinking to visualise &amp; plan ideas</td>
</tr>
<tr>
<td>Creativity</td>
<td>Being able to express yourself in different ways</td>
</tr>
<tr>
<td>Egocentricity</td>
<td>Not taking anyone else’s view into account</td>
</tr>
<tr>
<td>Conservation</td>
<td>Understanding things are the same even if they look different</td>
</tr>
<tr>
<td>Concentration</td>
<td>Ability to focus for a period of time</td>
</tr>
<tr>
<td>Conceptualisation</td>
<td>Organisation of thinking &amp; understanding</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Understanding of cause &amp; effect of your actions</td>
</tr>
<tr>
<td>Memory</td>
<td>Power to store and retrieve information</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Ability to think of ways to sort out problems or puzzles</td>
</tr>
<tr>
<td>Verbal</td>
<td>Spoken</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Unspoken</td>
</tr>
<tr>
<td>Passive vocabulary</td>
<td>Words that are understood but not used</td>
</tr>
<tr>
<td>Active vocabulary</td>
<td>Use of speech or signs</td>
</tr>
<tr>
<td>Turn-taking</td>
<td>Coos &amp; gurgles in response to words from carer</td>
</tr>
<tr>
<td>Monosyllabic babbling</td>
<td>Repetitive sounds, e.g.; dadadada</td>
</tr>
<tr>
<td>Polysyllabic sounds</td>
<td>Changes in tone &amp; pitch e.g.; memomemo</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Jargon</td>
<td>Words that are not recognised by others easily</td>
</tr>
<tr>
<td>Holophrase</td>
<td>Word that is used to describe more than one object belonging to a group</td>
</tr>
<tr>
<td>Echolalia</td>
<td>Repeating the last sound heard</td>
</tr>
<tr>
<td>Telegraphic speech</td>
<td>Short sentences that lack joining words</td>
</tr>
<tr>
<td>Motherese</td>
<td>Tone of voice often used by adults when talking to babies</td>
</tr>
<tr>
<td>Emergent writing</td>
<td>A child’s first attempts at forming letters</td>
</tr>
<tr>
<td>Socialisation</td>
<td>Learning the behaviour &amp; cultural expectations of family and society</td>
</tr>
<tr>
<td>Primary socialisation</td>
<td>The influences of family</td>
</tr>
<tr>
<td>Secondary socialisation</td>
<td>Influences from the wider community</td>
</tr>
<tr>
<td>Discipline</td>
<td>Setting of boundaries &amp; expectations of behaviour</td>
</tr>
<tr>
<td>Bonding</td>
<td>Strong emotional ties between child and carer</td>
</tr>
<tr>
<td>Separation anxiety</td>
<td>Concern showed by very young children when main carer leaves.</td>
</tr>
<tr>
<td>Self-image</td>
<td>Your identity, who you think you are</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>How you feel about yourself</td>
</tr>
<tr>
<td>Emotions</td>
<td>feelings</td>
</tr>
<tr>
<td>Comforter</td>
<td>Item used to sooth &amp; comfort child</td>
</tr>
<tr>
<td>Solitary play</td>
<td>First stage of play, playing alone</td>
</tr>
<tr>
<td>Parallel Play</td>
<td>Second stage of play, playing alongside one another</td>
</tr>
<tr>
<td>Looking on Play</td>
<td>Third stage of play, observing and learning from</td>
</tr>
<tr>
<td>Joining in play</td>
<td>Fourth stage of play, simple signs of cooperation are</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cooperative Play</td>
<td>Final stage of play, working together to complete tasks and role play</td>
</tr>
<tr>
<td>Stereotyping</td>
<td>Generalisations about a person rather than seeing them as an individual</td>
</tr>
<tr>
<td>Bullying</td>
<td>Hurting or intimidating someone</td>
</tr>
<tr>
<td>Tantrum</td>
<td>Loss of control of emotions</td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>Praise &amp; rewards for good behaviour</td>
</tr>
<tr>
<td>Boundaries</td>
<td>Clear limits within which the children have to stay</td>
</tr>
<tr>
<td>Sanction</td>
<td>Punishment where something is taken away</td>
</tr>
<tr>
<td>Regressive behaviour</td>
<td>Displays of behaviour reverting to that of a younger age</td>
</tr>
<tr>
<td>Play malnourishment</td>
<td>Not enough opportunities to play</td>
</tr>
<tr>
<td>Play based learning</td>
<td>Learning opportunities through play</td>
</tr>
<tr>
<td>Structured play</td>
<td>Organised by adults with a pre-set outcome</td>
</tr>
<tr>
<td>Spontaneous play</td>
<td>Children choose how and what they do freely</td>
</tr>
<tr>
<td>Discovery play</td>
<td>Using all the senses</td>
</tr>
<tr>
<td>Special Needs</td>
<td>Children who need different help to support their development</td>
</tr>
<tr>
<td>Story sack</td>
<td>Bag of toys, games linked to a specific story</td>
</tr>
<tr>
<td>Storyboards</td>
<td>Sequence of visual images from a story</td>
</tr>
<tr>
<td>Household play</td>
<td>Using everyday objects</td>
</tr>
</tbody>
</table>
Growth & Development

Growth & development are measured by health professionals on percentile charts and are monitored throughout childhood. Each stage in development is called a milestone. Growth and development can be affected by various environmental factors, including fresh air, warmth, diet and home conditions.

Physical Development

Physical development involves using the senses and both gross and fine motor skills. The senses are taste, touch, vision, hearing and smell. Examples of gross motor skills are running and jumping. Fine motor skills include using a pencil and doing up buttons. Physical skills such as toilet training, dressing and feeding are all part of physical development.

TASK: List 3 activities that encourage both gross and fine motor skills:

Gross:________________________________________________________________________________________________________________________________________________________

Fine:________________________________________________________________________________________________________________________________________________________

Intellectual Development

Intellectual development involves both cognition and language. Children need some understanding to help them develop their language and they need to be able to ask questions to help them learn more. Children need stimulation, opportunity, encouragement and interactions with others to help them develop fully. Cognitive development includes the development of concepts. Some of these are quite simple, others are much more complex. Development is affected by both nature and nurture.

TASK: Give an example of a simple concept and a complex concept:

________________________________________________________________________________________________________________________________________________________
Social & Emotional Development

Bonding is a vital part of social and emotional development. It helps children develop a secure attachment to adults. Children need bonding, love, security and discipline for them to feel safe and valued and to help them have a good level of confidence and self-esteem. Social development is both primary, influences from the immediate family and secondary, influences such as friends, teachers etc. Learning how to behave acceptably is part of social development as is the ability to cooperate and take turns.

Play

There are 5 main stages of play: solitary play, parallel play, looking-on play, joining-in play, and cooperative play. Children need opportunities to play freely without adult direction; spontaneous play. Play that is set up and overseen by adults is called structured play. Play can be creative, imaginative, physical, manipulative and intellectual. It involves toys, books, creative resources, large & small scale equipment, homemade objects and items from around the home. It also includes technology. Children gain more from television and DVDs if an adult sits with them and talks about what they see.

TASK: List some types of technology toys:

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Exam Practice Questions

Technology is a big part of everyday life. Describe how toys can help babies and young children to develop technology skills and understanding. (6)

Socialisation is about learning the social skills and behaviour needed for children to interact with other people.

Describe the social skills and behaviour children need to learn.

Explain why they are important

Suggest different ways that parents/carers can encourage the development of these skills (12)
### SUPPORT FOR PARENT & CHILD

<table>
<thead>
<tr>
<th>Childcare provision</th>
<th>Places and people who care for young children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting</strong></td>
<td>Place that provides group care</td>
</tr>
<tr>
<td><strong>Child-minder</strong></td>
<td>Someone who takes children into their own home, registered and often qualified</td>
</tr>
<tr>
<td><strong>Nanny</strong></td>
<td>Someone who cares for a child in the child’s home</td>
</tr>
<tr>
<td><strong>Au-pair</strong></td>
<td>Someone who looks after a child in the child’s home while they are learning English.</td>
</tr>
<tr>
<td><strong>High staff turnover</strong></td>
<td>Staff leave frequently and new staff arrive</td>
</tr>
<tr>
<td><strong>One to one care</strong></td>
<td>Where a child gets individual attention from carer</td>
</tr>
<tr>
<td><strong>EYFS (early years foundation stage)</strong></td>
<td>Framework which all registered childcare providers have to follow</td>
</tr>
<tr>
<td><strong>Early years practitioner</strong></td>
<td>Someone who works with and teaches early years children</td>
</tr>
<tr>
<td><strong>EYFS principles</strong></td>
<td>4 main themes of EYFS</td>
</tr>
<tr>
<td><strong>Surestart</strong></td>
<td>Government programme aiming to provide a good start in life for all children</td>
</tr>
<tr>
<td><strong>Bookstart</strong></td>
<td>Organisation that promotes values of books and reading</td>
</tr>
<tr>
<td><strong>Health Visitor</strong></td>
<td>Qualified nurse with additional specialist training</td>
</tr>
<tr>
<td><strong>Mainstream</strong></td>
<td>‘Group’ care setting for all children</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Means of helping</td>
</tr>
<tr>
<td><strong>SENCO (Special Educational Needs Coordinator)</strong></td>
<td>Works with children, teachers &amp; families to ensure needs are met</td>
</tr>
<tr>
<td><strong>Statutory Assessment</strong></td>
<td>Multi-professional assessment of child</td>
</tr>
<tr>
<td><strong>RIDDOR (Reporting of injuries, Disease &amp; Dangerous Occurrences Regulations)</strong></td>
<td>All work places must keep records of accidents &amp; illnesses.</td>
</tr>
</tbody>
</table>
**Childcare Provision**

There are many different types of childcare. Some are known as ‘in-home’ care and some are known as ‘group’ care. In home care includes childminders and nannies, whilst group care includes day nurseries and pre-schools. Parents need childcare for different reasons, some need to work, some might be ill and need time to rest. There are advantages and disadvantages to every type of childcare. Parents need to think what will suit them and their baby the best. Things to consider are qualifications & experience, the environment, opportunities to mix with other children and the cost.

**Task:** Consider your own childcare arrangements when you were little. What were the advantages & disadvantages for you?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
The Early Years Foundation Stage

Anyone who cares for children from birth to five years must follow the practice guidance provided by the EYFS. The EYFS has 4 main principles, and 6 areas of learning. The 4 principles are:

- A unique child
- Positive relationships
- Enabling environments
- Learning & development

The 6 areas of learning are:

- Personal, social & emotional development
- Communication, language & literacy
- Problem solving, reasoning and numeracy
- Knowledge & understanding of the world
- Physical development
- Creative development

TASK: Link the 6 areas of learning to PIES
Surestart is a **government programme** that aims to provide the best start in life for every child. It focuses on under 5s and their families and brings together 4 main types of provision:

- Early years education
- Childcare
- Health services
- Support for families

It is also involved in distributing books to babies and young children through a charity called **Bookstart**.

All settings that care for children have to meet the requirements of an official body called **Ofsted**, it has 4 main roles:

- Registration
- Inspection
- Investigation
- Enforcement

Inspectors visit each setting regularly and check that everything is in order. They can take action against any setting if any risk to children is found. This is **enforcement**.

**Support for Families**

Health visitors are qualified nurses and health specialists who support families throughout their lives but are mostly associated with supporting new parents, babies and young children. They offer advice and support on matters such as feeding, care routines, immunisation, safety, tantrums and childhood illnesses. Some children have extra needs if they are to be able to reach their full potential. This is called 'special needs'.

A child with special needs can put extra strain on the family due to the need to attend hospital appointments, adapt their home or because of difficult behaviour. Support for these families can include respite care to give
the parents a break, physiotherapy and speech and language therapy to support specific areas of development.

**Exam Practice Questions**

Describe the role of the Health Visitor (4)

What are the possible effects on a family when living with a child who has special needs? (5)
1 (a) Working parents often use childminders to look after their children. By law, childminders must be registered. Who must they be registered with?

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(1 mark)

1 (b) Why is it important for parents to choose a childminder who is registered?

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(3 marks)

1 (c) Suggest, with reasons, two other points to consider when choosing a childminder.

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(4 marks)

1 (d) Most babysitting is done in the evening. Give four pieces of information a babysitter might need to know about a young child’s bedtime routine?

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(4 marks)